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FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DEVELOPMENT OF THE PHONETIC VOWEL PRONUNCIATION OF /i:/ - /ɪ/ IN ENGLISH THROUGH A SYSTEM OF TEACHING TASKS.

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por KEVIN ARMANDO CALLE CARDENAS

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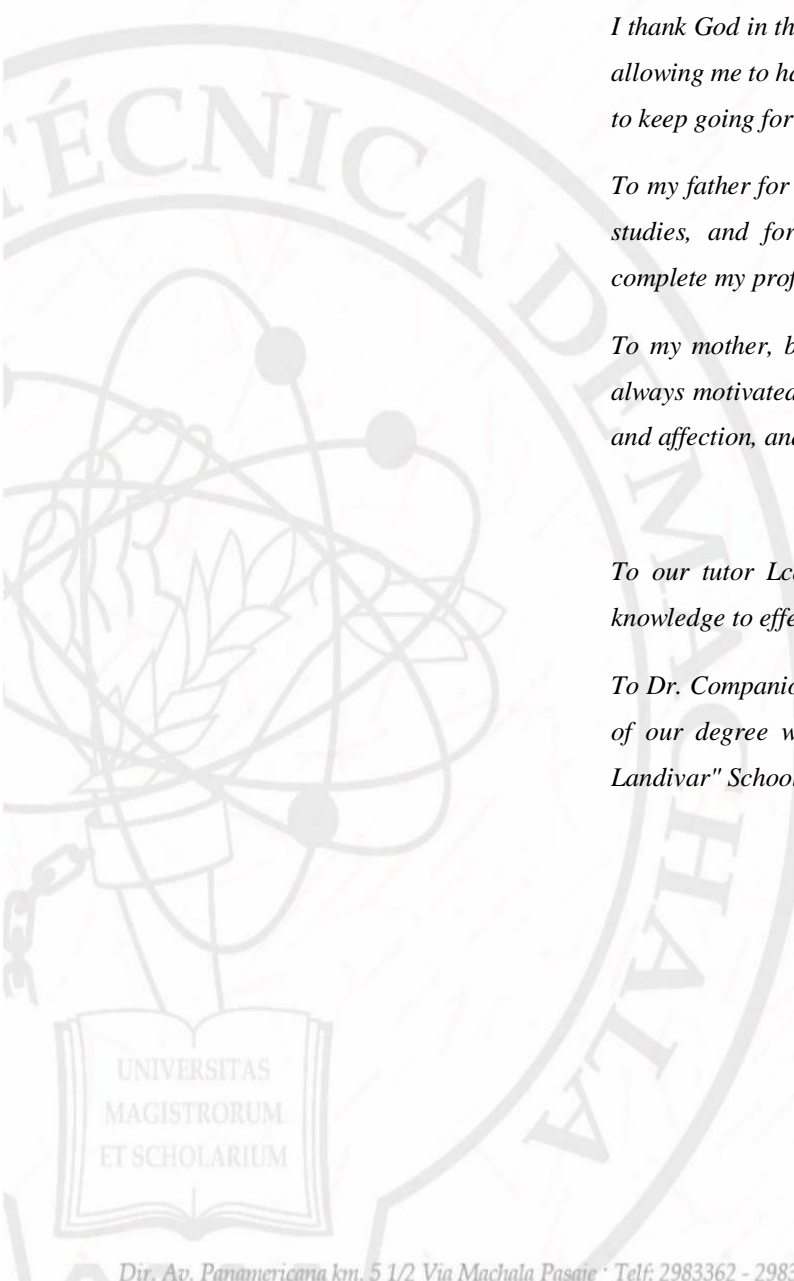
ABSTRACT

The present research analyzes the relationship between a system of teaching tasks and the development of the correct phonetic-vowel pronunciation of i: & I in the English language, based on the use of a set of activities, with the objective of contributing to the acquisition of a correct pronunciation and improving the oral expression of the 9th "A" students of the "Zoila Ugarte de Landivar" High School. The object of the research is the teaching-learning process of vowel phonetics in higher basic education. Empirical methods such as observation, surveys and pedagogical tests were used to measure the contribution of this work. The research was carried out under a quantitative perspective with an empirical-analytical approach having as population 37 ninth grade students.

This research contributes significantly to the development of vowel pronunciation in English, with the implementation of a system of dynamic teaching tasks. The analysis of the data obtained was carried out with comparative descriptive statistics and, for hypothesis testing, the Chi-Square technique was used, which showed the improvement of the students' vowel phonetic pronunciation in English, thanks to the proposed implementation of a system of classes.

Key words: teaching tasks, teaching-learning process, pronunciation, phonetics.
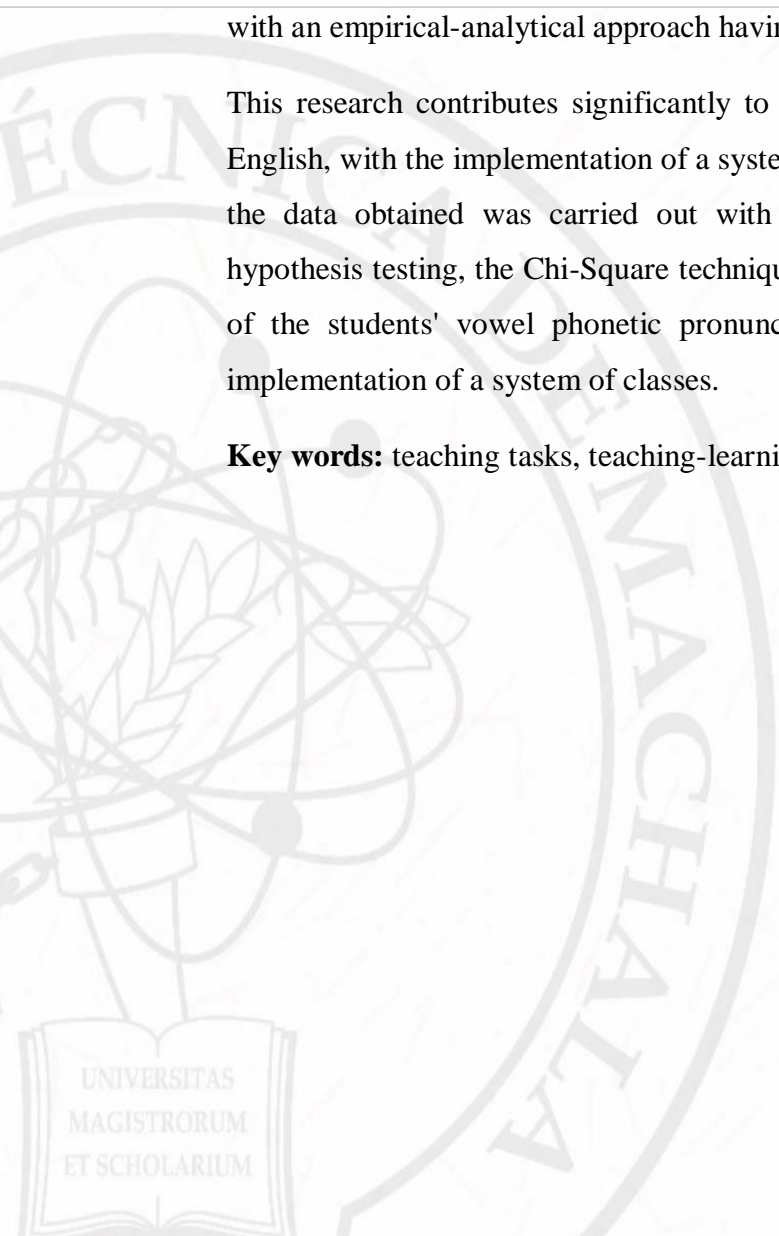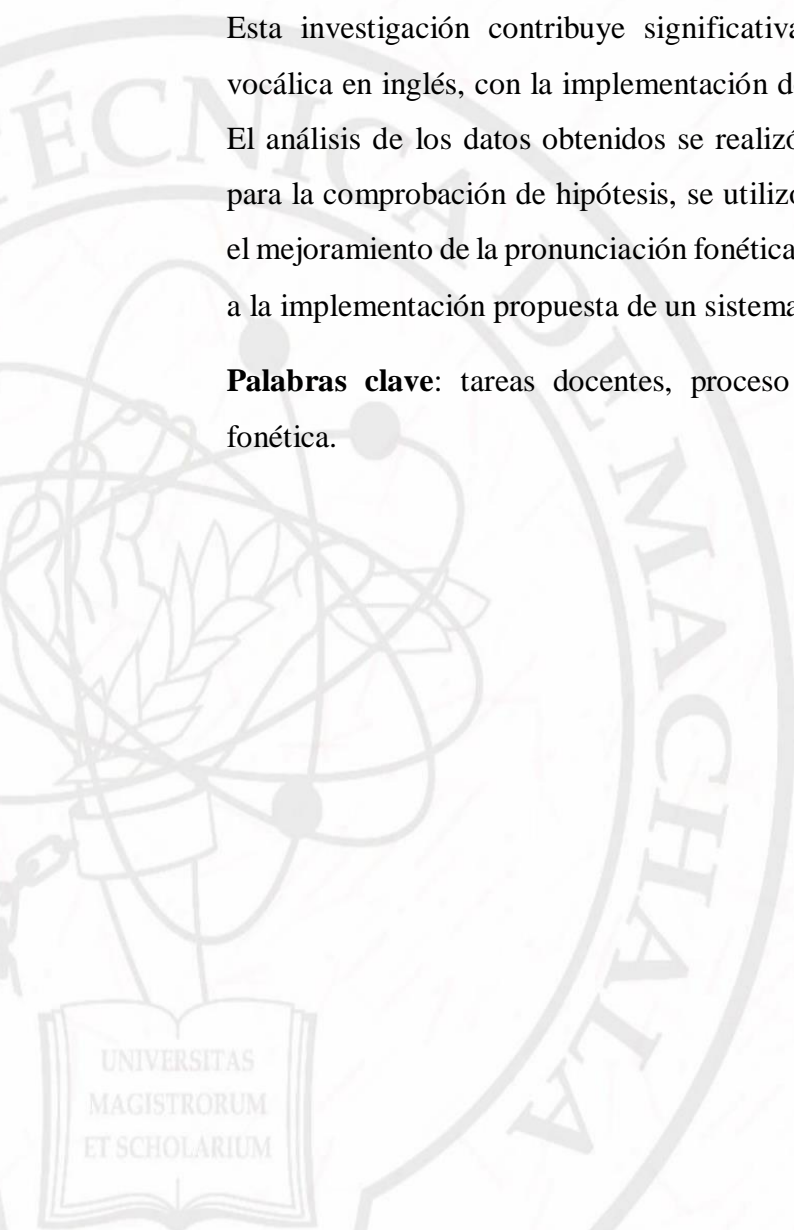
RESUMEN

La presente investigación analiza la relación entre un sistema de tareas docentes y el desarrollo de la correcta pronunciación fonético-vocal de i: & I en el idioma inglés, a partir de la utilización de un conjunto de actividades, con el objetivo de contribuir a la adquisición de una correcta pronunciación y mejorar la expresión oral de los estudiantes de 9° "A" de la Escuela Superior "Zoila Ugarte de Landivar". El objeto de la investigación es el proceso de enseñanza-aprendizaje de la fonética vocálica en la educación básica superior. Para medir el aporte de este trabajo se utilizaron métodos empíricos como la observación, encuestas y pruebas pedagógicas. La investigación se realizó bajo una perspectiva cuantitativa con un enfoque empírico-analítico teniendo como población 37 estudiantes de noveno grado.

Esta investigación contribuye significativamente al desarrollo de la pronunciación vocálica en inglés, con la implementación de un sistema de tareas didácticas dinámicas. El análisis de los datos obtenidos se realizó con estadística descriptiva comparativa y, para la comprobación de hipótesis, se utilizó la técnica Chi-Cuadrado, la cual demostró el mejoramiento de la pronunciación fonética vocálica de los estudiantes en inglés, gracias a la implementación propuesta de un sistema de clases.
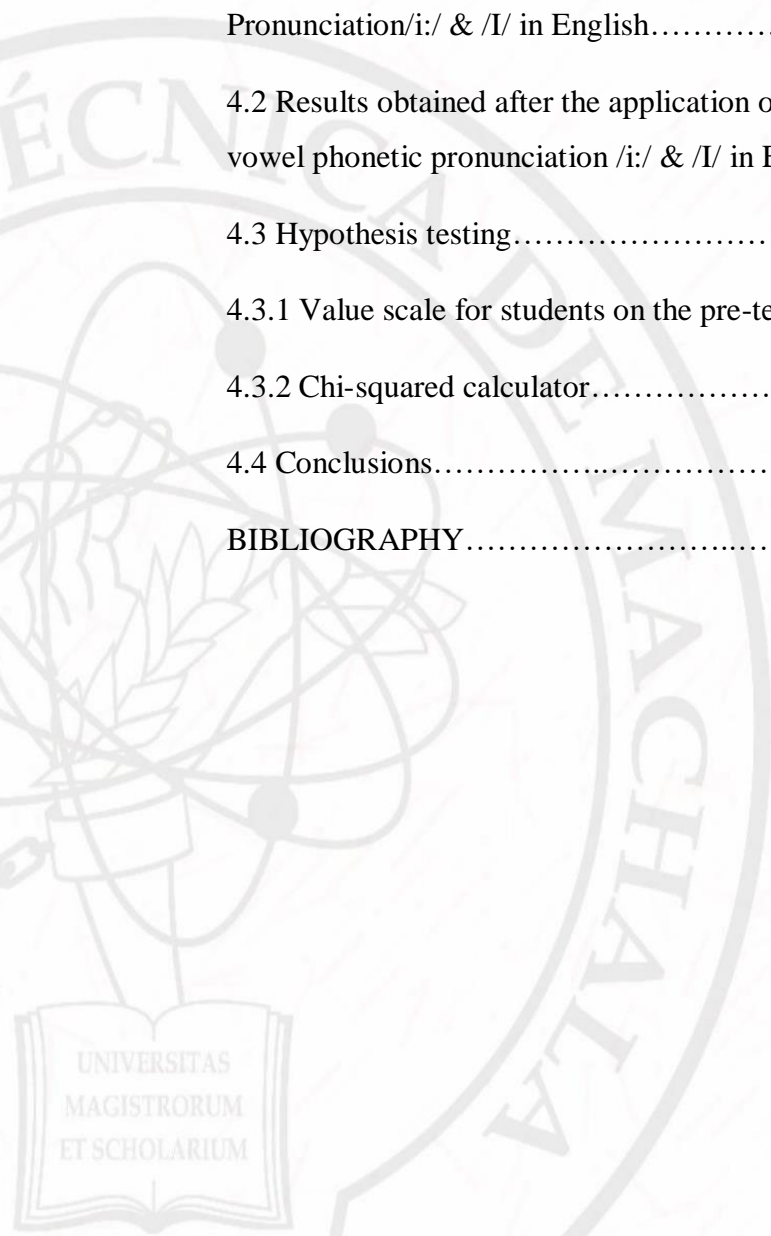
Palabras clave: tareas docentes, proceso de enseñanza-aprendizaje, pronunciación, fonética.

GENERAL INDEX

INTRODUCTION

After studying the origin of phonetic evolution, it was concluded that the current state of vowels in the English language is based on the so-called ́ Vowel Shiftwell Shift' that occurred in the sixteenth century and is categorized as a modern language. Then, in the late 19th century with the emergence of the International Phonetic Association (IPA), there was a significant improvement in this system, which is useful to learn since it provides the basis of vocabulary and a system to describe and classify consonants and vowel sounds.

In this globalized world that progressively advances in technology, the mastery of a second language such as English is necessary, thus, this communicative tool can be considered the main language of international communication; it also generates better standards in work environments and according to the Ecuadorian educational system, students must learn it. Thus, teachers must become proficient in their linguistic competencies to develop and improve the English teaching-learning process (Vega, 2022).

The learning of vowel phonetics improves oral production, this branch of linguistics studies the articulatory and acoustic variations of speech sounds, despite its use of it in the English teaching-learning process, educators have focused directly on grammar and less on pronunciation, specifically in the development of articulation of sounds when speaking. When teaching phonetics, it is advisable not to correct students' mistakes continuously because it hinders the comprehension of the text and the communication of ideas. On the other hand, pupils should have a clear or general idea of what the phonetic vowel system is, entails, and its realization.

The importance of teaching phonetics significantly influences the teaching-learning process, as this knowledge about a second language helps to facilitate the comprehension of oral utterances in that language. Many language teachers do not spend the necessary time to teach phonetics, instead, they focus on other areas of the process that they consider more beneficial in second language acquisition, however, there are several reasons to advocate for teaching phonics in the classroom.

It is believed that identifying and correctly reproducing the English phonetic system applied to reading is one of the biggest problems that students face. However, pupils have a great ability to repeat the words they hear, but at the time of reading, either a word or text that has not been previously heard or memorized, it is possible that students do not pronounce them correctly because they do not know phonetics to determine the correct way to say those words (Marquez, 2013).

In the Ecuadorian education context, the teaching of vowel phonetics is limited to five hours per week in English classes, because teachers have to fulfill curricular activities related to a program endorsed by the Ministry of Education, since students do not have this oral enhancement, they have a very poor vowel pronunciation, which is evident when they read or speak. It is of paramount importance to highlight the difficulty of Spanish-speaking students to produce individual or connected vowel sounds that do not exist in Spanish, as is the case of the short /I/ in some words such as bit and kit, learners do not recognize the vowel sound and confuse it with the long /i/, that directly affects oral comprehension skills.

As part of the pre-professional practices of the Pedagogy of National and Foreign Languages career, the authors of this research work visited the ninth grade "A" of the Zoila Ugarte de Landívar school, and it was evidenced the following:

- Students are self-conscious when participating in readings because of the fear of making mistakes.

- Confusion about the long and short "I" in pronunciation.

- Insufficient articulatory phonetic activities.

- Lack of interest and responsibility in daily class activities.

It is considered that the above manifestations deal with the difficulty in the pronunciation of phonemes, specifically the short and long I, which allowed the researchers to pose the following scientific problem:

How do develop the oral phonetic expression "long I" and "short I" of English in the 9th-grade students of "Zoila Ugarte de Landívar" School?

The object of the research is the teaching-learning process of vowel phonetics in higher basic education.

The possible causes of this problem are the following:

- Insufficient vowel pronunciation practice in the classroom.
- Difficulty in teaching classes due to the student's lack of interest and bad behavior.
- Limited didactic resources and lack of motivation on the part of the teacher.

For the development of the research, the following General Objective has been considered: To develop the vowel pronunciation "long i" and "short i" through a system of exercises based on teaching tasks of articulatory phonetics of English in 9th-grade students of the "Zoila Ugarte de Landívar" School.

The field of research is delimited around teaching tasks.

The research is developed based on the following specific objectives:

- Diagnose the level of vowel pronunciation in students.

- Elaboration of a proposal for articulatory teaching tasks for oral and vowel practice.

- To apply basic and articulatory resources to facilitate the correct pronunciation of specific English sounds.

- To evaluate the effectiveness of the proposal through an oral test to measure the phonetic vowel evolution of /i/ and /I/.

Furthermore, the scientific hypothesis proposed in this project deals with the application of a system of exercises based on teaching tasks of articulatory phonetics for improving the vowel pronunciation of the "long I" and "short I" of the English language in the students from the 9th-grade of the "Zoila Ugarte de Landívar" School.

On the one hand, the independent variable, in this case, is a system of teaching tasks of articulatory phonetics carried out in classes in a structured manner and according to the needs of learners to improve their pronunciation.

On the other hand, the dependent variable relies on the vowel pronunciation of the "long I" and "short I".

Thus, this research is based on a quantitative methodological paradigm, through an experimental approach, of a pre-experimental type in which a pre-test and a post-test will be carried out.

The population consists of 35 pupils of the 9th-grade "A" from the "Zoila Ugarte de Landívar" School.

Therefore, the importance of this research deals with the enhancement and mastery of the articulatory phonetic ability through the use of tasks related to oral

production, that encourage self-learning and self-correction in which the learners will be aware of their training process.

This research carried out in the educational field has as a practical contribution, which is a system of exercises based on teaching tasks of articulatory phonetics to improve the phonological ability in the oral expression of vowel sounds with emphasis on the long "i" and short "i".

Finally, this present research is divided into the following parts, an introduction, which shows a general perspective of the problem and the theoretical design, followed by the first chapter, where the theoretical bases for this research work are supported. Moreover, there is a methodological framework that determines the type of research proposed and the methods and instruments for data collection. This first part is followed by the historical and conceptual background, which represents the main contributions that support the subject of this research along with the necessary bibliography for this project.

Theoretical Framework

 Chapter 1.

 1.1 Historical evolution of teaching tasks in the process of teaching-learning English.

 As time moves forward, the teaching-learning process in English has also become more and more complex, because of that challenge, a didactic system of teaching tasks for the development of skills with fixed objectives is necessary. This system is based on the discoveries that Tomaschewsky M. in 1966 found on the characterization of teaching tasks and their typification. Moreover, it mainly highlights educational subjects for its so-called teaching-educational process and its elements in the modeling of tasks, which was improved by Alvarez de Zayas in 1996.

 Because of its features, this system was included in the educational project as a strategy to improve a specific language skill, interestingly Vega (2010) in regards to those teaching tasks remarks "*fueron elaboradas a partir de los fundamentos del aprendizaje desarrollador asumiendo como base los aportes de la teoría histórico- cultural de Vigostky y el materialismo dialéctico*", with the purpose of orienting new required knowledge.

 According to Gonzales et al. (2014), students manage to develop skills and acquire knowledge through the teaching tasks from the aforementioned system. This enables educators to diagnose the students' needs, as well as to evaluate how proficient are those learners in language skills, to then use strategies for their development. Throughout the teaching-learning process, different authors refer to tasks as teaching tasks, cognitive tasks, didactic tasks, learning tasks, and more, thus all of them are related to the same educational purpose.

For an educator, teaching tasks deal with students' independence and participation, guidance, execution, and control students are supposed to be guided by the teacher to become involved in the process of searching for answers and solving problems, so that pupils learn to independently acquire new knowledge and apply it in their practices in the classroom (Viltre, 2017).

> Mediante la investigación con autoría de Álvarez de Zayas, 1996, como se citó en Olivé, 2018, menciona que la tarea docente se rige al cumplimiento de un objetivo y la solución de un problema planteado al estudiante por el profesor. Este autor plantea tres elementos que incluye la tarea:
>
> • El elemento problemático. El estudiante debe estar resolviendo problemas la mayor parte del tiempo, lo que desarrolla en él independencia y creatividad.
>
> • El elemento comunicativo. En este aspecto, el estudiante debe exponer ideas, analizar, debatir, valorar, convencer, criticar y autocriticarse.
>
> • El elemento participativo. El estudiante participa en el proceso, y puede influir en el curso de su desarrollo.

By the beginning of the third millennium, humanity has progressed immensely, and one of those advancements deals with the growing accumulation of knowledge in different fields generated by scientific and technical progress; thus educators have the challenge of forming individuals who build the future so that in this way, they are capable of transforming others and themselves, this is why the teaching task is the core of student´s independent activity, acting as the beginning of the cognitive activity and as a pedagogical means of organizing and directing this activity; it also determines to a great extent the quality of the teaching-learning process.

1.2 Conceptual characteristics of the use of teaching tasks in the teaching-learning process of English.

Based on the analysis of different concepts from the topic of study, it can be emphasized that the use of teaching tasks is considered as a fundamental role in the teaching-learning process of English **because they enhance the use** of appropriate activities to be carried out by the students, which allows the teacher to know their learners' performance level through an individual diagnosis. On the other hand, the scholar Diaz (2019) remarks a double functionality of teaching tasks in this process:

1. As a means to learn (for students)
2. As a means to direct learning (for teachers)

1.2.1 Conceptual characteristics of the English language teaching-learning process in higher basic education.

Currently, teaching tasks are used in the classroom when teaching any subject. Thus, to learn about the process of teaching and learning the conceptualizations given by the authors Ortiz Ocaña (1999), Alvarez de Zayas (1999), Bermando (2010), Aparicio (2020), Villanueva (2019) were used as a starting point, which provides different methodological theoretical foundations, stages for teaching tasks and levels of assimilation. Those aforementioned components boost active participation in the teaching-learning process regardless of the subjects taught.

For Ocaña (1999), the teaching task deals with activities developed during classes, designed to create learning situations. Those tasks consist of a series of didactic components:

1. The teaching method. Fundamentally, three methods are used: explanatory-illustrative, joint elaboration, and independent work.

2. The learning situation. Activities carried out during the class.

3. The procedure. How the method is used in the class, by means of an order in the activities directed by the teacher to the student.

The following methodological theoretical foundations are assumed by Bermando (2010) that the teaching tasks start from:

- It is linked to the student´s activity.

- Assumes the guiding work of the teacher.

- Developed by the student´s integral personality.

- To prepare students to respond to social tasks.

- Every task transcends the motivation of the effort to achieve a situation.

- It must propitiate the active participation of the student.

After researching the development of teaching tasks Aparicio (2020) pointed out the main stages that a teacher uses to achieve meaningful learning:

➢ Orientation stage: in the initial development of learning, when guiding the teaching tasks, motivation towards the interest and understanding of the content to be taught should be promoted, driven to practice

➢ Execution stage: through the systematization of the content, the student should be allowed to order the elements, steps, and stages in order to prioritize the main contents appropriate to the knowledge, skills, and values.

➢ Control stage: It is important to make feedback on the teaching tasks developed, corroborating the mistakes with the teacher´s respect and the student's satisfaction to solve, fulfilling the objectives in order to achieve good results.

According to Dr. Alvarez´s point of view, as mentioned by Villanueva (2019), the foundation of the teaching task constitutes a goal among what the

subject desires. Being the problem proposed in the task allows advancing the thinking toward the solution. Therefore, the changes in the tasks must be well elaborated, and through a diagnosis, the teacher will assist the student´s performance levels. Thus, tasks have been classified according to assimilation levels:

A. Reproductive tasks: are those that require students to repeat what has been reported, either in the form of a statement or by solving problems similar to those already solved.

B. Productive tasks: require the student to apply what he/she has learned to a new situation, such as solving an unfamiliar problem and finding a solution, doing productive homework ahead of time.

C. Creative tasks: The student works in completely new situations in which he/she has to make a qualitatively novel contribution, for which he/she uses research logic.

1.2.2 System of teaching tasks for the development of vowel expression in English language teaching.

Teaching task systems serve to clarify elements related to the subject of English, and are a guide in the elaboration of activities by teachers, thus in terms of the student's future education, they are a vital element that promotes their integral formation, in which learners draw on an integrated world of language to solve the problems they face, therefore, it is of great importance to have a system of teaching tasks for classroom work, since this is a response to the multifaceted sense of the learner and to the general principles of pedagogy as a science.

Concerning this point, the teaching task presupposes the search for alternatives on the part of the student to solve problems or exercises of oral expression in English and to achieve the objectives and the mastery of competencies. Additionally, the teacher in a teaching activity must guide the student toward his or her personal and professional development. By the same token, these task systems provide the necessary guidance to perform a given activity: the reason for the project, its characteristics (objectives, contents, methods, etc.), and means necessary for its solution), and how the assessment is carried out in a way that provides a cognitive and affective commitment to engage in its solution., and can perform independent work within the group.

Along the same lines, this should reflect the action to be mastered as a skill, the associated knowledge system, and the specific conditions in which the objectives are achieved, all this based on an intentional aspect (the objective), an operational aspect (the way of acting of teachers and students -forms and methods-) and the materials with the help of which the objective achieved (the means). Therefore, in accordance with the above-mentioned ideas, it is considered that for the correct elaboration of a system of teaching tasks it is necessary to pay attention to the following elements:

- Starting from the diagnosis of what the students know how to do... how they do it... what potential they have, in order to overcome the levels of development reached.

- Perform activities that know how to manifest the educational, instructional, and developmental components to integrate them correctly.

- Use integrative and transferable didactic methods that allow for problem-solving.

- Perform tasks that allow learners to evaluate the results of their performance through self-assessment and co-assessment.

- Provide students with the tools they demand to stimulate their self-preparation and make them aware to cooperate with the group.

In the same fashion, the use of teaching assignments is intended to be a material form of incorporating reality into the classroom where interaction, collaboration, and group dynamics are of great relevance, based on the student protagonist, oriented towards the active search for knowledge, through a system of activities that encourages the search and exploration of knowledge from their reflective positions, stimulating thinking and cognitive independence.

Over time, English language teaching has evolved into new strategies, methodologies, and techniques, in view of the difficulties and inadequacies presented by students and teachers in terms of the topics to be covered. Currently, there are several alternatives to be implemented in the classrooms depending on the existing needs, to achieve development goals. It was pointed out that, the teaching tasks are considered a guide to developing English "long I" and "short I" articulatory phonics.

According to some studies, the performance of didactic tasks may vary depending on the context in which they are required in any educational setting, so to develop of a phonetic vocal task, should be based on a preliminary analysis to determine the level of articulation of the students by means of previous exercises, as well as a recognition of the "long i" and "short i" in some words, then identify the pronunciation and differentiate the sounds of each vowel, thus increasing the students' phonetic knowledge.

Some authors have considered that different tasks should be used for a group of students or individually, since a single one would not be enough to achieve the development of this skill, depending on whether the student's learning is fast or slow, considering aspects of personality or needs of each of them. As well as, performing

individual tasks allow the student to feel capable of performing any activity without support, on the other hand, tasks in pairs generate interaction and exchange of thoughts. Currently, teachers must apply ways to increase motivation, fostering a climate of harmony in the classroom to provide the support needed by the student, respecting their criteria and opinions. It is well known that keeping student´s self-esteem high stimulates their desire to learn and their interest in what is being taught.

Phonetics instruction is vital for students to understand the readings, conversations, and audio to apply some tasks, considering that it is the least worked skill, a system of teaching tasks is proposed to be applied in the English classes of the institution. In the same way, this system can be applied for meaningful learning of each vowel sound and increase the levels of the tasks according to the need and commitment they present, taking into account that these tasks are performed during class.

According to Barrera (2010), it is convenient to implement' some guidelines for the teaching of phonetics, which can certainly be raised indirectly in teaching tasks about the "long I" and "short I", such as games based on rhythm, accent, and intonation; songs, short films, conversations among native speakers, airport announcements, resources that are attractive to students. Similarly, it manifests some tasks that are frequently performed in classes, the same that is defined around the objective:

- Drills, a practice that consists of repeating sounds with examples.
- Memorize English fragments with tongue twisters, Christmas carols, etc.
- Bingo, a paired activity that uses cards to place words with different pronunciations.
- Recordings, providing a text and listening to it from a native speaker and then making a similar recording.

1.2.3 Development of articulatory phonetic tasks in English language teaching.

It is noticeable nowadays that during English classes there is a lack of protagonist on the part of the students at the moment of carrying out the activities, which brings with it difficulties in pronunciation and recognition of vowel sounds. In the absence of participation, teachers usually focus on grammar explanation and repetitive tasks, leaving aside one of the most important aspects of learning English, pronunciation.

At this point, it is useful to recognize the great advantage of developing activities aimed at pronunciation and its derivatives, being fundamental to dedicate time to improve speech sounds, knowing that through imitation students learn in the best way, although phonetic sounds require a more specific explanation by the teacher, helping students to vocalize more clearly.

Those authors focused on recognizing the purpose of obtaining a good pronunciation linked to phonetics for its development in speech, however, confusion is generated in the words because in the mother tongue words are pronounced as they are read, however in the English language it is not so because of the various forms of pronunciation of certain vowels, consonants, and diphthongs, forcing the student to show special attention in the articulation of words.

Emphasizing the previous idea, it is stated that pronunciation links the sounds produced in each word with rhythm and intonation, presented as a support for oral language, both in its productive and receptive forms which make the student's oral production intelligible and facilitates comprehension. Based on the analysis, pronunciation should be taught in the classroom as an important content of the language,

starting with the 5 vowel sounds and then moving on to the 12 phonemes that correspond to each vowel.

Additionally, the development of pronunciation involves a whole process to produce vowel sounds highlighting those of the "long i" and "short i" of the English language in the present work., that is why we started to use articulatory phonetics for the actual production of each speech sound in the oral cavity. Notably, articulation creates a difference in sounds by the vibrations in the vocal cords, which vary depending on the vowel.

Accordingly, the articulatory production that students should exercise when producing vowel sounds, there is a slight difference between the phoneme i: known as the long I, pronounced with an elongated lip opening that simulates a smile, this produces a vibration in the larynx (glottis) when it is pronounced, while the phoneme /I/ known as the short i is a relaxed semi-closed vowel.

1.3. Contextual characteristics in the English language teaching-learning process and the application of teaching tasks.

The next section of the research describes the contextual characteristics of the English language teaching-learning process in relation to the use of the teaching tasks introduced in the Ecuadorian educational system.

1.3.1. English language teaching-learning process in Ecuadorian education.

In Ecuador, the National Government has been involved in developing and improving the country's education in all areas, and the country has committed to be part of the "Education for All" plan. Therefore, in Ecuador, the objectives of this commitment

were carried out in what is known as the "Ten-Year Plan 2005-2015", which consists of eight educational policies and several objectives to be met, one of the most important of these policies and objectives was the transformation of the curriculum structure and the beginning of the project "It's time to teach English". The objective was to improve and develop the English language teaching-learning system, taking into account the points of view of methodology and teaching skills. One of the first competencies that were carried out was the evaluation of teachers through the international TOEFL test, which is characterized by its complexity when measuring skills and competencies in the English language. This test was applied to a group of 5022 teachers, of all of them 74% obtained a level of "basic users", despite the fact that the Ministry of Education establishes that the English level of a teacher should be upper intermediate (B2), this evidenced the low level of teachers which means a serious impact on student learning (Peña, 2017).

It is for such reasons, that despite the efforts that have been made for years, only a minimum of students of the Bachillerato General Unificado (BGU), are able to obtain the required levels of English at the end of their secondary studies and this problem is reflected in the difficulty that exists in our students when it comes to obtaining international scholarships or even for their fourth level studies (Ortega, 2017).

We can observe that the national education system is full of shortcomings in terms of teaching English as a foreign language, but it is the educational institutions in rural areas of the country that have historically presented many more disadvantages in the different facets of the education system, as shown by different studies, which have revealed that the illiteracy rate in rural areas is three times higher than in urban areas (Calderón, 2015).

Other factors that are related to the deficiency of the English language in the country is that what students learn in the school environment is not replicable in the social

or family environment, since it is not the language with which they communicate in their daily lives, that is, the student has no one to practice and communicate with, which is different with other subjects, which are adjusted in the daily life of the students. Certain educational institutions have tried to solve these problems through computer platforms that facilitate teacher-student contact during out-of-class hours, and even by increasing the number of English language hours and providing exchange opportunities with other schools abroad; however, these solutions are not entirely viable, especially for public institutions (Fernández, 2017).

With all the above mentioned, we see that the deficiencies in the teaching-learning of the English language in the country, are numerous, and one of the consequences of these deficiencies, are reflected in the pronunciation of words, even teachers who teach this subject, lack this important skill, that is why, In order to identify the difficulties of teachers when it comes to pronunciation, observations and questionnaires have been conducted to obtain data about the teaching level, these observations showed that teachers have difficulties in the pronunciation of consonants, likewise, vowels such as diphthongs for example, bite and triphthongs for example, power. However, the most frequent errors in the pronunciation of teachers are consonants, since there is the inference of the Spanish language when pronouncing consonants in English, this interferes in a negative way in the teaching-learning process of students (Lopez, 2011).

2. METHODOLOGICAL DESIGN

In this chapter, the fundamental methodological aspects will be detailed as well as their description. Briefly, these aspects are presented as the type of design, methods, and data collection techniques that are necessary for the analysis of the results obtained.

2.1. Methodological approach

This research work is supported by a quantitative paradigm that allows the collection and analysis of data to test the hypotheses. For this reason, this paradigm makes it possible to describe and explain the processes and phenomena under study. The hypothetic-deductive method is used to extrapolate the results obtained from a sample in a population.

According to (Colina, 2020) "los paradigmas de investigación son enfoques teóricos y metodológicos que permiten estudiar la realidad de manera diferente, esenciales para el desarrollo de investigaciones rigurosas y relevantes en la actualidad". In other words, they are a guide to carry out a research project from a logical structure that describes the objective and the results achieved.

2.2 Type of investigation and design

(Aldo, 2020) mentions that "el diseño experimental se representa cuando los datos se obtienen por observación de hechos condicionados por el investigador, en donde se manipula una sola variable y se espera la respuesta de otra variable". In fact, this design is divided into the experimental and pre-experimental, the former is the simplest way of observing the group considered in the research.

According to these concepts mentioned above, this research used a pre-experimental experimental design to obtain and analyze the necessary data from a group of ninth-grade "A" students of the Zoila Ugarte de Landívar school.

2.3. Population

The population selected for this research work consisted of "28" ninth grade "A" students of the Zoila Ugarte de Landívar school in the period 2022, located in the city of

Santa Rosa, the course is divided into (15) female students and (22) male students, aged between 14 and 15 years old.

Furthermore, the aforementioned students were part of the application of the pedagogical test to finally collect important data.

2.4 Methods

The following theoretical methods were considered for this research:

Hypothetical-deductive

(Sanchez, 2019, p. 108) points out that the hypothetical-deductive method "*comprende los fenómenos y explica el origen o las causas que la generan. Sus otros objetivos son la predicción y el control, que serían una de las aplicaciones más importantes con sustento, asimismo, en las leyes y teorías científicas*".

Analytical

"*Consiste en la desmembración de un todo, descomponiéndolo en sus partes o elementos para observar las causas, la naturaleza y los efectos; nos permite conocer más del objeto de estudio y comprender mejor su comportamiento*" (Jalal, Ramos, Ajcuc, Lorenty, Diéguez, 2015).

Synthetic

As pointed out by (Jalal, Ramos, Ajcuc, Lorenty, Diéguez, 2015, p.17) "*es un proceso de razonamiento que tiende a reconstruir un todo, a partir de los elementos distinguidos por el análisis; se trata en consecuencia de hacer una explosión metódica y breve, en resumen*".

In relation to empirical methods, **observation** and **pedagogical testing** were used: **Observation**, is used to collect information through a visual record of events or situations that students perform in the English class and is impressive for the teacher. **Pedagogical tests** are used to make a diagnosis of the learning pace of English classes in general and students in particular, and thus adapt the teaching development considering the educational resources available.

Observation

"It is a rigorous process that consists of the direct perception of the object of research and allows one to know, in an effective way, the object of study in order to describe and analyze situations about the studied reality" (Hernández, Argüelles, Palacios, 2021).

Pedagogical Test

In regards to pedagogical tests, the scholar (Docthore, 2021) mentions that *"ayudan a conocer la efectividad de la enseñanza, sirven para controlar el proceso docente educativo y Tratan de evaluar el aprovechamiento de los alumnos en una determinada disciplina"*.

2.5. Data collection

2.5.1. Research tools

In this research "Pronunciation" is considered as the variable under study, thus the following matrix was elaborated:

Issue	Variable of study	Dimensions	Indicators	Tool	Items
How to develop the phonetic oral expression /i:/ & /I/ in English from 9th grade students of "Zoila Ugarte de Landívar" School?	The system of teaching tasks of articulatory phonetics, which will be carried out in the development of classes based on the needs of students in a structured and effective way for pronunciation.	pronunciation	Intonation	Observation guide	Do students know vowel phonics? Do students recognize the pronunciation of the vowels /i:/ & /I/? Do students correctly utter the phonetic /i:/ & /I/?
		knowledge	Phoneme recognition		
		Oral expression	Articulation	Pedagogical test	Can students differentiate words containing vowels /i:/ & /I/? Have the students been taught phonics?

2.5.2. Description of the information analysis process

The data collected are analyzed through a measurement system such as percentages (%), for each of the indicators. On the other hand, for the synthesis of the information about the phonetic oral expression /i:/ & /I/, three qualitative descriptions were considered: outstanding, remarkable, and unsatisfactory, to describe the analysis of results from the dimensions and indicators, which are shown in the following table:

Dimensions	Analysis
Pronunciation Student's knowledge of pronunciation of the vowels /i:/ & /I/?	**Advanced Articulation (10 - 8)** The students recognize the 3 dimensions.
Knowledge Students' awareness about vowel phonetics and their differences.	**Intermediate Articulation (7)** The students recognize the pronunciation of the vowels and their spelling /i:/ & /I
Oral expression Student's knowledge of the correct phonetic articulation /i:/ & /I/.	**Null Articulation (-6)** The students recognize none or only one of them.

This chapter describes the type of methodological design applied in this research, detailing the population, the methods and their typology that were used to solve the research problem.

2.6. Data analysis

For obtaining data in regards of student's level of proficiency related to phonetic vowel pronunciation, the following rubrics were designed:

Indicators	Advanced Articulation (10-8)	Intermediate articulation (7)	Null Articulation (-6)
Intonation	Students fully master the intonation of the vowels /i:/ & /I/.	Students have some mastery of vowel intonation /i:/ & /I/.	Students do not demonstrate proficiency in the mastery of vowel intonation /i:/ & /I/.
Differentiation	Students are fully aware of the	Students have some knowledge of long	Students lack knowledge about

	difference between long and short vowel pronunciation.	and short vowel pronunciation.	the difference between long and short vowel pronunciation.
Articulation	Students fully articulate the correct sound of the words.	Students partially articulate the correct sound of the words.	Students do not articulate the appropriate sound of the words.

The scientific hypothesis was verified through the use of descriptive and inferential statistical techniques.

CHAPTER 3. TEACHING TASK SYSTEM FOR THE DEVELOPMENT OF VOWEL PHONETIC PRONUNCIATION /i:/ & /I/ IN ENGLISH.

The present research work focuses on the development of a system of teaching tasks to develop the phonetic pronunciation of vowel phonics /i:/ & /I/ in English in 9th grade "A" students of Zoila Ugarte de Landívar school.

3.1 Theoretical foundation of the system of teaching tasks to develop vowel phonetic pronunciation /i:/ & /I/ in English.

For the elaboration of the system of teaching tasks, it is important to understand what it is based on, its function, and how to implement it in relation to the objectives set out in this research.

A teaching task system "se ubica dentro de la estructura de la actividad, a nivel de los objetivos o metas parciales que el estudiante debe lograr" (Chaos, Valdés, Estrada, 2015), especially goals that focus on skills that the student has not reach the required

level, which allows the researchers to use the teaching task as a means to strengthen their knowledge.

According to (Verdecia, Silva, Ferrer, 2014) las tareas docentes contribuyen a favorecer la motivación e integra recursos didácticos que permiten una práctica transformadora y creadora del estudiante al desempeñar un rol protagónico en las actividades académicas, que conducen a potenciar la solidez en los conocimientos y en consecuencia al desarrollo de una actitud comunicativa independiente hacia el aprendizaje del Idioma Inglés.

As mentioned by (Torres, 2019) the system of teaching tasks joins both theoretical and practical activities, in has as its support the curricular contents, this contributes to the development of professional pedagogical skills. With this in mind, the teacher is able to identify which skills students need to reinforce and implement complex tasks progressively according to their performance.

Before applying the teaching task system proposes by the researchers, it is necessary to mention different authors and their reasonings based on several academic points of view, especially those connected to the English language to ground this study in theory.

This teaching tasks system enhances students' motivation in the English teaching-learning process. Likewise, different authors assure that this tasks system significantly helps students to develop the necessary knowledge

(Ferrer,2010) states that estas tareas docentes se revelan de la siguiente manera:

• El interés como expresión de la orientación afectiva del estudiante

hacia el conocimiento, determinado por el sentido y utilidad que posee

para su proceso de socialización e individualización.

• Se tienen en consideración los intereses y necesidades de los

estudiantes en el proceso de enseñanza – aprendizaje del idioma inglés.

• La organización del proceso de enseñanza aprendizaje del Idioma

Inglés a través de las tareas docentes y las técnicas participativas,

potencia el desarrollo del pensamiento y la independencia cognoscitiva.

• Se vincula el contenido de aprendizaje con la práctica social.

• Posibilita el protagonismo de los estudiantes en el proceso de

aprendizaje.

• Los estudiantes asumen el aprendizaje del idioma inglés con el objetivo

de satisfacer necesidades y motivos individuales y sociales.

• Permite la contextualización del aprendizaje a través de las relaciones

de lo académico y lo profesional.

Based on various statements made by different authors, it can be determined that
teaching tasks are the ideal means for developing students' language skills and
knowledge to become better human beings and future professionals as well. From the
point of view of (Puerto, 2020) it is stated that "en los momentos actuales, dadas las
transformaciones efectuadas en la enseñanza, constituye una necesidad la remodelación
de su concepción por ser donde se dirige en lo fundamental la transmisión de
conocimientos, habilidades y valores a formar en los estudiantes". However, for the

teacher, this system of tasks represents a primordial role in the process of teaching and learning English, since it includes all the activities that the student needs to level his or her skills.

It is worth mentioning that the teaching tasks have been applied with different objectives under different criteria, so most teachers apply this system when a student requires reinforcement to boost their skills and speed up the teaching-learning process. Currently, teaching tasks are called by different names, such as: didactic task, learning task, intellectual task, academic task, integrative task, among others.

This type of teaching tasks presented in this research is considered a psycho-didactic alternative because of its relevance within the English language-teaching process that stimulates the student's creativity.

> In this regard (Piguave, 2015) points out that, su fundamento psicológico radica en la contradicción interna que provoca en el educando entre lo que lo que él sabe y sabe hacer y lo que le exige el problema abordado en la tarea, que es imposible solucionar con lo ya conocido, promoviendo la reflexión, la polémica, el debate, el intercambio de ideas y la socialización de las posibles respuestas.

The teaching tasks constitute the basis where all the components of the teaching-learning process are integrated, which establishes new demands on students so that this accumulation of activities has an impact on the improvement of their knowledge and the value of the intellectual growth that the student achieves during the classes. The activities that the teacher elaborates for the students are usually developed both inside and outside class time, individually or collectively, linked to the search for and acquisition of competencies.

After analyzing the aforementioned information, it can be pointed out, that the double function performed by the teaching tasks is evidenced, according to the two parties involved in the teaching-learning process, (Lazo, 2019), states that these two functions are: "como medio para aprender (para los estudiantes) y como medio para dirigir el aprendizaje (para los profesores)", furthermore, it can be observed that among its most important features the following stand out:

- se estructuran sobre la base de objetivos jerárquicamente determinados;

- su planteamiento tiene un carácter consciente y planificado;

- están necesariamente relacionadas con el concepto de motivo;

- se realizan a través de una secuencia de determinadas acciones objetivamente condicionadas que se superponen e interrelacionan de diversas formas;

- son actividades con enfoque diferenciado y concreto, lo cual significa ajustar el trabajo a las necesidades individuales y las del colectivo. (Aquino, 2019)

In the system of teaching tasks carried out for English classes, it is important to have mind that each student has differences when learning, and their needs or deficiencies hinder somehow their academic progress, thus motivation and interactive activities help them improve every day. It is worth mentioning that during the development of the system there are three important functions in regards to the activities, which are: instructive function, developmental function and educational function, which help the teacher to adequately structure the teaching tasks.

3.1.1 Typology of teaching tasks within the system

The teacher is a support guide so that students feel motivated and interested in learning and developing their skills, it is teacher's responsibility to create a climate of trust where pupils feel more confident to participate at all times, express their ideas and increase their English knowledge. Aligned to the aforementioned reasoning (González, Reyes, and Santana, 2015) pointed out a typology of teaching tasks aimed at the development of skills and professional training, the same that can be performed in the area of English language, the following are highlighted:

1- Tareas docentes para ser realizadas de forma independiente durante la clase, encaminadas a desarrollar una determinada habilidad.

a) Escuchar un material y responder preguntas o completar espacios en blanco.

b) Hablar o escribir sobre situaciones cotidianas, ofrecer información personal. Estas actividades se orientan para todos, pero con diferentes niveles de ayuda.

2- Tareas docentes para ser realizadas de forma independiente durante la clase, encaminadas a desarrollar más de una habilidad. Pueden ser las mismas para todos los estudiantes con diferentes niveles de ayuda, o pueden variar.

a) Escuchar un diálogo y escribir un resumen o resumir de forma oral (comprensión auditiva y escritura o expresión oral).

e) Leer sobre un tema y dar su opinión, resolver un problema a partir de la información obtenida, juzgar la actitud de los personajes (comprensión de lectura y expresión oral).

3- Tareas docentes para ser realizadas en parejas, encaminadas a desarrollar una o más habilidades (predomina la cooperación).

- Preguntar y responder utilizando las funciones comunicativas estudiadas mediante juegos de roles: los roles más complejos se asignan a aquellos estudiantes más aventajados o los mismos estudiantes deciden.

5- Tareas docentes independientes para ser realizadas en el estudio individual.

a) Redactar párrafos, cartas y ensayos sobre diferentes temas (establecer número de palabras) para ser entregados o revisados en el aula.

b) Leer textos de mediana complejidad, cuentos cortos, biografías de personalidades, artículos sobre lugares históricos, obras de arte, etc. Esta preparación previa, teniendo en cuenta los niveles de desempeño alcanzados por los estudiantes, puede servir para desarrollar diferentes actividades en el aula, como: debates, juegos didácticos, valoración de la posición del autor, actitud de los personajes, dramatización, etc.

6- Tareas opcionales con diferentes niveles de complejidad.

a) Responder ejercicios escritos sobre la gramática y el vocabulario y los patrones retóricos estudiados.

b) Memorizar trabalenguas, canciones, poemas.

c) Adivinar acertijos.

d) Completar frases idiomáticas.

e) Leer cuentos cortos, poemas.

3.2 Description of the system of teaching tasks to develop vowel phonetic pronunciation /i:/ & /I/ in English.

This segment of the research describes the system of teaching tasks used with students, through different activities focused on the development of pronunciation and recognition of the vowels /i:/ & /I/ in English, using auditory material and worksheets, which were presented to the ninth grade "A" students of Zoila Ugarte de Landívar School.

Week 1

Class N° 1

Date: 18/07/2023

 Theme: Vowel sound recognitions /i:/ & /I/

Objective: SWBAT Identify the words that include the sounds /i:/ & /I/.

During first class

Time: 40 minutes

- **Application of Pre-Test to diagnostic students' oral language skills (10 minutes)**

At the beginning of the didactic activities, an oral test is performed first, in order to know students' level of pronunciation, and also a pre-test to determine their knowledge of English, which lasts 10 minutes and ends with a post-test to determine whether the activities were effectively completed or not.

- **Introduction (5 min)**

After using the pre-test, there is a brief introduction about the vowel sounds /i:/ & /I/, and specific feedback to identify the correct way of pronunciation that students should execute, taking into account the different symbology that each vowel has.

- **Explanation of the topic class (30 minutes)**

Therefore, the subject of the class and its determined objective are explained, then the students are taught the correct way to pronounce the vowel /i:/ & /I/, and then they proceed to perform the exercises about vowel recognition.

- **Conclusion (5 minutes)**

To conclude, a group of words containing /i:/ & /I/ was selected in used, each student randomly pronounced them according to what was taught, it was observed that most of them still had difficulty identifying the correct vowel sound.

- **Resources**

  - ✓ Marks
  - ✓ Audio
  - ✓ Worksheets

Week 2

Class N° 2

Date: 25/07/2023

Theme: Symbols recognitions /i:/ & /I/

Objective: SWBAT Identify the phonetics symbols /i:/ & /I/.

During first class

Time: 40 minutes

- **Introduction (5 min)**

To begin with the second topic of the class, feedback about the vowel sounds taught in the previous class is developed, to show their symbolism according to the corresponding vowel.

- **Explanation of the topic class (30 minutes)**

Likewise, the subject of the class and its determined objective are explained, and then students are taught the phonetic symbol that corresponds to each vowel of the "i", finally learners perform didactic exercises used to perform what they have learned.

- **Conclusion (5 minutes)**

To conclude, each phonetic symbol for the vowel "i" was graphed on the board so that by pointing to each symbol /i:/ & /I/ the students could pronounce it correctly and remember how it is differentiated; on this occasion, everyone participated and improved the pronunciation of those two sounds.

Resources

- ✓ Marks
- ✓ Audio
- ✓ Worksheets

Week 3

Class N° 3

Date: 01/08/2023

Theme: Listening to the vowel sounds /i:/ & /I/

Objective: SWBAT Listen to the vowel sounds /i:/ & /I/to complete the activities.

During first class

Time: 40 minutes

- **Introduction (5 min)**

At the beginning of the third topic of the class, an introductory dynamic is carried out to recall the vowel sounds taught in the previous classes, and then continue with the topic or specific activities.

- **Explanation of the topic class (30 minutes)**

Then, the topic of the class and its objective is explained, followed by the use of audio material to present different dialogues that the students must understand, repeating as many times as necessary to complete the activity proposed and presented in the class.

- **Conclusion (5 minutes)**

To conclude, pupils compared their answers with one another, as a result, it was observed that they completed the vocabulary activity with vowel sounds /I :/ & /I/ without any problems, thus it showed a satisfactory progress in most of the students.

Resources

- ✓ **Marks**
- ✓ **Speaker**
- ✓ **Audio**
- ✓ **Worksheets**

Week 4

Class N° 4

Date: 08/08/2023

Theme: Pronunciation of the vowel sounds /i:/ & /I/

Objective: SWBAT pronounce correctly the vowel sounds /i:/ & /I/ through a text and more activities.

During first class

Time: 40 minutes

- **Introduction (5 min)**

At the beginning of the class with the fourth topic, a warm-up was performed to make the students feel more active and confident, then they were informed about the activity to perform after listening to a brief explanation.

- **Explanation of the topic class (30 minutes)**

Next, the subject of the class and its determined objective are presented, then the activities to be performed are explained, such as reading where the students are expected to pronounce the two vowels sounds properly, as well as the other activities, increasing the level of difficulty and depending on the student's needs.

- **Conclusion (5 minutes)**

To conclude, the activities performed by the students were selected according to the content, in order to develop more knowledge about the vowel sounds /i:/ & /I/, finally everyone felt capable and confident when participating and did well.

Resources

- ✓ Marks
- ✓ Board
- ✓ Worksheets

CHAPTER 4

RESULTS OF THE APPLICATION OF A TEACHER TASK SYSTEM FOR DEVELOPING VOWEL PHONETIC PRONUNCIATION /i:/ & /I/ IN ENGLISH.

This last chapter presents the results obtained after applying the system of teaching tasks to develop phonetic vowel pronunciation /i:/ & /I/ in English in 9th grade "A" students of Zoila Ugarte de Landívar school during the 2023 school year.

4.1 Description of the application of the teaching task system to develop vowel phonetic pronunciation /i:/ & /I/ in English.

At the beginning of the first day, the students were told that they were going to be given a pre-test to obtain a general diagnosis of their knowledge of phonetics; this pre-test

lasted 5 minutes, throughout that time the students' reactions towards the system applied were also observed.

The first class was held on July 18th, 2023 and lasted 40 minutes, in which the first 10 minutes were used for the pre-test and presentation. The next 20 minutes were followed by a brief introduction about the vowel sounds /i:/ & /I/, and a spontaneous explanation about the correct pronunciation that the students were expected to perform, taking into account the different symbology that each vowel has. At the end of the last 10 minutes, a didactic activity was carried out to highlight whether the students understood well about the vowel sounds /i:/ & /I/ or not.

The second class was held on July 25th, 2023 and lasted 40 minutes, at the beginning the theme of the class and its objective were explained, then, feedback was provided about the vowel sounds taught in the previous class. This class focused on recognizing the vowels symbology of /i:/ & /I/, and finally students performed several exercises used to apply what they learned individually, they also worked in pairs with didactic material used for dialogue to recognize the two aforementioned symbols.

The third class was held on August 1st, 2023 and lasted 40 minutes. At the beginning, the topic of the class and its objective were explained; after that feedback was provided to recall the vowel sounds taught in the previous classes. Next, students were presented with the didactic material used for completing the different activities, so that pupils are expected to improve their recognition of the vowel phonetics of /i:/ & /I/ through audio and pronunciation.

The fourth class was held on August 08th, 2023 and lasted 40 minutes, it began with a warm-up to encourage and make students feel more motived, then they were

introduced to the topic, the objective and the activity through a brief explanation. In this last class more about the pronunciation of the vowel sounds /i:/ & /I/ was emphasized, recognizing student's need to perform different tasks and increasing their difficulty, an example of this would be: readings, tongue twisters, poems, etc. Finally, on the last day of class, all learners were given a post-test about the topics and activities seen previously, thus demonstrating that students learned with gratification and through the application of the system of teaching tasks, good results were obtained.

4.2 Results obtained after the application of the teaching task system to develop vowel phonetic pronunciation /i:/ & /I/ in English.

Through the data obtained from the pedagogical test, the final results of the application of the system of teaching tasks focused on the development of the phonetic pronunciation of the vowels /i:/ & /I/ in English were determined. Similarly, the data obtained in the pre-test at the beginning of the classes were compared with the post-test at the end of the classes. It is worth mentioning that to obtain the results, several dimensions according to the development of phonetic pronunciation were used to test the hypothesis, the following was collected:

Dimensión 1: *Intonation*
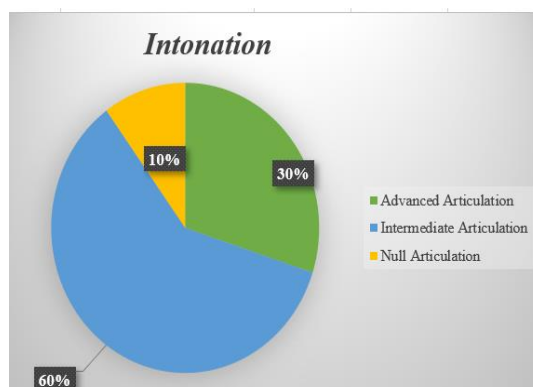
This graph shows the dimension of "Intonation", the results improved greatly after the activities performed by the learners, showing that 30% of them mastered the vowel intonation /i:/ & /I/, followed by 60% of pupils with some mastery and 10% of students still require more practice in this field, thus it was certainly shown an improvement after the application of the system of teaching tasks.

Dimension 2: *Phoneme recognition*
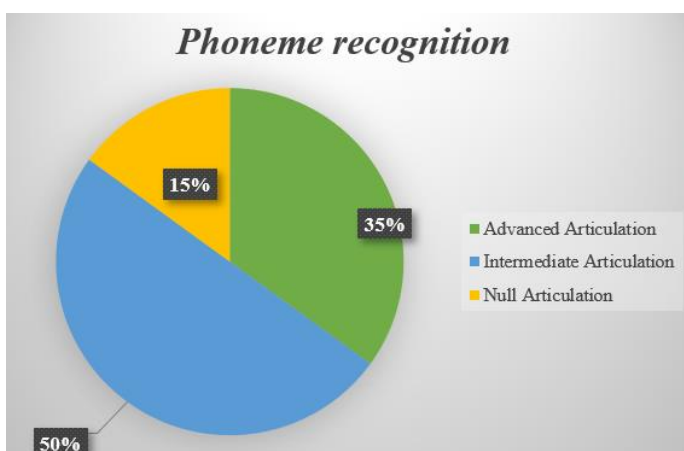
This graph displays the dimension of "Phoneme recognition" and shows the following results: 35% of students know in full the vowel difference of /i:/ & /I/, 50% of them have some knowledge of the vowel pronunciation of /i:/ & /I/, and 15% of learners still find it difficult to recognize the long and short vowel i, so it is recommended to increase the number of activities and practice, thus they can level academically speaking with their partners.

Dimensión 3: *Articulation*
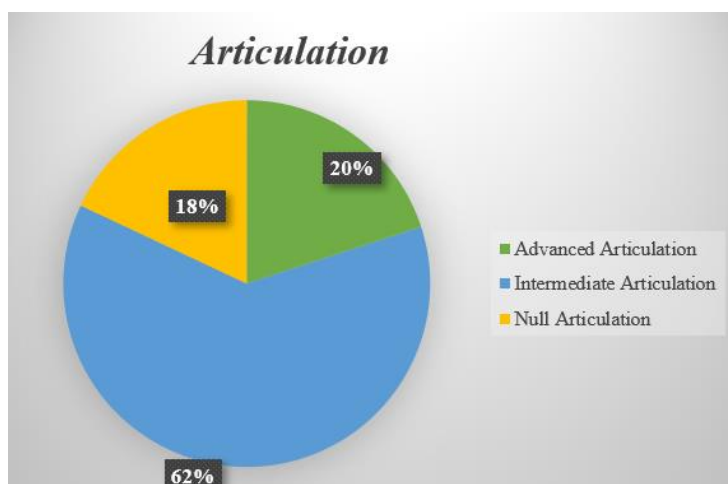
This graph represents the dimension of "Articulation", the results shows that 20% of the students pronounced the words well, while 62% of them pronounced the sentences or read texts with fewer errors, finally 18% of learners do not do it satisfactorily, although it can be improved through practice, in any case, the results are better than the ones obtained at the beginning.

General Analysis
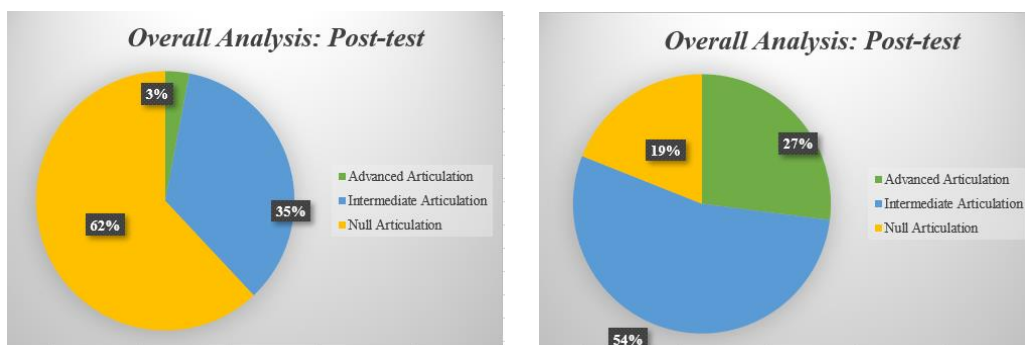
A general analysis of the application of the system of teaching tasks showed a great difference in the level of pronunciation that the students had at the beginning of the classes, 62% of them had no knowledge of the vowel phonetics /i: / & /I/, and after applying the system it was reduced by 19%, thus an improvement is evidenced among the students since 54% of them present a remarkable improvement in articulation and knowledge of phonetics, however, **it is worthing to mention** that at the beginning only 13 students (35%) achieved a good oral expression, and because of the activities carried out, they improved significant and there were better results.

Moreover, the hypothesis that if a system of teaching tasks is applied, it will help the pupils improve the development of the phonetic pronunciation of the vowels /i: / & /I/ in English in the 9th grade "A", of the school "Zoila Ugarte de Landívar"; that aforementioned assumption might be effective, because at the beginning of the classes

through the pre-test only 3% of the pupils had a natural pronunciation and unlike the majority of 23 students had no phonetic knowledge, But through the application of the system and the activities proposed according to their needs, it is highlighted that 27% of the students advanced to obtain excellent articulation, intonation and phoneme recognition, which demonstrates a great vocalic development in the learners.

4.3 Hypothesis testing

Scientific hypothesis: If a system of teaching tasks is applied, it will improve the development of phonetic vowel pronunciation /i:/ & /I/ in English in 9th grade "A" students of the "Zoila Ugarte de Landívar" school.

Statistical hypothesis:

H0: The application of a system of teaching tasks, does not contribute to the development of vowel phonetic pronunciation /i:/ & /I/ in English in 9th grade "A" students, of the school "Zoila Ugarte de Landívar.

H1: The application of a system of teaching tasks, contributes to the development of phonetic vowel pronunciation /i:/ & /I/ in English in 9th grade "A" students of the "Zoila Ugarte de Landívar" school.

Degree of freedom

DF= (r-1)(c-1)=2

Margin of error

0,05

4.3.1 Value scale for students on the pre-test and post-test

	Avanced	Intermediate	Nul	Total
Pre-test	1	16	20	37
Post-test	10	20	7	37

4.3.2 Chi-squared calculator

Frequency of observation

	Avanced	Intermediate	Null	Total
Pre-test	1	16	20	37
Post-test	10	20	7	37
Total	11	36	27	74

Expected frequency

	Avanced	Intermediate	Null	Total
Pre-test	11*37/74=6	36*37/74=18	27*37/74=14	37
Post-test	11*37/74=6	36*37/74=18	27*37/74=14	37
Total	11	36	27	74

Chi-squared (x2)

Chi-squared	Test Estatistic
17,38	0,000168107

The chi-square calculated with the data obtained in the study was 37, with a degree of probability of a=0.05, taking into account that the value of the chi-square table is 5. 99 and the total value of the chi-square of this research is 17.38, that is to say, it is greater than the value of the table, therefore the null hypothesis H0 is rejected, this means that the application of a system of teaching tasks is related to the development of phonetic vowel pronunciation /i:/ & /I/ in English in the students of 9th grade "A", of the school "Zoila Ugarte de Landívar.

4.4 Conclusions

- Through observations and initial pedagogical tests, the level of vowel pronunciation in students was diagnosed, which led to the application of the system of teaching tasks, according to the learners' needs.

- Due to the insufficiencies in the vowel pronunciation of 9th grade "A" students of the "Zoila Ugarte de Landívar" school, a system of articulatory teaching tasks was applied to improve the development of oral and vowel practice.

- Within the teaching tasks given to learners, basic and articulatory resources were applied to facilitate the correct pronunciation of specific English vowel sounds, such as speakers, audio clips, pictures, etc...

- Finally, students were evaluated to learn the effectiveness of the proposal and through an oral test, it was possible to measure the vowel phonetic evolution of the vowel sounds /i:/ & /I/, which showed good results, obviously because of the use of the teaching task system.

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