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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: **APPLYING PHONEMIC TRANSCRIPTION ACTIVITIES
TO IMPROVE ENGLISH PRONUNCIATION IN LANGUAGE
LEARNERS**

Trabajo de Investigación, previo a la obtención del Grado Académico de
Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera

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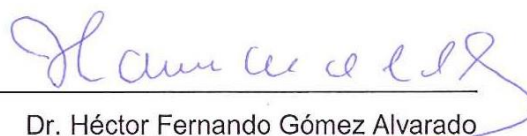
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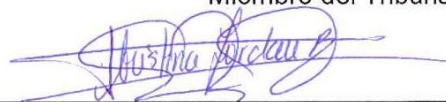
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Gerardo and Anabelle who are the reason of who
I become today, your support and endless love
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With love,
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TEMA:

**“APPLYING PHONEMIC TRANSCRIPTION ACTIVITIES TO IMPROVE
ENGLISH PRONUNCIATION IN LANGUAGE LEARNERS”**

AUTORA: Licenciada Jimena Elizabeth Rivadeneira Mora

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FECHA: 28 de mayo de 2018.

RESUMEN EJECUTIVO

El presente proyecto de investigación tiene como objetivo analizar cómo la aplicación de las actividades de transcripción fonémica influyen en el mejoramiento de la pronunciación del idioma inglés en 50 estudiantes que pertenecen al quinto nivel (B1-CEFR) del Centro de Idiomas de la Escuela Superior Politécnica de Chimborazo. Se llevó a cabo un cuasi-experimento para verificar la hipótesis de la investigación. Ésta fue una investigación bibliográfica y de campo y los instrumentos utilizados fueron una encuesta preliminar, una prueba previa y una prueba posterior aplicadas para verificar el mejoramiento en la pronunciación del idioma inglés. La aplicación de la encuesta preliminar antes de la intervención, evidenció la falta de conocimiento fonémico en la mayoría de los estudiantes. Posteriormente, la prueba previa evaluó la pronunciación en inglés de dos palabras cada uno de los sonidos vocálicos y consonantes desconocidas para hispanohablantes. El proceso experimental implicó la aplicación de 15 actividades de transcripción fonémica para reforzar el conocimiento adquirido sobre los fundamentos de la misma en clases. Se detectaron los errores más comunes cometidos por los estudiantes, y éstos mejoraron ya

que los estudiantes asociaron los símbolos con la palabra en el momento de la lectura. Se aplicó la prueba posterior idéntica a la prueba preliminar, y sus resultados demostraron la eficacia de las actividades de transcripción fonémica reflejadas en el mejoramiento de la pronunciación del idioma inglés. El manual de actividades de transcripción fonémica propuesto incluye los contenidos más relevantes a ser enseñados; proporciona instrucciones para llevar a cabo cada actividad, así como las hojas de trabajo y las evidencias de su aplicación durante la intervención. Las actividades se pueden adaptar para usos futuros en estudiantes de diferentes niveles en el Centro de Idiomas de la ESPOCH.

Descriptores: Acento silábico, actividades fonémicas, consonantes inglesas, cuasi-experimento, conocimiento fonémico, manual didáctico, pronunciación inglesa, símbolos de fonemas, transcripción de fonemas, y vocales inglesas.

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THEME:

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ENGLISH PRONUNCIATION IN LANGUAGE LEARNERS”**

AUTHOR: Licenciada Jimena Elizabeth Rivadeneira Mora

DIRECTOR: Licenciada Kari Lynn Miller Bauer Magister

DATE: May 28th, 2018

EXECUTIVE SUMMARY

This research project is aimed at analyzing how the application of phonemic transcription activities influences the improvement of English pronunciation in 51 language learners who belong to the fifth level (B1-CEFR) at the Languages Center at Escuela Superior Politecnica de Chimborazo. A quasi-experiment was carried out to verify the hypothesis of the research. It was a bibliographical and field research. The instruments used for this research were a preliminary survey, a pre-test and a post-test applied in order to assess the improvement in English pronunciation. The preliminary survey was administered before the intervention, and its results evidenced lack of phonemic awareness in most of learners. Subsequently, the pretest tested learners' English pronunciation of two words each corresponding to the vowel and consonants sounds that are unfamiliar for Spanish speakers. The experimental process involved the application of 15 phonemic transcription activities to reinforce the knowledge simultaneously acquired during classes. The most common mistakes made by the students in the tests were identified and those ones were improved since students associated the

symbols with the word at the moment of reading. The posttest - the same as the pretest – was applied, and its results showed the efficacy of the phonemic transcription activities reflected on the improvement of English pronunciation. The proposed handbook of activities of phonemic transcription includes the most relevant contents to be taught; provides clear instructions for conducting each one of the activities as well as the handouts and evidences of their application during the intervention. The activities can be adapted for future uses since they are suitable for learners at different levels (A1-A2-B1-B2 CEFR) at the Languages Center at ESPOCH.

Keywords: Phonemic transcription, English vowels, English consonants, syllabic stress, phonemic symbols, quasi-experiment, English pronunciation, phonemic activities, phonemic awareness, and didactic handbook.

INTRODUCTION

This research dissertation has as the main objective to analyze how the application of phonemic transcription activities influences the improvement of pronunciation in English language learners. This study was carried out at the Languages Center at Escuela Superior Politecnica de Chimborazo, due to the fact that pronunciation problems have been observed in fifth level students who are the subject of this research (B1 according to the CEFR). Thus, a quasi-experiment was carried out with two courses randomly assigned to the control and experimental groups.

Before the intervention, both groups took a preliminary survey on their previous knowledge about phonemic transcription in order to characterize the population to be studied. The experimental group received instruction in phonemic transcription foundations, vowel and consonant phonemic symbols, phoneme utterance, as well as in word stress. At the end of every session, they applied phonemic transcription activities to put in practice the contents learnt every day over 15 sessions. A pretest and a posttest were applied to the groups and the results confirmed the positive influence of the proposed activities.

Accordingly, it can be said that applying phonemic transcription activities is a possible solution to difficulties in English pronunciation. Additionally, it was gratifying to see students' progress throughout the application of the proposal, which consisted of a handbook of phonemic transcription activities to be implemented in class. Moreover, the development of the research as well as the design and application of the proposal, could be used as a basis for future studies on phonemic transcription teaching.

This dissertation work is divided into six chapters described as follows:

CHAPTER I addresses the problem, its context at macro, meso and micro level, and critical analysis. Also, the prognosis, the formulation of the problem, the justification and the objectives are presented.

CHAPTER II develops the theoretical framework related to the problem, research background with the up-to-date studies related to the topic of research, philosophical foundations and legal basis. Conceptual basis of both dependent and independent variables are described. Finally, the working hypothesis is mentioned with the statement of each variable.

CHAPTER III the methodology applied to develop the research is presented and described, including the approach, the level and type of investigation, the population, and the operationalization of variables. And finally, the methods of data collection and the types of analysis are described.

CHAPTER IV the analysis of results is presented, including the interpretation of data obtained from the pretest and posttest applied before and after the intervention in both control and experimental groups. Finally, the hypothesis verification is presented through applying a statistical test.

CHAPTER V the conclusions and recommendations reached after the research was carried out are presented in concordance with the objectives of this research as well as the research questions.

CHAPTER VI the alternative proposal is presented: A handbook of phonemic transcription activities to improve English pronunciation in language learners, whose components are: informative data, proposal background, justification, objectives, feasibility analysis, fundamentals, methodology, proposal development, administration and evaluation.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme of the problem

“Applying phonemic transcription activities to improve English pronunciation in language learners”

1.2 Problem statement

How will the application of phonemic transcription activities affect English pronunciation in language learners?

1.3 Contextualization of the problem

Ecuador is characterized by being a multiethnic and pluri-national country which is known all over the world not only for its wonderful landscapes, warm people or its exquisite cuisine; but also because it has been nominated to several international touristic awards, receiving in 2017 almost 1'613.553 visitors as registered by Ministry of Internal Affairs (2018). Additionally, the country enjoys excellent international relations with other countries where different languages are spoken, and English has become the link with those; such as the United States, Canada, Japan, Switzerland, Norway, Turkey, New Zealand, South Korea, Russia, and some others from Africa, Europe and Asia.

The government is concerned with having its citizens prepared to be in permanent contact with the world through the mastery and proper use of English, which is nowadays considered the global language around the

world. Even though Ecuador is a Spanish speaking country, English has been part of the curriculum since 2008, due to the Ministry of Education through the National Direction of Curriculum-Division of Foreign Languages, which stipulated its teaching in elementary schools and high schools. Consequently, by 2012 the Ministry of Education published a document setting the educational standards for English Language Teaching as follows:

“The proficiency levels set by the CEFR and established as the benchmarks for Ecuador’s ELLS are A1, A2, and B1. The progression of the levels is the following:

- Level A1: At the end of 9th year Educación Básica General
- Level A2: At the end of 1st year Bachillerato
- Level B1: At the end of 3rd year Bachillerato.”

(Ministry of Education, 2012, p. 8)

Additionally, Consejo de Educación Superior (2013) claims: “For undergraduate degrees, a language proficiency is understood as the management of a foreign language at a B2 level in concordance with the Common European Framework of Reference for languages” (p. 20). That year, it was established that all the undergraduate students from higher education institutions must have the English Language Proficiency with a level B2 to be able to register in the last semester of their academic major.

These are clear examples of the steps the Ecuadorian government is taking and the level of importance that the acquisition of English is being given. Nevertheless, it is necessary to be aware of the fact that learning English as a foreign language is a challenge for Ecuadorians at any age because of many reasons, some of which are: few opportunities to practice the foreign language outside classrooms; the lack of exposure to the target language, since most of the books, audios, videos and other didactic materials used for teaching practice are not sources of authentic information; and the fact that English, unlike Spanish, is not a phonetic

language, which can complicate mastery in the productive skills in terms of spelling and pronunciation. As Yilmaz (2014) claims, “the learners of languages which are not phonetic like English have difficulties to acquire the language because of the sound scheme of the language. They encounter difficulties like pronunciation and spelling” (p. 2765).

In addition, Ecuadorian teachers have their own set of challenges to contend with, including: the need to master communication, language structures, acquisition, development and language fluency; dealing with students who may descend from indigenous groups for whom Spanish is their second language and English is their third; and poor teaching practices, resulting principally from a lack of practical skills such as planning suitable classes, implementing and managing effective teaching strategies, using technology adequately, and accurately assessing and evaluating students.

At this point, it is important to consider what Aron (2016) says: “The essential branches of linguistics with which the teacher is ordinarily not on terms of easy familiarity are phonetics, principles and history of language, and psychology” (p. 75) It supports the ideas presented in this research paper regarding the linguistic background of the modern English teacher who may not always be well familiarized with phonemic transcription.

All of this, combined with the lack of permanent training courses oriented to improving teaching practices, has made the acquisition of English as a foreign language difficult, and therefore students do not really learn the language as needed to develop the four main skills: listening, reading speaking and writing. Speaking is an important communicative skill because if people develop their speaking ability well, then they are able to communicate, which is the objective of any language teaching-learning process. Hence, teachers must focus their classroom work on the

improvement of speaking skills through intensive practice in order to achieve high levels of effective communication in the learners by considering the factors previously mentioned.

As pronunciation is an important oral component of the Speaking skill, it should be developed properly to improve oral communication. One way to do so is by making sure the following concepts are clear in students' minds: vowels, consonants, diphthongs, triphthongs, intonation, syllable, sentence stress and voicing, among others. However, this research paper considers that the key to success in teaching pronunciation is the simultaneous instruction of phonemic transcription.

According to Pelttari (2015) phonemic transcription activities play an important role because students often get confused between their phonetic mother tongue pronunciation patterns and the English non-phonetic ones; therefore, when students are provided with the knowledge of how to read and write phonemic symbols, they are able to pronounce and transcribe the words properly, regardless of how they are written in the target language, facilitating the pronunciation learning process.

1.3.1 Critical analysis

Map of problems

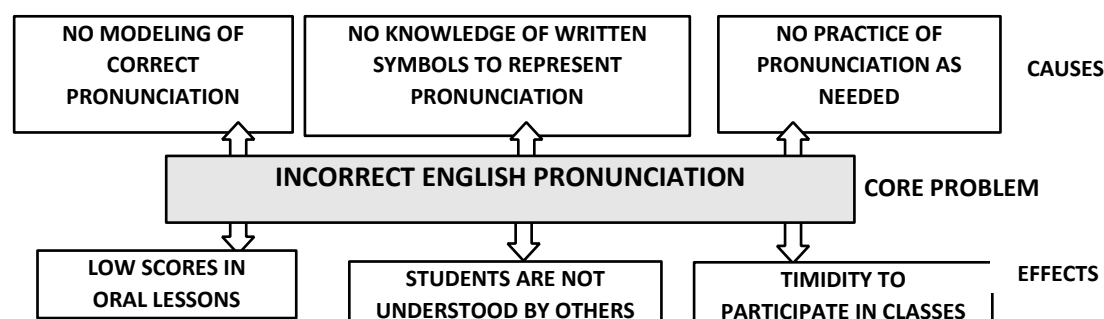


Figure 1: Map of Problems
Elaborated by Rivadeneira, J. (2018)

This research work considers the incorrect pronunciation of the English language as the main problem at the Languages Center of the Escuela Superior Politecnica de Chimborazo (ESPOCH) in Riobamba city. This is an extension program for ESPOCH students, as well as for high school students, other universities students and professionals which offers an eight level preparatory course to take an International Standardized Test by the University of Cambridge, which is targeted at Level B1 and B2 of the Common European Framework of Reference. Though their listening, writing and reading skills are well developed, most of the students at this language center do not know the correct pronunciation of words, which prevents them from speaking fluently since they often stop to ask their teacher about the correct way to say them.

Lack of pronunciation practice in the classroom, the inadequate modeling of correct pronunciation and the unfamiliarity of the proper way to utter the symbols that represent the phonetic transcription of words cause timidity among students when participating in class activities, low scores in speaking activities and the inability to be understood by others when speaking because of their bad pronunciation.

1.3.2 Prognosis

As analyzed in the problem tree (Figure 1), there are many consequences that may occur if the problem is not solved. For example: students may not be willing to participate in English classes because of embarrassment, lack of confidence, and fear of being ridiculed by their peers; also, students are often misunderstood by others due to their poor pronunciation, which interrupts communication causing inadequacy in the transmission of ideas, feelings, opinions, etc.

On the contrary, there are clear benefits to be had if the problem is addressed. For instance: class participation may not be a horrible experience anymore because everybody might want to talk during English class; teachers will have more confidence in their students in order to plan and execute oral activities to promote real-life practice of the language; and students will be independent when pronouncing new words because they will use their dictionaries to check the phonemic transcription and speak the language properly.

1.3.3 Setting of the problem

Do phonemic transcription activities improve English pronunciation in language learners?

1.3.4 Research questions

- To what extent do students know about phonemic transcription?
- What are the problems of pronunciation in classroom context at the Languages Center of the Escuela Superior Politecnica de Chimborazo (ESPOCH)?
- What phonemic transcription activities can be applied?
- What is the outcome of applying phonemic transcription activities?

1.3.5 Research delimitation

Field: Education

Area: Linguistics

Aspect: Phonology

1.3.6 Space delimitation

This research work will be carried out at the Languages Center of the Escuela Superior Politecnica de Chimborazo (ESPOCH).

Address: Panamericana Sur km 1 1/2, Riobamba-Ecuador | Telephone: 593(03) 2998-200 | Fax: (03)2317-001 | Postal Code: EC060155 | <https://www.esPOCH.edu.ec/>

1.3.7 Time delimitation

This research work will be carried out in May 2018 within the academic semester from April to September 2018.

1.4 Justification

Nowadays, English teachers are conscious of the troubling necessity that students face when learning a foreign language in a meaningful and practical way in order to communicate effectively through English as a Lingua Franca (ELF), whether in a global or a local context at any moment of their lives. Jenkins (2007), a linguist studying the ELF phenomenon, describes lingua franca as follows: “a lingua franca is a contact language used among people who do not share a first language, and is commonly understood to mean a second (or subsequent) language of its speakers” (p. 1).

English has been considered a lingua franca since approximately the end of the 20th century, which makes it an important language to learn considering that nowadays more than 350 million people around the world speak English as a first language and more than 430 million speak it as a second language. To highlight the importance of English, the following can be considered: there are English speakers in most countries around the

world; it is the international language of business and trade; a lot of postgraduate programs are taught in English; the majority of medicine, technology and science terminology is based on English words; in order to be in contact with the latest technological advances and discoveries it is necessary to read newspapers, research reports and journals mostly published in this language; it is useful for travelling everywhere; and it opens doors for better job opportunities in companies which require a certain degree of English proficiency.

The necessity to foster communicative skills is a matter of concern as many mistakes in pronunciation, grammar, spelling, comprehension and vocabulary use are the difficulties and problems that immediately arise when teaching English to a Spanish speaker.

In concordance with my professional experience as an English language teacher of toddlers, children, adolescents, young adults, and adults for about 10 years in different cities and in all level educational institutions in Ecuador, I have observed that pronunciation is a very important issue to consider in the teaching practice. Also, I have observed that one of the most frequent problems when holding a conversation is inappropriate pronunciation, which I posit may be aided not only with pure imitation but also with some teaching of phonemic transcription. Not only do I posit this, but also Aron (2016) shares his experience through observation extending over a number of years in which he employed phonetic aids to reduce flagrant mispronunciation in his students.

Incorrect pronunciation of words may cause confusion among speakers – especially in the interlocutor who does not understand the original message as it is and could interpret what he or she heard as words with a different meaning and intention – and creates communication barriers because the students who are aware of their bad pronunciation are not

usually willing to talk during classes or they participate in oral activities only when it is strictly necessary.

Undoubtedly, there are several unfavorable situations that may cause the linguistic difficulty mentioned above. For example: 1) there is not enough exposure to the foreign language during each level or course, because the length of class periods is short: 1 hour of 60 minutes each. Thus, the teacher does not have the time to focus on speaking as needed; 2) pronunciation is practiced and corrected with the whole class, not individually; 3) one can assume that students at the ESPOCH Language Center do not have the opportunity to practice the language outside the classroom; 4) books do not focus on pronunciation as needed; 5) the majority of students are not familiarized with English phonemes and have problems in uttering them.

Currently, the problem has also been observed in English learners who study English as a foreign language at Languages Center of the Escuela Superior Politecnica de Chimborazo (ESPOCH). The fifth level students who are the subject of this research (B1 according to the CEFR) have some difficulties when pronouncing words. This has been evidenced in class, in their daily practice, role-play presentations, reading-aloud activities, and other speaking exercises.

Even though students attend English classes 10 hours a week (2 hours a day), most of teachers do not consider spending time on pronunciation to be a valuable use of class time. Hülshof (2016) also states:

Some language teachers are enthusiastic for it (phonetics), whilst others discourage the systematic teaching of phonetics altogether. Perhaps the reason for this difference of opinion may be found in the fact, that the strongest opponents of the system are either ignorant of phonetics, or else they never had a chance to observe the practical application of phonetics teaching in a language (p. 310).

Currently, fifth level students use EMPOWER, the textbook from Cambridge University Press, which only dedicates 10% to pronunciation practice by providing some small training on specific phonemes in all or almost all lessons as part of the core syllabus (grammar, vocabulary, functional language, pronunciation and the four skills). Also, it is important to mention that although the textbook includes some preparation terms of language practice, most students still struggle when learning and uttering the appropriate pronunciation.

Due to these various factors, it is clear that it was necessary to do something to help students to pronounce better. This research intended to propose a solution to the problem by exploring steps that were taken to move towards a feasible and practical solution. The steps proposed were:

- Design a preliminary survey to find out how much previous knowledge students have with phonemic transcription and design a pretest to identify the way how students pronounce words.
- These results were carefully analyzed and considered in order to create didactic activities to teach students about the phonemic symbols, which showed them how to pronounce words in a better way as well as provide extended practice on pronunciation through a variety of didactic activities. These activities were applied over 30 minutes during classes.
- Finally, a posttest was administered in order to check the improvement in English pronunciation

This research project is based on the premise that it is time to help our learners to decode the hidden phonemic transcription which shows how to produce and pronounce any word in the English language. In addition, this research provided students with plenty of exercises and didactic activities directed to empower them to discover by themselves how to read phonemic

symbols found in English-Spanish or English-English dictionaries. This means that students were exposed to the sound structure of the language in order to be able to recognize, identify and manipulate the phonemes in the spoken word.

1.5 Objectives

1.5.1 General objective

To analyze how the application of phonemic transcription activities influences the improvement of pronunciation in English learners from fifth level (B1 CEFR) at ESPOCH-Languages Center.

1.5.2. Specific objectives

- To review systematically the contents related to phonemic transcription and pronunciation through appropriate bibliography revisions.
- To identify the most common problems in pronunciation through a preliminary test.
- To design a feasible proposal for the improvement of students' pronunciation with didactic activities based on English phonemic transcription as well as extended practice.
- To check the improvement in English pronunciation through a posttest..

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background

After sifting through the repository of some university libraries, it was concluded that several researchers have attempted to address topics in similar undergraduate and post-graduate investigations which are connected to this current area of investigation but are not wholly identical research theses or scientific papers.

It can be said this research work is the first of its type in offering help to teachers and students who are dealing with problems in pronunciation in the Languages Center at ESPOCH in Riobamba city. The following paragraphs present the investigations that are most related to the topic proposed in this thesis in the field of applying phonemic transcription to improve pronunciation.

The first correlated study is an undergraduate thesis by Bermudez (2013) named “Enseñanza de la fonología y su incidencia en la Pronunciación del idioma inglés de los estudiantes del Décimo año de educación general básica, paralelo “A” del Colegio Técnico “Atahualpa” provincia de Tungurahua, cantón Ambato”. The investigator concludes that efforts of most teachers to teach pronunciation during classes are not enough, which causes students to have a low level of accuracy at the moment of pronouncing. His proposal is a workshop directed to English teachers about effective techniques to teach phonology in order to improve students’ pronunciation.

Bermudez's study, whose proposal is based on effective techniques for teachers to teach phonology, is related to this research paper due to the fact of both focus on solutions for the need to work more on pronunciation when learning a foreign language.

Another connected study is a thesis by Estrella (2018) named "Didactic Strategies in English pronunciation in second bachillerato students at Unidad Educativa SOFOS in Guayaquil during the school year 2017-2018". The author states that mother tongue interference is the main negative influence in learning to pronounce words in a foreign language, because the way people write words in the phonetic Spanish language is the representation of the sound of the spoken language, which is not the case of English.

This researcher points out that language learners who are native Spanish speakers learning English as a foreign language have to deal with L1 interference as one of the biggest difficulties to develop their speaking skill, which indicates that teachers of native Spanish speakers urgently need to design a set of didactic activities in order to reinforce speaking pronunciation skills.

The closest topic found is "The use of phonemic transcriptions as a teaching method and its effects on language learning outcomes" by Kuuti (2009), which was carried out with two parallel groups in a primary school in Jyväskylä - Finland. The students had not been instructed in the use and interpretation of phonemic transcriptions before. His hypothesis was that the group receiving instruction about the interpretation and use of phonemic transcriptions would pronounce better than those not receiving any instruction.

The main point of the conclusions was that students who were taught in the use of phonemic transcriptions were more successful than the other tested group. The results presented by the author represent significant support for my dissertation work because the problem setting is similar, as students' problems when pronouncing words are present in both cases.

Additionally, the research process presented throughout the document is very close to that of the present study due to the fact that two groups of students were considered for the study and phonemic transcription was taught in order to attempt to solve the problem.

2.2 Philosophical foundations

The philosophical framework within which this research is based are two significant paradigms: the positivist paradigm of exploring social reality proposed by August Comte (1798 - 1857) and the constructivist paradigm proposed by Jean Piaget (1896 - 1980). These two paradigms directly address the topic of this thesis, which is concerned with improving English pronunciation through the application of phonemic transcription activities.

The positivist paradigm of exploring social reality which is based on observation and reason as means of understanding human behavior. As Conen, Lawrence, and Morrison (2000) noted, this paradigm had widely influenced educational research, especially with its second assumption, empiricism, which holds that certain kinds of reliable knowledge can only originate in experience. In other words, true knowledge is based on experience of the senses and can be obtained by observation and experiment.

Additionally, the constructivist paradigm allows students to be responsible for their own learning process through the extended practice of phonemic transcription with the guidance of the teacher.

The constructivist preference for speaking of “coming to know” rather than of “knowledge” per se is challenged by the requirement in classrooms that students come to know certain nuggets of knowledge articulated by a curriculum whose epistemological foundations often bear no relation to constructivism (Steffe & Gale, 1995, p. 52).

These are important aspects in the development of this research work due to the fact that it is oriented towards collecting information about the previous phonemic transcription knowledge that students have; identifying problems of pronunciation in classroom contexts at the Language Center at ESPOCH through a pretest; providing a feasible solution through the application of phonemic transcription activities and extended practice with the guidance of the teacher; and finally, evidencing how students improved in pronunciation through a posttest.

2.3 Legal basis

This research work is legally based on the Constitution of Ecuador, the LOEI, the LOES, as well as on the Plan Nacional del Buen Vivir as explained in the following paragraphs:

CONSTITUTION OF ECUADOR Asamblea Nacional del Ecuador (2008): “Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado... Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.”

As teachers and students are active participants of society, they are also involved in educational processes oriented towards contributing to the present and future of our nation by teaching and learning responsible practices.

CONSTITUTION OF ECUADOR Asamblea Nacional del Ecuador (2008): “Art. 350.- El Sistema de Educación Superior tiene como finalidad la formación académica y profesional con visión científica y humanista; la investigación científica y tecnológica; la innovación, promoción, desarrollo y difusión de los saberes y las culturas; la construcción de soluciones para los problemas del país, en relación con los objetivos del régimen de desarrollo.”

The aim of this dissertation work is to investigate an educational problem about pronunciation in order to propose a feasible solution by promoting good teaching practices through the teaching of phonemic transcription.

LOEI Asamblea Nacional del Ecuador (2011): “Art. 2. Comunidad de aprendizaje. - La educación tiene entre sus conceptos aquel que reconoce a la sociedad como un ente que aprende y enseña y se fundamenta en la comunidad de aprendizaje entre docentes y educandos, considerada como espacios de diálogo social e intercultural e intercambio de aprendizajes y saberes.”

Teaching and learning practices are developed through extended practices in the classroom, where teachers share their knowledge and students become active learners in order to have a better understanding of the language.

LOES Asamblea Nacional del Ecuador (2010): “Art. 13.- Funciones del Sistema de Educación Superior - Fortalecer el ejercicio y desarrollo de la

docencia y la investigación científica en todos los niveles y modalidades del sistema.”

The Master’s Program “Teaching English as a Foreign Language” is essentially directed to improving the development of professional teaching processes to be applicable at all levels: elementary, secondary and higher education.

PLAN NACIONAL DEL BUEN VIVIR Secretaría Nacional de Planificación y Desarrollo (2013): “Art. 4.8.m.- Asegurar la incorporación sistemática de programas y actividades de aprendizaje desde el aprender haciendo y la vinculación de la comunidad al proceso educativo, en todos sus niveles y modalidades, para fomentar una cultura de afectividad y responsabilidad con los seres humanos y la naturaleza.”

The key of this research is to teach students the phonemic transcription of words in the English language, and to pronounce the words correctly by themselves as a result of their own learning process and with the guidance of the teacher.

2.4 Key categories

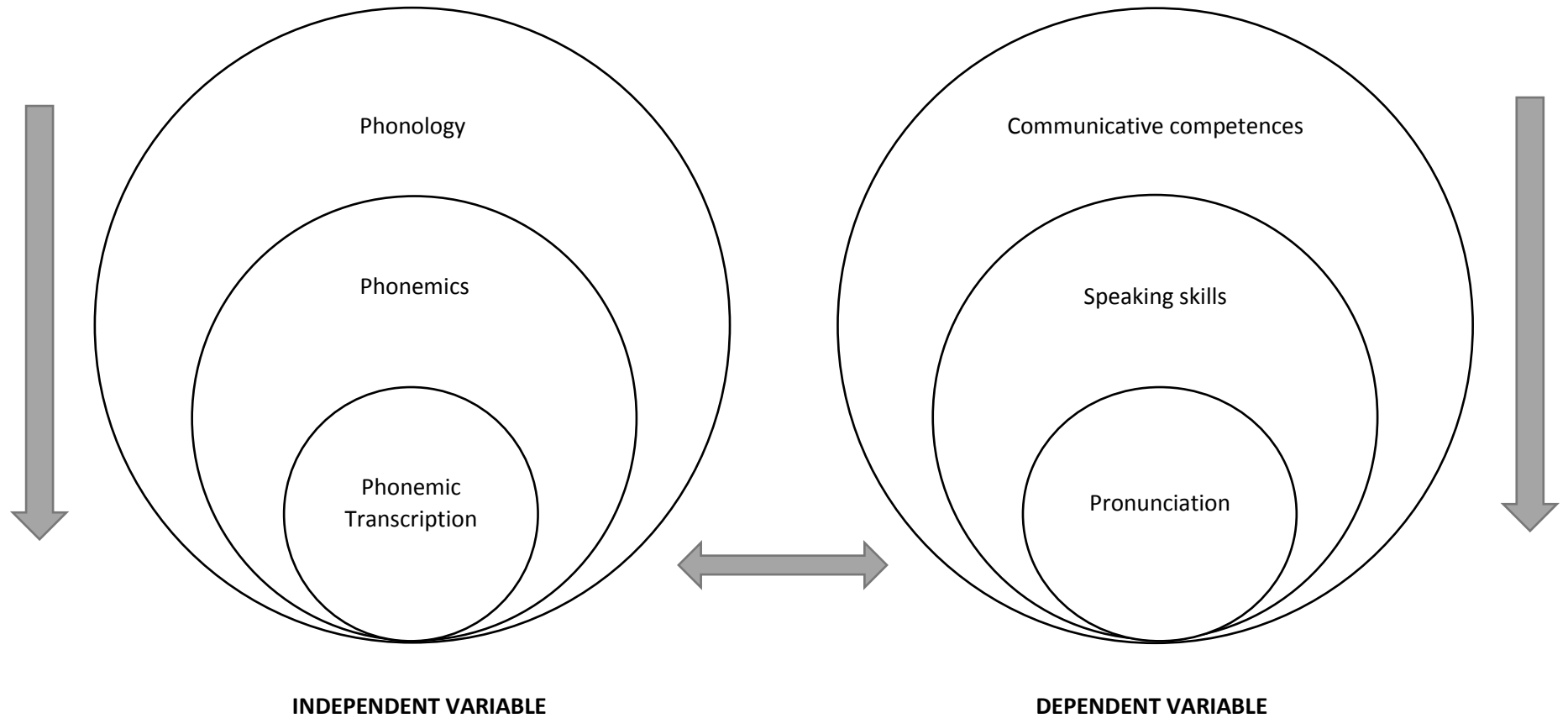


Figure 2: Fundamental categories
Elaborated by Rivadeneira, J. (2018)

2.4.1 Conceptual basis – Independent variable

Phonology

Phonology is the branch of linguistics that studies the categorical organization and patterns of speech sounds of any language; also, it analyzes how those sounds are organized in learners' minds to convey meaning.

Phonological awareness

Phonological awareness plays a crucial role in coping with phonetics and phonemics. It is the ability to attend to the sound structure as distinct from its meaning in the language in which they will be taught. Students are phonologically aware when they are able to recognize, identify and manipulate phonemes. It is teachable by providing students with knowledge about the English phonemes for vowels and consonants, as well as through extended practice of phonemic transcription.

Phonological processes

Assimilation

Frawley (2003) states that “assimilation is a phonological process in which a segment changes to resemble its neighbors more closely”. In other words, assimilation has a very precise meaning when it is related to studies of languages like in this case we study the English language.

Also, it is a common phonological process by which the phonetics of a speech segment becomes more like another segment in a word. To be clearer, we can say that it occurs when the sound of a letter is influenced by

the sound of another letter before or after it so that it changes its sound. The word assimilation itself it is said to be assimilated; it is derived from the latin prefix ad- meaning to and simil- meaning like but, instead of being adsimilated, it has the easier pronunciation of assimilated.

Assimilation can be synchronic being an active process in a language at a given point in time or diachronic being a historical sound change. There are 4 configurations found: the increase in phonetic similarity may be between adjacent segments or between segments separated by one or more intervening segments; the changes could be in reference to a preceding segment or a following one. Even when all four occur, it changes in regard to a following adjacent segment account for virtually all assimilatory changes. Assimilation to an adjacent segment are vastly more frequent than assimilation to a non-adjacent one.

If a sound changes with reference to a following segment, it is called “regressive assimilation”, the changes with reference to a preceding segment are called “progressive assimilation”. A lot of people find these terms very confusing because they seem to mean the opposite of the intended meaning. To avoid the problem, exist a variety of alternative terms. “Regressive assimilation” is also known as right to left, leading or reciprocal assimilation. “Progressive assimilation” is known as left to right or preservative, lagging or lag assimilation. Occasionally two sounds may influence one another in reciprocal assimilation. When such a change results in a single segment with some of the features of both components, it is known as coalescence or fusion.

Dissimilation

Nordquist (2018) describes dissimilation as a general term in phonetics and historical linguistics for the process by which two neighboring sounds

become less alike in total contrast with assimilation. The term dissimilation entered the field of phonology in the 19th century from rhetoric, where it had been in use to describe the variation in style required for good public speaking.

An example of dissimilation is the substandard pronunciation of chimney as chimley, with the second of two nasals changed to an /l/. The ultimate dissimilation is the complete loss of one sound because of its proximity to another similar sound. A frequent example in present-day standard English is the omission of one of two /r/ sounds from words like cate(r)pillar, Cante(r)bury, rese(r)voir, terrest(r)ial, southe(r)ner, barbitu(r)ate, gove(r)nor, and su(r)prised.

Assimilation v. Dissimilation

Assimilation is far more common than dissimilation; assimilation is usually regular, general throughout the language, though sometimes it can be sporadic. Dissimilation is much rarer and is usually not regular (is sporadic), though dissimilation can be regular. Dissimilation often happens at a distance (is non-adjacent).

Metathesis

Metathesis is mainly known as the phenomenon in which two sounds that appear in a particular order in one form of a word occur in opposite order in a related form of the word. The etymology of this word is related to the late Latin word "metatithenia" meaning to phrase. The word has two parts: "meta" meaning "beyond over" and "tethenia" meaning "to replace" as referred by Thompson and Thompson (1969).

Such change is represented throughout the following examples:

Example: (1.1) revelent for relevant

Example: (1.2) brid for bird

The change in those two examples of metathesis shows the identification of /l/ or /r/ positions in the words and indicates that metathesis is very much to take place when a word contains as those two elements.

Long Distance Processes

There are long-distance phonological processes throughout the languages that are variable within and across words, those decay in how often they apply as the number of transparent syllables between trigger and target increases a phenomenon called distance - based decay. (Hayes and Londe 2006). Distance-based decay poses a challenge for approaches to assimilation and dissimilation in which distance does not play a role, such as spreading, OCP with autosegmental representations, and ABC with no counting of distance.

Phonemics

Phonemics is the study of how phonemes are related to each other as well as the sound combination rules and the phonemic systems of languages. It studies the relevant, distinctive and significant elements in a language which are used to establish differences in meaning. The unit of phonemics is the phoneme. In spoken language, a phoneme is the smallest basic and theoretical unit of speech that signals, establish, and creates entirely differences in meaning. Phonemes are contrastive since a single structural unit of sound when replaced by another makes a different word.

Phonemic awareness

Phonemic awareness is a major factor to learning to read and manipulate phonemes in an alphabetic writing system. It is a subset of phonological awareness, in which listeners are able to hear, identify and manipulate individual phonemes, the smallest units of sound. It is also the area of phonological awareness that research indicates is the most predictive of success in using sound knowledge in reading.

Undoubtedly, learning phonemic transcription increases learners' speech accuracy, but it can also be used to teach suprasegmental features such as linking sounds, as well as weak and strong forms of words; those are vital when moving from accented speech into more fluent, naturally flowing pronunciation of English, Lintunen, (2004). And, that is the purpose of this research: to increase phonemic awareness in language learners through the application of phonemic transcription activities, so that students know how to read phonemic transcription symbols to improve pronunciation.

Phonemic awareness requires English learners to know how letters represent sounds. Yilmaz (2014) claims that there is respectable confirmation that the primary difference between good and poor readers lies in the good learner's phonological processing ability.

Stages of Phonemic Awareness

Identification and Isolation

It is the ability to identify where a sound appears in a word or to identify what sound appears in a given position in a word. Progression of skills within identification and isolation: listening for alliteration through teacher read aloud

and alliteration learning activities, identify/isolate initial sound, identify/isolate final sound, as well as identify/isolate middle sound.

Blending

Phoneme blending refers to the ability to identify a word when hearing the individual sounds of the word in isolation. Essentially, it's the ability to put the word back together. Progression of skills within blending: blending onset and rime (e.g., /k/ /at/ = cat, /s/ /leep/ = sleep), blending individual phonemes (e.g., /k/ /a/ /t/ , /s/ /l/ /ee/ /p/).

Segmenting

Phoneme segmentation refers to the ability to break down words into their individual phonemes. Progression of skills within segmenting: breaking down into onset and rime (e.g, spill = /sp/ /ill/), breaking down into individual sounds (e.g., spill = /s/ /p/ /i/ /l/). •Sample teacher talk: Tell me all the sounds you hear in the word 'soap'.

Manipulation

Phoneme manipulation is the most challenging of the phonemic awareness skills. This requires students to delete phonemes from words and identify the new word and substitute one phoneme for another to make and identify a new word. Progression of skills within manipulation: delete initial sound, delete final sound, delete middle sound, substitute initial sound, substituted final sound, and substitute middle sound

Lack of phonemic awareness

The lack of phonemic awareness in learners is one of the causes for incorrect pronunciation due to the fact that learners do not know how to read and manipulate English phonemes. On the contrary, when language learners are exposed to print, they have a great opportunity to pair printed and spoken words, and are provided with the opportunity to analyze and learn the relationship between letters and phonemes.

Phonemic transcription

Phonemic transcription, also often referred to “broad transcription”, is the linear writing of symbols which represent phonemic inventories. The phonemic transcription ignores as many pronunciation details as possible and captures only the more noticeable phonetic features of an utterance and aspects of a pronunciation to show how a word differs from other words in a given language (The International Phonetic Association, 1999).

Phonemic transcription is important when acquiring foreign language pronunciation as it gives a point of reference for the learner. Learning English phonemic transcription mainly increases learners’ phonemic awareness and the accuracy of their speech, represented in the improvement of pronunciation, which is the objective of this research paper.

English dictionaries tell us about the pronunciation of words, represented by phonemic transcriptions which are necessary because the spelling of an English word does not tell us how to pronounce it; for example: HOME /həʊm/ and COME /kʌm/. Note that the spelling of these words are similar; they both end in OME, but their phonemic transcriptions are different because they are pronounced differently.

The Phonemic chart

To represent the basic sound of spoken languages, linguists use a set of phonemic symbols called the phonemic chart. The alphabet we use to write in English has 26 letters among vowels and consonants, but the British Council (2016) presents 43 speech sounds, including long and short vowels, familiar and unfamiliar consonants as well as diphthongs, as shown in the next figure:

BRITISH COUNCIL

PHONEMIC CHART

TeachingEnglish

vowels

i:

ɪ

ʊ

u:

e

ə

ɜ:

ɔ:

æ

ʌ

a:

ɒ

diphthongs

ɪə

eə

əʊ

aʊ

eɪ

aɪ

ɔɪ

consonants

p

f

t

θ

tʃ

s

ʃ

k

b

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ʒ

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r

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w

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© British Council

http://www.teachingenglish.org.uk

Figure 3: Phonemic Chart

Retrieved from: <https://www.teachingenglish.org.uk/article/phonemic-chart>

Vowels

In the English language, there are twelve (12) vowel sounds. Some of them are familiar to the Spanish speaker, such as the vowel sounds (/ɑ:/ and /ʌ/ are similar to /a/; /e/ and /ɜ:/ are similar to /e/; /i:/ and /ɪ/ are similar to /i/; /ɒ/ and /ɔ:/ are similar to /o/; as well as, /ʊ/ and /u:/ are similar to u) while the others are not, due to the fact that they do not exist in the Spanish alphabet. The twelve English vowels are represented in Figure 4:

i:	ɪ	ʊ	u:
sheep	ship	good	shoot
e	ə	ɜ:	ɔ:
bed	teacher	bird	door
æ	ʌ	ɑ:	ɒ
cat	up	far	on

Figure 4: English vowel sounds

Retrieved from: <https://www.myenglishteacher.eu/blog/phonetics-consonants-vowels-diphthongs-ipa-chart/>

Consonants

There are 24 consonant phonemes in the English language. For the Spanish speaker, seventeen of them are familiar (/b/, /d/, /f/, /g/, /h/, /j/, /k/, /l/, /m/, /n/, /p/, /r/, /s/, /t/, /v/, /w/, /y/) and the other seven are unfamiliar (/ð/, /ŋ/, /ʒ/, /θ/, /ʃ/, /dʒ/). Yeh, (2011) presents the classification of the 24 consonants as follows:

Phonetic Symbol	Graphemes (aka Letters) often associated with sound	Examples
p	p & pp	pail/happy/map
m	m & mm	map/swimming/ham
h	h	happy/hello
n	n & nn	nap/penny/hen
w	w & wh	wish/when
b	b & bb	ball/rabbit/tub
k	c & k & ck	kit/bacon/back
g	g & gg	goat/baggage/pig
d	d & dd & -ed	dog/window/dad/padded
t	t & tt & -ed	take/bathtub/bat/pushed
ŋ	ng & n	hanger/pink/ring
f	f & ff & ph	foot/telephone/different/half
j	y	yellow/yo yo
r	r & rr	red/carrot/car
l	l & ll	late/ballon/mail
s	s & ss & c	sun/pencil/pass
tʃ	ch & tch	chip/watching/match
ʃ	sh & s & ss & t & ch	shoe/session/attention/chef
z	z & zz & s & ss	zoo/scissors/buzz/please
dʒ	j & g & dge	jack/badger/orange
v	v	vest/shovel/stove
θ	th (voiceless)	thumb/bathtub/math
ð	th (voiced)	that/bathing/sooth
ʒ	s & g	vision/decision/massage

Figure 5: English consonant sounds

Source: Yeh, (2011)

Voiced and voiceless sounds

In articulatory phonetics, speech sounds production is investigated. We start with the air pushed out by the lungs up through the trachea (or windpipe) to the larynx. Inside the larynx are your vocal folds (or vocal cords), which take two basic positions according to Yule (2014), when the vocal folds are spread apart, the air from the lungs passes between them unimpeded. Sounds produced in this way are described as voiceless.

When the vocal folds are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect. Sounds produced in this way are described as voiced. The distinction can be felt physically if you place a fingertip gently on the top of your Adam's apple (i.e. that part of your larynx you can feel in your neck below your chin), then produce sounds such as Z-Z-Z-Z or V-V-V-V. Because these are voiced sounds, you should be able to feel some vibration. Keeping your fingertip in the same position, now make the sounds S-S-S-S or F-F-F-F. Because these are voiceless sounds, there should be no vibration.

Another trick is to put a finger in each ear, not too far, and produce the voiced sounds (e.g. Z-Z-Z-Z) to hear and feel some vibration, whereas no vibration will be heard or felt if you make voiceless sounds (e.g. S-S-S-S) in the same way.

Other phonemic symbols

The symbols presented in the phonemic chart are sufficient enough to show the way how to pronounce words to language learners who are familiar with phonemic transcription. However, it is important to analyze each one of the symbols so that the interpretation of phonemic transcription is precise.

Slashes

In English dictionaries, we can find the phonemic transcription of words given in slashes, like this: home /həʊm/, come /kʌm/.

Stress

Szynalski (2016) refers to stress as follows: “When a word has many syllables, one of them is always pronounced more strongly. This is called word stress, and we say that the syllable is stressed”. While the written Spanish language has the acute accent (‘) to show where the word is stressed in most cases, the written English language does not have a symbol like this to represent stress. Thus, it is necessary to point out that without phonemic transcription, which shows where the word is stressed, it would be impossible in English to know where the stress lies just by looking at a word.

Most dictionaries show us the syllable that is stressed through a stress mark. The primary stress mark placed before the syllable that is primarily stressed. In the case of monosyllabic words, dictionaries do not put the primary stress mark before it because they are entirely stressed. For example, the word “because” would be transcribed as /bəˈkɪz/ with the stress mark before the second stressed syllable. If there is a secondary stress in the syllable, then you would use a secondary stress mark. There are two types of stress: Primary /ˈ/ and Secondary /ˌ/. For instance, “pronunciation” would be written as /prəˌnʌnsiˈeɪʃən/. It is typical to transcribe using stress marks, though it is not always required.

Length

Long vowels and short vowels are a clear feature of English. To mark a vowel as long, linguists use a colon-like symbol. When a vowel sounds like

its name, this is called a long sound. These sounds are distinguished by being followed by /:/, for example: /i:/ as in eat = /i:t/.

When a vowel sound is fast, it is considered a short sound. These sounds are not followed by /:/ for example: /ɪ/ as in quality=/'kwɒlɪtɪ/.

Consider for instance, the difference in vowel length between “city” and “clean”; “clean” would be written as /kli:n/, while “city” would remain /'sɪti/ (or /'sɪri/, in the case of American English).

2.4.2 Conceptual basis – Dependent variable

Communicative competences

According to Hymes (1972), communicative competence consists of four competences: linguistic, sociolinguistic, discourse and strategic.

Linguistic competence is the knowledge of the language code, grammar and vocabulary, and also of the conventions of its written representation. The grammar component includes the knowledge of the sounds and their pronunciation, the rules that govern sound interactions and patterns, the formation of words by means of inflection and derivation, the rules that govern the combination of words and phrases to structure sentences and the way that meaning is conveyed through language.

Sociolinguistic competence is the knowledge of socio-cultural rules of language use depending on the setting of the communication, the topic, and the relationships among the people involved in the oral interaction.

Discourse competence is the knowledge of how to produce, combine and comprehend oral or written language structures when speaking/writing and listening/reading respectively. It means being able to deal with organizing words, phrases and sentences in order to create conversations, speeches, poetry, email messages, newspaper articles and so on.

Strategic competence is the ability to recognize and repair communication difficulties when communication breakdowns occur before, during, or after the conversation. If the communication was unsuccessful due to external factors or due to the message being misunderstood, the speaker must know how to keep the communication channel open and restore communication.

Speaking skills

Speaking is one of the four macro skills to be developed as a means of effective communication in both first and second language learning contexts. In the English as a Foreign Language (EFL) pedagogy environment, how to increase speaking competence and confidence for undergraduate students tends to be a crucial question among instructors.

This concern led to a qualitative research design as an action study in a regular course employing a task-based approach. The findings indicated that confidence, creativity of topics, and speaking competence were the key aspects of improvement when speaking to the audience.

Importance of speaking skills

The importance of speaking skills is reflected by Gillis (2013):

While a picture may be worth a thousand words, those words will no

doubt come in handy if the picture is distorted or poorly understood. After all, the most effective way to communicate is through speech. Thus, speaking skills are a vitally important method of communication (para. 1).

As we know, oral communication takes place where there is speech. Without speech we cannot communicate with one another and without speech a language is reduced to a mere script. Hence, the importance of speaking skills is enormous for the learners of any language, as referenced by Aamer (n.d).

The components of speaking skills

Grammar

Grammar is needed for the speakers to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language (Purpura, 2004).

Vocabulary

Vocabulary is the knowledge of meanings of words. It is essential for learning a foreign language successfully because without an extensive vocabulary, learners are not able to express ideas, feelings and thoughts, both in oral or written form. Students need to know words, their meanings and definitions, how they are spelt, and how they are pronounced as well as the context in which where to use them.

Fluency

Fluency is understood as the ability to speak easily, reasonably quickly, fluently, accurately and without having to pause and stop. the teaching and learning process, if the teacher wants to check students' fluency, then he or she should allow students to express themselves freely without interruption.

Comprehension

Comprehension is the ability to perceive and process pieces of discourse to understand the meaning of sentences and get the message to be transmitted. Comprehension of a second language is more difficult to study due to the fact that it is not directly observable and must be inferred from verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher.

Pronunciation

Pronunciation is the way for learners to produce clear language when they are speaking. They can communicate effectively when they have good pronunciation and intonation, even if they have limited vocabulary and grammar. It is necessary to understand that English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert 2008). Moreover, pronunciation includes many aspects, such as: articulation, rhythm, intonation and phrasing, as well as gestures, body language and eye contact.

It is a key aspect in the development of oral skills. It refers to the action that human beings make to produce sounds in order to convey meaning as part of oral communication. It focuses on the attention to diverse aspects such as the phonemes of a language (segments), and the stress, rhythm, timing, intonation, and phrasing (suprasegmental aspect).

Pourhosein (2012) suggests that with careful preparation and integration, pronunciation can play a significant role in supporting the learners' overall communicative skills. There are various features that make up the production of sounds in English, which are illustrated as follows:

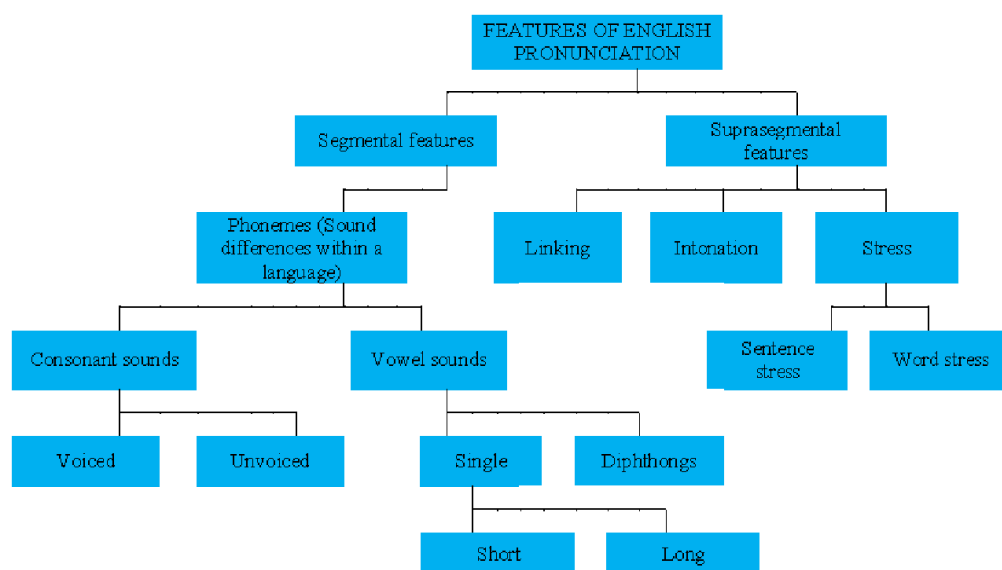


Figure 6: Features of English pronunciation.
Source: Pourhose, A. (2012).

Speech sounds

Regarding speech, human begins utter hundreds of sounds, but not all these sounds we are capable of uttering are used to communicate. Speech sounds are individual sound units of speech without concern as to whether or not it is a phoneme of some language. They are produced by the human vocal tract, and as examples we have vowel and consonant sounds. The total number of speech sounds in American English are 12 vowels and 24 consonants.

Vowel pronunciation

Levis (2013) states that in acoustic terms, vowel sounds vary in pitch, which is determined by the quality of the sound wave. Vowels are articulated without obstruction of the air stream and the main components that are involved in their production are: the tongue, the vocal cords, the lips and the flow of air. The classification of vowels is based on four major aspects:

- Tongue height according to the vertical position of the tongue: high vowels, also referred to as close; low vowels, also referred to as open; intermediate - close-mid and open-mid.
- Frontness versus backness of the tongue according to the horizontal position of the highest part of the tongue.
- Lip rounding, whether the lips are rounded or spread when the sound is being made.
- Tenseness of the articulators, referring to the amount of muscular tension around the mouth when creating vowel sounds. Tense and lax are used to describe muscular tension.

Vowels utterance

How to pronounce the /ɑ:/ sound

Remember that the key to pronunciation is physical and the name tells us about how the sound is made physically. In this case your tongue is low and at the back of your mouth. Unrounded refers to your lips because they are relaxed and not rounded.

To produce the sound put your tongue low and at the back of your mouth, then make a long voiced sound with your mouth open.

- How the /ɑ:/ sound is spelled:

The ɑ: sound is normally spelled with the letters 'a-r' as in the words:

start /stɑ:t/ part /pɑ:t/

- Examples of the /ɑ:/ sound:

Here are some words that start with the α: sound:

art /ɑ:t/ arm /ɑ:m/ answer /'ɑ:nsə/

Here are some words that have the sound in the middle:

father /'fɑ:ðə/ market /'mɑ:kit/ class /klɑ:s/

Here are some words with the /ɑ:/ at the end:

far /fɑ:/ car /kɑ:/ star /stɑ:/

How to pronounce the /ʌ/ sound

In this case your tongue is low and between the middle and the back of your mouth. To produce the sound put your tongue low and between the middle and the back of your mouth, then make a short voiced sound with your mouth open.

- How the /ʌ/ sound is spelled:

The /ʌ/ sound is often spelled with the letter 'o' as in the words:

some /sʌm/ company /'kʌmpəni/

But it is also often spelled with a 'u' or 'o-u', as in the words:

much /mʌtʃ/ country /'kʌnt:ri/

- Examples of the /ʌ/ sound

Here are some words that start with the /ʌ/ sound:

other /'ʌðə/ under /'ʌndə/
until /ʌn'tɪl/ understand /,ʌndə'stænd/

Here are some words that have the sound in the middle:

another /ə'nʌðə/ come /kʌm/ such /sʌtʃ/

How to pronounce the /ɜ:/ sound

In this case your tongue is low and in the center of your mouth. Unrounded refers to your lips because they are stretched out as if you are smiling and not rounded. To produce the sound put your tongue low and in the center of

your mouth and stretch out your lips, then make a long voiced sound with your mouth relaxed.

- Spelling of the /ɜ:/ sound

The /ɜ:/ sound is normally spelled with the letters 'e-r' as in the words:

person /'pɜ:sən/

but it can also be spelled with the letters 'o-r', as in the word:

word /wɜ:d/

or the letters 'u-r' as in the word:

turn /tɜ:n/

or 'i-r' as in:

first /fɜ:st/

- Examples of the /ɜ:/ sound

Not many words start with this sound, but one important one for you to know is.

early /'ɜ:li/

Here are some words that have the ɜ: sound in the middle:

service /'sɜ:vɪs/

world /wɜ:ld/

girl /gɜ:l/

In British English, not many words end with this sound either. But here is one you should know: occur /ə'kɜ:/

How to pronounce the /e/ sound

In this case your tongue is high, but not at the top of your mouth, and at the front. Unrounded refers to your lips because they are stretched out as if you are smiling and not rounded. To produce the sound put your tongue high, but not at the top, and at the front of your mouth and stretch out your lips, then make a short voiced sound with your mouth slightly open.

- How the /e/ sound is spelled:

The e sound is normally spelled with the letter 'e' as in the words:

well /wel/

tell /tel/

But it can also be spelled with the letter 'a' as in the words:

many /'meni/ again /ə'gen/

- Examples of the /e/ sound:

Here are some words that start with the /e/ sound:

every /'evri/ any /'eni/ ever /'evə/

Here are some words that have the sound in the middle:

let /let/ never /'nevə/ very /'veri/

Words don't often end with this sound.

How to pronounce the /ɪ/ sound

In this case your tongue is close to the top and the front of your mouth. Unrounded refers to your lips because they are stretched out as if you are smiling and not rounded. It is similar to the /i:/ sound, but it is shorter. /ɪ/ not /i:/.

To produce the sound put your tongue close to the top and the front of your mouth, and stretch out your lips, then make a short voiced sound with your mouth closed.

- How the /ɪ/ Sound is spelled:

The /ɪ/ sound is normally spelled with the letter 'i' as in the words:

this /ðɪs/ give /gɪv/

But it can also be spelled with the letter 'e'. As in the words:

become /bɪ'kʌm/ because /bɪ'kɒz/

- Examples of the /ɪ/ sound:

Here are some words that start with the /ɪ/ sound

if /ɪf/ into /'ɪntʊ/ include /ɪn'klu:d/

Here are some words that have the /ɪ/ sound in the middle:

which /wɪtʃ/ his /hɪz/ think /θɪŋk/

This symbol is not often used at the end of words because when words end with this sound it is normally part of the Diphthong /ɔɪ/, or it is the extended vowel sound /i:/.

How to pronounce the /i:/ sound

In this case your tongue is high and at the front of your mouth. The word 'Unrounded' refers to your lips because they are stretched out as if you are smiling and not rounded.

It is similar to the /ɪ/ sound, but the two little dots mean that it is a longer sound. /i:/ not /ɪ/.

To produce the sound put your tongue high and at the front of your mouth and stretch out your lips, then make a long voiced sound.

- How the /i:/ sound is spelled:

The /i:/ sound is normally spelled with the letter 'e' or e-e' as in the words:

three /θri:/ see /si:/ these /ði:z/

But it can also be spelled with the letters 'e-a'. As in the words:

leave /li:v/

- Examples of the /i:/ sound:

Here are some words that start with the /i:/ sound:

each /i:tʃ/ easy /'i:zi/ eat /i:t/ east /i:st/

Here are some words that have the sound in the middle:

feel /fi:l/ keep /ki:p/ seem /si:m/

Here are some words with the /i:/ at the end:

he /hi:/ she /ʃi:/ we /wi:/ free /fri:/

How to pronounce the /ɔ:/ sound

In this case your tongue is low and at the back of your mouth. Rounded refers to your lips because they are pushed together like you are going to kiss someone. It is similar to the /ɒ/ sound, but the two little dots mean that it is a longer sound. /ɔ:/ not /ɒ/.

- How the /ɔ:/ sound is spelled:

for /fɔ:/ more /mɔ:/

also /'ɔ:lsəv/ talk /tɔ:k/

Here are some words that start with the /ɔ:/ sound:

Here are some words that have the sound in the middle:

Here are some words with the /ɔ:/ sound at the end:

door /dɔ:/ sure /ʃʊ:/ war /wɔ:/ four /fɔ:/

In this case your tongue is low and at the back of your mouth. Rounded here means your lips make a round shape but the mouth is open a little. It is similar to the /ɔ:/ sound, but it is shorter. /ɒ/ not /ɔ:/.

- How the /p/ sound is spelled:

not /nɒt/ problem /'prɒbləm/

what /wɒt/ because /bi'kɒz/

Here are some more examples of words with the /b/ sound:

want /wɒnt/ off /ɒf/ lot /lɒt/

The /ɒ/ sound is a little unusual. It is not so common so there are not many examples and it is not used at all in American English. In the American accent they use a sound more similar to /æ/ or /ɑ:/ whereas in British pronunciation they use the /ɒ/ sound. So it is only really important if you specifically want to sound British.

How to pronounce the /ʊ/ sound

In this case your tongue is close to the top and near the back of your mouth. It is similar to the /u:/ sound, but it is shorter.

To produce the sound put your tongue close to the top and near the back of your mouth and make a short voiced sound with your mouth closed.

- How the /ʊ/ sound is spelled:

The /ʊ/ sound is normally spelled with the letter 'u', as in the words:

education /ˌedʒʊˈkeɪʃən/ put /pʊt/

But it can also be spelled with the letters 'o' or 'o-o', as in the words:

woman /ˈwʊmən/ book /bʊk/

Examples of the /ʊ/ sound:

Words do not usually start with the /ʊ/ sound, but here are some words that have the /ʊ/ sound in the middle:

foot /fʊt/ pull /pʊl/ bush /bʊʃ/

Not many words end with this symbol either. There are a couple of examples but when we say them by themselves we normally use the longer /u:/ into /'ɪntu:/ or onto /'ɒntʊ/

But when they are in a sentence, they can be pronounced with the /ʊ/ sound. For example:

“Put your violin into the case” /'ɪntʊ/, or “My coat fell onto the floor” /'ɪntʊ/

How to pronounce the /æ/ sound

In this case your tongue is low and at the front of your mouth. Unrounded refers to your lips because they are stretched out as if you are smiling and not rounded. It is similar to the /ɑ:/ sound, but it is shorter; /æ/ not /ɑ:/.

To produce the sound put your tongue low and at the front of your mouth and stretch out your lips, then make a short voiced sound with your mouth open.

- How the /æ/ sound is spelled

The æ sound is normally spelled with the letter 'a' as in the words:

at /æt/ as /æz/ can /kæn/

- Examples of the /æ/ sound:

Here are some words that start with the æ sound:

add /æd/ actually /'æktʃuəli/ action /'ækʃən/

Here are some words that have the sound in the middle:

back /bæk/ family /'fæməli/ hand /hænd/

How to pronounce the /ə/ sound

In this case your tongue is in the middle and in the center of your mouth. It is similar to the /ɜ:/ sound, but it is shorter; /ə/ not /ɜ:/.

To produce the sound put your tongue low and at the front of your mouth and stretch out your lips, then make a short voiced sound with your mouth open.

- How the /ə/ sound is spelled:

The /ə/ sound is spelled in many different ways.

Sometimes it is spelled with the letter 'u' as in the word:

just /dʒəst/ (weak form)

Sometimes it is spelled with the letters 'e-r' as in the words:

mother /'mʌðə/ teacher /'ti:tʃə/

But it can also be spelled with the letters 'o-u' as in the word:

could /kəd/ (weak form)

There are many different ways that this sound is spelled, and it is a very common sound. Even the letter 'i' can make this sound, as in the word:

people /'pi:pəl/

- Examples of the /ə/ sound:

Here are some words that start with the /ə/ sound:

another /ə'nalðə/ again /ə'geɪn/

Here are some words that have the sound in the middle:

even /'iːvən/ family /'fæməli/

Lots of words end with this sound:

never /'nevər/ after /'æf.tər/

Consonant pronunciation

Consonant sounds are produced by blocking the flow of air that comes from the lungs go to the vocal track before to leaves the mouth. There are many ways of blocking the air and various tongue, lip and jaw positions required in order to accurately create the consonants of English. Consonants as discussed above are classified in terms of: voicing, place of articulation and manner of articulation.

Unfamiliar consonants utterance

The seven unfamiliar consonants for Spanish speakers are described by Baruch College (2018) as follows.

- **/ʃ/**

To make /ʃ/, place the tip of your tongue at the front of the top of your mouth, behind where the /s/ is produced. Push air between the top of your mouth and the tip of your tongue. Do not vibrate your vocal cords. Examples:

* chef /ʃef/ * wash /wɒʃ/

- **/tʃ/**

Place the tip of your tongue just behind the hard ridge at the front of the top of your mouth. Push air forward out of your mouth. Stop the air completely at first, and then release it. After release, the air should create friction

between the tip of your tongue and the roof of your mouth. Do not vibrate your vocal cords when you make this sound; it's voiceless.

Examples: * church /tʃɜ:(r)tʃ/ * check/tʃɛk/

- **/dʒ/**

Place the tip of your tongue just behind the hard ridge at the front of the top of your mouth. Vibrate your vocal cords, and push air forward out of your mouth. Stop the air completely at first, and then release it. After release, the air should create friction between the tip of your tongue and the roof of your mouth.

Examples: * jungle /'dʒʌŋgəl/ * judge /dʒʌdʒ/

- **/ʒ/**

To make /ʒ/, place the tip of your tongue at the front of the top of your mouth, behind where the /s/ is produced. Vibrate your vocal cords as you push air between the top of your mouth and the tip of your tongue.

Examples: * measure /'mɛʒə(r)/ * decision /dɪ'sɪʒən/

- **/θ/**

To make /θ/, place the tip of your tongue between your upper and lower teeth. Push air out of your mouth between your tongue and your teeth. You should feel some friction (resistance). Do not vibrate your vocal cords.

Examples: *through /θru:/ *thin /θɪn/

- **/ð/**

Voiceless initial sound /th/. Place the tip of your tongue between your teeth but just blow air through your mouth without vibrating your vocal cords.

Examples: * than /ðæn/ * smooth /smu:ð/

- **/ŋ/**

Lift the back of your tongue (like you're making a "k" sound) and place it against the soft palate at the back of your mouth. Vibrate your vocal cords. Do not let any air leave through your mouth; it should all leave through your nose.

Examples: * sing /sɪŋ/ * bing /bɪŋ/

Voicing

On the basis of voicing, consonants are divided into voiced and voiceless consonants. Voiced consonants are those which are articulated with the vibration of the vocal cords. In English voiced consonants are /b/, /d/, /g/, /v/, /z/, /dʒ/, /ʒ/, /ð/. Voiceless consonants are articulated without vibration of the vocal cords, or it may be said that during the production of voiceless consonants the vocal cords are kept apart. Examples: /p/, /t/, /k/, /f/, /ʃ/, /s/, /θ/, /tʃ/.

Points of articulation

Points of articulation refer to where the sound is produced in the vocal tract. On the basis of the points of articulation, consonants are divided as:

- Bilabial (or labial): Both lips as the primary articulators articulate with each other. Examples: /p/, /b/, /m/, /w/.
- Labio-dental: The lower lip articulates with the upper teeth. Examples: /f/, /v/.
- Interdental: The tip and the rims of the tongue articulate with the upper teeth. Examples: /θ/, /ð/
- Alveolar: The blade, or top and blade of the tongue articulate with the alveolar ridge. Examples: /t/, /d/, /s/, /z/, /n/, /l/, /r/.
- Palato-alveolar: The blade, or the tip and blade of the tongue, articulate with the alveolar ridge and there is at the same time a rising

of the front of the tongue towards the hard palate. Examples: /c/, /j/, /s/, /z/, /j/.

- Velar: A glottal obstruction, or a narrowing causing friction and vibration between the vocal cords. However, some consonants in this category may be produced without vibration between the vocal cords. Examples: /k/, /g/, and /h/.

Manners of articulation

The manner of articulation is the way the airstream is affected as it flows from the lungs and out the nose and mouth. Although most sound motions occur at the same place, they make different sounds because of the manner of articulation.

- Plosives/stops: In plosives, the speech organs are closed and the oral and nasal cavity completely closed blocking off the airstream. The up building pressure in the oral cavity is then suddenly released. The audible puff of air that is released is called aspiration. Plosives of the English language are /p/, /t/, /k/ (voiceless) and /b/, /d/, /g/ (voiced).
- Affricates: As with plosives, there is a complete blockage of the airstream in the oral cavity. But in contrast to said plosives, the blocked-off airstream is not released suddenly, but rather slowly causing audible friction. Affricates can, therefore, be divided into two parts: a plosive followed by a fricative (as there is closure and friction in the same place). But note that affricates are always analyzed as only one phoneme. English affricates are /tʃ/ (voiceless) as in cheese and /dʒ/ (voiced) as in jungle.
- Nasals: In nasal sounds the velum (soft palate) is lowered, blocking off the oral cavity. Air can only escape through the nose. English nasals are /m/, /n/ and /ŋ/ as in sing, which are all voiced.

- **Fricatives:** Fricatives are created when air forces its way through a narrow gap between two articulators at a steady pace. They can be divided into two categories: slit fricatives and groove fricatives. In slit fricatives the tongue is rather flat (as in /f/, /θ/ as in thing (voiceless), /v/, /ð/ as in this (voiced) while in groove fricatives the front of the tongue forms the eponymous groove (/s/ as in seal, /ʃ/ as in shock (voiceless), /z/ as in zero, /ʒ/ as in measure (voiced)).
- **Laterals:** The tip of the tongue is pressed onto the alveolar ridge. The rims of the tongue are lowered so that the air escapes over the lowered tongue rims. The only English lateral sound is /l/ (voiced).
- **Approximants:** The name approximants refers to the fact that the articulators involved approach each other without actually touching. There are three approximants in the English language: /j/ as in you, /w/ as in we and /r/ as in rise (all voiced). Approximants are often referred to as semi-vowels (or glides) as they represent the “twilight zone” between consonants and vowels.

2.5 Hypothesis

H0: If Spanish speakers do not learn about phonemic transcription and practice it through activities in class, they will not improve their English pronunciation

H1: If Spanish speakers learn about phonemic transcription and practice it through activities in class, they will improve their English pronunciation

2.6 Pointing of hypothesis variables

Independent variable: Phonemic transcription

Dependent variable: Pronunciation

CHAPTER III METHODOLOGY

3.1 Research approach

This project applies a quasi-experimental research due to the fact that it is oriented towards collecting information through a survey and a pretest; analyzing the data collected through numerical, statistical and mathematical processes; proposing and applying phonemic transcription activities; and, finally, determining the improvement of students' pronunciation through a posttest in order to verify the hypothesis that was previously established in the thesis.

It is important to establish that the present research has both a qualitative and quantitative approach because of the following reasons:

- As said by Krause (1995), the qualitative approach is concerned with processes that enable construction of knowledge that occurs on the basis of concepts (phonemic transcription) which allow the reduction of complexity (problems in pronunciation) and by establishing relationships (activities and extended practice) between these concepts, the internal consistency of the scientific product is generated (improvement).
- Also, the quantitative approach deals with the results of the data collection, which is perceived in numbers in order to understand educational reality in a holistic way in its uniqueness and specificity. Therefore, once the information is gathered, it is processed and carefully analyzed to get consistent conclusions that lead to the solution of the problem as the final product.

3.2 Basic Method of Research

To begin with, all the different aspects that enabled this research study were taken into account because the present investigation combines fieldwork through the application of phonemic transcription activities; data collection through a survey; a pretest and posttest, whose methods and procedures for analysis are evidenced; as well as background research and

a literature review in order to find solutions oriented to the improvement in English pronunciation.

Bibliographic Documents

This investigation was carried out under the bibliographic and documentary modality because it was necessary to include reliable information that is scientifically supported not only by one, but by various authors who contribute with valuable ideas from their own perspectives.

It is necessary to note that books, magazines, theses, articles, reports, web pages, videos and others will be used as a source of information only after verifying that they come from reliable and trustworthy authors.

Fieldwork

During the study, the researcher was continuously in direct contact with the study population and collected data relating to the research problem in accordance with the objectives of the project. That is fieldwork according to Herrera (2012): "It is the systematic study of the facts in the place where they occur, through the direct contact of the researcher with reality" (p.94).

3.3 Level or Type of Research

Exploratory

Exploratory research enhanced the familiarity between the researcher and the research problem within the educational institution; the development of the research problem and formulation of a hypothesis, which was used to

support the chosen methodology. Also, it allowed for measuring accuracy in pronunciation before and after the introduction of the intervention in the same study site with both experimental and control groups. The observed differences in performance were assumed to be due to the intervention.

Descriptive Level

The case of this research describes the problem regarding incorrect English pronunciation in language learners at the Languages Center at ESPOCH. In addition, data collection, analysis and interpretation of data are described with the aim of proving the veracity of the established hypothesis, which is the application of phonemic transcription activities to improve English pronunciation.

Correlational Level

Hernández, Fernández, and Baptista (2010) state that correlational studies are aimed to establish the relation and grade of association between two or more concepts, categories or variables in any given context. In addition, correlational studies measure each variable to quantify and analyze the relation among them. It is important to mention that this type of study is characterized by being submitted to hypothesis verification.

The association of dependent and independent variables by means of correlational studies allows identifying how the phonetic transcription influences pronunciation in students. The variables are correlated and any change in one of them will directly affect the other one.

3.4 Population and sample

Population

The population to be studied is constituted of 120 fifth level (B1 according to the CEFR) students, from teenagers to adults distributed in 6 classrooms at the ESPOCH-Languages Center in Riobamba city.

Table 1: Population

POPULATION	QUANTITY
Students	120
TOTAL	120

Source: ESPOCH- Languages Center
Elaborated by Rivadeneira, J. (2018)

Sample

As the research is based on a quasi-experimental design, there is no use in sampling the population due to the fact that the intervention was carried out using courses randomly assigned to the experimental and control group as indicated in the table below.

Table 2: Experimental and control groups

GROUPS	COURSES	TOTAL
Experimental	5 "A"	25
Control	5 "E"	25

Source: ESPOCH- Languages Center
Elaborated by Rivadeneira, J. (2018)

3.4 Operation of variables

3.4.1 Operationalization of the independent variable

Table 3: Operationalization of the independent variable

INDEPENDENT VARIABLE: PHONEMIC TRANSCRIPTION	DIMENSIONS	INDICATORS	TECHNIQUE	INSTRUMENT
Phonemic transcription is the written representation of speech sounds by using symbols to show the appropriate way to pronounce words. These symbols help speakers to know the length of sounds, the stress and the separation of syllables within a word. In spoken English, there are 44 phonemes that are included in the English Phonemic chart, which uses symbols from the International Phonetic Alphabet (IPA).	Phonology Phonemics Phonemic transcription	Phonological awareness Phonemic awareness Lack of phonemic awareness The phonemic chart Vowel symbols Consonant symbols Other phonemic symbols	Survey, Pretest & Posttest	Questionnaire & Checklist

Table 3: Operationalization of the Independent variable
Elaborated by Rivadeneira, J. (2018)

3.4.2 Operationalization of the dependent variable

Table 4: Operationalization of the dependent variable

DEPENDENT VARIABLE: PRONUNCIATION	DIMENSIONS	INDICATORS	TECHNIQUE	INSTRUMENT
Pronunciation is a key aspect in the development of communicative skills, which involves the process of producing the sounds of spoken language, such as: segmental (vowels and consonants) and suprasegmental phonemes (stress, rhythm, and intonation). Pronunciation of words in the English language by Spanish speakers may be influenced since they are not permanently exposed to the foreign language.	Communicative competences Speaking skills Pronunciation	Linguistic competence Sociolinguistic Competence Discourse competence Strategic competence Components of Speaking skills Speech sounds Vowel pronunciation Consonant pronunciation Voicing Place of articulation Manner of articulation	Survey, Pretest & Posttest	Questionnaire & Checklist

Table 4: Operationalization of the Dependent Variable
Elaborated by Rivadeneira, J. (2018)

3.5 Method of data collection

The data collection plan considers methodological strategies required by the objectives and hypothesis of this investigation in accordance with the approach chosen for this study. The methodology is qualitative and quantitative considering the following elements:

- **Definition of the subjects to be investigated:** fifth level students in both experimental and research groups were randomly assigned for the study.
- **Selection of the techniques to be used in the data collection process:** a preliminary survey; a pretest was applied to each student of both groups. They were individually tested on reading 38 isolated words presented in the pretest – 2 words corresponding to each phoneme-; and a posttest was applied at the end of the intervention, the posttest has the same as the pretest.
- **Instruments selected or designed according to the technique chosen for the research:** questionnaire including the 19 phonemes to be studied – 12 English vowels and 7 unfamiliar consonants for Spanish speakers, audio recordings for each students for the pretest and posttest and pronunciation checklists with the word C for correct pronunciation and INC for incorrect pronunciation.
- **Explanation of procedures for the collection of information, how to apply the tools, conditions of time and space:** a preliminary survey was applied before the beginning of this study in order to characterize the population to be studied; an audio recorded and written pronunciation pretest was applied to each student of both groups, they were individually tested on reading 38 isolated words presented in the pretest – 2 words

corresponding to each phoneme-; and a posttest was applied at the end of the intervention, the posttest had the same information as the pretest. All the procedures took place in classroom 7, at ESPOCH Languages Center – Extension modality building.

3.6 Data collection and analysis

Once the applied instruments were reviewed, the single absolute frequencies were determined for each item and for each alternative of response. Simple relative frequencies were calculated, considering the relation to the single absolute frequencies. Afterwards, the T Test (also called the “Student’s T Test”, compares two means and tells you if they are different from each other. This test also tells you how significant the differences are; so that you know if those differences could have happened by chance) was calculated using a SPSS package (“Statistical Package for the Social Sciences” which is a software for editing and analyzing all sorts of data) . Subsequently, the results were described and interpreted. Later, the qualitative data and graphs that are derived from the statistical analysis were discussed.

The objectives mentioned in Chapter 1 were taken into account to state the conclusions and recommendations, so that there is a conclusion and a recommendation for each specific objective.

CHAPTER IV

ANALYSIS AND INTERPRETATION

The information gathered after the implementation of the quasi-experiment during the pretest and posttest was presented and analyzed through descriptive and inferential statistics. In the first case, the data was used to demonstrate the composition of the groups and subjects and the types of mistakes students make in pronunciation. Inferential statistics was used to test the hypothesis.

4.1 Analysis of results

4.1.1 Pronunciation of students in the pretest in the experimental and control group

After applying the pretest, the students of the experimental control group produced the following mistakes while pronouncing words. The mistakes have been categorized according to the 19 phonemes presented to students – two words with each phoneme. The phonemes are: /ʌ/, /ɑ:/, /ɛ/, /ɜ:/, /ɪ/, /i:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ə/, /æ/, /ɜ/, /ɨ/, /tʃ/, /ð/, /dʒ/, /ʃ/, and /θ/.

4.1.1.1 Pronunciation of words with the /ʌ/ phoneme in the pretest

Table 5. Mistakes in pronunciation of the /ʌ/ phoneme in the pretest.

Group	Frequency	Percentage
Experimental	22	42,31
Control	30	57,69
Total	52	100

Source: Pretest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 52 mistakes when pronouncing words with the /ʌ/ phoneme in the pretest. The students in the control group

made 30 mistakes representing 58% of the total. Meanwhile, students in the experimental group made 22 mistakes representing 60% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.1.2 Pronunciation of words with the /ɑ:/ phoneme in the pretest

Table 6. Mistakes in pronunciation of the /ɑ:/ phoneme in the pretest.

Group	Frequency	Percentage
Experimental	37	50,68
Control	36	49,32
Total	73	100

Source: Pretest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 73 mistakes when pronouncing words with the /ɑ:/ phoneme in the pretest. The students in the experimental group made 37 mistakes representing 51% of the total. Meanwhile, students in the control group made 36 mistakes representing 49% of the total.

Conclusion: The experimental group made more mistakes than the control group.

4.1.1.3 Pronunciation of words with the /ɛ/ phoneme in the pretest

Table 7. Mistakes in pronunciation of the /ɛ/ phoneme in the pretest.

Group	Frequency	Percentage
Experimental	21	36,84
Control	36	63,16
Total	57	100

Source: Pretest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 57 mistakes when pronouncing words with the /ɛ/ phoneme in the pretest. The students in the experimental group made 21 mistakes representing 37% of the total. Meanwhile, students in the control group made 36 mistakes representing 63% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.1.4 Pronunciation of words with the /3:/ phoneme in the pretest

Table 8. Mistakes in pronunciation of the /3:/ phoneme in the pretest.

Group	Frequency	Percentage
Experimental	36	48,00
Control	39	52,00
Total	75	100

Source: Pretest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 75 mistakes when pronouncing words with the /3:/ phoneme in the pretest. The students in the experimental group made 36 mistakes representing 48% of the total. Meanwhile, students in the control group made 39 mistakes representing 52% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.1.5 Pronunciation of words with the /ɪ/ phoneme in the pretest

Table 9. Mistakes in pronunciation of the /ɪ/ phoneme in the pretest.

Group	Frequency	Percentage
Experimental	8	53,33
Control	7	46,67
Total	15	100

Source: Pretest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 15 mistakes when pronouncing words with the /ɪ/ phoneme in the pretest. The students in the experimental group made 8 mistakes representing 53% of the total. Meanwhile, students in the control group made 7 mistakes representing 47% of the total.

Conclusion: The experimental group made more mistakes than the control group.

4.1.1.6 Pronunciation of words with the /i:/ phoneme in the pretest

Table 10. Mistakes in pronunciation of the /i:/ phoneme in the pretest.

Group	Frequency	Percentage
Experimental	44	51,76
Control	41	48,24
Total	85	100

Source: Pretest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 85 mistakes when pronouncing words with the /i:/ phoneme in the pretest. The students in the experimental group made 44 mistakes representing 52% of the total. Meanwhile, students in the control group made 41 mistakes representing 48% of the total.

Conclusion: The experimental group made more mistakes than the control group.

4.1.1.7 Pronunciation of words with the /b/ phoneme in the pretest

Table 11. Mistakes in pronunciation of the /b/ phoneme in the pretest.

Group	Frequency	Percentage
Experimental	5	41,67
Control	7	58,33
Total	12	100

Source: Pretest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 12 mistakes when pronouncing words with the /b/ phoneme in the pretest. The students in the experimental group made 5 mistakes representing 42% of the total. Meanwhile, students in the control group made 7 mistakes representing 58% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.1.8 Pronunciation of words with the /ɔ:/phoneme in the pretest

Table 12. Mistakes in pronunciation of the /ɔ:/ phoneme in the pretest.

Group	Frequency	Percentage
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Experimental	40	51,95
Control	37	48,05
Total	77	100

Source: Pretest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 77 mistakes when pronouncing words with the /ɔ:/ phoneme in the pretest. The students in the experimental group made 40 mistakes representing 52% of the total. Meanwhile, students in the control group made 37 mistakes representing 48% of the total.

Conclusion: The experimental group made more mistakes than the control group.

4.1.1.9 Pronunciation of words with the /ʊ/ phoneme in the pretest

Table 13. Mistakes in pronunciation of the /ʊ/ phoneme in the pretest.

Group	Frequency	Percentage
Experimental	11	52,38
Control	10	47,62
Total	21	100

Source: Pretest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 21 mistakes when pronouncing words with the /ʊ/ phoneme in the pretest. The students in the experimental group made 11 mistakes representing 52% of the total. Meanwhile, students in the control group made 10 mistakes representing 48% of the total.

Conclusion: The experimental group made more mistakes than the control group.

4.1.1.10 Pronunciation of words with the /u:/ phoneme in the pretest

Table 14. Mistakes in pronunciation of the /u:/ phoneme in the pretest.

Group	Frequency	Percentage
Experimental	36	49,32
Control	37	50,68
Total	73	100

Source: Pretest applied to the control and experimental groups.

Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 73 mistakes when pronouncing words with the /u:/ phoneme in the pretest. The students in the experimental group made 36 mistakes representing 49% of the total. Meanwhile, students in the control group made 37 mistakes representing 51% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.1.11 Pronunciation of words with the /ə/ phoneme in the pretest

Table 15. Mistakes in pronunciation of the /ə/ phoneme in the pretest.

Group	Frequency	Percentage
Experimental	15	30,61
Control	34	69,39
Total	49	100

Source: Pretest applied to the control and experimental groups.

Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 49 mistakes when pronouncing words with the /ə/ phoneme in the pretest. The students in the experimental group made 15 mistakes representing 31% of the total. Meanwhile, students in the control group made 34 mistakes representing 69% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.1.12 Pronunciation of words with the /æ/ phoneme in the pretest

Table 16. Mistakes in pronunciation of the /æ/ phoneme in the pretest.

Group	Frequency	Percentage
Experimental	39	48,75
Control	41	51,25
Total	80	100

Source: Pretest applied to the control and experimental groups.

Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 80 mistakes when pronouncing words with the /æ/ phoneme in the pretest. The students in the experimental

group made 39 mistakes representing 49% of the total. Meanwhile, students in the control group made 41 mistakes representing 51% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.1.13 Pronunciation of words with the /ʒ/ phoneme in the pretest

Table 17. Mistakes in pronunciation of the /ʒ/ phoneme in the pretest.

Group	Frequency	Percentage
Experimental	45	50,00
Control	45	50,00
Total	90	100

Source: Pretest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 90 mistakes when pronouncing words with the /ʒ/ phoneme in the pretest. The students in the experimental group made 50 mistakes representing 50% of the total. Meanwhile, students in the control group made 50 mistakes representing 50% of the total.

Conclusion: The control group made the same amount of mistakes as the experimental group.

4.1.1.14 Pronunciation of words with the /ŋ/ phoneme in the pretest

Table 18. Mistakes in pronunciation of the /ŋ/ phoneme in the pretest.

Group	Frequency	Percentage
Experimental	11	40,74
Control	16	59,26
Total	27	100

Source: Pretest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 27 mistakes when pronouncing words with the /ŋ/ phoneme in the pretest. The students in the experimental group made 11 mistakes representing 41% of the total. Meanwhile, students in the control group made 16 mistakes representing 59% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.1.15 Pronunciation of words with the /tʃ/ phoneme in the pretest

Table 19. Mistakes in pronunciation of the /tʃ/ phoneme in the pretest.

Group	Frequency	Percentage
Experimental	8	44,44
Control	10	55,56
Total	18	100

Source: Pretest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 18 mistakes when pronouncing words with the /tʃ/ phoneme in the pretest. The students in the experimental group made 8 mistakes representing 44% of the total. Meanwhile, students in the control group made 10 mistakes representing 56% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.1.16 Pronunciation of words with the /ð/ phoneme in the pretest

Table 20. Mistakes in pronunciation of the /ð/ phoneme in the pretest.

Group	Frequency	Percentage
Experimental	28	54,90
Control	23	45,10
Total	51	100

Source: Pretest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 51 mistakes when pronouncing words with the /ð/ phoneme in the pretest. The students in the experimental group made 28 mistakes representing 55% of the total. Meanwhile, students in the control group made 23 mistakes representing 45% of the total.

Conclusion: The experimental group made more mistakes than the control group.

4.1.1.17 Pronunciation of words with the /dʒ/ phoneme in the pretest

Table 21. Mistakes in pronunciation of the /dʒ/ phoneme in the pretest.

Group	Frequency	Percentage
Experimental	7	43,75
Control	9	56,25
Total	16	100

Source: Pretest applied to the control and experimental groups.

Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 16 mistakes when pronouncing words with the /dʒ/ phoneme in the pretest. The students in the experimental group made 7 mistakes representing 44% of the total. Meanwhile, students in the control group made 9 mistakes representing 56% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.1.18 Pronunciation of words with the /f/ phoneme in the pretest

Table 22. Mistakes in pronunciation of the /f/ phoneme in the pretest.

Group	Frequency	Percentage
Experimental	22	44,90
Control	27	55,10
Total	49	100

Source: Pretest applied to the control and experimental groups.

Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 49 mistakes when pronouncing words with the /f/ phoneme in the pretest. The students in the experimental group made 22 mistakes representing 45% of the total. Meanwhile, students in the control group made 27 mistakes representing 55% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.1.19 Pronunciation of words with the /θ/ phoneme in the pretest

Table 23. Mistakes in pronunciation of the /θ/ phoneme in the pretest.

Group	Frequency	Percentage
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Experimental	33	46,48
Control	38	53,52
Total	71	100

Source: Pretest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 71 mistakes when pronouncing words with the /θ/ phoneme in the pretest. The students in the experimental group made 33 mistakes representing 46% of the total. Meanwhile, students in the control group made 38 mistakes representing 54% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.2 Pronunciation of students in the posttest in the experimental and control group

After applying the posttest, the students of the experimental control group produced the following mistakes while pronouncing words. The mistakes have been categorized according to the 19 phonemes presented to students – two words with each phoneme. The phonemes are: /ʌ/, /ɑ:/, /ɛ/, /ɜ:/, /ɪ/, /i:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ə/, /æ/, /ɜ:/, /ɨ/, /tʃ/, /ð/, /dʒ/, /f/, and /θ/.

4.1.2.1 Pronunciation of words with the /ʌ/ phoneme in the posttest

Table 24. Mistakes in pronunciation of the /ʌ/ phoneme in the posttest.

Group	Frequency	Percentage
Experimental	6	27,27
Control	16	72,73
Total	23	100

Source: Posttest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 23 mistakes when pronouncing words with the /ʌ/ phoneme in the posttest. The students in the experimental group made 6 mistakes representing 27 of the total. Meanwhile, students in the control group made 16 mistakes representing 73% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.2.2 Pronunciation of words with the /ɑ:/ phoneme in the posttest

Table 25. Mistakes in pronunciation of the /ɑ:/ phoneme in the posttest.

Group	Frequency	Percentage
Experimental	21	38,18
Control	34	61,82
Total	55	100

Source: Posttest applied to the control and experimental groups.

Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 55 mistakes when pronouncing words with the /ɑ:/ phoneme in the posttest. The students in the experimental group made 21 mistakes representing 38% of the total. Meanwhile, students in the control group made 34 mistakes representing 62% of the total.

Conclusion: The experimental group made less mistakes than the control group.

4.1.2.3 Pronunciation of words with the /ɛ/ phoneme in the posttest

Table 26. Mistakes in pronunciation of the /ɛ/ phoneme in the posttest.

Group	Frequency	Percentage
Experimental	5	26,32
Control	14	73,68
Total	19	100

Source: Posttest applied to the control and experimental groups.

Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 19 mistakes when pronouncing words with the /ɛ/ phoneme in the posttest. The students in the experimental group made 5 mistakes representing 26% of the total. Meanwhile, students in the control group made 14 mistakes representing 74% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.2.4 Pronunciation of words with the /ɜ:/ phoneme in the posttest

Table 27. Mistakes in pronunciation of the /ɜ:/ phoneme in the posttest.

Group	Frequency	Percentage
Experimental	16	36,36
Control	28	63,64
Total	44	100

Source: Posttest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 44 mistakes when pronouncing words with the /ɜ:/ phoneme in the posttest. The students in the experimental group made 16 mistakes representing 36% of the total. Meanwhile, students in the control group made 28 mistakes representing 64 of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.2.5 Pronunciation of words with the /ɪ/ phoneme in the posttest

Table 28. Mistakes in pronunciation of the /ɪ/ phoneme in the posttest.

Group	Frequency	Percentage
Experimental	5	62,50
Control	3	37,50
Total	8	100

Source: Posttest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 8 mistakes when pronouncing words with the /ɪ/ phoneme in the posttest. The students in the experimental group made 5 mistakes representing 62,5% of the total. Meanwhile, students in the control group made 3 mistakes representing 37,5% of the total.

Conclusion: The experimental group made more mistakes than the control group.

4.1.2.6 Pronunciation of words with the /i:/ phoneme in the posttest

Table 29. Mistakes in pronunciation of the /i:/ phoneme in the posttest.

Group	Frequency	Percentage
Experimental	22	39,29
Control	34	60,71
Total	56	100

Source: Posttest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 56 mistakes when pronouncing words with the /i:/ phoneme in the posttest. The students in the experimental group made 22 mistakes representing 39% of the total. Meanwhile, students in the control group made 34 mistakes representing 61% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.2.7 Pronunciation of words with the /b/ phoneme in the posttest

Table 30. Mistakes in pronunciation of the /b/ phoneme in the posttest.

Group	Frequency	Percentage
Experimental	2	50,00
Control	2	50,00
Total	4	100

Source: Posttest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 4 mistakes when pronouncing words with the /b/ phoneme in the posttest. The students in the experimental group made 2 mistakes representing 50% of the total. Meanwhile, students in the control group made 2 mistakes representing 50% of the total.

Conclusion: The control group made the same amount of mistakes as the experimental group.

4.1.2.8 Pronunciation of words with the /ɔ:/phoneme in the posttest

Table 31. Mistakes in pronunciation of the /ɔ:/ phoneme in the posttest.

Group	Frequency	Percentage
Experimental	16	41,03
Control	23	58,97
Total	39	100

Source: Posttest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 39 mistakes when pronouncing words with the /ɔ:/ phoneme in the posttest. The students in the experimental group made 16 mistakes representing 41% of the total. Meanwhile, students in the control group made 23 mistakes representing 59% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.2.9 Pronunciation of words with the /ʊ/ phoneme in the posttest

Table 32. Mistakes in pronunciation of the /ʊ/ phoneme in the posttest.

Group	Frequency	Percentage
Experimental	9	50,00
Control	9	50,00
Total	18	100

Source: Posttest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 18 mistakes when pronouncing words with the /ʊ/ phoneme in the posttest. The students in the experimental group made 9 mistakes representing 50% of the total. Meanwhile, students in the control group made 9 mistakes representing 50% of the total.

Conclusion: The experimental group made the same amount of mistakes as the control group.

4.1.2.10 Pronunciation of words with the /u:/ phoneme in the posttest

Table 33. Mistakes in pronunciation of the /u:/ phoneme in the posttest.

Group	Frequency	Percentage
Experimental	9	25,00
Control	27	75,00
Total	36	100

Source: Posttest applied to the control and experimental groups.

Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 36 mistakes when pronouncing words with the /u:/ phoneme in the posttest. The students in the experimental group made 9 mistakes representing 25% of the total. Meanwhile, students in the control group made 27 mistakes representing 75% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.2.11 Pronunciation of words with the /ə/phoneme in the posttest

Table 34. Mistakes in pronunciation of the /ə/ phoneme in the posttest.

Group	Frequency	Percentage
Experimental	12	35,29
Control	22	64,71
Total	34	100

Source: Posttest applied to the control and experimental groups.

Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 34 mistakes when pronouncing words with the /ə/ phoneme in the posttest. The students in the experimental group made 12 mistakes representing 35% of the total. Meanwhile, students in the control group made 22 mistakes representing 65% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.2.12 Pronunciation of words with the /æ/ phoneme in the posttest

Table 35. Mistakes in pronunciation of the /æ/ phoneme in the posttest.

GROUP	Frequency	Percentage
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Experimental	22	35,48
Control	40	64,52
Total	62	100

Source: Posttest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 62 mistakes when pronouncing words with the /æ/ phoneme in the posttest. The students in the experimental group made 22 mistakes representing 35% of the total. Meanwhile, students in the control group made 40 mistakes representing 65% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.2.13 Pronunciation of words with the /ʒ/ phoneme in the posttest

Table 36. Mistakes in pronunciation of the /ʒ/ phoneme in the posttest.

Group	Frequency	Percentage
Experimental	25	35,21
Control	46	64,79
Total	71	100

Source: Posttest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 71 mistakes when pronouncing words with the /ʒ/ phoneme in the posttest. The students in the experimental group made 25 mistakes representing 35% of the total. Meanwhile, students in the control group made 46 mistakes representing 65% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.2.14 Pronunciation of words with the /ŋ/ phoneme in the posttest

Table 37. Mistakes in pronunciation of the /ŋ/ phoneme in the posttest.

Group	Frequency	Percentage
Experimental	3	42,86

Control	4	57,14
Total	7	100

Source: Posttest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 7 mistakes when pronouncing words with the /ŋ/ phoneme in the posttest. The students in the experimental group made 3 mistakes representing 43% of the total. Meanwhile, students in the control group made 4 mistakes representing 57% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.2.15 Pronunciation of words with the /tʃ/ phoneme in the posttest

Table 38. Mistakes in pronunciation of the /tʃ/ phoneme in the posttest.

Group	Frequency	Percentage
Experimental	6	54,55
Control	5	45,45
Total	11	100

Source: Posttest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 11 mistakes when pronouncing words with the /tʃ/ phoneme in the posttest. The students in the experimental group made 6 mistakes representing 55% of the total. Meanwhile, students in the control group made 5 mistakes representing 45% of the total.

Conclusion: The experimental group made more mistakes than the control group.

4.1.2.16 Pronunciation of words with the /ð/ phoneme in the posttest

Table 39. Mistakes in pronunciation of the /ð/ phoneme in the posttest.

Group	Frequency	Percentage
Experimental	3	13,04
Control	20	86,96
Total	23	100

Source: Posttest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 23 mistakes when pronouncing words with the /ð/ phoneme in the posttest. The students in the experimental group made 3 mistakes representing 13% of the total. Meanwhile, students in the control group made 20 mistakes representing 87% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.2.17 Pronunciation of words with the /dʒ/ phoneme in the posttest

Table 40. Mistakes in pronunciation of the /dʒ/ phoneme in the posttest.

Group	Frequency	Percentage
Experimental	6	28,57
Control	15	71,43
Total	21	100

Source: Posttest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 21 mistakes when pronouncing words with the /dʒ/ phoneme in the posttest. The students in the experimental group made 6 mistakes representing 29% of the total. Meanwhile, students in the control group made 15 mistakes representing 71% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.2.18 Pronunciation of words with the /f/ phoneme in the posttest

Table 41. Mistakes in pronunciation of the /f/ phoneme in the posttest.

Group	Frequency	Percentage
Experimental	8	30,77
Control	18	69,23
Total	26	100

Source: Posttest applied to the control and experimental groups.

Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 26 mistakes when pronouncing words with the /j/ phoneme in the pretest. The students in the experimental group made 8 mistakes representing 31% of the total. Meanwhile, students in the control group made 18 mistakes representing 69% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.1.2.19 Pronunciation of words with the /θ/ phoneme in the posttest

Table 42. Mistakes in pronunciation of the /θ/ phoneme in the posttest.

Group	Frequency	Percentage
Experimental	12	27,91
Control	31	72,09
Total	43	100

Source: Posttest applied to the control and experimental groups.

Elaborated by Rivadeneira, J. (2018)

Analysis: The students made a total of 43 mistakes when pronouncing words with the /θ/ phoneme in the posttest. The students in the experimental group made 12 mistakes representing 28% of the total. Meanwhile, students in the control group made 31 mistakes representing 72% of the total.

Conclusion: The control group made more mistakes than the experimental group.

4.2 Data Interpretation

4.2.1 Comparison of mistakes made before and after the intervention

The following are the total mistakes by categories made by students before and after the application of phonemic transcription activities.

Table 43. Mistakes before and after the intervention

PHONEME	Control		Experimental	
	Pretest	Posttest	Pretest	Posttest

/ʌ/	30	16	22	6
/ɑ:/	36	34	37	21
/ɛ/	36	14	21	5
/ɜ:/	39	28	36	16
/ɪ/	7	3	8	5
/i:/	41	34	44	22
/ɒ/	7	2	5	2
/ɔ:/	37	23	40	16
/ʊ/	10	9	11	9
/u:/	37	27	36	9
/ə/	34	22	15	12
/æ/	41	40	39	22
/ɜ/	45	46	45	25
/ŋ/	16	4	11	3
/tʃ/	10	5	8	6
/ð/	23	20	28	3
/dʒ/	9	15	7	6
/ʃ/	27	18	22	8
/θ/	38	31	33	12

Source: Pretest and posttest applied to the control and experimental groups.
Elaborated by Rivadeneira, J. (2018)

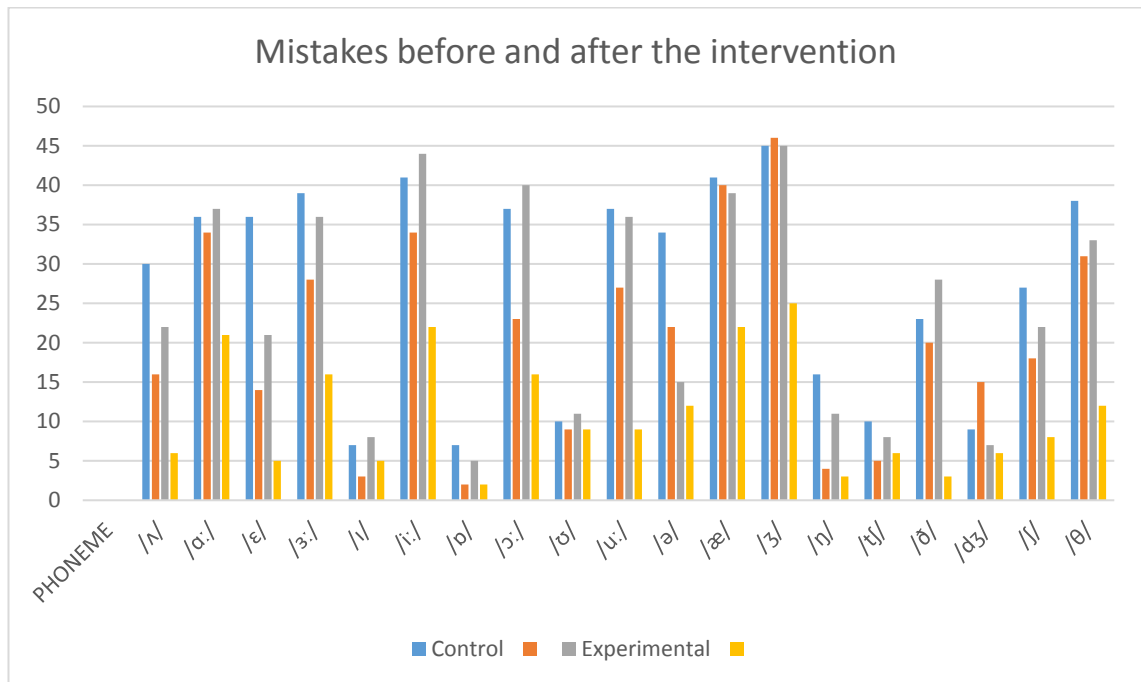


Figure 7: Mistakes before and after the intervention
Elaborated by Rivadeneira, J. (2018)

Conclusion: The results of the pretest and posttest applied to the control group do not show great variation. Meanwhile the results of the pretest and posttest applied to the experimental do show a significant variation. It may be interpreted that the applied quasi-experiment showed the expected results.

4.3 Hypothesis Verification

The following is the analysis of the results of the mistakes made by the students of the experimental and control group after pronouncing words in the posttest through T Test (also called the “Student’s T test”) distribution.

Table 44. Mistakes in experimental and control group after the posttest

PHONEME	Posttest	
	Control Group	Experimental Group
/ʌ/	16	6
/ɑ:/	34	21
/ɛ/	14	5
/ɜ:/	28	16
/ɪ/	3	5
/i:/	34	22
/ɒ/	2	2
/ɔ:/	23	16
/ʊ/	9	9
/u:/	27	9
/ə/	22	12
/æ/	40	22
/ɜ/	46	25
/ŋ/	4	3
/tʃ/	5	6
/ð/	20	3
/dʒ/	15	6
/ʃ/	18	8
/θ/	31	12

Source: Posttest applied to the control and experimental groups.

Elaborated by Rivadeneira, J. (2018)

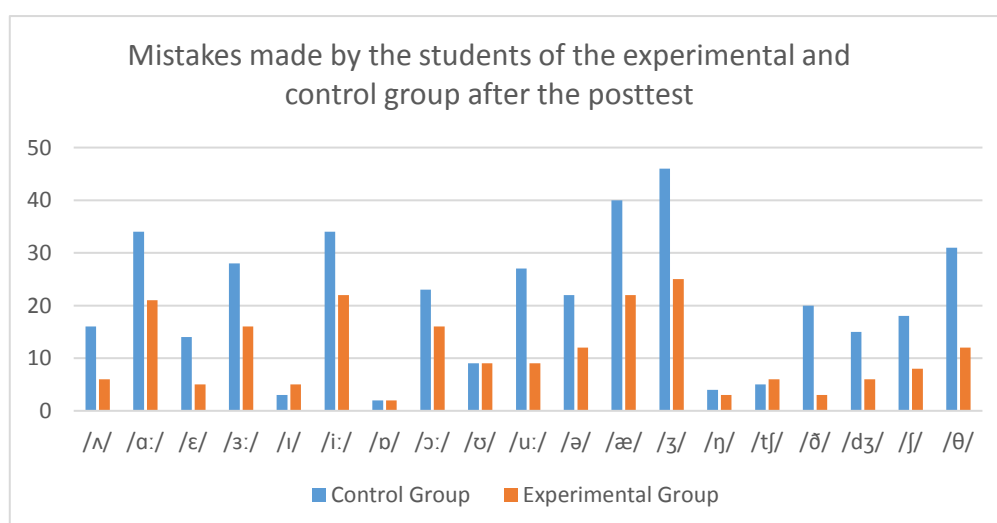


Figure 8: Mistakes after the posttest applied to the experimental and control group

Elaborated by Rivadeneira, J. (2018)

Conclusion: The students in the experimental group made fewer mistakes in pronunciation when applying the posttest after the intervention.

4.3.1 Hypothesis Verification

H0: If Spanish speakers do not learn about phonemic transcription and practice it through activities in class, they will not improve their English pronunciation.

H1: If Spanish speakers learn about phonemic transcription and practice it through activities in class, they will improve their English pronunciation.

$$H_0: \bar{x}_1 - \bar{x}_2 = 0$$

Treatment 1 (control group)

$$N_1 = 19$$

$$df_1 = N - 1 = 19 - 1 = 18$$

$$M_1 = 20,57$$

$$S_1^2 = 166,92$$

$$s_1 = \frac{S_1^2}{N - 1} = 12,91$$

Treatment 2 (experimental group)

$$N_2 = 19$$

$$df_2 = N - 1 = 19 - 1 = 18$$

$$M_2 = 10,94$$

$$S_2^2 = 53,49$$

$$s_2 = \frac{S_2^2}{N - 1} = 7,31$$

Table 45. Statistics of Treatment

	CATEGORICAL	N	Media	Deviation. Deviation	Error deviation Average
	Control	19	20,5789	12,91991	2,96403
	Experimental	19	10,9474	7,31417	1,67799

Source: Posttest applied to the control and experimental groups.

Elaborated by Rivadeneira, J. (2018)

T-value Calculation

$$t = \frac{M_1 - M_2}{\sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2}} * \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

$$t = \frac{20,57 - 10,94}{\sqrt{\frac{(19 - 1)53,49 + (19 - 1)166,92}{19 + 19 - 2}} * \sqrt{\frac{1}{19} + \frac{1}{19}}} = 2,82$$

T test for equal variances	
2,828	36

The t-value is 2,828.

$$DF = n_1 + n_2 - 2 = 19 + 19 - 2 = 36$$

$$t_c(0,05) = 1.6883$$

$$t_c(0,01) = 2.4345$$

Analysis: If the calculated t (2,828) is higher than the critical t for 0.05 (1,6883) and 0.01 (2,4345), then the H0 is rejected.

Conclusion: The difference is highly significant (2,828) therefore the use of motivation in the experimental group influenced the writing production of the students.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The research on the application of phonemic transcription activities for the improvement of pronunciation has produced valid results, which leads to the following conclusions.

- The difference in English pronunciation between the experimental and the control group was highly significant.
- Students do not have wide knowledge about phonemic transcription and the most relevant contents for students to be instructed on phonemic transcriptions are: vowels, consonants and stress.
- The data showed that the students tend to make more mistakes in pronunciation of the /ɑ:/, /i:/, /æ/ and /ʒ/ phonemes.
- The handbook of phonemic transcription activities needs to be embedded as complementary material in the EFL course in order to avoid unnecessary extra-planning.
- The applied phonemic transcription activities improved students' pronunciation, as demonstrated with the hypothesis verification.

5.2 Recommendations

The following recommendations come out of the reached conclusions of the present research.

- It is important to apply this proposal focused on teaching students about American and British English accents shown in the dictionary through the interpretation of phonemic transcription.
- Every teacher of pronunciation should instruct students on phonemic transcription of vowels, consonants and stress at the microplanning level to enhance students' abilities.
- EFL teachers should devote more time to helping students improve their pronunciation of the /ɑ:/, /i:/, /æ/ and /ɜ/ phonemes, which are the weak points in the English pronunciation, but it is recommended to also study the other the different varieties of the English language, such as: Canadian, Australian, Indian, Philippine, and Ugandan English among others.
- EFL teachers should apply phonemic transcription activities with all the courses they are teaching, and adapt the activities depending on the need of each individual group.
- Teachers should be willing to incorporate new teaching materials intended to improve their students' skills, and if wanting to duplicate the project for future research, it is recommended to extend the time and the amount of students to see more results.

CHAPTER VI

ALTERNATIVE PROPOSAL

6.1 Informative data

Topic:

Handbook of Phonemic Transcription Activities to improve English pronunciation in Language Learners.

Executing institution:

Languages Center – Extension Modality at Escuela Superior Politecnica de Chimborazo

Beneficiaries:

Students at Languages Center - Extension Modality at Escuela Superior Politecnica de Chimborazo.

Location:

In Riobamba city in the province of Chimborazo province.

Estimated execution time:

May 2018, during the academic semester “April – August 2018”

Project responsible:

Jimena Elizabeth Rivadeneira Mora

6.2 Proposal Background

There are some studies that preceded this proposal, but two of them are of particular importance to this research. Those are explained as follows:

The first correlated study by Pelttari (2015) about strategies for English pronunciation instruction, analyzes the use of transcription as a teaching method. The results of his investigation demonstrate that transcription is rarely used systematically to teach pronunciation. This seems to be explained with a combination of many different reasons:

- teachers not valuing phonemic transcription high enough.
- teachers preferring the use of other teaching methods to teach pronunciation.
- teachers simply not focusing on pronunciation teaching enough.

Unfortunately, this study only focuses on the use of phonemic transcription from the students' point of view, so the real reason for its little use can only be speculated. But in the end, it is safe to assume that the unfilled potential of phonemic transcription is part of a bigger problem, which is the lack of pronunciation teaching.

The second connected study carried out by Pourhosein (2012) considers the factors affecting EFL learners' English pronunciation learning and the strategies for instruction. It was oriented towards identifying the features of pronunciation, explaining factors affecting the learning of pronunciation, elaborating the integration of pronunciation into the curriculum and discussing the strategies for teaching pronunciation that can help EFL learners meet their needs. The theoretical framework showed that with careful preparation and integration, pronunciation can play a significant role in supporting the learners' overall communicative skill.

6.3 Justification

It is not a secret that most Spanish-speaking countries have put aside the teaching of pronunciation in EFL settings, focusing instead on grammar, reading and writing skills. In the Ecuadorian teaching context, pronunciation is a communicational barrier for most students who manifest insecurity, a lack of proficiency in their oral capacities, do not feel comfortable with the way they pronounce English words, and therefore it directly affects the development of their listening and speaking skills.

Moreover, as Pourhosein (2012) concedes, insufficient pronunciation skills affect learners' self-confidence by decreasing it, also restricting social interactions within classroom settings, and thus negatively affecting appreciation of their speaking and abilities, which unfavorably influences the EFL instruction process.

As Spanish speakers are accustomed to the phonemic system of their mother tongue, which is phonetic, they present difficulties when speaking English due to the fact that words do not have a letter-to-sound relation; in other words, English words are not pronounced as they are written. Although various pronouncing rules exist in English, it is necessary to learn the pronunciation of many words individually because these rules are mostly complicated to understand and many exceptions occur.

Thus, the need to consider phonemic transcription as an important component when teaching English language pronunciation because it gives a point of reference on how to pronounce words, which may represent an alternative solution to the evident problems associated with mispronunciation.

Before the intervention of this proposal, a preliminary survey was administered to both control and experimental groups at the Languages Center at Escuela Superior Politecnica de Chimborazo in order to find out

how much previous phonemic transcription knowledge students had, to subsequently characterize the population to be studied and have a better understanding of the problem. The results were:

- Over half of the population had some knowledge of phonemic transcription.
- Just about half of the learners had been taught some phonemic transcription symbols. Meanwhile, almost none of them had been taught to write the phonemic transcription of words.
- Most learners who were taught phonemic transcription said that it occurred during their Higher education instruction.
- The symbols on which students had more received instruction were: /N/, /I/, /i:/, /ə/, /æ/, /f/, and /θ/.

As a conclusion, most of the population to be studied evidenced lack of phonemic awareness, which causes many difficulties like the ones mentioned before. Those interfere in the learning process and slow down the development of speaking skills. Thus, the necessity of learning how to read and interpret phonemic transcription symbols was clearly manifested through the analysis of the results.

Applying phonemic transcription activities is not only oriented towards increasing knowledge about phonemic symbols, but also encouraging pronunciation teaching to move away from traditional teacher-centered activities towards a more independent way of learning pronunciation.

6.4 Objectives

6.4.1 General objective

To design a handbook of phonemic transcription activities to improve English pronunciation in language learners.

6.4.2 Specific objectives

- To identify the most relevant contents regarding phonemic transcription of vowels, consonants, and word stress to be taught during classes.
- To delve into the most appropriate phonemic transcription activities, either to be adapted or to be devised by the researcher so that they are suitable to be applied with learners.
- To incorporate phonemic transcription instruction and extended practice through the application of the proposed activities.
- To verify the effectiveness of the application of phonemic transcription activities through a pretest and posttest evaluation.

6.5 Feasibility analysis

This proposal is considered feasible to develop due to the following analysis of administrative, technical and economic aspects.

- **Administrative aspect**

This proposal was tested at Languages Center at Escuela Superior Politecnica de Chimborazo under the consent of the authorities and the students of both control and experimental groups. The Director of the Languages Center at ESPOCH has granted all permissions for the development of the research and application of the proposal.

- **Technical aspect**

The researcher who is responsible for the proposal application and the thesis director who guides every single step of this investigation

are both professional practitioners of EFL teaching with more than ten years of experience in the educational field.

- **Economic aspect**

All expenses implied for the development and application of the proposal were covered by the author. This proposal is feasible to apply to any other group of language learners since it does not require special class resources or inaccessible expenses apart from some photocopies of the activities.

6.6 Proposal fundamentals

Handbook

A handbook is basically a concise book giving the most important, useful, comprehensive and detailed information on a particular subject. It is often used as a supplement to a text book. The handbook is structured to provide a collection of instructions and references on how to do something in order to address the needs of the reader.

Phonemic transcription

Phonemic transcription is the linear writing of symbols which represent phonemic inventories. Phonemic transcription ignores as many pronunciation details as possible and captures only the more noticeable phonetic features of an utterance and aspects of a pronunciation to show how a word differs from other words in a given language (The International Phonetic Association, 1999).

Learning phonemic transcription is considered to be particularly useful to help speakers understand the connection between spoken and written language, and it often draws the reader's attention to the actual pronunciation of the word (Lintunen 2004).

Activities

Activities are actions taken by an individual or a group of people in order to achieve their aims. Also, activities refer to the situation when work is done for a particular purpose. Referring to the tasks or assignments for students entailed in this proposal, all of them are oriented towards fostering phonemic awareness, some of the activities are: pronunciation journey, sound maze, pronunciation hop, pronunciation race, bingo, fill – in examples, join the dots, scramble the phrase, listen and draw, phonetic crossword, stress syllable soup, among others. All these activities can be performed individually, in pairs and in small groups.

Pronunciation

Pronunciation is a key aspect in the development of oral skills. It refers to the action that human beings make to produce sounds in order to convey meaning as part of oral communication. It focuses on the attention to diverse aspects such as the phonemes of a language, and the stress, rhythm, timing, intonation, and phrasing.

6.7 Methodology

The operating model of this proposal is a handbook which includes fifteen phonemic transcription activities that are oriented to foster phonemic awareness; train learners in phonemes discrimination, promote accuracy in

pronunciation; provide the necessary knowledge to interpret appropriately the phonemic transcription symbols of English words; as well as provoke pronunciation teaching to move away from traditional teacher-centered activities towards a more independent way of learning pronunciation.

Some of the activities have been adapted and others created by the author considering the need to practice phonemic transcription. Some of them are: games, puzzles, crosswords, fill-in completion exercises, physical competitions, among others.

These activities are suitable for learners at different levels according to the CEFR (A1-A2-B1-B2) existent at the Languages Center at ESPOCH. However, the activities of phonemic transcription that are proposed in this handbook can be adapted for future uses just by considering the symbols to be studied, the class context where they will be applied, as well as students' necessities in terms of language practice.

It is also important to highlight the fact that most of the activities are suitable to be performed individually, in pairs and in small groups depending on the facilities, number of students and timing.

OPERATING MODEL
Table 46: Operating model

PHASES	OBJECTIVES	ACTIVITIES	RESOURCES	RESPONSIBLE	TIME
PLANNING	- To prepare a schedule of activities to present the proposal of the current research work to the English teachers.	-Write an official letter to the Director asking for authorization to carry out a workshop with English teachers. - Prepare a one-day workshop to present the phonemic transcription activities.	- Official letter - Handbook	- Director of the Languages Center at Escuela Superior Politecnica de Chimborazo. - Author of the proposal	5 hours
SOCIALIZATION	- To present phonemic transcription activities to the English teachers by having real demonstrations of how they work.	- Presentation of key details of each activity with PPT. - Demonstration and execution of Phonemic transcription activities.	- Computer - Slides - Projector - Handbook - Handouts - Dictionaries	- Author of the proposal - English teachers	4 hours
APPLICATION	- To teach about phonemic transcription of vowels, consonants, and word stress. - To apply all the activities proposed on the handbook.	- Training on phonemic transcription of vowels, consonants, and word stress -Execution of 5 phonemic transcription activities per week.	- Computer - Slides - Projector - Handbook - Handouts - Dictionaries	- Author of the proposal. - English teachers	Three weeks
EVALUATION	To assess the effectiveness of phonemic transcription activities applied with students.	- Apply the pretest before the intervention. - Apply the posttest after the intervention	- Pretest form - Posttest form - Voice recorder app	- Author of the proposal. - English teachers	One week

Source: Own

Elaborated by Rivadeneira, J. (2018)

CHAPTER VI

ALTERNATIVE PROPOSAL

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- To determine the structure of the intervention which simultaneously incorporates phonemic transcription instruction and extended practice through the application of the proposed activities.
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It is also important to highlight the fact that most of the activities are suitable to be performed individually, in pairs and in small groups depending on the facilities, number of students and timing.

HANDBOOK OF PHONEMIC TRANSCRIPTION ACTIVITIES

/'hænd,bʊk/ /ɒv/ /fəʊ'ni:mɪk/ /træn'skrɪpʃən/ /æk'tɪvɪtɪs/



*By Jimena Elizabeth Rivadeneira Mora
May 2018.*

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Table 47: Intervention plan

INTERVENTION PLAN		
DAYS	PHONEMIC TRANSCRIPTION FOUNDATIONS	RECOMMENDED ACTIVITY
DAY 1	INTRODUCTION TO PHONEMIC TRANSCRIPTION - ENGLISH PHONEMIC ALPHABET -VOWELS AND CONSONANTS - HOW TO USE THE DICTIONARY	DISTRIBUTE THE LEAFLET WITH THE PHONEMIC TRANSCRIPTION CONTENTS TO BE STUDIED AND DICTIONARIES.
DAY 2	VOWELS /ɑ:/ and /ʌ/	ACTIVITY 1: PRONUNCIATION JOURNEY
DAY 3	VOWELS /e/ and /ɜ:/	ACTIVITY 2: PRONUNCIATION RACE
DAY 4	VOWELS /i:/ and /ɪ/	ACTIVITY 3: SIMPLE SOUND MAZE
DAY 5	VOWELS /ɒ/ and /ɔ:/	ACTIVITY 4: PRONUNCIATION BINGO
DAY 6	VOWELS /ʊ/ and /u:/	ACTIVITY 5: PRONUNCIATION HOPS
DAY 7	VOWEL SCHWA /ə/	ACTIVITY 6: SCHWA PLACEMENT
DAY 8	VOWEL ASH /æ/	ACTIVITY 7: PHONEMIC DRAWING
DAY 9	GENERAL REVIEW OF VOWELS	ACTIVITY 8: VOWELS TRANSCRIPTION BANK
DAY 10	CONSONANTS - VOICED AND UNVOICED	ACTIVITY 9: VOICED AND UNVOICED RECOGNITION
DAY 11	CONSONANTS /ʃ/ and /tʃ/	ACTIVITY 10: JOIN THE DOTS
DAY 12	CONSONANTS /dʒ/ and /ʒ/	ACTIVITY 11: PHONETIC CROSSWORD
DAY 13	CONSONANTS /θ/, /ð/ and /ŋ/	ACTIVITY 12: CONSONANTS TRANSCRIPTION BANK
DAY 14	PRIMARY AND SECONDARY STRESS	ACTIVITY 13: SYLLABLE SOUP
DAY 15	GENERAL REVIEW OF VOWELS, CONSONANTS AND STRESS.	ACTIVITY 14: FROM TEXT TO SYMBOLS ACTIVITY 15: FROM SYMBOLS TO TEXT

Table 47: Intervention Plan

Source: Rivadeneira, J. (2018)

PHONEMIC TRANSCRIPTION FOUNDATIONS


PHONEMIC TRANSCRIPTION

Phonemic transcription is the linear writing of symbols which represent phonemic inventories. Learning phonemic transcription is important when acquiring foreign language pronunciation due to the fact that it gives a point of reference for the learner to understand the connection between spoken and written language. Also, it increases learners' phonemic awareness and the accuracy of their speech, represented in the improvement of pronunciation.

In English dictionaries, phonetic transcriptions are necessary to show you how to pronounce words because the spelling of an English word does not tell you how you should pronounce it. For example: HOME /hoʊm/ and COME /kʌm/. Note that the spelling of these words is similar; they both end in OME, but their phonemic transcriptions are different because they are pronounced differently.

ENGLISH PHONEMIC ALPHABET

The alphabet we use to write in English has 26 letters among vowels and consonants, but the British Council (2016) presents 43 speech sounds, including long and short vowels, familiar and unfamiliar consonants as well as diphthongs, as shown in the next figure:



PHONEMIC CHART

TeachingEnglish

vowels

i:	ɪ	ʊ	u:		ɪə	eə
e	ə	ɜ:	ɔ:		əʊ	aʊ
æ	ʌ	a:	ɒ		eɪ	aɪ
					ɔɪ	

diphthongs

consonants

p	f	t	θ	tʃ	s	ʃ	k
b	v	d	ð	dʒ	z	ʒ	g
h	m	n	ŋ	r	l	w	j

© British Council

<http://www.teachingenglish.org.uk>

Retrieved from: <https://www.teachingenglish.org.uk/article/phonemic-chart>

ENGLISH VOWELS

In the English language, there are twelve (12) vowel sounds. Some of them are familiar to the Spanish speaker, such as the vowel sounds (/ɑ:/ and /ʌ/ are similar to /a/; /e/ and /ɜ:/ are similar to /e/; /i:/ and /ɪ/ are similar to /i/; /ɒ/ and /ɔ:/ are similar to /o/; as well as, /ʊ/ and /u:/ are similar to u) while the others are not, due to the fact that they do not exist in the Spanish alphabet.

i:	ɪ	ʊ	u:
sheep	ship	good	shoot
e	ə	ɜ:	ɔ:
bed	teacher	bird	door
æ	ʌ	ɑ:	ɒ
cat	up	far	on

Retrieved from: <https://www.myenglishteacher.eu/blog/phonetics-consonants-vowels-diphthongs-ipa-chart/>

How to pronounce the /ɑ:/ sound

Remember that the key to pronunciation is physical and the name tells us about how the sound is made physically. In this case your tongue is low and at the back of your mouth. Unrounded refers to your lips because they are relaxed and not rounded.

To produce the sound put your tongue low and at the back of your mouth, then make a long voiced sound with your mouth open.

- How the /ɑ:/ sound is spelled:

The ɑ: sound is normally spelled with the letters 'a-r' as in the words:

start /stɑ:t/ part /pɑ:t/

- Examples of the /ɑ:/ sound:

Here are some words that start with the ɑ: sound:

art /ɑ:t/ arm /ɑ:m/ answer /'ɑ:nsə/

Here are some words that have the sound in the middle:

father /'fɑ:ðə/ market /'mɑ:kɪt/ class /kla:s/

Here are some words with the /ɑ:/ at the end:

far /fɑ:/ car /kɑ:/ star /stɑ:/

How to pronounce the /ʌ/ sound

In this case your tongue is low and between the middle and the back of your mouth. To produce the sound put your tongue low and between the middle and the back of your mouth, then make a short voiced sound with your mouth open.

- How the /ʌ/ sound is spelled:

The /ʌ/ sound is often spelled with the letter 'o' as in the words:

some /sʌm/ company /'kʌmpəni/

But it is also often spelled with a 'u' or 'o-u', as in the words:

much /mʌtʃ/ country /'kʌnt:ri/

- Examples of the /ʌ/ sound

Here are some words that start with the /ʌ/ sound:

other /'ʌðə/ under /'ʌndə/

until /ʌn'tɪl/ understand /,ʌndə'stænd/

Here are some words that have the sound in the middle:

another /ə'nʌðə/ come /kʌm/ such /sʌtʃ/

How to pronounce the /ɜ:/ sound

In this case your tongue is low and in the center of your mouth. Unrounded refers to your lips because they are stretched out as if you are smiling and not rounded. To produce the sound put your tongue low and in the center of your mouth and stretch out your lips, then make a long voiced sound with your mouth relaxed.

- Spelling of the /ɜ:/ sound

The /ɜ:/ sound is normally spelled with the letters 'e-r' as in the words:

person /'pɜ:sən/

but it can also be spelled with the letters 'o-r', as in the word:

word /wɜ:d/

or the letters 'u-r' as in the word:

turn /tɜ:n/

or 'i-r' as in:

first /fɜ:st/

- Examples of the /ɜ:/ sound

Not many words start with this sound, but one important one for you to know is.

early /'ɜ:li/

Here are some words that have the ɜ: sound in the middle:

service /'sɜ:vɪs/ world /wɜ:ld/ girl /gɜ:l/

In British English, not many words end with this sound either. But here is one you should know: occur /ə'kɜ:/

How to pronounce the /e/ sound

In this case your tongue is high, but not at the top of your mouth, and at the front. Unrounded refers to your lips because they are stretched out as if you are smiling and not rounded. To produce the sound put your tongue high, but not at the top, and at the front of your mouth and stretch out your lips, then make a short voiced sound with your mouth slightly open.

- How the /e/ sound is spelled:

The e sound is normally spelled with the letter 'e' as in the words:

well /wel/ tell /tel/

But it can also be spelled with the letter 'a' as in the words:

many /'meni/ again /ə'gen/

- Examples of the /e/ sound:

Here are some words that start with the /e/ sound:

every /'evri/ any /'eni/ ever /'evə/

Here are some words that have the sound in the middle:

let /let/ never /'nevə/ very /'veri/

Words don't often end with this sound.

How to pronounce the /ɪ/ sound

In this case your tongue is close to the top and the front of your mouth. Unrounded refers to your lips because they are stretched out as if you are smiling and not rounded. It is similar to the /i:/ sound, but it is shorter. /ɪ/ not /i:/.

To produce the sound put your tongue close to the top and the front of your mouth, and stretch out your lips, then make a short voiced sound with your mouth closed.

- How the /ɪ/ Sound is spelled:

The /ɪ/ sound is normally spelled with the letter 'i' as in the words:

this /ðɪs/ give /gɪv/

But it can also be spelled with the letter 'e'. As in the words:

become /bɪ'kʌm/ because /bɪ'kɒz/

- Examples of the /ɪ/ sound:

Here are some words that start with the /ɪ/ sound

if /ɪf/ into /'ɪntʊ/ include /ɪn'klu:d/

Here are some words that have the /ɪ/ sound in the middle:

which /wɪtʃ/ his /hɪz/ think /θɪŋk/

This symbol is not often used at the end of words because when words end with this sound it is normally part of the Diphthong /ɔɪ/, or it is the extended vowel sound /i:/.

How to pronounce the /i:/ sound

In this case your tongue is high and at the front of your mouth. The word 'Unrounded' refers to your lips because they are stretched out as if you are smiling and not rounded.

It is similar to the /ɪ/ sound, but the two little dots mean that it is a longer sound. /i:/ not /ɪ/.

To produce the sound put your tongue high and at the front of your mouth and stretch out your lips, then make a long voiced sound.

- How the /i:/ sound is spelled:

The /i:/ sound is normally spelled with the letter 'e' or e-e' as in the words:

three /θri:/ see /si:/ these /ði:z/

But it can also be spelled with the letters 'e-a'. As in the words:

leave /li:v/

- Examples of the /i:/ sound:

Here are some words that start with the /i:/ sound:

each /i:tʃ/ easy /'i:zi/ eat /i:t/ east /i:st/

Here are some words that have the sound in the middle:

feel /fi:l/ keep /ki:p/ seem /si:m/

Here are some words with the /i:/ at the end:

he /hi:/ she /ʃi:/ we /wi:/ free /fri:/

How to pronounce the /ɔ:/ sound

In this case your tongue is low and at the back of your mouth. Rounded refers to your lips because they are pushed together like you are going to kiss someone. It is similar to the /ʊ/ sound, but the two little dots mean that it is a longer sound. /ɔ:/ not /ʊ/.

To produce the sound put your tongue low and at the back of your mouth and lightly push your lips together while making a long voiced sound.

- How the /ɔ:/ sound is spelled:

The /ɔ:/ sound is often spelled with the letters 'o-r' as in the words:

for /fɔ:/ more /mɔ:/

But it can also be spelled with the letter 'a', as in the words:

also /'ɔ:lsəʊ/ talk /tɔ:k/

- Examples of the /ɔ:/ sound

Here are some words that start with the /ɔ:/ sound:

almost /'ɔ:lməʊst/ although /ɔ:l'ðəʊ/ already /ɔ:l'redi/

Here are some words that have the sound in the middle:

call /kɔ:l/ water /'wɔ:tə/ important /ɪm'pɔ:tənt/

Here are some words with the /ɔ:/ sound at the end:

door /dɔ:/ sure /ʃɔ:/ war /wɔ:/ four /fɔ:/

How to pronounce the /ʊ/ sound

In this case your tongue is low and at the back of your mouth. Rounded here means your lips make a round shape but the mouth is open a little. It is similar to the /ɔ:/ sound, but it is shorter. /ʊ/ not /ɔ:/.

To produce the sound put your tongue low and at the back of your mouth and lightly push your lips together while making a short voiced sound.

- How the /ʊ/ sound is spelled:

The /ʊ/ sound is normally spelled with the letter 'o', as in the words:

not /nɒt/ problem /'prɒbləm/

But it can also be spelled with the letters 'a' or 'a-u', as in the words:

what /wɒt/ because /bɪ'kɒz

Examples of the /ɒ/ sound:

Here are some more examples of words with the /ɒ/ sound:

want /wɒnt/ off /ɒf/ lot /lɒt/

The /ɒ/ sound is a little unusual. It is not so common so there are not many examples and it is not used at all in American English. In the American accent they use a sound more similar to /æ/ or /ɑ:/ whereas in British pronunciation they use the /ɒ/ sound. So it is only really important if you specifically want to sound British.

How to pronounce the /ʊ/ sound

In this case your tongue is close to the top and near the back of your mouth. It is similar to the /u:/ sound, but it is shorter.

To produce the sound put your tongue close to the top and near the back of your mouth and make a short voiced sound with your mouth closed.

- How the /ʊ/ sound is spelled:

The /ʊ/ sound is normally spelled with the letter 'u', as in the words:

education /ˌedʒʊ'keɪʃən/ put /pʊt/

But it can also be spelled with the letters 'o' or 'o-o', as in the words:

woman /'wʊmən/ book /bʊk/

Examples of the /ʊ/ sound:

Words do not usually start with the /ʊ/ sound, but here are some words that have the /ʊ/ sound in the middle:

foot /fʊt/ pull /pʊl/ bush /bʊʃ/

Not many words end with this symbol either. There are a couple of examples but when we say them by themselves we normally use the longer /u:/ into /'ɪntu:/ or onto /'ɒntʊ/

But when they are in a sentence, they can be pronounced with the /ʊ/ sound. For example:

"Put your violin into the case" /'ɪntʊ/, or "My coat fell onto the floor" /'ɪntʊ/

How to pronounce the /æ/ sound

In this case your tongue is low and at the front of your mouth. Unrounded refers to your lips because they are stretched out as if you are smiling and not rounded. It is similar to the /ɑ:/ sound, but it is shorter; /æ/ not /ɑ:/.

To produce the sound put your tongue low and at the front of your mouth and stretch out your lips, then make a short voiced sound with your mouth open.

- How the /æ/ sound is spelled

The æ sound is normally spelled with the letter 'a' as in the words:

at /æt/ as /æz/ can /kæn/

- Examples of the /æ/ sound:

Here are some words that start with the æ sound:

add /æd/ actually /'æktʃuəli/ action /'ækʃən/

Here are some words that have the sound in the middle:

back /bæk/ family /'fæməli/ hand /hænd/

How to pronounce the /ə/ sound

In this case your tongue is in the middle and in the center of your mouth. It is similar to the /ɜ:/ sound, but it is shorter; /ə/ not /ɜ:/.

To produce the sound put your tongue low and at the front of your mouth and stretch out your lips, then make a short voiced sound with your mouth open.

- How the /ə/ sound is spelled:

The /ə/ sound is spelled in many different ways.

Sometimes it is spelled with the letter 'u' as in the word:

just /dʒəst/ (weak form)

Sometimes it is spelled with the letters 'e-r' as in the words:

mother /'mʌðə/ teacher /'ti:tʃə/

But it can also be spelled with the letters 'o-u' as in the word:

could /kəd/ (weak form)

There are many different ways that this sound is spelled, and it is a very common sound. Even the letter 'l' can make this sound, as in the word:

people /'pi:pəl/

- Examples of the /ə/ sound:

Here are some words that start with the /ə/ sound:

another /ə'nʌðə/ again /ə'geɪn/

Here are some words that have the sound in the middle:

even /'i:vən/ family /'fæməli/

Lots of words end with this sound:

never /'nev.ər/ after /'æf.tər/

CONSONANTS

There are 24 consonant phonemes in the English language. For the Spanish speaker, seventeen of them are familiar (/b/, /d/, /f/, /g/, /h/, /j/, /k/, /l/, /m/, /n/, /p/, /r/, /s/, /t/, /v/, /w/, /y/) and the other seven are unfamiliar (/ð/, /ŋ/, /ʒ/, /θ/, /ʃ/, /tʃ/, /dʒ/). Yeh (2011) presents the classification of the 24 consonants as follows:

Consonant IPA Phoneme/Grapheme Chart

Phonetic Symbol	Graphemes (aka Letters) often associated with sound	Examples
p	p & pp	<u>p</u> ail/happy/ <u>map</u>
m	m & mm	<u>m</u> ap/swimming/ <u>ham</u>
h	h	<u>h</u> appy/ <u>hello</u>
n	n & nn	<u>n</u> ap/ <u>penny</u> / <u>hen</u>
w	w & wh	<u>w</u> ish/ <u>when</u>
b	b & bb	<u>b</u> all/ <u>rabbit</u> / <u>tub</u>
k	c & k & ck	<u>k</u> it/ <u>ba</u> con/ <u>back</u>
g	g & gg	<u>g</u> oat/ <u>baggage</u> / <u>pig</u>
d	d & dd & -ed	<u>d</u> og/ <u>w</u> indow/ <u>dad</u> / <u>pad</u> ded
t	t & tt & -ed	<u>t</u> ake/ <u>batht</u> ub/ <u>bat</u> / <u>push</u> ed
ŋ	ng & n	<u>h</u> anger/ <u>pink</u> / <u>ring</u>
f	f & ff & ph	<u>f</u> oot/ <u>tele</u> phone/ <u>diff</u> erent/ <u>half</u>
j	y	<u>y</u> ellow/ <u>yo</u> <u>yo</u>
r	r & rr	<u>r</u> ed/ <u>car</u> rot/ <u>car</u>
l	l & ll	<u>l</u> ate/ <u>ball</u> on/ <u>mail</u>
s	s & ss & c	<u>s</u> un/ <u>pencil</u> / <u>pass</u>
tʃ	ch & tch	<u>ch</u> ip/ <u>watch</u> ing/ <u>match</u>
ʃ	sh & s & ss & t & ch	<u>sh</u> oe/ <u>sess</u> ion/ <u>attent</u> ion/ <u>chef</u>
z	z & zz & s & ss	<u>z</u> oo/ <u>sciss</u> ors/ <u>buzz</u> / <u>plea</u> se
dʒ	j & g & dge	<u>j</u> ack/ <u>badger</u> / <u>orange</u>
v	v	<u>v</u> est/ <u>shovel</u> / <u>stove</u>
θ	th (voiceless)	<u>th</u> umb/ <u>batht</u> ub/ <u>math</u>
ð	th (voiced)	<u>th</u> at/ <u>bath</u> ing/ <u>sooth</u>
ʒ	s & g	<u>vis</u> ion/ <u>decis</u> ion/ <u>massa</u> ge

Source: Yeh (2011)

Unfamiliar consonants utterance

The seven unfamiliar consonants for Spanish speakers are described by Baruch College (2018) as follows.

- /ʃ/

To make /ʃ/, place the tip of your tongue at the front of the top of your mouth, behind where the /s/ is produced. Push air between the top of your mouth and the tip of your tongue. Do not vibrate your vocal cords.

Examples: * **chef** /ʃɛf/ * **wash** /wɒʃ/

- /tʃ/

Place the tip of your tongue just behind the hard ridge at the front of the top of your mouth. Push air forward out of your mouth. Stop the air completely at first, and then release it. After release, the air should create friction between the tip of your tongue and the roof of your mouth. Do not vibrate your vocal cords when you make this sound; it's voiceless.

Examples: * **church** /tʃɜ:(r)tʃ/ * **check**/tʃæk/

- /dʒ/

Place the tip of your tongue just behind the hard ridge at the front of the top of your mouth. Vibrate your vocal cords, and push air forward out of your mouth. Stop the air completely at first, and then release it. After release, the air should create friction between the tip of your tongue and the roof of your mouth.

Examples: * **jungle** /'dʒʌŋɡəl/ * **judge** /dʒʌdʒ/

- /ʒ/

To make /ʒ/, place the tip of your tongue at the front of the top of your mouth, behind where the /s/ is produced. Vibrate your vocal cords as you push air between the top of your mouth and the tip of your tongue.

Examples: * **measure** /'meɜʒə(r)/ * **decision** /dɪ'sɪʒən/

- /θ/

To make /θ/, place the tip of your tongue between your upper and lower teeth. Push air out of your mouth between your tongue and your teeth. You should feel some friction (resistance). Do not vibrate your vocal cords. Examples: ***through** /θru:/ ***thin** /θɪn/

- /ð/

Voiceless initial sound /*th*/. Place the tip of your tongue between your teeth but just blow air through your mouth without vibrating your vocal cords.

Examples: * **than** /ðæn/ * **smooth** /smu:ð/

- /ŋ/

Lift the back of your tongue (like you're making a "k" sound) and place it against the soft palate at the back of your mouth. Vibrate your vocal cords. Do not let any air leave through your mouth; it should all leave through your nose.

Examples: * **sing** /sɪŋ/ * **bing** /bɪŋ/

Place of articulation (Where?)

We can classify consonants by referring to the parts of the articulatory system that are active when we produce each sound. This is called the place of articulation. As you can see in the list below, some of these terms are similar to the names of the parts of the articulatory system that are used in making them.

- Bilabial: Both lips touch or almost touch. The sounds in this group are /p/, /b/, /m/, and /w/.
- Labiodental: The upper teeth softly touch the lower lip. The sounds in this group are /f/ and /v/.
- Dental (also called interdental): The tip of the tongue touches the bottom edge of the top teeth or between the teeth. The sounds in this group are /θ/ and /ð/.
- Alveolar: The tip of the tongue touches or almost touches the alveolar ridge (the tooth ridge). The sounds in this group are /t/, /d/, /s/, /z/, /n/, and /l/.
- Palatal (also called alveopalatal): The blade of the tongue touches or almost touches the hard palate. The sounds in this group are /ʃ/, /ʒ/, /tʃ/, /dʒ/, /r/, and /y/.

- Velar: The back of the tongue touches the soft palate. The sounds in this group are /k/, /g/, and /ŋ/.
- Glottal: There is friction in the glottis (the space between the vocal cords). The only phoneme in this group is /h/.

Manner of articulation (How?)

There is often more than one sound that is pronounced in the same part of the mouth, that is, with the same place of articulation. To distinguish between these similar sounds, we can describe their manner of articulation. This tells how we produce a particular consonant sound—whether it comes out smoothly or roughly, whether it's like a pop or a hiss or a hum. The manners of articulation for English consonants are listed below.

- Stops (also called plosives): The air stream is blocked completely somewhere in the mouth, air pressure builds up, and then it's released, like a tiny explosion. The stops in English are /p/, /b/, /t/, /d/, /k/, and /g/.
- Fricatives: The air stream is compressed and passes through a small opening in the mouth, creating friction—a hissing sound. The air stream is never completely blocked, so the sound can continue. The fricatives are /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, and /h/.
- Affricates: A combination of a stop followed by a fricative—an explosion with a slow release. The affricates are /tʃ/ and /dʒ/. Each of these symbols is made up of two parts—a stop symbol and a fricative symbol. This reminds us that the sounds also have two parts.
- Nasals: In these sounds, the tongue or lips block off the vocal tract so air can't go out through the mouth. Instead, the passage leading up into the nose opens so that the air stream can go out through the nose. The sounds in the nasal group are /m/, /n/, and /ŋ/.
- Liquids: These are sounds that are pronounced very smoothly, like water flowing in a river. The air stream moves around the tongue in a

relatively unobstructed manner. The liquid sounds in English are /l/ and /r/.

- Glides (also called semivowels): A glide is like a very quick vowel. For this reason, they're sometimes called semivowels, which means "half-vowels." They sound like vowels, but they can function as consonants. The glides in English are /w/ (which sounds like a quick /uw/) and /y/ (which sounds like a quick /iy/).

VOICED AND VOICELESS SOUNDS

In articulatory phonetics, speech sounds production is investigated. We start with the air pushed out by the lungs up through the trachea (or windpipe) to the larynx. Inside the larynx are your vocal folds (or vocal cords), which take two basic positions according to Yule (2014), when the vocal folds are spread apart, the air from the lungs passes between them unimpeded. Sounds produced in this way are described as voiceless.

2 When the vocal folds are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect. Sounds produced in this way are described as voiced.

The distinction can be felt physically if you place a fingertip gently on the top of your Adam's apple (i.e. that part of your larynx you can feel in your neck below your chin), then produce sounds such as Z-Z-Z-Z or V-V-V-V. Because these are voiced sounds, you should be able to feel some vibration. Keeping your fingertip in the same position, now make the sounds S-S-S-S or F-F-F-F. Because these are voiceless sounds, there should be no vibration.

Another trick is to put a finger in each ear, not too far, and produce the voiced sounds (e.g. Z-Z-Z-Z) to hear and feel some vibration, whereas no vibration will be heard or felt if you make voiceless sounds (e.g. S-S-S-S) in the same way.

STRESS

Stress is the emphasis or force expressed as the relative loudness of a speech sound, syllable, or word. In other words, it is the accent in words. While the written Spanish language has the acute accent (´) to show where the word is stressed in most cases, the written English language does not have a symbol like this to represent stress. Thus, it is necessary to point out that without phonemic transcription, it would be impossible in English to know where the stress lies just by looking at a word.

Most dictionaries show us the syllable that is stressed through a stress mark. In the case of monosyllabic words, dictionaries do not put the primary stress mark before it because they are entirely stressed. There are two types of stress: Primary /' / and Secondary /,/. For instance, "pronunciation" would be written as /prəˌnʌnsi'eɪʃən/.

The primary stress mark placed before the syllable that is primarily stressed. If there is a secondary stress in the syllable, then you would use a secondary stress mark.

PHONEMIC TRANSCRIPTION ACTIVITY # 1

Name: *PRONUNCIATION JOURNEY*

Phonemic symbols to practice: Minimal pairs.

Objective: To discriminate similar sounds in English.

Interaction: Individually, in pairs or in groups.

Approximate time: 10 minutes.

Resources: Slides, whiteboard, dictionaries, handouts, pencil and eraser.

Procedure:

1. Review the phonemic transcription symbols learnt during the session.
2. On the board, write some pairs of words which only differ in one sound in two vertical columns and label the lists LEFT and RIGHT.
3. Read out the words from the board in random order and ask students to repeat them and say which list they are from.
4. Organize students individually, in pairs or in small groups and distribute the map handouts.
5. Explain that you will read out four words from the board. For each word, students must turn left or right according to whether the word is from the left or right hand list on the board. When you have said the four words, students should then arrive at one of the destinations along the top of the map.
6. Model the activity with a route and check the destination with the whole class. It's important that all learners have understood exactly what they have to do.
7. Repeat the activity using other minimal pairs.

Success Indicator: Learners are able to discriminate sounds in words that are pronounced in a similar way.

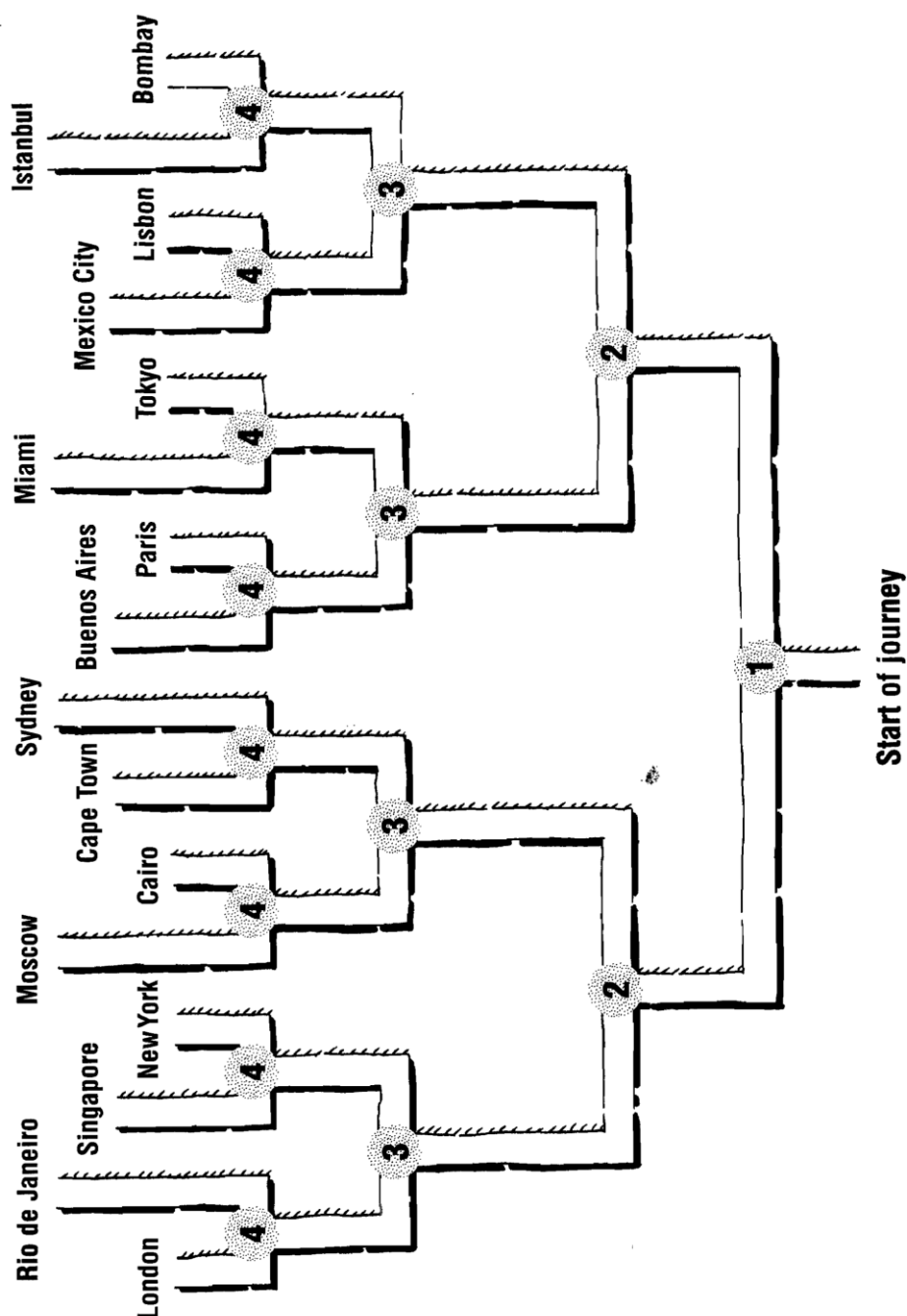
Variations: You can use minimal pairs of vowel and consonant sounds.

Source:

- Adapted from Pronunciation Games. (Hancock, 1995, p.37).

PRONUNCIATION JOURNEY HANDOUT

Pronunciation journey BZ



From *Pronunciation Games* by Mark Hancock © Cambridge University Press 1995

PHOTOCOPIABLE

37

Pronunciation Games. (Hancock, 1995, p.37).

PHONEMIC TRANSCRIPTION ACTIVITY # 2

Name: *PRONUNCIATION RACE*

Phonemic symbols to practice: Minimal pairs.

Objective: To discriminate similar sounds in English.

Interaction: In pairs.

Approximate time: 10 minutes.

Resources: Slides, whiteboard and posters.

Procedure:

1. Review the phonemic transcription symbols learnt during the session.
2. On the board, write some pairs of words which only differ in one vowel sound in two vertical columns and label the lists LEFT and RIGHT.
3. Read out the words from the board in random order and ask students to repeat them and say which list they are from.
4. Organize students in pairs to stand in the middle of the classroom where there is enough space for students to run.
5. Place the posters with the phonemic transcription of the minimal pairs on the floor in opposite sides of the classroom (left and right).
6. Explain that you will read out four words from the board. For each word, students must run to step on then left poster if the word is from the left hand list on the board or run to step on the right poster if the word is from the right hand list on the board.
7. Model the activity with two students. It's important that all learners have understood exactly what they have to do.
8. Repeat the activity using other minimal pairs.

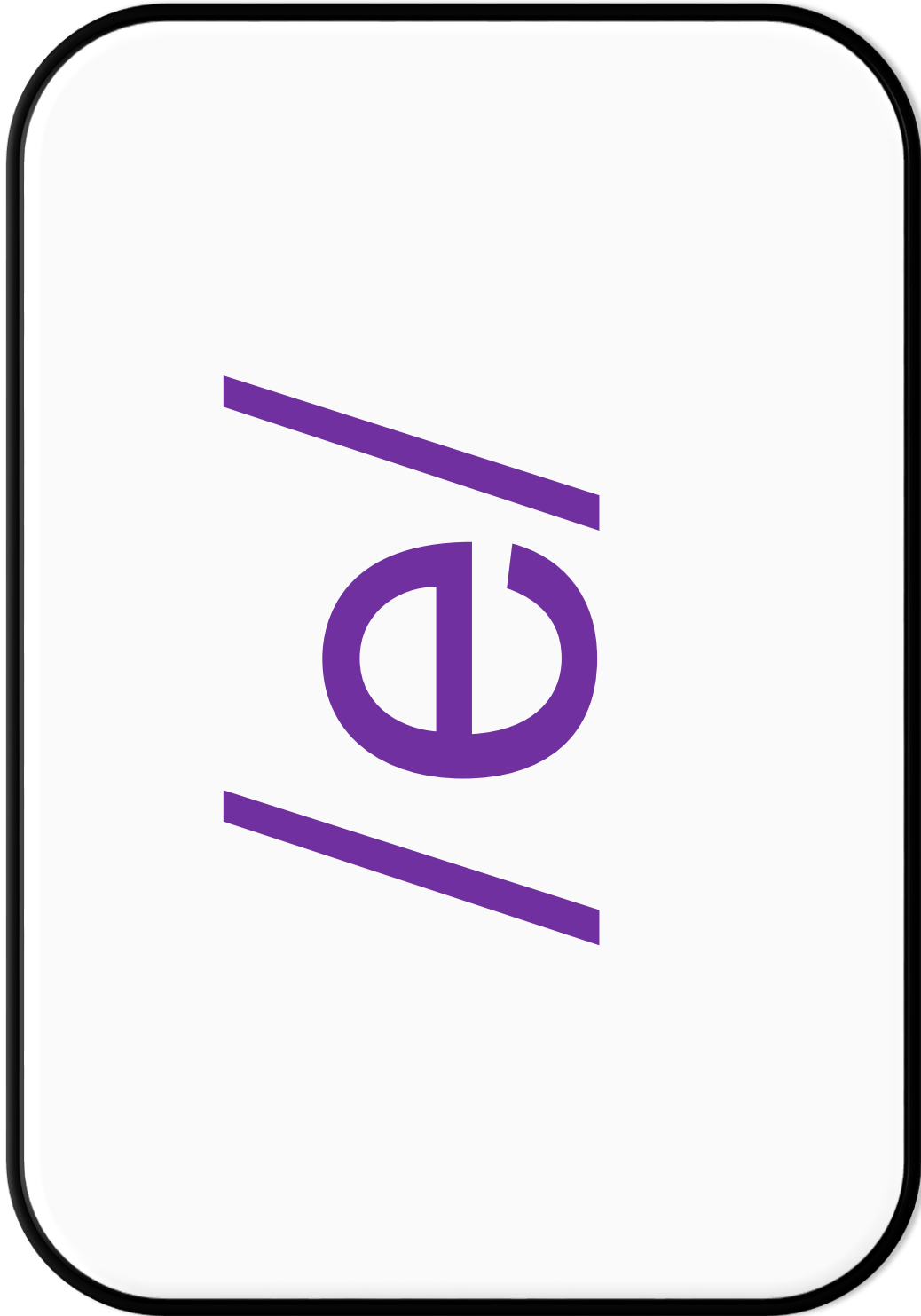
Success Indicator: Learners are able to discriminate sounds in words that are pronounced in a similar way.

Variations: You can use minimal pairs of vowel and consonant sounds.

Source:

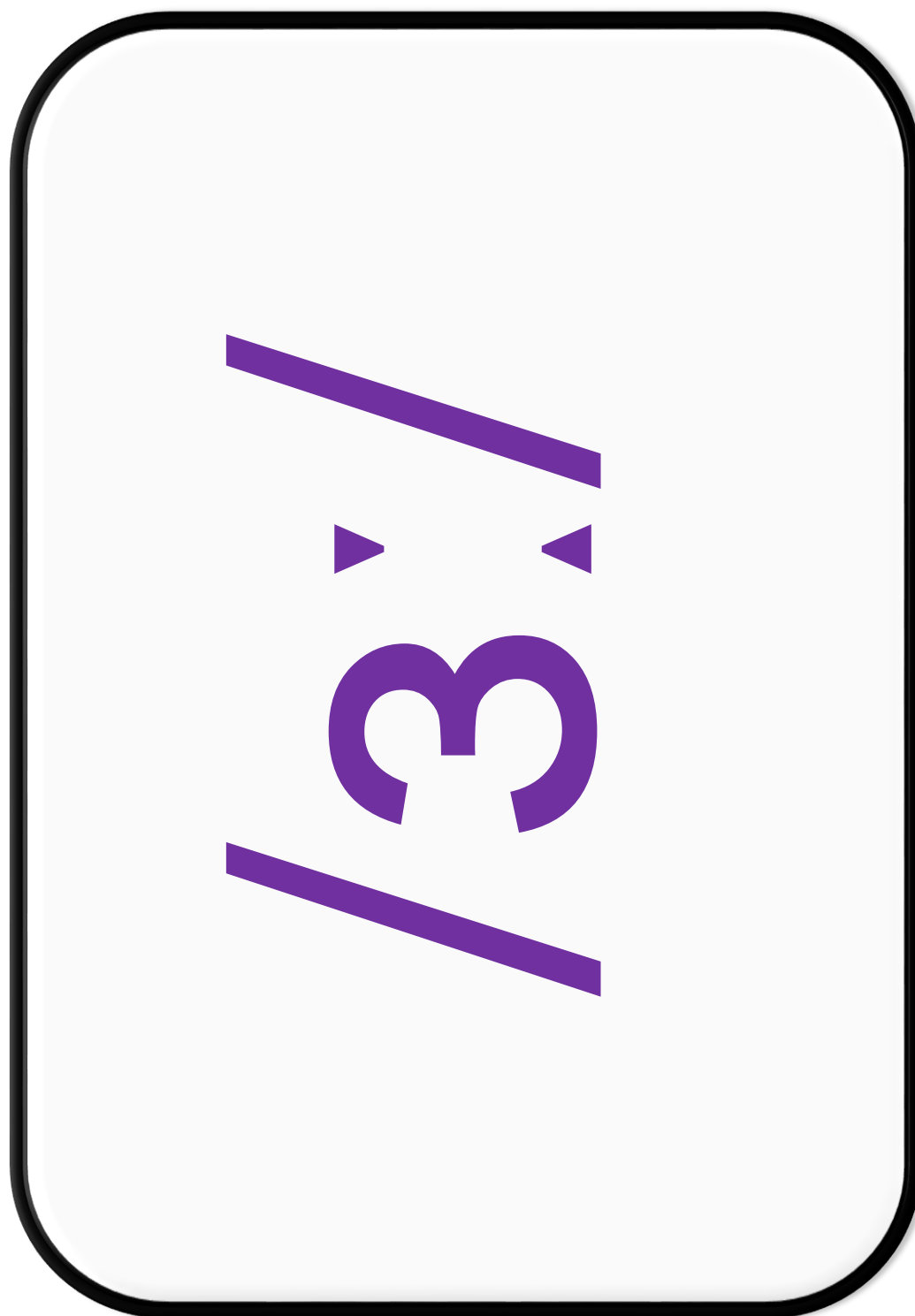
- Rivadeneira, J. (2018).

PRONUNCIATION RACE POSTER (LEFT)



Rivadeneira, J. (2018).

PRONUNCIATION RACE POSTER (RIGHT)



Rivadeneira, J. (2018).

PHONEMIC TRANSCRIPTION ACTIVITY # 3

Name: *SIMPLE SOUND MAZE*

Phonemic symbols to practice: Minimal pairs.

Objective: To discriminate similar sounds in English.

Interaction: Individually, in pairs or in groups.

Approximate time: 10 minutes.

Resources: Slides, handouts, pencil and eraser.

Procedure:

1. Review the phonemic transcription symbols learnt during the session.
2. Organize students individually, in pairs or in small groups and distribute the maze handouts.
3. Explain that the object of the game is to find a path from the entrance in the top left side of the maze to exit in the bottom right.
4. Point out the phonemic symbol and example word above the maze and explain that in the game, they can only cross a square if it contains a word with that sound. They can move from one square to the next horizontally or vertically, but not diagonally.
5. Model the activity with the whole class by making the first movements together. It's important that all learners have understood exactly what they have to do.
6. Repeat the activity using other minimal pairs.

Success Indicator: Learners are able to discriminate sounds in words that are pronounced in a similar way.

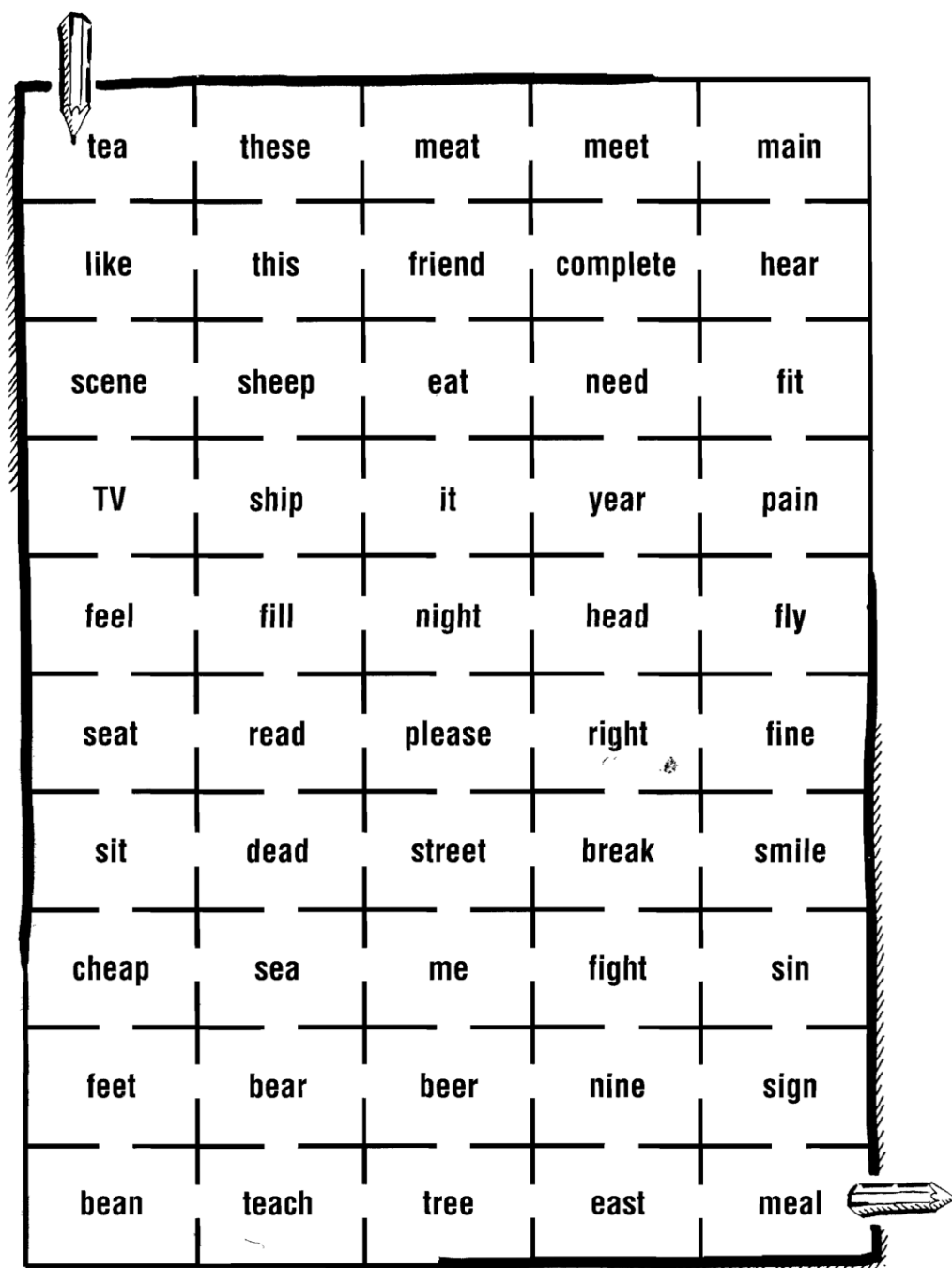
Variations: You can use minimal pairs of vowel and consonant sounds.

Source:

- Adapted from Pronunciation Games. (Hancock, 1995, p. 56).

SIMPLE SOUND MAZE HANDOUT

B8 Simple sound maze Puzzle 1 /i:/ (see)



PHONEMIC TRANSCRIPTION ACTIVITY # 4

Name: *PRONUNCIATION BLACKOUT BINGO*

Phonemic symbols to practice: Minimal pairs.

Objective: To discriminate similar sounds in English.

Interaction: Individually, in pairs or in groups.

Approximate time: 10 minutes.

Resources: Slides, whiteboard, handouts, pencil and eraser.

Procedure:

1. Review the phonemic transcription symbols learnt during the session.
2. On the board, write some pairs of words which only differ in one sound in two vertical columns and label the lists LEFT and RIGHT.
3. Read out the words from the board in random order and ask students to repeat them and say which list they are from.
4. Organize students individually, in pairs or in groups and distribute the bingo handouts. Students choose 6 words from the list on the board and write them down on the bingo grid.
5. Explain that you will randomly read out words from the board.
6. Students must cross out the words they hear. Once a predetermined pattern is made on a card, the students with that card calls out BINGO. Check the winner's bingo grid.
7. Model the activity with the whole class by saying and checking the first words. It's important that all learners have understood exactly what they have to do.
8. Repeat the activity using other minimal pairs.

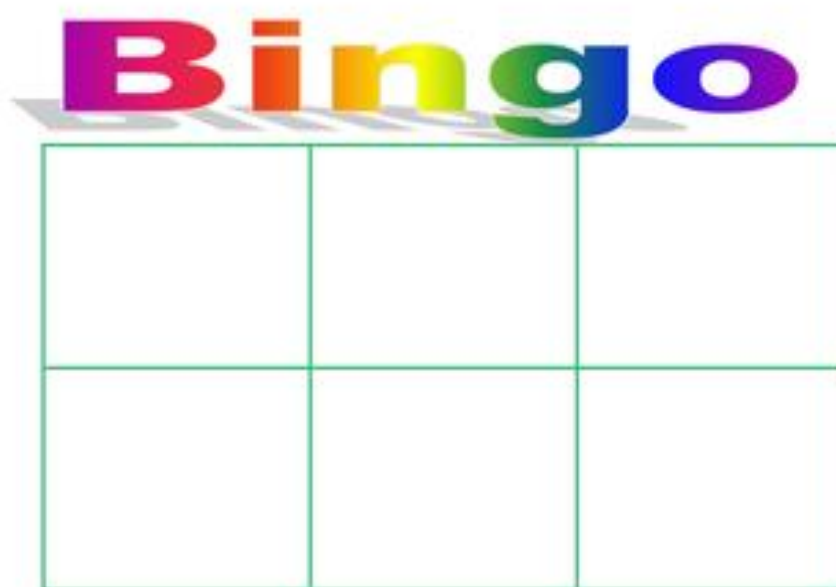
Success Indicator: Learners are able to discriminate sounds in words that are pronounced in a similar way.

Variations: You can increase the spaces in the grid and use different patterns, such as: lines, U's, T's and squares. You can use minimal pairs of vowel and consonant sounds.

Source:

- Rivadeneira, J. (2018).

PRONUNCIATION BLACKOUT BINGO HANDOUT



Rivadeneira, J. (2018)

PHONEMIC TRANSCRIPTION ACTIVITY # 5

Name: *PRONUNCIATION HOPS*

Phonemic symbols to practice: Minimal pairs.

Objective: To discriminate similar sounds in English.

Interaction: In pairs or in groups.

Approximate time: 10 minutes.

Resources: Slides and whiteboard.

Procedure:

1. Review the phonemic transcription symbols learnt during the session.
2. On the board, write some pairs of words which only differ in one vowel sound in two vertical columns and label the lists LEFT and RIGHT.
3. Read out the words from the board in random order and ask students to repeat them and say which list they are from.
4. Organize some students in a row in the middle of the classroom where there is enough space for students to hop.
5. Explain that you will read out four words from the board. For each word, students must hop to the left if the word is from the left hand list on the board or hop to the right if the word is from the right hand list on the board
6. Model the activity with a volunteer student. It's important that all learners have understood exactly what they have to do.
7. Repeat the activity using other minimal pairs.

Success Indicator: Learners are able to discriminate sounds in words that are pronounced in a similar way.

Variations: You can use consonant sounds as well as words that function as verbs and nouns.

Source:

- Rivadeneira, J. (2018).

PRONUNCIATION HOPS VOWELS MININAL PAIRS LISTS

/ɜ:/	/ɑ:/
work	walk
herp	harp
lurk	lark
murk	Mark
curt	cart

/i:/	/ɪ/
beach	bitch
reach	rich
green	grin
peel	pill
seater	sitter

/ɜ:/	/ɔ:/
bird	bored
Kurd	chord
Dirk	dork
burn	born
were	war

/ʌ/	/u:/
butt	boot
hut	hoot
nun	noon
rough	roof
duck	duke

/u:/	/ʊ/
food	foot
pool	pull
fool	full
Luke	look
shooed	should

/æ/	/e/
bag	beg
bat	bet
fast	fest
man	men
mantle	mental

/æ/	/ʌ/
calf	cough
bass	bus
mast	must
cam	come
lack	luck

/e/	/ɪ/
hell	hill
well	will
set	sit
lest	list
letter	litter

Rivadeneira, J. (2018)

PHONEMIC TRANSCRIPTION ACTIVITY # 6

Name: *SCHWA PLACEMENT*

Phonemic symbols to practice: The Schwa sound.

Objective: To identify the schwa sound in words.

Interaction: Individually or in pairs.

Approximate time: 10 minutes.

Resources: Slides, handouts, dictionaries, pencil and eraser.

Procedure:

1. Review the phonemic transcription symbols learnt during the session.
2. Copy some words on the board and ask students to identify the stressed syllable, so that students know that schwa may occur in any of the other unstressed syllables.
3. Organize students individually or in pairs and distribute the schwa handouts.
4. Explain that students have to look at the words in given in the handout and decide where in the word the schwa sound occurs.
5. Underline and write the schwa symbol over the correct part of the word. The first one has been done for students.
6. Tell students that one word has two syllables with schwa, and the others have only one syllable with schwa from the list.
7. Model the activity with the first word of the list.
8. Repeat the activity using other words.

Success Indicator: Learners are able to identify the schwa sound.

Variations: You can use other words.

Source:

- Adapted from bbclearingenglish.com. BBC Learning English (2005).

SCHWA PLACEMENT HANDOUT

Pronunciation Schwa

Exercise 1

Look at the words below and decide where in the word the schwa sound occurs.

Underline and/or write the schwa symbol over the correct part of the word.
The first one has been done for you.

Hint: One word has two examples of schwa. All the others have only one.

doctor /ə/

ba na na

to mor row

diffi cult

sum mer

le vel

pro tect

sur vive

pup il

theatre

mea sure

wi za rd

PHONEMIC TRANSCRIPTION ACTIVITY # 7

Name: *PHONEMIC DRAWING*

Phonemic symbols to practice: Minimal pairs.

Objective: To discriminate similar sounds in English.

Interaction: Individually or in pairs.

Approximate time: 10 minutes.

Resources: Slides, handouts, pencil and eraser.

Procedure:

1. Review the phonemic transcription symbols learnt during the session.
2. On slides, display some pairs of words which only differ in one consonant sound with their corresponding picture and phonemic transcription.
3. Read out the words from the slides in random order, ask students to repeat and identify them.
4. Organize students individually or in pairs and distribute the drawing handouts.
5. Explain that you will randomly read out words from the slides.
6. Students must draw the pictures of the words they hear.
7. Model the activity with some students by saying a word and having them drawing the pictures on the board. It's important that all learners have understood exactly what they have to do.
8. Repeat the activity using other minimal pairs.

Success Indicator: Learners are able to discriminate sounds in words that are pronounced in a similar way.

Variations: You can use minimal pairs of vowel and consonant sounds.

Source:

- Rivadeneira, J. (2018).

PHONEMIC DRAWING HANDOUT

LISTEN AND DRAW	
1)	2)
3)	4)

Rivadeneira, J. (2018).

PHONEMIC TRANSCRIPTION ACTIVITY # 8

Name: *VOWELS TRANSCRIPTION BANK*

Phonemic symbols to practice: Vowels

Objective: To look up words whose phonemic transcription include vowels.

Interaction: In small groups.

Approximate time: 10 minutes.

Resources: Slides, dictionaries, handouts, pencil and eraser.

Procedure:

1. Review the phonemic transcription symbols learnt during the session.
2. Organize students in small groups and distribute the vowels transcription handouts.
3. Explain that students have to look up words in the dictionary whose sounds include vowel sounds. They should also write their phonemic transcription.
4. Model the activity with the whole class by looking up some words and writing them on the board. It's important that all learners have understood exactly what they have to do.

Success Indicator: Learners are able to write the phonemic transcription of words whose sounds include vowels.

Variations: You can increase the number of words for each sound.

Source:

- Rivadeneira, J. (2018).

VOWELS TRANSCRIPTION BANK HANDOUT

VOWELS PHONEMIC TRANSCRIPTION WORKSHEET

Write the phonemic transcription of words containing the following symbols:

PHONEMIC SYMBOLS	YOUR EXAMPLE (WORD)	YOUR EXAMPLE (PHONEMIC TRANSCRIPTION)
/ʌ/ cup, luck	1. 2. 3.	1. 2. 3.
/ɑ:/ arm, father	1. 2. 3.	1. 2. 3.
/æ/ cat, black	1. 2. 3.	1. 2. 3.
/ə/ away, cinema	1. 2. 3.	1. 2. 3.
/e/ met, bed	1. 2. 3.	1. 2. 3.
/ɜ:/ turn, learn	1. 2. 3.	1. 2. 3.
/ɪ/ hit, sitting	1. 2. 3.	1. 2. 3.
/i:/ see, heat	1. 2. 3.	1. 2. 3.
/ɒ/ hot, rock	1. 2. 3.	1. 2. 3.
/ɔ:/ call, four	1. 2. 3.	1. 2. 3.
/ʊ/ put, could	1. 2. 3.	1. 2. 3.
/u:/ blue, food	1. 2. 3.	1. 2. 3.

Rivadeneira, J. (2018).

PHONEMIC TRANSCRIPTION ACTIVITY # 9

Name: *VOICED AND VOICELESS CONSONANTS RECOGNITION*

Phonemic symbols to practice: Consonants.

Objective: To identify voiced and voiceless consonants.

Interaction: Individually or in pairs.

Approximate time: 10 minutes.

Resources: Slides, the phonemic chart, speakers, learners' throat and fingers, handouts, pencil and eraser.

Procedure:

1. Review the phonemic transcription symbols learnt during the session.
2. Organize students individually and distribute the puzzle handouts.
3. Click on the consonants from the phonemic chart. Ask students to repeat them and touch the vocal cords inside their throat. If they feel a vibration, then the consonant is voiced; but, if they do not feel any vibration, then the consonant is voiceless.
4. Explain that they should pronounce the consonants presented in the handout and classify them into voiced and voiceless.
5. Model the activity by asking a student to say a voiced consonant out loud and feel the vibration of the vocal cords inside the throat. Make the whole class listen to the vibration and repeat the activity by themselves.
6. After that, ask another student to say a voiceless consonant out loud and feel that there is no vibration of the vocal cords inside the throat. Make the whole class notice that there is no vibration and repeat the activity by themselves.
7. It's important that all learners have understood exactly what they have to do.

Success Indicator: Learners are able to identify voiced and voiceless consonants

Variations: You can model the activity with some other students.

Source:

- Rivadeneira, J. (2018).

VOICED AND UNVOICED CONSONANTS RECOGNITION HANDOUT

VOICED AND VOICELESS CONSONANTS	
Classify the English consonants into voiced and voiceless.	
<p>/b/ - /d/ - /f/ - /g/ - /h/ - /j/ - /k/ - /l/ /m/ - /n/ - /p/ - /r/ - /s/ - /t/ - /v/ - /w/ /y/ - /ð/ - /ŋ/ - /z/ - /θ/ - /ʃ/ - /tʃ/ - /dʒ/</p>	
VOICED CONSONANTS (VIBRATION)	VOICELESS CONSONANTS (NO VIBRATION)

Rivadeneira, J. (2018).

PHONEMIC TRANSCRIPTION ACTIVITY # 10

Name: *JOIN THE DOTS*

Phonemic symbols to practice: Vowels and consonants.

Objective: To match phonemic transcriptions to words.

Interaction: Individually or in pairs.

Approximate time: 10 minutes.

Resources: Slides, handouts, pencil and eraser.

Procedure:

1. Review the phonemic transcription symbols learnt during the session.
2. Organize students individually or in pairs and distribute the puzzle handouts.
3. Read out the words from the handout lists and ask students to repeat them.
4. Explain that to reveal the picture, the dots must be joined in the order shown by the words in the list. To do this, students need to match words and phonemic transcriptions.
5. Model the activity with the whole class by joining the first dots. It's important that all learners have understood exactly what they have to do.
6. Repeat the activity using other words and their corresponding phonemic transcription.

Success Indicator: Learners are able to match phonemic transcriptions to words.

Variations: You can use other words and their corresponding phonemic transcription.

Source:

- Adapted from Pronunciation Games. (Hancock, 1995, p. 65).

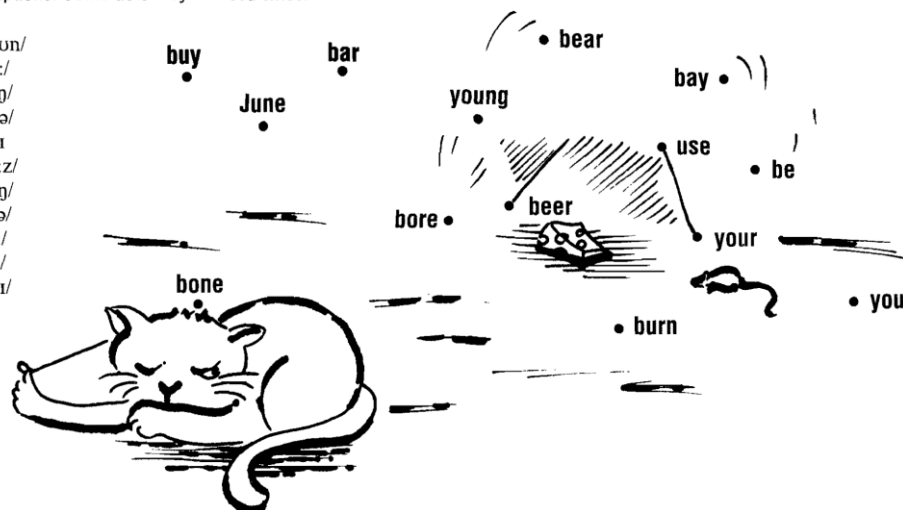
JOIN THE DOTS HANDOUT

Join the dots **B11**

Puzzle 1

To find out what the cat is doing, match the phonetic transcriptions to words in the picture. Then join the dots by these words in the same order as the list of phonetic transcriptions. Some dots may be used twice.

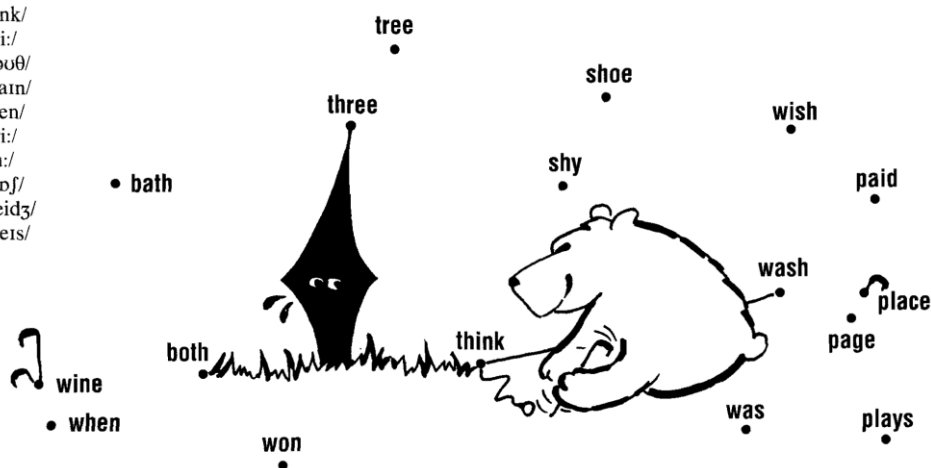
- 1 /bəʊn/
- 2 /bɔː/
- 3 /jʌŋ/
- 4 /beə/
- 5 /beɪ
- 6 /juːz/
- 7 /jʌŋ/
- 8 /bɪə/
- 9 /jɔː/
- 10 /biː/
- 11 /beɪ/



Puzzle 2

To find out what the bear is doing, match the phonetic transcriptions to words in the picture. Then join the dots by these words in the same order as the list of phonetic transcriptions. Some dots may be used twice.

- 1 /θɪŋk/
- 2 /θriː/
- 3 /bəʊθ/
- 4 /waɪn/
- 5 /wen/
- 6 /θriː/
- 7 /fuː/
- 8 /wɒʃ/
- 9 /peɪd/
- 10 /pleɪs/



PHONEMIC TRANSCRIPTION ACTIVITY # 11

Name: *PHONETIC CROSSWORD*

Phonemic symbols to practice: Vowels and consonants.

Objective: To match words and their phonemic transcription.

Interaction: Individually or in pairs.

Approximate time: 10 minutes.

Resources: Slides, handouts, dictionary, pencil and eraser.

Procedure:

1. Review the phonemic transcription symbols learnt during the session.
2. Organize students individually or in pairs and distribute the crossword handouts.
3. Crossword 1: explain that they have to complete the crossword with the phonemic spelling of the verbs from the sounds menu. Two verbs have been written for them as a model.
4. Crossword 2: explain that they have to complete the crossword with the phonemic symbols from the sounds menu. When it is finished, students see that the "æ" sound can be pronounced in different ways.
5. Model the activity with the whole class by completing the phonemic symbols of one word. It's important that all learners have understood exactly what they have to do.
7. Repeat the activity using other words and their corresponding phonemic transcription.

Success Indicator: Learners are able to recognize the phonemic transcription of words.

Variations: You can use other words with their corresponding phonemic transcription.

Source:

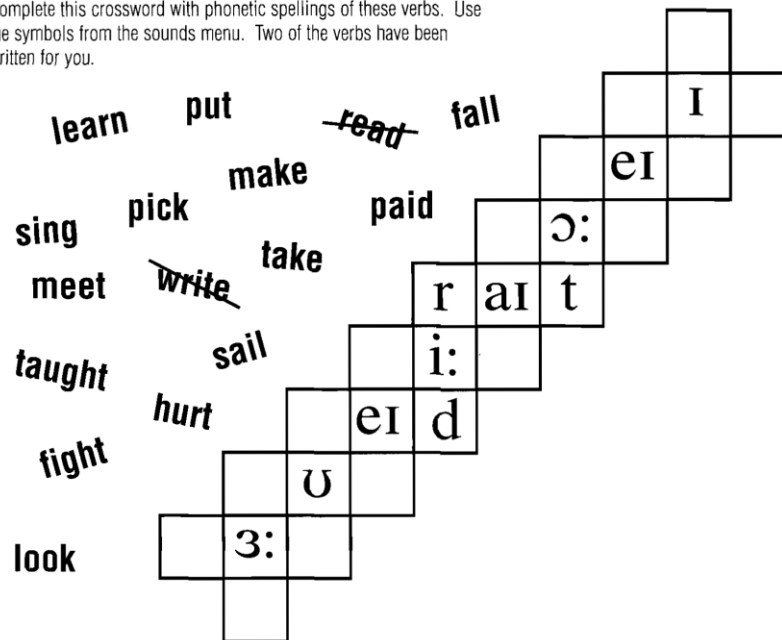
- Adapted from Pronunciation Games. (Hancock, 1995, p. 67).

PHONETIC CROSSWORD HANDOUT

Phonetic crossword B12

Crossword 1

Complete this crossword with phonetic spellings of these verbs. Use the symbols from the sounds menu. Two of the verbs have been written for you.



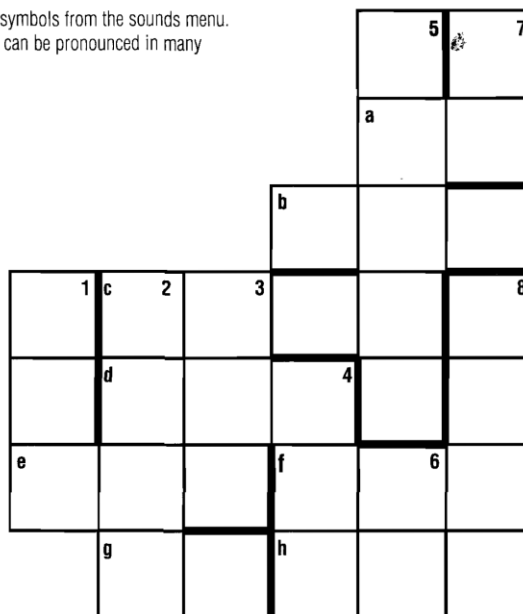
Sounds menu

/p/ park
/f/ face
/t/ time
/d/ dog
/s/ see
/k/ drink
/m/ most
/n/ name
/ŋ/ bring
/h/ here
/l/ live
/r/ ride
/ɪ/ sit
/i:/ seat
/ɔ:/ sport
/ɜ:/ bird
/ʊ/ good
/eɪ/ face
/aɪ/ line

Crossword 2

Complete this crossword with phonetic symbols from the sounds menu. When it is finished you will see that 'ea' can be pronounced in many different ways.

- | Across | Down |
|---------|----------|
| a pear | 1 heard |
| b leave | 2 bread |
| c break | 3 read |
| d reach | 4 cheap |
| e dead | 5 speaks |
| f east | 6 sea |
| g dear | 7 wear |
| h pea | 8 seat |



Sounds menu

/p/ pen
/b/ bed
/v/ every
/t/ teach
/d/ dog
/tʃ/ church
/s/ soon
/k/ keep
/h/ hat
/l/ live
/r/ run
/w/ west
/e/ egg
/i:/ see
/ɜ:/ bird
/iə/ here
/eə/ hair
/eɪ/ say

From **Pronunciation Games** by Mark Hancock © Cambridge University Press 1995

PHOTOCOPIABLE

67

Pronunciation Games. (Hancock, 1995, p. 67).

PHONEMIC TRANSCRIPTION ACTIVITY # 12

Name: *CONSONANTS TRANSCRIPTION BANK*

Phonemic symbols to practice: Consonants

Objective: To look up words including consonants phonemic transcription.

Interaction: In small groups.

Approximate time: 10 minutes.

Resources: Slides, dictionaries, handouts, pencil and eraser.

Procedure:

1. Review the phonemic transcription symbols learnt during the session.
2. Organize students in small groups and distribute the consonants transcription handouts.
3. Explain that students have to look up words in the dictionary whose sounds include consonant sounds. They should also write their phonemic transcription.
4. Model the activity with the whole class by looking up some words and writing them on the board. It's important that all learners have understood exactly what they have to do.

Success Indicator: Learners are able to write the phonemic transcription of words whose sounds include consonants.

Variations: You can increase the number of words for each sound.

Source:

- Rivadeneira, J. (2018).

CONSONANTS TRANSCRIPTION BANK HANDOUT

CONSONANTS PHONEMIC TRANSCRIPTION WORKSHEET

Write the phonemic transcription of words containing the following symbols:

PHONEMIC SYMBOLS	YOUR EXAMPLE (WORD)	YOUR EXAMPLE (PHONEMIC TRANSCRIPTION)
/b/ bad, lab	1.	1.
/d/ did, lady	1.	1.
/f/ find, if	1.	1.
/g/ give, flag	1.	1.
/h/ how, hello	1.	1.
/j/ yes, yellow	1.	1.
/k/ cat, back	1.	1.
/l/ leg, little	1.	1.
/m/ man, lemon	1.	1.
/n/ no, ten	1.	1.
/ŋ/ sing, finger	1.	1.
/p/ pet, map	1.	1.
/r/ red, try	1.	1.
/s/ sun, miss	1.	1.
/ʃ/ she, crash	1.	1.
/t/ tea, getting	1.	1.
/tʃ/ check, church	1.	1.
/θ/ think, both	1.	1.
/ð/ this, mother	1.	1.
/v/ voice, five	1.	1.
/w/ wet, window	1.	1.
/z/ zoo, lazy	1.	1.
/ʒ/ pleasure, vision	1.	1.
/dʒ/ just, large	1.	1.

Rivadeneira, J. (2018).

<p><u>PHONEMIC TRANSCRIPTION ACTIVITY # 13</u></p>
<p>Name: SYLLABLE SOUP</p>
<p>Phonemic symbols to practice: Primary and Secondary Stress.</p>

Objective: To identify syllables and stress in words.
Interaction: Individually or in pairs.
Approximate time: 10 minutes.
Resources: Slides, dictionaries, handouts, pencil and eraser.
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the phonemic transcription symbols learnt during the session. 2. Organize students individually or in pairs and distribute the syllable soup handouts. 3. Explain that there are 14 words hidden in the grid. The words are vertical or horizontal. The stressed syllables have been removed from the words and placed outside the grid. All the first syllables are also outside the grid and begin with capital letters. 4. Model the activity with the whole class by writing a word on the board, pronouncing it and identifying the stressed syllable as well as the first syllable. Write the word in the grid following the conventions used in the "soup", that is, a circle around the first syllable and a square round the stressed syllable. It's important that all learners have understood exactly what they have to do.
Success Indicator: Learners are able to match phonemic transcriptions to words.
Variations: You can use other words and their corresponding phonemic transcription.
<p>Source:</p> <ul style="list-style-type: none"> • Adapted from Pronunciation Games. (Hancock, 1995, p.11).

SYLLABLE SOUP HANDOUT

Syllable soup A2

1st syllable
(capital letter)

Stressed syllable

ta	Cal	stand	In	vi	In	Re	In	mor	News	tain	Con
Un	mem	Pop	sa	En	la	li	gent	tion	vi	tion	tion
e	ter	pa	per	u	e	der	tion	terest	ing	tion	tion
cu	row	phone	tion	ing	tion	tion	tion	tion	tion	tion	tion
ver	ver	ver	ver	ver	ver	ver	ver	ver	ver	ver	ver
Tel	tel	To	pen	Ex	Tel	Tel	Tel	Tel	Tel	Tel	Tel

From **Pronunciation Games** by Mark Hancock © Cambridge University Press 1995

PHOTOCOPIABLE

11

Pronunciation Games. (Hancock, 1995, p.11).

PHONEMIC TRANSCRIPTION ACTIVITY # 14

Name: FROM TEXT TO SYMBOLS

Phonemic symbols to practice: Vowels, consonants and stress.

Objective: To match words to their phonemic transcription to make up a given phrase.

Interaction: In small groups.

Approximate time: 10 minutes.

Resources: Slides, dictionaries, handouts and small pieces of paper.

Procedure:

1. Review the phonemic transcription symbols learnt during all the session throughout the intervention.
2. Organize students in small groups and distribute the handout with the full-phrase in text as well as the small pieces of paper with the phonemic transcription of words.
3. Learners should read the phrase given in the text and make up the same phrase by unscrambling the pieces of paper with individual phonemic transcription of the words on a flat surface.
4. Model the activity with the whole class by unscrambling the first 2 words of the phrase. It's important that all learners have understood exactly what they have to do.
5. Repeat the activity using other phrases.

Success Indicator: Learners are able to match words to their phonemic transcriptions.

Variations: You can use other phrases and their corresponding phonemic transcription.

Source:

- Adapted from Transcription exercises. (Masaryk University, 2005, p. 1)

In Britain and around the world, the image of the family continues to change. The traditional "Victorian family", in which the man was the breadwinner, the woman the homemaker and the children numerous and obedient, is giving way to new ideas about what the modern family should look like.

Transcription exercises. (Masaryk University, 2005, p. 1)

/ in brɪtən ən(d) əˈraʊnd ðə wɜːld / ði ɪmɪdʒ əv ðə fæmɪli
kəntˈɪnjuːz tə tʃeɪndʒ // ðə trædɪʃənəl vɪkˈtɔːriən fæmɪli /
ɪn wɪts ðə mæn weɪz ðə bredwɪm / ðə wʊmən ðə haʊmmeɪkə
ən(d) ðə tʃɪldrən njuːmərəs ən(d) əbɪdɪənt / ɪz gɪvɪŋ weɪs
tə njuː aɪˈdɪəz əˈbaʊt wɒt ðə mʌðən fæmɪli ʃəd lʊk laɪk ///

Transcription exercises. (Masaryk University, 2005, p. 1)

PHONEMIC TRANSCRIPTION ACTIVITY # 15

Name: FROM SYMBOLS TO TEXT

Phonemic symbols to practice: Vowels, consonants and stress.

Objective: To match phonemic transcriptions to words to make up a given phrase.

Interaction: In small groups.

Approximate time: 10 minutes.

Resources: Slides, dictionaries, handouts and small pieces of paper.

Procedure:

1. Review the phonemic transcription symbols learnt during all the session throughout the intervention.
2. Organize students in small groups and distribute the full-phrase in phonemic transcription handout as well as the small pieces of paper with the words.
3. Learners should read the phrase given in phonemic transcription and make up the same phrase by unscrambling the pieces of paper with individual words on a flat surface.
4. Model the activity with the whole class by unscrambling the first 2 words of the phrase. It's important that all learners have understood exactly what they have to do.
5. Repeat the activity using other phrases.

Success Indicator: Learners are able to match phonemic transcriptions with words.

Variations: You can use other phrases and their corresponding phonemic transcription.

Source:

- Adapted from Transcription exercises. (Masaryk University, 2005, p. 3)

FROM SYMBOLS TO TEXT HANDOUT (full phrase)

/hæuevə / i'ven m fæmɪlɪz wɪð bæʊθ p^heərənts p^hrezənt /
meni mʌðəz ə gɪvɪŋ ʌp ðə rəʊl əv hæʊmmeɪkə ən(d)
pə'sju:ɪŋ ðər əʊn kə'riəz // sʌm geʊ ɒn mət^hʌnəti li:v
aɪftə ðə tʃɪldrən ə bɔ:m ən(d) ðen t^heɪk ʌp p^hɑ:t^h əɪm
wɜ:k wen ðə tʃaɪld ɪz əʊld mʌf tə geʊ tə sku:l // ʌðəz
fɪr ðæt ðə kə'riəz k^hʌm fɜ:st / ən/d/ weɪt ʌnt^hɪ ðeɪ (h)əv
fʊli ɪstæblɪʃt ðə kə'riə bɪ'fɔ: hævɪŋ tʃɪldrən // /

Transcription exercises. (Masaryk University, 2005, p. 3)

FROM SYMBOLS TO TEXT HANDOUT (to be cut in pieces of words)

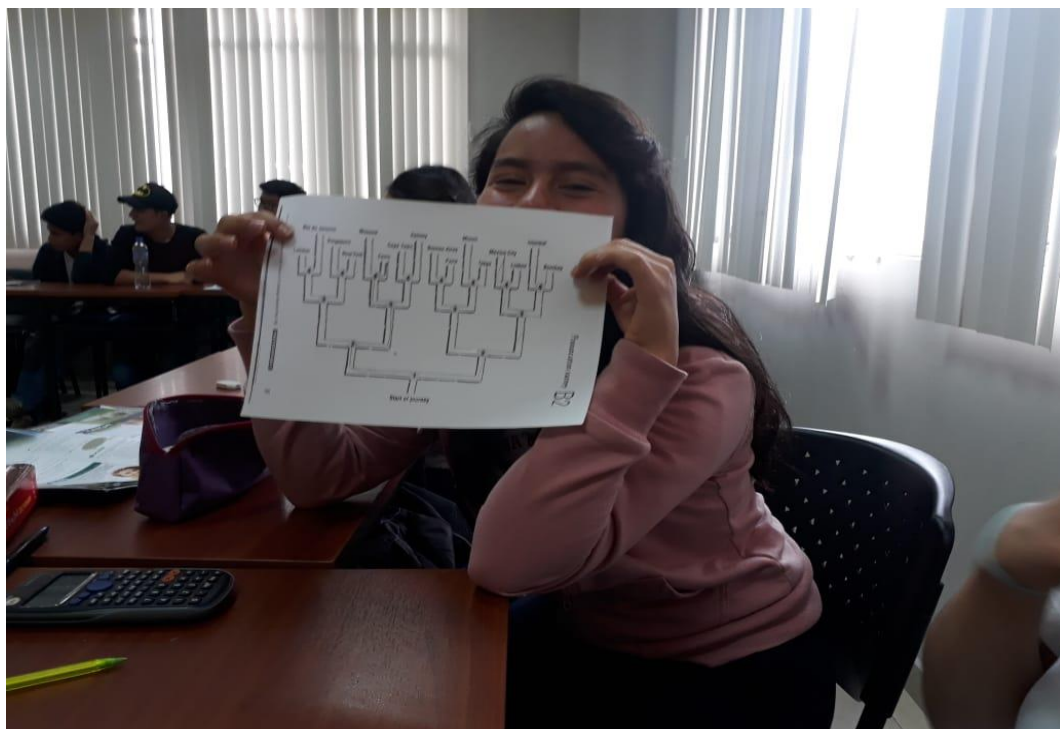
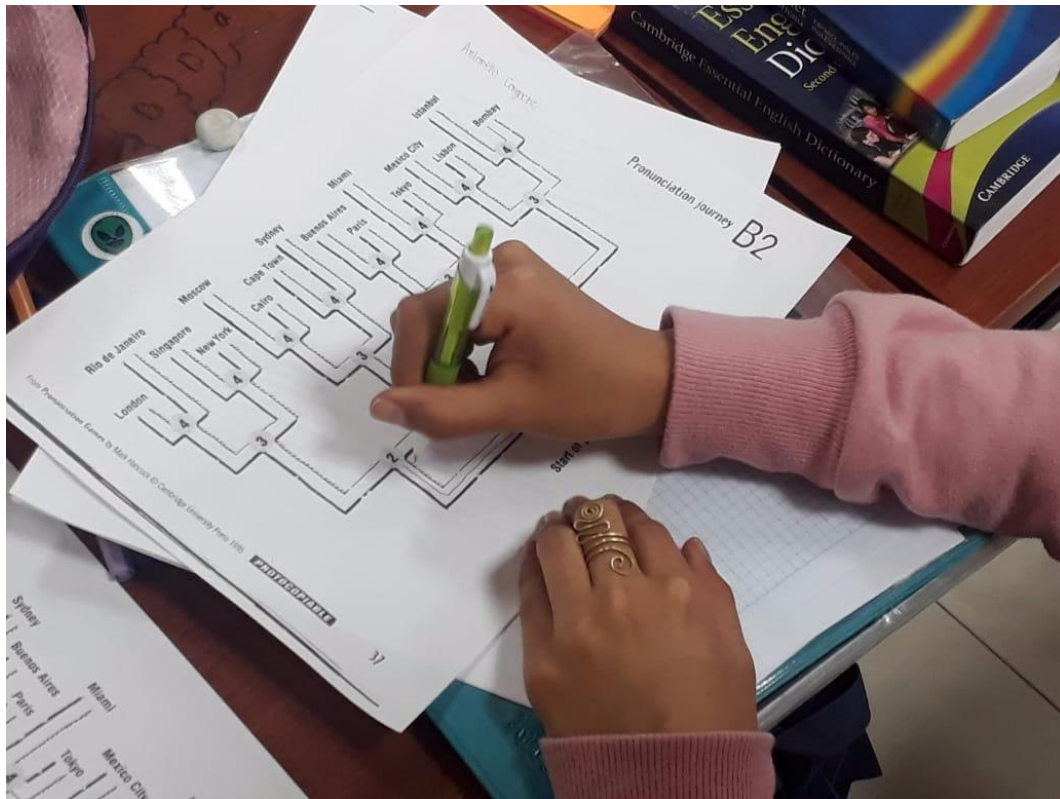
However, even in families with both parents present, many mothers are giving up the role of homemaker and pursuing their own careers. Some go on maternity leave after their children are born and then take up part-time work when the child is old enough to go to school. Others feel that their careers come first and wait until they have fully established their career before having children.

Transcription exercises. (Masaryk University, 2005, p. 3)

ANNEXES

ANNEX A - PRONUNCIATION JOURNEY

STUDENTS PERFORMING THE ACTIVITY



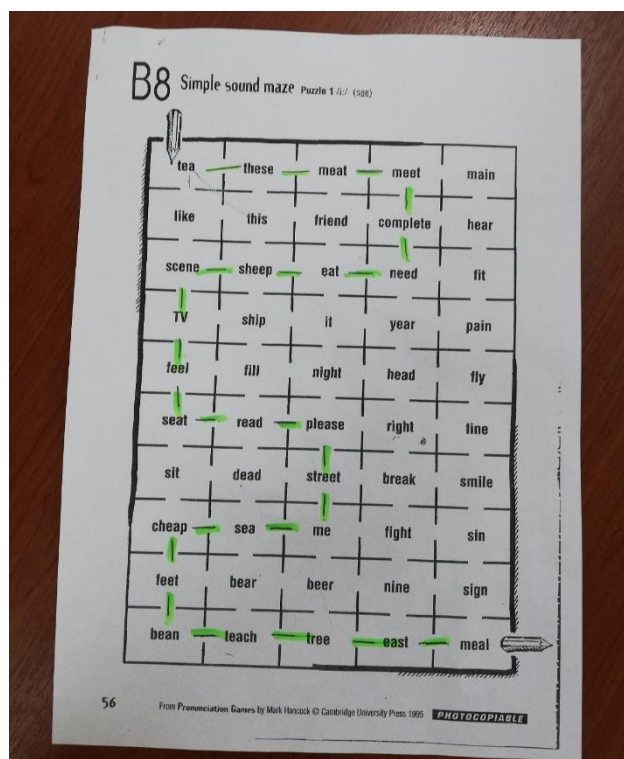
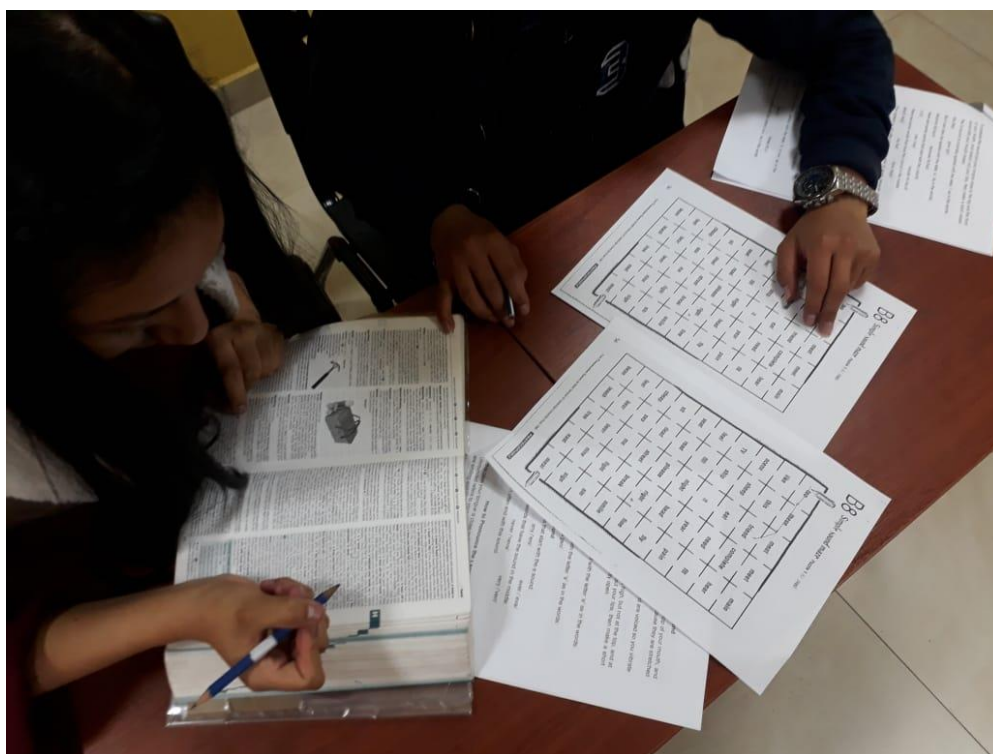
ANNEX B - PRONUNCIATION RACE

STUDENTS PERFORMING THE ACTIVITY



ANNEX C- SIMPLE SOUND MAZE

STUDENTS PERFORMING THE ACTIVITY



ANNEX D- BLACKOUT BINGO

STUDENTS PERFORMING THE ACTIVITY



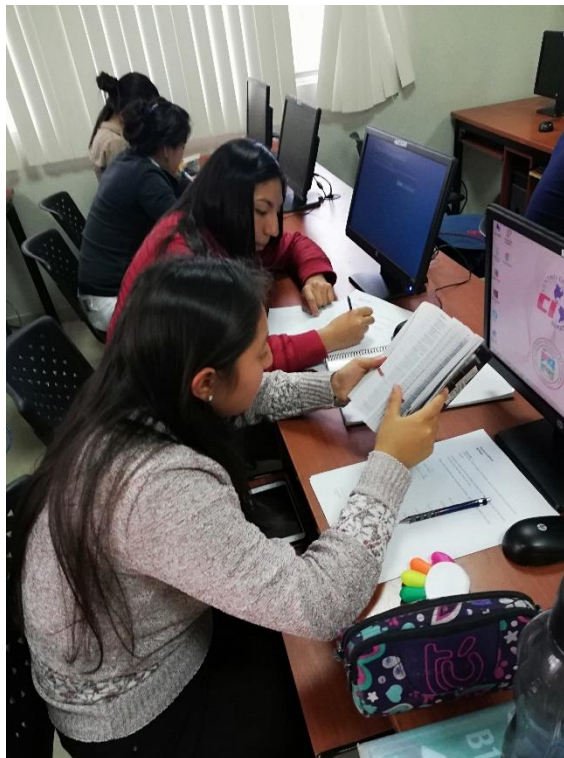
ANNEX E- PRONUNCIATION HOPS

STUDENTS PERFORMING THE ACTIVITY



ANNEX F- SCHWA PLACEMENT

STUDENTS PERFORMING THE ACTIVITY



ANNEX 6- PHONEMIC DRAWING
STUDENTS PERFORMING THE ACTIVITY



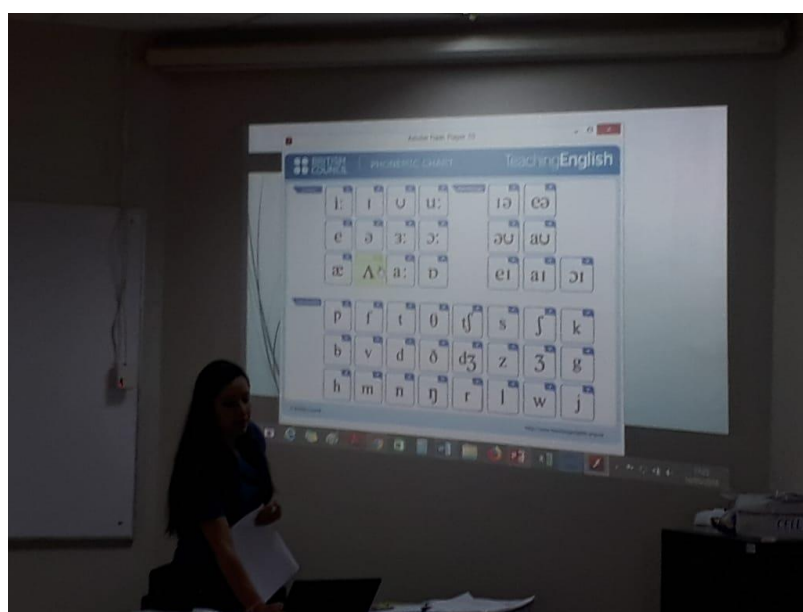
ANNEX H - VOWELS TRANSCRIPTION
STUDENTS PERFORMING THE ACTIVITY



*ANNEX I- VOICED AND VOICELESS CONSONANTS RECOGNITION
STUDENTS PERFORMING THE ACTIVITY*



*USE OF THE PHONEMIC CHART ADOBE FLASH APPLICATION TO
MODEL THE PRONUNCIATION OF CONSONANTS*



ANNEX J- JOIN THE DOTS

STUDENTS PERFORMING THE ACTIVITY



ANNEX K- PHONETIC CROSSWORD
STUDENTS PERFORMING THE ACTIVITY



ANNEX L- PHONETIC CROSSWORD

STUDENTS PERFORMING THE ACTIVITY

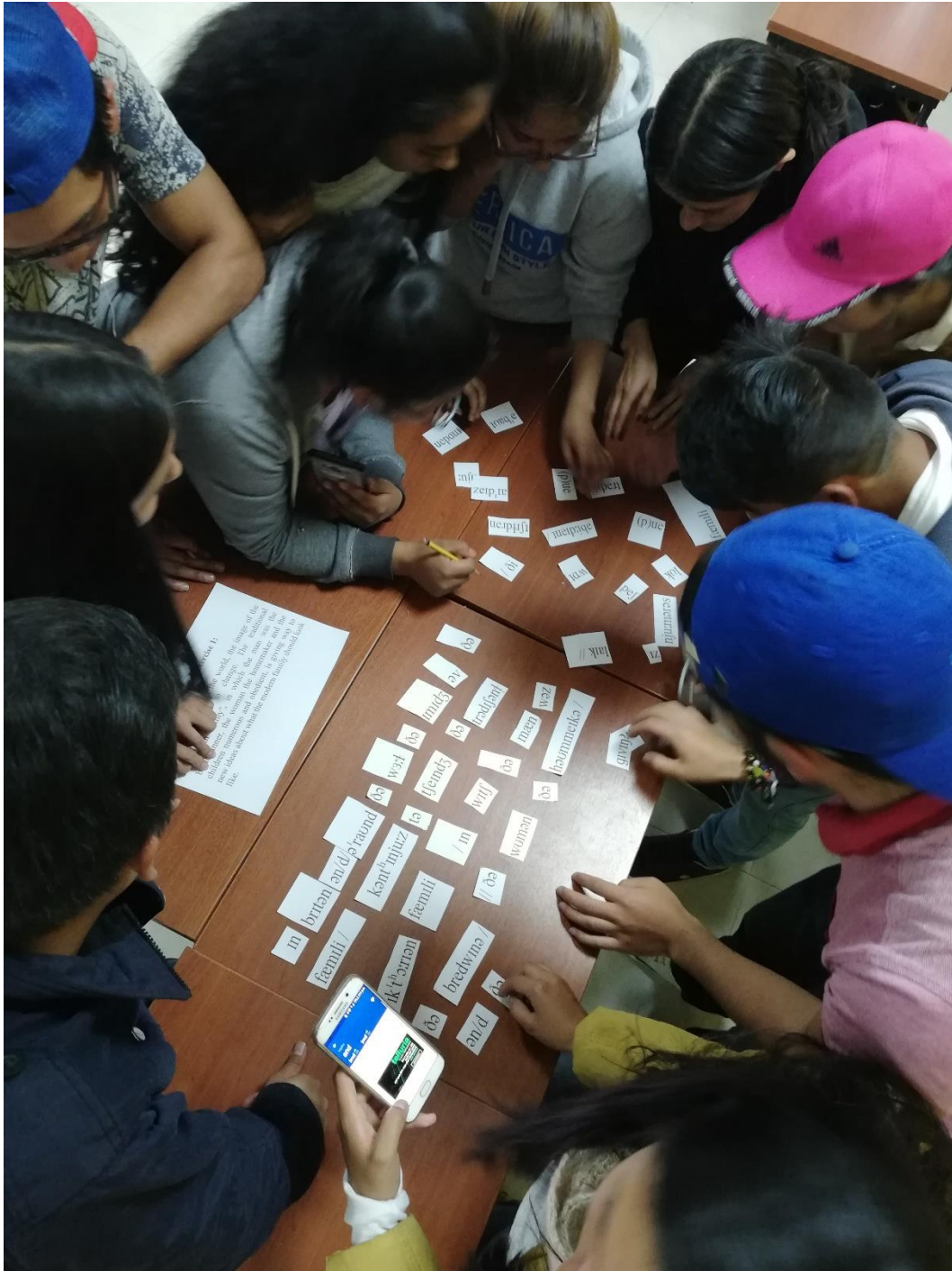


STUDENTS PERFORMING THE ACTIVITY



ANNEX N- FROM TEXT TO SYMBOLS

STUDENTS PERFORMING THE ACTIVITY



ANNEX O- FROM SYMBOLS TO TEXT
STUDENTS PERFORMING THE ACTIVITY



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FOR FURTHER PRACTICE

<http://esl.fis.edu/grammar/multi/stress.htm>

<http://myovient.com/pronunciation/introduction/consonant-sounds-ipa-practice-79030>

<http://usefulenglish.ru/phonetics/practice-consonants>

<http://www.cambridgeenglish.org/learning-english/activities-for-learners/b2s002-consonant-sounds>

<http://www.englishmedialab.com/pronunciation.html>

<http://www.esl-lounge.com/student/pronunciation/pr18-word-stress-exercise-2.php><https://www.intuitionlang.com/exercise-word-stress/>

<http://www.esltower.com/PRONUNCIATION/interactive/vowelsoundsquiz.qzpp/index.html>

<http://www.wordstress.info/exercise/>

<http://www2.nkfust.edu.tw/~emchen/Pron/vowel.htm>

<https://tfcs.baruch.cuny.edu/http://epronunciation.com/pronunciation/ipa-online-practice.html>

<https://www.coursera.org/learn/tricky-american-english-pronunciation/lecture/H04vV/syllables-and-word-stress-practice>

<https://www.education.com/games/short-vowels/>

<https://www.eflmagazine.com/pronunciation/word-and-sentence-stress/>

<https://www.englishclub.com/pronunciation/word-stress-quiz.htm><http://www.wordstress.info/exercise/>

<https://www.englishlanguageclub.co.uk>

6.15 Administration of the proposal

It is expected to execute this proposal during one month within the academic semester “April – August 2018”. All the phases, activities, resources and timing and more details about how the proposal will be carried out are mentioned in the operating model included above.

6.16 Evaluation of the proposal

In order to monitor the proper execution of the proposal, the following evaluation plan will be considered and followed:

MAIN QUESTIONS	OBSERVATIONS
What to evaluate?	The execution of the proposal
Why to evaluate?	To verify the efficacy of the proposal and see if the activities proposed indeed improve pronunciation.
Who is asking the evaluation?	The proposal writer
What for?	To implement the proposal in other courses.
Indicators?	Qualitative and quantitative
Who evaluates?	The author of the proposal and the thesis director.
When?	During the academic semester “April– August 2018”
How?	Observing and Examining
With what?	Pretest and Posttest checklists

Source: Own

Elaborated by Rivadeneira, J. (2018)

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ANNEXES

ANNEX A: OFFICIAL LETTER FOR RESEARCH AUTHORIZATION

Riobamba, mayo 7 de 2018.

Visto bueno
Recibido
Mayo 7, 2018

17h36'

Licenciado

Washington Mancero

**DIRECTOR DEL CENTRO DE IDIOMAS DE LA ESCUELA SUPERIOR POLITÉCNICA DE
CHIMBORAZO**

Presente.

De mi consideración:

Yo, Jimena Elizabeth Rivadeneira Mora, con C.I. 172310928-4, estudiante de la Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera en la Universidad Técnica de Ambato, solicito muy comedidamente se digne otorgar el respectivo permiso para realizar mi investigación de tesis la cual tiene como tema **"APPLYING PHONEMIC TRANSCRIPTION ACTIVITIES TO IMPROVE ENGLISH PRONUNCIATION IN LANGUAGE LEARNERS"** con los estudiantes de Quinto Nivel de la Modalidad Extensión del Centro de Idiomas.

Por la favorable atención que se digne dar a la presente, anticipo mi agradecimiento.

Atentamente,



Lic. Jimena Rivadeneira
DOCENTE DE INGLÉS

ANNEX B: STUDENTS CONSENT FORM – CONTROL GROUP



UNIVERSIDAD TÉCNICA DE AMBATO DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

APROBACIÓN DE USO DE LA INFORMACIÓN (CONSENTIMIENTO)

Tema de Investigación: "Applying Phonemic Transcription Activities to Improve English Pronunciation in Language Learners"

Mi nombre es Jimena Elizabeth Rivadeneira Mora, soy estudiante de la MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA (TEFL) en la Universidad Técnica de Ambato. Éste curso, Quinto Nivel paralelo "E" está invitado a participar en un estudio que analiza cómo la aplicación de actividades de transcripción mejora la pronunciación en el idioma inglés. De modo que me he permitido seleccionar éste curso y paralelo como el grupo de control para comparar y comprobar la eficacia de la aplicación de las actividades antes mencionadas que son mi propuesta de tesis de grado.


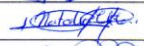
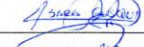








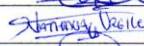







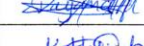





Para efecto de dicha investigación se procederá a aplicar una encuesta, un pre-test, y un post-test. Para su verificación se tomarán algunas fotografías, videos, y grabaciones de audio que documenten el desarrollo de la investigación durante el período académico abril 2018 – agosto 2018.

La información recolectada será utilizada únicamente para fines investigativos, por lo cual se adjunta el documento de respaldo donde indica lo expuesto anteriormente en relación a mis estudios universitarios de posgrado con el tema legalmente aprobado para su investigación.

Segura de contar con su apoyo y consentimiento, agradezco infinitamente al paralelo, así como a las autoridades por su respaldo para la realización de la investigación.

Para constancia de su consentimiento, escriba sus nombres completos, su número de cédula e incluya su firma.

QUINTO NIVEL "E"

N°	NOMBRES COMPLETOS	N° DE CÉDULA	FIRMA
1	Loures Verónica Moreno Ayala	0604080911	
2	Doris Natalia Viteri Fiallos	1804412404	
3	Sara Esther Gusqui Macas	0604955442	
4	Chavez Castillo Gina Abigail	020241197-1	
5	Gastro Cepeda Lidia del Rocío	0603335548	
6	Yelónica Cristina Verdesoto Moncayo	0603970310	
7	David Alejandro Marín Gómez	060429104-7	
8	Jonathan Miguel Plomata Pumipamba	060459116-4	
9	Karla Vanessa Doroso Estrada	060387055-1	
10	Luisa Cécilia Mayano Alulema	060203252-6	
11	Erika Patricia Buñay Yungay	060425095-1	
12	Mirada Carolina Guevara Guerrero	060485056-0	
13	Fernanda Janeth Fonseca Novas	050348599-7	
14	MARIA NATHALIA UGUEZ ZABALA	060314174-8	
15	ALAN MARCELO TIERRA LLANCA	060519138-6	
16	Fierro Rivera Génesis Cabel	060534896-0	
17	Salamea Angamarca Diana	060482464-9	
18	Henry Francisco Vaca Titucuña	060376700-5	
19	Angel André Córdova Villagran	060467171-1	
20	Anderson Israel Morucho Tamayo	1350292119	
21	Erick Orlando Chandeluisa Granda	220022316-5	
22	Karen Sabrina Brito Ochoa	060464555-9	
23	Dayana Gabriela Chávez Echeverría	060409504-4	
24	Kathy Cruz Zhou	060235378-1	
25			
26	Daniel Alexander Cadenas Caisaguan	060306577-0	

ANNEX C: STUDENTS CONSENT FORM – EXPERIMENTAL GROUP



UNIVERSIDAD TÉCNICA DE AMBATO DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

APROBACIÓN DE USO DE LA INFORMACIÓN (CONSENTIMIENTO)

Tema de Investigación: "Applying Phonemic Transcription Activities to Improve English Pronunciation in Language Learners"

Mi nombre es Jimena Elizabeth Rivadeneira Mora, soy estudiante de la **MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA (TEFL)** en la Universidad Técnica de Ambato. Éste curso, Quinto Nivel paralelo "A" está invitado a participar en un estudio que analiza cómo la aplicación de actividades de transcripción mejora la pronunciación en el idioma inglés. De modo que me he permitido seleccionar éste curso y paralelo para la aplicación de las actividades antes mencionadas que son parte de mi propuesta de tesis de grado.









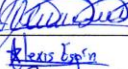

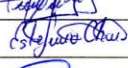
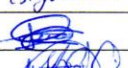



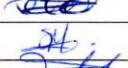
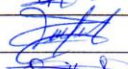
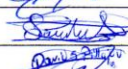







Para efecto de dicha investigación se procederá a aplicar una encuesta, un pre-test, actividades de transcripción fonética y un post-test. Para su verificación se tomarán algunas fotografías, videos, y grabaciones de audio que documenten el desarrollo de la investigación durante el período académico abril 2018 – agosto 2018.

La información recolectada será utilizada únicamente para fines investigativos, por lo cual se adjunta el documento de respaldo donde indica lo expuesto anteriormente en relación a mis estudios universitarios de posgrado con el tema legalmente aprobado para su investigación.

Segura de contar con su apoyo y consentimiento, agradezco infinitamente al paralelo, así como a las autoridades por su respaldo para la realización de la investigación.

Para constancia de su consentimiento, escriba sus nombres completos, su número de cédula e incluya su firma.

QUINTO NIVEL "A"

N°	NOMBRES COMPLETOS	N° DE CÉDULA	FIRMA
1	Evelin Yacira Estrella Valdiviezo.	065015643-3	
2	Christopher Steven Teapanta Venegas	065314752-7	
3	Mayera Marcela Jara Ropiz	060416316-0	
4	Lissette Alexandra Amaguaya P.	060442872-2	
5	Erika Gabriela Guerrero Pinto	060545237-4	
6	Ricardo Steven Ulloa Cervajal	060932170-3	
7	Sofia Nataly Congacha Ortega	118490297-6	
8	Antorella Estefania Congacho Ortega	110490928-4	
9	José Tadeo Vázquez Pollo	172230747-5	
10	Mary Emilio López Bastidas	060254858-9	
11	Alexis Sebastian Espin Noboa	060480948-3	
12	Pisla Cintia Paucar Lalana	180506732-7	
13	Esteluna Carolina Chauca Chavez	060516723-6	
14	Dayanara Elizabeth Shambi Lema	060489804-9	
15	Mishell Stenannya Orbe Riofrio	060434058-8	
16	Camila Fernanda Barreno Moreno	060618052-9	
17	Carlota Maria Tomas Quinde	060952478-3	
18	Leidy Aracely Morillo Moran	172387881-3	
19	Sharon Daniela Morillo Moran	172387880-5	
20	Juan Pablo Namua Navón	060395046-0	
21	Santiago David Salgado Oleas	060480896-4	
22	David Sebastian Pillajo Vizcoka	060531324-6	
23	Geovanny Alejandro Barros Vaca	060480930-1	
24	Daniel Obedias Velazquez	060185373-2	
25	Segundo Mesías Tamami Tulembo	020241925-5	

ANNEX D: PRELIMINARY SURVEY



UNIVERSIDAD TÉCNICA DE AMBATO DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Preliminary Survey for students from Fifth Level at the ESPOCH Language Center - Extension Modality

Objective: To collect information about the previous phonemic transcription knowledge that students have in order to characterize better the population to be studied during this research oriented to improve English pronunciation.

Instructions:

- Read each question carefully.
- Mark the most appropriate answer with a check (✓).

1. Do you know what "PHONEMIC TRANSCRIPTION" is?

- ☐ Not.
☒ Somewhat.
☐ Yes, a lot.

2. Have you been taught to read phonemic transcription?

- ☐ Not.
☒ Some symbols.
☐ Many symbols.
☐ All the symbols.

3. Have you been taught to write phonemic transcription?

- ☒ Not.
☐ Some symbols.
☐ Many symbols.
☐ All the symbols.

4. If you have been taught phonemic transcription, it has happened during

- ☐ Primary School
☐ Lower Secondary School (8°, 9° and 10° E.G.B.)
☐ Upper Secondary School (1°, 2° and 3° Baccalaureate)
☒ Higher education

5. Choose the symbols you have been taught.

- | | | | | | |
|----------------------------|--|-----------------------------|-----------------------------|---------------------------------------|--|
| <input type="checkbox"/> ʌ | <input checked="" type="checkbox"/> ɑ: | <input type="checkbox"/> ε | <input type="checkbox"/> ɜ: | <input checked="" type="checkbox"/> ɪ | <input checked="" type="checkbox"/> i: |
| <input type="checkbox"/> ɒ | <input type="checkbox"/> ɔ: | <input type="checkbox"/> ʊ | <input type="checkbox"/> u: | <input type="checkbox"/> ə | <input checked="" type="checkbox"/> æ |
| <input type="checkbox"/> ɜ | <input type="checkbox"/> ɪ | <input type="checkbox"/> ɪf | <input type="checkbox"/> ɒ | <input type="checkbox"/> dʒ | <input checked="" type="checkbox"/> ʃ |
| <input type="checkbox"/> θ | | | | | |

Thanks for your collaboration!

ANNEX E: PRETEST – CONTROL GROUP



UNIVERSIDAD TÉCNICA DE AMBATO DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS
COMO LENGUA EXTRANJERA

PRETEST FOR STUDENTS FROM FIFTH LEVEL AT THE ESPOCH LANGUAGE
CENTER – EXTENSION MODALITY

Name: Karen Biffo Date: 05/11/2018 Class: "E" - CONTROL GROUP

Instruction:

- Read each word clearly and loudly.

PHONEMIC TRANSCRIPTION	EXAMPLE	EVALUATION (C) CORRECT / (INC) INCORRECT
/lʌ/	LUCK	INC
/ɑː/	HEART	INC
/eɪ/	AIR	INC
/ɜː/	TURN	INC
/ɪ/	HIT	C
/iː/	SHEEP	C
/ɒ/	HOT	C
/ɔː/	DOOR	C
/u/	GOOD	C
/uː/	LOSE	INC
/ə/	AWAY	INC
/æ/	BACK	INC
/lʒ/	LEISURE	INC
/ɪŋ/	RING	C
/tʃ/	CHINESE	C
/ð/	MOTHER	C
/dʒ/	JUST	C
/ʃ/	CHEF	INC
/θ/	THROUGH	C
/ʌ/	CUT	INC
/ɑː/	CAR	C
/eɪ/	BED	C
/ɜː/	FIRST	INC
/ɪ/	PIT	C
/iː/	HEAT	INC
/ɒ/	ROCK	C
/ɔː/	FOUR	C
/ʊ/	COULD	INC
/uː/	BLUE	C
/ə/	AGO	C
/æ/	HAND	INC
/lʒ/	VISION	INC
/ɪŋ/	FINGER	C
/tʃ/	CHOP	C
/ð/	THESE	INC
/dʒ/	LARGE	C
/ʃ/	SHE	C
/θ/	MATHS	INC

Thanks for your collaboration!

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ANNEX F: PRETEST – EXPERIMENTAL GROUP



UNIVERSIDAD TÉCNICA DE AMBATO DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS
COMO LENGUA EXTRANJERA

PRETEST FOR STUDENTS FROM FIFTH LEVEL AT THE ESPOCH LANGUAGE
CENTER – EXTENSION MODALITY

Name: Dayana Shambi Date: May, 8th 2018 Class: "A" – EXPERIMENTAL GROUP

Instruction:

- Read each word clearly and loudly.

PHONEMIC TRANSCRIPTION	EXAMPLE	EVALUATION (C) CORRECT / (INC) INCORRECT
/l/	LUCK	C
/ɑ:/	HEART	INC
/ɛ/	AIR	INC
/ɜ:/	TURN	INC
/ɪ/	HIT	INC
/i:/	SHEEP	C
/ɒ/	HOT	C
/ɔ:/	DOOR	INC
/u/	GOOD	INC
/u:/	LOSE	INC
/ə/	AWAY	INC
/æ/	BACK	INC
/z/	LEISURE	C
/ŋ/	RING	C
/tʃ/	CHINESE	C
/ð/	MOTHER	C
/dʒ/	JUST	C
/ʃ/	CHEF	INC
/θ/	THROUGH	INC
/ʌ/	CUT	C
/ɑ:/	CAR	INC
/ɛ/	BED	C
/ɜ:/	FIRST	INC
/ɪ/	PIT	C
/i:/	HEAT	INC
/ɒ/	ROCK	C
/ɔ:/	FOUR	INC
/u/	COULD	INC
/u:/	BLUE	C
/ə/	AGO	C
/æ/	HAND	INC
/z/	VISION	INC
/ŋ/	FINGER	C
/tʃ/	CHOP	C
/ð/	THESE	INC
/dʒ/	LARGE	C
/ʃ/	SHE	C
/θ/	MATHS	INC

Thanks for your collaboration!

ANNEX G: POSTTEST – CONTROL GROUP



UNIVERSIDAD TÉCNICA DE AMBATO DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

POSTTEST FOR STUDENTS FROM FIFTH LEVEL AT THE ESPOCH LANGUAGE CENTER – EXTENSION MODALITY

Name: Karla Denoso Date: May 23rd, 2018 Class: "E" - CONTROL GROUP

Instruction:

- Read each word clearly and loudly.

PHONEMIC TRANSCRIPTION	EXAMPLE	EVALUATION (C) CORRECT / (INC) INCORRECT
/ʌ/	LUCK	C
/ɑ:/	HEART	INC
/eɪ/	AIR	C
/ɜ:/	TURN	INC
/ɪ/	HIT	C
/i:/	SHEEP	INC
/oʊ/	HOT	C
/ɔ:/	DOOR	C
/ʊ/	GOOD	INC
/u:/	LOSE	C
/eɪ/	AWAY	INC
/æ/	BACK	C
/ɜ:/	LEISURE	INC
/ɪŋ/	RING	INC
/tʃ/	CHINESE	C
/ð/	MOTHER	INC
/dʒ/	JUST	INC
/ʃ/	CHEF	C
/θ/	THROUGH	C
/ʌ/	CUT	C
/ɑ:/	CAR	INC
/eɪ/	BED	INC
/ɜ:/	FIRST	INC
/ɪ/	PIT	C
/i:/	HEAT	INC
/oʊ/	ROCK	C
/ɔ:/	FOUR	INC
/ʊ/	COULD	INC
/u:/	BLUE	C
/eɪ/	AGO	C
/æ/	HAND	INC
/ɜ:/	VISION	INC
/ɪŋ/	FINGER	C
/tʃ/	CHOP	C
/ð/	THESE	C
/dʒ/	LARGE	INC
/ʃ/	SHE	C
/θ/	MATHS	INC

Thanks for your collaboration!

ANNEX H: POSTTEST – EXPERIMENTAL GROUP



UNIVERSIDAD TÉCNICA DE AMBATO DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

POSTTEST FOR STUDENTS FROM FIFTH LEVEL AT THE ESPOCH LANGUAGE CENTER – EXTENSION MODALITY

Name: Ricardo Villca Date: May 23rd, 2018 Class: "A" – EXPERIMENTAL GROUP

Instruction:

- Read each word clearly and loudly.

PHONEMIC TRANSCRIPTION	EXAMPLE	EVALUATION (C) CORRECT / (INC) INCORRECT
/l/	LUCK	C
/ɑ:/	HEART	C
/e:/	AIR	C
/ɜ:/	TURN	C
/ɪ/	HIT	C
/i:/	SHEEP	C
/ɒ/	HOT	C
/ɔ:/	DOOR	C
/ʊ/	GOOD	C
/u:/	LOSE	C
/ə/	AWAY	C
/æ/	BACK	C
/ʒ/	LEISURE	C
/r/	RING	C
/tʃ/	CHINESE	C
/ð/	MOTHER	C
/dʒ/	JUST	INC
/ʃ/	CHEF	C
/θ/	THROUGH	C
/ʌ/	CUT	C
/ɑ:/	CAR	C
/e:/	BED	C
/ɜ:/	FIRST	C
/ɪ/	PIT	C
/i:/	HEAT	C
/ɒ/	ROCK	C
/ɔ:/	FOUR	INC
/ʊ/	COULD	C
/u:/	BLUE	C
/ə/	AGO	INC
/æ/	HAND	C
/ʒ/	VISION	INC
/r/	FINGER	C
/tʃ/	CHOP	C
/ð/	THESE	C
/dʒ/	LARGE	C
/ʃ/	SHE	C
/θ/	MATHS	C

Thanks for your collaboration!

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ANNEX I: URKUND REPORT



Urkund Analysis Result

Analysed Document: JIMENA RIVADENEIRA TESIS FINAL.docx (D39367372)
Submitted: 5/28/2018 8:11:00 PM
Submitted By: jmelizabeth.rivadeneira@gmail.com
Significance: 2 %

Sources included in the report:

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