



# UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS

**Implementation of a system of classes with phonics techniques and learning  
strategies with pbl approach to improve english pronunciation in students  
of sixth grade of general basic education.**

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LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

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**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O  
INTERVENCIÓN**

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**CHAMBA ZAMBRANO JONH MARCELO**

**MACHALA  
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ESPINOZA PARRAGA CORAIMA DEL CISNE

0706066081

## **DEDICATION**

I dedicate this thesis to Coraima, 8 years old, because despite any adversity she never gave up and kept believing in herself, I also dedicate it to my family, mainly to my dad for all the effort and support he gave me at all times.

I dedicate it to my boyfriend Darwin for his patience, love and help with any doubt. To my best friend Patricio for the countless times he told me that I could.

I dedicate it to my pets for their company in the early morning: Vecna, Shepard, Donatella, Chichos, Pomodoros.

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teachings. Their dedication and effort to make us the great teaching professionals, have been inspiring, and each of their words motivates us to put into practice what we have learned with commitment and excellence. Their work transcends the classroom, leaving an indelible mark on our path towards the exercise of this noble profession.



## **ABSTRACT**

This degree project is based on a mixed methodological paradigm, with a descriptive non-experimental transversal design, focused on solving a problem in the students of the 6th year of EGB of “Nueva Aurora”, private school during the school year 2024-2025, related to pronunciation in the teaching and learning of the English language.

Based on the problem, the implementation of a class system was developed to improve pronunciation with the use of phonetic techniques and activities with a problem-based learning approach. Theoretical methods such as the historical-logical, analytical-synthetic, hypothetical-deductive and systematic methods are used, as well as empirical methods such as the observational card and pedagogical tests.

Finally, the proposal is concretized with the application of the class system and the obtaining of results through statistical data, which corroborate the theoretical information and the implementation in the teaching practice, allowing to evaluate its effectiveness in improving the teaching-learning process in the students.

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## INTRODUCTION

The English language ranks second in terms of native speakers, and first as the most spoken language in the world, because of the millions of people who want to become proficient. Latin America, as a region, ranks below the world average in the EF English First, English Proficiency Index (EF EPI), the company that annually conducts a survey of English proficiency in the world.

In contrast, Europe and Asia almost always rank above the world average, and perform better than Latin America. In Latin America, the greatest disparity is found in the 18-20 age group. The smallest gap is found in the group of individuals 40 years of age or older, where Latin America is 2.34 points below the world average. This leads us to foresee that education systems in Latin America have a lower performance in English language teaching than those in Asia and Europe. (Freer, 2017) (Peña, 2017)

In Ecuador education is an issue classified as both public or private institutions which have their shortcomings; If only the methodology is analyzed, there are still traditional teachers that result in high repetition and dropout rates. However, the new teachers and the appropriate use of technology, are the opportunity for the change we are witnessing because we know that to be good teachers, we must have a vocation and love for teaching. (Monroy Cabezas, 2020)

The teaching of English in Ecuador does not meet internationally acceptable standards due to the relationship that exists between the pedagogical proposal for teaching English as a foreign language in educational institutions and the level of the teachers on those institutions. On the other hand, the correct integration of English language skills can improve our country's position in the world ranking and provide a path of innate knowledge to students. In this context, pronunciation; the main branch of the teaching of this language. Pronunciation is the concrete way in which a word, or phrase is produced with the proper pitch and accentuation throughout a language, which does not mean that the student must acquire a native-like pronunciation;

rather an intelligible pronunciation of the foreign language.

English is a controversial language in the world, according to Etnologies it is the third most spoken native language; its linguistic description in the aspect of phonology is the IPA (International Phonetic Alphabet) the instrument that allows to know the manner and the point of articulation and production of the sounds, voiced and unvoiced, as well as their segmental and suprasegmental characteristics. (Naranjo, 2015)

The teaching of English in Ecuador improved notably since the beginning of the 90's, a period in which a Curricular Reform was carried out, where the teaching contents for each year were finally standardized, that is to say, a curriculum by levels, from elementary to pre-intermediate in the third year of high school, as well as a progressive increase from 3 to 5 hours per week. (Naranjo, 2015)

The four linguistic skills of a language are divided into two receptive: listening, reading and two productive: speaking and writing. Pronunciation is the success of the speaking skill, being the result of the teaching of phonetics. To attain this, we must know that phonetics is the study of sound in speech, ranging from the sound of letters to the sound of word to know how to read and write it, finding differences in each language. (Freer, 2017) (Peña, 2017)

With an appropriate pronunciation instruction through phonetics, review of the IPA, an organized syllabus, practice and observation, sounds can be identified more easily and comprehensively. In the educational field, teaching excellence is provided by trained members, dedicated students and responsible parents; obtaining people with high levels of knowledge in their preferred subjects or as we usually call them, professionals. (Sigona, 2018)

In addition, this is considered part of the general core of the language because pronunciation has segmental and suprasegmental characteristics, adding the structure of the sounds, from voiced and unvoiced sounds to spelling and grammar, to used simple and complex structures correctly. The speaking skill is speech and fluency of the English language where

pronunciation is the foundation, we have observed that students are afraid of making mistakes because they do not communicate well, and have difficulty pronouncing long or short words. Knowing that if didactic resources or knowledge of different learning methodologies are lacking, it is up to the teacher. (Monroy Cabezas, 2020) (Freer, 2017)

In the 6<sup>th</sup> grade of General Basic Education at Nueva Aurora school, the following limitations were found:

- Difficulty pronouncing short and long words
- Lack of active vocabulary
- Lack of didactic resources or teaching methods addressed at pronunciation
- Low interest in the language on the part of a percentage of learners

Little knowledge of different learning methodologies. This is what creates a scientific problem:

How to improve pronunciation in 6th grade students of General Basic Education at the Nueva Aurora school, period 2024-2025?

Taking into account the object of study the teaching and learning process English in General Basic Education.

The possible causes of the problem would be the one as follows:

- The teacher does not practice pronunciation with the students.
- Poor understanding and mastery of the elements of English pronunciation (intonation, stress, rhythm, etc.).
- Poor management of activities focused on pronunciation learning.
- Very little interaction on the part of the students

**The general objective of the research** is: To elaborate a class system with the use of phonetic techniques and learning strategies for the improvement of pronunciation in 6th grade students of Nueva Aurora school.

This objective in the field of action, phonetic techniques as a learning strategy

methodology.

The following **specific objectives** are proposed in the research:

- To theoretically substantiate the use of phonetic techniques in the English teaching-learning process for the improvement of pronunciation in 6th grade students of basic education at Nueva Aurora school.
- To diagnose the state of pronunciation skills in the students of the 6th year of basic education at Nueva Aurora School.
- To apply the class system with the use of phonetic techniques as learning strategies for the improvement of pronunciation in the students of the 6th year of basic education at Nueva Aurora school.
- To test the usefulness of the class system with the use of vocalization techniques in the improvement of pronunciation in 6th grade students of Nueva Aurora school.

Everything is developed based on the following scientific hypothesis: If a system of classes with the use of vocalization techniques is applied, then it can improve pronunciation in 6th grade students of Nueva Aurora School.

Based on the **hypothesis**, we have two variables that are going to be related within our study:

The **independent variable** phonetic techniques and learning strategies.

The dependent variable pronunciation.

This research is based on the mixed methodological paradigm, regarding a non-experimental design of the transversal/descriptive type. The population is made up of 21 students of the 6th year of basic secondary education of Nueva Aurora school for the period 2024 – 2025. Theoretical level methods will be used, such as: historical-logical, hypothetical-deductive and analytical-synthetic methods, as well as empirical level methods such as



observation and pedagogical testing, among others, which will be described in the methodological framework.

This study is divided into 4 sections preceded by an introduction, **Chapter 1:** Theoretical description of the object and field of research supported by updated bibliography; **Chapter 2:** Establishes the methods and techniques to be used in the research; **Chapter 3:** It will present the proposal and finally **Chapter 4:** Discussion and results, closing with the bibliography, conclusions, recommendations and annexes.

## **CHAPTER 1**

### **HISTORICAL ANTECEDENTS OF THE PROCESS OF TEACHING AND LEARNING ENGLISH AND ITS APPLICATION IN PRIMARY EDUCATION**

The inclusion of English in the society has been one of the most important participations in education, and has seen much growth and change in the language through the centuries of language participation in everyday life. With the emergence of the audiolingual method which is based on linguistic and psychological research of learning, this takes place during the 1930s and 1950s in the United States and is influenced by linguistic structuralism and Bloomfield's theory of language description. This method is applied by paying the greatest attention to pronunciation through conversation in dialogues. (Mato, 2011)

The change from Middle English to Modern English is marked with a long evolution of the utterance and phonetic changes of the vowels, facts that go back from the XV and XVI centuries, Otto Jespersen famous linguist called this event as the great vowel mutation, due to the changes that occurred in the vowels in relation to the position that the lips and tongue were placed, thanks to this change from having 20 vowels in Middle English, to have only 18 in Modern English. Another very important event was the change in the writing being practically unalterable during the appearance of the printing press, but being modified since nowadays not all consonants are pronounced being some of them mute consonants like the I in walking. (Brown, 2015)

During the 15th century a change in utterances occurred, where most of the vowels that were not susceptible to the change in pronunciation were diphthongized and phonemes appeared, a clear example being the phoneme /i/, which is used in situations “ee” as in need or “ea” in the word meant; the phoneme /u/ is “oo” as in food. Phonetic changes continued to evolve, which is why English pronunciation is different from other European languages. (Giffiths, 2017)

In 1954 the verbal method was born in Croatia with Petar Guberina, a specialist in speech pathologies, who came to the conclusion that the correct way of sound assimilation is through the brain, not the ear. The method is applied by means of tonal manipulation for phonetic correction. (ISEP, 2017)

On the one hand, at the end of the 1960s, British linguists such as Candlin Widdowson came up with the communicative method, where the objective of learning should be the development of communicative competence and not only linguistic competence. Fluency and communicative efficiency take precedence over correctness. (Mato, 2011)

On the other hand, the grammar-translation method emerged in Prussia at the end of the 18th century and adopted as its model the system used for teaching Latin and Greek. It is heir to German academic practice. This method is used for a second language, analyzing grammatical rules and exceptions and then moving on to the translation of sentences; this method of education has become obsolete and is no longer used. (Cervantes, 2024)

The method of language in the community was created in the 70's and is appreciated as an ideal culture for the flourishing of new didactic proposals. The method is applied prevailing fluency at the time of speaking. (Cervantes, 2024)

During 1972, the silent method was created by the Egyptian pedagogue Caleb Gattegno; this method is based on the fact that the teacher's role is to organize and direct the process only by means of gestures, written materials, symbolic colors and playful objects. (Mato, 2011)

Educational approaches appeared in 1977, the initial one being the natural approach, as a contribution of the educator Tracy Terrell, who presented a proposal for a new philosophy on language teaching. It is expected that, with this approach, pronunciation might be learned unconsciously through consecutive exposure to oral topics. (Lopez, 2016)

In 1978 the sugestopedia method by the Bulgarian psychiatrist Georgi Lozanov emerged as one of the best methods that shaped the didactics of that time. Within this method different

relaxation techniques and intonational variation are used to awaken and maintain attention and improve results. (Cervantes, 2024)

The total physical response method was created by the psychology professor James Asher and is based on mentalistic psychology and humanistic pedagogy, as this method is permissive of errors and has an even more receptive facet. (Mato, 2011). Within education, there have always been different methodologies, many times they have been considered favorable, but others have been simple mistakes, but it has always been noticeable how, through time, one differs from the other by the growth of techniques and methods, but in the end, each new methodology is an inheritance of its precedent.

The direct method was introduced in the 19th century by Maximilian Berlitz, this method arises from the idea that a new language is learned through the association of words and expressions of each person's mother tongue. This method uses repetition to memorize small dialogues. (Basols, 2016)

In the twentieth century, something called the admitted pronunciation was born obtaining the name in the United Kingdom because it was the country that more quickly adapted to the new pronunciation in addition to using a different one in certain words, the same dialect was accepted by the old universities of Oxford and Cambridge. Speaking of English today, given its enormous worldwide diffusion, it has a great dialectic variety that adapts according to the nationality in countries such as Ireland or the Netherlands, archaisms such as Dawn are maintained and changed by Adown, but the biggest difference today is British English with American English, both being written in the same way in almost all words, but with a totally different pronunciation due to the use of phonemes. (Hewings, 2018) (Hedge, 2018)

There are several methodologies that are used today, the importance of understanding and knowledge of them is what will help us to apply the correct method, and in the XXI century the different learning strategies, teaching methods and technique of phonetics are so many and

combined, but never lose the basis of which were the first teaching methods from the use of technology to the use of physical methods, this in order that education progresses and does not stop, and that each student needs a method or technique to achieve maximum learning.

### **1.1. Conceptual characterization of the english teaching and learning process and its application in primary education**

In language teaching, especially in English language teaching, there has been a noticeable shift in recent decades towards the development of students' communicative skills. This implies that learners are expected to acquire competencies in speaking, writing, listening and reading. Recently, increasing emphasis has been placed on oral interaction, which is clearly distinguished from simple oral expression, such as a presentation or monologue. In oral interaction, students are expected to be able to hold effective conversations with other speakers, which requires different and complementary skills to those needed for unidirectional oral expression. (Moreno Agurto, 2020)

#### **1.1.1. Didactic Characteristics of English Pronunciation Development**

Teaching English pronunciation to non-native speakers has been neglected in terms of scientific research, as most linguistic studies have focused mainly on grammar and vocabulary. Moreover, it is argued that learners could improve their pronunciation when faced with communicative difficulties, which motivates them to perfect it through practice and error correction. Despite this, the idea that pronunciation teaching is inherently difficult can be questioned. (Moreira-López, 2024)

Both views can be easily refuted, considering that other aspects of language are not learned by trial and error alone, and that the teaching of pronunciation is based on different crucial components of language learning focusing not only on the production of individual sounds, but also on rhythm, intonation and other suprasegmental aspects that contribute to effective communication. The didactic features of this process include a variety of approaches,

techniques and resources that are implemented to improve students' accuracy and fluency in their English pronunciation. (Moreno Agurto, 2020)

#### **1.1.1.1. Didactic Approaches.**

Teaching pronunciation has been a dilemma for most teachers of English as a foreign language around the world, (Baker & Burri, 2016) expresses that some teachers “May have a limited understanding of the mechanics involved in the production of sounds, stress, rhythm and intonation and how to describe these processes to students”. Furthermore, many teachers may lack the knowledge of how to adequately assess pronunciation or even have access to tools to formally assess learner pronunciation. Which has been and continues to be a weakness for our teachers in the country.

With this background, many teachers have had to look for their own empirical alternatives to be able to practice in some way the pronunciation of certain active vocabulary and expressions of daily use in the classroom that fortunately being recurrent, a pattern of classroom language management is already formed.

##### ***1.1.1.1.1. Communicative Approach.***

The communicative method, also known as “communicative language teaching” or “communicative approach” in English, is an educational approach that focuses on enabling students to use a language other than their native language in a variety of situations. This approach emphasizes learning the functions of language, with the goal of enabling students to communicate effectively, both orally and in writing, with native speakers of the foreign language. (Sánchez Freire, 2020)

The main objective of this educational approach is to enhance students' communicative skills in the language they are learning, ensuring authentic communication. To achieve this, several fundamental aspects considered are as follow: (UNIR, 2020)

- Students work in pairs, trios or groups, where they simulate situations that require communication to solve problems.
- They are allowed to choose how to communicate, what vocabulary to use and adjust the tone according to the situation.
- Different roles are implemented in various situations, creating the need for interaction and communication.

This approach has multiple benefits, among them:

- Significantly promotes the development of language skills and facilitates practical learning that enables students to express themselves in everyday contexts with native speakers.
- Promotes social relationships through collaborative work.
- Increases students' motivation, which contributes to improving their learning process.

English teachers use texts, recordings and other materials to simulate authentic situations that students might face outside the classroom, such as everyday conversations in places like supermarkets, as well as discussions in social or professional groups. The following activities can be carried out and can vary within each group of students: (Sánchez Freire, 2020)

- - Simulation activities that represent common classroom scenarios, such as visiting a supermarket, buying train tickets, or asking passers-by for directions.
- - Use of authentic resources such as recordings of native speakers, newspaper articles, or well-known magazines in Spanish-speaking countries.
- - Group projects in class that involve researching specific topics to gather necessary data and then presenting the results to classmates.

#### ***1.1.1.1.2. Analytical Approach.***

The analytical method in English language teaching focuses on breaking the language down into its fundamental elements, such as grammar, vocabulary, and structure, in order to enhance comprehension and the thorough learning of each. This approach explores how these specific parts interact within the overall context of the language, allowing students to break down and understand the rules and patterns that guide English. (Valencia Salinas, 2020)

It should be noted that within this approach the analytical phonetic method should be taken into account, which aims to teach in a structured way how sounds are related to spelling patterns, known as graphemes, the phonetic method focuses on the ability to decode new words through their pronunciation, the sound of the patterns and the combination of phonological patterns. (Perera Domingo, 2020)

Currently the way to carry out this method is through repetition and listening, also the use of contrast phonemes and minimal paired phonemes which is a linguistic technique used in language teaching to help students distinguish and pronounce sounds that may be difficult to differentiate for those who do not have English as their mother tongue. (Girón, Machaca, Quinto, & Sangama, 2022)

- **Contrasting phonemes:** Contrasting phonemes are pairs of sounds that differ only in one phoneme, which is the distinctive sound unit in a language and can change the meaning of a word. For example, in English, the phonemes /p/ and /b/ form a contrasting pair. Words such as “pat” and “bat” differ only by the initial sound (/p/ versus /b/), thus altering the meaning of the word. (Girón, Machaca, Quinto, & Sangama, 2022)



- **Minimal pairs:** Minimal pairs are two words that differ in only one phoneme (sometimes also in tone or vowel length) and have different meanings. In English, examples of minimal pairs include: (Girón, Machaca, Quinto, & Sangama, 2022)
  - "ship" (/ʃɪp/) and "sheep" (/ʃi:p/): differ in the vowel phoneme /ɪ/ versus /i:/.
  - "cat" (/kæt/) and "cut" (/kʌt/): differ in the initial consonant phoneme. /k/ versus /kʌ/.

In summary, using phonemes in contrast and minimal pairs is an effective technique for improving phonological ability in English language instruction, which helps students to distinguish and accurately reproduce the distinctive sounds of the English language.

#### ***1.1.1.1.3. Suprasegmental approach.***

Referred to as the linguistic register approach since it does not affect only the phoneme, but rather encompasses the entire linguistic register, rhythm, intonation, pauses, speed and accent when reading texts or carrying on conversations, using this approach within the classroom provides improvement and benefits such as the development of a more authentic and fluent intonation, fundamental for effective communication in the English language, as well as the understanding of how intonation can express diverse emotions and shades of meaning in discourse. They integrate the progress of listening skills, oral expression and cultural understanding through dynamic and creative activities, among the most used techniques we have: (Henry & Lindsay, 2020)

- **Reading with tone variations:** Practicing intonation when reading dialogues involves modifying the tone of voice to express different emotions, intentions or communicative situations. (Cavero Egúsquiza Pezo, 2020)

- **Use of songs or poems:** Songs and poems are useful tools for improving rhythm and intonation patterns due to their metrical and lyrical structure. Activities can include singing songs with melodies that highlight different intonation and rhythm patterns, as well as reciting poems to highlight tonal and emotional variations. (Cavero Egúsquiza Pezo, 2020)

Activities that emphasize intonation, such as reading dialogues with variations in pitch and using songs and poems to practice rhythm patterns, are critical to honing students' speaking and listening skills in English.

#### ***1.1.1.1.4. Corrective Approach.***

The remedial approach in English consists of the strategies and methods employed by educators to rectify the linguistic errors that students make while learning the language. This approach focuses on identifying and effectively resolving errors such as grammatical problems, incorrect pronunciation, or improper use of vocabulary, with the goal of improving the student's accuracy and fluency when communicating in English. In the English language, to be successful combined with the corrective approach, immediate feedback must be given during oral activities, with teachers providing immediate feedback to students on their pronunciation, grammar and vocabulary use. (Rodriguez & Perez, 2022)

Recording and self-analysis of pronunciation by students, they record their own voice while participating in readings or conversations in English. They then analyze these recordings to identify errors in pronunciation, intonation or fluency. (Hanna, Mora, & Villavicencio, 2017)

Using speech recognition applications allows students to speak in English and receive instant feedback on their pronunciation and intonation. These tools employ technology to assess speech accuracy and fluency, offering students an interactive way to practice and hone their language skills. (Patiño & Maxima, 2020)

These techniques are designed to optimize learning and correct errors effectively, thus encouraging the development of more fluent and accurate communication in English.

#### **1.1.1.2. Didactic Resources.**

They are tools and materials used in the educational process to facilitate learning and teaching, they are used to transmit knowledge effectively and promote active participation and interest in learning.

##### ***1.1.1.2.1. Information and Communication Technology (ICT).***

They play a fundamental role in the teaching of English by offering tools and resources that enrich both the learning process and the student's experience. Today, ICTs are so numerous and variable that they will serve every type of student we have: (Patiño & Maxima, 2020)

- Online learning platforms provide structured courses, interactive learning materials and assessment tools that allow students to learn English at their own pace and from any location. (Sandoval Pérez, 2024)
- Educational applications specifically designed to practice English language skills, such as pronunciation, grammar, vocabulary and listening comprehension, are often interactive and adaptive, offering immediate feedback to users. (Sandoval Pérez, 2024)
- Online multimedia resources, such as videos, audios, infographics and other resources, improve listening comprehension, pronunciation and cultural knowledge in English, contextualizing learning in real situations. (Sandoval Pérez, 2024)
- Videoconferencing and virtual classrooms facilitate teaching and real-time interaction between students and teachers through tools such as Zoom, Microsoft Teams and Google Meet, allowing group discussions, collaborative activities and presentations. (Patiño & Maxima, 2020)

- Assessment and feedback tools available in learning management systems (LMS), Cambridge and other platforms offer automated assessments, personalized feedback and progress tracking in areas such as writing, grammar and vocabulary. (Patiño & Maxima, 2020)
- Interactive resources and online simulators, such as educational games and simulations, provide opportunities to practice language skills in a fun and participatory way, fostering active learning and motivation among students. (Sandoval Pérez, 2024)
- Social networks and online communities allow students to practice English in an authentic environment, interacting with native speakers and other learners, sharing content and engaging in meaningful conversations. (Patiño & Maxima, 2020)

#### ***1.1.1.2.2. Physical resources implemented in the classroom.***

Physical resources in the classroom are fundamental in the educational process, facilitating teaching and learning by providing tangible and visual tools that allow teachers to explain concepts in a clear and effective way. They will support visual comprehension by helping students visualize abstract or complex information through the use of graphs, diagrams, maps and other visual resources, which is extremely important because writing in English is one of the points that is diminished in teaching. (Palacios & Bravo, 2022)

They also promote interaction by encouraging active student participation through hands-on and collaborative activities, such as board games, flash cards and manipulative materials, and by providing a wealth of physical resources, various learning styles are formed for students to learn through sight, touch, hearing and physical interaction, thus adapting to different learning preferences and needs. (Palacios & Bravo, 2022)

On the other hand, they stimulate interest and motivation by making classes more attractive and stimulating through the use of playful physical and audiovisual resources, which increases students' motivation to actively participate in the educational process, facilitate feedback by allowing teachers to evaluate students' progress in a dynamic way through the use of didactic cards, and other resources, offering immediate and effective feedback. (Palacios & Bravo, 2022)

Taking into account all of the above, the following can be used as physical resources: Blackboards and Markers; Textbooks; Notebooks and Writing Material; Didactic Cards; Audiovisual Material; Manipulative Material; Maps, Posters and Graphics, even today Musical Instruments are used to teach rhythm and intonation. (Palacios & Bravo, 2022)

### **1.1.1.3. Teaching Strategies.**

Teaching strategies in English may vary according to the specific learning objectives, the educational context, and the individual needs of the students. As well as the students learning styles and intelligence.

#### ***1.1.1.3.1. Integration into the general curriculum.***

Incorporating pronunciation exercises on a regular basis into the general curriculum, rather than treating them as a separate section or unit, offers numerous educational and pedagogical benefits. This involves students practicing pronunciation in a natural and constant way during the development of English classes, this change will also provide us with changes in different educational contexts such as: (Moreira-López, 2024)

**Contextualization of Learning:** By integrating pronunciation into regular activities, students learn to use English sounds correctly in everyday situations and relevant contexts. This

facilitates the practical application of pronunciation in real communication situations. (Lopez, y otros, 2020)

**Continuous Improvement:** By practicing pronunciation on a regular basis, students have more opportunities to receive immediate feedback and correction from their teacher and peers. This helps them to gradually improve their pronunciation accuracy and fluency. (Lopez, y otros, 2020)

**Naturalness and Fluency:** By not separating pronunciation as a separate unit, students' speech becomes more fluent and natural. They learn to articulate sounds correctly while participating in conversations, discussions or presentations. Topics shall be those students are more familiarize With, i.e. family, friends, comics, songs, etc. (Lopez, y otros, 2020)

**Motivation and Participation:** Integrating pronunciation into regular activities can increase student motivation by making learning more dynamic and relevant. Pronunciation exercises become an integral part of the communication process and students may feel more engaged in their own linguistic progress. (Lopez, y otros, 2020)

**Holistic Approach:** This methodology promotes a holistic approach to English language learning, where pronunciation is seen as an essential component of overall language proficiency. Students not only learn to pronounce individual words, but to integrate correct pronunciation into the structure and flow of the language. (Lopez, y otros, 2020)

Integrating pronunciation exercises into regular classroom activities comprehensively and continuously improves students' communicative competence in the educational process.

#### ***1.1.1.3.2. Constructive feedback.***

It is based on providing constructive feedback in English language teaching and involves offering accurate and useful comments to students to help them improve their learning. This type of feedback focuses on recognizing positive aspects and pointing out specific areas where they can make adjustments, providing clear guidance and suggestions to promote continued progress in their language proficiency. (Sagua, 2021)

It plays a crucial role in the teaching-learning process of English as a foreign language, supported by various studies and theories in the educational field, effective feedback not only identifies specific errors in the linguistic production of students, but also provides clear information on how to improve and achieve linguistic objectives. It continuously and formatively provides specific aspects of learners' language performance, promotes self-reflection and self-regulation in language learning. From a constructivist perspective, feedback facilitates the active construction of linguistic knowledge, providing opportunities for autonomous correction and continuous improvement. (Sagua, 2021)

This teaching strategy can be applied in all situations, especially in speaking activities where, during debates, presentations, simulated conversations or other activities where students practice oral communication in English, feedback can help improve pronunciation, intonation, clarity and fluency. (Sánchez & Díaz, 2022)

During writing and composition when students write essays, reports, emails or other texts in English. Feedback can focus on grammar, text structure, vocabulary used and content coherence. Also, after listening to audios, dialogues or videos in English, where students can receive feedback on their comprehension, active listening skills and ability to pick up linguistic details and nuances. (Sánchez & Díaz, 2022)

When using vocabulary and grammar in specific exercises where students practice applying new vocabulary or grammatical rules in a variety of contexts. Feedback can help correct errors and improve linguistic accuracy. (Sánchez & Díaz, 2022)

The effective use of constructive feedback in learning English not only improves accuracy and fluency in oral and written production, but also strengthens students' self-esteem and motivation to learn and improve the language. (Sánchez & Díaz, 2022)

#### ***1.1.1.3.3. Use of native and non-native models.***

This type of strategy is the least used, not because of its complexity, but because of the fact that there are no live situations where native speakers can communicate with non-native speakers of English. If it were practiced, many benefits in education would be achieved by using only native models. (Pacheco & Brosam, 2021)

**Linguistic authenticity:** They provide accurate examples of pronunciation, intonation and language usage, reflecting natural and authentic linguistic patterns. This is something learners can do in their own, because they are surrounded by the television, social nets. Learners can not avoid hear the music they like and here they learn every single issue of pronunciation, eventhough they do not understand what they are saying, but they are producing a new language. (Pacheco & Brosam, 2021)

**Culturally relevant:** They convey cultural aspects of the English language intuitively and directly, helping students understand the cultural context associated with the language. They are used to listening and see costumes of overseas folks. (Pacheco & Brosam, 2021)

**Development of listening skills:** They are ideal for improving the ability to listen and understand English in everyday and formal situations.



Using non-native models in the same way and with the same benefits is also closer to the student who is learning this new language so he will feel empathy and understanding, they share personal experiences of learning English, which allows them to better understand the difficulties and obstacles faced by non-native learners. (Pacheco & Brosam, 2021)

Didactic clarity by explaining grammatical and structural concepts in an accessible and understandable way, based on their own learning process. They also serve as inspiration and motivation by showing students that it is possible to achieve a high level of proficiency in English, even if they are not native speakers, which can motivate them to persevere in their learning. (Pacheco & Brosam, 2021)

But if we manage to adapt these models, which is the most appropriate way to achieve a balance in English learning, this is due to the variety of perspectives given that the combination of native and non-native models enriches the educational experience by offering different teaching styles and approaches, as well as adapting which allows teachers to select models according to the specific learning objectives and individual needs of students, adapting to the educational context and the particular linguistic goals of each lesson. (Pacheco & Brosam, 2021)

English language learning and improvement requires a comprehensive educational approach that encompasses both the correct articulation of sounds (phonetic accuracy) and the intonation and rhythm of speech (suprasegmental aspects), as well as the ability to communicate effectively and achieve corrections that enhance our learning. Integrating a variety of pedagogical methods, diversified teaching resources, and well-structured teaching strategies can be critical for students to achieve significant improvements in their English language learning.

### ***1.1.2. Pronunciation***

Pronunciation focuses on how the sounds of spoken language are articulated to generate words and phrases that can be understood. It is an essential component of phonetics, which explores the structure of sounds in the English language and how they combine to form words.

Pronunciation covers several aspects:

The production and distinction of individual sounds, both consonants and vowels, also how certain syllables or words are emphasized within a sentence, and how intonation can modify the meaning of an utterance. The phonetic and phonological rules that determine the correct utterance of sounds in a specific language, including regional variations and above all the importance of clarity and comprehensibility to be understood by both native and non-native speakers of the language. (Henry & Lindsay, 2020)

In essence, pronunciation is not only about how words are pronounced, but also about how the elements of sound are used to communicate effectively in a given language.

#### **1.1.2.1. Pronunciation and its relation to the suprasegmental approach.**

##### ***1.1.2.1.1. Intonation, rhythm and accent in pronunciation.***

Intonation and rhythm are critical in English oral communication, as they influence how the message is perceived and understood. Intonation refers to the melodic pattern of speech, which includes changes in pitch and emphasis on specific words or parts of speech. For example, a rising intonation at the end of a sentence may indicate a question, while a falling intonation suggests a statement or a conclusion. (Monroy Cabezas, 2020)

Rhythm is related to the cadence and fluency of speech; a natural, flowing rhythm helps maintain attention and facilitates comprehension of the message. Variations in rhythm may

depend on the context (formal or informal) and the personal style of the speaker. (Nuñez, Mercedes, Minga, & Patricia, 2022)

Both elements, intonation and rhythm, work together to convey emotions, intentions and emphasis during oral communication in English. A teacher who manages these aspects correctly can greatly improve the clarity and effectiveness of his or her message, ensuring adequate comprehension by students. (Nuñez, Mercedes, Minga, & Patricia, 2022)

Suprasegmental aspects, such as intonation and stress, play a crucial role in the perception and comprehension of the spoken message in English. Intonation not only indicates the type of sentence (question, statement, exclamation), but also conveys emotions, attitudes and emphasis in certain parts of speech. A subtle change in intonation can significantly alter the meaning of a sentence or word. (Nuñez, Mercedes, Minga, & Patricia, 2022)

Accent also influences how spoken language is perceived. In English, different accents can affect the clarity and intelligibility of speech for non-native speakers or those unfamiliar with certain dialects. Regional accents and individual styles can add richness and diversity to language, but can also pose challenges to effective communication in international or multicultural contexts. (Henry & Lindsay, 2020)

Understanding and managing suprasegmental aspects is crucial for improving communicative competence in English for both native and non-native speakers. The ability to interpret and use intonation and accent effectively helps build stronger connections and convey messages more clearly and persuasively.

#### ***1.1.2.1.2. Vowel and consonant sounds.***

It is argued that the phonological system of vowel sounds in English and Spanish differs considerably, which can be a source of difficulty. Standard Spanish has only five vowel sounds, while standard English has more than twice that number. Therefore, there are sounds in English that simply do not exist in Spanish. This same contrast also applies to consonant sounds, a topic that will be discussed later. It is important to note that the English vowel system varies significantly depending on the variety of language under consideration. (Javier & Gómez, 2022)

It is essential that students may be trained in the recognition and production of these sounds, many of which may be completely new to them. In addition, mastering the correct production of a new sound, absent in the learner's native language, involves practice in adapting the muscles of the mouth to a completely different movement. In addition, there are cases where the same sound may vary in duration in different words, which may also be difficult for learners to fully assimilate. (Javier & Gómez, 2022)

With regards to consonants, students often have the tendency to pronounce all the letters in a word, despite the fact that in English many letters, in many cases, are not pronounced. This situation is not limited only to consonant sounds. According to Brunori (2016) points out that there are other difficulties related to consonant sounds in terms of their place and form of articulation which will affect each student differently. (Javier & Gómez, 2022)

**Plosive sounds:** In English, the sounds /p, b/ are aspirated before an accented vowel, where the strength of the voice is centered on that vowel. In contrast, in Spanish, /b/ is approximant when it appears in midword position. The sounds /t, d/ in English are also aspirated before an accented vowel and are alveolar, whereas in Spanish they are dentoalveolar. In addition, the sounds /t, d/ are more tense in English. (Miranda Tapias, 2023)

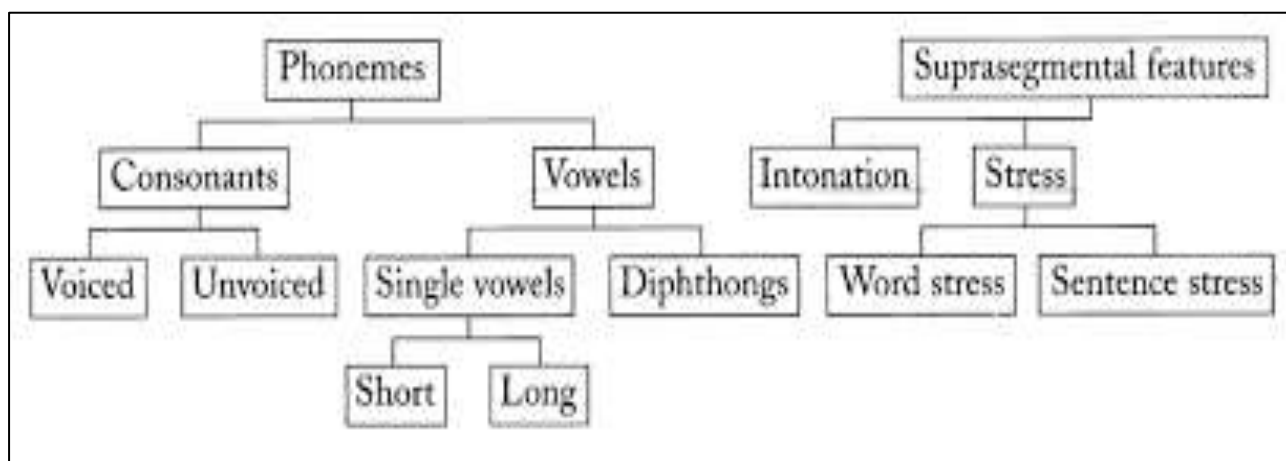
**Affricate sounds:** The sound /dʒ/ tends to be pronounced by L1 learners as the “y” of Spanish. Nasal sounds: The /ŋ/ sound presents difficulties for L1 Spanish learners, who tend to

add /g/, a sound that does not exist in English in this context. (Miranda Tapias, 2023)

**Fricative sounds:** The /v/ sound is labiodental, but students tend to pronounce it as bilabial because in Spanish the letter “v” is pronounced that way. The /θ/ sound is not present in the phonological system of some countries. The sound /ð/ is also not present in the Spanish phonological system; students tend to pronounce it as /d/. The sound /z/ is not present in the phonological system of Spanish; when pronounced, the vocal cords vibrate, and students tend to produce it without vibration. The sounds /ʃ, ʒ/ are not part of the phonological system of Spanish. (Miranda Tapias, 2023)

There are also problems of focus which are not linked to phonetics but to the rhythm that occurs in any language, especially in English where the rhythm is marked by stress, while in Spanish all words have a uniform voice strength and each one has a tonic syllable, in English only words with lexical content receive stress in non-emphasized sentences. When a word with grammatical meaning receives stress, it indicates that the speaker wishes to add additional nuance (such as emphasis, contrast, or new information). (Nuñez, Mercedes, Minga, & Patricia, 2022)

In English, there are so-called stress groups and tonal units, which generate a very different rhythm from that of Spanish. These elements imply the presence of weak and strong forms of certain sounds in different contexts. Some words with grammatical meaning can be pronounced in different ways depending on their position in the sentence, with weak forms typically occurring in non-final positions and including the elision of consonants. In addition, it is relevant to mention the weakening of vowels toward schwa, a fundamental sound with which students should become familiar, as it is the most common sound in English. (Monroy Cabezas, 2020)



Source: Kelly 2001

#### **1.1.2.2. Methods and approach in teaching pronunciation.**

Traditional methods and communicative approaches diverge significantly in their approach to teaching pronunciation in educational settings. Traditional methods have historically focused on repetition, auditory discrimination exercises and the correction of specific errors to teach pronunciation being a structured approach that relies on the memorization of phonetic rules and patterns. (Sánchez Freire, 2020)

In contrast, communicative approaches prioritize integrated pronunciation learning within a broader communicative context. These approaches emphasize fluency, comprehension, and learners' ability to communicate effectively, using appropriate pronunciation as a natural part of authentic speech. (Moreira-López, 2024)

The effectiveness of these approaches can be evaluated by considering several factors:

- Communicative approaches tend to foster a more effective integration between listening comprehension and oral production, which is essential for real communication.
- These approaches tend to be more motivating for students by focusing on effective communication and practical language use.

- While traditional methods can be useful for teaching specific pronunciation rules and patterns, communicative approaches generally promote longer-lasting retention and the ability to apply knowledge in real-life situations.

#### ***1.1.2.2.1. Effective strategies for pronunciation improvement.***

One strategy is to give feedback after each reading, which will help identify specific errors. It is critical that the feedback focus on specific pronunciation errors, such as problems with individual sounds, stress patterns, or intonation. Students can benefit from listening to the teacher's correct pronunciation and then practicing it repeatedly; this is called modeling. (Baque Iza, 2024)

It is important to develop hands-on activities that focus on effective pronunciation is crucial for students to improve their speaking skills.

**Auditory discrimination activities:** which are exercises where students must identify and differentiate between similar but distinct sounds in English, such as /ɪ/ and /i:/, help improve auditory accuracy and pronunciation and note that the lengthening of the sound is represented by the (:) placed next to each vowel. (Baque Iza, 2024)

**Repetition and modeling practice (drilling):** Repeating sentences or dialogues after a clear and precise model from the teacher helps to internalize correct pronunciation patterns, recognize sounds, dull, sonorous, long, short, consonant and vowel sounds. (Baque Iza, 2024)

**Read aloud activities:** Reading texts aloud allows students to practice the pronunciation of words and phrases in a natural context. In this context, the teacher uses the imitative and intuitive approach where the student repeats imitating exactly what the teacher produces, i.e. intonation, rhythm, stress of each phrase uttered. (Baque Iza, 2024)

**Tongue twisters.** These phrases, which are found in repeated syllables, are a good strategy for students to produce in a fluent and precise way certain sounds that in isolated practice they do not achieve. However, through these words, they can naturally produce the links and the strength of vowels in a given syllable. (Baque Iza, 2024)

## **1.2. Contextual antecedents**

### ***1.2.1. Contextual characteristics of the English language teaching and learning process and its application in elementary education***

In Ecuador, the teaching of English in basic education is influenced by several contextual factors. The Ministry of Education establishes specific guidelines that cover all educational stages, including basic education, with the objective of defining the essential content and skills that students should achieve in learning the language. There is a clear trend towards a communicative approach in English teaching, prioritizing the development of oral and written communication skills over the memorization of grammatical rules and isolated vocabulary. This approach seeks to facilitate the practical use of the language in real situations. (Educacion, Educacion.gob.ec, s.f.)

According to “Peña Ledesma” 2019 in his research on the teaching of English as a foreign language and development of linguistic competence, conducted at the Catholic University of Ecuador was based on implementing a pedagogical strategy from an approach in which the School of Languages English Section adopts the model known as “Learning to learn”, inspired by the Ignatian paradigm, which promotes a practical education aimed at equipping students to face challenges in their future professional careers. This approach promotes reflection on life and facilitates the creation of new meanings during learning. (Ledesma, 2019)



In addition, it allows students to establish connections between the knowledge acquired and their emotions, emphasizing that the learning process not only depends on the instructor, but also on the active role that the student adopts, after the research it was found that the curriculum is closely linked to the contents of the books, which generates a lack of coherence with the established institutional objectives. The contextualization of the books does not always meet institutional needs, since some exercises in the texts are not aligned with the communicative approach. Therefore, teachers should supplement with additional worksheets to better approach the School's objectives. (Ledesma, 2019)

In Ecuador, the availability of educational resources varies considerably according to geographic location and type of educational institution. Urban schools tend to have better resources, such as updated books, educational technology and internet access, compared to rural or less favored schools. The initial and ongoing training of English teachers plays a crucial role in the success of the educational process. It is essential that teachers are trained and aligned with the best pedagogical practices and effective methodologies for language teaching. (Educacion, Educacion.gob.ec, s.f.)

The Ecuadorian education system also incorporates assessment mechanisms to measure students' progress in learning English. These assessments include standardized tests, formative assessments, and classroom observations, which provide feedback to both students and teachers, thus supporting continuous and improved learning. Finally, the diverse sociocultural and linguistic context of students in Ecuador significantly influences their English language learning process. Educational programs must be sensitive and adapted to the different cultural and linguistic identities present in the country, promoting an inclusive and equitable education that values and respects the diversity of its students. (Educacion, Educacion.gob.ec, s.f.)

The English teaching-learning process of this research is aimed at students in the sixth year of elementary school, based on two types of approaches, communicative and suprasegmental, with the goal of improving and enhancing skills related to pronunciation and reading comprehension of students.

### **1.3. Diagnosis of the knowledge and pronunciation of the English language in sixth grade students of the private school “Nueva Aurora”**

This section details the results obtained through the application of the diagnostic test (pre-test), a test focused on oral expression and pronunciation in the students of the 6th year of EGB to know their deficiencies, which was qualified by means of a rubric of points where the minimum was 1 and the maximum was 5, in addition an observational card was applied which was directed to the class and the whole environment that entails the teacher-student relationship and teaching technique.

#### ***1.3.1. Analysis of the results obtained after the application of the instruments***

The first instrument applied was the observational card where indicators were marked according to the dimensions of clarity, accuracy, naturalness and consistency of the students throughout the class.

- Students repeat the words indicated by the teacher, but the teacher does not correct them, causing students to lose consonant and vowel clarity.
- The teacher does not make the long vowel sounds correctly, so students say them as if they were short or incorrectly.
- The teacher explains the rules of the language for correct pronunciation, but does not answer all the students' questions.

- Students try to minimize errors in specific language sounds when reading or expressing their ideas.
- Too few students have fluent pronunciation.
- Students with excessive use of crutches
- Students maintain proper pronunciation if it is in an easy context. For example: What color is it? What domestic animal is it?

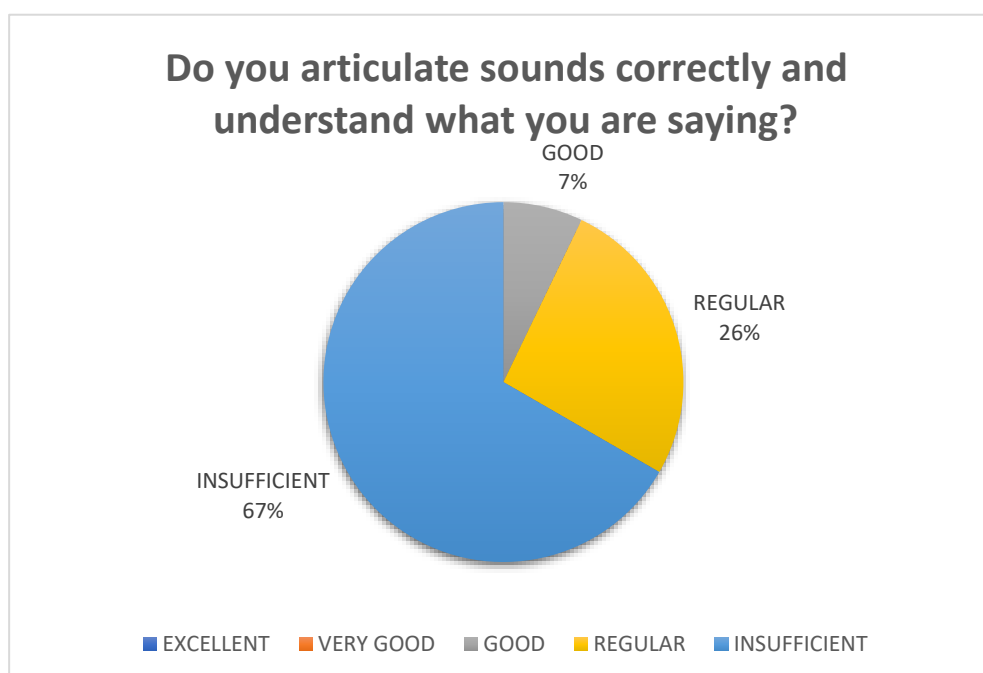
The second instrument applied to the 6th grade students was the pre-test which evaluated clarity, accuracy, naturalness and consistency in pronunciation, the same test that after teaching the class system will be used as a post-test since it consists of many variables that will evaluate the correct evolution of the students.

Pre-test is defined as an initial evaluation before the application of an educational system, a plan, an intervention or any process focused on teaching. The pre-test seeks to diagnose the level of knowledge and skills that students have in relation to the pronunciation of the English language; the application of the pre-test will help the teacher to adjust content or teaching activities in order to achieve a positive evolution in the students.

The pre-test consisted of 3 questions, which were rated with a range of 1 to 5:

- Reading a text
- Repetition of sentences
- Spontaneous answers

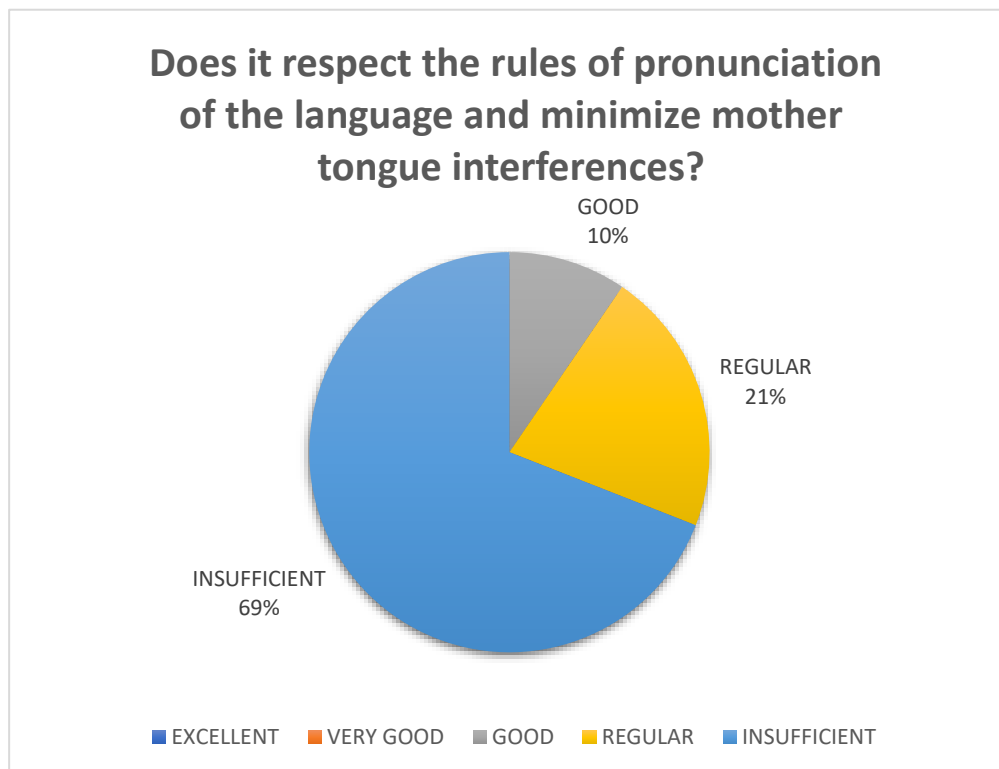
**Figure 1. Dimesion. Clarity**



When reading a text in English, it must be transmitted clearly with words that are understandable so that the message reaches the listener correctly and is comprehensible. One way to evaluate this parameter in students is through an indicator in the clarity dimension in which the teacher evaluates the degree of ability that a student has to pronounce words or sounds in the English language.

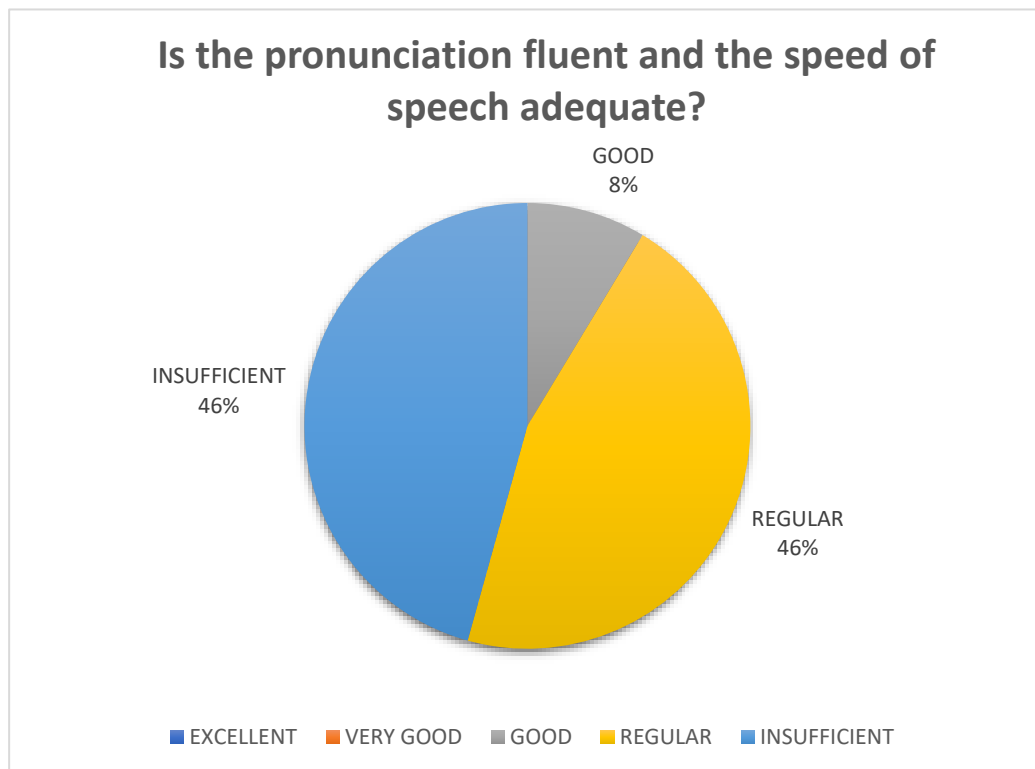
In the pre-test this dimension was evaluated, obtaining that 67% (14 students) of those evaluated had an insufficient level, which shows a marked lack when reading a text, on the other hand, a group of students represented by 7% obtained a grade of good, while 26% had a grade of fair, these data indicate a lack in most of the classroom, indicating that it is necessary to implement new teaching strategies.

**Figure 2. Dimension: Accuracy**



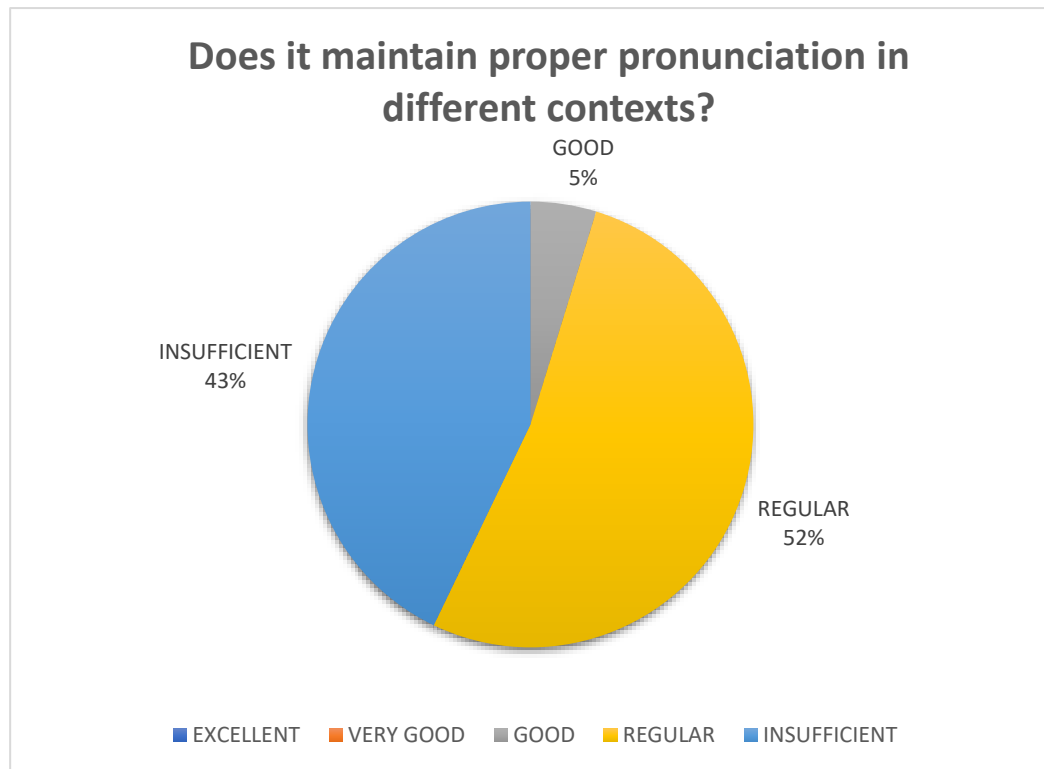
The accuracy evaluates the degree of errors that students make when reading texts or sentences, errors that are produced by interferences of the daily use of the mother tongue in this case Spanish, in the pre-test after reading a text the following results were obtained that of the 21 students evaluated, 14 of them had many difficulties when reading the text representing 69% of the insufficient grade, on the other hand 2 students achieved a grade of good having moderate errors when reading, the rest of students representing 21% had a regular grade.

**Figure 3. Dimension. Naturality**



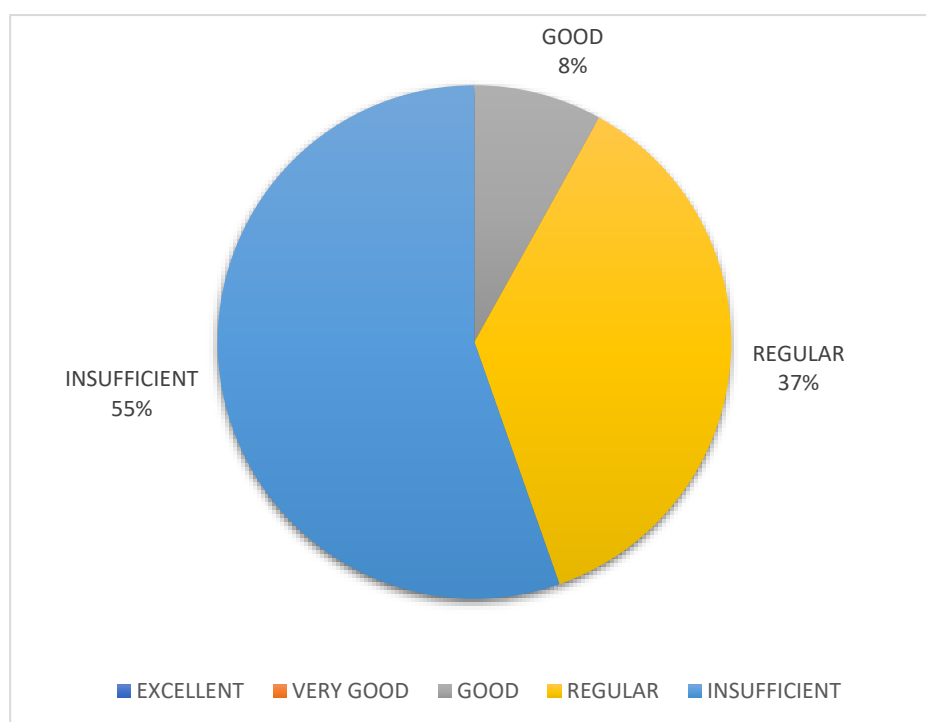
As a third dimension, naturality was evaluated, which represents the fluency of speech, pauses and speed used when uttering sounds or texts, during the pre-test this dimension was evaluated with the reading of 4 sentences subdivided into basic and intermediate level, after results were obtained as follows 10 students representing 46% obtained an insufficient score, the same number of students obtained a regular score, this denotes that students have difficulties when reading words with different intonations, also the excessive use of crutches when reading a paragraph.

**Figure 4. Dimension: Consistency**



As a last dimension, consistency was evaluated, which evaluates how students perform in different contexts, for which 3 questions related to the daily life of the students were asked in the pre-test, in this section was where most students had difficulties to understand and respond adequately, it is evident in the results 43% of students with a score of insufficient and 52% with regular, this denotes that they do not have skills to answer spontaneous questions, or when asked they are poorly understood in pronunciation.

**Figure 5. PRE- TEST RESULTS**



After the application of the pre-test, the following conclusion was reached: All students have deficiencies in pronunciation, which can be seen in all 3 questions, the overall score obtained as a percentage of the 21 students was 55%, which is insufficient for the educational level they are studying. Knowing the pronunciation deficiency of the students, a class system was developed focused on improving pronunciation using different didactic teaching strategies, from how to use phonemes to classes on rhythm and pauses in different phrases, the class system consisted of 4 classes that taught were in a time of 90 minutes, which was divided into sections of introduction, development and feedback.



## **CHAPTER II**

### **METHODOLOGICAL FRAMEWORK**

#### **2.1. Paradigm and type of research**

The research is based on a mixed paradigm that aims to integrate qualitative and quantitative methods to address the questions more comprehensively. From a qualitative approach, the focus is on exploring experiences, meanings and contexts, while the quantitative approach is oriented towards data collection and analysis, usually through surveys and a post-test applied to students. This seeks to identify patterns and establish relationships, whether positive or negative, in the implementation of the classroom system.

The type of research is based on a pre-experimental design that focuses on establishing the relationship between the two variables. The choice of the pre-experimental design is justified by its ability to correlate with the implementation of a study system, thus allowing the observation of changes, whether positive or negative, in its application. (Galarza, 2021)

#### **2.2. Population of study**

##### ***2.2.1. Population and sample***

The population used in the research consisted of 21 students, 11 males and 10 females between the ages of 10 and 11, in the sixth year of general basic education.

#### **2.3. Research methods**

The data collection and analysis were based on theoretical and empirical methods, which are detailed below:

##### ***2.3.1. Theoretical level methods***

Theoretical methods establish a direct relationship with the results obtained through empirical methods, with the objective of analyzing and developing theories that contribute to the achievement of the general objective of the research:

#### **2.3.1.1. The historical-logical method**

The method is responsible for the analysis and development of a problem in relation to a historical context and in a logical manner, since it considers the factors that contribute to the persistence of this problem despite the changes in its social environment. This method allows a contextualization that facilitates a deeper understanding of the central problem of the research. (Zúñiga, Cedeño, & Palacios, 2023)

#### **2.3.1.2. Analytical-systemic method**

It is a method that integrates analysis and synthesis by breaking down a problem into simpler situations and looking for relationships to achieve the main objective. Consequently, the research focuses on describing the state of the object and the field from a conceptual and contextual perspective, as well as on the variables and categories of the study. The purpose is to reach conclusions that effectively address the research problem. (Zamora, Guzmán, Almache, Guamán, & Villanueva, 2023)

#### **2.3.1.3 The hypothetic-deductive method**

This method focuses on the formulation of a hypothesis through various empirical processes, such as observation and the creation of different means of verification. Its objective is to obtain results that allow to prove or disprove the hypothesis and the stated objectives. (Zúñiga, Cedeño, & Palacios, 2023)

#### **2.3.1.4. Systematic approach**

This method is used in research due to its orderly structure and systemic approach. It is developed through a process that ranges from the formulation of objectives and the delimitation of the research scope, to the collection of information using various theoretical and empirical methods, culminating with the analysis and processing of the results. (Zamora, Guzmán, Almache, Guamán, & Villanueva, 2023)

### **2.3.2. *Empirical level methods***

Within the scope of empirical level methods, aimed to understand the current situation of the object and variables, the following were used:

#### **2.3.2.1. Observation**

This empirical method is used in research with the purpose of describing the object or problem of study, by collecting information directly and selectively. It focuses on recording characteristics and behaviors of the main problem, without interfering in its natural development or in the problem to be addressed. (Muñoz & Rosa, 2019)

#### **2.3.2.2. Pedagogical tests**

Through its application in the research, it is possible to obtain specific values on the state of the problem after the implementation of the class method, which is the main essence of the study. In addition, it is used to establish a base level of knowledge and to understand the situation of the problem to be solved. Many teachers use this empirical method to assess the state of knowledge of each student before introducing new concepts. (Arza & Ceacero, 2021)

### **2.4. Data collection**

The research variable in this study focuses on pronunciation. In order to ensure the coherence and consistency of the research, a consistency matrix was developed and is detailed below:

# CONSISTENCY MATRIX

Table 1. Matrix of consistency

RESEARCH PROBLEM	GENERAL OBJECTIVE	HYPOTHESIS	DEFINITION OF VARIABLES	OPERATIONALIZATION OF VARIABLES		INSTRUMENTS
				DIMENSIONS	INDICATORS	
How to improve Pronunciation in 6th grade students of the private school “Nueva Aurora”, period 2024-2025?	To elaborate a system of classes with the use of vocalization techniques for the improvement of pronunciation in 6th grade students of the private school “Nueva Aurora”.	The application of a class system with the use of vocalization techniques and PBL can improve pronunciation in 6th grade students of the private school “Nueva Aurora”.  <b>Independent variable:</b> Classroom system with vocalization techniques and PBA.  <b>The dependent variable:</b> pronunciation.	Pronunciation: The way in which speech sounds are articulated and produced when communicating orally.	<b>Clarity</b> (Intelligibility)	<ul style="list-style-type: none"> <li>- Correctly articulates both consonant and vowel sounds.</li> <li>- It attends to characteristics such as loudness, aspiration and sound length.</li> <li>- It is understandable what you are saying.</li> </ul>	Oral pedagogical test  Indirect observation
				<b>Accuracy</b>	<ul style="list-style-type: none"> <li>- Applies the rules of the language for pronunciation.</li> <li>- Minimizes interference that may arise from the accent of the native language.</li> </ul>	
				<b>Naturality</b>	<ul style="list-style-type: none"> <li>- The pronunciation sounds:               <ul style="list-style-type: none"> <li>a) natural and fluent,</li> <li>b) forced and mechanical</li> </ul> </li> <li>- Speech rate:               <ul style="list-style-type: none"> <li>(a) very fast</li> <li>b) Very slow</li> </ul> </li> </ul>	
				<b>Consistency</b>	<ul style="list-style-type: none"> <li>- Maintains proper pronunciation in different contexts</li> </ul>	

## 2.5. Data collection analysis

To evaluate the state of the students' skills related to pronunciation, 4 dimensions were used: Clarity, accuracy, naturalness and consistency, same that to know accurately and quantify such degree of skills a score from 1 to 5 was used, categorized into: Excellent, very good, good, good, fair and insufficient.

<b>DIMENSION</b>	<b>INDICATOR</b>	<b>SCORE 1 - 5</b>	<b>OBSERVATIONS</b>
<b>CLARITY</b>	Does it articulate sounds correctly?		
<b>CLARITY</b>	Is what it says understandable?		
<b>ACCURACY</b>	Do you respect the rules of pronunciation of the language?		
<b>ACCURACY</b>	Does it minimize interference from your native language?		
<b>NATURALITY</b>	Is the pronunciation fluent?		
<b>NATURALITY</b>	Is the speed of speech adequate (neither too fast nor too slow)?		
<b>CONSISTENCY</b>	Does it maintain proper pronunciation in different contexts?		

**Table 2: Pre test Rubric**

### **CHAPTER III**

## **SYSTEM OF CLASSES FOR THE IMPROVEMENT OF PRONUNCIATION AND USE OF PHONETIC TECHNIQUES IN 6TH GRADE STUDENTS OF “NUEVA AURORA” PRIVATE SCHOOL THROUGH THE USE OF PROBLEM-BASED LEARNING METHODOLOGY**

This chapter presents the essential fundamentals of the use of the Problem-Based Learning (PBL) methodology as a pedagogical strategy for the improvement of pronunciation and the use of phonetic techniques in English language teaching. Based on pedagogical and linguistic principles, it describes the objective, the main characteristics and the implementation that will be used for teaching pronunciation to elementary school students. (Quituisaca, 2022)

The PBL approach allows students to face communicative problems in the real context related to pronunciation, encouraging their analysis and problem solving through activities that integrate the use of phonetic techniques. These activities can be texts with words focused on rhythm and intonation, conversations, debates with everyday topics, audio recordings, problem situations where they need to communicate to reach a resolution, sound practices and many more activities where PBL and phonetics can be involved together. (Cifuentes, 2021)

### **3.1. Theoretical foundation for the implementation of a system of classes for pronunciation improvement with phonetic techniques and activities with an PBL approach.**

The class system is based on pedagogical theories that justify its application for the improvement of students' utterance. These theories favor learning from an integral approach oriented towards the development of competencies, these pillars are described below:

#### ***3.1.1. Constructivist approach***

It holds that the development of students occurs through their interaction with the environment supported by a guide or facilitator, in this classroom system active participation is

promoted between the student and the teacher, this will encourage phonetic and pronunciation skills through a practical exploration of phonetic sounds and practice with the use of teaching materials. (Vygotsky, 1978)

### ***3.1.2. Meaningful learning***

It occurs when learning new knowledge which has a relationship with those previously already acquired knowledge, for a long period of time, according to the classroom system focused on phonetics and pronunciation. This pillar is manifested when sounds of the English language are related to sounds in words learned in their native language, which contributes to learning new phonetic skills. (Ausubel, 1968)

### ***3.1.3. Student-centered approach***

Within the classroom system, this approach establishes a relationship in which the center of learning is the student, to whom an academic level will be attributed by means of diagnostic tests, in order to evaluate and determine the form of learning that will be established to improve his or her command of the English language. (Brown, 2015)

### ***3.1.4. Experiential Learning Theory***

(Kolb, 1984) “Argues that students are enriched in learning when they use their own experiences and reflect on them”. In the context of teaching pronunciation, it is applied through simulations or role-plays and immediate feedback after a new topic is taught.

### ***3.1.5. Collaborative learning pedagogy***

It focuses on the fact that learning develops more effectively when it is related among all the students, in order to improve pronunciation, activities are carried out in pairs, in groups, and in conversations.

### ***3.1.6. Competency-based approach***

Approach focused on teaching practical skills, which can be applied in real contexts, in the field of English teaching provides students to develop communicative skills, improving their

pace and clarity.

### ***3.1.7. Use of educational technologies***

ICTs offer us a personalized form of teaching since each student can provide feedback, design their own ways of learning and improve their autonomous education.

### ***3.1.8. Inclusive and multicultural approach***

This approach focuses on the linguistic variations that are produced by the differences between mother tongues. It is characterized by its integration within the phonetic and pronunciation learning environment because it respects accents and cultural variants and plans ways to improve the pronunciation of students whose pronunciation is more difficult. (Gardner, 1983)

## **3.2. Planning of the lesson system for pronunciation improvement, use of phonetic techniques and activities with a focus on PBL.**

Taking into account the population who participated in the research and the results obtained through the application of the previous instruments, a system of classes was designed for students in the 6th year of EGB in which 4 interventions were established, each class lasted 90 minutes, focusing on a main topic from which specific topics will be derived with their respective activities designed under the PBL approach. The class will be structured in 3 phases: introduction, development and conclusion, each one integrated with activities that promote the improvement of pronunciation through PBL. At the end, feedback will be given to consolidate what has been learned.

The class system seeks to foster an interactive dynamic in which each student has the opportunity to improve the development of his or her skills. This will be achieved through activities that pose concrete problems, which students will have to solve in a collaborative and meaningful way in the implementation of this system in the real context.

The general objective of this class system is to apply a class system based on Problem-



Based Learning (PBL) to improve English pronunciation in 6th grade students, promoting dynamic, autonomous and collaborative learning. And 2 specific objectives that will contribute to the successful development of the classroom system:

- To design and implement didactic activities based on PBL that allow students to identify, practice and correct key aspects of English pronunciation, such as rhythm, intonation and specific sounds.
- Encourage active participation and collaboration between teachers and students through dynamic activities, such as readings, differentiated listening exercises, discussions and forums, which facilitate constant and spontaneous pronunciation practice.

### **3.3. Description of the classroom system for pronunciation improvement using phonetic techniques and activities with PBL approach**

For the development of the classroom system, four interventions were planned with the selected population.

In the first intervention, the topic “Reading basic words and sentences” will be addressed, with the objective of having students correctly articulate basic vowel and consonant sounds. In the second intervention, the topic “Recognition of complex structures and sounds” will be worked on, focused on improving the application of the rules of the language. The third intervention will be dedicated to the topic “Fluency and rhythm in reading and spontaneous responses”, where the aim is for students to achieve a more fluent and natural pronunciation. Finally, in the fourth intervention, the Post Test will be applied to evaluate the progress achieved. The class system is detailed below:

<b>WEEK 1</b>	
<b>Lesson N°1</b>	
<b>Unit</b>	Clarity Improvement
<b>Topic</b>	Reading basic words and sentences
<b>Aim</b>	To have students correctly articulate basic vowel (single or diphthong) and consonant sounds.
<b>Contents</b>	<ul style="list-style-type: none"> <li>Practice the sounds /s/, /z/, /p/, /b/, /t/, /d/, /ei/, /u/, /v/</li> <li>Identify common errors in words such as plays, books, soccer.</li> </ul>
<b>Teaching Strategies</b>	Focus on pronunciation including stress, intonation, through guided read aloud, feedback, etc.
<b>Time</b>	90 minutes
<b>Procedure</b>	Introduction, development and closure
<b>Resources:</b>	Keyword cards, minimal pairs list, level 1 short text, whiteboard and markers
<p style="text-align: center;"><b>INTRODUCTION: 15 MINUTES</b></p> <p>First the teacher greets the students enthusiastically, the purpose of the class is explained. Examples of key words /s/, /z/, /p/, /b/, /t/, /d/, /ei/, /u/, /v/ are shown on cards and students are asked to repeat after the teacher; she explains that sometimes small differences in sounds can change. This was done through other examples</p>	
<p style="text-align: center;"><b>DEVELOPMENT: 60 MINUTES</b></p> <p>In the development of the class, the students were paired to work with a partner. A list of words was handed out and the activity consisted of one student reading the word and the other identifying what they hear. The teacher made small corrections of common errors and gave feedback to the whole class. The next activity was a guided reading of two simple sentences (She plays soccer. He reads a book). Each sentence was read aloud first and students repeated chorally. Students were then divided into small groups to practice the last activity aloud.</p>	
<p style="text-align: center;"><b>CONCLUSION: 15 MINUTES</b></p> <p>To conclude the class, the teacher conducted a short feedback; each student read a simple sentence and the teacher took notes on the clarity of pronunciation and provided final comments. I congratulate the students for their effort and give a short summary of the class.</p>	

<b>WEEK 2</b>	
<b>Lesson N°2</b>	
<b>Unit</b>	Accuracy
<b>Topic</b>	Recognition of complex structures and sounds
<b>Aim</b>	Improve the application of the rules of the language correcting interference from the native language
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Practice complex sounds such as /r/ in brother, park.</li> <li>• Introduction to words with suffixes -ing and -ed (playing, walked)</li> </ul>
<b>Teaching Strategies</b>	Drilling strategy, modulation and guided practice in intonations, reading aloud and peer learning.
<b>Time</b>	90 minutes
<b>Procedure</b>	Introduction, development and closure
<b>Resources:</b>	Key word cards, written sentence list Level 2, short text for group reading, whiteboard and markers.
<p style="text-align: center;"><b>INTRODUCTION: 15 MINUTES</b></p> <p>The teacher welcomed the students, explained the purpose of the class. In addition, a list of words with the sounds /r/ and endings - ing and -ed was presented, and the teacher pronounced each word slowly and intelligibly for the students to hear. Finally, pictures related to the words were shown to ask simple questions and introduce the compound structures, but of common use, for example: What is your brother doing?</p>	
<p style="text-align: center;"><b>DEVELOPMENT: 60 MINUTES</b></p> <p>The teacher performed a sentence repetition activity by writing on the board sentences such as: “My brother is playing video games”, the teacher read each sentence and asked the students to repeat it in chorus focusing on the pronunciation of complex sounds such as /r/, -ing, -ed.</p> <p>In the second activity, the teacher said the sentences again with different intonation (question, affirmation and exclamation) and asked the students to repeat the sentences with the same intonation as the teacher, finally, she did group reading practice by handing out a sheet with similar sentences and asked one student to read aloud, made pronunciation corrections if necessary and encouraged them to read slowly applying the rules worked on.</p>	
<p style="text-align: center;"><b>CONCLUSION: 15 MINUTES</b></p> <p>The teacher selected sentences from those practiced during the class and asked each student to repeat the sentence focusing on pronunciation, corrected individual errors, reinforced key points of the sounds taught at the beginning of the class and emphasized practicing at home what was learned today.</p>	

<b>WEEK 3</b>	
<b>Lesson N°3</b>	
<b>Unit</b>	Naturalness
<b>Topic</b>	Fluency and rhythm in reading and spontaneous responses
<b>Aim</b>	Achieve a more fluent and natural pronunciation.
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Practice correct rhythm and pauses in sentences and questions.</li> <li>• Short answers using: “What do you like to do on weekends?”</li> </ul>
<b>Teaching Strategies</b>	Focus on pronunciation including stress, intonation, through guided read aloud, feedback, etc.
<b>Time</b>	90 minutes
<b>Procedure</b>	Introduction, development and closure
<b>Resources:</b>	Short text for group reading, whiteboard and markers, question card, audio player, pronunciation guide, incomplete worksheets.
<p style="text-align: center;"><b>INTRODUCTION: 15 MINUTES</b></p> <p>The teacher greeted the students enthusiastically, explained the purpose of the class and the rhythm and pauses are key to clear pronunciation. She read aloud a simple sentence: “What do you like to do on weekends?”, marking the pauses in the sentence and explained how these pauses help make the message clear, the students repeated the sentences in chorus, imitating the rhythm and pauses slowly.</p>	
<p style="text-align: center;"><b>DEVELOPMENT: 60 MINUTES</b></p> <p>As a development of the class, the teacher distributed a short text with questions related to weekend activities, read aloud marking pauses and appropriate rhythm while the students read the text repeating pauses and rhythm, and corrected possible pronunciation errors. Then students are divided into pairs and while one student asks the class question the other responds with simple phrases such as: “I like to play soccer” or “I like to read books”; I observe and provide feedback on fluency and proper use of pauses.</p> <p>Finally, students record themselves answering the question, then listen to their recording and compare their pronunciation, rhythm and pauses with the teacher's model, then students self-evaluated their performance and corrected the aspects that need improvement so the teacher offered personalized feedback to the students who need it.</p>	
<p style="text-align: center;"><b>CONCLUSION: 15 MINUTES</b></p> <p>In the conclusion ask the question and each student will answer spontaneously without prior preparation observe the fluency, rhythm and naturalness of the answers. I offered group feedback on overall class performance and highlighted progress and areas for improvement and gave a summary of what was learned. We encouraged them to continue practicing at home.</p>	

<b>WEEK 4</b>	
<b>Lesson N°4</b>	
<b>Unit</b>	Integral Practice
<b>Topic</b>	Post Test
<b>Aim</b>	Consolidate clarity, accuracy and naturalness in pronunciation.
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Review of sounds worked on, reading and questions.</li> </ul>
<b>Teaching Strategies</b>	Focus on pronunciation including stress, intonation, through guided read aloud, feedback, etc.
<b>Time</b>	90 minutes
<b>Procedure</b>	Introduction, development and closure
<b>Resources</b>	Oral pedagogical test
<p style="text-align: center;"><b>INTRODUCTION: 15 MINUTES</b></p> <p>The teacher welcomed the students, explained the purpose of the class. I write on the board the key sounds worked on while the students retain the key words and simple phrases; I guide the practice and highlight the correct rhythm and pauses.</p>	
<p style="text-align: center;"><b>DEVELOPMENT: 60 MINUTES</b></p> <p>The teacher distributed the main text, read it aloud as a model, marked pauses and rhythm, and students read it individually while the teacher corrected errors in pronunciation, rhythm or fluency. In the next activity, students worked in pairs, reading previously seen Level 1 and Level 2 sentences while pairs corrected each other and the teacher circulated around the classroom to monitor and provide direct feedback.</p> <p>Finally, in small groups students took turns asking and answering the main question previously seen and gave spontaneous responses; the teacher observed and recorded each student's performance focusing on clarity, accuracy and naturalness.</p>	
<p style="text-align: center;"><b>CONCLUSION: 15 MINUTES</b></p> <p>The teacher applied the same oral test used at the beginning, (PRE-TEST) each student answers individual questions in which pronunciation, rhythm, pauses and fluency are being evaluated using a previously designed rubric, she congratulated the students for their progress and effort. He highlighted the progress observed, invited the students to share how they feel after the evaluation practice and positive responses were obtained.</p> <p>In short, implementing a system of classes with activities in phonics related to PBL, will allow the teacher to make the academic growth of his students more productive and efficient, and through this teaching method, teachers will have more resources when it comes to carrying out a topic, since with</p>	

activities focused on PBL the student will always solve an enigma or problem, Thus, each topic in class will be more practical than theoretical when it comes to take it together with the students, during the 4 sessions all students in their feedback were able to point out that the method was more fun when learning

### **3.4. Evaluation of the effectiveness of the activity system in improving English language learning**

With the application of the system of classes after teaching for 4 weeks, different classes covering topics focused on improving pronunciation, as teachers to evaluate student performance with activities can be used, means of distinguishing sounds through recordings where students hear different words recognition of rhyme and intonation.

The use of phonetic educational videos which will allow imitation of sounds and correct pronunciation demonstrating an improvement in the rules of pronunciation, another way to validate the effectiveness of the class system in students, is through diagnostic tests focused on phonetics and pronunciation, which can be periodic, also the feedback will continue to be an appropriate way to assess the collaborative work between students and teachers in addition to the acquisition of new knowledge.

## **CHAPTER IV**

### **EVALUATION OF THE RESULTS OBTAINED AFTER APPLICATION OF THE CLASSROOM SYSTEM USING PHONICS TECHNIQUES AND ACTIVITIES WITH PBL**

This section details the results obtained through the application of the class system whose objective was to improve pronunciation, the same system that was applied on December 5, 12, 19 and 26, 2024, to students in the 6th year of EGB of the private school “Nueva Aurora”.

#### **4.1. Description of the application of the class system and activities**

The class system focused on covering the 4 dimensions during the 4 classes taught in 90 minutes, these dimensions were related to the theme and objective of the classes:

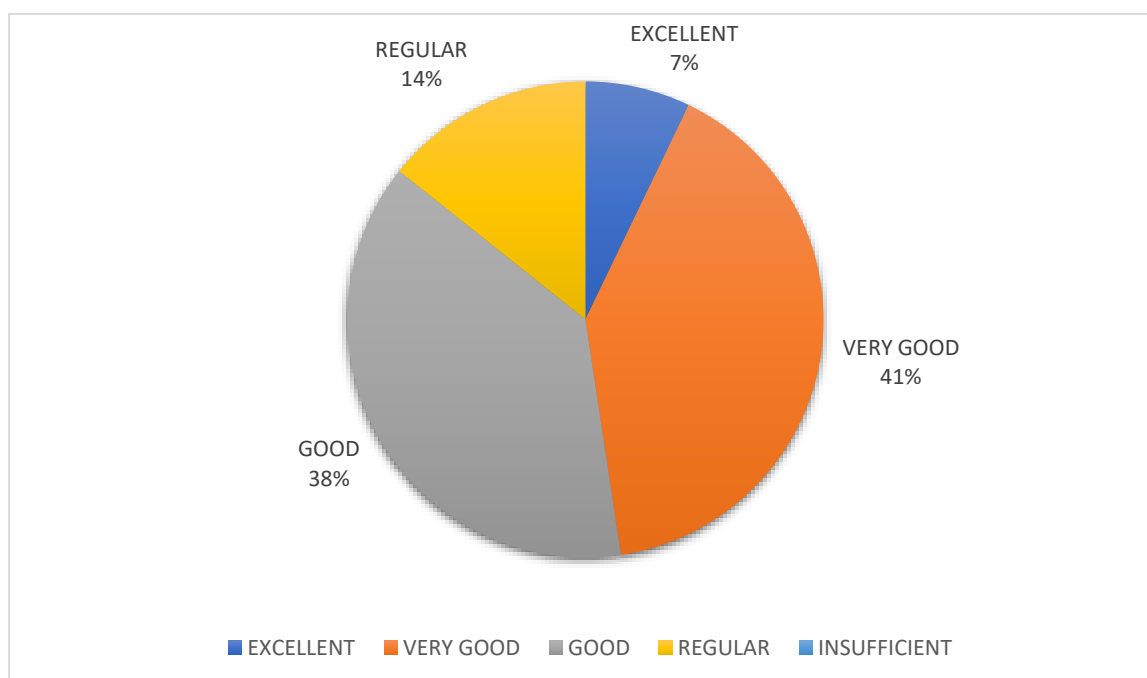
- **Class one:** Improving clarity in pronunciation where activities were carried out to get students to articulate correctly vowel sounds (single or diphthongs) and basic consonant sounds.
- **Class two:** Focused on improving accuracy in pronunciation through the application of the rules of the language to correct and reduce interference from the native language, also used strategies such as drilling, modulation plus guided practice in intonations, reading aloud and peer learning.
- **Class three:** Aimed at improving naturalness and consistency to achieve a more fluent and natural pronunciation by practicing rhythm and correct pauses in sentences and questions.
- **Class four:** The last class was an integrative class in which there was a general feedback of everything learned during all the sessions, with the objective of demonstrating an evolution in the students' skills.

#### **4.2. Results obtained after application of the classroom system focused on phonics techniques and activities with PBL**

An evaluation of the 21 students of the 6th year of EGB of the private school “Nueva

Aurora” was carried out with the objective of diagnosing the evolution of the students after the application of the class system, in order to make a comparison with the pre-test previously carried out. At the end of the post-test, the following results were obtained:

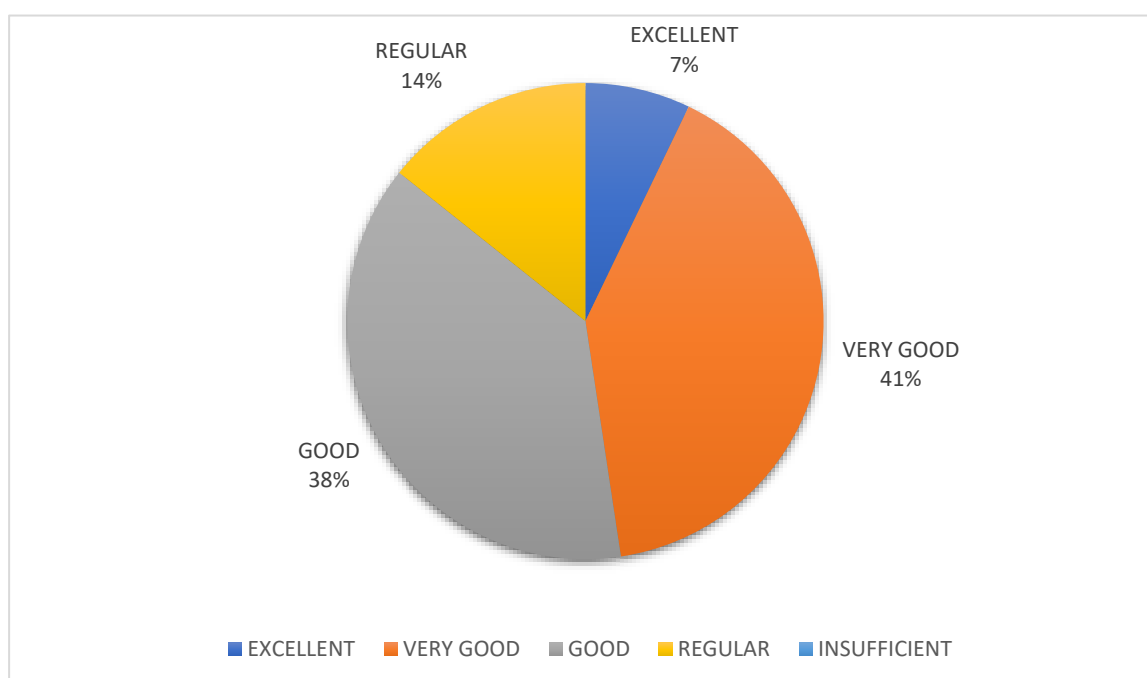
**Figure 6. Clarity dimension**



When analyzing the clarity dimension evaluated in the post test, a significant improvement is observed in the 21 students evaluated, being more understandable and with greater clarity the reading of paragraphs, respecting pronunciation rules and also using phonemes when pronouncing, in the graph highlights that a large percentage 41% obtained a grade of very good being this the main grade obtained in those evaluated, it should be noted that despite the implementation of the class system a percentage of 14% maintained a regular grade when evaluated.

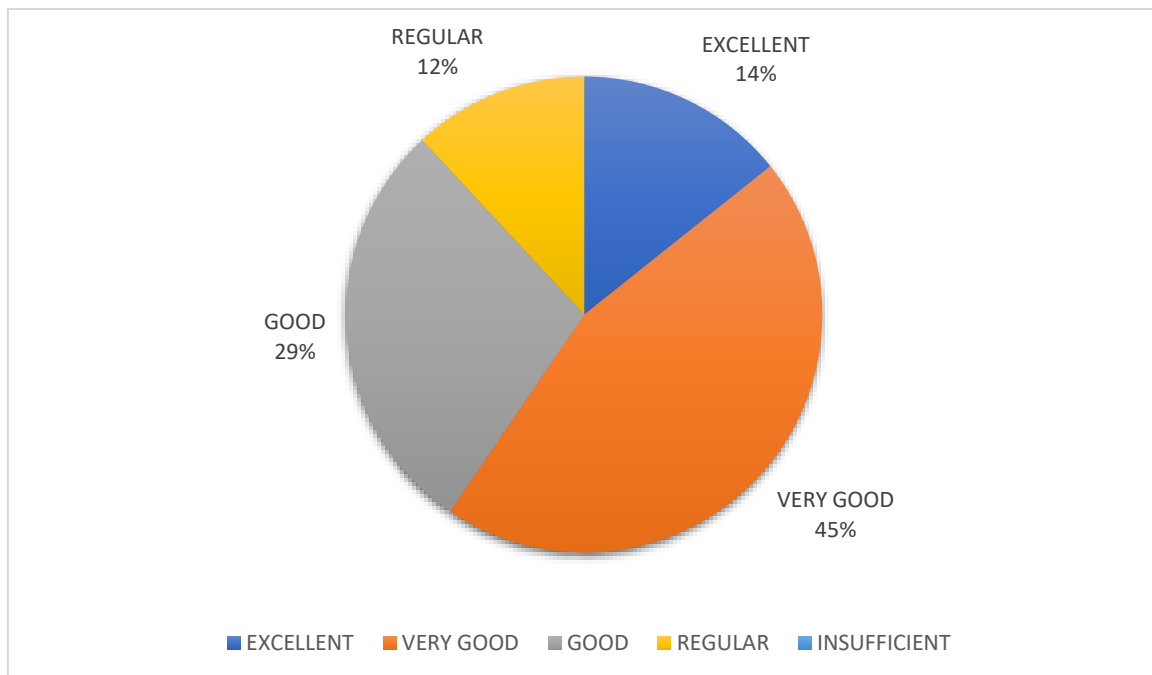


**Figure 7. Accuracy dimensión**



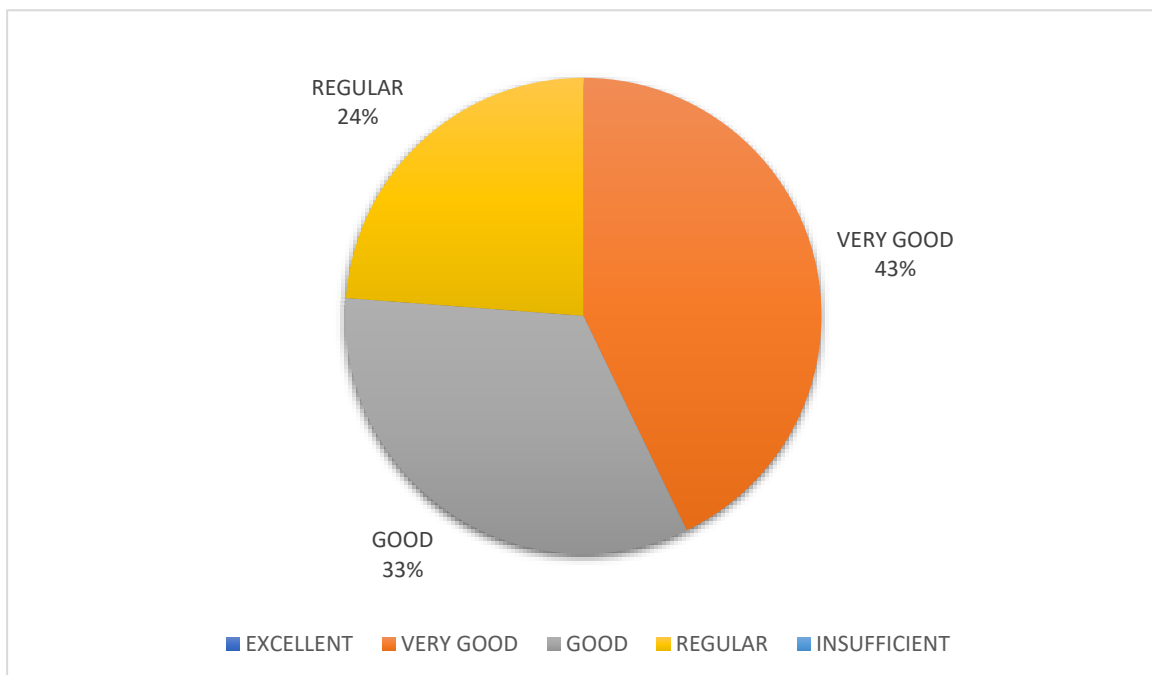
Accuracy was a dimension in which a greater improvement was reflected, since one class was directed purely to the way of producing words without using sounds related to the native language, it was evaluated how well they could read a text without producing sounds originating from their native language or having problems when giving the message in a spoken form. This graph shows that almost half of the class 41% achieved a score of very good, on the other hand 7% represented those students who did perfect, but as in the dimension of clarity a small group remained with regular scores.

**Figure 8. Naturality dimension**



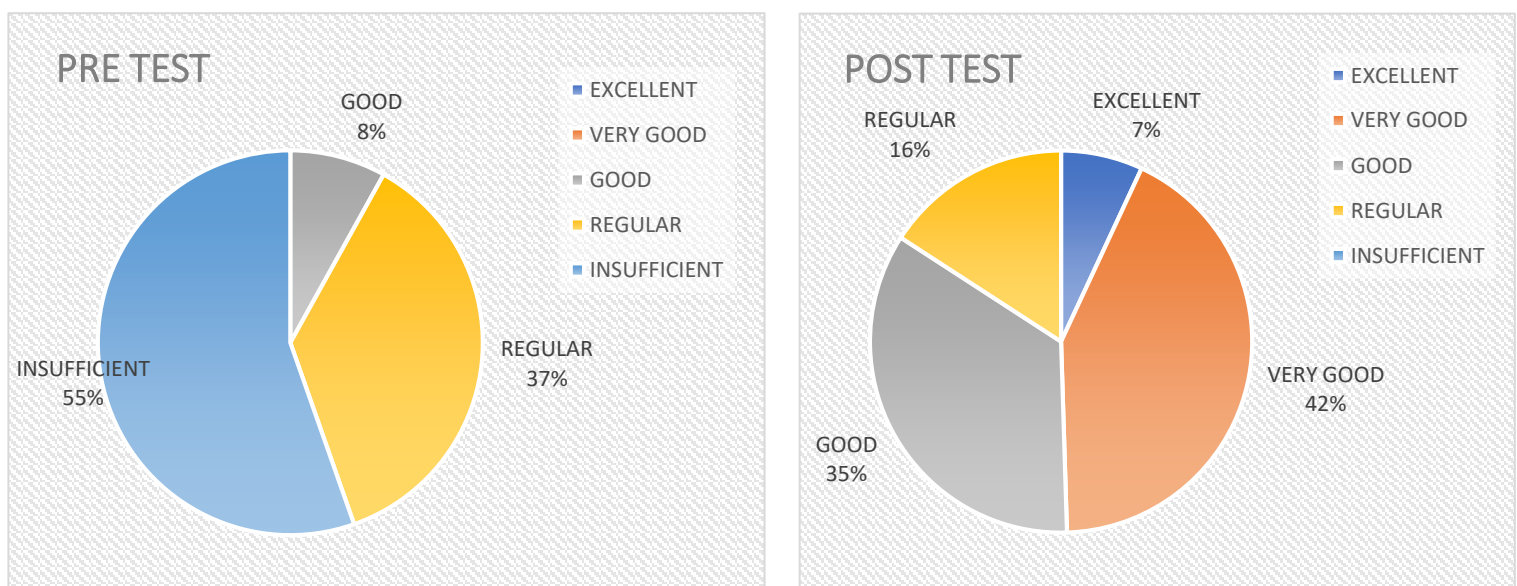
Naturalness during the post-test, was one of the dimensions that also showed changes; in which pronunciation changed drastically, before they struggled with a lot of crutches to start a text, this issue was less frequent. It can also be seen that 14% of the students who were evaluated, achieved a fairly high grade. On the other hand, 45%, which is equivalent to 10 students achieved a grade of very good, as well as previous dimensions, a very small group of students maintained their level of regular, despite the class system.

**Figure 9. Consistency dimension**



The dimension of consistency was the hardest to be evaluated in both, the pre-test as well as in the post-test, being a dimension that evaluates fluency in speaking as well as responding correctly to daily situations completely new to them, the following results were obtained: 43% of students gained a grade of very good, in this dimension the percentage of regular was the highest of all applied with 24% of the students, showing deficiencies when answering spontaneous questions.

**Figure 10. Comparison pre test y post test**



When appreciating both graphs we can see how the percentage of grades in the range of insufficient and increases the range of both grades; very good and good, we can also see how 2 students performed a relatively perfect post test, being them those which represent 7%, at a general level it can be seen that students maintain their regular level when performing the post test, the post-test graph indicates that the implementation of the class system produces drastic positive changes, and that the classes, being a totally new system and focused on PBL activities, will cause students to be more interested in the subject, improving their level and pronunciation skills.

### 4.3. Hypothesis testing

**Scientific hypothesis:** If applying a class system with the use of vocalization techniques and PBL can improve the pronunciation of 6th year EGB students of the private school “Nueva Aurora”?

**H0:** If applying a system of classes with the use of vocalization techniques and PBL can NOT improve pronunciation in 6th grade students of the private school “Nueva Aurora”?

**H1:** If by applying a class system with the use of vocalization techniques and PBL, can pronunciation be improved in the students of the 6th year of EGB of the private school “Nueva Aurora”?

Chi-square is used to evaluate the statistical data using the following formula.

$$\chi^2 \frac{(O_i - E_i)}{E_i}$$

- $O_i$ : Observed (frequency observed in category i).
- $E_i$ : Expected (expected frequency in category i).
- $\Sigma$ : Sum of all categories.

#### 4.3.1. Assessment of the students and their scores obtained in the pre-test and post-test

Instrument	Excellent	Very good	Good	Regular	Insufficient	Total
PRE TEST	0	0	2	8	11	21
POST TEST	2	9	7	3	0	21

Table 3. Qualifying values obtained in the pre-test and post-test

#### 4.3.2. Calculate Chi-square $X^2$

##### 4.3.2.1. Observed frequencies.

Instrument	Excellent	Very good	Good	Regular	Insufficient	Total
PRE TEST	0	0	2	8	11	21
POST TEST	2	9	7	3	0	21
TOTAL	2	9	9	11	11	42

Tabla 4. Observed Frequencies

##### 4.3.2.2. Expected Frequencies.

Instrument	Excellent	Very good	Good	Regular	Insufficient	Total
PRE TEST	$2 \cdot 21 / 42 =$ 1	$9 \cdot 21 / 42 =$ 4.5	$9 \cdot 21 / 42 =$ 4.5	$11 \cdot 21 / 42 =$ 5.5	$11 \cdot 21 / 42 =$ 5.5	21
POST TEST	$2 \cdot 21 / 42 =$ 1	$9 \cdot 21 / 42 =$ 4.5	$9 \cdot 21 / 42 =$ 4.5	$11 \cdot 21 / 42 =$ 5.5	$11 \cdot 21 / 42 =$ 5.5	21
TOTAL	2	9	9	11	11	42

Tabla 5. Expected Frequencies

#### 4.3.2.3. Results of X2.

Instrument	Excellent	Very good	Good	Regular	Insufficient	Total
<b>PRE TEST</b>	$\frac{(0 - 1)^2}{1}$ = 1	$\frac{(0 - 4.5)^2}{4.5}$ = 4.5	$\frac{(2 - 4.5)^2}{4.5}$ = 1.39	$\frac{(8 - 5.5)^2}{5.5}$ = 1.14	$\frac{(11 - 5.5)^2}{5.5}$ = 5.5	<b>13.53</b>
<b>POST TEST</b>	$\frac{(2 - 1)^2}{1}$ = 1	$\frac{(9 - 4.5)^2}{4.5}$ = 4.5	$\frac{(7 - 4.5)^2}{4.5}$ = 1.39	$\frac{(3 - 5.5)^2}{5.5}$ = 1.14	$\frac{(0 - 5.5)^2}{5.5}$ = 5.5	<b>13.53</b>
<b>TOTAL</b>	2	9	2.78	2.28	11	<b>27.06</b>

**Tabla 6. Total sum of categories**

Once the total value of the categories is obtained, the critical value is needed, which will be defined from the degree of freedom and the significance level, these values will be used to discard or approve the null hypothesis, in order to corroborate the impact of our class system on the students to whom it was applied.

#### 4.3.2.4 Degrees of freedom, significance level and critical value of the data obtained.

Degrees of freedom: (rows – 1) x (columns – 1)	TOTAL
$(2-1) \times (5-1) = 1 \times 4$	<b>4</b>
Level of significance	TOTAL
0.05 % (95% confidence)	<b>0.05% (constant value)</b>

**Table 7. Degrees of freedom and significance level**

#### 4.3.2.5. Critical Value.

The critical value is established in relation to the degree of freedom and significance level, at the point of intersection of the predetermined table:

P = Probabilidad de encontrar un valor mayor o igual que el chi cuadrado tabulado, v = Grados de Libertad

v/p	0,001	0,0025	0,005	0,01	0,025	0,05	0,1	0,15	0,2	0,25	0,3
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055	2,0722	1,6424	1,3233	1,0742
2	13,8150	11,9827	10,5965	9,2104	7,3778	5,9915	4,6052	3,7942	3,2189	2,7726	2,4079
3	16,2660	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514	5,3170	4,6416	4,1083	3,6649
4	18,4682	16,4220	14,8602	13,2767	11,1433	9,4877	7,7794	6,7449	5,9886	5,3853	4,8784
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363	8,1152	7,2893	6,6257	6,0644
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446	9,4461	8,5581	7,8408	7,2311
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671	12,0170	10,7479	9,8032	9,0371	8,3834

In order to correctly analyze and discard a hypothesis, the following must be analyzed:

Chi-square value obtained	Critical value (ratio of degree of freedom to significance level)
<b>27.06</b>	<b>9.48</b>

It is observed that the value obtained 27.06 is higher than the critical value 9.48, which generates that the null hypothesis is rejected and the alternative hypothesis is accepted, these values indicate that there is a significant difference between the frequencies obtained and the expected frequencies. This suggests that the system of classes with phonetic techniques and activities focused on PBL caused a significant change after its application, achieving that the pronunciation skills of the students of the 6th year of EGB increase in comparison to the results obtained in the diagnostic pretest.

#### **4.5. Analysis and discussion of results**

The research aims to demonstrate that the class system had a positive impact and response in students, so this section details the results obtained from the initial evaluation, the same data showed that students had difficulties in the pronunciation of phrases and short words, the same shortcomings which were related to the class system that they had daily, also the little or no implementation of phonetic techniques and activities focused on PBL by the faculty.

This type of educational systems that do not evolve and remain in a routine and repetitive regime, cause students not to develop skills or possess the ability to solve problems or situations related to a language other than their mother tongue, this type of problem is also related to the fact that the institution does not force its teachers to change these methodological teaching structures.

According to (Cardenas, 2019), “the active PBL methodology influences the level of achievement of listening comprehension, text comprehension and text production in English”. Based on this result, a class system was implemented with pronunciation techniques plus activities focused on PBL, which had a significantly positive impact, demonstrating that this type of teaching improves not only the classroom environment, but also enriches the language skills of all types of students, making education from this approach more accurate for the acquisition of a second language.

It was demonstrated by means of the formula and chi-square statistical test that the implementation of the system of classes with phonetic techniques and activities focused on PBL, rejects a null hypothesis and has a significant impact after its application, being so that this type of teaching makes a difference and causes changes in the development of learning and skills focused on a new language, also improves the classroom environment by facilitating communication between the teacher and students.

According to (Quituisaca, 2022), “It is necessary to propose and apply innovative



methodological strategies such as PBL, which could contribute to optimize the communicative process in the teaching and learning of the English language”. Demonstrating that these results support the application and usefulness of phonetic techniques with activities in PBL approach, improve performance and skills in students should continue with the same system and be adapted at all educational levels.

## **CONCLUSIONS**

It was established through the review of several bibliographical and theoretical sources that the implementation of a system of classes with phonetic strategies or techniques plus activities with an PBL approach, produces positive changes in the development of learning and skills in students, this type of teaching is the most optimal since it has demonstrated its effectiveness and efficiency in the development of English pronunciation.

With the application of the pre-test, shortcomings were identified in the students evaluated, this factor is attributed to the little or no information from the teacher about other teaching methods emphasizing pronunciation and how to improve it, causing students to have greater difficulties when communicating an idea or a text.

Four classes were implemented and taught weekly under a systemic approach which was focused on pronunciation with an PBL approach, in order to develop phonetic and problem-solving skills when communicating in English, the same implementation that was tested through a post-test to students who received education with this new system of classes.

The verification of hypotheses through statistics showed that the implementation of the class system causes positive changes in students, improving their clarity, accuracy, naturalness and consistency when pronouncing English words within texts or sentences, which evidenced that the class system can be a viable option for the development of pronunciation.

## ANNEXES

### Annex 1 Diagnostic test application



## Annex 2 Post test application



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