



**ARMY POLYTECHNIC SCHOOL**

**DEPARTMENT OF LANGUAGES**

**APPLIED LINGUISTICS IN ENGLISH PROGRAM**

***TITLE:* SECOND LANGUAGE LEARNING**

**PRODUCES VOWEL MISPRONUNCIATION**

**IN THE PUPILS OF SEVENTH GRADE**

**IN DOMINGO SAVIO SCHOOL, FOR BOYS**

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**QUITO - ECUADOR**

**2007**

## **CERTIFICATION**

**We, Msc. Daniel Herrera E., Director, and Msc. Juan F. Donoso E., Co-director, duly certify that the thesis entitled: *SECOND LANGUAGE LEARNING PRODUCES VOWEL MISPRONUNCIATION IN THE PUPILS OF SEVENTH GRADE IN DOMINGO SAVIO SCHOOL, FOR BOYS*, has been reviewed and found it apt for oral sustain**

**Sincerely,**

**Msc. Daniel Herrera Ch.**

**Director**

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## **DECLARATION**

**This study was written and compiled personally by myself. The books that were consulted are listed in the bibliography. The authorities, teachers, and pupils at St. Domingo Savio School, for Boys in Tena –Napó can verify that the material was collected by my survey and not from a book.**

**Manuel Mesías Salas Gallegos**

## **DEDICATION**

**To Lord God Almighty who has been with me every moment when I asked him for help to pacify my mind when I was confused and I was tempted to give up without finishing, He gave me self-confidence to develop and complete it and I would also like to express my complete gratitude to my parents Olmedo and Mariana and my friend Miss. Veronica Niven who taught me patiently everyday unconditionally when I asked and needed helped.**

**To my wonderful family mainly to my wife Elisa Zambrano and my sons Olmedo Enmanuel, and Luis Enmanuel who silently told me with loving and patience “Daddy finished it”.**

**Manuel Mesías Salas Gallegos**

## **ACKNOWLEDGEMENTS**

**I would like to take this opportunity to thank everyone who has been influential in my life and express my gratitude to the teachers who have directed my thoughts about speech, language, and learning over the years: Msc. Juan F. Donoso E., Dr. Oswaldo Villa., Ing. Valerie Montesdeoca and Miss. Veronica Niven**

**I would also like to thank to my thesis Director Msc. Daniel Herrera Ch., and Co-director Msc. Juan F. Donoso E., for their advice, suggestions throughout.**

**My acknowledgement also to the Army Polytechnic School at Distance Learning Mode, and especially to the Department of Language, which supported and encouraged me to do this paper**

**Finally, I would like to acknowledge my gratitude to our God Almighty for give me the intellectual capacity and, my wonderful ever supportive wife Elisa Zambrano and, my two sons Olmedo E. and, Luis E. who were my daily motivation to complete it.**

**Manuel Mesias Salas Gallegos**

# CONTENTS

COVER PAGE

CERTIFICATION

DECLARATION

DEDICATION

ACKNOWLEDGEMENTS

CONTENTS

	<b>Page</b>
INTRODUCTION.....	<b>1</b>
 <b>CHAPTER ONE</b>	
<b>RESEARCH PROBLEM</b>	
1.1. Establishment of the Problem.....	<b>5</b>
1.2. Objectives.....	<b>7</b>
1.2.1. General Objective.....	<b>7</b>
1.2.2. Specific Objectives.....	<b>7</b>
1.3. Justification.....	<b>8</b>
 <b>CHAPTER TWO</b>	
2. Theoretical Frame.....	<b>10</b>
2.1.1 Basic Concepts in Phonology.....	<b>11</b>
2.1.2 Needs Assessment.....	<b>12</b>
2.1.3 Pupils Pronunciation Profile.....	<b>16</b>
2.2 How speech Sound are Made.....	<b>17</b>
2.3 The English Spelling System.....	<b>20</b>

<b>2.4</b>	<b>Positional Variation.....</b>	<b>26</b>
<b>2.5</b>	<b>English Segmental Aspects.....</b>	<b>28</b>
	<b>2.5.1 Vowel.....</b>	<b>28</b>
	<b>2.5.2 Consonants.....</b>	<b>32</b>
	<b>2.5.3 Schwa.....</b>	<b>34</b>
	<b>2.5.4 Complex Vowel.....</b>	<b>34</b>
<b>2.6</b>	<b>I.P.A. Transcription.....</b>	<b>35</b>
<b>2.7</b>	<b>English Supra-segmental Aspects.....</b>	<b>37</b>
	<b>2.7.1 Stress, Rhythm, and Intonation .....</b>	<b>37</b>
	<b>2.7.2 Minor and Major Stress.....</b>	<b>39</b>
	<b>2.7.3 Juncture and Intonation Pattern.....</b>	<b>40</b>
	<b>2.7.4 Contrastive Analysis of the Sound of English and Spanish...</b>	<b>40</b>
	<b>2.7.5 Modification of the Sound.....</b>	<b>42</b>
<b>2.8</b>	<b>Pupils Common Pronunciation Problem.....</b>	<b>43</b>
	<b>2.9 Types of Motivation</b>	
	<b>2.9.1 Extrinsic Motivation.....</b>	<b>43</b>
	<b>2.9.2 Intrinsic Motivation.....</b>	<b>44</b>
<b>2.10.</b>	<b>Others Factor in Foreign Language.....</b>	<b>45</b>
	<b>2.10.1 Personality Factor.....</b>	<b>45</b>
	<b>2.10.2 Linguistic Factor.....</b>	<b>45</b>
	<b>2.10.3 Biological Factor.....</b>	<b>46</b>

## **CHAPTER THREE**

<b>3.</b>	<b>Methodology.....</b>	<b>47</b>
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<b>3.1</b>	<b>Investigation Design.....</b>	<b>47</b>
<b>3.2</b>	<b>Implemented Methodology.....</b>	<b>48</b>
<b>3.3</b>	<b>Procedures and Statistics.....</b>	<b>48</b>
<b>3.4</b>	<b>Sample of Population.....</b>	<b>58</b>

#### **CHAPTER FOUR**

<b>4.</b>	<b>Analysis of Surveys.....</b>	<b>59</b>
<b>4.1.</b>	<b>Survey to Pupils.....</b>	<b>62</b>
<b>4.2.</b>	<b>Testing Influence of English Spelling on Pupil’s Pronunciation.....</b>	<b>65</b>

#### **CHAPTER FIVE**

<b>5.1.</b>	<b>Conclusions.....</b>	<b>65</b>
<b>5.2.</b>	<b>Recommendations.....</b>	<b>69</b>

#### **CHAPTER SIX**

<b>6.</b>	<b>Proposal.....</b>	<b>73</b>
<b>6.1.</b>	<b>Developing Teaching Syllabus.....</b>	<b>74</b>
<b>6.2.</b>	<b>Teaching Methods.....</b>	<b>77</b>
<b>6.3.</b>	<b>Teaching Games.....</b>	<b>79</b>

#### **BIBLIOGRAPHY**

#### **REFERENCE**

#### **INDEX**

#### **APPENDIXES**



## INTRODUCTION

It is acknowledged that the native language not only affects the ability to produce English sounds but also the ability to hear English sounds. Thus, in Ecuador where the majority of people speak Kichwa and /or Spanish, teachers of English from Napo noticed that Kichwa speaking students have better pronunciation than Spanish speaking students, in this context the Province of Napo has two education departments, one education department is bilingual Kichwa and Spanish and, the another education department is Spanish only. Spanish Department includes English in the time-table and in the rural area it usually does not exist in primary in the schedule due to staff shortages.

Students are continually frustrated when they produce new communication in this case when the sound is incorrect they repeat a mispronounced word, without clear knowledge. We noticed young children practices the sounds of the Spanish language they are learning they imitate, repeat, and sign consonant and vowel combination without effort. It is considered that learning to speak another language in this case English must be natural and automatic too, I consider, it is vital to teach and improve the speech in beginners learning of American English as a foreign language. Thus, it was written with the general EFL population in mind but it should be especially have to keep in mind use of the Multiple Intelligences, the Direct Method, the Suggestopedia Method, the Silent Method, the Community Language Learning Method, the Total Physical Response Method, the Communicative Approach for those pupils who wish to communicate more clearly in familiar, and academic, settings.

Thus, vowel pronunciation is identified as a major problem of learning another language. We noticed some pupils can read, write and understand American English, but

the majority will face situations in which their pronunciation interferes with clear and effective communication. Nowadays, English is not only the first language of business, sport and entertainment, but also is a worldwide spoken language included in the educational curriculum as a subject or even as a way of instruction necessary to get job, access to higher education, travel, etc, thus, important for pupils to improve their vowel pronunciation so they will be able to communicate confidently and be understood with relative ease.

Teachers of English accepted that a child who learns English as a second language acquires an authentic pronunciation when an early learning and motivation exists which satisfies his aspiration in order to acquire oral fluently.

Even though, “beginner” here is defined as a young person in the early stage of learning English as a second language In this context pupils in Seventh Grade have knowledge of elementary grammar, vocabulary, and pronunciation at the same level. Of course it has been noticed that the vowel pronunciation correlates poorly with language skill; however, the language class is made up of learner with similar language ability, in this field this study deals with the importance to challenge pupils to understand and, speak English without vowel mispronunciation and includes effective pronunciation tuition for beginner pupils in order to get them off to a good start in learning the English language and minimizes the risk of bad pronunciation habits that could make pupils between non native and native speakers difficult to understand.

Anyone who teaches English knows that a learner with good pronunciation, even if only at the word level, can be quite comprehensible to an English speaker with a high level of

grammatical error, while pupils of English with excellent grammar are not able to communicate if key words are pronounced incorrectly.

Therefore, the majority of teachers of English feel that if we were to immerse the pupils for six months within their school time table, it would be sufficient to produce bilingual pupils capable of survival in all-English classes. In the assessment of the vowel mispronunciation, we need to make some other changes in our teaching practice in order to assume good pronunciation for developing pupil success in oral fluency production. We must teach our pupils everyday and we think that everyone especially a child, is able to learn English quickly and easily.

There is an inherit problem of the difference in language. This is to say that English and Spanish are different languages sometimes with different grammar often with different vocabulary and usually with different pronunciation. Thus, they share some things in common, such as the Latin alphabet and the pronunciation of many of the letters. But at the same time, there are differences in that there are common sounds in Spanish which are not the same in English or exist in the English language.

Then, we are entitled Second Language Learning produce vowel mispronunciation in the Santo Domingo Savio School, for Boys in Seventh Grade. We mentioned some of the difficulties the researcher encounter when trying to identify the exact point at which mispronunciation took place. Therefore, we consider the most important thing that we have to remind in our pupils about learning, that there is no set time to learn English language, and we should encourage their attitude is a vital element for an improvement in vowel pronunciation to be achieved.

Evidently, we cannot forget the important role teachers have in motivating and, addresses the need correction pronunciation for pupils from Kichwa and Spanish language backgrounds. It is important to recognize that even though practice in pronunciation may not perfect, ignoring it or paying no attention to pupil's social factors through could result in huge damage to them. Thus, it is necessary to point out that some other factor for example: personality factor, linguistic factor, biological factor, cognitive factor, affective factor ones affect the good pronunciation in target language for that reason the body of this research focuses on problems of sounds/spelling patterns; vowel word endings, linking stress rhythm, and intonation common to pupil's backgrounds.

It includes conclusions and recommendations and the alternative proposal, to be applied at Domingo Savio Primary School, for Boys in Seventh Grade. Finally, it is included 10 item-tests, summary tables of study sample. Thus, it is important to spend time and energy in cultural activities due to culture should be deemed as a natural element within the teaching process when studying FL.

## **1. CHAPTER ONE**

### **1.1. ESTABLISHMENT OF THE PROBLEM**

The research made with the pupils of the Santo Domingo Savio School, for Boys in Tena. It confirmed that even though pupils have received class in English is determined that a large extent by a learner's native language. The clear indication that the sound inventory, rules combination, and the stress and intonation pattern of the native language are being transferred into the second language<sup>1</sup>

It is noticed that there are different pronunciation problems in EFL classroom that produce incomprehensibility a different levels with regard to individual English stress, intonation or sound patter. Likewise, there are words or phrases in the utterance that pupils and/or teachers are unfamiliar sound and pattern.

It is also noticed some others problems that could be considered in order to have and effective oral production:-- a) there may be a lack of mutual socio-cultural background. Thus, teacher of English do a reference for that pupils are not prepared no even in their own language.---b) certain forms used by teacher did not conform to the pupil's experience or expectation, it was resulted in the painful experience of not understand and/ or being understood.

The reasons in context, the experience of unintelligibility result in a high degree of

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1. Noanm Chomsky. Some general properties of Phonological Rules Language

frustration for both teachers and pupils, who see each moment of incomprehension as a personal fault and responsibility. For that reason precisely my experience has motivated the choice of Santo Domingo Savio School, for Boys in order to detect and diagnose what are the most common mistakes in pronunciation at beginner level, and to make a proposal to solve this problem in it.

Additionally, some pupils said that lack of motivation to develop their abilities to speak English was caused by the lack of knowledge and skill of the teacher to speak in good way. Then, said lack would result in lack of motivation for pupils to develop and accept and/or reasonable speech in EFL.

It is a reliable educational strategy which considers two fundamental requirements in order to have an effective communicative competence on behalf of pupils. Thus, the first one is to integrate pronunciation classes into EFL classroom, and the second one is to consider pupil's socio-cultural factors which largely determine the success or lack of success in achieving second language

## **1.2. OBJECTIVES**

### **1.2.1. GENERAL OBJECTIVE**

To determine the influence of vowel mispronunciation by pupils in second language learning in St. Domingo Savio School, for Boys in Seventh Grade, in order to help pupils to practice and identify the sound and rhythm of English, and also motivate them, in an attempt to minimize pupils' tendency of using habits from Spanish.

### **1.2.2. SPECIFIC OBJECTIVES**

To give these pupils the opportunity to practice aspects of the English sound system which are crucial for their speech improvement that facilitates vowel pronunciation in order to develop good communication.

To identify the methodology used by teachers to improve student's pronunciation in oral communication, and also to motivate pupils oral production in order to understand and to be understood when speaking foreign language

To discover the difficulties which demoralize teachers in the application of symbols for teaching communication in second language learning at Santo Domingo Savio School, for Boys in Seventh Grade

### 1.3. JUSTIFICATION

Perhaps the most interesting fact about the pronunciation of language in general is that there are enormous possibilities in the number and variety of sounds that the human vocal apparatus can produce, and yet only a small fraction of this potential variety is actually put to use in natural languages<sup>2</sup>. The pronunciation is the main factor in pupil's success in order to make speech understandable, for that reason they should develop some abilities in stress, rhythm, intonation, and articulation that support comprehension. Thus, at the present time teachers of English agree on the importance of increased use of the English language in the curriculum for that reason it is considered that English vowel pronunciation for FL learning serves as a guide for teachers of English where it helps activities and develops imagination of the pupils.

It must also help pupils overcome their natural tendency of using habits from Spanish when speaking English because this tendency is the source of misunderstanding experience. It is noticed this situation in both pupils and teacher of English when they have difficulties or when they have a conversation and don't understand what the speaker says; we noticed outside the classroom this kind of pupil's frustration. Thus, these pupils need to be encouraged to immerse in target language and enjoy speaking out or in the classroom in spite of the difficulties that they find because it is a part of foreign language learning.

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<sup>2</sup>. Roberth Stockwell, Donald Bowen. The sounds of the English and Spanish



Translation Method is one of them used in this school that limited because it predisposes the teacher to repeat the written information without a clear knowledge of the pronunciation which causes confusions amongst the students leading to loss of interest.

Even though the school initiative seminars that focus on teaching technique fall short in achieving the goals in communication and motivation of teachers and pupils as well as in methods of presentation and content of material that could deepen knowledge the EFL.

This is for the above reasons that lead me to investigate to what extent phonology techniques that have been used, accepted or simply unknown by the teachers who work in the English teaching with the Seventh Grade. We also find out if teachers are capable of encouraging pupils with this type of strategy, or if they'd benefit from alternative methods I could suggest that they could use to improve the results in the educational process.

## **CHAPTER TWO**

### **2.1 THEORETICAL FRAME**

It is fact pronunciation is a main factor in pupil's success in making them understood. Pupils need to develop some abilities in employing stress, intonation, and articulation in ways that support comprehension. Many teachers of English are themselves native speakers of Spanish, and in learning English they came up against the very inhibitions they find in their pupils. They remembered the experience of overcoming their own problems, and they are able to be skillful at passing this experience on to pupils. It must be a priority to help pupils overcome their natural tendency of using habits from Spanish when speaking English because this tendency is the source of misunderstanding and frustrations experienced for anyone who has actively tried to learn a foreign language. Years of experience as a teacher lead to the development of ingenious explanations and pedagogy to teach one particular interference point or another in learning second language. It noticed the frustration and difficulties when we remarks confuse the pupils, or when one teacher, produce oral production with pupil, is face with consciousness that he doesn't understand what the speaker is trying to say. Thus, this familiar situation is clearly lived in Santo Domingo Savio School, for Boys outside the classroom or inside it, for that reason pupils need to encourage to immerse them in target language, to take chances with it or enjoy speaking it, in spite of the difficulties that are a natural part of the foreign language process.

This is the purpose of increasing emphasis on pupil's oral communication, we know many experienced teachers have developed and educational strategy which links two fundamental areas of Applied Linguistic such as practicing pronunciation into English foreign language classroom and pupil's socio-cultural factor that evidently affect their

foreign language acquisition. It is notice that successful approach and methods used and proved in different and prestigious educational center around the world to teach foreign language, in order to minimize inter-language interference, and to improve pupil's fluency, knowledge, and ability involved in putting language to real communicative use.

This methodology strategy is a new teaching tool that is possible to be integrated by establishing step by step, and this proposal which aims to satisfy current and demanding pupil's need

### **2.1.1 BASIC CONCEPTS IN PHONOLOGY**

Phonology is the study of speech sounds in a particular language. Thus, Phonology is the study of speech sounds in a particular language, and how this sound system pattern and behaves in a particular language. As a main area of enquiry within linguistics is defined as the study of the abstract systems underlying the speech sounds of language. Nevertheless while all human being vocal organs are structurally very much alike, each language has its own system of combining the noises produced by the vocal tract, and it is this difference in the sound system which gives each language its particular quality.

According Noam Chomsky, human language is a genetic endowment that let children gradually become experts in reproducing the sounds of their own language since it is clear that the sound is the first part of the total system that babies discover. Thus, babies begin experimenting with the phonological system of the language they hear around them in the crib, and as they babble, they begin to sound more and more like

they are speaking even though their sounds are unintelligible. They learn the tune before the words.

Nevertheless, he has admitted that only severely subnormal children fail to develop a high degree of proficiency in their native language, and that only few motivated and intelligent people reach high standards in a foreign language learning, especially if they were exposed to the additional language as adult, because it is a matter of fact that they don't learn to produce sounds they are not familiarized with.

### **2.1.2 NEEDS ASSESSMENT**

The term "assessment" is heard often and is used in a number of ways. When the term assessment is used in relation to Educational Needs in school it means: finding out what a pupil can and cannot do and what a pupil needs to learn and finding out how Santo Domingo School, for Boys is able to assist.

This means a teacher does it all the time; continual assessment. It is carried out by the teacher in order to better pupils' pronunciation, Educational Psychologists, specialist support services and parents are used to plan for further teaching needs. Thus, it is something a teacher does in order to check a pupil's progress and see if the teaching is helping a child to develop.

It is necessary to wait until a child starts to learn English in school to carry out this assessment. If it is known that a beginner pupil is likely to have long term and complex Educational Needs, then such a Needs Assessment can be done at an early stage; so assessment in these circumstances often takes place in a school assessment facility. Assessment Needs in school includes a number of things. The teacher will ask

him/her what his/her pupil can do and will ask him/her about any concerns or suggestions she/he may have regarding their pupil in school. The teacher of English will plan how he/she will teach their pupil and check his/her progress regularly. Teachers may ask other Education Authorities from outside the school to become involved, for example; the Psychology Department, the Medical Officer for routine discussions and if more formal meetings are to be arranged that the teacher will be informed and involved in school planning where it has taken place at this stage, it will be subject to further reviews of our pupil's progress in order to see how the school plan to works.

There may be times when teachers and the Education Authority believe that our pupil's needs are not being met and that a further detailed assessment is required. It is at this point that an Assessment Needs may be recommended. This assessment involves getting written information from a number of authorities and most importantly from the parents. Bias has often arisen concerning the assessment process under taken by the Education Authority you may have heard it referred to as "Statementing" . This is incorrect. An assessment under taken by the Authority does not always result in a Statement of Special Educational Needs being made for our pupil.

Assessment Needs under the Education Department is also referred to as Statutory Assessment or Formal Assessment. This is the process by which the Education Authorities can discover exactly what our pupil's Assessments Needs are and determine whether special educational provision is needed and how this can best be provided.

Allow me to show how is an assessment needs carried out? Once it is proposed to make an Assessment Needs by the Education Department, parents are sent a letter which: -Explains that the Authority believes that an Assessment Needs is necessary, - describes briefly who may be involved in the Assessment Needs procedures, - invites parents to put forward any views they might have within 20 days. There is a strict timetable to the Assessment needs procedures under the Education Department giving teacher and parents, time to think, ask questions, seek independent advice and make a contribution to this important process.

Well, what happens next? As an investigator we have a few days to reply to this initial letter to say whether we agree or disagree that an Assessment Needs of our pupil should be carried out. If we disagree with the proposal to assess our pupil we should state our reasons in writing to the Education Authority, stating clearly why we do not advice them to proceed. The Authority will give careful consideration to our reasons before deciding whether or not to proceed and may wish to arrange a meeting with us to discuss the matter.

If we agree with the proposal to assess our pupil the assessment will go ahead after the period of time for response has expired, if you don't reply to the Educational Authority the assessment will go ahead after 20 days. Who is involved in the assessment? We and our pupil seek advice from: - our pupil's present school and also the previous year's teacher. - An Educational Psychologist, - a Medical Officer where necessary, - Social Services Department and - anyone else necessary and appropriate. Parents are

fully involved at each stage in the assessment needs and they are positively encouraged to provide advice of their own.

The teacher of English involved in the assessment needs of pupils will be contacted directly and the pupil will have the opportunity to be present during the assessment needs process. However, we can appreciate that a pupil may respond differently if parents are present when being assessed so sometimes it is suggested that they do not attend. The teacher of English will discuss with their pupils the outcomes of the assessment once completed. We will have opportunities to discuss any issues about the pupil with each professional involved. The investigator should receive a written copy of their advice which is also sent to the Education Authority.

The teacher's observation of pupil is made over a 12 weeks period. If the pupil does not attend appointments, this will delay the assessment process overall – parents need to remind their child to keep to the set timescale by encouraging full co-operation.

Once all the professional advice has been given, the Education Authority will then decide whether a Statement of Educational Needs is necessary for pupil. All the advice received during the Assessment Needs Process will be sent to the parent, for their information. If it were decided that an Assessment Needs will not be carried out, then a note in lieu of a statement will be issued instead, giving reasons why a statement has not been issued. In these cases the authority feels that the school can support its pupils from its own resources. However, parents have the right of appeal for an Independent Needs if they disagree with the Educational Authority's decision not to issue a statement. Also parents may wish to refer the matter for an independent evaluation.

Parents have the right to request a professional assessment at any time; however, they would be best advised to discuss this, in the first instance, with the Director, Co-ordinator or Head Teacher at their child's school.

### **2.1.3 PUPILS PRONUNCIATION PROFILE**

Teachers of English need to develop different dialogues in order to teach pronunciation when students have incorrect vowel sound, they use real communication in the classroom or whatever place in order to draw the pupil's interest. Teachers of English know this is not a test, this is only to increase the child's oral production run jointly with a group of pupils with better knowledge and expertise in language pupil education, this group the experts can be represented by Pupil's parents, School Authority, Teachers, and the most important the Pupils.

Pupil's oral production profile will produce a set of speeches that student needs for increasing pronunciation in different settings, for example among students, in his/her home on the street or whatever when it is required. This is a fundamental technique for language teaching in increasing pupil oral accuracy. For example a teacher shows a set of dialogues that introduce people from beginner communication to advance dialogues. Now, the teacher encourages the pupil by speaking first and starts off the group of five students and giving them a dialogue sheet. Student will interact among themselves. Something they don't understand or can't pronounce correctly of course the teacher will help without interruption, at the end of the class. This means pupils improve because they are making a mistake and correcting it which is usually when pupils make progress. This will be empirically based using daily dialogues. For example: when pupils converse about their daily routine. They enjoy talking because it is a familiar subject.



## 2.2 HOW SPEECH SOUNDS ARE MADE

It is known that sound is a rapid and minute fluctuation in local pressures in a fluid medium. Speech sounds are produced by manipulating air flow through the vocal tract. To understand how speech sounds are made, we need to know something about the vocal tract, and also about air flow.

The vocal tract consists of air passages from the larynx outward. Air passes through the vocal folds in the larynx into the pharynx. From there it can either go out the oral passage (the mouth), or the nasal passage (the nose).

Allow me to describe the most important moveable parts of the vocal tract: the lips can be opened/closed, rounded/spread. The tip/blade, the body and the root of the tongue can all be moved in any direction. The velum can be moved up to close off the nasal passage or down to open it. The vocal folds can be opened or shut, tensed or relaxed. Distinct speech sounds correspond to distinct configurations of these four moveable parts. There are some important locations in the vocal tract: such as the upper teeth, the alveolar ridge, the alveo-palatal region, the hard palate or palate, the soft palate or velum, the uvula, the pharynx.

Air pressures the molecules in air move around constantly. In moving around, they exert force on any surface that they collide with. This force is called pressure. The pressure of a given quantity of gas depends partly on its temperature: higher temperature leads to higher pressure.

According to Boyle's Law it also depends on the density of the gas: the proportion of the mass of gas to the volume of its container. The greater the density, the higher the pressure: At a constant temperature, the pressure of a given quantity of fluid varies inversely with its volume, for example. Pressure volume = constant

Another example of Boyle's Law, air flow, all airflow in speech, and much airflow outside of speech, is the result of a corollary of Boyle's Law: If two spaces are connected, air flows from the one with higher pressure to the one with lower pressure until pressure in the two spaces are equal. Air flow, for example: pressure in an inflated tire is greater than in the atmosphere.

Therefore, when we open the tire, air flows out, then we are breathing to breathe out, we squeeze the lungs to decrease our air volume. The squeezing is done by the elastic walls of the lungs, the diaphragm, and the intercostals muscles along the ribs. To breathe in, we enlarge the volume of the lungs, decreasing the pressure there to below that of the atmosphere, pulmonary ingressive airflow. The default airflow in speech is pulmonary ingressive airflow, for example, it starts in the lungs and moves out of the vocal tract. This is breathing out.

Spanish, Kichwa, and English language have sounds made with pulmonary ingressive airflow. In languages, such as English, all sounds are produced with this sort of airflow.

Laminar airflow; if air is passing through a passageway that is wide enough to accommodate the volume of air, then airflow will be smooth and organized. This is

called laminar airflow, in which all the air molecules are flowing in the same direction at the same velocity. If air is passing through a passageway that is too narrow to accommodate it, airflow is disorganized. Turbulent airflow the air molecules move at different velocities in different directions. Such airflow is called turbulent. Turbulent airflow is noisy. Whether airflow is laminar or turbulent depends on both the rate of airflow and the diameter of the passageway through which the air is flowing. For any rate of airflow, there is a critical diameter of the passageway that is too narrow for laminar airflow. This critical diameter is greater for higher rates of airflow. One way to make a sound with the vocal tract; get air flowing outward from the lungs by breathing out, using the tongue or lips, constrict the air passageway until it is so narrow that airflow is turbulent. A sound made in this way is called a fricative.

Allow me to show, how to make the sound in “fun”. The lower lip is touching the upper teeth, creating a passageway so narrow that airflow between them is turbulent. The tongue is low enough that it doesn’t interfere with airflow. The velum is up, blocking airflow out the nose. The vocal folds are open enough and tense enough that they do not interrupt airflow through them. We need a set of symbols to refer to different speech sounds. There should be one and only one symbol for each speech sound.

Finally, we have studied the I.P.A. symbol where we are able to find whole phonetics symbol for example; the sound in “fun” is /f ðn/. The slash around a symbol indicate that the symbol is phonetic, not the English spelling. A sound made with vibrating vocal folds is called a voiced sound. A sound made without vibrating vocal folds, such as [f], is called voiceless.

### 2.3 THE ENGLISH SPELLING SYSTEM

The English spelling system is the most irregular spelling system in current use. This means it does not represent the sound of English alphabet. Although Spanish presents a similar degree of difficulty when decoding (reading), English is more difficult when, encoding (writing) English has never had any formal regulating authority, like the Spanish, Real Academia Española, attempts to regularize the language, including spelling reform.

The English spelling system inherited a discrepancy in spelling that makes it difficult to learn. English contains 24-27 separate consonant phonemes and, depending on dialect, anywhere from fourteen to twenty vowels. However, there are only 26 letters in the modern English alphabet, so there cannot be a one-to-one correspondence between letters and sounds. Many sounds are spelled using different letters or multiple letters, and for those words whose pronunciation is predictable from the spelling, the sounds denoted by the letters depend on the surrounding letters. For example, the digraph “th” represents two different sounds the voiced interdental fricative and the voiceless interdental fricative, and the voiceless alveolar fricative can be represented by the letters “s” and “c”; . c before i, e, and, y = s; c before a, o, and, u and at the end of the word = k.

Unlike in most languages, English spelling often tries to preserve meaning in related word forms (the noun, adjective, verb, etc of the same root) first and foremost rather than merely representing how the word sounds. For example, while there is no phonological reason to include the -ig- combination in both “to sign” and “a signature”, if written more phonetically, they would be “sain” and “signacher” or

some such, with the subsequent visual loss of related meaning. Furthermore, given that both vowel sounds and consonant sounds change radically when a change in word form also involves a change in syllable stress a common occurrence in English: “*ná.tion*” and “*na.tion.ál.i.ty*” and sometimes even a change in syllable structure-- watch the “*d*” in “*E.cu.a.dor*” and “*e.cu.a.do.ri.an*”, English spelling has generally developed a marked preference for preserving the common meaning underlying word forms. The result, then, is a higher degree of irregularity in the accuracy of its phonological representation.

For instance, there was also a period when the spellings of words was altered in what is now regarded as a misguided attempt to make them conform to what were perceived to be the etymological origins of the words. For example, the letter “*b*” was added to “*debt*” in an attempt to link it to the Latin *debitum*, and the letter “*s*” in “*island*” is a misplaced attempt to link it to Latin *insula* instead of the Norse word *igland*, which is the true origin of the English word. The letter “*p*” in “*ptarmigan*” has no etymological justification whatsoever. And when it is combined with *h*, it is pronounced in a different way, that is, like the letter *f*.

Furthermore, in most recent loanwords, English makes no attempt to anglicise the spellings of these words, and preserves the foreign spellings, even when they employ exotic conventions. In fact, instead of loans being respelled to conform to English spelling, sometimes the pronunciation changes as a result of pressure from the spelling. One example of this is the word “*ski*”, which was adopted from Norwegian in the mid-18th century, although it didn’t become common until 1900. It used to be pronounced “*shee*”, which is similar to the Norwegian pronunciation, but the

increasing popularity of the sport after the middle of the 20th century helped the “sk” pronunciation replace it.

The spelling of English continues to evolve. Many words come from languages where the pronunciation of vowels corresponds to the way they were pronounced in Old English, which is similar to the Spanish vowel pronunciation, and is the value the vowel symbols [a], [e], [i], [o], and [u] have in the International Phonetic Alphabet. As a result, there is a regular system of pronouncing “foreign” words in English, and some borrowed words have had their spelling changed to conform to this system. For example, *Hindu* used to be spelled “*Hindoo*”, and the name “*Maria*” used to be pronounced like the name “*Mariah*”, but was changed to conform to this system. It has been argued that this influence probably started with the introduction of many Italian words into English during the Renaissance, in fields like music, from which come the words “*andante*”, “*viola*”, “*forte*”, etc.

Commercial advertisers have also had an effect on English spelling. In attempts to differentiate their products from others, they introduce new or simplified spellings like “*lite*” instead of “*light*”, “*thru*” instead of “*through*”, “*smokey*” instead of “*smoky*”. The spellings of personal names have also been a source of spelling innovations: affectionate versions of women's names that sound the same as men's names have been spelled differently: *Nikki* and *Nicky*, *Toni* and *Tony*, *Jo* and *Joe*. As examples of the nature of English spelling, the combination “*ou*” can be pronounced in at least eleven different ways: “*famous*”, “*journey*”, “*cough*”, “*dough*”, “*bought*”, “*loud*”, “*tough*”, “*should*”, “*you*”, “*flour*”, “*tour*”; and the vowel sound in “*me*” can be spelt in at least eleven different ways: “*me*”, “*seat*”, “*seem*”, “*ceiling*”, “*people*”,

*“chimney”, “machine”, “siege”, “phoenix”, “lazy”*. Foreigners arriving in an English speaking country are faced with the dilemma of whether to maintain the correct spelling of their name and accept mispronunciation or to change the spelling to have correct pronunciation. For example: Jury Klimowicz or Yury Klimovich and so on.

Well, allow me to demonstrate how to teach spelling. The pupils will learn exactly what is required in order to spell well. Pupils will not have to guess, or come up with their own theories, or try to memorize a string of letters in order to spell. Pupils will be given the essential information they need in a Direct Method.

Teachers of English are able to use method described here to teach spelling to students of all ages and abilities. Thus, we are working with young children who are ready to begin spelling. Pupils are ready to begin spelling can now be taught spelling strategies right from the beginning and avoid spelling problems. We will help our pupils avoid many difficulties and achieve success. The teacher of English at Santo Domingo Savio helps step-by-step to develop it; we can help our pupil clear up problem areas as we teach the keys of spelling to our child. Imagine the pupil’s relief when he realizes that he isn’t less intelligent than everyone else; he just didn’t have the tools he needed. We must remind them that it is never too late to learn.

We use so many words in our everyday speech-writing that it would be too many to memorize! What an under- stable task for them, teachers must not put in front of the children or requiring sheer memorization. We know that some pupils can do it; some pupils will learn to spell. They come up with their own generalizations, whether

consciously or not. We call these pupils “natural spellers.” But if all pupils could learn to spell by memorizing strings of letters, we wouldn’t be here, would we?

Pupils shouldn’t need to waste time copying spelling lists; they don’t need more tests; they don’t need trouble workbooks, fill-in-the-blanks, or time-wasters. If those things worked, we would have a whole school of great spellers. The truth is that pupils need direct instruction in order to become good spellers. The step-by-step lesson plans here we will show how to do that. The teacher of English will learn a better way to teach spelling.

English spelling has a logical structure. This idea may be contrary to what we have been told if we ourselves were taught to spell in the unsystematic, illogical manner common when we learned English years ago. Learning to spell should be about mastering the rules and principles of English, the vast majority of words can be spelled.

Allow me to demonstrate this by writing a teaching guide to discover the logic of English spelling and how to teach better it. We have pupils who learn best through the Communicative Language Teaching method; we may find helpful spelling activities around school; or, if we have children who like to “play school” outside of lesson time, these are all good educational activities.

But please don't feel we need to use activities to teach spelling. Some of the activities on this list may take more time than we have to spend on them. It is our responsibility to entertain our kids during lessons. Hold their attention-yes! Entertain- pupils. We



will occasionally use a spelling activity to help a child with short attention span or if we have spare time at the end of a lesson. Even though, we find it most efficient to teach and practise the words with the letter tiles.

Write the words using colored chalk on the school playground. Write the words in big letters and then in small letters. Use your index finger, “write” spelling words in the air, in big letters or write the spelling words on a small chalk board, the corner edge of a small sponge in water and practice spelling the words on a chalkboard.

- a. - Write the spelling words on white paper with a white crayon. Paint the paper with watercolors and watch the words appear.
- b. - Paint the spelling words with a paint brush.
- c. - Pour sand into a shallow box and write the words in the sand, using your finger.
- d.-Use alphabet stamps to write out the words.
- e.-Cut out letters from a magazine and use them to spell words.
- f.- Write the spelling words on the bag with your finger.
- g. - Write your words several times, each time using a different color of marker.
- h.- Dictate the words (and the correct spelling) into a tape recorder, and then listen to the tape and write the words.
- i. - Form play soccer into “scrabble” letters.

## 2.4 POSITIONAL VARIATION

Teachers of English say that all children have a natural ability to acquire English. It could be that the style being spoken by our pupils has been studied and described. We need to recognize that children will have had diverse experiences in life and language before they come to school and should certainly not assume that lack of knowledge of vocabulary indicates lack of language ability or competence. Teachers must be able to recognize where the children are coming from and appreciate that different group of pupils will have different language experiences to share. This project is developed at Santo Domingo Savio School in Seventh Grade of Spanish and Kichwa speaking pupils. Nowadays, this mixture of Spanish and Kichwa speakers live in Tena where they have become a marker of certain social features of Spanish speaker shared with some varieties of Kichwa pronunciation. Spanish differs in the production of the vowels and diphthongs and it is most different in their stress and rhythm, being more syllable timed than stress timed. Connecting speech between words, such as the linking schwa, are frequently used. It is observed, however, that pupils can recognize Spanish pronunciation when we presented with recorded material where they have no first-hand knowledge of the speakers. These varieties of pronunciation, Spanish and Kichwa –we remembered his accent in English speech this is part of its speaker's identity and should be treated with respect. We travel around this country and we tell whether speakers come from the Highland, Coast or some other part of Ecuador. Although we demonstrated clear regional pronunciation, this does not mean that differences do not exist. The one area that is notably different from others is Highland, where remnants of the Spanish pronunciation of the early settlers can still be heard. This is sometimes called “the Highland accent”. It is marked by the pronunciation of “ll” after a vowel and before a consonant (in word such as hello,) and after a vowel at

the end of words (such as *fur*). Children varied in their usage, pronouncing the “l” after vowel. For that reason we listened to pupil’s speech and noted they transferred the sound patterns of their native language English and produced positional variants. For example: when pupils pronounced the word “*hello*” as “*elyo*” we noticed this word is totally incompressible. A TEFL teacher in an Indian Community commented to me that the pupils who speak Kichwa generally have better pronunciation, fewer grammatical errors than their previous Spanish only speaking pupils in Quito.

We found that some pupils when they spoke have trouble with consonant “t”, “p” this is a problem inherent from Kichwa. Thus, helping to them we taught that English language has aspiration letter when we try to produce oral production with these letters represent two different sounds, one aspirated, and the other un-aspirated. We taught to them that aspiration is a “breath” that follows the initial part of a sound. We compared the sounds associated with the English letter t for example. Pupils hold the back of their hand close to their mouth and say “*Top*”. Now say “*Stop*”. “We can feel the burst of air that follows the t in “*Top*” but not in “*Stop*”? The same difference exists between the p in “*Peak*” and the one in “*Speak*”. That burst of air after the t in “*Top*” and the p in “*Peak*” when they made these examples we told them that this is called “aspiration”. Then we taught to them that in English oral practice we have positional variation and we made some examples of an alveolar flap, contrasting it with a trill: *pero* /*pero*/ “*but*” vs. *perro* /*pero*/ “*dog*”. We didn’t have so much trouble with it. Then we taught that the glottal stop is a sequence of consonant plus glottal stop is pronounced as a single unit. Thus, for example “k” “to *break*” is not just a k and then a glottal stop; the glottal stop starts at the same time as pupils begin the k, and then they release both together. This makes a distinctive popped sound. Technically this is called

glottalization, meaning that the consonant is pronounced with a glottal stop. Teachers of English can hear glottalization fairly easily from pupils who can do it, even though it may take a bit of practice to learn to produce it themselves. Glottalization makes a difference in the meaning of words. Glottalization may be the only thing that's different between words that are otherwise identical. A pair of words with and without glottalization is just as distinct as pairs such as *to* and *do* or *at* and *adds* in English. However, we explained to them about the vowel length. Vowel length is the duration of the vowel sound in a syllable or word. This is usually considered a bi-polar relationship (either long or short) we think this is a simple, though. Vowel length is actually based on relative duration, which is controlled by the consonants that follow the vowel, and if that consonant is in the same syllable as the vowel. Lax Vowel-longest when followed by a sonorant consonant next longest when followed by a voiced non-sonorant consonant.

## **2.5 ENGLISH SEGMENTAL ASPECTS**

In language sound system we distinguish segmental aspects from supra-segmental ones. Thus, we make a distinction between vowel and consonants; rhythm, stress, juncture, and intonation. We make this distinction in order to describe features of speech concerned with individual sounds and we can also describe two basic kinds of sounds, such as vowel and consonants

### **2.5.1 VOWEL**

The word "vowel" is originated in Latin *vocal* meaning "voice." It is noticed that the way we are teaching Spanish speaking pupils could be improved. The teacher needs to stimulate pupils in the vowel teaching sound. This project is realized for the pupils

who have problem in their pronunciation. Most of the pupils have a problem with interference produced by vowel in normal oral communication. The development of an accent is due to the pronunciation of the primary language. The difference in pronunciation in the pupils is due to the difference in the languages. English is derived from German, which produces sounds which are more guttural than Spanish. This is why the sound is deeper. In Spanish the sound, for the most part, comes from the chest and has a softer sound. In Spanish, there are two rules concerning pronunciation of letters. One is to pronounce the sound, and the other is not to pronounce the sound, commonly referred to as the silent sound. On the other hand, the English system has three sounds for all its vowels. Those three sounds are: a- the long sound, -b the short sound, and -c the silent sound. We found the problem is in the short-sound. In contrast, the long and the silent sound can quickly be learned. In Spanish we don't usually hear the short sound of the alphabetic letter or vowel letters. Because we do not hear it, we have a tendency to omit it and not pronounce it at all. Another problem is that we develop a tendency to read and pronounce every letter we see. This problem develops when pupils attempt to use our primary language in the same manner. To resolve this problem, the TEFL teacher should have some understanding of the Spanish language, the structure, and the sound patterns. If the instructor has an understanding of such patterns and sounds, he/she will be able to teach the Spanish-speaking student the English vowels and consonants. By accomplishing that goal, the teacher and the pupils will have an excellent result when pronouncing the words in English. For example: when introducing a new theme in this case, the colors, it is extremely helpful to teach a song first ( Suggestopedia Method ) showing each color as it is mentioned in the song. This way the pupils learn the correct pronunciation before ever seeing the written version of the word.

Allow me to include a useful technique in order to teach the Spanish-speaking pupil properly, teacher of English must have an understanding of the Spanish language and word pronunciation. If we start by explaining the vowel system, as well as the consonant system, that individual will quickly learn the sound system in English. The teacher of English should first explain that in English there are actually three sounds to the vowel system. These three vowel systems are the long vowel sound, the short vowel, the silent vowel and the “schwa” sound. The teacher of English must further explain the written symbols for those sounds. So we must first teach the alphabetic sound so that the pupil is familiar with the sound of the alphabet, and then start teaching the pupil that there are two sounds that are heard in Spanish. These two sounds are the alphabetic sounds, which is the sound of the alphabet when you pronounce the letters individually. The second alphabetic sound that we here is the phonetic sound. This is the sound that we normally hear when the letter is in a word. If the letter sound is long, then that letter usually makes the long sound but if the letter is short or silent, then it makes the short or silent sound. It is fortunate for us that in Spanish speakers have the long and the short sounds are the same or almost the same as those sounds similarly made in Spanish. Teachers of English know is important first to teach the alphabet flashcard letter-word to encourage pupil’s oral production in order to obtain fluently communication: It is also important to have pupils pronounce the letters so that they can hear themselves in the pronunciation of those letter sounds. Teacher should have a list of words for each sound in order to work with their pronunciation. Once teachers have taught the vowel sounds to the pupil and before we start working with words. We should also teach the consonant sounds, diphthongs, syllables, blending etc. Once finished with that, we need to go back to the vowel

sounds and latter the consonants. We are likely to find that the students have learned the difference in sounds between the long, short and the silent sound of the vowels. When we are practicing each vowel we should repeat the Spanish equivalent sound so that the pupil hears it and recognize it. It is important that the individual pronounces the exact sound so that he knows what the sound is as well as recognizes it and is able to pronounce it and use it.

Finally, I should like to add that the pupils do not know any better to start with, but there will be a time where the student will appreciate what you, as the teacher, were trying to accomplish with the student.

#### Vowel chart

	Front	Central	Back
High tense	iy		uw
lax	i		u
Mid tense	ey	ɔ̃	ow
lax	ε	Λ	ɔ
Low	æ		a

Front vowels are made with the front of the tongue arched. Beginning with the first front vowel / *i* / the front part of the tongue is light in the mouth. The tongue and jaw drop lower and lower as you move down the list of front vowels. Front vowels are also made with the lips spread in varying degrees.

Central vowels are made with the middle of the tongue slightly arched. The tongue and jaw are higher for / ɔ / and / ə / than for / a /. The lips are neither spread nor rounded for central vowel.

Back vowels are made with the back part of the tongue arched. Beginning with the first back vowel / u /, the back part of the tongue is high. The tongue and jaw drop lower and lower as you move down the list of back vowels. They are also made with the lips rounded in varying degrees.

### **2.5.2 CONSONANTS**

Consonants are sounds that are pronounced by forcing air through, over or between the various parts of the mouth. We taught how to develop place of articulation where the obstruction is achieved from the comparatively higher or lower degree of mobility of the organs involved in the articulation; manner of articulation the way in which this obstruction is achieved can be of different kind. If a sound is produced with a complete closure of the vocal tract by a sudden release of the air, the articulation is accompanied by a burst, a sort of explosion; voicing the last way in which consonants can differ from each other is in term of voicing the / s / is a voiceless sound produced with the blade of the tongue against the alveolar ridge and the / z / is a voiced sound produced with a high-pitched friction. Because when these sounds are articulated the air is expelled through a narrow groove along the middle of the blade. The classification of the consonants of English is as follows:



		PLACE OF ARTICULATION							
		LABIAL		DENTAL			PALATOVELAR		GLOTTAL
		Bilabial	Labiodental	Interdental	Alveolar	Alveolo palatal	Palatal	Velar	
voice <b>Stops</b>	voiceless	<b>b</b>			<b>d</b>			<b>g</b>	
	voiceless	<b>p</b>			<b>t</b>			<b>k</b>	
voice <b>Fricatives</b>	voiceless		<b>v</b>	ð	z	<b>z (vision)</b>			<b>h</b>
	voiceless		<b>f</b>	θ	s	<b>s (shun)</b>			
voice <b>Affricatives</b>	voiceless					<b>j (gem)</b>			
	<b>Nasals</b>	<b>m</b>			<b>n</b>	<b>c (chum)</b>		<b>n (sing)</b>	
lateral <b>Liquids</b>	retroflex				<b>l</b>				
					<b>r</b>				
<b>Semivowels</b>		<b>w</b>					<b>j (yet)</b>	<b>(w)</b>	

THE CONSONANTS OF ENGLISH

### **2.5.3 SCHWA**

The schwa /ə/ is a sound which has weak, unstressed sound and it occurs in many words; for that reason we consider that teachers need to teach the schwa sound correctly in order to pupils are able to make their oral production more accurate and natural. Therefore, any vowel letter can be pronounced as schwa and the pronunciation of a vowel letter can change depending on whether the syllable in which it occurs is stressed or not. We know this is the most frequent vowel sound in English which produces a unique sound and rhythm for that reason we consider to explain how to make the sound, for example, with our jaws slightly open, our lips relaxed and our tongue in the same position as when we wake up. We found different mix pronunciations words in Seven Grade when pupils were produced the sound of the schwa before that we taught it to them.

In this context, teachers must be able to encourage pupils when then are pronouncing a set of this vowel using the real time teaching the schwa where in fact teachers should use oral communication among pupils in order to have good oral production.

### **2.5.4 COMPLEX VOWEL**

Teachers know that a complex vowel is a diphthong which is made of two components; for instance, a diphthong begins with one vowel and finishes as another, the two components can be referred to as a nucleus and an off-glide. There are in English three phonemic diphthongs ( *ay* ), as in ride, why, ( *aw* ), as in loud, how, ( *oy* ), as in boy,

## Diphthong chart

	FRONT	CENTRAL	BACK
HIGH			
MID			oy (boy)
LOW		ai      au (buy)   (bough)	

### 2.6 I.P.A. TRANSCRIPTION

Teachers of English use International Phonetic Association (I.P.A.) in order to represent sounds of English. This symbol helps to avoid the problems that a spelling system like English poses for the representation of sounds, it is helpful to use phonetic alphabet when we are discussing pupil's sounds in English, each symbol represent only one sound and each sound is represented by only one symbol. Thus, teachers of English need to emphasize in their pupils that they are intended to represent sounds. That is, they are not letter, but symbols for sounds symbol that each sound has.



## **2.7 ENGLISH SUPRA-SEGMENTAL ASPECTS**

It is important features that describe speech above the level of the individual sound that include stress and rhythm, juncture and intonation. They are called supra-segmental, as Wardhaugh establishes it because they must always be overlaid on the segmental (vowels and consonants), since supra-segmental aspect constitute the major difficulties for our pupils in acquiring a good pronunciation

### **2.7.1 STRESS, RHYTHM, AND INTONATION**

It is obvious that the key to speaking English as a Second Language is to practice it everyday in order to develop a fluently oral production and it is considered they must be aware of stress, rhythm, and intonation. However stress, rhythm, and intonation have almost never been taught in any conscious way to the pupils when they come into our classes for that reasons this project is developed to the teachers of English to increase awareness of it. We know that no single factor is more important to being understood and socially accepted than having control of the music of the English language. Indeed, if a pupil is musically inclined then they usually have very little difficult in English pronunciation.

-English stress has special relationship between the different parts of a word, in an English word of two or more syllables, one of these will have stress. That syllables is considered more prominent because of complex features such as loudness, length of vowel. If the pupil doesn't stress one syllable more than another or stresses on the wrong syllable, it may be difficult for the listener to identify the word. This is because the stress pattern of a word is an important part of its identity for the native speaker. We found a great deal of evidence that native speakers rely so much on the stress

pattern of words when they are listening. For example, when a native speaker mishears a word, it is because the pupil has put the stress in the wrong place, not because they mispronounced the sound of the word. Here are examples; the word “*written*” was pronounced by a pupil with stress on the second syllables instead of on the first. The native speaker thought the pupil said retain. “*Comfortable*” was pronounced by another pupil with stress on “*com- and- ta*” the native speaker heard this come to a table.

-English rhythm has a style and the listener expects to hear all speakers use this rhythm. It is essential that the pupils use the correct rhythm. There must be an alternation of stressed and unstressed syllables, with stressed syllables occurring on a regular beat, and the unstressed syllables must have a less than full vowel.

We consider if the pupil doesn't use the characteristic English rhythm, then the listener will be placed in the position of someone who walks out onto the dance floor with a partner, expecting to waltz, but find the partner starts strange set of syncopated steps which are thoroughly unpredictable and impossible to follow up and down in a perfectly steady beat.

-English intonation is important for intelligibility, because it is used to express intentions. A pupil can show that they are asking for information, or asking for confirmation, or simply making a remark that is indisputable through the intonation of the voice. Even though pitches rarely cause problems with the identification of the words, an inappropriate intonation pattern can lead to misunderstanding just as a mispronounced sound can. Furthermore, the effect of intonation can be cumulative;

the misunderstandings may be minor, but if they occur constantly then they may result in judgment about the attitudes, character of pupil. For example if a pupil always uses low pitch, without much variation in the melody of the voice, listener may get the impression that they are bored or uninterested when this is really not the case.

### **2.7.2 MINOR AND MAJOR STRESS**

When pupils have oral production in English as Second Language they need to be aware and exaggerate the words stress. Therefore, even whether or not our pupils understand the concept of stress, they still need to be developed in minor and major stress. However, very often in words with more than one syllable, all the vowels in the unstressed syllables are pronounced as schwa. This means pupils need to be aware of the relationship between stress and the pronunciation of vowel in E.F.L.

Allow me to provide a few generalizations regarding the placement of stress in English. The major stress on two- syllable words is more likely to fall on the first syllable whether the word is a noun, and on the second syllable if the words is a verb. It is convenient for teachers of English have pupils come to this conclusion themselves. For example; write two syllable words, and we help to discover that the vast majority of nouns are stressed on the first syllable while many verbs are stressed on the second syllable. -The major stress on three syllables usually falls on the first or second syllable. -In compound words, major stress placement is on first and the second word receives minor stress. It is helpful to consider the difference between adjective- noun phrases major stress falls on the noun and the minor stress falls on the adjective. -Stress on suffixes *-ity* major stress is on the syllable before the suffix *-ity*—*ic* -major stress is on the syllable before the suffix *-ic*. *-ical*

the major stress is on the syllable before the suffix-*ical*. *-ation* major stress is on the first syllable of the suffix-*ation*.

### **2.7.3 JUNCTURE AND INTONATION PATTERN**

By juncture it means all those features which signal the phrasing in speech; that is they are the features that characterize phrase end<sup>3</sup>. In English the terminal junctures are three, each of which involves, in addition to other features, a different amount of slowing down in the part of the phrase preceding it. The three terminal junctures are terminal falling, terminal rising, and terminal level. Intonation is the rising and falling of the voice as we speak. It is sometimes illustrated as notes on a musical scale. In English there are usually describe four pitch levels for example extra high (used for emphasis or contrast), high normal (mid), and low, which are related to the sentences stress.

### **2.7.4 CONTRASTIVE ANALYSIS OF THE SOUND OF ENGLISH VOWEL AND SPANISH VOWEL**

The things that are difficult about Spanish for an English speaker do not necessarily, and certainly do not systematically, reflect the problems that the Spanish speaker will have in learning English<sup>4</sup>

Thus, pronunciation sounds differ from language to language, but some sounds found in one language are similar to sounds found in another one. For that reason it is

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<sup>4</sup>Robert P. Stockwell and J. Donald Bowen. p. 3 vii



importance of formulating a contrastive analysis of sounds of English and Spanish lies in describing the similarities and differences between these two languages. It is noticed that English and Spanish share the same Roman alphabet it may be said that the Spanish sound system is much simpler than that of English. This is particularly remarkable when we contrast the vowel system of Spanish language, which only has five vowel sounds: /a/, /e/, /i/, /o/, /u/, with that of English vowel system, which has more vowel sounds than Spanish. Thus English has 9 simple vowel sounds with semi-vowels (glides) /y/, and /w/, voiceless vowel /h/, and the sound of vowels followed by /r/ making possible 20 combinations, all of which occur in some dialects of English. As an instance, the English vowel "a" has 6 different sounds such as /ey / in mate, /æ / in man, /ɔ / in lawyer, / ε / in any, /a / in garden, and /ə / in China.

Comparing the English vowel system to Spanish vowel system reveals several potential problem areas. Thus, the tense lax vowel pairs of English /iy/ vs. /I/, /ey /, vs. / ε /, /uw / vs. /u/, do not exist in Spanish as there is no tense lax distinction. Besides, the low front vowel / æ / and the central vowel / ʌ / and /ə/, do not exist in Spanish. Even more, the English is further back than the low vowel of Spanish, and in English there are five front vowel sounds and four or five back vowel sounds depending on the speaker's dialect whereas, in Spanish there are only two vowels made in both the front and the back part of the mouth: /i/ /e/, and /o/ /u/ respectively. Thus, the small difference in tongue positioning between the five front vowels and the five back vowels of English may pose problems for foreign language learners who are accustomed to making only two distinctions in tongue height in the front and back of the mouth.

Thus, it is noticed the difficult problems originate among the vowels under weak stress, where English has severe obligatory restrictions and Spanish has none.

### **2.7.5 MODIFICATION OF THE SOUND**

Nowadays, communication is an ever increasingly more important part of our everyday life. We talk to friends and families, give information to partners, and ask for things in the community such as how do we get to the school or bus station? Or something else, part of effective communication is speaking without modification and clarity so that others can understand. Sometimes even when we speak clearly, we are still not understood. People who speak with accents may have this problem at times. Everyone speaks with an accent. Pupils may speak English with an accent from a different region of Ecuador or with the accent of a previous teacher; they speak English with an accent because English is not their first language. We noticed pupils speak English with Kichwa accent. Nowadays, in Ecuador most of us we are moving from region to region, and we could also move from country to country. One thing that we take with us no matter where pupils go to be their accent. For that reason it is useful to start in early stage of life where pupils learn English they develop and reach a same English sound without modification.

In order to develop the teachers of English encourage their pupils where and when stress a words, for example strong forms and weak forms.- it knows that when function words are spoken in isolation they are stressed; that is , they are pronounced in their strong form. In oral practice, where function words are normally unstressed, they are pronounced in their weak form. -Words and phrases.- due to the reduction of fuction words in phrases, some phrases can sound like single words. Contractions.-

they are always involve the loss of the initial consonant of the auxilliary verb. In written form the vowel is also lost. Linking.- teachers of English aware when pupils do oral productions because they must be clear when words within the same phrase or sentence often blend.

## **2.8 PUPILS COMMON PRONUNCIATION PROBLEM**

It is widely accepted that pupils who speak Spanish as their first language they have mispronunciation when they start using English as second language. Therefore, we know that vowel has several different pronunciations for that reason is useful for teachers of English know that the vowels come in four distinct types - Tongue Height: whether the tongue is high or low in the mouth; -Frontness/ Backness of Tongue: whether the front or the back of the tongue is involved; -Tenseness/ Laxness: whether the muscles are tense or lax; Lip Rounding- whether the lips are rounded. For this purpose allow us to show the most common one. For example: a useful sentence practice is, *“I must use the tip of my tongue, my lips, my teeth, my mouth” I pronounce English correctly.*

## **2.9. TYPES OF MOTIVATION**

### **2.9.1 EXTRINSIC MOTIVATION**

Extrinsic motivation is forces or reasons exist outside the person or situation they affect. Thus, teachers of English use it in order to manipulate pupil's oral production; these manipulations can be seen as either the acquisition of positive or the prevention of treats. Positive manipulations are viewed as rewarding events, e.g., good grades, social recognition, candies, sweets, which are given when performance meets externally controlled criteria. Threats are things that the individuals will work to avoid,

e.g., poor grades, social isolation. It is noticed pupils do homework in order to avoid poor grade. Half of them do homework if there were not treats or rewarding. Teachers of English in the school think this is not motivation because it is induced externally. Thus, the Director told me, the only way to manipulate my pupils is externally, this mean positive or extrinsic motivation where we could manipulate the mind of the pupils in order to develop good speech.

### **2.9.2 INTRINSIC MOTIVATION**

Intrinsic motivation is valuable or interesting because of its basic nature or character, and not because of its connection with other things. Thus, it is noticed that it is from within oneself. Pupil's oral production was developed because they improve small dialogues without interferences in every class. It was outcomes because pupils used routinely conversation among them and we could conclude they were intrinsically motivated because they found reinforcement by themselves. Intrinsic motivation is caused by situational interest that is by innovation and curiosity about something that learners do not accomplish. Thus, we uses the natural learning energy of pupils, the more confidence and satisfaction pupils have experienced when they tried to speak and it was immediately react in good way to them and for us.

### **2.10 OTHERS FACTOR IN FOREIGN LANGUAGE**

It is notice that the mother tongue and pupil's socio- cultural factors are no the ones aspect that prevent a pupils from attaining a native-like pronunciation in a foreign language, it is useful to consider other factors: for example, Personality factor, Linguistic factor, Biological factor, Cognitive factor, Affective factor. That also affects pupils' ability to hear and produce foreign sounds.

### **2.10.1 PERSONALITY FACTOR**

Usually, when teachers of English talk about a pupil's personality they know that it is what makes a pupil different from other pupil, perhaps even unique. We observed the pupils for many weeks and they were unique in several respects; they reminded us of certain other pupils we had seen in certain respects; but each was distinctly different. Personality stands out, despite the common features. We see the trees, but not the wood. For that reason teachers need to be aware and give considerable attention in individual oral production development on learning for example sound, traits and oral production with which we can chart pupil's improvements.

However, teachers need to note what kind of personality their pupils have and their interest in the commonality among children. What, for example, does the pupil pronunciation have in common or all pupils are able to produce understandable or non understandable dialogue. Another way of saying this is the teacher needs to be interested in the structure of the individual in particular how to reach and motivate each individual in order to develop good oral production.

### **2.10.2 LINGUISTIC FACTOR**

It is noticed that the pupils who are immersed in an intensive English as a Second language have to study in context in order to express themselves in real life situations, whether their goal is to learn a foreign language for communication at work, travel, or for fun. For that reason this research is developed on First Language Acquisition where it produces Vowel Mispronunciation in beginner pupil we are dedicated to the investigation of what kind of complex linguistic structure are acquired by elementary school-age

children and which emerge from foreign accent in the oral production of bilingual children.

“Tell me and I'll forget, show me and I may not remember, involve me and I'll understand”.

### **2.10.3 BIOLOGICAL FACTOR**

Experts agree that adult second language learners have their own accent for that reason this project is developed for child beginner pupils where we found how to explain the difference in order to get good pronunciation in early stage learning, and also we found some differences between adult and child beginner learner that is learning to connect with the maturation of the brain. We know that children oral production doesn't have difficulty in acquiring native-pronunciation in second language. However, teachers of English need to improve pupil's oral production at an early stage.

## **CHAPTER THREE**

### **3. METHODOLOGY**

#### **3.1 INVESTIGATION DESIGN**

As teacher of English I attempt to develop communicative competence in my pupils by providing them with creative opportunities for meaningful exchange of language this investigation design is-corelational since the relationship between observation and survey variables are to be established and determined.

With the purpose of gathering statistic information I applied 10 item tests which are related to three aspects of the pronunciation curriculum such as, vowel, consonants, connected speech, and stress.

Chaudron (1998), after identifying some different observation schemes, deems it is necessary to match the scheme to the purpose of the research. So in this case, I have selected the observation scheme that allows me to interpret the interference caused by vowel, and behavior observed in the classroom, focusing on No Vowel Interference, Vowel Interference, No Answer, as well as pedagogical content; observation enables me to focus on different aspects.

On another hand, I use the survey research method which is widely used for collecting data in some social and education areas. According to Cohen and Manion (1985), surveys are the most commonly used descriptive method in educational research with the purpose of obtaining a snapshot of conditions and attitudes at a single point in time, examining the interaction among variables. Following are the steps to carry out a survey.

1. Define objective- what do we want to find out?

2. Identify target population- who do we want to know about?
3. Literature review- what have others said/discovered about the issue?
4. Determine the sample- how many subjects should we survey, and how will we identify them?
5. Identify survey instruments- how will the data be collected? Questionnaire/ interview
6. Design survey procedures- how will the data collection actually be carried out?
7. Identify analytical procedures- how will the data be assembled and analysed ?
8. Determine reporting procedure- how will results be written up and presented?

### **3.2 IMPLEMENTED METHODOLOGY**

The method to be used in this case is the “Direct Method”, since pupils need to be motivated in their speaking skill and said method is the appropriate one to reach such a purpose. By using the Direct Method, pupils shall be practicing the target language all the time because their L1 will be never used, which will help pupils to acquire a better understanding and produce a better expression of the target language, in oral, written, and comprehension aspect. The basis of the methodology lies on (1) methods and Techniques of teaching pronunciation- English articulation, stress and intonation according to the beginner-level of the pupils. With the introduction of pronunciation workshops and tutorials both teacher and pupil will find the answer and many unsolved questions so far; and the last Socio Cultural Factor as factor in determining the oral production of pupils communication.

### **3.3 PROCEDURES AND STATISTICS**

Statistic procedures have played an important role in the development of procedures for developing a research for instance vowel inference that is produced mispronunciation in the



pupils of Seventh Grade in Santo Domingo Savio School when they produced sound in English language. Thus, each procedure was motivated by a particular result of these ten (10) - items questionnaires along with its 750 answers by 75 pupils'. The first one we found, no vowel mispronunciation, the second one vowel mispronunciation and, the last one, no answer the probability that a fully-specified collection of independent random variables has a particular ordering. We derive an equal conditionals condition, under which such probabilities can be computed exactly.

**TABLE 1****TOTAL OF RESPONSES IN 6<sup>TH</sup> AND 7<sup>TH</sup> GRADE**

<b>Ord.</b>	<b>Vowel Interf.</b>	<b>No Vowel Interf.</b>	<b>No Answer</b>
<b>1</b>	45	19	11
<b>2</b>	46	9	20
<b>3</b>	57	4	14
<b>4</b>	52	11	12
<b>5</b>	44	13	18
<b>6</b>	46	11	18
<b>7</b>	47	8	20
<b>8</b>	40	8	27
<b>9</b>	51	9	13
<b>10</b>	49	15	13
<b>Total</b>	477	107	166

**Source: 10- item test**

**Author: researcher**

**TABLE 3**

**FREQUENCY DISTRIBUTION OF NO ANSWER FOR 75  
BEGINNER**

**PUPILS ON A PHONOLOGICAL 10 ITEM TEST**

<b>ITEM</b>	<b>FREQUENCY</b>	<b>CUMULATIVE FREQUENCY</b>
<b>1</b>	11	166
<b>2</b>	20	146
<b>3</b>	14	132
<b>4</b>	12	120
<b>5</b>	18	102
<b>6</b>	18	84
<b>7</b>	20	64
<b>8</b>	27	37
<b>9</b>	13	24
<b>10</b>	13	11
<b>Total</b>	<b>166</b>	<b>886</b>

**Mean = 16.6**

**Median = 16**

**Source: 10- item test**

**Author: researcher**

**TABLE 4**

**FREQUENCY DISTRIBUTION OF VOWEL INTERFERENCE  
ANSWER**

**FOR 75 BEGINNERS PUPILS ON A PHONOLOGICAL 10 ITEM  
TEST**

ITEM	FREQUENCY	CUMULATIVE FREQUENCY
1	45	477
2	46	432
3	57	386
4	52	329
5	44	277
6	46	233
7	47	187
8	40	140
9	51	100
10	49	51
<b>Total</b>	<b>477</b>	<b>2612</b>

**Mean = 47.7**

**Median = 47**

**Source: 10- item test**

**Author: researcher**

**TABLE 5**

<b>FREQUENCY DISTRIBUTION OF VOWEL INTERF., NO VOWEL INTERF. AND NO ANSWER FOR 75 BEGINNER PUPILS ON A PHONOLOGICAL 10 ITEM TEST</b>			
<b>ITEM TEST</b>			
<b>CATEGORIES</b>	<b>CODES</b>	<b>CUMULATIVE FREQUENCY</b>	<b>RELATIVE FREQUENCY</b>
<b>No Vowel Interf.</b>	<b>0</b>	<b>107</b>	<b>14%</b>
<b>Vowel Interf.</b>	<b>1</b>	<b>477</b>	<b>64%</b>
<b>No Answer</b>	<b>2</b>	<b>166</b>	<b>22%</b>
<b>TOTAL</b>		<b>750</b>	<b>100%</b>

**TABLE 6****ACTUAL VOWEL INTERFERENCE**

	<b>Vowel Interf.</b>	<b>No Vowel Interf.</b>	<b>Total</b>
<b>6<sup>th</sup> Grade</b>	<b>256</b>	<b>45</b>	<b>301</b>
<b>7<sup>th</sup> Grade</b>	<b>221</b>	<b>62</b>	<b>283</b>
<b>Total</b>	<b>477</b>	<b>107</b>	<b>584</b>
<b>%</b>	<b>81,68</b>	<b>18,32</b>	<b>100</b>

TABLE 7

TOTAL TEST ANSWER AND RANK				
Scores	Total Test Answer	Rank	d	d <sup>2</sup>
10	14	0	14	196
0	64	1	63	3969
0	22	2	20	400

0 = No Vowel Interference  
1 = Vowel Interference  
2 = No Answer

**TABLE 8****TOTAL PERCENTAGES PER ITEM IN 6<sup>TH</sup> AND 7<sup>TH</sup>  
GRADE**

<b>Ord.</b>	<b>Vowel Interf.</b>	<b>No Vowel Interf.</b>	<b>No Answer</b>
<b>1</b>	60,00	25,33	14,66
<b>2</b>	61,33	12,00	26,66
<b>3</b>	76,00	5,33	18,66
<b>4</b>	69,33	14,66	16,00
<b>5</b>	58,66	17,33	24,00
<b>6</b>	61,33	14,66	24,00
<b>7</b>	62,66	10,66	26,66
<b>8</b>	53,33	10,66	36,00
<b>9</b>	68,00	12,00	17,33
<b>10</b>	65,33	20,00	17,33
<b>Total</b>	63,60	14,26	22,13

**Source: 10 item-test**  
**Author: Research**





e= sample error 0,5

n= sample result 75

## CHAPTER FOUR

### 4. ANALYSIS OF SURVEYS

The following survey was made to the pupils of the Santo Domingo Savio School, for Boys in Tena, in August 2006 where we found in question number one to nine, and the paragraph related to the elicitation, in which even though all the English vowels sounds were represented, it was mainly employed with the purpose of eliciting particular English vowel sound behaviors, thus we found that 75 pupils have several troubles in distinguishing tense vs. lax vowels: /iy/ vs. /I/ and /uw/ vs. /u/. This happened because the distinction between tense and lax vowels does not exist in Spanish. Thus, these pupils pronounced vowels sounds that are between the tense and lax vowel of English. Also, there were problems in distinguishing between low lax / æ /, and low lax /a/, since most of these pupils produced /a/ instead of /æ/. This happened because Spanish does not have low lax / æ /vowel sound in any environment and / a / is the closest sound to replace it. By regarding these different problems in vowel interference answers, on the one hand, in dealing with the lack of distinction between tense vs. lax vowel /iy/ vs. /I/; and /uw/ vs. / u/ we suggest to teach these pupils that the tense vowel are produced with extra muscle tension, meanwhile lax vowels are produced without this tension. Thus, we can compare the vowels tense vs. lax by using minimal pairs with common words such as “ sheep” and “ship”; “seat” and “sit”; boot vs. book; Luke vs. look etc. in doing this exercise, pupils should exaggerate the pronunciation of tense vowels /iy/ and /uw/ in order to feel that these minimal pairs differ in the degree of muscle tension with which they are produced; in other words, they should feel that their facial muscles are tenser in the pronunciation of first words in these minimal words. Thus, in dealing with the problem in distinguishing between low front lax / æ / vs. low central lax /a / we suggest to have pupils try to get the sound between /a/ and / ε /, gradually moving their tongue and mouth muscles.

When they hit on the sound, they should be given lots of words to practice for instance cat, fat, back, lab, etc. additionally, minimal pairs can be used to reinforce / æ / vs. /a/ distinction for example cot-cat; rot-rat; etc.

The following survey was made to the pupils of Santo Domingo Savio School, for Boys in Tena, in August 2006

1. Pupils read these simple front vowels. Front vowels are made with the front of the tongue arched. Thus, they are also made with the lips spread in varying degree.

/ iy / he, see, feet, meat, be

2. Pupils read this basic front vowel.

/ I / hit, if, pick, big, fish, since

3. Pupils read this simple front vowel

/ ey / may, Asia, face, pain, take

4. Pupils read this simple front vowel

/ ε / met, let, dead, set, bet, head, ready

5. Pupils read this simple front vowel

/ æ / mad, ask, cash, man, last, path

6 Pupils read this simple central vowel. Central vowel is made with the middle of the tongue slightly arched. They are also made with the lips are neither spread nor rounded for central vowel.

/ ə / girl, her, turn, serve, verb, perfect

7 Pupils read this simple central vowel

/ ʌ / nut, up, dumb, under, sun

8 Pupils read this simple central vowel

/ e / about, concern, first, girl, sir, bird

9 Pupils read this simple back vowel. Back vowels are made with the back part of the tongue arched. They are also made with the lips rounded in varying degree.

/ ɔ / born, salt, ball, talk, law, order

10 Pupils read the following paragraph containing all English vowel sound

Olmedo wants to buy a recorder, T. V., in focus, and music C.Ds for his school. He speaks to his teacher about it. He wants to have a new English laboratory. However, they do not have a lot of money. Then, they talk to the clerk at the shop store. They said “Can we pay a little each month for the recorder, T. V., in focus, and music C.Ds? He said, “Sure, no problem”. So they bought the recorder, T. V., in focus, and music C.Ds.

#### 4.1 TESTING INFLUENCE OF ENGLISH SPELLING ON PUPIL PRONUNCIATION

In testing the tendency of using habits of Vowel Mispronunciation, in the production of English Foreign Language utterances of 75 beginner pupils at Santo Domingo Savio School, for Boys, a 10- item test was given to those pupils, and after a six-week meeting with them and once this questionnaire was completely carried out to prove the above cited tendency, we are going to analyze the showed finding in table1.

ITEM	VOWEL INTERFERENCE	NO VOWEL INTERFERENCE	NO ANSWER
1	64.285	27.142	15.714
2	65.714	12.857	28.571
3	81.428	5.714	20.00
4	74.285	15.714	17.142
5	62.857	18.571	25.714
6	65.714	15.714	25.714
7	67.142	11.428	28.571
8	57.142	11.428	38.571
9	72.857	12.857	18.571
10	70.00	21.428	18.571

Source: 10 item test

Author: Research

Thus, the collected data has been converted into numerical form by assigning a score of 0 for a No Vowel Interference, 1 Vowel Interference, a score 2 No Answer. This information has been coded by using an Ordinal Correlational Statistical Design in order to prove the strength

of relationship between depend variable (the 10 item test) and the independent variables (Habits: No Vowel Interferences vs. Vowel Interference; and English Oral Communication Intelligibility vs. Unintelligibility).

In view of that, this 10 item phonological survey was focused on specific Vowel Interference problems for second language learners according to particular articulatory features to elicit particular English language behavior. The gotten outcomes were the following ones.

In question number one related to the elicitation paragraph, in which even though all the English vowels sound were represented; thus we found that 45 pupils had troubles in distinguish front vowel, tense vs. lax vowel. This happened because the distinction between tense and lax vowels does not exist in Spanish.

In question number two related to the elicitation paragraph, in which even though all the English vowels sound were represented; thus we found that 46 pupils had troubles in distinguish front vowel, tense vs. lax vowel. This happened because the distinction between tense and lax vowels does not exist in Spanish.

In question number three related to the elicitation paragraph, in which even though all the English vowels sound were represented; thus we found that 57 pupils had troubles in distinguish front vowel, tense vs. lax vowel. This happened because the distinction between tense and lax vowels does not exist in Spanish.

In question number four related to the elicitation paragraph, in which even though all the English vowels sound were represented; thus we found that 52 pupils had troubles in

distinguish front vowel, tense vs. lax vowel. This happened because the distinction between tense and lax vowels does not exist in Spanish.

In question number five related to the elicitation paragraph, in which even though all the English vowels sound were represented; thus we found that 44 pupils had troubles in distinguish front vowel, tense vs. lax vowel. This happened because the distinction between tense and lax vowels does not exist in Spanish.

In question number six related to the elicitation paragraph, in which even though all the English vowels sound were represented; thus we found that 46 pupils had troubles in distinguish central vowel, tense vs. lax vowel. This happened because the distinction between tense and lax vowels does not exist in Spanish.

In question number seven related to the elicitation paragraph, in which even though all the English vowels sound were represented; thus we found that 47 pupils had troubles in distinguish central vowel, tense vs. lax vowel. This happened because the distinction between tense and lax vowels does not exist in Spanish.

In question number eight related to the elicitation paragraph, in which even though all the English vowels sound were represented; thus we found that 40 pupils had troubles in distinguish central vowel, tense vs. lax vowel. This happened because the distinction between tense and lax vowels does not exist in Spanish.

In question number nine related to the elicitation paragraph, in which even though all the English vowels sound were represented; thus we found that 51 pupils had troubles in



distinguish back vowel, tense vs. lax vowel. This happened because the distinction between tense and lax vowels does not exist in Spanish.

In question number ten related to the elicitation paragraph, in which even though all the English vowels sound were represented; thus we found that 49 pupils had troubles in distinguish all vowels, tense vs. lax vowel, low lax, front lax vs. central lax, minimal pair. This happened because the distinction between tense and lax vowels does not exist in Spanish.

## **CHAPTER FIVE**

### **5.1 CONCLUSIONS**

Now, we have realized this research project at Santo Domingo Savio School, for Boys in Seventh Grade and, we hope these conclusions will help the pupils, and that teachers of English will apply them. Therefore, the result has been analyzed and interpreted; for that reason allow us to conclude the following.

It has been discovered that there is potential advantage in starting appropriate early teaching and a sufficient amount of time each week can bring pupils' intuitive oral production into play. This may help them over time acquire a sound system, grammar and possibly other components of language which have something whether not everything in common with a native speaker's command. Allow me to recommend: the teachers of English from this school need to be not only expertly trained but well practiced in the English sound system which is crucial for their speech improvement, not only in isolated sound, but also in meaningful context to perform their everyday English class speech.

In order to help the teachers it would be very useful to organize a mini course of English. e.g. To train them in T.P.R. methods, the correct pronunciation and use of the songs, classroom orders and activities, two hours a week to enable them to put into practice and return to class with their observations and problems. This weekly or fortnightly meeting would increase the teachers` ability and confidence so vital when dealing with students as they are the first to loose interest if they believe that their teacher doesn` t know what he/she is doing.

In order to improve *early start* we should have more time available overall, it makes it easier to introduce other languages subsequently, and it fosters important underlying qualities such as a child`s literacy, language awareness, communication skills and personal development e.g patience and comprehension. It provides a formative educational experience which with to encourage pupils to accept their own bilingual and multicultural identity as befits the modern country in which they are already living. In order to activate such intuitive capacities for the scope of the following conclusion is reached as a result of the interference caused by vowel mispronunciation in learning English as Second Language of 75 beginner young pupils at Santo Domingo Savio School, for Boys in Tena, province of Napo.

The literature review was concentrated on the process of progressive development occurring in planned researched project. Thus, my recommendation to the school authorities is to encourage the teachers of English to use the English language lab resources (cassettes, videos, C.D.`s, flash cards), and encourage them to teach the English pronunciation lessons that are included in the textbooks in order to be well prepared to teach English language as a second language. e.g. many English language and activity text books come with a C. D. for use in class and at home but it is very rare to find anyone who takes advantage of the materials provided. The above suggested mini course would be very beneficial in training the teachers

to make a huge effort to prepare well their classes as this encourages and stimulates their pupils.

It is established that at Santo Domingo Savio School, for Boys in Tena province of Napo, there was a tendency on the part of 75 pupils of using the natural habits from Spanish as their First Language when they produced oral production in English Foreign Language.

It is established that students' English Language oral production has been adversely affected by the teacher's poor pronunciation and by obsolete teaching methods. E.g. if the teacher doesn't differentiate correctly the sounds of: bear, beard, beer, bird etc then how can the pupil pronounce correctly these and other words? The above suggested mini course would help the teacher learn the correct pronunciation in oral drills.

It is established that pupils have problems in understanding and in being understood. It is also recognized that tense /i:/ and lax vowel /ɪ/ represented vowel problems for pupils' oral communication be understood when speaking and listening to English as a Foreign Language. e. g. As in *beat* and *bit*. The solution would be of course the mini course of English for the teachers.

It is common that tense /eɪ/ and lax vowel /ɛ/ represented a vowel problem for pupils' oral communication. e.g. *bait* and *bet*. Remedy as above.

It is noticed that tense /u:/ and lax vowel /ʊ/ represented a vowel problem for pupils' oral communication. e.g. As in *boot* and *book*. The mini course will solve this problem, as described above.

It is recorded that vowel / ε / and vowel /æ / represented a vowel problem for pupils' oral communication. e.g. In *pen* and *pan*, solution is the mini course.

It is established that in addition to the linguistic factors that evidently affect pupils' English oral communication, there are also other factors, e.g. biological and personality, which are the ones that influence pupils' speech in a negative or a positive way. Thus, those pupils who are shy and with-drawn are reluctant to attempt to speak. And on the other hand those pupils who are enthusiastic and familiar with English speech enjoy an active participation in oral activities. e.g. In some families parents encourage their children to watch movies in English and to practise speaking English at every appropriate opportunity whereas some unfortunates are from homes where less or little importance is placed on actually learning the language. Here it would be recommended to have a parents' meeting at least twice a term to remind parents of the importance of parental support at home.

Santo Domingo Savio School, for Boys does not yet have a E.F.L. language lab, to offer practice in listening and pronunciation for helping pupil's good pronunciation. As they don't even possess a tape deck it could perhaps be suggested that a fund raising activity be arranged or a sponsor be found to relieve the situation.

Allow me to mention that this project does not constitute a final solution to the pupil's oral production as it would need the approval and backing of the school authorities, parents and teachers. e.g. to arrange and put into practice the mini course, discussions etc. However, I would like to emphasize the importance of good quality early learning of English to the Teachers of English, School Authorities and everyone who is involved in teaching English as

a Foreign Language in order to develop children abilities and, must remind them that when correct pronunciation occurs it is so natural and pleasant to hear that it seems easy, and it really is or at least could be.

## **5.2 RECOMMENDATIONS**

This research project was developed in order to establish some recommendations that will help teachers to help their pupils to improve oral production. Thus, I would like to recommend the following for both pupils and School Authorities. Effective study skills and methods are the basis of effective oral production. The teacher of English gives pupils an opportunity to develop speaking systematically and independently. By always using good study habits—excellent class preparation --pupils will work hard and become successful students. Speaking is a very personal matter. There isn't one study/speaking skill or strategy that works for every pupil in every situation. Thus, what one pupil knows about strategy on speaking, other pupils won't know, or what to do about it. These recommendations may help pupils' oral production, e.g.: To enable pupils to take more responsibility for their own speaking and treat pupils as you would want to be treated or as you would want your child to be treated. The rule does apply. Treat pupils with dignity and respect. Respect individual uniqueness. This is particularly important if you want them to be creative or to solve vowel problems or any problems. Create a psychologically safe climate in which pupils are encouraged to express their opinions and needs and be delighted by the results.

- To allow pupils to spend their time effectively and stay on task when teachers set goals. Thus, help pupils to articulate and put forth their motivation following the interests they demonstrate.

- To help pupils select the best technique(s) for each oral production or task. Thus, pupils have more say in class in order to develop good sound class management. e.g. The first part of the lesson will be stress and intonation practice. This consists of the teaching structure of the spelling of English sounds the second part will include the putting it into practice.

- To provide pupils with the knowledge and skills needed commence oral production/tasks where for example: the teacher of English makes individual exercises in which he asks several individual pupils to repeat the model he has given them in order to check the pronunciation

- To give pupils access to a variety of more entertaining reference materials (videos, movies) to have more audio-visual hours in a functional laboratory and not the same vowel introduction practiced everyday, which will not only permit pupils to understand better but also to share and express their ideas with people who have different pronunciation.

- To give pupils the confidence to know who and when to ask for help. Using graphical image to build learner's self-assurance. We should not forget the importance of well-organized vowels as a means to motivate the pupil. The use of visual aids to illustrate and enhance understanding of key pronunciation. Create realistic and positive expectation

in the development of good pronunciation, produce good communication, and try to show them how well they can all succeed.

- To design a serious compilation of suggestions for Santo Domingo Savio School, for Boys, the major role oral production classes plays in teaching-learning process of the English sound system, by introducing in its internal EFL curriculum pronunciation at early stages, in order to help pupils to identify and practise the sounds and rhythm of English.

- To have pupils at this educational center feel motivated and oriented to understand and to be understood when speaking English, by increasing both their knowledge of when, how and to whom it is appropriate to use these forms in the real world. That is, by increasing their communicative competence.

- To give these pupils the opportunity to practice the style of the English sound system. This is crucial for their oral production improvement, not only in isolated sound, but also in meaningful context to perform their everyday communication

## **CHAPTER SIX**

### **6. PROPOSAL**

When an individual begins the study of a foreign language, the new phonemes are often immediately obvious to him, and he therefore tends to learn them rather quickly. Thus, new pronunciation skills are acquired in time. In the beginning stage, use of a new skill will require conscious attention. In time and with practice, the skills may become more automatic. New skills often manifest themselves in controlled speaking or reading activities before they are apparent in spontaneous speech. New skills may be most difficult to incorporate when the communication and cognitive demands on the learners are heavy.

By virtue of this, my proposal is mainly focused on spoken English that involves obviously a deeper study and major practice of audio-visual listening since by having a good recognition of sounds, we would be in capacity to imitate them perfectly by pronouncing and repeating them constantly. In this manner, we may develop their ability to speak and also increase their confidence on what they are learning. Daily and continuous practice is the key to this learning. If we do not practice, we will lose the confidence acquired and even the ability that we obtained with such an effort and dedication. The present research study is directed at both teachers of English and pupils in Santo Domingo Savio School, for Boys in Tena - Napo and the goals to achieve are realistic in their aims in having higher level of communication without interference in order to reduce to a minimum the tendency of substituting Spanish sounds for English ones. Teaching pronunciation is included in the curriculum, although most of the current English<sup>6</sup> textbooks are provided with phonological activities. Thus, some teachers feel that they have not had sufficient if any training to teach pronunciation, so they

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<sup>6</sup>American English Pronunciation by Clifford H. Prator, Jr.



think is safer to avoid it altogether.

Finally, this thematic appears in order to show different and better teaching methods and applying new techniques in the process of encouraging learning- vowel pronunciation as an FL for the Seventh Grade. FL constitutes an important aspect within the system of education taught at St. Domingo Savio School for Boys.

## **6.1 DEVELOPING TEACHING SYLLABUS**

According to Asher who claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses and, it is important for us to remember that the goal of pronunciation teaching is to make the pupils more effective in their attempts at communication in English as a Foreign Language. Thus, it is noted that the most notorious problems of pronunciation have been detected in this research for that reason this principle is adapted in order to develop teaching syllabus which it is hoped will be accepted in Santo Domingo Savio School, for Boys.

- To qualify and stimulate English Foreign Language staff at Santo Domingo Savio School e.g.: to arrange a two hour weekly or fortnightly mini course for the teachers to learn to prepare their beginners classes efficiently, concentrating on improving their English for classroom activities based on T.P.R. with songs and activities to make the learning of pronunciation easier, more correct and fun! See drawing of the rainbow which I shall use as an example. Obviously the teacher must be able to speak the instructions clearly but first she will learn the song from the song cassette. “Red and yellow and pink and green, purple and orange and blue” etc. He/She will teach the children these colors using flashcards and then teach them the song. Afterwards he/she will give his/her pupils

a copy of this drawing and ask them to color each band of the rainbow according to the order of the colors in the song. This guarantees that the children will not mispronounce the color blue which is the hardest one for them to remember once they start to learn to write. That is why early learning in TPR style is vital for correct pronunciation.

- To provide teachers of English with practice in academic listening and speaking skill, classroom strategies, preparation of oral presentation, and well-manned to use an English laboratory e.g. Lectures and tutorial on in-depth Phonology and Teaching pronunciation Methods for the teachers of higher grades using the latest C.D.s and topics of conversation of interest to their pupils.

- To set up Students Needs Assignment along with their physical-psychological-social-linguistic requirements e.g. by imitation, repetition and memorization. Only when he is thoroughly familiar with sound arrangements and forms does he center his attention on enlarging his vocabulary in English thereby improving his communication skills.

- To establish basic steps for a pronunciation lesson e.g. selection and presentation of the sound feature to be taught. Recognition of the new sound production of the sound feature first in words and phrase and, finally production of the sound feature in multiple intelligences.

- To increase the teachers' awareness of the importance of English, to help their pupils to identify the learning task in which they are engaged. Varying the tone and rhythm when presented any material in order to avoid boredom through monotony of repetition and also the need to dramatize in order to have emotional linguistic learning.

e.g. to produce a short theatrical play, perhaps even written by the pupils themselves, presented to the parents and other pupils.

- To develop the most suitable environment for the improvement of pupils' oral production where pupils and teacher engage in communication, involves not just the unidirectional transfer of information one to the other, but the very constitution of the speaking subject. Thus, communication is an exchange which is incomplete without a feedback reaction from the destination of the message. e.g. a class debate perhaps between two different grades.

- To provide pupils with opportunities to develop basic drafting skills in respect to produce oral production, working neatly and accurately, lettering, and line drawing, e.g. one pupil or group of pupils has one set of information (a sport) and another pupil or group has a complementary set of information. They must negotiate to discover what the other group's sport is, in order to complete the activity.

- To introduce pupils through full-sensory experiences e.g.- by touch, by smell, by taste, and by sight, and so on. e.g.: teacher asks the pupils to bring a fruit that they like the next day. The next day the teacher and the pupils make a big fruit salad and eat it blindfold describing by the taste which fruits they are eating.

- To orientate pupils in strengthening and improving their intelligence by volunteering objects and events of their own choosing and defining with others the properties and contexts of the experience of these objects and events e.g. forfeits.

- To use the most suitable methods in teaching, listening and speaking skills such as the Total Physical Response method, Suggestopedia method, Multiple Intelligence, the Silent method, Natural method, and Community Language Learning, and Community Language Teaching.

## **6.2 TEACHING METHODS**

The teaching of any subject matter is usually based on an analysis of the nature of the subject itself and the application of teaching and learning principles drawn from research and theory in educational physiology. Thus, the history of language teaching methods has been characterized by a search for more effective ways of teaching second language or foreign languages. Although much has been done to clarify some important questions in language teaching, the teaching profession is exploring new options for addressing basic issues and the effectiveness of different instructional strategies and methods in the classroom.

The result is referred to as a teaching method by which we refer to a set of core teaching and learning, they go together with a body of classroom practices that are derived from them. The field of teaching methods has been a very active one in language teaching since nineteenth century. Thus, most of the methods achieved world-wide level of acceptance and popularity at different times but were then replaced by methods based on newer or more appealing ideas and theories. Some examples of them we are going to apply in this research such as, the Natural method, the Suggestopedia method, the Silent method, and so on. At the same time, alternatives to mainstream approaches have found some level of support within language teaching,

such as Multiple Intelligences, Neurolinguistic, and so on. The communicative movement focused on language as communication and on making the classroom an environment for authentic communication. It was the place where we found pupils' vowel interference for developing communication seriously impaired. We engage them in order to reduce to the minimum the tendency of substituting Spanish sound for English one when they produce oral communication in English

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<sup>8</sup>Jack C. Richards: Approaches and Method in Language Teaching

## 6.3 TEACHING GAMES

Teachers of English should know games are important in teaching second language because they have certain features in common with real communicative events; such as, letters, numerals, colors, shapes, time, and money we notice that there is a purpose to the exchange. Also the teachers of English receive immediate feedback from the pupils on whether or not he has successfully communicated.

In order to demonstrate how to use games in the classroom, some examples are provided below.

### Whisper Circles

➤ **Aim:** Speaking , pronunciation, listening

1. Divide the students into groups of 5 to 10.
2. Choose one leader from each group. Give the leaders a card which has the sentence “It takes about six seconds for something you drink to reach your stomach.” Ask him to memorize the sentence, go back to his group and whisper what he has read on the card to the person on his right. Each person will whisper the sentence to the next person and the sentence can be said only once. The last person will say the sentence out loud. If the sentence is the same as the one written on the card, that group wins. Another sentence could be, ”Send re-enforcements going to advance” which might end up as, “Send three and four pence going to a dance!”

## Match and Catch the Riddle

➤ **Aim:** Reading silently, reading aloud, pronouncing segmental and suprasegmental features correctly, listening selectively, grammar (simple present tense), linguistic and nonlinguistic reasoning and memorizing.

1. Divide the class into two groups: The QUESTION group and the ANSWER group.
2. Give the questions to the first group and the answers to the other group and line them up in two queues.
3. Each pupil in the first group will in turn read the question he has aloud. The first person in the answer group reads his answer aloud.
4. If the question and the answer match, put the pupils in pairs. If they don't, continue till the right answer is found. Each pupil can read his part only twice. When all questions and answers are matched ask the pairs to read the riddle they have just for fun. Allow me to show.

### Some Suggested Riddles

QUESTIONS	ANSWERS
What animal is gray and has a trunk?	A mouse going on vacation
What animal eats and drinks with its tail?	All do. No animal takes off its tail when eating or drinking.
Why do mother kangaroos hate rainy days?	Because then the children have to play inside.
How can you tell the difference between a can	Read the label.

of chicken soup and a can of tomato soup?	
Why is an eye doctor like a teacher?	They both test the pupils.
Why did the cross-eyed teacher lose his job?	Because he could not control his pupils.
Why is mayonnaise never ready?	Because it is always dressing.
Do you know the story about the skunk?	Never mind, it stinks.
What does an envelope say when you lick it?	Nothing. It just shuts up.
Why do cows wear bells?	Because their horns don't work.
Why shouldn't you believe a person in bed?	Because he is lying.
What is the best way to prevent milk from turning sour?	Leave it in the cow.
Why does a dog wag his tail?	Because no one else will wag it for him.

### **Crazy Story/Consequences**

- **Aim:** Writing, reading aloud, listening, grammar (simple past tense, reported speech)

1. Prepare sheets of paper with six columns which bear the following titles at the top

- ❖ WHO?  
(a man's name)
- ❖ WHOM?  
(a woman's name)
- ❖ WHERE?



- ❖ WHAT DID HE SAY?
- ❖ WHAT DID SHE SAY?
- ❖ WHAT DID THEY DO?

2. Divide the class into groups of 6. Give each group one sheet of paper. Ask the first student to write under the first part and fold the paper so as to cover what he has written. Tell the student to pass the paper onto the next person. As each person writes, he should only look at his fold. When all students finish, one student from each group will be asked to read their story in the following format. You can write the format on the blackboard.

- ..... met ..... in/at .....
- He said .....
- She said .....
- And so they .....

### **Missing Headlines**

- **Aim:** Reading silently, reading for specific information, speaking (discussing in pairs).

1. Cut out news items and their headlines from a newspaper. Paste the news and headlines on separate sheets of paper. Photocopy them.

2. Ask students to work in pairs. Give each pair the photocopies of the news and headlines.
3. Ask them to match the headlines with the news items.

### **Spot the Differences**

- **Aim:** Speaking, listening, grammar (there is/are....., s/he has ....., s/he is .....ing, s/he is + adjective)

1. Find or draw two pictures which are the same except for seven features.  
Photocopy them on separate sheets of paper.
2. Ask pupils to work in pairs. Give one copy of each picture to each pair. The pairs are not supposed to show their copies to each other. Partner A's will describe their copy and Partner B's will listen carefully and examine their own copy to find the differences. They can ask questions if they require more detailed information or need any clarification. The pair that finishes first wins the game.

### **The Secret Code**

- **Aim:** Spelling, guessing by using I.P.A. transcription, reading.
1. Ask students to work individually. Give each student a sheet of paper which has some phrases on it. Tell them to read it in English.
  2. Clue: the first word is "the"; the most frequently used word in English.

3. When they finish, ask them to write a secret message of their own to their friend. They can use the I.P.A. symbols. If they need new symbols, they can use I.P.A. transcription and think their own work.

In the morning                      indðmɔrnin

In the afternoon                      indðæftɔrnuwn

He is a student                      hiyzðstuwðnt

Games are highly motivating because they are amusing and interesting. They can be used to give practice all language skills and be used to practice many types of communication. The aim of this paper was to demonstrate some simple games. Teachers of English should be encouraged to find other games which are suitable for their pupils or develop their own.

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**APPENDIX A. DATA  
SHEET**

ITEM NUMBER												
Pupil	sex	grade	1	2	3	4	5	6	7	8	9	10
1	m	6 <sup>th</sup>	0	1	1	1	1	0	2	1	1	1
2	m	6 <sup>th</sup>	1	1	1	1	1	1	1	1	1	0
3	m	6 <sup>th</sup>	1	1	1	0	2	2	1	1	1	1
4	m	6 <sup>th</sup>	1	2	1	0	1	2	2	1	1	1
5	m	6 <sup>th</sup>	1	2	2	1	1	1	1	1	1	1
6	m	6 <sup>th</sup>	1	1	1	1	1	1	1	1	1	1
7	m	6 <sup>th</sup>	1	1	1	1	1	1	1	1	1	1
8	m	6 <sup>th</sup>	1	1	1	1	1	2	2	0	1	1
9	m	6 <sup>th</sup>	1	1	1	1	0	0	2	1	1	0
10	m	6 <sup>th</sup>	0	1	1	1	1	1	1	0	1	1
11	m	6 <sup>th</sup>	2	2	1	1	1	1	2	1	1	1
12	m	6 <sup>th</sup>	1	2	1	1	1	1	2	2	1	0
13	m	6 <sup>th</sup>	1	1	1	1	2	1	1	2	1	1
14	m	6 <sup>th</sup>	1	0	0	1	1	1	1	2	1	2
15	m	6 <sup>th</sup>	2	1	2	1	1	1	1	2	1	1
16	m	6 <sup>th</sup>	0	1	1	1	1	1	1	2	1	1
17	m	6 <sup>th</sup>	1	0	2	2	1	1	0	1	2	1
18	m	6 <sup>th</sup>	1	2	1	2	1	1	1	1	2	1
19	m	6 <sup>th</sup>	2	1	1	1	2	1	1	1	2	1
20	m	6 <sup>th</sup>	2	1	1	1	1	0	1	2	2	0
21	m	6 <sup>th</sup>	1	1	1	0	2	1	0	2	1	2
22	m	6 <sup>th</sup>	1	2	1	0	1	2	2	2	1	2
23	m	6 <sup>th</sup>	1	2	1	1	1	2	1	1	1	2
24	m	6 <sup>th</sup>	1	1	1	1	1	1	1	0	1	1
25	m	6 <sup>th</sup>	1	1	1	1	0	1	1	0	1	1
26	m	6 <sup>th</sup>	1	2	1	1	2	1	1	1	1	1
27	m	6 <sup>th</sup>	1	2	1	1	2	0	2	1	1	1
28	m	6 <sup>th</sup>	1	1	1	1	1	1	2	1	0	1
29	m	6 <sup>th</sup>	2	1	1	1	1	1	1	1	0	2
30	m	6 <sup>th</sup>	0	1	1	0	1	1	1	2	1	0
31	m	6 <sup>th</sup>	1	1	1	1	0	0	1	0	1	0
32	m	6 <sup>th</sup>	2	1	1	1	2	1	2	1	1	1
33	m	6 <sup>th</sup>	1	0	1	1	2	2	0	2	1	1
34	m	6 <sup>th</sup>	1	0	1	1	2	2	0	1	1	1
35	m	6 <sup>th</sup>	1	0	1	1	1	1	1	0	1	0
36	m	6 <sup>th</sup>	1	2	1	0	0	1	1	1	1	1
37	m	6 <sup>th</sup>	1	2	1	1	1	2	1	2	0	1
38	m	7 <sup>th</sup>	1	1	1	1	1	2	2	2	0	2
39	m	7 <sup>th</sup>	1	1	1	1	1	2	2	2	2	1

40	m	7 <sup>th</sup>	1	1	1	1	1	2	2	1	1	2
41	m	7 <sup>th</sup>	0	0	1	1	1	1	2	1	2	1
42	m	7 <sup>th</sup>	0	1	2	1	1	1	1	2	1	1
43	m	7 <sup>th</sup>	1	1	1	1	0	0	1	2	1	1
44	m	7 <sup>th</sup>	1	2	2	2	1	1	0	1	2	2
45	m	7 <sup>th</sup>	1	2	2	2	2	1	1	1	2	0
46	m	7 <sup>th</sup>	1	1	2	1	2	2	1	1	2	1
47	m	7 <sup>th</sup>	0	1	2	2	2	1	1	1	2	1
48	m	7 <sup>th</sup>	1	1	1	2	1	1	2	1	0	1
49	m	7 <sup>th</sup>	1	1	1	2	1	0	2	1	0	1
50	m	7 <sup>th</sup>	1	0	1	2	0	0	0	1	1	0
51	m	7 <sup>th</sup>	0	1	1	1	0	0	2	1	1	0
52	m	7 <sup>th</sup>	2	2	0	1	0	1	1	1	1	1
53	m	7 <sup>th</sup>	2	1	0	1	1	1	1	2	1	1
54	m	7 <sup>th</sup>	0	1	1	1	1	1	2	2	1	1
55	m	7 <sup>th</sup>	0	0	1	0	1	0	1	2	2	1
56	m	7 <sup>th</sup>	1	1	1	1	1	1	0	2	0	1
57	m	7 <sup>th</sup>	0	1	1	0	0	1	0	2	1	2
58	m	7 <sup>th</sup>	0	2	2	2	2	1	1	0	1	2
59	m	7 <sup>th</sup>	0	1	1	1	2	2	1	0	0	2
60	m	7 <sup>th</sup>	1	1	1	1	1	1	2	2	1	2
61	m	7 <sup>th</sup>	2	1	1	2	2	1	1	2	1	1
62	m	7 <sup>th</sup>	2	0	1	2	0	2	1	1	1	1
63	m	7 <sup>th</sup>	1	2	1	2	0	2	1	1	1	1
64	m	7 <sup>th</sup>	0	1	1	1	0	1	1	1	2	1
65	m	7 <sup>th</sup>	1	1	2	1	2	2	1	1	1	1
66	m	7 <sup>th</sup>	1	1	1	1	1	1	1	1	1	1
67	m	7 <sup>th</sup>	1	2	1	0	1	1	1	1	1	1
68	m	7 <sup>th</sup>	0	2	2	0	1	1	1	1	1	0
69	m	7 <sup>th</sup>	0	2	2	0	1	1	1	1	1	0
70	m	7 <sup>th</sup>	0	1	0	1	2	1	1	2	1	1
71	m	7 <sup>th</sup>	1	1	1	1	1	2	2	1	1	0
72	m	7 <sup>th</sup>	1	1	2	1	2	2	1	2	2	2
73	m	7 <sup>th</sup>	0	1	1	1	1	1	1	1	1	1
74	m	7 <sup>th</sup>	0	1	2	1	1	1	1	2	1	0
75	m	7 <sup>th</sup>	2	2	1	1	0	0	1	1	2	1

**Sex**

It is a boy only school  
m = male

**Pronunciation**

0 = No Vowel Interference  
1 = Vowel Interference  
2 = No Answer

## **BUDGET**

In order to fulfill the research, the following budget can be incurred in the development of the research-work

<b>ITEM</b>	<b>TOTAL AMOUNT IN U.S. DOLLARS</b>
<b>Realization of the project in document</b>	<b>100</b>
<b>Printing documents</b>	<b>120</b>
<b>Copies</b>	<b>60</b>
<b>Texts and bibliographies of support</b>	<b>180</b>
<b>Office supplies (pens, paper, etc.)</b>	<b>50</b>
<b>Mobilization and Telecommunication</b>	<b>100</b>
<b>Transportation</b>	<b>200</b>
<b>Tutoring</b>	<b>200</b>
<b>Rights of sustentation and incorporation</b>	<b>565</b>
<b>Binding of work</b>	<b>200</b>
<b>TOTAL</b>	<b>1775</b>





ANNEX "B"

**ESCUELA DE VARONES FISCO-MISIONAL SANTO DOMINGO SAVIO**

La presente encuesta esta dirigida a los señores estudiantes (niños) de Sexto y Séptimo año de Educación Básica de la **ESCUELA FISCO-MISIONAL SANTO DOMINGO SAVIO**, la cual contribuirá al mejoramiento del idioma Ingles enmarcado dentro de la interferencia producida por el aprendizaje del idioma Ingles como segunda lengua en la pronunciación lo que dificulta la comunicación, por lo cual se solicita de la manera mas comedida a usted señor estudiante responda con la mayor sinceridad y exactitud.

1.- Cree usted que la pronunciación en el idioma Ingles que utilizó su profesor (a) fue la adecuada.

SI (            ) NO(            ) POR QUE (            )?

.....  
.....

2.- La pronunciación recibida con el anterior profesor (a) le pareció adecuado (a) y logro comunicarse con sus compañeros y con su educador con facilidad.

SI (            ) NO (            ) POR QUE (            )?

.....  
.....

3.- En que destrezas cree usted como estudiante mejoró su comunicación a través del idioma Ingles, el cual ayudo a mejorar la pronunciación y comunicación en el conocimiento del mismo.

- Escuchar (            )
- Hablar (            )
- Leer (            )
- Escribir (            )

4.- Cual de los dos siguientes tipos de comunicación piensa usted que le motiva seguir adelante en el aprendizaje del idioma Ingles.

Forma Oral (            )

Forma Escrita (            )

5.- Piensa usted que hubo dificultad en la comunicación en el idioma Ingles con su profesor o viceversa.

SI (            ) NO (            ) POR QUE (            )?

**MUCHAS GRACIAS**

**SRTA. SOR:**

**ESPERANZA CAMPOVERDE**

**DIRECTORA DE LA ESCUELA SANTO DOMINGO SAVIO**

Ciudad

De mis consideraciones:

Solicito de la manera mas comedida, en vista he terminado la malla curricular en la Facultad de Idiomas de la Escuela Superior Politécnica del Ejercito, siendo como requisito previo para la obtención del titulo de Licenciado, la elaboración de un proyecto investigativo en el área de Ingles, se me conceda autorización para realizar la ( s ) encuesta ( s ) la cual sustentará mi proyecto de tesis el mismo que se aplicara con los señores estudiantes de sexto y séptimo año de Educación Básica.

Por la atención favorable que se digne brindar a la presente, anticipo mi sincero agradecimiento, y a la vez aprovecho la oportunidad para reiterarle mi más alta y distinguida consideración de respeto.

Atentamente.

Manuel Mesías Salas Gallegos