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**STRATEGIES FOR USING VOICE RECORDINGS IN THE DEVELOPMENT OF
ENGLISH PRONUNCIATION.**

PREVIO A LA OBTENCIÓN DEL TÍTULO DE

**LICENCIADO EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

LÍNEA DE INVESTIGACIÓN

ARTES, DISEÑO, LENGUAJES, LITERATURA Y ORALIDAD.

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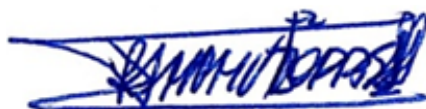
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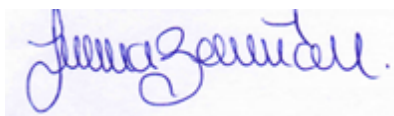


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Resumen

El objetivo de esta investigación es explorar el uso de grabaciones de voz en el desarrollo de las destrezas de pronunciación en inglés. A pesar de su eficacia potencial, sigue habiendo una falta de conocimiento sobre las técnicas más adecuadas para utilizarlas. Esta investigación pretende colmar esta laguna de conocimiento y proporcionar orientaciones prácticas a estudiantes de idiomas y educadores. El estudio se llevó a cabo mediante una combinación de encuesta y test.

Se realizó una encuesta a 28 estudiantes para recabar información sobre el uso que hacían de las grabaciones de voz en su práctica de la pronunciación. La encuesta cubría factores como los tipos de grabaciones de voz que utilizan, la frecuencia de su uso y las estrategias que emplean para procesar las grabaciones.

Se administraron pruebas de expresión oral y de lectura a los estudiantes para evaluar sus habilidades de pronunciación antes y después de utilizar grabaciones de voz. Las pruebas se diseñaron para evaluar una serie de características de la pronunciación, como el acento, la calidad de las vocales y la pronunciación de las consonantes.

Los resultados del estudio revelaron que la mayoría de los estudiantes utilizaban grabaciones de voz para mejorar su pronunciación, pero no empleaban sistemáticamente las técnicas más eficaces. El estudio también reveló que las grabaciones de voz pueden ser una herramienta eficaz para mejorar la pronunciación, pero que las diferencias individuales y la calidad de las grabaciones pueden influir en su eficacia.

Al llevar a cabo esta investigación, los investigadores pretenden proporcionar una valiosa orientación a los estudiantes de idiomas y a los educadores sobre el uso eficaz de las grabaciones de voz en el desarrollo de las destrezas de pronunciación en inglés. Esta investigación también podría servir de base para el desarrollo de futuros estudios que exploren otros aspectos del desarrollo de la pronunciación, como el uso de mecanismos de retroalimentación o el impacto del acento y la lengua materna en el aprendizaje de la pronunciación.

Palabras clave: Grabaciones de voz, Pronunciación, Comprensión oral, Aprendizaje de la pronunciación, Inglés nativo, Inglés, Acento y Aprendizaje

Abstract

This research work to explore the use of voice recordings in the development of English pronunciation skills. Improving pronunciation requires listening, tone, accent, stress, and native language pronunciation practice to overcome communication barriers, especially for travelers abroad. This research aims to fill this gap in knowledge and provide practical guidance for language learners and educators. This is summarized in the use of data collection techniques in the following paragraph.

The survey explored various factors, including the types and frequency of voice recordings such as podcasts and YouTube videos students utilize, and their employed strategies for processing these recordings. Speaking and reading tests were administered to the students to assess their pronunciation skills before and after using voice recordings. The tests were designed to evaluate a range of pronunciation features, including stress, vowel quality, and consonant pronunciation.

The results of the study revealed that most students were using voice recordings to improve their pronunciation, to sharpen the ear and for the understanding of native English, but they were not consistently employing the most effective techniques. The study also found that voice recordings can be an effective tool for improving pronunciation, but that individual differences and the quality of the recordings can impact their effectiveness.

By conducting this research work, the researchers aim to provide valuable guidance to language learners and educators on the effective use of voice recordings to improve the listening skill before the development of English pronunciation skills. This research could also inform the development of future studies to explore other aspects of pronunciation development, such as the use of feedback mechanisms or the impact of accent and native language on pronunciation learning.

Key Words: Voice recordings, Pronunciation, Listening skills, Pronunciation learning, native English, English, Accent, and Learning.

1. Introduction

This topic was chosen to demonstrate that a way to learn or acquire perfect pronunciation is to develop listening skills through authentic material such as recordings, talks, audio, and videos on You Tube, Podcast and similar products. The Use of Voice Recordings in the Development of English Pronunciation is how they can help to tune the ear through listening activities. Talks can be from a professional native English speaker as well as from a person who resides here in Ecuador with a high proficiency level.

Basically, this topic is important because many people have learned with this method which how to pronounce words, sentences or phrases. It is interesting to choose this topic because there are significant weaknesses in the aspect of pronunciation, which is a crucial element of effective language communication.

This topic is crucial in language learning as it allows learners to practice and improve their pronunciation skills through audio feedback. Because the audio feedback refers the sounds that generated by a device or system in response to user actions or inputs. Also helps to provide confirmation or information to the user through sound.

In recent years, the role of technology in language education has implied significant advancements. One area that has gained considerable attention is the use of voice recordings as a tool for enhancing English pronunciation skills. This paper explores the benefits and effectiveness of incorporating voice recordings in language learning settings. (Smith, 2010)

Numerous authors have contributed to understanding pronunciation's importance in language acquisition. Emphasizes that accurate pronunciation is essential for effective communication and language proficiency. Highlights the role of pronunciation in building learner's confidence and reducing communication barriers. (Brown, 2019)

Moreover, the use of voice recordings provides learners the opportunity for self-assessment and self-correction. By recording their speech and comparing it to native speakers or a model recording, learners can identify areas for improvement and works toward achieving more accurate pronunciation.

Digital learning resources play a pivotal role in facilitating the integration of voice recordings into language learning. Online platforms, mobile applications, and software

provide learners with access to a wide range of interactive exercises and feedback mechanisms. This allows for personalized and independent practice promoting learner autonomy and flexibility.

This research aims to shed light on the transformative nature of technology in language education. By investigating the impact of voice recordings on English pronunciation development, to provide valuable insights for educators, curriculum designers, and learners alike.

The use of voice recordings in the development of English pronunciation is an important topic in language learning research. Voice recordings can provide learners with a model of accurate pronunciation, allowing them to compare their own speech and identify areas for improvement. Additionally, voice recordings can be accessed at any time, allowing learners to practice pronunciation whenever and wherever they want.

Voice recordings can also be used to provide learners with feedback on their pronunciation, which can help them refine their skills and make progress more quickly. By listening to and practicing with voice recordings, learners can develop a better understanding of the nuances of English pronunciation, such as stress, rhythm, and intonation. This can help them to communicate more effectively in English and improve their overall language proficiency.

Furthermore, using voice recordings in language learning can help learners build confidence in their ability to speak and be understood in English. Voice recordings can be very difficult with specific sounds or sound combinations. By providing learners with targeted practice materials, voice recordings can help them to overcome these challenges and improve their pronunciation skills.

One of the main challenges is the lack of personalized feedback provided by voice recordings. While voice recordings can provide learners with a model of accurate pronunciation, they cannot provide the same level of personalized feedback as a teacher or tutor. This can be particularly problematic for learners who struggle with specific sounds or sound combinations, as they may require more targeted feedback and support.

Another challenge is the limited range of sounds and intonation patterns that can be captured by voice recordings. While voice recordings can be used to listen and at the same time to teach learners about the nuances of English pronunciation, they may not be able to capture

the full range of sounds and intonation patterns used in natural speech. This can be particularly problematic for learners who are trying to develop their listening skills, as they may not be exposed to the full range of sounds and intonation patterns used in natural speech.

The use of voice recordings in English pronunciation development is a promising field, but it comes with its own set of challenges and limitations. One of the main issues is the lack of personalized feedback that voice recordings provide. While they can offer a model of accurate pronunciation, they cannot provide the same level of targeted feedback as a teacher or tutor, which can be crucial for learners struggling with specific sounds or sound combinations.

Another challenge is the limited range of sounds and intonation patterns that voice recordings can capture. They can teach learners about the nuances of English pronunciation, but they may not be able to capture the full range of sounds and intonation patterns used in natural speech. This can be problematic for learners trying to develop their listening skills, as they may not be exposed to the full range of sounds and intonation patterns used in natural speech.

Lastly, voice recordings lack interaction and engagement, which can be a significant issue for learners who require more interaction to stay motivated and engaged in the learning process. Additionally, there is a risk that learners may become overly reliant on voice recordings and fail to develop their own independent pronunciation skills. To maximize the benefits of this approach, researchers and educators need to be aware of these challenges and work to address them.

In conclusion, investigating the use of voice recordings in the development of English pronunciation is important because it can help to improve language learning outcomes. Voice recordings can be used to provide learners with a model of accurate pronunciation, feedback on their pronunciations, and targeted practice materials. By using voice recordings to reinforce the listening skills in language learning, learners can develop a better understanding of the nuances of English pronunciation, build confidence in their ability to speak and be understood, and improve their overall language proficiency.

2. Objectives

2.1 General Objective

To determine the effectiveness of using strategies voice recordings to improve English pronunciation, this involves examining the impact of voice recordings on pronunciation accuracy and exploring how frequently they should be used.

2.2 Specific Objectives

- Investigate the theoretical bases about the strategies of using of voice recordings in the development of English pronunciation through the bibliography study and scientific that showing the investigation plan propose.
- To analyze the relationship between the frequencies of voice recording use and pronunciation improvement, applying surveys for data collection.
- To create practical activities based on the use a variety of voice recordings such as podcast, talks; for the improvement of listening skills and at the same time the pronunciation sub-skill.

2.3 Research Questions

1. How does the reinforcement of the listening skill through voice recordings impact English pronunciation development among non-native speakers?
2. How do voice recordings impact English pronunciation development among non-native speakers?
3. What are the most effective techniques for using voice recordings to improve English pronunciation?
4. How do different types of voice recordings (e.g., native speakers, instructional materials) affect pronunciation learning outcomes?
5. What role does feedback on voice recordings play in enhancing English pronunciation skills?

6. How do individual differences, such as language background or learning style, influence the effectiveness of voice recordings in English pronunciation development?

3. Variables

3.1 Independent Variable

The independent variable is "The Use of Voice Recordings." This is the variable that you will manipulate to observe its effect on the dependent variable.

3.2 Dependent Variable

The dependent variable is "The Development of English Pronunciation." This is the outcome you will measure to see if it changes due to the manipulation of the independent variable.

4. State of the Art

When it comes to improving pronunciation using voice recordings can be super helpful as it allows learners to reflect on their speaking, identify areas for improvement, and practice correct pronunciation, ultimately building confidence and fluency in their target language.

It allows you to practice speaking and listen to your own pronunciation, helping you identify areas for improvement. Plus, the learner can compare their recordings to native speakers to fine-tune their skills. It is a great strategy to enhance learners' pronunciation abilities.

Pronunciation is one of the most important factors to start a conversation, if the speaker speaks the words correctly, the conversation could be assertive, and perhaps the sender and the receptor understand the meaning of the conversation.

4.1 How to become a good listener

To become a good listener, it's essential to develop specific skills that enhance your ability to understand and interpret spoken language effectively. According to Nguyen's study, one key aspect is focusing on the pronunciation of phonemes, which can significantly impact listening comprehension. For instance, Vietnamese learners who received targeted pronunciation instruction showed improvements in distinguishing specific English phonemes.

Active listening involves more than just hearing words; it requires engagement and feedback. This can be achieved by maintaining eye contact, nodding, and responding appropriately to the speaker. Such behaviors demonstrate attentiveness and encourage more meaningful communication, which in turn improves one's listening skills.

Additionally, practicing listening in various contexts, such as through media or conversations with native speakers, can enhance listening proficiency. Exposure to different accents and speaking styles helps in recognizing and adapting to various pronunciation patterns, ultimately leading to better comprehension and communication skills. (Nguyet, 2019)

4.2 Use of voice

Recordings as a basis in the development of listening skills is an important aspect of communication, particularly in language learning and pronunciation progress. Voice recordings can be used to provide learners with a model of accurate pronunciation, which is an essential component of effective communication in English. Voice recordings can also be used to teach learners about the nuances of English pronunciation, including intonation patterns, stress and rhythm. This can be particularly valuable for learners who are trying to develop their listening skills, as they can listen to and analyze different examples of spoken English.

In addition to language learning, the use of voice recordings is also becoming increasingly important in other areas, such as virtual assistants and voice-activated devices. These technologies rely on voice recognition and natural language processing to understand and respond to user requests. As such, the use of voice is becoming an essential component of many modern technologies and is likely to continue to play an increasingly important role in our daily lives. (Derwind, 2015)

The use of voice is an important area of research and development, with applications in language learning, technology, and many others areas. As technology continues to advance, it is likely that the use of voice will become even more important. Researchers and educators will need to continue to explore new ways to leverage this technology to improve communication and learning outcomes.

4.3 Use of recordings to improve the pronunciation

The use of recordings is a valuable tool for improving pronunciation in language learning.

Recordings can provide learners with a model of accurate pronunciation and help them to develop their listening skills. By listening to and analyzing different examples of spoken English, learners can learn about the nuances of English pronunciation, including intonation patterns, stress, and rhythm. This can help learners to develop their own pronunciation and improve their overall communication skills. (Derwind, 2015)

Recording can also be used to provide learners with feedback on their own pronunciation. By recording themselves and comparing their pronunciation to a model, learners can identify areas where they need to improve and work to correct any errors. This can be particularly

valuable for learners who are trying to develop their pronunciation skills in a self-directed way.

The use of recordings is an effective way to improve pronunciation in language learning. By providing learners with a model of accurate pronunciation and helping them to develop their listening skills, recordings can help learners to improve their overall communication skills and become more confident in their ability to speak English.

4.4 English Pronunciation

English pronunciation is important for effective communication in English. Accurate pronunciation can help listeners to understand what you are saying, even if you are not using the correct grammar or vocabulary. In contrast, poor pronunciation can make it difficult for listeners to understand you, even if your grammar and vocabulary are correct.

In addition to communication, English pronunciation is also important for social and cultural reasons. English is spoken by people from many different countries and cultures, and accurate pronunciation can help to build connections and relationships with people from different background. It can also help to avoid misunderstandings and miscommunication that can arise from differences in pronunciation. (Lee, 2017)

English pronunciation can have an impact on professional success, particularly in fields such as business and academia. In these fields, clear and accurate communication is essential, and poor pronunciation can be barrier to success.

4.5 Strategies to improve English Pronunciation

1. Practice pronunciation exercises

Work on specific sounds that are challenging for you. Repeat words, phrases, and sentences that contain those sounds to improve your pronunciation accuracy.

2. Listen and imitate:

Pay close attention to native English speakers and imitate their pronunciation. Watch movies, listen to podcast, or use language learning apps that provide audio content to help train your ear.

3. Record and compare:

Record yourself speaking and compare it to native speakers. Take note of the differences and work on adjusting your pronunciation accordingly.

4. **Use pronunciation guides:**

Utilize resources like pronunciation dictionaries or online tools that provide audio examples and phonetic transcriptions to help you understand and produce English sounds accurately.

5. **Practice stress and intonation:**

English has a specific rhythm, stress, and intonation patterns. Practice emphasizing the correct syllables and using the appropriate rise and fall of pitch to sound more natural.

6. **Join conversation groups or language exchanges:**

Engage in conversations with native English speakers or fellow language learners. This will give you opportunities to practice your pronunciation in a supportive environment.

7. **Seek feedback:**

Ask native speakers or language teachers for feedback on your pronunciation. They can provide valuable insights and suggest areas for improvement.

8. **Use technology:**

Explore pronunciation apps or software that provide interactive exercises and feedback to help you refine your pronunciation skills. (Carnegie, 1936)

4.5.1 Would you like to feel confident when you speak?

Feeling confident when you speak is something that many people strive for. It can make a big difference in various aspects of life, such as personal relationships, professional opportunities, and even self-expression. Building confidence in speaking takes practice and a positive mindset.

Here are a few tips to help you feel more confident when you speak.

1. **Preparation:** Take the time to prepare and gather knowledge about the topic you will be speaking about. The more prepared you are, then more confident you will feel.
2. **Practice:** Practice speaking in front of a mirror or with a friend. This will help you become more comfortable with your voice and delivery.
3. **Positive self-talk:** Replace negative thoughts with positive affirmations. Remind yourself that you have valuable insights to share and that your voice matters.

4. **Focus on body language:** Stand tall, make eye contact, and use gestures to enhance your communication. Positive body language can help boost your confidence.
5. **Star small:** Begin by speaking in comfortable and familiar settings, gradually challenging yourself to speak in more challenging situations, each small success will build your confidence.
6. **Seek feedback:** Ask for constructive feedback from trusted friends or mentors. They can provide valuable insights and help you improve your speaking skills.

In general, English pronunciation is an important aspect of effective communication, social and cultural connections, and professional success. By working to improve their pronunciation, learners can become more confident and effective communicators in English and develop important skills for success in their personal and professional lives.

4.6 Development of the pronunciation in English

The development of pronunciation in English has been shaped by a variety of factors, including historical changes in the language, regional accents and dialects, and the influence of other languages and cultures. Over time, the pronunciation of English has evolved to become more standardized, with a focus on clear and accurate communication.

One of the earliest influences on English pronunciation was the Great Vowel Shift, which occurred between the 14th and 17th centuries. This shift resulted in significant changes to the pronunciation of English vowels, particularly in the long vowels. The shift helped to establish the modern English vowel system and laid the foundation for many of the pronunciation patterns that are still used today. (M.C, 2018)

In addition to historical changes, regional accents and dialects have played a significant role in the development of English pronunciation. English is spoken in many different countries and regions, each with its own unique accent and pronunciation patterns. These regional differences have contributed to the rich diversity of English pronunciation and have helped to shape the way that English is spoken and understood around the world.

Another important factor in the development of English pronunciation has been the influence of other languages and cultures. English has borrowed vocabulary and pronunciation patterns from many other languages, including Latin, French, and German. This has helped

to enrich the English language and has contributed to the development of many different accents and dialects. (Zsiga, 2014)

Overall, the development of pronunciation in English has been shaped by a variety of factors, including historical changes, regional accents and dialects, and the influence of other languages and cultures. As English continues to be spoken and used around the world, it is likely that the development of pronunciation will continue to evolve and change over time.

4.7 Techniques to improve learners' English pronunciation

1. **Listen to native speakers:** One of the best ways to improve pronunciation is to listen to native speakers and try to mimic their pronunciation. You can watch English movies, TV shows or listen to English music to improve learners' listening skills and pronunciation.
2. **Practice with a partner:** Practicing pronunciation with a partner can be very helpful. Students can take turns practicing different sounds and giving each other feedback.
3. **Record yourself:** Recording yourself can help you identify areas where learners need to improve. Students can listen to your recordings and compare them to native speakers to see where students need to make changes.
4. **Use pronunciation apps:** There are many pronunciation apps available that can help you improve your pronunciation. Some popular apps include Sounds: The Pronunciation App and Speak English Fluently.
5. **Focus on specific sounds:** English has many sounds that are not found in other languages. Focusing on specific sounds that are difficult for learners can help learners improve their overall pronunciation.
6. **Practice stress and intonation:** Stress and intonation are important aspects of English pronunciation. Practicing stress and intonation can help learners sound more natural when speaking English.

Improving English pronunciation takes practice and patience. By using these techniques and practicing regularly, students can improve their pronunciation and become a more confident and effective communicator in English. (Jenkins, 2014)

4.7.1 Sounds like a native speaker?

To improve your English skills, surround yourself with the language as much as possible. Watch English movies or TV shows with subtitles, listen to English music, and observe how native speakers talk. Practice active listening by repeating what characters say. Make it a habit to practice English daily, whether it's watching a video, listening to music, or speaking with a friend. By doing so, you'll become more familiar with the natural flow of the language, improve your listening skills, and boost your confidence in communicating in English.

Next, baccalaureate students should practice speaking as much as they can. Find opportunities to engage in conversations with native speakers or language exchange partners. They do not have to make mistakes, as it is all part of the learning process. By speaking regularly, you will become more comfortable with the language and start to sound more natural.

Another important aspect is vocabulary and idiomatic expressions. Native speakers often use certain phrases or idioms that may not be directly translatable. To sound more like a native, try incorporating these expressions into their conversations. Reading books, newspapers, and online articles can also help to expand your vocabulary and expose the different writing styles. (Zielinski B, 2014)

Grammar is also crucial. Native speakers have an innate understanding of grammar rules, so it is important to study and practice them. Take the time to learn the tenses, sentence structures, and common grammatical patterns. This will help to construct sentences more accurately and confidently.

Lastly, do not forget about cultural context. Language and culture often go hand in hand. To sound more like a native speaker, familiarize the students with the customs, traditions, and social norms of English-speaking countries. This will not only enhance their language skills but also help students to understand the nuances and context behind certain expressions or idioms.

In summary, to sound like a native speaker in English, immerse students in the language, practice speaking regularly, expand the vocabulary and idiomatic expressions, study grammar, and understand the cultural context. With time, dedication, and practice the learner will be well on their way to sounding like a native speaker.

As all people know English is the lingua franca around the world, for all of the meetings of business and work travels if people are from other countries the specific language that they must speak English, so most people want to speak this language with the correct pronunciation, intonation, and grammar, in conclusion to talk like a native speaker of English to demonstrate their knowledge and experiences in their area.

People around the world are exposed to their knowledge of English but when they hear the real pronunciation and intonation is so different from the English that they already know, these people involved with native speakers to learn and imitate their costumes about the language because the accent changes is so complicated if you are not involved with all of the accents or a few of them.

To speak like a native speaker one suggestion is to talk with them, to get involved with the language, in this way people can improve their pronunciation and sounds like a native speaker, and one crucial factor is the is the time people build and get experiences with the language and in a little time they already know most that they think they know. (Szymańska-Tworek, 2013)

4.8 English as a Lingua Franca

In recent years, the term English as a lingua franca (ELF) has emerged as a way of referring to communication in English between speakers with different first language. Since roughly only one out of every four users of English in the world is a native speaker of the language, most ELF interactions take place among non-native speakers of English. Although this does not preclude the participation of English native speakers in ELF interaction, what is distinctive about ELF is that, in most cases, it is a contact language between person who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication (Firth 1996: 240). Defined in this way, ELF is part of the more general phenomenon of English as an international language (EIL) or World Englishes.

The traditional meaning of EIL thus comprises uses of English within and across Kachru's Circles, for international as well as international communications. However, when English is chosen as the means of communication among people from different first language backgrounds, across linguacultural boundaries, the preferred term is English as a lingua franca, although the terms English as a medium of intercultural communication, and, in this more specific and more recent meaning, English as an international language (Jenkins) are also used.

Despite being welcomed by some and deplored by others, it cannot be denied is that, as a consequence of its international use, English is being shaped at least as much by its nonnative speakers as by its native speakers. This has led to a somewhat paradoxical situation: on the one hand, for the majority of its users, English is a foreign language, and the vast majority of verbal exchanges in English do not involve any native speakers of the language at all. On the other hand, there is still a tendency for native speakers to be regarded as custodians over what is acceptable usage.

This, in order for the concept of ELF to gain acceptance alongside English as native speaker, there have been calls for the systematic study of the nature of EFL what it looks and sounds like and how people actually use it and make it work and a consideration of the implications for the teaching and learning of the language. Empirical work on the linguistic description of EFL at a number of levels has in fact been under way for several years now. Research has been carried out at the level of phonology (Jenkins) pragmatics, and lexicogrammar, which also offers an overview of descriptive work to date.

EFL corpora are now also being compiled and analyzed, such as the English as a lingua franca in Academic settings (ELFA) corpus and the general Vienna-Oxford International Corpus of English (VOICE). While space prevents summarizing the findings of this research here, two illustrative examples can be mentioned.

This, Jenkins found that being able to pronounce some sounds that are often regarded as particularly English but also particularly difficult, namely the TH sounds /u/ and /D/ and the DARK I, is not necessary for international intelligibility through EFL. Similarly, analyses of EFL interactions captured in the VOICE corpus clearly show that although EFL speakers often do not use the third person singular present tense –S marking in the verbs, this does not lead to any misunderstandings or communication problems.

This gradually accumulating body of work is leading to a better understanding of the nature of EFL, which in turn is prerequisite for taking informed decisions, especially in language policy and language teaching. This, the features of English which tend to be crucial for international intelligibility and therefore need to be taught for production and reception are being distinguished from the (non-native) features that tend not to cause misunderstandings and this do not need to constitute a focus for production teaching for those learners who intend to use English mainly in international settings.

Acting on these insights can free up valuable teaching time for more general language awareness and communication strategies; these may have more mileage for learners than striving for mastery of fine nuances of native speakers' language use that are communicatively redundant or even counter-productive in lingua franca settings, and which may anyway not be teachable in advance, but only learnable by subsequent experience of the languages.

It should be stressed, however, that linguistics descriptions alone cannot, of course, determine what needs to be taught and learn for particular purposes and in particular settings they provide necessary but not sufficient guidance for what will always be pedagogical decisions. (Seidlhofer, 2005)

Throughout recorded history, a number of languages have served as most important for communication across cultural and linguistic barriers. The term lingua franca (free language) describes languages systematically used to make communication possible between people not sharing a first language. The most important modern example is English. Which is the current dominant lingua franca of international diplomacy, business, science, popular culture, technology and aviation, but many others language served, or have served at different historical periods, as a lingua franca in particular regions, countries, or in special contexts.

Which languages takes on this role depends on such factors as political and cultural power. In the ancient Middle East, Akkadian, the language of the Mesopotamia empires, was also the language of diplomacy throughout the near East, including Egypt, until the beginning of the Iron Age.

Greek and Latin each served a similar role as a lingua franca from around 500 BCE until the Middle Ages in the territories of the Greek and Roman Empires. During the middle ages, the lingua franca was Greek in the parts of Europe, the Middle East, and Northern Africa where the Byzantine Empire held power, and it was Latin in the rest of Europe. It is important to note that although Latin remained in existence as a lingua franca, the language used for everyday communication changed in different ways in different parts of the former Roman Empire over time, so that various distinct Romance languages (languages derived from Roman Latin) gradually emerged, including French, Italian, Spanish, Portuguese and Romanian. Over time,

Latin lost the importance as a lingua franca in Europe and other languages took over, for example, French- which became the language of diplomacy and culture; and German – which became the language of science and technology until the first part of the 20th century. In other parts of the world, there are other languages have served and continue to serve as a lingua franca, for example, Swahili in southern Africa.

What is unique about English in contrast to the languages discussed above is that English is a truly global lingua franca, the language most widely spoken throughout the world. In fact, the vast majority of English speakers are not native speakers. Of the approximately 1.5 billion people who speak English, less than 400 million use it as a first language. That means over 1 billion speak it as a secondary language.

On the one hand, although it is never possible to predict with certainty how long a language may serve as a lingua franca, the political, scientific and cultural importance of countries where English is the first language, and the extraordinary amount of international communication currently undertaken in English shows no sign of reduction or replacement by another lingua franca.

On the other hand, advances in technology are likely to make automatic 2-way translation in real-time for communication between speakers of different languages a reality within the next 10 year or so and with that technology, there will be greatly reduced need to learn English as a global language for international communication, as people will be able to just use their own languages to communicate with speakers of other languages. For those

interested in language, linguistics and international communication we are living in unprecedented times. (Woll, 2022)

4.9 Accents in English

When we talk about accents in English the most popular think is that only exist two accents that is the British and the American, but if we talk accents exist a lot just in America, people use different accent depends on their lives, one example could be here in Ecuador the accent of Ibarra that the accent of Cuenca, is so different, people can note the difference at the instant, is the same in the English, accents changes depend on where you grow or where you live depends if you move constantly around places.

In recent studies shows that the roles changed with these accents around the word because exist a lot of kind of different accents, in some case some manifestation of English as a lingua franca in different parts of the world is the spoken language, where the 'local' accent is the evidence of the diversity. External NS models may be imposed for written forms of English, and imposing external NS models on speech may be possible on paper, but impossible. Accent, or the way a person sounds is difficult to standardize and is closely linked to the speaker's personal and group identity (Jenkins, 2000).

In upholding linguistic diversity, variation in accent is acceptable if intelligibility and conversational flow are clear and comprehensible. Although local English varieties are spoken in local contexts, often the NNSs themselves seem to prefer external NS English accents. This paper examines trainee teachers' attitudes towards NS and NNS English accents, specifically how they rate, and rank these accents in terms of correctness, acceptability, pleasantness, and familiarity.

There is a need to examine if the shift in the roles and functions of English has also resulted in a change of attitude towards English as a lingua franca and the value of the native speaker in the Malaysian context. This would be an indicator of the acceptability of integrating and adopting local norms in the Malaysian English curriculum.

Here are some examples of the different accents, the most popular that are now nowadays.

4.9.1 Types of English accents (from England)

In truth, there are probably as many English accents as English speakers. A person's accent can tell someone where you're from, where you studied, or even what kind of movies you like. Here is a pick of the most noteworthy ones.

4.9.2 The King's English

The Received Pronunciation (RP) accent, also referred to as the "Queen's English," is a prestigious variant of English commonly associated with the upper classes, the British Broadcasting Corporation (BBC), and period dramas. This accent is characterized by a distinctive set of phonetic and phonological features, which are often considered to be the standard for English language instruction.

It is worth noting, however, that RP is spoken by a relatively small percentage of the British population, estimated to be less than 3%. As such, learners who adopt this accent may be perceived as sounding more like a character from a period drama, such as *Downton Abbey*, rather than a typical individual encountered in everyday life.

4.9.3 Cockney accent

The Cockney accent is a regional dialect associated with the working-class population of East London. It is characterized by a unique set of phonetic and phonological features, as well as a distinctive form of slang known as rhyming slang. In rhyming slang, a word is replaced by a phrase that rhymes with it, which can make communication challenging for those unfamiliar with the code.

For example, in Cockney rhyming slang, the phrase "apples and pears" is used to refer to "stairs," and "butcher's hook" is used to mean "look." This form of slang can be difficult to decipher for those who are not familiar with it, but mastering it can be a valuable social asset in certain contexts.

4.9.4 Brummie accent.

The Brummie accent, originating from Birmingham, possesses a distinct charm that has gained widespread recognition. This accent has been prominently featured in the popular television series "Peaky Blinders," which has helped to increase its visibility and appeal.

When encountering an individual from Birmingham, one may be greeted with a unique phrase, such as "Alright, Bab?" which is a colloquialism for "Hello, mate." This informal salutation may be followed by a request, such as "Can I borrow some shrapnel for a cob?" which translates to "Can I lend some money for a bread roll?" The Brummie dialect is characterized by its distinctive vocabulary and pronunciation, which can sometimes present a challenge for those unfamiliar with it.

One of the most renowned and iconic individuals associated with the Brummie accent is Ozzy Osbourne, the legendary musician and former lead vocalist of Black Sabbath. Known as the "Prince of Darkness," Osbourne's distinctive accent and mannerisms have contributed to his enduring popularity and cult status.

4.9.5 Scouse accent.

The Scouse accent, hailing from Liverpool, is one of the most recognizable and distinctive dialects in England. Characterized by its rapid pace and high-pitched tone, the Scouse accent is often described as a melodic delight to the ears.

The city of Liverpool has produced a plethora of notable figures, but perhaps none more iconic than the legendary rock band, The Beatles. All four members of the band, John Lennon, Paul McCartney, George Harrison, and Ringo Starr, were born and raised in Liverpool, and their Scouse heritage has become an integral part of their enduring legacy.

The Scouse accent's unique phonetic and phonological features, combined with its distinctive vocabulary and idioms, have contributed to its widespread recognition and cultural significance. As a result, the Scouse accent has become an integral part of Liverpool's identity and a source of pride for its residents.

4.9.6 West Country accent.

In the southern regions of England, specifically in the counties of Devon, Somerset, and Cornwall, one encounters the distinctive West Country accent. Characterized by its melodic and rhotic qualities, this accent is often associated with the stereotypical pirate's "arr" pronunciation. The phrase "ooh arr, me 'earties" is a well-known example of this dialect, and its origins can be traced back to this region.

4.9.7 Mancunian accent.

In the city of Manchester, the Mancunian accent, also referred to as the "Manc" accent, is a distinctive dialect that warrants attention. Characterized by short vowels and a tendency to omit the initial "h" in words, this accent is a notable feature of the region's linguistic landscape. For instance, when waiting for public transportation in Manchester, one may encounter a local inquiring about the bus stop for the "ospital" (hospital).

The Mancunian accent has been famously associated with several prominent celebrities, including the Gallagher brothers, Liam and Noel, of the renowned British rock band Oasis. In an interview, Liam Gallagher recounts being introduced to music by his brother Noel, affectionately referred to as "our kid." This colloquialism is a quintessential example of the Mancunian dialect's unique flavor and charm.

The Mancunian accent is an integral part of Manchester's cultural identity, reflecting the city's rich history and heritage. Its distinctive phonetic and phonological features have contributed to its widespread recognition, making it a fascinating subject of study for linguists and language enthusiasts alike.

4.9.8 Geordie accent.

The Geordie accent, hailing from Newcastle, is one of the most distinctive and well-known British accents. Visitors to the region may find themselves experiencing a sense of linguistic novelty, as the Geordie dialect is characterized by a unique vocabulary and pronunciation that can be both challenging and endearing. This accent is perhaps most famously associated with the British presenting duo Ant and Dec, who have helped to popularize its distinctive features.

4.9.9 Yorkshire accent.

The Yorkshire accent, which is closely associated with the region's culture and identity, is recognized for its straightforward and direct style. This is reflected in the use of unique vocabulary and pronunciation, such as the substitution of "reet" for "right" or "tha" for "the." The Yorkshire accent is akin to the aural equivalent of a hearty Yorkshire pudding, which is a beloved dish in the region.

4.9.10 British accents.

British accents refer to the various distinctive speech patterns found within the United Kingdom, including England, Scotland, Wales, and Northern Ireland. Each region within these countries has its own unique dialects and accents, which can vary significantly from one another. These accents are shaped by historical, social, and geographical factors, and they often serve as markers of regional and social identity.

4.9.11 Welsh accent.

Upon entering Wales, one is immediately struck by the melodic and distinctive Welsh accent. This accent is heavily influenced by the Welsh language, which is still widely spoken in the country. As a result, the Welsh accent has a unique intonation pattern, characterized

by a sing-song quality that might give the impression that everything is being spoken as a question.

One of the best ways to experience the Welsh accent is to watch the popular television show "Gavin and Stacey." Set in Wales and England, the show features a diverse cast of characters with distinct accents, including the Welsh accent. The show's dialogue and humor provide a unique insight into the rhythms and cadences of the Welsh accent, and it serves as an excellent example of the accent's distinctive qualities.

4.9.12 Scottish accent.

Upon traveling north to Scotland, one is treated to a diverse and fascinating range of accents. Scottish accents can be broadly divided into two categories: Highland and Lowland. Each of these categories has its own distinct flavor and characteristics.

Lowland accents, such as Glaswegian, are known for their intensity and distinctive pronunciation. These accents are characterized by rolling "r" sounds and softened vowel sounds. The Lowland accent is an integral part of the country's cultural identity and serves as a marker of regional and social identity.

Highland English, on the other hand, has a melodious quality and is characterized by unique pronunciation patterns. One notable feature of Highland English is the "ay" sound at the end of words, which can make "yes" sound like "yesh." The Highland accent is also notable for its fast pace, particularly in more rural areas.

The Scottish accent has been featured prominently in popular culture, including in films such as the James Bond movies "Goldfinger" (1964) and "From Russia With Love" (1963). In these films, the iconic Scottish actor Sir Sean Connery delivers his lines in a distinctive and memorable Scottish accent, showcasing the accent's unique qualities and cultural significance.

4.9.13 Northern Irish accent.

The Irish Sea to Northern Ireland, one encounters the distinctive Northern Irish accent, colloquially referred to as "Norn Iron" by locals. This accent is a fascinating blend of linguistic influences, characterized by elongated vowel sounds and a unique intonation pattern.

The Northern Irish accent has been widely acclaimed for its melodic quality, and it has even been voted the sexiest accent in the UK. This accent is shaped by the region's complex history, cultural heritage, and geographical location, which have all contributed to its distinctive features.

4.9.14 Non-British English accents.

English, as a global language, has undergone significant transformations as it has spread across different countries, resulting in a diverse array of accents. Beyond the United Kingdom, English has evolved into distinct and notable accents, shaped by local cultural, historical, and linguistic influences.

4.9.15 American accent.

The American accent is one of the most ubiquitous and influential accents globally, characterized by a vast array of regional variations. Notable examples of these variations include the Southern, New York, and Californian accents, each with its unique phonetic and prosodic features.

The American accent is distinguished by its distinct pronunciation and intonation patterns, which have been perpetuated through various forms of media. A quintessential example of the Southern accent can be found in films such as "Gone with the Wind," whereas the New York accent has been prominently showcased in movies like "Goodfellas."

4.9.16 Australian accent.

In the geographical region of Australia, one can encounter the distinct and readily identifiable Australian accent. This accent is characterized by its unique vowel sounds, such as the pronunciation of the vowel "i" as "oi" and the frequent omission of the "r" sound at the end of words.

An iconic example of the Australian accent can be found in the speech patterns of Hugh Jackman, a renowned Australian actor who has garnered international acclaim for his various Hollywood roles, including his portrayal of Wolverine in the "X-Men" series.

4.9.14 Canadian accent.

Canadian English is characterized by a distinctive blend of influences from both British and American accents, resulting in a unique linguistic profile. This blend is evident in the accent's phonetic and phonological features, which may exhibit similarities to the American accent in certain regions, while also displaying subtle British influences in others.

A notable exemplar of the Canadian accent is the renowned actor Ryan Reynolds, whose speech patterns exemplify the distinctive characteristics of Canadian English. Reynolds' accent, like that of many Canadians, reflects the complex historical and cultural ties between Canada and its neighboring countries, the United States and the United Kingdom.

4.9.17 Indian accent.

The Indian accent is distinguished by its unique rhythm, intonation, and pronunciation patterns, which are significantly influenced by the various regional languages spoken across the country. This accent exhibits considerable variation across different regions, reflecting the complex tapestry of Indian languages and cultures.

A notable exemplar of the Indian accent can be heard in the public appearances and interviews of Virat Kohli, the celebrated Indian cricketer. Kohli's speech patterns, like those of many Indians, demonstrate the characteristic features of Indian English, including the distinctive pronunciation of vowels and consonants, as well as the rhythm and intonation patterns that are unique to the subcontinent.

4.9.18 South African accent.

South African English is a linguistic variant that has evolved through the confluence of diverse languages spoken in the country, including Afrikaans and various indigenous African languages. This unique blend of influences has resulted in a distinct accent, characterized by distinctive vowel sounds and pronunciation patterns that set it apart from other English dialects.

The South African accent is notable for its distinctive phonetic and phonological features, which are shaped by the country's complex linguistic heritage. The accent's vowel sounds, in particular, exhibit a unique quality that is distinct from other English-speaking countries.

4.9.19 Irish accent.

Upon traversing the Irish Sea, one encounters the enchanting Irish accent, a distinctive variant of English that has evolved through the country's unique cultural and linguistic heritage. Irish English is characterized by a range of distinct features, including specific intonation patterns, vowel sounds, and a lexicon that incorporates unique words and phrases.

Within Ireland, there exists a rich tapestry of regional accents, each with its own distinct characteristics. For instance, the Dublin accent and the Cork accent are two prominent examples of the diverse range of accents found across the country.

Notable exemplars of the Irish accent can be found in the performances of esteemed actors such as Colin Farrell and Saoirse Ronan. Their on-screen portrayals showcase the

characteristic features of Irish English, including the distinctive intonation patterns, vowel sounds, and idiomatic expressions that are quintessentially Irish.

4.9.19 Singaporean accent.

In the multicultural nation of Singapore, English is one of the official languages, and it has undergone a distinctive evolution, shaped by the country's rich linguistic diversity. The Singaporean accent, a unique variant of English, has emerged as a result of the confluence of various languages spoken in the country, including Chinese, Malay, Indian, and other local languages.

This accent is distinguished by its distinctive pronunciation and intonation patterns, which reflect the complex linguistic heritage of Singapore. The Singaporean accent is characterized by a blend of phonetic and phonological features drawn from the country's diverse linguistic landscape.

4.9.20 Nigerian accent.

In Nigeria, a country renowned for its rich linguistic diversity, a distinct English accent has emerged, shaped by the influence of various indigenous languages. The Nigerian accent is characterized by unique pronunciation and intonation patterns, which may exhibit regional variations across the country.

The Nigerian accent is a product of the complex linguistic landscape of the country, where multiple languages intersect and interact. As a result, the accent has developed distinct phonetic and phonological features that set it apart from other English accents.

4.10 One language, many cultures

The global exploration of the English language has revealed its remarkable diversity and adaptability, exemplified by the varied accents and dialects that have evolved across different regions. From the Received Pronunciation of the British monarchy to the distinctive Australian twang, it is evident that regional differences significantly influence the way English is spoken.

These diverse accents are not merely a matter of pronunciation or unique vocabularies; they serve as a celebration of regional diversity and local cultures, reflecting the rich historical tapestry of each locale. They underscore the dynamic nature of language, which, like the people who speak it, is constantly evolving and adapting.

As one navigates the linguistic landscape, whether in a London pub attempting to decipher Cockney rhyming slang or partaking in a culinary experience with Nigerian friends over a plate of Jollof rice, it becomes apparent that effective communication extends beyond the words themselves to encompass the manner in which they are spoken. This nuanced understanding highlights the significance of accent and dialect in facilitating meaningful interactions and fostering cross-cultural connections.

5. Materials and methods

This study employed a quantitative research methodology to investigate the English language learning experience of high school students. In this methodology the instruments were applied in the Oviedo Educational Unit. The surveys were applied to a total of 28 students of the first level of high school. In which 2 teachers give classes; in this school the English classes are divided by levels for a better teaching of the language.

This study utilized a multi-method approach to assess the English language proficiency of high school students at the Oviedo Educational Unit. The primary data collection methods included surveys, a speaking test, and an audio-listening test. The surveys, administered via Google Form, were reviewed and approved by the principal of the Educational Unit. The speaking test consisted of 25 distinct word types, designed to evaluate the students' proficiency in a comprehensive manner and identify areas where improvement was needed. The audio-listening test, on the other hand, focused on a specific reading passage to assess the students' development in this particular skill area. All data collection methods were conducted virtually to ensure the safety and convenience of the participants. The results of these assessments were analyzed to provide a comprehensive understanding of the students' English language proficiency and inform future instructional strategies.

5.1 Introduction

The qualitative method is incredibly important when it comes to conducting research because it allows us to develop into the rich and nuanced aspects of human experiences, perceptions, and behaviors. Unlike quantitative research, which focuses on numerical data and statistical analysis, qualitative research aims to understand the "how" and "why" behind certain phenomena.

The use of voice recordings in the development of English pronunciation provides a deeper understanding of the complexities and intricacies of spoken language. By analyzing voice recordings, we can capture not only the unique speech patterns and accents of individual learners, but also their listening skills. This approach is particularly valuable when exploring the nuances of pronunciation that are influenced by personal experiences, cultural background, and emotional expression. The ability to listen and understand spoken language is a critical component of English language proficiency, and voice recordings offer a

valuable tool for assessing and improving this skill. Through the analysis of voice recordings, educators can gain insights into the learners' listening abilities, identify areas for improvement, and tailor their instruction to meet the needs of individual learners.

At the time of testing the instruments, which in this case are the tests, the researcher had difficulties with the educational unit since it could not be applied in person, but through the English teacher, which is a negative point since it reduces the validity and reliability of the data.

This study on the use of voice recordings in English pronunciation development, qualitative research will allow all the baccalaureate students of this prestigious educational institution us to explore the diverse ways in which individuals engage with and respond to these recordings. You can uncover the various strategies and techniques they use, the challenges they face, and the impact of voice recordings on their pronunciation skills. Through qualitative analysis, you can identify patterns, themes, and insights that may not be readily apparent through quantitative methods alone.

In the context of this study on the use of voice recordings in English pronunciation development at the private Oviedo Educational Unit, where only female students are enrolled. By analyzing voice recordings, we can explore how these students, taught by 2 professors, engage with and respond to these recordings, uncovering their strategies, challenges, and pronunciation development. This approach will allow us to identify patterns, themes, and insights that may not be apparent through quantitative methods alone. Furthermore, voice recordings will enable us to evaluate the students' intonation, stress, and rhythm, providing a more comprehensive understanding of their pronunciation abilities. This study will generate hypotheses and theories on the effectiveness of different pronunciation teaching methods, ultimately contributing to advancements in English language teaching and learning at the Oviedo Educational Unit.

Additionally, voice recordings can provide a more organic and holistic exploration of the learner's pronunciation abilities. Unlike traditional written tests, voice recordings allow researchers to evaluate the learner's intonation, stress, and rhythm, as well as their individual sounds. This can ensure that no valuable information or perspectives are overlooked, and can provide a more comprehensive understanding of the learner's pronunciation abilities.

5.2 Quantitative Research.

Quantitative research is also important in this study because it provides us with valuable numerical data and statistical analysis that can help complement the insights gained through qualitative research. While qualitative research focuses on the "how" and "why" behind human experiences, quantitative research allows us to examine the "what" and "how much" aspects of a phenomenon.

One of the key benefits of quantitative research is its ability to provide the research with objective and measurable data. In this study, surveys and questionnaires were administered to students and teachers at the Unidad Educativa Oviedo, a private institution located in the city of Ibarra, province of Imbabura, with only female students enrolled. Specifically, the research involved 28 first-year baccalaureate students from two classes (parallel A with 14 students and parallel B with 14 students), and the English classes were taught by two professors.

By using these quantitative methods, we collected data on aspects such as the frequency of using voice recordings, the duration of practice sessions, and the progress made by individuals. This numerical data can be analyzed using statistical methods to identify trends, patterns, and correlations.

For example, through quantitative research, you can gather data on the number of hours individuals spend using voice recordings, their self-reported improvement in pronunciation, and their confidence levels before and after using the recordings. By analyzing this data, you can identify if there is a significant relationship between the frequency of practice and the level of improvement, or if certain demographic factors influence the effectiveness of voice recordings.

Quantitative research also allows for generalization. By collecting data from a larger sample size, you can make broader conclusions and draw insights that can be applicable to a larger population. This can provide a more comprehensive understanding of the impact of voice recordings on English pronunciation development at the Unidad Educativa Oviedo.

Additionally, quantitative research enables us to conduct statistical analyses that can help validate or refute hypotheses. By using statistical tests, such as t-tests or ANOVA, you can

determine if there are statistically significant differences between groups or variables. This helps to establish the reliability and validity of the findings.

In summary, quantitative research is important in this study because it provides us with objective and measurable data, allows for generalization, and enables statistical analysis to validate hypotheses. By combining quantitative and qualitative research methods, we can gain a comprehensive understanding of the use of voice recordings in English pronunciation development. Both qualitative and quantitative research play vital roles in this research

5.3 Research Techniques

The techniques of data collection used in this research is as follow:

1. Speaking test.
2. Survey
3. Reading Test.

5.4 Research Instruments

Speaking Test

Rubric for Speaking Assessment: The first rubric focuses on assessing general speaking skills, including pronunciation, vocabulary usage, fluency, and overall communication effectiveness.

Test Material: Prepare prompts or topics that align with the learning objectives and content covered during each cycle. These materials should be standardized to ensure consistency across assessments.

Task-Specific Rubrics: Develop specific rubrics tailored to the task-based activities. These rubrics should outline criteria for successful completion of tasks, as well as criteria related to language use and communication skills demonstrated during the tasks.

This research was conducted at the Unidad Educativa Oviedo, a private institution located in Ibarra, Imbabura province with female students only. The population the target population

for the research was parallel A with 14 students and parallel B with 14 students all the population belongs to the first year of baccalaureate. These students receive a total of 5 hours of English per week.

Number of Parallels	2
Parallel A	14
Parallel B	14
Total	28

MATRIX OF DIAGNOSTIC RELATION

Topic	Objective	Variables	Indicators	Techniques	Source
The analysis of listening skills in first grade of baccalaureate.	To analyze the evaluation process and its impact on the academic performance of students at the "Oviedo" Educational Unit, using assessment tools.	Evaluation processes	Teaching and learning processes Context	Content analysis Observation Description Interview	UE CCV Teachers
	To establish the legal theoretical bases on the evaluation process and academic performance through a bibliographic and scientific study that evidences the research work.	Educational Systems Approaches Theories	Theoretical underpinning of evaluation processes Relevance Veracity	Observation	Educational System National Direction of Evaluation

	To diagnose the students' academic performance through online research techniques and instruments, for the elaboration of Institutional Evaluation Guidelines.	Academic Performance	Structure Types of evaluation	Survey	Educational Institution Students
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FODA Matrix.

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
Accessibility: voice recordings provide a convenient and accessible way for learners to practice pronunciation at any time.	Lack of context: V.R may not always provide the necessary context for learners to fully understand the meaning and use of words or phrases.	Technology Advancements: can enhance V.R. tools with features like speech recognition, and instant feedback.	Overreliance: Excessive reliance on voice recordings without other forms of language practice may limit overall language proficiency development.
Repetition and Feedback: listen to recordings repeatedly, allowing for focused practice and self-assessment.	Individual Differences: learners have unique speech patterns and accents.	Authentic Materials: V.R can be sourced from authentic materials like podcasts, videos, and audiobooks.	Quality of recordings: can vary, and low-quality recordings may hinder learners.
Pronunciation Accuracy: can help learners improve their pronunciation	Limited Interaction: Voice recordings do not offer real-time	Self-paced Learning: learners can practice at their own pace, making it	Accents: Depending on the source of the voice recordings, learners may be

by providing accurate models to emulate.	feedback opportunities to interact with native speakers.	or	suitable for self-directed language learning.	exposed to a specific accent.
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6. Results and discussion.

Based on the survey results, it can be concluded that 46.4% of the students surveyed use the voice recordings strategy to develop their English pronunciation infrequently, while 39.3% do so frequently, and 14.3% do not do so at all. This suggests that most of the students are using these strategies most of the time, although some students do more regularly than others, and a minority never used some of these strategies to develop their pronunciation in English.

The survey results also show that 35.7% of the students know little about the type of voice recordings for improving the listening skill, while 39.3% have much knowledge about it. On the other hand, 25% indicated that they do not know at all about this topic. These results concluded that a significant portion of the students have some knowledge about using voice recordings to improve their English pronunciation, however, there is still room for improvement, as a notable percentage of students indicated having little to no knowledge on the topic.

According to the survey results, 78.6% of students use voice recordings for the teaching and learning process of the English language. It is great to see that the majority of the students are practicing this tool, but on the other hand, the results show that 21.4% of the students did not know about this tool in their institution. Based on the results, 75% of the students believe that using voice recordings in the classroom would greatly improve their understanding of English classes, but 25% are not sure if the voice recordings are going to improve their English classes or skills.

It is amazing to see that the majority of students recognize the value of this tool because voice recordings allow for pronunciation practice, improved listening comprehension, and familiarity with different accents, so the students know that this is a good tool for improving their English speaking and comprehension skills.

The results also show that 75% of the students find these innovative activities useful in improving their English, which indicates that most people find significant benefits from using voice recordings. However, 25% of the students think that these activities are useful but to a lesser extent. Some may find voice recordings useful but prefer to supplement them with other learning strategies. This suggests that most people recognize the value of voice recordings in improving their English proficiency.

All the students are familiarized with these technological tools, with 53.6% finding these tools very useful for learning the English language, 42.9% finding them moderately useful, and just 3.5% not knowing so much about these technological tools. In fact, most of the students know these tools, and only a small percentage do not know about them.

According to the results, 67.9% of the students agree that voice recordings are an effective method for English language study. On the other hand 25% have a more neutral opinion about this method, and 5.1% do not consider them effective. It is great to see that the majority recognize the value of voice recordings for improving English, because it is a great way to practice pronunciation and fluency.

The survey results also show that 96.4% of people are willing to use these tools, which shows a great interest and commitment to learning the language. This is really exciting, as the recordings are an excellent way to practice pronunciation, intonation, and fluency in English. In summary, 96.4% of people are willing to use recording tools in English classes, which shows a high level of commitment and enthusiasm on the part of students. Recordings are an effective way to improve pronunciation, intonation, and fluency in English, and they allow students to evaluate their own progress and practice autonomously.

Starting with the Speaking Test, the results indicate that the students have a good level of speaking, with a strong point being their confidence in speaking. This confidence allows them to have a good intonation and makes it easy for listeners to understand them. However, there are still areas where the students can improve. For example, the students tend to make mistakes in the verbs, particularly those ending in ED and T. This suggests that the students may need more practice in pronouncing English verbs correctly. The most common error is that they pronounce these verbs as if they were reading in their native language, Spanish. This indicates that the students may need more exposure to English verbs in context to help them understand how they are pronounced.

Another area where the students can improve is in their fluency. Only 38.1% of the students speak fluently, which is reasonable given that they are still developing these skills. However, with more practice and exposure to English, the students can improve their fluency and become more confident speakers.

In terms of pronunciation difficulties, the students show particular difficulties with verbs ending in ED. Only 33.3% of the students pronounce these verbs correctly, while 66.7% do not. This suggests that the students may need more practice in pronouncing English verbs ending in ED. This can be achieved through targeted exercises and activities that focus on English pronunciation.

Moving on to the Reading Test, the students have an understandable reading level, with a normal pronunciation of regular and irregular verbs. This indicates that the students have a solid foundation in English grammar and vocabulary. However, there are still areas where the students can improve. For example, they make many mistakes in the area of expressing emotion in exclamatory phrases. This is because they are focused on reading the words correctly and not on expressing emotion. This suggests that the students may need more practice in reading with expression and attention to punctuation.

Additionally, the students did not take into account commas and pauses when reading, with only 35.3% doing so. This is an important aspect of reading comprehension, as pauses help to convey the meaning of a sentence. By practicing reading with attention to punctuation, the students can improve their reading comprehension and become more confident readers.

Overall, the students have a good level of speaking and reading, but there are areas where they can improve, particularly in pronouncing English verbs correctly and expressing emotion in reading. With more practice and guidance, the students can continue improving their English language skills and become more confident and proficient speakers and readers. It is important to note that language learning is a continuous process, and with dedication and effort, the students can achieve their language learning goals.

6.1. Tests

6.1.1 Speaking Test

Total de estudiantes 21.

Nº	Indicador de evaluación	SI	NO	SI%	NO%
1	Pronuncia correctamente el verbo en pasado (-ED)	9	12	42.9	57.1
2	Tiene buena entonación	10	11	47.6	52.4
3	Pronuncia correctamente el verbo en pasado (/ T /)	10	11	47.6	52.4
4	Demuestra confianza pronunciando las palabras.	13	8	61.9	38.1
5	Pronuncia correctamente la palabra (/H/)	13	8	61.9	38.1
6	La entonación permite entender el contenido.	13	8	61.9	38.1
7	Pronuncia correctamente los MINIMAL PAIRS	14	7	66.7	33.3
8	Su pronunciación resulta difícil de comprender.	6	15	28.6	71.4
9	Pronuncia correctamente el verbo en pasado (-D)	7	14	33.3	66.7
10	Habla con fluidez	8	13	38.1	61.9

According to the results obtained in this test, in a general way the students of the first level of baccalaureate of the Oviedo high school have a good level of speaking, their strong point is that they have confidence in speaking since 61.9% do it in a notorious way and thanks to that they have a good intonation and it is very easy to understand the students. Since on this speaking 71.4% of students find it easy to understand for the listener.

The problem here is that they tend to make mistakes in the verbs, 42.9% students manage to pronounce correctly the verbs ending with ED. On the other side 57.1% students fail to do it, the most common error is that they pronounce it as if they were reading in their native language which is Spanish. The same happens in the verbs ending with T, the percentage improves but not in large quantities since 47,6% students pronounce it correctly, while 52.4% students fail to do it.

And finally these results show that the students have many failures in the area of fluency: just 38.1% speak with fluency, it is reasonable since at their age because they are developing these skills, in conclusion this test shows that these students have some weaknesses and other advantages in the area of speaking.

One point in which the students show pronunciation difficulties is the verbs ending in ED, since only 33.3% of the students pronounce it correctly and the 66.7% not. The biggest

problem is that they tend to stop at the end of the word and therefore do not finish correctly the pronunciation of the words, because of that only 38.1% speak in an effective and correct way, and on the other hand 61.9% do not speak in a way according to their level of English.

6.1.2 Reading Test.

Total de estudiantes 17.

Nº	Indicador de evaluación	SI	NO	SI%	NO%
1	El estudiante habla con fluidez durante la lectura	10	7	58.9	41.1
2	Maneja el tema de la puntuación al leer.	6	11	35.3	64.7
3	Tiene sentido de la puntuación al leer.	10	7	58.9	41.1
4	Pronuncia correctamente los verbos regulares.	14	3	82.3	17.7
5	Pronuncia correctamente los verbos irregulares.	14	3	82.3	17.7
6	Pronuncia correctamente el vocabulario básico.	14	3	82.3	17.7
7	Pronuncia correctamente el vocabulario complejo.	7	10	41.1	58.9
8	Se entiende claramente el contenido de la lectura.	12	5	70.6	29.4
9	Expresa emoción con las frases exclamativas.	3	14	17.7	82.3
10	Supera el desafío de pronunciar palabras más complicadas.	4	13	23.6	76.4

According to these results, it shows that the students have a very good reading level, since they have a good pronunciation of regular verbs 82.3% and the irregular verbs also 82.3%, only the 17.7% have some weaknesses in the performance of pronouncing regular and irregular verbs correctly.

One factor that this test shows this test is that the students have many mistakes in the area to express emotion in exclamatory phrases when they read. Commonly, students have this type or problems because when they read are just focused on read and try to pronounce the words in the best way but they do not transmit emotions. This test shows that just the 17.7% achieve to transmit emotions in exclamatory phrases, and in the same area the students did not take into account the commas and pauses when they read, just the 35.3% do it.

One curious thing these results show is that the students have a sense of what punctuation is while reading, as 58.9% noted it, but it is very different when it comes to saying that the students have a considerate command of punctuation, as only 35.3% have a good command while reading, which is a low result since most of the students only read in one rhythm and that is all, they do not pause or stop at the period or commas.

These results show that 82.3% of the students have a very good command of basic vocabulary, since they pronounce it correctly, while only 17.7% have deficiencies in this area, and 41.1% have a very good command of complex vocabulary in the sense of pronunciation, while 58.9% do not have a good command and tend to get stuck while pronouncing this type of words.

7. Conclusions

Based on the present research carried out and according to the information processed from the data collected, these conclusions are postulated:

- The study aimed to determine the effectiveness of using voice recording strategies to improve English pronunciation. It involved examining the impact of these recordings on pronunciation accuracy and exploring the optimal frequency of their use. The use of voice recordings such as videos on YouTube, Podcast and Talks so on can significantly enhance pronunciation skills among learners, as they provide consistent and practical opportunities for practice and self-assessment.
- The findings indicate a positive correlation between higher frequency usage and better pronunciation outcomes. Students who engaged more frequently with voice recordings showed more improvement in their pronunciation accuracy, fluency, and overall speaking confidence. This suggests that integrating frequent voice recording practices into the curriculum could be highly beneficial.
- The implementation of these activities showed that students not only improved their pronunciation but also enhanced their listening comprehension. Activities that included listening to and imitating native speakers helped students become more attuned to the nuances of pronunciation and intonation, thereby improving both their receptive and productive language skills

8. Recommendations

Based on the conclusions of this research, these recommendations are postulated.

- Regularly incorporating voice recording activities into the English language curriculum can significantly improve pronunciation skills. By making voice recordings a consistent part of language learning, students can repeatedly practice and refine their pronunciation, leading to better outcomes in accuracy and fluency.
- Utilize advanced technological tools that offer speech recognition and instant feedback features. These tools can help students self-assess and correct their pronunciation more effectively, providing real-time insights into their progress. This can be particularly beneficial in addressing individual differences in speech patterns and accents.
- While voice recordings are a valuable tool, they should be used in conjunction with interactive language practice. Encourage activities that involve real-time interaction, such as conversations with native speakers, group discussions, and role-playing exercises. This balanced approach can help prevent overreliance on recordings and ensure a more comprehensive development of language proficiency.

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Annexes

Oficio de Autorización.

Ibarra 30 de noviembre de 2023

Hna.
Anita Luisa Estacio Bernal
RECTORA DE UNIDAD EDUCATIVA PARTICULAR "OVIEDO"
Presente:

De mi consideración:

Reciba un atento y cordial saludo a la vez auguro éxitos en las funciones que Ud. desempeña al frente de tan prestigiosa Institución

El motivo del presente es solicitar, me permita hacer el trabajo de investigación de mi tesis en el Primer Año de Bachillerato con el tema: **STRATEGIES FOR USING OF VOICE RECORDINGS IN THE DEVELOPMENT OF ENGLISH PRONUNCIATION**. El mismo que ira en beneficio de la Asignatura de Inglés, que beneficiará a las estudiantes de la Institución que Usted dirige.

Seguro de contar con su aprobación anticipo mi sincero agradecimiento.

Atentamente;



Kenneth Francisco Maldonado León
Estudiante de la PUCE-SI
C.I. 1004131411

UNIDAD EDUCATIVA PARTICULAR "OVIEDO"	
RESOLUCIÓN Nro 6451	
RECEPCIÓN	
ASUNTO	Nº DE HOJAS: 1
FECHA DE RECEPCIÓN: 30-11-2023	HORA: 10:43
FIRMA DEL RESPONSABLE: <i>SP</i>	

Survey.

https://docs.google.com/forms/d/12dZZ-qFivW8ghmLELIBZGt_eFRixO0uCI49QhI6DDPA/edit

Preguntas Respuestas **28** Configuración

28 respuestas Vincular con Hojas de cálculo

Se aceptan respuestas

Resumen **Pregunta** Individual

Usuarios que han respondido

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- valentina1200@hotmail.com

Questionnaire 1.



Institución: Unidad Educativa "Oviedo"

Año Lectivo: 2023 – 2024

Fecha: 22 de Abril del 2024

Objetivo: Evaluar la precisión y fluidez en la pronunciación de las estudiantes de Primero de Bachillerato de la Unidad Educativa "Oviedo", con el fin de permitir analizar su nivel de dominio en el idioma Inglés e identificar áreas de mejora.

- **Lea las siguientes palabras a su ritmo y grabe su voz vía WhatsApp.**

Nº	"-ED"
1	<u>needed</u>
2	<u>ended</u>
3	<u>wanted</u>
4	<u>started</u>
5	<u>studied</u>

Nº	/ T /
6	<u>liked</u>
7	<u>laughed</u>
8	<u>stopped</u>
9	<u>washed</u>
10	<u>missed</u>

Nº	/ H /
11	hospital
12	hotel
13	honor
14	horror
15	<u>hat</u>

Nº	MINIMAL PAIRS
16	<u>sleep-slip</u>
17	<u>heel-hill</u>
18	<u>leaving-living</u>
19	<u>arrive-alive</u>
20	<u>pray-play</u>

Nº	/D/
21	<u>called</u>
22	<u>claimed</u>
23	<u>loved</u>
24	<u>used</u>
25	<u>offered</u>



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- **Lea el siguiente texto a su ritmo y grabe su voz vía WhatsApp.**

Robots have been around for decades.

Mr Televox is an early example from the 1920s of a robot that could accept a telephone call, operate a few switches and wave its arms around.

Since then, robots have appeared everywhere, in agriculture, in museums and even in the home.

Furo-i Home is one of the more advanced examples of these new home robots.

This robot is a sensor-laden cone on wheels with a tablet that displays a friendly-looking face.

You can verbally instruct it to take control of internet-controlled smart devices - telling it to turn lights, music and heating on or off. You can also use it as a teaching aid for your children, or use its health check software to help care for elderly relations. You can set it to remind them to take their medicine and eat breakfast. In addition, if something unexpected happens, it can send a message to the family saying there might be a problem.

Another company to watch out for is Branto, which launched, after a phenomenal crowdfunding campaign, a robotic sphere priced at \$399. Although it does not have a screen of its own, its functions should be very similar, including the ability to send you a message if its motion sensor is activated when your house is supposed to be empty. There is one important drawback - at present, the prototype's battery only lasts for about three hours.

Questionnaire 2.



Pontificia Universidad
Católica del Ecuador

Sede
Ibarra

Institución: Unidad Educativa "Oviedo"

Año Lectivo: 2023 – 2024

Fecha: 22 de Abril del 2024

Objetivo: Evaluar la precisión y fluidez en la pronunciación de las estudiantes de Primero de Bachillerato de la Unidad Educativa "Oviedo", con el fin de permitir analizar su nivel de dominio en el idioma Inglés e identificar áreas de mejora.

- **Lea el siguiente texto a su ritmo y grabe su voz vía WhatsApp.**

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Furo-i Home is one of the more advanced examples of these new home robots.

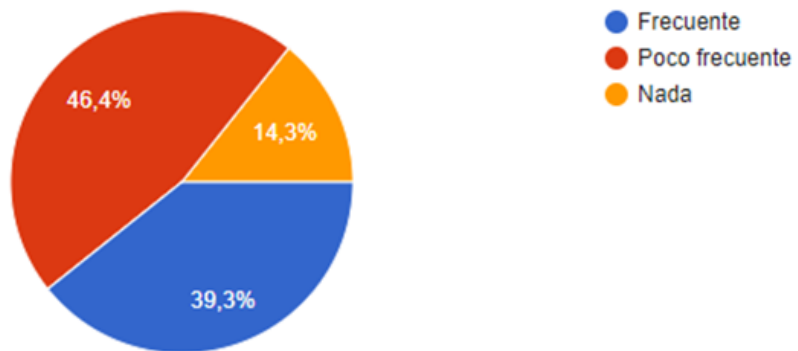
This robot is a sensor-laden cone on wheels with a tablet that displays a friendly-looking face.

You can verbally instruct it to take control of internet-controlled smart devices - telling it to turn lights, music and heating on or off. You can also use it as a teaching aid for your children, or use its health check software to help care for elderly relations. You can set it to remind them to take their medicine and eat breakfast. In addition, if something unexpected happens, it can send a message to the family saying there might be a problem.

Another company to watch out for is Branto, which launched, after a phenomenal crowdfunding campaign, a robotic sphere priced at \$399. Although it does not have a screen of its own, its functions should be very similar, including the ability to send you a message if its motion sensor is activated when your house is supposed to be empty. There is one important drawback - at present, the prototype's battery only lasts for about three hours.

1. Ha utilizado usted estrategias de uso de grabaciones de voz para desarrollar la pronunciación en el idioma Inglés?

28 respuestas

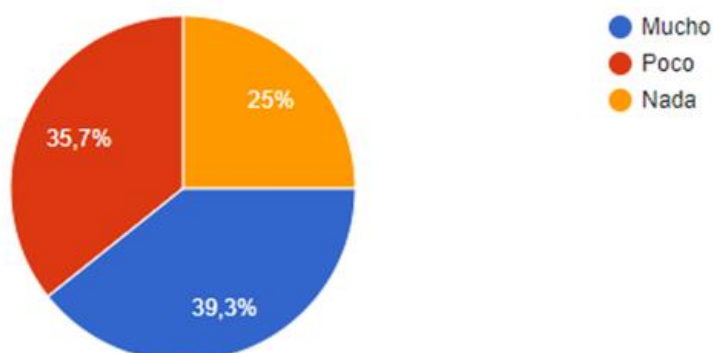


Based on the survey results it can be concluded that 60,7 % of the students surveyed do not use voice recordings strategies to develop their English pronunciation infrequently or nothing. In the other hand 39,3% do so frequently to develop their pronunciation.

This suggests that a little percentage of the students are using these strategies most of the time, although the majority students do more regularly than others, and a minority never used some of these strategies to develop their pronunciation in English.

2. Tiene usted conocimiento sobre qué tipos de grabaciones de voz existen para el mejoramiento del idioma inglés?

28 respuestas



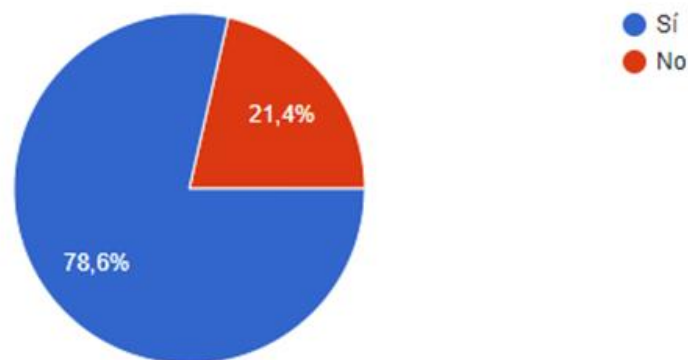
Based on the results of this survey, 35, 7% of the students know just few types of voice recordings to improve their English language, while 39, 3% have a lot of knowledge about it. On the other hand 25% indicated that they have no knowledge at all about this topic.

These results concluded that a significant portion of the students have some level of knowledge or nothing. Using voice recordings to improve their English pronunciation. However the 39, 3 % know about the types of voice recordings where exist.

The majority of the students did not know about the types of voice recordings specific the 60,7 % more than the fifty percent of the whole population, so is a bad thing for this research.

3. Sabe usted si en su institución utilizan grabaciones de voz para el proceso enseñanza aprendizaje del idioma ingles?

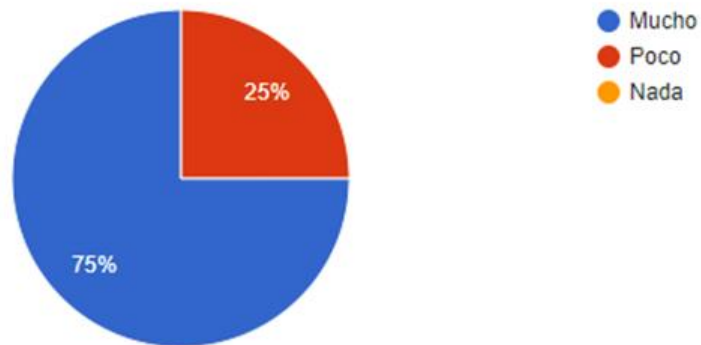
28 respuestas



According to the survey results 78,6% of students use voice recordings for the teaching and learning process of the English language. It is great to see that the majority of the students are practicing this tool, but on the other side the results shows that 21,4% of the students didn't know about this tool in their institution.

4. Cree usted que con la aplicación de las grabaciones de voz en el aula mejoría el entendimiento de sus clases de inglés?

28 respuestas

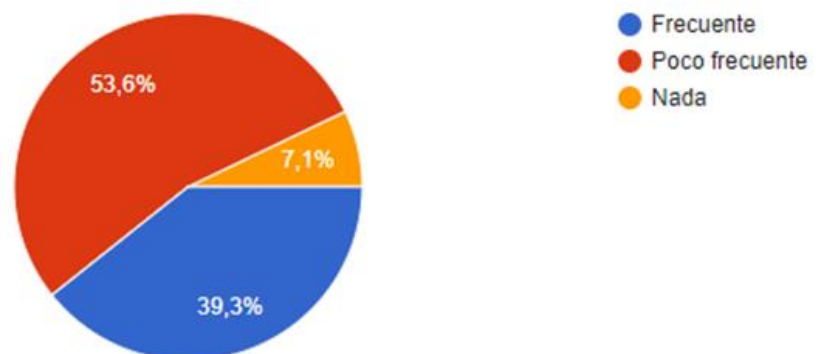


Based on the results, 75% of the students believe that using voice recordings in the classroom would greatly improve their understanding of English classes, but 25% are not sure if the voice recordings are going to improve their English classes or skills.

It is amazing to see that the majority of the students recognize the value of this tool because voice recordings allow for pronunciation practice, improved listening comprehension and familiarity with different accents, so the students know that this is a good tool for improving their English speaking and comprehension skills.

5. Aplica usted en clases actividades innovadoras usando grabaciones de voz para el mejoramiento del idioma inglés?

28 respuestas

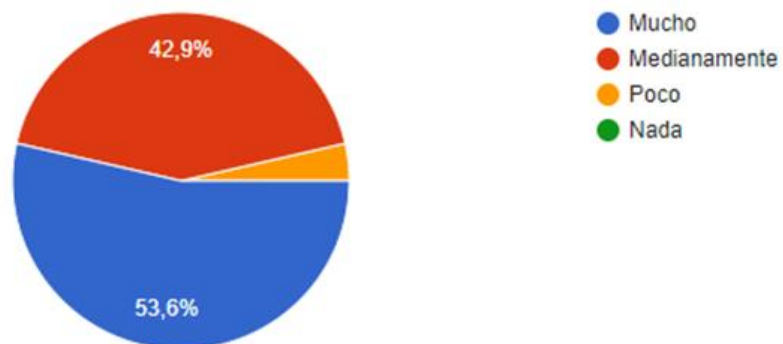


According to the results, 39,3 % % of the students find these innovative activities very useful in improving their English. This indicates just this percentage find significant benefits from using voice recordings. On the other hand 53,6% of the students think that these activities are useful but to a lesser extent. Some may find voice recordings useful, but prefer to supplement them with other learning strategies. This suggests that most people recognize the value of voice recordings in improving their English proficiency.

Overall the results reflect a negative attitude towards the use of voice recordings as an English learning language tool.

6. Conoce usted estas herramientas tecnológicas para el aprendizaje del idioma Inglés: Podcast, YouTube, Charlas.

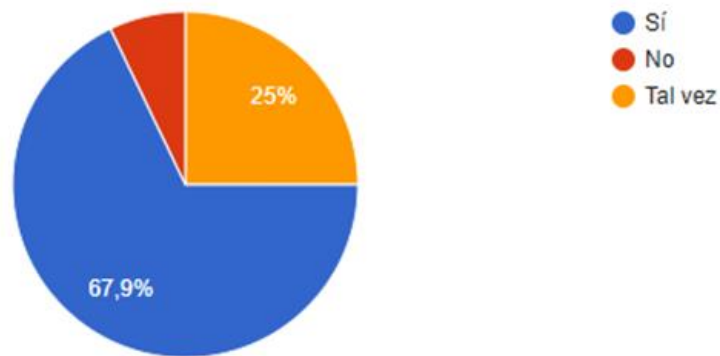
28 respuestas



All of the students are familiarized with these technological tools, 53,6% find these tools very useful to learn the English language, 42,9 find them moderately useful and just the 3,5% didn't know so much about these technological tools. In fact most of the students know these tools and only a small percentage did not know about them

7. Está usted de acuerdo en que las grabaciones de voz son un método efectivo para el estudio del idioma inglés?

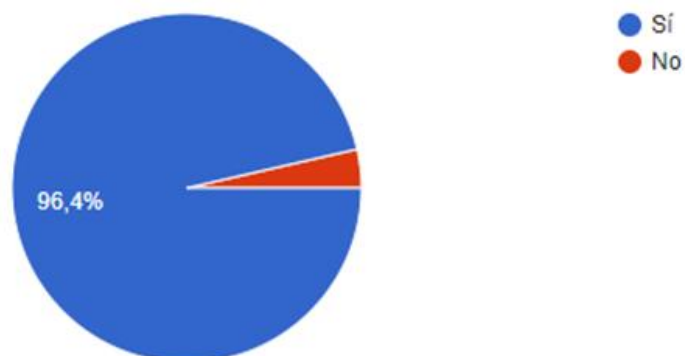
28 respuestas



According to the results 67,9% of the students totally agree that voice recordings are an effective method for English language study, the 25% have a more neutral opinion about this method and the 5,1% do not consider them to be effective. It is great to see that the majority recognize the value of voice recordings for improving English, because it is a great way to practice pronunciation and fluency.

10. Estaría dispuesto a trabajar activamente en las clases de inglés utilizando las herramientas de grabaciones antes mencionadas

28 respuestas



According to the survey results 96,4% of people are willing to use these tools, which shows a great interest and commitment to learning the language. This is really exciting, as the recordings are an excellent way to practice pronunciation, intonation and fluency in English.

In summary 96.4% of people are willing to use recording tools in English classes. This shows a high level of commitment and enthusiasm on the part of students. Recordings are an effective way to improve pronunciation, intonation and fluency in English. In addition, they allow students to evaluate their own progress and practice autonomously. I am excited to see how you would take advantage of these tools in your English classes and how you would benefit from them.

8. Le gustaría utilizar las herramientas de grabaciones para el mejoramiento del idioma inglés. Escriba cuál de ellas.

28 respuestas

- Youtube
- utilizar mas YouTube
- me gustaria utilizar más plataformas que ayuden a mi pronunciación
- Hacer podcasts, sería bastante productivo para continuar aprendiendo y mejorando el idioma
- Aplicaciones de aprendizaje, plataforma online de audio, grabaciones en línea.
- No conozco tantas aplicaciones para grabar, pero creo yo que canva.
- Charlas
- no
- YouTube

Podría ser Youtube

Youtube o Podcast

Duolingo, VoiceThread, HelloTalk

Si, grabaciones para mejorar nuestra pronunciación

Si y me gustaría más el de charlas

Si

no por el momento

La app de YouTube, ya que es la que más se usar.

Videos de YouTube, podcast

podcast

si, las que sea necesaria

Podría ser un podcast para así ir adaptando nuestro oído al idioma inglés

Puede ser

Sería utilizando herramientas por parte de YouTube

Si, me gustaría que nos pusieran videos de cómo aprender mejor el Inglés.

Apps

Quiero aprender cuáles hay

Tal vez con videos por nos ayuda a pronunciar de mejor manera

According to the results YouTube is the most mentioned platform, with 7 mentions, and is a popular choice for learning English due to its wide range of content, including tutorials, classes, and videos of native speakers. Learning platforms, such as Duolingo, are a useful tool for improving English skills, offering structured courses and interactive exercises. These platforms usually offer structured courses and interactive exercises to improve your English skills. Podcasts are another popular option for learning English, allowing listeners

to improve their listening comprehension by listening to conversations in English. Finally podcasts are another option that was mentioned repeatedly as they can listen to conversations in English and improve their listening comprehension.

The majority responded that they are very interested in learning about and putting these tools into practice, only 7% of the respondents were not interested in this topic.

Some of the students understood that record their own voice than listen any of these tools, was a mistake in this research but exactly this confuse only was for 5 students the rest understand that was to listening other person.

9. Qué opina sobre el uso de las grabaciones en el aprendizaje del idioma inglés?

28 respuestas

sirven en algunas personas

Son muy necesarias para poder comprender y practicar el idioma

Es un método bastante efectivo, debido a que ayuda a practicar el uso y manejo del inglés.

Mejora la pronunciación, fluides y confianza al hablar, así nos equivoquemos podemos mejorar.

Es bueno este tipo de método de aprendizaje porque podemos aprender a mejorar nuestra pronunciación

Opino que es una forma muy eficaz de aprender

Opino que son muy necesarias para nuestro aprendizaje y nos ayuda a fomentar el idioma.

Que si ayudaría a mejorar el inglés

Bien por que así tenemos como una charla y aprendemos mejor

Que es un buen método para poder mejorar nuestro aprendizaje
Que nos ayudarían mucho en nuestro aprendizaje
El uso de grabaciones en el aprendizaje del inglés es una estrategia muy efectiva y beneficiosa
Nos ayudaría a entender mejor el idioma
Nos ayudaría mucho para aprender ingles
Nos ayudaría a mejorar
Esto nos ayuda a fomentar el aprendizaje y mejorar el idioma inglés
Es muy bueno, y mas facil
Es una buena estrategia para poder practicar y mejorar la pronunciación del inglés.
me parece muy útil
es bueno
Que están muy bien ya que así podemos pronunciación etc
No me relaciono muy bien con las grabaciones
Si es bueno ya que podremos escuchar mejor la pronunciación y la fluidez de las palabras
Son excelentes
Creo que nos ayudaría a mejorar nuestra pronunciación
Que deben ser usadas
Tal vez no pueden ayudar

According to the results, 25 of the 28 students surveyed believe that the use of recordings for English language improvement is a very good learning strategy, they think that it is a very good way to learn English through audio, there shows a minimum percentage who think

that this learning method is not useful in itself because they do not relate very well with this kind of tool to learn English and that it cannot be very useful for everyone.

Rubrics.



RUBRIC FOR SPEAKING

Asignatura: Inglés

Institución: Unidad Educativa Oviedo.

Objetivo: Evaluar el nivel de pronunciación a la hora de hablar, de las estudiantes de Primero de Bachillerato de la Unidad Educativa "Oviedo", con el fin de permitir analizar su nivel de dominio en el idioma inglés e identificar áreas de mejora.

Nombre del estudiante:

Año escolar: 2023 – 2024

Fecha:

Matriz de Evaluación

Total de estudiantes 21.

Nº	Indicador de evaluación	SI	NO	SI%	NO%
1	Pronuncia correctamente el verbo en pasado (-ED)	9	12	42.9	57.1
2	Tiene buena entonación	10	11	47.6	52.4
3	Pronuncia correctamente el verbo en pasado (/ T /)	10	11	47.6	52.4
4	Demuestra confianza pronunciando las palabras.	13	8	61.9	38.1
5	Pronuncia correctamente la palabra (/H/)	13	8	61.9	38.1
6	La entonación permite entender el contenido.	13	8	61.9	38.1
7	Pronuncia correctamente los MINIMAL PAIRS	14	7	66.7	33.3
8	Su pronunciación resulta difícil de comprender.	6	15	28.6	71.4
9	Pronuncia correctamente el verbo en pasado (-D)	7	14	33.3	66.7
10	Habla con fluidez	8	13	38.1	61.9



RUBRIC FOR READING.

Asignatura: Inglés

Institución: Unidad Educativa Oviedo.

Objetivo: Evaluar el nivel en la pronunciación a la hora de leer, de las estudiantes de Primero de Bachillerato de la Unidad Educativa "Oviedo", con el fin de permitir analizar su nivel de dominio en el idioma inglés e identificar áreas de mejora.

Nombre del estudiante:

Año escolar: 2023 – 2024

Fecha:

Matriz de Evaluación

Total de estudiantes 17.

Nº	Indicador de evaluación	SI	NO	SI%	NO%
1	El estudiante habla con fluidez durante la lectura	10	7	58.9	41.1
2	Maneja el tema de la puntuación al leer.	6	11	35.3	64.7
3	Tiene sentido de la puntuación al leer.	10	7	58.9	41.1
4	Pronuncia correctamente los verbos regulares.	14	3	82.3	17.7
5	Pronuncia correctamente los verbos irregulares.	14	3	82.3	17.7
6	Pronuncia correctamente el vocabulario básico.	14	3	82.3	17.7
7	Pronuncia correctamente el vocabulario complejo.	7	10	41.1	58.9
8	Se entiende claramente el contenido de la lectura.	12	5	70.6	29.4
9	Expresa emoción con las frases exclamativas.	3	14	17.7	82.3
10	Supera el desafío de pronunciar palabras más complicadas.	4	13	23.6	76.4



Pontificia Universidad
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Sede
Ibarra

Podcast Power : Improving English Pronunciation through Voice Recordings

Kenneth Maldonado

Proposal: The power of English.

Title: Speak Up: Improving English Pronunciation through Voice Recordings

Introduction: In today's globalized world, English has become the lingua franca, a common language used for communication among people from different linguistic backgrounds. However, many non-native English speakers struggle with pronunciation, which can hinder effective communication. This podcast aims to help English learners improve their pronunciation through voice recording.

When you travel to the United States, it is common to experience culture shock that can affect the way you interact with local dialects. Anxiety and confusion can lead to errors in pronunciation and comprehension. To overcome this obstacle, it is important to keep an open

perspective, evaluate your expectations and suspend judgments. Learn about local customs and traditions, and don't be afraid to make mistakes. Practice and exposure to different dialects will help you improve your pronunciation and comprehension.

Objectives:

- To provide a series (6-8) of podcast for English learners to practice and improve their pronunciation skills.
- To offer tips and techniques for effective voice recording and pronunciation practice.
- To provide a series of practical and effective exercises linked to the topics of the English textbook of the first year high school students of the Unidad Eduactiva Oviedo.

Format: The podcast will consist of weekly episodes, each lasting around 15-20 minutes. Each episode will focus on a specific aspect of English pronunciation, such as vowel sounds, consonant sounds, stress and intonation, and common pronunciation mistakes. The host will provide examples and exercises for listeners to practice, and will also invite guests to share their experiences and tips.

Target Audience: The podcast is aimed at non-native English speakers who want to improve their pronunciation skills. It is suitable for learners at all levels, from beginners to advance.

Benefits: By listening to the podcast and practicing pronunciation through voice recording, learners can:

- Improve their speaking skills and confidence
- Learn from native English speakers and other English learners
- Receive feedback and guidance on their pronunciation
- Develop their listening skills and comprehension

Equipment: The podcast will be recorded using a high-quality microphone and editing software. The host will also use a script and pronunciation guides to ensure accuracy and clarity.

Tips and Techniques.

General Tips for Sounding Good:

- **Don't worry about "likes" or "ums."** Using filler language like "uhhhh" or "y'know?" is a sign that you're speaking casually. Try not to keep track of your "like" count.
- **Smile when you are speaking.** Smiling makes you sound nice and friendly. It's a simple trick to improve your tone and delivery.
- **Vary your vocal inflection.** Change your pitch and volume to convey emotions and emphasize important points. This will keep your listeners engaged and interested.
- **Take notes.** Writing down key points or ideas can help you stay focused and speak more clearly.
- **Start your sentences over when you're unclear.** If you stumble or garble your words, start again to ensure your message is clear and concise.

Tips for Interviewing Guests

- **Tell your guests what you need.** Be clear about your podcast's goals and what you're looking for from your guests. This will help them feel more comfortable and prepared.
- **Prepare questions.** Have a list of topics or questions to cover, but don't be afraid to deviate from the script if the conversation takes an interesting turn.
- **Listen actively.** Pay attention to your guest's responses and ask follow-up questions to delve deeper into the topic.

Additionally, here are some specific tips for pronunciation practice:

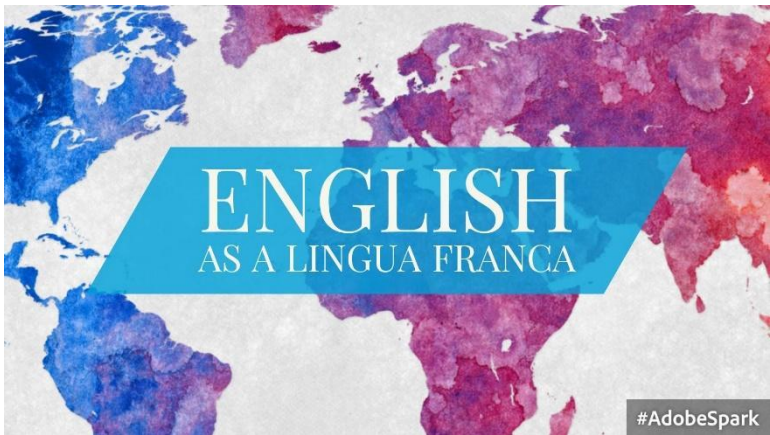
- **Listen to native speakers.** Pay attention to how native English speakers pronounce words and phrases, and try to mimic them.

- **Record yourself.** Listen to your own recordings to identify areas for improvement and track your progress over time.
- **Practice with a language exchange partner.** Find someone to practice speaking with regularly, and ask for feedback on your pronunciation.
- **Focus on individual sounds.** Identify specific sounds or words that you struggle with and practice them in isolation until you feel more comfortable.

Exercises 1

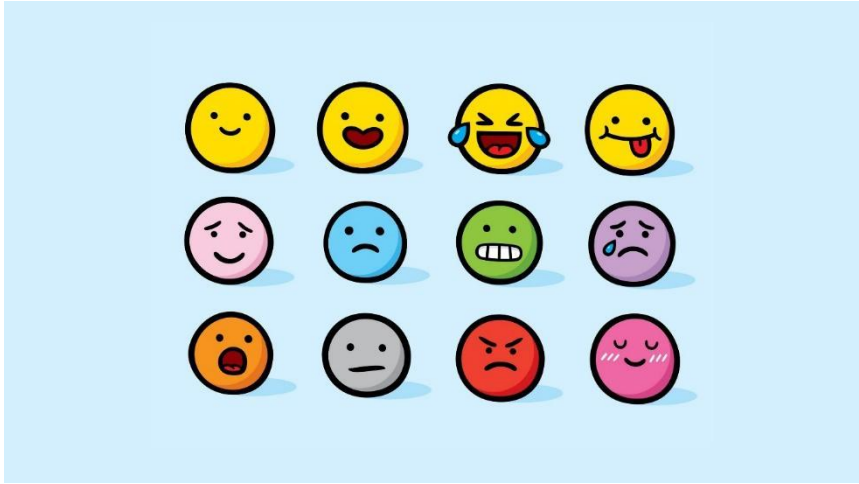
Introduction.

This first podcast is focused on a general video about the English language, to draw the attention of the students so that they have more interest in this subject.


Theme	English as a Lingua Franca 
Link	https://www.youtube.com/watch?v=jkfSGIA8_a4
Length	4 minutes
Objective	The objective of this video is to provide a historical overview of how English became the world's lingua franca, replacing French. The video aims to explore the factors that contributed to this transition, including the influence of the Enlightenment Period, the Industrial Revolution, the expansion of the British Empire, and the rise of the United States as a global superpower.
Instruction	<ul style="list-style-type: none">● Listen to the whole video.● In your notebook write down the most important ideas of the video.● Then share with the class.● Finally exchange the ideas with one classmate.
Feedback	Ask to your teacher about parts, phrases or words that you do not understand.

Exercise 2. Unit 1.


From this point on, only topics from the units seen in the student's book will be used.

Theme	<p>Feelings</p> 
Link	https://www.youtube.com/watch?v=hcuMLQVAgEg
Length	1 hour and 40 minutes
Objective	Learn about how feelings today can affect our daily lives and how to deal with them through this podcast.
Instruction	<ul style="list-style-type: none"> ● Listen the video in 4 parts. ● Focusing on specific sounds that are difficult for you can help you improve your overall pronunciation. ● Write the words that you never hear. ● Share with your classmates.
Feedback	Ask to you teacher for some help if you don't identify one or some specific sounds.


Exercise 3. Unit 2.

Theme	<p>Sport and Fitness</p> 
Link	<p>https://www.youtube.com/watch?v=37UhELFvPec</p>
Length	<p>15 minutes</p>
Objective	<p>The expert is discussing the benefits of exercise and encouraging the audience to incorporate fitness into their daily lives. He highlights the potential health benefits of regular exercise, such as reducing the risk of chronic diseases, improving brain function, and boosting mental and emotional health. He also shares his personal journey with fitness and how it has positively impacted his life.</p>
Instruction	<ul style="list-style-type: none"> ● Identify the most important benefits ● From your point of view write the benefits in a piece of paper. ● Create a daily routine with these habits. ● Share with someone and explain how you are going to do these new habits
Feedback	<p>Your teacher can recommend you if some habits are wrong or right, the teacher should play a role like a judge in this case.</p>


Exercise 4. Unit 3.

Theme	Energy 
Link	https://www.youtube.com/watch?v=b69LGTX-c7M
Length	16 minutes
Objective	The objective of this video is to learn the concept of energy and its various forms, and to appreciate the triumph of human intellect in understanding and harnessing energy to build civilization.
Instruction	<ul style="list-style-type: none">● Listen the whole video.● Then try to imitate the different accents between them.● Take notes of some specific sentences and then speak with some classmates.
Feedback	Ask your teacher if he or she can recognize the different accents, if the teacher cannot recognize, student need to improve their pronunciation with the help of their teacher.


Exercise 5. Unit 4.

Theme	<p>Technology</p> 
Link	<p>https://www.youtube.com/watch?v=LNvLVXVT0pc</p>
Length	<p>10 minutes</p>
Objective	<p>The objective of this video is to discuss the topic of technology and how it affects people's lives.</p>
Instruction	<ul style="list-style-type: none"> ● Listen to the video in pairs. ● Take turns to practicing different sounds and giving each other feedback. ● Write in just one notebook 10 new words and find the meaning in a digital dictionary.
Feedback	<p>Ask your teacher to stop the record or to repeat in some parts of the video to better understanding.</p> <p>You can go with your partner to the teacher and say all the words you have practiced before and have the teacher tell you how you are pronouncing them.</p>


Exercise 6. Unit 5.

Theme	<p>Social Media.</p> 
Link	<p>https://www.youtube.com/watch?v=aOhx6fGBLso</p>
Length	<p>9 minutes</p>
Objective	<p>To discuss the concept of boredom in the modern era, its effects on creativity and mental health, and the importance of finding a balance between digital media consumption and quiet reflection.</p>
Instruction	<ul style="list-style-type: none"> ● Students are going to focus on stress and intonation ● In groups of 4 students identify how the experts pronounce the words and then speak like the experts. ● In these groups are going to make 4 sentences, and one by one are going to speak like the experts.
Feedback	<p>Ask your teacher if your pronunciation is close to the experts.</p>

Exercise 7. Unit 6.

Them	<p>Health</p> 
Link	<p>https://www.youtube.com/watch?v=FNO_ow76hU8</p>
Length	<p>2 hours</p>
Objective	<p>Students should learn about the importance of mental health through this podcast, this podcast is a little long but the topic of mental health is up to 30 minutes, it will be divided into two series of 15 minutes so that it does not become so long.</p>
Instruction	<ul style="list-style-type: none"> ● Students should listen the podcast ● Write the most important thing about the mental health. ● Then use a app (WhatsApp) to record themselves ● Send it to the teacher. ● This record make consist on the most important things about the podcast.
Feedback	<p>The teacher will give personal feedback via WhatsApp, tell if some things are wrong or right.</p>

Exercise 8. Finally.

Theme	Tour of U.S. Accents 
Link	https://www.youtube.com/watch?v=H1KP4ztKK0A
Length	21 minutes
Objective	To recognize the different accents in the U.S.
Instruction	<ul style="list-style-type: none">● Students should choose one of the accent● Try to imitate in a perfect way to finish this little series of podcast.● Make a little presentation about the accent you select.● The presentation can be in canva or prezi.● Finally share with the class.
Feedbacak	Ask your teacher to stop the record or to repeat in some parts of the video to better understanding, you can talk to your teacher about the accent that the student choose, and the teacher try to recognize it.

Conclusion: Speak Up: Improving English Pronunciation through Voice Recording is a podcast that aims to help English learners improve their pronunciation skills and build their confidence in speaking English. By providing tips, techniques, and a supportive community, the podcast will empower learners to take control of their language learning journey and achieve their goals.

With this series of podcast students, they can improve significantly in the areas of listening and speaking through the podcasts since all the podcasts have different accents and different types of pronunciation, through this the students can better recognize what the English language is.

Finally, it could be said that if the students travel abroad someday, they will be able to recognize the language in a better way and will feel confident to engage in a conversation with them, since that is what was sought with this proposal.