

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



“Didactic Resources for Enhancing Phonetics on First Year Students at Unidad Educativa Península de Santa Elena, La Libertad City, Province of Santa Elena, School Year 2021-2022.”.

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Author: Daniel Fernando Rodríguez Carló

La Libertad – Ecuador

2021

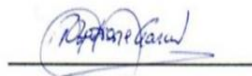
ADVISOR'S APPROVAL

La Libertad, September 13th, 2021

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **Didactic Resources for Enhancing Phonetics on First Year Students at Unidad Educativa Península de Santa Elena, La Libertad City, Province of Santa Elena, School Year 2021-2022** prepared by **Daniel Fernando Rodriguez Carló** 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



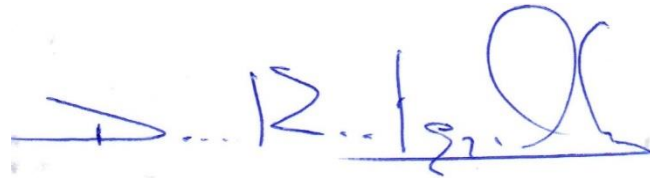
Ing. Rosa Tatiana Garcia Villao

Advisor

STATEMENT OF AUTHORSHIP

I, **DANIEL FERNANDO RODRÍGUEZ CARLÓ**, with ID number 092340893- 4, undergraduate student from the Península of Santa Elena State University, Faculty of Sciences of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "Didactic Resources for Enhancing Phonetics on First Year Students at Unidad Educativa Península de Santa Elena, La Libertad City, Province of Santa Elena, School Year 2021-2022." certify that this research is of my authorship, except for the quotes and reflections used in this research paper.

Sincerely,



DANIEL FERNANDO RODRÍGUEZ CARLÓ

AUTHOR

BOARD OF EXAMINERS



Ing. Tatiana García Villao MSc
PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES CARRER DIRECTOR



Lic. Gargi Ghose MSc
SPECIALIST PROFESSOR



Ing. Verónica Vera Vera MSc.
SECRETARY

ACKNOWLEDGMENT

First of all, I thank God, who guided me through this difficult, and long learning process, to my advisor, who dedicated the necessary time, and professors, who always motivated me to strive to achieve my goals.

To Sara Gonzalez, who gave me those words of encouragement to continue every time I wanted to leave my studies.

To my wife, who supported me from the first day of school, to my children who understood why daddy could not play or share with them many times.

DEDICATION

I dedicate this work to all the people who have selflessly helped me achieve this dream that comes true today. This achievement that for me means sacrifice, and dedication. I dedicate this project to my wife and my children who have been the support of every bad night, but who today see this great objective crystallized.

Total thanks for giving me the necessary strength to fight and finish this great chapter in my life.

Daniel R.C



STATE UNIVERSITY PENINSULA DE SANTA ELENA
FACULTY OF SCIENCE EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR.

“DIDACTIC RESOURCES FOR ENHANCING PHONETICS ON FIRST YEAR STUDENTS AT UNIDAD EDUCATIVA PENÍNSULA DE SANTA ELENA, LA LIBERTAD CITY, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022.”

AUTHOR: DANIEL FERNANDO RODRÍGUEZ CARLÓ

ADVISER: ROSA TATIANA GARCÍA VILLAO MSc.

ABSTRACT

Nowadays, learning a foreign language is very important. Around the world, there are some opportunities in different fields. This research aims to analyze the use of didactic resources to improve English language learning through Phonetics. By means of the literary analysis is knowing and promote the use of Phonetics as a useful tool in the learning process of the English language.

In the Unidad Educativa Peninsula de Santa Elena where the research was developed applying a mixed method to obtain and interpret the results in order to validate the problem and find an alternative solution. The study is descriptive and bibliographic in nature, which helped in the development of the research. The development of the concept about the importance of phonetics in the learning process is related to various authors who mention and ratify this statement. The data was collected through a survey, in which the students expressed their interest in improving their pronunciation. Likewise, it emphasizes the use of didactic resources to support the activities that are implemented for learning the English language.

Within the Methodological Framework you can find authors who mention the importance of phonetics as part of learning the English language. Therefore, the purpose of this research is: to find the necessary bases that allow the student to know phonetics. As well as, a proposed alternative is given, which will contribute to the development of pronunciation in a significant way. This proposal will give the student a different way of learning about phonetics and this in the long term will generate good results in the teaching-learning process. Thus, the first baccalaureate students will have a tool to help them in their academic training process.

Key words: *Learning process, Phonetics, Didactic resources, Pronunciation*

INDEX

ADVISOR’S APPROVAL	i
STATEMENT OF AUTHORSHIP.....	ii
BOARD OF EXAMINERS	iii
ACKNOWLEDGMENT	iv
DEDICATION.....	v
ABSTRACT.....	vi
INDEX	vii
INTRODUCTION	1
CHAPTER I.....	3
THE PROBLEM.....	3
1.1 The topic.....	3
1.2 Statement of the Problem.....	3
1.2.1 Context.....	3
1.2.2 Critical Analysis	7
1.2.3 Problem formulation	8
1.2.4 Guideline Questions	8
1.3 Objectives	8
1.3.1 General objective	8

1.3.2 Specific objectives	8
1.4 Justification	9
1.5 Delimitation of research object.....	10
1.6 Hypothesis or premise.....	11
CHAPTER II.....	12
THEORETICAL FRAMEWORK	12
2.1 Previous Research.	12
2.2 Theoretical Foundation.....	13
2.2.1 Philosophical basis.	14
2.3 Definition of Key Term	15
2.3.1 What is Phonetics?.....	15
2.3.2 Branch of Phonetics	15
2.3.3 What is International Phonetic Alphabet (I.P.A)? 	16
2.3.4 I.P.A Chart.....	16
2.3.5 Resources.	18
2.3.6 Didactic	18
2.3.7 Didactic Resource	18
2.3.8 Classification of Didactic Resources	18
2.3.9 The importance of Phonetics	20
2.3.10 Communicative Language Teaching (CLT)	21

2.4 Legal Basis.....	22
2.4.1 Ecuadorian Constitution.	22
2.4.2 Ministerial Deal.....	23
CHAPTER III	24
METHODOLOGICAL FRAMEWORK	24
3.1 Kind of Investigation.....	24
3.2 Research Design (Instruments).....	25
3.2.1 Interview	25
3.2.2 Survey.....	25
3.3 Population and Sample	26
3.4 Data Collection	27
a) Quantitative Method	27
b) Qualitative Method.....	27
c) Inductive – Deductive Method	27
d) Scientific Method	28
3.5 Variables operationalization	29
3.5.1 Independent Variable: Didactic Resources.....	29
3.6 Data Collection Plan.....	32
3.7 Analysis of Data.....	33
3.7.1 Interview to English Teacher of Unidad Educativa Peninsula de Santa Elena.	33

Interviewed teacher: Lcda. Betsy Mateo Solis.	33
3.7.2 Analysis of the Interview directed to teacher of Unidad Educativa Peninsula de Santa Elena.	35
3.7.3 Survey applied to first bachelor student	36
3.7.4 Conclusions and Recommendations.....	46
CHAPTER IV	47
THE PROPOSAL	47
4.1 Name of the proposal.	47
4.2. Description of the proposal.	47
4.2.1 Information and location.....	47
4.2.2 Beneficiaries	48
4.2.3 Responsible Technical Team	48
4.2.4 Design and Development of the Proposal.....	49
4.2.5 Proposal Objectives.	49
4.2.6 Definitions.	50
4.2.7 Phonetics Learn and Practice Basic guide.	52
CONCLUSIONS	68
RECOMMENDATIONS	69
BIBLIOGRAPHY	70
PICTURES.....	79

CHARTS

Chart 1 Population	26
Chart 2 Independent Variable: Didactic Resources.....	29
Chart 3 Dependent Variable: Enhancing Phonetics	30
Chart 4 Data Collection Plan	32
Chart 5 English Level.....	36
Chart 6 English Language for Communication.	37
Chart 7 Confident when speaking English	38
Chart 8. Time dedicated to practice English	39
Chart 9 The importance of English	40
Chart 10 Interaction with English teacher	41
Chart 11 Didactic Activities for enhancing the pronunciation	42
Chart 12 what is Phonetics.....	43
Chart 13 Phonetics as a tool to improve the pronunciation.....	44
Chart 14 Introduce the Phonetics guide	45
Chart 15 Activities.....	55
Chart 16 Schedule.....	Error! Bookmark not defined.

GRAPHICS

Graphic 1 English Leve	36
-------------------------------------	-----------

Graphic 2 English Language for Communication.	37
Graphic 3 Confident when speaking English	38
Graphic 4 Time dedicated to practice English	39
Graphic 5 The importance of English.....	40
Graphic 6 Interaction with English teacher	41
Graphic 7 Didactic Activities for enhancing the pronunciation.	42
Graphic 8 what is Phonetics.....	43
Graphic 9 Phonetics as a tool to improve the pronunciation.	44
Graphic 10 Introduce the Phonetics guide	45

ILLUSTRATIONS

Illustration 1 Problem Tree.....	6
Illustration 2 International Phonetics Alphabet.....	17
Illustration 3 Unidad Educativa Península de Santa Elena	48
Illustration 4 Beneficiaries	48
Illustration 5 Phonetics Learn and Practice Basic guide.	52
Illustration 6 Basic Phonetics guide.....	54

PICTURES

Figure 1 Screenshots of the interview conducted with the students of the first bachelor79

Figure 2Interview to English Teacher of Unidad Educativa “Península de Santa Elena”

Lcda. Betsy Mateo Solis.....79

INTRODUCTION

The English learning is made with some activities that involve students in the process. Didactic resources in classes are applied with traditional methods, that is, the students are receptors of the information. The data collected through the survey evidenced the use of repetition as the strategy mostly used. Also, the lack of interaction in virtual classes makes students bored and therefore, motivation and learning decline.

This investigation has an alternative of proposal through an English phonetics guide that helps the students to understand how phonetics has been improving the pronunciation in the English language.

Moreover, the use of phonetics for English learning is important. Phonetics help by improving the pronunciation in class. Phonetics is complex but when it is related to work with activities as transcription where the students can understand and assimilate the pronunciation. T

These students could boost their fluency, vocabulary, pronunciation, all at the same time. This is divided in four chapters and its description is detailed next.

Chapter 1: This part contains "the problem", causes and effects, the objectives that will help in the development of this research.

Chapter 2: This part contains the theoretical framework with previous researches as well as different authors such as Chomsky, Barrera, Caroline Williams, and others who exposed the necessary reference to support the problem. Also, the concepts related to the investigation.

Chapter 3: This part contains a description of methods, techniques, and data collection instruments used during the research. The deductive and inductive investigation, interviews, and surveys.

Chapter 4.- This part has the possible solution or the proposal, where the researcher shares the valid information about the activities that can be developed to integrate phonetics within the correct pronunciation in the students of the first baccalaureate from Unidad Educativa Península de Santa Elena.

CHAPTER I THE PROBLEM

1.1 The topic

DIDACTIC RESOURCES FOR ENHANCING PHONETICS ON FIRST YEAR STUDENTS AT UNIDAD EDUCATIVA PENÍNSULA DE SANTA ELENA. LA LIBERTAD CITY, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022.

1.2 Statement of the Problem

1.2.1 Context

Today, people around the world know the importance of learning English as a second language. As a matter of fact, English language is the third widely spoken language in the world.

Countries like The United States, Canada, The United Kingdom, and Australia have English as the mother tongue whereas, in India, it's the official language, where the people use this language in a wonderful way. In addition, in countries like Sweden, Finland, South Africa, Denmark, and The Netherlands where English is a second language. People consider that English is a basic skill required, actually as modern language of the business world; but some countries in South America have made great efforts to progress English language learning through policies and programs, which expand the access to English language learning (ELL). However, according to (Cronquist & Fiszbein, 2017) who developed a research about English Language Learning in Latin America, English proficiency is lower than in other countries.

The educational system has been improved for achieving the levels of English proficiency, according to the Common European Framework of Reference. In Ecuador, the

government upgraded the educational system with public policies that contribute to achieve new learning opportunities outside the educational system, although during the Covid-19 pandemic, the way how students have acquired the English language demonstrates the shortcomings within the process.

Young people are immersed in this global transformation which demands great effort. Nevertheless, some students attain to the baccalaureate's class with little preparation or with giant problems in their English learning. This real situation is evident in some public schools where the students have speech difficulties, or there are students who do not know the correct pronunciation of some words. These factors generate learning process delaying.

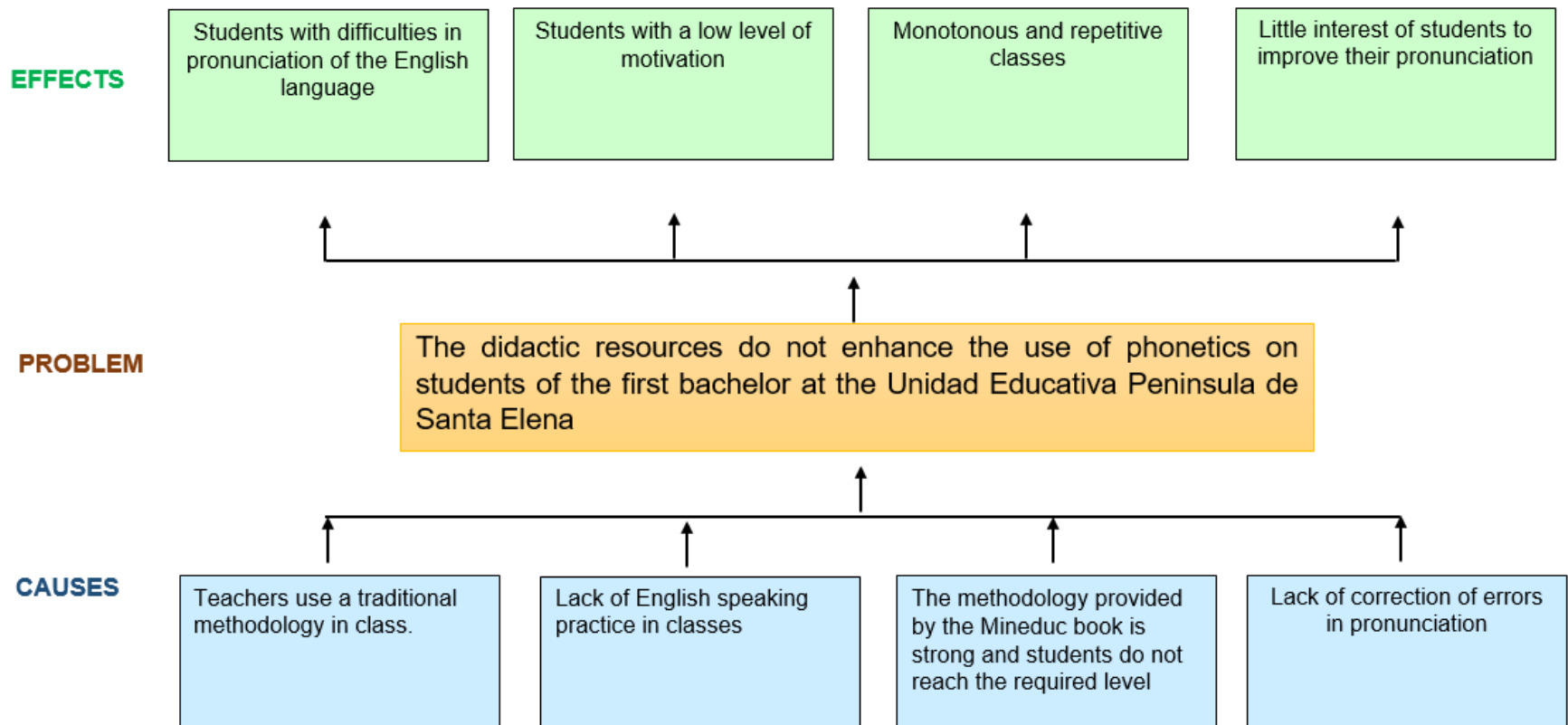
One of the foremost problems is when the students need to practice, and learn English through virtual classes. Unidad Educativa Península de Santa Elena is located in La Libertad city, Santa Elena province, where some students of first baccalaureate are not prepared for the next level.

When the English learning process starts, it is important to consider phonetics because it is a great tool to strengthen the teaching of English language. Nevertheless, sometimes it is not applied correctly. Consequently, it is important to understand the benefits that the English language has. When applied in the correct way, it provides a good communication which would be an advantage inside our environment where tourism is the productive motor.

The public institution chosen for the following research project is Unidad Educativa Península de Santa Elena, located in Distrito 24D02 La Libertad-Salinas-Educación, Virgen del Carmen neighborhood, La Libertad city. Province of Santa Elena, school year 2021-2022. The students of the first baccalaureate being the subject of study.

Unidad Educativa Península de Santa Elena is a prestigious public education establishment where the present educational-research project will be developed. According to the above indicated, it is identified that the resources for English language learning are not ideal since they are being applied in a conventional way. Therefore, it is necessary to analyze the situation to propose an alternative solution.

Illustration 1 Problem Tree



Source: U.E. Península de Santa Elena

Author: Daniel Rodríguez Carló

1.2.2 Critical Analysis

The reality about how the students learn a new language as English is a worrying situation. English opens many doors here in Ecuador or in any country where anybody can communicate using the English language. In Santa Elena, there is huge demand of English speeches because this is a touristic zone where every year many people from different parts of the world come here, and mostly from English speaking countries.

In education, there are many reasons why students from Unidad Educativa Peninsula de Santa Elena have difficulties with the English learning, some of them did not receive any English classes during the preparatory, others did not give any importance to English classes at school, and the most common: they did not practice.

Today, online classes are very short, also the lack of time to practice English inside or outside the classes. This situation causes the students not to be able to communicate using simple statements. As a result, they do not develop the necessary skills for their professional training in the future.

English language is important for this reason, a resource will offer a positive alternative for those who want to improve their listening and speaking English knowledge using a simple technological tool like a smartphone, tablet or computer that will be developed in order to provide perfect support for teenagers in the English learning process.

1.2.3 Problem formulation

How would Phonetics help the learning of English language on first bachelor students of the Unidad Educativa Península de Santa Elena located in Distrito 24D02 La Libertad-Salinas-Educacion, Virgen del Carmen neighborhood, La Libertad city. Province of Santa Elena, school year 2021-2022?

1.2.4 Guideline Questions

- How does the methodology affect the learning of English phonetics on students of first baccalaureate?
- What are the types of strategies for teaching Phonetics in English?
- Which strategy is more effective for teaching English Phonetics to students of the first baccalaureate?

1.3 Objectives

1.3.1 General objective

To analyze the use of didactic resources to improve the learning of English Phonetics.

1.3.2 Specific objectives

To review literature information based on the perspective of Phonetics as a tool to improve the pronunciation.

To determine the methodology to be used, in order to gather useful information through a mixed research.

To propose a didactic guide to reinforce the learning of English phonetics as an alternative solution for the detected problem.

1.4 Justification

The teaching learning process of a second language must be a good experience where the recognition of the sound frequency standard is easier. Although the lessons on the Phonetic system are few and do not allow the better performance of the students in this process. According to Trask (1996) “the manner in which speech sounds, especially connected sequences are articulated by individual speakers or by speakers generally.” (291) The author relates that the correct pronunciation is closely linked to the study of Phonetics. In other words, in depth study of speech sounds.

Santa Elena province is the youngest province of Ecuador and has a great potential as a touristic province. For the diversity of attractions, it is visited by thousands of visitors every year.

Enhancing the English language constitutes a priority to increase the opportunities to students who will have possibility to apply their knowledge in some fields like commerce, tourism, education, etc. The personal contribution of the students will have a high impact with a correct English learning process because they will increase the knowledge causing a sociological and financial effect in their lives.

This research has as objective to analyze how didactic resources infer in the student learning, specifically pronunciation or in their speaking competence. The learning process focuses on teaching the English as a foreign language but it is important to improve phonetics on the students so they can identify the sounds, and know the correct use of articulation; also, it will depend on the student’s effort to achieve their goals. This way it will be possible to improve the

level of pronunciation in students of Unidad Educativa Península de Santa Elena within the English language learning process. Furthermore, it would contribute to the rise of the educational quality and generate a representative progress in the students.

1.5 Delimitation of research object.

This study is focused in Education, specifically in the English Language process where there are many reasons to contribute in the enhancing of English as a Second Language.

FIELD	Education.
AREA	English.
ASPECT	Didactic resources for enhancing phonetics.
TITLE	“Didactic Resources for Enhancing Phonetics on First Year Students at Unidad Educativa Península de Santa Elena. La Libertad city, Province of Santa Elena, school year 2021-2022.”
PROBLEM	The didactic resources have an impact on the effective use of the phonetics on students of the first bachelor at the Unidad Educativa Peninsula de Santa Elena
TIME DELIMITATION	The research will be held during the school year 2021 – 2022
POPULATION LIMITATION	First Bachelor students from Unidad Educativa Península de Santa Elena.
SPACE LIMITATION	Unidad Educativa Península de Santa Elena.

1.6 Hypothesis or premise

The use of the phonetics contribute to improve the pronunciation on students of the first baccalaureate at the Unidad Educativa Peninsula de Santa Elena, in Virgen del Carmen neighborhood, La Libertad City, Province of Santa Elena, School Year 2021-2022.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Previous Research.

In Ecuador, the process of teaching English language has changed during the last decade. Some students have the practice of exercising language skills that have been received from teachers. The last foreign language curriculum designed by the Ecuadorian government is focused on productive and communicative skills.

A study related to this topic belongs to researcher Murillo Yépez Dennis Estefanía who developed “Application of didactic materials for the teaching and learning of phonetics of the English language for students in the second year of high school administration at the Clemente Baquerizo National School in the city of Babahoyo, Los Rios Province, during the 2012-2013 school year,” where she exposes the importance of the didactic resources for the English teaching-learning process through the creation and use of them. At the same time, that will allow the student to learn and potentiate the knowledge.

Another study is from researcher, Castillo Sornoza Claudina del Carmen, “How Phonetics influence in the improvement of pronunciation,” and the proposal “Design and implement a booklet with varied phonetics exercises.” This research contains information about how the phonetics improves the pronunciation of the students and their speaking competence.

2.2 Theoretical Foundation

In this part, literature review is very important because all the contents are relevant to highly support the purpose of this research work.

It encloses the definition, information, and concepts that will illustrate the problem. This study has a theoretical framework where the necessary references of this study can be found. It is important because there are teachers that look for a better solution to the main problem of this research.

Today, learning English is becoming in a crucial fact around the world. Therefore, it is important that the students learn a new language that represents a progress in a globalized world. For that reason, there are two studies that will effectively contribute to the development of the problem.

The English pronunciation a real challenge for language learners. According to (McLellan, 2019) the use of phonetics as a tool to improve the English pronunciation is very important. When using the International Phonetic Alphabet (IPA) which is a visual representation of different sounds, for some people it will be strange and it may seem like you are learning a completely new language, but it can really help you with pronunciation.

In the English language dictionaries they offer a phonetic transcription of words to help us know how to pronounce them. This is really useful with English because, we have seen that the spelling of English does not always correspond to its pronunciation.

2.2.1 Philosophical basis.

In the educational context, there are several bases which reinforce, support the usage of Phonetics in order to develop a natural way of learning. Chomsky, N. (1975) claims that languages are not academically learned. Nevertheless, it is acquired for the reason that it concerns a need for human beings; correspondingly, the importance of teaching Phonetics adopts a significant role in the language- teaching process, since this knowledge about a second language facilitating the comprehension and production (Barrera, 2009). Everybody is born with no defined language, what we do first is listen to every noise in our environment: music, conversations...The next step is the emulation of those sounds, intonation, because it is the normal way in which one learns their mother tongue. When teachers follow this logic process, students can be exposed into real situations where they can apply the already known sounds and other acquaintanceship.

According to Goswami (2010), the use of real and effective didactic resources will improve the EFL learners pronunciation of English sounds, because the author measured the results of his study where the pedagogical significance that the didactic resources offer may prove effectiveness in improving the pronunciation of English sounds (Phonetics). In addition, he believes that teachers should be trained in articulatory phonetics and linguistics to understand and teach the importance of accurate pronunciation in second language learning.

Those people in their studies reflect the concrete bases to encourage the development of investment and at the same time contribute directly to the proposal to be carried out.

According to (Connor, 1980), there are some difficulties of English pronunciation for non-native speakers of six languages and Spanish is included. He mentioned the most common

problems are when people confuse the sounds of certain letters such as "b" and "v", which are often replaced. Also, letters "s" and "z".

2.3 Definition of Key Term

2.3.1 What is Phonetics?

Phonetics is the study of speech and the sounds which are produced by tongue and other speech parts located in the mouth. According to Caroline Williams (2018) “Phonetics is the systematic study of speech and symbols that represent sounds of English language. Traditionally, Phoneticians rely on careful listening and observation in order to describe speech sounds”

2.3.2 Branch of Phonetics

Hoque (2020) alleged that phonetics has three subfields or dimensions that work according to these fields; these are the production (articulatory), transmission (acoustic) and perception of sounds (auditive).

2.3.2.1 Articulatory Phonetics

Articulatory phoneticians clarify how humans generate speech sounds through the interaction of different physiological structures. Sounds can be divided into consonants and vowels. The former can be characterized according to place of articulation. (Hoque, 2020, pag.2-3).

2.3.2.2 Acoustic Phonetics

It is the study of the physical properties of speech, and aims to analysis sound wave signals that occur within speech through varying frequencies, amplitudes and durations.

2.3.2.3 Auditive Phonetics

Auditory phonetics is a process where phonetics is concerned with the hearing of speech sounds and with speech perception. In other words, it is the relationship between speech bases and a listener's responses.

2.3.3 What is *International Phonetic Alphabet (I.P.A.)*?

According to (Smith, 2000) “The IPA is based on the Roman alphabet, which has the advantage of being widely familiar, but also includes letters and additional symbols from a variety of other sources. These additions are necessary because the variety of sounds in languages is much greater than the number of letters in the Roman alphabet. The use of sequences of phonetic symbols to represent speech is known as transcription.” (p.3). The International Phonetic Alphabet (I.P.A) contributes in improving English pronunciation when the people associate the different symbols with a particular English alphabet sound.

2.3.4 I.P.A Chart.

According to (Smith, 2000) “On the table there are symbols for the majority of consonants are to be found in the large table at the top. Place of articulation is reflected in the

organization of this consonant table. Each column represents a place of articulation, reflected in the labels across the top of the table from bilabial at the left to glottal (consonants made by the vocal cords) at the right. The terms 'bilabial' and 'labiodental' indicate that the consonant is made by the lower lip against the upper lip or against the upper teeth; otherwise, it is normally assumed that the sound at a named place of articulation is made by the articulator lying opposite to the place of articulation (so, alveolars are made with the tip of the tongue or the blade (which lies just behind the tip)).” (p.7).

Illustration # 2: I.P.A Chart

Illustration 2 International Phonetics Alphabet

	monophthongs				diphthongs			
	VOWELS	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	

Source: Lingoda –Online language school.

<https://blog.lingoda.com/en/how-the-phonetic-alphabet-can-help-you/>

2.3.5 Resources.

A resource is something that can be used for obtaining benefits, whether that be a source, supply, or support. Resources are often features that will improve the knowledge.

2.3.6 Didactic

According to Meinert Meyer (2007) “Didactics is a discipline meant to assist teachers in their voyage from pre-service teaching to professionalism.

2.3.7 Didactic Resource

It is any resource or material implemented to support or facilitate the teaching-learning process. These are simple example videos and audios that are accurate for teaching English.

Today, with the internet, the students have different resources to learn anything. These instruments help them to achieve any goal. In other words, using these resources the students will develop a better way of their learning process.

2.3.8 Classification of Didactic Resources

Didactic resources are the different tools that help in the teaching – learning process. For this reason, it is important to know that there are two types of didactic resources: Permanent resources, and Technical Resources.

2.3.8.1. Permanent Resources.

According to (Soriano, 2021) “These are the materials that the teachers have in hand; they use them almost every day, and these can be: whiteboard, eraser, books, notebooks, pens, pencils, charts, flashcards, puppets, pointers, markers” (p. 5)

2.3.8.1.1 Whiteboard

A whiteboard is a large glossy surfaced, normally white surfaced where the teacher and the students use a non-permanent marker; this is the main resource used in many schools around the world.

2.3.8.1.2 Book

A book is a resource where people record information in written form or images. Each book has a purpose or intent in writing in any field. Also, it is considered as an intellectual object.

2.3.8.1.3 Flashcards

It is a simple card that contains words, pictures which are designed for assimilating the interaction in the learning process in a quick way. These are used for many teachers because it is considered as a simple and effective resource.

2.3.8.2 Technical Resources.

Technician or technological resources are the different devices that have integrated the technology to improve the process in any field.

Information can be found fast using these devices like a computer, a laptop, smartphones, and tablets. Inside the classroom, the implementation of a digital whiteboard is considered as a technological resource.

According to (Soriano, 2021), “Audio visual aids can be any equipment that is used to engage the senses of sight and sound. Audio equipment may be used separately from visual equipment, but often they are used together” (p. 8)

These resources offer the complementary assistance in the teaching – learning process, when the activities are executed in the correct way by the teacher, the knowledge of the students or the assimilation will have excellent results. This situation is evidenced in workshops, group activities, task or homework where the students can associate the resources efficiently improving training process inside or outside the classroom.

2.3.9 The importance of Phonetics

When a person wants to learn English language, the use of phonetics is very important. It is explained with a simple example: the Spanish alphabet has 27 letters in which sounds are pronounced equally. In contrast, the correct pronunciation of each word in English alphabet is complex to understand but it is useful. The I.P.A has 44 English phonemes that represent 26 letters. Diphthongs, vowel sounds, and consonants form this alphabet. In a few words, if someone tries to improve his speaking or oral production, it is convenient to know about the phonetics during the process.

“The student is surely aware of the fact that each language has a special sound system. From that system, speakers of that language select certain combinations to construct the many

varieties of words” (Bronstein, 2017, p. 35). The fact that conscious students allow teachers to demonstrate them the emulation of native English sounds. In order to discover that, it is not impossible to reproduce and recognize them; and as a consequence, to awake the interest in learning.

The Phonetic skill is first applied to spelling. The low-achiever receives a much-desired psychological lift in this effort...as he is at a grade level, words can be told to him, then that can be learned by kinesthetic methods to see, say, hear and write (Aspden, M., 2017,p. 112-114)

This promotes that phonetics can be learned first, to develop the four communicative skills: listening, speaking, writing, reading, for the reason that, if a learner feels confident about what he understands, he is going to feel motivated enough to repeat sounds, and if this occurs, he will try to write what he understands. As a result, the student is going to assimilate the English language as an easy new one, facilitating the learning to himself.

2.3.10 Communicative Language Teaching (CLT)

For many years, the communicative approach has been popular when teachers need to introduce English language teaching. Chomsky (1965) introduced linguistic competence – finding the student’s needs to focus on communicative proficiency instead of mere mastery of structures in language.

Communicative Learning Teaching is based on the idea of communication as the primary purpose of language, and therefore using the language for communicating. CLT is based on directing the learner’s attention away from language items to conveying and focusing on meaning. The students have to develop too many things at the same time: things like the right

words, make grammatical choices, manage difficult articulations, and unfamiliar prosodic patterns; this is a method that develops the student's capacity with a real context.

When the teacher plans a class based on communicative approach, there is a feature by trying to produce meaningful and real communication. As a result, there may be more emphasis on developing four English skills (listening, writing, reading, and speaking). The classes are centered on students. So, the materials or resources for each lesson must be real or authentic.

2.4 Legal Basis

2.4.1 Ecuadorian Constitution.

This project has legal basis of the Constitution of Ecuador (2008), called The Law of Intercultural Education and Childhood and Adolescent code. The study will mention the following articles:

Article 26 of the Ecuadorian Constitution mentions the right to education through life, this right is mandatory that the State must offer because the educational process must have the guarantee of equality, social inclusion and the indispensable condition for the good way of living to whole member of the state.

Article 347 – Numeral 8, the responsibility of the Government to include the use of ICT as an essential part of the educational process in the public schools.

2.4.2 Ministerial Deal.

As an extra base the Ministerial Deal N° 0052-14, "Article 1. To provide that the teaching of the English language, from the school year 2016-2017 for the Sierra regimen and 2017-2018 for the Coastal system, will be mandatory from second grade to third grade of baccalaureate for the public and the private institutions of Ecuador." (Ministerio de Educación, 2008, p. 3)

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Kind of Investigation

Research design is well-known as the methodological framework that will permit finding answers to research questions. This part is described as the set of instruments and actions employed during the collection of data, after that the validation, and finally analysis of the data stated in the research problem.

In other words, this chapter involves the method that has been used in the research. As well as, the instruments that were used to obtain data.

In this process, it has been important to obtain updated material on the up-to-date status of Unidad Educativa PENÍNSULA DE SANTA ELENA in the English Area about the effects of didactic resources during the language learning process in the students of first baccalaureate because they will be the population involved in the problem. In other words, surveys, observations, were used in order to collect all essential information for this study.

The bibliographic research chosen in this study allowed to have the scientific-theoretical fundamentals that make reference on the subject of investigation. Furthermore, the theoretical framework is related to didactic resources and the importance of using the phonetic during the foreign language learning process.

This study is descriptive to use the quantitative and qualitative

3.2 Research Design (Instruments)

3.2.1 Interview

The interview is a very reliable support. In this conversation, the interviewer will have the opportunity to collect data. According to (Wang et al., 2011) “An interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. Interviews can be conducted face-to-face or over the telephone. The internet is also emerging as a tool for interviewing.” (p. 1)

The interview was conducted at the educational institution. It had six relevant questions which developed with the aim of supporting the research. The interview was done in the morning and the teacher was collaborative during the interview.

3.2.2 Survey

This technique is useful to collect specific statistics through direct questions relating the problem and the alternative of proposal.

The survey was applied in English class, the researcher gave the instruction to the students who received the survey through the zoom chat. After that, 50% of them completed instruments, the rest of the students completed the survey in the afternoon.

3.3 Population and Sample

3.3.1 Population.

The population of this study is constituted by 44 students of the first baccalaureate year from Unidad Educativa PENÍNSULA DE SANTA ELENA.

Chart 1 Population

N°	Description	Quality	%
01	English Teacher	1	2.23%
02	Students	44	97.77%
TOTAL		45	100%

Source: U.E. Península de Santa Elena

Author: Daniel Rodríguez Carló

3.3.2 Sample

The dimension of the population is convenient, so, 100 % of the population will be studied. It means that no sample mass formula will be applied.

3.4 Data Collection

a) Quantitative Method

This method was chosen in this study for doing quantitative data, and then either sustain or reject the hypotheses based on statistical analysis, which means that it bases its studies on statistical numbers to give answers or validate a hypothesis by giving solid causes and possible effects. The objective of quantitative research is to obtain answers from the selected people using very specific questions.

In other words, it allows the most effective decisions to be made in order to achieve the objectives set out in the study through a numerical relationship between the variables of the research problem.

b) Qualitative Method

Qualitative research is a process where analyzing, and interpreting non-numerical data, such as opinions, suggestions, which can be used to understand how an individual perceives and gives meaning to their social environment. This research used the information collected to know the importance of phonetic and how to use it to help the students in the English learning process.

c) Inductive – Deductive Method

This study used inductive and deductive methods. For the first one, the researcher started with small observations during the classes and to obtain more data the researcher used surveys to collect valuable information about the problem.

In addition, deductive method contributed in this project with all information that validate each part of research paper. Information as didactic resources for learning process and the importance of phonetics for the improvement of the English learning.

d) Scientific Method

With the application of this method, it was possible to evaluate if the didactic resources are being useful in the English learning process, as well as if phonetics is correctly assimilated by the students. Moreover, how the technological tools could effectively contribute to the Learning Management.

The feasibility of the research focuses on obtaining the necessary evidence that supports each of the theories, and projects that serve as support for this research. As well as the data obtained and the analysis and interpretation thereof.

3.5 Variables operationalization

3.5.1 Independent Variable: Didactic Resources

Chart 2 Independent Variable: Didactic Resources

CONCEPTUALIZATION	CATEGORIES	INDICATORS	BASIC ITEMS	TECHNIQUES
The application of the correct didactic resources will give a more effective pedagogical process enhancing the English learning process.	Learning Process	English level	Are students able to communicate in	
	Didactic resource	Pedagogical Process	English using the appropriate didactic resources?	Interview
	Technology	Use of technology To improve the communication.	Does the teacher apply the appropriate teaching methodology in each class?	Survey
				Does the use of correct resources increase the opportunities to learn in a better way the

foreign language in
first bachelor students?

Source: U.E. Península de Santa Elena

Author: Daniel Rodríguez Carló

Independent Variable: Didactic Resources

3.5.1 Dependent Variable: Enhancing Phonetics

Chart 3 Dependent Variable: Enhancing Phonetics

CONCEPTUALIZATION	CATEGORIES	INDICATORS	BASIC ITEMS	TECHNIQUES
<p>It is the process in which the learner must know I.P.A through symbols that help to understand de correct pronunciation of English words. In addition, the students could express ideas thoughts, or convey a clear idea applying the correct pronunciation.</p>	Learning Process	<p>The students will have the opportunity to improve their English learning knowing the correct pronunciation of words.</p>	Which is the reaction of the students to use the phonetics to improve speaking skills?	Interview
	Phonetics		Survey	
	Pronunciation		Do you consider the	

use of phonetics will
be

helpful in the English

Learning process?

Source: Unidad Educativa Península de Santa Elena

Author: Daniel Rodríguez Carló

Dependent Variable: Enhancing Phonetics

3.6 Data Collection Plan

The application of this data collection plan was organized to obtain results that support the objectives, according to subjects of study interviews and activities in order to present this research work.

Chart 4 Data Collection Plan

BASIS QUESTION	EXPLANATION
1. What for?	To teach the students the phonetics sound
2. Subject.	First baccalaureate student from Unidad Educativa Peninsula
3. About with aspect	e- Book to help the student's phonetics.
4. Who?	Daniel Fernando Rodríguez Carló
5. To whom	Teacher, and students
6. When?	2021-2022
7. Where?	Unidad Educativa Peninsula de Santa Elena
8. How long?	1 month of first quimestre
9. How?	Individually
10. What data collection techniques?	Interview, survey
11. What resources were used?	Cellphone, guides, notebook

Source: Unidad Educativa Peninsula de Santa Elena

Author: Daniel Fernando Rodríguez Carló

3.7 Analysis of Data

3.7.1 Interview to English Teacher of Unidad Educativa Peninsula de Santa Elena.

Interviewed teacher: Lcda. Betsy Mateo Solis.

Question 1: What is your opinion about the use of phonetics in education system?

Interpretation

Phonetics is very useful and it is very important to have good pronunciation, most students find it difficult but it depends on each of them who have desire to learn, it is applied in classes so that they become familiar with each word.

Question 2: How often do you use phonetics in your English Classes?

Interpretation

At all times and always, it is repeated several times so that the student can say it without difficulty, but obviously time is an enemy for teachers, however, a tool that allows us to handle phonetics more in class would be very useful.

Question 3: In your opinion, what strategies could contribute students to progress the speaking skills?

Interpretation

There are many strategies, but I consider motivation the most effective, if they are becoming familiar with the vocabulary, the student must have a giant intrinsic motivation. Another strategy is asking students questions and motivating them to try to think and speak English slowly until they can express it without problem.

Question 4: In your opinion, what is the importance of using technologies (ICT) in the teaching-learning process?

Interpretation

It is very important, it facilitates access to information where the person / student navigates, inquires, searches and learns even more. It has been very important because, apart from browsing their social networks, they investigate to obtain information for their studies.

Question 5: Do you think that IPA system could enhance the English skills in your students? Why?

Interpretation

Yes, because we put intonation, the correct pronunciation, the sound of the oral language, the students listen and learn, the pronunciation is retained, but the time to practice it or give it a little more importance is scarce.

Question 6: Do you consider that your students have good pronunciation?

Interpretation

No, they have a lot to learn, the classes are virtual, and we do our best to motivate them to learn English. They have to speak English but the limited time in the virtual classes does not allow us to progress as we want.

3.7.2 Analysis of the Interview directed to teacher of Unidad Educativa Peninsula de Santa Elena.

The teacher expresses that the time dedicated to improve pronunciation in class is limited. It does not allow an adequate interaction with the student to know if he/she is familiar with the vocabulary in English or the issues presented; the teachers must work through motivation looking for strategies that allow reaching approximately 44 students per classroom, however, they express that through technological tools they can capture the attention of the students in order to improve their intonation and pronunciation.

3.7.3 Survey applied to first bachelor student

According to Common European Framework of References for Languages (CEFR), there are different English levels: Elementary A1, Pre Intermedia A2, Intermedia B1,

Question 1: What English level do you have?

Objective: To know the students level.

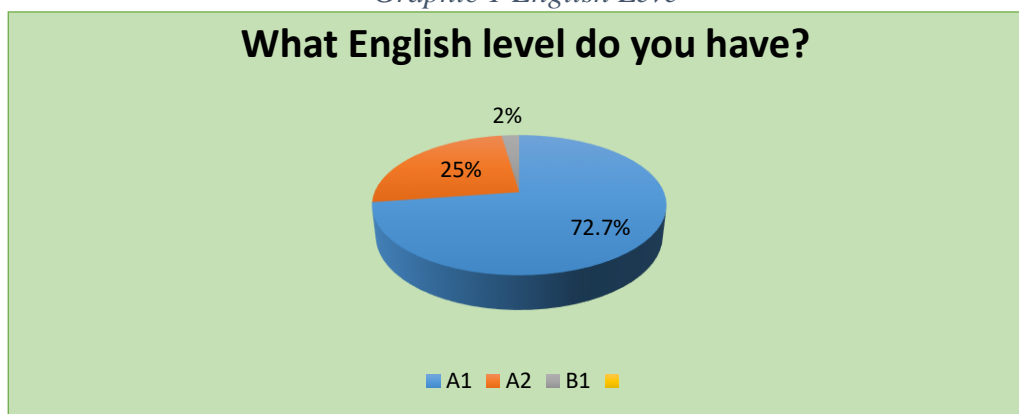
Chart 5 English Level

ALTERNATIVES	FREQUENCY	PERCENTAGES (%)
A1	32	72.7%
A2	11	25%
B1	1	2.3%

Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Graphic 1 English Level



Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Analysis and Interpretation

According to the survey, 72, 7 % of the students consider that they have an A1 level, 25% of them consider that their English level is A2, and just 2% of the population consider that their English level is B1. These results show that the English level is elementary in the majority students. This means that they have basic knowledge of the English language.

Question 2: Do you like to communicate using the English language with other people?

Objective: To determine the importance of practicing English.

Chart 6 English Language for Communication.

ALTERNATIVES	FREQUENCY	PERCENTAGES (%)
Yes	27	61,4
No	17	38,6

Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Graphic 2 English Language for Communication.



Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Analysis and Interpretation

61.4% of the surveyed population considers it very important to speak English to enhance the pronunciation, 38.6% of them considers it is not important. So, it is important to communicate with other people to practice and improve the pronunciation.

Question 3: How confident do you feel when speaking English?

Objective: To know how the students feel when speaking English.

Chart 7 Confident when speaking English

ALTERNATIVES	FREQUENCY	PERCENTAGES (%)
Completely self-confident	5	10.6%
Fairly confident	10	21.3%
Somewhat confident	15	31.9%
not confident at all	17	38.2%

Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Graphic 3 Confident when speaking English



Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Analysis and Interpretation

The results show that 70.1% of them do not feel confident speaking English in front of other people and only 29.9% feel prepared to develop their speaking skills.

Question 4: How often do you practice English?

Objective: To know the frequency with the students practice the English.

Chart 8. Time dedicated to practice English

ALTERNATIVES	FREQUENCY	PERCENTAGES (%)
Always	5	11.3
Sometimes	12	27.3
Rarely	20	45.5
Never	7	15.9

Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Graphic 4 Time dedicated to practice English



Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Analysis and Interpretation

In the majority, 45.5 % of the students rarely practice the English, 27.3 % say that they sometimes practice the English with, while 15.9% say they never practice the English. Finally,

8.2% say that they always use the English in different situations to practice and improve their pronunciation.

Question 5: Do you think English is important for you?

Objective: To measure the importance of English in your life.

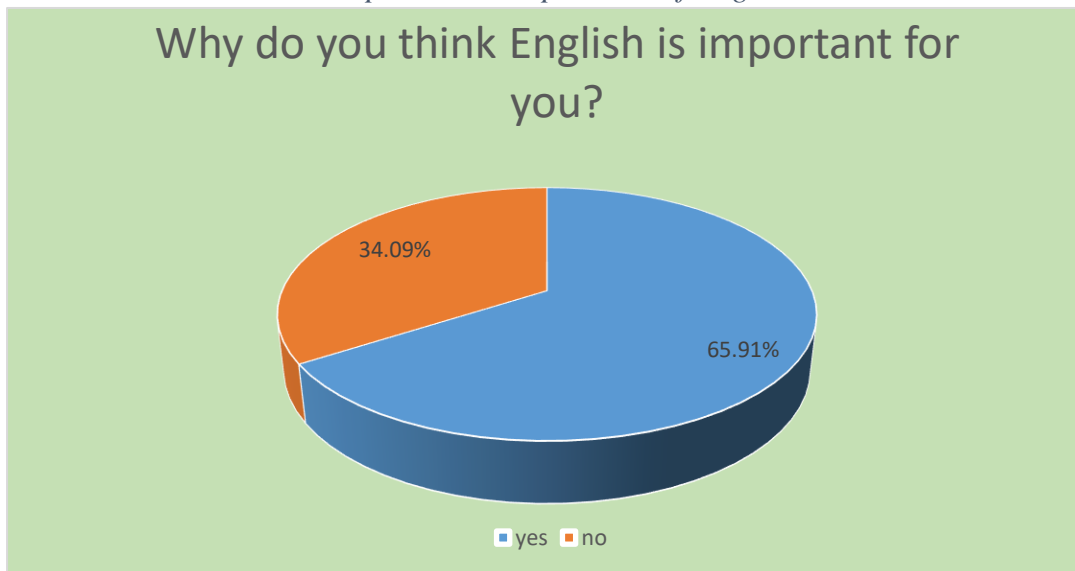
Chart 9 The importance of English

ALTERNATIVES	FREQUENCY	PERCENTAGES (%)
Yes	29	65,91%
No	15	34,09%

Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Graphic 5 The importance of English



Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Analysis and Interpretation

The results of this graph shows that 65.91% of students think that English is very important in their lives. In contrast, 34, 09% of the students think that English is not important in their lives.

Question 6: Do you practice English with your English teacher in class?

Objective: To know the time dedicated to practice English in class.

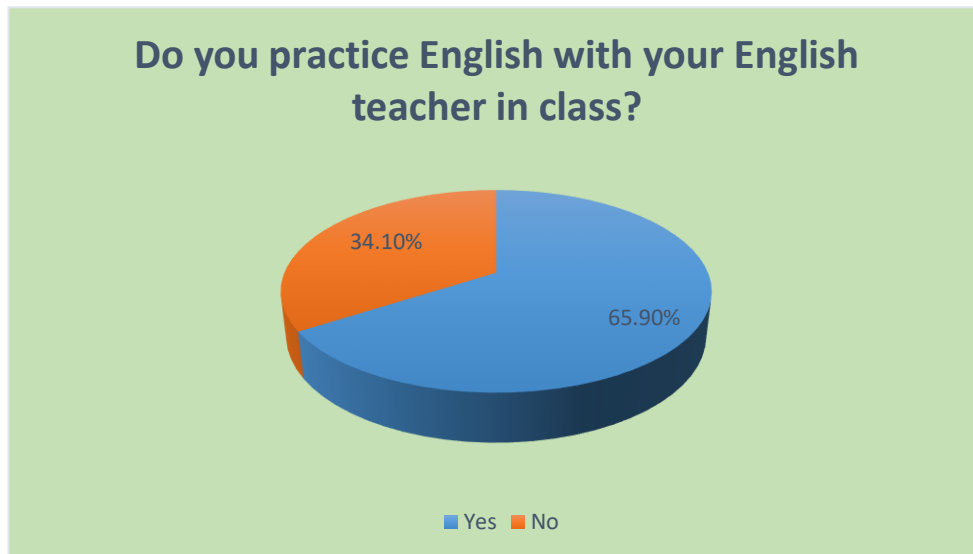
Chart 10 Interaction with English teacher

ALTERNATIVES	FREQUENCY	PERCENTAGES (%)
Yes	29	65.9
No	15	34.1

Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Graphic 6 Interaction with English teacher



Source: Unidad Educativa “Peninsula de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Analysis and Interpretation

It is identified that the interaction inside the class represents 65.9% of them, who have a practice applying different strategies like role play or repetitions, In contrast 34,1% say that they do not practice with their English teacher.

Question 7: What didactic activities does the teacher use to improve the pronunciation?

Objective: To know the didactic activities use the teacher to improve the pronunciation.

Chart 11 Didactic Activities for enhancing the pronunciation

ALTERNATIVES	FREQUENCY	PERCENTAGES (%)
Video	9	20%
Song	6	13.3
Book	21	48.9%
Audios	8	17.8%

Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Graphic 7 Didactic Activities for enhancing the pronunciation.



Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Analysis and Interpretation

According to the data obtained, 48,9% of respondents that the activities comes from the English book represent the best activities for enhancing the pronunciation. The second activity most used in class are the videos, audios and songs, that teacher use in each class.

Question 8: Do you have any idea about Phonetics?

Objective: To know if the students relate the word Phonetics

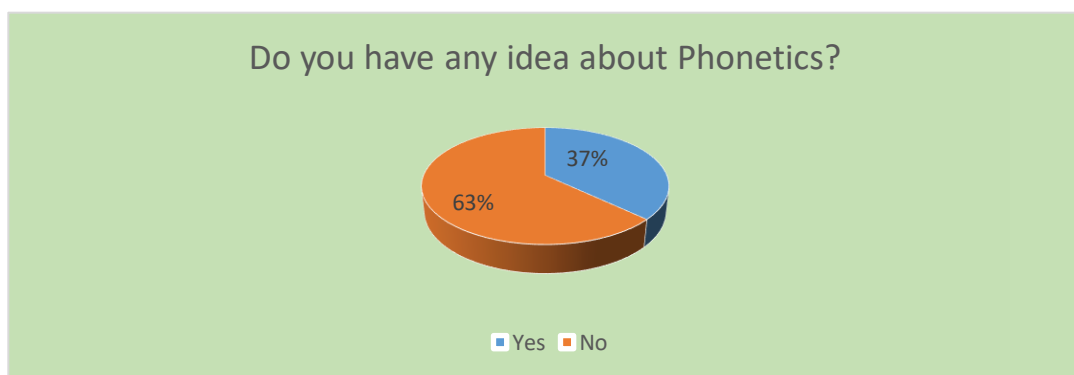
Chart 12 what is Phonetics.

ALTERNATIVES	FREQUENCY	PERCENTAGES (%)
Yes	29	63%
No	15	37%

Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Graphic 8 what is Phonetics



Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Analysis and Interpretation

There are 63% of the students do not have any idea about the Phonetics and its importance. This result represents a great consideration to introduce the phonetic to the students. However 37% of them you may know what phonetics refers to in the teaching of a foreign language such as English.

Question 9: “Phonetics is the science or study of speech sounds and their production, transmission, and reception, and their analysis” Would you like to improve your pronunciation through the use of Phonetics?

Objective: To know Phonetics as a tool to improve the pronunciation

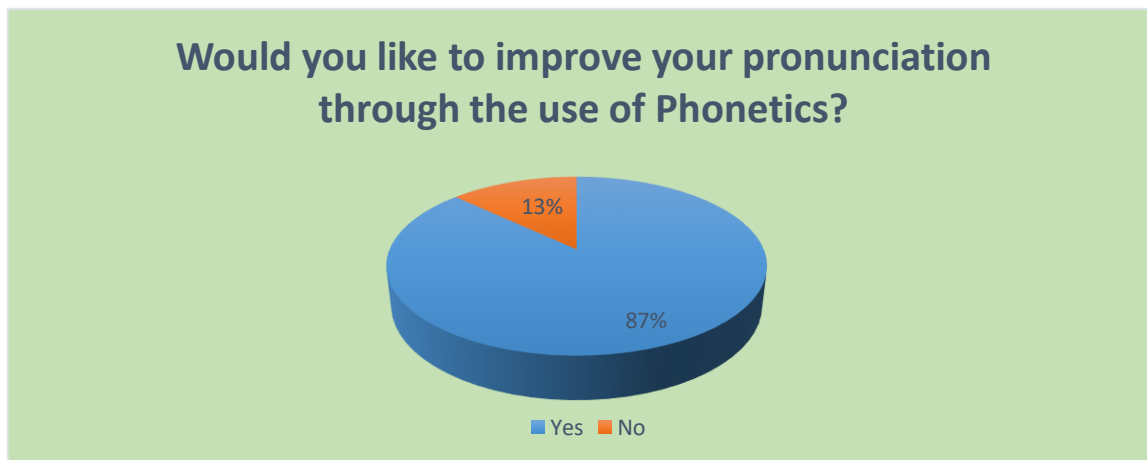
Chart 13 Phonetics as a tool to improve the pronunciation.

ALTERNATIVES	FREQUENCY	PERCENTAGES (%)
Yes	38	87%
No	6	13%

Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Graphic 9 Phonetics as a tool to improve the pronunciation.



Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Analysis and Interpretation

87% of the students would like to know more about phonetics as a tool to improve English pronunciation.

Question 10 Would you like a Phonetics guide with some simple and enjoyable activities that will help in your pronunciation?

Objective: To motivate the students to learn English through phonetics

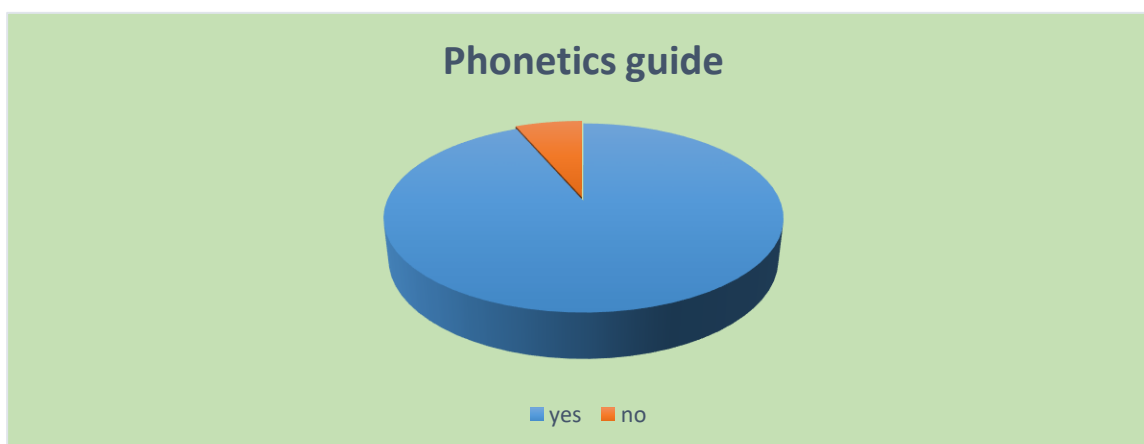
Chart 14 Introduce the Phonetics guide

ALTERNATIVES	FREQUENCY	PERCENTAGES (%)
Yes	41	93.5%
No	3	6.5%

Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Graphic 10 Introduce the Phonetics guide



Source: Unidad Educativa “Península de Santa Elena”

Author: Daniel Fernando Rodríguez Carló

Analysis and Interpretation

According to the data collected, 93.5% of the students have a great interest to improve the pronunciation using a Phonetics guide. But, 6.5% of them do not have any interest in learn about English.

3.7.4 Conclusions and Recommendations

3.7.4.1 Conclusions

- It is concluded that the students consider that English pronunciation is very important and that it provides new opportunities. However, the time they have to develop good pronunciation is very limited.
- Phonetics is a science that is unknown by the students, however, could phonetics be used as a tool to help improve the pronunciation of the students, who would be interested in a tool to help them in this aspect of learning.

3.7.4.1 Recommendations

- To improve the learning through the use of phonetic it is important provide activities that motivate students to learn English with a high level of pronunciation. The lack of practice inside the class does not allow the students to obtain a good English level.

- To acquire knowledge, the teacher must prepare extra material like worksheets or short conversations that improve the effective communication in and out of the classroom.

These activities must have content based on developing the phonetics.

CHAPTER IV

THE PROPOSAL

4.1 Name of the proposal.

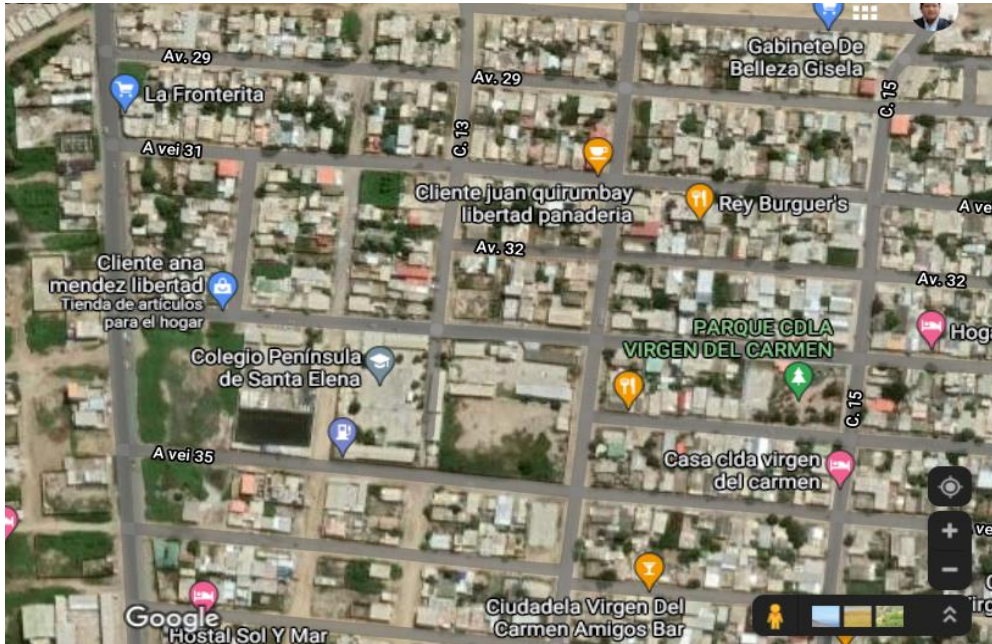
Design of a basic phonetics guide to enhance the pronunciation through practice exercises in first baccalaureate students from Unidad Educativa Península de Santa Elena, La Libertad, Province of Santa Elena, school year 2021-2022.

4.2. Description of the proposal.

4.2.1 Information and location.

Unidad Educativa Península de Santa Elena is located on 13th street between avenue. 31 and 32, Virgen del Carmen Neighborhood, La Libertad, Province of Santa Elena.

Illustration 3 Unidad Educativa Península de Santa Elena



Source: Google Maps

<https://goo.gl/maps/Y5dZdZGHigT7Z5fZ6>

4.2.2 Beneficiaries

Illustration 4 Beneficiaries

INSTITUTION	BENEFICIARIES	TOTAL
Unidad Educativa Península de Santa Elena	Principal	1
	English teacher	1
	First bachelor students	44
TOTAL		46

4.2.3 Responsible Technical Team

AUTHOR: Daniel Fernando Rodríguez Carló

ADVISER: Ing. Tatiana García Villao, MSc

4.2.4 Design and Development of the Proposal

Today, there are many technological resources that offer students the necessary links to avoid wasting time surfing, also websites where the information is compiled, this page allows them to obtain resources, materials for educational purposes. These tools are selected by teachers or people who train a group of students at different levels. In the English teaching-learning process, the practice is indispensable, even more, the grammar which is essential.

Today, the online resources have been increased significantly. The teacher has an unlimited number of resources to plan, organize, evaluate and measure whether the objectives of the subject have been achieved.

Therefore, the implementation of a guide based on the practice of phonetics could become a key resource to strengthen the learning in first baccalaureate students, who needs to assimilate the knowledge as an essential objective. The book will allow learners to work with specific activities such as transcriptions, tongue twisters, crosswords, and exercises where the students could improve the way how the words are pronounced correctly in order to upgrade their fluency and understanding of the English language.

4.2.5 Proposal Objectives.

4.2.5.1 General Objective

- To enhance the pronunciation through practice exercises, providing interactive and engaging activities in students of first baccalaureate from Unidad Educativa Península de Santa Elena La Libertad, Province of Santa Elena, School year 2017-2018.

4.2.5.2 Specific Objectives

- To strengthen the use of phonetics inside classroom with simple and effective activities.
- To monitor students to acquire fluency in order to sound like a foreign dialect measuring the progress with class activities by student book

4.2.6 Definitions.

4.2.6.1 Tongue Twister

Tongue twisters are short sentences whose main objective is to improve pronunciation by using words that are difficult to produce and thus, develop better fluency and pronunciation.

4.2.6.2 Transcriptions.

Phonetic transcriptions help in the learning process by providing symbols that allow us to understand the correct way to pronounce words. The book has exercises or activities that will develop students' interest in discovering more about phonetics.

4.2.6.3 Correct words.

This book contains exercises which focuses on knowing the difference of each concept related to Phonetics. With this, the students will know and apply the long and short vowel

sounds, intonation, and consonants. The teaching of the English language has defined objectives, but by using the book with these exercises, the student will know and apply to replicate the basic fundamentals to understand and improve pronunciation through practice.

4.2.6.4 Conversation

The conversations are a media that provide real content that allow the students develop the skills supporting as short reading, paragraph, or short conversation. These allow the students practice in any place. It is a tool that integrates reading, speaking, and sometimes, writing. The conversations in each unit will be in pairs because it is a simple and elementary activity that will give students confidence through practice.

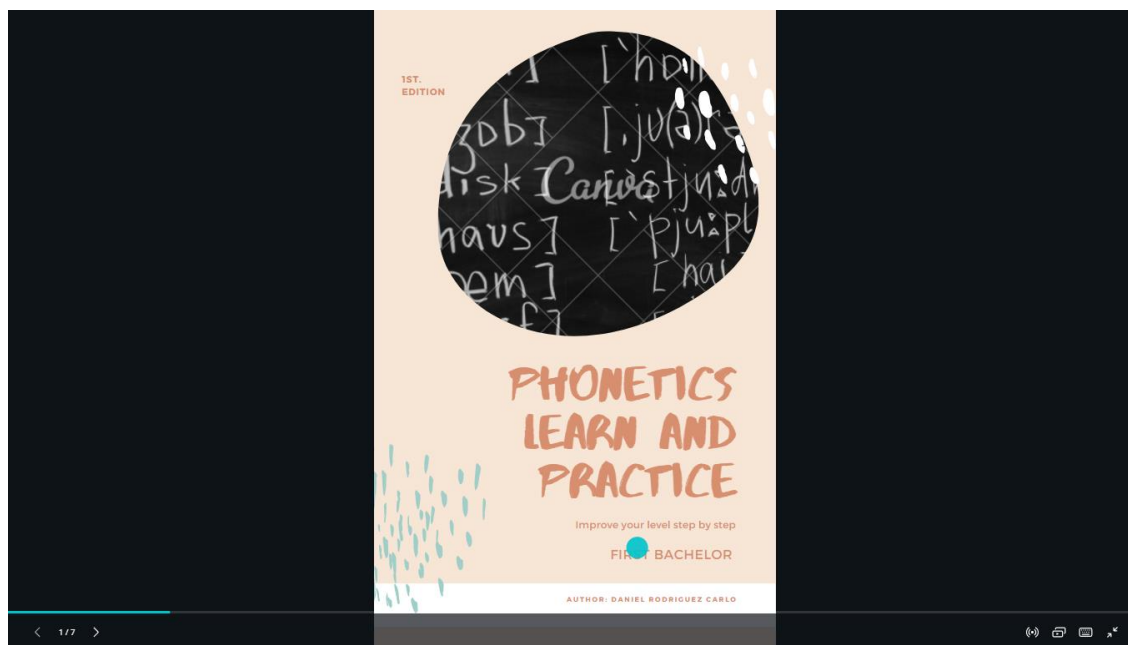
4.2.6.5 Memorization.

According to (Alizah, 2019), memorization is an effective strategy when someone want to improve pronunciation. And more importantly, to know and memorize the correct pronunciation through the IPA. When you hear a new expression, there may be a sound that you don't "perceive" because you don't know it yet. And that's when the IPA will help you, stimulating your visual memory.

Your pronunciation won't improve if you don't listen or practice. For this reason the proposal of a basic guide to phonetics will help improve pronunciation.

4.2.7 Phonetics Learn and Practice Basic guide.

Illustration 5 Phonetics Learn and Practice Basic guide.



The proposal is based on presenting a basic phonetics guide, aimed at high school students of the Peninsula de Santa Elena Educational Unit, which will contribute in a parallel way to learning.

The guide proposes to improve the use of phonetics through exercises that within its first 4 units will promote engagement in learning pronunciation and vocabulary with easy activities. This book has been developed for students in which they can practice with basic activities to understand the main part of learning phonetics. Thus, the usage of this guide could mean a great resource because it is free, and involves communicative skills in order to gain knowledge, vocabulary, and to increase pronunciation.

The idea of this proposal is to be useful not only for students as it is considered a great tool for English teachers because the guide works with activities from the student's book at the same time.

The last two units will focus on promoting the practice of the language through directed tasks using a technological tool called Elsa speak. It is an app that helps students to improve the speaking skill through recording sentences, which are measured according to their level.

4.2.6.1 Educational Benefits

Phonemes are the different sounds represented by symbols. The resource will provide simple exercises in order to learn the correct pronunciation by applying vocabulary, expressions, and phrases used in the English language.

This resource provides teachers an alternative proposal to explain the use and importance of phonetics in the foreign language learning process through exercises. The use of phonetics is an important topic, but it is not practiced enough in the learning process.

Teachers have the knowledge and would be really interested to involve the students in this important field. With the activities, students can increase their fluency and practice their pronunciation.

4.2.6.2 How to use the “Phonetics learn and practice guide”?

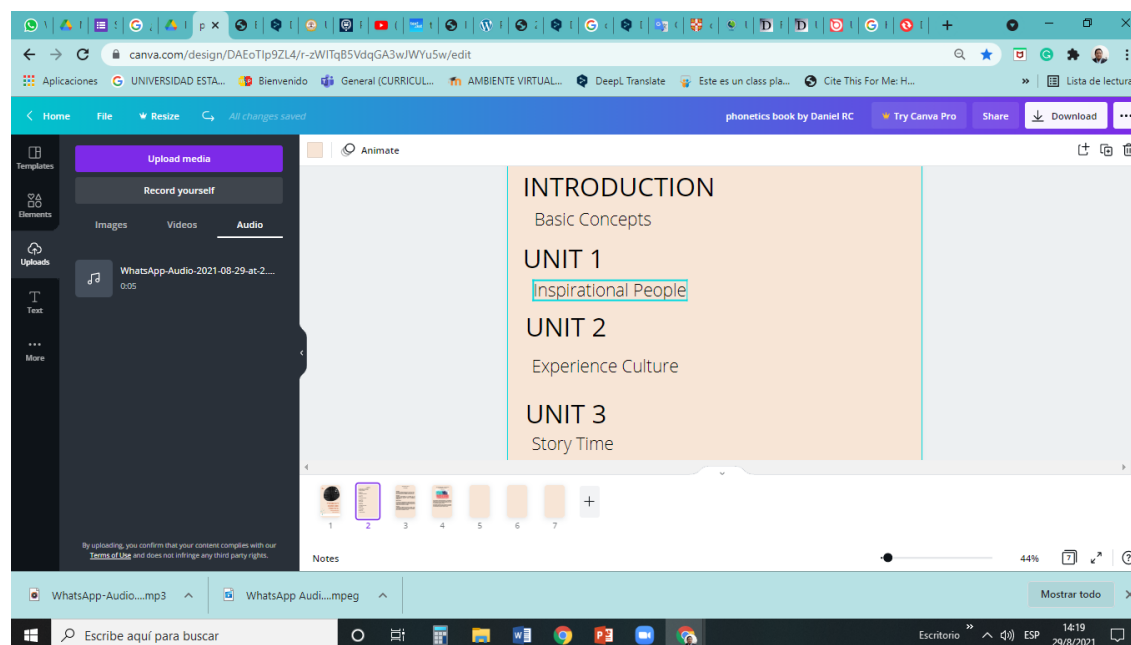
The guide will allow a friendly interaction because the base of this guide consists of simple tasks in its four units, where the students can develop and train with different exercises according to their learning.

4.2.6.3 Educational Utilities

This alternative of proposal offers basic information about phonetics, vowel sounds, consonant sounds, and basic concepts that are used in the use of phonetics to enhance the pronunciation. The exercises and activities have been included for the students practice in extracurricular hours with the guidance of the teacher in any place, and anytime.

Besides, this proposal could be combined with apps. According to the observational research, today, most of students (teenagers) have smartphones, tablets, where they access to their social media accounts. In other words, they could access any homework, book or activity in any place or anytime. The teacher can share any link, or homework online so that the students can practice.

Illustration 6 Basic Phonetics guide



4.2.6.4 Description of activities

4.26.4.1 Unit 1 activities.

Chart 15 Activities

Unit 1. Inspirational People	Lessons	Activities	Timing	Materials
	Lesson 1. Teens of today	Identify the character	5 minutes	Book Laptop Smartphone Dictionary Worksheets
		Tongue twister	15 minutes	
		Vocabulary	5 minutes	
	Lesson 2. Long and short vowel sounds	Correct answer	10 minutes	
		Transcription	10 minutes	
		Oral presentation	20 minutes	
	Lesson 3. Minimal Pairs	Listening	5 minutes	
		Repetition	15 minutes	
	Lesson 4. The creator and his creation.	Vocabulary	15 minutes	
		Fill in blanks	5 minutes	
Lesson 5. Homophones	Selection	10 minutes		
Quiz Time		Crossword	10 minutes	
		Reading		

Author: Daniel Fernando Rodríguez Carló

4.2.6.4.2 Lesson 1 - Activity 1: Unit 1 “Inspirational People”

Lesson 1. Teens of today.


General objective: To introduce the use of phonetics using the vocabulary about Inspirational people.

Methodology: Communicative approach

Activity: Questions and answers

The screenshot shows a presentation slide titled "UNIT 1 Inspirational People". The slide is split into two main sections: Lesson 1 and Lesson 2. Lesson 1, "Teens of Today", includes an activity where students listen to a recording and identify characters, and a phonetic exercise where they match words to their phonetic symbols. Lesson 2, "Long and short vowel sounds", includes an activity where students identify vowels in words and a transcription exercise where they write words based on phonetic symbols. The presentation is shown in a software interface with navigation buttons and a search bar.

UNIT 1
Inspirational People



Lesson 1.
Teens of Today

Activity 1. Look at the picture and identify the characters. Then listen and repeat the answer with the teacher's assistance.

Who is?
Answer: fi az a 'teemas 'ektras
Who is?
Answerchi az a 'teemas 'brinj 'sarjar.
Who is?
Answer: fi az a 'teemas a' merakan 'sarjar
Who is?
Answer: hi az a

Development:

Question and answer

This is a simple activity that involves the students with the topic, the teacher shows them, and the pictures with 4 inspirational people. The students must identify each character. After that, the teacher asks an easy question “Who is it?” Students must recognize each character, then the teacher will answer the question, the same one that will have the answer but with a slight change, the transcription of each of the answers will be used. At that time, the students will observe that what is written in response will be signs or symbols. The teacher will make the introduction about phonetics.

4.2.6.4.3 Lesson 1 - Activity 2: Unit 1 “Inspirational People”

Lesson 1. Teens of today.

General objective: to improve the pronunciation through the tongue twister as a challenge

Methodology: Communicative approach

Activity: *Game Tongue Twister*

Activity 1. Look at the picture and identify the characters. Then listen and repeat the answer with the teacher's assistance.

Who is?

Answer: ʃi əz ə 'feɪməs 'æktɹəs

Who is?

Answer: hi əz ə 'feɪməs 'brɪtɪʃ 'sɪŋər.

Who is?

Answer: ʃi əz ə 'feɪməs ə'merəkən 'sɪŋər

Who is?

Answer: hi əz ə _____

Activity 2. Let's practice Tongue Twister

Development:

Comprehensible pronunciation

A tongue twister is a recreational, fun and challenging activity. A tongue twister can be a phrase or a set of words that is designed to be difficult to articulate correctly. Practice is the key to this challenge that motivates the student to learn while having fun.

The activity is developed with all of the students who will repeat the tongue twister for 5 minutes. After that, they will listen to the pronunciation and practice. The aim is to move the articulations to improve the pronunciation.

4.2.6.4.4 Lesson 1 - Activity 3: Unit 1 “Inspirational People”

Lesson 1. Teens of today.

General objective: to implement the phonetics in some words learned in the vocabulary of the textbook.

Methodology: Communicative approach

Activity: Transcription

Vocabulary: Words relate to Lifestyles

Activity 3. Review the simple vocabulary about adjectives to describe inspirational people. Then practice it.

Spell the sentences and discover what word it is

- artistic /ɑːˈtɪstɪk/
- lʌvə _____
- /spɪrɪtʃʊəl/ _____
- /kəmˈpɛtɪtɪv/ _____
- /ˈbreɪni/ _____

Development:

Meaning is paramount

A phonetics transcription is a written way where the learner uses symbols to know and comprehend the correct pronunciation applying phonetics symbols. This activity provides the students five words written using the transcription, they must find that words represent these symbols. Then, they must write the correct word. This is an activity developed to familiarize with phonetics, the words used by coming from the lifestyle's vocabulary.

4.2.6.4.5 Lesson 2 - Activity 1: Unit 1 “Inspirational People”

Lesson 2. Long and short vowel sounds

General objective: To recognize long and short sound in English vowels using a list of different words and examples.

Methodology: Communicative approach

Vocabulary: Nouns, verbs, pronouns

Lesson 2.

Long and short vowels sounds

In other languages for example the Spanish vowels have only five sounds. On the contrary, the vowels in English has 20 different sounds and these are divided into short and long sounds. So, each English vowel can be pronounced in several ways.



Activity 1. Long and short vowels.

Chose the symbol that matches the sound underlined in the word.

1. wear /e/ /æ/ /e:/
2. sheep /i/ /i:/ /ei/
3. baby /ei/ /ai/ /ey/
4. hear /i:/ /i/ /ia/
5. meet /i:/ /ea/ /i/
6. go /ou/ /o:/ /o/
7. ship /i/ /i:/ /e/
8. bin /i/ /i:/ /ei/
9. me /i:/ /e/ /i/
10. walk /a/ /ɔ/ /a:/

Development:

Communicative competence

A basic part of developing phonetics is knowing the different vowel sounds. This activity focuses on discovering the correct pronunciation of words when there are long or short sounds in the vowels. The teacher will use several examples that will be developed in classes, then the teacher will divide the students into groups using the breakout room by zoom. In this activity the teacher will send them the audio with the pronunciation of these words, they must listen and identify each of these.

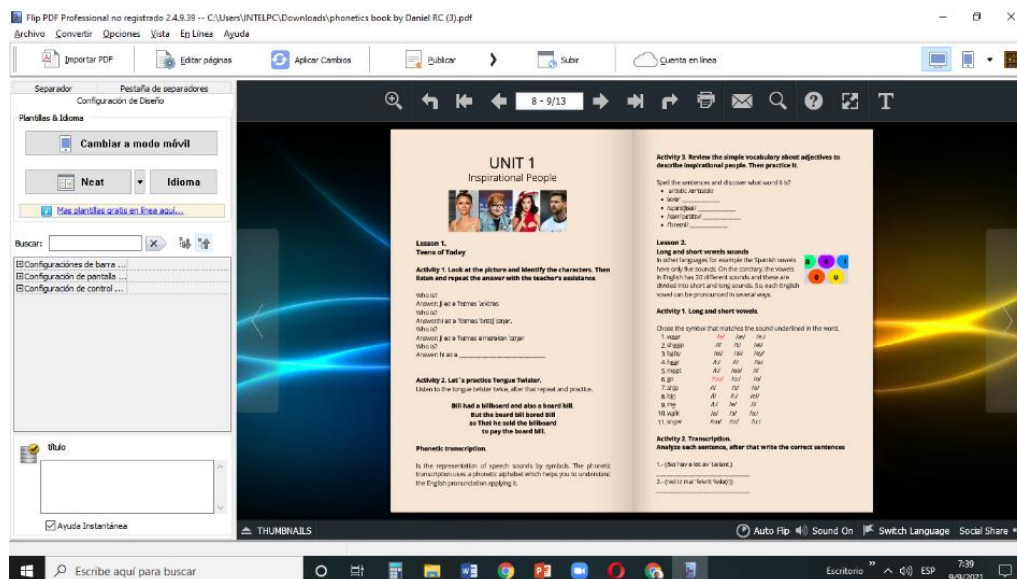
4.2.6.4.6 Lesson 2 - Activity 2: Unit 1 “Inspirational People”

Lesson 2. Long and short vowel sounds

General objective: To recognize long and short sound in English vowels using a list of different words and examples.

Methodology: Communicative approach

Whiting: Analyze each transcription



Activity 2. Transcription.

Analyze each sentence, after that write the correct sentences

1.- (ðei həv ə lət əv 'tælənt.)

2.- (red iz mai 'feivrit 'kʌlə(r))

Development:

Writing

Transcription is a new way for students to learn English. In this activity the teacher will show them 4 sentences which have been written using the transcript. Therefore, the student must solve the activity using a dictionary in English, this can be digital or physical. The goal is to practice little by little. This activity will have the respective audio due to the importance of knowing and identifying the correct pronunciation of each word.

4.2.6.4.7 Lesson 2 – Activity 3

Lesson 2. Long and short vowel sounds

General objective: To use the correct pronunciation in this short conversation.

Methodology: Communicative approach (dialogue)

Activity: Conversation model

3.- (kən aɪ ɡoʊ ʃʊpɪŋ?)
.....

4.- (maɪ ˈfoʊðər ɪz tʌl)
.....

Activity 3. Conversation.

Read and listen to the conversation. After that, practice with your partner. Finally, record a video and send the evidence (link) to his teacher. Remember to use the correct pronunciation.

A: Hello My name is _____
B: Hello _____, my name is _____
B: Nice to meet you.
A: Nice to meet you, too.
B: Where are you from _____?
A: I am from Ecuador, exactly in Santa Elena
B: Cool. I love your country
A: I know, my country is little but amazing.

Note: The video must be uploaded to youtube by one of the members of the group and then they must share the link to evaluate it.

Development:

Dialogue:

Have the students practice with this simple conversation in pairs, the duration of this activity will be around 15 minutes, all students will participate in his activity, the teacher will have organized the partners to avoid delaying it. There will be a special activity, the students will have to record a video applying the conversation with the correct pronunciation. This conversation should be uploaded to YouTube then share the link with the teacher to evaluate its content.

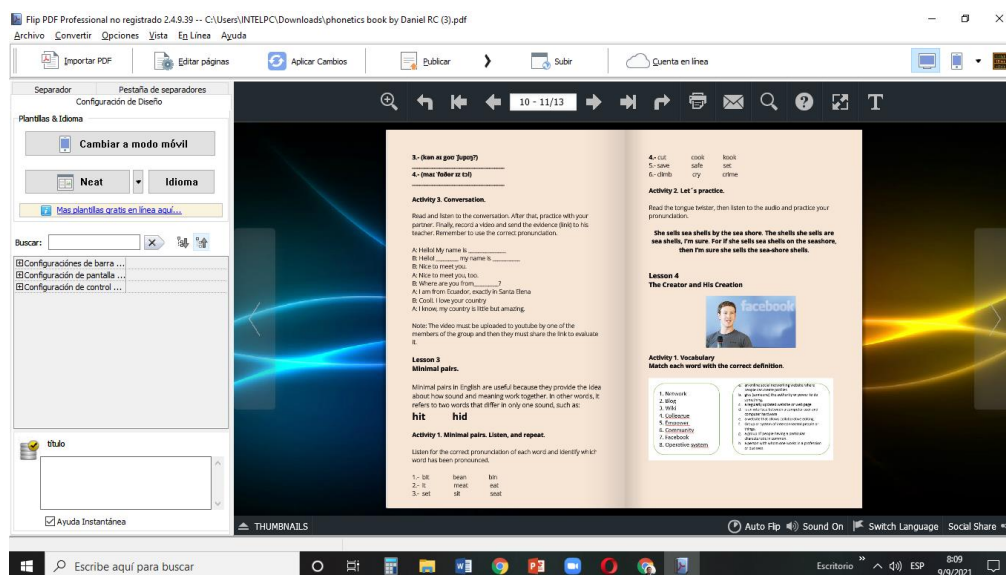
4.2.6.4.8 Lesson 3 – Activity 1

Lesson 3. Minimal Pairs

General objective: To learn about minimal pairs through some examples and exercises

Methodology: Communicative approach (Listen and identify the best option)

Activity: Listening minimal pairs



Lesson 3
Minimal pairs.

Minimal pairs in English are useful because they provide the idea about how sound and meaning work together. In other words, it refers to two words that differ in only one sound, such as:

hit hid

Activity 1. Minimal pairs. Listen, and repeat.

Listen for the correct pronunciation of each word and identify which word has been pronounced.

1.- bit bean bin
 2.- it meat eat
 3.- set sit seat

Development:

Communicative competence

In this activity, the teacher will explain about minimal pairs using some examples that will help them understand what they are and how they work.

Then the work to be developed by the students who will have to listen to the pronunciation of each word and repeat it, then they will have to identify and select the word that has been heard from the options given.

4.2.6.4.9 Lesson 3 – Activity 2

Lesson 3. Minimal Pairs

General objective: To learn about minimal pairs through some examples and exercises

Methodology: Communicative approach (Repetition)

Activity: Listening

Activity 2. Let´s practice.

Read the tongue twister, then listen to the audio and practice your pronunciation.

She sells sea shells by the sea shore. The shells she sells are sea shells, I'm sure. For if she sells sea shells on the seashore, then I'm sure she sells the sea-shore shells.

Development:

Communicative competence

The teacher will show a tongue twister with a little complex using "sh" and "s", the students should practice it for 10 minutes. Finally, the teacher will separate the students into small groups where they will evaluate the performance of the students with the tongue twister.

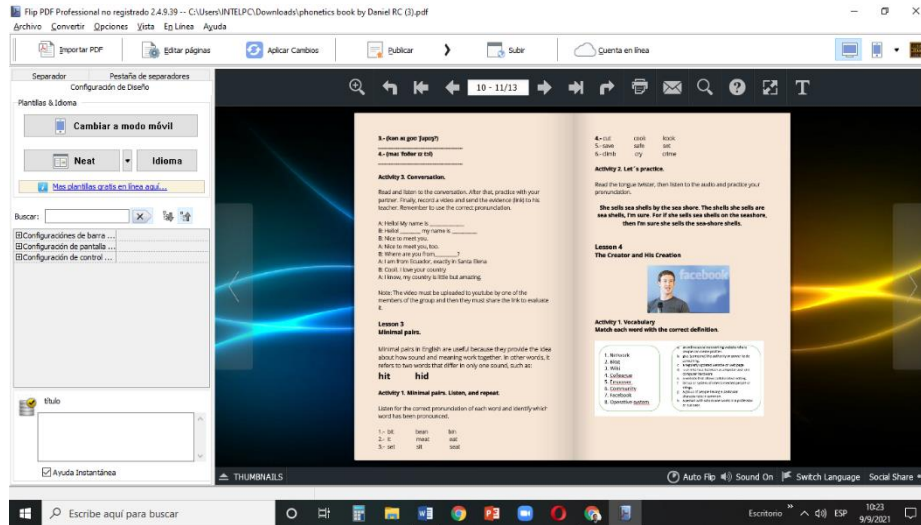
4.2.6.4.10 Lesson 4 – Activity 1

Lesson 4. The creator and his creation.

General objective: To use the vocabulary about creator and his creations.

Methodology: Communicative approach (Meaning is paramount)

Activity: Meaning is paramount



Activity 1. Vocabulary
Match each word with the correct definition.

<ol style="list-style-type: none"> 1. Network 2. Blog 3. Wiki 4. Colleague 5. Empower 6. Community 7. Facebook 8. Operative system 	<ol style="list-style-type: none"> a. an online social networking website where people can create profiles b. give (someone) the authority or power to do something. c. a regularly updated website or web page d. is an interface between a computer user and computer hardware e. a website that allows collaborative editing. f. Group or system of interconnected people or things. g. a group of people having a particular characteristic in common. h. a person with whom one works in a profession or business.
--	---

Development:

Meaning is paramount.

Using the vocabulary from the student book, the teacher implements this activity which focuses on developing the previous student's knowledge because this vocabulary has been introduced in their English classes. So, the students know the terms but not the correct definition. This activity is a great opportunity to explore the previous knowledge and use phonetics with these words.

4.2.6.4.11 Lesson 4 – Activity 2

Lesson 4. The creator and his creation.

General objective: To understand the paragraph by completing the sentences.

Methodology: Communicative approach (Reading comprehension)

Activity: Reading

Activity 2. Listen and complete the following paragraph by using the words of activity 1.

Thumbs up or down.

Currently, there are many social (1)_____, that allows people to interact anywhere and anytime. The most popular network is (2)_____. It was created by Mark Zuckerberg and his (3)_____, who developed a huge (4)_____ that connect a lot of people around the world. There are some particular differences between Facebook and others sites on the web. For example, (5)_____ offers total control and authority over the content, also blog has more creativity compared to Facebook posts.

Development:

Reading.

This activity implies students can read the information about a specific topic. In order to start the activity, it is recommended to the teachers make feedback with information from the student books.

Then, the students upgrade their knowledge and they will understand the simple instruction.

First, they listen to the audio, after that, they must complete the information with some words from activity one. Listening is essential in this activity.

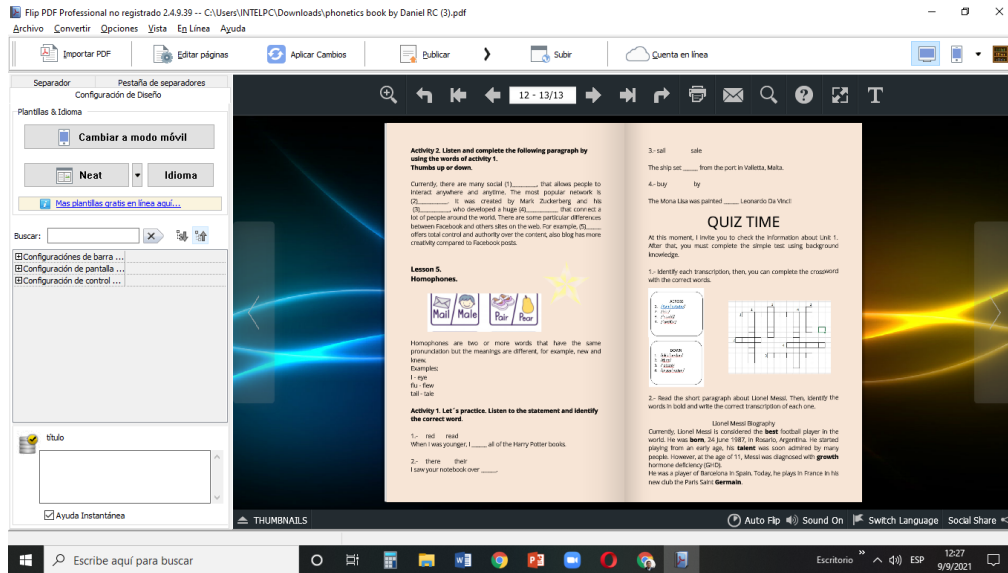
4.2.6.4.12 Lesson 5 – Activity 1

Lesson 5. Homophones

General objective: To know about homophones with some simple examples.

Methodology: Communicative approach (Remembering)

Activity:



Lesson 5. Homophones.

Homophones are two or more words that have the same pronunciation but the meanings are different, for example, new and knew.

Examples:

- l - eye
- flu - flew
- tail - tale

Development:

The last activity focus on developing the use of homophones with some examples and exercise. The teacher introduces the topic with a simple definition and examples The students pay attention and participate in whole process. The activity will be guided by teacher who plays an audio with the complete sentences applying the correct pronunciation. Then, the students will identify what word is correct.

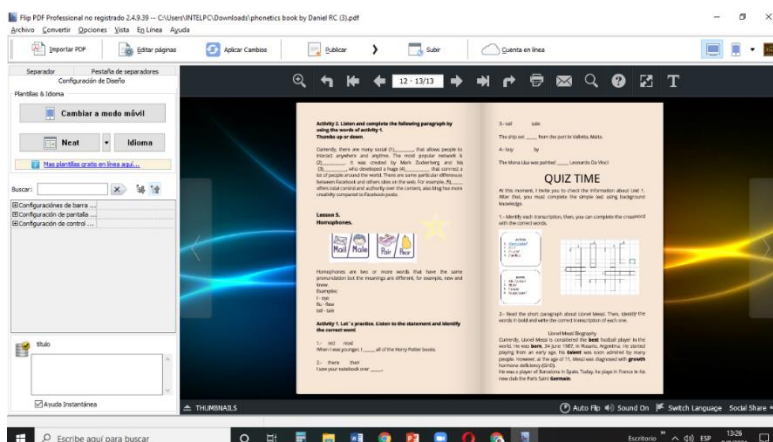
4.2.6.4.13 Quiz time. Unit 1

Lesson 5. Quiz time

General objective: To evaluate the unit with simple test.

Methodology: Formative Evaluation

Activity: Quiz



QUIZ TIME

At this moment, I invite you to check the information about Unit 1. After that, you must complete the simple test using background knowledge.

1.- Identify each transcription, then, you can complete the crossword with the correct words.

ACROSS

1. /kəm'pəʊtəz/
2. /hɪz/
3. /'stɑ:ld/
4. /'netʃə/

DOWN

1. /ə'ki: 'reɪʃən/
2. /i:z/
3. /'bɪsbɔ:l/
4. /'mʌspə 'reɪʃən/

Development:

Quiz:

This evaluation will be formative because the teacher needs to know if the students have assimilated the knowledge. The use of phonetics is important but if necessary measure the student's level. The next units will have a summative evaluation.

CONCLUSIONS

- Once the research is done, it has been concluded that having a good pronunciation is a skill that every English student needs to develop in order to convey ideas, feelings or any information in a clear way.
- Previous research and theories helped the researcher to understand the problem at the same time, reinforce the importance of the use of phonetics as a tool to improve the pronunciation of the English language is strengthened in first year students of the Unidad Educativa Peninsula de Santa Elena.
- The data obtained by survey reveal the desire of students to improve pronunciation, as well as reinforce previous knowledge with a different proposal that they do not know but that some authors mention as a great tool to enhance the learning of the English language.
- At the end of the investigation, an alternative solution is proposed that consists of a didactic phonetic guide. This guide was developed to contribute to the learning of the English language, serving as a useful tool to improve pronunciation through phonetics.

RECOMMENDATIONS

- Communicative activities to develop good pronunciation should be implemented according to the English level of students because it is necessary to improve their self-confidence.
- Some author recommended the use of activities such as, tongue twisters, conversations and memorization especially applying the knowledge of phonetics to generate meaningful learning in students.
- The didactic resources allow to improve the learning even more that of a foreign language. For learning to be meaningful, it is necessary to use the appropriate sounds for each letter and word. For this reason it is necessary to teach the students the I.P.A system.
- It is recommended to use the audios of each activity from Phonetics guide, the audios are the ones that students use in their learning book or student book. So, the students assimilate the learning in a better way. Also, it is recommended to use the guide at least twice a week, where the content should be applied and strengthened with practice through extra material, to ensure that students learn phonetics and progressively improve their pronunciation.

BIBLIOGRAPHY

- Alizah. (2019). *How the International Phonetic Alphabet Can Improve Your Pronunciation*. <https://www.mosalingua.com/en/international-phonetic-alphabet-pronunciation/>
- Aspden, M. (2017) *Phonetics, Related to Listening and Reading Skills*, the Reading Teacher, Vol. 14, No. 2, (p.112-114), International Literacy Association. Retrieved from: <http://www.jstor.org/stable/20197339>
- Barrera, I. (2009) *La Importancia de Enseñar Fonética en el Aula de Inglés*, Innovación y experiencias educativas, Vol. 46, No. 23, (p. 2-8). Andalucía, Granada Scifrevista, Retrieved from: https://archivos.csif.es/archivos/andalucia/ensenanza/revistas/csicsif/revista/pdf/Numero_23/ISABEL_BARRERA_BENITEZ02.pdf
- Britannica, T. Editors of Encyclopaedia (2020, May 18). International Phonetic Alphabet. Encyclopedia Britannica. <https://www.britannica.com/topic/International-Phonetic-Alphabet>
- Bronstein, A. (2017) *The Pronunciation of American English: An Introduction to Phonetics*. (p. 35/40), England, Forgotten Books.
- Caroline Williams. (2007). *What is phonetics?* <https://www.baap.ac.uk/phonetics.html>
- Chomsky, N. (2007). Of Minds and Language. *Biolinguistics*, 1(June 2006), 9–27. <http://biolinguistics.eu/index.php/biolinguistics/article/viewArticle/19>
- Crespo Argudo, M. del C., & Palaguachi Tenecela, M. C. (2020). *Educación con Tecnología en una Pandemia: Breve Análisis*. Scientific Magazine, 5(17), 292-310. <https://doi.org/10.29394/Scientific.issn.2542-2987.2020.5.17.16.292-310Signature>
- Cronquist, K., & Fiszbein, A. (2017). English Language Learning in Latin America. *The Dialogue; Leadership for the Americas*, September, 1–81.

[http://repositorio.minedu.gob.pe/bitstream/handle/MINEDU/5911/English Language Learning in Latin America.pdf?sequence=1&isAllowed=y](http://repositorio.minedu.gob.pe/bitstream/handle/MINEDU/5911/English%20Language%20Learning%20in%20Latin%20America.pdf?sequence=1&isAllowed=y)

Hoque, M. (2020). *Phonetics , Branches of Phonetics*. June.

[https://www.researchgate.net/publication/342546986 PhoneticsBranches of Phonetics](https://www.researchgate.net/publication/342546986_PhoneticsBranches_of_Phonetics)

Ingemann, F. (1997). Review of the book *A dictionary of phonetics and phonology*, by R. L. Trask]. *Language* 73(4), 904. [doi:10.1353/lan.1997.0008](https://doi.org/10.1353/lan.1997.0008).

J, D. O. (1918). Better English Pronunaciation. In *Journal of Education* (Vol. 87, Issue 3). Cambridge University Press. <https://doi.org/10.1177/002205741808700318>

Jaya Goswami. (2010). *The Impact of Instruction in Phonetic and Phonemic Distinctions in Sounds on the Pronunciation of Spanish-speaking ESL Learners Need for Accurate Pronunciation Skills in the Second Language*. 34(1), 29–39.

<http://www.mextesol.net/journal/public/files/952ad9cf70b576fd7e1f0284e3ec0057.pdf>

Jiménez, Flavio - Peñaloza, A. (2011). *The Use of Didactic Resources Applied in the Communicative Approach, in Teaching Learning process of English Language*. 266.

[https://dspace.unl.edu.ec/jspui/bitstream/123456789/2896/1/JIMENEZ FLAVIO - PEÑALOZA ADRIANA.pdf](https://dspace.unl.edu.ec/jspui/bitstream/123456789/2896/1/JIMENEZ%20FLAVIO%20-%20PEÑALOZA%20ADRIANA.pdf)

Li & Ranieri (2010), *Are “Digital Natives” Really Digital Competent?*, *British Journal of educational Technology*, Vol. 41/6, (p.1029-1035)

Manca & Meluzzi (2020) *Strengthening online learning when schools are closed: the role of families and teachers in supporting students during the COVID-19 crisis*, Browse OECD contributions, Retrieved from: <https://www.oecd.org/coronavirus/policy-responses/strengthening-online-learning-when-schools-are-closed-the-role-of-families-and-teachers-in-supporting-students-during-the-covid-19-crisis-c4ecba6c/#blocknotes-d7e1309>

McLellan, C. (2019). *6 tips for improving your English pronunciation*.

<https://www.britishcouncil.pt/en/blog/6-tips-improve-your-english-pronunciation>

Meyer, M. A. (2007). *Didactics, sense making, and educational experience*. European Educational Research Journal, 6(2), 161–173. <https://doi.org/10.2304/eerj.2007.6.2.161>

Ministerio de educación. (2014). *Acuerdo Ministerial 0052-14* (p. 4). Edición
Electrónica <https://educacion.gob.ec/wp-content/uploads/downloads/2014/03/ACUERDO-052-14.pdf>

Peterson et al (2018), *Understanding Innovative pedagogies: Key themes to analyze new approaches to teaching and learning*. OECD Educational Working Papers, No. 172, (p. 117-120)

DOI: h

APPENDIX



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

Interview directed to English teacher.

TOPIC: DIDACTIC RESOURCES FOR ENHANCING PHONETICS ON FIRST YEAR STUDENTS AT UNIDAD EDUCATIVA PENÍNSULA DE SANTA ELENA. LA LIBERTAD CITY, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022

QUESTIONS:

1: What is your opinion about the use of phonetics in education system?

2: How often do you use phonetics in your English Classes?

3: In your opinion, what strategies could contribute students to progress the speaking skills?

4: In your opinion, what is the importance of using technologies (ICT) in the teaching-learning process?

5: Do you think that IPA system could enhance the English skills in your students? Why?

6: Do you consider that your students have a good pronunciation?



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER
SURVEY TO STUDENTS.

TOPIC: DIDACTIC RESOURCES FOR ENHANCING PHONETICS ON FIRST YEAR STUDENTS AT UNIDAD EDUCATIVA PENÍNSULA DE SANTA ELENA. LA LIBERTAD CITY, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022

1. - What English level do you have?

- A1
- A2
- B1

2. - Do you like to communicate using the English language with other people?

- Yes
- No

3. - How confident do you feel when speaking in English?

- Very confident
- Confident
- Little confident

4. - How often do you practice English?

- Always
- Sometime
- Rarely
- Never

5. - Why do you think English is important for you?

6. - Do you practice English with your English Teacher?

Yes

No

7. - What didactic activities does the teacher use?

Videos

Songs

Books

Audios

8: Do you have any idea about Phonetics?

Yes

No

“Phonetics is the science or study of speech sounds and their production, transmission, and reception, and their analysis”

9. - Would you like to improve your pronunciation through the use of Phonetics?

Yes

No

10 Would you like a Phonetics guide with some simple and enjoyable activities that will help in your pronunciation?

Yes

No



REFERENCIA: PINE-038-2021-TT

DE: Ing. Tatiana García Villao, MSc.
DIRECTORA DE CARRERA

PARA: Daniel Rodríguez Carló ESTUDIANTE DE
CARRERA PINE

ASUNTO: Aprobación de Anteproyecto de UCI

FECHA: 25 de agosto del 2021

Por medio de la presente comunico a usted que mediante Resolución de Consejo Académico RCF-SO-FCEI-014-2021, fue aprobado su solicitud de cambio de tutor para su tema de Tesis denominado "Didactic Resources for Enhancing Phonetics on First Year Students at Unidad Educativa Península de Santa Elena La Libertad city, Province of Santa Elena, school year 2021-2022", siendo designado la Docente Tatiana Gracia Villao.

Atentamente,

Firmado electrónicamente por:

ROSA TATIANAGARCIA

Ing. Tatiana García Villao, MSc.

**Directora Carrera Pedagogía de los Idiomas
Nacionales y Extranjeros**

c/c Archivo



Somos lo que el mundo necesita

MEMORANDO



REFERENCIA: PINE-029-2021-TT

DE: Lic. Sara González Reyes, MSc.
DIRECTORA DE CARRERA

PARA: Daniel Fernando Rodríguez Carló
ESTUDIANTE DE CARRERA PINE

ASUNTO: Aprobación de Anteproyecto de UCI

FECHA: 30 de junio del 2021

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-011-2021, Sesión ordinaria del 24 de junio de 2021, fue aprobado el Tema de su Trabajo de Titulación: "Didactic Resources for Enhancing Phonetics on First Year Students at Unidad Educativa Península de Santa Elena. La Libertad city, Province of Santa Elena, school year 2021-2022.", con la guía del docente tutor:

APELLIDOS	NOMBRES	CORREO	TELÉFONO
Caamaño López	Sandra Elizabeth	scaamano@upse.edu. ec	099 079 4148

Ante lo expuesto, debe contactarse con el docente con el fin de realizar las tutorías respectivas y registrarlas en el Formato de Registro de Asistencia a Tutorías.



En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto.

Atentamente,

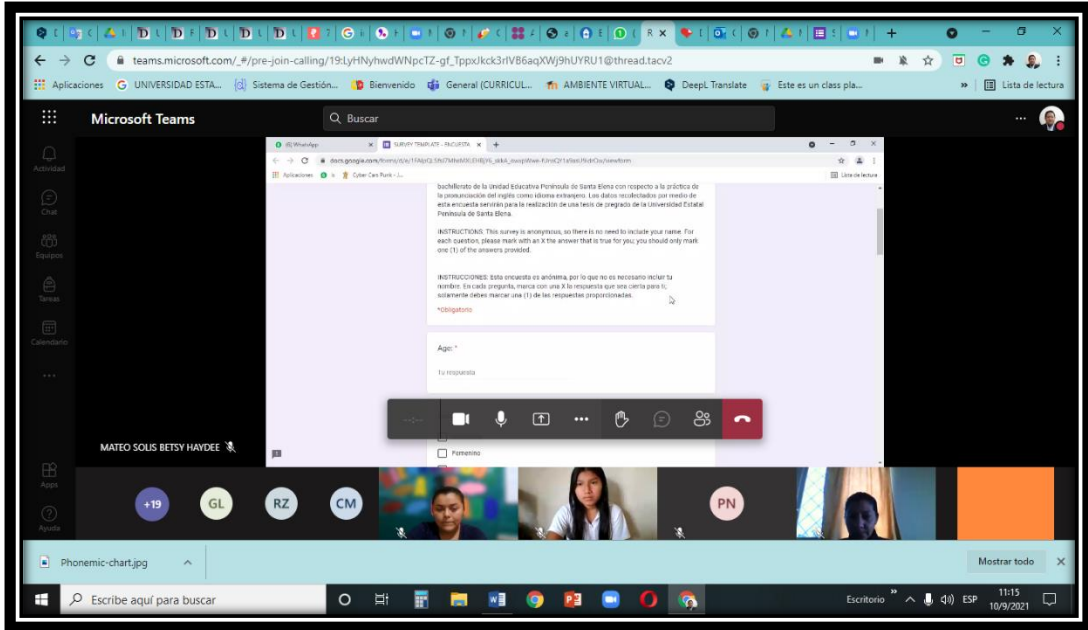
Lic. Sara González Reyes, MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

c/c Archivo/RRS

Somos lo que el mundo necesita

PICTURES

Figure 1 Screenshots of the interview conducted with the students of the first bachelor



La

Libertad, September 13th, 2021

Figure 2 Interview to English Teacher of Unidad Educativa "Península de Santa Elena" Lcda. Betsy Mateo Solis





ANTI-PLAGIARISM REPORT

In my role as Adviser of the research paper entitled “DIDACTIC RESOURCES FOR ENHANCING PHONETICS ON FIRST YEAR STUDENTS AT UNIDAD EDUCATIVA PENÍNSULA DE SANTA ELENA, LA LIBERTAD CITY, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022” prepared by DANIEL FERNANDO RODRIGUEZ CARLÓ undergraduate student of PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having analyzed in the URKUND anti-plagiarism system, and after having fulfilled the required assessment requirements, this executed project finds 4% of the permitted assessment, therefore this report is issued.

ING. TATIANA GARCÍA VILLOO MSc.

ADVISOR

The screenshot shows the URKUND interface with the following details:

- Original logo and navigation icons (Help, Subir documento, etc.)
- Dirección de análisis: rgarcia.upse@analysis.orkund.com
- File explorer showing a folder named 'rgarcia.upse@analysis.orkund.com (34)'
- Table of analysis results:

Icon	Similarity	File Name	Author	Size	Words	Analyst	Date
4%	4%	D112520943 CHAPTER I,II,IV URKUND DANIEL RODRIGUEZ.d...	TESIS DANIEL RODRIGUEZ	5 MB	6366 palabra(s)	GARCÍA VILLOAO ROSA TATIANA	13/09/2021

Chart 16 Schedule

ACTIVITIES \ MONTHS		JUNE				JULY				AUGUST				SEPTEMBER			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	DEVELOPMENT OF PROPOSAL PROJECT WORK		X	X													
2	DELIVERY OF PROPOSAL OF PROPOSAL PROJECT WORK				X												
3	DEVELOPMENT AND DELIVERY OF CHAPTER I					X											
4	DEVELOPMENT CHAPTER II						X										
5	DEVELOPMENT AND DELIVERY OF CHAPTER II						X										
6	DEVELOPMENT CHAPTER III							X									
7	DEVELOPMENT AND DELIVERY OF CHAPTER III							X									
8	DEVELOPMENT CHAPTER IV								X	X							
9	DEVELOPMENT AND DELIVERY OF CHAPTER IV										X	X					
10	DEVELOPMENT OF PRELIMINARY PAGES, ABSTRACT, INTRODUCTION, ETC.												X				
11	DELIVERY OF FINAL PROJECT.													X			
12	MEMBERS' COURT DISTRIBUTION														X		
13	PROJECT DEFENSE															X	
14	GRADUATION																X

