# UTMACH

## FACULTAD DE CIENCIAS SOCIALES

## CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

## The use of didactic methods applied in the teaching and learning of the pronunciation of the English language

SUQUINAGUA RAMON NELLELY DANIANE
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

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CHAMBA ZAMBRANO JONH MARCELO

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*por* Suquinagua Ramon Nellely Daniane - León Lucero Braulio Andrés

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## DEDICATION

I dedicate this research to the entire educational community, to those who take the time to seek information to improve the teaching-learning process of their students. To God for being great and helping us meet these goals and always providing a solution to every problem.

And last but not least, I dedicate this degree project to my parents for being present throughout this university journey.

## GRATITUDE

At the end of this degree work, first of all I want to thank God for helping us in all the challenges that have been presented to us, thank God for giving us wisdom and reasoning in decision-making that helped us meet the demands required for this work that will be very helpful in the educational community.

I also want to thank my parents for having trusted our desire to study and for having supported us on this path, financially, morally and psychologically.

# SUMMARY

This research addresses the problems presented by students in the English language as a foreign language, in terms of pronunciation. On this basis, the use of virtual didactic resources that contribute to the improvement and strengthening of pronunciation in the students of the tenth year parallel "A" of the Carmen Mora de Encalada School in the city of Pasaje is implemented. The pedagogical, didactic and psychological foundations that allowed the elaboration and application of the pedagogical proposal composed of a system of exercises through the didactic method using flashcards are considered. In such a way, the system of exercises contributes significantly in the teaching-learning process of the English language benefiting the students of the educational institution. This research is based on a quantitative methodological paradigm, under an experimental design. In addition, theoretical and empirical methods (interview, diagnostic test) were used to collect data that allow organizing the information for its study in response to and verification of the proposed hypothesis.

Keywords: System of exercises, didactic methods, teaching-learning process, pronunciation, flashcards.

# ABSTRACT

La presente investigación aborda la problemática que presentan los estudiantes en el idioma inglés como lengua extranjera, en cuanto a la pronunciación. Sobre esta base se implementa el uso de recursos didácticos virtuales que contribuyan al mejoramiento y fortalecimiento de la pronunciación en los estudiantes de décimo año paralelo "A" del Colegio Carmen Mora de Encalada en la ciudad de Pasaje. Se consideran los fundamentos pedagógicos, didácticos y psicológicos que permitieron la elaboración y aplicación de la propuesta pedagógica compuesta de un sistema de ejercicios a través del método didáctico usando flashcard. De tal manera, el sistema de ejercicios aporta significativamente en el proceso de enseñanza aprendizaje del idioma inglés beneficiando a los estudiantes de la institución educativa. Esta investigación se basa en un paradigma metodológico cuantitativo, bajo un diseño experimental. Además, se utilizaron métodos teóricos y empíricos (entrevista, prueba diagnóstica) para la recolección de datos que permiten organizar la información para su estudio en respuesta y verificación de la hipótesis planteada.

Palabras claves: Sistema de ejercicios, métodos didácticos, proceso de enseñanza-aprendizaje, pronunciación, flashcards.

# INDEX

# INTRODUCTION

Currently, it is very clear that the English language is part of our daily lives, as it is the second most spoken language in the world. Over the years, the interest and dedication that people have shown in wanting to learn this foreign language has been increasing, thus making approximately 80% of the world population learn this language in order to communicate with people of different backgrounds. nationalities.

To fully master this foreign language, it is necessary to integrate the four skills, such as reading, listening, speaking and writing. These are the ones that will allow us to master the English language, however, not everyone is capable of fully learning these skills. . On the other hand, pronunciation is a skill that has its degree of difficulty, since the English language is a very different language from Castilian since it is not a phonetic language, that is, it is not written as it is pronounced, according to (Campoverde, et al. al., p. 236) ensures that, "the different approaches in the teaching of English as a foreign language, are responsible for seeking methods and techniques in order to improve teaching."

When analyzing the case of high school students in Ecuador, it is estimated that students finish their secondary academic period reaching level B1 in English, although the reality is that students who finish high school sometimes do not reach level A2 in English. the language, thus placing Ecuador as one of the territories with the least command of this foreign language in Latin America. Given these results, it has been possible to highlight and emphasize the equitable development of the four skills, in order to improve the level of foreign language in the classroom. However, the "speaking" skill continues to be our priority (Beltrán, Learning English as a Foreign Language, 2017).

Although the teaching of the English language gained strength more than 30 years ago in

Ecuador, in practice the advances have not yet been able to overcome the social gaps that have historically been seen from the inequitable access to quality services of public education in comparison to private education. English teachers in Ecuador have focused on teaching grammar, despite the fact that in 1993 the application of the oral communicative model was established.

The classes were presented in grammatical structures, however, during the classes it was rarely possible to pronounce a few words in a foreign language, the classes focus on conversations predetermined by the teacher, moving the student away from the communicative approach, developing learning problems and errors when establishing a communication in the studied language. Likewise (Calderón & Córdova, 2020, p. 117) he deduces that over the years, "the teaching of the English language has found support in technologies for the development of oral, writing, reading and comprehension skills auditory".

Some English language learners seem obsessed with perfecting their learning and get frustrated when they make mistakes while speaking or writing it. With a little skill, those moments can become opportunities to improve and develop fluency, even if native speakers make mistakes. Students are subject to making mistakes more easily (Rolo, 2019).

Phrases such as "English is not for me" or "I'm not good at speaking English" are often heard, it is known that learning a new language is not the easiest task in the world for people, even so, it should not be a goal impossible to achieve Many people say they know how to read, write and even understand English, but when speaking the situation changes, this happens mainly due to lack of practice, so it is recommended to include words in English in the daily routine as many times as possible, taking advantage of every opportunity to practice and improve the language.

Another visible factor is the lack of security or fear when expressing themselves by speaking a language other than the native one. The first thing to take into account is that it is not possible to

learn without making mistakes, the lack of focus and perseverance does not allow students to speak with fluent english. A clear example of the problem in the practice of the language are public schools, where many times the failures are not the teacher's, rather, it is a problem of the educational system, not having access to books, didactic material (what is happening in this period), so that teachers have tools and new learning methods each year, such as seminars and updated documentation to facilitate understanding and command of a second language such as English.

It is true that the difficulty in speaking English is a problem with antecedents, one of them is a law that existed, which prohibited films in the original version, in order to defend Spanish and closed the borders to English for 40 years, It also focused on defending Spanish and thus became a country accustomed to watching dubbed movies. According to (Quevedo, et al., 2021, p. 100) they mention that "foreign language teaching methodologies have evolved over time, from linguistic and psychological perspectives and theories".

Currently, command of English continues to be one of the factors that makes the most difference, hence the emphasis on public schools being bilingual or teaching some subjects in English to provide a solution to this situation, the Ecuadorian education system must make the quantum leap and stop teaching the English language and teach it as a basic skill of the system.

The age at which people begin to study a new language seems to be an important factor in the development of both pronunciation and listening skills and abilities. Some authors speak of sensitive periods for learning that start at age 7. Although it is true that an adult can learn a new language using strategies and motivation. It is questionable whether there is an improvement in people who interact in a conversation by applying the language so that the body and mind activate naturally, avoiding space for fears that could sabotage learning.

So with the passing of time and the need to learn a new language, the educational culture has been adopting new ways to strengthen the teaching-learning process to improve the academic system.

Faced with the presence of the problem and the dispute that is found in the educational system about what or how is the best way to guide knowledge towards students, various ways have emerged to teach a new language, but they all arrive at the same idea which Its objective is to systematize a scheme where the class is planned with tools that the teacher uses to activate the student's senses and thus develop their skills.

This scheme of which we are talking is considered a didactic method which makes use of techniques, strategies, activities, etc., based on the strengthening of the teaching-learning process. The didactic methods help with the planning of the class in the following way: the strategy that is how the class will be guided, the technique that is going to be done, the activities that are going to be applied and finally the tools that is the material that is used to explain the class.

Then it is understood that for the planning of a good class the didactic method must be used, so it should be thought in the first instance what resources are going to be used in the class, taking into account that these resources must help the student absorb knowledge in an easier and faster way. After the didactic resource is known, the technique is chosen to then create the didactic strategy and so in this order it is the appropriate way in which a class should be planned so that the apprentice has a good learning.

One of the most innovative resources are flashcards since being easy to access and manipulate helps a more efficient teaching-learning process, flashcards can be easily created by teachers, according to the needs of students and in this way Respond to the objectives and goals set out in the class planning.

Flashcards consist of pictures containing words, sentences or images that are presented to students to visualize what is being taught. In the case of teaching pronunciation, these facilitate recognition of words with their phonemes, thus helping to the cognitive recognition of each word and its pronunciation.

The authors described above have made known the different problems that exist when mastering the pronunciation of the English language, despite each of the contributions made by the authors, when verifying the level of performance in the pronunciation of the language, it has been been able to find that most students stagnate in the progress of this skill, presenting difficulties such as:

- Poor fluency when engaging in a dialogue in English.

- Lack of auditory development with respect to the intonations of words.

- Ignorance of vocabulary.

- When pronouncing, they first think in Spanish and then try to translate it into English.

- Lack of confidence to apply the language frequently with their environment.

In relation to the aforementioned external manifestations, the following scientific problem arises: How to improve the pronunciation of the English language in the students of the 10th year of basic education of the Carmen Mora de Encalada high school?

Some of the causes involved in the origin of this problem are:

- Lack of practice and perseverance by students inside and outside of classes to master the language.

- Little knowledge of grammar leads to incorrectly structuring sentences and therefore making mistakes when speaking.

- The fear of ridicule hinders learning through the mistakes that are made in pronunciation.

- Lack of mastery of the segmental and suprasegmental characteristics of pronunciation by teachers

Therefore, the teaching-learning process of English pronunciation in higher basic education is defined as the object of study. The present investigation has as a general objective, to apply a system of exercises through flashcards with phonemes for the improvement of the pronunciation of the English language in the students of the 10th year of basic general education at the Carmen Mora de Encalada high school.

Therefore, the field of research is delimited in the audiovisual didactic resources.

For the development of the research, the following specific objectives were considered:

- Argue theoretically the use of the didactic method for teaching the English language.

- To determine the level of pronunciation of the English language in the students of the 10th year of basic general education at the Carmen Mora de Encalada high school.

- Implement a system of exercises using the phonetic method to improve the pronunciation of the English language.

- Examine the results obtained from the use of the exercise system using the phonetic method of pronunciation of the English language.

In the investigation, the following hypothesis was raised: the use of an exercise system using flashcards with phonetic transcription contributes significantly to improving the pronunciation of the English language.

The hypothesis studies the relationship between two variables:

The independent variable: System of exercises using flash cards with phonetic transcription:

A set of exercises shown through the audiovisual system to improve pronunciation of the English language, through the use of flash cards with phonemes, which facilitate the study of a language other than the native one, where the concept is presented on one side. to study and on the other hand, the transcription is visualized, in the form of a phoneme, studying the phonological level of a language (Saleh, 2017).

The dependent variable the pronunciation of the English language:

The skill of properly pronouncing texts written in English, a proper pronunciation is one of the points of the language that highlight the handling and mastery of it, due to this there are rules and tips that contribute to the improvement of the accent, intonation, etc. Facilitating in this way that the people with whom you want to communicate understand the dialogue and can maintain a fluid conversation (Rodríguez M., 2019).

Educational research is carried out governed by a quantitative methodological paradigm, with an experimental design, of the pre-experimental type, with a pre-test and a post-test.

The 32 students of the 10th year of General Basic Education parallel "A" of the Carmen Mora de Encalada High School are considered as population.

In the present investigation, methods of the theoretical level and the empirical level are considered.

From the theoretical level the following methods are used:

The historical-logical to analyze the real antecedents and laws of the functioning of the phenomena throughout history.

The analytical - synthetic method to disintegrate a whole into its parts, examining the causes, origins and impact after performing the synthesis of what has been studied.

From the empirical level the methods are applied:

Experimental method to direct the variables that have been studied, thus observing the effect after the use of the didactic methods in the classes, measuring the progress in the pronunciation of the English language.

Measurement method in order to conduct student surveys to obtain information on the procedures carried out in class.

The relevance of this work focuses on analyzing the teaching and learning of pronunciation of the English language, through the use of didactic methods such as exercises using flashcards with phonetic transcription, which help to understand the language dynamically, with the aim of purpose that students learn to improve their pronunciation in this foreign language and are prepared to speak with some fluency, so that in the future they can easily learn another language.

The development of this research provides both teachers and students with teaching and learning facilities with the use of didactic methods such as flash card exercises with phonemes, which have the purpose of making the study and practice of the English language more entertaining. , allowing students to understand and be interested in properly pronouncing the English language .

It should be noted that the research is supported by virtue of the fact that the introduction demonstrates the general panorama of the work problem.

**CHAPTER 1. USE OF THE TEACHING METHOD IN THE TEACHING-LEARNING PROCESS TO IMPROVE THE PRONUNCIATION OF THE ENGLISH LANGUAGE.**

The first chapter contains the historical, conceptual and contextual background of the problem, with the aim of knowing the process and history from a macro to micro conceptual point of view. Subsequently, in chapter two, the methodological structure of the research is elaborated. Later, in chapter three, the methodological proposal and the results of its application intervene. Finally, the conclusions, recommendations, bibliographical references, annexes and evidence that demonstrate what has been worked on throughout the investigation are presented.

**Historical evolution of the use of didactic methods applied in the teaching and learning of the English language to improve pronunciation.**

In the process of teaching and learning the English language during the 18th century, the deductive and mentalist method was known, where the way to learn the language was by memorizing the rules of the language and, above all, learning the vocabulary words, even so, there was not so much need to speak the language, for which the pronunciation was not the best, most people pronounced as they were written (Vigil & Acosta, 2021).

**First stage**(1980 - 1919), Ideas about how English could be learned were changing, generating criticism about learning the language only with grammar or vocabulary, the new convictions were based on behaviorism, the same that was used in most schools of English. Europe. By the year 1900, the direct method was presented, the same one that required the language learner to have a direct relationship with the language, practicing everyday life situations in classes. According to the article That's English, he points out "speaking is a productive skill that does not usually occur in isolation, but in a communicative process in which the sender and receiver communicate with each other" (Andalucia, 2015) (p. 57).

**Second stage**(1920 - 1949) This was about the students applying a type of language that is based on real life situations, that is, they do not use fictitious scenarios, when the Second World

War occurred in the world, the combatants had to be forced learning the English language, in order to know what the enemies were talking and plotting against them, this learning method was called the "army method".

In 1940 onwards, thanks to the development of the methodology, the new Audiolingual method was born, the same one that was accepted in a good way by society, it should be noted that its acceptance was so great that in some places this method is still used to learning English, the basis of that method focuses specifically on oral expression, through a systematic practice, at first dialogues were used, after this came the exercises and to culminate the language was applied. The author Gómez, in his digital article Analysis of didactic methods in teaching, explains: "didactic techniques to improve pronunciation of the English language are defined as systematized and sufficiently proven forms, means or procedures, which help to develop and organize an activity , according to the intended aims and objectives". (Gomez, 2008) (p.114)

**third stage**(1950 - 1989) The army method for the year 1950 had another name, it was called as a support for the Audio - oral method. In 1957, transformational grammar came to learning English, thanks to the origin of some works that revolutionized linguistics. These works were made by Noam Chomsky. progress with the English language automatically and apply the language in your daily life, improving even more by bringing the practice to reality. It should also be noted that for Chomsky the reason for the existence of language in humans is not to allow communication but to allow the creation and expression of thought (Salvat Editores, 1975).

In 1970 the functional notion originates, as a new method to learn the English language, where the way of learning corresponded to putting pronunciation into practice, greeting, saying goodbye, asking questions, generating conversations in the language. In 1980 the Communicative Approach was taken in school classes, this type of approach focuses on the needs of people who intend to

learn the English language, this methodology helps students to master the language because it allows them to acquire communication skills, that makes it easier for them to function when pronouncing and listening to words in English.

**fourth stage**(1990 - 2005) Traditionalism conquered teaching in the 90s, which caused language teaching to be based on students learning the language in a structuralist way, that is, they had to learn structures and spelling, which did not give good results. results, leading to monotonous classes.

For 2005, new activities were carried out in teaching, which provided that the learning of the language is carried out with new techniques, the students made use of headphones, projectors, movies, among others. In these years, improvement was sought both in the teaching and learning of the language, likewise much more emphasis was placed on seeking a fluent pronunciation.

**Fifth stage**(2006 – present) For the year 2006, the communicative stage in learning English emerged, with the help of centers dedicated to teaching the language, having resources such as headphones, projectors, banners, etc. These resources improved and made the way of teaching and learning English and especially pronunciation much easier for teachers and students, providing more learning facilities, due to this the communicative stage from 2006 to the present is still used, honing language skills. In the same sense, Jones (2006) found that the effects of collaborative work in pairs when accessing illustrations and written notes in multimedia activities for listening comprehension were positive;

At present there are different ways of teaching and learning English, which benefits students, since they do not need to be in a classroom to learn the grammar and pronunciation of the language, the new modalities give the possibility for students to students are motivated to learn, being a positive challenge to have a correct pronunciation, through phonemes, games, songs, etc.

**1.2. Theoretical characterization of the use of didactic methods applied in the teaching-learning process of the English language to improve pronunciation**

For Campoverde and Zambrano (2019) the use of didactic methods is a way to promote both the teacher and the student in the teaching and learning of the English language, in this sense any of the methods applied will transform a normal class into a motivated and enjoyable class. that will help students to learn the English language more easily.

According to Beltrán (2017) the teaching of the English language has countless methods that have been used throughout history, the grammar method being the first to be implemented by teachers, until today the didactic methods to improve The pronunciation of the English language have evolved thanks to technology, likewise they must be implemented according to the level of knowledge in which the student is in order to notice their progress in the pronunciation of the language.

In order to improve the pronunciation of the English language, it is necessary to take into account and identify the strengths and weaknesses of each person to learn the new language. New learning and teaching methods must be put into practice so that both teachers have the satisfaction of teaching properly and, on the other hand, students acquire new knowledge and techniques that help them successfully pronounce English.

Today the teachers of this subject have been trained and provide new methodologies to students such as role-playing, teamwork, simulations, dramas, performances, exposition, reading aloud, debates, etc. These exercises prevent learning from becoming boring and encourage them to integrate their pronunciation skills in a new language such as English in this case.

### 1.2.1. The teaching-learning process of the English language to improve pronunciation

As the teaching and learning of the English language develops, its pronunciation is perfected, pronouncing properly allows there to be no confusion when establishing a dialogue, for students the best way to learn is by developing dialogues that allow them to practice and speak fluently and intelligibly. the language, at first there will be misinterpretations about the meaning of the words, until a point is reached in which the pronunciation is correct along with the grammar of the language.

It is important that in the learning process students make use of texts that are easy to understand and pronounce, in this way little by little they can increase the level of difficulty, likewise teach the student that to speak in English they must think in the same language and not in the native, because by doing so they will not be able to express themselves fluently and it takes time to translate the words before pronouncing them (Peña, 2019).

In education, it is essential that for the teaching and learning process of the English language, content is used from the most basic to the most up-to-date and complex so that students evolve and increase their knowledge and pronunciation skills. With the help of the knowledge acquired, young students will have more job and social opportunities, since it is a universal language.

In different countries of the world, new teaching-learning processes of the English language have been applied, these have evolved more easily, however, before that was not possible and learning was not effective on the part of the students. Many people agree saying that the teaching-learning process of a foreign language is very difficult and that in the end the best results are not obtained, despite this, it has been shown that with new methods and technology progress can be made. in learning the new language and even more so in its pronunciation.

### 1.2.2. The use of didactic strategies in teaching-learning of the English language

The didactic strategies used in the teaching and learning of the English language contribute to this process not becoming boring for the students and teachers, in this way they can choose which is the most efficient method depending on the characteristics of the students (Ramírez, Perlaza , Sosa, & Bautista, 2018).

Among the strategies that facilitate the learning of English pronunciation, the following can be found:

Watching movies in English is one of the most used ways, since watching movies must take into account which syllables the actors empathize and how they put their mouths when pronouncing.

Identifying the phonemes and combination of words slowly is the ideal way to learn the semantic structure and pronunciation.

The subtitles on television help to understand which are the words that do not follow rules.

Reading English books aloud every day improves pronunciation because it is a way of practicing daily.

Talking to native speakers is one of the best methods to improve your pronunciation as it improves your speaking speed.

### 1.2.3. Improving the pronunciation of the English language

For the optimal learning of a new language, like English for example, it is very important to learn the pronunciation effectively. It is always common that when learning the English language, people make mistakes when pronouncing words in sentences and that they do not make good use of intonation, in closed and/or open questions (yes/no question and information question).

The biggest problem non-native English teachers have is dealing with the pronunciation of a language. David Abercrombie in this regard asks:

"Is it, in fact, necessary for a language teacher to be a phonetician? I would reply that all language teachers, in some respect, are phoneticians. it is not possible, for practical purposes, to teach a foreign language to any learner for any purpose, by any method without giving some attention to pronunciation. and any attention to pronunciation, is phonetics" (Nasr T Raja, 1987 p.25).

Currently there are two approaches to learn the pronunciation of the English language more easily; the intuitive, imitative approach and the linguistic analytical approach, as some have chosen to impose outdated methods on students since elementary school. For learning to be effective, one of the strategies for students to learn the pronunciation of the English language is to engage in various activities with sounds, conversations, and rhythms of the language (German, 2020).

Many people agree saying that the teaching-learning process of a foreign language is very difficult and that in the end the best results are not obtained, despite this, it has been shown that with new methods and technology progress can be made. in learning a new language and even more so in its pronunciation.

Both teaching and learning a new foreign language takes time to master it safely. For this, different strategies have been applied, depending on the learning capacity of the students and their exposure to the language. Throughout the years of a student's study, different techniques are executed until young people acquire an intelligible fluency (that the interlocutor understands the message) instead of a precision in the pronunciation of the language (Tench, Paul 1991 p. 17).

**1.3. Contextual characteristics of the teaching-learning process of the English language in the 10th year of Basic Education at the Carmen Mora Encalada.**

At present, in the different educational units of Ecuador, different techniques have been developed for teaching and learning the English language. During this process, a considerable number of errors have been evidenced by students when learning this new language, since there are difficulties in pronunciation, use of grammar and writing of words (Rodríguez, Hernández, Same, 2021).

Likewise, with the application of activities to learn English, young people have been increasing their knowledge and improving the pronunciation of the English language, this is how in the students who are within the 10th grade of basic education of the Carmen Mora de Encalada High School, Teachers have managed to recognize several shortcomings that students commit in terms of intonation, accent, in order to have knowledge of which method is best for them and thus be able to obtain efficient results.

**1.3.1 The teaching-learning process of the English language in Ecuador**

According to several studies carried out by experts throughout Latin America, it has been determined that Ecuador is one of the two countries with the lowest level of English language proficiency, slightly surpassing Mexico, obtaining a score of 411/1000, this is a of the most motivating figures that a country has presented.

This is why the greatest importance has been given to learning the English language in Ecuador, which is why it has been ruled that the teaching of English is mandatory within both public and private establishments in the country. This began in 1993, through an agreement between the Ministry of Education of Ecuador and the British government and the training of its teachers in the

British Council, which is a public institute located in the United Kingdom, which is the responsible for teaching the English language in the country (Pacheco, 2022).

From the moment English became a compulsory subject, the teaching and learning processes have gradually improved until today, with the use of new methods and strategies. In addition, the use of technology has been an indispensable tool that provides a variety of facilities for teaching and learning the English language and its pronunciation.

International advances in the teaching-learning of the English language have made it necessary in Ecuador to promote new techniques for student learning. The Ministry of Education of the country has taken the teaching of foreign languages very seriously and even more so English, because as mentioned above, it is a universal language which has caused teaching to be taught from initial education even in universities, this also with the objective that young students have better opportunities in their professional life.

### 1.3.2 Instrument analysis

After analyzing the applied instruments, the following results are presented. In the first instance, the interview was carried out with the English teacher - in charge of the teacher (Annex 1),

**Interview addressed to the teacher of the English area**

Appendix 1

Through the interview directed to the teacher of the English area, it was possible to examine the reality of the educational environment of 32 tenth-year students of basic general education, who have a low level of pronunciation, given this due to the lack of exposure with the language and the personal commitment to improve the methodology, to deal with this aspect within the

process of teaching/learning English in the educational establishment. In addition to the lack of activities that accompany the improvement of pronunciation in English, there is a great weakness of knowledge on the part of our interviewee about the suprasegmental characteristics of pronunciation, which makes it impossible for her to try to teach these topics, worse still, to create strategies teaching for improvement.

**Diagnostic test**

Appendix 2)

In relation to unit of analysis 1: Phonetics (acoustic and physiological) in the English language, the following results were extracted:

| levels | Students |
|--------|----------|
| Well | 5 |
| Regular | 7 |
| Low | twenty |
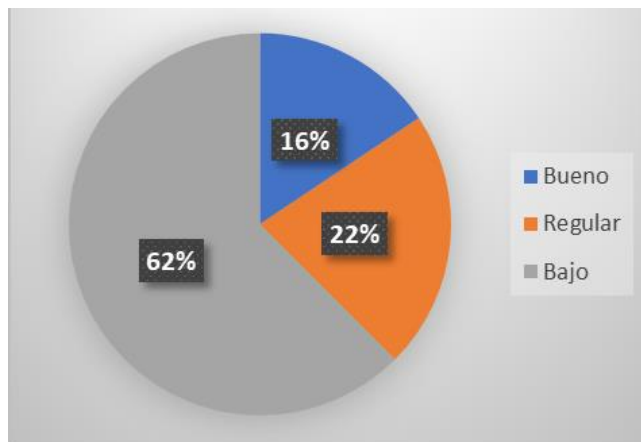


In the grammar of the English language and its category of use of the English language to express ideas, accurately and objectively, it was found that 20 students (68%) achieved a score of 4 points, which places them at the low level, 7 students (19%) obtained an average of 5 points, being located in the medium level, and only 5 students (13%) were in the high level. It is evident that the students present problems when it comes to emitting the sounds of each word, which is why it is not located among the best pronunciation

positions.

The results show the lack of pronunciation on the part of the students when making the sounds.

In relation to unit of analysis 2: Phonology (accents and intonations) in theEnglish language, the following results were extracted:

| levels | Students |
|--------|----------|
| Well | 3 |
| Regular | 5 |
| Low | 24 |
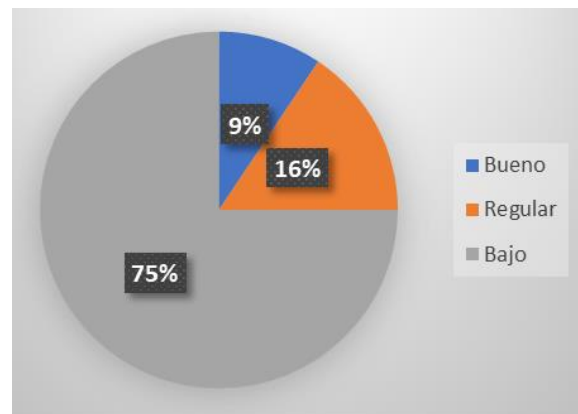


In relation to the level of English of the tenth year EGB students, it was found that 24 students (76%) were at a low level, 4 students (15%) were at a medium level and 3 students (9%) were at a medium level. high level. As a result of this diagnosis, it is understood that students are not familiar with atonic and tonic sounds (word stress), that is, they are unaware of the terms graphemes and phonemes that exist in English, which makes it difficult for them to identify sounds, and therefore hence its production.

The results obtained in the diagnosis indicate the need to carry out an intervention in the classes to improve the pronunciation of the students of the tenth year of basic education of the Carmen Mora Encalada school, since it was evidenced that the management of these

characteristics does not have a good proficiency level so that the student can develop a correct pronunciation. It is evident that the center of the problem lies in the ignorance of the varieties of pronunciation about the consonantal phonemes in English (deaf and voiced) and the inconsistency between the writing of a word and its pronunciation.

## CHAPTER 2. METHODOLOGICAL FRAMEWORK

This chapter specifies the methodological aspects of the study, among which are the determination of the methodological perspective, the type of design and research, the work with the methods and the procedures for the corresponding data analysis.

### 2.1 Paradigm and type of research

This research is carried out within the quantitative paradigm, since it seeks to measure, know and examine situations, in relation to the phenomenon, based on the evaluation results. Through quantitative research, data collection derives cause-problem relationships from empirical facts.

This type of research is responsible for collecting and analyzing quantitative data, tries to establish the power of the correlation between variables, generalizes and objective results through the sample (Hip, 2017).

### 2.2 Research design.

It is important to define the type of research design, since it provides the necessary tools to address the research problem, this means that it helps to solve the problem with its tools, be it data collection or analysis, a structure solid statement of what is going to be done and how it will be carried out within the investigation. The research is explanatory experimental type and has an explanatory character.

**2.3 Population and sample or object of study**

The 32 students, 10 men and 22 women of the 10th year course General Basic Education parallel "A" of the Carmen Mora High School in Encalada, and the teacher in charge of the English course within the institution are considered as population.

**2.4 Research methods**

Choosing the research methods well is a key element within the study for the construction of accurate knowledge of the phenomenon, these methods provide us with techniques according to the investigation, allowing us to obtain an individual result.

**2.4.1 Theoretical methods**

These methods allow revealing what cannot be seen directly from the object of study, in this way it could be said that it fulfills an important function by enabling the conceptual interpretation of the data, in addition to the construction and development of theories (Sol, 2017).

Logical History: this method contributes to the study of the general essence of the phenomenon, it is also related to the study of the real trajectory of the phenomena, that means that it studies the variables during the study process.

Analytical and synthetic: through this method it was possible to diagnose the causes and effects found in the investigation, to be analyzed logically.

**2.4.2 Empirical methods**.

Empirical methods are responsible for the discovery and accumulation of facts, to verify hypotheses.

Probabilistic sampling: this tool allows collecting information from the sample in the investigation. Account of three types which are:

**Simple Random Sampling:**This type of sampling is the easiest since it is simple as choosing a number for each individual in the study group and selecting any of them by number. for example: only work with even or odd numbers; if there are 30, work with the first 15, etc.

**Systematic sampling:**here it is intended to exclude each individual and place them in smaller groups to then take a sample from each group created, these subgroups maintain reference to their characteristics such as age, ethnicity, sex, etc.

**stratified sampling**: a way of systematic grouping is presented where the sample is chosen by "umpteenth" turn, this means that every 5 or 10 will be included.

Experimental method: it verifies changes generated after the application of the strategies, planned for the class, aimed at the pronunciation of the English language.

Interview: the face-to-face interview is a structured and standardized tool that helps to collect direct information from the participants, it consists of a talk where the researcher prepares a dialogue to learn more about the investigative landscape, during the conversation doubts and questions arise that are useful to solve the research problem.

Diagnostic test: it provides knowledge of the students' knowledge to know the level in which they are and have a point of reference to be able to carry out the didactic strategies that will be applied to improve the pronunciation of the English language.

Evaluation: as the word evaluation says, it seeks to evaluate the knowledge acquired, in this case the object of study. This tool will help with the comparison of the student's

progress taking into account the diagnostic test that is the starting point.

## consistency matrix

<table>
<tr><td colspan="4" align="center"><b>consistency matrix</b></td></tr>
<tr>
<td align="center"><b>Problem</b></td>
<td align="center"><b>Goals</b></td>
<td align="center"><b>Hypothesis</b></td>
<td align="center"><b>Variable and Indicators</b></td>
</tr>
<tr>
<td>

<b>General problem</b>

How to improve the pronunciation of the English language in the students of the 10th year of basic education of the Carmen Mora de Encalada high school?

</td>
<td>

<b>General objective</b>

Apply a system of exercises using flashcards with phonemes to improve the pronunciation of the English language in 10th year students of basic general education at the Carmen Mora de Encalada high school.

<b>Specific objectives:</b>

-Theoretically argue the use of the didactic method for teaching the English language.

-Determine the level of pronunciation of the English language in the 10th year students of basic general education at the Carmen Mora de Encalada high school.

-Implement a system of exercises using the phonetic method to improve the pronunciation of the English language.

-Examine the results obtained from the use of the exercise system using the phonetic method of pronunciation of the English language.

</td>
<td>

The use of a system of exercises using flashcards with phonetic transcription contributes significantly to improving the pronunciation of the English language.

</td>
<td>

<b>The dependent variable</b> the pronunciation of the English language, that is, the ability to correctly pronounce English words.

The skill of properly pronouncing texts written in English, a proper pronunciation is one of the points of the language that highlight the management and mastery of it, due to this there are rules and tips that contribute to improving the accent, intonation, etc. Facilitating in this way that the people with whom you want to communicate understand the dialogue and can maintain a fluid conversation (Rodríguez M, 2019).

<table>
<tr>
<td align="center"><b>Dimensions</b></td>
<td align="center"><b>Indicators</b></td>
<td align="center"><b>Indicator Definitions</b></td>
<td align="center"><b>Techniques and Instruments</b></td>
<td align="center"><b>measurement scale</b></td>
</tr>
<tr>
<td>Phonetics</td>
<td>acoustic and physiological</td>
<td>Pronounce sounds correctly</td>
<td>Interview</td>
<td>Likert scale<br><br>(1) good</td>
</tr>
<tr>
<td>Phonology</td>
<td>intonation, stress</td>
<td>Know the phonemes of the English alphabet.</td>
<td>Diagnostic test<br><br>Assessment</td>
<td>(2) regular<br><br>(3) Bad</td>
</tr>
</table>

</td>
</tr>
</table>

| Level – Research Design | Population | Techniques and Instruments Analysis | |
|---|---|---|---|
| **Level:**Upper Basic<br><br>**Design:**Experimental | 32 students. | **Variable**: Dependent<br>**Instruments**: Interview - Diagnostic test - Evaluation<br>**Authors**: Nellely Suquinagua, Braulio<br>**Year**:2023<br>**Form of Administration:**<br>Face-to-face through didactic resources. | Data was collected and presented using graphs describing the results. |

**CHAPTER 3: SYSTEM OF EXERCISES THAT USES THE DIDACTIC METHOD APPLIED IN THE TEACHING-LEARNING PROCESS OF THE PRONUNCIATION OF THE ENGLISH LANGUAGE.**

This section describes the contribution that the researchers made to the educational community, in such a way that knowledge of the method applied in the teaching and learning of pronunciation in English is given for its improvement, which is applied in children of tenth grade. year of the basic general education school Carmen Mora Encalada.

**3.1 Theoretical foundation of the exercise system using flashcards as a didactic method applied in the teaching and learning process to improve pronunciation in English.**

This research aims to innovate the implementation of the use of didactic methods applied in the process of teaching and learning the pronunciation of the English language of the students of 10th year parallel Basic General Education "A" of the Carmen Mora High School in Encalada.

Before starting with this section, you must have clear and precise knowledge of what the didactic method is; As a didactic method, it is understood all those memories that the teacher occupies or uses to facilitate the student's learning process, as well as the reinforcement of his teaching process. Understanding that these methods help the teaching-learning process.

In response to the different problems within the teaching-learning process, specifically to English pronunciation, various ways have been created to strengthen pronunciation teaching strategies; It is the teacher's duty to know about these tools and put them into practice within their classroom. According to (Emilio, 2014) how these processes were created in response to learning problems, it is understood that they respond to the needs of each student. Therefore, the teacher

must evaluate the state of his students to proceed to increase an adequate methodology within his classroom.

When we are faced with a large student load, it is essential to maintain constant use and change to teach, since in a classroom of 30 students we have 30 learning styles, so choosing the necessary tools according to the needs of the learner and the objectives set. facilitates the absorption of knowledge of students in general.

According to Corina (2017), one of the tools that are currently standing out are Flashcards since apart from being cheap and easily accessible, they allow the student to have a repetition system according to the learning need. The flashcards contain two sides of a sheet or only one depending on what is going to be taught.

Learning through flashcards has two visual and verbal pathways, which are processed in the human mind and through different channels. According to some research, the human being uses all his senses to learn, which is why it is said that he is in constant learning.

Learning through two of the senses at the same time strengthens learning knowledge, it is said that the student visualizes in his mind everything he hears, and in turn can repeat the name of the things he sees in his mind.

Study cards or flashcards are a student environment resource based on a cutout, in the form of a card, which on the one hand contains a meaning and, on the other, its signifier. Like an animal and its name on the other side, or in symbols like a phoneme and its alphabetic letter.

It tries to be more emotional and striking for the study of the students, allowing the study load to be summarized and thus not overwhelming the student with so much information. Although the format of the flashcards is originally on paper, there are also cards in various materials. In this

sense, some options are cardboard, cutouts, and even photos.

**3.1.2 Characteristics of the didactic method using flashcards in the teaching-learning process**

Over the years, education has evolved from being something monotonous where the teacher dictates and the student points - to a bilateral learning process where the teacher cares about the student's learning to see how the evolution process is within their subject.

Having knowledge of these points makes it known that bilateral learning promotes a system of didactic programming that proposes the objectives, contents, strategies, techniques, methodologies and evaluation criteria based on the current curriculum. So continuing with this scheme helps the teaching-learning process.

Armijos (2007) says that the teacher must put his feet on the ground and update his teaching methods all the time, the responsibility as educators is to clearly capture what is to be taught and how to do it, in order to provide a quality education. .

In order to apply a didactic method, it is necessary to analyze the character of the group, the character of the group can be passive or aggressive, it is necessary to carry out this analysis in order to correctly apply a didactic method. Another point to take into account is intelligence itself, which understands intelligence as the speed with which a problem is solved. The group must be evaluated to see if they solve problems very quickly or very slowly and thus be able to generate a method. didactic that adapts to your needs.

The next point is to evaluate in the group, since each person has their own personality and from there they will generate groups with similar personalities or personalities that complement each other within the didactic method. The evaluation of the group is necessary and also that of each

one of the members in order to reach an expected learning.

Talking about the didactic method and education is to analyze transgenerational phenomena, this phenomenon that comes from past generations, this means that how children are educated is how they are going to educate their children, it is how they are going to educate their grandchildren and little by little Little is going to change the social characteristics through sociocultural education.

In the sociocultural sense we do not share culture or beliefs or gastronomy from the way people are fed to the way in which they relate to each other is a very strong variable to be able to apply a didactic method and also generate education education is a process very formal that it needs to go beyond simply applying a plan, it has to go beyond that, it has to generate education, learning, mating processes and learning knowledge.

Didactics can be mentioned simply as the art of teaching or the art of learning, it can be defined in two ways: first as a practical and normative pedagogical discipline that aims at technique and teaching, and the second would be an educational action for acting in a safe, economical and efficient way we are talking about in a safe way because you have to see the limits that people have.

In the economic sphere, the power of didactics cannot be limited, it can be said that certain materials are necessary, but an analysis of the economy in which it is going to be applied must be made and then the plan must be adapted to the needs of that group in specific and finally it has to be effective, you cannot spend time on things that may be trending topics such as politics, religion, sports, because those are filler topics that do not help learning, they are simply topics that will generate controversy and perhaps if they manage to entertain our group, but beyond that they will not generate anything, so it is important that the didactics of a class be completely new, that it be

completely fresh.

Each class has its rhythm, its personality has its character, it has its intelligence and that is why the didactics have to be adapted. It is important to see what the group needs and apply it in an efficient, economical and also safe way for the group that is learning after the didactics. Something very important is the method that we can define as the rational and well-calculated organization of the available resources and more adequate to achieve an objective safely, economically and efficiently.

A flashcard is a card that will allow you to memorize concepts, historical facts, formulas, etc. This allows the brain to understand and store information on almost any topic, you can even use it for self-assessment.

According to Pasmino (2019) five rules that must be taken into account to make flashcards are:

First they are done manually, there are other ways to do them on a cell phone or on a computer, but the ideal is to do them manually in person with your own words in order to do the first review.

Second, we try to be specific and so that the knowledge is accurate and does not make the brain think or distract from other things.

Third, place a concept per tab, not make it complex.

Fourth, exploit the artistic side, place the concepts in different colors, draw, make margins or decorations.

Fifth, do not use someone else's flashcards because everyone has their own way of synthesizing the information, so it is important that you use your own words and expressions in the flashcards and thus you will be able to remember the concepts more easily.

When making the flashcards, add relationship elements such as keywords or images that help you remember a concept even if it seems to be unrelated to the subject, they are also known as mnemonic rules and are elements that help you to relate concepts in your mind

Flashcards are very busy for content reinforcement since they serve to repeat - repeat - repeat the content until memorization. In the case of teaching pronunciation, it is helpful since the student memorizes meaning and signifier in his brain, which is meant by this, is that in the case the flashcard contains an image, the student will learn to pronounce said image in English, and in the case of phonetic symbols, the student will be able to recognize said symbols on one side of the flashcard and on the other side the letter of the alphabet as:

{ ee } { /i:/ }

on one side the letter and on the other how it is pronounced.

**3.2 Elements and functional structure of the didactic method to improve the pronunciation of the English language.**

In order to build a method, it is very important to answer some questions, the first in this case would be what objective is to be achieved, we must determine what we want to do, what our training is going to deal with, what we are going to apply our didactics to.

In this planning there are two essential elements that are the physical elements and the non-physical elements, on the other hand its structural function that has been proposed is described in accordance with the objective of the classes that will be developed in the learning environment. - Physical elements.

Students: They are the boys and girls of the 10th parallel "A" of the Carmen Mora Encalada Educational Unit. The students are the main actors who actively participate in the teaching-

learning process.

Teacher: He is the educator and/or mediator in the educational process, he is the one who chooses the learning tools according to the needs of the students.

-Non-physical elements.

Objectives: the objectives are in accordance with what the academic curriculum dictates, they are the verbs that tell the teacher what to do, they are the ones that indicate the goal of the class, that is, how far the teacher has to go.

Contents: are all the topics that are going to be addressed in the classroom. everything that the student has to learn according to the level.

Methods: these are the tools the teacher decides to choose within his classroom to strengthen the teaching-learning process.

**3.3 Description of the system of exercises to improve the pronunciation of the English language.**

At this point, the classes that contain the exercises for the 10th year students of basic general education of the Carmen Mora Encalada school are detailed, which are based on the contents of the tenth year book which they are occupying in this school period.

Objective of the proposal: to improve the pronunciation of the English language in the students of the tenth year of parallel basic general education "A" so that they can properly pronounce words according to their level through didactic methodologies by the teacher in order to solve proposed activities .

class 1

Objective: Students will be able to pronounce regular verbs in the past tense.

Content: Regular verbs in past

Theme: What did I do?

Method: Group work, creating study material, listen and repeat.

Resources: Flashcards, markers, writing paper (sheets or cardboard), scissors, paints, tape.

Introduction: The class begins with the greeting to the students, then proceeds to ask questions in relation to the topic to be discussed and then presents the topic and the objective to be implemented.

Development: First, the topic is explained and the list of verbs with which to work is presented, it is asked if the students know the Spanish of the verbs presented, then it proceeds to briefly explain what phonetics and phonology are and then introduce the phoneme /ed/ and indicate the rule of its three different pronunciations.

Thirdly, we apply the exercise system which consists of activities with the use of flashcards.

-Exercise 1. We form groups to create flashcards in class, each work team chooses a group of verbs to be studied in class and proceeds to write the verb on one side and draws the verb's signifier on the other side. For example:



-Exercise 2. The teacher asks the groups for the flashcards and proceeds to do a listen in repeat activity, which consists of listening to what the teacher says and repeating.

-Exercise 3. With the use of the flashcards, heads up is played, which consists of a student passing in front of the class and placing the flashcard on their forehead showing the class the drawing of the verb, and the class mimics without speaking to When the student proceeds to say the name of the action in English, the students will say that it is correct as long as it is pronounced correctly.



Exercise 4. The teacher mixes the flashcards and into two groups, now makes a game of men vs. women, the flashcard that shows the group must be pronounced correctly by the opposing group, the teacher is the judge. The group that accumulates the most points is not evaluated orally, the losing group must say all the verbs that have been studied in class.

Exercise 5. The same previous groups must separate the verbs into three groups ed (t,d,id) prior to this activity the teacher already explains the content. The points keep adding up.

Exercise 6. To conclude, each member of the class appropriates a verb and reads it out loud in front of the class so that the rest of the students give feedback and review it one last time.
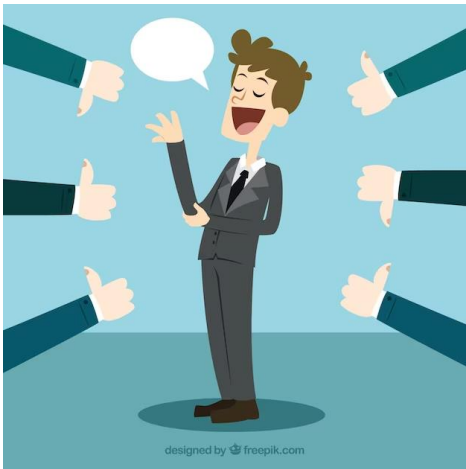


Conclusion: The exercise system aims for students to be in contact with verbs all the time, so that they can learn their pronunciation.

The exercise system ends with the evaluation itself that helps to know the effectiveness of the didactic method using flashcards to improve the pronunciation of the English language.

The application of the system of exercises proposed in this research and developed through the 6 exercises described in this chapter, represented an enormous advantage in improving the pronunciation under study, promoting the participation and motivation of students to solve exercises presented within of each class, this system of exercises makes the student repeat, memorize and recognize the sounds, in addition it is evident how the flashcards help the student to adopt a more active and participatory behavior within the teaching-learning process.

**CHAPTER 4: DISCUSSION OF RESULTS.**

The chapter describes the implementation of the exercise system using flashcards as a didactic

method in the 10th year students of parallel basic education "A" of the Carmen Mora de Encalada school in the Pasaje canton and the results are discussed, supporting the analysis in the contributions research related to the topic under study.

**4.1. Practical application of the system of exercises used flashcards up as a didactic method to improve the pronunciation of the English language.**

The practical activity within the classroom is evidenced with the objective of validating and determining the effectiveness of the system of exercises based on the use of flashcards as a didactic method in the students of the 10th year of parallel basic education "A" of the Carmen Mora school. of Encalada of the Pasaje canton, the execution process of each exercise is presented below:

-Exercise 1. In groups, the students created their study material, with scissors, sheets or cardboard, markers and paints they make the flashcards in class, an activity that consists of cutting the cardboard or A4 sheet in half to make two flashcards on the that should be written on one side and drawn on the other, this activity helps the student learn while doing. What they are going to write and draw during the creation of the flashcards is done based on the verbs that the work team chose from those that were studied in class. This exercise, apart from promoting the creativity and motor skills of the student, helps them memorize the pronunciation of the verbs in a better way.

-Exercise 2. The following exercise consists of an activity where the student uses an audio-visual study method, which consists of listening to what the teacher says and then repeating it, the teacher takes an active role in this teaching-learning process since that he is the one who provides the information and the student channels it to later reproduce it, within the educational system of the English area this activity is known as listen and repeat, in this way the student observes how

the teacher gestures to produce the sound, in addition to see the signifier of the verb to be reproduced (flashcard drawing) and on the other hand listen to the correct pronunciation of the verb to learn.

-Exercise 3. Heads up is a game that consists of a student standing in front of the class and placing the flashcard on their forehead showing the rest of the class the drawing of the verb, the rest of the class observes the drawing and proceeds to make mimes so that the character in front guesses the action in the case of the verb and says it out loud, the answer is assertive as long as the verb and its correct pronunciation are answered, the role of where in this teaching process Learning is passive since he only sees and listens, cornflower plays the role of modulator and judge.

Exercise 4. For the following exercise, all the flashcards are mixed, the class is divided into two groups of male vs. female students, and half of the flashcard is distributed to one group and half to the other, playing rock-paper-scissors to find out which group starts with the game, the group that wins is the one who starts to show the flashcard to the rival group so that they can read the verb correctly, the teacher is the one who qualifies the pronunciation and in case of getting it right, gives the group a point, the The group that wins the most points is not evaluated orally, the losing group must say all the verbs that have been studied in class, in order to encourage the student to strive to have a good pronunciation and not fail.

Exercise 5. In exercise 5, we work with the same groups from exercise 4 with different activities in order for both of them to separate their flashcards into three groups | ed | (t,d,id) in order to identify the three different sounds of pronouncing the ed of the final part of a regular verb in the past. The points continue to be added to the previous game, in the same way the teacher qualifies said activity and awards the points to the group according to their successes.

Exercise 6. In this exercise all the students work with a verb that they themselves choose at

random and read it from their desk, the rest of the students pay attention to the correct pronunciation in order to provide adequate feedback. In case it is not something correct, the teacher explains the pronunciation of said verb to the whole class.

Based on the previous exercises, an evaluation is carried out that will provide results for or against the exercise system, evidencing the effectiveness. Below are the results comparing the differences between pre and post application of the class system based on phonetics and phonology.
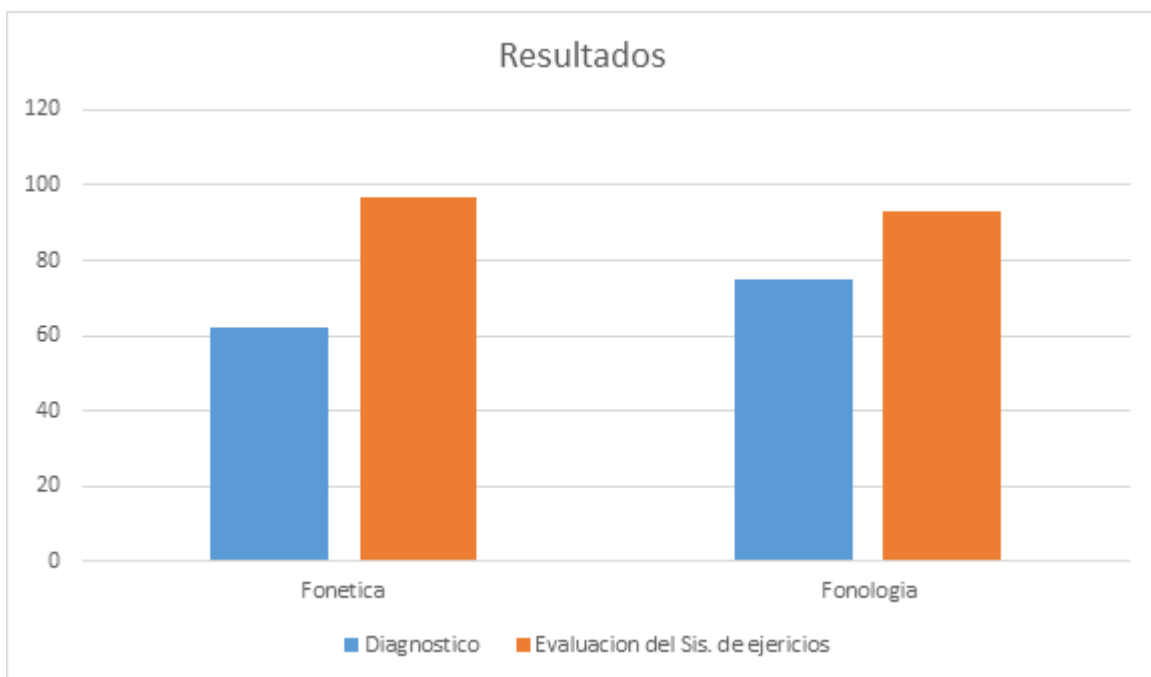


After the execution of the system of exercises for the improvement of the pronunciation of the English language, the hypothesis is verified, that applying a system of exercises with the use of the didactic method using flashcards, if the pronunciation of the English language is improved.

**CHAPTER 5: CONCLUSION**

A bibliographical review was carried out in order to learn more about the didactic methods and the use of flashcards within the teaching-learning process in order to have a reference point of what was going to be done within this work, another of the most relevant points that were investigated were related to the system of exercises and their active participation in the classes.

On the other hand, it could be said that trying to improve the pronunciation of the English language is a great challenge since in order to learn a correct pronunciation in that language, apart from having knowledge, you must have practice, since in comparison with English and Spanish the way Articulating and pronouncing words is totally different, this in relation to the positions of the tongue, the lips, the teeth, the glottis and other parts of the mouth that help us to obtain a good pronation.

Applying a system of exercises in a classroom is very helpful since students review the content in various ways and if some fail to learn with one exercise, they can do so with another, so these exercises must be well chosen in terms of context. academic both students and content and resources of the environment for the teaching-learning process. It must be clear that these exercises help the student's progress and to choose and implement them in the classroom, the objective of how far you want to go with them must be clear.

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# ANNEXES

**Appendix 1.**Interview with the EGB 10th year English teacher

1. ¿Cuál es su nombre?

2. ¿En una escala de alto – medio – bajo, en qué nivel considera que se encuentran sus

   estudiantes?

   a. ¿justificar respuesta?

3. ¿Qué considera que es importante para mejorar la pronunciación del idioma inglés?

4. ¿Cómo enseña pronunciación a sus estudiantes?

5. ¿Conoce usted sobre los métodos didácticos?

6. ¿Del 1 al 10 cuanto domina alfabeto fonético del idioma inglés?

7. ¿Sabe cuántas vocales existen en el alfabeto fonético del idioma inglés?

**Appendix 2.** Diagnostic test

## Diagnostic Test

Number:

Course:

Parallel:

1. Read the following regular verbs in the past tense. (5 p.)
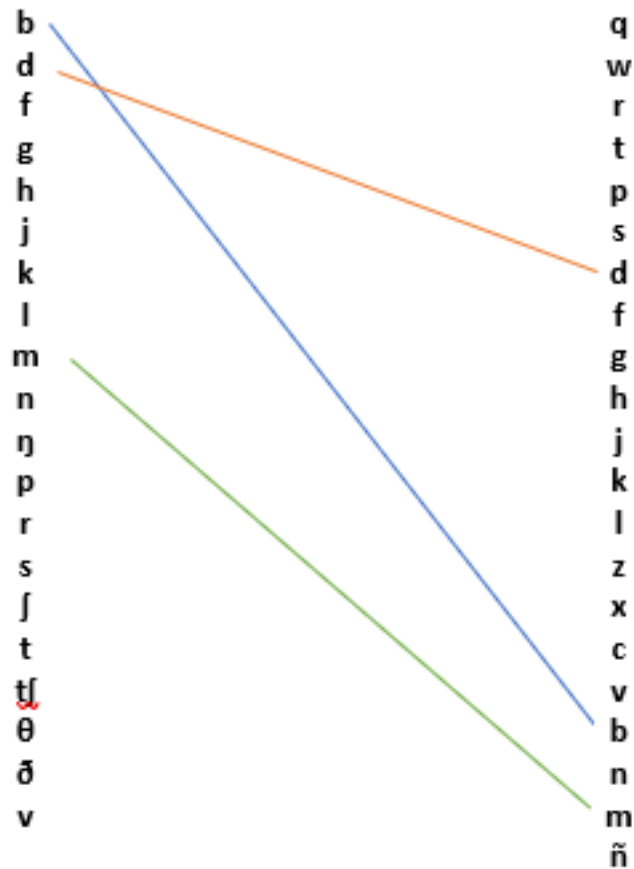
WALKED    SMILED    CRIED    REPLIED    ENJOYED

STOPPED    HUGGED    TAPPED    BOXED    PLAYED

2. Join the phonemes with letter as appropriate. (5p.)

| | |
|---|---|
| b | q |
| d | w |
| f | r |
| g | t |
| h | p |
| j | s |
| k | d |
| l | f |
| m | g |
| n | h |
| ŋ | j |
| p | k |
| r | l |
| s | z |
| ʃ | x |
| t | c |
| tʃ | v |
| θ | b |
| ð | n |
| v | m |
| | ñ |

**Annex 3**