



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“DIDACTIC MATERIAL TO ENHANCE ENGLISH  
PRONUNCIATION SKILL FOR FIRST  
BACCALAUREATE “A” STUDENTS AT UNIDAD  
EDUCATIVA SANTA ELENA.”,  
SCHOOL YEAR 2021-2022”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

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

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La Libertad, February 2nd, 2022

### **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper and title “ **DIDACTIC MATERIAL TO ENHANCE ENGLISH PRONUNCIATION SKILL FOR FIRST BACCALAUREATE “A” STUDENTS AT UNIDAD EDUCATIVA SANTA ELENA** ” prepared by Jean Emanuel Campuzano Sánchez, an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

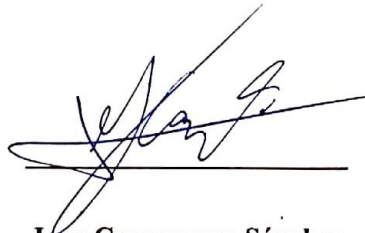
**Sincerely,**

  
.....  
**Andrés Alberto Rodríguez Caamaño**  
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La Libertad, February 02, 2022

### **STATEMENT OF AUTHORSHIP**

I, Jean Campuzano Sánchez with ID number #0928239730, undergraduate student from Universidad Estatal Península de Santa Elena, at School of Educational Sciences and Languages, as a prerequisite to obtain a Bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the research paper "DIDACTIC MATERIAL TO ENHANCE ENGLISH PRONUNCIATION SKILL FOR FIRST BACCALAUREATE "A" STUDENTS AT UNIDAD EDUCATIVA SANTA ELENA." certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

A handwritten signature in black ink, appearing to read 'Jean Campuzano Sánchez', is written over a solid horizontal line. The signature is stylized and cursive.

**Jean Campuzano Sánchez**

ID: 0928239730

## ACKNOWLEDGMENT

I would like to express my gratitude to God for the strength that he has given me, for supplying me with knowledge, and for directing me in the correct route and specially to my mother and her husband, who have been very patient with me during this protracted process.

Thanks to everyone who has stood by my side throughout the entire academic process that I have experienced over the course of these four years, especially my circle of friends who have been there for me since the first semester and have encouraged me and guided me when I felt like I was on my own in the midst of it all. Despite the fact that life may separate us and take us in different paths.

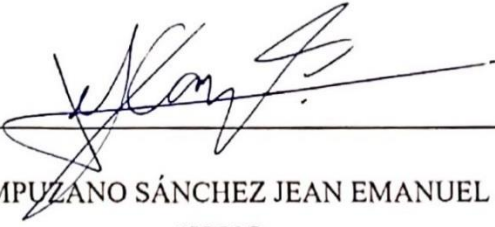
I would like to thank to teachers who were guiding and supporting me through this process. MSc. Eliana León, MSc. Italo Carabajo, MSc. Sara González, MSc. Elena Niola and MSc. Andrés Caamaño.

Finally, but not less important I would like to say thank to the person who accompanied me through those long nights, who knew how to make me smile, and who changed my mind when I was close to pulle the rug

This project is devoted to each and every one of you. I will always keep you at the forefront of my thoughts.

**DECLARACIÓN**

EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACIÓN ES MI RESPONSABILIDAD, LA PROPIEDAD INTELECTUAL PERTENECE A LA UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA.




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CAMPUZANO SÁNCHEZ JEAN EMANUEL  
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**DECLARATION**

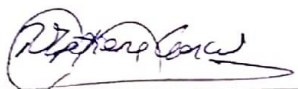
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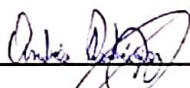
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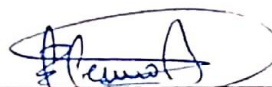
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## **DEDICATION**

I would like to dedicate this work to the only woman who has ever loved me from the moment I entered this world, my mother, who has given everything for her sons and daughters and has always been an inspiration to me.

With love

Jean

## **ABSTRACT**

For this project to be made viable, the primary goal must be to enhance the English pronunciation skills of first-year baccalaureate "A" students at Unidad Educativa "SANTA ELENA," who were the subjects of this study. The purpose of designing this Didactic Guide is to encourage the practice of pronunciation skills that are based on the usage of phonemes in the practice setting.

An individualized tool was used in order to accomplish this goal throughout this research. It was feasible to establish, using the quantitative technique and questionnaires administered to the students, that the students had a deficiency in pronunciation skills yet expressed an interest in improving their pronunciation skills. It was feasible to create a Didactic Guide for the first baccalaureate "A" after gathering all the necessary information. With all this material in hand, a proposal was created to meet the demands of the students.

This guide will prove to be a very beneficial tool for the students since it is based on a practice-based strategy that has the potential to have a positive influence on each and every one of them throughout the growth of each activity while they are practicing.

**KEY WORDS:** Pronunciation, English language, didactic guide, education.



## **RESUMEN**

Para que este proyecto sea viable, el objetivo principal debe ser mejorar las habilidades de pronunciación en inglés de los estudiantes de primer año de bachillerato "A" de la Unidad Educativa "SANTA ELENA", quienes fueron los sujetos de este estudio. El propósito de diseñar esta Guía Didáctica es fomentar la práctica de las habilidades de pronunciación que se basan en el uso de los fonemas en el escenario de la práctica.

Para lograr este objetivo se utilizó una herramienta individualizada a lo largo de esta investigación. Fue posible establecer, utilizando la técnica cuantitativa y los cuestionarios administrados a los estudiantes, que éstos tenían una deficiencia en las habilidades de pronunciación y, sin embargo, expresaron su interés en mejorar sus habilidades de pronunciación. Fue factible crear una Guía Didáctica para el primer bachillerato "A" después de reunir toda la información necesaria. Con todo este material en la mano, se creó una propuesta para satisfacer las demandas de los alumnos.

Esta guía resultará ser una herramienta muy beneficiosa para los alumnos ya que se basa en una estrategia basada en la práctica que tiene el potencial de influir positivamente en todos y cada uno de ellos a lo largo del crecimiento de cada actividad mientras practican.

**PALABRAS CLAVES:** Pronunciación, lenguaje inglés, guía didáctica, educación.

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## INTRODUCTION

Currently, with the pass of the time the use of English language has been evolving becoming it in an essential need for people who wants to grow up as professional, and not just for them, also students and people who just want to learn for social reasons. That is the reason why acquisition of a second language has become more important for those looking for new options in a variety of fields, including employment, school, travel, and even social situations. This is one of the reasons why people are interested in learning this language and have placed a higher value on developing abilities in this area.

As is generally known, the English language is spoken in the vast majority of nations throughout the globe, including the United States. This becomes the most significant and ideal means to connect with and exchange ideas with individuals from different nations, and it is the most widely used. There is a critical fact associated with the learning of this language, but not everyone acknowledges it as playing a significant part in this process, and that is the pronunciation. Some people do not place a high emphasis on this ability, which allows all of its speakers to recognize the sounds of the words and grasp what fluent English speakers are trying to say or explain in English.

The difficulty starts with the accent, which is present in every culture. There are approximately seven thousand languages spoken throughout the globe, and each one has a distinct accent, distinctive sounds, and distinct symbols, resulting in every place where English is taught acquiring a distinct pronunciation, one that is completely different from the local. An excellent illustration of what this inquiry hopes to reveal is the pronunciation accomplished in the Latin-American area by concentrating on it. The Spanish language is the native language in many countries in Latin America, which makes this issue even more visible in the region. Taking Ecuador as a case in point, the situation is the same, and it is even feasible to demonstrate what this study asserts as a result of the low level of English thinking in various educational units around the nation. The Unidad Educativa "SANTA ELENA" is not an exception to the findings of this study, which is why this high school is the site where the inquiry is being carried out in the first place.



The purpose of this study is to identify the difficulties that students have in learning accurate pronunciation, to gather a variety of activities, and to administer them to students in order to assess the many outcomes that may be produced as a consequence of the inquiry. The expectations are good because of all of the activities that students will participate in to improve this crucial talent that has been overlooked by some and disregarded by others.

## CHAPTER I

### THE PROBLEM

#### **Research Topic**

Didactic material to enhance English pronunciation skill for first baccalaureate “A” students at Unidad Educativa Santa Elena.

#### **Problem Statement**

The English language, commonly known as the lingua franca, language what is the most widely spoken in the world. Many countries use English to communicate between people from various countries to share ideas or simply to have a social conversation. There are situations when someone must develop communication, and this is when the main problem identified in this study emerges. People are unable to mimic the pronunciation of American terms because they are not accustomed to hearing them, resulting in confusion.

According to Trujillo et al. (2018), “It is necessary to have phonetic competence in order to learn a language, and it is included in this context together with orthoepic competency.”, that is, pronunciation. This same report says that the basis of learning a language involves the recognition and analysis of the significant units of the language that help in a representative way to achieve a good pronunciation; what facilitates in the student to develop the processes of the language from the different abilities of the language and a correct communicative competence.

According to Zilberman (2019), says “It is easy for children to acquire their first language, and they speak it with an accent that is specific to their location.” This means that in children, the process of learning a new language is easier than adults, which makes a great possibility to teach a new language, in this case English language, to very young learners.

According to Hancock (2018), “Pronunciation is more than just a matter of 'listening and repeating.’”. This makes mention to the difficulties that learners present when they are trying to get a proper pronunciation, but some words can make impossible this task. The difficulty with pronunciation in the English learning process is one of the most common issues that a student may have when attempting to study the language, and it may be one of the reasons why the learner

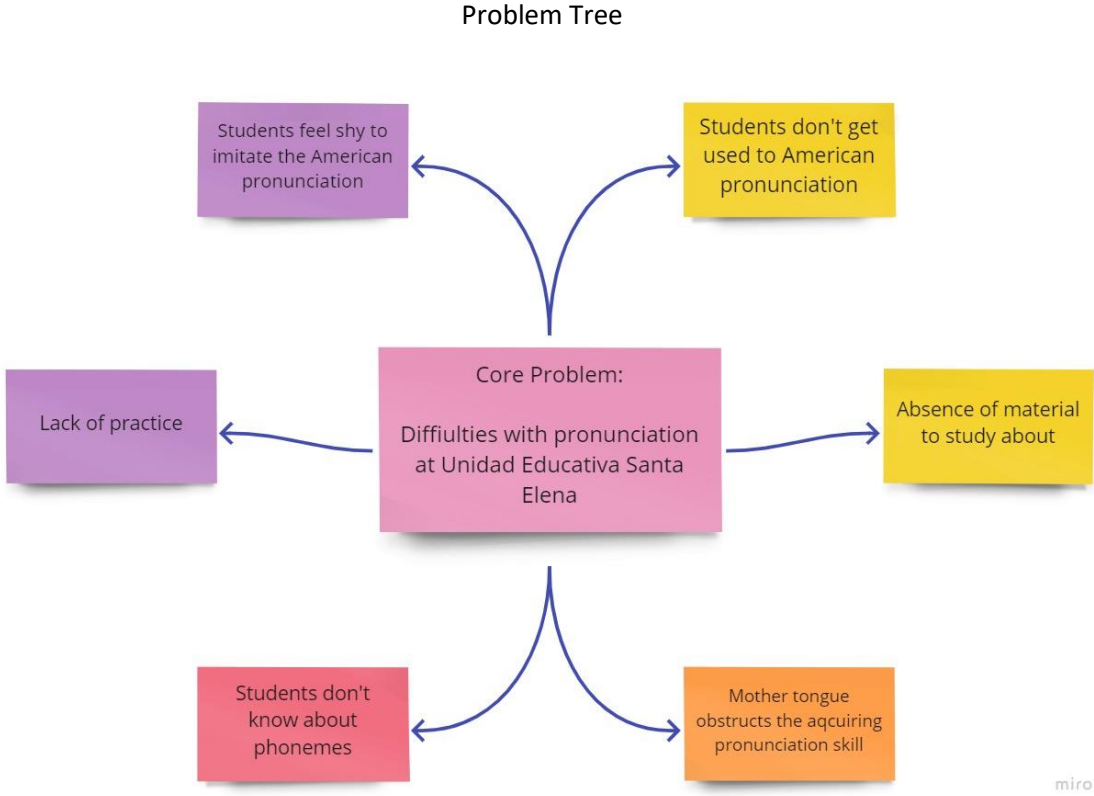
decides to abandon the process or abandon the study altogether. To put it another way, pronunciation might be a difficult issue for students to overcome.

When attempting to acquire a second language, such as English, the student may encounter difficulties with pronunciation. According to a recent study by the Washington Post, there are approximately 7,100 languages spoken in various parts of the world today, and a person learning a second language may encounter difficulties with difficult sounds of some words, letters, consonants, and vowels, due to the differences between them all. Some languages lack certain letters, such as the letter "rr" or the double "r" in Spanish, which presents a significant challenge to Americans attempting to learn the language.

It is critical to understand the students' inadequacies, what they find difficult, why they make mistakes in particular phrases, and when it is best to undertake this study in order to be able to do research. It's important to figure out how many pupils have the same pronunciation issue and how to apply the research correctly to attain good outcomes.

**Problem Tree**

**Figure 1**



## **Problem Formulation**

### **Specific Research Questions**

What types of didactic resources can be applied to develop the pronunciation skills to the first baccalaureate “A” students at “Unidad Educativa Santa Elena”?

How familiar are the first baccalaureate “A” students at “Unidad Educativa Santa Elena” with learning the English language and the pronunciation of its words to select and establish the didactic resources to use?

Why do the first baccalaureate “A” students at “Unidad Educativa Santa Elena” have some problems with the pronunciation and how the didactic guide can solve those problems?

## **Objectives**

### **General objective**

To improve the pronunciation in English learning through the design of a didactic guide based and focused on appropriate application of the Phonemes to develop their knowledge about the correct pronunciation of the words to the first baccalaureate “A” students at “Unidad Educativa Santa Elena” located in Santa Elena, Ecuador in the period 2021-2022.

### **Specific objectives**

To recognize the students' pronunciation problems at the "Unidad Educativa Santa Elena."

To examine various multimedia resources for using phonemes and to improve pronunciation skills of the first baccalaureate students.

To use all of the material collected in a didactic learning guide on phonemes to help students at the "Unidad Educativa Santa Elena" improve their pronunciation.

### **Justification**

The goal of this project is to demonstrate a significant issue that children face: pronunciation errors. There are few English teachers in the country, and even fewer who truly understand the language, which needs absolute dominance of the four English skills: reading, writing, listening, and speaking.

The pronunciation is the center of this project, which comes from the Speaking skill. This has not received the attention that it deserves. Because pronunciation is a component of both speaking and listening skills, students will be able to understand, initiate, and maintain a conversation with a native speaker. The reason for this is simple: students will be familiar with the pronunciation that they have heard from their teachers and will be able to put their skills as an English speaker to the test.

Students are studying English from teachers who have problems with pronunciation; yet this is not their fault because teachers learned English with the same issue. To remedy the problem, it may appear simple: simply bring in English native speakers, and the students will be able to adapt to proper pronunciation. However, this is not so simple; in order to do so, economic resources must be used, which is a bit challenging.

### **Delimitations**

The didactic guide and its application in the English language learning process are intended to help the first baccalaureate "A" at the "Unidad Educativa Santa Elena" in the province of Santa Elena, Ecuador, improve their pronunciation in the years 2021-2022. They are twelve students divided in seven young women and five young men.

**Field:** Education

**Area:** English language

**Aspect:** Teaching-Learning process

**Title:** Didactic material to enhance English pronunciation skill for first baccalaureate students at Unidad Educativa Santa Elena.

**Time delimitation:** 2021-2022 School year

**Spatial delimitation:** Unidad Educativa Santa Elena

**Social delimitation:** Baccalaureate

### **Limitations**

Due to the epidemic that is sweeping the globe, there are numerous barriers that hinder or prevent pupils from obtaining critical skills that every learner must possess, such as pronunciation, which is the focus of this project. The global pandemic caused by the COVID-19 virus has become a serious problem in education, as face-to-face classes, which were once the norm, have had to be abandoned in favor of virtual education in order to protect the safety and health of the young apprentices. This has proven to be a turning point, as it is now impossible to determine whether students are truly learning or simply passing subjects without understanding.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### **Background**

This research responds to an approach for developing didactic materials to improve English pronunciation skills in high school students that involves the analysis of a thorough study of didactics and pedagogy in which the teacher selects the most effective strategies to develop reading skills in students, and as a result, a series of studies that support the research is gathered.

#### ***Pedagogical Basis***

In English language learning, the teacher seeks the way to teach based on the elements that guide the knowledge and that this in turn contributes to the educational formation of the person, without discarding that the foreign language has become the language of greater openness at international level; in addition, pedagogy involves the principles to generate a culture in diversity, objective with a process approach to individual work of students.

According to Ricoy & Álvarez (2016), they emphasize the internalization of the teaching practice, the understanding of the processes that students must learn, this skill shows the reality of learning and provides solid arguments for teachers to question themselves in order to rethink and strengthen the pedagogical practice, based on the educational design in the application of praxis, which separates the activities, didactic strategies, contents, pedagogical resources and especially the spatial organization of the group - classroom.

Cronquist & Fiszbein (2017) said in their research that the pedagogy element of deciphering the methodology that the teacher uses for the teaching process in education in contributing to ensure the quality of learning in basic education and the comprehensive training of all groups of the population by strengthening the processes of teaching and learning English as a second language in public schools of basic education, through the establishment of technical and pedagogical conditions. (p. 21)

According to Caicedo et al. (2018), the pedagogical strategies in English language teaching, are the skills to control the processes of knowledge acquisition, through the control of the processes when learning strategies are understood with the sole purpose of advancing with



knowledge to achieve learning, a strategy that achieves a positive impact when the student learns and strengthens their own skills.

### ***Theoretical Basis***

Teaching and learning theories that explain how the brain works in the process of teaching and learning English language specialists have demonstrated that teachers can actively influence students through psychophysiological and linguistic mechanisms, in which the theory guides the process, establishes problems, retains words, assimilates grammatical terms, and, above all, creates a link between the learning of the source language and the learning of the foreign language, among other things. While going through the process, verbal activity plays a crucial part in establishing a student's interaction with the environment and is defined by communicative circumstances including other linguistic components. For example, Fong & Street (2018) applied to research, learning is significant at an early age, according to a study conducted in Harwich Massachusetts of English language teaching. This allows in the individual the opening of cognitive patterns that will serve to strengthen learning, a process that is guided by reflection and creativity, and that allows the mind to be flexible. Learning patterns are delineated in the area of foreign language instruction by using cognitive neuroscience. This allows students to develop mental flexibility that will help them when confronted with new learning problems (Rodríguez Vargas & Sánchez González , 2018).

According to Campoverde, (2019) the theoretical foundations based on psychological models in the methodology of didactic work in research; the theory of behaviorism students develop practical theoretical activities of repetitive order to then proceed to the correction through the use of virtual platforms; on the other hand, the theory of cognitivism students develop skills and abilities through technological resources when exploring the contents by exercising the memory and the reasoning faculties. Castillo et al. (2019).

### ***Didactic materials***

The didactic resources or materials used in the teaching of foreign languages are made up of a range of aspects that interact with one another directly throughout the learning process of the students. The educational resources contribute to the didactic component of the topic by providing instructors with the assistance, materials, and techniques they need to teach the subject.

### ***System of symbols***

According to Valle (2018), in terms of foreign languages, it is a system of symbols that is fast and is the graphic representation of a meaning, figures that represent ideas that can be perceived through the senses allows to externalize or reflect a thought and emanate concepts, and in linguistics, they are also known as abstract elements that make up the alphabet, for example, the hieroglyphic writing system used by the Egyptians comprised a collection of symbolic representations. These symbols include, among other things, pictures, music, voices, words, and iconography. (p. 12).

Following on from the foregoing, a system of symbols for learning the English language refers to a method of representing the content necessary to strengthen learning, a process that is oriented toward how the student perceives the information, taking into consideration that the English language content is present in all of the activities that the student participates in, whether they are musical performances, theater performances, or the reading of a magazine.

### ***Didactic software***

Technological tools in the teaching-learning process have become the ideal material for teaching the English language; for Lastra & Toribio (2021) indicates, "Currently it is common to use expressions such as: educational software, educational programs, web pages, to refer generically to the programs that were created with the specific purpose as a didactic means, which facilitates the teaching processes" (p. 32).

### ***Didactic hardware***

A representation of educational resources is represented by the educational whiteboards that teachers and students utilize; it comprises of directing the computer while permitting the interaction of manual usage via the use of an output device. Teachers now have access to a wide range of technological resources, both in terms of hardware and software; as a result, information and communication technologies (ICTs) in the field of education have emerged as a strategic point for educators in order to develop highly creative citizens who are also committed to their learning process and have a high rate of interactivity (Villafuerte Holguín, 2019).

### ***Communication***

In modern environment, knowing how to communicate requires a set of parameters, and the teacher looks for a strategy or means of communicating with students. The possibility of a social relationship is heavily dependent on the ability to interact, both as a teacher facilitator and as students, and this interaction is the result of oral expression, which must be present in the educational task. In order to "achieve good communication in the English language, we need students who know how to express themselves fluently and clearly, with optimal pronunciation and intonation, who use verbal resources with relevance and naturalness," Cevallos & Del Pino (2019), the teacher uses a methodological strategy with the sole objective of developing the reading ability in students.

### ***English pronunciation skills***

Acquiring knowledge and skills in a second language is not always easy; therefore, the teacher of the English area has as an educational objective to determine the strategies that allow the student to grasp the contents, achieving in the educational development to be able to pronounce and speak the English language without difficulty; therefore, the development of this skill is to seek to deploy communicative educational competencies in the English area so that the student can communicate effectively in the English area.

Specifically, according to Madero (2018), "the acquisition of the English language involves significant difficulties in pupils owing to the phonological character that represents it in contrast to the phonetic character of the mother tongue, which is Spanish" (p. 10). From the above, it can be concluded that learning another language is challenging, particularly for students who are just beginning to master this skill, and that they may have difficulties in recognizing words or simply pronouncing them properly throughout the process.

### ***Linguistic skills***

A foreign language learner's skills begin with the acquisition of linguistic language, which plays an important transcendental role within the linguistic components during the teaching-learning process. These skills range from the development of phonetic-phonological skills to semantic lexical development, as well as syntactic and pragmatic skills.

### ***Morphosyntactic component***

Bayona de Silva (2021) defines the morphosyntactic component as follows: "has to do with the learning of grammar, starting with the first usage of words and progressing to their grammatical arrangement Essentially, it refers to the application of principles that are used in the production of phonemes and words " (p. 21). These interconnected elements, combined with the application of rules guided by the teacher of the foreign language subject, will allow the students to construct meaningful sentences based on the grammar and logical connectors used in writing, and then proceed to pronunciation and fluency in the target language.

### ***Lexical-Semantic***

In addition to decoding and reading comprehension, which are represented in verbal work, decoding and reading comprehension are important components of the development of reading abilities in the English language. Based on the definition provided by Villalonga et al. (2014), "lexical-semantic knowledge or vocabulary refers to the knowledge of words that are specific to a language and includes a series of aspects or subskills of lexical processing, at the very least word recognition and semantic skills" (p. 262). There are many steps in this process, starting with visual processing of information (grapheme forms), which guides and links lexical activation, through assessing the meaning of words.

Attenuation is defined as a collection of tactics that speakers use to demonstrate politeness and maintain smooth discourse management, hence reducing the dangers that conversational participants are exposed to. Using literary media as an instructional tool to strengthen knowledge for vocabulary mastery in the traditional classroom is an innovative approach that allows students to develop linguistic competencies such as speaking, writing, listening, and reading.

### ***Pragmatic component***

According to Salazar (2020), pragmatic component of language is "the way in which speakers make use of language through the expression of communicative functions, discourse organization, and presupposition in conversational and narrative context," which implies understanding the uses of language among students, in the activities present act to be able to communicate effectively in social situations. Pragmatics is a field of study that guides the communication represented by language in the educational field. It involves understanding the

uses of language among students, in the activities they present act to be able to communicate in order to understand what they express to the listener.

### ***Phonetic-phonological***

According to Moreno & Galván (2020), "The phonetic-phonological and semantic components through the pronunciation and naming of objects. While at the same time, students' motivation, creativity, and intercultural values are encouraged," (p. 7); this is reflected in the active participation of the students that ranges from the analysis of a story's context from the perspective of a character to the description of the various events in the scenarios; these elements allow the teacher to interact in the English language with conversational ability.

### ***Legal basis***

The teaching of foreign languages in the Republic of Ecuador is not mandated by the state's constitution; rather, it is a function of educational policies issued by the government, which are contemplated in articles 26 and 27 of the constitution, which state that education is a fundamental right for all people throughout their lives. (2008)

In addition, the educational regulations established in the General Regulations of the Organic Law of Intercultural Education, which regulates the recruitment of foreign language teachers expressed in Article 275 that "applicants who wish to fill a vacancy in the specialty of foreign language, must take an international standardized test that certifies that the candidate has, at the very least, the B2 level" (2017); it also organizes the training of foreign language teachers; and it organizes the training of foreign language teachers.

Additionally, the Ministry of Education participates in the process by issuing documents to educational institutions at the zonal and district levels to assess the development of students' abilities on the basis of the guidelines provided by each area in the educational field as determined by the curriculum.

### **Variables of the study**

#### ***Dependent variable***

- Didactic material for high school students in the Santa Elena educational unit".

***Independent variable***

- English pronunciation skills

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

During the school year 2021–2022, the methodological framework for the research on the increasing pronunciation skill to first baccalaureate “A” students at Unidad Educativa "SANTA ELENA" will establish how to collect, organize, and evaluate the data gathered. For the conclusions that may be derived from a study, the methodology used is critical since it influences not only what can be said about the reasons of the study, but also the elements that impact its occurrence. The fact that this research will be accurate because of the use of a structured methodology is also significant, and the information gathered will aid in the formulation of a didactic guide to enhance the pronunciation of the first baccalaureate “A” students at Unidad Educativa "SANTA ELENA".

#### **Methods**

In this research topic, one approach will be used to acquire the necessary data; the quantitative method. This will make for an extremely intriguing study. The researcher will be able to detect the many aspects that are involved in the teaching-learning process for the first baccalaureate “A” students at Unidad Educativa "SANTA ELENA" as a result of these methodologies and strategies.

#### **Quantitative method**

The most important instruments in this strategy are statistics and mathematics. Those instruments will aid in the collection of reliable information on the students' preferences while studying English, as well as their pronunciation English skill proficiency in this research. All of these resources will make it simpler for the researcher to create and prepare activities that will encourage the first baccalaureate “A” students at Unidad Educativa "SANTA ELENA" to take a

more active role in their pronunciation English skill improving throughout their time in the program.

### **Level and Type of Research**

An exploratory level will be used in this project because they will allow the researcher to describe a problem, including its causes and effects, and their results will be used to guide future research. The exploratory level of this study is intended to explore and examine the origins of the problem through the observation and analysis of the surrounding environment, as described above. The descriptive level will be used since it will characterize the population sample as well as the relationship between the variables that will be investigated. A field research design will be used in this study, and the data will be collected directly from the participants, which indicates that it will be an experimental study. Using a variety of tools to collect data, the researcher will have an extremely valuable source of information to evaluate and arrange, always with an eye on the benefit of the first baccalaureate students in mind.



## **Instrument**

### ***Survey***

The survey has evolved into a critical instrument for conducting research initiatives. A wide range of sectors and applications have shown to be beneficial as a result of the study. The pupils from Unidad Educativa "SANTA ELENA" in first baccalaureate "A" were interviewed using this approach, which was considered an essential tool in understanding their behavior preferences and opinions.

## **Population and Sample**

### ***Population***

For this study, the participants are of the first baccalaureate "A" students from the Unidad Educativa "SANTA ELENA" during the school year 2021–2022.

**Table 1**

### ***Population Details***

<b>Population Details</b>		
<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
First baccalaureate "A"	12	100%
Total	12	100%

*Note:* The table explains the population of the research, the participants are twelve students and they form the 100% of the population.

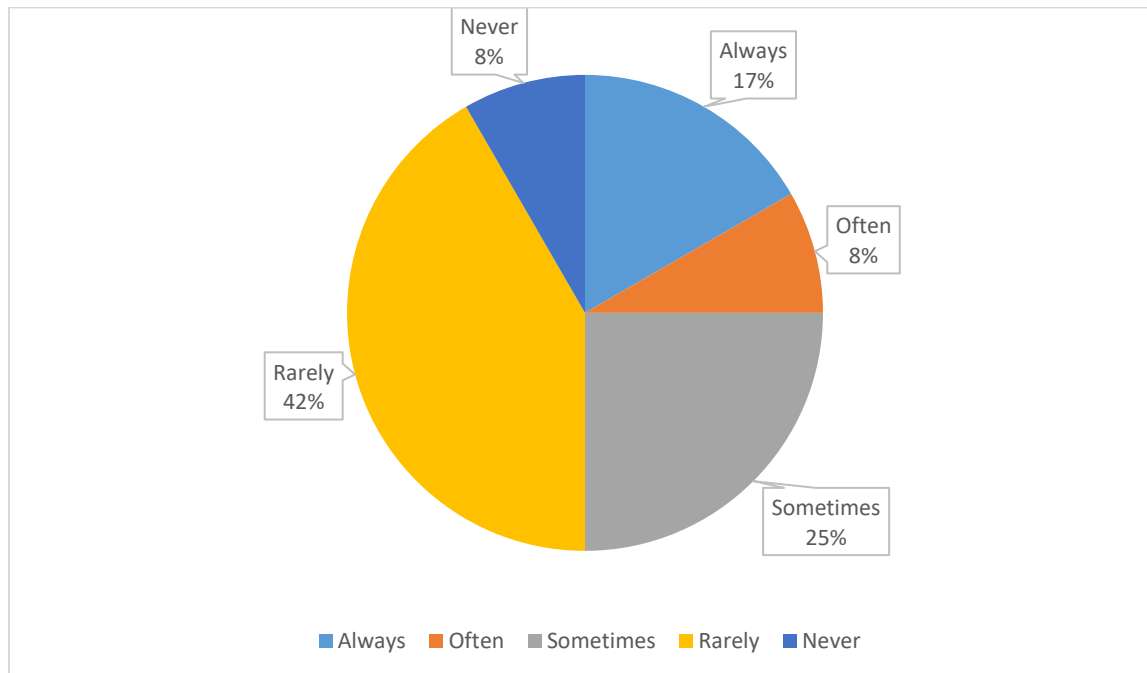
## Sample Group

During the school year 2021-2022, the sample group is comprised of the first baccalaureate "A" twelve-grade pupils from the parallel "A" class at Unidad Educativa "SANTA ELENA."

## Analysis Data

**Figure 2**

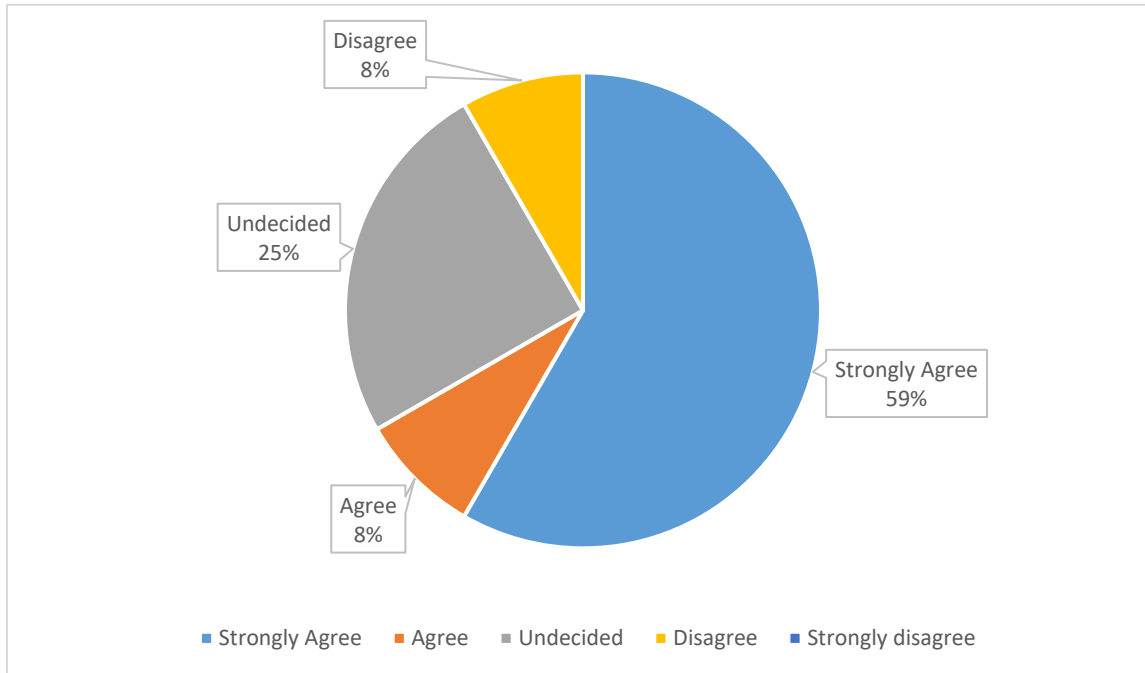
*1. How often do you use English in your daily life?*



**Note:** According to the majority of the population, first-year baccalaureate "A" students from the Unidad Educativa "SANTA ELENA," 42% said they rarely use the English language because their environment does not support them, 25% said they use the language sometimes because they do not have the opportunity, 17% of the population said they always use the English language because of their studies, and 8% often or never uses the English language because of a lack of teaching. This information confirms the notion that the country has a poor level of English proficiency, and it facilitates the potential of applying the findings of this inquiry.

**Figure 3**

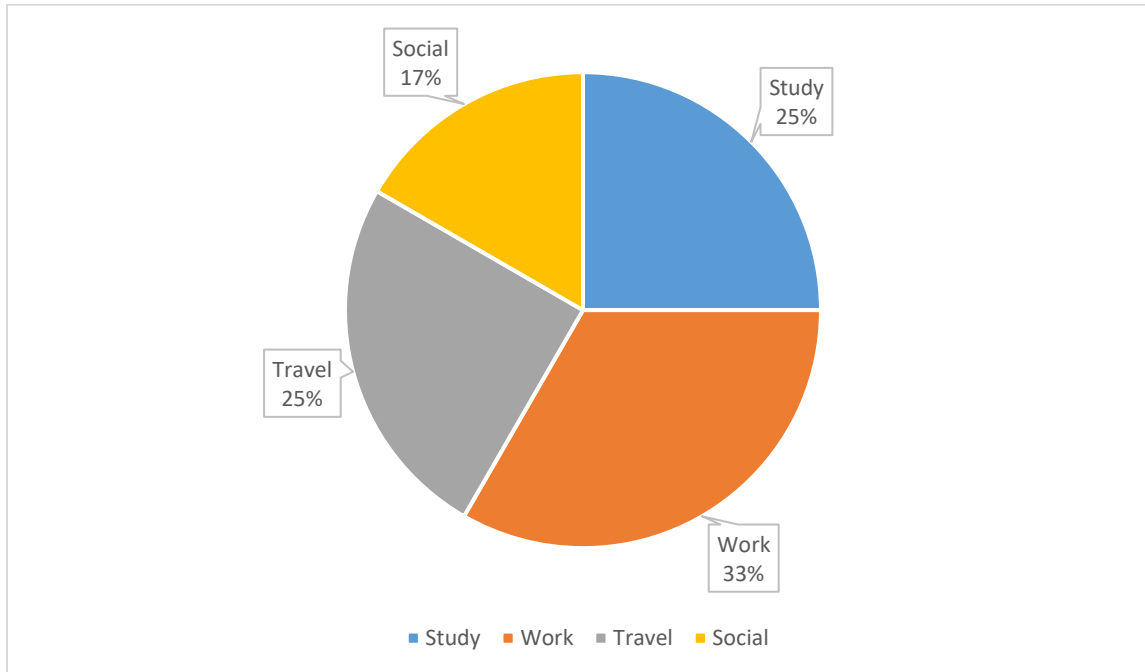
*2. Do you consider that English language learning should have more relevance in the educational units?*



**Note:** The students of the Unidad Educativa "SANTA ELENA," who are in their first year of baccalaureate "A" studies, expressed strong agreement that English language learning should have more relevance in the educational process, supporting the notion that this language is important to study. However, 25% expressed a doubt, marking the option undecided, about whether English is important or not, creating a gap between the decision to study English or not, and 8% expressed a strong disagreement. A discussion with students is required in order for them to comprehend that the English language is no longer a secondary signature.

**Figure 4**

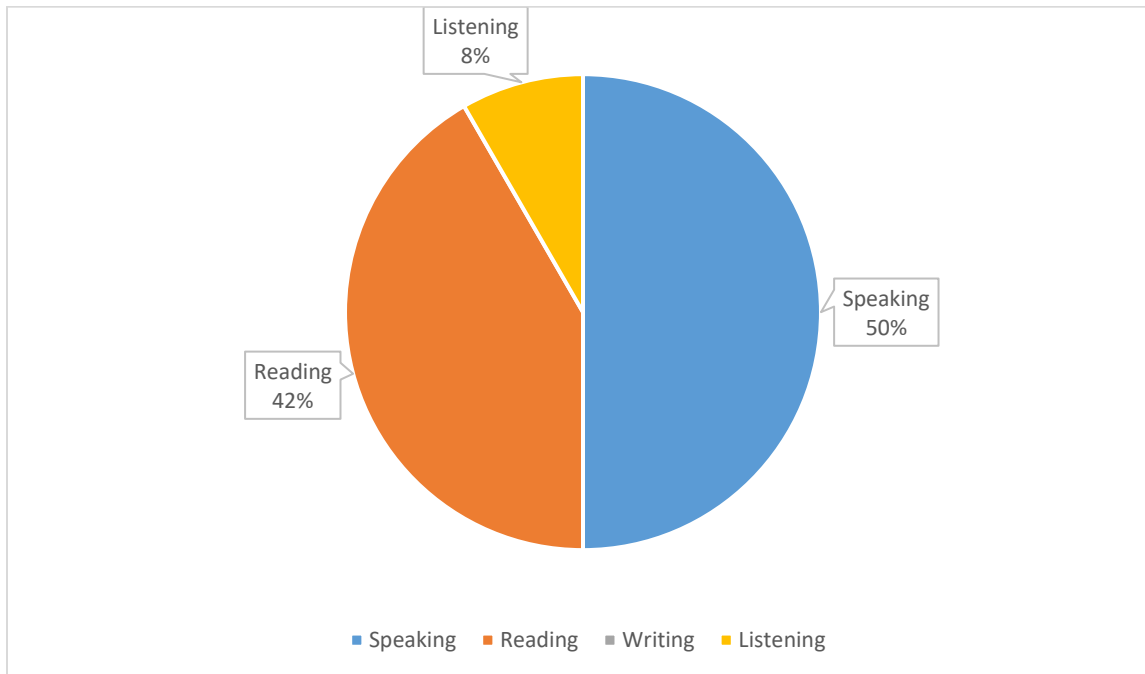
*3. If you had the opportunity to learn English, for what purpose would you do it?*



**Note:** In addition to professional purposes, the majority of students indicated that they would study English for academic purposes and travel because English is the most spoken language in the world. 25% indicated that they would study English for academic purposes and travel because English is the most spoken language in the world. This underlines the significance of English as a language that may be used for a variety of reasons.

**Figure 5**

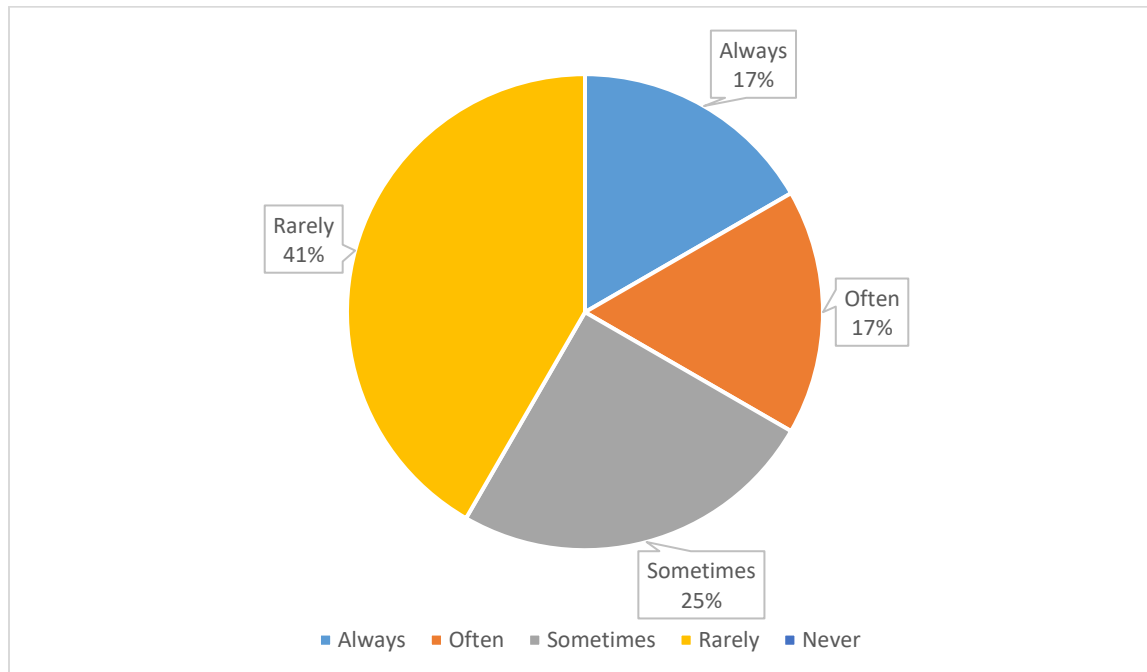
4. What do you consider to be the most important English skill?



**Note:** Among those who responded, 50% said that the most important English skill is speaking because it allows students to communicate information and ideas in a spoken manner, 42% said reading skill is important because it allows students to improve their fluency and pronunciation, and only 8% said listening skill is important because it allows students to understand what English people speakers say. This research lends weight to the notion that pupils' pronunciation should be improved.

**Figure 6**

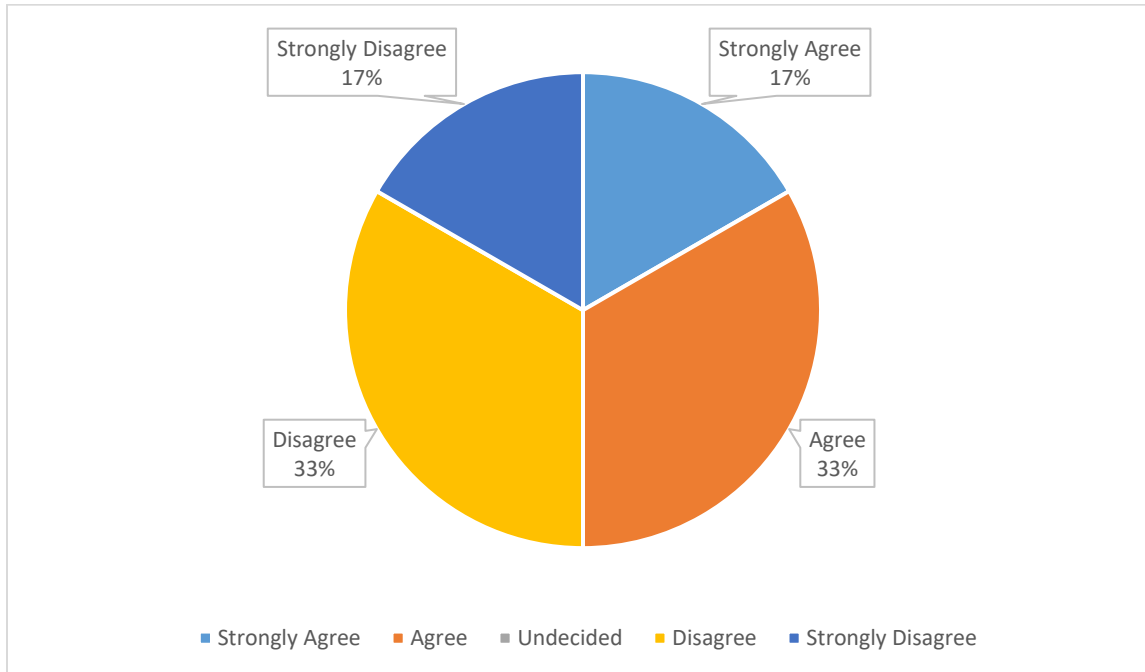
*5. Related to your answer to the previous question, how often do you practice this English skill?*



**Note:** The majority of students stated that they occasionally practice English related to the previous question; this could be caused by the environment in which they are, which could result in a lack of practice and have negative effects on their English skills; 46% of students stated that they rarely practice the skill that they consider the most important; this could be caused by the fact that, even though they consider that skill to be the most important, they are unable to practice it; 17% of students stated that they always practice the skill that they consider the most important; This demonstrates that although not all students practice the skill they perceive to be the most essential, a significant number of them do so.

**Figure 7**

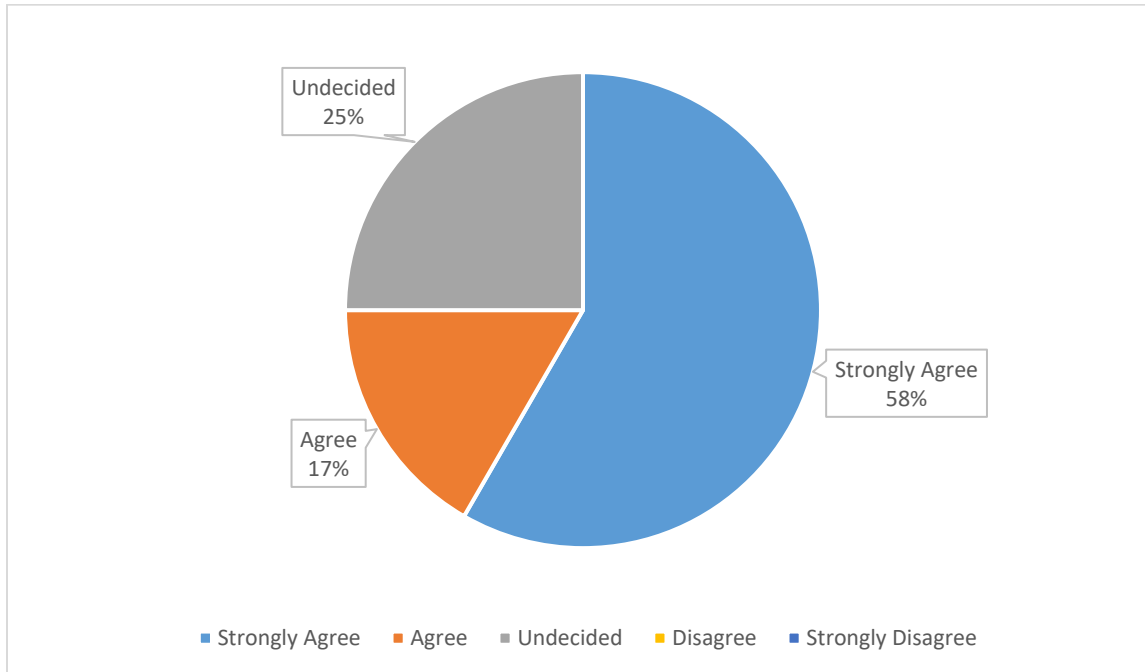
6. Do you consider that the current level of English in the country has a good pronunciation?



**Note:** Although 33% of the students agreed and disagreed with regard to the level of pronunciation in the country, this indicates that they were unaware of the situation. In addition, 17% of the students said that they strongly agreed and strongly disagreed with regard to the question, indicating that they were not accustomed to listening to proper pronunciation from native English speakers. It seems from the evidence that pupils are not concerned with the quality of pronunciation in the nation.

**Figure 8**

7. Do you think that pronunciation is a key point in learning English?

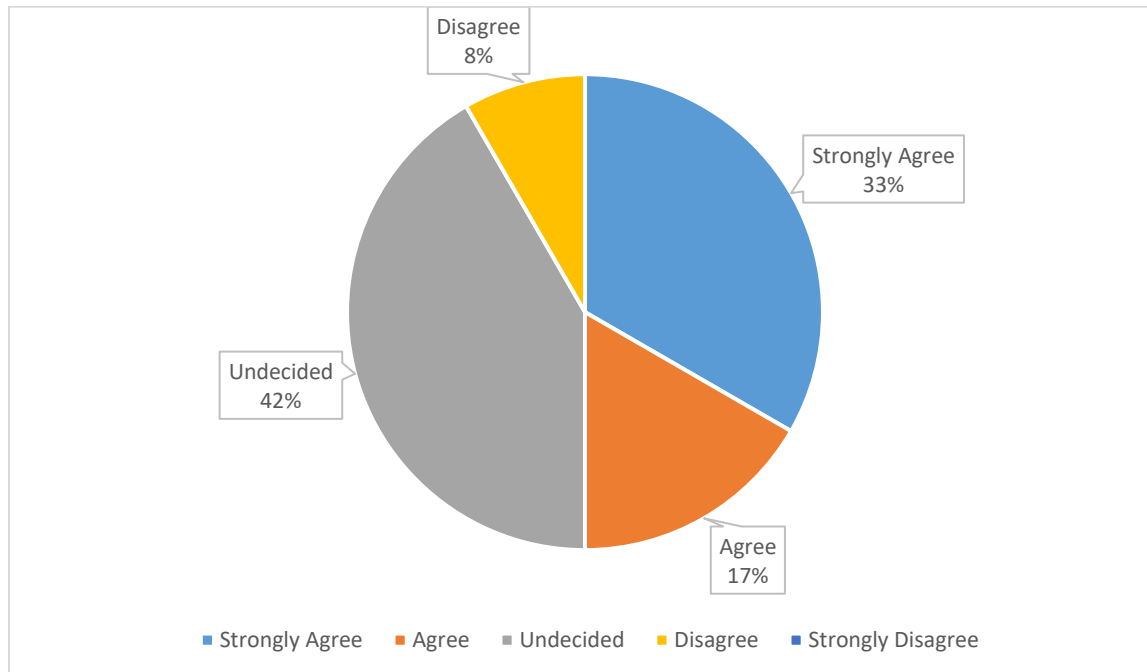


**Note:** The majority of students strongly agreed that pronunciation is an important factor in the English learning process because it allows for better communication with English native speakers and makes it easier for them to understand what they are hearing. However, 25% of students were undecided, which could be due to the fact that they do not know the difference between a proper pronunciation from English speakers and the pronunciation that students are habituate to hearing in high schools, and 17% were disagreed. This motivates students to utilize the findings of the inquiry in order to improve their spoken pronunciation.



**Figure 9**

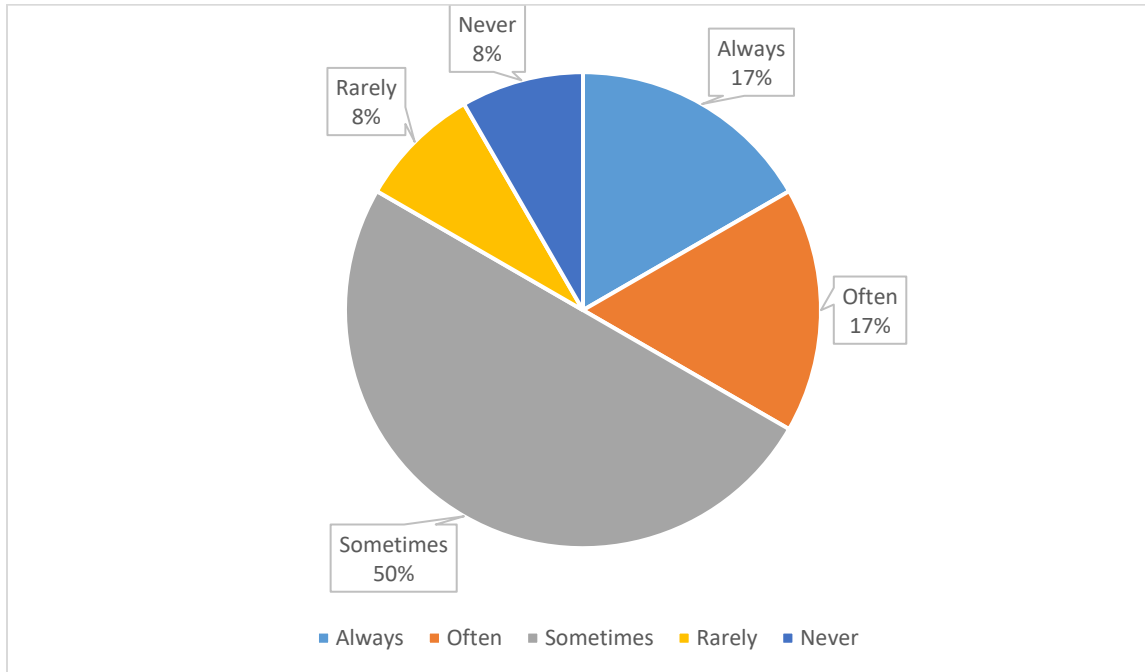
*8. How much would you agree to participate in English language research?*



**Note:** 42% of the students are undecided about participate in an English investigation because they think to learn English is difficult, 33% of the population were strongly agree to be interested about participate in the investigation showing awareness in increasing their English skills, 17% of the students did agree to be part of the investigation instead of the rest 8% were disagree. This information reveals that the majority of the population were interested in enhance their pronunciation.

**Figure 10**

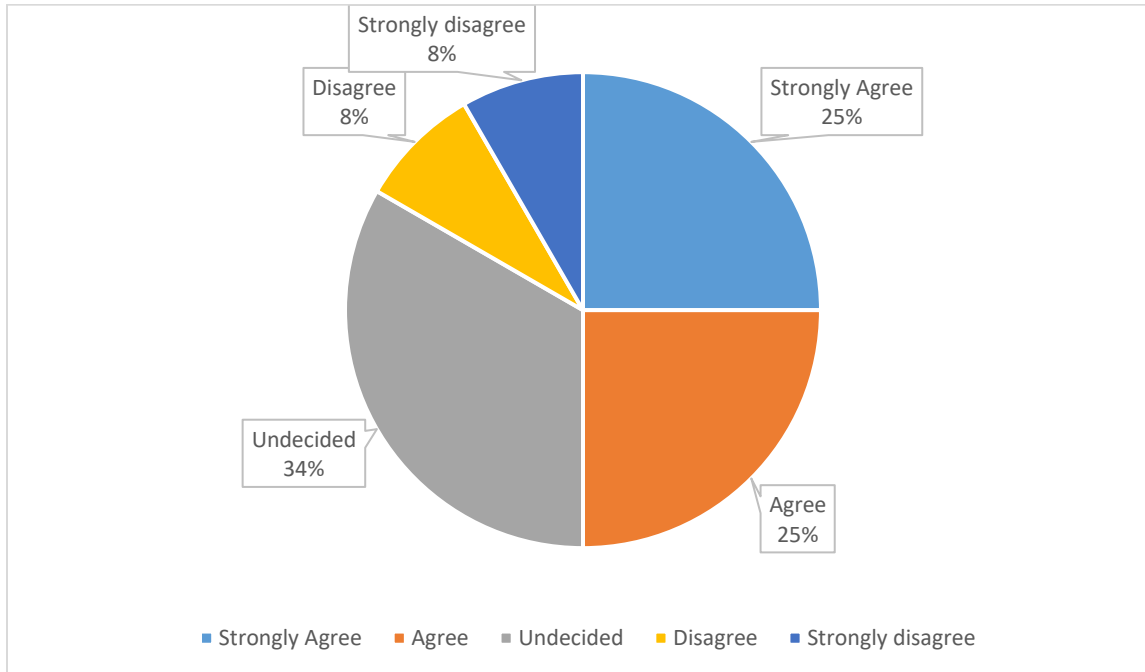
9. How often would you use the didactic guide material offered in this research?



**Note:** The majority of the population stated that if they were given the opportunity to obtain this didactic guide, they would use it sometimes, demonstrating a positive predisposition to apply the material. However, 17% of the students stated that they would use the material always and frequently, demonstrating that they are completely confident in using the material and are interested in improving their pronunciation, which could be due to a need in various fields such as: work, travel, social, and academic studies. 8% of the population said that they rarely and never would use the material due to pupils think to increase this skill is not too important to learn English. It is possible to conclude from this information that not all students have the propensity to improve their pronunciation skills since they are unaware of the value of this talent and how it might assist them in their learning process.

**Figure 11**

*10. Do you think your pronunciation could be improved by using this teaching guide?*



**Note:** 34% of the students stated that they were unsure about the effects that this material could have because using this guide is not the only way to improve this skill; students must practice in every opportunity they get but their environment does not allow for this; 25% of the populations stated that they strongly agree and agree to the positive results obtained through the use of this material because these students are willing to practice their pronunciation skill; 8% of the populations stated that they were unsure about the effects that this material could have because using this guide is not the only way to The information supplied in this question confirms that the vast majority of students have high expectations for the outcomes of their efforts to apply the knowledge gathered in this didactic guide to their studies.

By the questions done in the survey is possible to conclude that there is a great part of the students who wish to increase their English pronunciation skill and would like to be part of this research. Through the application of this guide students can practice and acquire a proper pronunciation.

## CHAPTER IV

### THE PROPOSAL

#### **Name of the Proposal**

The design of a didactic guide and multimedia material compilation focused on phonetics to improve the English pronunciation for first-baccalaureate “A” students at Unidad Educativa Santa Elena.

#### **INFORMATIVE DATA**

**Institution:** Unidad Educativa “SANTA ELENA”

**Country:** Ecuador

**Province:** Santa Elena

**City:** La Libertad

**Beneficiaries:** First baccalaureate “A” students

**Author:** Jean Emanuel Campuzano Sánchez

**Advisor:** MSc. Andrés Rodríguez Caamaño

#### **BACKGROUND**

Following the development of this study project, it was discovered that the first baccalaureate "A" students at Unidad Educativa "SANTA ELENA" suffer from a lack of knowledge that causes difficulties in the acquisition of English Pronunciation. This information has inspired the idea for this research, which is to develop exercises that may be incorporated in a didactic guide to help students improve and practice their pronunciation skills.

Several factors have been taken into account in the development of this didactic guide, but the most significant is that it will assist students in improving their pronunciation skills.

Students may take use of electronic tools to their full potential, including using them as a beneficial aid in the learning process. They will get several chances to put their newfound skills into practice and improve their English pronunciation. When this didactic guide is used throughout

the class, students will find a new style of learning that is exciting and engaging, bringing the students' awareness to the forefront.

The pupils will be ushered into a new English classroom setting that will continue to evolve during the development of the many tasks specified in this manual. They will study while also improving their level of pronunciation at the same time. They will obtain greater knowledge and proficiency in the other four language skills as well.

### **JUSTIFICATION**

In order to meet the needs of first-year Baccalaureate "A" students at Unidad Educativa "SANTA ELENA," this plan has been tailored to take into consideration the requirement of improving English pronunciation skills during the course of their academic year. It is only accessible in the English language at this time. Making learning enjoyable for youngsters will encourage them to practice the newly gained skill and really apply them whenever they have the opportunity, which will eventually result in enhanced verbal and oral communication among their peers as well as with other English speakers in the long run.

After conducting a prior inquiry, the didactic guide was created to gather information about the challenges that students are experiencing and to restrict the process of developing pronunciation skills in students. This content was generated using the Canva design platform. The guide's seventeen pages are separated into three parts, each of which has tasks to help them practice and improve their pronunciation. The researcher generated the information that has been included in the didactic guide, which is why every source that has been used in this guide is the researcher's property. The goal of this content is to encourage pupils to practice their pronunciation and improve it by using this method.

## **RESEARCH OBJECTIVES**

### **General Objectives**

To design a didactic guide by collecting multimedia material to practice and enhance students' pronunciation in English learning process to the first baccalaureate "A" students at "Unidad Educativa Santa Elena".

### **Specific Objectives**

To gather a variety of multimedia resources and develop exercises to help students improve their pronouncing English skills, which will be tailored to first-year baccalaureate "A" students.

To formulate the three units with activities that will be included in the didactic guide in order to formulate the materials.

To apply the final work to the first baccalaureate "A" students and get students practiced their pronunciation.

### **Proposal description**

The purpose of this material is to encourage students and learners to practice and improve their pronunciation who, due to their environment, do not have the opportunity to develop this skill and as a result, have a wrong pronunciation that they adapt, causing problems and confusion when they have the opportunity to establish communication with English speakers.

The primary goal of this guide is to gather various types of practice based on phonetics and the usage of phonemes, with the hope that the learner would get an understanding of the many sounds that each letter creates. More importantly, with the use of this didactic guide, the students

will be able to compare the differences and the degree of pronunciation they possess, allowing them to identify areas where they are lacking and improve them accordingly.

The instructional guide is broken into three sections. The first one has simple activities that may be used to introduce new learners to the material. The pupils will be able to begin to distinguish the word stress and to make connections between the phonetics and phonemes because of these two assignments. When it comes to practice, students will see a little improvement in unit two since they will be able to view a movie and listen to an audio file in order to distinguish phonemes and practice them. It is the third and final unit of the course that is concerned with evaluating the information that students have gained. It is in this area that students will be able to practice and show that they have improved their pronunciation.

**PROPOSAL DESCRIPTION**

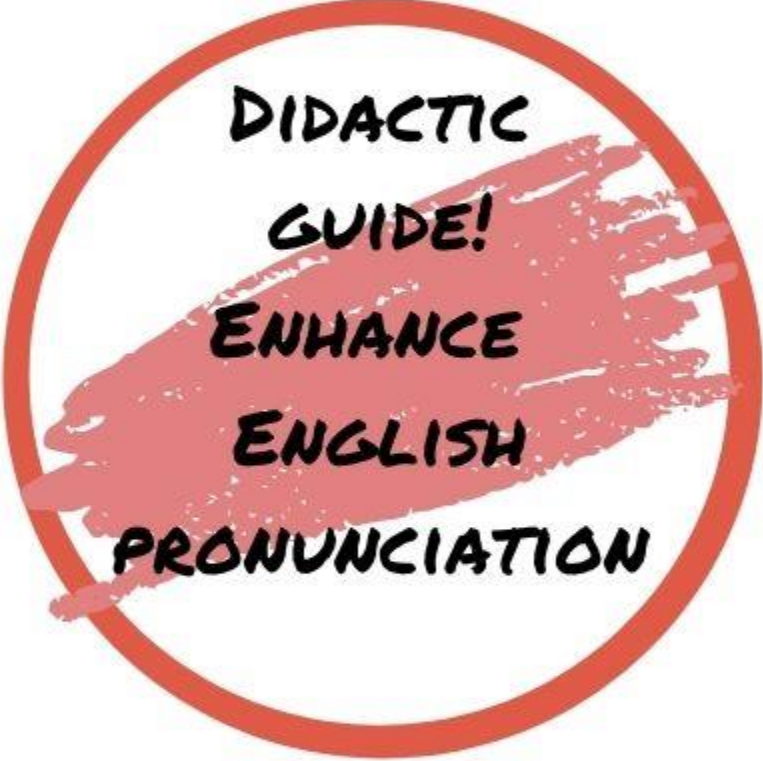
**JEAN CAMPUZANO**

**DIDACTIC  
GUIDE!  
ENHANCE  
ENGLISH  
PRONUNCIATION**



**Improve your English pronunciation  
easy and fun!**





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PRONUNCIATION**

# Creator Profile



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The principal objective of this guide is to improve the practice of English pronunciation to get students enhanced this skill in the process of acquiring English as a second language.

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ECUADOR - 2022

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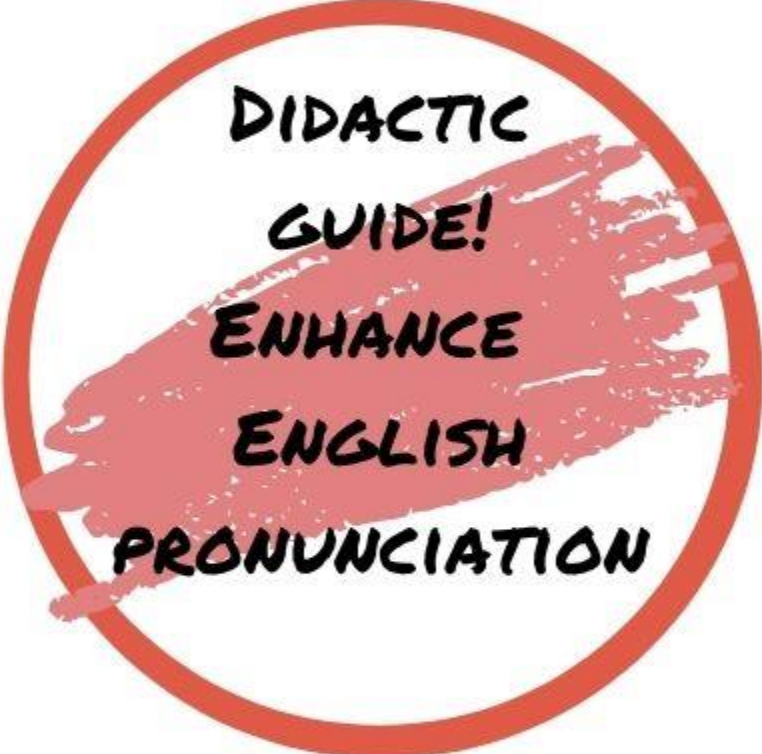
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# UNIT 1



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# Phonetics

Play the video, listen to the audio and repeat to find the word stress. Then underline your choice.



- Completed
- Page
- Owl
- Release
- Champion
- Something
- Become
- Psychology
- Horror
- Feeling
- Climate
- Living
- Dog
- Technology
- Chemist
- Nothing
- Beneath
- Phonology
- Theatre
- Ready

# Phonemes

## CONSONANTS

SYMBOL	PHONEMES	
	GRAPHEMES	EXAMPLES
b	b, bb	bug, bubble
d	d, dd, ed	dad, add, milled
f	f, ff, ph, gh, lf, ft	fat, cliff, phone, enough, half, often
g	g, gg, gh, qu, que	gun, egg, ghost, quest, prologue
h	h, wh	hop, who
dʒ	j, ge, g, dge, di, gg	jam, wage, giraffe, edge, soldier, exaggerate
k	k, c, ch, cc, ck, qu, q(u), ck, x	kit, cat, <u>ch</u> ris, accent, folk, bouquet, queen, rack, box
l	l, ll	live, well
m	m, mm, mb, mp, mn	man, summer, comb, column, palm
n	n, nn, kn, gn, pn, mn	net, funny, know, gnat, pneumatic, <u>m</u> nemonic
p	p, pp	pin, dippy
r	r, rr, wr, rh	run, carrot, wrench, rhyme
s	s, ss, c, sc, ps, st, ce, se	sit, less, circle, scene, psycho, listen, pace, course
t	t, tt, th, ed	tip, matter, <u>th</u> omas, ripped
v	v, f, ph, ve	vine, of, <u>st</u> ephen, five
w	w, wh, u, o	wit, why, quick, choir
z	z, zz, s, ss, x, ze, se	zed, buzz, his, scissors, xylophone, craze
ʒ	s, sl, z	treasure, division, azure
tʃ	ch, tch, tu, ti, te	chip, watch, future, action, righteous
ʃ	sh, ce, s, ci, si, ch, sci, ti	sham, ocean, sure, special, pension, machine, conscience, station
θ	th	thongs
ð	th	leather
ŋ	ng, n, nque	ring, pink, tongue
j	v, i, j	you, onion, hallelujah

# Phonemes

## VOWELS

SYMBOL	PHONEMES	
	GRAPHEMES	EXAMPLES
æ	a, ai, au	cat, plaid, laugh
eɪ	a, ai, eigh, aigh, ay, er, et, ei, au, a_e, ea, ey	bay, maid, weigh, straight, pay, foyer, flet, eight, gauge, mate, break, they
e	e, ea, u, ie, ai, a, eo, ei, ae	end, bread, bury, friend, said, many, leopard, heifer, aesthetic
i:	e, ee, ea, y, ey, oe, ie, i, ei, eo, ay	be, bee, meat, lady, key, phoenix, grief, ski, deceive, people, quay
ɪ	i, e, o, u, ui, y, ie	it, England, women, busy, guild, gym, sieve
aɪ	i, y, igh, ie, uy, ye, ai, is, eigh, i_e	spider, sky, night, pie, guy, stye, aisle, island, height, kite
ɒ	a, ho, au, aw, ough	swan, honest, maui, slaw, fought
oʊ	o, oa, o_e, oe, ow, ough, eau, oo, ew	open, moat, bone, toe, sow, dough, beau, brooch, sew
ʊ	o, oo, u, ou	wolf, look, bush, would
ʌ	u, o, oo, ou	lug, monkey, blood, double
u:	o, oo, ey, ue, u_e, oe, ough, ui, oew, ou	who, loon, dew, blue, flute, shoe, through, fruit, manoeuvre, group
ɔɪ	oi, oy, uoy	join, boy, buoy
aʊ	ow, ou, ough	now, shout, bough
ə	a, er, i, ar, our, ur	about, ladder, pencil, dollar, honour, augur
eə	air, are, ear, ere, eir, ayer	chair, dare, pear, where, their, prayer
ɑ:	a	arm
ɜ:	ir, er, ur, ear, or, our, yr	bird, term, burn, pearl, word, journey, myrtle
ɔ:	aw, a, or, oor, ore, oar, our, augh, ar, ough, au	paw, ball, fork, poor, fore, board, four, taught, war, bought, sauce
ɪə	ear, eer, ere, ier	ear, steer, here, tier
ʊə	ure, our	cure, tourist

# Phonemes

Watch the video, listen to the audio and circle the correct option by identifying the phonemes.



1. kæt - rʌn - pɒj
2. mʌnkeɪ - ʃʌŋθaɪ - ɪðaɪŋ
3. tʊə - kʊəʊ - tʃeɪð
4. vaɪn - ʒzθð - ŋʌɔɪ
5. wel - vu:jŋ - ɒzɪʃ



# The long vowel sounds

Listen to the audio and underline true if the word is using a long vowel sound or false if it isn't



- |           |      |       |
|-----------|------|-------|
| 1. Since  | TRUE | FALSE |
| 2. Clean  | TRUE | FALSE |
| 3. Park   | TRUE | FALSE |
| 4. Family | TRUE | FALSE |
| 5. Moon   | TRUE | FALSE |
| 6. Look   | TRUE | FALSE |

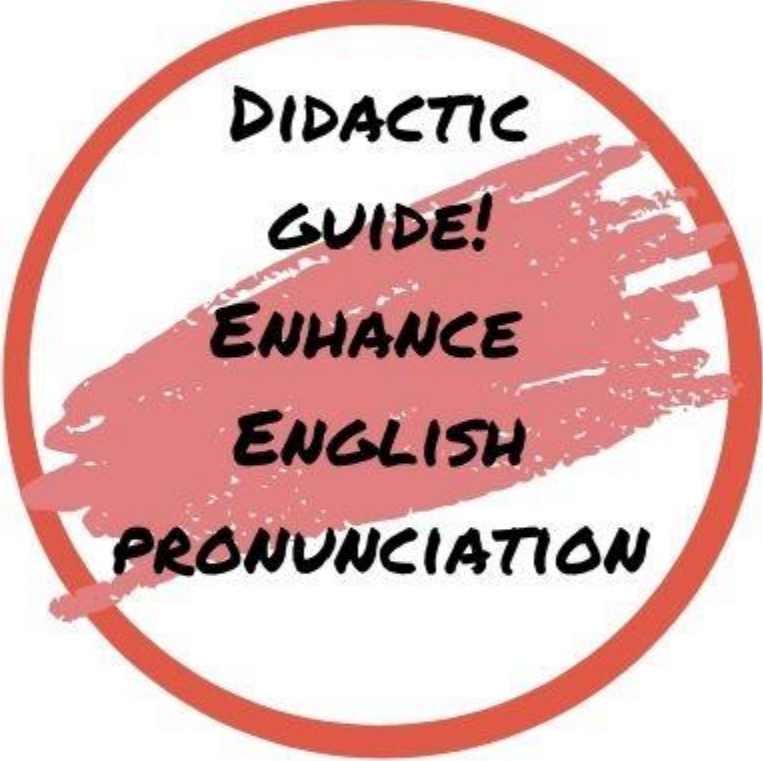
# The short vowel sounds

Listen to the audio and underline true if the word is using a short vowel sound or false if it isn't



- |           |      |       |
|-----------|------|-------|
| 1. Pen    | TRUE | FALSE |
| 2. Circle | TRUE | FALSE |
| 3. Her    | TRUE | FALSE |
| 4. Walk   | TRUE | FALSE |
| 5. Sun    | TRUE | FALSE |
| 6. Score  | TRUE | FALSE |

# UNIT 2



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# Matching Words

Match the words with the correct phonemes.

- |             |         |
|-------------|---------|
| 1. Chair    | kerət   |
| 2. Join     | fɹɛndz  |
| 3. Arm      | treZHər |
| 4. Spider   | mə'SHēn |
| 5. Treasure | ärm     |
| 6. Carrot   | tʃeər   |
| 7. Summer   | jə'raf  |
| 8. Giraffe  | səmər   |
| 9. Machine  | spīdər  |
| 10. Friend  | join    |

# Phonemes with numbers

Rewrite each number using the phonemes.

23 \_\_\_\_\_

15 \_\_\_\_\_

89 \_\_\_\_\_

1 \_\_\_\_\_

48 \_\_\_\_\_

79 \_\_\_\_\_

156 \_\_\_\_\_

55 \_\_\_\_\_

# Identify the word

You're going to watch a video, it will show you words written with phonemes. Then you will have 5 seconds to identify the word correctly.

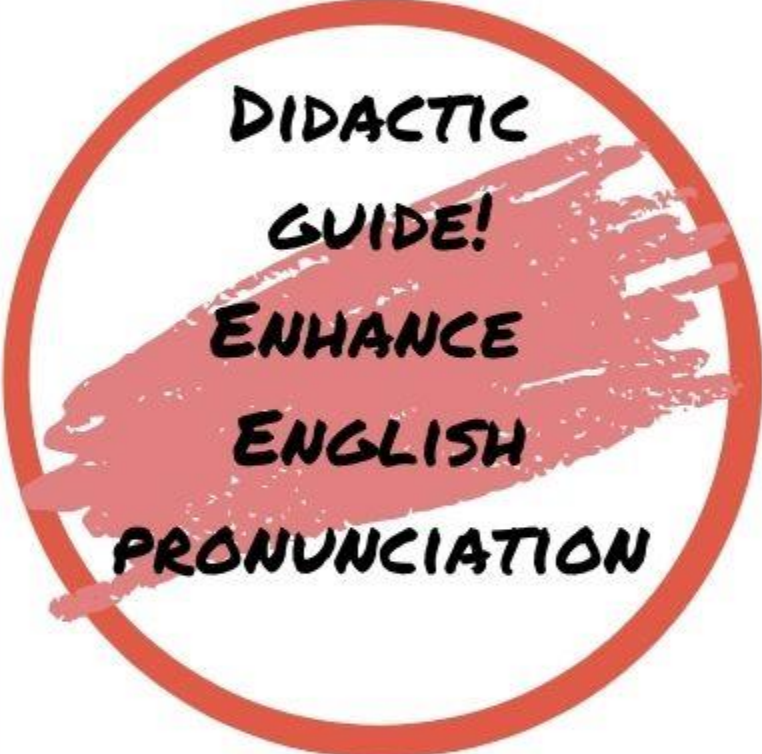


# Listen and repeat

Listen to the audio and repeat every word mentioned in the video to compare how much your pronunciation has increased.



# UNIT 3



**DIDACTIC  
GUIDE!  
ENHANCE  
ENGLISH  
PRONUNCIATION**



# Let's test you!

Watch the video and pronounce the following words using the knowledge acquired with this material.





**DIDACTIC  
GUIDE!  
ENHANCE  
ENGLISH  
PRONUNCIATION**

**Be part of the change and  
enhance you pronunciation!**

## **CONCLUSIONS**

1. Students have been used to hearing the Latin-American pronunciation, which is prevalent in the majority of educational institutions across the nation, resulting in a contentious issue with the acquisition of a proper pronunciation.
2. In the process of generating content to be included in the didactic guide, it became possible to create an extensive selection of activities that may have a significant influence on the students, resulting in a collection of varied exercises to practice English pronunciation skills.
3. A partial success has resulted from the execution of every piece of information included within the didactic guide, owing to the practice with all of the tasks that students are assigned in the material. At the very least, students who often utilize the material will be able to show a significant improvement in their skill in this manner.

## **RECOMMENDATIONS**

1. It is suggested that the teaching of phonetics and phonemes be included in the academic curriculum for the purpose of assisting students in the process of acquiring the English language.
2. It is recommended to make an extensive search to find the correct activities related to phonetics for the first baccalaureate "A" students.
3. It is suggested that students continue practicing, and that they should not restrict themselves to this instructional guide alone, but rather to a variety of tasks to develop their English pronunciation skills.

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## ANNEXES

### SURVEY

**1. How often did you use English in your daily life?**

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

**2. Do you consider that English language learning should have more relevance in the educational units?**

- a) Strongly Agree
- b) Agree
- c) Undecided
- d) Disagree
- e) Strongly Disagree

**3. If you had the opportunity to learn English, for what purpose would you do it?**

- a) Study
- b) Work
- c) Travel
- d) Social

**4. What do you consider to be the most important English skill?**

- a) Speaking

- b) Reading
- c) Writing
- d) Listening

**5. Related to your answer to the previous question, how often do you practice this English skill?**

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

**6. Do you consider that the current level of English in the country has a good pronunciation?**

- a) Strongly Agree
- b) Agree
- c) Undecided
- d) Disagree
- e) Strongly Disagree

**7. Do you think that pronunciation is a key point in learning English?**

- a) Strongly Agree
- b) Agree
- c) Undecided
- d) Disagree

e) Strongly Disagree

**8. How much would you agree to participate in English language research?**

a) Strongly Agree

b) Agree

c) Undecided

d) Disagree

e) Strongly Disagree

**9. How often would you use the didactic guide material offered in this research?**

a) Always

b) Often

c) Sometimes

d) Rarely

e) Never

**10. Do you think your pronunciation could be improved by using this teaching guide?**

a) Strongly Agree

b) Agree

c) Undecided

d) Disagree

e) Strongly Disagree

## SURVEY ANSWERED

No se pueden editar las respuestas

### Survey

Correo \*

john.munozbacilio@upse.edu.ec

Name:

John Danny Muñoz Bacilio

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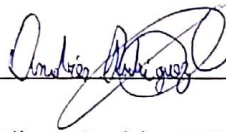
- a. Strongly Agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly disagree



## CERTIFICADO SISTEMA ANTI PLAGIO

En calidad de tutor del Trabajo de Integración Curricular denominado “ **DIDACTIC MATERIAL TO ENHANCE ENGLISH PRONUNCIATION SKILL FOR FIRST BACCALAUREATE “A” STUDENTS AT UNIDAD EDUCATIVA SANTA ELENA** ” elaborado por la estudiante Jean Emanuel Campuzano Sánchez, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Andrés Alberto Rodríguez Caamaño

TUTOR




## Document Information

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## Sources included in the report

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<b>SA</b>	<b>UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA / COMMUNITY LANGUAGE TEACHING TO EHNACE SPEAKING SKILLS FOR 10TH GRADERS AT UNIDAD EDUCATIVA DR. LUIS CELLERI AVILES.docx</b> Document COMMUNITY LANGUAGE TEACHING TO EHNACE SPEAKING SKILLS FOR 10TH GRADERS AT UNIDAD EDUCATIVA DR. LUIS CELLERI AVILES.docx (D126606172) Submitted by: bryan.baquerizofigueroa@upse.edu.ec Receiver: sgonzalezr.upse@analysis.arkund.com	 5
<b>SA</b>	<b>UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA / REINFORCING OF ENGLISH-SPEAKING SKILLS BASED ON CALLAN METHOD IN NINTH GRADE STUDENTS AT "UNIDAD EDUCATIVA JOS É PEDRO VARELA".docx</b> Document REINFORCING OF ENGLISH-SPEAKING SKILLS BASED ON CALLAN METHOD IN NINTH GRADE STUDENTS AT "UNIDAD EDUCATIVA JOS É PEDRO VARELA".docx (D126678201) Submitted by: edison.zavalayagual@upse.edu.ec Receiver: lchavez.2.upse@analysis.arkund.com	 1
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