UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICAS
MODALIDAD SEMI-PRESENCIAL

EDUCATIVE PROJECT

PREVIOUS TO THE OBTAINING OF THE “LICENCIADO DEGREE” IN
EDUCATIONAL SCIENCES, MAJOR IN THE ENGLISH LANGUAGE AND
LINGUISTICS

TOPIC:

THE INFLUENCE OF PHONETIC TRANSCRIPTIONS TO DEVELOP
ORAL PRODUCTION

PROPOSAL:

DESIGN OF A BOOKLET WITH PHONOLOGICAL ACTIVITIES BASED
ON PHONETIC SIGNS FOR STUDENTS OF TENTH YEAR AT UNIDAD
EDUCATIVA ALBERTO AVELLAN VITE.

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2016
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En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultor Académico de Proyectos Educativos de Licenciatura en Ciencias de la Educación, Mención: lenguas y lingüística, el día 30 Agosto del 2016.

Tengo también informar lo siguiente:

Que las Integrantes: Griselda Marisol Aguilera Estrada con C.I. 0914931746, diseñó el proyecto educativo con el tema: INFLUENCE OF THE PHONETIC TRANSCRIPTIONS TO DEVELOP ORAL PRODUCTION.

Propuesta: Design of a booklet with phonological activities based on phonetic transcriptions.

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

Los participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACIÓN del proyecto, y pone a vuestra consideración e informe de rigor para los efectos legales correspondiente.

Atentamente:

................................
MSc. Larry Torres Vivar
Consultor Académico
DEDICATION

To my dear family
FAUSTO SÁNCHEZ, SAMIA SÁNCHEZ, IMANOL SÁNCHEZ, AND
SOLEDAD ESTRADA
For their support and their unconditional love

GRISELDA

This project is dedicated to my dear
parents: LUIS LÓPEZ and SUSANA
MURILLO
Trying to give them back everything they gave me. I will make you feel proud!

CINTHYA
AKNOWLEDGMENT

This project is a result of dedicated effort.

I would like to thank God for keeping me on track to accomplish my goal.

To my tutor, Msc. Larry Torres for guiding me in the culmination of the project.

And special thanks to my teacher Msc. Rodrigo Guerrero for inspiring me to teach phonetics.

GRISELDA

I would like to express my deepest appreciation to the crew of teachers that inspired this interest in phonetics and guided me through my career.

Thanks for the time and patience of our tutor and for being ready to help us.

My appreciation to my partner too, who shared her enthusiasm with positivism and good humor.

CINTHYA
RESUMEN

La enseñanza y aprendizaje del idioma Inglés demanda técnicas atractivas para desarrollar la producción oral y lograr una comunicación efectiva; el objetivo de este proyecto requirió el uso de símbolos fonéticos con la asistencia del Alfabeto Fonético Internacional. Los aprendices del Inglés deben tomar ventaja de las Transcripciones Fonéticas para pronunciar y reproducir sonidos en un idioma hablado con total precisión para tener éxito en la producción oral, a través de fundamentos bibliográficos y métodos de investigación científica para la credibilidad del proyecto. Esta investigación describe la acción tomada en la Unidad Educativa Fiscal “Dr. Alberto Avellán Vite”, una escuela pública en la ciudad de Guayaquil. El estudio fue desarrollado con una muestra etaria de estudiantes comprendidos entre 13 -15 años. La información fue recolectada a través de un cuestionario aplicado a los estudiantes y entrevistas hechas con la profesora de inglés y el Director de la escuela. Los resultados del estudio permitieron a los investigadores analizar algunos hechos positivos en las habilidades orales, así como también en el uso de las transcripciones fonéticas para mejorar la producción oral a través del diseño de la propuesta, el cual es un cuadernillo con actividades fonéticas. Esto será de gran ayuda para los educadores contar con un apoyo de enseñanza que los mantendrá actualizados. El uso del cuadernillo enriquecerá el proceso que desarrollará la fluencia del habla usando un extenso vocabulario. En términos lingüísticos los estudiantes distinguirán diferentes letras, sonidos y sílabas. Para concluir, los símbolos fonéticos son una herramienta confiable. Los aprendices deben tomar ventaja de las transcripciones fonéticas porque les servirá para el éxito de la pronunciación Inglesa.

PALABRAS CLAVES: Transcripciones Fonéticas, Símbolos Fonéticos, Producción Oral, Pronunciación, Signos Fonéticos, Comunicación Efectiva
TOPIC: INFLUENCE OF PHONETIC TRANSCRIPTIONS TO DEVELOP ORAL PRODUCTION.

PROPOSAL: DESIGN A BOOKLET WITH PHONOLOGICAL ACTIVITIES BASED ON PHONETIC SIGNS FOR STUDENTS OF TENTH YEAR AT UNIDAD EDUCATIVA ALBERTO AVELLAN VITE.

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PROJECT’S ADVISOR: MSc. LARRY TORRES

ABSTRACT

Teaching and learning English demand attractive techniques to develop oral outputs to achieve an effective communication; the aim of this project required the use of the phonetic symbols with the assistance of the International Phonetic Alphabet. English learners must take advantage of the Phonetic transcriptions to pronounce and reproduce sounds in a spoken language with total accuracy to succeed in oral production through bibliographical foundations and scientific research methods for the reliability of the project. This research describes an action taken at Unidad Educativa Fiscal “Dr. Alberto Avellán Vite”, a public school in Guayaquil city. The study was developed with a sample of learners aged between 13 -15 years old. Data were collected by means of survey applied on students, and interviews with English teacher and principal of the school. The results of the study allowed researchers to analyze some positive issues in speaking skills as well as the use of phonetic symbols to improve oral production through the design of the proposal which is a booklet with phonetic activities. It will be important for the educators have a teaching aid with phonetic symbols, help them to be more prepare. Using the booklet, the students will have a new challenged: pronounce in a correct way. This enrich process will develop their speaking fluency using an extended vocabulary. In linguistics terms, they will distinguish different letters, sounds and syllables. To conclude, phonemic symbols are a total reliable guide. English learners must take advantage of the phonetic transcriptions because will serve in the success of the English’s pronunciation.

Key Words: Phonetic Transcriptions, Phonetic Symbols, Oral Production, Pronunciation, Phonetic Signs, Effective Communication.
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**PROPOSAL:** DESIGN A BOOKLET WITH PHONOLOGICAL ACTIVITIES BASED ON PHONETIC TRANSCRIPTIONS FOR STUDENTS OF 10TH BASIC YEAR AT UNIDAD EDUCATIVA FISCAL “DR. ALBERTO AVELLAN VITE.”

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**PALABRAS CLAVE:** Phonetic Transcriptions, Phonetic Symbols, Oral Production, Pronunciation, Phonetic Signs, Effective Communication.

**RESUMEN:** La enseñanza y aprendizaje del idioma inglés demanda técnica atractivas para desarrollar la producción oral y lograr una comunicación efectiva; el objetivo de este proyecto requirió el uso de símbolos fonéticos con la asistencia del Alfabeto Fonético Internacional. Los aprendices del Ingles deben tomar ventaja de las Transcripciones Fonéticas para pronunciar y reproducir sonidos en un idioma hablado con total precisión para tener éxito en la producción oral, a través de fundamentos bibliográficos y métodos de investigación científica para la credibilidad del proyecto. Esta investigación describe la acción tomada en la Unidad Educativa Fiscal “Dr. Alberto Avellán Vite”, una escuela pública en la ciudad de Guayaquil. El estudio fue desarrollado con una muestra etaria de estudiantes comprendidos entre 13 -15 años. La información fue recolectada a través de un cuestionario aplicado a los estudiantes y entrevistas hechas con la profesora de inglés y el Director de la escuela. Los resultados del estudio permitieron a los investigadores analizar algunos hechos positivos en las habilidades orales, así como también en el uso de las transcripciones fonéticas para mejorar la producción oral a través del diseño de la propuesta, el cual es un cuadernillo con actividades fonéticas. Esto será de gran ayuda para los educadores contar con un apoyo de enseñanza que los mantendrá actualizados. El uso del cuadernillo enriquecerá el proceso que desarrollará la fluencia del habla usando un extenso vocabulario. En términos lingüísticos los estudiantes distinguirán diferentes letras, sonidos y silabas. Para concluir, los símbolos fonéticos son una herramienta confiable. Los aprendices deben tomar ventaja de las transcripciones fonéticas porque les servirá para el éxito de la pronunciación Inglesa.

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To conclude, phonemic symbols are a total reliable guide. English learners must take advantage of the phonetic transcriptions because will serve in the success of the English’s pronunciation.

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INTRODUCTION

Speaking is the ability to express and communicate with others by means of the oral speech; the message that the speakers produce must be receipted with clarity and it must be easily to understand. Young learners usually are chatterers and they are always interested in sharing thoughts and opinions, being talking the principal way to communicate, it must be so acute in pronunciation letting the good comprehension in the communication process.

Phonetic transcriptions provide a guidance to overcome communication breakdowns in terms of low oral production, it helps language users tune into pronunciation patterns to facilitate negotiating meaning. Learners must be taught skills that develop the capacity of reproduce sounds and articulate words with total acuteness. Speaking skill often lag behind listening skill, and both are closed related for effective communication.

For this reason the topic of this project is aimed to know how the influence of the phonetic transcriptions develops the oral production. The present project is organized as follows:

In Chapter I, we will develop the context of the research, conflict situation, scientific fact, general and specific objectives, and formulation of the project, causes, justification and importance.

In Chapter II, theoretical framework formed by the background of the study, theoretical basis and foundations.

In chapter III , it is carried out Methodological design, types of research, population and sample, operationalization of variables, research methods,
techniques and research instruments, data analysis, interpretation of results, conclusions and recommendations.

In Charter IV, we will find the proposal antecedents, importance and justification, feasibility, general and specific objectives, description of the proposal, pedagogical aspects, sociological aspects, legal aspects, beneficiaries and social impact.
CHAPTER I

THE PROBLEM

CONTEXT OF RESEARCH

Teaching a foreign language requires the use of attractive techniques that permit students increase their speaking and oral abilities such as: communication worksheets, books with spelling exercises and phonetic transcriptions aids. The field of a second language acquisition has upgraded the last years. However, there are some flaws in the learning process. A problem was detected in the students of 10th grade of basic education at Unidad Educativa Fiscal “Dr. Alberto Avellán Vite”, belonging to the District 4, zone 1, academic year 2016 – 2017. This institution is located in the Tenth and Sedalana streets, sector Febres Cordero in the southwest part of Guayaquil at night shift.

PROBLEM OF THE RESEARCH

During an observation of the classes, it was notorious that students have failures in the oral expression, the lack of the correct intonation, the wrong pronunciation, inappropriate use of linking words and punctuation marks intervals are the common mistakes. A failure in this process is the poor familiarity in the application of the phonetic transcriptions. They do not have the required training to do a good work. The lack of phonological techniques and spelling rules are the causes of this issue.

The majority of the students make mistakes when they read sentences and say phrases which produce low marks due to the wrong resonance. The result of tests gathered during the classes show the flaws because they do not know how to pronounce words in a correct way, even the easiest. This analysis help us in the pursuit of a solution that develop the oral skills on our pupils. If they are not willingness in learning new words and the
precise pronunciation, it will be so hard to improve their effects in speaking. For this reason, we present to the directors and teachers our project in which effective activities are done to improve their phonetic understandings, the motivational activities that offer them could also permit to learn this language in a dynamic way.

**SCIENTIFIC FACT**

The failure of effective strategies application in the teaching of the speaking skill in the students of 10th grade of basic education at Unidad Educativa Fiscal “Dr. Alberto Avellan Vite” produced negative results in the issues mentioned before in the present investigation.

A recently study done by professionals in Education show that Ecuador is located in a lower place; it is in the 35th position in English Proficiency Index (EPI). (Diario El Universo, 2015). This result concerns everyone because it shows that this language is not mastered. These numbers affect the decisions by foreign companies when they need to hire our people. If our country is in the 35th position, this causes a decrease in the employment opportunities for those who wish to apply in a workplace of native speakers. To climb into an efficient position in this language we have to apply for scholarships and training.

**CAUSES**

To following are presented the causes of the problem:

- Teachers use outdated methods for teaching. It is a hard topic for traditional tutors who are unwilling to accept the new changes in education.

- Teachers do not apply effective strategies due to the lack of assessment and curriculum updates.
Lack of phonological basic rules in a second language caused by the deficiency of the articulation of words in oral communication.

FORMULATION OF THE PROBLEM

In what ways do the application of phonetic transcriptions influence in the development of the oral production to the students from tenth year of basic education at Unidad Educativa Fiscal “Dr. Alberto Avellán Vite”?

VARIABLES OF THE INVESTIGATION

INDEPENDENT VARIABLE
Phonetic transcriptions

DEPENDENT VARIABLE
Oral production

OBJECTIVES OF THE INVESTIGATION

GENERAL OBJECTIVE

To develop phonological awareness methods in order to benefit the oral production in the students of 10th year of basic education at Unidad Educativa Fiscal “Dr. Alberto Avellán Vite” through a bibliographic, statistic and field research for the creation of a booklet with phonetic activities.

SPECIFIC OBJECTIVES

• To determine the impact of the implementation of phonetic activities to improve the oral expression through the booklet.
• To evaluate the progress of the pronunciation and speech abilities through activities designed for this purpose.
• To emphasize the oral expression by means of the accurate intonation and articulation using the phonetic transcriptions.
QUESTIONS OF THE INVESTIGATION

The study of the effective strategies includes the following questions:

1. What are the causes of the problem?
2. Which are the problems of speaking in English?
3. What are the most effective strategies for teaching English?
4. How do the innovative strategies affect the improvement of the speaking skills?
5. How do the use of the effective strategies influence in the teaching process?

JUSTIFICATION AND IMPORTANCE

This project is pertinent because learning a new language such as English is the most valuable at present. Rules of phonetic and speaking skills allow people to expand their oral production in order to have better opportunities for communication, working and education level.

The pronunciation acquisition process and the communicative approach have been changing along the history, oral production in a foreign language has been qualified through intuition or repetition where learners imitate a teacher model sound in a Direct Method and instructors must have solid training in phonetics. Since 1886, the development of the International Phonetic Alphabet (IPA) has awoken several processes to establish good speech habits and enrich phonation in which the main purpose of language is an effective communication.

In concordance to the English as a Foreign Language (EFL) Curriculum, the proposal develops new ways to improve communicative skills with accuracy for that reason the students will be the first beneficiaries, because the use of phonetic transcriptions will impact on their learning. As soon as students realize the results of a good spoken production, they will feel more comfortable and secure practicing pronunciation through the design of a booklet with phonetic activities, which is elaborated with the
purpose of learning sounds about different phonetic symbols to talk in a better way.

English teachers will be other beneficiaries of this project, because tutors will use a booklet with activities that help them to teach phonetic transcriptions to scholars, enlightening the correct pronunciation and communication, it also helps them to achieve a professional goal, assessment or training that help them to be more prepared, empowered their curriculum that it will serve for the application of their new abilities at the classroom.

It will be important for the school and the Ecuadorian education in their pursuit to increase the English level in the country, the linguistic elements of this research will benefit at Unidad Educativa Fiscal “Dr. Alberto Avellán Vite” and the community because the institution will use the effective strategies with other students throughout the succeeding years. Applying these techniques, focused on speaking, they will improve their proficiency in the use of the language and get an accreditation. Going through competitiveness after useful tool, it will become a hit; this means the use of the booklet will help us to do a better job. In addition the program will enhance the assignee’s performance in regular jobs.

To conclude, the importance of this project is based on the influence of phonetic transcription to develop oral production, in order to learn and teach well the English language pronunciation and extend facilities for teachers and students in order to have better oral communication interactions and more opportunities for working and education, keeping the quality standards for National Curriculum.
CHAPTER II
THEORETICAL FRAMEWORK

BACKGROUND

Relating to the different projects about the development of the pronunciation through phonetic strategies found in the Library of the School of Languages and Linguistics at University of Guayaquil, this place keeps similar schemes. The present plan is different because it is focused on one strategy: phonetic transcriptions.

According to Contreras (2011), “The phonetic resources for enlightening pronunciation involved stress, linking and intonation in the words and phrases to produce harmony in the oral communication of the English language. Phonetic includes a specific learning about how a student must pronounce the words analyzing the individual components where the language affects the oral production and the rote learning of the word sounds”.

This analysis clarifies the significance to teach the individual components of the language. However it is concentrated in general linguistic resources instead the importance of phonetic transcriptions, in which this project is based.

On the other hand, for the project to strength of speaking skill to improve pronunciation belonging to Pazmiño and Uzhca (2012), shows tips such as: reading in low voice, listen to a text reading in a correct way and talk with a native English speaker to enrich oral expression.
In addition to this project, it is important to emphasize the phonetic transcriptions are effective strategy for the enrichment of the speaking and oral expression.

THEORETICAL FOUNDATION

PHONETIC TRANSCRIPTIONS

To realize what is the developing of the oral language skills involved, it is valuable to consider the nature and the condition of speech since conceptualization, formulation, articulation and self-monitoring.

The Business dictionary establishes conceptualization like “the ability to invent or formulate an idea or concept.” “Anonymous”(2017) Conceptualization refers to organization the message content, many steps in this stage are automatic; it draws on prior knowledge or experience, familiarity about the speech situation, understandings about the topic, and on information of patterns of discourse. This phase includes a monitor, which checks everything that occurs in the interaction to ensure the communication goes to plan. This helps speakers to self-correct for expression, grammar and pronunciation.

Formulation of the insights find the words and phrases to express the meaning, structuring and sequencing them in appropriate manner, preparing the sound patterns of words to be used.

Articulation involves the motor control of the articulatory organs: the lips, tongue, teeth, alveolar palate, velum, glottis, mouth cavity and breath; manners of articulation where the way of the airstream affects the flows from the lungs and out the nose and mouth, producing sounds through the articulatory organs; phoneticians classify this phonetic sounds in:
• nasal [m] [n] [ŋ],
• stop [p] [b] [t] [d] [k] [g],
• fricative [f] [v] [θ] [ð] [s] [z] [ʃ] [ʒ] [h],
• affricate [tʃ] [dʒ],
• approximant [w] [j] [ɹ] and
• lateral [l].

It also includes the place of articulation that occurs in the mouth cavity where the tip and the back of the tongue movement let pass the air and produce the sounds. Here the phonetists sort in:

• bilabial [p] [b] [m],
• labiodental [f] [v],
• dental [t] [d] [n],
• alveolar [θ] [ð],
• post-alveolar [ʃ] [ʒ] [tʃ] [dʒ],
• palatal [j], velar [ŋ] [k] [g] [w],
• glottal [æ].

As the paragraph above covers the consonants that are classify on the basis of how they are articulated and produced, they can be voiced and voiceless. In the articulation of the vowels, the articulators do not come as closely together as for consonants ones; the airstream is quite unobstructed, the vocal folds always vibrate and they are used like a sound source following the pattern dimension for frontness, height and lip rounding, in which vowels have distinctive sound represented by a symbol. The clearer words are articulated, the easier communication.

Self- monitoring refers to language users being able to recognize and self-correct mistakes in the oral production.
DEFINITION

“Phonetic transcription is concerned with how the sounds used in spoken language are represented in written form.” (Heselwood, 2013). The sounds made in phonetic symbols as their written form to represent spoken language.

The International Phonetic Association (IPA) has recognized a lot of phones and transcribed in the International Phonetic Alphabet. Phonetics is focused on the physical sounds showing how is the correct pronunciation. In summary, the phonetic transcriptions are sounds turned into symbols.

ORIGIN

The transcriptions, back through the history, have been developed in different cultures and periods as an adaptation of writing systems.

From their beginnings, the use of visual symbols was fundamental to represent pronunciation. According to Heselwood (2013) the work of representing the sounds started with the phoneticians of ancient India and Greece, among the medieval grammarians of the Middle East, and among the spelling reformers of Renaissance and Early Modern Europe. It seems that writing and phonetics together provided the resources to obtain correct representations and transcriptions. But since the 19th century, the phonetic transcriptions was separated from written characters to become an independently system.

USES

The sounds have their own visual form that result in language specific words. The phonetic definitions produce an independently meaning improving the oral expression. The ‘graphics’ or ‘marks’ are spoken
equivalents that guide to a correct sound-spelling of the words. As the transcriptions are based on a unique and careful speech it becomes on a kind of idealized pronunciation. Native people value a good pronunciation and an understandable communication.

The use of the phonetic transcriptions in the dictionaries helped to teach how to read a word. The spelling is not the correct form to pronounce, an important reason to consider a need, the representation of the sounds. Each sound in the English language has its own symbol. The transcriptions contrast the pronunciation because some words could have the same spelling but the sound it is different.

A lot of websites includes direct pronunciation, a click it is enough. However, the learner will not noticed the difference between the sounds, at least, it has the symbols. People will be inferred and be able to read or pronounce even though is incorrect but with the use of the transcriptions, the letters that are silent, stronger or lowers are known. Sometimes the recordings are not available, a quick look to the symbols is safer. A benefit is a clearly oral expression and speak in English with more confidence.

**TYPES**

The symbols of the consonants according the International Phonetic Association (IPA), are the representation of the pronunciation. Exist two types of consonants: voiced consonants, where active vocal chords during the pronunciation. Unvoiced consonants where vocal chords do not vibrate as a whisper.

Letter b: [b]          Letter j: [j]
Letter d: [d]          Letter l: [l] [l̩]
Letter g: [g]          Letter r: [ɹ] [ɾ]
Letter h: [h]          Letter v: [v]
According Webster (2017), these are some of the phonetic definitions.

**Stop:** When the mouth stops the airflow and suddenly, released.

- Letter p: [p]
- Letter k: [k]
- Letter t: [t]

**Fricative:** The mouth has a small space where the air can release, this produce a noisy and vibrant airflow.

- Letter f: [f]
- Letter s: [s]
- Symbol [ʃ]

**Nasal:** The air passes through the nose, not through the mouth.

- Letter m: [m]
- Letter n: [n]
- Symbol [ŋ]

**Affricate:** The sound started as a stop and then release, like combination sound.

- Symbol [tʃ]
- Letter j: [j]

**Alveolar ridge:** A ridge in the top of the mouth between the upper teeth and the hard palate using the tip of the tongue to make sounds.

**Soft palate:** At the back on the top of the mouth, there is a soft tissue that using it with the back of the tongue produce a lot of sounds.

**Glottis:** The airflow between the vocal chords.

These are the vowels included in the International Phonetic Alphabet. Exist two types: long and normal. Here are some examples:
The visual symbols exist also for the diphthongs. In Spanish is the join between two vowels but in English includes a long vowel, changing the whole pronunciation at the end. Here are some examples of diphthongs and triphthongs:

- /əɪ/
- /aʊ/
- /ɔɪ/
- /aʊ/ 
- /əʊ/ 
- /ɪə/
- /eə/ 
- /eə/ 
- /æʊə/ 
- /æɪə/
English has a lot of accents as any language in the world. It is the fact that the hardest part of language learning is the correct pronunciation, so it is profitable to try to use these set of symbols. Studying the symbols or sequence of symbols will provide an extensive oral production. This also shows the feasibility of our project, people need to learn how to pronounce. The best base is the knowledge of phonetic transcriptions.

Ideally, then, every beginner student should learn the correct pronunciation of a word at the same time as they incorporate it into their active vocabulary. Experience shows, however, that even advanced students often fail in this task. Fluent speakers of English as Foreign Language may have an inaccurate impression of what the native-speaker pronunciation of a word is; the inevitable corollary is that their own oral production of it is flawed.

A useful exercise for more advanced learners is “doing transcription”, i.e. transcribing an orthographic text, a passage of ordinary English prose, into phonetic symbols (normally, into a phonemic version, perhaps including intonation).

**PHONEMIC VS. ALLOPHONIC**

For many purposes it is more appropriate to use symbols that refer to phonemes, the rules for the distribution of allophones can be stated once and for all the accompanying conventions, which allows the remaining transcription to be uncluttered and less complicated. Heselwood, (2013, p.144) Phonemic notation is undoubtedly advantageous in a pronunciation dictionary, since the final consonant in a word such as `sell` is sometimes
clear or dark. E.g. Sell it - Sell them respectively. So it is better to leave the choice to clear or dark to be decided by reference to the general rule.

**STRATEGIES: MATCHING ACTIVITIES**

In line with the theories of Jonanssen *et al.*, (2008) Matching exercises make the learners build on their previous acquired knowledge and the new information at the same time. Also the students will discover the relation between the sounds and visual words. First, use a set of Phonetic Transcriptions to illustrate the ‘secret word’. In disorder, next to the symbols add the possible answers. At the end, the students will discuss their results.

**READING ACTIVITIES**

It is a conscious technique, is useful to achieve active readers. Demonstrate the transcriptions will make easier the comprehension and the memorization. The system of writing down the symbols, make them work two parts of the brain also at the same time. One is recognizing the symbols and the other trying to read properly. It is a science fact, that when the people used their brain with two different purposes, everything is housed in the long-term memory.

**MULTIPLE CHOICES**

Recognize the symbols and link them to discover the word, reinforce the ability to identify a set of phonetic transcriptions in a short period of time. The information will hold to guess next words. In a visible place, the teacher asks the students to read the written form of the sounds and try to guess from a words bank, which is the correct answer. Then, let them analyze what word could be. This exercise is designed to invite learners to explore and start getting used to the symbols.
ORAL PRODUCTION

“The goal of the language is communication and the aim of the speaking in a language context is to promote communicative efficiency.” (Bilash, 2009)

According to Bilash, (2009) the language and speaking are focused in one objective that is effective communication.

Users of the language must be developed the oral skills production to speak correctly, and it is possible for learners with the help of some speaking elements that facilitate the oral production, these aspects involved the mechanic knowledge of speaking in which the pronunciation is immersed, also the articulation and dialect are characteristics that make up the way a speaker speaks. (Kadian-Baumeyer, 2017)

PRONUNCIATION

“Pronunciation refers to the production of sounds that is used to make meaning.” (Yates, 2002)

According to Yates (2002) the pronunciation is about the way people produce sounds to give significance to their words in a spoken language.

A word can be told in different ways by groups or individuals depending on several factors which include exposure of the cultural environment, setting, speech disorders, social class or education. It is a process that is developed by learners for improving their oral production.

If pronunciation refers to putting the consonants and vowels together, then articulation is how well the vowels and consonants are placed together passing through the lips and mouth. (Kadian-Baumeyer, 2017)
Forms of language that are used by certain groups or regions are called dialects. (Kadian-Baumeyer, 2017)

**PITCH**

The perceived melody that complements the speech is known as pitch. It is a linguistic feature usually ignored by beginner language learners and generally the most important key for the correct pronunciation of any language. Cleghorn, (2011)

According to Cleghorn (2011) As people speak, the level of the voice may go up, down or remain steady at some level. Pitch can change either the implied meaning or the lexical one of a word or phrase. In English the pitch associated with an utterance can determine whether that utterance is interpreted as statement or a question.

Language cannot be spoken without some kind of pitch occurring at the same time, the speaker will carry over the pitch patterns of own native language. Voice registers will differ between men and women and from children to adults. It would be so hard for a person who speaks in a high voice register produce utterances using exactly the same musical notes as someone with a low voice register.

Linguistic pitch is not absolute, but relative in that it is distinguished by context. Pitch does not relate to absolute notes on a musical scale. The musical note associated with the tone is irrelevant. According to the Encyclopedia Britannica (2017) pitch is related with highness and lowness of a tone as perceived by the ear, depending on the number of vibrations produced by the vocal chords.

**USES OF THE PITCH**
Cleghorn (2011) said there are two types in which pitch affects the meaning of some features in languages, the first one is intonational language, that affects the meanings of an utterance on the sentence or phrasal level, and the second one is tonal language, in which the pitch changes the meanings of words or syllables.

INTONATION

In phonetics, intonation is the melodic pattern of an utterance. Intonation is primarily a matter of pitch level of voice variation, such languages as English, stress and rhythm are also involved.

In English, T. L Cleghorn (2011) mention that an utterance said with a high or raising tone at the end is usually interpreted as a question, while a falling final tone generally means that the utterance is a statement.

SPEECH STYLES

They are determined by the position and range of motion of the articulatory organs as well as other variables such as volume, timing, glottal cavity and pitch modulation.

Speech styles may be dedicated by languages, dialects, speaks moods, and social environments.

Auditory phonetics is a branch of phonetics related with the perception of the speech sounds. The relationship between the speech stimuli and a listener's responses are involved in this study to such stimuli as mediated mechanisms of the peripheral central auditory system. (Malmkjaer, 2005)
It is different from articulatory phonetics that involves the study of the ways in which speech sounds are produced by the vocal organs.

Acoustic phonetics deals with the properties of sounds as represented in variations of air pressure.

**ORAL PRODUCTION STRATEGIES**

Strategies in oral production facing problems in communication, because learners cannot say what they want to express or they cannot understand what is being said to them by someone else and as Mariani, (2010) stated that linguistic, cultural or contextual aspects, could be the source of this problem.

“Language learners are often too embarrassed to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding.” National Capital Resource Center (NCLRC), (2007)

In reference to the NCLRL (2007) students should use language to talk about with total confidence; tutors must encourage learners to develop their speaking abilities through several techniques.

The most common technique using in oral production is repetition drill in which learners listen to a model and repeat what they heard. (Tice, 2004). Learners can be supported by drilling technique to get their tongues around difficult sounds or imitate intonation different from their first language. (Tice, 2004).
COMPLEX AND FLEXIBILITY

Complex and flexibility in oral production vary from one language to another; the way how the terms are pronounced emphasizing the suprasegmental features, such as stress and intonation where the words are uttered differently giving another grammar function.

The complexity and flexibility of the words depends on how many syllables they have and how they are built in a word formation using suffixes and prefixes, producing new words and new forms of articulations.

TYPES CONSCIOUS- UNCONSCIOUS

In relation to types of pronunciation it is necessary defined that unconscious type of the language make reference to the motor part of the body where the organs of pronunciation play their parts in the articulation of sounds; on the other hand, conscious pronunciation highlights the characteristics of phonation that must be developed by speakers using segment parts of phoneme.

TECHNIQUES

Productive communication is the main objective for teaching speaking skills; the delivery and reception to the message depends on the speaker proficiency to reproduce words with accuracy, for that reason there are some individuals and by groups’ techniques that tutor should know to apply them in their classes.

Several techniques could be applied depending on the group of learners, the most useful is the combination of Bottom-up and top-down processes
where students could infer, deduce or draw conclusions about the phonemes and make their speeches with total accurateness.

METHOD

To analyze and study phonology is necessary make an overview about the inductive –deductive methods, as it is known inductive terms refers to induce reasoning from particular to general and deductive is the contra part or opposite it comes from the general to particular reasoning, in which people drawing conclusion using logic.

EPISTEMOLOGICAL FOUNDATION

GENRATIVISM AND TRANSFORMATIONAL LINGUISTICS THEORIES

Generativism is associated so closely with Noam Chomsky that is often referred to as “Chomskyan Revolution.” It is important to draw a distinction between transformational – generative grammar.

Transformational grammar first emerged in the early 1950s with the central focus in Chomsky’s Ph.D. entitled “Transformational Analysis”. The basic notion was that sentence types were systematically related to each other. This was a commonplace of traditional grammar but rejected by structuralism because of the dependence on meaning. From these beginnings Chomsky devised a theory of so called “Kernel sentences” which could be described in terms of a set of phrase structure rules. (Sentences without transformation, active, declarative, etc.), plus a transformation rules in order to “generate” (Malmkjaer, 2005)

Chomsky kept the idea that scientific linguistics had to start from theory, like any other science and procedures for handling data offered by the structuralisms would not do. (Malmkjaer, 2005)
Chomsky's work has always been motivated by a single goal that is the explanation of human language acquisition. The key notion of human language acquisition cannot be explained by any theory of social learning. It is too powerful and universal for that.

Chomsky's response has been to postulate the existence in each human of what he calls “Universal Grammar”, a set of genetically determined principles that define the nature of language and determine the course of the acquisition.

The final outcome of the acquisition process is a system of tacit knowledge or competence that can be put to use in social communication.

FUNCTIONALISM THEORY

It refers to the function of any word in a sentence. While Generativism reformulated structuralism without changing fundamentals such as the significance of the sentence, functionalism transforming it by restoring an aspect of linguistic organization that has emphasis on form and function.

This approach had two godparents, which were the ‘Linguistic Circle of Praga’ where Prince Nikolai S. Trubetzkoy belonged and the linguist of ‘London School’

Trubetzkoy was the first to distinguish systematically between phonetics (parole-words) and phonology (langue-language/sounds), placing the distinction in a functional context: “phonology of necessity is concerned with the linguistic function of the sounds of language while phonetics deals with their phenomenalistic aspect regard to function” ((Trubetzkoy 1939/1969:12)) (Malmkjaer, 2005)
HUMANISM THEORY

Humanism is a paradigm/philosophy/pedagogical approach that believes learning is viewed as a personal act to fulfill one’s potential.

Humanists also believe that it is necessary to study the person as a whole, especially as an individual grows and develops over the lifespan. It follows that the study of the self, motivation, and goals are areas of particular interest.

Key proponents of humanism include Carl Rogers and Abraham Maslow. A primary purpose of humanism could be described as the development of self-actualized, autonomous people. In humanism, learning is student centered and personalized, and the educator’s role is that of a facilitator. Affective and cognitive needs are key, and the goal is to develop self-actualized people in a cooperative, supportive environment. (Malmkjaer, 2005)

CONSTRUCTIVISM THEORY

Constructivism (J L ", i., 2015) mentioned that it is a process in which learners are information constructors. People actively construct or create their own subjective representations of objective reality. New information is connected to prior knowledge.

As Bruner, J. S. (2009) Agreed that discovery learning is a method of inquiry-based instructions, this theory believes that it is best for learners to discover facts and relationships for themselves, interacting with the world by exploring and manipulating objects, wrestling with questions, or performing experiments.
(Ravinovich, 2016) Proponents of this theory believe that discovery learning:

- Encourages active engagement
- Promotes motivation
- Stimulates autonomy, responsibility, independence
- Develops creativity and problem solving skills.
- Tailors learning experiences

Learning is more meaningful to students when they are able to interact with a problem or concept. Constructivism can help engage and motivate students by making them take a more active role in the learning process.

Constructivism uses interactive teaching strategies to create meaningful contexts that help pupils construct knowledge based on their own experience. It is perfect to utilize cooperative learning groups to teach multiple perspectives and allowing students to engage in a real world

**BEHAVIORIST THEORY**

Behaviorism is a learning theory based on the idea that behavior can be controlled or modified based on the antecedents and consequences of a behavior. A behavior will only arise if given the right environment or background. The behavior is minor or likely to reoccur based on the reinforcements or penalties that follow. Reinforcement comes in two forms: positive and negative, such as rewards or punishments. It operates on a principle of “stimulus-response.” All behavior caused by external stimuli is an operant conditioning. The term “operant conditioning” originated by the behaviorist B. F. Skinner, who believed that one should focus on the external, observable causes of behavior.

In operant conditioning, a voluntary response is followed by a reinforcing stimulus. In this way, the voluntary response is more likely to be done by
the individual. In contrast, classical conditioning is when a stimulus automatically triggers an involuntary response. (J L., a., 2015)

Behaviorism is often used for shaping classroom behavior and helping scholars learn basic facts and skills.

**MULTIPLE INTELLIGENCE THEORY**

In this theory there are at least seven ways that people understand and perceive the world, this theory was developed by Howard Gardner in 1983 and subsequently redefined. He lists the following:

- **Linguistic:** the ability to use spoken or written words.
- **Logical-Mathematical:** inductive and deductive thinking and reasoning ability, logic, use of numbers and abstract pattern recognition.
- **Visual Spatial:** is related with the ability to mentally visualize objects and spatial dimensions.
- **Body – Kinesthetic:** refers to the ability to control physical emotion and the wisdom of the body.
- **Musical-Rhythmic:** The ability to master music as well as rhythms, tones and beats.
- **Interpersonal:** it focuses in the ability to communicate effectively with other people and to be able to develop relationships.
- **Intrapersonal:** The ability to understand one’s own emotions, motivations, inner states of being, and self-reflection. "Multiple Intelligences Theory (Gardner)," in *Learning Theories*,
MINDSET THEORY

“Mindset” states a set of attitudes held by individuals, the way of thinking or mental construct consisting on knowledge experience, structures that individuals use to make sense of the environment and the interaction with others. Individuals attribute intelligence to fixed traits, they hold a “fixed” theory of intelligence (that is, a fixed mindset), and they attribute intelligence to learning, effort, training, and practice, they hold a “growth” theory of intelligence (that is, a growth mindset). The terms fixed and growth mindset replaced the earlier terms for entity and incremental theories of intelligence.

People vary in the degree to which they attribute the causes of intelligence and other traits. Are they innate and fixed factors (“fixed” mindset) or are they variable factors that can be influenced through learning, effort, training, and practice (“growth” mindset)? A “growth” mindset is generally seen as more advantageous.

Carol S. Dweck, a psychologist on the faculty at Stanford University, proposed mindset theory as a way to understand the effects of the believes that individuals hold for the nature of intelligence. This in turn has implications for learning and education.

Dweck proposed that the implicit theories that people hold for the nature and causes of intelligence have a number of implications, particularly for motivation to practice and learn.

Individuals with a fixed mindset believe that their qualities (such as intelligence and other personality traits) are “set in stone”. They have a tendency to be involved only in feedback on their success in activities to the degree that it helps to assess their fundamental ability.
Individuals with a growth mindset, on the other hand, believe that effort or training can change one’s qualities and traits. A growth mindset, on the other hand, points success to learning. Therefore, the individual is not frightened of failure, because it only signals the need to pay attention, invest effort, apply time to practice, and master the new learning opportunity. They are confident that after such effort they will be able to learn the skill or knowledge, and then to improve their performance.

**MULTILITERACIES THEORY**

The term multi literacies were developed by the New London Group (NLG), a group of ten researchers, educators, and visionaries, in 1994 in New London, New Hampshire. The multiliteracies approach addresses how technology fluctuations and globalization were affecting education.

According to the New London Group (2014), multiliteracies pedagogy accepts and encourages a wide range of linguistic, cultural, communicative, and technological perspectives and tools being used to help students better prepare for a swiftly changing, globalized world. (krist2366, 2014)

In order to continue supporting students, school must now adapt to the growing availability of new technologies for teaching and learning, communication paths, and increased access to cultural and linguistic diversity.

Multiliteracies are related to multimodality, as many styles are refreshed to be used in different forms of expression. In addition, different technologies and communication ways allow different styles to be used by people in expressing themselves. This differs widely from traditional classroom pedagogy that is often focused on mono-modal tools for learning and which does not included a range of perspectives, which can result in a lack of cultural and linguistic diversity represented in teaching approaches. (krist2366, 2014)
“Speech-language pathologists often find themselves needing to complete a careful phonetic transcription for a particular client with a speech sound disorder; however, SLPs are not always confident in their phonetic skills and knowledge.” (Jakielski, 2017).

Today’s problem of an English learner or even a native speaker is the correct pronunciation of this worldwide language. People do not feel secure or comfortable at the speaking time. Our purpose is to reinforce the phonetic transcriptions to improve the oral expression and pronunciation.

**COMPARATIVE LINGUISTICS OR PHILOLOGY**

Comparative grammar also called comparative philology was the most important branch of linguistics in the 19th century in Europe. An important assumption to the comparative method is the Neogrammarian principal that the laws governing sound change are regular and have no exceptions that cannot be accounted for by some other regular phenomenon of language. As an example of the method, English is seen to be related to Italian if a number of words that have the same meaning and that have not been borrowed are compared: *piede* and “foot,” *padre* and “father,” *pesce* and “fish.” The initial sounds, although different, correspond regularly according to the pattern discovered by Jacob Grimm and named Grimm’s law after him; the other differences can be explained by other regular sound changes. Britannica Encyclopedia (2017)

**THE COMPARATIVE METHOD**

The Britannica Encyclopedia (2017) Said that the comparative method in historical linguistics is concerned with the reconstruction of a former language or previous state of a language on the basis of a comparison of related words and expressions in different languages or dialects derived from it.
The most significant 20th-century development in the field of historical and comparative linguistics came from the theory of generative grammar.

If the grammar and phonology of a language are described from a synchronic point of view as an integrated system of rules, then the grammatical and phonological similarities and differences between two closely related languages, or dialects, or between two diachronically distinct states of the same language can be described in terms of the similarities and differences in two descriptive rule systems.

Language change may thus be accounted for in terms of changes introduced into the underlying system of phonological and grammatical rules (including the addition, loss, or reordering of rules) during the process of language acquisition.

LANGUAGE CLASSIFICATION

There are two kinds of classification of languages practiced in linguistics: genetic (or genealogical) and typological.

Genetic classification sorts languages into families according to their degree of diachronic relatedness. (Britannica E., Encyclopedia Britannica, 2017) For example, within the Indo-European family, such subfamilies as Germanic or Celtic are recognized; these subfamilies comprise German, English, Dutch, Swedish, Norwegian, Danish, and others, on the one hand, and Irish, Welsh, Breton, and others, on the other

A typological classification classifies languages into types according to their structural characteristics. The most famous typological classification is probably that of isolating, agglutinating, and inflecting (or fusional) languages. (Britannica E., Encyclopedia Britannica, 2017)
An isolating language is one in which all the words are morphologically unanalyzable. An agglutinating language refers when the word forms can be segmented into morphs, each of them represents a single grammatical category. An inflecting language is one in which there is no one-to-one correspondence between particular word segments and particular grammatical categories.

Inflection in linguistics, also called formerly flection or accidence, is the change in the form of a word (in English, usually the addition of endings) to mark such distinctions as tense, person, number, gender, mood, voice, and case. (Britannica E., 2017)

As Encyclopedia Britannica (2017) mentioned in its post, English inflection indicates noun plural (dog, dogs), noun case (boy, boy’s, boys’), third person singular present tense (they listen; he listens), past tense (we talk, we talked), aspect (I have cooked, I am cooking), and comparatives (hot, hotter, hottest).

Many languages, such as Latin, Spanish, French, and German, have a much more extensive system of inflection. A number of languages, especially non-Indo-European ones, inflect with prefixes and infixes, word parts added before a main part.

Inflection differs from derivation in that it does not change the part of speech. Derivation uses prefixes and suffixes (e.g., in-, -tion) to form new words (e.g., inform, deletion), which can then take inflections.

Examples of inflectional suffixes

<table>
<thead>
<tr>
<th>Noun plural</th>
<th>-s pl</th>
<th>dogs- bushes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past participle</td>
<td>-D pp</td>
<td>chewed - eaten</td>
</tr>
</tbody>
</table>
PEDAGOGICAL FOUNDATIONS

Youngsters learn to speak reproducing what they hear around them, the study of the language becomes a trial and error process where speakers respond to some stimuli and express what they feel. If a second language is not acquired in early childhood, it will be more difficult to deal with the articulation of the phonemes because some of them do not exist in their mother tongue and it is necessary to teach the articulation process again through meaningful tasks emphasizing that a language may have different dialects and accents.

Cameron (2001, pág. 40) Said that Speaking is “The active use of the language to express meanings so that others can make sense of them” and Listening is “The active use of the language to access other’s people meaning”.

According to Cameron both skills are related, while speaking skill is in charge of expressing the language, the listening skill let people to receive the information to be expressed.

Productive communication is the main objective for teaching speaking skills; the delivery and reception to the message depends on the speaker proficiency to reproduce words and sounds with accuracy, for that reason there are some individuals and by groups’ techniques that tutor should know to apply them in their classes.

Several techniques could be applied depending on the group of learners, the most useful is the combination of Bottom-up and top-down practices where students could infer, deduce or draw conclusions about the phonemes and make their speeches with total precision.
The bottom – up strategy plays an excellent role with phonetic transcriptions where recognition of the phonemes is the first step for learners, combining them into syllables, words and so up to background information.

**SOCIOLOGICAL FOUNDATIONS**

The study of human social relationships and institutions is considered as Sociology. Sociology´s subject matter is diverse and its purpose is understand how human actions and consciousness both shape by cultural and social structures (Department of sociology UNC, 2017)

The identification among the members of the community to which belong is a learners´ working. Students need a lot of opportunities for other members of the community to practice a variety of social interactions. It implies several methods of empirical research and critical analysis that develop a body of knowledge about human society and interaction.

It is an amazing and exciting field of study that analyzes and explains important matters in our personal lives, our communities, and the world. (Department of sociology UNC, 2017)

Sociology is said by experts that people are observed how they perform in a real life, providing a deeper understanding of their behavior in social interactions as (Department of sociology UNC, 2017) states

<<Sociology offers a distinctive and enlightening way of seeing and understanding the social world in which we live and which shapes our lives. Sociology looks beyond normal, taken-for-granted views of reality, to provide deeper, more illuminating and challenging understandings of social life. Through its particular analytical perspective, social theories, and research methods, sociology is a discipline that expands our
awareness and analysis of the human social relationships, cultures, and institutions that profoundly shape both our lives and human history.

PSYCHOLOGICAL FOUNDATIONS

In order to psychological perspective the way to pronounce the words correctly is associated with psycholinguists theory or the process of human abilities to produce spoken language based in linguistic theories, in which some of them state that the process of speech production is independent and may interact with general cognitive. Another factor that is important to mention is the relation of behaviorist theory, in which language cause anxiety for learners specially when they are exposed in the group. Lack of fluency generally happens because students are often acutely self-aware and are reluctant to experiment with sounds for fear of getting them wrong. (Vernon, 2017)

LEGAL FOUNDATIONS

Being education the principal factor to guide the culture, and the relationship among members of the scholastic community for empowering quality standards for education, our project follows some guidelines established in the National Curriculum and it is based in some laws of education stated in the Ley Orgánica de Educación Intercultural (LOEI) in chapter I, article 3, in the following items:

b.- El fortalecimiento y la potenciación de la educación para contribuir al cuidado y preservación de las identidades conforme a la diversidad cultural y las particularidades metodológicas de enseñanza, desde el nivel inicial hasta el nivel superior, bajo criterios de calidad.

j.- La incorporación de la comunidad educativa a la sociedad del conocimiento en condiciones óptimas y la transformación del Ecuador en referente de Educación liberadora de los pueblos.

q.- El desarrollo, fortalecimiento y promoción de los idiomas de los pueblos y nacionalidades del Ecuador.
CHAPTER III

METHODOLOGICAL DESIGN

ANTECEDENTS

This research is based on a field observation made to students of 10th basic year in the UNIDAD EDUCATIVA “ALBERTO AVELLAN VITE” for the Project based on phonetic transcriptions in the development of the oral production; therefore, it is prepared and carried out a survey based in the accurate pronunciation focusing on several aspects that cover the assimilation of the phonetic sounds. It is used like a test pattern that let it shows the effective strategies to be applied.

MODALITY OF THE INVESTIGATION

The research starts with an exploratory research and finishes with a descriptive one. It is exploratory, because this investigation relates two variables such as the influence of the phonetic transcriptions in the development of the oral production in English as Foreign Language on students around 13 -15 years old. This process generates a hypothesis that promotes a new vision to empower learners with the oral production using effective activities with phonetic transcriptions; completing the descriptive level to find results and help the scholar community.

This qualitative research also let us to analyze in various ways the importance of phonetic transcriptions in the development of the correct pronunciation getting vocabulary and social interaction.
TYPES OF RESEARCH

According to Creswell (2014) in quantitative research, theories are often tested by researchers as an explanation for their questions and theory is much more varied.

Experimental research is said by Creswell (2014) that causal process are tested by this type of research, where there is the ability to control the variables.

“Case studies are studies of single issues or problems. It is a systematic way of examining a problem extending beyond the use of a limit number of variables by providing in depth investigation into the target phenomena.” (Creswell, 2014, p. 57).

According to Creswell (2014) Case studies are useful for detecting specific problems through limit variables and for finding solutions for them by means of scientific research, the information could be gathered from books, newspapers, and brochures or through internet which are proved scientifically.

FIELD RESEARCH

Field observation, it is done with the intention to find solution for the problem in a specific setting.

Yépez (2000) states “field research is the systematic study of the problems, it is the place where the facts are produced with the aim to discover, explain causes and effects, understand reasons and backgrounds, establish factors that motivate and let them say its procedures” (pág. 15)
Field research is so practical because it sets the place for the collection of data, the residence where the problems take place, analyzing and verifying the problematic researched in a direct way and gives possible responses.

**DESCRIPTIVE RESEARCH**

(Taylor, 2005) Stated descriptive research likes “It describes and interprets the present. Its primary purpose is to analyze the trends that are developing, as well as the current situation.”

It means that this kind of research supports researcher to diagnose the problematic for solving it; applying a new plan or program.

(Salkind, 2007) Said “Descriptive research provides a detailed account of a social setting, a group of people, a situation, or some other phenomenon.”

According to Salkind, the descriptive research helps to understand which are the explicit needs; for example: the letters, vowels or diphthongs that are difficult to pronounce determining the weaknesses through observation or tests.

**BIBLIOGRAPHICAL RESEARCH**

The vocabulary.com said that bibliography is a list of writings by an author, or a list of writings someone uses in a project. “You may have included a bibliography with a research paper you have written, to give credit to your sources.” (Freedman, Tinkler, & Scurletis, 2017)

In reference to vocabulary.com definition, Bibliography means written works in which researcher can base their projects using real sources to give credibility for their researches.
POPULATION AND SAMPLE

POPULATION

It is traditionally defined such as “The group of everything (objects, persons, and events, in which the objective is the study of the problem to be researched. It must contain characteristics of the target” (Latorre, Rincón y Arnal, 2003).

According to Latorre, Rincon, and Arnal, the term “population” represents all possible dimensions or outcomes that are important for researchers in a particular study.

Hernández (2006) defines that “population is the group of everything that agrees with a series of characteristics” (p. 204).

The population of this research is formed by 1 Principal, 1 Administrative personal (secretary), 8 teachers and 170 students. In Total 180 people, attached in detail in the next table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Detail</th>
<th>Number of people</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Administrative</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Teachers</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Students</td>
<td>170</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>180</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Alberto Avellán Vite”
SAMPLE

Bavaresco (2005) indicates “The size of the sample depends basically on the topic that is researched, with the materials it brings and the confidence on task will be done.” (p, 213)

According to Bavaresco the sample is a selected group of the population to participate in the project of study.

In this population of 180 people, there are 4 groups sort in the following category: 1 authority, 1 administrative, 8 teachers and 170 learners, in which were chosen 18 people in random way.

Chart # 2 – Distributive of the sample

With the aim to get information related to educational population at Unidad Educativa Fiscal “Dr. Alberto Avellán Vite”, go on collection of data to the sample shown as follow.

<table>
<thead>
<tr>
<th>No</th>
<th>Detail</th>
<th>Number of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total of the Sample</td>
<td>18</td>
</tr>
</tbody>
</table>
OPERATIONALIZATION OF VARIABLES

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSION</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI: Phonetic</td>
<td>Definition</td>
<td>- Origins</td>
</tr>
<tr>
<td>Transcriptions</td>
<td></td>
<td>- Use</td>
</tr>
<tr>
<td>Types</td>
<td></td>
<td>- Consonants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Vowels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Diphthong</td>
</tr>
<tr>
<td>Strategies</td>
<td></td>
<td>- Matching activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reading activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- multiple choice activities</td>
</tr>
<tr>
<td>VI: Phonetic</td>
<td>-Definition</td>
<td>- Concept</td>
</tr>
<tr>
<td>Transcriptions</td>
<td></td>
<td>- strategies and techniques of pronunciation</td>
</tr>
<tr>
<td>VD: Oral</td>
<td>-Elements</td>
<td>Characteristics</td>
</tr>
<tr>
<td>production</td>
<td></td>
<td>Phonology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complex and flexibility</td>
</tr>
<tr>
<td>Types</td>
<td>-Conscious</td>
<td>-Unconscious</td>
</tr>
<tr>
<td>Techniques</td>
<td>-Individuals</td>
<td>- by Groups</td>
</tr>
<tr>
<td>Methodology</td>
<td>-Inductive</td>
<td>- Deductive</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Alberto Avellán Vite”

Elaborated by: Marisol Aguilera y Cinthya López

OPERATIONALIZATION OF VARIABLES
METHODS FOR THE INVESTIGATIONS

RESEARCH METHOD

For this project the methods to be applied will be inductive – deductive where the theory is tested and generated.

Deductive reasoning is a scientific method in which Prunckun (2010, pág. 51) states that it uses arguments to move from general statements to a specific position to draw a conclusions. In other words the arguments or premises focus on generalization of ideas.

By other hand, Prunckun states Inductive reasoning makes generalizations centered on individual observations. It is used to formulate theories.” (2010, pág. 52). Inductive method starts with the observations and theories are proposed on the way to the culmination of the research process as a result of observations to build a theory or detect patterns that produce meaning for the facts collected.

OBSERVATION METHOD

It is a research method that allows researchers to observe and record student’s behavior, actions and interactions. This method permits them to obtain a detailed description of the problem setting. Observation is a fundamental element in a research process. An observation is also “used to understand and interpret cultural behaviors” (Mulhall, 2003, p. 306)

It is seems to be a simple action, but when this technique is applied, the observers have to collect all information they listen to, watch, question and record learner’s behaviors, expressions and interactions.
EMPIRICAL METHOD

Empirical method by explorable.com can be defined as "research based on experimentation or observation (evidence)". Such research is conducted to test a hypothesis that can be tested using observation. The word empirical means information gained by experience, observation or experiment.

EXPERIMENTAL METHOD

It is a scientific method; give more precise, accurate and reliable results. It is just like an observation under controlled conditions. It acts on the law of single variable and causing factors. It studies cause and effect relationship. It is a systematic and logical method for answering the questions. In this the researcher seeks to evaluate something new. It leads to contribution to the already acquired fund of knowledge. The three essential elements in an experiment are; control, manipulation and observation.

STATISTICAL METHOD

It is in charge of collecting, analyzing and making inferences from data. Statistics often used to communicate research findings and to support hypothesis and give credibility to research methodology and conclusions.

INSTRUMENTS AND RESEARCH TECHNIQUES OF THE INVESTIGATION

The interview, questionnaires, surveys, and local target for the systematic process of the data collection will be used techniques, which are in charge
of studying and analyzing the problem with total accuracy and objectivity to find resolutions that help with the conflict situation in the precise setting that is Unidad Educativa Fiscal “Dr. Alberto Avellan Vite”; participant observation during classes, informal interviews, conversations, surveys application and opinion indicators.

**QUESTIONARIES**

Questionnaires are an appropriate way of collecting useful comparable data from a large number of individuals. (Dudovskiy, 2016) Answers obtained through closed-ended questions with multiple choice answer options are analyzed using quantitative methods and they may involve pie charts and percentages.

The questionnaire is a document that contains several questions that are read or asked by the interviewer and answered by the interviewee.

**INTERVIEWS**

A meeting at which information is obtained (as by a reporter, television commentator or pollster) from a person. (Webster, 2017)

This refers about the mutual understanding and cooperation between the characters (interview and interviewee) in which the information is from the primary sources.

**SURVEYS**

It is a statistical study of a sample; they are also a method of gathering information from individuals through a printed questionnaire. It involves asking people for information in some structured format.
**OBJECTIVE:** To analyze how much important is for the student the pronunciation and the phonetic transcriptions in the learning of English as a language.

**SPECIFIC INFORMATION:**
Mark the answer you consider is the most appropriate for each statement.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>STATEMENTS</th>
<th>Totally disagree</th>
<th>Disagree</th>
<th>Indifferent</th>
<th>Agree</th>
<th>Totally agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The phonetic transcriptions help to the improvement of the English pronunciation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The phonetic transcriptions are effective tools for the English learners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The phonetic transcriptions increase the speaking abilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The use of phonetic transcriptions assures a good reading and pronunciation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>A good pronunciation is considered a challenge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>A good pronunciation increases the oral expression.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Read and pronounce each letter provides more confidence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>A good pronunciation provides more job opportunities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>A guide with phonetic activities helps to practice the pronunciation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The use of a guide with phonetic transcriptions is a dynamic tool to learn how to pronounce.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OBJETIVO: Analizar la importancia que dan los estudiantes a la pronunciación y las transcripciones fonéticas en el aprendizaje del idioma inglés.

INFORMACION ESPECIFICA:
Marque la respuesta que considere más apropiada para cada enunciado.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ENUNCIADOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Las transcripciones fonéticas ayudan al mejoramiento de la pronunciación del inglés.</td>
</tr>
<tr>
<td>2</td>
<td>La transcripción fonética es una herramienta efectiva para los aprendices del inglés.</td>
</tr>
<tr>
<td>3</td>
<td>Las transcripciones fonéticas incrementan las destrezas del habla</td>
</tr>
<tr>
<td>4</td>
<td>El uso de las transcripciones fonéticas asegura una Buena lectura y pronunciación.</td>
</tr>
<tr>
<td>5</td>
<td>Una buena pronunciación es considerada un desafío.</td>
</tr>
<tr>
<td>6</td>
<td>Una buena pronunciación incrementa la expresión oral.</td>
</tr>
<tr>
<td>7</td>
<td>La correcta lectura y pronunciación de las palabras proporcionan más confianza</td>
</tr>
<tr>
<td>8</td>
<td>Una correcta pronunciación ofrece una Buena lectura comprensiva</td>
</tr>
<tr>
<td>9</td>
<td>Una guía con actividades fonéticas desarrolla la habilidad oral.</td>
</tr>
<tr>
<td>10</td>
<td>El uso de una guía con transcripciones fonéticas es una herramienta dinámica para aprender como pronunciar</td>
</tr>
</tbody>
</table>
OBJECTIVE: To analyze how important is for the teacher the pronunciation in the learning of English as a language.

Question 1: Why is important to have a good pronunciation for the English teaching?

Question 2: What kind of techniques do you know for a good pronunciation?

Question 3: How does a good pronunciation encourage the students to speak in English?

Question 4: Why is it consider a challenge to speak in English?

Question 5: What are the tools or exercises to develop the pronunciation?

Question 6: What do you know about phonetic transcriptions?

Question 7: Have you taught the phonetic transcriptions and which of them?

Question 8: Why is important the use the phonetic transcriptions at your classes?

Question 9: How can the phonetic transcription help to improve the pronunciation?

Question 10: Why do you will use a guide to teach phonetic transcriptions?
OBJETIVO: Analizar cuán importante es para los profesores la pronunciación en el aprendizaje del Inglés como un idioma.

Pregunta 1: ¿Por qué es importante tener una buena pronunciación para la enseñanza del inglés?

Pregunta 2: ¿Qué clases de técnicas conoce usted para una buena pronunciación?

Pregunta 3: ¿Cómo una buena pronunciación anima a los estudiantes a hablar en Inglés?

Pregunta 4: ¿Por qué es considerado un desafío hablar en Inglés?

Pregunta 5: ¿Cuáles son las herramientas o ejercicios para desarrollar la pronunciación?

Pregunta 6: ¿Que sabe usted sobre las transcripciones fonéticas?

Pregunta 7: ¿Ha enseñado transcripciones fonéticas y cuáles son?

Pregunta 8: ¿Por qué es importante el uso de las transcripciones fonéticas en tus clases?

Pregunta 9: ¿Cómo las transcripciones fonéticas ayudan a mejorar la pronunciación?

Pregunta 10: ¿Por qué usaría una guía para enseñar transcripciones fonéticas?
OBJECTIVE: Analizar el nivel de interés e importancia del director de la institución por fomentar la adquisición de un Nuevo idioma en sus alumnos.

Pregunta 1: ¿Cuánta importancia tiene para la institución el idioma inglés?
El inglés es importante por ser parte del currículo nacional.

Pregunta 2: ¿Es necesario impulsar la práctica del idioma inglés incluso fuera de clases?
Sería lo ideal si la institución fuese bilingüe.

Pregunta 3: ¿Qué aspectos cree usted que son los más importantes al aprender un nuevo idioma?
Afinidad por los idiomas, apoyo del currículo en esta materia y más carga horaria.

Pregunta 4: ¿Cuánto ayuda un buen nivel de inglés en el crecimiento de la institución a nivel académico?
La institución sería reconocida por brindar una mejor educación.

Pregunta 5: ¿Por qué es importante hablar en inglés?
Para podernos comunicar con otras personas a nivel mundial.

Pregunta 6: ¿Es el inglés una de las prioridades de la institución?
Es importante por formar parte del currículo nacional pero no es considerada prioridad.

Pregunta 7: ¿Ayuda a los estudiantes en su expresión oral el aprender un nuevo idioma?
Por supuesto, el uso de otros idiomas mejora la comunicación.

Pregunta 8: ¿Cuánta motivación brinda la institución para la adquisición del nuevo idioma?
La motivación la hace la maestra en la clase de inglés, ella ejercer su función y luego con exposiciones en casas abiertas.

Pregunta 9: ¿Existen actividades institucionales para fomentar el uso del idioma?
Las actividades programadas internamente por la maestra y casas abiertas.

Pregunta 10: ¿Está de acuerdo en aceptar nuevas modalidades de enseñanza para el idioma inglés?
Por supuesto, siempre estamos presto a brindar ayuda y más cuando se trata de la educación efectiva para nuestros jóvenes.
OBJECTIVE: To analyze the interest rate and importance of the principal to encourage the acquisition of the new language for the students in the institution that is in charge.

Question 1: How important is the English language for the institution?  
It is important because is part of the educative curriculum.

Question 2: Do you consider necessary to promote the English speaking even outside the classroom?  
It will be ideal because the institution wants to be bilingual.

Question 3: What aspects do you think are the most important to learn a new language?  
The curriculum and the hours in classes.

Question 4: How much it helps a high English level in the growth of the institution?  
The institution will be recognized for a high English Level.

Question 5: Why is important to talk in English?  
Because the English has become a need around the world.

Question 6: Is the English language one of the main aspect for the institution?  
It is important but not a priority.

Question 7: How do you think the oral expression helps to students to learn a new language?  
Gives them more confident and also their communication is better.

Question 8: How the institution develops the motivation to acquire a new language?  
Through expositions and important events.

Question 9: Are there any motivational activity to encourage students learn English?  
The ones that are made by the teacher.

Question 10: Do you agree with new ways of English teaching?  
Obviously, as institution we have to be on time with the new reforms.
ANALYSIS AND INTERPRETATION OF THE RESULTS

Students: 15

Chart # 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nº1</td>
<td>Totally agree</td>
<td>4</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>8</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students of 10th basic year at Unidad Educativa “Dr. Alberto Avellán Vite”
Elaborated by: Marisol Aguilera y Cinthya López

Analysis: As it can see in the graphic, the results show the majority of students agree how the phonetic transcriptions helps with the development of the English pronunciation, which is so important to support the project and improve English pronunciation.
ANALYSIS OF RESULTS

Students: 15

Chart # 4
The phonetic transcriptions are effective tools for the English learners

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item Nº1</td>
<td>Totally agree</td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>5</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students of 10th basic year at Unidad Educativa “Dr. Alberto Avellán Vite”
Elaborated by: Marisol Aguilera y Cinthya López

Analysis: the results show that the majority of the students think that the phonetic transcriptions are effective tools for English learners, which is so convenient in order to apply the proposal and encourage to develop skills in oral production.
ANALYSIS OF RESULTS

Students: 15

Chart # 5

The phonetic transcriptions increase the speaking abilities

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
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<td>47 %</td>
</tr>
<tr>
<td>Nº1</td>
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<td>7</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students of 10th basic year at Unidad Educativa “Dr. Alberto Avellán Vite”
Elaborated by: Marisol Aguilera y Cinthya López

Analysis: Due to the satisfactory results shown in the graphic, we can say that the phonetic transcriptions help to increase the speaking abilities which are matter of our project.
ANALYSIS OF RESULTS

Students: 15

Chart # 6

The use of phonetic transcriptions assure a good reading and pronunciation

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item N°1</td>
<td>Totally agree</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>10</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students of 10th basic year at Unidad Educativa “Dr. Alberto Avellán Vite”
Elaborated by: Marisol Aguilera y Cinthya López

Analysis: analyzing this graphic we can say that the majority of students gave a positive answer in this statement, it is a good result for the application of the proposal.
ANALYSIS OF RESULTS

Students: 15

Chart # 7

A good pronunciation is considered a challenged

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Totally agree</td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td>Nº1</td>
<td>Agree</td>
<td>4</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>4</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students of 10th basic year at Unidad Educativa “Dr. Alberto Avellán Vite”
Elaborated by: Marisol Aguilera y Cinthya López

Analysis: the results in graphic #5 were varied, but analyzing the majority results it is considered that the correct pronunciation is a challenge, which is so pertinent for the application of the phonetic transcriptions program to improve the oral production.
ANALYSIS OF RESULTS

Students: 15

Chart # 8

A good pronunciation increase the oral expression

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item N°1</td>
<td>Totally agree</td>
<td>8</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>5</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students of 10th basic year at Unidad Educativa “Dr. Alberto Avellán Vite”
Elaborated by: Marisol Aguilera y Cinthya López

Analysis: the results show that there is a majority who think a good pronunciation increase the oral expression, which is so important because students can participate more active in the process of development the oral production.
ANALYSIS OF RESULTS

Students: 15

Chart # 9

Read and pronounce each letter provides more confident.

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Totally agree</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Nº1</td>
<td>Agree</td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students of 10th basic year at Unidad Educativa “Dr. Alberto Avellán Vite”
Elaborated by: Marisol Aguilera y Cinthya López

Analysis: the results seem to be partials, but there is a major rate for the unknown function of the phonetic transcriptions, for that reason the proposal must be applied.
ANALYSIS OF RESULTS

Students: 15

Chart # 10

A good pronunciation provides more job opportunities

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Nº 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>7</td>
<td>46%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students of 10th basic year at Unidad Educativa “Dr. Alberto Avellán Vite”
Elaborated by: Marisol Aguilera y Cinthya López

Analysis: the students agreed with the results, a good pronunciation provide more opportunities to work because companies prefer workers with speaking fluency.
ANALYSIS OF RESULTS

Students: 15

Chart # 11

A guide with phonetic activities helps to practice the pronunciation.

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Totally agree</td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td>Nº1</td>
<td>Agree</td>
<td>8</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students of 10th basic year at Unidad Educativa “Dr. Alberto Avellán Vite”
Elaborated by: Marisol Aguilera y Cinthya López

Analysis: the result show how the project will be efficient if they used it to improve their pronunciation.
ANALYSIS OF RESULTS

Students: 15

Chart # 12

The use of a guide with phonetic transcriptions is a dynamic tool to learn how to pronounce.

<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nº1</td>
<td>Totally agree</td>
<td>5</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>7</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Students of 10th basic year at Unidad Educativa “Dr. Alberto Avellán Vite”
Elaborated by: Marisol Aguilera y Cinthya López

Analysis: Due to these results the use of a guide with phonetic transcriptions is really important to develop the pronunciation.
<table>
<thead>
<tr>
<th>ITEMS</th>
<th>STATEMENTS</th>
<th>Totally Disagree</th>
<th>Disagree</th>
<th>Indifferent</th>
<th>Agree</th>
<th>Totally Agree</th>
<th>TOTAL SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The phonetic transcriptions help to the improvement of the English pronunciation.</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>The phonetic transcriptions are effective tool for the English learners.</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>The phonetic transcriptions increase the speaking abilities.</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The use of phonetic transcriptions assures a good reading and pronunciation.</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>A good pronunciation is considered a challenged.</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>A good pronunciation increases the oral expression.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>Read and pronounce each letter provides more confident.</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>A good pronunciation provides more job opportunities.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>A guide with phonetic activities helps to practice the pronunciation.</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>6</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The use of a guide with phonetic transcriptions is a dynamic tool to learn how to pronounce.</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>5</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>
CHI SQUARE

Objective.- Demonstrate statistically if there is relationship between the independent Variable and dependent Variable.

Independent Variable: Phonetic transcriptions.

Dependent Variable: oral production.

<table>
<thead>
<tr>
<th>ITEMS</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 phonetic transcriptions help to the improvement of the English pronunciation.</td>
<td>0 0 3 8 4</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The phonetic transcriptions are effective tool for the English learners.</td>
<td>0 1 3 5 6</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>0 1 6 13 10</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Level of significance: Alpha= 0.05 o 5%.

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Value</th>
<th>df</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PEARSON</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>DISTR.CHICUAD.CD</td>
<td>0.65938982</td>
<td>3</td>
<td>0.9</td>
<td>90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISTR.CHICUAD</td>
<td>0.34061018</td>
<td>3</td>
<td>0.95</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coef. Pearson</td>
<td>1</td>
<td></td>
<td>correlación directa perfecta</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coef. R2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the P-value is less than 0.05 the researchers can affirm that there is relationship between the Variables and therefore the phonetic transcriptions have a big influence in the development of oral production.
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

After the procedure of tabulation, analysis, and interpretation of the data gathered on survey made to students and interview with the English teacher and principal at Unidad educative Fiscal “Dr. Alberto Avellán Vite”, the following conclusions were:

- Phonetic transcriptions were not much known by all of the students, and some of them showed low interest about the topic when we apply the survey.

- The surprising thing for researchers was that there were a majority of students that think phonetic transcriptions are effective tools to improve speaking abilities, and it can create a great advantage for learning and teaching phonetic signs.

- Phonetic transcriptions for learners don’t assure a good pronunciation because they confuse concepts about the spelling of the words and articulation of the sounds.

- The majority of the students considered the pronunciation in English language as a challenge, because they don’t feel secure when pronounce some words.

RECOMMENDATIONS

The recommendations that we suggest are:

- Introducing the phonetic transcriptions concepts and rules for better understanding of the phonemes and sounds.
• Clarifying the concepts about the spelling and articulation of the words, students could get a big picture of what they are saying and expressing.

• Teaching a little more phonetic transcription and their components, learners will pronounce and articulate words better, reducing their anxiety to feel insecure when they interact in oral speeches.

• Encouraging them to use the guide with phonological activities will be an important tool for pronunciation.
CHAPTER IV

THE PROPOSAL

DESIGN A BOOKLET WITH PHONOLOGICAL ACTIVITIES BASED ON PHONETIC SIGNS FOR STUDENTS OF TENTH YEAR OF GENERAL BASIC EDUCATION AT UNIDAD EDUCATIVA FISCAL DR. ALBERTO AVELLAN VITE IN THE SCHOOL YEAR 2016-2017

BACKGROUND

During the language learning period, it is a priority for the students knowledge how to pronounce in a correct way. The poor reports of our level in English as a country is one of the causes of this project because show the failures of the educative curriculum. The low quality of the pronunciation, articulation and intonation are the common mistakes in their speeches. The students do not have the enough training and assessment in oral skills to have English as a second language.

It will be important for the educators the use of a teaching aid with phonetic symbols, to help them for being more prepared. On their role, teachers must practice exercises such as: mouth relaxation movements, verb endings and mirroring pairs. Enable their professional aims will support them to apply all the new abilities at the classroom.

JUSTIFICATION

The speaking abilities have been changing along the history. Techniques and strategies are the basic expressions in the search of getting into your student. The present research analyzes the phonetic transcriptions as a strategy to improve the oral production. Nowadays, it is a reality how the
English language has become a need to communicate with the world. The effects of a low oral expression can endure all high school careers so it is priority try to solve them.

The results obtained through the tests show the low quality of the oral expression in the students. In the reading activities, the students showed insecurity because they did not know how to pronounce while they were looking at the words. Guessing, fast pronouncing or babbling were the getaways during the reading. A good beginning is searching which are the base of their problem. Phonetic transcriptions help at this kind of difficulties because when learners start recognizing the letters, it will be more easier know the pronunciation prior than having that fear.

FEASIBILITY

The school agrees with our proposal and provides all the support for director because highlight the importance of having an English Teaching Program, the teacher considers a great tool for improving the English pronunciation and students feel motivated by recognizing the idea of a good oral expression. The cost of the proposal is moderate and it is profitable for the researchers, the time it is about 2 quimesters, giving an explanation in the use of the booklet and its application. The tutor agrees in this proposal with the researchers.

GENERAL OBJECTIVES

To employ the use of phonetic transcriptions to improve the oral production in the students of 10th basic year at Unidad Educativa Fiscal “Dr. Alberto Avellán Vite”, through the design of a booklet with phonological activities based on phonetic signs.
SPECIFIC OBJECTIVES

- To determine the effect of the Phonetic Alphabet to develop the pronunciation through the booklet.

- To evaluate the progress of the pronunciation and speech skills through the test and activities.

- To analyze the results to discriminate sounds in oral production using the booklet with phonetic transcriptions.

DESCRIPTION OF THE PROPOSAL

The proposal is the design of a booklet with phonological activities based on phonetic symbols. It purposes the improvement of the speaking skills, as well as the pronunciation.

To make the project possible, it will be necessary the collaboration of the directives, teachers, students and the tutor.

This proposal will be applied at Unidad Educativa Fiscal “Dr. Alberto Avellán Vite”. It will teach at evening shift during the 2016 – 2017 school years. This institution is located in 10th and Sedalana streets of the Guayas Province.

The base of the proposal is a common problem in the process of the new language learning.

The first aspects taught are the writing and reading abilities. However, it is well known that if the students do not speak, the study is worthless. The
pupils can obtain precise pronunciation from the booklet. Such a learner has got a great advantage compared to the other learners who risk being misled.

The booklet has been developed to allow teachers and students multiple opportunities to integrate assessment for learning into every lesson. It includes 20 lessons organized in a sequence. Every lesson contains two or three activities to learn each phonetic sound. The time for each activity is programmed for approximately between 10 to 15 minutes per hour class. With this material the students engage in a variety of multiple choice activities, each of which focuses on a particular learning objective (phonetic symbol).

The methodology that it implies is merely inductive and deductive. Inductive styles follow the use of ‘noticing’ strategy. The process in which students are becoming conscious of something in particular is known as Noticing. Once they recognize what each symbol on the ladder means, they can understand how they all fit together and how they differ. In a deductive style, the teacher conducts lessons by introducing and explaining concepts to students, and then expecting students to complete tasks to practice the concepts. Learning experience will be more fascinated for students who tend to join in more actively when an inductive style is used.

The activities that are included in the proposal will be designed per time class with one phonetic transcription at a time, in which the teacher encourage students to solve the exercises in written and oral form, where the students take an active role in their own education. The activities allow students to identify every sign and encourage them to pronounce well making progress in their oral expression.
LINGUISTIC ASPECT

Phonetic transcriptions are related with the study of descriptive phonetic in which linguistic and speech science are included. Teaching English as a second language needs the assertive practice of phonetic symbols to understand words sounds and their variations in the pronunciation.

Factors as articulation, intonation and relaxation are also related in this topic as well as the accent, dialects, spelling and its close relationship with pronunciation. As learners developed their understandings of oral language, they learned to recognize a limit number of different, recurring speech sounds that determine the meaning. Using the International Phonetics Alphabet they will transcribe sounds and words

LEGAL ASPECT

The implementation of this booklet is based in the IPA chart and all its subparts COPYRIGHT 2015/ 2005 BY THE International Phonetic Association. They are made freely available under Creative Commons Attribution-Sharealike 3.0 Unported License (CC-BY-SA). This license allows any kind of re-use, including commercial reproduction or derived works, as long as attribution is given and the reproduction or derivative work is under the same license.

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CONCLUSIONS

The use of the booklet was an acceptable resource for learning good pronunciation and with its implementation, researchers could verify that independent variable for improving oral production was satisfactory for students and teachers, because both could engage with the topic and produce better reproductions of the words in relation to every phoneme taught. The practice offers the comparison of phonetic transcription.

Students can benefit from explicit pronunciation teaching, in which the use of phonetic transcription has an important role. The learner can obtain accurate pronunciation information and knowledge from the booklet. Such a learner has got a great advantage compared to the other learners who risk to being misled.

Teachers could relearn the use of every IPA symbol and refresh their knowledge.
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Cameron, L. (2001).


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http://virtual.urbe.edu/tesispub/008
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Bilabial consonants occur when you block / constrict airflow out of the mouth by bringing your lips together. English contains the following three bilabial consonant: /p/ /b/ /m/.

<table>
<thead>
<tr>
<th>Consonants</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labio-Dental</td>
<td>12</td>
</tr>
<tr>
<td>Dental</td>
<td>13</td>
</tr>
<tr>
<td>Alveolar</td>
<td>13</td>
</tr>
<tr>
<td>Post-Alveolar</td>
<td>13</td>
</tr>
<tr>
<td>Palatal</td>
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</tr>
<tr>
<td>Velar</td>
<td>13</td>
</tr>
<tr>
<td>Glottal</td>
<td>14</td>
</tr>
</tbody>
</table>

Consonants plosives /p/ /b/ | 4

Clue Box | 5

The Nasal Sounds | 5

m (mom, Mary, name) | 5

n (nine, name, Nancy) | 5
LESSON 1

PHONETIC TRANSCRIPTIONS

Phonetic transcriptions refer to the pronunciation of words. Dictionaries use them to tell us how to pronounce the words.

Phonetic transcriptions are usually written in the International Phonetic Alphabet (IPA), in which each sound has its own symbol.

This chart contains all the sounds (phonemes) used in the English language.

When we look for any word in a dictionary, we can see the phonetic transcriptions next to the word in bold between slashes ( / .... / ). We can also find some special symbols to give us clues for pronunciation.

The vertical line is used to word stress. It is placed before the stressed syllable in a word.

\[ \text{' } \text{ means that r is always pronounced in American English, but not in British English. For example, if we write that FAR is pronounced /fa:r/, we mean that it is pronounced /faːr/ in American English, and /faː/ in British English.} \]
WORD STRESS

When a word has many syllables, one of them is always pronounced more strongly. This is called word stress, and we say that the syllable is stressed. (Szynalski, 2001)

Dictionaries tell you which syllable is stressed. The most popular system is to put a vertical line (') before the stressed syllable in the phonetic transcription of the word. For example THEIR / ðiər/

If a word has only one syllable (examples: PEN, WATCh), dictionaries usually do not put the stress mark before it. So they don’t write /pen/ — they simply write /pen/.

Some dictionaries use other systems for showing word stress. For example, they may put ‘after the stressed syllable, or they may underline the stressed syllable.

THE ENGLISH ALPHABET

There are 26 letters in the English alphabet, but when we pronounce some words, we can hear different sounds for vowels and consonants. In phonetic there are 44 different phonemes for vowels and consonant sounds.

VOWELS: There are 12

<table>
<thead>
<tr>
<th>No.</th>
<th>Image</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="image1" alt="fish" /></td>
<td>fish / fiʃ /</td>
</tr>
<tr>
<td>2</td>
<td><img src="image2" alt="tree" /></td>
<td>tree / triː /</td>
</tr>
<tr>
<td>3</td>
<td><img src="image3" alt="cat" /></td>
<td>cat / kæt /</td>
</tr>
<tr>
<td>4</td>
<td><img src="image4" alt="car" /></td>
<td>car / kær /</td>
</tr>
<tr>
<td>5</td>
<td><img src="image5" alt="clock" /></td>
<td>clock / klɒk /</td>
</tr>
<tr>
<td>6</td>
<td><img src="image6" alt="horse" /></td>
<td>horse / haʊs /</td>
</tr>
<tr>
<td>7</td>
<td><img src="image7" alt="bull" /></td>
<td>bull / bul /</td>
</tr>
<tr>
<td>8</td>
<td><img src="image8" alt="boot" /></td>
<td>boot / bʊt /</td>
</tr>
<tr>
<td>9</td>
<td><img src="image9" alt="computer" /></td>
<td>computer / kəmˈpjuːtər /</td>
</tr>
<tr>
<td>10</td>
<td><img src="image10" alt="bird" /></td>
<td>bird / bɜːd /</td>
</tr>
<tr>
<td>11</td>
<td><img src="image11" alt="egg" /></td>
<td>egg / eɡ /</td>
</tr>
<tr>
<td>12</td>
<td><img src="image12" alt="up" /></td>
<td>up / ap /</td>
</tr>
</tbody>
</table>

- short vowels
- long vowels
DIPHTHONGS: there are 8

- ei / train /
- ao / phone /
- ai / bike /
- au / owl /
- oy / boy /
- ear / ear /
- air / chair /
- ior / tourist /

CONSONANTS: There are 24

- p / parrot /
- b / bag /
- k / key /
- g / girl /
- f / flower /
- v / vase /
- t / tie /
- d / dog /
- s / snake /
- z / zebra /
- sh / shower /
- th / television /

- th / thumb /
- oth / mother /
- sh / chess /
- j / jazz /
- l / leg /
- right / right /
- w / witch /
- jth / yacht /
- m / monkey /
- n / nose /
- ng / sing /
- h / house /

- voiced
- unvoiced
**VOICED VS. VOICELESS**

When you contract the muscles in your throat to bring your vocal cords together, they start to vibrate. The resulting sound is your voice!

The presence or absence of voicing is the third major defining feature of consonants, and the technical term for it is phonation.

- When your vocal cords are vibrating, the phonation of that consonant is **voiced**.
- When your vocal cords are NOT vibrating, the phonation of that consonant is **voiceless**.

Some pairs of consonant sounds already have the same place and manner of articulation. In these cases, the phonation is what makes them different.
LESSON 2
MANNERS AND PLACE OF ARTICULATION

The manner of articulation is the way the airstream is affected as it flows from the lungs and out the nose and mouth.

NASAL

Nasal consonants are created when you completely block airflow through your mouth and let the air pass through your nose.

There are three nasal consonants in English.

- /m/ – “mad” and “clam” – oral passage is blocked by closing the lips (bilabial).
- /n/ – “no” and “man’ – oral passage is blocked by pressing tongue tip against the alveolar ridge (alveolar).
- /ŋ/ – “going” and “funk” – Oral passage is blocked by pressing the back of your tongue against the soft palate (velar).

STOP

Like nasal consonants, stop consonants occur when the vocal tract is closed completely. But for stops the airflow is NOT redirected through the nose. Instead,
the air quickly builds up pressure behind the articulators and then releases in a burst.

English contains the following stop consonants.

- **/p/** – *purse* and *rap* – oral passage is blocked by closing the lips (bilabial).
- **/b/** – “*back*” and “*cab*” – oral passage is blocked by closing the lips (bilabial).
- **/t/** – “*tab*” and “*rat*” – oral passage is blocked by pressing the tongue tip against the alveolar ridge (alveolar).
- **/d/** – “*dip*” and “*bad*” – oral passage is blocked by pressing the tongue tip against the alveolar ridge (alveolar).
- **/k/** – “*kite*” and “*back*” – block airflow with the back of the tongue against the soft palate (velar).
- **/g/** – “*good*” and “*bug*” – block airflow with the back of the tongue against the soft palate (velar).

**FRICATIVE**

While nasal and stop consonants involve a complete blockage of the vocal tract, fricative sounds involve only a partial blockage of the vocal tract so that air has to be forced through a narrow channel.

For example, you create a */t/ stop* consonant when you block airflow completely with your tongue against the alveolar ridge. But if you let up with the tongue a bit and let the air seep through, you make an */s/ fricative* consonant.

The English fricative sounds are as follows:
• /f/ – “fro” and “calf” – air is forced through the upper teeth and lower lip (labiodental)
• /v/ – “vine” and “have” – air is forced through the upper teeth and lower lip (labiodental)
• /θ/ – “thick” and “bath” – air is forced through upper teeth and tongue (dental)
• /ð/ – “the” and “rather” – air is forced through upper teeth and tongue (dental)
• /s/ – “suit” and “bus” – air is forced through tongue and alveolar ridge (alveolar)
• /z/ – “zit” and “jazz” – air is forced through tongue and alveolar ridge (alveolar)
• /ʃ/ – “sh”ot and “brash” – air is forced through the tongue and point just beyond alveolar ridge (post-alveolar)
• /ʒ/ – “vision” and “measure” – air is forced through the tongue and point just beyond alveolar ridge (post-alveolar)
• /h/ – “happy” and “hope” – actually /h/ isn’t a fricative. It’s technically not even a real consonant sound since there’s no constriction/obstruction of airflow.

**AFFRICATE**

When stop consonants mix with fricative consonants, the result is an affricate consonant. Affricate consonants start as stop sounds with air building
up behind an articulator which then releases through a narrow channel as a fricative (instead of a clean burst as stops do).

The English affricate sounds are:

- /tʃ/ – “chick” and “match” – air is blocked with tongue just beyond the alveolar ridge (post-alveolar), then released as a fricative.
- /dʒ/ – “jam” and “badge” – air is blocked with tongue just beyond the alveolar ridge (post-alveolar), then released as a fricative.

**APPROXIMANT**

Approximants are when two articulators come close together but not quite close enough to create air turbulence.

The resulting sound is more like a fast vowel than anything else. For example, the /w/ approximant is like a fast /u/ sound (say /u/ + /a/ really fast and you get the word “why”). Notice how your tongue never actually comes in contact with the top of your mouth.

There are three English approximants:

- /w/ – “wet” and “howard” – back of tongue raises to velum (but not too close!) and lips are rounded (velar)
- /j/ – “yes” and “bayou” – tongue raises to hard palate (but not too close!) (palatal)
- /ɹ/ – “right” and “roar” – tongue raises to hard palate (but not too close) (alveolar/post-alveolar)

**LATERAL**

Lateral consonants are when the tongue blocks the middle of your mouth so that air has to pass around the sides. You create this when you

There is one lateral consonant in English
• /l/ – “luck”- place the tip of the tongue at the alveolar ridge (alveolar)

Manners of articulation with substantial obstruction of the airflow (stops, fricatives, affricates) are called obstruent. These are prototypically voiceless, but voiced obstruents are extremely common as well. Manners without such obstruction (nasals, liquids, approximants, and also vowels) are called sonorants because they are nearly always voiced.

**Place of articulation**

![Diagram of Place of Articulation]

**BILABIAL**

Bilabial consonants occur when you block / constrict airflow out of the mouth by bringing your lips together. English contains the following three bilabial consonant: /p/ / b / / m/

**LABIO-DENTAL**

Labio-dental consonants occur when you block/constrict airflow by curling your lower lip back and raising it to touch your upper row of teeth. English contains the following two labio-dental sounds: /f/ /v/
**DENTAL**

Dental consonants occur when you block/constrict airflow by placing your slimy tongue against your upper teeth. English contains the following two labio-dental sounds: /θ/ /ð/

**ALVEOLAR**

The alveolar ridge is where your teeth meet your gums. You create Alveolar consonants when you raise your tongue to the alveolar ridge to block or constrict airflow. The English alveolar consonants are as follows:/n/ /t/ /d/ /s/ /z/ /l/

**POST-ALVEOLAR**

When you retract your tongue back just a bit from the alveolar ridge, the sounds change enough to be recognized as distinct consonants.

So post-alveolar consonants are those that occur when the tongue blocks or constricts airflow at the point just beyond the alveolar ridge. The post-alveolar English consonants are as follows: /ʃ/ /ʒ/ /tʃ/ /dʒ/

**PALATAL**

You create Palatal consonants when you raise the tongue to this point and constrict airflow. English has only one palatal consonant: /j/

**VELAR**

Behind your hard palate you have the *velum* or *soft palate*. Unlike the bony hard palate in front of it, this consists of soft, mucousy tissue. You make Velar
Consonants when you raise the back of your tongue to the velum to block or restrict airflow. English has the following velar consonants: /ŋ/ /k/ /g/ /w/

GLOTTAL

The glottis is actually two vocal folds (i.e. vocal cords). It acts as a sort of bottle cap to your windpipe. Inhale and then hold your breath for a few seconds while keeping your mouth open. What you are actually doing to keep the air from expelling out of your lungs by closing your glottis.

Glottal consonants aren’t actually consonants; they just play consonant roles in the language. In English, the following things happen at the glottis: /h/ /ʔ/. For example, in the phrase “wha(t) time is it?” the /t/ in “what” is dropped and the vowel sound before it is closed at the glottis.
Sometimes a single letter can represent multiple sounds. For example, notice the sound of /æ/ in the following words:

- cat, rake, tall, mare, alarm, mark
  - /kæt/ /rek/ /tl/ /me/ /ələm/ /mɑk/

**LONG A** as in gate / get/

**EXERCISE 1: READ THE WORDS OUT LOUD.**

- a / consonant / e
  1) bake /bek/  2) rate /ret/  3) late /let/  4) cake /ke/  5) trade /tr/  6) made /m/  7) date /d/  8) name /n/  9) grade /gr/  10) wait /w/  6) pail /p/  7) nail /n/  8) snail /sn/  9) rail /r/  10) jail /ʤ/
• ay/eɪ/

1) way /w____/  
2) say /s____/  
3) may /m____/  
4) day /d____/  
5) lay /l____/  
6) ray /r____/  
7) Monday /mɪnd____/  
8) play /pl____/  
9) stay /st____/  
10) away /əw____/

EXERCISE 3: Now say these sentences out loud (the long a sounds are in bold):

1) Stay away from the crazy neighbor!
   /ste/ /əwe/ /frɒm/ /ðeɪ/ /krezɪ/ /neɪbə/!

2) I may travel to Asia in the month of April.
   /aɪ/ /meɪ/ /trævl/ /tuː/ /eɪtiː /n/ /ðeɪ/ /mʌnθ/ /ɔ/ /eɪprəl/.

3) She ate eighteen grapes today.
   /ʃiː/ /eɪt/ /ɪtɪn/ /greɪps/ /teɪd/.

4) Yesterday, I waited in the rain.
   /ˈjɛstɪd/ , /aɪ/ /wetd/ /n/ /ðeɪ/ /rɛn/.

5) Did you say you had a date tonight?
   /dɪd/ /ʃiː/ /sɪ/ /ʃiː/ /hæd/ /eɪ/ /d eid/ /tənɪt/ ?
Long E Sound
i (meet, see)

The long E sound (IPA symbol i:) can be found in words such as:

see, meet, heat, read, key.

/si/ / mi/ / hi/ / ri/ / ki/.

EXERCISE 4: Say these words out loud (long e sound is bold) /iː/

1) leave /lɪv/ 2) breathe /brɪð/ 3) meat /miːt/ 4) eat /iːt/

EXERCISE 5: Read the transcribed words and write the correct letter for the corresponding English spelling.

1) /frɪ:/ a) please 5) /frɪː/ e) feel
2) /flɪː/ b) freeze 6) /blɪː/ f) free
3) /plɪː/ c) sneeze 7) /niː/ g) bleed
4) /snɪː/ d) need 8) /flɪː/ h) feet

EXERCISE 6: NOW MATCH THE HALVES AND SAY THESE SENTENCES OUT LOUD (LONG E SOUND IS BOLD):

a) I want to see my feet. 1) /gɪv/ /mi/ /ðə/ /ki/ /plɪz/
b) I need to sneeze. 2) /rid/ /ma/ /bʊk/, /plɪz/
c) Read my book, please. 3) /ɑ/ /wrait/ /tu/ /si/ /ma/ /flɪt/.
d) Give me the key, please. 4) /dɛː/ /flɪl/ /gud/ /wɪn/ /də/ /mɪt/.
e) They feel good when they meet. 5) /ɑː/ /nɪd/ /tu/ /snɪz/
EXERCISE 7: READ THE WORDS AND WRITE THE /æ/ Symbol

1) fat /f_____/ 6) mad /m_____d /
2) cat /k_____t/ 7) glad /gl_____d/
3) rat /r_____t/ 8) exam /g'z_____m/
4) dad /d_____d/ 9) back /b_____k/
5) add /_____d/ 10) marriage /m_____ræʤ/

EXERCISE 8: Read the words and write the /æ/ symbol, then write the English spelling ones.

1) /h____v/ _____________
2) /r____kt/ _____________ 4) /_____m/ _____________
3) /b____t/ _____________ 5) /_____n.mæl/ _____________

EXERCISE 9: MATCH THE HALVES AND THEN SAY THEM OUT LOUD

a) The fat cat is chasing after the rat.
1) /dæd/ /z/ /ˈkæmə/ /bæk/ /ʊtə/ /ðæ/ /pæli/.

b) Dad is coming back after the party.
2) /ðæ/ /ˈfeɪt/ /ˈkæt/ /z/ /ˈesnə/ /ʊtə/ /ðæ/ /ˈræt/.

c) I am glad to finish this exam.
3) /æ/ /ˈæm/ /glaɪd/ /tju/ /ˈtn/ /ðɪz/ /g'zæm/.
Short E Sound
/ ɛ/ (pen, bed)

The short e sound (IPA symbol: ɛ) can be found in English words such as:

1) bet  / bet/  6) spend  /spend/
2) rest  /rest/  7) get  /get /
3) bed  /bed/  8) check  /ʃɛk/
4) pen  /pen/  9) let  /let /
5) said  /sed/  10) sweat  /swɛt/

EXERCISE 10: Write the phonetic symbol /ɛ/ in each word

1) sweat  / sw___t/
2) wet  / w___t /
3) yet  / j___t /
4) ten  / t___n/
5) again  / œg___n/
6) ready  / r___di /
7) neck  / n k/
8) head  / h___d /
9) when  / w___n/
Schwa Sound
ə (the, about)

The Schwa sound (IPA symbol: ə) is a short and weak vowel sound. You can hardly hear it, actually. It is so common that it even got itself a name – Schwa.

The word "schwa" comes from the Hebrew word Shewa, which means: "a mark indicating lack of a vowel sound".

It is actually one of the most common sounds in English!

EXERCISE 11: SAY THE WORDS OUT LOUD

1) about  /əˈbout/  6) carrot  /ˈkærət/
2) around  /əˈraʊnd/  7) atlas  /ætəlæs/ 
3) offend  /əˈfend/  8) answer  /ˈɑːnər/
4) father  /ˈfɑːðə/  9) letter  /ˈlɛtər/
5) banana  /ˈbænənə/  10) alone  /əˈlon/ 

EXERCISE 12: READ THE PHONETIC TRANSCRIPTIONS AND WRITE THE SENTENCES

1) /ə/ /hæv/ /ə/ /kærət/ /ænd/ /ə/ /bɛnənə/.

2) /əɪ/ /ætəlæs/ /kɛntənz/ /ə/ /ɒt/ /əv/ /mæps/.

3) /hiː/ /tɪkt/ /əˈbaʊt/ /həz/ /lʌns/.

4) /ærd/ /wɒl/ /ɒnsə/ /bɪs/ /lɪtə/.

5) /fəʊə/ /wɜnt/ /əˈraʊnd/ /ði/ /əpˈsɪmənt/. 
**Soft A Sound ø**

*(arm, father)*

1) part /pɑːt/  
6) rather /rɑðə/

2) start /stɑːt/  
7) lather /lɑðə/

3) arm /ɑːm/  
8) bath /bɑθ/

4) far /fɑː/  
9) art /ɑt /

5) father /fɑðə/  
10) artist /ˈɑːstɪ/

**EXERCISE 13: Read and match the halves. Write the letter in the correct place.**

a) Father has a new clock.

b) She will not follow this dog.

c) The bottom of the document was impossible to understand.

d) My mom has got a new apartment.

e) After I have seen the opera I was in shock!

1) /ˈɪtər/ /a/ /hæv/ /ˈsɪn/ /ˈdɪl/ /ˈspɛrə/ /ə/ /ˈwʊz/ /n/ /ˈklɪt/

2) /ˈfɑːθər/ /ˈhæz/ /ə/ /njuː/ /ˈkloʊk/.

3) /ˈðeɪ/ /ˈbɪtəm/ /ˈɒv/ /ˈðe/ /dʒɪˈmɛnt/ /ˈwʊz/ /ˈmplzəbəl/ /tu/  
   /ɪndɪstænd/.

4) /ˈɪ/ /wɪl/ /ˈnɔt/ /fəˈleɪər/ /ˈdɒs/ /ˈdɒg/.

5) /mɑː/ /ˈmʌm/ /ˈhæz/ /ˈɡɔt/ /ə/ /ˈnjuː/ /ˈæpərənt/.
Lesson 4  Vowels short /I/ - /ʌ/

Exercise 4.1

Write the words you read. Short / /

<table>
<thead>
<tr>
<th>/bg/</th>
<th>/ktn/</th>
</tr>
</thead>
<tbody>
<tr>
<td>/pg/</td>
<td>/pn/</td>
</tr>
<tr>
<td>/dg/</td>
<td>/lp/</td>
</tr>
<tr>
<td>/glu/</td>
<td>/tp/</td>
</tr>
<tr>
<td>/gwenə/</td>
<td>/st/</td>
</tr>
<tr>
<td>/mlk/</td>
<td>/ŋŋ/</td>
</tr>
</tbody>
</table>

Exercise 4.2:

Write the words you read. Short /ʌ/ and match them with some pictures

| /ɪgli/ |         |
| /baeg/ |         |
| /dog/  |         |
| /ŋkl/  |         |
| /nda/  |         |
| /dʒʌmp/|         |
| /sʌn/  |         |
| /trak/ |         |
| /kap/  |         |
| /imbrila/ |       |
| /ʌp/   |         |
| /mʌg/  |         |
Lesson 5 vowels long /i/ /u/

IPA symbol /a/ /\n
Exercise 5.1
Read each word sound and circle the correct word.

/pa/ (pie – pay) /fla/ (flight – fly)
/kat/ (Kate- kite) /smal/ (smile- smell)
/wet/ (wait – white) /tap/ (tape- type)
/fand/ (find – faint) /nat/ (night – naughty)
/ret/ (right-rate) /nat/ (knife – knife)
/as/ (ice – eyes) /mat/ (might – may)

Exercise 5.2
Read the words and circle the long /u/

/kæt/ /glæm/
/tru/ /dʒuːs/
/bri/ /rʌst/
/md/ /dʒʌdʒ/
/plæm/ /blu/
/bæg/
LESSON 6
Consonants plosives /p/ / b/

EXERCISE 6.1
Read out loud each of the following sentences.
2. /hɪl/ /wɔntd/ /tu/ /dʌns/ /wʊð/ /pətrɪə/ /lɒst/ /nat/.
4. /wɪt/ /prəektst/ /ðæ/ /plæusv/ /kɒnsɛnɛnts/ /e/ /lɒt/ /ʃɪstɛd/.
5. /ʃuː/ /kənfjuzd/ /ɪstrə/ /wʊd/ /vstrɛliə/.
8. /brʌs/ /ɪnted/ /ðæ/ /nstrɔnt / /ænd/ /ʃdɛd/ /ə/ /bə/.
10. /ðæ/ /klɔz/ /wɛtɪd/ /fɪ/ /tʊmɛs/ /əntl/ /ə/ /kwɪə/ /tu/ /tɪn/

EXERCISE 6.2
Match the sentences in activity 1 with the correct ones in activity 2
A). We practiced the plosive consonants a lot yesterday.

B). He wanted to dance with Patricia last night.

C). The teacher hasn't presented Lesson 15 yet.

D). Bruce entered the restaurant and ordered a beer.

E) You've confused Austria with Australia.

F) The student reported the loss to Pat immediately.
G) The teacher pronounced each word very slowly.

H) The class waited for Thomas until a quarter to ten.

I) John studied English in Canada for three years.


Exercise 6.3

CHANGE THE WORDS TRANSCRIBED BELOW TO THEIR CORRESPONDING ENGLISH SPELLING.

1. [rɪˈzɪst] ______________________

2. [dɛθ] ______________________

3. [plɪme] ______________________

4. [mʌst] ______________________

5. [wɪtʃ] ______________________

LESSON 7
Consonants /f/ and /v/

<table>
<thead>
<tr>
<th>four</th>
<th>lift</th>
<th>graph</th>
<th>tough</th>
</tr>
</thead>
<tbody>
<tr>
<td>love</td>
<td>knives</td>
<td>grave</td>
<td>vine</td>
</tr>
</tbody>
</table>

Exercise 7.1
Read the words and transcribe them into traditional alphabet. /f/ sound

/frend/  
/ft/  
/laf/  
/staf/  
/təf/  

Exercise 7.2
Transcribe the words into traditional alphabet /v/ sound

/vju/  
/væt/  
/vines/  
/vri/  
/vænti/
Lesson 8
Consonants /t/ /ʧ/ /dz/

Exercise 8.1
Read the phonetic words and circle the correct traditional ones.

1. /tɔɪ/ (troy – toy)
2. /tu/ (two- top)
3. /tælənt/ (tent – talent)
4. /træfɪk/ (traffic - trophy)
5. /tætnɪk/ (titanic - tactile)
6. /trɒp/ (trapped – tropic)

Exercise 8.2
Read the words and transcribe the IPA symbol /ʧ/ in each one.

1. /aɪld/  ᵈ /ɪmpənzi/
2. /iːp/ ᵇ /anə/
3. /endʒ/ ᵈ /ɜərti/
4. /uːz/  9. /ani/  ᵉ /æmpiən/
10. /ɒp/

Exercise 8.3
Write the number of the phonetic words from exercise 8.2 in the correct box.

a) China ☐ f) chimpanzee ☐
b) charity ☐ g) child ☐
c) chinese ☐ h) cheap ☐
d) choose ☐ i) change ☐
e) chop ☐ j) champion ☐
Exercise 8.4

Read the phonetic words and match to the traditional ones.

1. /dʒʌmp/  a. gen
2. /dʒæm/  b. jump
3. /dʒʌst/  c. genetic
4. /dʒiːnz/  d. just
5. /dʒɛn/  e. generous
6. /dʒɛn/  f. geneuine
7. /dʒɛnʃən/  g. join
8. /dʒɪm/  h. jam
9. /dʒʊnərəs/  i. jeans
10. /dʒɪntk/  h. gym

Exercise 8.5

Circle the Word you hear, then write them into traditional alphabet.

/dʒʌmp/   /dʒæn/   /tjuːl/   /ˈendʒ/   /ʃɪl/
/ tæblt/   /tipt/   /twas/   /dʒəkuki/   /ælndʒ/
/təmˈɾeɪv/   /dʒən/   /trævl/   /trp/   /dʒænˈjuərɪ/
Lesson 9 consonants /k/

Exercise 9.1
Read the words out loud

Kidney /ˈkɪdni /
camp /kæmp/
Kiss /kɪs /
Kangaroo /ˈkæŋɡəru/
Kilogram /ˈkɪləɡræm/
Card /ˈkɑːd/
collective /ˈkəlɪktv/

Exercise 9.2
transcribe words into a traditional alphabet

/kt/  /kæb/  /kek/  /kl/  /ki/  /kæməl/  /kiwi(/)

Exercise 9.3
Circle the word you hear and write them in the lines below.

/kæb:di/  /kəme/  /kəŋntv/  /kɪrənsi/
/kælbrɛt/  /kat/  /kŋ/  /kl/  
/kɔp/  /kæp/  /krop/  /kʊpkek/  
/klæʊɡræm/  /ktn/  /kip/  /kʰæp/  


Lesson 10  consonant /g/

Exercise 10.1
Read the words out loud

**Gab** /gæb/  **galactic** /ˈgælæktɪk/
**Gum** /gʌm/  **glycerine** /ˈɡlɜːrɪn/
**Good** /gʊd/  **gadget** /ˈɡædʒət/
**Gloomy** /ˈɡluːmi/  **glory** /ˈɡlərɪ/  **gift** /ɡɪft/

Exercise 10.2
Transcribe words into traditional alphabet

/gem/  
/gæp/  
/græfk/  
/gtawe/  
/gərlə/  
/gləvəl/  
/galaxi/  
/get/

Exercise 10.3
Transcribe words into phonetic alphabet

Goat  grab  guess  graffiti  guide
Lesson 11  consonant / θ// ð/

Consonant / θ /

Exercise 11.1

Read the words out loud

think  /θŋk/  third  / θɜːd/
thing  /θŋ/  thoughtfulness  / θθθŋθs/

Exercise 11.2

Read the words out loud and transcribe them into traditional alphabet

/θiːm/  θŋθŋk  θŋfʊθʃəns
/θæŋks/  θŋθŋtθŋθŋkθŋfʊθʃəns
/ θɪt/  θŋθŋθŋtθŋθŋkθŋfʊθʃəns
/ θɪtŋ/  θŋθŋθŋtθŋθŋkθŋfʊθʃəns

Consonant / ð /

Exercise 11.3

Read the words out loud

this  /ðɪs/  mother  /mθðæ/
them  /ðɛm/  another  / ænθðæ/
brother  /brθðæ/  than  /ðæn/

Exercise 11.4
Read the words out loud and transcribe them into traditional alphabet

/s/  /t/  /z/

Lesson 12  CONSONANTS /s/ / / /z/

Exercise 12.1 read the words out loud in each consonant division.

➢ Consonant /s/
socket  /sɔkt/  subject  /stʌbdʒkt/
sack  /sæk/  suit  /sjuːt/
self  /self/  sale  /sell/

➢ Consonant / /
Shade /ʃd/  Shock  /ʃk/
Shelf  /ʃl/  Ship  /ʃp/
Shopping  /ʃprɪŋ/  Show  /ʃəʊ/

➢ Consonant /z/
These  /ðiːz/  zebra  /ˈzɪbərə/
Nose  /nəʊz/  zone  /ˈzɔnən/
Zoom  /zʊm/  /zʊm/  

Exercise 12.2
Transcribe these words into traditional alphabet

/lezns/  /zɡzæɡ/
Lesson 13  consonants  /m/ /n/ /ŋ/

CONSONANTS m/n

- Exercise 13.1 How are the given words spelled correctly? Write them into the gaps.

1. /hæmsta/ → 
2. /mŋki/ → 
3. /maus/ → 
4. /stɪm/ → 

CLUE BOX

The Nasal Sounds

m (mom, Mary, name)
n (nine, name, Nancy)

- Exercise 13.2 Matchhalves

<table>
<thead>
<tr>
<th>Meat</th>
<th>/nevju/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths</td>
<td>/miðə/</td>
</tr>
<tr>
<td>Smoke</td>
<td>/mi:t/</td>
</tr>
</tbody>
</table>
Exercise 13.3 Match halves

| fishing  | /fɪŋ/ |
| hijinks  | /hɪŋks/ |
| thing    | /hoʊdʒɪŋks/ |

• Exercise 13.4 Circle the correct Manner of Pronunciation

/m/ /n/ /ŋ/

1. Oral stops
2. Affricates
3. Fricatives
4. Nasals (also known as ‘nasal stops’)
5. Approximants

• Exercise 13.5 Underline the correct word

/sɪŋə/

singer sing singing

/sɪŋkɪŋ/}

think hiking thinking
Lesson 14  consonant /r/

- Exercise 14.1
  How are the given words spelled correctly? Write them into the gaps.

1. /ræbɪt/ → ______________
2. /ruːf/ → ______________
3. /k æ r ə t/ → ______________

- Exercise 14.2
  Underline the correct word if it is silent or not.

  - board

<table>
<thead>
<tr>
<th>silent</th>
<th>not silent</th>
</tr>
</thead>
</table>

  - friend

<table>
<thead>
<tr>
<th>silent</th>
<th>not silent</th>
</tr>
</thead>
</table>

  - butter

<table>
<thead>
<tr>
<th>silent</th>
<th>not silent</th>
</tr>
</thead>
</table>
Lesson 15  consonant /w/ / j/

CONSONANT /w/

- EXERCISE 15.1 MATCH HALVES

| /wəː/ | wear |
| /wɔːtʃ/ | worth |
| /wɔːθ/ | which |

- EXERCISE 15.2

TRANSCRIBE THESE WORDS INTO TRADITIONAL ALPHABET

| /wɔlθi/ | / we/ |
| /wɔndi/ | / wo:l/ |
| /wiːk/ | / wðɛu/ |
| /wʊl/ | / wo:k/ |

Consonant /j/

- Exercise 15.3 Read the words out loud and match the phonetic words with the correct spell word.

1. /jɪs/ united
2. /ju/ yoga
3. /jœɡə/ yeast
4. /jʊnətʃd/ young
5. /juːnɪvɪs/ You
6. /jɪːsəl/ universe
7. /jæn/ Yes
8. /ju(ʃ)ɪnsəl/ utensil

Exercise 15.4

Circle the phonetic word you hear.

/jʊn十里 / jœ hu/ / jœləu/ / jʊmi/ / jʊstɪs/ / jʊstɪl/
Lesson 16  diphthong ɔɪ

- Exercise 16.1

Read the words out loud

Boil  /bɔɪl/

Choice  /ˈfoɪs/

Noisy  /nɔɪzi/

Joy  /dʒɔɪ/

- Exercise 16.2

Write the IPA symbol ɔɪ in the empty phonetic space then transcribe words into traditional alphabet

/b____hʊd/  _______________________
/b____la/  _______________________
/k____l/  _______________________
/sp____l/  _______________________
/br____l/  _______________________
/n____z/  _______________________
/b____la/  _______________________
/____ntmɛnt/  _______________________
/n dʒ____/  _______________________
/t____lt/  _______________________

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Lesson 17  diphthong /ɪə/ /ʊə/

- Exercise 17.1

Read the following words then repeat

Near /nɪə/
Fear /fɪə/
Theorize /θəraɪz/
Clearing /klɪərɪŋ/
Bacteria /bækˈtrɪərə/
Disappear /dɪəˈpɜər/
Bilabial /bɪˈlebiəl/

- Exercise 17.2

Transcribe these words into the traditional alphabet

/dɪə/ __________________________
/wɪəd/ __________________________
/hæərəu/ _________________________
/ɪə/ ____________________________
/klɪə/ __________________________
/dɪə/ __________________________
/hɪə/ __________________________
/ɪə/ ____________________________
/gɪə/ __________________________
/ɪŋdʒɪnə/ _______________________
Lesson 18  diphthong əə

- Exercise 18.1

Read the following words then repeat
/teə/  /tear/
/eə/  /air/
/keə/  /care/
/heə/  /hare/
/peə/  /pear/
/skeə/  /scare/
/deə/  /dare/
/feə/  /fair/
/skeə/  /square/
/gleə/  /glare/

- Exercise 18.2

Transcribe these words into the traditional alphabet
/dɪə/  ______________________
/wɪəd/  ______________________
/həəu/  ______________________
/ʃə/  ______________________
/klɪə/  ______________________
/dɪə/  ______________________
/hɪə/  ______________________
/ɪə/  ______________________
/gɪə/  ______________________
/ɪndʒɪnə/  ______________________
Lesson 19  diphthong əʊ ɑʊ

EXERCISE 19.1

TRANSCRIBE THESE WORDS INTO THE TRADITIONAL ALPHABET

/pəʊk/  ________________  /əʊnli/  ________________
/bəʊl/  ________________  /mlæʊ/  ________________
/drəʊn/  ________________  /nəʊtfə/  ________________
/dənˈti/  ________________  /məʊtvət/  ________________
/leʊ/  ________________  /ləukələz/  ________________
/əɡəʊ/  ________________  /həʊpfəli/  ________________
/əʊpən/  ________________  /deʊnən/  ________________

EXERCISE 19.2

TRANSCRIBE THESE WORDS INTO THE TRADITIONAL ALPHABET

/braʊ/  ________________
/kraʊdd/  ________________
/haus/  ________________
/kɑʊns(ə)/  ________________
/raʊndli/  ________________
/faʊl/  ________________
/blauz/  ________________
/braʊni/  ________________
/ŋkəʊntə/  ________________
/əbaut/  ________________
/daʊn/  ________________
/kaʊbə/  ________________
/sauθ/  ________________
/kəntəˈrækt/  ________________

42
EXERCISE 20.1

TRANSCRIBE THESE WORDS INTO THE TRADITIONAL ALPHABET

/fla/ ____________________
/salent/ ___________________
/praməri/ ___________________
/trə/ ___________________
/rəzan/ ___________________
/adəlez/ ___________________
/sætsfa/ ___________________
/trfæd/ ___________________
/fæv/ ___________________
/bæ/ ___________________
/dæv/ ___________________
/mævəl/ ___________________
/mæŋtæz/ ___________________
/hadɾənt/ ___________________
/kra/ ___________________
/tam/ ___________________
/ʃənæz/ ___________________
/pəlæt/ ___________________
/bhand/ ___________________
/səblæm/ ___________________
/dsæd/ ___________________
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Guayaquil, 02 de Febrero de 2016

SRTAS.
Griselda Aguilera – Cinthya López
Estudiantes de la Facultad de Lenguas y Lingüística
Ciudad.-

De mis consideraciones:

Con un saludo cordial y conociendo su deseo de realizar su proyecto en nuestra institución, Les informamos que se les permite realizar el Proyecto Educativo en la Unidad Educativa Fiscal “Dr. ALBERTO AVELLÁN VITE”, al grupo de estudiantes conformado por: GRISELDA MARISOL AGUILERA ESTRADA, Y CINTHYA STEPHANIA LOPEZ MURILLO.

TEMA: INFLUENCE OF THE PHONETIC TRANSCRIPTIONS TO IMPROVE ORAL PRODUCTION.

PROPUESTA: DESIGN OF A BOOKLET WITH PHONOLOGICAL ACTIVITIES BASED ON PHONETIC TRANSCRIPTIONS.

Anticipamos nuestro cordial agradecimiento

Atentamente,

Luis Cruz Gómez
DIRECTOR

C.C: Archivo
Guayaquil, 15 de Agosto de del 2016

Se.

ARRY TORRES VIVAR

PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Se hacen mis consideraciones:

por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Aessor de proyectos Educativos.

En dicha designación constan los nombres de los estudiantes de la Escuela de Lenguas y lingüística: AGUILERA ESTRADA GRISELDA MARISOL – LOPEZ MURILLO CINTHYA STEPHANIA.

TOPIC: “INFLUENCE OF THE PHONETIC TRANSCRIPTIONS TO IMPROVE THE ORAL PRODUCTION”

PROPOSAL: “DESIGN A BOOKLET WITH PHONOLOGICAL ACTIVITIES BASED ON PHONETIC SIGNS.”

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

Ldo. Alfonso Sánchez Avila, MSc

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

VINCENTE A. UGARTE

ENCARGADO DE LA SECCIÓN DE CONFERENCIAS

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<td>Elaborado por:</td>
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<td>Aprobado por:</td>
<td></td>
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<tr>
<td>Ldo. MSc. Alfonso Sánchez Avila</td>
<td>DICTADOR</td>
<td></td>
</tr>
</tbody>
</table>
Señora
Msc. Silvia Moy-Sang Castro
Decana de la Facultad de Filosofía, Letras y Ciencias de la Educación
Ciudad.-

De mi consideración:

Por medio de la presente, Yo Cinthya Stephanie López Murillo, renuncio a mi proyecto de tesis por motivos de que no cancelé el recibo de prórroga y no poder sustentar. Debido a que mi compañera de proyecto sí realizó el pago, autorizo que solo: Marisol Aguilera pueda sustentar el proyecto.

Particular que comunicó a Usted, para los trámites legales correspondientes.

Atentamente,

Cinthya López Murillo
C.I. 092386362-5
Urkund Analysis Result

Analysed Document: Phonetic Transcriptions THESIS.docx (D30234759)
Submitted: 2017-08-24 19:36:00
Submitted By: solmar6.ae@gmail.com
Significance: 4%

Sources included in the report:
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CERTIFICATE OF PERCENTAGE OF SIMILARITY

UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICAS
MODALIDAD SEMI-PRESENCIAL
CERTIFICADO DE PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. Larry Torres Vivar tutor del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por GRISELDA MARISOL AGUILERA ESTRADA C.I. 0914931746, con mi respectiva supervisión como requerimiento parcial por la obtención del título de Licenciado en Lenguas y Lingüística.

Se informa que el trabajo de titulación:

TOPIC: THE INFLUENCE OF PHONETIC TRANSCRIPTIONS TO DEVELOP ORAL PRODUCTION

PROPOSAL: DESIGN OF A BOOKLET WITH PHONOLOGICAL ACTIVITIES BASED ON PHONETIC SIGNS, ha sido orientado todo el periodo de ejecución en el programa anti plagio URKUND quedando el 4% de coincidencia.

MSc. Larry Torres Vivar
Consultor Académico
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THE PRINCIPAL OF THE INSTITUTION

Source: Luis Cruz Gómez. Principal of the institution at the Unidad Educativa Fiscal Dr. Alberto Avellán Vite.
Researchers: Marisol Aguilera and Cinthya López

PHOTO Nº 2
THE ENGLISH TEACHERS

Source: Lyeslie Rizzo. English teachers at the Unidad Educativa Fiscal Dr. Alberto Avellán Vite.
Researchers: Marisol Aguilera and Cinthya López.
Source: Students doing the survey at the Unidad Educativa Fiscal Dr. Alberto Avellán Vite.

Researchers: Marisol Aguilera and Cinthya López

Source: The Students listening to the explanation of our proposal at the Unidad Educativa Fiscal Dr. Alberto Avellán Vite.

Researchers: Marisol Aguilera and Cinthya López.
PHOTO Nº 3
AUTHORITIES OF THE INSTUTION

Source: The authority of the Unidad Educativa Fiscal Dr. Alberto Avellán Vite. Researchers: Marisol Aguilera and Cinthya López.

PHOTO Nº 4
THE RESEARCHERS

Source: The researchers at the Unidad Educativa Fiscal Dr. Alberto Avellán Vite. Researchers: Marisol Aguilera and Cinthya López.
PHOTO Nº 7
PROJECT ADVISOR AND RESEARCHERS

Source: The researchers in tutorials with Msc. Larry Torres at University
 Researchers: Marisol Aguilera and Cinthya López

PHOTO Nº 8
PROJECT ADVISOR AND RESEARCHERS

Source: The researchers in tutorials with Msc. Larry Torres at University
 Researchers: Marisol Aguilera and Cinthya López