



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
CARRERA DE IDIOMAS

**Proyecto de Investigación previo a la obtención del Título de Licenciado en
Ciencias de la Educación Mención: Inglés.**

THEME:

“English Pronunciation IPA Mobile App in the English Pronunciation”

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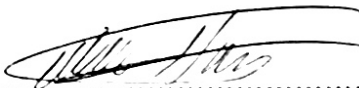
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DEDICATION

TO:

God for being my support and motivation in every step of the way, through all the hard times and for giving me the courage to fulfill my dream. To my parents for believing in me and giving me unconditional support throughout this five-year process. To my girlfriend Naty for helping me in this process and getting the best out of me.

Mike.

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My friends, the ones I met during my university life, for always showing support for each other. To my old friends, for being a word of advice and for motivating me to accomplish my dream.

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UNIVERSIDAD TÉCNICA DE AMBATO
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ABSTRACT

TITLE: “ENGLISH PRONUNCIATION IPA MOBILE APP IN THE ENGLISH PRONUNCIATION”

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Technology has helped learners with their pronunciation at the moment of conveying a message, making it easier for them of English to communicate better. Hence, this research was conducted, with the objective to establish to analyze the relationship between the English Pronunciation mobile app in the pronunciation of the English language of students of third level from CTT de los Andes Language Center. To achieve the objectives, a mixed approach methodology was used, which included thirty students divided into two groups. One group was experimental, in which the strategy was applied and the other was controlled, in which the strategy was not applied. Both groups were evaluated using a rubric from the International English Language Testing System (IELTS) for the pre-test and post-test. After the pre-test, an introductory class to phonemes was given to the students. The next step for the experimental group was to get instructions on how to use the mobile app, which helped users with the recognition, awareness and production of English sounds. The development of this study showed that using the mobile app English pronunciation IPA benefits the improvement of the pronunciation from students of the experimental group. After the time period of the experiment, the segmental features of pronunciation used by students, were reinforced with the use of the mobile app.

Key Words: awareness, English pronunciation, mobile app, phoneme, production, recognition.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

According to Liliia and Gulnara (2016) in their study “Mobile technologies in teaching English as a foreign language in higher education: a case study of mobile application Instagram.” mention the student’s perception of the educational value of mobile-assisted language learning (MALL). With the development in mobile technology, mobile devices are being welcomed into the classroom more than before. There has been a lot of interest in using technology in education to fulfill the needs of model learners. The researchers used quantitative and qualitative research methodologies to gather data from students listening to videos uploaded to the mobile application Instagram. They included tasks and exercises to assess listening comprehension.

In the study “Development of an intelligent mobile application for teaching English pronunciation” by Cavus (2016) describes how the development of an application can help in learning English pronunciation by using speech recognition. The first thing to understand is that English is a generally accepted language all over the world, therefore it is important that people no matter what profession they have, can communicate effectively in English. In a time where technology is a big part of the population, e-learning has become very popular. Thanks to technological advances, mobile devices have acquired some impressive gadgets to become more resourceful, this said mobile devices have become an entertaining and motivational source for learning. To link this idea with education and English learning, pronunciation is the most difficult skill for learners. Thanks to intelligent mobile application and speech recognition engine, the learner can have an interactive and engaging learning process. The use of speech recognition in mobile applications for teaching English pronunciation is a new concept for users, they receive immediate feedback which is useful, and they enjoy it.

In the research “The Design and Implementation of the English Pronunciation Education Device” by Chen, Jie, and Cai (2019) it is stated that learning English can be a real

struggle. The main reason for this statement is that most learners do not live in an English-speaking country and the English environment needed cannot be well established. For the problem with pronunciation, according to researchers the best approach is the use of the International Phonetic Alphabet (IPA). Most of recent studies show that the use of phonetics to improve pronunciation it's the best way to learn English and to have a flawless pronunciation without the need of being in an English-speaking country. To increase the use of phonetics an application has been developed to help with pronunciation and many researchers prove that the application might help students to do so.

According to the study carried out by Sundberg, and Siidoroff, "A critical review of English pronunciation teaching on YouTube and in mobile applications." Internet has become an essential tool in the education field. As most of us can recall, a couple of years ago most of teaching materials were in written form. As Internet got more accessible to users and multimedia use increased, videos and mobile applications have become an aid for education. One of the most important things for educators is to adapt technology and multimedia into the classroom, for instance they need to understand that videos and mobile applications have potential to help learners conquer the different subjects. Mobile applications are engaging for users and not only this, but they make education more attractive to users. The most important feature about using mobile applications for education is that you do not have to be in the classroom to use it; although it is not recommended for autonomous work only, you can be on the go and still take advantage of this powerful learning aid. The main point given in this study is that educators can use the different kinds of Internet tools as material to give students additional reinforcement about what they have seen in class.

In the study carried out by Suzuki, Wilson, and Watanabe (2018) titled "Visual Learning 2: Pronunciation App Using Ultrasound, Video, and MRI." which shows how this mobile application helps second language learners to have a better pronunciation. This mobile application uses MRI images of how the sound is produced, so that the learn could try to imitate the sound to have a good pronunciation. Even though there are many mobile applications that claim to help learners with English pronunciation, it is difficult to find one that does so effectively. As you can see in the mobile application name there is a

number two, which means it is an improved version of a prior one, after feedback was received a better mobile application was made. The new system includes many features that focus on mouth movement to have better pronunciation.

Additionally, Yarra, Srinivasan, Gottimukkala, and Ghosh (2019) with the study named “SPIRE-fluent: A Self-Learning App for Tutoring Oral Fluency to Second Language English Learners” state that second language learners accomplish good oral fluency with correct pronunciation. It has been shown that correct pronunciation can be achieved with the use of mobile application autonomously. The main reason for this statement is that the mobile application gives a detailed feedback to the user. The mobile application SPIRE-fluent provides an automatic feedback and the correct pronunciation of every single word. Another important point is that online tools can benefit the users, who may not have the possibility of joining similar learning methods. Not only does the mobile application give feedback to the user, it gives audios recorded by experts, this way the learner can correct any mistake they could have made in pronunciation.

The researches seen previously are of great help for developing this study, they show how the use of mobile applications have effectively helped learners in different aspects. Pronunciation of the English language is very important, most importantly in our case as future English teachers. Modern learners are used to the use of technology in the learning process and being able to effectively integrate technology in the classroom will enhance the interaction in the classroom. Knowing that a mobile application can help the learner to have a better pronunciation will have a positive impact in and out of the classroom.

1.2 Theoretical Framework

Technology

Technology has given us many advantages in all fields and the development of smartphones are a great gadget to have in hand, with thousands of applications to help the user in many activities. Nowadays, many teachers and institutions are being guided into using technology as beneficial in the teaching and learning process. Mobile technology is one of the most useful and effective tools that are trending in education. (Kim, Mims, & Holmes 2006).

The development of technology and communication together with mobile apps has created vast openings for EFL classrooms. Mobile learning is the use of mobile devices to for educational purposes. As a result of this, Mobile Assisted Language Learning (MALL) was developed to create applications for EFL teaching and learning. Students can benefit from this, since they do not need to be in a fixed educational environment in order to learn or practice what they have learned, they can learn anytime and anywhere thanks to MALL. (Pilar, Jorge, & Cristina 2013)

Mobile apps have been designed to support learning, and they have been introduced in the classroom to help students. They have features such as interactive learning materials, simulations and learning games to assist teachers with their students. There are mobile apps to support single user and for collaborative activities as well. The mobile apps are designed after a careful study to decide whether they will be useful for students in an educational environment. The use of mobile apps has reflected an improvement in the development of students' learning process. (Leinonen, Keune, Veermans & Toikkanen 2016)

Mobile apps are great for the improvement of English pronunciation. The use of a mobile app to assist students in a learning environment can help them improve. Mobile devices such as smartphones have the features of automatic speech recognition (ASR) that help students in their pronunciation. It gives them a better opportunity to learn and to correct pronunciation if they do it as autonomous work. The mobile app assesses students' oral

production giving the students the chance of identifying their needs, focus on particular pronunciation, interaction with the app, a comprehensible and accurate feedback, and the development of strategies to gain understanding. (Liakin, Cardoso, & Liakina 2015)

English Pronunciation IPA is a mobile app which contains the forty-four phonemes divided into vowels, diphthongs and consonants. Each phoneme shows interactive features to help the users understand the sounds. The first feature shows the user how to pronounce the word, with instructions of mouth movement and the reproduction of the sound. It includes speech recognition to give feedback to the users until they get it right. The mobile app shows different activities for the user to practice such as recognizing the different sound and choosing the correct word for the sound.

Pronunciation

Pronunciation is the production of sounds, in this case the production of English sounds. Learners are taught pronunciation by repeating sounds and making this into a habit. Pronunciation is key to be able to communicate, if the pronunciation is not correct the speaker will have difficulty at being understood. The focus of pronunciation instruction is not to have a native like pronunciation, but it must be understandable. The pronunciation of the English language is one of the most difficult skills for non-native speakers to learn. (Gilakjani 2016).

There is a lack of focus on pronunciation when teaching English to non-native speakers because of time limitations and curriculum objectives. Grammar and vocabulary are usually the main focus on all classes, therefore there is no time for teaching pronunciation. In addition, pronunciation is not only essential for oral production but also for the language skills. The study also reflects that the use of ICT (information communication technology) tools help users with stress, rhythm and intonation which help with pronunciation. (Ivanova, Vryganova, & Merkulova 2017)

The importance on how pronunciation is taught in the classroom has changed through times. A native-like accent is impossible for adult L2 learners, although pronunciation is still a very important feature of communication. This will help with distinguishing dialects, formal and informal registers of speech, and how this will affect the social

standings. In the past, pronunciation was ignored in the classroom because of what was said before. In today's world, pronunciation is key for English learners, so teachers in the classroom are taking more attention to pronunciation. (Reed, M., & Levis, J. 2019)

Nowadays, companies all over the world demand L2 users who are capable of communicating with people who have different backgrounds. Professors who teach a second language should focus on L2 learners obtaining understandable speech features. As reported by previous research, having a good pronunciation assessment and strategies in the classroom, has shown a positive effect on the pronunciation of L2 students. Another important point mentioned is that many times teachers are not keen to teach pronunciation because they do not have proper training, the correct skills or material needed. (Sardegna, Lee, & Kusey 2018)

People who have satisfactory pronunciation tend to improve in their language skills better than those who have faint pronunciation. English pronunciation is still ignored in many EFL classrooms and this is because pronunciation is usually seen as an additional activity and not as a lesson solely focused on pronunciation. They focused on two main reasons why pronunciation is ignored in the classroom, the first is lack of time and the second is a psychological factor because students are not sure of their pronunciation as well as their knowledge on grammar and lexis. (Gilakjani & Sabouri 2016)

1.3 Objectives

1.3.1 General Objective

- To analyze the relationship between the English Pronunciation IPA mobile app in the English pronunciation.

1.3.2 Specific Objectives

- To support theoretically English Pronunciation IPA mobile app in the pronunciation of English.
- To identify the elements of the English Pronunciation IPA mobile App.
- To determine the process of English pronunciation that are used by students.

CHAPTER II

METHODOLOGY

2.1 Resources

Human Resources

- Research tutor.
- Researcher.
- Students

Institutional

- Technical University of Ambato
- Libraries

Materials

- Office Supplies
- Technological Elements
- Bibliography
- Transportation

Economics

- Development
- Copies and prints
- Delivery of the Research

2.2 Methods

2.2.1 Research Approach

The current research project has a mixed approach, quantitative and qualitative. In the study ‘Integrating Quantitative and Qualitative Data in Mixed Methods Research-- Challenges and Benefits’ by Almalki (2016), it mentions that a mixed approach gathers and analyzes qualitative and quantitative data. Here, the characteristics of both the qualitative and quantitative approach are merged to understand the data. This helps researchers to gain from the strength of both approaches and also guides the research to a better comprehension. It is quantitative because it highlights the statistical and numerical analysis of the students using the application and this information will be tabulated. It is qualitative because it gathers information on how the mobile app influences students on pronunciation and the information will be analyzed. (Almalki, S. 2016)

2.2.2 Field based Research

This research project is field based because it has direct contact with students of CTT de los Andes Language Center and teachers in their classroom. The study is directed to students and their relationship between mobile app and pronunciation.

Also, this research project was carried out based on the bibliographic-documentary modality. It gathered information from books, magazines, scientific articles, papers, research work found on the internet among others.

2.2.3 Level or Type of Research

The present research work is of exploratory, descriptive and experimental level.

- Exploratory: This research project covers the level of exploratory because it deals with the characteristics of the research fulfilling the objectives that will be set.
- Descriptive: This research project is descriptive because it seeks to observe how student’s pronunciation is impacted by the use of the mobile app. This also

established how pronunciation of the English language can impact the communicative competence.

- Experimental: This research project is experimental because it introduces the association of two variables among two groups and studies the effects one has over the other.

2.2.4 Techniques and Instruments

For students to use a wide range of pronunciation features, they will use the mobile app English Pronunciation IPA. The mobile app contains the forty-four phonemic sounds in English, which include vowels, vowel diphthongs and consonants. Each phonemic sound comes with five sections to help the user, in this case the students to learn more about the phonemic sound. The first section is “how to pronounce” the phoneme, which helps the student to pronounce the phoneme correctly and also comes with signal identification and examples. The second section is “test voice”, where the students will record their voice (with given words, phrases and sentences) into the mobile app and they will receive immediate feedback. The third section is “select different sound”, where students will practice their pronunciation by selecting the word with a different phoneme sound from a list of four words. The fourth section is “fill suitable word”, where students will be given the phonemic symbols and they will have to transform it into a word. The fifth section is “choose words with -phonemic symbol- “, where students will have to choose words with the given phonemic symbol from a list of six words.

A questionnaire was applied to the students, in which they had to answer questions in a prompt manner. The questions were related to their homes and the place where they live. These topics were selected because the students are familiar with them.

A pre-test from the International English Language Testing System (IELTS) was taken by using a speaking rubric to check the pronunciation of students from third level (B1) from CTT de los Andes Language Center. This speaking rubric was used because of the complex descriptors, which helped to determine different aspects like fluency, coherence

and pronunciation. The class was divided into two groups of fifteen students each, they were selected from the registration list by choosing the top half for the first group and the bottom half for the second group. The process was a one-on-one interview where the students were asked questions about their lives and preferences. The post-test was taken from the International English Language Testing System (IELTS) with the same speaking rubric as in the pre-test. The purpose of reusing the speaking rubric was to evaluate the pronunciation of the students and to check whether or not they have made improvements by using the mobile app English Pronunciation IPA.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of results

In this chapter, the results obtained are presented, analyzed and discussed. For this research, a pre-test was used, which was a speaking rubric from the International English Language Testing System (IELTS). It was applied to 30 participants, who are students from B1 at CTT de los Andes Language Center. As established in chapter two, the groups were divided according to the registration list. Then, the use of the mobile application was applied to the first half of the students for three weeks.

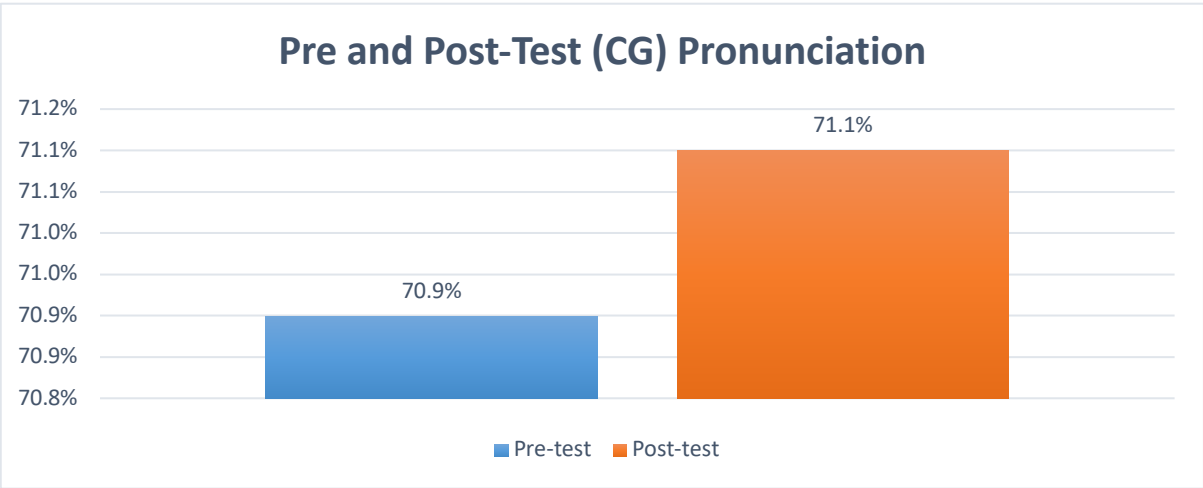
At first, both groups received a lesson on phonemes. All students learned about phonemes and their importance for pronunciation. Next, the group selected to use the mobile app English Pronunciation IPA was shown how to use it, every feature that it has for every phoneme. The instructions for students was to practice from Monday through Friday for at least thirty minutes, students needed about five minutes to review every phoneme. By the end of the three weeks students reviewed each phoneme twice. The way to assess the use of the mobile app was by having the students read a word from the app at the beginning or at the end of every class.

At the end of the three weeks, a post-test, the same speaking rubric from the International English Language Testing System (IELTS) was used. The post-test was applied to both groups of students to make a statistical analysis. The information gathered from the statistical analysis led to the verification of the hypothesis and to attain conclusions as well as recommendations.

3.2 Interpretation of data

Pre and Post-Test Control Group (CG)

Figure 1: Pre and Post-Test Control Group (CG) Pronunciation



Source: Field research

Author: Nunez, M. (2019)

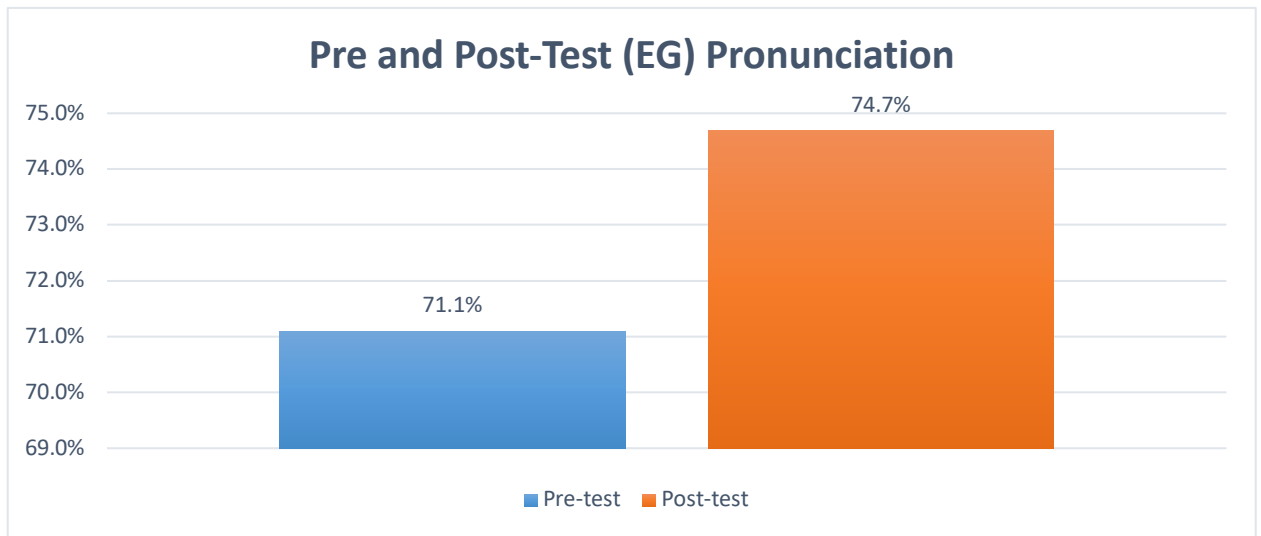
Analysis and interpretation.

The mean score of the group who did not use the mobile application for three weeks for the pre-test was 7.09 out of 10, which in percentage is equal to 70.9%. On the other hand, the mean of the same group for the post-test is 7.11 out of 10, which in percentage is equal to 71.1%. The difference between the mean of the pre-test and the post-test is equal to 0.2.

This means, that the controlled group (CG) received a slightly higher score after three weeks. The difference between the pre and post-test average score is minimal.

Pre and Post-Test Experimental Group (EG)

Figure 2: Pre and Post-Test Experimental Group (EG) Pronunciation



Source: Field research

Author: Nunez, M. (2019)

Analysis and interpretation.

The mean score of the group who used the mobile application for three weeks for the pre-test was 7.11 out of 10, which in percentage is equal to 71.1%. On the other hand, the mean of the same group for the post-test is 7.47 out of 10, which in percentage is equal to 74.7%. The difference between the mean of the pre-test and the post-test is equal to 3.6.

This means, that the experimental group (EG) received a higher score after three weeks of using the mobile app. This increase shows that the mobile app had a positive effect on the students.

3.3 Hypothesis Statement

Null hypothesis (Ho)

Mobile App English Pronunciation IPA did not affect to the development of the English Pronunciation, in students from 3rd level of CTT de los Andes Language Center.

Alternative hypothesis (HI)

Mobile App English Pronunciation IPA affected the development of the English Pronunciation, in students from 3rd level of CTT de los Andes Language Center.

SPSS Paired Sample T-test

Table 1: Paired Sample Statistics EG

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	7.11	15	0.790	0.204
Post-test	7.47	15	0.803	0.207

Source: Field research

Author: Nunez, M. (2019)

Analysis and interpretation.

In the table above we can observe that the mean score obtained from the pre-test equals 7.11, while the mean score of the post-test equals 7.47. The next step is to apply the student t-test to conclude whether or not the difference between the tests is significant or not.

Table 2: Paired Samples Statistics – Paired Differences EG

Par 1	Pre-test - Post-test	Mean	N	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
						Lower	Upper			
		-0.36	15	0.15	0.04	-0.44	-0.28	-9.28	14	0.00

Source: Field research

Author: Nunez, M. (2019)

Analysis and interpretation.

In the table above we can observe that the p value equals 0.00, which is lower than the significance 0.05. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (HI) is accepted.

3.4 Verification of hypothesis

The mobile app English Pronunciation IPA favors the pronunciation of the English language in the students of 3rd level at CTT de los Andes Language Center. The t-test was used to verify the hypothesis, to determine the differences between the EG and the CG.

Independent variable:

Mobile App English Pronunciation IPA

Dependent variable:

English Pronunciation

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After finishing this extensive research, the following conclusions have been obtained:

- English Pronunciation IPA mobile app is important in learning English language and especially in pronunciation. There is a relationship between the mobile app English Pronunciation IPA in the English pronunciation of students 3rd level. The experimental group results showed an improvement since the p value equals 0.00, which is lower than the significance 0.05. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (HI) is accepted.

- Throughout the study of academic papers and researches, the mobile app English pronunciation IPA was supported theoretically. Mobile apps have been designed to support learning and its features can help assisting teachers. Pronunciation is key to be able to communicate; therefore, there should be a lot of effort put into its process.

- It was determined that the elements of English Pronunciation IPA were identified as to help the experimental group on how to use the mobile app in a proper and useful manner.

- The process of English pronunciation used by the students was determined by using the cycle, first awareness, second production and finally recognition of phonemes. This cycle helped students to improve their pronunciation of the English language.

4.2 Recommendations

- It is advised that the teacher control the use of the mobile app English Pronunciation IPA so that all the participants can take advantage of this great tool in the development of pronunciation.
- It is recommendable to continue reading authors who study other mobile application with the only aim of improving the teaching a foreign language such as English and mainly helping students improve their pronunciation.
- It is recommended that at the beginning of a course, the teacher should tests the type of the mobile app according to the students' weaknesses and strengthens.
- It is essential to keep the process of pronunciation indicated while using the mobile app for the first time, after that the cycle can be altered depending on what the teacher can observe and students need.

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Annexes

CARTA DE COMPROMISO

Ambato, 21 de Febrero del 2020

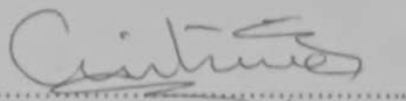
Doctor
Marcelo Núñez Espinoza
Presidente
Unidad de Titulación
Carrera de Idiomas
Facultad de Ciencias Humanas y de la Educación

Yo, Lic. Cristina Salazar Mg. en mi calidad de Coordinadora del Language Center del centro de transferencia y desarrollo de la tecnología "CTT de los Andes", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "English Pronunciation IPA Mobile App in the English Pronunciation" propuesto por el estudiante Mike David Núñez Morales, portador de la Cédula de Ciudadanía 180330479-7, estudiante de la Carrera de Idiomas, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunica a usted para los fines pertinentes.

Atentamente,



Lcda. Cristina Salazar Mg.

1803694460

cris89.sp@gmail.com



Download Instructions

How to download English Pronunciation IPA mobile app? For Apple users:

- Go to the App Store
- Search for: “English Pronunciation IPA”
- Look for the developer Petter Scott
- The mobile app is free to download
- The size is 56.1MB

For Android users:

- Go to the Play Store
- Search for: “English Pronunciation IPA”
- Look for the developer BapnoStore
- The mobile app is free to download
- The size is 6.6MB

Test

Speaking sample task – Part 1

Part 1 Introduction and interview

[This part of the test begins with the examiner introducing himself or herself and checking the candidate's identification. It then continues as an interview.]

Let's talk about your hometown or village.

- x What kind of place is it?
- x What's the most interesting part of your town/village?
- x What kind of jobs do the people in your town/village do?
- x Would you say it's a good place to live? (Why?)

Let's move on to talk about accommodation.

- x Tell me about the kind of accommodation you live in.
- x How long have you lived there?
- x What do you like about living there?
- x What sort of accommodation would you most like to live in?

Lesson Plan

Level 3

Teacher: Lic. Tamara Cabrera	Dates: From November 16 th to November 17 th 2019
Unit: 6	Room #: B5 Time: 8 hours
Learning Objective:	
<ul style="list-style-type: none"> • By the end of this week, students will be able to recognize phonemes and to talk about future celebrations by using future forms. 	

DATE	TOPICS / ACTIVITIES / HOMEWORK	RESOURCES
Saturday 30/11/2019	ACADEMIC REINFORCEMENT DAY 1 Warm up: <ul style="list-style-type: none"> - Guessing game (warm up) Contents and activities: <ul style="list-style-type: none"> - Introduce phonemes. - Review the 44 phonemes: <ul style="list-style-type: none"> o Vowels (12) o Diphthongs (8) o Consonants (24) - Listen to samples - Grammar explanation (verb patterns) - Worksheets.(grammar reinforcement) - Listening activity. - Speaking activity. (pair work) Assessment: <ul style="list-style-type: none"> - Informal Assessment (Monitoring) - Formative Assessment (Feedback) Homework: <ul style="list-style-type: none"> - Talk about the activities they will do on christmas. 	<ul style="list-style-type: none"> - Life 3 Book - Life 3 Online Resources - Vocabulary Handouts - English Pronunciation IPA mobile app
Sunday 01/12/2019	ACADEMIC REINFORCEMENT DAY 2 Warm up: <ul style="list-style-type: none"> - Verbs game. Contents and activities: <ul style="list-style-type: none"> - Celebrations. (vocabulary worksheet) - Listening activity. - Grammar future forms explanation. - Worksheet (grammar reinforcement). - Grammar Pop Quiz - Speaking activity .(pair work) 	

	<ul style="list-style-type: none"> - Accepting and declining.(Listening activity) - Reading activity. - Pronunciation and intonation activity. - Writing a description. <p>Assessment:</p> <ul style="list-style-type: none"> - Informal Assessment (Monitoring) - Formative Assessment (Feedback <p>Homework:</p> <ul style="list-style-type: none"> - Ss must study for the unit test. - Do the platform unit 6. - Write a description using descriptive adjectives. 	
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TAM Rubric

Perceived Usefulness (PU)

Likely

Unlikely

Extremely Quite Neither Quite Extremely

1. Using the mobile app in the class would enable me to accomplish tasks more quickly					
2. Using the mobile app in the class would increase my productivity					
3. Using the mobile app would enhance my effectiveness in class					
4. Using the mobile app would make it easier to interact in the classroom					
5. I would find the mobile app useful in the class					

Perceived Ease-of-Use (PEU)

Likely

Unlikely

Extremely Quite Neither Quite Extremely

6. Learning to operate the mobile app would be easy for me					
7. My interaction with the mobile app would be clear and understandable					
8. I would find the mobile app clear and understandable					
9. I would be easy for me to become skillful at using the mobile app					
10. I would find the mobile app easy to use					

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	<ul style="list-style-type: none"> speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar speaks coherently with fully appropriate cohesive features develops topics fully and appropriately 	<ul style="list-style-type: none"> uses vocabulary with full flexibility and precision in all topics uses idiomatic language naturally and accurately 	<ul style="list-style-type: none"> uses a full range of structures naturally and appropriately produces consistently accurate structures apart from 'slips' characteristic of native speaker speech 	<ul style="list-style-type: none"> uses a full range of pronunciation features with precision and subtlety sustains flexible use of features throughout is effortless to understand
8	<ul style="list-style-type: none"> speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language develops topics coherently and appropriately 	<ul style="list-style-type: none"> uses a wide vocabulary resource readily and flexibly to convey precise meaning uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies uses paraphrase effectively as required 	<ul style="list-style-type: none"> uses a wide range of structures flexibly produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors 	<ul style="list-style-type: none"> uses a wide range of pronunciation features sustains flexible use of features, with only occasional lapses is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	<ul style="list-style-type: none"> speaks at length without noticeable effort or loss of coherence may demonstrate language-related hesitation at times, or some repetition and/or self-correction uses a range of connectives and discourse markers with some flexibility 	<ul style="list-style-type: none"> uses vocabulary resource flexibly to discuss a variety of topics uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices uses paraphrase effectively 	<ul style="list-style-type: none"> uses a range of complex structures with some flexibility frequently produces error-free sentences, though some grammatical mistakes persist 	<ul style="list-style-type: none"> shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	<ul style="list-style-type: none"> is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation uses a range of connectives and discourse markers but not always appropriately 	<ul style="list-style-type: none"> has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies generally paraphrases successfully 	<ul style="list-style-type: none"> uses a mix of simple and complex structures, but with limited flexibility may make frequent mistakes with complex structures though these rarely cause comprehension problems 	<ul style="list-style-type: none"> uses a range of pronunciation features with mixed control shows some effective use of features but this is not sustained can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	<ul style="list-style-type: none"> usually maintains flow of speech but uses repetition, self correction and/or slow speech to keep going may over-use certain connectives and discourse markers produces simple speech fluently, but more complex communication causes fluency problems 	<ul style="list-style-type: none"> manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility attempts to use paraphrase but with mixed success 	<ul style="list-style-type: none"> produces basic sentence forms with reasonable accuracy uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems 	<ul style="list-style-type: none"> shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	<ul style="list-style-type: none"> cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence 	<ul style="list-style-type: none"> is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice rarely attempts paraphrase 	<ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentences but subordinate structures are rare errors are frequent and may lead to misunderstanding 	<ul style="list-style-type: none"> uses a limited range of pronunciation features attempts to control features but lapses are frequent mispronunciations are frequent and cause some difficulty for the listener
3	<ul style="list-style-type: none"> speaks with long pauses has limited ability to link simple sentences gives only simple responses and is frequently unable to convey basic message 	<ul style="list-style-type: none"> uses simple vocabulary to convey personal information has insufficient vocabulary for less familiar topics 	<ul style="list-style-type: none"> attempts basic sentence forms but with limited success, or relies on apparently memorised utterances makes numerous errors except in memorised expressions 	<ul style="list-style-type: none"> shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	<ul style="list-style-type: none"> pauses lengthily before most words little communication possible 	<ul style="list-style-type: none"> only produces isolated words or memorised utterances 	<ul style="list-style-type: none"> cannot produce basic sentence forms 	<ul style="list-style-type: none"> Speech is often unintelligible
1	<ul style="list-style-type: none"> no communication possible no rateable language 			
0	<ul style="list-style-type: none"> does not attend 			

Source: <https://www.ielts.org/-/media/pdfs/speaking-band-descriptors.ashx?la=en>