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THE STUDENTS OF REGULAR English COURSES A1 AT PUCEI.

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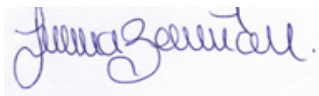
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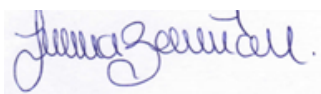
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DEDICATORIA

A mis padres por darme el apoyo en la carrera y darme siempre esa voluntad de seguir adelante en mis estudios; a mi hermana por ser un ejemplo a seguir y darme conocimiento para continuar; a mis abuelos que me dieron el don para continuar y me heredaron el gusto por la enseñanza; a mis tías, tíos y primos que han sido un gran apoyo para mí y generaron cambios para bien en mi vida; a mis amigos que siempre estuvieron para escucharme y darme una sonrisa cuando lo necesitaba; y a Dios que me otorgó todo lo mencionado anteriormente.

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RESUMEN Y PALABRAS CLAVE

Esta investigación indaga sobre el bajo énfasis en el desarrollo de la pronunciación en el aprendizaje del idioma inglés por parte de los estudiantes de los cursos regulares A1 de inglés en la Pontificia Universidad Católica del Ecuador campus Ibarra, lo cual puede atribuirse a la desmotivación de la práctica de la pronunciación entre los investigadores de la adquisición de segundas lenguas, profesores de inglés y estudiantes. El estudio plantea mostrar la importancia de la pronunciación en la comunicación efectiva y su correlación con otras habilidades lingüísticas. Los hallazgos subrayan la importancia de las intervenciones específicas y las prácticas de instrucción enfocadas para mejorar las habilidades de pronunciación de los estudiantes y el dominio general del idioma inglés. Al abordar las causas de los problemas de pronunciación en el acento, la acentuación en las palabras, las palabras implosivas y explosivas, las vocales y los sonidos consonánticos e incorporar actividades dedicadas a la pronunciación en el plan de estudios, los educadores pueden contribuir a mejorar las habilidades de pronunciación de los estudiantes y su motivación para aprender idiomas. La investigación también adopta un enfoque de métodos mixtos, combinando el análisis de datos cuantitativos y cualitativos para proporcionar una visión completa del tema y ofrecer información detallada con una investigación exploratoria, aplicada y descriptiva. El objetivo principal es proponer nuevas estrategias y metodologías que los profesores puedan aplicar en el aula para mejorar la pronunciación sin comprometer el desarrollo de otras destrezas lingüísticas como la comprensión auditiva, la escritura y la lectura. Además, la concienciación sobre la importancia de la pronunciación en la comunicación eficaz es crucial para promover una mentalidad positiva y un compromiso activo en la mejora de las destrezas de pronunciación.

Keywords: pronunciation, language acquisition, language skills, motivation, pronunciation activities, effective communication.

ABSTRACT

This research investigates the low emphasis on pronunciation development in English language learning by the students of regular English A1 courses at Pontificia Universidad Católica del Ecuador Ibarra campus, which may be attributed to the demotivation of pronunciation practice among second language acquisition researchers, English teachers, and students. The study proposes to show the importance of pronunciation in effective communication and its correlation with other language skills. The findings underscore the importance of targeted interventions and focused instructional practices to enhance students' pronunciation skills and overall English language proficiency. By addressing the causes of pronunciation issues in accent, stress in words, implosive and explosive words, vowels and consonant sounds and incorporating dedicated pronunciation activities into the curriculum, educators can contribute to the improvement of students' pronunciation abilities and motivation to learn languages. The research also adopts a mixed-methods approach, combining quantitative and qualitative data analysis to provide comprehensive insights into the subject matter and giving detailed information with exploratory, applied and descriptive research. The main objective is to propose new strategies and methodologies that teachers can apply in the classroom to improve pronunciation without compromising the development of other language skills such as listening, writing and reading. Additionally, raising awareness about the significance of pronunciation in effective communication is crucial to promote a positive mindset and active engagement in improving pronunciation skills.

Keywords: pronunciation, language acquisition, language skills, motivation, pronunciation activities, effective communication.

INTRODUCTION

The lack of emphasis on pronunciation development may be due to a general lack of practice in the part of the second language acquisition researchers, English teachers and students with the meaning that pronunciation is not very important. Students want to apply and know the meaning of the language and be aware of how to apply it, but English learners forget the pronunciation of the language and how important it is to send a message clearly. However, teachers do not practice with the students' pronunciation, making them lack diction, making it more difficult to improve their speaking skill.

As a need for both students and teachers with the poverty of enunciation in the oral part, teachers have to develop some new strategies to apply in class and how can English improve their pronunciation without decreasing the development of the others skills and not being stressed with the learning process. Therefore, it's not only the participation of the student, but the Teacher have to be accurate with the breakthroughs, showing interest and making the improved application of new methodologies that can be useful for correcting the foreign language.

The importance of this investigation is to recollect information and real data that can complete the methodologies and activities that can be used in class to improve not only the pronunciation, put the association with the speaking part and furthermore the better understanding of the listening part that is useful in the real world. For this reason, there are four research questions that had been made for this topic:

1. What are the common errors in the pronunciation of A1 level English learners?
2. What causes pronunciation errors in A1 level English learners?
3. What methodologies can help to improve pronunciation in level A1 English learners?
4. What is the proposal that can improve pronunciation and speaking skills in level A1 English Learners?

OBJECTIVES

General objective

To analyze the pronunciation issues in the speaking skills by the students of regular English courses A1 at PUCEI through the application of a mixed research method for an improvement of the oral skill and development of new learning process.

Specific objectives

1. To describe the theoretical framework on pronunciation issues through a data collection to improve the students' speaking skill at A1 level.
2. To identify the students' errors in English pronunciation at level A1 through the use of different research techniques for the development of a methodological proposal.
3. To summarize the data obtained in the research through the development of a discussion to support the conclusions of the project.
4. To generate an innovative methodological proposal for the improvement of the students' pronunciation and speaking skill.

Variables

This thesis has two variables that are related with one of the 4 abilities that students need to learn; The first one is Methodologies for speaking skills in regular English classes in A1 Levels at PUCEI as an independent variable that is related with the teachers, the methods that they use and the strategies that they apply.

Then the Pronunciation Issues that regular A1 students have is the dependent variable that is linked to the students, their issues and some tips that they do not know for improving their speaking skills and pronunciation.

STATE OF THE ART

SPEAKING SKILLS

The importance of Speaking skills

Speaking skills are the most important ones to acquire a foreign or second language, because with this skill students will be judged upon most in real-life situations. Teaching speaking skills have been undervalued and teachers only teach with memorization of dialogues or repetition of drills. Communication is really important for this productive skill so we can interview and assess how the students are practicing. (Al, 2019, #)

As the communicative role has a meaningful resource to apply in the oral skill, it can lead to other forms of expression and communication like hand movement or facial expressions that can help students to find their own ways of learning communicative skills and apply a correct speaking lesson. Also English serves the purpose of international communication, and most of foreign language learners try to learn it (Al, 2019, #). Acquiring a new language requires thinking about all four basic skills of the language: listening, speaking, reading, and writing; Here we have passive and receptive skills that are explained below.

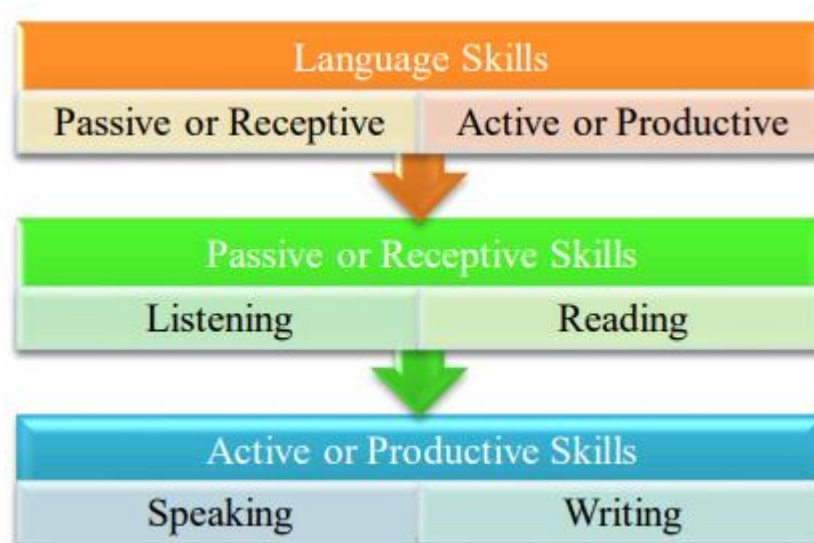


Image from THE BASIC LANGUAGE SKILLS OF English (Al, 2019, #)

“In the present global world, communication plays a vital role in getting success in all fields. Language is used as a tool for communication. Perfect communication is not possible for people without using a language. Moreover, people cannot achieve their aims, objectives, and goals without using proper language to communicate.” (Al, 2019, #)

People around the world need a language to communicate and share information or ideas to get a solution or exchange knowledge. As English is considered the international language and it is spoken all over the world, it helps with communication and the vital role of people to get united.

Communicative competence, there is no doubt that mastery of this ability is essential within the learning and production of a target language. (Zurita Guatanlema, 2019). The communicative skill is one of the most essential skills that students must learn to give certain feedback on learning and practice how much they can develop their knowledge. However, pronunciation issues are present in the practice of the language, so we can develop new skills and give more use of the vocabulary that is learned in class.

“EFL teachers should be facilitators in their classrooms in order to facilitate language learning” (Zurita Guatanlema, 2019). Teachers should interact with students not only to correct them, but also to give them interaction to fulfill their practice and gain new knowledge about the productive skill that is speaking.

Methodology: Communicative Language Teaching

Methodologies have generated great educational changes since ancient times, thus generating importance in the educational field, in learning about the use of science, reason, and communication to be in a community that improves and develops in an environment of learning. The methodologies used both for the study of reason and human behavior are very

useful when studying a foreign language and improving the mother tongue as part of the process. English as a foreign language is very important and a key part of our modern culture, given its important influence in today's world.

Communicative language teaching is a methodological approach that can become useful with oral skills. This method suggests the use of speaking and interacting with the students with the teacher or even with other students, so we have to encourage them to interact with others and take care of their progress. This, like other methods, is applied to a certain skill in the student, in this case, it's about reading and speaking without the teaching of grammar rules, writing ideas, or activities that do not involve speaking.

The English language has acquired great importance in the educational field worldwide. In Ecuador, we have acquired an interest to improve our communicative competence with the target language and apply it efficiently and nowadays we can see an improvement about it. The text says that to achieve the deficient language practice teachers can improve their methodologies to develop English oral skills and production that can be included in the teaching-learning process, with the communicative approach and an adequate environment. Communicative language teaching develops the ability to speak using the language to transmit any message and contextualize real-life situations that necessitate communication.

“There are different methods that are being used to teach English as a foreign language but not all of them help us to reach the desired communicative goals” (Nicolas, 2018) With this appointment, we can say that with only the use of Communicative language teaching, we have some fallings like the study of grammar, writing process and without a tool that help students interact with the teacher or with their classmates we cannot make a certain process, so we have to modify this approach and make it more written, more grammatical and with activities that help to encourage students to participate in class.

“Since the introduction of Communicative Language Teaching (CLT), many textbooks have been written to incorporate communicative activities, authentic materials and personalized contexts” (Chung, 2017). Communicative language teaching is one of the most useful approaches that help students to improve their oral skills; however, teaching and learning of grammar are concerned in most of the textbooks, but it does not reflect CLT principles. When we are talking about CLT most of the activities revolve around speaking, and reading but the grammar part is separate from this, so for complementation, we have some activities that will turn these oral skills into a complete skill approach, motivating students and dynamic classes.

CLT is an approach to teaching a second language or foreign languages where the main element for this method to be carried out is interaction. It is also known as a communicative method, a method with which we can support ourselves to carry out actions such as:

- Earn things
- Control behavior
- Create interaction with everybody
- Express personal feelings
- Learn
- Create a world of imagination
- Communicate information

According to the communicative approach, for learning to occur, the importance of these variables must be emphasized:

- Communication: activities that involve real communication promote learning.
- Tasks: activities in which language is used to perform meaningful tasks that support the learning process.
- Meaning: meaningful and authentic language for the student encourages learning.

“Communicative Language Teaching (CLT), which is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the ultimate goal of learning a language.” (Malih, 2019). In this article, it says that as the language theories underlying the Audiolingual method and the Situational Language Teaching method were questioned by prominent linguists like Chomsky (1957) during the 1960s, this approach became a new trend for teaching languages.

“The goal of the linguist is to study the linguistic competence native speakers are endowed with” (Malih, 2019). Noam Chomsky also showed, rightly, that structuralism and behaviorism were unable to account for one fundamental aspect of language, namely the creativity and uniqueness of individual sentences. When the student is a young learner, he can create an infinite number of sentences that anybody has never encountered; So, with the factor of imitation and with communicative skill, the students can learn a lot with all practice, without the need for some sort of strong information or spoken essays.

But like says in its description of CLT, it is a methodology that only uses oral skill; it depends on the communicative skill of the children and the motivation that the teacher gave to them to make certain progress and don't need the study of grammar and grammatical rules, so for it, we need the use of tools that will help them develop complete skills and make complete learning of the target language.

For nearly many years, the communicative technique of language teaching has become the winning prototype and set up practice in lecture rooms in the West (Apolo S, 2019). Nevertheless, despite its enormous popularity in educational institutions in that region of the world, many contexts where English is used outside of its native country experience dissatisfaction and opposition due to its suitability for the eastern context.

However, the majority of these instructors believe that exposure to more CLT training will better equip and enable them to use the method of their own study room instruction. All of the local EFL and ESL instructors agree that CLT training is necessary.

Anxiety and Motivation for learning a speaking language

“Learning a foreign language is harder for some students than others, and in particular speaking out loud in elegance can be an assignment. The purpose of this look is to investigate the capacity of a systematic approach to facilitate mastery, motivation, and a supportive language

gaining knowledge of the environment, to limit foreign language tension.” (Horverak et al., 2022, #).

One of the parts that are considered an obstacle to overcome in learning to speak a foreign language is anxiety which may cause the student to avoid speaking and making all the items to have a better-speaking participation in the target language. By the way in (Horverak et al., 2022, #) says that anxiety research has also concentrated on showing links between language anxiety and test results, and it has been shown that anxiety negatively affects oral performance. So having this in mind we can say that in the assessment we have not a systematic type of methodology that can help students with their motivation, to succeed in that degree of anxiety and treat it as soon as possible.

Language is a pivotal issue for individuals. With the aid of language training, people can communicate with one another, get information from each one and engage. Lamentably, within the actual situation, it is nonetheless tough for students to practice their English capacity in everyday conversation. The intention of this is to discover the talking problems experienced by EFL learners in speaking English (Riadil, 2020). In addition, students with more experience can help students more with these focused problems that will be mentioned:

a) Inhibition

Speaking requires some degree of real-time communication with an audience, unlike reading, writing, and listening. Due to their fears of making mistakes, facing criticism, and feeling bashful when speaking in a foreign language, students are frequently stopped from trying to communicate in class. (Riadil, 2020)

b) Nothing to Say

Students frequently complain about their inability to speak up. Additionally, they lack the desire to express themselves. (Riadil, 2020)

c) Low or Uneven Participation

There will always be one student in a group of pupils who speaks the loudest in order to be heard, while the others have little or no opportunity to speak. Being more domineering than the other is a propensity brought on by this circumstance. (Riadil, 2020)

d) Mother-Tongue Usage

The majority of students in educational settings like schools and universities originate from the same region and speak some of the same mother tongues. Due to the fact that it is simpler and more fluid than the foreign language, it encourages them to use it while speaking to one another. (Riadil, 2020)

Actions Speak Louder Than Words

The importance of Gestures helps us to understand the context with the body language, so not only for the practice to be spoken, but to be expressed with gestures that can help with the nonverbal body language (Chan, 2018). With this we can analyze the importance of actions in linguistics and how we can improve our knowledge, practice, intonations and other oral facts.

“Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.” (*Kayi - Teaching Speaking: Activities to Promote Speaking in a Second Language (TESL/TEFL)*, n.d.)

In order for students to express their opinions and study how to adhere to the society norms acceptable in every sociable scenario, the purpose of teaching speaking should be to increase students' communicative abilities. Below are several speaking activities that can be used in ESL and EFL classroom settings, along with advice for teachers who teach oral language, in order to effectively educate second language learners how to talk.

Teaching and promoting Speaking

Now many linguistics and ESL teachers agree that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. (*Kayi - Teaching Speaking: Activities to Promote Speaking in a Second Language (TESL/TEFL)*, n.d.)

Teaching a language in a communicative context is centered on situations when communication is necessary. Students in ESL programs will be able to converse with one another in the target language by employing this strategy. In short, ESL teachers should establish a setting in the classroom where spoken language development is encouraged through authentic activities, real-world dialogue, and meaningful assignments. This can happen when students work together in groups to finish a task or reach a goal.

Promoting speaking skills is about actions, when learners practice and acquire a certain level of fluency they can develop more experience and with that improve their speaking level. For this certain process we have some steps to follow:

1. Listen

The first step in improving your speaking skill is actually working on your listening.

“Listening to English has several benefits – it allows you to pick up new words, phrases, and ways to respond in conversations. Secondly, listening provides opportunities to understand pronunciation, how some words are omitted when speaking, how some are joined together, the rhythm, the intonation, and the sounds of language.”(VM, 2021)

For more practice and material that the learner can use is first Short English clips or videos. Watch a tape and pay close attention to what the characters are saying. Recite any dialogue or phrases that catch your attention. Play the same clip over until you comprehend it completely. If the video has subtitles or a transcript, you can use those to practice speaking the dialogue with the characters.

Others can be an English podcast as a resource to improve the learner's listening skill; Is a fantastic resource for hearing English in a professional setting. Each episode focuses on a different business problem and offers some practical advice and solutions to solve it. Also, audiobooks are really useful for practicing other pronunciations depending on the context of the book.

Finally, nothing can beat actual English conversations with people (VM, 2021). Listening to classmates, colleagues, friends, relatives or people that speak other languages is really good to be a better speaker of a language because you can remember what you have listened to and try to go for the next step.

2. Imitate

“The benefit of imitation is that it will help learners become more accurate in English without having to learn grammar rules. With lots of practice you will begin to remember chunks of words and phrases. This helps in remembering word patterns in a sentence and how certain words go with others.” (VM, 2021)

To let learners be efficient with imitation we need to follow a certain process where they can listen; Play the audio and pay close attention. Play as frequently as you'd like to learn the pronunciation of each word. Then repeat and record; Play the tape again, this time saying the dialogue and words precisely as you heard them. Pay close attention to the rhythm, stress, and intonation of the phrase. After that; Replay the audio and compare your recording to it. Does it line up? Make a note of any adjustments you might need to make. Finally correct: Repeat the entire process again until you get better and more accurate (VM, 2021).

3. Read

Another crucial ability to have when learning a language is the ability to read. Reading for a little while each day, whether it be a book or an article, will help you expand your vocabulary.

4. Reflect

A crucial element in enhancing your speaking abilities is reflection. Reflection is just asking yourself questions to consider what you have learned, how you have learned it, what progress

you have seen, what may be done differently, and how to modify your learning style to facilitate improvement.

5. Prepare

Many of us are hesitant to participate in English-language conversations because we are unsure of what to say. We worry that what we say might not be suitable or that we might err. To solve this we can prepare a small talk or a little roleplay where we are talking to someone.

6. Speak

There isn't a miracle cure that will make you talk more clearly. To improve your English, you must place yourself in circumstances where you must communicate in English. Start small; do not worry about the details, go on and every practice is the best way to learn something new.

7. Practice

We must emphasize this. When it comes to speaking English well, practice on a regular and consistent basis is essential. The advice we provided above only functions if you follow it consistently.

PRONUNCIATION ISSUES AND SPEAKING SKILL

The major sign of communication is language, there are many types of language such as sign language, written language, spoken language, etc. and focusing on spoken language we have different varieties such as Spanish, English, French, among others. The first way we have to communicate is the mother tongue and with this the learning of it with its variations, but with the passage of time the power to learn another language that manages to facilitate and expand the community with which you can share information.

Speech in this case is very important and of vital importance so generating different techniques of learning the language, not only mother tongue, but the acquisition of a second or third language that manages to expand our lexicon and with this new symbol of pronunciation and knowledge about them.

Definition of Pronunciation

Pronunciation refers to clarity as an important factor in effective communication. Simply speaking pronunciation can be interpreted as the way people speak (Yusriati & Hasibuan, 2019). However, pronunciation is learned by repetition since with this practice it can be corrected and give good feedback to get better with the learning. Some of the problems that begin with the first language learning, the mother tongue, since it can have some difference with the intonation, the phonetic or with the vowel and consonants sound so it has a lot of variations.

Teaching Pronunciation

Communicative Language Teaching has improved pronunciation over the form of traditional teaching language methodologies. Since then, attention to pronunciation has been revived, with greater attention to suprasegmental long-standing focus on segmental phonology with all the technology adding to the class experience. At the present time, the author says that it's safe to say that no one questions whether pronunciation has a place in the language curriculum. (Pennington, 2021)

A lot of the methodologies like Communicative or task-based methodologies combine a focus on meaning with a focus on form, so we can say that the importance of it has an integral aspect on both of them so they can encourage students to make a meaningful communicative example of the activity developed. Over the past few decades, pronunciation teaching has been affected by many trends, as follows:

- Greater acceptance of the mutability of pronunciation, and not only in childhood;
- Greater understanding and acceptance of the relevance of social and psychological factors to pronunciation;
- Multilingual orientations to pronunciation;

- Intelligibility and communicative effectiveness as goals rather than correctness or accuracy;
- Communicative and task-based methodologies that combine a focus on meaning with a focus on form;
- Pronunciation taught in specific communicative contexts;
- High attention to advanced learners and those with employment-related needs in pronunciation; and
- Continuing development and improvement of applications of electronic resources to pronunciation. (Pennington, 2021)

In school and university settings, pronunciation may not be part of the main syllabus but may be handled on an as-needed basis in response to learner performance (Pennington, 2021). Sometimes, students want to improve their pronunciation and wait for observing the pronunciation instead of being taught as an autonomous subject or skill area. Pronunciation is not meant to be perfect but to be comprehensible for learners, teachers and for all people that want to communicate.

As (Namaziandost et al., 2019, #) says that despite knowing numerous English idioms and grammar rules, learners are nevertheless unable to discuss the weather. In addition, Grammar is not useful without practice that can be made in class with students and the teacher, but students must have the motivation to study and know more than they learn in class.

There was inadequate communication and interaction between learners and educators in the school to help English-speaking learners improve (Namaziandost et al., 2019, #). Due to the professor's efficiency; students need class time and home time to practice speaking and pronunciation which can be improved with every session. However, we cannot talk of real improvement if the traditional methodologies are not broken, then we can talk of a real change and apply it as the new dynamic methodology that can supply the errors of the students.

Pronunciation Issues

Audio-lingual is a method of foreign language teaching where the emphasis is on learning grammatical and phonological structure, especially for speaking and listening. It is based on behaviorism and so relies on formation as a basis for learning, through a great deal of mechanical repetition. An example is that the teacher spends most of the time in the class drilling the learners on grammatical and phonological structures. Error correction is also important. (Teaching English, 2022)

Audio-Lingual methods evolved in the 1950s and 60s. It is unusual to use in modern language learning and has largely fallen out as a cognitive methodology that allows language learning and communicative interaction (Teaching English, 2022) So for this we can relate that we need another methodology that can help us to fill the lack of communicative interaction and generates not only dynamic activities, but a motivation for students to make a change in their lifestyles and be free to use however they want the foreign language that they are learning.

The audiolingual method has a singular characteristic and that is the practice of speaking with the help of mimicry and grammar, that is to say, everything that is required for learning will be applied through speech and to improve pronunciation, imitation is used and the teacher who will be teaching the class is used as a guide.

One of the first approaches that is still in use today is the audio-lingual method, though typically as an individual lesson rather than as the core of the course. Since the student always knows what to expect and these lessons are reasonably straightforward from the teacher's perspective, they may be well-liked. The effectiveness of this approach was largely due to mass memorization, repetition, and overlearning of patterns. Results were frequently visible to students right away. But the outcome was also its flaw.

The method's insistence on repetition and memorization of standard phrases ignored the role of context and knowledge in language learning. As the study of linguistics developed, it was discovered that language was not acquired through a process of habit formation, and that errors were not necessarily bad. It was also claimed that the methodology did not deliver an improvement in communicative ability that lasted over the long term. (Taylor, 2014)

Also, some activities that are mentioned in (Paramita, Mawa, & Septiari, 2020) and how they analyze the vocabulary with worksheet songs, making them understand about the vocabulary and grammar that can also be determined by their ability to listen. So here we can determine the pronunciation issues plus the lack of grammar and vocabulary practice in the classes, so we can make innovative feedback and create an active, creative and entertaining way to learn languages.

Motivation through learning

Motivation is one of the most important facts in learning something new; (Azar & Tanggaraju, 2020) says that it is believed that motivation is the neglected heart of language teaching, so it can be said that students learn efficiently with activities that motivate them, so they can interact with every part of the class and practice what they have learned.

Fossilization meaning.

The Term "fossilization" was introduced to the field of SLA by Slinker in 1972 based on his observation that the vast majority of second language learners fail his observation that the vast majority of second language learners fail to achieve native-speaker competence. (Han, 2004, #)

Having a lot of material to study and trying to imitate a speaking performance is really hard work despite the practice or the lack of accent no matter what age of the learner; language has to be personal and it can improve with the personal development of the language learning not only in their acquisition. Fossilization is the meaning of bad habits of the incorrect use of

language and how it cannot be easily corrected. This phenomenon of learning stagnation despite ongoing input exposure, sufficient learning motivation, and ample practice opportunities has, more thoroughly, been regarded as a component of a bigger underlying problem. (Han, 2004, #)

Fossil in pronunciation.

“The number one goal for most English Language Learners (ELLs) is to communicate successfully with other English speakers... one of the biggest obstacles for ELLs is being misunderstood due to incorrect pronunciation.” (Dolan, 2020). In the same way fossilization is the meaning of bad habits of the incorrect use of language and it can be really a problem for ELLs, however the real goal of pronunciation it is to facilitate communication skills not to sound as a native speaker but to master the pronunciation so that the speech is legible.

“The goal of pronunciation instruction should be teaching learners how to speak English so they are easily understood, not to gain a native-like accent... However, the problem is that ELLs are not receiving enough effective pronunciation instruction to correct their fossilized pronunciation errors. This is because ESL teachers often lack the training and tools to retrain fossilization or pronunciation errors in their students.” (Dolan, 2020)

In other words, students don't need a native-like accent and they have to know that, so whenever they want to practice by their own; Have the confidence to learn from their mistakes and understand their own accent. Moreover learners can practice with native and non-native speakers and catch all the pronunciation variants to search for one that can be comfortable or even create a personal new one.

Practice, error correction and feedback: Meaning and Relation.

As said in (Han, 2004, #)some researchers claim that fossilization occurs because of the absence of corrective feedback. Nevertheless, the absence of feedback is the absence of assessment which is the first part evaluation of the student, so as to the good cognitive and

affective development that can transmit not only the message but all the linguistics items that the student can learn and acquire to make changes to their practice.

“Speaking to someone and not being understood can be frustrating, humiliating, and even sabotaging. This can cause the learner to shut down all communication. Even though mastering pronunciation is an essential component of an ELL’s competency journey” (Dolan, 2020). This is the reason why students must acquire not only motivation for speaking activities but to be corrected as well and in a good way, so they can enhance their stance for speaking a new language, then the feelings of embarrassment and frustration cannot be a problem for speaking and pronunciation skills.

Metacognition and Learning

“Metacognition essentially means cognition about cognition; that is, it refers to second-order cognitions: thoughts about thoughts, knowledge about knowledge or reflections about actions. So, if cognition involves perceiving, understanding, remembering, and so forth, then metacognition involves thinking about one’s own perceiving, understanding, remembering, etc.” (Papleontiou-louca, n.d., #).

Metacognition is the process of thinking about one's own thinking and learning. The relevance of it is that it involves knowing when you know, knowing when you don't know, and knowing what to do when you don't know. The relation between metacognition and learning is presented by self-monitoring if you notice that you are having more trouble learning a concept and how you can solve it by deciding and trying a different way.

Phonology and Phonetics

“No two people pronounce exactly alike. The differences arise from a variety of causes, such as locality, early influences and social surroundings; there are also individual peculiarities for which it is difficult or impossible to account.”(Jones, 1966, 3). Pronunciation is a sub-skill that people can develop by their own way, phonology and phonetics are always with the way how letters, words and sentences are pronounced. Also Jones says that the science dealing with such matters is called Phonetics and how it can be developed with an elementary manual with

detailed descriptions that can help students to know the “standard” way of speaking throughout the English speaking world. (1996,3)

METHODOLOGIES FOR SPEAKING SKILLS IN REGULAR English CLASSES IN A1 LEVELS AT PUCEI

Productive skills: Speaking

The category of receptive skills - also recognized as passive skills – is demonstrated by reading and listening. In many cases of foreign language learning they appear as the first skills to be understood and comprehended (Golkova & Hubackova, 2014, #). Foreign language can be learned by observing, reading and comprehending knowledge. Receptive or passive skills are the first things that humans learn. When we are born we are only spectators and while growing up we can understand and comprehend more information until we move forward to master our language, to move for the next step.

"Productive skills would not exist without the support of receptive ones. Passive knowledge - such as listening and reading - symbolizes a springboard to active implementation of grammar structures, passive vocabulary lists, heard and repeated sounds of a foreign language" (Golkova & Hubackova, 2014, #)

Productive skills are the next step to master a language. First of all, we need to gather all information and collect, then review all the knowledge and transform it into something useful for us. Finally we can produce, practice and become protagonists of our learning . As we can see, receptive and productive skills cannot exist without the other; If we do not have something to know we cannot produce it. As is said by Golkova & Hubackova if a learning process lacks one of them, the final outcome will not be complete (2014,#).

Speaking and Motivation

Motivation has a vital role in leading learners' achievement. It also has a formidable task for language learners (Sebastianus, 2018, #). Motivation is an effective tool that can be

developed considering the failure or success of a learner. Also, we can see that (Sebastianus, 2018, #) claims motivation is an inner source, preference, desire, emotion, reason, need, impulse, or purpose that moves a person to a particular action. However, motivation is really important that can affect language acquisition and also should be kept in mind in the learning process.

(Sebastianus, 2018, #) says that strong English speaking ability supports communication skill achievement. Speaking is viewed as a skill in conveying information, ideas or concepts to the interlocutor. Initially speaking was one of the first “tools” that humans made for communication. To master a language, you need to speak it not only write, but also read or listen. Knowledge must be put into practice and that is one of the goals of speaking, having a useful tool that can help you.

Teaching strategies: Audiolingual and CLT

Communicative language teaching sets as its goal the teaching of communicative competence (McCarthy & Richards, 2006, #). In CLT learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar to promote language skills in all types of situations. That method also claims to encourage learners to incorporate their personal experiences into their language learning environment and to focus on the learning experience, in addition to the learning of the target language.

“The results obtained throughout this study reveal that modeling, repetition, pair and group work are the main strategies used by teachers to help students develop communicative competencies. These strategies were frequently used but still not enough to promote active participation during classes.” (Toro et al., 2018, #)

Mastery of speaking skills in English is a priority for many second-language or foreign-language learners (Rahman et al., 2020, #). Speaking as a productive skill is a challenge to learn and practice. However, the audiolingual method can facilitate the chances to communicate and interact among friends dealing with speaking problems with the students (Rahman et al., 2020, #).

An approach to teaching foreign languages known as audio-lingual places a strong emphasis on teaching grammar and phonology, particularly for speaking and listening. Due to its behaviorist foundation, it focuses on mechanical repetition and formation as the foundation for learning. The audio-lingual method is a method which uses drills and pattern practice in teaching language. (Rahman et al., 2020, #).

MATERIALS AND METHODS

Methodology

The thesis project was applied to the students of regular English courses A1 at Pontificia Universidad Católica del Ecuador Sede Ibarra for the analysis of pronunciation issues in speaking skill.

Population

The population was 125 students and four teachers from the four parallel English courses A1. Firstly, a survey was applied to. Then, the second instrument was an interview for the teachers of the regular English courses A1 at PUCEI. At the end a rubric was made to be worked on in classes to evaluate the pronunciation of the students.

Sample

The author surveyed all the students of A1 classes with a population of 125 students; there are 24,33,30,38 students in parallel A, B, C, D of the courses and with a survey of 11 questions. Also the four teachers of the same courses were interviewed with a question paper of five questions for the analysis of the information and having some reference in order to get reliable professional information.

Research techniques

The application of the interview technique is very useful when gathering information and requiring a professional opinion at the time of requesting results, so the interview of teachers

would be very useful. It was given to the five English teachers of the regular English courses A1 at PUCEI.

Surveys are the quickest way to collect general information and obtain data for the thesis, so generating a survey for the students in the course can facilitate the obtaining of data and be able to generate a result with that information. It was applied to 125 students from the regular English courses A1 at PUCEI.

Observation is a really good way to obtain information for validity in spite of asking the teacher to evaluate the students. It can facilitate the information to verify the data of the interviews and surveys. Then analyze the data of the sample of the 125 students from the regular English courses A1 at PUCEI.

Research instruments

As instruments for the interview, a questionnaire with questions that are both open-ended and a few closed-ended is going to be used, thus taking into account the qualitative part and the information generated.

A bank of closed-ended questions that is the generator for the survey is very useful, so a sheet of written questions that are characterized by being closed-ended and generate data that can be demonstrated in graphs will be used for the surveys.

A rubric is the best option for observation, so in that paper students are going to be evaluated for real data and information, so the questions must be reliable and certain with the information required and it can be demonstrated with qualitative and quantitative data.

Types of Research

The types of research that are going to be used in this investigation are the exploratory, descriptive, applied and mixed research. This project is a exploratory research because the questions that are going to be applied need to be studied in depth so we can use the information about pronunciation issues and it have a mixed approach.

On the other hand, descriptive methodology helps to describe the information that is collected with the instruments applied for real data collection so we can talk about reliable data that we can trust on to make the proposal, conclusion, etc.

In the same way, this thesis is made with applied research because as the problematic is the pronunciation issues in the speaking skills the main action is to solve this practical problem with a certain and designed answer with the information of the instruments results.

Finally, Mixed methods and research are applied in this document so the information can be collected, analyzed and interpreted in a quantitative and qualitative way. Actually this thesis collects information that are from the numbers of students and there are non-open questions for this sample; also with the interviews of the 5 teachers that are questions for more data to analyze and make a result.

ANALYSIS

Survey Applied to Students of A1 level

A survey was generated to collect data for the thesis. This instrument was applied to the 4 parallels of the A1 courses with a population of 125 students. The first draft of the survey was conducted by the author of the thesis and reviewed by the one professor. For the second version, some changes were made on the document with the criteria of the seventh level of pedagogy

students. For the third and last version of the instrument, a lot of changes were made and finished with the revision of 3 teachers, the 4 parallel teachers of the A1 courses and the author of the thesis.

For this research, a survey was made to collect information of the students' prior and actual knowledge about their experience with English classes and their learning style, so for this reason they were made in two sections: The first section brings past information about their prior knowledge of English, and how they were used to being taught. The second section grants current information about how they are taught, what are the methodologies, the activities, etc.

Yet, the instrument was applied in all 4 parallels in a virtual way by using students' smartphones and laptops using google forms. But data that did not match the population was not considered. Of the 125 students, only 47 surveys were answered by students. The main problems were students that had lost their institutional accounts or not fulfilling the survey, generating the failure of the survey and obtaining wrong data.

Analysis of teachers interview of A1 courses at PUCEI

The interview was conducted to the English teachers of A1 Courses at PUCEI. The interview was conducted in order to learn about how it is applied and how it is developed in classes.

Question 1: Dentro de los componentes que se evalúan en la destreza oral de inglés se encuentran la pronunciación, la fluidez, el uso del vocabulario, la gramática y la comprensión. ¿En cuál de estos elementos, los estudiantes muestran la mayor dificultad?

Teacher 1: Usualmente los estudiantes tienen dificultad para pronunciar. Algunos estudiantes, el hecho de que cuando van a hablar tienen temor a expresarse y se les dificulta la pronunciación y a otros también entender. Cuando se les hace alguna pregunta, responden otra cosa. Entonces, estas dos serían pronunciación y comprensión para responder adecuadamente.

Teacher 2: Bueno, el enfoque comunicativo de la lengua tiene muchas bondades para los procesos de enseñanza aprendizaje. En este caso del inglés, ya que permite ampliar la

perspectiva del aprendizaje, desarrollar estrategias de comunicación de acuerdo a las necesidades de los chicos. Todo esto es un cúmulo de actividades que nosotros, los docentes, planificamos en cada actividad. No solamente están diseñadas las actividades para speaking, pero ese es el enfoque, desarrollar a largo plazo el enfoque comunicativo que está relacionado con la expresión oral. Considero, después de tanta experiencia docente, que el speaking es la última destreza en alcanzar el logro planificado, debido a que presenta muchas dificultades para los chicos, porque el aprendizaje es un proceso largo. Como docentes, primero, instamos a desarrollar las destrezas más fáciles, que ellos se sienten muy cómodos, les gusta primero reading, writing y después nos vamos con las destrezas que son un poco más difíciles, consideradas como el listening y el speaking.

Teacher 3: Bueno, en mi curso, la mayor dificultad de los chicos es justamente en la pronunciación. Los chicos entienden muy bien, lo que... Leen muy bien, leen, o sea, entienden, tienen coherencia, tienen sentido lo que ellos leen, pero la pronunciación es fatal la pronunciación, porque se les hace escuchar, pero los chicos tienen errores en la pronunciación. En la pronunciación en mi curso, el error más visible durante todo este semestre.

Teacher 4: Los estudiantes demuestran mayor dificultad en la pronunciación y en la gramática. En la gramática, al estructurar oraciones, siempre se les complica y la pronunciación, a veces las palabras desconocidas y también tal vez la falta de vocabulario que impide la fluidez para que el estudiante pueda hacerse entender de mejor manera.

Question 2: ¿Qué estrategias aplica usted para mejorar la pronunciación de los estudiantes del nivel A1?

Teacher 1: Siempre se les hace escuchar videos, hacerles ver videos o escuchar algún audio, no solamente que se basen en la pronunciación del docente, sino con nativos para que ellos puedan tener una correcta pronunciación. Entonces, audios de inglés británico, porque los textos son de británico, videos para que ellos escuchen, puedan comprender y respondan las preguntas. Previamente no se ponen las preguntas para que ellos tengan ya una idea de lo que van a responder. Esa es una ayuda para que ellos no estén a ciegas viendo tal o cual video o escuchando tal o cual audio. Entonces, se introduce vocabulario sobre el tema que se va a darles tanto en el video o en el audio para que ellos no estén perdidos.

Teacher 2: Bueno, hay muchas estrategias, como ejercicios de role play, diálogos, juegos de mesa. Eso es muy importante para desarrollar el speaking, puesto que están basadas en preguntas y respuestas donde los chicos necesitan desarrollar la expresión oral para poder formar parte de una manera dinámica en el juego. También tenemos grabaciones, videos interactivos, actividades de listening en las que ellos deben de escuchar y producir las respuestas y un sinfín de actividades que están basadas primero en la destreza de escuchar para luego producir.

Teacher 3: Cómo usted pudo observar hoy en la clase que estuvo hoy presente, pues yo les hago hacer los role play, les hago primero escuchar la pronunciación de los audios, entonces después les hago leer a los chicos las conversaciones y cuando los chicos salen a participar hacen su role play. Entonces yo después de que ellos terminan de dar su exposición, de hacer su conversación, yo les doy un feedback, les digo cómo se debe pronunciar. También hemos trabajado durante todo este semestre con el asistente Jonathan, que es americano, es nativo. Él viene todos los martes y él igual enseña y siempre les corrigen la pronunciación. Y también trabajamos con videos, videos para que ellos... De cómo música, para que ellos vean cómo se pronuncia.

Teacher 4: Lo que se aplica es el model, en qué es modelar la pronunciación, sea en un audio o sea en la pronunciación que yo les produzca, para que ellos puedan repetir y puedan copiarlo, o sea, como un modelo para que ellos puedan mejorar su pronunciación, esa sería una de los métodos.

Question 3: ¿Qué material didáctico es el que más aplica al momento de enseñar la destreza oral y la pronunciación del idioma inglés en una clase? (Diapositivas, dinámicas, etc)

Teacher 1: Siempre se utiliza questions and answers como trivias. Se utiliza quizzes que se les va preparando para que ellos den listening, o para speaking. Si es que se va a desarrollar el speaking, pues describir imágenes, picture description, para que ellos puedan hablar sobre lo que miran, describir. Para listening, pues como ya le he indicado audios, videos, diapositivas también. Ahí se ponen imágenes para que ellos puedan describir lo que miran. Y REALIA, lo más importante con que la REALIA también, algo que ellos conocen y lo tienen aquí en el medio.

Teacher 2: Sabes hoy en la actualidad el mobile learning o el e-learning está en auge. Todas las herramientas interactivas son de mucha utilidad para un docente, puesto que les da más confianza a los chicos al momento de realizar una grabación de audio, un concurso de preguntas y respuestas, cantar, grabarse, interactuar de forma muy activa con los compañeros y grabarse, enviar audios al WhatsApp de cualquier tema educativo que la maestra proponga en la clase. Todas esas herramientas son de mucha utilidad hoy en día, porque los chicos se sienten con más confianza y saben cómo manejarlas.

Teacher 3: Pues, como nosotros tenemos aquí, ventajosamente tenemos un libro digital que le podemos proyectar a los chicos y como es llamativo en el pizarrón, utilizo esto, el libro digital. Utilizó también YouTube, ahí les enseñó las canciones para esto de la pronunciación, para que escuchen y puedan pronunciar mejor. ¿Qué más utilizo? A ver, juegos, ¿no? Juegos. Pronunciando, por ejemplo, el día de hoy, como hicimos el mencionar los nombres del cuerpo. Entonces, ellos van pronunciando y se va viendo los errores que tienen. Y jugando también se aprende. Entonces, todo eso utilizo yo. Utilizo YouTube, utilizo el libro digital y utilizo metodologías lúdicas para mejorar la pronunciación, como el juego que usted pudo presenciar el día de hoy.

Teacher 4: Lo que más se utiliza son los diálogos, los diálogos, los role play para que ellos apliquen la temática que se está aprendiendo a su realidad. Diapositivas no mucho, tal vez la pronunciación, los audios para que ellos escuchen, pero para que ellos conversen, pues más diálogos entre parejas o role play entre grupos de estudiantes.

Question 4: ¿Qué actividades innovadoras utiliza usted para la enseñanza de la habilidad oral?

Teacher 1: Bueno, yo sí uso los Tongue Twister. Sí, sí uso eso, pero no lo considero innovador porque estoy ya ha venido ya. Innovador es algo que es nuevo. Innovador es nuevo. Entonces, esto siempre ha habido los role play, los tongue twister, todas las exposiciones para que ellos desarrollen el speaking o hablen sobre un tema que se les puede dar, como usted pudo ver hoy en la clase, pero algo innovador, la verdad, no he visto ahorita.

Teacher 2: Generalmente utilizo de forma personal Power Point, porque ahí tú puedes poner el video mientras tú expones. También los Lyrics Training, ellos escuchan y luego producen las canciones que escuchan. Esas son las motivadoras, las que te digo que a ellos les encantan.

Más también utilizamos Live Worksheets, es un apartado digital donde los chicos pueden generar cualquier tipo de actividad oral. Claro, dependiendo de las demás destrezas, pueden leer y hablar, escuchar y hablar, grabarse. Y la plataforma digital, la que utilizamos, Connectivity, hay un sinnúmero de actividades de enfoque comunicativo donde los chicos se encuentran motivados a utilizar el micrófono, a producir lo que escuchan, lo que leen, lo que ven.

Teacher 3: Bueno, las actividades innovadoras, siempre en mis clases me ha dado buen resultado hacer un role play. Los chicos, por ejemplo, la semana anterior estábamos hablando de ropa, y a los chicos les hice hacer un role play, un role play trayendo algunas cosas y a venderlas, de verdad, para que ellos se pongan a vender aquí. Entonces, ellos como que se motivan, se motivan a aprender inglés. Entonces, utilizo cosas reales. Realía. Entonces, las cosas reales que se está enseñando, los chicos vienen trayendo y hacen su role play con las cosas reales.

Teacher 4: Canciones. No mucho, pero sí se utilizan canciones para que ellos vayan afinando el oído. También se les envía a escuchar y que ellos traigan la canción que a ellos les guste. También se escogió o se seleccionaron textos de acuerdo al nivel en el que se encuentran y se puede hacer tareas de listening para que ellos escuchen y contesten preguntas.

Question 5: ¿Cómo motiva usted al estudiante para el desarrollo de la destreza oral del idioma inglés?

Teacher 1: Siempre se utiliza la realidad, hacer que el estudiante se involucre y conozca lo que se va a hablar. Por ejemplo, estamos hablando de los deportes, pues todos conocen los deportes. Entonces, enseñar e irse a lo que ellos están utilizando en el medio, hacer la clase participativa para que todos estén atentos y vean el momento. Ellos no saben cuándo tienen que participar. La mayoría casi participa. También se les da los puntos extras para que ellos estén involucrados en la clase y ellos den la... Este vendría a ser como un premio. A veces la motivación puede ser intrínseca o extrínseca, pero las dos partes para que ellos desarrollen el speaking.

Teacher 2: Los motivo a través de actividades dinámicas, porque esa es la pauta fundamental, la motivación. Y toca leer, actualizarse, ver qué estrategias utilizas a fin de que la clase se

vuelva dinámica, no solamente leer y escribir, sino tratar de alcanzar lo planificado que es desarrollar esta competencia comunicativa.

Teacher 3: Haciendo que las clases no sean aburridas, utilizando metodología lúdica, jugando siempre de acuerdo al tema, porque ninguno de mis estudiantes son 33 estudiantes, ninguno se duerme. Claro, trabajamos full toda la clase. Después hacemos actividades del libro para completar. Entonces los chicos están motivados porque siempre estamos jugando, utilizando metodologías lúdicas para que ellos se motiven y despierten el interés de hablar inglés. Es A1, pero usted vio que los chicos sí tienen bastantes falencias en la pronunciación, pero a ellos les gusta participar. Les gusta el inglés y les he motivado a los chicos a aprender inglés este semestre.

Teacher 4: La motivación siempre es procurar que ellos lo hagan, que ellos se arriesguen a hacerlo, incentivándolos, diciéndoles que tal vez uno se puede equivocar, pero eso no es un limitante para poder comunicarnos. Entonces, equivocando se aprende y vamos corrigiendo y vamos reforzando. De esa manera, los estudiantes adquieren más habilidad para comunicarse.

As shown in the statements of English teachers, students' lack of pronunciation is visible. It is mentioned that the greatest difficulty when learning English is listening and speaking, generating in the latter a greater deficit in pronunciation. It is also mentioned that it may be due to the lack of communicative practice outside the class. For that reason, Teachers make activities that students can practice in class like roleplay, modeling, videos and audios, etc. all of them with their feedback to make students reflect and correct their issues at speaking development.

In addition, Teachers mention that there are some innovative activities that they develop with the students like Tongue Twister, Role play, Digital media, etc. with this kind of activities they can not only assess what students learned but they can apply in a similar way of reality (Realia) and give them real teaching and practice of students speaking skills and pronunciation development. Innovative activities not only make students practice in a more real way but also motivate them to practice more. So teachers focus on making students feel motivated by doing dynamic activities, making students more comfortable while they practice their speaking and improve their pronunciation with their classmates.

Analysis of the observation rubric for A1 regular English courses at PUCEI

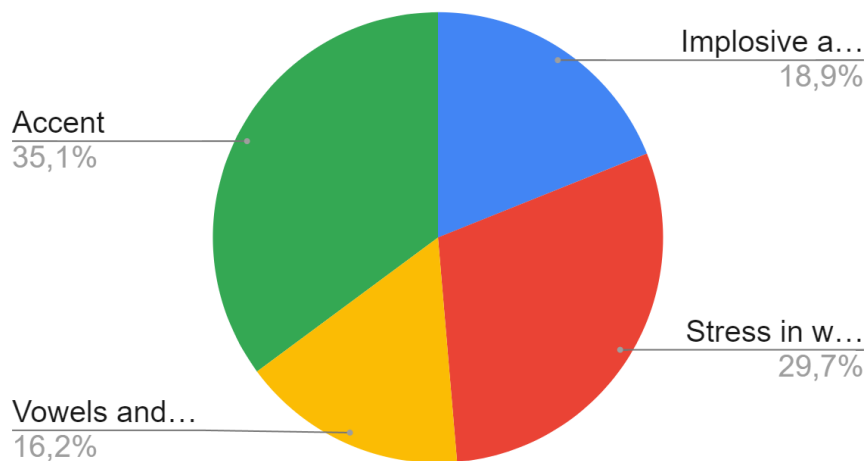
Analysis of the parallel “A” of A1 regular English courses at PUCEI

Table 1

PRONUNCIATION ITEMS	STUDENTS	PERCENTAGE
IMPLOSIVE AND EXPLOSIVE	7/15	46,67%/100%
STRESS IN WORDS	11/15	73,33%/100%
VOWELS AND CONSONANTS SOUNDS	6/15	40,00%/100%
ACCENT	13/15	86,67%/100%

Figure 1

Pronunciation sub-skill dominance



Note: This figure demonstrates the percentage of dominance of each skill in the Parallel

Analysis:

Based on the analysis, it appears that stress in words and accent are the areas where a higher percentage of students demonstrate proficiency. On the other hand, the usage of implosive and

explosive sounds, as well as differentiating vowels and consonants, seems to be areas where fewer students show proficiency.

Implosive and Explosive:

This variable seems to represent the use of implosive and explosive sounds in speech. Out of the total number of students, seven of 15 students (46.67%) exhibit proficiency in using these sounds.

Stress in Words:

This variable indicates the ability to properly stress or emphasize specific words in speech. Among the students, 11 of 15 of them (73.33%) demonstrate proficiency in this aspect.

Vowels and Consonants Sounds:

This variable refers to the understanding and usage of vowels and consonants in speech. Among the students, only six of 15 of them (40.00%) show proficiency in differentiating and utilizing these sounds effectively.

Accent:

This variable represents the ability to employ the correct accent in speech. Out of the total students, 13 of 15 of them (86.67%) exhibit proficiency in accent usage.

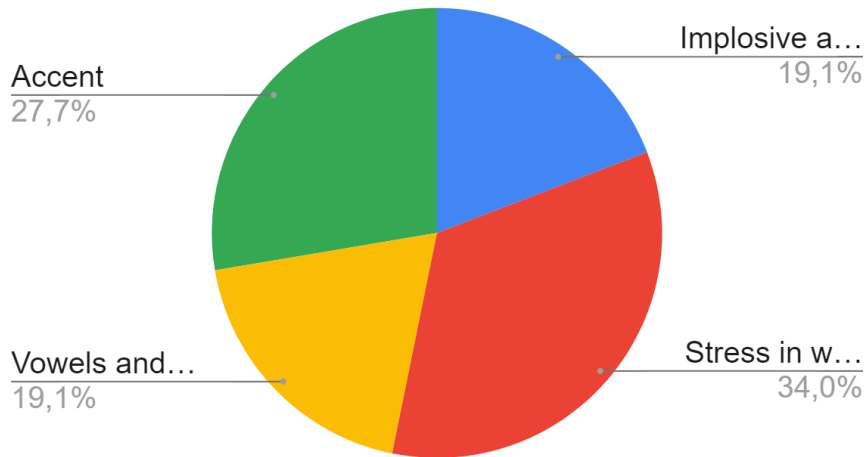
Analysis of the parallel “B” of A1 regular English courses at PUCEI

Table 2

PRONUNCIATION ITEMS	STUDENTS	PERCENTAGE
IMPLOSIVE AND EXPLOSIVE	9/19	47,37%/100%
STRESS IN WORDS	16/19	84,21%/100%
VOWELS AND CONSONANTS SOUNDS	9/19	47,37%/100%
ACCENT	13/19	68,42%/100%

Figure 2

Pronunciation sub-skill dominance



Note: This figure demonstrates the percentage of dominance of each skill in the Parallel

Analysis:

Based on this analysis, it appears that accent and stress in words are the areas where a higher percentage of students exhibit proficiency. On the other hand, the usage of implosive and explosive sounds, as well as differentiating between vowels and consonants, seem to be areas where fewer students demonstrate proficiency.

Implosive and Explosive:

Out of the total number of students (19), seven (46.67%) demonstrate proficiency in using implosive and explosive sounds.

Stress in Words:

Among the students (19), 11 (73.33%) exhibit proficiency in correctly stressing or emphasizing words in speech.

Vowels and Consonants Sounds:

Only six of 19 students (40.00%) show proficiency in distinguishing and utilizing vowels and consonant sounds effectively.

Accent:

Among the students (19), 13 (86.67%) demonstrate proficiency in using the correct accent in speech.

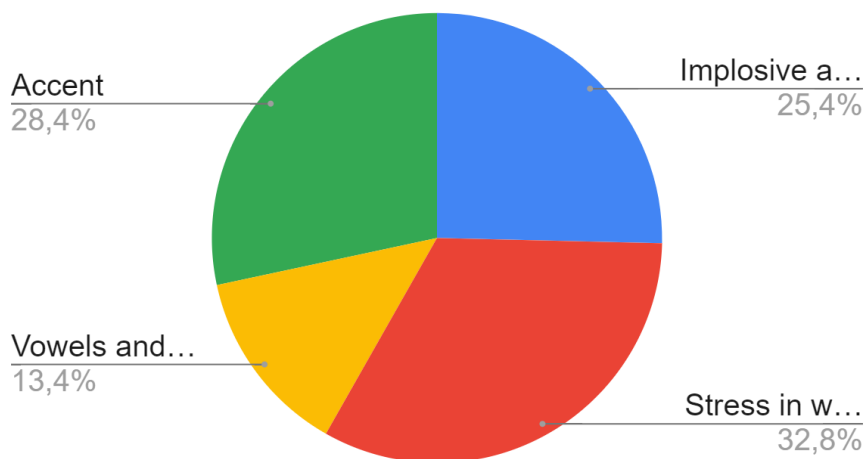
Analysis of the parallel “C” of A1 regular English courses at PUCEI

Table 3

PRONUNCIATION ITEMS	STUDENTS	PERCENTAGE
IMPLOSIVE AND EXPLOSIVE	17/26	65,38%/100%
STRESS IN WORDS	22/26	84,62%/100%
VOWELS AND CONSONANTS SOUNDS	9/26	34,62%/100%
ACCENT	19/26	73,08%/100%

Figure 3

Pronunciation sub-skill dominance



Note: This figure demonstrates the percentage of dominance of each skill in the Parallel

Analysis:

Based on this analysis, it appears that stress in words and accent are the areas where a higher percentage of students exhibit proficiency. On the other hand, the usage of implosive and explosive sounds, as well as differentiating between vowels and consonants, seem to be areas where a smaller percentage of students demonstrate proficiency.

Implosive and Explosive:

Out of the total number of students (26), 17 (65.38%) demonstrate proficiency in using implosive and explosive sounds.

Stress in Words:

Among the students (26), 22 (84.62%) exhibit proficiency in correctly stressing or emphasizing words in speech.

Vowels and Consonants Sounds:

Only nine of 26 students (34.62%) show proficiency in distinguishing and utilizing vowels and consonant sounds effectively.

Accent:

Among the students (26), 19 (73.08%) demonstrate proficiency in using the correct accent in speech.

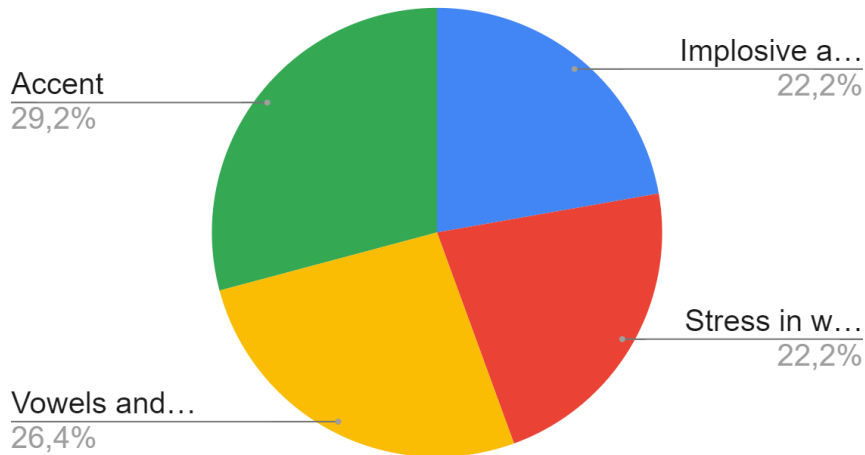
Analysis of the parallel “D” of A1 regular English courses at PUCEI

Table 4

PRONUNCIATION ITEMS	STUDENTS	PERCENTAGE
IMPLOSIVE AND EXPLOSIVE	16/27	59,26%/100%
STRESS IN WORDS	16/27	59,26%/100%
VOWELS AND CONSONANTS SOUNDS	19/27	70,37%/100%
ACCENT	21/27	77,78%/100%

Figure 4

Pronunciation sub-skill dominance



Note: This figure demonstrates the percentage of dominance of each skill in the Parallel

Analysis:

Based on this analysis, it appears that the majority of students show proficiency in all four areas assessed: implosive and explosive sounds, stress in words, vowel and consonant sounds, and accent. The percentages for each variable are relatively close, indicating a relatively balanced level of proficiency across the different areas.

Implosive and Explosive:

Out of the total number of students (27), 16 (59.26%) demonstrate proficiency in using implosive and explosive sounds.

Stress in Words:

Among the students (27), 16 (59.26%) exhibit proficiency in correctly stressing or emphasizing words in speech.

Vowels and Consonants Sounds:

A total of 19 of 27 students (70.37%) show proficiency in distinguishing and utilizing vowels and consonant sounds effectively.

Accent:

Among the students (27), 21 (77.78%) demonstrate proficiency in using the correct accent in speech.

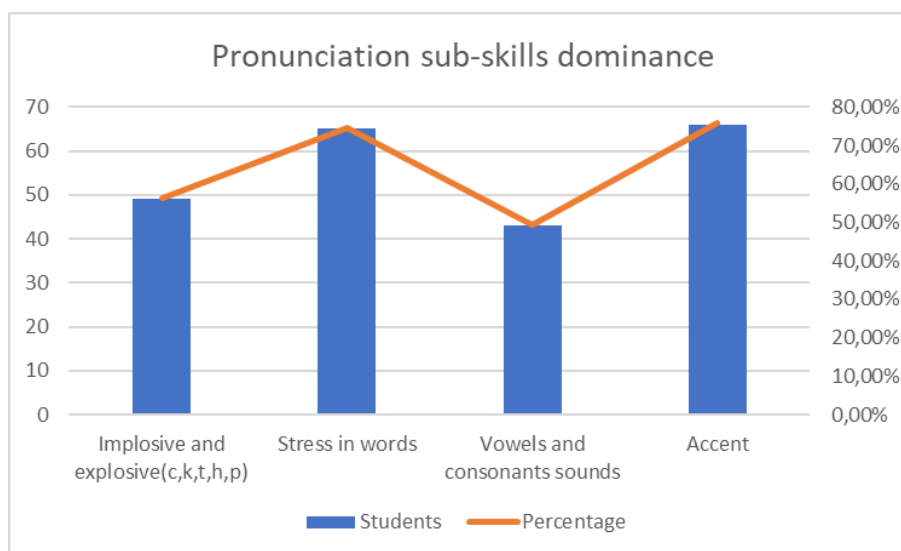
RESULTS

This section presents the results of the interview and observation sheet aimed to analyze the pronunciation issues in the speaking skills made by the students of regular English courses A1 at PUCEI. The analysis of the research instrument was focused on three key aspects answering the research questions: common errors in pronunciation, causes of mispronunciation, and evaluation of pronunciation activities. The results are presented into instruments and the type of information they have.

Observation sheet part 1: Common errors in pronunciation.

In order to evaluate the pronunciation errors of the A1 students, an observation sheet was used for quantitative data collection to help the research objective. Four aspects were taken into account in the table: Implosive and explosive, stress in words, vowel and consonant sounds, and accent.

Figure 5



Note: This figure demonstrates the general results of all four parallels of A1 courses.

To start with the results; Ecuador is located among the worst countries in the world in terms of English proficiency, ranking 82nd out of 111 countries in the world and 18th out of 20 countries in Latin America (Sempértegui, 2022). With this problem in mind, it has been determined that the areas that should be studied in more depth are those that are below 60% in the graph (figure 5).

As shown in the table, the students got a low level in the pronunciation of vowels and consonants with 49.43% out of 100%, that is, 43 of the 87 students have developed this sub-skill. It is also observed that at the moment of pronouncing some explosive and implosive letters, the students have a low level of pronunciation; 49 of the 87 students have acquired developed sub-skill.

Observation sheet part 2: Evaluation of pronunciation activities

For this part of the results, one of the major problems of the students diagnosed with the observation sheet into qualitative data is the lack of pronunciation practice when performing speaking skills. An analysis was generated mostly from the observation sheet and interview which shows that students perform speaking activities to improve speaking skills in class such as roleplay in which the students tried to sell something to their classmates, dialogues that are from the book from classes, recordings about expositions made of a topic of interest of the student, interactive videos that students can reflect on and expositions that help to practice the student. When referring to pronunciation sub-skill, there is only feedback by part of the instructor and nothing more, making the student sometimes confused or even unmotivated to learn pronunciation or even develop any activity focused on improving pronunciation.

Teachers' Interviews: Causes of mispronunciation.

Interviews were applied to teachers to help with qualitative information about the reasons for causes of bad pronunciation. Speaking skill is really important to develop in class, but this skill is learned at the last part of the class, so pronunciation has a worse problem. Activities such as speaking are very difficult to acquire so it is left to the last. It is also mentioned that students are afraid to speak and that is why it is difficult for them to pronounce mostly vowel and consonant sounds, learn vocabulary that is relatively new, and become fluent in practice of the

language, which leads to errors in pronunciation in general and lack of comprehension while they apply English.

DISCUSSION

When performing speaking skills in the classroom, teachers take into account certain factors to evaluate; among these are fluency of speech, confidence in speaking and pronunciation. This research seeks to analyze the principles of these pronunciation errors, the causes of these errors, and activities that teachers apply for the development of speaking skills as a means to improve pronunciation. Developing speaking skills is very important so English can be practiced and also applied in society, but for the mastery of a language, pronunciation is really the key point to advance.

Regarding common errors in pronunciation, the observation table revealed specific areas where students struggled the most. The data indicated that students had significant difficulties in pronouncing vowels and consonants, with only 49.43% of students demonstrating proficiency in this sub-skill. Similarly, the pronunciation of explosive and implosive letters proved challenging, as evidenced by the low level observed among 49 out of 87 students. These findings highlight the need for targeted interventions and focused instruction to address these specific pronunciation issues.

It is important to consider the causes contributing to these pronunciation issues. The interviews conducted with teachers revealed several factors that may contribute to students' struggles in this area. One prominent reason mentioned was the tendency to prioritize other language skills over speaking, leaving pronunciation as a secondary concern. This approach may result in limited practice and insufficient attention given to pronunciation development. Additionally, students' fear of speaking and difficulties in achieving fluency and vocabulary acquisition were cited as contributing factors. These challenges can lead to pronunciation errors and hinder overall language comprehension. Pronunciation is critical to proper communication because incorrect pronunciation inevitably leads to the recipient misinterpreting the message. (Kobilova, 2022)

To address these issues, pronunciation activities should be incorporated into English language courses more prominently. By dedicating sufficient time and resources to pronunciation practice, students can develop the necessary skills and confidence to improve their pronunciation. Activities that focus on the accurate pronunciation of vowels and consonants, along with exercises targeting the correct pronunciation of explosive and implosive sounds, can be particularly effective in addressing the identified deficiencies. Integrating these activities within the curriculum will provide students with ample opportunities to practice pronunciation in a supportive environment.

Furthermore, it is essential to raise awareness among both teachers and students about the significance of pronunciation in effective communication. Emphasizing the importance of clear and accurate pronunciation from the early stages of language learning can foster a positive mindset and encourage students to actively work on improving their pronunciation skills. Implementing activities that can help the educator to practice pronunciation with students and leading it with correct assessment and feedback to promote better outcomes of this sub-skill.

In conclusion, the results of this study highlight the prevalent pronunciation issues faced by A1 level students in regular English courses at PUCEI. The low proficiency observed in the pronunciation of vowels, consonants, and explosive/implosive sounds necessitates targeted interventions and focused instructional practices. By addressing the causes of these pronunciation issues and incorporating dedicated pronunciation activities into the syllabus and lesson planning, educators can contribute to the enhancement of students' pronunciation skills and overall English language proficiency.

CONCLUSIONS

In conclusion, the findings of this research study provide valuable insights into the pronunciation issues among A1 level students in regular English courses at PUCEI. The analysis revealed that students face significant challenges in pronouncing vowels, consonants, and explosive/implosive sounds. These pronunciation issues can be attributed to factors such as the prioritization of other language skills, fear of speaking, and difficulties in achieving fluency and vocabulary acquisition.

To address these issues, it is crucial to incorporate pronunciation activities into the curriculum. These activities should focus on improving the accurate pronunciation of vowels, consonants, and explosive/implosive sounds. By dedicating sufficient time and resources to pronunciation practice, students can develop the necessary skills and confidence to enhance their pronunciation.

Furthermore, it is essential to raise awareness among teachers and students about the importance of pronunciation in effective communication. Educators should emphasize the significance of clear and accurate pronunciation from the early stages of language learning. By implementing activities that allow educators to practice pronunciation with students and provide appropriate assessment and feedback, better outcomes in pronunciation can be achieved.

Overall, this study underscores the need for targeted interventions and focused instructional practices to address the pronunciation issues faced by A1 level students. By addressing the causes of these issues and incorporating dedicated pronunciation activities, educators can contribute to the improvement of students' pronunciation skills and overall English language proficiency.

Lastly, the innovative methodological proposal for improving students' and teachers' pronunciation and speaking skill represent a dynamic that can be useful for future learning. This proposal not only enhances pronunciation accuracy but also fosters confidence and cultural awareness about English and increases students' effectiveness in communication and success in their personal and professional lives.

RECOMMENDATIONS

Based on the conclusions drawn from this research and the innovative methodological proposal, I recommend the following:

Incorporate Pronunciation Activities into Regular English Courses: To address the pronunciation issues identified among A1 level students, it is essential to integrate pronunciation activities into the regular English curriculum. These activities should be

designed to specifically target the accurate pronunciation of vowels, consonants, and explosive/implosive sounds. Allocating dedicated time and resources to pronunciation practice will help students develop the necessary skills and boost their confidence in speaking.

Raise Awareness About Pronunciation's Importance: Both teachers and students should be made aware of the critical role pronunciation plays in effective communication. Educators should emphasize the significance of clear and accurate pronunciation right from the early stages of language learning. By incorporating pronunciation practice into lessons and providing constructive assessment and feedback, educators can help students make significant improvements in their pronunciation skills.

Implement the Innovative Methodological Proposal: Consider integrating the innovative methodological proposal outlined earlier into the English language curriculum. This comprehensive approach, which combines technology, immersion, personalization, collaboration, and comprehensive assessment, has the potential to significantly enhance students' pronunciation and speaking skills. It provides a dynamic and holistic learning experience that fosters not only pronunciation accuracy but also cultural awareness and overall communication effectiveness.

By implementing these recommendations, educational institutions can take proactive steps to address pronunciation challenges among A1 level students and provide them with the tools and support needed to excel in English language communication.

Also it is recommended to future researchers to be aware of the planification schedule, the time and all that can interfere with the application of the instruments. Instead of doing at last, the investigator can indagate more about the research topic and be a master in his thesis. If research instruments are applied at the right time and way, the results will be more valid and trustable.

Another issue that is involved in this project is the malfunctioning of one of the instruments: the survey. It is prudent for the researcher to insist that teachers and students fill out the digital surveys, if not to apply it physically for greater response. Searching for other kinds of applications is a good option to motivate students to help you fill the investigation instrument.

It is recommended to both students and teachers to promote extracurricular activities according to the pronunciation issues in speaking skills in order to reinforce the English level language proficiency. Using the same tools does not motivate students to learn and even it transforms into a bad washback tool.

PROPOSAL

Structure for the proposal

Problems to solve:

1. Learners issues with pronunciation: Students do not practice too much speaking, that causes that pronunciation is neither practiced nor reviewed.
2. Delimitate pronunciation issues: Students have some difficulties with pronunciation in specific “topics”, so practice while learning is useful
3. Lack of activities for pronunciation: There are activities for practice pronunciation, but teachers have to search for them.
4. Practice of pronunciation: Not too much practice in speaking leans to no pronunciation training.

PROPOSAL PLANNING

INTRODUCTION: To solve the problem statement: a proposal has been made to practice pronunciation with students, so they can have a good development of the language and also allows the teacher to improve their teaching and motivate students.

PROPOSAL ACTIVITY: Make an activity book/app to help teachers to apply another resource to practice pronunciation and training with students with this speaking sub-skill.

In the activity book/ app it is contemplated: Tips for pronunciation, Activities for pronunciation and Rules that can be understandable for both Teachers and students.

CONCLUSION: It's important to practice pronunciation, so you can master speaking skill. Not only because it is the last skill to be taught or learned, but to improve it.

PRONUN-TIVITIES BOOKLET

Project Overview:

The "Pronun-tivities Booklet" project aims to address the issue of pronunciation challenges in language learning by providing teachers and students with a comprehensive resource to improve their pronunciation skills effectively. By raising awareness and facilitating practical training, this initiative seeks to enhance language development and communication abilities, benefiting both educators and learners.

General Objective: To raise awareness of pronunciation among teachers and students, facilitating improved language learning and communication skills by providing comprehensive training and resources.

Specific Objectives:

- Create a practical pronunciation improvement book for teachers and students.
- Develop motivating tips for teachers and students to improve pronunciation effectively.
- Develop tips and exercises about phonetics, word stress and intonation.

Introduction

This proposal is about a booklet made with activities and tips for pronunciation issues such as accent, stress in words, implosive and explosive words, vowels and consonant sounds. The purpose of this resource is to be able for any teacher or student, in any class, with or without technology and easy planification.

With this resource, teachers can apply activities for pronunciation and tips for practicing this sub-skill, also they can guide themselves with the booklet and improve their language skills. Also teachers can apply this tool with students and complete communicative activities that can

be developed thanks to the two methodologies applied in it: Communicative Language Teaching for practice and Audio-Lingual for grammar, activities and tips review with the tutor.

This project is based on guide books that can help teachers and students with grammar and activities and can be added in the classroom planification. However, this resource means to be applied in any topic, any class and with any tool that the teacher needs or is going to use.

Problem

This proposal is made to solve the problem from the analysis of pronunciation issues in speaking skills by the students of regular English courses A1 at PUCE-I. The results and discussion aim to lack emphasis on speaking skills, leaving them to the last part of the class and thus the lack of pronunciation practice.

There were evaluated 4 items on pronunciation sub-skill that were: accent, stress in words, implosive and explosive words, vowels and consonant sounds. From them explosive words, vowels and consonant sounds are with the lowest level of acquaintance. The pronunciation activities to use in the classroom are very limited. In addition, having to focus not only on speaking skills but on the 3 consequent skills such as writing, reading and listening, teachers cannot generate feedback beyond what they have planned with the available tools.

Solution

The Pronun-tivities Booklet project will cover essential aspects of pronunciation, including phonetics, intonation and stress. It will provide practical exercises and interactive activities for teachers and students to enhance their pronunciation skills in a fun and engaging manner.

- Pronun-tivities Booklet for Teachers & Students: A comprehensive guide with pronunciation activities, explanations, and teaching strategies to aid instructors in effectively addressing pronunciation challenges in the classroom. Also with self-assessment tools, and motivational tips to encourage students to practice and improve their pronunciation outside the classroom.

Canva Presentation:

https://www.canva.com/design/DAFq4xobzro/L93KfHIxfu8md5iZGfx0tg/edit?utm_content=DAFq4xobzro&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Flipping book Presentation: <https://online.flippingbook.com/view/618388963/>

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ENCUESTA ESTUDIANTES DE INGLÉS PRIMER NIVEL (A1)

Analizar los problemas de pronunciación en la habilidad oral de los estudiantes de los cursos regulares de inglés A1 de la PUCE-SI mediante la aplicación de un método mixto de investigación para el mejoramiento de la habilidad oral y el desarrollo de nuevos procesos de aprendizaje.

*Obligatorio

INSTRUCTIONS:

-Esta encuesta es anónima.

-Te solicitamos que respondas con sinceridad el siguiente cuestionario.

-Lea detenidamente las preguntas y responda con cuidado.

1. Rango de edad del estudiante *

Marca solo un óvalo.

17-20

21-25

26-30

2. Paralelo del Curso CIE en el que esta el estudiante *

Marca solo un óvalo.

A

B

C

D

¿Qué conocimientos previos tenemos?

Esta sección es sobre la Institución Educativa en la que se graduó y sus conocimientos previos sobre el idioma Inglés.

3. ¿En que tipo de Institución Educativa te graduaste? *

Marca solo un óvalo.

- Pública
- Fiscomisional
- Particular
- A distancia

4. ¿Cómo calificaría la enseñanza de Inglés en la Institución en la que se graduó? *

Ubica tu respuesta en la siguiente escala del 1 al 5, donde 1 es "bajo", 2 es "medio", 3 es "aceptable", 4 es "casi completa" y 5 es "completa".

Marca solo un óvalo.

- Baja
- _____
- 1
- _____
- 2
- _____
- 3
- _____
- 4
- _____
- 5
- _____
- Completa
- _____

5. **¿Has asistido a cursos extracurriculares de Inglés?** (Cursos abiertos, Tutorías, *
Clases aparte)

Marca solo un óvalo.

Si

No

6. **¿Con qué frecuencia usa el inglés en su vida diaria?** Ubica tu respuesta en la *
siguiente escala del 1 al 5, donde 1 es "Nunca", 2 es "Raramente", 3 es
"Ocasionalmente", 4 es "Frecuentemente" y 5 es "Muy frecuentemente".

Marca solo un óvalo.

Nunca

1

2

3

4

5

Muy frecuentemente

7. **¿Cuál es su nivel al aplicar el idioma Inglés?** Califique sus respuestas en la siguiente escala del 1 al 5, donde 1 es "pésima", 2 es "mala", 3 es "regular", 4 es "buena" y 5 es "excelente". *

Marca solo un óvalo.

Pésima

1

2

3

4

5

Excelente

8. **¿Qué habilidad es la que mejor desarrollas en Inglés? ***

Marca solo un óvalo.

- Speaking
 Reading
 Listening
 Writing

**¿Cómo
estamos
aprendiendo?**

Esta sección nos da a conocer cual es su nivel actual de Inglés, cómo le enseñan en clase y que metodologías y actividades se realizan.

9. **¿Qué actividades sueles realizar mas en las clases de Inglés?** Puedes seleccionar varias opciones

*

Selecciona todos los que correspondan.

- Role play
- Sing a song
- Pronunciation Practice
- Grammar review
- Writting excersices
- Listening excersices
- Listen and repeat the word

10. En clase **¿Con qué frecuencia practicas la pronunciación en clase?** Ubica tu respuesta en la siguiente escala del 1 al 5, donde 1 es "Nunca", 2 es "Raramente", 3 es "Ocasionalmente", 4 es "Frecuentemente" y 5 es "Muy frecuentemente".

*

Marca solo un óvalo.

Nunca

1

2

3

4

5

Muy frecuentemente

11. En clase **¿Con qué frecuencia practicas la habilidad oral en clase?** Ubica tu respuesta en la siguiente escala del 1 al 5, donde 1 es "Nunca", 2 es "Raramente", 3 es "Ocasionalmente", 4 es "Frecuentemente" y 5 es "Muy frecuentemente". *

Marca solo un óvalo.

Nunca

1 _____

2 _____

3 _____

4 _____

5 _____

Muy frecuentemente

12. **¿En cuál de estas áreas cometes más errores al momento de hablar el idioma inglés?** *

Marca solo un óvalo.

- Pronunciación
- Vocabulario
- Gramática
- Fluidez
- Memorización

Interview to teachers(Entrevista docentes)

1. Dentro de los componentes que se evalúan en la destreza oral de inglés se encuentran la pronunciación, la fluidez, el uso del vocabulario, la gramática y la comprensión. ¿En cuál de estos elementos, los estudiantes muestran la mayor dificultad?
2. ¿Qué estrategias aplica usted para mejorar la pronunciación de los estudiantes del nivel A1?
3. ¿Qué material didáctico es el que más aplica al momento de enseñar la destreza oral y la pronunciación del idioma inglés en una clase? (Diapositivas, dinámicas, etc)
4. ¿Qué actividades innovadoras utiliza usted para la enseñanza de la habilidad oral?
5. ¿Cómo motiva usted al estudiante para el desarrollo de la destreza oral del idioma inglés?

Rúbrica para aplicar Speaking skills

Student's name:	Poor	High
Implosive and explosive(c,k,t ,h,p)		
Stress in words		
Vowels and consonants sounds		
Accent		

Imágenes de la propuesta

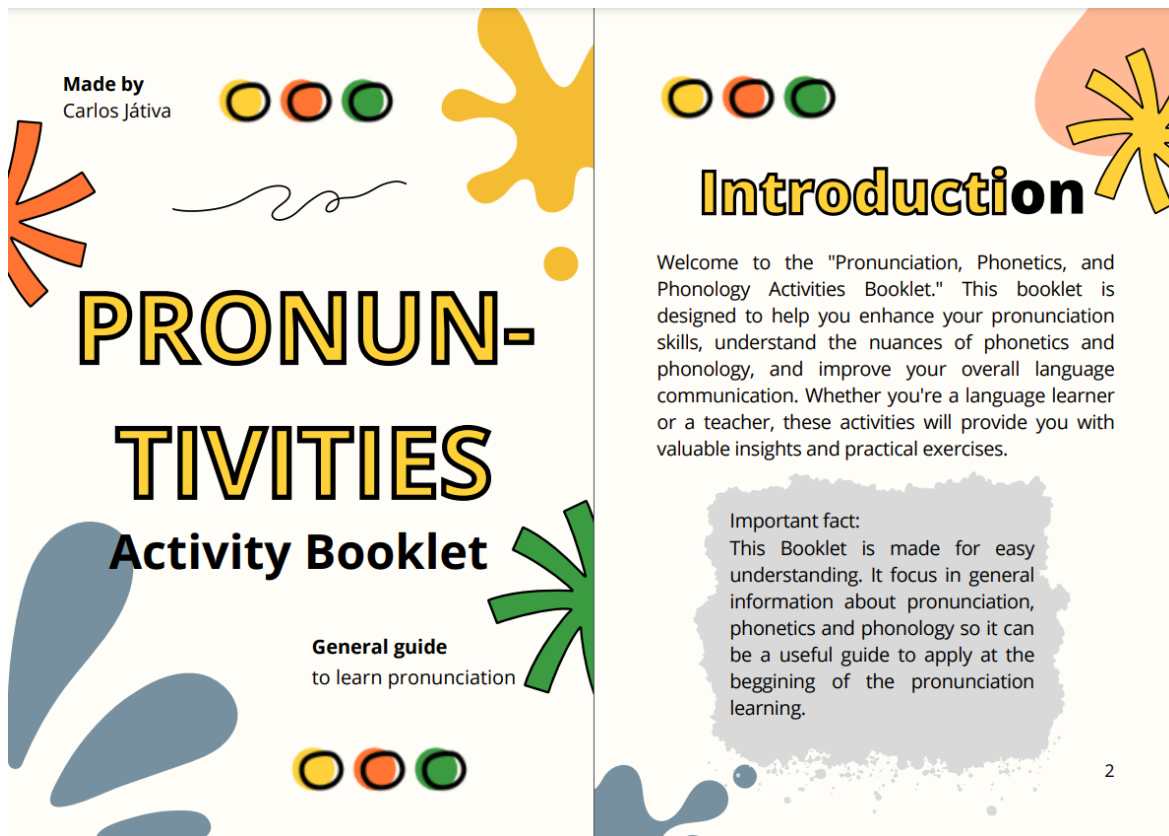


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- Explosive Consonants
- Implosive and Explosive Exercises

4.-Stress in Words

- Types of Word Stress
- Word Stress Exercises

3

Vowel Sounds

Vowel sounds are a fundamental component of spoken language. They are produced by the vibration of the vocal cords in the larynx while maintaining an open and unobstructed airflow through the oral cavity. Vowels are characterized by the shape and position of the tongue, the position of the lips, and the openness of the mouth. Understanding vowel sounds is crucial for pronunciation and communication in any language. Here are some key points about vowel sounds:

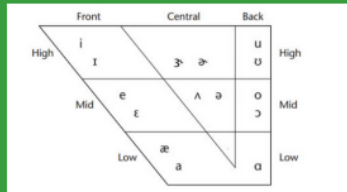


Image 1

<https://icspeech.com/vowel-sounds.html>

4

Vowel Sounds

Vowel Quality: Vowels are described based on their quality, which depends on the tongue's position in the mouth and the shape of the lips. The three primary factors that define vowel quality are:

- **Tongue Height:** This refers to how high or low the tongue is positioned in the mouth. Vowels can be high, mid, or low. For example, /i:/ (as in "see") is a high front vowel, while /ɑ:/ (as in "car") is a low back vowel.
- **Tongue Frontness/Backness:** Vowels are also classified by the frontness or backness of the tongue. Front vowels are produced with the front part of the tongue raised, while back vowels involve the back part of the tongue. For example, /i:/ (front) vs. /u:/ (back).
- **Lip Rounding:** The shape of the lips also plays a role in vowel quality. Vowels can be rounded or unrounded. For example, /u:/ is a rounded vowel (as in "food"), while /i:/ is unrounded.

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Vowel Symbols: Linguists use symbols from the International Phonetic Alphabet (IPA) to represent vowel sounds consistently. For example, /i/ represents the high front unrounded vowel, and /a/ represents the low central unrounded vowel. (Image 1)

Vowel Sounds in Different Languages: The number and quality of vowel sounds can vary widely between languages. Some languages have a relatively small number of vowel sounds, while others have a large vowel inventory. For example, English has around 15 vowel sounds, while languages like Finnish and Hawaiian have more than 20.

Vowel Modification: Vowels can be modified by adjacent consonants, and this phenomenon is known as coarticulation. In connected speech, the tongue and lips adjust slightly to ease the transition between consonants and vowels, resulting in subtle changes in vowel quality.

IMPORTANT

Understanding and correctly producing vowel sounds is essential for clear and accurate pronunciation in any language. Practicing vowel sounds and paying attention to their quality and length can significantly improve your language skills and help you communicate effectively.

6

Vowel and consonant sounds



Vowels and consonants are the fundamental building blocks of speech sounds in human language. Understanding the differences between them and practicing their pronunciation is crucial for clear and effective communication. Here's some information about vowels and consonants, along with exercises for practicing both types of sounds:

Vowels

Vowels are speech sounds produced with a relatively open vocal tract, allowing the free flow of air. They are characterized by the absence of significant constriction or obstruction in the vocal tract. Vowels form the nucleus of syllables and are typically voiced, meaning the vocal cords vibrate when producing them. Vowels are essential for word differentiation and are usually the most sonorous (resonant) elements in a word.

7



Exercise

1. Practice vowel sounds by saying them slowly and clearly.
2. Start with /i/. To pronounce this sound, position your tongue high and close to the roof of your mouth while spreading your lips into a smile.
3. Move on to /a/. For this sound, relax your tongue and open your mouth widely.
4. Continue with /a/. Keep your lips relaxed and your tongue in a central position in your mouth.
5. Proceed to /e/. For this sound, open your mouth slightly and position your tongue mid-height and slightly forward.
6. Finally, try /ɔ/. Open your mouth moderately and round your lips while positioning your tongue mid-height and slightly back.

Consonants

Consonants are speech sounds produced with some degree of constriction or closure in the vocal tract. Unlike vowels, consonants can be voiced or voiceless (vocal cords may or may not vibrate when producing them). Consonants often serve to distinguish words and carry grammatical information in languages. They can be classified based on various articulatory features, such as place of articulation, manner of articulation, and voicing.

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Implosive and Explosive Exercise



Implosive

Exercise for practicing implosive sounds:

1. Practice pronouncing implosive sounds slowly and deliberately.
2. Start with /b/. To produce this sound, place your lips together and build up air pressure by closing off the airflow. Then, suddenly release the closure while pulling your tongue downward slightly.
3. Move on to /d/. For this sound, use the same lip closure but release it with a brief downward motion of the tongue.
4. Lastly, try /ɣ/. Begin with the lip closure and release it while simultaneously vibrating your vocal cords. This sound is similar to /d/ but with vocal cord vibration.

Explosive

Exercise for practicing explosive sounds:

1. Practice pronouncing explosive sounds by focusing on their release. Start with /p/.
2. For /p/, close your lips firmly and build up air pressure behind them. Then, release the pressure by opening your lips suddenly, creating a "p" sound.
3. Move on to /t/. For /t/, place the tip of your tongue against the alveolar ridge (the bony ridge behind your upper front teeth) and build up air pressure behind it. Release the pressure by pulling your tongue away from the ridge.
4. Finally, try /k/. For /k/, close the back of your tongue against the soft palate and build up air pressure behind it. Release the pressure by lowering your tongue and allowing air to escape.

11

Stress in Words



Word stress, also known as lexical stress or word accent, is an essential aspect of spoken language. It involves emphasizing one syllable within a word by making it louder, longer, and/or higher in pitch than the surrounding syllables. Proper word stress is crucial for clear and effective communication. Here's some information about word stress, along with exercises to help you practice it:

Types of Word Stress:

Primary Stress: In most English words with more than one syllable, one syllable is stressed more strongly than the others. This syllable is called the primary stressed syllable. For example, in the word "banana," the primary stress falls on the second syllable: ba-**NA**-na.

Secondary Stress: In longer words, there may be additional, less prominent stresses. These are known as secondary stresses. For example, in the word "unbelievable," there is secondary stress on the first syllable: **un**-be-LIEV-able.

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Word Stress Exercises

- **Listen and Repeat:** Start by listening to native speakers or recordings of words. Pay attention to which syllables are stressed in different words. Then, practice repeating those words with the correct stress pattern.
- **Practice with Minimal Pairs:** Minimal pairs are pairs of words that differ in meaning by only one sound. Find pairs of words with different stress patterns and practice saying them correctly. For example:
 - 'CONtract (noun) vs. conTRACT (verb)
 - phoTOgraph (noun) vs. photoGRAPH (verb)
- **Use a Dictionary:** Online dictionaries often provide information about word stress. Look up words and pay attention to the stress markers provided in the pronunciation guide. Practice saying the words with the indicated stress.
- **Clapping or Tapping:** Clap your hands or tap your fingers on the stressed syllable as you say words. This tactile feedback can help reinforce the correct stress pattern. For example, in the word "elephant," clap on the first syllable: EL-e-phat.

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Practice Stress Patterns: English often follows certain stress patterns based on word type or syllable structure. For example, nouns tend to be stressed on the first syllable, while verbs are often stressed on the second syllable. Practice words within these patterns, such as "reLAX" (verb) and "RElax" (noun).

- **Sentence Stress:** Word stress also plays a role in sentence rhythm. In English, content words (nouns, verbs, adjectives, and adverbs) are typically stressed, while function words (pronouns, prepositions, articles, etc.) are less stressed. Practice reading sentences aloud, emphasizing the content words and reducing the stress on function words.
- **Record and Self-Evaluate:** Record yourself saying words and sentences. Listen to the recordings and compare them to native speakers or pronunciation guides to check for correct word stress.
- **Practice in Context:** Use the words you've practiced in sentences and conversations to reinforce proper word stress patterns naturally.

Remember that word stress patterns can vary between languages, so it's essential to focus on the specific rules and patterns of the language you are learning. Consistent practice and listening to native speakers will help you improve your word stress accuracy and enhance your overall pronunciation.

IMPORTANT

14



More Information

- English Phonetics and Phonology by Peter Roach
- English Pronunciation in Use by Jonathan Marks
- The Pronunciation of English by Daniel Jones

Thank You



Carta de Autorización



IBARRA

ESCUELA DE CIENCIAS SOCIALES Y HUMANAS

Ibarra, 23 de enero de 2023
Oficio No. 010-ECCSSH -2023

Señor
Carlos Játiva Torres
ESTUDIANTE 7mo. NIVEL PINE

De mi consideración:

En respuesta al oficio presentado el día de hoy 23 de enero de 2023, tengo a bien indicar a usted que esta Dirección de Escuela autoriza la aplicación de las encuestas a los estudiantes y la entrevista a los docentes del nivel A1 que el área de idiomas oferta en el segundo periodo ordinario octubre 2022 – febrero 2023.

A la vez, se adjunta la información solicitada para que realice la aplicación correspondiente, tomando en cuenta la disponibilidad de los docentes de cada paralelo del nivel A1, a quienes se copiará la presente autorización:

No	NIVEL / PARALELO	NÚMERO DE ESTUDIANTES	NOMBRE DEL DOCENTE	CELULAR DOCENTE
1	A1 "A"	24	Mgs. Germania Benavides	0997775851
2	A1 "B"	33	Mgs. Sandra Ayala	0989574916
3	A1 "C"	38	Lic. Rocío Guerrero	0968066468
4	A1 "D"	30	Lic. Yolanda Cadena	0984066668

Por la atención, le agradezco

Atentamente,



Mtr. Daniel Díaz
DIRECTOR ESCUELA DE CIENCIAS SOCIALES Y HUMANAS

AB