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**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR**

MODALITY RESEARCH PROJECT

**“PRONUNCIATION LEARNING STRATEGIES (PLS) USED IN EFL THIRD-
YEAR HIGH SCHOOL STUDENTS AND THE PERCEPTIONS REGARDING THE
ROLE OF PRONUNCIATION IN ENGLISH LEARNING”**

Research report before obtaining the bachelor degree in National and Foreign Language
Pedagogy, English Major

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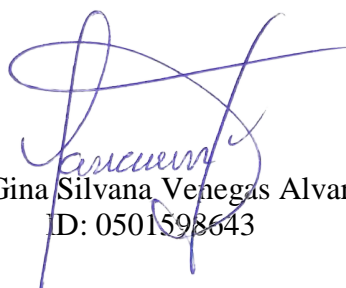
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In my capacity as a supervisor of the research report entitled “Pronunciation Learning Strategies (PLS) used in EFL third-year high school students and the perceptions regarding the role of pronunciation in English learning”, and researched by Carrasco Cando Daniela Stefany, ID number 150103583-4, and by Gómez Ramírez Yesenia Elizabeth, ID number 172478748-4 for obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujili, February, 2023



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The research report entitled “Pronunciation Learning Strategies (PLS) used in EFL third-year high school students and the perceptions regarding the role of pronunciation in English learning”, has been revised, approved, and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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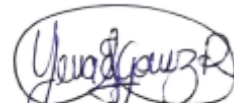
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GRATEFULNESS

We express our deep gratitude to God for giving us life and the capacity to carry out this research and complete this stage of professional training. Likewise, we are infinitely grateful to our families for being our main source of support, perseverance, and determination to achieve our goals. To our tutor PhD. Gina Venegas for the help and disposition provided during the development of this project. Finally, to the Technical University of Cotopaxi for opening its doors to us and contributing to our academic training. And to the teaching staff for sharing with us their knowledge and experience during all these years.

Dani & Eli

DEDICATION

I dedicate this project to my parents, Ángel and Magdalena, who with their love and support have encouraged and inspired me throughout all these years to achieve my goals. Thank you for believing in me and never leaving me alone. To my sister Brigith, for advising and helping me when I needed it most. To my friend Elizabeth for being part of this project, for her dedication and patience during this time. To my family and friends for motivating me to get ahead. To my kitten Lou, who has accompanied me during the writing of this project. Finally, I thank myself for the hard work, dedication, and patience.

Dani

DEDICATION

With all my love, I want to dedicate this project to God because every day gives me new opportunities to grow and learn. To myself for all the patience and dedication. To my parents, Emma and Luis because they are my light and support in all moments, their love doesn't have limits. To my siblings, Estefy because she is the most important person in my life, she gives me strength and fortitude to not give up. To Juan Carlos that illuminates my road from the sky. To my dear Moly because she gives me peace and good energy that eliminates my stress. To my friend Dani because together we learned new things, and she corrects my grammatical mistakes. To my pets for their fidelity. Finally, I want to thank my friends for the unforgettable moments of laughter, tears, and learning.

Eli

TECHNICAL UNIVERSITY OF COTOPAXI
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DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
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THEME: Pronunciation Learning Strategies (PLS) used in EFL third-year high school students and the perceptions regarding the role of pronunciation in English learning.

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ABSTRACT

Pronunciation is considered a necessary sub-skill for oral production in English learning. This is because a clear and understandable pronunciation is essential to effectively convey what we think. For this, learners need to practice; otherwise, it could cause misunderstandings or disruptions in communication. This problem could be due to little interest in discovering strategies that help to improve pronunciation, little knowledge about Pronunciation Learning Strategies (PLS) and few studies about them in Ecuador. Thus, the purpose of this research was to identify the Pronunciation Learning Strategies used in EFL third-year high school students, and the perceptions regarding the role of pronunciation in learning the English language. This research was conducted at the Marco Aurelio Subía Martínez - Batalla de Panupali educational unit, using a mixed approach and a descriptive method together with intentional and snowball sampling. For data collection, a survey was carried out on 43 students using Google forms, and a semi-structured interview was applied to 8 of them and their English teacher. It is worth mentioning that in both cases, the instruments were presented in the mother tongue of the participants due to they do not have the English knowledge according to their level. Subsequently, the information obtained was analyzed through a thematic analysis and a statistical one. As a result, memory and compensation strategies are the most used; evidencing that the dominant strategies are those of the direct type, based on the Oxford taxonomy. Learners emphasized intelligibility as a realistic goal to achieve, due to the context of English as a Foreign Language in which they live. In addition, they need to practice their oral skill over writing, as well as acquire vocabulary. It was concluded that in the process of learning pronunciation, the role of the teacher is essential to establish the tasks and appropriate resources for its practice. In the same way, students should take advantage of this help and do their part to improve their pronunciation. The use of technology is recommended as a good way to motivate students to practice at home and be exposed to the sound patterns of the language.

Keywords: *Perceptions, Pronunciation, Pronunciation Learning Strategies.*

UNIVERSIDAD TÉCNICA DE COTOPAXI
PROGRAMA DE PRE-GRADO
DEPARTAMENTO DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS - LICENCIATURA EN INGLÉS

TÍTULO: Estrategias de aprendizaje de la pronunciación utilizadas por los estudiantes de tercer año de bachillerato, y las perspectivas respecto al rol de la pronunciación en el aprendizaje del idioma Inglés.

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RESUMEN

La pronunciación es considerada un sub-skill necesario para la producción oral en el aprendizaje del idioma inglés. Esto se debe a que una pronunciación clara y entendible es fundamental para transmitir de forma efectiva lo que pensamos. Por ello, los aprendices necesitan practicar; de otro modo, se podrían ocasionar malentendidos o interrupciones en la comunicación. Este problema puede deberse al poco interés por conocer las estrategias que ayudan a mejorar la pronunciación, a los pocos estudios sobre estrategias de aprendizaje de la pronunciación en el Ecuador, y el poco conocimiento sobre dichas estrategias. Es así que el propósito de esta investigación fue identificar las estrategias de aprendizaje de pronunciación utilizadas por estudiantes EFL de tercero de bachillerato, así como las percepciones respecto al rol de la pronunciación en el aprendizaje del idioma inglés. Esta investigación se condujo en la unidad educativa Marco Aurelio Subía Martínez - Batalla de Panupali, empleando un enfoque mixto y un método descriptivo junto con un muestreo intencional y bola de nieve. Para la recolección de datos se realizó una encuesta a 43 alumnos mediante formularios de Google, y se aplicó una entrevista semiestructurada a 8 estudiantes y a su profesor de inglés. Cabe mencionar que, en ambos casos, los instrumentos se presentaron en la lengua materna de los participantes debido a que los estudiantes no cuentan con el conocimiento del idioma inglés acorde a su nivel. Posteriormente, la información obtenida se analizó a través de un análisis temático y otro estadístico. Dando como resultado que las estrategias de memoria y compensación son las más utilizadas; evidenciando que las estrategias dominantes son las de tipo directo, basadas en la taxonomía de Oxford. Los estudiantes enfatizaron la inteligibilidad como una meta realista a lograr, debido al contexto de inglés como lengua extranjera en el que viven. Además, se manifestó la necesidad de enfatizar la práctica oral sobre la escritura, así como la adquisición de vocabulario. Se concluyó que, en el proceso de aprendizaje de la pronunciación, el rol del docente es esencial para establecer las tareas y recursos adecuados para su práctica. De la misma forma, los estudiantes deben aprovechar esta ayuda y poner de su parte para mejorar su pronunciación. El uso de la tecnología se recomienda como buena manera de motivar a los estudiantes a practicar en casa y estar expuestos a los patrones de sonido del idioma.

Palabras claves: *Estrategias de Aprendizaje de la Pronunciación, Percepciones, Pronunciación.*

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UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme: “Pronunciation Learning Strategies (PLS) used in EFL third-year high school students and the perceptions regarding the role of pronunciation in English learning”.

Starting Date: October 2022

Ending Date: February 2023

Place of Research: Tanícuchi – Latacunga – Cotopaxi – Zone 3 – Marco Aurelio Subia Martínez Batalla de Panupali Unit

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Keywords: Perceptions, Pronunciation, Pronunciation Learning Strategies.

2. PROBLEM STATEMENT

In a global world where English is the predominant language, it is very important to have a good pronunciation to communicate feelings, thoughts, points of view and similar, in a clear and understandable way. It is here where the importance of knowing about Pronunciation Learning Strategies (PLS) appear because “good pronunciation give a plus value to those who master it, and it cannot be underestimated” (Kobilova, 2022, p. 594). So, pronunciation strategies help to improve the ability of the learners and stand out their performance while speaking.

In the case of the EFL context, as pronunciation is implicit within the teaching activities; teachers teach pronunciation through explanations, instructions, reading, and listening resources, students are expected to learn this ability also implicitly (Taladngoen, Pinsak, & Chuenchomnakja, 2020). As a consequence, learners may use a variety of PLS quite unconsciously and over the time, as their pronunciation awareness grows, they will apply a wider range of these strategies (Jarosz, 2019, p.14). However, sometimes people do not use PLS for many reasons such as a lack of knowledge about them, do not like the English language, or the social or academic environment do not promote the practice of the pronunciation. Furthermore, students may not think that pronunciation is important in English learning.

Studies such as Jarosz (2021), Riswanto, Lismayanti, Wati, & Eliya (2021), Sardegna, Lee & Kusey (2017), and Véliz-Campos (2018), show a good relationship between the use of direct (cognitive, memory, compensation) and indirect PLS (affective, social, metacognitive) regarding the improvement of the student's pronunciation, and intelligibility more than accuracy. Additionally, applying a similar study in different contexts, places, and ages is suggested, as well as motivation, the pronunciation practice, and to be careful with the pronunciation materials and activities. What is really interesting about PLS is to identify if they are used as well in university as in high school level, if they influence positively or negatively, and what is the role of pronunciation for the students.

For this reason, is important to explore what PLS are used among third year high school students at the educational unit “Marco Aurelio Subia Martinez – Batalla de Panupali” as this problem could be due to few studies about pronunciation learning strategies in Ecuador, little interest in discovering the strategies that students use to improve their pronunciation, and little knowledge

about PLS resulting in little use of them, little practice of pronunciation or lack of interest. All this generates three important questions to solve:

- What are the PLS used by EFL students in their third year of high school at the educational unit “Marco Aurelio Subia Martinez – Batalla de Panupali”?
- What are the opinions of EFL high school students and English teachers regarding the role of pronunciation in learning process?

3. OBJECTIVES

3.1. General objective:

To identify the Pronunciation Learning Strategies (PLS) used in EFL students in their third year of high school and the perceptions regarding the role of pronunciation in English learning at the educational unit “Marco Aurelio Subia Martinez – Batalla de Panupali.

3.2 Specific objectives:

- To describe the Pronunciation Learning Strategies used in EFL students.
- To analyze the opinions of EFL high school students and English teachers regarding the role of pronunciation in learning process.
- To synthesize the opinions of EFL high school students and English teachers regarding the role of pronunciation in learning process.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES

TROPOSED.

Specific objective	Activities	Verification Means
To describe the Pronunciation Learning Strategies used in EFL students.	- Find previous research. - Do a literature review. - Design theoretical framework.	Scientific and technical foundation. <ul style="list-style-type: none"> • Background • Theoretical Framework

To analyze the opinions of EFL high school students and English teachers regarding the role of pronunciation in learning process.	- Development of instruments to collect information. - Application of research instruments.	- Interviews - Survey
To synthesize the opinions of EFL high school students and English teachers regarding the role of pronunciation in learning process.	- Tabulation of the results. - Analysis and discussion of the data collected	- Interviews results - Survey Results

5. JUSTIFICATION

Pronunciation is a sub-skill of speaking together with fluency, grammar and vocabulary; and is considered an important aspect in the language learning process, since the lack of intelligibility and understanding of pronunciation patterns; which are what help convey different meanings, may cause misunderstandings or breakdowns when establishing communication. This is because pronunciation is not only based on aspiring to achieve an accent like a native speaker, it also involves aspects such as intonation, stress, and rhythm (Gilakjani & Sabouri, 2016).

Pronunciation is an important part of teaching English as a foreign language, which is intertwined with practicing listening and speaking skills through drills (Arias & Potes, 2018). However, based on the experience of the researchers during pre-professional training practices, it has been possible to appreciate that reading and writing are much more emphasized in the English texts provided by the Ministry of Education. As a consequence, the lack of practice of the language has caused students to present problems with pronunciation. In accordance with Gilakjani & Sabouri (2016), these limited pronunciation abilities can negatively influence the self-confidence of the learners at the time to talk. And this is something that has been observed and corroborated. Students feel shy because they do not know how to pronounce unfamiliar words.

However, it has also been possible to appreciate the efforts made by English teachers to integrate oral communication activities in their classes as well as pronunciation strategies, which are mainly drills based on methods such as audiolingual, which focus on listening, imitating and repeat.

Based on the situation evidenced, this research project aims to investigate the pronunciation strategies that students from Marco Aurelio Subía Martínez educational unit are using to improve their problems of pronunciation. As well as to identify what is the perception of both the English teacher and the students regarding the role of pronunciation in the learning process - teaching of the language. This with the purpose of understanding the reasons why students have problems with pronunciation. All this through the application of surveys and interviews conducted to the aforementioned.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Studies about Pronunciation learning strategies and the role of pronunciation in the English language learning are presented below. For instance, Think & Tran (2020) conducted a study to investigate the thoughts with respect to the role that plays the pronunciation when someone is learning English, and to recognize the pronunciation learning strategies (PPS) of 155 students from the University of Phan Thiet, Vietnam belonging to an English major. This research was mixed and descriptive. They applied semi-structured interviews and closed-ended questionnaires taking into account the Likert scale format, the first was applied to 18 students, and the second was applied to 155 students. The study shows that students have good perceptions with respect to the paper that pronunciation plays a role in the learning of the English language because when there is a good pronunciation can avoid problems or conflicts with others and improve their confidence. The PPS was applied with the purpose of improving their pronunciation in a moderate way and practicing the pronunciation. The study concluded that students don't ask to help or work in groups because they prefer to use formal and naturalistic practicing strategies that have sound to improve their pronunciation.

Another study is the one conducted by Véliz-Campos (2018) to analyze the application of pronunciation learning strategies (PLCs) in connection with the aptitude for foreign languages and the results of pronunciation at a Chilean university with forty-three students of language teacher education in the first and second years. This research was mixed and correlational. They applied three instruments: Modern Language Aptitude Test (MLAT), the Strategic Pronunciation Learning Survey (SPLS), and Pronunciation Test (PT) to all participants. The study shows that direct-type

strategies like cognitive, memory, and compensation stand out more in duration and frequency of use. This study can't determine statistically the dependent and independent variables. The study showed the strategies more used and the correlation between these and levels of pronunciation of intelligibility. So, accuracy, and aptitude don't have the same achievability that intelligibility, for this reason, is important to explore deep because it can have susceptibility to modifications. PLS should be integrated into SPLS to discriminate more clearly between strategies used to achieve intelligibility or accuracy.

For his part, Jarosz (2021) conducted a study to explore whether addressing pronunciation features in English language teaching motivates participants to use strategies to improve their pronunciation. This study was applied at a Polish school with 39 second year high school students whose ages ranged from 17 to 18 years, employing quantitative and quasi experimental research. The instruments used during the study were a questionnaire with open-ended and closed items applied at the beginning and the end of the instruction, and participant observation for five months. The study shows that phonetic instruction is a really important factor in pronunciation awareness not only for university students but for high school students, too. This kind of instruction guides the learners to look for strategies or methodologies that help them to improve their pronunciation. In conclusion, through phonetic instruction learners are stimulated to seek solutions or to select strategies by themselves that meet their needs and learning styles.

Additionally, Taladngoen, Pinsak, & Chuenchomnakja (2020), conducted a study to identify what pronunciation learning strategies are used by EFL students with different self-evaluated pronunciation skills. This study was applied to 270 EFL students in the second semester of the Academic Year 2019 at the Rajamangala University, Thailand, employing an explanatory design and a mixed-method research. This study was developed through the application of an online questionnaire of five-point Likert scale and a semi-structured interview via phone call using Thai. The findings showed that most of the participants evaluated themselves as moderate speakers regarding their pronunciation. And the cognitive, affective and social strategies were identified as the most used ones. The study concluded that learners with different pronunciation skills use different pronunciation strategies as they have different learning styles. The use of technology, listening to native speakers, word familiarity, intelligibility, imitating and above all practice is the key to improve pronunciation.

Finally, Sardegna, Lee, & Kusey (2017), conducted a study to explore the relationship between second language pronunciation with respect to self-efficacy, learner attitude, and choice of pronunciation learning strategies. This study was qualitative and descriptive research which included the participation of 704 EFL students in urban cities in South Korea. For which, SPI and LAP inventories were used. These instruments helped to evaluate the pronunciation strategies used by the students, the self-efficacy and attitude. The findings were that self-efficacy plays an important role because this allows students to have more motivation to look for strategies to improve their pronunciation. Further, anxiety motivates the students to concentrate more and work harder to lose the fear of making a mistake. The study concluded that it is necessary for the teachers to motivate students to improve their pronunciation using different types of strategies such as applying rules of pronunciation, following your intuitions, practicing in loud, and so on. Unfortunately, it was not possible to add studies on this topic carried out in Ecuador, due to the difficulty of free access to these reference resources.

6.2 Theoretical Framework

6.2.1 Pronunciation

In the process of learning the English language, we can find four known main skills, in turn, sub-skills emerge from each one. In the case of speaking, we can find segmental and suprasegmental features. The segmental ones involve phonemes or consonant and vowel sounds. On the other hand, suprasegmentals include stress, pitch, intonation, rhythm, length, among others (Sharma, 2021). This is important to know as pronunciation is considered as the sub - skill that “helps the learner to use vocabulary and grammatical rules communicatively” (Katawazai et al., 2019). It is “the form in which the primary symbols of language, the segmental phonemes or speech sounds, appear and are arranged in patterns of pitch, loudness, and duration” (Britannica, 2018). That is, all these features work together in the process of producing speech and performing pronunciation. However, learning the pronunciation of a foreign or second language can represent a challenge. According to Gilakjani & Ahmadi (2011), accent, stress, intonation, rhythm, motivation and exposure, attitude and instruction are considered as factors that influence pronunciation learning and help to develop intelligibility and comprehensibility.

6.2.2 Intelligibility and native-like pronunciation

According to Jahara & Abdelrady (2021), in the EFL context, learners consider that without correct pronunciation, oral communication can be done inefficiently or the meaning of words may be misunderstood. Jung (2010) adds that as English is considered a lingua franca, it is used all over the world. Thus, it suffers different changes or variations depending on the socio-cultural context in which it is performed. In the EFL context, learners are considered as Non-Native Speakers (NNS), whose appropriate goal for pronunciation is intelligibility and comprehensibility, since the variations that the English language suffers during pronunciation of phonemes or sounds that are unfamiliar for the mother tongue, obstacle an accurate production. Loukina et al. (2015) adds that non-native speech is characterized on three dimensions: accentedness, comprehensibility and intelligibility, which as was mentioned before, are factors that influence the pronunciation.

Chau et al. (2022) express that there are two fundamental principles for pronunciation teaching and learning. These are the nativeness principle and the intelligibility principle. The first one emphasizes the native-like pronunciation, that is, accuracy on the production of the English sounds. On the other hand, intelligibility focuses on being understandable and does not pay too much attention to the accent because even having a strong accent a person can still be intelligible. In this way, pronunciation has shifted to improving intelligibility over native-like pronunciation. Gilakjani & Sabouri (2016) state that intelligible pronunciation should be established as a real purpose of oral communication. Because the objective of teaching pronunciation is not to ask the learners to pronounce like native speakers.

Moedjito et al. (2019) mention that due to globalization “English is not only a means of oral communication between Native Speakers and Non-Native Speakers, but also among Non-Native Speakers who come from different cultural and linguistic backgrounds”. For this reason, each type of interaction needs a type of intelligibility. If Non-Native Speakers want to communicate to Native Speakers, they need a comfortable intelligibility. If Non-Native Speakers want to communicate with each other, a mutual intelligibility is employed. And a global intelligibility is needed when English as Native Language speakers, EFL speakers, and ESL speakers establish communication.

6.2.3 How to teach pronunciation in a EFL classroom

Teachers and students recognize that for effective oral communication, pronunciation is an essential factor (Nguyen & Newton, 2020). This is because while a speaker may have extensive knowledge of grammar and vocabulary, if he/she does not have intelligible pronunciation, misunderstandings and even breakdowns in communication can occur. Furthermore, limited pronunciation abilities can negatively influence the self-confidence of the learners at the time to talk. That is why, when teaching pronunciation in an EFL classroom, it is important to realize that intelligibility can be more achievable than accuracy. So, as an EFL English teacher, the goal is to encourage learners to speak clearly, understandably and to improve their confidence; but not to make them have a native-like-speaker accent (Gilakjani & Sabouri, 2016).

Another essential point to take into account at the time to teach are the pronunciation features, which are the segmental and suprasegmental such as stress, intonation, rhythm, linking, and the study of phonemes. But there are other factors that can influence the teaching of pronunciation, for instance, attitude, motivation, exposure to the target language, influence of the mother tongue, the age and the instruction. This last factor refers to during instruction the four main language skills are emphasized, and pronunciation tends to be taught through repetition drills (Jahan, 2011). Here lies the role of the teacher, who should be a pronunciation coach; checking and guiding the learners' speech production and performance through different pronunciation strategies and tasks. It can be done through a diagnostic analysis that is, identifying the pronunciation features that cause problems for the learners. Also, introducing prosodic features of language, the selection of methods and activities that can improve the pronunciation intelligibility and communicative competence (listening and speaking activities), setting goals, develop instructional modes and modules, provide feedback, and invite native and non-native English speakers if it is possible (Gilakjani, 2016).

Gelvanovsky (2021), describes some principles of effective pronunciation teaching which includes: teach about phonetics, record the learners' speech and let them listen to their pronunciation and teach about different accents. In addition, teachers should be aware of their own pronunciation, create a relaxed and confident-raising atmosphere in the classroom, do not allow pronunciation mistakes but do not over-correct. Also, involve the entire class in speaking and listening activities that can be interesting for them, and emphasize suprasegmental features (intonation, pitch and word

stress). Gilakjani (2011), agrees with emphasizing suprasegmentals, but he adds that the curriculum and syllabus designs should include realistic oral communication goals that help identify pronunciation needs. Also, courses and materials should be provided to the teachers to develop their practice. Knowledge on psycholinguistics is required to understand speech perception and production, and more academic research and classroom experiments should be done on this topic.

Moedjito et al. (2019), adds that at the moment to choose a model for pronunciation teaching, it is important to take into account four main criteria. The first one refers to select a model of English pronunciation that is most admired or used in the region. The second is to pick a model that will be useful for the learners. As a third point, we can find a model that is adequate to the attitude of school administration. And the last criteria is to keep in mind that for the model we chose there must be material like textbooks, videos, tapes, etc., available for our purposes.

6.2.4 Role of pronunciation in English learning

According to Prashant (2018), "pronunciation plays an important role in English speaking to express our ideas" (p.16). Astuti (2018), states that some English speakers attract us with their excellent knowledge of the English language. It is their pronunciation that influences us as listeners. Speaking with proper pronunciation is an integral part of being a speaker "because incorrect pronunciation inevitably leads to the recipient misinterpreting the message and causes learners not to be understood, even if their grammar is perfect" (Prashant, 2018, p. 16). The letter-phonetic pronunciation of words, and the syllable stress of parts of words, often dramatically change the meaning and context of words, irreversibly altering the meaning of the sentence being conveyed. Accurate pronunciation is therefore an important part of learning English (Kobilova, 2022). However, Astuti (2018) mentioned there are several factors that explain why English pronunciation is difficult to master. Emphasis, intonation, rhythm. Motivation and Exposure; Attitude; Command; Age; Personality; and Native Language Influence. These factors can influence the difficulty of learning English pronunciation, especially for those who take English as a foreign language.

Teachers play an important role in pronunciation learning. This is because if the teacher mispronounces or explains the material wrong, the students will also speak with the wrong pronunciation. Teachers should be an example, and emphasize correct pronunciation to avoid

misunderstandings when speaking. Students must be careful to pronounce English words correctly. Pronunciation should also be taken seriously on an ongoing basis (Astuti, 2018).

6.2.5 Perceptions or experiences about teaching and learning pronunciation

To develop a good learning process, it is necessary to take into account the feelings and opinions of the students regarding the teaching process. According to Crofton-Martin (2015), “over the course of the last two decades, the role of learners’ beliefs and attitudes in language learning and teaching has been perceived as increasingly significant” (p.9). It is “difficult to separate teacher and student attitudes when considering the role of pronunciation in the EFL classroom. If teachers try to teach in accordance with learners’ needs, it follows that students’ perceptions have an effect on classroom practice” (Crofton-Martin, 2015, p.14). Talking about teaching - learning pronunciation, studies such as Think & Tran (2020) states that “most learners showed a positive attitude to the role of pronunciation in English language learning” (p. 272). Just as this study, there are some others that report the opinions, perceptions and experiences of students and teachers about this topic. Here some examples are presented.

Regarding teaching and learning pronunciation Think & Tran (2020) claimed that people must learn English pronunciation during childhood because in this stage children learn better. Further, “good pronunciation also could help them learn other English skills better” (Think & Tran, 2020 p. 273). In this way, avoid that someone feels uncomfortable in this area as a result of having little knowledge (Crofton-Martin, 2015, p.29). Khoirida (2020) cried that a person that will be a teacher could use some models of good pronunciation to achieve learners accustomed to listening to perfect pronunciation. On the other hand, the English teacher could use materials or things like videos, and audio. But he/she has to take into account the level of the learners. The teacher must give real and productive feedback. Finally, the future teacher should assign homework according to the learned topic.

About practice pronunciation Crofton-Martin (2015), indicated that is better to practice pronunciation than just teach pronunciation. For this reason, Think & Tran (2020) narrowed English teachers "should spend a little time on theory and more time on practice” (p. 273). Respect to the importance of English pronunciation “is the most important in learning English. When we pronounce accurately the listeners easily understand us and vice versa (S16)” (Think & Tran, 2020

p. 272). Besides, “teachers can raise students’ awareness of how important pronunciation is for their listening and speaking skills” (Nguyen, et al. 2021, p. 5). Hence, pronunciation is necessary to learn English and any other foreign languages. When we pronounce well, we will listen well and other people can understand what we say. Moreover, “when we have good pronunciation, we learn other skills better (S8)” (Thin & Tran, 2020 p. 273). That is, pronunciation cannot be apart from the other main skills.

6.2.6 Pronunciation Strategies Background

Many researchers have developed studies on the field of pronunciation. However, one of the most outstanding is the research developed by Rebecca Oxford in 1990, who classified pronunciation strategies into 2 main classes: direct (memory, cognitive, and compensation) and indirect strategies (metacognitive, affection and social). This classification is known as the Oxford taxonomy which was used for many researchers throughout the years. For instance, the study carried out by Peterson in the 2000s, who was the pioneer in the study of pronunciation strategies in the EFL context. Peterson explored 12 pronunciation strategies and 43 tactics through the use of diaries and interviews and classified them according to the Oxford taxonomy (Alghazo, 2021).

Another relevant study was conducted by Eckstein in 2007, based on Kolb’s learning construct in 1984. Eckstein identified 28 tactics and classified them into Kolb’s taxonomy. But he added another category, which is motivation since it was considered as a potential factor in learning pronunciation. Unlike Oxford, Kolb divided the pronunciation learning strategies into four main types or stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. The first type focuses on language input and practice. The second on suprasegmentals, feedback and self-monitoring. Abstract conceptualization consists of knowledge about phonetics and self-correction. Finally, active experimentation allows learners to use clear speech and avoid difficult words during the communicative act (Muhammad & Othman, 2018). Oxford also established 12 features to understand the nature of the learning strategies, which are presented below.

Table 1. Features of language learning strategies

Language learning strategies
1 Contribute to the main goal, communicative competence.
2 Allow learners to become more self-directed.
3 Expand the role of teachers.
4 Are problem-oriented.
5 Are specific actions taken by the learner.
6 Involve many aspects of learners, not just the cognitive.
7 Support learning both directly and indirectly.
8 Are not always observable.
9 Are often conscious.
10 Can be taught.
11 Are flexible.
12 Are influenced by a variety of factors.

Source: Erbay et al. (2016)

6.2.7 Pronunciation learning strategies

Since the early stage of life, people tend to learn to speak before learning reading and writing. This means, we first get familiar with the sounds or phonemes we heard around to imitate and produce them (Zhang, 2009). Words, sounds, and utterances are executed when a person learns a language in an adequate way because the pronunciation within the learning of the target language is an important part (Akyol, 2013). Because it is the key to having correct pronunciation and avoiding problems when we communicate with others (Zhang 2009, p. 36). Akyol (2013) adds “it directly affects learners' communicative competence as well as performance. Poor communication skills can decrease learners' abilities” (p. 1456). Indeed, Zhang (2009) indicates that a learner that talks accurately and effortlessly such as a mother language speaker is the popular objective in learning a foreign language or maybe the most important. Arias & Potes (2018) express that it also “grants learners the ability to achieve proper oral proficiency and master language competences” (p.

11). Obviously, this could change based on realistic goals the learners and teachers set according to their learning context.

Zhang (2009) remarks that a lot of students, teachers, and investigators highlight the significance of pronunciation, but this could take into account the problems that language students can present. For this reason, Eckstein (2007) used several strategies in the English area focused on language learning. But Pawlak & Szyszka (2018), mention that “research on these strategies is scarce, mainly focusing on the identification and classification of PLS” (p. 293). Arias & Potes (2018) attached that accessibility, comprehensibility, and comprehension ability are the result of the application of these strategies. Oxford's (1990), adds PLS are considered steps taken for the students with the aim of improving their pronunciation ability and their learning. Arias & Potes (2018) reports that these are "implemented consciously and unconsciously in order to succeed in their oral production as they did in their first language" (p. 30).

Pawlak & Szyszka (2018) express a factor very necessary is the autonomy of the learner to compensate for the little time of learning in class. According to Akyol (2013), among the major strategies of the direct type we can find “memory (e.g., using key words), cognitive (e.g., recognizing and using formulas), and compensation (e.g., avoiding using unfamiliar words or replacing them, using gestures or mimes)” (p. 1457). On the other hand, Véliz-Campos (2018) mentions the indirect type such as “metacognitive strategies which are related to how learners control their learning process; affective strategies relate to how learners regulate their emotions, motivations and attitudes; and social strategies relate to how the learner learns through interaction with others" (p. 58). So, each strategy has features that help students to improve their pronunciation.

Table 2. Pronunciation learning strategies classification

	Strategy category	Strategy sets
	Cognitive Strategies	Practicing
Direct type	Compensation strategies	Overcoming limitations in speaking and writing
	Memory strategies	Creating mental linkages
Indirect type	Metacognitive strategies	Arranging and planning your learning
		Centering your learning

Social strategies	Cooperating with others Asking questions
Affective strategies	Lowering your anxiety

Source: Alghazo (2021)

Memory strategies

The principal of these strategies is the meaning, and are employed to store and retrieve information. Memory strategies are mostly applied at the beginning of the language learning process and are used to represent sounds in memory. For instance, when the learner uses new English words to form sentences to remember them. Within this category, there are four sub-ones: creating mental linkages, applying images and sound, reviewing well, and employing action (Lavasani & Faryadres, 2011).

Table 3: Oxford memory strategies

Memory	
Oxford's direct strategies	
Creating mental linkages	Grouping. Associating/ Elaborating. Placing new words into a context.
Applying images and sounds	Using imagery. Semantic mapping. Using keywords. Representing sounds in memory.
Employing action	Using physical response or sensation. Using mechanical techniques.

Source: Arias & Potes (2018)

Cognitive strategies

They function is to manipulate and transform the target language. For instance, when the learner tries to talk like a native speaker. These strategies focus on practicing naturalistically and analyzing the sound system of the target language. Just like the memory strategies, cognitive ones have four

subsets of strategies: practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output (Lavasani & Faryadres, 2011).

Table 4: Oxford cognitive strategies

Cognitive	
Oxford's direct strategies	
Practicing	Repeating Formally practicing with sounds and writing systems Recognizing and using formulas and patterns Recombining Practicing naturalistically
Receiving and sending messages	Getting the idea quickly. Using resources for receiving and sending messages.
Analyzing and reasoning	Reasoning deductively. Analyzing expressions. Analyzing contrastively (across languages). Translating. Transferring.
Creating structure for input and output	Taking notes. Summarizing. Highlighting

Source: Arias & Potes (2018)

Compensation strategies

They are used to help learners to make use of the language despite the limited knowledge on grammar and vocabulary that learners can have. For instance, when the student tries to guess the meaning of unfamiliar words, or avoid using them and replace them with familiar ones. Finally, there are two subsets of these strategies: guessing intelligently in listening and reading, and overcoming limitations in speaking and writing (Lavasani & Faryadres, 2011).

Table 5: Oxford compensation strategies

Compensation	
Oxford's direct strategies	
Guessing intelligently	Using linguistic clues. Using other clues.
Overcoming limitations in speaking and writing	Switching to the mother tongue. Getting help. Using mime or gestures. Avoiding communication partially or totally. Selecting the topic. Adjusting or approximating the message. Coining words. Using synonyms.

Source: Arias & Potes (2018)

Metacognitive strategies

According to Peterson (2000), metacognitive strategies refer to organizing that helps in the process of learning. Akyol (2013) claims that it is the focal point of sound. It consists of "paying attention to pronunciation, planning for a task, self-monitoring and organizing learning" (Pawlak & Szyszka 2018, p.302). Indeed, Varasarin (2007) mentions that they allow students to control and carry out the organization, order, fix on, and assess their knowledge.

Table 6: Oxford metacognitive strategies

Metacognitive	
Oxford's indirect strategies	
Centering your learning	Overview and linking with already known material. Paying attention.
Arranging and planning your learning	Finding out about language learning. Organizing. Setting goals and objectives. Identifying the purpose of a language task. Seeking practice opportunities.
Evaluating your learning	Self-monitoring and self-evaluating.

Source: Arias & Potes (2018)

Affective strategies

Pawlak & Szyszka (2018) indicates that affective strategies refer to having a good sense of humor when you have a mistake in pronunciation. Peterson (2000) and Véliz-Campos (2018) add that affective strategies indicate that indulging yourself, improves zones like feelings and attitudes of students.

Table 7: Oxford affective strategies

Affective	
Oxford's indirect strategies	
Lowering your anxiety	Using progressive relaxation, deep breathing or meditation. Using music. Using laughter.
Encouraging yourself	Making positive statements. Taking risks wisely. Rewarding yourself.
Taking your emotional temperature	Listening to your body. Using a checklist. Writing a language learning diary. Discussing your feelings with someone else.

Source: Arias & Potes (2018)

Social strategies

Peterson (2000) express that social strategies refer to asking for any suggestion or recommendation from someone, so it is the result of learning with help of others. Véliz-Campos (2018) states that "social strategies relate to how the learner learns through interaction with others" (p. 58). Akyol (2013) mentions it is requesting feedback, and Varasarin (2007) define them as collaborating with an adept person in a foreign language; in this way learners can develop cultural comprehension or identify points of view or emotions of others. Valverde (2020), adds that social strategies "lead to increase interactions with the target language and facilitate interactions with others, often in a discursive situation". Furthermore, knowledgeable teachers can ask questions such as 'What was that?' to know students understood.

Table 8: Oxford social strategies

Social	
Oxford's indirect strategies	
Asking questions	Asking for clarification or verification. Asking for correction.
Cooperating with others	Cooperating with others. Cooperating with proficient users of the new language.
Empathizing with others	Developing cultural understanding. Becoming aware of other's thoughts and feelings.

Source: Arias & Potes (2018)

6.2.8 Statistical Package for the Social Sciences (SPSS)

According to Gogoi (2020) “the SPSS Corporation initially created the SPSS software system package in the early 1980’s and has recently discharged version eleven” (p. 2424). SPSS is a Windows program that you can use to enter and analyze data, and to create tables and charts. SPSS can process large amounts of data and perform all the analysis contained in the text and more (Nagaiah & Ayyanar, 2016). Gogoi (2020) adds that “SPSS is software which is widely used for quantitative research methods specially to develop the explanation of social science research in an analytical way” (p. 2424). The statistical package for social sciences can perform basic statistical functions like descriptive statistics to determine variance, frequency, mean, derivations, etc. For more advanced functionality, there are also functions for analytic statistics, two-variable statistics, numerical outcome prediction, and group recognition prediction (Nagaiah & Ayyanar, 2016). Finally, “SPSS provides quick analysis of the data. Only time-consuming portion of the software is the data entry procedure. But after that, easily analysis can be done by the researcher” (Hazarika, 2019, p. 2044). So, SPSS can be easily used after entering the data and can provide different kind of measures depending on what we are looking for.

7. METHODOLOGY

7.1 Research approach

This was a mixed research study in which we collected and analyzed qualitative and quantitative data to recognize the PLS used by EFL high school students, and the perceptions about the role of pronunciation in the English learning process. Dawadi (2021) explains that mixed approach offers

“philosophical assumptions to provide directions for the collection and analysis of data from multiple sources in a single study” (p. 27). Dawadi (2021) adds that the quantitative approach “helps to collect data from a large number of participants; increasing the possibility to generalize the findings to a wider population. And the qualitative approach, provides understanding of the issue being investigated, honoring the voices of its participants”. This means that the benefits of using a qualitative and quantitative approach can be obtained at the same time.

7.2 Research method

A descriptive method was employed to describe the English teacher and students’ perceptions about the role of pronunciation in the English learning and the pronunciation strategies that learners used. Krishnarao (1961), defines it as a research method typically used in social studies, which is known “as a method of science that aims at an understanding or generalization concerning the behavior of the objects studied so that stable beliefs can be imposed on the flux of change in which the objects originally exist” (p. 46). This means, it is applied to report the status of a population or phenomenon.

7.3 Research context and participants

Researchers carried out this study project with 43 students of General science and Installations Electrical Equipment and Machines (IEME), and their English teacher. Participants' ages range between seventeen and eighteen years old. About twenty-six girls and seventeen boys from third year of high school, who study at the ‘Marco Aurelio Subia Martinez - Batalla de Panupali’ educational unit. This institution is located in a rural zone in Juan Manuel Lasso and Leonidas Plaza Street, Tanicuchi parish, Latacunga canton, and Cotopaxi province. There are approximately one thousand nine-hundred thirty-five students, and has elementary school and high school. This second level has two majors: General science, and Installations Electrical Equipment and Machines which were mentioned before.

7.4 Data collection process

Data was collected through the application of two instruments. The first one was a questionnaire from Rokoszewska (2012), which in turn employed the instrument designed by Calka in 2011, to identify the PLS used by the participants. It is worth mentioning this instrument was tested and measured by means of Cronbach alpha which was equal to 0.89. The questionnaire was applied to the 43 students by using Google forms, and had two sections: general information which includes a short self-assessment part, and specific information section about PLS. This second section was

divided into the six categories of pronunciation strategies: memory, cognitive, metacognitive, affective, compensation and social. There were 18 items which were replied using a Likert Scale (5=Always, 4=often, 3=sometimes 2=rarely and 1=Never).

The second instrument was a semi-structured interview from Tlazalo, & Basurto (2014) and Taladngoan, & Chuenchomnakja (2020), to recognize the students and teachers' perceptions regarding the role of pronunciation. The interview was intended to reinforce the questionnaire, it had 7 open questions, and was conducted to 8 students and their English teacher. It is necessary to mention that the participants of the study were selected by using a purposive sampling. But, to carry out the interviews the researchers work with a snowball sampling technique since the participants were selected based on their English teacher recommendation.

7.5 Data analysis

All the quantitative information collected from the questionnaire was analyzed by using the SPSS method to do a descriptive statistical analysis. First, the answers from Google forms were checked, analyzed, and classify into variables. Second, using the IBM SPSS statistical tool the variables were entered taking into account the type, the tag, the values using a range from 1 to 5, and the measurement level. Third, based on the variables, values from 1 to 5 were entered to obtain the results. Finally, descriptive analysis of the frequencies was performed to obtain the mean, mode, standard deviation, frequency, and percentage of the data entered. On the other hand, the semi-structured interviews were analyzed based on the six steps of thematic analysis mentioned by Braun & Clarke (2006).

Step 1. The recordings of the semi-structured interviews were transcribed. Later, the transcriptions were read and reexamined to identify initial opinions.

Step 2. Integral and significant ideas obtained from the semi-structured interview transcriptions were identified.

Step 3. Relevant data were put into the same groups of possible themes.

Step 4. Possible themes were checked if they worked well with the initial coding and the data set.

Step 5. Themes and their related ideas were created and specified.

Step 6. The report was written up.

8. ANALYSIS AND DISCUSSION OF RESULTS

8.1 Findings from the questionnaire

This section presents the results obtained from the questionnaire about Pronunciation Strategies, which was conducted to 43 third year high school students from General Sciences and IEME (Electrical Installations Machines and Equipment). Table 9 shows the information of the participants.

Table 9: Sampling information

Major	N	Gender	Percentage
BGU General Sciences	22	Male	9 20,9
		Female	14 32,5
IEME	21	Male	8 18,6
		Female	12 28
Total	43		100

Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.

Elaborated by: (Carrasco & Gómez 2022)

The first part of the questionnaire was intended to investigate the level of pronunciation that participants consider they possess, through the categorization into three different pronunciation groups, namely Good pronunciation, Moderate pronunciation and Low pronunciation.

Table 10: Self-assessment results

Level	Frequency	Percentage
Moderate	27	62,8
Low	16	37,2
Total	43	100,0

Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.

Elaborated by: (Carrasco & Gómez 2022)

As can be seen in Table 10, 27 of the 43 students perceive themselves having a Moderate pronunciation, representing 62,8 %. While 16 participants place themselves at a Low Level,

representing 37,2%. The reasons why they self-assessed this way were part of an open question within the questionnaire. As a result, the participants shared that they need more practice and exposure to the English language, they find the pronunciation difficult and believe they need more vocabulary to understand it. Another reason is the lack of interest in learning the language, in practicing in class and at home.

‘Because I still need to practice my pronunciation more and watch videos or listen to music in English so that little by little, I can pronounce English better’

‘There are words that are difficult for me to pronounce’

‘Because I don't do my part to practice the pronunciation and it's really difficult for me’

‘I need to learn things and new words in English’

‘I don't like this language and my disinterest is high’

The second part of the questionnaire had the purpose to recognize the Pronunciation Learning Strategies. Table 11 shows the quantitative data obtained, which were analyzed to identify the mean score, mode, standard derivation, interpretation, frequency and percentage with respect to the use of the pronunciation strategies. As a result, it can be noticed that the most outstanding strategies are 3,4,7,8,9,12,13,14,16, all of them from different categories.

Table 11: Results of the questionnaire about pronunciation learning strategies

Memory Strategies	Mean	Mode	Standard Derivation	Interpretation	Frequency	Percentage
1.I group words with similar sounds.	2.86	3	0.941	Sometimes	20	46.5
2. To memorize pronunciation I use phonetic symbols or my own code.	2.79	3	0.940	Sometimes	16	37.2
3. To memorize pronunciation I repeat a word several times in my mind or out loud.	4.72	5	1.031	Always	40	93
Cognitive Strategies	Mean	Mode	Standard Derivation	Interpretation	Frequency	Percentage
4.I repeat sounds after my teacher imitating his facial expressions, accent, and intonation.	3.05	3	1.022	Sometimes	17	39.5
5.I listen to music or watch movies and videos.	3.30	2	1.225	Rarely	13	30.2

6.I use social media to watch videos and memes.	2.63	2	1.176	Rarely	13	30.2
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7.Before saying something I practice the word in my mind.	3.86	3	0.990	Sometimes	16	37.2
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Compensation strategies	Mean	Mode	Standard Derivation	Interpretation	Frequency	Percentage
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8.I guess the pronunciation of a word based on my prior knowledge.	3.60	4	1.137	Often	13	30.2
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9.If I do not know how to pronounce a word, I replace it or avoid using it.	3.53	3	1.008	Sometimes	18	41.9
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10.I associate the pronunciation of Spanish words with English words.	3.37	3	1.176	Sometimes	12	27.9
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Metacognitive strategies	Mean	Mode	Standard Derivation	Interpretation	Frequency	Percentage
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11.Before an oral presentation I search the pronunciation of unknown words in dictionaries online or other audiovisual resources.	3.40	2	1.178	Sometimes	12	27.9
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12.Pay attention to my pronunciation mistakes and try to improve.	3.93	4	0.828	Often	17	39.5
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Affective strategies	Mean	Mode	Standard Derivation	Interpretation	Frequency	Percentage
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13.My English teacher encourages me to practice my pronunciation through games and oral activities.	3.77	5	1.130	Always	15	34.9
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14.Try to relax when I am nervous to pronounce unknown words or when I have to talk in public.	3.79	4	0.914	Often	18	41.9
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15.I use humor when I make mistakes in pronunciation.	3.23	3	1.192	Sometimes	14	32.6
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Social strategies	Mean	Mode	Standard Derivation	Interpretation	Frequency	Percentage
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16.I ask my teacher or classmate for help when I do not know how to pronounce a word.	3.44	4	1.031	Often	17	39.5
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17.I learn pronunciation with my classmates or friends.	2.93	3	1.078	Sometimes	21	48.8
---	------	---	-------	-----------	----	------

18.I help others with their pronunciation.	2.74	2	1.157	Rarely	12	27.9
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Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.

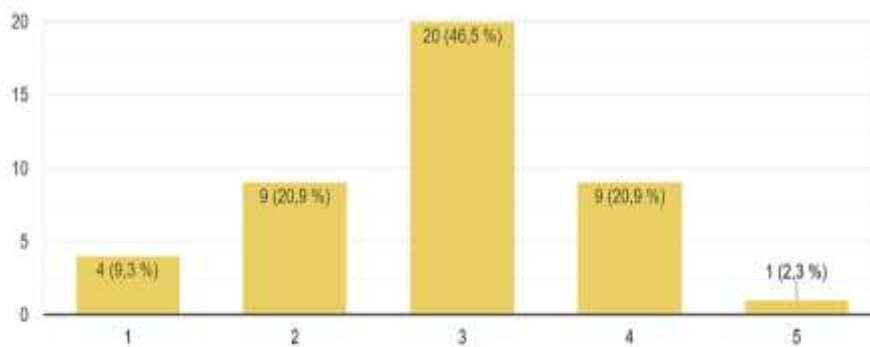
Elaborated by: (Carrasco & Gómez 2022)

Memory strategies

Regarding memory strategies, the most used by the students was repetition to memorize (Strategy 3), which obtained a mean equal to 4.72 with a frequency of n=40 (93%), and the least used was ‘Use phonetic symbols or my own code’ with a mean of 2.79. However, memory strategies are presented as the most frequently used compared to the other categories. As can be seen in Figure 1, 2 and 3.

Figure 1. Memory strategy N° 1

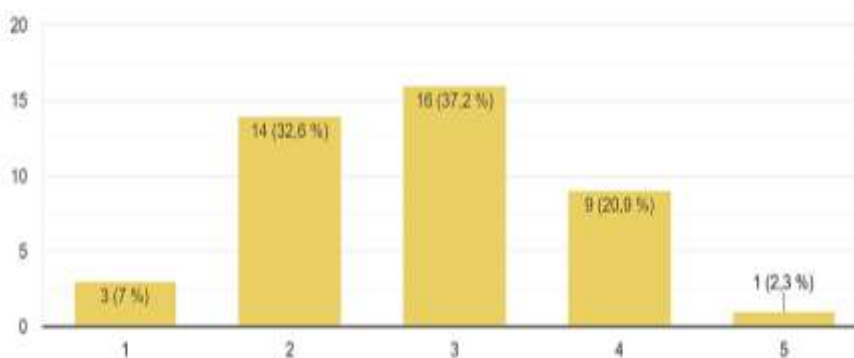
1. I group the words that have similar sounds to memorize their pronunciation (Minimal pairs: bed - bad, pair-fair, seed-seat).



Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.
Elaborated by: (Carrasco & Gómez 2022)

Figure 2. Memory strategy N°2

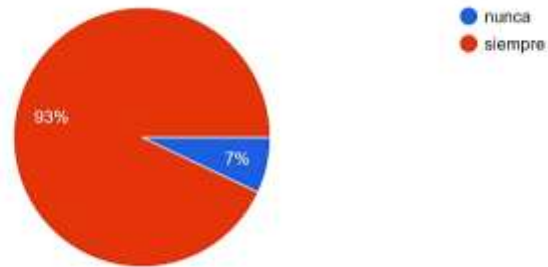
2. To memorize the pronunciation of an English word, I use phonetic symbols or my own code to write down its pronunciation.



Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.
Elaborated by: (Carrasco & Gómez 2022)

Figure 3. Memory strategy N°3

3. To memorize a word in English I repeat it over and over again, in my mind or out loud



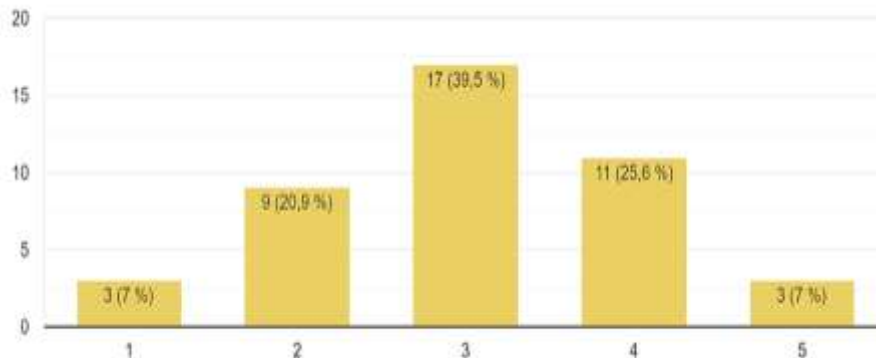
Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.
Elaborated by: (Carrasco & Gómez 2022)

Cognitive strategies

The cognitive strategies highlighted the following statement '*I repeat sounds after my teacher imitating his facial expressions, accent, and intonation*' which had a mean of 3.05 corresponding to a frequency of n=17 (39.5%), and the least used were strategies 5 [mean 3.30; n=13(30.2)] and 6 [2.63; n=13(30.2)], which involved the use of multimedia and social media to learn pronunciation. As can be seen in Figure 4, 5, 6, 7.

Figure 4. Cognitive strategy N°1

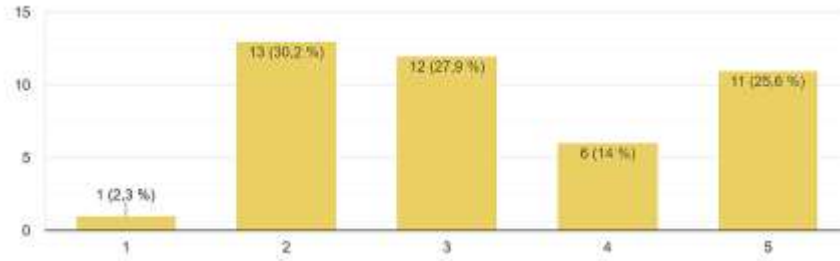
4. I repeat the sounds, words, sentences, etc., simultaneously or after my English teacher, imitating their gestures, intonation, accent and facial expressions.



Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.
Elaborated by: (Carrasco & Gómez 2022)

Figure 5. Cognitive strategy N°2

5. I listen to music or watch movies/videos in English to improve my pronunciation.

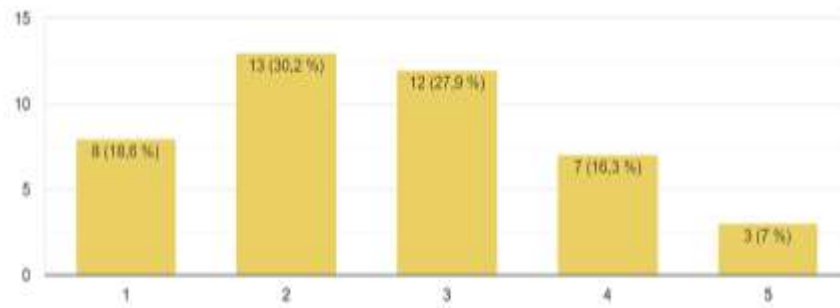


Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.

Elaborated by: (Carrasco & Gómez 2022)

Figure 6. Cognitive strategy N°3

6. I use social networks like facebook, instagram, tik tok, among others, to watch videos and memes that help me improve my pronunciation of the English language.

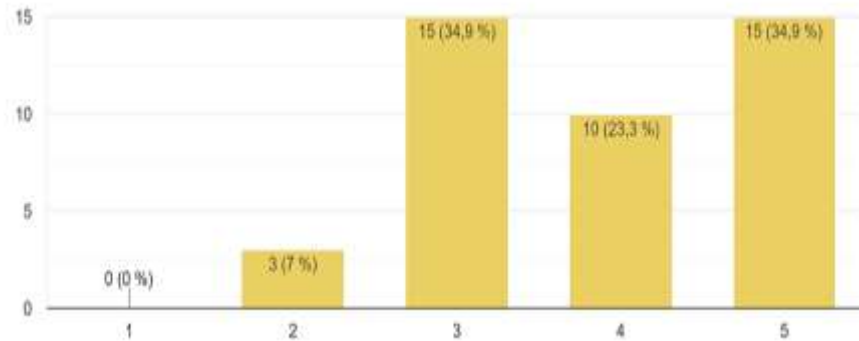


Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.

Elaborated by: (Carrasco & Gómez 2022)

Figure 7. Cognitive strategy N°4

7. Before I say something out loud, I practice the English word, sentence, phrase, etc., in my mind.



Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.

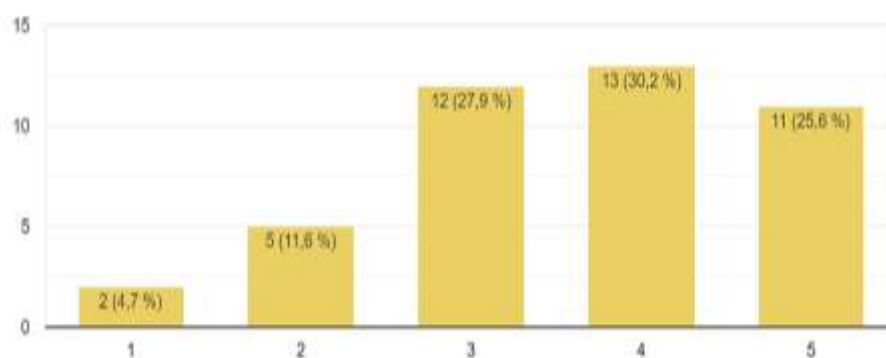
Elaborated by: (Carrasco & Gómez 2022)

Compensation strategies

About the Compensation strategies, the most outstanding was strategy 8 which showed a mean of 3.60 having a frequency of n=13 (30.2%). On the contrary, strategy 10 'I associate the pronunciation of Spanish words with English words' had a mean of 3.37 and a frequency of 12 (27.9%). As can be seen in the figures below.

Figure 8. Compensation strategies N° 1

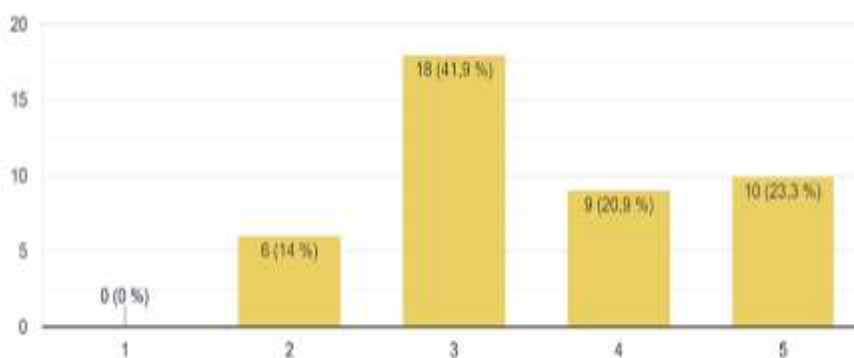
8. If I don't know how to pronounce a word in English, I guess its pronunciation based on my prior knowledge.



Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.
Elaborated by: (Carrasco & Gómez 2022)

Figure 9. Compensation strategies N° 2

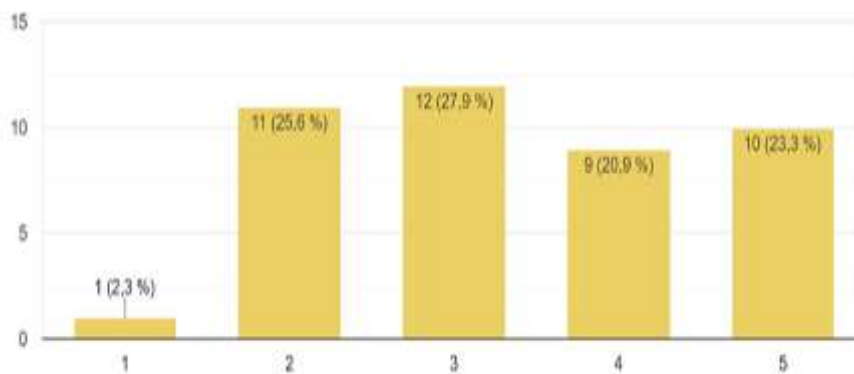
9. If I don't know how to pronounce a word, I avoid using it or replace it with a familiar one.



Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.
Elaborated by: (Carrasco & Gómez 2022)

Figure 10. Compensation strategies N° 3

10. If I don't know how to pronounce a word in English and its spelling is similar to a word in Spanish, I use the Spanish pronunciation hoping that it can make me understand. (Example: pronunciation - pronunciación)



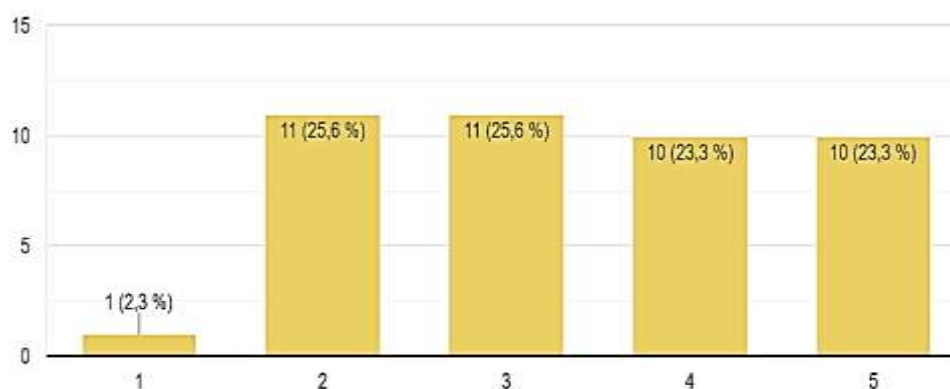
Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.
Elaborated by: (Carrasco & Gómez 2022)

Metacognitive strategies

Continuing with the Metacognitive strategies '*Pay attention to my pronunciation mistakes and try to improve*' was the most used with a mean of 3.93, which represents a frequency of n=17 (39.5%). However, strategy 11 was less used with a mean of 3.40 with a frequency of 12 (27.9%).

Figure 11. Metacognitive strategies N°1

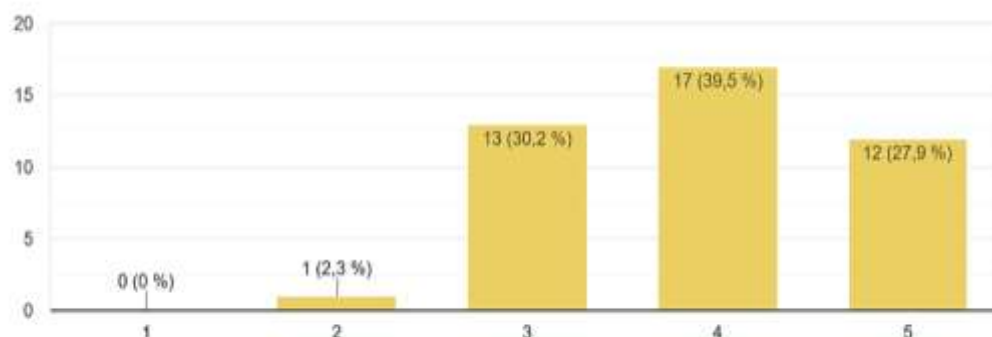
11. Before an oral presentation in English, I research the pronunciation of unknown words in digital dictionaries or other audiovisual resources.



Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.
Elaborated by: (Carrasco & Gómez 2022)

Figure 12. Metacognitive strategies N°2

12. I pay attention to my pronunciation mistakes and try to improve.



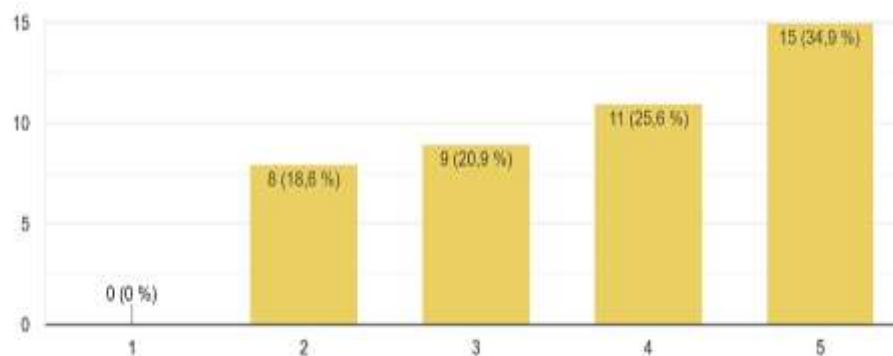
Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.
Elaborated by: (Carrasco & Gómez 2022)

Affective strategies

With respect to the Affective strategies, the most outstanding was *'try to relax when I am nervous to pronounce unknown words or when I have to talk in public'* with a mean of 3.79 indicating a frequency of n=18 (41.9%). Followed by Strategy 13 with a mean of 3.77 and a frequency of n=15 (34.9%), which has to do with the motivation the English teacher provides. And strategy 15 resulted as the less used with a mean of 3.23.

Figure 13. Affective strategies N°1

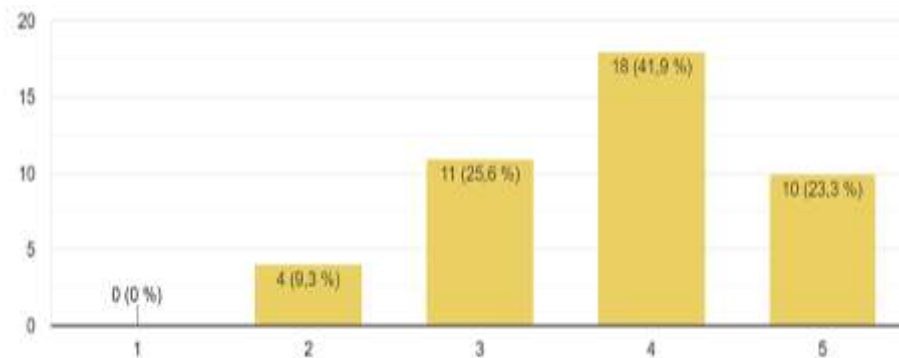
13. My teacher encourages me to practice my pronunciation through games or oral activities.



Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.
Elaborated by: (Carrasco & Gómez 2022)

Figure 14. Affective strategies N°2

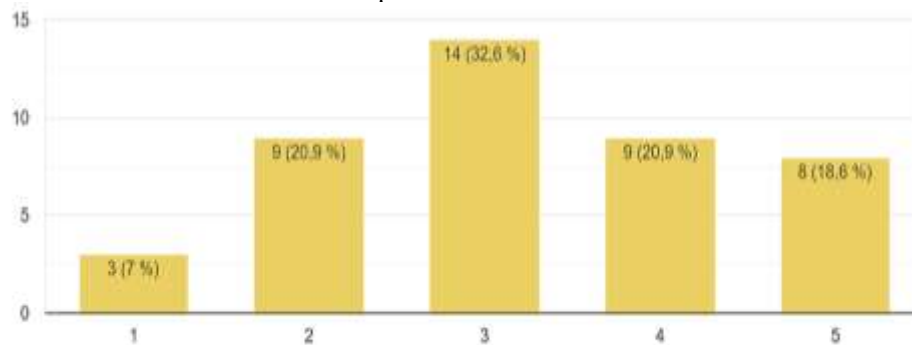
14. I try to relax when I am tense or nervous about pronouncing unknown words in English, or when I have to speak in English in front of the class.



Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.
Elaborated by: (Carrasco & Gómez 2022)

Figure 15. Affective strategies N°3

15. I use a sense of humor when I make pronunciation mistakes.



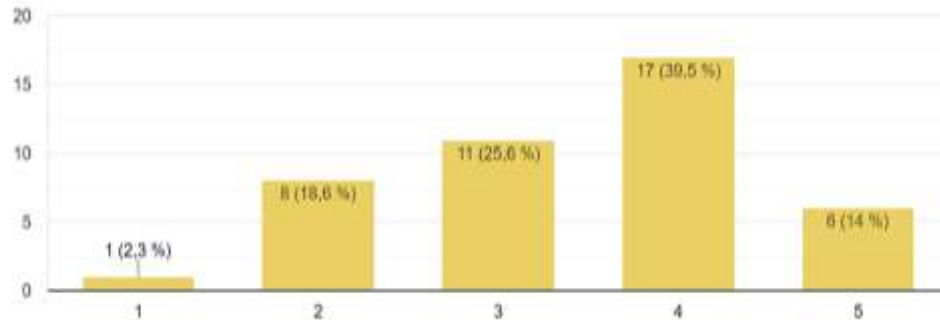
Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.
Elaborated by: (Carrasco & Gómez 2022)

Social strategies

Finally, among the social strategies the following, ‘I ask my teacher or classmates for help when I don’t know how to pronounce a word’ obtain a mean of 3.44 and a frequency of n=17 which represent 39.5%, and strategy 18 which consist of helping others was reported as the less used by the students with a mean of 2.74 and frequency of 12.

Figure 16. Social strategies N°1

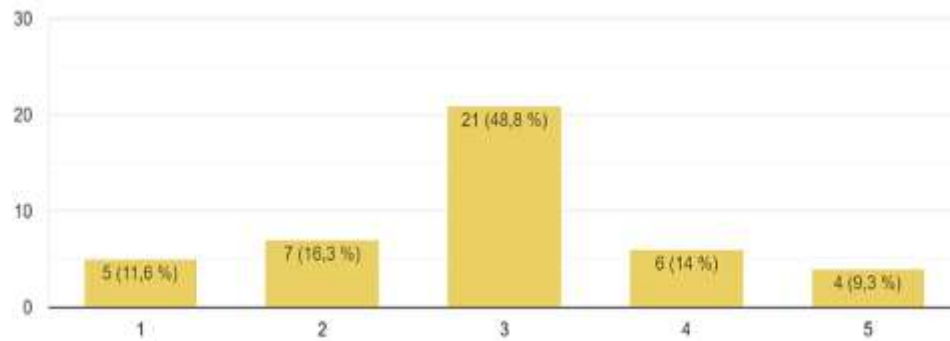
16. I ask my English teacher or classmates who have good pronunciation for help if I don't know how to pronounce a certain sound or word.



Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.
Elaborated by: (Carrasco & Gómez 2022)

Figure 17. Social strategies N°2

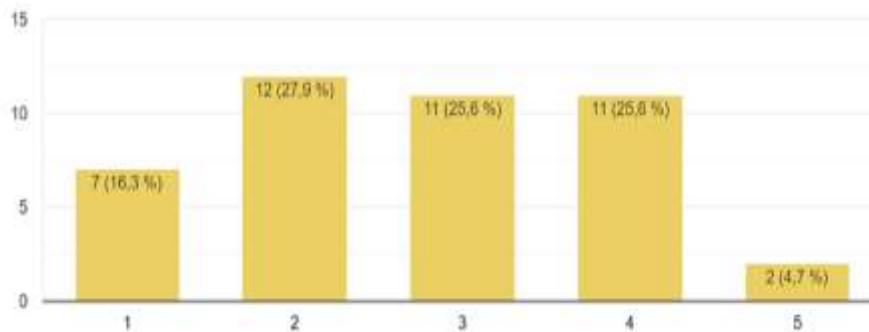
17. I learn pronunciation with other students or with friends.



Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.
Elaborated by: (Carrasco & Gómez 2022)

Figure 18. Social strategies N°3

18. I help others learn pronunciation.



Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.
Elaborated by: (Carrasco & Gómez 2022)

8.2 Discussion of the questionnaire

Based on the previous analysis of the results obtained in the survey, we can say students are self-assessing between moderate and low level of pronunciation due mainly to little interest to learn the foreign language regardless if is in their house or in high school. This had hampered the progress of their learning giving as a result as the lack of practice “leads to poor performance in speaking sub-skills such as fluency, pronunciation, accuracy, word choice, appropriate sentence construction and using English in academic and social contexts” (Khidhir, 2018, p. 306). This statistic makes it possible to point out that none of the respondents considers that they have a Good pronunciation.

It is necessary for students to put their part, do their tasks, and take advantage of the guide and tools that the English teacher recommends which can be found even on the Internet. Nowadays, as mentioned by Ahmadi (2018), the technology allows students to increase their autonomy and confidence, it promotes thinking skills development, makes learning and teaching more student-centered and encourages them to effectively learn a foreign language (p. 122). This technology can be focused in the pronunciation “developing the habit of practicing listening and speaking skills such as listening to and imitating authentic video and audio materials, online programs and TV channels” (Khidhir, 2018 p. 307).

Not all responsibility for learning should fall on the English teacher during the class. However, the teacher also is a key part so that students practice and improve their pronunciation through activities that motivate them. Though not all classrooms are always equipped with all the necessary technology, “teachers should create a relaxed atmosphere to build students’ confidence and overcome shyness” (Khidhir, 2018 p. 307). Maniruzzaman (2008), mentioned that teachers can perform the role of a 'pronunciation coach', who provides explanations of how to produce sounds or use pronunciation patterns, how to use pronunciation strategies, suggestions, and constructive feedback about their learners' performance for them to stop making mistakes, sets standards, provides practice opportunities, and encourage the learners. Also, teachers can design communicative tasks, such as dialogues or mini-conversations, reading aloud according to their linguistic level to practice particular sounds, especially those which are not available in their mother tongue.

In addition, Sagar & Pavan (2017), indicates that the English teacher “has to provide the facility to listen to News, pronunciation CDs, conversations, videos, etc. in the ESL/EFL classroom. In this way, students can quickly learn through listening and imitation” (p. 3). That is, the teacher should integrate audiovisual components or available material for the students to get exposed to the target language.

Regarding the pronunciation strategies presented in the survey, it has been able to determine that the direct strategies prevail over the indirect ones. As defined by Corpas (2017), strategies of the direct type “involve new language directly and require mental processing, while the indirect ones are useful to support, organize, control and evaluate the learning”. This is because the memory, compensation and affective strategies predominate over metacognitive, cognitive and social strategies. The result coincides in a certain way with the Véliz-Campos study carried out in 2018 in Chile. In the investigation, compensation strategies stood out in their frequency of use, as in this study. This means that in both cases, learners focus on “guessing intelligently, and overcoming limitations in speaking and writing” (Budiman & Ismail, 2013, p. 79). However, this study also highlighted memory strategies, which “involve the mental processes for storing new information in the memory and for retrieving them when needed” (Corpas, 2017). And Affective strategies, which are related to how learners regulate their attitude, emotions and motivation.

On the contrary to this study, in the results of Véliz-Campos, the cognitive strategies also stood out. This means that the learners focused on “foster pronunciation competence since this category facilitates to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds” (Arias & Potes 2018, p. 19). This disparity of results can be found in the difference in context. Although both types of research were conducted with EFL students, the learners of this study are high school students of a rural zone, while learners of the study mentioned were aspiring English teachers, who had to practice and analyze the language as part of their major.

But both studies are similar in the idea that indirect pronunciation strategies are not as used as was thought. These indirect strategies include metacognitive ones that according to Véliz-Campos (2018), are focused on how learners control their learning process. And social strategies have to do with interaction with others and asking for help (pag.58). That can be due to students not

establishing learning aims or progress, fear of making mistakes or showing their pronunciation difficulties, lack of motivation, shyness, preferring to work alone, or have not been able to find a partner to practice with. (Szyszka, 2017).

8.3 Findings from the semi-structured interviews

The semi-structured interviews were conducted to the English teacher and 8 third year high school students who were selected by employing a snowball sampling. The interviews were carried out face to face, which lasted between 6 to 8 minutes, and were recorded using a cell phone. The next section presents the findings obtained from the interviews and how the participants were coded.

Table 12: Participants code

Code	Meaning	Observation
S1	Student 1	Public school, 17 years old
S2	Student 2	Public school, 18 years old
S3	Student 3	Public school, 18 years old
S4	Student 4	Public school, 17 years old
S5	Student 5	Public school, 18 years old
S6	Student 6	Public school, 17 years old
S7	Student 7	Public school, 18 years old
S8	Student 8	Public school, 18 years old

Source: EFL third-year high school students at Marco Aurelio Subía Martínez - Batalla de Panupali educational unit.
Elaborated by: (Carrasco & Gómez 2022)

Question 1: *Do you consider pronunciation to be equally or more important than grammar and vocabulary knowledge in your English language learning? Why?*

Importance of pronunciation

The result of this first allowed us to discover that 7 of the 8 students interviewed consider these three aspects equally necessary in their learning process as well as their English teacher stated. They consider that to carry out good communication it is important to know grammar rules of

pronunciation, as well as the meaning of the words to use them correctly and communicate what they want effectively.

'It is just as important because pronunciation is based on grammar and vocabulary. If I don't pronounce the words correctly I can get confused or I can confuse the word with another meaning. All three elements are necessary to communicate' S2

'Basically, grammar and pronunciation go hand in hand to know how to pronounce a word and how to use it' S3

'I consider that the three aspects are important because they complement each other to be able to communicate' S5

On the other hand, one student considers knowledge of grammar as the basis to convey a good pronunciation.

'Based on my experience, grammar helps more because some words are not pronounced the same as how they are spelled. Both vocabulary and grammar can be applied, and in that case it will be easier for you to recognize more words and, incidentally, it helps you to be able to write and pronounce at the same time' S4

Regarding the English teacher, he claimed the following *'It is important because good pronunciation allows us to know what is being talked about, since if we don't have good pronunciation, we don't know what we are being asked or what is being said'*

Question 2: *Do you consider pronunciation of the English language is hard? Why?*

Difficulty of pronunciation

Regarding the difficulty of pronunciation of the English language, 50 percent of the students said it is not so difficult since they are exposed to it through music, videos and movies.

'It is not difficult, the only thing that is needed to learn to pronounce well is practice' S1

'The pronunciation itself is not that difficult because if you know basic words it becomes easier for you to pronounce the more difficult words' S3

'For me the pronunciation of the language is not complicated because nowadays most of the things we use are in English. For example, in our specialty, which is electricity, the instructions for the machines are generally in English. Also, the movies and songs that we listen to every day also are in English or have parts in English. And generally when

someone gets used to an environment in which the same words are always pronounced, one begins to have the initiative to be able to pronounce them well' S4

But, the other 50 percent expressed that the pronunciation is hard due to not being familiar with the language. They tend to listen and watch multimedia in Spanish.

'It is somewhat complicated because there are words that are read or pronounced differently from what is written' S6

'I think it is difficult because we are not used to words, they are unknown, and we don't know how to make the correct sound' S7

'I do consider that the English language is difficult because I see more movies in Spanish and very rarely in English. I'm not used to it' S8

However, the English teacher stated that the causes that possibly affect or hinder the pronunciation of the students is that there is not enough practice at home.

'Many students do not like it, since it is necessary to acquire knowledge and practice it daily, and most students do not do this activity at home. They just take advantage of class time. Since at home it is very difficult for them to practice, but it should be noted that there are very capable students who carry out activities related to the subject to improve their pronunciation'

Intelligibility

Additionally, students were questioned if accuracy or intelligibility is more important while speaking, that is, the way in which words are pronounced. As a result, all of them agree that it is better to focus on just making yourself understood. But, Student 3 and 4 added that having a native like speaker pronunciation would be great, too.

'I just want to make myself understood because I can't do the accent' S5

'I think that making myself understood because I find the pronunciation of the accent very difficult' S6

Question 3: *What do you do when you have trouble pronouncing unfamiliar words or expressions in English? What strategies do you use?*

Pronunciation Strategies

Regarding the strategies the students used frequently, most of them mentioned employing the Google translator or DeepL dictionary at home. At school, the participants use physical dictionaries since they present a phonetic transcription next to each word. They try to guess the pronunciation of a word based on their prior knowledge. They also write the pronunciation using their own symbols, ask the teacher how to pronounce a word and repeat it several times imitating him. Their answers are present below.

'I try to imitate the pronunciation of the word and the gestures of a person I see to take it as an example' S1

'At home, I first use the Google translator to know its meaning or the DeepL dictionary that the teacher gave us to see the pronunciation and do my homework. But, if I am in class I asked the teacher' S2

'I remember the pronunciation of words I already know and use them to roughly pronounce new words. Although before pronouncing I also ask the teacher how a certain word is pronounced in order to make myself understand' S3

'I try to guess the pronunciation, for example, I practice on my own saying how I think it would sound and I also write it how I think it would sound. I also use the dictionary, since some words have their pronunciation there, and I ask the teacher how to say it, and I repeat over and over again what I heard from what he pronounced. After a while I say the word and ask the teacher if it is well pronounced. I also use the Google translator' S4

'I learn the pronunciation and how to write the word by heart. I have it in my memory before pronouncing it to say it well. Or I put the word in the Google translator. What the teacher tells us, I copy as he pronounces it so that I can say it later' S5

'At home, I look up the pronunciation in the translator or an online dictionary, or ask someone close to me who knows what the pronunciation looks like. And here in class, first I imagine what the pronunciation would be like or I simply ask the teacher' S6

'I guess the pronunciation or make it similar to another word. And at home, I look on the internet, in the Google translator, how to write the word and how to pronounce it' S7

'Well, here in class, I read as it is written or look in the dictionary, since I always bring the English dictionary, and at home I look on the internet' S8

Question 4: *Where do you learn or practice pronunciation of the English language?*

Practicing English pronunciation.

About where students practice the pronunciation, 5 of the 8 interviewed expressed they practice more frequently at home since they have access to tools they can find on the Internet, they can concentrate, there are no annoying noises or the interruption of their classmates. Also, at home they feel safer and without fear of making mistakes or being teased.

'At home I listen to music or I look up the lyrics of the songs I hear in English, and I watch movies or videos that help me to know how to pronounce the words (...) I don't feel so comfortable saying that I can practice the language here (at school) either for fear of making a mistake or for fear of mispronouncing a word' S3

'In my house because it's more comfortable there, we have more space than here, less noise and I have internet. Sometimes some classmates bother and make noise' S5

'I think it's better at home because it's quieter and I can study better. Also, here the words are sometimes pronounced very fast and I don't understand them. And in my house I can repeat the word over and over again, and listen better to know how it is pronounced' S6

On the other hand, 3 students reported practicing more at school with the activities carried out by the English teacher as well as receiving direct help from him.

'I practice here at school, in English class. Sometimes I also listen to music in English at home' S2

'Especially at school. Here I have help from the teacher' S8

Question 5: *Has your English teacher taught you pronunciation strategies? What are they?*

Pronunciation instruction

The English teacher said the vast majority of students are aware of the existence and use of pronunciation strategies but *'they don't usually put into practice these strategies to improve their pronunciation'*. He considers the best option of pronunciation strategy is repetition because in the classroom they don't have any tool that can help them. It is just listening to what the teacher says and repeating. *'Most of the students have necessary tools but they don't use them. On the other hand, in class time we don't have tools, for this reason we concentrate on the repetition'*.

Students corroborated this as they mentioned their English teacher had introduced repetition strategy followed by pronunciation strategies that have to do with grammar rules as S2 exposed *'for example the 'e' and 'a' are pronounced as an 'i' together e.g., /bit/ but spelled 'beat'*. S3 mentioned *'a particular law of adding or subtracting vowels in order to know that the union of two vowels gives a second vowel which is the pillar for the pronunciation of that word'*. Students also reported the recommendation of using Google translator to search unknown words and listen to the correct pronunciation. They mentioned that the English teacher had given some links to websites to search for the correct pronunciation of unfamiliar words, too. But students didn't remember the names of the websites. Finally, another strategy was to ask the English teacher for help when they have doubts.

Question 6: *What activities does your English teacher develop for you to practice your pronunciation?*

Activities to practice pronunciation

Students explained their teacher gives a list with new vocabulary and asks them to search for meaning and pronunciation. Then in the next class, they are asked for a word from the previous list to check if they made mistakes; if so, the teacher corrects their pronunciation and asks students to repeat it several times. Another activity is 'Simon says', for example, using the body parts; students listen to it and touch the body part they heard. S2 said *'for example, the head, shoulders, and legs, so you have to listen, remember and recognize the words and the meaning'*. Oral presentations are used, too. For instance, introducing yourself, talking about your likes, dislikes, hobbies, music, and memorizing oral lessons. S3 claimed *'some time ago the English teacher took a lesson which was to have a conversation with a classmate to find out what level of pronunciation we had'*.

Furthermore, the teacher usually makes the students read the questions or the topics of the modules, and listen to activities, or if he tells something, students repeat what he says. The last activity that students mentioned was the English teacher showing an image and students guess the name and pronounce it correctly.

For his part, the English teacher declared he helps his students to improve their pronunciation through a valuable tool called the Internet, recommending different applications like Duolingo, Oxford Advanced dictionary, DeepL translator, videos and similar. He said the strategy more used

in the educational unit is the repetition, students listen to the correct pronunciation and repeat it several times *'That is the one we use the most here at the institution, since we do not have a specific English lab to teach English'*. He also mentioned that they used the modules from the English book but he recognized they have little activities with dialogues focused on students. In addition, the teacher was asked if it would be a good idea to teach phonetics to his students to practice their pronunciation, and he was able to say that at first it would be somewhat complex but that it would be helpful. *'Of course, yes. For the vast majority it would be complex, but I think that the basics can be taught so that they can practice'*

Question 7: *Would you like the English teacher to use more oral activities for you to practice your pronunciation? Why?*

Opinions about oral activities

Students declared they agree to have more oral activities for different reasons, S1 cried *'because in that way I would not be so worried about how to pronounce a word or when reading. And I would be more confident reading a sentence or talking to other people in other languages'*. In addition, S8 mentioned that practicing would be useful to familiarize with the language *'I would like to improve my English pronunciation as it is very difficult for me'*. Students consider oral activities are more feasible than writing ones because they are more dynamic as S3 said *'oral activities are more intuitive because our brain makes us think since the word is pronounced in a certain way but in reality, it is spelled differently and pronounced differently'*. Finally, one student said that he doesn't affect or benefit if the English teacher engages in oral activities because he learns alone. But, sometimes he applies some knowledge or strategies that the English teacher taught before.

8.4 Discussion of the interviews

Regarding the results of the semi-structured interviews applied to the English teacher and the 8 students, it can be mentioned that some students do not have a clear idea of how pronunciation, vocabulary and grammar are connected, so their answers were a bit confusing. However, it should be noted that all the interviewees agree on the importance of good pronunciation (intelligibility) and knowledge of vocabulary to establish good communication. Because as mention Gilakjani

(2016), “pronunciation instruction helps learners to have a better understanding of native speakers and improves their ability to communicate easily and effectively” (p. 5).

In addition, some students stated that the pronunciation of the language is not so complicated due to exposure to music, videos, movies and a few Americanisms that are heard on a daily basis; especially at home. But there were students who found it difficult due to little practice and familiarity with the language. This is because of the “lack of support to use English in the home environment and the community” (Normazidah & Hazita 2012, p. 42), since the context in which they live positions English as a foreign language that is only used in the educational environment as a mandatory subject.

It should be noted that during the interview the pronunciation strategies used were questioned again. As a result, the use of technology such as online translators (Google) and dictionaries (DeepL), music and videos were mainly mentioned. A positive point highlighted by Gilakjani & Sabouri (2016), since it helps “learners can learn native-like pronunciation through imitation, they can also learn gestures and body language by seeing video materials that help them to communicate naturally and give them more self-reliance in the communicative process” (p. 971). However, these tools are only used at home because the educational institution does not have an English laboratory or the necessary equipment. In addition to the fact that the students stated that they felt more comfortable practicing at home because of the privacy and Internet access.

On the other hand, with respect to the strategies used in class, the following stand out: the repetition out loud or in the mind, memorizing pronunciation, imitation, taking note of the pronunciation, using physical dictionaries to read the phonetic translation, and above all ask the English teacher for help or correction. Resulting that cognitive and social strategies are widely used by the students. These strategies coincide with those that Szyszka (2017) reported to be the most frequently used. For instance, repetition, learning pronunciation rules and using transcriptions reported by Pawlak in 2006. Listening to the model provided or listening to the radio/TV, checking pronunciation in dictionaries, reading aloud, imitating teacher or native speakers, and singing English songs reported by Pawlak and Wrembel in 2008.

For his part, the English teacher mentioned that the most used strategies during class hours are imitation and repetition (cognitive strategies) because “they help stimulate hearing, speaking, and

memorization of long-term memory” (Mendrofa & Wijaya, 2022, p.268). These are normally applied because as mentioned above, there is no equipment that adds an audiovisual component to the class. But, its lack has been tried to be filled with the recommendation of web pages, online dictionaries and applications such as Duolingo so that students can practice at home. However, the English teacher expressed that most of the students do not do this activity and only practice with the tasks developed in class. Which are usually vocabulary lists, games and oral presentations, but are scarce.

The teacher mentioned that repetition is the basis of pronunciation practice and that the tasks present in the modules of the English books do not contain enough activities that promote pronunciation practice. This point is supported by the opinion of Maniruzzaman (2008), who stated that the teaching of English as a foreign language in many territories of the world places a major emphasis on reading and writing skills. This is because people working as English curriculum/syllabus designers, material developers, some classroom teachers and test writers in EFL settings may have insufficient English Language Teaching training, and therefore consciously avoid elements of EFL pronunciation from the syllabus, lessons, material and instruction from classroom activities because it is intended to prepare students for standardized tests only.

As a last point, the teacher was questioned if the pronunciation should be taught explicitly. The response to such questioning was positive, and the importance of teaching phonetics during class was mentioned as a way of understanding how the sounds of the English language are produced. “EFL teachers should have knowledge of English phonetics and phonology and receive training in pronunciation instruction to help their EFL learners learn understandable pronunciation” (Gilakjani & Sabouri, 2016, p. 971). It should be noted that introducing this topic could be complex for high school students, but the teacher expressed that it would be possible to do it little by little.

9. RESEARCH IMPACTS

This research project will have an educational and social impact because researches show different Pronunciation Learning Strategies (PLS) and the perceptions regarding the role of pronunciation in English learning to both students and teachers. This study could help English teachers with knowledge about PLS to apply it in classrooms with the purpose of improving students’ pronunciation. Besides, researchers consider that this study can contribute information to future

research focus in PLS. Researchers suggest applying indirect and direct PLS to know what is more effective or similar research because our educational system does not put much emphasis on pronunciation improvement. During the study, researchers had some challenges but they took appropriate decisions to avoid problems in the process. Finally, this study encourages English teachers to teach and put into practice PLS to improve students' pronunciation to help them to understand, communicate and practice a foreign language with others. Hence, they can achieve good pronunciation.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1 Conclusions

Regarding the teaching and learning of pronunciation, it can be said that its importance has been neglected. Because the modules of the English books do not encourage the use of oral skills and focus on writing and reading. However, there is a predisposition on the part of the teacher to develop, as far as possible, activities that involve the practice of pronunciation during class, making use of accessible materials and strategies. Also, it is worth noting the role that technology plays in energizing and motivating students to improve their pronunciation. However, students must be willing to practice pronunciation at school and at home to obtain results.

Regarding the role of pronunciation in learning the English language, it can be concluded that for students as well as for the English teacher, it plays a very necessary role when establishing effective communication. But, sometimes the learning or practice of pronunciation is affected by shyness or fear of making mistakes. Furthermore, intelligibility is emphasized over accuracy as it is a more achievable goal. However, familiarization with the language and an increase in vocabulary is required.

About the pronunciation strategies used by the students, three mains have been identified, which are: memory, compensation and affective. Evidencing that the dominant strategies are those of the direct type. That is, students are engaging in mental processes to store information and use it when necessary. They are also filling knowledge gaps that arise when speaking, that is, they are guessing the pronunciation of words intelligently and using familiar words instead of difficult ones to say. Finally, they are moderating their anxiety and motivation levels with the help of an external agent who is the English teacher. On the other hand, the interviews indicated that the most used strategies are cognitive and social. Difference that resulted from a more personal approach with the interviewees.

10.2 Recommendations

It is recommended that despite the activities previously established in the English texts, the teacher encourages more oral and dynamic activities to practice the pronunciation, learn new vocabulary, communicate ideas, and solve some real-life situations.

It is recommended intelligibility to be reinforced together with accuracy, as it is important for the students to develop their skills. But, without pushing to have the accent of a native speaker. In addition to the fact that it is important to work on the aspect of shyness when speaking through constructive feedback and words of encouragement.

It is recommended that the use of cognitive and metacognitive strategies be reinforced taking advantage of technology to practice pronunciation, analyze language and create knowledge structures as well as recognize pronunciation patterns. In addition to developing an awareness of their own learning progress and pronunciation mistakes.

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12. APPENDICES

Annex 1: Informed consent

INFORMED CONSENT - STUDENTS

Research title: Pronunciation learning strategies used by third-year high school students and perspectives regarding the role of pronunciation in learning the English language.

Researches:

Carrasco Cando Daniela Stefany	0992527936
Gómez Ramírez Yesenia Elizabeth	0995445062

Contact: Universidad Técnica de Cotopaxi
Pujili extension
(593) 03 2252205 / 2252307 Ext. 203

I, _____ consent that Carrasco Cando Daniela Stefany, and Gómez Ramírez Yesenia Elizabeth, students of the Technical University of Cotopaxi Pujilí extension, use the information and comments on the perspectives regarding the role of pronunciation in the learning of the English language of my son/daughter that they voluntarily share, for academic and scientific purposes, with the guarantee of confidentiality and protection of the data that can identify them personally.

Tanicuchí, November____, 2022

Signature

I.D: _____



HOJA DE CONSENTIMIENTO INFORMADO

Título de investigación: Estrategias de aprendizaje de la pronunciación utilizadas por los estudiantes de tercer año de bachillerato y las perspectivas respecto al rol de la pronunciación en el aprendizaje del idioma Inglés.

Investigadores:

Carrasco Cando Daniela Stefany	0992527936
Gómez Ramírez Yesenia Elizabeth	0995445062

Contacto institucional: Universidad Técnica de Cotopaxi

Extensión Pujilí

(593) 03 2252205 / 2252307 Ext. 203

Yo, [redacted] consiento que Carrasco Cando Daniela Stefany, y Gómez Ramírez Yesenia Elizabeth, estudiantes de la Universidad Técnica de Cotopaxi extensión Pujilí, utilicen la información y comentarios emitidos por mi persona respecto al rol de la pronunciación en el aprendizaje del idioma Inglés, que emito de manera voluntaria para fines académicos y científicos, con la garantía de confidencialidad y resguardo de los datos que puedan identificarme de manera personal.

Tanicuchí, 30 de noviembre de 2022

[redacted]

[Handwritten signature]

Firma

C.I. [redacted]

INFORMED CONSENT - TEACHER

Research title: Pronunciation learning strategies used by third-year high school students and perspectives regarding the role of pronunciation in learning the English language.

Researches:

Carrasco Cando Daniela Stefany	0992527936
Gómez Ramírez Yesenia Elizabeth	0995445062

Contact: Universidad Técnica de Cotopaxi
Pujili extension
(593) 03 2252205 / 2252307 Ext. 203

I, _____ consent that Carrasco Cando Daniela Stefany, and Gómez Ramírez Yesenia Elizabeth, students of the Technical University of Cotopaxi Pujilí extension, use the information and comments on the perspectives regarding the role of pronunciation in the learning of the English language that I voluntarily share, for academic and scientific purposes, with the guarantee of confidentiality and protection of the data that can identify me personally.

Tanicuchí, November____,2022

Signature

I.D: _____



HOJA DE CONSENTIMIENTO INFORMADO

Título de investigación: Estrategias de aprendizaje de la pronunciación utilizadas por los estudiantes de tercer año de bachillerato y las perspectivas respecto al rol de la pronunciación en el aprendizaje del idioma Inglés.

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Extensión Pujili

(593) 03 2252205 / 2252307 Ext. 203

Yo, [REDACTED] consiento que Carrasco Cando Daniela Stefany, y Gómez Ramírez Yesenia Elizabeth, estudiantes de la Universidad Técnica de Cotopaxi extensión Pujili, utilicen la información y comentarios emitidos por mi persona respecto al rol de la pronunciación en el aprendizaje del idioma Inglés, que emito de manera voluntaria para fines académicos y científicos, con la garantía de confidencialidad y resguardo de los datos que puedan identificarme de manera personal.

Tanicuchí, 30 de noviembre de 2022

[REDACTED]



Firma

C.I.: [REDACTED]

Annex 2: Data collection instruments

Semi-structured interview guide - Students

Interviewer: _____ **Place:** _____ **Date:** _____

Objective: To identify the Pronunciation Learning Strategies (PLS) used by EFL students in their third year of high school and the perceptions regarding the role of pronunciation in English learning at the educational unit “Marco Aurelio Subia Martinez – Batalla de Panupali”

Presentation: Hello, my name is _____ We would like to ask some questions about your perception of the pronunciation of the English language.

Instructions:

To the development of a good interview, we request the following:

- Answering the questions with great honesty and trust. Feel free to share your points of view.
- Once the question is asked, each person answers in order.
- Additional comments will be accepted as long as the floor is requested in a courteous and orderly manner.

Specific information:

1. Do you consider pronunciation to be equal to or more important than grammar and vocabulary knowledge in your English language learning? Why?
2. Do you consider pronunciation of the English language is hard? Why?
3. What do you do when you have trouble pronouncing unfamiliar words or expressions in English? What strategies do you use?
4. Where do you learn or practice pronunciation of the English language?
5. Has your English teacher taught you pronunciation strategies? What are they?
6. What activities does your English teacher develop for you to practice your pronunciation?
7. Would you like the English teacher to use more oral activities for you to practice your pronunciation? Why?

Thank you for your cooperation

Semi-structured interview guide – Teacher

Interviewer: **Place:** **Date:**

Objective: To identify the perceptions of third-year high school English teachers regarding the role of pronunciation in English learning.

Presentation: Hello, my name is _____ We would like to ask you some questions about your perception of the pronunciation of the English language.

Instructions: For the development of a good interview, it is requested to comply with the following parameter:

- Answer questions honestly and confidently. Feel free to share your points of view.

Questions:

1. Do you consider that pronunciation is equal to or more important than knowledge of grammar and vocabulary in learning the English language? Why?
2. Do you think that your students are aware of the existence and use of strategies to solve their difficulties in pronunciation of the English language?
3. How do you help or encourage your students to improve their pronunciation? What strategies or activities do you apply?
4. What pronunciation strategies do you think work best for your students? Why?
5. Do you think that teaching phonetics would help your students to improve their pronunciation? Why?
6. Based on your experience, what can be the reasons why students show difficulty with the pronunciation of the English language?

Thank you for your cooperation

Pronunciation Strategies Questionnaire

The purpose of this questionnaire is to identify the pronunciation strategies used by third-year high school students from the Marco Aurelio Subia Martinez - Batalla de Panupali educational unit. It is recommended to carefully read each statement and respond honestly. It should be noted that your answers will be used for purely academic purposes.

General information

Select your gender

- Male
- Female

Select your major

- BGU (Ciencias Generales)
- IEME (Instalaciones Eléctricas Máquinas y Equipos)

Self-evaluation

Based on your criteria, what level of pronunciation do you have?

- Good level
- Moderate level
- Low level

¿What are the reasons you self-evaluated that way in the previous question?

PRONUNCIATION STRATEGIES

Instruction: Read carefully the following statements about pronunciation strategies you use, and following the Likert scale put an X in the grid that corresponds to your case.

(1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = always)

Statement	1	2	3	4	5
	never	rarely	sometimes	often	always
Memory strategies					
1. I group the words that have similar sounds to memorize their pronunciation (minimal pairs: bed - bad, pair-fair, seed-seat)					

2. To memorize the pronunciation of an English word, I use phonetic symbols or my own code to write down its pronunciation.					
3. To memorize a word in English I repeat it over and over again, in my mind or out loud.					
Cognitive strategies					
4. I repeat the sounds, words, sentences, etc., simultaneously or after my English teacher, imitating their gestures, intonation, accent and facial expressions.					
5. I listen to music or watch movies/videos in English to improve my pronunciation.					
6. I use social networks like facebook, instagram, tik tok, among others, to watch videos and memes that help me improve my pronunciation of the English language.					
7. Before I say something out loud, I practice the English word, sentence, phrase, etc., in my mind.					
Compensation strategies					
8. If I don't know how to pronounce a word in English, I guess its pronunciation based on my prior knowledge.					
9. If I don't know how to pronounce a word, I avoid using it or replace it with a familiar one.					
10. If I don't know how to pronounce a word in English and its spelling is similar to a word in Spanish, I use the Spanish					

pronunciation hoping that it can make me understand. (example: pronunciation - pronunciation)					
Metacognitive strategies					
11. Before an oral presentation in English, I research the pronunciation of unknown words in digital dictionaries or other audiovisual resources.					
12. I pay attention to my pronunciation mistakes and try to improve.					
Affective strategies					
13. My teacher encourages me to practice my pronunciation through games or oral activities.					
14. I try to relax when I am tense or nervous about pronouncing unknown words in English, or when I have to speak in English in front of the class.					
15. I use a sense of humor when I make pronunciation mistakes.					
Social Strategies					
16. I ask my English teacher or classmates who have good pronunciation for help if I don't know how to pronounce a certain sound or word.					
17. I learn pronunciation with other students or with friends.					
18. I help others learn pronunciation.					

Source:(Calka, 2011 as cited in Rokoszewska, 2012)