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CARRERA DE IDIOMAS

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DEDICATORY

The present research is dedicated to myself for my effort, persistence and especially for my responsibility to develop my skills and try to improve my knowledge. Nowadays, I am proud of who I have become. I feel more confident and stronger. Moreover, I dedicated this work to my mother who supported me all time

Jhanela Patricia Villarreal Minga

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RESUMEN

El rol de las características segmentales y suprasegmentales de la pronunciación son importantes dentro de la enseñanza y aprendizaje de la lengua inglesa. En este sentido los estudiantes podrán desarrollar su habilidad de hablar y comunicar de manera efectiva, clara y fluida, ya que el aprendizaje de estas características permite entender y distinguir los diferentes significados que se producen de una misma oración o palabra previniendo de esta forma malos entendidos o mensajes tergiversados. A través de un estudio previo que se llevó a cabo en la Unidad Educativa Juan de Velasco, se ha determinado como problema que la enseñanza y la práctica de la pronunciación ha sido descuidada, por lo cual, esto no permite el desarrollo de la habilidad comunicativa de los estudiantes en el idioma Inglés de Tercero de Bachillerato de Unidad Unificada. Esta investigación se centró en analizar el rol de las características segmentales y suprasegmentales de la pronunciación inglesa. Por lo tanto, la investigación tuvo un enfoque cualitativo y de tipo descriptiva. Las técnicas para recoger datos fueron la entrevista, la encuesta y la observación las cuales fueron aplicadas con su debido instrumento que son entrevista etnográfica, el cuestionario y la hoja de observación. La población que se consideró para la investigación fueron 30 estudiantes y una profesora de Inglés de la Unidad Educativa Juan de Velasco del Tercero de Bachillerato General Unificado "A". Los resultados de esta investigación fueron descriptos mediante el análisis descriptivo acerca de la importancia y eficacia de la enseñanza de las características de la pronunciación en el desarrollo lingüístico del idioma Inglés.

Palabras clave: características segmentales y suprasegmentales, pronunciación, técnicas, estrategias.

ABSTRACT

The role of segmental and suprasegmental features of pronunciation are important in the teaching and learning process of the English language. In this sense, students will be able to develop their ability to speak and communicate effectively, clearly and fluently, since the learning of these characteristics allows them to understand and distinguish the different meanings that occur in the same sentence or word, thus preventing misunderstandings or misrepresentations. Through a previous study carried out in the Unidad Educativa Juan de Velasco, it has been determined as a problem that the teaching and practice of pronunciation has been neglected, therefore, this does not allow the development of the communicative ability of the students in the English language in the Tercero de Bachillerato General Unificado. This research focused on analyzing the role of segmental and suprasegmental features of English pronunciation. Therefore, the research applied a qualitative and descriptive approach. The techniques to collect data were interview, survey and observation which were applied with their corresponding instruments which are ethnographic interview, questionnaire and observation sheet. The population considered for the research were 30 students and an English teacher of the Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco. The results of this research were described through a descriptive analysis of the importance and effectiveness of the teaching of pronunciation features in the linguistic development of the English language.

Key words: segmental and suprasegmental features, pronunciation, techniques, strategies.

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CHAPTER I

REFERENTIAL FRAMEWORK

1. INTRODUCTION

One of the most widely used languages around the world is English. Nowadays, millions of people learn it as a second language. It is taught from pre-kindergarten, high schools and universities. In addition, learning English offers a wide range of job opportunities. For instance, multinational companies require people with both written and oral skills in the English language. Another benefit of learning English language is that students can obtain scholarships to study abroad. For these reasons, English is considered as a lingua franca which involves skills like writing, reading, listening, and speaking. Therefore, pronunciation of English language is vital for communication. Hence, in the Ecuadorian reality, the teaching of pronunciation must be considered in the teaching-learning process.

Nowadays, English teachers have to try to teach a good pronunciation because it is a relevant skill for an effective communication and avoid misunderstanding of messages. Therefore, the master of pronouncing makes students more confident to express their thoughts or opinions. According to Gilakjani (2017), it is not necessary to separate pronunciation from the function of language teaching and learning process because the correct teaching and learning of pronunciation of the English language allows to distinguish nouns, adjectives, verbs, adverbs, rhythm, intonation, and stress when they are said.

Nowadays, segmental and suprasegmental features are ignored in the teaching learning process of English. On the other hand, they are important to communicate meaningfully (Suwartono, 2014). It is necessary to introduce the features during the teaching and learning process because it helps to improve the skills about pronunciation and communication. To illustrate the above idea, learning the correct pronunciation of the English language makes it easier to understand a message in any situation without distorting the message or its meaning.

In Tercero de Bachillerato General Unificado “A” at Unidad Educativa “Juan de Velasco” the features of pronunciation were taught slightly. Stress, sound vowels, rhythm and intonation were not considered. So, communication was poor.

This research has been organized in three chapters:

Chapter I: Referential framework consists of the research problem, problem statement, and formulation of the problem, general and specific objectives and the justification.

Chapter II: Theoretical framework mentions the theoretical background regarding, all theoretical foundation about the role of segmental and suprasegmental features of English pronunciation and the basic terms definition.

Chapter III: Methodological framework contains, research design, type, level, methods, population and sample of research techniques and instruments for collecting data, schedule, bibliography, and annexes.

Chapter IV: This chapter includes the analysis and interpretation of the results obtained.

Chapter V: This chapter focuses on conclusions and recommendations.

1.1 PROBLEM DEFINITION

Nowadays English is one of the most spoken languages in the world. In that sense, teaching grammar, listening, writing, and pronunciation have been included in teaching - learning process. Pronunciation is the core of speech that helps to articulate words correctly to communicate effectively (Muhammed, 2014). Zemková (2018) mentioned that the role of the segmental and suprasegmental features of pronunciation plays a crucial role in the teaching process of English language to get communication successfully. However, it has been ignored.

To improve the ability of speaking English, segmental and suprasegmental features must be considered. They will help to understand the meaning, recognize and differentiate similar sounds. Therefore, learners will communicate effectively (Shafaat Hussain, Sumaiya Sajid, 2015). In fact, learning pronunciation is useful to improve spelling skill, listening comprehension, reading and grammar skills (Wong, 1993). Furthermore, a good pronunciation provides to the learner's self-confidence and allows them to have a deeper understanding (Abbas, 2011).

In Ecuador, some studies have been developed on the importance of pronunciation where the authors have mentioned that teaching pronunciation is vital to communicate effectively. Therefore, it is shown that the teaching of pronunciation features is used to improve pronunciation and language skills such as listening and speaking, resulting in the understanding of the sounds of the foreign language to improve and avoid pronunciation errors. Hence, the authorities in the area of English also enhance the teaching of pronunciation features to students in the classroom because in Ecuador the teaching of pronunciation features is mandatory since 2016 (Ministerio de Educación, 2016).

In the case of teaching segmental and suprasegmental features of pronunciation in the classroom, it is said that it is not being taught deeply. At the observation practices, at Tercero de Bachillerato General Unificado at Unidad Educativa Juan de Velasco, was observed that the features of pronunciation are not taught enough. So, they have to be considered more often to improve communication.

In this context, to comprehend how the features of pronunciation are being taught in the classroom and how they are applied to foster the practice of pronunciation is the purpose of this research. For this reason, it was applied a survey to the teacher and students since it was benefited for both because teaching features of pronunciation must be an essential part in their teaching learning process.

The study is feasible because of facts that support the value of this research. Teachers and learners, scientific texts, human talent, technological tools and economical resources make this investigation possible.

1.2 PROBLEM FORMULATION

How are segmental and suprasegmental features of English Pronunciation being taught in Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco in the city of Riobamba from teacher’s criteria?

1.3 GUIDING QUESTIONS

- How often are segmental and suprasegmental features of pronunciation taught at Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco.
- What do students in Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco think about the learning of segmental and suprasegmental features of pronunciation?
- How is the perception of the teacher and students about teaching of segmental and suprasegmental features of pronunciation in Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco?

1.4 OBJECTIVES:

1.4.1 GENERAL OBJECTIVE

To analyze how the segmental and suprasegmental features of English pronunciation are being taught in Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco in the city of Riobamba from the teacher`s criteria.

1.4.2 SPECIFIC OBJECTIVES

- To describe the point of view that the English language teacher of Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco about teaching of segmental and suprasegmental features of English pronunciation.
- To analyze how students in Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco think about the learning of segmental and suprasegmental features of English pronunciation.
- To contrast the teacher and student’s perception regarding about teaching and learning of segmental and suprasegmental features of English pronunciation in Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco.

1.5 OBJETIVES OPERACIONALIZATION

| AREA OF STUDY | QUESTIONS | | OBJECTIVES | |
|---------------|---|--|--|---|
| | GENERAL | GUIDING | GENERAL | SPECIFIC |
| Linguistics | How are segmental and suprasegmental features of English Pronunciation being taught in Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco in the city of Riobamba from teacher’s criteria? | How often are segmental and suprasegmental features of pronunciation taught at Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco. | To analyze how the segmental and suprasegmental features of English pronunciation are being taught in Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco in the city of Riobamba from the teacher’s criteria. | To describe the point of view that the English language teacher of Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco about teaching of segmental and suprasegmental features of English pronunciation. |
| | | What do students in Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco think about the learning of segmental and suprasegmental features of pronunciation? | | To analyze how students in Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco think about the learning of segmental and suprasegmental features of English pronunciation. |
| | | How is the perception of the teacher and students about teaching of segmental and suprasegmental features of pronunciation in Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco? | | To contrast the teacher and student’s perception regarding about teaching and learning of segmental and suprasegmental features of English pronunciation in Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco” at Unidad Educativa Juan de Velasco. |

Done by: Jhanela Villarreal

1.6 JUSTIFICATION

Nowadays, learning English language is important since it is the lingua franca for communication. Therefore, there are some relevant processes when learning English language such as teaching grammar, listening, writing, and speaking. Although, the teaching of the segmental and supra segmental features of pronunciation is not taught deeply in Tercero de Bachillerato General Unificado at Unidad Educativa Juan de Velasco in the city of Riobamba. According to Celce-Murcia, Brinton, & Goodwin (1996), pronunciation is the center of speaking skill whereby the authors emphasize that features of pronunciation are an important part of learning of a second language because students can express their ideas clearly and have an effective communication.

This research is important since it helps teachers to understand how they can teach the segmental and suprasegmental features of pronunciation during the class and try to avoid the students' errors of pronunciation in the speaking skill. Moreover, it also helps to know why students cannot distinguish the segmental features (vowels and consonants sounds) and suprasegmental features (stress, intonation, and rhythm) in a word or in a sentence and how to transform this weakness into a strength. In addition, teachers can identify that there are some activities (tongue twister, reading aloud, and others) that they can apply with their students to practice pronunciation.

Furthermore, this research is suitable because it is proposed some alternatives to teach and learn segmental and suprasegmental features of pronunciation based on some studies. The results of this study will help to improve the techniques to teach pronunciation, implement activities that catch the student`s attention where they feel more confident in the practice.

It is indeed important to mention that the teacher and students of Tercero de Bachillerato General Unificado at Unidad Educativa Juan de Velasco in the city of Riobamba will be the primary beneficiaries of this study. Moreover, this research is feasible because there are human, technological, and economical resources available to assist with the development of the interview, survey, and observation sheet, which would include a more accurate understanding of the challenges' requirements. It has the confidence and approval of the Institution's Director and teachers where the investigator did observation practices.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 THEORETICAL BACKGROUND REGARDING TO THE PROBLEM TO BE INVESTIGATED.

There are some researches which mention that segmental and suprasegmental features of English pronunciation has been considered as an essential component of communicative competence in the teaching foreign language. For instance, “A study on the situation of pronunciation instruction in ESL/EFL classrooms” is a research developed by Abbas Pourhossein Gilakjani (2016). The purpose of this research is to show the importance of pronunciation in English language teaching. In addition, it provides three principal points that involves in an English pronunciation as examples the factors that affect the learning of pronunciation, the reasons to encourage students to improve their pronunciation, and suggestion for teaching pronunciation.

Another relevant research called “Segmental & Suprasegmental difficulties in English pronunciation to English as a foreign students (EFS) of English department at koya university” is a research developed by Muhammed (2014) which the main objective is to examine the problems of the students when developed their pronunciation. Moreover, it aims to illustrate the relevant factors for their problems.

2.2 THEORETICAL FOUNDATIONS

Definition of segmental and suprasegmental features of pronunciation

After reviewing some articles such as (Segmental versus Suprasegmental Mistakes in English Pronunciation by Kristýna Zemková (2008), (The Analysis on Segmental and Supra-Segmental Features in Robert Frost's Poem Titled Fire and Ice by Octovianus Rojak (2017) among others the definition about segmental and suprasegmental features can be introduced like a system of pronunciation of language which consist with respective features. For instance, Segmental features contains minimal units of the speech sounds (phoneme) there are two types (vowels and consonants). On the other hand, the other features is suprasegmental, it covers the units of speech sounds, that is, more than one sound like stress, intonation, and rhythm.

2.2.1 SEGMENTAL PRONUNCIATION FEATURES

Segmental features is a term that it is focused to deal with phoneme (the individual sounds of a language) (Zemková, 2018). In addition, it helps to speakers to differentiate the meaning according to the sound (Rojak, 2017). There are two types of phonemes that are distinguished by distinctive features vowel phoneme and consonants phoneme.

The vowel phoneme is divided into 12 simple vowel phonemes and 8 double syllables called diphthongs (/ɪə/ /ʊə/ /eɪ/ /əʊ/ /ɔɪ/ /aʊ/ /aɪ/). Similarly, they can be divided into six short vowel phonemes (/ɪ, e, æ, ʊ, ʌ) and long vowel phonemes (i, eɪ, aɔ, ou, u, ju, aɪ, aʊ, ɔɪ. (Rojak, 2017).

Consonant phonemes are sounds produced by air blockage caused by your lips (/m/), th (/θ/), upper jaw (/ŋ/), tongue (/l/) or throat (/H/). Consonants are also divided into two features: voiced and voiceless sounds. In addition, there are 24 consonant phonemes that can be divided into 6 oral {/ p, b, t, d, k, g /}, 3 nasal {/ m, n, ŋ}, 4 approximate sounds {/ l, r, J, w /}, 2 affricatives {/tʃ, dʒ/} and 9 fricatives {/ f, v, ð, θ, s, z, ʃ, ʒm, h /} (Rojak, 2017).

Consonants are divided in two types voiced and voiceless. A voiced sound is when the vocal cord are joined and produce a vibration, it comes from the throat, the consonants which produce a vibration sounds are [b],[d],[g],[v],[th],[l],[r],[z] and [j]. On the

other hand, a voiceless sound is when the vocal cords are separated, the air from the lungs passes between them without Block, there is not a vibration, the consonants which no produce vibration are [p], [t], [k], [f], [s], [sh], [ch] and [th]. And eventually, consonants are detailed in place and manner of articulation (Yule, 2017).

Place of articulation is concerned on the description of the place where the vocal tract does not permit to pass of air making a particular characteristic speech sound. Manner articulation is way how make the sound or how the sound are produced with a degree of constriction through Airflow from the lungs. There are six principal types of manner for consonants (Yule, 2017).

Stops. - It does not permit the scape of the air. It presents six oral stop such us [p], [t] and [k] which are voiceless sounds and [b], [d] and [g] which are voiced sound.

Fricative. - It allows a few scape of the air with some friction. It shows nine consonants [f], [θ], [s], [ʃ] and [h] which are voiceless sounds and [v], [ð], [z], [ʒ] which are voiced sound.

Affricative. - There is a sequence of stop with fricative, it produces a friction. It involves the following sound [tʃ] which is voiceless and [dʒ] which is a voiced sound.

Nasal. - There is an obstruction the airflow pass through nose. The following sounds only are [m], [n], and [ŋ] which belong voiced sounds.

Liquids. - It allows that airflow pass on the side of the tongue. Liquids sounds are [l], [r] which are voiced sounds.

Glides. - It involves to the tongue's movements to or from a vowel. It includes [w], [j] sounds which are voiced sounds.

2.2.2 SUPRASEGMENTAL PRONUNCIATION FEATURES

Florez (1998) describes that suprasegmental features exceeds the production of the level of individual sound. Moreover, these features spread across segments and are often produced unintentionally by native speakers. The features that belong to segmental are stress, rhythm, and intonation (Collins & Mees, 2013).

Stress. - It emphasizes in a higher degree of sound in words and sentences, it provides different meaning in a phrase depending on the duration and intensity of speech. Also its function helps to distinguish the people's mood.

Rhythm. - It implicates a relationship between stress and unstressed words in sentences. It focuses to express the strong beats and not concern about weak fragments.

Intonation. – It is a kind of pitch's vibration which is produced by the vocal cords. It allows to identify if the intonation is up, low or flat.

2.2.3 THE IMPORTANCE OF THE FEATURES OF ENGLISH PRONUNCIATION

According to Harmer (2007) that the most of the teachers do not focus in the pronunciation which produces a set of consequences in developing it. For instance, many students consider that studying English pronunciation is a waste of time since it has not been taught at the beginning of learning this language and when teachers try to teach it, learners are not motivated or interested to learn it. Another consequence is that teachers are able to understand to their learners more easily than ordinary people or native speakers because they use the language with errors. Besides, teachers and students have the opportunity to practice the language just with their partners and at the classroom due to it students are not able to talk with native speakers in real life situations. The other consequence teachers believe that one of the mayor reason is the lack of time to practice English pronunciation.

Kenworthy (1987) mentioned that teachers have the responsibility to request and help students to learn English pronunciation correctly. Teachers should consider pronunciation as the first step in teaching English to students. Therefore, there is a lack in teaching

pronunciation to students can lead to understudy. Moreover, the words that students learn must be related to their correct pronunciation, otherwise it may affect students' learning.

Harmer (2007) confirmed that native speakers believe that pronunciation is an important aspect, so even though learners make grammatical errors or have a small vocabulary, if they pronounce their ideas in a clear and fluent way, other people can understand them despite the errors and the lack of vocabulary. In addition to making grammatical errors, a bad pronunciation in the language, native speakers will find it very difficult to understand what the other person is trying to communicate. In fact, correct pronunciation can lead to effective communication, because sentences have the correct treatment of supersegmental features (stress, intonation and rhythm).

Pascoe & Ellen. (2003) said there are specific goals for teaching pronunciation to students. The main point is that students need to develop an English that is easy to understand and will not cause confusion, which can adapt to the needs of the audience. When students practice this skill in and out of the classroom, their correct learning of English pronunciation will help them to develop positive motivation, self-confidence and self-awareness.

2.2.4 FACTORS THAT AFFECT TEACHING THE FEATURES OF PRONUNCIATION

During the process of teaching and learning pronunciation there are some factors that affect it. Kenworthy (1987) mentioned some factors that affect the development of this skill.

The native language: It is one of the main factors that affect the learning of pronunciation. This refers to the fact that students generalize the sounds of the language with their native language, that is, they believe that the sounds that are produced in their mother tongue are the same as they would produce in the foreign language. Therefore, students find it difficult to acquire new sounds that are foreign to their native language, producing a linguistic clash.

The age factor: This is very important because if a student at an early age begins to learn a second language, this child can get a similar or equal pronunciation as a native speaker.

Meanwhile, a student who is in the adolescent stage and is learning the second language in school but in a shallow way and focused on the correct pronunciation of this language will be unable to develop an accent similar to that of a speaker native.

The amount of exposure: This is one of the most worrying factors since the amount of exposure of students to the foreign language is very low. The student can only access the practice of the language in the classroom, it must be emphasized that they only receive one hour of class a day where they can practice the language but the teaching of pronunciation is ignored almost entirely. Therefore, this negatively affects the practice that students carry out when learning pronunciation since it is ignored and students are not in a suitable cultural environment to practice it.

Phonetic ability: This refers to the fact that students have special abilities to distinguish certain phonetic sounds with ease. However, in our context, students have not been able to develop this skill due to the lack of exposure to the foreign language.

Motivation and concern for good pronunciation: This refers to when the students trust the teacher, they ask the teacher for help to correct them when he mispronounces a word or sentence. In addition, students try to participate more during class to get the teacher to correct them. However, this does not happen in classrooms. First, the students do not feel confident. Second, the students are afraid of being mocked by their classmates for his bad pronunciation. Therefore, the pronunciation practice of students in the classroom is limited.

2.2.5 THE TEACHER'S ROLE IN ENGLISH PRONUNCIATION

Kenworthy (1987) When teachers teach pronunciation to their students, they must take on certain roles to help their students in this learning process. Autor points out that there are some roles that the teacher must develop such as:

2.2.5.1 Helping learners hear: The teacher has the mission and obligation to provide an adequate sound guide which will help his students to hear the correct sounds of the language according to their categories. If the teacher does not do this, it is very likely that the students will mislearn how to produce the sounds and expressions of the language.

2.2.5.2 Helping learners make sounds: The teacher starts the imitation of the sounds, that is, he gestures the movements with his mouth to teach the different sounds of the language, and then the students will imitate and produce those same sounds.

2.2.5.3 Providing feedback: The teacher must correct the pronunciation errors that students make based on true or valid information. The teacher should also motivate the students to make and practice these sounds a second time. Finally, he will provide the students with extra homework for their practice.

2.2.5.4 Pointing out what is going on : Teachers should communicate to students what the objective of the class will be based on the pronunciation. He should make students aware of how important is to learn the characteristics of the pronunciation within the communication, since a mispronounced word can completely change the meaning of the message.

2.2.5.5 Establishing priorities: The teacher will indicate that not all sounds should be perfect since reaching a native pronunciation of the language is very difficult. Therefore, students should prioritize certain categories of pronunciation in which they feel satisfied and thus avoid frustrations.

2.2.5.6 Devising activities: The teacher's job to teach pronunciation is not easy. Therefore, they must be very creative in the use and application of the activities to attract the attention and interest of the students to learn the pronunciation.

2.2.5.7 Assessing progress: This is a type of feedback since it is a tool which will help the teacher and the student to know their progress in the development of this skill. In addition, it will also help to identify what were your strengths and weaknesses.

2.2.6 THE STUDENT'S ROLE IN ENGLISH PRONUNCIATION

Students as well as teachers also play an essential role in the teaching and learning process of pronunciation and its characteristics. According to Kenworthy (1987), the role of students is to be active people during this process, that is, to respond to everything that is taught. Obviously, this is very difficult to achieve if students do not put their best effort.

In addition, it is very important that students are aware, take interest, practice and be responsible when acquiring these characteristics of the pronunciation.

2.2.7 METHODS FOR TEACHING ENGLISH PRONUNCIATION

Many studies that have been conducted in recent years have provided us with valuable information regarding approaches to teaching pronunciation characteristics. Celce-Murcia, Brinton, & Goodwin (1996) mentioned that there are two approaches, which are the intuitive-imitative and the analytical-linguistic.

The **intuitive-imitative approach** refers to the ability of students to listen to and imitate the accents, rhythms and sounds of foreign language. Most importantly, this focuses on the fact that students do not need to know too much information about second language phonetics. Students can practice pronunciation through this approach using different technological tools such as videos, online programs, music, or audiobooks. And with this they can develop an effective sound imitation according to the demands of native speakers.

On the other hand, the **analytic-linguistic approach** refers to the study of pronunciation. That is, students must know and master the phonetic alphabet, the place and manner of articulation of sounds, and the graphics of the vocal apparatus in which it will help them to identify how and where those sounds are produced in pronunciation. Therefore, this is based on the analysis of each characteristic of the pronunciation.

2.2.8 TECHNIQUES FOR TEACHING ENGLISH PRONUNCIATION

Throughout this research, it has been observed that the teaching and learning of pronunciation is very essential to achieve effective communication. Therefore, it is essential that teachers know and put into practice with their students different techniques to achieve a comprehensive development of this skill. According to Celce-Murcia, Brinton, & Goodwin (1996) and Kelly (2000) there are some techniques for teaching pronunciation.

Listen and imitate: This focuses on the fact that students must listen and imitate the sounds that the teacher provides them through sounds that he makes or digital means. In addition, the teacher can do this technique with the whole class or individually. The aim

is for students to repeat sounds or phrases they hear and thus achieve a better pronunciation in the foreign language.

Phonetic Training: This refers to the teacher teaching phonetic diagrams, places and ways of articulation, and the phonetic alphabet to students. Most importantly, the student learns phonetic theory but it should be noted that this theory cannot be taught to beginning students.

Tongue twisters: This is a more practical technique where students find a fun way to practice their pronunciation. In addition, students must work under pressure as they must say the tongue twister quickly and pronounce all the words correctly where most of the words will have a similar pronunciation. This will help them improve fluency and precision when communicating with another person.

Reading aloud / recitation: This technique refers to the fact that students must use poems, books, letters, articles, brochures, and musical lyrics as practice material to read them aloud or recitals. The goal is that students should produce stress, rhythm, and intonation in a word or sentence.

Recordings of the students' production: This focuses on the students being able to carry out their own self-assessment based on what they recorded while they were speaking or reading. In this way the teacher and the students will be able to know and monitor the progress in their pronunciation.

2.3 DEFINITIONS OF BASIC TERMS.

SEGMENTAL. - The individual sounds (phonemes) of a language - the vowels and consonants (Rojak, 2017).

SUPRASEGMENTAL. - Aspects of pronunciation that affect more than one sound segment, such as stress, intonation, and rhythm—the musical aspects of pronunciation (Rojak, 2017).

PRONUNTIATION. - It refers to the way in which people make the sound of words

STRESS. - It is about which sounds we emphasize in words and sentences. For example, in the word 'banana' the stress is on the second syllable; in the word 'orange' the stress is on the first syllable. People usually stress the most important, 'content' words in sentences (Musk, 2016).

INTONATION. - It is the way the pitch of speakers' voice go up or down as they speak. It is used intonation to help getting our message across.

RHYTHM. - It is about how people use a combination of stressed and unstressed words in sentences. Sentences have strong beats (the stressed words) and weak beats (the unstressed words).

VOICED. - A voiced sound is a sound where the vocal cords vibrate, thus producing some sort of pitch. This is the kind of sound most people associate with regular talking or singing (Musk, 2016).

VOICELESS / UNVOICED. - A voiceless or unvoiced sound is one where the vocal cords do not vibrate, thus making the sound very whispery and without a pitch. It can tend to make a letter sound harsher when pronounced (More, 2008).

STOP. - A consonant sound where the airflow is stopped completely by the mouth and then sharply released. For example, sounds like “p,” “k,” and “t.” All languages contain stops.

FRICATIVE. - A consonant sound where the airflow becomes noisy and turbulent because it only has a very small space to travel through in the mouth. Sounds like “f,” “s,” and “sh.” Most languages have fricatives, but not all.

NASAL. - A consonant sound where the airflow passes exclusively through the nose instead of the mouth. Sounds like “m,” “n,” or “ng.” Almost all languages have nasals.

AFFRICATE. - A consonant sound that begins like a stop but then releases like a fricative, thus making it a sort of combination sound. Sounds like “ch” and “j.” Affricates are common, especially in English.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 RESEARCH DESIGN

The following research framed itself into the interpretative paradigm since it had the objective to comprehend in a deep way the reality and behavior about the teaching of pronunciation. It also helped to get an interaction between researcher and the object of study because it was influenced by the values and point of view of the people who participated on it. For that reason, the interpretive paradigm in this research was applied to understand how teacher and students at Tercero de Bachillerato General Unificado “A” in the “Unidad Educativa Juan de Velasco” perceived the Role of segmental and suprasegmental features in English Pronunciation in the academic period February 2021 – July 2021. Similarly, it was designed with a qualitative approach because it focused on observing, analyzing, understanding, reflecting, and explaining the point of view of the teacher and students about the teaching segmental and suprasegmental features of English pronunciation. Moreover, the method was ethnographic since it was developed in an educational field with the participation of teacher and students. In other words, it was carried out in the real world and the place which research happened. The technique of observation sheet and interviews was used, which had parameters to collect right data.

3.2 RESEARCH TYPE

Qualitative Research. – This kind of research is very relevant because it permits understanding events, point of views, opinions, motivation and experiences of the participants. Researching includes analyses and explanations how things work in a particular context with reliable arguments based on observation and description (Mason, 2002). According to Beverley Hancock, Elizabeth Ockleford and Kate Windridge the qualitative research is focused on how people can preserve the reality in its natural settings without manipulation of variables. This research intended collecting relevant information about how teachers and students at Tercero de Bachillerato General Unificado “A” in the “Unidad Educativa Juan de Velasco” perceived the Role of segmental and suprasegmental features in English Pronunciation in the academic period February 2021 – July 2021.

3.3 LEVEL OF THE RESEARCH

Descriptive research. - The general objective of this research was to describe the fact, events, point of views, opinions, motivation and experiences of the participants and their behavior characteristics. This research was focused in how and why something happened. In addition, it involved the observation and survey tools to collect the information (Gall, Gall, & Borg, 2003). According to Eunsook T. Koh Willis L. Owen a descriptive research was seen as a study of status in education. Further, this research tried to describe and explain factors about this study focus (Koh & Owen, 2000). It was used since it showed how teachers and students at Tercero de Bachillerato General Unificado “A” in the “Unidad Educativa Juan de Velasco” perceived the Role of segmental and suprasegmental features in English Pronunciation in the academic period February 2021 – July 2021.

3.4 METHODS OF RESEARCH

Ethnographic method. – It involves the study of the beliefs, social interaction, behaviors of the object to the study (Denzin & Lincoln, 2003). This qualitative research was applied to comprehend and explain classroom practice where it was observed events, point of views, opinions, motivation and teacher and students’ experiences. The research was focused the ethnographic method since it allowed to analyze the individual behaviors and participants actions. This method demonstrated how teacher and students at Tercero de Bachillerato General Unificado “A” in the Unidad Educativa Juan de Velasco” perceived the Role of segmental and suprasegmental features in English Pronunciation in the academic period February 2021 – July 2021.

3.5 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

Technique:

In this research was used the observation technique since it allowed to observe how teacher performed a class and if she teacher the features of pronunciation. For instance, at Tercero de Bachillerato General Unificado “A” in the “Unidad Educativa Juan de Velasco”.

Observation technique allowed researchers to understand about the activities that people performed under a study in a natural environment through observing those activities. It also provided to have a guideline to develop later interviews (DeWalt & DeWalt, 2011). This technique helped to the researcher to get information from the observation of a class at Tercero de Bachillerato General Unificado “A” in the Unidad Educativa “Juan de Velasco” during the academic period February 2021 – July 2021”.

Interview technique was used between researcher and participants of the research, this technique permitted to the participants tell their point of views about the problem under investigation (Hunter, January 2006). This technique helped to the researcher to get information from the point of views of the teacher at Tercero de Bachillerato General Unificado “A” about the Role of segmental and suprasegmental features in English Pronunciation in the Unidad Educativa “Juan de Velasco” during the academic period February 2021 – July 2021”.

Survey was used to collect information from a group of people through their answers to the questions. Quantitative strategies was used such as questionnaires to collect the data (Ponto, 2015). This technique helped to the researcher to get information from the students at Tercero de Bachillerato General Unificado “A” about the Role of segmental and suprasegmental features in English Pronunciation in the Unidad Educativa Juan de “Velasco” during the academic period February 2021 – July 2021”.

Instruments:

An observation guide was used as instrument to collect the data. It includes items about specific objectives and the criteria established in the theoretical framework in this research (Kawulich, 2012). It was applied at Tercero de Bachillerato General Unificado “A” in the Unidad Educativa “Juan de Velasco” during the academic period February 2021 – July 2021”. The objectives were to get information about the Role of segmental and suprasegmental features in English pronunciation.

Ethnographic interview is an instrument which permits to analyze and reflect the information that will be collected from the researcher and the participants through their point of views of the problem of the study (Pizarro, 2014). This instrument allowed

to the teacher at Tercero de Bachillerato General Unificado “A” expressed his/her opinion about the Role of segmental and suprasegmental features in English pronunciation in the Unidad Educativa “Juan de Velasco” during the academic period February 2021 – July 2021”.

The questionnaire is a research tool that consists of a series of questions, with the purpose of collecting information from the interviewees. It provides a relatively cheap, fast and effective way to obtain a lot of information from a large number of people (McLeod, 2018). This instrument allowed to collect information from the students at Tercero de Bachillerato General Unificado “A” about the Role of segmental and suprasegmental features in English pronunciation in the Unidad Educativa “Juan de Velasco” during the academic period February 2021 – July 2021”.

3.6 POPULATION AND SAMPLE

Population. – The goal of this study performed at the “Unidad Educativa Juan de Velasco” located in the city of Riobamba, Chimborazo province, with students of Tercero de Bachillerato General Unificado “A”, constituted by 30 students and one teacher because it was the last year in the high school, it was supposed that they have an intermediate level and understand the language. Due to the population is small there was not necessary to take a sample, therefore the study was considered the whole population.

3.7 PROCEDURE

This research demanded a workplace, data collecting, and analysis of data. It was critical to stress that this study fell under the purview of linguistics. Because it was focused on the importance of segmental and suprasegmental features of English speech in Tercero de Bachillerato General Unificado "A" students at Unidad Educativa "Juan De Velasco."

Some procedures were done in order to carry out the research. As a result, before beginning the interview, questionnaire, and observation sheet, it was indeed essential to acquire the authorization of the tutor and the research commission of the language career, as well as the authority to execute the instruments at the Unidad Educativa "Juan de Velasco" in Riobamba, Chimborazo. The population for this study was chosen to investigate the role of segmental and suprasegmental features of English pronunciation.

To gather the essential information for the study, an observation form, an interview, and a questionnaire was employed. Furthermore, it was crucial to note that these three instruments were used to obtain data from each of the people concerned, thus the results was interpreted through the triangulation of the students' and teacher's testimonies, class observation, and the theory that validated this research. The research instruments was employed in a class, and the researcher was explained to the students and instructor that these instruments were used for academic reasons and did not have a detrimental influence on their academic achievement.

CHAPTER IV

4. RESULTS AND DISCUSSION

4.1 TEACHER'S INTERVIEW RESULTS

This is data gathered through Qualitative Analysis from a database that is typically provided in written form (Westreicher, 2020). This will be used to interpret and analyze the teacher's answers to the different questions focused on the first objective of the research.

Objective N° 1

To describe the point of view that the English language teacher of Tercero de Bachillerato General Unificado "A" at Unidad Educativa Juan de Velasco about teaching of segmental and suprasegmental features of English pronunciation.

Table 1

How often is pronunciation taught during the class?

| CATEGORIES | SUBCATEGORIES | Mgs. Maria Lloay KEY WORDS |
|---------------|-------------------------------------|-------------------------------|
| Pronunciation | Teaching frequency of pronunciation | It is taught in the context |

Done by: Jhanela Villarreal

Analysis

The teacher said that "Pronunciation is taught through context since it has been mandated by the Ministerio de Educación".

Interpretation

The teacher always teaches pronunciation during the English class through the context in each topic. However, the pronunciation has to be prioritized and taken into account as it is very important in foreign language communication with a native speaker, which is the virtual modality. Segmental and Suprasegmental features are not taught as they must be taught, but rather these characteristics are taught superficially through short readings,

audios and the teacher's speech without focusing on the function and usefulness of these features (Abbas, 2011).

Table 2

How important is it to teach pronunciation in English class? Why?

| CATEGORIES | SUBCATEGORIES | Mgs. Maria Lloay KEY WORDS |
|---------------|-----------------------------|---|
| Pronunciation | Importance of pronunciation | The students can familiar with the sounds of the foreign language |

Done by: Jhanela Villarreal

Analysis

The teacher mentioned that” The pronunciation is important because the students can familiar with the sounds of the foreign language”.

Interpretation

According to the teacher’s answer, the main reason about to learn pronunciation is that the students can recognize and differentiate the sounds of the second language. As Harmer (2007) mentioned, the teaching of pronunciation is essential in the students learning process since it is the first step. Moreover, good pronunciation matters more than knowing a myriad of grammatical rules or vocabulary, because it doesn't matter how much of the second language you know if you don't know how to pronounce it. A native speaker cares more that her/his pronunciation. Therefore, it would be clear and understandable, so learning correct pronunciation is extremely important.

Table 3

What are the benefits of teaching English pronunciation?

| CATEGORIES | SUBCATEGORIES | Mgs. Maria Lloay KEY WORDS |
|-------------------|---|--|
| Pronunciation. | Benefits of teaching English pronunciation. | The students can understand and transmit the messages clearly. |

Done by: Jhanela Villarreal

Analysis

The teacher said that “The main benefit is that students can understand and transmit the messages clearly”.

Interpretation

As the teacher mentioned, there is a main benefit of teaching and learning the pronunciation of the foreign language, which is to be able to understand a message and transmit an idea in a clear and understandable way. Pascoe & Ellen (2003) stated that the main goal and benefit of pronunciation instruction is that students can develop English which is easy to understand and does not cause confusion among speakers and that can respond to the needs of the audience. When students learn and practice correct pronunciation in and out of the classroom, it will help them develop positive motivation, self-confidence and self-awareness.

Table 4

Is there a stumbling block to teach the aspects of pronunciation such as segmental or suprasegmental in English class?

| CATEGORIES | SUBCATEGORIES | Mgs. Maria Lloay KEY WORDS |
|-------------------|---|---|
| Pronunciation | Stumbling block to teach pronunciation. | There is not any impediment to teach the aspect of pronunciation. |

Done by: Jhanela Villarreal

Analysis

The teacher replied that “there is not any impediment to teach the aspect of pronunciation”

Interpretation

According to the teacher's response, she can teach pronunciation without any problem. However, it was not reflected in the observation of the class since English language teaching should not only be taught based on grammar and vocabulary but also pronunciation teaching should be considered as a fundamental element in the process. As a consequence, there is not special attention to this area of the English language, which is considered by Muhammed (2014) to be the most important part, so the neglect that is being given to it may be detrimental to students.

Table 5

What are the factors that affect the teaching of pronunciation?

| CATEGORIES | SUBCATEGORIES | Mgs. Maria Lloay KEY WORDS |
|-------------------|---|---|
| Pronunciation. | Factors that affect teaching pronunciation. | The environment where the students are involved |

Done by: Jhanela Villarreal

Analysis

The teacher claimed that “the main factor that affects is the environment where the students are involved”.

Interpretation

According to the teacher's answer, students only practice the English language inside the English classroom since outside the classroom there is not an adequate environment for them to practice the second language. However, as Kenworthy (1987) stated, there are many factors that affect pronunciation learning. For example, the use of the native language, the age of the students, the environment in which they practice and the amount of exposure to the second language, and motivation. All these factors cannot be ignored as the teacher must take them into account and anticipate the problem in order to avoid a deficiency in the acquisition and production of pronunciation features.

Table 6

What techniques or activities are applied to teach pronunciation?

| CATEGORIES | SUBCATEGORIES | Mgs. Maria Lloay KEY WORDS |
|-------------------|---------------------------|---|
| Pronunciation | Techniques or activities. | Readings and error correction technique |

Done by: Jhanela Villarreal

Analysis

The teacher said that “I apply a lot of readings to practice the pronunciation and also I apply the error correction technique”.

Interpretation

The teacher applies two techniques to practice pronunciation, the first technique is through reading, although there are more techniques in which the student can practice pronunciation such as tongue twisters, listening and imitating, or recordings. This answer has been confirmed by the students since they affirm that they practice pronunciation through readings and audios that their teacher shows them. On the other hand, the second technique applied by the teacher is error correction, which the students confirmed. This technique is effective for learning correct pronunciation since the teacher has the opportunity to correct students' mistakes and thus prevent future pronunciation errors (Kenworthy, 1987).

4.2 STUDENTS' ANSWERS ANALYSIS

Quantitative Analysis: The data is numerical, allowing precise statistics to be calculated (Westreicher, 2020). This form of analysis will be utilized since the number of students questioned is somewhat bigger, making it more practical and faster to develop and interpret the statistics of their responses.

Objective N° 2

To analyze how students in Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco think about the learning of segmental and suprasegmental features of English pronunciation.

Table 7

How often does your teacher teach the segmental features like the vowel and consonant sounds?

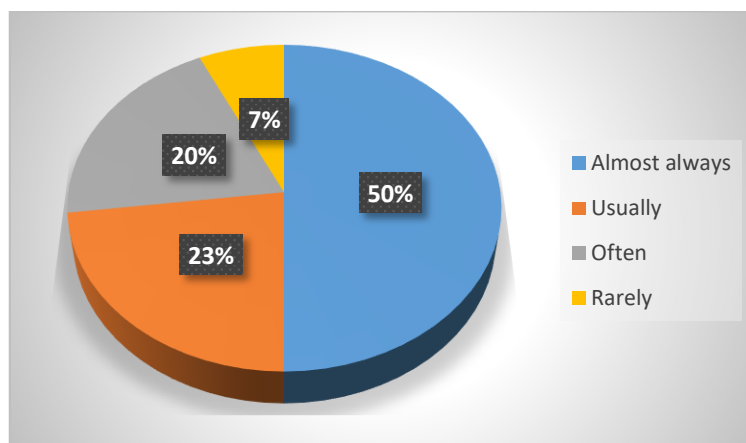
| Options | Participants | Percentage |
|---------------|--------------|------------|
| Almost always | 15 | 50% |
| Usually | 7 | 23% |
| Often | 6 | 20% |
| Rarely | 2 | 7% |
| Total | 30 | 100% |

Done by: Jhanela Villarreal

Source: Survey applied to students of Tercero de Bachillerato General Unificado "A" in Unidad Educativa Juan de Velasco.

Figure 1

How often does your teacher teach the segmental features like the vowel and consonant sounds?



Done by: Jhanela Villarreal

Analysis

Based on table 1, 15 students replied that the teacher almost always teaches segmental features like the vowel and consonant sounds which represents 50% , 7 students said that the teacher usually teaches segmental features like the vowel and consonant sounds which represents 23%, 6 students said that the teacher often teaches segmental features like the vowel and consonant sounds which represents 20%, and finally 2 students said that the teacher rarely teaches segmental features like the vowel and consonant sounds which represents 7%

Interpretation

Based on the students' responses, a large portion of them mentioned that suprasegmental features (vowels and consonants) are frequently taught by the teacher. However, through the observation of the class it could be perceived that the teacher did not apply any activity in which the suprasegmental features were involved for pronunciation practice. Consequently, there is a lack of pronunciation practice which affects the development of the student's communication skills. As Tejeda & Santos (2014) mentioned, it must be noted that without sufficient or understandable pronunciation, we would be unable to communicate with people in the foreign language.

Table 8

How often does your teacher make you to practice the intonation, stress and rhythm of the words or sentences?

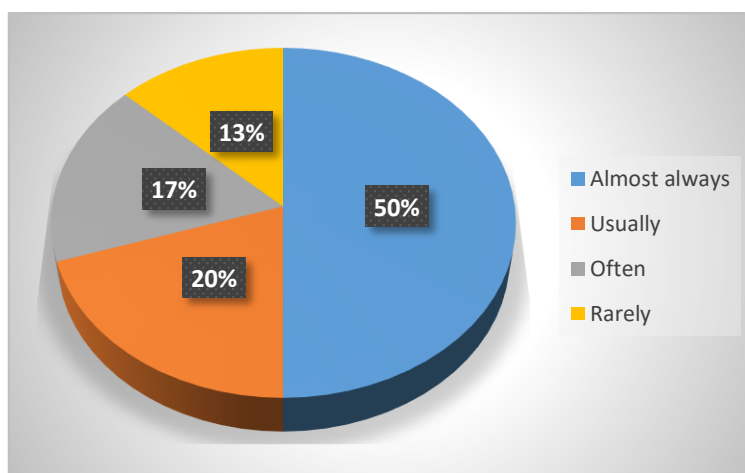
| Options | Participants | Percentage |
|----------------|---------------------|-------------------|
| Almost always | 15 | 50% |
| Usually | 6 | 20% |
| Often | 5 | 17% |
| Rarely | 4 | 13% |
| Total | 30 | 100% |

Done by: Jhanela Villarreal

Source: Survey applied to students of Tercero de Bachillerato General Unificado "A" in Unidad Educativa Juan de Velasco.

Figure 2

How often does your teacher make you to practice the intonation, stress and rhythm of the words or sentences?



Done by: Jhanela Villarreal

Analysis

Based on table 2, 15 students answered that the teacher almost always makes them practicing the intonation, stress and rhythm of the word or sentences which represents 50% , 6 students replied that the teacher usually makes practicing the intonation, stress and rhythm of the word or sentences which represents 20%, 5 students said that the teacher often makes practicing the intonation, stress and rhythm of the word or sentences which represents 17%, and the last question 4 students said that the teacher rarely makes

practicing the intonation, stress and rhythm of the word or sentences which represents 13%.

Interpretation

According to the students' responses, it is stated that intonation, stress and rhythm of words and sentences are frequently practiced by the teacher. However, in the classroom observation, the teacher only uses short readings to practice these features fast, the class is focusing basically on teaching and practicing in grammar rules. It can be said that the teaching and practice of pronunciation is equally or more important than the teaching of grammatical rules since the objective of teaching English is for students to be able to convey their ideas and have a clear and fluent communication (Tejeda & Santos, 2014).

Table 9

How often does your teacher correct you the pronunciation errors?

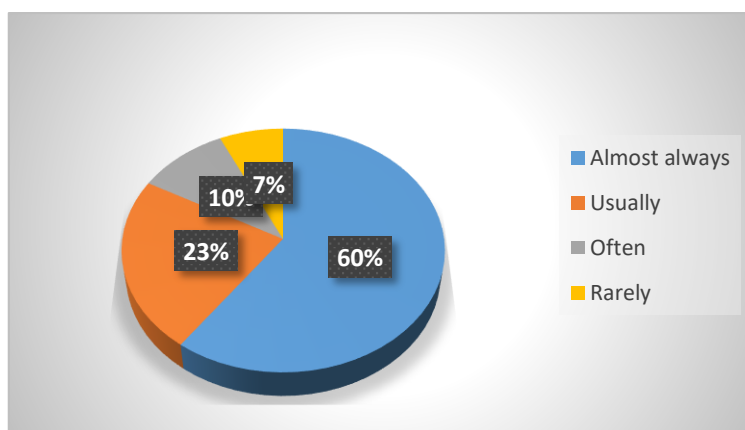
| Options | Participants | Percentage |
|---------------|--------------|------------|
| Almost always | 18 | 60% |
| Usually | 7 | 20% |
| Often | 3 | 10% |
| Rarely | 2 | 7% |
| Total | 30 | 100% |

Done by: Jhanela Villarreal

Source: Survey applied to students of Tercero de Bachillerato General Unificado "A" in Unidad Educativa Juan de Velasco.

Figure 3

How often does your teacher correct you the pronunciation errors?



Analysis

Based on table 3, 18 students said that the teacher almost always corrects the pronunciation errors which represents 60%, 7 students answered that the teacher usually corrects the pronunciation errors which represents 23%, 3 students replied that the teacher often corrects the pronunciation errors which represents 10%, and the last 2 students said that the teacher rarely corrects the pronunciation errors which represents 7%.

Interpretation

Based on the data obtained, there is a concordance in the answers. The teacher mentioned that she applies the error correction technique and this answer was confirmed by the students who mentioned that they are corrected when they make a pronunciation error. On the other hand, based on the observation of the class it was possible to confirm that in fact the students are corrected when they make a pronunciation error but not frequently, that is to say, of every 10 pronunciation errors they make only 2 errors are corrected, which does not exist a great benefit in their communicative development. As Kenworthy (1987) mentioned, the teacher has the obligation to correct the pronunciation errors that are made by the students, and it should be based on valid information. Likewise, students should be motivated to practice pronunciation based on the correction of their errors.

Table 10

How often does your teacher show how sounds are produced?

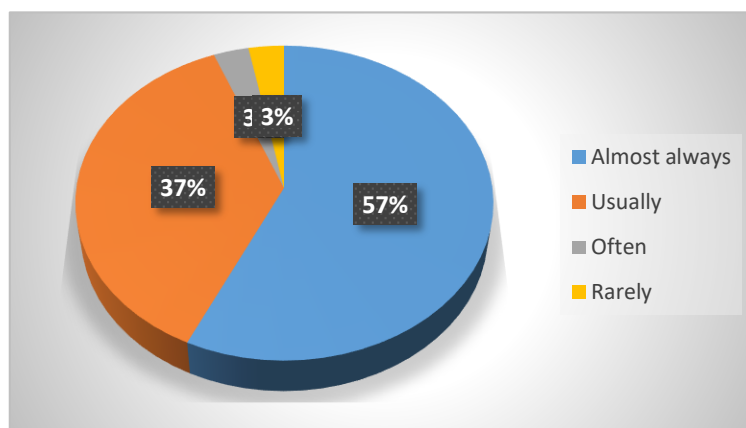
| Options | Participants | Percentage |
|----------------|---------------------|-------------------|
| Almost always | 17 | 57% |
| Usually | 11 | 37% |
| Often | 1 | 3% |
| Rarely | 1 | 3% |
| Total | 30 | 100% |

Done by: Jhanela Villarreal

Source: Survey applied to students of Tercero de Bachillerato General Unificado "A" in Unidad Educativa Juan de Velasco.

Figure 4

How often does your teacher show how sounds are produced?



Done by: Jhanela Villarreal

Analysis

Based on table 4, 17 students said that the teacher almost always shows how sounds are produced which represents 57%, 11 students answered that the teacher usually shows how sounds are produced which represents 37%, 1 student replied that the teacher often shows how sounds are produced which represents 3%, and the last 1 student said that the teacher rarely shows how sounds are produced which represents 3%.

Interpretation

In this case, students stated that the teacher shows how sounds are produced very frequently. However, based on classroom observation, it could not be verified that the teacher teaches how segmental or suprasegmental sounds are produced. Consequently, the students are stagnant in their development, impeding their communicative growth. Students are continually adding words to their linguistic vocabulary while studying a foreign language, therefore they must learn how to generate the new sounds that have been in those foreign words (Tejeda & Santos, 2014).

Table 11

How often does your teacher use tongue twister activities to improve your pronunciation?

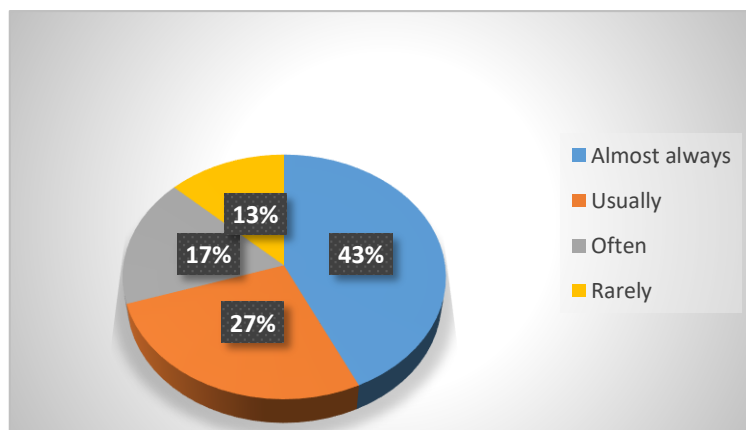
| Options | Participants | Percentage |
|----------------|---------------------|-------------------|
| Almost always | 13 | 43% |
| Usually | 8 | 27% |
| Often | 5 | 17% |
| Rarely | 4 | 13% |
| Total | 30 | 100% |

Done by: Jhanela Villarreal

Source: Survey applied to students of Tercero de Bachillerato General Unificado “A” in Unidad Educativa Juan de Velasco.

Figure 5

How often does your teacher make tongue twister activities to improve your pronunciation?



Done by: Jhanela Villarreal

Analysis

Based on table 5, 13 students said that the teacher almost always uses tongue twister activities to improve the pronunciation which represents 43%, 8 students answered that the teacher usually makes tongue twister activities to improve the pronunciation represents 27%, 5 students replied that the teacher often makes tongue twister activities to improve the pronunciation which represents 17%, and the last 4 students said that the teacher rarely makes tongue twister activities to improve the pronunciation which represents 13%.

Interpretation

Most students replied that the teacher applies tongue twister activities to practice and perfect their pronunciation as well as their fluency. However, through classroom observation it was possible to disprove the students' response since the teacher did not apply any tongue twister activities for the students' pronunciation practice. This activity is one of the most important and effective for the practice of pronunciation and thus be able to achieve the fluency that is needed when you want to communicate something. Celce-Murcia, Brinton, & Goodwin (1996) and Kelly (2000) state that this technique is very practical because students can practice their pronunciation in a fun way. In addition, this technique makes the students work in an effective and fast way, since they have to say the tongue twister as fast as possible pronouncing all the words correctly. Therefore, this practice will help them to improve their fluency when communicating with another person.

Table 12

How often does your teacher make you read aloud?

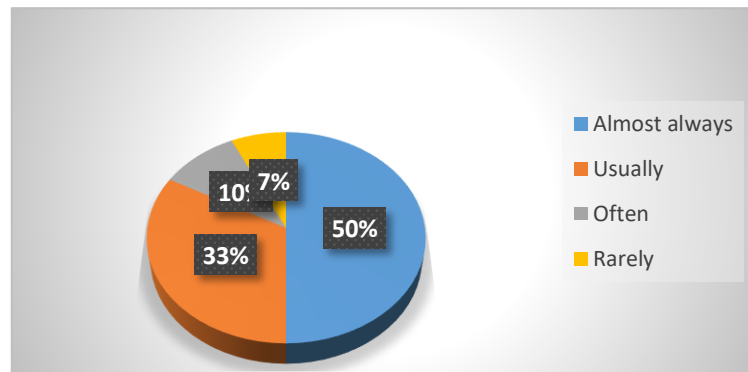
| Options | Participants | Percentage |
|----------------|---------------------|-------------------|
| Almost always | 15 | 50% |
| Usually | 10 | 33% |
| Often | 3 | 1% |
| Rarely | 2 | 7% |
| Total | 30 | 100% |

Done by: Jhanela Villarreal

Source: Survey applied to students of Tercero de Bachillerato General Unificado "A" in Unidad Educativa Juan de Velasco.

Figure 6

How often does your teacher make you read aloud?



Done by: Jhanela Villarreal

Analysis

Based on table 6, 15 students said that the teacher almost always makes read aloud which represents 50%, 10 students answered that the teacher usually makes read aloud represents 33%, 3 students replied that the teacher often makes read aloud which represents 10%, and the last 2 students said that the teacher rarely read aloud which represents 7%.

Interpretation

As mentioned above, both the teacher and the students stated that they performed read-aloud activities to practice pronunciation, this is also confirmed by the observation of the class where it was observed that the students performed this activity to practice their pronunciation. Reading aloud as well as tongue twisters are very effective and fun activities that students can use to develop their pronunciation (Kelly, 2000).

4.3 ANALYSIS OF OBSERVATION GUIDE RESULTS

Qualitative analysis: the process of drawing conclusions from unstructured and diverse data that is not stated numerically or quantifiably is known as qualitative data analysis (Ekon, 2020). This type of analysis will be used to interpret the results of the classroom observation.

Objective N° 3

To contrast the teacher and student's perception regarding about teaching of segmental and suprasegmental features of English pronunciation in Tercero de Bachillerato General Unificado "A" at Unidad Educativa Juan de Velasco.

- 1. -The teacher teaches the segmental features (vowels, consonants) and shows how to pronounce them in words or sentences.**

Analysis

According to the observation sheet, the teacher often teaches the segmental features (vowels, consonants) and shows how to pronounce them in words or sentences.

Interpretation

The teaching of segmental features was taught in a superficial way, therefore, students do not acquire the basic knowledge to develop their pronunciation skills. The first step in developing this skill is the students learn the segmental features as they are the basis and starting point in pronunciation practice (Kenworthy, 1987).

- 2. -The teacher teaches intonation, stress and rhythm of words and sentences.**

Analysis

Based on the observation guide, the teacher often teaches intonation, stress and rhythm of words and sentences.

Interpretation

The teaching and practice of suprasegmental characteristics (intonation, stress, and rhythm) are taken into account but their practice is minimal or almost null. Therefore, there is no emphasis on the practice of these features when performing activities in which students expose their speaking skills. Consequently, the student fails to understand and express the message in a coherent and effective way since stress, intonation and rhythm within a sentence can totally change its meaning, thereby, learning these characteristics allows to distinguish and understand the meaning of the message (Harmer, 2007).

3. -The teacher corrects the students' errors about pronunciation.

Analysis

According to the observation sheet, the teacher usually corrects the students' errors about pronunciation.

Interpretation

The pronunciation errors that were made by the students were frequently corrected by the teacher with the objective of making the students realize the mistake made and practice it again in the correct way in order to perfect their speech. As mentioned above, the correction of pronunciation errors is a key point in the development of this skill since the result will be an effective and understandable communication (Kenworthy, 1987).

4. - The teacher applies listening activities to practice pronunciation. For example, students listen a word and then they repeat the word.

Analysis

Based on the observation guide, the teacher rarely makes activities of listening to practice pronunciation. For example, students listen a word and then they repeat the word.

Interpretation

The pronunciation technique as students listen a word and they repeat the word is not used by the teacher. However, it is one of the most used techniques for pronunciation practice. As Celce-Murcia, Brinton, & Goodwin (1996) and Kelly (2000) mentioned, this technique is vital in pronunciation practice, as it focuses on students listening to and imitating the sounds that the teacher shows them, whether produced by the teacher or digitally. The goal in using this technique is for students to produce sounds that are the same or similar to the target language.

5. - The teacher uses tongue twister activities to improve the pronunciation.

Analysis

According to the observation guide, the teacher rarely makes tongue twister activities to improve the pronunciation.

Interpretation

This technique is not performed during class, so students do not have the opportunity to perfect their pronunciation and develop their fluency in speaking skills. As aforementioned, the application of this activity is important because the students find it fun and challenging, working under pressure as they must develop this activity in a clear, fast, and fluent manner (Kelly, 2000).

6. - The teacher applies reading activities where the students read aloud.

Analysis

Based on the observation guide, the teacher usually makes reading activities where the students read aloud.

Interpretation

One of the activities that the teacher does frequently is that the students read aloud, this is the common pronunciation practice. It is important to mention that this activity helps speech development. The advantage is that learners can generate stress, rhythm, and intonation in a second language word or phrase that is comparable to that of native speakers (Kelly, 2000).

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- In the process of learning a new language, the segmental and suprasegmental aspects of English pronunciation play an important role. However, these features have not been taken into account in a totally aspect in the teaching process it was seen as a minimal aspect in the English speech.
- The students are able to improve their speaking skills or produce a good pronunciation which is similar to the foreign language when they practice their pronunciation using a variety of activities which are focused on it. However, the students do not have the opportunity practicing and developing their pronunciation properly due to the lack of activities.
- It was identified in Unidad Educativa "Juan de Velasco" that the pronunciation is considered but not deeply, therefore, the teacher's role is to figure out how to capture the students' attention so that they may practice this skill through various activities. Meanwhile, the students' role is to be an active and participative entity.

5.2 RECOMMENDATIONS

- The role of the teacher in teaching and practicing the features of English pronunciation is fundamental since he/she must be a facilitator, monitor, and creative in order to catch the student's attention and provide feedback as well as correct his/her mistakes about their pronunciation.
- The features of pronunciation should be taught appropriately and fully since they are as important as or more important than other components of the English language, by employing various techniques and activities that teachers consider are suitable for developing students' oral communication skills.
- Techniques such as listening and imitation, tongue twisters, reading aloud, recordings of students' productions should be applied in students' daily activities. As a matter of fact, they help the development and improvement of students' pronunciation in which the practice of segmental as well as suprasegmental features is taken into account.

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ANNEXES



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS

CARRERA DE IDIOMAS

INTERVIEW

Description: The instrument was developed in accordance with the Theoretical Framework. It is composed of 6 questions that depend on the specific objectives established for the investigation.

Objective 1: To describe the point of view that the English language teacher of Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco about teaching of segmental and suprasegmental features of English pronunciation.

Instruction: Answer the following questions according to your criteria.

Questions

1. - How often is pronunciation taught during the class?

2. - How important is it to teach pronunciation in English class? Why?

3. - What are the benefits of teaching English pronunciation?

4. - Is there a stumbling block to teach the aspects of pronunciation such as segmental or suprasegmental in English class?

5. - What are the factors that affect the teaching of pronunciation?

6. - What techniques or activities are applied to teach pronunciation?

Done by Jhanela Villarreal



UNIVERSIDAD NACIONAL DE CHIMBORAZO
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TECNOLOGÍAS

CARRERA DE IDIOMAS

SURVEY

Description: The instrument was developed in accordance with the Theoretical Framework. It is composed of 6 questions that depend on the specific objectives established for the investigation.

Objective 2: To analyze how students in Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco think about the learning of segmental and suprasegmental features of English pronunciation.

Instruction: Read the questions and tick the box according to your criteria.

Questions

1. – How often does your teacher teach the segmental features like the vowel and consonant sounds?

Almost always Usually Often Rarely

2. – How often does your teacher make you to practice the intonation, stress and rhythm of the words or sentences?

Almost always Usually Often Rarely

3. - How often does your teacher correct you the pronunciation errors?

Almost always Usually Often Rarely

4. - How often does your teacher show how sounds are produced?

Almost always Usually Often Rarely

5. – How often does your teacher make tongue twister activities to improve your pronunciation?

Almost always Usually Often Rarely

6. – How often does your teacher make you read aloud?

Almost always Usually Often Rarely

Done by Jhanela Villarreal



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TECNOLOGÍAS

CARRERA DE IDIOMAS

OBSERVATION GUIDE

Description: The instrument was developed in accordance with the Theoretical Framework. It is composed of 6 indicators that depend on the specific objectives established for the research.

A= almost always; U= usually; O= often; R= rarely

Objective 3: To contrast the teacher and students perception regarding about teaching of segmental and suprasegmental features of English pronunciation in Tercero de Bachillerato General Unificado “A” at Unidad Educativa Juan de Velasco.

| N° | Academic Values | Frequency | | | |
|----|---|---------------|---------|-------|--------|
| | | Almost always | Usually | Often | Rarely |
| 1 | The teacher teaches the segmental features (vowels, consonants) and shows how to pronounce them in words or sentences. | | | | |
| 2 | The teacher teaches intonation, stress and rhythm of words and sentences. | | | | |
| 3 | The teacher corrects the students’ errors about pronunciation. | | | | |
| 4 | The teacher makes activities of listening to practice pronunciation. For example, students listen a word and then they repeat the word. | | | | |
| 5 | The teacher makes tongue twister activities to improve the pronunciation. | | | | |
| 6 | The teacher makes reading activities where the students read aloud. | | | | |

Done by Jhanela Villarreal