



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
Facultad de Ciencias de la Educación
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

Using PRAAT to aid in the pronunciation of -S Ending in an Ecuadorian EFL class.

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Quito, June de 2022

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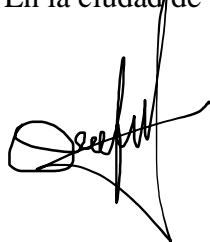
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MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO
LENGUA EXTRANJERA**

**USING PRAAT TO AID IN THE PRONUNCIATION OF -S ENDING IN AN
ECUADORIAN EFL CLASS.**

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Date:

June 2022

ABSTRACT

This research aims to improve students' pronunciation of the -S ending sound by using PRAAT computer software and explore whether, after the use of it, their pronunciation had improved in context. A design method using PRAAT as the primary tool helped this group of learners from a high school in Ecuador to improve their pronunciation of words with these ending sounds. Recorded sample audios from native English speakers were implemented in this study.

The final results demonstrated that certain group of learners improved their pronunciation on the -S ending sounds yet others did not, students concerned about their level of English improved compared to the ones with low proficiency.

Keywords: Pronunciation, PRAAT, Technological tools.

RESUMEN

Esta investigación tiene como objetivo mejorar la pronunciación de los estudiantes del sonido final -S mediante el uso del software informático PRAAT y explorar si, después de su uso, su pronunciación había mejorado en contexto. Un método de diseño que utiliza PRAAT como herramienta principal ayudó a este grupo de estudiantes de un colegio en el Ecuador a mejorar su pronunciación de palabras con estos sonidos finales. En este estudio se implementaron audios de muestra grabados de hablantes nativos de inglés. Los resultados finales demostraron que cierto grupo de estudiantes mejoró su pronunciación en los sonidos finales -S pero otros no, los estudiantes preocupados por su nivel de inglés mejoraron en comparación con los que tenían un bajo dominio del idioma.

Palabras clave: Pronunciación, PRAAT, Herramientas tecnológicas.

INTRODUCTION

Teaching pronunciation is not easy, especially when something is missing, for example, tools to teach or learn pronunciation. It is important to point out that despite the fact that some students have advanced knowledge of English, this does not mean that they have accurate pronunciation. “Pronunciation is one of the most difficult skills in language learning and teaching” (Haghighi & Rahimy, 2017; Pourhosein Gilakjani, 2016; Sadeghi & Mashhadi Heidar, 2016) cited on (Pourhosein Gilakjani & Sabouri 2017, p.1). This study contemplates teaching pronunciation through technological tools in order to ease the teaching-learning process and shy away from traditional methods that are still applied in the EFL classrooms in Ecuador. As Improving speaking is one of the

most difficult parts for students to develop while they are learning English as Foreign Language (EFL) (Juhana, 2012; Santos & Barcelos, 2018)

This study was conducted to a group of 21 students (thirteen girls and eight boys in total from 12 to 13 years of age) from an Ecuadorian high school. Audios where students pronounced verbs in the third person singular in and out of context were recorded. A software program called PRAAT ("*talk*" in Dutch, a free computer software package for speech analysis) (Li, 2019, February, p. 375) was used during this study in order to diagnose pronunciation inaccuracies of the third person singular and plural nouns. With this, a descriptive table of the students' pronunciation problems was developed. Afterwards, the EFL learners were presented spectrograms of recorded audios of native speakers pronouncing final /s/ /iz/ /z/. Students were taught to read spectrograms and compare them with that of a native English speaker. There are several studies from researchers that claim that PRAAT works for improving pronunciation. Other researchers have done an outstanding job as well on it and the results seem to be satisfactory. (Boersma & Heuven, 2001) The successful application of PRAAT in EFL classrooms was proven effective in Italy (Brett, 2004), Japan (Wilson, 2008), Korea (Yoon, 2007), Hawaii–USA (Le & Brook, 2011), Iran (Gorjian et al., 2013), Algeria (Hamlaoui & Bengrait, 2016), and Indonesia (Triassanti, 2015) Cited in (Osatananda, & Thinchana, 2021, p.373). According to these authors, this software will aid in achieving accurate pronunciation.

Moreover, these authors reflect that PRAAT is an excellent choice for EFL learners. The purpose of this project was to present this software to students in order for them to reflect on their own pronunciation problems, which will lead them to become independent learners after experiencing this technological tool. According to (Souza, 2019) "One of the main challenges of contemporary education, at any level, is to promote practices that allow students active participation in activities of the digital culture" Cited in Ruiz, & dos Santos, 2020, p. 2).

Presently, it is crucial to use technological tools in the process of learning a language since it gives students an advantage as Al-Jarf (2004) “found that the use of Web-based lessons as a supplement to traditional in-class writing instruction was significantly more effective than teaching which depended on the textbook alone” cited in Li, (2005, p. 35) . pronunciation improvement could motivate this group of students to use PRAAT outside and inside the class, however, the lack of technology in some schools in Ecuador can be one disadvantage. Some schools in Ecuador, especially those from the public sector, lack appropriate technology in modern classrooms; even though, as Ruiz et. all state “Technology has become a crucial tool to be used in class when accompanied by goals and purposes some examples are the increase in motivation and participation”. (Ruiz, & dos Santos, p.2 (2021)

PROBLEM STATEMENT

Formulation of The Problem

As many authors state, pronunciation is one of the most difficult skills to learn for non-native English speakers (Bui, Mai & Diep, 2021, p.121)

Teaching pronunciation using markers and a whiteboard is an old traditional method that lacked a positive impact on students. Introducing a new method to improve pronunciation could engage our students to use PRAAT as a technological tool to learn the pronunciation of the final /s/ /iz/ /z/ in a better way. Using PRAAT can be helpful to analyze pronunciation. EFL teachers and students have felt that pronunciation has not been given a lot of attention in the classroom and has been generally overlooked. One viable method is the introduction of technological tools in EFL classrooms to mark a difference between traditional activities and new methods by using tech tools to improve the pronunciation on the -S ending sounds.

One clear example is that if learners have poor pronunciation, misunderstandings can happen when they try to communicate in the target language. Moreover, most young Ecuadorian English learners in public schools do not have a good level of English; for several reasons, some of them start very late to consider English as an essential subject

in their career besides learners omit to know how much a second language can aid in their professional life later in the future. When this happens, issues in understanding appear in listeners where they can get confused, thus complicating effective communication.

Teachers must develop resources and supplies to teach students English pronunciation. As well as tutors needing courses to be prepared in order to teach activities that will help to complete standard English on students.

Seferoğlu (2005) stated that “teachers who used software for pronunciation instruction had significantly better post-test scores than those who used traditional teaching methods” cited on (Pourhosein Gilakjani & Sabouri 2017,p. 2). Using this technological tool will improve learners’ pronunciation; Learners will have the opportunity to see and analyze their pronunciation improvement in PRAAT. Moreover, they will repeatedly revise until they get their pronunciation improved.

Students from this high school located in Ecuador mentioned that they have never learnt pronunciation through software. One of the reasons that they have not been taught pronunciation could be the lack of English teachers trained in this field. Perhaps teachers cannot teach pronunciation by using software because of an apparent lack of tools to do so, which could be a reason for using whiteboards and markers in the classroom to teach the English pronunciation. Nevertheless, the school where this study was carried out has a computer room where they can use it to teach English pronunciation, some learners reacted enthusiastically when they got this tool (PRAAT) to learn pronunciation on the final S sounds. Nonetheless, some problems that teachers can face when teaching pronunciation is in progress aptitude that can appear from students.

Programs to teach specific pronunciation or related technological tools have not been used at the school where this study was performed. Traditional methods, which are the only ones used to teach and learn pronunciation, is being applied in English classrooms. Resorting to only teaching pronunciation by writing on the board the English word and having students repeating after teachers.

Nowadays technological tools to teach and learn a second language are a trend, for instance, some devices can download and view learning material to complement this process of learning a second language in the form of apps, websites and other language learning software. (Aydin, 2007, p. 2) To get a better pronunciation in EFL the following factors, such as “ Learning a foreign language depends on some reasons such as school curricula, need of advancement in professional life, living in a target community permanently or temporarily, interest in different cultures and some specific purposes” (Harmer, 1991) As English teachers, we have to work on intrinsic motivation with our students for future researchers where students can release the importance of learning EFL. With the use of technological tools while learning a second language, perhaps their wake up feeling to learn a second language will rise.

Therefore, whether technology is planned to be used to teach pronunciation or not, English teachers must apply to the curriculum the advantage of using software programs to improve pronunciation, among other skills.

As Chen (2007) mentioned:

The Internet enables English learners to access useful language resources and communicate directly with native English speakers. ... Learners can practice applying information and overcome the decontextualized predicament of English learning. Students can learn listening, speaking, reading and writing English interactively via real-world situations. Cited in Aydin, 2007, p. 1)

Additionally, presenting and having more technological tools for learners to use while teaching English will help improve our students' English levels. For example, teaching animals by presenting flashcards could be worthwhile for students but using an app to have them play games, this could be more engaging and increase their knowledge and interest in learning EFL by touching the screen instead of just playing with the flashcards.

A recent study by (Calvo Benzies, 2017, p. 3) demonstrates that most Spanish students are accustomed to using tablets or any other technological device when learning a second language.

Therefore, using a software program such as PRAAT with the recorded audio from a native English speaker, students will have the opportunity to revise and repeatedly try until the pronunciation improves by seen in the spectrum of the program with the blue lines that emerge from the software.

The aim of this project is to allow students to identify -S ending sounds, manage the three different sounds, and identify between voiceless and voiced sounds. and also be able to explain how to produce -s ending sounds; as well as the ability to use and manage PRAAT and analyze their pronunciation using this software.

An autonomous learning process will begin with students learning pronunciation using this tool to compare and contrast their pronunciation with that of a native speaker through an audio sample.

To this end, learners record audios in to MP3 or WAV in order to upload them for the aforementioned comparison and can create their own activities to research audios to further compare their pronunciation.

During the procedure by using PRAAT, students demonstrated problems with their pronunciation using PRAAT at the beginning. It was found that they did not pronounce the -s at the end of some English words. as reflected in Escalante, c.'s investigation (2018) made in Ecuador in a city located in the coast region where results demonstrate that the - s aspiration of some students appears due to the interferential from L1 to learn L2. The aspiration of the -s final sound could be one of the consequences that this group of students is facing and the -s ending sound appears to be aspirate from some of them. as well as -s weakening, which has been found to occur when they have to pronounce verbs such as: (*Finishes, Peter calls, Susan waitS, she Stops*).

Some students from this group had tested with technological tools, to compare their pronunciation with the native speaker and the results demonstrate they did not even pronounce the final -s on the verbs that were given to them to pronounce.

Yates (2002) explained, “learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect” Cited in (Bui, Mai, & Diep, 2021, p.125) Tutors play a vital role to make learners understand the importance of having good pronunciation, which leads them to communicate better.

The type of English that is spoken doesn't matter very much as far as it is done so in an intelligible way. living in a country where there is no traditional use of English and there are no people who speak it for general communication purposes, the pronunciation obtained by an individual may reflect the distinction between their native language and English. Furthermore, the English pronunciation that can be understood in your home country may not be the case in another. (Wei, & Zhou, 2002)

In contrast, the pronunciation of -s ending in this group of students may not be that important for them. As long as they communicate accurately with non-native English speakers.

Having PRAAT as a practical tool will aid in reaching this research’s objectives, since technological tools play an essential role in learning and teaching pronunciation; as it aids students by giving feedback, upon which they can improve and see better results. Developing activities that lead them to be independent in the process of learning EFL involving technological tools while learning L2 in students may help turn them into autonomous learners by using this software which is to improve pronunciation.

RESEARCH QUESTIONS

Can the systematic use of PRAAT improve the pronunciation of the -S ending sounds of a group of EFL students in an Ecuadorian High School?

GENERAL OBJECTIVE

Improve the pronunciation of the -S ending sounds in a group of students from a high school in Ecuador by using PRAAT.

SPECIFIC OBJECTIVES

To create a guide using PRAAT to improve the pronunciation of the -S ending sounds in an Ecuadorian EFL class.

To create activities using technological tools to improve pronunciation of the s- ending in Ecuadorian EFL high school.

To analyze the results of the activities using this technological tool that aided the pronunciation of the -s ending in this group of learners.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1 Research Background

This research aimed to improve the pronunciation of the final -s sound /s/ /iz/ /z/ in verbs and plurals nouns in a group of students in an Ecuadorian EFL class by using a software program called PRAAT. This section displays the meaning of pronunciation, the importance of pronunciation's advantages and the consequences of mispronunciation.

Technological tools can help improve pronunciation. According to Li Yingjie (2010) cited on Li, 2019, p.375). in recent studies mentioned that “the effectiveness of speech visualization technology has been recognized through the wide application of a series of related software and hardware systems.” According to this research, adding PRAAT in pronunciation activities in classes will help develop the aim, which is the pronunciation of the -S final sounds and creates well-prepared tasks to let students prepare themselves outside of class to use this technological tool.

Pronunciation plays a vital role in communicating effectively, yet able to be understood by others even not having the correct pronunciation as long others can understand when the word is being pronounced. Since mispronunciation hinders communication, having better pronunciation in EFL students is just important; as Morley, 1991 and Pourhosein Gilakjani, (2016b) pointed out that “Intelligible pronunciation is an important part of communicative competence. If learners do not have [...] pronunciation skills they will not be able to communicate effectively” (Gilakjani, 2017, p.2). Thus, this specific skill of the -S ending sounds is relevant to consider whenever pronunciation is well developed in this field. On the other hand, by pronouncing the final -S sound, it does not matter as long as students can be understood by non-native English speakers or native speakers, yet whether the standard English is the purpose, thus it is needed.

The competency of pronouncing the -s ending sound correct is one aspect that determines the level of someone’s speaking ability to communicate effectively with others. Muslimah, N. (2013)

Moreover as (Key and Nancy, 1996) Cited in Muslimah, 2013, p. 19) “ stated that English has been called “lingua franca of the whole world.” Hence, all English learners must consider it essential and understand that accurate pronunciation is a must for the student to communicate effectively with others in the target language. As Muslimah, (2013) cited that nowadays the use of English emerges in all resources, for instance, magazines, newspapers and articles. Much of the information found nowadays is in English. Based on these acts English language is important to communicate and share information, therefore who teach (EFL) English as Foreign Language must be well prepared to help students to reach their goals in all skills; when teaching is in progress since pronunciation is an important skill in the field, it can create an easy path for the listener to follow and understand the speaker.

Students need to realize that English is an international language to communicate. It is vital to manage a second language for professional life, especially when this is English; more important opportunities will open for professional life and having a much better

pronunciation also plays an important role as Muslimah (2013) mentioned that a mistake in our pronunciation will make rise the misunderstanding in our communication.

Table#1 -s ending words inflections. Sources: Nurul Muslimah. (2013)

-s inflectional endings pronunciation			
glass	:	glasses	[-iz]
pen	:	Pens	[z]
book	:	books	[s]

Nevertheless, issues have been noticed in the high school which is referenced in this study. Pronunciation activities have not been taught so far, demonstrating what Kelly (1969) mentioned: “[...] pronunciation has been neglected part from language learning”.

In addition, Derwin & Munron (2015) also mentioned that “pronunciation instruction has been overlooked by some teachers due to the lack of time, lack of confidence, and uncertainty about how to teach pronunciation” . Additionally, Breikreutz, Derwing, & Rossiter (2002), Fraser, (2000a) and Macdonald (2002) mentioned that “Some teachers do not have enough knowledge” to teach pronunciation, neither using technological tools to teach this. As Bloomfield explains in his book *Language translated to Indonesian* by I. Sutikno, there are three pronunciation rules for -s, /s/ /z/ /iz/ (1995, p. 203) cited in (Muslimah – 2013, p.21) It is important for learners to consider; that on the final -S on third person singular has three different sounds.

For instance, “[...] students should differentiate between voiced and voiceless sounds”. To learn the pronunciation of the -s ending /s/ /iz/ /z/ they must know well the final sound, for which “the –s ending depends on the sound that comes before it in the word” (Muslimah – 2013, p.44). Secondly, “The –s ending in the third person singular present tense, possessive, plural and contractions follow the same pronunciation rules. The –s ending has three possible pronunciations sounds: /s, /z/ and /ɪz/. (Muslimah – 2013, p.43) for instance:

1.2 Producing /s/

The sound /s/ is found in the following examples of words: so, cent, scene, missing, decide, race, kiss, cease. (Muslimah – 2013, pp.46 & 47)

To produce the /s/ sound, the following processes is followed:

a. The front part and the tip of the tongue is raised

towards the gum ridge, but not touching it.

b. The side of the tongue is pressed against the upper teeth.

c. Air is forced to go over the tongue and through the opening the tongue and teeth.

d. The vocal cords do not vibrate.

1.3 Producing /z/

The sound /z/ is found in the following example of words: zero, crazy, dizzy, noise, buzz, these and cries. To produce the /z/ sound, the following steps are needed: (Muslimah – 2013, pp.46 & 47)

the front part of the tongue is raised as well as the tip

towards the gum ridge, but not touching it.

- The side of the tongue is pressed against the upper teeth.
- Air is forced to go over and through the opening of the tongue and teeth.
- Vocal cords vibrate.

(Muslimah – 2013, pp.46 & 47)

Last but not least, Morley makes charts for –s ending (N Muslimah – 2013, p. 48).

It can be seen in the following tables:

- The Pronunciation of –s Ending (The bullet points and listing are inconsistent, please unify your format)

Table#2 voiced sounds, voiceless sound, buzzing sounds. Sources: Nurul Muslimah. (2013)

		Column 1	Column 2	Column 3
Final Sound		/s/	/z/	/iz/
Sibilant and fricative consonants	s z sh zh ch j			Kisses Loses Pushes Changes Teaches Judges
All voiceless consonants sounds	P T K th	Sleep Writes Drinks Laughs Bathes		
All other voiced consonants sound (pronunciation note: Vowel sounds before voiced consonant sounds are lengthened)	b d g v m n ng l r		Rubs Rides Rugs Drives Dreams Runs Sings Smiles wears	
Vowels and Diphthongs (all voiced)	Aw Ey Ay Oe Ie oy		Draws Conveys Betrays Does Cries enjoys	

Considering that tutors must develop well prepared tasks for communicating to teach to EFL learners in an easy to enjoy manner. Creating activities to aid in improving communication through interaction may help satisfy all students' requirements when speaking skills are taught, thus, “teaching English should contribute to the students’ communication efficiency and satisfy the necessity of widening their knowledge as well” engage them with fun activities which can include the useful apps and technological tools in class while students learn an L2 could be an advantage for all learners (Gilakjani, 2012, p.6). “Research has shown and current pedagogical thinking on pronunciation

maintains that intelligible pronunciation is seen as an essential component of communicative competence” (p.19). When standard English is required, all the skills must be learnt correctly in order to have the level expected. As per this statement, the use of technological tools in EFL class to improve pronunciation will help have better results in this field with learners, which also leads them to communicate effectively with native and nonnative speakers, particularly when the third person singular verbs are being produced. Just as Chun, (2013), Levis, (2007) and O’brien, (2011) concluded in their studies “ [students] often demonstrate promising results, especially with software that provides learners with specific feedbacks on their errors”, hence the importance and use for PRAAT.

Hence, pronunciation teaching will be satisfactorily reflected whether it was worthwhile or not to use of PRAAT for improving student’s pronunciation of the -s ending sound by monitoring in class their progress. Therefore, instructors must encourage students to create their own perception and production through software. Yet, what Gilakjani and A.P. (2017) said must be considered; that teachers lack the knowledge to teach pronunciation in EFL classes by using tech tools; which is a critical fact that needs to be considered in this field. Nowadays, tutors face issues like the lack of new methods to teach English pronunciation in EFL classes as part of their daily lessons. That is why old methods still are applied in some Ecuadorian classrooms, especially in public schools. Therefore, teachers have to update their classes to include English pronunciation.

1.4 Meaning of pronunciation

“Pronunciation refers to the way in which we make the sound of words” (club, 1997)

The Cambridge dictionary also defines pronunciation as “ the way in which a word or letter is said, said correctly, or the way in which a language is spoken” Considering this important aspect, it is vital that students must improve their pronunciation in EFL classes. Good pronunciation is crucial to communicate accurately with others in the target language. This aspect will help learners improve as well as teachers do.

O'Neal (2015) suggested “that if the speakers pronounce a word or express their feelings, and the listeners cannot realize the pronunciation, then the pronunciation is impossible to understand to the listeners” cited on Bui, Mai, & Diep, (2021, pp.5 & 6)

To sum up, Pronunciation helps students to have a clear and better understanding when they are talking with others, and it helps learners improve other English competencies effectively (Bui, Mai, & Diep, 2021). To standardize English in schools it is important to develop correct pronunciation from an early age in order to reach EFL class goals with learners. The aim is to improve English in our country, which is difficult because of the low level of English in Ecuadorian students, which is the lowest in the region according to the latest research by (EF EPI) English Proficiency Index 2021 Ecuador is positioned in 90TH place out of 112 countries in the world for low English proficiency and in Latin America is in 18TH out of 20 this is also supported by Cronquist & Fiszbein, (2017) who stated that Ecuador has one of the lowest levels of Speaking-English proficiency in Latin America

1.5 The Importance of Pronunciation.

All English learners must know that pronunciation is an important skill that they must practice to improve their English, and by developing this part of speaking skills, students can make sure they are understood when communicating. Burns (2003) claimed: “Clear pronunciation is essential in spoken communication. Even where learners produce minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation”. From this point of view, this plays an important role to enrich the point of having standardized English in Ecuadorian EFL classes. As pronunciation is an integral part of language instructions in combination with other language skills (Reading, speaking, listening and writing) since the primary goal of teaching the language is communication in the target language (TL). Çimenli, B. (2015)

Moreover, with better intonation, learners will experience the benefits of correct pronunciation.

1.6 Pronunciation's Advantages

Learners getting an accurate and fluent pronunciation will help them while listening and give others a positive impression. Shak (2016) said that for university graduates, pronunciation is important to make sure they succeed during job interviews. (Bui, 2021) Having these skills will help EFL learners get better work opportunities and aid in their education, as Shak mentioned in (2006), Ecuador is getting to the point of having a standard pronunciation, and to implement tools in class to reach and improve this skill, tutors must work for students to develop autonomously in the field of learning pronunciation.

As Bui, (2021) cited:

Good speaking will reflect how speakers tried their best in pronunciation and it plays an important role in being more confident of speaking in English, from pronunciation practice every day, it supports not only in learning new words but also in developing fluency in speaking skills.

1.7 Mispronunciation Consequences.

While learning English there are four skills for students to master, and pronunciation is not an easy skill to do so, especially to non-native English speakers. As Fraser, H. (2000) observed in his research, many learners of English as a second language have major difficulties with English pronunciation, often even after years of English lessons. As Bui, Mai, & Diep, (2021, p.125) stated, some of the likely reasons for mispronunciation are reading difficulties, nonstandard spellings, local or regional mispronunciations Perhaps our geographical localization in Ecuador could be one of the reasons that can affect the

pronunciation and hardest on students to achieve accurate pronunciation on the third person singular that focus on /s/ iz/ /z/ final sound of the -s while in the Ecuadorian educational system, English students are mainly taught grammar and vocabulary, while pronunciation is not focused on in EFL classes.

1.8 Technological Tools in EFL

According to Krashen, S. (1982) Cited in (Picón Jara, 2015, p.5) “[...] the 3rd person singular – s is considered to be one of the most understandable concepts to learn of English grammar”. Therefore, pronunciation should not be taken for granted in EFL classes. Using software could present an advantage to teach pronunciation; positive aptitude from tutors can motivate in students. Instructors must encourage students to create their own perception and motivate the productivity through this technological tool to improve pronunciation. Intrinsic motivation plays an essential role in the process of learning EFL.

Moreover, having well-explained instructions on the use of technological tools to implement in EFL class from tutors can create adequate and substantial progress in learners. One clear example is that the speaking production from students can reach the waited expectations. As Farhat and Dzakiria (2017) Mentioned that “pronunciation instruction improves EFL/ESL learners’ oral production” Cited on (Gilakjani, 2017, p. 2) Gilakjani, (2012, p. 1) stated as well that “Teachers often do not pay enough attention to English pronunciation” particularly in public schools in Ecuador; the lack of motivation from English teachers to teach these skills is evident in their classes.

Consequently, pronunciation teaching lost its popularity and was even ignored by some methods.

it was found that “ drills are artificial and insufficient to teach correct pronunciation and pronunciation teaching is often omitted from the curriculum” çimenli, (2015) as an English teacher, according to experience, when tutors are teaching English most often

they do not focus on pronunciation as an important skill to be taught, yet other skills are; for instance, grammar, vocabulary, and listening.

Whereby authorities may need to be provided with courses and materials that permit teachers to use technological tools in a professional way to teach pronunciation in an EFL class; therefore, the perspective and aim of teaching English pronunciation may change after using new and different methods, and permit learners to participate and interact, as Gilakjani, (2012) cited that “teachers must act as pronunciation coaches and learners must be proactive learners taking the initiative to learn”. Even though using technological tools, the objective in teaching pronunciation is not to get perfect pronunciation on learners yet to better pronunciation on them that makes them hearing accurately to others. Therefore, “both teachers and learners must change roles and teaching methodologies must change objectives”. Gilakjani, (2012) In Cervero, (2009) opinion “The attitude of the teacher is an essential point in the students [...] social behavior” (p.3). it may create intrinsic motivation for learners by presenting and supporting that technological tools aid in learning an L2. the impression that tutor would produce on learners is also considered as important, it does not just consist of having all necessary technological tools to implement in class, it also consists in the aptitude that tutor must develop in the process of teaching to learners in order to gain the purpose on them. According to (Pourhosein Gilakjani, & Sabouri, 2017) “ As a facilitator, the teacher helps learners to construct their own knowledge, helps them to set their learning objective” (p.3). Based on this suggestion, O’ Brien, & Levis (2017) also suggest encouraging instructors to make use of research tools like *PRAAT*, [...] to create perception and production exercises for students, (P. 3)

Orientation from tutors plays a vital role to engage learners in the field of pronunciation, as this is the case of the final sound of /s/ /iz/ /z/ . After this point of view, this aspect must be covered in order not to leave any gap to be filled in the field of production. Therefore, Davis (1999) established that “an area of concern and one of the top priorities of [...] students after completing elementary English course is

pronunciation” Cited in (Gilakjani, 2011, p.3). in other words, the earlier the use of technological tools for pronunciation, the better the results.

To gain output in the process of learning EFL, as is supported by (Miltra1988, 2003; Mitra and Rana 2001), they defined that “Children aged between (8-13 years old) can manage computers and other activities related to technological tools” cited on (Mitra, Tooley, Inamdar, Dixon, 2003, p. 1) Whereby to admit this important aspect students after elementary can easily start learning to use tech tools that will aid them in improving pronunciation in EFL. (Lee, 2008 on My Et and Issues in English; Thumawongsa & Getkham, 2015 on phonetic Flash Animation Guide PFAG) cited in (Osatananda, & Thinchana, (2021, p.2).

According to these authors the uses of some software to improve pronunciations are educating and user-friendly. Having this kind of support from different authors indicates that there is no doubt that using PRAAT as a software program to aid the pronunciation of the final /s/ /iz/ /z/ sound could help students to improve their speech on this grammar structure.

Additionally Krashen (1982), mentioned that “this morpheme is one of the most difficult to acquire despite the fact that is one of the easiest grammatical rules to learn” cited in (Picón Jara, 2015, p.10). “The challenge for non-native speakers in learning English pronunciation is that it can be difficult to hear the difference between the target pronunciation and their own “ (Le, & Brook, 2011, p.1). PRAAT can be useful to teach pronunciation by showing students their pitch, spectrum and intensity of the speech. The use of computers or software to improve pronunciation are better than traditional methods, according to Neri, Cucchiarini, and Strik (2002), “computer-assisted pronunciation instruction has many advantages. Learners can have access to infinite input by using computer software individually and it can automatically provide individualized feedback for learners” (p. 78). This would help learners when they use PRAAT practicing their pronunciation in this specific grammar structure which is the -S ending sound. In contrast according to La Rocca (1994), PRAAT focuses on “acoustic-

phonetic analysis, rather than providing the learners with recorded-examples from native speakers in order to emulate” Cited in (Le, & Brook, 2011, p.1). Criticized by (Gorjian, Hayati, & Pourkhoni, 2013, p.35) who mentioned that “Traditional classes are generally teacher-centered and students have no role except sitting and listening to the teacher's explanations and examples” Tutors must help find other strategies and tools to reach their students in and out of classes, to look for some strategies to engage them into the activities they present

Monitoring from teachers in this process can help students lead independently in the development of pronunciation. Using other activities such as cutting videos or audios from native speakers, and comparing it with recordings of their own voice to compare them outside or inside class, that is the approach and activities done to improve pronunciation on third-person singular for this research. Although, it is essential that teachers and EFL learners must know how to use this software very well to gain better results, which is the final sound of /s/ /iz/ /z/.

Therefore, considering these significant results the use of software that shows visual pronunciation errors compared with native speakers may have the advantage to improve or to have accurate pronunciation in these tough skills, Which is third-person singular on the final sound of -s, in contrast, those that apply old traditional methods to teach pronunciation indeed will have no place in this field, as a study done by Verdugo (2006) proved it, Cited in (Pourhosein Gilakjani, & Sabouri, 2017, p.2) (Ryba & Anderson, 1990). It was stated that “These categories of teachers’ roles suggest that using computers in the classroom changes the teacher’s traditional role from a giver of information to a facilitator of information” cited on Pourhosein Gilakjani, & Sabouri, 2017, p.3). The student may prepare their own practices to reach the goal to improve pronunciation. As Muna, (2015, p.1) agrees that “pronunciation is an important aspect in learning English therefore it is varied in a different area”.

In conclusion, implementing these ideas of using technological tools, in EFL class to improve pronunciation in the third person singular, with this group of learners could have an advantage. As Neri, Cucchiarini, and Strik (2002) posited, software programs that help with digitized pronunciation move learners to improve their pronunciation by getting immediate feedback, allowing them to see and analyze where the errors are committed. Cited in Le, & Brook, (2011)

There are other software programs which provide a vast of interactive where English learners can practice pronunciation, others software programs focus on the articulation of the sounds. Another opportunity for students to record their own audios and listen to them, which gives them the opportunity to look at articulatory movements when producing sounds (La Rocca, 1994) cited in Brook, (2011).

On the other hand, some of these technological tools that help learners in pronunciation skills and feedback are not free, while PRAAT is.

Additionally, PRAAT can help learners to compare with native speakers how and where to improve when it is in use. That aids learners to improve in some aspects as long as they have a sample native speaker's pronunciation in order to compare and analyze. The main purpose is to create autonomous students in the use of tools to better pronunciation. It is a well-designed tool that anyone can handle and make use of.

Some problems that can emerge by using PRAAT is that learners cannot be familiar with the use of computer programs, therefore at the beginning they may face difficulties in this aspect.

1.8.1 Role of Teachers in Using Technological Tools.

According to (Hayati 2010), "The use of technology or computers is one of the good ways for improving pronunciation teaching and learning" cited in Pourhosein Gilakjani,

& Sabouri, (2017, p. 79) thus, using it appropriately in class with learners definitely will be an advantage for learners to improve pronunciation on the -S ending sounds.

Hutchby (2001) suggests that computer technologies help students focus and increase the effectiveness of pronunciation on learners. As Dekaney (2003) also expressed that “using a computer is much more effective than using traditional methods for pronunciation instruction” Cited in (Pourhosein Gilakjani, & Sabouri, (2017).

Considering all these experiments and suggestions from these authors after the results they had, it can be concluded that the use of these tools help learners to improve pronunciation in the EFL teaching process. Therefore, in this new century, having learners improving and reaching a better pronunciation in and out of class is possible; moreover, teachers must be sure that students have the same access and abilities to computer software programs according to their needs. Pourhosein Gilakjani, & Sabouri, (2017) mentioned a study made by Molaei and Riasati (2013) where they presented that the use of technological tools in class is suitable for teachers since they can control their learners, AS cited in Sabouri, (2017). According to Calvo Benzies, (2017) there are quite few pronunciation programs which aim to help students’ English pronunciation.

To use all these technological tools as part of the work that teachers develop in classes, a well-prepared course needs to be developed by teachers before using these tools. Teachers play a substantial role in these processes when pronunciation is involved in their classes to manage these aspects, just as Kohlberg and Mayer (1972) and Lai (1993) established that teachers need to plan, be involved in the activities and guide learners to use technological tools that are applied in class to learn and improve this specific skills. Cited in Pourhosein Gilakjani, & Sabouri, (2017)

Depending on their student’s necessities, teachers should judge what technological tools should be apply in order to solve pronunciation errors committed by students. also, teachers should observe them and be focused when aid is required from them. (Lai, 1993) cited in Pourhosein Gilakjani, & Sabouri, 2017,)

According to Zhu (2010) and Pourhosein Gilakjani (2017), teachers have various roles towards using computer technology including expert, formal authority, personal model, facilitator, and delegator. Cited in (Pourhosein Gilakjani, & Sabouri, 2017)

1.8.2 Goals Using Technological Tools

Levis, 2007 established that technological tools should align with instructional pedagogical goals to teach pronunciation.

Like this software program, PRAAT should be based on the explicit theoretical approach in teaching EFL, focused on pronouncing words correctly. Apps or software are still needed and will be needed to aid students in pronouncing /s/ /iz/ /z/ .

Yet in contrast with Levis, (2007) who cited the goal in pronunciation is not to perfect it, but to improve it to the best of their ability and to communicate in an appropriate way with others in the target language. However, there are two main types of understanding according to (Dalton & Seidlhofer, 1994; Morley, 1991) Intelligibility and comprehensibility.

Intelligibility refers to whether listeners can adequately decode the words pronounced by a speaker in context. Supported by (Morley, 1991) “Therefore, it is vital that students learning English for international communication learn to speak it as intelligibly and comprehensibly as possible – not necessarily like natives, but well enough to be understood”

Comprehensibility refers to whether listeners can understand (or believe they can understand) the message communicated by a speaker, cited in (Levis 2007, p. 181) besides Fraser (2000) mentioned that researchers should not focus on the importance of teaching pronunciation, rather on the methodology used in class to teach pronunciation. Therefore, before including technological tools in their planning to teach pronunciation to their students, teachers must focus on the way they will use these tools to know exactly when and how to use them according to what is required

in the group of learners. The instructions from teachers also are vital to address the group of learners in these activities that will lead them to the aim of pronouncing correctly words in English.

Students must be well prepared in the use of these tools to work on them outside class, a student that tries to get his or her goals in learning a second language but with a standard level must be aware that this is an important aspect to be considered in order to improve and able to talk in a better way to listeners.

The challenge lies in analyzing as time passes if students unconsciously improve their pronunciation in this specific grammar or after some time, they still pronounce with errors on the final sound. Considering all these aspects mentioned, thus, teachers must integrate pronunciation as part of the communication when teaching EFL is taking in progress; therefore, methods and techniques are required in a class to obtain better results than with traditional methods, likewise markers and whiteboard.

1.8.3 Analyzing Pronunciation Through PRAAT.

PRAAT can be used to provide feedback in pronunciation create an autonomous learning process that permits comparisons with native speakers to judge where to improve. (Wilson, 2008) cited in Le, & Brook, (2011) This software can assist students' pronunciation by allowing them to see and analyze visual patterns on their own recorded audios with the native speaker audios.

At the same time, tutors can also analyze or evaluate learners' pronunciation if that is the case. moreover, this software program accomplishes the visual presentation as spectrum or pitch (*see figure 1*) which permits learners to see mistakes and to improve them where are necessary according to the target audio recorded. “the spectrogram (a representation of the amount of high and low frequencies available in the signal) is painted in shades of grey” Boersma, & Van Heuven, (2001) on the side of the pitch which is marked in blue color “PRAAT is most often used with speech sounds, in which case

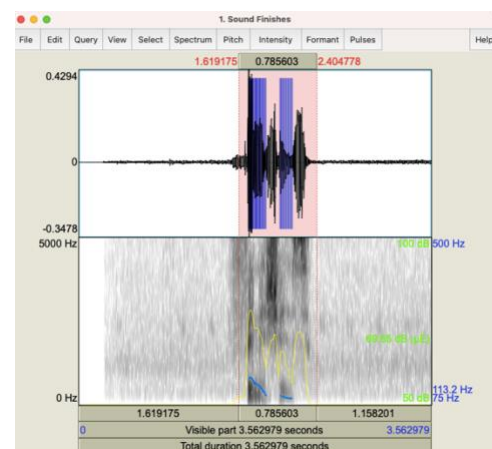
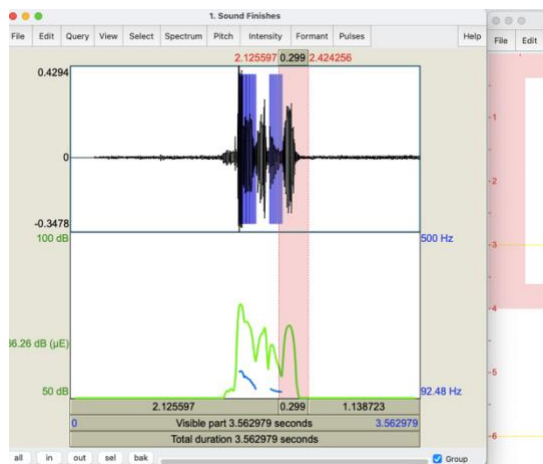
the *pitch* contour is associated with the vibration of the vocal folds and the formant contours are associated with resonances in the vocal tract” (see figure 2), Boersma & Van Heuven (2001).

However, according to Setter and Jenkins (2005), there could be some limitations by using *PRAAT*; even without using advanced level learners who are not familiar with computer software staff can face difficulties to managing it at first, as stated by Le, & Brook, (2011, p. 341). Yet according to P. Boersma and Van Heuven, (2011) the use of this software program is desirable, since its main features as spectrum and pitch are not difficult to use, furthermore it is free.

PRAAT can be downloaded through the website, www.praat.org. By writing an e-mail message to the first author, a free license to download all current and future versions of the program can be obtained, installed as many copies as you like on as many computers as necessary, and use the program for any legal purpose at work, home, and in the field. (Boersma and Van Heuven, 2011)

Figure 1 and 2 praat's feautres

Praats' Features



Wave form

It is the top half of the sound editor window. a wave can be visualized here and drawn on praat's picture window.

taking into account of all of praat's features, this technological tool is very useful for teaching pronunciation, especially for phonetics. here it describes a few features that can be used while pronunciation is learning in and out of classes, the general objective of this is to create an autonomous learner.

CHAPTER II

2.1 RESEARCH DESIGN AND METHODS

2.1.2 Settings and Participants

The following work shows comparisons with record samples from native English speakers before and after, with and without using PRAAT. To demonstrate by descriptive analysis how pronunciation on the /s/ /iz/ /z/ final sound on this group of students have improved and how much time it took in order to improve pronunciation on /s/ /z/ /iz/ final -s ending. Furthermore, to collect their information where shows if once they knew about this software program and whether their expectation is to improve the pronunciation of those sounds by using this particular tool.

This study was done from January the 3rd till March the 19th of 2022 in a group of 21 students from 8th grade between 12- 13 years of age, Thirteen girls and eight boys; their level of English was A1 according to the Common European Framework (CEFR)

.Because of the ongoing pandemic (Covid-19), classes were online, 6 hours per week using Zoom.

Descriptive data was collected from the aforementioned activities. Students could describe how successful this tool improved their pronunciation whether they noticed and managed when to pronounce those sounds at the final /s/ /z/ /iz/.

2.1.3 Instruments & Procedure.

Instruments:

A test in Google Drive was made after they pronounced the three different sounds /s/ /z/ /iz/ ; several words were given and they had to select the correct final sound /s/ /z/ /iz/ after repeating the word that appears in the survey them themselves.

Another test given to students were based around recordings. Students needed to hear and select the corresponding sound (/s/ /z/ /iz/).

Recorded MP3 sample audio from the native speakers was given to them in order to listen and repeat constantly till they reach better pronunciation. By using PRAAT to correct and improve the final sound /s/ /z/ /iz/ .

Participants.

The sample was composed of the aforementioned 21 students from 8TH grade; ranged from twelve to thirteen years of age. Divided into 13 girls and 8 boys in a private school located in the province of Manabí - Ecuador. Some socio-economic factors affected the process; few students did not have a computer in their home others needed to wait for their parents to return home after work to use the computer, few of the students connected by using a mobile device. despite the difficulties, many students managed, to download and install the software.

Pedagogical Flow – Learners – Instructor - Software.

This section describes how instructions were made and how the learners interacted during the workshop training.

Week #1, Day #1 & 2.

This activity started to present the third person singular grammar rules. The activity showed students the three different sounds /s/ /z/ /iz/ of the third person singular through a video selected from YouTube, where a freelance Native English teacher taught the different sounds on the final -s. And compared voiceless and voiced sounds as well.

Students realized that there were different sounds on the final -s on third-person singular, and they need to improve pronunciation on the final -s to have a better level of English.

After introducing these differences between the /s/ /iz/ /z/ the next step was to introduce PRAAT, which was going to be used in the following weeks in order to compare and contrast their pronunciation with that of the native speaker.

The instructor mentioned the goals to the learners for this project. This involves a selection of recordings from a native speaker who has saved some samples of some verbs and nouns in MP3. Students try to imitate pronunciation sample audios from the speaker by recording their own audio. After the discussion of their goals in improving pronunciation in the third person singular, instructors were explained pitch, spectrum, and stress.

After the first day, students responded to a short questionnaire on google drive about which skills are more difficult to learn for them while learning EFL in class. In the same survey, students demonstrated how much they have learned so far by adding the correct answer /s/ /iz/ /z/ final sound on the verb ending. (for reference, see figure 34. in the data analysis)

Day # 3

Making sure students develop well in the use of third-person singular verbs as es, ies, and s .

Some exercises for these verbs in third person singular were developed in class while sharing screens through zoom. Each student used the annotate option in Zoom to do the activities that were carried out as an exercise to practice.

After that, participants entered a *Kahoot* questionnaire, which they enjoyed doing, where the purpose was to engage them in the activity of learning pronunciation.

Students finished some more input activities at home about these exercises having to underline and recognize those verbs in the third person singular.

In a groups of three, students roleplayed as teachers, where their production of inflexion verbs was tested; some of them still presented some problems in their pronunciation. Nevertheless, some of them did well; this day, a teacher from a different subject gave us an extra class hour. Students and teachers had enough time to complete their goals.

After all these activities, we come back to the beginning, to improve their pronunciation of this topic which was not developed before in this school.

Students downloaded and installed PRAAT in their computers after sharing the link through the zoom chat, “the learners needed to install two additional software programs: Format Factory and GoldWave. Praat supports WAV, MP3, and many other file formats. In order to download audio files from other sources into Praat” Osatananda, & Thinchana, (2021, p. 382).

Week #2; Day # 1

After all students had installed the software on their computer the next step was to teach them how to use PRAAT. Voiced samples were recorded and saved in WAV or MP3, Oğuz, Kiliç, & ŞAFAK (2011) suggest that to defined best voice sample for each patient was selected and up sampled to 50 kHz by PRAAT using the synthesizer, convert, resample, and 50,000 Hz commands in the objects window. (p. 836)

Day #2 &3

A pre-test was made consisting in presenting recorded audios from native English speakers with some verbs in the third person singular. Students needed to record their audio by repeating it after listening to the audio verb from a native English speaker. After this, the tutor shared the screen and presented the different -s ending sounds. The lack of an appropriate pronunciation appears on learners in comparison with the ones from native as shown in figure 18. of the data analysis, this was achieved by using this program, and with the pitch and spectrum graphs that can be generated, students see the differences from one another pronunciation before they start to use PRAAT more in depth.

Week #3

Instructions were presented for using PRAAT. Recorded audios on certain verbs on third person singular were sent to students through zoom messages to be analyzed together, by teacher and students. Their pronunciation was practiced until they reached a similar pronunciation by checking on the spectrogram and pitch from PRAAT. Students were called one by one to share the screen by zooming in to see the results from it.

Sample of waveform pitch movement & Spectrum on PRAAT produced by comparison *S1 and Native English Speaker audio.*

Day 3 and 4 on the same week.

Learners practiced operating PRAAT on their own at home. The number of hours spent practicing were up to them.

The purpose of this was the pre-test results and the native sound example in order to evaluate how much learners have improved their pronunciation on the final sound /s/ /iz/ /z/ on the third person singular by themselves.

The following week was the beginning of the self-training period. Learners were encouraged to practice at home with some MP3 audio verbs recorded given by the tutor.

(week 3)

Sample of waveform spectrum movement which shows student's sound of s- on PRAAT produced by S2.

Week Training Activity.(week 4)

As a post-test; students chose between the animated movie "*The secret life of pets*" or any video they like. They had the choice and cut the part of the video where the -s ending was pronounced in the movie or the video they chose. Students cut a part they liked to practice with and saved it on their computer. students recorded their utterances using PRAAT for later playback and analysis of their pronunciation in this activity; they sent the audios through WhatsApp messages to be analyzed by the researcher/tutor. During the online classes by zoom, together we were presenting the audios from students and original from the movie by sharing our screen on the computer, everyone listened to the original pronunciation from the movie and audios from learners and presenting on PRAAT and evaluated their improvement from it. How close they were or how well they improved was just spending hours of training.

3 Information collection procedure

A quantitative method was used to elaborate on how much students knew about PRAAT at the beginning of the project, the purpose of this survey was to identify which skills students found the most difficult to learn. several surveys were applied as a data collection instrument.

As an assessment scale, closed "Yes or No" option answers and open multiple-choice questions were used.

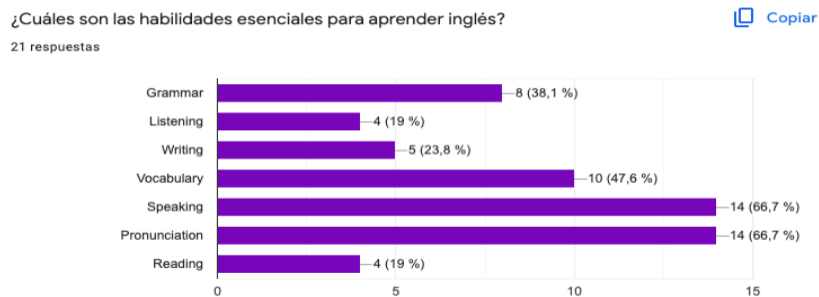
CHAPTER IV

4 Data Analysis

4.1 The final results from students' surveys before and after the project.

Question 1

Figure 4 . Students results from question #1



Translated to English: What are the most essential skills to learn for English?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1GuVcC69mTqcSQDZZdra3PRFahJOU7_Efdl3qNWzjLO/edit#responses

Table 3 . The frequency Results from students, in question #1.

Description	Frequency	Percentage
-------------	-----------	------------

Grammar	8	38,1 %
Listening	4	19 %
Writing	5	23,8 %
Vocabulary	10	47,6 %
Speaking	14	66,7 %
Pronunciation	14	66,7 %
Reading	4	19 %
Total	55	

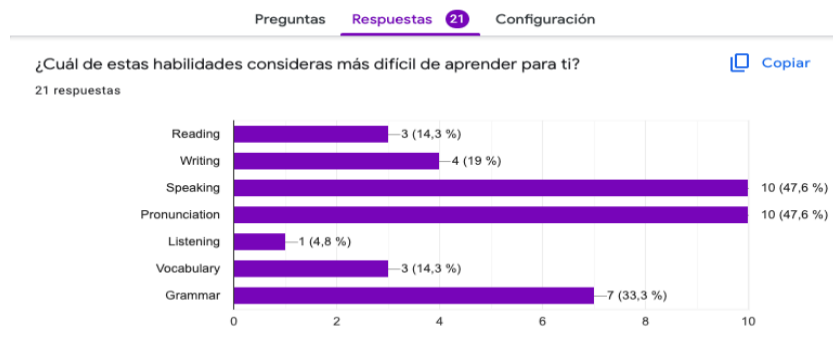
Note: Indicators of what they think about the most vital skills to learn English.

Source: Enrique Moncayo

To conclude, the chart and the table demonstrate that the final results from question #1 show that most of the students from eighth grade consider that the most important parts of learning English are Speaking and Pronunciation skills.

Question 2

Figure 5. Students results from question #2



Translated to English: which skills do you consider are the most challenging to learn?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1GuVcC69mTqcSQDZZdra3PRFahJOU7_Efdl3qNWzjLQ/edit#responses

Table 4 . The frequency Results from students, in question #2. what skills are considered the hardest to master.

Description	Frequency	Percentage
Reading	3	14,3 %
Writing	4	19 %
Speaking	10	47,6 %
Pronunciation	10	47,6 %
Listening	1	4,8 %
Vocabulary	3	14,3 %
Grammar	7	33,3 %
Total	38	

Note: The table indicates that most students have difficulties in speaking and pronunciation while learning English.

Source: Enrique Moncayo

In conclusion, students demonstrate in the survey that for them, the most relevant skills taught for English are the most difficult ones to master.

Therefore, for this reason, this software (PRAAT) will be introduced, and for the end of this project, another survey was developed in order to analyze the progress of learners, that will be demonstrated in the next charts.

Question 3

Figure 6. Students results from question #3



Translated to English: Have you received pronunciation classes before?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1GuVcC69mTqcSQDZZdra3PRFahJOU7_Efdl3qNWzjLQ/edit#responses

Table 5 . The frequency Results from students, in question #3. Whether students have received pronunciation English class before?

Description	Frequency	Percentage
Yes	11	47,6 %
No	10	52,4 %
Total	21	100 %

Note: The table indicates that most students have not received pronunciation English class before.

Source: Enrique Moncayo

In conclusion, 52,4 % of Students had not received English pronunciation classes before as only almost half of them did receive pronunciation classes it must be identified which methods were used in order to teach pronunciation to those students that responded yes in the survey.

Question 4

Figure 7. Students results from question #4



Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1GuVcC69mTqcSQDZZdra3PRFahJOU7_Efdl3qNWzjLQ/edit#responses

Table 6. The frequency Results from students, in question #4. They consider the opportunity of improving pronunciation.

Description	Frequency	Percentage
Yes	16	80 %
No	4	20 %
Total	20	100 %

Note: The results indicate that they are interested in learning English pronunciation, to have A better English level.

Source: Enrique Moncayo.

In these results, the high percentage of students surveyed demonstrated that they are aware that by having better pronunciation, their English level will rise.

Sixteen students from the group needs or wants to improve their English level through accurate pronunciation.

Four of the students who answered this question perhaps seem not interested in improving their English level.

They may consider having high marks instead of communicating in the target language with others.

As shown in this final chart from question number four, most of the students are conscious that having better pronunciation will help them to have better communication in the target language.

Question 5

Figure 8. Students results from question #5



Translate to English: Did you know that PRAAT is a software to improve pronunciation?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1GuVcC69mTqcSQDZZdra3PRFahJOU7_Efdl3qNWzjLO/edit#responses

Table 7. The frequency Results from students, in question 5. The lack of knowledge of this software.

Description	Frequency	Percentage
Yes	16	76,2 %
No	5	23,8 %
Total	21	100 %

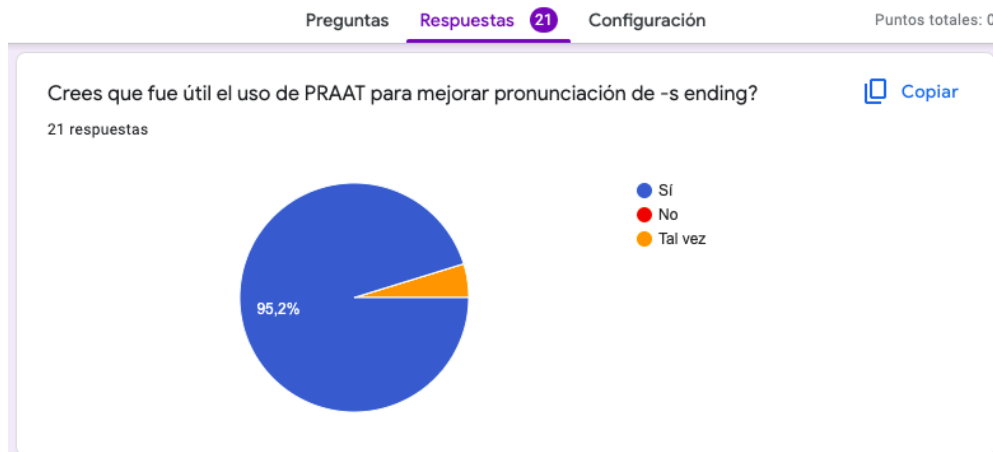
Note: The results from students indicate that they did not know about the use of this software to improve pronunciation.

Source: Enrique Moncayo.

This demonstrates that their tutors may have used other techniques and activities to teach English pronunciation for students learning before this project began. 76,2% did not know about PRAAT, therefore, a lack of pronunciation in curriculum planning appears in their studies. The implementation of this software will aid students and teachers to develop new and better strategies together to improve the -s ending sounds.

Question 1 AFTER THE USE OF PRAAT.

Figure 9 . Students results from question #1 after the use of PRAAT.



Translated to English: Did you consider PRAAT suitable to improve your pronunciation of the -s ending?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1-NmHi-ropFe8Ikk4DhjPMASP_mZF8jmlrIOPQ9WZzQ/edit#responses

Table 8. The frequency results from students, in question 1 after the use of PRAAT. They believe that this software will aid them in the pronunciation.

Description	Frequency	Percentage
Yes	20	95,2 %
No	-	0 %
Maybe	1	4,8 %
Total		100 %

Note: The final results from students indicate that they found PRAAT very helpful in order to improve /s/ /z/ /iz/ sounds.

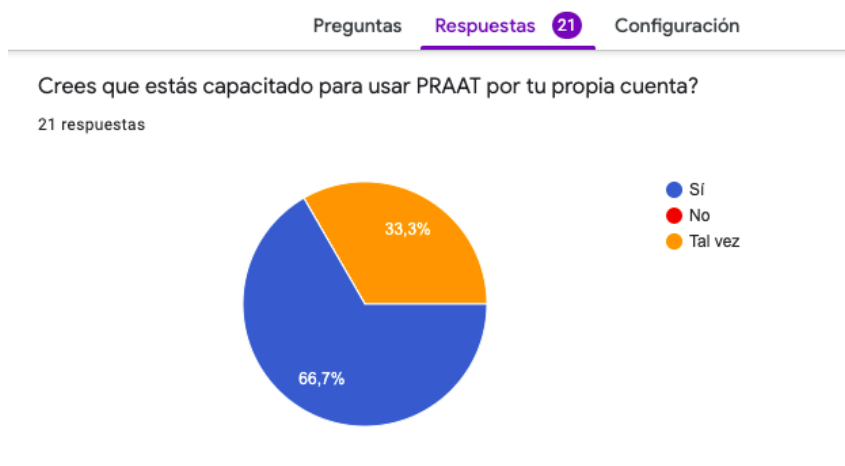
Source: Enrique Moncayo.

After several weeks of working hard with students, learners demonstrated that the use of the software program helped them in improving pronunciation.

They are improving pronunciation on the -s ending, which is not easy to analyze without having a software program where they can see and correct mistakes. Also this chart demonstrates that students cover their expectations with the use of this software.

Question 2 AFTER THE USE OF PRAAT.

Figure 10 . Students results from question #2 after the use of PRAAT.



Translated to English: Do you feel confident to use PRAAT by yourself?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1-NmHi-ropFe8lIk4DhjPMASP_mZF8jmlrIOPQ9WZzQ/edit#responses

Table 9. The frequency Results from students, in question 2 after the use of PRAAT. They believe that they can handle by themselves with this software program.

Description	Frequency	Percentage
Yes	14	66,7 %
No	7	33,3 %
Maybe	0	0 %
Total		100 %

Note: The final results from question 2 students after the use of *PRAAT* indicates that they can handle the use of this software.

Source: Enrique Moncayo.

66,7 % of the students indicate that they can handle PRAAT by themselves to analyze and improve their pronunciation. One student mentioned that she did a lot of tries till she got a better fitting spectrum, yet 33% of the students still do not know how to manage this tool even after several weeks passed.

Futures English teachers with this group of students need to make sure the guide students to be autonomous learners.

Question 3 AFTER THE USE OF PRAAT.

Figure 11 . Students results from question #3 after the use of PRAAT.



Translate to English: Do you think that future English teachers should use technological tools to teach English?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1-NmHi-ropFe8IIkk4DhjPMASP_mZF8jmlrIOPQ9WZzQ/edit#responses

Table 10. The frequency Results from students, in question 3 after the use of PRAAT. They think that future English teachers should use technological tools to teach English.

Description	Frequency	Percentage
Yes	19	90,5 %
No	0	0 %
Maybe	2	9.5 %
Total	21	100 %

Note: The final results from question 3 students after the use of *PRAAT*, indicate that they agree with the use of technological tools to learn English.

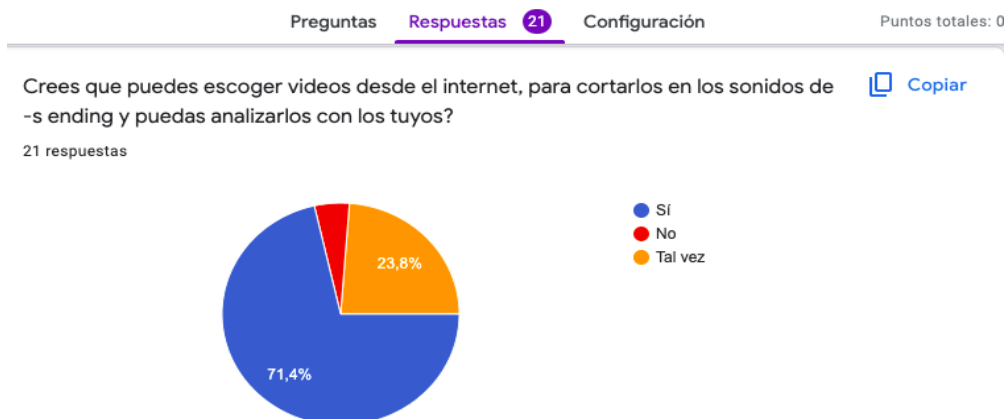
Source: Enrique Moncayo.

In this question, most students respond that they agree with the use of technological tools to learn English. Nevertheless, teachers need to prepare suitable lessons to use them properly.

When, where, and how to use technological tools will be essential to engage students in learning a second language.

Question 4 AFTER THE USE OF PRAAT.

Figure 12 . Student’s results from question #4 after the use of PRAAT.



Translated to English: Do you think you can pick videos from the internet, cut them at the ending -s sounds and analyze them with your own?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1-NmHi-ropFe8Ikk4DhjPMASP_mZF8jmlrIOPQ9WZzQ/edit#responses

Table 11. The frequency Results from students, in question 4 after the use of PRAAT. They think that they can develop activities by themselves.

Description	Frequency	Percentage
Yes	15	71,4 %
No	1	4,8 %
Maybe	5	23,8 %
Total	21	100 %

Note: The final results from question 4 students after the use of PRAAT, indicates that they can cut videos from YouTube with the use of technological tools from the web.

Source: Enrique Moncayo.

In conclusion, the advantage of teaching how to cut videos from YouTube demonstrates that the results are as expected; in their autonomous learning pronunciation, they can select the episode and cut it with no problem to be saved in MP3 later to analyze it with their recorded sample using PRAAT.

Question 5 AFTER THE USE OF PRAAT.

Figure 13 . Students results from question #5 after the use of PRAAT.



Translated to English: Do you think your pronunciation of /s/ /z/ /iz/ will be better from now after you used PRAAT?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1-NmHi-ropFe8IIkk4DhjPMASP_mZF8jmlrIOPQ9WZzQ/edit#responses

Table 12. The frequency Results from students, in question 5 after the use of PRAAT. Ss believe that their pronunciation of the -s ending will improve.

Description	Frequency	Percentage
Yes	21	100 %
No	0	0 %
Maybe	0	0 %
Total	21	100 %

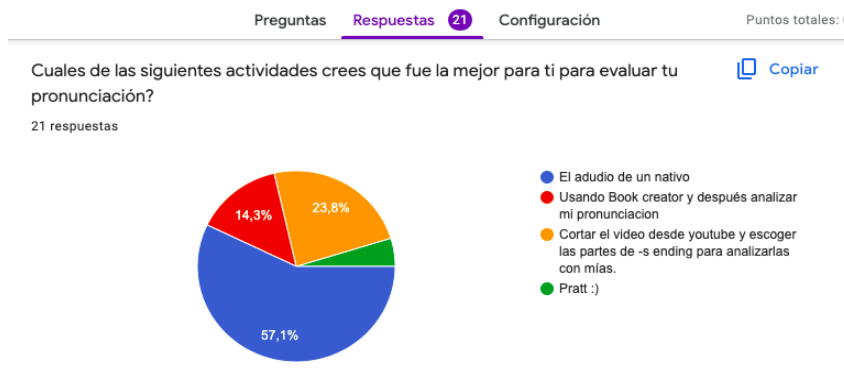
Note: The final results from question 5 students after the use of *PRAAT* indicates they feel sure their pronunciation of the -s ending sounds will improve.

Source: Enrique Moncayo.

This indicator demonstrates that all learners in the survey feel sure that their pronunciation of the -s ending sound will improve; therefore, English teachers must plan to analyze students' pronunciation by creating techniques and activities that engage learners in the process.

Question 6 AFTER THE USE OF PRAAT.

Figure 14. Students results from question #6 after the use of PRAAT.



Translate to English: Which of the following activities do you think was the best for you to evaluate your pronunciation?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1-NmHi-ropFe8lIk4DhjPMASP_mZF8jmlrIOPQ9WZzQ/edit#responses

Table 13. The frequency Results from students, in question 6 after the use of PRAAT. Ss can manage their own activities, yet they will always need the help from their tutor.

Description	Frequency	Percentage
Recorded Sample from native Speaker	12	57,1 %
Book Creator	3	14,3 %
Cut video from YouTube	5	23,8 %
PRAAT	1	4,8 %

Note: These results demonstrate that most of students prefer to have an recorded sample audio in order to analyze their pronunciation.

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1-NmHi-ropFe8lIk4DhjPMASP_mZF8jmlrIOPQ9WZzQ/edit#responses

For most of the students, it helped having a recorded sample audio to analyze their pronunciation and to communicate better with non-native speakers and native speakers.

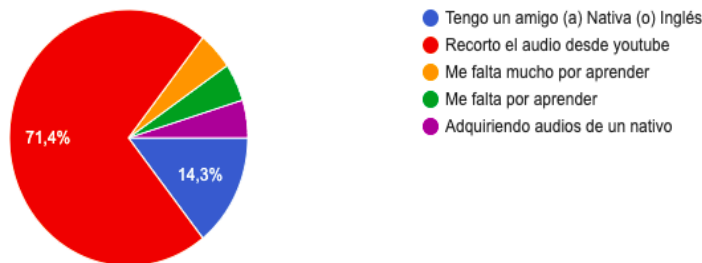
Question 7 AFTER THE USE OF PRAAT.

Figure 15. Students results from question #7 after the use of PRAAT.

Como compararías tu pronunciación con la de un nativo?

 Copiar

21 respuestas



Translate to English: How would you compare your pronunciation with that of a native speaker?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1-NmHi-ropFe8lIk4DhjPMASP_mZF8jmlrIOPQ9WZzQ/edit#responses

Table 14. The frequency Results from students, in question 7 after the use of PRAAT. Ss prefer an audio from native speaker to analyze their pronunciation.

Description	Frequency	Percentage
Cut video from Youtube	15	71,4 %
A native speaker friend	3	14,3 %
Still need to learn how to use technological tools	1	4,8 %
Recorded audios from a native speaker	1	4,8%
A lot still to learn	1	4,8%

Note: This chart demonstrates that we can create autonomous learners by giving them all supplies needed.

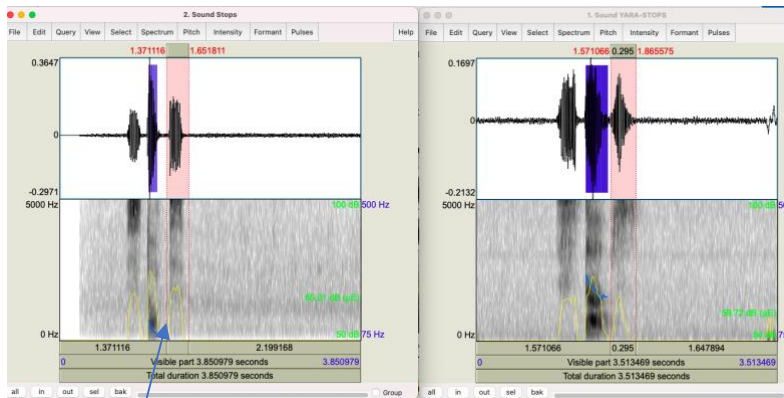
Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1-NmHi-ropFe8lIk4DhjPMASP_mZF8jmlrIOPQ9WZzQ/edit#responses

With these results, the different options that learners can have to compare their pronunciation are visible.

4.2 PRAAT Students Analysis.

Figure 16 Student and Native sound.



Native Audio

STOPS

Student's Audio after the use of *praat*

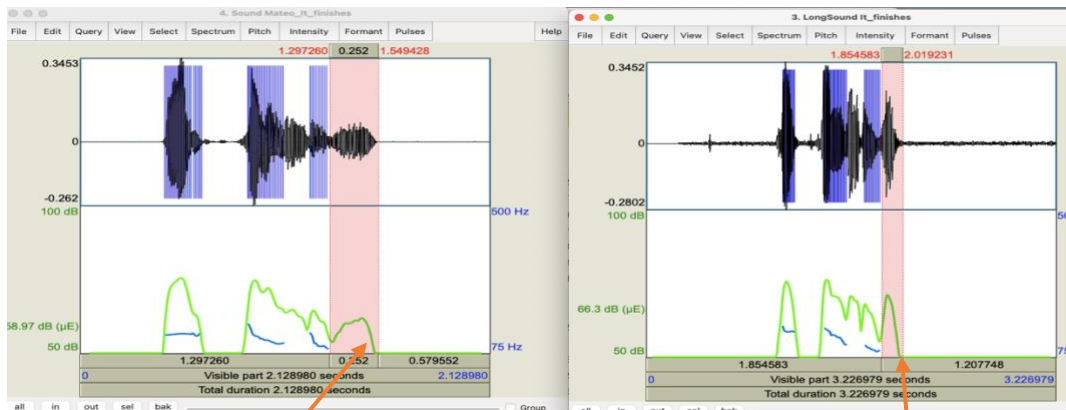
Note: These graphs demonstrate some improvement after the use of PRAAT in the students recorded sound compare with the native speaker, after some practices.

Source: Enrique Moncayo.

Students' audio Link = https://drive.google.com/file/d/1fTZ3rtaWr_Ux-sn-bti98KE1nDODL7zv/view?usp=sharing

Native's audio Link = <https://drive.google.com/file/d/1rDJLFE-EFv1Ot0PNxiteii5HJpq0N5w/view?usp=sharing>

figure 17 Student and Native sound.



Student's audio after practiced in PRAAT

Native Audio

It finishes

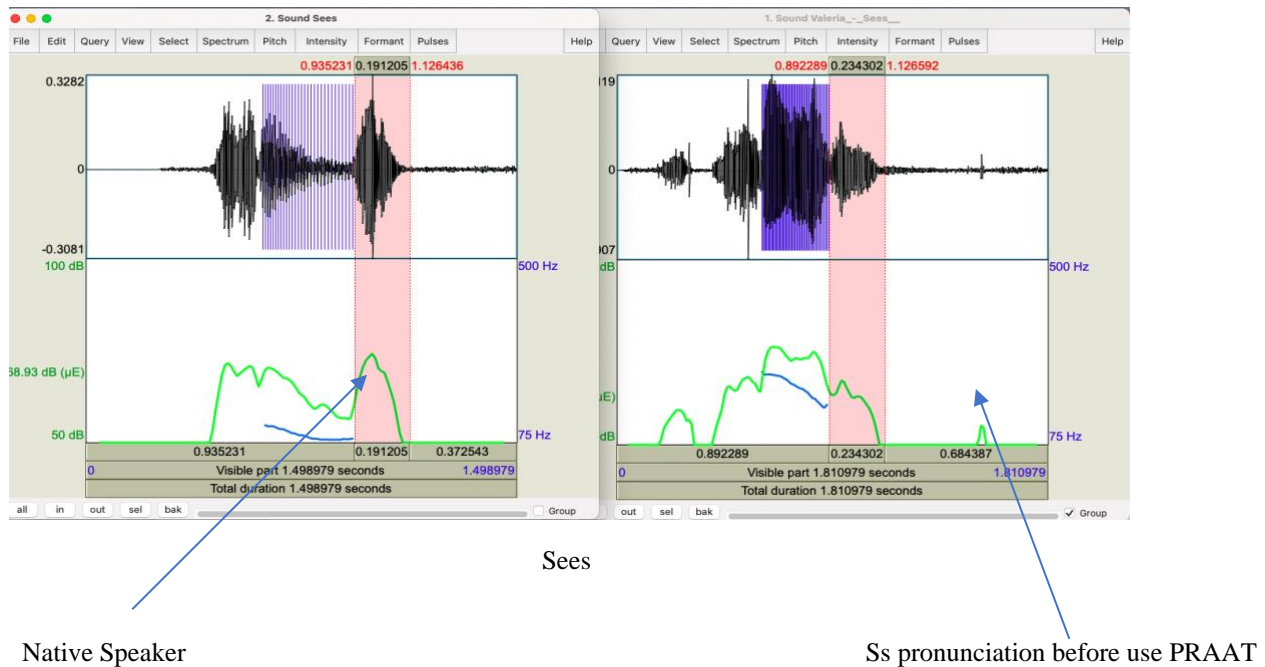
Note: These graphs demonstrate some improvement after the use of PRAAT in the students recorded sound compare with the native speaker, after some practices.

Source: Enrique Moncayo.

Students' audio Link = <https://drive.google.com/file/d/1aSPw84zX9IODusX--IIXc2fJzcPyNOVx/view?usp=sharing>

Native's audio Link = https://drive.google.com/file/d/1Jfb078vTzg8L_SyygA9TlsZi6_9362n7/view?usp=sharing

Figure 18 . Comparison from Ss audio with Native Audio



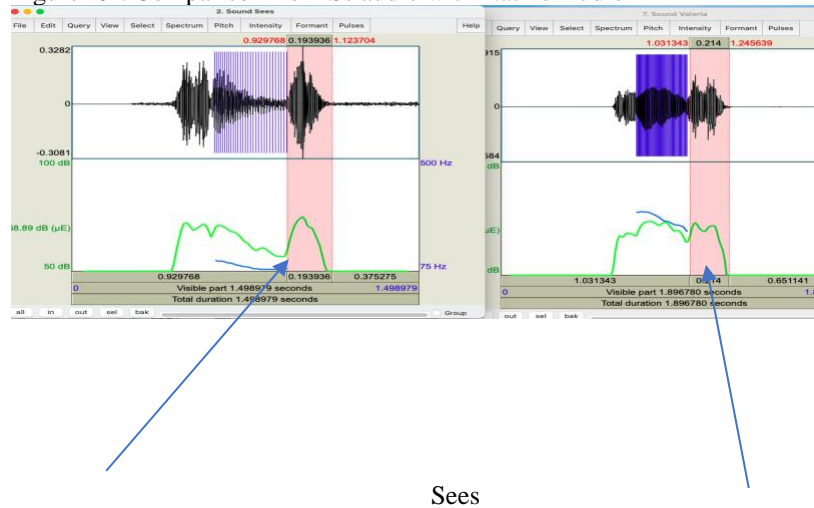
Note: These graphs demonstrate low level of the -s ending sound from the verb “sees”, this at the beginning before using PRAAT.

Source: Enrique Moncayo.

Student's Recorded audio link = https://drive.google.com/file/d/1QjzCQuESdSOM_g3jeh4gSosujD-ZdIs_/view?usp=sharing

Native's audio Link = https://drive.google.com/file/d/1IrcZTwpQY7MiwHd1gGMs046NGkZXI0_z/view?usp=sharing

Figure 19 . Comparison from Ss audio with Native Audio



Native Speaker

Ss pronunciation after using PRAAT

Note: These graphs demonstrate improvement on the level of the -s ending sound from the verb “ sees” , after using PRAAT. We see some improvement and demonstrate that the use this software works FOR this purpose.

Source: Enrique Moncayo.

Student’s Recorded audio link = https://drive.google.com/file/d/1S78ocHm-mB0k7rrGmeq6OzySA_ZFEVK7/view?usp=sharing

Native’s audio Link = https://drive.google.com/file/d/1IrcZTwpQY7MiwHd1gGMs046NGkZXI0_z/view?usp=sharing

Table 15. Summary of training and test sessions.

Week	Session	Activity
1	1	Introduction of the software, Training session & Pre-test
	2	Exercise
	3	Exercise
2	4	Exercise
	5	Exercise
	6	Post-test #1
3	7	Exercise
	8	Exercise
	9	Exercise
4	10	Exercise

CHAPTER V

5. PROPOSAL

5.1 Name and Definition of The Methodological Proposal

Implementation of the programmer to improve -S ending pronunciation in an EFL group of learners from eighth grade.

5.2 Justification

Nowadays, English teachers are teaching EFL in classes in this high school located in Ecuador, yet there is some lack of capacity to teach English pronunciation. Our country is facing a real problem which is the high percentage of people whose level of English is low in the region, according to resents research from (EF EPI) English Proficiency Index 2021, in Ecuador.

Moreover, we have a large group of students who do not like to study English whereby the percentage of Ecuadorians who speak English is deficient; something must be done to solve this issue, therefore English teachers must work together in order to improve many aspects that students are facing while they learn (EFL) English as Foreign Language in this school located in Ecuador.

This study has provided that technology is worthwhile when referring to teaching pronunciation. Software programs increase the opportunities to improve English pronunciation among learners. Innovating methods and new techniques involved in these activities while using technological tools can awaken students' expectations to learn a second language in and out of class. For this reason, it is vital to create autonomous

learning in students since they know how to manage PRAAT; furthermore, by adding activities which they learnt will move them to be independent learners in the pronunciation field.

Working with students from eighth grade is a challenge to use technological tools with them. Nevertheless, they know how to manage tech tools and apply in their pronunciation of the -s ending sound, from early ages, perhaps they will not face some problems in pronouncing English words when they reach high courses whether a properly work is done before to start the scholar year focused to have better pronunciation on them it can be a very happy at the end of the scholar year; students can release the differences from /s/ /z/ /iz/ sounds that this subject has. Learners can be able to identify wrong pronunciation from other students.

In conclusion, tutors and students must change methods and techniques when teaching and learning pronunciation comes out as a new goal to aim. As a result, this school will create independent students to use software programs to analyze their pronunciation as PRAAT which is for free from the web.

5.3 Description of the recipients and responsible

The recipients are a group of twenty one learners from an Ecuadorian school from eight grade, scholar year 2021-2022. On line classes.

5.4 Objectives

5.4.1 General Objectives

Design a methodology using a free software program to improve the pronunciation of the -S ending sound.

Where learners can see and analyze by themselves their produce on plural nouns and third person singular. Reaching a standard English at the end of academic scholar year by pronouncing correctly.

5.4.2 Specific Objectives

To Create a guide to use PRAAT where students can learn how to use this software to improve pronunciation on the -S ending sounds.

propose to the authorities from this school a continuous assistance for teachers and students by maintaining a computer room where they can manage the teaching and learning process of pronunciation through PRAAT.

5.5 Procedures

There can be other suggestions or recommendations for teachers and learners to follow in order to participate and have a committed both sides as is describe down belong.

English Teachers

- Teachers training to use PRAAT to teach pronunciation
- Training days for tutors to use adequate and precisely technological tools in class.
- Introduce technological tools to students to learn EFL.
- Change traditional methods to teach the pronunciations' software programs.
- Motivate learners to use *PRAAT* and any other technological tool to learn English.
- Have a classroom with computers and projector, and teach pronunciation to analyze the production from learners through the software.
- Organize collaborative work in groups in order to create role play to assist with accurate pronunciation -s ending in real context.
- Promote active exploration by students, the possibilities collaboration and offered the use of software programs to improve pronunciation.

enlist in the curriculum planning pronunciation to implement more time to teach this specific skill. What, when, where and with which method learners should suit better and how students should be tested while learning pronunciation. Jamali Nesari & Heidari (2014)

- Use social media to promote an interactive way of learning English.

Students

- Demonstrate investigative attitude and willingness to use PRAAT
- Be interested in the presentation of effectively organized work when required by the tutor.
- Act responsibly in fulfilling obligations.
- Be interested in applying the teacher's rules at the end and at the beginning of the course or scholar year to act with professional ethics.
- Evaluate the substantial effect that pronunciation can have by using technological tools in order to improve them.
- Evaluate the use of PRAAT in terms of the construction of knowledge.
- Actively participate in collaborative work when needed.
- Take responsibility for the work entrusted while using technological tools to learn EFL.
- Assume, and correct identified errors shown on the software program to create a self-discipline.

5.5.2 Time Table

Table 16. In relation to the schedule that should contain.

<p>Training Module</p> <p>Grade</p> <p>Hours of Classes</p> <p>English Pronunciation</p> <p>8 Grade</p> <p>2 Per Week</p> <p>English Pronunciation (Phonology – Morphology rules)</p> <p>English Pronunciation (Voiced & Voiceless Sound)</p> <p>English Pronunciation (S- ending)</p>
--

Source: Enrique Moncayo, 2022.

5.5.3 Specific Content

For the development of the implementation of activities & strategies in using PRAAT to teach and learn pronunciation the following topics will be worked on:

Figure # 20 in specific content

Steps for implementation #1	Steps for implementation #2	Steps for implementation #3
<p>Identify who is responsible for the English area.</p> <p>Apply the software program in class.</p> <p>Make sure the software is well prepare by tutors to implement on learners.</p> <p>Teachers make sure that Ss know how to manage PRAAT.</p>	<p>Make Ss responsible to download the software program in their computer.</p> <p>Introduce and teach them how to use other technological tools to create comics using s-ending sound, to check pronunciation.</p> <p>Promote learning autonomy, the instructor or tutor plays a vital role. Osatananda & Tchinchan (2021)</p>	<p>Use this software program to teach other pronunciation topics in English grammar for instance: ed- th sounds, etc.</p> <p>Ask Ss to cut short part of videos where they find -s ending sound and to analyze them with their recorded sample.</p> <p>Create role play in groups in order to analyze pronunciation of /s/ /z/ /iz/.</p>

Source: Source: Enrique Moncayo, 2022.

5.5.4 Academic Procedure

5.5.4.1 Learning Module

The School located in Ecuador, welcomes all principles and ideas which are promoted in this study to motivate and encourage teachers and learners to use PRAAT and technological tools to improve this specific part of the English Speaking skill, which is pronunciation in the -s ending;

This software program can also be used to improve pronunciation from other grammar aspects. Teachers must be updated in the use of the latest version from PRAAT in order to promote new and different techniques to enrich the learning process in EFL students, where skills with performance criteria and competencies allow them to strengthen the knowledge of producing accurate pronunciation, skills and attitudes proposed in the Study Plan.

Through this academic model applying technological tools to learn a second language will be successful for learners and help them get on the path of a new era of learning.

Moving on from traditional methods to learn EFL in classrooms to the ones nowadays most people use to learn a language as technological tools which include software programs, such as PRAAT, perhaps engage students into an autonomous perspective of using this software program where they analyze and correct errors in pronouncing the -s ending sounds.

The constructivist partner in the Educational Institution places the gaze on the student. As a social being immersed and responsible for active and cooperative learning, the teacher is the facilitator, offering strategies that encourage students to assume the construction process by themselves of knowledge.

5.5.4.2 Learning Module

Through this learning, it is possible to organize activities both inside the classroom and outside it, through work groups, according to the type of academic reinforcement that each student needs, to turn them into an independent experience and achieve learning.

For this specific subject the following actions will be carry out:

- Aim of the learning objectives.
- Decide the number of students that will be involved in the roleplay to revise pronunciation in a real context.
- Prepare all material needs to use this software to teach pronunciation remember that most of features from PRAAT must be well explained to students in order to reach the point with them.
- To work specially with students that shows little interest in learning.
- Prepare well designed activities in and out of class when the use of this program refers for instance:

Cutting videos from a song they liked, make comics by using *Book Creator* to speak while presenting said comics with -s ending sounds to the class.

- Distribute roles within groups to facilitate interaction. These roles can rotate among the students, this can be an example when role play is the purpose.
- The teacher must propose criteria to evaluate the progress of the students in their pronunciation, allow the maximum cooperative potential to be achieved and, whether necessary, give feedback to the group in order to strengthen learning.

5.5.4.3 Strategies Learning and Teaching

As published by Cervero, (2009), the aptitude from teachers to learners, while they are teaching, should be positive and well developed their lessons and activities in order to create a good atmosphere between both sides, who teaches and who learns.

As pronunciation is a vital part of learning a second language, that can affect learners' communicative competence and performance. Gilakjani (2012) Whereby teachers who are involved in activities with students can play an essential role in supporting them to learn a second language, specially whether technological tools are being applied in the process or not. since they need the support from these tools, well-trained tutors who dominate the use of this tool are necessary.

With the use of technological tools to teach English pronunciation by submitting well prepared activities for students, the goal to have a standard English on them will suit expectations when teaching pronunciation sounds refers.

Nevertheless, the final results from students will demonstrate if students developed intrinsic motivation or extrinsic motivation while using PRAAT to improve their pronunciation.

Table 17. Teaching and Developments

Strategies in activities for teaching and learning.	Developments.
Learning through the use of technologies.	Significative learning techniques. Graphic representation of the features of PRAAT. Autonomous learning process. Access to search more about a certain topic.
Learning in Group	Improve English skills. Corporative in the process of learning by working in group. Workshops in groups. Role plays.

5.5.4.4 Lesson Planning

The following lesson will show the activities to be done with this group of learners from eighth grade in this specific school in Ecuador.

it should be considered that classes are in the school's campus now.

Table 18. English Lesson Plan for 8 Grade.

		UNIDAD EDUCATIVA "xxxxxxxxxxxxxxxxxxxxxxxxxxxxx"			2021-2022		
PLANNING BYSKILLS AND PERFORMANCE CRITERIA							
1. INFORMATIONAL DATA							
Teacher:	Enrique Moncayo	Area/Subject:	English	Grade:	8vo	Class:	Level
Unit No.	8	Unit Title:	Unit General Objective. Pronunciation in the -s ending sounds.	Unit Specific Objectives: Morphology and phonily rules in the -s ending.	Students will be able to understand the grammar used about, third person singular es, ies, s. Students will be able to recognize and apply where exactly these inflection verb goes in a sentence.		
2. UNIT PLAN							
SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED					KEYPERFORMANCE INDICATORS		
- Students are able to talk about a friend or family member in order to use third person singular where grammar rules of es, ies, s. appears.					Students are able to write and speak the correct verbs in the form of es, ies, s.		
Methodology:				PERIODS:	6 hours	WEEK:	Month, day and year

Activities & Strategies	MIN.	Resources	Key Performance Indicators	EvaluationActivities / Techniques / Instruments
------------------------------------	-------------	------------------	-----------------------------------	--

Table 19. English Lesson Plan for 8 Grade.		UNIDAD EDUCATIVA "xxxxxxxxxxxxxxxxxxxxxxxxxxxxx"				2021-2022	
PLANNING BYSKILLS AND PERFORMANCE CRITERIA							
1. INFORMATIONAL DATA							
Teacher:	Enrique Moncayo	Area/Subject:	English	Grade:	8vo	Class:	Level
Unit No.	8	Unit Title:	Unit General Objective Improve pronunciation in the -s ending sounds.	Unit Specific Objectives:	Pronunciation in the -s ending sound Students will be able to understand the differences between /s/ /z/ /iz/		
2. UNIT PLAN							
SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED					KEYPERFORMANCE INDICATORS		
- Students are able to identify differences between /s/ /z/ /iz/ sounds.					Students will be able to produce /s/ /z/ /iz/ sounds.		
Methodology:		PERIODS:	6 hours		WEEK:	Month, day and year	
Activities & Strategies			MIN.	Resources	Key Performance Indicators	EvaluationActivities / Techniques / Instruments	

<p>Class # 2 (80 min)</p> <p>Take attendance the list from Students Say good morning to the whole class.</p> <p>Warm up Activity: 3. Guess The Action.</p> <ol style="list-style-type: none"> In this variation of the game above it is the verb which is blanked out, e.g. “My mother _____ snails.” Students should guess the correct verb, making sure they also put in or leave out the third person S as appropriate, e.g. “hates”, “eats” or “poisons” in the example. Source: https://www.englishclub.com/efl/tefl-articles/third-person-s/ Have a feedback from the last topic learnt. Have Ss participate in the grammar exercises, inflections verbs by adding -es, -ies, -s in their corresponding verbs by using the projector in class or whether you use Wi-Fi connection and their computers. Present a YouTube video to demonstrate Ss, differences pronunciation of -s ending sounds Source: https://www.youtube.com/watch?v=QltJzu38Ae8&list=LL&index=18 (Some exercises about /s/ /z/ /iz/ to be practice at the end of the video) Have a survey in drive about the knowledge of technological tools used in teaching pronunciation. Have a explanation & samples with them. https://docs.google.com/forms/d/e/1FAIpQLSeFuCNDQAKau6pWABAZbNh4ByAzZ8HFYJ-XLSOO57xiZxb3PA/viewform?usp=sf_link Say good bye to Ss 	<p>80 minutes</p>	<p>BOARD PROJECTOR MARKER</p> <p>BOARD PROJECTOR COMPUTER/INTERNET</p>	<p>Students start to practice difference pronunciation /s/ /z/ /iz/ sounds.</p>	<p>Use the differences /s/ /iz/ /z/ sounds in a test which is in drive.</p>
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Table 20. English Lesson Plan for 8 Grade.

		UNIDAD EDUCATIVA "XXXXXXXXXXXXXXXXXXXXXXXXXXXX"			2021-2022		
PLANNING BYSKILLS AND PERFORMANCE CRITERIA							
1. INFORMATIONAL DATA							
Teacher:	Enrique Moncayo	Area/Subject:	English	Grade:	8vo	Class:	Level
Unit No.	8	Unit Title:	Unit General Objective Improve pronunciation in the -s ending sounds.	Unit Specific Objectives:	Use PRAAT as a software program to improve pronunciation and create a guide where students can manage it to use in order to compare recorded sounds. Students will be able to understand the differences between /s/ /z/ /iz/ and Voiceless and voiced sound. Students will be able to recognize and apply when voiceless and voices sounds emerge.		
2. UNIT PLAN							
SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED				KEYPERFORMANCE INDICATORS			
- Students are able to identify differences between /s/ /z/ /iz/ sounds.				Students will be able to produce /s/ /z/ /iz/ sounds in the correct use.			
Methodology:		PERIODS:	6 hours	WEEK:	Month, day and year		
Activities & Strategies		MIN.	Resources	KEY PERFORMANCE INDICATORS	EvaluationActivities / Techniques / Instruments		

Table 21. English Lesson Plan for 8 Grade.		UNIDAD EDUCATIVA "xxxxxxxxxxxxxxxxxxxxxxxxxxxxx"				2021-2022	
PLANNING BYSKILLS AND PERFORMANCE CRITERIA							
1. INFORMATIONAL DATA							
Teacher:	Enrique Moncayo	Area/Subject:	English	Grade:	8vo	Class:	Level
Unit No.	8	Unit Title:	Unit General Objective Improve pronunciation in the -s ending sounds.	Unit Specific Objectives:	Students will be able to understand the differences between /s/ /z/ /iz/ and Voiceless and voiced sound. Students will be able to use PRAAT.		
2. UNIT PLAN							
SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED					KEYPERFORMANCE INDICATORS		
- Students are able to identify differences between /s/ /z/ /iz/ sounds.					Students will be able to produce /s/ /z/ /iz/ sounds in the correct use.		
Methodology:		PERIODS:	6 hours	WEEK:	Month, day and year		
Activities & Strategies		MIN.	Resources	KEY PERFORMANCE INDICATORS	EvaluationActivities / Techniques / Instruments		

<p>Class # 4 (80 min)</p> <p>Take attendance the list from Students Say good morning to the whole class.</p> <p>Warm up Activity: Personalized Sentence Completion</p> <ol style="list-style-type: none"> 1. Give students a list of people they could say something about, e.g. “My parents” and “My oldest friend.” As in these examples, make sure both singular and plural forms are included. They should write true Present Simple sentences about at least half of the people. They then take turns reading out the part they have written, asking their partners to guess who they are writing about. Source: https://www.englishclub.com/efl/tefl-articles/third-person-s/ 2. Present a YouTube video to demonstrate Ss, differences pronunciation of -s ending sounds Source: https://www.youtube.com/watch?v=QltJzu38Ae8&list=LL&index=18 (Some exercises about /s/ /z/ /iz/ to be practice at the end of the video) 3. Ask Ss to download the software PRAAT and installed in their computer. (Ss should had brought their computer to class if the class is in campus) 4. After Ss know how to analyze their recorded sound with the sound from native speaker, ask each of them to share their screen (if online is the class) and to present the rest of the class, If the class is running in campus, each students must present their knowledge how to manage PRAAT by using the projector which is in class, to let know tutor they can manage the software program. 5. Send some native recorded samples audio to Ss to practice at home, and they must send their improvements’ audio’s to the teachers’ WhatsApp number. 6. Say good bye to Ss 	<p>80 minutes</p>	<p>BOARD PROJECTOR MOBILPHONE MARKER</p> <p>BOARD PROJECTOR COMPUTER/INTERNET</p>	<p>Students start to practice difference pronunciation /s/ /z/ /iz/ sounds by using PRAAT</p>	<p>Ask Ss to recorded their sound and convert to MP3 using technological tools and Wi- Fi connection. Students need to analyze their pronunciation by using PRAAT.</p>
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Table 22. English Lesson Plan for 8 Grade.		UNIDAD EDUCATIVA "xxxxxxxxxxxxxxxxxxxxxxxxxxxxx"				2021-2022	
PLANNING BYSKILLS AND PERFORMANCE CRITERIA							
1. INFORMATIONAL DATA							
Teacher:	Enrique Moncayo	Area/Subject:	English	Grade:	8vo	Class:	Level
Unit No.	8	Unit Title:	Unit General Objective Improve pronunciation in the -s ending sounds.	Unit Specific Objectives:	To create an autonomous learning process in Ss. Students will be able to understand the differences between /s/ /z/ /iz/ and Voiceless and voiced sound. Students will be able to use PRAAT.		
2. UNIT PLAN							
SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED					KEY PERFORMANCE INDICATORS		
- Students are able to recognize and produce by speaking difference sounds on /s/ /z/ /iz/.					Students will be able to produce /s/ /z/ /iz/ sounds in the correct order.		
Methodology:		PERIODS:	6 hours		WEEK:	Month, day and year	
Activities & Strategies			MIN.	Resources	Performance Indicators	EvaluationActivities / Techniques / Instruments	

5.5.5 Project Feasibility

This project was done in a school located in Ecuador. The research project has the approval of the institution's principal. It can also be mentioned that there are no English research proposals similar to this project at this specific school.

Therefore, the Educational Institution uses the current study model, which due to inconveniences of the COVID-19 pandemic, is carried out virtually by zoom. Everyone stayed at home and the opportunities to learn by using technological tools are well developed by students. As technological tools are considered an advantage to learn a second language instead of using old activities in class as repeating after English teacher's pronunciation; one disadvantage that may appear in this project could be the lack of use of technological tools during the EFL process by learners and tutors

Table 23. Investigations' evaluation part 1

5.5.6 Evaluation of the Proposal

Criteria to be Evaluated	Questions	Option Answers
Relevance	Would it be considered to continue applying this software to improve pronunciation in this group of students and perhaps in other groups from this high school, to develop better	<ul style="list-style-type: none">● Yes● Maybe● No

	pronunciation in many other grammar aspects too?	
Effectiveness	Through the application of this software called PRAAT besides implementing other technological tools as websites, etc. Students have improve their pronunciation on /s/ /z/ /iz/ ending sounds?	<ul style="list-style-type: none"> ● Yes ● Maybe ● No

Table 24. Investigations' evaluation part 2

Criteria to be Evaluated	Questions	Option Answers
Efficiency	With the activities demonstrated in the lesson plans. Does elaborate pedagogy activities and create a different atmosphere to learn pronunciation?	<ul style="list-style-type: none"> ● Yes ● Maybe ● No
Impacts	Does students demonstrate interest and enthusiastic to use PRAAT for pronunciation classes?	<ul style="list-style-type: none"> ● Yes ● Maybe ● No
Sustainability	With the new techniques and activities demonstrated in these lessons, will you consider them effectively to	<ul style="list-style-type: none"> ● Yes ● Maybe ● No

	improve pronunciation in the -s ending?	
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Source: Enrique Moncayo

CONCLUSIONS AND RECOMMENDATIONS

Some of the students demonstrated interest in learning and improving pronunciation on this specific grammar aspect which was -s ending sound.

a pre-test and a post-test should be done before and after using PRAAT. however, not only with this software; after some weeks, students were evaluated again with the same verbs or plural nouns to see if they kept the same pronunciation after the first analysis with PRAAT, or they had improved.

the study demonstrated that students with a negative attitude would advance to the next school year as long as their grades allowed for it. They do use the software themselves; nonetheless, not much interest is awakened in them if they do not have any improvements in their score. They do not have intrinsic motivation to improve their pronunciation and to use the program continuously.

Nevertheless, some students were concerned about the English level they demonstrated and wanted to learn how to use PRAAT to help themselves in this specific skill: the pronunciation of the -s ending.

The statics in the results chapter shows the results (for reference, see figure 6) with the question asked to this group of learners. Most of the students did not have pronunciation classes before, and it seems that technological tools are absent from the lesson plans at the beginning of the scholar year.

Despite the fact that students did not know that the -s ending has three different sounds, it could be perhaps owing to they are from eighth grade, which just comes from elementary school.

Some of them demonstrate interest to use software programs to improve their pronunciation in this subject. Whether students have received pronunciation classes before may have used other techniques and methods which could have been different from using this software program to analyze and improve pronunciation in the real context.

However in relation to the first objective , a diagnosis was made in order to get the knowledge from student about the three different sounds, the purpose here is to make them feel confident that they can handle this tool in order to analyze and correct their pronunciation using PRAAT out of class by themselves. As in the results from students in question 2, figure 10, most of the learners feel confident they can manage *PRAAT* by themselves to analyze -s ending sounds in spectrum feature from this program which demonstrate that it is not hard to manage for them. Thus, students could demonstrate that the use of technology tools to learn and teach EFL are not taken for granted. In the scholar year that was done online, the use of websites, other resources as technological tools to learn English and this specific skill which is pronunciation in the field of speaking, was successful and more resources were used to teach English. As PRAAT was introduced to learners after the introduction from the differences sounds of -s ending, they started to use this tool and students recognize that it is going to be useful for them to improve pronunciation not only in this field. as in figure 13 shows, while question 5 showed the results from Ss .

as for objective number 2, some activities were created in order to have students analyze their pronunciation. They recorded audios where the -s ending final sounds

emerge, using *PRAAT* to compare with a native speaker, most of the students preferred the use of an audio native speaker sample as 57,1% from them selected this activity. while 23,8 % prefer to cut videos from YouTube and convert them to MP3 in order to upload to *PRAAT* to analyze them with their recorded audios, whereby they can improve their pronunciation. (see figure 14. Question 6 after Ss used *PRAAT*). Nowadays students are accustomed to the use of technological devices as tablets, smart Mobil phones, and computers on their daily basis. Therefore it will not be frustrated to motivate them to use technological tools to learn English. The part to create comics in websites or apps as Book creator <https://app.bookcreator.com/library/-MopIEGk5Yuz3gTcNseO> is suited on them they had the opportunity to create and have fun to analyze their production on the -s ending. 14, 3 % of students chose this way to analyze their pronunciation. Yet to do this, they need the native audio recording that could be supplied from English teachers.

On the other hand, the role-play was done to evaluate students' pronunciation after some time practicing these activities analyzing their improvement. As voiceless and voiced sounds from them was quite hard to recognize the differences. /s/ /z/, which was similar sound pronunciation as a result of this chart shows (see figure 33. Annex 2) in the example to select the correct sound of the word “ cats” in compare with figure 34. Annex 2. Nevertheless, to pronounce the buzzing sound for them seems easier to realize which sound they need to pronounce. (for reference, see figure 35. Annex 2)

As there is not a big difference between the /s/ and /z/ sounds, students sometimes get confused in this aspect. as the intelligibility plays an important role, others can understand them. Thus, these others refer to the same non-native English speakers and even challenging native English speakers, yet when the necessity of having standardized English, better pronunciation will be required.

In reference to the 3rd objective, at this point, students are involved in other activities which focus on engagement and improvements after several weeks join.

Students realize that their pronunciation of the -s ending sound has improved. They can be heard in real context when developing the different samples of the -s ending produce,

not the same as a native speaker, but the improvement is relevant to them. (see figure 19. of the data analysis section) students demonstrated as well a visible improvement in their pronunciation of the tested words in class, satisfactory results in learners can be seen, however, not all students demonstrated an interest in improving their pronunciation. Few of them did not even download the software PRAAT on their computer. When the tutor asked them to share the screen to see their improvement, they asked again to share the link to download the software.

one surprising takeaway from this group is the lack of motivation and aptitude to learn EFL.

On the other hand, some of the students who demonstrated concern in improving their English level were motivated to learn how to use PRAAT to better their English -s ending pronunciation, compared to those who did not show any interest.

RECOMMENDATIONS

For future reference, teachers must realize that they have an important role they must play when pronunciation needs to be developed in class, authorities also need to be involved in projects that will enrich the English learning experience and develop prestige in having a good English level through the use of technological tools, although, tutors need capacitation to use these tools, for example to learn well how to use PRAAT to teach pronunciation. the use of these tools must be applied in classrooms, nonetheless, it is clear that financial resources are needed to complete all these technical staffs in classrooms.

the pandemic demonstrated the need for technological tools to teach and woke the interest of having these tools in helping teaching a second language, it is the best way to teach and learn English, by using technological tools, computers, the internet. However, future researchers need to look into the intrinsic motivation of learners, and use adequate software tools for this group of students from eighth grade, or it should older.

the lack of motivation to learn English is still a problem in Ecuador, which is evident after the results obtained in this school. Some of the students tried once or twice in order to record their audio. Fortunately, most of them made the effort in order to improve and satisfy themselves knowing that they know how to use this software and to improve and recognize the three different -s ending sounds /s/ /z/ /iz/ .

In my view, still, there is a lot to do in teaching and learning EFL using technological tools. To have a better English level in people in this new generation, English teachers need to work hard to reach its favorable points.

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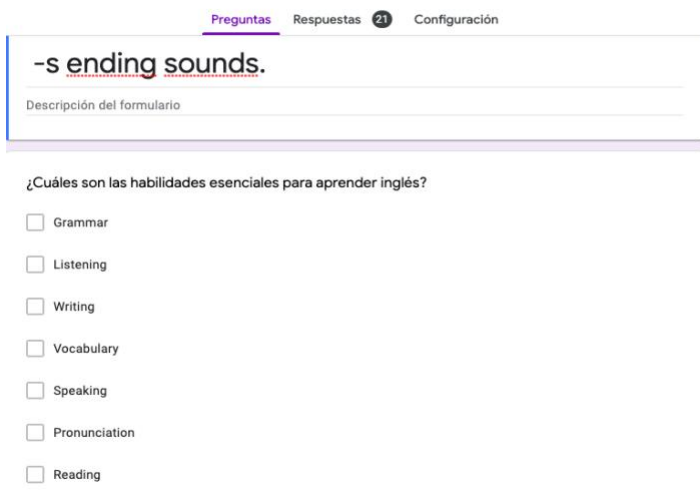
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Annexes

Annex 1 Collection data technique

Figure 21. Students' Survey. Question #1



The screenshot shows a Google Form interface. At the top, there are three tabs: 'Preguntas' (selected), 'Respuestas' (with a count of 21), and 'Configuración'. The form title is '-s ending sounds.' Below the title is a field for 'Descripción del formulario'. The main question is '¿Cuáles son las habilidades esenciales para aprender inglés?' followed by a list of skills with checkboxes:

- Grammar
- Listening
- Writing
- Vocabulary
- Speaking
- Pronunciation
- Reading

Translate to English: What are the most relevant skills to learn English for you?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1GuVcC69mTqcSQDZZdra3PRFahJOU7_Efdl3qNWzjLQ/edit#responses

Figure22. Students' Survey. Question #2



The screenshot shows a Google Form interface. At the top, there are three tabs: 'Preguntas', 'Respuestas' (with a count of 21), and 'Configuración'. The form title is '¿Cuál de estas habilidades consideras más difícil de aprender para tí?' followed by a list of skills with checkboxes:

- Reading
- Writing
- Speaking
- Pronunciation
- Listening
- Vocabulary
- Grammar

Translate to English: What are the most challenging skills to learn English?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1GuVcC69mTqcSQDZZdra3PRFahJOU7_Efdl3qNWzjLQ/edit#responses

Figure 23. Students' Survey. Question #3 & 4.

The image shows a screenshot of a Google Forms survey. At the top, there are three tabs: 'Preguntas' (Questions), 'Respuestas' (Responses) with a count of 21, and 'Configuración' (Configuration). The first question is in Spanish: '¿Has estado recibiendo clases de pronunciación antes?' (Have you been receiving pronunciation classes before?). It has two radio button options: 'Yes' and 'No'. The second question is in English: 'Would you consider having better pronunciation will improve your level of English?'. It has three radio button options: 'Yes', 'No much', and 'Definitely no'. There are three dots between the two questions, indicating they are part of a sequence.

Translate to English: Q. #3. Have you received pronunciation classes before?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1GuVcC69mTqcSQDZZdra3PRFahJOU7_Efdl3qNWzjLQ/edit#responses

Figure 24. Students' Survey. Question #5.

¿Sabías que praat es un programa de software para mejorar la pronunciación?

Yes

No

Translate to English: Q. #5. Did you know that PRAAT is a software program that aid to improve pronunciation?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1GuVcC69mTqcSQDZZdra3PRFahJOU7_Efdl3qNWzjLO/edit#responses

Figure 25. Students' Survey. Question #1 after the use of PRAAT.

Survey after used PRAAT

Survey after finished the project.

⋮

Crees que fue útil el uso de PRAAT para mejorar pronunciación de -s ending?

Sí

No

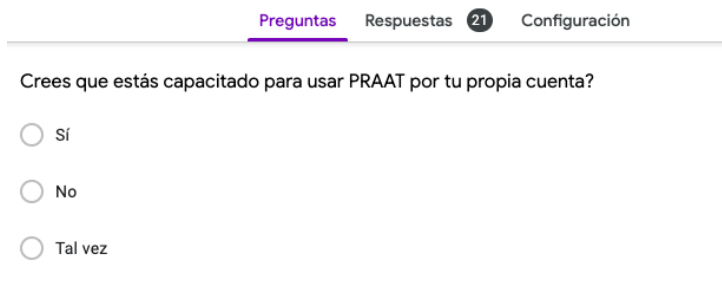
Tal vez

Translate to English: Q. #6. Do you believe that the used of PRAAT was suitable for you to improve the -s ending sounds?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1-NmHi-ropFe8IIkk4DhjPMASP_mZF8jmlrIOPQ9WZzQ/edit

Figure 26. Students' Survey. Question #2 after the use of PRAAT.



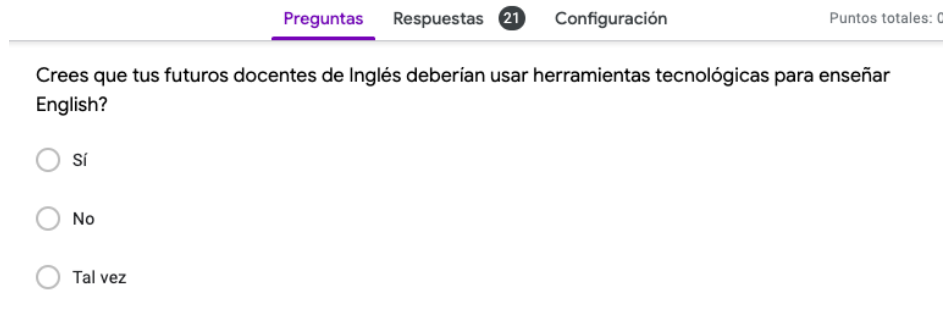
The screenshot shows a Google Forms interface with three tabs: 'Preguntas' (selected), 'Respuestas' (21), and 'Configuración'. The question text is 'Crees que estás capacitado para usar PRAAT por tu propia cuenta?'. Below the question are three radio button options: 'Sí', 'No', and 'Tal vez'.

Translate to English: Do you feel confident to use PRAAT by yourself from this day forward?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1-NmHi-ropFe8lIk4DhjPMASP_mZF8jmlrIOPQ9WZzQ/edit

Figure 27. Students' Survey. Question #3 after the use of PRAAT.



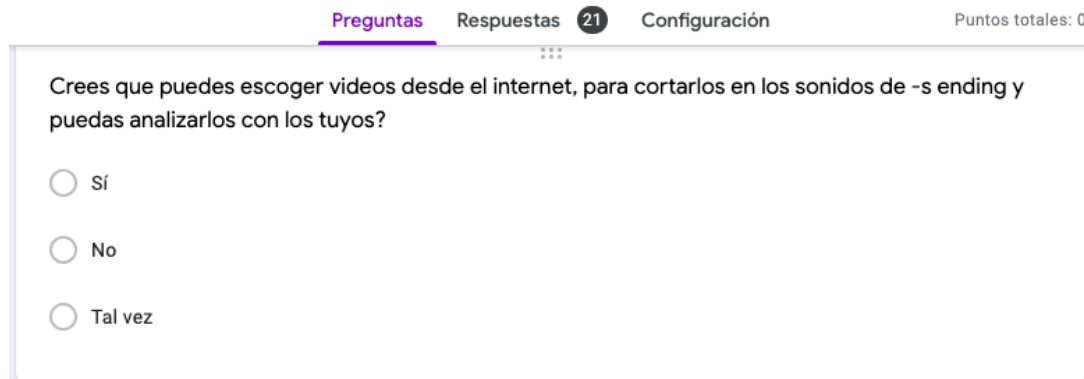
The screenshot shows a Google Forms interface with three tabs: 'Preguntas' (selected), 'Respuestas' (21), and 'Configuración'. On the right side, it says 'Puntos totales: 0'. The question text is 'Crees que tus futuros docentes de Inglés deberían usar herramientas tecnológicas para enseñar English?'. Below the question are three radio button options: 'Sí', 'No', and 'Tal vez'.

Translate to English: Do you think that future English teachers should use technological tools to teach English?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1-NmHi-ropFe8lIk4DhjPMASP_mZF8jmlrIOPQ9WZzQ/edit

Figure 28. Students' Survey. Question #4 after the use of PRAAT.



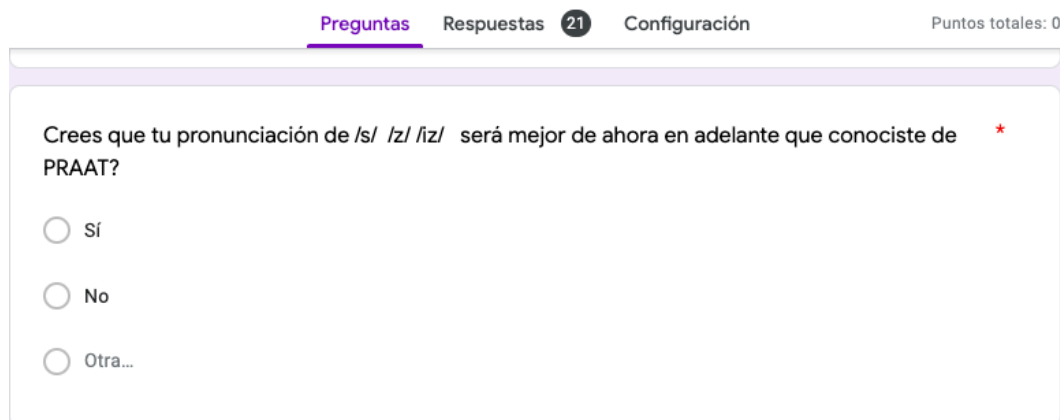
The screenshot shows a survey interface with a navigation bar at the top containing 'Preguntas', 'Respuestas 21', and 'Configuración'. On the right, it says 'Puntos totales: 0'. The question text is: 'Crees que puedes escoger videos desde el internet, para cortarlos en los sonidos de -s ending y puedas analizarlos con los tuyos?'. Below the question are three radio button options: 'Sí', 'No', and 'Tal vez'.

Translate to English: Do you think you can pick videos from the internet, to cut them at the ending -s sounds and you can analyze them with your own?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1-NmHi-ropFe8lIk4DhjPMASP_mZF8jmlrIOPQ9WZzQ/edit

Figure 29. Students' Survey. Question #5 after the use of PRAAT.



The screenshot shows a survey interface with a navigation bar at the top containing 'Preguntas', 'Respuestas 21', and 'Configuración'. On the right, it says 'Puntos totales: 0'. The question text is: 'Crees que tu pronunciación de /s/ /z/ /iz/ será mejor de ahora en adelante que conociste de PRAAT?'. Below the question are three radio button options: 'Sí', 'No', and 'Otra...'. A red asterisk is visible to the right of the question text.

Translate to English: Do you think your pronunciation of /s/ /z/ /iz/ will be better from now on than you learned from PRAAT?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1-NmHi-ropFe8lIk4DhjPMASP_mZF8jmlrIOPQ9WZzQ/edit

Figure 30. Students' Survey. Questions 6 and 7 after the use of PRAAT.

The screenshot shows a Google Forms interface with the following elements:

- Navigation tabs: Preguntas (active), Respuestas (21), Configuración.
- Score: Puntos totales: 0.
- Question header: Clave de respuestas (0 puntos). Icons for copy, delete, and a toggle for 'Obligatorio' (required).
- Question 6: "Cuales de las siguientes actividades crees que fue la mejor para ti para evaluar tu pronunciación?" (Which of the following activities do you think was the best for you to evaluate your pronunciation?). It is a multiple-choice question with four options:
 - El audio de un nativo
 - Usando Book creator y después analizar mi pronunciacion
 - Cortar el video desde youtube y escoger las partes de -s ending para analizarlas con mías.
 - Otra...
- Question 7: "Como compararías tu pronunciación con la de un nativo?" (How would you compare your pronunciation with that of a native speaker?). It is a multiple-choice question with three options:
 - Tengo un amigo (a) Nativa (o) Inglés
 - Recorto el audio desde youtube
 - Otra...

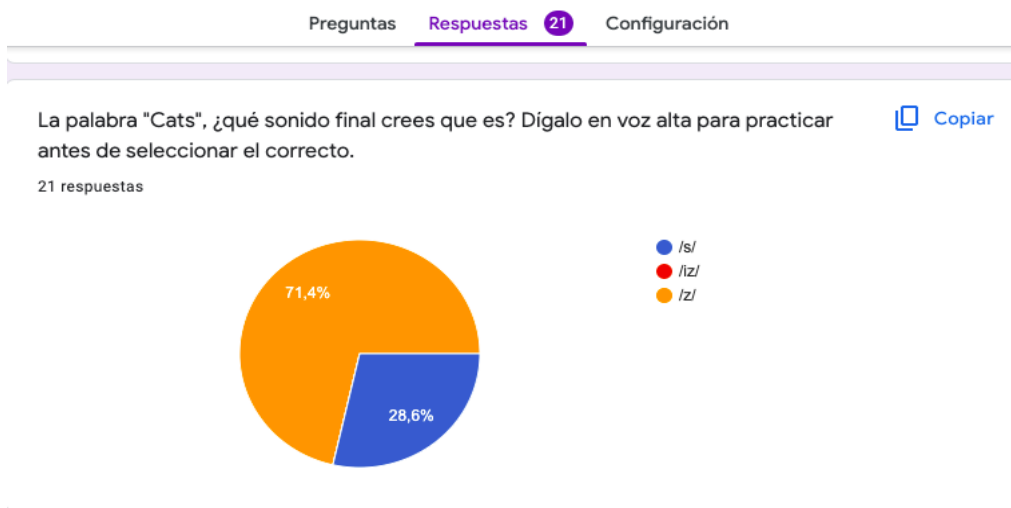
Translate to English: Q. 6. Which of the following activities do you think was the best for you to evaluate your pronunciation?

Q. 7. How would you compare your pronunciation with that of a native speaker?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1-NmHi-ropFe8lIk4DhjPMASP_mZF8jmlrIOPQ9WZzQ/edit

Figure 31. Students Survey Results analyzing /s/ /z/ /iz/ sounds.

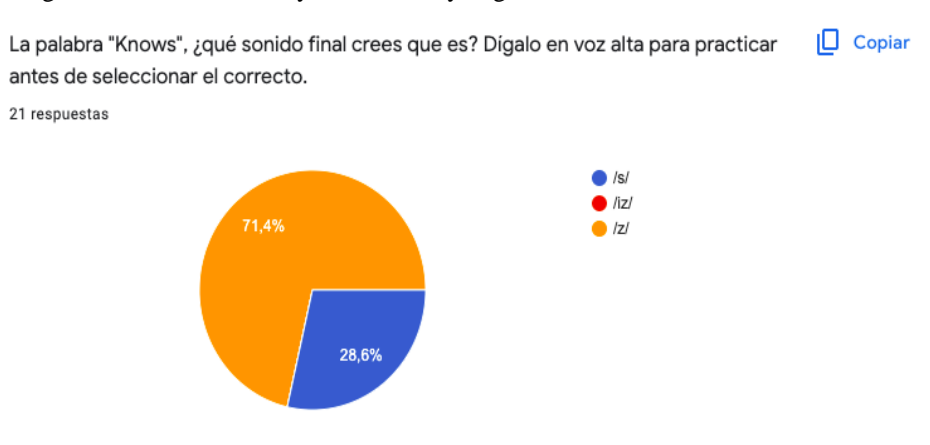


Translate to English: Choose the correct sound that the English words “cats” produce?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1-NmHi-ropFe8lIk4DhjPMASP_mZF8jmlrIOPQ9WZzQ/edit#responses

Figure 32. Students Survey Results analyzing /s/ /z/ /iz/ sounds.

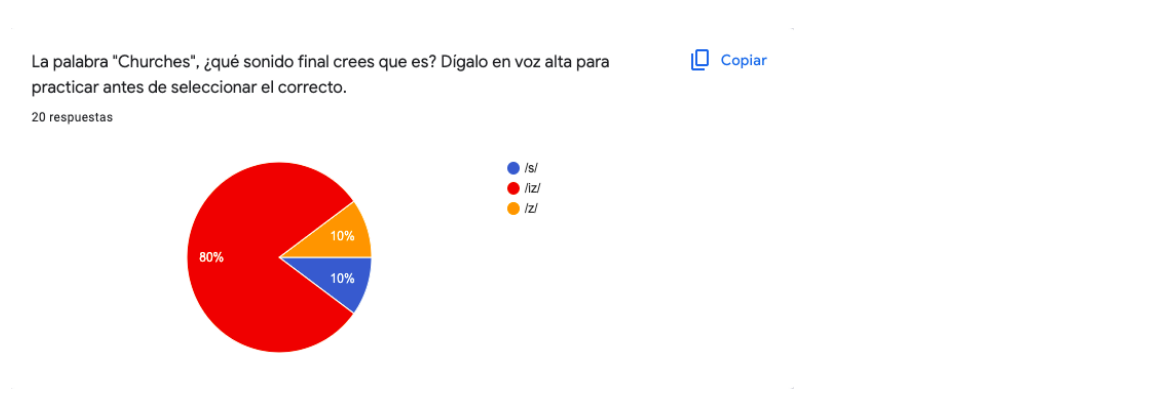


Translate to English: Choose the correct sound that the English words “Knows” produce?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1-NmHi-ropFe8lIk4DhjPMASP_mZF8jmlrIOPQ9WZzQ/edit#responses

Figure 33. Students Survey Results analyzing /s/ /z/ /iz/ sounds.



Translate to English: Choose the correct sound that the English words “Churches” produce?

Source: Enrique Moncayo. Link

https://docs.google.com/forms/d/1-NmHi-ropFe8lIk4DhjPMASP_mZF8jmlrIOPQ9WZzQ/edit#responses