



**LISTENING COMPREHENSION TO
IMPROVE PRONUNCIATION
IN STUDENTS OF MECHANICS
CAREER-ESPOCH.
A LINGUISTIC ANALYSIS**



SPEAKERS



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INTRODUCTION

To integrate the linguistic skill listening comprehension in the process of production of speech sounds can have positive or negative results. Pronunciation is a determining factor to improve communication in foreign languages. Phonetic mechanisms allow integration of discourse, they help listeners to increase hearing capacity. This interaction can be a new way of teaching to develop speaking with fluency, rhythm and proper intonation.

STUDY OBJECTIVE



- To analyze the influence of listening comprehension in the pronunciation process in the students.

- The Faculty of Mechanics of the ESPOCH trains students in the English language and one of the problems identified was the extent to which pronunciation affects communication and how listening comprehension improves the development of pronunciation.



ERRORS IN PRONUNCIATION

- Vocal and consonant phonemes, accentuation, rhythm, intonation, pauses, and phones pronounced in English.



AUDITIVE COMPREHENSION



Active process, interaction, distinguish sounds through attention

Turn parts of the process into meanings that will allow you to interact in the communication process.



PRONUNCIATION

Production process of speech sounds comprising phonemes as segmental and suprasegmental elements such as stress, rhythm, intonation, and pauses.



Processes of Speech Production are:

Respiration

Phonation

Resonation

Articulation



METHODOLOGY

Quantitative and qualitative approach

Modalities of
the
investigation

- Documentary
Bibliographic
- Field
- Social
Intervention

Level of
research

- Exploratory
Level
- Applied
research

POPULATION AND SAMPLE

Population Observation Units

POPULATION	FREQUENCY	PERCENTAGES
Students	25	100%
Total	25	100%

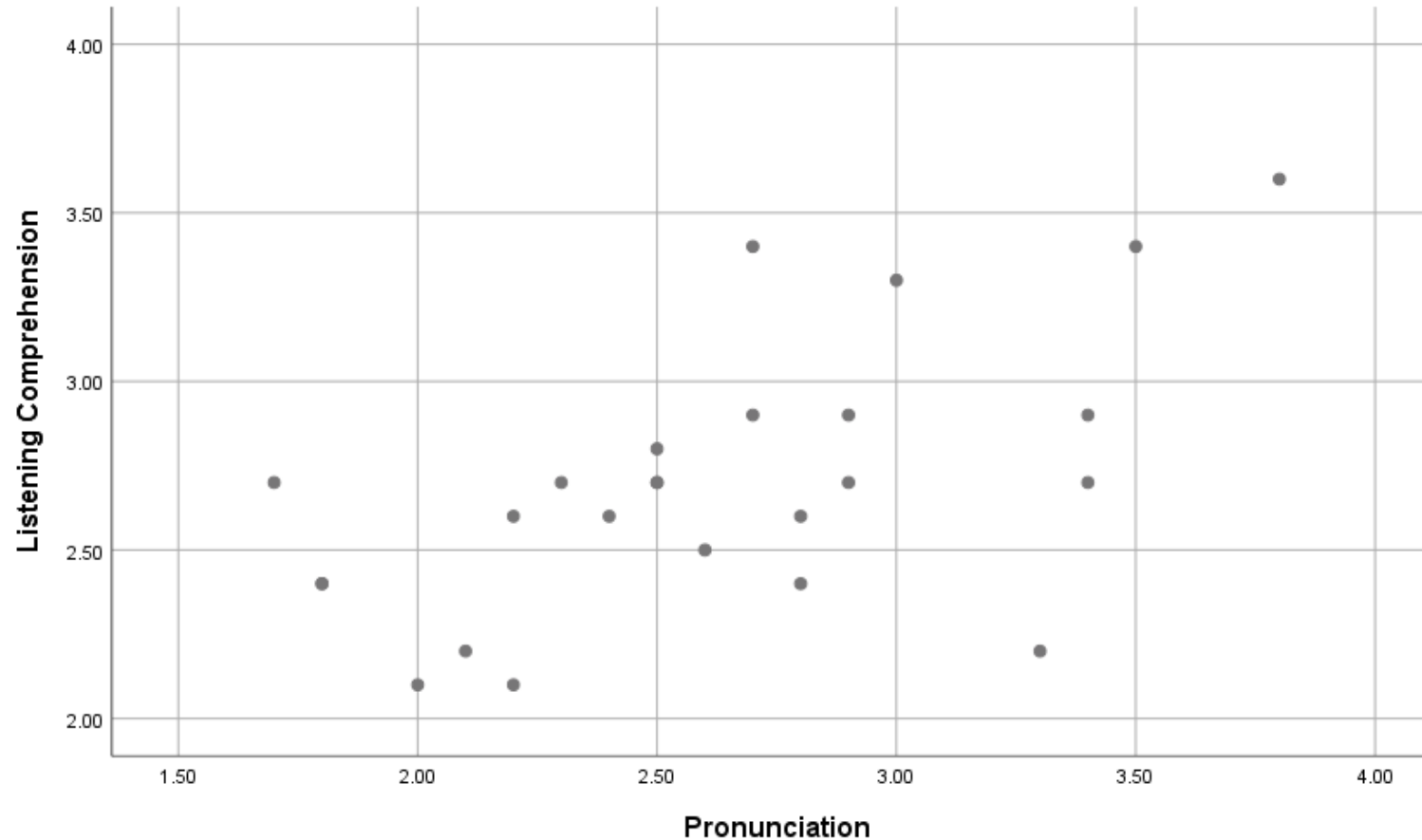
Population Observation Units

SAMPLE	FREQUENCY	PERCENTAGES
Students	25	100 %
Total	25	100 %

TECHNIQUES	INSTRUMENTS
SURVEY	QUESTIONNAIRE
OBSERVATION	OBSERVATION GUIDE
CONTENT ANALYSIS	CONTENTS ANALYSIS TABLE

This figure shows the level of correlation between the two variables.

Listening Comprehension and Pronunciation



Listening comprehension and pronunciation Person Correlation Coefficient

Descriptive Statistics

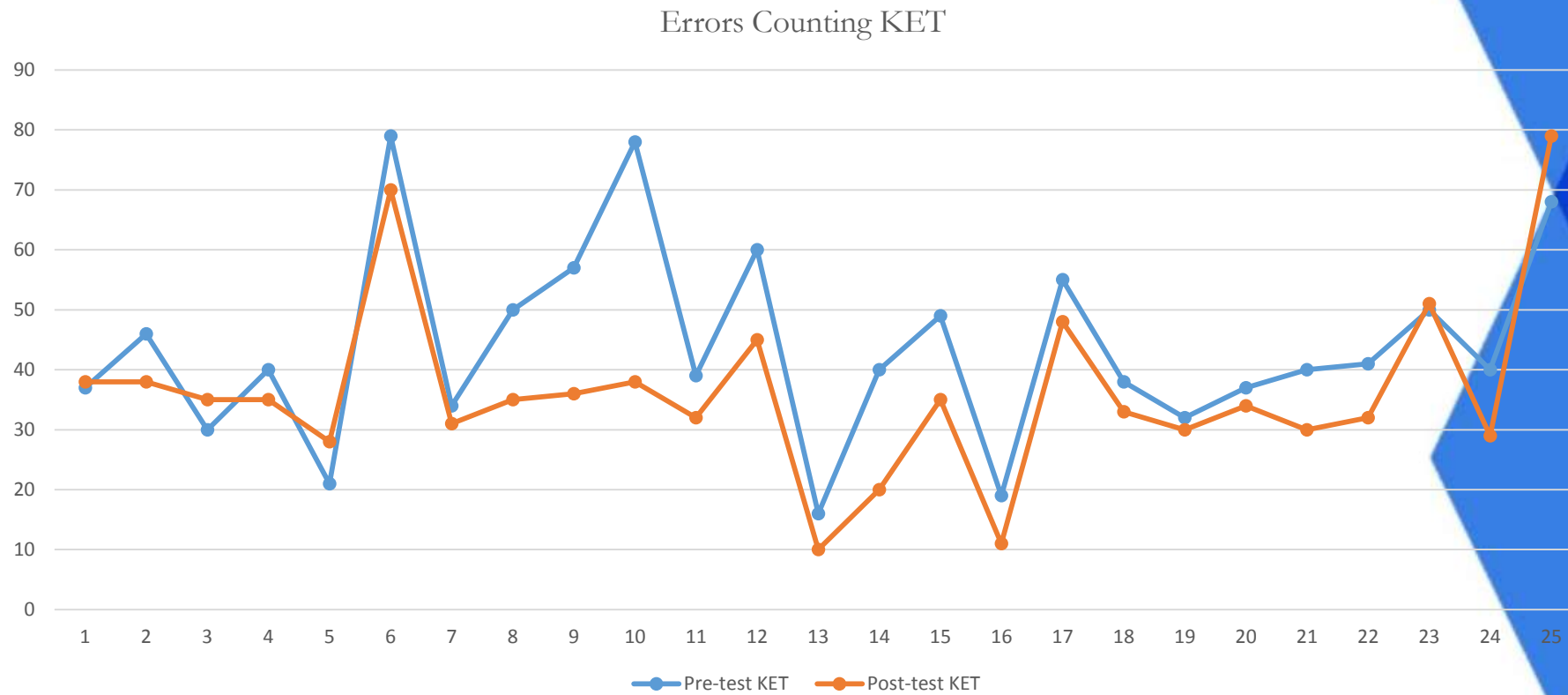
	Mean	Std. Deviation	N
Listening Comprehension	2.7000	.40000	25
Pronunciation	2.6320	.56326	25

Correlations

		Listening Comprehension	Pronunciation
Listening Comprehension	Pearson Correlation	1	.594**
	Sig. (2-tailed)		.002
	N	25	25
Pronunciation	Pearson Correlation	.594**	1
	Sig. (2-tailed)	.002	
	N	25	25

RESULTS

T-students



RESULTS

T-students

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test KET	1.68	25	.988	.198
	Post test KET	2.44	25	.870	.174

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre test KET - Post test KET	-.760	.926	.185	-1.142	-.378	-4.106	24	.000

DISCUSSION

- The correlation between the variable listening comprehension and pronunciation is demonstrated by thorough theoretical and practical work. The product of this research is also the techniques of listening comprehension that, based on the results obtained, demonstrate not only their validity, but also the contribution in the cognitive aspect to the research community.
- The project contributes significantly to the objective of the ESPOCH, which is to train capable human beings who interact in a globalized world.

CONCLUSIONS

- The pronunciation of vowels, consonants, stress, rhythm, pauses and intonation have a significant correlation with the comprehension techniques applied. If the partial changes that occur between the results of the content analysis tables of the pre and post tests are examined, it is demonstrated that in all the aspects analyzed there is a significant change.

- The results show a significant improvement of 0,76 points average in the Cambridge standardized tests in the pronunciation item, this in turn influences the final result of the Speaking skill qualification.



- With respect to the theoretical value, it can be concluded that they are transcendental indicators of communicative competence. That is why, it is necessary that in Ecuador more studies are developed and the teaching and learning process of pronunciation is continuously monitored, this will increase the cognitive heritage and allow contrasting results.



- It is also concluded that the good performance achieved in pronunciation, is a factor that positively affects the group of students, in the academic aspect, in the enthusiasm, as in the security to participate in class and benefits teachers.

Thank You!



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