



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**Perfil de investigación previo al informe final de trabajo de graduación y obtención del
Título de Licenciado/a en Pedagogía del Idioma Inglés**

Theme:

SELF-RECORDINGS AND THE ENGLISH PRONUNCIATION.

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Ambato – Ecuador

2022 – 2023

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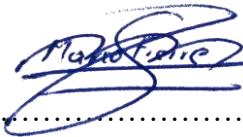
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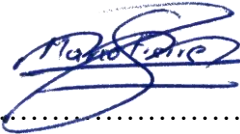
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V. DEDICATION

TO:

My dear family, my beloved mother Yolanda, who always supported and encouraged me in my studies, my dear father Rafael who supported me emotionally and financially during my years of study, and to my lovely sisters, María my twin sister and Gabriela who were my fundamental pillar to always get ahead and give my best. Because of you I am the person who I am and without you none of this would be possible.

Thank you for everything, I love you!

~Marco Antonio.

VI. ACKNOWLEDGEMENTS

First, I want to thank God for giving me health and life to be able to accomplish this great achievement in my life.

Second, to the Technical University of Ambato for giving me the opportunity to study in this wonderful career that I love very much and for allowing me to become a great professional.

Third, to my tutor Mg. Edgar Encalada for being an excellent teacher, for his support, for being patient, and for having guided me in the process of this research.

Fourth, to my teacher Santiago Herrera who motivated me to study this career.

Fifth, to the professors of the career, for all their time and patience during my professional preparation. Especially to Mg. Xavier Sulca for being a great person and teacher, and for having helped me in carrying out this research.

Sixth, to my dear friends Solange and Patricio who supported me emotionally and academically throughout my professional preparation.

Last but not least, to the Capcom Company for having created the game Resident Evil 4, which was a great motivation for me to love English.

~Marco Antonio.

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TOPIC: SELF-RECORDINGS AND THE ENGLISH PRONUNCIATION.

AUTHOR: Marco Antonio Freire Aldas

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IX. ABSTRACT

The purpose of this research was to analyze the effects of using self-recordings in the pronunciation of the English language. The participants of this research were 37 students between the ages of 7 and 10 years old. This research was conducted at Unidad Educativa “Nueva Era”. Then this investigation was a quantitative research. Furthermore, all the information was collected in 14 sessions. Additionally, the Pre-test and Post-test were created by the researcher and they were adaptations made to the main topic of this research, for which the A2 Flyers Cambridge exam was taken as a reference. Therefore, the use of a rubric, which was taken from Live Worksheets and validated by experts was important to grade the Pre-test and Post-test. Moreover, in the interventions stage, the researcher mostly worked with the students' workbook, extra reading books, and worksheets. Along with this, the readings and activities were used to teach English pronunciation of new words that students reviewed in the activities. Likewise, the Vocaroo website was used to put students' English pronunciation into practice through some tasks sent. At the end of the research, the Post-test was taken, which has two parts as the Pre-test. In addition, the average of the Pre-test was 5,946 over 10 points. On the other hand, the Post-test average was 6,973 over 10 points. Last but not least, the results demonstrated that students improved their English pronunciation using self-recordings, which means that the effect of using self-recordings in the classroom was positive, since students could self-correct their mistakes in pronunciation by hearing their own audios when they were practicing it, thus being a source of feedback for them and allowing them to become aware of their mistakes and difficulties.

Keywords: Self-recordings, English pronunciation, pedagogical tools, English language.

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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TÍTULO: AUTOGRABACIONES Y LA PRONUNCIACIÓN EN INGLÉS.

AUTOR: Marco Antonio Freire Aldas

TUTOR: Mg. Edgar Guadia Encalada Trujillo

X. RESUMEN

El propósito de esta investigación fue analizar los efectos del uso de autograbaciones en la pronunciación del idioma inglés. Los participantes de esta investigación fueron 37 estudiantes entre las edades de 7 a 10 años. Esta investigación se realizó en la Unidad Educativa “Nueva Era”. Entonces esta investigación fue una investigación cuantitativa. Además, toda la información se recogió en 14 sesiones. Adicionalmente, el Pre-test y el Post-test fueron creados por la investigadora y fueron adaptaciones hechas al tema principal de esta investigación, para lo cual se tomó como referencia el examen de Cambridge A2 Flyers. Por lo tanto, el uso de una rúbrica, que fue tomada de Live Worksheets y validada por expertos, fue importante para calificar el Pre-test y el Post-test. Además, en la etapa de intervenciones, el investigador trabajó principalmente con el cuaderno de trabajo de los estudiantes, libros de lectura extra y hojas de trabajo. Junto con esto, las lecturas y actividades se usaron para enseñar la pronunciación en inglés de nuevas palabras que los estudiantes revisaron en las actividades. Asimismo, se utilizó la web de Vocaroo para poner en práctica la pronunciación del inglés de los alumnos a través de algunas tareas enviadas. Al final de la investigación se tomó el Post-test que tiene dos partes como el Pre-test. Además, la media del Pretest fue de 5.946 sobre 10 puntos. Por otro lado, el promedio del Post-test fue de 6.973 sobre 10 puntos. Por último, pero no menos importante, los resultados demostraron que los estudiantes mejoraron su pronunciación en inglés usando autograbaciones, lo que significa que el efecto de usar autograbaciones en el aula fue positivo, ya que los estudiantes podían autocorregir sus errores de pronunciación al escuchar sus propios audios. cuando lo estaban practicando, siendo así una fuente de retroalimentación para ellos y permitiéndoles tomar conciencia de sus errores y dificultades.

Palabras clave: Autograbaciones, pronunciación en Inglés, herramientas pedagógicas, Idioma Inglés.

B. CONTENT

CHAPTER I

1.1 Research Background

In order to develop this research, some papers were considered as examples of how self-recordings work in English pronunciation. Following that, there are many alternatives to know about this topic but there are many changes over time that require the adaptation of this strategy for different contexts, since teaching English pronunciation with the support of a software or an application comes to play a role in English learning because technology provides students a native and a correct demonstration of how they have to pronounce any word and it builds up fun and relaxation inside the classroom. As a result, students will be easily involved in the different activities that the teacher will ask them to do, while they are having fun practicing their speaking skills.

A contribution by Mancerna (2014) analyzed the impact of self-recordings on the improvement of English pronunciation skills in eight graders of a private institution located in Tenjo. Besides, this study consisted of ten workshops where self-recordings, questionnaires and journals were used as the main instruments to collect data. Moreover, this study used a qualitative approach. Therefore, regarding the findings of this project, the researcher observed that self-recordings were an innovative tool to motivate learners to improve their pronunciation skills. Furthermore, the use of self-recordings prompted learners' interest to self-monitor their own learning process.

Another contribution by Torres (2019) aimed at describing an intervention project designed to provide asynchronous oral practice opportunities for virtual students. Besides, the strategy was carried out through the qualitative approach and consisted of performing self-recordings of different conversations with the basic contents of the course in the target language to improve the pronunciation and fluency of the students. Additionally, the results showed a significant improvement of the participants' oral production as well as a good level of performance in their final exam, since students showed a great commitment to practicing the conversations several times before making the recordings, which resulted in greater

confidence at the time of submitting their final exam and a positive opinion about this pedagogical intervention.

In a recent study, Akkara (2020) emphasized on studying the impact of Mobile Assisted Language Learning (MALL) in improving three aspects of English language, which were speaking skills, segmental and supra-segmental features of pronunciation, and the viability of bringing your own device (BYOD) approach. Therefore, a mixed method approach was adopted for collecting the data from twenty-five randomly selected students who underwent training with BYOD. Furthermore, the results showed a positive effect on the speaking skills and the overall intelligibility of the participants. As a result, the use of smartphones resulted in improved learners' engagement in language learning. In addition, teachers at the tertiary level could benefit from the study, adopt digital technologies in L2 teaching and learning and further extend the scope of the study with their experiences.

Boyd (2015) identified the effects of different elicitation methods on the speech of a single speaker of San Francisco English who was participating in a systematic set of vocalic sound changes known as the California Vowel Shift. Then this study employed a quantitative approach. Besides, this study contrasted the data obtained from classic sociolinguistic interview methods with data from self-recordings, as well as data from various methods for eliciting spontaneous speech that are typically used in laboratory settings. Moreover, an analysis of five sound changes indicated that self-recorded speech often results in significantly more advanced productions than interview speech, while speech from laboratory methods is largely comparable to interview speech. Surprisingly, the differences between read speech and unscripted speech are minimal. Finally, it was concluded that the utility of controlled-but-spontaneous laboratory elicitation methods, and by strongly recommending the use of self-recording tools for studies of sound changes in progress.

Another similar study developed by Menggo et al. (2019) aimed to analyze the effect of self-recording videos use in improving students' academic English-speaking competence and disclose the extent of the impacts of self-recording videos on students' affective factors in the learning process. Therefore, this paper was a quasi-experimental study with pre-test and post-test designs that was conducted

during September–December 2018. Furthermore, the population of the research was 146 students from five classes who enrolled in an English-speaking course and two speaking lecturers at the English department of Universitas Katolik Indonesia Santu Paulus Ruteng, Flores. A total of 66 students at this college were selected as sample by using the random sampling technique. Additionally, an English-speaking rubric, questionnaire, and interview were used to collect data; those data were then analyzed using a software program, namely, the Statistical Package for Social Sciences (SPSS) 16.0 for Windows, which was followed by qualitative interpretation. Moreover, the data from the questionnaire deployed numerical calculation of the percentage, while data from the interview were presented qualitatively, as they relied on respondents' responses. On the other hand, the findings of the study revealed that self-recording videos have a significant effect on students' academic English-speaking competence (mean score result of post-test = 75,81), promotes students' self-esteem (94.11%) and motivation (97%), reduces English speaking inhibition (85.29%), and lessens students' anxiety (88.23%). Finally, English speaking practitioners are suggested to select self-recording videos in boosting students to be a competent English speaker, independent English learner, and act responsibility.

Another significant contribution elaborated by Pi-hua (2019) investigated how software users feel about the mediated assistance the system offers, their difficulty and attitudes toward using it, and, above all, how peers can help to mediate the pronunciation learning of students using MyET, a CAPT system designed in Taiwan. Then Two groups of junior college students (N = 60) practiced the system for 10 weeks with or without their peers. Besides, a qualitative approach was made to find that the collaborative group wrote down more statements about how they had benefited from the software than about their pronunciation difficulties. Moreover, it was reported that the feedback helped students to raise their awareness of pronunciation errors. Furthermore, in the collaborative practice with the CAPT system, they revealed that they could explore more functions the software provided and had fun. Additionally, this study further examined how peers interacted, analyzed, and discussed the effects of collaboration on computer-assisted pronunciation learning. Finally, suggestions were made for teachers interested in conducting CAPT in a collaborative context.

To sum up, these previous investigations showed that while students were practicing self-recordings, they developed some strategies to notice if they were producing a good task. Therefore, the strategies that they developed were comparison, asking for feedback, and practicing pronunciation before they recorded their voices. Furthermore, learners focused on developing the tasks consciously to improve their pronunciation or to notice their weaknesses. Additionally, the help of technology facilitated students to easily get engaged in the speaking activities made by the teacher. Finally, it permitted the teachers to analyze the difficulties of individual learners to provide feedback, and hence students were able to improve their English language pronunciation skills.

1.2 Theoretical framework

I. Independent Variable

LANGUAGE LEARNING

Kusmaryani (2019) pointed out that in language learning, technology helps students access language resources, practice their skills, and can directly communicate with native speakers. Besides, language skills such as listening, speaking, reading, and writing can be explored through learning applications. Therefore, students can practice the language inside or outside the classroom and it makes them become independent learners. On the other hand, it must be necessary to reinforce the learning of English pronunciation in the classroom, since pronunciation is an aspect that must be constantly practiced to be able to produce it in a good way.

Lewis (2021) mentioned that self-recordings help to learn and practice English pronunciation and it is a powerful way to improve fluency over time. Then the main reason for practicing self-recordings is that it helps to learn English in a comfortable way. Besides, when people can hear themselves speak, they often realize in what aspect they have difficulties and what they need to practice more, since listening to a recording can help to feel more confident when speaking to other people. Additionally, people can keep recording themselves and comparing it to the

native pronunciation until they feel satisfied with the final production of a speaking task.

Language Tips (2017) argued that recording a voice note and then listening back to it has lots of benefits when learning English language, since people can listen back to something that was said, and they can get a real understanding of their fluency, accuracy, and naturalness. Furthermore, while speaking, they can be aware of little grammatical mistakes they make or that they feel more fluent in some parts of the conversation they are having than at others. Moreover, it's easier to record a voice note using a smartphone these days. People can also ask their friends and colleagues to record some of the conversations they have. Finally, the main idea of practicing self-recordings is to improve pronunciation and fluency when speaking and be aware of the parts that need to be practiced a lot more.

LANGUAGE LEARNING STRATEGIES

Oxford (1990) defined learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Therefore, it does not only aid language learning, but also the learning of other subjects such as math, chemistry, etc. In other words, when learners start to learn something, they can respond to the particular learning situation and manage their learning in an appropriate way. On the other hand, it is essential to mention that the teacher must appropriate the material that will be used according to the interests of the students and the level.

Wenden (1987) argued that language learning strategies can be defined from the aspect of language learning behaviors, such as learning and regulating the meaning of a second or foreign language, cognitive theory, such as learners' strategic knowledge of language learning, and the affective view, such as learners' motivation, attitude, etc. Furthermore, language learning strategies are applied by language learners to acquire and to use information that learners have acquired, stored or recalled, and can promote autonomous learning, in order to make the learning process of the students a little easier and at the same time enjoyable, since all this must be concise and appropriate to their level of English.

DIRECT AND DIRECT LANGUAGE LEARNING STRATEGIES

Oxford (2019) classified language learning strategies into two categories: direct and indirect. Memory, cognitive, and compensation strategies are direct strategies that are specifically involved in understanding the target language. First, memory strategies deal with storing and retrieving information in a foreign language. Then, the mental processes involved in manipulating, transforming, and communicating with the target language are referred to as cognitive strategies. Therefore, learners use compensation strategies to overcome information gaps that prevent them from learning and producing the target language.

On the other hand, Oxford (2019) argued that indirect strategies are those that help the interaction of the language without being specifically linked to the interaction of the language. Metacognitive, affective, and social strategies are also included in this category. Then, planning, monitoring, and assessing the target language are all facets of metacognitive strategies. In addition, affective strategies are methods that learners use to cope with their feelings and outlooks toward language learning. Finally, social strategies are described by their ability to increase target language engagement through interaction with others.

LANGUAGE LEARNING RESOURCES AND MATERIALS

Levis (2016) claimed that pronunciation materials include descriptions of how to use them most effectively commonly occur in integrated skills, like speaking and listening, workbooks, and digital materials, in which activities are most likely to be encountered by teachers in conjunction with other teaching goals. Besides, to be widely useful, pronunciation materials should be based on three general principles: they should emphasize intelligibility, they should explicitly connect to other language skills, and they should provide sufficient and usable support for teachers. Following that, it is pivotal to mention that all material that will be used by the teacher must have a connection with the real use of the English language in different situations since when teaching pronunciation, it must have a connection with topics that have already been reviewed and will be treated in classes. In addition, the teacher must consider different learning activities in order that the teaching of pronunciation to the students is good and at the same time dynamic in the classroom, since each student has different learning methods. In addition, the use of technology in class since in this way innovative activities can be implemented.

McCrocklin (2015) mentioned that online resources and software are tools that can promote autonomy by enabling experimentation through self-access work outside of class while providing immediate feedback to learners. Besides, one technology that can help provide feedback is Automatic Speech Recognition (ASR), which allows students to experiment with the target language in a safe, private setting and to practice at their speed, getting feedback from the words recognized. Additionally, the advantage of this tool is that students can practice their speaking ability as many times as they want, since the purpose of this software is to help improve their pronunciation without putting any barriers on them.

Therefore, based on these ideas, it can be interpreted that when teaching pronunciation, it is essential to engage in the use of technology to make learning this skill more efficient and motivating for students, either through sending homework or practice workshops at home, since some students learn better when they are alone at home. Lastly, it should also be noted that this skill can be taught in the classroom, therefore the teacher should consider using apps or software, which provides instant feedback to students about their errors in pronunciation, in this way they can self-correct, thus allowing them to expand their knowledge about the pronunciation of different words.

Teaching Tools

Alkamel & Chouthaiwale (2018) stated that teaching tools are a set of technological and non-technological resources used to communicate, teach, create, spread, and manage information. Besides, they can enhance teaching and learning through their dynamic and interactive content and can provide real opportunities for individualized instruction. Furthermore, teaching tools include the use of computers, cell phones, laptops, and tablets. However, information and communications technology (ICT) is an accepted element in all our lives and has a central role to play in education. In many countries, the debate about ICT in education concentrates on the potential impact of ICT on teaching and learning and on the measures that need to be adopted to ensure the potential of ICT to enrich students' learning experience.

Chhabra (2012) mentioned that nowadays teaching tools can be utilized by capable and creative teachers to enhance teaching and learning situations. Moreover,

these are used to make learning more interesting, motivating, stimulating, and meaningful to the students. Additionally, these tools have been touted as potentially powerful enabling tools for educational change and reform as they are making marked inroads into the combination of digital technologies and English language learning since the teacher can send assignments to the students through e-mails to practice the English language. On the other hand, students will not miss their lessons as now they can get worksheets and notes from electronic online whiteboards. Finally, the teacher can also choose the accurate task, considering the level that s/he wants to train the students.

Maharaj (2018) claimed that teaching tools should be contextualized to the topics, theme, and realities of the target language. Then teaching tools should provide the situation to create students' interest with each other even outside the classroom. Besides, this can be the medium to practice and see their progress. Moreover, teaching tools should provide opportunities for self-evaluation which will develop their own learning style and strategies. Furthermore, teaching tools should link teachers and students to develop communication skills and understanding and also give opportunities for better learning. Apart from the above-mentioned aspects, teacher-designed tools help to improve their skills and creativity. Finally, teaching tools are the most important tools of the teaching process which provide students with a natural learning environment and help them take part in teaching-learning.

PRESENTATION, PRACTICE AND PRODUCTION APPROACH (PPP)

Kostoulas (2012) pointed out that Presentation, Practice and Production, or PPP, is a method for teaching structures (e.g. grammar or vocabulary) in a foreign language. As its name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom. Moreover, it is noted that some writers use the name to refer to a specific method that focuses on oral skills, but it can also be applied more broadly to a family of related methods which rely on the progression from presentation, through controlled practice, to free production. Finally, Presentation, Practice, and Production (PPP) is a method that is widely used in teaching simple language to improve students' ability to speak.

Presentation Phase

Criado (2013) defined that the materials in this phase contain all the targeted linguistic items and structures in the unit. Additionally, in the former, the teacher/textbook models the target structure or lexical items and offers the explanation behind the construction of such structures or the meaning of the words. In the latter, also called “discovery learning”, students themselves are provided by the teacher/materials with sample structures and/or vocabulary contextualized in aural or written texts. Furthermore, students have to induce the underlying rules and meanings. Finally, this phase also helps students to practice more during the teaching and learning process since the students also listen to their friend’s pronunciation and correct them.

Practice Phase

Hellström (2015) concluded that the purpose of this stage is to repeat and practically apply the new information that the student has learned in the presentation stage. Besides, this is the stage where the learner is supposed to grasp what the teacher has presented. Therefore, in the practice phase, which still reflects a high level of teacher control in the sense that the students their understanding of the items presented in the first stage. Moreover, these activities are aimed at achieving accuracy of forms so that fluency can be later achieved in production activities. Additionally, the activities are aimed at achieving the linguistic targets presented in the initial phase, following the models to which the learners must adjust.

Production Phase

Finally, Hellström (2015) demarked that the third and last stage in PPP is production. Then the idea is to repeat and apply the language item correctly after having been presented in the first stage and repeating it in stage two. Besides, there is an element of individuality in this third stage, to produce language freely. Moreover, it is claimed that the learners are meant to produce the language for themselves, expressing what they want to say rather than what the teacher has directed them to say. Following that, this stage aims at increasing fluency in linguistic use, precisely through “autonomous and more creative activities”. In addition, the strategies for achieving such a goal are based on a freer use of the targeted structures. Finally, the

kind of activities in the production stage may imply discussions, debates, role-plays, problem-solving activities, opinion, and information gaps, etc.

SELF-RECORDINGS

Hancock (2014) argued that self-recordings are tools that provide an effective method of increasing accuracy percentage levels for homework/tasks and student achievement by baking, as an instrument of physical observation, a record of its state, either continuously or at definite intervals. Moreover, the main objective of this is considered by the teacher, which in this case is for the students to improve their English pronunciation, that can be done through several practices of the students during a certain period, all of them based on the different necessities of the students, consequently they can practice not just words pronunciation, but also linguistics phonemes at the same time.

Fitriyani (2020) claimed that some advantages of using self-recording audio of students speaking in language learning, for example, they can evaluate themselves doing speaking and so their friends can give them feedback about their tasks, as a result they will learn from their mistakes and from other people's comments. Moreover, it can be stated as a real fact since a student learns much more when he has feedback or comment from someone else about his work, this makes the student improve and the next time he does a better job, in this case, the student develops a better pronunciation and speaking ability.

Le (2018) demarked that while students were practicing self-recordings, they perceived that they improved their pronunciation and that the recordings enabled the instructor to individualize the feedback delivery. However, it was challenging for the instructor to have enough time to give feedback to each student. Following that, it is important to mention that giving personalized feedback to each student is too complicated since one pedagogical hour would not be enough in a classroom with many students. For that reason, the teacher should consider giving general feedback to the entire course, mentioning the parts in which students must improve when pronouncing a word. Furthermore, it should be considered to include some linguistics classes for a better understanding of the linguistic phonemes that are part of some words.

Lancini (2019) stated that voice recordings are tools that are often included in the teaching and learning process of the English language. Besides, learning a second language through self-recordings has been an essential strategy due to students can correct their mistakes by themselves even though they are not yet experts in English pronunciation and thus be able to practice the correct pronunciation by repeating it a lot of times and be able to improve their oral skills, since thanks to technology, students can practice their English pronunciation from their homes in different applications on their cell phones, or web pages.

Aoki (2014) pointed out that in the past, voice recordings devices used for language teaching and learning were cassette tapes, therefore students had to use big or small recorders to practice and improve their oral production. On the other hand, nowadays the use of technological devices and tools is easier, such as applications, websites or cell phones have made it easy to record a video or a voice note and to save and share it on social networks, institutional platforms with professors, or with other users. Additionally, it is necessary for students to be constantly monitored by a teacher during the learning process to ensure that this skill is well practiced, since the pronunciation of words must be good and concise.

Huang (2015) argued that nowadays students can enjoy learning a language through the use of voice recordings in the classroom or outside of it since through these tools students can practice and improve their speaking skills (fluency and pronunciation). Moreover, voice recordings can be beneficial for students, since through them they can create an environment outside the classroom to practice and develop the target language by themselves. In addition, students can share applications among themselves and socialize them with the teacher in order to carry out activities adapted to the contents or topics that they want to practice.

Wijayani (2017) claimed that the continuous use of audio and video recordings helps English learners to analyze their progress in their language development, likewise, helping them to check and correct their mistakes in spoken language. On the other hand, English learners can practice and then save their spoken voice notes in a digital form, such as websites or cell phones to play them and listen to their own performance in practicing English pronunciation. Additionally, students can check their progress in improving their speaking skills, and at the same time keep checking

where they need to improve. On the other hand, students can be supported by a teacher to request feedback or help in pronunciation.

Ganiyevna (2019) pointed out that video recordings of students' verbal productions demonstrated to be an excellent tool in the classroom, since they offered multiple benefits to them, such as providing an opportunity to practice their pronunciation and producing a correct record of the words that they were trying to say, thus being an opportunity for students to re-watch the videos of their pronunciation practices for a detailed assessment by other students and the teacher. Finally, the teacher in this way will be able to give general feedback in the classroom of the parts in which students should improve their pronunciation, thus facilitating the process of giving feedback.

Göktürk and Nazlnur (2016) determined that learning new vocabulary words was noted as a perceived benefit of digital video recordings. In addition, three students admitted that they occasionally got stuck during their presentations because they were short on vocabulary words relating to the topic, and they had to reshoot the videos after looking up the words. Besides, they noticed that even two or three weeks later of recording their videos, they could still easily recall the phrases they used in their videos. Subsequently, this proved that using digital video recordings provided them with a learning opportunity and made it simple for them to acquire new vocabulary items.

Sun (2012) demarked that the practice and study regarding the influence of video recordings on students' oral communication skills showed that while students were practicing self-recordings, they noticed that their fluency and pronunciation improved during the research process since through practicing self-recordings they had the opportunity to extend their speaking practice outside of class and be able to identify their weak aspects in their oral productions, which were shared with the teacher in order to provide general feedback about the aspects in which the students had pronunciation problems thus it motivated and favored the students in a great way.

López (2017) established that to improve foreign English language learning by using self-video and audio recordings, it must be carefully guided by the teacher and

carefully practiced by students. Following that, this means that these learning tools must be used appropriately at the right time and place, in order to be motivating, improve learning, and have a beneficial effect on students. Therefore, the teacher must consider the level of the students, the content to be taught and in the same way the applications or software in which self-recording will be practiced, since there are applications that are very difficult to use, Therefore, in this aspect, a concise instruction is required by the teacher.

Orlova (2009) mentioned that the use of self-recordings can be particularly beneficial for English-speaking learners and trainers and non-native teachers since a number of skills, such as analysis, discussion, and observation of classroom activity, can be further enhanced by means of these tools. Furthermore, the use of self-recordings enables learners to practice and improve their knowledge, language competency, and communicative ability. In addition, the use of applications to practice self-recordings allows the teacher to keep each student's homework saved, in order to later be able to give feedback to each of them about the aspects in which they should improve their pronunciation.

McGovern (1983) claimed that having pupils practice an activity that will be self-recorded by them on camera or audio, either in class or at home, can boost their motivation and interest and give them a chance to enhance their speaking skills, as well as the sense of satisfaction that comes after seeing their improvements in the process. Furthermore, students can use different applications in which they can practice their pronunciation. Moreover, the teacher can also carry out self-recording activities on web pages in order to familiarize students with these technological tools so that they can practice their speaking ability when they consider it necessary and thus improve their pronunciation.

SELF-RECORDING STRATEGIES

To begin with, there are listed some strategies in learning that can be supported by voice recordings in a classroom environment. First, King (2016) stated that brainstorming can help to students who struggle to take notes can concentrate on recording their voice rather than worrying about the correct word spelling. In addition, the author mentions that the procedure to use this strategy is to first help

students identify the words in which they have pronunciation problems, then students must write down those words in their notebook and share them with the teacher so that the teacher can give feedback and help students with these problems.

Second, Jones (2021) mentioned that refining voice in voice recordings help students to check their own English pronunciation, which gives them the confidence to identify if they have to make any repetition of the recording or where they can make pauses. Additionally, the author mentions that the procedure to apply this strategy is first to instruct students with online pages and the proper use of them so that students can practice voice self-recordings. Subsequently, after completing the task, students must research the correct pronunciation of the words they are going to pronounce on translation pages, in order to refine their voice in a similar way to the pronunciation heard. Moreover, they can also compare their voices to those of their peers at this stage, as well this process helps to enhance their writing skills.

Third, Ferguson et al. (2011) argued that practice and revision strategy in Voice recordings can be used by students as a tool to rehearse final presentations and can assist them in finding mistakes when they read aloud a paper. Furthermore, he stated that that the practice and review procedure of a self-recording work consisted of students before doing their self-recording task, they should practice their pronunciation on web pages in order to improve their pronunciation of words in which they have problems. In addition, after finishing producing their work, students must review again the pronunciation of the words in which they had problems in order to determine if that work will be sent for review by the teacher, or if necessary, do it again.

Fourth, Alek et al. (2020) concluded that self-assessment strategy is fundamental when practicing self-recordings, because in this point, students can reflect on their strengths and weaknesses when they correct their mistakes by themselves, therefore language learning is centered on students' self-evaluation. Moreover, students can practice and learn new vocabulary with the audio recording, which helps them feel at ease and confident. Finally, the authors mentioned that the procedure to carry out self-assessment in voice self-recordings, first the self-recording work must be analyzed by the teacher, in order to identify the parts in which each student has pronunciation problems. Subsequently, the teacher proceeds to call the student to small sessions to self-evaluate the task that has been sent and

that each student can identify the errors of it and thus they can determine the aspects of pronunciation in which they must improve.

Finally, Olivo (2016) stated that write English pronunciation into native language (L1) is a self-recording strategy that consists of students writing a word in English that is difficult for them to pronounce in their native language (L1) on a piece of paper, in this way they only have to read the correct pronunciation of the word and thus avoid spending a lot of time repeating the pronunciation, for example: swimming - //suiming//. Additionally, the author mentions that the procedure to apply this strategy consists of first doing an analysis of the words in which the students have pronunciation problems. Then the teacher must proceed to write those words first in the English language, and next to them the writing of the pronunciation in Spanish, so that the students can read and produce the pronunciation of these words more easily. Finally, feedback must be given made about the correct pronunciation of those words in order to help students correctly produce the pronunciation of each word in which they have problems.

II. Dependent Variable

ENGLISH LANGUAGE

Schütz (2019) stated that a foreign accent usually occurs when the language is learned away from authentic environments of the target language when the pronunciation model is not always accurate. Then it also occurs when the learning starts late, after early adulthood. Therefore, pronunciation errors normally include poor word choice and limited cultural awareness. Besides, speaking with a foreign accent is obviously better than not being able to communicate at all. However, if there are people that will be happy with just enough, there are others who will strive to achieve their best to enjoy better integration and acceptance in foreign social environments. In the absence of a good model and without guidance, the learner will perceive, produce and internalize sounds of the target language based on the native language sounds. Moreover, since pronunciation habits are formed early, it seems obvious that it is at that point that the development of good pronunciation should be emphasized.

Xodabande (2017) mentioned that in English language, pronunciation is the most difficult aspect of language teaching and learning which plays a vital role in successful communication both productively and receptively. Furthermore, when it comes to teaching pronunciation, language teachers can be divided into two groups: one group loves teaching it, and another group hates it. On the other hand, one reason for this kind of dichotomist attitude toward teaching pronunciation might be that teachers are nervous of dealing with sounds and intonation, and they believe they have too much to do already in language classroom. Moreover, pronunciation is taught infrequently and unsystematically in language classes for some reasons such as inadequate teacher training which leads to incompetent and unconfident teachers, the varied and diverse needs of learners, and lesser priority of pronunciation compared to other skills.

Barber (2009) established that English pronunciation is one of vast complexity of which some details to consider can give not a perfect conception. In addition, human language is a signaling system. Besides, the written language is secondary and derivative. In the history of each individual, speech or signing is learned before writing, and there is good reason for believing that the same was true in the history of the species. Moreover, there are communities that have speech without writing, but we know of no human community which has a written language without a spoken or signed one.

English pronunciation is defined as a production of sounds that a person uses to make meaning and it is a sound system which doesn't interfere with communication (Grant & Brinton, 2014). Therefore, it means that it is not necessary to handle this criterion perfectly to be understood, however it is important that the speaker can produce sounds in a way that it does not interfere with the sense of the message. In other words, it needs to be intelligible. Finally, to evaluate pronunciation, the evaluator must take into account some phonological features that can be provided in a rubric o in a book in order to evaluate it.

ENGLISH LANGUAGE SKILLS

Language is a natural ability of people which is not a subject like Social Studies, Mathematics, or Science and whose objective is to transmit information and

provide knowledge to the human mind (Husain, 2015). Furthermore, language is a complex skill involving four subskills, which are: speaking, writing, listening and reading”. Moreover, learning these language skills facilitate both the understanding and the production of it. Additionally, these four skills, which in turn have many sub-skills, are considered the basis for developing a language either by acquisition (L1) or by learning (L2). Finally, this must be correctly instructed by qualified teachers and constantly practiced by the student to master them and use them in a way in different contexts of language use.

Ahmadi and Reza (2018) pointed out that language is one of the essential elements that influence communication activities globally. To achieve a high degree of proficiency, students use the four different parts of the language skills, such as listening, speaking, reading and writing. In addition, the development of skills can lead to the progress of the whole language itself. Although, it is mandatory point out that reading skill is based on comprehension of reading texts, expanding vocabulary of the readers; listening skill involves understanding of linguistic and non-linguistic hints to get the meaning of speeches. Besides, pronunciations and accents can make learners struggle since the spoken language differ from the written version.

Mistar and Umamah (2016) said that English language skills are those that we all have, but some more than others, and that allow us to communicate, send messages and receive them whenever language intervenes in these messages. However, English language skills do not usually work in isolation or alone but are often used in conjunction with one another; that is, related to each other in multiple ways. In addition, communication is a process that is developed through the four basic language skills; speaking, listening, reading, and writing, each of these skills in the communication process, are manifested through elements that interact holistically.

According to Brown (2000), a learner needs to develop the ability to speak, listen, write and read using the target language, that is, master the four language skills: listening, speaking, reading and writing to learn a language correctly. Sometimes, depending on the context in which the learner is learning the language, it develops one or two of the skills, and forgets about the other ones. For example, if a learner studies a language in a self-taught way, it is very likely that it will develop

written expressions and reading comprehension much better than the other two skills. And if the learner plans to live in a country and has never studied the language before, when interacting with native speakers, the learner will most certainly develop Listening and Speaking much more than the other two skills.

PRODUCTIVE SKILLS

According to Ong (2021), productive skills are "a fundamental form of expression utilized to share ideas and thoughts as well as influence or convince other humans." Also known as productive abilities, speaking, and writing abilities are essential to learn since it allows students to practice real-life activities in class. These two skills can, in fact, be used as a "barometer" to determine how much the learners understand. Moreover, unless somebody is learning English purely for academic purpose and does not wish to communicate in English, the results would be unsatisfying, so for that reason learning speaking is essential. To summarize, good speaking skills supply learners with such a greater sense of development and build their confidence.

Husain (2015) classified language skills as productive and receptive. Productive skills are called the action of producing sounds when speaking and symbols when we write, for example, letters, therefore the productive skills are speaking and writing. On the other hand, receptive skills are listening and reading, since here the student only receives information by reading or listening. Furthermore, this information may not be possible if receptive skills were not studied before, because they enable to use grammatical structures, vocabulary in a written and spoken form. Apart from this data, the author supported it by stating that productive skills are a result of receptive skills. This means the learner decodes the language through receptive skills, and decodes through productive skills, which involves practicing with real-life activities.

Sreena (2018) argued that productive skills are also known as active skills because students can generate ideas through language. Along with this, there are several styles of speech such as informal and formal and these styles are based on different situations such as a student who has practiced receptive skills such as listening or reading proceeds to develop their productive ability in writing or

speaking on their own. Moreover, the author suggested that speaking skills are based on expanding ideas and therefore need to have an expression, then the speaker feels confident and can express himself comfortably especially when it is a live audience.

SPEAKING SKILL

Hadfield (2008) demarked that speaking is the act of having a conversation that represents the need for interaction between people which is not only about putting together a message but also about the response that the listener can give to the speaker. However, this interaction is a great difficulty for students learning English as a foreign language, as they need to feel confident and motivated to express it to transmit the message of everything they have learned to other people. s. Furthermore, it involves the ability of decoding the spoken language to produce meaningful sounds, words, phrases, or sentences, and increases students' social and emotional learning. Thus, it is said the speaking skill is related with the listening skill, as the speaker needs to listen (practice) before talking (production).

Ramadan (2016) mentioned that speaking skill is the process of memorizing and practicing dialogue in which the student constructs and shares verbal and nonverbal meanings in various circumstances. Furthermore, students who use their speaking abilities effectively will be able to express themselves and improve their grammar, vocabulary, and pronunciation, thus they can effectively communicate their thoughts, opinions, or feelings. Besides, it is important to develop the speaking skill, inside and outside the classroom. For instance, learners need to ask for clarification of the problems in class, to participate in a group or present something using the spoken language, to make dynamical.

ENGLISH PRONUNCIATION

Pourhosein (2016) determined that pronunciation is the production of English sounds and that by repeating sounds and correcting them when they are made incorrectly, English sounds and pronunciation can be learnt, and it means that when people speak straightforward English, good pronunciation is essential. Additionally, when learners started learning pronunciation, they make new habits and overcome the difficulties resulting from the first language. Furthermore, plain words would be more accessible and would aid listeners in understanding the content. Finally, word

stress, intonation, intelligibility, and phonology are also components of pronunciation.

On the other hand, Reed (2019) established that pronunciation is a cognitive skill that can be learned using our general learning faculties. Moreover, pronunciation learning is situationally embedded involving a complex interplay of social and cognitive variables in the construction of meaning. Furthermore, pronunciation is a very important component of oral communication, and just like the other components of language, it should be taught as part of an integrated, interdependent system. Besides, pronunciation skills are interconnected with other areas such as listening comprehension, reading and writing, and grammar. Lastly, given these interconnections, it is crucial to address the pronunciation needs of students at an early stage and throughout the curriculum.

Gilakjani (2021) pointed out that in language, pronunciation is composed by the repetition of sounds that are improved along the time when a person notices that a word has been wrongly produced. Therefore, when students are learning a second language, many of them make basic mistakes, so teachers must have to carry out interactive activities to help to practice and improve their pronunciation and fluency, to produce sounds or words correctly. Additionally, individual sound pronunciation, word and phrase stress, and intonation are also included in the phonological aspects. One syllable stands out from the others in words with two or more syllables because it is pronounced louder and more clearly. Finally, stress can be employed to convey critical information.

Boyer et al. (2012) demarked out that pronunciation is one of the most important parts of speaking (oral communication). Besides, speaking includes three important aspects, such as understanding how to indicate the intonation in the pronunciation of words, understanding how to use the proper intonation, and practicing and making correct sounds in a language (L2). On the other hand, As native Spanish speakers it is not possible to obtain a pronunciation equal to that of a native English speaker. Nevertheless, it is possible to produce an understandable pronunciation to maintain proper oral interaction.

Anggrarini & Istiqomah, (2019) demarked that pronunciation is a process in language in which a person produces particular sounds when communicating. Besides, pronunciation is one of the hardest language abilities to acquire since it is learned by repeatedly producing sounds and correcting them as soon as they are produced wrongly. On the other hand, through pronunciation, people can emit and produce clear, precise, and understandable language for listeners, in the same way, pronunciation is used to emphasize and make the given speech more emotional or impactful. Finally, within pronunciation is the accent, rhythm, and intonation.

Hakim (2020) demonstrated that learning a foreign language requires students to learn and generate a broad variety of new sounds, many of which are dissimilar to those in their native tongue. This indicates that proper pronunciation is crucial for the growth of both speaking and listening abilities. Therefore, one of the first English skills you master should be proper pronunciation. As a result, a learner can communicate without needing to learn complex terminology because they can describe themselves using straightforward terms. Nevertheless, "simple pronunciation" does not exist. Consequently, if there is not good pronunciation, it will be difficult for other to understand.

Texidor Reyes & Echevarría (2016) stated that pronunciation in the English language is of exceptional importance, due to it is so intimately tied to the meaning of words, which includes the information given in oral conversation. Moreover, the connection between pronunciation and communication in teaching English is important because it affects listening comprehension, oral expression, and oral interaction. Apart from gaining confidence to be able to speak more fluently and prevent the listener from confusing words due to mispronunciation. Once all the subskills are trained, the speaking skill is improved, even though some students think pronunciation is the most important.

1.2 Objectives

General Objective

-To analyze the effects of using self-recordings in the pronunciation of the English language.

Specific Objectives

-To establish the importance of the use of self-recordings in the classrooms.

-To identify self-recording strategies to enhance English speaking pronunciation.

-To evaluate the contribution of self-recordings in the development of English language pronunciation.

Description of the fulfillment of the objectives

First, to fulfill the general objective the researcher evaluated the students using a Pre-test and Post-test created by the researcher, which were adaptations made according to the main theme of this work which contained two parts to evaluate, in which the students had to record their voice reading sentences and then speaking about different topic. Besides, a standardized Cambridge test was taken as a reference to be able to design appropriate evaluation instruments according to the level of the students to analyze the results obtained by the students at the beginning and at the end of the investigation and to be able to determine if there was an improvement or not.

Second, to reach the first specific objective bibliographical research was needed, which was developed from databases such as articles, theses, books, websites, and journals. Following that, it helped the researcher to establish the importance of the use of self-recordings in the classroom through the analysis of the different concepts and ideas mentioned by different authors, the different uses that the authors gave to self-recordings and the results of these investigations. In addition, different strategies could be identified to be able to apply them when using self-recordings with students.

Third, to comply the second objective which is to identify strategies to enhance English speaking pronunciation, a website ,theses and books were used to

determine the correct use of these strategies before using self-recordings. Additionally, the process of using these strategies provided by different authors was essential to consider which strategies would be the most appropriate according to the level of the students, in order to have good results at the end of the investigation.

Fourth, to achieve the last objective which is to evaluate the contribution of self-recordings in the development of English language pronunciation, a Post-test was applied and Vocaroo website was used. After the Post-test better results were noticed, since students got better grades on it . On the other hand, using Vocaroo website the contribution of self-recordings was analyzed through students' tasks, which proved to have a good contribution after its application.

CHAPTER II

METHODOLOGY

2.1 Materials

To develop this research, it was important to use some human resources, such as traditional and technological ones, for example computer, cell phones, markers, board, etc. First of all, in this search, six-year and seventh-year high school students were between the ages of 7 to 10 years old. Besides, those levels from Unidad Educativa “Nueva Era”, were considered as the experimental group. Moreover, the participants in six-year high school were 16 students (10 males and 6 females), while the participants in seventh-year high school were 21 students (11 males and 10 females), in total 37 students.

Second, the development of variables required the search and analysis of different academic papers, articles, theses, and online books that provided important information to develop the two variables of this research, and to identify fundamental information to be able to meet each of the specific objectives of this research. On the other hand, it also helped to consider different aspects in order to create the evaluation instruments that were applied to the students, the web page that was used with the students, and the appropriate methodology to work with the students in the classroom.

Third, this research used some technological materials such as ManyCam (ManyCam is an application that allows users to use their virtual webcam with multiple different video options and applications simultaneously and users can record their computer screen while using them), WhatsApp, and Adobe Acrobat Reader. Additionally, the lesson plan activities developed in each intervention required the use of classroom teaching aids such as a whiteboard, markers, and laptop. Finally, the IBM SPSS Statistics Base software was used to represent the results obtained during the research.

2.1.1 Population

The total of students of the experimental group (sixth year and seventh year high school) was made up of 37 children with an age range of 7 to 10 years, in which there were 10 males and 6 females in sixth-year high school. On the other hand, there were 11 males and 10 females belonging to seventh-year high school at Unidad Educativa Nueva “Era”.

Table 1: Population

Population	Experimental group	Percentage
Males	21	56,8%
Females	16	43,2%
Total	37	100%

Note: This data was taken from students of six-year and seventh-year high school at Unidad Educativa “Nueva Era”.

2.1.2 Instruments

To begin with, the use of a Pre-test and Post-test that were created by the researcher, and they were validated by experts was important to evaluate students’ English pronunciation. Besides, it is pivotal to mention that the pre-test and post-test used in this research were made by the researcher and they are adaptations made by the author according to the main topic of this research. On the other hand, a Cambridge standardized exam was taken as a reference to analyze the aspects that the test should have, all this considering the level of English of the students and their course.

Moreover, a rubric that was taken from Live Worksheets and validated by experts was important to evaluate the Pre-test and Post-test. Besides, it is important to mention that this rubric had two aspects to qualify, which were fluency, pronunciation, and accent. In addition, it was considered to evaluate fluency in this rubric since fluency is part of one of the four subskills of speaking. Finally, pronunciation and accent because pronunciation is one of the variables of this research and because it is part of the ability to speak.

2.1.3 Procedure

Fourteen interventions were required for this research, the experiment lasted 4 weeks, with approximately forty minutes per session. In the first and second interventions, the researcher introduced himself in each course. Additionally, the researcher explained the students the research topic, what it consists of, and the process to be carried out during the different interventions. Finally, the researcher proceeded to take the Pre-test in each course, in which the parts of the test were explained to the students, and doubts that the students had were clarified.

In the third and fourth interventions, students worked with a storybook in which they learned new words. In addition, the aims of these sessions were to analyze the students' pronunciation when the researcher asked students to read the readings, to explain the students the meaning of each new word that they reviewed in the readings, and to focus on teaching the correct pronunciation of each one of the new words. Furthermore, at the end of the sessions in each course, it was necessary to explain the students the use of the Vocaroo website, which consisted of reading some sentences that included new words reviewed in class, then they had to record their voices with the correct pronunciation.

In the fifth and sixth interventions, students worked with their students' workbook to complete some activities in which the students were asked to read the instructions and the paragraphs and thus analyze the pronunciation of the students to provide feedback about it. Hence, the students were taught the meaning of each word and the correct pronunciation of the new words that the students had reviewed in the activities. Finally, the task that the students had to do as homework was explained, in which they must read twice five new words that they had reviewed in the activities to put their pronunciation into practice using self-recordings in Vocaroo.

In the seventh and eighth interventions, students worked with their students' workbook, and it was necessary to use the institutional teacher's book to complete activities in which the students had to identify some specific details in the readings, then it was asked to the students to read the readings to analyze their English pronunciation to provide feedback about it. As well as it was explained and taught the students the meaning and pronunciation of the new words that the students

reviewed in the activities, additionally, the meaning of some phrasal verbs was taught. Finally, the task that students had to do as homework was explained, in which they had to read twice the five new words that they had reviewed in the activities and thus put their pronunciation into practice.

In the ninth and tenth interventions, students' workbook was used to complete some activities in which the students had to fill in some blank spaces and match some images with their respective paragraphs in the readings and activities and it was asked the students to read the readings to analyze their English pronunciation and provide feedback. Moreover, a worksheet was used in which the students put into practice their knowledge about the types of energy in the environment. Besides, the meaning and pronunciation of new words that the students had reviewed in the activities were taught, as well as some phrasal verbs reviewed in the activities. Finally, the task that students had to do as homework was explained, in which they had to read twice the five new words that they had reviewed in the activities.

In the eleventh and twelfth interventions, students' workbook was used to complete some activities in which they had to identify specific personal information, specific times and places, and the students were asked to read the instructions and the paragraphs of the activities to analyze their English pronunciation. On the other hand, the use of the passive and active voice was taught to students and a worksheet was used to reinforce the student's knowledge about this topic. Finally, the task that students had to do as homework was explained, in which the students had to read only once five sentences that made use of the new words and new topics that had been reviewed in class.

In the thirteenth and fourteenth interventions, the Post-test was taken to the students, the duration of the post-test was the same as the pre-test, approximately 3 minutes per student in which before taking the Post-test the parts of the test and the reading activity and the topics of which that they have talk do in this test were explained to the students, and doubts that the students had were clarified. Finally, the institutional teacher and the students were thanked for their time and support during the research process.

2.2 Methods

2.2.1 Research approach

Leedy & Ormrod (2001) stated that a quantitative research method deals with quantifying and analysis variables in order to get results. Besides, it involves the utilization and analysis of numerical data using specific statistical techniques. In addition, Aliaga, and Gunderson (2002), describes quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with the aid of mathematical methods; in particular statistics.

Slevitch (2011) mentioned that a quantitative research is regarded as the organized inquiry about phenomenon through collection of numerical data and execution of statistical, mathematical or computational techniques. The source of quantitative research is positivism paradigm that advocates for approaches embedded in statistical breakdown that involves other strategies like inferential statistics, testing of hypothesis, mathematical exposition, experimental and quasi-experimental design randomization, blinding, structured protocols, and questionnaires with restricted variety of prearranged answers.

Finally, the data obtained from the Pre-test and the Post-test were represented in tables, percentages, and numbers through the SPSS software, which were important to accept or deny the hypothesis that the use of self-recordings helps to improve English pronunciation.

2.2.2 Research modality

Field

Enago Academy (2022) demarked that field research involves collecting study results in a natural environment (face-to-face), in which the researcher interacts with the population while collecting data. Then, in this research, the researcher observed and collected pivotal data about the impact of self-recordings on English pronunciation during face-to-face classes with the study subjects.

2.2.3 Bibliographic research

Pant and Sharma (2018) argued that bibliographic research is the main one that collects pivotal information from different published materials. Those materials can be traditional resources, such as journals, reviews, and books. On the other hand, those materials can be obtained in digital libraries or pages like online websites, and bibliographic data. Furthermore, this research work used a variety of digital books, theses, online pages, and academic articles that provided fundamental data and references in the development of the main variables.

2.2.4 Design

Pre-experimental research

This research was developed through a pre-experimental design. Hernández et al. (2014) determined that pre-experimental research is done within an established group. This design is divided into three stages: Pre-test (O1), Treatment (X1), and post-test (O2). Besides, through the interventions, the researcher handled the independent variable to analyze the cause-effect in the dependent variable. Besides, the pre-test and post-test permitted to compare the students' English language pronunciation before and after using self-recordings. Therefore, manipulating the dependent variable, English pronunciation, through the independent variable, self-recordings, allowed to analyze the effectiveness of using self-recordings to improve English pronunciation. Finally, in the research, there were 34 students in total from sixth and seventh-year high school at Unidad Educativa "Nueva Era".

2.2.5 Type of research

Correlational research

George (2022) argued that a correlational research design investigates relationships between two variables (or more) without the researcher controlling or manipulating any of them and it provides insights into complex real-world relationships, helping researchers develop theories and make predictions. Therefore, the research project was correlational research because it involved the relationship between the two variables. Thus, the influence of self-recordings in English language pronunciation.

2.2.6 Hypothesis

Alternative Hypothesis

Self-recordings promote the English pronunciation of sixth and seventh-year high school students at Unidad Educativa “Nueva Era”.

Null Hypothesis

Self-recordings do not promote the English pronunciation of sixth and seventh-year high school students at Unidad Educativa “Nueva Era”.

Variable identification

- Self-recordings (independent variable)
- English pronunciation (dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

To begin with, the following chapter is about the analysis and interpretation of all the data that was collected during the research. The participants were 37 students from Unidad Educativa “Nueva Era” of sixth and seventh grades from elementary school. Moreover, the tools used to collect the information were a pre-test and post-test from Cambridge, and they were used to analyze student’s English pronunciation. Additionally, it is important to mention that the pre-test and post-test were adaptations made by the researcher to the main topic of this research of the Cambridge A2 Flyers exam. Furthermore, students took part of this research to improve their English pronunciation by using self-recordings. Finally, it was pivotal to use other resources and materials such as computer, markers, sheets of paper, and worksheets.

Moreover, the pre-test and the post-test had two parts which were pivotal to measure student’s English pronunciation. Therefore, all the questions in both tests were about practicing verbs pronunciation, sentences pronunciation and the student’s free opinion by asking them questions about such topics as their favorite animal, their favorite hobby, their favorite sport, etc. In addition, the use of a rubric to evaluate students’ pronunciation was important. Therefore, this rubric was taken from Live Worksheets and was validated by experts. Additionally, the rubric has one main rating scale, which is pronunciation and accent. Furthermore, the rubric evaluated students’ fluency, pronunciation, and accent over 10 points. On the other hand, the SPSS software was used to get the different statistics of this research. Finally, it was pivotal to apply a t-test to see the main differences between the pre-test and the post-test used in the two different levels.

Pre-test and Post-test results

Frequency tables

Table 2: Pre-test results

Valid	Frequency	Valid Percent
3,0	2	5,4
4,0	6	16,2
5,0	8	21,6
6,0	7	18,9
6,5	2	5,4
7,0	3	8,1
8,0	6	16,2
8,5	2	5,4
9,0	1	2,7
Total	37	100,0

Note: The table shows the grades obtained by the 37 students in the Pre-test, their frequency, and the percentage of validity.

Analysis and Interpretation

Table 2 represents the data obtained from the Pre-test taken to the students of the sixth and seventh high-school level, which was divided into 2 parts. Then, these parts had different sentences and topics related to personal information. The first part consisted of 5 sentences of 1 point each, obtaining a value of 5 points. Furthermore, the second part of the test consisted of 3 personal questions of 1,66 points each, obtaining a value of 5 points, giving a total of 10 points.

In addition, it was determined that students did not have good English pronunciation, since they did not pronounce well some words when speaking. Besides, students struggled when giving personal information specific, essential information or details, and they did not know how to say it in English. Finally, it can be observed that most of the students got grades of 5 and 4 points and the highest score were 8 and 9 points, which shows that most of the students needed to practice more speaking activities to enhance their English pronunciation.

Table 3: Post-test results

Valid	Frequency	Valid Percent
5,0	5	13,5
6,0	7	18,9
6,5	1	2,7
7,0	9	24,3
7,5	3	8,1
8,0	8	21,6
8,5	2	5,4
9,0	2	5,4
Total	37	100,0

Note: The table shows the grades obtained by the 37 students in the Post-test, their frequency, and the percentage of validity.

Analysis and Interpretation

Table 3 shows the data that was obtained from the Post-test after the whole treatment of practicing self-recordings. Following that, this test showed a little improvement in their English pronunciation and how the use of the self-recordings impacted through various treatments. Therefore, it is determined that the students presented an improvement in their English pronunciation because when speaking they pronounced better some words. Moreover, in this test, they showed that they improved a little more in speaking activities and that they were able to answer the personal information questions of the second part recognizing important information.

Additionally, most students got grades over 6, 7 and 8 points and the highest score was 9 points. Therefore, after the whole treatment of the research, it was determined that students improved their English pronunciation a little difference, and the results showed that self-recordings helped students to improve their English pronunciation due to the constant use of Vocaroo website and the feedback provided by the teacher about students' task, even with a short period of treatment.

Table 4: Pre-test and post-test difference

Results average	Pre-test	Post-test	Difference
Total \bar{X}	5,946	6,973	1,027

Note: The data represented is the total average of the grades obtained by the students in the Pre-test, Post-test and its difference.

Analysis and Interpretation

Table 4 represents the results of the average between the Pre-test and the Post-test and its difference. Therefore, in the Pre-test, the average is 5,946 over 10 points. On the other hand, in the Post-test the average is 6,973. Moreover, students got 1,027 points more as a difference, representing an improvement. Finally, the results show that using self-recordings in class helped to improve English pronunciation.

Table 5: Test of Normality

Test of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre-test	,148	37	,039	,945	37	,066
Post-test	,158	37	,020	,934	37	,029

a. Lilliefors Significance Correction

Note: The table shows the Kolmogorov and Shapiro tests with their distributed data, and as the sample was less than 50 people, a Shapiro-Wilk test was used.

Table 5 shows that in the Pre-test and Post-test the sample to be analyzed was less than 50 people for that reason Shapiro-Wilk test was used. Following that, the analysis shows that the significance level for the pre-test is 0.066, on the other hand after the application of self-recordings to improve English pronunciation, the level of significance of the Post-test is 0.029, which shows that the data have a normal distribution. Last but not least, the table of the normality test shows that a non-parametric test with Wilcoxon-related variables should be applied.

Table 6: T-test – paired sample statics

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	5,946	37	1,6574	,2725
Post-Test	6,973	37	1,1604	,1908

Note: The table represents the mean between the Pre-test and the Post-test, the number of students, the standard deviation and the standard error mean.

Analysis and Interpretation

Table 6 represents the results obtained from the Pre-test and Post-test. Additionally, the pre-test mean score was 5,946, whereas the post-test mean score was 6,973. Following that, it represents that at the end of the research process students have improved 1,027 points, since the mean score from the Post-test is bigger than the Pre-test score which means that self-recordings helped to improve English pronunciation and the effect of using it in the classroom was positive.

Table 7: Paired Samples Test

		Paired Differences							
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Pre-Test and Post-Test	-1,0270	1,6954	,2787	-1,5923	-,4618	-3,685	36	,001

Note: This table shows the mean difference between the Pre-test and Post-test, its standard deviation, and its P-value (Sig. (2.tailed)).

Analysis and Interpretation

Table 7 shows the P-value (Sig. (2 tailed)) is 0,01, which is lower than 0,05 (0,001<0,05). As a result, it is possible to reject the null hypothesis (H0) “Self-recordings do not improve “English pronunciation” and accept the alternative hypothesis (H1) “Self-recordings improve’ English pronunciation.

Table 8: Non Parametric test

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between Pre-test and Post-Test equals 0.	Related-Samples Wilcoxon Signed Rank Test.	,002	Reject the null hypothesis

Asymptotic significances are displayed. The significance level is ,05.

Note: The table shows the decision to accept or reject the hypothesis using a Wilcoxon Signed Rank Test.

Analysis and Interpretation

Table 8 shows the hypothesis test summary in which it is represented that the mean differences between the Pre-test and Post-test equals 0, therefore its level of significance is 0,002 ,which is lower than 0,05 ($0,002 < 0,05$). Finally, the related-Samples Wilcoxon Signed Rank Test reject the null hypothesis, which means that after the research process, the self-recordings have had a positive effect on the students of Unidad Educativa “Nueva Era”, influencing them to improve their English pronunciation.

3.2 Discussion of the results

After the research process of implementing self-recordings to improve the English pronunciation, the Pre-test and Post-test results show an improvement in the English pronunciation in sixth and seventh-year high school students at Unidad Educativa "Nueva Era". Consequently, by using self-recordings inside and outside the class students become autonomous learners. Following that, students improved their speaking competencies and self-confidence by practicing on their own. Finally, it means that teaching and practicing self-recordings help to improve students' speaking skills (Menggo et al., 2019).

Fitriyani (2020) demarked that using self-recording tools to teach English pronunciation is one of the best methods for seeing and evaluating what students do and allowing students to notice their mistakes at the same time. Therefore, students can be more participate in speaking activities and thus be more motivated to learn English. In addition, Hoàng (2017) pointed out that self-recording activities are very practical tasks that can be implemented to improve students' pronunciation and confidence proficiency.

Finally, the results after the interventions based on self-recordings and the English pronunciation demonstrated a positive influence in the improvement of students' speaking skill, and self-recordings promote the development of speaking skills in English learners, since the teacher developed different activities in which the students had to practice their pronunciation, check their work and apart from this the teacher provided feedback to the students about the words that had pronunciation problems.

CHAPTER IV

CONCLUSIONS AND RECOMENDATIONS

4.1 Conclusions

- The importance of using self-recordings in the classroom has helped to improve the English language pronunciation in students from Unidad Educativa “Nueva Era”. Additionally, students could self-correct their mistakes in pronunciation by hearing their own audios when they were practicing it, thus being an easy source of feedback for them. Moreover, the researcher had the chance to listen to the students’ audios and become aware of the mistakes and difficulties of students, thus giving them feedback to improve and correct them. Finally, self-recordings were an important tool that positively favored to speaking skills of students because they made it simpler for them to practice and improve their speaking skills.
- Students used two strategies that made easier for them to enhance their pronunciation skills when using self-recordings. The first strategy is writing the pronunciation in their native language, through this strategy, students felt that it was easier for them to produce the correct pronunciation of a word that they did not know, since they only had to read the sheet in which they had transcribed the pronunciation in Spanish. On the other hand, the second strategy is self-assessment, this is because students while they were doing self-recording tasks, students used to repeat up to two or three times the audio in which they produced the pronunciation of the words and compared it with the pronunciation of Google Translator or other translator webpages to notice their mistakes.
- After the whole process of the investigation, it was determined that self-recordings contributed in a good manner to the development of the English language pronunciation due to the use of technology in the classrooms, since nowadays the influence of using technology to practice pronunciation helped students to enjoy the process and make it easier to practice and improve their speaking skills while they were producing self-recordings, since the teacher share

a very useful web page in which students practice hard their pronunciation.

4.2 Recommendations

- For improving English pronunciation skills, it is essential to apply more the use of self-recordings inside and outside the classrooms for the teaching and learning of the English language. Therefore, the use of technological tools outside the classroom is essential since through these tools students can lose fear when speaking and gain self-confidence, and at the same time help them to improve their speaking skills and academic performance.
- To continue using those strategies to improve students' English pronunciation, since these strategies helped greatly in learning new vocabulary using self-recordings. In addition, writing the pronunciation of English words in Spanish proved to be the most used strategy, therefore it should be considered to monitor the correct use of this strategy to verify if students are learning and that they do not confuse the English language with the Spanish.
- It is advisable that when teachers are using technological tools in the classrooms, they should start using online websites such as Vocaroo since it is an easy website to store audios and students should not download any application to use it, and in this way, teachers help to encourage the early practice of English pronunciation to enhance students' speaking skills. In addition, apps and websites are important for teachers to diagnose students' English pronunciation and enable them to perform exercises in which students can practice their pronunciation skills.

ANNEXES

Annex 1: Approval

CARTA DE COMPROMISO

Ambato, 06 de Octubre del 2022

Doctor
Marcelo Nuñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Carmita del Pilar Arias Espin en mi calidad de Representante Legal de la Unidad Educativa "Nueva Era", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Self-recordings and the English pronunciation", propuesto por el estudiante Marco Antonio Freire Aldas portador de la Cédula de Ciudadanía 1850492495, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, 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 comunico a usted para los fines pertinentes.

Atentamente.



Carmita del Pilar Arias Espin
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UNIDAD EDUCATIVA
nuevaera
DIRECCIÓN

Annex 2: Lesson Plans

UNIDAD EDUCATIVA “NUEVA ERA” ENGLISH LESSON PLAN #1

2022 - 2023

Class Date: On November 08 th /2022 Teacher: Marco Freire		Topic: The blue hole - story Time: 40 minutes Level: Sixth grade
Lesson Objectives General: To analyze students’ English pronunciation. Specific: <ul style="list-style-type: none"> • Students will be able to practice their English pronunciation related to a story. • Students will be able to differentiate the pronunciation of the new words in the story. • Students will be able to reproduce the correct pronunciation of the new words. 		
Methodology: Total Physical Response (TPR) and Presentation, Practice, and Production (PPP).		
Materials		
Warm-up activity: https://www.youtube.com/watch?v=WsiRSWthV1k Speaking practice story: The blue hole – Physical book		
Procedures		
Stages and Time	Teacher’s Activities	Student’s Activities
Warm-up (5 minutes)	<p style="text-align: center;">Activity</p> <input type="checkbox"/> The teacher projects a video on the screen, a warm-up video about different movements of the body (commands). <input type="checkbox"/> The teacher asks students to imitate every move he does.	<p style="text-align: center;">Activity</p> <input type="checkbox"/> Students will repeat every movement that the teacher is doing.
Presentation (15 minutes)	<p style="text-align: center;">Vocabulary</p> <input type="checkbox"/> The teacher presents the necessary vocabulary about the story using the physical book of the “blue hole”. <input type="checkbox"/> The teacher reproduces the correct pronunciation of each new word in the story.	<p style="text-align: center;">Vocabulary</p> <input type="checkbox"/> Students will pay attention to the new words in the story. <input type="checkbox"/> Students will repeat the new words, correcting their pronunciation. <input type="checkbox"/> Students will ask some questions to the

	<input type="checkbox"/> The teacher asks the students if they have any doubt about the pronunciation of any word.	teacher about the pronunciation of any word in the story.
Practice (15 minutes)	Board <input type="checkbox"/> The teacher reads the short story about the blue hole. <input type="checkbox"/> The teacher asks students to participate in reading the story. <input type="checkbox"/> The teacher asks students if they have any doubt about the pronunciation of any word.	Board <input type="checkbox"/> Students will pay attention while the teacher is reading the story. <input type="checkbox"/> Students will read the story when the teacher asks them to do it. <input type="checkbox"/> Students will ask the teacher for any doubt about the pronunciation of a word or something they are unsure about.
Production (Homework) (5 minutes)	<input type="checkbox"/> The teacher explains students the instructions of the task that they have to do. <input type="checkbox"/> The teacher shares a One Drive link to the students. <input type="checkbox"/> The teacher asks students to upload the task into the link that he has shared with them. <input type="checkbox"/> The teacher asks students if they have any doubt about the task.	<input type="checkbox"/> Students will pay attention to the teacher's instructions about the task that they have to do. <input type="checkbox"/> Students will ask to the teacher some questions about the task if they have any doubt about it.

Bibliography

<https://www.youtube.com/watch?v=WsiRSWthV1k>
https://utaedu-my.sharepoint.com/:f:/g/personal/mfreire2495_uta_edu_ec/Eua0BL_3S91DuaKLH0W6NgMBgyXpsEcKwfGKvFyy6fK1Hw?e=BRBzwf
<https://vocaroo.com/>

ANNEXES:

Vocabulary words

- Fable
- Saber-toothed
- Huge cave
- Steep
- Deep
- Shapes
- Shortages
- Shiny fur

The Blue Hole

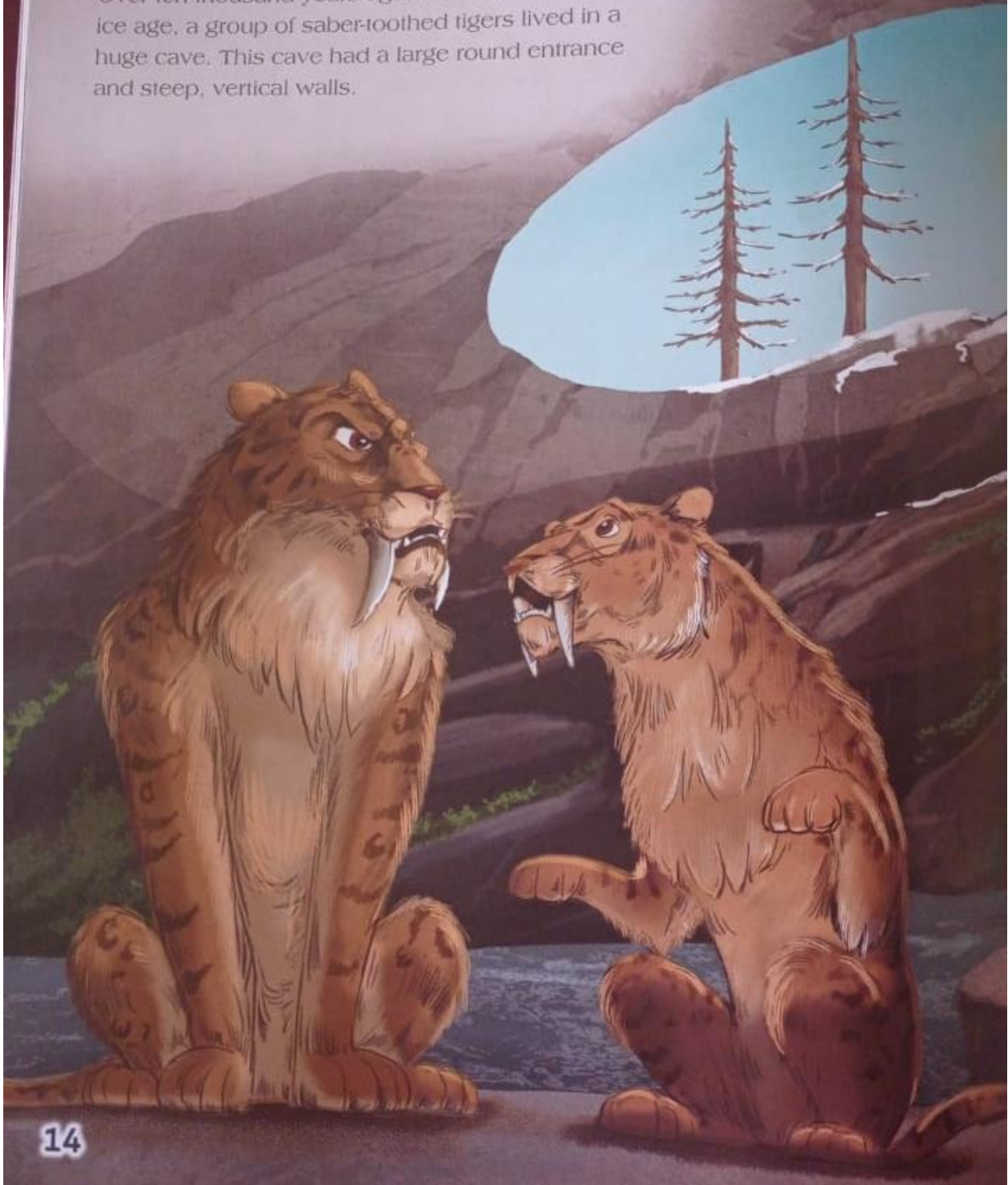


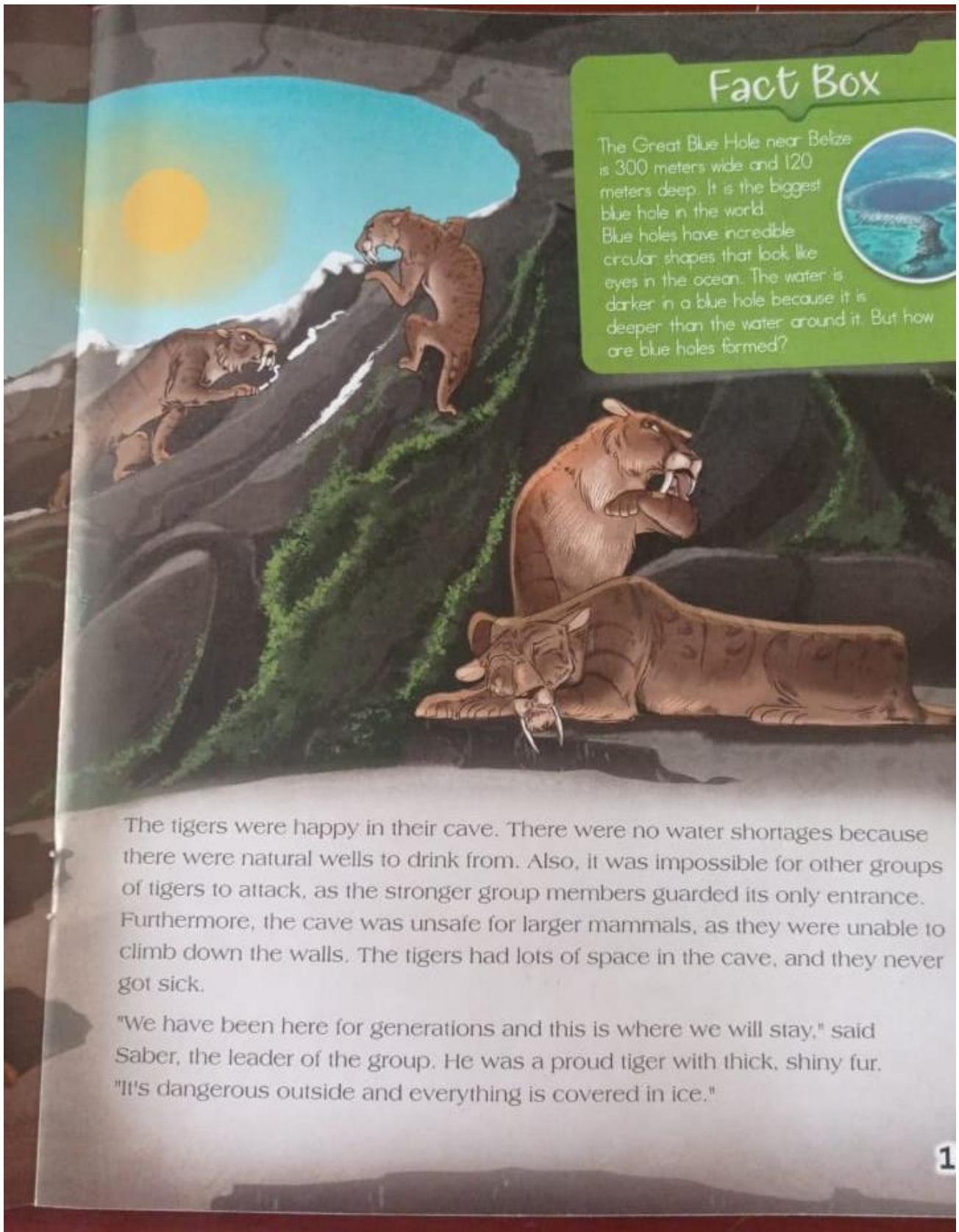
Topic 2

By Simon Cupit
Illustrated by Carles Arbat

13

This is a fable about the Great Blue Hole of Belize. Over ten thousand years ago, at the end of the last ice age, a group of saber-toothed tigers lived in a huge cave. This cave had a large round entrance and steep, vertical walls.





Fact Box

The Great Blue Hole near Belize is 300 meters wide and 120 meters deep. It is the biggest blue hole in the world. Blue holes have incredible circular shapes that look like eyes in the ocean. The water is darker in a blue hole because it is deeper than the water around it. But how are blue holes formed?



The tigers were happy in their cave. There were no water shortages because there were natural wells to drink from. Also, it was impossible for other groups of tigers to attack, as the stronger group members guarded its only entrance. Furthermore, the cave was unsafe for larger mammals, as they were unable to climb down the walls. The tigers had lots of space in the cave, and they never got sick.

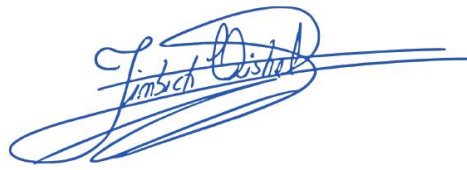
"We have been here for generations and this is where we will stay," said Saber, the leader of the group. He was a proud tiger with thick, shiny fur. "It's dangerous outside and everything is covered in ice."

Homework

<https://vocaroo.com/>

Read and record the following words two times each. (Lea y grabe las siguientes palabras 2 veces cada una)

- Fable
- Steep
- Shapes
- Deep
- Shiny fur



SIGNATURE OF THE INSTITUTIONAL TUTOR

UNIDAD EDUCATIVA “NUEVA ERA”

ENGLISH LESSON PLAN #2

2022 - 2023

Class Date: On November 09 th /2022 Teacher: Marco Freire	Topic: A history of sign language Time: 40 minutes Level: Seventh grade	
Lesson Objectives General: To analyze students’ English pronunciation. Specific: <ul style="list-style-type: none"> Students will be able to practice their English pronunciation related to a story. Students will be able to differentiate the pronunciation of the new words in the story. Students will be able to reproduce the correct pronunciation of the new words. 		
Methodology: Total Physical Response (TPR) and Presentation, Practice, and Production (PPP).		
Materials		
Warm-up activity: https://www.youtube.com/watch?v=WsiRSWthV1k Speaking practice story: A history of sign language – Physical book		
Procedures		
Stages and Time	Teacher’s Activities	Student’s Activities
Warm-up (5 minutes)	Activity <input type="checkbox"/> The teacher will project a video on the screen, a warm-up video about different movements of the body (commands). <input type="checkbox"/> The teacher asks students to imitate every move he does.	Activity <input type="checkbox"/> The students repeat every movement that the teacher is doing.
Presentation (15 minutes)	Vocabulary <input type="checkbox"/> The teacher presents the necessary vocabulary about the story using the physical book of the sign language story. <input type="checkbox"/> The teacher will reproduce the correct pronunciation of each new word in the story. <input type="checkbox"/> The teacher will ask to the students if they have any doubt about the pronunciation of any	Vocabulary <input type="checkbox"/> Students pay attention to the new words in the story. <input type="checkbox"/> Students must repeat the new words, correcting their pronunciation. <input type="checkbox"/> Students will ask some questions to the teacher about the pronunciation of any word in the story.

	word.	
Practice (15 minutes)	<p>Board</p> <ul style="list-style-type: none"> <input type="checkbox"/>The teacher reads the short story about the sign language history. <input type="checkbox"/>The teacher asks students to participate in reading the story. <input type="checkbox"/>The teacher will ask students if they have any doubt about the pronunciation of any word. 	<p>board</p> <ul style="list-style-type: none"> <input type="checkbox"/>Students pay attention while the teacher is reading the story. <input type="checkbox"/>Students read the story when the teacher asks them to do it. <input type="checkbox"/>Students will ask the teacher any doubt about the pronunciation of a word or something that they are not sure about.
Production (Homework) (5 minutes)	<ul style="list-style-type: none"> <input type="checkbox"/>The teacher explains students the instructions of the task that they have to do. <input type="checkbox"/>The teacher shares a One Drive link to the students. <input type="checkbox"/>The teacher asks students to upload the task into the link that he has shared with them. <input type="checkbox"/>The teacher asks students if they have any doubt about the task. 	<ul style="list-style-type: none"> <input type="checkbox"/>Students will pay attention to the teacher's instructions about the task that they have to do. <input type="checkbox"/>Students will ask the teacher some questions about the task if they have any doubt about it.

Bibliography
<p>https://www.youtube.com/watch?v=WsiRSWthV1k https://utaedu-my.sharepoint.com/:f:/g/personal/mfreire2495_uta_edu_ec/Ejd-Bfpll-BAhw9qmpj2D-ABXx8c_ggJ1-zB0SjObBcglw?e=4f5ibl https://vocaroo.com/</p>

ANNEXES:

Vocabulary words

- Convery
- Shrug
- Monasteries
- Monks
- Deaf
- Priest
- Lack
- Shapes



Introduction

When we speak, our body language usually helps us to convey our message better: we put our thumbs up to say "OK," shrug to indicate that we don't know, smile when we're happy or frown when we are angry. However, for people with hearing or speech problems, the main way to get through to others is by using a complex set of manual, facial and body movements. This form of communication is called sign language.



Man



You



Tipi

People have been using different variations of sign language for hundreds of years, and each type has its own grammatical rules and structures. But who were the first people to use it? The history of sign language is long and complicated, but we know that Native Americans used hand gestures to communicate with other tribes. Some people believe that this started thousands of years ago.

The 16th to 18th Centuries

In Europe, a kind of sign language was used in monasteries. For centuries, monks had used signs to send messages to each other during their daily periods of silence. In the sixteenth century, a Spanish Benedictine monk called Pedro Ponce de León adapted these gestures to create a way for the deaf to communicate.



Later, the Spanish priest Juan Pablo Bonet built on Ponce de León's work. In 1620, Bonet published a method to teach the deaf to speak. It was a system where the right hand was used to make shapes that represented each letter, just as in the sign language alphabets that are used today, but it lacked signs to communicate many other concepts. It wasn't until 1755 that the French priest Charles-Michel de l'Épée created a more detailed method.



Homework

<https://vocaroo.com/>

Read and record the following words two times each. (Lea y grabe las siguientes palabras 2 veces cada una)


-Monks

-Lack

-Convery

-Shapes

-Priest



SIGNATURE OF THE INSTITUTIONAL TUTOR

UNIDAD EDUCATIVA “NUEVA ERA”

ENGLISH LESSON PLAN #3

2022 - 2023

Class Date: On November 14 th /2022 Teacher: Marco Freire	Topic: Phrasal verbs and Present Perfect Time: 40 minutes Level: Sixth grade	
Lesson Objectives General: To practice English pronunciation. Specific: <ul style="list-style-type: none"> Students will be able to perform their English pronunciation related to some book activities. Students will be able to differentiate the pronunciation of the verbs and words in the activities. Students will be able to reproduce the correct pronunciation of the verbs and words. 		
Methodology: Total Physical Response (TPR) and Presentation, Practice, and Production (PPP).		
Materials		
Warm-up activity: https://www.youtube.com/watch?v=h4eueDYPTIg Speaking practice: Students Workbook - Physical book.		
Procedures		
Stages and Time	Teacher’s Activities	Student’s Activities
Warm-up (5 minutes)	Activity <input type="checkbox"/> The teacher projects a video on the screen, a warm-up video about different movements of the body (commands). <input type="checkbox"/> The teacher asks students to imitate every move he does.	Activity <input type="checkbox"/> Students will repeat every movement that the teacher is doing.
Presentation (15 minutes)	Activity <input type="checkbox"/> The teacher asks students to take out their student’s workbook. <input type="checkbox"/> The teacher presents the activities of the student’s workbook to the students and will ask them to participate in the reading. <input type="checkbox"/> The teacher asks to the students if they have any doubt about the	Activity <input type="checkbox"/> Students will take out their students’ workbook. <input type="checkbox"/> Students will participate by reading the activities that the teacher will ask them to read. <input type="checkbox"/> Students will ask some questions to the teacher about the

	pronunciation of any word.	pronunciation of any word in the activities.
Practice (15 minutes)	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/>The teacher presents to the students the new words that they have reviewed in the last activities. <input type="checkbox"/>The teacher asks students to participate in reading the new words. <input type="checkbox"/>The teacher asks students if they have any doubt about the pronunciation of any word. 	<p>Board</p> <ul style="list-style-type: none"> <input type="checkbox"/>Students will pay attention while the teacher is writing the new words. <input type="checkbox"/>Students will participate when the teacher asks them to read the new words. <input type="checkbox"/>Students will ask the teacher for any doubt about the pronunciation of a word or something that they are not sure about.
Production (Homework) (5 minutes)	<ul style="list-style-type: none"> <input type="checkbox"/>The teacher explains to students the instructions of the task that they have to do. <input type="checkbox"/>The teacher shares a One Drive link to the students. <input type="checkbox"/>The teacher asks students to upload the task into the link that he has shared with them. <input type="checkbox"/>The teacher asks students if they have any doubt about the task. 	<ul style="list-style-type: none"> <input type="checkbox"/>Students will pay attention to the teacher's instructions about the task that they have to do. <input type="checkbox"/>Students will ask to the teacher some questions about the task if they have any doubt about it.

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ANNEXES:

Vocabulary words

- Assertive
- Turn away
- Clam up
- Break down
- Arguing
- Lately
- Fell out
- Indoors
- Outdoors
- Workplace

ACTIVITY 1

2a Read and choose the correct options.

1. We could say that Larry and Jenny are very assertive because they always **turn away** / **make up** soon after they fight. They both **speak up** / **clam up** to make sure their opinions are heard. They've been friends for many years thanks to this.
2. Greta and Sally's friendship is about to **cut in** / **break down**. They have been arguing about everything lately. Last Saturday, Greta wanted to watch a movie, but Sally didn't. They **fell out** / **spoke up** and haven't talked to each other for several days.
3. Leo likes playing indoors, but his brother likes the outdoors. They sometimes fall out about where to play. When this happens, Leo usually **calms up** / **cuts in** and goes away. When he finally **calms down** / **turns away**, he apologizes to his brother and then they both go out and play.
4. Olaf and Kendra have just become friends. Olaf likes talking with Kendra, but there's a problem: he doesn't like it when Kendra **cuts in** / **falls out** when he is talking. He has tried to talk to her about it, but she **turns away** / **speaks up** and clams up. What should he do?

ACTIVITY 2

1 Complete the sentences using *just* and the verbs in the box.

see tell arrive read climb



1. The park ranger has just arrived at the new reserve.
2. Mary and Todd have just told me about it.
3. I have just read the news on the internet.
4. We have just seen some of the pictures.
5. A lemur has just climbed on her shoulder.

2 Unscramble the sentences.

1. Harry's just talked to his parents .
2. They've just had a call from his aunt .
3. She's just moved to a natural reserve .
4. He's just seen a picture of his aunt's new workplace .
5. They've just decided to spend a vacation with her .

Homework

<https://vocaroo.com/>

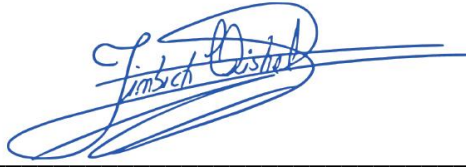
Read and record the following sentences one time each. (Lea y grabe las siguientes oraciones 1 vez cada una)

-I **break down** my father's car.

-I like **outdoor** activities.

-My mother doesn't like her **workplace**.

-She **fell out** with her sister.



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UNIDAD EDUCATIVA “NUEVA ERA”

ENGLISH LESSON PLAN #4

2022 - 2023

Class Date: On November 15 th /2022 Teacher: Marco Freire		Topic: Tag questions (Present, past and future) Time: 40 minutes Level: Seventh grade
Lesson Objectives General: To practice English pronunciation. Specific: <ul style="list-style-type: none"> • Students will be able to perform their English pronunciation related to some book activities. • Students will be able to differentiate the pronunciation of the verbs and words in the activity. • Students will be able to reproduce the correct pronunciation of the verbs and words. 		
Methodology: Total Physical Response (TPR) and Presentation, Practice, and Production (PPP).		
Materials		
Warm-up activity: https://www.youtube.com/watch?v=h4eueDYPTIg Speaking practice: Students Workbook - Physical book		
Procedures		
Stages and Time	Teacher’s Activities	Student’s Activities
Warm-up (5 minutes)	Activity <input type="checkbox"/> The teacher projects a video on the screen, a warm-up video about different movements of the body (commands). <input type="checkbox"/> The teacher asks students to imitate every move he does.	Activity <input type="checkbox"/> Students will repeat every movement that the teacher is doing.
Presentation (20 minutes)	Activity <input type="checkbox"/> The teacher asks students to take out their student’s book. <input type="checkbox"/> The teacher presents the activities of the student’s book to the students and will ask them to participate in the reading. <input type="checkbox"/> The teacher asks the students if they have any doubt about the	Activity <input type="checkbox"/> Students will take out their students’ book. <input type="checkbox"/> Students will participate by reading the activities that the teacher will ask them to read. <input type="checkbox"/> Students will ask some questions to the teacher about the

	<p>pronunciation of any word.</p> <p><input type="checkbox"/>The teacher asks students to listen to the song and notice the pronunciation of each word.</p>	<p>pronunciation of any word in the activities.</p> <p><input type="checkbox"/>Students will listen to the song and notice the pronunciation of each word in the activity.</p>
Practice (15 minutes)	<p>Vocabulary</p> <p><input type="checkbox"/>The teacher presents to the students the new words that they have reviewed in the last activities.</p> <p><input type="checkbox"/>The teacher asks students to participate in reading the new words.</p> <p><input type="checkbox"/>The teacher will ask students if they have any doubt about the pronunciation of any word.</p>	<p>Board</p> <p><input type="checkbox"/>Students will pay attention while the teacher is writing the new words.</p> <p><input type="checkbox"/>Students will participate when the teacher asks them to read the new words.</p> <p><input type="checkbox"/>Students will ask the teacher any doubt about the pronunciation of a word or something they are unsure of.</p>
Production (Homework) (5 minutes)	<p><input type="checkbox"/>The teacher explains students the instructions of the task that they have to do.</p> <p><input type="checkbox"/>The teacher shares a One Drive link to the students.</p> <p><input type="checkbox"/>The teacher asks students to upload the task into the link that he has shared with them.</p> <p><input type="checkbox"/>The teacher asks students if they have any doubt about the task.</p>	<p><input type="checkbox"/>Students will pay attention to the teacher's instructions about the task that they have to do.</p> <p><input type="checkbox"/>Students will ask the teacher some questions about the task if they have any doubt about it.</p>

Bibliography

https://utaedu-my.sharepoint.com/:f:/g/personal/mfreire2495_uta_edu_ec/EkY8wZ7pahNFsDODb84Pg00B2ExUFV27e5A-j12vXAtn3w?e=Z5eYlc
<https://vocaroo.com/>

ANNEXES:

Vocabulary words

- Along the way
- Growing up
- Quickly
- Yourself
- Promise
- Silly
- Get mad
- In charge of
- Wear
- Important

ACTIVITY 1

1 Read the song and write the correct tag question next to each line. Then listen and check.



Verse 1	Verse 2	Verse 3	Verse 4
didn't you?	can they?	will you?	won't I?
do you?	don't you?	can't you?	are you?
wasn't I?	aren't you?	can't I?	
didn't I?	aren't they?	won't you?	

You don't remember when you were small, **1** do you?

You loved your toy cars and that big, red ball,

2 didn't you?

I brushed your teeth and combed your hair,

3 didn't I?

I was in charge of what you could wear, **4** wasn't I?

Now you're eleven, and growing up quickly,

5 aren't you?

You do things by yourself, but never with me, **6** don't you?

Your friends are more important now every day, **7** aren't they?

But they can't always be there along the way, **8** can they?

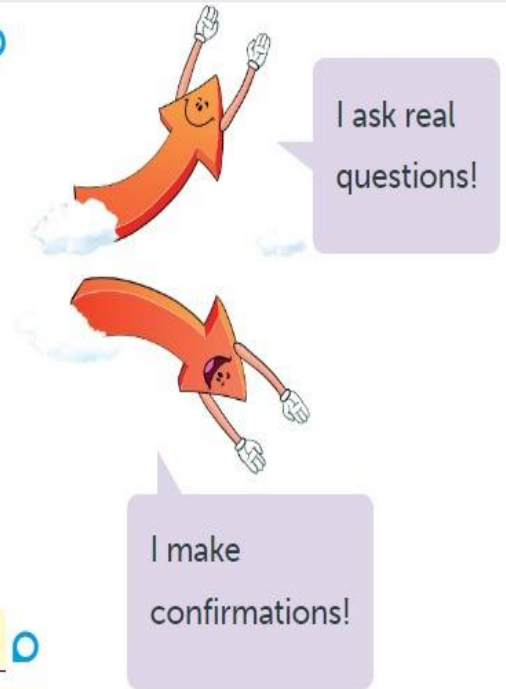
But you'll promise to be there when I'm feeling bad, **9** won't you?

And when I do something silly, you won't get mad, **10** will you?

When I want to chat, I can always talk to you, **11** can't I?

You can help me at times when I don't know what to do, **12** can't you?

Of course I'll listen when you want to chat, **13** won't I?



Homework

<https://vocaroo.com/>

Read and record the following sentences one time each. (Lea y grabe las siguientes oraciones 1 vez cada una)

-I got mad with my friend

-I didn't do my homework **quickly**.

-I make a **promise** to my sister.

-I like to **wear** pants.

A handwritten signature in blue ink, appearing to read "Jimbich Distal", is written over a horizontal line. The signature is stylized and cursive.

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UNIDAD EDUCATIVA “NUEVA ERA”

ENGLISH LESSON PLAN #5

2022 - 2023

Class Date: On November 21 st /2022 Teacher: Marco Freire		Topic: Use of less and least. Time: 40 minutes Level: Sixth grade
Lesson Objectives General: To practice English pronunciation. Specific:		
<ul style="list-style-type: none"> • Students will be able to perform their English pronunciation related to some book activities. • Students will be able to differentiate the pronunciation of the verbs and words in the activities. • Students will be able to reproduce the correct pronunciation of the verbs and words. 		
Methodology: Presentation, Practice, and Production (PPP).		
Materials		
Speaking practice: Students Workbook - Physical book		
Procedures		
Stages and Time	Teacher’s Activities	Student’s Activities
Warm-up (5 minutes)	<p align="center">Activity</p> <p><input type="checkbox"/>The teacher greets students and then he writes a list of two or three questions on the board. (What’s your favorite animal? Where did you go on the weekend? What kind of movies do you prefer?)</p> <p><input type="checkbox"/>The teacher asks students to answer those questions and gives them three minutes to do it.</p> <p><input type="checkbox"/>The teacher asks some students to share their answers with the whole class.</p>	<p align="center">Activity</p> <p><input type="checkbox"/>The students will answer the teacher’s questions.</p> <p><input type="checkbox"/>The students will share their answers with the whole class.</p>

<p>Presentation (15 minutes)</p>	<p>Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/>The teacher asks students to take out their student workbook. <input type="checkbox"/>The teacher presents the activities of the student's workbook to the students and will ask them to participate in the reading. <input type="checkbox"/>The teacher asks to the students if they have any doubt about the pronunciation of any word. 	<p>Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/>Students will take out their students' workbook. <input type="checkbox"/>Students will participate by reading the activities that the teacher will ask them to read. <input type="checkbox"/>Students will ask some questions to the teacher about the pronunciation of any word in reviewed in the activities.
<p>Practice (15 minutes)</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/>The teacher presents to the students the new words that they have reviewed in the last activities. <input type="checkbox"/>The teacher asks students to participate in reading the new words. <input type="checkbox"/>The teacher will ask students if they have any doubt about the pronunciation of any word. 	<p>Board</p> <ul style="list-style-type: none"> <input type="checkbox"/>Students will pay attention while the teacher is writing the new words. <input type="checkbox"/>Students will participate when the teacher asks them to read the new words. <input type="checkbox"/>Students will ask the teacher any doubt about the pronunciation of a word or something they are unsure about.
<p>Production (Homework) (5 minutes)</p>	<ul style="list-style-type: none"> <input type="checkbox"/>The teacher explains students the instructions of the task that they have to do. <input type="checkbox"/>The teacher shares a One Drive link to the students. <input type="checkbox"/>The teacher asks students to upload the task into the link that he has shared with them. 	<ul style="list-style-type: none"> <input type="checkbox"/>Students will pay attention to the teacher's instructions about the task that they have to do. <input type="checkbox"/>Students will ask the teacher some questions about the task if they have any doubt about it.

	<input type="checkbox"/> The teacher asks students if they have any doubt about the task.	
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Bibliography
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ANNEXES:

Vocabulary words

- Captive
- Healthy
- Confident
- Living in the wild
- Born
- Stressed
- Spend time
- Shy
- School club
- Make new friends

ACTIVITY 1

1 Listen to an aquatic veterinarian talking about dolphins. 

Complete the sentences using one of the adjectives in the box and *less* or *the least*. 

active confident happy healthy sociable stressed

1. There are many reasons why dolphins are less sociable living in captivity.
2. They have to swim with different species, and this makes them less happy.
3. Dolphins are less confident in the wild because they help each other.
4. When dolphins are stressed, they become less active.
5. In captivity, dolphins live only about 14 years, and they become less healthy.
6. Dolphins born in captivity are least.

Open to Learn

Orcas in captivity are **less sociable than** orcas in the wild. **The least sociable** ones can get aggressive.

ACTIVITY 2

2 Look at the pictures, read about the girls and complete the sentences using *less* or *the least* and the word *sociable*.



Veronica has a lot of friends and gets along with all of them. She thinks it's really easy to make new friends.



Jenny likes to spend time with her best friend Barb, but she doesn't have a lot of other friends.



Sophie doesn't have any friends. She's very shy. She's going to join a school club to make some friends.

Veronica is very sociable.

1. Jenny is not very sociable.

2. Sophie is the least sociable.

Homework

<https://vocaroo.com/>

Read and record the following words two times each. (Lea y grabe las siguientes palabras 2 veces cada una)

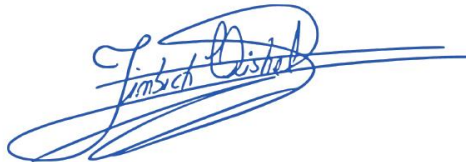
-Captivity

-Healthy

-Confident

-Spend time

-Shy



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UNIDAD EDUCATIVA “NUEVA ERA”

ENGLISH LESSON PLAN #6

2022 - 2023

Class Date: On November 22 nd /2022 Teacher: Marco Freire	Topic: Communication then and phrasal verbs. Time: 40 minutes Level: Seventh grade	
Lesson Objectives General: To practice English pronunciation. Specific: <ul style="list-style-type: none"> Students will be able to perform their English pronunciation related to some book activities. Students will be able to differentiate the pronunciation of the verbs and words in the activities. Students will be able to reproduce the correct pronunciation of the verbs and words. 		
Methodology: Presentation, Practice, and Production (PPP).		
Materials		
Speaking practice: Students Workbook - Physical book		
Procedures		
Stages and Time	Teacher’s Activities	Student’s Activities
Warm-up (5 minutes)	Activity <input type="checkbox"/> The teacher greets students and then he writes a list of two or three questions on the board. (What’s your favorite book? What was the last book you read? What kind of books do you prefer?) <input type="checkbox"/> The teacher asks students to answer those questions and gives them three minutes to do it. <input type="checkbox"/> The teacher asks some students to share their answers with the whole class.	Activity <input type="checkbox"/> The students will answer the teacher’s questions. <input type="checkbox"/> The students will share their answers with the whole class.

<p>Presentation (15 minutes)</p>	<p>Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/>The teacher asks students to take out their student's workbook. <input type="checkbox"/>The teacher presents the activities of the student's workbook to the students and will ask them to participate in the reading. <input type="checkbox"/>The teacher asks the students if they have any doubt about the pronunciation of any word. 	<p>Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/>Students will take out their students' workbook. <input type="checkbox"/>Students will participate by reading the activities that the teacher will ask them to read. <input type="checkbox"/>Students will ask some questions to the teacher about the pronunciation of any word in the activities.
<p>Practice (15 minutes)</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/>The teacher presents to the students the new words that they have reviewed in the last activities. <input type="checkbox"/>The teacher asks students to participate in reading the new words. <input type="checkbox"/>The teacher will ask students if they have any doubt about the pronunciation of any word. 	<p>Board</p> <ul style="list-style-type: none"> <input type="checkbox"/>Students will pay attention while the teacher is writing the new words. <input type="checkbox"/>Students will participate when the teacher asks them to read the new words. <input type="checkbox"/>Students will ask the teacher any doubt about the pronunciation of a word or something that they are not sure about.
<p>Production (Homework) (5 minutes)</p>	<ul style="list-style-type: none"> <input type="checkbox"/>The teacher explains students the instructions of the task that they have to do. <input type="checkbox"/>The teacher shares a One Drive link to the students. <input type="checkbox"/>The teacher asks students to upload the task into the link that he has shared with them. 	<ul style="list-style-type: none"> <input type="checkbox"/>Students will pay attention to the teacher's instructions about the task that they have to do. <input type="checkbox"/>Students will ask the teacher some questions about the task if they have any doubt about it.

	<input type="checkbox"/> The teacher asks students if they have any doubt about the task.	
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Bibliography
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ANNEXES:

Vocabulary words

- Payphones
- Get through to
- 100.000 = one hundred thousand
- Own something
- Mail carriages
- Get together
- Talk face-to-face
- Got around
- Mouth
- Latest news
- Get a reply
- Rotatory payphone
- Get away with
- Get into
- Criticism

ACTIVITY 1

- 1 Read and number the paragraphs according to the pictures.

Communication Then

The way we communicate has been getting easier and easier over the centuries. It feels like everyone wants to **get on with** things as fast as they can. In other words, we all want to do things quickly. Communication is no different.

2 In 2000, there were more than 2 million payphones in the USA. Today, there are only 100,000. So, how do people **get through to** each other today? They all own cell phones to communicate. There are 300 millions of them in the USA alone!

3 It was also common for people to **get together** in groups and talk face-to-face. Information **got around** by word of mouth when people met to tell each other the latest news. Now, we are more likely to speak to each other by video call or pass on information via social media.

1 Today, we often send texts to tell friends about things we are interested in. We can even send pictures or videos of the activities that we are **getting into**, such as online series or new video games. In the eighteenth century, it took two weeks for a letter to travel 150 kilometers, so it could take a month to get a reply! You wouldn't be able to **get away with** that today. Your friends would criticize you and ask for an explanation



ACTIVITY 2

- Write the verbs in bold using the base form next to their meanings.

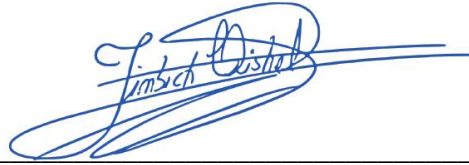
1. avoid criticism for something **get away with**
2. survive **get by**
3. continue doing something **get on with**
4. meet **get together**
5. be shared (such as information) **get around**
6. succeed in talking to someone on the phone **get through to**
7. be interested in something **get into**

Homework

<https://vocaroo.com/>

Read and record the following words two times each. (Lea y grabe las siguientes palabras 2 veces cada una)

- Payphones
- Mouth
- Get a reply
- Get into
- Get together



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ENGLISH LESSON PLAN #7

2022 - 2023

Class Date: On November 23 rd /2022 Teacher: Marco Freire	Topic: Paleontologists: The fossil hunters! Time: 40 minutes Level: Sixth grade	
Lesson Objectives General: To practice English pronunciation. Specific: <ul style="list-style-type: none"> • Students will be able to perform their English pronunciation related to some book activities. • Students will be able to differentiate the pronunciation of the verbs and words in the activities. • Students will be able to reproduce the correct pronunciation of the verbs and words. 		
Methodology: Presentation, Practice, and Production (PPP).		
Materials Speaking practice: Students Workbook - Physical book		
Procedures		
Stages and Time	Teacher’s Activities	Student’s Activities
Warm-up (5 minutes)	Activity <input type="checkbox"/> The teacher greets students and then asks students to pay attention to the board. <input type="checkbox"/> The teacher writes three words on the board (lion – tall – computer) and explains to students the hangman game. <input type="checkbox"/> The teacher gives 5 minutes to students and asks them to go to the board and try to guess the three words written on the board.	Activity <input type="checkbox"/> The students will pay attention to the board. <input type="checkbox"/> The students will pay attention to the teacher’s instructions about the hangman game. <input type="checkbox"/> The students will go to the board and they will try to guess the three words written on the board.
Presentation (15 minutes)	Activity <input type="checkbox"/> The teacher asks students to take out their student’s workbook. <input type="checkbox"/> The teacher presents the	Activity <input type="checkbox"/> Students will take out their student’s workbook. <input type="checkbox"/> Students will

	<p>activities of the student's workbook to the students and will ask them to participate in the reading.</p> <p><input type="checkbox"/> The teacher asks the students if they have any doubt about the pronunciation of any word.</p>	<p>participate by reading the activities that the teacher will ask them to read.</p> <p><input type="checkbox"/> Students will ask some questions to the teacher about the pronunciation of any word reviewed in the activities.</p>
Practice (15 minutes)	<p>Vocabulary</p> <p><input type="checkbox"/> The teacher presents to the students the new words that they have reviewed in the last activities.</p> <p><input type="checkbox"/> The teacher asks students to participate in reading the new words.</p> <p><input type="checkbox"/> The teacher asks students if they have any doubt about the pronunciation of any word.</p>	<p>Board</p> <p><input type="checkbox"/> Students will pay attention while the teacher is writing the new words.</p> <p><input type="checkbox"/> Students will participate when the teacher asks them to read the new words.</p> <p><input type="checkbox"/> Students will ask the teacher any doubt about the pronunciation of a word or something they are unsure of.</p>
Production (Homework) (5 minutes)	<p><input type="checkbox"/> The teacher explains to students the instructions of the task that they have to do.</p> <p><input type="checkbox"/> The teacher shares a One Drive link to the students.</p> <p><input type="checkbox"/> The teacher asks students to upload the task into the link that he has shared with them.</p> <p><input type="checkbox"/> The teacher asks students if they have any doubt about the task.</p>	<p><input type="checkbox"/> Students will pay attention to the teacher's instructions about the task that they have to do.</p> <p><input type="checkbox"/> Students will ask the teacher some questions about the task if they have any doubt about it.</p>

Bibliography

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<https://vocaroo.com/>

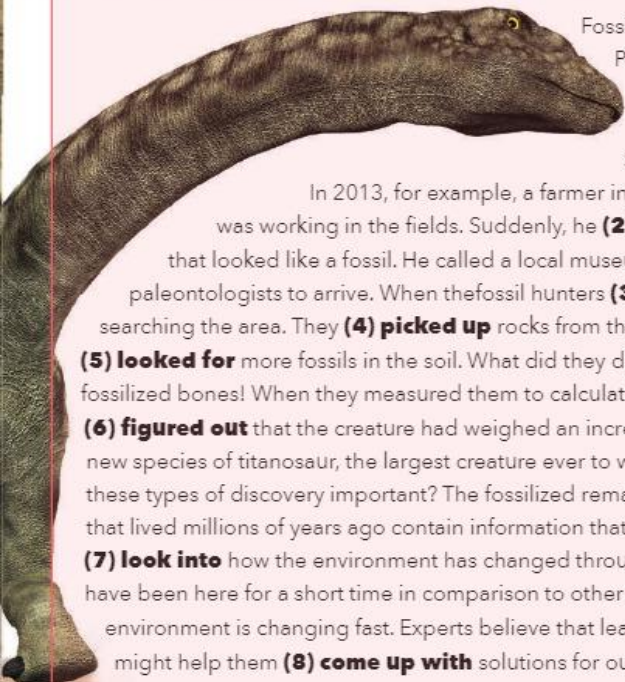
ANNEXES:

Vocabulary words

- Fossils
- Bone
- Fields
- Find out
- Came across
- Area
- Picked up
- Rocks
- Looked for
- Figured out
- Come up with
- Look into



ACTIVITY 1

Paleontologists: The Fossil Hunters!



Fossils are the preserved remains of ancient organisms. Paleontologists study them to understand what prehistoric life was like. But how do paleontologists **(1) find out** where fossils are? Sometimes, it is by chance.

In 2013, for example, a farmer in Patagonia, Argentina, was working in the fields. Suddenly, he **(2) came across** something that looked like a fossil. He called a local museum and waited for the paleontologists to arrive. When the fossil hunters **(3) turned up**, they began searching the area. They **(4) picked up** rocks from the ground and **(5) looked for** more fossils in the soil. What did they discover? More than 150 fossilized bones! When they measured them to calculate the animal's size, they **(6) figured out** that the creature had weighed an incredible 77 tons. It was a new species of titanosaur, the largest creature ever to walk the earth! Why are these types of discovery important? The fossilized remains of plants and animals that lived millions of years ago contain information that help researchers **(7) look into** how the environment has changed through time. Humans have been here for a short time in comparison to other organisms, but our environment is changing fast. Experts believe that learning from the past might help them **(8) come up with** solutions for our future.



2 Read and write the number of a phrasal verb in bold from Activity 1 next to the verbs with similar meaning.

When we **3** arrived at the site, we **1** discovered that what the farmer had **2** found by chance were dinosaur remains! I was very excited as I **5** searched for evidence on the ground. I think I lifted thousands of small rocks that first day! We **7** investigated when the dinosaur lived and **6** calculated how big it was. I **8** thought of an idea for why it lived here. I want to make a TV program about it!

ACTIVITY 2



We go to the site. If we see pieces of bone, there may be fossils nearby.



We look at geological maps to find out where to go.



We cover the bones in a cast when we transport the skeletons to the laboratory.



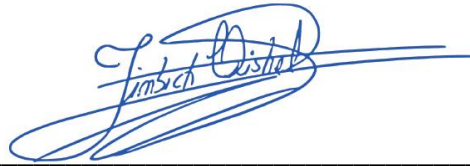
We dig in the clay using small hand trowels and large shovels.

Homework

<https://vocaroo.com/>

Read and record the following words two times each. (Lea y grabe las siguientes palabras 2 veces cada una)

- Solar panels
- Wind farms
- Air pollution
- Toxic waste
- Waste disposal



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UNIDAD EDUCATIVA “NUEVA ERA”

ENGLISH LESSON PLAN #8

2022 - 2023

Class Date: On November 24 th /2022 Teacher: Marco Freire	Topic: Types of environmental energies. Time: 40 minutes Level: Seventh grade	
Lesson Objectives General: To practice English pronunciation. Specific: <ul style="list-style-type: none"> • Students will be able to perform their English pronunciation related to some book activities. • Students will be able to differentiate the pronunciation of the verbs and words in the activities. • Students will be able to reproduce the correct pronunciation of the verbs and words. 		
Methodology: Presentation, Practice, and Production (PPP).		
Materials Speaking practice: Students Workbook - Physical book		
Procedures		
Stages and Time	Teacher’s Activities	Student’s Activities
Warm-up (5 minutes)	Activity <input type="checkbox"/> The teacher greets students and then asks students to pay attention to the board. <input type="checkbox"/> The teacher writes three words on the board (laptop – eraser – pencil) and explains to students the hangman game. <input type="checkbox"/> The teacher gives 5 minutes to students and asks them to go to the board and try to guess the three words written on the board.	Activity <input type="checkbox"/> The students will pay attention to the board. <input type="checkbox"/> The students will pay attention to the teacher’s instructions about the hangman game. <input type="checkbox"/> The students will go to the board and they will try to guess the three words written on the board.
Presentation 1 (10 minutes)	Activity <input type="checkbox"/> The teacher asks students to take out their student’s workbook. <input type="checkbox"/> The teacher presents the	Activity <input type="checkbox"/> Students will take out their students’ workbook. <input type="checkbox"/> Students will

	<p>activities of the student's workbook to the students and will ask them to participate in the reading.</p> <p><input type="checkbox"/>The teacher asks the students if they have any doubt about the pronunciation of any word.</p>	<p>participate by reading the activities that the teacher will ask them to read.</p> <p><input type="checkbox"/>Students will ask some questions to the teacher about the pronunciation of any word in the activities.</p>
Presentation 2 (15 minutes)	<p>Vocabulary</p> <p><input type="checkbox"/>The teacher presents to the students the new words that they have reviewed in the last activities.</p> <p><input type="checkbox"/>The teacher asks students to participate in reading the new words.</p> <p><input type="checkbox"/>The teacher will ask students if they have any doubt about the pronunciation of any word.</p>	<p>Board</p> <p><input type="checkbox"/>Students will pay attention while the teacher is writing the new words.</p> <p><input type="checkbox"/>Students will participate when the teacher asks them to read the new words.</p> <p><input type="checkbox"/>Students will ask the teacher for any doubt about the pronunciation of a word or something that they are not sure about.</p>
Practice (5 minutes)	<p><input type="checkbox"/>The teacher gives to the students a sheet of paper about the different types of energy that they have reviewed in class.</p> <p><input type="checkbox"/>The teacher explains to the students the instructions for the activity and what they have to do on it.</p> <p><input type="checkbox"/>The teacher asks students if they have any doubt about the activity.</p>	<p><input type="checkbox"/>Students will receive a sheet of paper about the different types of energy that they have reviewed in class.</p> <p><input type="checkbox"/>Students will pay attention to the teacher's explanation of the activity.</p> <p><input type="checkbox"/>Students will ask some questions to the teacher if they have any doubt.</p>
Production (Homework) (5 minutes)	<p><input type="checkbox"/>The teacher explains students the instructions of the task that they have to do.</p> <p><input type="checkbox"/>The teacher shares a</p>	<p><input type="checkbox"/>Students will pay attention to the teacher's instructions about the task that they have to do.</p>

	<p>One Drive link to the students.</p> <p><input type="checkbox"/>The teacher asks students to upload the task into the link that he has shared with them.</p> <p><input type="checkbox"/>The teacher asks students if they have any doubt about the task.</p>	<p><input type="checkbox"/>Students will ask the teacher some questions about the task if they have any doubt about it.</p>
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Bibliography
https://utaedu-my.sharepoint.com/:f:/g/personal/mfreire2495_uta_edu_ec/EmmpWL1h7V9GuiAb_Nia9QkBTqpA_3hqNBD0AyR-CXUrPg?e=4D7Tcm https://vocaroo.com/

ANNEXES:

Vocabulary words

- Renewable energy
- Solar panels
- Wind farms
- Air pollution
- Toxic waste
- Waste disposal
- Dump
- Oil
- Items
- New products
- Fuel

ACTIVITY 1



Governments can also develop energy strategies to follow the three Rs. For example, they can promote **renewable** energy like the sun and the wind by using more **solar** panels and **wind** farms.

- Reduce the use of **nonrenewable** resources like coal, oil and gas. Using these resources can cause air **pollution** or send **toxic** waste into our oceans.

- Reuse clothes, electrical products and building materials instead of taking them to the **dump**. This results in less waste **disposal**.
 - Recycle items at recycling **plants**. Recycling uses less energy than making new products.
- It's not too late to act! Let's go green today!

ACTIVITY 2

Kinds of energy
Match.

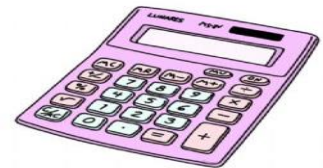
wind

electricity

solar

human

fuel



Homework

<https://vocaroo.com/>

Read and record the following words two times each. (Lea y grabe las siguientes palabras 2 veces cada una)

- My own bottle
- Freshwater
- Use it again
- Reduce pollution
- Cool clothes



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UNIDAD EDUCATIVA “NUEVA ERA”

ENGLISH LESSON PLAN #9

2022 - 2023

Class Date: On November 28 th /2022 Teacher: Marco Freire	Topic: People activities (dates, places, and hours) Time: 40 minutes Level: Sixth grade	
Lesson Objectives General: To analyze students’ English pronunciation. Specific: <ul style="list-style-type: none"> • Students will be able to perform their English pronunciation related to some book activities. • Students will be able to differentiate the pronunciation of the verbs and words in the activities. • Students will be able to reproduce the correct pronunciation of the verbs and words. 		
Methodology: Presentation, Practice, and Production (PPP).		
Materials		
Speaking practice: Students Workbook - Physical book		
Procedures		
Stages and Time	Teacher’s Activities	Student’s Activities
Warm-up (5 minutes)	Activity <input type="checkbox"/> The teacher greets students and then asks students to pay attention to the board. <input type="checkbox"/> The teacher writes on the board “Classroom Objects Game” and explains to them that they are going to write objects that a classroom has (for example markers, chairs, erasers, etc). <input type="checkbox"/> The teacher asks students to go to the board and write all the classroom objects that they know.	Activity <input type="checkbox"/> Students will pay attention to the board. <input type="checkbox"/> Students will pay attention to the teacher’s explanation about the “Classroom Objects Game”. <input type="checkbox"/> Students will go to the board and will write all the classroom objects that they know.

<p>Presentation (15 minutes)</p>	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/>The teacher asks students to take out their students' practice book. <input type="checkbox"/> The teacher presents the activities to the students. <input type="checkbox"/>The teacher asks students to participate in reading the activities. <input type="checkbox"/>The teacher reproduces the audio of the activities that students are going to do. <input type="checkbox"/> The teacher asks students if they have any problem or doubt about the activities. 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/>Students will pay attention to the teacher's instructions. <input type="checkbox"/> Students will participate in reading the activities that the teacher asks them to do. <input type="checkbox"/>Students will ask some questions if they have any problem or doubt about the activities.
<p>Practice (15 minutes)</p>	<p style="text-align: center;">Board</p> <ul style="list-style-type: none"> <input type="checkbox"/>The teacher asks students to pay attention to the board. <input type="checkbox"/>The teacher writes some words that students have reviewed in the activities. <input type="checkbox"/>The teacher reproduces the correct pronunciation of all the new words. <input type="checkbox"/>The teacher asks students to read and repeat the correct pronunciation of the new words reviewed. <input type="checkbox"/> The teacher asks students for any doubt about the pronunciation of a word or something they are unsure about. 	<p style="text-align: center;">Board</p> <ul style="list-style-type: none"> <input type="checkbox"/>Students will pay attention while the teacher is writing the new words in the board. <input type="checkbox"/>Students will read the new words when the teacher asks them to do it. <input type="checkbox"/> Students will ask the teacher for any doubt about the pronunciation of a word or something they are unsure about.

<p>Production (Homework) (5 minutes)</p>	<p><input type="checkbox"/>The teacher explains to students the instructions of the task that they have to do.</p> <p><input type="checkbox"/> The teacher shares a One Drive link to the students.</p> <p><input type="checkbox"/>The teacher asks students to upload the task into the link that he has shared with them.</p> <p><input type="checkbox"/>The teacher asks students if they have any doubt about the task.</p>	<p><input type="checkbox"/>Students will pay attention to the teacher's instructions about the task that they have to do.</p> <p><input type="checkbox"/>Students will ask the teacher some questions about the task if they have any doubt about it.</p>
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<p>https://utaedu-my.sharepoint.com/:f:/g/personal/mfreire2495_uta_edu_ec/Eixpc9qNdIZGrale0aHQdjUB_MV_Rwii7VNXm8sQ4uKHwsQ?e=PrwTPo</p> <p>https://vocaroo.com/</p>

ANNEXES:

Vocabulary words

- Watch a movie
- Good listener
- Breathing exercises
- Maintain eye contact
- Good listener
- Speak clearly
- Friendship
- Clean up

PART 1

Listen and choose the correct option.



You will hear a boy talking to his mother about a speech contest at school. When is it?

- Next Thursday.
- Next Tuesday.
- This Thursday.

You will hear two friends talking about their friendship. What does Sandy want to do?

- She wants to watch a movie.
- She wants to go home.
- She wants to have some ice cream.

You will hear two friends talking about public speaking. What should Zac do if he is nervous?

- He should make eye contact with the audience.
- He should speak clearly and at a good pace.
- He should do some breathing exercises.

You will hear a boy and his teacher talking about a sports game. When is Ricky's next basketball game?

- It's at nine thirty on Saturday.
- It's at ten o'clock on Sunday.
- It's at ten o'clock on Saturday.

You will hear two friends talking about a test on communication skills. What is Lucy's strength?

- She maintains eye contact with the audience.
- She's a good listener.
- She clarifies things well.

PART 2

Hi, Jana. I'm sorry we fell out.
Can we talk in the classroom?
I don't want our friendship to
break down.

- A Jana's friend wants to end their friendship.
- B Jana's friend wants to talk to her.
- C Jana's friend wants to clean up the classroom.

Gwen,
The party is on Friday at 7:00
p.m. My parents will drive us
there an hour later.
Karen

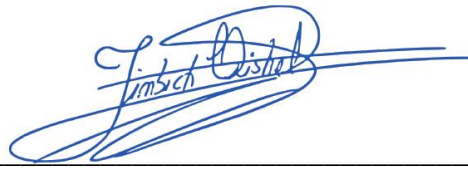
- A A Gwen's parents can take the girls to the party at 7:00 p.m.
- B Gwen's parents can take the girls to the party at 6:00 p.m.
- C Gwen's parents can take the girls to the party at 8:00 p.m.

Homework

<https://vocaroo.com/>

Read and record the following sentences one time each. (Lea y grabe las siguientes oraciones 1 vez cada una)

- She wants to watch a movie.
- I want to go home.
- She likes breathing exercises.
- She is a good listener.
- She maintains eye contact with the people.



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UNIDAD EDUCATIVA “NUEVA ERA”

ENGLISH LESSON PLAN #10

2022 - 2023

Class Date: On November 29 th /2022 Teacher: Marco Freire	Topic: Active and Passive voice. Time: 40 minutes Level: Seventh grade	
Lesson Objectives General: To practice English pronunciation. Specific: <ul style="list-style-type: none"> • Students will be able to perform their English pronunciation related to some book activities. • Students will be able to differentiate the pronunciation of the verbs and words in the activities. • Students will be able to reproduce the correct pronunciation of the verbs and words. 		
Methodology: Presentation, Practice, and Production (PPP).		
Materials Board – Markers - Students notebook – Worksheet		
Procedures		
Stages and Time	Teacher’s Activities	Student’s Activities
Warm-up (5 minutes)	<p style="text-align: center;">Activity</p> <input type="checkbox"/> The teacher greets students and then asks students to pay attention to the board. <input type="checkbox"/> The teacher writes on the board “Classroom Objects Game” and explains to them that they are going to write objects that a classroom has (for example markers, chairs, erasers, etc). <input type="checkbox"/> The teacher asks students to go to the board and write all the classroom objects that they know.	<p style="text-align: center;">Activity</p> <input type="checkbox"/> Students will pay attention to the board. <input type="checkbox"/> Students will pay attention to the teacher’s explanation about the “Classroom Objects Game”. <input type="checkbox"/> Students will go to the board and will write all the classroom objects that they know.
Presentation (20 minutes)	<p style="text-align: center;">Activity</p> <input type="checkbox"/> The teacher asks students to take out their student’s notebook.	<p style="text-align: center;">Activity</p> <input type="checkbox"/> Students will take out their students’ notebook.

	<input type="checkbox"/> The teacher presents the topic to the students and will ask them to pay attention to the board. <input type="checkbox"/> The teacher asks the students if they have any doubt about the topic.	<input type="checkbox"/> Students will pay attention to the board. <input type="checkbox"/> Students will ask some questions to the teacher about the topic that the teacher is presenting.
Practice (10 minutes)	<input type="checkbox"/> The teacher gives to the students a worksheet about the topic that has been reviewed. <input type="checkbox"/> The teacher explains to the students the instructions for the activity and what they have to do on it. <input type="checkbox"/> The teacher asks students if they have any doubt about the activity.	<input type="checkbox"/> Students will receive a worksheet about the topic that has been reviewed in class. <input type="checkbox"/> Students will pay attention to the teacher's explanation of the activity. <input type="checkbox"/> Students will ask some questions to the teacher if they have any doubt.
Production (Homework) (5 minutes)	<input type="checkbox"/> The teacher explains students the instructions of the task that they have to do. <input type="checkbox"/> The teacher shares a One Drive link to the students. <input type="checkbox"/> The teacher asks students to upload the task into the link that he has shared with them. <input type="checkbox"/> The teacher asks students if they have any doubt about the task.	<input type="checkbox"/> Students will pay attention to the teacher's instructions about the task that they have to do. <input type="checkbox"/> Students will ask the teacher some questions about the task if they have any doubt about it.

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https://utaedu-my.sharepoint.com/:f:/g/personal/mfreire2495_uta_edu_ec/Ei7i0NCv_QFliW1ic18f10sB4iOG_LmBe44mwHjb5FgLXJQ?e=tGHb1Y https://vocaroo.com/





ANNEXES:

<h3>Active voice</h3>	<h3>Passive voice</h3>
<p>Tells us what a person or thing does. The subject performs the action (verb) on the object.</p>	<p>Tells us what is done to someone or something. The subject is being acted upon.</p>
<p>Subject + verb + object</p>	<p>Object + verb + subject</p>
<p>Example:</p> <ul style="list-style-type: none">• Anna painted the house.• The teacher always answers the students' questions.• Ali posted the video online.	<p>Example:</p> <ul style="list-style-type: none">• The house was painted by Anna.• The students' questions are answered by the teacher.• The video was posted online by Ali.

ACTIVITY

ACTIVE AND PASSIVE VOICE

Convert the following sentences from passive voice to active voice.

- The fence is painted by Tom. 
- Milk is being drunk by the cat. 
- The clothes have been washed by Ani. 
- The phone calls were attended by Maya. 
- Vegetables were being cut by Mani. 

Homework

<https://vocaroo.com/>

Read and record the following sentences one time each. (Lea y grabe las siguientes oraciones 1 vez cada una)

- The car is washed by my father.
- She closes the window.
- The homework was done by Luis.
- The teacher likes the chocolates.
- The dinner was cooked by Raul.



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Annex 3: Pre-test and Post-test



UNIVERSIDAD TECNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

PRELIMINARY ENGLISH TEST

Time Approximately 5 minutes

Information for students

- There are two parts to the test.
- You will have just one attempt to record your voice.
- This test is graded over ten points.

PART 1

Instructions

- Here you will find five sentences.
- Read the sentences and record them on a device.
- The examiner will give you a device to record your voice.
- You will have 40 seconds to record your voice.

Good luck!

- A) My father bought a computer yesterday.
- B) I did not come to the school yesterday because I was sick.
- C) My sister thinks that the main objective of learning English is just for traveling.
- D) I will not buy a car in the next month, because I do not have money.

E) The teachers determined that some students do not like to learn English.

PART 2

Instructions

- Here you will find four topics.
- The examiner will give you one topic to talk about.
- Answer the questions related to the given topic.
- The examiner will give you a device to record your answers.

TOPICS

- My last vacation.
- My favorite sport.
- My favorite hobby.
- My favorite animal.

Speaking key

Questions asked in each topic

My last vacation

- Where did you go on your last vacation?
- What type of food did you eat there?
- How much time did you spend there?

My favorite sport

- What is your favorite sport?
- Why do you like it?
- How many times per week do you practice that sport?

My favorite hobby

- What is your favorite hobby?
- Why is it your favorite hobby?
- How many hours per week do you spend doing that hobby?

My favorite animal

- What is your favorite animal?
- Why do you like that animal?
- Would you like to have that animal as a pet?



UNIVERSIDAD TECNICA DE AMBATO



FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS**

POST ENGLISH TEST

Time Approximately 5 minutes

Information for students

- There are two parts to the test.
- You will have just one attempt to record your voice.
- This test is graded over ten points.

PART 1

Instructions

- Here you will find five sentences.
- Read the five sentences and record them on a device.
- The examiner will give you a device to record your voice.
- You will have 40 seconds to record your voice.

Good luck!

- A) I like the chocolates.
- B) The teacher does not have a car.
- C) My grandfather thinks that English is the worst subject.
- D) I would like to travel to the United States.
- E) I went to China, and I learned Chinese.

PART 2

Instructions

- Here you will find three topics.
- The examiner will give you one topic to talk about.
- Answer the questions related to the given topic.
- The examiner will give you a device to record your answers.

TOPICS

- My favorite social network.
- My favorite month of the year.
- My favorite subject.

Speaking key

Questions asked in each topic

My favorite social network

- What is your favorite social network?
- Why do you like that social network?
- How many hours per day do you spend surfing on that social network?

My favorite month of the year

- What is your favorite month of the year?
- What do you usually do on that month?
- Why is it your favorite month of the year?

My favorite subject

- What is your favorite subject?
- Why do you like that subject?
- Do you practice that subject at home on your free time?



Annex 4: Rubric for the tests

SPEAKING RUBRIC


	Fluency	Pronunciation and accent
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent

Annex 5: Instruments Validation

CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Part 1	X		X			X	X		X		
Part 2	X		X			X	X		X		
General Aspects									Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire.									X		
The items allow to accomplish the objective of the research.									X		
The items are distributed in a logical and sequential way.									X		
The number of items is enough to collect data. If not, suggest the items to be included.									X		
APPLICABLE					X	NOT APPLICABLE					
Validated by: Mg. Edgar Encalada T.							ID: 0501824171			Date: 27/10/2022	
Signature:  <small>Firmado electrónicamente por:</small> EDGAR GUADIA							Email: eg.encalada@uta.edu.ec				
Place of work: Uta- Fche- PINE  <small>ENCALADA TRUJILLO</small>							Academic degree; Magister				
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>											

CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	✓		✓			✓	✓		✓		
2	✓		✓			✓	✓		✓		
General Aspects									Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire.									✓		
The items allow to accomplish the objective of the research.									✓		
The items are distributed in a logical and sequential way.									✓		
The number of items is enough to collect data. If not, suggest the items to be included.									✓		
APPLICABLE				✓	NOT APPLICABLE						
Validated by: Xavier Sulca						ID: 1802447548			Date: 26-10-2022		
Signature:  <small>Firmado electrónicamente por:</small> MANUEL XAVIER SULCA <small>GUALE</small>						Email: manuelxsulcag@uta.edu.ec					
Place of work: Universidad Técnica de Ambato						Academic degree; Magister					
Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i> . 19. 228 - 247											

Annex 6: Urkund report



Document Information

Analyzed	CHAPTERS (I-IV) - FREIRE MARCO.pdf (D155332458)
Submitted	2023-01-10 05:25:00
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C. REFERENCE MATERIAL

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