UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Titulación previo a la obtención del título de Licenciado en Pedagogía del Idioma Inglés.

Theme:

Reading-aloud technique and English pronunciation

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SUPERVISOR APPROVAL

CERTIFY:

I, Dra. Mg. Chimbo Cáceres Elsa Mayorie, holder of the I.D No. 1802696458, in my capacity as supervisor of the Research dissertation on the topic: "Reading-aloud technique and English pronunciation" investigated by Mr. Escobar Rosero Steven Eduardo with I.D No. 1803514460, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled Reading-aloud Technique and English Pronunciation" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

…………………………….
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TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "Reading-aloud technique and English pronunciation" which is held by Escobar Rosero Steven Eduardo undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period April – September 2023, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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DEDICATION

TO:

My parents and my grandmother have been my motivation and my example to go ahead with my studies. They are the ones who have taught me that every effort will be rewarded in the end and now I am grateful for every word and advice they gave me.

To my brother, and my cousins Andrés y David who with their madness has made me forget about the bad times and for their advice that has allowed me to fight for my dreams.

To my friends with whom I have enjoyed my college life and I consider them as my family.

Steven.

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Steven.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: "Reading-aloud technique and English pronunciation"

ABSTRACT

The current study determined how the technique of reading aloud promotes pronunciation in English. The research was descriptive and non-experimental, using the quantitative method, with the participation of 80 students of the Language Center of the Universidad Tecnológica Indoamérica, of which 46 were men and 34 women of the fourth and sixth levels. Data collection was conducted through a Likert-scale survey consisting of 20 items. The reliability of the survey was validated through Cronbach's Alpha coefficient (0.832). The study aimed to answer three research questions: What are the characteristics and strategies of reading-aloud techniques that help in English pronunciation? To what extent does the read-aloud technique benefit English pronunciation? What factors are involved in learning pronunciation in L2? The results revealed interesting findings. Firstly, the characteristics and strategies of reading aloud provide an opportunity to practice the pronunciation of different words, sounds, and language structures. By doing so, students exercise their ability to produce correct sounds and acquire greater fluency in pronunciation. Additionally, reading aloud provides immediate auditory feedback, allowing for error correction and improvement in intonation and speech rhythm. Secondly, reading aloud benefitted students in familiarizing themselves with the correct pronunciation of words and sounds, intonation, and increased their confidence in producing accurate pronunciation of words and phrases in English, while being aware of pronunciation differences between English and their native language. Lastly, it was demonstrated that the factors most involved in students' pronunciation learning were intelligibility approaches and communicative teaching.

Keywords: reading-aloud technique, English pronunciation, characteristics and strategies of reading-aloud technique, benefits of reading-aloud technique.

RESUMEN

El presente estudio determinó cómo la técnica de lectura en voz alta promueve la pronunciación en inglés. La investigación fue de carácter descriptivo no experimental, a través del método cuantitativo la cuál contó con la participación de 80 alumnos del Centro de Idiomas de la Universidad Tecnológica Indoamérica , de los cuales 46 eran hombres y 34 mujeres de cuarto y sexto nivel. La recopilación de datos se llevó a cabo mediante una encuesta que constaba de 20 ítems en escala Likert. Se validó la confiabilidad de la encuesta mediante el coeficiente de Alfa de Cronbach (0,832). El estudio se centró en responder a tres preguntas de investigación: ¿Cuáles son las características y estrategias de las técnicas de lectura en voz alta que ayudan en la pronunciación del inglés?, ¿En qué medida la técnica de lectura en voz alta beneficia la pronunciación en inglés? Y ¿Qué factores intervienen en el aprendizaje de la pronunciación en L2? Los resultados revelaron datos interesantes. En primer lugar, que las características y estrategias de la lectura en voz alta, ofrece la oportunidad de practicar la pronunciación de diferentes palabras, sonidos y estructuras del idioma. Al hacerlo, los estudiantes ejercitaron la habilidad de producir los sonidos correctos y adquirir una mayor fluidez en la pronunciación. Además, la lectura en voz alta proporciona una retroalimentación auditiva inmediata, lo que permite corregir errores y mejorar la entonación y el ritmo del habla. Segundo, la lectura en voz alta beneficio a los alumnos a familiarizarse con la correcta pronunciación de palabras y sonidos, entonación, así también incremento su confianza en producir la correcta pronunciación de palabras y frases en inglés, y de ser conscientes de las diferencias de la pronunciación entre el inglés y su lengua materna. Por último, se demostró que los factores que más se involucraron en el aprendizaje de la pronunciación de los estudiantes fueron los enfoques de inteligibilidad y la enseñanza comunicativa.

Palabras clave: lectura en voz alta, pronunciación en inglés, características y estrategias de la lectura en voz alta, beneficios de la lectura en voz alta.

CHAPTER I

1.1 Research background

Research has been collected from different sources such as journals and articles to support the project. Considering that they have similar studies that contribute to the research on reading aloud technique and English pronunciation.

Albiladi (2019) conducted a study to examine the effectiveness of various reading strategies in enhancing reading skills and their impact on other language skills, particularly speaking. The study involved 20 adult learners enrolled in intensive programs in the U.S. Data was collected through 15 focus group sessions using semi-structured questions, which were then organized and coded using Dedoose, an online-based program for qualitative data analysis. The findings indicated that the reading-aloud strategy not only positively influenced reading skills but also aided in the development of speaking skills. Students preferred this strategy due to the immediate feedback they received when mispronouncing words. The study emphasized the importance of second language teachers understanding students' preferences for reading strategies to support their language skill development.

Ledger and Merga (2018) emphasized the significance of the reading-aloud strategy and focused on young children's perspectives regarding its frequency and attitudes both at home and in schools. The research was conducted in 21 primary schools in Western Australia and employed a combination of quantitative and qualitative methods. The Western Australian Study in Reading Aloud (WASRA) tools were piloted with age-appropriate children, and surveys were used to gather data from the representative schools. The results revealed that although reading aloud is beneficial, only a small number of children reported being read to regularly by teachers or parents. However, most students expressed enjoyment when being read to and expressed a desire for more reading-aloud experiences. The study emphasized the importance of fostering positive attitudes toward reading to address aliteracy.

Supraba et al. (2020) investigated the effectiveness of reading aloud in developing students' speaking skills. The study involved first-semester students at Cokraominoto Palopo University, and data was collected using questionnaires and a speaking test. The data was analyzed using SPSS software and the Likert scale to measure students' perceptions. The findings demonstrated a significant relationship between reading aloud and students' speaking skills, indicating its effectiveness as a teaching method.

Brodin and Renblad (2020) addressed the issue of speech and language disorders in children and explored how reading aloud can improve communication and language skills. The study acknowledged reading aloud as a valuable pedagogical tool, both in the classroom and at home. A questionnaire was administered to 573 preschoolers, and the results indicated that reading aloud and narration contribute to improved communication, pronunciation, and conceptual development. The study underscored the importance of supporting and training teachers in utilizing these strategies effectively.

Lalit et al. (2020) conducted a study comparing the effects of reading aloud and silent reading on students' linguistic abilities. The research involved 30 students from diverse backgrounds, and data was collected through semi-structured questionnaires and longitudinal analysis. The findings highlighted the central role of reading aloud, including extensive reading, in developing speaking skills, focusing on pronunciation and fluency. Reading aloud facilitated clear and rapid word pronunciation, making it an important aspect of primary education, and improving students' overall pronunciation skills.

Abimanto (2020) conducted research to evaluate the effectiveness of the periodic reading-aloud method in addressing English pronunciation issues among non-English speaking students. The study targeted first-semester students in the Transportation Studies program. Statistical analysis and descriptive discussions were utilized to analyze the data. The results showed that students initially struggled with English pronunciation but demonstrated improvement after the implementation of the experiment. The study concluded that the read-aloud technique effectively enhanced

students' English pronunciation. Additionally, interviews with the students revealed that pronunciation difficulties were influenced by interference from their mother tongue.

The past sources are essential since they speak to the huge impact that the reading-aloud methodology speaks to on the learners´ pronunciation. Through the execution of diverse approaches, members decide its reasonability to be utilized in the course as a lasting method, to assist in the advancement of the pronunciation ability.

Theoretical framework

Independent variable

English language teaching (ELT)

Nowadays, it is very important to learn English as a foreign language. It helps to communicate with new people or to gain an understanding of another culture. Furthermore, teaching English as a foreign language is considered a fundamental tool to stimulate the brain because it promotes memory and concentration. Firmansyah (2018) defines ELT as teaching the English language to non-native speakers and achieving the ability to listen, understand each other's message, speak, discuss, transmit, read, and write. In fact, it is important to develop the skills to be able to express what we think effectively. This means successfully communicating a message, knowing it (cognition), and using it (action).

Disalva and Vijayakumar (2019) state that the ways of learning the English language are as follows:

Regular conversation with native English speakers.
Watching movies and videos in English.
Reading newspapers in English.
Signing up for a language course for basic and adequate learning.
For a child, creative learning, such as reading comics, is much more effective.

In addition, in the process of learning and teaching English, listening, reading aloud and writing are necessary to improve grammar, vocabulary, speaking, and pronunciation. For this reason, it is a challenge for teachers, as they must know how to manage the class and apply different techniques to the students because they are children or teenagers who are learning a new language.

Reading as an interactive process

Foreman and Troy (2018) define reading as an interactive process, that is, a dynamic relationship in which the person reading tries to achieve the different objectives to interpret the text. Giving meaning to reading, as a kind of dialogue between the reader and the author or between the reader and the text.

Ali and Razali (2019) suggest that reading as an interactive process is used to achieve reading comprehension goals with its two main teaching techniques, either orally or silently.

Oral reading: this reading strategy is based on the ability to read orally, where everyone around you can listen and understand the topic, and the main idea, or simply concentrate on the way the words of a text are pronounced.

Silent reading: this strategy consists of receiving the message of the reading without the need to pronounce the words, only following the lines of the passage or the text in silence with your eyes. Where the only one who can understand is the reader. The main role of the teacher in this strategy is to assess comprehension through questions to verify that the text has been understood.

In addition, it can include guided reading and shared reading.

Guided reading: It is an effective teaching strategy that is carried out in small groups. The teacher's role is to support students and help them improve their reading skills. When evaluating, the teacher groups readers who are in similar stages of development so that they can function better (Ascenzi-Moreno & Quiñones, 2020).

Shared reading: Levy et al. (2018) define that shared reading consists of reading books with children seeking their participation or interaction, for example (pointing, answering questions, repeating, reinforcing their interventions, etc.). It is a strategy that is widely used at school and at home that is beneficial for the development of language and vocabulary.

Therefore, it is necessary that they can naturally discover that they enjoy reading. For this reason, the author describes independent reading as a strategy that helps improve comprehension, vocabulary, and fluency. Long books are usually applied for a summary, but a selection of books should be offered for each student's reading level to find books they might like.

Reading-aloud technique

Reading aloud is a technique to improve pronunciation, as well as to give life and meaning to a written text so that the listener can dream, imagine, or express emotions and feelings. Wahyuni (2022) explains that it offers opportunities for the study of the link between spelling and pronunciation, stress and intonation, and the link of sounds between words in continuous speech.

Eko and Yusuf (2020) mention that the technique of reading aloud is very important since it develops, such as building knowledge, developing language skills, and developing the ability to listen, understand a text, improve word recognition, and express words. Mukhtar et al. (2020) argue that read-aloud techniques help learners' literacy. For this reason, when reading aloud is not practiced, difficulties with pronunciation arise and learners do not become familiar with the phonetic system of the English language. In fact, reading aloud encourages vocabulary growth, clear expression of words, flexibility in speed, volume, and tone, as well as proper phrasing and effective use of pauses. Achieving this technique helps to encourage reading for pleasure and to improve language.

Faraby and Kamaruddin (2021) support that the goal of reading aloud is to reconstruct the intonation of the text, i.e., to assign appropriate tonal inflections to

sentence accents and to group words into recognizable phonic clusters. For that purpose, they give some essential characteristics to be taken into account when applying reading aloud to improve English pronunciation.

1. Reading aloud should be approached as an individual activity rather than a collective one. When everyone reads the same text simultaneously, it hinders the development of a distinct personal voice and inhibits the ability to intelligently interpret the text. Furthermore, it does not facilitate a comprehensive understanding of others' perspectives.

2. Reading aloud, on the other hand, is a collective exercise, in the sense that the other students must understand what the student reads, therefore, reader-listener collaboration is an essential part of the exercise.

3. In a written text there is an implicit intonation that the reader must know how to recreate during the reading process. Each sentence accent is there, but there is no formal or graphic mark to help identify them; the organization of the text can guide the reader, but the reader needs specific training to be able to realize what they are.

4. Sound production: Reading aloud allows learners to practice the production of specific sounds, phonemes, and word combinations. By articulating the sounds in words and sentences, learners can develop muscle memory and refine their pronunciation accuracy.

5. Intonation and rhythm: Reading aloud provides opportunities for learners to focus on intonation, stress patterns, and rhythm in English. By vocalizing sentences and passages, learners can experiment with different intonational patterns and stress placements, gradually internalizing the natural prosody of the language.

Acosta-Tello (2019) also describes other characteristics:

6. Connected speech: Reading aloud helps learners understand and apply connected speech features such as linking, assimilation, and reduction. By reading

connected texts, learners can experience how words and sounds interact in natural speech, which improves their ability to produce fluent and cohesive utterances.

7. Pronunciation awareness: Reading aloud enhances learners' awareness of pronunciation differences between their native language and English. By hearing themselves pronounce English sounds, learners can identify and address specific pronunciation challenges influenced by their native language, such as phonetic and phonological differences.

8. Integration of skills: Reading aloud integrates pronunciation practice with other language skills, including listening, reading comprehension, and speaking. By engaging in the holistic activity of reading aloud, learners develop their overall oral communication abilities, including fluency, comprehension, and expression.

9. Contextualized learning: Reading aloud provides learners with meaningful contexts for practicing pronunciation. Learners encounter words and phrases in authentic written materials, allowing them to connect the pronunciation of words to their meanings and usage, reinforcing vocabulary and comprehension simultaneously.

10. Self-monitoring and feedback: Reading aloud encourages learners to monitor their own pronunciation and compare it to a target model or reference. By actively listening to their own pronunciation, learners can identify areas for improvement and make necessary adjustments to enhance their pronunciation skills.

11. Practice and repetition: Reading aloud offers learners ample practice and repetition opportunities, which are essential for reinforcing pronunciation skills. Through repeated exposure to pronunciation patterns, learners develop fluency, accuracy, and confidence in producing English sounds and words.

Therefore, by harnessing these characteristics, learners can effectively utilize reading-aloud techniques to improve their English pronunciation skills.

Strategies of reading-aloud technique to improve English pronunciation

Furthermore, Faraby and Kamaruddin (2021) describe some strategies that can be used when practicing reading aloud to improve English pronunciation:

1. Focus on individual sounds: Identify sounds that are difficult for you to pronounce accurately and focus on practicing those sounds. Each sound in a language carry meaning and plays a vital role in effective communication. By focusing on individual sounds, you can learn to articulate them correctly, ensuring your words are easily understandable to others. This clarity of articulation is essential for conveying your intended message accurately.

2. Use stress and intonation: Pay attention to the stress and intonation patterns in the text and try to mimic them when you read aloud. Stress and intonation patterns in English play a significant role in conveying meaning and nuance. By emphasizing certain words or syllables through stress, you can highlight the most important information in a sentence. Intonation, on the other hand, helps express emotions, attitudes, and subtle nuances in communication. The way you stress and intone your speech can alter the meaning and intention behind your words.

4. Record yourself: Record yourself reading the text aloud and listen to the recording to identify areas for improvement. Recording yourself allows you to objectively assess your pronunciation skills. When you listen to your recorded speech, you can identify areas where you may be struggling with certain sounds, intonation, or rhythm. This self-awareness is crucial for recognizing and targeting specific areas for improvement.

5. Repeat and practice: Repeat difficult words or phrases multiple times and practice them until you feel more confident.

6. Get feedback: Ask a teacher or fluent speaker for feedback on your pronunciation and take note of their suggestions for improvement.

7. Practice regularly: Consistent practice is key to improving your English pronunciation, so try to incorporate reading aloud into your daily routine.

Hence, by using these strategies, learners can become more aware of the suprasegmental features of English pronunciation and improve their accuracy and fluency over time.

Wright (2019) demonstrates that read-aloud can be used for diagnostic purposes, i.e., when the teacher listens to a student read aloud, he can identify problems such as pronunciation, comprehension of grapheme-phoneme connections, and so on. Therefore, the researcher uses it as a diagnostic tool and thus corrects his students for improvement. On the other hand, Acosta-Tello (2019) mentions methods to engage students in reading aloud. Which are: creating anticipation, making connections, and reading with enthusiasm.

Creating anticipation: when anticipation is created, the student listens more attentively to see what is really happening in the story. In addition, the teacher can ask questions about the cover of the book to encourage students to read the characters' expressions.

Making connections: The idea is for students to make connections with the characters, thus connecting the story to their personal experiences or to things happening in the world. These connections can be made before, during or at the end of the reading.

Read with enthusiasm: Another way is that when a student reads a story aloud with enthusiasm, he or she will enjoy reading it. To do this, it is necessary for the teacher to look for age-appropriate and interactive books so that the reader reads with pleasure and not for obligation.

The benefits of reading the reading-aloud technique in the English pronunciation

Reading aloud is a useful technique for exploring the relationship between spelling and pronunciation, stress and intonation, and the sounds that connect words in continuous speech (Wahyuni, 2022). Wright (2019) mentions that reading aloud offers four benefits for the L2 classroom. Firstly, reading aloud helps to improve pronunciation by allowing students to correct their dialect effectively. Secondly, it assists in enhancing spoken English as some students lack confidence when practicing spoken English. Reading aloud can help them develop a natural and good pronunciation habit, and overcome flaws such as fluency, repetition, and inappropriate pausing. Thirdly, reading aloud is useful in strengthening knowledge of grammar, vocabulary, and pronunciation. It can make up for the lack of spoken English, which has some limitations in vocabulary and structure. Hence, reading aloud can improve the classroom atmosphere and help students stay engaged during intensive lessons.

Jaelani et al. (2020) state that reading aloud serves several functions in foreign language teaching. Firstly, it is a form of extensive pronunciation practice that requires correct pronunciation, as well as the proper division of meaning groups and content-based pauses. Secondly, it can improve students' spoken English by helping them overcome errors in fluency, repetition, and incorrect pauses, and develop natural and correct pronunciation habits. Thirdly, reading aloud can provide a deeper understanding of the content, as it allows students to re-experience the original ideas, feelings, attitudes, and styles through sound. Hence, it can increase knowledge and compensate for a lack of spoken English by providing exposure to various topics, vocabulary, and grammar.

Senawati et al. (2021) describe that the reading-aloud technique can be highly beneficial for improving English pronunciation. Here are some key benefits:

1. Pronunciation practice: Reading aloud provides ample opportunities to practice pronouncing words, phrases, and sentences in English. It helps develop muscle memory and familiarizes learners with the correct pronunciation of various sounds, intonation patterns, and stress patterns in the language.

2. Listening skills: Reading aloud enhances listening skills as learners pay close attention to the sounds and rhythms of the language. It helps them become more attuned to native speakers' pronunciation and intonation, enabling them to mimic and reproduce those patterns more accurately.

3. Fluency and confidence: Regular practice of reading aloud can contribute to increased fluency in English. It helps learners develop a more natural flow and rhythm in their speech. As learners gain confidence in their pronunciation, they become more comfortable speaking in English in various contexts.

4. Vocabulary and language structure: Reading aloud exposes learners to a wide range of vocabulary and language structures. It allows them to encounter new words, phrases, and sentence structures, enabling better comprehension and retention. It also helps learners internalize the correct pronunciation of those words and structures.

5. Accent reduction: For learners with a strong native accent, reading aloud can be particularly helpful in reducing accent interference. By consciously practicing pronunciation through reading aloud, learners can work on minimizing accent-specific speech patterns and improving their overall clarity and intelligibility.

6. Intonation and stress: English has specific intonation and stress patterns that affect meaning and communication. By reading aloud, learners can observe and practice these patterns, including rising and falling intonation, emphasis on certain words or syllables, and the rhythm of sentences. This leads to more effective and nuanced communication.

7. Increased comprehension: Reading aloud can enhance overall comprehension skills. When learners read aloud, they engage multiple senses, including visual and auditory, which aids in better understanding and interpretation of the text. Improved comprehension, in turn, supports improved pronunciation and expression.

8. Pronunciation awareness: By reading aloud, learners develop a heightened awareness of their own pronunciation strengths and weaknesses. They become more self-critical and can identify areas that need improvement. This awareness allows learners to actively focus on those areas and seek specific pronunciation exercises or resources to address them.

Remember that while reading aloud is an effective technique, it should be complemented with other language learning activities such as listening to native speakers, engaging in conversations, and receiving feedback from teachers or language partners. Regular practice and a consistent effort to improve pronunciation will yield the best results.

Additionally, Oxford Royale Academy (2021) mentions that the reading-aloud process involves the following steps:

1. Selecting appropriate materials: The teacher or learner selects a text that is appropriate for the learner's level and contains target pronunciation features that they need to practice.

2. Pre-teaching pronunciation features: Before reading the text, the teacher may pre-teach any challenging pronunciation features, such as individual sounds, stress patterns, and intonation.

3. Silent reading: The learner reads the text silently to become familiar with the content and structure of the text.

4. Guided reading: The teacher reads the text aloud while the learner follows along and repeats after the teacher. The teacher may pause at certain points to allow the learner to practice individual sounds or intonation patterns.

5. Individual practice: The learner reads the text aloud on their own, focusing on their pronunciation accuracy and fluency. The teacher may provide feedback and corrections as needed.

6. Peer feedback: The learner reads the text aloud to a partner or group, who provide feedback on their pronunciation accuracy and fluency.

7. Recording and self-assessment: The learner records themselves reading the text aloud and listens to the recording, reflecting on their pronunciation accuracy and fluency. They may identify areas for improvement and set goals for future practice.

For this reason, Abimanto (2020) advocates that reading aloud can improve the classroom atmosphere, especially in intensive classes. It enables students to share the excitement, suspense, and fun of a new book. Overall, engaging in reading aloud assists in enhancing fluency, monitoring pronunciation, alleviating speaking anxiety under controlled conditions, and contributing to language mastery. As a result, it serves as an effective method for practicing and improving English pronunciation.

Dependent variable

English language skills

Firmansyah (2018) defines language skills as the abilities we have to communicate with others and with ourselves. For example, the ability to listen, to understand the other's message, to speak, to argue, to transmit, to read, and to write. It is important to develop the skills to be able to express what we think effectively. Furthermore, when learning a language there are four essential skills that are necessary to communicate clearly and precisely. This means successfully communicating a message, knowing it (cognition), and using it (action). It is divided into two categories according to the type of communication process: receptive skills (understanding and reading) and productive skills (speaking and writing).

Darancik (2018) establishes that all four skills are necessary to create comprehensive learning, the integration of the four language skills of listening, speaking, reading, and writing in target language teaching. Although they may have different perceptions of how to learn a language, they have some things in common and the goal of language learning should be communication competence. This means

that one person can understand, formulate, and interpret what the interlocutor wants to convey and give an appropriate response to initiate a conversation. In addition, all four skills are active skills and should be of equal importance. P'Rayan (2020) states that mastery of the four skills determines the comprehension and level of the language which can be basic, intermediate, advanced, or mastered as a second language, i.e., if the mastery is equal to that of the mother tongue.

Chomsky (2006) or also known as the father of modern linguistics, refers to knowledge of language as a creative aspect. Therefore, English language skills are based on being efficient in grammar, structure, phonology, semantics, pronunciation, intonation, phonemes, etc., of one or more languages.

Productive skill

Barrot (2021) mentions that speaking and writing skills are called productive skills. These are crucial in giving students the opportunity to practice real-life activities in the classroom. Therefore, teaching speaking is vital unless someone is learning English exclusively for academic reasons and has no intention of communicating in English, which is quite rare. Indeed, speaking is not the oral production of written language, but engages learners in the mastery of a wide range of sub-skills, which, aggregated, constitute an overall proficiency in spoken language.

By learning a foreign language, productive skills are followed by receptive skills that are generally first and then must be followed by the practical application of productive skills. If it is discovered that something is not working, a learning process lacks one of them, and the result will not be complete (Radhika et al., 2021).

Speaking skill

Ratnasari (2020) defines speaking as the act of expressing one's ideas and thoughts through the use of verbal and nonverbal communication in a given language. As such, it is crucial for students to acquire proficiency in oral skills as part of their

English language education. This is because speaking is the skill that is most evaluated in real-life situations.

Furthermore, Rao (2019) notes that oral skills have historically been undervalued in language education, with many EFL/ESL teachers relying on techniques such as rote memorization of dialogues or repetitive exercises. However, it is increasingly recognized that developing effective oral communication skills requires a more nuanced and varied approach to instruction. Ratnasari (2020) claims that speaking is considered one of the four essential skills in language learning, along with listening, reading, and writing. Speaking proficiency is critical for effective communication, both in personal and professional settings. In recent years, research has focused on the subskills of speaking that contribute to successful communication. This literature review aims to explore the subskills of speaking and their importance in language learning.

Subskills of speaking:

Masuram and Sripada (2020) identify subskills of speaking, including pronunciation, grammar, vocabulary, fluency, and discourse. Pronunciation is considered a crucial subskill as it affects comprehensibility and can impede communication if not mastered properly. Fluency refers to the ability to speak smoothly and without hesitation, which contributes to the overall coherence and cohesiveness of the speech. Finally, discourse refers to the ability to organize ideas and convey them coherently, taking into account cultural and contextual factors.

Muharrir et al. (2023) mentions that the sub-skill of speaking is greatly influenced by four key aspects. The first of these is vocabulary, which is crucial in choosing the right words for effective communication. Secondly, speakers need to be aware of the rules of grammar to put words and language components together in a way that conveys clear messages. Fluency is another important aspect of speaking, as it involves the smooth and continuous exchange of ideas between speakers and listeners. Finally, pronunciation is vital in producing the sounds of speech and can

greatly impact communication, making it important to use accent and intonation correctly.

Therefore, the subskills of speaking are critical for effective communication and language learning. Mastery of pronunciation, grammar, vocabulary, fluency, and discourse has been linked to successful communication and increased motivation and confidence in language learners. Effective instruction in these subskills requires a variety of approaches, including explicit instruction, communicative tasks, and corrective feedback. Teachers should be aware of the importance of these subskills and employ a range of strategies to teach them effectively.

English pronunciation

Pronunciation plays a fundamental role in linguistics and communicative competence. Moreover, in the different activities of listening comprehension, oral expression, and oral interaction. However, Aldhanhani and Abu-Ayyash (2020) state that pronunciation involves listening to how the language sounds. It can be practiced by focusing on continuous speech while playing back fragments of voice recordings. Besides, our tongue, lips, and jaw (vocal joints) physically shape our pronunciation. There must also be good intonation, which is the variation in the height of the tone of your voice with which a word or sentence is pronounced. In fact, when people learn their first or native language, they develop speaking habits that we may not be aware of developing. This is what makes pronunciation in a new language so difficult because we carry the speaking habits of our first language with us.

Sardegna et al. (2018) mention that the language is used to perform basically four pronunciation activities.

The expression

Comprehension

The interaction

Mediation

The expression refers strictly to the production of linguistic statements, without the listener or the reader interacting with the issuer. Comprehension is based on the reception of these statements. On the other hand, interaction is communication between at least two or more speakers who alternate in the role of sender and receiver. Lastly, as far as mediation is concerned, it consists of making an utterance understandable to a speaker who does not understand it. These four activities can be carried out in both oral and written language. This means that pronunciation understood as the ability to produce and perceive phonetic elements, is present in the four activities that take place oral expression, listening comprehension, oral interaction, and oral mediation.

Nurullayevna (2020) mentions that pronunciation is a crucial aspect of language learning as it enables learners to communicate effectively in the target language. In spoken language, intonation and stress play a significant role in conveying meaning and emotions. Intonation refers to the pitch pattern of an utterance, while stress involves giving prominence or emphasis to certain syllables or words within a sentence. This paper aims to provide a comprehensive overview of the concepts of intonation and stress, their importance in language learning, and how they are used in everyday communication.

The factors that involve the learning of pronunciation in L2

Learning L2 pronunciation involves several factors that can affect the learner's ability to communicate effectively. These factors include intelligibility, communicative teaching, and the notions of 'top-down' and 'bottom-up' teaching and learning (Pennington, 2021).

Sultan (2020) argues that intelligibility is a crucial factor in learning L2 pronunciation as it refers to how well a listener can understand what the speaker is saying. Effective communication requires that the speaker's pronunciation be clear enough to be understood by the listener, even if the speaker is not using perfect grammar or vocabulary. Thus, intelligible pronunciation boosts learners' confidence in speaking the target language. When learners are aware that their pronunciation is

understandable, they feel more comfortable engaging in conversations and interactions. This confidence promotes greater participation, active engagement, and opportunities for further language development. Therefore, learners need to focus on producing sounds that are easily recognizable and understandable to native speakers.

Scarcella and Oxford (1994) define that communicative teaching as another important factor in learning L2 pronunciation. This approach emphasizes the use of language in real-life situations and encourages learners to practice speaking in a communicative context. Communicative teaching views pronunciation as a tool for effective communication rather than an isolated skill. Learners are encouraged to use pronunciation features, such as stress and intonation, to convey meaning, express emotions, and emphasize important information. They learn to adapt their pronunciation to different communicative situations, interact with others confidently, and convey their intended meaning accurately. Communicative teaching approaches ensure that pronunciation instruction is relevant, engaging, and aligned with the overall goal of developing communicative competence in the L2.

Derwing and Munro (2015) describe that the notions of 'top-down' and 'bottom-up' teaching and learning are also relevant to L2 pronunciation. Top-down teaching and learning involves focusing on meaning and context, using prior knowledge to understand new information. Bottom-up teaching and learning, on the other hand, emphasizes the building blocks of language, such as sounds and grammar, and how they combine to create meaning. Both approaches can be useful for L2 pronunciation, as learners need to understand the sounds of the language, as well as the context in which they are used, to communicate effectively. Effective pronunciation instruction often combines elements of both top-down and bottom-up approaches. While the top-down approach helps learners develop fluency, naturalness, and effective communication, the bottom-up approach provides a strong foundation in accurate sound production and phonetic features (Furuya, 2019).

In practice, teachers may use activities that involve both approaches. For example, a top-down activity could involve role-plays or dialogues where learners focus on intonation, stress patterns, and rhythm to convey meaning effectively. A

bottom-up activity might include drills and exercises that target specific sounds or sound patterns to improve pronunciation accuracy (Sung, 2023). In summary, learning L2 pronunciation requires a focus on intelligibility, communicative teaching, and the use of both top-down and bottom-up teaching and learning approaches. By practicing these skills, learners can improve their ability to communicate effectively in the target language.

Suprasegmental features

Suprasegmental features refer to aspects of speech that go beyond individual sounds or segments, including stress, intonation, and rhythm. These characteristics play a critical role in how spoken words and phrases are interpreted and understood.

Polyanskaya and Ordin (2019) say that suprasegmental features can be classified into three main categories: rhythm, intonation, and stress. Stress refers to the emphasis placed on a syllable during pronunciation and involves the use of additional force to create a degree of loudness, tenseness, sonority, and muscular energy when pronouncing the syllable. While rhythm pertains to the timing and pace of speech. Intonation relates to the rise and fall of pitch, which can convey information about the speaker's attitude, emphasis, and sentence type.

Hence, Pennington (2021) claims that using the technique of reading aloud can be an effective way to improve pronunciation by focusing on suprasegmental characteristics. By paying close attention to stress, intonation, and rhythm, speakers can develop clearer and more natural-sounding speech patterns. For example, when reading aloud, speakers can practice stressing the correct syllables in words to avoid misinterpretation or use intonation to convey excitement or surprise.

Rhythm

Sharma (2021) states that rhythm in pronunciation refers to the timing and pacing of speech. It involves grouping syllables together in a way that creates a natural and fluid flow of sound. Rhythm can play a critical role in how spoken words and

phrases are understood and interpreted. In English, rhythm is often determined by the stressed and unstressed syllables in a word or phrase. For example, in the phrase "Happy birthday," the first syllable of "happy" and the second syllable of "birthday" are stressed, while the other syllables are unstressed. When spoken, these stressed and unstressed syllables create a rhythm that is easy to follow and pleasant to the ear.

In fact, Polyanskaya and Ordin (2019) mention that rhythm in pronunciation can also be influenced by factors such as the speaker's tone of voice, the tempo of speech, and the context in which the words are being spoken. In general, a good sense of rhythm is essential for clear and effective communication, as it can help to capture the listener's attention and make the message more memorable.

Intonation

Liu and Reed (2021) establish that intonation refers to the rising and falling of the pitch of the voice when speaking. It is an essential aspect of spoken language as it conveys different meanings and emotions in a sentence. For instance, a rising intonation at the end of a sentence can indicate a question, while a falling intonation can signal a statement or a command. In addition, the use of intonation can also express emotions such as surprise, disbelief, sarcasm, and enthusiasm.

Example:

To illustrate the importance of intonation, consider the following example:

"Are you coming to the party?" - The rising intonation at the end of the sentence signals a question, indicating that the speaker is seeking confirmation of the listener's attendance.

Stress

Khaleghi et al. (2020) define stress as the emphasis given to a particular syllable or word within a sentence. It can change the meaning of a word or sentence,

depending on which syllable, or word is stressed. For instance, the word "present" can be pronounced with stress on the first syllable to indicate a gift or with stress on the second syllable to denote a time reference.

Example:

To illustrate the importance of stress, consider the following example:

"I never said he stole my money." - The stress on different words in this sentence can change its meaning. For instance, stressing the word "never" indicates that the speaker did not accuse someone of theft while stressing the word "said" implies that the speaker communicated this information in some other way.

Consequently, rhythm, intonation, and stress are essential aspects of spoken language that play an important role in conveying meaning and emotion. Effective use of rhythm, intonation, and stress can improve communication and ensure that messages are not misunderstood. Therefore, language learners should pay close attention to these aspects of pronunciation to improve their communication skills.

1.2 Objectives:

1.2.1 General objective

To determine the perspectives on how the reading-aloud technique fosters English pronunciation.

1.2.2 Specific objectives

- To describe the characteristics and strategies of reading-aloud techniques that help in English pronunciation.
- To identify the benefits of reading the reading aloud technique in English pronunciation.
- To analyze the factors involved in learning pronunciation in L2.

1.3 Fulfillment of objectives

It was necessary to determine the perspectives on how the read-aloud technique promotes English pronunciation. Through the survey, the students were able to evaluate the various features, strategies, and benefits of the read aloud technique, and it was possible to describe them.

The characteristics and strategies of reading-aloud techniques that help in English pronunciation were described. This involved examining the various aspects and approaches used in reading aloud to improve pronunciation skills in the English language.

The benefits of using the reading-aloud technique for pronunciation in English were identified. By exploring the results and benefits associated with reading aloud, the study shed light on how this technique contributes to improving English pronunciation skills.

The factors involved in learning pronunciation in a second language (L2) were analyzed. This included an examination of the different approaches that play a role in the process of acquiring and mastering pronunciation skills in a non-native language.

CHAPTER II

METHODOLOGY

2.1 Materials

To carry out this project effectively, human, technical, and technological resources were necessary. In addition, the participation of the fourth and sixth-level students of the Language Center of the Universidad Tecnológica Indoamérica was necessary, which was fundamental for carrying out the survey. In terms of technical means, a laptop computer was needed to process the data obtained through Google Forms, In addition, SPSS (Statistical Package for Social Science) software was used in the present study to present and examine the results of the research. Finally, the ability to navigate and research on the Internet was a technological resource.

Instruments

For the research, a survey was created and applied to 80 students. In this way, it was focused and divided into three sections considering three main research questions: What are the characteristics and strategies of reading-aloud techniques that help in English pronunciation? To what extent does the read-aloud technique benefit English pronunciation? and What factors are involved in learning pronunciation in L2?

The survey included a total of 20 items evaluated using a Likert scale. It was structured in three sections based on the specific objectives, the first one focused on the characteristics and strategies of the reading-aloud technique, with 9 items. The second section focused on the benefits of the reading-aloud technique for English pronunciation, with 6 items; while the third section had 5 items related to what factors are involved in learning pronunciation in L2. Moreover, it is important to note that a survey is a systematic methodology used to collect information from a sample of individuals in order to obtain quantitative descriptions of the characteristics of the population to which they belong. Likewise, Cronbach's Alpha coefficient was used to

validate the survey, obtaining a result of 0.832, which indicated the acceptable reliability of all the questions of the instrument. The data obtained were analyzed using SPSS (Statistical Package for the Social Sciences) software.

Population

For the purposes of this research, a sample of 80 university students from the Universidad Tecnológica Indoamérica, enrolled in the fourth and sixth levels of the Language Center were selected to participate. For which, of the 46 students, they were male and 34 were female, mostly mestizo, and their mother tongue was Spanish. They ranged in age from 19 to 30 and voluntarily participated in the survey. The students were selected on the basis of their knowledge and practice of English, especially in terms of improving their pronunciation. In fact, they were learning English with the aspiration of improving their skills to open doors to better opportunities in the world in the future. Most of the participants had access to technological devices such as laptops and smartphones.

Table 1

Population

Population	Participants	Percentage
Male	46	57.5%
Female	34	42.5%
Total	80	100%

Note: These data were taken from the students surveyed.

Ethical considerations

In this study, obtaining consent from the students was a crucial aspect, and their data were treated with the utmost confidentiality. Fleming and Zegwaard (2019) emphasized that ethical considerations are important in any type of research, including surveys, as they ensure that participants are treated fairly and respectfully, that their privacy and confidentiality are protected, and that any potential harm or discomfort.

Therefore, conducting a survey without proper ethical considerations may result in ethical breaches and potential harm to participants.

Procedure

To begin with, the theoretical framework was constructed through the examination of various articles and academic journals. Subsequently, the variables were divided into three sections, which encompassed the characteristics and strategies of the technique of reading aloud, the benefits of reading aloud to improve pronunciation in English, and finally, the factors involved in L2 pronunciation learning. The questionnaire items were derived from the theoretical framework. Additionally, the set of 20 questions employed a format based on the Likert scale. Following that, the survey was conducted using Google Forms, and a pilot survey was administered to 10 students. Consequently, the survey was validated through Cronbach's Alpha to measure its reliability. Lastly, all the collected data were analyzed and interpreted using the SPSS (Statistical Package for Social Science).

2.2 Methods

Quantitative approach

The research was based on a quantitative approach. According to Hernández et al. (2014), defined that the quantitative method is based on the use of numerical data and mathematical techniques to analyze and make objective decisions. It consists of collecting data through techniques such as surveys, experiments or historical records, and then applying mathematical and statistical tools to analyze them. Therefore, this method was applied based on a structured questionnaire applying descriptive statistics that allowed me an objective and accurate data collection, since it is based on numerical measurements and not on subjective interpretations. In addition, by analyzing the data, clear and reliable conclusions were obtained on how the reading aloud technique influences the improvement of pronunciation in students.

Bibliographic – documentary

This research was bibliographic-documentary, as information was gathered from various books, journals, thesis articles, and internet documents that support the research. Moreover, these sources helped to understand the different characteristics of the variables, establishing the cause and effect of the problem "Reading-aloud technique and English pronunciation" but with direct reference to reality. Grazziotin et al. (2022) mentioned that it is a research technique used to collect and analyze information from bibliographic and documentary sources. This method is based on the study and interpretation of written documents, such as books, scientific articles, technical reports, theses, among others, in order to obtain relevant data and support arguments or research.

Descriptive

The descriptive research methodology was used in this study, since the data and results obtained were analyzed and described to determine the accuracy and perspective of the students. The research was conducted in the classroom, creating a natural environment in which the students routinely functioned. The process involved collecting the survey data and describing the information as provided by the students, based on their personal experience and knowledge.

Siedlecki (2020) defined descriptive research as a research methodology used to describe the characteristics of a particular phenomenon, situation, or group of people. For this reason, the research work was descriptive, since the purpose of this design was to provide an accurate and detailed representation of the topic studied, i.e., the objective was to analyze and describe data to obtain information about the students' perspectives. In fact, McCombes (2019) argued that descriptive research involves collecting data through various methods, such as surveys, observations, and questionnaires, and then analyzing and summarizing the data using statistical or other analytical tools. Therefore, by providing a comprehensive understanding of the characteristics of a particular individual or group, descriptive research helps researchers make predictions and identify possible avenues for future research.

Research questions

      RQ1: What are the characteristics and strategies of reading-aloud techniques that help in English pronunciation?

      RQ2: To what extent does the read-aloud technique benefit English pronunciation?

      RQ3: What factors are involved in learning pronunciation in L2?

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The present section comprises the findings derived from the survey data in order to address the three research questions:

1. What are the characteristics and strategies of reading-aloud techniques that help in English pronunciation?

2. To what extent does the read-aloud technique benefit English pronunciation?

3. What factors are involved in learning pronunciation in L2?

The subsequent data aided in comparing with studies conducted by other authors.

Table 2

Characteristics and strategies of the reading-aloud technique

Items	Mean
When I read aloud, I make an effort to pronounce the words correctly.	4,26
I practice the pronunciation of difficult words before reading aloud.	4,01
I focus on correctly articulating sounds when reading aloud.	3,81
When I read aloud, I pause and correct my mistake to communicate the right meaning of the text.	3,79
I practice reading aloud to improve my pronunciation.	3,51
I use intonation and expression when reading aloud to communicate emotions and capture the listeners' attention.	3,50
I search for the meaning and pronunciation of new words before reading aloud.	3,38

I feel comfortable reading aloud in front of an audience.	3,29
I use resources such as recordings or pronunciation apps to improve my ability to read aloud.	3,18

Note: The means were derived from the subsequent scales: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5. Always.

Analysis and interpretation

Research question number one is aimed at What are the characteristics and strategies of read-aloud techniques that help in English pronunciation? The results revealed that students do make an effort to pronounce words correctly when reading aloud, with an average rating of 4.26 points. This suggests that, on average respondents make a conscious effort to pronounce words accurately. In addition, students indicated that they practice pronouncing difficult words before reading aloud, with a mean score of 4.03. This indicates that the respondents tend to practice the pronunciation of challenging words before engaging in read-aloud activities.

As for the strategies of reading-aloud techniques, the data showed that when learners read aloud, they concentrate on articulating the sounds correctly, obtaining a mean score of 3.81. This suggests that on average students put some emphasis on accurately articulating sounds while reading aloud and practicing those sounds. On the other hand, when they read aloud, pause, and correct their errors to communicate the correct meaning of the text; this question received a mean score of 3.79. Demonstrating that respondents tend to pause and make corrections when they find errors while reading aloud, aiming to convey the correct meaning of the text. Therefore, reading aloud is practiced by students to improve their pronunciation, obtaining a mean of 3.51. This infers that the respondents apply the read-aloud technique as a means to improve their pronunciation skills.

Table 3

The benefits of reading the reading-aloud technique in the English pronunciation

Items	Mean
I find that reading aloud helps me become familiar with the correct pronunciation of English words and sounds.	4,26
When I read aloud, it helps me improve my English intonation and stress.	4,01
I think reading aloud has helped me increase my confidence in pronouncing English words and phrases.	3,81
Reading aloud helps me to be more aware of the pronunciation differences between English and my native language.	3,79
Reading aloud helps me develop better fluency and rhythm in my English pronunciation.	3,51
Reading aloud helps me improve my ability to understand and produce the specific sounds of English.	3,50

Note: The means were derived from the subsequent scales: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5. Always.

Analysis and interpretation

Research question number two to what extent does the read-aloud technique benefit English pronunciation? The results indicated that the use of the read-aloud technique enabled the students to address their specific pronunciation problems, with a mean score of 4.26. Consequently, students believe that reading aloud helps them acquire accurate pronunciation skills and become familiar with English words and sound patterns. Most students believed that when they read aloud, helps them improve their English intonation and stress, with a mean score of 4.01. This suggests that participants believe that reading aloud contributes to their ability to improve intonation and stress patterns in English speech. In addition, reading aloud facilitated the improvement of both pronunciation and confidence-building skills in the students enabling them to pronounce English words and phrases with greater accuracy, as indicated by a mean score of 3.81. Thus, the students were inclined to use the read-aloud technique as it improved their awareness of pronunciation disparities between English and their native language, with a mean score of 3.79.

Moreover, the participants believed that reading aloud helped in developing fluency and rhythm in their English pronunciation, resulting in a mean score of 3.51. Overall, the data indicate that participants generally recognize the benefits of the read-aloud technique in English pronunciation. However, the effectiveness of reading aloud in improving their ability to comprehend and produce specific sounds may vary among participants, resulting in an average mean rating of 3.50. Therefore, it can be inferred that some participants may not have experienced significant progress in their ability to comprehend and produce specific sounds through reading aloud.

Table 4

The factors involved in learning pronunciation in L2

Items	Mean
I find it important that my pronunciation is understandable and clear to others.	4,26
I pay attention to aspects of pronunciation, like intonation and rhythm, during teaching and learning activities.	4,01
I practice the pronunciation of words and phrases in real communicative contexts.	3,81
I read the rules and phonetic structure before practicing pronunciation in real communication situations.	3,79
I start by practicing the production of individual sounds and then move on to more complex words and phrases.	3,51

Note: The means were derived from the subsequent scales: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5. Always.

Analysis and interpretation

The results indicate that students recognize the importance of being understood by others when speaking the language, with an average score of 4.26 based on the factors involved in learning English pronunciation. On the other hand, participants are attentive to various aspects of pronunciation, such as intonation and rhythm, during their learning activities, with a mean rating of 4.01. Therefore, it can be inferred that they recognize the importance of these elements to achieve accurate pronunciation. In

addition, the students emphasize the value of applying their pronunciation skills in real-world interactions, obtaining a mean score of 3.81. Furthermore, with regard to phonemic rules and structures, learners recognize the relevance of understanding these as a preparatory step before engaging in pronunciation practice during real communication, with a mean score of 3.79. Finally, learners start by practicing the production of individual sounds and then move on to more complex words and phrases, with a lower mean score of 3.51. Therefore, it can be deduced that the participants do not prioritize more complex linguistic units. They may be slightly less inclined toward this sequential approach to pronunciation practice.

Discussion

Research question 1: What are the characteristics and strategies of reading-aloud techniques that help in English pronunciation?

Among the various features examined, the read-aloud technique offers several advantages for English pronunciation. First, students make an effort to pronounce words correctly. In addition, they practice the pronunciation of difficult words before reading aloud. However, deficiencies were also observed in that they do not feel comfortable reading aloud in front of a class and do not use resources such as recordings or pronunciation apps to improve their pronunciation. While Faraby and Kamaruddin (2021) showed that, in terms of features, reading aloud offers learners the opportunity to focus on intonation, accentuation patterns, and rhythm. These features play a crucial role in conveying meaning and comprehensibility in English. Furthermore, reading aloud helps learners become more aware of pronunciation differences between their native language and English. By listening to themselves produce sounds in English, learners are able to identify and address specific pronunciation problems they face due to the influence of their native language.

The results indicated that read-aloud strategies are a key part of pronunciation practice. First, students focus correctly on the articulation of sounds, as well as try to pause and correct their errors during reading aloud. Second, they recognize that it is important to use intonation and expressions when reading aloud to communicate

emotions and capture listeners' attention. However, they do not look for the meaning and pronunciation of new words before reading. It can be deduced that Jaelani et al. (2020) has described that English has a wide range of distinct sounds and mastering them is crucial for clear and accurate pronunciation. By focusing on individual sounds, learners can pause and correct errors, developing greater self-awareness of their own pronunciation. According to Faraby and Kamaruddin (2021), using intonation and facial and body expressions allow for conveying emotions and the appropriate tone of a text. By using the right intonation, emotions such as joy, sadness, surprise, anger, or suspense can be communicated, which enriches the listening experience and helps listeners connect emotionally with the content. Finally, by looking up the meaning of new words, you expand your vocabulary and acquire new linguistic tools to express yourself more accurately. This will enable you to understand and pronounce correctly and apply it in your own conversations and writing Wahyuni (2022).

Research question 2: To what extent does the read-aloud technique benefit English pronunciation?

According to Mukhtar et al. (2020), the technique of reading aloud yields several benefits for enhancing English pronunciation when effectively implemented. It can assist individuals in becoming acquainted with accurate pronunciation and improving their ability to understand and produce specific English sounds. The research indicated that students exhibited improvements in their pronunciation skills. Firstly, they familiarized themselves with correct pronunciation, thereby enhancing their intonation and stress. Additionally, their confidence in pronouncing English words and phrases increased, along with their awareness of pronunciation differences between English and their native language. Lastly, reading aloud aided in the development of their fluency and rhythm, enabling them to comprehend and produce specific English sounds more effectively.

Research question 3: What factors are involved in learning pronunciation in L2?

Pennington (2021) includes factors involved in L2 pronunciation learning and these are intelligibility, communicative teaching, and the notions of 'top-down' and

'bottom-up' teaching and learning. Hence, the research revealed that these factors are important in pronunciation learning. First, is achieving intelligibility. This refers to the ability to be understood by others when speaking in the target language (Sultan, 2020). As a result, it shows that learners find it important to have clear pronunciation and accurate production of sounds, stress, intonation, and rhythm that contribute to intelligible speech. While adopting a communicative teaching approach is important for pronunciation learning. Scarcella and Oxford (1994) pointed out that this approach emphasizes meaningful and interactive communication, focusing on the use of real-life language rather than isolated exercises. This encouraged learners to practice pronunciation in authentic communicative contexts. Moreover, both top-down and bottom-up approaches play a role in pronunciation learning. Pennington (2021) stated that top-down processing involves the use of contextual cues, such as understanding the overall meaning of a sentence or discourse, to comprehend and produce sounds accurately. Meanwhile, bottom-up processing focuses on individual sounds, phonetic features, and word-level pronunciation. However, the results showed that learners do not focus on top-down learning, such as reading phonemic rules and structures before practicing pronunciation in real situations, and bottom-up learning, such as starting by practicing the production of individual sounds and then progressing to more complex words and sentences. Therefore, a balanced approach that combines both strategies is bound to be challenging for learners so that they can improve their pronunciation skills.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

From the survey results, it is possible to articulate subsequent conclusions:

The implementation of the read-aloud technique has had a substantial influence on enhancing English pronunciation abilities. Consequently, the distinct characteristics and strategies associated with reading aloud make a significant contribution to pronunciation improvement. This leads students to endeavor toward a precise articulation of words, sounds, intonation, and accent patterns. Additionally, they become attentive to elements like intonation and rhythm, which aid in effectively conveying emotions, captivating listeners, and enhancing overall oral communication proficiency. It has been established that the characteristics and strategies of the read-aloud technique offer students a practical and captivating method for enhancing English pronunciation.

It was possible to identify the main benefits of reading aloud. First, it helps to become familiar with the correct pronunciation of English words and sounds. Second, it helps to improve English intonation and accent as students practice the pronunciation of words and phrases within a spoken context, which facilitates the development of a natural and fluent speaking rhythm. Consequently, a significant benefit is the increased confidence it gives learners when pronouncing English words and phrases. In addition, it improves students' awareness of pronunciation differences between English and their native language. In fact, it is beneficial in fostering a love of reading and improving linguistic competence. Last but not least, it encourages the development of better fluency and rhythm in English pronunciation and helps improve your ability to understand and produce specific English sounds.

The analysis of the factors involved in learning pronunciation in a second language (L2) reveals a complex and multifaceted process involving several interrelated elements. First, intelligibility plays a vital role in effective communication. It refers to the extent to which a speaker's pronunciation is understandable to others. Clear and accurate pronunciation improves comprehension and minimizes misunderstandings in real-life interactions. Second, communicative teaching approaches prioritize the practical use of language in meaningful contexts. Rather than focusing solely on isolated pronunciation exercises, communicative teaching integrates pronunciation practice into purposeful, interactive communication activities. By participating in conversations, debates, role-plays, and other communicative tasks, learners develop not only their pronunciation skills but also their overall language proficiency. On the other hand, the top-down and bottom-up approaches are not usually applied by learners. However, combining the two approaches facilitates a comprehensive understanding of pronunciation, enabling learners to communicate fluently and accurately in their target language.

4.2 Recommendations

It is suggested to incorporate this technique into language learning programs. The findings indicate that the characteristics and strategies of reading aloud contribute significantly to the development of accurate pronunciation, including word pronunciation, intonation, accentuation patterns, and rhythm. This approach not only helps students strive for precise pronunciation but also enhances their ability to convey emotions effectively, captivate listeners, and improve overall oral communication skills. Therefore, educators should consider integrating the read-aloud technique as a practical and engaging method to enhance English pronunciation in their instructional practices.

The benefits identified are significant and contribute to various aspects of pronunciation improvement. Therefore, educators and language learners should embrace reading aloud as a valuable tool for improving pronunciation skills, confidence, and overall language proficiency.

Language educators and learners are encouraged to adopt a multifaceted approach that prioritizes intelligibility, incorporates communicative teaching methods, and combines top-down and bottom-up approaches for effective L2 pronunciation learning. As a result, your students will create conditions conducive to effective progress. They will improve their ability to communicate clearly and comprehensibly, develop authentic pronunciation skills, and acquire a thorough understanding of pronunciation in the target language.

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ANNEXES

Annex 1

CARTA DE COMPROMISO

Ambato, 12 de abril del 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Mg. Diego López en mi calidad de Director del Departamento de Idiomas de la Universidad Tecnológica Indoamérica, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Reading-Aloud Technique and English Pronunciation" propuesto por el estudiante Escobar Rosero Steven Eduardo, portador de la Cédula de Ciudadania N° 1803514460, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Mg. Diego Vinicio López Aguilar
Director del Departamento de Idiomas de la Universidad Tecnológica Indoamérica
C.I. 1803752987
0998690206
diegolopez@uti.edu.ec

Annex 2

Cronbach's alpha validation

Reliability Statistics

Cronbach's Alpha	N of Items
,832	20

Note: Reliability statistics with Cronbach's Alfa of the 21 questions with Likert scale

Annex 3

Survey

<div align="center">

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Pedagogía de los Idiomas Nacionales y Extranjeros

</div>

Dear Students:

The information from the following survey will be used for the study called "Reading-aloud technique and English pronunciation". The data obtained in this instrument will be treated with strict confidentiality. (La información de la siguiente encuesta se utilizará para el estudio denominado "La técnica de lectura en voz alta y la pronunciación en inglés". Los datos obtenidos en este instrumento serán tratados con estricta confidencialidad.)

Thank you for your free and voluntary participation. (Gracias por su participación libre y voluntaria.)

I have read the previous paragraph and I am willing to participate in the survey voluntarily. (He leído el párrafo anterior y estoy dispuesto a participar en la encuesta voluntariamente.)

<div align="center">

Yes ( )   No ( )

</div>

Gender (Género)

( ) Male (Masculino)

( ) Female (Femenino)

( ) Other (Otro)

Nationality (Nacionalidad)

() Ecuadorian

() Other

Native language (Idioma nativo)

( ) Spanish (Español)

( ) English (Inglés)

( ) Quichua (Quichua)

( ) Other (Otro)

Ethnicity (Etnia)

( ) Mestizo (Mestizo)

( ) White (Blanco)

( ) Afro-Ecuadorian (Afroencuatoriano)

( ) Indigenous (Indígena)

( ) Other (Otro)

Age (Edad)

( ) 17-20 years old

( ) 21-25 years old

( ) 26-30 years old

( ) 31 and more

Section 2

The characteristics and strategies of the reading-aloud technique help in English pronunciation. (Las características y estrategias de la técnica de lectura en voz alta ayudan en la pronunciación del inglés).

For the following statements, select one of the options. (Para las siguientes afirmaciones, seleccione una de las opciones).

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

1. I practice reading aloud to improve my pronunciation. [Práctico la lectura en voz alta para mejorar mi pronunciación].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

2. I feel comfortable reading aloud in front of an audience. [Me siento cómodo al leer en voz alta frente del publico].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

3. I use intonation and expression when reading aloud to communicate emotions and capture the listeners' attention. [Utilizo la entonación y la expresión al leer en voz alta para comunicar emociones y captar la atención de los oyentes].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

4. When I read aloud, I make an effort to pronounce the words correctly. [Cuando leo en voz alta me esfuerzo por pronunciar correctamente las palabras].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

5. When I read aloud, I pause and correct my mistake to communicate the right meaning of the text. [Cuando leo en voz alta, hago una pausa y corrijo mi error para comunicar el significado correcto del texto].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

6. I practice the pronunciation of difficult words before reading aloud. [Practico la pronunciación de palabras difíciles antes de leer en voz alta].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

7. I focus on correctly articulating sounds when reading aloud. [Me concentro en la correcta articulación de los sonidos al leer en voz alta].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

8. I search for the meaning and pronunciation of new words before reading aloud. [Busco el significado y la pronunciación de las palabras nuevas antes de leerlas en voz alta].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

9. I use resources such as recordings or pronunciation apps to improve my ability to read aloud. [Utilizo recursos como grabaciones o aplicaciones de pronunciación para mejorar mi habilidad al leer en voz alta].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

Section 3

The benefits of reading the reading-aloud technique in the English pronunciation. (Los beneficios de la técnica de lectura en voz alta en la pronunciación inglesa).

For the following statements, select one of the options. (Para las siguientes afirmaciones, seleccione una de las opciones).

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

1. I find that reading aloud helps me become familiar with the correct pronunciation of English words and sounds. [Creo que leer en voz alta me ayuda a familiarizarme con la pronunciación correcta de las palabras y los sonidos ingleses].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

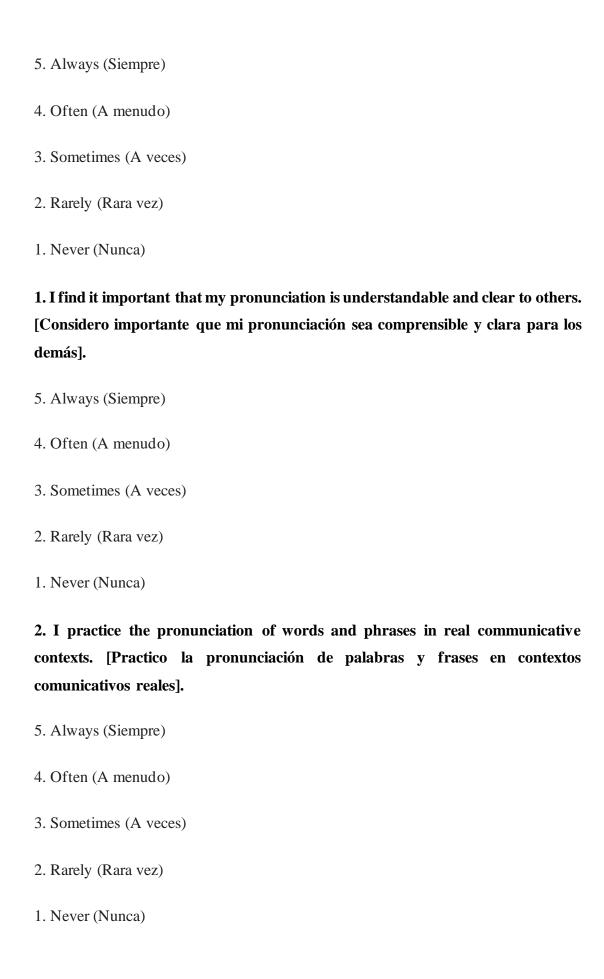2. Rarely (Rara vez)

1. Never (Nunca)

2. Reading aloud helps me develop better fluency and rhythm in my English pronunciation. [Leer en voz alta me ayuda a mejorar la fluidez y el ritmo de mi pronunciación en inglés].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

3. Reading aloud helps me improve my ability to understand and produce the specific sounds of English. [Leer en voz alta me ayuda a mejorar mi capacidad de comprender y producir los sonidos específicos del inglés].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

4. When I read aloud, it helps me improve my English intonation and stress. [Cuando leo en voz alta, me ayuda a mejorar mi entonación y acento en inglés.].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

5. I think reading aloud has helped me increase my confidence in pronouncing English words and phrases. [Creo que leer en voz alta me ha ayudado a aumentar mi confianza a la hora de pronunciar palabras y frases en inglés].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

6. Reading aloud helps me to be more aware of the pronunciation differences between English and my native language. [Leer en voz alta me ayuda a ser más consciente de las diferencias de pronunciación entre el inglés y mi lengua materna].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

Section 4
The factors involved in learning pronunciation in L2. (Los factores que intervienen en el aprendizaje de la pronunciación en L2(segundo idioma)).

For the following statements, select one of the options. (Para las siguientes afirmaciones, seleccione una de las opciones).

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

1. I find it important that my pronunciation is understandable and clear to others. [Considero importante que mi pronunciación sea comprensible y clara para los demás].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

2. I practice the pronunciation of words and phrases in real communicative contexts. [Practico la pronunciación de palabras y frases en contextos comunicativos reales].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

3. I pay attention to aspects of pronunciation, like intonation and rhythm, during teaching and learning activities. [Presto atención a los aspectos de la pronunciación, como la entonación y el ritmo, durante las actividades de enseñanza y aprendizaje].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

4. I start by practicing the production of individual sounds and then move on to more complex words and phrases. [Empiezo practicando la producción de sonidos individuales y luego paso a palabras y frases más complejas].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

5. I read the rules and phonetic structure before practicing pronunciation in real communication situations. [Leo las reglas y la estructura fonética antes de practicar la pronunciación en situaciones de comunicación real].

5. Always (Siempre)

4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

Annex 4

Urkund report

ELSA MAYORIE CHIMBO CACERES

Dra. Mayorie Chimbo

TUTOR TRABAJO TITULACIÓN