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THEME:

EVALUATION OF THE METHODOLOGICAL STRATEGIES APPLIED IN THE
ENGLISH LANGUAGE TEACHING-LEARNING PROCESS TO IMPROVE
PRONUNCIATION IN THE STUDENTS OF FIRST YEAR OF BACHILLERATO AT
ZOILA UGARTE DE LANDÍVAR, SANTA ROSA AND DR. MODESTO CHÁVEZ
FRANCO HIGH SCHOOLS OF BACHILLERATO IN SANTA ROSA CANTON, EL ORO
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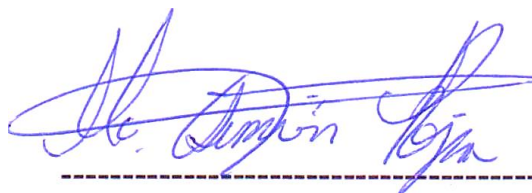
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CERTIFICATION

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CERTIFIES:

That the present research thesis titled: EVALUATION OF THE METHODOLOGICAL STRATEGIES APPLIED IN THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS TO IMPROVE PRONUNCIATION IN THE STUDENTS OF FIRST YEAR OF BACHILLERATO AT ZOILA UGARTE DE LANDÍVAR, SANTA ROSA AND DR. MODESTO CHÁVEZ FRANCO HIGH SCHOOLS OF BACHILLERATO IN SANTA ROSA CANTON, EL ORO PROVINCE, PERIOD 2014-2015; whose author is Carlos Geovanny Castillo Herrera, has been guided in accordance with the procedures and standards. Consequently, I authorize its presentation.



Lcda. María Asunción Rojas Encalada
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RESPONSIBILITY

The contents, results, conclusions, investigation procedures and proposal of this thesis: EVALUATION OF THE METHODOLOGICAL STRATEGIES APPLIED IN THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS TO IMPROVE PRONUNCIATION IN THE STUDENTS OF FIRST YEAR OF BACHILLERATO AT ZOILA UGARTE DE LANDÍVAR, SANTA ROSA AND DR. MODESTO CHÁVEZ FRANCO HIGH SCHOOLS OF BACHILLERATO IN SANTA ROSA CANTON, EL ORO PROVINCE, PERIOD 2014-2015; are under exclusive responsibility of the author.

CARLOS GEOVANNY CASTILLO HERRERA

DEDICATION

This thesis is dedicated to my dear mother, who has helped me in every moment of my life and has encouraged me to pursue my dreams.

Carlos Castillo Herrera

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AUTHOR

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RESUMEN EJECUTIVO

El propósito de esta investigación es determinar el nivel de dominio en cuanto a la pronunciación en el idioma inglés, y los problemas que tienen los estudiantes del Primer año de Bachillerato de los Colegios “Zoila Ugarte de Landívar”, “Santa Rosa” and “Dr. Modesto Chávez Franco” de la ciudad de Santa Rosa, en la provincia de El Oro, durante el período lectivo 2014-2015; así como también las estrategias metodológicas que aplican los profesores para mejorar dichas habilidades en sus estudiantes.

La recolección de datos empíricos a través de una entrevista a los maestros de inglés, y una encuesta a los estudiantes del primer año de Bachillerato de las instituciones educativas antes mencionados demuestran que existe un alto grado de dificultad en la pronunciación del idioma inglés en los estudiantes debido a la falta de aplicación de estrategias de enseñanza y actividades que ayuden a mejorar las destrezas antes mencionadas, algunas veces por desconocimiento de los profesores o falta de interés de sus alumnos en el aprendizaje del idioma extranjero.

Además, de acuerdo con los resultados de la investigación de campo, se diseñó una propuesta, la cual consistió en elaborar una pequeña guía con estrategias para mejorar la pronunciación de los estudiantes en el idioma inglés. Estas estrategias metodológicas pueden ser aplicadas dentro y fuera del aula con el fin de mejorar la pronunciación del idioma inglés en los estudiantes. Esta guía será entregada a los profesores para ayudarles en la difícil tarea de motivar a sus estudiantes en el proceso de enseñanza-aprendizaje del idioma inglés.

PALABRAS CLAVES: Estrategias, pronunciación, idioma inglés.

ABSTRACT

The purpose of this research is to determine the level of mastering of pronunciation in the English language, and problems that students of first year of Bachillerato at “Zoila Ugarte de Landívar”, “Santa Rosa” and “Dr. Modesto Chávez Franco” High Schools of Bachillerato in Santa Rosa city, in El Oro province, during the academic period 2014-2015 may have; as well as the methodological strategies that teachers apply to improve the before mentioned skill in their students.

The gathering of empirical data through interview to the English language teachers, and survey to the students of first year of bachillerato at the above mentioned educational institutions show that there is a high degree of difficulty in the pronunciation skill in the English language by students due to the lack of application of teaching strategies and activities that help them to improve this skill, sometimes for a lack of knowledge or disregard of these strategies by part of teachers, or a lack of interest of their students in the foreign language learning.

Besides, according to the results of the field research, it was designed a proposal which consisted on making a short guide with some strategies for improving the English language pronunciation. These methodological strategies may be applied inside and outside the classroom in order to improve the English language pronunciation in students. This guide will be given to teachers to help them in the difficult task of motivating their students in the English language teaching-learning process.

KEY WORDS: Strategies, pronunciation, English language.

INTRODUCTION

In our country English pronunciation is not taught in most public educational institutions. One of the reasons that it is ignored is because classrooms are not well equipped to offer a favorable learning environment for improving English pronunciation in our students, it is limited to using a CD player. Another reason, and the most important, is teachers are not prepared to teach it in the correct way. For example, most teachers do not have a good pronunciation, they do not have knowledge about segmental and suprasegmental aspects of pronunciation, or they have not received training on these important aspects for teaching and learning a foreign language.

All mentioned above motivated me to research about this theme: EVALUATION OF THE METHODOLOGICAL STRATEGIES APPLIED IN THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS TO IMPROVE PRONUNCIATION IN THE STUDENTS OF FIRST YEAR OF BACHILLERATO AT ZOILA UGARTE DE LANDÍVAR, SANTA ROSA AND DR. MODESTO CHÁVEZ FRANCO HIGH SCHOOLS OF BACHILLERATO IN SANTA ROSA CANTON, EL ORO PROVINCE, PERIOD 2014-2015; which purpose is to evaluate the methodological strategies in English pronunciation, improvement in particular.

This thesis is organized into five chapters. Chapter I states the problem object of study as well as its location, justification for its study, problematization and objectives.

Chapter II develops the theoretical and contextual framework into which the problem fits. It was reviewed articles from different sources on what contents should be included in a pronunciation instruction lesson and specific methodological strategies on how to teach the segmental and suprasegmental aspects of pronunciation such as vowels, semivowels, diphthongs, consonants, syllables, stress, rhythm, and intonation. Besides, this chapter includes the contextual framework and the legal administrative framework.

Chapter III shows the methodological aspects of this research work, hypotheses, variables, as well as, the universe and sample according to the units to be researched.

Chapter IV presents the results of the field research through tables and statistical graphs, and analysis and interpretation of data in each one of the tools used in the research such as: survey applied to students of first year of bachillerato, and interview applied to the English language teachers. Besides, conclusions, verification of hypothesis, and recommendations.

Chapter V presents the proposal of intervention which consists on a workshop on methodological strategies to improve English pronunciation in students addressed to the English language teachers of first year of bachillerato at Zoila Ugarte de Landívar, Santa Rosa, and Dr. Modesto Chávez Franco High Schools of Bachillerato, in Santa Rosa canton, El Oro province, period 2014-2015.

1. PROBLEM OBJECT OF STUDY

1.1 Description of the Research Problem

Most English language teachers in our country have marginalized the teaching of pronunciation, and it is one of the reasons for which students do not use the English language inside or outside the classroom, and those who do use it do not have good pronunciation. It reveals that the English language teaching in our country is insufficient for students. Some causes for these are:

- Lack of teachers' pronunciation proficiency in English.
- Lack of mastering of effective methodological strategies for teaching pronunciation.
- Lack of a favorable environment for a communicative learning context.

These causes could have the following effects:

- Poor communication in the English language classroom.
- Teachers are not able to improve oral fluency in their students.
- Students have negative attitudes towards the English language subject.

1.2 Location

This research work is carried out at three high schools of bachillerato in Santa Rosa canton, in El Oro province, and they are: "Santa Rosa" which is located on Amazonas Street and Panamericana Sur road (diagonal to the monument to Jorge Kaiser), in Miguel Concha Álvarez neighborhood; "Dr. Modesto Chávez Franco" is located on Sucre Street between Manuel Carrión Pinzano and Enríquez Suárez Pimentel Streets, in 24 de Mayo neighborhood; and "Zoila Ugarte de Landívar" is located in the Zoila Ugarte de Landívar avenue that leads to The Bella María parish, next to Carne Amarga river, in La ciudadela los helechos.

1.3 Justification

Teaching students the right pronunciation of a foreign language is not an easy task, especially to non-native English teachers because there are many different English accents, with different vowel and consonant sounds. Trying and pronouncing English words according to the way they are spelled will make it very difficult for people to understand what is being said and it is impossible to understand native English speakers. Learning how to pronounce sounds, words and sentences correctly is difficult, but necessary for effective communication. Therefore, when learning a new word or phrase, it is necessary to pay attention to spelling and pronunciation.

This research work carried out at Zoila Ugarte de Landívar, Santa Rosa and Dr. Modesto Chávez Franco High Schools of Bachillerato is justified because it allows to demonstrate hypotheses established because of the lack of methodological strategies used by teachers in the English language teaching-learning process, thus affecting the improvement of pronunciation in students.

Finally, a great number of teachers cannot make effective use of teaching methodology and resources because of both a lack of training in pronunciation and in the use of technology.

1.4 Problematization

1.4.1 Main Problem

- How integrated is pronunciation in the English language teaching-learning process at the researched educational institutions?

1.4.2 Complementary Problems

- What is teachers' pronunciation proficiency in English?
- How prepared are teachers to teach pronunciation for improving oral fluency in their students?
- How favorable is the environment for teaching pronunciation?

1.5 Objectives

1.5.1 General Objective

- To determine how integrated pronunciation is in the English language teaching-learning process at the researched educational institutions.

1.5.2 Specific objectives

- To establish what methodological strategies teachers apply for improving English pronunciation in students.
- To identify how prepared teachers are to teach pronunciation for improving oral fluency in their students.
- To analyze how favorable the environment is for teaching pronunciation.

2. THEORETICAL AND REFERENTIAL FRAMEWORK

2.1 Conceptual Framework

2.1.1 The English Language

English is the primary language of several countries such as the United Kingdom the United States, Canada, Australia, New Zealand, and Ireland. It is learned as a second language in multilingual countries, and as a foreign language in countries where English is not a local medium of communication because it has become the dominant business language.

English is a West Germanic language that was first spoken in early medieval England and is now a language used in global communication. It has many words derived from other languages. The word English is derived from Anglisc, the speech of the Angles, one of the three Germanic tribes that invaded England during the fifth century.

2.1.1.1 Second Language Learning

“Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting.” (Brown D. H., 2014).

According to Brown learning a second language is a demanding task and students should put a lot of effort in learning it. Nevertheless, it is a valuable tool that can enrich their lives as every knowledge they get along their lives.

2.1.1.2 Importance of Teaching and Learning the English Language

Learning the English language is very important because our world is globalized and we need to communicate with others around the world for business, studies, scientific information, technological advances, music, movies, books, art, friendship, love, tourism, etc.

Teaching the English language is an important task for empowering students to become integral beings who contribute to the development of their country. Therefore, teaching English is a compulsory, in order to get students understand and master the language skills that let them communicate effectively with others in English and participate in global communication.

2.1.1.3 Language Skills

“While listening and reading involve the ability to correctly receive messages and are therefore referred to as receptive skills, speaking and writing, on the other hand, involve language production and are referred to as productive skills.” (Harmer, 2015)

According to Harmer when learning a language it is a priority to master the four language skills because through listening and reading students acquire information such as grammar rules and structures, vocabulary, stress, intonation and rhythm of the language; and this information serves students to communicate effectively in the foreign language by speaking and writing.

2.1.1.3.1 Listening

Listening is one of the receptive skills and it involves more than just listening but understanding what we hear in situations such as listening to music, radio, television, films, telephone calls, conferences and when we take part in conversations.

2.1.1.3.2 Reading

Reading is another of the receptive skills because it helps us to obtain information in written form. It is a valuable tool when learning a foreign language, but most students do not read. They should know that by reading English material they can learn about the culture of the language, acquire new vocabulary, styles of writing, and inductively learn the grammar of the language.

2.1.1.3.3 Speaking

Speaking is one of the productive skills and it is a demanding and difficult language skill because it involves pronouncing words, applying grammar, using stress, rhythm and intonation, using our hands and gestures correctly to make our speaking intelligible for who listen to.

2.1.1.3.4 Writing

Writing is another of the productive skills and it seems to be the hardest of the language skills because writing in the first language is difficult for most people, so writing in a foreign language is more difficult. When writing we should pay attention to orthography, spelling, punctuation, paragraphing, grammar rules and structures, tense and style to make our writing clear to the readers.

2.1.2 Pronunciation

“The phonology of a target language (TL) consists of theory and knowledge about how the sound system of the target language works, including both segmental and supra-segmental features. Pronunciation in language learning, on the other hand, is the practice and meaningful use of the target language phonological features in speaking, supported by practice in interpreting those phonological features in a target language discourse that one hears.” (Burgess & Spencer, 2000)

According to the above, pronunciation is the process of paying attention and recognizing the sounds of words we hear to and reproducing those sounds by speaking. In other words, pronunciation refers to the production of sounds and is related to listening and speaking skills.

2.1.2.1 Importance

“Just as poor communication (of individual sounds) can make a foreign language learner very difficult to understand, poor prosodic and intonational skills can have an equally devastating effect on communication and can make conversation frustrating and unpleasant for both learners and their listeners.” (Mennen, 2006).

According to Mennen pronunciation is of greatest importance in the English language teaching-learning process because mistakes in pronunciation keep students from effectively communicating in the target language, and their lack of confidence let them to be afraid of making mistakes. So, teachers should not only focus on the production of sounds that is speaking skill, but also on listening skill when teaching pronunciation.

2.1.2.2 Problems in teaching the English language pronunciation

Teaching of the English language to native Spanish speakers, throughout history, has had many problems especially related to pronunciation because English language differs from Spanish language in some aspects:

- English language has a number of different sounds for vowels and consonants not present in Spanish, and students have problems both in hearing and in pronouncing them.
- Spelling of English written words differs greatly from their pronunciation.
- Some English words have the same pronunciation but are written differently.
- Most English words have many different functions into a sentence such as noun, verb, adjective or adverb, and in each case they are pronounced differently because of stress.
- English words are separated into syllables in different way from Spanish words are.
- When speaking quickly, English words are linked smoothly together and some sounds disappear altogether.
- English speech stress, intonation and rhythm is different from Spanish because of placement of the word stress in a sentence.

2.1.2.3 Benefits of teaching pronunciation

A clear and exactly explanation of how pronunciation works into the process of communication is potentially very advantageous when teaching English. Some of its benefits are listed below:

- Teaching students the correct pronunciation of words is necessary for developing the four basic language skills, reading, writing, listening and speaking.

- Teaching students the phonetic alphabet lets them to know how to produce and recognize the sound symbols when checking pronunciation in dictionaries for themselves instead of asking to the teacher.

- Teaching students what organs intervene in the production of sounds and the points of articulation helps them to articulate, first, each vowel and consonant sound, and second, words and sentences in their mouth.

- Knowing the prosodic aspects of pronunciation such as rhythm, stress and intonation helps students to interpret an utterance because they provide information in context as well as speakers' attitudes and emotions.

- Phonetic symbols help teachers teach students the past endings of regular verbs /t/, /d/ and /ɪd/; the sounds of verbs in third person, as well as plural forms of nouns /s/, /z/ and /ɪz/.

- Effective pronunciation teaching can help students achieve intelligible and comprehensible speech for better speech performance.

- Well ear training is possible thanks to good production training and vice versa, therefore, teachers should focus on the production of sounds and on receptive skills.

2.1.2.4 English phonetic alphabet symbols

The English Phonetic Alphabet has been developed as a tool for representing the sounds of the language. Most of the phonetic symbols are similar to the alphabet letters, but there are some vowel and consonant phonetic symbols that are different to the alphabet letters, and they need a lot of practice for mastering them. When transcribing words into phonetic symbols do not use capital letters, even when transcribing names.

The following table shows the phonetic symbols used for representing the alphabet sounds, which have been taken from the Oxford Advanced Learner's Dictionary, 8th edition.

Table 1. International Phonetic Alphabet

Vowels		Consonants	
Phonetic Symbol	Examples	Phonetic Symbol	Examples
/ɪ/	sit, English, business	/p/	play, pen, speak, power
/i/	happy, shaky, singly	/b/	bad, baby, big, object
/i:/	sea, see, people, receive	/t/	ten, later, tea, pot
/e/	bed, head, bury, ten	/d/	day, did, bed
/æ/	cat, bag, apple, black	/k/	character, cat, taxi
/ɒ/	got, what, because	/g/	got, exam, get, finger
/ɑ:/	car, art, father, half	/tʃ/	chair, chain, future
/ɔ:/	or, board, door, small	/dʒ/	just, jam, age, soldier
/ʊ/	look, put, could, cushion	/f/	food, laugh, fall
/u:/	too, blue, fruit, fool	/v/	vain, over, van
/ʌ/	cut, come, mother	/θ/	thin, earth, method, both
/ɜ:/	girl, burn, word, heard	/ð/	they, father, breathe, with
/ə/	the, a, woman, about	/s/	small, since, scene, psalm
		/z/	zoo, goes, xenophobe
Diphthongs		/ʃ/	shell, nation, machine
/eɪ/	take, pay, say, ballet	/ʒ/	genre, measure, vision
/əʊ/, /oʊ/	no, go, toe, broken	/h/	hot, hair, whole, whose
/aɪ/	five, my, height, buy	/m/	moon, lamp, lamb
/ɔɪ/	noise, boy, lawyer	/n/	can, snow, pneumonia
/aʊ/	round, now, doubt	/ŋ/	string, singer, tongue
/ɪə/	here, near, dear, fierce	/l/	look, small, bottle, leg
/eə/	care, air, hair, prayer	/r/	real, train, wrong, red
/ʊə/	poor, insure, pure, moor	/j/	yes, Europe, university
		/w/	window, twin, quick, wet

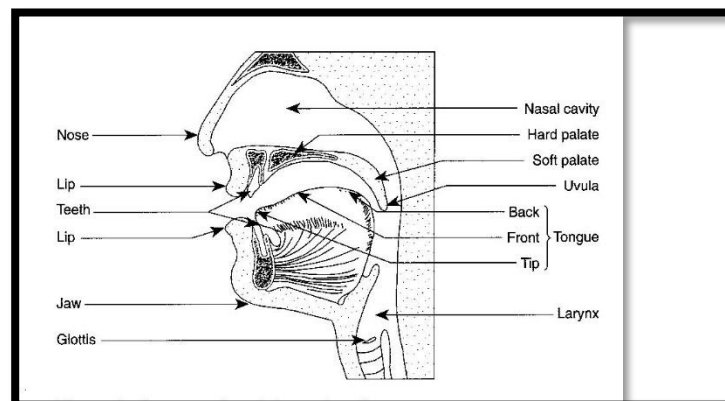
These phonetic symbols are useful when learning a foreign language because once students have learnt them, they are capable of understanding every word that is said by recognizing the sounds, therefore, students should be familiarized with them and teachers should teach their students how they are produced in the vocal tract.

2.1.2.5 Organs of speech

“All the sounds we make when we speak are the result of muscles contracting. The muscles in the chest that we use for breathing produce the flow of air that is needed for almost all speech sounds; muscles in the larynx produce many different modifications in the flow of air from the chest to the mouth. After passing through the larynx, the air goes through what we call the vocal tract, which ends at the mouth and nostrils. Here the air from the lungs escapes into the atmosphere.” (Roach, English Phonetics and Phonology. A practical course, 2009)

According to Roach when learning our first language it was not necessary to know the different parts of the vocal tract because we learned it in a natural way, that is, by listening to the sounds and trying to reproduce them in our mouth. But the English language has some sounds for which our tongue is not accustomed, so, it is necessary to know the different parts of vocal tract and how they intervene in the production of the English language sounds.

During the production of sounds intervene some parts of the vocal tract which are classified into articulators and points of articulation. The following figure shows a cross section of the oral cavity.



Graph 1. Oral cavity

(Taken from <http://copingwithstuttering.blogspot.com/2010/02/how-speech-sounds-are-formed.html>).

2.1.2.5.1 Articulators

According to Roach (2001), the articulators are a large and complex set of muscles that can produce changes in the shape of the vocal tract, and they are:

- lips
- lower jaw
- tongue
- velum or soft palate with the uvula
- vocal cords
- lungs

According to the above these organs are the most important because their capacity of movement is what let us produce the language sounds. For example, our tongue can be moved from one side to another in the mouth in order to produce different sounds.

2.1.2.5.2 Points of articulation

“For the greater part, places of articulation are (passive) points along the upper surface of the vocal tract which are approached (and sometimes actually contacted) by the corresponding active articulator during the production of a speech sound.” (Ashby, Understanding Phonetics, 2011).

According to Ashby the points of articulation also called passive speech organs are fixed organs that are touched or almost touched by movable organs during the production of speech sounds, and they are:

- teeth
- alveolar ridge
- upper jaw
- hard palate
- pharynx
- nose and nasal cavity

It is necessary to emphasize that the pharynx, nose and nasal cavity are not touched by movable organs during the production of speech sounds, but they are important parts of our vocal tract for making sounds.

2.1.2.6 Aspects of pronunciation

Pronunciation has some elements and they are divided in two groups: segmental and suprasegmental aspects. The study of segmental aspects of pronunciation is known as phonetics, which refers to the sounds of letters, words, and how they are produced in the speech, as well as, their combination and representation by phonetic symbols. The study of suprasegmental aspects is known as prosody.

Teaching students segmental and suprasegmental aspects makes learners improve both production and perception skills. Those students who do not pronounce words correctly when speaking cannot communicate with others because their speech is not comprehensible and they cannot understand what they hear. Similarly, if students do not master stress, rhythm, and intonation of words and sentences the comprehensibility and intelligibility of their speech can be affected.

2.1.2.6.1 Segmental aspects of pronunciation

Segmental aspects of pronunciation are individual sounds, also known as phonemes. Within segmental aspects are vowels, semivowels, diphthongs, triphthongs, consonants, syllables, and contractions. When segmental aspects of pronunciation are joined together in words they are not heard as being affected over more than one sound segment.

a) Vowels

“Vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips.” (Roach, English Phonetics and Phonology - A practical course, 2009).

The English language has 5 vowels and each one of the vowel letters a, e, i, o, and u can represent different vowel sounds, and the same vowel sounds can be represented in writing by different vowel letters. For example:

- **hat** /hæt/, **hate** /heit/, **all** /o:l/, **art** /ɑ:rt/, **any** /'eni/
- **they** /ðei/, **weigh** /wei/, **may** /meɪ/, **cake** /keɪk/, **steak** /steɪk/, **rain** /reɪn/

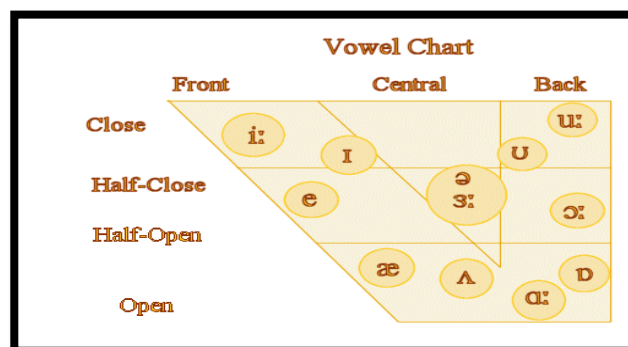
“Vowels which do not glide, like the vowels in *women* or the vowel in *cough*, are single-quality vowels called monophthongs – monophthongs are simple vowels.” (Ashby, Understanding Phonetics, 2011)

According to Ashby monophthongs are those vowels which consist of only one part that do not change during their articulation; and the speech organs do not change their position during its pronunciation. Monophthongs consist of lax or short vowels /æ/, /e/, /ɪ/, /ɒ/, /ə/, /ʊ/, /ʌ/; and tense or long vowels /ɑ:/, /i:/, /ɜ:/, /u:/, /ɔ:/ except diphthongs. For example: cat, tall, bit, cut, lot.

Vowel sounds can be studied according to the position of the tongue in the mouth in which they are produced, and the degree to which the lips are opened. Vowels are always voiced because the vocal cords vibrate.

- According to the position of the tongue in the mouth, the vowel sounds are high, middle, low, and front, central, and back.
- According to the degree to which the lips are opened, the vowel sounds are close, half-close, half open, or open.

The following graph shows the vowels used in English according to the position of the tongue in the mouth and the opening of the lips.



Graph 2. English vowels

(Taken from <http://home.hib.no/al/engelsk/seksjon/SOFF-MASTER/Organs.htm>)

b) Semivowels

The letter “y” can function as a vowel or as a consonant. As a vowel, in combination with one another or with r and w, it has the vowel sounds /ɪ/, /aɪ/. As a consonant, it has the consonant sound /j/, usually at the beginning of the word and only in the syllable before a vowel. For example:

- /ɪ/: any, city, carry, funny, mystery
- /aɪ/: my, cry, rely, signify, type
- /j/: yard, year, yes, yet, you

The letter “w” can function as a vowel or as a consonant. As a vowel, in the diphthongs /aʊ/ and /əʊ/. As a consonant, it has the consonant sound /w/, usually at the beginning of the word. For example:

- /aʊ/ now, how, owl, brown
- /əʊ/ low, own, bowl
- /w/ water, work, war, want

c) Diphthongs

A diphthong is a vowel sound that consists of two parts produced consecutively in the same syllable by moving the articulators smoothly from the position of one to the other.

“Perhaps the most important thing to remember about all the diphthongs is that the first part is much longer and stronger than the second part; for example, most of the diphthongs aɪ (as in the words ‘eye’, ‘I’) consists of the “a” vowel, and only in about the last quarter of the diphthong does the glide to ɪ become noticeable. As the glide to ɪ happens, the loudness of the sound decreases. As a result, the ɪ part is shorter and quieter.” (Roach, English Phonetics and Phonology - A practical course, 2009).

According to Roach the first part of the diphthong is the nucleus because they are always stressed on their first component; and the second part is the glide, which is short and weak. Diphthongs are all tense or long vowels and there are eight diphthongs:

- /əʊ/ goal
- /ɔɪ/ noise

- /ɪə/ fierce
- /ʊə/ tourist
- /aʊ/ house
- /eɪ/ say/
- eə/ bear
- /aɪ/ my

Diphthongs are also classified into centering and closing diphthongs:

- Centering diphthongs are those that end with schwa /ə/, such as /ɪə/, /eə/, /ʊə/.
- Closing diphthongs are those that end with /ɪ/, such as /eɪ/, /aɪ/, /ɔɪ/; and those that end with /ʊ/, such as /əʊ/, /aʊ/.

d) Triphthongs

“A triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption. For example, a careful pronunciation of the word ‘hour’ begins with a vowel quality similar to ɑ:, goes on to a glide towards the back close rounded area (for which we use the symbol ʊ), then ends with a mid-central vowel (schwa, ə). We use the symbols ɑʊə to represent the way we pronounce ‘hour’, but this is not always an accurate representation of the pronunciation.” (Roach, English Phonetics and Phonology - A practical course, 2009).

According to Roach a triphthong is a complex vowel sound that consists of three components, and the first component is always stressed /eɪə/, /aɪə/, /ɔɪə/, /əʊə/, /aʊə/. All triphthongs are indivisible and forms only one syllable. For example:

- /eɪə/ player
- /aɪə/ fire
- /ɔɪə/ royal
- /əʊə/ lower
- /aʊə/ power

e) Consonants

"In a phonetic description, we distinguish vowels from consonants in terms of how they are articulated in the vocal tract, and the associated patterns of acoustic energy." (Crystal, How Language Works, 2006)

According to Crystal consonants are speech sounds produced by creating an obstruction in the mouth for air flow from the lungs. In the English alphabet there are 20 consonant letters and 24 consonant sounds because, in spite of a consonant letter usually represents one consonant sound, some of them can represent two different consonant sounds.

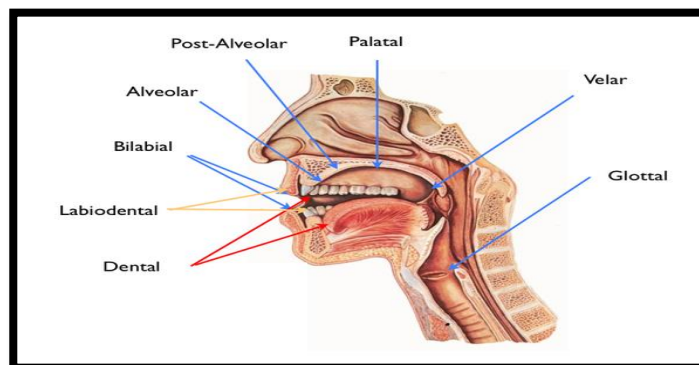
Consonant sounds can be studied according to the "manner of articulation, place of articulation, and force of articulation." (Kelly, 2002)

- According to Kelly the manner of articulation refers to how the sound is produced and the way in which the airstream is modified as it passes through the vocal tract.

Table 2. Manner of articulation

MANNER OF ARTICULATION	DESCRIPTION	PHONETIC SYMBOL
Plosive/stop	A plosive or stop consonant sound is produced through, first, a complete obstruction of the outgoing airstream by the articulators and, second, a buildup of intraoral air pressure and a release.	/p/, /b/, /t/, /d/, /k/, /g/
Fricative	A fricative consonant sound is produced by forcing the breath stream through a constriction formed by articulators in the vocal tract.	/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/
Affricate	An affricate consonant sound is characterized as having both a fricative and plosive or stop manner of production.	/tʃ/, /dʒ/
Nasal	A nasal consonant sound is produced with complete closure in the oral cavity along with a lowered velum to allow airflow through the nasal cavity.	/m/, /n/, /ŋ/
Lateral	A lateral consonant sound is produced allowing the air to escape at the sides of the tongue.	/l/
Approximant	An approximant consonant sound is characterized by a continued, gliding motion of the articulators into the following vowel. Phonetic symbols /j/ and /w/ are also referred to as semi-vowels.	/j/, /w/, /r/

- The place of articulation refers to which organs of speech or articulators are involved in the production of a particular sound. The following graph gives a profile view of the human speech organ with arrows pointing to the places of articulation.

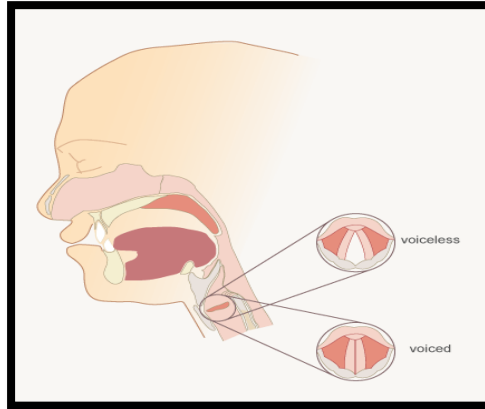


Graph 3. Places of articulation (taken from <https://www.mimicmethod.com/place-of-articulation.html>)

Table 3. Place of articulation

PLACE OF ARTICULATION	DESCRIPTION	PHONETIC SYMBOL
Bilabial	Because of the constriction at the lips.	/p/, /b/, /m/
Palatal	Because of the tongue is raised towards the hard palate.	/j/
Alveolar	Because of the constriction of the blade of the tongue against the ridge behind the upper teeth.	/t/, /d/, /s/, /z/, /n/, /l/, /r/
Palato-alveolar/ post-alveolar	Because of the constriction between the body of the tongue and the forward part of the roof of the mouth, immediately behind the teeth ridge.	/ʃ/, /ʒ/, /tʃ/, /dʒ/
Velar	Because of the constriction of the back of the tongue against the soft palate.	/k/, /g/, /ŋ/, /w/
Dental	Because of the constriction between the tip or blade of the tongue and the upper teeth.	/θ/, /ð/
Labio-dental	Because of the constriction between the lower lip and the upper teeth.	/f/, /v/
Glottal/laryngeal	Because of the space between the vocal cords.	/h/

- Force of articulation or voicing refers to the vibration of the vocal cords when producing the sounds. This figure shows the vocal folds when they are open and closed.



Graph 4. Vocal folds

(Taken from <http://www.teara.govt.nz/en/interactive/40130/consonant-phonemes-of-new-zealand-english#>)

Table 4. Voicing

VOICING	DESCRIPTION	PHONETIC SYMBOL
Voiced	Because vocal cords vibrate when producing the sounds.	/b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /j/
Voiceless	Because vocal cords do not vibrate.	/p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /tʃ/
Voiced and voiceless	Voiceless at the beginning of a word and voiced in the middle of a word.	/h/

f) Syllables

“Syllables are usually described as consisting of a centre which has little or no obstruction to airflow and which sounds comparatively loud; before and after that centre (that is, at the beginning and end of the syllable), there will be greater obstruction to airflow and/or less loud sound” (Roach, English Phonetics and Phonology: A practical course, 2009)

According to Roach a syllable may consists of a single vowel sound or a vowel sound plus one or more consonants. The system for syllable division is generally a phonetic one. Most words have the same number of syllables in the written form as in the pronunciation. However, there are a few rules to help divide words up into syllables.

- Each syllable has only one vowel sound. When a consonant separates two vowels, divide the word after the first vowel and before the consonant. For example: stu-
dent, re-sult, ex-a-mine.
- When the vowel is at the end of a syllable, it has a long sound, called an open syllable. For example: may, gam-ble, an-ces-try.
- When the vowel is not at the end of a syllable, it has a short sound, called a closed syllable. For example: mad, sub-ject, con-vent.
- Syllables are divided between doubled consonants, unless the doubled consonant is part of a syllable that is a base word. For example: din-ner, swim-ming, tell-er.
- Monosyllabic prefixes and suffixes are not divided. For example: il-le-gal, un-com-mon, gov-ern-ment, cou -ra-geous.
- Plurisyllabic prefixes and suffixes are divided. For example: an-ti-war, un-der-take, vel-o-ci-ty, hy-po-the-ti-cal.

g) Contractions

A contraction is joining two words and replacing one or two letters from the second word by an apostrophe. Contractions can be done with the verb to be, auxiliaries do/does, have/has, will, and modal verbs should, must, can.

In writing and speaking there are two types of contractions.

- The first one is between the subject pronoun and the verb “to be” or auxiliaries “have/has and will”, for example: I am/I’m, you have/you’ve, she has/she’s, he will/he’ll.
- The second type of contraction is between the verb to be, auxiliary words or modal verbs and the negative adverb not, for example: is not/isn’t, are not/aren’t, do not/don’t, does not/doesn’t, have not/haven’t, has not/hasn’t, will not/won’t, should not/shouldn’t, must not/mustn’t, cannot/can’t.

As well as, with the past forms of the verb to be (was and were), auxiliary words (did and had) and modal verbs (could), for example: was not/wasn’t, were not/weren’t, did not/didn’t, had not/hadn’t, could not/couldn’t.

2.1.2.6.2 Suprasegmental aspects of pronunciation

“A short term pronunciation course should focus first and foremost on suprasegmentals as they have the greatest impact on the comprehensibility of the learner’s English. We have found that giving priority to the suprasegmental aspects of English not only improves learners’ comprehensibility but is also less frustrating for students because greater change can be effected.” (McNerney, 1992)

According to McNerney pronunciation teaching must be focused on suprasegmentals because a wrong intonation or misplacement of the stress in a sentence will affect its intelligibility and the discourse level. Within suprasegmental aspects are stress, rhythm, intonation.

a) Stress

“From the point of view of the comprehension of spoken English, the ability to identify stressed syllables and make intelligent guesses about the content of the message from this information is absolutely essential.” (Brown G. , 1990)

The above mentioned is understood as “If you have a tendency to stress every word and syllable equally, you might sound abrupt, angry, adamant, or impatient without intending to.” (Grant, 1993)

According to Brown and Grant stress is the degree of voice force used in pronouncing a syllable. In most dictionaries, the stressed syllable is marked with a small vertical line high up before it, for example /'fɑ:ðə/.

Stress is classified into word stress and sentence stress.

- Word stress occurs when one syllable of a word is said louder and longer than the other syllables of the same word. For example: **beautiful**, **facility**, **redefine**.

Word stress is used in English to make changes of meaning because the same word has more than one function, for example, **convert** as a verb, and **convert** as a noun. Besides, it is used in homophones, words that are similar in their pronunciation but different in their writing, for example, **billow** and **below**.

- Sentence stress occurs when the main part of the message in a sentence is in a specific word, therefore, it is said louder and longer than the other words to convey meaning. For example: I need a **car**. I need a **new** car.

In the first sentence “car” is emphasized, which is understood as “I don’t have a car”. In the second sentence “new” is emphasized, which is understood as “I have an old car”.

b) Rhythm

"Rhythm is useful to us in communicating: it helps us to find our way through the confusing stream of continuous speech, enabling us to divide speech into words or other units, to signal changes between topic or speaker, and to spot which items in the message are the most important." (Roach, Phonetics, 2001)

According to Roach rhythm has been described as the area of prosody that has to do with the timing or temporal organization of speech. More specifically, rhythm is related to the pauses that occurs in a sentence as a result of the stressed syllables, contractions, and assimilations.

The English language is stress-timed, because stress occurs at regular intervals. It means that in connected speech, some words in a sentence are stressed and some words are weaker to make the rhythm of the language.

The rhythm of the English language is formed by joining the syllable stress in words and the word stress in sentences together.

- The syllable stress in words occurs when just one syllable is stressed in words, and the rest of syllables are weaker. All one syllable words are stressed when they are pronounced in isolation.
- The word stress in sentences refers to stressing the most important words in sentences to convey meaning. Words that have the most stress in English sentences are usually the nouns, adjectives, main verbs, adverbs, interjections, negatives, and wh words. These words are called content words and they important to express the main meaning of the sentence. While, words that are unstressed in sentences are called function words because they are not necessary to convey

meaning, and sometimes disappear in connected speech, they are articles (a, an, the), conjunctions (and, but), prepositions (of, to), pronouns (I, you, she, etc.) and auxiliary verbs (has, have, do, does, etc.). For example: I have to go to work. I **have** t'go t'work.

c) Intonation

“Intonation is the use of the pitch of the voice to convey meaning”. (Roach, English Phonetics and Phonology - A Practical Course, 2009)

According to Roach Intonation communicates ideas, feeling and attitudes of the person who is speaking. The meaning of a sentence depends on the sentence's intonation contour, therefore, it is necessary to know which syllables are stressed in words and what words are the nucleus in sentences. In a sentence, more than one word can be stressed, which makes sounds high and low in several occasions.

According to Roach (2009) intonation has several functions and they are:

- i) Intonation enables us to express emotions and attitudes as we speak and this adds a special kind of 'meaning' to spoken language. This is often called the attitudinal function of intonation.
- ii) Intonation helps to produce the effect of prominence on syllables that need to be perceived as stressed, and in particular the placing of tonic stress on a particular syllable marks out the word to which it belongs as the most important in the tone-unit. This has been called the accentual function of intonation.
- iii) The listener is better able to recognise the grammar and syntactic structure of what is being said by using the information contained in the intonation: for example, such things as the placement of boundaries between phrases, clauses or sentences, the difference between questions and statements and the use of grammatical subordination may be indicated. This has been called the grammatical function of intonation.
- iv) Looking at the act of speaking in a broader way we can see that intonation can signal to the listener what is to be taken as “new” information and what is already “given”, can suggest when the speaker is indicating some sort of contrast or link with material in another tone-unit and, in conversation, can convey to the listener what

kind of response is expected. Such functions are examples of intonation's discourse function.

2.1.3 Strategies

"A higher level cluster of learning tactics that work together to produce a unified learning outcome." (Schmeck, 1988)

According to Schmeck strategies in education refer to methods applied by teachers to help students learn and achieve the objectives of the teaching-learning process.

2.1.3.1 Strategies for improving pronunciation

Students' communicative competence is supported by pronunciation skills and pronunciation can be improved by increasing their self-confidence to get a good performance when speaking in English, therefore, using methodological strategies in the English language teaching-learning process is a necessity.

2.1.3.1.1 Production of sounds

Teaching students how to produce sounds is the first step when increasing students' self-confidence because knowing how and where English language sounds are produced helps them improve their pronunciation.

- Showing students the body parts that intervene in the process of producing sounds.
- Showing students positions and movements of the movable organs in the mouth.

2.1.3.1.2 Dictation

This strategy measures students' ability to catch sounds of words and listening comprehension. It can be applied in different ways and the level of difficulty of these activities should be according to the students' level of knowledge of the English language.

- Dictating students a list of individual words, or dictating a short paragraph which students should write. Another way is asking them to select the word they hear from a list of words given to them previously or write the order in which they are said.

- Giving students a whole text with spaces in blank for which students have to listen and write the missing words.
- Giving students a list of pair of words, and students have to listen to the teacher and tick or circle the correct word. A variation of this activity can be done by giving students some sentences or a paragraph with spaces in blank and pair of words in parentheses.
- Giving students a table divided in several columns. Teacher dictates some words that students should write in the respective column according to the phonetic symbol in each column. Also, this activity can be done selecting words from a list of words given to students previously.

2.1.3.1.3 Reading aloud

Just reading is an activity that provides many advantages such as increasing vocabulary, improving writing skills by reading the works of others, improving concentration and visual memory because our attention is focused on the reading, improving students' ability to spell words, helping students discern proper punctuation, and grammar is inductively learned. Reading aloud provides all the before mentioned benefits and also results in greater comprehension while improving pronunciation.

- Asking students to read aloud short paragraphs from the textbook, or a story are activities that can be applied in classroom.
- Besides listening to teacher, it is suggested to listen to the audio book, podcast or YouTube and then recording while reading the text and imitate the speakers' intonation.
- Also, it is suggested to record yourself reading the same passage every day or every week for comparing it to the audio book, podcast or YouTube recording.

2.1.3.1.4 Spelling

Most English words are not spelled the same way as they are pronounced. So, spelling must be an integral part of language teaching to help students understand the relationship between the sounds and symbols of the language.

2.1.3.1.5 Singing

Letting students listen to songs they like help them getting the melody of the language and, at the same time, memorize a lot of phrases and increase their vocabulary.

2.1.3.1.6 Accessing to the Internet

Internet provides students many opportunities for improving English pronunciation because there are loads of sites made by native English speakers which will let students understand and produce the sounds of the English language in a more clear and smooth way, and teachers can make use of these valuable tools in classroom and in extra-class activities. For example:

- Online dictionaries with an audio feature, which allows to hear the word.
- In YouTube there are a lot of free pronunciation videos that teach phonetics and correct English pronunciation which can be downloaded and converted into MP3 audio format to listen them when you wish and wherever you are.
- Besides, there are free Podcasts that teach pronunciation made by native English speakers. They are downloadable audio programs that can be put on Mp3 players.

2.1.3.1.7 Watching television

Some TV channels presents movies, cartoons and news programs in English. Some of these TV programs are subtitled, so, students can read subtitles and listen for their correct pronunciation. This is a good opportunity for students paying attention to stress and intonation by imitating the way the performers speak, for example, the way they say hello and goodbye or how they ask for information.

2.1.3.1.8 Tapping or clapping

Give a strong beat to the stressed syllable and weak beats to the others by clapping or tapping on the desk. It helps students to be aware that unstressed syllables have weak beats and so their vowels need to be reduced.

2.1.3.1.9 Stress matching game

Have students work in groups. One member in the group taps or claps the rhythm of a word from the vocabulary list, and the others have to find out which word has the same rhythm as they hear. Examples: artist, manager, secretary, musician, politician, cashier, photographer. You hear: So you choose manager.

2.1.3.1.10 Stress and Meaning

Have students work in pairs. Student 1 says sentence (a) or (b). Notice that the stress in (a) and (b) is put in different places. Student 2 has to identify a stressed syllable and make an intelligent guess and then choose an appropriate answer. This activity helps students to understand the relationship between stress and meaning.

1. a) Is it **e**lementary? No, it's advanced.
b) Is it a **l**emon tree? No, it is an orange tree.

2. a) What's for **r**ain? An umbrella.
b) What's **f**oreign? Another language.

3. a) Is that **E**urope? No, it's China.
b) Is that your **r**ope? No, it's hers.

(Adopted from Gilbert, 2012, p. 69).

2.1.3.1.11 Sentence Stress

Finding content words. First, introduce the basic emphasis pattern of English to students to let them know that content words are usually emphasized.

Table 5 Basic emphasis pattern of English (Adopted from Gilbert, 2012)

Content Words (emphasized)	<i>nouns</i> (cat)	<i>main verbs</i> (runs)	<i>adverbs</i> (quickly)	<i>adjectives</i> (happy)
<i>question words</i> (who, what, where, when, why, how)				
Structure Words (de-emphasized)	<i>pronouns</i> (he, she)	<i>prepositions</i> (of, to, at)	<i>articles</i> (a, an, the)	<i>"to be" verbs</i> (is, was)
<i>conjunctions auxiliary verbs</i> (and, but) (can, have, do, will)				

Then, have students circle or underline content words in a sentence and give these words extra emphasis when speaking the sentence. At the same time, students can tap, clap, or play simple rhythm instruments to produce strong and weak beats in the sentence. Example: He wants to be an actor, and he wants to live in Hollywood.

2.1.4 Evaluation

Evaluation is in education “the collection and use of information to make decisions about an educational programme”. (Cronbach, 1997)

According to Cronbach evaluation is the process of gathering data and discussing it to identify areas that need to be improved and the process ends when making decisions in teaching and in curriculum planning.

2.1.4.1 Types of evaluation

Teaching and evaluating are related terms because teaching and learning need to be monitored to identify what objectives of education have been achieved. There are two major types of evaluation.

2.1.4.1.1 Formative evaluation

Formative evaluation is the “systematic evaluation in the process of curriculum construction, teaching and learning for the purposes of improving any of these three processes.” (Scriven, 2000)

According to Scriven this type of evaluation is applied to measure the teacher and students’ performance as a total, as well as, the curriculum; and it is carried out during the development of a course.

Formative evaluation involves the use of classroom observations, tests, questionnaires, interviews, and surveys.

2.1.4.1.2 Summative evaluation

“Summative assessment takes place at the end of a term or a course and is used to provide information about how much students have learned and how well a course has worked.” (Gipps, 2012)

According to Gipps this type of evaluation is applied to individually grade students for certification and placement, as well as for identifying strengths and difficulties for students; and it is carried out at the end of a unit or course.

Summative evaluations are made through questioning and classroom discussion, homework, assignments, summaries, brief tests, and portfolios. Other examples of summative evaluation are created in the following formats:

- Selected response items: multiple choice, true or false, matching.
- Short answer: fill in the blank, one or two sentence response.
- Extended written response.
- Performance assessment.

2.1.4.2 Benefits of evaluation

According to Carol Boston evaluation is necessary for:

- “determining what standards students already know and to what degree,
- deciding what minor modifications or major changes in instruction teachers need to make so that all students can succeed in upcoming instruction and on subsequent assessments,
- creating appropriate lessons and activities for groups of learners or individual students,
- informing students about their current progress in order to help them set goals for improvement,
- motivating students to learn,
- motivating students to take responsibility for their own learning,
- helping students to become users of assessment alongside the teacher,
- teaching students learn valuable lifelong skills such as self-evaluation, self-assessment, and goal setting, and
- getting students become more adept at self-assessment.” (Boston, 2002).

2.2 CONTEXTUAL FRAMEWORK

2.2.1 Colegio de Bachillerato Zoila Ugarte de Landívar

2.2.1.1 Location

This educational institution is located in the Zoila Ugarte de Landívar Avenue that leads to The Bella María parish, next to Carne Amarga River, in La Ciudadela los Helechos, in Santa Rosa Canton, in El Oro province.

2.2.1.2 Brief historical review

According to the reality and needs of that time, it was a priority to provide the country with a strong teacher training, so the Normal Rural UYUMBICO (interandina region) was established in 1935, given that this educational policy gave positive results it was proceed to create teacher training colleges in the coast.

Mr. Polidora Orellana was sent to do an investigation about the advantages present in the Santa Rosa canton and establish suitability for the foundation. Firstly, it was thought to locate it in Bellavista or Caluguro, but for lack of roads it was preferred locate it in the benemérito canton of Santa Rosa, and that is when the distinguished gentleman Don José Segundino Nieto Gavilanes facilitated on loan a few hectares of land to farm Normal, so that students do agricultural practices.

The new Normal Rural authorized by Executive Decree issued by the government of Inf. Federico Páez, on May 30, 1936.

On October 16 of the same year, the Normal School began its work months after its creation to its adequacy, as a fiscal institution under the Dirección de Estudios.

2.2.1.3 Mission

"Zoila Ugarte Landivar" National High School has as mission to impart a quality education to men and women.

To train graduates under the conditions established by the Education Law, which principles are instilled in our students so they can participate in a critical, competent,

creative, responsible and successful way in the economic, policy, social, and cultural life of our canton and country.

2.2.1.4 Vision

Managers, teachers and the educational community aim, until the school year 2016-2017, to convert this educational center in the first of the province by greatly improving its physical infrastructure, existing laboratories, training and continually updating the managing, teaching and administrative staff, to give a comprehensive and quality training to our students, which ensure their active participation in the socio-economic and cultural development of the province and the country, and its commitment to the transformation of society and open to new challenges of the humanity and scientific and technological development.

2.2.1.5 Objectives

2.2.1.5.1 General Objective

To redesign the Bachillerato programs with the participation of all teachers, by selecting momentous and important content, to provide comprehensive and quality education; and thus deliver to society students with a strong background in scientific and technological knowledge .

2.2.1.5.2 Specific Objectives

- To improve the theoretical and practical teaching in the academic area of the institution, to overcome difficulties in the teaching and learning process.
- To improve the physical infrastructure of the institution, through seminars, workshops on values and self-esteem to improve the timeliness and compliance of its functions.

2.2.1.6 Covering of services

This educational unit offers the General Unified Bachillerato.

2.2.1.7 Infrastructure

2.2.1.7.1 Physical infrastructure

The physical infrastructure consists of 51 classrooms.

2.2.1.7.2 Technical infrastructure

Its technical infrastructure consists of 2 Computing laboratories, Physics laboratory, Chemical laboratory, audio-visual room that is used for all subjects, library, Statistics Department, Medical and Odontology Department, DOBE, and Guarda-almacén Department.

There is not a laboratory for the English area. Only there are 6 tape recorders and 2 projectors that are used in the English lessons, and then they are kept in the Guarda-almacén Department.

2.2.1.7.3 Recreational infrastructure

For recreational activities there is a multiple court for indoor-football, basketball and volleyball; a land court for football; three bars; and green areas.

2.2.1.8 Organization

- Lic. Luis Alberto Román Aguilar, Principal
- Lic. Aldo Duarte Idrovo, Vice-principal
- Lic. Milady Iñiguez Luzuriaga, General Inspector

2.2.1.9 Human resources

In this educational institution there are 70 teachers, an educational psychologist and a doctor, a librarian, five secretaries, and five caretakers.

2.2.1.10 Financial support

This educational institution is fiscal and it is supported by government.

2.2.2 Colegio de Bachillerato Santa Rosa

2.2.2.1 Location

This educational institution is located on Amazonas Street and Panamericana Sur road (diagonal to the monument to Jorge Kaiser), in Miguel Concha Álvarez neighborhood, in Santa Rosa canton, in El Oro province.

2.2.2.2 Brief historical review

In the year 1978, the distinguished educator Mr. Miguel Calle Delgado, Provincial Director of Education, who worried about the growing female student population in Santa Rosa canton, felt the need to create a high school for women in the city; he started the respective proceedings in the presence of the Ministry of Education and Culture.

General Don Fernando Dobronsky Ojeda, who was in that charge promulgated the decree 3119 of the Consejo Supremo de Gobierno, created the National High School nameless of the Santa Rosa city, El Oro province, with a budget of S/. 550.000.00. The Supervisor Mr. Vicente Cordero was appointed as substitute Principal, and Lic. Tania Sosa de Romero as Principal and teacher.

2.2.2.3 Mission

In the year 2015, the institution is driven towards building an integral way in a scientific-technological environment with human talent of quality and with the active participation of all its actors.

2.2.2.4 Vision

Santa Rosa educational unit is an institution that promotes reflection and awareness of the educational community, where their learners, inspired by the principles and general aims of education, direct its mission with the implementation of quality standards to form youth with identity, values and ability to act on benefit of their own human development and others.

2.2.2.5 Covering of services

This educational unit work in two section and offers the general unified bachillerato degree in Administración en Sistemas, Comercialización e Información Turística and Contabilidad y Administración

2.2.2.6 Infrastructure

2.2.2.6.1 Physical infrastructure

The physical infrastructure consists of 2 blocks in two floors with a total of 25 classrooms.

2.2.2.6.2 Technical infrastructure

Its technical infrastructure consists of a Computing laboratory, a Biology laboratory, and a library, Teachers' room, Statistics Department, and DOBE.

There is not a laboratory for the English area. Only there are 4 tape recorders and a projector which are used in the English lessons, and then they are kept in the Teachers' Room.

2.2.2.6.3 Recreational infrastructure

For recreational activities there is a multiple court for indoor-football and basketball, a land court for football, two bars, and green areas.

2.2.2.7 Organization

- Lic. Liliana Medina Rodríguez, Principal
- Ing. Martha Tacurí Olivares, Vice-principal
- Lic. Ricardo Matamoros Vélez, Vice-principal (in the night)
- Lic. Zoila Zotamba, General Inspector
- Lic. Caridad Palacios Escudero, General Inspector (in the night)

2.2.2.8 Human resources

In this educational institution there are 63 teachers, an educational psychologist, 2 librarians (one of them works in the day and the other one in the night), 3 secretaries (two of them work in the day and one of them works in the night), and 2 caretakers.

2.2.2.9 Financial support

This educational institution is fiscal and it is supported by government.

2.2.3 Colegio de Bachillerato Dr. Modesto Chávez Franco

2.2.3.1 Location

This educational institution is located on Sucre Street between Manuel Carrión Pinzano and Enríquez Suárez Pimentel Streets, in 24 de Mayo neighborhood, in Santa Rosa canton, in El Oro province.

2.2.3.2 Brief historical review

On June, 1968, arises in the mind of the illustrious Don José María Ollague Paredes, the brilliant idea of a night high school, and he proceeded immediately to the creation of this mid-level educational institution; with the name of Colegio Municipal Nocturno "30 de Agosto", in honor of the festivities of the canton of great national and international reputation.

It began with a total of 117 legally registered students; it is necessary to emphasize that the institution received financial support for five years by the Municipality, with a budget of 669,000.00 sucres.

Mr. José María Ollague Paredes, in first instance, requested the services of Teacher Enrique Suárez Pimentel as Principal, and Mr. Víctor Feijoo Granda as Vice-principal. After 15 days, Mr. Suárez Pimentel decided to retire because at that time he was Principal at Colegio Normal Zoila Ugarte Landivar. Then it was decided to nominate as Principal to Lawyer Mr. Gabriel Reyes Arcos.

In 1975, the name of Colegio Municipal Nocturno "30 de Agosto" was changed to Colegio Nacional Nocturno "Dr. Modesto Chávez Franco ", by Ministerial Agreement No. 1572 requested by stakeholders and the military chief of Santa Rosa, El Oro province, in office No. 730049.

2.2.3.3 Mission

Colegio de Bachillerato Dr. Modesto Chávez Franco's mission is to train graduates who can compete effectively in school and at work or occupational field, the human resource that graduates from our institution demonstrates a humanistic-scientific and technical preparation that respond to the social and economic needs of their canton, province and country.

2.2.3.4 Vision

Colegio de Bachillerato Dr. Modesto Chávez Franco is projected to be built in one of the best centers of Basic Education and Bachillerato of the province and the country. It proposes to improve the student index, the educational quality and its physical infrastructure, implementing the existing laboratories, to train and update permanently the Directors, teaching and administrative staff, and providing a quality and integral formation to our students.

2.2.3.5 Objectives

2.2.3.5.1 General objective

To train students with analytical, critical and technological capacity for their development in the academic and socio-cultural environment.

2.2.3.5.2 Specific objectives

- To promote the qualitative improvement of students in mastering the different subjects taught in the Educational Institution.
- To implement teaching aids according to reality and needs of students.

2.2.3.6 Principles

It is considered as a fundamental principle the universal values arising from the promulgation of the Human Rights of boys, girls and adolescents. However, the high school wants to institutionalize the following values: humility, respect, tolerance, friendship, responsibility, solidarity, commitment, and sense of belonging. Thus, training people with their own judgment and therefore well-trained professionals.

2.2.3.7 Policies

Colegio de Bachillerato Dr. Modesto Chávez Franco has 42 years of service to education and an excellent institutional image, with third-level teachers and training, in accordance with the Political Constitution of Ecuador, Organic Law of Intercultural Education, Childhood and Adolescence Code and Agreement 182 adopts and develops a manual of coexistence among parents, students, teachers and administrative staff to establish outstanding to promote and strengthen the harmonious and integral development of the community and be able to consolidate a spirit of institutional peace.

2.2.3.8 Covering of services

This educational unit works in two sections and offers the General unified bachillerato and Informática.

2.2.3.9 Infrastructure

2.2.3.9.1 Physical infrastructure

The physical infrastructure consists of 2 blocks in two floors with a total of 25 classrooms.

2.2.3.9.2 Technical infrastructure

Its technical infrastructure consists of Computing laboratory, Physics laboratory, Chemical laboratory, library, Virtual room, and DOBE.

There is not a laboratory for the English area. Only there are 2 tape recorders and a projector that are used in the English lessons and then they are kept in the Library.

2.2.3.9.3 Recreational infrastructure

For recreational activities there is a multiple court for indoor-football, basketball, and Volleyball; a grass court for football; 3 bars; and green areas.

2.2.3.10 Organization

- Lic. Felipe Severino Mogollón, Principal
- Lic. Mg. Diana Cuenca Cuenca, Vice-principal
- Lic. Zulema Granda, General Inspector
- Químico. Gober Ulloa, General Inspector (in the night)

2.2.3.11 Human Resources

In this educational institution there are 60 teachers, an educational psychologist, 2 librarians (one of them works in the day and the other one in the night), 3 secretaries (two of them work in the day and one of them works in the night), and 3 caretakers.

2.2.3.12 Financial support

This educational institution is fiscal and it is supported by government.

2.3 LEGAL ADMINISTRATIVE FRAMEWORK

In our country, the English language subject is imparted in five hours per week in the eighth, ninth, and tenth years of Basic Education and in the three years of Bachillerato. It can be taught in the first to seventh years of Basic Education, but it is not compulsory.

All students in middle and upper level must pass the English class to graduate or receive professional title. Many are frustrated at not being able to achieve their goals by the difficulty in learning and mastery of communication in this language.

The English language teaching is granted by the Constitution of Ecuador.

2.3.1 Curriculum Reform Agreed of 1994

Art.1. TO RATIFY the workload of five class periods per week for learning English in the eighth, ninth and tenth year of Basic Education (Basic Cycle) and high school (Diversified Cycle).

Art.2. TO APPLY to the English language learning the nature of optional from 1st to 7th year of basic education, in those establishments that have the facilities and specialized human resources.

Art.7. TO ESTABLISH that an educational institution that has started the learning of a determined foreign language to keep it all years of study.

Art.9. TO DETERMINE that the plans and programs of study of the English subject developed by the División Nacional de Idiomas Extranjeros and approved by this Ministry, have the character of official.

Art.10. TO GIVE RESPONSIBILITY to the Dirección Nacional de Currículo, through the División Nacional de Idiomas Extranjeros, the study and approval of all teaching materials for the teaching-learning of foreign languages.

3. METHODOLOGY

3.1 Critical analysis of the researched problem

3.1.1 Description of the problem

Most students of the researched educational institutions do not have a good pronunciation and most of them do not use the English language which is really necessary when learning a foreign language for getting mastery of it.

3.1.2 Formulation of Hypotheses

3.1.2.1 Main Hypothesis

- If pronunciation is not integrated in the English language teaching-learning process, English communication in the classroom is poor.

3.1.2.2 Particular Hypotheses

- If teachers do not apply methodological strategies to improve pronunciation and do not introduce phonetic symbols in lessons, students are not familiarized with them and they do not check pronunciation of words in dictionary.
- If teachers are not prepared to teach pronunciation, they are not able to improve neither pronunciation of vowels and consonants nor syllable, stress, rhythm and intonation of the English language in their students.
- If teachers do not use adequate teaching material and evaluation, students neither access to the internet for listening and practicing English pronunciation are not interested in learning the English language.

3.2 Operationalization of variables

3.2.1 Identification and conceptualization of variables

Table 6. Variables

VARIABLES	CONCEPTUALIZATION
Pronunciation	the way in which a language or a particular word or sound is pronounced
Language	the system of communication in speech and writing that is used by people of a particular country or area
Strategy	a plan that is intended to achieve a particular purpose
Evaluation	the act of judging or forming an opinion about somebody or something

3.2.2 Variables and Indicators

Table 7. Variables and indicators

VARIABLES	INDICATORS
Pronunciation	<ul style="list-style-type: none">➤ Segmental aspects➤ Suprasegmental aspects
Language	<ul style="list-style-type: none">➤ English language
Strategy	<ul style="list-style-type: none">➤ Production of sounds➤ Dictation➤ Reading aloud➤ Spelling➤ Singing➤ Accessing to the Internet➤ Watching television➤ Tapping or clapping➤ Stress matching game➤ Stress and Meaning➤ Sentence stress
Evaluation	<ul style="list-style-type: none">➤ Formative➤ Summative

3.2.3 Selection of the research techniques

The research techniques were selected according to the research units as follows:

- Interview applied to the English language teachers of first year of bachillerato.
- Survey applied to the students of first year of bachillerato.

3.3 Universe and sample

3.3.1 Identification and description of the research units

All the English language teachers of first year of bachillerato were interviewed:

Table 8. English language teachers

EDUCATIONAL INSTITUTION	ENGLISH LANGUAGE TEACHERS
Colegio de Bachillerato Zoila Ugarte de Landívar	Lcda. Rosa Granda Robles
	Lcdo. Carlos Caballos Roque
	Lcdo. Michael Rivera
	Lcda. Luz María Azansa
Colegio de Bachillerato Santa Rosa	Lcda. Betty Caraguay
	Lcda. Rocío Senovia Izquierdo
	Lcdo. Carlos Aguirre
	Lcda. Deysi Vite
	Lcda. Yurani Suárez
Colegio de Bachillerato Dr. Modesto Chávez Franco	Lcda. Karla Santín
	Lcda. Graciela Falconí
	Lcda. Gloria Salinas Arrobo

The total of students registered in the first year of bachillerato in the academic period 2014-2015 at the three high schools is 604. The following table shows the number of students by class.

Table 9. Students of first year of bachillerato

HIGH SCHOOLS	CLASS	DAY									NIGHT	SUBTOTAL
		A	B	C	D	E	F	G	H	I	A	
Zoila Ugarte de Landívar	B.G.U	30	30	32	30	35	33	35	30	35		290
Santa Rosa	Turismo	20	18									160
	Contabilidad	21	20								15	
	Sistemas	25	23								18	
Dr. Modesto Chávez Franco	Informática	34									30	154
	B.G.U.	33	30	27								
TOTAL												604

3.3.2 Size and distribution of the sample

Due to the universe is 604 students, it was applied the following statistical formula for obtaining the sample:

$$tm = \frac{N}{1 + (\%EA)^2 \times N}$$

Simbology: tm = sample size

N = Universe size

1 = Constant number

(% EA)² = Percentage of Admissible Error elevated to square

$$tm = \frac{604}{1 + (5\%)^2 \times 604} = \frac{604}{1 + \left(\frac{5}{100}\right)^2 \times 604} = \frac{604}{1 + (0.05)^2 \times 604}$$

$$= \frac{604}{1 + 0.0025 \times 604} = \frac{604}{1 + 1.51} = \frac{604}{2.51} = 240.6$$

After applying the simple technique it was obtained a sample of 240 students, but it was necessary to distribute this sample among the researched high schools by applying the following formula:

$$dm = \frac{tm \times 100}{N}$$

Simbology: dm = distribution of the sample

tm = sample size

N = universe size

$$dm = \frac{240.6 \times 100}{604} = \frac{24,060}{604} = 39.8\%$$

$$dm = \frac{290 \times 39.8}{100} = \frac{11,542}{100} = 115.42 = 115$$

$$dm = \frac{160 \times 39.8}{100} = \frac{6,368}{100} = 63.68 = 64$$

$$dm = \frac{154 \times 39.8}{100} = \frac{6,129.2}{100} = 61.29 = 61$$

3.3.3 Selection of the sample units

It was necessary to apply the following formula to distribute this sample among each one of the classes at the researched high schools:

$$dm = \frac{tm \times n}{N}$$

Simbology: dm = distribution of the sample size
 tm = sample size
 n = specific stratum size
 N = universe size

➤ Zoila Ugarte de Landívar

$$dm = \frac{115 \times 30}{290} = \frac{3,450}{290} = 11.89 = 12 \text{ students}$$

$$dm = \frac{115 \times 32}{290} = \frac{3,680}{290} = 12.68 = 13 \text{ students}$$

$$dm = \frac{115 \times 33}{290} = \frac{3,795}{290} = 13.08 = 13 \text{ students}$$

$$dm = \frac{115 \times 35}{290} = \frac{4,025}{290} = 13.87 = 14 \text{ students}$$

➤ **Santa Rosa**

$$dm = \frac{64 \times 15}{160} = \frac{960}{160} = 6 \text{ students}$$

$$dm = \frac{64 \times 18}{160} = \frac{1,152}{160} = 7.2 = 7 \text{ students}$$

$$dm = \frac{64 \times 20}{160} = \frac{1,280}{160} = 8 \text{ students}$$

$$dm = \frac{64 \times 21}{160} = \frac{1,344}{160} = 8.4 = 8 \text{ students}$$

$$dm = \frac{64 \times 23}{160} = \frac{1,472}{160} = 9.2 = 9 \text{ students}$$

$$dm = \frac{64 \times 25}{160} = \frac{1,600}{160} = 10 \text{ students}$$

➤ **Dr. Modesto Chávez Franco**

$$dm = \frac{61 \times 27}{154} = \frac{1,647}{154} = 10.69 = 11 \text{ students}$$

$$dm = \frac{61 \times 30}{154} = \frac{1,830}{154} = 11.88 = 12 \text{ students}$$

$$dm = \frac{61 \times 33}{154} = \frac{2,013}{154} = 13.07 = 13 \text{ students}$$

$$dm = \frac{61 \times 34}{154} = \frac{2,074}{154} = 13.46 = 13 \text{ students}$$

The following table shows the number of students to be surveyed by class.

Table 10. Students to be surveyed

HIGH SCHOOLS	CLASS	DAY									NIGHT	SUBTOTAL
		A	B	C	D	E	F	G	H	I	A	
Zoila Ugarte de Landívar	B.G.U	12	12	13	12	14	13	14	12	14		116
Santa Rosa	Turismo	8	7									63
	Contabilidad	8	8								6	
	Sistemas	10	9								7	
Dr. Modesto Chávez Franco	Informática	13									12	61
	B.G.U.	13	12	11								
TOTAL												240

3.4 Characteristics of the research

3.4.1 Methodological and Operative Process

The methodological procedure guided the development of this research in an ordered and sequential way to know the cause and effect of the problem object of study, in order to describe and explain it in a demonstrative manner.

The empirical data was analyzed, interpreted and presented as a partial conclusion through a qualitative explanation by comparing percentages in tables and graphics for giving meaning to our research according to the objectives and hypothesis.

3.4.2 Focus of the research

This research was focused on the study of variables present in the objectives and hypotheses. We consider the frequencies and higher percentages being compared with each other to establish findings and develop the proposal taking as input the results of the investigation.

3.4.3 Level of the research

This research is diagnostic because it looks to determine what factors affect the teaching-learning process, and propositional because it involves the application of a proposal in order to solve the problem object of study.

3.4.4. Modality of the research

The design of this research is no experimental because the subjects were researched in their context, and its results were not influenced by the presence of the investigator.

3.4.5 Validity and trustful criterion of the research

The methodological procedure relies on the use of documentary techniques to collect the empirical data about the problem object of study.

4. ANALYSIS AND INTERPRETATION OF THE FIELD RESEARCH RESULTS

4.1 Results of the survey applied to students

4.1.1 Variable 1

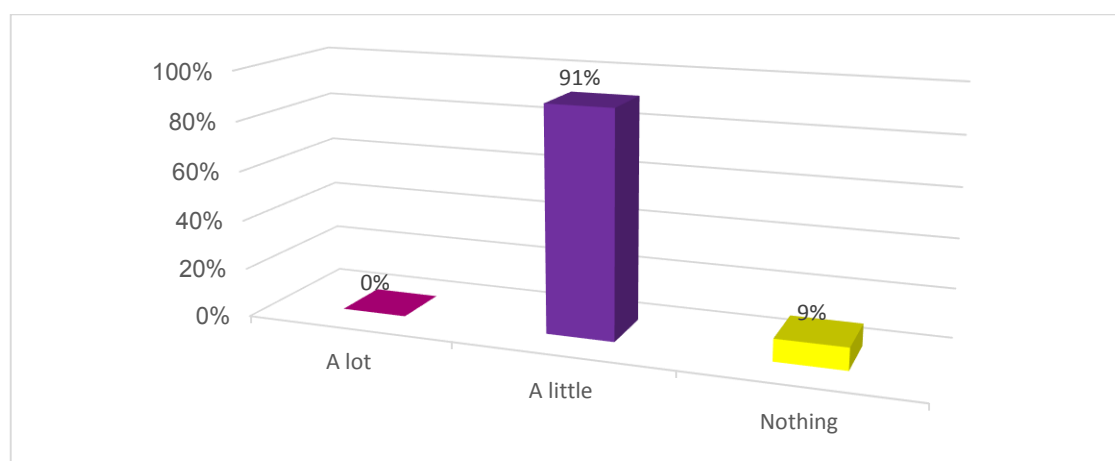
Table 11. Comprehensible speaking

MEASURE	HIGH SCHOOLS						SUBTOTAL	
	Zoila Ugarte de Landívar		Santa Rosa		Dr. Modesto Chávez Franco			
	F	%	F	%	F	%	F	%
A lot	0	0	0	0	0	0	0	0
A little	111	96	52	83	55	90	218	91
Nothing	5	4	11	17	6	10	22	9
TOTAL	116	100	63	100	61	100	240	100

SOURCE: Survey to students

ELABORATED BY: Thesis author

Graph 5. Comprehensible speaking



SOURCE: Table 11

This graph shows that most of students are a little comprehensible, while a low quantity of them are non-comprehensible when speaking in English. It means that students have problems related to the English language pronunciation.

4.1.2 Variable 2

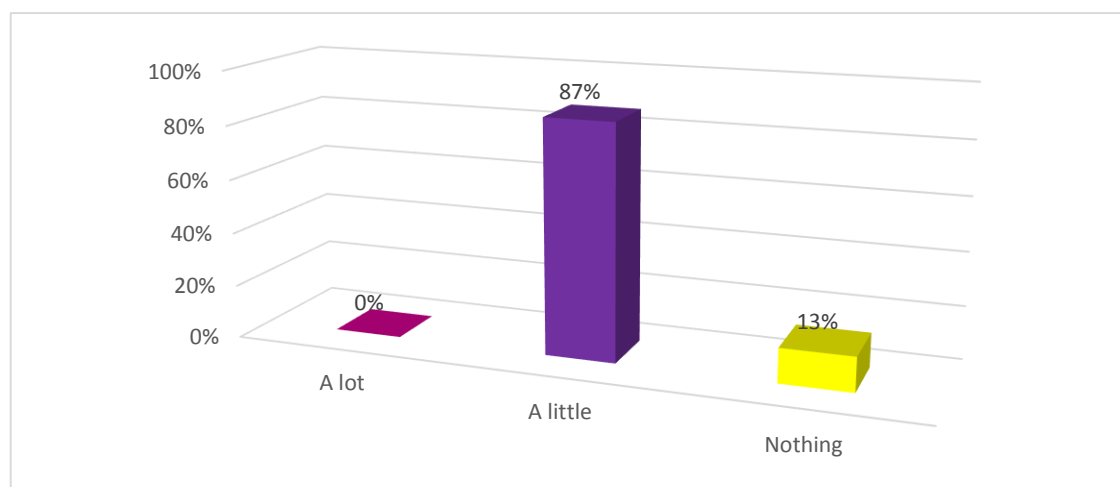
Table 12. Comprehensible listening

MEASURE	HIGH SCHOOLS						SUBTOTAL	
	Zoila Ugarte de Landívar		Santa Rosa		Dr. Modesto Chávez Franco			
	F	%	F	%	F	%	F	%
A lot	0	0	0	0	0	0	0	0
A little	103	89	54	86	52	85	209	87
Nothing	13	11	9	14	9	15	31	13
TOTAL	116	100	63	100	61	100	240	100

SOURCE: Survey to students

ELABORATED BY: Thesis author

Graph 6. Comprehensible listening



SOURCE: Table 12

In this graph a high percentage of students said that they comprehend a little when listening English, and a little percentage of them said they do not comprehend anything when listening English. These results are similar to the results in the previous graph, and it shows that there is a lack of knowledge about the English language pronunciation.

4.1.3 Variable 3

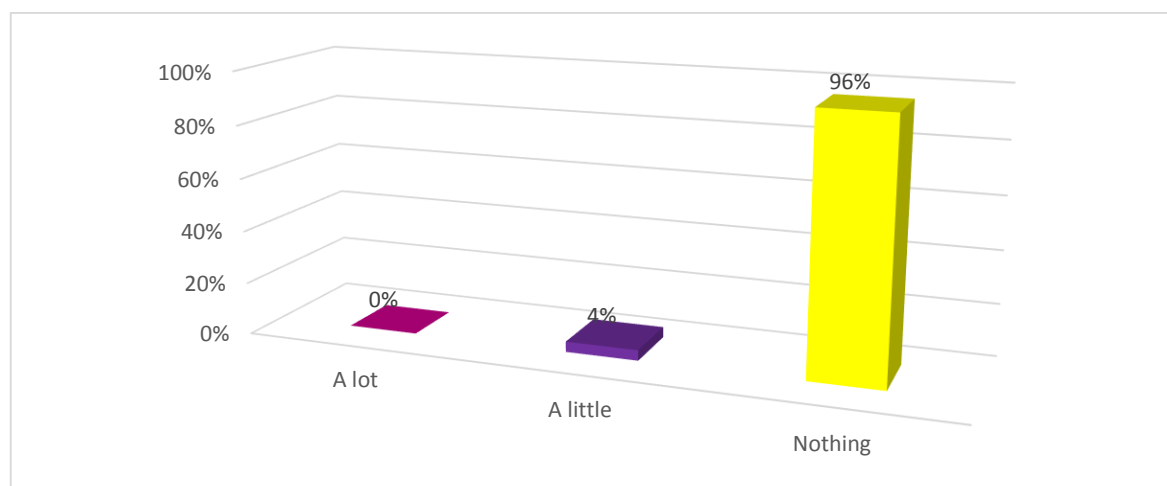
Table 13. Knowledge about phonetic symbols

MEASURE	HIGH SCHOOLS						SUBTOTAL	
	Zoila Ugarte de Landívar		Santa Rosa		Dr. Modesto Chávez Franco			
	F	%	F	%	F	%	F	%
A lot	0	0	0	0	0	0	0	0
A little	3	3	6	10	1	2	10	4
Nothing	113	97	57	90	60	98	230	96
TOTAL	116	100	63	100	61	100	240	100

SOURCE: Survey to students

ELABORATED BY: Thesis author

Graph 7. Knowledge about phonetic symbols



SOURCE: Table 13

Looking at this graph, a low percentage of students have a little knowledge about phonetic symbols, while a high percentage of them do not know phonetic symbols. This is worrying because knowing phonetic symbols is indispensable when learning a foreign language.

4.1.4 Variable 4

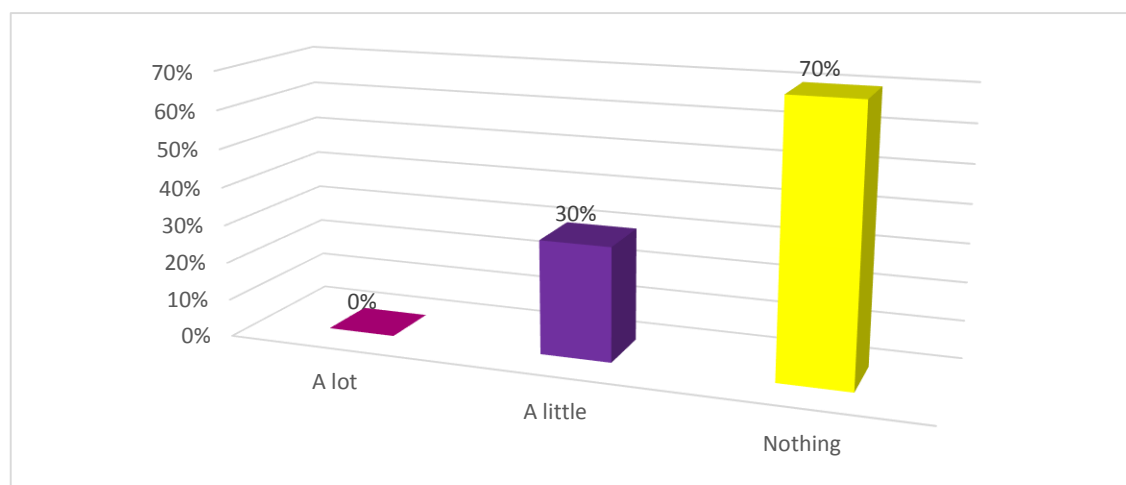
Table 14. Mastery of English vowels and consonants pronunciation

MEASURE	HIGH SCHOOLS						SUBTOTAL	
	Zoila Ugarte de Landívar		Santa Rosa		Dr. Modesto Chávez Franco			
	F	%	F	%	F	%	F	%
A lot	0	0	0	0	0	0	0	0
A little	22	19	50	79	1	2	73	30
Nothing	94	81	13	21	60	98	167	70
TOTAL	116	100	63	100	61	100	240	100

SOURCE: Survey to students

ELABORATED BY: Thesis author

Graph 8. Mastery of English vowels and consonants pronunciation



SOURCE: Table 14

The percentages in this graph demonstrate that the English vowels and consonants pronunciation is a little mastered by less than a half of students, and it is nothing mastered by more than a half of students. Teaching students the correct pronunciation of English vowels and consonants is a difficult task because many of the sounds of the English language do not occur in the Spanish language. Therefore, they should be mastered to have a good pronunciation.

4.1.5 Variable 5

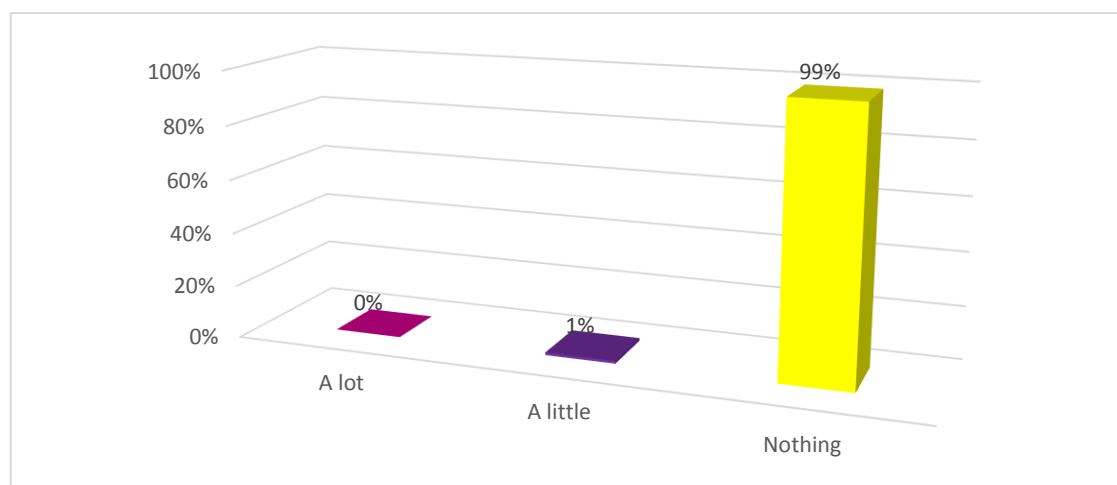
Table 15. Knowledge about syllable, stress, rhythm, and intonation

MEASURE	HIGH SCHOOLS						SUBTOTAL	
	Zoila Ugarte de Landívar		Santa Rosa		Dr. Modesto Chávez Franco			
	F	%	F	%	F	%	F	%
A lot	0	0	0	0	0	0	0	0
A little	2	2	1	2	0	0	3	1
Nothing	114	98	62	98	61	100	237	99
TOTAL	116	100	63	100	61	100	240	100

SOURCE: Survey to students

ELABORATED BY: Thesis author

Graph 9. Knowledge about syllable, stress, rhythm, and intonation



SOURCE: Table 15

Almost all the surveyed students answered that they do not have knowledge about syllable, stress, rhythm, and intonation of the English language. It means that teachers do not know the importance of teaching about these elements for improving students' pronunciation.

4.1.6 Variable 6

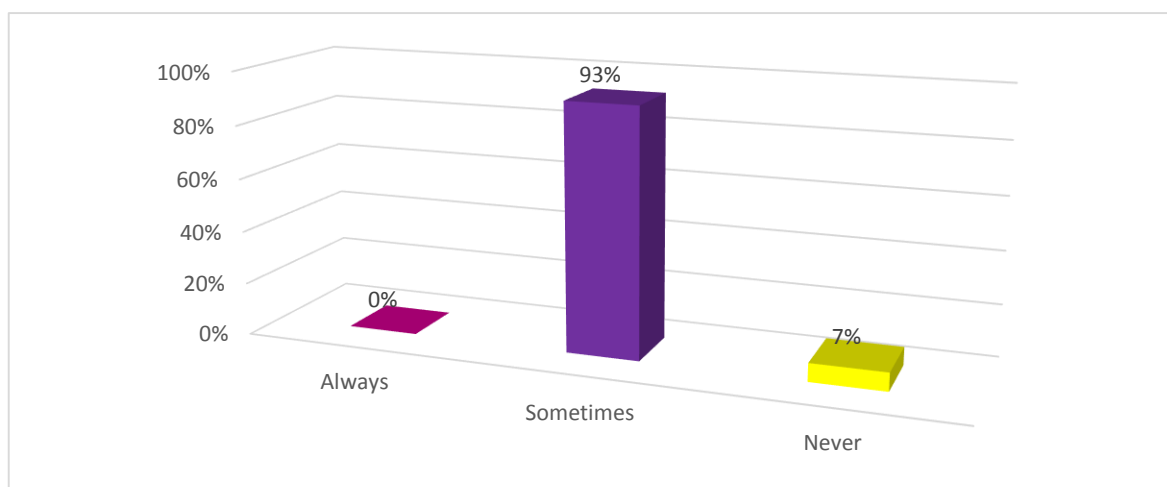
Table 16. Checking pronunciation of words in dictionary

FREQUENCY	HIGH SCHOOLS						SUBTOTAL	
	Zoila Ugarte de Landívar		Santa Rosa		Dr. Modesto Chávez Franco			
	F	%	F	%	F	%	F	%
Always	0	0	0	0	0	0	0	0
Sometimes	111	96	55	88	56	92	222	93
Never	5	4	8	12	5	8	18	7
TOTAL	116	100	63	100	61	100	240	100

SOURCE: Survey to students

ELABORATED BY: Thesis author

Graph 10. Checking pronunciation of words in dictionary



SOURCE: Table 16

This graph shows the frequency at which students check pronunciation of English words in dictionaries autonomously. Almost all the surveyed students said that they sometimes do it, while a little quantity of them said that they never do it. According to their answers in graph N° 7, it is contradictory because 93% of students said that they do not have knowledge about phonetic symbols. So, it is impossible that they can check pronunciation in dictionaries.

4.1.7 Variable 7

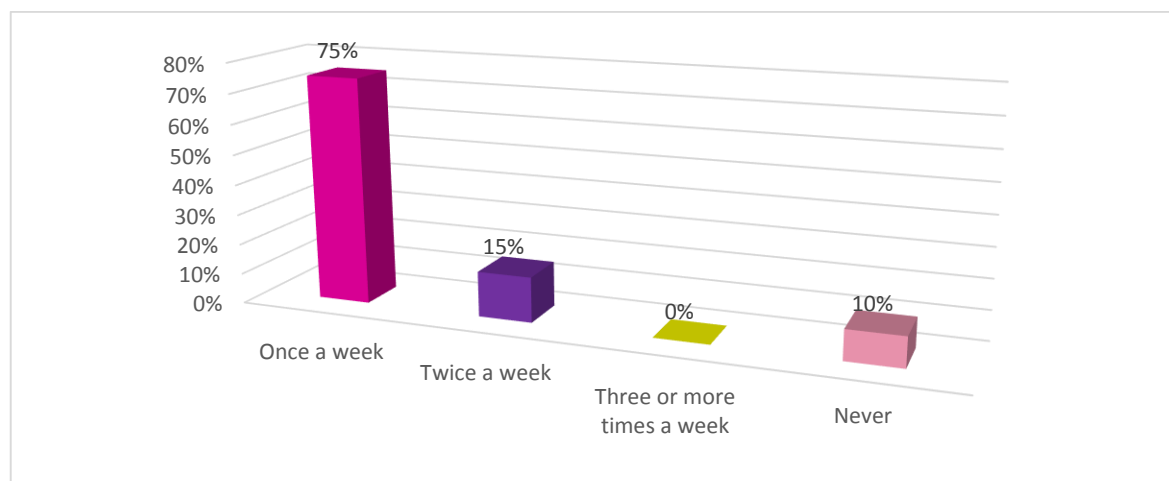
Table 17. Accessing to the Internet to improve their pronunciation

FREQUENCY	HIGH SCHOOLS						SUBTOTAL	
	Zoila Ugarte de Landívar		Santa Rosa		Dr. Modesto Chávez Franco			
	F	%	F	%	F	%	F	%
Once a week	104	90	29	46	48	79	181	75
Twice a week	6	5	30	48	0	0	36	15
Three or more times a week	0	0	0	0	0	0	0	0
Never	6	5	4	6	13	21	23	10
TOTAL	116	100	63	100	61	100	240	100

SOURCE: Survey to students

ELABORATED BY: Thesis author

Graph 11. Accessing to the Internet to improve their pronunciation



SOURCE: Table 17

This graph shows the frequency at which students access to the Internet to improve their pronunciation. A high percentage of the surveyed students access to the Internet once a week, while a low percentage of them access to the Internet twice a week and some of them never do it. It means that students are not interested in improving their pronunciation. Maybe their teacher do not motivates them to do it.

4.1.8 Variable 8

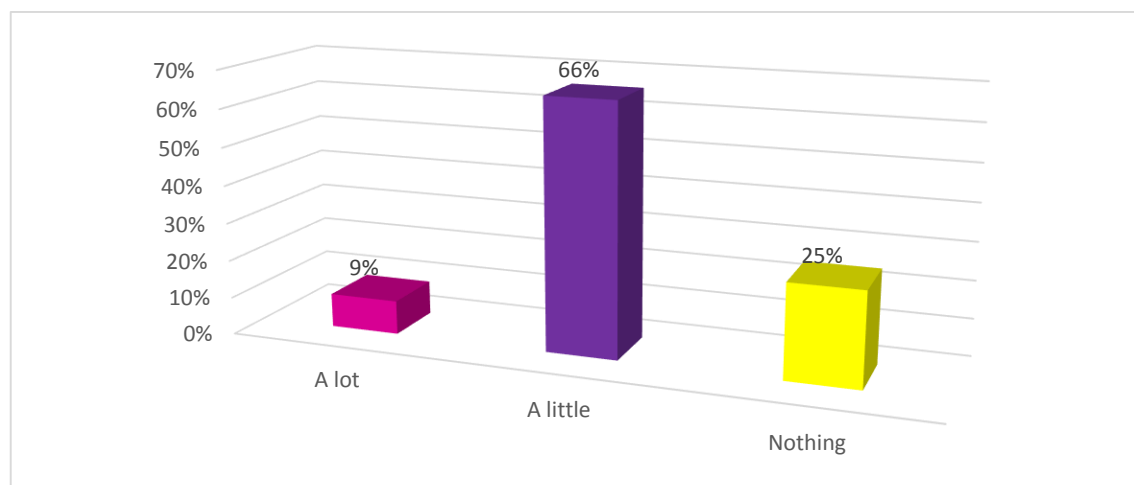
Table 18. Interest of students in learning the English language

MEASURE	HIGH SCHOOLS						SUBTOTAL	
	Zoila Ugarte de Landívar		Santa Rosa		Dr. Modesto Chávez Franco			
	F	%	F	%	F	%	F	%
A lot	0	0	22	35	0	0	22	9
A little	86	74	28	44	45	74	159	66
Nothing	30	26	13	21	16	26	59	25
TOTAL	116	100	63	100	61	100	240	100

SOURCE: Survey to students

ELABORATED BY: Thesis author

Graph 12. Interest of students in learning the English language



SOURCE: Table 18

This graph shows that a very little quantity of the surveyed students are really interested in learning the English language, a high percentage of students said they are a little interested, and a little percentage of them are not interested in learning it.

It demonstrate that there is lack of motivation by part of teachers.

4.2 Results of the interview to teachers

4.2.1 Variable 1

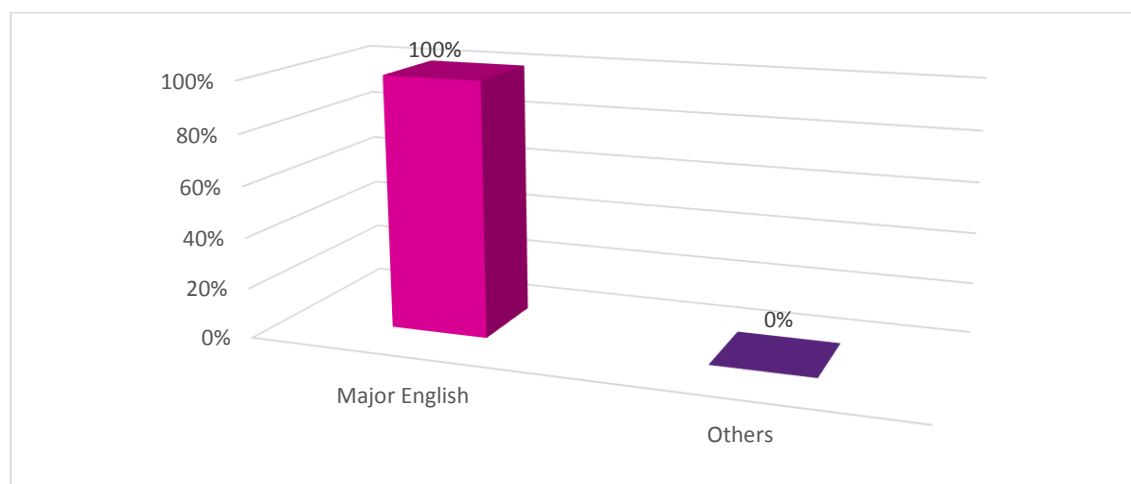
Table 19. Teachers' academic degree

ACADEMIC DEGREE	HIGH SCHOOLS						SUBTOTAL	
	Zoila Ugarte de Landívar		Santa Rosa		Dr. Modesto Chávez Franco			
	F	%	F	%	F	%	F	%
Major English	4	100	5	100	3	100	12	100
Others	0	0	0	0	0	0	0	0
TOTAL	4	100	5	100	3	100	12	100

SOURCE: Interview to teachers

ELABORATED BY: Thesis author

Graph 13. Teachers' academic degree



SOURCE: Table 19

According to teachers' answers, all of them have a Bachelor's degree in Sciences of Education, Major English, from different universities in our country, which qualify them to teach the English language subject.

4.2.2 Variable 2

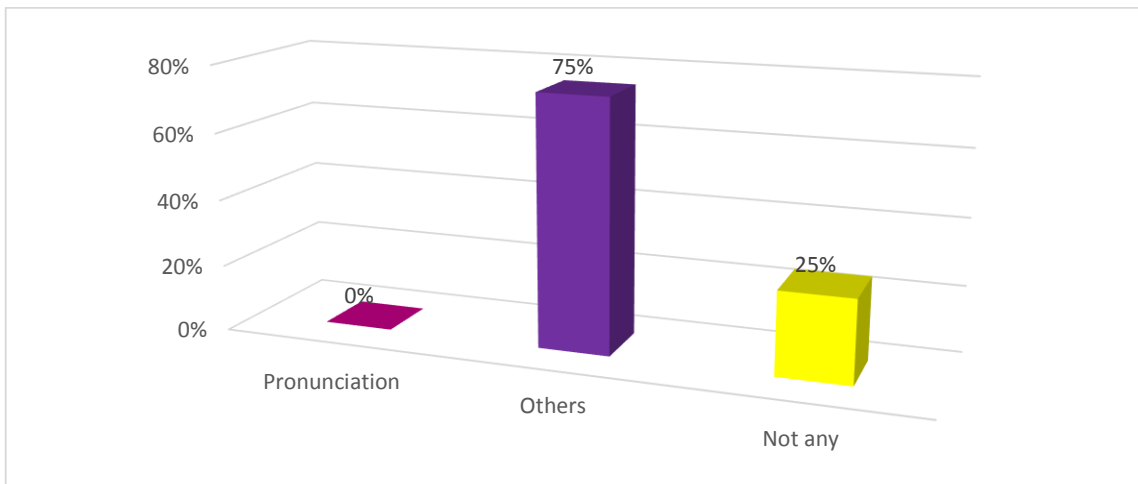
Table 20. Teaching training on pronunciation received in the last five years

EDUCATIONAL INSTITUTION	ENGLISH TEACHER	EVENT	TIME	OFFERED BY
Colegio de Bachillerato Zoila Ugarte de Landívar	Lic. Carlos Cevallos Roque	Course on English teaching	10 levels	Centro Ecuatoriano Norteamericano Abraham Lincoln
		Course on English teaching-learning, conversation and dialogue	5 levels	The Canadian House Center
	Lic. Michael Rivera Espinoza	Course on English Teaching-learning	14 hours	Instituto Americano
	Lic. Rosa Granda Robles	Course on Foreign Language Teaching-learning	8 levels	British School of Language
	Lic. Ana María Asanza	Course on Reading and Conversation	3 months	Seeking English
		Course on Learning the English language as a second language	3 months	Challenge International American English
Colegio de Bachillerato Santa Rosa	Lic. Yurani Suárez			
	Lic. Deysi Vite	Workshop on Online tools for tech-wary English teachers	12 hours	Instituto de Idiomas COPEI
	Lic. Carlos Aguirre	Course on Teaching-learning English in reading, speaking and grammar	10 levels	Fine-tuned English Language Institute
		Course on Conversation	24 hours	Cambridge Institute
	Lic. Rocío Senovia Izquierdo	Course on Reading and Speaking	48 hours	Cambridge Institute
	Lic. Betty Caraguay	Course on Foreign language development	72 hours	Universidad de Cuenca
		Course on English skills	72 hours	Universidad de Cuenca
	Colegio de Bachillerato Dr. Modesto Chávez Franco	Lic. Graciela Falconí		
Lic. Gloria Salinas Arrobo				
Lic. Carla Santín		Course on English language Culture	15 hours	Centro Ecuatoriano Norteamericano Abraham Lincoln
		Course on Reading Comprehension	3 months	Time for English

SOURCE: Interview to teachers

ELABORATED BY: Thesis author

Graph 14. Teaching training on pronunciation received in the last five years



SOURCE: Table 20

According to this table, most teachers have attended to courses about different aspects of the English language teaching and learning, but no one of them have received training on pronunciation of the English language. It means that they do not pay attention to this important aspect in the English language learning.

4.2.3 Variable 3

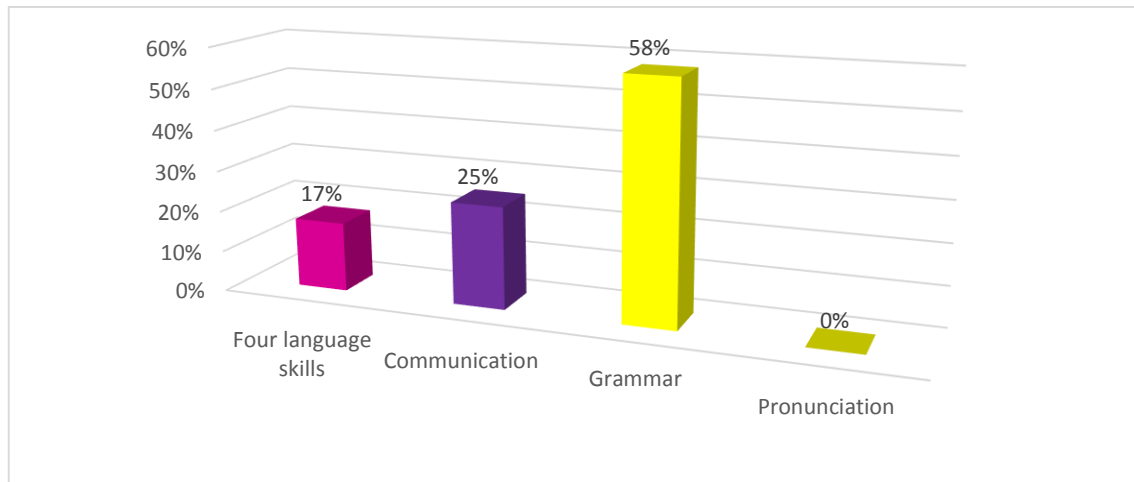
Table 21. Aspects at which the English book focuses on

ASPECTS	HIGH SCHOOLS						SUBTOTAL	
	Zoila Ugarte de Landívar		Santa Rosa		Dr. Modesto Chávez Franco			
	F	%	F	%	F	%	F	%
Four language skills	1	25	1	20	0	0	2	17
Communication	1	25	2	40	0	0	3	25
Grammar	2	50	2	40	3	100	7	58
Pronunciation	0	0	0	0	0	0	0	0
TOTAL	4	100	5	100	3	100	12	100

SOURCE: Interview to teachers

ELABORATED BY: Thesis author

Graph 15. Aspects at which the English book focuses on



SOURCE: Table 21

According to teachers' answers to what aspects the English book that they use focuses on, most teachers said that their English book focuses on language skills, but no one of them said that their book focuses on pronunciation. Maybe it is one of the reasons why they do not teach pronunciation to students.

4.2.4 Variable 4

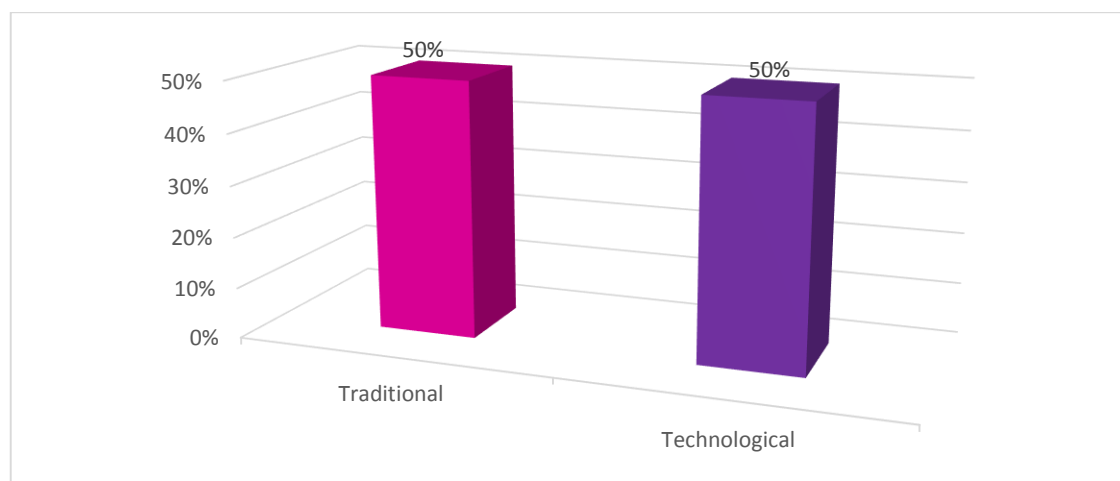
Table 22. Teaching material used in class

TEACHING MATERIAL	HIGH SCHOOLS						SUBTOTAL	
	Zoila Ugarte de Landívar		Santa Rosa		Dr. Modesto Chávez Franco			
	F	%	F	%	F	%	F	%
Traditional	1	25	3	60	2	67	6	50
Technological	3	75	2	40	1	33	6	50
TOTAL	4	100	5	100	3	100	12	100

SOURCE: Interview to teachers

ELABORATED BY: Thesis author

Graph 16. Teaching material used in class



SOURCE: Table 22

According to the teachers' answers a half of teachers use technological teaching material that is helpful for improving pronunciation such as, dictionary, headphones, computer, CDs, and internet. While the other half of teachers use traditional teaching material such as the English book, workbook, dictionary, magazines, booklets and charts which is not helpful for improving pronunciation.

4.2.5 Variable 5

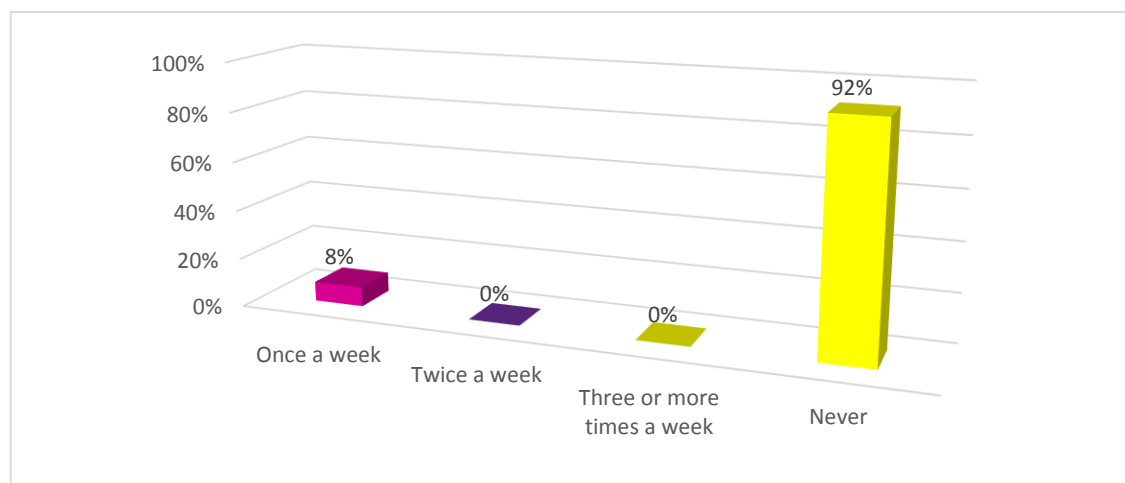
Table 23. Frequency at which phonetic symbols are introduced in lessons

FREQUENCY	HIGH SCHOOLS						SUBTOT AL	
	Zoila Ugarte de Landívar		Santa Rosa		Dr. Modesto Chávez Franco			
	F	%	F	%	F	%	F	%
Once a week	0	0	1	20	0	0	1	8
Twice a week	0	0	0	0	0	0	0	0
Three or more times a week	0	0	0	0	0	0	0	0
Never	4	100	4	80	3	100	11	92
TOTAL	4	100	5	100	3	100	12	100

SOURCE: Interview to teachers

ELABORATED BY: Thesis author

Graph 17. Frequency at which phonetic symbols are introduced in lessons



SOURCE: Table 23

According to the above, most teachers do not understand how important is using phonetic symbols when learning a foreign language. Phonetic symbols help foreign language learners to understand words that are said by recognizing the sounds.

4.2.6 Variable 6

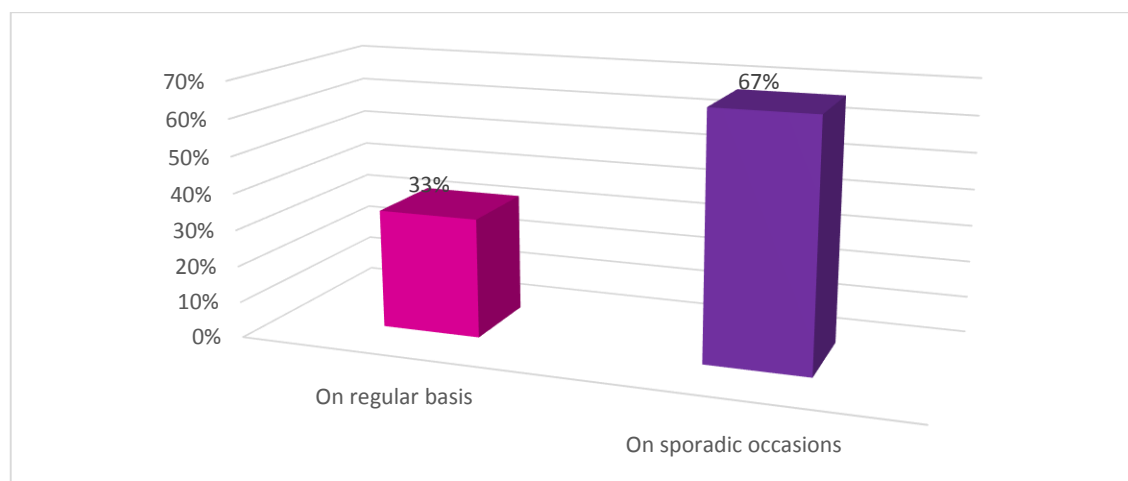
Table 24. Intensity of pronunciation work in class

INTENSITY	HIGH SCHOOLS						SUBTOTAL	
	Zoila Ugarte de Landívar		Santa Rosa		Dr. Modesto Chávez Franco			
	F	%	F	%	F	%	F	%
On regular basis	2	50	1	20	1	33	4	33
On sporadic occasions	2	50	4	80	2	67	8	67
TOTAL	4	100	5	100	3	100	12	100

SOURCE: Interview to teachers

ELABORATED BY: Thesis author

Graph 18. Intensity of pronunciation work in class



SOURCE: Table 24

Regarding to this question most teachers work on pronunciation on sporadic occasions. This information proves that teachers are not doing a good job because pronunciation of a foreign language should be worked on a regular basis, in order to really improve the English language pronunciation in students.

4.2.7 Variable 7

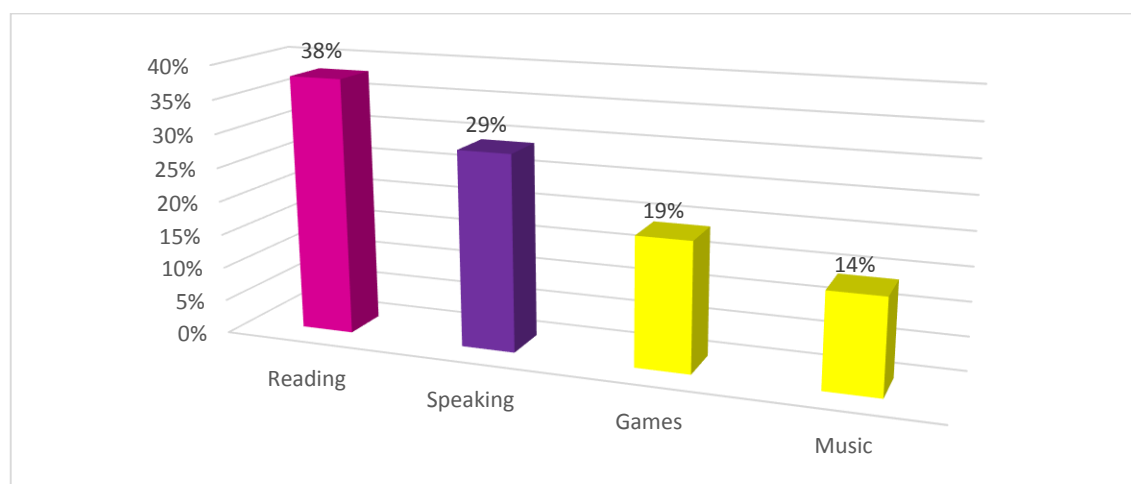
Table 25. Methodological strategies applied for improving pronunciation in students

STRATEGIES	HIGH SCHOOLS						SUBTOTAL	
	Zoila Ugarte de Landívar		Santa Rosa		Dr. Modesto Chávez Franco			
	F	%	F	%	F	%	F	%
Reading	3	38	4	50	1	20	8	38
Speaking	2	25	1	13	3	60	6	29
Games	2	25	2	25	0	0	4	19
Music	1	12	1	12	1	20	3	14
TOTAL	8	100	8	100	5	100	21	100

SOURCE: Interview to teachers

ELABORATED BY: Thesis author

Graph 19. Methodological strategies applied for improving pronunciation in students



SOURCE: Table 25

According to the above teachers apply a variety of strategies, but they do not take into account some valuable strategies for improving pronunciation, such as: production of phonetic sounds, tapping or clapping, sentence stress, stress and meaning, stress matching and dictation.

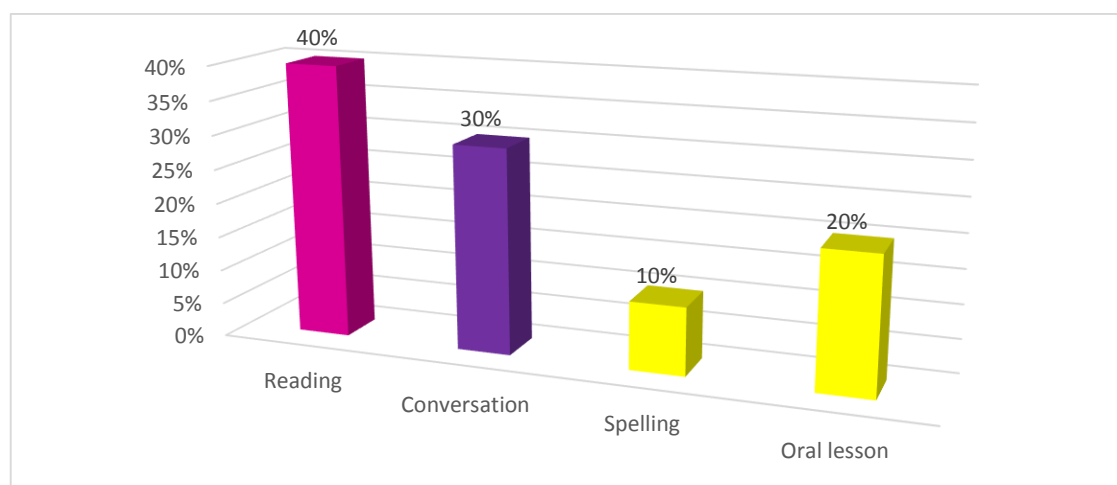
4.2.8 Variable 8

Table 26. Assessment of pronunciation proficiency in students

ASSESSMENT	HIGH SCHOOLS						SUBTOTAL	
	Zoila Ugarte de Landívar		Santa Rosa		Dr. Modesto Chávez Franco			
	F	%	F	%	F	%	F	%
Reading	3	33	5	63	0	0	8	40
Conversation	3	33	2	25	1	33	6	30
Spelling	1	12	1	12	0	0	2	10
Oral lesson	2	22	0	0	2	67	4	20
9TOTAL	9	100	8	100	3	100	20	100

SOURCE: Interview to teachers

ELABORATED BY: Thesis author



Graph 20. Assessment of pronunciation proficiency in students

SOURCE: Table 26

Teachers' answers show that most teachers evaluate students' pronunciation in a summative way. This kind of evaluate let teachers individually grade students and identify strengths and difficulties for students in pronunciation.

4.3 VERIFICATION OF HYPOTHESES

Main Hypothesis

- If pronunciation is not integrated in the English language teaching-learning process, English communication in the classroom is poor.
- This hypothesis is confirmed because most students answered their English speaking and their English listening are not at all comprehensible (look at graphs N°5 and 6); and most teachers said the English book does not focus on pronunciation, but they said pronunciation is worked on a regular basis (look at analysis N° 4.2.3 and 4.2.6 of the interview applied to teachers).

Particular Hypothesis N° 1

- If teachers do not apply methodological strategies to improve pronunciation and do not introduce phonetic symbols in lessons, students are not familiarized with them and they do not check pronunciation of words in dictionary.
- This hypothesis is confirmed because most students answered they are not familiarized with phonetic symbols and sometimes check pronunciation of words in dictionary (look at graphs N°7 and 10). On the other, hand most teachers said they never introduce phonetic symbols in lessons and apply a variety of strategies, but they do not take into account some valuable strategies for improving pronunciation, such as: production of phonetic sounds, tapping or clapping, sentence stress, stress and meaning, stress matching game, and dictation (look at analysis N° 4.2.5 and 4.2.7 of the interview applied to teachers).

Particular Hypothesis N° 2

- If teachers are not prepared to teach pronunciation, they are not able to improve neither pronunciation of vowels and consonants nor syllable, stress, rhythm and intonation of the English language in their students.
- This hypothesis is confirmed because most students emphasized they do not master pronunciation of vowels and consonants, and they are not familiarized with syllable, stress, rhythm, and intonation terms (look at graphs N°8 and 9). All teachers expressed they have a Bachelor's Degree in Sciences of Education,

English Major, but no one of them have received training on English pronunciation (look at analysis N° 4.2.1 and 4.2.2 of the interview applied to teachers).

Particular Hypothesis N° 3

- If teachers do not use adequate teaching material and evaluation, students neither access to the internet for listening and practicing English pronunciation nor are interested in learning the English language.
- This hypothesis is confirmed because most students stressed they access to the internet once a week for listening and practicing pronunciation, and most of them are a little interested in learning the English language (look at graphs N°11 and 12). Most teachers said they use a variety of teaching material in class, but during the field research it was observed that there is not a laboratory for the English area in not one of the researched educational institutions. Besides, most teachers evaluate students' pronunciation in a summative way (look at analysis N° 4.2.4 and 4.2.8 of the interview applied to teachers).

4.4 CONCLUSIONS AND RECOMMENDATIONS

4.4.1 Conclusions

After analyzing the results of the survey applied to students and interview to the English language teachers of first year of bachillerato at Colegios de Bachillerato Zoila Ugarte de Landívar, Santa Rosa, and Dr. Modesto Chávez Franco, it is concluded that:

- English communication in the classroom is poor because pronunciation is not integrated in the English language teaching-learning process as it is required.
- Teachers do not introduce phonetic symbols in lessons and they do not apply methodological strategies to improve English pronunciation in students.
- Teachers are not prepared to teach pronunciation because they have not received training on pronunciation.
- Students have negative attitudes towards the English language subject because the environment is not favorable for a communicative learning context.

4.4.2. Recommendations

According to the conclusions and objectives of this research work, it is recommended to the English language teachers of first year of bachillerato of the researched educational institutions:

- To integrate pronunciation in the English language teaching-learning process as it is required, in order to increase English communication in the classroom.
- To introduce phonetic symbols in lessons and methodological strategies to improve English pronunciation in students.
- To attend to a workshop about English pronunciation and effective techniques for teaching pronunciation in order to improve oral fluency in students.
- To provide a favorable environment for a communicative learning context by using adequate teaching material and evaluation in order to change students' negative attitudes into positive attitudes towards the English language subject.

5. PROPOSAL

5.1 Title

WORKSHOP ON METHODOLOGICAL STRATEGIES TO IMPROVE ENGLISH PRONUNCIATION IN THE STUDENTS, ADDRESSED TO THE ENGLISH LANGUAGE TEACHERS OF FIRST YEAR OF BACHILLERATO AT ZOILA UGARTE DE LANDÍVAR, SANTA ROSA AND DR. MODESTO CHÁVEZ FRANCO HIGH SCHOOLS OF BACHILLERATO IN SANTA ROSA CANTON, EL ORO PROVINCE, PERIOD 2014-2015.

5.2 Antecedents

The foreign language teaching includes methodological strategies for teaching and learning the correct pronunciation of English words in which the teachers' training plays a central role. It is well known that teachers who periodically receive training are prepared to face problems in the teaching-learning process and to solve them successfully. Workshops are a good option because they bring participants to current classroom situations, explores visions of how pronunciation can be integrated into the language teaching-learning process, and provide teachers activities that can be applied in classroom.

5.3 Location and Beneficiaries

5.3.1 Location

This proposal will be applied at the three researched educational institutions which are located in Santa Rosa canton, El Oro province, as follows: "Santa Rosa" is located on Amazonas Street and Panamericana Sur road (diagonal to the monument to Jorge Kaiser), in Miguel Concha Álvarez neighborhood; "Dr. Modesto Chávez Franco" is located on Sucre Street between Manuel Carrión Pinzano and Enríquez Suárez Pimentel Streets, in 24 de Mayo neighborhood; and "Zoila Ugarte de Landívar" is located in the Zoila Ugarte de Landívar Avenue that leads to The Bella María parish, next to Carne Amarga river, in Ciudadela Los Helechos.

5.3.2 Beneficiaries

This proposal will directly benefit to the English language teachers and their students of first year of bachillerato at Zoila Ugarte De Landívar, Santa Rosa, And Dr. Modesto Chávez Franco High Schools of Bachillerato, in Santa Rosa canton, El Oro province, period 2014-2015.

5.4 Justification

The results of this research revealed that the students' pronunciation of the English language is little satisfactory, and the Spanish language is more used by them in class. Therefore, for these students to it is very difficult to understand what they hear and to be comprehensible when speaking in English.

Teachers do not know the importance of teaching students how to produce and recognize sounds of the English language. Besides, they do not talk students about stress, rhythm, and intonation, which are necessary for making our speech comprehensible. Teachers have received training on some aspects of the English language, but no one of them have been trained on how to teach pronunciation. Lastly, students should be engaged in pronunciation activities which let them improve their English speaking.

For carrying out this proposal it has been taken into account the availability of the human and material resources.

5.5 Objectives

5.5.1 General objective

- To promote the integration of pronunciation aspects in the English language teaching-learning process.

5.5.2 Specific objectives

- To provide teachers some strategies for improving students' pronunciation in the English language.

- To motivate teachers to use internet resources for improving pronunciation in students.

5.6 Theoretical Foundation of the Proposal

When pronunciation aspects are integrated in the English lessons, the acquisition of the English language is improved. Pronunciation integration in the English lessons improves students' pronunciation and outcomes especially in listening and speaking. Teachers who recognize the value of phonetic symbols when learning a foreign language change the way they teach. They are sure they cannot teach English without having knowledge about syllable, stress, rhythm, and intonation. Besides, they know it is impossible to improve students' pronunciation without applying methodological strategies which engage and develop a great instinct in each student to speak English.

This proposal is based on cognitive approach and it believes that pronunciation is the function of the brain prior to being a function of the vocal organs; this is more so in the case of foreign language learners. All the strategies used in this workshop aim at enabling the brain to first perceive and recognize the problematic sounds before attempting at producing them. Teachers need to be able to transform the initial correct impressions of sounds into cognitive habits that are activated subconsciously and automatically.

5.7 General description of the proposal

This proposal consists on a workshop which has been designed to provide teachers an effective training on pronunciation and how to teach it to their students. This workshop includes theory as well as practice time in the language lab, with the feedback from a qualified instructor. During the development of the workshop it will be applied the oral and PowerPoint presentation techniques, using a projector, and the support of a handbook.

5.8 Operative description of the proposal

Participants will be enabled to approach English pronunciation more confidently and effectively by carrying out the following activities:

The first day:

- Teachers will acquire a sound theoretical and practical basis for learning English pronunciation.
- Teachers will work on their own English pronunciation both in class and in the language laboratory.

The second day:

- Teachers will be introduced to a range of pronunciation strategies and activities which may be appropriate to their own learning and teaching situation.

The third day:

- Teachers will be evaluated by putting into practice what they have been taught in the workshop.
- After closing the workshop, teachers will receive a certificate of attendance.

5.9 Chronogram of Activities

Table 27. Chronogram of activities

TIME ACTIVITIES	MONTH																			
	1 st WEEK					2 nd WEEK					3 rd WEEK					4 th WEEK				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
Presenting the proposal to the educational authorities																				
Coordinating the event with the educational authorities																				
Asking for a Computing room and a projector																				
Looking for and hiring an instructor																				
Inviting and registering teachers to the event																				
Making the handbook																				
Carrying out the event																				
Evaluating the teachers' performance and closing the workshop																				

5.10 Budget

Table 28. Budget

A. HUMAN RESOURCES				
N°	Denomination	Time	Unitary Cost	Total
1	Coordinator	18 days	0.00	0.00
1	Instructor	3 days	50.00	150.00
	SUBTOTAL			\$ 150.00
B. MATERIAL RESOURCES				
Description		Quantity	Unitary Cost	Total
Printing of the handbook		10	2.00	20.00
Markers		10	1.00	10.00
Projector		1	25.00	25.00
Memory		1	10.00	10.00
SUBTOTAL				\$ 65.00
C. ANOTHER RESOURCES				
Description				Total
Transportation				50.00
Refreshments				50.00
SUBTOTAL				\$ 100.00
Unexpected expenses 5% A+B+C				\$ 15.75
TOTAL				\$ 330.75

5.11. Financing

For carrying out this proposal we have taken into account the availability of the human and material resources which will be provided by each one of the researched educational institutions.

5.12 Implementation strategies of the proposal

An interactive methodology will be applied in this workshop, with participants invited to practice and receive feedback on the strategies presented. Methodology consists on flexibility through active participation by the participants, asking questions, and drawing on group exercises to involve the participants and make the presentations more meaningful.

5.13 Pursuit and evaluation

The evaluation will be carried out at the end of the workshop and it can be done in two ways:

- In the first one, it will be evaluated the teachers' performance through templates.
- And the second one is summative because it will take the participants' opinion about the content and the process of the workshop.

Given the benefits of pronunciation integration in foreign language instruction, the educational institutions that prepare their teachers play a crucial role in ensuring that teachers have the training they need to use technology effectively in the classroom, in order to improve students learning.

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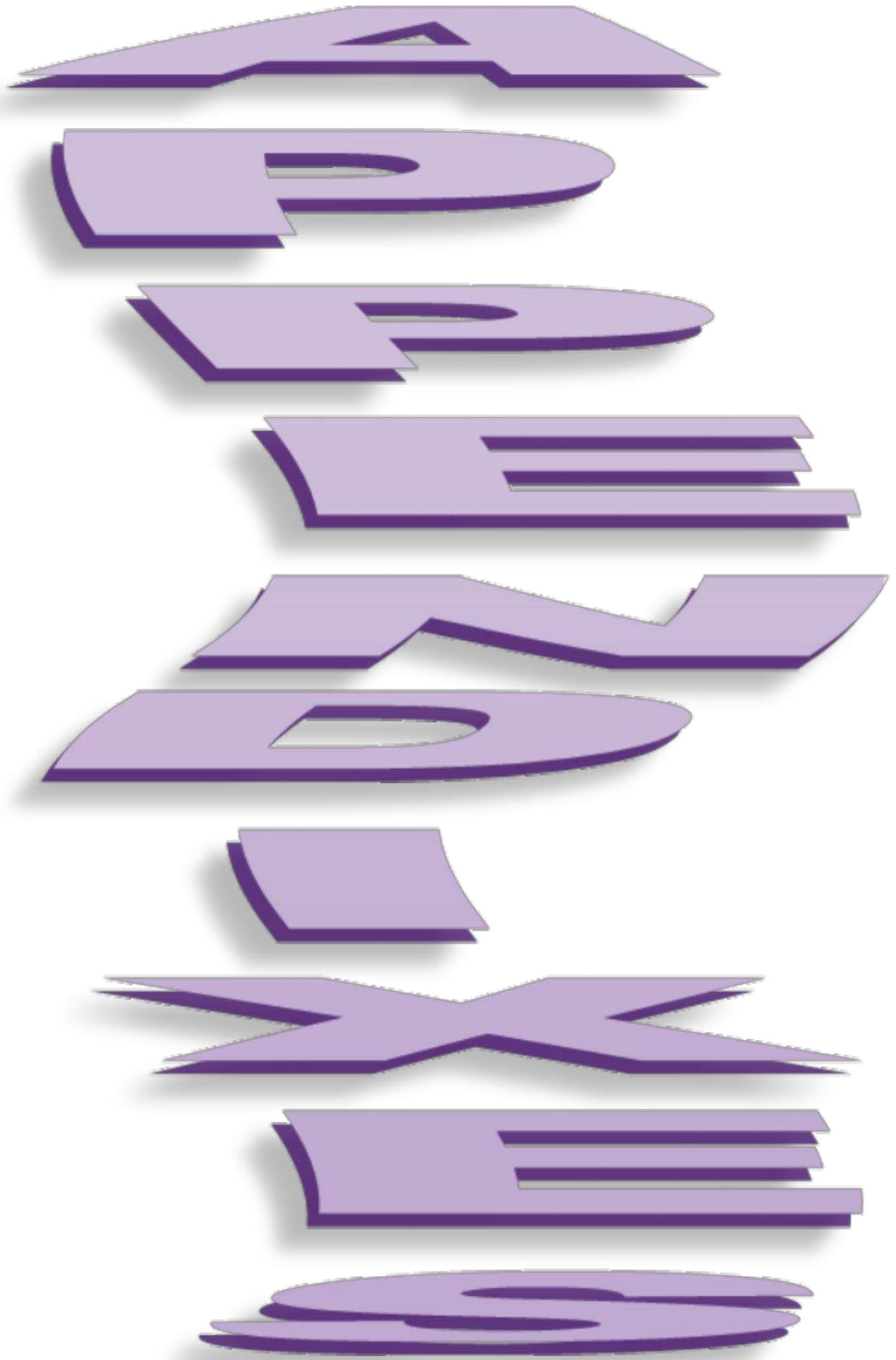
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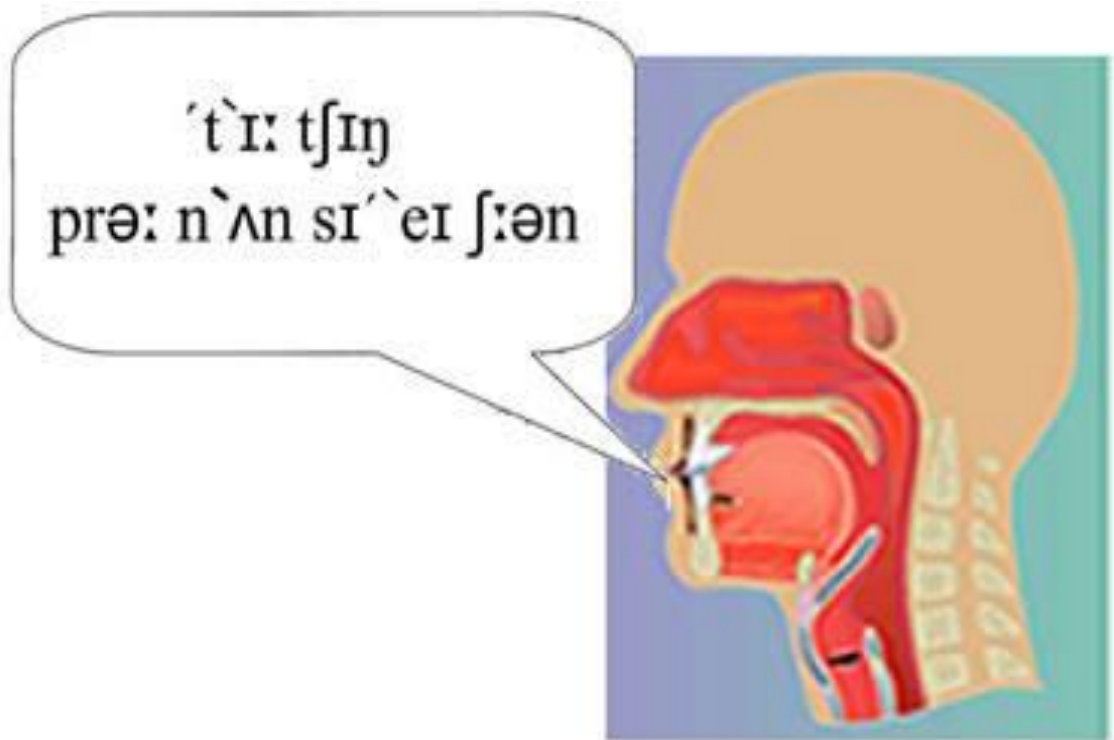
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ENGLISH LANGUAGE
PRONUNCIATION
HANDBOOK



FOR
ENGLISH LANGUAGE
TEACHERS

PRONUNCIATION HANDBOOK

Teachers should contribute to increase their students' self-esteem and confidence to get that all of them participate in the English language communicative process having in mind that it is a gradual process. Good teaching practices may increase students' motivation to use phonetic symbols and web–pages for practicing pronunciation. In contrast, a negative learning experience may cause phonetic notation to be perceived as something unattractive and even irrelevant to learning the foreign language. It is therefore essential to analyze the issue of how best to take advantage of phonetic symbols in the foreign language classroom.

This handbook is addressed to the English language teachers of first year of bachillerato at Zoila Ugarte de Landívar, Santa Rosa, and Dr. Modesto Chávez Franco High Schools of Bachillerato. It takes into account the needs of students for improving their pronunciation and, at the same time, improving their speaking and listening skills.

This text is specially designed for teaching English language pronunciation. The first part contains important facts such as strategies for helping shy students speak more in class, things teachers need to explain to their students about English pronunciation, understanding English pronunciation concepts, ESL intonation guide, tips to improve your pronunciation and the International Phonetic Alphabet which is very advantageous when learning the English language because it helps students to produce and discriminate the sounds symbols stand for, as well as to check pronunciation in dictionaries by themselves. The second part provides English pronunciation practice exercises and web pages which could be used for class activities and for practicing pronunciation at home.

PART I

STRATEGIES FOR HELPING SHY STUDENTS SPEAK MORE IN CLASS

Trying to get a shy guy or girl to speak up in class can be challenging, but here are some strategies to help you invite your shy students to speak up more.

Grouping together.- One way you can help shyer students feel more comfortable talking is to put them all in the same group. Sometimes students refrain from speaking because there is always another ready to take the conversation floor. When you put all of your shy students into the same group, someone will have to speak up. Since all your quieter students will be all together, everyone might feel more comfortable opening up to speak. There will be no big talkers in the group to take over or steer the conversation.

Accepting failure.- Give your students permission to fail. Sometimes it's enough just to hear the words out loud. You are going to make mistakes. There is no doubt about it. Speak anyway. When you prepare your students for potential failures, you allay some of their fear. Sometimes even saying the wrong thing out loud is enough to break the ice for your shy students and get them vocalizing in class. Help your students understand that you do not expect perfection from them. Rather, you want them to communicate however that can happen. They can be creative with the language they know rather than worrying about getting syntax perfect every time. If they can communicate their ideas, no matter how flawed the English used to do so, they have been successful speakers of English.

Away from podium.- Take the spotlight off shy students. If the whole class is going to be looking at them while they speak, it might freeze their voice right then and there. By putting your class into pairs, you take thirty sets of eyes off your shy student and leave them with only one set of eyes of them. This will take away the intimidation that comes from speaking to the entire class. What about those students who can't even handle one set of eyes on them while they speak? Try activities in which students sit back to back while they work with their partner, activities such as a simulated phone call or one in which partners give each other drawing directions. When no eyes at all are on them, shy students will surprise you by stepping up to the plate and hitting that homerun.

Stepping up gradually.- When it comes to comprehension questions, you can set your students up for success by starting slow and easy. Rather than just reading the

questions in the book, try coming up with a few questions to start your comprehension activity that are embarrassingly easy to answer. I find it helpful to start with observation questions – what does the passage say? This works for videos, too. What happened? What did you see? Then move on to more complicated questions that ask students to interpret what they read, saw, or heard, questions that get to the meaning behind the words. Finally, ask students to apply the information to their own lives, to make connections with experiences they have had or with their own ideas and opinions. When you start slow and work your students up to the tougher questions, your shy students are more likely to speak up when they know they can't be wrong.

Moving on.- You may hesitate to call on shy students when brainstorming or asking questions in class. After all, there are so many other students who are eager to give answers. But it's important to call on all of your students, even the shy ones. When you do, however, move on quickly. If they don't know the answer, that's okay. The shorter they are the center of attention, the better it is for their shy nature. Even better if they know the answer. Still move on and don't make a big deal of them talking or being unable to do so.

Avoiding overcorrection.- Do not correct every mistake. Nothing is more daunting than the feeling that everything you say or write is wrong. Discouragement sets in quickly, and it's difficult to bring students back to a place where they are willing to take a chance by speaking up. If your students make errors, let them go. Make sure you are only correcting skills you have taught in class or mistakes that students make repeatedly. You can't expect a beginning student to talk like a native speaker, and make sure they don't expect it of themselves either. Being selective in the mistakes you correct can make all the difference in a student's confidence and their willingness to speak up in class.

Accepting nonverbal answers.- Do not make every response language based. If you want to encourage students who are afraid to speak in English, bypass language. Have students respond in a picture or acting something out. Sometimes if you take language out of the equation, it's enough to bring your shy student out of her shell. Once she's out the language based participation is easier to do, and your shy student may not be so shy for long.

Get rid of the spotlight.- A lot of ESL students don't respond to your questions because they're too shy/insecure to speak up in front of the entire class. So, if you give

a set of instructions or a task and you can't be sure everyone has understood, tell them you'll be walking around the classroom to help. Instruct students to raise their hand if there is something they haven't understood. Walk directly to the student's desk to answer his/her question. They will most likely feel more comfortable asking you a question "in private".

Divide them into pairs.- For speaking tasks, shy students will feel more comfortable role-playing with a partner instead of in front the entire class. You'll most likely get more response and a more varied use of language.

Lighten the mood.- Long periods of silence are awkward for students, too. You'll need to do something to break through the silence, and there's nothing better for that than laughter. Laughter is spontaneous and infectious – students may be able to control their replies, but they can't control their laughter. It also creates a more relaxed atmosphere. If you say something ridiculous out loud, they won't be afraid of ridicule themselves.

So make a joke to lighten the mood: *Wow... I think I just heard a pin drop in the classroom upstairs.* Or come up with a crazy proposition: *I'm going to ask that question again. The first student who raises his/her hand gets a coupon for a free muffin at (insert name of popular fast food restaurant/coffee shop).* Or an even crazier one: *If one of you tries to answer my question, I'm going to do a little tap dance right here in front of the class.* Naturally, you'll want to convey that all of this is in good fun, and the right facial expressions and tone of voice should tell them that. Whatever jokes you make or funny stunts you pull, just be sure it's not offensive to your student's culture.

Take the focus away from them.- You want to get into the topic of routines, and you ask your class: *What time do you get up in the morning?* No answer. But then you use your power of keen observation and notice that one of your students has a Superman t-shirt. So you ask: *What time does Superman get up? What do you think? Does he even sleep?* Students are also typically more responsive when the focus shifts from them to other people, especially if they are fictional characters.

Never force them to respond.- You might be tempted to point to a single student and call on him/her to answer your question. But I don't recommend putting an unresponsive student on the spot like this. They might be able to squeak out a yes or no, but it won't be helpful if you want to establish good rapport with your students.

Give students some time to think before answering a question.- Some people don't like long silences or pauses, and ESL teachers are no different. But sometimes students don't answer questions as quickly as we'd like them to. The question dangles in the air, and if the student takes too long, we either answer it ourselves or ask another student to do it. Some students need time to think. Give them a few extra seconds, and then perhaps a clue or a nudge to steer them in the right direction.

THINGS YOU NEED TO EXPLAIN TO YOUR STUDENTS ABOUT ENGLISH PRONUNCIATION

Here are some of the things you need to explain to your students to take the mystery out of English pronunciation.

Realistic expectations.- The goal of pronunciation practice is to pronounce correctly, not sound like a native English speaker. Only children who are exposed to a second language for extended periods of time are able to eliminate their foreign accent because their brains are still flexible enough to do so. There is such a thing as accent reduction, but a foreign accent in an adult will never be completely eliminated. Furthermore, an accent is a part of who you are, a part of a student's cultural heritage. Students should accept this and strive to improve pronunciation instead.

Stressed vs. syllabic.- It is tremendously useful for students to understand that English, unlike other languages, is a stressed language. This means that in a sentence some words are stressed more than others. In syllabic languages, like Spanish for example, it makes more sense to focus on pronouncing each word, syllable by syllable. But if we were to do this in English we'd sound like robots. Try saying, "Your book is on the table" by pronouncing each word – doesn't sound like fluent, human speech, does it? It is vital for students to understand that making the effort to pronounce every single word does not lead to good pronunciation.

How many times has a student asked you how to pronounce an article like *the* or *a*? They need to understand that articles and other non-stressed words are not clearly pronounced but rather "swallowed". This is why two separate words like *is* or *on* are not pronounced separately in the above example, but combined to sound like one "*ison*".

Linking sounds.- Related to the previous point, and the fact that pronouncing each word separately is a bad idea, is that quite often two sounds are linked to sound like

one word (sometimes even more than two words are linked). This is often the case with the verb is when it's followed by an article or preposition that starts with a vowel (an, a, on, at). "*He's an architect*" sounds like "*He – za – narchitect*". This happens when a word ending with a consonant is followed by a word starting with a vowel. Something similar happens when we ask, "*What did you do?*" (sounds like *wha diju do?*) In this case, the two sounds are combined to form a new mixed sound.

Silent letters.- Just like there are words in a sentence that are not clearly pronounced or stressed, a single word may have consonants that are not pronounced, either. ESL students are often unaware of this. Words they often mispronounce are those that end in a "b", like *bomb*, *dumb*, or *comb*. Others have trouble with the silent "g" in *foreign*, *sign* or *champagne*. Be sure to clarify in which cases letters are silent.

Sounds that disappear.- There are words that have consonant sounds that are not exactly silent, but simply disappear. This is the case with the "d" in *and* (often pronounced *an*) and the "t" in *it* or *but*. In "*I went there last night*" we wouldn't pronounce the final "t" in *went*, *last* or *night*.

Spelling vs. pronunciation.- Students must understand that quite often the spelling of a word is no indication of how it should be pronounced (and by the same token the pronunciation of a word is no indication of how it is spelled). The "th" for example sounds like a "d" in *then* or *than*, but completely different in *thing*, *three* or *thousand*. Students must learn to distinguish between letters and sounds, i.e., same letters may have different sounds depending on the letters that follow it or precede it.

Understanding the schwa.- The schwa sound is one of those little mysteries that ESL students often hear about but never truly grasp. The schwa, whose phonemic symbol looks like an upside down "e" ([ə]), is an unstressed, weak sound that occurs in many English words. In the phrase "*a story about a girl*" the three "a"s are schwa sounds. The same happens with the "e" in *the* or the "o" in *to*. ESL students who master the schwa are well on their way to improved pronunciation.

UNDERSTANDING ENGLISH PRONUNCIATION CONCEPTS

In order to improve your English pronunciation it is important to understand a number of terms and concepts. This article introduces the most important components from smallest - a unit of sound - to largest - sentence level stress and intonation. A short

explanation is given for each concept with links to more resources to improve, as well as teach, English pronunciation skills.

Phoneme.- A phoneme is a unit of sound. Phonemes are expressed as phonemic symbols in the IPA (International Phonetic Alphabet). Some letters have one phoneme, others have two such as the diphthong long 'a' (eh - ee). Sometimes a phoneme may be a combination of two letters such as 'ch' in 'church', or 'dge' in 'judge'.

Letter.- There are twenty-six letters in the English alphabet. Some letters are pronounced differently depending on which letters they are with. For example, 'c' can be pronounced like a hard /k/ or as an /s/ in the verb 'cite'. Letters are made up of consonants and vowels. Consonants can be voiced or voiceless depending on the sound (or phoneme). The difference between voiced and voiceless is explained below.

Consonants.- Consonants are the sounds that interrupt vowel sounds. Consonants can be voiced or voiceless. Consonants are combined with vowels to form a syllable. They include: *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z.*

Vowels.- Vowels are open sounds caused with the vibration of vocal sounds, but without obstruction. All vowels are voiced as they are produced using the vocal chords. Consonants interrupt vowels to form syllables. They include: *a, e, i, o, u and sometimes y*

Note: 'y' is a vowel when it sounds as /i/ such as in the word 'city'. 'Y' is a consonant when it sounds as /j/ such as in the word 'year'.

Voiced.- A voiced consonant is a consonant that is produced with the help of the vocal chords. A good way to tell if a consonant is voiced is to touch your fingers to your throat. If the consonant is voiced, you will feel a vibration. *b, d, g, j, l, m, n, r, v, w*

Voiceless.- A voiceless consonant is a consonant that is produced without the help of the vocal chords. Place your fingers on your throat when speaking a voiceless consonant and you will only feel a rush of air through your throat. *c, f, h, k, q, s, t, x*

Minimal Pairs.- They are pairs of words that differ in only one sound. For example: 'ship' and 'sheep' differ in only in the vowel sound. Minimal pairs are used to practice slight differences in sound.

Syllable.- A syllable is formed by a consonant sound combining with a vowel sound. Words can have one or more syllables. To test how many syllables a word has, put your hand under your chin and speak the word. Each time your jaw moves indicates another syllable.

Syllable Stress.- Syllable stress refers to the syllable that receives the main stress in each word. Some two syllable words are stressed on the first syllable: table, answer - other two syllable words are stressed on the second syllable: begin, return. There are a number of different word syllable stress patterns in English.

Word Stress.- It refers to which words are stressed in a sentence. Generally speaking, stress content words and glide over function words (explained below).

Content Words.- Content words are words that convey meaning and include nouns, main verbs, adjectives, adverbs and negatives. They are the focus of a sentence. Glide over function words to stress these content words to provide the rhythm of English.

Basically, stress words are considered **Content Words** such as:

- Nouns e.g. kitchen, Peter
- (most) principle verbs e.g. visit, construct
- Adjectives e.g. beautiful, interesting
- Adverbs e.g. often, carefully

Function Words.- Function words are words that required for the grammar, but that provide little or no content. They include helping verbs, pronouns, prepositions, articles, etc.

Non-stressed words are considered **Function Words** such as

- Determiners e.g. the, a, some, a few
- Auxiliary verbs e.g. don't, am, can, were
- Prepositions e.g. before, next to, opposite
- Conjunctions e.g. but, while, as
- Pronouns e.g. they, she, us

Exercise:

Mark the stressed words in the following sentences. Practice reading the sentences aloud after you have found the stressed words.

- John is coming over tonight. We are going to work on our homework together.
- Ecstasy is an extremely dangerous drug.
- We should have visited some more castles while we were traveling through the back roads of France.
- Jack bought a new car last Friday.
- They are looking forward to your visiting them next January.
- Exciting discoveries lie in Tom's future.
- Would you like to come over and play a game of chess?
- They have been having to work hard these last few months on their challenging experiment.
- Shakespeare wrote passionate, moving poetry.
- As you might have expected, he has just thought of a new approach to the problem.

Stress-Timed Language.- When speaking about English we say that the language is stress-timed. In other words, the rhythm of English is created by words stress, rather than syllable stress as in syllabic languages.

Word Groups.- Word groups are groups of words that are commonly grouped together and before or after which we pause. Word groups are often indicated by commas such as in complex or compound sentences.

Rising Intonation.- Rising intonation occurs when the voice goes up in pitch. For example, we use rising intonation at the end of yes/no questions. We also use rising intonation with lists, separating each item with a short rise in the voice, before a final, falling intonation for the last item in a list. For example in the sentence:

I enjoy playing hockey, golf, tennis, and football.

'hockey', 'golf', and 'tennis' would rise in intonation, while 'football' would fall.

Falling Intonation.- Falling intonation is used with information sentences and, in general, at the end of statements.

Reductions.- Reductions refers to the common practice of combing a number of words into a short unit. This generally occurs with function words. A few common reduction examples are: gonna -> going to / wanna -> want to

Contractions.- Contractions are used when shortening the helping verb. In this way, two words such as 'is not' become one 'isn't' with only one vowel.

Some Consonants Voiced, but are Voiceless.- When consonants are put in groups they can change the voiced or voiceless quality of the consonant that follows. A great example of this is the past simple form of regular verbs. As you know, regular verbs add -ed to the end of the verb in the past simple.

play – played

wash – washed

live - lived etc.

These past simple verbs all end in '-ed'. However, some of the verbs are pronounced with a voiceless *t* sound and some are pronounced with the voiced *d* sound. Why? Here are the rules:

- If -ed is preceded by a voiceless consonant sound (p, k, sh, etc.) -ed sounds as a voiceless *t*. Remember that the *e* is silent.
- If -ed is preceded by a voiced consonant sound (d, b, v, etc.) -ed sounds as a voiced *d*. Remember that the *e* is silent.
- If -ed is preceded by a vowel sound (often 'ay') -ed sounds as a voiced *d* because vowels are always voiced. Remember that the *e* is silent.
- Exception: If -ed is preceded by *t* pronounce a voiced -id. In this case, the *e* is pronounced.

This pattern can also be found with plural forms. If the consonant preceding the *s* is voiced, *s* will sound as voiced *z*: chairs, machines, bags

If the consonant preceding the *s* is voiceless, *s* will sound as voiceless *s*: bats, parks, pipes

Connected Speech.- Finally, when speaking in sentences the ending consonant sounds can change based on the following words. This is often referred to as connected speech. Here is an example of a change from a voiced *b* in the word 'club' to a voiceless *p* because of the voiced *t* of 'to' of the following word:

We went to the club to meet some friends.

Here is an example of a change from a voiced *d* past simple verb changed to voiceless *t*:

We played tennis yesterday afternoon.

Exercise:

Take this list of words and decide if the final consonants are voiced or voiceless:

washed – voiceless

traveled – voiced

coats – voiceless

gloves – voiced

shells – voiced

watched – voiceless

started – voiced

changed – voiced

books – voiceless

wheels – voiced

lived – voiced

dreams – voiced

seats – voiceless

dropped – voiceless

exchanged – voiced

globes – voiced

phones – voiced

carts – voiceless

listened – voiced

organized – voiced

ESL INTONATION GUIDE

Improving sentence intonation is one of the key elements in your English pronunciation. Let's discuss the four basic types of word stress that lead to proper intonation in English.

- tonic stress
- emphatic stress
- contrastive stress
- new information stress

Tonic Stress.- Tonic stress refers to the syllable in a word which receives the most stress in an intonation unit. An intonation unit has one tonic stress. It's important to remember that a sentence can have more than one intonation unit, and therefore have more than one tonic stress. Here are some examples of intonation units with the tonic stress **bolded**.

He's **waiting**

He's **waiting** / for his **friend**

He's **waiting** / for his **friend** / at the **station**.

Generally, the final tonic stress in a sentence receives the most stress. In the above example, 'station' receives the strongest stress.

There are a number of instances in which the stress changes from this standard. Here are short explanations for each of the changes with example sentences to illustrate.

Emphatic Stress.- If you decide to emphasize something, you can change the stress from the principal noun to another content word such as an adjective (big, difficult, etc.), intensifier (very, extremely, etc.) This emphasis calls attention to the extraordinary nature of what you want to emphasize. For example:

That was a difficult **test**. - *Standard statement*

That was a **difficult** test. - *Emphasizes how difficult the test was*

There are a number of adverbs and modifiers which tend to be used to emphasize in sentences that receive emphatic stress.

extremely

terribly

completely

utterly

especially

etc.

Contrastive Stress.- Contrastive stress is used to point out the difference between one object and another. Contrastive stress tends to be used with determiners such as 'this, that, these and those'. For example:

I think I prefer **this** color.

Do you want these or **those** curtains?

Contrastive stress is also used to bring out a given word in a sentence which will also slightly change the meaning.

- **He** came to the party yesterday. (It was he, not someone else.)
- He **walked** to the party yesterday. (He walked rather than drove.)
- He came to the **party** yesterday. (It was a party not a meeting or something else.)
- He came to the party **yesterday**. (It was yesterday not two weeks ago or some other time.)

New Information Stress.- When asked a question, the requested information is naturally stressed more strongly. For example:

Where are you from? - I come from **Seattle**, in the USA.

What do you want to do? - I want to go **bowling**.

When does class begin? - The class begins at **nine o'clock**.

Use these various types of stress to help improve your pronunciation and understandability.

TIPS TO IMPROVE YOUR PRONUNCIATION

1. Start with learning individual sounds. These are called phonemes.
2. Use minimal pairs to practice individual vowel sounds. Minimal pairs are words in which only one sound changes. For example, *pop* - *pep* - *pip* - *pap* changes the vowel sound. Using minimal pairs helps you isolate a sound to really focus on the small changes in sounds between vowels.
3. Learn pairs of consonants that are voiced and voiceless and practice through minimal pairs. For example, *f* / *v* the 'f' sound is voiceless and the 'v' voiced. You can recognize the difference between voiced and voiceless by placing a finger on your throat. Voiced sounds vibrate, whereas voiceless sounds do not vibrate. These pairs include: *b* / *p* - *z* / *s* - *d* / *t* - *v* / *f* - *zh* / *sh* - *dj* / *ch*.
4. Learn the difference between pure vowels and diphthongs such as the 'oi' sound in 'boy' or 'aee' sound in 'tray'.
5. Learn the following rules concerning pronunciation.
6. English is considered a stressed language while many other languages are considered syllabic.
7. In other languages, such as French or Italian, each syllable receives equal importance (there is stress, but each syllable has its own length).

8. English pronunciation focuses on specific stressed words while quickly gliding over the other, non-stressed, words.
9. Stressed words are considered content words: Nouns e.g. kitchen, Peter - (most) principal verbs e.g. visit, construct - Adjectives e.g. beautiful, interesting - Adverbs e.g. often, carefully
10. Non-stressed words are considered function words: Determiners e.g. the, a – Auxiliary verbs e.g. am, were - Prepositions e.g. before, of - Conjunctions e.g. but, and - Pronouns e.g. they, she
11. Read the following sentence aloud: The beautiful Mountain appeared transfixed in the distance.
12. Read the following sentence aloud: He can come on Sundays as long as he doesn't have to do any homework in the evening.
13. Notice that the first sentence actually takes about the same time to speak well!
14. Even though the second sentence is approximately 30% longer than the first, the sentences take the same time to speak. This is because there are 5 stressed words in each sentence.
15. Write down a few sentences, or take a few example sentences from a book or exercise.
16. First underline the stressed words, then read aloud focusing on stressing the underlined words and gliding over the non-stressed words.
17. Be surprised at how quickly your pronunciation improves! By focusing on stressed words, non-stressed words and syllables take on their more muted nature.
18. When listening to native speakers, focus on how those speakers stress certain words and begin to copy this.
19. Remember that non-stressed words and syllables are often 'swallowed' in English.
20. Always focus on pronouncing stressed words well, non-stressed words can be glided over.
21. Don't focus on pronouncing each word. Focus on the stressed words in each sentence.

INTERNATIONAL PHONETIC ALPHABET

These phonetic symbols are useful when learning a foreign language because once students have learnt them, they are capable of understanding every word that is said

by recognizing the sounds, therefore, students should be familiarized with them and teachers should teach their students how they are produced in the vocal tract.

Vowels		Consonants	
Phonetic Symbol	Examples	Phonetic symbol	Examples
/ɪ/	sit, English, business	/p/	play, pen, speak, power
/i/	happy, shaky, singly	/b/	bad, baby, big, object
/i:/	sea, see, people, receive	/t/	ten, later, tea, pot
/e/	bed, head, bury, ten	/d/	day, did, bed
/æ/	cat, bag, apple, black	/k/	character, cat, taxi
/ɒ/	got, what, because	/g/	got, exam, get, finger
/ɑ:/	car, art, father, half	/tʃ/	chair, chain, future
/ɔ:/	or, board, door, small	/dʒ/	just, jam, age, soldier
/ʊ/	look, put, could, cushion	/f/	food, laugh, fall
/u:/	too, blue, fruit, fool	/v/	vain, over, van
/ʌ/	cut, come, mother	/θ/	thin, earth, method, both
/ɜ:/	girl, burn, word, heard	/ð/	they, father, breathe, with
/ə/	the, a, woman, about	/s/	small, since, scene, psalm
		/z/	zoo, goes, xenophobe
Diphthongs		/ʃ/	shell, nation, machine
/eɪ/	take, pay, say, ballet	/ʒ/	genre, measure, vision
/əʊ/, /oʊ/	no, go, toe, broken	/h/	hot, hair, whole, whose
/aɪ/	five, my, height, buy	/m/	moon, lamp, lamb
/ɔɪ/	noise, boy, lawyer	/n/	can, snow, pneumonia
/aʊ/	round, now, doubt	/ŋ/	string, singer, tongue
/ɪə/	here, near, dear, fierce	/l/	look, small, bottle, leg
/eə/	care, air, hair, prayer	/r/	real, train, wrong, red
/ʊə/	poor, insure, pure, moor	/j/	yes, Europe, university
		/w/	window, twin, quick, wet

PART II

ENGLISH PRONUNCIATION PRACTICE EXERCISES 1

Content or Function?.- First, you need to be able to immediately distinguish between content and function words. Write down 'C' for content and 'F' for function. When you have finished click on the arrow to see if you have answered correctly.

Example: *magazine (C) as (F) many (F)*

1. went
2. with
3. just
4. quickly
5. the
6. hard
7. next to
8. CD ROM
9. open
10. had

Which Words?.- Next, take a look at the sentences and mark the words that should be stressed. Once you have decided, click on the arrow to see if you have chosen the correct words.

Example: *Jack (yes) went (yes) to the shop (yes) to grab (yes) some coke (yes).*

1. He had finished breakfast before I arrived.
2. Phillip ordered a huge steak for dinner.
3. They will have to stay up late if they are going to finish their homework.
4. It must have been something in the air that caused Jack to shout.

5. Could you please be more quiet?

Notice how some of the shorter sentences actually have more stressed words than the longer ones (2 compared to 3). These shorter sentences can often take longer to speak than longer sentences with many function words!!!

ENGLISH PRONUNCIATION PRACTICE EXERCISES 2

Content or Function?.- First, you need to be able to immediately distinguish between content and function words. Write down 'C' for content and 'F' for function. When you have finished click on the arrow to see if you have answered correctly.

Example: *magazine* (C) *as* (F) *many* (F)

1. for
2. information
3. in order to
4. difficult
5. much
6. exacting
7. in front of
8. Jack
9. he
10. however

Which Words?.- Next, take a look at the sentences and mark the words that should be stressed. Once you have decided, click on the arrow to see if you have chosen the correct words.

Example: *Jack* (yes) *went* (yes) *to the shop* (yes) *to grab* (yes) *some coke* (yes).

1. Unfortunately, Jack wasn't able to finish on time.

2. As soon as he has collected the results he will post them to his website.

3. Peter bought shoes today.
4. There should have been some replies by now.
5. Knowledge creates opportunities where none have existed before.

Notice how some of the shorter sentences actually have more stressed words than the longer ones (2 compared to 3). These shorter sentences can often take longer to speak than longer sentences with many function words!!!

GAMES AND ACTIVITIES FOR THE ENGLISH AS A SECOND LANGUAGE CLASSROOM

Word Grab with Songs

Level: Any Level

This is a wonderful activity if you think your class needs waking up a little. Choose a song that the students have or have not heard before. Choose 10-15 pieces of vocabulary from the song and write them on separate pieces of paper. With lower level groups you may want to pronounce the words with the students first. Stick each word to the board with putty (blue tack). Put the students into 2 teams each one in a line before the board. Play the song. When the 2 students at the front of their line hear a word in the song that is on the board they must race each other to grab that word from the board (this can get quite violent!). They then go to the back of the line and it's up to the next pair. The team with the most words wins.

I don't usually stop the tape so don't choose words that come one after the other. If you want to make it more difficult you can put red herrings up. You can usually play the song a couple of times until they get all the words. (Submitted by Nicola Turner)

Fly swat!

Level: Any Level

Divide your class into 2 groups. Choose 2 ss. and ask them to go to the back part of the classroom and turn back. Display on the blackboard 20 vocabulary words and over 10 of them paste "flies" made of cardboard paper with a piece of velcro on them. Give both ss. a fly swatter with the other side of velcro on them.

The objective on the game is that you will say a word and ss. will turn back and run to

"fly swat" the word that has the bug over it. The ss. who "kills" the fly has to spell the word and then he will score a point for his team.

With the fly swatter and the velcro flies, you can invent many different games. Try it!!! I have worked with 4, 5 and 6 graders and they love this game. (Submitted by Guillermo Flores Grajales)

Name Six

Level: Any Level

This game is fun and challenging at the same time. It can be adapted for virtually any subject and any grade level. It allows the students to review material they've learned, without having to get out a pencil and paper and answer questions from the text.

- Arrange 6 chairs in a circle and choose one person, the teacher or another student, to stand outside the circle.
- Give someone in the circle a stuffed animal, the funnier the animal the better!
- The person outside the circle states what the person holding the animal has to name six of.
- The person then starts moving the animal around the circle and the other players pass it around.
- The player must name six of the objects before the animal gets back to him or her.

For example, let's say that you have just finished a vocabulary unit on animals. The person standing outside the group may say something like, "Name six animals that have fur." The person sitting in the circle begins naming six animals and at the same time, the stuffed animal is being passed around the circle. If the player cannot name 6 animals with fur by the time the stuffed animal reaches him, he has lost and it's his turn to stand outside the group and stunt the other students.

My students absolutely love this game and so do I because it requires no prep time!! It may take the students a few times before they become successful at the game, but eventually I'm sure it will become one of their favorites. I hope you have as much success with Name Six as I have had. (Submitted by Sammie Leyder)

Time Indicators

Level: Any Level

Rationale: Students practice using different subject pronouns, verb tenses, and the time words and phrases that go with them. They must also be able to recognize different forms of the same verb, especially irregular verbs.

Materials: None.

Levels: All. Beginners can play using only four verb tenses (present, past, future, and present progressive). More advanced students can play using all the tenses.

Method: One student says a time word or phrase (e.g. next year, a few days ago). A second student must complete a sentence using the proper verb tense. That student then says a different time word or phrase. A third student uses it to form a sentence, but may not use the same verb or subject pronoun the second student used.

Verb tenses may be repeated if necessary, but verbs may not, and subject pronouns may be repeated only after they have all been used once.

The game can continue as long as the teacher wants, though two runs through all the subject pronouns is an appropriate length. The teacher may write the full sentences on the board, but should at least keep track of which subject pronouns and verbs have been used.

Example:

First student: "At the moment . . ."

Second student: ". . . I am sitting in a classroom."

Second student: "Last year . . ."

Third student: ". . . they went to Europe."

Third student: "Every day . . ."

Fourth student: ". . . she takes the bus to work." (Submitted by Stephen MacDonald)

Guess the Mime: Hotel Reception

- ▶ **Duration:** 20–30 min
- ▶ **Aim:** Oral fluency practice
- ▶ **Summary:** Students mime sentences which their group tries to guess.

The situation: a guest who is staying at a hotel has a bad cold and cannot speak. They want the receptionist to do something for them. A point to note is that the cards are not declarative sentences but rather *requests*.

There are 12 different cards, and they are arranged into 3 sets according to difficulty: hotel_mimes.doc (html preview). Groups of 4 students are ideal for this activity. An example to use for the demonstration is: "The television in my room is broken. Please send somebody to look at it."

- Please send a bowl of noodles to my room.
- How much does it cost to use the swimming pool?
- Can you change this 5元 note into 1元 coins?
- I have lost the key to my room.
- What time is breakfast served?
- If my husband (wife) calls, tell him (her) that I have lost my voice.
- Can you please book two tickets for the rock concert tomorrow night.
- I have to catch a train tomorrow morning. Please wake me at 5:30am.
- Please send 3 kilograms of chocolate to my room.
- There is a crocodile (鳄鱼) in my bath. Please come quickly.
- The person in the room next to me is playing drums, and I can't sleep.
- I have dropped my glasses in the toilet.

Price Survey

- ▶ **Duration:** 25–30 min
- ▶ **Aim:** Practise pronouncing dollar-and-cent values
- ▶ **Summary:** Students interview each other on the cost of some common items.

Model and Drill

Before the activity starts, write the following example on the blackboard:

\$62.78 Sixty-two dollars and seventy-eight cents

Drill this pronunciation, particularly the sentence stress, which falls on "sixty" and "seventy" (there is also minor stress on "dollars" and "cents", but in this activity it is not necessary to discuss this). I recommend clicking your fingers to show the stressed syllables (both when you model the sentence, and when the students drill it), as this is a method that I have found very effective. You may also note other speech phenomenon, for example I followed these steps:

1. Drill slowly, pronouncing every word clearly.
2. Now explain that when speaking faster, a native speaker will probably pronounce the "and" as /ən/.

3. Drill this pronunciation.
4. Now explain that a native speaker might also pronounce the "t" in seventy as /d/.
5. Drill this pronunciation.

Now drill some shorter ways of pronouncing this price:

1. Erase "and", and drill "Sixty-two dollars, seventy-eight cents" (the sentence stress does not change).
2. Erase "cents", and drill "Sixty-two dollars seventy-eight" (the sentence stress moves from "seventy" to "eight").
3. Erase "dollars", and drill "Sixty-two seventy-eight" (the sentence stress moves from "sixty" to "two").

Ask the class, can we say "Sixty-two point seventy-eight?" (No, we never use "point" with dollar-and-cent values).

Price Survey.- Elicit the Chinese RMB to US Dollar exchange rate.

Write some example prices on the board, to give the students some idea of US pricing. After writing the name of each item, pause and let the students guess the price before writing up the correct value:

1lb of potatoes \$0.79 (explain that "lb" stands for pound, 1 pound = 0.45kg = 0.91 jin)

Loaf of bread \$1.99 (indicate the size of a 1.5lb loaf with your hands)
(1.5lb)

Harry Potter 5 \$16.19

Cheapest bike \$79.64

Now hold up the survey sheet. Explain (or show on the board) that there is a list of items in the first column, and the second column is labelled "Me". Ask the students to guess the price of each item in US dollars and write it in the "Me" column. Encourage them to use interesting values (as in the above examples), not just whole dollar values.

Check:

- Which column do you write in? ("Me" column)
- How do you choose a price? (guess)

While the students are completing this, complete your rough drawing of the survey sheet on the blackboard. Once the students have filled in all their guesses, briefly demonstrate the survey activity. Write a student's name at the top of one of the columns, and ask them for one or two prices: "What does one pound of apples cost?", "What does a CD cost?", etc. Correct their pronunciation of the prices if they make any mistakes. Fill in the prices on the board. Write another student's name at the top of the next column, and ask them for some prices too.

Instruct the students to fill in *all* the rows for each person that they survey. Start the activity.

At the end of the activity, ask some students for feedback, for example what was the highest price they heard for apples? What was the lowest price? Then read out the original prices:

- 1lb of red apples: \$1.59
- Camel cigarettes: \$5.69
- Coca Cola: \$1.55
- *Home* CD: \$13.76
- Basketball: \$16.88

Variations

Discount.- If you like, you can also introduce vocabulary for talking about discounts. Either before the students start carrying out the survey, or at some point during the survey, mark a discount on one of the items on the board. For example, 20% off bread would make the price \$1.59. Make sure you do the math, because the English way of indicating a discount is different to Chinese: a 20% discount in English means a "0.8 *zhekou*" in Chinese.

Drill the following sentences for describing discounts (vary the percentage and the item during the drill):

There's a _____% discount on _____.

There's _____% off _____.

Then ask the students to put a discount on *one* of the prices in their "Me" column. During the survey, they should describe this discount to the students that interview them.

Oral Exam Questions

Three Subject Areas.- exam_topics_1.doc (html preview): I asked the students to each choose one of the general topics (Entertainment, Love and Marriage, or Society), then I asked one or more of the questions from their chosen field. All questions were published before the exam.

Entertainment

- What kinds of movies do you like?
- What are some good movies that you've seen?
- Do you think there is too much violence on TV and in movies?
- Should movies be classified? (This means that children won't be allowed to watch some movies that contain violence, sexual themes, etc).
- What kinds of books do you like?
- Should books be censored?
- What fun things can people do for \$0.00?
- What do you do in your spare time?
- What kind of movies do you dislike?
- What kind of music do you like?
- What games do you like?
- What do you think about computer games?
- What do you think about soap operas?
- What sports do you like?
- What magazines do you like?

Love and Marriage

Note: don't choose this topic if you will feel embarrassed answering personal questions!

- Describe a perfect date.
- Do you think marriage is necessary?
- How did you meet your girl/boyfriend?
- What do you think about love on the Internet?
- Does getting married mean losing your freedom?
- Is it okay for a couple to live together before getting married?
- How long should a couple know each other before they get married?
- If your parents didn't like your boy/girlfriend, what would you do?
- What qualities are important in a good husband/wife?

- What makes a happy marriage?
- Is it okay to date a person much older or younger than yourself?
- What do you think about arranged marriages?
- What would you do if your husband/wife had an affair?
- What do you like to talk about on a date?
- What's the best way to find a girl/boyfriend?

Society

- Do you think we should worry about the environment?
- What causes poverty?
- Do you think women are discriminated against?
- What do you think about the one child policy?
- Are illegal drugs a problem in China?
- What can we do about pollution?
- Should the main goal of a company be to make money?
- Should the government help poor people?
- Should rich people help poor people?
- What is life like for an unmarried mother?
- Why are there so many wars?
- Is religion a good or bad thing?
- Should rich countries help poor ones?
- What do you think about the death penalty for serious crimes?
- What do you think about beggars?

15 from 22.- exam topics 2.doc ([html preview](#)): I provided a list of 22 questions, but allowed the students to delete 7 questions. During the exam, I asked them one or more questions from the remaining 15.

Oral Exam Topics.- You can cross out at most 7 topics. During the exam, you will be asked one or more of the remaining questions.

1. How is college different to high school?
2. Have you ever had, or would you like to have, a pet?
3. How does your family usually celebrate Chinese New Year?
4. Have computers improved our lives?
5. What motivates you to study?

6. What do you like about China?
 7. Would you like to own a car? Why or why not?
 8. In your opinion, what qualities are important in a friend?
 9. Should rich people help poor people?
 10. Who was your favourite teacher in high school, and why?
 11. When did you last go on a holiday? What was it like?
 12. If you hadn't entered college, what job would you like to have?
 13. What kinds of books do you like?
 14. In what ways are you similar to, or different from, your parents?
 15. Is it important to look good? Why or why not?
 16. Should China continue its space programme? Why or why not?
 17. Do you agree with the saying, 先立业后成家?
 18. Is religion a good thing or a bad thing?
 19. What makes a happy marriage?
 20. What do you do in your spare time?
 21. What kind of movies do you *dislike*?
- What do you plan to do during the next vacation?

Roleplays.- exam_roleplays.doc (html preview): I examined students in pairs, and asked them to perform one of five roleplays. A list of all the possible roleplays were given to the students shortly before the exam (these roleplays were based on activities we had done during that semester). Note that five roleplays might not be enough to prevent very determined pairs from preparing scripts, but given the particular situation, the temperament of the students, and the fact that the roleplays were only announced shortly before the exams began, I was confident there would be no trouble.

Student A

1

Son or daughter

You will finish high school this year. You haven't yet decided what you want to study in university. But you definitely want to decide for yourself. Explain this to your father.

2

Susan

Harry has been offered a very good job in Los Angeles. You think Harry should accept the job, although you will be sad about losing your own job in New York.

You think Harry's job is more important than yours. Start with: "Guess what! Harry has been offered a job in L.A."

3

Friend

You have fallen in love! But that person already has a boy/girlfriend. Ask your friend for advice.

4

Friend

Your daughter, Sue, works at a restaurant. She enjoys her job because she likes talking to people. But she also wants to get married and have a child. Should you introduce her to your friend's son, Tony? Discuss the situation with your friend. Start with: "Has your son found a wife yet?"

5

Mother

You are very proud of your son/daughter. You hope she/he will study hard at university, and not be distracted by anything (like music or love).

Verb Endings.- The pronunciation of verb endings is something that is particularly troublesome for some students. The two main problem areas are:

- Present Simple – third person singular. There are three possible sounds for the verb ending – [s] as in *talks*, [z] as in *sees* and [iz] as in *confuses*
- The Past Simple of regular verbs. There are also three possible sounds for the –ed verb ending: [d] as in *stayed*, [t] as in *talked* and [ɪd] as in *wanted*.

After going over the differences, divide the whiteboard into three columns. First practice the verb endings for the third person singular in Present Simple. Place each sound at the top of each column. Say a verb and ask a student to say it in the third person singular. Ask the student which column the verb belongs to.

Finally, walk around the classroom and fire off one verb after another. Students must correctly pronounce the verb ending. If they make a mistake, they must try with a different verb till they get one right.

Do the same with the –ed ending of regular verbs in Past Simple.

Letters vs. Sounds.- One of the things students need to know is that although there are 26 letters in the English alphabet, there are 44 sounds, and that the number of letters in a word is not the same as the number of sounds. For example, the word *bat* has three sounds and three letters, but *batch* has five letters and three sounds (the “tch” is one sound).

Divide the whiteboard into six columns and at the top of each write “2 sounds”, “3 sounds”, “4 sounds” and so on till “6 sounds”. Give students a list of words and ask them to place each in the correct column.

Mimicking Pairs.- Mimicking is an essential part of pronunciation practice, that is, you model a word and students repeat by copying the same stress and tone. But you can maximize the opportunities for learning by practicing two sounds at once. Have students repeat sentences like these:

Sit in your seat.

Chips are cheap.

Your niece is nice.

Etc...

Which One Makes Sense?.- Present students with two sets of possible answers to a question, for instance:

Hit it. /Heat it.

Ask: *The soup is cold. What should I do?*

He took the bait./He took the bat.

Ask: What did he take fishing?

Tongue Twisting Fun.- Tongue Twisters are fun and excellent for pronunciation practice. This is a great way to help students practice the longer ones. Let’s see one as an example taken from this worksheet, “Betty Botter”.

Write the Tongue Twister on the board:

Betty Botter bought some butter,

"But," she said, "this butter's bitter.

If I bake this bitter butter,

It will make my batter bitter.

But a bit of better butter –

That would make my batter better."

*So she bought a bit of butter,
Better than her bitter butter,
And she baked it in her batter,
And the batter was not bitter.
So 'twas better Betty Botter
Bought a bit of better butter.*

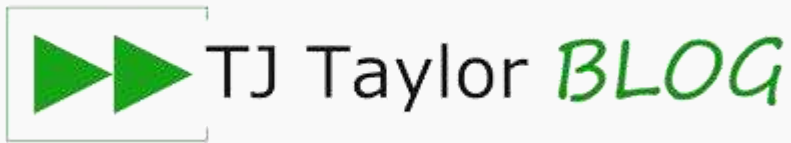
Now, erase some of the words and have students say it again, filling in the blanks.

*Betty Botter bought some _____,
"But," she said, "this butter's _____."
If I _____ this bitter butter,
It will make my _____ bitter.
But a bit of _____ butter –
That would make my _____ better."
So she _____ a bit of butter,
Better than her _____ butter,
And she _____ it in her batter,
And the _____ was not bitter.
So 'twas better Betty _____
Bought a bit of better _____.*

Next, erase a few more words, and then again, till students remember and pronounce the Tongue Twister correctly.

Ice Breaker Jenga

I made up a set of ice-breaker Jenga blocks, and my students always enjoy when we play in class. To make the set, I took a standard tumbling tower game set and wrote one ice-breaker question on each block. Play the game as you normally would with one addition. Whenever anyone pulls a block from the tower, she must answer the icebreaker written on it before she can place her piece back on top. This is a controlled speaking environment which will challenge your shy students to talk in small measures. You may also find as you play that everyone wants to answer every question that is pulled, and that makes the game even better.



The Complete Guide to Improving Your English Pronunciation

By [Elena Foulkes](#)

<http://blog.tjtaylor.net/improve-your-pronunciation/>

i: sheep	ɪ ship	ʊ good	u: shoot
e bed	ə teacher	ɜ: bird	ɔ: door
æ cat	ʌ up	ɑ: far	ɒ on

- There are sounds in the English language that don't exist in Italian, such as /θ/ in 'thin', /ŋ/ in 'doing', /ɔ:/ in 'more' and /ɜ:/ in 'work'.

The [BBC website](#) has some useful videos to help you pronounce all the different sounds in English. Click on these links to hear the pronunciation and for a short demonstration video for /θ/ in 'thin', /ŋ/ in 'doing', /ɔ:/ in 'more' and /ɜ:/ in 'work'.

This is the British Council phonemic chart. Help your students hear the sounds of English by clicking on the symbols below. Click on the top right hand corner of each symbol to hear sample words including the sounds.

About the chart



- Pure vowels are arranged the same way as in the IPA chart: according to mouth shape (left to right, lips wide / round - top to bottom, jaw closed / open).
- Diphthongs are grouped in rows according to their second sound.

Sounds Right iPad app

If you have an iPad, you can download and install a free copy of the British Council phonemic chart on it. Find out more on [Learn English](#).

Download the chart

You can [download this chart](#) to use on your PC - you'll need Adobe Flash Player to use it.

Copyright information: © British Council. This pronunciation chart is free for you to use and share for educational purposes. The chart should in no way be used or circulated for financial gain.

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UNIVERSIDAD TÉCNICA DE MACHALA
FACULTAD DE CIENCIAS SOCIALES
ESCUELA DE CIENCIAS DE LA EDUCACIÓN
ESPECIALIZACIÓN INGLÉS
INTERVIEW TO TEACHERS

RESEARCH THEME: Evaluation of the methodological strategies applied in the English language teaching-learning process to improve pronunciation in the students of first year of bachillerato at Zoila Ugarte de Landívar, Santa Rosa and Dr. Modesto Chávez Franco High Schools of Bachillerato in Santa Rosa Canton, El Oro province, period 2014-2015.

OBJECTIVE: Information gathering to develop the thesis.

GENERAL DATA:

Educational Unit:

English language teacher:

Date:

1. What academic degree do you have?

ACADEMIC DEGREE	ACADEMIC INSTITUTION

2. What teacher training on pronunciation have you received in the last five years?

EVENT	THEME	DURATION	PROVIDED BY

3. What aspects does the English book focus on?

.....

.....
.....
.....

4. What teaching material do you use in class?

- English book
- Workbook
- Dictionary
- Headphones
- CD player
- Compact discs
- Cell phone
- Computer
- Internet

Others:

5. How frequently do you introduce phonetic symbols in lessons?

- Three or more times a week
- Twice a week
- Once a week
- Never

6. What is the intensity of pronunciation work in class?

- On a regular basis
- On sporadic occasions

7. What strategies do you apply for improving pronunciation in your students?

.....
.....
.....
.....
.....

8. How do you assess pronunciation proficiency in your students?

.....
.....
.....
.....

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ESCUELA DE CIENCIAS DE LA EDUCACIÓN
ESPECIALIZACIÓN INGLÉS
SURVEY TO STUDENTS

RESEARCH THEME: Evaluation of the methodological strategies applied in the English language teaching-learning process to improve pronunciation in the students of first year of bachillerato at Zoila Ugarte de Landívar, Santa Rosa and Dr. Modesto Chávez Franco High Schools of Bachillerato in Santa Rosa Canton, El Oro province, period 2014-2015.

OBJECTIVE: Information gathering to develop the thesis.

GENERAL DATA:

Educational Unit:

Class:

English teacher:

Date:

1. How understandable are you when speaking in English?

A lot

A little

Nothing

2. How much do you understand others when they speak English?

A lot

A little

Nothing

3. How familiarized are you with phonetic symbols and sounds?

A lot

A little

Nothing

4. How familiarized are you with syllable, stress, rhythm and intonation terms?

A lot

A little

Nothing

5. How frequently do you check pronunciation of words in dictionary?

Always

Sometimes

Never

6. How frequently do you access to the Internet for practicing listening and pronunciation?

Three or more times a week

Twice a week

Once a week

Never

7. What language is more spoken in class?

Spanish

English

8. How interested are you in learning the English language?

A lot

A little

Nothing

UNIVERSIDAD TÉCNICA DE MACHALA
FACULTAD DE CIENCIAS SOCIALES
ESCUELA DE CIENCIAS DE LA EDUCACIÓN
ESPECIALIZACIÓN INGLÉS
OBSERVATION GUIDE

RESEARCH THEME: Evaluation of the methodological strategies applied in the English language teaching-learning process to improve pronunciation in the students of first year of bachillerato at Zoila Ugarte de Landívar, Santa Rosa and Dr. Modesto Chávez Franco High Schools of Bachillerato in Santa Rosa Canton, El Oro province, period 2014-2015.

OBJECTIVE: Information gathering to develop the thesis.

GENERAL DATA:

Educational Unit:

Class:

English teacher:

Date:

1. Does the teacher introduce phonetic symbols in the lesson?

Yes

No

2. Does the teacher ask students to check pronunciation in dictionaries?

Yes

No

3. What activities does the teacher apply in class for improving pronunciation?

.....
.....
.....
.....

4. What segmental features of pronunciation are more emphasized in the lesson?

Vowels

Consonants

Syllables

Contractions

Nothing

5. What suprasegmental features of pronunciation are more emphasized in the lesson?

- Stress
- Rhythm
- Intonation
- Nothing

6. What teaching material does the teacher use to teach pronunciation?

.....

.....

.....

.....

.....

7. How frequently do students speak English in class?

- All the time
- Most of the time
- Rarely
- Never

8. How many students do speak English in class?

- All of them
- Most of them
- Some of them
- A few of them
- Nothing of them

HIGH SCHOOLS OF BACHILLERATO
ZOILA UGARTE DE LANDÍVAR
PICTURES



SANTA ROSA
PICTURES



DR. MODESTO CHAVÉZ FRANCO

PICTURES



CESIÓN DE DERECHOS DE AUTOR

Yo **Castillo Herrera Carlos Geovanny** con C.I 0704508167, estudiante de la carrera de **INGLÉS** de la **UNIDAD ACADÉMICA DE CIENCIAS SOCIALES** de la **UNIVERSIDAD TÉCNICA DE MACHALA**, en calidad de **Autor** del siguiente trabajo de Titulación: EVALUATION OF THE METHODOLOGICAL STRATEGIES APPLIED IN THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS TO IMPROVE PRONUNCIATION IN THE STUDENTS OF FIRST YEAR OF BACHILLERATO AT ZOILA UGARTE DE LANDÍVAR, SANTA ROSA AND DR. MODESTO CHÁVEZ FRANCO HIGH SCHOOLS OF BACHILLERATO IN SANTA ROSA CANTON, EL ORO PROVINCE, PERIOD 2014-2015.

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