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PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

“USE OF HOMOPHONE GAMES AS A STRATEGY TO ENHANCE ENGLISH

PRONUNCIATION SKILLS IN EFL CLASSROOMS”

RESEARCH PROJECT

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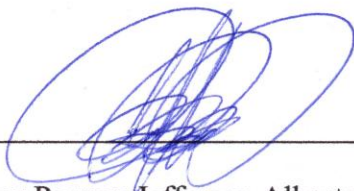
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Advisor's Approval

In my role as advisor of the research paper and title **“USE OF HOMOPHONE GAMES AS A STRATEGY TO ENHANCE ENGLISH PRONUNCIATION SKILLS IN EFL CLASSROOMS”** prepared by **DE LA ROSA BAZAN RENATO SAMUEL AND ZARATE MACIAS GABRIELA SARAI** undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península 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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Declaration

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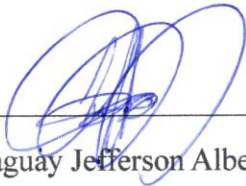
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Acknowledgment I

First and foremost, I want to thank God for giving me the strength, wisdom, and opportunities necessary to complete this important stage of my life. I am deeply grateful to my parents, Guillermo De La Rosa and Mercy Bazan, for their unconditional love, constant support and encouragement, and for being by my side through both good times and challenges. I also want to express my heartfelt gratitude to my grandmother, Mami Rosita, whose memory lives forever in my heart. Her love, kindness, and teachings continue to guide and inspire me every day.

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- Renato Samuel De La Rosa Bazán

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- Gabriela Sarai Zárate Macias

Dedication I

I dedicate this work with all my love to my parents, Guillermo De La Rosa y Mercy Bazan, who have been my greatest source of inspiration. Thank you for your unconditional support, for believing in me even in the most difficult moments, and for teaching me that dreams are achieved through effort, faith, and perseverance. To my beloved grandmother, Mami Rosita, whose memory remains alive in my heart. Her love, kindness, and wise words continue to guide me and give me strength every day. To my siblings Guillermo, Fernanda, Maria, Eliana, Tamara, for their constant encouragement and for motivating me to keep moving forward. Especially to my brother Juan Carlos, who is no longer with me, but whose memory lives in my heart and inspires me to always give my best. This accomplishment is for all of you, who have given me the strength and motivation to chase my dreams.

-With love, Renato Samuel De La Rosa Bazan

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Abstract

This research explores the use of homophone games as an innovative strategy to enhance English pronunciation skills in EFL classrooms. The study aims to demonstrate how gamified activities focused on homophones can promote better phonetic awareness, pronunciation accuracy, and learner engagement. Using a qualitative approach with a phenomenological design, data were collected through semi-structured interviews conducted with experienced English teachers from various educational institutions in Santa Elena, Ecuador.

The findings revealed that homophone games encourage active listening, improve sound discrimination, and strengthen learners' confidence when speaking English. Teachers agreed that these games transform pronunciation lessons into enjoyable experiences, reducing students' anxiety and fostering participation. However, challenges such as limited class time and mixed proficiency levels were also identified. Despite these limitations, teachers recognized the value of homophone games as supportive tools for pronunciation training. The research concludes that incorporating gamification through homophone-based activities can make language learning more meaningful and interactive, improving both accuracy and motivation among EFL students.

Key words: Homophone games, pronunciation, gamification, EFL classrooms, speaking skills.

Resumen

Esta investigación analiza el uso de los juegos con homófonos como una estrategia innovadora para mejorar la pronunciación en aulas de inglés como lengua extranjera (EFL). El estudio demuestra cómo las actividades gamificadas centradas en homófonos promueven la conciencia fonética, la precisión y la participación estudiantil. Mediante un enfoque cualitativo con diseño fenomenológico, se recopilaron datos a través de entrevistas semiestructuradas realizadas a docentes de inglés con experiencia en instituciones educativas de Santa Elena, Ecuador.

Los resultados muestran que los juegos con homófonos fomentan la escucha activa, mejoran la discriminación de sonidos y fortalecen la confianza al hablar inglés. Los docentes coincidieron en que estos juegos transforman las clases de pronunciación en experiencias agradables, reduciendo la ansiedad y favoreciendo la participación. Aunque se identificaron desafíos como el tiempo limitado de clase y los distintos niveles de dominio, se reconoció su valor como herramienta de apoyo para el entrenamiento de la pronunciación.

La investigación concluye que integrar la gamificación mediante actividades con homófonos hace que el aprendizaje del inglés como lengua extranjera sea más significativo e interactivo, incrementando la precisión y la motivación de los estudiantes.

Palabras clave: Juegos con homófonos, pronunciación, gamificación, inglés como lengua extranjera, habilidades orales.

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Introduction

In today's interconnected world, English is often seen as the common language for communicating, learning, and working across borders. For people learning English as a foreign language, getting the pronunciation right can be especially tough, but it's also crucial, because it helps others understand them and boosts their confidence. Many students in Ecuador struggle with sounds that don't exist in Spanish, which can cause confusion and make speaking less smooth. Often, traditional teaching relies on repeating words or using drills, but these methods may not inspire students or solve pronunciation issues in a lively, engaging way.

Homophones are words that sound the same but have different spellings and meanings. They give teachers a fun way to help students improve their pronunciation. When these are used in classroom games, practicing pronunciation becomes more exciting and interactive. Playing homophone games helps students spot, tell apart, and say English words more clearly, all while having fun.

Given this context, the study investigates the use of homophone games as a pedagogical tool to enhance pronunciation skills in EFL classrooms. To achieve this, it seeks to understand teachers' perceptions, examine the effectiveness of such activities, and identify challenges faced during their implementation. Through these inquiries, the research aims to offer practical insights for educators seeking innovative, student-centered strategies that foster clear, confident, and communicative English pronunciation.

Chapter I

The problem

Title of the research

Use of Homophone Games as a Strategy to Enhance English Pronunciation Skills in EFL Classrooms.

Research Topic

Homophones and Pronunciation Skills.

Problem statement

Beyond being a subject or mother tongue, the English language has become one of the best ways to communicate with other individuals by using it as a lingua franca, which is the English language. Most people around the world speak or understand the English language based on their learning it as a primary or secondary language, shaping citizens for a competitive world. (Narimanova, 2025).

Khanh (2022) explained that the effect of globalization pushed people to learn the English language because of communication for multiple purposes such as market, business, national relationships, and education; nowadays, this language is a requisite for the population in general, it is taught as a foreign language and second language, opening opportunities for individuals to connect with the whole world.

In Ecuador, English is taught as a foreign language; however, over the years, English language proficiency has been poor due to several factors. According to multiple factors mentioned by Riera et al. (2024), English language teaching has gone through ups and downs over the years, problems such as lower English language proficiency, poor study load, lack of pedagogical and didactic approach from teachers led to get the lowest standard in the Latin

American English level index, technological barriers, and more have made English language a new challenge for students. Ecuadorian educators used to teach speaking traditionally, focusing on controlled activities and constant drilling.

Suseno (2023) described that verbal communication is engaged by using speaking skills and sub-skills, one of the productive skills of the English language. Speaking skills are crucial for transmitting information by interacting with other individuals and for properly delivering information. Factors such as pronunciation are primary for ensuring overall understanding for the message receptor.

Pronunciation is attached to phonetics and is an essential component of verbal expression because it allows speakers to understand speech and interact with each other. As Rismawati et al. (2022) mentioned, the role of pronunciation impacts communication skills overall; hence, clear and accurate pronunciation must be correctly learned to be able to be understood. Pronunciation is the phonetic manner of every word spoken, which includes sounds and modulation for conveying ideas.

According to Nurfadillah et al. (2024), the most common errors in pronunciation are mispronunciations of words, homophones, and homographs. Poor pronunciation skills hinder communication, leading to misunderstanding or partial understanding. Hence, mastering pronunciation takes several years of practice to get used to the English phonetic system and spelling of words. Tsang (2022) mentioned that EFL learners tend to create their pronunciation version to differentiate the meaning to express their ideas, but other speakers may incorrectly interpret the meaning of words. Besides, when students do not differentiate the meaning of the words based on the context of the sentence, it is because of the emotional aspects involved.

Pronunciation has its basis that must be followed to build speech, such as phonetics, spelling, and the meaning of parts of English grammar.

Homophones originate from phonology, which is concerned with the sounds of words and their meanings. Istiqomah (2023) defined homophones as sounds that share pronunciation except meaning and spelling, also describing that homophones could confuse students in communication, leading to spelling errors. Due to their identical or similar pronunciation, it is crucial to consider the context and grammar rules when employing or interpreting homophones. Recognizing homophones is essential for effective communication and accurate language usage. By comprehending the distinctions between homophones, individuals can improve their language skills, prevent confusion, and communicate more effectively in the language of speech (Smet and Rosseel, 2023).

As Syaban (2024) stated, including gamification in activities that involve homophones promotes a better learning experience, while mastering pronunciation seems to be feasible. The use of these games allows students to hear the difference in context and pronunciation of words to render the sentences accurately without mistakes in comprehension. Ultimately, the practice of homophones within a gamification framework made students quite motivated and improved comprehension by analyzing the context and understanding the language; additionally, they are able to establish proper pronunciation.

This research project is driven to analyze the use of homophone games to enhance pronunciation skills, and the exploration of games and analysis from professionals will give accurate insight into the usage of the games and their application in an EFL classroom. Due to the importance of teaching pronunciation skills properly, homophone activities are strategies that must be reviewed for running in the classroom and further research. Adding gamification and

learning outcomes when teaching might give teachers a better response to activities and better student performance.

Justification

Nowadays, clear pronunciation plays a crucial role in communication, and having proper communication engages communities and empowers individuals to express themselves. However, mispronouncing words leads to misunderstandings, failing the exchange of ideas, because certain parts of pronunciation must be appropriately taught (Abdul-Samad and Mahmood, 2021). Moreover, Adha and Astri (2020) stated that the students must realize the difference in the words pronounced in each context. Homophones allow us to identify the meaning of words based on pronunciation, as well as the spelling, which supports overall English skills development.

Traditional methods of teaching are not fully focused on offering the students an interesting learning experience; they aim at a student-centered approach and non-use of technology; they are just paper-based and instructed in a manner led by a teacher. Besides, the interaction is centered on completing activities. Gamification is a technique used for turning activities into an attractive assessment that involves a rewarding system, engaging activities, and so forth (Mendoza et al., 2021).

Minh and Giang (2022) Homophone games offer an organized and enjoyable way to improve pronunciation by focusing on homophone words, which sound alike but have different meanings and spellings. These games provide learners with targeted practice in distinguishing and producing similar sounds, reinforcing phonetic awareness in a low-pressure environment. By incorporating playful competition, collaboration, and repetition, homophone-based activities help students reinforce their pronunciation.

This study explores how homophone games can serve as a strategy for pronunciation enhancement by examining their impact on learners' pronunciation, accuracy, engagement, and long-term retention. It also seeks to gather teachers' perspectives on the benefits and challenges of integrating such games into EFL instruction, providing insights into best practices for pronunciation teaching. By researching the use of homophone games in EFL classrooms, this research aims to contribute to more effective and engaging strategies for developing clear and confident English pronunciation among learners.

Problem question

General question

How could homophone games enhance pronunciation skills in EFL classrooms?

Specific questions

How do educators perceive homophone games for enhancing pronunciation skills?

What is the role of homophones in the development of pronunciation skills in young peers?

What homophone games could educators use for improving pronunciation skills in young learners?

Objectives

General objective

To analyze homophone games that enhance pronunciation skills in EFL classrooms by pondering teachers' perspectives on using these activities.

Specific objectives

- To ponder educators' perceptions about homophone games enhances speaking skills in young peers.

- To explore the role of homophones in pronunciation skills.
- To examine homophone games that improve pronunciation in an EFL classroom.

Chapter II

Theoretical framework

Background

International background

Harahap (2023) concluded that homophone games have a meaningful impact on improving pronunciation skills. During the execution of the study, two teaching cycles were conducted, in which groups were exposed to homophone games, while others received the traditional teaching style. Students exposed to homophone games could learn the differences between short and long vowels, and their peers were able to understand the basis of homophones, such as similar sounds and different spellings.

Maujudatul et al. (2023) considered homophone games as interactive activities to teach homophones and improve English pronunciation skills. The study examined the challenges faced by students and explored the potential of gamification to facilitate the acquisition of speaking skills. EFL learners often struggle with pronunciation and the confusion that arises from it, which can hinder their ability to differentiate meaning. This problem was solved by running homophone games in the classroom.

Young peers were experiencing problems during speaking practice when using incorrect diphthong pronunciation. Afterward, using homophone games in a lesson, students were quite satisfied with the pronunciation skills they developed through the challenges presented by the interactive activity. Moreover, they were able to speak freely without difficulty. After the teacher implemented the activities, the students started to improve their pronunciation among other English language skills (Chairunnisa, 2023).

Furthermore, pronunciation skills become a challenging ability at certain English levels; research suggests that struggles during speaking practice hinder motivation and the development of speaking subskills. However, the researchers focus on facilitating the learning process through the use of games for phonetic skills. Homophone games were helpful in training pronunciation through vowel training; nevertheless, consistency and perseverance are necessary because improvements take time and practice (Yulianti et al., 2022).

Istiqomah (2023) concluded that using homophone games fosters pronunciation and vocabulary comprehension. The study focused on exposure to homophone games, and two experimental groups were assessed to analyze the impact on English language pronunciation when using homophone games. After the experiment, a positive outcome was observed in the group that was exposed to homophone games. It appeared that gamification plays a significant role in complex phonetics such as homophones.

Moreover, Harsin et al. (2023) conducted a study with high school students who struggled with the pronunciation of ambiguous words. After students played phonetic games related to homophones, it showed that students improved their skills regardless of using incorrect pronunciation. They afterwards learned the difference and proper articulation of words. The students were initially skeptical about playing the game, but later realized that homophones are essential for improving overall pronunciation and vocabulary understanding.

Fitriani (2022) described pronunciation problems experienced by young peers. The researcher recommended implementing homophone games because gamification can drive motivation in students to support language learning. The research involved emotional skills and phonetic learning along with grammatical practices in virtual environments. It is a great resource

in terms of word recognition and phonetics, establishing strong pillars in speaking skills, and focusing on pronunciation.

Ultimately, Minh and Giang (2022) noted that English pronunciation is a significant challenge for every English language learner, regardless of age or proficiency level, among other issues. The objective of the researchers was to support students in the improvement of pronunciation skills because students had issues with speaking skills; the use of games promotes overall language development. Homophones games were a valuable resource for improving English skills, with a focus on pronunciation in young peers.

The studies performed by researchers offer several insights into the use of homophones in low proficiency situations, emotional skills, and age. Nevertheless, these studies elaborate conclusion and experiments that reinforces its multidisciplinary scope. Based on these studies, the thesis has a strong character, as it reviews scientific articles that have studied, analyzed, and proven that homophone games serve to improve pronunciation and enhance English language proficiency.

Pedagogical basis

Behaviorism

Rofiati et al. (2025) stated that Skinner developed behaviorism by studying behavior, applying conditioning and training through reinforcement to achieve desired outcomes. Focusing on English language learning, the series of exposure to knowledge and reinforcement helps students. Behaviorism is connected to games because it situates the individual within a system where every action creates a path. Students learned by using the correct move to access the reward; this example conceptualized the connection between behaviorist theory and gamification practices.

Gamification

Gamification is a strategy that uses a behavior-based approach to acquire knowledge by using an interactive methodology. The process of gamification takes knowledge and uses mechanisms and principles of games, using rewarding systems, leaderboards, and points; it fosters social interaction through making students engage with the game while learning. Ultimately, the motivation is undertaken during the games, allowing educators to model students' perception from the traditional learning to interactive approaches (Alshaikhi, 2020)

Gunawan (2025) notes that innovative pedagogical approaches, such as gamification, are being used in efforts to improve English language teaching and distance the field from traditional methods. Implementing gamification in a classroom promotes class participation and rapport and allows students to fully engage in lessons. Gamification enables the visualization of learning as a game, featuring points, badges, leaderboards, and challenges that focus on English language development.

Communicative Language Teaching (CLT)

Numonova (2024) defined CLT as a series of approaches aimed at contextualizing, decoding, and elaborating information obtained from academic frameworks, also mentioning the use of real-life language to navigate the English language environment. Communicative Language Teaching is a line of language teaching that focuses on communication, the exchange of ideas, and the use of language for performing activities. The approach utilizes inputs related to authentic materials, emphasizing critical thinking and social skills to foster active interaction.

Theoretical Basis

Pronunciation

Kobilova (2022) explains that pronunciation involves the emission of words using our vocal cords and the surrounding air to articulate phonemes. Pronunciation refers to articulating words clearly to facilitate effective communication. In short terms, pronunciation is the interpretation of words when producing sound. Ihsani et al. (2025) stated that pronunciation is a key aspect of communication and English language proficiency, as it enables English users to engage in clear and intelligible verbal interactions.

Aspects of pronunciation

Lasi (2020) explains that there are several aspects of pronunciation, the most important being stress, intonation, and voice quality. These aspects support proper pronunciation; if one of them fails, the others fall apart during speech. Stress is essential for speech; its role is to emphasize syllables by using loudness, length, and pace. The series of aspects makes stressful words important when articulating, so that the other speaker can understand.

Intonation is connected to the way ideas are delivered by increasing or decreasing tone. This acts as a decoder to figure out the meaning of speech. For example, learners must speak clearly when they disagree on something; the way of negation should be to convey negation through gestures and a different manner of speaking. Rhythm is another aspect of pronunciation. As people talk, there is a pace of syllables in a native model of the English language. Rhythm and intonation work in conjunction with articulation; they depend on each other to deliver clear pronunciation (Schaefer, 2021; Lasi, 2020).

Lastly, voice quality is relevant to other aspects of pronunciation, and it has not received much attention in English language learning. Our voices are important for emitting speech; some

voices are based on the vocal cords. There are high and low pitches; the pronunciation can change accordingly. Additionally, when speakers experience health problems related to respiratory diseases, such as the flu or COVID-19, this hinders students' pronunciation (Lasi, 2020).

Pronunciation problems

Bocskor (2023) examines the impact of learners' age, motivation, aptitude, personality, and teaching method quality on L1 learners. The author considers age a factor that influences pronunciation problems because young learners are still acquiring the language; therefore, they are making preliminary mistakes that can be effectively reinforced through the use of interactive activities. Emotional aspects are involved because learning the English language is often taught in terms of study hours and traditional teaching methods, which can affect the motivation of English learners. The teachers are a component of the process of learning problems; their reinforcement, advice, and use of gamification practices prevent students from getting bored because teachers employ teacher-centred activities (Bocskor, 2023)

Homophones

The English language is a particular language with auxiliary verbs, contractions, pair words, and more; homophones are part of this interesting topic when students are reinforcing vocabulary and speaking skills. Homophones are defined as words that sound the same in pronunciation but are spelled differently. It is essential to familiarize students with homophones, particularly those at the basic to intermediate levels, as it enhances vocabulary, promotes correct pronunciation, and facilitates better language acquisition through mental processing (Simon, 2023).

Homophone games for improving pronunciation skills.

When teaching homophones, visual aids such as flashcards, mind maps, comparative charts, posters, true-or-false exercises, games, and competitions are used. Adding Games in the classroom helps with engagement as students learn or reinforce knowledge, and using games promotes better language development, especially on tough grammar topics such as homophones (Jashari, 2024)

Tongue Twister

A tongue twister is a great alternative for teaching the English language. It is recommended to use tongue twisters that focus on homophones to challenge students and reinforce the pronunciation and spelling of words. The students must identify multiple words that have the same pronunciation and meaning, along with other challenging words to pronounce. Hence, the students feel challenged, and they started to address meanings depending on context, helping them to internalize the words (Wardhana et al., 2023)

Homophone dictation

Homophone dictation helps practice and remember homophones; this game is dynamic and adaptable to any age, but the English level should be suitable for at least an A2 level user. The game involves organizing the class into a horizontal chair formation and designating a few volunteers, no more than four, to prevent falls. Then, the teacher writes sentences that include homophones, and students must figure out the word and write it on the board. The first student to guess correctly earns points. During the game, teams and rewards will be available to encourage students to participate and enjoy the class (British Council, 2025).

Mobile-assisted learning language learning- Homophone games

A study developed by Wahyuni (2025) showed that using MALL provides the students with multiple resources to learn pronunciation. In the subject matter of homophones, it serves as an interactive platform that is familiar to students, who are often technological natives, making it a neat connection between students and technology support. The board games, TPR games, and traditional activities are adapted for a virtual environment, allowing for both online and in-person education to provide a learning experience centered on English language learning. Instant feedback applications, such as Duolingo, Elsa speaks, and Power AI speech recognition, are great resources for pronunciation training.

Legal Basis

Constitución de la República Del Ecuador

The Ecuadorian Constitution is responsible for establishing population rights, responsibilities, and penalties. These articles explain the responsibilities regarding educational matters, reaffirming the commitment to the population to look after citizens. This legal part elaborates on the connection between government and welfare; the articles highlighted are Art 26, Art 27, and Art 28.

Articles 26 establishes education as a right given throughout life and is mandatory granted to population. The public policies established education as a right for citizens promoting a quality of life and social inclusion. Ecuadorian government has the duty to provide with citizens within universal human rights and democracy. The government must offer fundings and create policies to empower education in the nation.

Article 27 is concerned with the focus of education in citizens to guarantee holistic development. The aspect of education such as participation, justice, peace, among other values,

these factors are driven to encourage individual competences. Education is a component of society focused on building strengths in knowledge influencing national development and globalization process.

Article 28 elaborates the welfare of the public service ensuring universal access, mobility, graduation without any discrimination. Education is set up as a mandatory instruction starting from the early up to higher education promoting the holistic development of population. The government must promote the right to engage in intercultural activities so that citizens are committed to educational communities.

Chapter III

Methodological Framework

Qualitative method

Qualitative research is defined as a natural manner of directly obtaining data related to concerns with lived and real-life experiences. The main objective is focused on grasping experiences drawn from the context; moreover, a qualitative research approach is attached to three theoretical frameworks, which are phenomenology, hermeneutics, and ethnography (Muzari et al., 2022).

The research is founded on qualitative methodology due to the educative community is experiencing scenarios in regard with exploration of English teaching methods among other investigations. Moreover, the use of qualitative research allows performing a deep analysis of the investigation. Researchers seek to collect deep perceptions of Homophone games to improve pronunciation skills and analyze the phenomenon in a holistic manner.

Type of research

Phenomenological Research

Alhazmi and Kaufmann (2022) stated that phenomenology examines human beings' perception of the world surrounding them through personal experience. Investigating arguments and opinions can be complex because of subjectivity. Furthermore, the experience of individuals about relevant situations is an intricate phenomenon that must be scrutinized properly in order to understand postures of participants.

The phenomenon of teaching strategies driven to improve English skills focusing on pronunciation is an event that must be analyzed by inferring in background and operability discovered to consider its implementation in the classroom. The participants of the study had to

respond specific questions ponder key points and experiences from teachers in order to contrast between authentic arguments and scientific resources.

Data Collection Techniques

The Semi-structured Interview

Interviews are a method to collect or generate qualitative research; they involve two parties that engage in a dialogue discussing the topic by using guidelines. The semi-structured interviews involve verbal interaction and natural social interaction during this process of finding out people's views. Ultimately, the semistructure are driven to let the interviewee to express ideas properly by using questions aim at collecting important data (Osborne & Grant-Smith, 2021).

The interviews are conducted to gather information from participants based on their experiences, the researchers employed persuasive questions to collect information about the nature of the inquiry. The professors will be assessed using a series of questions aimed at collecting the most important details that can make a difference in the analysis of findings. Teachers have to elaborate crucial answers related to inquire of investigation, experiences, and suggestion that endure the thesis.

Instruments

Questionnaires

Sharma (2022) stated that questionnaires are important for qualitative research because they allow participants to elaborate their ideas in an organized series of questions that seek explanations of the research problem. Questionnaires are group questions to inquire about information related to experiences and perspectives on the topic. The design of questionnaires is

based on the number of questions, the type of questions, the role of variables, and research aspects that play primary roles in questionnaires.

The research project employs a questionnaire using open-ended questions to expect better expressions in the interviews. The questionnaire has to follow a design driven to obtain relevant information about perceptions and suggestions about the research topic. The answers of questionnaires help to develop further analysis of results through persuasive questions to gather information.

Open-Ended questions

Open-ended questions are important for gaining insights into behaviour and examining experiences. The common words used for designing these questions are the wh-questions and a reflective tone. It is mentioned that open-ended questions help to get long responses filled with thoughts instead of neutral or generic answers (Baburajan et al, 2024). The questionnaires used the foundations of open-ended questions, which helps the participants to feel comfortable sharing data without strict guidelines.

Data collection, processing, and resources

Table 1

Data collection, processing, and resources

Questions	Explanations
What?	Semi-structured interviews
Where?	At the Schools in Santa Elena province
When?	2025

How?	Eight questionnaires, eight open-ended questions
What for?	To examine the use of homophone games to improve pronunciation skills in EFL classrooms.

Note. The table explains how to launch and the purpose of the investigation.

Population and Sample

Ahmad (2023) determined that population and sample are research items in regards with the cluster of study, so it is essential to select the most appropriate groups to examine and assess. Population refers to large groups of people that share features that draw the interest of researchers. It focuses on selecting participants who potentially can join the research and must align with the variables of the investigation to establish a population to study.

Besides, the Sample is concerned about refining the focus by reducing the targets but reaffirming vital variables of research. The sampling aims to scrutinize the population by using the main variables of the research; the participants selected must be reliable so that the researchers can gather accountable information (Bouncken et al., 2025).

The researcher chooses a group of teachers who work in the Peninsula de Santa Elena province; the share resemblance is to being trained as professionals in language teaching, holding a bachelor's degree in Pedagogy of National and Foreign Languages. The professionals are full of experience and training; nonetheless, the targeted population is narrowed to available teachers to be assessed. The sample selected will be five experienced teachers holding a bachelor's or master's degree in the Pedagogy of National and Foreign Languages, who will elaborate on their experiences with the homophone games and pronunciation improvements in EFL students.

Chapter IV

Analysis of Findings

Brief Analysis of Findings

The fourth chapter presents the analysis of the collected data and provides further interpretation, along with the authors' studies as background that support the research project. Hence, the collected data will be interpreted based on the perceptions of Educators regarding the use of homophone games as a strategy to improve pronunciation skills. The research aims at an interpretation of data to join the authors to support the researcher's thesis.

The analysis of findings starts with the conceptualization of categories by summarizing Educators' answers. The data collection and organization were found to highlight the most important thoughts from Educators. This information was linked to Chapter II, which is with regard to the theoretical framework of the investigation. The authors' statements are strongly connected to the Educators' perceptions, which support the investigation.

Interpretation of Interviews

Table 2

Interpretation of interviews

Categories	Answers	Authors
Use of Homophone Games as a Teaching Strategy	Teachers mentioned that homophone games are dynamic tools based on gamification that make pronunciation lessons quite interactive and motivating.	Gunawan (2025) and Harahap (2023) explained that gamification turns learning into an enjoyable learning experience. It was demonstrated that students

		exposed to homophone games improve their ability to distinguish vowel sounds.
Perception of the Homophone Games in EFL Classrooms	Educators agreed that these homophone games make learning an interesting learning experience while reinforcing pronunciation skills.	Minh and Giang (2022) and Alshaikhi (2020) noted that homophone games were a valuable resource for improving English skills, with a focus on pronunciation in young peers.
Learners' Response to Homophone Games	Teachers shared that students like to play these games because they feel confident in their pronunciation skills.	Fitriani (2022) and Bocskor (2023) recommended implementing homophone games because gamification can drive motivation in students to support language learning.
Enhancement of Pronunciation Skills	Teachers highlighted that homophone games strengthen the pronunciation of vowels and consonants through active listening students can recognize stress and intonation patterns.	Lasi (2020) and Yulianti et al. (2022) stated that Homophone games were helpful in training pronunciation through vowel training; the researchers

		focused on facilitating the learning process through the use of games for phonetic skills.
Understanding pronunciation through Homophone Games	Teachers said these games help students differentiate the meanings and spellings of similar-sounding words while playing games.	Simon (2023) and Jashari (2024) stated that Homophones are defined as words that sound the same in pronunciation but are spelled differently. It is essential to familiarize students with homophones for better language acquisition through mental processing.
Challenges of Homophone Games	Teachers agreed that limited time and different English levels are the main challenges for homophone games.	Bocskor (2023); Wahyuni (2025) examined the impact of learners' age, motivation, aptitude, personality, and teaching method quality on L1 learners.
Learning Barriers in the	Teachers shared experiences about students struggling to	Kobilova (2022) and Ihsani et al. (2025) explained

Implementation of Homophone Games	distinguish sounds similar to their native language; however, after the practice, they improved their pronunciation skills.	that pronunciation skills are complex because of sound distinction and the time to execute activities.
Suggestions to run Homophone Games in the EFL Classrooms	Teachers recommend giving clear instructions, using modeling, starting with simple vocabulary, and promoting collaboration over competition to maintain engagement.	British Council (2025), Wardhana et al. (2023), and Wahyuni (2025) stated different suggestions and activities to implement in the class to improve pronunciation through Homophone games.

Note: The table elaborates the categories of the questions, then the analysis of answers, which strongly connect with the authors.

Interpretation of Data from the Interview

The following data came from the interviews that were carried out by researchers to explore the use of Homophone games as teaching strategies to improve pronunciation skills in young learners. The data collected was interpreted to determine the beliefs of experienced teachers at the Pedagogy of National and Foreign languages teachers to elaborate a correlation by using bibliographic resources.

The first category, the Use of Homophone Games as a Teaching Strategy, was aimed at understanding the role of homophone games in developing English pronunciation in EFL classrooms. The inquiry was based on determining whether the homophone games were feasible

to apply in class. It was mentioned that the homophone game makes pronunciation lessons interactive and helps bond with students.

Teachers support that homophone games are potential activities to develop pronunciation skills through the use of gamification principles. Engaging activities such as bingo and guessing games, which require active listening to avoid mispronunciation, are also based on gamification practices to boost student confidence, vanishing the fears of mistakes. Overall, they describe that the homophone games follow the directions to be applied as a reinforcement to English pronunciation skills.

The purpose of the second category, Perception of the Homophone Games in EFL Classrooms, was to explore teachers' perceptions about the use of homophone games in class. The use of homophone games in class was uncertain, so the insight and experiences of teachers allow researchers to comprehend the overview of using them in the classroom. Teachers agreed that homophones are a valuable tool to use when teaching or reinforcing pronunciation. They emphasized the multiple benefits of sound production and spelling in the classroom. Homophone Games help to release stress and encourage pronunciation practice, creating an enjoyable environment to learn.

The third category stands for Learners' Response to Homophone Games; the aim was to explore students' responses to the stimuli of homophone-based games to foster pronunciation learning. The question seeks to analyze the students' reaction to using these games when reinforcing pronunciation skills. The Educators explained the students' reactions based on experiences that support the positive reaction to using homophone games. The use of gamification helps to dive into pronunciation challenges when students are basic users and

experience shyness in producing sounds. In addition, it is important to include settings in games to avoid impairments and a lack of confidence in competitions, ensuring a fair game.

The reason for this category was the Enhancement of Pronunciation Skills to get to know pronunciation skills that can be improved when using homophone games in the EFL classroom. The insights into pronunciation skills improvement using these games reaffirmed their feasibility. Educators discussed the improvements that homophone games can offer to students, mentioning the overall improvement of sound production and active listening. The most important aspects of enhancement were enhanced listening skills, phonetic improvement, articulation, and stress patterns. Also, it provides students with a tool to differentiate spelling and meaning, expanding vocabulary awareness.

The fifth category under Understanding pronunciation through Homophone Games was designed to make teachers elaborate on the support for pronunciation learning. The researchers wanted to discover the benefits of homophone games for learners. Teachers explained that homophones serve as a tool to clarify the mistakes by applying a different approach to reinforce the game performance feedback. These games help students identify mistakes in spelling and pronunciation, shape memory, and strengthen pronunciation to avoid mistakes during the activity. Matching and guessing activities are suitable games for learners to connect meaning with sound and retain the information properly

The sixth category, Challenges of Homophone Games, was regarding the challenges of using homophone games to teach pronunciation. The researchers were driven to analyze the difficulties of running these activities in pronunciation classes. Educators addressed concerns related to time periods and students' backgrounds as the main difficulties. They highlighted that a

lack of vocabulary involves challenges that teachers faced when they used homophone games. Keeping students focused and ensuring everyone participates were also recurring concerns.

The seventh category, Learning Barriers in the Implementation of Homophone Games, was related to addressing common difficulties of students when running homophone games. The objective of the question is to know the difficulties that students face in pronunciation practice and what to do in these cases. Teachers described common problems during the execution of homophone games. Problems related to distinguishing simple sound differences, more frequently when those sounds are in the Spanish language, which is the primary language. In addition, they mentioned that the game must be structured to prevent students from focusing on competition rather than on improving pronunciation accuracy.

The last category, Suggestions to run Homophone Games in the EFL Classrooms, was focused on embracing suggestions from teachers to master the execution of homophone games, preventing failures in pronunciation lessons. Teachers recommend giving clear instructions, introducing pronunciation to model it afterwards, starting from simple words to advanced. They also suggest that regular practice with attractive inputs, such as visuals and sounds, is beneficial. It can encourage collaboration over competition to maintain motivation, allowing further practices using gamification.

After completing the interviews, regardless of the swamp agenda from Educators, the interviewees were able to express their concerns and approval about Homophone games as a tool to enhance pronunciation and reinforce homophones. The interviews were conducted via Zoom and in person. It was concluded that the use of homophone games is clearly an alternative technique to add to teaching resources when focusing on pronunciation skills.

Having this analysis of findings, the last step of the research project is to come up with conclusions about final thoughts regarding homophone games as a potential teaching technique, which can offer improvements in pronunciation skills in young learners. The conclusions are based on the deep analysis of statements and perceptions which will be explained in the upcoming chapter. Furthermore, recommendations are generated taking into account suggestions from teachers and other authors, it is important to highlight advice to support the method when it is applied in class. Ultimately, the next chapter is focused on closing the gaps and answering research questions.

Chapter V

Conclusions and Recommendations

Conclusions

The purpose of studying alternatives is to improve English pronunciation skills was determined by impairments and gaps in knowledge. Homophones games were an attractive technique, which combines gamification principles and a grammar focus on sounds and meaning as variables of homophone games. After completing the process of investigation based on theories, teachers' perceptions, and personal reflections, it was concluded that homophone games are options to encourage young learners to develop pronunciation skills through engagement activities.

Homophone games can play an important role in improving pronunciation skills. When students have not entirely learned basic pronunciation, the teacher can use these games to engage the students in reinforcing and mastering pronunciation skills. The challenges and game system motivate students to enhance pronunciation. However, there are difficulties that teachers could face with its implementation; the teacher will figure out using techniques such as clarifying the instructions to understand the games, group activities with balanced groups, and supporting students during the game.

Teachers' perceptions were aligned that Homophone games are great techniques for improving English skills in young learners; they agreed on their implementation, benefits in pronunciation skills, vocabulary, and active listening, among other variables. Moreover, the teachers suggest using balanced approaches of reward systems, the time of the activity, and correct class distribution in collaborative work.

Ultimately, Homophone games can support teachers to use innovative teaching that is out of the box; however, they provide engagement for young learners during the learning process that is hard and challenging, but it can be managed by running these games. The investigation could be better performed if the sample were large enough to give a consensus of homophone games as a primary technique for practicing and improving English pronunciation skills. Lastly, the investigation will provide English teachers with insights about the benefits and adequate use of homophone games in improving young learners' pronunciation skills.

Recommendations

Based on the findings of the research, there are recommendations that can ensure the correct assistance of the homophones game to guarantee feasibility in the enhancement of pronunciation skills in your learners. The suggestions are based on basic foundations of homophones, class distribution into a cooperative approach to oversee students' English proficiency, among other valuable recommendations of potential activities.

The student's engagement is essential to developing a proper teaching process, as the homophone games have to be used within practice time, not as a primary input. The teacher has to provide solid notions and concepts of homophones before using homophone activities, because the student has to build knowledge to have experiences of the topic to be able to understand and perform the game.

The recommended games are tongue twisters, dictation, and mobile applications. These games are effective to have solid practice of homophones while students have a new learning experience. These activities are designed to motivate students to play games in class or at home when reinforcing. Teachers have to give directions on how to play so that students can perform the game because of previous practice.

Moreover, it is suggested to apply a collaborative approach to balance a fair game among students. The purpose is to master the knowledge, so that the students can be distributed into balanced groups when running the game. Also, the teachers have to understand that the objective of homophone games is to make the class an enjoyable learning experience; using a rewarding system incorrectly creates scenarios of aggressive competition. Students have to take into account that the games aim to develop English skills interactively.

Teachers have to implement homophone games, taking into account prior knowledge based on the curriculum, align with the homophone class, and plan English games. These recommendations are designed to execute the games properly. The researchers expected that the results of the investigation would support future Homophone games look forward to this research project providing guidance on homophone games in class.

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Annexes

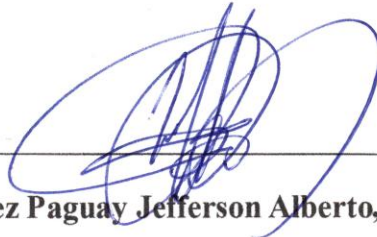
Annex A: Certificate of Antiplagiarism

La Libertad, October 30th, 2025

Certificado sistema Anti-Plagio

En calidad de tutora del trabajo de integración curricular denominado “The use of Homophone Games as a strategy to enhance English pronunciation skills in EFL classrooms” elaborado por los estudiantes de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el Sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revisión por parte del especialista.

Atentamente,



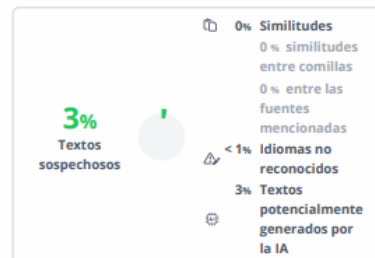
Sánchez Paguay Jefferson Alberto, MSc.

TUTOR

Annex B: Compilatio report

 **CERTIFICADO DE ANÁLISIS**
magister

Use of Homophone Games as a Strategy to Enhance English Pronunciation Skills in EFL Classrooms



Nombre del documento: COMPILATIO.docx
ID del documento: 5391b833206466164982f5c534e331ae6d195e5
Tamaño del documento original: 36,4 kB

Depositante: JEFFERSON SANCHEZ PAGUAY
Fecha de depósito: 26/10/2025
Tipo de carga: interface
fecha de fin de análisis: 26/10/2025

Número de palabras: 5576
Número de caracteres: 38.863

Ubicación de las similitudes en el documento:



Annex C: Questionnaire

These questions, based on open questions, were designed to collect data from experienced teachers to infer data and contrast with further research chapters.

1. How can homophone games be used as a gamification method to support the development of English pronunciation skills in EFL classrooms?
2. What are English language teachers' views using homophone games to teach pronunciation?
3. What are students reactions toward learning pronunciation through homophone-based games, positive or negative and why?
4. What aspects of pronunciation skills can students improve by playing homophone games in the classroom?
5. How do homophone games help learners to learn about homophones?
6. What are the main challenges teachers encounter when using homophone games to teach pronunciation?
7. What difficulties do students face when participating in homophone games focused on pronunciation?
8. What do teachers suggest to improve the use of homophone games as a classroom strategy for enhancing English pronunciation?

Annex D: Transcriptions

Interview: 1

1. How can homophone games be used as a gamification method to support the development of English pronunciation skills in EFL classrooms?

I think homophone games are useful because they make pronunciation practice more fun.

Students must listen carefully to spot the differences, and since it feels like a game, they are more motivated and less nervous.

2. What are English language teachers' views using homophone games to teach pronunciation?

Most teachers see them in a positive way. They like that games lower stress in the classroom and give students a chance to practice pronunciation without it feeling too serious.

3. What are students' reactions toward learning pronunciation through homophone-based games, positive or negative, and why?

Students usually react well. They enjoy the activity because it's playful, and it takes away some of the pressure. Some might get a little confused at first, but overall, the reactions are positive.

4. What aspects of pronunciation skills can students improve by playing homophone games in the classroom?

With these games, students can really improve their listening skills, especially distinguishing between similar sounds. They also get better at noticing how English spelling and pronunciation do not always match.

5. How do homophone games help learners to learn about homophones?

The games help because they make students focus on pairs of words that sound the same but mean different things. That way, they learn both the sound and the meaning in context.

6. What are the main challenges teachers encounter when using homophone games to teach pronunciation?

One challenge for teachers is time. It can take a while to explain the rules and make sure everyone participates. Sometimes students also need extra support with vocabulary before the game starts.

7. What difficulties do students face when participating in homophone games focused on pronunciation?

For students, the hardest part is usually telling apart very similar sounds, especially if those sounds don't exist in their first language. They can also get confused with spelling and meaning.

8. What do teachers suggest to improve the use of homophone games as a classroom strategy for enhancing English pronunciation?

Teachers often suggest keeping the instructions simple, modeling the pronunciation first, and picking words that fit the students' level. They also recommend using these games regularly so students get more comfortable with them.

Interview: 2

1. How can homophone games be used as a gamification method to support the development of English pronunciation skills in EFL classrooms?

Homophone games make pronunciation practice fun and interactive. When students play games like matching, bingo, or guessing with homophones, they listen carefully to the sounds. They repeat words more naturally and feel less afraid of making mistakes. The game element keeps them motivated and focused on pronunciation.

2. What are English language teachers' views using homophone games to teach pronunciation?

Homophone games are helpful and enjoyable. Students participate more and pay attention to pronunciation without stress. These games connect spelling, meaning, and sound.

3. What are students' reactions toward learning pronunciation through homophone-based games, positive or negative, and why?

Students usually react in a positive way. They enjoy the activity because it feels like playing, not like a test. They speak more freely and laugh when funny mistakes happen, which helps learning. Some students may feel shy or confused at first, but most of them enjoy the experience.

4. What aspects of pronunciation skills can students improve by playing homophone games in the classroom?

Students can improve their listening to similar sounds, vowel and consonant pronunciation, and intonation when speaking. These games help students pay attention to how words sound, not just how they are written.

5. How do homophone games help learners to learn about homophones?

Students see that two words can sound the same but have different spellings and meanings. When they match, use, or say these words in games, they remember them better and understand the difference.

6. What are the main challenges teachers encounter when using homophone games to teach pronunciation?

Some challenges are preparing materials and examples, managing mixed-level students, and keeping students focused during the game.

7. What difficulties do students face when participating in homophone games focused on pronunciation?

Students may confuse meanings or spellings, have trouble hearing small sound differences, feel

shy to speak in front of others, not understand the rules in English, or focus more on winning than pronouncing correctly.

8. What do teachers suggest to improve the use of homophone games as a classroom strategy for enhancing English pronunciation?

Teachers suggest explaining and modeling the homophones first, starting with easy words, using pictures, audio, or gestures, and working in small or mixed groups.

Interview: 3

1. How can homophone games be used as a gamification method to support the development of English pronunciation skills in EFL classrooms?

As a teaching method, reinforcement, and dynamic to help improve students' pronunciation and speaking skills.

2. What are English language teachers' views using homophone games to teach pronunciation?

I think they are very useful, and they definitely need to be applied.

3. What are students' reactions toward learning pronunciation through homophone-based games, positive or negative, and why?

Very positive, students become more interested in classes and learning.

4. What aspects of pronunciation skills can students improve by playing homophone games in the classroom?

Students' confidence and accuracy.

5. How do homophone games help learners to learn about homophones?

They help students understand how subtle differences in pronunciation can change meaning completely.

6. What are the main challenges teachers encounter when using homophone games to teach pronunciation?

A lack of knowledge of the vast vocabulary of the language.

7. What difficulties do students face when participating in homophone games focused on pronunciation?

Lack of confidence, shyness, or nervousness that some students have.

8. What do teachers suggest to improve the use of homophone games as a classroom strategy for enhancing English pronunciation?

To use them more often while encouraging and rewarding the students.

Interview: 4

1. How can homophone games be used as a gamification method to support the development of English pronunciation skills in EFL classrooms?

Homophone games make pronunciation practice fun and interactive; that way, they motivate students to engage more actively.

2. What are English language teachers' views using homophone games to teach pronunciation?

Teachers see them as useful tools to raise awareness of sound differences and also to make lessons more enjoyable.

3. What are students' reactions toward learning pronunciation through homophone-based games, positive or negative, and why?

I would say that students usually react positively because games reduce anxiety, though some may struggle if the rules are unclear.

4. What aspects of pronunciation skills can students improve by playing homophone games in the classroom?

They can improve their listening discrimination, stress patterns, and accurate pronunciation of similar sounds.

5. How do homophone games help learners to learn about homophones?

Games help learners notice sound similarities, practice in context, and distinguish word meanings that helps a lot.

6. What are the main challenges teachers encounter when using homophone games to teach pronunciation?

Teachers face challenges such as limited time, large class sizes, and students with uneven language levels.

7. What difficulties do students face when participating in homophone games focused on pronunciation?

Students may find it difficult to focus on sound; it can be confusing to understand meanings or they may feel pressured to perform quickly.

8. What do teachers suggest to improve the use of homophone games as a classroom strategy for enhancing English pronunciation?

We, as teachers, should give clear instructions, gradually increase difficulty, and integrate games with other skills. Consistent practice is also key.

Interview: 5

1. How can homophone games be used as a gamification method to support the development of English pronunciation skills in EFL classrooms?

Homophone games use gamification to make pronunciation practice more interactive and

engaging. They transform the task of distinguishing similar sounds into a fun challenge, which reduces students' anxiety and encourages repetitive practice.

2. What are English language teachers' views using homophone games to teach pronunciation?

Most teachers have a positive view. I see these games as tools that increase students' engagement, provide context for similar sounds, and correct common errors. Some teachers worry about distraction, but overall, the opinion is positive.

3. What are students' reactions toward learning pronunciation through homophone-based games, positive or negative, and why?

Students generally react positively and enjoy the playful approach because they find it fun and memorable. They feel less self-conscious when practicing, though some may react negatively if they feel frustrated by the competition.

4. What aspects of pronunciation skills can students improve by playing homophone games in the classroom?

Students mainly improve their phonemic awareness and articulation of specific sounds. Through the games, they learn to differentiate similar sounds and use them correctly.

5. How do homophone games help learners to learn about homophones?

Homophone games teach the concept in a practical and direct way. Students learn that homophones are words that sound the same but have different meanings and spellings, identifying and using these pairs in context.

6. What are the main challenges teachers encounter when using homophone games to teach pronunciation?

The main challenges are finding suitable materials, managing classroom behavior, and adapting the games for students with different skill levels.

7. What difficulties do students face when participating in homophone games focused on pronunciation?

Students may struggle to hear subtle sound differences, feel embarrassed when speaking in public, or get frustrated if they cannot remember the correct word. Some also feel pressured by the competitive nature of the game.

8. What do teachers suggest to improve the use of homophone games as a classroom strategy for enhancing English pronunciation?

Teachers suggest varying the type of games, promoting collaboration over competition, providing clear instructions, and using games as a complement to other teaching methods.