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DEDICATORY

To my mother, whose unconditional support, love, and guidance have been the pillars of my life. She is my role model and my inspiration, I thank her for teaching me to live wisely, and for believing in me.

To my brother, the one who encourages and supports me at every stage of my life. With whom I share every joyful and difficult moment. From whom I have learned many valuable and admirable lessons.

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ABSTRACT

The purpose of this research was using videos as a strategy to teach the pronunciation of Plosive Bilabial Minimal Pairs in seventh-grade students at Juan Pablo II High School during the academic period 2022-2023. In terms of methodology, this study was qualitative and quantitative. In this regard, data were collected on the students' level of plosive phonemes pronunciation through a diagnostic test, opinions on the development of phonological competence in children through an interview conducted with teachers, and the model of pronunciation instruction in class was identified through an observation protocol. The results obtained from each instrument were analyzed and used as a reference to design a video teaching guide using a communicative framework as a structural basis for teaching pronunciation of the plosive phoneme group to children.

Key words: Pronunciation, videos, plosive bilabial, plosive phonemes.

RESUMEN

El propósito de esta investigación fue utilizar videos como estrategia para enseñar la pronunciación de los Pares Mínimos Plosivos Bilabiales en estudiantes de séptimo grado de la Unidad Educativa Juan Pablo II durante el periodo académico 2022-2023. En cuanto a la metodología, este estudio fue cualitativo y cuantitativo. En este sentido, se recogieron datos sobre el nivel de pronunciación de los fonemas plosivos de los estudiantes a través de una prueba diagnóstica, opiniones sobre el desarrollo de la competencia fonológica en los niños a través de una entrevista realizada a los docentes y se identificó el modelo de enseñanza de la pronunciación en el aula a través de un protocolo de observación. Los resultados obtenidos de cada instrumento fueron analizados y utilizados como referencia para diseñar una video guía didáctica utilizando un marco comunicativo como base estructural para la enseñanza de la pronunciación del grupo de fonemas plosivos a niños.

Palabras clave: Pronunciación, videos, bilabial plosiva, fonemas plosivos.

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INTRODUCTION

Over time, learning English has become a valuable tool. The world has discovered a way to connect through language and it is thanks to English that it has given way to globalization. And with this, many opportunities of different kinds have arisen, both in the professional and educational areas covering various fields of knowledge.

In this respect, Latin American countries, including Ecuador, have sought to make English a compulsory subject in the educational curriculum (Guevara, 2015). However, studies show that students' English proficiency reaches low levels, which highlight the existence of different obstacles that make difficult the integration of this subject into the Ecuadorian curriculum. According to EF Education First (2023), Ecuador ranks 80th out of 111 countries in terms of English skills mastery. This alerts teachers and future teachers to determine which aspects of the teaching-learning process are deficient.

In recent years, the development of technology in education has allowed the use of different tools and resources that help to counteract deficiencies and contribute to an efficient and personalized teaching process. It is important to clarify that the present research focuses on the application of videos to teach children. Simanullang (2018) affirms that video can make learning easier for students because the information is delivered in an eye-catching and clear way, and it is also helpful when it comes to pronunciation instruction.

However, the lack of innovation in the creation of teaching materials has hindered the integration of novel ways of teaching in general. There is a need to harness technology to create and find a way to make pronunciation teaching possible for children in an easy and interactive way through videos. Thus, students are given the opportunity to develop competences at an early age and achieve a good level of proficiency in the target language which is of great importance and importance worldwide.

Motivation for the study

English has become an important language of communication in which oral expression is a key factor. Moreover, in the extensive process of learning English, achieving proficiency in all four language skills is a priority for learners. In this regard, this project finds it vital to focus on pronunciation, an important sub-skill of speech, as it allows students to develop comfortable intelligibility when expressing themselves.

This project was designed with the main objective of teaching the correct pronunciation of the bilabial plosive phonemes also considering the group of English plosive phonemes in general, using a set of videos that make up an interactive guide. In this way, this didactic

resource promotes primary school students' motivation, improves the learning experience, and boosts their oral production to counteract the common problems that arise due to the interference of the mother tongue when pronouncing plosive phonemes.

Problem Description

According to Soto (2015) in 1993 EFL became part of the Ecuadorian curriculum thanks to an agreement signed between the Government of Ecuador and the British Council. Although decades have passed since its implementation, no significant results have been achieved in terms of English proficiency among students. EFL learners continue to show deficiencies in all four skills (listening, speaking, reading, and writing), particularly in pronunciation as part of the speaking skill.

Several aspects hinder the development of oral expression in students, mainly when it comes to pronunciation. Moreover, pronunciation has several obstacles that prevent it from being one of the main components of English language teaching, among them: time, methodology, and curriculum (Darcy, 2018). The limited time for teaching English forces teachers to focus only on skill development in a generalized way. For this reason, the deficiencies students present in sub-skills such as pronunciation are not considered.

Furthermore, the process of learning English as a foreign language suggests an extended period in which learners assimilate and accumulate content to progressively develop different language competencies (Andrade, Bastidas, Posso, & Alvarez, 2022). Therefore, learners need to develop the necessary competences from an early age by building a solid foundation in all four skills but in this case the research concentrates on pronunciation.

Moreover, regarding the methodological factor, another current problem is the tendency to teach using the traditional method, which hinders the active performance of students in class and leaves aside didactic educational resources such as visual aids and different media that help to improve the experience and motivation of the learners when acquiring new knowledge. Another aspect that disrupts the process of learning English, especially pronunciation, is the limited availability of educational and didactic materials (Guevara, 2015). In view of the subject of the research, the resources that exist for teaching plosive phonemes to children are scarce.

There is a factor directly associated with students' pronunciation problems which is mother tongue interference, this is mainly caused by learners making use of their prior knowledge to learn a new language. "Learners might face a challenging task in mastering pronunciation due to differences in both languages such as sound-to-letter correspondence,

size of phoneme inventory, the allophonic realization of sounds, place, and manner of articulation, among others" (Uribe, Fuentes, Vargas, & Rey, 2019).

Taking the abovementioned into account, the frequent pronunciation problem experienced by seventh-grade students at Juan Pablo II High School is the pronunciation of plosive bilabial sounds (/p/ and /b/) as they pronounce them less aspirated, and this causes no distinction between words, especially in final position for example /læb/ instead of /læp/. According to Avellón (2021), among the common reasons why Spanish speakers have difficulty producing the plosive phonemes in general (/p/, /b/, /t/, /d/, /k/, and /g/) is that they are aspirated before an accented vowel in English, while in Spanish these sounds are pronounced in an unaspirated and less tense manner.

It is important to pronounce plosive bilabial sounds, in essence, the English plosive phonemes in general, as this allows students to express themselves clearly and coherently when speaking. Thus, this project seeks to improve the learning experience and focuses on improving students' pronunciation by using didactic videos, which are considered a valuable resource in this research.

JUSTIFICATION

According to Education First (2022), Ecuador ranks 82nd out of 111 countries in terms of English proficiency, which shows that there is a very low level of English proficiency in the country. Therefore, it is a priority to implement new strategies and tools in the teaching process that help to strengthen the oral production of students, especially pronunciation. For this reason, this research is important as it aims to improve and promote a creative way of teaching English pronunciation, making use of videos as a strategy for students to learn meaningfully and dynamically the plosive phonemes.

First, this work will directly benefit the seventh-grade students at Juan Pablo II High School, located in Ibarra city, province of Imbabura. They are the group in which the effectiveness of the didactic guide to improve pronunciation will be tested. Second, teachers and the rest of the students that make up the educational institution are considered secondary beneficiaries, since the didactic guide will be shared as support material and will benefit present and future generations in the process of improving pronunciation.

One of the current challenges in English language teaching is to implement technological tools to improve learning outcomes. Thus, information technologies are seen as valuable tools to support the teaching-learning process at different educational levels (Toro, Andrade, Orellana, & Arciniegas, 2017). This research arises from the problems that students have in developing a good level of pronunciation and a strategy considered in this project is the use of videos. Using this tool for didactic purposes has a positive

influence on students' motivation because, according to Feria (2019), the video allows the information shared to be stimulating and interesting for the student because of its striking colors, sound, and other features. All of this helps the information reach students more dynamically.

Regarding the feasibility of the project, developing it does not require expensive materials since the resources are virtual and will be easily shared with the students. In addition, the school has the necessary tools, such as projectors and the Internet to facilitate the application of the project.

IMPACTS

This research project contains elements and resources that could be useful for teachers to guide their teaching process and for students to improve the pronunciation of plosive sounds. This research has two impacts: linguistic and academic.

Linguistic impact

Seventh-grade students at Juan Pablo II High School will be able to learn the basics of pronunciation of plosive sounds by improving their listening skills and progressively developing phonological competence at an early age from their A2 level, which will enable them to develop correct and clear pronunciation when speaking.

Academic impact

This research will propose the implementation of videos in the pronunciation teaching process during lessons with a communicative approach that seeks to move away from traditional methods. These will support students to improve their pronunciation and develop phonological competence at an early age which will positively affect speech development.

OBJECTIVES

General

Propose the use of videos as a strategy to teach the pronunciation of Plosive Bilabial Minimal Pairs in seventh-grade students at Juan Pablo II High School.

Specifics

- Analyze the theory of videos as a strategy to teach English pronunciation.
- Diagnose students´ actual production of English Plosive phonemes.
- Design a didactic guideline proposal with videos to improve students' pronunciation of English plosive sounds.
- Identify the incidence of using videos to teach English plosive sounds to seventh-grade students.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Communicative language competence

The development of communicative competence is closely linked to the process of second language acquisition. "It refers to possessing the knowledge of the language as well as the skills to use the language in real-life situations for fulfilling communicative needs" (Bhusal, 2020). It is therefore concerned with the ability of an individual to interact with others using the target language in oral, written, and non-verbal forms. This competence comprises the following elements:

- **Sociolinguistic competence**

As language develops in a social environment, socio-linguistic competence seeks to explain various situations and contexts in which a set of words or phrases can be used appropriately (Mujiono & Herawati, 2021). Knowledge of this competence is reflected in the assertiveness with which different expressions are used, considering the receiver of the message or the audience and deciding whether to use formal or informal language.

- **Pragmatic competence**

Pragmatic competence refers to the student's ability to understand, organize, and transmit a message according to the appropriate context. Moreover, through this competence students understand in which situations it is correct to apply grammatical rules practically, thus taking grammatical knowledge a step further toward meaning and enabling communication to be effective (Sapoetra, 2019).

- **Linguistic competence**

All the knowledge a learner acquires about the target language makes up linguistic competence, which translates into the ability to distinguish a sound and attribute meaning to it, thereby creating a connection between the two elements (Nordquist, 2020). In simple terms, this process takes place in the mind of the student and is based on the recognition and interaction that exists in elements such as a set of rules, norms, and each of the components whereby the target language functions grammatically.

1.1.1. Phonological competence

Phonological competence involves knowledge of certain elements that are present in the acquisition of English as a second or foreign language. Among the main aspects are the sound units (phonemes); the phonetic characteristics of the words, that is, the way of

producing sounds according to a certain context (e.g., voicing, plosion, etc.); the phonetic composition in which aspects such as the sequence of phonemes, stress, and tone of the words intervene; the prosody that focuses on the rhythm, stress, and intonation of the sentences (Council of Europe, 2020). All the above aspects are directly involved in the development of good pronunciation and correct oral production, so the lack of knowledge and learning of these competencies translates into a low level of performance in students.

1.1.2. Common European Framework of Reference (CEFR)

Table 1
Common reference levels of phonological control

	PHONOLOGICAL CONTROL
C2	As C1
C1	Correct use of stress and variation of intonation in sentences to express meaning.
B2	Has acquired a clear, natural, pronunciation and intonation.
B1	Pronunciation is clear although there are pronunciation errors, and there is no strong native accent.
A2	The foreign accent is not an impediment to communication as the pronunciation is sufficiently clear but needs to be enhanced.
A1	Simple language and common phrases are used. Native speakers present difficulties in understanding speakers at this level.

Source: (Council of Europe, 2001).

The phonological level considered in this research is A2, in which seventh graders are found. The above table shows that at this level, although the students lack a native accent, they are understood as having good pronunciation which needs to be further improved.

1.2. Language skills

English skills are essential elements to achieve a complete understanding of what the language entails. It is common for students to begin a process that involves analyzing the information obtained in a specific context to express ideas or thoughts and give way to communication. This is how they gradually develop each of the skills that are divided into four: speaking, reading, listening, and writing.

- **Reading**

Reading is a skill that implies that an individual is competent in understanding, interpreting, analyzing, and grasping the meaning of words and phrases in a written text (Sari, Pratiwi, & Theriana, 2018). Beyond the ability to comprehend, students create a critical and objective way of thinking through reading, eventually realizing an author's point of view or the purpose for which a text has been created.

- **Listening**

Listening is an important element in the language acquisition process as it focuses on receiving or capturing a given message auditively (Putri, Kasim, & Silvianti, 2017). Through learning this skill, students develop an acumen for identifying aspects of speech such as correct pronunciation, intonation, stress patterns, and rhythm.

- **Writing**

Writing skill is about creating quality textual content with cohesion and coherence, written with a clear purpose, and well-organized to transmit a message (Montenegro, 2023). This skill creates a graphic awareness of the grammatical structure of English in students, i.e., what words are made up of and how simple and complex sentences are formed, as well as how to express ideas in written form for different situations and contexts in which a certain type of text is required.

- **Speaking**

Speaking ability is the ability to communicate clearly, expressing a message with coherence and meaning in a specific context (Torky, 2006). The action of orally producing the target language is the result of previous knowledge about pronunciation patterns of isolated sounds, words in context, and aspects such as the structure of the language, among other elements that allow speaking from the simplest monologues to the most complex speeches.

It is made up of several sub-skills that are vital for developing correct oral production. Among these are fluency, vocabulary, grammar, and pronunciation. The present research considers mainly aspects of pronunciation.

1.3. Pronunciation

Pronunciation is the application of different patterns of stress, intonation, and articulation of sounds to communicate a given message (Asiyah & Maghfiroh, 2021). Furthermore, it is an important basis for determining whether an individual can express oneself orally in a clear way and without hindrance or interference.

The progressive integration of this important element in the curriculum provides positive aspects to the student's learning process. Pronunciation instruction enhances speech intelligibility for effective communication. In addition, it aims to improve the learner's confidence in speaking and, at the same time, increase their motivation levels. Moreover, a conscious development of this sub-skill allows for a better understanding of the target language.

1.3.1. What does pronunciation involve?

The process of pronouncing a word or a set of words involves several human organs that make speech and sound production possible. Being able to control these speech organs and articulating according to the parameters of the target language is the key to achieving coherent pronunciation. Furthermore, this process develops as follows:

> "Air from the lungs goes up the trachea (also known as the windpipe) and into the larynx, where it passes through the space between the vocal cords, called the glottis. After the air passes through the glottis, it goes through the tube in the throat called the pharynx. Then the air goes out of the oral cavity through the mouth, or out of the nasal cavity through the nose" (Park-Johnson & Shin, 2020, p.12).

Beyond the physical aspects involved in the production of sounds, other important elements are considered in this research for a deep understanding of pronunciation such as segments, suprasegmentals, intonation, stress, and other factors.

- **Segments**

Segments are mainly represented by the vowels and consonants that are part of the language and stand for the two major categories of sounds (Park-Johnson & Shin, 2020). On the one hand, consonants have a sound that is characterized by the restriction that occurs in the vocal tract when pronouncing words. On the other hand, there are vowels, in which the pronunciation of the vowels does not present any air obstruction.

- **Suprasegmentals**

Suprasegmentals are variations of several features found in spoken language. They are those differences that exist in the pitch, duration, and volume of the sounds that make up an utterance. Several of the functions they perform relate to distinguishing meanings, senses of expressions, and moods (Sharma, 2021).

This research considers the following characteristics of the suprasegmentals:

- **Intonation**

"Intonation refers to pitch movement that is not related to differences in word meaning" (Park-Johnson & Shin, 2020). This seeks to express differences in expressions when communicating, it can be emotion, anger, or sadness. This important characteristic is accomplished by altering the tension in the vocal folds, which allows for a change in pitch. Depending on the flow of air out of the lungs, notes can be high or low.

- **Stress**

Stress focuses on emphasizing words or sentences by making the sound louder when pronouncing them. We usually find this feature at the end of a word or sentence but there are variations. "In any utterance, some syllables are perceived to be more prominent than others and are said to have greater stress" (Park-Johnson & Shin, 2020). This process is accomplished by pushing the air out of the lungs and contracting the rib cage muscles.

1.4. The English phonetic sound system

The English phonetic sound system consists of 44 sounds. It seeks to represent in written form the sounds of each of the letters that make up the language. The sounds are classified into 24 consonants, 12 single vowels or pure vowels, and 8 diphthongs composed of two single vowels.

Figure 1

Phonemic Chart

Source: (Alba English School, 2017).

1.5. Consonants

Consonant sounds are classified according to the place of articulation and manner of articulation they are 24 in total. The place of articulation refers to the place where the air stream is obstructed to produce different sounds. These points are found in the glottis, the lips, the oral cavity, and the pharynx. While the manner of articulation refers to how the articulators are positioned to produce sounds, these vary according to the position of the articulators in the vocal tract. "The pronunciation of the consonants usually blocks the flow of the air through the mouth either partially or completely and therefore, becomes prominent when speaking" (Tapia, 2017).

Figure 2

Consonants of Mainstream American English

	Bilabial	Labiodental	Interdental	Alveolar	Post-Alveolar	Palatal	Velar	Glottal
Stop	p b			t d			k g	ʔ
Fricative		f v	θ ð	s z	ʃ ʒ			h
Affricate					ʧ ʤ			
Nasal	m			n			ŋ	
Lateral Liquid				l				
Retroflex Liquid				r				
Glide	ʍ w					j	ʍ w	

Source: (Park-Johnson & Shin, 2020).

Figure 2 presents the consonants classified by their place and manner of articulation. Thus, in one row the consonants are represented by their place of articulation, which in turn are classified as bilabial, labiodental, interdental, alveolar, post-alveolar, palatal, velar, and glottal. Furthermore, located in a column is the classification of consonants by their manner of articulation which are divided into stop, fricative, nasal, latera liquid, retroflex liquid, and glide.

1.5.1. English plosive sounds

Plosive sounds are those produced by complete obstruction of airflow in the vocal tract. There are six plosive consonants: /p/b/t/d/k/g/. These sounds are characterized by the way they are articulated whether two articulators move toward each other, or one moves toward the other, they form an obstruction (Roach, 2009). In addition, the flow of air when making a plosive sound causes a loud sound called a plosion to be produced.

There are three types of plosives according to the way of articulation. First, p and b are bilabial because lips need to be pressed together when producing the sound. Second, t and d are alveolar since the alveolar ridge has contact with the tip of the tongue. Finally, k and g are velar because the velum has contact with the back of the tongue and thus a stop of the airflow occurs.. On the other hand, it is also convenient to explain that plosive sounds can occur at the beginning, middle, and end of a word as illustrated in Table 2.

Table 2
Plosive consonants positions

	Initial	Medial	Final
/p/	Pin	Papper	Keep
/b/	bin	rubber	bulb
/t/	tin	bitten	tent
/d/	dog	bidden	bid
/k/	king	bicker	kick
/g/	gun	bigger	big

Source: (Shameem, 2009).

1.6. Plosive Bilabial

The group of plosive phonemes includes the plosive bilabial phonemes. These correspond to the sounds /p/ and /b/.

- **/p/**

This phoneme is characterized by its manner of articulation in which the lips come together to stop the flow of air and then release it. When the sound /p/ is produced, the

vocal cords do not vibrate, which is why this sound is described as voiceless. It is found in different positions. For example, in the initial position as in the word park (/pɑːk/), in the middle position as in the word appear (/əˈpɪər/), and in final position as in the word step (/step/).

- **/b/**

In the same way, this phoneme is characterized by its manner of articulation in which the lips come together to stop the flow of air and then release it. When the sound /b/ is produced, unlike the phoneme /p/, the vocal cords do vibrate, which is why this sound is described as voiced. It is found in different positions. For example, in the initial position as in the word door (/dɔːr/), in the middle position as in the word bubble (/ˈbʌb.əl/), and in final position as in the word dead (/ded/).

1.7. Common problems for Spanish speakers with plosive phoneme production

One of the factors directly associated with this pronunciation problem is the influence of the mother tongue. It is evidenced in different studies that in the process of learning English as a foreign language students present different pronunciation problems due to the influence of the mother tongue (Pornwiriyakit, 2022). In this way, a common mistake made by EFL learners is to speak in English using L1 pronunciation. These cases are common in Spanish-speaking students learning English since both languages handle different structural systems.

Referring to plosive phonemes, students tend to mispronounce the sounds /p/, /b/, /t/, /d/, /k/, and /g/ in the initial position because in Spanish these phonemes are pronounced without strong accentuation. Likewise, these phonemes are not common when they are in the final position, for this reason, the differentiation between the sounds p and b represents a challenge for students due to their subtle differences. In this way, students tend to use /t/ for final /d/ (e.g /bæt/ instead of /bæd/), /k/ for final /g/ (e.g /bæk/ instead of /bæg/), and /p/ for final /b/ (e.g /kæp/ instead of /kæb/) (Swan & Smith, 2001).

1.8. Current approaches to teaching pronunciation

Over the years, methods and approaches have been developed to facilitate the process of teaching English skills, especially pronunciation. The advancement of technology and the emergence of different materials and tools have ushered in an era of innovation in teaching which has made it possible to consider various ways and procedures for teaching each of the English skills with which better pedagogical results can be obtained. Table 3

summarizes important aspects of some of the most prominent methods and approaches in pronunciation teaching:

Table 3
Methods and approaches to teaching pronunciation

Approach	Definition
Direct method	Learners were provided with a native-like speech model by the teachers. Students improve their pronunciation through listening and imitation.
Audio lingual method	Learning was based on imitation and repetition following the teacher's model or recording. Teachers used a system of visual transcription or chart articulation. Technique: minimal pair drill
Cognitive approach	This de-emphasized pronunciation in favor of grammar and vocabulary because (a) it was assumed that native-like pronunciation was an unrealistic objective and could not be achieved and (b) time would be better spent on teaching more learnable items, such as grammatical structures and words.
Silent way	It aims for students to learn the sound system without the need to learn the phonetic alphabet or linguistic information. The focus was on the accuracy of the sounds and the structure of the target language. Tools: sound-color chart, the Fidel charts, word charts, and color rods.
Community language learning	Students designed their pronunciation program as they were able to decide what to practice with the help of the teacher. The approach was intuitive and imitative.
Communicative approach	The teaching of pronunciation was considered a matter of urgency in oral communication. Techniques used to teach pronunciation were listening and imitation, minimal pair drills, contextualized minimal pairs, phonetic training, visual aids, tongue twisters, developmental approximation drills, practice of vowel shifts, and stress

	shifts related by affixation, reading aloud/recitation, recordings of learners' production.
Total physical response	In the initial stage it was expected that students would make mistakes in pronunciation, so the process was gradual, students started speaking when they were ready.
Natural approach	It was considered practical for students to internalize the target sound system by exposure to it through listening in a passive, non-pressured approach.
New directions	Ideas from other fields started to be included in language teaching. Some of the techniques used are the use of fluency-building activities, accuracy-oriented exercises, appeals to multisensory modes of learning, adaptation of authentic materials, and the use of instructional technology in the teaching of pronunciation.

Source: (Shabani & Ghasemian, 2017).

1.9. Direct Method

The direct method emerged in the 1890s with an innovative idea. It aims to make the L2 learning process as easy and natural as when a person learns the L1. It is mainly based on oral interaction, where the ability to speak is the essential element of this method. As for classroom instruction, it is taught using only the target language, in this way, new vocabulary is learned intuitively by paying attention to the gestures and body movements made by the teacher. Other tools and strategies applied in class include visual aids and the use of specific vocabulary. This method gives priority to students developing oral expression and pays special attention to pronunciation, leaving grammar as a secondary point.

1.10. Teaching Techniques and Strategies

A world that is constantly advancing requires an education that adapts to change and, above all, to go beyond it. The application of some techniques and strategies is the key that allows the teacher to eliminate the possible obstacles that limit the capabilities of students and affect their participation and performance in class.

1.10.1. Use of videos to teach pronunciation

Video is a valuable tool due to the pedagogical contribution it has provided in recent years. This resource provides visual and eye-catching information that facilitates students' understanding. In addition, apart from being considered an aid in the pedagogical process, the video also allows classes to take place in a dynamic environment that motivates students to learn. In addition, due to the versatility of its use, this material can be adapted for the teaching of different complex subjects such as pronunciation.

1.11. Communicative Framework to Teach Pronunciation

The present research aims to teach plosive phonemes with the use of videos that are structurally based on a communicative framework. The communicative framework consists of different stages in which description and analysis of sounds, listening discrimination, controlled practice, guided practice, and finally communicative practice stand out. All these stages allow the student to progressively understand the sounds of English through contrast.

Firstly, in the description and analysis of sounds, the aim is to introduce pupils to the correct pronunciation of sounds and to create an awareness that will enable them to identify in which words the sounds are present. In this sense, it is essential to present vocabulary considering the level or linguistic sophistication of students (Celce-Murcia, Brinton, & Goodwin, 1996).

Secondly, after the presentation of the sounds, the listening discrimination stage begins in which students identify the sounds by being compared in minimal pairs. This allows them to distinguish and get used to the pronunciation of each sound. At this point, students have a medium level of engagement as they participate in pronouncing the words they hear.

Thirdly, after the discrimination of sounds, practice follows and this is presented in three different forms, controlled, guided, and communicative. Initially, Controlled practice requires simple vocabulary, the activities at this stage use isolated words or simple phrases that they can simply repeat or identify according to the activity. Next, guided practice is characterized by using information gap activities in which learners work in pairs and receive different pieces of information to complete a text or timeline. Here students use simple questions to communicate. Finally, communicative practice allows students to make use of the sounds learned in the lesson to complete activities such as creating a dialogue or short story using key and sequencing words.

To conclude, the communicative framework aims to introduce and expose students to the pronunciation of specific sounds through different individual and group activities that allow them to improve their pronunciation.

CHAPTER II: METHODOLOGY

2.1. Type of Research

The project was developed using a mixed approach, as this allows it to achieve the research objectives through data collection, analysis, and interpretation of the information from the observation group. The mixed approach benefits the researcher by allowing the use of qualitative and quantitative techniques that complement each other and provide broader information while maintaining validity and viability (Creswell, 2009).

For the development of the research, the quantitative method was considered as it was necessary to analyze accounting and measurable information. The focus of the quantitative method is to analyze a social phenomenon by collecting data in numerical form (Sukamolson, 2007). Moreover, the results are obtained by making use of statistical processes, as well as through the application of surveys and controlled observations.

"The qualitative research approach demands that the world be examined with the assumption that nothing is trivial, that everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied" (Bogdan & Biklen, 1998). This type of research was useful to collect information such as opinions, thoughts, and experiences of certain situations from teachers that have important relevance to the project. In addition, data collection was done through interviews.

2.2. Research Method

- **Deductive Method**

The following research selected the deductive method to strengthen the development process. The theory proposed in the theoretical framework is what is expected to be found in the study, thus establishing a hypothesis, and seeking to prove or disprove it (Creswell & Clark, 2007). In this case, the research used this method to collect data through the diagnostic test and to identify the number of students who have problems recognizing plosive phonemes and pronouncing them.

- **Inductive Method**

This method is applied to collect information and analyze it to find links between the research objectives and the conclusions to develop a model or theory considering the processes and experiences previously analyzed (Thomas, 2003). In this case, the use of the interview made it possible to elicit statements about English teachers' experiences and teaching methods concerning the pronunciation teaching process.

2.3. Techniques and instruments

- **Diagnostic Test**

"Diagnostic testing is the process adopted to locate and identify students' areas of learning difficulties/weaknesses in a subject or skill and the cause" (Esomonu & Eleje, 2020). This type of test was beneficial for the present research as it was necessary to identify the students' way of pronouncing plosive sounds in the initial, middle, and final positions.

- **Teaching Dimensions Observation Protocol**

An observation protocol is a useful tool for registering in an organized way the dynamics that exist in the classroom between the teacher, learner, and resources. The present research used a simplified and modified version of the Teaching Dimensions Observation Protocol (TDOP) (Osthoff, Clune, Ferrare, Kretchmar, & White, 2009). It was selected to identify the instructional model when it comes to teaching pronunciation to foreign learners at the A2 level.

- **Semi-Structured Interview**

An interview is a valuable technique, as it helps to explain, understand, and analyze different opinions, experiences, and behaviors. With this tool, it is possible to obtain information about a phenomenon that is present in the group under investigation. The semi-structured interview will be applied to the teachers of the educational unit to know their views on the importance of the use of audiovisual aids to improve pronunciation in students and the development of phonological competence in children.

2.4. Research Questions

- What is the positive influence of videos on pronunciation improvement?
- How does the mother tongue interfere with the pronunciation learning process of EFL learners?

2.5. Study Site

This study occurred in Ibarra, Imbabura, Ecuador, at the Juan Pablo II High School, located at the Sagrario parish on Alfredo Gómez Jaime Ave. 3-13 and y Víctor Manuel Guzmán Street. This institution operates in classroom mode with morning and afternoon schedules.

2.5.1. Participants

The present research took place in the Juan Pablo II High School which consists of 890 students and three English teachers. However, this research is focused on the seventh-grade students in parallel A and B of basic education.

2.5.2. Investigation Procedure

Firstly, the theoretical framework was established by collecting information from other papers and articles to ensure the feasibility of the information. Considering the research topic, it was necessary to select mixed instruments to collect data. Moreover, it was necessary to create a matrix of variables to design the interview questions for the teachers. Regarding the instruments, the researcher created a diagnostic test to identify the level of pronunciation and recognition of plosive sounds by seventh-grade students. Furthermore, to deepen the information, the present research chose to adapt a teaching observational protocol to identify the instructional design for teaching pronunciation that currently exists at the Juan Pablo II High School. Consequently, the instruments were validated and corrected by two teachers of the English major at Universidad Técnica del Norte to ensure their proper application. To apply the instruments, a letter was submitted and approved by the rector of Juan Pablo II High School.

Subsequently, the instruments were applied considering the research questions and objectives. The researcher used the Excel program to plot the results obtained from the teacher interview and the student diagnostic test. Once the data was collected, it was analyzed, and the respective conclusions and recommendations were written. As a last step, an interactive guide was designed with the use of videos for the teaching of plosive sounds based on the communicative framework.

CHAPTER III: ANALYSIS AND DISCUSSION

3.1. Teachers' interview

- **Question 1: Do you think it is important for seventh graders placed at level A.2 to develop phonological competence? Why?**

Teacher A:

From my point of view yes, because if students develop phonological competence, it is easier for them to learn better all the other skills, especially listening and speaking.

Teacher B:

Yes, I do. The phonological competence helps students to learn English correctly.

Analysis:

According to the teachers' responses, the development of phonological competence in seventh grade is an important factor. Furthermore, Teacher A and Teacher B emphasize that this competence allows students to easily learn other skills. The perceptions of the teachers support the theory that phonological awareness allows students to acquire a clear perception of the intonation, stress of sounds, and rhythm of words and sentences, which results in a better performance.

- **Question 2: In the process of developing phonological competence, how important is it for your students to learn to pronounce English sounds correctly?**

Teacher A:

I believe that developing phonological competence is very important for students because if they can pronounce correctly, they can listen well too.

Teacher B:

I consider that it is very important because in this way students can use English to communicate effectively.

Analysis:

According to that question, both teachers agree on the fact that students need to develop correct pronunciation to communicate effectively. In addition, Teacher A expressed that in the same way students who can express themselves clearly can also recognize sounds appropriately when listening to them. This is because being aware of the correct way in which words are produced allows the students to consider precise elements such as rhythm, tone, and stress to differentiate one word from another, this potentially increases their listening comprehension ability.

- **Question 3: What problems do your students have when trying to pronounce English phonemes in general?**

Teacher A:

I have noticed that they have difficulties in pronouncing short and long vowels, and they also do not pronounce the phonemes /s/, /k/, /z/, /t/, and /d/ correctly.

Teacher B:

Most of the time students confuse Spanish sounds with English sounds.

Analysis:

About this question, the teachers expressed that students present different problems when pronouncing phonemes in general. On the one hand, Teacher A explains that students present pronunciation problems mainly in vowels and in various plosive sounds as /k/, /t/, and /d/. On the other hand, teacher B argues that a notable problem is the interference of the mother tongue since students use the same sounds from L1 when pronouncing L2.

- **Question 4: What problems do your students have when trying to pronounce the English plosive sounds?**

Teacher A:

Students tend to pronounce the sounds in English as in Spanish, so they don't understand any difference when it comes to plosive sounds.

Teacher B:

The biggest problem is that they are not familiar with the English sounds.

Analysis:

Regarding teachers' responses, giving the same phonological value as Spanish to English words is a common mistake made by students when it comes to plosive sounds. In other words, mother tongue interference influences the learning process of students, and the lack of phonological competence results in their low ability to differentiate one sound from another. Moreover, Teacher B explains that the lack of exposure to these certain sounds makes students not feel familiar with the target phonemes.

- **Question 5: How helpful are teaching materials to help students develop good phonological competence?**

Teacher A:

Teaching materials are essential tools. Now, we have the important resource of technology and teachers should use them especially to develop phonological competence.

Teacher B:

All the material used in class helps to reinforce the teaching-learning process.

Analysis:

According to this question, both teachers agree that didactic materials contribute positively to the pedagogical process and are useful when developing phonological competence. Didactic materials expand students' possibilities of understanding by offering them information presented in different ways, which in turn enriches the learning environment by taking into consideration various learning styles that allow for better outcomes.

- **Question 6: What strategies do you consider may be used to deal with those pronunciation inaccuracies?**

Teacher A:

I believe that different strategies aimed at vocabulary and pronunciation should be applied from the first level of students' learning.

Teacher B:

Some strategies may include listening to specific information, singing songs, watching videos, movies, and comics in English.

Analysis:

In reference to this question, teacher A considers it important to apply strategies focused on pronunciation and vocabulary, while teacher B includes activities such as watching videos and movies. Integrating strategies with both passive and active activities improve learning outcomes since, on the one hand, passive activities allow the learner to become familiar with the topic and active activities focus on effective practice.

- **Question 7: According to your experience, what frame do you use to teach pronunciation?**

Teacher A:

I usually rely on using a communicative approach to teach pronunciation and emphasize the differences between one sound and another.

Teacher B:

I am not using a specific framework. However, most of the time I mix listening strategies with speaking to teach pronunciation.

Analysis:

According to the teachers' answers, none of them uses a particular frame to teach pronunciation. However, teacher A takes into consideration the communicative approach. This approach considers the development of pronunciation important and emphasizes the practical use of this skill so that communication becomes an effective and meaningful process.

- **Question 8: Do you consider short videos help teachers present target phonemes in a dynamic way? Why?**

Teacher A:

Of course, it is important to use technology through videos, movies, etc. This way students can have fun while learning to pronounce well.

Teacher B:

Yes, I do. All visual resources help to make a dynamic class and catch the students' attention.

Analysis:

According to this question, teachers agree that the use of videos has a positive impact on the teaching of phonemes. This is because, using videos, there is the possibility of gradually presenting the phonological units until reaching a strategic comparison of two or more of them.

3.2. Diagnostic test

Figure 3

Diagnostic test: Question 1 – /b/ and /p/
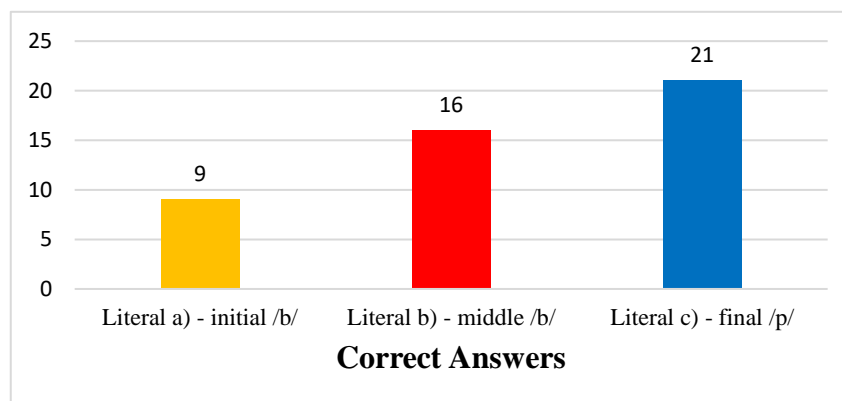
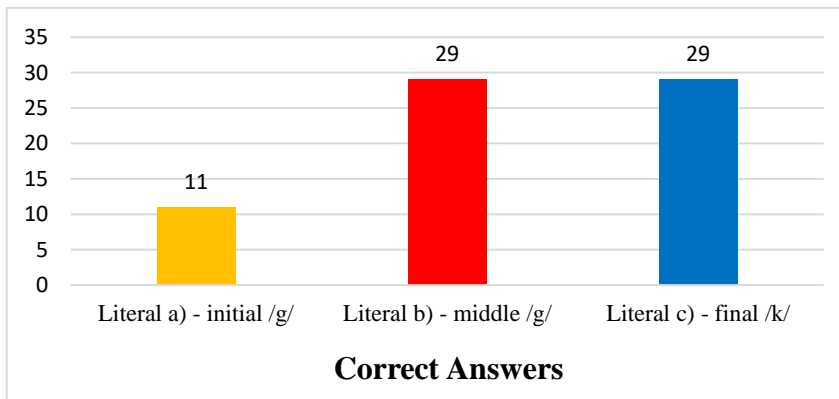

Note: Researcher elaboration. Source: Diagnostic test.

The first figure shows the correct answers obtained in the first question regarding the plosive phonemes /p/ and /b/ of the diagnostic test applied. It illustrates that in item a 9 out of 33 students correctly identified the phoneme /b/ in its initial position; in item b 16 out of 33 students recognized the phoneme /b/ in its middle position and in item c 21 out of 33 students identified the phoneme /p/ in its final position.

Given the results, it is evident that identifying the phoneme /b/ in its initial position was a potential challenge for the students since both the sounds /p/ and /b/ have a slight difference in aspiration when it is pronounced at the beginning of a word. Therefore, these are difficult to distinguish considering the language background of students which is not a very relevant feature.

Figure 4

Diagnostic test: Question 1 – /t/ and /d/
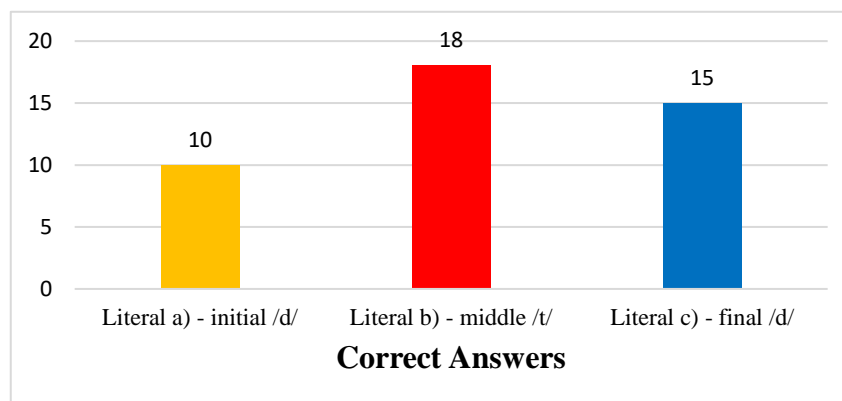
Note: Researcher elaboration. Source: Diagnostic test.

The second figure shows the correct answers obtained in the first question regarding the plosive phonemes /t/ and /d/ of the diagnostic test applied. It put in evidence that more than half of the students were able to correctly identify the phoneme /t/ in its middle position; however, less than half recognized the phoneme /d/ in the initial and final position.

Although both phonemes share the way of articulation, the main problem presented by the students has to do with understanding the voicing contrast between /t/ and /d/ since on the one hand, /t/ is voiceless and on the other hand, /d/ is voiced. The lack of phonological awareness presented by learners hinders their ability to adequately discriminate target phonemes in the middle, final, and overall initial position.

Figure 5

Diagnostic test: Question 1 – /k/ and /g/

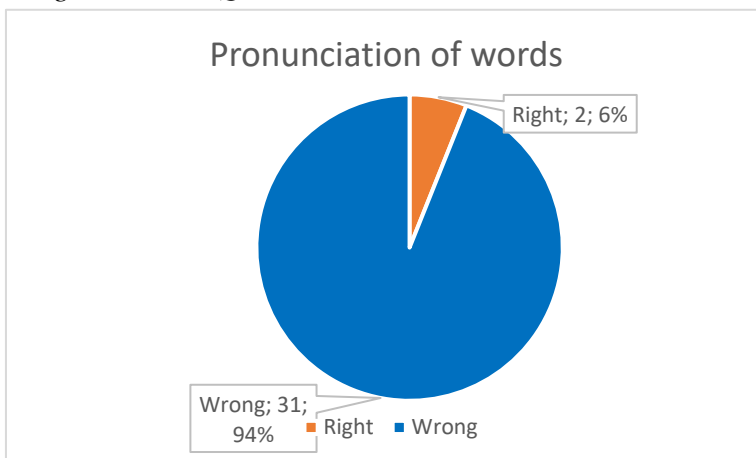Note: Researcher elaboration. Source: Diagnostic test.

The third figure shows the correct answers obtained in the first question regarding the plosive phonemes /k/ and /g/ of the diagnostic test applied. It illustrates that more than half of the students were able to correctly identify the phoneme /g/ in its middle position and the phoneme /k/ in its final position; however, less than half recognized the phoneme /g/ in its initial position.

In this case, 11 out of 33 students had problems identifying the phoneme /g/ in its initial position and this again relies on a low level of listening skills and phonological competence. The phoneme /k/ is voiceless and no vibration is produced when pronouncing. In contrast, /g/ is voiced so it does create a vibration when speaking. To these characteristics is added the fact that /k/ is aspirated when speaking and /g/ is not.
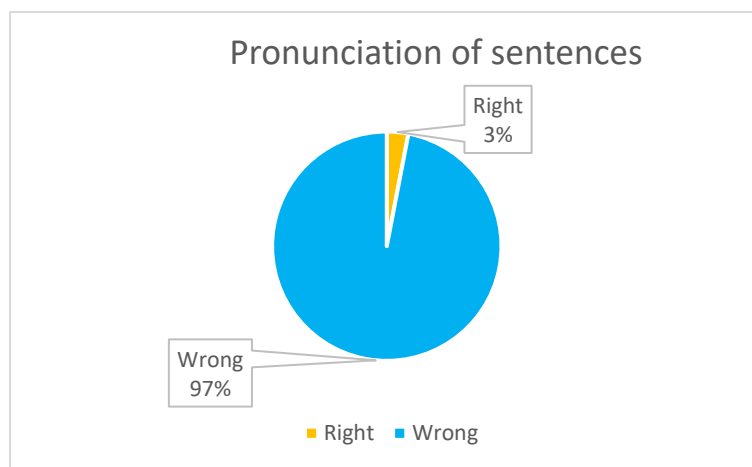
3.2.1. Pronunciation

Figure 6

Diagnostic test: Question 2 – words

Note: Researcher elaboration. Source: Diagnostic test

Figure 7
Diagnostic test: Question 2 – sentences

Pronunciation of sentences

Right 3%

Wrong 97%

■ Right ■ Wrong

Note: Researcher elaboration. Source: Diagnostic test.

Data collected for questions 2 and 3, which concern the pronunciation of words and sentences, evidenced that most students face problems when trying to pronounce plosive sounds in general. These difficulties have several logical reasons behind them.

First, the students have Spanish as their first language, which is a phonetic language, meaning that words share the same spelling and pronunciation. It is different when it comes to English, in which there are variations between words and the way they are pronounced. This disparity between the two languages hinders the ability of students to learn and understand the correct pronunciation of sounds and words, especially plosive phonemes.

Second, referring to plosive phonemes (/p/, /b/, /t/, /d/, /k/, and /g/) these are classified by voicing, place of articulation and manner of articulation. Apart from this, these phonemes present a variation when producing the sound and this depends on the position in which they are in a word. Thus, certain phonemes are produced with aspiration commonly at the beginning of a word. Identifying and pronouncing them correctly requires effective development of phonological competence.

Furthermore, due to the interference of the mother tongue in the learning process, students tend to instinctively pronounce a word in the same form in which it is written, and as voicing plays an important role in the production of a plosive sound a deal is created in which words lose their initial meaning due to incorrect pronunciation.

3.3. Observation of the instructional model

The following data corresponds to the application of the observation sheet. It was applied on November 17th, 2023, to one of the participant teachers and a group of 33 students in seventh grade. The topic of the class was family members. Pronunciation was not the focus of the class, but part of it.

To determine the instructional model used by the teacher, an observation sheet adapted from TDOP (Teaching Dimensions Observation Protocol) was used, which is a descriptive observation protocol in which the actions performed by the teacher and the students are identified in a 3-minute interval.

The observation protocol included three main categories:

1. The time column: data was collected in intervals of three minutes.
2. The what the teacher does column: It describes the actions taken by the teacher during the different stages of the class.
3. The what the students do column: It describes the reactions of the students to the instructions and teachers' explanations.

From minutes 1 to 3, the teacher introduces the topic of family members in which he uses lecturing, so he does not use any external material to explain the topic. As for the students, they only participate by answering the questions asked by the teacher. In this time interval, there is not much interaction between teacher and student, so students have a low engagement.

In minutes 4 to 6, the teacher made use of multimedia material (audio) to enhance the explanation of the target vocabulary. After playing audio, he asked several rhetorical questions that encouraged the reasoning of students and, as part of a pedagogical strategy, he emphasized the importance of consciously learning and remembering the vocabulary previously presented. On the students' side, they only participated in answering the questions asked by the teacher.

Regarding minutes 7 to 9, the teacher continued with the same dynamic of presenting an audio. In this part of the class, the teacher began to encourage the students to participate in class and repeat the correct pronunciation of the vocabulary aloud. The students were modeled by the multimedia material and the teacher's pronunciation.

Finally, from minutes 10 to 12, the teacher begins to use checking questions to determine students' understanding. He also makes connections in which students can better understand a concept by relating it to an element of their life, which allows for very high student engagement in this time-lapse.

Analyzing the data obtained from the observation sheet applied to determine the instructional model, it can be identified that the teacher tends to give an explanation on pronunciation making use of the audio provided in the book. Apart from that material, the students rely on the teacher's pronunciation model. As for the dialogue between teacher and student, this is given using rhetorical and comprehension-checking questions. Furthermore, the explanation was based on repetition and making connections with elements of their daily life in which the students achieved a medium-high involvement.

3.4. Discussion

This research aims to use videos as a strategy to teach bilabial plosive sounds and considers the other sounds that belong to the plosive group. Taking this aspect into account, the present research believes that videos are a valuable resource in the classroom, how they are presented captures the attention of students due to their striking colors, sounds, and animations (Feria, 2019). All of this helps the information reach students more dynamically. Most teachers' respondents in this study, on their part, considered videos a valid teaching tool. Despite this, and for time reasons, they do not use it very often. Experts and respondents agree that videos can become a helpful aid for teachers and learners, however, as explained by the teachers, there is not much room for them in real contexts due mainly to time limitations. It may be implied then that in search of alternatives that allow the use of this tool, flipped teaching strategies may be implemented in such cases where time is the constraint.

For further analysis, the results of the various instruments applied for this research show the following:

Firstly, the interview conducted with the teachers reflects their views on the importance of the development of phonological competence in children. However, they do not focus on actively teaching pronunciation in class. Moreover, children who are exposed from an early age to complex language elements such as specific sounds in speech find it easy to perceive and produce these sounds compared to children who are not exposed to them (Ziyodaxon, 2023). In this sense, given the value of phonological awareness at an early age, gradually implementing the teaching of pronunciation to children is vital to enhance their understanding of rhythm, stress, and intonation, which will positively affect the development of skills such as listening and speaking.

Secondly, according to the results of the diagnostic test applied to the students, they presented difficulties in identifying and pronouncing words that contain plosive phonemes. Regarding that, in the process of learning English as a foreign language students present pronunciation inaccuracy due to the influence of the mother tongue (Pornwiriyakit, 2022). Moreover, most teachers' respondents consider that the lack of familiarity with English phonemes promotes pronunciation problems in students. It could be identified that L1

influence is common even among Spanish speakers as how learners pronounce and perceive sounds is connected to the prior knowledge and particularities belonging to the mother tongue. A practical solution could be to reduce these errors by increasing the learner's exposure to the second language, allowing them to acquire it naturally through a structured way of teaching.

Next, data collected from classroom observation helped to identify the instructional model when it comes to pronunciation. The observation showed that the teacher is the primary actor and presents the topic without the use of visual aids. In addition, repetition is the main teaching strategy, the dialogue between teacher and student is reduced to knowledge-testing questions and there is no interaction between students. Therefore, the way of teaching is based on traditional methods and students achieve a low level of engagement.

There is no evidence of the use of a specific framework, and it limits the possibilities of improving the student's ability to recognize and produce target sounds. To organize the way teaching is done, the use of a framework is beneficial as the activities are created and developed so that they are aligned with the learning objectives. Regarding that, the present research proposes the use of the communicative framework to teach pronunciation to improve instructional design, since it divides the teaching stage into several phases, moving from analysis and consciousness-raising to listening discrimination and finally production (Celce-Murcia, Brinton, & Goodwin, 1996).

CHAPTER IV: ACADEMIC PROPOSAL

4.1. Title

Plosive phonemes - Video teaching guide to improve pronunciation of plosive sounds.

4.2. Introduction

Learning a language requires the development of different skills that learners see as a challenge, especially those that enable oral production. Thus, this research focuses on pronunciation and its development in the topic of plosive sounds since through early exposure to this area students build the foundations of phonological competence and develop accurate pronunciation gradually.

For that reason, the present video didactic guide is under consideration to teach the plosive sounds to seventh-grade students at Juan Pablo II High School. Moreover, the set of videos is based on the communicative framework to section the learning process into listening discrimination, controlled practice, guided practice, and communicative practice. Thus, teachers can implement this guide that contains different repetition exercises and activities according to the stages. In this way, students learn to pronounce the sounds properly and to identify them in isolated words or different contexts.

Finally, the videos that make up this proposal have an A2 level vocabulary, since this is the level at which seventh-grade students are placed. This list of videos is a valuable resource to use in class and is also a pedagogical support for students to practice outside the classroom.

4.3. Justification

Pronunciation is a topic that is not covered in depth during class hours, especially at levels such as A2, where its development is considered unnecessary. This is due to several obstacles, among them, methodology and time. However, having a guide that makes it possible to turn a complex topic such as the teaching of plosive sounds into an interactive and interesting one is useful for teachers, mainly because it is a unique material. For this reason, the implementation of the video guide for the teaching of plosive sounds allows teachers to have an organized guide to teach pronunciation and, secondly, to develop the basis of pronunciation in children so that they can identify and produce the sounds correctly, which will allow them to communicate effectively. At the same time, they develop their listening skills. All this learning will allow them to advance in level easily and gradually.

4.4. Presentation of the instructional guide

In this video guide for the instruction of the pronunciation of plosive sounds, the teachers will find a total of 9 videos of which 6 correspond to the plosive sounds /p/, /b/, /t/, /d/, /k/, and /g/. In addition to this, 3 more videos present the contrasting plosive sounds /p/ and /b/, /k/ and /g/, and finally /t/ and /d/.

4.5. Objectives
4.5.1. General Objective

Design a video guide for the instruction of the pronunciation of plosive sounds in seventh-grade students at John Paul II High School.

4.5.2. Specific objectives

- Organize video structure and activities based on a communicative framework according to the level of the students.
- Provide a video didactic guide to the institution for the teaching of the pronunciation of plosive sounds

4.6. Beneficiaries

The direct beneficiaries of this proposal are the seventh-grade students and teachers at Juan Pablo II High School. Teachers will be able to include the video guide in classes to teach plosive sounds and improve students' pronunciation visually and dynamically. Moreover, students will have the opportunity to develop their phonological competence and listening skills through different activities to identify plosive sounds and produce them clearly which will improve their oral production continuously. The indirect beneficiaries of the proposal are other teachers around the world who are looking for material for teaching plosive sounds in contrast since the guide will be available for free on YouTube. It can also be used as a reference for future videos or projects related to pronunciation teaching.
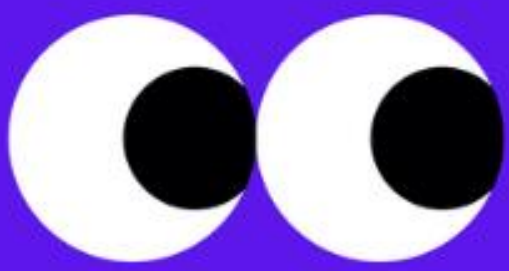
4.7. Guide

The instructional video guide will be available on YouTube, so anyone can access the link freely:

https://www.youtube.com/playlist?list=PLxRGpRPwyUqCYT7tpQ_A8FvBq1DGx7_Kh
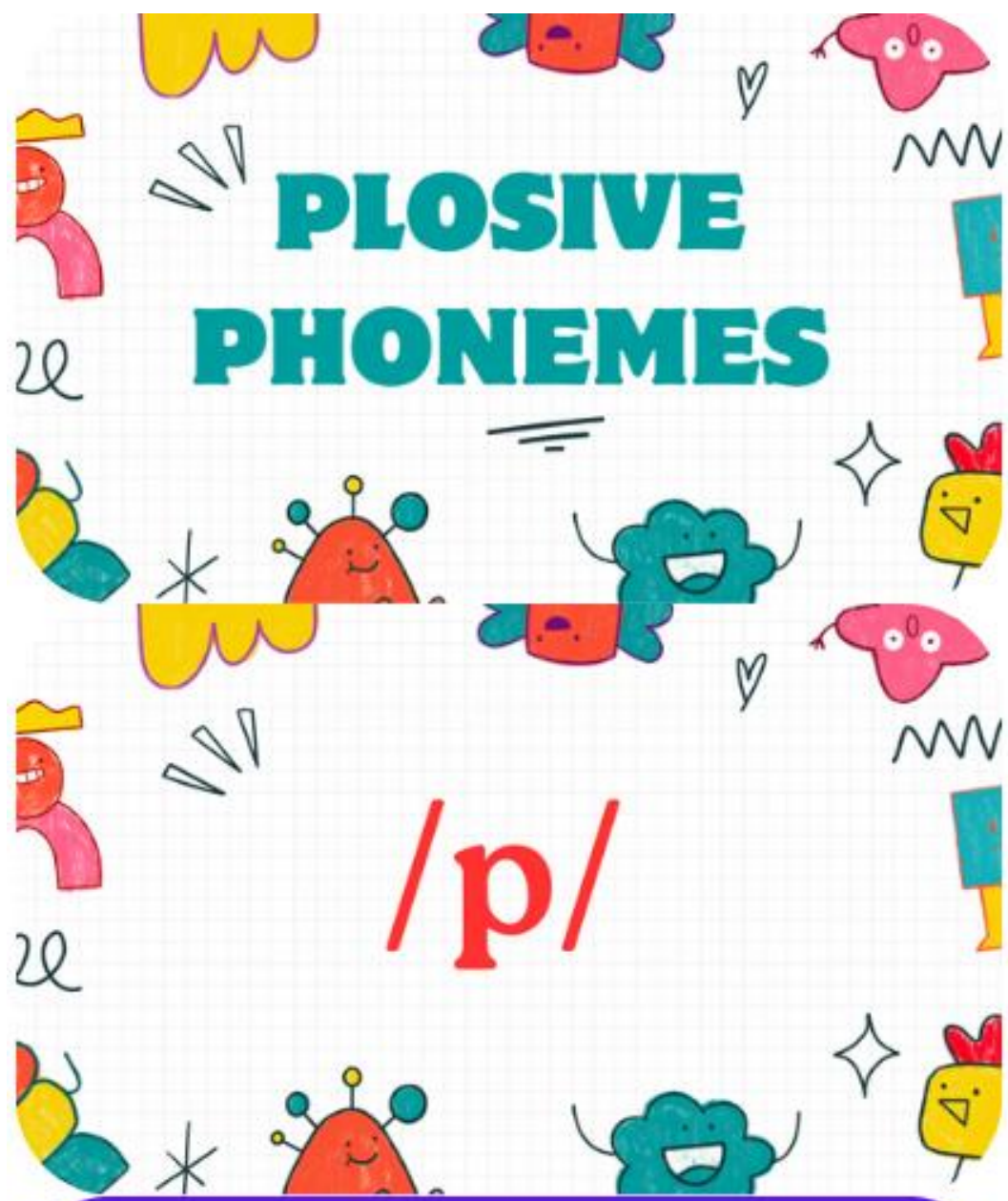
PLOSIVE PHONEMES

/p/

Look

Inhale

Inhale

Inhale

Hold

Hold

Exhale

Exhale

Exhale

Repeat

Inhale

Inhale

Inhale

Hold

Hold

Exhale

39

Exhale

Exhale

Listen

40

Pronunciation /p/

Repeat

/p/

Words with /p/

/p/

Pear

/p/

Purple

/p/

Cap

Words with /p/

Pencil	Carpet	Help
Power	Disappear	Soap
Punch	Lipstick	Map

Time to Practice

/p/

Listen and tick ✓

Listen and tick ✓

Park

Bark

44

Listen and tick ✓

Park ✓

Bark

Listen and tick ✓

Pull

Bull

Listen and tick ✓

Pull ✓

Bull

Listen and tick ✔

Poppy

Hobby

Listen and tick ✔

Poppy ✔

Hobby

Listen and tick ✔

Rapid

Rabbit

46

Listen and tick ✔

Rapid ✔

Rabbit

Listen and tick ✔

Lap

Lab

Listen and tick ✔

Lap ✔

Lab

Listen and tick ✔

Lamp

Lamb

Listen and tick ✔

Lamp ✔

Lamb

Listen and Complete

p / b

Listen and Complete b / p

Hi, Lisa! Do you want to ___lay ball during the ___reak?

Sure, ___eter! I love the idea.

Great! Let's go to the ___layground.

___lease wait, ___efore that, I need to grab my back___ack.

Okay, let's hurry u___.

I'm ready! Let's go.

Listen Again

Check the answers

Listen and Complete b / p

Hi, Lisa! Do you want to play ball during the break?

Sure, Peter! I love the idea.

Great! Let's go to the playground.

Please wait, before that, I need to grab my backpack.

Okay, let's hurry up.

I'm ready! Let's go.

Lets work in pairs

Complete the dialogue with your partners' help

Student A

Carlo: Hi Billy, did you enjoy the zoo yesterday?
Billy: Yes, it was fantastic! I saw colorful _____!
Carlo: Wow, that sounds fun! I played with a playful panda.
Billy: Really? I petted a _____!
Carlo: Cool! I also bought a penguin toy at the zoo. What about you?
Billy: Awesome! I bought a _____ to feed the monkeys.
Carlo: It was a great day! Before returning home I took photos of the panthers.

Student B

Carlo: Hi Billy, did you enjoy the zoo yesterday?
Billy: Yes, it was fantastic! I saw colorful parrots!
Carlo: Wow, that sounds fun! I played with a _____.
Billy: Really? I petted a baby puma!
Carlo: Cool! I also bought a _____ at the zoo. What about you?
Billy: Awesome! I bought a big bag of peanuts to feed the monkeys.
Carlo: It was a great day! Before returning home I _____.

Student A

Questions

1.- What did Billy see at the zoo?

2.- Which animal did Billy pet?

3.- What did Billy buy at the zoo?

Student B

Questions

1.- What animal did Carlo play with?

2.- What did Carlo buy at the zoo?

3.- What did Carlo do before he went home?

Create a short story

Use the words in the box

Sequencing words	Vocabulary
First	Park
Then	Policeman
Next	Disappear
Finally	Laptop
	Help
	Map

WELL DONE!

PLOSIVE PHONEMES

/b/

Listen

Repeat

Attention !

BOO! + Vibration In your throat

Pronunciation

= /b/

Repeat

/b/

Words with

/b/

/b/

Blue

/b/

Bub**ble**

/b/

Crab

Words with /b/

Bird	**Ho**bby	**Clu**b
Big	**Ra**bbit	**We**b
Bear	**Bu**bble	**Bo**b

Time to Practice

/b/

Listen and tick ✓

Bear

Pear

58

Listen and tick ✔

Bear ✔

Pear

Listen and tick ✔

Big

Pig

Listen and tick ✔

Big

Pig ✔

59

Listen and tick ✓

Poppy

Hobby

Listen and tick ✓

Poppy

Hobby ✓

Listen and tick ✓

Rapid

Rabbit

Listen and tick ✔

Rapid

Rabbit ✔

Listen and tick ✔

Cup

Cub

Listen and tick ✔

Cup

Cub ✔

Listen and tick ✓

Lamp

Lamb

Listen and tick ✓

Lamp

Lamb ✓

Listen and Complete

b / p

Listen and Complete b / p

Hey! On the way here, I saw a lam___.

Did you see a lam___?

No, a lam___. The fluffy animal.

Okay. Oh, Look at the ___ear!

Did you say ___ear?

No, ___ear with b.

Oh I see, it's so ___ig and brown.

Listen Again

Check the answers

Listen and Complete b / p

Hey! On the way here, I saw a lamb.

Did you see a lamp?

No, a lamb. The fluffy animal.

Okay. Oh, Look at the bear!

Did you say pear?

No, bear with b.

Oh I see, it's so big and brown.

Lets work in pairs

64

Complete the dialogue with your partners' help.

Student A

Peter: Hi Ben! How was your day?
Ben: Hi Peter! It was pretty good, thanks!
I played _____ with my friends
after school. What about you?
Peter: Sounds fun! I went to the zoo and
I saw polar bears and penguins.
Ben: Nice! Did you eat anything yummy?
Peter: Yeah, I ate broccoli soup! It was
delicious. What about you?
Ben: I had a _____ for lunch. It
was big and juicy!
Peter: Wow, burgers are my favorite!
What's yours?
Ben: I like _____.

Student B

Peter: Hi Ben! How was your day?
Ben: Hi Peter! It was pretty good, thanks!
I played basketball with my friends after
school. What about you?
Peter: Sounds fun! I went to the zoo and
I saw _____.
Ben: Nice! Did you eat anything yummy?
Peter: Yeah, I ate _____! It was
delicious. What about you?
Ben: I had a burger with some bacon for
lunch. It was big and juicy!
Peter: Wow, _____ are my favorite!
What's yours?
Ben: I like blueberry cookies.

Student A

Questions

1.- What did Ben play after school?

2.- What did Ben eat for lunch?

3.- What is Ben's favorite food?

Student B

Questions

1.- What animals did Peter see at the
Zoo?

2.- What did Peter eat for breakfast?

3.- What is Peter's favorite food?

65

Create a short story

Use the words in the box

Sequencing words

| First |
| Then |
| Next |
| Finally |

Vocabulary

| Bus stop |
| Library |
| Back |
| Brother |
| Bycicle |
| Bear |

WELL DONE!

PLOSIVE PHONEMES

/t/

Look

Inhale

Inhale

Inhale

Hold

Hold

Exhale

Exhale

Exhale

Repeat

70

Inhale

Inhale

Inhale

Hold

Hold

Exhale

Exhale

Exhale

Listen

Pronunciation

/t/

Repeat

/t/

Words with

/t/

/t/
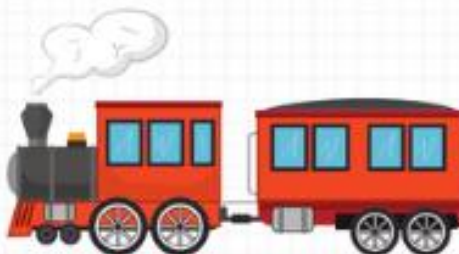
Train

/t/

Butter

/t/
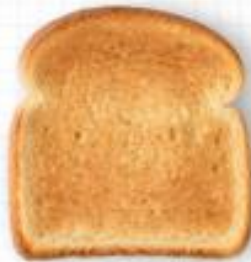
Toast

Words with /t/

Teacher	Button	Hat
Table	Bottle	Boat
Tomorrow	Letter	Cat

Time to Practice

/t/

Listen and tick ✔

Listen and tick ✔

Town

Down

Listen and tick ✔

Town ✔

Down

Listen and tick ✔

Two

Do

Listen and tick ✔

Two ✔

Do

78

Listen and tick ✔

Metal

Medal

Listen and tick ✔

Metal ✔

Medal

Listen and tick ✔

Petal

Pedal

Listen and tick ✔

Petal ✔

Pedal

Listen and tick ✔

Bat

Bad

Listen and tick ✔

Bat ✔

Bad

Listen and tick ✔

Ant

And

Listen and tick ✔

Ant ✔

And

Listen and Complete

t / d

Listen and Complete t / d

Hi, Mary! What do you like to ____o in your free ____ime?

Hi, Daniel! I love to play ou___side. I ri___e my bike and climb ___rees.

Sounds fun! I prefer staying in___oors. I wa___ch TV and play video games.

Cool! Sometimes, I ___raw landscapes.

Nice! I like to draw ___oo.

Listen Again

Check the answers

Listen and Complete t / d

Hi, Mary! What do you like to **d**o in your free **t**ime?

Hi, Daniel! I love to play ou**t**side. I ri**d**e my bike and climb **t**rees.

Sounds fun! I prefer staying in**d**oors. I wa**t**ch TV and play video games.

Cool! Sometimes, I **d**raw landscapes.

Nice! I like to draw **t**oo.

Lets work in pairs

Complete the dialogue with your partners' help.

Student A

Tim: Hi, David! What was your favorite animal at the zoo?
David: Hi, Tim! I liked _____! They were so big and had cool stripes.
Tim: Yeah, they were awesome! I liked the dolphins. They did tricks in the water.
David: That sounds amazing! What other animal did you see?
Tim: I saw turtles. They are fascinating reptiles. What about you?
David: I saw _____. What else did you do at the zoo?
Tim: We had lunch by the ducks and watched them swim in the pond.
David: Sounds great! I _____.

Student B

Tim: Hi, David! What was your favorite animal at the zoo?
David: Hi, Tim! I liked the tigers! They were so big and had cool stripes.
Tim: Yeah, they were awesome! I liked the _____. They did tricks in the water.
David: That sounds amazing! What other animal did you see?
Tim: I saw _____. They are fascinating reptiles. What about you?
David: I saw deer. What else did you do at the zoo?
Tim: We _____.
David: Sounds great! I take some pictures of different animals.

Student A

Questions

1.- What is David's favorite animal?

2.- What other animal did David see?

3.- What activity did David do at the zoo?

Student B

Questions

1.- What is Tim's favourite animal?

2.- What other animal did Tim see?

3.- What activity did Tim do at the zoo?

Create a short story

Use the words in the box

Sequencing words	Vocabulary
First	Teacher
Then	Cat
Next	Tree
Finally	Try
	Better
	White

WELL DONE!

PLOSIVE PHONEMES

/d/

Listen

DOOO

Repeat

DOOO

Attention !

OOO +

**Vibration
In your throat**

Pronunciation

= /d/

Repeat

/d/

Words with /d/

/d/

Door

/d/

Pudding

/d/

Friend

Words with /d/

Doctor	**Mo**d**el**	**Han**d
Dinner	**Mi**dd**le**	**Roa**d
Dog	**Can**d**le**	**Wor**d
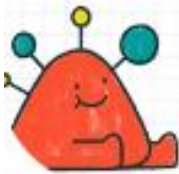
Time to Practice

/d/

Listen and tick ✔

Listen and tick ✔

Dry
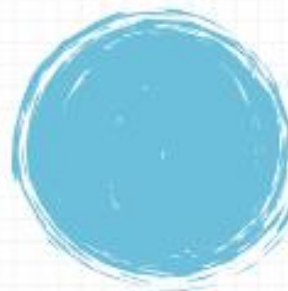
Try

Listen and tick ✔

Dry ✔

Try

Listen and tick ✔

Tie

Die

Listen and tick ✔

Tie

 ✔

Die ✔

Listen and tick ✔

Metal

Medal

Listen and tick ✔

Metal

Medal ✔

93

Listen and tick ✔

Petal

Pedal

Listen and tick ✔

Petal

Pedal ✔

Listen and tick ✔

Feed

Feet

94

Listen and tick ✓

Feed ✓

Feet

Listen and tick ✓

Heart

Hard

Listen and tick ✓

Heart

Hard ✓

Listen and Complete

t / d

Listen and Complete t / d

My favorite ska___er won a me___al. I am very happy.

Did you say me____al?

No. I mean he won the gold me___al at the Olympics.

Oh! I see. I ___hink he worked har___.

Yes, he is a goo___ athlete.

Listen Again

Listen and Complete t / d

My favorite ska___er won a me___al. I am very happy.

Did you say me____al?

No. I mean he won the gold me___al at the Olympics.

Oh! I see. I ___hink he worked har___.

Yes, he is a goo___ athlete.

Check the answers

Listen and Complete t / d

My favorite skater won a medal. I am very happy.

Did you say metal?

I mean he won the gold medal at the Olympics.

Oh! I see. I think he worked hard.

Yes, he is a good athlete.

Lets work in pairs

Complete Dylan's weekly to-do list with your partner

Student A

Monday	Do homework
Tuesday	
Wednesday	Wash the dishes
Thursday	
Friday	Go to the dentist
Saturday	

Student B

Monday	
Tuesday	Cook dinner with mom
Wednesday	
Thursday	Go to drawing class after school
Friday	
Saturday	Do laundry

Key question

What will Dylan do on_____ ?

Create a short story

Use the words in the box

Sequencing words

First
Then
Next
Finally

Vocabulary

Dog
Drink
Medal
Pudding
Feed
And

WELL
DONE!

PLOSIVE
PHONEMES

/k/

Look
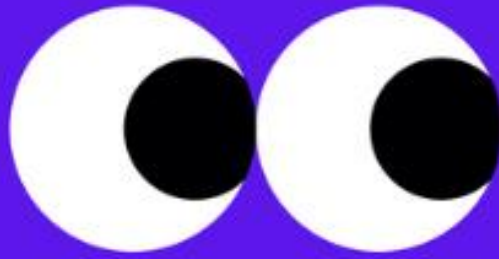
Inhale

Inhale

Inhale

Hold

Hold

Exhale

Exhale

Exhale

Repeat

Inhale

Inhale

Inhale

Hold

Hold

Listen

Pronunciation

/k/

Repeat

/k/

Typical spellings

We find the phoneme **/k/** in different forms

- **k** → **k**eep
- **c** → **c**lass
- **cc** → so**cc**er
- **ck** → che**ck**
- **ch** → **ch**aracter
- **qu** → **qu**een

Words with

/k/

/k/

Kid

/k/

Mark**et**

/k/

Tal**k**

Words with /k/

Cat	Ti**ck**et	Boo**k**
Kitchen	So**cc**er	As**k**
Kiss	Ja**ck**et	Des**k**

Time to Practice

/k/

Listen and tick ✔

Listen and tick ✔

Cold

Gold

Listen and tick ✔

Cold ✔

Gold

111

Listen and tick ✓

Card

Guard

Listen and tick ✓

Card ✓

Guard

Listen and tick ✓

Coat

Goat

Listen and tick ✔

Coat ✔

Goat

Listen and tick ✔

Picky

Piggy

Listen and tick ✔

Picky ✔

Piggy

Listen and tick ✔

Pick

Pig

Listen and tick ✔

Pick ✔

Pig

Listen and tick ✔

Back

Bag

114

Listen and tick ✔

Back ✔

Bag

Listen and Complete

k / g

Listen and Complete k / g

I want to buy a ___oat.

Did you say ___oat?

No, I said a ___oat . I want one because it's too ___old.

Oh! I see. In my case I need to buy a lo___.

Did you say that you need a lo___?

No, I mean a lo___ for my bi___e.

Listen Again

Listen and Complete k / g

I want to buy a ___oat.

Did you say ___oat?

No, I said a ___oat . I want one because it's too ___old.

Oh! I see. In my case I need to buy a lo___.

Did you say that you need a lo___?

No, I mean a lo___ for my bi___e.

Check the answers

Listen and Complete k / g

I want to buy a **c**oat.

Did you say **g**oat?

No, I said a **c**oat . I want one because it's too **c**old.

Oh! I see. In my case I need to buy a lo**ck**.

Did you say that you need a lo**g**?

No, I mean a lo**ck** for my bi**k**e.

Lets work in pairs

Complete David's weekly to-do list with the help of your partner

Student A

Monday	Cook dinner with mom
Tuesday	
Wednesday	Take out the trash after school
Thursday	
Friday	Go for a walk in the park
Saturday	

Student B

Monday	
Tuesday	Clean the room
Wednesday	
Thursday	Go to karate class after school
Friday	
Saturday	Read a book

Key question

What will David do on _____ ?

Create a short story

Use the words in the box

Sequencing words

First

Then

Next

Finally

Vocabulary

Club
Key
School
Soccer
Look
Back

WELL DONE!

PLOSIVE PHONEMES

/g/

Listen

GOAL!

120
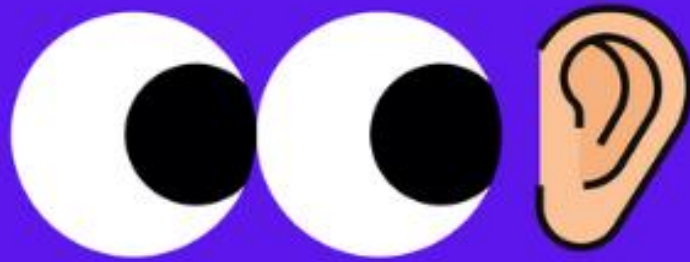
Repeat

GOAL!

Attention !

GOAL! + Vibration In your throat

Pronunciation

= /g/

Repeat

/g/

Words with /g/

/g/

Go

/g/

Vegetables

/g/

Frog

Words with /g/

Good	Magician	Song
Green	Regulate	Wing
Garden	Fragile	Ring

Time to Practice

/g/

Listen and tick ✓

Listen and tick ✓

Cold   Gold

Listen and tick ✔

Cold

Gold ✔

Listen and tick ✔

Coast

Ghost

Listen and tick ✔

Coast

Ghost ✔

126

Listen and tick ✔

Picky

Piggy

Listen and tick ✔

Picky

Piggy ✔

Listen and tick ✔

Dock

Dog

127

Listen and tick ✓

Dock

Dog ✓

Listen and tick ✓

Pick

Pig

Listen and tick ✓

Pick

Pig ✓

Listen and tick ✔

Back

Bag

Listen and tick ✔

Back

Bag ✔

Listen and Complete

g / k

Listen and Complete g / k

I need ___lasses.

Did you say ___lasses?

No, I mean I need maths ___lasses. I have bad ___rades.
Also, I for___ot my umbrella and now my ba___ is wet.

Did you say your back is wet?

No, I said ba___ with g.

Listen Again

Check the answers

Listen and Complete g / k

I need classes.

Did you say glasses?

No, I mean I need maths classes. I have bad grades.
Also, I forgot my umbrella and now my bag is wet.

Did you say your back is wet?

No, I said bag with g.

Lets work in pairs

Complete Ana's weekly to-do list with the help of your partner.

Student A

Monday	Watering the plants and gardening.
Tuesday	
Wednesday	Go to the gym.
Thursday	
Friday	Go to golf course.
Saturday	

Student B

Monday	
Tuesday	Get a bag for shopping.
Wednesday	
Thursday	Gather laundry for washing.
Friday	
Saturday	Go to the grocery store.

Key question

What will Ana do on_____?

132

Create a short story

Use the words in the box

Sequencing words

First

Then

Next

Finally

Vocabulary

Frog
Dog
Green
Garden
Hungry
Angry

WELL DONE!

PLOSIVE PHONEMES

p/b

Remember the pronunciation

/p/

Repeat

/p/

135

/b/

Repeat

/b/

Words with

p/b

p / b

Pea

Bee

p / b

Bubble

Couple

p / b

Cap

Cab

Words with p / b

Initial	Middle	Final
Pug / Bug	Rapid / Rabbit	Lamp / Lamb
Pole / Bowl	Poppy / Hobby	Lap / Lab

Time to Practice

p/b

Listen and tick ✓

Listen and tick ✓

Park

Bark

Listen and tick ✓

Park

Bark ✓

139

Listen and tick ✓

Bear

Pear

Listen and tick ✓

Bear

Pear ✓

Listen and tick ✓

Poppy

Hobby

Listen and tick ✓

Poppy ✓

Hobby

Listen and tick ✓

Rapid

Rabbit

Listen and tick ✓

Rapid

Rabbit ✓

Listen and tick ✓

Cup

Cub

Listen and tick ✓

Cup ✓

Cub

Listen and tick ✓

Lap

Lab

142

Listen and tick ✔

Lap

Lab ✔

Listen and Complete

p / b

Listen and Complete b / p

back / pack		rabbit / rapid
bark / park	bears / pears	

1. Grizzly _____ are known to eat meat and also fruits like _____.

2. The dog stops to _____ at other dogs in the _____.

3. The farmer came _____ to take the vegetables out of the _____ of the truck.

4. The _____ is a small and _____ animal when it runs.

Listen Again

Listen and Complete b / p

back / pack	rabbit / rapid
bark / park	bears / pears

1. Grizzly _____ are known to eat meat and also fruits like _____.

2. The dog stops to _____ at other dogs in the _____.

3. The farmer came _____ to take the vegetables out of the _____ of the truck.

4. The _____ is a small and _____ animal when it runs.

Check the answers

144

Listen and Complete b / p

back / pack	rabbit / rapid
bark / park	bears / pears

1. Grizzly bears are known to eat meat and also fruits like pears.

2. The dog stops to bark at other dogs in the park.

3. The farmer came back to take the vegetables out of the pack of the truck.

4. The rabbit is a small and rapid animal when it runs.

Lets work in pairs

Complete Peter's weekly to-do list with the help of your partner.

Student A

Monday	Prepare breakfast
Tuesday	
Wednesday	Buy a new brush teeth
Thursday	
Friday	Watering the plants
Saturday	

Student B

Monday	
Tuesday	Practice piano
Wednesday	
Thursday	Visit the library to borrow books
Friday	
Saturday	Play basketball at the park

Key question

What will Peter do on_____ ?

Use the words in the box

Sequencing words

First

Then

Next

Finally

Vocabulary

Park
Blue
Apple
Rubbish
Cap
Bird

WELL
DONE!

PLOSIVE
PHONEMES

t / d

Remember the pronunciation

/t/

Repeat

/t/

/d/

Repeat

/d/

Words with

t/d

t / d

Tie　　　Die

t / d

Metal

Medal

t / d

Heart

Hard

Words with t / d

Initial	Middle	Final
Town / Down	Petal / Pedal	Ant / And
Try / Dry	Metal / Medal	Bat / Bad

Time to Practice

t/d

Listen and tick ✔

Listen and tick ✔

Tea

D

Listen and tick ✓

Tea

D ✓

Listen and tick ✓

Tear

Deer

Listen and tick ✓

Tear ✓

Deer

153

Listen and tick ✓

Metal

Medal

Listen and tick ✓

Metal

Medal ✓

Listen and tick ✓

Petal

Pedal

154

Listen and tick ✔

Petal ✔

Pedal

Listen and tick ✔

Feed

Feet

Listen and tick ✔

Feed

Feet ✔

155

Listen and tick ✔

Bat

Bad

Listen and tick ✔

Bat

Bad ✔

Listen and Complete

t / d

Listen and Complete t / d

bat / bad	try / dry
two / do	tear / deer

1. I wet my T-shirt and I want to ____ to ____ it with the tumble dryer.
2. I saw a ____ and it's a ____ idea to sleep outside the tent.
3. Today I have ____ history assignments to ____.
4. I saw a ____ coming out of the eye of the ____.

Listen Again

Check the answers

Listen and Complete t / d

	bat / bad	try / dry
two / do		tear / deer

1. I wet my T-shirt and I want to try to dry it with the tumble dryer.

2. I saw a bat and it's a bad idea to sleep outside the tent.

3. Today I have two history assignments to do.

4. I saw a tear coming out of the eye of the deer.

Lets work in pairs

Complete Mary's weekly to-do list with the help of your partner.

Student A

Monday	Study for math test in the afternoon
Tuesday	
Wednesday	Do laundry
Thursday	
Friday	Take out the trash
Saturday	

Student B

Monday	
Tuesday	Do homework
Wednesday	
Thursday	Go to dentist
Friday	
Saturday	Got to dance club

Key question

What will Mary do on_____ ?

Create a short story

Use the words in the box

Sequencing words

First
Then
Next
Finally

Vocabulary

Tent
Day
Mountain
Candle
Ant
Head

WELL DONE!

PLOSIVE PHONEMES

k/g

Remember the pronunciation

/k/

Repeat

/k/

/g/

Repeat

/g/

Words with

k/g

k / g

Class

Glass

k / g

Picky

Piggy

k / g

Back

Bag

Words with k / g

Initial	Middle	Final
Crow / Grow	Picky / Piggy	Pick / Pig
Crab / Grab	Cooker / Google	Back / Bag

Time to Practice

k/g

Listen and tick ✓

Listen and tick ✓

Card

Guard

Listen and tick ✓

Card

Guard ✓

166

Listen and tick ✔

Cold

Gold

Listen and tick ✔

Cold ✔

Gold

Listen and tick ✔

Picky

Piggy

Listen and tick ✓

Picky

Piggy ✓

Listen and tick ✓

Lock

Log

Listen and tick ✓

Lock ✓

Log

Listen and tick ✔

Back ⫷⫷⫷

Bag

Listen and tick ✔

Back ✔ ⫷⫷⫷

Bag

Listen and tick ✔

Pick

Pig
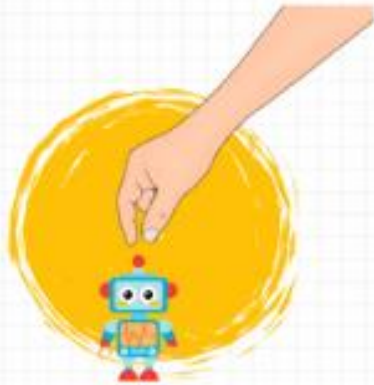
Listen and tick ✔

Pick ✔

Pig

Listen and Complete

k / g

Listen and Complete k / g

bag / back	pick / pig
ghost / coast	guard/ card

1. I _____ some vegetables for the _____.

2. The _____ found my credit _____.

3. I need a new _____ because the one I have is hurting my _____.

4. Tourists say they saw a _____ on the _____.

Listen Again

Listen and Complete k / g

bag / back   pick / pig

ghost / coast   guard/ card

1. I _____ some vegetables for the _____.

2. The _____ found my credit _____.

3. I need a new _____ because the one I have is hurting my _____.

4. Tourists say they saw a _____ on the _____.

Check the answers

Listen and Complete k / g

bag / back   pick / pig

ghost / coast   guard/ card

1. I pick some vegetables for the pig.

2. The guard found my credit card.

3. I need a new bag because the one I have is hurting my back.

4. Tourists say they saw a ghost on the coast.

Lets work in pairs

Complete Patric's weekly to-do list with the help of your partner.

Student A

Monday	Go to school
Tuesday	
Wednesday	Practice kicking the ball
Thursday	
Friday	Go hiking with dad
Saturday	

Student B

Monday	
Tuesday	Go shopping with mum
Wednesday	
Thursday	Have a picnic in the garden
Friday	
Saturday	Go swimming at the pool

Key question

What will Patric do on _____ ?

Create a
short story

Use the words in the box

First

Then

Next

Finally

Kid
Glue
Soccer
Angry
Bag
Park

WELL

DONE!

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

Based on the information obtained from the theoretical framework, it leads to the conclusion that Spanish speakers have problems pronouncing plosive sounds due to the phonological differences that exist in both languages. In addition, the use of videos is an important strategy when it comes to modifying and innovating the pronunciation instruction process. The images, sounds, and other elements aim to capture the attention of the learners, allowing them to awaken a genuine interest in learning. In addition, the use of a communicative framework complements this strategy in a way that promotes participation and interaction between teacher and student.

Based on the methodology a mixed approach was applied to collect information through an interview, a diagnostic test, and an observation protocol. Firstly, the interview obtained a positive response from the teachers in agreeing that pronunciation and the development of phonological competence in A2 students are essential for the correct development of speaking and that tools such as videos are necessary to promote students' motivation.

In addition, it was detected through the diagnostic test that the students present difficulties when pronouncing and identifying the bilabial plosive sounds and plosive phonemes in general, in their initial, middle, and final positions. This is because their pronunciation in English presents characteristics of the pronunciation of the sounds in Spanish, which is a clear interference of the mother tongue.

Finally, with the application of the observation protocol, it was possible to identify the instructional model, the dynamics that exist between teacher and student during class, and the resources used by the teacher to teach pronunciation. Moreover, it was determined that there is no defined framework for teaching pronunciation and the teaching process has characteristics that coincide with the traditional method.

The present research proposal, which is based on a video guide for teaching plosive phonemes, was designed so that teachers have at their disposal a visual and attractive tool for teaching pronunciation of plosive phonemes, which is based on a communicative framework. In addition, students could use the guide for learning outside the classroom.

5.2. Recommendations

The gradual inclusion of pronunciation teaching during lessons could benefit the development of student's speaking skills and contribute to the development of interest and confidence in speaking, especially in children who acquire the language through constant exposure to it.

The video guide developed as a proposal for this research contains activities that strengthen the group dynamics of the students. It is important to highlight that each video is designed to be applied not only in one class but in two or as required by the teacher.

The videos contain an order for teachers to follow which is listening to discrimination, controlled practice, guided practice, and communicative practice. Each phase contains vocabulary according to the level of the students which is presented in contrast or minimal pairs so that the students can identify the sounds and sharpen their hearing.

The present proposal can be equally applied to teaching at lower levels as it contains an approach based on visual and sound aids designed for teaching children in a general way. In addition, the video guide aims to turn a complex topic such as the pronunciation of plosive sounds into an interesting and easy-to-assimilate topic for children. In that way, younger learners can have the opportunity to develop a better pronunciation foundation in their long journey of learning English.

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ANNEXES

Annexes 1. Approbation of Instruments.

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA, EDUCACIÓN Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 27 de noviembre de 2023

Magister

Rubén Congo

Docente UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Instrumentos de Investigación del Proyecto **Using videos as a strategy to teach the pronunciation of Plosive Bilabial Minimal Pairs in seventh-grade students at Juan Pablo II High School, academic period 2022-2023.** Previo a la obtención del título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto los instrumentos de validación.

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

Atentamente,

_____

Montenegro Fernández Stefany Mishelle

Estudiante UTN

27-11-2023

Ibarra, 15 de noviembre de 2023

Doctor

Narváez Vega Franklin Fernando

Docente UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar el/los Cuestionarios de Investigación del Proyecto **Using videos as a strategy to teach the pronunciation of Plosive Bilabial Minimal Pairs in seventh-grade students at Juan Pablo II High School, academic period 2022-2023.** Previo a la obtención del título de Licenciatura en pedagogía de los idiomas nacionales y extranjeros para lo cual, se dignará encontrar adjunto el/los Cuestionarios y los instrumentos de validación.

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

Atentamente,

Montenegro Fernández Stefany Mishelle

Estudiante UTN

Recevved
15-11-2023
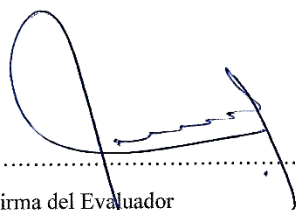
Annexes 2. Checklist

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

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN			OBSERVACIONES	
Ítem	Dejar	Modificar	Eliminar	
1	✓			
2	✓			
3	✓			

....

Firma del Evaluador

C.C.: 1001417235

Apellido y nombre	Congo Rubén
Título académico	Gerencia de Proyectos Educativos y Sociales
Institución de Educación Superior	Universidad Técnica Del Norte
Correo electrónico	racongo@utn.edu.ec
Teléfono	0998693662

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

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

Observaciones:

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

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

Observaciones:

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

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN			OBSERVACIONES	
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			

....
Firma del Evaluador
C.C.: 1001758026

Apellidos y nombres completos	Narváez Vega Franklin Fernando
Título académico	Magister en Educación y Desarrollo Social
Institución de Educación Superior	Universidad Técnica Del Norte
Correo electrónico	ffnarvaez@utn.edu.ec
Teléfono	0992530502

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

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

Observaciones:

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

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

Observaciones:

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA, EDUCACIÓN Y TECNOLOGÍA
Diagnostic test for students

Topic: Using videos as a strategy to teach the pronunciation of Plosive Bilabial Minimal Pairs in seventh-grade students at Juan Pablo II High School, academic period 2022-2023.

Objective: Diagnose possible pronunciation problems on plosive phonemes in seventh-grade students.

QUESTIONARY

1.- Listen and circle the corresponding word.

- **/b/ and /p/**
a) bet / pet
b) bubble / puppet
c) cob / cop

- **/t/ and /d/**
a) try / dry
b) petal / pedal
c) bet / bed

- **/k/ and /g/**
a) cold / gold
b) cooker / google
c) pick / pig

2.- Pronounce the following words:

/b/	/p/
bill	pill
hobby	poppy
cab	cap

/t/	/d/
tear	dear
metal	
	medal
bat	bad

/k/	/g/
cave	gave
picky	piggy
dock	dog

3.- Read aloud the following short sentences.

- Today is the right time to climb the mountain.
- I don't believe there is a ghost on the coast.
- Peter eats a big breakfast in bed for his birthday.
- Mary buys pears, grapes, and bread at a good price at the supermarket.

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA, EDUCACIÓN Y TECNOLOGÍA
Teacher's Interview

Topic: Using videos as a strategy to teach the pronunciation of Plosive Bilabial Minimal Pairs in seventh-grade students at Juan Pablo II High School, academic period 2022-2023.

Objective: Determine the teachers' perspective about using videos as a strategy to teach the pronunciation of Plosive English Phonemes in seventh-grade students.

1.- Do you think it is important for seventh graders placed at level A.2 to develop phonological competence? Why?

2.- In the process of developing phonological competence, how important is it for your students to learn to pronounce English sounds correctly?

3.- What problems do your students have when trying to pronounce English phonemes in general?

4.- What problems do your students have when trying to pronounce the English plosive sounds?

5.- How helpful are teaching materials to help students develop good phonological competence?

6.- What strategies do you consider may be used to deal with those pronunciation inaccuracies?

7.- According to your experience, What frame do you use to teach pronunciation?

8.- Do you consider short videos help teachers present target phonemes in a dynamic way? Why?

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA, EDUCACIÓN Y TECNOLOGÍA
Teachers' observation sheet

Topic: Using videos as a strategy to teach the pronunciation of Plosive Bilabial Minimal Pairs in seventh-grade students at Juan Pablo II High School, academic period 2022-2023.

Objective: Identify the instructional model used by the teachers during the class.

Adapted from the online version of the "Teaching Dimensions Observation Protocol (TDOP)

USER´S GUIDE CODE SYSTEM

Teaching Methods

- L (Lecturing)
- LW (Lecturing while writing)
- LVIS (Lecturing from pre-made visuals)
- LDEM (Lecturing with demonstration of phenomena)
- SOC-L (Socratic lecture)
- IND (Individualized instruction)
- A (Assessment)
- MM (Multimedia)
- AT (Administrative task)

Student-focused instruction

- SGW (Small group work/discussion)
- DW (Deskwork)
- SP (Student presentation)

Student-Teacher Dialogue

- IRQ (Instructor rhetorical question)
- IDQ (Instructor display question)
- ICQ (Instructor comprehension question)

Instructional Technology

- CB (Chalkboard/whiteboard/Smart Board)
- PP (PowerPoint or other digital slides)
- M (Movie, documentary, video clips, or YouTube video)
- WEB (Website)

Pedagogical Strategies

- HUM (Humor)
- ANEX (Anecdote/example)
- ORG (Organization)
- EMP (Emphasis)

Student-led dialogue

- SQ (Student question)
- SR (Student response to teacher question)
- PI (Peer interactions)

Potential Student Cognitive Engagement

- CNL (Making connections to own lives/specific cases:)
- PS (Problem-solving)
- CR (Creating)

Student Engagement

- VHI (Very High)
- HI (High)
- MED (Medium)
- LOW (Low)

Information

Observer name:

Instructor name:

Date and time of observation:

Goals and plans

Goals for the observed class:

Planned activities for the observed class:

Course Characteristics

Level:

School:

Number of students:

TIME	TEACHER					STUDENTS		
1 - 3	**Teaching Methods**					**Student-led dialogue**		
	L	L W	L VIS	LD EM	SOC -L	SQ	SR	PI
	IN D	A	M M	AT		**Potential Student Cognitive Engagement**		
	Student-focused instruction					CNL	PS	CR
	SGW		DW		SP	**Student Engagement**		
	Student-Teacher Dialogue					VHI	HI	ME D	LOW
	IRQ		IDQ		ICQ			
	Instructional Technology							
	CB		PP	M	WEB			
	Pedagogical Strategies							
	HUM		ANE X	ORG	EMP			
	NOTES:					**NOTES:**		

TIME	TEACHER					STUDENTS		
4 - 6	**Teaching Methods**					**Student-led dialogue**		
	L	L W	L VIS	LD EM	SOC -L	SQ	SR	PI
	IN D	A	M M	AT		**Potential Student Cognitive Engagement**		
	Student-focused instruction					CNL	PS	CR
	SGW		DW		SP	**Student Engagement**		
	Student-Teacher Dialogue					VHI	HI	ME D	LOW
	IRQ		IDQ		ICQ			
	Instructional Technology							
	CB		PP	M	WEB			
	Pedagogical Strategies							
	HUM		ANE X	ORG	EMP			
	NOTES:					**NOTES:**		

TIME	TEACHER					STUDENTS		
7 - 9	**Teaching Methods**					**Student-led dialogue**		
	L	LW	LVIS	LDEM	SOC-L	SQ	SR	PI
	IND	AMM	M	AT		**Potential Student Cognitive Engagement**		
	Student-focused instruction					CNL	PS	CR
	SGW		DW		SP	**Student Engagement**		
	Student-Teacher Dialogue					VHI	HI	MED	LOW
	IRQ		IDQ		ICQ			
	Instructional Technology							
	CB		PP		M	WEB		
	Pedagogical Strategies							
	HUM	ANEX		ORG	EMP			
	NOTES:					**NOTES:**		

TIME	TEACHER					STUDENTS		
10 - 12	**Teaching Methods**					**Student-led dialogue**		
	L	LW	LVIS	LDEM	SOC-L	SQ	SR	PI
	IND	AMM	M	AT		**Potential Student Cognitive Engagement**		
	Student-focused instruction					CNL	PS	CR
	SGW		DW		SP	**Student Engagement**		
	Student-Teacher Dialogue					VHI	HI	MED	LOW
	IRQ		IDQ		ICQ			
	Instructional Technology							
	CB		PP		M	WEB		
	Pedagogical Strategies							
	HUM	ANEX		ORG	EMP			
	NOTES:					**NOTES:**		

Annexes 6. Solicitude for instruments thesis application

UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

REPÚBLICA DEL ECUADOR

Oficio nro. UTN-FECYT-D-2024-0106-O
Ibarra, 05 de diciembre de 2023

PARA: MSc. Luis Lema
RECTOR DE LA UNIDAD EDUCATIVA JUAN PABLO II

ASUNTO: Trabajo de Integración Curricular Srta. Stefany Mishelle Montenegro Fernández

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 de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la señorita STEFANY MISHELLE MONTENEGRO FERNÁNDEZ, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular: "USING VIDEOS AS A STRATEGY TO TEACH THE PRONUNCIATION OF PLOSIVE BILABIAL MINIMAL PAIRS IN SEVENTH – GRADE STUDENTS AT JUAN PABLO II HIGH SCHOOL, ACADEMIC PERIOD 2022 - 2023".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Firmado electrónicamente por:
JOSE LUCIANO REVELO
RUIZ

MSc. José Revelo Ruiz
DECANO

Annexes 7. English Teacher's letters of consent

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros

Acepto participar voluntariamente en esta investigacion, conducida por Stefany Mishelle Montenegro Fernández estudiante de la carrera de Pedagogía De Los Idiomas Nacionales Y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es el uso de videos como estrategia para la enseñanza de la pronunciación de los Pares Mínimos Plosivos Bilabiales en estudiantes de séptimo grado de la Unidad Educativa Juan Pablo II, período académico 2022-2023.

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

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

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

Nombre del participante:

Lic. Diana Pomasqui

Firma del participante:

_____

Lic. Diana Pomasqui

Nombre del investigador :

Mishelle Montenegro

Firma del investigador:

_____

Mishelle Montenegro

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros

Acepto participar voluntariamente en esta investigacion, conducida por Stefany Mishelle Montenegro Fernández estudiante de la carrera de Pedagogía De Los Idiomas Nacionales Y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es el uso de videos como estrategia para la enseñanza de la pronunciación de los Pares Mínimos Plosivos Bilabiales en estudiantes de séptimo grado de la Unidad Educativa Juan Pablo II, período académico 2022-2023.

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

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

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

Nombre del participante:

Lic. Jimmy Muñoz

Firma del participante:

Lic. Jimmy Muñoz

Nombre del investigador :

Mishelle Montenegro

Firma del investigador:

Mishelle Montenegro

Annexes 8. Authorization for socialization of the proposal

UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio nro. UTN-FECYT-D-2024-0118-O
Ibarra, 10 de junio de 2024

PARA: MSc. Luis Lema
RECTOR DE LA UNIDAD EDUCATIVA JUAN PABLO II

ASUNTO: **Trabajo de integración curricular Srta. Stefany Mishelle Montenegro Fernández**

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 de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita STEFANY MISHELLE MONTENEGRO FERNÁNDEZ, portadora de la cédula de ciudadanía 1005239390, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta con el tema: "PLOSIVE PHONEMES – VIDEO TEACHING GUIDE TO IMPROVE PRONUNCIATION OF PLOSIVE SOUNDS", perteneciente al trabajo de integración curricular con el tema: "USING VIDEOS AS A STRATEGY TO TEACH THE PRONUNCIATION OF PLOSIVE BILABIAL MINIMAL PAIRS IN SEVENTH – GRADE STUDENTS AT JUAN PABLO II HIGH SCHOOL, ACADEMIC PERIOD 2022 - 2023".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
LUCIANO
REVELO RUIZ

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por JOSE LUCIANO
REVELO RUIZ
Fecha: 2024.06.10
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MSc. José Revelo Ruiz
DECANO

JRR/M. Báez.

U.E.
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RECTORADO

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Ibarra-Ecuador
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Annexes 9. Proposal socialized at Juan Pablo II High School

Annexes 12. Turnitin Results

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AUTOR
MISHELLE MONTENEGRO

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