

**UNIVERSIDAD ESTATAL**

**PENÍNSULA DE SANTA ELENA**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**

**CARRERA LICENCIATURA EN INGLÉS**

**LEARNING STRATEGIES TO DEVELOP ENGLISH PRONUNCIATION  
FOR SECOND BASIC GRADE STUDENTS AT ESCUELA DE EDUCACIÓN  
BÁSICA JOSÉ MEJÍA LEQUERICA, JOSÉ LUIS TAMAYO, SALINAS,  
PROVINCE OF SANTA ELENA SCHOOL YEAR 2015-2016**

**Trabajo de Titulación**

Previo a la obtención del título:

**LICENCIADO EN IDIOMA INGLÉS**

**AUTOR: DIANA LICCETE DE LA A SALINAS**

**TUTOR: LCDO, KLEBER LOOR ZAMBRANO, MSc**

**LA LIBERTAD – ECUADOR**

2016

## **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper under the title **“LEARNING STRATEGIES TO DEVELOP ENGLISH PRONUNCIATION FOR SECOND BASIC GRADE STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA JOSÉ MEJÍA LEQUERICA, JOSÉ LUIS TAMAYO , SALINAS, PROVINCE OF SANTA ELENA SCHOOL YEAR 2015-2016”**.prepared by Diana Liccete De La A Salinas undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewing 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,**

.....  
Lcdo. Kleber Loor Zambrano, MSc  
ADVISOR

## **STATEMENT OF AUTHORSHIP**

I, Diana Liccete De la A Salinas with ID number 092254389-7 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper, certify that this work is of my authorship, except for the quotes and reflections used in this research paper. **“LEARNING STRATEGIES TO DEVELOP ENGLISH PRONUNCIATION FOR SECOND BÁSIC GRADE STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA JOSÉ MEJÍA LEQUERICA, JOSÉ LUIS TAMAYO , SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”**.

---

**DIANA LICCETE DE LA A SALINAS**

**ID 092254389-7**

## **BOARD OF EXAMINERS**

---

Dra. Nelly Panchana Rodríguez, MSc.

FACULTY OF EDUCATION AND

LANGUAGES DEAN

---

Lcda. Glenda Pinoargote Parra, M.A. Ed.

ENGLISH TEACHING

CAREER DIRECTOR

---

Lcdo. Kleber Loor Zambrano, MSc.

ADVISOR

---

Lcdo. Jorge Cevallos Salazar, MSc

SPECIALIST PROFESSOR

---

Abg. Brenda Reyes Tómalá MSc.

GENERAL SECRETARY

## **DEDICATION**

I dedicate this research firstly to God who give care my steps too my parents Azucena and Guillermo who cheered me every day to finish this task.

To my Sisters Sandra and Leonela who gave me required support and understanding during the development of this paper, without them none of this would be possible.

**Diana**

## **ACKNOWLEDGEMENT**

First of all I thank God, who guided me during this process, to my advisor ,who would have never accepted anything less my best efforts, to UPSE for all the support during these 5 years and to all my professors for their dedication and patience.

A special recognition to the Director of English Teaching Career MSc. Glenda Pinoargote Parra for her guidance and capability managing the English Teaching Career.

**Diana**

## **DECLARATORIA**

“El contenido del presente Trabajo de Titulación es de mi responsabilidad, el patrimonio intelectual del mismo pertenece a la Universidad Estatal Península de Santa Elena”

## **DECLARATION**

“The content of the following graduation work is my responsibility, the intellectual property belongs to the Peninsula of Santa Elena State University”.

---

**DIANA**  
**C.I.0922543897**

## TABLE OF CONTENTS

UNIVERSIDAD ESTATAL.....	I
ADVISOR’S APPROVAL .....	II
STATEMENT OF AUTHORSHIP .....	III
BOARD OF EXAMINERS .....	IV
DEDICATION.....	V
ACKNOWLEDGEMENT.....	VI
DECLARATION.....	VII
TABLE OF CONTENTS .....	VIII
CHARTS .....	XII
PICTURES .....	XIV
ABSTRACT.....	1
INTRODUCTION.....	2
THE STATEMENT OF THE PROBLEM .....	4
1.1 Title .....	4
1.2 Statement of the problem.....	4
1.2.1 Contextualization .....	6
1.2.2 Critical Analysis .....	8
1.2.3 Problem formulation .....	9
1.2.4 Guideline questions.....	9
1.2.5 Delimitation of Research Object .....	9
1.3 Significance.....	11
1.4 Objectives.....	12
1.4.1 General objective of the research .....	12
1.4.2 Specific objective of the research.....	12
CHAPTER II.....	13
THEORETICAL FRAMEWORK.....	13



2.1	Previous Research .....	13
2.2	Philosophical Basis .....	17
2.3.	Fundamental Categories .....	18
2.3.1.	Teaching learning strategies.....	18
2.3.2.	Improving Pronunciation.....	18
2.3.3.	Speaking Skill.....	19
2.3.4.	Development Languages. ....	19
2.3.5.	Types of Learning Strategies .....	20
2.3.6.	Pronunciation.....	20
2.4.	Legal Basis.....	22
2.4.1.	Organic law of intercultural education (LOEI).....	22
2.4.2.	Code of Childhood and adolescence .....	22
2.5.	Hypothesis.....	23
2.6.	Variables of study.....	23
CHAPTER III .....		24
METHODOLOGY .....		24
3.1	Research Approach .....	24
3.1.1	Quantitative and Qualitative Methods .....	24
3.1.2	Quantitative Method .....	25
3.1.3	Qualitative Method.....	25
3.1.4	Inductive and deductive method.....	25
3.1.4.1	Inductive Method .....	25
3.1.4.2	Deductive Method.....	26
3.1.5	Scientific Method.....	26
3.1.6	Analysis - Synthesis .....	26
3.2	Level or Types of Research.....	27
3.2.1	Field Research .....	27
3.2.2	Bibliographic Research.....	27

3.2.3	Correlational Research.....	27
3.3.	Population and Sample .....	28
3.3.1	Population. ....	28
3.3.2	Sample .....	28
3.4	Operationalization of the Variables.....	29
3.4.1	Independent Variable: Learning strategies .....	29
3.4.2	Dependent Variable: English pronunciation .....	30
3.5	Techniques .....	31
3.5.1	Survey.....	31
3.5.2	Interview.....	31
3.6	Instruments.....	31
3.6.1	Camera, video camera.....	31
3.7	Data Collection Plan .....	32
3.7	Data Processing Plan.....	34
3.8	Analysis and Interpretation of Results .....	35
3.8.1	Survey directed to Parent ‘student.....	35
3.8.3	Interview with head teacher .....	48
3.8.4	Results chart- Parent´ s Survey .....	49
3.8.4.1.	Analysis of results-Parent ‘students .....	50
3.9.	Conclusions and Recommendations.....	51
3.9.1	Conclusions.....	51
3.9.2	Recommendations .....	51
CHAPTER IV .....		52
PROPOSAL .....		52
4.1	Informative Data.....	52
4.1.1	Title of the proposal .....	52
4.1.2	Educative Institution .....	52
4.1.3	Beneficiaries .....	52

4.1.4	Responsible of Research.....	52
4.2	Background of the proposal. ....	53
4.3.	Significance.....	53
4.4	Objectives.....	54
4.5	Pedagogical.....	55
4.6	Beneficiaries. ....	55
4.7	Action Plan: Learning Strategies to Develop the English Pronunciation for Second Basic Grade. ....	57
4.8	Design of Learning Strategies to develop the Pronunciation. ....	66
4.9	Strategies of Improvement .....	66
4.10.1	Pre & Post –test results.....	69
4.11	Conclusions and Recommendations.....	71
4.11.1	Conclusions.....	71
4.11.2	Recommendations .....	71
CHAPTER V .....		72
ADMINISTRATIVE FRAMEWORK .....		72
5.1	Resources .....	72
5.1.1	Materials.....	72
5.1.2	Technology .....	72
5.1.3	Economic.....	72
5.2.	Source Materials.....	73
5.2.1	Timetable.....	73
BIBLIOGRAPHY .....		74
VIRTUAL ELECTRONIC REFERENCES.....		76
APPENDIX.....		77
PICTURES.....		92

## CHARTS

		<b>Page.</b>
CHART # 1	Population	28
CHART # 2	Independent Variable	29
CHART # 3	Dependent Variable	30
CHART # 4	Data Collection Plan	33
CHART # 5	Data Processing Plan	34
CHART # 6	Importance of English Learning	35
CHART # 7	Importance of English pronunciation	36
CHART # 8	Learn the English correct pronunciation	37
CHART # 9	Help to learn the correct pronunciation	38
CHART # 10	Strategies to learning of English Language	39
CHART # 11	Learning strategies to learning of English	40
CHART # 12	Assimilate the language English	41
CHART # 13	Develop the communication in English	42
CHART # 14	Learn the language English	43
CHART # 15	Teaching of the English pronunciation	44
CHART # 16	Parent 'survey	49
CHART # 17	Methodology	56
CHART # 18	Strategies of improvement	66
CHART # 19	Result before implementation	67
CHART # 20	Result after implementation	68
CHART # 21	Result of improvement	69
CHART # 22	Test Results	70

## GRAPHIC

		<b>Page</b>
GRAPHIC # 1.	Importance of English Learning	35
GRAPHIC # 2.	Importance of English Pronunciation	36
GRAPHIC # 3.	Learn the English correct pronunciation	37
GRAPHIC # 4.	Help to learn the correct pronunciation	38
GRAPHIC # 5.	Strategies to learning of English language	39
GRAPHIC # 6.	Learning of English of correct manner	40
GRAPHIC # 7.	Assimilate the language English	41
GRAPHIC # 8.	Develop a correct pronunciation of English Language	42
GRAPHIC # 9.	Learn the language English	43
GRAPHIC # 10.	Teaching of English pronunciation	44
GRAPHIC # 11.	Statistical graphic of result of the test	70

## PICTURES

		<b>Page.</b>
PICTURE # 1.	Escuela Educación Básica José Mejía Lequerica.	100
PICTURE # 2	Interview with head teacher of Jose Mejia Lequerica School	100
PICTURE # 3.	Survey with English Teacher of Jose Mejia Lequerica School	101
PICTURE # 4.	Survey with English Teacher of Jose Mejia Lequerica School	101
PICTURE # 5.	Class of Second Grade at Jose Mejia Lequerica School	102
PICTURE # 6.	Survey to Parents Second Grade at Jose Mejia Lequerica School	102



**PENINSULA OF SANTA ELENA  
STATE UNIVERSITY**

FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH TEACHING CAREER

**“LEARNING STRATEGIES TO DEVELOP ENGLISH PRONUNCIATION  
FOR SECOND BASIC GRADE STUDENTS AT ESCUELA DE EDUCACIÓN  
BÁSICA JOSÉ MEJÍA LEQUERICA, JOSÉ LUIS TAMAYO , SALINAS,  
PROVINCE OF SANTA ELENA SCHOOL YEAR 2015-2016.**

**AUTHOR:** DIANA LICCETE DE LA A SALINAS  
**ADVISOR:** LCDO. KLEBER LOOR ZAMBRANO, MSC.

**ABSTRACT**

English pronunciation is very important for students, and it can be developed through the implementation of English learning strategies. Effective strategies like songs can motivate students to learn the correct pronunciation of English words in an enjoyable way. Children need to listen to the pronunciation of the English words and to listen to the rhythm of the music. They can get involved and interested in learning a new language. The purpose of this research is to implement teaching activities that contain strategies for children to develop the correct pronunciation of English words. Students will feel motivated to learn the pronunciation of words, to assimilate the sounds of vowels and consonants according to their level of learning. In the schools teachers should employ learning strategies that can help the students improve the pronunciation of the English language.

**KEYWORDS: Pronunciation-Vocabulary-Learning Strategies**

## INTRODUCTION

The present research is about learning strategies in the teaching of English that the set of activities, techniques and media are planned in accordance with the needs of students

the objectives established and the nature of language in order to make effective learning process, whose actions and thoughts of the students had great influence on the degree of motivation. Teachers should do research in order to find information about learning strategies that help young student to develop the English pronunciation because it is needed to research about activities and techniques can help students pronounce English words correctly.

This project will be held for students and teachers to discover learning strategies involved in the problem of study in the subject of English, the research will be possible, thanks to the information collected through surveys, interview and observation of children, teacher and parents. Throughout this research some question are the Learning Strategies? What is pronunciation? The characteristics of children, also on the characteristics and the role of educator. With children it is important to be dynamic, creative, joyful, expressive, and loving but above all, despite the bad times they may have, the teacher should always smile. I hope that teachers can have the opportunity to do this project, we will contribute to the learning of English and to the teaching strategies that can provide dynamic teaching to their students.



This research paper is organized by chapters and each one covers different aspects of this work:

Chapter One describes the statement of the problem, contextualization, critical analysis, formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research (general and specific).

Chapter two is about the literature review. It contains previous research, philosophical basis, fundamental categories, legal basis, hypothesis and variables of the study.

Chapter three is based on the methodology, in it the research approach is presented, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results and finally conclusions and recommendations which have been reached are explained.

Chapter four is about the proposal; it contains informative data, proposal background, significance, objectives (general and specific), design and development of the proposal, charts, tables and graphs, and interpretations of the results of surveys.

Finally chapter five shows the administrative framework, and it contains resources like Institutional, human, material, and economic.

## **CHAPTER I**

### **THE STATEMENT OF THE PROBLEM**

#### **1.1 Title**

“LEARNING STRATEGIES TO DEVELOP ENGLISH PRONUNCIATION FOR SECOND BASIC GRADE STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA JOSÉ MEJÍA LEQUERICA, JOSÉ LUIS TAMAYO, SALINAS, PROVINCE OF SANTA ELENA SCHOOL YEAR 2015-2016”.

#### **1.2 Statement of the problem**

At the present time, the English teaching strategies have changed in many ways for example the teacher needs to apply strategies to achieve a quality education in the process of learning English . Therefore, schools, colleges, universities and other educational institutions agree with the necessity of the English learning language for developing the pronunciation and the communication between people from different places.

English learning strategies are essential to develop the knowledge in the students especially in our region that is visited by tourists. The lack of communication in the English language is a great problem that people face.

Some reasons that affect the English learning strategies is that students feel motivated to learn using strategies promote in study the language English. Moreover teachers should adapt the four skills such as; speaking, reading, listening and writing that is important for developing their comprehension and English pronunciation the students' learning. Most of the time teachers speak Spanish in English class and this affect so the students in the learning

English learning strategies are considered a very important factor in the students, for developing the pronunciation and communication which are important. Furthermore, Ecuador a society does not like to learn English because many people have difficult learn English and therefore they are not encourage to speak because they are not sure of correct pronunciation for dialogue with other peoples.

In Santa Elena province there are deficient English learning strategies. This is a great problem that affects students in the pronunciation and communication. English teachers do not use appropriate didactic materials for developing the creativity in the

English language; currently the education does not meet the required standards to achieve an excellent education in our country.

At José Mejía Lequerica School, José Luis Tamayo, Santa Elena Province, the lack of implementation of more effective strategies to learn English and didactic material affect the English language learning. It's important to develop the comprehension of the students. Practice allows a better communication to speak and can develop students' knowledge through different learning strategies to strengthen the pronunciation in the students of second basic grade at José Mejía Lequerica School, Jose Luis Tamayo, Santa Elena Province, School Year 2015-2016”

### **1.2.1 Contextualization**

The learning of the English language constitutes a fundamental principle in the educational system. Because of the student involvement in this globalized world, they need to learn this language in order to know the culture of other English speaking countries.

In Ecuador technology has had an impact on education. Internet programs are helping students develop their abilities especially in the English language. There are grammar exercises, listening exercises, speaking exercises that help students to learn English.

In Peninsula de Santa Elena province, teachers need to apply strategies to help the students learn with resources that permit to incorporate and organize new

information to solve different problems so that students are able to direct their own learning process.

In schools students have problems with the pronunciation of different words in the English language because teachers don't use suitable material to strengthen this skill in the students. In order to mend this deficiency the students need to learn in an interactive way.

For example, students might become more interested in the English classes when they listen to music. Music can help them to develop listening skills as well as to improve the pronunciation of the English language. When the students develop good listening skills, they learn a second language more rapidly. By learning through songs from multimedia, children can hear the pronunciation of the words and thereby learn the language more effectively and with confidence.

It's recommended for English Teachers to implement strategies to teach pronunciation with activities that motivate students in an amusing way. Students will feel motivated to learn pronunciation using didactic material and important resources to learn English pronunciation facilitating the correct pronunciation of the words in the student of second year at José Mejía Lequerica School José Luis Tamayo, Santa Elena Province.

### **1.2.2 Critical Analysis**

There are many problems in the English pronunciation. For example, there is little exposure to spoken English because children need to listen to English to assimilate the sounds. The English class becomes monotonous with repetition of words and classwork. As a result, students feel discouraged to learn English and meaningful English language learning is not provided to them.

It is important to learn the correct pronunciation of English words at an early age so that students can assimilate the sounds in the long term. If children acquire the correct pronunciation of vowels and consonants, they would develop good communicative skills in the future facilitating the knowledge of the English language.

José Mejía Lequerica has basic education. English is taught to the students. The school counts with computers and this can favor the teaching and learning of English because teachers can use videos to teach and students would learn English by watching videos about, for example, the pronunciation of vowels, consonants and by singing songs with the vision of innovative educators that can change the way classes are taught.

### 1.2.3 Problem formulation

How can the implementation of learning strategies help children to develop the pronunciation of the English language?

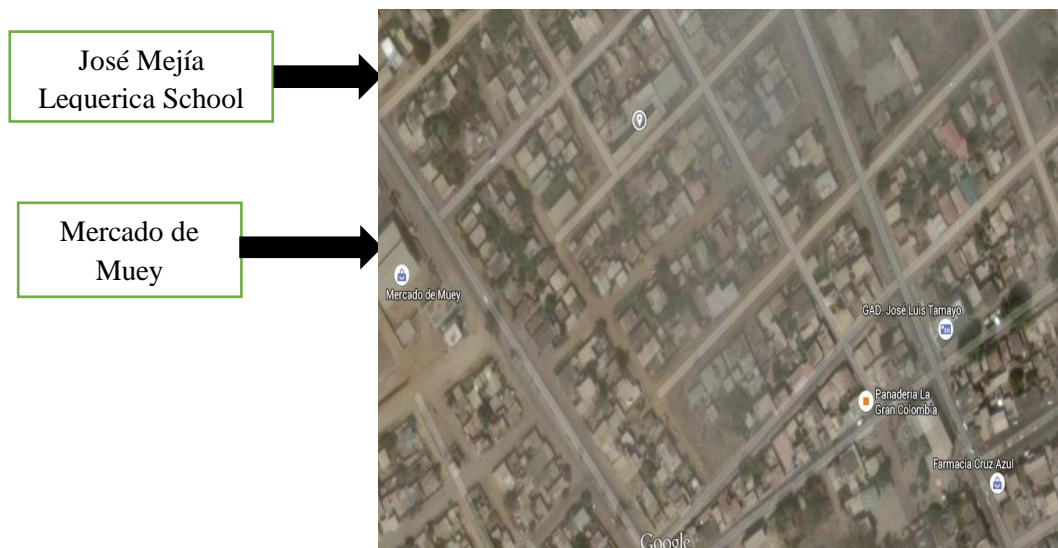
### 1.2.4 Guideline questions

- ◆ What are learning strategies?
- ◆ What are the best learning strategies teachers can employ for children to learn English effectively?
- ◆ What does the pronunciation of the English language involve?
- ◆ Is it necessary to implement learning strategies to improve the pronunciation of the second year of Basic Education Student?

### 1.2.5 Delimitation of Research Object

- ◆ **FIELD:** Second grade
- ◆ **AREA:** English as a foreign language
- ◆ **ASPECT:** Learning Strategies to develop pronunciation
  
- ◆ **TITLE:** Learning Strategies to develop English Pronunciation for Second Basic Grade Students at José Mejía Lequerica, José Luis Tamayo, Salinas, Province Of Santa Elena School Year 2015-2016

- ◆ **PROBLEM:** The application of learning strategies will improve the pronunciation of the second year students from José Mejía Lequerica School.
- ◆ **TIME LIMITATION:** The research work will be conducted during the academic year 2015-2016
- ◆ **POPULATION LIMITATION:** Second basic grade students at Jose Mejía Lequerica School.
- ◆ **SPACE LIMITATION:** JOSÉ MEJÍA LEQUERICA SCHOOL .JOSE LUIS neighborhood, avenue 10 entre 8 and 9 streets in Salinas, José Luis Tamayo.





- ♦ **CONTEXT LIMITATION:** This research will be focused on the influence of the learning strategies as a resource to improve the pronunciation of the English language in second grade students at José Mejía Lequerica School.

### **1.3 Significance**

This research paper is important in the field of education and motivation. Teachers teach the English language pronunciation through the repetition of words. However, new learning strategies are needed in order to support the teaching and learning process. The significance and contribution of this research paper will support the teaching of English with activities, like songs, to teach in a way that is fun to students. When students sing and repeat the words, although they do not understand they feel motivated to learn. In first grade students will assimilate the language and with the time they will improve the pronunciation of the English language. Through videos, song, games especially music and song improvements in pronunciation can be achieved. This is important in the process of teaching and learning of English.

From a social point of view young learners will be captivated by the sounds of words with songs and games. They will feel motivated to learn the English language. Knowing how to pronounce more common words students might be able to maintain a conversation in the future.

Finally, this research is viable for the students at José Mejía Lequerica School, they can acquire great knowledge through the implementation of English learning strategies, which are a very important advantage that can help to expand their knowledge and vocabulary to improve the pronunciation of the English language thereby communication in this language.

## **1.4 Objectives**

### **1.4.1 General objective of the research**

To analyze the best ways a how to improve English pronunciation through learning strategies for second graders at Escuela de Educación Basica José Mejía Lequerica.

### **1.4.2 Specific objective of the research**

- ◆ To identify students with problems in English pronunciation
- ◆ To determine the strategies that teachers are applying in teaching pronunciation.
- ◆ To define appropriate learning strategies in the developing of English pronunciation
- ◆ To design learning strategies that help to improve the pronunciation of the English vocabulary.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 Previous Research**

The strategies for Teaching English Language Learning promote the acquisition of English by the students whose primary language is not English. The best ways to learn a second language, is developing strategies that support this learning method that the students should learn for obtaining a better interaction in class through different strategies that the teacher uses (Spillet, 2015) .

For a student to develop a new language, firstly, it is necessary reinforce their communication skill as a natural process to obtain the English language applying strategies that are comprehensible for the students through a variety of techniques that are some ways to increase the knowledge in the English vocabulary English Language Development contains skills such as: listening, speaking, reading and writing. They are integrated skills which have the purpose to achieve the communication English learning, and fluency is the ease in speaking the English language and vocabulary that is essential nowadays.

Childhood Teachers use the technologic media to teach English. Therefore, it is necessary to make use of technology with the children to learn to pronounce the words in the English language. Integrating technology means students participate to strengthen their technical skills, and provide enriching learning opportunities. Nowadays, the technology is important for the learning of students motivating to learn through of videos, music, cartoon, and other activities for the learning of the students. (Bevin, 2015)

Cooperative learning in the classroom motivates students. It encourages participation and interaction in the Children proving use of material, the teacher adapts to the learning experiences to improve the motivation in the students. Currently the student needs to be motivated to learn pronunciation because it is necessary their participation by promoting the comprehension and the communication in the students in order to achieve great results in the codification of the words, sound and speech to improve the oral communication.

The children's stage of English learning is important for planning appropriate activities. Teachers should apply adequate methods students can differentiate the Spanish and English language. Consequently children frequently talk in their first language because they feel identified with this language. (Paradis, 2006)

English is the second language that the children know. When teaching child gestures are an important to acquire the language .Sometimes they may rehearse phrases in

English quietly to themselves. In different occasions the children learn the English language observing pictures, singing songs, listening to music, watching cartoons and videos. This helps children to expand the English vocabulary.

According to Hahn (2014), in the research about the primary stress emphasized that it is important in the speech that students produce the primary stress in the correct place in the words so that the listener can understand the information of the speaker. As consequence student adapt the correct stress in the word reinforce the knowledge in the English pronunciation.

In several studies the suprasegmental feature has been important for communication because they have impact in the intelligibility of the English language. Consequently pronunciation is a difficult skill Children need to learn the word stress to improve the pronunciation to assimilate the sounds of words in the English language. (Hahn, 2014)

The pronunciation is an important factor in the teaching of the English language. In the present study, the use of resources to increase English language learners' motivation to learn to pronounce words correctly is essential. Additionally, this research seeks to reduce the anxiety in the students. For this reason songs are used as resources to make the learning of pronunciation enjoyable. Songs are affective and fun to develop good pronunciation in the English class (Farmand, 2013).

The affective strategy is an important factor in teaching especially of children because they feel motivated to develop their linguistic aspect and, increase the capacity of understand the pronunciation of language English.

According to Samuel (2010) Pegs is a technique to help student in the English pronunciation using mnemonic strategy to remember things in the memory in a long term the teacher use peg doing activities with gesture or body movement to practice the pronunciation in the learning process of English.

The pegs is a strategy which targets the pronunciation when there is a stimuli and a response that associate the use of hands. The teacher uses the hands to improve the pronunciation for example when there is mispronunciation teachers make as scissors and when there are high sounds they raise their hands and for low sounds the hands are down.

According to Rhalmi (2009), The Total Physical Response (TPR) is a teaching method. It was promoted and developed by James Asher in the 70s. The theory of memory in psychology is an important factor to memorize things in the brain through verbal repetition. This approach clearly aligns with behaviorist psychology which has a Stimulus-Response as model of learning because is the stimulus in the TPR method is verbal and the response is physical.

The Total Physical Response can be a good method to teach English to young learners. For example, children can learn English interactively. Learners understand and respond to physical language when they act out what they heard.

## **2.2 Philosophical Basis**

According to Vygotsky the social interaction encourages the development of learning through a variety of developmental process that can operate only when children are interacting with people and in collaboration with their classmates. Severo A. (2012)

Vygotsky also believed that communication and dialogue between the teacher and the child is very important. It is a means to help build, develop new concepts, and make them think in their way in higher-level concepts.

According to Severo A. (2012), since a philosophical perspective and psychological is targeted in the learner in acquiring an efficient learning. From a perspective the constructivist teacher works not only impart knowledge in front of a class, too It involve the use material strengthen the learning in a way active through social interaction.

Burillo J. (2006) explained that obtaining an effective learning requires learning strategies; furthermore, the student is the author of his own learning .During this process it is important to know how choose the major strategies to achieve learning.

## **2.3. Fundamental Categories**

### **2.3.1. Teaching learning strategies.**

According to Herrmann (2014), the strategies in the English learning Students begin by identifying the words with different sounds and pronouncing in classroom. Strategies often used to describe the good use of pronunciation; furthermore, if student receives the necessary tools to learn in the pronunciation promoting an efficient learning. Student develops the pronunciation reproducing the different sounds that contains the word promoting his oral communication feel more comfortable especially when work in peer.

Strategies are important for identifying words, pictures with different sound learning using the strategies help student acquire an entertainment learning so they can understand and retain the information in the classroom.

### **2.3.2. Improving Pronunciation.**

Rusbult (2014), argued that Improving Pronunciation means pronouncing the different sounds of foreign language correctly, the ways speaker pronounce and interpret the sound using pictures to the students can pronounce the different sound another way is assimilate the sound of native speakers with videos so they remember in a way clear and precise each kind of sound develop the proper sound to each sound.



As a comment it could be said that Improving the Pronunciation as all language have different dialect is important focus in learn sounds of a middle English language as is American to understand the sound of foreign language.

### **2.3.3. Speaking Skill**

Linh (2011) explains that speaking is an interesting part of language learning. This skill need of much practice in order to have a communication with other. Some students feel that practice in many occasion they don't have much progress in their studies .In these aspects they need have a guidance in the practice to learning be effective to they improve the English pronunciation.

### **2.3.4. Development Languages.**

Some results shows that implementing a number of appropriate activities with the goal to improve oral communication is necessary for student to develop speech through autonomous practice and the application of strategies that help students improve learning in the language English.

According to Wittmer (2010) a person cares about another person, he or she usually wants to communicate with that person. The most important is pronunciation in the environment where infant or toddler wants to communicate with you when she feels safe and cared for in loving ways. Infants and toddlers communicate when it is pleasant to communicate, when the affect or feeling of the communication is warm

and loving, and when they understand that their communication attempts will get a response.

### **2.3.5. Types of Learning Strategies**

According to Oxford 2003 there are types of learning strategies act direct and indirectly in learning. The direct strategies are cognitive strategies that have relation with the information that student learning retain the information through the repetition of words in a way oral Metacognitive strategies permit planning strategies and determine the better to look for the opportunity to implement it concentration avoiding distractions. If students understand the tasks and take sense what is been done. Finally, evaluate the knowledge of the learner. The affective strategies take control in the emotions without altering the cognitive process using motivation to lower the anxiety in the learning and the Social Strategies involve the cooperation with other students and look for ways to interact.

### **2.3.6. Pronunciation**

According to Seidhofer (2001) pronunciation is the production and perception of sounds forming blocks phonetic speech whose integration is due to stress and intonation. The accent and intonation have three functions in language. This function allows student to integrate speech sounds, understand meaningful units of speech and reproduce the sounds. Linguistic has function in the intonation differentiates in the declarative sentences, suspended, interrogative and emphatic, expressive according to the emotions of speaker.

### **2.3.7. English Pronunciation**

According to Harmer the English Pronunciation is production of sounds using the speech organs to develop the phonemes of language English in this language find voiced and unvoiced sound depending the vocal cords .Consequently the pronunciation of English language have different sounds with 20 vowel sounds and 24 consonants sounds that vibrate and don't vibrate in the Adam's apple.

### **2.3.8. The word stress**

According to Harmer J. (2007) the word stress is one syllable in each word with a feature as a sound louder than the other. Each stressed syllable has a word in isolation changing the tone of voice and level of the speaker 'voice and the vowel sound is lengthened. This is an important part for students to be aware of stress, practice and identify the stressed syllables appropriately to understand spoken English.

Children need to learn word stress to improve the pronunciation. Student should recognize that each word has a stressed syllable with a strong tone of voice with a louder sound. It is important to learn word stress because if syllable is changed the stress in other syllables would not understand the message transmitted another person.

## **2.4. Legal Basis**

The Constitution of Ecuador (2008), The Organic Law of Intercultural Education (LOEI) and Code of Childhood and adolescence have approach in a learning of quality to all people

According to Art. 26 All people have right to an education .Students encourage participation in this process to they will have a better level of life.

According to Art. 27. Each person has right to acquire an education of quality creating a learning permits the development of competence and ability.

### **2.4.1. Organic law of intercultural education (LOEI)**

Chapter two

State of obligations regarding

The right to education

Art. 6 obligations.-literal e and f mention all schools develop an integral education with a continued improvement to have a quality education

### **2.4.2. Code of Childhood and adolescence**

According to article 56, the children and teenagers have the right to an education that permits develop of best skills in an environment of peace and solidarity.

## **2.5. Hypothesis**

THE LEARNING STRATEGIES WILL IMPROVE ENGLISH PRONUNCIATION  
IN STUDENTS OF SECOND GRADE AT JOSE MEJIA LEQUERICA SCHOOL.

## **2.6. Variables of study**

**Dependent Variable:** The English Pronunciation

**Independent Variable:** The Learning Strategies

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research Approach**

##### **3.1.1 Quantitative and Qualitative Methods**

These methods helped identify the data through scientific manner, which this research have a sets of situations, interprets to the obtained data of the people and consists of getting the solution about Learning strategies to develop English Pronunciation

These methods have an outstanding matter because depending on the content of the formulation of the problem it will be possible to attain satisfactory result.

This problem is focused on “Learning strategies to develop English pronunciation for second basic grade students at Escuela de Educación básica José Mejía Lequerica Jose Luis Tamayo” and the proposal will help to improve the learning of the English language. This investigation is centered in the combination of some methods that achieve an independent technique to find the same proposed objective.

### **3.1.2 Quantitative Method**

Through assessment and surveys, valuable data was collected to measure the necessity of students, to find future explanation in the Learning strategies in the English pronunciation.

### **3.1.3 Qualitative Method**

Nowadays teaching is focused to find effective techniques to increase the teaching of learning strategies in a better scale. Also it is important to develop the English pronunciation on the students.

This method is of great importance to society in education. Furthermore, it can help improve the Learning strategies to develop English pronunciation for second basic grade students at Escuela de Educación básica José Mejía Lequerica „José Luis Tamayo, to reach the progress of the research and the solution will help them to improve skill in English pronunciation.

### **3.1.4 Inductive and deductive method**

#### **3.1.4.1 Inductive Method**

This method is important because the research identifies the problem of learning strategies in the development of English pronunciation in the second basic grade students at Escuela de Educación básica José Mejía Lequerica José Luis Tamayo.

#### **3.1.4.2 Deductive Method**

This deductive technique allows to study, deduct, interpret, and define the best habits for applying in the education of learning strategies in the development of English pronunciation in the second basic grade students at Escuela de Educación básica José Mejía Lequerica Jose Luis Tamayo.

#### **3.1.5 Scientific Method**

This approach searched the answer to a problem obtain during the process of the research, based on the didactic philosophic achieve have effect in the students of second basic grade students at Escuela de Educación básica José Mejía Lequerica.

#### **3.1.6 Analysis - Synthesis**

Analysis and synthesis comprise two essential processes that complete the main purpose in an investigation. Due to research of study proceeding in intellectual habits where the students improve their understanding and capacities in the learning strategies in English pronunciation.

The synthesis helped to find necessary outcomes and determines the central characteristic and the habits of express importance in the learning strategies. This will help students of second basic grade at Escuela de Educación básica José Mejía Lequerica to develop their knowledge.



## **3.2 Level or Types of Research**

### **3.2.1 Field Research**

The field research helped to attain the exact objectives of learning in the study of second basic grade at Escuela de Educación básica José Mejía Lequerica. Due to low pronunciation teaching was crucial to recognize the current problem in the process of teaching and learning English and to find out solution in the learning strategies in English pronunciation.

### **3.2.2 Bibliographic Research**

This research permitted to acquire information from books, scholarly journals and websites related to the subject of investigation. Furthermore, this method provided plentiful understanding in the subject to increase the learning strategies in English pronunciation.

### **3.2.3 Correlational Research**

The study is developed in this case at Escuela de Educación básica “José Mejía Lequerica” Jos Luis Tamayo. Through dialogue, the authentic information helped to acquire necessary evidence, this analysis was made to the students of second basic grade at Escuela de Educación básica Jose Mejia Lequerica in the English subject to strengthen the comprehension in learning strategies in English pronunciation.

### 3.3. Population and Sample

#### 3.3.1 Population.

This research has as fundamental purpose the population in the institution, to identify how to apply the proposal and to detect the benefits to each member of the place. The population is formed by the Director, Teachers and students at Escuela de Educación básica José Mejía Lequerica.

**Chart #:1 Population**

<b>N°</b>	<b>Description</b>	<b>Quantity</b>	<b>%</b>
<b>01</b>	Principal from “José Mejía Lequerica” School	<b>1</b>	<b>0,02</b>
<b>02</b>	English Teachers from “José Mejía Lequerica” School	<b>2</b>	<b>0,04</b>
<b>03</b>	Parents of second grade A “Jose Mejía Lequerica” School	<b>27</b>	<b>0,47</b>
<b>04</b>	Second grade “A” Students from “Jose Mejía Lequerica” School	<b>27</b>	<b>0,47</b>
<b>TOTAL</b>		<b>57</b>	<b>100%</b>

**Source: Escuela Educación básica José Mejía Lequerica.**

**Author: Diana Liccete De La A Salinas.**

#### 3.3.2 Sample

It is a part of the population which includes the principal of the school, teachers and students of second basic grade at Escuela de Educación básica José Mejía Lequerica – José Luis Tamayo.

### 3.4 Operationalization of the Variables

#### 3.4.1 Independent Variable: Learning strategies

**Chart #: 2 Independent Variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
The learning strategies are actions and thoughts of the students that take place in the learning process having great influence of motivation and aspects such as acquisition, retention and transfer of vocabulary	Activities Student Interaction Comprehension of vocabulary	Skills Tools Audio Video	Would the use of songs in English help the students to learn the correct pronunciation of this language? Do you believe it is important that the English teacher use strategies to the teaching of this language? Should the English teachers use new strategies to enhance the learning of this language?	Survey Interview Survey

Source: Escuela de Educación básica José Mejía Lequerica.  
 Author: Diana Liccete De La A Salinas.

**3.4.2 Dependent Variable:** English pronunciation

**Chart #: 3 Dependent Variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>The pronunciation is the production and perception of sounds forming blocks phonetic speech whose integration is due to stress and intonation</p>	<p>Learning efficiency in the articulation of English words</p> <p>Social affective-Interaction</p>	<p>Cognitive, Social – Affective strategies.</p>	<p>It is important for students to learn the correct pronunciation of the English language in the Basic years of Education?</p> <p>Singing a song in the classroom would help students to develop a correct pronunciation of English words?</p> <p>Would oral repetition of English words help students to learn their correct pronunciation?</p>	<p>Survey</p> <p>Interview</p> <p>Survey</p>

**Source:** Escuela de Educación básica José Mejía Lequerica.

**Author:** Diana Liccete De La A Salinas.

## **3.5 Techniques**

### **3.5.1 Survey**

This survey was conducted to English Teachers, parents and students. It was elaborated using Likert scales in order to get data about their attitude towards the teaching and learning of the English language.

The first aspect of this investigation is to identify the importance of the problem and discover the main methods that contribute to a possible solution.

### **3.5.2 Interview**

With interviews, the research helped to find out about students' difficulties in learning English and have a direct communication with them, with the teacher and director. The interview included a questionnaire to gather evidence about the difficulties in learning strategies.

## **3.6 Instruments**

### **3.6.1 Camera, video camera**

These were technological tools that played an essential role during this research .They helped to gather information and visual evidence (photography), such as images helped capture the attention for the implementation of the research.

### **3.7 Data Collection Plan**

The data collection plan was made according to the surveys and interviews. Mathematical calculations and statistic charts were made to present this research paper.

### Chart # 4 Data Collection Plan

**Source:** Escuela de Educación básica José Mejía Lequerica.

**Author:** Diana Liccete De La A Salinas.

<b>BASIC QUESTIONS</b>	<b>EXPLANATION</b>
1. What for?	To develop English pronunciation of students
2. Who is it direct to?	Students: Second basic grade students at Escuela de Educación básica José Mejía Lequerica
3. About what aspect?	Learning strategies to develop English pronunciation
4. Who?	Researcher: Diana Liccete De La A Salinas
5. To Whom?	Students, Teachers and Director
6. When?	School year 2015 – 2016
7. Where?	Escuela de Educación básica José Mejía Lequerica.
8. How many times?	Once a year during the academic year 2015-2016.
9. How?	By team
10. What data collection Techniques?	Interviews, and surveys
11. With what?	Photographic, Record, Questionnaires, Notebook and cameras.

### 3.7 Data Processing Plan

Chart #: 5 Data Processing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The low motivation to learn pronunciation of the words and low use of technology resources were determined through surveys directed to parents and English teachers from José Mejía Lequerica School .The use Learning Strategies to increase English Pronunciation in the students was justified.</p>	<p>Once the problem was discovered the investigator started looking for related information in books, articles, on internet, and other resources. Besides a survey was conducted to English Teachers.</p>	<p>The application of strategies will develop the English pronunciation of the students with learning strategies (Cognitive,Social,Affective) to contribute to the problem.</p>	<p>The learning Strategies will reinforce English pronunciation in the English Language Process in students of second grade from José Mejia Lequerica School, José Luis Tamayo, Salinas, Province of Santa Elena</p>	<p>Implementing learning strategies will consolidate English pronunciation , in the English Language Process in students of second grade from José Mejia Lequerica School, José Luis Tamayo, Salinas, Province of Santa Elena</p>

Source: Escuela de Educación básica José Mejía Lequerica.  
 Author: Diana Liccete De La A Salinas.



### 3.8 Analysis and Interpretation of Results

#### 3.8.1 Survey directed to Parent 'student

1. It is important for students to learn English since the Basic years of Education?

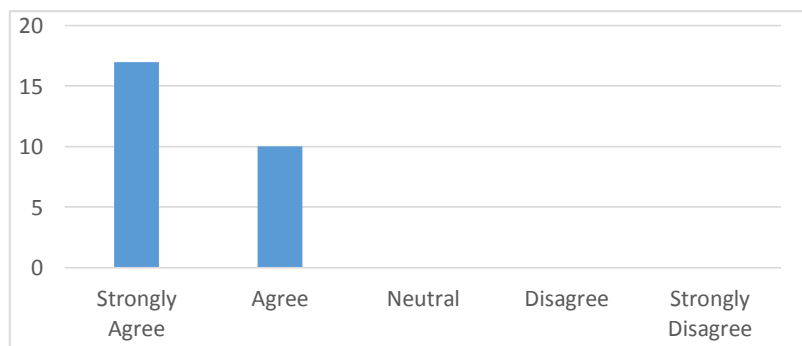
**Chart # 6: Importance of English learning**

OPTION	FRECUENCY	PERCENTAGE
Strongly Agree	17	63%
Agree	10	17%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	27	100%

Source: Escuela de Educación básica José Mejía Lequerica

Author: Diana Liccete De La A Salinas

**Graph #1 Importance of English learning**



Source: Escuela de Educación básica José Mejía Lequerica

Author: Diana Liccete De La A Salinas.

**Analysis:** According to the information gathered 63 % of parents strongly agree that it is important to learn English from the first level of basic education. Furthermore, parents agree on the importance of this language.

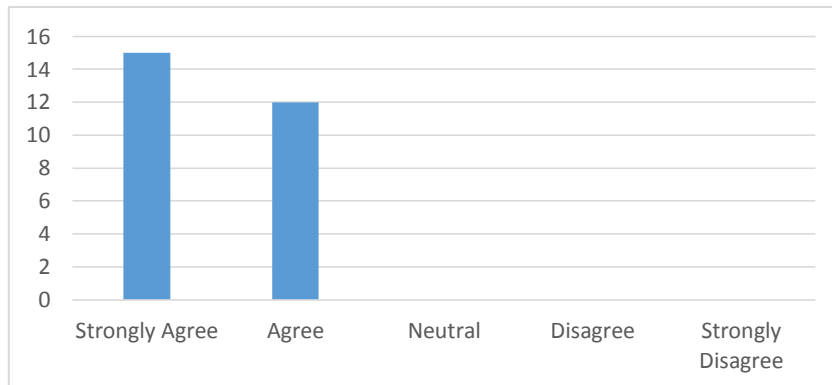
**2) It is important for students to learn the correct pronunciation of the English language in the Basic years of Education?**

**Chart # 7: Importance of English pronunciation**

OPTION	FRECUENCY	PERCENTAGE
Strongly Agree	15	44%
Agree	12	56%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Source: Escuela de Educación básica José Mejía Lequerica  
 Author: Diana Liccete De La A Salinas.

**Graph #2: Importance of English pronunciation**



Source: Escuela de Educación básica José Mejía Lequerica  
 Author: Diana Liccete De La A Salinas.

**Analysis:** According to the information obtained from the parents 56 % strongly agree that learning the English pronunciation since the first basic years of education through practicing every day for the students to improve their pronunciation.

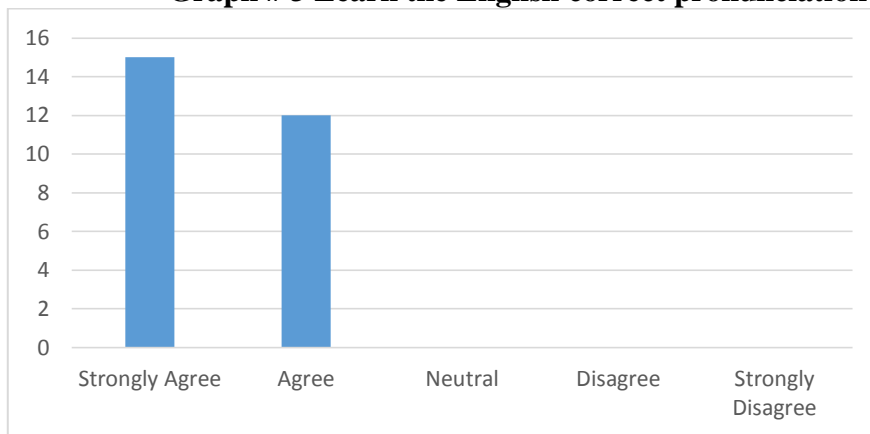
3) **Would the use of songs in English help the students to learn the correct pronunciation of this language?**

**Chart # 8: Learn the English correct pronunciation**

OPTION	FRECUENCY	PERCENTAGE
Strongly Agree	15	44%
Agree	12	56%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	27	100%

Source: Escuela de Educación básica José Mejía Lequerica  
 Author: Diana Liccete De La A Salinas.

**Graph # 3 Learn the English correct pronunciation**



Source: Escuela de Educación básica José Mejía Lequerica  
 Author: Diana Liccete De La A Salinas.

**ANALYSIS:** According to 44 % parents strongly agree that student would learn the correct pronunciation in English, it is important because the children would develop the correct pronunciation of the language.

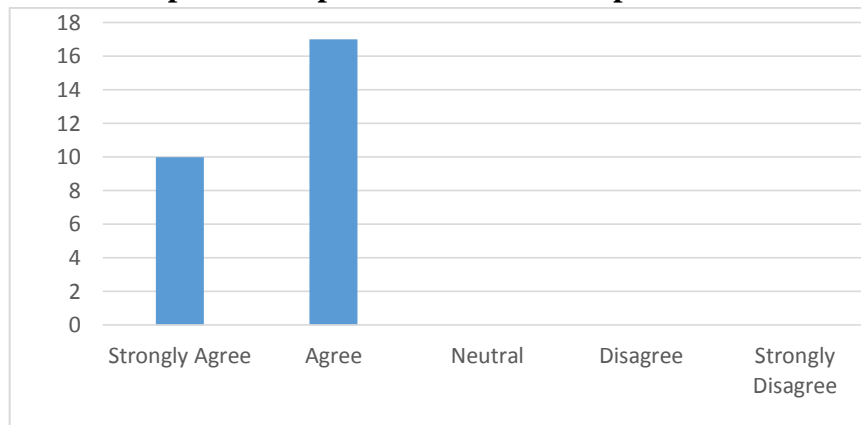
**4) Would oral repetition of English words help students to learn their correct pronunciation?**

**Chart # 9: Help to learn the correct pronunciation**

OPTION	FRECUENCY	PERCENTAGE
Strongly Agree	10	37%
Agree	17	63%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	27	100%

Source: Escuela de Educación básica José Mejía Lequerica  
 Author: Diana Liccete De La A Salinas.

**Graph # 4: Help to learn the correct pronunciation**



Source: Escuela de Educación básica José Mejía Lequerica  
 Author: Diana Liccete De La A Salinas

**Analysis:** The results obtained showed that 63% of the parents agree that student would learn with the oral repetition of the words in the Language English. It is important the oral repetition of the word children would to learn the correct pronunciation.

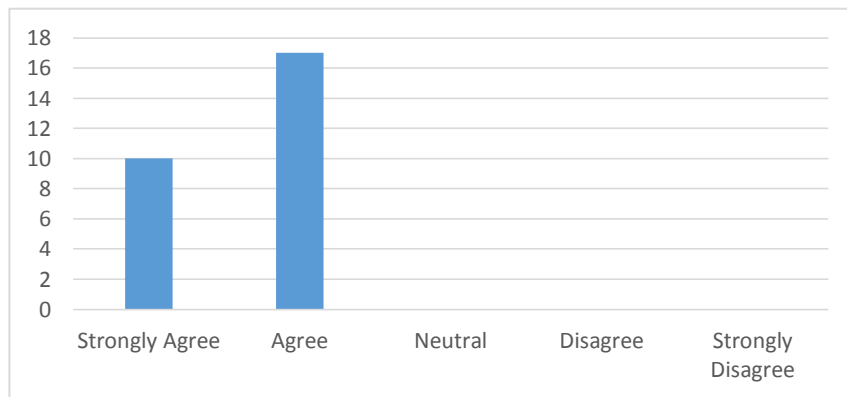
5) Should the English teachers use new strategies to enhance the learning of this language?

**Chart # 10 Strategies to learning of English language**

OPTION	FRECUENCY	PERCENTAGE
Strongly Agree	10	37%
Agree	17	63%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	27	100%

Source: Escuela de Educación básica José Mejía Lequerica  
 Author: Diana Liccete De La A Salinas

**Graph #5: Strategies to learning of English Language**



Source: Escuela de Educación básica José Mejía Lequerica  
 Author: Diana Liccete De La A Salinas

**Analysis:** According to information gathered, 63 % of parents strongly agree that English teachers use new strategies to enhance the learning of this language. It is indispensable for the students to improve their learning in language English.

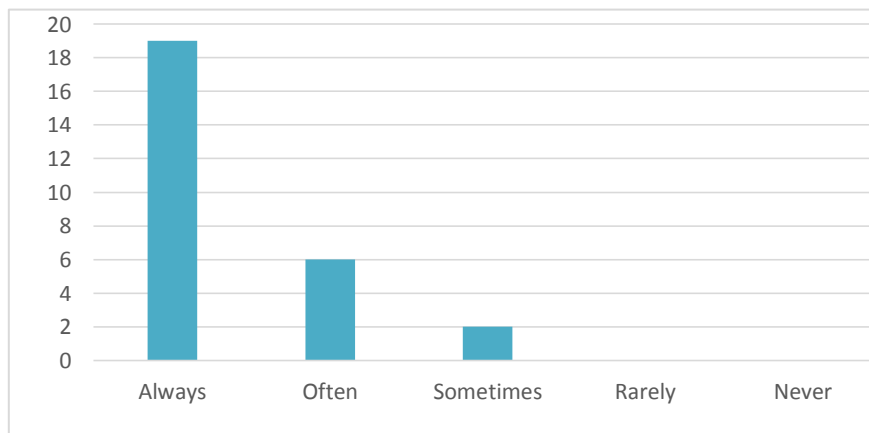
**6) Do you help your kid with the learning of English at home?**

**Chart # 11: Learning of language English of correct manner**

OPTION	FRECUENCY	PERCENTAGE
Always	19	70%
Often	6	22%
Sometimes	2	8%
Rarely	0	0%
Never	0	0%
Total	27	100%

Source: Escuela de Educación básica José Mejía Lequerica  
Author: Diana Liccete De La A Salinas

**Graph #6: Learning of language English of correct manner**



Source: Escuela de Educación básica José Mejía Lequerica  
Author: Diana Liccete De La A Salinas

**Analysis:** In this question show that majority parents cooperate with the learning of his/her children with a 70% ,and other parents often cooperate with 22% ,while another parents sometimes with a 8%.most parents participate in the learning of language English.

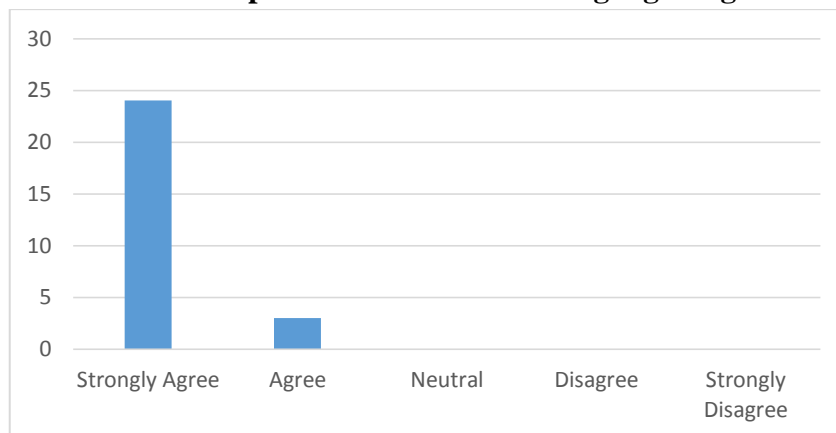
7) Do you think that is important children practice the pronunciation to assimilate the language English?

**Chart # 12: Assimilate the language English**

OPTION	FRECUENCY	PERCENTAGE
Strongly Agree	24	89%
Agree	3	11%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	27	100%

Source: Escuela de Educación básica José Mejía Lequerica  
 Author: Diana Liccete De La A Salinas.

**Graph # 7: Assimilate the language English**



Source: Escuela de Educación básica José Mejía Lequerica  
 Author: Diana Liccete De La A Salinas

**Analysis:** According to results obtain from parents 89 % strongly agree that is important the practice the pronunciation of language English to children develop the same .It is important Children practice every day the language English.

**8) Do you believe that a good pronunciation would develop a good communication in the language English?**

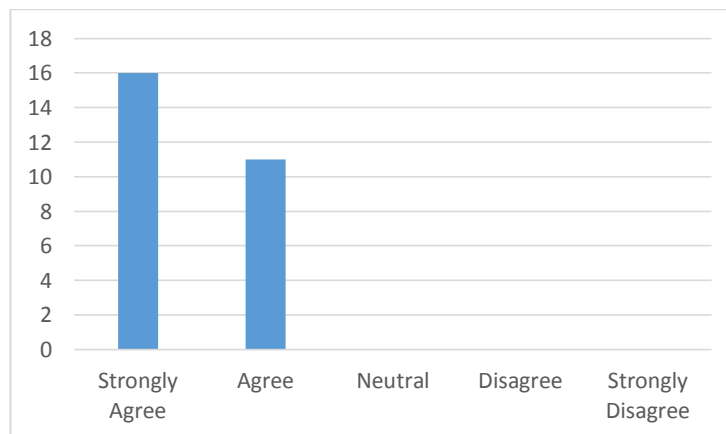
**Chart # 13 Develop the communication in the English language**

OPTION	FRECUENCY	PERCENTAGE
Strongly Agree	16	59%
Agree	11	41%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	27	100%

Source: Escuela de Educación básica José Mejía Lequerica

Author: Diana Liccete De La A Salinas

**Graph # 8: Develop the communication in the English language**



Source: Escuela de Educación básica José Mejía Lequerica

Author: Diana Liccete De La A Salinas.

**Analysis:** According to the information gathered 59 % of parents strongly agree that a good pronunciation help in the learning of English language, it is would help to improve a good communication of language English.



9) According to your opinion how many hours are necessary for your son/daughter to learn the English language weekly?

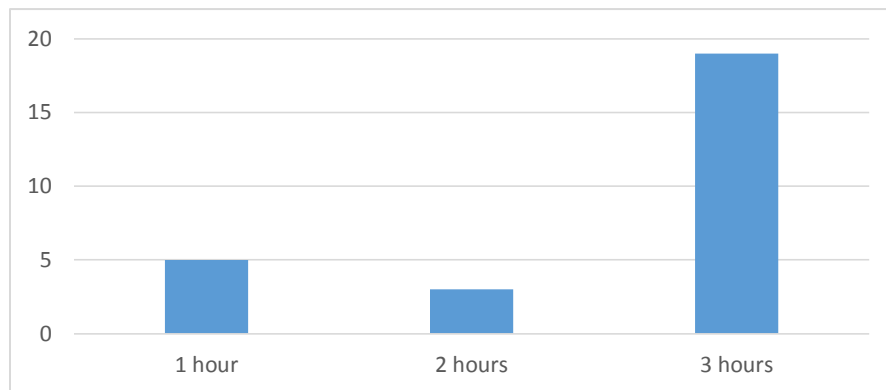
**Chart # 14: Learn the Language English**

OPTION	FRECUENCY	PERCENTAGE
1 hour	5	19%
2 hours	3	11%
3 hours	19	70%
Total	27	100%

Source: Escuela de Educación básica José Mejía Lequerica.

Author: Diana Liccete De La A Salinas.

**Graph # 9: Learn the Language English**



Source: Escuela de Educación básica José Mejía Lequerica

Author: Diana Liccete De La A Salinas.

**Analysis:** According to information obtained from parents, 70% is necessary to have 3 class hours weekly in the learning of the English language, for the children's to know the language that is very important nowadays.

10) What class of resource will like that the teacher use in the teaching of the English pronunciation?

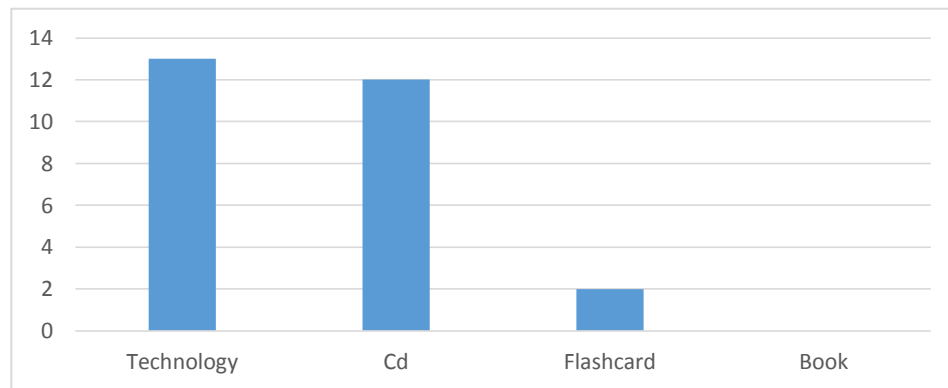
**Chart #15: Teaching of the English pronunciation**

OPTION	FRECUENCY	PERCENTAGE
Technology	13	48%
Cd	12	45%
Flashcard	2	7%
Book	0	0%
Total	27	100%

Source: Escuela de Educación básica José Mejía Lequerica

Author: Diana Liccete De La A Salinas.

**Graph # 10: Teaching of the English pronunciation**



Source: Escuela de Educación básica José Mejía Lequerica

Author: Diana Liccete De La A Salinas.

**Analysis:** According to 48% parents demonstrate that the technology will help the teaching pronunciation and the cd with a 45%, while flashcard with 2% as resource to improve the English pronunciation.

### **3.8.2 Interview with English Teacher**

#### **1.-Do you think that student must learn English pronunciation from first level education?**

Doing the interview to English teachers answer to the question agree that the student must to learn English pronunciation since the first year of education especially in the bilingual school when teacher should teaches a good education in the pronunciation as principle base to can acquire the skill of the speaking

#### **2. What do you think would be the best strategies for teaching English pronunciation?**

One teacher answer to the question that a good strategies must be the use of flash card with a constant repetition of the words to student to learn the pronunciation and the use of cd to student can listen the sounds of the word.

Other teacher answer that is important that student to learn the phonetic symbols because the English sounds are different to the language Spanish.

#### **3. Singing a song in the classroom would help students to develop a correct pronunciation of English words?**

English teachers agree that the students will develop a correct pronunciation of the words singing a song according to the age of the students

**4. Listen and say a word would help students to develop a correct pronunciation of the English words?**

English teachers agree that the students will develop a correct pronunciation of the words listen and say using pictures to class be more interactive

**5. Do you think that it is important that students learn the correct pronunciation of words?**

English teachers agree with this question because is important that student learn the correct pronunciation because if the student develop the incorrect pronunciation will affect the English learning

**6. The English program that you use has strategies that help the student to develop the correct pronunciation of language?**

**Listen and say**

**Singing a song**

**Listening to a story**

English teachers use the strategies listen and say in class to help student the correct pronunciation and few use listening to a story and sing a song because the English class have short time available

**7. Which of the following resources use in class to help students develop the correct pronunciation of English language?**

**CD Player**

**Internet service**

**Computer Lab.**

**Audio Book**

**Speakers**

**Other**

This question English teacher agree with use resource as CD player and speaker help students develop the pronunciation of English Language

**8. How often do you use the following strategy say the words in the classroom to help students improve the pronunciation of English words?**

This question English Teacher always use the strategy say the word through the repetition of the same.

**9. How often do you use the following strategies listen a story in the classroom to help students improve the pronunciation of English words?**

This question one English teacher apply this strategies specially a student high level of education while in the other English teacher apply rarely this strategies.

**10. How often do you use the following strategy say the word and check its syllables in the classroom to help students improve the pronunciation of English words?**

This question English sometimes and rarely check the syllables in the classroom to help students improve the pronunciation of English word.

### **3.8.3 Interview with head teacher**

#### **1. - Do you consider that is important the learning of English language?**

The head teacher agrees that it is important to the student to learn another language to they have opportunity their professional life to have a better development in their work.

#### **2. - Do you believe that is important that the English teacher use strategies to the teaching of this language?**

The head teacher agrees that it is important to learn with multimedia and interactive games easily to assimilate the | learning.

#### **3. - Do you consider that the student improve the pronunciation of language English if apply new learning strategies?**

The head teacher considers that the learning should not be based on traditional teaching with repetition of the words but teachers should apply more effective strategies.

#### **4. - With what resources the institution for the development of the correct pronunciation of the English language? Mark with a tick?**

The head teacher said nowadays the institution have resources as CD player, audio book.

#### **5. - Do you consider that is important that the teacher use resources necessary to facilitate learning of students?**

The head teacher considers that it is important that teachers use the necessary resources but usually they prefer to work with the book due to the limited class time

### 3.8.4 Results chart- Parent´s Survey

**Chart# 16: - Parent´s survey**

N°	QUESTIONS	Strong Agree		Agree		Neutral		Dis- agree		Strong Dis- agree		TOTAL	
		Q	%	Q	%	Q	%	Q	%	Q	%	Q	%
1	Do you think that student to learn English since the first level of Basic Education?	17	63	10	17	0	0	0	0	0	0	27	100
2	Do you think that student to learn English pronunciation since the first level of Basic Education?	15	44	12	56	0	0	0	0	0	0	27	100
3	In your opinion the English song in class would help to the student to learn the correct pronunciation of this language?	15	44	12	56	0	0	0	0	0	0	27	100
4	Do you think the oral repetition of the words in the language English would help to learn the correct pronunciation of the same?	10	37	17	63	0	0	0	0	0	0	27	100
5	In your opinion the teacher should use strategies to learning of language English?	10	37	17	63	0	0	0	0	0	0	27	100
6	You cooperate with his / her represented in the learning of language English at home?	19	70	6	22	2	8	0	0	0	0	27	100
7	Do you think that is important children practice the pronunciation to assimilate the language English?	24	89	3	11	0	0	0	0	0	0	27	100
8	Do you believe that a good pronunciation would develop a good communication in the language English?	16	59	11	41	0	0	0	0	0	0	27	100
9	According you opinion how hours is necessary to your son/daughter to learn the Language English?	3 hours											
10	What class of resource will like that the teacher use in the teaching of the English pronunciation?	Technology											

**Source: “José Mejía Lequerica” Private School**

**Author: Diana Liccete De La A Salinas**

#### **3.8.4.1. Analysis of results-Parent 'students**

Result show that 63% of parents strongly agree in learning English since first level education, and 17% of parents agree .56% of parents agree to practice the pronunciation since first level education, and 44% of parent agree.56% of parents agree the song English help to develop the English pronunciation and 44% of parent strongly agree.

63% of parents agree with repetition of the words student improve the pronunciation and 37% of parents strongly agree.63 % of parents agree with the use of learning strategies in the English Class and 37% of parents strongly agree.70% of parents always cooperate with English learning ,22% often and 8% sometimes.

89% of parents strongly agree with the practice of pronunciation to assimilate the language and 11% agree.59% consider a good pronunciation develops a good communication, and 41 % agree.

Parents consider have 3 hours English class and use the technology.



### **3.9. Conclusions and Recommendations**

#### **3.9.1 Conclusions**

- ◆ Teachers may not motivate students due to the short time they have in class. They should work with different didactic material.
- ◆ Teachers apply few strategies to learn English in class.
- ◆ Teachers do not motivate to the student that work with different resources.

#### **3.9.2 Recommendations**

- ◆ It is necessary to implement more interactive resources in the class.
- ◆ It is essential to motivate students with different didactic material.
- ◆ The resources are important to expand vocabulary in the students.
- ◆ It is necessary to apply good strategies in the teaching and learning of English.

## **CHAPTER IV**

### **PROPOSAL**

#### **4.1 Informative Data**

##### **4.1.1 Title of the proposal**

LEARNING STRATEGIES TO DEVELOP ENGLISH PRONUNCIATION FOR SECOND BASIC GRADE STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA JOSÉ MEÍIA LEQUERICA, JOSÉ LUIS TAMAYO, SALINAS, PROVINCE OF SANTA ELENA SCHOOL YEAR 2015-2016.

##### **4.1.2 Educative Institution**

José Mejía Lequerica School ,José Luis Tamayo Santa Elena Province Located in Centenario neighborhood, 10 Avenue entre la 8 y la 9 Street in Salinas.

##### **4.1.3 Beneficiaries**

Students of second grade of Basic Education course A. At José Mejia Lequerica in José Luis Tamayo. Located en el Barrio Centenario, 10 Avenue entre la 8 y la 9 Street in Salinas.

##### **4.1.4 Responsible of Research**

**Author:** Diana Liccete De La A Salinas.

**Advisor:** Kleber Loor .

## **4.2 Background of the proposal.**

Currently some Educative institution at Santa Elena Province Should use resources appropriate so that the students can improve the pronunciation of the words in English, the use of didactic material help to obtain a better understand and permit student to be involved with accurate materials of learning strategies for improving the pronunciation.

This process of English learning strategies is important for discovery of expression and for developing the pronunciation of words and be able to obtain an appropriate language in the use of the words to assimilate the sound in the pronunciation.

José Luis Tamayo, there are not enough resources such as didactic materials that permit children's to get involved this accurate materials for the English Learning Strategies Nowadays the education is changing fastly. Because is necessary that the students learning some level initial and adapt to environment of teaching which allow optimizing the educative process.

## **4.3. Significance**

Currently English Learning Strategies are very important because, for improving education in the students, due to the society in which there're living, it is necessary to use the strategies of teaching in the students to improve the

vocabulary, using correctly different tool and resources for achieving the comprehension in develop vocabulary.

The pronunciation of words in English is a great advantage, which the current education require , furthermore ,it is important in the students at initial levels assimilating the sound of the words will be good for the students, to strengthen the comprehension and interest by English learning strategies.

Nowadays the teacher should use more learning strategies to apply according to the capacities of students, because it is necessary encourage the children to pronounce the word in English.

#### **4.4 Objectives**

##### **General Objective**

To develop pronunciation through Learning Strategies for Second Basic grade student at Escuela de Educación Básica Jose Mejia Lequerica.

##### **Specific Objectives:**

- ◆ To select learning strategies to help to the pronunciation at students at Escuela de Educación Básica José Mejia Lequerica.
- ◆ To introduce the learning strategies to catch attention and motivate.
- ◆ To listen and practice the pronunciation of the words.
- ◆ To develop English pronunciation through songs ,flash cards ,videos

#### **4.5 Pedagogical.**

Nowadays English learning strategies are important to improve the pronunciation.

It is important and indispensable for the students to develop the vocabulary through different activities that permit pronunciation of words adequately.

Through strategies of learning the teachers should encourage students to practice the use of the words and to recognize the sound of each word

#### **4.6 Beneficiaries.**

Students strengthen the sound the words in English.

Teacher who should improve the learning process

The institution because through the vocabulary, the students can improve the pronunciation in English.

## Methodology

**Chart #17 Methodology**

Objective	Workshop	Resource	Responsible
To recognize the number of syllables using the claps for improving the pronunciation.	Song: If your happy and you know clap your hand.	Activity: strategies to improvement the pronunciation	Researcher
To understand the sound of the word stress through flash card identifies the sound with hands.	Flash card: Family members	Activity: strategies to improvement the pronunciation	Researcher
To identify the sounds of the Colors with pictures for improving the pronunciation	cartoon video about fruits .	Activity: strategies to improvement the pronunciation	Researcher
To understand the pronunciation of words little with number one, two, three, four, five, six, seven, eight, nine, ten.	Flash card and song: Little numbers.	Activity: strategies to improvement the pronunciation.	Researcher
To identify the sound of school supplies with pictures to improve the pronunciation	song about school supplies	Activity: strategies to improvement the pronunciation.	Researcher
To identify different sounds through flashcards for practicing part of the body Vocabulary.	Song: Head,shoulder ,knee and toes	Activity: strategies to improvement the pronunciation.	Researcher

Made by: Diana Liccete De La A Salinas

#### **4.7 Action Plan: Learning Strategies to Develop the English Pronunciation for Second Basic Grade.**

**Activity1:** Number of syllables with words for improving the pronunciation.

**1 Warm up:** Song if you're happy and you know it clap your hand.

**2 Objective:** to recognize the number of syllables using the claps for improving the pronunciation

**3 Procedures:**

1. Introduce the use of the hand with song to learn the pronunciation of the words.
2. Show the words claps, happy, afternoon
3. Count the number of the syllables.
4. Put the word with following number of syllables.



**Activity 2:** The Numbers.

**1 Warm up:** Song: little numbers.

**2 Objectives:** to recognize the sound of the numbers with video for improving the pronunciation.

**3 Procedures:**

1. Repeat the pronunciation of the numbers (1-10).
2. Show a video about the numbers to listen to the sound of numbers (1-10).
3. Count the dots through a dice. Example: If the student throws the dice and it shows 3 dots, students have to count the dots given.
4. Using pictures of numbers and ask students .What number is this? And Check if the student pronounces correctly.





### **Activity 3: Colors**

**Warm up: Video Song:** I can sing a rainbow.

**Objective:** to identify the sounds of the Colors with pictures for improving the pronunciation

#### **Procedure:**

1. Repeat the pronunciation of the Colors.
2. Give students a different color paper example red when teacher pronounces the word “red” students stand up and pronounce the word.
3. Students find objects in the classroom according to the colors the teacher pronounces
4. Student pronounces the colors.



## Activity 4: Fruits

**Warm up:** cartoon video about fruits

**Objective:** to identify the sound of fruits with video cartoons for improving the pronunciation

**Procedure:**

1. Repeat the pronunciation of the fruits
2. Put in a box the fruit and pronounce the fruits: apple, orange, grape, banana
3. Complete the words with vowels \_pple, \_range, b\_nana , gr\_pe
4. Teacher answers the question what fruits is this? Student asks the question of the fruits.



## **Activity 5: School Supplies**

**Warm up: song about school supplies**

**Objective:** to identify the sound of school supplies with pictures to improve the pronunciation

**Procedure:**

1. Repeat the pronunciation of school supplies with picture
2. Point and pronounce the school supplies
3. Each student pronounces the objects of school supplies as ruler, eraser, pencil, pen, pencil case, book.
4. Match the school supplies with following words and pronounce



## **Activity 6: Sound of word stress about the family**

### **Warm up:**

**Objective:** to recognize the sound of word stress with the hands to improve the pronunciation

### **Procedure:**

1. To pronounce the word stress with the hand.
2. Using movement of the hands for example: teacher pronounces the syllable raise and there are stressed syllable, and the hand is down and there are unstressed syllable
3. Put in the big circle in the stressed syllable and small circle in the unstressed syllable
4. Pronounce the word with the correct stress



## **Activity 7: The Farming Animals**

**Warm up: Song:** Old Mac Donald.

**Objective:** To identify different sounds through flashcards for practicing farming animals Vocabulary.

### **Procedure:**

1. Show pictures and repeat the words about Vocabulary: Farming Animals (sheep, pig, horse, duck, chicken and cow).
2. Match the words with the pictures.
3. Listen and Complete. (duck, cow, sheep, pig)
4. Point the animal flashcard and ask: what animal is this? Check if the pronunciation is correct.



**Activity 8:** Parts of the body

**Warm up:** Song: Head, Shoulders, knees and toes.

**Objective:** To recognize different sounds of word ( head, shoulders, knees and toes) for practicing parts of the body vocabulary.

**Procedure:**

1. Show flashcards and students pronounce parts of the body vocabulary.
2. Use the song: Head, shoulders, knees and toes and students touch the part of their body according to the music.
3. Unscramble the words: Example: huoslred= shoulder.
4. Listen to parts of the body words and pronounce each word.



## **Activity 9: Furniture**

**Warm up:** Short history

**Objective:** to identify the sound of furniture with chair, table, sofa and closet

### **Procedure:**

1. To pronounce the word about furniture chair, table, sofa and closet
2. Listen the history about the furniture
3. Identify in the picture the word about the furniture chair, table, sofa and closet
4. Pronounce the furniture table, chair ,sofa and closet



#### 4.8 Design of Learning Strategies to develop the Pronunciation.

Through the learning strategies to develop the pronunciation in the students of second grade at Jose Mejia Lequerica School, it must be known the problem and the possible solution for defining the sources of the problematic that affect to the students. The purpose is to catch the attention of the students, in order to improve the pronunciation in each activities.

The problem inside in the classroom. Also the lack of the didactic materials and didactic tools, the lack that students do not used them cannot develop their knowledge the students of second grade in José Luis Tamayo in order to the vocabulary. It is necessary to implement appropriate techniques for achieve catch the attention in the students.

#### 4.9 Strategies of Improvement

**Chart #18: Activities to develop English pronunciation**

<b>BEFORE THE PROPOSAL</b>	<b>AFTER THE PROPOSAL</b>
<ul style="list-style-type: none"><li>◆ Use of tradicional material</li><li>◆ Traditional English clases.</li><li>◆ Low level of interaction with teacher.</li></ul>	<ul style="list-style-type: none"><li>◆ Students acquire learning with the use of new resource</li><li>◆ English class using strategies to fundament the learning</li><li>◆ Increase of level of interaction with teacher.</li></ul>

#### 4.10 Results of Implementation



**Chart # 19: Results before implementation**

<b>BEFORE</b>				
<b>No</b>	<b>Name</b>	<b>Sound of words</b>	<b>Word Stress</b>	<b>Total</b>
1	CHACON GONZÁLEZ DAMIAN LEONEL	2	1	3
2	CHALÉN DE LA CRUZ MIKE ANTHONY	1	1	2
3	CHACON TIGRERO RODRIGO JOSHUA	2	1	3
4	CHALEN CHALEN MELVIN SEBASTIAN	1	1	2
5	COCHEA DEL PEZO ISMAEL ADRIAN	1	1	2
6	COCHEA ROCAFUERTE JERAY MATIAS	2	1	3
7	DE LA CRUZ LOPEZ DERLIS JOFFRE	3	1	4
8	DE LA CRUZ FRANCO JEREMY ARIEL	3	2	5
9	MEDINA PERERO KEYLER MOISES	2	1	3
10	MENDOZA ZAMBRANO MAYKEL ALEXANDER	2	2	4
11	RIVERA SORIANO JEIKO SAMUEL	2	1	3
12	ROCAFUERTE DEL PEZO JEREMY ADRIAN	2	1	3
13	RODRIGUEZ POZO JEFF EMILIANO	2	2	4
14	SUAREZ DE LA ROSA ANDY JOEL	1	2	3
15	SUAREZ GONZALEZ JOSTYN FABIAN	2	1	3
16	TENEZACA CHALÈN JUSTIN IBRAHIM	2	1	3
17	TOMALA SALINAS WINSTON NICOLAS	2	1	3
	MUJERES			
1	DE LA CRUZ TIGRERO NESLY ALEJANDRINA	2	1	3
2	DEL PEZO DEL PEZO KRISTEL YAMILET	2	1	3
3	DEL PEZO ROCAFUERTE NOHELY AYELEN	1	1	2
4	FRANCO REYES KRISTEL ANALI	2	1	3
5	GONZABAY DE LA CRUZ ALFONSINA ANGELES	1	1	2
6	ROCA LAINEZ WALESKA DAMARYS	2	1	3
7	ROCAFUERTE GONZALEZ MEREDYC ANDREA	2	1	3
8	SALTOS GONZALEZ ALISSON ABIGAIL	2	1	3
9	TOMALA MORALES NICOLE VIVIANA	2	1	3
10	YUNGAICELA VERA CARMEN ANELIZ	2	1	3
<b>AVERAGE TOTAL</b>				<b>3</b>
<b>COURSE</b>				

Source: Diagnostic Test

Author: Diana Liccete De La A Salinas

**Chart #20 Result after implementation**

<b>AFTER</b>				
<b>No</b>	<b>Name</b>	<b>Sound of words</b>	<b>Word Stress</b>	<b>Total</b>
1	CHACON GONZÁLEZ DAMIAN LEONEL	5	4	9
2	CHALÉN DE LA CRUZ MIKE ANTHONY	5	4	9
3	CHACON TIGRERO RODRIGO JOSHUA	5	4	9
4	CHALEN CHALEN MELVIN SEBASTIAN	5	4	9
5	COCHEA DEL PEZO ISMAEL ADRIAN	5	4	9
6	COCHEA ROCAFUERTE JERAY MATIAS	4	4	8
7	DE LA CRUZ LOPEZ DERLIS JOFFRE	4	4	8
8	DE LA CRUZ FRANCO JEREMY ARIEL	4	4	8
9	MEDINA PERERO KEYLER MOISES	4	4	8
10	MENDOZA ZAMBRANO MAYKEL ALEXANDER	5	4	9
11	RIVERA SORIANO JEIKO SAMUEL	5	4	9
12	ROCAFUERTE DEL PEZO JEREMY ADRIAN	5	4	9
13	RODRIGUEZ POZO JEFF EMILIANO	4	5	9
14	SUAREZ DE LA ROSA ANDY JOEL	4	4	8
15	SUAREZ GONZALEZ JOSTYN FABIAN	5	4	9
16	TENEZACA CHALÈN JUSTIN IBRAHIM	4	4	8
17	TOMALA SALINAS WINSTON NICOLAS	4	4	8
	<b>MUJERES</b>			
1	DE LA CRUZ TIGRERO NESLY ALEJANDRINA	5	4	9
2	DEL PEZO DEL PEZO KRISTEL YAMILET	4	4	8
3	DEL PEZO ROCAFUERTE NOHELY AYELEN	4	4	8
4	FRANCO REYES KRISTEL ANALI	4	4	8
5	GONZABAY DE LA CRUZ ALFONSINA ANGELES	4	4	8
6	ROCA LAINEZ WALESKA DAMARYS	4	4	8
7	ROCAFUERTE GONZALEZ MEREDYC ANDREA	4	4	8
8	SALTOS GONZALEZ ALISSON ABIGAIL	5	4	9
9	TOMALA MORALES NICOLE VIVIANA	5	4	9
10	YUNGAICELA VERA CARMEN ANELIZ	4	5	9
<b>AVERAGE TOTAL COURSE</b>				<b>8,5</b>

Source :Final TEST

Author :Diana Liccete De La A Salinas

**Chart # 21 Result of improvement**

<b>BEFORE</b>	<b>AFTER</b>	<b>% OF IMPROVEMENT</b>
3	9	60%
2	9	70%
3	9	60%
2	9	70%
2	9	70%
3	8	50%
4	8	40%
5	8	30%
3	8	50%
4	9	50%
3	9	60%
3	9	60%
4	9	50%
3	8	50%
3	9	60%
3	8	50%
3	8	50%
3	9	60%
3	8	50%
2	8	60%
3	8	50%
2	8	60%
3	8	50%
3	8	50%
3	9	60%
3	9	60%
3	9	60%

Source: Diagnostic Test-Final Test  
 Author: Diana Liccete De La A Salinas

**4.10.1 Pre & Post –test results**

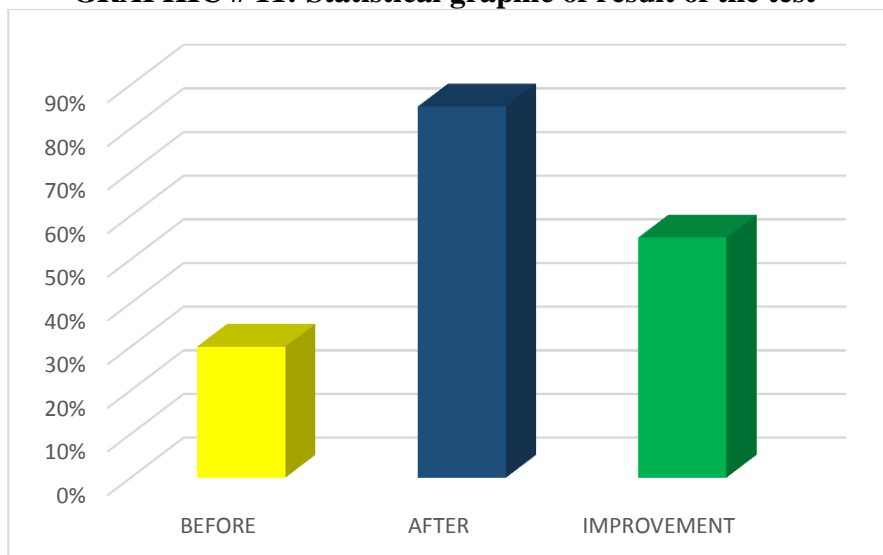
Results showed that before the implementation of the proposal students had 30% of low level of pronunciation skills, after the implementation they improved their level 85%, in consequence this learning strategies has reached its objective. The information will be shown in percentage in order to be able to get a clearer view of their scores in the beginning and end of the implementation of this research.

**Chart#22: Test Result**

<b>GENERAL TABLE</b>		
<b>BEFORE</b>	<b>AFTER</b>	<b>IMPROVEMENT</b>
<b>3</b>	<b>8.5</b>	<b>5.5</b>
<b>30%</b>	<b>85%</b>	<b>55%</b>

Source: José Mejía Lequerica School  
Author: Diana Liccete De La A Salinas

**GRAPHIC # 11: Statistical graphic of result of the test**



Source: José Mejía Lequerica School  
Author: Diana Liccete De La A Salinas

## **4.11 Conclusions and Recommendations**

### **4.11.1 Conclusions**

- ◆ The Learning Strategies should be used to improve the English pronunciation in the students.
- ◆ The social and affective strategy using songs should be used to develop pronunciation
- ◆ The cognitive strategies through interaction should be used to learn English pronunciation.

### **4.11.2 Recommendations**

- ◆ Use the learning Strategies in the classroom to help in the English pronunciation of the students.
- ◆ Work with social and affective strategies through a song to help develop the pronunciation
- ◆ Work with cognitive strategy with interaction in class to develop the English pronunciation of the words.

## CHAPTER V

### ADMINISTRATIVE FRAMEWORK

#### 5.1 Resources

##### 5.1.1 Materials

<b>Q</b>	<b>DESCRIPTION</b>	<b>UNIT COST</b>	<b>TOTAL COST</b>
3000	Sheets	\$ 4.00	\$ 12.00
3000	Prints	\$ 0.10	\$ 30.00
100	Copies	\$ 0.05	\$ 5.00
3	CD'S	\$ 1.00	\$ 3.00
5	Pens	\$ 0.50	\$ 5.00
1	Flash drive	\$15.00	\$ 15.00
	<b>TOTAL</b>		<b>\$ 70.00</b>

##### 5.1.2 Technology

<b>Q</b>	<b>DESCRIPTION</b>	<b>UNIT COST</b>	<b>TOTAL COST</b>
7	Internet Service for month	\$ 30.00	\$ 210.00
1	Laptop	\$ 1500.00	\$1500.00
1	Cellphone with camera	\$ 150.00	\$ 150.00
1	Speaker	\$ 15.00	\$ 10.00
			\$1870.00

##### 5.1.3 Economic

<b>DESCRIPTION</b>	<b>UNIT COST</b>	<b>TOTAL COST</b>
Transportation	\$ 50.00	\$ 50.00
Lunch and snacks	\$ 100.00	\$ 100.00
Unanticipated expenses	\$ 100.00	\$ 100.00
<b>TOTAL</b>		<b>\$ 250.00</b>

<b>TOTAL SUMATORY</b>		<b>\$ 2.190.00</b>
-----------------------	--	--------------------

## 5.2. Source Materials

### 5.2.1 Timetable

N	ACTIVITIES	2015																																			
		JUNE				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DICEMBER				JANUARY				AUGUST							
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
1.	Socialización with thesis	X																																			
2.	Thesis Desinging.			X																																	
3.	Elaboration Chapter I.				X																																
4.	Chapter I Progress.					X																															
5.	Elaboration Chapter II.						X																														
6.	Field Research at "Institution".							X	X	X																											
7.	Survey Implementation.										X																										
8.	Analysis and interpretation of											X																									
9.	Elaboration Chapter III.												X																								
1	Chapter III Progress.													X	X	X	X																				
1	Elaboration Chapter IV and V.																	X	X																		
1	Implementation of activities.																		X	X	X	X	X	X	X	X											
1	Review of Thesis draft.																												X								
1	Delivery of final work																													X							
1	Pre defense of thesis																																	X			
1	Defense of Thesis at Acadmeic																																		X		
1	Graduation day.																																				X

## BIBLIOGRAPHY

- BEVIN, K. (2015). *Six strategies for 21st Century Early Childhood Teachers*.
- BURILLO, J. (2006) *Las lenguas extranjeras en el aula de inglés España: laboratorio educativo* pag.26
- CASTRO I, NAVARRO L (2014) *The rol of song in first –grader ‘oral communication development in English Colombia: Teacher Professional Development* pag.13
- FARMAND Z, P. (2013). *The Effect of English Song on English Learners Pronunciation*. VictorQuest, 7.
- HAHN, L.D. (2004): “*Primary stress and intelligibility: Research to motivate the teaching of suprasegmentals*”, TESOL Quarterly, 38: 201-223.
- HARMER, Jeremy (2000). *How to Teach Pronunciation*
- HARMER, Jeremy (2007). *How to Teach Speaking*
- HARMER, Jeremy. (2012). *The practice of English languages oxford university*.
- HERRMANN E. (2014) *Teaching learning strategies to ELLs: What, why, when, how*
- LINH CHI D.(2011)*Guidance for Learners ‘Improvement of Speaking Skills .Vietnam*
- MURADO, J. (2010). *Didacticas del ingles en educación Infantil*. Vigo: Ideas propias.



MONEREO C.; PÉREZ M.; CASTELLÓ M.; CLARIANA M. (2007) *Estrategias de enseñanza y aprendizaje Formación del profesorado y aplicación en la escuela*.Mexico:Colofon S.A.

OXFORD, R. (2001). *Research on language learning strategies: Purpose, Methods, Issues*. Presentation,Hokkaido University.

PARADIS, J. (2006). *Second language acquisition in Childhood*. University of Alberta, 19.

PALACIOS, P (2008)*Constitución de la Republica del Ecuador* Quito:Ministerio de Educación

RHALMI, M. (2009) *The Total Physical Response*

RUSBULT C.Ph D, (2011) *A Problem-Solving Strategy for Improving Pronunciation*

SAMUEL C. (2010) *Pronunciation Pegs*.Canada:Tesl Canada Journal VOL 27 .No 2

SILLET, A. (2015). *Strategies for Teaching English Language Learners*.

SEIDLHOFER ,B (2001):"*Pronunciation*" en CARTER y NUNAN (editores): *Teaching English to Speaker of other Languages*,Cambridge University Press

SEVERO ,A. (2012) *Teoría del aprendizaje Jean Piaget Lev Vygotsky* .Tacuarembó IDF

<http://www.myenglishpages.com/blog/total-physical-response/>

<http://exclusive.multibriefs.com/content/teaching-learning-strategies-to-ells-what-why-when-how>

09888823238

WITTMER D. (2012) *The Wonder and Complexity of Infant and Toddler Peer Relationships* Young Children, v67 n4 p16-25

<http://eric.ed.gov/?id=EJ992255>

### **VIRTUAL ELECTRONIC REFERENCES**

Calvo, B. Y. J. (2012). Students' Views on the Teaching of English Pronunciation in Spain. A Survey-Based Study en Research challenges for anglophone studies in the 21st century. España: Ediciones Universidad de Salamanca. Retrieved from: <http://site.ebrary.com/lib/upsesp/reader.action?ppg=15&docID=11013386&tm=1431467153364>

Luchini, P. L., & Ferreiro, G. (2010). Una nueva propuesta didáctica para la enseñanza de la pronunciación del inglés como lengua extranjera en la Universidad Nacional de Mar del Plata. Didáctica. Lengua y Literatura, 2009 Vol. 16: 203-225. España: Universidad Complutense de Madrid. Retrieved from: <http://site.ebrary.com/lib/upsesp/reader.action?ppg=2&docID=10428449&tm=1431359797228>

# APPENDIX

## APPENDIX No.1

### CONSTITUCIÓN DEL ECUADOR

#### *Sección quinta*

#### *Educación*

**Art. 26.-** 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.

**Art. 27.-** La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

## **APPENDIX No 2**

### **LEY ORGANICA DE LA EDUCACION INTERCULTURAL**

#### **CAPÍTULO SEGUNDO DE LAS OBLIGACIONES DEL ESTADO RESPECTO DEL DERECHO A LA EDUCACIÓN**

**Art. 6.-** Obligaciones.- La principal obligación del Estado es el cumplimiento pleno, permanente y progresivo de los derechos y garantías constitucionales en materia educativa, y de los principios y fines establecidos en esta Ley.

El Estado tiene las siguientes obligaciones adicionales:

- e. Asegurar el mejoramiento continuo de la calidad de la educación;
- f. Asegurar que todas las entidades educativas desarrollen una educación integral, coeducativa, con una visión transversal y enfoque de derechos.

### **CÓDIGO DE LA NIÑEZ Y LA ADOLESCENCIA**

#### **CAPÍTULO V**

#### **DERECHO A LA EDUCACIÓN**

**Artículo 56°-** Derecho al desarrollo de potencialidades. Las personas menores de edad tendrán el derecho de recibir educación orientada hacia el desarrollo de sus potencialidades. La preparación que se le ofrezca se dirigirá al ejercicio pleno de la Ciudadanía y le inculcará el respeto por los derechos humanos, los valores culturales propios y el cuidado del ambiente natural, en un marco de paz y solidaridad.

## APPENDIX No 3

### UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA



#### PARENT'S SURVEY

**OBJETIVE:** To Know the opinion about important aspect in the teaching of foreign language of his son or her daughter, please veracity in the information, since this way help us to improve the learning of his son.

**INSTRUCTION:** Read carefully each one of the question and tick with a (x) in the box that you consider appropriate

1. It is important for students to learn English since the Basic years of Education?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. It is important for students to learn the correct pronunciation of the English language in the Basic years of Education?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Would the use of songs in English help the students to learn the correct pronunciation of this language?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Would oral repetition of English words help students to learn their correct pronunciation?

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree  
                       

5. Should the English teachers use new strategies to enhance the learning of this language?

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree  
                       

6. Do you help your kid with the learning of English at home?

Always      Often      Sometimes      Rarely      Never  
                       

7. Do you think that is important children practice the pronunciation to assimilate the language English?

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree  
                       

8. Do you believe that a good pronunciation would develop a good communication in the language English?

Always      Often      Sometimes      Rarely      Never  
                       

9. According you opinion how hours is necessary to your son/daughter to learn the Language English?

1 Hour

2 Hours

3 Hours

4 Hours

10. What class of resource will like that the teacher use in the teaching of the English pronunciation?

Technology

Cd

Flashcard

Book



**APPENDIX No 4**

**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA**



**TEACHERS'INTERVIEW**

**OBJECTIVE:** The purpose of this interview to know your opinion about the importance of learning English, to know what English learning strategies are used in the classroom and to know about the resources the school provides to the teaching

**1.-Do you think that student must learn English pronunciation from first level education?**

---

---

**2. What do you think would be the best strategies for teaching English pronunciation?**

---

---

**3. Singing a song in the classroom would help students to develop a correct pronunciation of English words?**

---

**4. Listen and say a word would help students to develop a correct pronunciation of the English words?**

---

---

**5. Do you think that it is important that students learn the correct pronunciation of words?**

---

---

**6. The English program that you use has strategies that help the student to develop the correct pronunciation of language?**

**Listen and say**

**Singing a song**

**Listening to a story**

**7. Which of the following resources use in class to help students develop the correct pronunciation of English language?**

**CD Player**

**Internet service**

**Computer Lab.**

**Audio Book**

**Speakers**

**Other**

**8) How often do you use the following strategy say the words in the classroom to help students improve the pronunciation of English words?**

---

---

**9) How often do you use the following strategies listen a story in the classroom to help students improve the pronunciation of English words?**

---

---

**10) How often do you use the following strategy say the word and check its syllables in the classroom to help students improve the pronunciation of English words?**

---

---

## APPENDIX No 5

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA



### HEADTEACHER' INTERVIEW

**SCHOOL:** "JOSE MEJIA LEQUERICA"

**OBJECTIVE:** To determine the importance to apply learning strategies in the institution to achieve better learning English as foreign language

1. - Do you consider that is important the learning of English language?

Yes

No

Why?

---

1. - Do you believe that is important the English teacher use strategies to the teaching of this language?

Yes

No

Why?

---

2. - Do you consider that the student improve the pronunciation of language English if apply new learning strategies?

Yes

No

Why?

---

**1. With what resources the institution for the development of the correct pronunciation of the English language? Mark with a tick?**

**Cd Player**

**Computer**

**Speaker**

**Audio Book**

**2. Do you consider that is important that the teacher use resources necessary to facilitate learning of student?**

**Yes**

**No**

**Why?**

---

## APPENDIX No 6

Escuela de Educación Básica



# “JOSE MEJÍA LEQUERICA”

José Luis Tamayo –Salinas

Telefax 2776730

---

### DIAGNOSTIC TEST'S RUBRIC

<b>Rubric Pronunciation</b>			
	<b>Poor (0-1 pts) 1pts</b>	<b>Fair (1-3pts) 3pts</b>	<b>Good –Excellent (3-5pts)</b>
<b>Pronunciation</b>	Student makes little or no effort to enunciate and articulate the sound of the word	The student has errors in pronunciation, some effort in articulate the sound of the words	The student make minor or no errors in pronunciation ,great articulation in the sound of the words
<b>Word Stress</b>	Student pronounce the stress in the incorrect syllable	Student pronounce the words with doubt	Student pronounce the stress in the correct syllable

## APPENDIX No 7

### STUDENTS LIST

No	Name	Pronunciation	Word stress
1	CHACON GONZÀLEZ DAMIAN LEONEL		
2	CHALÉN DE LA CRUZ MIKE ANTHONY		
3	CHACON TIGRERO RODRIGO JOSHUA		
4	CHALEN CHALEN MELVIN SEBASTIAN		
5	COCHEA DEL PEZO ISMAEL ADRIAN		
6	COCHEA ROCAFUERTE JERAY MATIAS		
7	DE LA CRUZ LOPEZ DERLIS JOFFRE		
8	DE LA CRUZ FRANCO JEREMY ARIEL		
9	MEDINA PERERO KEYLER MOISES		
10	MENDOZA ZAMBRANO MAYKEL ALEXANDER		
11	RIVERA SORIANO JEIKO SAMUEL		
12	ROCAFUERTE DEL PEZO JEREMY ADRIAN		
13	RODRIGUEZ POZO JEFF EMILIANO		
14	SUAREZ DE LA ROSA ANDY JOEL		
15	SUAREZ GONZALEZ JOSTYN FABIAN		
16	TENEZACA CHALÈN JUSTIN IBRAHIM		
17	TOMALA SALINAS WINSTON NICOLAS		
	<b>MUJERES</b>		
1	DE LA CRUZ TIGRERO NESLY ALEJANDRINA		
2	DEL PEZO DEL PEZO KRISTEL YAMILET		
3	DEL PEZO ROCAFUERTE NOHELY AYELEN		
4	FRANCO REYES KRISTEL ANALI		
5	GONZABAY DE LA CRUZ ALFONSINA ANGELES		
6	ROCA LAINEZ WALESKA DAMARYS		
7	ROCAFUERTE GONZALEZ MEREDYC ANDREA		
8	SALTOS GONZALEZ ALISSON ABIGAIL		
9	TOMALA MORALES NICOLE VIVIANA		
10	YUNGAICELA VERA CARMEN ANELIZ		



## APPENDIX No. 8

Escuela de Educación Básica



# “JOSE MEJÍA LEQUERICA”

José Luis Tamayo –Salinas

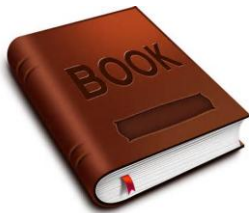
Telefax 2776730

---

Name: \_\_\_\_\_

Course: Second A

1.-Complete the words and pronounce



B \_ \_ K



\_ P P L E



G R \_ \_ N



B \_ \_ L L



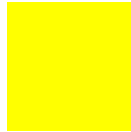
S H \_ \_ P



**PAINT THE WORD STRESS AND PRONOUNCE**



Father



yellow



brother



table



mother

## PICTURES

**Picture # 1: Escuela de Educación Básica José Mejía Lequerica.**



**Author: Diana Liccete De La A Salinas**

**Picture #2 Interview with head teacher of Jose Mejia Lequerica School**



**Author: Diana Liccete De La A Salinas**

**Picture # 3: Survey with English Teacher of Jose Mejia Lequerica School**



**Author: Diana Liccete De La A Salinas**

**Picture # 4 Survey with English Teacher of Jose Mejia Lequerica School**



**Author: Diana Liccete De La A Salinas**

**PICTURE # 5: CLASS OF SECOND GRADE AT JOSE MEJIA LEQUERICA SCHOOL**



**Author: Diana Liccete De La A Salinas**

**Picture 6: Survey to Parents Second Grade at Jose Mejia Lequerica School**



**Author: Diana Liccete De La A Salinas**