



UNIVERSIDAD TÉCNICA DEL NORTE

(UTN)

FACULTAD DE EDUCACIÓN CIENCIA Y TENOLOGÍA

(FECYT)

**CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS – EN LÍNEA**

TRABAJO DE INTEGRACIÓN CURRICULAR

TEMA:

**“APPLYING READING STRATEGIES TO PRACTICE
PRONUNCIATION OF 4TH EGB STUDENTS, AT THE JEAN
PIAGET SCHOOL”**

**Trabajo de titulación previo a la obtención del título de licenciada
en pedagogía de los idiomas nacionales y extranjeros.**

Línea de investigación: Gestión, Calidad De La Educación, Procesos
Pedagógicos E Idiomas.

AUTOR (A):

PASPUEL MUESES SCARLETH MALENA

DIRECTOR (A):

MS.c. MARCIA LUCIA MANTILLA GUERRA

Ibarra –January– 2026



UNIVERSIDAD TÉCNICA DEL NORTE

BIBLIOTECA UNIVERSITARIA

AUTORIZACIÓN DE USO Y PUBLICACIÓN A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

1. IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	0401982558		
APELLIDOS Y NOMBRES:	Paspuel Mueses Scarleth Malena		
DIRECCIÓN:	Monte Olivo – Carchi		
EMAIL:	smpaspuelm@utn.edu.ec		
TELÉFONO FIJO:	3013328	TELÉFONO MÓVIL:	0988567897

DATOS DE LA OBRA	
TÍTULO:	“APPLYING READING STRATEGIES TO PRACTICE PRONUNCIATION OF 4 TH EGB STUDENTS, AT THE JEAN PIAGET SCHOOL”
AUTOR:	Paspuel Mueses Scarleth Malena
FECHA: DD/MM/AAAA	05 de Enero de 2026
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	<input checked="" type="checkbox"/> PREGRADO <input type="checkbox"/> POSGRADO
TÍTULO POR EL QUE OPTA:	Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros.
ASESOR/DIRECTOR:	MS.c. MARCIA LUCIA MANTILLA GUERRA MS.c. MAURO DAVID VILLACRÉS BENALCÁZAR

2. CONSTANCIAS

El autor manifiesta que la obra objeto de la presente autorización es original y se desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es el titular de los derechos patrimoniales, por lo que asume la responsabilidad sobre el contenido de la misma y saldrá en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 5 días del mes de Enero de 2026

EL AUTOR:

.....

Paspuel Mueses Scarleth Malena

CI: O401982558

Fecha: 15 de diciembre de 2025

Dirigido a: Msc. Marcia Mantilla

COORDINADORA DE LA CARRERA DE PEDAGODIA DE LOS IDIOMAS EN LINEA

Director: Msc. Marcia Lucia Mantilla Guerra

Egresados: Scarleth Malena Paspuel Mueses

Facultad: FECYT

Carrera: Pedagogía de los idiomas nacionales y extranjeros en línea

Asunto: Una vez revisado el Trabajo Escrito de Integración Curricular Titulado:

“Applying reading strategies to practice pronunciation of 4th EGB students at the Jean Piaget School.” de la estudiante Scarleth Malena Paspuel Mueses.

Remito el Acta de Notas correspondiente con la finalidad de que se apruebe y se designe fecha y hora de sustentación del mismo.

DIRECTOR

EGRESADO

DEDICATION

This degree project is dedicated first and foremost to God, our beloved father. In the same way, I want to dedicate my project to my parents Marlene Mueses and Jose Elias Paspuel, to my siblings, Faver, Karen and Schneider Paspuel, who are my fundamental pillar to take this new big and successful step. It is also dedicated to my grandparents, my cousins, my uncles, my aunts and all my teachers who were during my academic and professional training.

ACKNOWLEDGMENT

I want to express my most sincere gratitude to each and every one of the people who were in this wonderful process, to my teachers from the Universidad Tecnica del Norte such as my tutor, MS.c. Marcia Mantilla, and to my advisor MS.c, David Villacres. I am grateful to all the friends I met and made during my academic training. I thank the Jean Piaget School for welcoming me as one more teacher, thank you for all the experience acquired in this wonderful institution.

Finally, I want to express my gratitude to my entire Paspuel Mueses family, especially to my parents Marlene and Jose Elias, who are with me every day supporting me, giving me advice, guiding me on a good path.

I love you too much, family.

With love...

Scarleth Paspuel

ABSTRACT

This project addressed the problem of inadequate English pronunciation among fourth-year students of Basic General Education at the Jean Piaget School, which leads to ineffective communication and a lack of confidence in oral participation. The research's main objective was to use reading strategies to improve English pronunciation in these students, based on the hypothesis that the application of specific reading strategies would significantly improve their performance. The methodology employed a combined quantitative and qualitative approach, utilizing a diagnostic evaluation, surveys and interviews with the 25 target students and teaching staff. The study proposed and implemented a dynamic reading strategy that include activities like reading aloud engaging games and the use of digital tools, focusing on interactive shared reading and peer feedback. The results demonstrate a positive impact, showing a significant improvement in pronunciation and a reduction in phonological errors post-intervention. The strategy successfully improved students' fluency and confidence, resulting a more positive and collaborative English learning experience.

Keywords: Reading strategies, pronunciation, English language, 4th EGB students, phonological difficulties, commutative skills, reading aloud, fluency, confidence.

RESUMEN

Este proyecto abordó el problema de la pronunciación inadecuada del inglés en los estudiantes de cuarto año de Educación General Básica de la Escuela Jean Piaget, lo que conlleva a una comunicación ineficaz y a la falta de confianza en la participación oral. El objetivo principal de la investigación fue utilizar estrategias de lectura para mejorar la pronunciación del inglés en estos estudiantes, basándose en la hipótesis de que la aplicación de estrategias específicas mejoraría significativamente su desempeño. La metodología empleó un enfoque mixto cuantitativo y cualitativo, utilizando una evaluación diagnóstica, encuestas y entrevistas con los 25 estudiantes objetivo y el personal docente. El estudio propuso e implementó una estrategia de lectura dinámica que incluyó actividades como la lectura en voz alta, juegos atractivos y el uso de herramientas digitales, centrándose en la lectura compartida interactiva y la retroalimentación en pareja. Los resultados demostraron un impacto positivo, mostrando una mejora significativa en la pronunciación y una reducción de los errores fonológicos después de la intervención. La estrategia mejoró con éxito la fluidez y la confianza de los estudiantes, lo que resultó una experiencia de aprendizaje del inglés más positiva y colaborativa.

Palabras clave: Estrategias de lectura, pronunciación idioma inglés, estudiantes de 4to EGB, dificultades fonológicas, habilidades comunicativas, lectura en voz alta, fluidez, confianza.

INDEX OF CONTENTS

CONTENTS

CHAPTER 1	1
1.1. Problem Statement.....	1
1.2. Justification.....	3
1.3. Background.....	4
1.4. Objectives	6
1.4.1. General objective	6
1.4.2. Specific objectives	6
CHAPTER 2	7
2. THEORETICAL FRAMEWORK.....	7
2.1. Theoretical foundations of English teaching	7
2.1.1. Importance of learning English in basic education	7
2.1.2. Traditional methods and approaches to teaching pronunciation	8
2.1.3. Relationship between reading comprehension and phonological skills in learning English.....	10
2.2. Reading strategies in language learning	12
2.2.1. Concept and classification of reading strategies	12
2.2.2. Benefits of reading strategies in teaching English	15
2.2.3. Specific strategies to improve pronunciation through reading.....	16
2.3. English pronunciation: phonological and cognitive aspects.....	18
2.3.1. Introduction to English Phonetic Patterns	18
2.3.2. Common phonological difficulties in basic education students.....	19
2.3.3. The role of the cognitive level in the learning of pronunciation	20
2.4. Interactive methods for pronunciation practice	22
2.4.1. Shared reading as a pedagogical strategy.....	22
2.4.2. Interactive activities and their impact on pronunciation	23

2.4.3. Peer feedback on the development of phonics skills.....	24
CHAPTER 3.....	26
MATERIALS Y METHODS	26
3.1. Description of the study area	26
3.1. Approach and type of research	28
3.1.1. Research approach.....	28
3.2. Methods, techniques, and instruments	28
3.2.1. Methods.....	28
3.2.2. Techniques	29
3.2.3. Instruments.....	29
3.3. Hypothesis.....	37
2.4. Variables.....	37
3.4.1. Operationalization of variables	37
2.5. Population and Sample	38
3.5.1. Population.....	38
2.5.2. Sample	38
CHAPTER 4.....	39
RESULTS AND DISCUSSION.....	39
4.1. Results and discussion of the diagnostic evaluation.....	39
4.2. Survey results and discussion	41
4.2.1. Individual analysis of the results.....	41
4.3. Interview results.....	72
4.3.1. Result of interview with the authority of the institution	72
4.3.2. Result of interview with the English area coordinator.....	73
4.3.3. Results of interviews with teachers in the English area.....	74
CHAPTER 5.....	75
PROPOSAL.....	75

5.1. Proposal of the reading strategy for the practice of pronunciation in English.....	75
5.2. General characteristics of the Reading strategy for English pronunciation.	75
5.3. Strategy design and implementation.....	78
5.4. Practical implementation of the methodological strategy	106
5.5. Results of the implementation of the strategy	107
5.5.1. Results of teacher induction	107
5.5.2. Results of the implementation of the strategy to the students	108
CONCLUSIONS	110
RECOMMENDATIONS.....	111
BIBLIOGRAPHIC REFERENCES	112
ANNEXES.....	119

INDEX OF CHARTS/TABLES

Table 1. Traditional methods and approaches to teaching English pronunciation	9
Table 2. <i>Relationship between Reading comprehension and phonological skills</i>	11
Table 3. Cognitive strategy and its application in the reading comprehension process.	12
Table 4. Metacognitive strategies allow the reader to plan, monitor and evaluate.....	13
Table 5. Socio-affective reading strategies, highlighting their purpose and application in learning.	14
Table 6. Shared reading as a pedagogical strategy	22
Table 7. Interactive activities and their impact on English pronunciation	23
Table 8. Peer feedback on the development of phonics skills	25
Table 9. Diagnostic evaluation sheet	30
Table 10. Operationalization of the variables	37
Table 11. Diagnostic evaluation results	39
Table 12. Question 1	41
Table 13. Question 2	42
Table 14. Question 3	43
Table 15. Question 4	44
Table 16. Question 5	45
Table 17. Question 6 Item 1	47
Table 18. Question 6 Item 2	48
Table 19. Question 6 Item 3	49
Table 20. Question 6 Item 4	50
Table 21. Question 6 Item 5	51
Table 22. Question 6 Item 6	52
Table 23. Question 6 Item 7	53
Table 24. Question 6 Item 1	54
Table 25. Question 7 Item 2	55
Table 26. Question 7 Item 3	56
Table 27. Question 7 Item 4	57
Table 28. Question 7 Item 5	58
Table 29. Question 7 Item 6	59
Table 30. Question 7 Item 7	60

Table 31. Question 7 Item 8.....	61
Table 32. Question 8 Item 1.....	62
Table 33. Question 8 Item 2.....	63
Table 34. Question 8 Item 3.....	64
Table 35. Question 8 Item 4.....	65
Table 36. Question 8 Item 5.....	66
Table 37. Question 8 Item 6.....	67
Table 38. Question 8 Item 7.....	68
Table 39. Question 8 Item 8.....	69
Table 40. Question 9.....	70
Table 41. Question 10.....	71

FIGURES INDEX

Figure 1. Geographical Location of the Republic of Ecuador	26
Figure 2. Exact location of the “Jean Piaget” Educational Institution.	27
Figure 3. Results question 1.....	42
Figure 4. Results question 2.....	42
Figure 5. Results question 3.....	44
Figure 6. Results question 4.....	45
Figure 7. Results question 5.....	46
Figure 8. Results Question 6 Item 1	47
Figure 9. Results Question 6 Item 2	48
Figure 10. Results Question 6 Item 3	49
Figure 11. Results Question 6 Item 4	50
Figure 12. Results Question 6 Item 5	51
Figure 13. Results Question 6 Item 6	52
Figure 14. Results Question 6 Item 7	53
Figure 15. Results Question 7 Item 1	54
Figure 16. Results Question 7 Item 2	55
Figure 17. Results Question 7 Item 3	56
Figure 18. Results Question 7 Item 4	57
Figure 19. Results Question 7 Item 5	58
Figure 20. Results Question 7 Item 6	59
Figure 21. Results Question 7 Item 7	60
Figure 22. Results Question 7 Item 8	61
Figure 23. Results Question 8 Item 1	62
Figure 24. Results Question 8 Item 2	63
Figure 25. Results Question 8 Item 3	64
Figure 26. Results Question 8 Item 4	65
Figure 27. Results Question 8 Item 5	66
Figure 28. Results Question 8 Item 6	67
Figure 29. Results Question 8 Item 7	68
Figure 30. Results Question 8 Item 8	69
Figure 31. Results Question 9.....	70
Figure 32. Results Question 10.....	71

INDEX OF ANEXES

Annex 1. Survey applied to students.....	119
Annex 2. Expert Survey validation	120
Annex 3. Interview with the director of the “Jean Piaget” Educational Institution.....	121
Annex 4. Interview with the English Area Coordinator	122
Annex 5. Interview with the English teacher of the Educational Institution	123
Annex 6. Diagnostic evaluation applied	124
Annex 7. Sheet used for the observation applied in class.....	125

CHAPTER 1

1.1.Problem Statement

The research on the “Application of reading strategies for pronunciation practice in fourth-grade students of basic general education at the Jean Piaget School” is framed in an educational context where pronunciation skills are essential for language development and effective communication. Despite its importance, it has been observed that many students face difficulties that affect their academic performance and confidence in communicating.

The main problem lies in the inadequate pronunciation presented by students, which translates into ineffective communication. This situation is worrying, since good pronunciation not only facilitates the understanding of the message, but is also important for learning other languages and for the development of communication skills in general. The lack of attention to this skill can be a considerable problem, where students avoid participating in oral activities for fear of making mistakes, thus maintaining and reinforcing their difficulty with pronunciation.

In the current educational context, various methodologies have been implemented to work on students’ language skills. However, these strategies are often not aligned with the specific needs of students. According to recent studies, the use of reading strategies can be an effective approach to address pronunciation difficulties. These strategies allow students to not only work on their reading comprehension, but also to practice the correct articulation of words and phrases in a structured and motivating environment.

This study will focus on fourth-year students of basic general education at the Jean Piaget School, a group that presents specific characteristics in terms of their linguistic development. The analysis will be limited to the reading strategies that can be implemented within the classroom and how these can positively influence pronunciation practice. Factors such as the type of texts used, the frequency of activities, and the social and cultural context of the students will be considered.

The choice of this topic is appropriate due to the growing need to work communicative skills in the educational field. Correct pronunciation is essential not only for academic success, but also for the personal and social development of students. By implementing effective strategies, it is expected that students will not only improve their

pronunciation, but also gain greater confidence in public speaking. This research will contribute to filling an existing gap in the literature on specific methods that link reading with oral practice.

If this problem is not addressed, students are likely to continue to face significant barriers in their communicative development. This could result in poor academic performance and a decrease in their self-esteem when interacting with their peers and teachers. Therefore, it is necessary to implement appropriate strategies that foster a positive environment for pronunciation learning.

Practically, this research seeks to explore how reading strategies can be used as effective tools for pronunciation practice in fourth-year students of basic general education. Through a systematic and contextualized approach, it is expected to generate knowledge that can be applied not only at the Jean Piaget School, but also in other educational institutions with similar challenges. In the environment of Basic General Secondary Education at the Jean Piaget School, this research investigates what reading strategies can be implemented in the classroom to improve students' pronunciation and what are their effects on students' confidence and motivation?

1.2. Justification

In the current educational context, many students face significant difficulties when pronouncing words in English, which can lead to a lack of confidence in speaking and a decrease in their active participation in class, these difficulties not only affect their academic performance, but can also have a negative impact on their self-esteem and motivation (Pizarro and Cordero, 2015).

As students' progress in their education, it is essential that they develop sound pronunciation skills to be able to interact with their peers and teachers without fear of making mistakes. This research seeks to address the deficiencies that occur from an early age, allowing students to develop a good foundation in their English learning.

The application of reading strategies is presented as an effective solution to improve pronunciation, these strategies not only help students to become familiar with vocabulary, but also allow them to practice correct articulation within a structured context (Alcedo and Chacón, 2011).

Blanco Sarmiento, (2017) by reading aloud, students can work on their fluency and phonetic accuracy, which is essential for developing effective communication skills. So, it can be said that reading provides a meaningful context for language learning, which facilitates the understanding and retention of vocabulary and grammatical structures.

The use of reading strategies focused on pronunciation practice can produce multiple benefits, such as anticipating that students will significantly improve their ability to pronounce words and phrases correctly, which will allow them to communicate more clearly. Likewise, addressing languages and problems from a comprehensive perspective will promote a more inclusive and motivating educational environment, where students feel safe to practice actively. This vision will not only benefit students personally, but will also contribute to creating a positive classroom environment.

The proposal of the present research not only has direct implications for the students involved, but also offers valuable contribution to the educational field. By providing evidence on the effectiveness of reading strategies in improving pronunciation, more effective pedagogical programs can be developed that integrate these practices within the school curriculum. In addition, the results can serve as a reference for other educators and schools facing similar challenges in teaching English.

Through this research, the difficulties in the pronunciation of English in the fourth year of elementary school students of the Jean Piaget School will be addressed, the effective application of reading strategies will not only improve the language skills of the students, but will also promote their confidence and motivation when communicating. Correct pronunciation is a fundamental pillar for the successful learning of English and it is imperative that it is seriously addressed from the early stages of education. By doing so, you will be preparing students not only for success academically, but also to function confidently in an increasingly interconnected world.

1.3. Background

Previous research has shown that the application of active methodological strategies is essential to enhance reading comprehension in the students, in such a way that it can be mentioned that reading strategies are methods that students use to understand decipher and evaluate texts.

Cárdenas Salamanca et al., (2016) a reading strategy can be categorized into three fundamental moments: before, during, and after reading. Prior to reading, the strategies consist of projecting the content and activating previous knowledge; During reading, the goal is to recognize main concepts and key words; and subsequently, the degree of understanding obtained through dialogue and reflection is measured. The effective implementation of these tactics is essential to cultivate reading skills that positively influence pronunciation.

Pardo, (2020) Pronunciation refers to the way in which speech sounds are expressed. Within the educational field, a good pronunciation in English is essential for effective communication. Oral or expressive reading is a method that makes it easier for students to perfect their pronunciation by exercising the appropriate rhythm and intonation. Thus, there is a direct relationship between reading strategies and the strengthening of pronunciation skills.

A study carried out in an educational institution in Guayaquil showed that the absence of innovations in methodological strategies negatively affects reading comprehension, and therefore, students' communication skills. This work emphasized the urgent need to implement more dynamic methods that incorporate creative and recreational activities to attract the attention of students. Practically this research determined that the

systematic implementation of methodological strategies can significantly enhance both reading comprehension and verbal expression (Duque et al., 2022).

Palanca-Giménez, (2017) proposed a series of didactic strategies aimed at motivating students to read and improving their reading comprehension in 4th grade. Their method contemplated actions such as reading aloud daily and contextualizing books with real scenarios, which not only improves comprehension, but also promotes a favorable environment for developing the habit of reading. These suggestions are relevant to this analysis, since they propose useful techniques that can be modified to enhance both reading and pronunciation of English in children.

When applying reading and writing strategies in English for children, it is not advisable to choose a single method because none is perfect. On the contrary, various techniques must be merged according to the individual particularities of the students. This adaptable method makes it possible to meet different educational requirements and can be particularly beneficial when developing activities that merge reading practice with specific exercises to enhance pronunciation (Pardo, 2020).

The theoretical basis for this research is based on several educational paradigms that emphasize active learning and the integral development of a student.

Constructivism suggests that learning is a dynamic process in which students build their own knowledge through highly relevant experience. In this context, implementing reading strategies that actively involve students in their reading process can not only simplify the comprehension of the text, but also enhance their ability to pronounce appropriately when interacting with written language (Campoverde et al., 2023).

The communicative approach in the teaching of English emphasizes the relevance of the practical use of language in real situations. This method supports the notion that by exercising oral reading as a component of the learning process, students not only enhance their pronunciation, but also their ability to communicate effectively. Group activities and joint readings are obvious examples of how this method can be implemented (Parrales Quimis, 2022).

Actively promoting reading in English not only enhances global language skills, but also favors the cognitive and social growth of the student. Promoting this habit through

correct strategies can lead to a notable increase in reading and communication skills (Hoyos and Gallego, (2017).

The precedents show that there is an urgent need to apply effective strategies in the classroom that enhance students' English pronunciation skills. The proposed research aims to contribute to this field through a pragmatic and innovative approach at the Jean Piaget School with empirical and theoretical evidence to support its implementation. Through the conscious and systematic implementation of these strategies, it is intended not only to improve students' academic performance, but also to promote an enduring interest in practicing English as a language.

1.4. Objectives

1.4.1. General objective

Use reading strategies to improve pronunciation of the English language in fourth-year students of basic general education at the Jean Piaget School.

1.4.2. Specific objectives

- Diagnose the current level of pronunciation and reading comprehension in English of fourth-year students of basic general education at the Jean Piaget School, through specific assessments that allow identifying the main phonological difficulties.
- Identify reading strategies focused on pronunciation practice, considering the phonetic patterns of English and the cognitive levels of fourth-year students of basic general education at the Jean Piaget School.
- Apply interactive shared reading activities that promote the active participation of fourth-year students of basic general education at the Jean Piaget School, encouraging regular pronunciation practice through feedback between partners.

CHAPTER 2

2. THEORETICAL FRAMEWORK

2.1. Theoretical foundations of English teaching

The teaching of English as a foreign language in primary education is based on a wide range of pedagogical theories and methods that have progressed over time. Understanding these principles is essential to creating and implementing effective teaching methods that promote the holistic growth of students' language skills. In this way, it is important to analyze the following:

2.1.1. Importance of learning English in basic education

The inclusion of English in the basic education curriculum is not an arbitrary decision, but rather responds to a series of factors of growing relevance in the contemporary world. It can be said that from a global point of view, English has established itself as the universal language for global communication in various fields such as science, technology, business, tourism and diplomacy. Mastering English allows access to an immense cosmos of information, cooperation and opportunities on a global scale.

From an educational point of view, early English learning provides several cognitive and academic advantages. Bilingualism and multilingualism can enhance metacognitive abilities, mental adaptability, problem-solving skills and intercultural awareness. Introducing children to English from an early age promotes the learning of phonology and grammar, taking advantage of the brain plasticity typical of these phases of development (J. R. B. Jiménez and Parra, 2012).

Arrieta Bettin and Aravena Domich, (2023) mention that within the socioeconomic framework, the use of English has become an increasingly required skill in the global labor market, since people with a high level of English tend to have access to more favorable job opportunities and more competitive salaries. It can be said that, in nations such as Ecuador, tourism and global trade are relevant areas of the economy, in which English plays an important role in the interaction with foreign customers and allies.

From a cultural point of view, learning English gives students the opportunity to enjoy a wide range of cultural manifestations, including literature, music, cinema and technology, this promotes a deeper understanding and appreciation of other cultures,

encouraging tolerance and respect for diversity in an increasingly interrelated world. The ability to compete cross-culturally is indispensable for global citizenship (Magaña Belinchón, 2024).

Essentially, the teaching of English in basic education provides practical linguistic tools and also contributes to the cognitive, academic, socioeconomic and cultural development of students, preparing them for a globalized and diverse future.

2.1.2. Traditional methods and approaches to teaching pronunciation

The teaching of pronunciation has been an essential element in the teaching of English as a foreign language and throughout history various methods and perspectives have been created, some of which are still maintained in the educational exercise, often these traditional methods focus on explicit correction and imitation as primary tactics.

The still influential audiolingual method is one of the oldest in the teaching of English pronunciation. Basically, this method is based on behavioral psychology, since it emphasizes the mechanical repetition of pronunciation patterns through practices of imitation and retention of dialogues. A particular emphasis is placed on the instantaneous rectification of phonetic errors to prevent the fossilization of wrong pronunciation. While this approach can be beneficial for automating certain patterns, it is frequently questioned for its lack of emphasis on deep understanding and genuine communication (Ávila Sanchez, 2014).

Another traditional approach is the grammar-translation method which, although it focuses primarily on understanding grammatical rules and translating text, can also deal with pronunciation incidentally by reading aloud. However, pronunciation is often not the main focus of teaching in this method (Sanabria Montañez, 2012).

Freire and Barral, (2020) despite the modernity in its philosophy, the communicative approach has integrated traditional methods of instruction in pronunciation. The relevance of clarity and fluency in communication is understood and actions that demand oral production are used, such as reading aloud, the reiteration of vocabulary and the practice of minimal pairs (words that are distinguished by a single sound). Fault rectification is carried out in a more comprehensive way and focuses on effective communication.

Although progress has been made towards more communicative methods, there are traditional techniques that are maintained due to their effectiveness in some aspects of pronunciation learning. Phonological transcription (through the use of the International Phonetic Alphabet, IPA) is a useful resource to assist students in the understanding and accurate production of English sounds. Practice with minimal pairs is effective in sensitizing students about the small differences between phonemes that can cause failures in comprehension. In the same way, continued imitation is a relevant technique to learn the intonation and rhythm of English (Díez Plaza, 2024).

However, traditional methods have often been criticized for their excessive emphasis on accuracy and rectitude, which can lead to anxiety and limit students' verbal participation. Additionally, they tend to focus on the pronunciation of separate words rather than fluency and comprehension in linked speech. The most modern methods try to incorporate pronunciation instruction in a more communicative and contextualized way, highlighting the relevance of comprehension over native perfection.

The following is a summary of the most important traditional methods and approaches for teaching English pronunciation.

Table 1.

Traditional methods and approaches to teaching English pronunciation

Method/Approach	Description	Advantages	Disadvantages
Grammatical translation method	Focuses on grammar rules and translation. It does not prioritize pronunciation.	Helps to understand the grammatical structure.	Limits oral practice and effective communication.
Direct-method	Teaches vocabulary and grammar in a natural way, imitating the learning of the modern tongue.	Encourages immersion and oral practice.	Can be difficult for students who need detailed explanations.
Audiolingual method	Prioritizes the practice of listening and speaking. It is based on behavioral principles.	Improves listening and listening skills.	Can be repetitive and does not sufficiently address reading comprehension.
Traditional phonetic correction	Focuses on following pronunciation rules and applying spelling rules.	Helps to correct specific phonetic errors.	Can be rigid and not adapt to individual difference.

Use of the International Phonetic Alphabet (IPA)	Uses symbols to represent exact sounds.	Is accurate for teaching specific phonemes.	Requires prior knowledge of the IPA system.
---	---	---	---

Source: Own elaboration

2.1.3. Relationship between reading comprehension and phonological skills in learning English

The ability to understand texts and phonological skills are closely linked in the English learning process, particularly in the early stages, phonological abilities, which refer to the perception of the sounds of the language and the ability to manipulate them, play an essential role in the progress of decoding and recognizing written words.

Phonological awareness, one of the essential phonological skills, entails the ability to recognize, segment, merge and manage phonemes (the smallest sound units of the language), within the framework of English teaching. Phonological awareness assists students in identifying the relationship between letters (graphemes) and sounds (phonemes). This link between grapheme and phoneme is important for deciphering unknown words and consequently for reading interpretation (Cahuana Gutiérrez and Osco Prieto, 2021).

It can be said that students with a strong phonological perception have a greater ability to break down written words into their essential sounds, merge these sounds to pronounce the word and distinguish the word in its oral and written version and that these abilities are essential to interpret novel or unknown words.

Phonological perception, as well as other phonological skills, such as fluency in verbal reading and prosody (intonation, rhythm and accent), also have an impact on reading comprehension. Because fluent oral reading makes it easier for students to process the text more effectively, freeing up cognitive skills to focus on meaning. Understanding prosody allows readers to recognize the units of meaning present in the text and decipher the writer's intentions (Abad Célleri, 2020).

The study conducted by Campo Vallejo et al., (2023) has consistently shown a close correlation between phonological abilities and achievement in reading in English as a second language, students with problems in phonological awareness frequently also experience problems in reading, interpretation and comprehension. Thus, explicit teaching

of phonological skills, including phonemic awareness, grapheme-phoneme relationships and oral reading fluency, is important to support the progress of reading comprehension in English.

In the educational field, this entails the implementation of activities that promote the understanding of English sounds, such as the detection of rhymes, the division of words into syllables and phonemes, the management of sounds (adding, deleting or replacing phonemes) and the exercise of reading aloud, emphasizing fluency and prosody. By enhancing students' phonological skills, they are given a firm foundation to build effective reading comprehension in English, which in turn favors their advancement in other aspects of language learning.

Below is a summary of the relationship between reading comprehension and phonological skills in English learning:

Table 2.

Relationship between Reading comprehension and phonological skills

Component	Description	Relationship with Reading Comprehension
Phonological awareness	The ability to recognize and manipulate sounds and words.	Facilitates the decoding and comprehension of texts by associating sounds with letters and syllables (Ruiz-Miravalles, 2014).
Phonological recording	The process of converting graphemes into phonemes for reading.	Helps to read unknown words by applying phonological rules, improving reading comprehension (Vieiro and Amboage, 2016).
Phonological memory	The ability to retain phonological information temporarily.	Is crucial to maintain the sequence of sounds while processing the meaning of words (Jiménez and Shanahan, 2009).
Phonological pathway	The use of rules to convert graphemes into phonemes.	Allows you to read regular and irregular words, improving comprehension by accessing meaning through sound (Vieiro and Amboage, 2016).
Lexical pathway	The direct visual recognition of words.	Complements the phonological pathway by activating stored meanings, facilitating the understanding of known texts (Vieiro and Amboage, 2016).

Source: Own elaboration

2.2. Reading strategies in language learning

The ability to read is an adaptable skill essential for learning any foreign language, including English. However, effective reading does not happen passively: Understanding the principle, categorization and advantages of these tactics is important to improve the teaching-learning process of English, particularly as it relates to improving pronunciation.

2.2.1. Concept and classification of reading strategies

Reading strategies are the intentional procedures or methods that readers use before, during, and after reading to understand a text more effectively and efficiently, these techniques involve the implementation of prior knowledge, the elaboration of projections, the detection of essential data, the interpretation of meanings, the monitoring of comprehension and the assessment of the reading process (Chacón et al., 2021).

Several writers have suggested categorizations of reading strategies. Although they are frequently opposed, a commonly used classification distinguishes between cognitive, metacognitive, and socio-effective strategies for them, it is important to analyze them as follows:

Cognitive strategies: Refers to the mental operations that readers use to interact directly with the text and generate meaning (Gutierrez et al., 2021).

The following is a summary of the cognitive strategy and its application in the reading comprehension process and how it contributes to the development of reading skills by organizing, processing and understanding information effectively before, during, and after reading.

Table 3.

Cognitive strategy and its application in the reading comprehension process.

Cognitive strategy	Description	Application in reading comprehension
Activation of prior knowledge	To use previous experiences and knowledge to relate them to the new text.	Before reading, students identify familiar concepts by looking at titles, graphs or introductions. This makes it easier to connect what they already know and what they're going to learn.
Prediction	To anticipate text content based on clues such as	During pre-reading, students formulate hypotheses about the content of the text, which helps them set clear expectations.

	title, subheadings or images.	
Inference	To deduce information implicit in the text from the context or linguistic clues.	During reading, students interpret non-explicit meanings, such as emotions or intentions of the author, improving deep understanding.
Summarize	To synthesize the main ideas of the text in a few words.	After reading, students create summaries to identify key points and consolidate what they learned.
Paraphrase	To re-express the ideas of the text with their own words to facilitate their understanding.	During or after reading, students rephrase complex passages to make sure they have understood correctly.
Asking questions	To generate questions about the content creating deeper understanding.	During and after reading, students ask questions about central or ambiguous themes of the text to reflect and clarify doubts.
Hypothesis verification	To contrast the initial prediction with the real information in the text.	After reading, students evaluate whether their predictions were correct and adjust their understanding as needed.
Graphic organization	To visually represent ideas in the text using concept maps, synoptic tables, or other graphic tools.	After reading, students synthesize complex information into diagrams that make it easier to analyze and retain.

Source: Own elaboration

Metacognitive strategies: These are the actions that readers use to plan, monitor and evaluate their own reading process, these involve awareness and control of cognitive strategies (Chacón et al., 2021).

Next, it is shown how metacognitive strategies allow the reader to plan, supervise and evaluate their reading comprehension process at each stage, promoting more conscious and effective learning.

Table 4.

Metacognitive strategies allow the reader to plan, monitor and evaluate.

Metacognitive Strategy	Description	Application at the reading stage
Self-planning	Consists of establishing clear objectives and selecting strategies to address the text.	Before reading: The reader defines the purpose of the reading, identifies what information they need and

		selects appropriate strategies to understand the text.
Activation of prior knowledge	Involves remembering information related to the topic of the text to make it easier to understand.	Before reading: The reader reflects on what he already knows about the topic and connects it with the content of the text.
Prediction	Anticipates text content based on titles, subheadings, or keywords.	Before and during reading: The reader formulates hypotheses about the content and adjusts their predictions as they progress through the reading.
Self-monitoring	Supervises comprehension during reading and verifies if the proposed objective is being achieved.	During reading: The reader continuously assesses whether they understand the text, identifies difficulties, and adjusts their pace or strategy (e.g., rereading or taking notes).
Note-taking and underlining	Records key insights or marks important information for further analysis.	During reading: The reader underlines key concepts, writes marginal comments, or takes notes to better organize the information.
Self-evaluation	Reflects on the level of understanding achieved and the achievements obtained with respect to the initial objectives.	After reading: The reader assesses whether they met their goals, summarizes the main ideas, consults additional sources if necessary and reflects on how to improve in future readings.
Graphic organizers development	Visually represents the main ideas of the text through diagrams, concept maps or diagrams.	After reading: The reader organizes the information in a visual format to consolidate their learning and facilitate their analysis.

Source: Own elaboration

Socio-affective strategies: These are the actions that readers use to interact with others or to manage their emotions and attitudes towards reading (Rios, 2024).

Socio-affective reading strategies are then explained, highlighting their purpose and application in learning, and emphasizing how emotional and social aspects are integrated to improve not only reading comprehension but also the emotional well-being and interpersonal skills of students during the learning process.

Table 5. *Socio-affective reading strategies, highlighting their purpose and application in learning.*

Socio-affective strategy	Description	Application in reading
Collaborative work	Encourages interaction between students to share ideas and reflect on the text.	Students work in groups to discuss and analyze the content, which enriches collective understanding and reduces anxiety.
Expression of emotions	Promotes the identification and management of emotions related to reading.	Students express how they feel about the text, which helps them connect emotionally with the content and stay motivated.
Empathy and respect	Develops social skills such as active listening and respecting opinions.	During group discussions, students develop empathy by considering different perspectives on the text.
Ask to clarify	Involves asking questions to resolve doubts or deepen the understanding of the text.	Students ask their classmates or the teacher about parts of the text that they do not understand, improving their overall understanding.
Anxiety control	Helps to manage negative emotions such as stress or insecurity in the face of complex texts.	Techniques such as deep breathing or positive affirmations are used before reading challenging texts.
Intrinsic motivation	Encourages personal interest in learning and enjoying the reading process.	Teachers connect texts to students' personal interest, increasing their engagement with the activity.
Social Feedback	Seeks support and validation from others to improve comprehension of the text.	Students share their interpretations of the text, with peers or teachers, receiving constructive feedback that reinforces their learning.

Source: Own elaboration

2.2.2. Benefits of reading strategies in teaching English

Pérez et al., (2024) mention that the explicit teaching of reading strategies in the English classroom offers numerous benefits for students. Specifically in the context of teaching English in basic education, the gradual and systematic introduction of reading strategies appropriate to the students' level of cognitive and linguistic development can make a significant difference in their ability to interact with texts and develop comprehensive communicative competence.

For Pérez et al., (2024) some of the benefits of reading strategies are the following:

- **Improved comprehension:** By using strategies such as prediction, inference and tracking, students actively participate in forming the meaning of the text, resulting in deeper and more enduring understanding.
- **Increased learning autonomy:** By being aware of the strategies used and their application, students become more autonomous readers and able to deal with texts independently outside the classroom.
- **Development of critical thinking:** Reading strategies promote the study, comprehension and evaluation of information, contributing to the strengthening of critical reasoning skills.
- **Reduce anxiety:** By feeling equipped with resources to deal with texts in English, students may feel a decrease in anxiety and an increase in their confidence in their reading abilities.
- **Vocabulary improvement:** Strategic reading gives students the possibility of deciphering the meaning of unknown words from the context, which favors the expansion of their vocabulary in a more organic and relevant way.
- **Transfer to other skills:** The skills and strategies acquired through reading can be transferred to other aspects of language learning, such as writing and listening interpretation.
- **Increased motivation:** More effective and understandable reading can boost students' motivation and interest in acquiring knowledge in English.
- **Adaptation to different types of text:** The understanding of different strategies allows students to adjust their reading method to various genres and textual objectives.

2.2.3. Specific strategies to improve pronunciation through reading

It is essential that the practice of pronunciation through reading is carried out in a contextualized and meaningful way, integrating it with oral comprehension and expression activities. The goal is not to achieve perfect native pronunciation, but to develop an intelligible pronunciation that facilitates effective communication (Vega Becerra and Narváez Guerrero, 2024).

While reading is primarily considered a receptive skill, it can be a powerful tool for improving English pronunciation if specific strategies are employed with this goal in mind (Alejo Montero, 2025):

Mindful reading aloud: Instead of simply reading the words, students should pay attention to the pronunciation of each sound, the intonation, rhythm and accent of the words and phrases. The teacher can model the reading aloud and guide students to mimic their pronunciation.

Auditory tracking with texts: Students can listen to recordings of native speakers, while reading the text simultaneously, this allows them to associate the written form of words with their correct pronunciation and become familiar with the natural prosody of English.

Identification and practice of minimal pairs: Texts can be used to identify minimal pairs (words that are differentiated by a single sound) and practice their pronunciation. For example, when reading a story, words like "ship" and "sheep" can be highlighted to make students focus on the difference between /ɪ/ y /i:/.

Attention to phonetics and phonology: Texts can serve as a starting point for introducing basic phonetics and phonology concepts, such as phonetic transcription (if appropriate for the level), pronunciation rules for certain letter combinations and accentuation patterns.

Recording and self-assessment: Students can record themselves reading a text and then listen to their recording to identify areas for improvement in their pronunciation. The educator can provide specific feedback on aspects such as the accuracy of sounds, intonation and rhythm.

Dramatized reading: Participating in the dramatized reading of dialogues or excerpts from plays can help students practice pronunciation in a communicative context while paying attention to intonation and emphasizing the conveyance of meaning.

Use of phonetic dictionaries: Teaching students to use dictionaries that include the phonetic transcription of words allows them to verify the correct pronunciation autonomously while reading

Focus on prosody through reading: Texts can be used to analyze how intonation, rhythm and accent contribute to the meaning of sentences. Students can practice reading sentences with different intonation patterns to express different emotions or intentions.

2.3. English pronunciation: phonological and cognitive aspects

Briceño Machado, (2023) mentions that the acquisition of an intelligible pronunciation in English as a foreign language implies the understanding and production of its complex phonetic patterns, as well as the participation of various cognitive processes.

In this part, some important conceptualizations are explored to clearly understand these aspects.

2.3.1. Introduction to English Phonetic Patterns

The phonetic system of English differs significantly from many other languages, including Spanish. This poses a challenge for learners. It is important to understand some of its fundamental patterns for effective pronunciation teaching (Magaña and Florez, 2024).

There are some phonetic patterns in English:

- **Phonemes and allophones:** English has a rich inventory of phonemes (distinctive sounds that can change the meaning of a word). Unlike Spanish, which has a relatively simple vowel system of five phonemes, English has approximately 12 pure vowel phonemes and several diphthongs (combinations of two vowel sounds within the same syllable). As for consonants, English has sounds that do not exist in Spanish, such as the dental fricatives /θ/ (as in "thin") and /ð/ (as in "this"), the labiodental fricative /v/ (as in "very") and the voiced postalveolar fricative /ʒ/ (as in "vision"). In addition, the same phoneme can have different phonetic realizations depending on the context (allophones), although these variations do not change the meaning of the word for native speakers (Villegas Solar, 2024).
- **Syllabic structure:** The structure of syllables in English can be more complex than in Spanish. While in Spanish, syllables tend to have a consonant-vowel structure (CV), in English syllables with consonant groups at the beginning (CCV, CCCV) and at the end (CVC, CVCC, CVCCC, CVCCCC) are common, such as in the words "street" /stri:t/ or "texts" /teksts/. The correct production of these consonant clusters is often a challenge for learners (Leapard Saunders, 2024).
- **Word Stress:** In English, the intensity accent (the syllable that is pronounced with the greatest force) is phonemic, that is, it can change the meaning of a word (for example, "PREsent" as a noun and "preSENT" as a verb). The placement of the

accent does not follow rules as predictable as in Spanish, and must be learned for each word. An incorrect accent can make it difficult to understand (Jiménez Paredes and Salamanca Gutiérrez, 2023).

- ***Intonation:*** Intonation refers to the melodic variations in speech and plays a crucial role in conveying meaning and attitude in English. Intonation patterns are different for questions, affirmations, exclamations, etc. Learning to use the right intonation is essential to sound natural and be understood (Giménez et al., 2024).
- ***Rhythm:*** English is a (stress-timed language), which means that the time intervals between stressed syllables tend to be more or less equal, while unstressed syllables shorten and are pronounced more quickly. In contrast, Spanish is a (syllable-timed language), where all syllables tend to have similar duration. This rhythmic difference can be a source of difficulty for Spanish speakers (Bertel Arrieta and Navarro Madrid, 2025).
- ***Assimilation and reduction:*** In connected speech, sounds in English are often modified due to the influence of neighboring sounds (assimilation) or weakened and disappear (reduction). For example, the /t/ in "want to" can be pronounced as /n/ or even disappear in fast speech. Understanding and producing these variations is important for the fluency, and comprehension of spoken English (Magaña and Florez, 2024).

Awareness of these fundamental phonetic patterns of English is the first step in addressing pronunciation challenges and designing effective teaching strategies.

2.3.2. Common phonological difficulties in basic education students

Spanish-speaking basic education students often face a series of specific phonological difficulties when learning English, derived from the differences between the phonetic systems of both languages, so it is important that educators are aware of these common difficulties and design specific activities to address them systematically and gradually, adapting to the level of development of basic education students (Perero González, 2025).

Below are some common phonological difficulties in basic education students, according to the research developed by Perero González, (2025).

Production of non-existent sounds in Spanish: As mentioned about the sounds /θ/, /ð/, /v/ and /z/ do not exist in standard Spanish and are often substituted by closer sounds in the native language (for example, /θ/ for /s/ or /t/, /ð/ for /d/, /v/ for /b/).

- **Confusion between English vowels:** Distinguishing between the many short and long vowels in English can be difficult for Spanish-speaking students, whose vowel system is narrower. For example, the difference between /ɪ/ (as in "bit") and /i:/ (as in "beat") or between /æ/ (as in "cat") and /ʌ/ (as in "cut") may not be obvious.
- **Pronunciation of diphthongs:** English diphthongs, such as /eɪ/ (in "say"), /aɪ/ (in "buy"), /oo/ (in "go") and /aʊ/ (in "now"), require smooth movement between two vowel sounds, which can be tricky for students accustomed to more static vowels.
- **Consonant groups:** The presence of initial and final consonant groups in English can be challenging. Students often insert an epenthetic vowel (usually /e/) to simplify pronunciation (e.g., "espeak" instead of "speak") or omit some consonants from the group.
- **Incorrect lexical accent:** The unpredictability of lexical accent in English leads students to apply Spanish accentuation patterns, which usually falls on the second to last syllable if the word ends in a vowel, an -n or an -s, or on the last syllable if it ends in another consonant. An incorrect accent can make it difficult for a native speaker to understand.
- **Non-native intonation and rhythm:** Students may transfer intonation patterns and syllabic rhythm from Spanish to English, which may sound monotonous or unnatural to native speakers and in some cases, affect understanding of the intended meaning.
- **Difficulty with assimilation and reduction:** A lack of awareness about how sounds are modified in connected speech can make it difficult to understand English spoken at natural speed.

2.3.3. The role of the cognitive level in the learning of pronunciation

The cognitive level of basic education students, characterized by a gradual development of these cognitive skills, influences how they learn and process the phonological information of English. Teaching methods must take into account these cognitive limitations and strengths, using multisensory, playful and repetitive strategies to facilitate the acquisition of pronunciation. In addition, it is important to foster

metacognitive awareness so that students can reflect on their own pronunciation and take steps to improve it (Segovia Cotrina et al., 2022).

Learning pronunciation is not just a matter of articulatory mechanics, it is also deeply influenced by the cognitive level of students, various cognitive processes play an important role in the acquisition of the phonetic patterns of a second language. In such a way that Segovia Cotrina et al., (2022) define some cognitive levels that are detailed below:

- ***Auditory perception:*** The ability to discriminate and categorize the sounds of English is critical. Students should be able to distinguish between phonemes that are not contrastive in their native language (for example, /ɪ/ y /i:/). This perceptual skill develops with exposure and practice. Elementary school-aged children are still developing their auditory discrimination, which can influence their ability to perceive the phonetic subtleties of English.
- ***Phonological memory:*** The ability to store and retrieve sequences of sounds is essential for pronunciation. Students need to remember the sound form of words and phrases. Short-term and long-term phonological memory are important for fluency and accuracy.
- ***Phonological awareness:*** As discussed above, awareness of language sounds and the ability to manipulate them (segmentation, combination and elimination) are crucial to establishing a correspondence between spelling and phony and to understanding the sound structure of words. The development of phonological awareness in the mother tongue can influence the acquisition of phonological awareness in English.
- ***Motor control:*** The production of English sounds requires the development of new articulatory patterns. Students need to learn to control the muscles of their vocal apparatus to produce sounds that do not exist in their native language. Fine motor coordination develops gradually during basic education.
- ***Attention and discrimination:*** Students must be able to pay attention to phonetic details and discriminate between correct and incorrect pronunciations. The capacity for sustained and selective attention improves with age.
- ***Metacognition:*** Awareness of one's own learning processes and the ability to self-regulate them are also important for improving pronunciation. Older students may be better able to identify their mistakes and look for strategies to correct them.

- **Language transfer:** Knowledge of the phonology of the mother tongue can make learning English pronunciation easier or more difficult. Positive transfer occurs when there are similarities between systems, while negative transfer (interference) occurs when differences lead to errors.

2.4. Interactive methods for pronunciation practice

The practice of pronunciation in the English classroom has progressed from merely monotonous methods to more communicative and interactive techniques, these techniques aspire to actively involve students in verbal production, promoting cooperation, feedback and the use of phonetic knowledge in relevant situations. In this part, interactive methods for pronunciation practice are discussed.

2.4.1. Shared reading as a pedagogical strategy

For Valdez et al., (2022) shared reading is an interactive pedagogical strategy in which the educator and students read a text together, where the teacher models fluid and expressive reading, paying special attention to pronunciation, intonation and rhythm, while students follow the text visually and actively participate in reading at different times. This strategy offers a supportive environment for pronunciation practice and can be implemented in a variety of ways.

Next, it highlights how shared reading is a pedagogical strategy that improves reading skills and encourages active participation, critical thinking and the development of confidence in students.

Table 6.

Shared reading as a pedagogical strategy

Shared reading aspect	Description	Benefits for learning English
Teacher-Student interaction	The teacher reads together with the children, interacting and explaining the text.	Encourages active participation and understanding of vocabulary and grammar.
Use of images and graphics	Incorporates images and graphics to support visual comprehension.	Helps children associate words with objects and concepts, improving vocabulary retention.

Open questions and discussions	Open-ended questions are posed to encourage discussion and critical thinking.	Develops critical thinking and communication skills in English.
Repetition and reinforcement	Key words and phrases are repeated to reinforce learning.	Reinforces children's auditory memory and corrects pronunciation.
Language immersion	Creates an environment where English is used naturally and in everyday ways.	Helps children become comfortable with the language and develop a positive attitudes towards their learning.
Flexibility and adaptability	Adapts to the needs and levels of the students.	Allows each child to learn at their own pace, increasing motivation and interest.
Use of multimedia resources	Incorporates videos, audios and applications to enrich the reading experience.	Increases children's interests and engagement, as multimedia resources can make the experience more engaging and dynamic.

Source: Own elaboration

2.4.2. Interactive activities and their impact on pronunciation

Interactive activities are those that require the active participation of students in encouraging communication, collaboration and the practical application of language. These activities can have a significant impact on improving pronunciation by providing opportunities for oral practice in motivating and meaningful contexts. The key to using interactive activities effectively for pronunciation practice is to provide clear instructions, model the activity, encourage participation from all students and offer constructive feedback (Vasquez Diaz, 2024).

Below, some interactive activities are highlighted and how they contribute to the development of pronunciation skills through dynamic approaches that integrate listening practice, oral production and playful elements:

Table 7.

Interactive activities and their impact on English pronunciation

Interactive activity	Description	Impact on pronunciation
Tongue Twisters	Exercises with phrases that contain similar sounds to practice precise articulation. Example:	Improves the accuracy of consonant and vowel sounds as well as strengthening the

	“Peter Piper picked a peck of pickled peppers”.	articulatory muscles (Wilhelmi, 2022).
Sound Chain	Students form a circle or line and must say words that begin with the same sound. Each word is added to the chain.	Reinforces the identification and production of specific sounds, in addition to encouraging quick and creative thinking (Gonzalez Guerra, 2023).
Stations Game	Labels with different sounds are placed on the walls of the classroom. Students hear a word and run to the station corresponding to the sound they identify.	Helps students differentiate between similar sounds, improving their auditory perception and pronunciation (Wilhelmi, 2022).
Minimal Pairs Game	Activity based on minimal pairs (words that differ by a single sound, such as a <i>bit</i> and <i>beat</i>). Students identify and correctly pronounce differences.	Develops the ability to distinguish similar sounds, which is essential for clarity of speech (Wilhelmi, 2022).
Beat It Out	The teacher marks the stress patterns in the syllables with taps on a table or blackboard and the students identify the corresponding phrase.	Promotes the understanding of rhythm and intonation, key elements for natural pronunciation (Gonzalez Guerra, 2023).
Interactive Storytelling	Students create group stories while practicing keywords with specific pronunciation.	Encourages the spontaneous use of language, improves fluency and reinforces specific phonetic patterns (Wilhelmi, 2022).
Pronunciation Bingo	Students listen to words spoken by the teacher and look them up on their bingo cards based on specific sounds.	Reinforces the association between sounds and words, improving both listening and oral production (Wilhelmi, 2022).
Interactive multimedia	Use of digital resources such as animated videos, interactive applications and visual storytelling to practice specific sounds.	Combines visual and auditory stimuli to improve phonological memory and facilitate multisensory learning (Gonzalez Guerra, 2023).

Source: Own elaboration

2.4.3. Peer feedback on the development of phonics skills

Peer feedback is a process in which students provide feedback to each other about their performance on a specific task, in this case, pronunciation, implemented in a structured and guided manner. It is important to note that peer feedback should be carefully managed by the teacher, providing the necessary structure and guidance to ensure that it is

effective and constructive as it is a valuable tool for the development of phonetic skills (Briceño Machado, 2023).

Next, it highlights how peer-to-peer feedback is considered an effective tool to improve phonetic skills in English learning, by combining interactive practice, error identification, use of technology, development of metacognitive strategies, reduction of anxiety and the promotion of collaboration.

Table 8.

Peer feedback on the development of phonics skills

Aspect of peer feedback	Description	Impact on the development of Phonics skills
Interactive practice	Students practice and receive feedback from each other on their pronunciation.	Encourages continuous improvement of pronunciation by receiving constructive feedback from peers.
Identification of errors	Students identify and correct phonetic errors in the oral productions of their classmates.	Helps to develop phonological awareness and improve accuracy in the articulation of sounds.
Use of technology	Digital tools make it easy to record and share audio for feedback.	Allows for more immediate and flexible feedback, which increases efficiency in correcting phonetic errors.
Development of metacognitive strategies	Students learn to evaluate their own learning and that of their peers.	Promotes autonomy and reflection on the learning process itself, improving the ability to identify and correct phonetic errors.
Reduce anxiety	Peer feedback can be less intimidating than teacher feedback.	Helps students feel more comfortable practicing pronunciation, which increases their motivation and engagement.
Fostering collaboration	Students work together to improve their phonics skills.	Creates a collaborative learning environment where everyone supports each other to improve their pronunciation.

Source: Own elaboration

CHAPTER 3

MATERIALS Y METHODS

This chapter exposes the methods and techniques used to solve the problem of current research, in addition to formulating the hypothesis for its confirmation or discarding through research related to the investigation.

3.1. Description of the study area

This research is carried out in the Educational Institution of Basic General Education “Jean Piaget” located Ecuador in the province of Imbabura in the City of Ibarra, El Sagrario Parish, On Juan Montalvo and Obispo Mosquera Streets.

Figure 1. *Geographical Location in the Republic of Ecuador*



Source: Geographic satellite photograph of the Republic of Ecuador with the location of the “Jean Piaget” Educational Unit (Google Maps, 2025).

Figure 2. Exact location of the “Jean Piaget” Educational institution.



Source: Exact location of the “Jean Piaget” Educational institution (Google Maps, 2025).

The “Jean Piaget” Educational institution, focuses on a complete and high-quality educational project to train students at levels of basic general education in a single morning section, with highly specialized personnel and with great human warmth. It has three authorities, 15 teachers from various disciplines, and 110 students distributed in the different levels of education. This educational institution, whose ideology is to motivate and promote the use of English as a second language according to the current needs of its students, proposes to integrate tools into its educational context that allow the teaching and learning of English to be effective, including pronunciation for the well-being of the students in their training and daily practice.

This research, which analyzes the application of reading strategies aimed at the practice of English pronunciation in fourth-year students of basic general education at the Jean Piaget School, seeks to comprehensively strengthen the mastery of pronunciation in this language, with the main purpose of contributing to the learning process of students through the incorporation of innovative tools that facilitate both comprehension and linguistic creativity from an early age. Likewise, this study is beneficial for teachers who will be able to implement and adapt new pedagogical techniques that respond to the diverse needs of children, thus guaranteeing meaningful and holistic learning. In this way, a more effective teaching of English is promoted, which integrates reading and oral expressions, key elements for the communicative and cognitive development of children.

3.1. Approach and type of research

3.1.1. Research approach

The development of this study is based on a combined approach that fuses quantitative and qualitative techniques that allow the collection, analysis and interpretation of numerical, statistical, descriptive and contextual data to be integrated, allowing a phenomenon to be approached from different perspectives and to obtain a more complete and in-depth understanding (Morillo-Guerrero, 2022).

Practically, through this mixed approach, it is possible to examine the implementation of reading strategies focused on the practice of English pronunciation in students of the fourth year of general basic education of the Jean Piaget Educational Institution, through specific evaluations that allow determining the current level of pronunciation and reading comprehension, which facilitates the identification of the main phonological problems. It also allows the implementation of appropriate reading strategies that promote participation and feedback, individually and in groups for the cognitive level of students.

3.2. Methods, techniques, and instruments

The combination of quantitative and qualitative methods within a study allows for the successful coordination of methods, techniques and instruments, ensuring the validity and reliability of the results achieved in the study. With this mixed combination a comprehensive view of the exhaustive analysis of the effect of reading strategies on pronunciation practice is obtained (Godínez, 2013).

3.2.1. Methods

Quantitative method: This research procedure allows obtaining objective and generalizable results on the characteristics of a population through numerical data with statistical tools that measure, analyze and describe phenomena. The effect of reading strategies on pronunciation is evaluated through quantitative information, where a cross-sectional design is used which consists of an experimentation group and a control group, facilitating comparisons before and after the intervention.

Qualitative method: This procedure consists of the collection and analysis of non-numerical information such as opinions and experiences, which aim to understand in depth the phenomenon that is being investigated. In such a way it is pertinent to apply this

method in order to examine the perceptions and experiences of students and teachers in relation to the reading strategies applied, in order to obtain deeper and contextual information that enhances the numerical data.

3.2.2. Techniques

Quantitative techniques: For the process of gathering information through quantitative techniques, written and oral diagnostic tests (pre-test and post-test) are applied to assess pronunciation and reading comprehension. These evaluations will facilitate the evaluation of progress in specific competencies. In the same way, a structured survey is applied to students in the fourth year of basic general education of the Jean Piaget Educational Institution in order to collect information about the interest and perceptions of using reading to improve the pronunciation of English with the strategies used.

Qualitative techniques: Through the application of qualitative techniques that allow the collection of descriptive data on opinions, perceptions and experiences, interviews are carried out with open questions to the authority of the institution, to the coordinator and teachers of the subject, in order to obtain detailed information about their experiences in applying the reading strategies. In the same way, direct observation is applied to the participants in order to identify patterns of behavior and interpret the meanings that people attribute to their actions and contexts.

3.2.3. Instruments

Quantitative instruments:

1. A diagnostic evaluation is applied with elements that allow the identification of specific strengths in intonation and fluency in pronunciation. This evaluation is carried out before and after the intervention period to a certain group of students with whom the study is realized with the other group continuing to be taught in a traditional way. Then certain triangulations will be carried out with the information collected.

Table 9.*Diagnostic evaluation sheet*

Evaluation of intonation and fluency of pronunciation		
Instructions	Read aloud the following text in English.	
Text to read:	"My name is John. I am nine years old. I like to read books and play with my friends. Every morning, I go to school and learn new things. My favorite subject is English because I enjoy reading stories and speaking in class."	
Evaluation criteria:	It is graded with a scale from 1 to 4 where:	
	Level 1= Needs improvement	
	Level 2 = Basic	
	Level 3 = Adequate	
	Level 4 = Excellent	
Criteria	Extended description	Score (1-4)
Clarity	The student achieves a correct articulation of sounds and words, understands what is expressed, prevents phonetic misunderstandings and pronounces words in an understandable way.	
Intonation	Employs the correct tone depending on the type of sequence (affirmative, interrogative, exclamatory), exhibits, fluctuations in the voice and communicates a communicative intention.	
Fluidity	Reads constantly with a natural rhythm, without superfluous, interruptions, repetitions or blocks, keeps the pace of reading and links words appropriately.	

Source: Own elaboration

2. A structured survey is also applied in which contains responses based on different scales, about the perceptions regarding the reading tasks of the English subject by the students, important information that allows the development of reading strategies.

Survey:**Student questionnaire:**

Objective: The purpose of this questionnaire is to understand the perceptions of fourth-year students of basic general education of the Jean Piaget Educational Institution regarding reading tasks in the subject of English, considering their regularity, complexity, perceived use and their alignment with their learning styles and reading preferences. The information will allow the development of more engaging and efficient reading tactics to perfect English pronunciation.

Instructions: Dear students, the purpose of this questionnaire is to collect important information that will contribute to improving the development of this research work. The information collected will be analyzed for investigative purposes, for which it is requested in the most cordial manner that each of the questions be read carefully and answered with total honesty (See annex 1).

Select the answer that is correct for you:

1. Do you think that learning English could contribute in any way to your professional or work future?
 - Strongly agree
 - Agree
 - Agree a little
 - Disagree

2. How many hours a week do you take the subject of English?
 - 1 hour or less
 - 1 to 2 hours
 - 2 to 3 hours
 - 4 or more

3. Which of the following activities is comfortable for you to do in English class?
 - Reading
 - Speaking
 - Writing
 - Listening

4. How often do reading activities take place during the English class?
 - Very frequently
 - Frequently
 - Occasionally
 - Rarely

Never

5. How difficult are the reading activities that your English teacher creates?

- Very difficult
 Difficult
 Easy
 Very easy

6. How often do you do these activities in English class?

	Very common	Frequently	Occasionally	Rarely	Never
Review the vocabulary that will be related to the content of the text.					
Identify the general topic of the text.					
Make predictions about the reading before reading it.					
Read the text to find an answer to the questions posed by the teacher.					
Seek information from other sources to answer questions.					
Relate information from the text with aspects of daily life.					
Make a summary of the reading.					
Build graphic organizers to synthesize information from the text read.					

Created by (Reinoso Guerrero, 2022)

7. Which of the following activities do you think have helped you improve your performance in learning the English language? Rate the degree of influence of each activity. Remember to mark as “Not important” the activities that have never been done.

	Very important	Important	Not very important	Not important
Review the vocabulary that will be related to the content of the text.				
Identify the general topic of the text.				
Make predictions about the reading before reading it.				
Read the text to find an answer to the questions posed by the teacher.				
Seek information from other sources to answer questions.				
Relate information from the text with aspects of daily life.				
Make a summary of the reading.				
Build graphic organizers to synthesize information from the text.				

Created by (Reinoso Guerrero, 2022)

8. Carefully read the following sentences and identify which of them relate to you to a greater or lesser degree, indicating 5 as the highest level in 1 as the lowest.

	5	4	3	2	1
I'm very good at describing things with words.					
I like to solve puzzles that require tactics and strategy.					

I enjoy reading things more when they have a lot of pictures and drawings.					
I am an active person, and if I cannot move, I get bored.					
I know the melodies and titles of many songs and musical pieces in both English and Spanish.					
I enjoy getting older people to work together.					
I think I am a very independent person.					
I enjoy watching nature programs on television such as the Discovery Channel, National Geographic and Nova.					

Created by (Reinoso Guerrero, 2022)

9. What kind of book do you read or would you like to read?

- Stories
- Fables
- Legends
- Poems
- Theater plays
- Essays
- Scientific articles
- Comic books

10. Would you like the reading activities that you commonly do in English class to be adapted to activities that will be designed considering the answers you selected in questions 7 and 9?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Qualitative instruments:

1. Interviews were conducted with the authority of the institution, as well as with the coordinator and the teacher of the English area, through a series of open questions, elaborated as a guide ensuring that relevant topics related to this research were addressed. This allowed the identification of important challenges, requirements and perceptions in order to improve the teaching and learning of English.

Questions to ask the principal

1. ¿Qué considera como el mayor reto al que se enfrentan los estudiantes del cuarto año de educación general básica, respecto a la pronunciación del inglés, y de qué manera considera que esta investigación puede contribuir a superarlo?
2. ¿Qué tipo de apoyo institucional o recursos se podrían proporcionar para el desarrollo de la puesta en marcha de estas estrategias de lectura y actividades propuestas en este proyecto?
3. ¿De qué manera puede integrar a los padres de familia o representantes legales en el proceso de mejora de la pronunciación del inglés de los estudiantes, y qué tipo de apoyo espera de ellos?
4. ¿Qué indicadores de éxito podría emplear para medir el efecto de las estrategias de lectura en la pronunciación de los estudiantes, y de qué manera se compararán los resultados previos y posteriores a la puesta en marcha del plan?
5. ¿Tal vez existen prácticas para ampliar o ajustar las estrategias de lectura empleadas en este proyecto que estén siendo aplicada en otros niveles educativos dentro del institución y de qué manera se garantizará su viabilidad a largo plazo?

Questions to ask the English area Coordinator

1. ¿Cuáles son las estrategias de lectura que considera más esenciales para perfeccionar la pronunciación del inglés en los estudiantes de cuarto año de educación general básica, y cómo pueden emplearse en el centro educativo?
2. ¿De qué manera se identifican y abordan en la institución educativas las dificultades fonológicas específicas que los estudiantes presentan en cuanto a la pronunciación del inglés, y qué instrumentos utilizan para apoyar este procedimiento?
3. ¿Qué clase de formación se proporciona a los docentes de la asignatura para que sean capaces de implementar correctamente las estrategias de lectura enfocadas en la pronunciación, y cómo pueden medir su eficacia?
4. ¿De qué manera los estudiantes se involucran en la retroalimentación entre compañeros para perfeccionar su pronunciación, y qué ventajas ha notado en este tipo de interacción en el salón de clases?
5. ¿Existen iniciativas para incorporar tecnología o materiales digitales en las tareas de lectura para potenciar la pronunciación, y de qué manera se medirá su eficacia?

en comparación con técnicas convencionales?

Questions for the English teachers

1. To what extent have you developed reading strategies that enhance English pronunciation, and what are the results you have noticed in the students?
 2. What kind of phonological problems have you detected in your students, and how have you managed to work on these problems in your daily class hours?
 3. How do you engage students in interactive shared reading activities, and what advantages have you noticed in terms of their participation and motivation?
 4. What kind of feedback do you give your students about pronunciation, and how does it contribute to improvement through group work?
 5. What extra resources or support do you need to effectively apply reading strategies focused on pronunciation, and how do you think you could optimize your teaching work in this field?
2. Through direct observation, students in the fourth year of basic general education of the Jean Piaget Educational Institution, important aspects were analyzed during the development of activities for the application of English reading and pronunciation strategies, in order to identify patterns in pronunciation, intonation and fluency, for this purpose an observation guide was used with an assessment scale where 1= Never, 2= Sometimes, 3= Frequently, 4= Always.

Indicator	1	2	3	4	Brief remarks
Clearly pronounces the words in English					
Uses proper intonation when reading phrases and questions					
Reads aloud fluently and at the right pace					
Actively participates in shared reading					
Gives and receives feedback between peers					

Shows a positive attitude towards pronunciation activities					
--	--	--	--	--	--

3.3. Hypothesis

The application of specific reading strategies will significantly improve English pronunciation in students in the fourth year of basic general education at the Jean Piaget School.

2.4. Variables

Independent Variable: Reading strategies

Dependent Variable: Pronunciation

3.4.1. Operationalization of variables

It is important to determine the operationalization of the variables in order to measure and evaluate the impact of reading strategies on English pronunciation, facilitating a structured and objective analysis during the development of the research.

Table 10.

Operationalization of the variables

Variable	Definition	Dimension	Indicators	Instrument	Rating scale
Reading strategies	Methods and techniques applied to improve comprehension and pronunciation through reading.	Types of strategies.	Read aloud	Strategy questionnaire	Likert scale (1-5)
			Weekly frequency of activities	Daily log	Ordinal scale
		Frequency of use.	Active participation in activities	Direct observation	Qualitative scale (low/high)
Pronunciation	Ability of students to correctly	Clarity	Clarity in pronunciation	Oral tests	Numerical scale (0-5)

pronounce words in the target language.	Fluidity	Reading fluency	Standardized tests	Numerical scale (0-5)
	Intonation and accuracy	Accuracy in intonation	Checklist assessments	Numerical scale (0-5)

Source: Own elaboration

2.5. Population and Sample

3.5.1. Population

It is the total set of people, objects or components that have similar properties and that is sought to collect data about in a study (Pérez-Flores, 2024).

In this case, the population is made up of three managers: director, area coordinator and teacher of the subject, in addition to 25 fourth-year students of basic general education who are legally enrolled in the year 2024-2025 at the Jean Piaget School of Basic General Education.

2.5.2. Sample

This is a representative subgroup of the population, chosen for a more practical and effective study. Being that the population is less than 30 individuals, it is not necessary to calculate the sample, it is prudent to work with the entire population (Pérez-Flores, 2024).

In this case, to establish the sample, the 25 students determined in the population will be used in view of the fact that it is very small. Subsequently, this group of students is divided into two groups, one to apply the strategy with and the other to work with in a traditional way.

CHAPTER 4

RESULTS AND DISCUSSION

In this part, the different results obtained during the application of the different research techniques used are presented in detail, for which the quantitative and qualitative data obtained during the diagnostic evaluations, findings, interviews and direct observation are analyzed, in order to find the best reading strategies to practice English pronunciation.

4.1. Results and discussion of the diagnostic evaluation

The diagnostic evaluation was applied to the 25 students of the fourth year of basic education of the Jean Piaget Educational Institution, who in different ways managed to read aloud the basic text in English proposed. To determine the results, three aspects were considered: clarity, intonation and fluency, which were evaluated according to a scale of level 1 to 4.

Below, we have the results obtained in the diagnostic evaluation.

Table 11.

Diagnostic evaluation results

Text: "My name is John. I am nine years old. I like to read books and play with my friends. Every morning, I go to school and learn new things. My favorite subject is English because I enjoy reading stories and speaking in class."

Criterion	Level 1 (Needs improvement)	Level 2 (Basic)	Level 3 (Adequate)	Level 4 (Excellent)
Clarity	3 students (12%)	8 students (32%)	7 students (28%)	4 students (16%)
Intonation	5 students (20%)	13 students (52%)	7 students (28%)	2 students (8%)
Fluidity	4 students (16%)	12 students (48%)	9 students (36%)	3 students (12%)

Source: Own Elaboration

Interpretation

The results of the diagnostic evaluation provide data that allows the exact visualization of the distribution of students at each level of performance for the criteria of clarity, intonation and fluency in pronunciation, in such a way that in the criterion of clarity, 3 students who are 12% need to improve, while at the basic level, 8 students who are 32% and 7 students who are 28% reach an adequate level so it could be said that these two groups of students are able to pronounce most sounds and words adequately, although they still have problems with some typical English phonemes and something very relevant is that 16% achieve the grade of excellent level, evidencing a clear and understandable pronunciation throughout the proposed fragment.

Regarding the intonation criterion, it was possible to analyze that 5 students, 20% are at level 1, while 13 students, 52% reach level 2 and demonstrate a very low use of tonal variations and difficulties in correctly identifying the meaning of phrases. However, 7 students who are 28% achieve an adequate performance and only 2 students who are 8% reach the excellent level, correctly using intonation to convey a communication intention.

Regarding the fluency criterion, 4 students who are 16%, only reach a very low level and urgently need to improve, as for the basic level where constant interruptions and an irregular rhythm have been evidenced there are 12 students who are 48%, meanwhile in level 3 there are 9 students, 36% who demonstrate acceptable fluency, with few pauses and a good connection between words and only 3 students who are 12% maintain a fluent and constant reading.

Conclusion: The analysis and interpretation of this diagnostic evaluation allowed the finding that, although most students achieve an intermediate performance in clarity, intonation and fluency, there are still aspects to improve, especially in the criteria of intonation and fluency of pronunciation. These data reveal the need to apply different reading strategies that allow enhancing the practice of oral expression and phonological awareness.

4.2. Survey results and discussion

This survey given to 25 students of the fourth year of basic general education of the Jean Piaget Educational Unit, was previously validated by an expert teacher in the specialty of English who through her extensive knowledge gave her approval to the survey. This survey provided very interesting results that allowed the precise structuring of a strategy to improve pronunciation.

4.2.1. Individual analysis of the results

The following results are detailed data of the answers obtained to each of the questions posed, in order to know trends and important aspects of each of the respondents. To obtain the quantitative results of this applied survey, the SPSS V.22 software was used, in order to obtain an in-depth analysis of the perceptions and behaviors of the respondents.

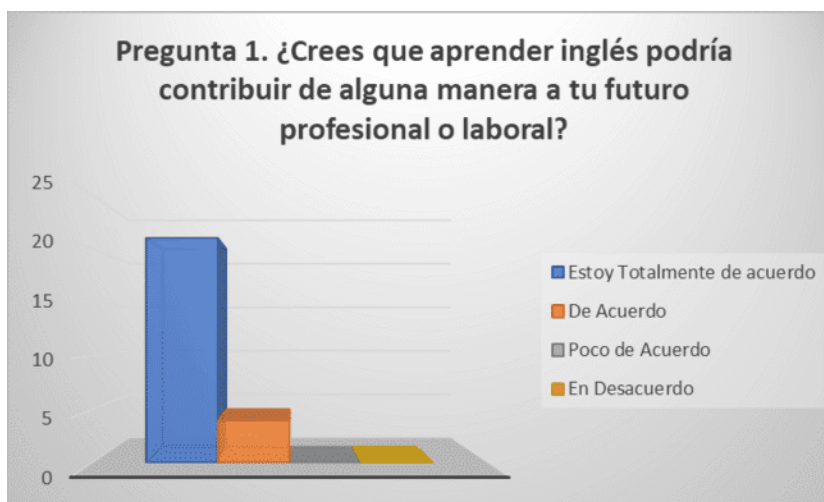
Question 1. Do you think that learning English could contribute in any way to your profession or professional future? ¿Crees que aprender inglés podría contribuir de alguna manera a tu futuro profesional o laboral?

Table 12.

Question 1

	Frequency	Percentage	Valid percentage	Cumulative percentage
I totally agree	21	84,0	84,0	84,0
I agree	4	16,0	16,0	100,0
Little agreement	0	0,0	0,0	100,0
Disagree	0	0,0	0,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database

Figure 3. Results question 1

Source: Own elaboration

Interpretation of the results

In question 1, it was found that there was an absolute consensus among respondents on the importance of English for their professional lives or professional future, as 84% strongly agree and 16% agree, which reflects a very positive perception of the value of the language in the workplace.

Question 2. How many hours a week do you take the subject of English? ¿Cuántas horas a la semana toma usted el tema del inglés?

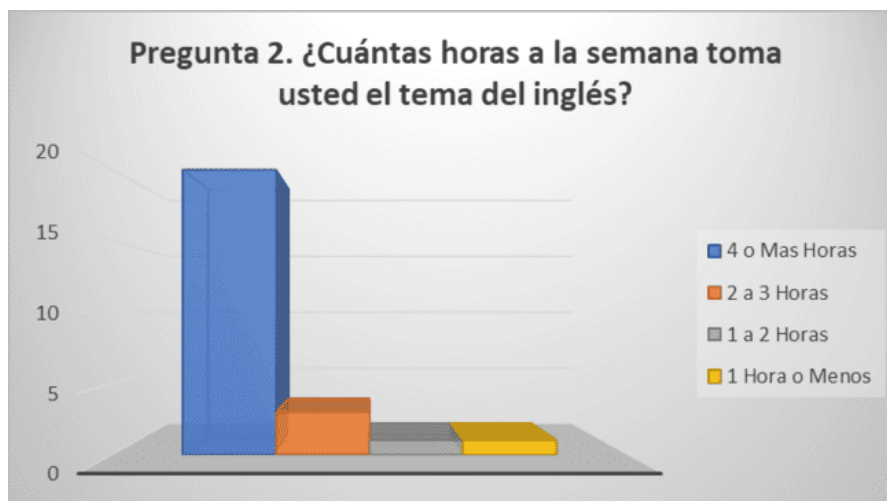
Table 13.

Question 2

	Frequency	Percentage	Valid percentage	Cumulative percentage
4 or More hours	20	80,0	80,0	80,0
2 to 3 hours	3	12,0	12,0	92,0
1 to 2 hours	1	4,0	4,0	96,0
1 hour or less	1	4,0	4,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database

Figure 4. Results question 2



Source: Own elaboration

Interpretation of the results

In question 2, it was found that the majority of the participants, 80% dedicate four or more hours per week to the study of English, while the rest, 20% invest less time, indicating a high level of commitment and dedication to learning the language.

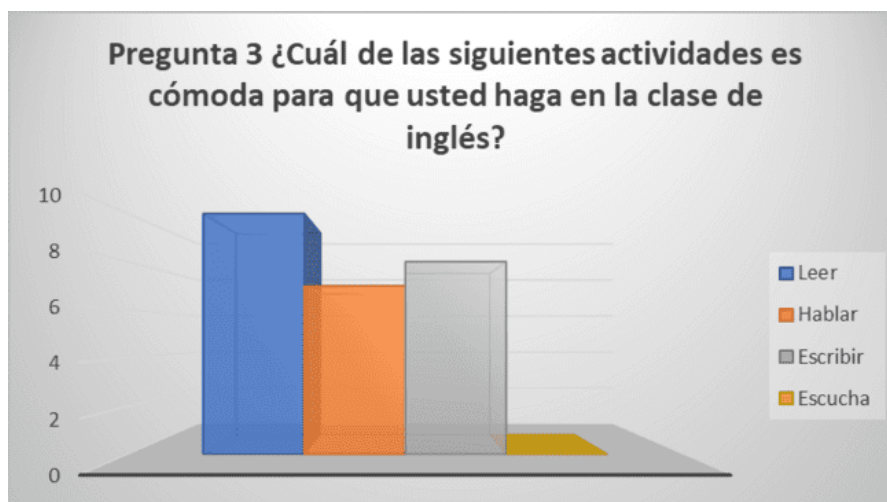
Question 3 Which of the following activities is comfortable for you to do in English class?
¿Cuál de las siguientes actividades es cómoda para que usted haga en la clase de inglés?

Table 14.

Question 3

	Frequency	Percentage	Valid percentage	Cumulative percentage
Reading	10	40,0	40,0	40,0
Speaking	7	28,0	28,0	68,0
Writing	8	32,0	32,0	100,0
Listening	0	0,0	0,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database

Figure 5. Results question 3

Source: Own elaboration

Interpretation of the results

In question 3, about the most comfortable activities in English class, reading is preferred by 40%, followed by writing by 32% and speaking by 28%, suggesting a slight inclination towards receptive and written production skills over oral skills.

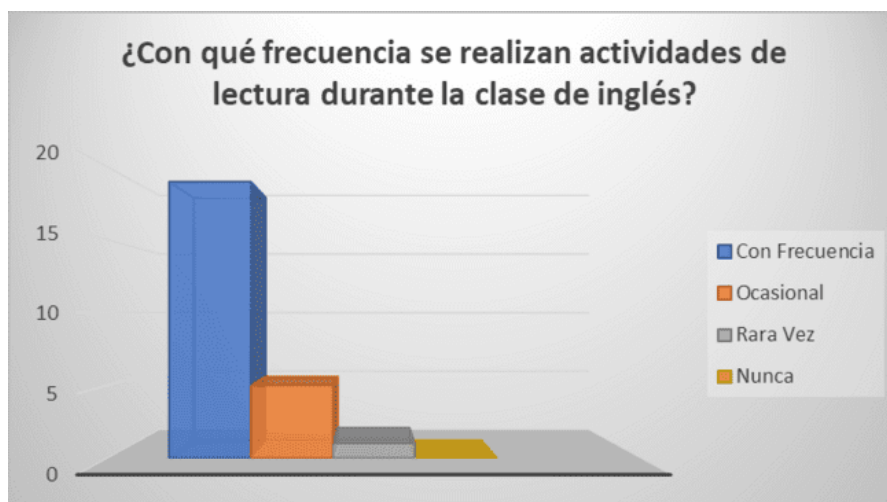
Question 4. How often are reading activities done during English class? ¿Con qué frecuencia se realizan actividades de lectura durante la clase de inglés?

Table 15.

Question 4

	Frequency	Percentage	Valid percentage	Cumulative percentage
Frequently	19	76,0	76,0	76,0
Occasionally	5	20,0	20,0	96,0
Rarely	1	4,0	4,0	100,0
Never	0	0,0	0,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database

Figure 6. *Results question 4*

Source: Own elaboration

Interpretation of the results

In question 4, reading activities in English class are frequently carried out by the vast majority, at 76%, while 20% do them occasionally and only 4% do them rarely, showing that reading is a common practice in the classroom.

Question 5. *How difficult are the reading activities your English teacher creates? ¿Qué tan difíciles son las actividades de lectura que crea su profesor de inglés?*

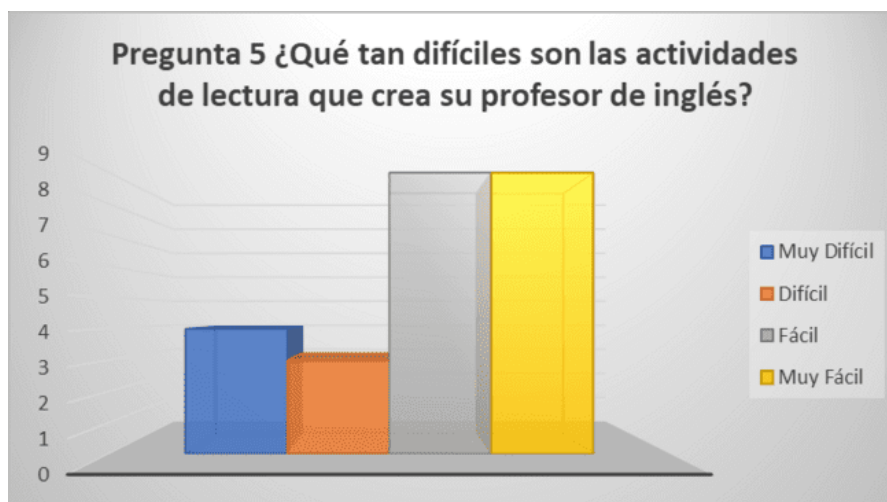
Table 16.

Question 5

	Frequency	Percentage	Valid Percentage	Cumulative percentage
Very difficult	4	16,0	16,0	16,0
Difficult	3	12,0	12,0	28,0
Easy	9	36,0	36,0	64,0
Very easy	9	36,0	36,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database

Figure 7. *Results question 5*



Source: Own elaboration

Interpretation of the results

In question 5, regarding the difficulty of the reading activities proposed by the English teacher, the perception is divided; 36% consider them easy. In the same way 32% consider that they are very easy. Meanwhile, 12% perceive them as difficult and 16% as very difficult. This indicates that, although most do not encounter major obstacles, there is a significant group that face challenges with these tasks.

Question 6 How often do you do this? Activities in English class? ¿Con qué frecuencia haces esto? ¿Actividades en clase de inglés?

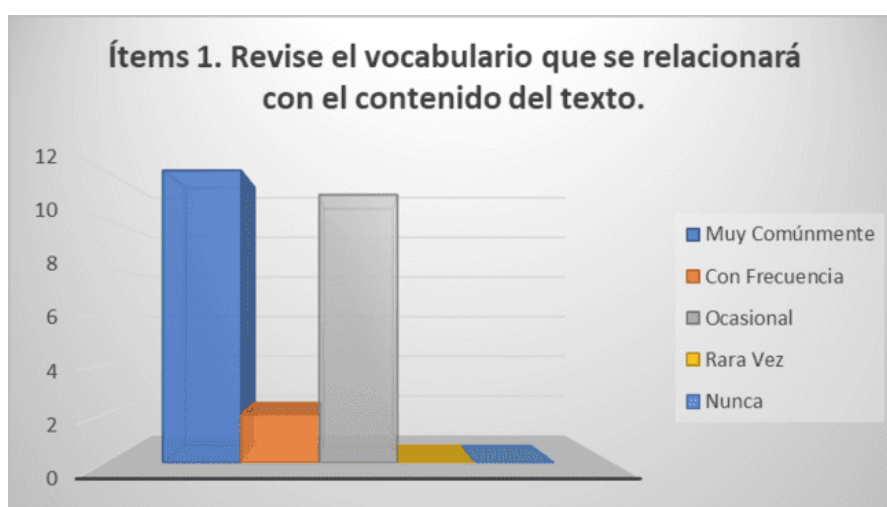
Within the results of question 6, it is possible to evidence the different reflections according to the items raised about the frequency of the proposed activities that are carried out in the English classes, in such a way that the percentage assessment of the questions is realized for each of the items.

Item 1. *Review the vocabulary that will relate to the content of the text*

Table 17.*Question 6 Item 1*

	Frequency	Percentage	Valid Percentage	Cumulative percentage
Very commonly	12	48,0	48,0	48,0
Frequently	2	8,0	8,0	56,0
Occasionally	11	44,0	44,0	100,0
Seldom	0	0,0	0,0	100,0
Never	0	0,0	0,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database

Figure 8. *Results Question 6 Item 1*

Source: Own elaboration

Interpretation of the results

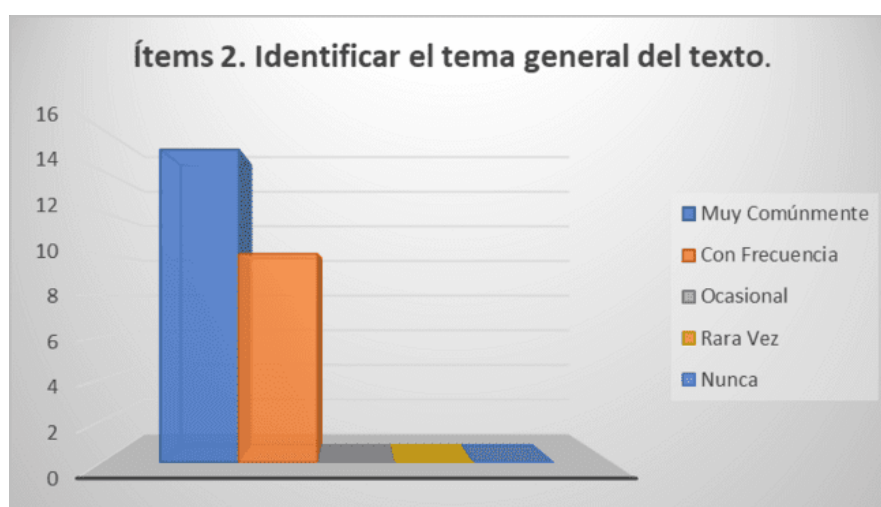
Item 1, reviewing vocabulary related to the content of the text is a common practice for the majority, since 48% do it very commonly and 8% frequently. However, 44% only do it occasionally, which indicates that almost half of the respondents could strengthen this strategy to improve reading comprehension.

Item 2. Identify the general theme of the text

Table 18.*Question 6 Item 2*

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very commonly	15	60,0	60,0	60,0
Frequently	10	40,0	40,0	100,0
Occasionally	0	0,0	0,0	100,0
Seldom	0	0,0	0,0	100,0
Never	0	0,0	0,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database

Figure 9. *Results Question 6 Item 2*

Source: Own elaboration

Interpretation of the results

In item 2, identifying the general theme of the text is a widely developed skill. 60% do it very commonly and 40% frequently, reflecting that practically all respondents have mastered this skill.

Item 3. Make predictions about reading before reading it

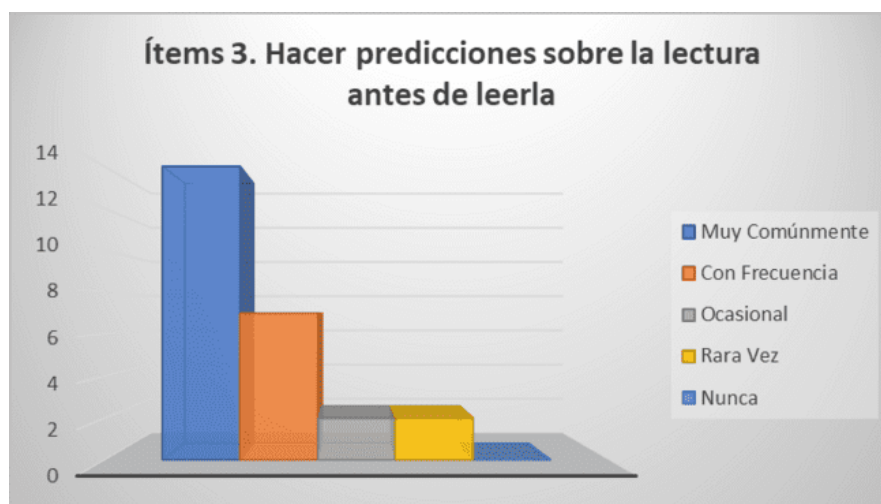
Table 19.

Question 6 Item 3

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very commonly	14	56,0	56,0	56,0
Frequently	7	28,0	28,0	84,0
Occasionally	2	8,0	8,0	92,0
Seldom	2	8,0	8,0	100,0
Never	0	0,0	0,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database

Figure 10. Results Question 6 Item 3



Source: Own elaboration

Interpretation of the results

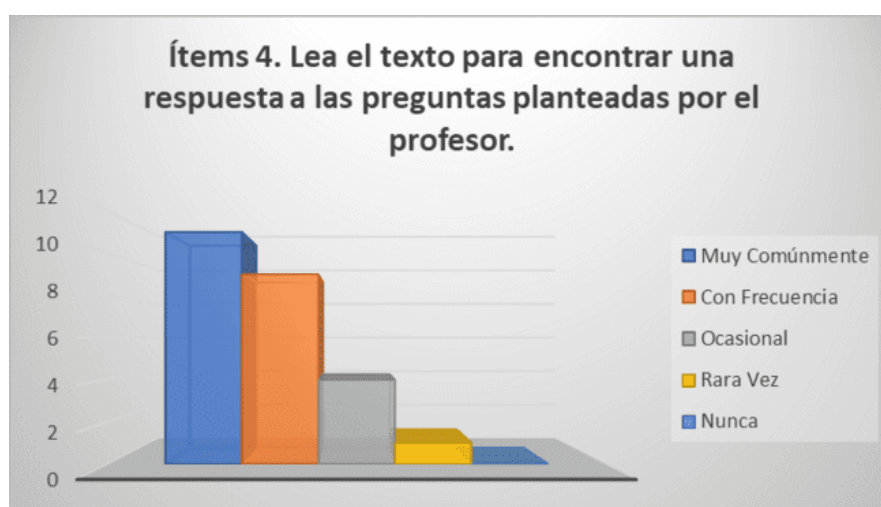
In item 3, Making predictions about reading is a strategy that 56% use very commonly and 28% frequently, although 16% use it only occasionally or rarely, which suggests that a minority could benefit from more practice in this aspect.

Item 4. Read the text to find an answer to the questions posed by the teacher

Table 20.*Question 6 Item 4*

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very commonly	11	44,0	44,0	44,0
Frequently	9	36,0	36,0	80,0
Occasionally	4	16,0	16,0	96,0
Seldom	1	4,0	4,0	100,0
Never	0	0,0	0,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database

Figure 11. *Results Question 6 Item 4*

Source: Own elaboration

Interpretation of the results

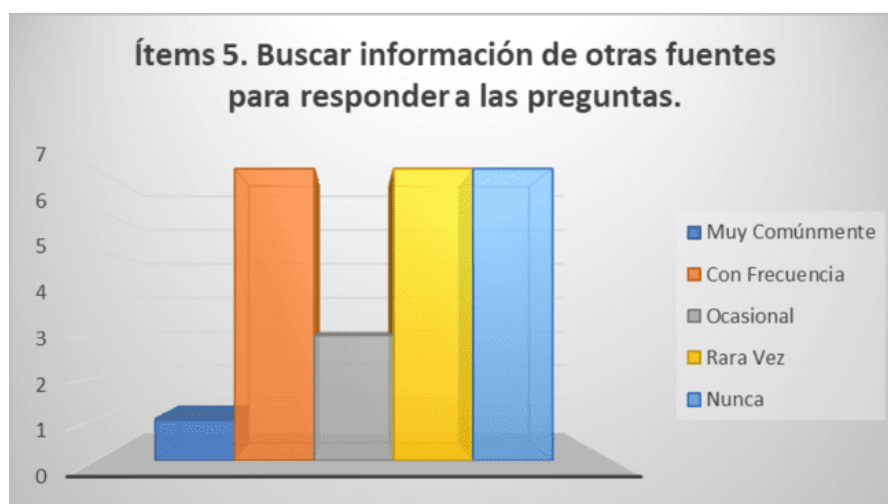
In item 4, Reading the text to find answers to questions posed by the teacher is an activity that 44% do very commonly and 36% frequently, while 20% do it occasionally or rarely, which shows a positive trend, but with room to improve motivation or focus on the search for specific information.

Item 5. Seek information from other sources to answer questions

Table 21.*Question 6 Item 5*

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very commonly	1	4,0	4,0	4,0
Frequently	7	28,0	28,0	32,0
Occasionally	3	12,0	12,0	44,0
Seldom	7	28,0	28,0	72,0
Never	7	28,0	28,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database

Figure 12. *Results Question 6 Item 5*

Source: Own elaboration

Interpretation of the results

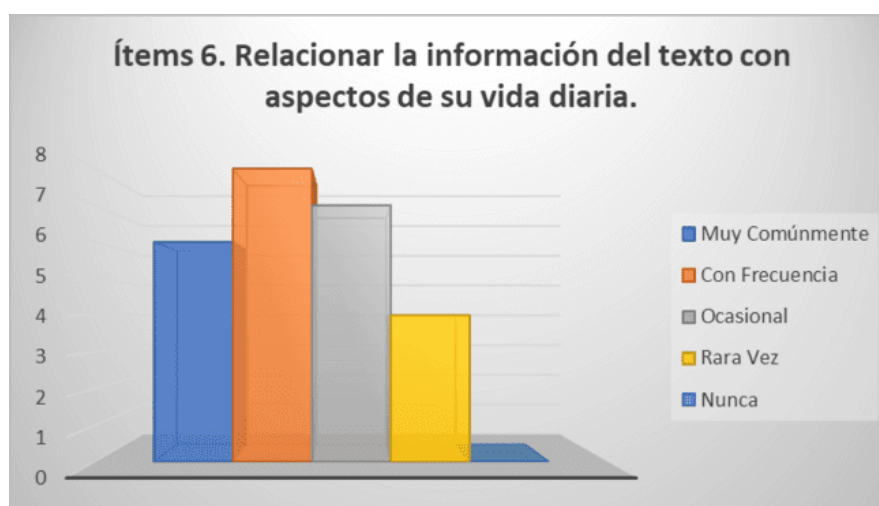
In item 5, Seeking information in other sources to answer questions is not a common practice. Only 4% do it very commonly and 28% frequently, while 68% do it occasionally, rarely or never, indicating a limited initiative to complement the information of the main text.

Item 6. *Relate the information in the text to aspects of their daily life*

Table 22.*Question 6 Item 6*

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very commonly	6	24,0	24,0	24,0
Frequently	8	32,0	32,0	56,0
Occasionally	7	28,0	28,0	84,0
Seldom	4	16,0	16,0	100,0
Never	0	0,0	0,0	0,0
Total	25	100,0	100,0	100,0

Source: SPSS V.22 software analysis database

Figure 13. *Results Question 6 Item 6*

Source: Own elaboration

Interpretation of the results

Item 6 Relating the information in the text, to aspects of daily life is common for 56% of respondents (very commonly or frequently) but, 44% only do so occasionally or rarely, suggesting that almost half could benefit from strategies that help apply the content to their daily life.

Item 7. Make a summary of the reading

Table 23.*Question 6 Item 7*

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very commonly	2	8,0	8,0	8,0
Frequently	5	20,0	20,0	28,0
Occasionally	12	48,0	48,0	76,0
Seldom	4	16,0	16,0	92,0
Never	2	8,0	8,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database

Figura 14. *Results Question 6 Item 7*

Source: Own Elaboration

Interpretation of the results

In item 7, Summarizing the reading is an infrequent strategy. Only 8% do it very commonly and 20% frequently, meanwhile 48% do it occasionally, 16% do it rarely and 8% never do it, which reveals the need to promote this skill to improve the synthesis and comprehension of texts.

Question 7. Which of the following activities do you think has helped you improve your English language learning performance? Calculate the degree of influence of each activity. Remember to mark as “Not important” activities that have never been done. ¿Cuál de las siguientes actividades cree que le ha ayudado a mejorar su rendimiento en el aprendizaje

del idioma inglés? Calcular el grado de influencia de cada actividad. Recuerde marcar como "No importante" las actividades que nunca se han hecho.

Item 1. Review the vocabulary that will relate to the content of the text

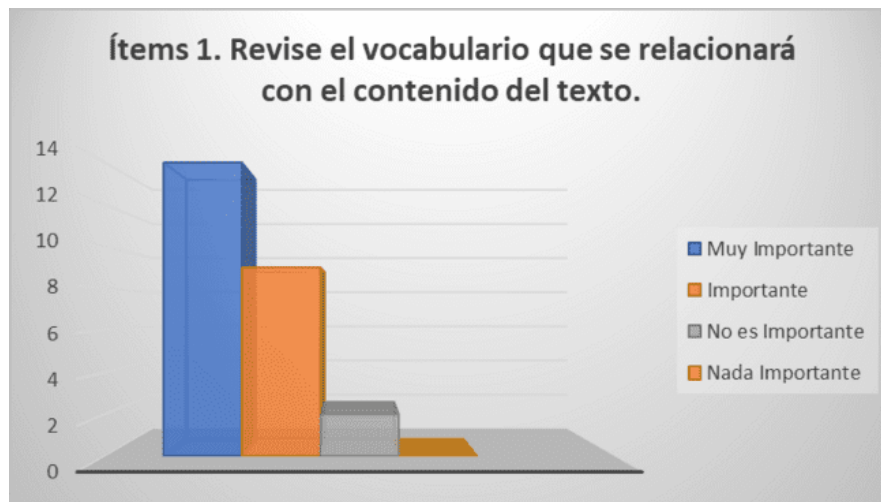
Tabla 24.

Question 7 Item 1

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very important	14	56,0	56,0	56,0
Important	9	36,0	36,0	92,0
Not important	2	8,0	8,0	100,0
Zero importance	0	0	0,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database

Figura 15. *Results Question 7 Item 1*



Source: Own elaboration

Interpretation of the results

In item 1, the majority of respondents considered that reviewing vocabulary related to the text is relevant. 56% rate it as very important and 36% as important, while only 8% did not give it importance, which shows a widespread recognition of its value for reading comprehension.

Item 2. *Identify the overall theme of the text*

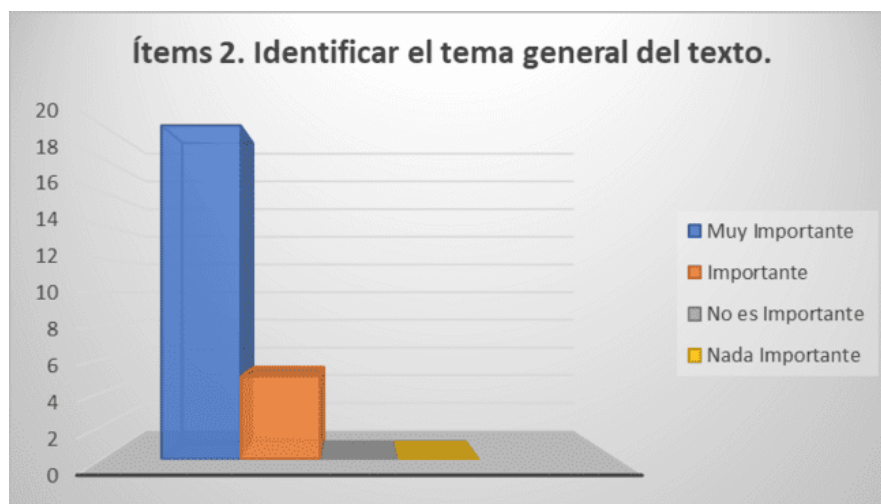
Tabla 25.

Question 7 Item 2

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very important	20	80,0	80,0	80,0
Important	5	20,0	20,0	100,0
Not important	0	0,0	0,0	100,0
Zero importance.	0	0,0	0,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database

Figura 16. *Results Question 7 Item 2*



Source: Own elaboration

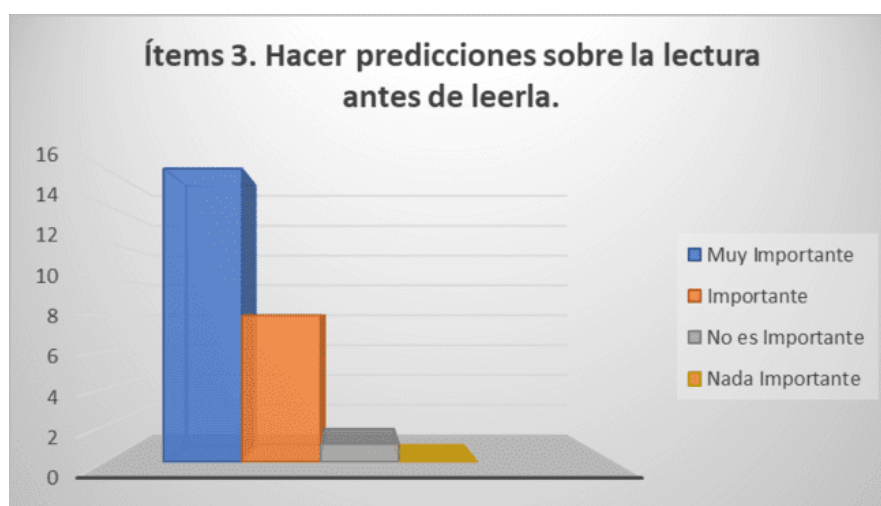
Interpretation of the results

In item 2, it was asked whether identifying the general theme of the text is seen as fundamental. 80% consider it very important in 20% important, showing absolute consensus on the relevance of this skill in reading.

Item 3. *Make predictions before reading*

Tabla 26.*Question 7 Item 3*

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very important	16	64,0	64,0	64,0
Important	8	32,0	32,0	96,0
Not important	1	4,0	4,0	100,0
Zero importance	0	0,0	0,0	100,0
Total	25	100,0	100,0	

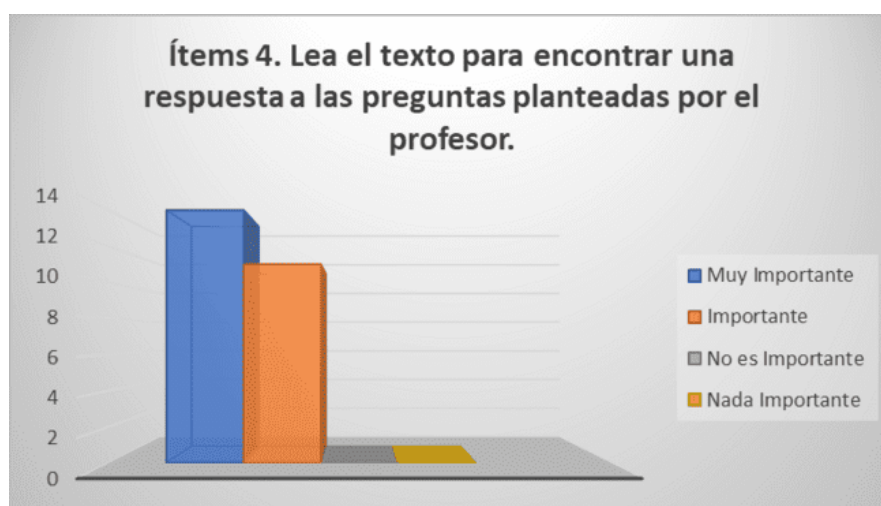
Source: SPSS V.22 software analysis database**Figura 17.** *Results Question 7 Item 3***Source:** Own elaboration***Interpretation of the results***

In item 3, Making predictions before reading is valued by the majority. 64% consider it very important and 32% important, although 4% do not see it as relevant, which indicates that anticipation is an appreciated strategy, although not universally adopted.

Item 4. *Read the text to find an answer to the questions posed by the teacher*

Tabla 27.*Question 7 Item 4*

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very important	14	56,0	56,0	56,0
Important	11	44,0	44,0	100,0
Not important	0	0,0	0,0	100,0
Zero importance	0	0,0	0,0	100,0
Total	25	100,0	100,0	

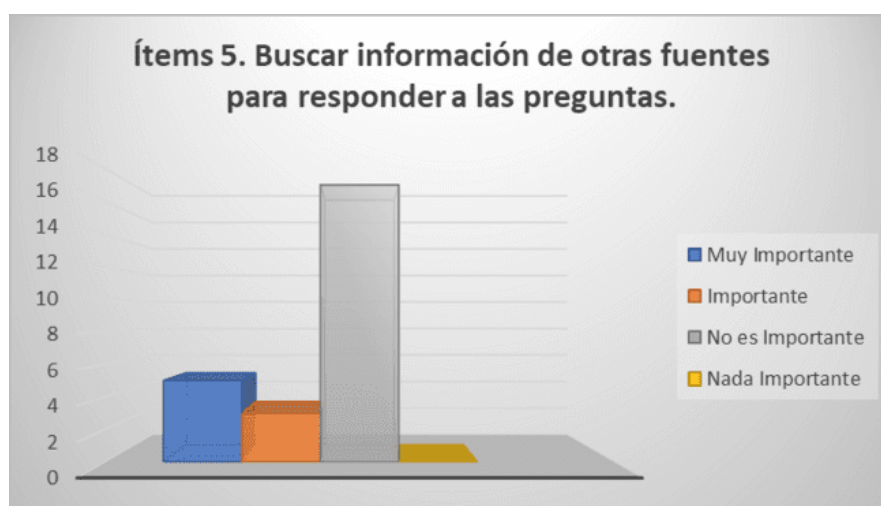
Source: SPSS V.22 software analysis database**Figura 18.** *Results Question 7 Item 4***Source:** Own elaboration***Interpretation of the results***

In item 4, finding answers to questions posed by the teacher is perceived as an essential activity, with 56% rating it as very important and 44% as important, reflecting a positive assessment of this strategy.

Item 5. Seek information from other sources to answer questions

Tabla 28.*Question 7 Item 5*

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very important	5	20,0	20,0	20,0
Important	3	12,0	12,0	32,0
Not important	17	68,0	68,0	100,0
Zero importance	0	0,0	0,0	100,0
Total	25	100,0	100,0	

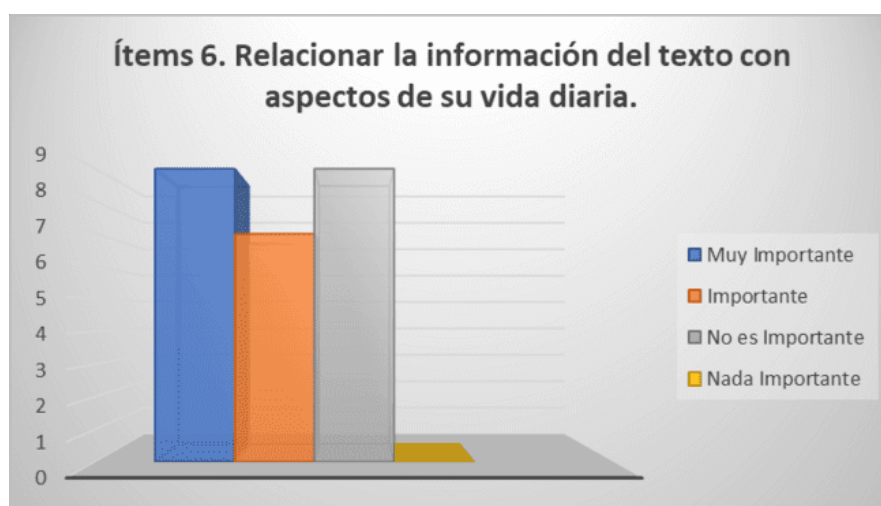
Source: SPSS V.22 software analysis database**Figura 19.** *Results Question 7 Item 5***Source:** Own elaboration***Interpretation of the results***

In item 5, Looking for information in other sources to answer questions is not considered important by the majority. 68% rate it as not important, compared to only 20% who consider it very important and 12% important, suggesting a low valuation of complementary research.

Item 6. *Relate the information in the text to aspects of their daily life*

Tabla 29.*Question 7 Item 6*

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very important	9	36,0	36,0	36,0
Important	7	28,0	28,0	64,0
Not important	9	36,0	36,0	100,0
Zero importance	0	0,0	0,0	100,0
Total	25	100,0	100,0	

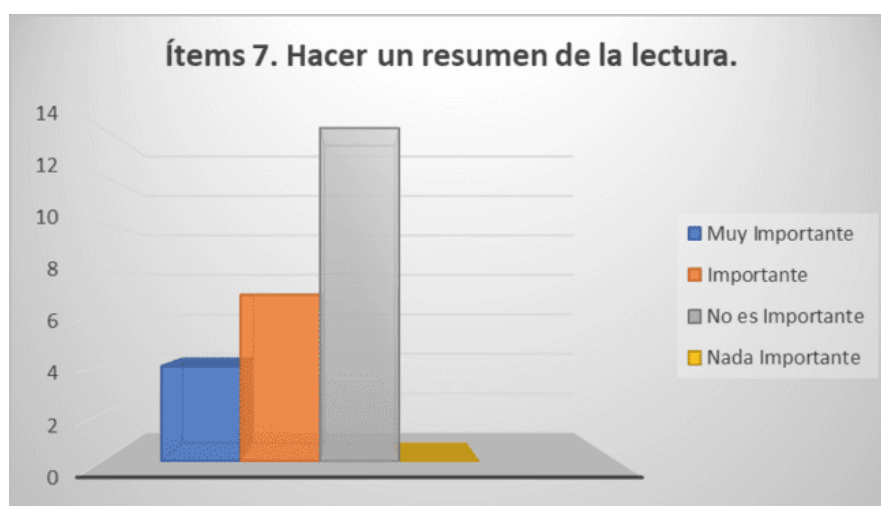
Source: SPSS V.22 software analysis database**Figura 20.** *Results Question 7 Item 6***Source:** Own elaboration***Interpretation of the results***

In item 5, Relating the information in the text to daily life generates divided opinions; 36% consider it very important, 28% important and another 36% do not give it importance, showing that there is a heterogeneous perception about the applicability of the content to personal experience.

Item 7. Summarize the reading

Table 30.*Question 7 Item 7*

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very important	4	16,0	16,0	16,0
Important	7	28,0	28,0	44,0
Not important	14	56,0	56,0	100,0
Zero Importance	0	0,0	0,0	100,0
Total	25	100,0	100,0	

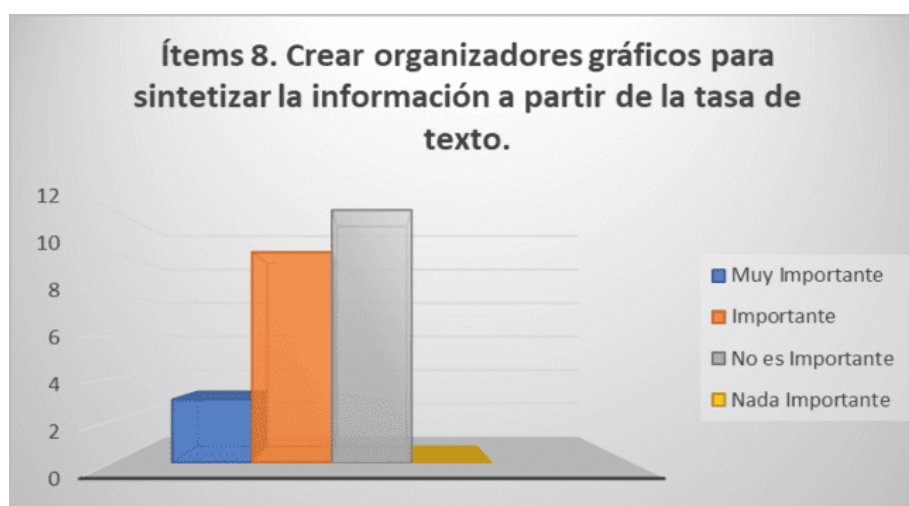
Source: SPSS V.22 software analysis database**Figure 21.** *Results Question 7 Item 7***Source:** Own elaboration***Interpretation of the results***

In item 7, Making a summary of the reading is seen as irrelevant by the majority. 56% consider it not important, while only 16% qualify it as a very important and 28% as important, which shows the need to reinforce the valuation of this skill to improve the synthesis and comprehension of the texts.

Item 8. *Create graphic organizers to synthesize information from the text*

Table 31.*Question 7 Item 8*

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Very important	3	12,0	12,0	12,0
Important	10	40,0	40,0	52,0
Not important	12	48,0	48,0	100,0
Zero importance	0	0,0	0,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database**Figure 22.** *Results Question 7 Item 8***Source:** Own elaboration***Interpretation of the results***

In item 8, The creation of graphic organizers to synthesize information from the text is not seen as very essential. Most of the respondents consider that it is not relevant. 48% think that it is not important, while only 12% consider it very important and 40% important, indicating a low assessment of this strategy among the respondents.

Question 8. Read the following sentences carefully and identify which of them relate to you to a greater or lesser degree, indicating 5 as the highest level and 1 as the lowest. Lee atentamente las siguientes oraciones e identifica cuáles de ellas se relacionan contigo en mayor o menor grado, indicando 5 como el nivel más alto y 1 como el más bajo.

Items 1. *I am very good at describing things in words*

Table 32.

Question 8 Item 1

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very commonly	3	12,0	12,0	12,0
Frequently	4	16,0	16,0	28,0
Occasionally	12	48,0	48,0	76,0
Seldom	5	20,0	20,0	96,0
Never	1	4,0	4,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database

Figura 23. *Results Question 8 Item 1*



Source: Own elaboration

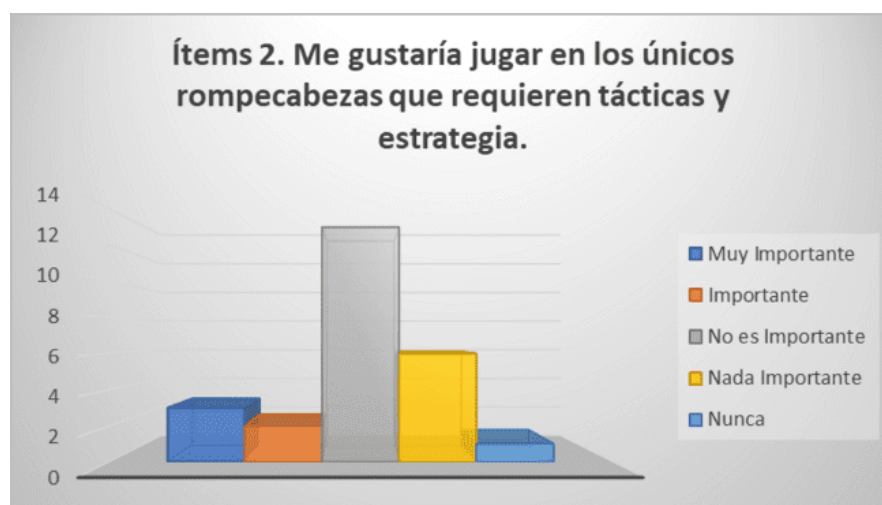
Interpretation of the results

In item 1, describing things with words is a skill that only a minority perform very commonly at 12%, often at 16%, meanwhile the majority do it occasionally at 48% or rarely at 20% and 4% never do it, suggesting that this competence could be reinforced in the group.

Item 2. *I would like to work on puzzles that require tactics and strategy*

Table 33.*Question 8 Item 2*

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very commonly	3	12,0	12,0	12,0
Frequently	2	8,0	8,0	20,0
Occasionally	13	52,0	52,0	72,0
Seldom	6	24,0	24,0	96,0
Never	1	4,0	4,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database**Figure 24.** *Results Question 8 Item 2***Source:** Own elaboration***Interpretation of the results***

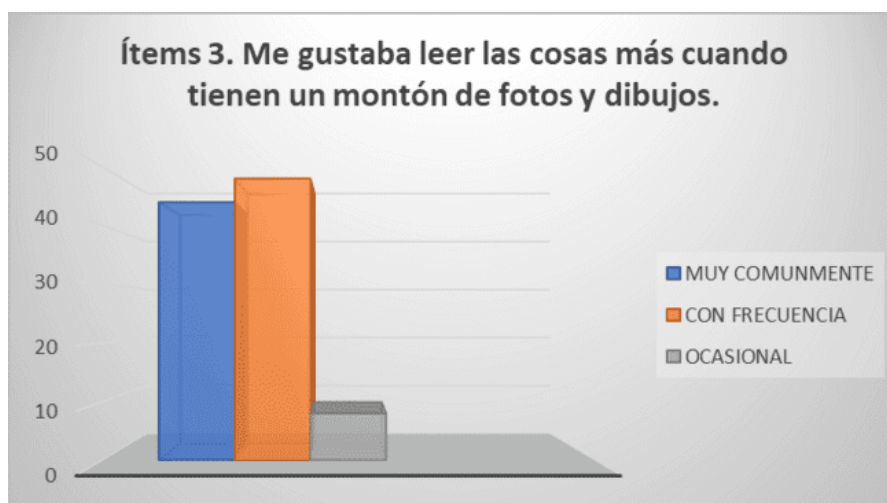
In item 2, interest in playing puzzles that require tactics and strategy is low, as only 12% do it very commonly, and 8% frequently, while the majority, which is 52% do it occasionally, 24% rarely and 4% never, showing a low general enthusiasm for this type of activity.

Item 3. I like to read things more when they have a lot of pictures and drawings

Table 34.**Question 8 Item 3**

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very commonly	11	44,0	44,0	44,0
Frequently	12	48,0	48,0	92,0
Occasionally	2	8,0	8,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database

Figura 25. Results Question 8 Item 3

Source: Own elaboration

Interpretation of the results

In item 3, the preference for reading materials with many photos and drawings was high, since 44% prefer them very commonly and 48% frequently, while only 8% prefer them occasionally, which reveals a clear inclination towards visual materials.

Item 4. *I am an active person and if I can't move, I get bored*

Table 35.*Question 8 Item 4*

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very commonly	5	20,0	20,0	20,0
Frequently	4	16,0	16,0	36,0
Occasionally	14	56,0	56,0	92,0
Seldom	2	8,0	8,0	100,0
Total	25	100,0	100,0	

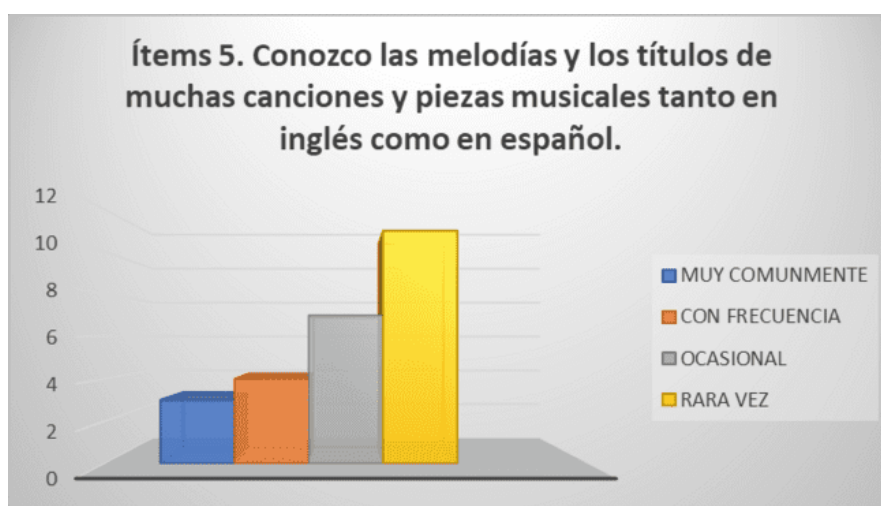
Source: SPSS V.22 software analysis database**Figure 26.** *Results Question 8 Items 4***Source:** Own elaboration***Interpretation of the results***

In item 4, where it was inquired if an active person gets bored if he or she cannot move. It is an occasional characteristic for the majority, since there are 56% who experience it occasionally while only 20% experience it very commonly and 16% frequently, suggesting that physical restlessness is not predominant in the group.

Item 5. *I know the melodies and titles of many songs and musical pieces in both English and Spanish*

Table 36.*Question 8 Item 5*

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very commonly	3	12,0	12,0	12,0
Frequently	4	16,0	16,0	28,0
Occasionally	7	28,0	28,0	56,0
Seldom	11	44,0	44,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database**Figure 27.** *Results Question 8 Item 5***Source:** Own elaboration***Interpretation of the results***

In item 5, recognition of melodies and song titles in English and Spanish is uncommon, with only 12% recognizing them very commonly and 16% frequently, while 28% occasionally and 44% rarely, indicating a limited musical knowledge among the respondents.

Item 6. I like older people to work together

Table 37.*Question 8 Item 6*

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very commonly	5	20,0	20,0	20,0
Frequently	7	28,0	28,0	48,0
Occasionally	8	32,0	32,0	80,0
Seldom	5	20,0	20,0	100,0
Total	25	100,0	100,0	

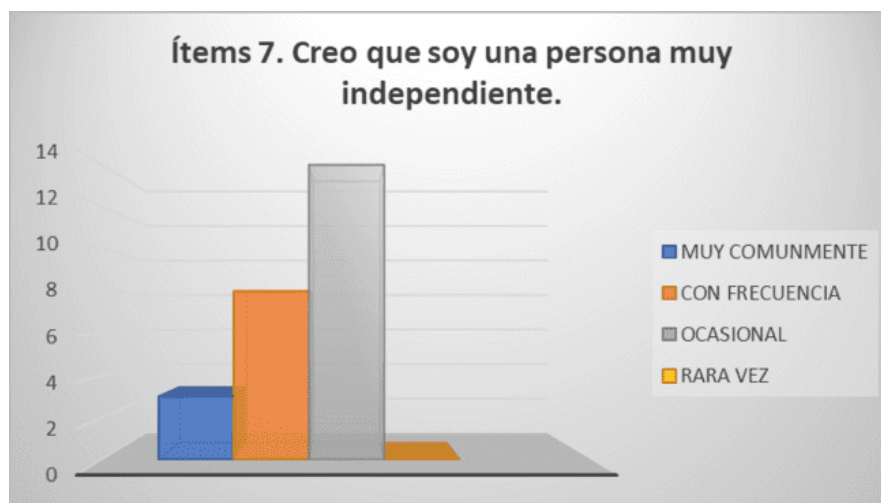
Source: SPSS V.22 software analysis database**Figure 28.** *Results Question 8 Item 6***Source:** Own elaboration***Interpretation of the results***

In item 6, the preference for collaborative work among older people is moderate, with 20% liking it very commonly, 28% frequently and 32% occasionally, while 20% rarely prefer it, showing divided opinions on intergenerational teamwork.

Item 7. I think I am a very independent person

Table 38.*Question 8 Item 7*

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very commonly	3	12,0	12,0	12,0
Frequently	8	32,0	32,0	44,0
Occasionally	14	56,0	56,0	100,0
Total	25	100,0	100,0	

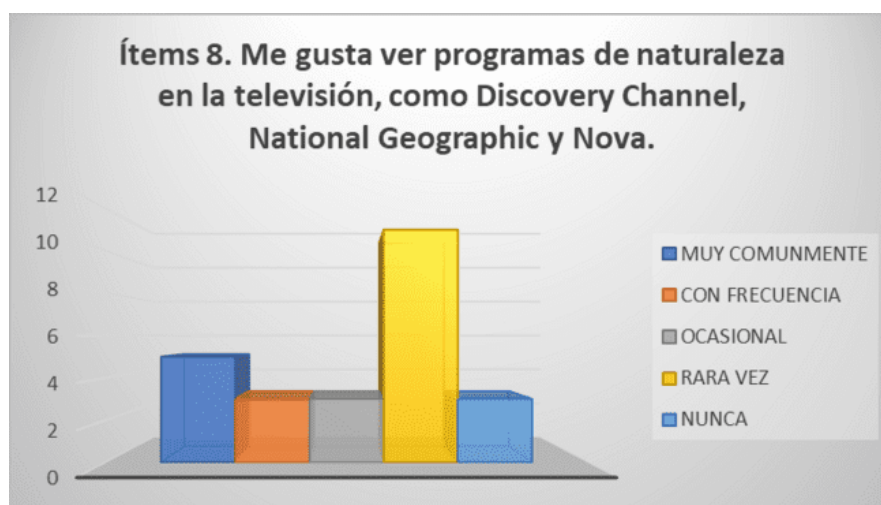
Source: SPSS V.22 software analysis database**Figure 29.** *Results Question 8 Item 7***Source:** Own elaboration***Interpretation of the results***

In item 7, where the self-perception of independence was consulted, 56% of the respondents consider themselves occasionally independent while only 12% consider themselves very commonly independent and 32% frequently, which suggests that the majority feel independent only in certain situations.

Item 8. *I like to watch nature shows on TV, such as the Discovery Channel, National Geographic, and Nova. Me gusta ver programas de naturaleza en la televisión, como Discovery Channel, National Geographic y Nova.*

Table 39.*Question 8 Item 8*

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very commonly	5	20,0	20,0	20,0
Frequently	3	12,0	12,0	32,0
Occasionally	3	12,0	12,0	44,0
Seldom	11	44,0	44,0	88,0
Never	3	12,0	12,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database**Figure 30.** Results Question 8 Item 8**Source:** Own elaboration***Interpretation of the results***

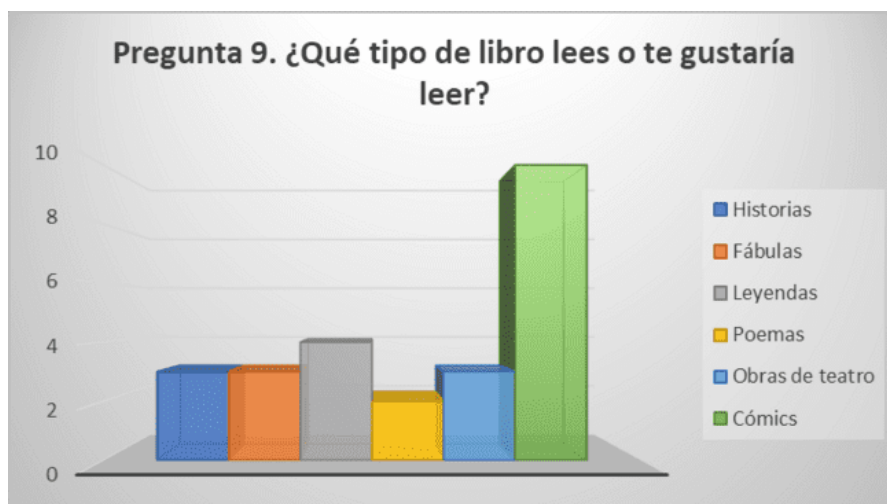
In item 8, The interest in watching nature programs on television is low. 44% rarely watch them and 12% never, meanwhile only 20% do very commonly and 12% frequently, reflecting a limited interest in this type of content.

Question 9. *What kind of book do you read or would you like to read? ¿Qué tipo de libro lees o te gustaría leer?*

Table 40.*Question 9*

	Frequency	Percentage	Valid percentage	Cumulative percentage
Stories	3	12,0	12,0	12,0
Fables	3	12,0	12,0	24,0
Legends	4	16,0	16,0	40,0
Poems	2	8,0	8,0	48,0
Plays	3	12,0	12,0	60,0
Trials	0	0,0	0,0	60,0
Scientific articles	0	0,0	0,0	60,0
Comics	10	40,0	40,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database

Figure 31. *Results Question 9*

Source: Own elaboration

Interpretation of the results

In question 9, where reading preferences were determined, comics are the most popular type of book at 40%, followed by legends at 16%, while stories, fables, plays and poems have a lower preference between 8% and 12% for each, showing a clear inclination towards the graphic and narrative formats on the part of the students surveyed.

Question 10. *Would you like the reading activities you usually do in English class to be designed, taking into account the answers you selected in questions 7 and 9? ¿Le gustaría que las actividades de lectura que habitualmente realiza en clase de inglés se diseñaran teniendo en cuenta las respuestas que seleccionó en las preguntas 7 y 9?*

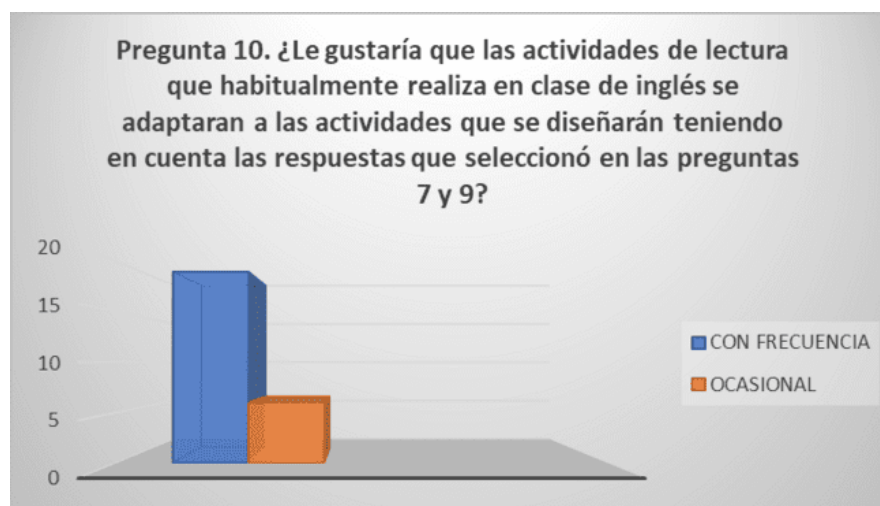
Table 41.

Question 10

	Frequency	Percentage	Valid percentage	Cumulative percentage
Frequently	19	76,0	76,0	76,0
Occasional	6	24,0	24,0	100,0
Total	25	100,0	100,0	

Source: SPSS V.22 software analysis database

Figure 32. *Results Question 10*



Source: Own Elaboration

Interpretation of the results

In question 10, there is a high willingness to adapt reading activities in English class according to personal preferences, as 76% frequently want this adjustment and 24% occasionally, suggesting a strong demand for personalization in educational activities.

Survey Conclusion:

The results obtained in the proposed survey indicate that the students in the fourth year of basic general education at the Jean Piaget Educational Institution deeply appreciate learning English. They recognize its relevance for the future of work and devote a considerable amount of time to study it weekly, they consider that reading tasks are common in the classroom, and are generally considered easily accessible, although a minority have some difficulties.

As for preferences and skills, it can also be said that there is a tendency towards visual content and reading tasks, while verbal and musical skills and interest in strategic or collaborative activities are less common. In the same way, most students choose to read comics and illustrated resources, which shows a favorable stance towards the adaptation of class tasks according to their interest.

However, it is noted that some learning strategies, such as the elaboration of graphic organizers or the exploration of additional data are not frequently appreciated or applied. In short, the data from this survey shows a motivated group dedicated to learning English, with obvious inclinations for visual and personalized methods, but with areas of opportunity to diversify and enhance other learning skills and strategies.

4.3. Interview results**4.3.1. Results of the interview with the authority of the institution**

According to the details compiled in the interview with the director of the Educational Institution, Jean Piaget, the following aspects can be identified:

- One of the main challenges for students in the fourth year of basic general education is to produce sounds of the English language, especially due to the phonological differences with Spanish, which is the native language. This inconvenience is attributed to the lack of practice outside the institution.
- The director of the institution also mentions that on the part of the authorities of the educational institution, that support can be given through the provision of didactic materials necessary for these activities. In the same way, she thinks that it is important to assign a space within the subject to practice reading aloud and develop

interactive activities, aspects that have proven in other cases to be effective in improving pronunciation.

- The director also thinks that it is important for families to be part of the educational process, especially involving them in activities focused on learning English at an early age.
- She also mentions that the educational institution already practices some strategies for learning English, but at the highest levels such as in seventh and eighth grade, but she considers that it is necessary to apply new strategies in lower years such as the one being analyzed, but it is essential to guarantee long-term viability.
- In the same way, she considers that this research contributes significantly by proposing reading strategies that promote the systematic guidance and practice of pronunciation, allowing students to become familiar with the sound patterns of English and overcome common phonetic barriers.

4.3.2. Results of the interview with the English area coordinator

According to the details collected in the interview with the coordinator of the English area of the Jean Piaget Educational Institution, the following aspects can be identified:

- The area coordinator teacher mentioned that the best practices to improve pronunciation are those that are done aloud, especially with group reading and guided repetition activities.
- He also mentioned that some strategies are already applied in the institution through scheduled sessions where students use texts or readings according to their interest, allowing them to practice pronunciation under the direction of the teacher.
- He also mentioned that the institution applies the diagnostic evaluations to the highest grades to detect oral difficulties during the academic cycle and to overcome these inconveniences, they design specific activities according to the problems detected.
- Regarding feedback, the area coordinator mentioned that as an educational institution they actively involve group and reading activities, promoting collaborative learning and that they have noticed rapid advances in fluency and intonation.

- Finally, the area coordinator believes that it is important to incorporate technology, through digital materials that allow interactive activities, such as audio and video recordings to be applied that promote dialogue and precision in pronunciation.

4.3.3. Results of interviews with teachers in the English area

According to the information collected in the interview with the English teachers of the Jean Piaget Educational Institution, the following aspects can be identified:

- The teachers of the English subject indicated that they have developed several reading strategies aimed at enhancing pronunciation, considering reading aloud, the repetition of phrases and in a certain way the students have notable improvements.
- In the same way, the teachers indicated that within the analyses they carry out in the evaluations, they have constantly noticed that students confuse similar vowel sounds as well as do not distinguish certain phonemes that generally do not exist in Spanish.
- Similarly, the teachers of the area of English commented that in the teaching process, they try to make the class as interactive as possible, through dramatizations or shared readings, generating a collaborative environment in order to raise the motivation of the students.
- The teachers also considered that the proposed study is very useful, since implementing reading strategies focused purely on pronunciation is very beneficial, especially if it is audio recordings with native conversations regarding the English language and also if interactive digital material is introduced in daily classes, effective learning based on experiences will be achieved.

CHAPTER 5

PROPOSAL

5.1. Proposal of the reading strategy for the practice of pronunciation in English.

A reading strategy that improves pronunciation in English is a teaching-learning approach that combines some specific activities such as reading aloud with recreational practices. These articulations allow for improved intonation and language fluency (Figuroa-Vidal and Intriago-Macías, 2022).

Knowing that reading strategies contribute enormously to improving pronunciation in English, it is essential to propose a recreational strategy with visual and auditory tools that allows students in the fourth year of basic general education of the Jean Piaget Educational Institution to identify the sounds and the distinctive rhythms of this language. The mission being the improving of pronunciation by motivation in the development of communication skills.

Strategy title:

A reading strategy to practice pronunciation in fourth-year students of Basic General Education at the Jean Piaget School.

Introduction

Learning to communicate correctly, especially with a language that is not a native one, is very complex, mainly because of its pronunciation, so it is pertinent to consider applying certain activities from the first years of academic training. In this way, a reading strategy is proposed that allows improving and enhancing pronunciation in English with interactive and playful activities where digital resources are applied that create a motivating, reliable and participatory environment for the communicative development of students in the fourth year of Basic General Education at the Jean Piaget school.

5.2. General characteristics of the Reading strategy for English pronunciation.

Next, the way in which the characteristics or design of the reading strategy are structured to strengthen the pronunciation of English in the fourth year of Basic General Education of the Jean Piaget Educational Institution is presented:

- As a fundamental basis, it is based on an initial diagnosis that allows the identification of the level of pronunciation and reading comprehension of the students, recognizing the different particular phonological problems in which intervention must be made.
- The strategy to improve pronunciation through constant practice is composed of dynamic activities such as: reading aloud, entertaining games and the use of digital tools, adjusted to the cognitive level of students.
- This strategy also encourages the constant participation of students through team reading, where self-evaluation and permanent feedback from their peers and the teacher are promoted.
- In the same way, reading resources are considered appropriate to the cognitive level of the students, in order to integrate the different phonetic patterns of English to ensure that the tasks are relevant and stimulating.
- The pronunciation strategy practically seeks to promote the integral development of students with reading and oral skills, by creating a motivating and active environment that fosters confidence and security when communicating in English.

General Objective

Use reading strategies to practice English pronunciation with fourth year students of basic general education at the Jean Piaget Educational Institution.

Specific objectives

- Determine the level of reading comprehension and pronunciation in English in students in the fourth year of basic general education, through specific evaluations that allow the identification of the main phonological problems.
- Design a reading strategy oriented towards the practice of pronunciation where different phonetic patterns of English are considered according to the cognitive level of the students.
- Apply different interactive shared reading activities that promote active participation and encourage the constant practice of pronunciation.

Goal

To improve the level of English pronunciation through the active participation of fourth-year students of basic general education of the Jean Piaget Educational Institution,

through the implementation of a reading strategy based on interactive, playful activities with the use of digital tools, which strengthen phonological and communicative skills.

Justification

The implementation of a reading strategy focused on English pronunciation is very necessary in the current educational context, especially at an early age, which is in the first years of formation, where expressing oneself correctly through good pronunciation, facilitates effective communication and contributes to better listening comprehension and the development of confidence when expressing oneself in a second language.

Different studies agree that reading aloud combined with interactive and playful activities makes it easier for students to improve reading comprehension and fluency through the development of their vocabulary. This research coincides that the application of digital resources through collaborative exercises encourages the creation of motivating environments and favors self-evaluation and active participation, fundamental aspects for meaningful learning.

Considering the aforementioned aspects, it is sensible to apply some strategy that allows strengthening pronunciation in students in the fourth-year of basic general education. Being at an early age, there is a need to train competent and confident speakers capable of functioning in real situations, overcoming the linguistic skills and phonological difficulties of English and in this way, laying the foundations in their learning.

Target audience

Teachers of the English area and fourth year students of Basic General Education of the Jean Piaget Educational Institution.

Responsible for the implementation of the strategy

Authorities and teachers of the English area of the Jean Piaget Educational institution.

Importance of the proposal

This proposal is very significant because it contributes to enhancing the confidence and interest of students in the fourth year of basic general education of the Jean Piaget Educational Institution, through the approach to one of the most important challenges that students face when learning English, pronunciation since by implementing a reading strategy that includes recreational activities, interactive activities developed with digital

resources promotes a meaningful and participatory development in learning, which enhances the acquisition of phonological and communicational skills.

5.3.Strategy design and implementation

To propose a strategy that aims to strengthen fluency and improve pronunciation when speaking English, through the implementation of three fundamental stages: the initial diagnosis in which the possible problems are determined to intervene precisely, continued by the next phase which is the development of interactive and collaborative activities where the use of physical or digital pedagogical resources are applied that promote reading aloud, and learning through playful games which provide meaningful learning and the necessary communicative confidence when learning a language that is not the native one. And finally, it ends with closure through individual and group self-evaluation in order to provide feedback on the knowledge acquired.

Pronunciation strategy design

Next, the development of the strategy used to improve English pronunciation in students in the fourth year of basic general education of the Jean Piaget Educational Institution is presented.

Unit 1
<i>Initial Diagnosis</i> – “Let’s know our voices”
<p>Specific objective:</p> <p>To diagnose the level of pronunciation in reading comprehension in English of students in the fourth year of general basic education at the Jean Piaget Educational Institution, through specific evaluations that acquire knowledge of the main phonological difficulties.</p>
<p>Purpose of this stage:</p> <p>To accurately discover the main drawbacks of students in terms of pronunciation, intonation, fluency and reading comprehension in English in order to have a point of reference that allows an adequate pedagogical intervention.</p>
Proposed activities
1. Guided individual diagnostic Reading

Duration per student: 3-5 minutes	
Description:	Applied text:
Each of the student performs an oral reading of a fragment of short text adapted to their level, which contains precise words with basic phonetic sounds used in English.	1. My Family <ul style="list-style-type: none"> • I have a small family. • My mother is a teacher. • My father is a doctor. • I have one brother and one sister. • We like to play together.
	2. At the Zoo <ul style="list-style-type: none"> • Today, I go to the zoo. • I see a big elephant. • The monkey jumps in the tree. • The lion is sleeping. • I like the zoo very much.
	3. My Favorite Food <ul style="list-style-type: none"> • My favorite food is pizza. • I like cheese and tomatoes. • I eat pizza with my friends. • We drink juice and have fun.
	4. A Sunny Day <ul style="list-style-type: none"> • It is a sunny day. • The sky is blue. • I play in the park with my friends. • We run and laugh. • I am happy today.




					<p>5. My Pet</p> <ul style="list-style-type: none"> • I have a pet dog. • His name is Max. • Max is brown and small. • He likes to run and play. • I love my dog.
2. Digital recording of the reading					
Purpose: Listen again to each of the students to identify phonological errors more clearly in order to compare them later at the end of the intervention process.					
Tool used			Cell phone audio recorder		
3. Application of checklist or diagnostic rubric					
Instrument: A rubric adapted to the student's academic level is used with the following criteria:					
Criterion evaluated	High level	Medium level	Low level	Observations	
Pronunciation of basic sounds					
Intonation and rhythm					
Reading fluency					
Keyboard recognition					
Attitude and confidence when reading					
4. Basic reading comprehension record					
After the student does the reading, 2 simple questions are asked in English about the text read:					
This allows us to observe if the student has understood the reading or if he is decoding without comprehension.					
Unit 2					
Development of interactive and collaborative activities:					
“We play by reading, we read by playing”					

<p>Purpose of this stage:</p> <p>Improve fluency and pronunciation in English through playful activities that encourage reading aloud and teamwork.</p> <p>For this phase, physical and digital resources are used in order to achieve meaningful learning.</p>	
<p>Expected results of this stage</p> <ul style="list-style-type: none"> • Improved pronunciation and oral fluency in English. • Active and enthusiastic student participation. • Strengthening communicative confidence. • Effective use of digital resources and playful strategies. 	
<p>Resources needed</p> <ul style="list-style-type: none"> • Devices with Internet access. • Platform for recording avatars. • Printed boards for phonetic bingo. • Short texts with adapted vocabulary. • Phonetic songs with subtitles. • Images for the game “Speak It Right”. • Microphones, speakers, whiteboard and markers. 	
<p>Procedures and activities</p>	
<p>Activities proposed for different applications</p>	
<p>Activity 1: Reading theater con avatars</p> <p>Time: 40 minutes</p>	
<p>Objective:</p> <p>Strengthen intonation, pronunciation and oral expression in English through dramatized reading with digital avatars, using the Voki.com platform.</p>	
<p>Preparation (5 minutes)</p>	<p>- A short story with a short dialogue appropriate to the level of students is selected.</p> <p>Example:</p> <p style="text-align: center;">The Lost Cat</p> <p>Anna: Tom, have you seen my cat?</p> <p>Tom: No, Anna. What does your cat look like?</p> <p>Anna: She is small and white. Her name is Mia.</p>

	<p>Tom: Let's look for her in the garden!</p> <p>Anna: Good idea! Mia, where are you?</p> <p>Cat (Mia): Meow! I am here, under the tree!</p> <p>Tom: There she is!</p> <p>Anna: Thank you, Tom! You found my cat.</p> <ul style="list-style-type: none"> - It is necessary to divide the students into groups of 3 or 4. - The dynamics are explained for each student to assume a character and then use an avatar in Voki.com to represent it.
<p>Selection of characters in avatars (5 minutes)</p>	<ul style="list-style-type: none"> - Organized groups access Voki.com. - Each of the students explores the platform and chooses an avatar that represents their assigned character. - It is necessary for the teacher to support navigation by providing solutions to technical doubts.
<p>Reading and rehearsal practice (10 minutes)</p>	<ul style="list-style-type: none"> - Students read the dialogue aloud within their group. - Students practice pronunciation, intonation and oral expression, correcting each other and constantly receiving feedback from the teacher. - The teacher pronounces difficult words through examples of proper intonation.
<p>Recording with avatars (10 minutes)</p>	<ul style="list-style-type: none"> - Each of the students records their part of the dialogue using the avatar in Voki.com, making sure to speak clearly and with good intonation. - The students then combine the recordings so that the dialogue is complete, alternating the voices of the avatars according to the characters.
<p>Presentation and feedback (10 minutes)</p>	<ul style="list-style-type: none"> - Groups of students present their recording to the rest of their classmates. - While the teacher and classmates offer positive feedback and suggestions to improve pronunciation and expressiveness.

<p>Methodological tips</p> <ul style="list-style-type: none"> • It is pertinent that the teacher focuses on phonetic correction and intonation during practice, using specific strategies to improve pronunciation in English. • The teacher should constantly encourage students to exaggerate intonation and expression a little to make the activity more fun and effective. • It is necessary to use the recordings as a tool for students to listen to themselves and self-evaluate. 	
<p>Activity 2: Shared reading and echo reading</p>	
<p>Time: 40 minutes</p>	
<p>Objective:</p> <p>Improve pronunciation, intonation and reading comprehension in English through the technique of shared reading and echo in small groups of students.</p>	
<p>Organization of groups (5 minutes)</p>	<ul style="list-style-type: none"> - The class is divided into small groups of 4 students. - Each group is then given a copy of the selected text, such as: <p style="text-align: center;">My Day at the Park</p> <p>Yesterday, I went to the park with my friend Sam. We saw green trees and colorful flowers. We played on the swings and ran very fast. Then, we ate ice cream. It was a sunny and happy day.</p> - It is important to briefly explain the dynamics: one student reads a phrase and the others repeat it in chorus, imitating the pronunciation and intonation.
<p>Shared reading and echo reading (20 minutes)</p>	<p>a. Model Reading</p> <ul style="list-style-type: none"> - The teacher reads the first sentence aloud, modeling the correct pronunciation and intonation. - The students repeat the phrase in chorus (echo reading), imitating the teacher. <p>b. Group Reading</p>

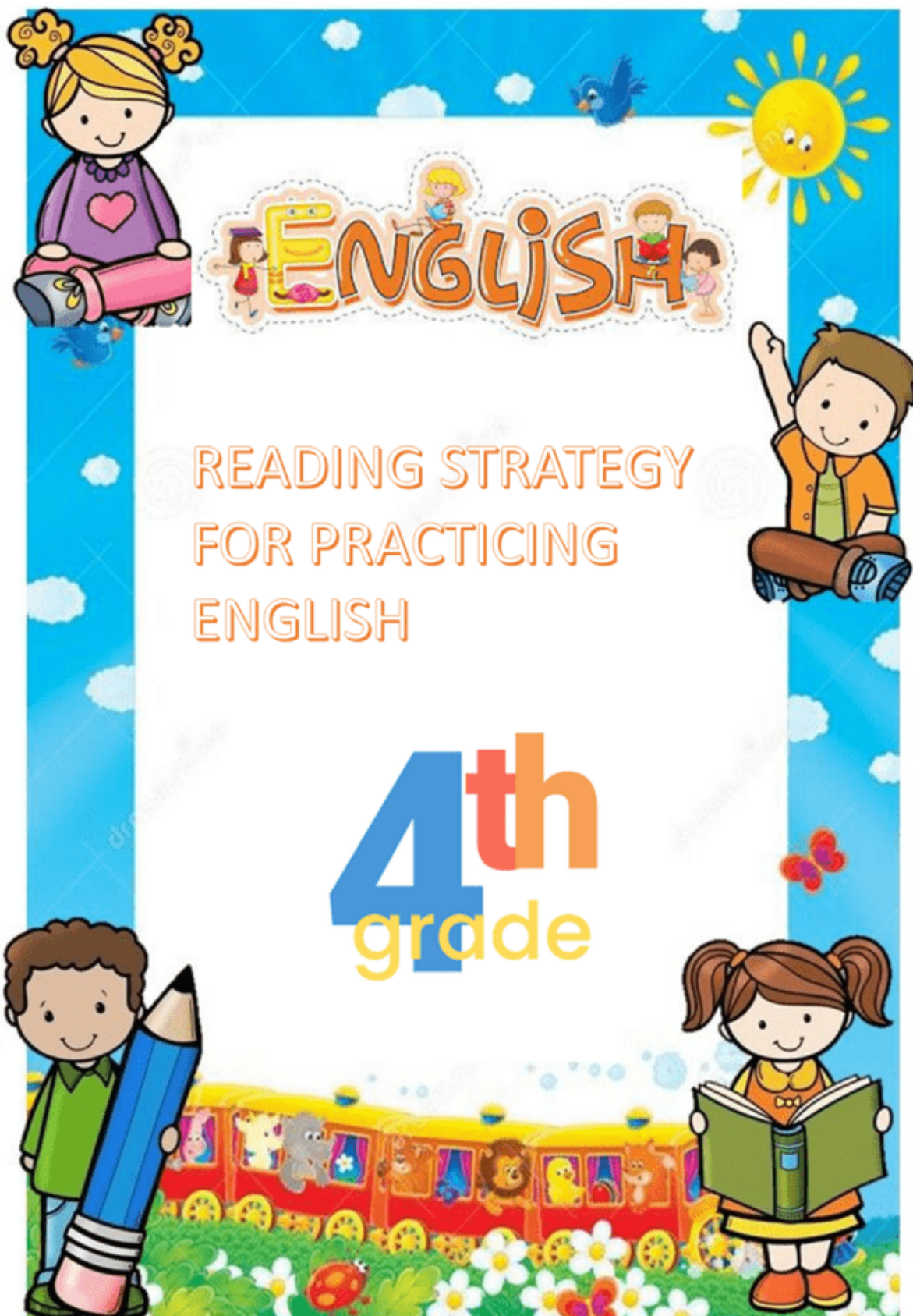
	<p>- Within each group, one student reads the phrase aloud, the other students in the group repeat the phrase together, imitating the pronunciation and intonation of the partner.</p> <p>- It is necessary that the reader is rotated in each sentence, ensuring that everyone actively participates.</p> <p>c. Support and correction</p> <p>- It is essential that the teacher circulates between the groups, listening and gently correcting pronunciation or intonation errors, especially of difficult words.</p>
<p>Repetition and practice (15 minutes)</p>	<p>- Once the first reading of the text is completed, the groups can switch roles and repeat their process to reinforce learning, the speed or volume can also be varied to make it more dynamic and fun.</p> <p>- At the end, the groups will present a sentence or part of the text to the rest of the class, showing their progress.</p>
<p>Methodological suggestions</p> <ul style="list-style-type: none"> • It is necessary to select short texts with simple sentences, appropriate for the level of the students. • Fundamentally, it is necessary to focus on pronunciation and intonation, always exemplifying before asking for repetition. • To make the class as dynamic as possible, gestures or images should be used to reinforce the meaning of the sentences and support comprehension. 	
<p>Unit 3</p>	
<p>Closure and self-assessment</p> <p style="text-align: center;">“We reflect what we have learned”</p>	
<p>Purpose of this stage:</p> <p>Evaluate and symbolically recognize individual and group advances in pronunciation and fluency, through personal reflection and peer feedback.</p>	
<p>Expected results of this stage</p> <ul style="list-style-type: none"> • Recognition of individual progress. • Development of the ability to self-evaluate. 	

<ul style="list-style-type: none"> • Strengthening motivation and communicative confidence. • Significant closure of the learning process. 			
Suggested Activities			
Diagnostic reading re-recording.			
Purpose: Demonstrate phonological progress and fluency, motivating self-observation and recognition of one's own progress.			
Procedure:	<ul style="list-style-type: none"> • Each student is given the same text that they used in the first stage of the unit. • Students are then asked to read the text aloud and record their reading using a recording app available in the classroom. • Once the recording is finished, students are allowed to listen to their new version and compare it to the initial recording, this will help them identify improvements in pronunciation, fluency and intonation. 		
Visual self-assessment with rubric			
Purpose: Encourage the development of metacognition and honest self-assessment by letting students visualize their progress and set personal goals.			
Evaluation rubric			
Criterion	 Very well (3 points)	 Not bad (2 points)	 Needs improvement (1 point)
Pronunciation	I pronounce the words clearly and almost without mistakes.	I pronounce most words well, but I make some mistakes.	I struggle to pronounce many words and I need to practice more.
Fluidity	I read with a natural rhythm and without long pauses.	I read with a few pauses, but I manage to keep up.	I read very slowly or with many pauses.
Intonation	I use tone and expression well to	I use a little intonation, but I can improve.	My reading is very flat, with no changes in tone.

	make the text sound interesting.		
Confidence in speaking	I feel safe and speak in a clear and strong voice.	Sometimes I feel nervous, but I try to speak well.	I feel very nervous and it is difficult for me to speak loudly or clearly.
Procedure:	<p>- The teacher gives the students the evaluation rubric and proceeds to explain each criterion with clear and simple examples.</p> <p>- Students listen to their own recording and mark on the rubric how they perceive themselves in each aspect reflecting on what they have improved and what they want to continue practicing.</p>		
Group Feedback Corner			
<p>Purpose:</p> <p>Promote collective reflection and the identification of common difficulties in order to strengthen the sense of community and support in the classroom.</p>			
Procedure:	<p>- The teacher organizes an open and safe space where students sit around the blackboard and reflect on some phrases such as:</p> <ul style="list-style-type: none"> • “I learned to...” • “Now I pronounce better” • “I felt safer when...” • “I still want to practice...” <p>- The teacher takes note of the relevant responses of the students in order to reinforce the collective achievements and challenges.</p>		

Source: Own Elaboration

Proposed material for the development of the pronunciation strategy





INITIAL DIAGNOSIS



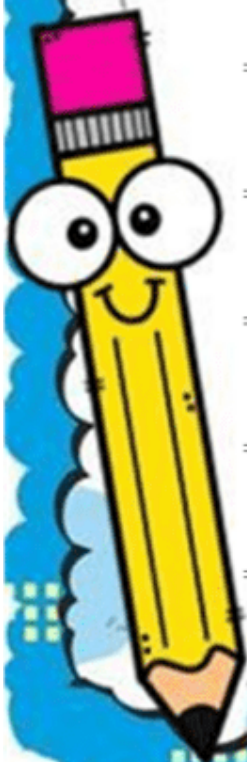
“Let’s know our voices”

UNIT 1



SHORT SENTENCES TO PRACTICE PRONUNCIATION

- ⇒ **The cat is on the mat.**
- ⇒ **I have a red hat.**
- ⇒ **The bat can fly.**
- ⇒ **The rat is fast.**
- ⇒ **The dog likes to jog.**
- ⇒ **The frog jumps on the log.**
- ⇒ **We see a big dog.**
- ⇒ **I run with my dog.**
- ⇒ **The sun is hot.**





Activity 1

Complete the sentences with the following words

mat, hat, jog, dog, hot, fun, tree, tree, dish, fish

1. The cat is on the _____.
2. I have a red _____.
3. The dog likes to _____.
4. We see a big _____.
5. The sun is _____.
6. I like to run and have _____.
7. The bee is on the _____.
8. Look, a big _____.

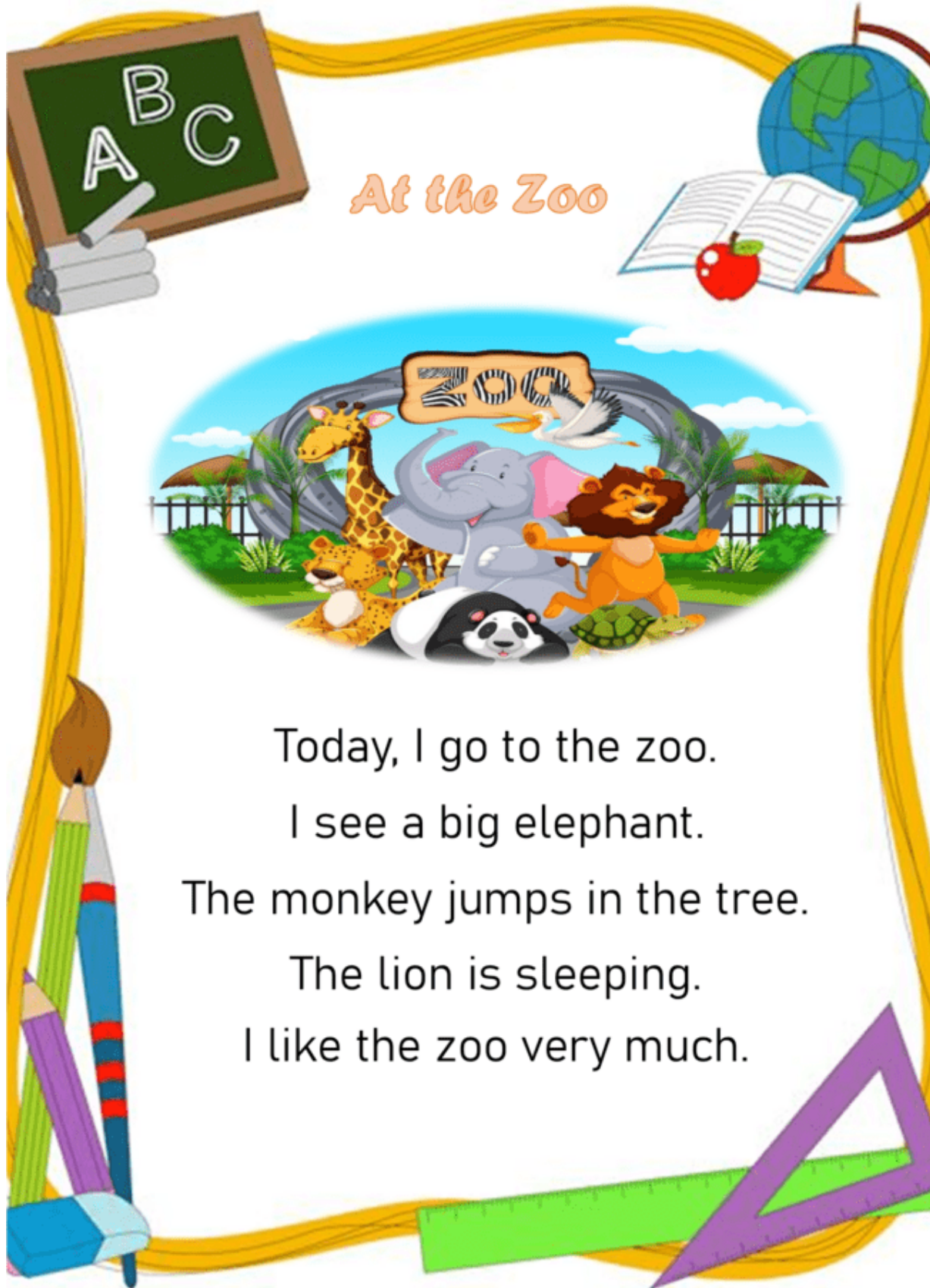


GUIDED INDIVIDUAL DIAGNOSTIC READING

My Family

I have a small family
My mother is a teacher
My father is a doctor
I have one brother and one sister
We like to play together





At the Zoo



Today, I go to the zoo.

I see a big elephant.

The monkey jumps in the tree.

The lion is sleeping.

I like the zoo very much.



My Favorite Food

My favorite food is pizza.
I like cheese and tomatoes.
I eat pizza with my friends.
We drink juice and have fun.

A Sunny Day

It is a sunny day.
The sky is blue.
I play in the park with my friends.
We run and laugh.
I am happy today.





My Pet

I have a pet dog.

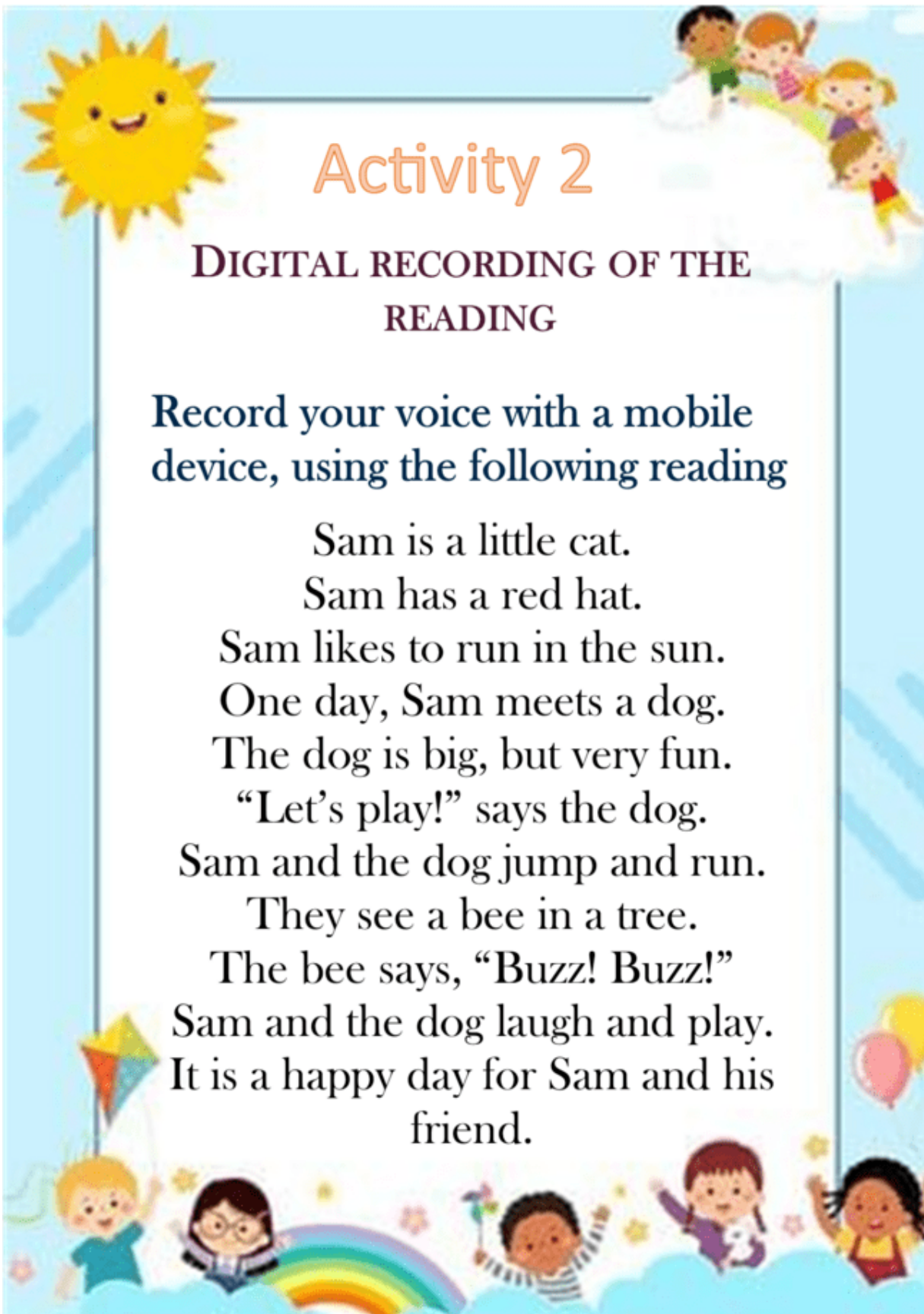
His name is Max.

Max is brown and small.

He likes to run and play.

I love my dog.





Activity 2

DIGITAL RECORDING OF THE READING

Record your voice with a mobile device, using the following reading

Sam is a little cat.
Sam has a red hat.
Sam likes to run in the sun.
One day, Sam meets a dog.
The dog is big, but very fun.
“Let’s play!” says the dog.
Sam and the dog jump and run.
They see a bee in a tree.
The bee says, “Buzz! Buzz!”
Sam and the dog laugh and play.
It is a happy day for Sam and his friend.

DEVELOPMENT OF INTERACTIVE AND COLLABORATIVE ACTIVITIES



**“We play by reading, we read
by playing”**

UNIT 2



Activity 3DIALOGUE BETWEEN FRIENDSAnna: Hello!

Tom: Hi, Anna!

Anna: How are you today?

Tom: I am happy. And you?

Anna: I am happy too!

Tom: Do you want to play?

Anna: Yes, let's play in the park!

Tom: Great! Let's run and jump.

Anna: Look, a butterfly!

Tom: Wow! It is so pretty.

Anna: Let's count the flowers.

Tom: One, two, three, four, five!

Anna: I like the red flower.

Tom: Me too! Red is my favorite color.



Activity 4

READING THEATER CON AVATARES

We strengthen intonation, pronunciation, and oral expression through dramatized reading with digital avatars, using the Voki.com platform.

The Lost Hat

Characters:

Max (a boy), Lily (a girl), Cat, Dog

Scene 1: In the park

Max: Hi, Lily!

Lily: Hello, Max!

Max: Oh no! Where is my hat?

Lily: Is it on the bench?

Max: No, it is not here.

(Max and Lily look around.)

Scene 2: Asking the animals

Max: Look, there is a cat!

Lily: Hello, Cat. Did you see my hat?

Cat: Meow! I saw a hat by the tree.

(Max and Lily run to the tree.)

Max: Thank you, Cat!

Scene 3: By the tree

Lily: Is the hat here?

Dog: Woof! I found a hat!

Max: That is my hat!

Dog: Woof woof! Here you go!

(Max takes the hat. He is happy.)

Lily: Hooray! You have your hat!

Max: Thank you, Lily. Thank you, Cat and Dog!

All: Let's play in the park!



Activity 5

SHARED READING AND ECHO READING

I improved my pronunciation, intonation, and reading comprehension through shared reading and echo techniques.

A Day in the Park

It is a sunny day.

Anna and Tom go to the park.

Anna runs fast. Tom jumps high.

They see a big tree and sit down.

A little cat comes to play.

“Hello, Cat!” says Anna.

The cat purrs.

Tom finds a red ball.

Anna and Tom throw the ball to the cat.

The cat chases the ball.

The children laugh and clap.

They see a dog under the tree.

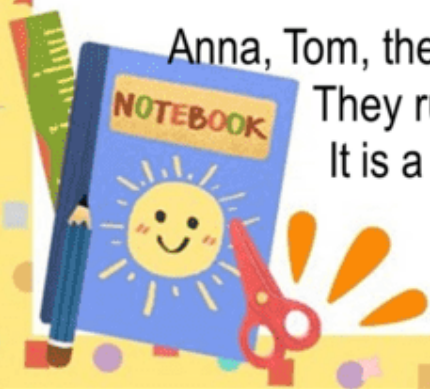
“Hello, Dog!” shouts Tom.

The dog wags its tail and barks, “Woof! Woof!”

Anna, Tom, the cat, and the dog play together.

They run, jump, and have fun.

It is a happy day in the park!





CLOSURE AND SELF-ASSESSMENT



**“We reflect what we have
learned”**

UNIT 3



Activity 6

RE-RECORDING OF READINGS

Through self-observation and recognition of one's own progress, demonstrate phonological and fluency progress in the proposed reading.

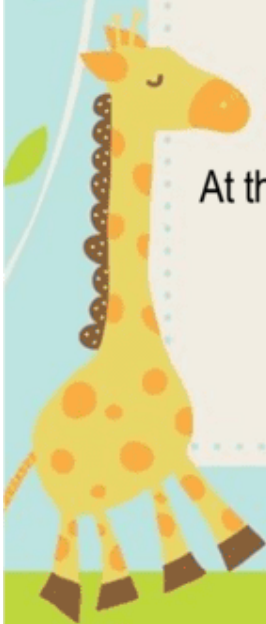
A Fun Day at the Zoo

Today is a sunny day.
Ben and Lucy go to the zoo with their mom.
They see a big elephant.
The elephant has long ears and a long trunk.
Lucy waves and says, "Hello, elephant!"
Ben laughs and gives the elephant a peanut.

Next, they see a monkey.
The monkey jumps and swings on a tree.
"He is so funny!" says Ben.

Lucy claps her hands.
They see lions sleeping in the sun.
The lions have soft, yellow fur.

At the end of the day, Ben and Lucy eat ice cream.
"I like the zoo!" says Lucy.
"I like the animals!" says Ben.
It is a very happy day!



Activity 7

RE-RECORDING OF READINGS

Through self-observation and recognition of one's own progress, demonstrate phonological and fluency advances in the proposed dialogue.

Fun at the Amusement Park

Mia: Wow! Look, Leo! The amusement park is big!

Leo: Yes! I see the big Ferris wheel.

Mia: Let's go on the roller coaster!

Leo: I am a little scared.

Mia: It will be fun! Hold my hand.

Leo: Okay! Let's ride together.

(They get on the roller coaster.)

Mia: Ready? Three, two, one... go!

Leo: Woohoo! This is fast!

Mia: I like it! Let's scream!

Leo: Aaaaah! This is so much fun!

(They finish the ride.)

Mia: You did it, Leo!

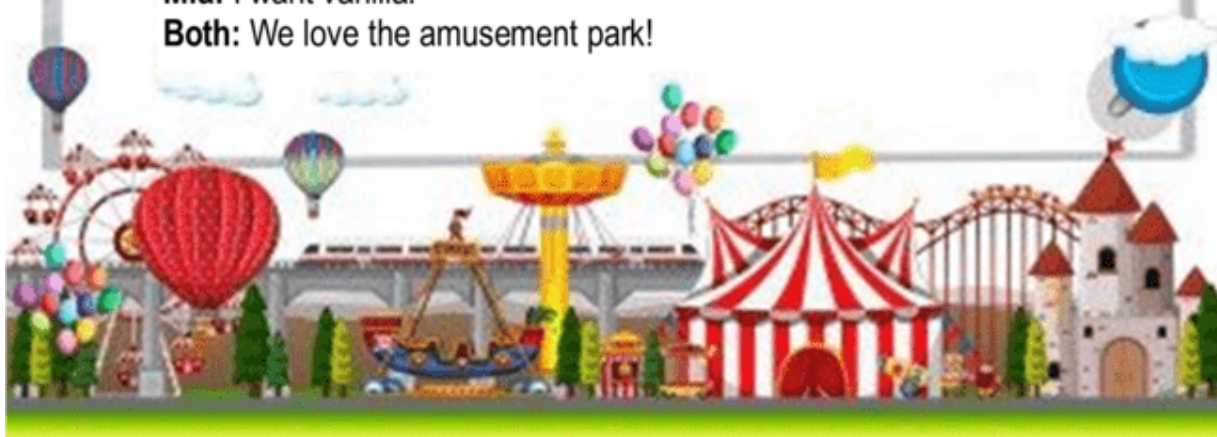
Leo: That was awesome!

Mia: Now, let's buy ice cream.

Leo: Yes! I want chocolate.

Mia: I want vanilla.

Both: We love the amusement park!



Activity 8

VISUAL SELF-ASSESSMENT WITH RUBRIC

Through honest self-assessment, demonstrate your phonological and fluency progress in the development of reading and the proposed dialogue.

Criterion	😊 Very well (3 points)	😐 Not bad (2 points)	😞 Needs improvement (1 point)
Pronunciation	I pronounce the words clearly and almost without mistakes.	I pronounce most words well, but I make some mistakes.	I struggle to pronounce many words and I need to practice more.
Fluidity	I read with a natural rhythm and without long pauses.	I read with a few pauses, but I manage to keep up.	I read very slowly or with many pauses.
Intonation	I use tone and expression well to make the text sound interesting.	I use a little intonation, but I can improve.	My reading is very flat, with no changes in tone.
Confidence in speaking	I feel safe and speak in a clear and strong voice.	Sometimes I feel nervous, but I try to speak well.	I feel very nervous and it is difficult for me to speak loudly or clearly.



GROUP FEEDBACK CORNER

Let's reflect and identify our difficulties through these questions.

- What English words do you find the most difficult to pronounce?
- Is there any English sound that is hard for you to say? Which one?
- How do you feel when you make a mistake pronouncing a word in English?
- Who or what helps you improve your pronunciation?
- Have you noticed that other children also have problems with some words? Which ones?
- Do you like practicing pronunciation in a group or do you prefer to do it alone? Why?
- What would help you feel more confident when you speak English in class?
- What activities or games do you like the most to practice pronunciation?
- How can you help your classmates if they have trouble pronouncing a word?
- Why do you think it is important to support each other to learn to speak English?

5.4. Practical implementation of the methodological strategy

For the practical implementation in the classroom of the fourth year of Basic General Education of the Jean Piaget Educational Institution, first, induction and training activities are developed for teachers in the English area, making known the different stages of the strategy and form of application and interaction in the teaching-learning process with students.

After familiarizing the teachers with the strategy, tests are carried out with a group of students considered in the sample, while with the other group of students work in a traditional way in order to assess the effectiveness, through the comparison between the two methods.

The application of the strategy to practice pronunciation is carried out in the following stages:

Stage 1. Initial diagnosis

Actions developed:

An individual diagnostic evaluation is applied to each of the students considered for the analysis. This test is carried out through reading aloud, adapted with words of complex pronunciation. In the development of the reading the voices of each of the students are recorded, in order to record pronunciation and fluency objectively, and then assess certain criteria through a basic rubric by levels.

Results:

The use of audio recording made it possible to identify several difficulties in pronunciation and in the level of fluency to develop in reading, allowing to adapt the subsequent activities to the needs detected. It also motivated the students to make an effort to pronounce more clearly. In short, the diagnosis facilitated the personalization of teaching by focusing on the criteria of the lowest level.

Stage 2. Development of interactive and collaborative activities

Actions developed:

In this second stage of the development of the activities proposed in the strategy, it is possible to successfully implement the application of dialogues through the selection of

characters and the audio recording of readings, favoring intonation and confidence when speaking. In the same way, it is possible to practice shared reading by reinforcing active listening through collaborative work.

Results:

The students actively participate by demonstrating enthusiasm and motivation in the development of activities by speaking in English, thus overcoming certain drawbacks such as shyness and difficulties in expressing themselves. It is also important to highlight that students progressively improve pronunciation, fluency and intonation, thanks to the repetition of audios and the feedback developed in collaborative work.

Stage 3. Closure and self-assessment

Actions developed:

In this closing stage, the students self-evaluate by comparing their individual progress and reflecting on their progress in aspects such as pronunciation, fluency and confidence. This is developed by comparing the audios previously recorded in the diagnosis with the new recordings and feedback by the teacher and in the collaborative work carried out among the students.

Results:

The students highlight the importance of becoming aware of progressing and increasing their self-esteem when expressing themselves in a language that is not their native one. In the same way the comparison of recordings facilitated visualizing the evolution in the pronunciation and fluency when expressing themselves in English. For its part the group feedback reinforced a positive climate within the classroom consolidating the importance of effort when learning English.

5.5. Results of the implementation of the strategy

5.5.1. Results of teacher induction

The training and induction provided to the teachers in the English area on the reading strategy to practice pronunciation has generated favorable and transformative results in the educational practice.

The following are the main achievements of the induction carried out for teachers in the English area:

- Teachers in the English area feel satisfaction in knowing and incorporating updated methodological tools, in which playful, technological and collaborative activities for language teaching are integrated.
- In the same way, socialization allowed establishing clear criteria for the design of rubrics and checklists used for evaluation and feedback according to the level of the students.
- The teachers carefully analyzed the metrological coherence of the strategy for the development of pronunciation, where they highlight the importance of making recordings to be later analyzed and subsequently to apply activities according to the most relevant needs found.
- In the same way, teachers affirm that the application of digital resources in the classroom fosters greater interest by motivating the active participation of teachers and students by designing more dynamic and varied didactic sequences according to the needs of the group and different learning styles.

5.5.2. Results of the implementation of the strategy to the students

To demonstrate the effects of the implementation of the reading strategy aimed at improving pronunciation in students in the fourth year of basic general education of the Jean Piaget Educational Institution, the direct observation technique is applied, where a specific rubric is used in order to obtain precise data on the impact on the learning of the students who work with the proposed strategy in relation to those who develop the activities in a traditional way, resulting in the following:

The reading strategy to practice pronunciation demonstrated a positive impact on the group of students considered for the analysis, since by developing playful and interactive activities in each of the stages, greater motivation was identified when learning collaboratively, notably improving pronunciation and showing a significant reduction in phonological errors compared to traditional learning.

In relation to the fluency analysis, the students were able to read aloud at a more appropriate pace and with fewer interruptions, which evidenced an improvement in confidence and a positive commitment to learning the language with group and interactive activities.

In the same way the application of the strategy promoted an environment of collaboration, where students constantly received feedback from the teacher and something very important about this implementation is that students learned to give and receive constructive feedback, exchanging and strengthening self-evaluation and collective learning.

Finally, there was evidence of a significant change in the motivation and attitude of the students.

Conclusion:

In short, the implementation of the reading strategy to improve English pronunciation was very effective, contributing holistically to the notable strengthening of the clarity and fluency of the pronunciation of the students. They have reached a dynamic and cooperative level of confidence through the development of interactive and playful activities for self-assessment and learning of this language.

CONCLUSIONS

- The initial diagnosis made it possible to know precisely the strengths and difficulties faced by the students of the fourth year of basic general education of the Jean Piaget Educational Institution in terms of pronunciation and reading comprehension in English. It can be said that this intervention was fundamental to adapt the strategy according to the true needs of the students.
- The characterization and selection of the pronunciation-oriented reading strategy was based on different aspects necessary to learn English, such as the design of effective and motivating activities for the cognitive level of the student's age.
- The implementation of interactive and collaborative activities, such as shared reading and peer feedback, promote active and enthusiastic participation in the classroom. Students improve their pronunciation and strengthen their confidence to express themselves in English, valuing mutual support and teamwork.
- Overall, the application of this reading strategy demonstrated that it is possible to transform the experience of learning English into a meaningful and positive experience since students advanced in their pronunciation and fluency and also developed a more open and confident attitude towards learning a new language, which favorably impacts their academic and personal development.

RECOMMENDATIONS

- It is advisable to integrate daily routines of reading aloud, using texts adapted to the level of the students and attractive materials such as stories, songs and tongue twisters. This regular practice helps to improve pronunciation, intonation and fluency and also allows students to become familiar with the sounds of English.
- The use of applications and digital platforms that allow recording and analyzing pronunciation is suggested, such as speech recognition programs. It can be said that these tools provide immediate and personalized feedback, motivating students to identify and correct their phonological errors autonomously.
- It is important to design group activities, such as shared reading and role-playing, where students can listen, imitate and correct each other as social interaction and positive feedback reinforce learning, increase confidence and promote enthusiastic attitudes towards pronunciation practice.
- It is recommended to diversify reading and pronunciation activities, considering both the interests of the students and their specific difficulties. In such a way it is prudent to include repetition exercises, active listening, games and recreational activities ensuring that all the students can participate and progress according to their own pace, attending to the diversity in the classroom.

BIBLIOGRAPHIC REFERENCES

- Abad Célleri, M. P. (2020). La enseñanza de la destreza auditiva en el aula de inglés como lengua extranjera: Percepciones, dificultades y efectos de la integración de la descodificación fonológica como medio para acelerar el desarrollo de la escucha [PhD Thesis, Universidad Nacional de La Plata].
<https://sedici.unlp.edu.ar/handle/10915/105142>
- Alcedo, Y., and Chacón, C. (2011). El enfoque lúdico como estrategia metodológica para promover el aprendizaje del inglés en niños de educación primaria. SABER. Revista Multidisciplinaria del Consejo de Investigación de la Universidad de Oriente, 23(1), 69-76.
- Alejo Montero, E. N. (2025). Expresión Oral en los Niños de 5 Años de la Institución Educativa Inicial N° 86718 Malpaso-Carhuaz, 2022.
<https://repositorio.iaro.edu.pe/handle/EESPPIARO/23>
- Arrieta Bettin, L. E., and Aravena Domich, M. A. (2023). Importancia del idioma inglés como objeto de enseñanza y aprendizaje en el nivel de secundaria. Ciencia Latina Revista Científica Multidisciplinar, 7(2), 1056-1076.
- Ávila Sanchez, B. S. (2014). USO DEL MÉTODO AUDIOLINGUAL PARA EL DESARROLO DE LAS HABILIDADES DE HABLA Y ESCUCHA DE LA LENGUA EXTRANJERA EN NIÑOS CON BAJO NIVELES DE ATENCIÓN.
<https://repositorio.umariana.edu.co/handle/20.500.14112/16889>
- Bertel Arrieta, J. A., and Navarro Madrid, O. I. (2025). El ritmo y los colores como herramientas didácticas para el fortalecimiento del desarrollo integral: Con niños de tercero de primaria del INEM sede “Nuevo Bosque”.
<https://repositorio.unicordoba.edu.co/entities/publication/4b919753-babe-4c5f-bc67-644d80220ac0>

Blanco Sarmiento, E. (2017). Lectura en voz alta de historias cortas en inglés usando las tecnologías de la comunicación y de la información como estrategia para la comprensión de lectura en inglés de estudiantes de quinto de primaria participantes del aula de inmersión del colegio Aquileo Parra IED. [PhD Thesis, Universidad de La Sabana].

<https://repositorios.educacionbogota.edu.co/bitstream/001/2988/1/Tesis%20Elizabet%20Blanco%20Sarmiento.pdf>

Briceño Machado, S. R. (2023). Estrategias de desarrollo fonológico y pronunciación del inglés en estudiantes de Idiomas III ciclo, Universidad Nacional del Santa-2020.

<https://repositorio.uns.edu.pe/handle/20.500.14278/4203>

Cahuana Gutiérrez, L. P., and Osco Prieto, R. M. (2021). La conciencia fonológica en el aprendizaje del idioma extranjero inglés en primer grado.

<https://repositorio.unife.edu.pe/items/680128e7-7ca2-421a-923b-7e6fa4db2024>

Campo Vallejo, Y., Herrera, I. M., Rodríguez Mora, S. M., and Lizarazo, M. A. M. (2023). Implementación de un OVA en la Plataforma Easy-Learning bajo la Estructura de una Secuencia Didáctica y Estrategias Constructivistas para Desarrollar la Conciencia Fonológica en el Bilingüismo de Estudiantes de Primer Grado de la IE Noroccidental de Soledad.

<https://repositorio.unicartagena.edu.co/bitstreams/03992daf-ecb1-45ed-8b50-0fd5293406e9/download>

Campoverde, R., Torres, J. L. C., and González, S. (2023). ESTRATEGIAS DIDÁCTICAS Y MOTIVACIÓN EN LA LECTURA EN NIÑOS: TEACHING STRATEGIES AND MOTIVATION IN READING IN SIXTH YEAR EGB CHILDREN. Tse'De, 6(3), 65-77.

Cárdenas Salamanca, E. N., Guevara Correal, S., Montaña Arias, J. C., Niño Burgos, Á.

M., and Torres Ávila, S. L. (2016). La enseñanza para la comprensión como estrategia para fortalecer los procesos de lectura y escritura.

<http://repository.pedagogica.edu.co/handle/20.500.12209/2389>

Chacón, S. M. V., Cena, A. E. V., Vargas, I. del S. B., and Nomura, C. A. Z. (2021).

Estrategias metacognitivas para mejorar la Comprensión lectora en inglés. Polo del Conocimiento: Revista científico-profesional, 6(8), 154-176.

Díez Plaza, C. L. (2024). Transcripción y ELE: ¿Un diálogo posible? Annual Review of the Faculty of Philosophy/Godisnjak Filozofskog Fakulteta, 49(5).

<https://search.ebscohost.com/login.aspx?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=03740730&AN=182336598&h=TKcBvDagVC8ns5D5ISqP2v12MdAHUzDgsihMMxhtw78tns4hcET%2BRf486h78vLfvM%2FEYYhkkgg%2BJCfwKdmUqaKA%3D%3D&crl=c>

Duque, L. A. A., Quiroz, K. P. P., Rodríguez, J. S. S., and Romero, S. G. R. (2022).

Estrategias metodológicas para mejorar la comprensión lectora de los estudiantes de cuarto grado básico. Revista Universidad de Guayaquil, 134(1), 12-33.

Figuerola-Vidal, R. A., and Intriago-Macías, J. R. (2022). Estrategias para la producción

oral del idioma inglés en la comunicación de los estudiantes. Polo del

Conocimiento, 7(3), 265-292.

Freire, J. V. S., and Barral, O. P. (2020). Enfoque Comunicativo en el Proceso de

Enseñanza-Aprendizaje del Inglés como Lengua Extranjera. Revista ConCiencia EPG, 5(2), 1-14.

Giménez, J. T., i Ribes, A. M., Navasquillo, R. M., Villodre, M. del M. B., and Vilar, M. A.

F. (2024). Percepciones del profesorado de música sobre un nuevo software para la

- evaluación de la entonación en instrumentos musicales. *Revista Electrónica Complutense de Investigación en Educación Musical*, 21, 149-175.
- Godínez, V. L. (2013). *Métodos, técnicas e instrumentos de investigación*. Lima, Perú.
<https://www.guao.org/sites/default/files/portafolio%20docente/M%C3%A9todos%20t%C3%A9nicas%20e%20instrumentos%20de%20investigaci%C3%B3n.pdf>
- Gonzalez Guerra, F. A. (2023). El método audio lingual como estrategia pedagógica para desarrollar la producción oral en inglés.
<http://repositorio.umariana.edu.co/handle/20.500.14112/28485>
- Gutierrez, P. C. O., Ferrel, S. J. D. L. C., and Mendez, R. C. V. (2021). Estrategias cognitivas para mejorar la comprensión lectora en inglés en estudiantes de educación secundaria. *Polo del Conocimiento: Revista científico-profesional*, 6(8), 297-317.
- Hoyos, M. P., and Gallego, T. M. (2017). Desarrollo de habilidades de comprensión lectora en niños y niñas de la básica primaria. *Revista Virtual Universidad Católica del Norte*, 51, 23-45.
- Jiménez, J. E., and Shanahan, I. O. (2009). Aprender a leer y escribir en inglés como segunda lengua: Un estudio de revisión en Canadá y EE. UU.1.
<https://rieoei.org/historico/documentos/rie52a09.htm>
- Jiménez, J. R. B., and Parra, Y. J. F. (2012). El fenómeno bilingüe: Perspectivas y tendencias en bilingüismo. *Revista de la Universidad de la Salle*, 1(59), 99-124.
- Jiménez Paredes, R., and Salamanca Gutiérrez, G. (2023). Distribución del acento léxico en palabras monomorfémicas elicitadas en dos comunidades de habla Lafkenche de la comuna de Los Álamos. *Logos (La Serena)*, 33(2), 321-338.

- Leopard Saunders, S. E. (2024). La transferencia rítmica del inglés americano-L1 al español-L2 [Master's Thesis, Miami University].
<https://search.proquest.com/openview/d243a9bfb73573bd84f1895ea68b119d/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Magaña Belinchón, L. (2024). Explorando el panorama de la lengua inglesa en educación infantil: Legislación, enseñanza bilingüe y metodologías pedagógicas.
<https://burjcdigital.urjc.es/server/api/core/bitstreams/d8d66043-a89c-46f2-8ad9-9f79e3c3e5f6/content>
- Magaña, L. A. M., and Florez, R. E. V. (2024). Implementación de un modelo multinivel inclusivo en el área de lectura en inglés dentro del sistema bilingüe. *MLS Educational Research (MLSER)*, 8(1). <https://www.mlsjournals.com/Educational-Research-Journal/article/view/1712>
- Morillo-Guerrero, I. J. (2022). Inteligencia emocional y rendimiento académico: Un enfoque correlacional. *Revista Caribeña de Investigación Educativa*, 6(1), 73-90.
- Palanca-Giménez, P. (2017). Propuesta para la motivación a la lectura en 4º de Educación Primaria [B.S. thesis]. <https://reunir.unir.net/handle/123456789/4957>
- Pardo, V. M. (2020, marzo 20). Estrategias de lectura y escritura para niños de Primaria. STABILO Aula - Lectoescritura y coloreado para profesores de infantil y primaria.
<https://stabiloaula.es/estrategias-de-lectura-y-escritura-para-ninos-de-primaria/>
- Parrales Quimis, A. V. (2022). Estrategia Didáctica para el desarrollo de la Comunicación Oral en la Asignatura Inglés [Master's Thesis, Jipijapa-Unesum].
<https://repositorio.unesum.edu.ec/handle/53000/4005>
- Perero González, B. A. (2025). Los métodos de enseñanza de lectura en la atención y concentración de los estudiantes de séptimo año de educación básica en el idioma

- Inglés. [Master's Thesis, La Libertad: Universidad Estatal Península de Santa Elena, 2025.]. <https://repositorio.upse.edu.ec/handle/46000/12893>
- Pérez, R. W. M., Cedeño, M. A. P., Menéndez, R. S. C., and Anchundia, L. S. P. (2024). Estrategias efectivas para fortalecer las competencias lingüísticas en inglés: Lectura, escritura, audición y expresión oral. *Revista Científica de Innovación Educativa y Sociedad Actual" ALCON"*, 4(3), 12-22.
- Pérez-Flores, A. (2024). Respuesta carta editor "Población y muestra". *International journal of interdisciplinary dentistry*, 17(2), 67-67.
- Pizarro, G., and Cordero, D. (2015). Problemas fonológicos en aprendientes costarricenses de Inglés. *Revista Letras*, 2(58).
- Reinoso Guerrero, A. M. (2022). Teaching strategies based on multiple intelligences to develop reading skills in sophomore students at Abelardo Moncayo high school in Atuntaqui during 2021-2022 [bachelorThesis]. <https://repositorio.utn.edu.ec/handle/123456789/12842>
- Rios, O. M. (2024). Desarrollo de las estrategias de comprensión lectora de textos científicos en inglés (nivel B1) para estudiantes universitarios. *Ñemityrã*, 6(2), 70-76.
- Ruiz-Miravalles, R. A. (2014). La enseñanza del inglés en la Educación Infantil: El desarrollo de la Conciencia Fonológica aplicando la Fonética Sintética y el método Jolly Phonics [B.S. thesis]. <https://reunir.unir.net/handle/123456789/2313>
- Sanabria Montañez, A. C. (2012). Influencia de los métodos didácticos gramática-traducción y enfoque comunicativo en el desempeño académico en alumnos del Centro de Idiomas de la Universidad Peruana Los Andes de Huancayo. https://alicia.concytec.gob.pe/vufind/Record/UNMS_1a18f46af3eab7f0a97e871eb9afa90

Segovia Cotrina, C. L., Tolentino Quiñones, H., and Chiri Saravia, P. C. (2022).

Metodología service learning y el aprendizaje de la pronunciación del idioma inglés en estudiantes universitarios. *Ciencia Latina Revista Científica Multidisciplinar*, 6(4), 165-174.

Valdez, A. H., Martínez, Y. S., and Osorio, A. J. P. (2022). EL APRENDIZAJE

COLABORATIVO COMO ESTRATEGIA PARA MEJORAR EL NIVEL DE INGLÉS EN LECTURA Y ESCRITURA DE ESTUDIANTES DE 5° GRADO: COLLABORATIVE LEARNING AS A STRATEGY TO IMPROVE THE LEVEL OF ENGLISH IN READING AND WRITING OF 5TH GRADE STUDENTS.

<http://ojs.unicolombo.edu.co/index.php/adelante-ahead/article/view/194>

Vasquez Diaz, C. A. (2024). Actividades interactivas tecnológicas como recurso didáctico

para fortalecer la pronunciación en inglés en una Institución Educativa de

Moyobamba 2023. <https://repositorio.unprg.edu.pe/handle/20.500.12893/13209>

Vega Becerra, K. D., and Narváez Guerrero, C. A. (2024). Desarrollo de estrategias

didácticas “Juego de Palabras” para potenciar el lenguaje verbal en el hogar de paso

los “Los Chiquitines”. <https://repository.unad.edu.co/handle/10596/64627>

Vieiro, P., and Amboage, I. (2016). Relación entre habilidades de lectura de palabras y

comprensión lectora. *Revista de investigación en Logopedia*, 1, 1-21.

Villegas Solar, M. (2024). Enseñanza de la pronunciación del inglés en la educación

secundaria. Una propuesta docente.

<https://repositorio.unican.es/xmlui/handle/10902/35802>

Wilhelmi, J. (2022). 10 English Pronunciation Practice Exercises and Printables.

<https://preply.com/en/blog/english-pronunciation-practice/>

ANNEXES

Annex 1. *Surrey applied to students*

ESTRATEGIAS DE APRENDIZAJE PARA PRACTICAR LA PRONUNCIACIÓN DEL INGLÉS

El objetivo de este cuestionario es comprender las opiniones de los alumnos del cuarto grado sobre las actividades de lectura en la asignatura de inglés, incluyendo su regularidad, complejidad, uso percibido y concordancia con sus estilos de aprendizaje y gustos de lectura.

Instrucciones: Estimados estudiantes, el objetivo de este cuestionario es recopilar información que ayude a desarrollar mejor este trabajo de investigación. El proceso para toda la investigación será confidencial y no tendrá calificación alguna.

Quando envíe este formulario, no recopilará automáticamente sus detalles, como el nombre y la dirección de correo electrónico, a menos que lo proporcione usted mismo.

* Obligatorio

Seleccione la respuesta correcta para usted:

1. ¿Crees que aprender inglés podría contribuir de alguna manera a tu futuro profesional o laboral? *

Estoy totalmente de acuerdo

De acuerdo

2. ¿Cuántas horas a la semana toma usted el tema del inglés? *

1 hora o menos

1 a 2 horas

2 a 3 horas

4 o más

3. ¿Cuál de las siguientes actividades es cómoda para que usted haga en la clase de inglés? *

Leer

Hablar

Escribir

Escucha

Annex 2. Expert Survey validation



Firma del Evaluador

C.C.: 0400937496

Apellidos y nombres completos	Gipssy Lizbeth Bracho Gonzáles
Título académico	Magíster en Docencia Universitaria e Investigación Educativa
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	glbracho@utn.edu.ec
Teléfono	0999663619
Fecha de envío para la evaluación del experto:	14 de Abril de 2025
Fecha de revisión del experto:	30 de abril de 2025 Segunda revisión con cambios sugeridos.

Bibliografía

Alexandra, A. R. (2022 de Septiembre de 2022). *Digital Repository Technical University of the North*. Obtenido de repositorio.utn.edu.ec:
<https://repositorio.utn.edu.ec/handle/123456789/12842>

<https://repositorio.utn.edu.ec/bitstream/123456789/12842/2/FECYT%204012%20TRABAJO%20DE%20GRADO.pdf>

Annex 3. Interview with the director of the “Jean Piaget” Educational Unit

ENTREVISTA A LA DIRECTORA DE LA UNIDAD EDUCATIVA “JEAN PIAGET”

Pregunta 1: ¿Qué considera como el mayor reto al que se enfrentan los estudiantes del cuarto año de educación general básica, respecto a la pronunciación del inglés, y de qué manera considera que esta investigación puede contribuir a superarlo?

El mayor reto es la falta de exposición oral, ya que para ellos es un poco complicado. Esta investigación con todas las nuevas estrategias didácticas pueden mejorar demasiado la fluidez y la confianza en su pronunciación en el idioma Inglés.

Pregunta 2: ¿Qué tipo de apoyo institucional o recursos se podrían proporcionar para el desarrollo de la puesta en marcha de estas estrategias de lectura y actividades propuestas en este proyecto?

Capacitamos a todos nuestros docentes, tenemos materiales didácticos innovadores y acceso a herramientas tecnológicas para una implementación efectiva de las estrategias propuestas.

Pregunta 3: ¿De qué manera puede integrar a los padres de familia o representantes legales en el proceso de mejora de la pronunciación del inglés de los estudiantes, y qué tipo de apoyo espera de ellos?

Se puede involucrar a los padres o representantes legales con talleres y actividades en casa. Espero su apoyo creando un ambiente de práctica del inglés y supervisando tareas.

Pregunta 4: ¿Qué indicadores de éxito podría emplear para medir el efecto de las estrategias de lectura en la pronunciación de los estudiantes, y de qué manera se compararán los resultados previos y posteriores a la puesta en marcha del plan?

Podríamos medir la mejora con evaluaciones orales, grabaciones de pronunciación y participación en clase. Incluso se comparará los resultados con diagnósticos iniciales.

Pregunta 5: ¿Tal vez existen prácticas para ampliar o ajustar las estrategias de lectura empleadas en este proyecto que estén siendo aplicada en otros niveles educativos dentro del institución y de qué manera se garantizará su viabilidad a largo plazo?

Adaptaremos las estrategias a otros grados de la institución, promoviendo la continuidad. Además, garantizaremos su viabilidad mediante la formación continua del personal docente y la evaluación constante de resultados.

Firma de Directora



Annex 4. Interview with the English Area Coordinator

ENTREVISTA AL COORDINADOR DE AREA DE LA UNIDAD EDUCATIVA "JEAN PIAGET"

Pregunta 1: ¿Cuáles son las estrategias de lectura que considera más esenciales para perfeccionar la pronunciación del inglés en los estudiantes de cuarto año de educación general básica, y cómo pueden emplearse en el centro educativo?

Nos enfocamos en la lectura en voz alta, repetición de fonemas y uso de dictados. Estos se implementan con prácticas diarias y actividades lúdicas en el aula.

Pregunta 2: De qué manera se identifican y abordan en la institución educativas las dificultades fonológicas específicas que los estudiantes presentan en cuanto a la pronunciación del inglés, y qué instrumentos utilizan para apoyar este procedimiento?

Identificamos dificultades mediante evaluaciones orales y observación en clase. Usamos guías de fonemas, grabaciones y software de reconocimiento de voz de apoyo.

Pregunta 3: ¿Qué clase de formación se proporciona a los docentes de la asignatura para que sean capaces de implementar correctamente las estrategias de lectura enfocadas en la pronunciación, y cómo pueden medir su eficacia?

Ofrecemos talleres de fonética y didáctica del inglés. La eficacia se mide con observaciones de clase, encuestas a docentes y el proceso de los estudiantes.

Pregunta 4: ¿De qué manera los estudiantes se involucran en la retroalimentación entre compañeros para perfeccionar su pronunciación, y qué ventajas ha notado en este tipo de interacción en el salón de clases?

Los estudiantes participan en actividades de escucha activa y corrección mutua. Esto fomenta la autoconfianza, reduce el miedo a equivocarse y mejora la pronunciación.

Pregunta 5: ¿Existen iniciativas para incorporar tecnología o materiales digitales en las tareas de lectura para potenciar la pronunciación, y de qué manera se medirá su eficacia en comparación con técnicas convencionales?

Sí, utilizamos aplicaciones interactivas y recursos multimedia. Medimos su eficacia comparando resultados con grupos que usan métodos tradicionales, evaluando mejora en pronunciación.


Firma de Coordinador de Área

Annex 5. Interview with the English teacher of the Educational Unit

ENTREVISTA AL DOCENTE DE AREA DE LA UNIDAD EDUCATIVA "JEAN PIAGET"

Pregunta 1: 1. ¿Hasta qué punto ha desarrollado estrategias de lectura que permitan potenciar la pronunciación del inglés, y cuáles son los resultados han notado en los estudiantes?

He desarrollado estrategias de lectura fonética y repetición. Los estudiantes muestran mayor confianza al hablar y una pronunciación más clara del inglés.

Pregunta 2: ¿Qué tipo de problemas fonológicos ha detectado en sus estudiantes, y de qué manera a logrado trabajar estos inconvenientes en sus horas de clase diarias?

He detectado problemas con sonidos específicos (th, r, l). Los trabajos con ejercicios de articulación, escucha activa y práctica individualizada.

Pregunta 3: ¿De qué manera involucran a los estudiantes en actividades de lectura compartida interactivas, y qué ventajas han notado en cuanto a su participación y motivación?

Involucro a mis estudiantes con lectura de folios, textos interactivos y dramatizaciones. Esto aumenta su motivación y participación activa, mejorando la fluidez oral.

Pregunta 4: ¿Qué clase de retroalimentación ofrece a sus estudiantes acerca de la pronunciación, y de qué manera contribuye a mejora mediante el trabajo grupal?

Como docente de inglés les ofrezco a todos mis estudiantes una retroalimentación constructiva, señalando errores y modelos correctos. El trabajo grupal permite la corrección entre compañeros, promoviendo el aprendizaje.

Pregunta 5: ¿Qué recursos extra o respaldo requieren para aplicar de manera eficaz las estrategias de lectura centradas en la pronunciación, y de qué manera consideran que podrían optimizar su labor docente en este campo?

Necesitamos acceso a más materiales audio visuales y herramientas interactivas. Optimizaríamos nuestra labor con capacitaciones continuas en fonética y nuevas metodologías.

Firma de Docente del Área de inglés

Annex 6. Apply diagnostic evaluation

Evaluación sobre la Entonación y Fluidez de la Pronunciación		
Nombre de estudiante: <i>Daly Ibero</i>		
Curso: <i>4to grado</i>		
Instrucciones	Lea en voz alta el siguiente texto en inglés.	
<p>Texto para leer:</p> <p>"My name is Jhon. I am nine years old. I like to read books and play with my friends. Every morning, I go to school and learn new things. My favorite subject is English because I enjoy reading stories and speaking in class."</p>		
<p>Criterios de evaluación: se califica con una escala del 1 al 4, en donde;</p> <p>Nivel 1 = Necesita mejorar</p> <p>Nivel 2 = Básico</p> <p>Nivel 3 = Adecuado</p> <p>Nivel 4 = Excelente</p>		
Criterio	Descripción ampliada	Puntuación (1-4)
Claridad	El estudiante logra una correcta articulación de sonidos y palabras, comprende lo que expresa, previene malentendidos fonéticos y pronuncia las palabras de forma entendible.	<i>3</i>
Entonación	Emplea el tono correcto dependiendo del tipo de frase (afirmativa, interrogativa, exclamativa), exhibe fluctuaciones en la voz y comunica una intención comunicativa.	<i>3</i>
Fluidez	Lee de forma constante, con un ritmo natural, sin interrupciones superfluas, repeticiones o bloqueos; conserva el ritmo de la lectura y vincula las palabras de manera adecuada.	<i>3</i>

Annex 7. Sheet used for the observation of the application class

FICHA DE OBSERVACIÓN DIRECTA					
Nombre de estudiante: <i>María Paz Ponce</i>					
Curso: <i>4to grado</i>					
Indicador	1	2	3	4	Observaciones breves
Pronuncia claramente las palabras en inglés			✓		
Utiliza entonación adecuada al leer frases y preguntas				✓	
Lee en voz alta con fluidez y ritmo adecuado			✓		
Participa activamente en la lectura compartida			✓		
Da y recibe retroalimentación entre compañeros		✓			
Muestra actitud positiva hacia las actividades de pronunciación				✓	