

**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**



**“TEACHING TECHNIQUES TO IMPROVE ENGLISH
PRONUNCIATION TO STUDENTS IN THE THIRD YEAR OF
ELEMENTARY SCHOOL AT THE MANUELITA SAENZ
SCHOOL IN THE PERIOD OF 2021-2022”**

RESEARCH PAPER

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGE**

AUTHOR: Ariana Vanessa Castro Perez

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La Libertad, Septiembre 13th 2021

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “TEACHING TECHNIQUES TO IMPROVE ENGLISH PRONUNCIATION TO STUDENTS IN THE THIRD YEAR OF ELEMENTARY SCHOOL AT THE MANUELITA SAENZ SCHOOL IN THE PERIOD OF 2021-2022”, prepared by ARIANA VANESSA CASTRO PEREZ undergraduate student of the Pedagogy of national and foreign languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

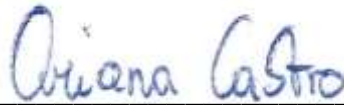
Sincerely

A handwritten signature in blue ink that reads "Gargi Ghose". The signature is written in a cursive style.

Lcda. Gargi Ghose. MSc

STATEMENT OF AUTHORSHIP

I, Ariana Vanessa Castro Perez with ID number # 0923427660, undergraduate student from Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a pedagogue in national and foreign languages, in my role as author of the research paper “TEACHING TECHNIQUES TO IMPROVE ENGLISH PRONUNCIATION TO STUDENTS IN THE THIRD YEAR OF ELEMENTARY SCHOOL AT THE MANUELITA SAENZ SCHOOL IN THE PERIOD OF 2021-2022” certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

A handwritten signature in blue ink that reads "Ariana Castro". The signature is written in a cursive style and is positioned above a horizontal line.

ARIANA VANESSA CASTRO PEREZ

AUTHOR

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First of all, I am very grateful to God because without his help nothing is possible in my life. To all my professors of the English career who throughout the 5 years contributed to our development as professionals, preparing us for a real future. It was not easy but not impossible to reach this goal, and thanks to their patience and guidance they gave us a lot of significant knowledge to share with the rest of society. I am very grateful to my advisor Gargi Ghose, MSc. who knew how to give me the best guidance during the process despite his own difficulties. Sara Gonzalez, MSc. who knew how to support us as a teacher and director taking the reins of the career in a brilliant way for our development. Thank you very much.

DEDICATION

I want to dedicate this work to my parents, who were with me constantly in all aspects, economic and emotional, always supporting me from day 1. To my uncles and aunts, who when I had to move to another province were the ones who took care of me and knew how to brighten my saddest days. And finally, to my fiancé, who knew exactly when to accompany me in the most appropriate moments and never let me fall without getting up.

With love

Ariana

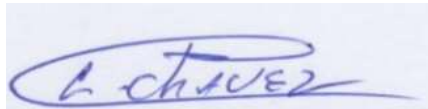
ABSTRACT

This project was developed to improve English pronunciation to the students in the third year at Manuelita Saenz school year 2021-2022, the main goal of this study was to create a Methodological Guide based on the Sound-Color chart and Drilling techniques through which students could improve their English pronunciation.

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INDEX

Contents

ADVISOR'S APPROVAL	ii
STATEMENT OF AUTHORSHIP	iii
ACKNOWLEDGMENT	iv
DEDICATION.....	v
ABSTRACT.....	vi
INDEX.....	viii
CHARTS.....	x
GRAPHS.....	x
ABSTRACT.....	xii
INTRODUCTION.....	1
CHAPTER I	3
1. 1 Problem Statement.....	3
1.2 Problem Formulation	5
1.3 Questions.....	5
1.4 Objectives.....	5
1.4.1 General Objective	5
1.4.2 Specific Objectives	5
1.5 Justification	6
1.6 Delimitation	7
1.6.1 Spatial delimitation:.....	7
1.6.2 Time frame:	7
7.1 Delimitation of the population:.....	7
CHAPTER II.....	7
2.1 Background	7
2.2 Theoretical Bases	9
2.2.1 Theoretical Foundation	9
2.2.2 Definition of Key Terms	10
2.2.2.1 Teaching process:.....	10
2.2.2.2 Teaching techniques.....	10
2.2.2.3 Pronunciation:.....	11

2.2.3 Legal Basis	11
2.3 Hypotheses	12
CHAPTER III	12
3.1 Research design.....	12
3.2 Applied research	14
3.2.1 Instruments.....	14
3.2.1.1 Questionnaire	14
3.3 Population and sample	14
3.3.1 Population:.....	14
3.3.2 Sample:.....	15
3.4 Variables operationalization	16
3.4.1 Independent Variable: Teaching techniques	16
3.4.2 Dependent Variable: English pronunciation	17
3.5 DATA COLLECTION PLAN	18
3.6 ANALYSIS AND INTERPRETATION OF RESULTS.....	18
3.6.1 Sample survey questionnaire	18
3.6.2 Analysis and interpretation.....	20
CHAPTER IV.....	30
4.1 INFORMATIVE DATA	30
4.2 Beneficiaries.....	30
4.3 Proposal background:	31
4.4 Justification	31
4.5 Objectives.....	31
4.5.1 General objective.....	31
4.5.2 Specific objectives	32
4.6 Proposal	32
4.6.1 WHAT ARE TEACHING TECHNIQUES?	36
4.6.1.1 Definition of teaching techniques.....	36
4.6.2. PHONEMIC CHART.....	37
4.6.3. SOUND-COLOR CHART	40
4.6.3.1 Structure	41
4.6.3.2 How to use it?	41
4.6.3.3 Explanation of the colors.....	42

4.6.4. DRILLING	42
4.6.4.1 How to use it?	42
4.6.4.2 Tips	43
4.6.5 Exercises	44
4.7 Conclusions and recommendation	47
4.7.1 Conclusions	47
4.7.2 Recommendations	47
References.....	48
ANEXES	49
CERTIFICADO URKUND	50

CHARTS

Chart #1: Population	15
Chart #2: Independent Variable.....	16
Chart #3: Dependent Variable	17
Chart #4: Data collection plan.....	18
Chart #5: Importance of English	20
Chart #7: Students' pronunciation.....	21
Chart #8: Teachers' pronunciation	22
Chart #9: Pronunciation correction	23
Chart #10: Importance of pronunciation in relation to other language skills	24
Chart #11: Time to correct pronunciation	25
Chart #12: Frequency of repetition of pronunciations	26
Chart #13: Knowledge of pronunciation teaching techniques	27
Chart #14: Effectiveness of techniques	28
Chart #15: Contents	32

GRAPHS

Graphic #1: Importance of English.....	20
Graphic #2: Motivation of students	21
Graphic #3: Students' pronunciation	22
Graphic #4: Teachers' pronunciation.....	23
Graphic #5: Pronunciation correction	24
Graphic #6: Importance of pronunciation in relation to other language skills.....	25
Graphic #7: Time to correct pronunciation.....	26

Graphic #8: Frequency of repetition of pronunciations	27
Graphic #9: Knowledge of pronunciation teaching techniques	28
Graphic #10: Effectiveness of techniques.....	29



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ABSTRACT

This research is based on the use of Sound-Color chart and Drilling techniques to improve the pronunciation skills of third grade students in order to strengthen and improve the ways in which teachers teach this essential skill for proper communication. There are teachers who, despite having a degree in English, do not know how to teach or correct their students' English pronunciation skills through technical methods and techniques. In addition, most students are not exposed to English on a consistent basis so that they can naturally learn or improve their pronunciation. However, this work is done in order to improve a skill, although not considered as one of the main skills, such as pronunciation, through teaching techniques such as the Sound-Color chart and Drilling. This proposal seeks to improve the skill of pronunciation through activities and repetitions, first training the teachers to know each technique and then they put into practice some exercises, according to the needs of the students.

Key words: Techniques, Pronunciation, Sound-Color chart, Drilling

INTRODUCTION

Learning a new language requires different aspects such as commitment, innovation and motivation from both students and teachers. Learning a new language, in this case, 'English' is focused on the four skills; Listening, Speaking, Reading and Writing, but undoubtedly, they are not the only ones in which teachers should focus on when they teach this language. For example, an important skill is pronunciation and if taught from a young age, its learning results can be very feasible.

It is generally known that English is a universal language for communication and commerce. For these reasons, it would be important to focus on the teaching of pronunciation for its development, although it is not necessary for people to speak fluently to be understood, the articulation and the pronunciation of words is important to avoid misunderstanding.

Generally, in Ecuador, a deficiency in English has been reported in all skills, and if we analyze that pronunciation is not a skill that is taught, this shows that the condition of pronunciation of Ecuadorians are of poor quality. The condition of low quality in the teaching of English language in Ecuador results Ecuador to be placed in the list of countries, having low quality English, in both production and teaching of this language.

This research presents the study and the possible application of certain techniques for the improvement or teaching of specific pronunciation. For this, two techniques were selected, the Sound-Color chart and the Drilling, where a frequently used technique, such as repetition, is mixed with a different technique that mixes colors and sounds.

In order to provide an overall explanation about what this research paper is based on, its content is explained below:

Chapter I: The main problem cited here is ‘the low level of pronunciation of the students’, for which this research project has been carried out.

Chapter II: Presents the framework of the research, details about foundations that support the scientific investigation, the definition of key terms and legal basis.

Chapter III: Contains the methodology, techniques and tools used for this research, giving detailed explanation of how it was conducted which includes data collection and survey as such.

Chapter IV: Here, the proposal has been presented which is based on a methodological guide for teachers. This includes the main part and the one that will benefit the third-grade students and the teachers of the Manuelita Saenz school.

CHAPTER I

THE PROBLEM

1. 1 Problem Statement

In this era, people have achieved and continue to achieve success in their specialized work areas because they use the available resources of modern technologies, this applies to all work areas. For this, a common language has been necessary to be able to communicate between people both from other regions and at the global level between countries. In order to achieve this objective, English became a priority source to carry out communication, since it is classified as the international language for communication. English is the only language that is used in almost all fields, such as engineering, medicine, science and technology, education, commerce, tourism, entertainment, Internet, employment, among others.

Nowadays, the importance of learning English is essential and necessary, both for humanistic development as well as for work. The English language although not being the most spoken language in the world, is the universal language for the exchange of information, it is considered that about twenty percent of the population, about 1.5 billion people, speaks English as their first, second or foreign language, also gives us to understand that this language has become the main way to connect people around the world in different areas, such as tourism, national jobs and international business and especially in education.

Due to the fact that English is essential for international communication, it is important to take into account that the articulation and pronunciation of the words are important for the correct handling and understanding of the language. An understandable pronunciation is one of the basic requirements for the message to reach the receiver correctly.

Today, in a digitalized era of global communication, English has a greater impact on non-native speakers as this language has become a mandatory in some countries in Latin America

such as part of the curriculum in the educational system. In countries such as Brazil, Chile, Costa Rica, Ecuador, Mexico and Panama, the teaching of English has become mandatory, but in spite of this, pronunciation continues to be a problem in terms of quality and understanding at the elementary and high school levels.

Because pronunciation is not the same as writing, there are many inconveniences for a non-native speaker such as someone whose native language is Spanish, especially in Latin American countries where the difference in grammatical, lexical and phonetic structure is a big obstacle, and many of the sounds do not exist in Spanish, which makes it very difficult to have a correct pronunciation.

The (*Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*, 2001) recommends teaching pronunciation right from the beginning of foreign language teaching. During early stages of learning, pupils should practice correct pronunciation. English pronunciation is one of the most difficult skills to acquire and improve, so students should spend a lot of time experimenting and improving their pronunciation. (Gilakjani, 2016)

Ecuador has implemented considerable changes to improve the teaching-learning of the language, through policies and programs in public and private educational institutions, so that people can have greater access, but despite this, the level is still very low. According to Education First (EF) (EF EPI, 2020)- English Proficiency Index EF EPI, 2020 from the United Kingdom, Ecuador ranks at the bottom of all Latin American countries in English proficiency, being 19/19th. This ranking confirms that in addition to the skills deficit, despite the fact that English is taught as a mandatory foreign language, this does not allow progress in secondary skills such as pronunciation.

In the context of our country, it has been observed that although there are teaching centers or educational institutions that are responsible for transmitting this knowledge, the teaching of this language does not reach a minimum level in the final objectives set, and at the time that the person applies this language or what is learned, certain gaps are evident, especially when it comes to speaking. It should be noted that there are many methodological teaching techniques for developing English speaking skills as compared to teaching other skills.

1.2 Problem Formulation

What are the methodological techniques to develop English speaking skills in third grade elementary school students at Manuelita Saenz School during the elective year 2021-2022?

1.3 Questions

- Do the techniques employed by teachers in the area of English help fluency in speaking skills?
- What are the problems faced by students in English speaking skills?
- How to improve English speaking skills?

1.4 Objectives

1.4.1 General Objective

To determine the techniques that favor the development of English pronunciation in the students of the third year of primary education of the Manuelita Saenz School in the period of 2021-2022.

1.4.2 Specific Objectives

1.4.2.1 Establish a literature review based on the teaching techniques that will help improve English pronunciation.

1.4.2.2 Describe the methodological approach to identify problems related to students' difficulties in English pronunciation.

1.4.2.3 To suggest a manual of techniques to develop and improve English pronunciation in the students of the third year of elementary school at the Manuelita Saenz school.

1.5 Justification

All education should be carried out with the purpose of developing the individual in an integral way, covering all the skills present in the language and matching it with technological and social progress.

The skill of correct pronunciation facilitates the understanding of the message so that it reaches the speaker clearly and conscientiously. Incorrect pronunciation will lead to misunderstandings between the speaker and the listener. (Astuti, 2016)

Therefore, the present work will be based on analyzing the problem of pronunciation in the English language and the use of techniques for its teaching and development. For this purpose, the research will be based on pedagogical aspects of teaching in order to understand the object of research.

In addition, due to the focus of this research, it is socially relevant because pronunciation is one of the secondary but important skills that teachers do not focus on or care about, and this makes it more difficult for non-native speakers to fully develop the language.

The results of the present research work helped to select a set of teaching techniques for the improvement of English pronunciation, from which both teachers and students of the Manuelita Saenz School will benefit from this research work.

The feasibility of this research work is due to the following reason:

The availability of the Manuelita Saenz school who were understanding and authorized the research.

1.6 Delimitation

1.6.1 Spatial delimitation: The research project will be limited to and carried out in the Manuelita Saenz school, in the Balzar canton, province of Guayas.

1.6.2 Time frame: The data to be considered for the research and analysis of the research project will be framed within the period 2021-2021 considering only the techniques that will help to improve pronunciation in students.

7.1 Delimitation of the population: The research will be analyzed based on the third year of elementary school at the Manuelita Saenz school.

CHAPTER II THEORETICAL FRAMEWORK

2.1 Background

Over time, researchers and teachers at all levels of education have sought to implement new methods and techniques to improve the English pronunciation and skills of students who are acquiring a second language.

Derwing, et al. conducted a study in which thirteen English as a second language (ESL) students enrolled in a speech enhancement program read aloud a list of true and false sentences at the beginning (time 1) and end (time 2) of their twelve-week course.

The recorded utterances were used in a listening task in which 37 native speakers transcribed as a measure of intelligibility. Listeners were also asked to judge time 1 and time 2

utterances for overall comprehensibility and accent. Analysis of the transcripts indicated that utterances recorded at time 2 were more intelligible than those produced at time 1. However, only true utterances were rated as significantly less accented and more intelligible at time 2 than at time 1.

Based on the study of the pronunciation of children of linguistic minorities by (Duncan, 2011): from seven ethnic linguistic groups (Mexican Americans, Puerto Ricans, Cuban Americans, French Americans, Native Americans and Chinese Americans from urban and rural areas) from low- and middle-income communities in California, Texas, Florida, New York, Louisiana, and New Mexico, as well as 128 children of British descent from similar income groups.

The results show that there is a significant positive correlation between the phoneme production and reading performance of some third and fifth grade students and Anglo first grade students.

Research on pronunciation is relatively limited. But only from this limited research, we can see those different strategies of pronunciation teaching have indeed improved students' pronunciation to a certain extent. As more and more strategies and techniques are developed, it should be easier for teachers to choose suitable strategies and techniques to apply to their classrooms.

According to (Reid, 2016) it is common to assimilate and compare the sounds of English to those of the native language and to apply other features of the native language to English pronunciation. However, when teaching English pronunciation, this assimilation should be avoided and learners should be taught the correct pronunciation features.

The Common European Framework for Languages (CEFR, 2001) recommends teaching pronunciation right from the beginning level of foreign language learning. According to the CEFR, pronunciation should be developed via contact with authentic spoken language.

Based on an article reported in the TOEFL journal (Smotrova, 2017), a study examined the practices of a teacher and a student employee in teaching and learning second language (L2) pronunciation such as syllabication, word stress, and rhythm. The results indicated that the teacher employed instructional tool to facilitate students' identification and production of syllables, word stress, and speech rhythm. The students appropriated and repeated the teacher's gestures and sounds through imitation and employed them as a learning tool in the process of L2 pronunciation acquisition.

2.2 Theoretical Bases

Teaching techniques to improve English pronunciation are important to be able to adapt them according to the needs of each group of students depending on different factors such as age, level and available resources. In Ecuador, English as a foreign language is taught from the 2nd grade of General Basic Education, for this reason it is important to start teaching it from a very early age. The recommended techniques are listening and repeating, drilling, ear training, phonetic training, reading aloud, imitation, tongue twisters, sound-color charts, phonics, songs/rhymes, etc. but in this research project was focused on Drilling and Sound-Color chart techniques.

2.2.1 Theoretical Foundation

- **Drilling:** Basically, drilling means listening to a provided model, which can be a word or phrase, provided by a teacher, native speaker or a tape or another student,

and continuously repeating what is heard until the pronunciation is gradually improved to match the difficulty of the native language. It is based on a series of repetitions, a technique still used by many teachers when introducing new linguistic elements to their students. The teacher says the word or phrase and the students repeat it.

- **Sound-Color chart:** It is a spelling program connecting letters to colors. The Sound-color charts give a direct link between sounds and colors. The teacher trains students to become aware of different lip positions, muscular movements for new sounds. Sound-color charts replace learning phonemic alphabets and can be suitable for all age groups from small children to adults.

2.2.2 Definition of Key Terms

Some definitions that will be used in this work are: Teaching process, Teaching techniques; Drilling, Sound-Color chart, Pronunciation.

2.2.2.1 Teaching process: Smith further expanded the definition of teaching in 1963. Teaching is an action system involving the subject, purpose, and context, including two sets of factors beyond the subject's control (class size, student characteristics, physical facilities, etc.) and what he can modify. For example, teaching skills and strategies. (Rajagopalan, n.d.)

2.2.2.2 Teaching techniques: According to Md. Enamul (Hoque, 2016) a teaching technique is a well-defined procedure used to accomplish a specific activity or task.

2.2.2.2.1 Drilling: (Harmer, n.d.) (2017) defines drilling as a technique which focuses on repeating patterns in a structured way through oral practice to demonstrate learners' ability to focus on the use of specific linguistic elements.

2.2.2.2.2 Sound-color chart: Technique based on colors and sounds to learn the pronunciation of the English language, give a direct link between sounds and colors.

2.2.2.3 Pronunciation: Cook (1996, cited in Pourhosein Gilakjani, 2016) defined pronunciation as the production of sounds in English that is used to create meaning. (Pourhosein Gilakjani, 2016)

2.2.3 Legal Basis

2.2.3.1 Constitution of Ecuador (2008)

The constitution of Ecuador among its articles claims that:

Art. 26.- Education is a right of individuals throughout their lives and an inescapable and inexcusable duty of the State. and inescapable and inexcusable duty of the State. It is a priority area of public policy and state investment, a guarantee of equality and social of public policy and state investment, a guarantee of equality and social inclusion, and an indispensable condition for good living. indispensable condition for a good life. Individuals, families and society have the right and responsibility to participate in the right and responsibility to participate in the educational process.

Art. 27.-Education shall be centered on human beings and shall guarantee their holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, of quality and warmth; it shall promote gender equity, justice, solidarity and peace; it shall stimulate a critical sense, art and physical culture, individual and community initiative, and the development of competencies and capacities to create and work. Education is indispensable for

knowledge, the exercise of rights and the construction of a sovereign country, and constitutes a strategic axis for national development.

Art. 28.-Education shall respond to the public interest and shall not be at the service of individual and corporate interests. Universal access shall be guaranteed, permanence, mobility and graduation without any discrimination whatsoever, and compulsory education at the initial, basic and high school level or its equivalent.

It is the right of every person and community to interact between cultures and participate in a learning society. The State shall promote intercultural dialogue in its multiple dimensions.

Learning shall take place both in and out of school. (*CONSTITUCION DE LA REPUBLICA DEL ECUADOR 2008 Decreto Legislativo 0 Registro Oficial, 2008*)

2.3 Hypotheses

If determined the techniques that favor the development of English pronunciation will improve the pronunciation of third grade students at the Manuelita Sáenz School.

Dependent variable: Pronunciation

Independent variable: Teaching techniques

CHAPTER III METHODOLOGY

3.1 Research design

This chapter will describe the methodological aspects of the research. The research scheme was based on quantitative methodology in order to collect data on the importance and development of English pronunciation at the Manuelita Saenz School. The type of study, carried out here in this research project was non-experimental since it was not intervening in the

development of the phenomena that had to occur and at the same time, the research that has been carried out is based on a hypothesis that helped to find a final result based on documentary research.

Documentary research allows us to go deeper into the problem to be investigated, through books, magazines, manuals, didactic guides, Internet, works already done on this subject, which helped us in the elaboration of the theoretical framework, and later in the elaboration of a manual that will become the proposal. The research project is exploratory because it investigated an undefined problem and seeks to identify the problem in order to provide a possible solution.

The procedures, methods and techniques that were used for the development of the project are:

Analysis and Synthesis, since the analysis helped to classify and identify the parts of the research, on the other hand, the synthesis allowed us to relate the elements that make up the problem and find the best techniques for teaching pronunciation from the study to be conducted, that is, from the simple to the complex.

In addition, the hypothetical deductive method was used because this methodological process allowed us to take premises through previous studies, establish a hypothesis, verify if it is correct or not and then make conclusions based on the result obtained. Although we did not seek to solve a problem due to the situation in which the research project is being applied, we sought to provide a proposal for a possible solution.

3.2 Applied research

This research focuses on the quantitative scientific method, through which information can be obtained on the main problems in the techniques for teaching pronunciation. The research process was based on the application of surveys applied to the subject matter involved in this investigation on the study such as teachers.

This process was made to validate the importance of the teaching techniques to improve English pronunciation of students in the third year of elementary level at the Manuelita Saenz School.

3.2.1 Instruments

- Surveys

3.2.1.1 Questionnaire

This instrument contains a list of questions that were used to ascertain the main information taken from the sources, such as teachers. These questions were constructed with the intention of being able to identify the problem focused on both teaching and developing the English language pronunciation of the respondents.

3.3 Population and sample

The type of research is a correlational study that consists of looking at the relationship between the independent and dependent variable. The population used in the research is finite because it focuses specifically on the third-grade of the Manuelita Saenz School.

3.3.1 Population: The population taken for this research consists of ten students from the third-grade of elementary school and six teachers from the area of English.

3.3.2 Sample: Since the population was small, we worked with the entire group as a whole.

Chart #1: Population

N°	Description	Quantity
01	English Area Teachers	6
02	Students of the Manuelita Saenz School	10
TOTAL		16

Source: Manuelita Saenz School Secretary

Author: Ariana Vanessa Castro Perez

3.4 Variables operationalization

3.4.1 Independent Variable: Teaching techniques

Chart #2: Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Teaching techniques are defined as the way in which the teacher carries out the task in the teaching-learning process.</p>	<p>Teaching techniques to improve pronunciation</p>	<p>Skills Pronunciation Sound-color chart technique Drilling technique</p>	<p>Are students allowed to improve their skills and pronunciation? Does the teacher apply the right teaching technique to improve pronunciation in the classroom? Are teachers able to articulate and pronounce correctly? Will they use a specific teaching technique to improve the pronunciation of the third-grade students?</p>	<p>Survey</p>

3.4.2 Dependent Variable: English pronunciation

Chart #3: Dependent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Pronunciation is defined as an ability to articulate the sounds of the language, which is influenced by factors such as location, country, region and accent.</p>	<p>Teaching learning process</p> <p>Level of pronunciation</p>	<p>Level of English pronunciation</p> <p>How pronunciation is improved</p>	<p>How much is needed to improve students' pronunciation?</p> <p>What are the main problems faced by students in the pronunciation learning process?</p> <p>How often do you focus on correcting and improving students' pronunciation?</p>	<p>Survey</p>

Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez

3.5 DATA COLLECTION PLAN

Chart #4: Data collection plan

BASIC QUESTIONS	EXPLANATION
1. WHAT FOR?	To improve English pronunciation
2. FOR WHICH PEOPLE?	The third grade of elementary school of the Manuelita Saenz School.
3. ABOUT WHAT ASPECTS?	Teaching techniques to improve English pronunciation.
4. WHO?	Ariana Castro Perez
5. WHOM?	Teachers
6. WHEN?	School year 2021-2022
7. WHERE?	Through a link of Google Forms, a survey developed by the author of the research project.
8. WHAT DATA COLLECION TECHNIQUE?	Survey
9. WITH WHAT?	Questionnaire

Source: Ariana Vanessa Castro Perez

Author: Ariana Vanessa Castro Perez

3.6 ANALYSIS AND INTERPRETATION OF RESULTS

This chapter presents the data obtained from the surveys through the description and analysis of these, through the use of the instrument detailed above, as well as an analysis of the information collected, thus observing whether there is any need in relation to the pronunciation of the English language with third grade students.

3.6.1 Sample survey questionnaire

Teacher Survey	
Instructions: Answer the questions as they relate to you, check the box(es) most applicable to you.	

1. How important do you consider the English subject?						
<input type="checkbox"/> Unimportant						
<input type="checkbox"/> Moderately important						
<input type="checkbox"/> Very important						
2. On a scale of 1 to 5. 1 being totally unmotivated and 5 being extremely motivated. Rate how motivated your students are to speak English.						
	1	2	3	4	5	
Totally unmotivated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely motivated
3. On a scale of 1 to 5. 1 being the lowest and 5 being the highest. Rate your students' English pronunciation.						
	1	2	3	4	5	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. How would you rate your own pronunciation skills?						
	1	2	3	4	5	
Extremely poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent
5. How often do you correct your students' pronunciation?						
<input type="checkbox"/> Always						
<input type="checkbox"/> Very Often						
<input type="checkbox"/> Sometimes						
<input type="checkbox"/> Rarely						
<input type="checkbox"/> Never						
6. How important is pronunciation in relation to other language skills?						
	1	2	3	4	5	
The least important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The most important
7. How often do you give specific time to teaching English pronunciation?						
<input type="checkbox"/> Always						
<input type="checkbox"/> Very Often						
<input type="checkbox"/> Sometimes						
<input type="checkbox"/> Rarely						
<input type="checkbox"/> Never						
8. How regularly do you engage your students in repeating the pronunciation of words?						
<input type="checkbox"/> Always						
<input type="checkbox"/> Very Often						
<input type="checkbox"/> Sometimes						
<input type="checkbox"/> Rarely						
<input type="checkbox"/> Never						
9. Which of the following pronunciation teaching techniques do you know?						
<input type="checkbox"/> Recording learners' pronunciation						
<input type="checkbox"/> Drilling						
<input type="checkbox"/> Phonetic training						
<input type="checkbox"/> Songs/rhymes						
<input type="checkbox"/> Sound-color chart						
10. What techniques might be more effective in enhancing pronunciation in the classroom?						

	Yes	No
-Recording learners' pronunciation	<input type="checkbox"/>	<input type="checkbox"/>
- Drilling	<input type="checkbox"/>	<input type="checkbox"/>
-Phonetic training	<input type="checkbox"/>	<input type="checkbox"/>
-Songs/rhymes	<input type="checkbox"/>	<input type="checkbox"/>
-Sound-color chart	<input type="checkbox"/>	<input type="checkbox"/>

Source: Ariana Vanessa Castro Perez

Author: Ariana Vanessa Castro Perez

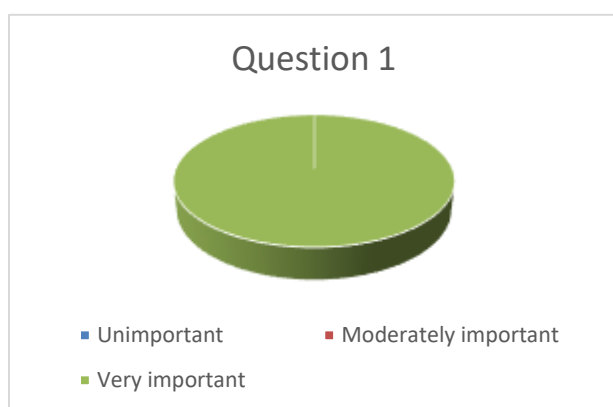
3.6.2 Analysis and interpretation

Chart #5: Importance of English

How important do you consider the English subject?		Question 1
ALTERNATIVES	FREQUENCY	PORCENTAGE
Unimportant	0	0%
Moderately important	0	0%
Very important	6	100%
TOTAL	6	100%

Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez



Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez

Graphic #1: Importance of English

ANALYSIS

According to the first graph, 100% of the teachers at Manuelita Saenz School consider English to be very important, which is why all six teachers agree.

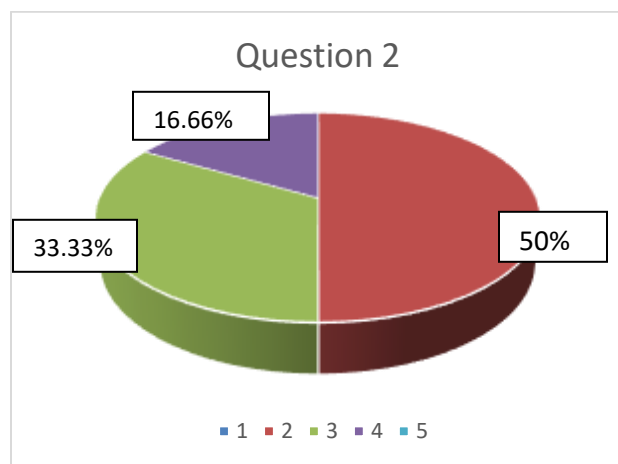
Chart #6: Motivation of students

On a scale of 1 to 5. 1 being totally unmotivated and 5 being extremely motivated. Rate how motivated your students are to speak English.		Question 2
ALTERNATIVES	FREQUENCY	PORCENTAGE

1	0	0%
2	3	50%
3	2	33.33%
4	1	16.66%
5	0	0%
TOTAL	6	100%

Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez



Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez

Graphic #2: Motivation of students

ANALYSIS

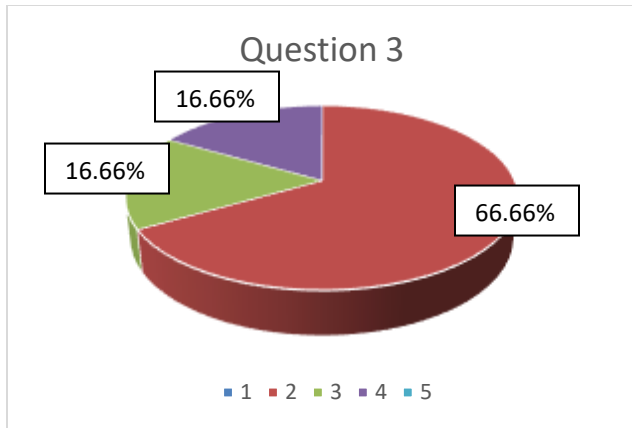
According to the second graph, 50% of 100% of teachers consider that students are not sufficiently motivated to speak English in class. That is, 3 out of 6 teachers believe that their students are not motivated to speak English. On the other hand, 33.33% of the teachers, equivalent to 2, consider that the students feel moderately motivated to speak English, while 16.66%, equivalent to 1 teacher, affirms that the students are motivated to speak English.

Chart #7: Students' pronunciation

On a scale of 1 to 5. 1 being the lowest and 5 being the highest. Rate your students' English pronunciation.		Question 3
ALTERNATIVES	FRECUENCY	PORCENTAGE
1	0	0%
2	4	66.66%
3	1	16.66%
4	1	16.66%
5	0	0%
TOTAL	6	100%

Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez



Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez

Graphic #3: Students' pronunciation

ANALYSIS

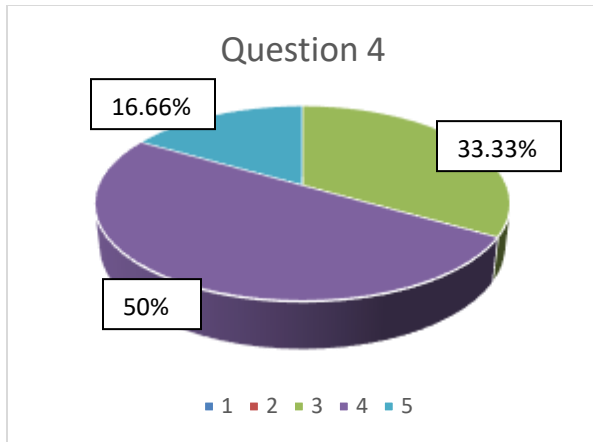
According to the third graph, 66.66% of 100% of the teachers consider that the students are at level 2 in their English pronunciation. This means that 4 out of 6 teachers consider that their students have a low level of English. On the other hand, 16.66% of the teachers, equivalent to 1, place the students at level 3, while the remaining 16.66%, equivalent to 1 teacher, place the students at level 4 of the scale provided.

Chart #8: Teachers' pronunciation

On a scale of 1 to 5. where 1 = "extremely poor" and 5 = "excellent". How would you rate your own pronunciation skills?		Question 4
ALTERNATIVES	FRECUENCY	PORCENTAGE
1	0	0%
2	0	0%
3	2	33.33%
4	3	50%
5	1	16.66%
TOTAL	6	100%

Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez



Source: Manuelita Saenz School
Author: Ariana Vanessa Castro Perez

Graphic #4: Teachers' pronunciation

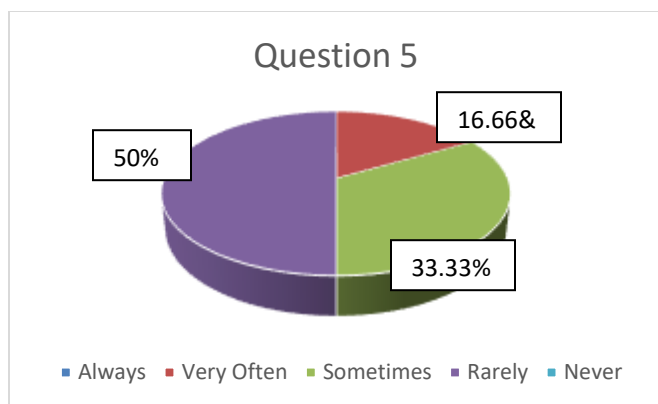
ANALYSIS

According to the fourth graph, 50% out of 100% of the teachers consider their English pronunciation skills, in the given range, to be at level 4. That is, 3 out of 6 teachers consider their pronunciation to be at level 4. On the other hand, 33.33% of the teachers, equivalent to 2, position themselves in level 3 to rank their English level, while the remaining 16.66%, equivalent to one teacher, position themselves in level 5, of the given scale, to rank their pronunciation.

Chart #9: Pronunciation correction

How often do you correct your students' pronunciation?		Question 5
ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	0	0%
Very Often	1	16.66%
Sometimes	2	33.33%
Rarely	3	50%
Never	0	0%
TOTAL	6	100%

Source: Manuelita Saenz School
Author: Ariana Vanessa Castro Perez



Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez

Graphic #5: Pronunciation correction

ANALYSIS

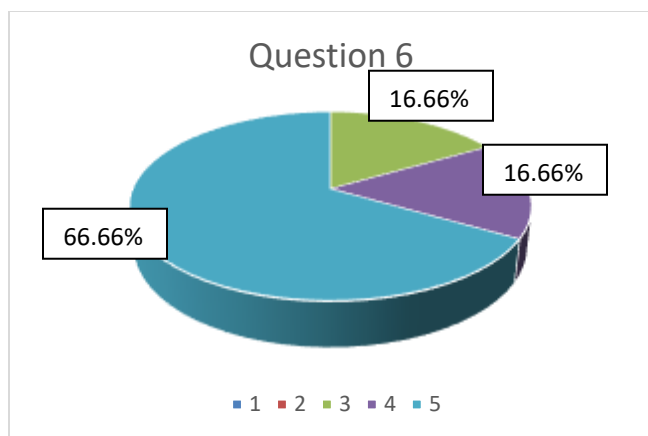
According to the fifth graph, 50% of 100% of teachers consider that they rarely correct students' English pronunciation. This means that 3 out of 6 teachers do not correct the pronunciation. On the other hand, 33.33% of the teachers, equivalent to 2, state that they sometimes correct students' English pronunciation, while the remaining 16.66%, equivalent to one teacher, he/she states that he/she corrects pronunciation very often.

Chart #10: Importance of pronunciation in relation to other language skills

On a scale of 1 to 5. where 1 = "the least important" and 5 = "the most important". How important is pronunciation in relation to other language skills?		Question 6
ALTERNATIVES	FRECUENCY	PORCENTAGE
1	0	0%
2	0	0%
3	1	16.66%
4	1	16.66%
5	4	66.66%
TOTAL	6	100%

Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez



Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez

Graphic #6: Importance of pronunciation in relation to other language skills

ANALYSIS

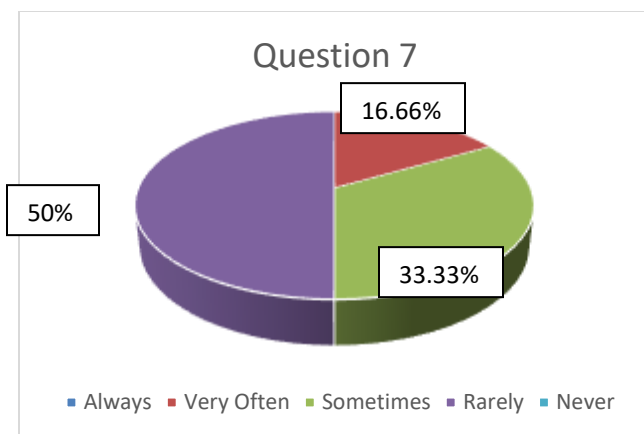
According to the sixth graph, 66.66% of 100% of the teachers consider that pronunciation is very important in relation to other linguistic skills. This means that 4 out of 6 teachers consider pronunciation as a very important skill in relation to the others. On the other hand, 16.66% of the teachers, equivalent to 1, place the relationship between English pronunciation and the other skills at level 4, while the remaining 16.66%, equivalent to 1 teacher, place pronunciation in category 3, when relating it to the other skills.

Chart #11: Time to correct pronunciation

How often do you give specific time to teaching English pronunciation?		Question 7
ALTERNATIVES	FRECUENCY	PORCENTAGE
Always	0	0%
Very Often	1	16.66%
Sometimes	2	33.33%
Rarely	3	50%
Never	0	0%
TOTAL	6	100%

Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez



Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez

Graphic #7: Time to correct pronunciation

ANALYSIS

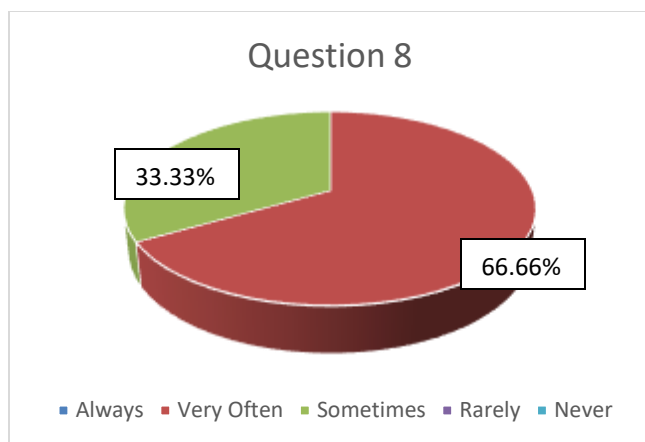
According to the seventh graph, 50% of 100% of the teachers affirm that they rarely have a specific time to teach pronunciation. That is, 3 out of 6 teachers state that they do not give time to pronunciation. On the other hand, 33.33% of the teachers, equivalent to 2, state that they sometimes give time to teaching pronunciation, while the remaining 16.66%, equivalent to 1 teacher, states that he/she very often gives time to pronunciation.

Chart #12: Frequency of repetition of pronunciations

How regularly do you engage your students in repeating the pronunciation of words?		Question 8
ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	0	0%
Very Often	4	66.66%
Sometimes	2	33.33%
Rarely	0	0%
Never	0	0%
TOTAL	6	100%

Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez



Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez

Graphic #8: Frequency of repetition of pronunciations

ANALYSIS

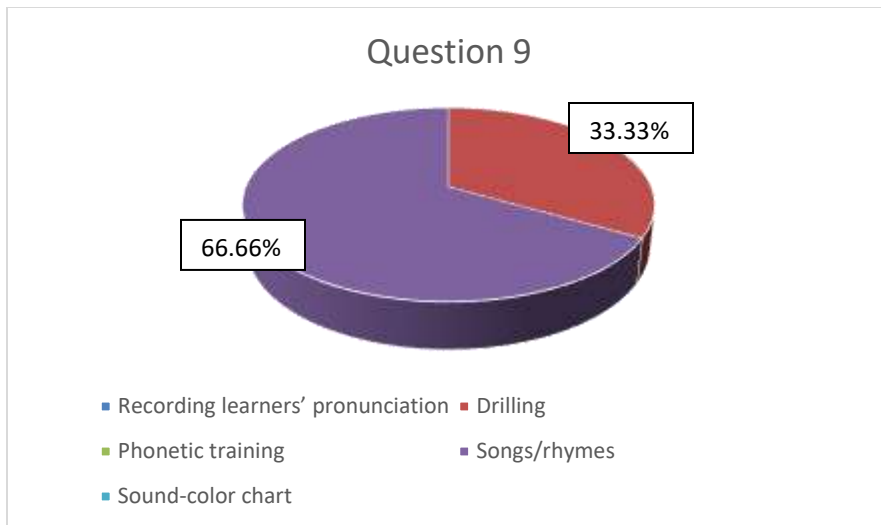
According to the eighth graph, 66.66% of 100% of teachers state that they very often have students repeat words to try to improve pronunciation. That is, 4 out of 6 teachers state that in order to improve pronunciation they do repetitions. On the other hand, 33.33% of teachers, equivalent to 2, state that sometimes they make students repeat words to try to improve pronunciation.

Chart #13: Knowledge of pronunciation teaching techniques

Which of the following pronunciation teaching techniques do you know?		Question 9
ALTERNATIVES	FREQUENCY	PORCENTAGE
Recording learners' pronunciation	0	0%
Drilling	2	33.33%
Phonetic training	0	0%
Songs/rhymes	4	66.66%
Sound-color chart	0	0%
TOTAL	6	100%

Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez



Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez

Graphic #9: Knowledge of pronunciation teaching techniques

ANALYSIS

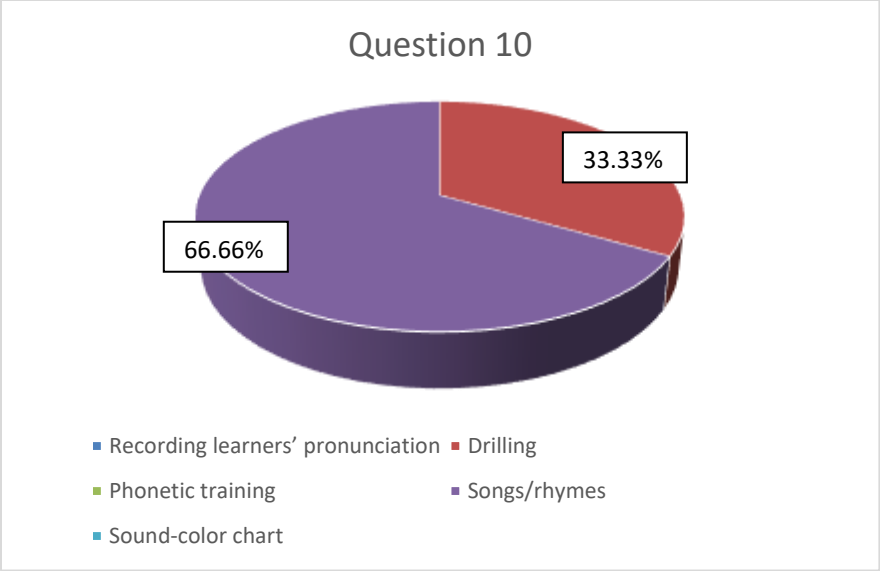
According to the ninth graph, 66.66% of 100% of the teachers affirm that they know the Songs/Rhymes techniques for teaching pronunciation. That is, 4 out of 6 teachers say they know the Songs/Rhymes techniques. On the other hand, 33.33% of the teachers, equivalent to 2, affirm that they know the Drilling technique for teaching pronunciation.

Chart #14: Effectiveness of techniques

What techniques might be more effective in enhancing pronunciation in the classroom?		Question 10
ALTERNATIVES	FRECUENCY	PORCENTAGE
Recording learners' pronunciation	0	0%
Drilling	2	33.33%
Phonetic training	0	0%
Songs/rhymes	4	66.66%
Sound-color chart	0	0%
TOTAL	6	100%

Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez



Source: Manuelita Saenz School

Author: Ariana Vanessa Castro Perez

Graphic #10: Effectiveness of techniques

ANALYSIS

According to the tenth graph, 66.66% of 100% of the teachers say that Songs/Rhymes techniques for teaching pronunciation could be the most effective for their teaching. That is, 4 out of 6 teachers say that Songs/Rhymes techniques could be the most effective. On the other hand, 33.33% of the teachers, equivalent to 2, affirm that the Drilling technique could be the most effective for teaching pronunciation.

CHAPTER IV PROPOSAL

METHODOLOGICAL GUIDE FOR THE USE OF THE SOUND-COLOR CHART AND DRILLING AS TEACHING TECHNIQUES OF ENGLISH PRONUNCIATION FOR TEACHERS OF THE THIRD YEAR OF THE MANUELITA SAENZ SCHOOL, BALZAR, PROVINCE OF GUAYAS, ACADEMIC PERIOD 2021-2022.

4.1 INFORMATIVE DATA

Institution: Manuelita Saenz School

Location: Balzar, Guayas Province

Beneficiaries: Teachers and students of the third grade

Tutor: Lcda. Gargi Ghose, Msc.

Researcher: Ariana Vanessa Castro Perez

4.2 Beneficiaries

Six teachers and ten students from the Manuelita Saenz School, in the rural area of Recinto San Pabléño, in the city of Balzar, Guayas province. They were the beneficiaries of this project proposal that was implemented in this educational institution. Teachers will be able to use this methodological guide based on techniques to teach English pronunciation. In addition, the students will also be beneficiaries. Thanks to the guide, they will be able to improve their pronunciation in a new and more attractive way.

4.3 Proposal background:

Nowadays, English has become a fundamental importance. This importance stems from the need for its knowledge in the educational, work and tourist environment, as it has increased over time. Therefore, it is essential that from a very young age it is taught how to pronounce words correctly with their respective phonemes and teachers must have the knowledge or mastery of techniques to teach pronunciation. Although it may be complicated to teach phonemes to third grade children, as those who were chosen for this research project, because of that, this guide is made to make the teaching of pronunciation easier for children.

In addition, after long research, related to the subject of the proposal, no result was found, and for that reason, this possible solution is offered as a guide for the improvement of pronunciation.

4.4 Justification

The main goal of this project is to provide solutions to pronunciation problems in students, with the creation of a methodological guide to use Sound-Color chart and Drilling techniques as teaching techniques for teachers who wish to improve pronunciation in their students.

4.5 Objectives

4.5.1 General objective

To develop a methodological guide to improve the teaching of English pronunciation with the Sound-Color chart and Drilling techniques in third grade students of the Manuelita Saenz School, Balzar, Guayas province, academic period 2021-2022.

4.5.2 Specific objectives

- To design didactic strategies with the Sound-Color chart and Drilling techniques to improve pronunciation skills for third grade students at Manuelita Saenz School.
- Implement pronunciation practice activities using Sound-Color chart and Drilling techniques.
- Evaluate the activities to know the results obtained from the teaching techniques for pronunciation improvement.

4.6 Proposal

The proposal is based on a methodological guide focused on the explanation of the techniques of the Sound-Color chart and drilling to improve the pronunciation of the English language in third grade students of the Manuelita Saenz school.

The guide covers different points such as the introduction to the teaching techniques, what they are and which ones were chosen for the guide; it also explains the Phonemic chart so that teachers have an introduction to the pronunciation of each vowel and consonant and continues explaining how the two techniques that the guide focuses on are the Sound-Color chart and Drilling, explaining how they are used and giving tips for a better result; and finally it details ten exercises that teachers can apply to students, they are a mixture of both techniques.

It is informed that the exercises that are shown in the guide are for students to perform orally based on the sheets provided, but the main purpose is for them to develop pronunciation and hence the teacher will be responsible for guiding them to perform each game orally.

Chart #15: Contents

Units	Contents
--------------	-----------------

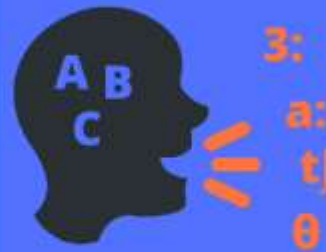
1. What are teaching techniques?	Definition of teaching techniques Example of teaching technique
2. Phonemic chart	Illustration of the phonemic chart
3. Sound-Color Chart	Structure How to use it? Explanation of the colors Tips
4. Drilling	Definition How to use it? Tips
5. How to apply these techniques?	Techniques to teach pronunciation Example
6. Exercises	Vocabulary

Source: Ariana Vanessa Castro Perez

Author: Ariana Vanessa Castro Perez

TEACHING TECHNIQUES TO IMPROVE PRONUNCIATION

Pronunciation



Methodological Guide

ARIANA CASTRO
PEREZ

Source: Ariana Vanessa Castro Perez
Author: Ariana Vanessa Castro Perez

Index

1. What are teaching techniques?

2. Phonemic chart

3. Sound-Color chart

4. Drilling

5. How to apply these techniques?

6. Exercises

Source: Ariana Vanessa Castro Perez

Author: Ariana Vanessa Castro Perez

4.6.1 WHAT ARE TEACHING TECHNIQUES?



wikiHow Staff Editor. (2020). [How to Teach English Pronunciation (with images)] [Image]. wikiHow. <https://www.wikihow.com/Teach-English-Pronunciation>

4.6.1.1 Definition of teaching techniques

1

Teaching techniques are when a teacher will support their pupils or students through the learning process.

2

A teacher will choose the teaching technique, suitable for the topic of study and the level of expertise of the learner.

Example of teaching technique

Two examples of teaching techniques are the Sound-Color chart and Drilling, which will be explained later. These two techniques are very useful when combined as they serve mainly for teaching pronunciation.

4.6.2. PHONEMIC CHART

VOWELS	monophthongs				diphthongs			Phonemic Chart voiced unvoiced	
	i:	ɪ	ʊ	u:	ɪə	eɪ			
	sheep	ship	good	shoot	here	wait			
	e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ		
bed	teacher	bird	door	tourist	boy	show			
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ			
cat	up	far	on	hair	my	cow			
CONSONANTS	p	b	t	d	tʃ	dʒ	k	g	
	pea	boat	tea	dog	cheese	June	car	go	
	f	v	θ	ð	s	z	ʃ	ʒ	
fly	video	think	this	see	zoo	shall	television		
m	n	ŋ	h	l	r	w	j		
man	now	sing	hat	love	red	wet	yes		

The 44 phonemes of Received Pronunciation based on the popular Adrian Underhill layout


adapted by EnglishClub.com

EnglishCLUB. (2021). [Phonemic Chart] [Image].
 EnglishCLUB. <https://www.englishclub.com/pronunciation/phonemic-chart.htm>

This phonemic chart uses symbols from the International Phonetic Alphabet (IPA). IPA symbols are useful for learning pronunciation. The symbols on this chart represent the 44 sounds used in British English.

The phonemic chart is divided in 3 sections:

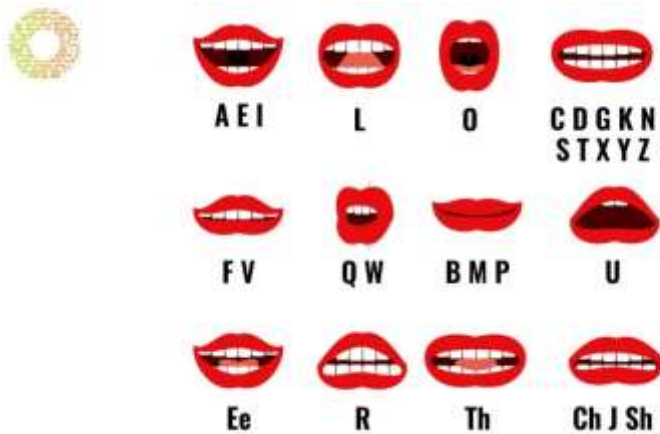
- On top left the monophthongs → There are the vowels
- On top right the diphthongs → There are phonemes with two adjacent vowel sounds

- At the bottom there are the consonants  At the moment of wanting to reproduce a consonant, the vocal tract closes a part of the vocal tract and consequently blocks the air flow.

CONSONANTS

PLOSIVE	When a plosive sound is made, it is created by blocking and then releasing the air. Plosive sounds are /p/, /b/, /t/, /d/, /k/ and /g/.
FRICATIVE	Fricative sounds are produced when the air is obstructed by friction. Fricative sounds are /f/, /ʃ/, /s/, /ʒ/, /θ/, /z/, /v/, /ð/ and /h/.
AFFRICATIVE	In the affricates the sounds are produced with a plosive and this is followed by a fricative. /tʃ/ is a combination of the plosive /t/ followed by the fricative /ʃ/; and another example is /dʒ/ as itself has a similar sequence of plosive and fricative.
NASAL SOUND	In nasal sounds the air enters first through the nasal cavity and therefore a blockage of the air is made at another point of the vocal tract. The /m/, /n/ and /ŋ/ are nasal phonemes.

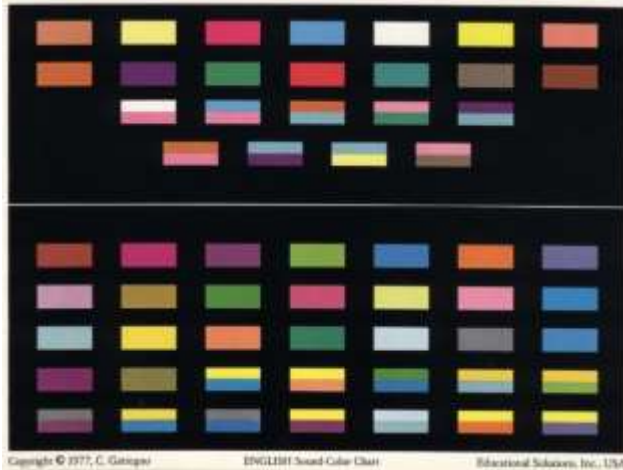
LATERAL	The phoneme, /l/, where air is blocked by the tongue from coming through the center of the mouth and so has to come along the sides of the tongue.
LIQUID	When a liquid phoneme such as /w/, /r/ and /j/ is realized, these are called "semivowels", and this is when the air is deflected around the tongue and is not obstructed.



The TEFL Academy. (2017). [HOW TO TEACH PRONUNCIATION TO YOUR TEFL CLASS] [Image]. The TEFL Academy.

<https://www.theteflacademy.com/blog/2017/08/how-to-teach-pronunciation-to-your-tefl-class/>

4.6.3. SOUND-COLOR CHART



Above the original chart
 Gattegno, C. (1997). [ENGLISH Sound-Color Chart] [Image]. Educational Solutions, Inc., USA.
https://commons.wikimedia.org/wiki/File:Silent_Way_English_sound-color_chart.jpg

To the right are two keys to the chart, one using English words and the other the International Phonetic Alphabet (IPA).
 Donald E. Cherry. (2008). [Humanising Language Teaching Magazine for Teachers and Teaching Trainers] [Image]. Humanising Language Teaching.
http://old.hltmag.co.uk/aug08/mart01_image01.jpg

<u>a</u> t	<u>u</u> p	<u>i</u> n	<u>p</u> et	<u>n</u> ot	<u>a</u> bove	<u>h</u> er
<u>a</u> ll	<u>a</u> re	<u>n</u> oon	<u>e</u> at	<u>a</u> ir	<u>u</u> t	<u>o</u> r
<u>h</u> igh	<u>m</u> ay	<u>o</u> we	<u>y</u> ou	<u>o</u> t		
	<u>b</u> oy	<u>m</u> emoir	<u>o</u> ne	<u>y</u> our		
<u>p</u> up	<u>a</u> t	<u>i</u> s	<u>u</u> s	<u>a</u> zure	<u>m</u> y	<u>n</u> ice
<u>f</u> an	<u>v</u> an	<u>d</u> id	<u>t</u> he	<u>t</u> hin	<u>y</u> es	<u>l</u> et
<u>w</u> e	<u>k</u> it	<u>r</u> un	<u>b</u> y	<u>h</u> ot	<u>g</u> um	<u>s</u> he
<u>ch</u> in	<u>s</u> ing	<u>l</u> ittle	<u>f</u> ire	<u>j</u> ust	<u>q</u> uite	<u>a</u> x
<u>e</u> xit	<u>a</u> nxious	<u>l</u> uxury	<u>J</u> ones's	<u>w</u> hale	<u>r</u> hythm	<u>i</u> sn't
æ	ʌ	ɪ	ɛ	ɑ	ɔ	ə
ɑ	æ	u	i	e	o	ɔ
	ai	ei	ow	yu	au	
	oi	wæ	wʌ	yu		
p	t	z	s	ʒ	m	n
f	v	d	ð	θ	y	l
w	k	r	b	h	g	ʃ
tʃ	ŋ	əl	ər	dʒ	kw	ks
gz	kʃ	gʒ	əz	hw	əm	ən

4.6.3.1 Structure

The English Sound/Color Chart, is based on a wall chart with 58 rectangles of different colors. Thirty-seven of the rectangles are one color, representing a single English sound, and 21 are two colors in a single rectangle, representing two sounds. The vowels are placed at the top of the chart, in the first group, and the consonants are placed at the bottom of the chart, this is the second group.

4.6.3.2 How to use it?

The Sound-Color Chart focuses on engaging students in games that help them work on pronunciation in different aspects, starting from the individual sounds of words to connected speech forming sentences. These games will be described and detailed later, but here are some of the most important rules for using this technique and teaching through it, the rules are as follows:

- 1- When the teacher points to a rectangle, the student(s) must make the sound(s) corresponding to the rectangle;
- 2- When pointing to several rectangles in a row, the sounds must be emitted in that order, in order to form a word or phrase;
- 3- When the teacher makes a brief pause or lowering of the pointer indicates a pause between words or the end of a sentence;
- 4- The stress of the word is indicated by tapping a rectangle with more force compared to the others;
- 5- To indicate that a phrase is being pointed out, it can be indicated by tapping a series of rectangles quickly, and once a phrase has been introduced with the graphic, the teacher can repeat the procedure more slowly to represent the words of the phrase. However, it is

up to each teacher to change or substitute rules and gestures based on the characteristics of his or her group of students.

4.6.3.3 Explanation of the colors

The choice of colors in this picture system is arbitrarily based, but it should be noted that colors that have a strong contrast or colors that have many similarities are selected that way to contrast or show similarities between the sounds. For example, the colors of /i:/, /I/, and /y/ are, respectively, red, pink, and light pink. The /u/ of "too", on the other hand, is dark green.

4.6.4. DRILLING

Definition



Language point. (2021). [How to Teach Pronunciation]. [Image]. Language point. <https://www.languagepointtraining.com/post/how-to-teach-pronunciation-2-drilling>

What is Drilling? Drilling is a way to demonstrate the pronunciation of a linguistic element, in this case the sound of the word, and the development of fluency. The main idea is that students can develop pronunciation habits by first listening to the teacher's model and then repeating the model several times while being given feedback or tips for improvement.

4.6.4.1 How to use it?

- The main objective of the activity is for students to repeat a model.
- For maximum effectiveness, it is best to focus on one or two words in which the Drilling technique is applied.
- First it is done as a group so that the students lose their shyness in repeating and become familiar with the word and then it is done individually, to correct errors in depth.

4.6.4.2 Tips

- Model first, then make chorus repetition and finally, individually.
- Focus in not too much words per class.
- Don't apply the techniques as an only activity, apply the technique when the student has mis-pronounced a word, and make the entire group repeat.

4.6.5 Exercises

1. Based on the color chart, guess what word the colors are.



- a. Soul
- b. Goal
- c. Phone
- d. Sound

2. Color the letters with their respective color based on the pronunciation chart and pronounce the word and repeat it 3 times.

a. ORANGE

ORAN -GE- The colors are green and blue

- b. DOG
- c. BOY

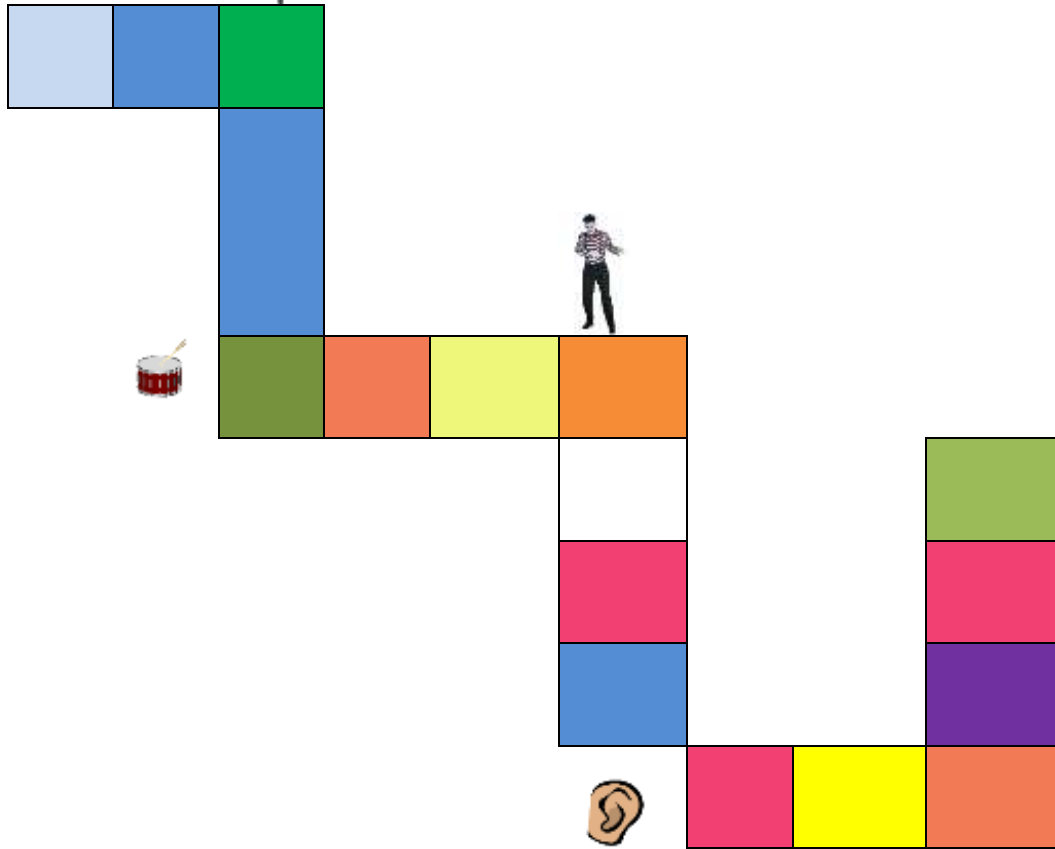
3. Match the letters with their respective color



S
C
H
O
O
L



4. CROSSWORD- Make and repeat the sounds to which the picture belongs, and discover the hidden word.



5. Based on the colored squares, have the students repeat the sounds 3 times to form the sentence and discover the secret message.





6. Perform these repetitions with students, starting slowly and then increasing speed.



4.7 Conclusions and recommendation

4.7.1 Conclusions

The pronunciation teaching techniques that were written in the proposal are a feasible, fun and easy way to apply, students will have fun learning English pronunciation thanks to the different sounds and mouth positions that the teacher will show for them to imitate and then apply.

It was found a way to combine these two techniques such as the Sound-Color chart and Drilling to teach pronunciation, it is important to note that although they are part of different groups, they can be combined because the guide was designed to teach pronunciation to children and that is why first the teacher will produce and then the students will imitate and recreate so that as the course progresses they can recreate the sounds and form words autonomously, being easier thanks to the colors without focusing on directly teaching phonetics or phonemes one by one.

4.7.2 Recommendations

Based on the results obtained in the present research project, it is important to suggest that the techniques detailed in the project are more successful in children because they have a greater capacity to absorb new content and improve their pronunciation, which is not yet fully defined, but the use of these techniques is not excluded for young people and adults who do not have knowledge of the language.

In addition, it is recommended that when using the methodology guide, the Phonemic chart chapter is well understood, because from there it is possible to teach with the Sound-Color chart technique.

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ANEXES

**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA LENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

La Libertad, Septiembre 13 del 2021

CERTIFICADO URKUND

En calidad de tutor del trabajo de titulación denominado “TEACHING TECHNIQUES TO IMPROVE ENGLISH PRONUNCIATION TO STUDENTS IN THE THIRD YEAR OF ELEMENTARY SCHOOL AT THE MANUELITA SAENZ SCHOOL IN THE PERIOD OF 2021-2022”, elaborado por ARIANA VANESSA CASTRO PEREZ, egresada de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros con mención en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido con los requerimientos exigidos de valoración, el presente proyecto, se encuentra con un 5% de la valoración permitida, por consiguiente se procede a emitir el siguiente informe.

Adjunto reporte de similitud.

Atentamente,



Lcda. Gargi Ghose. MSc

ADVISOR

ID: 0962822607

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