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CARRERA DE LENGUAS Y LINGÜÍSTICA

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ESPECIALIZACIÓN EN LENGUAS Y LINGÜÍSTICA

TOPIC:
AUDIOLINGUISTIC PATTERNS AND IT´S INFLUENCE IN ENGLISH PRONUNCIATIONS

PROPOSAL:
DESIGN A DIDACTIC MATERIAL WITH ACTIVITIES IN BASED TO PRONUNCIATIONS

AUTHOR:
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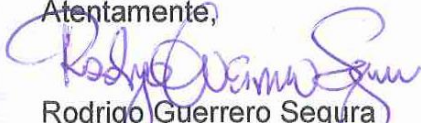Facultad de Filosofía Universidad de Guayaquil
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De mis consideraciones:

Envío a Usted, el informe correspondiente a la tutoría realizada al trabajo de titulación Tema: **Audio Linguistics Patterns and their Influence in English Pronunciation.** Propuesta: **Design a Didactic Material with Activities in base to pronunciations**, de la estudiante Laura Azucena Granados Mora, indicando que ha cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación
- El estudiante demuestra conocimiento profesional integral
- El trabajo presenta una propuesta en el área de conocimiento
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO**, para los fines pertinentes, que la estudiante está apta para continuar con el proceso de revisión final.

Atentamente,

Rodrigo Guerrero Segura
Consultor Académico

DEDICATION

I want to dedicate this thesis work to God who has taught me that in spite of every obstacle that life puts in our path, we should never surrender, nor lower our arms before them. To my Parents Betty and Telmo who have given me unconditional support and advices. To my Brothers and Friends who have given me the strength to move forward and keep fighting for my goals. This project is dedicated to my mother Betty, who has always been by my side helping and loving me. To my best friends Claudia and Edson who have always been there as a big source of support and encouragement during my college life. To my appreciated teachers for being my guide in my learning of English language. To my teacher for believing in my even when I did not. And finally, to Mr. Humberto Vélez, renowned voice actor .for helping me to improve my linguistic skill.

Laura Azucena Granados Mora

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Laura Azucena Granados Mora

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FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA DE LENGUAS Y LINGUISTICA

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AUTHOR: LAURA AZUCENA GRANADOS MORA

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ABSTRACT

Audio-linguistic techniques are too important explorations to understand the English language by separating information that is too irrelevant, indicating the existence of a document that is in the natural language that can be manifested. The necessary resources have been sought to make pronunciation a more priority technique in English classes, at the same time the monotonous to entertaining class must be converted. The current technology is an indispensable requirement that should be used in the normal classes of the teacher, taking into account a commitment to an educational vocabulary so that they can practice pronunciation for longer and also make more oral evaluations since the language so deserves it and The score in that technique can mean a higher percentage in the subject. In short, we must remind students that they are committed to always practice the English language every day at all times and places.

K*eywords:* Linguistics, pronunciation, phonetics, phonology

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RESUMEN

Las técnicas audio lingüísticas son exploraciones demasiado importantes para entender el idioma ingles separando informaciones demasiado irrelevantes indicando la existencia de un documento que este en la lengua natural que pueda manifestarse. Se ha buscado los recursos necesarios para que la pronunciación sea una técnica más prioritaria en las clases de inglés, al mismo tiempo se debe convertir la clase de monótono a entretenido. La tecnología actual es un requerimiento indispensable que se debe utilizar en las clases normales del docente, teniendo en cuenta un compromiso con un vocabulario educativo para que puedan practicar la pronunciación por más tiempo y además hacer más evaluaciones orales ya que el idioma así lo amerita y el puntaje en esa técnica puede significar un mayor porcentaje en la materia. En fin, hay que recordarles a los alumnos que tengan compromiso con practicar siempre el idioma ingles todos los días en todo momento y lugar.

Palabras claves: Lingüística, pronunciación, fonética, y fonología

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INTRODUCTION

Currently, the techniques of pronunciation become difficult that exist. Both children and adolescents who miss the year in the subject of English only for the bad ones but sometimes teachers have techniques in the same way that an entertaining way so that students can differentiate between the object and the voice in the child and the teenager can practice Pronunciation in the classroom like at home.

In this, it is implemented in search of the linguistic audio patterns with the only goal that is to improve the quality of the pronunciation of the students with the respective vocabulary according to the place of study and not to turn it into an everyday method; On the contrary, it becomes very entertaining.

This linguistic audio method can be defined as an oral domain of the language and the student can automatically maintain a conversation without having to resort to the translation of the mother tongue, besides the teacher himself must control and evaluate the pronunciation of the student Permanently. From the decade of the forties until the 20th century, it has had a series of characteristics, such as scientific review, comparing two languages to know how words can be differentiated and even similarities, having an oral aspect of language as an essential function of language and knowing that the use of language must be a behavior that is manifested through the discovery of habits and behavior respectively.

To follow up in this project, is divided into 4 chapters: in chapter 1 deals with the problems that have been found in the Unidad educativa fiscal "JOSE VICENTE TRUJILLO", and the possible results to be obtained. In chapter 2, we talk about the complete investigation of all the aspects that are dealt with in the research, such as the audio-linguistic patterns, the phoneme, the phonology,

the different forms of audio-linguistic patterns, among others. In chapter 3, shows the resources that were made in the research followed by the interviews made to the foreign language teacher and the educational vice-rector and the conclusions of the same and in chapter 4 talks about the units found in the proposal and the aspects that were performed in it.

CHAPTER I: THE PROBLEM

This chapter consists of the general and specific objectives, the definition of the problem and the argument of the investigation are carefully explained, culminating with the evaluation of the research.

CHAPTER II: THEORETICAL FRAME. This chapter consists of the theoretical framework is determined with a variety of foundations such as philosophical, pedagogical, technological and legal foundations that favor this educational project.

CHAPTER III: METHODOLOGY. This chapter consists of organized with methods and instruments that were carried out in this investigation with their respective analyzes.

CHAPTER IV: THE PROPOSAL. This chapter consists of the proposal of this research is made with a didactic material with activities that will make the students learn phonology through dubbing and so they can learn more of the foreign language

APPENDIXES. This section contains supporting material such as data sheets, questionnaire samples, illustrations, maps and charts when necessary.

CHAPTER I

THE PROBLEM

CONTEXT OF THE INVESTIGATION

The learning of English has become an important topic in the present educative system of Ecuador. The state is responsible of regulating the pertinence of the content, the efficiency of the methodologies and the activities carried out, as well as the human and material resources involved in the teaching-learning process, to reach international quality standards in education. Eventually, all the regulations will turn into a wide range of benefits and opportunities for Ecuadorian students. (Article 344, 2008)

The following research is conducted in the educative unit Jose Vicente Trujillo which was founded on 18 June 1973. This site was one of the three schools of a basic cycle that were created in the government of General Guillermo Rodriguez Lara. In its beginnings, the school was only for men and only worked in the afternoon session. The first director was the Lic. Margarita Brown Ubilla. The first building was located in the streets 6 de Marzo and Letamendi for ten years. Then, the Very Illustrious Municipality of Guayaquil in 1984 offered land in P 2 on the first avenue and second street where the educational institution continues to operate until today. The first graduating class was in the 1988-1989 school year. The director in that year was the Lic. Carlos Veloz Ordoñez.

Unidad Educativa Fiscal "Jose Vicente Trujillo" belongs to the Educative District one, whereof the current director is Dr. Amparo Gilces Zambrano, has 972 students that are divided into 485 men and 487 women. Also, there are 39 teachers in the two days: morning and evening, including four teachers of English as a subject.

The area director English is the Lic. Amarenda Troya. The campus only has a computer lab. Students have books that give the Ministry of Education.

CONFLICT SITUATION

Limitation of innovative pronunciation activities. When students read the sentences, they cannot pronounce the words well, and even if one rereads the same sentence, the student does not decode the words, although in those cases there are other decoding methods so that they can deduce what they say, and so connect what they say with what they read.

Insufficient resources to improve the pronunciation of students. Teachers sometimes do not look for the most direct measures or ways for students to improve their pronunciation, bearing in mind that at present there are some patterns that can combine old education with current technology for the diction of the English language.

Inappropriate methodology to make pronunciation more pleasant. The lack of evaluation is another reason for them to have a bad pronunciation. Teachers should do at least one assessment per week to know how they are doing in different activities so they can improve their speech. But at present, the ability of the speech is the one that concentrates less the teachers in doing exercises, since they focus on the technique of the writing in almost all the hours class of English.

SCIENTIFIC FACT

Esto surge a finales del siglo 19 como reacción de método de una traducción gramatical anterior. Sostiene que al enseñar una lengua extranjera no se necesita hacer una traducción al idioma extranjero, al contrario es a través de las demostraciones y acciones que queremos expresar. (Molina, 2014)

CAUSES OF THE SITUATION OF THE CONFLICT

- Limitation of innovative pronunciation activities
- Insufficient resources to improve the pronunciation of students
- Inappropriate methodology to make pronunciation more pleasant

FORMULATION OF THE PROBLEM

What is the importance of audio linguistic patterns for improving pronunciation in the students in tenth-grade l Education B basic parallel A of at Unidad Educative Fiscal JOSE VICENTE TRUJILLO, Zone 8, District 1, Guayas Province, Canton Guayaquil, Ximena Parish, school year 2018-2019?

OBJECTIVES

GENERAL OBJECTIVE

To examine new audiolinguistic techniques for improve pronunciation in students

SPECIFIC OBJECTIVE

- To encourage the use of audio patterns linguistic through activities focused in practice, and I study of scientific texts, and a field study.

- To promote a better understanding of the pronunciation of students through activities and resources suggested by the researcher
- To develop a didactic material with audio-linguistic activities based on dubbing based on a bibliographic review

RESEARCH QUESTIONS

- What kind of problems do students have related to pronunciation?
- What kind of activities and technological resources could improve pronunciation?
- How can these resources help to improve pronunciation?
- Would audio-linguistic patterns help to improve the pronunciation of students?

JUSTIFICATION

This educational project was made because in the pronunciation there is not much recourse, of course there is a variety of activities but they do not pay attention and they want to concentrate on the ability of writing (grammar), the English language is one of the most important languages they have to learn all people, do not combine the four skills to be able to have a better pronunciation. This idiom has several study methods that combine philology and linguistics, so the purpose of this is to improve pronunciation by making a combination of audio linguistic patterns, which is to improve the pronunciation of the language and make the language become in one of the students' favorites.

The direct beneficiaries of this project are the tenth grade students of basic education "A" in parallel to the fiscal educational unit "JOSE VICENTE TRUJILLO", since they will be able to take advantage of a

good pronunciation, letting them know that diction is an important technique as well that the grammar, besides that the subject can be converted from something monotonous to something entertaining. They will also be the teachers of this institucion educativa since as direct too. They will enjoy new techniques and resources that can work as a team so that it is not only the tenth-grade students of basic education but all the students of this respectful educational institution.

The third parties are the directors because they will have a technological version for their students. The indirect will be the parents and society, which is the community involved in this learning. In addition, from the legal perspective, this project is based on some constitutions; for example, according to article 347, subsection eight of the Constitution of the Republic of Ecuador, it is established: "As a responsibility of the State: to incorporate information and communication technology in the educational process and establish the link between education and productive or social activities. This means that dubbing will become an essential tool for students."

according to the organic law of intercultural education of the republic of Ecuador, the title one of the general principles, the unique chapter of the scope, principles and purposes, the article 2 principles, paragraph U of the research, construction and permanent development of knowledge is established as follows: "It is established to research, construction and development permanent knowledge as a guarantee of the promotion of creativity and of knowledge production, promotion of research and experimentation for educational innovation and scientific training " (ley organica de educacion intercultural de Ecuador, 2011)

CHAPTER II

THEORETICAL FRAMEWORK

BACKGROUND

Speaking is one of the four main skills of English. Since the students must have a better pronunciation of the aforementioned language, and for that they need facilities to vocalize the words and discover the meaning. As students have the motivation to read an English book, they will realize how important the pronunciation of their student life is. Technology has become a tool for students to improve their skills in the field of pronunciation and can complement the other skills of the English language.

New conceptions of technology include emails, blogs, Skype, twitter and google. They have marked a tendency to face reading and the pronunciation of it. A person does not need great resources or belongs to a Cenacle of specialists to produce and spread their talent. You just have to exist a computer, have a good internet connection and use other implements are enough to develop your work, in addition to interacting with readers or their followers through social networks. (Ministry of Education of Ecuador, 2016), in the case of students, it can favor the improvement of pronunciation and also make good use of technology and social networks.

There is an audiovisual language and the school language to be able to glimpse its effects in the different types of language. The idea of this is to show that the audiovisual language as a potentially institutional mechanism, it is necessary to make a strategic relationship between the student and the school language. All this can lead to a configuration of creative beings, novelists and attentive to listen to options to the structuring of a new society. Ciro (2007),

This study is taken as a starting point That the language is a Means of communication and a symbol of identity" Means That Both audio linguistics and phonology have priority in the activities that are part of the english subject It also mentions that not only phonology, grammar and lexicon are part of a code that is used in communication and that it has a conventional meaning in the community, but also that that serve to transmit referential and social information. (Igareda 2012)**.**

The students of Unidad educativa fiscal–"Jose Vicente Trujillo" know the shortcomings which have about speech technique, and it has shown little participation that they have students in after-school and the activities carried out in the Auditorium. Then dubbing would be a fun tool for teaching the technique of speech.

AUDIOLINGUISTIC PATTERNS

DEFINITION

They allow us to explore important conversational situations concerning a company or staff to separate relevant information from the superficial through volume, feeling, emotions, influence, It is also the linguistic succession with an applicable semantic component; it can be recurrent and less ambiguous to represent a repetitive model that can be interpreted in semantic rules. (Garcés, 2018)

is also known to be biolinguistics, postulates the existence of a mental structure that indicates the understanding and enunciation in any natural language (in this case English) making possible the Language acquisition process is requested very little for its proper functioning and is developed experimentally and automatically. Birchenall (2014)

CHARACTERISTICS OF AUDIOLINGUISTIC

It is an Oral approach with the emphasis on the models of grammatical sentences since only the foreign language is used to help with the separation of the linguistic systems of the two languages, to say that the vocabulary is kept to a minimum while the students and teachers sounds and grammar

IMPORTANCE OF AUDIOLINGUISTIC PATTERNS

The manifestations of a human language can constitute them; this is something old or something modern; it can consider that there are different forms of expression. Some tasks of linguistics are: It must manifest the essence of the social function of language

Knowing that can know the histories of the languages can be equivalent the descendants of the languages making a construction of the maternal languages of each family as much as possible. Having the necessary forces to intervene permanently and universally with the knowledge of each language, removing the general laws that can reduce the particular phenomena of history. By collaborating with the results of the fundamental problems it will be possible to reduce the damage in the teaching of foreign languages.

The variable is involuntary and has no purpose. Speech is a human activity that can vary without precise limits in the various social groups; there is a somewhat historical-social heritage of the group, having a social habit that is maintained for a long time. Perhaps the students are not so conscious, but in case of a monkey as accurate as the religions, the customs and the arts of the different peoples. Walking is an organic and even instinctive function, and speech is not a non-instinctive, acquired, cultural function in its essence.

AUDIOLINGUISTICS TECHNIQUES

Focus: is based on the approaches proposed by American linguists in the fifties, some approaches known as structural linguistics. When linguists discovered new types of sounds and even new structures of linguistic organization, a new interest has been developed in phonetics, phonology, morphology, and syntax. An essential feature of structural linguistics was that the fundamental means is oral.

Learning: behavioral psychology is in vogue that was at that time claimed to have discovered the secrets that were in all human learning — behaviorism, anti-mentalist and also the empirical approach to the study of human behavior.

Design**:** The followers with this method demanded a complete reorientation of the curriculum that exists in the foreign language, which should be based on speech. The fundamental objective of achieving oral competence, rejecting the study of grammar or literature as ideas for the teaching of foreign languages. (Schneider, 2012)

RESOURCES

Have a guide to the vocal sounds in English: The English pronunciation of both the vowels and consonants, although it must be considered that the vowels in English are the same as the vowels in Spanish. There can be a total of 20 different combinations. An example clergy is to select the vowel one wants to learn, and then the combination one wants to practice.

Favorite songs: is more fun and beneficial way to learn not only to learn a new language but also the pronunciation as it is accustomed to the ear will also have rhythm listening to the favorite song over and over again allowing to memorize a new vocabulary easily and perfecting in the same

Films and series in English are resources that are most recommended for more self-taught. Among the advantages of this resource are: differentiate accents that countries have (both in the United States and in England since each one has different pronunciations), they will use the organ of the ear to the English language as with the songs you can progressively improve pronunciation

Listening to the radio in the English language: BBC (England) and VOA (United States) is one of the most mentioned radios to practice pronunciation. It may be silly, but it may be one of the key factors with which one begins to acquire excellent English pronunciation. They also have different types from news to history. They can tune in to local radios that have programs in English or on the internet that have programs in English and listen to them for at least an hour, so apart from practicing the pronunciation can learn grammar and vocabulary,

Reading books aloud: as hear the voice they will realize the errors that it can correct when practicing the English language, it is also a method to learn new vocabulary in all its context, but above all, it is an excellent resource for not leaving of the house

Social languages of languages: apart from Facebook, Twitter and Instagram there are other social networks more useful among them are web programs to practice English with people from other parts of the world to perfect English and can have the webcam so that other people can correct the mistakes that one has.

Mobile applications to learn languages: as happens in social networks, some applications are designed to learn the English language; but it have to know what applications useful and what applications are not.

English courses abroad: these may be the most expensive of all options, but even so it is the most effective. Because the same native people in both the United States and England can teach pronunciation and are enabled 24 hours a day, 365 days a year. If you can stay with a native family is another good option. Some courses are quite cheap. (Olsen, 2016)

AUDIOLINGUISTIC METHODS

Structuralism: is the vision behind an audio linguistic method, the focus is on examining how the elements of language can relate to each other in the present all. This method means "synchronically" instead of "diachronically." It can also be argued that linguistic signs are composed of two parts. Between a signifier (the sound pattern of a word) and a meaning (the concept or meaning of a word). The study of language aims to describe performance, "conditional freedom" since it is the only noticeable part of the language.

Behaviorism: behaviorism is a philosophy of psychology that is based on the proposition that all things that organisms do, including action, think and feeling can and should be considered as behaviors (Cherry, 2018). Moreover, this holds that the indication occurs through associations, habit formation, and reinforcement. When the student produces the desired behavior and is reinforced positively, it is likely that the behavior will be issued.

The audio-lingual method: The objective of this method is pronunciation and grammar, the ability to respond to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns. (**Mondragon, 2012).**

This method was a special emphasis on mastering the basic components of language and learning the rules to be able to change them. This method audingual was believed that the structure of an apprenticeship or grammar was the starting point for the student. Here are several characteristics of the method:

Language learning is the formation of habits.

These mistakes are often incorrect and can be avoided because they can be considered bad habits. These language skills can be learned more effectively if it can be presented orally and then in written form. Analogy is a better basis for language learning than analysis. The meanings of words can only be learned in a linguistic and cultural context.

Advantage of audiolinguistic patterns

It is to develop skills to write and speak well, which is a step beyond the method of grammar. Use of aids visually, which has proven effective in teaching vocabulary.

Disadvantages of audiolinguistic patterns

The methods are based on assumptions that may be false about the use of language. The study of language is not the same as studying "CONDITIONAL FREEDOM" Mastering a language may depend on the acquisition of the rules underlying the performance of the language, is the linguistic, sociolinguistic and discursive competencies.

Importance of audiolinguistic patterns

The learning and teaching of a foreign language have always been linked with the use of materials because it is proven that this allows to get close not only to the language they study but can also learn their culture. Although it is not the exclusive responsibility of a

teacher to learn a foreign language, it is necessary to use it so that one understands what is being talked about, from that perspective it can be unquestionable that materials can be fulfilled in the contexts of language learning and culture ((Martinez, 2015)

PHONETICS AND PHONOLOGY

Phonology

It is part of the grammar that studies how the suprasegmental sounds of a language are organized to spread a meaning. Also, phonology is considered a discipline that contains only one objective: the level of expression of native languages, as soon as it is the study of the form of expression (Swam, 2015).

Difference between phonetics and phonology

Although phonetics and phonology are structures that study sounds and their meaning, it can also be said that there are several differences that have been mentioned previously. To carry out this educational project we must have for sale that both phonics and phonology are completely different.

Why does the difference between phonology and phonetics belong to the technique of speech and pronunciation? Because although they are part of the field of linguistics, one of the two sciences stands out more in the sounds, while the other focuses more on the meanings of the words. Below are some differences between phonetics and phonology:

While phonology studies phonemes and their meaning, the phoneme is responsible for teaching the sounds and their respective function. Phonology begins with different words with different meanings; phonetics deals with the ways of articulating the mouth.

According to Hernández (2014) phonics studies the acoustic nature and the physiology of sounds, phonology studies the phonetic elements or the units of a language.

Remarkable fact: in the phonetic and phonological sounds in the English language there has been a problem in the students concerning the communication (Stephany, 2013)

Although phonology studies the plane of expression, phonics has the substance of expression Phonology is little known, but it must be said that it is very important because it implies syntax to better understand the language and build the meaning. The phonetics contains different main branches that are:

Experimental Phonetics, Articulatory phonetics, Phoneme, Acoustic phonetics, auditory phonetics (Huaracha, 2010)

Phonetics

In the book "Principles of Phonology" the different sources are mentioned in the language as mentioned earlier, independence between phonology and phonetics that belongs as linguistic disciplines. Trubetzkoy reaffirms: "Therefore, a certain contact between phonology and phonetics is, despite its basic, inevitable and absolutely necessary independence, but this contact should only take place at the beginning of the phonological and phonetic description and should also be limited to what is strictly necessary." (Battistella, 2017)

Importance

Phonetics

Phonetics belongs to the branch of linguistics that studies the sounds of speech and its production, combination, description and representation that is by means of symbols. In addition a linguist who specializes in phonetics is known as a phonetician. As discussed the limits of the discipline of phonetics and phonology are not always clearly defined. (Nordquist, 2018)

Phonology

It is a fundamental component that aims to collect a specific language in even smaller components to reach a much greater ingredient, from the letters, followed by the syllables, continuing with the morpheme, words, syntax, reaching the sentences, and ending with the speeches, and so the rule applies. According to Sebastian, (2013) define how phonological input can be implied before the complete or demanding material.

Strategies on phonetics

Synchrony only occurs if the idea of each one has the diffuse phoneme if there is a margin of understanding suitable for some variants. There are a series of sounds that can be real and are an intervention of the speaker and that should also be part of a study of phonetics. There is also a unit of language that can be spoken with signs that there is a difference so that the ear can or can not do so. You should not make mistakes, you have to recognize and analyze the differences and with the device of phonation that should be produced in a way, but also to speak you must learn and know how to differentiate sounds.

Phonetics is usually developed in the field of studies of both philosophy and linguistics and that the future specialist can achieve a sensible and thorough understanding of the articulatory, acoustic and perceptual characteristics of the segmental and suprasegmental elements of the language. The fragments of the messages are divided into three parts:

The sounds: it is considered an acoustic-articulatory unit in which a word is divided that conforms to an open and diverse group and that the physical properties are subdivided into:

- Quantity: can be long and short
- Intensity: they can be strong and weak.
- Tones: they are serious and acute
- Phonemes: is the minimum linguistic unit with a proper value but is qualified to differentiate the words. It is also a mental image of a sound that we crave to pronounce while the sound is what it say
- Grapheme: it is not a linguistic unit; it could be said that it is a graphic exhibition of an established phoneme.

On phonology

This phonology implies establishing a plan that leans towards optimization of representing a word and storing the phonological materials and having an organization of the sounds to produce the words. For this, it is necessary to intervene so that the students have a better optimization of the intelligibility of their revelation so that they have more effective communication, although a degree of difficulty in the processing and even in the storage of general verbal information can be shown. Academic complications. Sometimes a broad material recognition and speech process is required (Chavez, 2013)

Technical of the pronunciations

Phonetics and phonology

Referring to the field of the phoneme it could be said that there are different jobs for various levels, which will be explained below:

Levels a1 - a2

It is done by identity to produce both vowel and consonantal phonemes. Among these are the tongue twisters:

One-one was a race horse.

Two-two was one too.

One-one won one race.

Two-two won one too.

It can also use the radio to choose the sounds that are intended to work, but this may depend on some problems that may be faced in students, and ask students if they usually listen to the radio formally such as:

Which one? What type? When? Where?

That depends if the student listen via the internet or sound equipment, this activity is done between couples and make them pay attention for at least 10 minutes, making them identify words with the sounds that are being applied until the mistakes are finally corrected and they are told to pronounce the words well.

Repeating samples

Although it is an everyday exercise you can realize that to have a good pronunciation of what they have to do is listen. After they help these fronts, improve the oral comprehension followed by their production. In this technique, their have to encourage them and

grant the necessary tools so that they continue to extend their competence in the class.

Return learning into something unforgettable

The moment can be more fun while the time passes when you can use all the senses that exist in our body. The sounds that can be practiced could be done by making tongue twisters that can be optional words, making the sound can be repeated again such as tongue twisters that have the words letters M, S and F.

Help to hear the sound

One piece of this is to be able to investigate if the word contains the particular sound and to tell the students questions like, do we hear? Do we hear? These occupations by doing them orally can teach students to differentiate the actions hear and hear the sounds of words.

Apply the skills to identify letters and sounds when reading

It is a combination of listening and reading techniques that will help students to have a relationship between letters, sounds, and words.

How to apply phonetics and phonology in class

It is not necessary to think that: "to teach to pronounce is to teach phonetics" Pacagnini (2017)

It is necessary to understand that there are units of representation and analysis that are the following:

- Graph: is the one that represents in the form of the letter in which it is subdivided into grapheme: letter, Spelling: are the rules that indicate the correct writing of words.
- Sound: is the acoustic manifestation of in stallion element.

- Phoneme: abstract elements.
- Distinctive features: are characteristics that distinguish the phonemes of the language.
- Fono: is an acoustic manifestation of a morpheme.
- Alófono: is the variant of a phoneme that accompanies a context.
- Silaba: is the grouping of letters (Ramos, 2009)

In that sometimes they can work in groups or pairs and showing the values that should be taught between classrooms

How to improve it with value?

Design bulletin boards for a contest to encourage the value of respect, and Prepare and work on campaigns to encourage the value of respect

Case analysis to encourage the value of honesty.

Field trip to hospitals, share time and share time and care by the people who need them

Design and exhibition of a colleague to encourage the value of love and friendship, (Astudillo, Ledesma, Maridueña, Ramírez, 2017,)

Theoretical foundation

To start students must boost positively to learn new techniques learning because it is an essential part for the study in the student's life for them, for that it is necessary to prepare them every day not only to the students but also to the teachers when it is the case. Both the internal and external environment effectively influence the improvement of learning. (Celi, 2018).

After motivating the students, the definition of each of the techniques must be taught; but in this case, phenology and dubbing must be learned separately. When the meaning of each one is known, it should be shown very simple activities so that their curiosity to learn new systems develops. Not only can new pronunciation techniques be learned from students, but teachers can improve their ways of teaching and the four methods of learning English can be combined. This technic is a team effort in which everyone would benefit.

Linguistic foundation

Do really need English in the professional field and the academic? Yes, because it is necessary to communicate with people who live or work abroad, it is also one of the languages most used in the world apart from languages French, Italian, German.

How are we going to do it? It have to constantly study, renew the techniques of pronunciation and the techniques of writing, avoid translations because sometimes they are often an error, and most importantly, learn this language not only out of curiosity or because you like the language, but because it is a necessity. (Herrera, 2014).

Reflections on the use of English and Spanish in analytical philosophy says in the thesis mentioned that to translate text strives to reason very opposite way in which usually the Spanish used, knowing that Spanish is our native language and English is our adopted language. (Garcia 2014)

Psychological basis

Language is a dual tool because it is composed of two very different things: speech and language. It is also filled with questions, including the importance of the phonology of the mother tongue in learning the second language; the theoretical foundations can be operated from psycholinguistics, as it can occur in the pragmatic contents of English as the foreign language. (Navarrete, 2012)

Epistemological foundation

All human beings look for ways to renew their quality of life. Among them is to expand their knowledge of the English language, because this is a mechanism to face challenges and to be able to move opportunities. Today the English language is becoming the new Latin of these modern times, as did the Latin language for Europeans developed in the Middle Ages, but it is recalled that some philosophers who raised their protest shout against the Spanish language can practice as does the English language in the present, although we must choose the English language as an educational field both school, college, and university. (Toribio, 2014). They are at a good time to know what bilingualism is (ability to express yourself in two languages) means that a person can develop both in the social field and in the workplace because today people need to know more than two languages to be able to obtain a good job in the future. (Rueda, 2014)

As said by who mentions: "All true philosophy must be realizable in human existence. Life philosophy. In these words, is the deepest desire to renew our way of thinking, intuiting and living. Philosophy steeped in all those events that make a man a being eminently aware of his social purpose "means that we can renew what we have applied in pronunciation in the time we have learned. The teaching of the English language is focused on the knowledge of

the constituent elements of the idiom, but this continues to be stopped due to the lack of supports that direct the student to the exercise of the language and to perfectly improve pronunciation in different social environments. In the learning of the English language is being projected in a significant change and it is characterized that the students make the translation a fragmented manner as the repetition of the words, verbs, and sentences for their respective study. (Garcia 2012),

Legal foundation

This educational project is based on the constitution that has been in force since 2015

Paragraph 3, Article 3 of Title 1 of the constitution of the Republic of Ecuador, which states: "To strengthen national unity in diversity" in Article 2, paragraph 2 of the third section (communication and information) is also included which states: "that all people individually or collectively have the right to a general approach to technology and communication.

Regarding education in article 28 of the education section emphasizes:

Education will respond to the public interest and will not be at the service of individual and corporate interests. Universal access, permanence, mobility, and graduation will be guaranteed without any discrimination and the compulsory nature in the initial, basic and baccalaureate level or its equivalent. It is the right of every person and community to interact between cultures and participate in a society that learns. The State will promote intercultural dialogue in its multiple dimensions. The learning will be developed in school and not the school. Public education will be universal and secular at all levels and free up to the third level of higher education inclusive.

According to the following articles included in the first section (EDUCATION), included in chapter 1 (INCLUDING AND EQUITY), of the seventh title (REGIME OF GOOD LIVING), of the current constitution of the Republic of Ecuador, establishes the following:

ARTICLE 343.- The national system of education will have as its purpose the development of capacity, the development of individual and collective capacities and potentialities of the population that make possible the learning, generation and use of knowledge, techniques, knowledge, arts, and culture. The system will center on the subject that learns, and it will work flexibly, dynamically, inclusively, effectively and efficiently.

According to article 347, paragraph eight, it is established as a responsibility of the State: to incorporate information and communication technology in the educational process and establish the link between education and productive or social activities. This means that dubbing will become an essential tool for students.

according to the organic law of intercultural education of the republic of Ecuador, the title one of the general principles, the unique chapter of the scope, principles and purposes, the article 2 principles, paragraph U of the research, construction and permanent development of knowledge is established as follows: "It is established to research, construction and development permanent knowledge as a guarantee of the promotion of creativity and of knowledge production, promotion of research and experimentation for educational innovation and scientific training " (ley organica de educacion intercultural de Ecuador, 2011)

CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS, AND DISCUSSION OF RESULTS

Methodological design

This educational research project is divided into mixed methods since there is a difference between the qualitative and quantitative aspects.

It is quantitative because it arises from counting reality in absolute terms and necessary to be able to establish the behavior patterns of a population over time, also uses fine variables that can be measured and quantified (numbers). Likewise, all the information is obtained from samples of the population and studied, revealing their magnitudes, and also facilitates comparison with similar studies. Even, their results are extrapolated to the entire population or universe. It is qualitative because it can provide differentials of reality. Its variables may depend on the different attributes of the reality studied. Also, it makes it possible to fine-tune population trends and help determine the expansion of the data analyzed. (Segarra, 2013)

Types of research

This project is based on a descriptive design for the reason that can be characterized the current situation of students in the tenth year of Basic General Education B from the Unidad educativa fiscal "José Vicente Trujillo" in the development of pronunciation.

Descriptive research

It is known as statically research; describes the data and characteristics of the population or phenomenon in a study. Answer the following questions: when?, What?, Where?, Why?. (Bayona, 2016)

Explanatory research

According to Ramos (2012), this research has a theoretical or experimental purpose, explanatory research that can point to more practical objects, hence also according to the Hyman denominations, diagnostic explanatory studies, of prediction and evaluation or pragmatics.

Bibliographic research

It involves reflecting on the search mechanisms that can be addressed to the needs of small users through the work that has been developed during the educational project. They can be real libraries and digital libraries (Gómez, 2013)

Population and sample

Population

It is a random variable related to the objects or individuals that are intended to be studied in an investigation. Each of the elements of the population is called individual and these, in turn, share some characteristics. (Yánez, 2019) In this case, the students of the tenth year "B" from the Unidad educativa fiscal-"José Vicente Trujillo" who are affected. For the experience of the researchers and, through observation, the problem was identified with a specific set of people, as a thesis of the population of interest, a group of interest for the authorities of a said educational institution, they were asked to work with them. Since the indicated population is less than one hundred people, it is not necessary to establish a mathematical formula to determine the sample. Through this observation phase, this particular problem develops within group B.

Sample

It is a process of selecting a set of individuals from a population in order to study and also be able to characterize the total population. (Ochoa, 2015) For the reasons mentioned above, the selected sample will be the 40 students of Room "B." The population and the sample are the following:

Table N° 1 Population and sample

ELEMENT	DESCRIPTION	POPULATION	SAMPLE
1	Authorities	1	1
2	Teachers	1	1
3	Students	22	22
TOTAL		24	24

Author: Laura Granados Mora

Table N° 2 Operationalization of variables chart

VARIABLES	DIMENSION	INDICATORS
Dependent Variable Audio linguistics patterns	Components of audio linguistics patterns	• Focus, Learning, Designs
	Resources	• Have a guide to vocal • sounds in English • Favorite songs • Listening to the radio in the English language • Read books invoice high • Social language networks • Spanish courses abroad
	linguistic audio methods	• Structuralism and • Behaviorism.
Independent Variable Pronunciations	Phonetic and Phonology	• Definitions
	Phonetics strategy	• The sounds • Quantity • Phonemes • Graphene
	Phonology strategies	• broad material recognition and a speech process
	Levels	• A-2
	How to apply in class?	• sound • phoneme • Distinctive features • Phono • Allophone • syllable

Author: Laura Granados Mora

Bibliographic method

It has an objective that is clear, that is useful for the users of it. It must also be essential that one know the status of the issue on the subject with a limit and not repeat the same. (Tramullas, 2015).

Inductive and deductive

These methods are the most important scientific ones to which the generic denomination of the scientific method refers. It is based on holding knowledge that is considered valid in such a way that new knowledge is obtained, and combine necessary and simple principles (Salto, 2013). In this case, the new audio linguistic patterns must be implemented in order to improve the students' promulgation according to their level of study.

Empirical method

In this method, it is applied to the survey conducted to the students and in an interview for the teacher and the authority of said Educational institution. These methods of empirical research lead the researcher to a series of practical procedures with the object and the means of investigation that allow revealing the fundamental characteristics and essential relations to the sensory contemplation. (Cabrera, 2013).

After the surveys, either one can know what implements should be improved so that the English class can be more dynamic

Statistical method

It consists of a sequence of procedures for the management of qualitative and quantitative research data. It is a powerful tool of scientific precision insofar as it is combined with qualitative methods and is used according to the needs and objectivity of the research. (Elejalde, 2014) in this case, is divided into two parts: In the first part,

students are expected to read a relevant part of the clarifications about the survey they take then, the results are tabulated and given and a statement of analysis on each question.

Research techniques and instruments.

For this educational research project, the following techniques were involved.

Poll

It consists of the design of a questionnaire or an interview cell prepared to measure opinions about specific events or events (Ávila Baray, 2006) For this survey, a questionnaire of 10 statements will be answered to examine the different related variables with the problem using a Likert Scale that goes from 1 (totally disagree) to 5 (totally agree). This survey will provide information on how the problem has been handled previously; the methods used to solve it, the possibility that the problem is currently present, how the students feel about the problem, are now portrayed towards the problem and the approach. Also, the student survey will give the closest results about how the deficiencies related to the problem can be faced.

Interview

It is a technical instrument of great use in qualitative research, to collect data. It is to define the interview, review its classification emphasizing the semi-structured because it is flexible, dynamic and non-directive. Likewise, the way to elaborate questions is outlined, the way to interpret it and its advantages are outlined. Finally, due to its importance in medical practice and medical education, examples of its use are mentioned. (Diaz-Bravo, Torruco-Garcia, Martinez-Hernandez, Varela-Ruiz, 2013) In this case, would be what are the best means for students to improve. Such a problem is pronunciation. For this survey, a questionnaire of 10 statements will

be answered to examine the different variables related to the problem using a Likert Scale ranging from 1 (totally disagree) to 5 (totally agree). This survey will provide information on how the problem has been handled previously; the methods used to solve it, the possibility that the problem is currently present, how the students feel about the problem, are now portrayed towards the problem and the approach. Also, the student survey will give the closest results about how the deficiencies related to the problem can be solved.

Analysis of the survey results

Item 1: BGU tenth grade "B"

Sample: 22 Students

1. Do you agree with the activities of linguistic pronunciations according to your level?

Table N° 3 Do you agree Pronunciations activities linguistics is according to your level?

Code	Alternatives	Frequency	Percentage
	Totally disagree	2	9%
	Disagree	14	64%
Item No. 1	Indifferent	3	14%
	Agree	1	5%
	Totally agree	2	9%
Total		22	100%
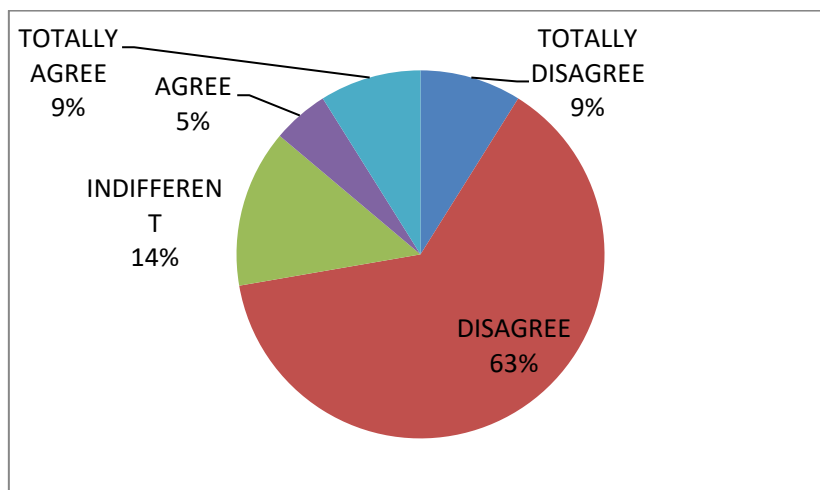
Graphic N° 1 Do you agree Pronunciations activities linguistics is according to your level?
Source: Students of the Tenth grade parallel "B" of Jose Vicente Trujillo High School
Author: Laura Granados

Comment: According to the results 62% and 9% of students do not have problems with pronunciation, but 9% and 5% have pronunciation problems requiring correction. What one proposes is an educational material on pronunciation based on audio linguistics patterns.

Analysis of the survey results

Item 2: BGU tenth grade "B."

Sample: 22 Students

2. Do you agree from language pronunciation is one of your faults?

Table N° 4 Do you think the language is pronunciation is one of your defects?

Code	Alternatives	Frequency	Percentage
	Totally disagree	2	9%
	Disagree	4	18%
Item No. 2	Indifferent	4	18%
	Agree	4	18%
	Totally agree	8	36%
Total		22	100%
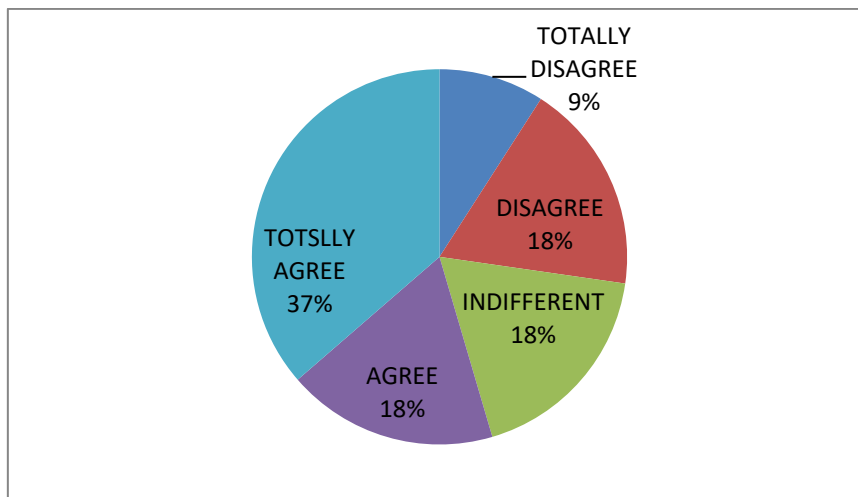
Graphic N° 2 Do you think the language is pronunciation is one of your defects?
Source: Students of the Tenth grade parallel "B" of Jose Vicente Trujillo High School
Author: Laura Granados

Comment: 37% and 18% of students think that one of the shortcomings is the pronunciation to have better pronunciation 18% have proper pronunciation not as good and 9% have no problem with pronunciation. If so, everyone should assess to see what level of difficulty in pronouncing students are based and that power and group them to learn more, but according to the level of the course, study belongs in general.

Analysis of the survey results

Item 3: BGU tenth grade "B."

Sample: 22 Students

3. Do you think English pronunciation is difficult?

Table N° 5 Do you think English pronunciation is difficult?

Code	Alternatives	Frequency	Percentage
	Totally disagree	2	9%
	Disagree	15	68%
Item No. 3	Indifferent	0	0%
	Agree	4	18%
	Totally agree	1	5%
Total		22	100%
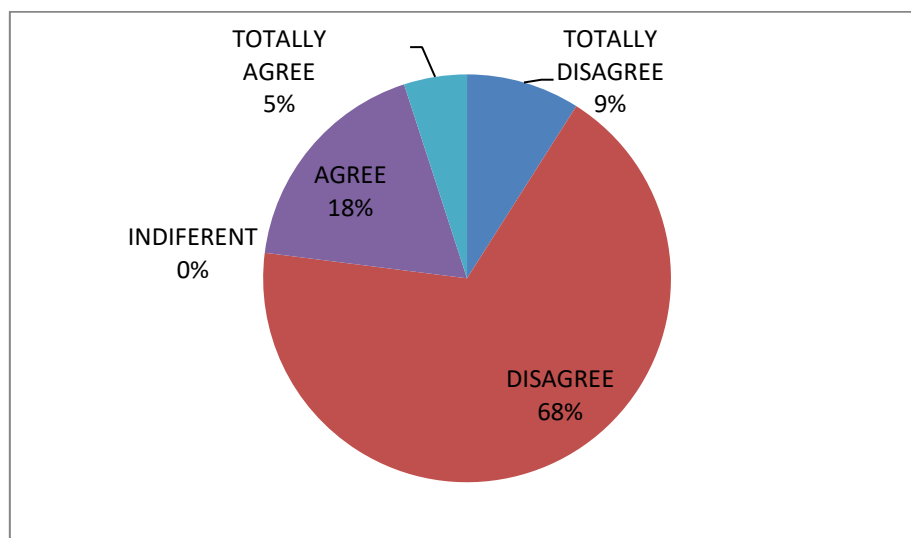
Graphic N° 3 Do you think Inglés pronunciation is difficult?
Source: Students of the Tenth grade parallel "B" of Jose Vicente Trujillo High School
Author: Laura Granados

Comment: both 68% and 9% of students confuse the words uttered at the time, and that ruling is the proposal while 18% pronounce well even if they have flaws and 5% correctly pronounce the words. In this case, everyone have a single class of pronunciation such conversations or music in English to find their pronunciation of new words and others already known

Analysis of the survey results

Item 4: BGU tenth grade "B."

Sample: 22 Students

4. Does your teacher use techniques to Improve pronunciation?

Table N° 6 Does your teacher use techniques to Improve pronunciation?

Code	Alternatives	Frequency	Percentage
	Totally disagree	1	5%
	Disagree	14	64%
Item No. 4	Indifferent	0	0%
	Agree	5	23%
	Totally agree	2	9%
Total		22	100%
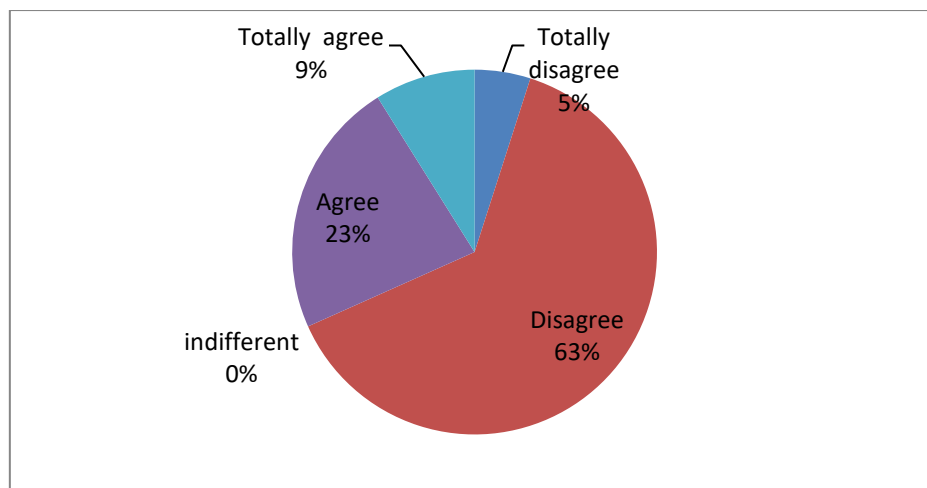
Graphic N° 4 Does your teacher use techniques to Improve pronunciation?
Source: Students of the Tenth grade parallel "B" of Jose Vicente Trujillo High School
Author: Laura Granados

Comment: The teacher uses techniques to improve pronunciation does effect to 9% of students, 23% of them improve but have flaws, but both 63% and 5% of students do not show any improvement to enhance the pronunciation. The next step would be to improve audio-linguistic patterns possessing teaching, e.g. conversations, listens to songs in English so they can differentiate words.

Analysis of the survey results

Item 5: BGU tenth grade "B."

Sample: 22 Students

5. Do you confuse some words when you pronounce them?

Table N° 7 Do you confuse some words when you pronounce them?

Code	Alternatives	Frequency	Percentage
	Totally disagree	0	0%
	Disagree	4	18%
Item No. 5	Indifferent	0	0%
	Agree	2	9%
	Totally agree	16	73%
Total		22	100%
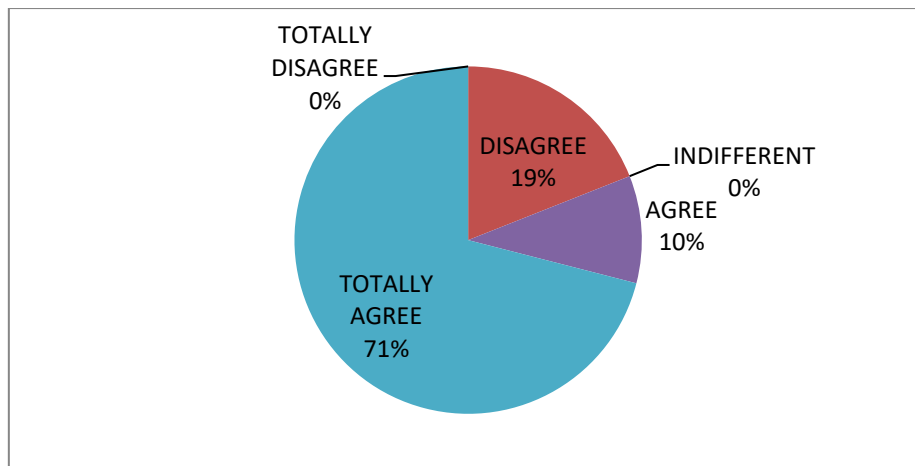
Graphic N° 5 Do you confuse some words when you pronounce them?
Source: Students of the Tenth grade parallel "B" of Jose Vicente Trujillo High School
Author: Laura Granados

Comment: 10% to 71% of the students are typical to confuse words when uttered some words that are synonymous; however, 19% of students have no problem confusing words. Music is an excellent way to differentiate when one utters words, and that should be included in the work plans of teachers.

Analysis of the survey results

Item 6: BGU tenth grade "B"

Sample: 22 Students

6. Would like to discover more audio patterns linguistics?

Table N° 8 Would like to discover more audio patterns linguistics?

Code	Alternatives	Frequency	Percentage
	Totally disagree	3	14%
	Disagree	4	18%
Item No. 6	Indifferent	0	0%
	Agree	6	27%
	Totally agree	9	41%
Total		22	100%
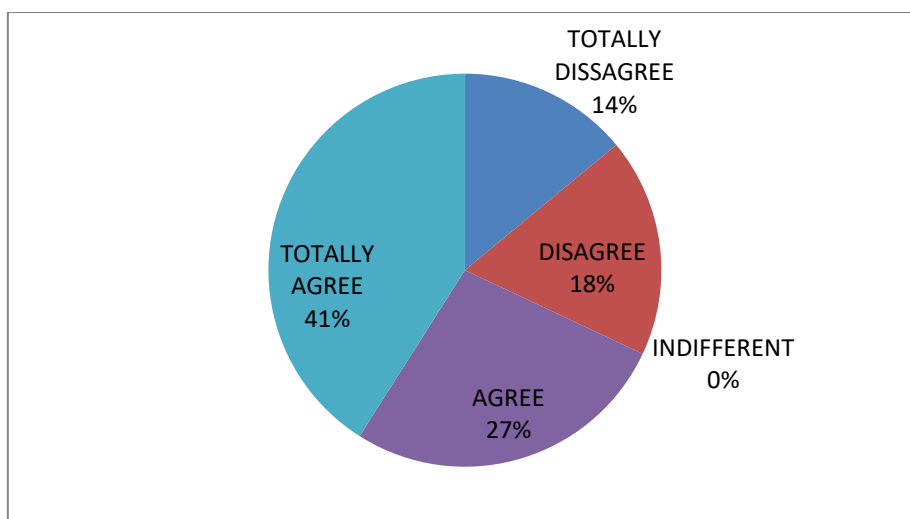
Graphic N° 6 Would like to discover more audio patterns linguistics?
Source: Students of the Tenth grade parallel "B" of Jose Vicente Trujillo High School
Author: Laura Granados

Comment: both 41% and 27% of students are interested in the idea of improving pronunciation through the discovery of new linguistic always audio patterns and when your level of study while 14% of them are satisfied with the techniques that implement the master and 18% could be known even if they have doubt about that. The proposal that is implemented in this educational project contains activities that can be both educational and fun so they can improve pronunciation

Analysis of the survey results

Item 7: BGU tenth grade "B."

Sample: 22 Students

7. Are the technological resources for development appropriate for your pronunciation

Table N° 9 Are the technological resources for development appropriate for your pronunciation you?

Code	Alternatives	Frequency	Percentage
	Totally disagree	4	18%
	Disagree	6	27%
Item No. 7	Indifferent	0	0%
	Agree	10	45%
	Totally agree	2	9%
Total		22	100%
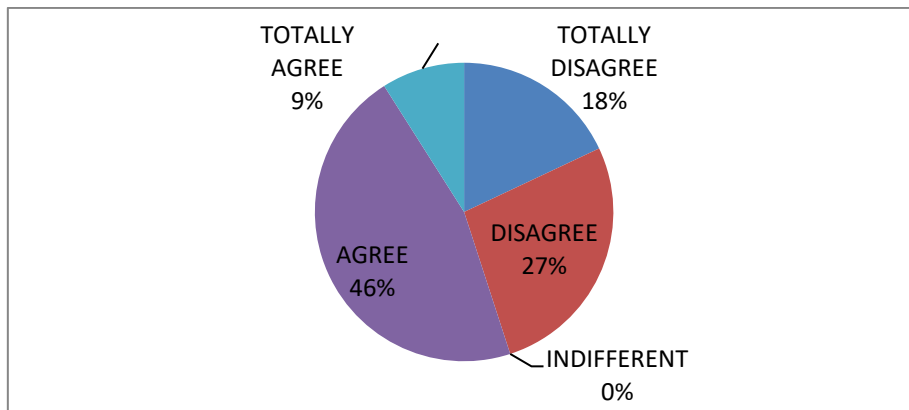
Graphic N° 7 Are the technological resources for development Appropriate for pronunciation you?
Source: Students of the Tenth grade parallel "B" of Jose Vicente Trujillo High School
Author: Laura Granados

Comment both 9% and 46% of students think that technological resources should be applied in the class that is appropriate for their level, 27% is not appropriate for them, and 18% is not appropriate to improve pronunciation. What I propose is that that can combine the new technological resources already learned in the school year so they can not deviate and make mistakes on pronunciation and improve English classes such as going to

audiovisual departments and artistic projects based on theater and singing.

Analysis of the survey results

Item 8: BGU tenth grade "B."

Sample: 22 Students

8. Do you think audio language techniques are fun for you?

Table N° 10 Audio language techniques are fun for you?

Code	Alternatives	Frequency	Percentage
	Totally disagree	3	14%
	Disagree	2	9%
Item No. 8	Indifferent	0	0%
	Agree	15	68%
	Totally agree	2	9%
Total		22	100%
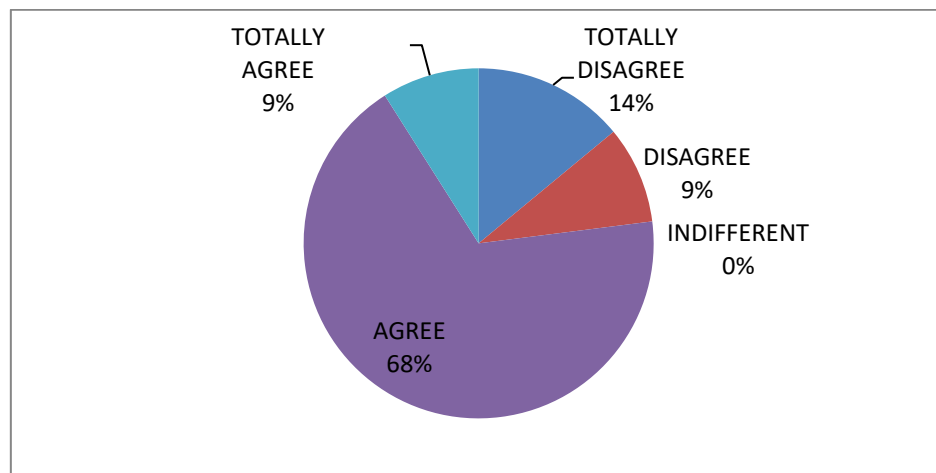
Graphic N° 8 Audio language techniques are fun for you?
Source: Students of the Tenth grade parallel "B" of Jose Vicente Trujillo High School
Author: Laura Granados

Comment: while 68% to 9% of students the traditional way is also fun as a technological way to develop pronunciation because they can work in teams or pairs. 9% of students work with the traditional method, and 14% prefers the traditional way that technology. In this case, we can change the traditional way with technological form so that can make the class more fun and more

educational because it captures the attention of students who have more fluidity pay its pronunciation

Analysis of the survey results

Item 9: BGU tenth grade "B."

Sample: 22 Students

9. Do you prefer technological tools to learn English?

Table N° 11 Do you prefer technological tools to learn English?

Code	Alternatives	Frequency	Percentage
	Totally disagree	1	5%
	Disagree	1	5%
Item No. 9	Indifferent	0	0%
	Agree	13	59%
	Totally agree	7	32%
Total		22	100%
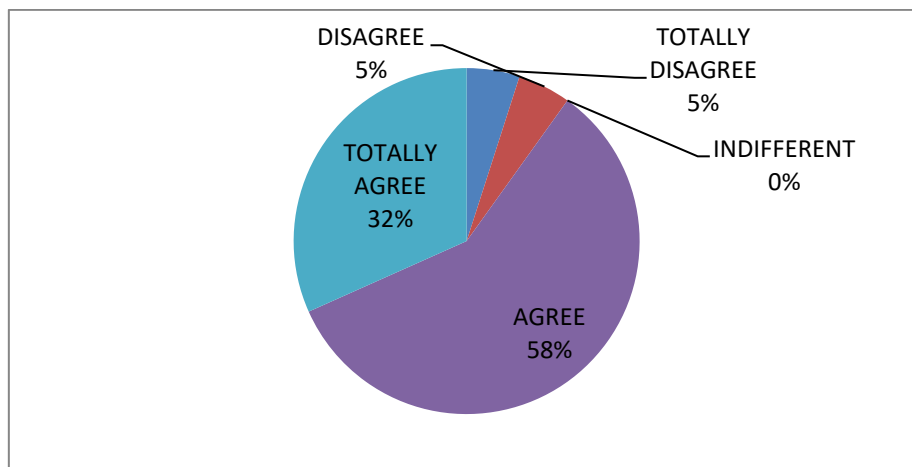
Graphic N° 9 Do you prefer technological tools to learn English?
Source: Students of the Tenth grade parallel "B" of Jose Vicente Trujillo High School
Author: Laura Granados

Comment: both 58% and 32% of students think that technology to learn English forms are considered an evolution to improve their qualifications. 5% want q technological forms commensurate to their level and for the other 5% think it will be totally dull, what self-propose is to be able to combine the two forms (both traditional and technology for the two forms are more

entertaining as it captures the attention of students to have more fluency its pronunciation

Analysis of the survey results

Item 10: BGU tenth grade "B."

Sample: 22 Students

10. Does the teacher use pronunciations exercises with patterns or role models?

Table N° 12 Does the teacher use pronunciations exercises with patterns or role models?

Code	Alternatives	Frequency	Percentage
	Totally disagree	1	5%
	Disagree	1	5%
Item No. 10	Indifferent	0	0%
	Agree	3	14%
	Totally agree	17	77%
Total		22	100%
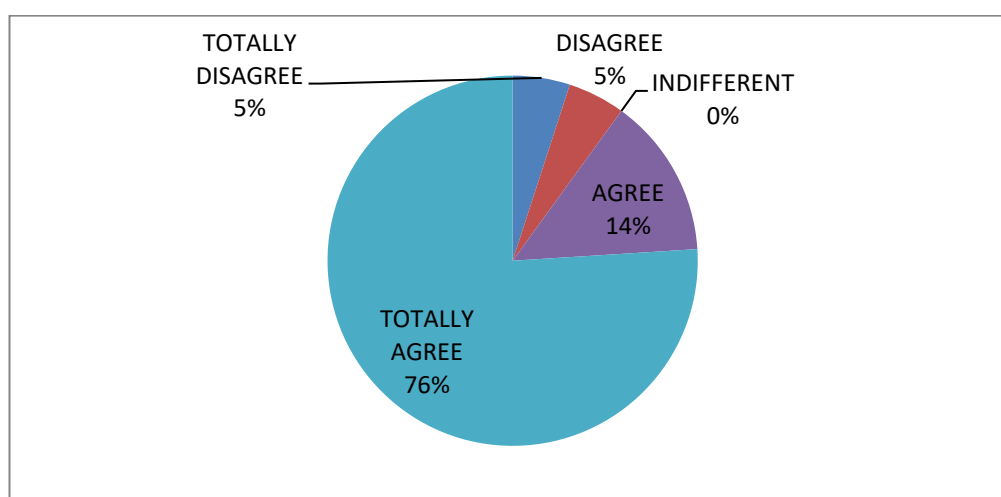
Graphic N° 10 Does the teacher use Pronunciations exercises with patterns or role models?
Source: Students of the Tenth grade parallel "B" of Jose Vicente Trujillo High School
Author: Laura Granados

Comment: the method that the teacher uses is reaching 76% of students, 14% of students prefer some remodeling and 5% think they could improve their teaching pronunciation and 5% do not like

his method completely. Like most student likes the method that implements the master, then it should improve the methodology that has or teach, so everyone can continue teaching to improve pronunciation and not confuse the words,

INTERVIEW TO THE TEACHER

1. **How is your way of teaching pronunciation in the classroom?**

Is good because you can use the dictionary for translation.

2. **Includes audio so that students improve their pronunciation?**

Yes, I include audio to improve pronunciation

3. **What are your resources to teach pronunciation?**

First, vocabulary with flashcards, games (puzzles).

4. **Do you have audio linguistic patterns for improving the pronunciation of students?**

Yes, in addition to some of the words are necessary to pronounce

5. **Do you do continuous vocalization exercises concerning pronunciation?**

If I do, it also continues to be practiced in class

6. **How students react when they enter new words in class?**

A neighbor is surprising because he is nervous because there may be failures

7. **Do you do some exercises to improve your pronunciation and your fluency?**

Yes, because it is necessary to improve the vocabulary. With the exercises that are in the English book that the teacher teaches in the educational institution

8. Do you have students who have the talent to sing songs in the English language?

Yes, some of them use the skill.

9. How would it be for you if the students developed their pronunciation skills using new techniques linguistic audio?

Feel good because they could improve the pronunciation

10. Would the class of pronunciation be facilitated if the almost would use means additional to the exposed thing?

Yes, I would, and that would improve the qualifications in and their way of learning English.

Summary: even though the teacher implements some resources in order to improve the pronunciation of the students I propose to put more activities and more methods to keep improving such as conversations in English, so they do not confuse the words.

INTERVIEW TO THE ASSISTANT DIRECTOR

1. Does the educational institution have teaching materials for students to improve their pronunciation?

They do not have materials, but English teachers carry their radio for pronunciation and vocabulary exercises

2. Is there an English lab in the educational institution?

It does not have a language laboratory

3. Do you think that students have proper pronunciation with the methods that teachers implement?

Some students have good pronunciation

4. Do you think students have fun while improving their pronunciation?

Yes

5. Do you know the linguistic patterns that teachers have?

Yes, why teachers present in their work programs

6. Are there after-school programs to help students improve their pronunciation?

They do not possess after-school programs

7. Do you know some students who have the talent to sing in English?

Yes, some students sing in English

8. Is there additional assistance in the English department to help students improve pronunciation?

They do not have an English department, but the teachers help the students

9. **Would you like teachers to use new audio-linguistic techniques?** Yes.

10. Would you like the students to have new materials on improving their pronunciation?

Yes, because the pronunciation helps them

Summary: See that there are enough equipment and materials so that students can develop their knowledge of the language also in their work units implement more sociolinguistic patterns

Qualitative analysis

The educational institution should improve some implements and methods of teaching the English language so that the classroom does not become monotonous. In addition, they should take advantage of the fact that the songs, although they are the basic ones, are necessary tools for the foreign language class

Triangulation of results

Considering the interviews with the teacher and the vice dean, and the results of the student surveys, it has been said that students have a great need to improve pronunciation through audio-linguistic patterns. The teacher improves the pronunciation techniques every day although the students are willing to learn other techniques to improve their grades. The vice dean is aware of the audio-linguistic patterns that teachers have because they are presented with plans, both annual and per unit. Both the teacher and the vice dean know students who have the talent to sing in English, and that is a good way because the pronunciation of the student are perfect.

Conclusions and recommendations

Conclusions

1. Students in most questions want to improve pronunciation because they consider that current audio linguistic techniques are not very feasible for them.

2. Students need more dynamic techniques according to their level of study to make the class more feasible and improve their grades.

3. A typical student problem is that they confuse the words at the time of pronouncing it, although what is different in words in their meaning.

4. If some of the students have the talent to sing in English, then their pronunciation is very good, and it is better for music to be part of the audio-linguistic patterns, but always at their level of study.

5. the teacher must improve the method that currently applies to make the English class more dynamic

Recommendations

1. The educational institution needs an English laboratory to put into practice everything learned in the classroom.

2. The educational institution should look for more technological ways to improve the pronunciation of the students, so that the class is more dynamic and does not become a boring way.It is advisable to meet the needs of all students by implementing more pronunciation exercises so that they can play an essential role in the classroom and also provide the necessary resources to help overcome the obstacles that appear in the way of pronouncing the words.

3. Teachers help students with the difficulties they have so that they can improve with their grades.

4. Teachers must implement more audio-linguistic patterns in their work units so that students can develop pronunciation well

CHAPTER IV

PROPOSAL

TITLE

Design of a didactic material with activities based on audio linguistic patterns to improve pronunciations.

JUSTIFICATION

This educational project is based on finding new resources for pronunciation. But there is the limitation of innovative activities of pronunciation, insufficient resources to improve the diction of students and inappropriate methodologies to make declamation more enjoyable. There is a variety of activities but they do not pay much attention and they want to concentrate on the ability to write (grammar) since English is one of the most important languages that all people have to learn. They do not combine the four skills to have a better pronunciation in the English language. This educative project has several study methods that combine philology and linguistics, so the purpose of this is to improve the making of a combination of audio linguistic patterns, which is to improve this in the language and the English subject becomes one of the favorites of the students.

This organization of the proposal directs students to participate in activities to improve pronunciation. Taking advantage of the opportunities to be able to acquire knowledge about everything they have to do with respect to it. In this case it is the phoneme and the phonology they must be prepared so that when they speak or read something in the respective language they can do it correctly. At the same time they can draw attention to the importance of the process of the activities, as long as they are according to their level

of study. The goal is to obtain the problems that students have in improving the pronunciation found in the teaching material. Applying correctly, both young people and teachers can improve the development of diction. This help is based on everything it contains (phoneme and phonology) so that they can emit the words well and can understand the true meaning of them. The strategies that will be implemented is the use of conversations so that the learners can differentiate the words when pronouncing them

OVERALL OBJECTIVE

 To improve the pronunciation of students through the use of audio linguistic patterns.

SPECIFIC GOALS

- Motivate the use of linguistic audio patterns through activities focused on practice, the study of scientific texts, and a field study
- Promote improvement in the pronunciation of students through activities and resources suggested by the researcher
- Look for more audiolinguistic resources to be able to improve the pronunciation of the students.

THEORETICAL ASPECTS

- According to the real academy of the language in its digital version (2017) and taken from Castillo Lozano (2016) phonetics is a "relative to the sounds of speech", "part of the grammar that studies the mechanisms of production, transmission, and perception of the sound signal that constitutes speech ". Therefore, there must be a consensus that deals with the sounds of language, that is, how each syllable is pronounced, each word of a given language.

DIDACTIC-PEDAGOGICAL ASPECT

- Pedagogy is supported by the branches of philosophy, anthropology, sociology, and evolutionary psychology. Also deals with the investigation of global issues of education, the reason for this is that it carries with it an aspect of social benefit.

- The didactic is based mainly on psychology as well as pedagogy, but on the branch of learning specifically. It also studies the teaching-learning process through practical methods. Therefore it focuses on guiding the teacher. (Reyes, 2015) in this case is investigating the most appropriate ways to improve pronunciation according to their level of study, such as songs and conversations of daily life.

LANGUAGE ASPECT.

The teaching of the English language in the modern context of the collegiate stage implies that the development of communicative linguistic skills in an efficient way as regards the students, satisfying the necessary competencies so that in the future they can face the labor and social world in the demanding context in professional and academic matters. These skills are considered among receptive skills such as in the comprehension of written texts, comprehension of auditory texts and production skills (oral and written expression). The development of these deserves the implementation of methodological strategies and educational resources that do not point only to one, but to all the skills that college students should acquire. (Cabas, 2015)

FEASIBILITY

FINANCIAL VIABILITY

This project does not require any other fund that is not material provided in this educational project. However, the teacher is allowed to use any material that can support the development of the students.

LEGAL FEASIBILITY

This project is based on Article 347, paragraph 8 of the constitution of the Republic of Ecuador, which consists of the following: "As a State responsibility: incorporating information and communication technology into the educational process and establishing the link between education and productive or social activities. This educative project It means that audiolinguistic patterns will become an essential tool for students. It is also compatible in accordance with the single chapter on the scope, principle, objectives and research, subsection U of the Constitution of the Republic of Ecuador, which states: "Research, construction and development of permanent knowledge are established as a guarantee of the promotion. of creativity and the production of knowledge, the promotion of research and experimentation for educational innovation and scientific training ".

HUMAN RESOURCES

This research has the support not only of the researcher but also It includes the people who work in the educational institution, such is the case of the authorities, teachers, and students.

DESCRIPTION OF THE PROPOSAL

This proposal is based on pronunciation activities based on audio- linguistic patterns that young people can practice doing diction

tests based on songs and exercises. These can help students through audio-linguistic patterns to improve the understanding of phonetics. The use of this type of exercises (architectural) will help students make good use of the great opportunities of articulation to increase the understanding of words and also to be able to apply them later in daily life. This task book is composed of 10 units; each lesson is formed by three activities, the total of pages are 62 in total and are involved in educational things (auditory and written) that are by the objectives of the educational project. The types of tests are alternated to the structured questions among them are join with lines, complete the sentence, write true or false. Taking as a technology the use of radio and also the laptop for the use of social networks such as YouTube and google. The teaching-learning methodology is based on the standard classes of the English teacher, with an educational vocabulary so that they can practice pronunciation.

The approximate time for this proposal is according to the hours of the class of the students is to say 4 hours a week and even according to the evolution of the knowledge of the young people. The evaluation would be both qualitative and quantitative. The direct beneficiaries of this project are the students of the tenth year of parallel basic education "A" from the Unidad educativa fiscal "José Vicente Trujillo" since they will be able to take advantage of a proper pronunciation. They will also be the teachers of a said educational institution since as direct beneficiaries they will enjoy new techniques and resources that will be able to work as a team so that it is not only the tenth-grade students of basic education but all the students of this respectful educational institution. The third parties to be beneficiaries are the public institution because they will have a technological version for their young collegians.

The linguistic audio patterns that are being implemented in this proposal are written in chapter two and are based on the type of level

students have. In this case the level is A2 and the main thing is to use the radio to choose the sounds that are intended work, but this may depend on some problems that students may face and ask them questions if they usually listen to the radio in a formal way, such as :

Which one? What type? When? Where?

That depends if the student listen via the internet or sound equipment, this activity is done between couples and make them pay attention for at least 10 minutes, making them identify words with the sounds that are being applied until the mistakes are finally corrected and they are told to pronounce the words well. The themes of the units are the following: English pronunciations

- Minimal pairs
- Esl pronunciations pairs
- Sentences stress
- Pronunciations

CONCLUSION

The improvement of the pronunciation of the students in what refers to the English language can be achieved in a reasonable time with the practice constant and also the participation of young people in the classroom. Teachers also must always be prepared with the right tools given inside and outside the institution educational, according to the curriculum and others. The most part criticism of this event is the preparation and adjustment that students find when practicing the joint through audio linguistic patterns.

ANNEXES

DOCUMENTS

No. UG-LENGUAS 2019-124

Guayaquil, 14 de Enero del 2019

MSc.

Rodrigo Guerrero Segura
PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación y en alcance a la nómina de estudiantes entregada a usted el 14 de Noviembre del 2018, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En esta designación consta el nombre de la estudiante de la Escuela de Lenguas y Lingüística: **GRANADOS MORA LAURA AZUCENA.**

TOPIC: AUDIOLINGUISTIC PATTERNS AND ITS INFLUENCE IN ENGLISH PRONUNCIATIONS.

PROPOSAL: DESIGN A DIDACTIC MATERIAL WITH ACTIVITIES IN BASE TO PRONUNCIATIONS.

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,

Ing. Carlos Valle Navarro, MSc.
DIRECTOR (e) CIFI
CARRERA LENGUAS Y LINGÜÍSTICA

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofia, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCION

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1	
Aprobado por:	Ing. Carlos Valle Navarro, MSc.	DIRECTOR	

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FACULTAD FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICAS

UNIDAD DE TITULACIÓN

TRABAJO DE TITULACIÓN
FORMATO DE EVALUACIÓN DE LA PROPUESTA DE LA PROPUESTA DE TRABAJO DE TITULACION

Nombre de la propuesta de trabajo de la titulación	Audiolinguistic patterns and their influence in English pronunciation. Proposal: design of didactic material with activities based on Audiolinguistic patterns to improve pronunciation		
Nombre del estudiante (s)	Granados Mora Laura Azucena		
Facultad	Filosofía		
Línea de Investigación	Pronunciations	Carrera	Lenguas y Lingüísticas
		Sub-línea de investigación	Audiolinguistics Patterns
Fecha de presentación de la propuesta de trabajo de titulación	10/12/2018	Fecha de evaluación de la propuesta de trabajo de titulación	10/12/2018

ASPECTO A CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de titulación	x		
Línea de Investigación / Sublínea de Investigación	x		
Planteamiento del Problema			
Justificación e importancia			
Objetivos de la investigación			
Metodología a emplearse			
Cronograma de actividades			
Presupuesto y financiamiento			

☐ APROBADO
☐ APROBADO CON OBSERVACIONES
☐ NO APROBADO

_____
Docente Revisor

FACULTAD DE FILOSOFIA, LETRAS Y CINCIAS DE LA EDUCACION
ESCUELA DE LENGUASY LINGUISTICAS
UNIDAD DE TITULACIÓN

Guayaquil, 28 de febrero del 2019

SR. Ing.
CARLOS VALLE NAVARRO, MSC.
DIRECTOR DE LA CARRERA DE LENGUAS Y LINGUISTICA
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
UNIVERSIDAD DE GUAYAQUIL
Ciudad.

Acuerdo del Plan de Tutoría

Nosotros, Rodrigo Guerrero Segura, docente tutor del trabajo de titulación y Laura Azucena Granados Mora estudiante de la Carrera/Escuela Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario 16:00 a 17:00, el día Jueves

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Realizar un mínimo de 4 tutorías mensuales.
- Elaborar los informes mensuales y el informe final detallando las actividades realizadas en la tutoría.
- Cumplir con el cronograma del proceso de titulación.

Agradeciendo la atención, quedamos de Ud.

Atentamente,

Laura Azucena Granados Mora   **Rodrigo Guerrero Segura**

                                                    Docente Tutor

CC: Unidad de Titulación

Universidad de Guayaquil

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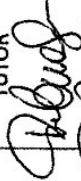
INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: MSC. RODRIGO GUERRERO

Tipo de trabajo de titulación: LICENCIATURA EN LENGUA Y LINGÜÍSTICA

Título del trabajo: the importance of dubbing in phonology. **Proposal:** development of didactic material with activities based on dubbing

Carrera: licenciatura en Lengua y lingüística.

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN: INICIO	DURACIÓN: FIN	OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE
1	11/05/2018	Análisis de las variables	5:00	6:00	Elaboración del tema		
2	14/05/2018	Presentación del tema y variables	5:00	6:00	Anexo 1		
3	15/05/2018	Entrega del formato evaluación de propuesta de trabajo anexo 1	5:00	6:00	Investigación sobre las variables y sus dimensiones		
4	12/06/2018	Entrega de capítulo 1 y evidencias	4:00	5:00	Academic writting, writting parragraphs.		
5	21/06/2018	Revisión capítulos	19:00	20:00	Corregir capítulo 1		
6	28/06/2018	Revisión capítulo 1 segunda vez y entrega del capítulo 2	19:00	20:00	Entrega del capítulo 2		
7	21/junio	Revisión del capítulo 2			Tutoría del capítulo 3		
8	24/julio						

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UNIDAD DE TITULACIÓN

INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: RODRIGO GURERRERO, MSC.

Tipo de trabajo de titulación: LICENCIATURA DE LENGUAS Y LINGÜÍSTICA INGLESA

Título del trabajo: AUTOLINGUISTICS PATTERNS AND ITS INCIDENCE IN ENGLISH

Carrera: INGLES

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE
			INICIO	FIN			
	22/10/2018	Revisión del capítulos Revisión del capítulo 3	18:00	19:00	Poner citas (autor y año) en los enunciados del capítulo III		
	28/10/2018	Entrega del capítulos y Regresar el 5/Dic	15:00	16:00	Ajustar los pasteles de los estadísticos		

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UNIDAD DE TITULACIÓN

INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: RODRIGO GURERRRERO, MSC.

Tipo de trabajo de titulación: LICENCIATURA DE LENGUAS Y LINGÜÍSTICA INGLESA

Título del trabajo: AUTOLINGUISTICS PATTERNS AND ITS INCIDENCE IN ENGLISH

Carrera: INGLES

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN: INICIO	DURACIÓN: FIN	OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE
8 9	Agosto 19/Agosto	Entregado Capitulo 1 y 2 Tutorua Presencial de los diagnostico	19:00 16:06	20:00 18:00	Arreglar cuadro de Variables Engenia y Schoology.		

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CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Msc. Rodrigo Guerrero, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por Granados Mora Laura Azucena C.C.: 0923524128, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciada en Educación.

Se informa que el trabajo de titulación: "AUDIOLINGUISTICS PATTERNS AND ITS INFLUENCE IN ENGLISH PRONUNCIATION, DESIGN A DIDACTIC MATERIAL WITH ACTIVITIES IN BASE TO PRONUNTIATION" ha sido orientado durante todo el periodo de ejecución en el programa antiplagio (indicar el nombre del programa antiplagio empleado) quedando el 3% de coincidencia.
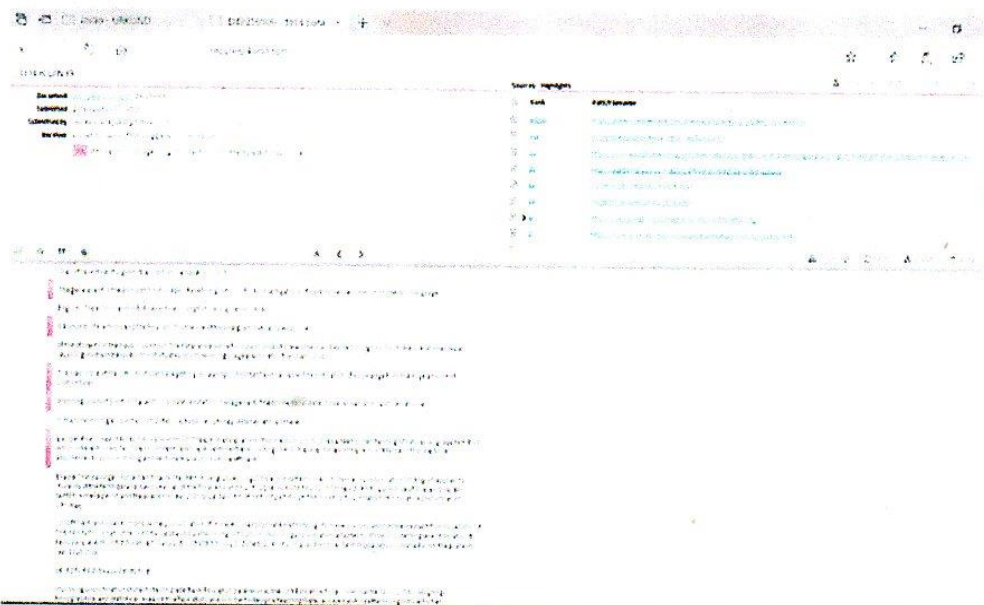
Rodrigo Guerrero Segura
NOMBRE DEL DOCENTE TUTOR
C.I. 0910135557
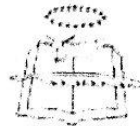
Universidad de Guayaquil
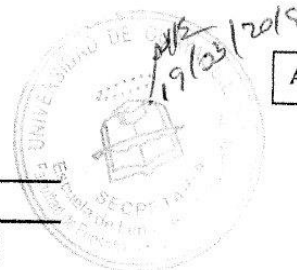
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RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

Título del Trabajo: _AUDIOLINGÜISTIC PATTERNS AND ITS INFLUENCE IN ENGLISH PRON_

Autor(s): _GRANADOS MORA LAURA AZUCENA_

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3		
Formato de presentación acorde a lo solicitado	0.6	0,5	
Tabla de contenidos, índice de tablas y figuras	0.6	0,5	
Redacción y ortografía	0.6	0,5	
Correspondencia con la normativa del trabajo de titulación	0.6	0,5	
Adecuada presentación de tablas y figuras	0.6	0,5	
RIGOR CIENTÍFICO	6		
El título identifica de forma correcta los objetivos de la investigación	0.5	0,4	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.6	0,5	
El objetivo general está expresado en términos del trabajo a investigar	0.7	0,5	
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7	0,5	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7	0,5	
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7	0,5	
El análisis de la información se relaciona con datos obtenidos	0.4	0,3	
Factibilidad de la propuesta	0.4	0,3	
Las conclusiones expresa el cumplimiento de los objetivos específicos	0.4	0,3	
Las recomendaciones son pertinentes, factibles y válidas	0.4	0,3	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5	0,4	
PERTINENCIA E IMPACTO SOCIAL	1		
Pertinencia de la investigación/ Innovación de la propuesta	0.4	0,4	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3	0,3	
Contribuye con las líneas / sublíneas de investigación de la Carrera/Escuela	0.3	0,3	
CALIFICACIÓN TOTAL*	10	8	

* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.

FIRMA DEL DOCENTE TUTOR REVISOR

No. C.I. 0913004342

FECHA: 19/MARZO/2019

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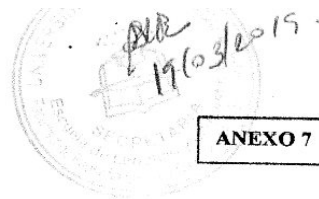
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Guayaquil, *19/ HNRO/ 2019*

Sr. /Sra.
DIRECTOR (A) DE LA CARRERA/ESCUELA
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Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación _____(título)_____ del estudiante *GRANADOS HORA LAURA* Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimento de los siguientes aspectos: *AUDIOLINGÜISTIC PATTERNS AND ITS INFLUENCE , ENGLISH PRONUNCIATION . DESIGN A DIDACTIC H WITH ACTIVITIES IN BASE TO PRONUNCIATION .*

Cumplimiento de requisitos de forma:
- El título tiene un máximo de __7__ palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo __5__ años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:
- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante *GRANADOS HORA LAURA* está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

DOCENTE TUTOR REVISOR
C.I. *0913004347*

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Urkund Analysis Result

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Proyecto de Licenciatura 2014.docx (D15424296)
Proyecto educativo Mejia -Vaca, Capitulos.docx (D14980039)
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UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA– NIVEL POSTGRADO

Guayaquil, 12 de junio del 2018

Msc. Silvia Moy Sang Castro
Decana de la facultad de filosofía, letras y ciencias de la educación
Ciudad

De mis consideraciones:

Yo, LAURA AZUCENA GRANADOS MORA con CI. 0923524128estudiante de la facultad de filosofía letras y ciencias de la educación de la especialización ingles italiano en la modalidad presencial nocturna del periodo 2018- 2019 cursando la titulación de la universidad de Guayaquil, doy a conocer a usted que he solicitado el permiso respectivo a la señora rectora de la unidad educativa fiscal "JOSE VICENTE TRUJILLO" Dra. Amparo Gilces Zambrano para realizar mi proyecto de titulación en décimo año de educación básica paralelo A el cual se basa en una observación áulica, un test de diagnóstico inicial, entrevista con los docentes y rectora y un post diagnostico oral final el mismo que es necesario para la obtención de título como licenciada en lengua y lingüística para lo cual solicito a usted muy respetuosamente se me autorice la autorización en el plantel educativo arriba en mención , Para el cual ya he recibido la aprobación de su principal autoridad observación áulica que debo realizar lo antes posible.

Contando con su autorización segura y con el espíritu de colaboración con los estudiantes del decanato que usted muy bien dirige , quedo atentamente agradecida.

Atentamente,

LAURA AZUCENA GRANADOS MORA

CI. 0923524128

autorizado proyecto educativo
12 / Junio /2018

UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA – NIVEL POSTGRADO

Guayaquil, 28 de Febrero del 2019

Sra. Dra.
Amparo Gilces Zambrano
Rectora de la Unidad Educativa Fiscal "JOSE VICENTE TRUJILLO"
Ciudad.

De mis consideraciones:

Yo, Laura Azucena Granados Mora, con c.c #0923524128, egresada de la escuela de lenguas y lingüística, sistema presencial, solicito a usted muy respetuosamente se me conceda un certificado donde conste que voy a realizar el desarrollo del proyecto educativo de la tesis de la licenciatura,

TEMA: AUDIOLINGUISTIC PATTERNS AND ITS INCIDENCE IN ENGLISH PRONUNCIATION

PROPOSAL: DESIGN OF DIDACTIC MATERIAL WITH ACTIVITIES BASED ON AUDIOLINGUISTIC PATTERNS TO IMPROVE PRONUNCIATIONS

Por la atención que se dé a la presente solicitud, reitero mis agradecimientos.

Atentamente,

Laura Azucena Granados Mora
c.c #0923524128

UNIVERSIDAD DE GUAYAQUIL

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PERIODO: 2018 - 2019 AC2   laura.granadoam@ug.edu.ec
PAGUE HASTA: 18/10/2018

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PICTURES

SUPERVISION DE TESIS DE GRADO
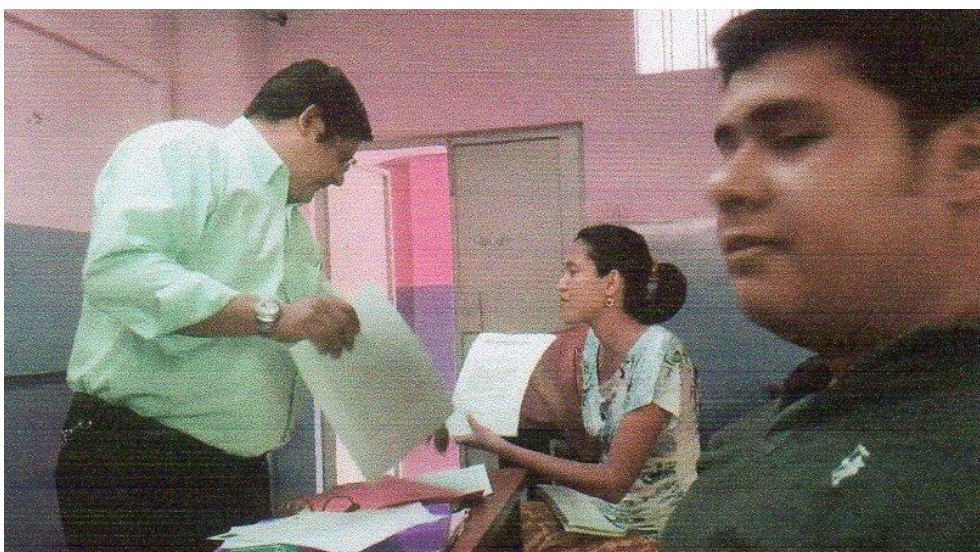
Entrevista con el vicerrector del colegio "JOSE VICENTE TRUJILLO"
Lcdo. Nilo Baque

Entrevista con la rectora del colegio "JOSE VICENTE TRUJILLO"
Dra. Amparo Gilces

Entrevista con la docente del colegio "JOSE VICENTE TRUJILLO"
Lcda. Jeannette de las Cruz

Entrevista con la docente del colegio "JOSE VICENTE TRUJILLO"

INDEX

UNIT 1

ENGLISH

PRONUNCIATION

CONVERSATIONS

1.

Jose: Excuse me; I'd like to buy some pants. How much do those blue pants cost?

Sales man: fifty dollars

Jose: fifty dollars? I need pants, but those are too expensive for me, how much do the red pants cost?

Sales man: twenty five.

Jose: okay, great¡ i´d like to buy those.

2.

Mary: hey, what are you doing right now? I´m going to Jaime's house to eat pizza and watch a movie.do you want to come?

Kira: oh, sounds fun… but I'm studying.

Mary: really? Do you usually study on Fridays nights?

Kira: no, I usually relax but I have a big test soon

Mary: ok, well good look¡ (Saints, The Church of Jesus Christ of Latter day;, 2017)

EXERCISES

1. Listen and repeat these words. These words begins with /s/?
   Writte true or false
   - Secretary (_____)
   - Andy (_____)
   - Universe (_____)
   - Sunday (_____)
   - Rose (_____)

2. Listen and repeat these words. There are two different endings,
   -y and -een. Writte if the words ending in (-y) or (-een)
   - Thirteen (_____)
   - Sixteen (_____)
   - Thirty (_____)
   - Fourteen (_____)

3. Listen and repeat these words. Writte /sh/ if the word has this pronunciation.
   - Shelf (_____)
   - Known (_____)
   - Name (_____)
   - Shopping (_____)
   - Shirt (_____)
   - Universe (_____)

Craven (2018)

4. listen to the following sentences, then decide if they have the pronunciation 'long uh', 'short uh' or 'oo'

- My teacher put the pup into the magic circle and it went poof!
- Zeus said waz'up to Thor as he zoomed through the Greek heavens.
- Chuck told the students that they should choose carefully, and not churn through the mess.
- Jane's mom, who was the hub of gossip in town, hooked everyone into something. Beare (2019)

5. Decide which words are function and content words in the following sentences.

- Mary has lived in England for ten years.
- He's going to fly to Chicago next week.
- I don't understand this chapter of the book.
- The children will be swimming in the ocean this time next week.
- John had eaten lunch before his colleague arrived.
- The best time to study is early in the morning or late in the evening.
- The trees along the river are beginning to blossom.
- Our friends called us yesterday and asked if we'd like to visit them next month.
- You'll be happy to know that she's decided to take the position.
- I won't give away your secret. (Beare, 2018)

6. Write the letter which is not pronounced.

1. bomb   6. grandmother

2. sign   7. honest

3. folk   8. half

4. car   9. farm

5. two   10. write

Camus,(2019)

UNIT 2

MINIMAL PAIRS

CONVERSATION

Alejandro: I can't believe you're calling it soccer now!

Lucia: When in Rome…

Dustin: I'm with Alejandro. At the start of the semester, you were adamant about calling it football.

Lucía: Yes, well, that was before I made the team!

Dustin: I'm really excited to see you play. I haven't been to a soccer game yet. And you know I've never played soccer before in my life.

Alejandro: I went to a game last week. It was pretty intense!

Lucía: We take athletics very seriously on my team. By the way, after the game, we're having a bonfire party. You both will come to that too, right?

Dustin: Of course!

Alejandro: I can't wait. (ShareAmerica, 2015)

EXERCISES

Pronunciation Minimal Pair

1. Listen to your teacher saying the words in Column 1 and Column 2 below.

Column 1	Column 2
hit	it
hearing	earring
hotter	otter
had	add
heat	eat
heels	eels
hair	air
high	eye
hand	and
his	is
ham	am

2. Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S D	6. S D
2. S D	7. S D
3. S D	8. S D
4. S D	9. S D
5. S D	10. S D

3. Listen to your teacher reading the sentences below. Circle the word you hear.

- She has lost her hearing/earring.

- She made this hotter/otter for me.

- I had/add it on.

- You don't have to heat/eat it.

- He has two heels/eels.

- This is full of hair/a (EnglishClub.com, 2019)

4. Listen to your teacher reading the sentences below. Circle the word you hear.
1. We lick/like ice-cream.
2. He had a fit/fight yesterday.
3. Can I have a bit/bite, please?
4. Can you file/fill these, please?
5. It was a very good win/wine.
6. The room wasn't lit/light.
7. You have to tip/type a lot.
8. The strips/stripes were black and white. (Regan, 2019)

UNIT 3
WORD AND
SENTENCES STRESS

CONVERSATION

Dylan: so, what are you like doing?

Sebastian: well, I like writing.

Dylan: really? Why do you like doing that?

Sebastian: I like it because it´s relaxing. What do you like doing?

Dylan: I like playing basketball because its good exercise.

Sebastian: I don´t like playing sports.

Dylan: why not?

Sebastian: because it's tiring. What are some things you don't like doing?

Dylan: I don´t like reading because it's boring. (Saints, The Church of Jesus Christ of Latter day, 2017)

EXERCISES

Individual words have a pattern of strong (stressed) syllables and weak (unstressed) syllables. In sentences, we find a similar pattern of strong (stressed) and weak (unstressed) words. Short sentences tend to have typical stress patterns:

OooO What would you like?

oOoo A coffee please.

1. Match the stress patterns with the sentences, then say the sentences:
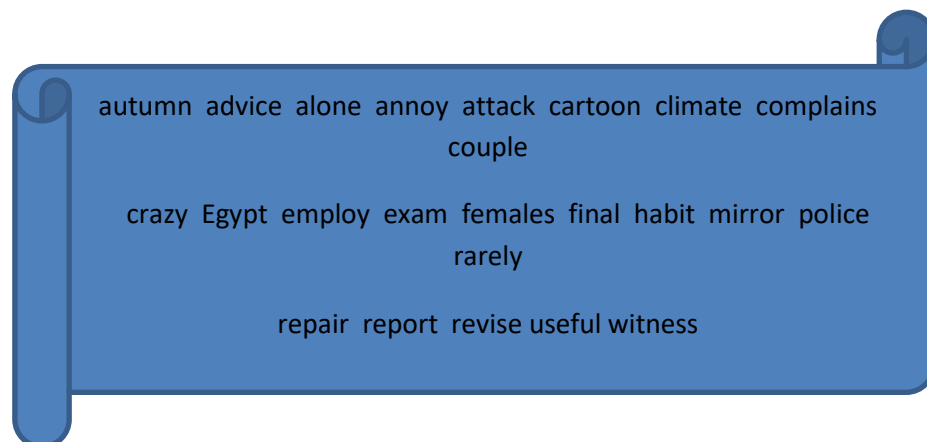
   1. I'm tired of this government

   2. Before the elections they always make promises

   3. They promise us this, promise us that

   4. Education standards will rise

   5. Healthcare standards will improve

   6. The poor will be better off

   7. Taxes will go down

   8. In the end, it's always the same

9. We're worse off than ever

STRESS PATTERNS

     a. OooO

     b. oOoooO

     c. OooO

     d. oooOooO

     e. OoOoooO

     f. oOoooO

     g. oOooO

     h. OooO

     i.   ooOoooO   (INTUITION   LANGUAGES,   2017)

2. Put the words into the correct columns. Look at the examples first.

(□□ = stress on first syllable, □□ = stress on second syllable)

autumn advice alone annoy attack cartoon climate complains couple

crazy Egypt employ exam females final habit mirror police rarely

repair report revise useful witness

(Regan, Pronunciation word stress 2 , 2019)

stress on first syllable	stress on second syllable

3. Count the number of syllables in each of these words.
   Answers are below.

- House

- Jacket

- Glasses

- Encyclopedia

- Employer

- Information

- troublemaker

- thought

(Beare, Word Syllable Stress Patterns in English, 2013)

4. Mark clearly the stressed syllable:

abbreviate	epitome
abbreviation	facet
also	Homer
although	indistinct
analogy	lexeme
analyse	metaphor
analysis	morpheme
analyst	morphology
appalling	mosaic
appropriately	narrate
Arabic	narrative
association	narrator
autobiography	origin
categorical	original
category	parentage
Catholic	philosophical
compound (noun)	philosophy
contents	phoneme
decade	phonemic
decadent	proprietor
differentiate	romance
display	simile

variable   vary

variety

(Ross, 2008)

UNIT 4

WORD PRONUNCIATION

1. Put the words into the correct columns. Look at the examples first.

Empty guitars against alarm argue bathroom control crowded event

improve retired jumper lawyer lovely pavement prefer prevent protect

routine scissors stomach towels wedding without
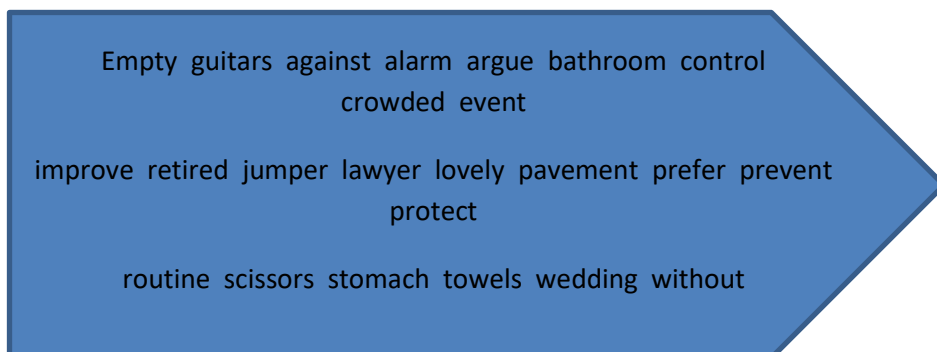
COLUMN 1	COLUMN 2

(Regan, pronunciation word stress , 2019)

2. What's the correct pronunciation of these words?

Chips:

/iz/ /z/ /s/

Boys:

/s/ /iz/ /z/

Mick's daughter:

/s/ /z/ /iz/

Goes:

/s/ /iz/ /z/

Matches:

/iz/: /z/ /s/

Works:

/iz/ /s/ /z/

Sandwiches:

/s/ /z/ /iz/:

News:

/s/ /z/ /iz/

Wears:

/z/ /iz/ /s/

Chooses:

/s/ /iz/: /z/

Laughs:

/z/ /iz/ /s/

 Lights:

/s/ /z/ /iz/

(McCarthy, 2011)

3. Fill in the blanks with the simple past of the following regular verbs. Then Write the correct pronunciation of "ed" in the brackets. /d/ /t/ /Id/

ex. I _____ rest after playing soccer. need / /

 I _____ rest after playing soccer. need / Id /

1. The children ___ ___ on the trampoline. jump / /

2. He _____ the glass with water. fill / /

3. Grandma _____ his mitten. mend / /

4. The funny clown _____ his hands. clap* / /

5. Nathan _____ for his friends. wait / /

6. The firemen _____ the puppies. save / /

7. We _____ that the team would win. hope / /

8. The campers _____ back to the tent. head / /

9. The old engine _____ along. chug* / /

10. He _____ his head down. duck / /

(abcteach.com, 2008)

UNIT 5

VOWEL CONTRASTS

a e i o u
[ei] [i] [ai] [ou] [iu]

Exercise of Vowel Contrasts

In this chapter the English vowel sounds are presented for practice, but the sounds which are confused or have been found "difficult" for Spanish speakers have been given greater attention.

/i/ and /I/

Listen while the teacher pronounces the following sentences and select the correct one.

- The sheep is old.
- The ship is old.

The sound /i/ is a high front vowel, that is, the tongue is high in the front of the mouth. The muscles of the tongue and throat are tense. If the lips are drawn back the vowel sound will be pronounced more accurately. This sound is long.

The sound /I/ is also a high front vowel, but it is pronounced with the tongue in a slightly lower position than for /i/. The muscles of the tongue, throat, and lips are relaxed. This sound is short.

Practice pronouncing the words in the column below. You may use as many of the exercises as you think you need

Pronounce all of the words in column 1, then, all of the words in column 2.

1	2
/i/	/I/
sheep	ship
beet	bit
leek	lick
heat	hit

1. Practice the following sentences. The underlined parts of the words contain the sound /i/.

   a) He is reading.

   b) The sheep are in the field.

   c) She goes on a spree.

   d) I feel sleepy.

   e) They feel the heat.

   f) Eat the beans.

   g) Do you agree to see these people?

   h) Keep your seats.

2. Practice the following sentences. The underlined parts of the words contain the sound /I/.

a) Sit still.

b) His sister is ill.

c) The ships are big.

d) He is still sitting on his seat.

e) We have six pictures.

f) Don"t hit the children.

g) He killed the pig.

h) Take your pills before dinner.

3. Practice the following sentences. The vowel sounds /i/ and /I/ are both included in this sentences as shown.

a) Sit on this seat.   b) She"s still asleep.

c) These shoes don"t fit my feet.   d) It"s easy to see the ships.

e) The sheep are in the ship.   f) He"s feeling sick.

g) Keep still.   h) They need English.

4. Practice the following dialog and be sure that you make the difference on pronouncing the words which have the sounds studied above.

Bill: Is Tim in?

Lyn: Is he coming to the film?

Mrs. Smith: Tim isn"t feeling well.

Bill: Here he is. Hello, Tim.

Tim: Hello, Bill.

Lyn: Are you ill, Tim?

Tim: Is it an interesting film?

Lyn: It"s big Tim and the Indians.

Bill: And it begins in six minutes.

Mrs. Smith: If you"re ill, Tim…

Tim: Quick! Or we"ll miss the beginning of the film.

/u/ and /ʊ/

Listen while the teacher pronounces the following sentences and select the correct one.

The man said, "Luke."

The man said, "look."

The sound /u/ is a high back vowel, that is, the back of the tongue is high in the back of the mouth. The muscles of the tongue and throat are tense. The lips are very rounded. It"s a long vowel.

The sound /ʊ/ is also a high back vowel, but it is pronounced with the tongue in a slightly lower position than for /u/. The muscles of the tongue and throat are relaxed, and the lips are less rounded than for /u/.

Pronounce the words in the columns below. Use as many of the exercises as you think you need.

Pronounce all of the words in column 1, then, all of the words in column 2.

1	2
/u/	/ʊ/
Luke	look
fool	full
suit	soot
pool	pull

EXERCISES

5. Practice the following sentences. The underlined parts of the words contain the sound /u/.

a) He wore a blue suit.

b) This is a new spoon.

c) It"s cool in the pool.

d) The food is cool.

e) There"s no room in the school.

f) The moon isn"t blue.

g) The school has a pool.

h) Luke is a fool.

6. Practice the following sentences. The underlined parts of the words contain the sound /ʊ/.

a) Look at his foot.

b) This is a good book.

c) I took a good look.

d) Put the sugar here.

e) He was pulling the bull.

f) They stood and looked.

g) Look at this book.

h) Where did you put the book?

/ɛ/ and /æ/

Listen while the teacher pronounces the following sentences and select the correct one.

The man bought a house.

The men bought a house.

The sound /ɛ/ is a mid-front vowel, that is, the front of the tongue is not high nor low in the front of the mouth. The muscles of the throat and tongue are relaxed.

The sound /æ/ is a low front vowel, that is, the front of the tongue is low in the front of the mouth and touches the back of the lower teeth. The lips are spread (as if in a smile), and the muscles of the tongue and throat are tense. The jaw is thrust forward slightly.

Pronounce all of the words in column 1, then, all of the words in column 2.

1	2
/ɛ/	/æ/
men	man
bet	bat
set	sat
ten	tan

7. Practice the following sentences. The underlined parts of the words contain the sound /ɛ/.

a) My friend bought a pen.

b) There are ten pencils on the desk.

c) The men are coming at seven.

d) Where is the letter?

e) I left it on the desk.

8. Practice the following sentences. The underlined parts of the words contain the sound /æ/.

a) The man sat down.

b) What do you have in your hand?

c) It"s a black hat.

d) His hand was badly cut.

e) I"m going to the bank this afternoon.

f) The blackboard is in front of the class.

g) The cat ate a rat

h) The man owns some land

9. Practice the following sentences. The vowel sounds /ɛ/ and /æ/ are both included in these sentences as shown.

a) The hat is on the desk.

b) There were ten men in the bank.

c) The men kept their hats on.

d) My glasses are on the desk.

e) My friend is coming this afternoon.

f) The class is from eleven to twelve.

g) May I ask you to write a letter?

h) I'll be glad to do it.

(Franco, 2009)

UNIT 6

PHONEMES FROM CONSONANT AND VOWELS

EXERCISES

1. Look at the phonemes and decide which word it is.

/ k /   / æ /   / t /

○ cat ○ cut ○ kit ○ cot

/ l /   / u: /   / p /

○ loop ○ lop ○ lip ○ leap

/ b /   / əʊ /   / t /

○ bot ○ both ○ booth ○ boat

/ s /   / e /   / d /

○ sad ○ sod ○ said ○ sud

/ d /   / e /   / t /

○ date ○ debt ○ duty ○ doubt

/ b /   / æ /   / ʃ /

○ bash ○ best ○ bosh ○ bas

/ p /　/ ʌ /　/ t /

○ pot ○ pet ○ put ○ putt

/ dʒ /　/ ʌ /　/ t /

○ judge ○ jut ○ yet ○ yach

2. Look at the phonemes and decide which word it is.

/ n /　/ æ /　/ p /

○ nip ○ neap ○ nap ○ nape

/ k /　/ ɑː /　/ v /

○ cave ○ cove ○ carve ○ curve

/ dʒ /　/ ɪ /　/ m /

○ Jim ○ game ○ gem ○ germ

/ əʊ /　/ t /

○ out ○ art ○ eat ○ oat

/ð/ /ə/

○ though ○ the ○ there ○ they

/p/ /ɪ/ /tʃ/

○ pitch ○ pig ○ pish ○ pith

/k/ /i:/

○ see ○ key ○ sea ○ Kay

/p/ /i:/ /k/

○ puck ○ pack ○ poke ○ peak

3. Look at these words. Three of the four words include the given phoneme - which word is different from the others?

/tʃ/

○ church ○ Chester ○ such ○ ridge

/ʃ/

○ shape ○ hiss ○ push ○ passion

/dʒ/

○ German ○ justice ○ chicken ○ postage

/j/

○ yacht ○ university ○ major ○ you

/g/

○ gate ○ pig ○ germs ○ great

/s/

○ cat ○ nice ○ ceiling ○ sensitive

$/\theta/$

○ think ○ mother ○ mammoth ○ thanks

$/z/$

○ vision ○ buzz ○ zip ○ lazy

4. Look at these words. Three of the four words include the given phoneme - which word is different from the others?

$/i:/$

○ meet ○ seat ○ meat ○ sit

$/eɪ/$

○ take ○ name ○ eight ○ back

$/i:/$

○ pen ○ bean ○ me ○ eat

$/aʊ/$

○ ow! ○ house ○ show ○ town

/ɑː/

○ art ○ cat ○ are ○ father

/ʌ/

○ mother ○ up ○ took ○ bus

/eɪ/

○ table ○ pay ○ wall ○ say

(esl loungue student, 2019)

UNIT 7
RHYMING WORD

DEFINITION:

A rhyme is a repetition of similar sounding words, occurring at the end of lines in poems or songs. A rhyme is a tool utilizing repeating patterns that bring rhythm or musicality to poems. This differentiates them from prose, which is plain. A rhyme is employed for the specific purpose of rendering a pleasing effect to a poem, which makes its recital an enjoyable experience. Moreover, it offers itself as a mnemonic device, smoothing the progress of memorization.

For instance, all nursery rhymes contain rhyming words in order to facilitate learning for children, as they enjoy reading them, and the presence of repetitive patterns enables them to memorize them effortlessly. We do not seem to forget the nursery rhymes we learned as children. Below are a few nursery rhyme examples with rhyming words in bold and italics:

Baa baa black sheep, have you any *wool*?

Yes sir, yes sir, three bags *full*!

One for the master, one for the *dame*,

And one for the little boy who lives down the *lane*."

"Mary had a little lamb its fleece was white as *snow*;

And everywhere that Mary went, the lamb was sure to *go*.

It followed her to school one day, which was against the *rule*;

It made the children laugh and play, to see a lamb at *school*.

And so the teacher turned it out, but still it lingered *near*,

And waited patiently about till Mary did *appear*." (Rhyme Definition, 2019)

EXERCISES

1. Draw a line between the item on the left and the matching item on the right. (teachology, 2019)

Sand	there
France	much
Bed	hate
Awake	side
Care	make
Wait	talk
Wise	head
Touch	land
Run	male
Read	island
Pride	lies
Thailand	fed
Nail	son
Walk	dance

2. Find the rhyming words in each sentence. Circle them.

Tom saw a mouse running around the house last night.

His wife used the bread knife to cut into the fresh loaf of bread.

Sally was excited to play at the park all day.

The truck weighs one ton.

He took the book back to the library yesterday.

Pat took his bat to the park so he could play ball with his friends.

John was asked to put his toys back on the rack until tomorrow.

Rachel saw the loon in the lake by the light of the moon.

Pedro threw the blue pillow at his friend during the sleepover.

Did you know that the low temperature was below freezing overnight?

When did you check on the hen last?

The town's local band played during the library's grand opening.

The dog ran off into the thick fog and disappeared out of sight.

 Sam's friend was at the end of the line.

Last Friday, the children had a blast at the water park.

 (tecAchology, 2019)

3. Listen to the fragments to this song , then underline the corrects rhyme

World Cup Willie

Donegan (1966)

There's a football fellow, you all know his name

And the papers tell us he's in the Hall of Fame

Wherever he goes, he'll be all the rage

'Cause he's the new sensation of the age

Dressed in red, white and blue, he's World Cup Willie

We all love him too, World Cup Willie

He's tough as a lion and never will give up

That's why Willie is favorite for the Cup

Willie, Willie, he's everybody's favorite for the Cup

UNIT 8

SILENT SYLLABLES

DEFINITION

English is not a phonetic language, we don't always say a word in the way that it is written. This can be something that can be difficult for non-native students whose first languages are phonetic, such as Spanish or German and Russian.

For three and four syllable words, we usually drop one of the syllables when we're speaking. Silent syllables.

English speakers will always understand you if you pronounce every syllable on these longer words, but you will sound more natural if you use the more Standard English pronunciation. More importantly you need to know how native speakers pronounce longer words in order to understand us when we're speaking quickly.

Examples of multi-syllable pronunciations

We often use a sound when speaking known as 'schwa'. It's not a real letter but sounds like an 'er' sound but with the 'r' very short. The schwa is shown as a 'ə' in English language student's books. The schwa is commonly used in multi-syllable pronunciations. It makes it much easier for us but unfortunately, more difficult for students learning English.

Here's a table of some of the most common multi-syllable word pronunciations:

Spelling	Pronunciation
Chocolate	Choc ' lə te
Comfortable	Comf ' tə ble
Dictionary	Diction ' ry
Different	Diff ' rə nt
Frightening	Fright ' ning (Markham, 2016)

EXERCISES

1. Read these sentences, end underline what are silent letters?

   - Did you write a note and wrap the gift?
   - I bought the wrong wrench yesterday!
   - Twist your wrists and wring the cloth.
   - Did you see the mangled wreck?
   - Does your wrist hurt when you write?
   - Is knowledge the same as knowing?
   - Please tie my knapsack with a tight knot?
   - Did the knight knit all night long?
   - I have a knack for kneading bread dough.
   - What do you know about knights?
   - What autumn holiday do you like best?
   - Do not condemn the wrong person.
   - I made a solemn vow not to climb on the crumbling bluffs.
   - The bomb blew off his right thumb.
   - The plumber hummed my favorite hymn.
   - Does a lamb like cookie crumbs?

2. Listen to the fragments to these songs , then underline the corrects silent letters

A.- Gloryland

Hall, Oates (1994)

With a hunger in your heart

and with fire in your soul,

with passion rising high,

you know that you can reach your goal.

Believe in what you do

and you've the strength to see it through

on the road to Gloryland.

B.- Hips Don't Lie Bamboo (Shakira, Wyclef flv 2006)

I never really knew that she could
dance like this

She makes a fan want to speak
spanish

Como se llama (si) bonita (si)

Mi casa (shakira shakira) su casa

And i'm on tonight

You know my hips dont lie

And i'm starting to feel you boy

Ay ay ay to the bamboooo

La gloria te esta esperando

Oh baby when you talk like that

You make a woman go mad

So be wise and keep on

Reading the signs of my body

I know i'm on tonight

So my hips dont lie

And i'm starting to feel it's right

Come on let's go, let's go

Tu dios te esta mirando!

3. In this are 2 columns with words in them. You have to find what each column has in common

You need to mark each features for every word.

write	corporate
know	secondary
answer	monetary union
receipt	traveller
listen	travelling
sign	brand preference
whole	interest rates
budget	average
scientist	general
psychographics	generally
white knight	Annual General Meeting
knowledge	interesting
mortgage	national
debt	nationalise
debtor	nationally
foreign exchange	business interests
advertising campaign	inventories
social climbing	natural
factory	territory (easy peace learning, 2019)

4. Silent letters are letters that appear in words but do not make a sound. They can appear at the beginning or the end of a word. For example in the words lamb and knee, both b and k are silent. For each image below, choose the word from the word bank that best names each picture. Then circle the letters that are silent. knee comb lamb whale bomb thumb ghost anchor scissors

_____

_____

_____

_____

_____

_____

_____

_____

_____
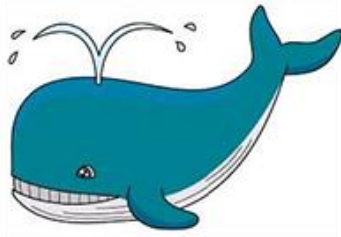
(easy peace learning, 2019)

UNIT 9

HOMOPHONES

Homophones

Words that sound alike but are spelled differently.

DEFINITION

A homophone is a word that is pronounced the same (to varying extent) as another word but differs in meaning. A homophone may also differ in spelling. The two words may be spelled the same, such as rose (flower) and rose (past tense of "rise"), or differently, such as carat, caret, and carrot, or to, two, and too. The term "homophone" may also apply to units longer or shorter than words, such as phrases, letters, or groups of letters which are pronounced the same as another phrase, letter, or group of letters. Any unit with this property is said to be "homophonous".

Homophones that are spelled the same are also both homographs and homonyms.

Example:

Inside, the blinds were drawn, but the furniture was real. (Spike Milligan)

This is a joke based on a homophone, also known as a pun. The word "drawn" is a homophone/homonym with two meanings: in this context, it means "closed," but it also means "an artistic creation." The humor of a pun comes out of the unexpected switch from one meaning to the other.

(Literary terms, 2019)

EXERCISES

1. Fill in the blanks using the right choice given in brackets.
   - Nobody can .... what I tell .... (hear / here)
   - .... desires in our village to become a .... (nun / none)
   - She brushed away her .... when she elarnt her booking was confirmed in three .... A/c. (tear / tier)
   - .... how the .... is (tumult/tours)
   - .... you till now? (Were / Where)
   - I have not .... the .... cover book till now. (red / read)

- The house .... was .... to work for many hours without rest. (maid / made)
- They .... at the market where they buy .... (meat / meet)
- Last ...., she was .... (weak / week)
- .... people cannot show the .... way to success. (idle / ideal)
(Grammar in English, 2018)

2. Do you know the difference between some of the most common homophones in English? Test your skills by choosing the correct homophone in the examples below! Top tip: When you complete the exercise, check your answers and be sure to look for the meaning of each word in your dictionary.

I can see my house from _____.

Here hear

When I was younger, I _____ all of the Harry Potter books.

Red read

Let's go shopping! There's a big _____ at my favourite shoe shop.

Sale sail

Look _____ the window - there's a rainbow!

Threw through

I saw your notebook over _____.

Their there

I have _____ dogs and one bird at home.

Four for

Our teacher said we should _____ every day to improve our skills.

Write right

Who _____ this ball at the window?

Through threw

The ship set _____ from the port in Valletta, Malta.

Sail sale

That's the Mona Lisa - it was painted _____ Leonardo Da Vinci!

By bye

(kelly, 2016)

3. Write the meaning and a sentence for each homophone.

one: _____

Sentence:_____

won: _____

Sentence: _____

 toe:_____

 Sentence:_____

tow:_____

Sentence:_____

week:_____

Sentence:_____

weak:_____

Sentence:_____

eight:_____

Sentence:_____

ate:_____

Sentence:_____

(Regan, pronunciation word stress , 2019)

UNIT 10

GAMES FOR

IMPROVING

PRONUNCIATION

1. Match each sound on the right to a sound on the left.

I	eye
here	hour
our	their
to	two
tail	tale
there	hear

(English club.com, 2019)

2. In each line, identify the consonant or vowel sound that is silent in three out of four words:

   - a. debt b. doubt c. bomb d. debate = …….
   - a. wolf b. talk c. walk d. would = …….
   - a. castle b. cost c. fasten d. listen = ……..
   - a. knee b. knot c. know d. acknowledge =……..
   - a. Iceland b. island c. isle d. aisle = …….
   - a. mail b. palm c. half d. should = …….
   - a. psychology b. lapse c. receipt d. pseudonym = ……
   - a. iron d. tired c. farm d. borrow = ……
   - a. field b. friend c. fruit d. recruit = ……
   - a. mountain b. aunt c. biscuit d. guard = ……
   - a. alarm b. garage c. word d. work = ……
   - a. write b. wrong c. wonder d. wrinkle = ……
   - a. parliament b. suit c. minister d. said = ……

3. In each line, identify the word that has a different final sound:
   - a. rough b. safe c. roof d. of = ……………
   - a. lump b. chasm c. limb d. name = ……………..
   - a. sock b. music c. ache d. arch = ……………..
   - a. breathe b. health c. truth d. wealth = ……………..
   - a. foreign b. paradigm c. wine d. sign = ……………..
   - a. monarch b. stomach c. cook d. match = ……………..
   - a. laugh b. love c. enough d. tough = ……………..
   (elearning, 2017)

4. Circle the word that is pronounced with a different vowel sound.

no   go   do   so

war   car   bar   far

does   goes   foes   toes

phone   bone   gone   cone

fork   work   stork   cork

dear   bear   wear   pear

food   book   foot   good

sew   new   few   knew

five   dive   give   hive

rose   pose   nose   lose

sweat   heat   meat   eat

rain   train   again   pain

cough   rough   tough   enough

clown   flown   town   down

plays   days   stays   says

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