

THE USE OF MOBILE PHONES THROUGH AUDIO AND VOICE RECORDINGS TO IMPROVE ENGLISH PRONUNCIATION AND INTONATION.

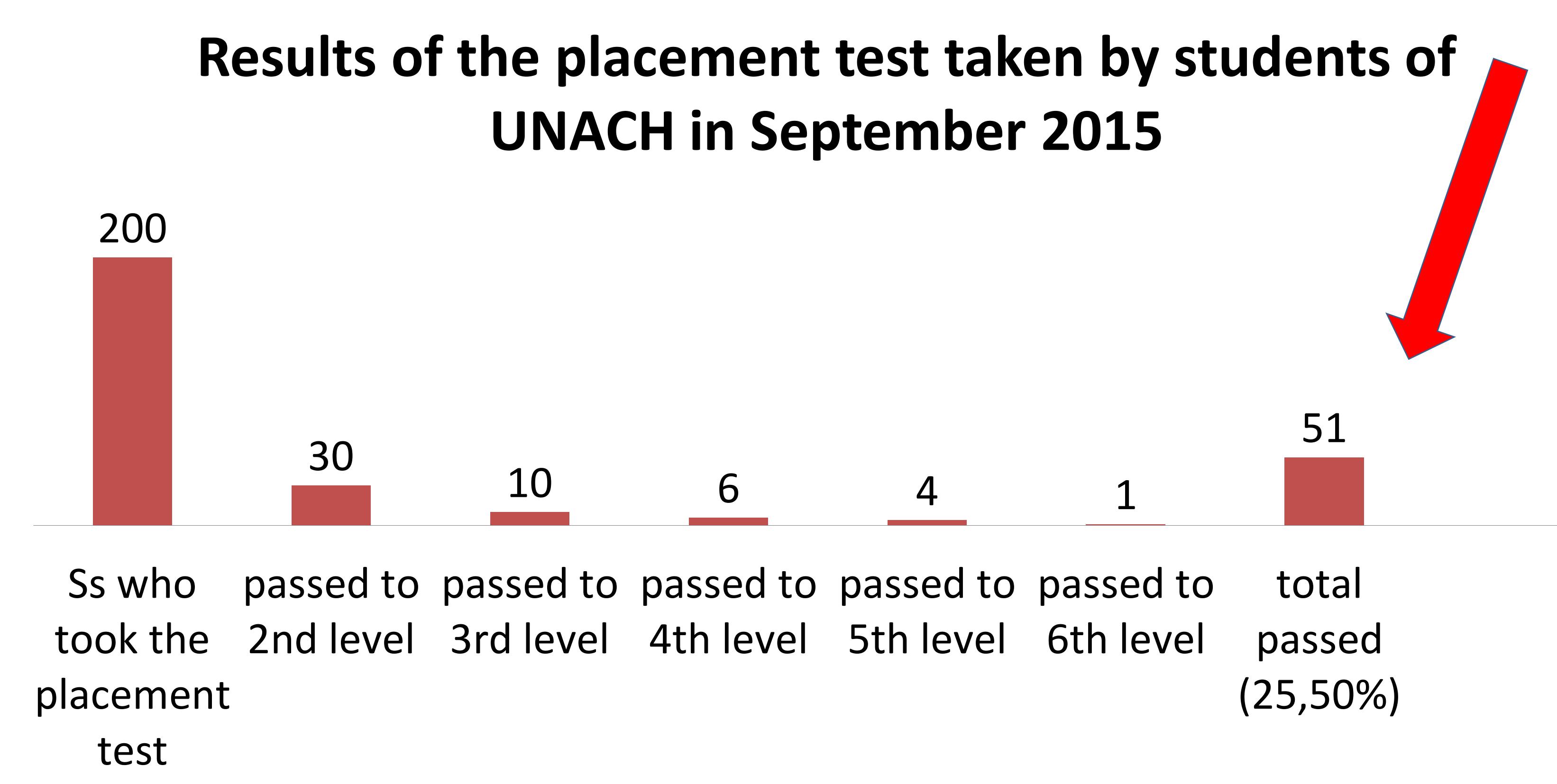
Dennys Tenelanda- Mónica Castelo- Escuela Superior Politécnica de Chimborazo- www.espoch.edu.ec

BACKGROUND

Global Scale of EFL Level

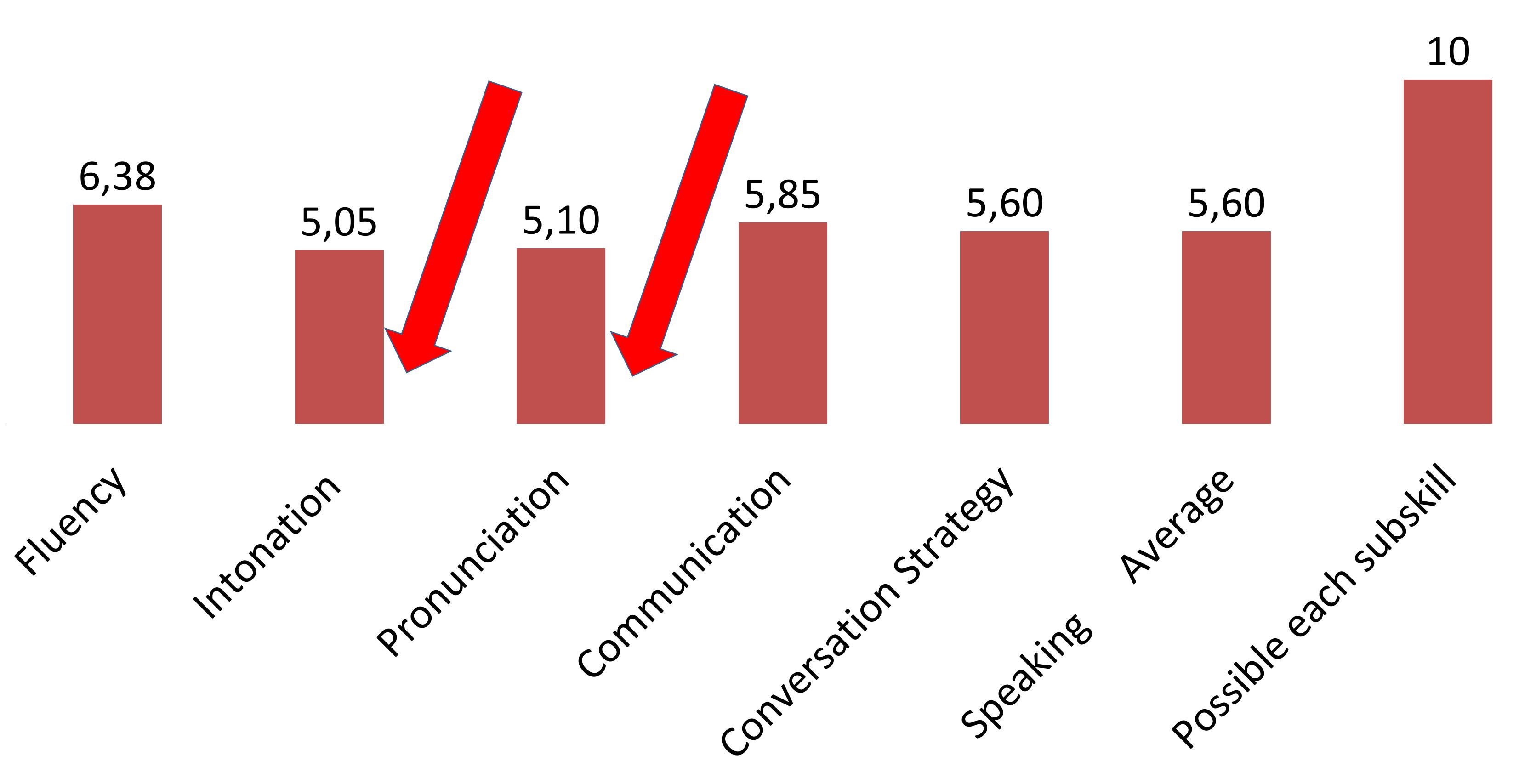
	VE	RY HIGH-LEVEL		LOW-	-LEVEL	
	01	Dinamarca	69.3D	32	E.A.U.	51.80
	02	Países Bajos	68.99	33	Vietnam	51.57
	03	Suecia	67.BD	34	Perú	51.46
	04	Finlandia	64.40	35	Ecuador	51.05
	05	Noruega	64.33	36	Rusia	50.44
	06	Polonia	64.26	37	China	50.15
	07	Austria	63.21	38	Brasil	49.96
				39	México	49.83
	⊔ 16	GH-LEVEL		40	Uruguay	49.61
	08	Estonia .	61.39	41	Chile	48.75
	09	Bélgica	61.21	42	Colombia	48.54
	10	Alemania	60.89	43	Costa Rica	48.53
	11	Eslovenia	60.60	44	Ucrania	48.50
	12	Malasia	59.73			
	13	Singapur	59.58	VFRY	LOW-LEVEL	
	14	Letonia	59.43	VLIVI		
	15	Argentina	59.02	45	Jordania	47.82
	16	Rumanía	58.63	46		47.81
	17	Hungría	58.55	47	Turquía	47.80
	18	Suiza	58. 29	48	Tailandia	47.79
				49	Sri Lanka	46.37
		NTERMEDIATE-LEVEL		50	Venezuela	46.12
	19	República Checa	57.42	51	Guatemala	45.77
	20	España	57.18	52	Panamá	43.70
	21	Portugal	56.B3	53	El Salvador Kazajstán	43.46
	22	Eslovaquia	55.96	55	Marruecos	42.43
	23	República Dominicana	53.66	56	Egipto	42.13
	24	Corea del Sur	53.62	57	Irán	41.83
	25	India	53. 54	58	Kuwait	41.80
	26	Japón	52.88	59	Arabia Saudita	39.48
	27	Italia	52.80	60	Argelia	38.51
	28	Indonesia	52.74	61	Camboya	38.25
	29	Francia	52.69	62	Libia	38.19
	30	Taiwán	52.56	63	Irak	38.02
-	31	Hong Kong	52.50			

Source: Education First-English Proficiency Index 2014 Adapted by: Monica Castelo, Dennys Tenelanda



Speaking Pre-test taken by 25 students of the 1st level "C" of UNACH in April 2016

Subskills Average



OBJECTIVE

To contribute to develop appropriately two of the speaking sub skills such as: pronunciation and intonation

METHODOLOGY

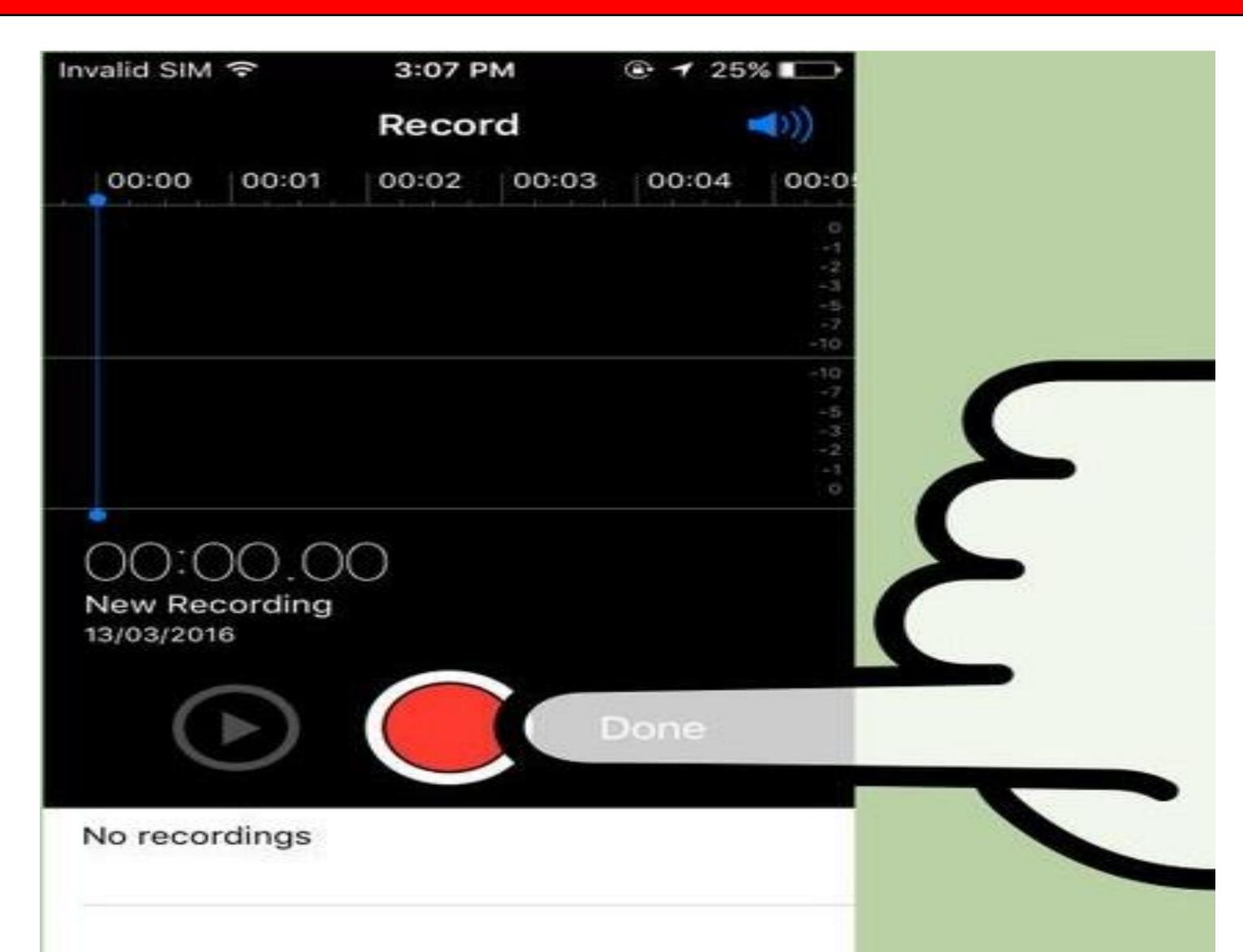
The type of research was experimental and applied based on a quanti-qualitative approach.

Twenty five students were the population

Surveys were applied to students and teachers, as well as a pretest, intermediate and post-test in order to obtain results.

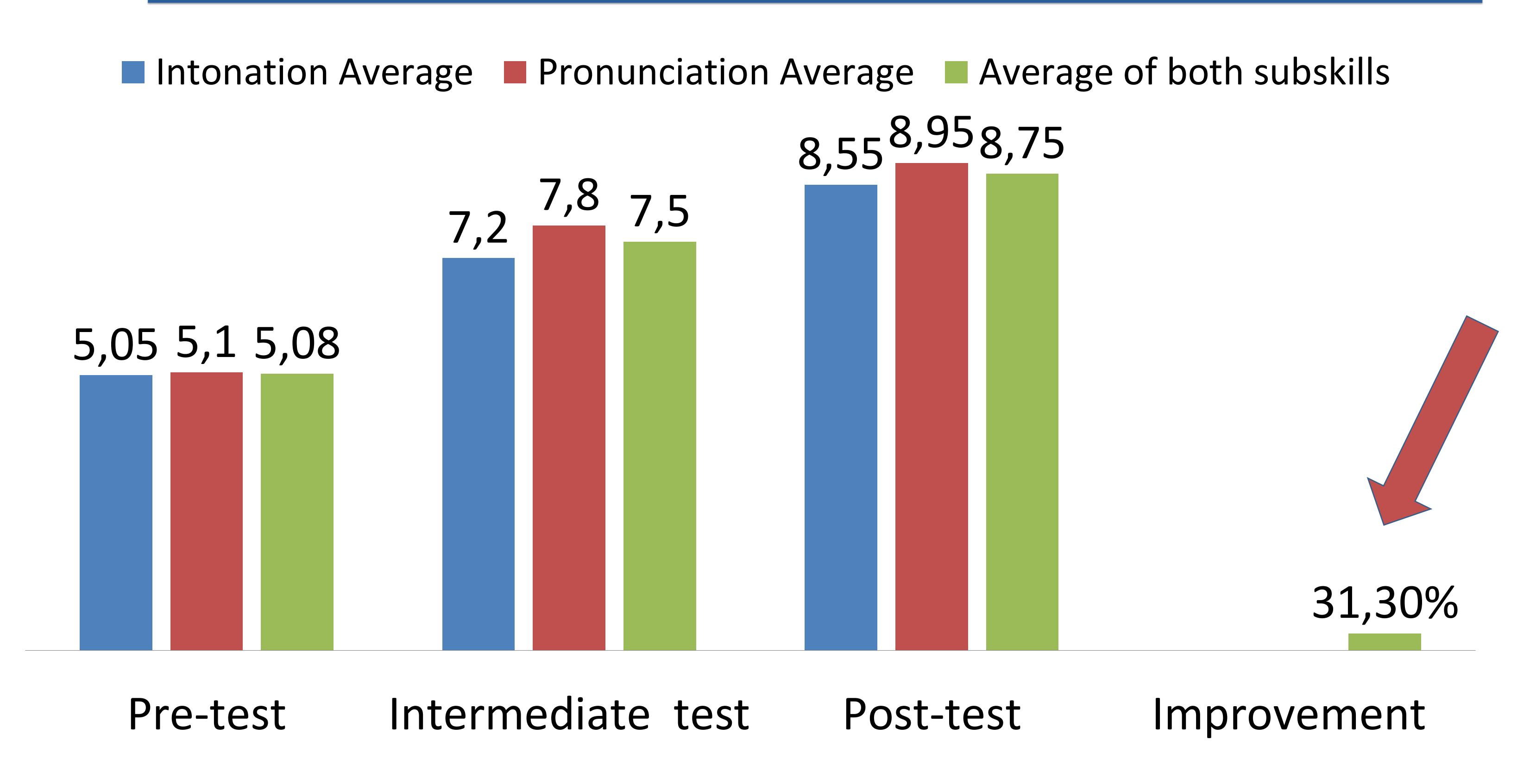
DEVELOPED STRATEGY

Students had to use the recording application of the mobile phone to record an audio of real native speakers' conversations assigned by the teacher, then in pairs they had to listen as many times as necessary in order to record the same conversation with this device imitating the original pronunciation and intonation. The proposal was applied for 20 class periods and its feasibility was tested as the students worked well and became motivated throughout the project



RESULTS

The results of the application of the proposal were analyzed considering the average grades of the pre-test, intermediate test and post-test.



CONCLUSION

- 31,46% of students bettered their pronunciation and intonation level after applying the strategy proposed
- The students felt motivated when performing activities which included mobile phones
- The strategy designed may easily be used by any English teacher.

Thanks for your attention! dtenelanda@espoch.edu.ec mcastelo@espoch.edu.ec