UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
SISTEMA DE EDUCACIÓN SUPERIOR SEMIPRESENCIAL CARRERA
DE Lenguas y lingüística

EDUCATIONAL PROJECT

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF:
LICENCIADA EN CIENCIAS DE LA EDUCACIÓN

MAJOR IN:
Lenguas y lingüística inglesa

TOPIC
IMPORTANCE OF THE DIDACTIC FACTORS IN THE PHONETIC
ELEMENTS OF THE ORAL EXPRESSION

PROPOSAL
DESIGN OF A DIDACTIC GUIDE WITH SPECIFIC MATERIAL
FOCUSED ON DIDACTIC FACTORS FOR THE
REINFORCEMENT OF THE PHONETIC ELEMENTS IN THE
ORAL EXPRESSION

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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
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De mis consideraciones:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización Lenguas y Lingüística, tengo a bien informar lo siguiente:

Que la alumna-maestra:
MARÍA VICTORIA MARTÍNEZ CRUZ

Diseñó y ejecutó el Proyecto Educativo:

TEMA
Importance of the Didactic Factors in the Phonetic Elements of the Oral Expression

PROPUESTA
Design of a Didactic Guide with specific material focused on didactic factors for the reinforcement of the phonetic elements in the oral expression.

El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

La participante ha ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACIÓN y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Muy Atentamente

[Signature]

Lcdo. Rodrigo Guerrero Segura, MSc
DEDICATION

God, for giving me the opportunity to live and be with me in every step I take, for strengthen my heart and enlighten my mind and have put on my way all those who have been my support and company throughout the study period…

…my mother “mami Telli”, for giving me life, being the one that really loves me… believing in me… just the way I am and… for always supporting me. Mami thanks for being of big influence in my future, all this, I owe to you…

…my lovely daughter Ma. Victoria, “Vickita”, for being my admirer and helps me always, for being my younger teacher of life, my personal psychologist, I also owe it to you…

…my youngest brother Miguel Angel, intelligent, discreet, and admirable for his unconditional support throughout my life, for helping me to build my entire life…

…my other brothers Carlos Alberto and Gustavo Fernando, for their unconditional presence…

…my dear husband Ricardo, for supporting me on those long nights of studies and sharing the good and bad times at my side…

…my nephews, Andreita, Carlos and Carlitos, who see me as an example to follow…

…all those family members and friends, whose names I do not remember at the time of this writing.

Maria Victoria Martínez Cruz
ACKNOWLEDGEMENT

At the end of an arduous development of a research project work is inevitable to feel a very human egocentrism that takes the researcher to concentrate most in the credit for the contribution done. However, the magnitude of that contribution would have been impossible without the participation of individuals and institutions that have made things easier for this work to reach a successful conclusion. Therefore, it is a real pleasure for me to use this space to be fair and consistent with them, expressing my deepen thanks.

I give special thanks to Rodrigo Guerrero, MSc. for accepting to perform this research project under his leadership. His support and confidence in my work and ability to guide my ideas has been an invaluable contribution not only in the development of this investigation, but also in my training as a researcher. My own ideas, always orientated by him, have been the key to arrive at the end to this investigation, work that we have done together.

I also want to express my sincere admiration and thanks to my dear mother Doña Teresa de Martinez for her important moral support during those times of weakness that has been very important in the development of this research.

Above all I emphasize my personal devotion and thanks to God, our Lord, his direct participation in this work has enriched it.

Maria Victoria Martínez Cruz
REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGIA

Thesis Registration Form – English

TITULO Y SUBTITULO: Importance of the didactic factors in the phonetic elements of the oral expression

PROPUESTA: Design of a didactic guide with specific material focused on didactic factors for the reinforcement of the phonetic elements in the oral expression.

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PALABRAS CLAVE: Didactic Factors, Phonetic Elements, Oral Expression

RESUMEN: The English problem as a study of a foreign language or bilingual education has been handled in a superficial way. The experience gained during the teaching time has shown that the public schools’ students have low oral production and poor pronunciation, meaning this that the correct development of this language is not achieved, despite of the great help that ICT offers. The foregoing has led to conclude that the importance of the didactic factors in the phonetic elements of the oral expression is the general objective of this research. The methodological design research was conducted under the scientific investigation line, through the critical-social research, having as methodology type the descriptive-exploratory one, with the survey and direct observation as research techniques, considering as instruments, the questionnaire and the interview, based on closed questions investigated on the field; under a quantitative approach. According to the need, the scope is of qualitative type, because studies specific groups, converting it in a case study. The proposal of this research is focuses on a didactic guide design with phonetic introductory methodology supported on the ICT, which improves the pronunciation, increases the students’ vocabulary and as a default will develop the oral expression. The implementation of this proposal will identify the quality didactic factors that influence the teaching-learning process. As a result, the right articulation of this research will develop in great benefit, achieving the academic excellence, based on standards and in line with the current globalized world, which means the mastering of the English language.

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Importancia de los factores didácticos en los elementos fonéticos de la expresión oral.

Diseño de una guía didáctica con material específico basado en factores didácticos para el refuerzo de los elementos fonéticos en la expresión oral.

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PALABRAS CLAVE: FACTORES DIDÁCTICOS ELEMENTOS FONÉTICOS EXPRESIÓN ORAL

RESUMEN: El problema del inglés como estudio de una lengua extranjera o educación bilingüe ha sido manejado superficialmente. La experiencia adquirida durante el tiempo de enseñanza ha demostrado que los alumnos de las escuelas públicas tienen baja producción oral y mala pronunciación, lo que significa que no se logra el correcto desarrollo de esta lengua, a pesar de la gran ayuda que ofrecen las TIC. Lo anterior ha llevado a concluir que la importancia de los factores didácticos en los elementos fonéticos de la expresión oral es el objetivo general de esta investigación. El diseño metodológico de la investigación se realizó bajo el método científico, a través de la investigación socio crítica, teniendo como tipo de metodología la descriptiva-exploratoria con la encuesta y observación directa como técnicas de investigación, considerando los instrumentos, el cuestionario y la entrevista, a partir de preguntas cerradas investigadas en el campo; todo bajo un enfoque cuantitativo. Según la necesidad, el alcance es de tipo cualitativo, porque estudia un grupo específico, convirtiéndolo en un caso de estudio. La propuesta de investigación se centra en un diseño de guía didáctica con una metodología fonética introductoria apoyada en las TIC, mejorando la pronunciación, aumentando el vocabulario de los estudiantes y por defecto desarrollará la expresión oral. La implementación de esta propuesta identificará las cualidades de los factores didácticos que influyen en el proceso de enseñanza-aprendizaje. Como resultado, la articulación de todas ellas, será de gran beneficio, logrando la excelencia académica, basada en estándares, en línea con el mundo globalizado actual, lo que significa el dominio de la lengua inglesa.

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ABSTRACT

The problem of study English as a foreign language or bilingual education has been handled in a superficial way. The experience gained during the teaching time has shown that the public schools’ students have low oral production and deficient pronunciation; meaning this that the correct development of this language is not achieved, in despite of the great help that ICT offers. The foregoing has led to conclude that the importance of the didactic factors in the phonetic elements of the oral expression is the general objective of this research. The methodological design research was conducted under the scientific investigation line, through the critical-social research, having as methodology type the descriptive-exploratory one, with the survey and direct observation as research techniques, considering as instruments, the questionnaire and the interview, based on closed questions investigated on the field; under a quantitative approach. According to the need, the scope is of qualitative type, because studies specific groups, converting it in a case of study. The proposal of this research is focuses on a Didactic Guide design with phonetic introductory methodology supported on the ICT, which improves the pronunciation, increases the students’ vocabulary and as a default will develop the oral expression. The implementation of this proposal will identify the quality didactic factors that influence the teaching-learning process. As a result, the right articulation of this research will develop in great benefit, achieving the academic excellence, based on standards and in line with the current globalized world, which means the mastering of the English language.

Key Words:

DIDACTIC FACTORS - PHONETIC ELEMENTS - ORAL EXPRESSION
RESUMEN

El problema de estudiar inglés como lengua extranjera o educación bilingüe se ha manejado de manera superficial. La experiencia adquirida durante el tiempo de enseñanza ha demostrado que los estudiantes de las escuelas públicas tienen una producción oral baja y una pronunciación deficiente; Esto significa que no se logra el desarrollo correcto de este lenguaje, a pesar de la gran ayuda que ofrecen las TIC. Lo anterior ha llevado a la conclusión de que la importancia de los factores didácticos en los elementos fonéticos de la expresión oral es el objetivo general de esta investigación. La investigación en diseño metodológico se realizó bajo la línea de investigación científica, a través de la investigación crítico-social, teniendo como metodología el descriptivo-exploratorio, con la encuesta y la observación directa como técnicas de investigación, considerando como instrumentos, el cuestionario y la entrevista, basados en en preguntas cerradas investigadas en el campo; bajo un enfoque cuantitativo. Según la necesidad, el alcance es de tipo cualitativo, ya que estudia grupos específicos, convirtiéndolo en un caso de estudio. La propuesta de esta investigación se centra en el diseño de una guía didáctica con una metodología de introducción fonética apoyada en las TIC, que mejore la pronunciación, aumente el vocabulario de los alumnos y, de forma predeterminada, desarrolle la expresión oral. La implementación de esta propuesta identificará los factores didácticos de calidad que influyen en el proceso de enseñanza-aprendizaje. Como resultado, la correcta articulación de esta investigación se desarrollará en gran beneficio, logrando la excelencia académica, basada en estándares y en línea con el mundo globalizado actual, lo que significa el dominio del idioma inglés.

Palabras Claves:

FACTORES DIDÁCTICOS - ELEMENTOS TELEFÓNICOS - EXPRESIÓN ORAL
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INTRODUCTION

Within the context of this educational project research, the delimitation of the topic is presented based on the importance of the phonetic as an element of the skill of speaking, having as a result the bad production quality and meaning this: Low oral production and poor pronunciation. For this purpose this educational project has been focused on a group of students with speaking learning problems, who have the intention to change this didactic system problem and overcome the lack of methodological learning strategies that are pretended to be viable through a consulting didactic material to be proposed.

The success of this study will depend on how interesting and useful is this proposal to the students, regarding the vocabulary, exercises and how pedagogical is the presentation of the phonetic elements in order to higher their speaking production quality.

It is important to lead the students to their understanding that both, oral and written skills go hand by hand with the speaking skill and that the teaching-learning moment will be in accordance with the Plan Nacional del Buen Vivir-PNBV, the same that refers the importance of ending poverty through the overcrowding of the study and quality improvements, using the educational science as part of the teaching-learning process.

The main objective of this educational project research is to examine the deep influence of the factors that could be affecting the phonetic quality in the oral expression for a correct teaching-learning process within the classroom.

Being this the general problem that happens today to our youth of the 21st century and due to we are now living in the knowledge society, is the lack of interest in developing as integral and holistic beings that
becomes extremely important to research, by understanding and giving an appropriate solution to this specific case of learning English, as a foreign language in the public schools and colleges. Their little enthusiasm towards the English learning is reflected in the poor motivation that they received from home and within the classroom. The present project has as main purpose to analyze the low quality production in the oral skill and deficient pronunciation, among the students of 10th grade of basic education of a public school of Guayaquil.

In order to improve and develop their speaking skills of a foreign language, in this case, English; the methodologies that will be prepared are especial for their environment, emphasizing in the study of the phonetic and paralinguistic elements, regarding our performed direct observation inside the classroom. A direct observation in situ, and properly structured surveys will be applied through this educative scheme of project with an interesting proposal that will be presented supported in the use of the new technology, with the purpose to improve the quality of the present education.

In the practice, teaching is as important and rich as imponderable, and once analyzed the daily task of teaching-learning process, it should be admitted the variants imposed by the didactic educational reality of our surrounding environment, which is currently in full development within the society of knowledge, and after this analysis, will proceed to change those deficiencies, regarding the use of updated techniques and trained teachers, required to achieve the improvement in the level of exposure to the language, by improving the phonetic elements in the English language.

Therefore some useful tools are going to be used, like strategies and resources, to enhance this educational project like the using as a technical support the ICT (Information, Communication Technologies) to improve the educational problem within the classroom; achieving a
complete attention from the students to the English language. By applying those elements we will have a more productive teaching-learning process.

This project is compound by 4 chapters that are detailed as follow:
CHAPTER I
THE PROBLEM – INVESTIGATION CONTEXT

Understand the importance of the direct observation over this research, by developing appropriate concepts involving the use of careful systematic and empirical processes, to obtain a clear view of the research object, which in our case is the low quality oral production and poor pronunciation in English language in students of a public school of Guayaquil and all the didactic factors that influence them daily and which they are facing within their classroom.

In other words the context of this problem is summarized in the key words used for the right develop of this study, which are: Didactic Factors – Phonetic Elements - Oral Expression.

CHAPTER II
THEORETICAL FRAMEWORK

Appreciate the importance of the development of the study method through the function of variables found within this investigation project, in order to demonstrate the outstanding aspects of them, which articulate the objectives, the content and the method of research. To complement this, we have to add a deep bibliographical study structure.

CHAPTER III
METHODOLOGICAL FRAMEWORK

Apply the use of the method followed during this research project, using a basic scheme to demonstrate the validity of the instruments used in accordance with the previous chapters, finally making a triangulation explained in the Analysis and Interpretation of Results.
CHAPTER IV
THE PROPOSAL

In this final chapter the proposal will be delivered, with a need to fulfill the solution over the problem, where the diagnosis obtained will be included over the detected problems, which must include practical solutions, meaning this that the implementation of this plan, meaning this a Study Guide that will be feasible to use and its application in the classroom will be easy to perform.
CHAPTER I
THE PROBLEM

CONTEXT OF THE INVESTIGATION

The public educational establishment chosen for the following educational research project, is the Unidad Educativa Fiscal Mixta Vicente Rocafuerte, located in Zona 8, Distrito 3, Circuito 04, Parroquia Urdaneta del Cantón Guayaquil, Provincia del Guayas, año escolar 2015-2016, being the principal object of this study the students of the 10th grade of the General Basic Education (EGB).

The Unidad Educativa Fiscal Mixta Vicente Rocafuerte, considered the first school of Ecuador and South America founded under the name of Colegio del Guayas in December 6th of 1841 at the request of the Governor of Guayaquil to the president of Ecuador Juan Jose Flores. The 10 of December of 1900 was granted by means of the legislative decree of the National Congress the name of Colegio Nacional Vicente Rocafuerte.

Due to the quality of education that was provided in this prestigious public education establishment, 13 students have until now become President of the Republic of Ecuador.

In the educational field, the establishment where the present research-educational project will be developed, has been selected in a very meticulous way since it was decided to work with them based precisely on their record as providers of future political that can lead our nation. Converting in this case the teaching of any language

Turning this way the language as a weapon with which they can defend themselves in a correct and precise way, being able nowadays in this globalized world that language the foreign English language the weapon with which they can be defended at world-wide level.
According to the above indicated and being a language teacher that involves a number of moments in which the question is: Is better to teach only English or learn how to teach English from the standpoint of the phonetics? The answer is simply, because teaching vocabulary and grammar is easy, but teach using phonetics, meaning this, the correct pronunciation and use of the oral expression, is a deeper field. Since this point of view, the present research study has been prepared, starting with science and experimentation, by working directly, by observing the behavior of the students within their classroom; not forgetting that they are exposed to various factors, even the didactic one or the psychological and sociological in the other side. The starting point of this study will be the didactic factor, which is the one to which they are exposed in their daily classes.

The desire is to achieve educational development in line with the type of institution that is going to serve this proposal of educational project, due to the enormous prestige since the curriculum which describes this school as emblematic, where some of the most important Presidents of Ecuador had trained.

The exactly investigation context of this problem is summarized in the key words of this study, and those will guide and develop this research. All of them will help this research to be consistent in every step of the evolution of the problematic in order to arrive to the proposal given.

CONFLICT SITUATION

The present project has as main purpose to analyze the low quality production of the phonetic elements in the oral expression skill or deficient pronunciation, among the students of 10th grade of General Basic Education at Unidad Educativa Fiscal Mixta Vicente Rocafuerte de
Guayaquil. Due to this production problem against the oral skill, the proposal of a Didactic Guide could be very successful.

The problem of low quality in the oral expression has been detected on a group of students with didactic, sociological and psychological learning problems within their surroundings. As teachers we have to realize that big didactic system problem exist and overcome the lack of methodological learning strategies within their classroom. Becoming this problem in a very important subject to study, such as is the phonetic elements in the daily oral expressions in the foreign language studied by the students of this Educative Unit in Guayaquil.

Added the imitation of adequate and updated teaching materials, meaning this, as unsatisfied resources which really do not fulfill the necessities to achieve an effective acquisition of the language, being those materials such as books, workbooks, cards and dictionaries.

Regarding the limited modern technology within the school, which as a default carries a poor audio lingual practice problem, which can be implemented and improve with the nowadays useful tools called ICT (Information and Communication Technologies).

Through the key words given in the abstract and regarding the experience attained in the years in the education field, the arrival to an ideal proposal regarding the problematic will be very successful. Those key words were searching inside the bibliographical content and at least were used in the abstract of this study being them as follows: Didactic Factors – Phonetic Elements - Oral Expression, among them we are going to build our scientific study.
SCIENTIFIC FACT

Deficiency in the pronunciation of the students due to the poor phonetic elements in the oral expression among the students of 10th grade of General Basic Education at Unidad Educativa Fiscal Mixta Vicente Rocafuerte, located in Zona 8, Distrito 3, Circuito 04, Parroquia Urdaneta del Cantón Guayaquil, Provincia del Guayas, año escolar 2015-2016.

According to the internal figures of the educational unit on the level of foreign language scores of basic education students, indicate that there is a fairly low rate of high grades in English.

CAUSES
The causes that affect directly the Dependent Variable are as follows:

- Low didactic preparation to teach the phonetics elements in the oral expression, within the classroom.
- Public school does not have enough useful tools such as the TIC’s, to teach the phonetic elements, in order to improve the oral expression.
- Vices of speech, that affect deeply within the introduction of new knowledge as the phonetic elements in the oral expression.

PROBLEM FORMULATION

How does the Didactic Factors influence in the phonetic elements of the oral expression among students of 10th grade from the Unidad Educativa Fiscal Mixta Vicente Rocafuerte, located in Zona 8, Distrito 3, Circuito 04, Parroquia Urdaneta del Cantón Guayaquil, Provincia del Guayas, año escolar 2015-2016?

OBJECTIVES

GENERAL OBJECTIVE

To demonstrate the importance of the didactic factors in the phonetic elements of the oral expression by means of the implementation
of a scientific methodology, through the socio-critical research under a quantitative approach in order to design a didactic guide through which the quality of the didactic factors should be improved.

SPECIFIC OBJECTIVES

To identify which didactic factors affect the correct pronunciation of English language learners by means of a survey and a direct observation within the classroom in order to apply, after the tabulation, a specific phonetic methodology.

To describe the phonetic elements of the oral expression by means of a bibliographical analysis, an interview and a survey.

To design a Didactic Guide with specific material focused on didactic factors for the reinforcement of the phonetic elements in the oral expression through the data gathered.

RESEARCH QUESTIONS

- How should the teaching-learning process (didactic factors) be efficient enough to achieve the interest of the English language learners?
- How should the teachers be updated on new didactic factors like the methodologies of learning English?
- Regarding the direct observation, which is the cause of the oral production problem (phonetic) within the classroom?
- Where is going to be implemented the current proposal of educational project research going to be performed or carry out in order to obtain better phonetic results within the oral expression?
- How will we be able to implement the didactic guide to 10th grade students within the classroom?
- How are the ICT going to be used as a complement of the didactic guide in order to get better phonetic results?
JUSTIFICATION

The subject of this research as an educative project contributes necessarily and completely with the educational science, identifying the present didactic factors as major elements affecting the quality of the oral production of the students, having clear, that these problematic factors have been properly identified within the classroom.

Due to the above exposed it is important to remember that:
It has been considered appropriate to distinguish what didactic factors are involved, and regarding that, Piaget's theory talks about “Pedagogical factors: these are works or projects which education has used as a base to design educational programs, methods of teaching, teaching strategies, etc. Meaning, that exist jobs in which appear proposals to be implemented in the education”. (Viego, 2014, p. 58)

In the present XXI century, the use of some tools, strategies and resources will be very useful, like the use as a support the TIC’s (Information, Communication Technologies) to improve the educational problem within the classroom; such as the phonetic elements of the oral expression, achieving the complete attention of the students into the English language. The applying of those elements will have a more productive teaching-learning process.

Therefore, and after this briefly reflection, we take the words of a famous French researcher that studies the human being communications system, who said: "The knowing, must be fluent with the use of the phonetic elements of the oral expression, because is the ability to function in an environment or a communicative situation". (Sauvignon, 2010, p. 35).

In terms of social relevance, it is based solely on the Plan Nacional Del Buen Vivir, which indicates the importance of ending poverty through a study mass and with an improvement of the quality in the Education
field, using the Educational science as part of the teaching-learning process, moreover if the main purpose is focused on the improvement of the oral expression in any language. Besides and in order to reinforce the indicated what stayed on the Constitution of the Republic in its articles 27 and 388:

The education will focus on the human being and ensure a holistic development, within the framework of respect for human rights, the environment and sustainable democracy; will be participatory, compulsory, intercultural, democratic, inclusive and diverse, quality and warmth; will promote gender equity, justice, solidarity and peace; stimulate critical sense, art and physical education, individual and community initiative and development of skills and abilities to create and work. Education is indispensable for knowledge, the exercise of rights and the building of a sovereign country, constitutes a strategic axis for national development. (Ecuador A. N., 2008, p. 135)

The State will allocate the necessary resources for scientific research, technological development, innovation, scientific training, recovery and development of ancestral knowledge and dissemination of knowledge. (Ecuador, 2008, p. 111)

Finally, in accordance with the above described, the most important and direct beneficiary of the proposal of this research study will be the students, with their traditional classes gradually replaced by modern, where TIC’s (Information, Communication Technologies) are used as supporting technological tools, also implementing updated linguistic and phonetic elements, new and better teaching methods for better use of the oral expression and development of all the students, all within the proposed phonetic study guide.

The English teachers would be also direct beneficiaries since the moment in which the project and its proposal will help them to solve the problem of pronunciation and diction that causes poor quality in the oral
production through effective and assertive communication, which further will include students’ parents. During the investigation of this project, it was confirmed that the parents and the community by themselves will become indirect beneficiaries of this proposal.

To conclude, this work will provide new and fresh pedagogical or didactic factors as a methodological strategy that strengthen the phonetic elements of the oral expression meaning this to improve the skills of teaching and learning. Through this study a proposal will be developed which is a study guide that will be of a great benefit to the entire educational community.
CHAPTER II
THEORETICAL FRAMEWORK

BACKGROUND

The development of the theoretical framework of this educational project is comprehensive and coherent, orderly and harmonious in this revision showing a bibliographic research, which will be called later as a matrix of the operationalization of the variables.

With the purpose to complete and understand the main objective of this research, which is to perform a bibliographic review to be able to describe the low oral production and deficient pronunciation of English as a foreign language within students of 10th year of a public school of Guayaquil.

The bibliographic review is divided into two phases. The first phase was made on the selection with a mixture of different criteria made in the data bases of Google Scholar, Academia.edu, Semanticscholar.org, Harvard.edu, Cambridge.edu, Researchgate.net, Scielo, Skopos, referring to the variables “Didactic Factors and “Phonetic Elements of the Oral Expression” through which the selection of the proper criterion was made, including them in some cases and excluding in others, having as a principal factor the importance and pertinence of the topic in concordance with the scientific line, chosen for this study. The selected timeline was of 5 years ago, meaning this from 2012 onwards. The bibliographic search was done in both, English and Spanish.

The second phase was of complete exploration; an organized and systematic search was done because we were eager to travel in/or through an unfamiliar area in order to learn about it. The information design was compound by 10 scientific articles, 1 doctoral thesis, 3 master’s theses, 4 theses of bachelor’s degree, and 2 linguistic theses.
DIDACTIC FACTORS (Independent Variable)

Regarding the Data Base: Google Scholar, six Academic Articles were found for the variable Didactic Factors, taking for the following purpose, four of them, the first one with the title The Didactic Factors In The Teaching-Studying-Learning Process from 2012, Finland, from Pertti Kansanen and Matti Meri, who said that the relation between general didactics and subject didactics must first be analyzed regarding their special characteristics and descriptions. Is very positive the relation made with the help of the didactic triangle: The pedagogical relation between the teacher and the student is discussed.

The core of subject didactics is outlined as the teacher’s relation to another relation, that between the student and the content. The manifest part of this later relation is expressed as studying and the latent part as learning, above all if this learning is about English as a foreign language. Finally the fact that every teacher has as didactics of his/her own is discussed.

An analytical - descriptive work was found with the name of Students’ Conceptions Of Knowledge, The Role Of The Teacher And Learner As Important Didactic Factors In A School Reform by Milena Zlijan, Slovenia, 2007, pp. 25-32.

Many studies concerning teacher conceptions and models of teacher development show that the conceptions of instruction, knowledge, of teacher and learner roles which are a key part of the teacher’s professional equipment. The study shows that trainee teachers largely hold conceptions typical of the transmission model of education. The key question arising from this is how to shift the students’ conceptions towards a modern, cognitive-constructivist model of education, which is an important basis for the didactic reform of the Slovene school system, which introduces gradually different Didactic Tools as Didactic Factors that
will evolve in special booklets which shows the correct way of leading the
moment of teaching-learning-content.

As a third Academic Article, a very interesting one was search in
Academia.edu and its name is *Asynchronous Vs. Didactic Education: It’s Too Early to throw in the Towel on Tradition*, 2013, USA, Jaime Jordan, Azadeh Jalali, Samuel Clarke, Pamela Dyne, Tahlia Spector and Wendy Coates - and attracts the attention because of the following:

Exist a lot of methods of education that continually evolve to meet the
ever-changing needs of teachers and learners. Asynchronous, a computer-
based instruction has become more prevalent and important in recent years
and due to the actual Knowledge Society is becoming indispensable and
accurate. Asynchronous learning is a student centered instructional method
where interactions between teachers and learners occur independently of
place and time. This type of learning holds the potential for increased cost-
effectiveness, greater flexibility, self-directed pacing and review, and
improved efficiency of educator resources in favor always of the students.

Also, in the database Scielo a scientific article was found, created
by Ma. Cristina Rueda Cataño and Marianne Wilbum Diste with the title: *Enfoques Teóricos Para La Adquisición De Una Segunda Lengua Desde El Horizonte De La Práctica Educativa*, from the year 2014, in México, where
they suggested that everyone must have knowledge about the stages
of acquisition of a second language, and especially where the linguistic
and the didactic factors intervention can be factors that inhibit the learning.
They also recommend considering, apart from the methodologies and
approaches for the teaching of a second language (cognitive, attitudinal,
social, cultural and psychological aspects), the human aspect that includes
the effectiveness, emotional and social part.
PHONETIC ELEMENTS OF THE ORAL EXPRESSION (Dependent Variable)

Regarding the dependent variable “Phonetic elements of the oral expression, a scientific article was found from the author Ana Cecilia Rincón Fontanilla with the title: *Metacognición De La Transferencia Durante La Producción Oral De Lenguas Extranjeras*, from the Zulia University in Venezuela from the year 2014, data base: Skopos, where the multiple types of transfers are established based on the different criteria were discussed. In her research the author concludes that:

a) Between English and Spanish there were more positive transfers of phonetic elements because in the majority of the subjects, the elements were dominate more highly in the English language and with which they have more exposure; therefore, there was greater strategic transfer.

b) The author also reports that when there is previous knowledge of the target language, emphasis is placed on discursive levels (lexical, phonological, phonetic, syntactic, and kinesthetic).

Meaning that, the students use synonyms, not avoiding topics to support their communication. On the contrary, if there is not much knowledge of the second language, cognitive transfer is emphasized in the lexical level of the language and students resort to the avoidance of words and gestures to communicate.

In Google Academic we found an article by the authors Odalis Robleda Cabrera, Yaneysys Corrales Milanés, Roger Rivero Tamayo, and Milagros Misbel Pérez Guerrero with the title: *Influence Of The Language And Interferences In The Learning Of English As A Foreign Language*, year 2012 in Cuba, where they describe the external and internal factors that cause linguistic interference moreover in the oral expression, due to the lack of phonetic learning. In addition, they point out that among the internal factors were found: age, the state of development of the mother
tongue and the own perceptions about the differences between the first language and the second language characterized by a deep lack of phonetic learning of the ESL. While external factors include the context of learning or communicative need. Finally, they add that the processes of phonetic interference are found in the lexical, semantic, morph syntactic or sociocultural linguistic levels.

In phase three the analysis of each work of other authors was done and how it would contribute with this investigation project.

The experience to learn a second language is different from the first one, this happens due to the age, affective factors and the intervention of the native language, have a role that can interfere or support this process. First, children learn the mother tongue (L1) very early on through constant interaction with their parents, guardians, or older children. From them, they acquire vocabulary, phrases, and sounds of words. This experience of a first language might well support the learning of another. (Yule, 2014, p. 188), reports that the most effective age is from 2 to 12 years old (although the native language predominates in pronunciation and it is influenced by a lot of phonetic elements) because it inherent capacity for language has not yet been lost, and its cognitive skills are sufficiently mature for an analysis of the characteristics of a second language. However, in the current context, the second language (L2) is learned in an academic timetable of between three and five hours a week, which does not allow the interaction necessary to acquire the skills immediately. In addition to this, it is very common to associate previous phonetic, morphological and structural knowledge with the new language to complete spaces in the purchasing process.

Another barrier that trainees of a second language traverse is the affective. (Rueda&Wildburn, 2014, p. 5) state that "Children are usually not prejudiced to assimilate a new phonic, semantic and grammatical system, and they are less afraid of being wrong than adults, who are more difficult
to learn a language". (Yule, 2014, pp. 2-3) agrees with this and adds that this characteristic may be due to the fact that self-consciousness, accompanied by a lack of empathy towards the other culture, inhibits the learning process. Non-appropriate texts, poor school environment and lack of comprehensive learning times are also indicated.

Although age and affective factor can be overcome in one hand and in the other the phonetic elements in the oral expression will be also overcome; there exist a motivation to acquire a second language. The influence or linguistic interference of L1 always affects L2 in various ways. According to previous research, it was determined that the most common mistakes of this phonetic elements in the oral expression make an interference when ordering and selecting words, articulate and pronounce new sounds, harmonically relate subject and verb, select grammatical time, articles and prepositions correctly. This is often caused by the lack of substantial knowledge about the new lexical elements, syntactic and morphological structures and other phonetic and phonological aspects of the new language.
## OPERATIONALIZING VARIABLES CHART

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent Variable</strong></td>
<td><strong>DIDACTIC FACTORS</strong></td>
<td></td>
</tr>
<tr>
<td>Definition</td>
<td>Definition with help of didactic triangle</td>
<td>Importance of Didactic Factors in English, Characteristics of the Didactic Factors, Uses of the Didactic Factors</td>
</tr>
<tr>
<td></td>
<td>the pedagogical relation between the teacher and the student is discussed. The core part of this relation is expressed as studying and the latent part as learning. Finally the fact that every teacher has a didactics of his/her own is discussed, being these the Didactic Factors.</td>
<td></td>
</tr>
<tr>
<td>Types of Didactic Factors</td>
<td>Psychological factors, Sociological factors, Teaching factors</td>
<td></td>
</tr>
<tr>
<td>Strategies for use of the Didactic Factors</td>
<td>Flashcards, Personal Dictionaries</td>
<td></td>
</tr>
<tr>
<td><strong>Dependent Variable</strong></td>
<td><strong>PHONETIC ELEMENTS OF THE ORAL EXPRESSION</strong></td>
<td></td>
</tr>
<tr>
<td>Definition</td>
<td>It is concerned with the physical properties of speech sounds or signs, their physiological production, acoustic properties, auditory perception, and neurophysiological status.</td>
<td>Oral Expression, Speaking Skills, Production</td>
</tr>
<tr>
<td>Techniques for the teaching of Oral Expressions using Phonetic elements</td>
<td>Individual, Pairs, Groups</td>
<td></td>
</tr>
<tr>
<td>Importance and Advantages</td>
<td>Learning new subjects, Find helpful information, Great tool to increase vocabulary, Learning vocabulary in context, Find helpful information, Strengthen reading comprehension</td>
<td></td>
</tr>
</tbody>
</table>

Summarizing, this investigation project has been very refreshing regarding the research that has been developed on the didactic factors that influence the phonetic elements of the oral expression as far as the teaching-learning moment of the English language is concerned, moreover if this study was compare with international studies which agree with ours in form and substance, concluding that we are on the right track in the education of this group of students of 10th grade, which will see its oral production of English as a foreign language strengthened, in face of the demands that the current Knowledge Society proposes, turning our Ecuadorian youth of the 21st century into a banner of Good Living Learning. Being developed in a proper social, psychological and educational context and in compliance with international parameters and standards required being an EFL student.
CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

METHODOLOGICAL DESIGN

Within the preparation of the present Educational Project Research two important things had happen up to the present moment: First of all, the project has sought to explain the object of study, which as investigator, considered as the most important. Second, the element, subject of study, has been determined. After this short description of the exact position where the project stayed at this moment, the Methodological Design will be explained as follows:

The present project was conducted under the scientific line method, through a critical-social research, having as research techniques the survey and the direct observation. It is called as a socio-critical investigation because it has a quantitative approach due to the use of the questionnaire and the interview as instruments and regarding the need the type is of a qualitative scope, because studies a specific group of students converting it in a case of study. The type of the investigation is descriptive-exploratory.

The mixture of a quantitative approach and qualitative scope makes this project a socio-critical investigation.

During the process of this scientific investigation appear two paradigms, which have been located in two scientific-philosophical traditions about the Scientific Method: the Aristotelian and the Galilean one.
The Galilean tradition in the field of science runs alongside the advance of the mechanistic perspective on man's efforts to explain and predict phenomena (quantitative paradigm).

The Aristotelian tradition runs to the beat of their efforts to understand the facts (qualitative paradigm). Both paradigms use careful, systematic and empirical processes.

It is very important that during this process of the investigation, the researcher will questioned whether the research helps to define a concept, variable or relationship between variables, or if through this investigation will achieve improvements in the way of experimenting with one or more variables or if this research suggests how to properly study a population.

The methodological ideas should be in accordance with the general and specific objectives that were raised previously in this investigation and goes as follows:

With the purpose to identify which factor affects the correct pronunciation we used as research techniques the survey and the direct observation, which are part of the type of investigation method selected, the descriptive-exploratory one, by one hand. In the other hand, the analysis of the bibliographical material currently used to teach was handled through the questionnaire and the interview as research instruments, all of them based on closed questions investigated among the students and teachers of the public school selected, being in this way part of the socio-critical investigation. To fulfill the parameters of this kind of investigation, the design of a Didactic Guide was done according to the need of the educational project, guided by the quantitative approach and the qualitative scope, combining them into the implementation of this proposal that will identify the didactic factors qualities that influences the
teaching-learning processes, that will give, as a result, the correct oral expression, demonstrating that it is the general objective of this study.

RESEARCH METHODS

In this line of socio-critical research, the fundamental object of study is the educational practice, which includes both the observable behaviors and the interpretations that this practice has associated for those who perform it.

It is a research perspective that focuses its interest in analyzing and controlling how the processes of change that take place in educational practices occur. This research process is promoted by the subjects who carry out such practices by themselves, hence the research in action.

This line proposes a research method based on the relationship between theory and practice, in which participatory research is encouraged. Its objective is to train people to develop their capacity for critical reflection and allow them to analyze their own context and everyday reality, and make their own decisions about the actions that best suit them to face their limitations or the limitations of situations in which they develop.

The fundamental characteristics of this method of investigation are the following:

- The subject that is the object of this study arises in a community of people and in a determined context,
- The main objective of the research is to know in depth the situation of this community of fellows, for whom alternatives are sought for improvement, even at the time of planning and execution or evaluation of the results obtained,
- This research seeks to develop in people processes of reflection on their own situation, stimulating the development of confidence in
themselves, in their capacities and resources, and in their possibilities of organizing themselves to create collectively a new knowledge about themselves and their own reality.

This form of research differs from others, mainly by its method, and not so much by the techniques that it uses, since it uses both the qualitative and the quantitative ones.

The procedure for carrying out this research process in action is varied: the procedures of interpretative approach in direct observation are particularly useful, emphasizing the importance of the perspectives of the participants in the configuration of practices and educational situations, and include, among others, the method of case study and field research.

This line of critical-social research that has been well accepted in the field of Education, and it has been applied, among others to the educational organization, to the improvement of the school programs, the innovation of the education, the training and improvement of teachers, to the evaluation of educational needs, etc.

**RESEARCH FIELD**

Through the research field the data can be collected from a real situation, not distorted by any unreal one. This type of research will give us information on site regarding the reality that is going to be studied. The data will be studied and analyze under the same source. The cause and effect among the data collected will be tried to establish.

**TYPES OF RESEARCH**

The methodological design research was conducted under the scientific investigation line, through the critical-social research. Having completed the theoretical framework through which it has been demonstrated that the problem is valid and having a qualitative scope and a quantitative approach, it must be concluded that the research in general
is of a descriptive-exploratory type and is completely related and according to the problem or general object of this study. This type of research will lead to know how far it is possible for our study to arrive.

CRITICAL-SOCIAL RESEARCH

The critical social research should serve to expose social problems, describe them, evaluate them and explain their causes. (Troyna B., 1994, p. 25) From the field of research, a paradigm is a body of beliefs, budgets, rules and procedures that define how science is to be done; are the action models for the search of knowledge. Paradigms, in fact, become patterns, models or rules to be followed by researchers of a given field of action. (Martinez, 2004, p.21). Therefore, they also assume a normative character.

According to (Arnal, 1992, p. 10), the socio-critical research adopts the idea that critical theory is a social science that is not purely empirical or interpretative only, its contributions comes from community studies and participatory research. It aims to promote social transformations and give answers to specific problems present within the communities, but with the participation of its members.

The socio-critical research considers that knowledge is always built by interests that start from the needs of the groups and aims at the rational and liberating autonomy of the human being. This is achieved by training the subjects for participation and social transformation. In addition it uses the self-reflection and the internal and personalized knowledge so that each one becomes aware of the corresponding role within the group. To this end, ideological criticism and the application of psychoanalytic procedures are proposed, which make it possible to understand the situation of each individual, discovering their interests through criticism. In this way knowledge is developed through a process of construction and successive reconstruction of theory and practice.
The researcher is linked to the group and integrates itself in such a way that while the group's attitude is transformed, he also undergoes this transformation. As we work in specific contexts, based on the problems and needs identified by the group, results cannot be generalized, but transfer experiences.

From this critical perspective, the problems start from real situations, meaning this from the action and are selected by the group itself that from the beginning is questioning the situation.

It is important to emphasize that every community can be considered as an important setting for social work, assuming that it is where the participation processes are dynamics. It is argued that the most concrete response to the search for solutions is to establish actions at the community level with a multi-factorial and multidisciplinary impact, that is, of all political and mass organizations, in addition to all representatives of the institutions of each Sphere of knowledge, not only to solve problems, but also to build a vision of the future that will contribute to raising the quality of life of these people or the quality of their performance in the context of their particular action, whether educational, Social, general or other.

In this case, this is the problem that this group of students of the VICENTE ROCAFUERTE public high school is facing, but which they are trying to solve from their own classrooms, being supported by their own teachers or tutors.

**DESCRIPTIVE RESEARCH**

This type of research is used for describing and classifying the result of the observations of: Behavior, factors, characteristics, procedures and other variables of the research, as these events will determine possible changes or the solutions to this problem.
The Descriptive Research will help collected the information. It seeks to identify information and make predictions of the phenomena studied. In this case, it has made a diagnosis or assessment, identifying the main characteristics that exist in this public school, subject of study.

EXPLORATORY RESEARCH

It is done when the objective is to examine a topic that has not been studied very much. It serves to investigate new problems, identify concepts and priorities for future research.

These types of investigations are generally used to identify faults in an individual within the student community.

BIBLIOGRAPHICAL RESEARCH

The bibliographical research is of a high relevance and importance because is a process of scientific research that can be used as a strategy to observe and reflect the theoretical realities. With this type of research the data can be examine, interpret and present them as trustworthy information on a specific topic aiming to obtain results for the development of a scientific creation.

This research will seek relevant information by consulting the pertinent literature on the researched topic, involving the revision of books, magazines and other written material to substantiate theoretically, epistemologically and otherwise the approaches presented.

POPULATION AND SAMPLE

POPULATION

It is shown as a finite or infinite set of people or objects that have common characteristics. The population’s concept goes further from what is commonly referred to.
In order to understand deeply this concept, some definitions will be remarked:

"A population is a set of all the elements that we are studying, about which we try to draw conclusions". (Rub, 1996) (Levin, 1996, p. 69)

"A population is a set of elements that have a common feature." (Chains, 2012, p. 99)

"A population is the total number of persons inhabiting a country, city or any district or area. (Thesaurus, 2015, p. 30)

"A population is the body of inhabitants of a place. (Thesaurus, 2015, p. 30)

"A population is the number or body of inhabitants in a place belonging to a specific, social, cultural, socioeconomic, ethnic or racial subgroup. (Thesaurus, 2015, pp. 30-31)

The size which a population has is the most important factor in the process of statistical research. In our specific case, this size is given by the number of elements that make up the population. According to the number of elements the population may be finite or infinite. When the number of elements of a population is very large, it can be considered as an infinite population.

A finite population is one that is made up of a limited number of elements, for example; the number of inhabitants of a region.

When the population is very large, it is obvious that the observation or measurement of all elements multiplies the complexity, in terms of work, time and costs required. A statistical sample is used to solve this issue.
It is often impossible or impractical to observe the totality of individuals. Instead of examining the entire group called population or universe, a small part of the group called the sample is examined.

**SAMPLE**

Sample is a significant representation of the characteristics of a population, to bass, the assumption of an error (usually not more than 5%) studied the characteristics of one population much smaller than the global population set.

In order to understand deeply this concept, some definitions will be remarked:

"Sample is called a part of the population to study that serves to represent it". (Spiegel, 1991, p. 23)

“A sample consists of one or more observations from the population” (Thesaurus, 2015, p. 62)

The main difference between a population and sample has to do with how observations are assigned to the data set.

A sample is a subset of people, items, or events from a population (larger group) that you collect and analyze to make inferences. To represent the population well, a sample should be randomly collected and adequately large.

If the sample is random and large enough, you can use the information collected from the sample to make inferences about the population.
POPULATION AND SAMPLE

STRATUM: 990

OBJECTIVE: To determine if there exists a relation between the two variables.

- **Independent:** Didactic Factors
- **Dependent:** Phonetic Elements Of The Oral Expression

<table>
<thead>
<tr>
<th>Item</th>
<th>Staff</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Directors</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>970</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>990</strong></td>
<td><strong>277</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Fiscal Mixta Vicente Rocafuerte
Researcher: María Victoria Martínez Cruz
TYPES OF RESEARCH METHODOLOGY

DESCRIPTIVE-EXPLORATORY METHOD

This method reveals the conditions, situations and events that made at the time of planning the education, it focuses on the comparison of existing conditions of schooling with the operating conditions in different school systems, or different sectors of single a school system. Meaning this, the method will provide information about conditions, situations and events that occurs in present time (exploratory). In the field of educational planning, the research carried out on descriptive questions and is often focused on comparing the existing conditions of schooling with isolated benchmark standards, conditions operating in several other schools system (descriptive).

Type of research that systematically describes the characteristics of a population, location or area of interest. Here the researchers collect data on the basis of a hypothesis or theory, exposed and summarized the information carefully and then carefully analyzed the results, in order to extract significant generalizations that contribute to the understanding.

OBJECTIVE

The goal is to get to know situations, customs and attitudes prevalent through the exact description of the activities, objects, processes, and people.

Its goal is not limited to data collection, but the prediction and identification of the relationships that exist between two or more variables.
TYPES OF TECHNIQUES OR INSTRUMENTS

DIRECT OBSERVATION

The observation is responsible for detecting and assimilating information from a recording of facts or data using the senses as main instruments. For this reason this technique is based on recording the behavior of the object or the individual, in order to investigate and see how can be improved.

This technique will help the researcher to use the five senses and will help to look closely at the phenomenon, fact or event, taking information and record it for later analysis.

SURVEY

It is related to specific topics, being these quick interviews in which few questions are made to a sample of students into the student´s population of the group chosen in order to develop the skills of speaking and studying them after.

The survey will help us to obtain precise information of different points of view or opinions about specific situations in the school.

INTERVIEWS

After performing the surveys to students, interviews with principals or directors and teachers from the institution must be done. Due to these interviews we can obtain valuable information like the knowing of the breaking point in the oral expression (phonetic) that the students of the 10TH COURSE OF THE PUBLIC SCHOOL mentioned should reinforce regarding the oral learning process in the English language, also improve their oral expression with phonic exercises, improving vocabulary exercises, workshops of conversation in order to encourage the classes and make them dynamic.
INTERVIEW TO THE ENGLISH TEACHER

OBJECTIVE
To know Teacher’s point of view about IMPORTANCE OF THE PHONETIC ELEMENTS IN THE ORAL EXPRESSION.

1. Do you think your teaching and communication strategies will help your students to improve their oral production skill?

2. Since your view, do you use properly the TIC’s inside the classroom, in order to improve the students’ oral production skill?

3. Do you consider that the fact of a Didactic Guide implementation will be the correct aid to the students’ improvement?

4. Regarding the present “oral production” problem, do you believe, having periodically discussion panels will help in the oral production development?

5. Do you think the updating of your English oral skills will help your students to improve their own oral productivity?
INTERVIEW TO THE PRINCIPAL OF THE SCHOOL

OBJECTIVE
To know Principal’s point of view about IMPORTANCE OF THE PHONETIC ELEMENTS IN THE ORAL EXPRESSION.

1. Since your point of view, do you consider that the current communicative strategies should be improved?

2. Do you believe that new and better Didactic and Technological Strategies should be implemented?

3. Do you think that the implementation of the present project of teaching strategies for improving the oral communication will be helpful?

4. In your opinion, must this Educative Unit updates didactically and technically its teachers?

5. Do the teachers use in the proper way all the current didactic technology or TIC’s?
DATA ANALYSIS AND INTERPRETATION

SURVEY TO THE STUDENTS

SAMPLING: 277
POPULATION: 990

OBJECTIVE OF THE SURVEY

To know students’ point of view about IMPORTANCE OF THE PHONETIC ELEMENTS IN THE ORAL EXPRESSION.

SPECIFIC INFORMATION

Write an “X” on the answer you consider the most appropriate on each of the required statements.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Totally Disagree</th>
<th>Disagree</th>
<th>Indifferent</th>
<th>Agree</th>
<th>Totally Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The few or non-use of the ICT inside the classroom creates an English boring environment.</td>
<td>7</td>
<td>4</td>
<td>26</td>
<td>42</td>
<td>198</td>
<td>277</td>
</tr>
<tr>
<td>2</td>
<td>The creativity of the English Teachers inside the classroom will be helpful to develop the oral production skill of the students.</td>
<td>7</td>
<td>6</td>
<td>40</td>
<td>69</td>
<td>155</td>
<td>277</td>
</tr>
<tr>
<td>3</td>
<td>The lack of vocabulary makes insecure students.</td>
<td>10</td>
<td>8</td>
<td>23</td>
<td>43</td>
<td>193</td>
<td>277</td>
</tr>
<tr>
<td>4</td>
<td>The use of a creative DIDACTIC GUIDE will help the students with their oral production.</td>
<td>13</td>
<td>10</td>
<td>33</td>
<td>49</td>
<td>172</td>
<td>277</td>
</tr>
<tr>
<td>5</td>
<td>The frequent use of dialogues within the classroom develops the English language skills.</td>
<td>2</td>
<td>17</td>
<td>35</td>
<td>90</td>
<td>133</td>
<td>277</td>
</tr>
<tr>
<td>6</td>
<td>The use of Linguistic rules is completely necessary to improve the oral production skill.</td>
<td>13</td>
<td>12</td>
<td>34</td>
<td>47</td>
<td>171</td>
<td>277</td>
</tr>
<tr>
<td>7</td>
<td>Since your experience, the <strong>drilling</strong> is a good method to improve the oral production.</td>
<td>5</td>
<td>17</td>
<td>35</td>
<td>80</td>
<td>140</td>
<td>277</td>
</tr>
<tr>
<td>8</td>
<td>Your English teacher uses Effective Communicative Strategies to teach how to improve the oral production skill.</td>
<td>3</td>
<td>40</td>
<td>15</td>
<td>54</td>
<td>165</td>
<td>277</td>
</tr>
<tr>
<td>9</td>
<td>An appropriate vocabulary inside the classrooms is important to acquire fluency in the oral production skill.</td>
<td>11</td>
<td>13</td>
<td>19</td>
<td>76</td>
<td>158</td>
<td>277</td>
</tr>
<tr>
<td>10</td>
<td>Since your point of view, is very important the motivation through the use of the <strong>CLIL</strong> teaching method inside the classroom to improve the oral production skill.</td>
<td>4</td>
<td>5</td>
<td>18</td>
<td>39</td>
<td>211</td>
<td>277</td>
</tr>
</tbody>
</table>

*CLIL (Content and Language Integrated Learning)

Source: “*Unidad Educativa Fiscal Mixta Vicente Rocafuerte*”. Researcher: María Victoria Martínez Cru
ANALYSIS OF RESULTS

Statement # 1: The few or non-use of the ICT inside the classroom creates an English boring environment.

Sample: 277 Ss'

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>198</td>
<td>72%</td>
</tr>
<tr>
<td>Usually</td>
<td>42</td>
<td>15%</td>
</tr>
<tr>
<td>Often</td>
<td>26</td>
<td>9%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Never</td>
<td>7</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>277</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Analysis: According to the results, 198 students express that always the non-use of the ICT inside the class creates an English boring environment and is represented by the 72%. 15 students said usually, with the 15%. 26 students' opinion is often, represented by the 9%. 4 students' opinion is sometimes, represented by the 1%, and the last 7 students said never, represented by the 3%.

For that reason, my work is going to use the ICT as a speaking strategy.
ANALYSIS OF RESULTS
Statement # 2: The creativity of the English Teachers inside the classroom will be helpful to develop the oral production skill of the students.
Sample: 277 Ss’

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>155</td>
<td>56%</td>
</tr>
<tr>
<td>Usually</td>
<td>69</td>
<td>25%</td>
</tr>
<tr>
<td>Often</td>
<td>40</td>
<td>14%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>6</td>
<td>2%</td>
</tr>
<tr>
<td>Never</td>
<td>7</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>277</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: 10th GRADE BASIC LEVEL. Unidad Educativa Fiscal Mixta Vicente Rocaforuete
Elaborated by: MA. VICTORIA MARTÍNEZ CRUZ

**Analysis:** According to the results, 155 students express that always the creativity of the English Teachers inside the classroom will be helpful to develop the oral production skill of the students and is represented by the 56%. 69 students said usually, with the 25%. 40 students’ opinions are often, represented by the 14%. 6 students’ opinion is sometimes, represented by the 2%, and the last 7 students said never, represented by the 3%.

For that reason, my work is going to use the creativity of the English Teachers inside the classroom, always.
ANALYSIS OF RESULTS
Statement # 3: The lack of vocabulary makes insecure students.
Sample: 277 Ss'

CHART OF FREQUENCY # 3

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>193</td>
<td>70%</td>
</tr>
<tr>
<td>Usually</td>
<td>43</td>
<td>16%</td>
</tr>
<tr>
<td>Often</td>
<td>23</td>
<td>10%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>8</td>
<td>3%</td>
</tr>
<tr>
<td>Never</td>
<td>10</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>277</td>
<td>100%</td>
</tr>
</tbody>
</table>

GRAPHIC # 3

3. The lack of vocabulary makes insecure students.

Source: 10th GRADE BASIC LEVEL, Unidad Educativa Fiscal Mixta Vicente Rocafuerte
Elaborated by: MA. VICTORIA MARTÍNEZ CRUZ

Analysis: According to the results, 193 students express that always the lack of vocabulary makes insecure students and is represented by the 70%. 43 students said usually, with the 16%. 23 students’ opinion is often, represented by the 10%. 8 students’ opinion is sometimes, represented by the 3%, and the last 10 students said never, represented by the 4%.

For that reason, my work is going to use a lot of good English vocabulary.
ANALYSIS OF RESULTS

Statement # 4: The use of a creative DIDACTIC GUIDE will help the students with their oral production.

Sample: 277 Ss’

CHART OF FREQUENCY # 4

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>172</td>
<td>62%</td>
</tr>
<tr>
<td>Usually</td>
<td>49</td>
<td>18%</td>
</tr>
<tr>
<td>Often</td>
<td>33</td>
<td>11%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>10</td>
<td>4%</td>
</tr>
<tr>
<td>Never</td>
<td>13</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>277</td>
<td>100%</td>
</tr>
</tbody>
</table>

GRAPHIC # 4

4. The use of a creative DIDACTIC GUIDE will help the students with their oral production.

Analysis: According to the results, 172 students express that always the use of a creative DIDACTIC GUIDE will help the students with their oral production and is represented by the 62%. 49 students said usually, with the 18%. 33 students’ opinion is often, represented by the 11%. 10 students’ opinion is sometimes, represented by the 4%, and the last 13 students said never, represented by the 5%.

For that reason, my work is going to use a creative DIDACTIC GUIDE to enhance their oral production.
ANALYSIS OF RESULTS

Statement # 5: The frequent use of dialogues within the classroom develops the English language skills.
Sample: 277 Ss’

CHART OF FREQUENCY # 5

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>133</td>
<td>48%</td>
</tr>
<tr>
<td>Usually</td>
<td>90</td>
<td>32%</td>
</tr>
<tr>
<td>Often</td>
<td>35</td>
<td>13%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>17</td>
<td>6%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>277</td>
<td>100%</td>
</tr>
</tbody>
</table>

GRAPHIC # 5

5. The frequent use of the dialogues within the classroom develop the English language skills.

Source: 10th GRADE BASIC LEVEL. Unidad Educativa Fiscal Mixta Vicente Rocafuerte
Elaborated by: MA. VICTORIA MARTINEZ CRUZ

Analysis: According to the results, 133 students express that always the frequent use of dialogues within the classroom develops the English language skills and is represented by the 48%. 90 students said usually, with the 32%. 35 students’ opinion is often, represented by the 13%. 17 students’ opinion is sometimes, represented by the 6%, and the last 2 students said never, represented by the 1%.

For that reason, my work is going to use dialogues within the classroom to develop the English language skills.
ANALYSIS OF RESULTS

Statement # 6: The use of Linguistic rules is completely necessary to improve the oral production skill.
Sample: 277 Ss'

CHART OF FREQUENCY # 6

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>171</td>
<td>62%</td>
</tr>
<tr>
<td>Usually</td>
<td>47</td>
<td>17%</td>
</tr>
<tr>
<td>Often</td>
<td>34</td>
<td>12%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>12</td>
<td>4%</td>
</tr>
<tr>
<td>Never</td>
<td>13</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>277</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

GRAPHIC # 6

6. The use of Linguistic rules is completely necessary to improve the oral production skill

Analysis: According to the results, 171 students express that always the use of Linguistic rules is completely necessary to improve the oral production skill and is represented by the 62%. 47 students said usually, with the 17%. 34 students’ opinion is often, represented by the 12%. 12 students’ opinion is sometimes, represented by the 4%, and the last 13 students said never, represented by the 5%.

For that reason, my work is going to use the Linguistic rules as a subject completely necessary to improve the oral production skill in students.
ANALYSIS OF RESULTS

Statement # 7: Since your experience, the drilling is a good method to improve the oral production.
Sample: 277 Ss’

CHART OF FREQUENCY # 7

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>140</td>
<td>50%</td>
</tr>
<tr>
<td>Usually</td>
<td>80</td>
<td>29%</td>
</tr>
<tr>
<td>Often</td>
<td>35</td>
<td>13%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>17</td>
<td>7%</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>277</td>
<td>100%</td>
</tr>
</tbody>
</table>

GRAPHIC # 7

7. Since your experience, the drilling is a good method to improve the oral production.

Analysis: According to the results, 140 students express that always the drilling is a good method to improve the oral production inside the class and is represented by the 50%. 80 students said usually, with the 29%. 35 students’ opinion is often, represented by the 13%. 17 students' opinion is sometimes, represented by the 7%, and the last 5 students said never, represented by the 2%.

For that reason, my work is going to use the TIC’s as a speaking strategy.
ANALYSIS OF RESULTS

Statement # 8: Your English teacher uses Effective Communicative Strategies to teach how to improve the oral production skill.
Sample: 277 Ss'

CHART OF FREQUENCY # 8

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>165</td>
<td>60%</td>
</tr>
<tr>
<td>Usually</td>
<td>54</td>
<td>20%</td>
</tr>
<tr>
<td>Often</td>
<td>15</td>
<td>5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>40</td>
<td>14%</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>277</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

GRAPHIC # 8

8. Your English teacher uses Effective Communicative Strategies to teach how to improve the oral production skill.

Analysis: According to the results, 165 students express that always their English teacher uses Effective Communicative Strategies to improve the oral production skill and is represented by the 60%. 54 students said usually, with the 20%. 15 students’ opinion is often, represented by the 5%. 40 students’ opinion is sometimes, represented by the 14%, and the last 3 students said never, represented by the 1%.
For that reason, my work is going to use the Effective Communicative Strategies to improve the oral production skill.
ANALYSIS OF RESULTS
Statement # 9: An appropriate vocabulary inside the classrooms is important to acquire fluency in the oral production skill.
Sample: 277 Ss’

CHART OF FREQUENCY # 9

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>158</td>
<td>57%</td>
</tr>
<tr>
<td>Usually</td>
<td>76</td>
<td>27%</td>
</tr>
<tr>
<td>Often</td>
<td>19</td>
<td>7%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>13</td>
<td>5%</td>
</tr>
<tr>
<td>Never</td>
<td>11</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>277</td>
<td>100%</td>
</tr>
</tbody>
</table>

GRAPHIC # 9

9. An appropriate vocabulary inside the classrooms is important to acquire fluency in the oral production skill.

Analysis: According to the results, 158 students express that always an appropriate vocabulary inside the classrooms is important to acquire fluency in the oral production skill and is represented by the 57%. 76 students said usually, with the 27%. 19 students’ opinion is often, represented by the 7%. 13 students’ opinion is sometimes, represented by the 5%, and the last 11 students said never, represented by the 4%.

For that reason, my work is going to use an appropriate vocabulary inside the classroom to acquire fluency in the oral production skill.
ANALYSIS OF RESULTS

Statement # 10: Since your point of view, is very important the motivation through the use of the CLIL teaching method inside the classroom to improve the oral production skill.

Sample: 277 Ss'

CHART OF FREQUENCY # 10

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>211</td>
<td>76%</td>
</tr>
<tr>
<td>Usually</td>
<td>39</td>
<td>14%</td>
</tr>
<tr>
<td>Often</td>
<td>18</td>
<td>7%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>277</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

GRAPHIC # 10

10. The motivation through the use of the CLIL teaching method inside the classroom improve the oral production skill

Source: 10th GRADE BASIC LEVEL. Unidad Educativa Fiscal Mixta Vicente Rocafuerte
Elaborated by: MA. VICTORIA MARTÍNEZ CRUZ

Analysis: According to the results, 211 students express that always motivation through the use of the CLIL teaching method inside the classroom is very important and is represented by the 76%. 39 students said usually, with the 14%. 18 students’ opinion is often, represented by the 7%. 5 students’ opinion is sometimes, represented by the 2%, and the last 4 students said never, represented by the 1%.

For that reason, my work is going to use motivation through the use of the CLIL teaching method inside the classroom to improve the oral production skill.
CHI SQUARE TABLE (Results)

The few or non-use of the ICT inside the classroom creates an English boring environment. Your English teacher uses Effective Communicative Strategies to teach how to improve the oral production skill.

<table>
<thead>
<tr>
<th>Casos</th>
<th>Válido</th>
<th>Perdidos</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>277</td>
<td>0</td>
<td>277</td>
</tr>
<tr>
<td>Porcentaje</td>
<td>100,0%</td>
<td>0,0%</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

Pruebas de chi-cuadrado

<table>
<thead>
<tr>
<th></th>
<th>Valor</th>
<th>gl</th>
<th>Sig. Asintótica (2 caras)</th>
<th>Significación exacta (2 caras)</th>
<th>Significación exacta (1 cara)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-cuadrado de Pearson</td>
<td>10,000</td>
<td>1</td>
<td>0,004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrección de continuidad</td>
<td>3,913</td>
<td>1</td>
<td>0,010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Razón de verosimilitud</td>
<td>139,830</td>
<td>1</td>
<td>0,002</td>
<td>0,005</td>
<td>0,004</td>
</tr>
<tr>
<td>Prueba exacta de Fisher</td>
<td>113,257</td>
<td>1</td>
<td>0,004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N de casos válidos</td>
<td>277</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 0 casillas (0.0%) han esperado un recuento menor que 5. El recuento mínimo esperado es 5,25.
b. Sólo se ha calculado para una tabla 2x2

Source: Unidad Educativa Fiscal Mixta Vicente Rocafuerte
Researcher: María Victoria Martínez Cruz

Due to the Pearson’s value is less than 0.05, it is stated that there is a relationship between the variables, meaning this, the Playful Techniques influence the quality of Meaningful Learning.
## Conclusions and Recommendations

<table>
<thead>
<tr>
<th>CONCLUSIONS</th>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The few or non-use of the ICT inside the classroom creates an English</td>
<td>Teachers and students must use more technology like the ICT inside the</td>
</tr>
<tr>
<td>boring environment.</td>
<td>classroom in order to improve and update the learning of the English language.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The creativity of the English Teachers inside the classroom will be</td>
<td>It is very important to be, as teachers, very creative within the classroom,</td>
</tr>
<tr>
<td>helpful to develop the oral production skill of the students.</td>
<td>in order to make enjoyable the English hours.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The lack of vocabulary makes insecure students.</td>
<td>Since the moment a teacher improves and increases every day the English</td>
</tr>
<tr>
<td></td>
<td>vocabulary, helps the students to feel more confident with the speaking skill.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The use of a creative Didactic Guide will help the students with their</td>
<td>Teachers must use new strategies to improve the learning skills within the</td>
</tr>
<tr>
<td>oral production.</td>
<td>English language class, regarding this, the use of a creative Didactic Guide</td>
</tr>
<tr>
<td></td>
<td>will be very helpful.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The use of Linguistic rules is completely necessary to improve the</td>
<td>Linguistic is primarily linked to the vocabulary, in this case, is completely</td>
</tr>
<tr>
<td>oral production skill.</td>
<td>important to use it every day.</td>
</tr>
</tbody>
</table>
CHAPTER IV
THE PROPOSAL

TITLE OF THE PROPOSAL

“Phonetic and Linguistic Didactic Guide for 10th grade Students of English as a Foreign Language”

Regarding the English Language as a learning of a foreign language, it is important to understand that nowadays the dominance of it must be clear and deeply, meaning this that the use and manage of this foreign language should be complete, but this whole knowledge of a language must start with the phonetic and linguistic learning area.

Since years ago the learning of English as a foreign language was very important not also for work on international commerce but also to understand each other within this globalized world. People around the world and moreover the Latin American ones should learn through a guide, and thinking on this, the Phonetic and Linguistic Didactic Guide was created and put into revision and practice within a public school, to be specific in a 10th grade classroom.

JUSTIFICATION

The justification of the proposal is closely linked to the results of this educational project research such as:

The present educational project within its proposal is original, because there is no other equal work like this one, therefore is of exclusive property of the author.

It is specific because it is focused exclusively on improving the English speaking on students of 10th grade of Unidad Educativa Fiscal Mixta Vicente Rocafuerte Of Guayaquil, for which we have taken into
consideration the social, educational and psychological factors, and have emphasized in the use of linguistic parameters (phonetic) and paralinguistic factors.

The contents of the Didactic Guide are clear, specific and concise. With a vocabulary of easy understanding, specially prepared for this group of students on which we have implemented the method of direct observation within their classroom, in order to fulfill their education with phonetic didactic material.

With the purpose to complement and achieve comprehension to the precede words, a citation would be the best way to understand the purpose of the present proposal with the only objective to help the youth students in their teaching-learning process and made it easy:

La educación es de vital importancia para aquellos pueblos, que como el nuestro ha adoptado la forma democrática republicana. La extensión del sufragio a todos los ciudadanos exige la educación difundida a todos, ya que sin ella el hombre no tiene conciencia de sus actos. (Varela, Marzo 1994, p. 77)

After the corresponding Surveys, Interviews, Direct Observations we finally arrive to the conclusion that the principal problem of the students of 10th year of this public school which is definitely the poor production regarding the speaking skill, and due to this investigation we focused that this is the principal educative problem that they are facing nowadays.

This kind of problem is of a great importance because if the school does not put emphasis in the process reengineering of this didactic factors, their students will not have any kind of advantage regarding the teaching-learning process. Thinking on the best way of solves this didactic problem the general objective and its specific ones will be as follows.
OBJECTIVES

GENERAL OBJECTIVE

To design a strategic learning methodology, in order to benefit students of 10th grade that study English as a foreign language.

SPECIFIC OBJECTIVES

To demonstrate that this proposal is of high relevance, since the moment that it is going to cover all of the educational needs of linguistic and phonetic didactic problems.

To focused on the main goal of this proposal, because it will help to solve the limitation in their English speaking as a foreign language.

To suggest the improving of the English speaking on students of 10th grade, for which we have taken into consideration the social, educational and psychological factors, and have emphasized in the use of linguistic parameters (phonetic) and paralinguistic factors with the implementation of this Didactic Guide.

THEORETICAL ASPECTS

Regarding the theoretical aspects, the lack of modern technology which as a default carries a poor audio lingual practice problem, which can be implemented and improve with the nowadays useful tools called TIC’s (Information and Communication Technologies), within a living intelligent classroom, which definitely will help the teachers directly to achieve and capture the interest of students, in order to involve them through these new technological and methodological tools and achieve in this way, to highlight the importance of paralinguistic and phonetic elements upon the teaching-learning process of English inside the classroom.
The vices of speech will be reviewed, which occur in all languages and limit not also the ability of verbal reasoning but the linguistic intelligence of the student.

**FEASIBILITY OF ITS APPLICATION**

Is feasible to perform and achieve this proposal, because we have the approval and support of all the educational community and count with all the necessary resources for the implementation of the proposal.

**DESCRIPTION OF THE PROPOSAL**

The application of the present proposal will be done directly to the 10th grade of the Basic Education of Unidad Educativa Fiscal Mixta Vicente Rocafuerte, for which it is proposed to perform a demonstrative class where it is put into practice and exercised based on the educational guide prepared for this purpose. It will work with the Learning Guide directly supported by TIC’s as a technological resource. The implementation of the educational project will take place during the educational period 2015-2016.

The Didactic Guide was designed with specific vocabulary exercises to help improve the level and the production of the oral expression.

The proposal of the implementation of this Didactic Guide is directed towards the students of the 10th course (14 groups). Inside the Didactic Guides, images will be finding supported with exercises. The Didactic Guide is compound by 10 phonetic lessons.

- **Outlining of the project:** The Didactic Guide is a resource that will serve to improve the level of oral expression in 10th grade students of basic education of the Unidad Educativa Fiscal Mixta Vicente Rocafuerte. The 10th grade is compound by 14 rooms, named...
from A up to M parallels, with 970 students, with 15 English teachers. This institution is located in the Northwest of Guayaquil.

- **Activities to be applied:** This Didactic Guide has a lot of exercises that starts with the most basic phonetic chart; it has also activities for each chart, and the corresponding test. At the end we can find a General Test in order to analyze the enhanced of the oral expressions in the students.

- **Application on field:** This proposal must be applied under the supervision of English teachers or tutors according to the following phases:

  PHASE 1  Presentation and demonstration of the Proposal.
  PHASE 2  Implementation and exercising of the Proposal.
  PHASE 3  Evaluation of the proposal.
  PHASE 4  Analysis of the feasibility of the Proposal and Final Result.

**PEDAGOGICAL ASPECT**

The pedagogical foundation arises from the idea based on a good teaching-learning process, which is based on the conceptual change that should promote and facilitate meaningful learning. Within this widespread concept also there are aspects that would help to improve oral expression in English. The complete trust to be able to express themselves through the speaking skill and achieve a good oral expression will be achieved through conversational workshops in the classroom, teaching firstly the phonetic sounds, in order to achieve a good pronunciation and after learning a proper vocabulary.

These pedagogical aspects which we have implemented in the preparation of this booklet, makes the student to think as a researcher, creator and to apply their knowledge in a meaningful way with the teacher`s guidance. Knowing that today, the students must to be formed to work in this new Knowledge Society, in order to be able to carry out the
entire process of learning, being at the same time guided by their teachers or tutors to complete this learning process.

SOCIOLOGICAL ASPECT

Sociology studies the man within society in general and in the field of education. Regarding the sociological field, we want to reflect the aspects that we can highlight within education, in our case a foreign language in which is required to achieve a high level of oral expression in students of basic education. On the other hand, not only students should be expressed in English while they are studying but also outside the classroom. This gives fluency in speaking the foreign language and can achieve many things within their studies or later at work, with this learning as a great tool to manage in any area feeling comfortable inside the society, which is very demanding with the mastery of another language.

This didactic guide was drawn up as a tool for the community in general that may help to overcome the flaws in the speaking of the English language.

PSYCHOLOGICAL ASPECT

Interest and affect has been greater day up to day among linguists teachers and students that are working on teaching this language as a second one and due to the psychological pressure that the world print over the people nowadays, existing now a real interest in the handling of this universal language. Regarding this, the importance to start teaching phonetic language from the beginning, meaning this, start with the phonetic language. Being the phonetic the first part of the language and linguistic area that every student must learn to understand the correct develop of any foreign language.
LEGAL ASPECT

This project is duly made under the Ecuadorian educational laws that help students to develop freely the learning of a foreign language as English.

Education is a Universal Right for human being, is an inexcusable duty of the State to achieve the development sustained for our people in freedom and democracy.

Based on this legal aspect (articles and laws) that is relevant and in favor of the education in general, especially the Ley Orgánica De Educación Intercultural (Loei, 2012, p. 133). This is made to enforce specifically the provisions of articles 26, 27, 28 and 29 of the Constitución De La República Del Ecuador and its Régimen Del Buen Vivir.

BENEFICIARIES

The principal and direct beneficiaries will be the students of the 10th grade of Basic Education at Unidad Educativa Fiscal Mixta Vicente Rocafuerte because through this Didactic Guide they will improve the vocabulary, increase the production of the speaking skill and obtain a better teaching-learning process of the oral expression of the English language as a foreign one.

The teachers will be also beneficiaries because through this Didactic Guide, they will empower their classes and motivate the students with a dynamic and practice assistance.

Through this upgrading in English the institution can also achieve the international standards of high quality in English education.
CONCLUSION

Doing history over the study of English as a foreign language; up to now, historically it is known that the learning process of the English language, whatever has evolved in all skills, since the famous old direct method, through the drillings or endless repetitions, up today, where rely primarily on the Information Technology and Communication, called (TIC’s) for a favorable teaching-learning process of English as a foreign language. After this little explanatory and overview of the problem and in order to make of this a deep research work on the aforementioned factors, the conclusion should shed us as teachers directly to, what type of problems must be faced on, in a near future, and the way in how we will be prepared to handle any educational case not only professional, intellectually but also technically too.

To conclude this educational work, the thought of the father of the psychology, Jean Piaget, will be of good support and guide:

Children should be able to do their own experimenting and their own research. Teachers, of course, can guide them by providing appropriate materials, but the essential thing is that in order for a child to understand something, he must construct it by himself, he must re-invent it. Every time we teach a child something, we keep him from inventing it himself. On the other hand that which we allow him to discover by himself will remain with him visibly for the rest of his life.” (Piaget, 1970, p. 87)
RECOMMENDATION

Since my point of view and due to the present conclusion to which this educational project has finally arrived, the recommendation is that this group of young students, principals and teachers regarding the study of English as a foreign language, must not only follow this very important Study Guide, but also to investigate deeply in order to reinforce any new knowledge, which is going to help for the correct develop of the moment of teaching-learning, moreover in the present era of the Knowledge Society that they are facing, converting this moment in special, friendly and imponderable.
BIBLIOGRAPHY


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(1992). Arnal


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(1996). Rub, L. &.


(2010). SAUVIGNON.


(1994). Varela, J. P. (Marzo)


Appendix I
Documents
MSc.
SILVIA MOY-SANG CASTRO
DECANA DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización LENGUAS Y LINGÜÍSTICA, tengo a bien informar lo siguiente:

Que la alumna-maestra:
MARÍA VICTORIA MARTÍNEZ CRUZ

Diseñó y ejecutó el Proyecto Educativo:

TEMA
Importance of the Didactic Factors in the Phonetic Elements of the Oral Expression

PROPUESTA
Design of a Didactic Guide with specific material focused on didactic factors for the reinforcement of the phonetic elements in the oral expression.

El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

La participante ha ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACIÓN y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Muy Atentamente

[Signature]

Lcdo, Rodrigo Guerrero Segura, MSc
UNIVERSIDAD DE GUAYAQUIL
ESPECIE UNIVERSITARIA- NIVEL PREGRADO

Guayaquil, Julio 2 2015

Arquitecta
Silvia Moy-Sang Castro, Msc.
Decana de la Facultad de Filosofía,
Letras y Ciencias de la Educación
Ciudad

De mis consideraciones:

Yo, MARÍA VICTORIA MARTÍNEZ CRUZ, con C.I. No. 0910061951, estudiante de la carrera de Lenguas y Lingüística con especialización en Inglés-Italiano, Modalidad Semi-presencial del periodo lectivo 2015-2016, me encuentro asistiendo al Grupo No. 1 de la UNIDAD DE TITULACIÓN, me dirijo a usted, para solicitar la REVISIÓN y APROBACIÓN de mi tema para el PROYECTO DE TITULACIÓN para continuar con la elaboración del mismo, en la:

UNIDAD EDUCATIVA FISCAL "VICENTE ROCAFUERTE", DIRECCIÓN: VELEZ Y LIZARDO GARCÍA, ZONA 8, DISTRITO 3, CIRCUITO 04, RECTOR MÁGISTER VICENTE VITERI GÓMEZ.

TEMA: "IMPORTANCIA DE LOS ELEMENTOS PARALINGÜÍSTICOS Y FONÉTICOS EN LA EXPRESIÓN ORAL. (Vocabulario diario)"

PROPIUSTA: DISEÑO DE UNA GUÍA DIDÁCTICA ENFOCADÁ EN EJERCICIOS DE ENTONACION Y ACENTO APLICADOS A DIALOGOS Y ROLE-PLAYS PARA LOS QUE USAREMOS LAS TIC’s COMO INSTRUMENTOS EDUCATIVOS.

El mismo que ha sido elaborado bajo el criterio de la Unidad Curricular de Titulación.

Por la atención, que dé a la presente, quedo de usted.

Atentamente,

MARÍA VICTORIA MARTÍNEZ CRUZ
C.I.No. 0910061951

cc: file
Guayaquil, 2 de julio de 2015

Msc.
Vicente Viteri Gómez
Rector de la Unidad Educativa Fiscal “Vicente Rocafuerte”
Zona: 8  Distrito: 3  Circuito: 04
Ciudad.-

De mis consideraciones:

De conformidad con el convenio Interinstitucional suscrito ante la Universidad de Guayaquil y la Subsecretaría de Educación para que el estudiante de la Universidad pueda realizar sus prácticas pre-profesionales y de vinculación con la comunidad.

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que la estudiante Martínez Cruz María Victoria de la Escuela de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación previo la obtención del título de Licenciado (a) en Ciencias de la Educación mención Lengua Inglesa y Lingüística.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que Ud. acertadamente dirige; aspiro que nuestra petición tenga la acogida favorable de su parte.

Le antico mis reconocimientos

Subdirector de la carrera Semipresencial Lenguas Y Lingüística.

<table>
<thead>
<tr>
<th>FUNCIONARIO RESPONSABLE</th>
<th>CARGO</th>
<th>FIRMA</th>
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<tr>
<td>ELABORADO POR: Fabricio conforme</td>
<td>DIGITADOR</td>
<td></td>
</tr>
<tr>
<td>REVISADO Y APROBADO: Msc. Lorry Torres Viver</td>
<td>SUB-DIRECTOR</td>
<td></td>
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</tbody>
</table>
Guayaquil, Julio 2 2015

Señor Ingeniero
Vicente Viteri Gómez, Msc.
Rector de la UNIDAD EDUCATIVA FISCAL "VICENTE ROCAFUERTE"
Zona: 8  Distrito: 3  Circuito: 04
Ciudad

De mis consideraciones:

De conformidad con el convenio Interinstitucional suscrito ante la Universidad de Guayaquil y la Subsecretaría de Educación, para que los estudiantes de la universidad puedan realizar sus prácticas pre-profesionales y de vinculación con la comunidad, solicitamos:

Se sirva otorgar autorización pertinente, para que la estudiante:

**MARTÍNEZ CRUZ MARÍA VICTORIA**

De la Escuela de LENGUAS y LINGÜÍSTICA, pueda aplicar el PROYECTO DE INVESTIGACIÓN que se aplicará al 10º grado (EGB), el cual se titula:

**TEMA:** “IMPORTANTÍSIMA DE LOS ELEMENTOS PARALINGÜÍSTICOS Y FONÉTICOS EN LA EXPRESIÓN ORAL. (Vocabulario diario)”

**PROPUESTA:** DISEÑO DE UNA GUÍA DIDÁCTICA ENFOCADA EN EJERCICIOS DE ENTONACIÓN Y ACENTO APLICADOS A DIALOGOS Y ROLE-PLAYS PARA LOS QUE USAREMOS LAS TIC’S COMO INSTRUMENTOS EDUCATIVOS.

Para la elaboración del trabajo de TITULACIÓN previo a la obtención del Titulo de LICENCIADO en CIENCIAS DE LA EDUCACIÓN mención LENGUA INGLESA y LINGÜÍSTICA.

Por considerar, que el proyecto a realizarse tendrá la repercusión en beneficio de la Comunidad Educativa de la Institución que usted tan acertadamente dirige, aspiro que nuestra petición tenga la acogida favorable de parte, le anticipó mis reconocimientos.

Atentamente,

**MARÍA VICTORIA MARTÍNEZ CRUZ**
C.I.No. 0910061951
ESTUDIANTE SOLICITANTE

c.c.: file

[Signatures]

Unidad Educativa Fiscal
VICENTE ROCAFUERTE
Ing. Vicente Viteri Gómez MSC
RECTOR

Fecha: 14-08-15
Gorayquil, 04 de Septiembre del 2015

Msc. Rodrigo Guerrero Segura,
Docente de la Facultad de Filosofía, Letras y Ciencias de la Educación,
Ciudad.

De nuestras consideraciones:

Con un atento saludo nos es grato comunicarle que, en virtud de sus méritos académicos y profesionales ha sido designado consultor Académico para la Dirección del Proyecto Educativo: TOPIC: IMPORTANCE OF THE PARALINGUISTIC AND PHONETIC ELEMENTS IN THE ORAL EXPRESSION. (DAILY VOCABULARY).

De la Estudiante, Martínez Cruz María Victoria para el Sistema de Educación Superior Semipresencial en el Centro Universitario Matriz Guayaquil, en la Especialización de Lenguas y Lingüística, período lectivo 2015-2016

Hacemos propicia la oportunidad para desearel el mejor de los éxitos en el desarrollo académico y formativo en el área que usted laborará, que con seguridad motivará en el estudiante la búsqueda permanente del conocimiento, a través del desarrollo de un aprendizaje significativo.

Con la consideración y estima,

MSc. Larry Torres
Sub-Director Carrera de Lenguas y Lingüística
SEMIPRESENCIAL

Elaborado por: Ledo. Fabricio Conforme.
Revisado y aprobado por: MSc. Larry Torres
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. RODRIGO GUERRERO SEGURA, Tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por Maria Victoria Martinez Cruz, con mi respectiva supervisión como requerimiento parcial por la obtención del título LICENCIADO EN CIENCIAS DE LA EDUCACIÓN en la CARRERA: Lenguas y Lingüística.

Se informa que el trabajo de titulación: “IMPORTANCE OF THE DIDACTIC FACTORS IN THE PHONETIC ELEMENTS OF THE ORAL EXPRESSION” PROPUESTA “DESIGN OF A DIDACTIC GUIDE WITH SPECIFIC MATERIAL FOCUSED ON DIDACTIC FACTORS FOR THE REINFORCEMENT OF THE PHONETIC ELEMENTS IN THE ORAL EXPRESSION”, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio, quedando el 9% coincidencia.

[Signatura]

MSc. RODRIGO GUERRERO S.
Appendix II
Investigation Instruments
UNIDAD EDUCATIVA FISCAL MIXTA VICENTE ROCAFUERTE

ENTREVISTA A LOS DIRECTIVOS
(SUPERVISOR GENERAL)

OBJETIVO
Conocer el punto de vista del Profesor de Inglés acerca de la IMPORTANCIA DE LOS ELEMENTOS FONÉTICOS EN LA EXPRESIÓN ORAL.

1. ¿Desde su punto de vista considera usted que las estrategias de comunicación actual deberían ser mejoradas?

2. ¿Cree usted que nuevas y mejores Estrategias Técnicas y Didácticas deben ser implementadas?

3. ¿Cree usted que la implementación del presente proyecto de estrategias de enseñanza para mejorar la comunicación oral sería de mucha ayuda?

4. ¿En su opinión, debería ésta Unidad Educativa actualizar didáctica y técnicamente a sus maestros?

5. Do the teachers use in the proper way all the current didactic technology or TIC’s?

GRACIAS POR SU AYUDA!!
UNIDAD EDUCATIVA FISCAL MIXTA VICENTE ROCAFUERTE

ENTREVISTA A PROFESOR DE INGLÉS # 1

OBJETIVO
Conocer el punto de vista del Profesor de Inglés acerca de la IMPORTANCIA DE LOS ELEMENTOS FONÉTICOS EN LA EXPRESIÓN ORAL.

1. ¿Piensa usted que su estrategias de enseñanza y comunicación ayudarán a sus estudiantes a desarrollar las destrezas de producción oral en sus educandos?

2. ¿Desde su punto de vista, usa usted apropiadamente las TIC’s dentro del aula de clases, de manera que logre mejorar la producción oral de sus estudiantes?

3. ¿Considera usted que el factor de implementar una Guía Didáctica sería la ayuda correcta para el mejoramiento de sus estudiantes?

4. ¿En vista del presente problema de “producción oral”, cree usted que el tener paneles de discusión periódicas ayudaría en el desarrollo de la producción oral?

5. ¿Cree usted que actualizar sus destrezas de producción oral en inglés ayudaría a sus estudiantes a mejorar sus propias destrezas de producción oral?

GRACIAS POR SU AYUDA!!
**UNIDAD EDUCATIVA FISCAL MIXTA VICENTE ROCAFUERTE**

- **MUESTREO DE POBLACIÓN:** 277
- **POBLACIÓN:** 970

**ENCUESTA A ALUMNOS DEL 10° GRADO (20 paralelos)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Enunciados</th>
<th>Siempre</th>
<th>usualmente</th>
<th>Frecuentemente</th>
<th>A veces</th>
<th>Nunca</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>El poco o ningún uso de las TIC’s dentro del aula, crea un medio ambiente aburrido.</td>
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<td>2</td>
<td>La creatividad del profesor de inglés, dentro del aula de clase es de gran ayuda para desarrollar la producción oral de los alumnos.</td>
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<td>3</td>
<td>La falta de vocabulario hace inseguro al estudiante.</td>
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<td>4</td>
<td>El uso de una GUIA DIDÁCTICA sería de mucha ayuda para la producción oral de los estudiantes.</td>
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<tr>
<td>5</td>
<td>El uso frecuente de diálogos dentro del aula de clases desarrolla las destrezas o habilidades para el idioma inglés.</td>
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<tr>
<td>6</td>
<td>El uso de las reglas de la Lingüística es de suma importancia en el desarrollo de la producción oral.</td>
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<tr>
<td>7</td>
<td>Desde su experiencia como alumno, la repetición es un buen método para mejorar la producción oral.</td>
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<tr>
<td>8</td>
<td>Su profesor de inglés usa las Estrategias de la Comunicación Efectiva para enseñar cómo mejorar las habilidades o destrezas de la producción oral.</td>
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<tr>
<td>9</td>
<td>El uso de un vocabulario apropiado es importante dentro del aula para adquirir fluidez en la destreza de la producción oral.</td>
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<tr>
<td>10</td>
<td>Desde su punto de vista, es importante la motivación dentro del aula de clases.</td>
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**GRACIAS POR SU AYUDA!!**
Appendix III
Photos
Giving Learning instructions to students of the 10th grade

Source: 10th grade basic level. Unidad Educativa Fiscal Mixta Vicente Rocafuerte
Elaborated by: Ma. Victoria Martínez Cruz

Giving Learning instructions to students of the 10th grade

Source: 10th grade basic level. Unidad Educativa Fiscal Mixta Vicente Rocafuerte
Elaborated by: Ma. Victoria Martínez Cruz
Preparing English classes through the methodology proposed

Source: 10th grade basic level. Unidad Educativa Fiscal Mixta Vicente Rocafuerte
Elaborated by: Ma. Victoria Martínez Cruz

Working with an English teacher assistant using the Didactic Guide proposed

Source: 10th grade basic level. Unidad Educativa Fiscal Mixta Vicente Rocafuerte
Elaborated by: Ma. Victoria Martínez Cruz
Appendix IV

PROPOSAL
ENGLISH
PRONUNCIATION

[ˈɪŋɡlɪʃ prənʌnsɪˈeɪʃn]
INDEX

UNIT 1  PHONETIC SYMBOLS AND SOUNDS
IPA symbols – vowels, diphthongs, consonants

UNIT 2  ENGLISH SPELLING AND SOUNDS
Difficult vowel and consonant combinations
-s and –ed suffix pronunciation
Homographs, homophones, silent letters

UNIT 3  STRESS PATTERNS IN WORDS
Syllable division, primary stress patterns in
prefix and suffix endings of nouns, verbs,
adjectives, compound nouns and adjectives

UNIT 4  STRESS PATTERNS IN PHRASES
Weak stress in function words,
auxiliary and modal auxiliary verbs

UNIT 5  ENGLISH WORDS USED IN SPANISH
Pronunciation of words commonly used in Spanish
English words translated into Spanish, false anglicisms

ANSWER KEY TO EXERCISES
INTRODUCTION

Unlike Spanish, English is not a phonetic language which is the principle reason why it is difficult to write and pronounce English words. Although there are 26 letters in the English alphabet, the sounds that may be produced are almost double that number. This text is a short introduction to the phonetic transcription of English phonemes (vowel and consonant sounds) to increase the Italian student’s understanding of English pronunciation, improve speech and reading, and help students consult a dictionary. The phonemic transcriptions in dictionaries are based on the Standard English accent known as „Received Pronunciation“ (RP for short) and other regional and international English accents will not be considered here. The text will focus particularly on sounds that are difficult to pronounce for Italian students and those that may be easily confused.

Another common problem is the stress placed on the pronunciation of words and phrases, as English is stress-timed, unlike Spanish which is syllable-timed. Attention is paid to strong and weak stress in words and phrases, taking into consideration function words, contracted forms, compound nouns and adjectives, prefixes and suffixes. The problem of English spelling is explored through a brief study of homophones, homographs and silent letters.

In conclusion, there is a brief section on English words used in Spanish that are often mispronounced, and false anglicisms (words used by Spanish that do not exist in English).
UNIT 1
# International Phonetic Alphabet

## UNIT 1

### PHONETIC SYMBOLS AND SOUNDS

#### Vowels

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Example Words</th>
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<tr>
<td>/ɪ/</td>
<td>pin, English, business</td>
</tr>
<tr>
<td>/e/</td>
<td>bed, head, bury, exit</td>
</tr>
<tr>
<td>/æ/</td>
<td>cat, bag, apple, black</td>
</tr>
<tr>
<td>/ə/</td>
<td>the, a, woman, banana</td>
</tr>
<tr>
<td>/ʊ/</td>
<td>look, put, could, cushion</td>
</tr>
<tr>
<td>/ʌ/</td>
<td>clock, put, could, cushion</td>
</tr>
<tr>
<td>/oʊ/</td>
<td>clock, what, because</td>
</tr>
<tr>
<td>/aʊ/</td>
<td>cat, bag, apple, black</td>
</tr>
<tr>
<td>/əʊ/</td>
<td>the, a, woman, banana</td>
</tr>
<tr>
<td>/ʊə/</td>
<td>look, put, could, cushion</td>
</tr>
<tr>
<td>/ɑː/</td>
<td>take, pay, wait, ballet</td>
</tr>
<tr>
<td>/ɔː/</td>
<td>noise, boy, lawyer</td>
</tr>
<tr>
<td>/ɜː/</td>
<td>go, road, sew, broken</td>
</tr>
<tr>
<td>/ɜː/</td>
<td>go, road, sew, broken</td>
</tr>
<tr>
<td>/ʌ/</td>
<td>cut, come, mother</td>
</tr>
<tr>
<td>/ɜː/</td>
<td>girl, burn, word, heard</td>
</tr>
<tr>
<td>/ɑː/</td>
<td>car, art, heart, half</td>
</tr>
<tr>
<td>/ɔː/</td>
<td>or, board, door, small</td>
</tr>
<tr>
<td>/ɪː/</td>
<td>sea, bee, people, receive</td>
</tr>
<tr>
<td>/uː/</td>
<td>too, blue, fruit, fool</td>
</tr>
</tbody>
</table>

#### Dipthongs

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Example Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>/eɪ/</td>
<td>take, pay, wait, ballet</td>
</tr>
<tr>
<td>/aɪ/</td>
<td>five, sigh, height, buy</td>
</tr>
<tr>
<td>/ɔɪ/</td>
<td>noise, boy, lawyer</td>
</tr>
<tr>
<td>/aʊ/</td>
<td>go, road, sew, broken</td>
</tr>
<tr>
<td>/au/</td>
<td>round, renown, doubt</td>
</tr>
<tr>
<td>/ia/</td>
<td>here, deer, dear, fierce</td>
</tr>
<tr>
<td>/æu/</td>
<td>care, air, mayor, prayer</td>
</tr>
<tr>
<td>/uə/</td>
<td>poor, insure, tour, moor</td>
</tr>
</tbody>
</table>

#### Consonants

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Example Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>/p/</td>
<td>play, stop, speak, power</td>
</tr>
<tr>
<td>/b/</td>
<td>bad, baby, big, object</td>
</tr>
<tr>
<td>/t/</td>
<td>ten, later, little, pot</td>
</tr>
<tr>
<td>/d/</td>
<td>day, advice, bed</td>
</tr>
<tr>
<td>/k/</td>
<td>character, quick, taxi</td>
</tr>
<tr>
<td>/ɡ/</td>
<td>got, exam, ignore, finger</td>
</tr>
<tr>
<td>/f/</td>
<td>food, laugh, telephone</td>
</tr>
<tr>
<td>/v/</td>
<td>vain, over, Stephen</td>
</tr>
<tr>
<td>/θ/</td>
<td>thin, earth, method, both</td>
</tr>
<tr>
<td>/ð/</td>
<td>they, father, breathe, with</td>
</tr>
<tr>
<td>/s/</td>
<td>small, singe, scene, psalm</td>
</tr>
<tr>
<td>/z/</td>
<td>zoo, goes, xenophobe</td>
</tr>
<tr>
<td>/ʃ/</td>
<td>shell, nation, machine</td>
</tr>
<tr>
<td>/ʒ/</td>
<td>genre, measure, vision</td>
</tr>
<tr>
<td>/θ/</td>
<td>hot, hair, whole, whose</td>
</tr>
<tr>
<td>/ŋ/</td>
<td>moon, lamp, lamb</td>
</tr>
<tr>
<td>/n/</td>
<td>can, snow, pneumonia</td>
</tr>
<tr>
<td>/ŋ/</td>
<td>string, singer, tongue</td>
</tr>
<tr>
<td>/ŋ/</td>
<td>chair, match, tongue</td>
</tr>
<tr>
<td>/ŋ/</td>
<td>just, general, age, soldier</td>
</tr>
<tr>
<td>/l/</td>
<td>look, small, bottle, isle</td>
</tr>
<tr>
<td>/r/</td>
<td>real, train, wrong, write</td>
</tr>
<tr>
<td>/j/</td>
<td>yes, Europe, university</td>
</tr>
<tr>
<td>/w/</td>
<td>window, twin, quick, why</td>
</tr>
</tbody>
</table>
Exercise 1  Match the phonetic transcriptions with the words.
1. /ʃʌt/  a. later
2. /haːt/  b. joke
3. /θɪŋk/  c. heart
4. /wɜːk/  d. there
5. /letɪə/  e. doubt
6. /boːt/  f. work
7. /puːt/  g. shut
8. /dɔːt/  h. think
9. /dʒeɪk/  i. pool
10. /ðeɪə/  j. bought

Exercise 2  Listen to the following words and circle the sound that you hear.
1. /æ/ /ʌ/  6. /ei/ /ai/
2. /æ/ /e/  7. /u:/ /uː/
3. /ʊ/ /ɒ/  8. /iə/ /eə/
4. /iː/ /iː/  9. /θ/ /ð/
5. /z/ /ɔ/  10. /ʃ/ /ʒ/

Exercise 3   Complete the transcriptions with one of the following diphthongs:
<table>
<thead>
<tr>
<th>/ei/</th>
<th>/ɔi/</th>
<th>/ɪə/</th>
<th>/əʊ/</th>
<th>/ɑʊ/</th>
<th>/ɪə/</th>
<th>/æə/</th>
<th>/ʊə/</th>
</tr>
</thead>
</table>
1. make  /m _ _k/  6. hear /h _ _/
2. sure /ʃ _ _/  7. town /t _ _n/
3. bear /b _ _/  8. home /h _ _m/
4. island /- - lænd/  9. sight /s _ _t/
5. employ /ɪmpl _ _/  10. know /n _ _ /

Exercise 4  Write out the correct spelling of these place names.
1. /kæntəbrɪ/    2. /ɡrenɪʃ/    3. /lestə/    4. /edɪnbər/    5. /wɔːrk/
Some difficult sounds for Foreign Learners of English

/ə/  
This is the most frequent vowel sound in spoken English, which can also represent several letters or syllables. It can be found in unstressed function words such as a, am, an, but, can, of; in prefixes and suffixes such as in-, suc-, to-, ad-, -ible, -able, -ment; in words such as according, lemon, minute, purpose, second etc.

Exercise 5 Listen to the teacher and underline the /ə/ sound in the following sentences.
1. We went to the theatre yesterday.
2. He can speak Russian and German.
3. Susan is famous for her Christmas cake.
4. The pronunciation, grammar and vocabulary are difficult.
5. We could ask them if they have reached a decision.
6. A man and a woman were waiting at the station.
7. They're going to the mountains on Saturday.
8. The private sector is all economic activity other than government.
9. Where are the spoons and forks?
10. There were seven or eight hundred people present at the conference.

/ɜː/  
A difficult sound to reproduce for Italian speakers: world - /wɜːld/, third - /θɜːd/.

Exercise 6 Tick the words that contain the /ɜː/ sound.
1. Thursday  5. Tuesday  9. birthday  13. ball
2. does  6. work  10. turn  14. hurt
3. skirt  7. ear  11. bun  15. early
4. short  8. nurse  12. Weren’t  16. ward
There are several letter combinations that produce this sound: mother -/mʌðə/,
country
-/kʌntrɪ/, flood - /flʌd/

Exercise 7  The teacher will read out the following sentences.
Underline the alternative that you hear.

1. Which county/country did you say he lived in?
2. She rubbed/robbed the silver to make it shinier.
3. There are a lot of colourful rags/rugs on the floor.
4. Can I borrow your cup/cap?
5. We were wondering/wandering where she was.
6. She has a heart/hut of gold.
7. Put the batter/butter in the fridge.
8. Did you say he run/ran away?
9. There was a big cart/cut in the wood.
10. He tripped over the stump/stamp on the ground.

Spanish does not have this sound: fill - /fɪl/, ship - /ʃɪp/.

Exercise 8 Say whether the pairs of words you hear are the same (S) or different (D).

1. ___ 6. ___
2. ___ 7. ___
3. ___ 8. ___
4. ___ 9. ___
5. ___ 10. ___
/θ/ and /ð/

These sounds do not exist in Spanish, so they may be transformed in /t/, /f/ or /d/.

Exercise 9 Write the following words under the correct phonetic sound. there

<table>
<thead>
<tr>
<th>three</th>
<th>breathe</th>
<th>thin</th>
<th>moth</th>
<th>whether</th>
<th>although</th>
<th>nothing</th>
<th>throw</th>
<th>either</th>
</tr>
</thead>
<tbody>
<tr>
<td>/θ/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

/w/

This sound tends to be pronounced by Spanish speakers as /v/.

Exercise 10 The teacher will read out the following sentences. Underline the alternative that you hear.
1. There was only a little vine / wine left.
2. Where is the vest / west?
3. I saw a long whale / veil in the distance.
4. What was under the wheel / veal?
5. Her poetry has become worse / verse.
/dʒ/

When written with a „J“, Spanish speakers tend to pronounce this sound as /j/. The letter „G“ can also produce this sound: general, storage, as can the combination –dge and –age: edge, storage.

Exercise 11 Tick the words that contain the /dʒ/ sound.

1. gin  
2. large  
3. goat  
4. injury  
5. yam  
6. soldier  
7. guilty  
8. gum  
9. jet  
10. gear  
11. just  
12. get  
13. damage  
14. mayor  
15. guilty  
16. college

/h/

This sound tends to be omitted by Spanish speakers. However, the h is not pronounced in such words as hour, honour, heir and honest, in some words and place names: exhibit, Totten(h)am, or in rapid speech: Tell (h)im we’ll be late.

Exercise 12 The teacher will read out sentences. Tick the word that you hear.

1. ill       hill       6. old       hold
2. eye       high       7. heir       hair
3. art       heart      8. all        hall
4. air       hair       9. eight      hate
5. ear       hear       10. edge      hedge
Apart from the letter “S”, the /s/ sound can be represented by a number of consonant combinations, which differ in pronunciation from the Spanish: psyche, cellar, science, listen.

Exercise 13 Tick the words that contain the /s/ sound.
1. song 5. face 9. issue 13. disciple
2. Islam 6. city 10. months 14. sugar
3. vision 7. message 11. castle 15. mix
4. science 8. houses 12. fascism 16. psychology

Exercise 14 Underline the word that the transcription represents.
1. bɔːn 5. burn 9. born
2. θɪŋ 6. thing 10. thin
3. frɪ.lɪŋz 7. fillings 11. feelings
4. vайн 8. vine 12. wine
5. meɪdʒər 9. major 13. mayor
6. ræm 10. rum 14. ram
7. wɜːd 11. word 15. worried
8. fəget 12. forget 16. forged
9. ɑɪs 13. eyes 17. ice
10. hуːz 14. whose 18. house

Tongue Twisters Quickly say the following sentences.
1. She sells sea shells on the sea shore.
2. Thirty-three thrilling thespians thought throughout Thursday.
3. I wish to wash my Irish wristwatch.
4. In Hertford, Hereford and Hampshire, hurricanes hardly ever happen.
5. A skunk sat on a stump.
UNIT 2
UNIT 2
ENGLISH SPELLING AND SOUNDS

English spelling is a particular obstacle to non-native speakers. This is due to the fact that during the course of its history it has been influenced by numerous languages, especially by German, Latin, French and the Scandinavian languages. Thus, for example, the sound /ʃ/ is to be found in the following letter combinations: shut, champagne, nation, expansion, conscience, issue, and sugar.

Sometimes words do not sound alike despite their similar spellings (homographs): bow -/bəʊ/ and /bɔː/, close - /kləʊz/ and /klɛəs/, live - /lɪv/ and /lɑːv/. Other words soundalike, but are spelled differently (homophones): aren’t / aunt - /ɑːnt/, bare / bear -/beə/, and seen / scene - /sɪ:n/.

It was already noted over 400 years ago that English used more letters than necessary to spell many of its words, and during the 17th century numerous redundant letters were removed, the emergent standard spellings tending to prefer one of the shorter forms among the alternatives previously in use. For example, in the 16th century the word bit was sometimes spelt byte. Many words were reduced like byte by the loss of a silent final-E, the replacement of Y by I, and the simplification of doubled consonants. But many other words have kept unnecessary letters, for instance the B in debt, the E in have or the P in receipt.

After the 17th century this process of simplification of English spelling slowed down, thanks to the standardizing influence of printing and the spread of dictionaries. The American lexicographer Noah Webster took the process of simplification a step further in the early 19th century, and Americans today use some distinctive spellings of the type his dictionary recommended, such as center, traveling, favor, defense, realize (Br.Eng. centre, travelling, favour, defence, realise).
Difficult vowel combinations  Practice saying the following words


- ei: /eɪ/ - eight, /ɪə/ - receive, /ɛ/ - counterfeit, /eɪ/ - leisure, /aɪ/ - height


- oa: /əʊ/ - road, /ɔː/ - broad.


- augh: /ɔː/ - taught, /əːf/ - laugh.

Difficult consonant combinations  Practice saying the following words


- gn: /n/ - sign, /ɡn/ - recognise.

Exercise 15 Circle the word that is pronounced differently from the other three words.

1. accident access accommodate accept
2. sheep beer field people
3. angry jungle English spring
4. shout now round mould
5. cheese chip machine attach
6. signature foreign Gnostic tongue
7. suit fruit cruise biscuit
8. though rough enough tough
9. floor poor flood door
10. author caught laughter daughter

Suffixes

-s suffix

The morpheme -s of the 3rd person singular (he works), of the noun plural (books), of the genitive (John”s) and of the contraction of is or has (he”s) is pronounced in three different ways depending on the sound of the preceding consonant:

\( /\text{iz} / \) after sibilant consonants: /s/ /ʃ/ /tʃ/ /dʒ/  
- slices /slaɪsɪz/  
- churches /tʃɜːtʃɪz/  

\( /s/ \) after unvoiced consonants: /f/ /k/ /p/ /t/  
- packs /pæks/  
- laughs /lɑːfs/  

\( /z/ \) in other cases  
- boys /boɪz/  
- clothes /kluːðz/  
- John”s /dʒɔɪnz/
Some unvoiced sounds, $\emptyset$ and $f$, become voiced when the -s suffix is added.

Compare:

<table>
<thead>
<tr>
<th>Word</th>
<th>Phoneme</th>
</tr>
</thead>
<tbody>
<tr>
<td>bath</td>
<td>/bəθ/</td>
</tr>
<tr>
<td>aiğf</td>
<td>/nəif/</td>
</tr>
<tr>
<td>baths</td>
<td>/bəðz/</td>
</tr>
<tr>
<td>knives</td>
<td>/nəivz/</td>
</tr>
</tbody>
</table>

**Exercise 16** Write the sound /s/, /z/ or /iz/ next to the following words.

1. judges  
2. lives  
3. plates  
4. classes  
5. breathes
6. watches  
7. attends  
8. tapes  
9. books  
10. wives

---

**-ed suffix**

The morpheme -ed of the past tense (or past participle) is also pronounced in three different ways depending on the preceding consonant:

<table>
<thead>
<tr>
<th>Consonant</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>/pɛntɪd/</td>
</tr>
<tr>
<td>d</td>
<td>/pɔntɪd/</td>
</tr>
<tr>
<td></td>
<td>/rɔntɪd/</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unvoiced consonants</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>f/ k/ p/ s/ tʃ/ lʃ/</td>
<td></td>
</tr>
<tr>
<td>clapped</td>
<td>/klæpt/</td>
</tr>
<tr>
<td>brushed</td>
<td>/brʌʃt/</td>
</tr>
<tr>
<td>laughed</td>
<td>/lɑːft/</td>
</tr>
<tr>
<td>wished</td>
<td>/wɪʃt/</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other cases</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>earned</td>
<td>/ɔːnd/</td>
</tr>
<tr>
<td>carried</td>
<td>/kær ɪd/</td>
</tr>
<tr>
<td>hanged</td>
<td>/tʃeɪndʒd/</td>
</tr>
<tr>
<td>harmed</td>
<td>/hoːmd/</td>
</tr>
</tbody>
</table>
Exercise 17  Pronounce the past form of these regular verbs paying attention to the –ed suffix.

1. study ___  
2. judge ___  
3. listen ___  
4. miss ___  
5. work ___  
6. answer ___  
7. test ___  
8. invent ___  
9. research ___  
10. enjoy ___
-e suffix
Sometimes the addition of the –e suffix to a noun to form a verb changes the quality both of the vowels sound and of the final –th:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bath</td>
<td>to bathe</td>
<td>/beɪθ/</td>
</tr>
<tr>
<td>a breath</td>
<td>to breathe</td>
<td>/brɪːð/</td>
</tr>
</tbody>
</table>

Exercise 18  Listen to the teacher and circle the word you hear.
1. Breath/Breathe in deeply and then out again.
2. Suits were usually made of wool cloth/clothe.
3. I really loath/loathe the fashion of the 1980s.
4. The medicine soothes/sooths the pain of the inflammation.
5. The baby’s teeth/teethe are coming through.

Homographs

Some examples of homographs:

to lead  /lɛd/  lead  /led/
to read  /rɛd/  read  /red/
to live  /laɪv/  live  /laɪv/

The sound may also change according to the where the stress is on the word:

to record  /rɪˈkərd/  record  /ˈrekərd/
to present  /prɪˈzent/  present  /ˈpreznt/

Exercise 19  Listen to the sentences and circle the transcription that you hear.
1. /hɔʊz/  /hɔːs/
2. /teə/  /tɪə/
3. /kleʊz/  /kleʊs/
4. /wɪnd/  /wænd/
5. /ˈkɒntrækt/  /kənˈtrækt/

Homophones

Some examples of homophones:

son / sun  /sʌn/  allowed / aloud  /əˈlaʊd/  minor / miner  /ˈmɪnər/
Exercise 20  Listen to the teacher and circle the word that you hear in its context.

1. whose / who’s
2. there / their
3. sale / sail
4. rode / road
5. steel / steal
6. right / write
7. hear / here
8. rain / reign
9. bare / bear
10. by / buy

Silent letters

a) Some consonants are written but not pronounced. This is either because they were once pronounced (knock) or come from a foreign language (psychology).

Initial position

cz – czar
kn – knock, knee, knight, knife
gn – gnat, gnaw, gnome
pn – pneumonia
ps – psychology, psychiatry, pseudo
pt – Ptolemy
wr – write, wrong, wring, wrist
wh – who, whom, whose, whole

End position

-mb – lamb, climb, thumb
-ng – king, thing, song, wing
-gm – paradigm, diaphragm
-gn – sign, reign, foreign, resign (but signature, resignation)
-mn – condemn, autumn, column
-pt – receipt (but reception)

Other positions

doubt   muscle   castle   whistle   isle   viscount   sword   Norwich
b) Sometimes vowels are written but not pronounced.
Some examples:

government  family  chocolate

garden  reason  evil

**Exercise 21**  Mark the silent letters in the following words.
1. answer  6. castle  11. subtle  16. island
2. Greenwich  7. design  12. vegetable  17. mustn"t
3. interest  8. know  13. generous  18. Wednesday
5. written  10. honest  15. cupboard  20. hoped

This illustrates the various English spelling complexities. Read it

Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead, it's said like bed, not bead- for goodness' sake don't call it 'deed'!
Watch out for meat and great and threat
(they rhyme with suite and straight and debt).

A moth is not a moth in mother, Nor both in bother, broth, or brother, And
here is not a match for there,
Nor dear and fear for bear and pear, And then there's doze and rose and lose-
Just look them up- and goose and choose, And cork and work and card and ward
And font and front and word and sword,
And do and go and thwart and cart- Come, I've hardly made a start!
UNIT 3
UNIT 3
STRESS PATTERNS IN WORDS

In Spanish, a syllable-timed language, uniform stress is given to different syllables. English, on the contrary, is a stress-timed language in which there exists a distinction between strong (tonic) and weak (atonic) syllables.

Syllable division
A syllable consists of a vowel sound or a vowel sound + consonant(s). The system for syllable division is generally a phonetic one. Most words have the same number of syllables in the written form as in the pronunciation. However, there are a few rules to help divide words up into syllables.

a) Each syllable has only one vowel sound. When a consonant separates two vowels, divide the word after the first vowel and before the consonant:
   stu-dent    re-sult    ex-a-mine

b) When the vowel is at the end of a syllable, it has a long sound, called an open syllable:
   may         be-low      an-ec-dote

c) When the vowel is not at the end of a syllable, it has a short sound, called a closed syllable:
   mad         sub-ject    con-vent

d) Syllables are divided between doubled consonants, unless the doubled consonant is part of a syllable that is a base word:
   din-ner    swim-ming    tell-er

e) Monosyllabic prefixes and suffixes are not divided:
   il-le-gal    un-com-mon
   gov-ern-ment    cou-ra-geous

f) Plurisyllabic prefixes and suffixes are divided:
   an-ti-war    un-der-take
   vel-o-ci-ty    hy-po-the-ti-cal
**Exercise 22** Divide the following words into syllables

1. mirror
2. sunshine
3. poem
4. wonderful
5. calendar
6. global
7. fitness
8. December
9. computer
10. lovely
11. fine
12. tongue
13. oversleep
14. dinner
15. antidote
Stress patterns in words
The strong or primary stress on one syllable has the effect of weakening
the pronunciation of the secondary syllables. It is therefore important to be
able to determine the stress pattern of words.

Symbols used to indicate stress:

- the following syllable has primary stress
- the following syllable has secondary stress

Suffixes

Suffixes do not generally have primary stress.

Compare:

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>'age</td>
<td>/eɪdʒ/</td>
</tr>
<tr>
<td>to be 'able</td>
<td>/eɪbl/</td>
</tr>
<tr>
<td>'ate</td>
<td>/eɪt/</td>
</tr>
<tr>
<td>'full</td>
<td>/fʊl/</td>
</tr>
<tr>
<td>'less</td>
<td>/les/</td>
</tr>
<tr>
<td>'courage</td>
<td>/kərɪdʒ/</td>
</tr>
<tr>
<td>'capable</td>
<td>/keɪpəbl/</td>
</tr>
<tr>
<td>'graduate (n)</td>
<td>/grædʒʊət/</td>
</tr>
<tr>
<td>'beautiful</td>
<td>/bjuːtɪfl/</td>
</tr>
<tr>
<td>'hopeless</td>
<td>/həʊpləs/</td>
</tr>
</tbody>
</table>
In only a few cases the main stress falls on the suffix, generally with suffixes of foreign, especially French, origin. Some examples are:

-oo kangar’oo -elle gaz’elle
-eel employ’ee -ette cigar’ette
-eer engine’eer -ese Chin’ese

Some suffixes determine the position of the primary stress.

The following suffixes determine the primary stress on the syllable preceding the suffix:

**Nouns**

<table>
<thead>
<tr>
<th>-ity, -ety</th>
<th>cap’acity</th>
<th>oppor’tunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note the shift in stress: public</td>
<td>pub’lic</td>
<td></td>
</tr>
<tr>
<td>‘social</td>
<td>ity</td>
<td></td>
</tr>
<tr>
<td>to ‘vary</td>
<td>soc’iet</td>
<td></td>
</tr>
<tr>
<td>-ion</td>
<td>dis’cussion</td>
<td>at’ention</td>
</tr>
<tr>
<td>Note the shift in stress: to pre’pare</td>
<td>prepar’ation</td>
<td></td>
</tr>
<tr>
<td>to pro’nounce</td>
<td>pronunci’ation</td>
<td></td>
</tr>
<tr>
<td>to ‘realise</td>
<td>realis’ation</td>
<td></td>
</tr>
<tr>
<td>-ian</td>
<td>am’phibian</td>
<td>phy’sician</td>
</tr>
<tr>
<td>Note the shift in stress: hu’manity</td>
<td>human’tarian</td>
<td></td>
</tr>
<tr>
<td>‘library</td>
<td>lib’rarian</td>
<td></td>
</tr>
<tr>
<td>‘history</td>
<td>his’torian</td>
<td></td>
</tr>
<tr>
<td>-ics</td>
<td>‘physics</td>
<td>‘ethics</td>
</tr>
</tbody>
</table>

**Verbs**

<table>
<thead>
<tr>
<th>-ify, -ish</th>
<th>to ‘magnify</th>
<th>to a’bolish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note the shift in stress: ‘person to pers’onify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 23 Mark the primary stress in the following words.

1. village                                           6. passion
2. society                                          7. anxiety
3. talkative                                         8. universal
4. suffragette                                      9. career
5. classify                                         10. economics

Adjectives

<table>
<thead>
<tr>
<th>-ic, -ible, -igible</th>
<th>his’toric</th>
<th>in’visible</th>
<th>’eligible</th>
</tr>
</thead>
</table>

Note the shift in stress:

e’conomy to eco’nomic
ne’glect ’negligible

-ious, -eous, -uous ’glorious ar’boreous con’tinuous

-ial, -ual ’social ’usual

Other suffixes do not alter the stress pattern of the word.

-able ’comfort ’comfortable
-cy ’vacant ’vacancy
-dom ’king ’kingdom
-er/-or ’visit ’visitor
-ful ’wonder ’wonderful
-ish (adj.) ’baby ’babyish
-ism to ’criticise ’criticism
-ize/-ise (v.) e’conomy to
-less ’care ’careless
-ly (adv.) ’rapid ’rapidly
-man (n.) po’lice po’liceman
-ment to ’govern ’government
-ship ’owner ’ownership
-ty ’unit ’unity
-y to in’quire in’quiry
Exercise 24  Mark the shift in stress in the following pairs of words.
1. economy                      economics
2. experiment                   experimental
3. history                          historian
4. nation                           nationality
5. philosophy                   philosophical
6. psychiatry                    psychiatric
7. science                         scientific
8. examine                       examination
9. idiot                             idiotic
10. demonstrate               demonstration

Prefixes
Two-syllable words with no prefix usually have the primary stress on the first syllable:
ˈfollow    ˈcarry      ˈgovern    ˈcancel

Two-syllable words with a separable prefix (often written with a hyphen) have equal stress on the prefix and the main word:
ˈex-ˈwife       ˈpre-ˈbook      ˈre-ˈwrite      ˈself-ˈhelp

Two-syllable VERBS with an inseparable prefix generally have the primary stress on the second syllable:
to exˈplain    to preˈsent    to deˈny     to proˈduce

Two-syllable NOUNS with an inseparable prefix generally have the primary stress on the first syllable:
ˈexpert    ˈpresent      ˈdeluge        ˈproverb

Some exceptions to this are: adˈvice    deˈfence    exˈcuse   reˈlief

The stress in three-syllable words can vary from word to word. Compare:
ˈtelegraph    reˈmoval    ˈvegetable    deˈcision

If the prefix - separable or inseparable - is bisyllabic, there is secondary
stress on the first syllable of the prefix and primary stress on the third syllable:
ˌunderˈstand ˌinterˈvene ˌsuperˈsede ˌoverˈride

Exercise 25  Mark the primary stress in the following pairs of nouns and verbs.

1. to conduct conduct
2. to desert desert
3. to present present
4. to subject subject
5. to conflict conflict
6. to decrease decrease
7. to object object
8. to produce produce
9. to suspect suspect
10. to rebel rebel

Exercise 26   Find the word in each group that the primary stress located on the different syllable from the other three.

1. a) con-fi-dent b) del-i-cate c) po-et-ic d) sen-si-tive
2. a) ad-mi-ra-ble b) app-ro-pri-ate c) com-pli-cated d) nec-es-sar-y
3. a) or-i-gin b) oc-cur c) lim-it d) of-fer
4. a) in-stru-ment b) cal-en-dar c) at-mos-phere d) ad-vice
5. a) ca-nal b) de-moc-ra-cy c) char-ac-ter d) suc-cess
6. a) mu-si-cian b) ne-ces-si-ty c) au-thor-i-ty d) pho-to-graph
7. a) man-age b) con-nect c) o-blige d) re-veal
8. a) a-tom-ic b) dif-fer-ent c) se-ri-ous d) vi-o-ent
9. a) ac-ci-dent b) ma-chin-e-ry c) res-tau-rant d) tel-e-phone
10. a) mar-riage b) mys-ter-y c) ben-e-fit d) ex-ist-ence
Compound nouns
Most compound nouns have the primary stress on the first element. Compare
this to the equal stress of adjective and noun:

ˈdining-room  ˈtextbook  ˈblackbird
ˈdark ˈroom  ˈlibrary ˈbook  ˈblack ˈbird

Compound adjectives
The stress generally falls on the second element with the –ed participle and
-ing participle: ˈbad-ˈtempered  old-ˈfashioned  good-
ˈlooking

However, if one of the elements of the compound adjective is a noun, stress will
fall on the noun, even if it is the first element: ˈlaw-abiding  ˈrecord-breaking

Compound verbs
The stress generally falls on the second element:

ˈoutˈrun  ˈoverˈrate  ˈunderˈline

Exercise 27  Mark the stress on the following words.
1. blackboard  6. train-spotting
2. mobile phone  7. football
3. well-dressed  8. bus stop
4. highlight  9. out-dated
5. swimming pool  10. over-ripe

Exercise 28  Rewrite the sentences forming compound adjectives and
mark the primary stress.
1. The letter was written by hand
   The letter was ............................................
2. We grew the vegetables at home.
   The vegetables are .................................
3. We went on holiday at the last minute.
   It was a ........................................holiday.
4. Jane works very hard.
   Jane is ..............................................
5. Tom looks really good.
   Tom is ..............................................
UNIT 4
**UNIT 4**

**STRESS PATTERNS IN PHRASES**

Function words such as prepositions, conjunctions, pronouns, determiners, and auxiliary verbs are generally weaker in stress within a sentence.

<table>
<thead>
<tr>
<th>prepositions</th>
<th>conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>at  /ət/</td>
<td>that /ðət</td>
</tr>
<tr>
<td>for /fə/</td>
<td>as /əz</td>
</tr>
<tr>
<td>from /frəm/</td>
<td>than /ðən</td>
</tr>
<tr>
<td>of /əv/</td>
<td>and /ən/</td>
</tr>
<tr>
<td>to /tə/</td>
<td>but /bət/</td>
</tr>
<tr>
<td>pə/</td>
<td>or /ər/</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pronouns</th>
<th>determiners</th>
</tr>
</thead>
<tbody>
<tr>
<td>he /hɪ/</td>
<td>his /ɪz/</td>
</tr>
<tr>
<td>him /ɪm/, /əm/</td>
<td>her /hə , /ə/</td>
</tr>
<tr>
<td>her /hə /</td>
<td>our / /</td>
</tr>
<tr>
<td>æ: us /æs/</td>
<td>your / / jə</td>
</tr>
<tr>
<td>them /ðəm/</td>
<td>a, an /ə , /ən/</td>
</tr>
<tr>
<td>some /səm/</td>
<td>the /ðə / ðɪ.</td>
</tr>
</tbody>
</table>

**Exercise 29** Underline the weak function words in the following sentences.

1. I’d love a cup of tea.
2. When are you going to Spain?
3. He goes to the cinema three or four times a month.
4. I’ll have some bread and butter, please.
5. We’d rather stay at home than go to the restaurant.
6. You’ll have to study harder if you want to pass the exam.
7. They drove at 50 kilometers per hour.
8. Did you give him the books?
9. He said that he’d go home as soon as possible.
10. I told them they were going to fall.

**Articles**

*a, an* - The indefinite article *a* is reduced to /a/ before consonants (or consonant sounds):
a book                  a table                  a university           a one-year plan
It becomes an /ən/ before vowels (or vowel sounds):
an apple                  an event                  an hour                  an heir

the - The definite article the is reduced to /ðə/ before consonants (or consonant sounds):
the mother                  the table                  the university     the one-year plan
It is pronounced /ðiː/ before vowels (or vowel sounds):
the apple                  the event                  the hour                  the heir

Exercise 30 Write a or an in the following sentences.

1. It took me ____ hour to write the letter.
2. Would you like ____ orange?
3. She is ____ Anglo-Italian.
4. It is ____ European law.
5. Jane is ____ university student.
6. I hope to study for ____ M.A. degree next year.
7. It was ____ one-hour lesson.
8. The concert was ____ extraordinary event.
9. You'll have to have ____ X-ray for that leg.
10. It was ____ enjoyable evening.

Exercise 31 Say whether the following pronunciation of the definite article is /ðə/ or /ðiː/.

1. ____ heir. 6. ____ hotel.
2. ____ universe. 7. ____ historian.
3. ____ apple. 8. ____ jewels.
4. ____ ugly house. 9. ____ hour-glass
5. ____ U.S.A. 10. ____ one-man band.
**Auxiliary verbs**

be and have are generally pronounced as a single syllable:

I'm /ɑɪm/ I've /ɑɪv/

he's / (h)iːz/ he's / (h)iːz/

she's /ʃiːz/ she's /ʃiːz/

it's /ɪts/ it's /ɪts/

we're /wɪə/ we've /wɪːv/

you're /jʊː:/ you've /jʊːv/ 

they"re /ðeə/ they"ve/ /ðeɪv /

there"s /ðeəz/

there are /ðeəə/


**Be and have have a weak pronunciation in Wh- questions:**

Where has /hæz/ he 'gone? What's/ s his name?

They have strong (or semi-weakened) forms:

(a) in yes/no questions:  
  'Have /hæv/ you got a car? 'Is /ɪz/ he on time?

(b) in the negative form with the contracted not:  
  I 'haven't /hævnt/ been there yet.

(c) in tag questions and short answers:  
  She hasn’t arrived, 'has /hæz/she? Yes, she 'has /hæz/.

The auxiliary do (does) has a weak pronunciation in Wh- questions:

Where does /dəz/ he 'live? What do /də/ you 'do?

It has a strong (or semi-weakened) form:

(a) in other questions:  
  'Do /də/ you like cheese? 'Does /dʌz/ he live here?

(b) in the negative form with the contracted not:  
  I 'don’t /dəʊnt/ want to come.

(c) in tag questions and short answers:  
  He doesn’t /dəznt/ live here, 'does /dʌz/ he? Yes, he 'does /dʌz/.

**Modal auxiliary verbs**

Modal auxiliary verbs have weak pronunciation in the affirmative and interrogative:

I can /kn/ 'go. They could /kəʊd/ 'come. Should /ʃəʊd/ he 'leave?

They have a strong form:

(a) in the negative with the contracted not:  
  I 'can’t /kænt/ go. They 'won’t / wənt / come.
(b) in tag questions and short answers:

He can’t swim, ’can /kæn/ he? Yes he ’can /kæn/.

**Exercise 32** Underline the weak function words in the following sentences.

1. He could have told you if you had asked.
2. Don’t you want to know?
3. I should have known he was joking.
4. She can apply for the job, can’t she?
5. Who does she think she is?
6. He was at school when the fire broke out.
7. Where does he say he was going?
8. That is the place he has renovated.
9. I certainly won’t do that job again.
10. You don’t have to stay if you don’t want to.

**Exercise 33** Mark the stressed syllables in the following passages. Practise reading them with attention to the weak forms (auxiliaries, articles, pronouns, prepositions etc).

**TEXT 1**

Of all the changes that swept over Europe in the seventeenth and eighteenth centuries, the most widely influential was an epistemological transformation that we call the “scientific revolution”. In the popular mind, this revolution is associated with natural science and technological change, but the scientific revolution was, in reality, a series of changes in the structure of European thought itself: systematic doubt, empirical and sensory verification, the abstraction of human knowledge into separate sciences, and the view that the world functions like a machine. These changes greatly altered the human experience of every other aspect of life. This modification in world view can also be charted in painting, sculpture and architecture, where it can be seen that people are looking at the world very differently.

**TEXT 2**

Today English is a world-wide language. About 300 million people speak it as their mother-tongue, and there are as many - if not more - for whom it is an additional language. The unparalleled status of English as an international language reflects the economic and technological power of the English-speaking countries, predominantly the United States. A radical shift in power would undoubtedly result in the eventual displacement of English as the paramount
international language. Even so, it will remain the national language of many countries where the majority of the population now speak it as their first or second language.
UNIT 5
UNIT 5
ENGLISH WORDS USED IN SPANISH

In the last century the Spanish language has adopted and adapted a wide range of English words, especially when they refer to new products and trends. For example, browser, welfare, and pullover, to name but a few. Other influences concern direct translations from English into Spanish: la mayoría silenciosa (the silent majority) and las relaciones públicas (public relations). Another way to handle foreign words is to adapt the spelling to Spanish, so we have ferribot (ferryboat) and nailon (nylon), or else Spanish suffixes are added to an English word, such as stoppare and bluffare. There is also a tendency to coin English words that do not in fact exist in English (called „false anglicisms”), such as footing (jogging) and fiction (TV series).

Exercise 34  The following words are commonly used in Italian. Make sure you know their correct pronunciation.

1. management 11. report  
2. performance 12. hamburger  
3. audience 13. privacy  
4. replay 14. suspense  
5. know-how 15. Japan  
6. check-in 16. mountain bike  
7. server 17. wafer  
8. partner 18. flashback  
9. desktop 19. club  
10. cover 20. bunker
Exercise 35  Write the original English terms of these translations in Spanish.

1. dibujos animados
2. diversosmente hábil
3. informática
4. palabra clave
5. palabra de órden

Exercise 36  Match the false anglicism on the left with its correct term on the right.

1. autogrill                     a. funfair
2. camping                      b. juvenile murderer
3. luna park                     c. toilet
4. stage                        d. motorway snack bar
5. golf                         e. pinball machine
6. baby killer                  f. channel surfing
7. water                        g. adhesive tape
8. scotch                       h. hitch-hiking
9. lifting                      i. internship
10. flipper                     j. jumper
11. zapping                     k. campsite
12. autostop                    l. facelift
ANSWER KEY
ANSWER KEY

UNIT 1

Exercise 1
1. /ʃʌ/ - g. shut 2. /haːt/ - c. heart 3. /θɪŋk/ - h. think
4. /wɜːk/ - f. work 5. /leɪtə/ - a. later 6. /bɔːt/ - j. bought
7. /pʊl/ - i. pool 8. /daut/ - e. doubt 9. /dʒəʊk/ - b. joke
10. /ðeə/ - d. there

Exercise 2
1. cut /ʌ/
2. head /e/
3. cook /ʊ/
4. live /lɪ/
5. world /ɜː/
6. pine /ɑɪn/
7. shoe /uː/
8. hair /eə/
9. think /θ/
10. gel /ʒ/​

Exercise 3
1. make /meɪk/
2. sure /ʃʊər/
3. bear /biər/
4. island /ˈaɪlənd/
5. employ /ɪmplɔɪ/
6. hear /hɪər/
7. town /ˈtaʊn/
8. home /həʊm/
9. sight /saɪt/
10. know /nəʊ/
Exercise 4
1. /kæntəbrɪ/ Canterbury
2. /ɡrɛntʃɪ/ Greenwich
3. /lɪstə/ Leicester
4. /ɪdɪnbra/ Edinburgh
5. /wɔːrɪk/ Warwick

Exercise 5
1. We went to the theatre yesterday.
2. He can speak Russian and German.
3. Susan is famous for her Christmas cake.
4. The pronunciation, grammar and vocabulary are difficult.
5. We could ask them if they have reached a decision.
6. A man and a woman were waiting at the station.
7. They're going to the mountains on Saturday.
8. The private sector is all economic activity other than government.
9. Where are the spoons and forks?
10. There were seven or eight hundred people present at the conference.

Exercise 6
10. turn 12. weren't 14. hurt 15. early

Exercise 7
1. Which county did you say he lived in?
2. She rubbed the silver to make it shinier.
3. There are a lot of colourful rugs on the floor.
4. Can I borrow your cap?
5. We were wondering where she was.
6. She has a heart of gold.
7. Put the batter in the fridge.
8. Did you say he ran away?
9. There was a big cut in the wood.
10. He tripped over the stump on the ground.

Exercise 8
1. sit / seat - D
2. ship / ship - S
3. bin / bean - D
4. fill / fill - S
5. is / ease - D
6. tin / tin - S
7. live / leave - D
8. lick / leak - D
9. chip / chip - S
10. bid / bid – S
<table>
<thead>
<tr>
<th>/θ/</th>
<th>/ð/</th>
</tr>
</thead>
<tbody>
<tr>
<td>three</td>
<td>there</td>
</tr>
<tr>
<td>thin</td>
<td>breathe</td>
</tr>
<tr>
<td>moth</td>
<td>whether</td>
</tr>
<tr>
<td>nothing</td>
<td>although</td>
</tr>
<tr>
<td>throw</td>
<td>either</td>
</tr>
</tbody>
</table>

**Exercise 10**
1. There was only a little wine left.
2. Where is the vest?
3. I saw a long whale in the distance.
4. What was under the veal?
5. Her poetry has become worse.

**Exercise 11**

**Exercise 12**
1. They went over the hill.
2. The symbol represents the eye of God.
3. At the heart of the issue is the disparity of wealth.
4. Make sure the air circulates.
5. You need something to help you hear.
6. She showed me how to hold a violin.
7. He was the heir to a fortune.
8. Leave some books for me – don’t take them all!
9. They wrote “hate” on the wall.
10. Try not to go near the hedge, Paul.

**Exercise 13**
1. song 4. science 5. face 6. city 7. message
10. months 11. castle 13. disciple 15. mix 16. psychology
EXERCISE 14

1. bɔːn  born  6. ræm  ram
2. θɪŋ  thing  7. wɜːd  word
3. fɪˈliŋz  feelings  8. fəget  forget
4. vɪn  vine  9. aɪs  ice
5. meɪdʒə  major  10. huːz  whos
UNIT 2

Exercise 21
1. accommodate 2. beer 3. spring 4. mould 5. machine 6. signature

Exercise 16
1. judges /ɪz/ 2. lives /z/ 3. plates /s/ 4. classes /ɪz/
5. breathes /z/ 6. watches /ɪz/ 7. attends /z/ 8. tapes /s/
9. books /s/ 10. wives /z/

Exercise 17
1. study /d/ 2. judge /d/ 3. listen /d/ 4. miss /t/ 5. work /t/
6. answer /d/ 7. test /ɪd/ 8. invent /ɪd/ 9. research /t/ 10. enjoy /d/

Exercise 18

Exercise 19
1. /hauz/ Where did they house the painting?
2. /teə/ Your dress has got a big tear.
3. /kleəs/ They live very close to us.
4. /waɪnd/ I forgot to wind up my alarm clock last night.
5. /kɒnˈtrækt/ We were afraid she might contract some disease in Africa.

Exercise 20
1. Whose book is this?
2. They said their house was in the country.
3. I"d love to sail to Greece.
4. He rode the horse and won the race.
5. The structure is made of steel.
6. Is that the right answer?
7. Here is where the battle took place.
8. The monarch's reign was peaceful.
9. He couldn"t bear to be seen.
Exercise 21

10. This novel is by a famous author.

Exercise 21

6. castle
11. subtle
16. island
2. Greenwich
7. design
12. vegetable
17. mustn’t
3. interest
8. know
13. generous
18. Wednesday
4. restaurant
9. comfortable
14. psychosis
19. bomb
5. written
10. honest
15. cupboard
20. hoped
UNIT 3

Exercise 22
1. mir-ror 2. sun-shine 3. po-em 4. won-der-ful 5. ca-len-dar
11. fine 12. tongue 13. over-sleep 14. din-ner 15. an-ti-dote

Exercise 23
1. 'village 2. so-ciety 3. 'talkative 4. suffra-gette 5. 'classify
6. 'passion 7. an-xiety 8. uni-versal 9. ca-reer 10. eco-nomics

Exercise 24
1. e´conomy / eco´nomics 2. ex´perim ent / experi´mental
3. 'history / hi´storian 4. 'nation / natio´nality
5. phi´losophy / philo´sphical 6. psy´chi-atry / psychi´atric
7. 'science / scien-tific 8. ex´amine / exami´nation
9. 'idiot / idi´otic 10. 'demonstrate / demon´stration

Exercise 25
1. to `con duct / con´duct 2. to de´sert / `desert 3. to pre´sent / `present
4. to sub´ject / `subject 5. to con´flict / `conflict 6. to de´crease / `decrease
7. to ob´ject / `object 8. to pro´duce / `produce 9. to sus´pect / `suspect
10. to re´bel / `rebel

Exercise 26
1. c) po-´et-ic 2. d) `nec-es-sar-y 3. b) oc´cur 4. d) ad´vise
5. c) `char-ac-ter 6. d) `pho-to-graph 7. a) `man-age 8. a) a´tom-ic
9. b) ma´chin-e-ry 10. d) ex´ist-ence

Exercise 27
1. `blackboard 2. `mobile phone 3. well´dressed 4. `highlight
5. `swimming pool 6. `train-spotting 7. `football 8. `bus stop 9. out´dated
10. over´ripe

Exercise 28
1. The letter was hand´written.
2. The vegetables are home´grown
3. It was a `last-minute holiday.
4. Jane is hard´working.
5. Tom is good´looking
Exercises 29
1. I’d love a cup of tea.
2. When are you going to Spain?
3. He goes to the cinema three or four times a month.
4. I’ll have some bread and butter, please.
5. We’d rather stay at home than go to the restaurant.
6. You’ll have to study harder if you want to pass the exam.
7. They drove at 50 kilometres per hour.
8. Did you give him the books?
9. He said that he’d go home as soon as possible.
10. I told them they were going to fall.

Exercise 30

Exercise 31
1. /ˈɪər/ heir 2. /ˈʌrəs/ universe 3. /ˈæpl/ apple 4. /ˈʌɡli/ ugly house

Exercise 32
1. He could have told you if you had asked.
2. Don’t you want to know?
3. I should have known he was joking.
4. She can apply for the job, can’t she?
5. Who does she think she is?
6. He was at school when the fire broke out.
7. Where does he say he was going?
8. That is the place he has renovated.
9. I certainly won’t do that job again.
10. You don’t have to stay if you don’t want to.

Exercise 33

TEXT 1
Of all the changes that swept over Europe in the seventeenth and eighteenth centuries, the most widely influential was an epistemological transformation that we call the “scientific revolution”. In the popular mind, this revolution is
as'sociated with natural science and techno'logical change, but the scien'tific revo'lu'tion was, in re'al'ity, a series of changes in the structure of Euro'pean thought itself: syste'matic doubt, em'pirical and sensory verifi'cation, the ab'straction of human knowledge into separate sciences, and the view that the world functions like a ma'chine. These changes greatly altered the human ex'peri'en'ce of every other aspect of life. This modifi'cation in world view can also be charted in painting, sculpture and architec'ture, where it can be seen that people are looking at the world very differently.

TEXT 2
Today English is a world-wide language. About 300 million people speak it as their mother-tongue, and there are as many - if not more - for whom it is an ad'ditional language. The un'paral-leled status of English as an inter'national language reflects the eco'nom'ic and techno'logical power of the English-speak'ing countries, pre'dominantly the U'ni'ed States. A radical shift in power would un'doubted'ly result in the e'ventual dis'place'ment of English as the paramount inter'na'tional language. Even so, it will remain the national language of many countries where the ma'jor ity of the pop'u'lation now speak it as their first or second language.
UNIT 5

Exercise 34
1. management /'mænɪdʒmənt/
2. performance /pəˈfɔːrməns/
3. audience /ˈɔːdɪəns/
4. replay /ˈreɪ.pli/ 
5. know-how /ˈnəʊ.haʊ/
6. check-in /ˈtʃek.ɪn/
7. server /ˈsɜːvər/
8. partner /ˈpɑːtnər/
9. desktop /ˈdesk.tɒp/
10. cover /ˈkʌvər/
11. report /rɪˈpɔːt/
12. hamburger /ˈhæmbɜːrɡər/
13. privacy /ˈprɪvəsɪ/
14. suspense /səˈspens/
15. Japan /dʒəˈpæn/
16. mountain bike /ˈmɔntən baɪk/
17. wafer /ˈweɪər/
18. flashback /ˈflæʃ.bæk/
19. club /ˈklʌb/
20. bunker /ˈbʌŋkər/

Exercise 35
1. cartone animato – cartoon
2. diversamente abile – differently abled
3. informatica – information technology
4. parola-chiave – key word
5. parola d'ordine - password

Exercise 36
1. autogrill - d. motorway snack bar
2. camping - k. campsite
3. luna park - a. funfair
4. stage - i. internship
5. golf - j. jumper
6. baby killer - b. juvenile murderer
7. water - c. toilet
8. scotch - g. adhesive tape
9. lifting - l. facelift
10. flipper - e. pinball machine
11. zapping – f. channel surfing
12. autostop – h. hitch-hiking
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