UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**"Analysis of Challenges that influence English
Language Pronunciation in Young Learners"**

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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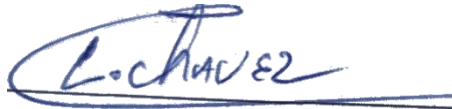
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ADVISOR´S APPROVAL

In my role as Advisor of the research paper entitled **ANALYSIS OF CHALLENGES THAT INFLUENCE ENGLISH LANGUAGE PRONUNCIATION IN YOUNG LEARNERS** prepared by **MERCHAN CASTRO SARA ELIZABETH AND PANCHANA POSLIGUA JAHELY ALEXANDRA** an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,
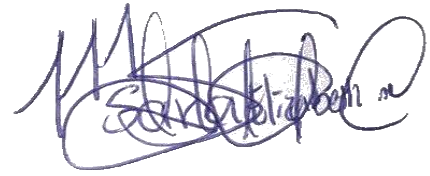
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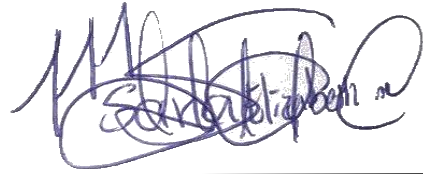Panchana Posligua Jahely Alexandra   Merchan Castro Sara Elizabeth

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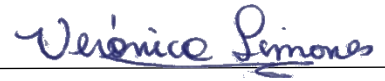MERCHAN CASTRO SARA
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Acknowledgment I

I would like to take the opportunity to thank first of all, God who has allowed me to get to where I am today, who gave me life and the strength to continue, secondly I would like to thank my parents Freddy Panchana and Sonnia Posligua who gave me all their support in my grey and happy days, who encouraged me to continue fighting until I reached my goal, and Lastly, I would also like to thank my teachers who gave me their professional advice, knowledge and values that made this success possible, who have always been with me, helping me through this whole process.

-Jahely Alexandra Panchana Posligua

Acknowledgment II

I express profound gratitude to the Almighty for granting me wisdom, assistance, and resilience, enabling me to pursue and achieve my aspirations amidst various challenges and moments of triumph. My heartfelt appreciation extends to Reverends Daniel and Alexandra Merchan for their steadfast prayers. I am deeply indebted to my parents, Walther Merchan and Maribel Castro, whose unwavering encouragement and support have been pivotal throughout my academic journey. My brother Isaac has also been a consistent pillar of strength. Special recognition goes to Edinson, Rocio, and my closest confidante, Ruth, for their invaluable guidance and unwavering support. Lastly, I extend my sincere appreciation to all my educators whose exceptional mentorship has played a pivotal role in shaping my professional growth.

-Sara Elizabeth Merchan Castro

Dedication I

I would like to dedicate this entire project to my family who have been the main reason for me to be where I am, making multiple efforts to help me reach the final goal, who have always been by my side, in every step of my university career, and that in my bluest days, seeing them was always a comfort to my heart.

-With love, Jahely Alexandra Panchana Posligua

Dedication II

This work is dedicated to my family—Walther, Maribel, and Isaac—who have served as my greatest inspiration and unwavering support throughout this academic journey. Their love, sacrifice, and steadfast encouragement have propelled me forward, motivating me to pursue my dreams and attain this significant goal. Without their profound influence, this achievement would not have been possible. I express my deepest gratitude and affection to them.

-With love, Sara Elizabeth Merchan Castro

Abstract

This thesis examined the multifaceted issues that hinder young students from achieving good English pronunciation. Key problems identified included tone, intonation, and difficulty speaking at a natural pace. Through a series of in-depth interviews with teachers, the study analyzed the strategies they currently used to address pronunciation problems. The results showed that despite employing a variety of methods, pronunciation was often not prioritized in language teaching, leading to limited student progress. This study highlighted the need for greater emphasis on pronunciation in the curriculum and provided insights into more effective teaching strategies to support young learners in their language acquisition.

By examining these barriers, the study shed light on the challenges young learners face in achieving clear and accurate pronunciation. By analyzing the strategies, they used to overcome these difficulties, the study revealed the dynamic interaction between pronunciation and other important language skills such as listening comprehension and writing.

KEY WORDS: English pronunciation, Pronunciation challenges, Teaching strategies, Language acquisition and Speaking pace.

Resumen

Esta tesis examinó los problemas multifacéticos que impiden que los estudiantes jóvenes logren una buena pronunciación en inglés. Se identificaron problemas clave como el tono, la entonación y la dificultad para hablar a un ritmo natural. A través de una serie de entrevistas en profundidad con profesores, el estudio analizó las estrategias que actualmente utilizan para abordar los problemas de pronunciación. Los resultados mostraron que, a pesar de emplear una variedad de métodos, la pronunciación a menudo no se prioriza en la enseñanza del idioma, lo que lleva a un progreso limitado en los estudiantes. Este estudio destacó la necesidad de dar mayor énfasis a la pronunciación en el currículo y proporcionó información sobre estrategias de enseñanza más efectivas para apoyar a los jóvenes estudiantes en su adquisición del lenguaje.

Al examinar estas barreras, el estudio arrojó luz sobre los desafíos que enfrentan los jóvenes aprendices para lograr una pronunciación clara y precisa. Al analizar las estrategias que utilizan para superar estas dificultades, el estudio reveló la interacción dinámica entre la pronunciación y otras habilidades lingüísticas importantes, como la comprensión auditiva y la escritura.

 PALABRAS CLAVES: Pronunciación en inglés, Desafíos de la pronunciación, Estrategias de enseñanza, Adquisición del Lenguaje y Velocidad de habla.

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Introduction

Accurate English pronunciation is an important aspect of language learning for young learners, as it has a substantial impact on their total communicative skills. Despite its importance, pronunciation is typically one of the most difficult components for students to grasp, especially in non-native English-speaking settings. Neetu Sharma pointed out: "Poor pronunciation not only create negative impression but also create confusion and misunderstanding."

This remark emphasizes the vital necessity of pronunciation in efficient communication. Additionally, bad pronunciation can lead to substantial misunderstandings and confusions while attempting to transfer ideas or express thoughts.

This study investigates the multiple issues of English pronunciation among young learners, with the goal of identifying effective strategies and practices for improving this key skill. Recognizing the impact of English pronunciation on adolescent students is vital for both their personal development and social growth. Clear pronunciation allows these students to engage confidently with their peers and teachers, enhancing collaborative learning and improving classroom interactions.

Various strategies can be employed to improve English pronunciation, ranging from modern technological methods to traditional techniques. In the past, these strategies were limited due to the lack of technological resources. However, today, teachers have abundant access to information through websites and other digital platforms.

This project began by investigating the most common errors, offering ideas and practical recommendations to educators to improve the teaching of pronunciation in their classrooms. In this way, it seeks to help young students achieve greater linguistic competence and self-confidence.

Chapter I

The Problem

Research Topic

Strategies and English Pronunciation

Write the title of your project.

Analysis of challenges that influence English language pronunciation in young learners.

Problem Statement

The command of the English Language is increasingly relevant in Ecuador thanks to its role as a universal language of communication, impacting different parts of society. (McArthur, 2019)

Mastery of English opens doors to academic opportunities around the world, optimizes employability in sectors such as: tourism and business, and allows access to information and resources on the universal stage. Additionally, mastery of English encourages barter and cultural understanding, enriching Ecuadorian society and promoting universal awareness. (Niyozova, 2020)

Ecuadorian students are learning the English language; therefore, they need to master the four skills: Speaking, Writing, Listening and Reading. (Figueiredo, 2019). This research is focused on pronunciation, because it is the biggest challenge at the moment to learn English, it is important to improve the English pronunciation because is a fundamental part to have an effective communication with others. Pronunciation is related to other skills such as speaking, listening and reading. However, these skills could be affected by poor pronunciation which influences poor communication as well. Poor communication creates misunderstandings even if

the vocabulary and grammar are good but if the pronunciation is not clear, communication will not work. (Berry & David Malcolm, 2021).

A bad pronunciation can have consequences, such as others labeling students as bad English speaker, and even if they have an excellent vocabulary and good grammar, without good pronunciation it is difficult to communicate with others and the message can be lost. Poor pronunciation can make it difficult for both listeners and speakers to understand, which can cause misunderstandings, lack of clarity, and frustration in communication. (Sharma, 2023, 7)

Understanding the effect of the pronunciation of the English language on adolescent students encompasses some crucial magnitudes for both personal development and social growth. Clear pronunciation enables adolescent students to interact confidently with their peers and educators, fostering collaborative learning environments and perfecting classroom collaboration. Additionally, good pronunciation promotes social togetherness and positive perception, which influences how others perceive adolescent students and shapes their collaborations in multicultural environments. Therefore, investing in the education of the pronunciation of the English language for young learners is decisive not only for their personal growth but also for the progress of society in their group. (Setter, 2021).

Addressing the problem of poor English pronunciation is essential for numerous reasons, proper pronunciation can increase self-esteem and confidence, because it can help individuals feel more comfortable and competent when conversing in English, pronunciation is a key aspect in language learning, and neglecting it can lead to the acquisition of bad habits that are difficult to fix later. Teaching pronunciation from the beginning can help prevent the formation of such bad habits and ensure that students develop good pronunciation habits from the beginning.

Addressing the problem of poor English pronunciation can help combat accent discrimination and promote a more inclusive and equitable society.

In short, addressing the problem of poor English pronunciation is essential for positive communication, self-esteem, language learning, and social justice. (*The Importance of Teaching Pronunciation from the Very First Lesson*, 2023)

Problem Formulation

General Question

- What are the challenges that non-native speakers experience when trying to improve their English pronunciation?

Specific Questions

- Why is it important to know the factors that affect good pronunciation in young learners?

- What are the characteristics of Segmental and Suprasegmental within English pronunciation?

- What techniques are considered most effective in encouraging learners to improve their pronunciation?

Objectives

General Objective

- To analyze the challenges faced by young learners in adequately obtaining good pronunciation.

Specific objectives

- To study the strategies used by young learners to improve their English pronunciation.

- To investigate the relationship between English pronunciation and other language skills, such as listening comprehension and written production, to better understand the interconnectedness between these aspects of language proficiency.

- To determine which techniques are considered most effective in encouraging learners to improve their pronunciation.

Justification

The present research will focus on knowing the pronunciation of non-native speakers. As English consolidates its position as the international language of communication, the ability to pronounce it correctly becomes crucial for effective and successful communication. However, acquiring accurate English pronunciation represents a significant challenge for non-native speakers. This phenomenon has prompted a growing interest in understanding the specific obstacles English learners face when attempting to improve their pronunciation, as well as the direct impacts these challenges have on their ability to communicate effectively in international language contexts. Therefore, in-depth and comprehensive research is needed to identify and effectively address these challenges in order to improve strategies for teaching and learning English as a foreign language,

and thus foster more fluent and successful intercultural communication in an increasingly globalized world. Correct pronunciation is fundamental to comprehension and oral expression, but students face numerous obstacles, from phonetic differences to linguistic and cultural influences. Understanding these challenges allows for the development of specific pedagogical strategies to address them, thus improving the language learning process and fostering more fluent and accurate communication.

Chapter II

Theoretical Framework

Background

In this chapter, the researchers will be studying the different challenges students face while learning English pronunciation. To achieve this goal, they gathered all previous studies which consist of techniques, statistical analysis and recommendations made by other authors about improving pronunciation.

(Egwuogu, 2024), refers pronunciation encompasses more than just the mechanical production of the speech sounds; it encompasses an understanding of phonemes, rhythm, stress patterns, and intonation that give language its distinctive musical quality. In the educational setting, it is important to recognize and address these fundamental elements of pronunciation through deliberate and structured instruction. However, teaching pronunciation in academic environments presents numerous challenges that English language educators must navigate and overcome.

According to (Alib, 2023) that mastery of the English language is an important element of communication in today's globalized world. As a universal lingua franca, English is increasingly valued as an instrument for global communication, academic achievement, and professional success. For young learners, mastering the pronunciation of English is a determining aspect in the acquisition of the language, because it directly influences their ability to communicate and understand spoken English in a positive way. However, the process of obtaining a rigorous

pronunciation of English shows several challenges for young learners, influenced by a plurality of linguistic, cognitive and sociocultural components.

According to (S, 2023), Pronunciation of the English language is an important aspect of language learning, especially for young learners. mastery of pronunciation not only impairs communicative effectiveness but also shapes students' confidence and reactions toward language purchase.

Is important to highlight that English teaching is a pivotal aspect to achieve English pronunciation, therefore teacher play an important role in the teaching-learning procedure. According to (Waheeb, 2019), One of the principal causes of bad pronunciation is the way how to teach English to students. Students need exposure to the real world interacting with the native speakers to familiarize with the different accents and to avoid keeping misinformation and repeating common mistakes about the phonetic rules.

Despite this, there are many strategies that can be used to enhance English pronunciation, some of these can be using technology or ancient methods. In the ancient times it was not possible to use these strategies due to low technology resources, nevertheless currently teachers can access much information in websites.

Theoretical Foundations

Pedagogical basis

Constructivism

According to Vygotsky, cited by (Carrera y Mazzarella, 2001)learning is not an individual process but a social and cultural one, interacting with the language with native speakers, in the learning process it is important that it is done in a fast and efficient way.

Constructivism is the idea that learners construct knowledge for themselves about the real world out there. The target of constructivism is to promote an approach to learning in which students actively construct their own knowledge and understanding of the world through personal experiences and reflections. (Prof. George E. Hein, n.d.)

Cognitive Developmental Approach

Corresponding to (Cherry, 2024) Piaget thought that children engage actively in the learning process, behaving similar to scientists while conducting experiments, making observations, and exploring the world. Children learn by engaging with their environment, incorporating new information, expanding on what they already know, and adjusting their beliefs to fit new discoveries.

Total physical response

American psychologist James Asher (Engaging Language Learners with Total Physical Response (TPR), 2023) formulated Total Physical Response is an instructional method for teaching languages that depends on the synchronization of physical actions and language input.

According to (Heflin, 2020) Total Physical Response is a method that caters to various learners' learning preferences and requirements, particularly in the realms of vocabulary expansion and language learning. Educators employ instructions that prompt students to engage in physical activities, blending language acquisition with movement.

Theoretical basis

The Importance of the English Language

English is an identified passport to better teaching and job opportunities. English Language plays a determining role in embroidering the planet in a single thread. English has the status of second language in almost all nations where it is not the first language. Getting a simple language for daily communication is the primary objective of learning any language. (Ahmad & Riyaz, 2016).

As (Ilyasova, 2020) commented the importance of English in a globalized world not be able denied or underestimated because it is the most widely spoken language everywhere. In addition, English is one of the most spoken languages in the world even outside of countries like the United States or the United Kingdom, many people can speak and understand English, this includes people who speak English as a second language. According to (Niyozova, 2020) there are

about 1 billion people who speak English worldwide. 67 countries use English as an official language and 27 as a second language.

English as a Foreign Language (EFL)

According to (Nordquist, 2020) English as foreign language is a term used to describe the learning of English by like non-native speakers in countries that English is not the first language, there are confusions about this term, often people confused English as a second language, which refers to the study of English in predominantly English-speaking countries.

As (Naeem, 2023) stated that learning English as a foreign language has many benefits, proficiency in English promotes intellectual development, including critical thinking and problem-solving skills. It enhances artistic understanding and allows students to engage freely with diverse perspectives. In addition, knowing English will give you a competitive edge in your professional field, expanding job opportunities and promoting professional growth.

In addition, is important to highlight that (Canadian Center of Science and Education, 2016) affirmed English pronunciation is neglected in many EFL classes. When teaching pronunciation, is impossible to focus only on pronunciation, because in some university courses pronunciation is considered an extra activity, another problem is that teachers put more emphasis on individual sounds.

English Skills and Subskills

As stated by (Binus university, 2018), learning English is difficult, but it is important if you want to communicate, more than 1.5 billion people speak English as a first language, making it the most widely spoken language in the world. Good English skills will help it in all areas of the world. There are four English skills that students need to master; reading, writing, speaking and listening.

According to (International Language Centre, 2023). Those English skills are divided into English sub-skills, each skill is split into smaller sub-skills that are leading the English skills.

As commented (RAO, 2019) sub skills like reading and listening are labeled as passive skills, because learners just receive and understand without producing, instead writing and speaking is categorized as active skills due to producing the language using these skills.

However, the toughest English skill for the learners is speaking, because they have to express their ideas or opinions in real situations, and they need to have the capacity to answer each question according to the speaker. Furthermore, speaking skill is divided into two parts; fluency and pronunciation.

According to (Cambridge dictionary, 2024) Fluency is "the ability to speak or write a language easily, well, and quickly".

Fluency in students is fundamental to keep a conversation or transmit their knowledge to others, if they have fluency, people who listen will have no difficulty in grasping the message and will be perceived as confident and secure when speaking.

On the other hand, fluency goes together with the pronunciation, it is necessary to have both sub-skills especially in teachers and learners, because the information that is conveyed will be clear and precise, and this avoids misinterpretations.

Pronunciation

According to (Binus University, 2018) pronunciation is a complex area with many sub-skills that can be practiced. The basic rule is that average speakers can speak and be understood. A skilled speaker can use small pronunciation techniques to emphasize and make the effect of speech communication more powerful. Pronunciation sub skills include: word and sentence stress, intonation, rhythm and the use of individual sounds of the language.

According to (The Saurus Dictionary, 2024) pronunciation is "the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability".

Pronunciation is the way the words sound, there are several elements that involve the pronunciation; articulation, stress and intonation.

-**Articulation**

As (Kid Sense, 2023) commented that" Articulation is the ability to physically move the tongue, lips, teeth and jaw to produce sequences of speech sounds, which make up words and sentences".

The articulation refers to the body's ability to move the tongue, lips, teeth, and jaw to produce sounds that create sentences. In addition, it is important to be able to produce a correct articulation because the sentences will be clear and can be easily interpreted by others.

-Word Stress

According to (Gordon, 2017), word stress in the emphasis in the intonation in a one syllable or more of a word. The word stress is an important aspect in the English pronunciation because there are several words that have the same spelling but the pronunciation differs in the stress of a syllable, if these words are mispronounced, they change their meanings completely.

These words are known as homographs, (IELTS, 2024) states that homographs are words that are spelled in the same way even so have different meanings, due to stress in a syllable of a word, for example:

Table 1: Examples

Con-TENT: happy or satisfied	CON-tent: Information about something
PER-mit: Give permission	per-MIT: Official document
PRE-sent: A period of time	pre-SENT: A gift for someone

Source: Panchana Jahely, Merchan Sara

Age Factor in Second Language Acquisition:

According to (Hu, 2016) second language acquisition (SLA) emphasizes the role of age in acquiring native-like pronunciation. Younger learners are generally considered to have an advantage in acquiring pronunciation compared to older learners. Exploring the age-related factors affecting pronunciation can contribute to understanding the challenges faced by young learners.

Social Interaction Theory:

Language acquisition is not just a cognitive process but is also deeply influenced by social interaction. Analyzing the social context in which young learners practice and use English pronunciation, such as peer interactions, teacher feedback, and classroom dynamics, can provide insights into challenges they may face. (Becker, 2022)

Transfer and Interference:

Investigating the influence of the learners' first language on their English pronunciation can be crucial. Understanding how transfer and interference from the native language impact pronunciation can help identify specific challenges that young learners may encounter. (MohbdAlganeammed & Idris, 2020)

Cognitive Processing and Memory:

Pronunciation involves complex cognitive processes, including auditory perception, motor control, and memory. Examining how young learners process and retain pronunciation patterns can contribute to understanding the challenges they face in developing accurate and fluent pronunciation. (Cherry, 2024).

Common mistakes in the English pronunciation

As young learners sometimes struggle with the English pronunciation, this is due to the many mistakes that influence mispronunciation. (ENGEAR, 2021)

- Stressing the wrong words in a sentence
- Pronouncing certain consonants sounds incorrectly
- Mixing up short and long vowel sounds
- Forgetting to finish the words

Legal basis

Constitución de la República del Ecuador

Article 26 of the constitution of Ecuador tells us that:

''La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.'' (Constitución del Ecuador, 2008)

Education is a right that corresponds to everyone throughout their life and an unavoidable and inevitable responsibility of the State.

Receiving an education is considered a basic human right that is available to everyone. This guarantees that education is given top priority and protected as a vital factor for personal empowerment, societal advancement, and the overall growth of nations.

According to, article 57 point 21, ''La dignidad y diversidad de sus culturas, tradiciones, historias y aspiraciones se reflejen en la educación pública y en los medios de comunicación; la creación de sus propios medios de comunicación social en sus idiomas y el acceso a los demás sin discriminación alguna.'' (Constitución del Ecuador, 2008) It emphasizes the importance of guaranteeing equal access to resources for everyone, which includes producing media in their respective languages.

In article 343, ``El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades`` (Constitución del Ecuador, 2008)

The importance that the constitution of Ecuador gives to the learning of new languages and interculturalism is an aid for each of the young students to respect other languages without discrimination but rather to learn a new language to show respect to foreign countries.

Article 351.- The higher education system will be linked to the national education system and the National Development Plan; The law will establish the coordination mechanisms of the higher education system with the Executive Function. This system will be governed by the principles of responsible autonomy, co-government, equal opportunities, quality, relevance, comprehensiveness, self-determination for the production of thought and knowledge, within the framework of the dialogue of knowledge, universal thought and global scientific and technological production. (Constitución del Ecuador, 2008)

Chapter III

Methodological Framework

Method

Qualitative Research

This project consisted in qualitative research that focused on English pronunciation from Unidad Educativa Península de Santa Elena, in which the different challenges encountered by students and the strategies used by teachers to help improve this skill are sought.

According to (kitto et al., 2008) qualitative research is the most typical method used in an investigation, including the systematic gathering, categorization, characterization, and interpretation of textual material gleaned via interviews, observations, or documentation. Furthermore, it is pivotal to highlight that all these kinds of research should attend to the following criteria:

- Justification and Clarification

- Representativeness

- Reflexivity and evaluative rigor

- Transferability

As said (Tenny, Brannan, & Brannan, 2022), Qualitative research collects data about individuals´ experiences and perceptions. It answers the how and whys rather than how many or how much. It could be designed as a one-one interview. This study introduces the readers to the fundamental concepts, definitions, terminology and applications of qualitative research.

Type of Research

Phenomenological Studies

"Phenomenology is commonly described as the study of phenomena as they manifest in our experience, of the way we perceive and understand phenomena, and of the meaning phenomena have in our subjective experience. More simply stated, phenomenology is the study of an individual's lived experience of the world. By examining an experience as it is subjectively lived, new meanings and appreciations can be developed to inform, or even re-orient, how we understand that experience". (Neubauer et al., 2019)

Phenomenology is often defined as the examination of phenomena as they appear in our experiences focusing on how we perceive and interpret these phenomena, as well as the significance they hold in our personal experiences. In simple terms, phenomenology explores an individual's lived experiences of the world. By studying an experience from a subjective perspective, we can uncover new insights and develop a deeper understanding that can reshape our perception of that experience.

The goal of phenomenological study in this project is to analyze the challenges influencing English language pronunciation in young learners. This methodology is particularly suited for examining the lived experiences of young learners as they navigate the complexities of acquiring accurate pronunciation. By focusing on the subjective teacher´s perceptions and young learner´s experiences, we can gain new insights into the specific obstacles they face, such as native language interference, lack of exposure to native speakers, and insufficient phonetic instruction.

Through in-depth interviews and observations, the study aims to uncover the personal meanings and perceptions that young learners attach to their pronunciation challenges.

Data Collection techniques

One-on-one Interview

The interviews are fundamental tools in a project thus they will be able to know different perceptions, ideas and thoughts about a specific topic. They offer flexibility in obtaining more in-depth, detailed information that even the interviewee and interviewer did not have identified, as they adapt to the context and the characteristic of the interviewee.

According to (Ryan et al., 2023) one-on-one interviews are a common method of data collection in health and social research. In the literature, more and more attention is paid to the interviewing process, especially the role of the interviewer and the relationship between the interviewer and the interviewee. Personal interviews are a valuable method to gain insight into people's perception, understanding and experience of a particular phenomenon and facilitate in-depth data collection. However, an interview is not just a conversational interaction between two people, it requires considerable knowledge and skills on the part of the interviewer.

Instrument

Questionnaire

Questionnaires are an essential tool because they help to define the research topic, ensuring the study stays focused and relevant. They guide the study design, including the choice of appropriate methods and techniques for data collection and analysis.

Agreeing to (Saul Mcleod, PhD, 2023), a questionnaire is a tool used in research that includes a set of questions aimed at collecting information from participants. It can be considered a form of written interview and can be conducted in various ways: in person, over the phone, via computer, or through the mail.

These questionnaires prepared for qualitative research, are often open-ended questions to give the respondent a better understanding of the project being investigated.

The interview will be conducted face-to-face with the teachers, and the answers will be recorded. It will use 8 open-ended questions to better understand how teachers deal with the issue of pronunciation in their students.

Type of Question

Open-ended questions

Open questions are important tools that allow the interviewee to respond in their own words in a more realistic and in-depth way regarding the research topic.

The questions in this questionnaire are related to the importance of pronunciation for the students of the high school and college teachers interviewed, what methods they use to improve pronunciation in non-native speakers and what their experiences have been in the classroom.

Data Collection Processing and Resources

1. What?   To collect the information

2. Where?   The Institucion Educativa Americano and the Universidad Estatal Peninsula de Santa Elena ''UPSE''

3. When?   2024-2025

4. How?   One-on-one interview, Questionnaire

5. What for?   To identify which are the most common pronunciation errors students make and how to help them improve their pronunciation.

Population and sample

The population is an important step in the research design because it determines who will be included in the study and to which group of people the questionnaire is addressed, in this case English teachers.

This research is carried out at the Institucion Educativa Americano and the Universidad Estatal Peninsula de Santa Elena ''UPSE'' 2024-2025.

In total the population consisted of six English teachers who were interviewed. At the Americano Educational Institution, three high school teachers were interviewed, as well as an exchange teacher. At the Universidad Estatal Peninsula de Santa Elena ''UPSE'', in which two professors were interviewed to know different perceptions about the topic.
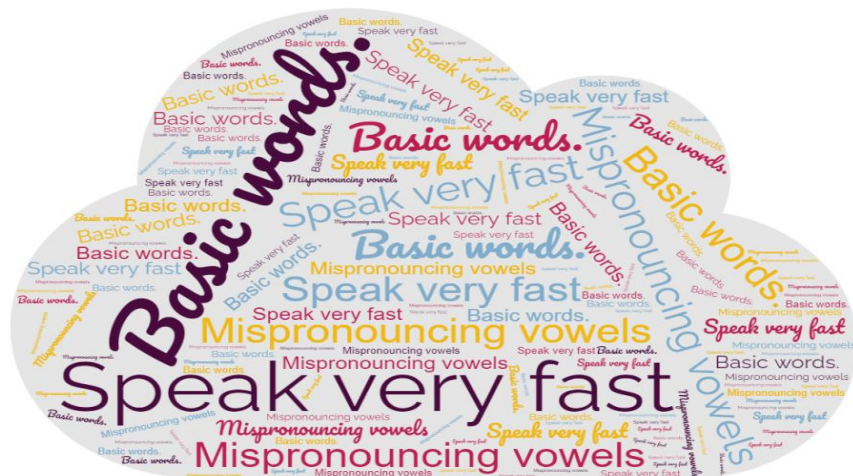
Chapter IV

Analysis of Findings

In this chapter, the researchers will analyze all data gathered from the interviews, emerged from the Teacher´s responses through interviews. The interviews focus on the challenges of pronunciation that they found with their students and the strategies or tools that they use to improve students' pronunciation. The interviews have been edited and condensed for clarity.

Interpretation of data from the interview or focus group

The following interview was applied to six English teachers that divided in high school and college two professors in college and four in high school, in the Unidad Educativa Americano and UPSE, it is necessary to highlight that one of the interviewees is a foreigner therefore is a new teacher and thus do not have the total experience in teaching; nevertheless, she tried to answer each question that it provides non-problem. The found results and interpretations are explained below.

Figure 1

Question 1: What are the most common errors young learners make when attempting

Note, this figure show what are the most repeated words those were: Mispronouncing vowels, Speak very fast and Basic words.

According to preview answers of the interview, it can be concluded, that the common error or mistakes in young learners are usually in the way that perceive a new language, it is mean that they usually mispronouncing in a wrong way due to different pronunciation rules such as; how to pronounce vowels sounds, and the speaking´s speed, they can make many mistakes in basic words just to speak very fast and at do not familiarize with the English sounds. Overall, the Teacher´s perception is that the way how to teach to students in how to pronounce a correct word is not just rules, is about identification, recognition about themselves.

Figure 2

Question 2: How do you address the pronunciation issues that your students face in your classes?

Note. This figure shows what are the most repeated words were; Sounds repetition, Podcast and Mistake's recognition.

Based on the answers, it can be concluded that there are different ways to address the pronunciation´s issues in the students, it can start with the first step that is recognition about mistakes, after it can use the method of repetition, which consist in repeat constantly the words that are hard to pronounce in order to keep the correct pronunciation. Furthermore, it can affirm that students with a low level in listening skills is probably that have struggles with the pronunciation for that one of the methods mentioned by teachers is a podcast, this can help to improve and related correct sounds with the words into the classroom.

Figure 3

Question 3: What other strategies have you found effective in addressing pronunciation challenges in the classroom?

Note. This figure show what are the most repeated words were; Practice Listening, Practice Speaking, Technology tools, Recording themselves and Words repetition.

Based on the provided answers, it can be concluded that some professors have found several strategies or methods thar are so effective at the time to teach a correct pronunciation either address the errors made by the students , one of them were ; practice listening, listening is a skill that goes together with speaking skill, due to when you do not hear ,is almost impossible speak in a correct way thus it need listen to acquaint with the native sound in the words, then students can apply the different technology tools that nowadays are, they are so useful with correct their pronunciation also to check their improvement teachers said that other strategies so effective is recording themselves.

Figure 4

Question 4: How do you integrate pronunciation practice in your classroom?

Note. This figure shows what are the most repeated words were; Oral presentations, speaking activities and describing pictures.

Based on the answers, it can conclude that the most frequently mentioned methods for integrating pronunciation practice into the classroom are; oral presentations, speaking activities and describing pictures, that suggests a predominant use of interactive and communicative approaches to pronunciation training, focus on fluency and accurate pronunciation in many contexts. Those include specific sounds and intonation patterns, also encouraging to students to articulate their thoughts clearly using different styles such as; visual and auditive.

Figure 5

Question 5: How do you perceive the impact of native language interference on students´ English pronunciation?

Note. This figure shows what are the most repeated words were; Translation, Accent and proper vocal sounds.

Based on provided answers, it can be concluded that the impact of native language interference on student´s English pronunciation. With translation, accent and proper vocal sounds are the most frequently mentioned issues, it is mean that teachers perceive several challenges related to students´ native language affecting their English pronunciation. Translation indicates that students often think in their native language and translate into English, leading to pronunciation errors.

Accent reflects the influence of native phonetic patterns, causing students to carry over intonation and stress patterns from their first language, and finally, the proper vocal sounds point to difficulties in producing specific English phonemes that do not exist in their native language.

Figure 6

Question 6: What recommendations do you provide to your students to improve their pronunciation?
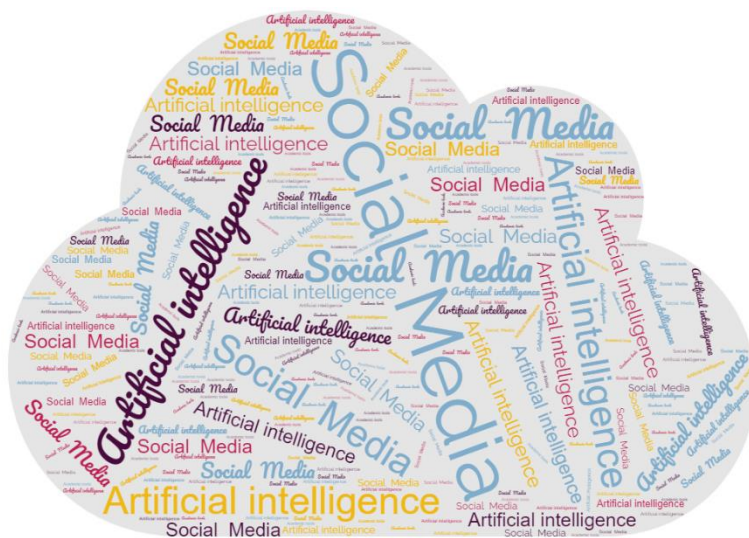

Note. This figure shows what are the most repeated words were; English songs, English movies, and Daily Practice.

According to the provided answers by teachers, it concludes that the most common recommendations to improve students´ pronunciation include; English songs, English movies and Daily practice. This shows a multifaceted approach to pronunciation improvement that leverages both entertainment and consistent practice. English songs help students familiarize themselves with the natural rhythm and intonation of the language. English movies expose students to authentic speech patterns and diverse accents. Daily practice emphasizes the importance of regular, sustained effort in pronunciation, ensuring that students continually apply and refine their skills.

Figure 7

Question 7: Do you think that new technology is affecting English pronunciation in young

learners?

Note. This figure show what are the most repeated words were; Academic tools, Artificial intelligence and social media.

Based on provided answers, it reveals that new technology is perceived to significantly affect English pronunciation in young learners, Academic tools such as language learning apps and pronunciation software provide targeted practice and instant feedback, which can enhance students 'pronunciation skills. Artificial intelligence, offers personalized learning experiences, utilizing speech recognition technology to correct and guide learners towards proper pronunciation, and the social media exposes students to a variety of English accents and informal speech patterns, influencing the pronunciation both positively and negatively.

Figure 8

Question 8: In your experience, what role does individual learning style play in pronunciation improvement?

Note. This figure show what are the most repeated words were; Auditive, Visual, Individual´s learning and Learning styles.

According to the answers of interview, teachers said that individual learning styles play a significant role in pronunciation improvement, mentioning auditive and visual, which suggest that the importance of tailoring pronunciation practice to the unique preferences of each learner. Auditive learners benefit from listening to native speakers through audio recordings and repetition exercises. Visual learners improve by watching videos, using phonetic charts, and visuals aids that illustrate mouth movements and articulation.

Interpretation of bibliographic review

Table 2: Analysis and discussion of the interview or focus group vs bibliographic review.

Questions	What are the most common errors young learners make when attempting English pronunciation?	How do you address the pronunciation issues that your students face in your classes?	What other strategies have you found effective in addressing pronunciation challenges in the classroom?	How do you integrate pronunciation practice in your classroom?
Answers	To pronounce vowels sounds, and the speaking´s speed, they can make many mistakes in basic words just to speak very fast and at do not familiarize with the English sounds.	The first step that is recognition about mistakes, after it can use the method of repetition, which consist in repeat constantly the words that are hard to pronounce in order to keep the correct pronunciation.	To teach a correct pronunciation either address the errors made by the students, one of them were; practice listening, listening is a skill that goes together with speaking skill	Methods for integrating pronunciation practice into the classroom are; oral presentations, speaking activities and describing pictures
Authors	As young learners sometimes struggle with the English pronunciation, this is due to the many mistakes that influence mispronunciation. (ENGEAR, 2021)	In the educational setting, it is important to recognize and address these fundamental elements of pronunciation through deliberate and structured instruction. (Egwuogu, 2024)	Pronunciation is related to other skills such as speaking, listening and reading. (Berry y Malcolm, 2021)	Students need exposure to the real world interacting with the native speakers to familiarize with the different accents and to avoid keeping misinformation and repeating common mistakes about the phonetic rules. (Albiladi, 2020)

Questions	How do you perceive the impact of native language interference on students´ English pronunciation?	What recommendations do you provide to your students to improve their pronunciation?	Do you think that new technology is affecting English pronunciation in young learners?	In your experience, what role does individual learning style play in pronunciation improvement?
Answers	The impact of native language interference on student´s English pronunciation. With translation, accent and proper vocal sounds are the most frequently mentioned issues	The most common recommendations to improve students´ pronunciation include; English songs, English movies and Daily practice.	It reveals that new technology is perceived to significantly affect English pronunciation in young learners, Academic tools such as language learning apps and pronunciation software provide targeted practice	Individual learning styles play a significant role in pronunciation improvement, mentioning auditive and visual.
Authors	The learners' first language on their English pronunciation can be crucial understanding how transfer and interference from the native language impact pronunciation. (MohbdAlganeammed y Idris, 2020)	Pronunciation techniques to emphasize and make the effect of speech communication more powerful. (Binus University, 2018)	Younger learners are generally considered to have an advantage in acquiring pronunciation compared to older learners. (Hu, 2016)	Constructivism is the idea that learners construct knowledge for themselves about the real world out there. (Carrera y Mazzarella, 2001)

Chapter V

The main objective of this study is to investigate the elements that influence the way non-native speakers pronounce words in the English language and to find the most common solutions that colleges and universities' teachers use in their classrooms to improve students' pronunciation. After a depth investigation, it was concluded that the methods and strategies that teachers apply in their classrooms have a great positive effect on their students, helping them to improve pronunciation.

The next section explores the conclusions of the study and the recommendations of the research that helped the methods and strategies that the teachers of the Unidad Educativa Americano and teachers of the Universidad Estatal Peninsula de Santa Elena (UPSE) use for the improvement of pronunciation in their students.

Conclusions

The qualitative research project conducted with teachers of the Unidad Educativa Americano and teachers of the Universidad Estatal Peninsula de Santa Elena, emphasizes the positive aspects in the strategies and methods that teachers use in their classrooms.

Through a review, significant benefits were recognized when the teacher applies the methods and strategies in his classroom to improve pronunciation, which results in having more confidence when speaking in front of his classmates, making oral presentations or using repetitive small phrases in English that they are used to saying in the classroom in their native language, which is Spanish.

When students improve their pronunciation, they can understand spoken words better, which helps their listening skills. Better listening also helps them pronounce words more accurately. Clear pronunciation also aids writing by helping with correct spelling and word usage.

Research discovers that younger students acquire more effective pronunciation than older students because their brain allows them to imitate the same sounds as native people. In this case, by surrounding themselves with the English language in the classroom, the student will easily be able to improve their pronunciation by listening allow them to speak correctly and quickly. The technique that is considered the most effective is learning for themselves and apply the constructivism because is the idea that learners construct knowledge for themselves.

Recommendations

To increase the confidence of the students in speaking English, it is beneficial for teachers to employ a variety of methods and strategies to improve pronunciation. This practice helps students feel more comfortable introducing themselves to their peers, participating in oral presentations and frequently using English phrases instead of their native Spanish.

Teachers are encouraged to help students improve their pronunciation, as it enhances their ability to understand spoken words and strengthens their listening skills. This improvement in listening further aids accurate pronunciation. Additionally, clear pronunciation supports better writing by assisting with correct spelling and word usage.

To enhance the pronunciation skills of the students, it is recommended that teachers create an immersive English language environment in the classroom, especially for younger students who can more effectively imitate native sounds. Encouraging students to learn independently and applying constructivist techniques, where learners build knowledge for themselves, is considered highly effective. This approach allows students to improve their pronunciation by listening and speaking more naturally and quickly.

In conclusion, general final words for Chapter V are the questions posed to teachers helped to better understand the difficulties faced by the students in learning English pronunciation. The strategies applied in the classroom have resulted in noticeable improvements in the pronunciation in young learners. However, it is expected that these research results will contribute significantly to improving student outcomes.

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Annexes

Annex A: Certified Anti-plagiarism System.

<div align="right">La Libertad, Junio 24 de 2024.</div>

Certificado Sistema Anti Plagio

001-TUTOR LACHG-2024

En calidad de tutor del trabajo de titulación denominado "ANALYSIS OF CHALLENGES THAT INFLUENCE ENGLISH LANGUAGE PRONUNCIATION IN YOUNG LEARNERS", elaborado por los estudiantes Merchan Castro Sara Elizabeth y Panchana Posligua Jahely Alexandra, de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 4% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Particular que comunico para los fines pertinentes.

<div align="center">Atentamente,</div>

LEONARDO AUGUSTO CHAVEZ GONZABAY
Digitally signed by LEONARDO AUGUSTO CHAVEZ GONZABAY
Date: 2024.06.24 11:37:39 -05'00'

<div align="center">Leo A. Chávez, MSc
Tutor de Tesis</div>

Annex B: Questionnaire.

ANALYSIS OF CHALLENGES THAT INFLUENCE ENGLISH LANGUAGE

PRONUNCIATION IN YOUNG LEARNERS

Population: 6 English teachers (4 English teachers from Unidad Educativa Fiscomisional

Americano and 2 English teachers from Universidad Estatal Peninsula de Santa Elena)

Sample: 6 English teachers.

Questions aimed at teachers

1.What are the most common errors young learners make when attempting English pronunciation?

2. How do you address the pronunciation issues that your students face in your classes?

3. What other strategies have you found effective in addressing pronunciation challenges in the classroom?

4. How do you integrate pronunciation practice in your classroom?

5. How do you perceive the impact of native language interference on students' English pronunciation?

6. What recommendations do you provide to your students to improve their pronunciation?

7. Do you think that new technology is affecting English pronunciation in young learners?

8. In your experience, what role does individual learning style play in pronunciation improvement?

Annex C: Letter of permission to the institution.

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

UPSE

Oficio No. 166-PINE-2024

La Libertad, 30 de mayo de 2024

Ingeniero
William Nuñez De la Cruz, MSc.
RECTOR DE LA UNIDAD EDUCATIVA AMERICANO
En su despacho. -

De mi consideración. -

Por medio del presente, reciba un cordial saludo, de quienes formamos parte de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para posteriormente exponerle lo siguiente.

Las estudiantes de octavo semestre, Sara Elizabeth Merchán Castro y Jahely Alexandra Panchana Posligua, actualmente se encuentran en desarrollo de su proyecto de tesis cuyo tema está relacionado a técnicas de enseñanza en Idiomas Inglés, "Analysis of Challenges that influence English Language Pronunciation in Young Learners"; ante lo expuesto, solicito su autorización para que las estudiantes puedan acceder a la recolección de datos cualitativos mediante entrevistas los docentes del área de Inglés de la Institución bajo su dirección, información que será de utilidad para el desarrollo de su trabajo de investigación, previo a la obtención del título como Licenciadas en Pedagogía del Idioma Inglés.

La fecha programada seria para el viernes 31 de mayo del presente año; a partir de las 11H30 am.

En espera de su aceptación a nuestro petitorio quedo de usted muy agradecida

Atentamente,

Ing. Eliana León Abad, MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

Cc. archivo.

Annex D: Letter of permission to the institution

La libertad 31 de mayo del 2024

Ing. William Amador Núñez De la Cruz, MSc.

RECTOR UEF AMERICANO

en su despacho. –

De mis consideraciones,

Reciba un cordial y atento saludo de los estudiantes universitarios de la Carrera PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS que cursan el octavo Semestre de la Prestigiosa UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA.

La presente tiene la finalidad de solicitar a usted muy respetuosamente permita realizar una entrevista a los docentes del Área de inglés de su prestigiosa Institución Educativa. Nos encontramos en el proceso de elaboración de tesis y consideramos de mucha importancia realizar esta actividad con su excelente equipo de docentes.

Esperando una respuesta favorable, nos despedimos de usted deseándole muchos éxitos y bendiciones en su vida personal y laboral.

Panchana Posligua Jahely Alexandra   Merchán Castro Sara Elizabeth

Annex E: Interviews transcribed

TRANSCRIPTION ABOUT INTERVIEW QUESTIONS ABOUT ANALYSIS OF CHALLENGES THAT INFLUENCE ENGLISH LANGUAGE PRONUNCIATION IN YOUNG LEARNERS

INTERVIEWEE 1

1.What are the most common errors young learners make when attempting English pronunciation?

Okey, first, good afternoon, is a pleasure to help you in this survey or kind of interview, well so in pronunciation one of the biggest challenges is my students didn't know basic words that we use into the classroom Even commons such as take a seat, they just understand sit down. Well, so they need to increase your vocabulary.

2. How do you address the pronunciation issues that your students face in your classes?

Yes, it's a good idea to address this issue. Regarding with this issue, well, there are plenty of tools in nowadays. Well one of them it might be podcast, podcast is a good tool to improve pronunciation.

3. What other strategies have you found effective in addressing pronunciation challenges in the classroom?

Oh, is a good interesting question, strategies, well, one of my methods that use with my students is TPR, is one of the students rapidly engage creativity activities.

4. How do you integrate pronunciation practice in your classroom?

Well, is the first part of the class, is a rule, is a norm because you are going to be a teacher. And the first part, we must introduce is the vocabulary because that is realize with all the humans.

5. How do you perceive the impact of native language interference on students' English pronunciation?

Well, the impact, I try to comprehend well, in the life, you know that there is big positive and big negative, well so we need to deal with that things or troubles with the students, and we need to work with them, sometimes you can perceive the impact in pronunciation is they have low-level say to say, and well that's it.

6. What recommendations do you provide to your students to improve their pronunciation?

Well, 3 recommendations? Well, very good, the first one is no so good for the students, they need to practice a lot of time, the second one, a good way for them, is the music because music they feel motivated with the activities and the last one, they need a tutor that can lead with their progress or take some exams to test your level their English

7. Do you think that new technology is affecting English pronunciation in young learners?

Oh, of course, I totally agree with that, technology is changing the education, teachers have to tailor with technology, technology is a big factor in nowadays.

8. In your experience, what role does individual learning style play in pronunciation improvement?

What role? Is a pivotal role, is one of the main roles, because the students, this is the first step they need to feel confident in process of English teaching or learning, they feel good to learn the pronounce a new word, and this is the first step to get better in all the different skills such as: speaking, writing.

INTERVIEWEE 2

1.What are the most common errors young learners make when attempting English pronunciation?

I think in English, you have a lot of vocals, I think, that are not pronounced how they are written. For example, I don't know, blue, and it's like with an E and a W you, or I don't know, found. I think this is very hard for them. I also experience that here now in the class.

2. How do you address the pronunciation issues that your students face in your classes?

I don't know, but because I didn't experience it, but I would, if I had this situation, maybe I would say it again and again and again that they will learn. I don't know, and maybe give them the tip to watch English movies, to hear English music, that it just gets more normal with the pronunciation. I think that that can help a lot because I also... Right now, I'm watching everything in English because I also like the real voices of the actors and everything. I think it helped my English pretty well because I couldn't speak like this when I left school.

3. What other strategies have you found effective in addressing pronunciation challenges in the classroom?

According to the questions, the interview cannot answer.

4. How do you integrate pronunciation practice in your classroom?

I don't know. I think to speak is very important. I would be doing a lot of speaking exercises. I don't know. You can do it in groups. You can do it with couples that they have to talk with each other about a certain topic, or I don't know. Maybe that they correct. I don't know because it's just It's different. Yeah, I don't know. I would, again, talk as much English as I could. They should hear as much English as they could, but not with a Spanish accent. So maybe if I would be a teacher that has a lot of Spanish accents, I would work on my English.

5. How do you perceive the impact of native language interference on students' English pronunciation?

Yes. Accent, for example, perceive like to get it lower, that it's not so much Spanish accent. I don't know. Because I think The Spanish accent is very strong. I also experienced it here a lot. Sometimes I don't understand when people from here speak English because they have such a strong accent. I'm like, what did you say?

Yes, because in Germany, you can have a really strong German accent also, but it's not that I understand everything.

6. What recommendations do you provide to your students to improve their pronunciation?

Three recommendations. Watch movies? Yeah. Yes, it's like that? Yeah. Okay. Watch movies, listen to English. English music. Maybe if you have friends that also speak, just speak. Speak all the time. Speak as much English as you can in your free time, in your... I don't know. Or if your parents speak English, speak English with Just try to put it in your day as much as you can.

7. Do you think that new technology is affecting English pronunciation in young learners?

I would say yes. I would say it's I don't know. I grew up with Instagram, I don't know, all these social media. I read a lot of English or listen to, saw English videos or I don't know. I have a lot of content that is in English because it's just normal now. The content adapts to what you hear. I think I also learned from there. Yes, I think even if it's not the best way to learn, I guess, but it's... Yeah, it's important, I guess. Yeah, it's affecting.

8. In your experience, what role does individual learning style play in pronunciation improvement?

I don't know if I understand it right, but that everyone is learning different Currently? Yeah. With the pronunciation? Yeah. Yeah. I know what you mean. Yeah. Yeah, it's always the same that everyone learns different. So, I don't know what does... What role does it play in the conservation improvement? Yeah, I guess you can just... I don't know. It's just important that you learn for yourself and learn your own English way and don't need to talk like someone else.

INTERVIEWEE 3

1.What are the most common errors young learners make when attempting English pronunciation?

Well, good afternoon, thank you for this opportunity, I think one of the most common mistakes in young learners is try to speak very fast, as we learn English what we should do is to start slowly and then little by little start speaking a little bit faster. But that is a process, that is what teacher do not teach us.

2. How do you address the pronunciation issues that your students face in your classes?

Well, what I usually do is to make the students recognize, realize that they're making basic mistakes. I mean, yesterday I just heard basic instinct, but it's basic. So, what I do is I make my students realize that I'm making mistakes, correct them, and then to continue with the class.

3. What other strategies have you found effective in addressing pronunciation challenges in the classroom?

What I also do in my classes is to make the students before, for example, a presentation, listen to the word either in Google or probably YouTube, repeat the pronunciation, and then come back to the class with the correct pronunciation.

4. How do you integrate pronunciation practice in your classroom?

Well, if pronunciation should be integrated in every class, not all, I mean, it shouldn't be just a part of the class. It should be integral. I mean, it is during the complete class. You cannot separate pronunciation from the other skills. That is for sure.

5. How do you perceive the impact of native language interference on students' English pronunciation?

It is very complicated but we as non-native speakers will always have pronunciation problems. That is for sure, even Americans, they do not pronounce correctly, what we try to do or what is my suggestion to do is to start listening as many native speakers in order to achieve better results.

6. What recommendations do you provide to your students to improve their pronunciation?

Exactly what I just said, watch videos even movies, it could be American or it could be British, it depends on the accent that you prefer, another also could be to listen the sounds, that is very effective too.

7. Do you think that new technology is affecting English pronunciation in young learners?

Well, is affecting, of course, I just had a course and I make them practice pronunciation through chat, GPT there is an option where you can practice English with a computer so what we should do is to take advantage of that technology.

8. In your experience, what role does individual learning style play in pronunciation improvement?

I mean, we only have a class of mostly 2 hours, a teacher cannot teach pronunciation during 2 hours, that's why I think that kind of skill should be developed individually after class, we as teachers can only have, like, ten in 15 minutes, no more than that, correcting the students. But it is very important that they improve after classes.

You're welcome, my pleasure.

INTERVIEWEE 4

1.What are the most common errors young learners make when attempting English pronunciation?

The most common error when people try to speak in English is that they tend to read words as they are written. For example, the word "comfortable" is often mispronounced because it is read literally, rather than with the correct pronunciation, which is "kumf-tuh-buhl." Additionally, they often try to speak too quickly, which is another significant mistake.

2. How do you address the pronunciation issues that your students face in your classes?

I am usually in permanent contact with my students. When I see someone not understanding what I am saying, I ask, "You got it?" They know that this means I want to check their comprehension, and their facial expressions give me the answers. This helps me know when I need to repeat a part of the lesson. Additionally, sometimes teachers speak too quickly in classes. My method is to have students signal me by raising their hands, indicating they want me to slow down. I can then repeat the part they didn't understand or clarify the topic further. I am usually able to identify when they are confused just by looking at their faces.

3. What other strategies have you found effective in addressing pronunciation challenges in the classroom?

I usually love to apply the method of learning through play because there are many engaging activities we can do. One of the activities I use involves learning through art. For example, I might say, "Okay, guys, today's theme is wild animals. We are going to draw and paint any animal you want. Then, let's talk about how much you know about these animals." Some students might paint a lion, an alligator, or even a dinosaur, which is a wild animal that doesn't exist anymore. This helps us discuss how much they know about these specific animals.

Another activity I enjoy using with my students involves flashcards with pictures. I might show them a card with a girl cooking and ask, "What is she doing? Is she making breakfast, lunch, or something else? If she's making breakfast for you, what would you prefer?" This encourages them to talk about their preferences and practice their English. I always have some pictures or topics ready to keep the conversation going in English.

4. How do you integrate pronunciation practice in your classroom?

Practicing conversation is important. For example, if a student wants to go to the bathroom, I tell them they must ask in English. If they ask in Spanish, I say, "If you don't tell me the name in English, you cannot go to the bathroom." This reinforces the need to use English for communication.

I also give extra points for good pronunciation or for making an effort. This motivates them to try their best. I'm creating an English-speaking environment, especially since our high school has a new bilingual priority this year. Each course is assigned a state to focus on. For example, second-year students are focusing on New York. They are working on creating a New York-themed environment, learning about popular and beautiful sites, the New York state flag, and other significant aspects of the state.

This initiative is crucial because it helps create an immersive English environment, empowering our students to represent a U.S. state. This not only improves their English skills but also gives them a broader cultural understanding.

5. How do you perceive the impact of native language interference on students' English pronunciation?

Sometimes, or in the majority of cases, the students come from public schools where they haven't learned anything in English. This puts new students at a disadvantage and creates a significant barrier between them and the language. I don't know why this happens, but as a teacher who is passionate about teaching English, I find it frustrating.

My goal is to help remove this language barrier. One way I do this is by creating engaging activities, such as movie nights where we watch documentaries from channels like Discovery Channel about endemic animals. After watching, students must prepare and deliver a speech about the topic. I randomly select students to present, so everyone needs to be prepared.

Additionally, I emphasize the importance of understanding different accents. English speakers around the world, like those from the UK, India, Japan, or China, have various accents, and being exposed to these helps improve listening comprehension. This is an essential part of learning English.

Ultimately, the mission of all teachers should be to help students overcome language barriers and improve their English skills comprehensively.

6. What recommendations do you provide to your students to improve their pronunciation?

-Self-Education

-English is not about translation. We cannot simply translate English; we must interpret it.

-Finally, think in English, listen in English, and answer in English.

7. Do you think that new technology is affecting English pronunciation in young learners?

There are many English accents and pronunciations. Some might be better than others, but that's just part of the language's diversity. The objective here is for you to be understandable to everyone. The key is making sure people can understand what you mean and what you say.

8. In your experience, what role does individual learning style play in pronunciation improvement?

There are different approaches to learning English. For example, some students immerse themselves in English by listening to music, watching movies, and practicing consistently. These students tend to perform better because they are continuously exposed to the language.

There are two types of students: those who are eager to learn English because they have a teacher who expects them to always be ready for any question, and those whose teacher is more lenient and doesn't enforce strict standards. The latter type of student may not be as motivated or prepared.

To improve your English skills, try to establish dialogues in English whenever you can. Practice speaking English every single moment you can. Consistently expose yourself to English, as this is the best way to enhance your speaking abilities.

INTERVIEWEE 5

1.What are the most common errors young learners make when attempting English pronunciation?

When students make mistakes in their presentations, such as incorrect pronunciation of words or confusing names, I make an effort to correct them. This helps them process the information more accurately and improves their understanding and performance in future presentations.

2. How do you address the pronunciation issues that your students face in your classes?

As I mentioned before, if I find a mistake during a session, I check the pronunciation with the student. I ask them to repeat the word and correct their pronunciation. For example, if a student mispronounces a word, I encourage them to practice it until they get it right. This helps them improve their speaking skills and promotes better learning.

3. What other strategies have you found effective in addressing pronunciation challenges in the classroom?

Here are some challenges in the class. I think it's easier for students if they write down the phonetics of difficult words. This way, they can look at the phonetics and improve their pronunciation on their own.

4. How do you integrate pronunciation practice in your classroom?

Although students read and communicate with me and their classmates, they still need to learn the correct pronunciation. This is essential for effective communication and mutual understanding.

5. How do you perceive the impact of native language interference on students' English pronunciation?

I think it's important to be understanding of students because they are still learning. They often improve by hearing how words are used and pronounced. As teachers, we might also make mistakes in our presentations because we're not perfect, but we strive to be the best source of information for them.

6. What recommendations do you provide to your students to improve their pronunciation?

To improve students' English skills, encourage them to watch movies with subtitles to reinforce vocabulary and pronunciation. Emphasize regular speaking practice to build confidence and fluency. Additionally, ensure they actively participate in discussions, presentations, and group work to enhance their communication skills.

7. Do you think that new technology is affecting English pronunciation in young learners?

Yes, technology enhances our teaching methods by allowing us to adjust the class level to better suit students' needs. We can select more advanced materials and adapt our teaching approach accordingly, ensuring that every student can comprehend and participate effectively.

8. In your experience, what role does individual learning style play in pronunciation improvement?

It's interesting how each student's needs vary some require more guidance while others do not. Providing flexibility ensures that every student receives appropriate support and challenges tailored to their individual learning styles.

INTERVIEWEE 6

1.What are the most common errors young learners make when attempting English pronunciation?

Many mistakes that students make while trying to pronounce English stem from the difficulty in overcoming the influence of their initial English teachers. They often struggle to move past the pronunciation habits learned from those early lessons.

2. How do you address the pronunciation issues that your students face in your classes?

There are different strategies to promote good pronunciation. For example, as teachers, we need to identify the specific problems students have. Some students not only have pronunciation issues but also struggle with listening to and understanding English. Without good listening skills, they cannot produce good English. Therefore, we need to identify these problems first. Once the problems are identified, we can encourage students to practice more speaking or listening as needed.

3. What other strategies have you found effective in addressing pronunciation challenges in the classroom?

There are many strategies to improve pronunciation. One effective strategy is the mirror technique, where students talk in front of a mirror to observe and correct their body language. Another strategy is for students to record themselves speaking, review the recordings, and work on correcting their pronunciation errors based on the transcript.

4. How do you integrate pronunciation practice in your classroom?

There are different strategies and techniques for integrating pronunciation practice. One approach I use in my classroom involves showing students pictures and asking them to describe what they see. They can start by explaining the colors, shapes, or any details they notice in the picture. This encourages students to speak and practice their pronunciation.

5. How do you perceive the impact of native language interference on students' English pronunciation?

This is one of the issues that we, as English teachers, face when teaching English. Many times, students tend to translate every single word, and in the translation process, much of the understanding gets lost. Additionally, we do not have the proper vocal sounds in English that we have in Spanish. To achieve proper intonation in English, we need to practice. The only remedy here to prevent bad pronunciation is to practice good English and keep practicing.

6. What recommendations do you provide to your students to improve their pronunciation?

Absolutely, number one is practice. That's the most important advice that I can provide to students. Number two is to try to find friends who would like to follow the same path so they can practice among themselves. The third one that they can do at home is by listening to movies in pure English, not translating or reading the subtitles, just listening to English and repeating the words they hear. If they hear the word "apple," they should repeat the word "apple." If they hear the word "sleeping," they should repeat the word "sleeping."

7. Do you think that new technology is affecting English pronunciation in young learners?

Well, it all depends on how students use technology. If the students are using an academic application, then it is advantageous for them to practice. However, there are many other applications and technologies out there that students tend to use that have nothing to do with English learning.

8. In your experience, what role does individual learning style play in pronunciation improvement?

Individual learning is not only for English but also for different subjects. It all depends on how much importance the students give to that particular subject. There are many students who like to talk in English but do not like to read. Some students like to listen to music, movies, and lectures but do not like to speak. Therefore, we need to find a balance for that particular student to do both skills at the same time. If you listen to something, you need to speak. If you read something, you need to write. That way, we have a balance in the four abilities of learning English.