



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Use of the International Phonetic Alphabet as a didactic resource in  
enhancing English pronunciation**

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LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

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**SANTIESTEBAN LEYVA KENIA**

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# USE OF THE INTERNATIONAL PHONETIC ALPHABET AS A DIDACTIC RESOURCE IN ENHANCING ENGLISH PRONUNCIATION

*por* Kenner Enrique Guayas Mosquera

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**DEDICATION**

I would like to dedicate this research work to my mother and God. For her unconditional support, because she has been the one who has inspired me to move forward and not give up my goal of becoming a professional.

**GUAYAS MOSQUERA KENNER ENRIQUE**

I dedicate this work first of all to God because without him I would not have reached where I am, also to my parents Luis and Jenny, who have supported me at all times through my studies, a special mention to my dear aunt Yaseni Guaman and my unconditional person and support in my days, dedicated for a being a pillar in my life Abel Veliz.

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Therefore, I express my gratitude to my mother, family, and teacher Kenia Santisteban, who showed appreciation, for her unconditional help to successfully develop it. We thank God for allowing us to value the beauty of life every day. To value the beauty of life, and to our families for their support, and for always motivating us to be better.

Also, we thank our pet's faithful companions who were with us in the early mornings giving us strength to not give up.

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**GUAMAN GARCIA GENESIS JAILIN**

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## Introduction

In a world where global communication is crucial, English proficiency has become essential for personal and professional success. In recent years, English has emerged as the primary language, used by millions worldwide, either as a native or learned language later in life. As Turner (2021) highlights, “English is the dominant language in international communication in various fields, ranging from business and technology to entertainment, diplomacy, and science. Dominating English is an invaluable asset that opens doors to professional, academic, and personal opportunities worldwide” (p. 5).

For these reasons, English has shifted from an option to a necessity today. Learning it is imperative for accessing better job opportunities, and English teachers have a great responsibility to teach it effectively from the most basic levels. In Ecuador, the Ministry of Education has mandated English from the second grade of basic education to high school, underscoring its importance in the educational system.

In other words, English is taught in all schools and educational levels as a foreign language where students must dominate the four language skills: listening, speaking, reading, and writing. These skills are basic in language study. Moreover, within these skills, there are sub-skills, such as pronunciation, which are crucial in conversation and language learning.

Cakmak (2019) asserts that English pronunciation is a fundamental basic skill for developing speaking, listening, and communication skills in English. By learning pronunciation, one acquires the ability to pronounce words correctly, which is vital in communication. Students must develop the pronunciation and intonation of the language; otherwise, they may face difficulties communicating with native speakers.

Developing the ability to communicate in English is an effective indicator of success in acquiring a second language. Having clear pronunciation, as Gilakjani (2016) points out, is not only crucial in learning but also an indispensable requirement for achieving competence in this learning.

However, despite the efforts of the educational curriculum to prepare learners with a minimum B1 level of English, the country faces significant challenges in this regard. First, English educators often implement traditional learning techniques, which can be demotivating for pupils. Therefore, many educational institutions need to innovate in teaching strategies and methodologies, as this lack of didactics hinders students' motivation to correctly learn the linguistic skills related to this acquisition process. Additionally, according to the EF Ecuador blog (2019), "Ecuador ranked 81<sup>st</sup> out of a total of 100 countries evaluated, being classified as a 'Very Low' level of English, with a score of 46.57, equivalent to an A1 level according to the Common European Framework."

Therefore, this research will focus on how to improve pronunciation and the role that the International Phonetic Alphabet can play in the teaching-learning process of the English language, especially in terms of pronunciation. Although this topic is novel, particularly because it is not given the necessary priority in teaching practice, we will explore the factors and knowledge of selected pupils about phonetics in the framework of this thesis research.

In the city of Machala, located in the province of El Oro, particularly at the "Juana de Dios" Educational Unit, certain deficiencies in pronunciation skills have been identified among students learning English. These difficulties were the subject of study in this research, and proposals for solutions to address these problems are presented, which are linked to the negative influence that students face in this process. These factors are:

- ❖ Lack of motivation in language acquisition.
- ❖ Learners exhibit inadequate intonation.
- ❖ Students refrain from participating in class readings.
- ❖ Challenges arise in pronouncing consonants.
- ❖ Afraid of speaking in public due to the fear of being judged or making mistakes.

After pointing out the inconveniences, the following scientific problem is raised: How to improve English pronunciation for the students of the Third year of BGU parallel "X" at the Educational Unit "Juana de Dios" in the academic period 2024-2025?

Keeping in mind the mentioned **scientific problem**, the study is delimited to the following **object of study**: the teaching-learning process in high school, focusing on the possible causes of the problem:

- ❖ Limited use of didactic materials to teach pronunciation.
- ❖ Low motivation for language learning in students.
- ❖ Difficulty in producing some sounds when speaking.
- ❖ Absence of appropriate approaches to the teaching-learning process of the language.
- ❖ Emphasis of educators on exclusively teaching grammar rules at the expense of pronunciation.

This research has the **general objective** of developing the pronunciation of English in the students of the Educational Unit “Juana de Dios” in the academic period 2024-2025 through a system of reinforcement classes implementing specific phonetic symbols.

This objective is delimited in the **field of action** of the International Phonetic Alphabet as a didactic resource. The **specific objectives** of this research work are:

- Theoretically argue the relevance of the International Phonetic Alphabet (IPA) as a didactic resource in the teaching and learning process of English.
- To diagnose the current state of English pronunciation in the students of Third year of BGU parallel “X” at the Educational Unit “Juana de Dios” in the academic period 2024-2025.
- Developing a system of reinforcement classes applying the “IPA” to improve the pronunciation of the English language in the students of Third year of BGU parallel “X” at the Educational Unit “Juana de Dios” in the academic period 2024-2025.
- To verify the effectiveness of implementing a system of reinforcement classes using the International Phonetic Alphabet in enhancing the pronunciation of the English language in the students of Third year of BGU parallel “X” at the Educational Unit “Juana de Dios” in the academic period 2024-2025.

The following **hypothesis** has been formulated: If a system of reinforcement classes is implemented using the “IPA”, the pronunciation of English will improve in the students of Third year of BGU parallel “X” at the Educational Unit “Juana de Dios” in the academic period 2024-2025.

The **population** consists of 32 students, 15 women and 17 men, from the Third year of high school at the Educational Unit “Juana de Dios”.

Based on the hypothesis, the relationship between two variables is studied:

The **independent variable** in this study is the System of Reinforcement Classes using the International Phonetic Alphabet. This variable consists of a system of activities that will be developed during classes, adapted to the needs of each student, following a specific order, and adaptable to the development of English pronunciation.

The **dependent variable** is the pronunciation of English. This variable refers to the improvement in the ability to pronounce English correctly as a result of the reinforcement class system.

To carry out the study, the following theoretical methods were used: Analytical-Synthetic, Historical-Logical, and Hypothetical-Deductive. In addition, empirical methods such as indirect observation and interviews were used. These methods will be explained in detail in the methodological framework. Additionally, both a pretest and a post-test will be conducted.

**The Importance of this research** lies in the use of the International Phonetic Alphabet as a useful resource to improve pronunciation in English through a system of reinforcement classes aimed at increasing mastery of the target language.

**The practical contribution** of the study lies in the system of reinforcement classes focused on the use of the “IPA” as a didactic resource with the aim of enhancing pronunciation.

**Organization of the study.** Therefore, in the present work that will be carried out in the investigation is distributed in chapters as follows:



**First chapter:** addresses each aspect related to the theoretical framework, such as the problem, the general objective, the specific objectives, and the historical, contextual, and conceptual context.

**Second chapter:** develops the methodological framework, specifying the paradigm, type of design and research that will be used in this degree project; as well as the population and the sample, the operationalization of the variables, and the instruments used.

**Third chapter:** focuses on the pedagogical proposal applied in this pedagogical research study.

**The fourth chapter:** is dedicated to the reports of the results obtained after applying the class system based on the use of the International Phonetic Alphabet.

## **Chapter I: Theoretic Framework**

This chapter addresses the theoretical foundations of the International Phonetic Alphabet as an important resource in language teaching and learning, especially for achieving effective oral production. The aim is to provide concise, clear, and relevant information about the background, concepts, and essential characteristics that contribute to the development of pronunciation, a crucial sub-skill in the English learning process.

### **1.1 Historical Systematization of the Teaching-Learning Process and the Development of the International Phonetic Alphabet as a Didactic Resource.**

In today's society, tackling the challenge of English instruction involves the use of methods, techniques, and didactic resources in the teaching-learning process. This analysis is indispensable for determining the most effective and innovative approach, as the choice of technique directly impacts learning outcomes and academic performance.

Understanding the historical evolution and current global diffusion of English is fundamental for designing effective pedagogical strategies for its teaching. English holds a prominent position as one of the most widely used languages globally, regardless of geographical location. Proficiency of English is considered important in the comprehensive education of individuals immersed in a world characterized by constantly transcended borders (Chérrez, 2014).

Learning another language becomes important when visiting countries where that language is essential for oral communication and other forms of expression. Many people worldwide are studying English with the aim of communicating effectively in that language. However, the challenge lies in not following the elements for teaching this language effectively. In the context of English teaching, methods, strategies, and didactic resources are required to facilitate learning, highlighting the importance of the didactics provided by teachers.

Nonetheless, in current times, bilingualism is becoming increasingly relevant for students to be able to use both their native language and a second or foreign language. According to (Ordóñez, 2010), bilingual education refers to a teaching system in which, at variable times, over a period of time, and in diverse situations, instruction is given in at least two languages, with one of them being the student's native language.

The beginnings of formal English teaching date back to the 17<sup>th</sup> century when in 1658 Comenius published the work “Orbis Sensualium Pictus,” considered the first illustrated book for knowledge education. It integrated text and images, in addition to using the students’ vernacular language, laying innovative foundations for the development of texts and didactic materials (Area Moreira, 2007).

From the work presented by the author, it is understood the need to construct and develop different written materials to transmit knowledge not only through discourse but also through texts written in a different and innovative manner.

The book has been and continues to be one of the most widely used didactic resources worldwide by many in various fields of knowledge; the book as a didactic material has been given priority, adapting to changes in the educational system for many years. In the current era, education has this didactic material, but with a notable difference: internet connectivity has allowed access to various didactic materials that are part of classes, and possibly to other sources of knowledge such as videos, audios, preparation courses, digital classes, etc. With the development of technologies, the educational field also adapts to changes and finds new ways of learning.

Currently, books play a particular role as part of the resources that have been used. For example, “Textbooks have traditionally responded to a conception of education that is homogeneous, centered on knowledge and memorization, where it was expected that teachers would primarily fulfill transitive functions” (Pérez Alarcón, 2010, p. 1).

Teachers of an educational institution emphasize and support the use of various didactic resources. According to Fonseca Morales (2013), the blackboard has been a didactic resource commonly used by instructors over the years, and it is anticipated that it will continue to be a classic and easy-to-use tool, thus supporting the assertion of the teachers of an educational institution who emphasize the use of various didactic resources. The author acknowledges that for several years the blackboard has been one of the didactic resources used and expresses that it will continue to be an old-fashioned and easy-to-use tool (p.10).

As the transition in the classroom evolved, moving away from the traditional inclusion of textbooks and blackboards, influenced by the limitation of advanced technological resources, a significant change occurred. Over time, these resources have become significant in teaching, improving the effectiveness of didactic materials and contributing to learning in various educational areas by integrating them into everyday practices (Tomalá Alcívar & Murillo Quinto, 2013).

Regarding the types of didactic materials recommended for English classes, according to Couper (2021), suggests that with the technological advances of recent decades, language educators have at their disposal numerous audiovisual resources to complement the teaching of pronunciation. From audio and video recordings to songs, podcasts, and more, these materials are engaging and motivating for students. By providing auditory and visual models of authentic pronunciation, both phonetic accuracy and speaking fluency are reinforced, in addition to expanding vocabulary. Incorporating multimedia materials into the curriculum creates a dynamic learning experience that promotes the development of oral communicative competence.

Presently, thanks to ICTs, teachers have a wide variety of didactic resources for teaching English, from multimedia recordings to interactive online platforms. The challenge is to integrate them effectively to promote meaningful learning and the comprehensive development of the four language skills (Couper, 2021).

Subsequently, it is clear to highlight the influence of the International Phonetic Alphabet (IPA) in the teaching-learning process of the English language, recognized by the International Phonetic Association and developed by a group of French teachers led by Paul Passy.

The International Phonetic Alphabet (IPA) has been a valuable resource in the teaching of English, especially in the area of pronunciation. This system of phonetic transcription has undergone a historical evolution that can be divided into four main stages:

- Initial Development (1886-1900)
- Consolidation and Adoption (1900-1950)
- Transformation and Expansion (1950-2000)
- Current Situation (2000-present)

Next, each of these stages will be analyzed, including the historical context in which they developed and their impact on the teaching of English.

### **Stage 1: Initial Development (1886-1900)**

In 1886, the International Phonetic Association was established in Paris with the aim of promoting the scientific study of phonetics and its practical applications (International Phonetic Association, 2023). Initially, the association was composed of eleven language teachers who sought to use phonetic transcription in schools to improve the realistic pronunciation of foreign languages (Loakes, 2013).

Three years later, in 1889, the association developed the International Phonetic Alphabet (IPA), a system of standardized phonetic symbols to represent the sounds of human speech accurately in different languages (Deng et al., 2019). This alphabet was the result of collaborative work by the nascent International Phonetic Association and laid the foundation for universal phonetic representation (Reed & Levis, 2019).

The quick realization of its pedagogical potential led European language teachers to adopt it for teaching pronunciation, contributing significantly to its rapid expansion in the educational field. It is emphasized that during this period, the birth and initial development of the IPA and the International Phonetic Association marked fundamental elements in universal phonetic representation and pronunciation teaching.

While the IPA underwent several modifications in its early years, it quickly demonstrated its pedagogical potential. By 1900, European language teachers began to adopt it for teaching pronunciation, expanding its use beyond the academic sphere (International Phonetic Association, 2023).

## **Stage 2: Consolidation and Adoption (1901-1945)**

In the early decades of the 20<sup>th</sup> century, the International Phonetic Alphabet (IPA) quickly consolidated as the normative standard in both linguistics and language teaching. As highlighted by Rogers (2022), “the invention of the IPA in the late 19<sup>th</sup> century was a major breakthrough for describing speech sounds consistently, which also impacted the pedagogy of foreign languages” (p.55).

This consolidation as an international standard was reflected in the integration of the IPA into several influential language teaching methods of the time. For example, the direct method developed in the late 19<sup>th</sup> century used the IPA for teachers to model pronunciation and for students to accurately imitate target sounds. However, limitations such as a scarcity of native or advanced phonologically proficient teachers hindered its effectiveness in practice (Brown, 2022).

Later, during the 1920s, Palmer and Hornby’s oral method popularized language laboratories so that students could practice phonetics with audio recordings. However, technical limitations of the time prevented their widespread adoption in most schools (Chan, 2020).

Therefore, despite the early integration of the IPA into methodological approaches of the time, its effective implementation in the real educational context faced various material and training challenges. This highlighted the constant need to improve didactic strategies for phonological

learning with this tool. Thus, the first 50 years of the IPA not only laid the groundwork for its future expansion but also emphasized the importance of addressing pedagogical challenges to maximize its effectiveness in the educational context. This initial period was crucial both for the consolidation of the IPA as an educational tool and for identifying areas for improvement and adaptation to the changing needs of language teaching.

### **Stage 3: Transformation and Expansion (1950-2000)**

During the stage of transformation and expansion of the IPA, which spans from the 1950s to the year 2000, significant changes occurred in its structure and application in language teaching. Influenced by linguistic currents such as structuralism and generativist, the IPA was revised to expand its descriptive capacity, adding symbols to represent more detailed phonetic features such as nasalization, tone, and syllable-level stress (Love, 2019).

This expansion of the descriptive scope of the IPA made it more versatile and applicable to a greater variety of languages, contributing to its increasing adoption in language teaching. Popular teaching methods such as the audio-lingual method, Lozanov's suggestopedia, and the communicative approach began to integrate the IPA more intensively and contextually (Hinkel, 2011).

The demonstrated effectiveness of the IPA in connecting sounds and phonetic symbols became the main reason for its increasing use during this period. Facilitating students' oral assimilation and reproduction, the IPA became invaluable in the process of pronunciation teaching and learning. As highlighted by Rogers (2022), the invention of the IPA in the late 19<sup>th</sup> century was a significant advancement in descriptive linguistics and language teaching, allowing linguists and educators to represent speech sounds accurately and consistently (p. 55).

Derwing (2020) further explores this phenomenon by pointing out that, in the early years of the 20<sup>th</sup> century, the IPA was integrated comprehensively into numerous language teaching methods (p. 28). This integration not only demonstrated its utility but also marked a milestone in the way languages were taught, underscoring its lasting influence on language pedagogy.

Despite these advances, the large-scale implementation of the IPA faced initial obstacles due to limitations in teacher training and the availability of adequate didactic materials, challenges that were exacerbated by the post-war context. Overcoming these obstacles began with the emergence of technologies such as tape recorders and language laboratories (Nakayama, 2022), which provided students with access to authentic pronunciation models, thus improving the quality of IPA teaching.

To sum up, the latter half of the 20<sup>th</sup> century saw an unparalleled expansion of the IPA, both in its descriptive structure and its integration into innovative language teaching methods. These advancements represented a significant milestone in the ongoing evolution of the IPA, which began to be reassessed in terms of its pedagogical application as it progressed into the 21<sup>st</sup> century.”

#### **Stage 4: Current Situation (2000-present)**

During the stage of transformation and expansion of the IPA, which spans from the early 21<sup>st</sup> century to the present, significant changes have occurred in its structure and application in language teaching. Influenced by linguistic currents such as structuralism and generativism, the IPA was revised to expand its descriptive capacity, adding symbols to represent more detailed phonetic features such as nasalization, tone, and syllable-level stress (Love, 2019).

In the first two decades of the 21<sup>st</sup> century, the use and teaching of the International Phonetic Alphabet has continued to evolve, both in linguistics and foreign language pedagogy, to meet contemporary communicative needs. The most recent revised version of the International Phonetic Alphabet was presented in 2018 at the International Congress of Phonetic Sciences in Brisbane, with some minor updates to the standard phonetic chart.

As shown by this quote, the 2015 update of the IPA, originally mentioned, involved a comprehensive revision of the phonetic chart, including different classifications and categories of symbols. The contemporary citation from Santos-Villalba (2021) indicates that from then until the 2018 update, there were only minor changes, maintaining the classifications and general structure established in 2015.

This demonstrates the stability and consolidation that the International Phonetic Alphabet has achieved in recent years, based on the thorough 2015 revision. This also facilitates its standardization and shared use among linguists and educators today, reflecting its ongoing evolution to adapt to contemporary communicative needs.

Digitalization and educational technologies have transformed the use of the IPA in recent years. Multimedia resources such as interactive videos with phonetic transcriptions allow students to link the IPA with real examples of pronunciation. Additionally, the IPA has been integrated into automatic speech recognition applications. For example, Dalem Okladnikova (2021) points out that “multimedia resources such as interactive videos with phonetic transcriptions now allow students to link the IPA with real examples of pronunciation” (p. 88). Furthermore, the IPA has been integrated into automatic speech recognition applications.

Presently, the International Phonetic Alphabet (IPA) plays a crucial role in teaching the English language. A study conducted by Angelin Danga (2022) highlights the positive impact of the Pronunroid-IPA application on students' pronunciation skills. This digital tool not only served as a didactic resource but was also positively associated with student performance, supporting the effectiveness of educational technology in teaching and learning specific skills, such as English pronunciation.

Another study, conducted by Marjorie Armijos (2023), focused on the design of a digital didactic resource for teaching the IPA, stands out for successfully integrating digital methods and social networks. This innovative approach has marked a significant advancement in improving pronunciation and student engagement. Undoubtedly, this tool has proven to be adaptable to technological advances and current pedagogies, focusing on facilitating effective communication in real situations without losing its technical accuracy. This suggests that its relevance will remain significant, now with a more globalizing and communicative focus.

Given the above, the evolution of the teaching and learning process of the English language has undergone significant changes in pedagogical approaches and didactic tools, from its inception to its integration into contemporary communicative perspectives and digital media. Its adoption in different eras has been fundamental to standardize and improve the teaching of phonetic aspects in the linguistic field. Current research underscores the ongoing relevance of this tool and its ability to adapt to technologies for a more dynamic and effective teaching of English. This landscape invites future researchers to further explore the possibilities offered by the IPA in the educational context, suggesting that its study and application could continue to be promising areas of research.

## **1.2 Conceptual Framework on the Use of IPA as a Didactic Resource for Pronunciation**

### **Development**

Once the historical part of the study is completed, we proceed to theoretically underpin the object, field, and variable of research. To achieve this, we have conducted an exhaustive search of bibliographic information that has allowed us to conceptualize the elements that make up our research. To support our study, we have used a combination of primary, secondary, and tertiary sources, ensuring the rigor and solidity of our work.



### 1.2.1 Fundamental Characteristics of the English Language Teaching and Learning

#### Process.

The teaching of the English language has undergone significant evolution over time, evolving from a fragmented profession to achieving a sense of unity after 1960, coinciding with the sudden growth of EFL and ESL activities in Britain (Howatt, 1984). Throughout this process, various fundamental characteristics have been identified that delineate the teaching-learning process of the English language, which are deemed essential for the holistic development of students.

Listening, speaking, reading, and writing constitute four pivotal basic skills integrated into the English language teaching-learning process, contributing significantly to students' skill development. The teacher's role is crucial in applying creative teaching methods to ensure students master these skills. In the teaching-learning process, the teacher must ascertain the appropriate teaching method for the content and utilize the suitable resources to impart it effectively. Effective classroom management is paramount for the teacher to maintain control of the classroom environment.

As in other learning environments, the predominant relationship in an English as a Foreign Language (EFL) setting is that between teachers and students. Consequently, the role played by teachers in this process is of paramount importance, as through this efficient relationship, teachers can potentially mitigate the limitations posed by textbooks and the lack of resources.

A positive relationship with the teacher results in not only academic performance but also a high level of class participation, academic motivation, students' self-confidence, and a sense of empathy and mutual understanding between the teacher and the student. "The quality of the relationship between teacher and student is a determining factor in the success of learning. When students feel that their teachers care about them and are genuinely interested in their well-being, an environment conducive to motivation, participation, and academic performance is created. Teachers who manage to develop bonds of trust, respect, and empathy with their students observe higher levels of engagement in class and better learning outcomes" (Thapa, 2022, p.183).

Historically, in the realm of teaching English as a second language, the importance of speaking skills has been undervalued. Instead of prioritizing the active practice of oral expression, traditional approaches have predominantly focused on grammar and vocabulary, relegating the development of verbal communication to a secondary role. For instance, students often spend the

majority of their time engaged in reading and writing activities, with limited opportunities to practice and enhance their verbal expression skills.

However, research, such as that conducted by Richards (2006), has underscored the crucial importance of speaking skills in the process of learning English as a second language. By adopting communicative approaches in the classroom, educators can provide students with meaningful opportunities to practice oral communication authentically and in context. Activities such as debates, group discussions, simulations of real-life situations, and role-playing enable students to develop their language skills in an interactive and dynamic environment.

It is imperative to recognize the significance of speaking skills and to adopt communicative approaches that encourage oral expression and meaningful interaction in the classroom.

Additionally, the Yale Poorvu Center for Teaching and Learning (cited in Harrison & McDonald, 2018) proposes five characteristics that a well-designed active learning system of didactic activities should encompass:

- Active participation: Each student should interact with the material either individually or with others.
- Clear timeframe: The timeframe of the activity should be clear and relatively short to maintain students' focus and attention.
- Clear objective: The objective of the activity should be clear, meaningful, and simple.
- Clear task: The task of the activity itself should be clear, feasible, and simple.
- Clear final product: The nature of the final product, whether it be a list, an answer, a choice, or a structure, should be described unequivocally.

These characteristics facilitate the natural execution of the activity, aiding students in understanding the instructions and objectives. Furthermore, as didactic activities have specific objectives, students actively engage in the learning process. This underscores how active learning can enhance the teaching-learning process of the English language by allowing students to express their ideas and concerns using the target language (L2).

As can be seen, the teaching-learning process of the English language is characterized by the integration of key skills, the importance of the teacher-student relationship, and the recognition of speaking skills as crucial in learning a second language. Implementing effective didactic activities strengthens this process by promoting active learning and communicative expression. By focusing on these characteristics, educators can create effective learning environments that foster academic success and fluency in the English language for all students.

### **1.2.2 The Significance of Pronunciation in English Language Acquisition and its**

#### **Attributes**

Pronunciation is an essential component in language learning, especially in English. Achieving clarity when pronouncing words and phrases is crucial for effective communication, preventing misunderstandings, strengthening confidence when interacting in English-speaking environments, and facilitating cultural integration. Beyond being a technical skill, pronunciation becomes a key factor for communicative success.

According to Hornby (1995), “pronunciation is the way a word is spoken, how it is pronounced, the way a person speaks the words of a language” (p. 928). Meanwhile, Couper (2021) asserts that “pronunciation is an integral part of language learning and should occupy a central place in instruction. However, it is often overlooked in communicative language teaching. Educators must reconsider the role of pronunciation to enable students to develop this critical skill along with grammar, vocabulary, and other areas of language” (p. 85).

Derwing (2009) notes that when students learn a new language, it is important for them to focus on pronunciation, as it is not just about conveying a message but also about socializing. Additionally, Walker (2010) adds that the main goal should be to make students understandable to as many people as possible, not just native English speakers.

Considering the purpose of students learning English: some may seek a native-like accent because they plan to communicate with native speakers, while others may be more interested in communicating with non-native speakers. In general, the key to teaching pronunciation is to ensure that students are understood by others, regardless of their specific accent.

Hewings (2020) defines pronunciation in English as “the way sounds are produced to construct meaning. It encompasses everything from individual sounds to aspects such as accent, rhythm, linking between sounds, pauses, tone, volume, tempo, and emphasis. A comprehensive

mastery of these components enables speakers to articulate words clearly and understandably, aligning with native patterns” (p. 3).

When analyzing the fundamental elements that makeup pronunciation:

- Rhythm: refers to the organization and emphasis of sounds when speaking, constituting the natural “melody” of the voice, which includes the duration of pauses and the fluid sequence of syllables.
- Fluency: involves speaking continuously and without noticeable interruptions, achieving a smooth connection between words and sounds for clear and effortless communication.
- Intonation: relates to the variation in the tone of voice when speaking, including changes in pitch to emphasize important words and convey emotions or nuances of meaning through vocal modulation.
- Linking: describes how words are joined in a sentence, often modifying the final and initial sounds of words to facilitate fluency in speech.
- Assimilation: refers to how sounds change when they are near other sounds, which can affect the pronunciation of words in specific contexts.
- Tone: represents the pitch of the voice when speaking, which can vary depending on the communicative intention.

In general terms, pronunciation plays a crucial role in understanding between speakers, and determining how messages, ideas, and thoughts are conveyed.

Furthermore, pronunciation teaching is as important as teaching other aspects of language, such as grammar or vocabulary, as pronunciation errors can lead to communication problems. According to Kelly (2000), “written English uses 5 vowels and 21 consonants, while in pronunciation around 20 vowel sounds and 24 consonant sounds are used” (p. 11).

Likewise, to teach pronunciation effectively, Kelly (2000) highlights the importance of carefully analyzing students' native language, their specific needs, and the most appropriate teaching approaches (p. 12). This discrepancy, a result of the historical development of the language, can make learning difficult for students, due to factors such as the relationship between sounds and letters in their native language, the presence of sounds or combinations of sounds that do not exist in English, and accent and intonation patterns that may sound strange.

English-speaking teachers are pronunciation models for students. Therefore, it is important that they provide a solid model. Underhill (1994) describes four ways to provide pronunciation models: the repeated model, the single model, the internal image model, and the non-verbal model. Underhill (1994) suggests indicating phonetic symbols after providing the models to establish the connection between sounds and their representations.

O'Connor and Fletcher (1991) emphasize the need to practice pronunciation regularly, suggesting that it is more effective to practice in short but frequent sessions, which can lead to significant improvements in the ability to pronounce correctly, highlighting the importance of constant practice.

As can be seen, pronunciation is an essential component of language teaching that must be addressed and emphasized. Teachers should choose an appropriate approach for themselves and their students, and incorporate it into their lessons, using tools such as the IPA and phonetic transcription to facilitate effective instruction.

### **1.2.3 Employing the IPA to Teach Pronunciation and its Distinctive Aspects.**

The teaching of pronunciation is not the main focus of many English teachers, and as Gilbert (2022) states, some teachers of English as a foreign language do not feel comfortable using the International Phonetic Alphabet (IPA) because they do not master it well or because they believe the symbols are too abstract for students. However, many experts agree that the IPA can be a very effective tool for teaching pronunciation if presented carefully and gradually. On the other hand, there are many advocates for teaching pronunciation and using IPA for this purpose.

Today, there are many possibilities to access real spoken English, especially on the Internet. This means that there are endless opportunities to listen to English pronunciation, but it still does not guarantee that a learner will acquire good pronunciation. Couper (2021) states that "Direct instruction in English sounds, including practical work with the International Phonetic Alphabet, can make a big difference in the oral accuracy and fluency of learners at all levels of

language proficiency. Therefore, dismissing intentional pronunciation teaching means depriving students of valuable tools for their communicative development” (p. 68).

Mompean and Lintunen (2015) suggest that phonetic notation has multiple benefits in teaching and learning pronunciation. Among these benefits are systematization, which facilitates the understanding of sounds; phonetic awareness, which helps students perceive and reproduce sounds more accurately; visibility, which allows for a visual representation of sounds; and visual support, which contributes to a better understanding and assimilation of correct pronunciation.

The International Phonetic Alphabet was created to make the transcription of spoken language systematic and understandable for all interested parties. It is also very useful for realizing some characteristics that would go unnoticed by language learners; knowledge of phonetic transcription definitely increases awareness. Some learners may have difficulty learning pronunciation just by listening to English. It can make a big difference for them when they have visual support for what they hear, which again can be provided by phonetic notation.

After analyzing the usefulness of the International Phonetic Alphabet for teaching pronunciation, it is fundamental to highlight that, for this approach to be effective, learners must master this tool and understand how to apply it correctly.

On the other hand, teachers often encounter difficulties in teaching pronunciation using the IPA for various reasons. They may perceive notation and phonetic symbols as complex, or they may lack familiarity with them due to insufficient teacher training. Some may also assume that the IPA is too difficult for students, believing that they cannot handle it or that it will not be useful to them. It is essential to emphasize that teaching phonetic symbols and their application does not involve teaching phonetic theory (Mompean and Lintunen, 2015).

Teaching IPA does not need to be complicated at all, but it needs to be systematic. For example, Kelly (2000) suggests that ESL or EFL instructors should introduce International Phonetic Alphabet symbols gradually, presenting one or a few at a time, rather than overwhelming students with the entire alphabet simultaneously. Additionally, it is essential to prioritize those sounds that tend to be more difficult or problematic for learners, focusing instruction and practice on those key areas that pose greater obstacles.

Mompean (2005) distinguishes two stages when presenting symbols to learners: the introductory stage and the post-introductory stage. The introductory stage, described as brief, introduces learners to specific phonetic symbols for the first time, with the aim of building confidence in their use. To achieve this, Mompean (2005) suggests following certain clear and practical principles. First, it is important to be selective when presenting sounds or phonetic symbols, focusing on those that are most relevant to students. It is also recommended to leverage learners' familiarity with the symbols under study, using examples close to their previous linguistic experience. Additionally, making phonetic symbols visually appealing can increase students' motivation and interest in learning them. Convincing learners about the usefulness of phonetic notation and engaging them in their learning. Finally, avoid generating anxiety in learners, creating a relaxed and encouraging learning environment.

In the second, post-introductory stage, students have the opportunity to consolidate their knowledge of phonetic symbols and apply them in various activities. For this, activities can be carried out such as providing phonetic transcriptions of key vocabulary, challenging students to look for different spellings of the same sound in a written text, and offering instructions and questions written in phonetic transcription. These strategies help students become familiar with and feel more comfortable with phonetic notation, effectively integrating it into their pronunciation learning.

A crucial tool in teaching phonetic symbols is a phonetic chart, which displays the sounds of the English phonetic inventory and is taken from the IPA, as shown in Fig. 1.

**Figura 1. The International Phonetic Alphabet**

ɪ READ	ɪ SIT	ʊ BOOK	uː TOO	ɪə HERE	eɪ DAY	John & Sarah Free Materials 1996	
e MEN	ə AMERICA	ɜː WORD	ɔː SORT	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ CAT	ʌ BUT	ɑː PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW	
p PIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

Tomada de <https://templecpblog.wordpress.com/pronunciation/>

The symbols in the chart represent the sounds of the English phonetic inventory, and these symbols are taken from the IPA. Skandera and Burleigh (2021) explain that most native English accents have around 24 consonant sounds and a variable number of vowel sounds, with typical accents having 12 monophthongal vowels and 8 diphthongs. Additionally, they mention that English has few triphthongs, which are sequences of three vowels in a single syllable, as in the words “fire” /faɪə/ and “power” /paʊə/ (Fromkin et al., 2022).

Furthermore, Levis (2022) emphasizes that “the International Phonetic Alphabet chart is an invaluable resource that should be visible in every English teaching classroom. Presenting the IPA explicitly and then integrating it into all lessons provides students and teachers alike with a permanent reference tool for working with pronunciation and phonetic transcription systematically” (p.186).

It can be concluded that embracing the International Phonetic Alphabet (IPA) for teaching English pronunciation can prove more straightforward than anticipated. By adopting a positive outlook and employing structured teaching methods, educators and learners alike can harness the IPA's power to enhance pronunciation skills effectively.

### **1.3 Contextual systematization**

#### **1.3.1 Contextual Background of English Language Teaching and Learning in Ecuador**

In Ecuador, the teaching of the English language began in 1912, but it was not until the 1950s that it was formally integrated into the curriculum. Over the years, the Ministry of Education has implemented various measures to improve the teaching and learning of English in educational institutions in the country. In 1992, through an agreement between the Ministry of Education and the British Council, a significant curricular reform for the English subject in public educational institutions was carried out. This joint effort between the Ecuadorian government and the British Council has been considered one of the most significant initiatives to improve the teaching-learning process of English in the Ecuadorian educational system (Ortega & Aucchuallpa, 2017, p. 54).

In 2011, with the update of the Curricular Reform, changes were introduced in the curricular structure of all subjects, starting the project known as “It’s time to teach English.” This project aimed to improve the teaching system of English as a foreign language and considered aspects related to methodology and teaching competencies. As part of this update, Ministerial Agreement No. 0041-14 established that English would be part of the formal curriculum with a workload of 5



hours starting from the eighth year of basic education (Peña, 2017). With these measures, the aim was to improve students' language skills with the help of trained teachers in this field.

In summary, although English is currently taught in both public and private educational institutions in Ecuador, and despite all the efforts and changes that have been made since the 1990s, only a minimal number of students from the Unified General Baccalaureate reach the desired levels of English proficiency at the end of their secondary studies.

According to Paredes (2017), in educational institutions in Ecuadorian provinces, foreign language teachers have not given much importance to teaching accurate pronunciation, as they considered that knowing grammatical structures and vocabulary was more relevant (p. 3).

The issue of oral production has not been a priority among language teaching professionals and theorists. Although the goal of pronunciation teaching is to get students to speak like native speakers of the country where the language is spoken, pupils often become demotivated due to repetitive and unmeaningful exercises they do in class.

Learning English involves acquiring its structure and understanding aspects such as phonetics, which is fundamental for precise and effective communication. Unfortunately, the teaching of phonetics in Ecuador has not been a priority in recent years, leading to a lack of practical exercises to improve pronunciation, including the recognition of consonants that are difficult to pronounce.

### **1.3.2 Diagnosis of the current level of English pronunciation of students in the third year of high school, parallel "B" of the Juana de Dios educational unit.**

This section of the chapter presents the results obtained after the application of various data collection instruments used during the research process, such as observation and pedagogical tests) diagnostic evaluation and interviews. Each of these instruments was used to show the current state of the oral expression skill at the beginning and before the implementation of the pedagogical proposal developed by the researchers.

### **1.3.3 Analysis of the results obtained from the application of the instruments.**

#### **Observation:**

This tool was used as the first evaluation instrument to determine the student's initial pronunciation level and to evaluate the teacher's ability to manage their classes and pronounce correctly.

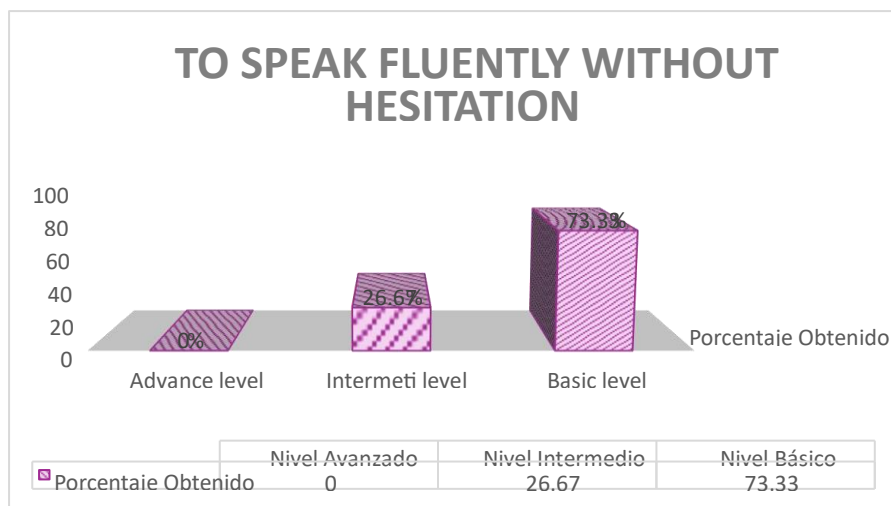
The difficulties identified are:

- The teacher does not use didactic materials to teach pronunciation.
- The teacher does not use the international phonetic alphabet to teach pronunciation
- Students do not show a high level of motivation toward language learning
- Greater attention to grammatical rules is observed in terms of pronouncing in English.
- Students present difficulty with specific sounds when pronouncing in English.
- Specific problems are identified in the articulation of consonants.
- Students do not speak fluently and without interruption.

### Pre-test

Subsequently, the diagnostic test was used to more accurately assess the student's current level of English pronunciation. This test included a rubric (Appendix 2) that was used to measure learning outcomes.

Indicators: speaking fluently and without hesitation.



In the first instance, the results show that the students were placed in the basic level range related to the speaking fluently without hesitation indicator because they did not meet the criteria for assessing this dimension. This difficulty could be attributed to the lack of practice and exposure to the language in fluent conversational contexts. According to Garcia (2018), “the development

of oral fluency in a foreign language requires regular practice and immersion in real communicative situations” (p.56).

**Indicator:** pronunciation of consonants.

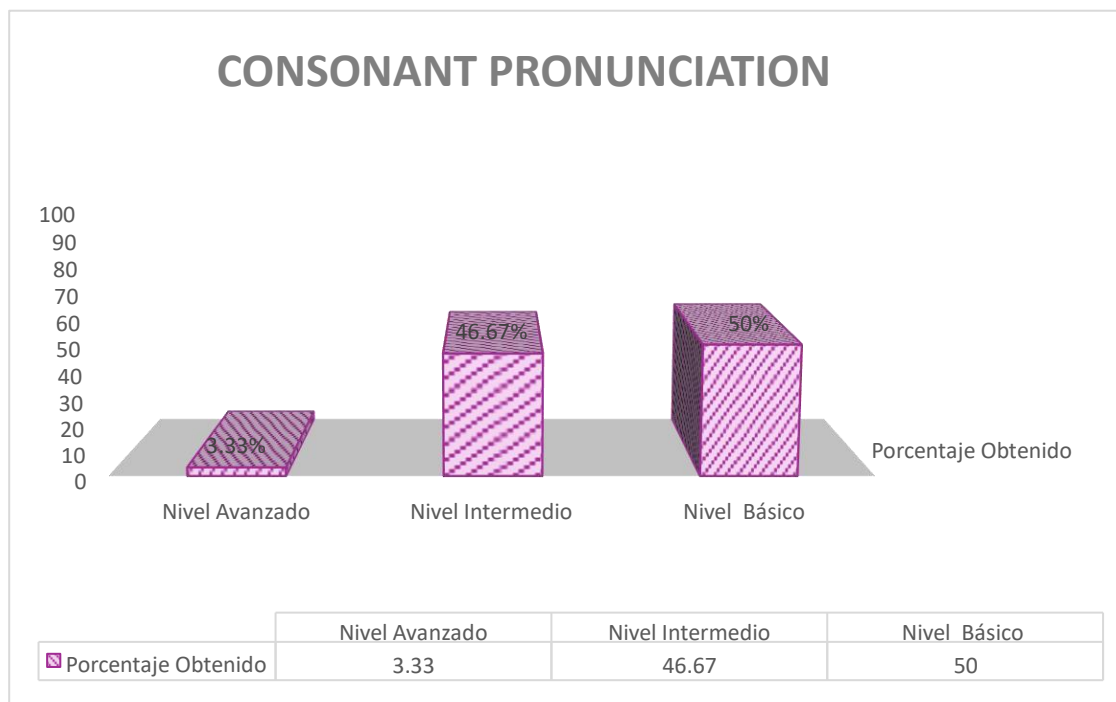


Figure 2. consonant pronunciation

According to the results, 50% of the students are at the basic level, 46.67% at the intermediate level, and only 3.33% at the advanced level of English consonant pronunciation. These data underscore the need to adjust pedagogical strategies to support progress toward higher levels of proficiency. As mentioned by (Garcia,2019), it is crucial to strengthen foundational skills at the basic level and foster continued progress at the intermediate and advanced levels” (Garcia,2019).

**Indicator:** The ability to articulate sounds accurately, and correctly position the vocal organs.

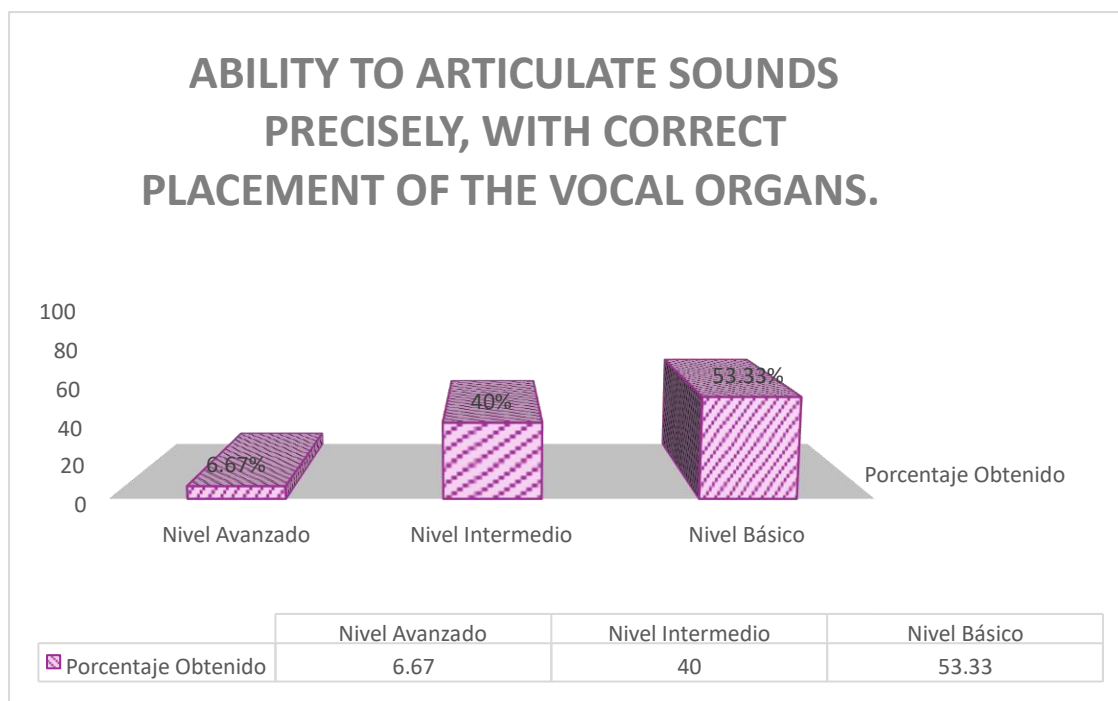


Figure 3. Ability to articulate sounds with precision, correctly positioning the speech organs.

The results of the evaluation of the indicator “Ability to articulate sounds with precision, correctly placing the organs of speech” show that 53.33% of the students are at the basic level, 40% at the intermediate level, and 6.67% at the advanced level. These data reflect that a significant majority of students need improvement in consonant production, highlighting the need for pedagogical strategies that strengthen this skill at all levels, with special emphasis on the basic level, and that support continued progress toward more advanced levels of oral proficiency.

**Indicator:** Variation from one tone to another.

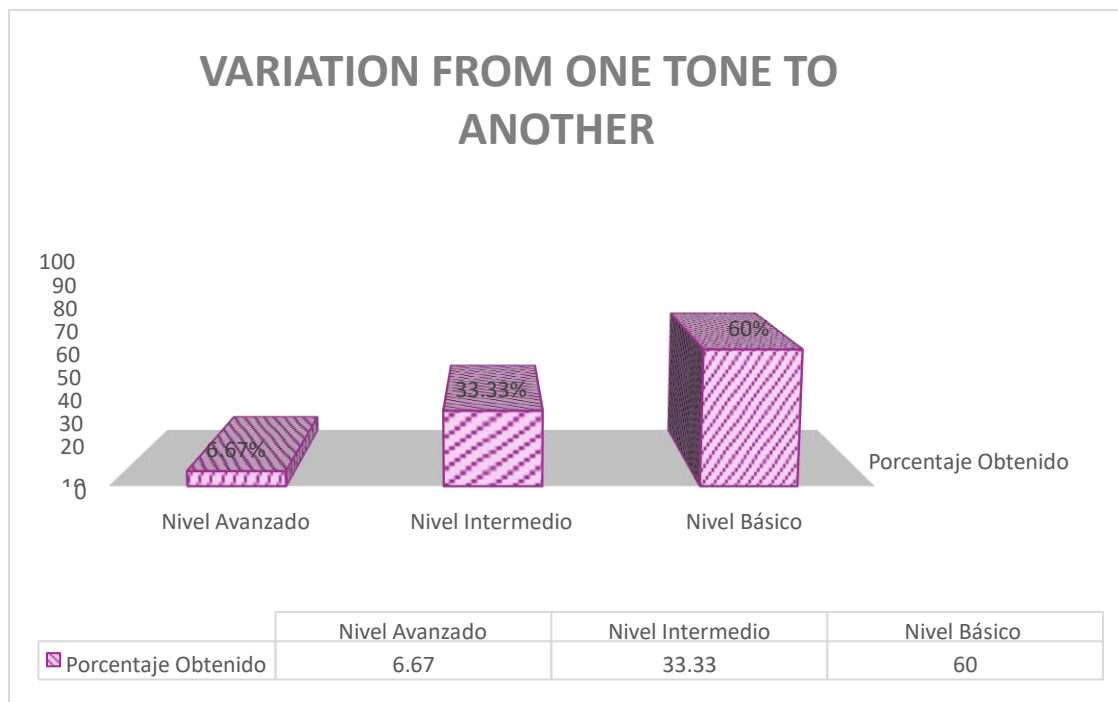


Figure 4. Variation from one tone to another.

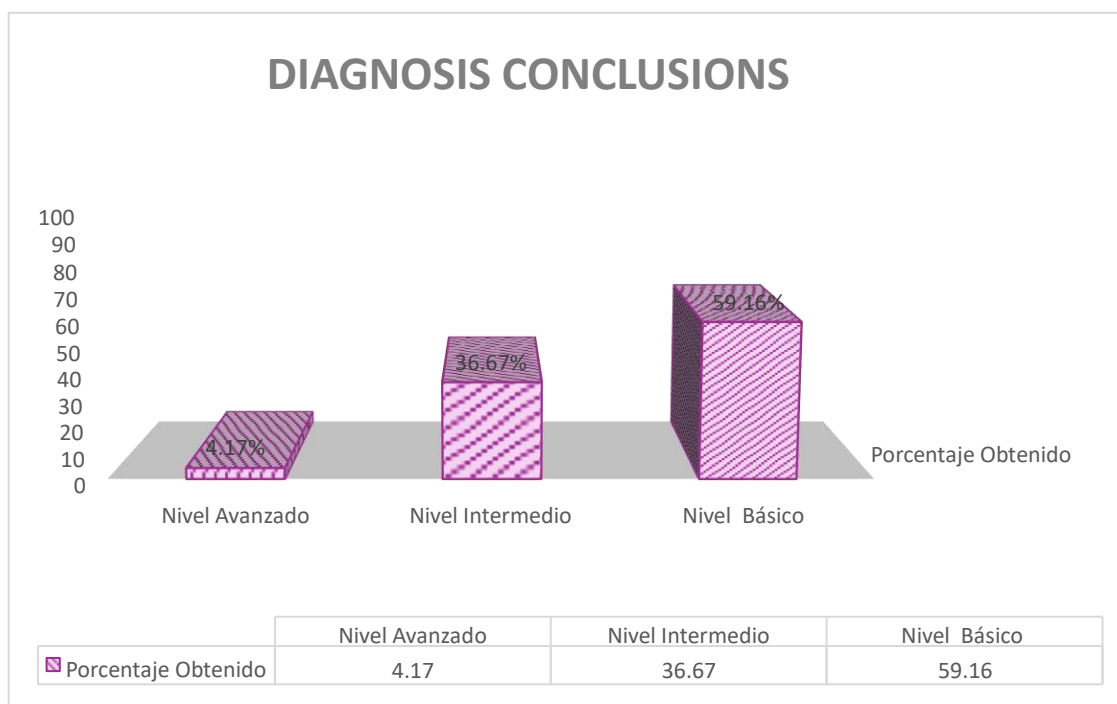
Finally, the last indicator was analyzed, whereby, most of the students (60%) are at the basic level in terms of the evaluated indicator “variation from one tone to another” suggesting that they are in the initial stages of pronunciation development. A significant percentage (33.33%) are at the intermediate level, indicating progress in the ability to vary tones more consistently. Only a small group (6.67%) has reached the advanced level, demonstrating exceptional ability in tonal variation. These results highlight the importance of providing targeted support to students at each level to improve their ability to vary tones effectively in their speech.

#### **Interview:**

As a final instrument, an interview designed by the researchers was developed consisting of several structured questions to obtain data to corroborate the authors' perceptions from another perspective. It focused on the development and performance of students in the skill of pronunciation, and was applied to the teacher, yielding the following results:

- The teacher recognizes the importance of good pronunciation in learning English, considering it vital for students.

- The teacher mentions that students' pronunciation varies by year of study, suggesting that there may be improvement as they progress in their learning.
- The teacher does not consider that students have significant difficulties in maintaining adequate fluency in speaking English, suggesting that the key is to correctly emphasize phonics. ○ It is noted that accuracy in the pronunciation of consonant sounds can be difficult for students, especially in new words.
- The teacher stated that some students still face difficulties in articulating phonemes.
- It is mentioned that the handling of open and closed vowels is effective for improving articulation, but not for consonants.
- The importance of maintaining constant guidance in students' intonation is emphasized, and the use of arrows to indicate voice levels is mentioned as a strategy to address the teaching of intonation in class.
- Overall, the interview suggests that, while students face challenges in pronunciation, the teacher is committed to implementing effective pedagogical strategies to improve this skill in students.



Diagnostic findings:

Figure 5. The conclusions of the pre-test were applied to 30 students.

Taking into consideration the results of the pre-test, it is observed that 59.17% of the students are at a basic level in English pronunciation, 36.67% are at an intermediate level, and only 4.17% have reached an advanced level according to the indicators.

These data suggest the need to implement a comprehensive pedagogical proposal, including a system of reinforcement classes specifically designed to improve English pronunciation. This system will be based on the use of the International Phonetic Alphabet, providing the students of the Third Year of High School, parallel "B", of the Unidad Educativa Particular "Juana de Dios", with the necessary tools to develop an accurate and effective pronunciation, which will be described in chapter 3.

## **Chapter II: Methodological framework for the Investigation of English language pronunciation development.**

This chapter addresses the various methodological aspects fundamental to achieving the previously established objectives. It begins with the description of the methodological paradigm, followed by the type and design of reach, which will help determine the appropriate theoretical and empirical methods that will lead to the use of instruments and techniques to collect information from the selected population.

### **2.1 Research Paradigm.**

The present study is framed within a quantitative research paradigm since this approach allows for an objective analysis of the study phenomenon and for obtaining reliable research data oriented toward the result, which facilitates validating or refuting the previously established hypothesis. According to Miranda Beltran and Ortiz Bernal (2020), the quantitative paradigm is based on a hypothetico-deductive system that emphasizes the importance of converting knowledge into a systematic and measurable process, within the framework of empirical control and causal analysis of phenomena.

In summary, the choice of this methodological paradigm ensures a rigorous and structured approach to obtaining and analyzing data, which is fundamental to achieving the research objectives.

## **2.2 Research Design**

(Aldo,2020) mentions that “experimental design is represented when data are obtained by observation of facts conditioned by the researcher, where a single variable is manipulated and the response of another variable is expected”. In fact, this design is divided into experimental and pre-experimental, the former being the simplest way of observing the group considered in the research.

According to these concepts mentioned above, this research used a pre-experimental design to obtain and analyze the necessary data from a group of students in the third year of high school parallel “b” of the Unidad Educativa Particular “Juana De Dios” (Juana De Dios Private School).

## **2.3 Population**

“The population to be studied is constituted by a totality of units, that is, by all those elements (people, animal, objects, events, phenomena, etc.) that can make up the scope of an investigation” (Niño Rojas,2011, p.55) The population selected for this study is composed of a total of 30 students, of which 11 are male and 19 are female, belonging to the third year of high school parallel “B” of Unidad Educativa “Juana De Dios.

## **2.4 Research Methods**

Research methods are defined as the set of techniques that, coherent with the orientation of an investigation and the use of certain tools, will make it possible to obtain a particular product or result (Sanchez, Kohn, Nd.) In other words, research methods are the most rigorous way of approaching the essence of a specific phenomenon; they comprise a series of systematic processes through which scientific investigations are formulated, hypotheses are examined and the effectiveness of research tools is evaluated to arrive at the most precise result and achieve previously determined objectives. They are classified into theoretical and empirical methods.

### **Historical -logical**

The validity of this research method lies in the examination of the historical context surrounding the object of study; this analysis seeks to discover the various stages of its progress and growth over time. According To Lopez Falcon and Ramos Serpa (2001), the historiological



method considers that all research must include in its unity the study of both the historical and logical aspects that characterize the phenomenon under study, analyzing the object of study in time and its movement (p.25).

### **Analytic- Synthetic**

The analytical-synthetic method considers that the research process should occur consciously and intentionally, where analysis and synthesis should occur in close unity and interrelation (Lopez Fa Lopez Falcon and Ramos Serpa (2001, p. 24).

### **Hypothetical – deductive**

The Hypothetical – deductive method is used in the construction of research hypotheses, which are inferred through deduction, and validated or not when subjected to empirical verification; likewise, the method is consequently detailed in the formulation of a conclusion derived from the same hypothesis, which may generate the need to reformulate the established premise if a logical inconsistency is evidenced (Rodriguez Jimenez and Perez Jacinto, 2017 p.12).

### **Systemic method**

This method highlights the organization and development of knowledge that has been put into practice in the progress of resource planning used in the field of work. This systemic approach serves as a guide to support a research project on improving English language listening skills. As Jhonson (2015) argues, the systematic method provides a general guide to the object of study as a single, composite reality.

#### **2.4.1 Empirical Methods and Techniques.**

These methods facilitated revealing the essential relationships and the fundamental characteristic in the actual behavior of the object of study “(Rojas Plasencia, Vilau Aguiar & Camejo Puentes,2018, p.239).

Consequently, the empirical method strives to acquire knowledge through observation and study of reality, as such, it has its roots in first-hand experience; the initial phase consists of observing and analyzing reality as a basis for developing hypotheses.

These hypotheses are subsequently tested through the process of experimentation

### **Experimental method**

This method was based on research by modifying the conditions of the object of study, through the manipulation of the variables with the aim of manipulating their variation according to the didactic strategy applied in the population of this research work.

### **Direct observation method**

Scientific observation is defined as a method by which the researcher obtains information directly through the perception of the object or phenomenon being studied. This process involves the use of the sense and, sometimes, specific tools to collect data in a systematic and detailed way (Lopez Falco & Serpa. 2021).

### **interviewing**

An interview is a qualitative research technique that is widely used to obtain information and data on the subject of study. The interview involves obtaining precise information in a very direct and formal way between the person interviewing and the interviewee. All this is prepared in advance by means of questions applied in a questionnaire, trying to complete all the questions that will be proposed by the interviewer.

In this study, the teacher interview consists of two parts: one part is done before to get his point of view on the current situation of students, and another one later to determine their perspective on the academic improvement of year 3 students in parallel "B" bachillerato in relation to the pronunciation of English language. It should be noted that the interview consists of 5 questions aligned with the dimensions and the research.

### **Pedagogical test**

The present research work used a pedagogical test. This method is generally applied in pedagogical research with the aim of identifying the study and obtaining results that be interpreted. By means of the application of the pedagogical test is observed in the outcome of learning of students. Using reliable and validated sources to obtain clear results.

## **2.5 Data Processing Techniques**

The techniques used for data processing in research are determined by the analysis and interpretation of the information collected from the beginning to the end of the study.

### **Triangulation of data**

Data triangulation in scientific research refers to the use of various strategies and sources of information to collect data and to contrast the information obtained (Aguilar & Barroso, 2015,

p.74). For this reason, the technique of data triangulation was used to understand the results obtained in this research after the application of the instruments, which are: Observation, Pedagogical test, and interview.

### Discussion of variables

In the research study, the independent variable ( Variable 1) implies a reinforcement class system based on the use of the international phonetic alphabet. This method includes a series of structures and interrelated activities designed to meet certain specific educational objectives within a particular unit or topic.

*Figure 1 Table 1: Dependents*

On the other hand, the dependent variable (variable 2) refers to the development of pronunciation in English, defined as the way in which the sounds of language are articulated. This

Problem	Definition	Dimensions	Indicators	Technical	Instruments	Items
How to improve the pronunciation of English in students in the third year of BGU parallel "B" in Unidad educativa Juana de Dios in the academic period 2024-2025?	English pronunciation refers to how sounds are pronounced in English to construct meaning. It includes sounds like consonants and vowels, aspects like accent and rhythm, conversation features like link, mix, and pause, and elements like pitch, the volume, the tempo and the emphasis." (Hewings,200)	<ul style="list-style-type: none"> <li>Fluency</li> <li>Precision of the consonant sounds</li> <li>Joint</li> <li>articulation</li> </ul>	<ul style="list-style-type: none"> <li>Talk</li> <li>Fluently, without pauses or hesitations.</li> <li>Ability to articulate sounds accurately, demonstrating correct placement of the articulating organs.</li> <li>Variation from one tone to another.</li> </ul>	<ul style="list-style-type: none"> <li>Pedagogical test</li> <li>Observation indirect</li> <li>interview</li> </ul>	<ul style="list-style-type: none"> <li>Data processing</li> <li>Observation guide.</li> <li>questionnaire</li> </ul>	<p>1.the student speaks without frequent breaks, maintains a constant rhythm</p> <p>2.The student's pronunciation is clear and accurate, showing a mastery of consonant sounds.</p> <p>3.The student articulates sounds with the correct placement of the tongue, lips, and jaw.</p>

*Table 1 dependents*

includes the correct production of individual sounds, intonation, rhythm, and fluency when speaking.

### Working with the dependent variable: English language pronunciation

#### Data for analysis

The information is analyzed by assessing the level of pronunciation of students, especially in consonant production, classified into advanced level, intermediate level, and basic level. For this purpose, a rubric based on the pronunciation development category was used, which includes an indicator and measuring scale.

Indicators	Advanced level 10-9	Intermediate level 8-7	Basic level -6
Speak fluently, without pauses or hesitations.	The student exhibits fluency in speech, with a continuous emission and a natural and stable rhythm	The student is fluent in speaking, although with occasional pauses.	The student is fluent in speaking, although with occasional pauses. The student presents a choppy speech, with frequent pauses that affect the consistency and understanding of the message
Pronunciation of the consonants	the student has an accurate and clear pronunciation of even the most complex consonant sounds.	The student has an acceptable pronunciation, with some difficulties in similar or complicated sounds.	The student has poor pronunciation, with noticeable difficulties in complicated sounds.
Ability to articulate sounds accurately, demonstrating correct placement of the articulating organs	The student articulates clearly and distinctly consonant sounds, with correct placement of the tongue, lips, and jaw, even in difficult sounds.	The student articulates with some clarity, but there may be inconsistencies in complicated sounds.	The student has difficulty articulating consonant sounds clearly.

Variation from one tone to another.	The student uses appropriate intonation patterns, communicating meaning and emotion clearly and effectively.	The student uses intonation in an acceptable way, although sometimes it may be inconsistent in transmitting meaning and emotion.	The student has difficulties in using intonation effectively, which affects clarity in meaning and emotional communication.
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Table 2 Indicators

Source: authors

This chapter showed the methodological design of the research, focusing on the selection of the specific methods used to address the problem of research where descriptive and inferential statistical techniques were used, including the test, to verify the scientific hypothesis in the study.

### **Chapter III: Systematization of the intervention proposal.**

The present research focuses on the creation of a reinforcement class system International phonetic alphabet, with the aim of developing the pronunciation of the affricative consonant in English of the students of the third Bachillerato parallel "B" of Unidad Educativa Juana De Dios

#### **3.1 Theoretical foundations of the reinforcement class system using the international phonetic alphabet to develop the pronunciation of English.**

Having good pronunciation is essential to achieving effective communication in the English language. The ability to produce sounds accurately not only improves understanding between speakers but also minimizes the possibility of misunderstanding. (Gilakjani, 2016) stresses that correct pronunciation allows for better understanding and reduces misunderstandings.

between speakers. However, (Foote et. Al. 2021) note that some teachers tend to neglect the explicit teaching of pronunciation and use of the international phonetic alphabet (IPA) in the classroom.

In order to develop a reinforcement class system, it is crucial to understand its theoretical basis, its function, and its application in relation to the objectives of this research. According to Jimenez (2018), these systems are designed as additional programs or activities designed to help students with academic difficulties improve their performance in specific areas, The Ministry Of Education And Science (p.92).

From philosophical perspective, the philosopher Ludwig Wittgenstein pointed out that “The limits of my language are limits of my world” (Wittgenstein,19922). This statement highlights to broadening of understanding and ability to interact with the world. by improving pronunciation through the International Phonetic Alphabet (IPA), students not only learn how to produce sounds correctly but also expand their ability to perceive and conceptualize new sounds.

This, in turn, expands their understanding of the world and their ability to express themselves in it.

Academic reinforcement programs have also been recognized as an effective resource for addressing the particular needs of students and enhancing their academic performance (Garcia-Lopez, 2020, p.125). Garcia-Lopez points out that these programs allow students to strengthen their basic skills and close gaps in their learning.

Jhonson and Williams (2019) point out that reinforcement classes offer students the opportunity to strengthen their basic skills and close gaps in their learning” (p.37) The commission proposal is not yet fully implemented. This statement highlights the importance of these classes as an effective means to improve students’ academic performance

The ESE Virtual School (2021) details the steps for preparing the class to be successful as follows:

- Determine the learning objective and outcomes that students must reach by the end of the class.
- Stimulating the interest and motivation of students through a creative introduction.
- Plan specific learning activities using different ways of explaining the material, such as visual or auditory resources.
- Verify students' understanding through specific activities or questions.
- Develop a conclusion that summarizes the main points of the lesson.
- Assess whether the objectives set have been achieved.

When designing and implementing any teaching method, it is crucial to take into account several key factors such as the student's background knowledge, the relevance of the content to your daily life, ease of application in the classroom, availability of resources, time required for its effective implementation” (Richards and Rogers,2014, p.31)

The proposed reinforcement class system will adopt a combination of the phonetic method and the intuitive-imitative method. The phonetic method will lay the theoretical foundations by “emphasizing correct pronunciation and articulation of sounds” (Neuner,1981,p.25) through the use of IPA. According to Roach (2009), this analytical approach will enable students to understand and distinguish the different sounds of English.

Additionally, the intuitive-imitative method will expose students to native speaker hearing models, allowing them to develop a more natural and fluid pronunciation” (Celec-Murcia et al.,2010, p.352). This combination will address both theoretical and practical aspects, adapting to different learning styles. While the phonetic method provides explicit instruction, the intuitive-imitative method will offer opportunities for practice and feedback to those who learn best through imitation and auditory experience.

Thus, the use of IPA and phonetic symbols in a reinforcement class system is essential to improve the pronunciation of English in students, allowing them to identify sounds and improve their oral production and correct articulation (Rivas,2019,p.12). The integration of methods such as phonetic and intuitive-imitative offers a balanced and effective approach to teaching the pronunciation of English, using the IPA in a reinforcement class environment, which will help develop your communication skills.

### **3.2 Planning of a class system based on the use of IPA for the development of the pronunciation of affricative consonants in students of the third year of BGU parallel B from Unidad Educativa Juana De Dios.**

The pedagogical proposal focuses on improving the pronunciation of students in the third year of the parallel “b” bachillerato of Unidad Educativa Juana De Dios during the academic period 2024-2025, through a class system that makes use of the International phonetic alphabet (IPA)

This system has been meticulously designed taking into account the students' level of pronunciation as well as their age, the European Commission has published a report on the European year of training for young people. The content of the classes has been carefully selected to ensure that it does not disrupt planning or affect the English learning process.

In addition to focusing on improving pronunciation, the class system seeks to create a comfortable and effective learning environment, the European Commission has recently published a report on the development of the European unios education and training system.

Methodological characteristics for implementing a reinforcement class system based on the use of IPA. After analyzing the theory and practically the deficiencies in the pronunciation of English of students in the third year of Bachillerato parallel “b” of the “Unidad Educativa Juana De Dios” a reinforcement class system was designed that implements learning activities such as minimal pairs, gap fill, drilling, categorization, and role play to use the international phonetic alphabet.

This system is aimed at gradually and progressively improving the oral expression of students, focusing on the dimensions of fluency, consonant pronunciation, intonation, and articulation.

To organize and structure the pedagogical proposal, students' school agenda and content that fit their level of English were considered, the European Commission on a number of issues. The aim is not to interrupt the planned school timetable or the process of teaching and learning foreign languages, but to strengthen this process.

The proposal for intervention focuses on the following objectives adapted to the dimension mentioned:

- Allow students to practice and develop fluency during oral expression, through activities such as gap fill, drilling, and role plays.
- Improve the pronunciation of consonants during listening to students, through activities such as minimal pairs and drilling.
- Facilitate the application of proper intonation during students, oral exercises in English the European Commission has been working on this issue since 1997.
- Promote the correct articulation of English during an oral expression, by students through activities such as minimal pairs and drilling.
- Introducing the use of IPA as a resource in teaching and learning contributes to developing the ability to pronounce.

**Content system and skills for pronunciation development the knowledge system:**

**The Knowledge System:**

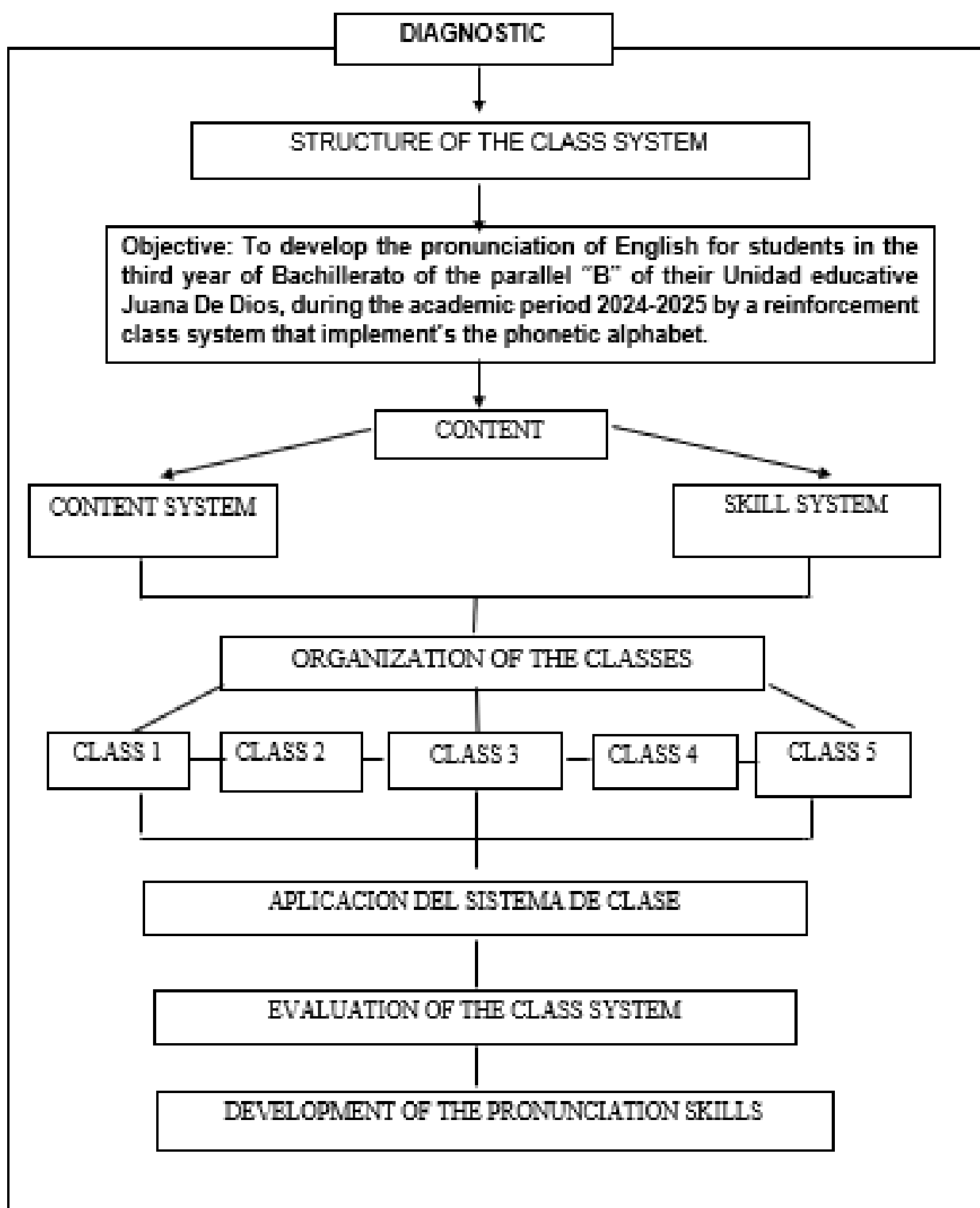
Phonology and phonetics



**Skills system: skill system****Skill:** Pronunciation**Dimension**

Fluency, consonant pronunciation, articulation, articulation and intonation.

Model representative of the reinforcement class system based on the use of IPA to enhance the development of pronunciation.



### 3.3 Specific details of the reinforcement class system that uses the International Phonetic Alphabet (IPA).

Planning of the reinforcement class system

<b><i>The course; is to say who the class is aimed at.</i></b>	<b>The third year of BGU parallel "B"</b>
<b><i>Class time</i></b>	<b>60 minutes per class</b>

#### Week 1

<b><i>The objective of the content to be achieved</i></b>	Students will learn what the IPA s are and will be familiarized with the sounds /dʒ/ y /tʃ/
<b><i>The topic that students will discuss in class</i></b>	Introduction of IPA and sounds /dʒ/ y /tʃ/
<b><i>Course development</i></b>	<p><b>Presentation: (20 minutes)</b> Introduction to the IPA and consonant sounds /dʒ/ y /tʃ/, which are to be focused on is explained under a detailed explanation with visual examples.</p> <p><b>Practice (30 minutes)</b> Phonetic explanation: point and mode of articulation. Categorization Activity classifies words according to whether they contain /dʒ/ y /tʃ/</p> <p><b>Production (10 minutes)</b> Identification of IPA symbols in creating and reading sentences with the phonetic symbols explained.</p>
<b><i>Methods and methods used for the effectiveness of the teaching-learning process</i></b>	<p><b>Methodology:</b> Presentation-Practice-Production</p> <p><b>Method of teaching</b> Phonetic method</p>

<b>Resources used for the effectiveness of the teaching-learning process. Printed text, IPA cards whiteboard, markers, projector.</b>	Printed text, IPA cards, whiteboard, markers, Projector.
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### Week 2

<b>The objective of the content to be achieved</b>	Students will distinguish precisely between the sounds /dʒ/ y /tʃ/ by means of a reinforcement class explained more deeply.
<b>The topic that students will discuss in class</b>	Reinforcement of the sounds /dʒ/ y /tʃ/ in a specific context.
<b>Course development</b>	<p><b>Presentation: (15 minutes)</b> Review of the IPA and /dʒ/ y /tʃ/ symbols previously learned</p> <p><b>Practice (20 minutes)</b> Labeling: label images with words containing /dʒ/ y /tʃ/</p> <p><b>Production (30 minutes)</b> Auditory bingo activity</p>
<b>Methods and methods used for the effectiveness of the teaching-learning process</b>	<p><b>Methodology:</b> Presentation-Practice-Production</p> <p><b>Method of teaching</b> Imitative-intuitive</p>
<b>Resources used for the effectiveness of the teaching-learning process. Printed text, IPA cards whiteboard, markers, projector.</b>	Printed text, IPA cards, whiteboard, markers, Projector.

### Week 3

<b>The objective of the content to be achieved</b>	Comparison of the phonemes/dʒ/ y /tʃ/by means of a categorization activity and a practical class.
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<b><i>The topic that students will discuss in class</i></b>	Comparison and contrast of the phonemes /dʒ/ y /tʃ/
<b><i>Course development</i></b>	<p><b>Presentation: (10 minutes)</b> A brief review of the IPA and warm-up activity for students</p> <p><b>Practice (30 minutes)</b> Detailed explanation of the correct pronunciation of phonemes with examples and basic exercises.</p> <p><b>Production (20 minutes)</b> Read aloud a paragraph with subject vocabulary</p>
<b><i>Methods and methods used for the effectiveness of the teaching-learning process</i></b>	<p><b>Methodology:</b> Presentation-Practice-Production</p> <p><b>Method of teaching</b> Imitative-intuitive</p>
<b><i>Resources used for the effectiveness of the teaching-learning process. Printed text, IPA cards whiteboard, markers, projector.</i></b>	IPA cards, visual images, sound recordings.

#### Week 4

<b><i>The objective of the content to be achieved</i></b>	Students will be able to use the sounds /dʒ/ and /tʃ/appropriately in conversation of daily life.
<b><i>The topic that students will discuss in class</i></b>	Practical application in everyday life
<b><i>Course development</i></b>	<p><b>Presentation: (20 minutes)</b> Present the importance of IPA and the sounds learned all through practical exercises already seen before and words from your vocabulary that are often used.</p> <p><b>Practice (10 minutes)</b> Exercises presented according to your level of learning by means of a</p> <p><b>Production (30 minutes)</b></p>

	Create and present a dialogue about everyday situations based on the topic
<b>Methods and methods used for the effectiveness of the teaching-learning process</b>	<b>Methodology:</b> Presentation-Practice-Production <b>Method of teaching</b> The method combined (Imitative-intuitive)
<b>Resources used for the effectiveness of the teaching-learning process. Printed text, IPA cards whiteboard, markers, projector.</b>	Printed text, IPA cards, whiteboard, markers, Projector.

### Week 5

<b>The objective of the content to be achieved</b>	Students will demonstrate mastery of the pronunciation of /dʒ/ y /tʃ/ in various contexts, through a general review.
<b>The topic that students will discuss in class</b>	Integration final and final overview
<b>Course development</b>	<b>Presentation: (20 minutes)</b> General review with questions and answers about the concepts learned in the classes. <b>Practice (10 minutes)</b> <b>Training</b> Review of /dʒ/ & /tʃ/ with vocabulary chosen by the students go through and dictate words correctly. <b>Production (30 minutes)</b> Students present their activity in pairs in an interactive conversation between them.
<b>Methods and methods used for the effectiveness of the teaching-learning process</b>	<b>Methodology:</b> Presentation-Practice-Production

<b><i>Resources used for the effectiveness of the teaching-learning process. Printed text, IPA cards whiteboard, markers, projector.</i></b>	Printed text, IPA cards, whiteboard, markers, Projector.
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After a theoretical and practical analysis, deficiencies in the pronunciation of affricative consonants were identified in the students. A class system was created that focused on progressively improving this skill. The system includes specific activities to help students understand and produce these sounds more precisely, looking to improve their English communication. The results of this application will be presented in the next chapter.

## **Chapter VI: Application of the reinforcement class system for the development of the pronunciation of the affricative consonants in English using the international phonetic alphabet.**

This chapter focuses on implementing a class system aimed at enhancing the pronunciation of affricate consonants in English, utilizing the International Phonetic Alphabet as the primary resource. Four sessions were conducted on Mondays and Fridays in January with third-year Bachillerato students from parallel “B” at Unidad Educativa Particular “Juana de Dios”.

### **4.1 Description of the Implementation of the Class System Using the International Phonetic Alphabet for the Development of Affricate Consonant Pronunciation in English**

The implementation of this class system was crucial to evaluate its effectiveness in using the International Phonetic Alphabet as a teaching resource for improving the pronunciation of Affricative consonants in English.

The classes are outlined below:

#### **Week 1**

**Topic:** Introduction to IPA and the sounds /dʒ/ and /tʃ/

**Objective:** Students will learn about the IPA and become familiar with the sounds /dʒ/ and /tʃ/.

**Teaching Strategy:** Categorization

**Duration:** 60 minutes

**Procedure:** Introduction, development, and conclusion

**Resources:** Printed text, IPA symbol cards, whiteboard, markers, projector

#### **Introduction (20 minutes):**

The class begins with the introduction of the instructors, followed by an overview of the IPA and consonant sounds. The instructors explain what the IPA is and how it functions, focusing on the specific phonemes that will be covered in these classes.

#### **Development (30 minutes):**



After introducing the phonetic symbols, the instructors provide a phonetic explanation of the point and manner of articulation to the students through a categorization activity. This activity involves classifying words according to their phonemes using visual resources, phonetic symbol cards, the whiteboard, markers, and projected images.

**Activity:**

Categorization exercise: Classify words containing /dʒ/ or /tʃ/.

Identification of IPA symbols in new words, followed by students creating and reading sentences with the explained phonetic symbols.

**Conclusion (10 minutes):**

At the end of the class, after students complete their categorization activities, the instructors provide feedback on IPA usage, offering tips on how to use the IPA. The class concludes with the presentation of sentences formed using the explained phonetic symbols.

**Week 2**

**Lesson 2**

**Topic:** Reinforcement of /dʒ/ and /tʃ/ sounds in a specific context

**Objective:** Students will accurately distinguish between the sounds /dʒ/ and /tʃ/ through an in-depth reinforcement class.

**Teaching Strategy:** Labelling

**Duration:** 60 minutes

**Procedure:** Introduction, development, and conclusion

**Resources:** Images, list of popular applications, printed text, IPA, projector

**Introduction (15 minutes):**

The class begins with a welcome to the students and an introduction to the topic: reviewing the IPA and previously learned phonetic symbols.

**Development (20 minutes):**

Students participate in a discussion and label images on the board with words containing the phonetic symbols.

**Activity:**

Auditory bingo with words containing /dʒ/ or /tʃ/.

Bingo cards with words transcribed phonetically are distributed.

Words are randomly drawn for students to fill in their cards, familiarizing themselves with the phonetic transcriptions.

**Conclusion (25 minutes):**

After completing the activity, students express their concerns and questions about the topic. The instructors provide detailed explanations with examples, having students create and read short dialogues using words with the target phonetic sounds.

**Week 3**

**Lesson 3**

**Topic:** Comparison and contrast of phonemes /dʒ/ and /tʃ/

**Objective:** Students will learn to compare the phonemes /dʒ/ and /tʃ/ through a categorization activity and practical class.

**Teaching Strategy:** Categorization

**Duration:** 60 minutes

**Procedure:** Introduction, development, and conclusion

**Resources:** IPA, visual images, sound recordings

**Introduction (10 minutes):**

The class begins with a brief 10-minute presentation reviewing the IPA and a warm-up activity for students. The topic of comparing and contrasting the two phonemes /dʒ/ and /tʃ/ is explained.

**Development (30 minutes):**

A detailed explanation of the correct pronunciation of each phoneme is provided, using simple examples and basic exercises to enhance student understanding. A phonetic explanation of each phoneme is also given.

**Activity:**

Categorization exercise: Students categorize words according to their final sound, /dʒ/ or /tʃ/.

**Conclusion (20 minutes):**

After the categorization activity, 10 minutes are dedicated to providing feedback to students and discussing their challenges with the topic, emphasizing the importance of daily practice for improvement. The class concludes with a reading-aloud exercise of a paragraph containing vocabulary based on the topic chosen by the students.

**Week 4**

**Lesson 4**

**Topic:** Practical application in everyday life

**Objective:** Students will be able to appropriately use the sounds /dʒ/ and /tʃ/ in daily conversations.

**Teaching Strategy:** Minimal pairs

**Duration:** 60 minutes

**Procedure:** Introduction, development, and conclusion

**Resources:** Posters, printed IPA texts, visual examples

**Introduction (10 minutes):**

The class begins with a review of previous lessons through questions and answers from students. The importance of the IPA and learned sounds is explained through practical exercises using vocabulary from their daily lives.

**Development (20 minutes):**

**Activity:**

**Categorization:** Organize words according to /dʒ/ or /tʃ/.

Students are organized into groups to perform categorization exercises based on the sounds, with one group focusing on one phoneme and another group on the other phoneme.

This practical activity lasts for 30 minutes.

**Conclusion (30 minutes):**

After the activity, errors are identified, and a final activity is conducted to reinforce the day's learning. This activity involves presenting a dialogue about everyday situations using vocabulary with words related to the given topic. This research work focuses on improving students' linguistic skills, aiming to build their confidence and security through group and individual activities that will motivate them to self-evaluate their progress.

**Week 5**

**Lesson 5**

Topic: Integration and final general review

**Objective:** Students will demonstrate mastery in the pronunciation of /dʒ/ and /tʃ/ in various contexts through a general review.

**Teaching Strategy:** Role-play

**Duration:** 60 minutes

**Procedure:** Introduction, development, and conclusion

**Resources:** Images, projector, whiteboard, markers

**Introduction (15 minutes):**

In this final class, students engage in a general review with questions and answers about IPA concepts, specifically focusing on these two phonemes. The presentation, guided by the instructors, displays each phonetic transcription of the words.

**Development (30 minutes):**

A practice session follows, reviewing vocabulary chosen by the students. Students take turns coming to the front, dictating words correctly, and then writing them phonetically based on their prior knowledge.

**Activity:**

Review of /dʒ/ and /tʃ/ with vocabulary chosen by students, who take turns dictating words correctly.

Students also engage in a paired activity with role-play exercises.

**Conclusion (15 minutes):**

To conclude, the final activity of the day involves a feedback session with simple questions and answers, allowing students to clarify any doubts and ensure the topic is well understood. Students are consistently motivated to go beyond the knowledge imparted in these classes. Through observation applied in this research work, teaching through the IPA helps students become more familiar with this topic. A strategy to end these classes involves a role-play activity where students, in the same pairs as before, produce a longer conversation than the previous one, correctly pronouncing the target words.

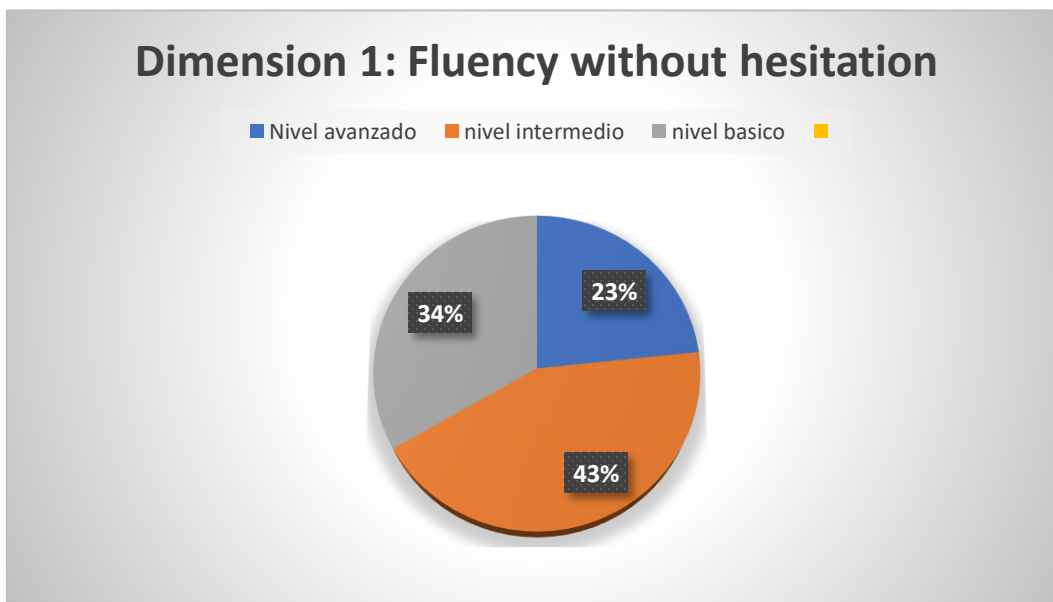
#### **4.2 Results obtained after using the reinforcement class system with the International Phonetic Alphabet to develop the pronunciation of English affricate consonants.**

The results of the diagnostic exam were clear enough to apply the proposed intervention (Appendix 3). This intervention consisted of a series of exercises designed to develop the pronunciation of English affricate consonants, using the International Phonetic Alphabet as the main resource, including warm-up exercises as a methodological strategy. This resource can significantly increase student motivation and engagement.

The data obtained from the initial diagnosis and the improvements achieved after implementing the proposed intervention were collected using empirical methods. Additionally, a rubric with measurement scales was used for both the pre-test and the post-test, and the results obtained after using these tools were compared.

Subsequently, the post-test was applied (Appendix 5), an instrument with specific objectives to evaluate the development of the pronunciation of English affricate consonants. Dimensions and indicators were considered when measuring the pronunciation variable, detailed as follows:

##### **Dimension 1: Speak fluently without hesitation**



Note: authors

Through the evaluation to the dimension "Speak fluently without hesitation", it is observed that 23.33% of students are at the advanced level, demonstrating outstanding skills in fluency and articulation of speech. 43.33% of the students are at the intermediate level, showing an adequate ability to maintain fluency in their oral expression, although with some moments of hesitation. On the other hand, 33.34% of students are at the basic level, showing significant difficulties in maintaining a fluid conversation without hesitation, this indicates the need to work on improving this fundamental communicative skill.

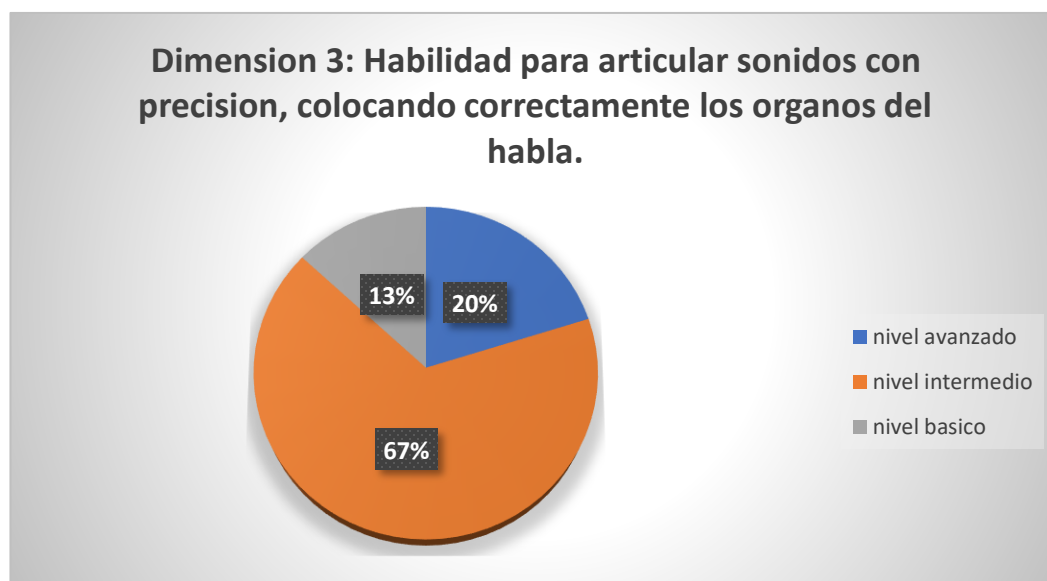
### Dimension 2: Consonant pronunciation



Note: authors

Regarding the dimensions of “Consonant pronunciation”, it is highlighted that 43.33% of students have reached an advanced level, demonstrating a clear and precise pronunciation of the consonants. 33.3% are at the intermediate level, showing strong pronunciation skills with potential for further improvement. In addition, 23.3% of the students are at the basic level, and although they present challenges in the pronunciation of consonants, they are progressing and can strengthen this skill with practice.

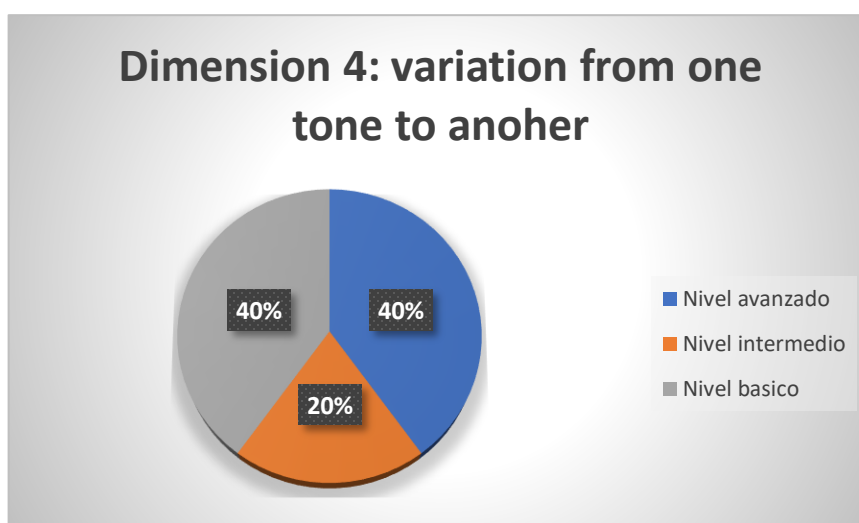
**Dimension 3: Ability to articulate sounds accurately, correctly positioning the organs of speech.**



Note: authors

Regarding the ability to articulate sounds accurately and correctly position speech organs, 20% of students show an advanced level in this skill. 66.67% are at an intermediate level, with decoding skills but room to improve accuracy in the articulation. The remaining 13.33% are at the basic level, facing notable difficulties in correctly placing speech organs, but they are moving forward and have the potential to improve with more practice.

#### **Dimension 4: Variation from one tone to another**



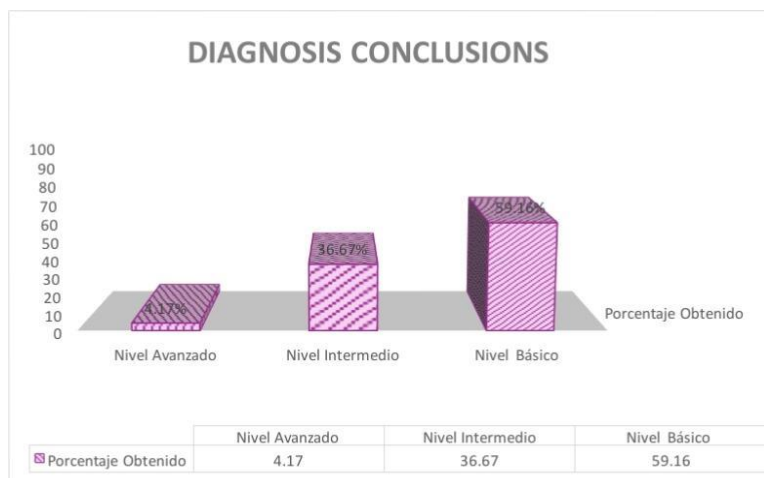
Note: authors

In the "Variation from one tone to another" dimension, it is observed that 40% of students show a noticeable and effective variation in their voice tone, demonstrating correct vocal modulation skills. The 20% is at an intermediate level, with an acceptable ability to vary tones, although with room for improving consistency and effectiveness. The second group, which is based on the CEDEFOP report, is composed of tone of voice.

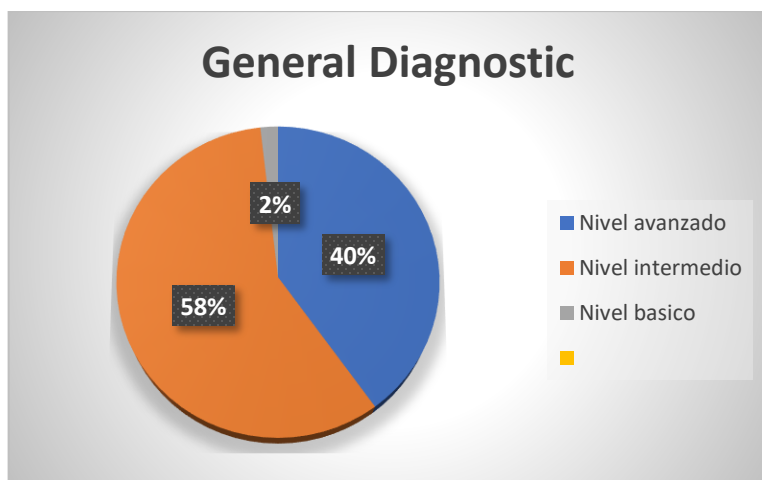
Figure. 1



## Pre-test results



## Post-test results



### 4.3 Hypothesis Testing

The process of verifying the effectiveness of the activity system was carried out with a quantitative approach following an experimental research design, using the following hypotheses for verification Error Margin: 0.5% Error

	Advanced level	Intermediate level	Basic level	TOTAL
<b>PRE-TEST</b>	1	11	18	30
<b>POST-TEST</b>	7	14	9	30
<b>TOTAL</b>	8	25	27	60

Table 3 Hypothesis results

**Ho:** If a reinforcement class system using the “IPA” is implemented, it will not improve the English pronunciation of third-year BGU students in parallel “B” at Unidad Educativa “Juana de Dios” during the 2024-2025 academic period.

**Hi:** If a reinforcement class system using the “IPA” is implemented, it will improve the English pronunciation of third-year BGU students in parallel “B” at Unidad Educativa “Juana de Dios” during the 2024-2025 academic period.

#### 4.3.1 Expected and observed frequencies

PRE-TEST	OBSERVED	FORMULA	ESPERADO	CHI
Nivel Avanzado	1	$8 \cdot 30 / 60$	4.00	2.25
Nivel intermedio	11	$25 \cdot 30 / 60$	12,5	0.18
Nivel básico	18	$27 \cdot 30 / 60$	13.5	1.50

Table 4 pre test

POST-TEST	OBSERVE D	FORMULA	ESPERAD O	CHI
Advanced level	7	$8 \cdot 30 / 60$	4.00	2.2
Intermediate level	14	$25 \cdot 30 / 60$	12.5	0.1
Basic level	9	$27 \cdot 30 / 60$	13.5	1.5

Table 5 Pos- test

#### 4.3.2. Chi-Cuadrado Calculation.

PRE-TEST	POST-TEST	TOTAL
3.93	3.93	7.86

Table 6 Chi- calculation

V/p	0,001	0,0025	0,005	0,01	0,025	0,05	0,1
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055
2 →	13,815	11,9827	10,5965	9,2104	7,3778	5,9915	4,6052
3	16,266	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877	7,7794
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671	12,017
8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073	13,3616
9	27,8767	25,4625	23,5893	21,666	19,0228	16,919	14,6837
10	29,5879	27,1119	25,1881	23,2093	20,4832	18,307	15,9872

The Chi-square value calculated from the research data was 7.86, while the critical value with a margin of error of 0.05 is 5.9915. Comparing these values, it is observed that the calculated Chi-square is greater than the critical value. Therefore, the Null Hypothesis (H0) is rejected, indicating that the implemented system did improve the variable.

This indicates that the implementation of the reinforcement class system using the International Phonetic Alphabet (IPA) has a significant effect on improving the English pronunciation of third-year BGU students in parallel "B" at Unidad Educativa "Juana de Dios" during the 2024-2025 academic period. The results support the effectiveness of the proposed approach and suggest that the use of the IPA as a didactic tool contributes positively to the development of pronunciation skills in English learning. As Derwing & Munro (2015) assert,

explicitly teaching the pronunciation of a second language, focusing on the most difficult sounds, and using the International Phonetic Alphabet, improves fluency and oral comprehension.

#### 4.4 Results and Discussions

This section aims to compare the initial and final data obtained from each instrument used throughout the research to determine the influence of the designed class system on improving students' English pronunciation, specifically in terms of fluency, consonant pronunciation, intonation, and articulation.

During the research, two observations were conducted, and significant improvements were shown following the implementation of the designed class system. Initially, a limited use of methodological methods and didactic resources was noted in the classroom. Subsequently, the students' ability to articulate consonant sounds was notably strengthened, there was greater integration of didactic materials such as the International Phonetic Alphabet (IPA) by the teachers, and student motivation towards learning English increased, reflected in greater participation and confidence in class.

**The final interview** with the English teacher yielded the following results regarding students' pronunciation:

- In terms of accuracy in the pronunciation of consonant sounds, "the students have significantly improved. They can now differentiate and produce the sounds correctly using the IPA as a guide."
- Regarding fluency in speaking English, the teacher stated, "The students have shown greater fluency, as the use of the IPA has given them more confidence to articulate correctly."
- According to the educator, "there are notable changes in the students' intonation. Using the arrows and the IPA, the students can better control voice levels and appropriate intonation in different contexts."
- The handling of open and closed vowels also showed improvement: "The use of the IPA has helped students identify and accurately articulate open and closed vowels, which has significantly improved their overall articulation."
- Concerning the articulation of difficult phonemes, the teacher stated, "The students no longer face as many difficulties articulating the phonemes. The IPA provides a clear and practical reference for improving their pronunciation." The teacher highlighted that "the IPA has been an

effective tool for guiding students in the correct pronunciation of new words, reducing the initial difficulties faced.”

According to the professor, the IPA is an efficient tool for improving students’ pronunciation.

This final chapter presented the results and hypothesis verification, demonstrating that the use of the International Phonetic Alphabet (IPA) within a specially designed reinforcement class system for improving pronunciation had a significant positive impact. It was confirmed that students improved in fluency, accuracy of consonant pronunciation, intonation, and articulation.

## **Conclusions**

The conclusions obtained through this scientific study were as follows:

- according to the revised literature, the International Phonetic Alphabet (IPA) has been identified as a valuable tool for enhancing pronunciation, phonological awareness, and sound distinction in English. Its structured application in educational settings has been shown to notably enhance pronunciation and oral communication abilities among ESL learners.
- The diagnostic assessment revealed that third-year high school students exhibited significant difficulties in English pronunciation, particularly in speaking fluency, accuracy in consonant pronunciation, proper sound articulation, and intonation control. These challenges were evident across the various evaluation indicators administered.
- The class system developed for English pronunciation enhancement utilizes the International Phonetic Alphabet and is meticulously structured and progressive. It caters to third-grade students and covers activities from basic sound identification to advanced fluency in producing Affricative consonants. The system blends phonetic principles with intuitive learning methods to facilitate effective pronunciation improvement.
- The application of the reinforcement class system for the development of the pronunciation of affricate consonants in English using the International Phonetic Alphabet notably enhanced the learners’ proficiency in this area. A hypothesis was conducted, revealing a substantial correlation between the class system and advancements in the pronunciation of the affricate consonants.

**Suggestions**

- It is recommended that teachers incorporate the IPA into their teaching methods gradually and consistently, given its accuracy and standardization in enhancing pronunciation skills.
- Authorities should prioritize providing training sessions for teachers on utilizing the IPA, as this will enable them to offer more tailored guidance and feedback, ultimately leading to substantial advancements in students' phonetic development.

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### Guía de observación

**Objetivo:** Examinar el rendimiento de los estudiantes y docentes en clases de inglés, centrándose en el desarrollo de la pronunciación del idioma inglés.

#### Unidad Educativa "Juana de Dios"

<b>Nombre de la asignatura:</b>	Inglés
<b>Maestro:</b>	
<b>Grupo:</b>	Tercero de Bachillerato "B"
<b>Autores:</b>	Kenner Guayas, Genesis Guaman
<b>Fecha:</b>	
<b>Tiempo de Observación:</b>	

N°	Indicadores	Registro de cumplimiento		Observaciones
		SI	NO	
1	El profesor utiliza materiales didácticos para enseñar pronunciación.			
2	El maestro emplea el Alfabeto Fonético Internacional para enseñar pronunciación			
3	Los estudiantes muestran un alto nivel de motivación hacia el aprendizaje de idiomas.			
4	Se observa una mayor atención a las reglas gramaticales en cuanto a la pronunciación.			
5	Los estudiantes presentan dificultad con sonidos específicos al pronunciar en inglés.			
6	Se identifican problemas específicos en la articulación de consonantes.			

7	Los estudiantes hablan de manera fluida y sin interrupciones.			
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## DIAGNOSTIC TEST

**Objetivo:** Diagnosticar el estado actual de la pronunciación del inglés en los estudiantes de Tercer Año de BGU paralelo “A” en la Unidad Educativa “Juana de Dios” en el periodo Académico 2024-2025

### Instrucciones para la preparación de la actividad:

- Distribuir copias del texto a cada estudiante.
- Explicar a los alumnos que deben leer el texto en voz alta y grabar su lectura.

**Title:** *The Curious Case of Charles and James*



Charles and James were childhood friends who loved challenging each other with various activities. One chilly day, they decided to go on an adventure. Charles suggested they check out the ancient church at the edge of town, a place known for its rich history and charming architecture.

James agreed, but he had a different challenge in mind. He wanted to judge a local baking contest happening at the community center. Charles chuckled and said, ‘Why not do both? First, we’ll visit the church, then we can enjoy some delicious cakes.’

They set off on their journey, chatting and laughing along the way. At the church, they marveled at the intricate designs and imagined what life was like in the past. Afterward, they headed to the contest where James judged the cakes, savoring each sweet bite.

By the end of the day, both Charles and James were happy with their adventures. They had checked off two challenges from their list and made unforgettable memories together.

### **Entrevista estructurada para el profesor (antes)**

Objetivo: Analizar la opinión del docente respecto al desempeño actual de la habilidad de pronunciación del idioma inglés en los alumnos de Tercer Año de Bachillerato General Unificado (BGU) paralelo "A" en la Unidad Educativa "Juana de Dios" durante el periodo académico 2024-2025.

#### **Observaciones Generales:**

- ¿Qué opinas sobre la importancia de una buena pronunciación en el aprendizaje del inglés?
- ¿Cómo describirías la pronunciación general de tus estudiantes? ¿Qué aspectos destacarías?

#### **Dimensión 1 Fluidez:**

- ¿Consideras que tus estudiantes tienen dificultades para mantener una fluidez adecuada al hablar inglés? ¿Por qué?
- ¿Qué estrategias utilizas para mejorar la fluidez en la pronunciación de tus estudiantes?

#### **Dimensión 2 Precisión de los Sonidos Consonánticos:**

- ¿Qué tan precisos son tus estudiantes al pronunciar los sonidos consonánticos en inglés?
- ¿Qué desafíos específicos enfrentan tus estudiantes en la pronunciación de estos sonidos?

#### **Dimensión 3 Articulación:**

- ¿Cómo evaluarías la claridad en la articulación de tus estudiantes al hablar inglés?
- ¿Qué ejercicios o actividades consideras más efectivos para mejorar la articulación en la pronunciación?

#### **Dimensión 4 Entonación:**

- ¿Qué observaciones tienes sobre la entonación en la pronunciación de tus estudiantes?
- ¿Cómo abordan la enseñanza de la entonación en tus clases?

### Entrevista para docente

**Nombre:**

**Edad:**

La siguiente entrevista es aplicada con el fin de obtener datos para la realización de una tesis y es de carácter confidencial.

1. ¿Podría presentarse brevemente y contarnos sobre su experiencia como docente?
2. ¿Enseña usted pronunciación?
3. ¿Qué considera que son los aspectos más importantes de la pronunciación para un estudiante?
4. ¿Qué estrategias utiliza para ayudar a los estudiantes a hablar de manera más fluida?
5. ¿Cómo evalúa la fluidez de la pronunciación de sus estudiantes?
6. ¿Cómo enseña a los estudiantes la precisión en la articulación de los sonidos consonánticos?  
¿Qué tipo de método o estrategias usa?
7. ¿Cree usted que los estudiantes tienen una buena articulación fonética al momento de hablar?
8. ¿Cómo evalúa la entonación de sus estudiantes?
9. ¿Recomendaría usted algún recurso o material (**en físico o virtual**) específico para estudiantes que desean mejorar su pronunciación?



### ENTREVISTA ESTUDIANTE

**EDAD:**

**CURSO:**

La siguiente entrevista es aplicada con el fin de obtener datos para la realización de una tesis y es de carácter confidencial.

1. ¿Te gusta el inglés?

SI	No	Tal vez
----	----	---------

2. ¿El/La docente les enseña pronunciación?

SI	No	Tal vez
----	----	---------

3. ¿Sabes que es IPA?

SI	No	Tal vez
----	----	---------

4. ¿El/La docente utiliza estrategias para ayudar a los estudiantes a hablar de manera más fluida?

SI	No	Tal vez
----	----	---------

5. ¿El/La docente utiliza recursos para ayudar a los estudiantes a diferenciar entre sonidos consonánticos similares?

SI	No	Tal vez
----	----	---------

6. ¿El/La docente utiliza ejercicios para ayudar a los estudiantes a mejorar su articulación?

SI	No	Tal vez
----	----	---------

**Post-Test:**

<b>Nombre del Estudiante:</b>
<b>Fecha:</b>

**Objetivo:** Comprobar la efectividad de la implementación de un sistema de clases de refuerzos utilizando el Alfabeto Fonético Internacional en la mejora de la pronunciación del idioma inglés en los estudiantes de Tercer año de BGU paralelo “B” en la Unidad Educativa “Juana de Dios” en el periodo académico 2024-2025

**Instrucciones:**

Lee en voz alta y completa las siguientes actividades para evaluar tu pronunciación de las consonantes africativas /tʃ/ y /dʒ/.

## 1. Fluidez y Pronunciación:

➤ **Lee en voz alta el siguiente párrafo:**

During their journey through the dense jungle, they encountered various challenges that tested their courage and determination. The guide, with his extensive knowledge of local culture and geography, helped them navigate safely through this unfamiliar terrain. Despite the obstacles, they adjusted their plans and successfully completed their mission.

## 2. Articulación:

## ➤ Pronuncia en voz alta las siguientes palabras.

/tʃ/

- Culture
- Challenge
- Exchequer
- Creature
- Structure

- Feature
- Furniture
- Adventure

/dʒ/
------

- Journey
- Adjust
- Judge
- Conjecture
- Juice
- Magic
- Gesture
- Advantage

### 3. Entonación:

➤ *Lee en voz alta las siguientes oraciones.*

He faced a huge challenge in his career.
She's teaching children to pronounce 'church' correctly.
The project manager will judge the final report.

### 4.-Unir con líneas según corresponda /tʃ/ y /dʒ/.

**Une con una línea las palabras que comienzan con el mismo sonido.**

**Palabras:**

**sonidos:**

Chico

/tʃ/

Jirafa

/dʒ/

Chocolate

/dʒ/

Jugo

/tʃ/

Chimenea

/dʒ/

Juguete

/tʃ/

## MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA FOR EGB AND BGU


	Unidad Educativa Particular Juana de Dios	SCHOOL YEAR 2024-2025
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## PLANNING BY SKILLS AND PERFORMANCE CRITERIA

## 1. INFORMATIONAL DATA

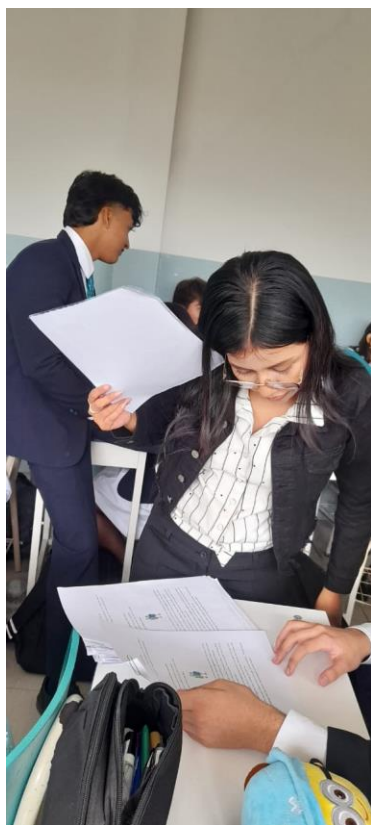
Teacher:	Area/Subject:	Grade:	Timeframe		Duration	
			Weeks	Periods	Start	End
Lic. Jeffrey Pizarro Calderon	English	3 BGU	4	6	May 20 <sup>th</sup>	June 14 <sup>th</sup>
					Unit No.	1

Recursos	Topic: introduccion al IPA
<p>Texto impreso Tarjetas con símbolos IPA de /dʒ/ y /tʃ/. Pizarra y marcadores para explicaciones. Proyector IPA</p>	<p>Diagnóstico e introducción a los sonidos /dʒ/ y /tʃ/</p> <p>Aplicar una prueba oral para diagnosticar el nivel de pronunciación de los estudiantes.</p> <p>Introducción a los símbolos IPA /dʒ/ y /tʃ/.</p> <p>Explicación fonética: punto y modo de articulación.</p> <ul style="list-style-type: none"> <li>Actividad de categorización: Clasificar palabras según contengan /dʒ/ o /tʃ/.</li> <li>Identificación de símbolos IPA en nuevas palabras.</li> </ul>

	 <p>The chart displays monophthongs (i:, ɪ, ʊ, u:, ɪə, eɪ) and diphthongs (e, ɜ:, ɔ:, ʊə, ɔɪ, əʊ, æ, ʌ, ɑ:, ɒ, eə, aɪ, aʊ) with corresponding words. Below it is a consonant chart with symbols p, b, t, d, tʃ, dʒ, k, g, f, v, θ, ð, s, z, ʃ, ʒ, m, n, ŋ, h, l, r, w, j.</p>
--	---

Date: May 20 <sup>th</sup> , 2024	Date: May 20 <sup>th</sup> , 2024	Date: May 20 <sup>th</sup> , 2024
SCHOOL LOGO:	NAME OF THE SCHOOL: Unidad Educativa Particular Juana de Dios	SCHOOL YEAR: 2024-2025
		

ANEXOS







# UNIVERSIDAD TÉCNICA DE MACHALA

D.L. NO. 69-04 DE 14 DE ABRIL DE 1969

*Calidad, Pertinencia y Calidez*

FACULTAD DE CIENCIAS SOCIALES

SECCIÓN/CARRERA: *PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS*

Oficio nro. UTMACH-FCS-CC-PINE-2024-004-OF

Machala, 28 de mayo de 2024

Distinguida Autoridad  
Mgs. MARTHA SERRANO AGUILAR  
Rector de la Unidad Educativa "Juana de Dios"  
Presente. –

De mi consideración:

Reciba el cordial saludo a nombre de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de Ciencias Sociales al tiempo que aprovechó la oportunidad de exponer y solicitar lo siguiente:

Los estudiantes de Octavo Semestre están culminando el periodo académico de la Carrera y como no escapará de su conocimiento, previo a la obtención de su título docente, ellos deben cumplir con el requisito de graduación con un trabajo de titulación.

Los estudiantes, KENNER ENRIQUE GUAYAS MOSQUERA y GÉNESIS JAILIN GUAMAN GARCÍA, han escogido el establecimiento de su regencia para desarrollar su investigación.

Con este antecedente, solicito a usted autorice a nuestros estudiantes, realizar su trabajo de investigación, aplicar los instrumentos pertinentes para la continuación de nuestra tesis con el tema "Uso del Alfabeto Fonético Internacional como recurso didáctico en la mejora de la pronunciación del idioma inglés", en específico a los estudiantes de Tercer año de Bachillerato".

Agradezco de antemano su gentil atención.

Atentamente,



JONH MARCELO CHAMBA  
ZAMBRANO

JONH CHAMBA ZAMBRANO, MGS.

**Coordinador Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**

*Recibido  
28/7/2024  
Martha Serrano  
Rectora*

