# UNIVERSIDAD NACIONAL DE LOJA

## ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

### ENGLISH LANGUAGE CARRER

**TITLE**

**RECORD YOURSELF TECHNIQUE TO IMPROVE ENGLISH PRONUNCIATION WITH STUDENTS OF FIRST YEAR OF BACHILLERATO, AT "SAN PEDRO DE VILCABAMBA" HIGH SCHOOL, DURING THE ACADEMIC YEAR 2014-2015.**

Thesis as a previous requirement to obtain the Bachelor´s Degree in Sciences of Education, English Language Specialization

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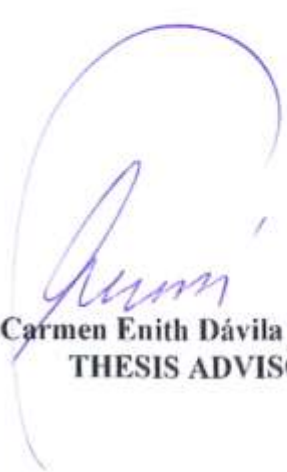**LOJA-ECUADOR**

**2016**

# CERTIFICATION

DRA. CARMEN ENITH DÁVILA VEGA, MG. SC. PROFESSOR OF THE ENGLISH LANGUAGE DEPARTMENT OF UNIVERSIDAD NACIONAL DE LOJA.

CERTIFIES:

That the present research work entitled **RECORD YOURSELF TECHNIQUE TO IMPROVE ENGLISH PRONUNCIATION WITH STUDENTS OF FIRST YEAR OF BACHILLERATO, AT "SAN PEDRO DE VILCABAMBA" HIGH SCHOOL, DURING THE ACADEMIC YEAR 2014-2015.,** under the responsibility of the undergraduate student: VICTORIA EUGENIA ALVAREZ MICHAY has been thoroughly revised and fully analyzed. Therefore, I authorize the presentation of the thesis for the pertinent legal aims.

Loja, March 28TH, 2016

Dra. Carmen Enith Dávila Vega Mg. Sc.
**THESIS ADVISOR**

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THE AUTHOR

# DEDICATION

I dedicate my thesis work to God, my family, my husband and my daughter.

To God who in his infinitive goodness and love, allowed me to achieve this important goal. A special feeling of gratitude to my parents, Aurora Michay and Fernando Alvarez, my siblings who had given me all their support to finish my thesis work.

I also dedicate this work to my husband César Picoita who with his words of encouragement and tenacity, has motivated me throughout my life.

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VICTORIA EUGENIA

# MATRIZ DE ÁMBITO GEOGRÁFICO

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# MAPA GEOGRÁFICO Y CROQUIS

## UBICACIÓN GEOGRÁFICA DEL CANTÓN LOJA



## CROQUIS DE LA INVESTIGACIÓN COLEGIO " SAN PEDRO DE VILCABAMBA"

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## a. TITLE

RECORD YOURSELF TECHNIQUE TO IMPROVE ENGLISH PRONUNCIATION WITH STUDENTS OF FIRST YEAR OF BACHILLERATO, AT "SAN PEDRO DE VILCABAMBA" HIGH SCHOOL, DURING THE ACADEMIC YEAR 2014-2015.

## b. RESUMEN

El presente trabajo de investigación se llevó acabo con el propósito de utilizar la técnica de grabación para mejorar la pronunciación de los estudiantes de primer año de Bachillerato del colegio "San Pedro de Vilcabamba". En este trabajo de investigación, los métodos científico, descriptivo, analítico y estadístico fueron utilizados para desarrollar cada parte del trabajo. Los instrumentos fueron aplicados a veinticuatro estudiantes al inicio y al final de la intervención con la finalidad de obtener información sobre las limitaciones y mejoramiento en la pronunciación. Los principales resultados indican que los estudiantes superaron de manera significativa su pronunciación en dos aspectos: entonación y fluidez. La conclusión principal es que la técnica de la grabación fue exitosa, ya que incentivó a los estudiantes a ser más cooperativos e interesados en la práctica de la pronunciación.

# ABSTRACT

The present research work was carried out with the purpose to use Record yourself technique to improve the pronunciation of students of first year of Bachillerato at "San Pedro de Vilcabamba" High School In the development of the present research work, the scientific, descriptive, analytical-synthetic and the statistical methods were used to develop every part of the research. Tests and questionnaires were applied to twenty-four students at the beginning and at the end of the intervention as instruments to collect information about students' limitation and the improvement of pronunciation. The main results showed that students overcame their pronunciation significantly in two aspects, intonation and fluency. The main conclusion is that the application of Record yourself technique was successful because it motivated students to be more cooperative in classes and more interested in the practice of pronunciation.

## c. INTRODUCTION

Pronunciation is the most important after vocabulary skill, people should master to speak a language. People need to know the meaning of the words first and them pronunciation, because it is not useful know the words if they cannot understand the words when they say them. Students usually have difficulties in mastering English pronunciation. They always do not pronounce the words with suitable speed and are not familiarized with the tone of the words, vowel consonant and cluster sounds, they feel uncomfortable when they are asked to participate in English class; they cannot recognize the vowel, consonant and cluster sounds. Those difficulties cause them problem in learning the English pronunciation. For the issues mentioned above the researcher considers it important to focus on the main problem: How does the Record yourself technique improve English pronunciation?

This theme was chosen because the Record yourself catch the students' attention and motivate them to learn pronunciation. This is because students can record their voice, play it back and keep in, order to listen if their pronunciation is correct or not. This way they can improve their pronunciation skills.

The following specific objectives to accomplish the research were: To investigate the theoretical references on the learning of English language pronunciation, on the use of Record yourself as a technique for helping students of first year of Bachillerato increase their English pronunciation, to diagnose the problems that limit the English pronunciation, to design an intervention plan with

the use of record yourself technique to improve pronunciation, to apply the record yourself technique as part of the lessons to reduce students´ limitations in English pronunciation , and to value the effectiveness that the record yourself had on the first year students of Bachillerato.

To achieve the proposed objectives, it was necessary to use different methods. The scientific method, which helped the study of the two variables.  In addition, it was used to make the observations and to identify the problem. The descriptive method was useful to describe the results. The analytical-synthetic method was helpful to analyze, synthesize the obtained results and establish the conclusions. The statistical method made possible the quantitative statistical analysis of the results obtained from the pre and post tests and the qualitative results from the pre and post questionnaires.

The present research includes the following parts:

First, it contains the *summary* that describes briefly, clearly and effectively the relevance of the thesis, the main conclusions and outcomes accomplished through this thesis work.

Second, it contains the *introduction* which details the main problem that motivated the research to do this work, reasons, the specific objectives, methodology and contents of the research work.

Third, *the literature review* where the main categories of the research work are synthetized.

Fourth, *the materials and methods* showed the design of the investigation and the methods, instruments and population.

Fifth, *the results* presents the description of the information arranged in tables and figures which are described through a logical analysis.

Sixth, *the discussion* contains the triangulation of the findings with the literature that supports this study and the researcher's data found in relation to research.

Seventh, the *conclusions and recommendations* which establishes the main conclusions according to the objectives and results.

Finally the *bibliography* which details the list of authors and their books from which the information was taken to complete the literature review section.

## d. LITERATURE REVIEW

**English pronunciation**

**Definition**

Gerald (2000), Pronunciation means the way in which we say a word. Most people speak the dialect of Standard English with an accent that belongs to the part of the country they come from or live in.

**How important is pronunciation?**

Lebedev (2009), says pronunciation is most important after vocabulary. People need words first, but then they need pronunciation, because it is not useful to know words if people cannot understand the words when they say them!

**How important is good English Pronunciation?**

According with English club web site. A common mistake made by many international students studying English as a second language is not paying adequate attention to English pronunciation. This underestimation of the importance of pronunciation is mainly because students tend to think mistakenly that pronunciation is less important compared to other aspects of the English language such as grammar, lexicology and vocabulary.

Pronunciation is vital to proper communication because the incorrect use of pronunciation inevitably leads to the message being misunderstood by the recipient. Pronunciation of the letter sounds in words as well as syllable emphasis

on parts of words will more often than not change the words meaning and context drastically thereby irreversibly altering the meaning of the sentence being communicated.

Another important aspect is the proper use of English pronunciation inclines to highlight and add value to an individual speaking English. Consider the following: in a situation where a student's grammar and vocabulary is exceptionally good, he or she may be able to write good English. But, if that same student lacks a fundamental knowledge of pronunciation despite having an excellent knowledge of grammar, etc. his or her communication in English will be severely impeded. He or she will be able to write in English, but will not be able to construct a meaningful sentence when speaking and thus fails at communicating a message.

At the very least, students studying English as a second language, should give all the aspects of English an equal importance. At best, however, those who wish to excel at the English language will always have to give the knowledge of pronunciation a higher priority. They should also endeavor to learn this aspect of the English language more thoroughly if they wish to be recognized as effective communicators. Students who prefer self-learning should visit sites such as tv-english.club, which offers a myriad of programs to help students learn proper pronunciation. Programs such as "Art of Conversation" and "Speak Up" are excellent resources for those looking to improve their English pronunciation.

**The Importance of Pronunciation for Language Learners**

According to English central (2015), Pronunciation is very much a "must" skill for any English language learner. There are many important reasons all students need to focus on correct form and pronunciation. Here are 3 very important ones.

**1. Perceived Competence.** Many native speakers will think a second language English speaker has a low level of fluency if their pronunciation is incorrect. This can cost you a job, a relationship or just be plain frustrating.

**2. Clarity & Intelligibility. Being understood.** Communication, especially in today's international world of school and business is so important. People pronunciation mistakes may impede you from being understood and affect their results at school and in business.

**3. Pronunciation helps you acquire English faster.** Yes, it is true. The earlier people focus and master the basics of English pronunciation, the faster people will become fluent. Our ear is so important in this process and focusing on clearly hearing and then speaking the sounds of English leads to large gains in fluency later on.

**Two types of pronunciation of English Language**

Jones (2012), says the English Language possesses many different types of pronunciation across different geographical locations. There are two types of English pronunciation Received Pronunciation (British pronunciation), which is

the accent of Standard English Pronunciation and General American (American English), which is the accent of majority of American speakers of English.

**Why you should study English pronunciation**

According to Tomasz P. Szynalski (2014), Pronunciation is definitely the biggest thing that people notice when people are speaking English.

When people talk to a person in real life, they may not notice your limited vocabulary or grammar mistakes. But people *will* notice right away if their pronunciation is good or bad. If your pronunciation is poor, they will think about people as the guy/girl who speaks bad English, and good grammar and vocabulary wonton help them!

And the consequences of bad pronunciation are tragic. Even if people use correct grammar, people may simply not understand what people want to say.

For example, if people pronounce *sleep* like this, and not like that, or if people pronounce *ghost* like this instead of this, native speakers will have serious problems understanding you! People should know how to say English sounds like the *ee* in *sleep* or the *o* in *ghost*, before people even learn words like *sleep* and *ghost*.

**Levels of English Pronunciation**

According espresso English web site; Good English pronunciation is one of the secrets to speaking English fluently. People "pronunciation level" is different from their level of English – for example, it is possible for a beginner English

student to have excellent pronunciation, and for an advanced English student to have bad pronunciation.

**The three levels of English pronunciation are:**

**1) English speakers don't understand you.**

At this level, your pronunciation of English words is so different that native English speakers find it very difficult to understand you. People need to repeat what they say frequently.

**2) English speakers understand you with concentration.**

At this level, native English speakers can understand you, but they need to pay attention carefully because of your accent. People only need to repeat things sometimes.

**3) English speakers understand you easily.**

At this level, people may still have an accent, but they can speak English clearly enough to be understood all the time. People almost never need to repeat what they say in English.

**Specific pronunciation features.**

According to Roach (2009), the following 8 features are important in order to pronunce the words in a correctly way.

**Voicing**

Voiced sounds will make the throat vibrate. For example, /g/ is a voiced sound while /k/ is not, even though the mouth is in the same position for both sounds. To

practice the voicing, you can touch your throats while pronouncing voiced and voiceless sounds. People should feel vibration only with the voiced sounds.

**Aspiration**

Aspiration refers to a puff of air when a sound is produced. Many languages have far fewer aspirated sounds than English, and students may have trouble hearing the aspiration. The English /p/, /t/, /k/, and /ch/ are some of the more commonly aspirated sounds. Although these are not always aspirated, at the beginning of a word they usually are.

**Mouth Position**

Draw simple diagrams of tongue and lip positions. Make sure all students can clearly see your mouth while you model sounds. Have students use a mirror to see their mouth, lips, and tongue while they imitate you.

**Intonation**

Intonation is about how people say things, rather than what they say. Without intonation, it is impossible to understand the expressions and thoughts that go with words. Listen to somebody speaking without paying attention to the words: the 'melody' you hear is the intonation.

**Linking**

It refers when two or more simple words are together to form a new word. For example, 'gowaway,' then 'aymeegowaway,' and finally 'Willaymeegowaway' without any pauses between words.

**Syllables**

Have students count syllables in a word and hold up the correct number of fingers, or place objects on table to represent each syllable.

**Fluency**

Fluency in pronunciation is about the ability to speak at a suitable speed without too much hesitation and false starts.

In this sense all skills in (oral) language get together in fluency: pronunciation of individual sounds, vocabulary, grammar, rhythm, intonation.

**Words stress**

Stress on the wrong syllable is more likely to cause misunderstanding than the use of a wrong sound.

In relation to natural speech, word stress tells us where the stress may come, but it does not have to come anywhere in the word: not every word is stressed in natural speech.

**Rules for English Pronunciation**

According to Krapp ( 2000), there are some guidelines that we can provide on pronunciation that should help in giving you an idea of the contours of spoken English, these are:

**Consonant sounds**

**B.** Usually pronounced like the 'b' in 'big'. However, in words ending with '-mb', such as comb, plumb, numb, bomb, etc, the 'b' is silent.

**C.** Usually pronounced like 'k', as in 'cat'. However, 'c' takes on the sound of 's' when it precedes 'e', 'i' or 'y', as in ceiling, cistern, cynic, etc. **-dge**. Usually pronounced like 'j', as in 'bridge'.

**G**. Usually pronounced as in 'go'. However, before 'e', 'i' or 'y', 'g' is often pronounced like 'j', as in germ, ginger, etc.

**H**. For example, 'head'. However, in a few words, the 'h' is silent, as in hour, honor.

**K**. Generally pronounced like the 'c' in 'cat'. However, when followed by 'n', it is usually silent, as in knife, knave, knight, etc.

**L**. Generally pronounced as in 'leaf'. However, in a few words, the 'l' is silent, especially when followed by 'k' and 'f', as in talk, walk, half, calf, etc.

**S**. Generally pronounced as in 'sun'. However, in some words 's' is pronounced like 'z', as in nose, president, etc. In a few words, such as television and azure, 's' takes on a sound generally represented phonetically as 'zh'.

**F**. The sound [f] is usually represented by the consonant F: file, full, faint, flame, flick, flight, fly, free, fry, prefer, defend, after, safe, scarf, half, beef, roof.

**Z.** The sound [z] is often represented by the consonant S in writing: rose [rouz], wise, was, always, his, present, resist, music, poison, reason, busy, clumsy, organism, realism, advertise, advise, comprise, raise, surprise.

**W**. The letter W represents the vowel sound [u:] in the diphthongs [au] and [ou]: now, how, owl, brown; low, own, bowl.

**J**. The sound [j] at the beginning and in the middle of the word is often represented by the letter J: jet, jumbo, just, Jane, John, jelly, jealous, jury,

majority, pajamas. For studying, it would be helpful to arrange words with the sound [j] represented by the letters G and J in two columns on one page: gin, jinx.

**P.** Usually pronounced like the 'p' in 'pig'. This sound is plosive sound. For example: paper, person, pick, pour, public.

**Vowel sounds**

The vowels A, E, I, O, U, Y alone, in combination with one another or with R, W represent different vowel sounds. The chart below lists the vowel sounds according to the American variant of pronunciation.

| Sounds | Letters | Examples | Notes |
|---|---|---|---|
| [i:] | e, ee, ea  ie,  ei | be, eve, see, meet, sleep,meal,  read, leave, sea, team,field,  believe, receive | been [i];bread, deaf [e];  great, break [ei]; friend [e] |
| [i] | I,  Y | it, kiss, tip, pick, dinner,  system, busy, pity, sunny | machine, ski,  liter, pizza [i:] |
| [e] | E  Ea | let, tell, press, send, end,  bread, dead, weather, leather | meter [i:]  sea, mean [i:] |
| [ei] | A  ai, ay  ei, ey  ea | late, make, race, able, stable,  aim, wait, play, say, day,  eight, weight, they, hey,  break, great, steak | said, says [e];  height, eye [ai] |
| [æ] | A | cat, apple, land, travel, mad;  AmE: last, class, dance, castle, half | |
| [a:] | Ar  A | army, car, party, garden, park, father, calm, palm, drama;  BrE: last, class, dance, castle, half | war, warm [o:] |
| [ai] | i, ie  y, uy | ice, find, smile, tie, lie, die,  my, style, apply, buy, guy | |

**Cluster sounds**

The cluster sounds are when two consonants are linked in one word and the pronunciation is a little difficult. Be careful not to insert the neutral sound [ə] between the consonant sounds of the clusters. Note on transcription symbols: [θ] as in the word THIN; [ð] as in THIS; [sh] as in SHE; [zh] as in MIRAGE; [ch] as in CHEESE; [j] as in JANE; [ŋ] as in LONG. Here is a list of the cluster sounds in English pronunciation.

**[pl]:** plead – please – pleasant – plenty – plan – plastic – platter – plaza – plot.

**[pr]:**preach – priest – pretty – prepare – prefer – print – prison – press – present.

**[bl]:**bleed – bleak – blink – bliss – bless – blend – black – blank – blast – block

**[br]:** breed – breeze – breathe – brief – bring – brick – brim – bread – breast.

[**dr]:**dream – drill – drink – drip – draft – drama – draw – drop – droop – drew.

**[kl]:** clean – clear – click – cling – clever – cleft – clan – class – clasp – clue.

**[gl]:** glee – glib – glimpse – glare – glad – glamor – glance – glue – gloomy.

**Teaching Pronunciation**

Harmer (2007), states Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation, and Word linking all influence the sound of spoken English, not to mention the way we often slur words and phrases together in casual speech. English pronunciation involves too many complexities for learners to strive for a complete elimination of accent, but improving pronunciation will boost self-esteem, facilitate communication, and possibly lead to a better job or a least respect in the workplace. Effective communication is of

greatest importance, so choose first to work on problems that significantly hinder communication and let the rest go. Remember that students also need to learn strategies for dealing with misunderstandings, since native pronunciation is for most an unrealistic goal.

**Techniques to teach pronunciation**

Cross (2005), points out the following techniques that can be used to teach pronunciation.

**Practice the sounds you find difficult.**

For this activity people can practice with "minimal pair" exercise. For example, if they have difficulty distinguishing between "p" and "b", try practicing pairs of words which are the same except for the sound "p" and "b": For example, "pair" and "bear"; "pond" and "bond" etc.

**Do not forget to learn the word stress of a new word.**

Every English word has its own stress, or intonation. For example, the word "believe" has two syllables (be and live), but only the second syllable is stressed. People say believe and not 'believe. The dictionary will shows the syllable stress by an apostrophe (') before the syllable to be stressed.

Word stress is important. In fact, it is more likely that someone misunderstands you because of wrong Word stress than because of the wrong pronunciation of a sound.

**Listen to spoken English as often as possible.**

Listen to how speakers pronounce various words and phrases and "model" people pronunciation on what they hear. For this activity they can use English videos like: songs, movies.

**When you learn a new word, learn how to pronounce it correctly.**

When people see unknown you should search for the meaning and also for the correct pronunciation. People need always an English Dictionary or their can use online Dictionaries in order to listen to the correct pronunciation.

**Practice for at least 30 minutes every day**

There is no way around it: pronunciation will improve is if you practice, practice, and practice! Pronunciation will not magically improve just because people speaking English. The sounds of English may be very different from the sounds in your language. It may be difficult and even uncomfortable for mouth to make some of the sounds in English. Practice the sounds of English until they feel as natural and comfortable as the sounds of your language. It wonton happen overnight, but gradually the pronunciation will improve.

**Record yourself**

It is important to hear what people sound like speaking English so they know what they need to improve! People can compare what they sound like to what they *want* to sound like. For example, people record yourself reading a sentence from one of my podcasts. Then, listen to me say the same sentence and compare their pronunciation.

If people do not have any recording software on their computer (like Windows Sound Recorder or GarageBand on Macs), they can use a web-based audio recorder: audioboo, Vocaroo and SoundCloud.

**Do not give up**

For non-native speakers learning English is not an easy job especially if pronunciation is not up to the mark. There are many similar sounding words in the language, which may confuse. However, people should not give up hopes. People will come across many words with almost similar letter combinations, but they are still pronounced differently. Do not get disheartened and keep trying. Seek help from others.

**Listen to others**

Probably the easiest way to learn how to pronounce words correctly is to expose yourself to native-speakers. Listen to the way they talk. Watching English television shows and movies, people can practice using to audio books, or even listening to their friends that speak English can be helpful. Pay more attention to their pronunciation and understand the subtleties of English.

**Practice as much as you can**

People should practice the language as much as they can. Try to engage yourself in long conservations with friends. People will not be able to excel in the language if they just hear other people speak. Make sure people speak the language with others too. You might find it hard to pronounce certain words. Make an effort to say those words repeatedly. This will help people improve the pronunciation.

**Singing**

Try singing along to English songs. With friends or in the privacy of your own bathroom. Lots of the major games consoles have karaoke games nowadays, like Sing Star on the PlayStation.

**English for Life: Listen to Podcasts Every Day**

Podcasts Teaching Pronunciation: Similar to Youtube pronunciation channels, there are some really good podcasts dealing with pronunciation. Podcasts are free, downloadable audio programs that people can put on their mp3 player. They are an excellent option because people can listen in their car or on the bus while they are stuck in traffic, or whenever is most convenient.

**Learn the Meaning and Pronunciation**

One of the linguistic bad habits that everyone falls prey to is that the longer they mispronounce a word, the harder it is for them to correct that behavior. The best way to fix that is to immediately learn the correct pronunciation of every new word come across. If people are in the habit of looking up new words in the dictionary, it is pronunciation is right next to it, and the guide at the beginning of the book will help explain the confusing symbols.

**Testing pronunciation**

The evaluation of students' pronunciation is not given the place it deserves in many EFL and ESL classes in Cameroon and probably elsewhere. It is supported by the fact that the purpose of testing pronunciation is not only to evaluate knowledge and award grades, but also, and probably more importantly, to motivate students to be sensitive to this aspect of English. Given that the

motivation of many students for learning English is instrumental rather than integrative, pronunciation tends to be neglected by many learners as long as they know they will not be tested on it.

**The best way to evaluate pronunciation is through an oral assessment**

Joughin G. (2010), says there are a number of advantages to interspersing oral assessments into your classroom.

It can reflect real world situations that students may have to deal with after graduation, particularly in fields where discussions with patients or clients is common.

The meaning of the questions that are being asked can be clarified to avoid being misconstrued.

Some students are shy or nervous and have difficulty communicating knowledge coherently in high stress situations, and this effect is often amplified when they must speak directly to the examiner.

When questioning the students' knowledge, the questions must be flexible depending on the students answer. Some students may explain something in the initial response that was part of your follow-up questions, or may not include a relevant concept in their answer.

**Record yourself technique**

Gate (2008), defined record yourself as anything (such as a document or a phonograph record or a photograph) providing permanent evidence of or information about past events.

**The importance of Record yourself to improve English pronunciation**

Brown (2008), says nowadays there are computer programs and one or two sites that show a wave form analysis of the voice and compare it to the wave form of the voice that people are copying. Most of the programs then give a score, e.g. 76 points for being 76% similar to the model recording. It is as amazing as that sounds to see that up on the computer screen, but there are still all kinds of technical and practical problems with this system. One issue is that equal weighting is given to unimportant things like exactly matching the tone of the speaker and important things like stressing the right words. The other thing is that there are actually many other perfectly correct ways of saying the word or phrase, but people have to copy the (perhaps idiosyncratic) version that the computer is producing.

**Ways of recording your pronunciation**

**Software for recording your voice**

Flynn (2005), says There is a great free audio recording program called AUDACITY that is available for Windows, OSX and Linux. Using **Audacity** people can record their voice, play it back and also save it out as an MP3 for listening back later in order to listen if their pronunciation is correct or not.

**WordBanker program**

According to wordBanker web site; mentions that WordBanker is a multi-language program that allows people to learn new words and be tested on them, "banking" a store of new vocabulary as they go.

WordBanker really does cover a wide variety of languages - Arabic, Chinese, Croatian, French, German, Greek, Italian, Portuguese, Russian, English, Spanish and Swedish, to be precise. Before people start, they must download each language pack from the WordBanker website - this is free, but obviously requires an Internet connection.

WordBanker has two modes - Practice and test. In the Practice section, the program reads out the word in the foreign language and in English. People then repeat the word as many times as they need to commit it to memory. The foreign languages are read by native speakers, while the English is read in a British accent.

WordBanker can be made slightly more difficult by hiding possible answers, an option that can be toggled in the configuration settings.

For beginners and intermediate learners, WordBanker is an excellent opportunity to expand and cement your vocabulary.

**Recent changes**

- Join your unbanked words to create single practice MP3's. Ideal for using with your portable mp3 player or burning onto MP3 CD's so you can practice on your way to work

- Record yourself and compare your pronuctiation with a native speaker.

- Option to cover the multiple choices to remove the "visual clue"

- Improved interface for creating and editing words

- Print lists of your unbanked words

- Backup utlility

- Add words to your standard as well as custom categories

- Restrictions Removed in evaluation version

- Add unlimited words to your custom categories

- Single or mutliple user mode

**Speech solution program**

According to SpeechSolution web site, says that Speech solution program is simple and straightforward, and people will quickly get the hang of it. However, they should not be fooled into thinking that Speech solution program is a serious educational software application.

Speech solution program curriculum has been created so that after people finish all the lessons in the carefully planned prescribed order (without skipping lessons) their pronunciation skills will be notably better. At times, they may feel a bit bored by the constant repetition; however, that is a mostly unavoidable result of – the necessary "repeat until perfect" aspect of pronunciation lessons. Stick with it and they will see and most importantly HEAR the results.

Speech solution program includes more than 400 words with dictionary definitions, which is more than enough to enhance your understanding of the basic speech and pronunciation patterns in American English. In Speech solution program people will mainly encounter simple mono- or di-syllabic words;

however, if you look closer you may realize that they are not as simple as they first appear.

**Wordbells program**

According to WordBells wed sites; states that Data base of more than 70,000 words including professionally recorded audio.

- High end simulation of Spelling Bee competition.

- Ultimate tool to memorize Spellings of English words.

- Specific Modules for learning words.

- Suitable for all students starting from Grade 1.

- Option to choose both American and British English versions.

- Record your own pronunciation and compare it with professionally recorded ones.

- The only application in the market with a database of over 70000 words

- Spelling Bee practice and exam simulation real time

- Online Competition across the Globe

- Pronunciation Corrector

- Vocabulary Builder

## e.  MATERIALS AND METHODS

**Materials**

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were the target population, the thesis advisor and the researcher. In this research the target population was the first year of Bachillerato students of "San Pedro de Vilcabamba" high school. The teacher´s cooperation helped to provide general information about these target students and the thesis advisor supervised the development of the stages of the study. The material resources were the speech solution program that allowed practicing the correct pronunciation. The technical resources were computers and speakers used in order to worked in the laboratory and performance the student's pronunciation.

**Design of the research**

The present research work was based on the spiral model of Action Research proposed by Kemmis and McTaggart (2000) as a constructive enquiry, which was carried out in order to understand, to evaluate and then to change a situation, at the time the research is conducting and improve educational practice. This action research is a form of self-reflective cycle of identifying a problem, planning a change, acting and observing the processes and consequences.

This study is an educational research that allowed the practitioner to study and practice a variety of aspects making use record yourself with the purpose to improve the learning of English pronunciation.

**Methods**

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed to describe the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research:

**The scientific** facilitated the study of appropriate resources about the two variables: record yourself and pronunciation. The information gathered helped to design the data collections instruments, the plans and to interpret the results.

**The descriptive** was useful to describe the different stages of the study (before, during and after). It helped to explain and support the results of how does the use of record yourself to improve pronunciation. It served to describe the results into tables and graphics. The obtained data was described in figures considering the information pre and post intervention. The description of each question was completed to facilitate the interpretation of the information shown, and also did the logical analysis of the data received.

**The analytic/ synthetic** was used to analyze and interpret all the data gathered of the tests and the questionnaire. It also helped to draw up the conclusions.

**The statistical** was used to make possible the quantitative statistical analysis of the data received from the tests and a qualitative data from the questionnaires,

observations and the field diary. And it also helped to tabulate the information into tables and figures and applying formula $x = \frac{x}{n}$ to obtain the mean.

**Techniques and instruments**

For this research; elements of both quantitative and qualitative research were selected and designed for data collection such as tests, observation sheets, questionnaire, rubrics, and a field diary which were applied at the beginning, during and after the intervention plan.

**Test**

Two oral tests were used. A pre-oral test that contained four questions was applied at the beginning of the intervention plan in order to diagnose the level of the students' knowledge on pronunciation. The same pre-oral test was used as post-oral test and applied at the end of the intervention plan, to obtain information about students' progress on pronunciation learned during the intervention. The oral test was conducted in class and the researcher gave students a clear explanation and clarified all queries raised. To assess student's answers the researcher used an oral speaking rubric designed to identify students' pronunciation and to keep evidence the students' proficiency in the oral speaking test (pre and oral test). Two components were recognized in the analysis of speech process these were: fluency and intonation.

**Observation**

Through the observation sheet, the researcher observed the students' performance during the lesson. It was also used to determine what has happened

in class and then it helped to analyze and reflect on the findings when the plan ended.

**Questionnaire**

At the beginning of the intervention, a pre-questionnaire was applied in order to obtain information about the students' perception in pronunciation in the foreign language. The pre-questionnaire contained three closed questions and two multiple choice questions. At the end of the intervention plan the same pre-questionnaire was applied as a post-questionnaire to collect students' improvement about the pronunciation developed during the intervention. Both questionnaires were conducted in class and the researcher gave explanation to students and clarified students' doubts.

**Field diary and notes**

The research used field diary in order to record what happened inside the classroom in each lesson. It helped to take notes about the findings during the intervention, important events along the classes or particular situations that happened.

**Population**

Students of first year of Bachillerato at "San Pedro de Vilcabamba" High School where who participated in the development of this action research. They were between fifteen and sixteen years old. The students' participants of the study were 24 between boy and girls. They were in an A2 level.

## f. RESULTS

This section details how the specific objectives of the present research work were accomplished.

The first objective was proved with the research of appropriate theory about the two variables record yourself and English pronunciation. The theoretical references supported the design of the lesson plans, and the data collection instruments, also to analyze the data collected and to propose recommendations.

The second objective of the research work was accomplished with the pre-test results that are shown below in table 1 and allowed to diagnose the students' limitations in English pronunciation.

The third objective was achieved with the design of the intervention plan, which included nine lessons that were developed during two months, with first year students of Bachillerato. Each lesson was organized with interesting activities to practice the pronunciation in the lab. Students listened, recorded their pronunciation and corrected their errors.

The fourth objective was accomplished with the pre- post questionnaire results presented in the tables from 2 to 6

The fifth objective was verified with the post-test findings shown in table 7. This helped to verify the intervention plan proposed.

**Pre- Test Results**

**Objective two of the research work.**

To diagnose the problems that limit the English pronunciation of first year of Bachillerato through a Pre-test

## a. Table 1

*Pre-test Scores of the First Year Students of Bachillerato in Pronunciation.*

| Student's code | F /5 | I /5 | Total /10 |
|---|---|---|---|
| CBSPV001 | 3 | 2 | 5 |
| CBSPV002 | 2 | 1 | 3 |
| CBSPV003 | 3 | 2 | 5 |
| CBSPV004 | 2 | 1 | 3 |
| CBSPV005 | 2 | 2 | 4 |
| CBSPV006 | 2 | 3 | 5 |
| CBSPV007 | 1 | 2 | 3 |
| CBSPV008 | 2 | 3 | 5 |
| CBSPV009 | 1 | 2 | 3 |
| CBSPV010 | 2 | 1 | 3 |
| CBSPV011 | 3 | 2 | 5 |
| CBSPV012 | 2 | 2 | 4 |
| CBSPV013 | 2 | 3 | 5 |
| CBSPV014 | 3 | 1 | 4 |
| CBSPV015 | 2 | 3 | 5 |
| CBSPV016 | 1 | 2 | 3 |
| CBSPV017 | 2 | 1 | 3 |
| CBSPV018 | 1 | 1 | 2 |
| CBSPV019 | 3 | 2 | 5 |
| CBSPV020 | 3 | 1 | 4 |
| CBSPV021 | 1 | 2 | 3 |
| CBSPV022 | 3 | 2 | 5 |
| CBSPV023 | 1 | 2 | 3 |
| CBSPV024 | 3 | 2 | 5 |
| MEAN | 2 | 1.8 | 3.9 |

Note. **CBSPV**= Colegio de Bachillerato San Pedro De Vilcabamba, **001** Student'sCode, **F**= Fluency, **I**= Intonation.

## b. Analysis and Interpretation

Based on the data gotten in table 1, the total score mean gathered by students in pronunciation was 3.9 out of ten, which was below the expected level 8/10.

Analyzing the findings, the highest score mean was for the aspect of fluency shown by the score mean of 2/5, which indicates that students got a good level (see grading scale 107). This reflects that the students could pronounce the words with suitable speed and say some words correctly. However, the lowest score mean was for the aspect of intonation which was 1.8/5. This indicates that the students were in a low level (see grading scale p.107) demonstrated in the lack of tone and stress of the words when they pronounce them.

Consequently, students had limitations  pronouncing the words with correct tone and suitable speed when they say the words.

Roach (2009) mentions that intonation is the tone within an utterance tends to start low and be kept low until the first stressed syllable without intonation, it is impossible to understand the expressions and thoughts that go with words. And fluency in pronunciation is about the ability to speak at a suitable speed without too much hesitation and false starts.

**Comparison of the Pre and Post Questionnaires Results**

**Objective Four of the Research Work**

To apply the record yourself technique as a part of the lessons to reduce students´ limitations in English pronunciation.
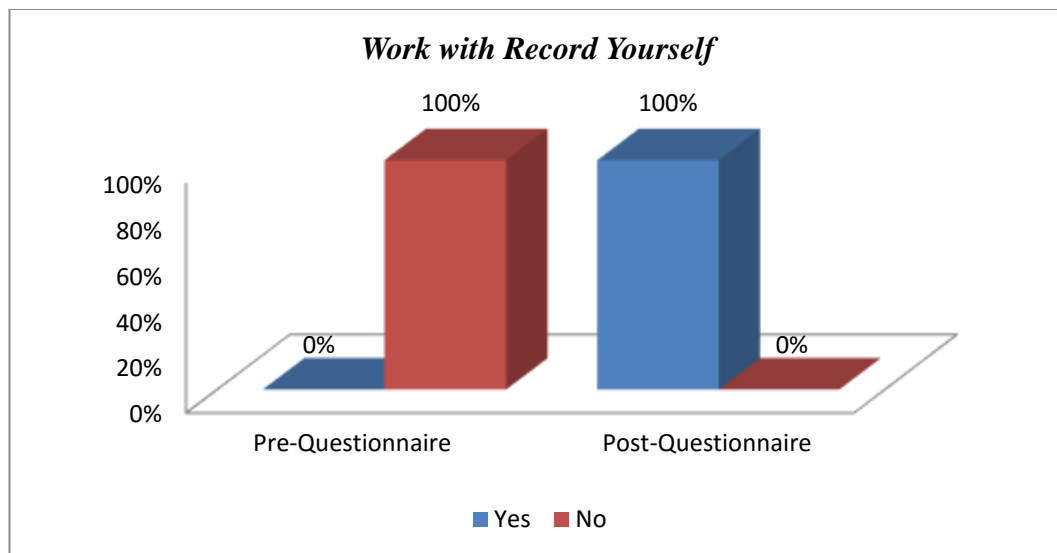
**Question 1: Have you ever worked with Record Yourself?**

**a. Table 2**

*Work with Record Yourself.*

|  | Pre-Questionnaire | | Post-Questionnaire | |
|---|---|---|---|---|
|  | **f** | **%** | **f** | **%** |
| Yes | 0 | 0 | 24 | 100 |
| No | 24 | 100 | 0 | 0 |
| Total | **24** | **100** | **24** | **100** |

**b. Figure 1**



**c. Interpretation and Analysis**

According to the results in table 2, all students answered they have never worked with record yourself, which indicates students were not practicing pronuunciation with situable material and consecuently they did not acquire the correct pronunciation. However, after the application of the intervention plan the students' situation changed, all students practiced enthusiastically and think that record yourself is a good technique that help them in their English learning

Cross (2005), says that it is important to hear what people sound like <u>speaking English</u> so they know what they need to improve! People can compare what they sound like to what they want to sound like.
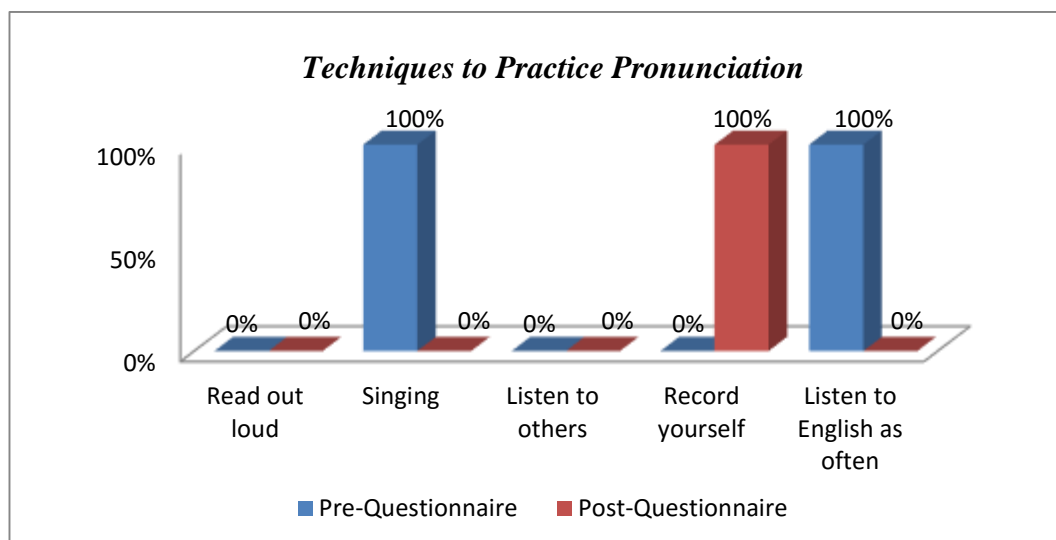
**Question 2: Which techniques help you to practice pronunciation?**

**a. Table 3**

*Techniques to Practice Pronunciation*

|  | Pre- Questionnaire | | Post- Questionnaire | |
|---|---|---|---|---|
|  | f | % | f | % |
| **Read out loud** | 0 | 0 | 0 | 0 |
| **Singing** | 24 | 100 | 0 | 0 |
| **Listen to others** | 0 | 0 | 0 | 0 |
| **Record yourself** | 0 | 0 | 24 | 100 |
| **Listen to spoken English as often as possible** | 24 | 100 | 0 | 0 |

**b. Figure 2**



*Techniques to Practice Pronunciation*

### c.  Interpretation and Analysis

As it is appreciated in this graph, all students answered that the two unique techniques that helped them to practice pronunciation in the classroom are singing and listen to spoken English as often as possible. It indicates that students are not provided of new techniques, strategies or tools to practice the pronunciation inside the classroom. However, after the application of the  intervention plan the stundents were enable to listened the spoken English and practiced the sounds easily. All students considered that record yourelf is a good technique that help them to improve their English pronunciation.

Cross (2005) presents 9 techniques to practice the pronunciation; Practice the sounds that are difficult, do not forget to learn the word stress of a new word, listen to spoken English as often as possible, when people learn a new word, learn how to pronounce it correctly, practice for at least 30 minutes every day, do not give up, listen to others, practice as much as people can, singing and Record yourself.
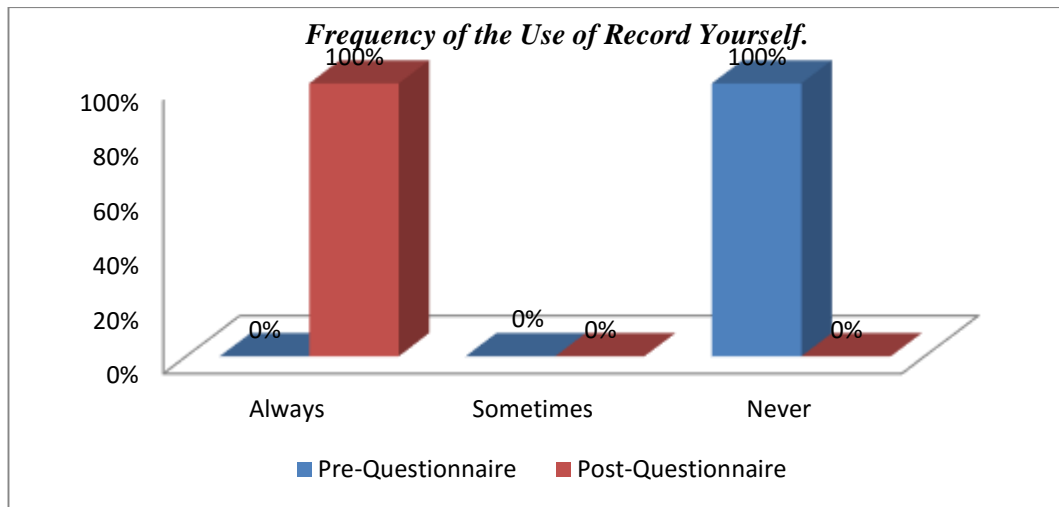
### Question 3: How often does your teacher use Record Yourself to teach pronunciation?

### a.  Table 4

*Frequency of the Use of Record Yourself.*

|  | Pre- Questionnaire | | Post- Questionnaire | |
| --- | --- | --- | --- | --- |
|  | f | % | f | % |
| Always | 0 | 0 | 24 | 100 |
| Sometimes | 0 | 0 | 0 | 0 |
| Never | 24 | 100 | 0 | 0 |
| Total | 24 | 100 | 24 | 100 |

**b.  Figure 3**



*Frequency of the Use of Record Yourself.*

**c.  Interpretation and Analysis**

The data displayed from this question stated that all students said that Record yourself is never taken into account  during the classes. This shows that other kind of activities are used to teach pronunciation and students are not motivated to perform their English pronunciation. However, after the application of the intervention plan, all the students think  that Record youself technique makes them participate in class and increase their English pronunciation.

Brown (2008) says, nowadays there are also computer programs and one or two sites that show a wave form analysis of the voice and compare it to the wave form of the voice that people are copying. Most of the programs then give a score, e.g. 76 points for being 76% similar to the model recording. It is as amazing as that sounds to see that up on the computer screen, but there are still all kinds of technical and practical problems with this system.
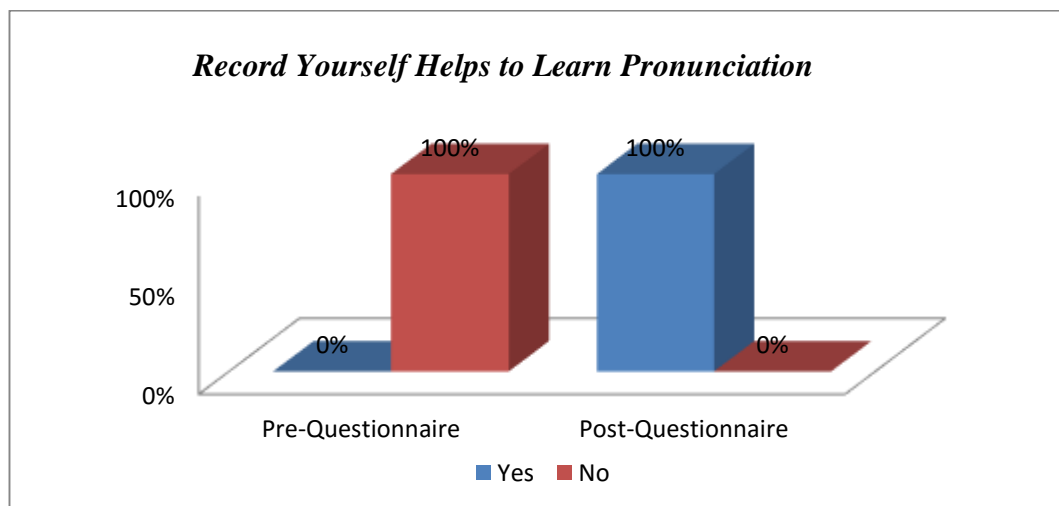
**Question 4: Do you think that Record Yourself help you to learn pronunciation?**

a. **Table 5**

*Record Yourself Helps to Learn Pronunciation.*

|  | Pre-Questionnaire | | Post- Questionnaire | |
|---|---|---|---|---|
|  | f | % | f | % |
| Yes | 0 | 0 | 24 | 100 |
| No | 24 | 100 | 0 | 0 |
| Total | 24 | 100 | 24 | 100 |

b. **figure 4**



*Record Yourself Helps to Learn Pronunciation*

c. **Interpretation and Analysis**

As it can be seen in table 5, all students were asked if they think that record yourself help them to learn pronunciation. All students answered that Record yourself technique do not help solve their pronunciation mistakes. It shows that the students are not familiarized with this technique and they did not know that Record yourself is a useful tool, which allows them to improve their

pronunciation. However, after applying the same, the students answered that record yourself is a good technique that provided them a lot of practice and improve their pronunciation.

Brown (2008) mentions that there are actually many other perfectly correct ways of saying the word or phrase, but people have to copy the (perhaps idiosyncratic) version that the computer is producing.
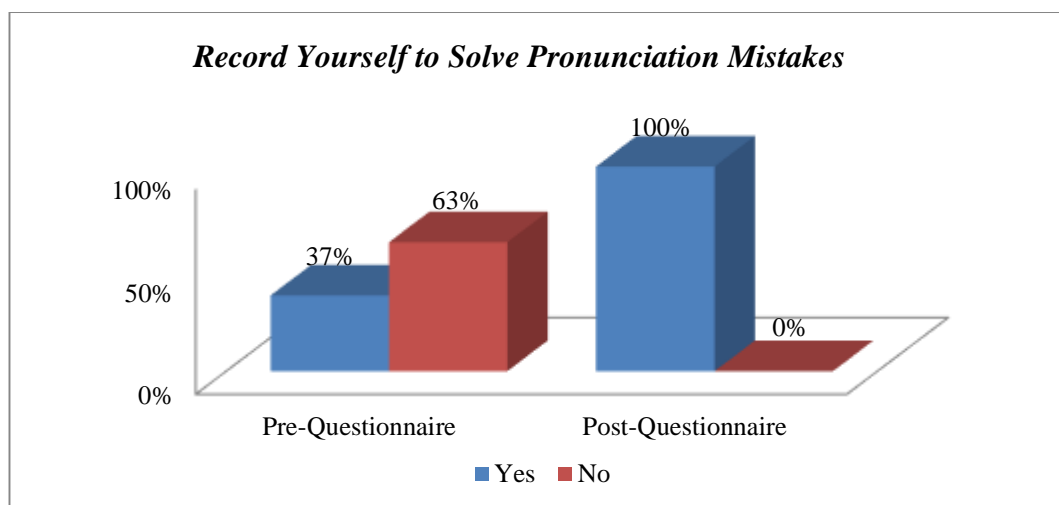
**Question 5: If you had the opportunity to work with Record Yourself would you use it to solve your pronunciation mistakes?**

a.   **Table 6**

*Work with Record Yourself to Solve Pronunciation Mistakes*

|  | Pre- Questionnaire | | Post- Questionnaire | |
|---|---|---|---|---|
|  | f | % | f | % |
| **Yes** | 9 | 63 | 24 | 100 |
| **No** | 15 | 37 | 0 | 0 |
| **Total** | 24 | 100 | 24 | 100 |

b.   **figure 5**



*Record Yourself to Solve Pronunciation Mistakes*

### c. Interpretation and Analysis

According to the results obtained in table 6, several students (37%) mentioned that if they have the opportunity to practice pronunciation with Record yourself they would use it, and many students (63%) answered that they did not want to use this technique to practice pronunciation. It indicates that several students wanted to practice the pronunciation with new techniques or strategies but for some students did not prefer implement new activities to motivate them to practice the pronunciation. While after applied the intervention plan all students consider the opportunity to work with this technique. It demonstrated that students were comforted and motivated to apply new activities to work in their English pronunciation.

Brown (2008), says nowadays there are also computer programs and one or two sites that show a wave form analysis of the voice and compare it to the wave form of the voice that copying. Most of the programs then give a score, e.g. 76 points for being 76% similar to the model recording. It is as amazing as that sounds to see that up on the computer screen, but there are still all kinds of technical and practical problems with this system.

**Post- test Results**

**Objective Five of the Research Work**

To value the effectiveness that the record yourself had on grades students' in English pronunciation

**a. Table 7**

*Post-test Scores of the First Year Students of Bachillerato in Pronunciation.*

| Student's code | F /5 | I /5 | Total /10 |
|---|---|---|---|
| CBSPV001 | 5 | 5 | 10 |
| CBSPV002 | 5 | 4 | 9 |
| CBSPV003 | 5 | 5 | 10 |
| CBSPV004 | 5 | 4 | 9 |
| CBSPV005 | 4 | 5 | 9 |
| CBSPV006 | 5 | 5 | 10 |
| CBSPV007 | 4 | 5 | 9 |
| CBSPV008 | 5 | 5 | 10 |
| CBSPV009 | 5 | 5 | 10 |
| CBSPV010 | 5 | 4 | 9 |
| CBSPV011 | 5 | 5 | 10 |
| CBSPV012 | 5 | 4 | 9 |
| CBSPV013 | 4 | 5 | 9 |
| CBSPV014 | 5 | 4 | 9 |
| CBSPV015 | 5 | 4 | 9 |
| CBSPV016 | 4 | 5 | 9 |
| CBSPV017 | 5 | 4 | 9 |
| CBSPV018 | 4 | 5 | 9 |
| CBSPV019 | 5 | 5 | 10 |
| CBSPV020 | 5 | 4 | 9 |
| CBSPV021 | 5 | 5 | 10 |
| CBSPV022 | 5 | 5 | 10 |
| CBSPV023 | 4 | 5 | 9 |
| CBSPV024 | 5 | 4 | 9 |
| MEAN | **4.7** | **4.6** | **9.3** |

Note. CBSPV= Colegio de Bachillerato San Pedro De Vilcabamba, 001 Student'sCode, F= Fluency, I= Intonation.

**b. Interpretation and Analysis**

As it is appreciated the findings in table 7, shows a highest improvement in the performance of students' pronunciation. They got 9.3 out of ten, which is over the

expected level 8/10. The findings demonstrate that the highest score mean was for both aspects fluency 4.7/5, and intonation 4.6/5, showed by the excellent level they got (see grading scale p.107), this is students pronounce the words with suitable speed and the correct tone of the words.

Concluding, the students have improved both aspects evaluated meaningfully. The opportunities of practice offered during the intervention plan helped them to master the English pronunciation, and also pronounce the words without hesitating.
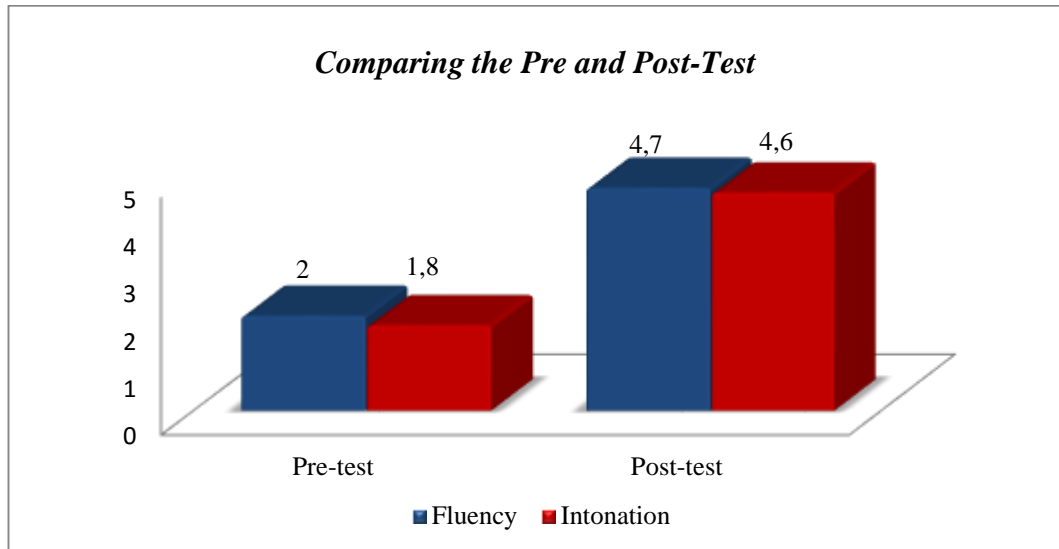
Joughin G. (2010), it can reflect real world situations that students may have to deal with after graduation, particularly in fields where discussions with patients or clients is common.

**a. Table 8**

**Comparing the Pre and Post-test Means of First Year Students of Bachillerato**

| Aspects | Pre-test | Post-test |
|---|---|---|
| **Fluency** | 2/5 | 4.7/5 |
| **Intonation** | 1.8/5 | 4.6/5 |
| **Total** | 3.9/10 | 9.3/10 |

**b. Figure 6**



Figure showing "Comparing the Pre and Post-Test" — bar chart comparing Fluency and Intonation. Pre-test: Fluency 2, Intonation 1,8. Post-test: Fluency 4,7, Intonation 4,6.

**c. Interpretation and Analysis**

According to the information in the graph, it can be stated that the technique applied during the development of this research work had an acceptable impact in both aspects of the English pronunciation fluency and intonation. As it is noticed two aspects were improved, in fluency they changed the mean score from 2/5 to 4.7/5, in intonation 1.8/5 to 4.6/5. So, the implementation of Record yourself as a part of lesson was successful, because the students can pronounce the words learned. The improvement was really significant having a progress of the mean from 3.9/10 to 9.3/10. It could be reflected that the Record yourself implemented during the development of this work had a great impact in the students' pronunciation.

## g.  DISCUSSION

The results of the research, revealed that the use of record yourself as a technique had a positive impact on the English pronunciation. This impact is showed in the results of the  pre-post  tests, which were  applied at the beginning and the end of  the intervention plan to 24 students of first year of Bachillerato at "San Pedro de Vilcabamba "High  School, which indicated a noticeable change those students got in pronunciation knowledge after the intervention. The results of  the  pre-post-tests,  pre-post  questionnaires,  the  researcher's  diary  and observation sheets, also reveal the significant impact this technique caused on students pronunciation. These results were consistent with Cross, (2005) that says is it important to hear how is people English pronunciation in order to know what they need to improve.

The intervention plan based on record yourself got important changes on students.  This change can be seen in the significant increment of the students score mean from the pre-test that was 3.9/10 and in the post test score mean which was 9.3/10. Thus, the pre-test showed that most of students had problems in the two aspects of pronunciation, fluency and intonation. The post-test findings indicated that students improved in all aspects of pronunciation. This is, students achieved to master their pronunciation skill.

Through the application of the intervention plan, the student's attitude in front of the use of record yourself as a technique improved in a positive way, it enhanced little by little, having considered the problems that students faced at the

beginning in both aspects fluency and intonation. The improvement of the students was slow and difficult, but in the process, they started to pronounce single words. Consequently, at the end of the process the results were important because this strategy helped to improve each aspect of pronunciation and made that the students feel self-assured to pronounce the words.

In addition, this research work had some strengths and limitations that improved and affected the development of the intervention plan. Some strengths in the application were that learners felt motivated to use record yourself. The students paid attention all the time, were willing to participate, they wanted to continue practicing more, and they were not afraid to practice the English pronunciation. However, there were limitations to be considered, one of them was the time, and the two hours to work was not enough to practice sounds of the words as much as possible, also the computers were not enough to work in an individual way.

Furthermore, it is necessary take into account the improvement in English pronunciation that students had after the implementation of record yourself as a technique. Students felt motivated and happy to improve their pronunciation and they spent more time practicing the sounds of the words in the classroom.

## h. CONCLUSIONS

- Students of first year of Bachillerato had difficulty in the two criteria assessed fluency and intonation, which limited their improvement in pronunciation. They pronounce the words hesitating and without the suitable speed, and made a lot of mistakes in pronouncing the words correctly. In addition, students did not like to practice pronunciation in English class because of the lack of opportunities to practice it and inappropriate use of activities to improve pronunciation

- The use of the record yourself as a technique in the classroom activities overcame the students' limitations meaningfully, showed in the excellent knowledge they achieved in the English pronunciation. Their collaboration in participating in each lesson and the progress they reached performing their tasks.

- The use of record yourself in the classroom was successful; this is due to students at the end of the intervention plan were more cooperative and liked to practice, perform all the activities in classes and consequently they improved their pronunciation, overcoming the expected level 8/10 and at the same time their motivation to learn English pronunciation increased inside and outside the classroom.

### i. RECOMMENDATIONS

- Teachers should identify the weaknesses that students present in the English learning, especially in pronunciation in order to plan activities based on the students' needs and using new techniques that facilitate students to learn the English language in an interesting way. In addition to that, the teachers should monitor students' work to determine if learners are improving their English pronunciation by assessing them through tests, observations, questionnaires.

- Teachers should implement activities using record yourself as part of their lesson plans specially to solve pronunciation mistakes. This technique motivates students to perform their pronunciation skills. Nowadays, there are computer programs and one or two sites that show you a wave form analysis of the voice and compare it to the wave form of the voice that it is copying. This kind of programs provides activities to practice the pronunciation in a funny and interesting way

- Teachers should try to work most of the time with record yourself in the classroom in order to make students practice and improve English pronunciation properly. This technique is easy to find on the internet and has a positive effect on learners. Also, it is an excellent way to overcome the problems that students have with the pronunciation increasing it in a quickly form.

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**k. ANNEXES**

# UNIVERSIDAD NACIONAL DE LOJA

## ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

### ENGLISH LANGUAGE CARRER

THEME

RECORD YOURSELF TECHNIQUE TO IMPROVE ENGLISH PRONUNCIATION WITH STUDENTS OF FIRST YEAR OF BACHILLERATO, AT "SAN PEDRO DE VILCABAMBA" HIGH SCHOOL, DURING THE ACADEMIC YEAR 2014-2015.

Thesis project as a previous requirement to obtain the Bachelor´s Degree in Sciences of Education, English Language Specialization

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**LOJA-ECUADOR**
**2015**

**a. THEME**

RECORD YOURSELF TECHNIQUE TO IMPROVE ENGLISH PRONUNCIATION WITH STUDENTS OF FIRST YEAR OF BACHILLERATO, AT "SAN PEDRO DE VILCABAMBA" HIGH SCHOOL, DURING THE ACADEMIC YEAR 2014-2015.

### b. PROBLEM STATEMENT

**Background**

The present research will be carried out in the "San Pedro de Vilcabamba" High School. Institution that is located in the Sacapo neighborhood belonging to San Pedro de Vilcabamba Parish. It was founded on September 20th, 1985.

In 1985 this institution began working with forty students of first year of Basic Education, and three teachers. At the beginning the high school worked in "Nueve de Octubre" School, the director's and secretary´s offices were rented at Vicente Ochoa´s house.

In 1989 the school worked in its own building. With six classrooms eighth, ninth and tenth years of Basic Education and first year of Basic Bachillerato and the school had 130 students and six teachers

The principal of this school is César Carrión, and the inspector of this institution is Luis Poma.

Nowadays, the School is working in the afternoon from 11:40 to 17:40, under the responsibility of the César Carrión, the principal of the school. There are 11 teachers and 122 students from first year of Basic Education to third year of Bachillerato. Also this institution offers Initial Education.

**Current situation of the research problem**

Claudia Pesce, (2012) says Proper English pronunciation can be a big problem for some ESL (English Second Language) learners and more difficult for some students than for others. A student's native language determines, for the most

part, the **degree of difficulty** and the **types of difficulties** students will have. ESL (English Second Language) students whose native language is Chinese or Japanese have a much harder time than those whose native language is Spanish, Portuguese or French. But despite the differences between countries, there are certain mistakes that are the most common among ESL students all over the world. Here, you will see the seven pronunciation mistakes ESL students make around the world:

**Pronouncing the "th":** The pronunciation of the /θ/ is especially difficult for some - students often say *tree* instead of *three*.

**Pronouncing the Schwa:** The usual mistake is for students to pronounce the word syllable by syllable: *me-mo-ry*.

**Confusing the "l" and the "r": The "r" and "l" sounds are the stereotypical mistake Japanese students make – they say *lice* instead of *rice*.** But it is also a difficulty that occurs in other Asian languages.

**Pronouncing the Short "i":The short "i" or [i] as pronounced in words like *live*, *sit*, *fit*, *hit* usually poses a problem as students may be inclined to pronounce them as *leave*, *seat*, *feet*, or *heat*.**

**Confusing the "w" and the "v":** Some students have a hard time pronouncing the "w" sound. *Water* is pronounced as *vater*; *west* is pronounced as *vest*, and so on.

Pronouncing the Magic "e": **Some students may have a hard time noticing the difference between words like *not* and *note* or *bit* and *bite*.** They may be tempted to split them into syllables: *no-te* and *bi-te*.

Pronouncing Silent Consonants: students sometimes tend to pronounce consonants that are silent, like the "d" in *Wednesday* or the "g" in *foreign*.

Likewise it is important to mention that after having observed some English classes at San Pedro de Vilcabamba high school. It could be noticed that students have several pronunciation mistakes in fluency and intonation; in the same way it was seem that the students have difficulties in recognizing the vowel, consonant and cluster sounds, when they speak English.

Taking into account the pronunciation mistakes mentioned before, the researcher considers that record yourself technique will be a good resource to improve students' pronunciation. This technique is easy to use; it could be do at home, at any time and any situation. Also it will help students to compare the correct pronunciation with what is recorded and to realize what mistakes students are making.

**Research problem**

How does record yourself technique to improve English pronunciation with students of first year of Bachillerato, at "San Pedro de Vilcabamba" high school, during the academic year 2014-2015.

**Delimitation of the research**

**Temporal**

This research will be carried out during the academic period 2014-2015.

**Spatial**

This research work will be developed at San Pedro de Vilcabamba High School.

**Observation Units**

People who will be part of this research are: the students of first year of Bachillerato and the teacher.

**Sub-problems**

- What kind of theoretical references about pronunciation and record yourself are effective to help the students of first year of Bachillerato?

- What are the negative issues that limit the learning of first year students Bachillerato?

- What are the importance phases of the intervention plan that address the correct pronunciation issues of the pronunciation with record yourself of first year students of Bachillerato.

- Which record yourself activities are applied to improve to improve pronunciation of first year students of Bachillerato.

- How does record yourself as part of the classroom activities solve the limitations in English pronunciation learning of first year students of Bachillerato?

## c. JUSTIFICATION

The present research work has chosen in order to use record yourself to improve English pronunciation among of first year students of Bachillerato at "San Pedro de Vilcabamba" high school, this is because record yourself is a useful technique to work in the lab in order to give the opportunity to practice in a funny way.

This research work is relevant because it might provide to students to listen and practice the correct pronunciation of the words, record their voice when they are pronouncing a word and finally the students will be able to listen and identify their own pronunciation. This process will allow students to improve their pronunciation mistakes.

This work will be useful for the researcher to get a lot of experience in English teaching and to increase her professional development as a teacher.

Finally this project is going to be carried out because it is a requirement to get the Bachelor's degree as an English Teacher in Sciences of Education, English Language Specialization and also for the accreditation of the subject.

### d. OBJECTIVES

**General**

To use record yourself technique to improve English pronunciation with students of first year of Bachillerato, at "San Pedro de Vilcabamba" high school, during the academic year 2014-2015.

**Specific**

- To investigate the theoretical references on the learning of English language pronunciation, on the use of Record yourself as a technique for helping students of first year of Bachillerato increase their English pronunciation at "San Pedro de Vilcabamba" High School, during the academic year 2014-2015.

- To diagnose the problems that limit the English pronunciation of first year of Bachillerato at "San Pedro de Vilcabamba" High School, during the academic year 2014-2015.

- To design an intervention plan with the use of record yourself technique to improve pronunciation of first year of Bachillerato at "San Pedro de Vilcabamba" High School, during the academic year 2014-2015.

- To apply the record yourself technique as part of the lessons to reduce students´ limitations in English pronunciation of first year students of Bachillerato at "San Pedro de Vilcabamba" High School, during the academic year 2014-2015.

- To value the effectiveness that the record yourself had on the first year students of Bachillerato in English pronunciation at "San Pedro de Vilcabamba" High School, during the academic year 2014-2015.

### e. THEORETICAL FRAMEWORK

**English pronunciation**

**Definition**

Gerald (2000) says that pronunciation means how we say words. Most people speak the dialect of Standard English with an accent that belongs to the part of the country they come from or live in. Learners of British English commonly hear RP (Received Pronunciation), which is an accent often used on the BBC and other news media and in some course materials for language learners, but it is also common to hear a variety of regional accents of English from across the world.

**How important is pronunciation?**

Lebedev (2009) says pronunciation is the next most important after vocabulary. You need words first, but then you need pronunciation, because it is no use having words if people cannot understand the words when you say them!

But people often get too worried about pronunciation, and want to pronounce English 'correctly', so here is an idea which may surprise you: there is no such thing as 'correct pronunciation'. It does not exist. Asking what is correct pronunciation is a bit like asking what the correct length for a book is. We all know that some books feel too long, others too short, and some are just right. So, with pronunciation: it depends what you want to do with your English.

(One reason that the idea of correct pronunciation started was that in Britain, the more educated, upper-class people used to think that everyone – not so much foreigners learning English, as British people with local accents – ought to try and

talk like them. So you got phrases like "the King's [or Queen's] English", "BBC English", "Standard English" and "RP [Received Pronunciation]." There are still many English people who think like this, but if you use the phrase "Standard English" in a country like the USA, people will think you're mad. In the USA, if you are a Texan you talk like a Texan – you do not try and talk like a New Yorker.)

But of course there is another side to pronunciation, which is that you want people to understand you. So many people are using English nowadays that it means quite a lot of very different kinds of speakers have to understand them. (Do not by the way always think it is your fault if they do not understand you. Your English may be better than theirs, and anyway even native speakers fail to understand each other quite often.) So what people need if they want people to understand you is really the most 'neutral' kind of accent. Most countries have a more neutral form of their different accents or dialects – one that everyone can understand – often the form used on national television or radio – and usually it is the form that people from other countries can understand too. In Britain the form is the same as what used to be called 'Standard English'. So whatever English-speaking country you are in, take that form as your model, and do not worry if you put a bit (but not too much!) of your own accent on top of it. People will know better who you are. When we speak we need to pronounce well the words, and for get a good pronunciation we need to practice all the time but if we cannot practice we a native speaker we can do it by our self or your friends.

**How important is good English Pronunciation?**

According with English club web site: A common mistake made by many international students studying English as a second language is not paying adequate attention to English pronunciation. This underestimation of the importance of pronunciation is mainly because students tend to think mistakenly that pronunciation is less important compared to other aspects of the English language such as grammar, lexicology and vocabulary.

Pronunciation is vital to proper communication because the incorrect use of pronunciation inevitably leads to the message being misunderstood by the recipient. Pronunciation of the letter sounds in words as well as syllable emphasis on parts of words will more often than not change the words meaning and context drastically thereby irreversibly altering the meaning of the sentence being communicated. A good example of this is the word present. If one were to say "I am present" with an emphasis on the first syllable of the word, one is referring to one's presence at a particular place or time. On the other hand, if one were to say "I wish to present…." Then one refers to a statement or article one wishes to announce.

Another important aspect is, the proper use of English pronunciation inclines to highlight and add value to an individual speaking English. Consider the following: in a situation where a student's grammar and vocabulary is exceptionally good, he or she may be able to write good English. But, if that same student lacks a fundamental knowledge of pronunciation despite having an excellent knowledge of grammar, etc. his or her communication in English will be

severely impeded. He or she will be able to write in English, but will not be able to construct a meaningful sentence when speaking and thus fails at communicating a message.

At the very least, students studying English as a second language, should give all the aspects of English an equal importance. At best, however, those who wish to excel at the English language will always have to give the knowledge of pronunciation a higher priority. They should also endeavor to learn this aspect of the English language more thoroughly if they wish to be recognized as effective communicators. Students who prefer self-learning should visit sites such as tv-english.club, which offers a myriad of programs to help students learn proper pronunciation. Programs such as "Art of Conversation" and "Speak Up" are excellent resources for those looking to improve their English pronunciation.

**The Importance of Pronunciation For Language Learners**

According to English central (2015) Pronunciation is very much a "must" skill for any English language learner. There are many important reasons all students need to focus on correct form and pronunciation. Here are 3 very important ones.

**1. Perceived Competence.** Many native speakers will think a second language English speaker has a low level of fluency if their pronunciation is incorrect. This can cost you a job, a relationship or just be plain frustrating.

**2. Clarity & Intelligibility. Being understood.** Communication, especially in today's international world of school and business is so important. Your

pronunciation mistakes may impede you from being understood and affect your results at school and in business.

**3. Pronunciation helps you acquire English faster.** Yes, it is true. The earlier you focus and master the basics of English pronunciation, the faster you'll become fluent. Our ear is so important in this process and focusing on clearly hearing and then speaking the sounds of English leads to large gains in fluency later on.

It's difficult for teachers to spend enough time on pronunciation with students. So many students in the class, each with different needs. However, self-study can solve this problem and offer a personalized solution. English Central provides many possibilities for students to improve their pronunciation.

**Two types of pronunciation of English Language**

Jones (2012) says the English Language possesses many different types of pronunciation across different geographical locations.

Phonetically, two varieties of English pronunciation could have the same phonemes, yet one or more phonemes may be realized differently. Phonological differences include segmental and suprasegmentally ones.

Distinctions are often made between the Received Pronunciation (BBC pronunciation), which is the accent of Standard English Pronunciation and General American (Network English), which is the accent of majority of American speakers of English (Roach, 2009)

The most notable difference between RP (Received Pronunciation) and GA (General Pronunciation) is the distribution of the /r/ phoneme. In GA, it is root; mean it could appear in all positions, while in RP it is generally not found before

consonants or at the end of an utterance. The vowels in GA are also heavily influence by the /r/ them. In the case of diphthongs, /ɪə/, /eə/ and /ʊə/ in RP are general replaced with /ɪr/, /er/ and /ʊr/ respectively in GA. The pronunciation of m any words in The Shopping List could serve as indicators of this root difference. For example, "large" is pronounced as /lɑːdʒ/ in RP and /lɑːrdʒ/ in GA. The pronunciation from the recording shows clearly the rhotic feature, suggesting a tendency towards an American accent

Another difference concerning the production of vowels between RP and GA is that the /ɒ/ in RP is sometimes realized as /ɑ(ː)/, a more open sound with no lip rounding in GA.

**Why you should study English pronunciation**

According to Tomasz P. Szynalski (2014) Pronunciation is definitely the biggest thing that people notice when you are speaking English.

When you talk to a person in real life, they may not notice your limited vocabulary or grammar mistakes. But they *will* notice right away if your pronunciation is good or bad. If your pronunciation is poor, they will think about you as the guy/girl who speaks bad English, and good grammar and vocabulary won not help you!

Good pronunciation should be one of the first things that you learn in English. You can live without advanced vocabulary — you can use simple words to say what you want to say. You can live without advanced grammar — you can use simple grammar structures instead. But there is no such thing as "simple

pronunciation". If you do not have good pronunciation, you have bad pronunciation.

And the consequences of bad pronunciation are tragic. Even if people use correct grammar, people may simply not understand what they want to say.
For example, if people pronounce *sleep* like this, and not like that, or if they pronounce *ghost* like this instead of this, native speakers will have serious problems understanding you! You should know how to say English sounds like the *ee* in *sleep* or the *o* in *ghost*, before you even learn words like *sleep* and *ghost*.

## Levels of English Pronunciation

According espresso English web site; Good English pronunciation is one of the secrets to speaking English fluently. Your "pronunciation level" is different from your level of English – for example, it's possible for a beginner English student to have excellent pronunciation, and for an advanced English student to have bad pronunciation.

**The three levels of English pronunciation are:**

**1) English speakers don't understand you.**

At this level, your pronunciation of English words is so different that native English speakers find it very difficult to understand you. You need to repeat what you say frequently.

**2) English speakers understand you with concentration.**

At this level, native English speakers can understand you, but they need to pay attention carefully because of your accent. You only need to repeat things sometimes.

**3) English speakers understand you easily.**

At this level, you may still have an accent, but you can speak English clearly enough to be understood all the time. You almost never need to repeat what you say in English.

**Specific pronunciation features.**

According to Roach (2009) the following 9 features are important in order to pronunce the words in a correctly way.

**Voicing:** Voiced sounds will make the throat vibrate. For example, /g/ is a voiced sound while /k/ is not, even though the mouth is in the same position for both sounds. Have your students touch their throats while pronouncing voiced and voiceless sounds. They should feel vibration with the voiced sounds only.

**Aspiration:** Aspiration refers to a puff of air when a sound is produced. Many languages have far fewer aspirated sounds than English, and students may have trouble hearing the aspiration. The English /p/, /t/, /k/, and /ch/ are some of the more commonly aspirated sounds. Although these are not always aspirated, at the beginning of a word they usually.

**Mouth Position:** Draw simple diagrams of tongue and lip positions. Make sure all students can clearly see your mouth while you model sounds. Have students use a mirror to see their mouth, lips, and tongue while they imitate you.

**Intonation:** Intonation is about how we say things, rather than what we say. Without intonation, it's impossible to understand the expressions and thoughts that go with words.

Listen to somebody speaking without paying attention to the words: the 'melody' you hear is the intonation.

**Linkin:** For example, 'gowaway,' then 'aymeegowaway,' and finally 'Willaymeegowaway' without any pauses between words.

**Syllables**: Have students count syllables in a word and hold up the correct number of fingers, or place objects on table to represent each syllable.

**Fluency:** Fluency in pronunciation is about the ability to speak at a suitable speed without too much hesitation and false starts. This means we have to find a balance between accuracy training and fluency training

**Words stress:** Stress on the wrong syllable is more likely to cause misunderstanding than the use of a wrong sound. In relation to natural speech, word stress tells us where the stress may come, but it does not have to come anywhere in the word: not every word is stressed in natural speech.

**Specific Sounds**:  Minimal pairs, or words such as 'bit/bat' that differ by only one sound, are useful for helping students distinguish similar sounds. They can be used to illustrate voicing ('curl/girl') or commonly confused sounds ('play/pray'). Remember that it's the sound and not the spelling you are focusing on.

**Rules for English Pronunciation**

According to Krapp ( 2000) there are some guidelines that we can provide on pronunciation that should help in giving you an idea of the contours of spoken English, these are:

**Consonants sounds**

**B.** Usually pronounced like the 'b' in 'big'. However, in words ending with '-mb', such as comb, plumb, numb, bomb, etc, the 'b' is silent

**C.** Usually pronounced like 'k', as in 'cat'. However, 'c' takes on the sound of 's' when it precedes 'e', 'i' or 'y', as in ceiling, cistern, cynic, etc.**-dge**. Usually pronounced like 'j', as in 'bridge'.

**G**. Usually pronounced as in 'go'. However, before 'e', 'i' or 'y', 'g' is often pronounced like 'j', as in germ, ginger, gyrate, etc.

**H**. For example, 'head'. However, in a few words, the 'h' is silent, as in hour, honor.

**K**. Generally pronounced like the 'c' in 'cat'. However, when followed by 'n', it is usually silent, as in knife, knave, knight, etc.

**L**. Generally pronounced as in 'leaf'. However, in a few words, the 'l' is silent, especially when followed by 'k' and 'f', as in talk; walk, half, calf, etc.

**S**. Generally pronounced as in 'sun'. However, in some words 's' is pronounced like 'z', as in nose, president, etc. In a few words, such as television and azure,'s' takes on a sound generally represented phonetically as 'zh'.

**F**. The sound [f] is usually represented by the consonant F: file, full, faint, flame, flick, flight, fly, free, fry, prefer, defend, after, safe, scarf, half, beef, roof.

**Z.** The sound [z] is often represented by the consonant S in writing: rose [rouz], wise, was, always, his, present, resist, music, poison, reason, busy, clumsy, organism, realism, advertise, advise, comprise, raise, surprise.

**W**. The letter W represents the vowel sound [u:] in the diphthongs [au] and [ou]: now, how, owl, brown; low, own, bowl.

**J**. The sound [j] at the beginning and in the middle of the word is often represented by the letter J: jet, jumbo, just, Jane, John, jelly, jealous, jury, majority, pajamas. For studying, it would be helpful to arrange words with the sound [j] represented by the letters G and J in two columns on one page: gin, jinx.

**P.** Usually pronounced like the 'p' in 'pig'. This sound is plosive sound. For example: paper, person, pick, pour, public.

**Vowels sounds**

The vowels A, E, I, O, U, Y alone, in combination with one another or with R, W represent different vowel sounds. The chart below lists the vowel sounds according to the American variant of pronunciation

| Sounds | Letters | Examples | Notes |
|--------|---------|----------|-------|
| [i:] | e, ee | be, eve, see, meet, sleep, | been [i]; |
| | ea | meal, read, leave, sea, team, | bread, deaf [e]; |
| | ie, ei | field, believe, receive | great, break [ei]; |
| | | | friend [e] |

| [i] | I | it, kiss, tip, pick, dinner, | machine, ski, |
| | Y | system, busy, pity, sunny | liter, pizza [i:] |
| [e] | E | let, tell, press, send, end, | meter [i:] |
| | Ea | bread, dead, weather, leather | sea, mean [i:] |
| [ei] | A | late, make, race, able, stable, | |
| | ai, ay | aim, wait, play, say, day, | said, says [e]; |
| | ei, ey | eight, weight, they, hey, | height, eye [ai] |
| | ea | break, great, steak | |
| [æ] | A | cat, apple, land, travel, mad; | |
| | | AmE: last, class, dance, castle, half | |
| [a:] | Ar | army, car, party, garden, park, | war, warm [o:] |
| | A | father, calm, palm, drama; | |
| | | BrE: last, class, dance, castle, half | |
| [ai] | i, ie | ice, find, smile, tie, lie, die, | |
| | y, uy | my, style, apply, buy, guy | |
| [au] | Ou | out, about, house, mouse, | group, soup [u:] |
| | Ow | now, brown, cow, owl, powder | know, own [ou] |
| [o] | O | not, rock, model, bottle, copy | |

**Cluster sound**

The cluster sounds are when two consonants are linked in one word and the pronunciation is a little difficult. Be careful not to insert the neutral sound [ə] between the consonant sounds of the clusters. Note on transcription symbols: [θ] as in the word THIN; [ð] as in THIS; [sh] as in SHE; [zh] as in MIRAGE; [ch] as in CHEESE; [j] as in JANE; [ŋ] as in LONG. Here is a list of the cluster sounds in English pronunciation.

**[pl]:** plead – please – pleasant – plenty – plan – plastic – platter – plaza – plot.

**[pr]:**preach – priest – pretty – prepare – prefer – print – prison – press – present.

**[bl]:**bleed – bleak – blink – bliss – bless – blend – black – blank – blast – block

**[br]:** breed – breeze – breathe – brief – bring – brick – brim – bread – breast – brand

[**dr**]:dream – drill – drink – drip – draft – drama – draw – drop – droop – drew – drum – drunk –

**[kl]:** clean – clear – click – cling – clever – cleft – clan – class – clasp – clue – clerk –

**[gl]:** glee – glib – glimpse – glare – glad – glamor – glance – glue – gloomy – glum.

When we speak we need to pronounce well the words, and for get a good pronunciation we need to practice all the time but if we cannot practice we a native speaker we can do it by our self or your friends taking into consideration the rules that are bellow.

**Teaching Pronunciation**

Harmer (2006) states, Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation, and Word linking all influence the sound of spoken English, not to mention the way we often slur words and phrases together in casual speech. English pronunciation involves too many complexities for learners to strive for a complete elimination of accent, but improving pronunciation will boost self-esteem, facilitate communication, and possibly lead

to a better job or a least respect in the workplace. Effective communication is of greatest importance, so choose first to work on problems that significantly hinder communication and let the rest go. Remember that students also need to learn strategies for dealing with misunderstandings, since native pronunciation is for most an unrealistic goal.

**Techniques to teach pronunciation**

Cross (2005) points out the following techniques that can be used to teach pronunciation.

**Practice the sounds you find difficult.**

For this activity you can practice with "minimal pair" exercise. For example, if you have difficulty distinguishing between "p" and "b", try practicing pairs of words which are the same except for the sound "p" and "b". For example, "pair" and "bear"; "pond" and "bond" etc.

**Don't forget to learn the word stress of a new word.**

Every English word has its own stress, or intonation. For example, the word "believe" has two syllables (be and lieve), but only the second syllable is stressed. We say be'lieve and not 'believe. Your dictionary will show the syllable stress by an apostrophe (') before the syllable to be stressed.

Word stress is important. In fact, it is more likely that someone misunderstands you because of wrong Word stress than because of the wrong pronunciation of a sound.

**Listen to spoken English as often as possible.**

Listen to how speakers pronounce various words and phrases and "model" your pronunciation on what you hear. For this activity you can use English videos like: songs, movies.

**When you learn a new word, learn how to pronounce it correctly.**

When you see unknown you should search for the meaning and also for the correct pronunciation. You need always an English Dictionary or you can use online Dictionaries in order to listening the correct pronunciation.

**Practice for at least 30 minutes every day**

There is no way around it: the only way your pronunciation will improve is if you practice, practice, and practice! Your pronunciation will not magically improve just because you're speaking English. The sounds of English may be very different from the sounds in your language. It may be difficult and even uncomfortable for your mouth to make some of the sounds in English. Practice the sounds of English until they feel as natural and comfortable as the sounds of your language. It won't happen overnight, but gradually your pronunciation will improve.

**Record yourself**

Is important to hear what you sound like speaking English so you know what you need to improve! You can compare what you sound like to what you *want* to sound like. For example, you record yourself reading a sentence from one of my podcasts. Then, listen to me say the same sentence and compare your pronunciation.

If you don't have any recording software on your computer (like Windows Sound Recorder or Garage Band on Macs), you can use a web-based audio recorder: audioboo, Vocaroo and Sound Cloud

You may also be able to find a cheap digital voice recorder at your local electronics store.

**Don't give up**

For non-native speakers learning English is not an easy job especially if your pronunciation is not up to the mark. There are many similar sounding words in the language, which may confuse you. However, you should not give up hopes. You will come across many words with almost similar letter combinations, but they are still pronounced differently. Do not get disheartened and keep trying. Seek help from others. Many people would be more than happy to help you with learning and mastering the language. Attending an English language course could very helpful.

**Listen to others**

Probably the easiest way to learn how to pronounce words correctly is to expose yourself to native-speakers. Listen to the way they talk. Watching English television shows and movies, you can practice using to audio books, or even listening to your friends that speak English can be helpful. Pay more attention to their pronunciation and understand the subtleties of English.

**Practice as much as you can**

As they say, practice makes a man perfect; you should practice the language as much as you can. Try to engage yourself in long conservations with your

friends. You will not be able to excel in the language if you just hear other people speak. Make sure you speak the language with others too. You might find it hard to pronounce certain words. Make an effort to say those words repeatedly. This will help you improve your pronounce.

**Singing**

Try singing along to English songs. With friends or in the privacy of your own bathroom. Lots of the major games consoles have karaoke games nowadays, like Sing Star on the Play station. You can practice with your favorite song.

**English For Life: Listen to Podcasts Every Day**

Podcasts Teaching Pronunciation: Similar to Youtube pronunciation channels, there are some really good podcasts dealing with pronunciation. Podcasts are free, downloadable audio programs that you can put on your mp3 player. Learn more about podcasts here. They are an excellent option because you can listen in your car or on the bus while you're stuck in traffic, or whenever is most convenient for you. Here are two recommended websites for pronunciation podcasts.

**Learn the Meaning** *and* **Pronunciation**

One of the linguistic bad habits that everyone falls prey to is that the longer they mispronounce a word, the harder it is for them to correct that behavior. The best way to fix that is to immediately learn the correct pronunciation of every new word you come across. If you're in the habit of looking up new words in the dictionary, its pronunciation is right next to it, and the guide at the beginning of the book will help explain the confusing symbols.

**The best way to evaluate pronunciation is through an oral assessment**

Joughin G. (2010) says: There are a number of advantages to interspersing oral assessments into your classroom.

It can reflect real world situations that students may have to deal with after graduation, particularly in fields where discussions with patients or clients is common.

The meaning of the questions that are being asked can be clarified to avoid being misconstrued.

It is easier to divine who has read the textbook from who understands the textbook with an in depth questioning.

It is more difficult to cheat on these tests or plagiaries from other students.

Of course, no assessment method is perfect. There are a few cautions to keep in mind when considering whether to use oral assessment.

Some students are shy or nervous and have difficulty communicating knowledge coherently in high stress situations, and this effect is often amplified when they must speak directly to the examiner.

For students whose first language is not English, this may be more challenging than a written test, where they have time to carefully consider how to phrase their ideas. Depending on the size of the class and the length of the assessment, this can be a time consuming process.

Should you decide that oral assessment can enhance your class, there are a few general tips to keep in mind when planning and administering the test.

Prepare students in advance by explaining how the oral examination will work, and if feasible, having practice exams in class so that the students are aware of what is expected of them.

When questioning the students' knowledge, the questions must be flexible depending on the students answer. Some students may explain something in the initial response that was part of your follow-up questions, or may not include a relevant concept in their answer. You must use your best judgment and change the questions as necessary to establish the understanding of each student.

Prepare a rubric, or marking guide of some kind in advance. This way, you can do all the initial marking while the student is talking. You can change it later, but it probably will not be necessary. This makes marking quick and simple.

**Record yourself technique**

**Definition**

Gate, 2008 defined record yourself as anything (such as a document or a phonograph record or a photograph) providing permanent evidence of or information about past events.

**Importance of using Record yourself to improve English pronunciation**

Brown (2008) says, nowadays there are also computer programs and one or two sites that show you a wave form analysis of your voice and compare it to the wave form of the voice that you are copying. Most of the programs then give you a score, e.g. 76 points for being 76% similar to the model recording. It is as amazing as that sounds to see that up on the computer screen, but there are still all

kinds of technical and practical problems with this system. One issue is that equal weighting is given to unimportant things like exactly matching the tone of the speaker and important things like stressing the right words. The other thing is that there are actually many other perfectly correct ways of saying the word or phrase, but you have to copy the (perhaps idiosyncratic) version that the computer is producing. If you are copying someone with a different age or gender, you might not want to copy them 100%! Nevertheless, getting visual clues or a score is very motivating, and I spent longer on a Japanese CD ROM that did this than any of the other language learning games and other materials that I was using at the time. It also made me listen to my own production very closely.

**Ways of recording your pronunciation**

**Software for recording your voice**

There is a great free audio recording program called AUDACITY that is available for Windows, OSX and Linux. Using **Audacity** you can record your voice, play it back and also save it out as an MP3 for listening back later in order to listen if your pronunciation is correct or not.

To record your voice with Audacity all you need to do is select your microphone as the input device in the settings and you can start recording, to save out as MP3 you will need to install an MP3 encoder. If you are using the Quick time 10 in OSX, then there is audio recording functionality built in.

**WordBanker program**

According to wordBanker web site mentions that WordBanker is a multi-language program that allows you to learn new words and be tested on them, "banking" a store of new vocabulary as you go.

WordBanker really does cover a wide variety of languages - Arabic, Chinese, Croatian, French, German, Greek, Italian, Portuguese, Russian, English, Spanish and Swedish, to be precise. Before you start, you must download each language pack from the WordBanker website - this is free, but obviously requires an Internet connection. Once your languages are installed, you are ready to set a daily time goal, chose your language combo and get practicing.

WordBanker has two modes - Practice and test. In the Practice section, the program reads out the word in the foreign language and in English. You then repeat the word as many times as you need to commit it to memory. The foreign languages are read by native speakers, while the English is read in a British accent. You then enter WordBanker's test mode, where you have three test options - multiple choice, hear the word or type the answer - to check how well you have absorbed the new vocabulary.

WordBanker includes a number of other functions that are pretty handy, such as the ability to print vocabulary lists, import and export your own glossaries, create a practice MP3 and record your own pronunciation of new vocabulary. WordBanker also summarizes your current session and provides you with a small report when you have finished - an easy way to let you know if you are keeping up with your practice commitments!

There are a number of settings in WordBanker and they can be accessed from the menu at the top of the screen. Remember that the visible options change depending on what part of the program you are in, so if you can't find a setting, exit the screen you are in and see if it appears. In all, WordBanker is a useful little program for practicing basic vocabulary, especially if you are learning multiple languages. It is probably too basic for more advanced learners, however, although WordBanker can be made slightly more difficult by hiding possible answers, an option that can be toggled in the configuration settings.

For beginners and intermediate learners, WordBanker is an excellent opportunity to expand and cement your vocabulary.

**Recent changes**

- Join your unbanked words to create single practice MP3's. Ideal for using with your portable mp3 player or burning onto MP3 CD's so you can practice on your way to work

- Record yourself and compare your pronuctiation with a native speaker.

- Option to cover the multiple choices to remove the "visual clue"

- Improved interface for creating and editing words

- Print lists of your unbanked words

- Backup utlility

- Add words to your standard as well as custom categories

- Restrictions Removed in evaluation version

- Add unlimited words to your custom categories

- Single or mutliple user mode

**Speech solution program**

According to SpeechSolution web site, says that Speech solution program is simple and straightforward, and you will quickly get the hang of it. However, you should not be fooled into thinking that Speech solution program is a serious educational software application.

Speech solution program curriculum has been created so that after you finish all the lessons in the carefully planned prescribed order (without skipping lessons) your pronunciation skills will be notably better. At times, you may feel a bit bored by the constant repetition; however, that is a mostly unavoidable result of – the necessary "repeat until perfect" aspect of pronunciation lessons. Stick with it and you will see and most importantly HEAR the results.

Speech solution program includes more than 400 words with dictionary definitions, which is more than enough to enhance your understanding of the basic speech and pronunciation patterns in American English. In Speech solution program you will mainly encounter simple mono- or di-syllabic words; however, if you look closer you may realize that they are not as simple as they first appear.

**Wordbells program**

According to WordBells wed sites states that Data base of more than 70,000 words including professionally recorded audio.

High end simulation of Spelling Bee competition.

Ultimate tool to memorize Spellings of English words.

Specific Modules for learning words.

Suitable for all students starting from Grade 1.

Option to choose both American and British English versions.

Record your own pronunciation and compare it with professionally recorded ones.

The only application in the market with a database of over 70000 words

Spelling Bee practice and exam simulation real time

Online Competition across the Globe

Pronunciation Corrector

Vocabulary Builder

Develop Your English Spellings - fast and easy!

## f. METHODOLOGY

**Design of the research**

The present research work is based on the Action Research as a constructive enquiry, which is carried out in order to understand, to evaluate and then to change a situation, at the time the research is conducting and improve educational practice.    This study is an educational research that will allow the practitioner to study and practice a variety of aspects making use record yourself with the purpose to improve the learning of English pronunciation.

**Methods, techniques and instruments**

**Methods**

The following general methods will be applied along the Research:

**The scientific method** will facilitated the study of appropriate resources to improve vocabulary learning. Also, it will help in the observations done before and during the intervention. This one will support with gathering data to make relevant predictions about the possible solutions.

**The descriptive method** will be useful to describe the difference stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of investigation.

**The analytic-synthetic method** will be used to analyze and interpret the obtained results through the tests. It also will help to draw up the conclusions.

**The statistics method** will be used to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the observations and the teacher´s diary.

This research work also will follow the process of an action research which includes planning, acting, observing and reflecting suggests, proposed by Kemmis (2000).

This process will help the researcher to see if any necessary modification or amendment would be necessary to improve student´s pronunciation learning.

The process of the research will be carried out systematically, by collecting data on one´s everyday practice, analyzing it in order to draw conclusions about how future practice should be.

**Techniques and instruments**

**Data collection**

To collect the data, tests, questionnaires, observations and a diary will be designed and applied at the beginning, during and after the application of intervention plan.

**Tests**

Two kinds of tests will be used. A pre-oral test of questions will be used to diagnose the level of the students' knowledge on pronunciation. The same pre-oral test will be used as post-oral test and applied at the end of the intervention plan, to obtain information about students' progress on pronunciation learned during the intervention. The oral test will be conducted in class and the researcher will give students a clear explanation and clarify all queries raised.

**Observation**

Through the observation sheet the researcher will observe the students´ performance during the lesson. It also will be used to determine what has happened in class and then analyze and reflect upon the findings when the plan ends.

**Questionnaires**

Pre and post questionnaire with five closed questions and multiple choices will be applied to obtain information from students about the development of pronunciation inside the classroom. This instrument will be applied at the beginning and at the end of the intervention plan.

**Field diary and notes**

The researcher will use a diary to record what happens in each lesson. It will help to write up the findings during the intervention, relevant vents during the observation or particular situations that happen.

**Procedures**

The action researcher work process will involve the following stages:

The intervention plan will start and end with the application of two oral tests. The first one will be applied at the beginning of the study to collect data from students. And the other one will be applied at the end to verify if students improve or not their pronunciation.

During the development of the lesson a variety of activities will be introduced to practice and improve students´ pronunciation. Likewise, the observation

checklist and diary will be used to record particular situations and to observe students´ performance. The findings before and after the intervention plan will be compared and analyze to draw up conclusions about the research work.

**Tabulation**

The tabulation of data will be done with the results obtained in the oral tests. A logical analysis will be done with the information received.

**Organization**

The researcher will organize the work, based on the information received in all the strategies applied to compare and analyze the impact of the intervention plan. A report of the intervention will be disseminated with the findings and ideas among the teachers, partners and the school

**Description**

The obtained data will be described in graphics considering the information pre and post intervention. The description of each question will be completed to facilitated the interpretation of the information shown, and also do the logical analysis of the data received.

**Population**

The students of first year of Bachillerato are who will participate in the development of this action research. The participants of the study are 24 students between boys and girls. They are between fourteen and fifteen years old. The students received five hours per week with a certified teacher.

**Intervention and observation plan**

**Alternative**

Record yourself technique to improve English pronunciation with students of first year of Bachillerato, at "San Pedro de Vilcabamba" high school, during the academic year 2014-2015.

**Objectives**

To improve students' pronunciation, the researcher provides them the technique to practice the English pronunciation through speech solution program.

To solve the English pronunciation mistakes using Speech Solution Program.

**Introduction**

The intervention plan is a two months program that will prepare students of first year of Bachillerato. (Through the use of record yourself technique) to improve the pronunciation.

The goal of the intervention plan is to motivate students in the learning of pronunciation with activities that speech solution program provides in order to learn the correct pronunciation in an interesting way.

This plan includes eight lessons in these lessons consist in a set of activities such as listening the correct pronunciation then repeat the pronunciation after that record the students' voice and finally they have the chance to compare the pronunciation. Also this program provides the opportunity to practice all the sounds with exercises.

Each lesson is developed in the three steps of ESA (Engage, Study and Activate). Jeremy Harmer (2011).

*Engage*; this step will be developed arousing students´ interest. In learning the vowel, consonant and cluster sounds, by listening to the correct program exercises.

*Study;* during this step students will be asked to listen and repeat a list of words by identifying.

The vowel, consonant and cluster sounds; by recording and comparing their pronunciation.

*Activate;* this step will be develop making students realize and reflect on their own pronunciation mistakes sound progress

*Practice*

Students will have the chance to listen to the correct pronunciation and then record their voice in order to compare if their pronunciation is correct. Also this program provides the student to compare the pronunciation.

**Performance**

First students can listen to the correct pronunciation of the vowel, consonant and cluster sound.

Students will be comfortable to record their voice.

After they can listen and compare the pronunciation and if they pronounce the word in an incorrect way they have the opportunity to listen again and correct their pronunciation mistakes

**Period**

This plan will be carried out into effect throughout the months of April and June during the academic year 2014-2105.

**RESEARCH PROBLEM**: How does record yourself technique to improve English pronunciation with students of first year of Bachillerato, at "San Pedro de Vilcabamba" high school, during the academic year 2014-2015. ?

**DATA COLLECTION INSTRUMENTS:** Oral test and questionnaire

| W E E K  O N E  (2 hours) | LEARNING OUTCOMES | TOPIC | INSTRUMENNTS FOCUS | RESOURCES |
|---|---|---|---|---|
| | Students will be able to answer the pre-oral test and the pre questionnaire | Pronunciation assessment | Pre-Test and pre-questionnaire  The researcher presents and explains how the pre oral test will be developed.  Researcher presents the questionnaire and explains how to answer it.  Students answer the questions. | Pre- oral test. Pre- questionnaire |

**SUPPORT:** coaching and guidance from the university professor

**OBSERVATION NOTES:**

**RESEARCH PROBLEM**: How does record yourself technique to improve English pronunciation with students of first year of Bachillerato, at "San Pedro de Vilcabamba" high school, during the academic year 2014-2015. ?

**DATA COLLECTION INSTRUMENTS:** field diary and rubric

| W E E K T W O (2 hours) | LEARNING OUTCOMES | TOPIC | INSTRUMENNTS FOCUS | RESOURCES |
|---|---|---|---|---|
| | Students will be able to: Identify the vowel sounda a.e, i, u, y, and i: | Pronunciation of vowel sounds. a.e, i, u, y, and i: | **Record yourself technique:** **Engage** The researcher presents vowel sound pronunciation by using minimal pair's exercises. **Study** Researcher presents the vowel sounds trough minimal pair's examples. In order to recognize specifics vowel sounds. Researcher gives a list of words with the vowel sounds. Students pronounce the words producing the correct sound pronunciation. Students compare their pronunciation with the original one. **Activate** Students make a self-evaluation of their performance and read the list of words in front of the class trying to correct their pronunciation mistakes. Teacher helps them if needed Teacher checks the tasks. | Computers Speakers Work sheet Speech solution program |

**SUPPORT:** coaching and guidance from the university professor

**OBSERVATION NOTES:**

**RESEARCH PROBLEM**: How does record yourself technique to improve English pronunciation with students of first year of Bachillerato, at "San Pedro de Vilcabamba" high school, during the academic year 2014-2015. ?

**DATA COLLECTION INSTRUMENTS:** field diary and rubric

| W | LEARNING OUTCOMES | TOPIC | INSTRUMENNTS FOCUS | RESOURCES |
|---|---|---|---|---|
| E<br><br>E<br><br>K<br><br>T<br><br>H<br><br>R<br><br>E<br><br>E<br><br>**(2 hours)** | Students will be able to: Identify the vowel sound ei, æ, a:, ai, au and o | Pronunciation of vowel sounds ei, æ, a:, ai, au and o | **Record yourself technique:**<br>**Engage**<br>The researcher presents vowel sound pronunciation trough tongue twister exercises<br>**Study**<br>Researcher gives a list of words with vowel sounds.<br>Students pronounce the words producing the correct sound pronunciation.<br>Students compare their pronunciation with the original one.<br>**Activate**<br>Students make a self-evaluation of their performance and pronounce 5 words and trying to correct their pronunciation mistakes.<br>Teacher helps them if needed<br>Teacher checks the tasks. | Computers<br>Speakers<br>Work sheet<br>Speech solution program |

**SUPPORT:** coaching and guidance from the university professor

**OBSERVATION NOTES:**

**RESEARCH PROBLEM**: How does record yourself technique to improve English pronunciation with students of first year of Bachillerato, at "San Pedro de Vilcabamba" high school, during the academic year 2014-2015. ?

**DATA COLLECTION INSTRUMENTS:** field diary and rubric

| | LEARNING OUTCOMES | TOPIC | INSTRUMENNTS FOCUS | RESOURCES |
|---|---|---|---|---|
| **W E E K** **F O U R** **(2 hours)** | Students will be able to: Identify the consonant sound: b, c, g, h, k and l | Pronunciation of consonant sounds b, c, g, h, k and l | **Record yourself technique:** **Engage** The researcher presents consonant sound pronunciation trough minimal pair´s exercises **Study** Researcher gives a list of words with consonant sounds. Students pronounce the words producing the correct sound pronunciation. Students compare their pronunciation with the original one. **Activate** Students make a self-evaluation of their performance and pronounce 5 consonant sounds and trying to correct their pronunciation mistakes. Teacher helps them if needed Teacher checks the tasks. | Computers Speakers Work sheet Speech solution program |

**SUPPORT:** coaching and guidance from the university professor

**OBSERVATION NOTES:**

**RESEARCH PROBLEM**: How does record record yourself technique to improve English pronunciation with students of first year of Bachillerato, at "San Pedro de Vilcabamba" high school, during the academic year 2014-2015. ?

**DATA COLLECTION INSTRUMENTS:** field diary and rubric

| | LEARNING OUTCOMES | TOPIC | INSTRUMENNTS FOCUS | RESOURCES |
|---|---|---|---|---|
| **W E E K  F I V E (2 hours)** | Students will be able to: Identify the consonant sounds s, f, z, w, j and p | Pronunciation of consonant sounds s, f, z, w, j and p | **Record yourself technique:** **Engage** The researcher presents consonant sound pronunciation using tongue twister. **Study** Researcher gives a list of words with consonant sounds. Students pronounce the words producing the correct sound pronunciation. Students compare their pronunciation with the original one. **Activate** Students make a self-evaluation of their performance and read the list of words in front of the class trying to correct their pronunciation mistakes. Teacher helps them if needed Teacher checks the tasks. | Computers Speakers Work sheet Speech solution program |

**SUPPORT:** coaching and guidance from the university professor

**OBSERVATION NOTES:**

**RESEARCH PROBLEM**: How does record yourself technique to improve English pronunciation with students of first year of Bachillerato, at "San Pedro de Vilcabamba" high school, during the academic year 2014-2015.?

**DATA COLLECTION INSTRUMENTS:** field diary and rubric

| | LEARNING OUTCOMES | TOPIC | INSTRUMENNTS FOCUS | RESOURCES |
|---|---|---|---|---|
| **W E E K**<br><br>**S I X**<br>**(2 hours)** | Students will be able to: Identify the cluster sound: pl, pr, bl and bl. | Pronunciation of cluster sounds pl, pr, bl and bl. | **Record yourself technique:**<br>**Engage**<br>The researcher presents cluster sound pronunciation with minimal pairs exercises<br>**Study**<br>Researcher gives a list of words with cluster sounds. Students pronounce the words producing the correct sound pronunciation.<br>Students compare their pronunciation with the original one.<br>**Activate**<br>Students make a self-evaluation of their performance and pronounce 5 words and trying to correct their pronunciation mistakes.<br>Teacher helps them if needed<br>Teacher checks the tasks. | Computers<br>Speakers<br>Work sheet<br>Speech solution program |

**SUPPORT:** coaching and guidance from the university professor

**OBSERVATION NOTES:**

**RESEARCH PROBLEM**: How does record yourself technique to improve English pronunciation with students of first year of Bachillerato, at "San Pedro de Vilcabamba" high school, during the academic year 2014-2015. ?

**DATA COLLECTION INSTRUMENTS:** field diary and rubric

| | LEARNING OUTCOMES | TOPIC | INSTRUMENNTS FOCUS | RESOURCES |
|---|---|---|---|---|
| **W E E K** **S E V E N** **(2 hours)** | Students will be able to: Identify the cluster sound: dr, kl, kr and gl | Pronunciation of vowel sounds dr, kl, kr and gl | **Record yourself technique:** **Engage** Researcher presents the cluster sounds with tongue twister exercises. **Study** Researcher gives a list of words with vowel sounds. Students pronounce the words producing the correct sound pronunciation. Students compare their pronunciation with the original one. **Activate** Students make a self-evaluation of their performance and pronounce correctly the cluster sounds in the word and trying to correct their pronunciation mistakes. Teacher helps them if needed Teacher checks the tasks. | Computers Speakers Work sheet Speech solution program |

**SUPPORT:** coaching and guidance from the university professor

**OBSERVATION NOTES:**

**RESEARCH PROBLEM**: How does record yourself technique to improve English pronunciation with students of first year of Bachillerato, at "San Pedro de Vilcabamba" high school, during the academic year 2014-2015.?

**DATA COLLECTION INSTRUMENTS:** field diary and rubric

| W E E K  E I G H T (2 hours) | LEARNING OUTCOMES | TOPIC | INSTRUMENNTS FOCUS | RESOURCES |
|---|---|---|---|---|
| | Students will be able to perform the post oral test and post-questionnaire. | Develop the post-test and questionnaire | **Test and questionnaire.** Researcher presents a test to prove the student´s progress in pronunciation.  Researcher asks students the oral test questions. Ss. answer the oral-test  Researcher gives students the questionnaire, students answer the questions and the researcher checks answers. | Post-oral test  Post-Questionnaire |

**SUPPORT:** coaching and guidance from the university professor

**OBSERVATION NOTES**

## g. TIME LINE

| PHASES | ACTIVITIES | 2015 | | | | | | | | | | | 2016 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Feb | Mar | Apr | May | Jun | Jul | Aug | Sept | Oct | Nov | De | Jan | Feb | Mar |
| PROJECT | Project presentation | x | | | | | | | | | | | | | |
| | Appointment of the teacher advisor | | x | | | | | | | | | | | | |
| | Project approval | | x | | | | | | | | | | | | |
| | Appointment of thesis advisor | | x | | | | | | | | | | | | |
| INTERVENTION/ ACTION | Application of the Instruments | | x | | | | | | | | | | | | |
| | Act-observe | | | xxxx | xxxx | | | | | | | | | | |
| THESIS PROCESS | data organization and tabulation | | | | | xx | | | | | | | | | |
| | Interpreting and reflecting | | | | | xx | | | | | | | | | |
| | Writing up and reporting | | | | | | xx | | | | | | | | |
| | Presenting the thesis report | | | | | | x | | | | | | | | |
| | Thesis revisión | | | | | | x | | | | | | | | |
| | Submission of the folder | | | | | | | | xxxx | xxxx | xxxx | | | | |
| | Thesis presentation | | | | | | | | | | | xxxx | | | |
| | Private review and thesis approval | | | | | | | | | | | xxxx | | | |
| | Corrections | | | | | | | | | | | | | xxxx | |

**h. BUDGET AND FINANCING**

**ORGANIZATION AND MANAGEMENT OF THE RESEARCH**

**RESOURCES**

**Human**

- The researcher,

- The 1st year of Bachillerato.

- The teacher

**Material**

- Speech Solution Program

- Paper

**Technical**

- Computers

- Speakers

- Internet

**BUDGET**

| RESOURCES | COST |
|---|---|
| Internet | $40.00 |
| Print of reports | $35.00 |
| Print of the project | $50.00 |
| Print of the final report and thesis | $150.00 |
| Unexpended expenses | $100.00 |

| Total | $375.00 |
|-------|---------|

**Financing**

The financing of the expenses derived from the research work will be assumed by the research author.

All expenses related to the present research work will be assumed entirely by the research conduction the investigation.

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SpeechSolution program. Software for recording the pronunciation from:
http://speechsoluctionprogram.com

# UNIVERSIDAD NACIONAL DE LOJA

## ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

## ENGLISH LANGUAGE CAREER

**PRE AND POST ORAL TEST**

1. **Pronounce the following words. Fluency (2.5points)**

   Fruit                    Moon

   Sugar                    Born

   Man

2. **Pronounce the following comparative words. Intonation (2.5 points)**

   Help- health
   Ship-sheep
   Birth-bird

3. **Pronounce the following words. Fluency (2.5 points)**

   Under                    Carry

   Couple                   Ocean

   Laugh

4. **Pronounce the following comparative words. Intonation (2.5 points)**

   Knees-niece
   Massage-message

**Out of _____ 10 points**

**UNIVERSIDAD NACIONAL DE LOJA**

**ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE CAREER**

**PRE-AND POST QUESTIONNARIE**

**As an undergraduate of English Language Career, the research is doing a section research work about the record yourself. This study will help you to improve your pronunciation of the English Language Learning for that reason I asked you politely to answer the questions in a real and responsible way.**

1. **Have you ever worked with record yourself?**

   Yes (    )                              No (    )

2. **Which techniques help you to practice pronunciation?**

   Read out loud                   (    )
   Singing                         (    )
   Listen to others                (    )
   Record yourself                 (    )
   Listen to spoken English as often as possible     (    )
   Other                                        (    )

3. **How often does your teacher use record yourself to teach pronunciation?**
   Always                  (    )
   Sometimes               (    )
   Never                   (    )

4. **Do you think that record yourself help you to learn pronunciation?**

   Yes (    )                              No (    )
5. **If you had the opportunity to work with record yourself would you use it to solve your pronunciation mistakes?**

   Yes (    )                              No (    )

# Researcher Field diary

| | | | | | | |
|---|---|---|---|---|---|---|
| **Lesson** | | | | | | |
| **Activity** | | | | | | |
| **Objective:** | | | | | | |
| **Materials:** | | | | | | |
| **Timing:** | | | | | | |
| **Procedure:** | | | | | | |
| **Grouping:** | | | | | | |
| **Do students like it?** | Yes | | For a while | | Not really | |
| **Are they bored?** | Yes | | No | | | |
| **Do they make an effort?** | | | | | | |
| **Comments** | | | | | | |

**OBSERVATION SHEET**

| OBSERVATION SHEET | | | | |
|---|---|---|---|---|
| **Observer: …………………….….** | | | **Date:………..** | |
| **Things to be observed** | **ACTIVITIES** | **YES** | **NO** | **SOMETIMES REMARKS** |
| **Have all the students participated during class?** | | | | |
| | | | | |
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| | | | | |
| **Was the activity appropriated for the class?** | | | | |
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| | | | | |
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| | | | | |
| **Were the objectives for the activities accomplished?** | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| **Suggestions to the activities done** | | | | |
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# Rubric to evaluate pronunciation

An oral speaking rubric was designed to identify the students' pronunciation and to keep evidence the students' proficiency in the oral speaking test (pre and post- test).

The oral speaking rubric adopted in this study was designed basing on the literature collected about pronunciation to rate students' oral performance. The criteria and the scale in this research were used to identify the students' proficiency on the oral pronunciation and also it will help to grade the pre and post oral test

| ASPECTS | Poor 1-2 | Good 3-4 | Excellent 5 |
|---|---|---|---|
| **Fluency**<br><br>Fluency in pronunciation is about the ability to speak at a suitable speed without too much hesitation and false starts | Difficult to understand what they want to say | Several hesitation when they speak | Speak in natural speed and easy to understand |
| **Intonation**<br><br>Pitch within an utterance tends to start low and be kept low until the first stressed syllable | A lot of intonation mistakes don't use the correct pitch | Misunderstand of the words for the bad use of tone. | Talk with good tone of the words. |

**MATRIX**
**THEME:**RECORD YOURSELF TECHNIQUE TO IMPROVE ENGLISH PRONUNCIATION WITH STUDENTS OF FIRST YEAR OF BACHILLERATO, AT "SAN PEDRO DE VILCABAMBA" HIGH SCHOOL, DURING THE ACADEMIC YEAR 2014-2015.

| PROBLEM | OBJECTIVES | THEORETICAL FRAME | METHODOLOGY DESIGN (ACTION RESEARCH) | INSTRUMENTS |
|---|---|---|---|---|
| **Main research problem**<br><br>How does record yourself technique to improve English pronunciation with students of first year of Bachillerato, at "San Pedro de Vilcabamba" high school, during the academic year 2014-2015.<br><br>**Sub-problems**<br><br>What kind of theoretical references about pronunciation and record yourself are effective to help the students of first year of Bachillerato? | **General**<br><br>To use record yourself technique to improve English pronunciation with first year students of Bachillerato at "San Pedro de Vilcabamba" High School, during the academic year 2014-2015.<br><br>**Specific**<br><br>To investigate the theoretical references about record yourself and English pronunciation to help of first year students of Bachillerato at "San Pedro de Vilcabamba" high school, during the | **English pronunciation**<br><br>Definition<br><br>How important is pronunciation?<br><br>Two types of pronunciation of English language.<br><br>Specific pronunciation features.<br><br>Rules or English pronunciation.<br><br>Teaching pronunciation.<br><br>Techniques to teach English | Preliminary investigation<br><br>Observation of the English classes.<br><br>Stating the background of problem.<br><br>Describing the current situation<br><br>Location and review the literature.<br><br>Creating a methodological framework for the research.<br><br>Preparing an intervention | Questionnaires<br><br>Tests<br><br>Field dairy<br><br>Rubric |

| | | | | |
|---|---|---|---|---|
| | academic year 2014-2015. | pronunciation. | plan. | |
| What are the negative issues that limit the learning of students of first year Bachillerato? | To diagnose the problems that limit the English pronunciation of first year of Bachillerato at "San Pedro de Vilcabamba" high school, during the academic year 2014-2015. | The best way to evaluate pronunciation is through an oral assessment. | **Presenting of research findings.**<br><br>**Reflecting, analyzing and answering the proposed inquire.** | |
| What are the importance phases of the intervention plan that address the correct pronunciation issues of the pronunciation with record yourself of first year students of Bachillerato. | To design an intervention plan with the use of record yourself technique to improve pronunciation of first year of Bachillerato at "San Pedro de Vilcabamba" high school, during the academic year 2014-2015. | **Record yourself**<br><br>Definition<br><br>Importance of using record yourself to improve English pronunciation. | **Organization the final report.** | |
| Which record yourself activities are applied to | To apply the record yourself technique as part | Ways of recordings your pronunciation. | | |

| | | | | |
|---|---|---|---|---|
| improve to improve pronunciation of first year students of Bachillerato. | of the lessons to reduce students´ limitations in English pronunciation of first year of Bachillerato. | | | |
| How does record yourself as part of the classroom activities solve the limitations in English pronunciation learning of first year students of Bachillerato? | To value the effect that the record yourself had on the first year of Bachillerato at "San Pedro de Vilcabamba" High School, during the academic year 2014-2015. | | | |

## GRADING SCALE FOR EVALUATE PRONUNCIATION

| Aspects | Poor | Good | Excellent |
|---|---|---|---|
| **Fluency**<br>Fluency in pronunciation is the ability to speak at a suitable speed without too much hesitation and false starts. | 1-2 | 3-4 | 5 |
| **Intonation**<br><br>Pitch within an utterance tends to start low an kept low until the first stressed syllable. | 1-2 | 3-4 | 5 |

**Elaboration:** The researcher

8/10 Expected level before and after the intervention plan.

# INDEX