



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

Facultad de Comunicación, Lingüística y Literatura

Trabajo de Titulación como requisito previo para la obtención del título de
Magíster en Pedagogía del Inglés como Lengua Extranjera.

**Buzz Group Methodology to improve the English pronunciation skills
for A1 students**

Autor : Alberto Esteban Vallejo Delgado

Director -Tutor:

Serrano Prato Gabriela Petruska

C.C/C.I. 1758831687

gpserrano@puce.edu.ec

Quito, enero 2022

DECLARACIÓN Y AUTORIZACIÓN

Yo, Alberto Esteban Vallejo Delgado, con C.I. 0604333609, autor del trabajo de graduación titulado **“BUZZ GROUP METHODOLOGY TO IMPROVE THE ENGLISH PRONUNCIATION SKILLS FOR A1 STUDENTS”**, previa a la obtención del grado académico de **MAGISTER PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA** en la **Facultad de Comunicación, Lingüística y Literatura**.

1. Declaro tener pleno conocimiento de la obligación que tiene la Pontificia Universidad Católica del Ecuador, de conformidad con el artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESYT en formato digital una copia del referido trabajo de graduación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2. Autorizo a la Pontificia Universidad Católica del Ecuador a difundir a través del sitio web de la biblioteca de la PUCE el referido trabajo de graduación, respetando las políticas de propiedad intelectual de Universidad.

Quito, enero, 2022

Alberto Esteban Vallejo Delgado

C.I. 0604333609

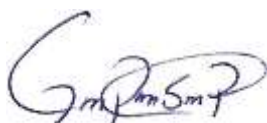
Dirección Física del Campus
Apartado postal 17-01-2184
Telf.: (+593) 0 000 0000 ext. 0000
Ciudad – País www.puce.edu.ec



APROBACIÓN DEL TUTOR

En mi carácter de Director (a) – Tutor (a) del Trabajo de Posgrado Titulado: *“Buzz Group methodology to improve the English pronunciation skills for A1 students”*, presentado por la maestrante ALBERTO ESTEBAN VALLEJO DELGADO, titular de la Cédula de Identidad N° 0604333609, para optar al Grado de Magíster en Innovación en Educación, considero que dicho Trabajo de Investigación reúne los requisitos y méritos suficientes para ser sometido a la evaluación por parte de los Lectores – Evaluadores que se designen para tal fin por parte de las autoridades de la Facultad de Ciencias de Comunicación, Lingüística y Literatura.

En la ciudad de Quito, a los 19 días del mes de enero de 2022.



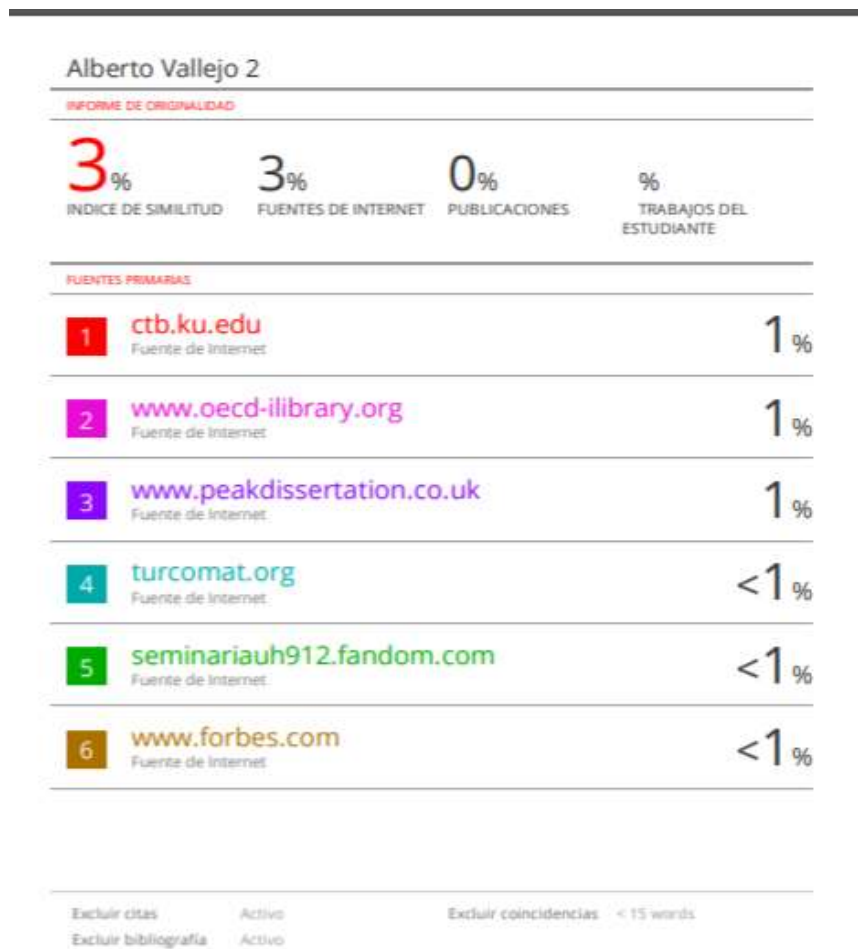
Serrano Prato Gabriela Petruska

C.C/C.I. 1758831687

gpserrano@puce.edu.ec

Se comunica que en el servicio de análisis Turnitin, el referido trabajo de titulación alcanzó el siguiente resultado: 3% índice de similitud con otras fuentes.

TURNITIN:



DECLARACIÓN DE AUTENTICIDAD Y RESPONSABILIDAD

Yo, ALBERTO ESTEBAN VALLEJO DELGADO, titular de la Cédula de Identidad N° 0604333609, declaro que los resultados obtenidos en la investigación, como requisito previo para lo obtención del Grado Académico de Magister en Pedagogía de la enseñanza de Inglés son absolutamente originales, auténticos y personales.

En tal virtud, declaro que el contenido, las conclusiones y los efectos legales y académicos, que se desprenden del trabajo de investigación, y luego de la redacción de este documento, son y serán de mi sola y exclusiva responsabilidad legal y académica.

En la ciudad de Quito, a los 19 días del mes de enero 2022.

Firma:

ALBERTO ESTEBAN VALLEJO DELGADO

C.I. 0604333609

INDICE

STATEMENT AND AUTHORIZATION	ii
TUTOR APPROVAL	iii
PLAGIARISM REPORT.....	iv
AUTENTICITY AND RESPONSABILTY STATEMENT	v
INDEX.....	vi
TABLES INDEX.....	viii
GRAPHS INDEX	ix
RESUMEN	x
ABSTRACT.....	xi
CHAPTER I.....	14
THE PROBLEM	14
1.1 Problem Setting.....	14
Research Questions.....	20
Research Objectives	20
General Objective.....	20
Specific Objectives.....	20
Research Rationale.....	21
CHAPTER II.....	24
THEORY BACKGROUND	24
2.1 Learning.....	24
2.1.1 Language Learning	24
2.1.2 Speaking development.....	25
2.1.3 Pronunciation skills	25
2.2.4 Cooperative Learning	26
2.1.5 Buzz Strategies	28
2.1.5.1 Buzz Strategy Participants.....	29
2.1.5.2 Discussion Leader	30
2.1.5.3 Teacher Role.....	31
2.1.5.4 Grouping.....	32
2.1.5.5 Topic introducing	33
2.1.5.6 Discussion.....	34
2.1.5.7 Learners' interaction	34
2.1.5.8 Strategy effectiveness	34

2.2 English Pronunciation.....	35
2.2.1 Linguistic aspects.....	37
2.2.3 International Phonetic Alphabet.....	38
2.2.3.1 Vowel and consonant sound.....	39
2.2.4 Suprasegmental features.....	39
2.2.5 Stress.....	40
2.2.6 Rhythm.....	40
2.2.7 Intonation.....	41
3. METHODOLOGY.....	42
3.1. RESEARCH APPROACH.....	42
3.3. Level or Type of Investigation.....	43
3.4 Population.....	44
3.5 Data collection Techniques and Instruments.....	45
CHAPTER IV.....	46
RESULTS PRESENTATION.....	46
CHAPTER V.....	59
CONCLUSIONS.....	59
RECOMMENDATIONS.....	62
REFERENCES.....	65

INDICE DE TABLAS

Table 1. International Phonetic Alphabet	38
Table 2. Population	44
Table 3. Learners' Knowledge about IPA	24
Table 4. Consonant Sound Production.....	24
Table 5. Vowel Sound Production	24
Table 6. Diphthongs Production.....	24
Table 7. Cluster of Sounds Identification	24
Table 8. Sentence Stress Use	24
Table 9. Word Stress Use	24
Table 10. Rhythm Use	54
Table 11. Intonation Pattern Application.....	55
Table 12. Junctures Use	24

INDICE DE GRÁFICOS

Graph 1. Learners' Knowledge about IPA	24
Graph 2. Consonant Sound Production.....	246
Graph 3. Vowel Sound Production	47
Graph 4. Diphthongs Production	49
Graph 5. Cluster of Sounds Identification	24
Graph 6. Sentence Stress Use	24
Graph 7. Word Stress Use	24
Graph 8. Rhythm Use	53
Graph 9. Intonation Pattern Application.....	54
Graph .10 Junctures Use	55

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
MAESTRIA EN INNOVACION EN EDUCACIÓN
Innovación e Intervención Educativa

BUZZ GROUP METHODOLOGY TO IMPROVE THE ENGLISH
PRONUNCIATION SKILLS FOR A1 STUDENTS

Autor:

Alberto Esteban Vallejo Delgado

Director -Tutor:

Gabriela Petruska Serrano Prato

Fecha: enero, 2022

RESUMEN

Este estudio presenta una propuesta metodológica basada en el aprendizaje cooperativo, con el uso de la estrategia Buzz Group, la cual motiva a los estudiantes a desarrollar habilidades de expresión oral en grupos reducidos. El objetivo general del trabajo fue determinar la incidencia de la estrategia de Buzz Group para lograr una clara pronunciación en inglés de los estudiantes de bachillerato de la Unidad Educativa Particular durante el año escolar 2021. Un enfoque de carácter cualitativo a nivel descriptivo y exploratorio fue aplicado. Se diseñaron pruebas de pre y post intervención de las cuales se obtuvieron los principales datos relacionados con la pronunciación y el uso de la estrategia Buzz Group. Como resultado principal se observó la incidencia de la estrategia de Buzz Group en la pronunciación del inglés, acortando la brecha entre el aprendizaje estratégico y la pronunciación en el enfoque de enseñanza comunicativa de lenguas. El estudio recomienda poner mayor atención a la pronunciación y el uso de estrategias activa y cooperativas las cuales mejoran de manera integral el aprendizaje de un idioma extranjero.

Palabras Clave: Estrategia, Pronunciación, Aprendizaje, Buzz Group, Motivación.

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
MAESTRIA EN INNOVACION EN EDUCACIÓN
Innovación e Intervención Educativa

BUZZ GROUP METHODOLOGY TO IMPROVE THE ENGLISH
PRONUNCIATION SKILLS FOR A1 STUDENTS

Autor:

Alberto Esteban Vallejo Delgado

Director -Tutor:

Dr.

Fecha: Enero, 2022

ABSTRACT

This study presents a methodological proposal based on cooperative learning, with the use of the Buzz Group strategy, which motivates students to develop oral expression skills in small groups. The general objective of the work was to determine the incidence of the Buzz Group strategy to achieve a clear pronunciation in English from a high school student group during the 2021 school year. A qualitative approach at a descriptive and exploratory level was applied. Pre and post-intervention tests were designed from which the main data related to pronunciation and the use of the Buzz Group strategy were obtained. Where the impact of this strategy on English pronunciation was observed, bridging the gap between strategic learning and pronunciation in the communicative language teaching approach. The study recommends paying greater attention to pronunciation and the use of active and cooperative strategies which comprehensively improve the learning of a foreign language.

Key Words: Strategy, Pronunciation, Learning, Buzz Group, Motivation.

INTRODUCCIÓN

The teaching of foreign languages has undergone great changes in the last thirty years. Studies in linguistics, psycholinguistics, pragmatics, discourse analysis, etc. They have brought with them a series of ideas that have promoted a didactic renewal, which has been reflected in the development of the communicative approach, the first to establish learning objectives aimed at oral and written communicative competence.

Although teaching has improved, adult or adolescent students continue to have difficulties expressing themselves and understanding native speakers, especially when their contact with instruction is reduced to three to five hours of class per week. These difficulties could be related to the nature of formal learning.

Pronunciation is, ultimately, the materialization of oral language and, as such, it is both production and perception, hence its importance for the success of communication. Traditionally, in the teaching of the language, attention has been paid only to the correct pronunciation of sounds in isolation, in contact, leaving aside the prosody. Nevertheless, pronunciation is made up of segmental elements (sounds), and suprasegmental elements (accent, rhythm, and intonation). Therefore, from a didactic point of view, educators must consider pronunciation in its integral way and focus on the elements that have greater relevance or performance in human communication.

Comentado [SPGP1]: Justificar todo el texto de párrafos

Methodologies like the Buzz group methodology can consistently improve English pronunciation skills. The experience of applying this methodology has been documented in this research work in the following structure:

Chapter I: consistent of the background, Statement of the Problem, Formulation of the Problem, General Objective, Specific Objectives, and Justification.

Chapter II: consists of the Theoretical Framework, on which the analysis of the problem is based, it refers to the application of the Buzz Methodologies to improve English pronunciation on A1 students.

Chapter III: contains the methodology and instruments for data collection and the population of the investigated Institution.

Chapter IV: the corresponding intervention proposal was formulated

Chapter V: the analysis and interpretation of the results obtained from the students' pre & post-tests.

CHAPTER I

THE PROBLEM

1.1 Problem Setting

Learning has been directly linked to the social institution in charge of imposing it, for this investigation, referred to as school. Schools, as well as the educational system, like all social and human phenomena, are in permanent change. These changes produce endogenous and exogenous problems to education. The starting point in education is linked to a direct relationship between crisis and quality (Romero et al., 2017), and this point of origin leads the entire educational system to constantly seek alternative solutions to these crises and achieve quality in learning processes.

Currently, learning is affected by external factors of the educational system, such as new technologies and globalization which are presented in all the fields of human life. It conditions the educational system to restructure its teaching methodologies and strategies, based on the needs that are shown every day with scientific, technological, and educational advances.

The education sector faces great challenges and disruptions in an ever-changing global environment. Education systems must adapt to the new landscape. The need for agile education systems has been exacerbated by the COVID-19 crisis. There is still a long way to go, cementing it with major reforms and transformations in education worldwide to adapt to the new era through educational trends such as integration and digitization. (Messina and García, 2020)

To keep up with these trends, education systems and organizations must take steps to ensure that pedagogical methods, the learning environment, the syllabus or curriculum, and teaching aids are transformed and modernized to adapt to the new landscape to help develop skills of the future. For Messina and García (2020), Romero and others (2017), Ferreiro (2016), the need for new skills has created the need for pedagogical transformation and the redefinition of education, which may be possible through technological innovation, innovative industry collaboration, and classroom modernization.

Schools are built and designed innovatively, to embrace a higher-tech learning environment and promote self-exploration of their surroundings, in an effort to promote technological advancements. Educational services have moved from whiteboard learning to digital innovation centers, equipped with the latest technologies such as artificial intelligence (AI), digital environments (DE), printing, and simulation environment. In this regard, Lozano (2011) refers in this sense to talk less about information and communication technologies (ICT), and more about learning and knowledge technologies (LKT). To centralize the information flow, so now its work must focus more on user training.

Learning for the 21st century is both personal and personalized. It is purposeful and honors student diversity. For Ferreiro (2006) it combines sprinting and extended challenges. Combine student voice and choice with thoughtful guidance to shape learning experiences. With the community as a classroom, 21st-century learning happens anywhere, anytime. Addressing complexity with design thinking and adopting an entrepreneurial mindset in an effort to spot opportunities with the arrival of new technologies, educators now could create personalized experiences aligned to the

curriculum without neglecting learning strategies, and these strategies must be adapted to new requirements and become discovery strategies (Casillas, 2018).

To shorten the gap between what is considered in the national curriculum and the abilities that learners may require in their lives and future professional careers, some countries have made efforts to strengthen links between schools and companies and to provide students with a broad variety of learning experiences that are relevant to their future lives. In New Zealand, no courses or subjects are required for upper secondary school students. This means that students can elicit those that are most relevant to their lives and future careers and can concentrate on them in-depth (Ministry of Education, 2021).

The English language or lingua franca is known as the third language in the world with the highest number of speakers, and the second most widely spoken. Used in countries such as England, the British Empire, and the United States of America, some of which are great world powers. This has made English the main language for international communication and is therefore present in all curricula worldwide. Considering that the main language in which most current advances and globalization occur is the English language, there is a need for communication and learning of this language to be strengthened in the basic education stage. Because fundamental bases are created to reproduce and put into practice the language, giving the students the necessary mechanisms for their personal, professional, and intellectual development.

Likewise, it is important to mention that, in recent years, with the increasing use of the internet, and social networks, the need to learn the lingua franca as a direct and immediate means of access to the information generated on the global network has increased. The importance that the English language has around the world both in commercial, communicative, and educational aspects leads educational systems to

include it as a tool for human development. In a certain way, those who do not speak a foreign language or second language and/or lack knowledge of the use of technologies are considered functionally illiterate (Bawden, 2002).

Despite these factors, the English-speaking indices in Latin America do not indicate good results, since the countries of this region demonstrate very low levels of English literacy. Ecuador is ranked 38 out of 70 on the English language proficiency scale (Education First, 2020). Due to the need to improve this low level; The Ecuadorian state implemented the English strengthening program that is one of its specific objectives proposes “Establish quality standards for the teaching and learning of English as a reference of what both teachers and students should know and should be able to do to raise the quality of education in the language ”(Ecuador, 2021); In addition, in another of its objectives, it proposes “To guarantee that high school graduates reach a minimum level of B1 of proficiency in the English language, according to the CEFR” (Ecuador, 2021). The current government demands trained teachers to provide quality education.

According to Cadena et al. (2017), there are many theories and methodologies for learning foreign languages that have been implemented in Ecuador, from the Traditional Grammar model to the use of virtual platforms and in between several inventions and positions, in this context, it is possible wondering about the key to obtaining observable results in the students on the use of the language.

In Ecuador and other countries, it has been shown that one of the greatest difficulties faced by the educational system is how to promote an adequate process of learning English. There have been several causes to indicate that the English learning process has shown little evidence of efficiency in its use. It is because the importance of productive skills such as speaking and writing has been minimized compared to the

practice of grammar and vocabulary within a grammar-traditional and non-communicative approach (Cadena, 2018).

Hence the need to promote teaching strategies, propose proposals that are focused on involving all students, taking into account their learning styles. These strategies must be focused on the understanding and production of the language in students, in order to achieve success in their academic training. Fostering in the student the confidence to overcome the fear and panic that they feel when speaking in English, as well as to achieve significant learning of the language and polish their pronunciation until they achieve the habit of self-motivation to speak the language.

In the same manner, it has been possible to observe the little handling of activities that help the student to create meaningful learning, which in the long term promotes the use of the language correctly and effectively. Thus, allowing an adequate development of oral skills, that is why teachers who are adamant on using strategies that have remained in the past, and students learn English with traditional methodologies, do not promote the development of oral skills and much less communication using the foreign language (Cadena et al., 2017).

The success of learning English depends on the opportunities students receive to practice and produce English, as well as to learn their academic subjects. Providing this support to students is not easy, as English as a Foreign Language (EFL) teachers must essentially do twice the work. For example, teaching academic English and science at the same time and must check for understanding, often without being able to communicate effectively with students using the foreign language. Most teachers have not received adequate training to deal with these complex demands. English learners are more likely than any other group of students to be taught by a teacher who has limited

knowledge of methodological strategies relevant to this time of change and uncertainty (Gándara and Maxwell-Jolly, 2008).

This study analyzed a methodological proposal based on cooperative learning, with the use of the Buzz Group strategy, which motivates students to develop speaking skills in small groups. This is done in order to make learning more interactive between both participants and to avoid anxiety when expressing the language. The objectives of this work are to determine the factors that limit the learning of English speaking skills, to apply for group work, and to document the process to respond to how this cooperative learning methodology affects students' speech learning progress.

Due to the afore-mentioned issues, the problem posed is evident, since the students of Unidad Educativa San Martín present a low level of motivation to practice and develop oral production and interaction. The educational system is designed so that teachers apply the communicative approach, however, there is high pragmatic ignorance of teachers as to the implications of this approach and the strategies and techniques that are sheltered in it. The routine and mechanization of classes, therefore, is a visible element in the institution. In addition, in a short survey, 85% of the institution's teachers expressed little knowledge of the fundamentals of the communicative approach.

This directly causes deficiencies in the oral production in the English language of the students, since the teachers are oriented to finish the program within the deadlines established by the authorities and neglect or do not prioritize oral practice. That is, they concentrate more on grammar and vocabulary. In addition, the students expressed dissatisfaction because at the end of the study program each year, their speaking ability and pronunciation are the least developed skills, increasing their affective filter and lack of motivation to speak in English.

The use and application of innovative strategies such as the Buzz Group strategy are projected as viable alternatives to solving this educational problem.

Research Questions

- Does Buzz Group strategy contribute to achieving a neat pronunciation in the English language?
- What is the current situation of learners in terms of pronunciation accuracy?
- What methodological strategies do foreign language teachers use to improve the learner's pronunciation?
- Is it feasible to design a didactic proposal to improve pronunciation ability through Buzz Group Strategy?

Research Objectives

General Objective

To determine the incidence of Buzz Group strategy to achieve a neat English pronunciation of the first year of bachillerato students at Unidad Educativa San Martin during the school year 2021.

Specific Objectives

- To describe the current situation of learners in terms of pronunciation accuracy of the first year of bachillerato at Unidad Educativa San Martin during the school year 2021.
- To identify the methodological strategies foreign language teachers use to improve the learners' pronunciation of the first year of

bachillerato at Unidad Educativa San Martin during the school year 2021.

- To design a didactical proposal to improve pronunciation ability through Buzz Group Strategy on learners of the first year of bachillerato at Unidad Educativa San Martin during the school year 2021.

Research Rationale

English has been gaining ground worldwide, and especially in Latin America, where it is observed that countries such as Mexico, Colombia, Chile, Brazil, Argentina, Ecuador, Uruguay, Honduras, Peru, Costa Rica, and Paraguay have been implementing policies aimed at promoting and improving the teaching of English and providing better educational prospects for its citizens due to the importance of this language in all social dimensions.

About the reforms that have taken place in Ecuador in recent years, the government's intention to make improvements in education and specifically in the teaching of a second language stands out. The National Plan for Good Living mentions that it is important to "Promote the learning of a foreign language under international accreditation parameters, from early education to higher level." (PNBV, 2013, p 12). These processes are framed within modern and updated views of learning such as PBL.

The gap that exists in the quality of foreign language education in public and private education is evident, with a higher percentage of students with English proficiency in private institutions. The feasibility of this project is determined by the importance of the number of hours and students that the institution that is the object of this research has.

However, as Benavides (2016) points out, the limited use of oral activities in general and the deficient communicative development in the class, demand to take into account that the main objective of the language learning process is the development and production of oral abilities. Demanding as well that teachers apply more innovative processes in the classroom.

This research aims to guide teachers who teach the English language to discover and apply new teaching strategies that improve pronunciation in students that allow them to function in scenarios such as the current ones. Hence, the impact of this study is focused on the teaching-learning process of the English language because the benefits of a good command of the English language are many; among them good performance in different areas such as social, professional, and personal.

In this same vein, it should be noted that this problem has been evident from the first levels of education, where there are not enough hours for the study of the English language, and it is evident that teachers do not give the necessary importance to this subject, and in turn, do not seek to use new teaching strategies that motivate the student. Hence, the causes of these problems should be controlled, thus avoiding suffering the consequences in the academic future of the student, as is happening with the students of the first year of bachillerato.

The foregoing makes it possible to highlight that the teacher must generate new ideas and practices that focus on optimizing learning, generating new proposals and strategies, to help the student learn more easily. Achieving novel didactics within the classroom. (Benavides, 2016). The purpose and contribution of this research are to respond to the needs, interests, and motivations of the students of the first year of bachillerato of Unidad Educativa San Martin, and at the same time motivate English teachers to use novel strategies that promote student motivation, including the use of

ICT in the development of their objectives. To contribute by presenting guidelines to achieve meaningful learning through the implementation of a proposal that will improve the students' pronunciation in English as a foreign language.

The development of this research is important to help students control their fears regarding oral communication and pronunciation of the English language since it has been observed that in the classroom, they do not feel comfortable in this regard. It is intended to propose strategies that allow mastery over the pronunciation, promoting security and interest in the ability to speak, especially in first-year high school students. This is to ensure success in their future university studies.

Finally, as Páez (2016) points out, When the teacher uses audiovisual materials for the transmission, creation, interpretation, and evaluation of experiences, the student achieves an interest in learning English. This is why it is intended to promote the use of technological tools and audiovisuals through the implementation of ICT in the classroom; with the intention of awakening greater interest in students, who are technological natives and learning is facilitated more with the use of this type of tools, so this research has social, technological and academic relevance since it turns out to be an innovative subject that helps to improve the learning of English and the mastery and development of speaking skills.

CHAPTER II

THEORY BACKGROUND

2.1 Learning

In a loose sense learning is not a specific faculty of humans; animals in a certain sense are said to learn, insofar as they can incorporate stable or lasting behavior patterns due to practice or experience, the correct thing to do would be to speak of learning as a synonym for human learning (Ferdig, Baumgartner, Hartshorne, Kaplan-Rakowski & Mouza, 2020).

Human Learning and the educational systems are going through a momentous time. In most of the world, schools and universities are closed. According to a report by the United Nations Educational Organization, Science and Culture (UNESCO, 2020), some 185 countries suspended classes throughout their territory plus others that they partially suspended. In total, more than 1,500 million students were affected. That figure represents 90% of the global student population (UNESCO, 2020). The closure of schools is justified as it is a measure of effective clinical practice against pandemics that slow its progress, with its spread in children greater than that of adults (COTEC, 2020).

2.1.1 Language Learning

The learning of a second language is an activity that affects the personality of the child during its development. Brooks (2015) comments that the ability to express oneself appropriately and acceptably is of great importance in the process of gaining

self-confidence, and here bilingualism is a disability, especially when the other language is not socially acceptable. Learning a new language generates a lot of expectation or emotion but when encountering difficulties in learning generates frustration and anxiety, young people feel shy to practice or speak for fear of ridicule from other members of the class; this factor directly affects not only language learning but also its oral production due to the lack of practice and communication.

2.1.2 Speaking development

In an interaction that typically involves speaking and understanding at the same time, speakers need to control themselves to identify and correct production problems at the rapid pace of a real conversational exchange (Hinkel, 2006, pp. 114-115). What better way to do this than by practicing this with peers within groups? Task-based teaching of speech skills has built-in opportunities for online planning that give as a result more precise and complex uses of language. Ellis (2003) explains that carefully designed tasks can encourage the development of various aspects of oral production.

2.1.3 Pronunciation skills

To achieve a more appropriate use of the English language Tarone (2005) points out that the objective of teaching pronunciation has gone from pointing to a natural accent to pointing to intelligibility, that is, the degree to which the listener understands the speaker's expression. (Hinkel, 2006, p. 114).

For this reason, the goal of teaching proper pronunciation is to help the student achieve general intelligibility rather than a drastic modification of the accent (McKay, 2002). At this stage, the teaching of pronunciation within this research has to address two fundamental issues in the development of pronunciation: phonetics and intonation in the oral production of the language in the classroom. Conversation activities can be planned, in small groups, and use resources to engage students in speaking activities

such as rehearsing dialogues, completing information gap activities, playing interactive games, discussing current affairs, problem-solving, word games, roles, and completing speaking tasks. Speakers with lower levels of proficiency will feel more comfortable being given opportunities to express themselves in dyads and small groups, as these formats are less intimidating than speaking in front of the whole class. (Ur, 1981, 1988).

2.2.4 Cooperative Learning

Oxford (1997) has stated that Cooperative Learning, Collaborative Learning, and Interaction are three Communicative Strands in the Language Classroom. His work compares the existing communication lines within a second language learning classroom: cooperative learning, collaborative learning, and interaction. When these three items are understood, there is a better vision of language learning and teaching.

The following distinction can be made between cooperative learning, which refers to a set of techniques within the classroom that promote student interaction as a path and social development to reach knowledge. Collaborative learning is seen as the construction of knowledge within a social context, in this way the individual joins the learning community. To achieve an adequate interaction, it is necessary to understand the following elements: language tasks, willingness to communicate, differences in the learning style of each individual and group.

Within this cooperative learning process, there is operational learning, which refers to highly structured goals and techniques for learning. Collaborative learning aims to cultural studies and dents in the immediate community of students; and, the interaction that was discussed earlier (Temdee, 2020, pp. 23).

Long & Porter (1985) mentioned that Group Work, Interlanguage Talk, and Second Language Acquisition demonstrate that group work enhances individual and

collective communication skills of students, contrary to what is shown in the performance given in the total population of students. The following article talks about the most relevant differences between the three strands of communication which are: cooperative learning, collaborative learning, and interaction. Each one of these has different connotations that will help understand language learning and teaching.

Throughout the years, it has been understood that the human being is a cooperative entity by nature. Cooperation has been a key to the evolution of man, during the first years of evolution this development will be based on an instinct of mere survival but when seeing the need for protection and nutrition, a cooperative environment will come with the creation of groups or societies. Man goes from thinking in an associative way and not only responds with responses to stimuli but also begins to think about the reason for these stimuli and the consequences of these responses in a social way. Here comes learning and thinking. This gives rise to the proposition that thought is of social origin. (Smagorinsky, 2007, p. 62)

Smagorinsky makes this reference about thinking based on the phrase from the greatest pioneer of cooperative learning: Lev Vygotsky who believed that "all learning is social and that the best way to do it is in groups to promote discussions and therefore learning." This means that cooperative learning is related to the thinking of others and how it influences or builds the thinking of the other, in this case, those who have less knowledge or who are simply forming suit.

Cooperation in learning goes far beyond being a valuable teaching technique. This has been revealed as one of the most intrinsically human strategies to appropriate knowledge. For Vygotsky (1978): "(...) children first develop inferior mental functions such as simple perceptions, associative learning, and involuntary attention; however, through social interactions with other more knowledgeable people, such as peers and

more advanced adults, children eventually develop higher mental functions such as language, counting, problem-solving skills, voluntary attention, and memory patterns.”

The basic principles of good cooperative learning are:

- 1) The learning task promotes teamwork and students experience themselves as being on the same side.
- 2) Each student is held accountable for their contribution.
- 3) Students participate about equally and
- 4) Many students are engaged at once.

2.1.5 Buzz Strategies

As the Buzz Group is a methodology in which the work of speaking skills is fundamentally needed, it was chosen to enhance the pronunciation of A1 level students of English as a second language. It has been found necessary that with the use of this methodology, the strategies necessary for learning a second language are strengthened, such as cognitive strategies, memory strategies, communication strategies, and social strategies (Oxford, 1989, pp. 404). Necessary skills to learn to speak in another language will be developed intrinsically at the time of carrying out the speaking and pronunciation activities in the discussion groups.

Buzz strategy offers work environments that are sensitive to the circumstances of the students, as well as opportunities for interaction, all of them, share five essential characteristics:

- Its elaboration purpose is for didactic purposes.

- It is important to use a computer to support students during the development of the proposed activities.
- They are interactive; responding immediately to student actions, allowing dialogue and information exchange.
- There is an adaptation to the work rhythm of the students, according to their actions, allowing individualization.
- They are intuitive and easy to use, the computer skills required to use most of these programs are similar to the electronics skills required to watch a video.

However, each program has operating rules that you need to know.

2.1.5.1 Buzz Strategy Participants

The use of group didactics increases motivation to learn and reduces misbehavior of learners since they are an active part in their teaching process and perceive that their needs are being resolved in the classroom, so it is necessary to carry out an adequate Orientation towards the objectives to achieve that through group techniques they get involved in the process and find more satisfaction in the activities.

Learners in general, need time to reflect on new information and are sometimes not given the opportunity because classes often move from one activity to another. Retention is limited when taught without time to reflect. The depth and details of the content are much fresher in class than hours later at home, so moments of silence should be included after the presentation of grammar or a new vocabulary to consolidate the information they have just studied.

2.1.5.2 Discussion Leader

There must be good communication between students and teachers so that they understand the objectives and the activities that they are going to carry out, which presupposes adequate preparation by the teacher with enough anticipation to guarantee its adequate instrumentation by considering the characteristics of this type of activity. Teacher experience and practice will help to choose the appropriate leader in each group to guide the tasks, thus enabling students to adjust their behavior to learn meaningfully.

A group of two or three people generally does not need a leader to get a good discussion, however, once the number reaches five or six people, a leader or facilitator is often helpful. When the group is of eight or more people, a leader or facilitator, formal or informal, is almost always necessary to ensure an effective discussion.

In some cases, the opportunity to lead a group discussion may come unexpectedly; in others, it is arranged in a more formal, planned, and expected way. In the latter case, you can have the option of choosing a space and at least structuring the situation. In less formal circumstances, you will have to make the most of existing conditions.

Leadership style can define how active or passive the discussion is, but the leader has some responsibilities. These include establishing or helping the group establish the topic of the discussion; guiding the open process; involving all participants; asking questions or offering ideas to facilitate discussion; summarizing or clarifying important points, arguments, and ideas; and ending the session.

Through this strategy, students have the opportunity to express themselves in English on a specific topic. To supervise teamwork, the teacher must move from one group to another offering advice where necessary and verifying that the work is flowing

as expected. In this activity, related topics should be used with the students, which promote different points of view in situations related to their professional performance.

2.1.5.3 Teacher Role

The teaching situation manifests itself as an inseparable unit from the teaching-learning process. While working in the classroom, teachers, and students both learn and teach. Learning is not only the acquisition of new knowledge but also the modification of behavior patterns. New knowledge will be considered learning when it is significantly assimilated by the student and causes changes or modifications in him. Learning to learn is more important than learning things. Reflecting on their own learning process allows the student to learn how to learn. An apprenticeship is more meaningful the greater its relationship with the personality and life of the individual. The higher your motivation and interest in studying, the greater your commitment and dedication to it.

The teacher's fundamental function is to promote the learning of his students. The sources of learning can be many and varied, so the teacher must promote them: books, films, newspapers, theater, group discussions, etc. The teacher must be clear about the learning objectives that they propose and the functions that will be performed by them in the teaching situation. The learning objectives cover not only the contents that the student must know but also the learning of links with the objects of knowledge. For learning to occur, it is necessary to take into account four basic conditions: Motivation, Interest, Taste, and the desire to learn about the subject. Once they understand the subject, active participation in the teaching-learning process will be seen. Therefore, the application of what has been seen in class in situations of daily life will take place too.

Working with a group concept of learning means: recognizing the difference between learning achieved individually and those achieved through group work. Recognizing the great potential contained in any learning group can contribute to optimizing learning. Conceiving the teacher more as a coordinator than as an informant, who is more focused on group dynamics. To achieve that, students are constituted to be able to learn as a group. That is why the teacher must have didactic-pedagogical training that allows them to have a series of resources for teaching pronunciation (Pavón, 2000).

2.1.5.4 Grouping

Group work increases opportunities to practice the language; one of the main reasons for poor performance is that they do not have enough time to practice the new language. Group work cannot completely solve this problem, but it can certainly help improve the quality of students' conversations. Lack of practice limits both the quantity and quality of oral production. For this, the teacher must avoid conversations that are rarely found in the daily practice of the language, promoting genuine communication and real context.

A key to group work is that it can be adapted to the needs of the members and thus avoid the risk of boring other students who have a higher level of knowledge. Another relevant argument is that it has a positive affective climate, a small group of peers provides a relatively intimate environment and, in general, a more supportive environment. In other words, a motivational feeling is then generated to reach knowledge together. (Long, Porter, 1985, p. 210)

Group work is not a substitute for individual work. Hence, even in group didactics, individual work is the basis on which learning is based. Any group technique must begin with individual work.

Teamwork is the most productive moment of the learners' group process because the information about the subject being studied is consolidated and deepened. They are made available to all knowledge and the development of skills for cooperative work, for communication and discussion of their ideas, which are important educational objectives of group teaching, which is encouraged.

To select the most appropriate technique, the teacher must take into account:

- The informational and training objectives that they intend to achieve.
- The age and grade of their students.
- The number of participants.
- The level of development reached by the group.
- The time available for applying the said technique.
- The teaching resources and materials that are needed.

2.1.5.5 Topic introducing

According to Forsyth (2006), it cannot be forgotten that oral communication in general, tends to be especially appealing since the interlocutor is in front, not only listening but also accepting, denying, doubting what is said and being, at the same time, influenced by what is said. That means that enormous affective interferences appear in it that must be taken into account. Presenting the topic in a smooth, relaxing, and appealing way is highly relevant. Contextualizing the topic can foster not only learners' interest but eagerness to participate in the conversation and oral interaction.

Given the opportunity, as much as possible should be learned about the topic to be discussed. This does not mean that one has to become an expert, but this will allow asking good questions that will help the group to generate ideas. Make sure that

everyone receives the necessary information, reading, or other material well in advance to study it.

2.1.5.6 Discussion

From the point of view of the productivity of a group, how it is organized to carry out joint activities is of great importance and significance.

The aim is to take advantage of, most profitably and efficiently possible, all the potential work that a group can have. Either due to the diversity of information and points of view that can be gathered, to the set of efforts that they can carry out, the human enrichment that it fosters, etc. Diversity brings up the richness and all these potential scenarios exist in groups; For them to become reality, it is necessary to know how to channel all these latent energies and organize the proposed task in the most appropriate way for the objective to be achieved. For which, group production techniques can be a very useful instrument.

2.1.5.7 Learners' interaction

The behavior of a group will depend largely on its size. In small groups, there is greater cohesion and interaction and there is more trust, the consensus is reached more quickly, members have more opportunities and even more time to intervene. In larger groups, the opposite is true: less cohesion and interaction, greater intimidation, and so forth.

2.1.5.8 Strategy effectiveness

Finally, a strategy's functionality, advantages, and disadvantages that arise during its use will be the result of the characteristics of the topic and aim, as well as its adaptation to the educational context in which they are applied. Even in which the way

the teacher organizes its use. Here are some functions that the Buzz Strategies can perform

a. Informational function. They present contents that provide structuring information about reality to students.

b. Instructional function. Educational programs guide and regulate students learning by promoting certain actions of the said program; aimed at facilitating the achievement of specific educational objectives, be they implicitly or explicitly.

c. Motivating function. Students feel attracted and interested since these programs usually include elements to capture the attention of the students, keeping their interest. It focuses the attention of students towards the most important aspects of the activities to develop as well.

d. Evaluating function. The interactivity of the materials allows for immediate responses, making them suitable for evaluating the work that is being done with them.

e. Expressive function. The human capacity of processing the symbols through which we represent our knowledge and communicate, their possibilities as an expressive instrument are very wide.

F. Innovative function. This strategy can innovate activities, since it might use technology recently incorporated into educational centers, allowing for a wide array of uses. Presenting versatility with wide possibilities for didactic experimentation and educational innovation in the classroom.

2.2 English Pronunciation

Pronunciation is the way to make use of the oral expression in a communicative act, where it must be taken into account that to pronounce correctly it is necessary to

learn to articulate the phonemes well. But these are not always articulated the same way, since it is dependent on the person who pronounces them and the position they have made within the speech chain. That is, the use given to Orthology; defined as the art of correctly pronouncing the sounds of the language and by extension of speaking properly using the right words (Munfa'ati, Mujiyanto & Suwandi, 2020).

Non-verbal expression refers to aspects such as appearance, body expression, movements, looks, and position of the person which interfere in the quality of the messages and in the security with which they are exposed. These features add meaningful content to the communication, although it has sometimes been treated as a marginal aspect in the teaching of the language, the truth is that the teaching of pronunciation, as we have already seen, constitutes a fundamental part of the teaching of the oral language, perhaps the most important.

Certainly, there are still those who confuse the teaching of pronunciation with phonetic correction, which amounts to something like confusing the teaching of the written language with spelling correction (Iruela, 1997). Language students, for example, who have followed regular courses in a school have some lexical-grammatical knowledge, which allows them to establish and maintain more or less effective communication with a native speaker. Most probably, they also know a whole series of correct pronunciation rules that they know they should apply spontaneously when they speak, and that they only apply when they read aloud. They are good readers, reasonable writers, but terrible speakers and listeners. As to why that is, it is because no one has ever taught them pronunciation properly, only phonetic correction. *

Phonetic correction is a posteriori when the students are already in contact with the written language. Usually only concerned with sounds one by one, in isolation,

rarely with speech as a whole; and it is usually very far from the modern and effective methods of communicative teaching of the language.

On the contrary, when we speak of teaching pronunciation, we are referring to the teaching of strategies that allow us to adequately formulate and understand a genuine and spontaneous oral discourse. For this, it is important to first know what the mechanisms that allow the formulation of an oral discourse are, that is, how spontaneous speech occurs, and how we can segment and understand it. Only then teachers can design effective teaching strategies.

2.2.1 Linguistic aspects

In the first place, the teacher must bear in mind that pedagogical competence in the target language does not derive from linguistic competence in it (Dalton & Seidlhofer, 1994), that is, the fact of mastering a language does not imply that one is able to apply teaching methods and point out difficulties. In addition, the language teacher must provide learning contexts through which the student works both the perception and the production of new sounds (Kenworthy, 1987). It is important to mention, however, that in this case, a mere imitation is usually an insufficient tool, especially when the learners are adults, and that it is necessary to use articulatory cues (modes and points of articulation) such as the notion of dull sound or voiced vibration of the vocal cords - or the role of the lips in the realization of the vowels - stretched, rounded or neutral. Thornbury (1997), for example, proposes the alternation of the practice of perception and production as follows: beginning with perception exercises in which oppositions are presented in minimal pairs. (There seem to be ideas missing here)

2.2.3 International Phonetic Alphabet

Broadly speaking, the International Phonetic Alphabet (IPA), is a set of symbols with each symbol representing a sound in the spoken language. It allows the transcription of any word or phrase as it sounds.

The International Phonetic Alphabet can therefore be used for any language. Some sounds exist in multiple languages, while others are unique to only one, but all are represented.

This alphabet was created by French and British phoneticians in 1888. After several revisions throughout the years, it contains the current 107 symbols.

The International Phonetic Alphabet is an excellent tool to improve pronunciation. It is common when learning languages to neglect pronunciation, rather concentrating on other aspects of the language.

Table 1. International Phonetic Alphabet

	bilabial		labiodental		interdental		dental		alveolar		palatal		postalveolar		velar	
	srd	snr	srd	snr	srd	snr	srd	snr	srd	snr	srd	snr	snr	srd	srd	snr
nasal	m								n		ɲ					
oclusiva	p	b					t d								k g	
fricativa			f		θ				s		ʃ				x	
africada													tʃ			
vibrante múltiple									r							
vibrante simple									ɾ							
lateral									l		ɭ					
aproximante																

Source: The official chart of the IPA, revised in 2020.

2.2.3.1 Vowel and consonant sound.

Normally, we distinguish two types of speech sounds: vowels and consonants. Vowel sounds are those that consist of the clean output of the voice. Vowels are also articulated by modifying the shape of the mouth. Its main characteristic, however, is that the air comes out freely, without any obstacles.

Consonant sounds, on the other hand, are those that consist in putting an obstacle while air exits. If the obstacle is opposed to the voice output, then these are known as voiced consonants. If the obstacle is opposed to the exit of the air, without a voice, then these are voiceless consonants.

2.2.4 Suprasegmental features

As previously stated, Speech is made up of sounds, but also by other phenomena that relate and are superimposed on sounds: the so-called suprasegmental phenomena because they affect several sounds –or segments– at the same time. Such phenomena: accent, rhythm, and, intonation, constitute the personality of the language, beyond the mere pronunciation of the segments, because they are what allow the production of coherent and meaningful oral production.

Speaking requires several aspects: sounds need to be related, organized, hierarchical and integrated. The means that allow this organization of sounds in speech are, precisely, suprasegmental phenomena; also called prosodic facts or simply prosody. Thus, the teaching of pronunciation must include, in addition to the sounds of the language, the phenomena that organize them in speech. Accent, rhythm, and intonation, which are often leftover for later lessons in phonetics manuals, and which are often not even explained because they don't seem important, are the most important elements of

speech, and their teaching should be considered a priority. There is no speech without intonation, nor can there be. There is no speech without rhythm, nor can there be.

2.2.5 Stress

A Prominence mechanism that emphasizes a phonic unit in front of the others of the same level can be named stress. Stress patterns can be identified. Normally, one vowel -the stressed vowel- in front of the other -unstressed vowels-: paradigmatic accent; also, a stressed vowel -with tonal inflection- in front of the other stressed vowels of the same phonic group: syntagmatic accent. The physical parameter that highlights a vowel against others is not, as has been traditionally said, the intensity of the vowel, but the tone, combined with the duration of the vowel (Solé, 1984). Thus, a vowel that is longer than the others and with a pitch that breaks the line of intonation (either because it is higher, because it is lower or because it constitutes a tonal inflection) will be a tonic vowel. The unstressed vowels, on the other hand, in addition to being shorter and not having a marked tone, present a strong tendency to timbral imprecision, a phenomenon known as tonic-unstressed vowel reduction or doubling.

2.2.6 Rhythm

A Suprasegmental phenomenon that emanates from the hierarchical character of oral discourse: sounds are grouped by blocks, which allow the identification of lexical-grammatical units. Thus, the minimum significant unit, from a phonic perspective, is the unit of rhythm, which usually coincides with a word, and whose nucleus is a stressed vowel. In the speech, unstressed words (articles, connectors, address formulas, etc.) are grouped with an accented lexical word -nouns, adjectives, verbs, and adverbs- to form a rhythmic unit. The recurrence of rhythmic units throughout the discourse constitutes its rhythmic pattern, a phenomenon well studied by metrics in poetic language, but hardly contemplated in colloquial language. All in all, rhythm constitutes one of the most

persistent marks of foreign accent in L2 and LE and requires especially careful didactic treatment (Cantero, 1995; Toledo, 1988).

2.2.7 Intonation

Each of the sounds that make up oral speech has, among other physical characteristics, a specific tone. The succession of tones throughout the speech constitutes a kind of melody of speech, infinitely richer and more variable than the musical melody, which we call intonation. Intonation, thus, is a phonic phenomenon that affects the entire speech, sectioning it into blocks (the phonic groups).

The unit of intonation is the intonation contour, which is the melody of a phonic group. The succession of intonation contours constitutes the intonation of the speech. The main function of intonation (which simultaneously fulfills the accent) is the integration of speech into significant blocks, each with a nucleus (the phrase accent) that is both an accentual nucleus and an intonation nucleus (the tonal inflection). At a linguistic level, intonation makes it possible to distinguish declarative, interrogative, suspended, and emphatic sentences. Beyond its linguistic function, expressive intonation is the most ductile and variable means of transmitting emotions and constitutes an arsenal, coded not linguistically but culturally, of expressive possibilities (Borja-Torresano; Mascaro-Benites, & Ulli-Flores, 2020). In the didactics of pronunciation, intonation occupies a primary place of attention, since both in expression and in oral comprehension it represents the most persistent barrier between the interlocutors when a minimum phonic competence has not yet been acquired.

On the other hand, what we call a foreign accent depends fundamentally on the rhythm and intonation of the speaker (Cantero, 1994).

CHAPTER III

3. METHODOLOGY.

3.1. RESEARCH APPROACH

The present research work takes a qualitative approach because the subject matter is a problem in the social and educational field, it works with human resources, which are students and teachers using surveys and tests to collect statistical data. According to Flores (2015), Hernández-Sampieri & Mendoza (2018), this kind of study is based on qualitative observations and statistical analysis and thus establishes the behavior patterns of students. The qualitative approach serves to collect information relevant to the research topic, through a series of questions based on the indicators of the theoretical framework that supports the variables, a process is carried out to verify the research questions, the variables are observed to be able to establish conclusions and recommendations for the solution of the problem.

According to Niglas (2010), the qualitative approach examines the facts and reviews the previous studies simultaneously, in such a way that a theory is generated related to what is being observed. In this approach, like quantitatively, there is a problem, but it is not so specific. This approach builds the events while the study is running. Unlike the quantitative, it is not a linear process but a "circular" process where there is no order in the sequence, and its process is quite flexible.

3.2. Basic Modality of the Investigation.

The investigation was carried out at Unidad Educativa San Martín, where the teachers, authorities, and students were contacted to request the opening of the investigation in the afore-mentioned institution. Since it is necessary to know the most precise details of the activities to speak in public that the teacher applies in the teaching and development of English language skills, especially pronunciation skills.

The following data collection instruments were applied, direct observation and surveys, which will serve as support to obtain the most accurate information from the participants in this process, how are they teaching and students.

3.3. Level or Type of Investigation.

a) Exploratory level: Unidad Educativa San Martín was visited to directly confirm and observe the existence of the problem about pronunciation skills, and the strategies the teacher uses to improve meaningful learning in students and obtain a clear idea of its impact on the development of the oral expression of the English language. According to Murillo, Martínez, and Belavi (2017), observational and exploratory studies are necessary and each of them has its value.

b) Descriptive level: The behavior patterns of students and teachers were confirmed through direct observation and surveys that were applied to them. “Descriptive research seeks to develop an image or faithful representation (description) of the phenomenon studied based on its characteristics. Describing, in this case, is synonymous with measuring.

It measures variables or concepts to specify the important properties of communities, people, groups, or phenomena under analysis. The emphasis is on the independent study of each characteristic, it is possible that in some way the

measurements of two or more characteristics are integrated to determine what the phenomenon is like or how it manifests itself". (Grajales, 2000, p.2)

c) Explanatory level. It is about drawing results and conclusions, interpreting the reason for the results obtained in the surveys applied to students and teachers. Explanatory studies are intended to lead to a sense of understanding or understanding of a phenomenon. They point to the causes of physical or social events. They aim to answer questions such as: Why does it happen? Under what conditions does it occur? They are more structured and, in most cases, require the control and manipulation of the variables to a greater or lesser degree (Grajales, 2000, p.2). To identify the different behavior patterns and obtain information from the participants and thus, know the majority of factors that positively and negatively affect the development of oral expression.

3.4 Population.

The population is defined as the set of cases that have a series of specifications in common and are found in a given space. In many cases, it is not possible to analyze the entire population due to time and human resources (Chaudhuri, 2018). The population of this research is integrated by teachers of Unidad Educativa San Martin, and students from the Second year of Bachillerato.

Table 2. Population.

	Quantity
Control Group	14
Experimental Group	14
Teachers	6

Source: Secretary office.
Elaboration: Alberto Vallejo

3.5 Data collection Techniques and Instruments

They are a set of actions and activities carried out by the researcher to collect the information which allows achieving the objectives and thus contrasting the research hypothesis (Malleta, 2009, p. 48). For this, it is necessary to have the data sources, the method for collecting, and the data analysis plan. It refers to the use of different techniques and tools that the researcher can use to develop information systems, which will be applied at a given moment of the investigation. Regarding the research technique applied, this work used direct observation as an approach to obtain data.

Observation refers to recording behavioral events in their natural environment as they occur, using trained or impartial observers, where descriptions of behaviors require little or no inference beyond what is observed and recorded (Sneiderman, 2006, p. 76). Research information sources can be primary or secondary. The primary ones are when the data comes directly from the population and the secondary source comes from data that has already been obtained, such as statistical yearbooks, censuses, among others (Baena, 2017, p. 129). The instrument applied was an observation sheet. Observation or field cards allow you to keep an orderly record of the most important observation data of an investigation. In addition, they serve as a learning tool. The cards are mostly used to begin the observation process.

CHAPTER IV

RESULTS PRESENTATION

In this section of the research brief, data was organized in charts and graphs to show the results obtained through the data collection instruments. Bellow, they are presented with their corresponding analysis and interpretation.

Item 1. Learners' knowledge about IPA.

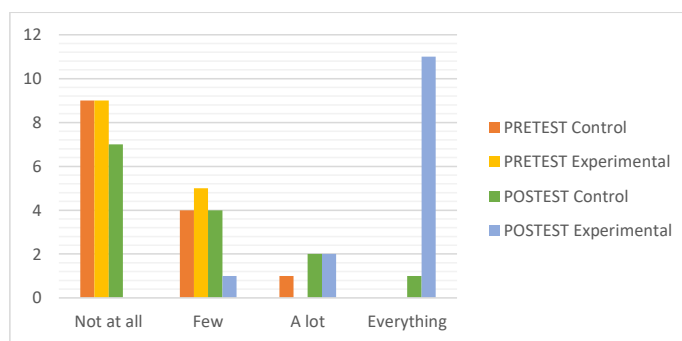
Table 3. Learners' knowledge about IPA.

		Nothing	%	A	%	A	%	All	%
				bit		lot			
PRETEST	Control	9	64,29	4	28,57	1	7,14	0	0,00
	Experimental	9	64,29	5	35,71	0	0,00	0	0,00
POSTEST	Control	7	50,00	4	28,57	2	14,29	1	7,14
	Experimental	0	0,00	1	7,14	2	14,29	11	78,57

Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Graph 1. Learners' knowledge about IPA.



Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Analysis and interpretation

From the data presented in the chart, it is evident that the experimental group achieved a significant improvement in their knowledge about the International Phonetic Alphabet. The percentage in the highest category went from 0% to 78%. In order to make sounds, we need to manipulate the structure of our mouth, tongue, teeth, and throat. We produce different sounds by manipulating our mouth, tongue, teeth, and throat to various places to induce some type of obstruction in the airflow. The various obstructions help produce the various sounds.

Item 2. Consonant sounds production.

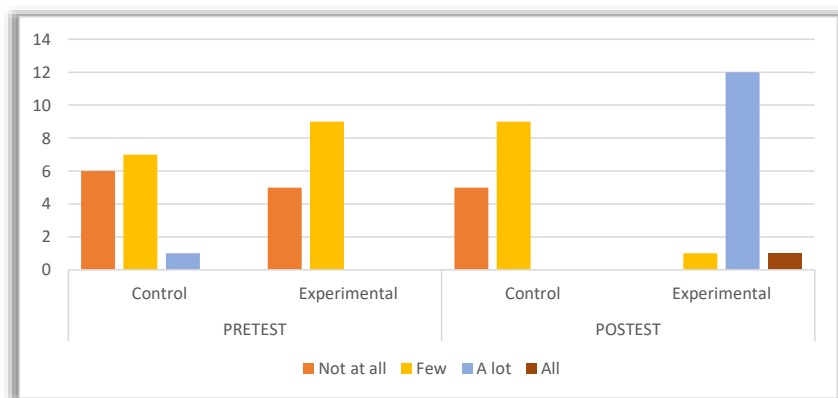
Table 4. Consonant sounds production.

		Not	%	A	%	A	%	All	%
		at		bit		lot			
		all							
PRETEST	Control	6	42,86	7	50,00	1	7,14	0	0,00
	Experimental	5	35,71	9	64,29	0	0,00	0	0,00
POSTEST	Control	5	35,71	9	64,29	0	0,00	0	0,00
	Experimental	0	0,00	1	7,14	12	85,71	1	7,14

Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Graph 2. Consonant sounds production.



Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Analysis and interpretation

Data shows that the experimental group achieved a significant improvement in their knowledge about the consonant sound system after the implementation of the Buzz Group Strategies. awareness on the topic incremented from 7,14% to 85,71% in the highest category. Using the International Phonetic Alphabet (IPA) is especially useful when helping students with consonant sounds.

Item 3. Vowel sounds production.

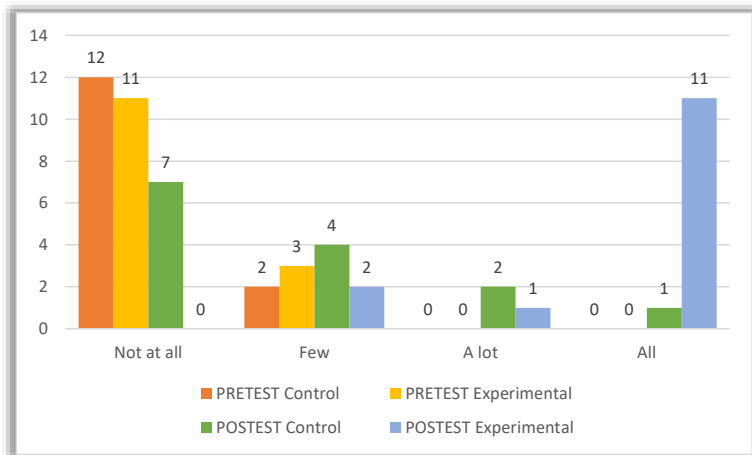
Table 5. Vowel sounds production.

		Not at all	%	A bit	%	A lot	%	All	%
PRETEST	Control	12	85,71	2	14,29	0	0,00	0	0,00
	Experimental	11	78,57	3	21,43	0	0,00	0	0,00
POSTEST	Control	7	50,00	4	28,57	2	14,29	1	7,14
	Experimental	0	0,00	2	14,29	1	7,14	11	78,57

Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Graph 3. Vowel sounds production.



Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Analysis and interpretation

The statistical analysis demonstrated that the experimental group achieved a major improvement in the knowledge and use of the vowel sound system. The percentage increased from 0% to 78% in the highest category. Pronunciation has become one problem that is usually appearing for students who learn English, especially for those who use English as a foreign language. Perception difficulty is one general reason why this problem occurred. The difficulty of English learners is not only on producing sounds, but they are also unable to distinguish some sounds. The results observed with this intervention plan propelled the accurate use of vowel sounds on learners.

Item 4. Diphthong's production.

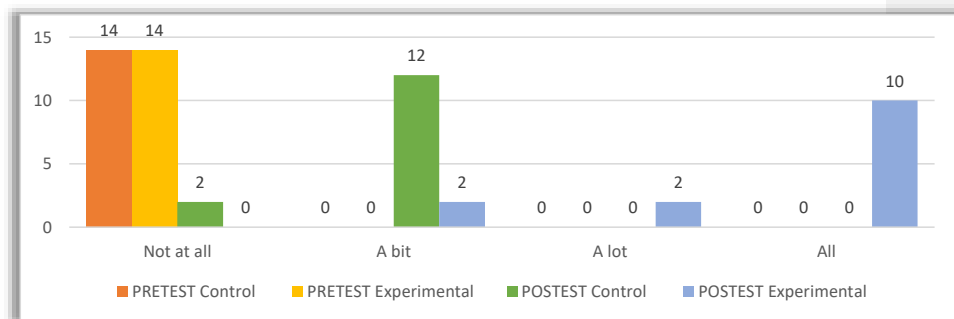
Table 6. Diphthong's production.

		Not at all	%	A bit	%	A lot	%	All	%
PRETEST	Control	14	100,00	0	0,00	0	0,00	0	0,00
	Experimental	14	100,00	0	0,00	0	0,00	0	0,00
POSTEST	Control	2	14,29	12	85,71	0	0,00	0	0,00
	Experimental	0	0,00	2	14,29	2	14,29	10	71,43

Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Graph 4. Diphthong's production.



Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Analysis and interpretation

The interpretation of the figures points out that the experimental group achieved a meaningful improvement in their knowledge about diphthongs. Their percentage increased from 0% to 71,43% in the highest rank. Teaching pronunciation using IPA Phonemic Transcript can help the learner to memorize correct pronunciation. According

to Hancock (1994), The IPA is best suited to learners capable of intellectualizing the learning process.

Item 5. Clusters of sounds identification.

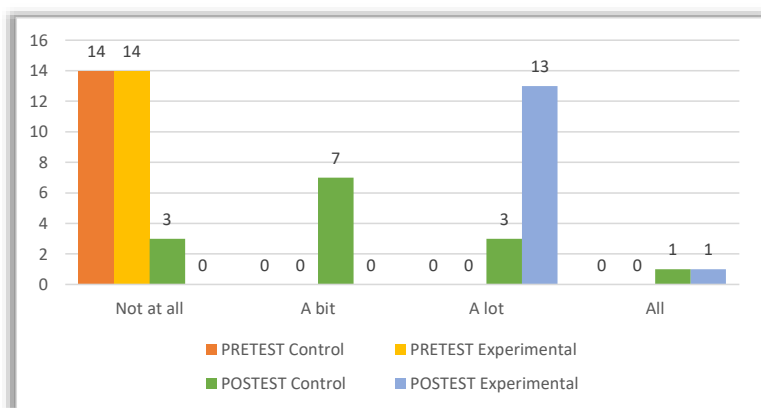
Table 7. Clusters of sounds identification

		Not at all	%	A bit	%	A lot	%	All	%
PRETEST	Control	14	100,00	0	0,00	0	0,00	0	0,00
	Experimental	14	100,00	0	0,00	0	0,00	0	0,00
POSTEST	Control	3	21,43	7	50,00	3	21,43	1	7,14
	Experimental	0	0,00	0	0,00	13	92,86	1	7,14

Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Graph 5. Clusters of sounds identification



Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Analysis and interpretation

Data analysis showed that the experimental group increased their knowledge about the identification of clusters of sounds. It went from 0% to 92,86% in the highest topic. In the English language, IPA is particularly useful since the standard spelling is strongly misleading when compared to the way words are pronounced. Most textbooks pay some attention to the teaching of the phonetic alphabet but extended practice through the Buzz strategy was very productive.

Item 6. Sentences stress use.

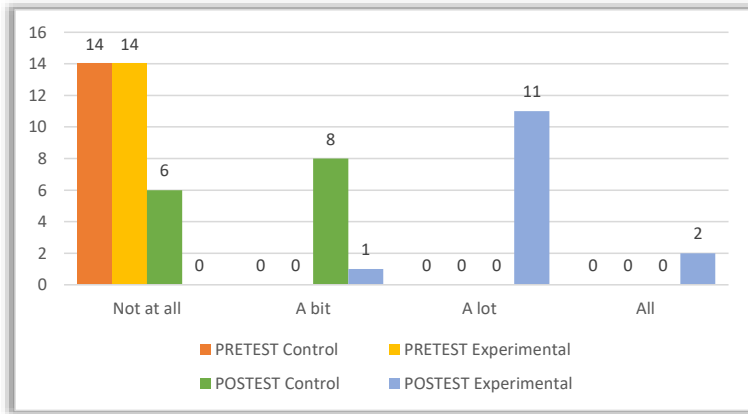
Table 8. Sentences stress use.

		Not	%	A	%	A	%	All	%
		at all		bit		lot			
PRETEST	Control	14	100,00	0	0,00	0	0,00	0	0,00
	Experimental	14	100,00	0	0,00	0	0,00	0	0,00
POSTEST	Control	6	42,86	8	57,14	0	0,00	0	0,00
	Experimental	0	0,00	1	7,14	11	78,57	2	14,29

Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Graph 6. Sentences stress use.



Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Analysis and interpretation

Sentence stress was improved from 0% to 78,57% with the experimental group in the posttest. Since sentence stress is the pattern of stressed and unstressed words across a sentence, its practice with Buzz strategy emphasized the important information, although this can change significantly, depending on the specific meaning the speaker wants to communicate. Speakers of English stress keywords in sentences. These are known as content words as they carry the meaning of the sentence. They are usually nouns, main verbs, adjectives, and adverbs. Speakers do not stress function words. Function words are necessary for the grammar of the sentence but do not carry meaning. They are usually auxiliary verbs, prepositions, articles, and pronouns.

Item 7. Word stress use.

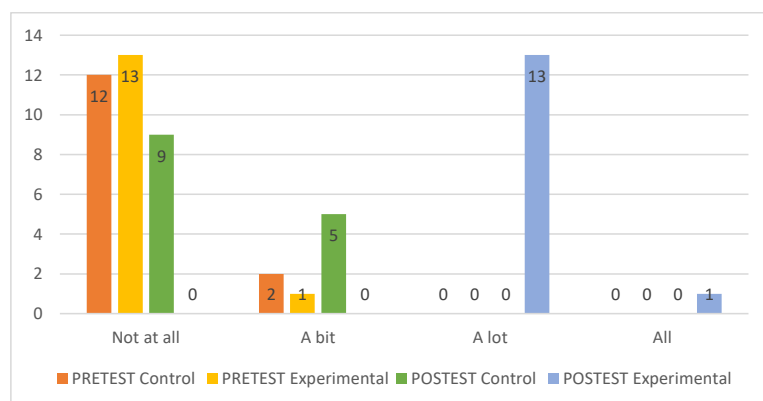
Table 9. Word stress use.

		Not at all	%	A bit	%	A lot	%	All	%
PRETEST	Control	12	85,71	2	14,29	0	0,00	0	0,00
	Experimental	13	92,86	1	7,14	0	0,00	0	0,00
POSTEST	Control	9	64,29	5	35,71	0	0,00	0	0,00
	Experimental	0	0,00	0	0,00	13	92,86	1	7,14

Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Graph 7. Word stress use.



Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Analysis and interpretation

As the chart shows learners increased their knowledge about word stress from 0% to 92,86% in the highest category (a lot). One of the best ways to learn about syllable stress is by listening to how native or proficient speakers of English stress different syllables within a word. Buzz strategy permitted an interaction that covered this topic.

Item 8. Rhythm use.

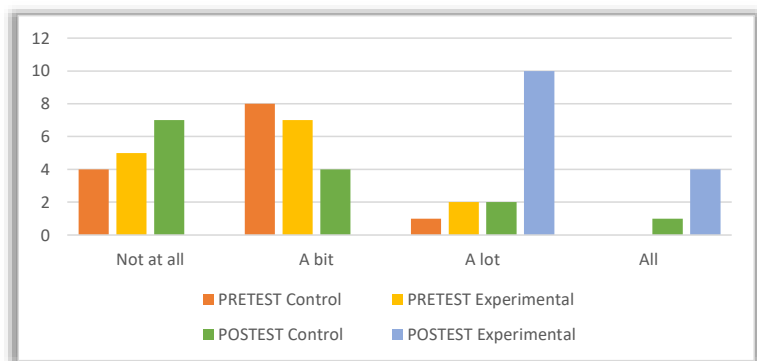
Table 10. Rhythm use.

		Not at all	%	A bit	%	A lot	%	All	%
PRETEST	Control	4	28,57	8	57,14	1	7,14	0	0,00
	Experimental	5	35,71	7	50,00	2	14,29	0	0,00
POSTEST	Control	7	50,00	4	28,57	2	14,29	1	7,14
	Experimental	0	0,00	0	0,00	10	71,43	4	28,57

Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Graph 8. Rhythm use.



Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Analysis and interpretation

Data interpretation points out that the experimental group went up from 14,29% to 71,43% in the *lot* category. When English is spoken, the speaker alternates between stressed and unstressed syllables in regular intervals, with the stresses falling within content words. This is called Rhythm which was fo used during the implementation of

the Buzz strategy. Learners acquired the knowledge to use the stressed syllables of the sentence creating regular beats which favor rhythm.

Item 9. Intonation patterns application.

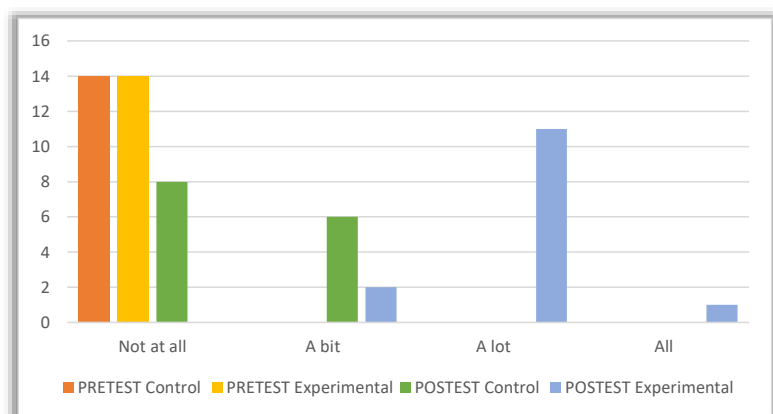
		Not at all	%	A bit	%	A lot	%	All	%
PRETEST	Control	14	100,00	0	0,00	0	0,00	0	0,00
	Experimental	14	100,00	0	0,00	0	0,00	0	0,00
POSTEST	Control	8	57,14	6	42,86	0	0,00	0	0,00
	Experimental	0	0,00	2	14,29	11	78,57	1	7,14

Table 11. Intonation patterns application.

Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Graph 9. Intonation patterns application.



Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Analysis and interpretation

From the numbers presented in the chart, it is evident the progress attained by the experimental group which went from 0% to 78% in the highest category. Good exercises to improve pronunciation were to listen to short recordings of everyday dialogues and then shadow read the script or read it along with the tape using the same stress and intonation as the speaker. Students could repeat this exercise until their voice sounds like the voice on the recording. It was also a good idea to note down or record some examples of everyday conversations and repeat them as often as it was possible, copying the stress and intonation of the speakers.

Item 10. Junctures use.

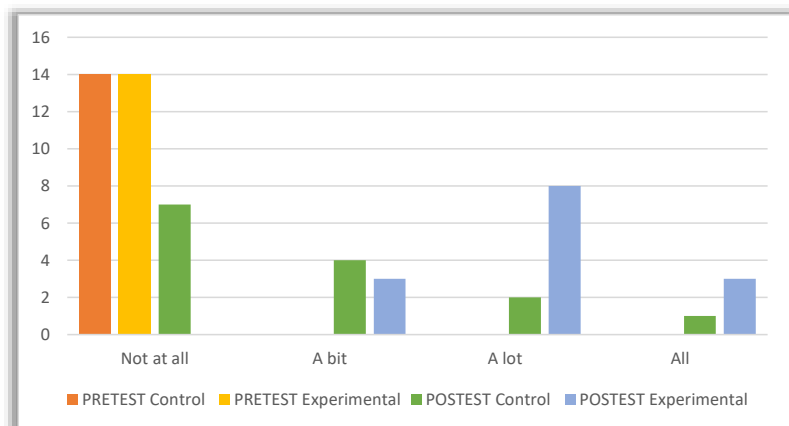
Table 12. Junctures use.

		Not at	%	A	%	A	%	All	%
		all		bit		lot			
PRETEST	Control	14	100,00	0	0,00	0	0,00	0	0,00
	Experimental	14	100,00	0	0,00	0	0,00	0	0,00
POSTEST	Control	7	50,00	4	28,57	2	14,29	1	7,14
	Experimental	0	0,00	3	21,43	8	57,14	3	21,43

Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Graphic 10. Junctures use.



Source: Instrument analysis.

Elaboration: Alberto Vallejo.

Analysis and interpretation

Data analysis demonstrated that the experimental group improved their production of junctures during the Buzz strategies implementation. It went from 0% to 54% in the *lot* category. Juncture is another element of intonation in English speech, and so is important for English accent reduction. Due juncture is a kind of transition and pause between utterances or within an utterance, its practice from traditional books or programs is a challenge, nevertheless, Buzz strategies allowed it in an appropriated way.

CHAPTER V

As the result of the development of this research work, in this section, the analysis and interpretation of data contrasted to the theoretical principles have led to formulate the following conclusions and recommendations.

CONCLUSIONS

1. The incidence of the Buzz Group strategy to achieve a neat English pronunciation was observed when the whole context was analyzed. The gap between strategic learning and pronunciation in the communicative language teaching approach is currently very large for several reasons, first, language learning strategies have recently been examined in the light of learning pronunciation and a lot of research is needed to determine what learning strategies exist for pronunciation. Buzz Strategies have their greatest impact on language learning at the four main skills such as: speaking, listening, reading, and writing which can be observed in the results of items 1, 2, and 3. Although a limited number of studies have asked the learners to reflect on their pronunciation techniques or report on the strategies they use, this research had opened a new view about the use of Buzz strategies to improve English learners' pronunciation.

By applying Buzz strategies, based on adequate motivation, the learners were exposed to various activities in a controlled environment, where it was possible to generate active and meaningful learning so that the acquisition of English was related to the particularities, skills, and abilities like the pronunciation. The aptitude of the student to develop oral competencies, which require him/her to achieve mastery of English and to

be able to be in specific settings in communication and based on intentional sociocultural factors was promoted too.

2. The second element produced by this research permits us to conclude that, although students want to excel in oral skills, in general, they come to have superior knowledge only in the written language, even sometimes as good as native speakers. This is the case with exams that aim to obtain a diploma from a recognized institution or university.

Despite the advances and innovations that have occurred in the teaching of English as a foreign or second language, it was concluded, that pronunciation continues to be neglected and that it does not receive adequate treatment. This is partly because teachers do not know how to integrate the teaching of pronunciation into the communicative approach or the most recent task-based approach. On the one hand, they lack materials and there have been no proposals of integration of pronunciation in these approaches, on the other hand, the existing manuals and activities do not separate pronunciation from phonetic correction and therefore, its integration in the communicative class is impossible and it can only be presented as an annex or appendix that does not bear any relation to the development, content, and focus of the classes. Consequently, pronunciation remains the pending subject of foreign language teaching in terms of strategies. Thus, perhaps students pronounce the sounds of the language well one by one, but their integration results are anomalous because of how they are integrated.

As the Buzz Group is a methodology in which the work of speaking skills is fundamentally needed, it was chosen to enhance the pronunciation of A1 level students of English as a second language, the results on items 4 to 10 showed the contribution of

the strategy to the skill improvement. It has been found necessary that with the use of this methodology, the strategies necessary for learning a second language are strengthened, these being: cognitive, memory, communication, and social strategies. Although Group work increases opportunities to practice the language, one of the main reasons for poor performance is that they do not have enough time to practice the new language. Group work cannot completely solve this problem, but it can certainly help improve the quality of students' conversations.

3. As the result of the intervention process, a didactical proposal to improve pronunciation ability through Buzz Group Strategy on learners is feasible. The Common European Framework of Reference -*CEFR*-, is a very comprehensive guide for the development of language programs, exams, manuals, etc. Currently, most of the language programs in Latin America and mainly in Ecuador are designed under this framework.

As CEFR is a comprehensive set of teaching and learning guidelines, which includes several sections that contain references to pronunciation, the Buzz strategies were perfectly able to be adapted to these principles.

The first reference to pronunciation is found in the groups of competencies included in the Framework: linguistic, sociolinguistic, and pragmatic. Linguistics include lexical, grammatical, phonological, and orthoepic competence, among others. In the Framework, a clear distinction is made between the pronunciation of oral language (phonological competence) and the pronunciation of a written text (orthoepic competence).

Pronunciation teaching within this research had addressed two fundamental issues in the development of pronunciation: phonetics and intonation in the oral production of the language in the classroom. Conversation activities can be planned, in small groups, and

use resources to engage students in speaking activities such as rehearsing dialogues, completing information gap activities, playing interactive games, discussing current affairs, problem-solving, word games, roles, and completing speaking tasks.

RECOMMENDATIONS

1. Good pronunciation is always worthy of admiration and praise, which is beneficial to the learner. It contributes to increasing their self-esteem and is also a good business card for the natives. For this reason, it is recommended that pronunciation be included within oral expression and comprehension that should not be neglected in favor of the other contents of the class. It is necessary to teach pronunciation from the beginning so that students have less difficulty understanding native speakers and allow themselves to be understood. Considering Buzz Group Strategies are a valid option for teachers, students, and the learning community in general.

2. Students were proactive in the implementation of the methodologies and strategies, showing their appreciation in the different sessions, and unconsciously used metacognitive strategies when reflecting on what they knew when relating it to the news that was being presented to them.

In pronunciation, the term interlanguage can also be used to refer to the stage in the process of speech acquisition. The characteristics of the phonic interlanguage have their origin in L1 interferences, but probably the imbalances concerning the target language (second or foreign) are also due to development processes.

Considering therefore the stages of interlanguage as obligatory steps, as educators the question about students' participation during the learning process arises. Their participation is necessary and useful, but they must limit and adapt it to the level or stage of learning and the established objectives.

Therefore, interventions should be different depending on the learning stage because interlanguage is variable. Since a part of students' errors in interlanguage is due to their L1, it is important to recognize that it is always convenient to know the pronunciation in students' native language. Because it helps guide them through difficulties they will have in learning/acquisition. If the teacher knows the language of the students, they can detect more easily the origin of some incorrect productions and will be able to intervene more effectively.

3. Given the current situation in which the didactics of pronunciation are found, the possibility of promoting and favoring the acquisition of phonic competence through teaching based on communication and without the support of the written language should be studied. Because the pronunciation of a foreign language is essential to speak in that language and understand the natives of that language. It is recommended that learning pronunciation is adequate; and in this way, no obstacles will arise in communication, Thus developing it fluently. The native speaker will not have to pay constant attention to understand what his interlocutor is trying to communicate to them, nor will they have to ask for repetitions or explanations about their message.

On the contrary, if the pronunciation is defective, it will require permanent attention from the interlocutor or interlocutors, who could get tired, lose patience or even make fun of the pronunciation or the speaker's efforts to make themselves understood.

When teaching pronunciation, the most important function is the prelinguistic one, because the sounds are not presented in isolation, but integrated into speech. Therefore, how sounds are integrated must be taken into account so that the student can identify the significant units of speech and understand them. Also in production, it should be taken into account because the way of integrating and organizing sounds is different according to the language.

Finally, it is important to note the importance of the student taking responsibility for their learning and playing an active role in the acquisition process. It also seems necessary for the student to reflect on her pronunciation and establish her priorities.

REFERENCES

- Atmowardoyo, H., & Salija, K. (2019). *The learning styles of students and their problems in speaking English at the second grade of MAN Pangkep*. Psychology, 1-16. Retrieved from <https://bit.ly/33vjjcD>
- Baena, G. (2017). *Metodología de la investigación*. 3ra. edición. Grupo Editorial Patria.. ISBN ebook: 978-607-744-748-1 (Tercera edición).
- Barletta, N. P., Chamorro, D., & Mizuno, J. (2020). *Force in the Construction of the Theoretical Framework in Scientific Papers: A Systemic-Functional Linguistics Approach*. Íkala, 25(1), 75-91. <https://doi.org/10.17533/udea.ikala.v25n01a14>
- Bawden, D. (2002). *Review of literacy concepts*. *Annals of Documentation*, 361-408.
- Bernal, C. (2010). *Metodología de la Investigación. Administración, economía, humanidades y ciencias sociales*. Tercera edición. Pearson.
- Biabani, M., & Izadpanah, S. (2019). *The Study of Relationship between Kolb's Learning Styles, Gender and Learning American Slang by Iranian EFL Students*. *International Journal of Instruction*, 12(2), 517-538. doi:10.29333/iji.2019.12233^a
- Borja-Torresano, S. C., Mascaro-Benites, E. M., & Ulli-Flores, W. E. (2020). *Motivación en el uso de podcast para el desarrollo de competencias comunicativas en el aprendizaje del idioma inglés*. *Dominio de las Ciencias*, 6(4), 172-197.

- Brooks, G. (2015). *The phonemes of spoken English*. In Dictionary of the British English Spelling System (pp. 13-18). Cambridge, UK: Open Book. Retrieved August 12, 2021, from <http://www.jstor.org/stable/j.ctt15m7ncm.9>
- Bunge M. (1975). *La investigación científica*. Editorial Ariel.
- Cadena, B. (2018). *Classroom research: An anthology of strategies for English language teaching in Ecuador*. Creative Teachers.
- Cadena, B., Celleri, S., & Castillo, M. (2017). *The Use of ICT's in L2 Learning and the Generational Gap in Ecuador*. Red Iberoamericana de Pedagogía REDIPE, 37-41.
- Cantero, F. (1991): *La entonación como elemento integrador del habla*, en C. Martín Vide (ed.): *Lenguajes naturales y lenguajes formales*, VI.1. P.P.U.
- Cantero, F. (1994) *La cuestión del acento en la enseñanza de lenguas*, en J. Sánchez Lobato & I. Santos Gargallo (eds.): *Problemas y métodos en la enseñanza del español como lengua extranjera*. S.G.E.L.
- Carrasco, S. (2012) *Metodología de Investigación Científica*. Pautas metodológicas para diseñar y elaborar el proyecto de investigación. Editorial San Marcos.
- Casillas, I. (2018). *Teaching and learning in the 21st-century Goals, educational policies, and curriculum in six countries*. Educational Profiles, 50-62.
- Dewey, J. (1947). *The science of education*. Losada.
- Ecuador, (2021). *Standards of educational quality learning, School Management, Professional Performance, and Infrastructure*. Retrieved from https://educacion.gob.ec/wp-content/uploads/downloads/2013/03/estandares_2012.pdf

- Effendi, L. S., Saleh, S., & Yufrizal, H. (2019). *Improving students' ability in English based on the learning style of private Higher Education Institutions*. IOSR Journal of Humanities And Social Science (IOSR-JHSS), 24(2), 33-40. DOI: 10.9790/0837-2402013340
- Ellis, R. (1994). *The study of second language acquisition*. Oxford University Press.
- Ferdig, R. E., Baumgartner, E., Hartshorne, R., Kaplan-Rakowski, R., & Mouza, C. (2020). *Teaching, Technology, and Teacher Education During the COVID-19 Pandemic: Stories from the Field*. Association for the Advancement of Computing in Education (AACE)
- Ferreiro, R. (2006). *The education challenge of the 21st century: generation N*. Apertura, 72-85.
- Flores, J. (2015) *Cómo hacer y evaluar una tesis*. Fondo Editorial de la Universidad José Carlos Mariátegui.
- Forsyth, D. (2006) *Group Dynamics*. (4th edition). Thomson Wadsworth.
- Forsyth, D. (2006). *Conflict*. In D. R. Forsyth (Ed.), *Group Dynamics* (5th ed., pp. 388-389). Cengage Learning Belmont.
- Gándara, P., & Maxwell-Jolly, J. (2008). *Critical issues in developing the teacher corps for English learners*. Waxman Education, 23-36.
- Gardea, J. (1994). Importance of reading. Ocean.
- Hernández Sampieri, R., Fernández, C., & Baptista, P. (2014). *Investigation methodology*. McGraw-Hill.
- Hernández-Sampieri, R. y Mendoza, P. (2018). *Metodología de la Investigación*. Editorial Mc GrawHill.

- Iruela, A. (1997): *Modelos y teorías de adquisición de sistemas fonológicos de segundas lenguas*, en Cantero, F.J.; A. Mendoza & C. Romea (eds.): *Didáctica de la lengua y la literatura para una sociedad plurilingüe del siglo XX*. Publicaciones de la Universitat de Barcelona.
- Johnson, D., & Frank P. (2002). *Joining Together: Group theory and group skills*. (8th edition). Allyn & Bacon.
- Karmasin, M. & Ribing R. (2017) *Guía para elaborar trabajos académicos*. Editorial Panamericana.
- Londoño, P., & Calvache, J. (2010). *Teaching strategies: theoretical-conceptual approach*. In P. Londoño, & C. José, *Teaching Strategies* (pp. 11-32). Pasture: Kimpres University of La Salle.
- Long, M., & Porter, P. (1985). *Group Work, Interlanguage Talk, and Second Language Acquisition*. *TESOL Quarterly*, 19(2), 207-228. doi:10.2307/3586827
- Malleta H. (2009). *Metodología y técnica de la producción científica*. Universidad del Pacífico y CIES-CEPES.
- Managón, L. (2017). *Getting ABP in the classroom*. In C. Teachers, *Classroom Research: An Anthology of strategies for language learning in Ecuador* (pp. 50-62). Creative Teachers.
- McShane, S. (2005). *Applying research in reading instruction for adults*. RMC Research Corporation.
- Messina, D., & García, L. (2020). *Diagnostic study on teachers in Latin America and the Caribbean*. Work document. United Nations Educational, Scientific and Cultural Organization UNESCO.

- Ministry of Education, N. Z. (E543ws2021). *Education counts*. Retrieved from Education counts: <http://www.education.govt.nz/>
- Munfa'ati, H., Mujiyanto, J., & Suwandi, S. (2020). *The Effect of Discovery Learning and Direct Instruction on EFL Learners with Different Learning Styles*. *English Education Journal*, 10(1), 347-403. Retrieved from <https://bit.ly/34tk9pk>
- Murillo, F. J., Martínez Garrido, C. y Belavi, G. (2017). *Sugerencias para escribir un buen artículo en educación*. *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 15(3), 5-34. <https://doi.org/10.15366/reice2017.15.3.001>
- Palomino, J., Peña, J., Zevallos, G. y Orizano, L.(2016). *Metodología de la investigación*. Edit. Edit. San Marcos.
- Pang, J. (2008). *Research on good and poor readers*. *Reading in a foreign language*, 1-18.
- Rainer Ribing, M. (2017). *Guía para trabajos académicos*. Tesis y trabajos de pregrado, maestría y doctorado. Primera edición en Panamericana Editorial Ltda.
- Romero, P., Altisen, C., Romero, J., & Noro, J. (2017). *Education in its labyrinth*. Homo Sapiens Editions.
- Saavedra V. P. (2017) *Metodología de Investigación Científica*. Editorial. Soluciones Prácticas.
- Sabino, C. (1994). *Cómo hacer una tesis*. Ed. Panapo.
- Sautu, R.; Boiolo, P.;Dalle; P. y Elbert, R. (2005) *Manual de metodología*. construcción del marco teórico, formulación de los objetivos y elección de la

metodología. CLACSO, Colección Campus Virtual. ISBN: 987- 1183-32-1.

Disponible en <http://www.clacso.org.ar/biblioteca>.

Sneiderman, S. (2006). *Las técnicas proyectivas como método de investigación y diagnóstico*. Actualización en técnicas verbales: el cuestionario desiderativo.

Taheri, H., Bagheri, M. S., Bavali, M., & Khajavi, Y. (2019). *EFL learners' L2 achievement and its relationship with cognitive intelligence, emotional intelligence, learning styles, and language learning strategies*. Cogent Education, 6(1),1-21. DOI: 10.1080/2331186X.2019.1655882

Temdee, P. (2020). *Smart Learning Environment: Paradigm Shift for Online Learning*. In Multi-Agent Systems-Strategies and Applications. IntechOpen. doi:<https://doi.org/10.5772/intechopen.85787>

UNESCO (2020). *Education: From disruption to recovery*. Disponible en: <https://bit.ly/3evM4sL>

Verbatech, M. (2020). *Education First*. Obtained from EF Go: <https://www.ef.com.ec/blog/language/ecuador-queda-en-el-puesto-81-en-el-ranking-de-ingles-ef-epi/>