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CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS - UNIMINUTO
FACULTAD DE EDUCACIÓN

LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS

MONOGRAPH

Title

Integrating a Phonetics and Phonology module for the advanced English level in the bachelor's degree in foreign languages at a private university.

Research Group Innovaciones educativas y cambio social

Authors:

Laura Sofia Bustos Moya

Dayana Barreto Ruiz

Advisor (s):

Diego Andres Marin Ceron

Bogotá, October 11th, 2024



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PROGRAMAS DE PREGRADO

ACTA DE SUSTENTACIÓN

Los examinados:

1. Laura Sofía Bustos Moya
2. Dayana Barreto Ruíz

Del programa: Licenciatura en Idioma Extranjero Inglés

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Ante el jurado:

Diana Paola Saavedra Molano

Obtuvieron el concepto:

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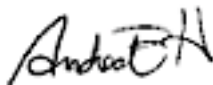
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Para constancia se firma en Bogotá, D.C., el día 18 del mes de noviembre de 2024.

FIRMA DEL JURADO:

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VoBo. Andrea Alexandra Bernal Hernández

Coordinadora LLEI

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Dedication

We dedicate this monograph to the people who have been fundamental pillars in our life and academic journey.

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Abstract

This research project aims to design a Phonetics and Phonology module for the advanced C1 English level in the bachelor's degree program of a private university. The investigation derives from concerns expressed by students in the Foreign Languages program, ranging from B2 to C1 English proficiency levels. Although the survey revealed that most students have good notions and a solid understanding of the Phonetics and Phonology subject, they stated having difficulties in the pronunciation of certain sounds from the International Phonetic Alphabet (IPA). This struggle has led to frustration among those who felt their classes did not adequately cover these challenges, resulting in gaps in language learning by not being able to perform with good speech production. The main reason for these issues is the discontinuation of the Phonetics and Phonology subject after the two first semesters of the degree program. Consequently, the purpose of this research is to provide students with a solid basis for conducting their functions and roles as future teachers, enhancing their comprehension and confidence when speaking and listening. The foremost goal is to improve their language teaching and learning process. Finally, considering the identified disadvantages of the discontinuation of the Phonetics & Phonology subject, the program syllabus was obtained to conduct an analysis, and a survey for professors was conducted to determine the step-by-step design, organization, and planning of the module, ensuring comprehensive coverage of essential topics. The envisioned module aims to significantly contribute to the development of students' English skills, particularly in the field of speech production.

Keywords: phonetics, phonology, pronunciation, the importance of English pronunciation instruction, effective communication skills.

Resumen

Este proyecto de investigación tiene como objetivo diseñar un módulo de fonética y fonología para el nivel avanzado de inglés C1 en la carrera de licenciatura de una universidad privada. La investigación surge de inquietudes expresadas por estudiantes del programa de Lenguas Extranjeras, que van desde los niveles de dominio del inglés B2 hasta C1. Si bien la encuesta reveló que la mayoría de los estudiantes tienen buenas nociones y un conocimiento sólido de la materia de fonética y fonología, han manifestado tener dificultades en la pronunciación de ciertos sonidos del Alfabeto Fonético Internacional (AFI). Esta problemática ha generado frustración entre quienes sentían que sus clases no cubrían adecuadamente estos desafíos, lo que resultó en brechas en el aprendizaje del idioma al no poder desempeñarse con una buena producción del habla. El principal motivo de estos problemas es la discontinuación de la asignatura Fonética y Fonología después de los dos primeros semestres de la carrera. En consecuencia, el propósito de esta investigación es brindar a los estudiantes una base sólida para el desempeño de sus funciones y roles como futuros docentes, potenciando su comprensión y confianza al hablar y escuchar. El objetivo principal es mejorar su proceso de enseñanza y aprendizaje del idioma. Finalmente, considerando las desventajas identificadas por la discontinuación de la materia Fonética y Fonología, se obtuvo el plan de estudios del programa y se llevó a cabo una encuesta a profesores para realizar un análisis y así determinar paso a paso el diseño, organización y planificación del módulo, asegurando una cobertura integral de temas esenciales. El módulo previsto tiene como objetivo contribuir significativamente al desarrollo de las habilidades en inglés de los estudiantes, particularmente en el campo de la producción del habla.

Palabras claves: fonética, fonología, pronunciación, la importancia de la enseñanza de la pronunciación del inglés, habilidades efectivas de comunicación.

Introduction

Nowadays, English has become a benchmark for the global economy since most of the transactional exchanges between countries require to know the culture of both the host country and the visitor. It is not only the exchange of goods that is important, but also the number of jobs that this might generate, leading to a growing interest in acquiring this language. Similarly, as this mindset grows, many people seek different study methods to learn, whether through self-directed learning or in language institutes. As a result, the demand for knowledgeable experts and mentors is a continual pursuit within society, demanding additional pressure on universities to enhance the training of their pupils regarding the content, methodology and assessment of the fulfilment curricular objectives.

This research project attempts to address the possible causes of mispronunciation in a population of senior students in the language program at a private university and contemplates the use of modules to reinforce their pronunciation and performance, since after a depth examination of different surveys it was revealed that there are some important aspects that the current course fails to cover concerning to the phonetics and phonology areas.

Finally, the proposal presented offers an alternative methodology which compares the sounds found in the target language with those of the native language leading to practical application of phonetics and phonological principles and contains a thorough description of the participants' opinions on the different reasons they consider might be affecting the completion of their development in linguistic competence, similarly the professors' perspectives on the Phonetics and Phonology subjects were explored, as they are the key facilitators in achieving the program's objectives, influencing the outcomes of the students based on what they have learned in class.

Chapter 1: Contextualization

This research is focused on the development and organization of a module aimed at enhancing English pronunciation among advanced-level students at a private university. The motivation behind this study arises from the expressed concern of students regarding their pronunciation and fluency. These concerns are linked to some factors including the discontinuation of the Phonetics and Phonology subject after its initial introduction during the first two semesters.

For this reason, it was considered a module in which the contents can be chosen, organized, and presented without overwhelming students to have all of them heaped. To achieve this some surveys were designed to examine the diverse students' experiences concerning the Phonetics and Phonology classes. The findings revealed that most students were satisfied with the class structure and methodologies; however, the discontinuation of the subject contributed to a weakening of memory recall of the material taught.

The relevance of this research focuses on the importance of pronunciation reinforcement, a fundamental aspect highlighted by the students. Their comments underscore the necessity of retaking the Phonetics & Phonology subject in the later semester. Subsequently, the syllabuses of English Phonetics and Phonology I and II implemented in the bachelor's degree program were obtained for deep analysis to determine the content studied in those semesters and the ones that will be included in the module proposed.

1.1 Macro context:

The following project was developed at a private university, which was founded in Bogotá. The university offers a wide variety of programs with different modalities and an institutional philosophy, that aims to form comprehensible, suitable, and competent professionals with a high sense of social responsibility. It has seventeen high-quality programs. Additionally, the university has four lines of research and eighty-eight recognized research groups.

This research was developed and conducted in the foreign languages bachelor's degree program at the education faculty of the private university. Among the abilities stipulated in the program, professionals are expected to attain proficiency in the two languages corresponding to English and a second language chosen by the students, such as Portuguese or French. These language skills are complemented by competencies in articulating the field of didactics, disciplinary knowledge, pedagogical practices, and research within the foreign language teaching.

1.2 Micro context:

As in the previous section, the central purpose of this research is to design a module in which the Phonetics and Phonology subjects could be incorporated at the C1 level, enhancing the language proficiency of both students and future teachers. This study was conducted at a private university, where surveys were implemented with students in foreign languages bachelor's degree program, ranging from B2 to C1 English levels from the fifth to the seventh semester.

Chapter 2: Statement of the Problem

In the previous chapter, a brief contextualization of the research environment was presented. The following section delves into a more detailed description of the identified problem. This chapter will explore the reasons for teaching Phonetics and Phonology for C1-level students, emphasizing the necessity of integrating this subject along with the rest of the language skills. In addition, the perspectives of different authors will be incorporated to explain how the sounds have an implication in what we know as language learning. Finally, the last part of this chapter includes the statement of the problem, the research objectives, and the outcomes of the surveys applied.

2.1 Description of the problem

Teaching English Phonetics and Phonology is essential not only for EFL teachers but also for enhancing effective communication skills and improving the pronunciation of non-English speakers. Proficiency makes students capable of interpreting words when spoken by someone with a different accent. The International Phonetic Alphabet (IPA) plays a crucial role in recognizing speech sounds, facilitating the transition from one language to another, and aiding in identifying similarities and contrasts between the different language sounds.

Nevertheless, one should not deny the role of phonetics and phonology in the teaching of pronunciation since the more students are aware of the precepts and underpinnings of these branches of study, the more they will become aware of the idiosyncrasies of the target language and the more they are likely to achieve a native-like pronunciation (Saidi, n.d., p. 5).

According to Pennington & Richards (1986, as cited in Saidi, n.d.) “pronunciation is largely identified with the articulation of individual sounds and, to a lesser extent, with the stress and intonation patterns of the target language” (p. 1). Understanding different English sounds belonging to several accents, their production and their application in speech are important aspects of the Phonetics and Phonology subject. For pre-service teachers, the development of speaking and listening skills is relevant for their growth into effective educators. The study of Phonetics and Phonology contributes to enhance communicative aspects in English teaching and pronunciation improvement.

Over the years, English teachers have found that mere teaching of pronunciation is not sufficient for students to produce sounds for letters and their combination in different words. While it is integral to teach pronunciation for effective communication, students need to know the reason why sounds are important and how they can affect them, while they communicate. Both reception and production of the sound are equally important. (ACT, n.d.)

Pennington & Richards (1986, as cited in Saidi, n.d.) identified three major components of pronunciation:

- **Segmental features:** These are minimal units of sound defined in phonetic terms. This includes individual sounds or phonemes.
- **Voice-setting features:** This refers to general articulatory characteristics of stretches of speech. It involves how sounds are produced and articulated in a broader sense.
- **Prosodic features:** This involves the relative levels of stress and pitch within syllables, words, phrases, and longer stretches of speech. Prosody deals with the rhythm, intonation, and timing of speech.

Phonetics and Phonology are crucial parts of language teaching. Phonetics is concerned with “the study of the physical properties of sounds and their place and manner of articulation in the vocal tract” (Broughton et al., 1980, as cited in TEACHNEWS.GR, n.d.), or, more generally, the production, audition, and perception of sounds. On the other hand, phonology is “the study or description of the distinctive sound units (phonemes) of a language and their relationship to one another” (Richards & Schmidt, 2010, as cited in Saidi, n.d.). Through the application of Phonetics and Phonology, students can achieve assertive communication. It helps address potential challenges such as negative emotions or increased stress when speaking, particularly in situations where unfamiliar words may create discomfort. Furthermore, with these linguistic branches, students could be able to express themselves clearly by producing the right sounds and being aware of pronunciation mistakes.

The bachelor’s degree program at a private university recognizes the importance of Phonetics and Phonology in the training of pre-service teachers. Consequently, students engage with this subject during the first two semesters. The specific objectives include the practical application of principal pronunciation characteristics, the ability to distinguish the segmental and suprasegmental features, transcription of the anglophone phonemes in individual words and sentences using the International Phonetic Alphabet (IPA), as well as the classification of vocal and consonant sounds, including their British and American variations and intonations.

Despite the crucial role of this subject in developing communicative competencies, students have found challenges by not recalling some of the Phonetics and Phonology contents.

Researchers conducted surveys with students from the bachelor's degree program, seeking insights into the perceived importance of this subject. Most students emphasized how

essential it is, considering it as a fundamental component of the four necessary language skills for success. While students shared one or another idea of concepts among the topics regarding the Phonetics and Phonology classes, such as intonation, stress, manner of articulation, and place of articulation, they expressed the concepts in general, were clear but the discontinuation affects the outcomes, as they do not remember some concepts for the language production.

A survey was conducted to obtain a comprehensive understanding of students' knowledge of Phonetics and Phonology subjects. The pilot survey, implemented as part of the research methodology, was entirely optional, and 54 students from B2 to C1 English levels actively participated online. The survey aimed to gather participants' opinions about the importance of the subject, assess whether Phonetics and Phonology subjects adequately covered all the content in the two semesters, evaluate the utility of what was learned, and explore potential changes they would like to see in the classes and methodologies.

The survey was designed to identify potential challenges and focus on understanding the perceptions of upper-intermediate and advanced-level students who had already completed the course. The survey took place in October 2023 at a time convenient for the participants.

Participants were asked to provide feedback on their experiences with Phonetics and Phonology subjects and express their opinions regarding the discontinuation of the course. Additionally, the questions were crafted to pinpoint potential issues and challenges faced by students, including those assessed in a diagnosis test.

In the results, opinions were dissimilar as some students had bad experiences with strategies used in class and others good experiences that fulfilled their expectations. Seeing that

the distribution of the topics proposed in the syllabus was uneven and little attention was paid on the practice as Participant 1 stated, “The subject was challenging for me because it had much theory, and in most of the cases, the teacher did not provide enough practical application. As a result, I made many mistakes, especially in pronunciation and listening, because the phonetic topics were not sufficiently practiced”. While others attributed their lack of speaking to the discontinuation of the phonetics and Phonology courses as Participant 2 said, "because the pronunciation is one of the most important things of speaking and two semesters aren't enough to learn how to produce the sounds correctly.”

As well, it was found that students have general knowledge of Phonetics and Phonology, but they do not feel comfortable with their knowledge and skills in pronunciation, speech, and fluency at the moment of facing the last semester; some even had to find a third-party institute to improve what they could have missed in those classes whether to get the equivalent to an English level demanded as a requirement to obtain a job or be up to the level they must have.

Finally, regarding the educators, they consider teaching the topics which are stipulated to be taught for the brief period that Phonetics and Phonology subjects are instructed. They must be in a rush, and they would like and appreciate an extra addition to the Phonetics and Phonology teachings.

In the case of the surveys made in 2024 conducted with 42 students, including 30 at the advanced level and 12 at the upper-intermediate level, it was observed that 66% of the population could recognize segmental features of the language, such as phonemes and consonant and vowel sounds. However, despite this recognition, students expressed that the time allocated

and the distribution of contents in the Phonetics and Phonology courses do not provide the necessary input to achieve the expected outcomes.

It is also confirmed that students highlighted the need for more practice time, emphasizing that this lack of practice is reflected in the methodologies used in the classes where most participants indicated that interaction and practical exercises are fundamental to language acquisition. However, the excessive focus on memorization and theory often leads to confusion and difficulty in understanding the concepts.

In contrast, the results from the professors' survey revealed that, in their opinion, a duration of two semesters is insufficient to adequately cover the topics of Phonetics and Phonology. Additionally, a balanced approach in the module's design was suggested, having 40% of the time to segmental features and 60% to suprasegmental features, which could enhance teaching and learning.

These perspectives from both students and professors underscore the urgent need to review and reformulate the curriculum design of Phonetics and Phonology courses to ensure a rich educational experience that promotes deep understanding and practical application of the concepts in second language learning.

To conclude, this research offers important insights into the Phonetics and Phonology course of the bachelor's degree program concerning the integration of Phonetics and Phonology in all the semesters. One of the main objectives that will be planned is that the students of the English bachelor's degree program will be more prepared in terms of comprehension of the sounds in the target language as they have been explained to know that there is evidence a wide difference between the sounds of the native language and the foreign language.

In addition, the students of the English classes at a private university in the advanced level will be more confident in the moment of speaking, and in the same way, the English teachers will convey every topic proposed in their classes that is related to Phonetics and Phonology making it easier to follow since it has been understood the content of it.

Therefore, it is important to highlight the learning process of the language in the professional field considering students will be working whether in an educational setting or as an academic adviser according to the program design from the private university, knowing that, implies to recognize their competence completely and every part of the language. This research will contribute to the improvement of the program in terms of quality, learning, organization, and distribution of the four competencies in the English classes.

2.2 Formulation of the problem

Regarding the results and comments from the surveys, some difficulties have been identified in the Phonetics and Phonology subjects, particularly in relation to students' future roles as teachers. The discontinuation of this field in the bachelor's degree is seen to impact students' competencies and skills for the future, given that they will be teachers. This concern becomes more significant when considering the potential consequences of inadequate pronunciation and speech skills in their teaching careers. This leads to formulate the following research question: How can the module for Phonetics and Phonology in the bachelor's degree program in Foreign Languages with an emphasis on English be designed for the advanced C1 level to improve the English pronunciation skills of students at a private university?

2.3 Justification

Phonetics and Phonology have fundamental and useful implications in language communication which have benefits for EFL students to develop abilities to decode letters and

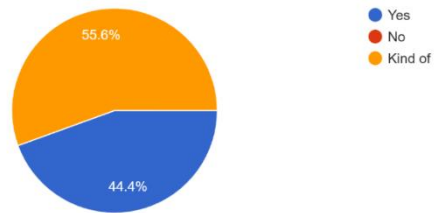
sounds to become the way they speak in a more natural, simpler, and fluent one. “Learning phonetics helps in recognizing both familiar and unfamiliar sounds, improves pronunciation skills, and develops autonomy in words and sound recognition” (ACT, n.d.). In this way, its continuous application helps to get new knowledge and improve the students' communication skills.

At the private university, there is an increasing concern regarding the lack of speech competencies in the English bachelor's degree students, since most of those who are at an advanced level feel a lack of ability to produce the different sounds of the target language and perform fluently.

Such as the showed on a survey carried out in upper intermediate and advanced students of the foreign languages program where some of the results pointed to the established syllabus for the program of Phonetics and Phonology as one of the causes for students' lack of pronunciation abilities, as some of them stated Phonetics and Phonology courses are instructed during the first and second semesters and as one of them stated “some contents aren't cover totally because teacher only gives theory when the most important is the practice in a real context”, overloading the students with a large number of topics in a short period of time and thus making the class ineffective given that after the first year of the career these topics are almost forgotten, such as the shown on the following graphic where 44.4% of the students expressed they cleaned forgot the topics of the first and second semester respectively, and the other 55.6% partially forgot some of them.

Figure 1

Have you forgotten the topics seen in the Phonetics and Phonology subject?
9 respuestas



In the following research, we want to address this problem first-off, by exploring students' needs at a private university English bachelor's degree with respect to the Phonetics and Phonology subject, through surveys applied in the C1 English level, in the students' survey two sections were presented the first one to understand their satisfaction rate and the second one to assess their level of knowledge, taking into account that the advanced students are about to finish the English subject.

In addition, teachers' perceptions are also indispensable since they give insights into how Phonetics and Phonology can be introduced into a class. Because of this, a second survey was conducted. Afterward, it is examined and contrasted with the ongoing results of both surveys. Depending on the results, the content and design of the module are determined, considering both perspectives: students' and teachers'.

These findings will be used to create the Phonetics and Phonology module with the goal of helping students improving their speaking competencies in addition to streamlining the learning process for students.

With this study, the researchers hope to accomplish the continuation of this subject, designing a module to be integrated into the program so that the bachelor's degree students could be able to improve their English skills especially since they are going to become future teachers

and the correct pronunciation is one of the fundamental aspects to consider when the English subject is being taught.

The main purpose is based on establishing the integration of the subjects Phonetics and Phonology where it would be consolidated the most crucial topics, which is planned to be worked in the advanced C1 English level to help students to speak with fluency and be more understandable when they are producing their speech, being able to differentiate and distinguish the IPA without complications to comprehend what is wanted to say or know what native speakers or foreign people are trying to state and that could be coherent and clear in both sides with communicative activities.

As seen from past research on pronunciation and phonology in foreign language acquisition we find the importance of these topics in the language acquisition process, due to it being one of the biggest factors for gathering and understanding the language, as said by Hansen & Zampini (2008) curriculums are not static, they change and evolve over time with the environment they are in, that is the reason why the need to make adjustments in the private university's bachelor's degree in Foreign Languages with English emphasis on the program of Phonetics and Phonology to adapt these changes to the needs and requirements these students possess, given that the current state of the syllabus only applies to those who have deeper or previous knowledge of the topic.

Seeing as how many students require a new methodology shown by the surveys applied to them and the overall level of pronunciation and understanding of the topic found with these results and in the later semesters by the glaring evidence that the students are not ready and do not have the level required for the semester they are in, we aim to help those with deficiencies in the speech production, given that, there will be a set space available for them to improve and

grow on these topics without the need of extra hours, third party institutions or outside help, now that there is going to be a follow-up process to ensure that students develop their communicative competences with the aid of a module and exposure to a variety of situations in the second language.

2.4 Research objectives

The purpose of this project is to develop a Phonetics and Phonology module tailored for the advanced level of the foreign languages bachelor's degree program at a private university. The primary focus is on enhancing the pronunciation, language knowledge, and students' speech production, who are prospective teachers in the field of English. To achieve this goal, the following research objectives have been established.

2.4.1 General objective

To design a module of Phonetics and Phonology for the advanced English level in the bachelor's degree program.

2.4.2 Specific objectives

- To examine the experiences of the students and perspectives of teachers concerning the Phonetics and Phonology classes.
- To analyze the syllabuses of English Phonetics and Phonology I and II implemented in the bachelor's degree program.
- To design a Phonetics and Phonology module to integrate into the English levels from B1 to C1 in the bachelor's degree program.
- To present the module proposed for integrating Phonetics and Phonology at the C1 English level.

In conclusion, based on the survey responses, the identified answers, and the established objectives, it is evident that this research topic holds a significant potential to impact the

academic development of each student. The outcomes of this study aim to contribute to the improvement of their English skills, fostering not only increased comfort in speaking but also equipping them with the knowledge necessary to impart these language features in their future roles as educators. The research attempts to play a crucial role in shaping a more effective and confident generation of language professionals in both their personal proficiency and their ability to transmit the knowledge to others.

Chapter 3: Referential Framework.

First, it has been found in some studies related to the research in which the authors can give similar points of view and satisfactory results by the application of Phonetic and Phonology classes where the improvement in the communication capacity and pronunciation skills is evident; therefore, it is presented the principal keywords developing their essential definitions and elements besides the legal framework which supports the crucial role of them.

3.1 Background framework

Throughout the years, there have been many studies regarding the Phonetics and Phonology issues found within the educational systems of those who want to approach this subject. Within this study, it has found some studies related to this research that have helped to understand the root of some problems and their origin.

According to the studies found, DutyVolya & Susanah (2020) integrate English phonology strategically in teaching speaking, where the main purpose is improving their performance, including English phonology in language skills such as listening, writing, reading, and speaking. Considering their motivation and how their abilities will be faster and their fluency in English is assured. Therefore, this study matches with the research showing the different, improving results students have regarding the benefits of the incorporation of Phonetics and

Phonology in the English learning process. In the same way, Darcy, Rocca, & Hancock (2021) let see a study made to examine six classes with two different approaches to the effectiveness of teaching pronunciation, four classes with a focus on pronunciation being integrated into the syllabus and two without a specific focus on pronunciation, where, as a result, it was shown that integrating pronunciation is possible and does not affect the rest of the course goals.

On the contrary, it improves the students' comprehension. This study fits in with the research since it provides a standpoint to sketch out the design of speaking modules and implementing them in class.

Also, Matos (2018) in his research exposes the essential aspects that teachers must know about teaching English language pronunciation and how important it is for students to learn the characteristics and components of the two disciplines: Phonetics and Phonology, being both the key to getting an enhancement in the speech production. For that reason, the correct pronunciation is a skill that must be instructed in the same way as the other skills.

Furthermore, it was found a study by Fatimah (2020) who discovered the difficulties in a specific population whose second language is English and who, at the same time, have been learning the language for many years, assimilating the grammar but facing troubles with recalling vocabulary, in addition, factors such as location, early influences, environment, and mainly the variety of accents have increased the probability of making errors as misspelling, intromission of inexistent sounds in the target language and mispronunciation of the words. This last was one of the main reasons for students to feel an interest in working on their pronunciation. This study can also be matched with the research regarding the readiness and knowledge of the students in the English and Phonetics subjects. This previous investigation

helps to pinpoint key issues in students' contexts and backgrounds that must be examined before the module's development.

In the research made by Mathews (2017), the difficulties encountered in an Indian college with the sounds of an L2 in the classroom and the inability to listen and recognize unfamiliar words are described. Additionally, after continuous assessments, effective results and progress demonstrated were observed in presentations, seminars, debates, and other activities.

Finally, Zalisz (2021) in his study discusses the role of pronunciation training in the foreign language classroom. Namely, what goals and priorities of phonetics should be incorporated into language teaching. To relate this to the research, it was found those priorities each institution has for their Phonetics and Phonology, and how important it is to have accurate and legible information to improve the issues students might have.

To sum up context, background and all the specific situations surrounding the daily life of students need to be considered to develop a good integration of English skills. Additionally, time and space to share and use the language can be a dealbreaker at the moment of processing and internalizing the language.

3.2 Theoretical Framework

In recent years, there has been an increasing amount of literature on how to involve the sounds of the English language in class, given that the Phonetics and Phonology field is an especially important part of both language and communication. Many researchers have argued about whether Phonetics and Phonology need to be integrated and what their benefits are. Since it allows one to identify certain distinctions in the speaking, such as stress, accent, and overall to gain fluency during the production of the language. Based on the above, this study is anchored in the following aspects that are phonetics, phonology, pronunciation, the importance of English pronunciation instruction, and effective communication skills.

Defining Phonetics and Phonology and its role in the pronunciation development

Phonetics

The sounds and the different forms taken during speech production are essential during all the learning and teaching of speech, some experts such as Laver (1994) defines phonetics as the study of the substance of spoken language where the main task is to produce a description of the speech, for this the use of visual elements is indispensable, there is no doubt that phonetics is necessary to understand the concept of phonology as Katamba (1989) said that understanding of phonetics concepts is the tool to understand the phonology, also he defines phonetics as the study of all the production of the speech sounds. Furthermore, Odden (2005) states that phonetics consists of the production of these speech sounds and their properties. Additionally, Laver (1994) pointed to the International Phonetic Association as the organization that furnishes the necessary Symbols of the phonetic alphabet.

The learning of the sounds in a natural context is something that happens by norm as Laver (1994) relates that a speaker in a social context acquires phonetic behavior to the speech behavior of the community where he grows up guided by norms of phonetic similarity, this last agree in those laws give order to what the sounds are, and as one of the most renowned linguists, Sweet (n.d.) says scientific philology is impossible without the knowledge of the laws of the changes in the sounds.

Phonology

The production of the different sounds and how some organs are involved is truly relevant to speech production. Researchers such as Laver (1994) define phonology as the study of the form of the spoken language, in other words how the spoken language is represented in grammatical units which operate at a morphological, lexical and semantic levels of language As

Katamba (1989) affirms, the branch of linguistics that investigates how sounds are used systematically in different languages to create words is phonology. In the same way, Odden (2005) defines phonology as one of the fields that compose linguistics, and as the study of the language of sound structures, he described this definition as inadequate since the pronunciation of the words is an important part of the structure of that word. He also says that phonetics differs from phonology in terms that phonetics has to do with the physical manifestation of the sounds and focuses on acoustic waveforms, physical principles underlying the production of sounds, in comparison with phonology which deals with the rules in mental grammar. Odden (2005) says that discovering the cognitively important properties of some sounds is one of the aims of phonology.

Additionally, Katamba (1989) states that in phonology three major branches of phonetics can reflect the study of phonetics:

1. *Acoustic phonetics*: The use of laboratory instruments to study the physical properties of speech sounds.
2. *Auditory Phonetics*: The study of the perception of speech.
3. *Articulatory phonetics*: The study of the production of speech sounds.

Pronunciation

What is meant by pronunciation is important; some scholars such as Pourhosein Gilakjani, (2016) cited by Branch (2016) define pronunciation as the process of producing English sounds. Others, such as Nunan (2003) cited by Al-Azzawi & Barany (2015) defines pronunciation as the way certain sounds are articulated, sounds which are made by speakers of a language while being perceived by the hearer.

For success in learning English, it is essential to learn pronunciation; Branch (2016) states that pronunciation is the main requirement of English foreign language students to improve their competencies and know the features of language instruction.

James (2010) as cited in Branch (2016), says that there are distinct levels of pronunciation:

1. When people do not understand what the speaker is saying.
2. What the speaker is saying can be understandable to people, but the speaker's pronunciation is not adequate to listen to due to the accent.
3. When people understand what the speaker says, it is easy to listen and recognize.

Branch (2016) remarks a speaker acquires a level of acceptable pronunciation when others can listen and understand what he says, and James (2010) cited by Branch (2016) complemented his statement by saying that there are several channels on TV such as CNN, BBC or Sky news which facilitates the process of understanding of the learners and offers an insight into the different accents and varieties of English.

The importance of English Pronunciation Instruction and Effective communication skills in the language

The Importance of English Pronunciation Instruction

The main objective of learning a language is to communicate with others about our thoughts, emotions, and so forth, but it does not have to be misunderstood as Harmer (2001) cited by Branch (2016) says many learners think that communication is being understood and understand what other people say, between the reasons for their mistakes. He also explains teachers can understand their learners' English because they are acquainted with and used to “bad English” also because the listeners to which they are talking are of the same native language, and

finally because the foreign language is only used in the class and is not used out of it. This writer refers to the lack of time, materials, quality, and suitable teaching as why the teachers ignore English pronunciation.

Kelly (2002) cited by Pourhosein and Banou (2016) adds that learners create many problems for the speakers of other languages to understand them because they always mispronounce a series of phonemes. Pourhosein and Banou (2016) concluded that pronunciation in the English language is particularly important, and it requires the attention of all learners, otherwise, the learners could experience difficulties in eliminating those mistakes as they have repeated many times. A more complete conclusion is mentioned in Al-Azzawi and Barany (2016) saying that pronunciation is of foremost importance in helping to develop other language skills and although it can be challenging, can be a successful experience and that pronunciation is teachable.

Effective communication skills

It is well known that communication is the main aim of a language. There are diverse ways in which it is necessary to use certain skills to be concrete when it is communicated as CGG (n.d.) in its handbook states the influence, building of trust, and learning about others are given through effective communication. And highlights that communication is:

- *Transactional*: When two parties impact each other through communication and each person is a sender and a receiver.
- *A process*: The accumulation of experiences forms a new communication experience, and future experiences are affected by new experiences.
- *Sharing meaning with others*: What has a meaning in a specific country, changes in others.

Ahmad (2016) states that the most frequent problem faced by students in English language communication is because of the lack of communication skills since there is no training to impart to the students with poor communication instead considerable importance is being given to technical skills. Sharifirad, Rezaeian, Jazini, & Etemadi (2012) define effective communication as correct understanding, adding the importance that the communication establishment transfers the ideas correctly so that the recipient or person who receives the message understands the generality of the message.

Communication has certain benefits not only in the performance of a language but also in the success of a person as Ahmad (2016) mentions. Effective communication gives respect in society or the profession in addition to self-esteem and deep thought. To get excellent communication, Ahmad (2016) advises organizing thoughts and thinking ahead. Also, developing competence in the application of the English language helps to have the technical knowledge and other related skills.

This research will make use of the previous concepts as it is aimed to expand the Phonetics and Phonology knowledge through the module for students of C1 level at a private university since negative effects have been produced in their learning process due to the lack of awareness of English sounds and communicative competences in the language's production.

3.3 Legal framework

Among the foundations for Bilingual Education established in the Ministry of National Education, Article 2 of Law 1651 (2013) specifies that the teaching of a second language supports the development of six competencies: comprehension, reading, writing, listening, speaking, and the ability to express oneself in the second language. In addition, the basic standards of competencies in Foreign Languages (English) are organized into several course levels: from first to third grade, fourth to fifth, sixth to seventh, eighth to ninth, and tenth to eleventh. For each

group, specific expectations regarding what students should know and be able to do in the language they are learning have been established. Ultimately, this aims for students to achieve an intermediate level (B1) according to the Common European Framework of Reference (CEFR). For those aspiring to become teachers, English competence must be equivalent to a high intermediate level (B2- C1).

On the other hand, according to the Ministry of Education, communicative competence is expected to develop through a body of knowledge that includes linguistics, pragmatics, and sociolinguistics, as well as personal knowledge, skills, and abilities. Most institutions have indicated that the academic environment is the primary space for English language production, typically offering two to four hours of instruction per week, depending on the level and grade of students. This highlights the necessity of providing additional opportunities for students to enhance their communicative competence and acquire a deeper understanding of the significant differences between their native language and the target one. This need drives the main objective of this project: to improve the quality of education and development in L2 for the future teachers at the university, particularly concerning their fluency in English.

The Common European Framework addresses phonological competence, which encompasses the skills and knowledge required for the following aspects: sound units, phonetic features that distinguish phonemes, the phonetic composition of words, sentence phonetics, and phonetic reduction. As students get progress through distinct levels of English, their phonological control increases, helping them achieve the appropriate competencies:

Table 1

Phonological competence

	PHONOLOGICAL CONTROL
C2	As C1
C1	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.
B2	Has acquired a clear, natural, pronunciation and intonation.
B1	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.
A2	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.
A1	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

Finally, as mentioned above, this highlights the crucial role of Phonetics and Phonology instruction and their influence on the learners' speech. Significant improvements in various aspects of the English language help students to feel more comfortable when speaking, and their listening skills noticeably improve. Therefore, prioritizing the implementation of Phonetics and Phonology in the learning process will help students become aware of the advantageous features of the target language, enabling them to achieve native-like pronunciation.

Chapter 4: Methodological design

4.1 Type of investigation:

Here, it will be explained the methodological design that matched the research. Also, the Research Approach and Paradigm or Worldview will be analyzed according to the advances made until this chapter.

In this research, the qualitative approach was selected due to the process based on collecting and analyzing the information and perspectives of the participants.

Qualitative research is an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, J., W., & Creswell J., D., 2018, p.43).

These authors explain this approach that coordinates with the purpose of the research because of the information in the surveys created obtaining the experiences the students had with the Phonetics & Phonology classes during the first two semesters of the bachelor's degree.

Considering that, the research paradigm chosen was the Constructivist since it works with the participants' views of the subject that is being studied and the questions are broad and general to make their ideas more constructed as it was in the research getting the social context that is the private university and transform what was recollected to create meaning through all the data and show the importance that the instruction of Phonetics & Phonology let students have a better outcome and progress while they continue the bachelor demonstrating some conclusions that will benefit the research for the design of the module for its implementation in the Foreign Languages bachelor's degree program.

4.2 Method of investigation:

Methodology

According to McLeod (2024) Phenomenology is a qualitative research methodology that focuses on the lived experiences of individuals and seeks to understand the essence of those experiences from their perspective. It emphasizes the subjective interpretation of phenomena, aiming to uncover the meanings that participants ascribe to their experiences. In the context of this monograph, which explores the impact of Phonetics and Phonology instruction on learners' speech, phenomenology allows for an in-depth examination of how students perceive and experience changes in their language skills. By capturing their insights and reflections, this approach not only highlights the transformative effects of targeted instruction but also emphasizes the cognitive dimension of learning a second language. Ultimately, employing a phenomenological framework will provide rich, nuanced data that supports the monograph's objective of illustrating the significance of Phonetics and Phonology in achieving native-like pronunciation and enhancing overall communicative competence.

4.3 Stages of investigation

In this research, firstly, we came across a problem of the lack of speech competence in some students of the bachelor's degree in foreign Languages program at a private university, given that most pre-services were facing problems in the performance of the target language.

To understand the problem, it was necessary to think about possible reasons that could shed light on a solution. It was thought that the discontinuation of the phonetics and phonology subject was the closest to the origin of the problem. Subsequently, some surveys were carried out to understand what students knew about Phonetics and Phonology, and the findings along with the examination of the two phonetics syllabuses that the university uses, led us to think that with the designing of a module it could be addressed the topics covered in a communicative and practical way according to the needs mentioned in the surveys.

In addition, based on the pilot survey, students' perceptions and opinions showed that most of them received the proposal positively and agreed with the urgency of integrating sounds and analysis or structure in their classes. Since most of them did not remember the content worked in these classes as one student stated “No, it doesn't, because the pronunciation is one of the most important things of speaking and two semesters aren't enough to learn how to produce the sounds correctly”. Afterwards, in collaboration with some teachers we designed and conducted a different survey applied for them to give their perspective and opinion about the module, and another for advanced levels: B2, B2+, and C1 who had already taken the first and second course, respectively.

In the students' survey, it was asked about both the general knowledge of Phonetics and Phonology and some open-ended questions and close-ended questions to understand their points of view and perspectives. Finally, an analysis of the results was done and contrasted with the hypothesis. Subsequently, the design of the module was planned which contains a review of the topics selected according to the surveys.

4.4 Population and sample

The population selected for this project are students of advanced levels of the Foreign Languages bachelor's degree of a private university, and it is a homogeneous sampling characterized by selecting similar cases to investigate a particular site or subgroup. In this case, the study examines experiences of 42 students and 9 teachers concerning the Phonetics & Phonology subject studied in the first two semesters. It is worth mentioning that students stop studying it explicitly for the rest of the degree. Thus, a possible consequence is the lack of practice to achieve a higher level of speech production.

4.5 Data collection instruments

Surveys: Surveys are used for collecting data from a group to gain insights into a topic of interest. In the research process, the surveys were selected since a survey allows for an analysis of the responses of a determined set of questions. In this case, it was needed to understand students' opinions about their learning process in Phonetics and Phonology.

Chapter 6: Results

6.1 Results Analysis

Students' results

Table 2

Question 1S: What's your level of English?

Options	Number of answers	Percentage
B2	5	12%
B2+	7	17%
C1	30	71%

Answers: 42

Table 3

Question 3S: In the following sentence, what words are stressed?

I was wondering if you could leave tonight.

Options	Number of answers	Percentage
(I, was, if, you) because all the pronouns, prepositions, and helping verbs are stressed	5	12%
(Wondering, leave, tonight) because all the nouns, main verbs, and in general the content words are stressed	33	78%
I don't know	4	9%

Table 4

Question 4S: How many levels of stress are there in English?

Options	Number of answers	Percentage
One	1	2.38%

Two	10	23.81%
Three	22	52.38%
I don't remember	9	21.43%

Table 5

Question 5S: How acquainted do you feel with Phonological segmental features?

Options	Number of answers	Percentage
I recognize them	28	67%
I can explain them	6	14%
I don't know what they mean	8	19%

Table 6

Question 6S: How acquainted do you feel with Phonological suprasegmental features?

Options	Number of answers	Percentage
I recognize them	21	50%
I can explain them	5	12%
I don't know what they mean	16	38%

Table 7

Question 7S: How acquainted do you feel with the Intonation patterns in English?

Options	Number of answers	Percentage
I recognize them	25	60%
I can explain them	14	33%
I don't know what they mean	3	7%

Table 8

*Question 9S: Do you know which syllable has the main stress in the following word?
definitely.*

Options	Number of answers	Percentage
De	17	40%
fi	5	12%
ni	13	31%
tely	6	14%
I don't know	1	2%

Professors' results analysis

Table 9

Question 1P: When considering a Phonetics and Phonology module for C1 students, what approximate percentage would you give to segmental and suprasegmental features? Choose an option.

Options	Number of answers	Percentage
Segmental: 20% / Suprasegmental: 80%	2	22%
Segmental: 40% / Suprasegmental: 60%	4	44%
Segmental: 60% / Suprasegmental: 40%	3	33%
Segmental: 80% / Suprasegmental: 20%	0	0%

N: 9

Table 10

Question 2P: When considering a Phonetics and Phonology module for C1 students, what approximate percentage would you give to theoretical and practical aspects? Choose an option.

Options	Number of answers	Percentage
Theoretical: 20% / Practical: 80%	3	33%
Theoretical: 40% / Practical: 60%	5	56%
Theoretical: 60% / Practical: 40%	1	11%
Theoretical: 80% / Practical: 20%	0	0%

N: 9

Table 11

Question 3P: What vowels should be practiced in a C1 module of Phonetics and Phonology? Choose as many as you consider necessary.

Options	Number of answers
ʊ	0
ə	2
ɝ	2
ɜ	2
ɝ	2
ʌ	1
æ	2
ɒ	2
ɑ:	1
ɔ	1
All the options	8

N: 9

Table 12

Question 4P: What consonants should be practiced in a CI module of Phonetics and Phonology? Choose as many as you consider necessary.

Options	Number of answers
ʃ	1
ʒ	1
ð	1
θ	1
ŋ	0
z	1
tʃ	1
dʒ	1
v	0
All the options	8

N: 9

Table 13

Question 5P: Order the suprasegmental topics you would consider in the module from (1): the most relevant to (4): the least relevant.

Options	As first option	Percentage	As second option	Percentage	As third option	Percentage	As fourth option	Percentage
Intonation	1	11.1%	5	55.6%	3	33.3%	0	0%
Accents	4	44.4%	1	11.1%	1	11.1%	3	33.3%
Stress patterns	3	33.3%	1	11.1%	1	11.1%	4	44.4%
Connected speech	1	11.1%	2	22.2%	4	44.4%	2	22.2%

N: 9

6.2 Results interpretations

Students' Results

According to the survey researchers conducted, 30 students belong to the advanced level and 12 to intermediate levels. Additionally, it was concluded that 66 % of the population can recognize segmental features of the language such as phonemes, consonant and vowel sounds. Equally, they acknowledge the saliency of Phonetics and Phonology in the construction and development of a second language. However, the survey shows that the distribution of the content and time invested in the first and second courses of phonetics and phonology do not manage to convey enough input to receive the expected output. As Student 15 states “the Phonetics and Phonology subjects in the first two semesters were likely not enough to cover all the content comprehensively, as these subjects typically involve a vast array of topics and nuances that require deeper exploration and practice. to fully understand and master.” Similarly, students proposed an emphasis on the practice as stated by Student 1, “We need more time to practice since there are topics that are not easy, and it requires to be observed in a detailed way.”

When we explore the methodologies used in the Phonetics and Phonology classes, most of the participants emphasize the interaction and practical exercises as the bedrock of language acquisition, since memorization, rules and a vast use of theory do not allow them to participate actively. Instead of understanding, they end up feeling confused as Student 6 reflects “Suddenly, educational activities had been done to make it easier to learn all the concepts, because in itself it is a complicated subject due to the extensive theory that was presented to us, for most it was very complicated just to read huge texts and pdfs. without any other form of learning.” Finally, some

participants provided suggestions for the incorporation of Phonetics and Phonology in speaking activities such as tongue twisters, drills, mouth examples, role plays, dialogues, songs, speech games, use of minimal pairs, mimicking, speech analysis, constant feedback, debates, and presentations.

Professors' Results

As for the survey conducted among professors, it provided valuable insights into the teaching of Phonetics and Phonology in the first two semesters. It became evident that students would not be able to put the topics into practice because two semesters may not be enough to teach all what Phonetics & Phonology is about.

Additionally, they state some other factors, such as the number of hours dedicated to the course, the specific learning objectives, and the depth at which the topics are explored. Professor 4 mentioned, "In an ideal scenario, a comprehensive course in Phonetics and Phonology would typically be spread over at least three to four semesters, allowing ample time for students to delve into the complexities of the field."

Regarding the module's design, participants proposed a balanced approach, allocating 40% of the time to segmental features and 60% to suprasegmental features, with the same distribution between theoretical (40%) and practical aspects (60%). Various teaching methodologies were recommended, including pronunciation practice through phonetic exercises, feedback sessions, role-plays, video and audio resources, and exposure to multicultural perspectives through encouraging cross-cultural comparisons. Moreover, the significance of autonomous work in improving and enhancing students' phonetics abilities and developing their confidence and efficacy as communicators in the target language is also emphasized.

In conclusion, both surveys offer valuable guidance for the design of a Phonetics and Phonology module. Professors and students suggested emphasizing practical application, integrating diverse teaching methodologies, and promoting autonomous learning to ensure an enriching educational experience in this domain.

6.3 Phonetics module and Sample Unit

Introduction

The focus of the exercises is framed within a communicative approach, allowing students to assess their pronunciation while enhancing their fluency. According to Levis and Grant (n.d.), there have been many approaches favoring the integration of pronunciation into oral communication. Still, due to a lack of direction, they have been unable to accomplish this integration effectively. One common challenge in teaching pronunciation and oral communication skills is that students often lack a clear and sufficient range of activities to practice. Similarly, when textbooks are used for communicative purposes, their content may be limited to repetition, listening, and reading activities, or having a vast number of pronunciation features with a limited scope of oral activities.

Additionally, several principles are worth mentioning. The first is the emphasis on the use of suprasegmental features (stress, intonation, connected speech) as they are linked to discourse and speaking skills. Maintaining a focus on speaking in class is crucial since many students struggle to use new sounds and focus on pronunciation within meaningful communication. Teaching pronunciation in a speaking context means that certain targeted features arise naturally. Lastly, integrating pronunciation tasks into the speaking classroom must encompass both planned and unplanned speaking activities.

Sections

1. Introductory activity: This part is essential to introduce the sound, in order that learners can manage to identify the sounds in context along its articulation. We chose to implement this technique since it stretches the muscles involved in speech production and helps to develop better control over speech.

2. Explanation: Each sound contains a brief explanation of how it is produced and one or two images to give the learner an idea of how the mouth acts during the simulation of the sound, moreover some videos were included to familiarize the student with how the tongue, lips and other articulators work during the production of the sound.

3. Use of sounds in a dialogue: Using dialogues as a method for advancing pronunciation skills provides a dynamic platform where learners can apply and refine their understanding of phonetic sounds within authentic conversational contexts. This approach not only sharpens the ability to produce accurate sounds but also fosters fluency by encouraging learners to connect pronunciation with meaning and expression. Thus, while students are working with dialogues, they are simultaneously practicing the sounds, making this an effective integrated approach.

4. Communicative Activity: At the end of each module a communicative activity is presented so that students can evaluate their understanding and enhance their pronunciation. “It would be very useful if communication in real contexts is the main aim of FL learning, that is, to have specific courses or parts of a course aimed at helping students develop and improve all aspects of pronunciation” (Tlazalo & Basurto, 2014). Similarly, the possibility of providing them with a context and bringing up topics they might already know gives them the opportunity to generate ideas and use the target language and the topic taken as mechanisms to strengthen their critical thinking.

Session 1. Travel (Sample)

Introduction

Warming up

The teacher tells the class that they are going to go on an imaginary trip. The class decides where they want to go.

The teacher tells students that they can only bring certain items on the trip, and that any object they bring must meet a specific criterion. Their goal is to figure out what the criterion is, but they must never say what they think the criterion is when they think they know it.

The teacher gives students an example of an object that can be brought on the trip decided on by the class, enclosed in a model statement. For example, "I'm going to Hawaii, and I'm going to bring [a swimsuit]" .

The teacher writes the model statement on the board, then turns it into a question and reflects it back to the class. For example, "What are you going to bring to Hawaii?"

Students take turns saying what they are going to bring to Hawaii, always following the model statement exactly. "I'm going to Hawaii, and I'm going to bring [a palm tree]" .

Vocabulary

/ɪ/ Sound:

Trip

Ticket

Visit

City

/ʊ/ Sound:

Book

Look

Good

Luggage

/æ/ Sound:

Backpack

Map

Plan

Snacks

Sitting

Suitcase

Grab

List

Tour

Travel

Itinerary

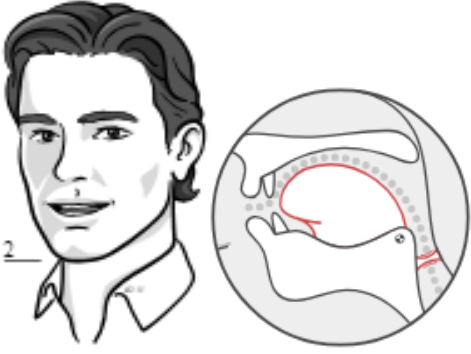
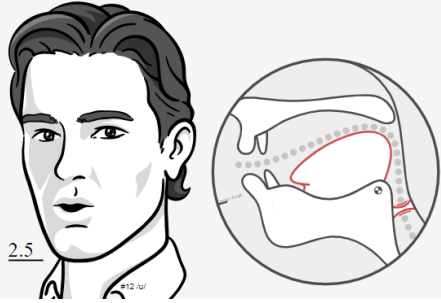
Boots

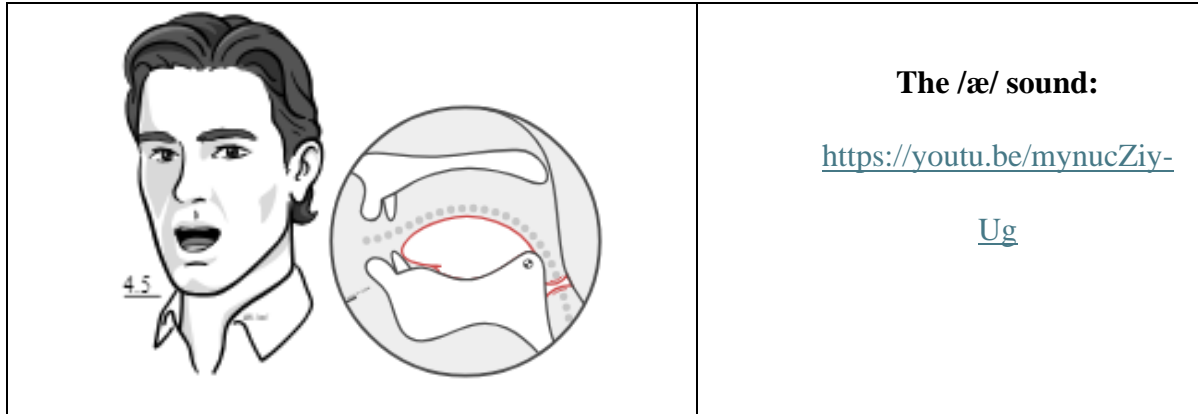
Hassle

Explanation

The /ɪ/ /ʊ/ and /æ/ sound

Table 14

	<p>The /ɪ/ sound:</p> <p>https://youtu.be/km81q6DII</p> <p><u>M</u></p>
	<p>The /ʊ/ sound:</p> <p>https://youtu.be/5lOFzRg8x0</p>



To make the /ɪ/ sound:

Mouth: Open your mouth slightly.

Tongue: Your tongue should be positioned high in your mouth and shifted toward the front.

Lips: Your lips should be relaxed, and only slightly open. Vibrate your vocal cords with your mouth in this position.

Example words: Bit, pin, fish.

Spellings

I: Bit, Sing

E: England, Pretty

Y: Rhythm, Syllabus

O: Women

To make the /ʊ/ sound:

Mouth: Open your mouth slightly

Lips: Round your lips and keep them relaxed

Tongue: Relax your tongue, raise the back high up, and pull it towards your throat

Spellings:

/ʊ/: In words with double “o” as in:

Books

Cook

Look

“u” + consonant + consonant = /ʊ/ sound as in:

Full

Pull

Bull

To make the /æ/ sound:

Mouth: Open your mouth wide.

Lips: Stretch your lips slightly and keep them relaxed.

Tongue: Relax your tongue, flatten it, place it low in your mouth, and push it forward.

Spellings:

The /æ/ sound is normally spelled with the letter “a” as in the words:

Cat

Can

At

Dialogue

British: Blue

American: Red

Mark: Hey, Anna, did you book your trip yet?

/mɑ:k: heɪ, 'ænə, dɪd ju: bʊk jɔ: trɪp jet?/

/mɑ:k: heɪ, 'ænə, dɪd ju bʊk jʊər trɪp jet?/

Anna: Yeah, I did! I'm going to visit Iceland next month. I'm so excited! It's been on my list for ages.

/'ænə: jeə, aɪ dɪd! aɪm 'gəʊɪŋ tu: 'vɪzɪt 'aɪslənd nekst mʌnθ. aɪm səʊ ɪk'saɪtɪd! ɪts bi:n ɒn maɪ lɪst fɔ:r 'eɪdʒɪz./

/'ænə : jæ, aɪ dɪd ! aɪm 'gəʊɪŋ tu 'vɪzət 'aɪslənd nekst mʌnθ. aɪm soʊ ɪk'saɪtɪd ! ɪts bɪn ɒn maɪ lɪst fɔr 'eɪdʒɪz. /

Mark: That's awesome! Are you flying direct, or do you have a layover?

/mɑ:k: ðætʃ 'ɔ:səm! ɑ: ju: 'flaɪŋ daɪ'rekt, ɔ: du: ju: hæv ə 'leɪ'əʊvə?/

/mɑ:k: ðætʃ 'asəm! ɑr ju 'flaɪŋ də'rekt, ɔr du ju hæv ə 'leɪ,əʊvər?/

Anna: It's a direct flight, luckily. I don't like long layovers. They're such a hassle, and I get impatient just sitting around.

*/ˈænə: its ə daɪ'rekt flaɪt, 'lʌkəli. aɪ dʌʊnt laɪk lɔŋ 'leɪ'əʊvəz. ðeə sʌtʃ ə 'hæsəl, ænd aɪ geɪ
ɪm'peɪʃənt dʒʌst 'sɪtɪŋ ə'raʊnd./*

*/ˈænə : its ə də'rekt flaɪt , 'lʌkəli . aɪ dʌʊnt laɪk lɔŋ 'leɪ ,əʊvəz . ðeə sʌtʃ ə 'hæsəl , ænd aɪ geɪ
ɪm'peɪʃənt dʒʌst 'sɪtɪŋ ə'raʊnd./*

Mark: Totally get that. Are you packing light, or are you bringing a bunch of stuff?

/mɑ:k: 'təʊtəli geɪt ðæt. ɑ: ju: 'pækɪŋ laɪt, ɔ:r ɑ: ju: 'brɪŋɪŋ ə bʌntʃ əv stʌf?/

/mark: 'təʊtəli geɪt ðæt. ɑr ju 'pækɪŋ laɪt, ɔr ɑr ju 'brɪŋɪŋ ə bʌntʃ əv stʌf?/

Anna: Oh, I'm packing as light as I can. Just a backpack and a small suitcase. I'll grab a jacket and some boots since it'll be pretty cold.

*/ˈænə: əʊ, aɪm 'pækɪŋ æz laɪt æz aɪ kæn. dʒʌst ə 'bæk ,pæk ænd ə smɔ:l 'su:tkeɪs. aɪl græb ə
'dʒækɪt ænd sʌm bu:ts sɪns 'ɪtəl bi: 'prɪti kəʊld./*

*/ˈænə: ʊʊ, aɪm 'pækɪŋ æz laɪt æz aɪ kæn. dʒʌst ə 'bæk ,pæk ænd ə smɔl 'sut ,keɪs. aɪl græb ə
'dʒækət ænd sʌm bʊts sɪns 'ɪtəl bi 'prɪti kəʊld./*

Mark: Good plan! I hate overpacking, too. When I went to Japan last year, I just had one bag, and it made things so much easier.

/mɑ:k: gʊd plæn! aɪ heɪt ˌoʊvəˈpækɪŋ, tuː. wen aɪ went tuː dʒəˈpæn lɑːst jɪə, aɪ dʒʌst hæd wʌn bæɡ, ænd ɪt meɪd θɪŋz səʊ mʌtʃ ˈiːziə./

/mɑ:k: gʊd plæn! aɪ heɪt ˌoʊvərˈpækɪŋ, tuː. wen aɪ went tuː dʒəˈpæn læst jɪr, aɪ dʒʌst hæd wʌn bæɡ, ænd ɪt meɪd θɪŋz sʊʊ mʌtʃ ˈiziər./

Anna: Japan sounds amazing! I'd love to visit there, too. What did you do while you were there?

/'ænə: dʒəˈpæn saʊndz əˈmeɪzɪŋ! aɪd lʌv tuː ˈvɪzɪt ðeə, tuː. wɒt dɪd juː duː waɪl juː wɜː ðeə?/

/'ænə : dʒəˈpæn saʊndz əˈmeɪzɪŋ ! aɪd lʌv tu ˈvɪzət ðer , tu . ʔwɒt dɪd ju du waɪl ju wɜr ðer ?/

Mark: We did a lot of sightseeing, visited temples, and ate so much sushi. The food was incredible!

/mɑ:k: wiː dɪd ə lɒt ɒv ˈsaɪtˌsiːɪŋ, ˈvɪzɪtɪd ˈtempəlz, ænd eɪt səʊ mʌtʃ ˈsuːʃɪ. ðə fuːd wəz ɪnˈkredəbəl!/

/mɑ:k: wi dɪd ə lʌt ʌv ˈsaɪtˈsiːɪŋ, ˈvɪzɪtɪd ˈtempəlz, ænd eɪt sʊʊ mʌtʃ ˈsuːʃɪ. ðə fud wɒz ɪnˈkredəbəl!/

Anna: Sounds fantastic! I'll probably just relax and explore the city. Maybe find a nice spot to sit and enjoy the views.

2. Assign each student a role within the group (e.g., the trip planner, the budget manager, the activity coordinator, the transportation organizer). Each role will require the use of different vocabulary related to travel.

3. Explain the scenario: "You and your friends are planning a weekend getaway to a destination of your choice. You need to decide where to go, what to pack, how to get there, and what activities you will do."

4. Give students a few minutes to discuss and decide on the following:

- **Destination:** Where are you going? (E.g., city, beach, mountains)

- **Transportation:** How will you get there? (E.g., bus, plane, train)

- **Accommodation:** Where will you stay? (E.g., hotel, hostel, campsite)

- **Activities:** What will you do during the trip? (E.g., hiking, swimming, sightseeing)

- **Packing List:** What will you pack? (E.g., backpack, sunscreen, tickets)

- Encourage them to use the target vowel sounds (/ɪ/, /ʊ/, /æ/) in their conversation (e.g., "We'll need to pack a map and a bag with snacks").

5. After planning, each group will present their trip plan to the class. Encourage them to use clear pronunciation, especially with words that contain the target sounds.

6. Follow-up Questions: The class can ask questions about each group's trip, allowing the students to practice speaking spontaneously. For example: "What kind of snacks will you bring?" or "Which city are you visiting?"

(Optional autonomous extra activities)

Exercises

Say these words out loud (the /ɪ/ sound is bold)

a) Spin

b) Trip

c) Listen

d) Busy

e) Minute

f) Sister

Now say these sentences out loud (the /ɪ/ sound is bold).

a. We will have a very nice trip.

b. I am really busy at the minute.

c. Stay here and listen to me.

d. Try to hit that ball with your bat.

Compare the short /ɪ/ sound with the long vowel sound to highlight differences.

a. Ship vs. sheep

b. Bit vs. beat

c. Sit vs. seat

Exercises:

1. Listen to the following text using the app of your preference. Then, read it aloud and identify the sound in the words underlined.

I studied English at a prestigious school in London last summer. I was there for about two months: June and July. England is Famous for its disagreeable food and muggy weather, but I would say the food was strikingly delicious. Overall, the pub lunches, which were very nice. Though it is true about the weather. Too much rain for me!

Table 15

/ɪ/	/æ/	/ʊ/
English	Last	July

2. Draw a circle on the words which contain the short vowel sound /ʊ/ and create a sentence with each one.

Tuesday You cold Wood lightbulb House Full Run Found

Hood King Childhood Food Foot Bully Door Church

Footstep Moon Could Spoon Potato Know Cut Sun Who

3. Organize the following sentences and read them out loud.

1. I rug keys Your put under The

2. Truck Ride the in With Us

3. Our Pull Wool the Over Eyes Clever Too She Too Was.

4. Brother His Person the Was Strings the Pulling the Operation Behind.

5. The Made Soup With Was Artichokes, Onions, and courgettes

4. Which phrases do not contain the short vowel sound “ʊ”?

5. There are two idioms or phrases hidden in the previous exercise. Write them and look for their meaning.

Chapter 7: Conclusion

The integration of a Phonetics and Phonology module into the advanced C1 English curriculum at the private university represents a crucial step in addressing the ongoing challenges faced by students in speech production and pronunciation. This research has highlighted the gap between the foundational knowledge provided in the early semesters of the degree and the knowledge that is retained over time and practical application. Both students and teachers agreed that phonetic and phonological teaching should not only be covered in the first two semesters of the academic program but should be reviewed and reinforced throughout.

The findings suggest students and teachers think the inclusion of more practical, firsthand activities such as phonetic drills, role-plays, and exposure to diverse accents might significantly improve students' confidence and fluency.

By designing a comprehensive module tailored to advanced learners, this project intends to equip pre-service teachers with the tools they need to work on the inclusion of new sounds by reinventing their learning methods and adapting them to their classes using various strategies such as minimal pairs, songs, interviews, and games that incorporate the sounds.

Additionally, the researchers emphasize communication in the module to provide students with opportunities to use the language by practicing the sounds they have learned. This approach facilitates interactions that contribute to the continuous improvement of their language proficiency while also testing their skills and preparing for international speaking exams.

Prospectively, this module could improve the standard of language instruction provided by the university while also bolstering students' language proficiency. It reaffirms the significance of ongoing phonological development and the idea that pronunciation is a crucial component of a well-rounded language education program. Implementing it will help graduates become more prepared for career opportunities and enable them to help their own students develop stronger communication skills.

Chapter 8: Prospective

This project is expected to be used as a reference for further investigation on ways to integrate phonetics and phonology into an English class. As it is thought that this study may be practical for those who aim to encourage their students to improve their fluency and want to try out a communicative approach to introduce all the sounds that are found in the new language.

Additionally, during the development of this research a few questions which remain still unsolved came to light as is the time used in class sufficient to cover all the sounds of the language or do, we need to rethink the number of sessions dedicated to each topic? Also, should we reconsider the sequence of the module by adding or changing any activities? And does the module effectively diversify English learning by exposing students to various contexts and accommodating different learning styles, or should we aim for more personalized instruction?

Concerning to the limitations we encountered along the process of enquiring, examining and comparing similar studies that would allow us to present compelling arguments in the development of this research, it was found that there were just a few national studies which barely addressed the idea of integrating the L2 sounds and phonetics into an English class, in comparison to external sources which we found to be highly worthy as we had key information to retain as the baseline of this project.

Ultimately, it would be interesting to see how this project contributes to the latest methodologies such as gamification, content language instruction or communicative language teaching to strengthen students' internalization of a second language without precipitously forcing them into immersion.

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Chapter 10: Annexes

Appendix A

Questions of the pilot survey

1. What English level are you taking at this moment?

- B1
- B1+
- B2
- B2+
- C1

2. Do you think the Phonetics and Phonology module (composed of Phonetics and Phonology 1 & 2) is important to improve your English skills?

- Yes

- No

1. Do you think the Phonetics and Phonology subjects in the first two semesters were enough to cover all the content? Why?
2. Which of the topics you studied in the classes would you like to change? Why?
3. How was your experience in the Phonetics and Phonology classes when you took them?
4. Has what you learned in this Phonetic and Phonology subject been useful for you?
5. What aspects related to the methodologies used in class would you change?
6. Have you forgotten the topics seen in the Phonetics and Phonology subject?

- Yes

- No

- Kind of

7. What is syllabus stress?
8. In the following sentence, what words are stressed? I was wondering if you could leave tonight.

- (I, was, if, you)

- (Wondering, leave, tonight)

- I don't know

9. How many levels of stress are there?

- One

- Two

- Three
- I don't remember

10. Rewrite the following sentence into the roman alphabet.

/wɛn ai lɔk bæk ʌn maɪ 'ʃaɪld, hʊd, aɪ 'wʌndə r haʊ aɪ sər'vaɪvd æt ɔl./

11. Do you know which syllable has the main stress in the following word? definitely

- def
- i
- nite
- ly
- I don't know.

12. What feature do these consonants share considering their place of articulation?

t, d, s, z

- Alveolar
- Dental
- Velar
- I don't know

13. What feature do these consonants share considering their manner of articulation?

f, v, ʃ, ð, θ, ʒ

- Plosive

- Fricative
- Affricate
- I don't know

Questions of the survey teachers answered:

1. What English level are you taking at this moment?

- B2
- B2+
- C1

2. What is syllabus stress?

In the following sentence, what words are stressed? **I was wondering if you could leave tonight.**

- (I, was, if, you) because all the pronouns, prepositions, and helping verbs are stressed
- (Wondering, leave, tonight) because all the nouns, main verbs, and in general the content words are stressed
- I don't know

3. How many levels of stress are there?

- One
- Two
- Three

- I don't remember

4. How acquainted do you feel with Phonological segmental features?

- I recognize it
- I can explain it
- I don't know what it means

5. How acquainted do you feel with Phonological suprasegmental features?

- I recognize it
- I can explain it
- I don't know what it means

6. How acquainted do you feel with the intonation patterns in English?

- I recognize it
- I can explain it
- I don't know what it means

7. Rewrite the following sentence into the roman alphabet.

/ wɛn aɪ lʊk bæk ʌn maɪ 'fɑɪld, hʊd, aɪ 'wʌndə hʌʊ aɪ sɜr'vaɪvd æt ɔl./

8. Do you know which syllable has the main stress in the following word?

- definitely
- def
- i

- nite
- ly
- I don't know.

9. What feature do these consonants share considering their place of articulation?

t, d, s, z

- Alveolar
- Dental
- Velar
- I don't know

10. What feature do these consonants share considering their manner of articulation?

f, v, ʃ, ð, θ, ʒ

- Plosive
- Fricative
- Affricate
- I don't know

11. What features do these vowels have in common according to the position of the tongue and the opening of the mouth?

ɑ, ɒ

- Back close

- Front open
- Back open
- Mid-close central
- I don't know

12. What features does this vowel have according to the position of the tongue and the opening of the mouth?

ʊ

- Back mid-close
- Front mid-open
- Back mid-open
- Mid-close central
- I don't know

13. What features do these vowels have according to the position of the tongue and the opening of the mouth?

æ

- Back close
- Front near-open
- Back open
- Mid-close central

- I don't know

14. What features does this vowel have according to the position of the tongue and the opening of the mouth?

ə

- Back close
- Front open
- Back open
- Mid-close central
- I don't know

15. Do you think the Phonetics and Phonology module (composed of Phonetics and Phonology 1 & 2) is important to improve your English skills?

- “Strongly agree” - I strongly believe that the Phonetics and Phonology subject is crucial in enhancing English skills.
- “Agree” - I believe that the Phonetics and Phonology subject is essential in enhancing English skills.
- “Neutral” - I am unsure whether the Phonetics and Phonology subject is important for improving English skills.
- “Somewhat disagree” - While I understand that Phonetics and Phonology may have some benefits for improving English skills, I do not consider them to be crucial in the overall process.

- “Disagree” - I believe that the Phonetics and Phonology subject has no relevance in improving English skills.

16. Do you think the Phonetics and Phonology subjects in the first two semesters were enough to cover all the content? Why?

17. Which of the topics you studied in the classes would you like to change? Why?

18. How was your experience in the Phonetics and Phonology classes when you took them?

- “Excellent” - I found the Phonetics and Phonology classes to be engaging and informative, and they greatly improved my understanding and use of English.
- “Good” - Overall, I had a positive experience in the Phonetics and Phonology classes and felt that helped me to improve my English skills.
- “Average” - My experience in the Phonetics and Phonology classes was neither particularly positive nor negative, and I feel that they had a moderate impact on my English skills.
- “Poor” - I had a negative experience in the Phonetics and Phonology classes and did not find them to be helpful in improving my English skills.

19. Has what you learned in this Phonetic and Phonology subject been useful for you?

- “Strongly agree” - I found value in what I learned in this subject.
- “Agree” - I found what I learned in this subject to be generally useful and applicable.
- “Neither agree nor disagree” - I am unsure if what I learned in this subject has been useful to me.

- “Somewhat disagree” - I found several aspects of what I learned in this subject to be useful, but overall, it was not very beneficial.
- “Disagree” - I found very little value in what I learned in this subject.

20. What aspects related to the methodologies used in class would you change?

21. Are the conceptual definitions associated with Phonetics and Phonology useful to speak a language correctly?

- Yes, understanding the conceptual definitions of sound production is essential to speak the language correctly.
- No, it is not necessary to have a theoretical understanding of sound production to speak language correctly.
- It depends on the individual’s learning style and language goals.

22. How could a teacher integrate Phonetics and Phonology with speaking communicative abilities?

23. How could a teacher expose students to a multicultural view of Phonetics and Phonology?

Questions of the survey teachers answered:

1. Date
2. Full name
3. Do you think two semesters are enough to cover all the topics of Phonetics and Phonology? Why? Why not?

4. Based on your experience, what techniques are successful to teach Phonetics and Phonology?
5. How could a teacher integrate Phonetics and Phonology with speaking communicative abilities?
6. How could a teacher expose students to a multicultural view of Phonetics and Phonology?
7. When considering a Phonetics and Phonology module for C1 students, what approximate percentage would you give to segmental and suprasegmental features? Choose an option.
 - Segmental: 20% / Suprasegmental: 80%
 - Segmental: 40% / Suprasegmental: 60%
 - Segmental: 60% / Suprasegmental: 40%
 - Segmental: 80% / Suprasegmental: 20%

8. When considering a Phonetics and Phonology module for C1 students, what approximate percentage would you give to theoretical and practical aspects? Choose an option.

- Theoretical: 20% / Practical: 80%
- Theoretical: 40% / Practical: 60%
- Theoretical: 60% / Practical: 40%
- Theoretical: 80% / Practical: 20%

9. When considering autonomous work, what pronunciation topics should students practice on their own?

10. What vowels should be practiced in a C1 module of Phonetics and Phonology? Choose as many as you consider necessary.

- ʊ
- ə
- ø
- ɜ
- ɝ
- ʌ
- æ
- ɒ
- ɑ:
- ɔ

- All the options

11. What consonants should be practiced in a C1 module of Phonetics and Phonology?

Choose as many as you consider necessary.

- ʃ

- ʒ

- ð

- θ

- ŋ

- z

- tʃ

- dʒ

- v

- All the options

12. Order the suprasegmental topics you would consider in the module from (1): the most

relevant to (4): the least relevant.

Intonation / Stress patterns / Connected speech / Accents