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RESEARCH PROJECT:

**“DIDACTIC STRATEGIES IN ENGLISH PRONUNCIATION IN SECOND
BACHILLERATO STUDENTS AT UNIDAD EDUCATIVA SOFOS IN
GUAYAQUIL DURING THE SCHOOL YEAR 2017-2018”**

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AUTHOR:

AUDIE ESTRELLA CRESPO

TUTOR:

MSC. MARIO MEJIA

GUAYAQUIL – ECUADOR

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CERTIFICATE OF APPROVAL.

En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

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Yo, **MARIO FERNANDO MEJÍA ALARCÓN**, certifico que el Proyecto de Investigación con el tema: **“DIDACTIC STRATEGIES IN ENGLISH PRONUNCIATION IN SECOND BACHILLERATO STUDENTS AT UNIDAD EDUCATIVA SOFOS IN GUAYAQUIL”**, ha sido elaborado por el señor **AUDIE ESTRELLA CRESPO** bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

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Msc. Mario Mejía A.

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DEDICATION

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ABSTRACT

“DIDACTIC STRATEGIES IN ENGLISH PRONUNCIATION IN SECOND BACHILLERATO STUDENTS AT UNIDAD EDUCATIVA SOFOS IN GUAYAQUIL DURING THE SCHOOL YEAR 2017-2018”

English pronunciation in young learners has always been a main problem and a challenging task for most of English teachers in Ecuadorian society. Research to find the solution of pedagogical problems in listening comprehension and speaking production have been studied and proposed, but it is still a controversial issue that most teachers consider impossible to accomplish. The goal of this research project is to demonstrate that the application of didactic strategies in English language acquisition has positive impacts on young students. Field research has been applied in order to detect the main problem of oral communication in students at SOFOS. To validate this research project a class observation was conducted and interviews and surveys were applied in students and teachers of this prestigious educational institution. The analysis of the results which were gathered from a class observation evidenced pronunciation problems in the students due to lack of effective didactic strategies. Their correct application will be one of the factors that might positively influence on the development of the students' speaking skills. Didactic strategies to enhance pronunciation skills help teachers set strong pedagogical resources for the development of their communication skills and offer a significant teaching - learning process.

Key words didactic strategies – phonemes - oral communication – teaching and learning process.

INTRODUCTION

A lot of research has been conducted in English language teaching in order to determine the most suitable ways in which EFL learners can acquire good oral communication skills. Many researchers have provided English teachers with a variety of techniques that can help foreign language learners achieve oral proficiency, but little attention has been given to the development of these skills in young learners.

Learning how to speak English by using didactic strategies is the result of a combination of factors; in a general context, students who have problems in speaking production are those who go to school with limited exposure to the foreign language and thus poor prior knowledge of concepts which are related to phonemic awareness including the lack of pronunciation practice of the vocabulary words learned in class.

Chapter I discuss the research problem and the causes which give the origin to the problem; likewise, the general and specific objectives are formulated. Research questions are formulated and its justification is elaborated in order to point out its limitations. This project also presents the problem which details the background and statement of the research problem. To know the causes and consequences in teaching Education problem at SOFOS school and how didactic strategies influence in English pronunciation to improve speaking communication skill performance.

Chapter two presents the theoretical, which is the figurative support of the research project, it is formed by all the contents concerning with the two variables; these includes the background of the study, theoretical foundations which clarify and specify conceptualizations and definitions; Thus giving an enlargement specific and exact explanation of the content. It also takes into account articles from magazines uploaded from different websites and paragraphs from book publications which make reference in contribution to educational research.

Chapter III is the process of the Methodological Design, once research theoretical foundation was explained in order to find the influence of didactic strategies to develop

speaking pronunciation skills, a basic scheme is developed according to Chapters I and II. It presents the types of research, population and sample. The table of the variables operations, methods, techniques and instruments are presented which will allow an explained a triangulation on the analysis and interpretation of the data; and presents conclusions and recommendations in order to have a significant teaching and learning process.

Chapter IV consists on the proposal which responds to the needs of the researched problem by having the justification of the diagnosis obtained and given some practical solutions. It highlights both general and specific objectives, and recognizes the financial, legal and technical feasibility of this research project. It details the description of the proposal and its conclusions.

1 STUDY APPROACH

1.1 Background of the Problem.

English is the most important language all over the world pronunciation; as one of the main components of speaking, is one of the hardest skills to acquire in the target language. If speakers have pronunciation problems, the message will not be understood and communication will not take place in an appropriate way. Additionally, mispronunciation causes in the students: frustration, disappointment, and lack of interest in the subject, thus misbehavior may appear in the classroom and at the end of the semester they will have: bad grades, the principal, the teachers and the students' parents will be unhappy. "Apparently, the most harmful situation in communication process in ESL/EFL students is pronunciation, not vocabulary or grammar" according to Hinofotis and Baily (1980), cited in Okita (1999)), in spite that learning English Pronunciation is very difficult in many ESL/EFL classrooms, speaking correctly is the key to a good communication.

Even though, Ecuadorian authorities make a big effort in order to help students acquire the English Language that's not enough, because Institutions do not give the importance that pronunciation as a subject deserves, as a result of this, 1-students do not know how to produce vowels and consonants, 2- The excessive number of students in the classroom does not allow the teacher to correct students' pronunciation individually. 3- Teachers do not know how to teach pronunciation, so when students have a question on how to pronounce words correctly, they do not receive the appropriate support by their teachers. 4- Another problem that can be observed is the continuous use of L1 in L2 classes, so students are not exposed to the target language the time that is required.

To teach English pronunciation to Spanish learners is a very useful initiative, because students will be able to produce and discriminate the corresponding speech sounds in the foreign language. When we speak English, the articulators in the human vocal track need to be in the correct position in order to get a proper pronunciation. In order to achieve this, we need to devote time and training. Ecuadorian students are not excluded of this

trouble. One of the disadvantages is the environment, because in our country we speak Spanish, so we cannot practice our English outside the classroom and we rarely listen to native English speakers.

1.2 Statement of the Problem.

1.2.1 Main Problem.

What are the most appropriate didactic strategies to improve the second bachillerato students' pronunciation at Unidad Educativa Sofos?

1.2.2 Specific Problem

Why do Second Bachillerato students at Unidad Educativa Sofos have pronunciation problems?

1.3 Objective.

1.3.1 Broad Objective.

To characterize the most appropriate didactic strategies to improve the students' pronunciation at Unidad Educativa Sofos.

1.3.2 Specific Objectives.

To identify the reasons why Second Bachillerato students at Unidad Educativa Sofos have pronunciation problems.

To determine the theoretical foundations of the research work

1.4 Significance of the Study.

This research project has great significance; since its main goal is to find and apply the most suitable pedagogical strategies in order to improve the students' pronunciation. If we reach the objectives of this study: the immediate beneficiaries will be all of the members of the educational community: students, teachers, parents and school authorities in general.

If the lessons are more dynamic, interesting and meaningful as a result of this study, the **learners** will be able to communicate in English in a much more efficient way, consequently they will put aside the terrible anxiety they feel when they interact with their

peers and teachers in the target language, in addition, the class atmosphere will be warmer, more relaxed, and the students will feel much more motivated to take part in the daily class activities.

In the case of **teachers**, with the implementation of innovative techniques and approaches, they will have a motivating sense of achievement because of their students' progress as a result of their active participation in the classroom, and the improvement of their grades in the foreign language. English will not be considered as one of the subjects to fill in the gaps in the class schedule any more.

On the other hand, **parents** will feel proud of their children, and happy to know that their efforts have been productive. They will recommend other parents to register their children in the school with the subsequent satisfaction of the school authorities.

In the theoretical aspects, the findings of this study will contribute to previous research that has been conducted by several scholars in relation to the development and implementation of didactic strategies to enhance students' pronunciation

1.5 Scope and Delimitation of the Study.

This research Project was conducted at Unidad Educativa Sofos which is located in "Urbanización Mucho Lote 2 Mz. 7. It belongs to District 7 of Education in Guayaquil-Ecuador, during the school year 2016-2017. The population for this study was 36 students and 5 teachers. This research attempts to apply the most suitable didactic strategies to improve the students' pronunciation in the foreign language.

1.6 Research Questions.

- What is the relevance of pronunciation in oral proficiency?
- In what way is pronunciation related to communication in the foreign language?
- How does the use of the native language in class affect the learners' L2 pronunciation?
- How can the use of authentic materials in class enhance good pronunciation?

- What is the relationship between teaching methods and pronunciation?
- Why is it necessary to teach pronunciation to EFL students?
- What are the most common English pronunciation mistakes in Latin American learners?
- Why is it necessary to teach pronunciation to EFL students?
- What are the most common English pronunciation mistakes in Ecuadorian learners?

1.7 Operationalization of Variables.

Independent Variable: Didactic Strategies.

Dependent Variable: Pronunciation

1.7.1. Independent Variable: Didactic Strategies.

Conceptual Definition	Operational Definition	Dimensions	Indicators	Instruments	Index
Learning strategies consist of a procedure or set of steps or skills a student acquires and intentionally uses as a flexible instrument to learn meaningfully and solve problems and academic demands	Learning strategies consist of a procedure or set of steps or skills that Second Bachillerato Students of Sofos acquire and use as an instrument to learn L2 Pronunciation.	Learning strategies (Student factors)	-Use of L2 -Class participation -Attitude towards the subject -Motivation -Aptitude -Previous knowledge	Student survey Questionnaire Class observation	Always Almost always Usually Someti mes Hardly ever Never
Teaching strategies are all those pedagogical aids set by the teacher, that are provided to the students in order to facilitate deeper processing of information	Teaching Strategies are all the pedagogical aids set by the teacher that are provided to Second Bachillerato Students of Sofos in order to facilitate their learning of L2 Pronunciation.	Teaching strategies (Teacher factors)	Experience -Academic preparation -Updating courses -Class performance		

Table 1.- Independent variable, Didactic Strategies

1.7.2. Dependent Variable: Pronunciation

Conceptual Definition	Operational Definition	Dimensions	Indicators	Instruments	Index
<p><i>Pronunciation</i> is the act or manner of pronouncing a word.</p>	<p>Pronunciation is the way in which Second Bachillerato students of Sofos pronounce, discriminate, and predict speech sounds.</p>	<p>Production: Articulation of speech sounds: (vowels, consonants, diphthongs)</p>	<p>Use of word stress</p> <p>Use of sentence stress</p> <p>Use of linking</p> <p>Use of intonation</p> <p>Use of articulators</p>	<p>Class Observation.</p>	
		<p>Perception: Speech sound discrimination</p>	<p>Ability to perceive similarities between speech sounds</p> <p>Ability to perceive differences between speech sounds</p>		
		<p>Prediction: Spelling</p>	<p>Ability to predict the speech sounds according to the spelling of the words</p>		

Table 2.- Dependent Variable. Pronunciation

2 THEORETICAL FRAMEWORK

2.1 Literature Review

This project refers to the application of new didactic strategies, and incorporates different teaching techniques in the educational system; to encourage students to learn English using their own learning procedures. There are some issues related to this research project named as “DIDACTIC STRATEGIES IN ENGLISH PRONUNCIATION”, which have been relevant and helpful to this research project.

Gilakjani published an article in 2016 titled “WHAT FACTORS INFLUENCE THE ENGLISH PRONUNCIATION OF EFL LEARNERS?” This research article helped us to find some methods in order to collect some data information and evaluate the process to acquire the knowledge in students from second bachillerato and create some academic resources to improve the pronunciation in English speaking language acquisition.

Other researches such as (Zhang, 2016), explained in their article about The Effectiveness of the Flipped Classroom Mode on the English Pronunciation Course. This study examined the perception of small frequency differences in EF students who have problems in speaking due to the lack of knowledge of pronunciation in different words or phrases. This research document has some valuable theories which have helped to identify the cause and effect of learning the speaking skill ability and the relationship with the social and educative communicative approach.

Lozada, H. R. (2016, December). In his research Project titled as “English for Specific Purposes (ESP) Didactics: Content Knowledge and Communicative Abilities”. Many theorists have been searching the problem students have to acquire the English language, and find a variety of methods (strategies) to improve English pronunciation. All these strategies have been addressed to students to acquire a foreign language in order to communicate freely without any problem and develop their speaking skills.

(Ponce, 2015), in her article about “la importancia de la fonética en el aprendizaje del idioma Ingles” explains about the relevance to teach pronunciation in English language acquisition and affirms that each language has its melody and there are also different melodies with a common language. The intonation of Spanish such as in Ecuador and other Latin-American countries makes the differences from different countries around the world.

Another connected research was made by (Salavarría, L, 2013), at Universidad Pedagogical Nacional called a way to improve listening and speaking skills in third graders at Liceo Francisco franco school. This project promotes the uses of several activities to improve speaking skills towards practicing phonetics and pronunciation inside an English class. This project was an action research divided in four stages (identifying the problem, gathering of data, analyzing the and finally, creating a plan) to follow to solve the problem. Finally the researcher concluded that ludic strategies are such as quite good pedagogical tools to develop listening and speaking skills implementing the audio visual techniques to enhance student’s motivation.

Speaking is one of the main problems for many Ecuadorian students and thus students avoid speaking in English. Schools regularly do not teach English pronunciation as a subject, even our English teachers are not well prepared to teach it. Students need to know how English sounds are introduced in order to gain more confidence and do not get nervous when they have to speak.

English speaking is one of the four language skills which students have to develop from a basic level, however, the teaching process in many educational institutions does not provide good results in the acquisition of speaking skills due to lack of activities. According to the Ecuadorian Educational Curriculum, all the institutions must be based on the international standards. In consequence, English will have the same importance as other subjects.

This research is based on the development of English speaking skills. The main objective during the English classes is to improve students’ communicative skills through useful activities in order to enhance a new process of English Language acquisition by

using didactic strategies such as techniques and pedagogical resources, so students and teachers can get a good environment inside their classrooms.

Primary education is essential for children because it is the basis of their integral development as human beings. On the other hand, teachers must be continuously updated about their academic and pedagogic knowledge in order to obtain an integral education. For that reason, teachers must know all the new pedagogical tendencies, so they will be able to create new methods to difuse the English language.

2.2 Theoretical Foundations

2.2.1 Teaching English as a Foreign Language vs. Teaching English as a Second Language (Concepts)

Teaching English as a Foreign Language (TEFL) means to teach English to students who have different languages. According to the dictionary (Cambridge, 2016), a definition for TEFL is to teach English to people who are not English native speakers, and especially in non- native English speaking country. Many people around the world use the English language for two main purposes: on one hand, what we could mention as “Instrumental Purpose”, that is; getting all the tools in order to apply the knowledge and can communicate according to their specific needs. For example a group of tourists or salesmen or any other professionals who want to achieve the communicative purpose in any Anglo speaker country.

On the other hand, English as a Foreign Language is used for operational purposes such as reading a book, writing and sending messages or letters on emails in the target language in order to communicate with other people who speak the English language. Learning a language allows students to get involved in the society as an integrating framework. That is learning other skills such as listening and speaking to communicate orally and express their feelings or needs, so they can understand the attitude and point of view each person has to solve many problems in the speech community.

English as a second Language (ESL), means teaching English to speakers of other languages who live in a country and it is the mother tongue or official important language,

so people use in the mass media such as the language of newspaper, websites, radio, television, etc.

English is considered as an indispensable element to communicate in a commercial and industrial world and allows people to integrate towards social, economic and developmental progress. Many English speakers from different countries such as Australia, USA, United Kingdom, Canada and others, use the language as integrative purpose which allows them to identify with the native language community of the host country and to use it as a lingua franca with people from other linguistic backgrounds than theirs (Broughton, G. Brumfit. C., Flavell, R., Hill, P. & Pincas, A, 2003)

2.2.2 Learning a Language

For many people the art of mastering speech is simply the most important thing at the time from learning a second language, and success is measured in terms of skills at the time of having a conversation. (Bygate, M., Swain, M., & Skehan, P., 2013), suggests that “oral interactions can be characterized in routine terms, which are conventional (predictable) in the way of how to present the information or interaction”. The information which is exposed (narration, instruction, description), accessed (explanation, decision, justification) and the interaction of service (job interview) or social environment (Dinner, lunch).

These issues identify the way of speaking students use in order to communicate. Nevertheless, it is worth mentioning from one way to another the use of both aspects of informative and interactive communication at the same time. It is also considered important at the time of speaking to take into account the culture and society from the perspective of teaching English as a foreign language. Teachers should use the most suitable pedagogical resources in order to expose the students all kinds of interactions that are found in the world. These resources must be according to their level of maturity and the level of knowledge students acquire; there are some examples such as culture, politics, religion, etc.

(Henna Lemetyinen, 2012), defines the language as:

A cognition that truly makes us human. Whereas other species do communicate with an innate ability to produce a limited number of meaningful vocalizations (e.g. bonobos), or even with partially learned systems (e.g. bird songs), there is no other species known to date that can express infinite ideas (sentences) with a limited set of symbols (speech sounds and words).

Learning a language is the capacity to communicate in other foreign languages and it is indispensable to require many resources to foster this communicative purpose; this includes a variety of contents related to the subject such as history literature, habits and culture. However, it is also necessary to adjust all of the tools that have been mentioned before according to the students' needs and their cognitive level into programs or adapting curricular development in order to set up procedures for better teaching learning strategies.

Some learning theories are used in this project which the aim is to justify scientifically the way of learning a new language and the cognitive process.

2.2.3 Psychological Learning Theories:

2.2.3.1 Behaviorism

Behaviorism is one of the theories of learning that has been maintained for its greater tradition for many years. Although it does not fit fully into the new educational paradigms by conceiving learning as mechanical, inhuman and reductionist, the reality is that many current programs are based on behavioral proposals such as the decomposition of information into units, the design of activities that requires a response and reinforcement planning. Within behaviorism, we will find the proposal of two learning models: classical or Pavlovian conditioning, and operant conditioning

Since Watson (1924) showed that behaviorism would only admit facts that could be observed objectively; all behavior and including language, could be explained by the formula E-R, an explanatory model adopted at the beginning of the century which consists on the classical or Pavlovian conditioning. According to this model, learning a language is

produced by the contiguity between the stimulus and the response; that is, the response to a stimulus which can be provoked by another that in principle is neutral.

This connection between E-R would always be independent from its consequences. In this point of view, language is considered as a complex system of responses that is acquired through such principles, that is, the linguistic responses that are manifested in spoken language are consolidated in function of the stimuli with which they are associated.

As a matter of fact, behaviorism still exists and it is very common to see many teachers applying traditional methods to transmit the knowledge, and especially how to teach English language in EFL students. Such as writing and repeating for several times words that students do not understand, or even if they misbehave. Copying the lesson without projecting a meaningful process is like receiving the knowledge without applying it in a real situation. Trinity College Dublin (2006)ICTs in education

2.2.3.2 Brief Concept of Cognitivism

(Wallace, B., Ross, A., Davies, J., & Anderson, T, 2015), contribute through the meaning of Cognitivism and say that “Cognitivism is the psychology of which emphasizes human cognition or intelligence as a special endowment enabling man to form hypotheses and develop intellectually" (Cognitivism) and is also known as cognitive development”. According to these authors cognitivism may define as the process of how we think and get the knowledge in order to solve and understand the problem people have in their lives.

Cognitivism abandons the passive mechanist orientation of behaviorism and conceives the human being as an active processor of information through registration and organization of this information to get in reorganization and restructuring people cognitive learning process. Reconstructing knowledge implies the way of how the subject use the brain in order to acquire the new knowledge through many tools to activate the previous knowledge. This process involves memory, problem solving skills and intelligence.

Many theorists through several research affirm that cognitivism involves some factors in which people acquire the level of the knowledge such as cultural differences, academic achievements, social behavior, language development, and many others. On the

other hand, they disagree and contradict with many behaviorists who place emphasis on memory and the use of traditional educational system to acquire the knowledge.

There are some cognitivists who have contributed through cognitive development, and it is also important to mention their theories and how they have influenced in children's cognition development. Trinity College Dublin (2006)ICTs in education

2.2.3.3 Constructivism and Social Cultural Cognitive Development

Constructivism states that learning is active and contextualized process of constructing knowledge rather than acquiring it. People construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

In the classroom, the constructivist occurs in a number of different teaching practices. One of this encourage students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure she understands the students' preexisting conceptions, and guides the activity to address them and then build on them. Trinity College Dublin (2006)ICTs in education

Psychological theories of Learning.

<p>BEHAVIORISM Stimulus-Response (S-R) process</p>	<p>Watson. His fundamental conclusions from many observations of animals and childhood learning was that stimulus-response connections are more likely to be established the more frequently or recently a stimulus-response bond occurs. His major contribution to psychology was to claim that behaviorism should apply the techniques of animal research (conditioning) to the study of human beings</p>	<p>Pavlov. Discovered that dogs would salivate when some other previously neutral stimulus, beside food, was present. He argued that by repeatedly pairing an artificial stimulus with a natural stimulus, it was possible to elicit a response to the artificial stimulus. When a response is elicited as a consequence of training, the artificial stimulus becomes a conditioned stimulus and the response obtained a conditioned response.</p>	<p>Thorndike. Contribution emphasized motivation through rewards rather than through punishments as an efficient means of establishing good learning habits. However punishment may have an indirect positive influence for the better by redirecting the attention of students from their existing ineffective stimulus-response bonds to more suitable ones.</p>
<p>COGNITIVISM Learning occurs internal processing of information.</p>	<p>Piaget's Cognitive Development. Piaget's theory states the children actively construct their understanding of the world and go through stages of cognitive development. It means that Piaget described cognitivism in the stage development of children when they are ready to construct the meaning of things through their own understanding which starts from the simple to complex thing</p>	<p>Vygotsky's Socio Cultural Theory. Vygotsky emphasizes the cognitivism theory based on the developmental analysis, the role of language, and social relation. Vygotsky's second claim is cognitive skills are mediated by words, language, and forms of discourse which serve as psychological tools for facilitating and transforming mental activity.</p>	<p>Bruner described cognitivism as the process of thinking that occurs in interaction in social environment and also influence the development of technology. The concept of learning through cognitivism theory based on Bruner not only emphasized in concept, categories, and problem solving but also the ability to invent it.</p>
<p>CONSTRUCTIVISM We construct our knowledge based on individual experiences.</p>	<p>Cognitive Constructivism (Bruner) Learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge. Bruner's work emphasized the importance of understanding the structure of a subject being studied, the need for active learning as the basis for true understanding, and the value of reasoning in learning</p>	<p>Social Constructivism (Vygotsky) Vygotsky is the main proponent of social constructivism. It emphasizes the social contexts of learning and that knowledge is mutually built and constructed. Vygotsky believed that this life long process of development was dependent on social interaction and that social learning actually leads to cognitive development. This idea is based around what Vygotsky called the Zone of Proximal Development that bridges that gap between what is known and what can be known.</p>	<p>Applications of Constructivism (Papert) A range of ICT based learning activities are underpinned by constructivist learning theory. Seymour Papert has argued that by learning computer programming, students learn how to think and learn for themselves. Papert created the computer programming language LOGO in which a small turtle is moved around the screen in response to programmed commands.</p>

Table 3.- Psychological theories of Learning

2.2.4 Pedagogy vs. Didactics

It is common to confuse Pedagogy and Didactics, therefore there are some characteristics which identify Education Sciences with Psychology, Philosophy, Sociology, and History of Education. These pedagogical methods usually generate one or more procedures, each strategy should be concrete and considered as the Balance of the management in teaching development, procedures and skills to learn English language. The use of group techniques promotes the relationship between teachers and students in the attention of the achievement in the English learning competences; that is, the construction of the cognitive development, changes of attitudes to learn the language, the previous experience, Individual attention, among others.

Pedagogy is considered as art and science, but its main object is the educational phenomenon of the human being at any stage of his life. Pedagogy is the art which means the ability to educate. As a science, it is based on facts, principles and values that govern human education. It is also prescriptive, just like didactics.

Pedagogy arises with the intention of proposing the most appropriate methods and procedures for the education of the human being. To sum up, didactics studies the teaching-learning phenomenon. Pedagogy studies the educational phenomenon. Pedagogy deals with education, which is training; On the other hand, didactics deals with teaching, that is, with simple information.

Didactic method is a specific scheme of educational process. It aims educational objectives fulfillment. It not only promotes consolidation of knowledge in form of: facts, phenomena, ideas, formula, etc., but also helps to handle the accumulated knowledge of each person. They arrange the information making it logical and accessible.

Pedagogy deals with integral human aspects; Didactics refers to the phenomenon of cognitive learning. Didactics is applied in the classroom, Pedagogy is applied at the time when it is intended to affect other strata of the student, such as their freedom, interpersonal communication, moral habits, etc. Didactics is directed to the instructor and the Pedagogy to the educator.

2.2.5 Didactics

2.2.5.1 Origin of Didactic Strategies

The etymological root of the word “Didactic” comes from the Greek language “DIDASKEIN” which means teaching and “Tékne” art of teaching.

The sixteenth century began with the birth of the European public school accompanied by the first proposals which gave the origin to the discipline development that we know today as didactics. Comenius states the tradition of didactics as a technique, responding to the needs existed at that time. He defines didactics as “a set of norms created in the service of learning optimization”. Comenius cited by (Nerici, 1992). From that time, even until now, Didactic strategies have been part of this set of regulations that have helped teachers to accomplish their objectives that have been proposed at the beginning of any school year.

2.2.5.2 Concept of Didactic Strategies

Didactic strategies are defined as the actions that are planned by the teacher in order to achieve students’ knowledge and build their own learning process. A didactic strategy is an organized and formalized procedure that is useful to achieve a clearly established goal. It implies planning of the teaching-learning process, and a range of decisions that teachers must take over consciously and reflectively in relation to the techniques and activities used to achieve learning objectives.

Strategies are sequences of procedures or plans oriented through learning goals, they include different learning techniques. Learning strategies are flexible and conscious guide to achieve the objectives proposed for the learning process. As a guide, it should have some defined steps and taking into account the nature of the strategy.

2.2.5.3 General didactic principles

The didactic principles are general norms through which the activities of teaching and learning are projected, organized and put into practice, so that the functioning of the objectives/competences should become efficient at the level of the educational dimension.

The didactic principles relate to an applicative, concrete dimension of the system and process of education. Thus, the didactic principles reflect the specific of the educational activities which become concrete at the level of the formative-informative correlations.

In the system of didactic principles one can find: -the principle of the conscious and active participation of students in the education process, -the principle of thorough acquisition of knowledge, skills and abilities, -the principle of accessibility and individuality, -the principle of connecting theory with practice, -the principle of systematization and continuity, -the principle of intuition (of the unity between concrete and abstract, of the unity between sensorial and rational) and -the principle of reverse connection (of feedback or retroaction).

The principle of the conscious and active participation of students in the education process.

Students should participate actively in the educational process and it will provide them on one hand the capacity to understand the informational content clearly and deeply, and the capacity to make conceptual-theoretical correlations easily.

The following conditions are considered:

- The objectives and the competences of the didactic activity must be presented and explained clearly;
- The previously built information must be correlated with the newly acquired information efficiently;
- The support of a strong motivation as far as the development of the educational activities is concerned must represent a basic criterion in the learning activity;
- The stimulation of the research activities must be encouraged so that the educated should acquire by himself/herself the capacity of independence in such an approach;
- The school tasks must be accomplished consciously, practicing the operation and processing of information, practicing all the operations of thinking, also adopting critical attitudes referring to the use of learning strategies.

The principle of thorough acquisition of knowledge, skills and abilities

This principle reminds of the idea that the educated ones must not be offered all the information at once, but gradually on different levels of increasing complexity. In this way, one can avoid the discouragement and the boredom the moment the knowledge is presented. Thus, the educators must be worried with the process of acquiring and consolidating the taught information.

Respecting this principle supposes respecting the following conditions:

The revision of the informational content must not have a rigid character or become a routine; the practice and use of different didactic strategies must take into consideration a whole process of reevaluating and re-meaning the process of information acquisition; The consolidation of the taught materials must be durable in time and prove their usefulness.

The answers considered correct must be strengthened in proximate time checking which should confirm them; the thorough acquisition of knowledge must be checked through an optimum/adequate feedback. Respecting this principle supposes: mechanical memory, logical memory and conceptual-theoretical connections. The author recommends that the thorough and durable acquisition should be made in accordance with the rigorous systematization through practical applications but also through their diversifications.

The principle of accessibility and individuality

It is obvious from this perspective that the organization of the didactic activity depends on a series of factors, which from an epistemic point of view that can be corroborated with the type of individualization of the learning activities and the socio-educational actors. As a result, the priority given to the accessibility becomes exemplary towards the adopted and assumed strategies at an educational level.

It's necessary to respect the following conditions:

The motivational level must fit the dimensions of a well-consolidated didactic activity which should generate beneficial learning experiences; the communication blockages and the difficulties of understanding/learning must not be eliminated but on the

contrary, must situate in the research and constructive discussions area with the goal of putting into value a positive knowing; the checking of an anterior training must be part of the organization of the didactic activity.

The informational content must be formed, so that between the intellectual potential and the peculiarities.

The principle of connecting theory with practice

This principle reminds of the idea that everything that is acquired from a theoretical point of view can be put into value at a practical level. This fact supposes that the (intrinsic) motivation should be stronger. Also, one should have the 2 forms in mind through which the assurance of the connection between theory and practice becomes possible as long as there are cognitive transfers taking place: the specific transfer (the putting into value of the information specific to a subject within the same subject) and the non-specific transfer (the putting into value of the information of a subject into another subject) (Ibidem, 2008, p. 56).

Consequently, on the one hand, the principle of connecting theory with practice supposes, some adequate understanding of the concepts, and theories and on the other hand, a wide applicability in the practical field. Respecting this principle supposes respecting the following conditions:

The new information must relate to the anterior experience of those who acquire it; the putting into value of the informational content must emphasize the practical valences that the latter supposes; the cognitive transfers must have an important role in ensuring the connection of theory with practice;

The intrinsic motivation must be cultivated in order to put into value in the best and most efficient way the informational content. The practical putting into value of theory supposes the diversification of the action situations. For example: At the subject “economics”, during a didactic activity.

2.2.6 The Communicative Process in English.

Communication is a two-way process wherein the message in the form of ideas, thoughts, feelings, opinions is transmitted between two or more people with the intent of creating a shared understanding.

Effective communication is when the message conveyed by the sender is understood by the receiver in exactly the same way as it was intended.

The communication process is the steps we take in order to achieve a successful communication.

Communication is an encoding and decoding process.

2.2.6.1 Encoding

This is the process in which the sender puts his ideas, thoughts in symbols, signs, body gestures, etc. to information into a message. He encodes it through speaking and writing.

Speaking

Speaking skill is a form of communication and an interactive process of constructing meaning to be able to communicate through the use of verbal codes or words that are understood by both the sender and the recipient.

Writing

According to Jana Aupperlee, Nora Geraghty, and My Lien, Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text.

2.2.6.2 Decoding

Here, the receiver interprets the sender's message and tries to understand it in the best possible manner. An effective communication occurs only if the receiver understands the message in exactly the same way as it was intended by the sender.

Listening.

Listening is the act of hearing attentively. Thomlison (1984) defines listening as, "Active listening, which is very important for effective communication". Listening can be also defined as, "More than just hearing and to understand and interpret the meaning of a conversation". So listener decodes what the sender encodes through a message in order to understand the message.

Reading

It can be defined as the process of looking at or understanding the meaning of a book paper by interpreting the characters or symbols of which it is composed (Cobb, 2007). So people that can decode and understand the symbol of a written paper is performing the ability to read.

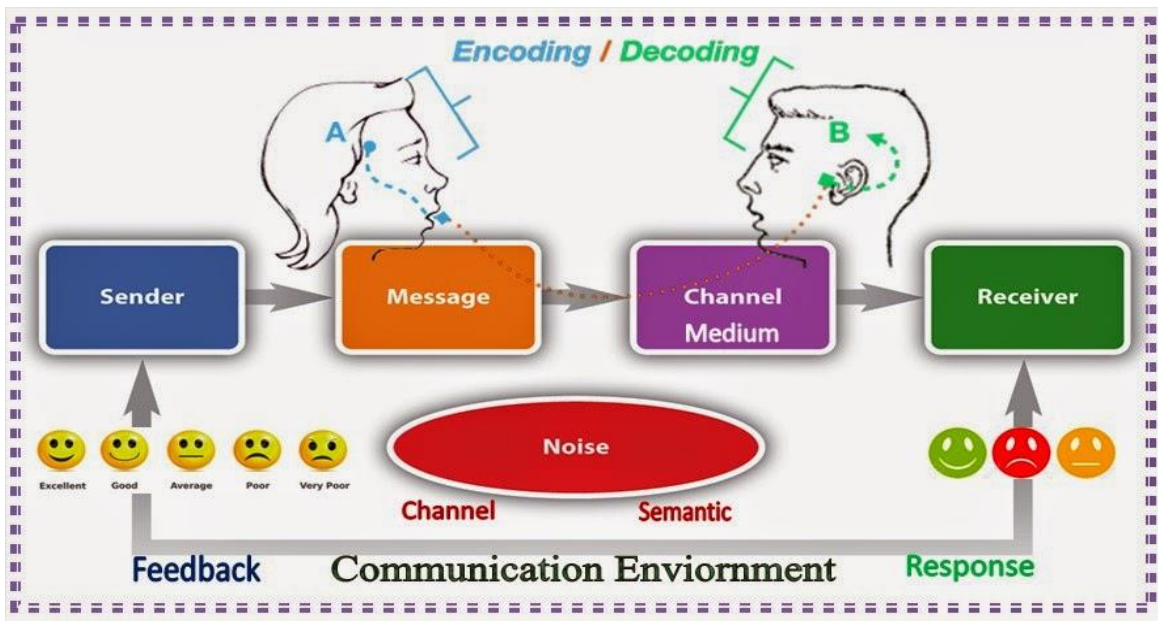


Figure 1 - Communication process.

Source -http://2.bp.blogspot.com/RfospfDDFSc/VXk75W__XHI/AAAAAAAAAGFc/hwmS64V3uVw/s1600/elements%2B%2528Factors%2529%2Bof%2Bthe%2Bprocess%2Bof%2Bcommunication.jpg

2.2.7 Communication Chanel.

2.2.7.1 Sender

The sender or the communicator is the person who initiates the conversation and has conceptualized the idea that he intends to convey it to others.

2.2.7.2 Message

Once the encoding is finished, the sender gets the message that he intends to transmit. The message can be written, oral, symbolic or non-verbal.

2.2.7.3 Communication Channel

The Sender chooses the medium through which he wants to convey his message to the recipient. It must be selected carefully in order to make the message effective and correctly interpreted by the recipient.

2.2.7.4 Receiver

The receiver is the person for whom the message is intended or targeted. He tries to comprehend it in the best possible manner such that the communication objective is attained. The degree to which the receiver decodes the message depends on his knowledge of the subject matter, experience, trust and relationship with the sender.

2.2.7.5 Feedback

The Feedback is the final step of the process that ensures the receiver has received the message and interpreted it correctly as it was intended by the sender. It increases the effectiveness of the communication as it permits the sender to know the efficacy of his message. The response of the receiver can be verbal or non-verbal.

2.2.8 Pronunciation

Pronunciation refers to the production of the sounds that people make in order to convey meaning. It focuses on the attention to diverse aspects such as the phonemes of a

language (segments), and the stress, rhythm, timing, intonation, and phrasing (suprasegmental aspect).

2.2.8.1 Accent vs Dialect

Many people get confused with the terminology of accents and dialects, however, these two words are not the same. Accents are the different way people pronounce due to geographical places, social and educational backgrounds, and different ages; while dialect refers to a variety of a language which is different from others not only for its pronunciation, but also in such matters such as word order, vocabulary and grammar. Pronunciation is relevance in order to use the language correctly between native and non-native speakers. The uses of the correct pronunciation allow students to create a clear and comprehensible social environment through the communication.

According to Richard Nordquist dialect is a regional or social variety of a language distinguished by pronunciation, grammar, and/or vocabulary. It is characterized for a way of speaking that contrast from the standard language

Stress and Rhythm in American English pronunciation

Many EFL students think that English is only based on grammar and vocabulary, however improving pronunciation is also important to have a better form of communication to understand what a native speaker want to say. Stress and intonation are relevant to produce due to a variety of words that pronounce the same but the meaning is totally different.

Stress means that speakers of English make certain syllables and words louder, longer or higher in pitch. Stress definitely emphasizes sound, in order to produce a correct speaking, there is one syllable in every word which needs to make emphasis and make the difference between with other words or phrases.

Besides, stressing a particular word, de-stressing is also essential to stress certain syllables and words, but we must also de-stress other syllables and words into more relaxing and weaker sounds. The action of stressing and de-stressing enrich the sound production and give us rhythm in the English language.

Rhythm is the sound effect produced in each word when it is linked with the others; speech is connected with the linking words as a sense of music; that is how to pronounce a sentence using rising and falling intonation. The use of these two aspects is so essential to have a better communication and also been understood by many English native speakers. Rhythm comes from the combination of the two types of stress in American English: Syllable stress in words (as discussed above) and Word stress in sentences:

2.2.8.2 Relevance of pronunciation in communication.

Pronunciation is relevance in order to use the language correctly between native and non-native speakers. The use of the correct pronunciation allows students to create a clear and comprehensible social environment through the communication.

2.2.8.3 Differences between pronunciation learning and pronunciation acquisition.

Learning pronunciation is the acquisition of knowledge or skills to communicate through experience, study, or by being taught, and it is indispensable to require many resources to foster this communicative purpose; this includes a variety of contents related to the subject such as history literature, habits and culture. However, all these tools mentioned before is also necessary to adjust according to the students' needs and their cognitive level into programs or adapting curricular development in order to set up procedures for better teaching learning strategies.

Pronunciation acquisition involves some factors in which people acquire the level of the knowledge such as cultural differences, academic achievements, social behavior, language development, and many others.

2.2.9 Speech Sounds

According to (vocabulary dictionary) "Speech sound is an individual sound unit of speech without concern as to whether or not it is a phoneme of some language". They are produced by the human vocal tract, as examples we have vowel and consonant sounds, the total number of speech sounds in American English are 19 vowels and 25 consonants.

2.2.9.1 *Speech Sounds and its relationship to oral proficiency*

This investigation would be relevant and of interest to many teachers and students, as well as others working in schools. Oral proficiency, which is much more emphasized in the new syllabus, is considered important for the development of students' language.

Furthermore, in real life, the importance of oral proficiency is much greater than in the classroom, as the students' communication skills will depend on the efficiency of their spoken language

2.2.9.2 *Vowel Sounds*

Vowels are sounds articulated without obstruction of the air stream. Although the tongue works as an important organ that has contact with the teeth on the sides, there is lack of closure of central stream. In terms, (Levis, 2013) states. In acoustic terms, vowels are sounds that vary in pitch, which is determined by the quality of the sound wave. The main components that are involved in the production of vowels are: The tongue, the vocal chords, the lips and the flow of air.

single vowel sound			
ɪ	ɪː	ʊ	uː
ship /ʃɪp/	sheep /ʃiːp/	put /pʊt/	you /juː/
e	ə	ɜː	ɔː
ten /ten/	letter /letə/	girl /gɜːl/	saw /sɔː/
æ	ʌ	ɑː	ɒ
cat /kæt/	sun /sʌn/	car /kɑː/	hot /hɒt/

Figure 2.- Phonetic vowels sound.
Source - <https://image.slidesharecdn.com/englishphonetics-091019103646-phpapp01/95/english-phonetics-3-728.jpg?cb=1267869431>

2.2.9.3 Diphthongs

From the American Heritage Dictionary of the English Language, the word diphthongs is defined as A complex speech sound or glide that begins with one vowel and gradually changes to another vowel within the same syllable, as (oi) in boil or (ī) in fine.

Another information taken from Wiktionary, Creative Commons Attribution/Share-Alike License defines it as: A complex vowel sound that begins with the sound of one vowel and ends with the sound of another vowel, in the same syllable. A vowel digraph or ligature.

According to these meanings mentioned above from a definition of diphthong, it can be concluded that a diphthong is a sound that is made up of two separate vowel sounds within the same syllable and there are also two distinctive vowel sounds which is found in some syllables, for example the word “**pound**”

This word only has one syllable in ie. However, that syllable has two vowels sound that run together, and each sound is just a bit different. There is the “ow” vowel sound that the “o” makes, and that sound turns into something of an “ooh” sound made by the “u”. stay the word out loud and notice how the “ou” makes two different vowel sounds within the same syllable.

Iə	eɪ	diphthongs	
hear /hiə/	name /neɪm/		
ʊə	ɔɪ	əʊ	
poor /puə/	toy /tɔɪ/	no /nəʊ/	
eə	aɪ	aʊ	
where /weə/	my /maɪ/	how /haʊ/	

Figure 3.- Phonetic diphthongs sound

Source -<https://image.slidesharecdn.com/englishphonetics-091019103646-phpapp01/95/english-phonetics-4-728.jpg?cb=1267869431>

2.2.9.4 Triphthong

For a definition for the word “triphthong”, it has also taken form the dictionary The American Heritage and defines as a compound vowel sound resulting from the succession of three simple ones and functioning as a unit. There is also another meaning from the Wiktionary, Creative Commons Attribution/Share-Alike License and explains that “**triphthong**” is a monosyllabic vowel combination usually involving a quick but smooth movement from one vowel to another that passes over a third one.

Triphthong is a combination of three vowel sounds in a single syllable, forming a simple or compound sound; also, a union of three vowel characters, representing together a single sound; a trigraph. A combination of three vowels in a single syllable forming a simple or compound sound; a group of three vowel characters representing combinedly a single or monosyllabic sound, as eau in beau, ieu in adieu, eye, etc.; a vowel trigraph.

Triphthong	Phonetic transcription	Examples
aɪə	aye-ee-uh	<u>tire</u> , <u>fire</u>
aʊə	a-oo-h-uh	<u>lower</u> , <u>power</u>
əʊə	uh-oo-h-uh	<u>lower</u> , <u>mower</u>
eɪə	ay-ee-uh	<u>layer</u> , <u>prayer</u>
ɔɪə	o-uh	<u>loyal</u> , <u>royal</u>

Figure 4.- Phonetic Triphthongs sound

Source -<https://plagwitz.files.wordpress.com/2013/11/image20.png>

2.2.9.5 Consonant Sounds

Consonant sounds are produced by blocking the flow of air that comes from the lungs go to the vocal track before to leaves the mouth. There are many ways of blocking the air and various tongue, lip and jaw positions required in order to create accurately the consonants of English and are divided in:

Plosives -Which form a complete closure of the airstream.

Nasal- consonants result in complete closure of oral cavity.

Fricatives –make a considerable obstruction to the flow of air, but not a complete closure.

Lateral –Closure the flow of air just in the center of the mouth, so obstruction is slight.

Approximants –make so little obstruction to the flow of air that they could be consider to be vowels.

The main components that are involved in the production of consonants are: The lungs, trachea, larynx, vocal cord, pharynx cavity, tongue, teeth, lips, oral cavity, nasal cavity, palate and the flow of air.

consonants							
p	b	t	d	tʃ	dʒ	k	g
pot /pɒt/	bed /bed/	tap /tæp/	door /dɔ:/	church /tʃɜ:tʃ/	jam /dʒæm/	come /kʌm/	gum /gʌm/
f	v	θ	ð	s	z	ʃ	ʒ
four /fɔ:/	very /veri/	thanks /θæŋks/	the /ðə/	son /sʌn/	zoo /zu:/	she /ʃi:/	vision /viʒən/
m	n	ŋ	h	l	r	w	j
man /mæn/	nose /noʊz/	angry /æŋɡri/	happy /hæpi/	late /leɪt/	red /red/	want /wɒnt/	yes /jes/

Figure 5.- Phonetic consonants sound.

Source -<https://image.slidesharecdn.com/englishphonetics-091019103646-phpp01/95/english-phonetics-5-728.jpg?cb=1267869431>

2.2.9.6 The Production of Speech Sounds

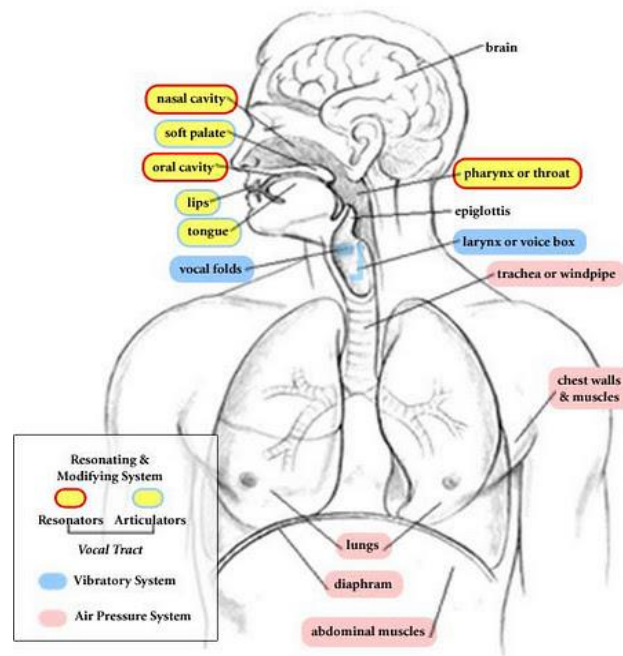


Figure 6.- Production of speech sound.
Source - https://ali5491.files.wordpress.com/2011/12/ap_02_5001.jpg

There are some psycholinguistic studies which explain that the production of sounds which starts in the lungs, there are a series of elements which are involved in the production of speech sounds. According to Peter Roach, The different sounds that we are able to 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 we need to produce speech sounds come from the lungs; 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.

(Giegerich, 1992), in his book titled as English phonology states that “English sound are the result of a pulmonic aggressive air stream”. Speech sound involves four main elements for the process of sounds effects, these are the phonation, initiation, articulation and oro-nasal. The phonation process starts from the larynx cavity which has two horizontal folds of tissue in the passage of the air called vocal folds and the gap between these vocal folds named as glottis, seen in figure 1.

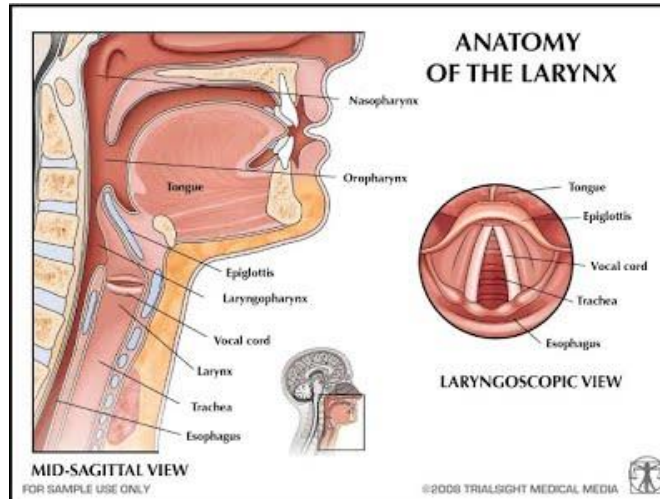


Figure 7.- Open glottis in the larynx cavity
 Source - <https://image.slidesharecdn.com/anatomyofthelarynxbyarijit-140729102647-phapp02/95/anatomy-of-the-larynx-by-arijit-3-638.jpg?cb=1406633303>

The effect the glottis produce voiced sounds and it can be narrow or wide open, depending on the speech sounds we want to produce. Narrow opening cause the action of producing vibrate sounds while the wide one reduces vibration and produce voiceless sounds. After it has gone through the larynx, the air can go into the oral and nasal cavity The velum is the part responsible for that selection, as you can see in figure 2. Through the oro-nasal process we can differentiate between the nasal consonants (/m/, /n/, /N/) and other sounds.

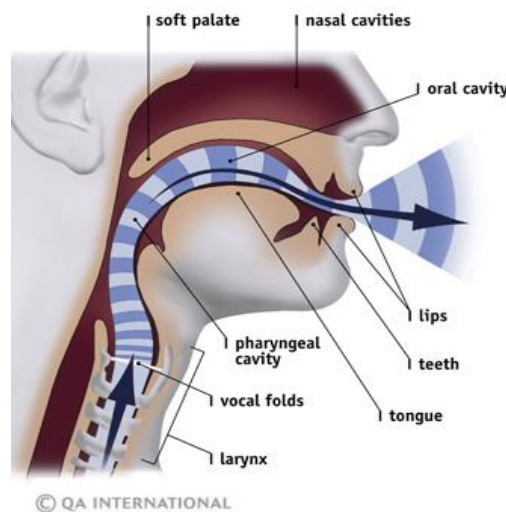


Figure 8.- Velum, oral and nasal cavity
 Source - http://www.ikonet.com/en/visualdictionary/images/process_speaking.jpg

Finally, the articulation process takes place in the mouth and it is the process through which we can differentiate most speech sounds. In the mouth we can distinguish between the oral cavity, which acts as a resonator, and the articulators, which can be active or passive: upper and lower lips, upper and lower teeth, tongue (tip, blade, front, back) and roof of the mouth (alveolar ridge, palate and velum). So, speech sounds are distinguished from one another in terms of the place where and the manner how they are articulated.

2.2.9.6.1 The Vocal Tract and Articulators

To produce the action of speech sounds, it is necessary to mention some organs which are parts of the oral and nasal cavity, and the combination of all these elements produce the effect of sounds. These are the oral and nasal cavity, larynx, and pharynx. The nasal cavity is the space which is found behind the nose, and the oral cavity consists on mouth, tongue, lips, teeth and cheeks.

Air plays an important role in the production of speech sounds, when a person breath, the vocal track is transformed into sound waves. As it shows in the following figure.

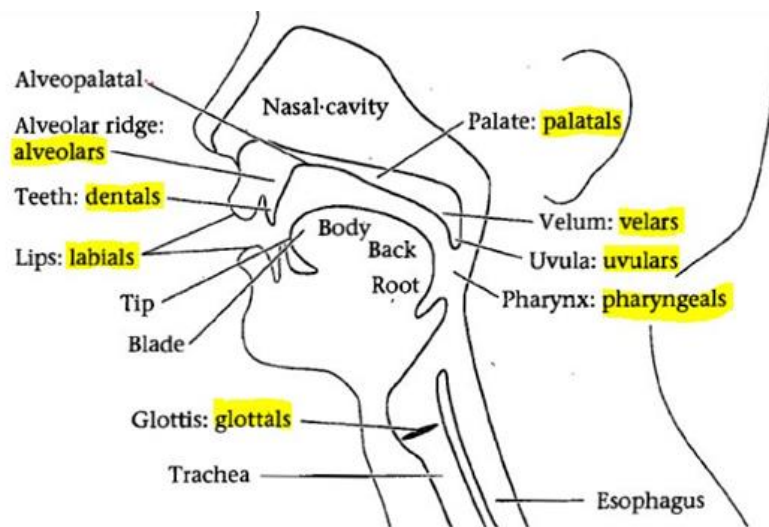


Figure 9.- Vocal tract and articulators
 Source - <http://nikadekyuli.blogspot.com/2014/04/introduction-to-linguistics-organs-of.html>

2.2.9.7 The Perception of Speech Sounds

When a person listens to someone speaking, you generally focus on understanding their meaning. One famous (in linguistics) way of saying this is that "we speak in order to be heard, in order to be understood" (Jakobson, Fant & Halle, 1952). Our drive, as listeners, to understand the talker leads us to focus on getting the words being said, and not so much on exactly how they are pronounced. But sometimes a pronunciation will jump out at you - somebody says a familiar word in an unfamiliar way and you just have to ask - "is that how you say that?" When we listen to the phonetics of speech - to how the words sound and not just what they mean - we as listeners are engaged in speech perception.

In speech perception, listeners focus attention on the sounds of speech and notice phonetic details about pronunciation that are often not noticed at all in normal speech communication. For example, listeners will often not hear, or not seem to hear, a speech error or deliberate mispronunciation in ordinary conversation, but will notice those same errors when instructed to listen for mispronunciations

2.2.9.8 Prediction

In phonology and phonetics, the term minimal pair refers to two words that differ in only one sound, such as hit and hid. Minimal pairs serve as tools to establish that two (or more) sounds are contrastive. A difference in sound means a difference in meaning, notes Harriet Joseph Ottenheimer, and thus a minimal pair is "the clearest and easiest way to identify phonemes in a language" (The Anthropology of Language, 2013). Example sit – seat, hit – heat, will – wheel, mill – meal, bin – been, etc.

2.2.9.8.1 Prediction (Consonant Spelling)

IPA	Articulator	Spelling	Silent	Common Expressions
/p/ pop Bilabial plosive	Upper lip & Lower lip vocal cords are not vibrating	P –paper, people, envelop pp –happy, pepper, shopping	Psychology, pneumonia, receipt, cupboard.	Please help. – stop pushing! It's pretty important. Please pass the pepper.
/b/. Baby Bilabial plosive	Upper lip & Lower lip vocal cords are vibrating	b . Birthday, about, table, job bb . Rubber, robber, grabbed	climb, lamb, thumb, comb, bomb, doubt, debt	Happy birthday. - I'll be right back. - I've been busy, - I bought a book, - It's a big job, Is there a problem?
/t/ . Two Alveolar plosive	Alveolar ridge Tip of the tongue vocal cords are not vibrating	t - time, try, twelve, city tt - letter, matter, litter, getting	listen, often, whistle, castle, Christmas, ballet	What time is it? - What's the matter? - Take it easy! - Just a minute. - Could you tell me how to get to the train station? - Thanks! It's no trouble at all.
/d/. Did Alveolar plosive	Alveolar ridge Tip of the tongue vocal cords are vibrating	d - door, date, didn't, studied, dd -address, middle, add, suddenly.	Wednesday, handsome, handkerchief	What do you do? - That's a good idea! - I don't understand. - I didn't do it. - what's today's date? - what's your address?
/k/. Key Velar plosive	Back of the tongue & Velum vocal cords are not vibrating	k - key, kitchen, think, walk, like, c - call, electric, collect, crazy, ck - back, clock, jacket, cc - occur, accountant, occasion, ks . Before e or i - success, accent, accident ch - school, chemistry, stomach, headache, Christmas. ks x, xc - six, next, extra, expensive, excellent, exciting.	before n and the beginning of a word: know, knife, knee.	Excuse me. - Come in. - Thanks for calling. Can you keep a secret? - Can I call you back? Can I ask a question?.
/g/. Good Velar plosive	Back of the tongue Velum vocal cords are vibrating	g - garden, grass, again, dog, gg - jogging, bigger, egg, gu - guest, guess, guitar, gh - ghost, spaghetti, x - pron. /gz/ - example, exactly, exam, exit.	sign, foreign, designer, right, night, thought	Great! - Let's get together. - Gime a call. - Good to see you again. - I've got to go. What are you going to "gonna" do?

Gathered information from second edition pronunciation pair by Ann Baker and Sharon Goldstein

IPA	Articulator	Spelling	Silent	Common Expressions
/f/ fan Labio-dental fricative	Lower lip & upper teeth vocal cords are not vibrating	f –first, funny, before ff –off, office, difficult ph –telephone, photograph , alphabet . gh –laugh, enough, cough.		Don't forget. – have fun! How do you feel? It's five after four. Fill out this form.
/v/ very Labio-dental fricative	Lower lip & upper teeth vocal cords are vibrating	v –very, visit, river, have, unusual spelling – of.		I don't believe It's very expensive. How long have you live here?
/θ/ think. Dental fricative	Tip of the tongue & upper teeth vocal cords are not vibrating	th –Think, thousand, something, bath, thin, month, death,		Thank you. – I think so. I'm thirsty.
/ð/ the other Dental fricative	Tip of the tongue & upper teeth vocal cords are vibrating	th –there, that, another, either, mother, that,		My mother and father What's the weather like? I'd rather not answer that.
/ʒ/ television Palato-alveolar fricative	Blade of the tongue & palato-alveolar region vocal cords are vibrating	s –usually, measure, Asia, ge –garage, beige, unusual spelling: seizure		Thank you. My pleasure. What's on television? What's your decision? Is it a special occasion? I usually wear casual clothes.
/ʃ/ shoe Palato-alveolar fricative	Blade of the tongue & palato-alveolar region vocal cords are not vibrating	sh –show, should, English, ti –information, initial, demonstration, conversation, ci –special, especially, delicious, musician, ssi –discussion, profession, unusual spelling: sure, sugar, tissue, pressure, machine,		Shhhhh! I'm not sure. Are you finished? I'm going shopping. What should I do? I need some information
/s/ sun. Alveolar- fricative	Tip or blade of the tongue & alveolar ridge, vocal cords are not vibrating	s - sun, stop, yes, serious. ss - class, address, kiss, c - before e, i. or y: notice, cent, city, bicycle. se -house, horse, promise, sc - science, scene, scissors, x, xc - pronounce /ks/: six, next, expensive, exciting, ex,	island, aisle.	sorry, Smile, Let's see, Sit still, Speak slowly, See you soon.

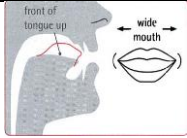
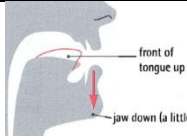
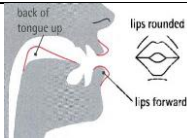
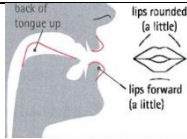
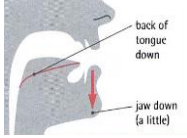
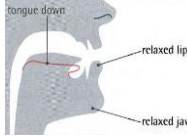
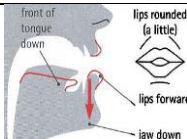
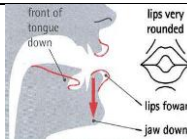
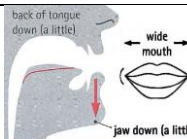
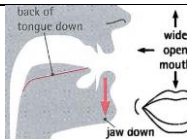
/z/ zoo Alveolar fricative	Tip or blade of the tongue & alveolar ridge vocal cords are vibrating	z, zz, ze - zoo, amazing, buzz, prize s - easy, always, does, things, se - please, these, because, surprise. ss - dessert, scissors, possess. x . Pronounced /gz/ : example, exactly, exist.		Please. Exactly! Whose is it? It wasn't easy. Isn't it amazing? I was surprised.
/h/ how glottal fricative	Velum and back of the tongue	h –how, hope, heart, unhappy, wh –who, whose, whole	Hour, honest, honor, heir, oh, vehicle, exhausted, exhibit, rhyme, rhythm.	Hi! How are you? Happy Holidays! Can I help you? I hope so. What happened?
/tʃ/ chip Post alveolar-affricative	Tip of the tongue & the alveolar ridge	ch –choose, chicken, teacher tch –kitchen, watch, catch, t before u : picture, naturally, ti after s :question, suggestion		How much is it? Cash or charge? Any questions? He's an English teacher: I'll have a cheese sandwich.
/dʒ/ Post alveolar-affricative	Tip of the tongue & the alveolar ridge	j –job, joke, enjoy, subject, g before e, i, or y : collage, agency, original, psychology, dge – bridge, knowledge, judge d before u : graduate, individual, education		I was just joking. When did you graduate from college? What did you major in? Would you like some orange juice
/m/ me Bilabial nasal stop	Upper lip & lower lip vocal cords are vibrating	m –maybe, family, home mm –summer, swimming, mb –b is silent: comb, lamb, climb mn –n is silent: autumn, column		My name is... I'm sorry. I don't remember. Have some more. Sometimes.
/ŋ/ sing Velar nasal stop	Back of the tongue & velum vocal cords are vibrating	ng –morning, ring, singing, wrong n before k : think, bank, uncle n before g : finger, angry,		Good morning. I'm hungry. Is something wrong. The phone is ringing.
IPA	Articulator	Spelling	Silent	Common Expressions
/l/ light, fall. Alveolar lateral approximant	blade of the tongue & alveolar ridge vocal cords are	l –late, early, sleep, told, trouble		Look out! I'll call you later. I don't feel well.

	vibrating	ll –call, spell, really, excellent		I'm leaving in a little while.
/r/ right Alveolar approximant	Blade of the tongue & alveolar ridge vocal cords are vibrating	r –right, repeat, really, real rr –sorry, tomorrow, married, correct other spelling: wrong, write, rhythm, rhyme		Great! Try it. All right. Relax! Are you ready? I'm really sorry.
/j/ yes Palatal approximant	Front of the tongue & hard palate vocal cords are vibrating	y - you, yesterday, young, yellow, yolk, yam, U -/yuw/ use, usually, university, computer, music,		
/w/ Labio-velar approximant	Labials / lips, back of the tongue & velum	w –walk, woods, wear wh –what, when, while u after the letter q and sometimes after g or s : quite, question, squirrel, language, persuade o –one, once, everyone	Write, wrong, wrist, answer, two, who, whole.	You're welcome Don't worry. What would you like? Where do you work? What languages do you speak? The class meets once a week.

Table 4.- Prediction (consonants spelling)

Gathered information from second edition pronunciation pair by Ann Baker and Sharon Goldstein

2.2.9.8.2 Prediction (Vowels Spelling)

IPA	Articulator	Spelling	IPA	Articulator	Spelling
/i:/ Long sound		ee- see, ea- eat, e- be, e...e(the second e is silent) – these, y (at the end of a word)– very, ie – piece, ei – receive, ey – key, i – visa, taxi Unusual spelling – people.	/ɪ/ Short sound		i- sit, did, y – syllable, gym, ui –building, guilty Unusual spellings – English, pretty, been, busy, business, women
/u:/ Long sound		oo- too, soon, ue - blue u – student, true, use o – do, who, movie, two o...e – move, lose, whose ou – you, group, soup ew –new, knew, grew Unusual spelling: through, juice, fruit, suit, beautiful	/ʊ/ Short sound		oo – good, book, look, foot u – pull, push, sugar, put ou - should, could, would, Unusual spelling: woman
/ɑ:/ Long sound		a – father, want, watch, ask, after, bath ar – car, star, hard, far, par Unusual: aunt, laugh, heart, half	/ʌ/ Short sound		u- sun, much – o- love, done – ou –country, young a – was, what, wasn't, Unusual spelling: blood, flood, does, doesn't
/ɒ/ Short sound		o – stop, job, clock, shop, clock, cost, doctor, gone sometimes a: watch, what, wash, quality Unusual: cough	/ɔ:/ Long sound		a –all, ball, call, tall, wall al –talk, walk, aw –saw au –autumn, augh – caught daughter, taught, ough – bought, thought, ar – quarter, warm, or –born, corner, horse, oor – door, floor, ore –before, more, our -four
/e/ Short sound		e –yes, went, leg, – ea– ready, head, a – any, many – ai – said, again Unusual spelling – says, friend	/æ/ Short sound		a- hat, jacket, grab, plan, map, traffic, jam Unusual spelling: laugh, plaid.

Gathered information from second edition pronunciation pair by Ann Baker and Sharon Goldstein



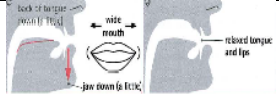
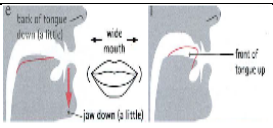
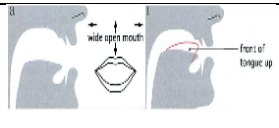
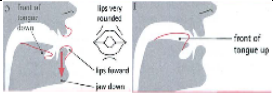
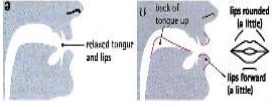
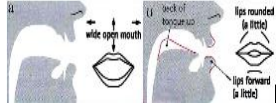
IPA	Articulator	Spelling	IPA	Articulator	Spelling
/ɜ:/ Long sound	 relaxed lips, tongue and jaw	er –person, certainly, prefer ir – first, bird, girl, circle ur –Thursday, nurse, hurt or –(after w)word, work our –journey ear –early, learn, heard,			
/ɪə/ Long sound		ea – real ear –ear, beard, clear, hear eer –beer, cheers ere –here, we're	/eə/ Long sound		are –care, square air –air, chair, fair, hair ear –wear ere –Where aer - aeroplane
/eɪ/ Long sound		a...e- late, name –a –april, station- ai- train, wait eigh eight, weigh –ea – great, break – ey – they, obey,	/aɪ/ Long sound		i...e – fine, like, time i – hi, find, Friday, riding igh – light, tonight, high y – my, why, try ie – tried, lie, die Unusual spelling: buy, eye, goodbye, height, aisle
/ɔɪ/ Long sound		oi –oil, point, voice, noise oy – toy, boy, enjoy			
/əʊ/ Long sound		o – go, open, joking o..e –home, those, joke oa – boat, coat, road ow – know, show, oe – toe, Joe Unusual spelling: shoulder, though, sew, oh!	/aʊ/ Long sound		ou – about, found, mouth ow – down, crowd, now

Table 5.- Prediction (vowels spelling)

Gathered information from second edition pronunciation pair by Ann Baker and Sharon Goldstein

2.2.10 The International Phonetic Alphabet

The IPA was first published in 1888 by the Association Phonétique Internationale (International Phonetic Association), a group of French language teachers founded by Paul Passy. The aim of the organization was to devise a system for transcribing the sounds of speech which was independent of any particular language and applicable to all languages. A phonetic script for English created in 1847 by Isaac Pitman and Henry Ellis was used as a model for the IPA in order to indicate the pronunciation of words. It has often been used as a basis for creating new writing systems for previously unwritten languages.

The IPA is used in some foreign language text books and phrase books to transcribe the sounds of languages which are written with non-latin alphabets. It is also used by non-native speakers of English when learning to speak English.

International Phonetic Alphabet (IPA) ˌɪntəˈnæʃnəl fəˈnetɪk ˈælfəbet

Consonants (pulmonic)

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			r					ʀ		
Tap or flap		ⱱ		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Figure 10 International phonetic alphabet
Source: <http://www.omniglot.com/writing/ipa.htm>

2.3 Legal Framework

De los objetivos del sistema Nacional de Educación en su Art.19.- Objetivos.- tercer párrafo “ El Estado en todos sus niveles de gobierno y en ejercicio concurrente de la gestión de la educación, planificará, organizará, proveerá y optimizará los servicios educativos considerando criterios técnicos, pedagógicos, tecnológicos, culturales, **lingüísticos**, de compensación de inequidades y territoriales de demanda.....”

2.4 Conceptual Framework

To get a better idea about the research project, it is important to know the terms that are used in these chapters.

EFL: Abbreviation for English as a Foreign Language: the teaching of English to students whose first language is not English.

INTONATION: Manner of utterance; *specifically* : the rise and fall in pitch of the voice in speech

LANGUAGE ACQUISITION: refers to the process by which a person learns a "foreign" language--that is, a language other than his or her mother tongue.

LINGUA FRANCA, also known as a bridge language, common language, trade language or vehicular language, is a language or dialect systematically (as opposed to occasionally, or casually) used to make communication possible between people who do not share a native language or dialect, particularly when it is a third language that is distinct from both native languages.

PHONEME: Any of the abstract units of the phonetic system of a language that correspond to a set of similar speech sounds which are perceived to be a single distinctive sound in the language.

SKILLS: an ability to do an activity or job well, especially because you have practiced it. (Cambridge)

STRESS: Intensity of utterance given to a speech sound, syllable, or word producing relative loudness

TEFL: Abbreviation for Teaching English as a Foreign Language; the teaching of English to people who are not native speakers of English, especially in a non-English-speaking country.

ZPD: The term "zone of proximal development" refers to a concept developed by psychologist Lev Vygotsky. The concept refers to the difference between a learner's ability to perform a task independently versus with guidance.

3 RESEARCH METHODOLOGY

3.1 Type of Research Description

3.1.1 Empirical Research

Empirical research is a way of gaining and increasing knowledge from actual experience using direct and indirect observation. It is also based on experience and some empirical evidence that can be analyzed quantitatively or qualitatively which should be clearly defined and answerable through a compilation of data and evidence.

It is a form of showing and raising knowledge using direct and indirect statement. It is also built on experience and some empirical evidence that can be investigated qualitatively or quantitatively which should be defined and given through an accumulation of data and evidence.

Sampling and the observation technique allow teachers to know how students react with the new innovate strategies like DIDACTIC ACTIVITIES at SOFOS School; we discovered as well the strengths and weaknesses in teachers who refuse to use the different strategies given. Every technique takes a significant status inside the investigation attending in a comfortable way to choose a specific group of people to work. In this research project the groups that have been selected are teachers and students from SOFOS School. What are the specific details? Both groups have the same curiosity to use didactic activities during the developing of the classes. Also students are keen to increase their academic level and achievement, in that way it was much easier to acquire the ranking of questions after the surveys.

3.1.2 Qualitative and Quantitative Analysis

The qualitative analysis has been used to interpret the results of the observations in order to understand and draw conclusion. The author was the observer and got involved in the procedure of using didactic strategies to enhance the pronunciation in student's

language acquisition. To see the evidence and its flexibility of applying the pedagogical didactic resources, it is necessary to be shown in numbers, statistics and graphics.

This is also a quantitative research because it focuses on the objective purpose and measure the variables of the research through statistical, mathematical or numerical analysis of data collected through test, questionnaires and surveys. All of the steps of scientific method were followed in this study:

Observation. Previous class observation has shown the problem of academic performance in students at SOFOS related English pronunciation. Students have difficulties when they pronounce each word or phrases in English language. Additionally, they revealed listening comprehension problems and poor interaction among students and teachers due to insecurity to talk in class.

These problems made school authorities and teachers ask themselves the following questions: What impedes student's interaction in the target language? Are the methods used by the teachers in the classroom the most appropriate one to improve their pronunciation and oral proficiency? and what kind of strategies should be implemented to enhance students' oral pronunciation?. These questions have allowed researchers to find a solution to improve oral proficiency and using didactic strategies will develop the ability in students to communicate and preform the way of pronouncing vocabulary in the English language acquisition.

Class observation, and surveys and interview have been applied in the school community in order to get valuable information in the field research with the aim of analyzing and interpreting the case of study and contributing to the society in finding some techniques or strategies to improve teaching and learning process in teachers and students.

3.2 Methods and Techniques

The methods used in this research field are based on inductive and qualitative analysis and, because these research methods are necessary to develop our investigation

study. It is used to investigate the importance of using didactic strategies in English pronunciation in second bachillerato students at unidad educativa sofos in guayaquil.

3.2.1 Inductive Method

The Investigation begins with the information gathered from the different difficulties of each student's speaking process that is divided into variables being leveled and classified; relationships between information from observations on the responses given from the use of some didactic strategies in order to improve pronunciation in speaking development, which are monitored when provided the chance to organize micro hypotheses related to an effective proof and as result, produce generalizations that would be able to build a theory up to be evaluated in this educational project.

3.3 Research Instruments

The research instruments that were used in this project are:

- Class observations Form.
- Teachers' surveys
- Students' surveys
- Teachers' questionnaire.

3.3.1 A Class Observation Form

A class observation form has been applied in order to determine the possible pedagogical problems related to the meaningful teaching learning process and the interaction between students and teachers. This form has also been relevant to identify the cause of mispronunciation of many words learned according to the units of the class.

Class observation had a beneficial role in order to check the atmosphere in the classroom and the development of English class, and observe the use of materials and engagement of students during the learning process. Bibliographical sources were used to obtain the specific information in order to bear empirical study through theoretical research. It helps in the development of an effective process and enriches scientific content by substantial and relevant criteria based on several authors who have contributed in their scientific theories.

3.3.2 Students and Teachers' Surveys

Surveys were designed with a list of questionnaires with the purpose of detecting the needs to perform English language acquisition.

Using the result from the students' surveys we will know the students' need and know how the use of didactic activities will improve the speaking skills during English classes. We will collect information in which it will help us to get results of our research project. The survey implemented to the teacher, had as a principal goal to know if the use of didactic activities improves English pronunciation in classes, positives and cons, the facilities that the school provided, and what the problems and difficulties they had to face at the moment of use didactic strategies in students.

3.3.3 Teachers' Questionnaire.

The main goal of this questionnaire is to gather information regarding to your experience and professional skills in T.E.F.L The data provided will be used in the research project: Didactic Strategies to Improve English Pronunciation in Second Bachillerato Students at Unidad Educativa Sofos during the school year 2017-2018

3.4 Research Population and Samples

3.4.1 Population

(Banerjee & Chaudhury, 2010) said that "population is an entire group about which some information is required to be ascertained". It is firm as a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher. The population for this study consists of 1 director, 5 teachers, 80 students from second bachillerato at Unidad Educativa SOFOS.

Table 6
Population

No.	Class Classification (Group)	Number of Students
1	PRINCIPAL	1
2	TEACHERS	5
3	Second bachillerato	80
	Total:	86

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

3.4.2 Sample

(Banerjee & Chaudhury, 2010) said that “sample is any part of the fully defined population”. Sample is the selected elements (people or objects) chosen for participation in a study; people are referred to as subjects or participants. Simple random sampling allows us to use statistical methods to analyze sample results. It is also useful to define a confidence interval around a sample mean. This present sample counts on representative and non-probabilistic elements. This sample was taken from 36 students from parallel A and B, 1 principal of school and 5 teachers.

Table 7
Sample

No.	Class Classification (Group)	Number of Students
1	PRINCIPAL OF SCHOOL	1
2	TEACHERS	5
3	SECOND BACHILLERATO A	18
	SECOND BACHILLERATO B	18
	Total:	42

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

3.5 Results/Fidings: Presentation and Analysis

3.5.1 Class Observation Form Results.

Table 8

Class Observation form Result.

SOFOS' English teachers		Date:		
Evaluator's name: Audie Estrella Crespo		Class/Time:		
Elements Observed	Observed	Somewhat Observed	Not Observed	Not Applicable
1	The language of instruction and communication in the class is the target language	3	2	
2	The teacher presents the topic in a clear way.	1	2	2
3	The teacher keeps the logical sequence of activities that he implements in the classroom	1	1	3
4	Teacher uses appropriate didactic activities to elicit English oral performance.			5
5	The teacher keeps the logical sequence of activities that he implements in the classroom	3	2	
6	There is a connection between the teaching method and the objective of the lesson.	3	2	
7	The teacher promotes active participation of the students in class activities to improve their vocabulary skills and pronunciation.	3	2	
8	Teachers provide feedback to reinforce vocabulary and grammar structures in order to have a good classroom development.	1	4	
9	Teacher use games, videos and real materials motivate students to concentrate in learning English and improve their performance in oral presentations.	2	3	
10	Teachers use the dictionary to teach the pronunciation and phonemes of the words			5

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

Class Observation	Teacher (%)
Observed	4
Somewhat Observe	36
Not Observed	60
Not Applicable	0

Note: Source gathered at Unidad Educativa SOFOS
Researcher: Audie Estrella

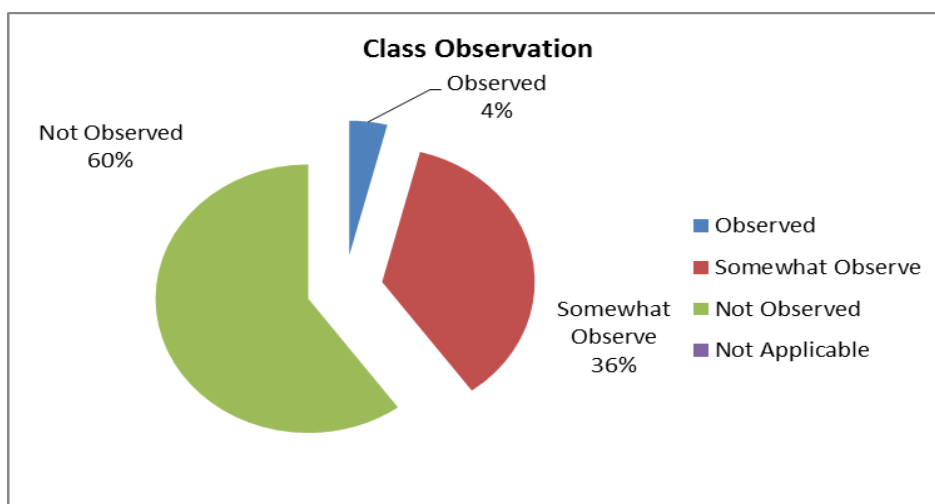


Figure 11.- Class observation
Note: Source gathered at Unidad Educativa SOFOS
Researcher: Audie Estrella

The graph above exhibits a class observation in percentage of teachers applying the didactic strategies necessary to develop their classes, but just 4% was observed applying them, 36% was somewhat observed and 60% was not observed plying them to develop their classes.

3.5.2 Teachers Surveys

Table 9

Promoting active classes to improve vocabulary and pronunciation

1. Teachers have to promote active classes by using pedagogical techniques in order to encourage student's pronunciation.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	Strongly disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	1	20%
	Strongly Agree	4	80%
	Total		5

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

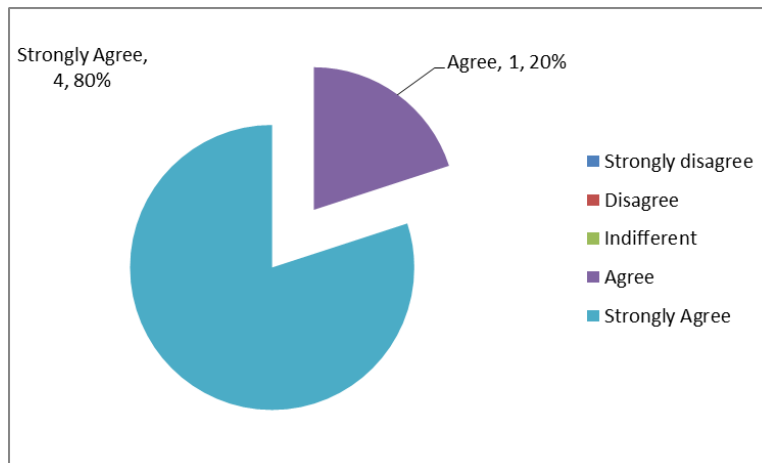


Figure 12.- Promoting active classes to improve vocabulary and pronunciation

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

The graph above exhibits how the percentage of teachers who strongly agree in using different methods in order to improve their pedagogical strategies to teach how to make a better pronunciation using vocabulary form the context. According to this graph, the opportunities given to students to have a conversation with the teacher and their classmates have made them reinforce this skill which will help them improve their oral proficiency in the foreign language.

Table 10

Vocabulary presentation

2. Teachers must present the new vocabulary with fun activities before introducing the new topic or unit.

CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 2	Strongly disagree	0	0%
	Disagree	0	0%
	Indifferent	1	20%
	Agree	1	20%
	Strongly Agree	3	60%
	Total		5

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

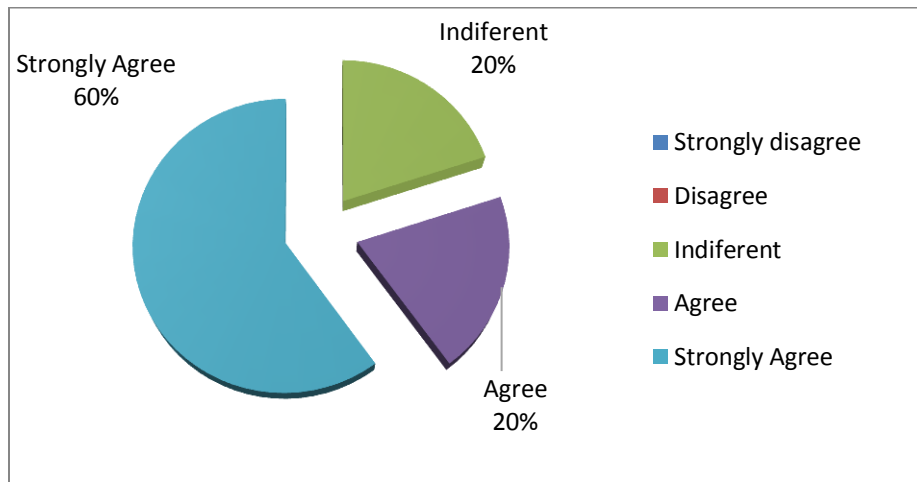


Figure 13.- Vocabulary presentation

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

This graph exposes the highest percentage of agreement in considering important to use fun activities to learn new words, it is also important to mention that teachers need to do some previous activities to reinforce the vocabulary and to put in practice what they have learnt. Reinforcing the vocabulary might help students to keep the information from short to long term memory.

Table 11

Didactic strategies to enhance vocabulary

3. Teachers must give students extra helpful material to reinforce new words from the units using visual figures and exercises.

CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 3	Strongly disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	0	0%
	Strongly Agree	5	100%
	Total		5

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

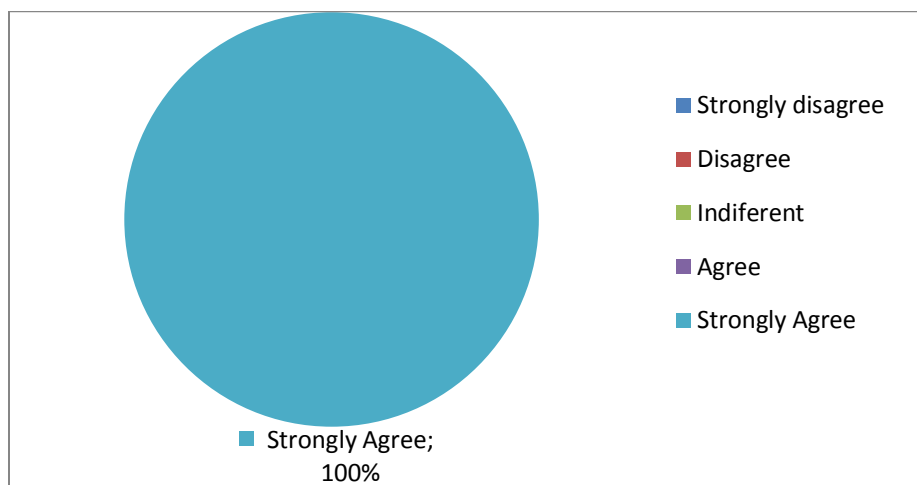


Figure 14.- Didactic strategies to enhance vocabulary

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

This chart shows that most of the teachers strongly agree to reinforce new vocabulary with extra material and visual aids. This gives the author a hint that more reinforcement should be given to vocabulary words inside the class using ludic materials such as memory games, flashcards or other resources to show vocabulary. Sticking many figures in the classroom let students look at them every day and can store the information in their long-term memory.

Table 12

Singing songs to improve English pronunciation

3. Listening to songs creates enthusiasm and challenge for learners			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 4	Strongly disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	2	40%
	Strongly Agree	3	60%
	Total		5

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

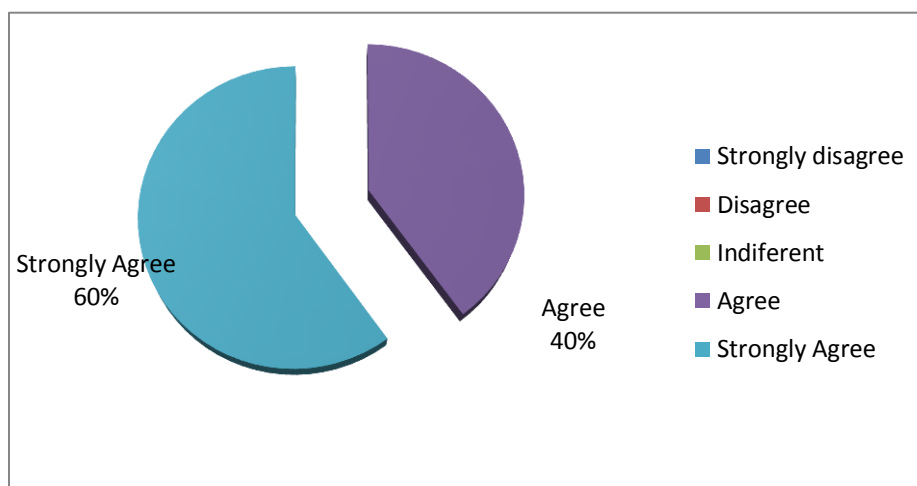


Figure 15.- Singing songs to improve English pronunciation

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

There is a high percentage of agreement by teacher's opinion about the use of songs to develop pronunciation. This percentage can be raised by prompting children use simple phrases or words at the time they are speaking and providing them with opportunities to use them. If the students practice the pronunciation with constantly, they will get through more naturally accent. This speaking prompting and reinforcing can be done using songs and lyrics as well as any other activity to be done inside the classroom.

Table 13

Classroom development

5. Teachers should provide feedback to reinforce vocabulary and grammar structures in order to have a good classroom development.

CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 5	Strongly disagree	0	0%
	Disagree	0	0%
	Indifferent	1	20%
	Agree	2	40%
	Strongly Agree	2	40%
	Total		5

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

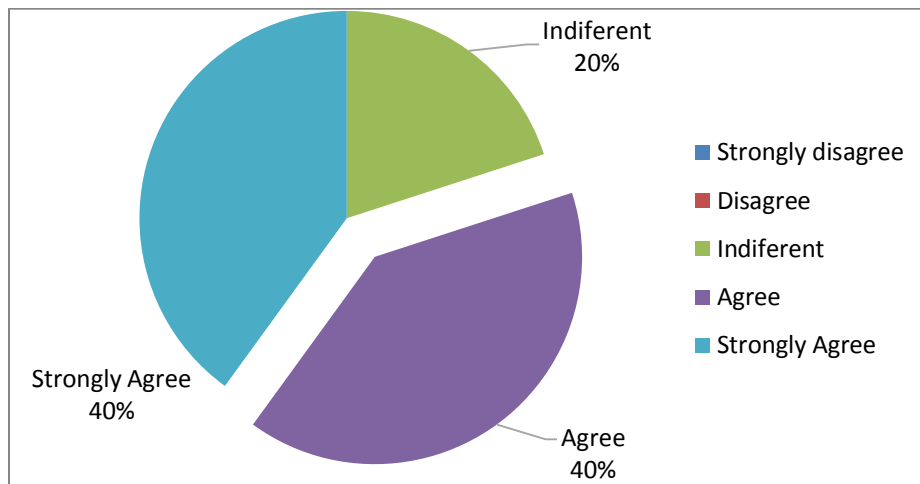


Figure 16.- Classroom development.

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

This chart shows teachers consider essential to provide feedback to reinforce vocabulary and grammar structures to have a good development in class, the 40% strongly agree with the idea and the 40% agree but the 20% are indifferent with it. From the information given in this pie chart, it is easy to observe the acceptance of criteria to develop and improve classroom management, so teachers must provide pedagogical resources for easy comprehension of the vocabulary and its pronunciation.

Table 14

The use of dictionary to teach phonemes

6. Teachers must use the dictionary to teach the pronunciation and phonemes of the words			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 5	Strongly disagree	0	0%
	Disagree	0	0%
	Indifferent	1	20%
	Agree	2	40%
	Strongly Agree	2	40%
	Total		5

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

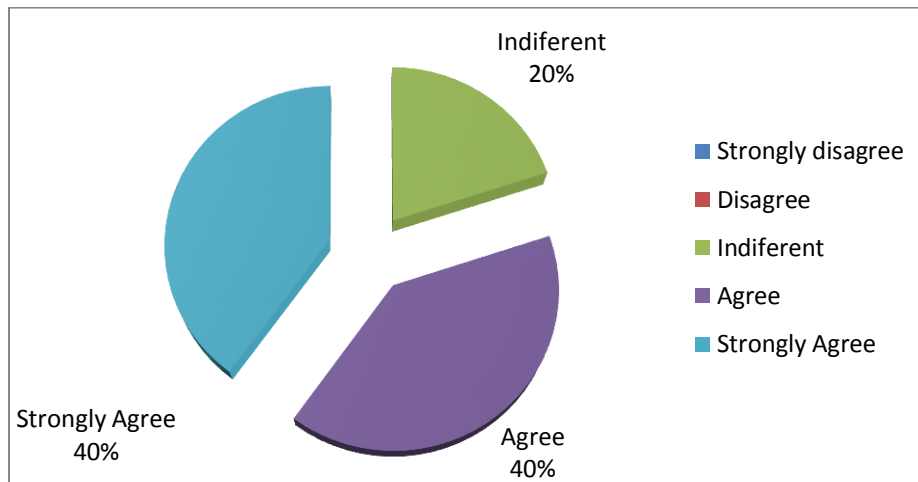


Figure 17.- The use of dictionary to teach phonemes

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

From the information given in this pie chart, teachers partially answered about the importance of teaching phonemes due to the lack of knowledge about the use of phonemes. Teachers transmit their English pronunciation although in some cases there are many teachers who do not pronounce it well.

Table 15

The use of didactic activities to elicit English oral performance

7. Didactic activities are essential to make interesting and amusing classes to elicit English oral performance.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 7	Strongly disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	1	20%
	Strongly Agree	4	80%
	Total		5

Note: Source gathered at Unidad Educativa SOFOS
Researcher: Audie Estrella

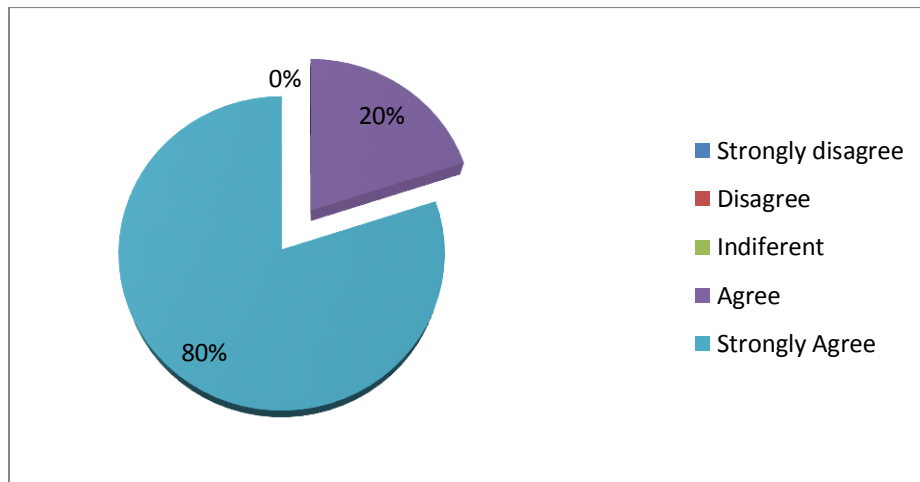


Figure 18.- The use of didactic activities to elicit English oral performance
Source: Unidad Educativa SOFOS
Researcher: Audie Estrella

This chart shows that 80% of the teachers strongly agree with the implementation of didactic and essential activities that make interesting and amusing classes. According to this graph, the opportunity given to students to have a conversation with the teacher and their classmates have made them reinforce this skill of speaking and practice English pronunciation which will help them improve their oral proficiency in the foreign language.

Table 16

Improving pronunciation skills through didactic activities

8. It is easier to learn English and improve pronunciation skills through didactic activities.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 8	Strongly disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	3	60%
	Strongly Agree	2	40%
	Total		5

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

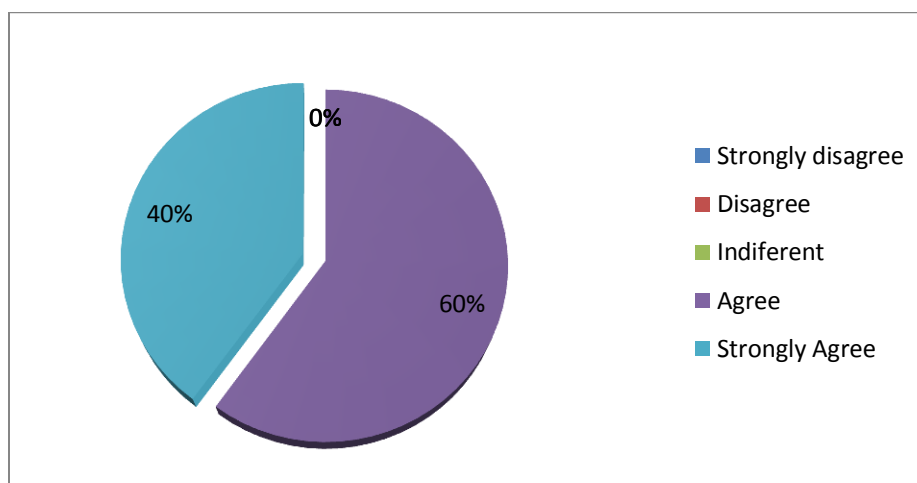


Figure 19.- Improving pronunciation skills through didactic activities

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

This chart shows that 60% of teachers agree on improving speaking skills through didactic activities is easier for the students but 40% of them strongly agree with it. This chart shows that most of the teachers agree with reinforcing new vocabulary with extra material and visual aids. Using didactic and ludic resources students will be able to understand and remember the words through images, memory games, flashcards, etc.

Table 17

Attending to seminars to improve teaching and learning process

9. EFL teachers must attend seminars to improve the style of teaching and apply different strategies in learners			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 9	Strongly disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	4	80%
	Strongly Agree	1	20%
	Total		5

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

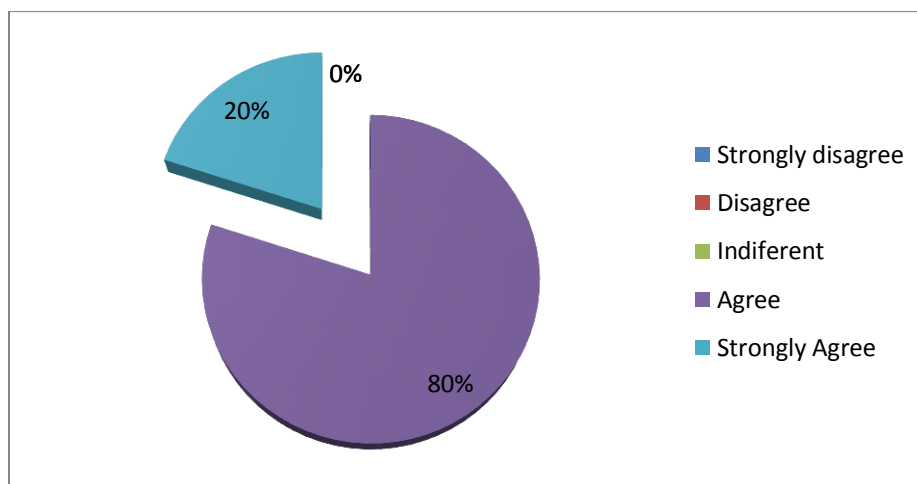


Figure 20.- Attending to seminars to improve teaching and learning process

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

The graph above exhibits the 100% of agreement in teachers surveyed. Seminars and workshops allow teachers to perform their abilities of teaching and be part of the new society students nowadays are immersed in. so teachers must be updated according to the new tendency and offered a good quality of teaching as a meaningful learning process in students.

Table 18

Didactic activities to improve pronunciation skills

10. The use of games, videos and real materials motivate students to concentrate in learning English and improve their performance in oral presentations.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item	Strongly disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	1	20%
	Strongly Agree	4	80%
	Total		5

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

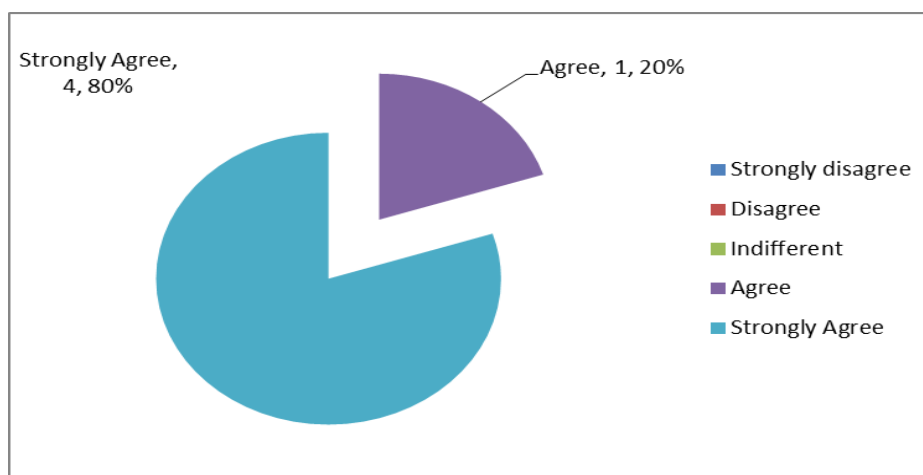


Figure 21.- Didactic activities to improve pronunciation skills.

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

This chart shows that 80% of teachers strongly agree with the use of games, videos and real materials in order to motivate students to improve their performance in oral presentations.

3.5.3 Students Surveys

Question	A Little	Yes	No
1 Would you like to speak English fluently in the classroom?	0	32	4
2 Is speaking important to speak English in class?	0	29	7
3 Would you like to use resources such as games, videos, visualization prompts and real materials in your English classes?	0	35	1
4 Would you like to use the new vocabulary in class in order to improve your speaking ability?	0	33	3
5 Do you consider important that teachers use innovated activities to teach speaking?	0	33	3
6 Teaching pronunciation using dictionary is a helpful resource to determine the stress and intonation of many words or phrases used in the content of the units	0	34	2
7 Do students practice the pronunciation using phonemes from the dictionary?	0	3	33
8 Do you think classes are better using didactic activities?	0	35	1
9 The use of didactic activities is necessary to improve speaking in the classroom.	0	32	4
Total in percentage	0%	82,10%	17,90%

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

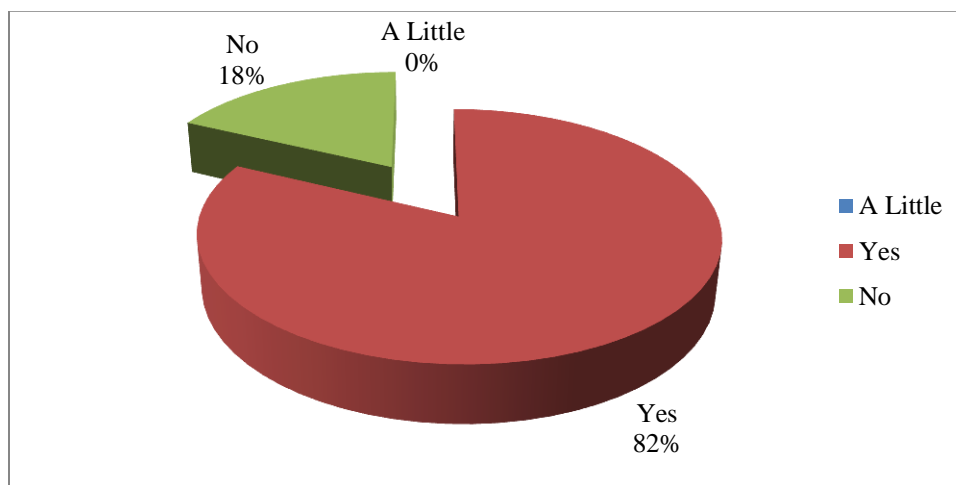


Table 19

Students like to speak English fluently in the classroom?

1. Would you like to speak English fluently in the classroom?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	Yes	32	89%
	No	4	11%
	A Little	0	0%
	Total	36	100%

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

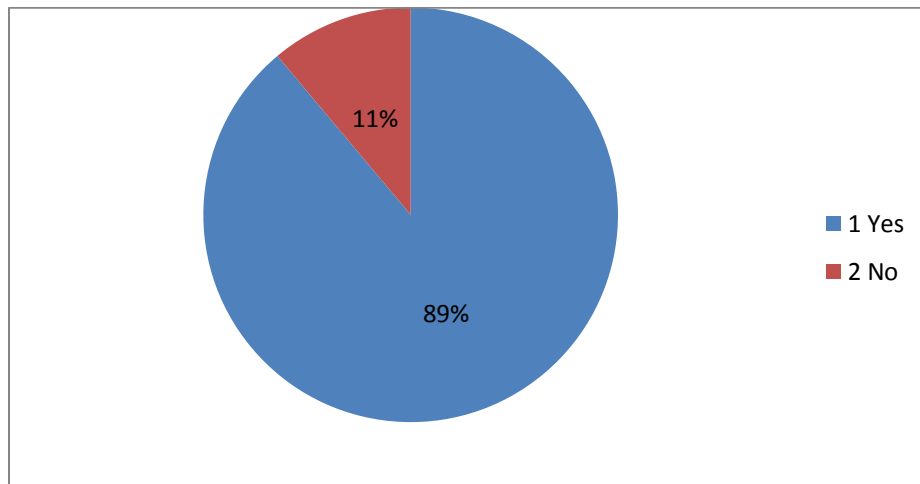


Figure 22.- Would you like to speak English fluently in the classroom?

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

This chart shows that 89% of students would like to speak English fluency in class. Students would also like teachers implements innovative activities in class to learn English in an easy way through songs and games or other funny activities in replacing old and traditional teaching methods.

Table 20

The importance to speak English in class

2. Is speaking important to speak English in class?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	Yes	29	81%
	No	7	19%
	A Little	0	0%
	Total	36	100%

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

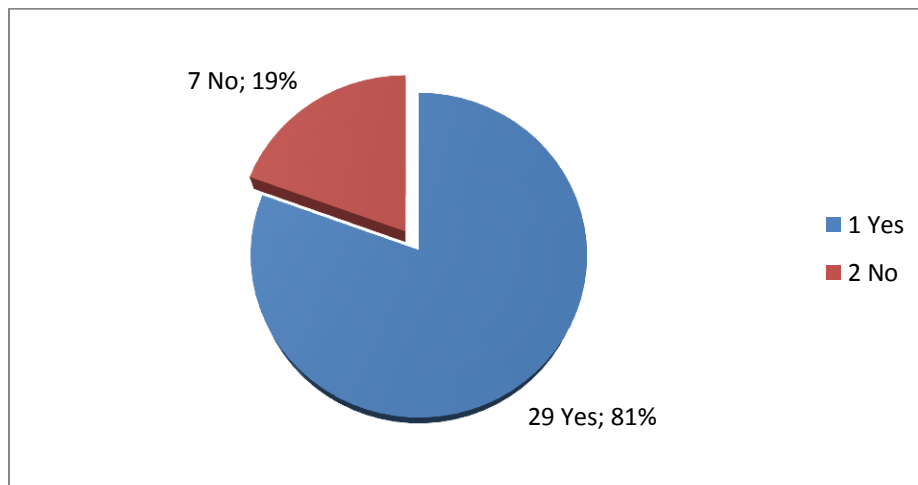


Figure 23.- The importance to speak English in class

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

The graph above exhibits the percentage of the students who show the importance of speaking English in class. However, it is also seen the lack of practice of this language, so there is a small percentage of students who take this item as a fact that does not occur in the classroom. Speaking English improve fluency and pronunciation skills.

Table 21

The use of didactic resources to improve English speaking language

3. Would you like to use resources such as games, videos, visualization prompts and real materials in your English classes?

CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	Yes	35	97%
	No	1	3%
	A Little	0	0%
	Total	36	100%

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

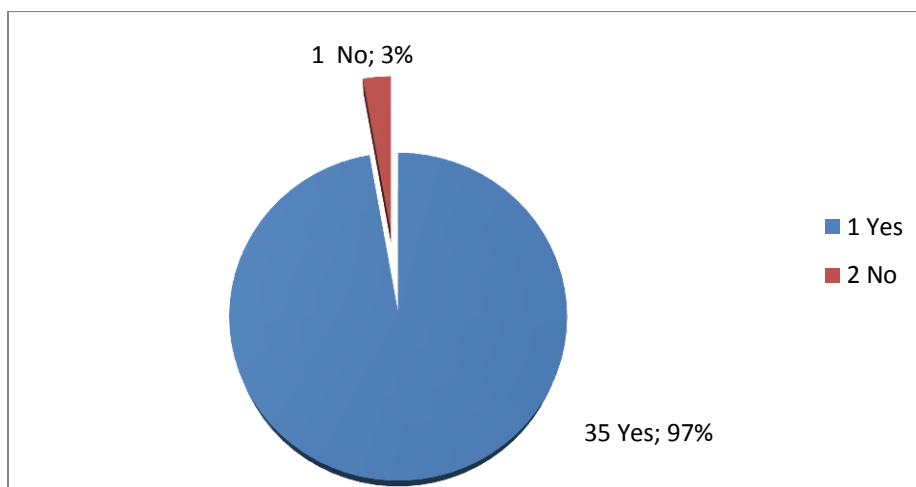


Figure 24.- The use of didactic resources to improve English speaking language

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

The 97 percent of students affirms that learning English is going to be easier if teachers use an appropriate methodology in order to encourage students to learn English. On the other hand, there are many teachers in this school who are still living in old ages and offer traditional methods becoming the class boring and disinterest for many students.

Table 22

Usage of vocabulary to develop oral communication

4. Would you like to use the new vocabulary in class in order to improve your speaking ability?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	Yes	33	92%
	No	3	8%
	A Little	0	0%
	Total	36	100%

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

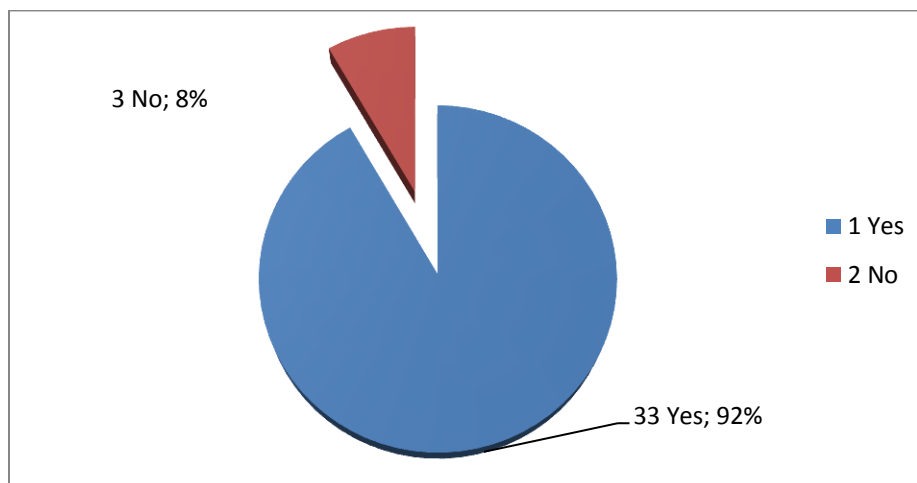


Figure 25.- Usage of vocabulary to develop oral communication

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

This chart shows that the 92% of students would like to use the new vocabulary to improve their speaking ability. Showing vocabulary through flashcards, memory cards or any technical and virtual resources will increase the interest for learning the language. Teachers must provide some pedagogical resources to develop teaching learning process as a meaningful strategy.

Table 23

Innovating activities to teach speaking

5. Do you consider important that teachers use innovated activities to teach speaking?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	Yes	33	92%
	No	3	8%
	A Little	0	0%
	Total	36	100%

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

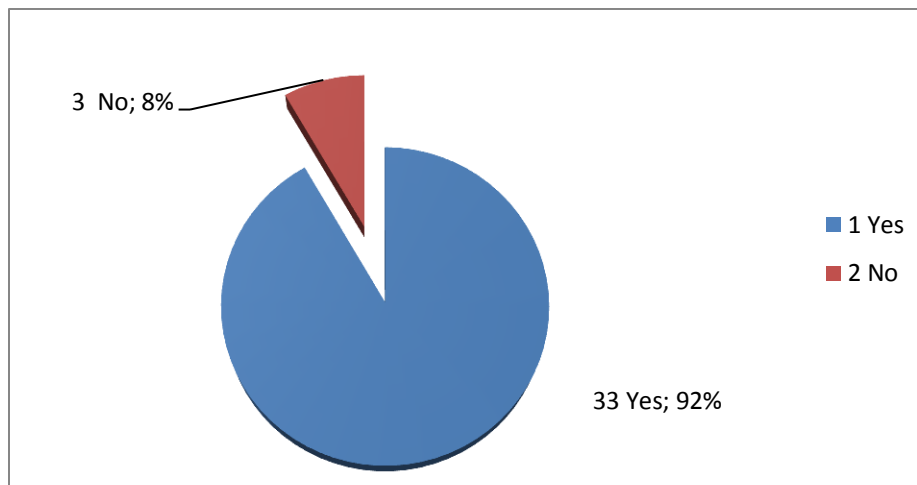


Figure 26.- Innovating activities to teach speaking

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

This chart shows that the 92% of students consider important that their teacher use innovate activities in class to improve their speaking. Teachers must be currently updated due to the new social tendency where students learn independently at home by surfing on internet. However, there are still many teachers who can't overcome with the technology and tend to produce their classes more traditionally and ambiguous.

Table 24

The importance of pronunciation in oral communication skills

6. Teaching pronunciation using dictionary is a helpful resource to determine the stress and intonation of many words or phrases used in the content of the units

CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	Yes	34	94%
	No	2	6%
	A Little	0	0%
	Total	36	100%

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

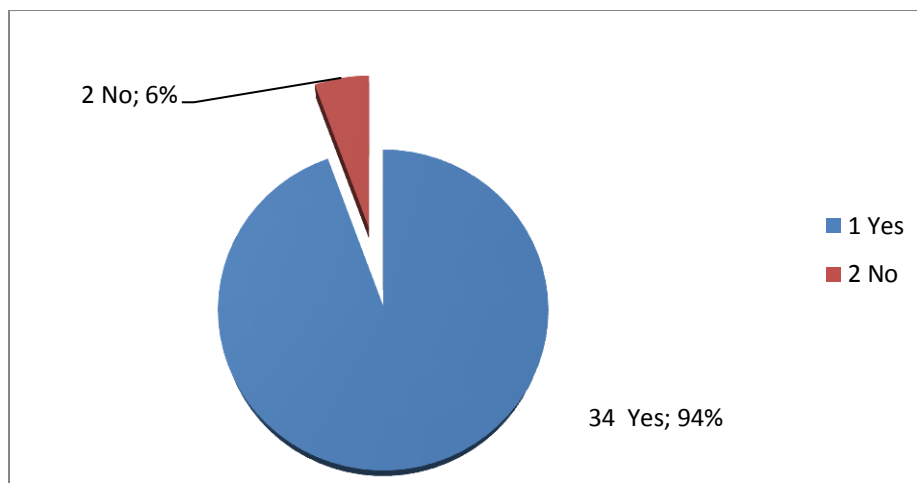


Figure 27.- The importance of pronunciation in oral communication skills.

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

This chart shows that the 94% of students think that dialogues are helpful resources to develop their speaking. According to this graph, few percentage of students expresses the lack of strategies applied in teachers to develop pronunciation. There are some English teachers who do not have the level of English according to the level of students, so the evidence is reflected in students due to lack of interest and motivation.

Table 25

The use of the dictionary to practice pronunciation

7. Do students practice the pronunciation using phonemes from the dictionary?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	No	33	92%
	Yes	3	8%
	Total	36	100%

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

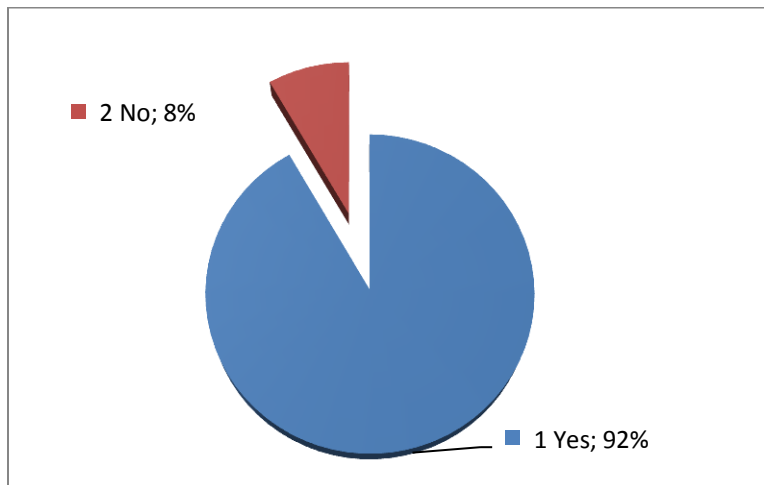


Figure 28.- Students practice pronunciation in the dictionary.

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

This chart shows that the 92% of students do not practice pronunciation; on the other hand, many teachers do not know the use of phonemes which is next to the word from the vocabulary book. This is the result as evidence in which teachers don't have the knowledge of the usage of these ones in order to practice pronunciation skills. Providing good strategies to make good English pronunciation make students eager to speak clearly and understandable.

Table 26

The importance of learning by using didactic activities

8. Do you think classes are better using didactic activities?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	Yes	35	97%
	No	1	3%
	A Little	0	0%
	Total	36	100%

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

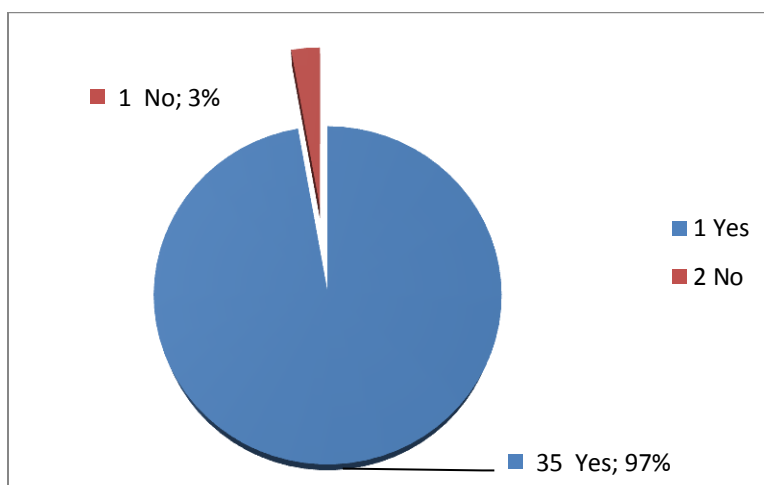


Figure 29.- The importance of learning by using didactic activities

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

This chart shows that the 97% of students think that classes are better using didactic activities. A 3 percent of them say that it is not important learning while having fun. The results show that the target group expects fun and dynamic activities while they learn the foreign language. So the results explained in this chart implies the feeling of the students according how satisfied they are in order to learn English by using traditional methods by the teacher.

Table 27

Didactic strategies to improve speaking skill development

9. The use of didactic activities is necessary to improve speaking in the classroom.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	Yes	32	94%
	No	4	6%
	A Little	0	0%
	Total	36	100%

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

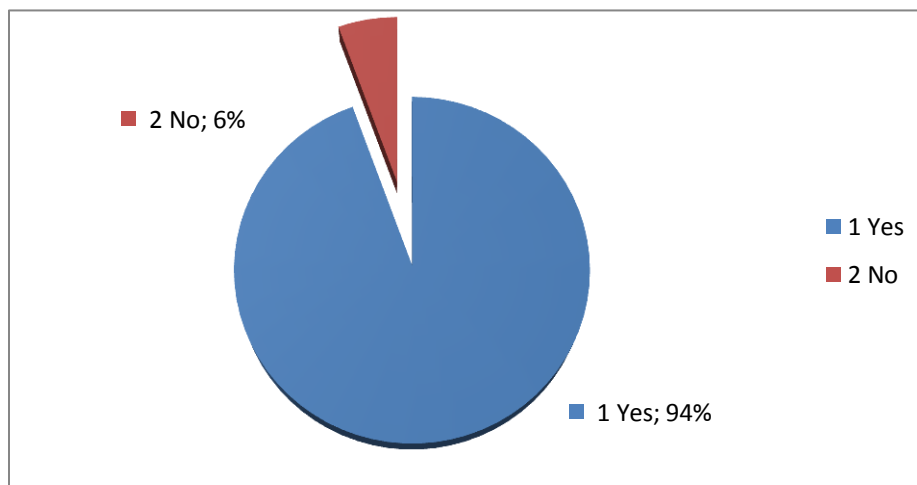


Figure 30.- Didactic strategies to improve speaking skill development

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

The need of implementing some funny teaching techniques to improve speaking and pronunciation is so relevant and seen in this chart which shows the 94% of students surveyed and would like to have a better pronunciation while they speak English in class

Table 28

Process to teach new vocabulary

10. What kind of activities does your teacher apply for teaching vocabulary?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	Pronouncing the words and go immediately to the activities	34	94%
	Introducing the new words using games or ludic activities for previous knowledge	2	6%
	None	0	0%
	Total	36	100%

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

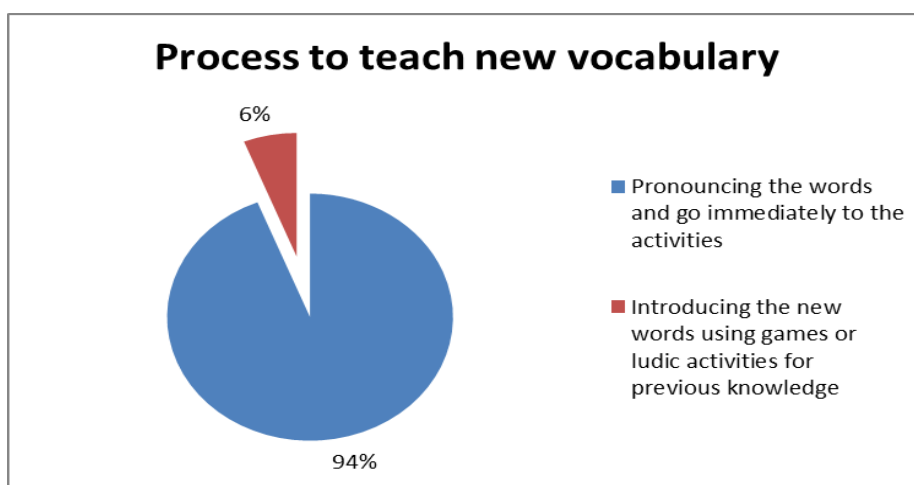


Figure 31.- Process to teach new vocabulary

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

According to the statistic and graph results, the evidence of traditional teachers is still seen in many schools in Ecuador and even in SOFOS school. Students would like their classes be so fun where teachers make their classes interesting and create a meaningful educative environment.

3.5.4 Teachers Academic Questionnaire Results

Table 29.-

Questionnaire for the teachers

Question	Option 1	Option 2	Option 3	Option 4
1 Where did you learn how to speak English	At University	In an English speaking country	At an English Academy	I studied English by myself
2 How long have you been teaching English?	From 1 to 5 years	From 5 to 10 years	From 10 to 15 years	For more than 15 years.
3 What kind of T.E.F.L. diploma do you have?	Doctorate	Master degree	Bachelor Degree	None
4 What is your proficiency level in the target language?	C1	B2	B1	A2
5 How many updating seminars, workshops do you attend every year?	5-6	3-4	1-2	none
6 How would you rate your classroom management skills	Excellent	Very Good	Good	Fair
7 How would you rate your English pronunciation?	Excellent	Very Good	Good	Fair
8 How often do you use L2 in your class?	Always	Almost always	Almost never	Never

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

Table 30
Questionnaire results- Question 1

Where did you learn how to speak English?		
DESCRIPTION	FREQUENCY	PERCENTAGE
At University	0	0%
In an English speaking country	2	40%
At an English Academy	2	40%
I studied English by myself	1	20%
Total	5	100%

Note: Source gathered at Unidad Educativa SOFOS
Researcher: Audie Estrella

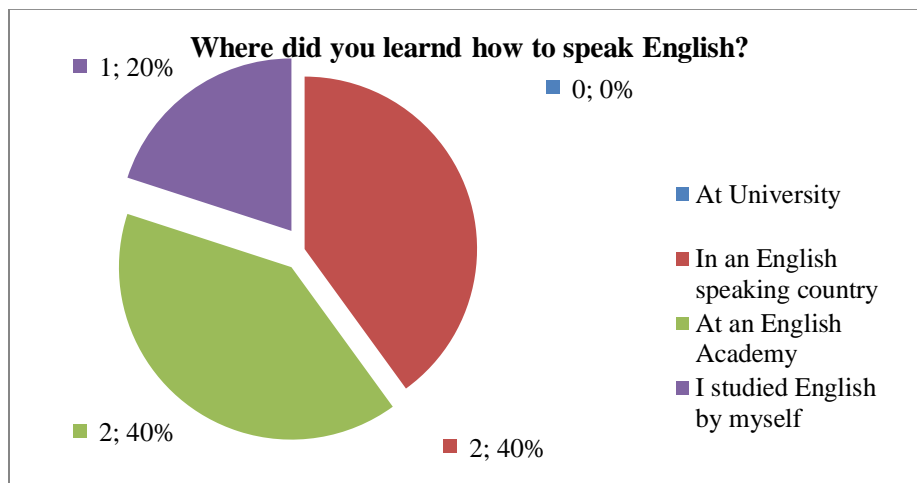


Figure 32.- Where teachers learn how to speak English.
 Source: Unidad Educativa SOFOS
 Researcher: Audie Estrella

This graph above shows the teachers' academic profile in English Language proficiency in which 2 teachers learnt in a speaking country while the other 2 in an Academy. Only one teacher studied by his own, none of them has graduated from the university to become an English teacher. This is one of the main problem in people who have just studied English for short period and they think to have all the knowledge in order to teach English in an academic system. On the other hand some schools prefer to hire teachers without any experience to be worse paid

Table 31
Questionnaire results- Question 2

How long have you been teaching English?		
DESCRIPTION	FREQUENCY	PERCENTAGE
From 1 to 5 years	1	20%
From 5 to 10 years	1	20%
From 10 to 15 years	2	40%
For more than 15 years.	1	20%
Total	5	100%

Note: Source gathered at Unidad Educativa SOFOS
Researcher: Audie Estrella

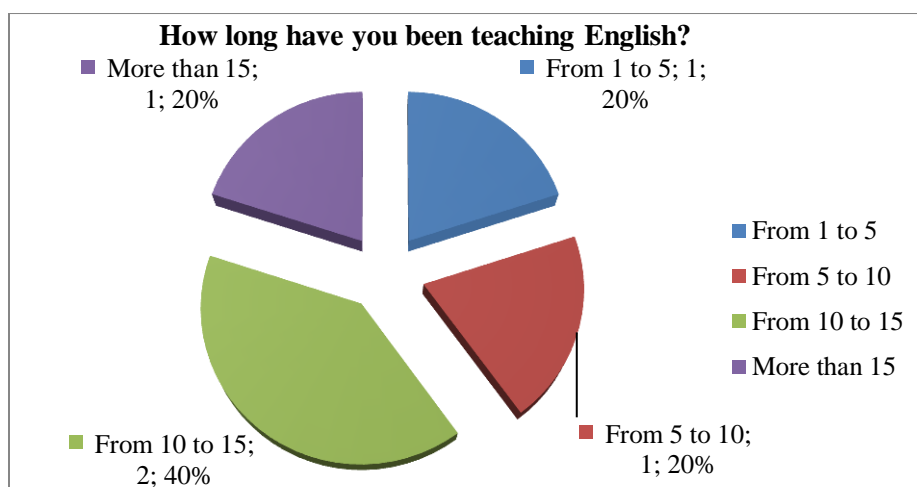


Figure 33.- How long have teachers teaching English
Source: Unidad Educativa SOFOS
Researcher: Audie Estrella

There is a range of 2 teachers who have experience in teaching English, but at the same time the other two have less time. There is only one teacher who has taught for more than 15 years. The teacher's experience play and important role to catch students' attention though didactics strategies to improve students' speaking.

Table 32

Questionnaire results- Question 3

What kind of T.E.F.L. diploma do you have?		
DESCRIPTION	FREQUENCY	PERCENTAGE
Doctorate	0	20%
Master degree	1	20%
Bachelor Degree	3	40%
None	1	20%
Total	5	100%

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

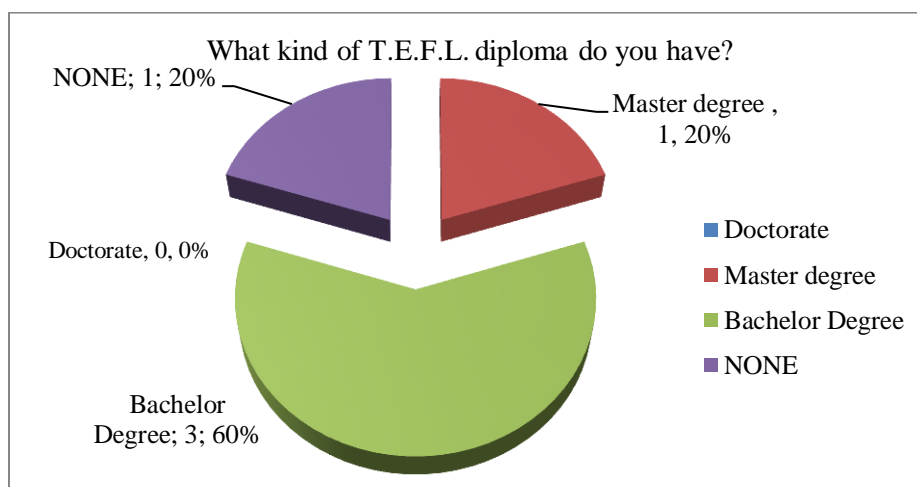


Figure 34.- What kind of T.E.F.L. diploma teachers have.

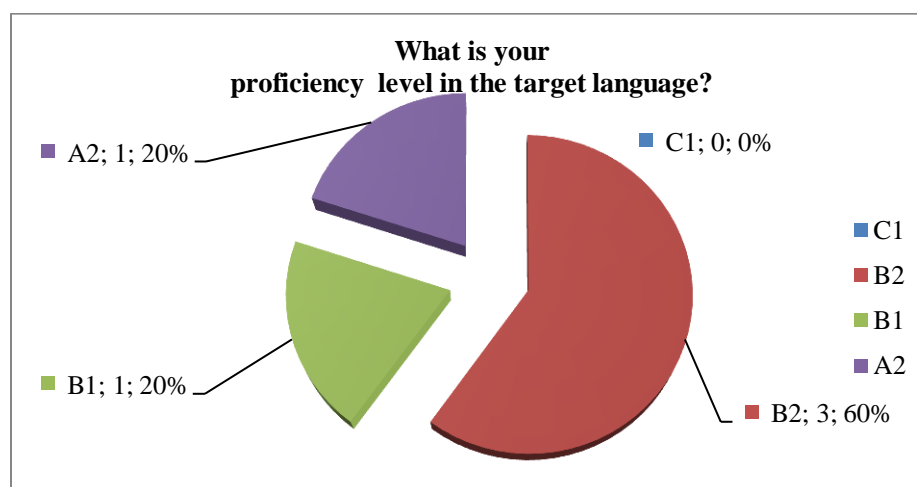
Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

The results show a 20% of highest academy degree and the other 20% who get a bachelor degree. On the other hand, there is only one teacher who does not have any academic studies. This implies the lack of teaching knowledge to develop speaking skill ability and the failure of several pedagogical techniques to create an significant environment

Table 33*Questionnaire results- Question 4*

What is your proficiency level in the target language?		
DESCRIPTION	FREQUENCY	PERCENTAGE
C1	0	20%
B2	3	60%
B1	1	20%
A2	1	0%
Total	5	100%

Source: Unidad Educativa SOFOS**Researcher:** Audie Estrella**Figure 35.- What proficiency level teachers have in the target language****Source:** Unidad Educativa SOFOS**Researcher:** Audie Estrella

The level of English y teachers who work at SOFOs is according to the level of students and courses they teach such as initial, primary and secondary level. However, it is observed the main problem in teaching speaking due to the pronunciation of many teachers in certain words or phrases in which they do not consider relevant to the class and omit the importance of them. Teaching vocabulary in not only showing by pictures, it is also relevant to practice the pronunciation for better oral production.

Table 34

Questionnaire results- Question 5

How many updating seminars, workshops do you attend every year?		
DESCRIPTION	FREQUENCY	PERCENTAGE
5-6	3	60%
3-4	1	20%
1-2	1	20%
0	0	0%
Total	5	100%

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

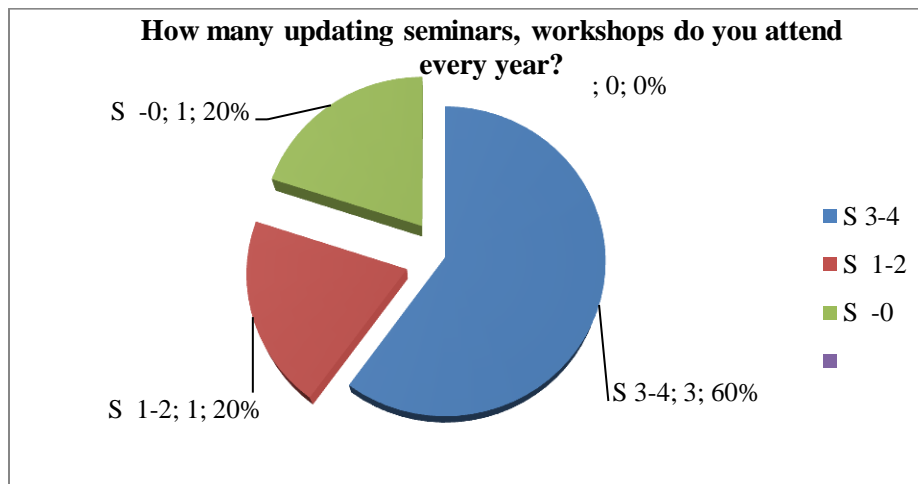


Figure 36.- How many updating seminars, workshops teachers attend every year.

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

According to the results explained above, there is a 60 percent of teachers who attend to more than 5 seminars a year, while the 20% 3 to 4, but there is a 20 percent of teachers who hasn't received any seminar for improving teaching methodology.

Table 35

Questionnaire results- Question 6

How would you rate your classroom management skills?		
DESCRIPTION	FREQUENCY	PERCENTAGE
Excellent	1	20%
Very Good	2	40%
Good	1	20%
Fair	1	20%
Total	5	100%

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

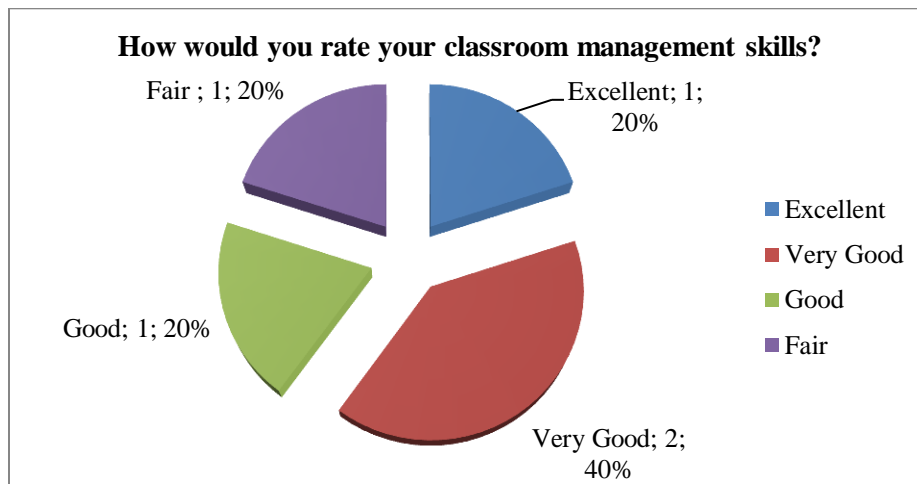


Figure 37.- The rate of the classroom teachers' management skills

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

The graph show us that just one teacher has excellent so teachers need to improve classroom management because they need to catch the students' attention to get a good result teaching English.

Table 36

Questionnaire results- Question 7

How would you rate your English pronunciation?		
DESCRIPTION	FREQUENCY	PERCENTAGE
Excellent	1	20%
Very Good	2	40%
Good	1	20%
Fair	1	20%
Total	5	100%

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

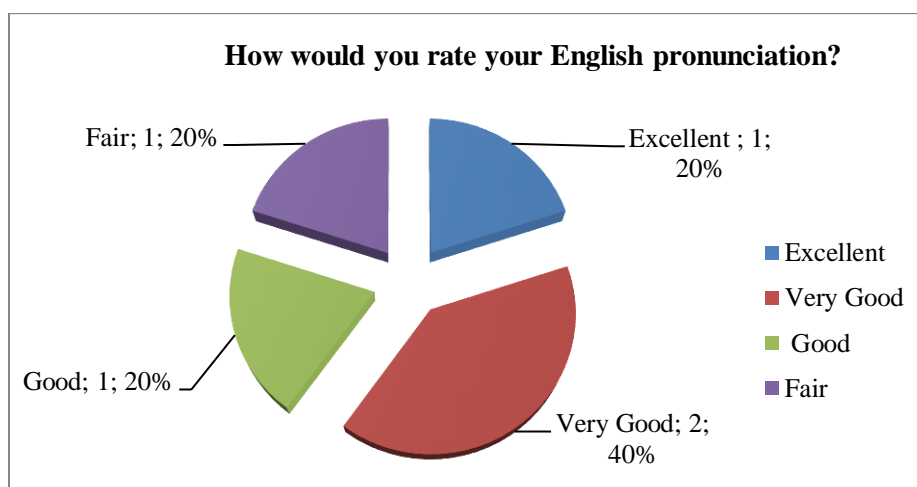


Figure 38.-The rate of the teachers' English pronunciation

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

The 100 percent of teachers surveyed, the 20% have an accurate speaking pronunciation, the other 40% have a moderate level, but there is a 40 percent in teachers who consider to need improved. This is the evidence faced in teachers' classrooms when the students get confused between they learn out of the classroom related to the teacher's pronunciation.

Table 37

Questionnaire results- Question 8

How often do you use L2 in your class?		
DESCRIPTION	FREQUENCY	PERCENTAGE
Always	1	20%
Almost always	2	40%
Almost never	2	40%
Never	0	0%
Total	5	100%

Note: Source gathered at Unidad Educativa SOFOS

Researcher: Audie Estrella

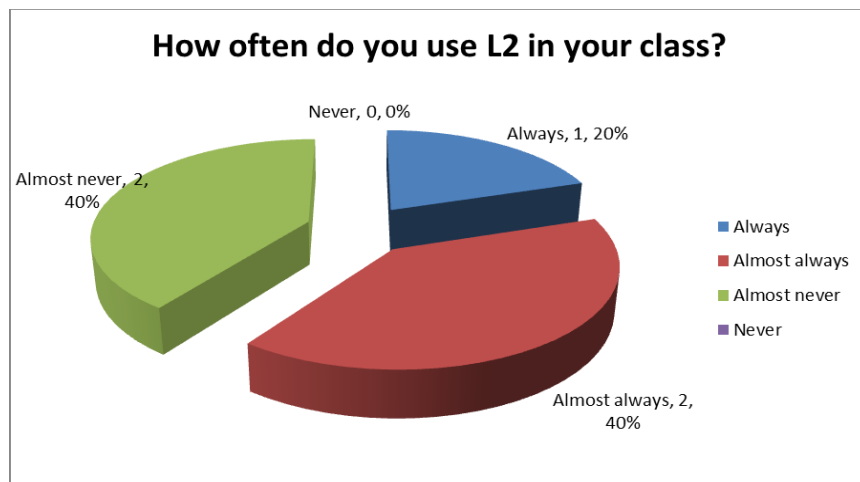


Figure 39.- The use the teachers L2 in your class

Source: Unidad Educativa SOFOS

Researcher: Audie Estrella

Speaking English every day in class develop students' listening skills. However, teachers prefer to speak in their mother language. If teachers do not use English language during the whole class, the students won't put their English oral proficiency in practice.

4 PROPOSED PROJECT PLAN

4.1.1 Strategies to Improve the Correct Pronunciation in the Speaking Skill Development.

One of the main problems faced in Ecuadorian population when they learn English by reading, they pronounce exactly as they write. Many words in English are different from Spanish language. Students produce their own accents without taking care the precaution to pronounce each word correctly For example, the words *tough* (“tuff”) and *though* (“thoh”) differ by only one letter, but the sound is completely different.

(Moreno, J., Lopez, N., & Ponce, F., 2016), in a doctoral thesis about the importance of speaking pronunciation in class explains:

Students often think that the ability to speak a language is the result of language learning, but speaking is also a crucial part of the process of language learning. Effective instructors teach students strategies for speaking: with minimal responses, recognition of scripts and use language to talk about language, they can use to help themselves to broaden their knowledge of the language and its confidence in its use. (page 20)

Practicing pronunciation is important and really significant to improve reading and writing communication and lead a better understanding at the moment of speaking in real situation in different context of any dialogues and conversation, and finally it makes EF learners feel comfortable and confident when they communicate in English.

4.2 Title

“Didactic Strategies in English Pronunciation in Second Bachillerato Students at Unidad Educativa SOFOS in Guayaquil”

4.3 Justification

There are several factors which affect the pronunciation accuracy due to mother tongue interference, cross association, spelling, age, and specially the most difficult case the learner's attitude and motivation.

The mother tongue interference is considered as the main negative influence in learning to pronounce words in a foreign language; EF Learner's mother tongue influence definitely in the pronunciation of English in language acquisition process. The way people write in Spanish language is the representation of the sound of the spoken language. So, Spanish spelling is phonetic. Every sound represents a letter; every letter represents one sound only. On the other hand, English spelling is different. For instance, the Spanish letter "s" is in "sano" or "saxo" has only one phoneme representation which is [s], while in English the same letter could be represented by the phonemes [s], [z], and sometimes [ʃ], for example: shoe /'ʃu:/, seat /'si:t/, visit /'vɪzɪt/, EF learners in some cases confuse the phonemes [s] and [z], because the Spanish phoneme is usually being used for both such as **casar – cazar; cocer – coser**. on the other hand, for the sound [ʃ], as it doesn't occur in Spanish, because the only available option is to replace [ʃ],[dʒ], by [tʃ], for example "cuchara", "choza", etc. as it can be seen in the following picture

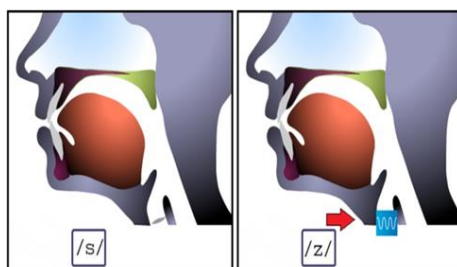


Figure 40.- /s/ and /z/ mouth phoneme
Source: <https://cerebrovortex.files.wordpress.com/2014/04/mouthphonemessionion08c.png?w=640&h=37>

Another factor is the spelling. There are several cases of spelling problems that hinders the achievements in pronunciation, but the ones that are going to be presented here are those related to the sibilant sounds. It has been previously stated that English spelling is not phonetic, so this can be one of the main reason why students fail to learn an accurate pronunciation. In the following lines, the most common mistakes that students produce when learning English sibilant sounds will be shown.

Common errors produced by Spanish students.

Gloss	Ecuadorian Speakers Rendering	Received Pronunciation (RP)	Remark
Each	/i: /	/i:tʃ/	/j/ is substituted for /tʃ/
That	/dat/	/ðæt/	/d/ is substituted for /ð/ and /a/ for /æ/
School	/skul/	/sku:l/	/u/ is substituted for /u:/
Youth	/ju:t/	/ju:θ/	/t/ is substituted for /θ/
Example	/ezampul/	/igzæmpl/	/e/ is substituted for /i/ , /a/ for /æ/ and /u/ comes before /l/.

<https://scholar.google.es/scholar?hl=es&q=MOTHER+TONGUE+INTERFERENCE+IN+THE+PRONUNCIATION+OF+ENGLISH+SOUNDS+BY+YORUBA+LANGUAGE+SPEAKERS++BY+++Samson%2C+G.+Y.%2C+Abdullahi%2C+A.+and+Olagunju%2C+T.+S+++&btnG=&lr>

Even though teachers are constantly making an exhausting attempt to help learners improve their verbal production they must know how to pronunciation, the practice of pronouncing in speaking a foreign language requires more than knowing its grammatical and semantic rules. So, selecting appropriate strategies turns essential as learners need to gather as much benefits as they can from these activities. Using teaching techniques in the wrong way is one of the most serious problems that can lead teachers to only one result: student's bad performance. The students are not always ready for communication that is why teachers have to prepare them in improving how to pronounce the words or phrases correctly. The students sometimes face troubles at the target language and they try to solve them using their mother tongue. That is why the teacher has to create a very good atmosphere in the classroom in order to make the students feel comfortable and in that way the student will produce the target language.

Poor listening skills are also considered a major barrier to effective communication. It is not possible to do any task without listening. Listening skills play an important role in overall communication process and its development is essentially for EFL learners who need to improve their speaking skills. Difficulties arise when learners have to acquire the knowledge of how native speakers use the language in real life, in which many factors interact. Therefore, it is difficult for EFL learners to speak the target language fluently and

appropriately. Speaking skills have to be learned and practiced, and EFL learners need clear instruction to develop it.

4.4 Objectives (Broad and Specific)

4.4.1 Broad

To design a set of didactic activities in order to reinforce speaking pronunciation skills by using online exercises

4.4.2 Specific

Develop a guide for the application of strategies using interactive online speaking pronunciation activities.

To provide students some didactic strategies in order to be oriented through a significant learning process by using guidance with electronic links to reinforce speaking and pronunciation skill abilities.

To facilitate English area teachers and coordinator a copy of the guide for the application of speaking strategies in order to be adapted in classroom programs and lesson plans.

4.5 Content Framework of the Proposed Project Plan

English language has become the universal language around the world and one of the greatest importance in the academic, labor, business and technology field. English language teaching is focused as a foreign language in Ecuador, and it is only learned inside the classroom. Thus, teachers should seek innovative teaching skills in order to teach English as a significant learning process. After investigation, the needs arise at SOFOS School due to the lack of strategies teachers apply in students to improve speaking skill abilities and it presents a low level in student's academic report in English subject. It has been seen the necessity to find an innovative and interactive strategies to improve English speaking language skill in second bachillerato.

Therefore, under such demand, it has sought some strategies according to the student's needs and related to listening and speaking abilities. However, a training teacher workshop before the implementation of any strategy is necessary and due to this requirement, the researchers of this project have been design a guide to provide teachers tools to make their class significantly and can transfer their knowledge techniques, so that these can been apply in their classroom and their daily life. Furthermore, this guide must be appreciated ad a valuable resource to implement the cooperative learning approach. It will increase the four skill abilities in students and also the quality of methodological strategies in teachers.

A didactic guide with full fun speaking activities will provide techniques to reinforce the pronunciation in the communicative skill ability and increase their vocabulary using videos, some web pages, and live stream radios to encourage students to learn the language through the use of cooperative learning techniques. That is, understanding conversations, sort ideas, discuss, summarize, conceptualizing, argue, solve problems and propose new alternatives.

4.6 The Proposed Project Plan



DIDACTIC STRATEGIES IN ENGLISH PRONUNCIATION

Audie Estrella Crespo

4.6.1 Useful Strategies to Foster English Pronunciation

Fostering or mastering English could be one of the main objective for many EF learners in order to have a better pronunciation and it is necessary to mention some possible strategies students may practice inside or outside the classroom instead of using traditional learning theories to perform phonemes and pronunciation. In order to obtain excellent result with the application of the strategies described, Students have to follow the procedure below:

Students (S) when receive classes in the classroom they have to pay attention to teacher with the different explanations about the chart of phonetic symbols.

S –receive instruction in how to work at home the different web pages to work at home as homework.

S –click the link.

S –Open the link

S –click the play button

S –Listen the conversation at least 5 times paying attention no just the audio but also the lyrics that appear on the screen.

S –Take notes of the scrip that appear on the screen

S – Check and take note the new vocabulary in a dictionary English to English

S –Come to school the next class ready to speak to teacher about the homework.

Phonetic Alphabet (IPA) and Phonemic Script

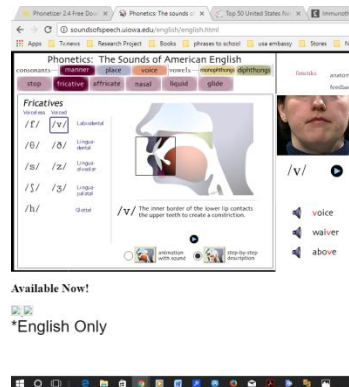
Students English classes need to know the importance to learn English Phonetic Alphabet and Phonemic Script because they will learn the English sound written, so they will be independent when they would have any doubt on how pronounce English words.

The study of the phonetic sound is important in our students because our mother tongue is Spanish.

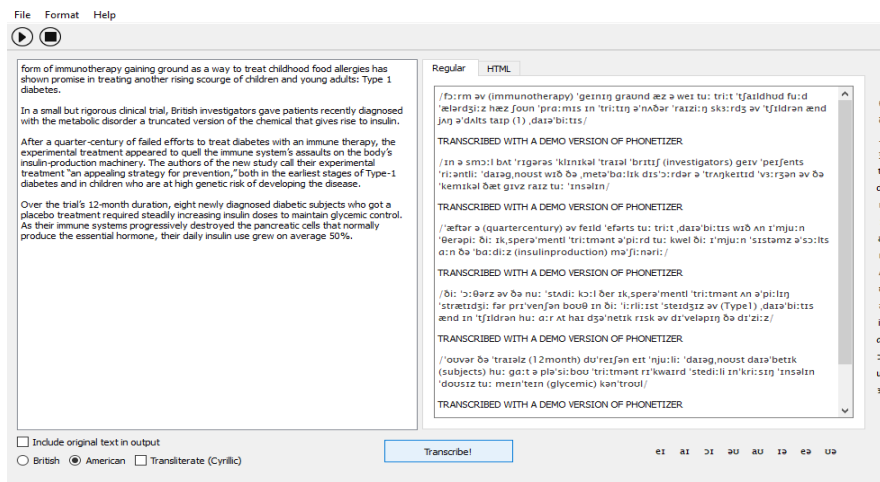
The International Phonetic Alphabet (IPA) is teaching in students' classroom English classes with a chart and at home with the web page <http://soundsofspeech.uiowa.edu/english/english.html>, see the pictures below:

I	I:	U	u:	Iə	eɪ	International Phonetic Alphabet
ship /ʃɪp/	sheep /ʃi:p/	put /pʊt/	you /ju:/	hear /hɪə/	name /neɪm/	round
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	symbol
ten /ten/	letter /ˈlɛtə/	girl /gɜ:l/	saw /sɔ:/	poor /pʊə/	toy /tɔɪ/	no /nə/
æ	ʌ	ɑ:	ɒ	eə	aɪ	chair
cat /kæt/	sun /sʌn/	car /kɑ:/	hot /hɒt/	where /weə/	my /maɪ/	how /haʊ/
p	b	t	d	tʃ	dʒ	k
pot /pɒt/	bed /bed/	top /tɒp/	door /dɔ:/	chair /tʃeə/	jam /dʒæm/	come /kʌm/
f	v	θ	ð	s	z	ʃ
four /fɔ:/	very /vɛrɪ/	think /θɪŋk/	the /ðə/	son /sʌn/	zoo /zu:/	she /ʃi:/
m	n	ŋ	h	l	r	w
man /mæn/	nose /noʊz/	angry /ˈæŋɡrɪ/	happy /ˈhæpi/	late /leɪt/	red /red/	want /wɒnt/
						yes /jes/

<http://www.accentbase.com/ipa.html>

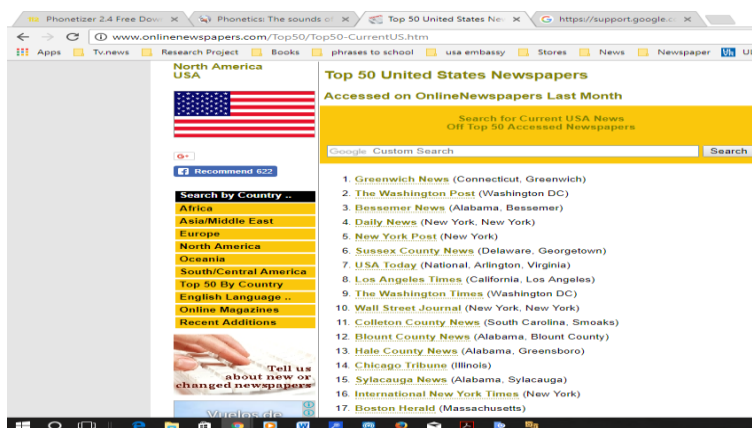


The study of the phonemic script works as a complement of phonetic alphabet, here students going to practice the written English sounds.



The software of this program **PHONETIZER** is free download in this link. <http://phonetizer.soft112.com/>. Students work with phonetizer program at home translating newspapers' articles into phonetic transcription, to get those articles they need go to, <http://www.onlinenewspapers.com/Top50/Top50-CurrentUS.htm>. Click in one of the newspaper, next choose the article and copy and paste on the leave part of the phonetizer

program and finally click the button translate, the result of this, students have to handwrite it on a sheet of paper and take it to the next class. See the picture.



4.6.2 Listen Closely to Some Music Helps Students to Improve Pronunciation

Listening to some music help student understand the content and the way many people use the lyric to express the feeling of the songs. Listening and singing can master difficult words which are in some cases impossible to pronounce (e.g. rap, reggae, etc.) by listening carefully to the rhythm and the way certain syllables sound and pronounce. Words in English and Spanish may change according to the way people pronounce due to stress and intonation.

The intonation or tone of some phrases or words may affect the meaning of the content. That is depending of the way people place the stress or intonation in each part of a phrase or words; as a result, students get confused and find it difficult to recognize whether it could be a verb or noun. To give clear information it is necessary to explain using an example of the word **REFUSE**, which it has two meaning depending on what it is talking about. And there are some other examples which it is mentioned in the following chart.

Word stress

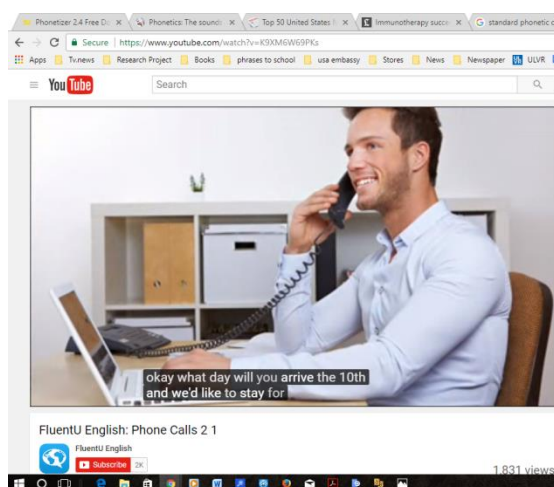
words	Verb stress	Noun stress
refuse	/reh-FYUZ/	/REH-fyuz/
present	/pri'zɛnt/	- /'prezɛnt/
object	/əb'dʒɛkt/	/'ɒbdʒɪkt/

In this chart the word refuse has two meanings; the first one works as a verb which means “NO” and the other with a noun meaning of “GARBAGE”. It is also seen in similar situation in the word “**Object**” (noun: a “thing” or “the goal of something”) or (**object** as a verb: “to disagree with something”) and **PREsent** noun: relating to now or either a current period of time or a gift; while **preSENT** is a verb meaning “to show”.

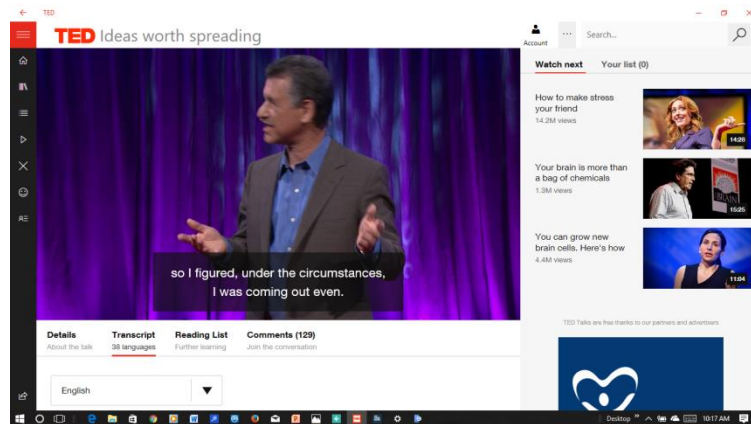
4.6.3 Subscribing to English Websites, Podcasts and YouTube Channels

Nowadays, internet has become a very popular resource for many people, especially in children and teenagers to find a lot of information required to increase their knowledge and school competence demanding. Sailing and using internet is the best way to perform a high quality of education in learning English as a foreign language. There are a variety of teaching and learning resources for teachers and students to develop a good teaching and learning environment and master the English language.

FluentU is a great place to start; this website offers a variety of videos where students can improve their listening and writing skill. It also has an application to use a cell phones and very useful tool to find word phoneme and pronunciation. Students can reinforce the English language pronunciation with multimedia pictures or flashcards and vocabulary, and it also explains using video or audio recording, so that students may learn the words easily. Students develop this strategy going to: <https://www.youtube.com/watch?v=K9XM6W69PKs>, see the picture



There are also a number of websites and social networking which offers a variety of English courses and very useful to practice grammar and vocabulary by visual aids such as **Podcast**, which is a digital radio where people can listen and practice their speaking and listening skills. **TED TALK and YOUTUBE** are also good digital resources where you can watch the program and develop the ability to listen and perform the acquisition of the language.



4.6.4 Providing a Rich Environment to Improve English Speaking Language

Teaching English speaking is so important in the second language learning. Teachers must take the responsibility to create a rich environment where pupils develop the English language in a high quality in different ways. (Connel, 2014) “A language-rich classroom has many different layers and I believe the key to each is student engagement.” According to Connel, a good classroom environment needs the teachers’ motivation where students develop self-confidence. There are some steps that provide a rich environment to improve English speaking language:

- Reading aloud every day is a big help for the students. They increase their vocabulary when they speak making words part of them. Besides, they improve their language fluency.
- Teachers must use word walls because this technique creates a connection between words and their meanings facilitating the students’ comprehension.

- Anchor charts are similar than word walls, but there is a little difference. Anchor charts reinforce the concepts acquired in the process of learning.
- Creation of a classroom library develops literacy in the students because it encourages students to read improving their language skills.
- Displaying phrases inside the classroom provide a good environment as students familiarize their native language with the foreign language in where they feel comfortable and speak in all time.
- Games are good resources for students to understand concepts. It is the best way that kids can learn words.

To sum up, a good environment promotes an efficient communication in which students learn for whole life. Speaking activities are necessary to develop the students' interactive skills. These activities promote students' interaction in the learning process, and the class becomes more funny and interesting. Speaking is one of the four language skills and the most important because through of this skill people communicate each other. Students can express their opinions, ideas, and concepts and make discussions of any topic.



4.7 Validation of the Proposed Project Plan



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan


Effectiveness of speaking Activities to Develop Communicative Skills in 2nd

Bachillerato Students at Unidad Educativa "SOFOS"

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility		✓			
Relevance		✓			
Originality		✓			
Language	✓				
Comprehension	✓				
Creativity		✓			

Comments

Name:	MTefel. Janeth Mora Z.	 Signature
Occupation:	English Teacher	
Phone number:	0990536501	

Validation of the Proposed Project Plan



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

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Relevance		✓			
Originality		✓			
Language	✓				
Comprehension	✓				
Creativity		✓			

Comments

Name:	MSc. Maritza Mejía.	 Signature
Occupation:	English Teacher	
Phone number:	0993154001	

Validation of the Proposed Project Plan



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

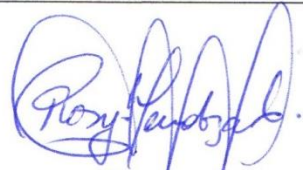
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Relevance		✓			
Originality		✓			
Language		✓			
Comprehension		✓			
Creativity	✓				

Comments

Name:	MSc. Rosy Mendoza.	 Signature
Occupation:	English Teacher	
Phone number:	0981802773	

4.9 Impact / Benefits of the proposed Plan

The elaboration of didactic resources with fun activities has been designed for benefiting teachers from the English area at SOFOS school in order to develop speaking skill. This pedagogical resource intends to inform the application of some strategies. Teachers will be benefitted from this guide since their list of strategies and techniques can be increased which would improve their instruction and professionalism. Moreover, the reaction of this guide could have a greater impact if it is applied in class.

The second most important benefactors of this application guide are students since they are the ones who will be receiving the strategies as tools for understanding new information. Immediate results could be seen in student's academic proficiency after the application of the strategies and method. Furthermore, student's sense of independent learning would also be acquire and increased. Throughout the use of the method, students would have developed communicative approach in their metacognitive for the selection of strategies.

In addition to teachers and students, the English area at this institution would be one of the pioneers in the application of this method in Ecuador since the method is relatively new and widely known I the country. The English area could in turn serve as a model for other area to apply new methods of instruction different form the traditional ones that have already been applied. In the same way, the institution would be benefitted since its students would be known as learners with a sense of independency whose characteristics could be seen at a higher level of education.

4.10 Conclusion

This study is conducted to determine the relationship between the uses of vocabulary pronunciation activities and developing speaking skill in the English language. There is an evidence of students who really have problems when they speak or even they feel ashamed to pronounce certain words which they are not sure to say in class, showing shyness or they feel frighten when they want to stand up in front of the class and can't speak with their classmates. Another evidence has been seen on teacher who do not like to

prepare the class, and apply traditional teaching methods, as a result students show disinterest for learning and paying attention to the class.

Teaching has been a big problem for many teachers. There is plenty of information which are helpful to bring students in order to reinforce and practice English language. However, there are still retrograde Teachers who uses their traditional methods and do not practice their pronunciation of some vocabulary due to lack of attention in this area by teachers; they skip the process to finishing the school programs, as a results there are empty spaces in students cognitive development that have not been completed by the lack of responsibility of many teachers.

During a peer observation in the classroom we found students talking or playing, teachers in some cases got angry and raised their voices, due to a lack of interests and poor motivation in classroom. Tackling underachievement in classes is the result of an unfulfilled potential in English writing skills. Finally, it was useful to work with other resources to get more information such as interviewing the principal, teachers and all people who belonged to this school community.

It was necessary to know about what teachers and students think about the use of fun speaking activities to enhance pronunciation and communicative abilities.

4.11 Recommendations

The entire previous vocabulary introduction will be so essential to create central ideas to elaborate the whole work. All of this helps elaborate a new way to improve speaking skills. Teachers must update in new methods in order to diffuse the knowledge in EF learners, it is also necessary to be updated and teachers must attend to seminars and workshops with constantly due to the new social tendencies and students who are capable to find any information on internet without any help or being oriented.

For teachers, must not feel afraid of using computers and find variety resources on internet to prepare their classes and make his teaching method funny and dynamic. These virtual resources will facilitate teaching process and help teachers to have the most

wonderful English classes. Taking advantages of it, you will get a better classroom management you can avoid the amounts of papers used unnecessarily.

For students, the use of technologies to practice speaking skill is an advantage for them because they are all the time online, teachers must send video activities to see at home and explain in class. Also, they will change their perspective about it one new open will be open for him in a very rentable way. No more distraction, more workgroup and better grades because they are enjoying to learn a new language.

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APPENDIX.

Urkund Analysis Result

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“Didactic Strategies in English Pronunciation in Second Bachillerato Students at Unidad Educativa Sofos in Guayaquil”

AUTOR/ES:

Audie Allister Estrella Crespo

TUTOR:

MsC. Mario Mejía Alarcón

REVISORES:

MsC. María Leonor Cedeño Sempertegui

MsC. Janeth Mora Zapater

MsC. Maritza Mejía Arteaga

INSTITUCIÓN:

Universidad Laica Vicente Rocafuerte de Guayaquil

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RESUMEN:

Didactic strategies to determine the most suitable ways in which EFL learners can acquire good oral communication skills. Many researchers have provided English teachers with a variety of techniques that can help foreign language learners achieve oral proficiency, but little attention has been given to the development of these skills in young learners. Those didactic strategies are addressed to second bachillerato students at Unidad Educativa SOFOS in Guayaquil because of students' pronunciation problems.

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CONTACTO CON AUTOR/ES

Teléfono: 0993239097

Email: aestrellacpo@hotmail.com

CONTACTO EN LA INSTITUCIÓN:

Nombre: Ab. Michelle Vargas Aguilar

Teléfono: 2596500 ext. 221

E-mail: mvargasa@ulvr.edu.ec