IMPROVING PAST TENSE PRONUNCIATION OF REGULAR VERBS THROUGH THE USE OF AUDACITY:
A CASE STUDY OF EFL UNDERGRADUATE STUDENTS IN ECUADOR

by **Carmen Benitez-Correa, Paola Cabrera-Solano, Lida Solano**
and **Veronica Espinoza-Celi**

Universidad Tecnica Particular de Loja, Loja, Ecuador

cdbenitez @ utpl.edu.ec, pacabrera @ utpl.edu.ec,

lmsolano @ utpl.edu.ec, vsespinoza @ utpl.edu.ec

Abstract

This study examined the use of Audacity software to improve the pronunciation of regular verbs in the past tense. The participants were 30 advanced English as a Foreign Language (EFL) students of the English major of Universidad Tecnica Particular de Loja (UTPL), Ecuador. A mixed-method approach was used to gather qualitative and quantitative data from the participants by means of surveys, tests and audio recordings through Audacity. The intervention process took eight weeks. During this time, students were first instructed on the use of Audacity. Then they were taught the three pronunciation rules of regular verbs in the past tense and were asked to record a total of 10 audios per student in isolation and in context. Three-hundred audios were analyzed in total. After analyzing the data, the results indicate that Audacity is an effective tool that not only improves learners' pronunciation, but also favors the practice of English language in a free and relaxed environment.

Keywords: pronunciation; Audacity; regular verbs; past tense; EFL teaching

1. Introduction

Pronunciation is a significant component when learning EFL since sounds are important for messages to be fully understood. In fact, being conscious of the English language pronunciation rules helps students to produce intelligible speech, which, according to Long and Huang (2015), is influenced by word choice, rate of speaking and grammar use, as well as the general coherence of the speaker's discourse.

Although pronunciation is of paramount importance in EFL learning, limited attention has been devoted to how to adopt it in curricular planning and formally teach it (Hismanoglu, 2009). According to Celce-Murcia, Brinton, Goodwin and Griner (2010), pronunciation is mostly taught in de-contextualized contexts where students just listen to and repeat language

utterances. In addition to the aforementioned problems, Seferoglu (2005) affirms that EFL teachers are wrongly convinced that their students will develop their pronunciation by completing all the activities planned in the syllabus and do not directly focus on teaching it. Another fact that affects teaching pronunciation is the non-native instructor's lack of phonological competence in this field (Hismanoglu, 2009). Furthermore, as Harmer (2001) points out, many students prefer to use their own accent due to identity facts, which prevents them from reaching a native-like accent in the target language.

As it was previously mentioned, EFL students encounter several difficulties while trying to achieve native-like English pronunciation, especially in terms of using the rules for pronouncing the past tense of regular verbs, which is commonly poor among Ecuadorian university students. In this context, Liang (2015) asserts that poor pronunciation in English reduces the possibility of good oral-auditory interaction. Considering these issues, it is worth mentioning that nowadays there are many technological tools and resources that can help students to overcome pronunciation problems. One of these tools is Audacity, which assists development of learners' pronunciation in the target language because it is very practical, easy to use, and can be employed for various purposes in different educational fields (Gómez, 2010).

Even though some studies have employed technological software to teach English pronunciation (Saito, 2007; Yangkland, 2013; Mao, Mardano and Meyer, 2013, and Ducate and Lomicka, 2009), limited research has been conducted on the use of Audacity for teaching past tense pronunciation of regular verbs. Based on these aspects, the research questions to be addressed in this study are the following:

- What are students' pronunciation problems regarding past tense of regular verbs?
- Does the use of Audacity improve the pronunciation of regular verbs in the past tense among EFL learners at Universidad Tecnica Particular de Loja?
- How do EFL learners perceive the use of Audacity in their improvement of pronunciation?

2. Literature review

2.1. The importance of pronunciation in language teaching and learning

Acquiring English as a second language involves not only reading, writing, listening and speaking skills but also pronunciation, which plays a significant role as a sub-skill since it enables effective communication and helps avoid misunderstandings (Gowhary, Azizifar & Rezaei, 2016). In addition, through effective pronunciation, second language learners can be

understood by native or non-native speakers avoiding distractions during speech (Yoshida, 2016). According to Maniruzzaman (2008), pronunciation is a fundamental aspect of second and foreign language learning because it directly influences students' communicative competence as well as performance to a substantial extent. In fact, Goodwin (2001) points out that L2 proficiency is most likely judged through the speakers' pronunciation; for this reason, intelligible pronunciation plays a significant role for L2 learners because it helps them communicate successfully (Saito, 2007), and it is considered as an essential component of communicative competence (Morley, 1991). Even when learners produce minor inaccuracies in vocabulary and grammar, they are more likely to communicate in an effective way when they have good pronunciation and intonation in the target language (Burns & Claire, 2003).

2.2. The effectiveness of Computer-Assisted Pronunciation

Computer-Assisted Pronunciation (CAP) refers to the use of technology for learning and teaching segmental and suprasegmental features of the sound system (Rostron and Kinsell, 1995). In addition, CAP focuses on two major areas: evaluation and instruction of the different aspects of pronunciation (Raux & Kawahara, 2002).

Regarding the advantages of CAP, Neri, Cucchiarini and Strik (2002) state that it offers students the opportunity to access vast amount of input through the use of computer software and it can also provide personalized feedback for users. CAP provides learners with a variety of interactive software packages to perceive and practice pronunciation (AbuSeileek, 2007). In this concern, through pronunciation software (PS) learners can gain access to infinity of authentic L2 input automatically and instantaneously (Neri, Cucchiarini & Strik, 2002). In addition, PS also creates for students a stress-free environment in which they can practice any time (Hismanoglu, 2006). LaRocca (1994) also claims that the high quality sound that digitized pronunciation software packages offer allows learners to look at the articulatory movements when producing sounds.

2.3. Pronunciation rules for the simple past tense of regular verbs

Regarding the rules for pronouncing the *-ed* ending of regular verbs in simple past, there is an agreement among authors (Celce-Murcia et al., 2010, Fraizer and Mills, 2015, Schoenberg, 2015) about the way of pronouncing them. According to these authors, the rules are as follows:

Rule number one states that when the verb base ends in a voiced sound, except /d/, the *-ed* ending sounds like /d/. The /d/ is blended together with the previous consonant and not

pronounced as an extra syllable. A voiced sound occurs when your vocal cords vibrate. English voiced consonant sounds are: /b/, /v/, /g/, /z/, /j/, /ð/, /l/, /m/, /n/, /r/, and all the vowels.

The second rule mentions that when the verb base ends in a voiceless sound, except /t/, the *–ed* ending sounds like /t/. The /t/ is blended together with the previous consonant and not pronounced as an extra syllable. A voiceless sound is like a whisper, where your vocal cords do not vibrate. Voiceless consonant sounds are: /p/, /f/, /k/, /s/, /ʃ/, /tʃ/, /ʧ/, /θ/.

Finally, rule three indicates that when the verb base ends in a /t/ or /d/ sound, the *–ed* ending sounds like /ɪd/ or /əd/, and is pronounced as an extra syllable. Table 1 shows some examples related to the aforementioned rules.

Table 1. Examples of regular verbs in past tense

Rule 1 /d/	Rule 2 /t/	Rule 3 /ɪd/ or /əd/
wido**w**ed	wor**k**ed	star**t**ed
mo**v**ed	dro**pp**ed	gradua**t**ed
retur**n**ed	fini**sh**ed	deci**d**ed
sta**y**ed	divor**c**ed	separa**t**ed
stud**i**ed	sto**pp**ed	nee**d**ed
marr**i**ed	lau**gh**ed	atten**d**ed

2.4. Audacity in language teaching and learning

According to Gómez (2010), Audacity is a free-open software that is used for recording and editing sound. It allows users to cut, copy and splice sounds together as well as change the speed or pitch of a recording (Swanson, 2014). It can be used as a traditional lab where students can record themselves and save their recordings into their computers without Internet connection (Ramani, 2016). Additionally, this tool brings a great contribution to both teachers and students since the audio material can be used inside or outside the classroom; so its use in the EFL classroom is unlimited and just depends on teachers' and students' creativity (Gómez, 2008).

As it was previously mentioned, Audacity provides a wide range of benefits for students and even more for language teachers, since it allows them to optimize their work. In fact, the use of Audacity guarantees better quality of sound and simple management of files which helps teachers to compare, analyze and provide feedback on students' recordings (Dettori & Lupi, 2010). According to Gómez (2010), through the use of Audacity, teachers can speed up or slow down recording, considering students' level when teaching pronunciation. Gómez also claims that teachers can create short listening activities as supplementary material which are new and

suitable for students' preferences, level and needs. He also indicates that teachers can record short chunks of language in order to get students focused on aspects of spoken English that they may find difficult. Additionally, teachers can record words or phrases that are difficult for students to pronounce by taking into account the pauses, so students can repeat it afterwards; later, they can record their pronunciation and listen to it in order to compare both the teacher and theirs.

Although there is little formal research on the use of Audacity, there are some studies that address the use of audios for teaching EFL. Saito (2007) conducted an experimental study for showing the efficacy of explicit phonetic instruction in Japan. The participants were 6 EFL learners who were classified into an experimental (4 students) and control group (2 students). The methodology consisted of the use of computer-generated visual feedback which involved the use of an acoustic speech analysis method through the computer software Praat. The results revealed that explicit phonetic instruction led the students of the experimental group to improve their pronunciation dramatically while the students who were part of the control group did not show a significant improvement. Additionally, explicit phonetic instruction helped students to become more aware of their pronunciation than when being exposed to the natural speech production of the target language.

Yangkland (2013) carried out experimental research to investigate the improvement of English stress and intonation pronunciation after using an e-learning program. Forty randomly-selected English majors at Nakhon Ratchasima Rajabhat University were considered as sample. Before using the e-learning program, students answered a pre-test with the aim of being classified according to their pronunciation abilities, then they were taught how to pronounce stress and intonation in English from the e-learning program during a period of 4 weeks, and finally a post test was applied to survey students' pronunciation. The results show that participants enhanced their pronunciation after using the e-learning program.

Mao, Guardado and Meyer (2013) conducted a study to examine how podcasting enhances the English learning experience of students in an English as a Second Language (ESL) course. Information was taken from two case studies carried out in a teacher training university (SRTTU) in Iran. Results were obtained by triangulating students', instructors' and program coordinators' perceptions. Findings indicated that even though students showed some apprehension, lack of confidence, nervousness and fear of using Audacity at the beginning, later they felt that the Audacity audio, repetition and recording actually helped them to learn the language and pronounce correctly; however, this tool did not influence the level of apprehension. It was also found that cultural background did not influence using podcasts.

Finally, it is important to note that students did not make use of all the functions of the software, but they also realized that if they had used them all, productivity in learning would have increased.

AbuSeileek (2007) conducted a study with the purpose of evaluating the efficacy of computer-based pronunciation instruction through Mouton Interactive Introduction to Phonetics and Phonology software for EFL learners in advanced English language classes at a university level. It was also aimed to perceive and produce correct stress patterns. The sample of this study consisted of 50 Saudi EFL male learners who were divided into control and experimental groups. A survey was used in order to gather students' personal information; then, a pre-treatment pronunciation test was administered to students to identify their pronunciation level. Next, a pre-test and a post-test were employed to test the effectiveness of computerized or traditional instruction in both groups (control and experimental). In addition, a questionnaire and an interview were applied to students from the experimental group, which permitted to know the effectiveness of computer-assisted pronunciation instruction. At the end, it was confirmed that computer-assisted pronunciation instruction was effective in improving the EFL learners' ability to produce and perceive different stress patterns in words, phrases, and sentences.

Ducate and Lomicka (2009) helped students to improve their L2 pronunciation through the use of audio recordings and examples of self-awareness activities and self-analysis projects. The main participants of this study were American English speakers learning German (12 students) and French (10 students) aged 18 to 22 years old. Throughout the semester, students made 5 pronunciation recordings; after that, they created 3 extemporaneous podcasts. Students also answered a pre- and post-survey based on Elliott's (1995) Pronunciation Attitude Inventory, which permitted to find out their perceptions regarding pronunciation. Although students found the podcast project positive due to the feedback they received, they did not significantly improve their pronunciation in regards to accentedness or comprehensibility, because the time was not sufficient to foster significant improvement and there was no in-class pronunciation practice.

3. Methodology

3.1. Setting and participants

This study comprised 30 EFL undergraduate students and a teacher of the English major of UTPL. In addition, four university teachers were in charge of conducting this research during a period of eight weeks.

3.2. Instruments

Instructional software

The main instrument employed to collect data was Audacity, which is an open-source recorder software available for Mac OS X, Microsoft Windows, GNU/Linux, and other operating systems. Through the use of Audacity, it is possible to record and edit any sound (voice, music, audio playing on the computer, among others), as well as to download the recording (Gómez, 2010). Concerning this study, the only extra resources students needed to use this software correctly were a computer, a set of earphones, a microphone and a jack-to-jack cable. Figure 1 shows an example of a student recording done through the use of Audacity software.

Figure 1. Student's Audacity recording

Activities

The activities and tasks that students performed during the immersion project are described as follows.

Activity 1: Getting trained in the use of Audacity

Students were explained how to use the Audacity platform and then they could perform some exercises in order to verify if they understood the steps to use this software; all these activities were carried out in the English language laboratory.

Activity 2: Explanation of the rules for pronouncing the past tense of regular verbs

This activity was done every two weeks during class time. Students were given some handouts with the list of verbs corresponding to rule 1, 2 and 3 accordingly. The teacher explained and modeled the pronunciation of the current rule, after that, students practiced all the verbs in the list alone and in pairs.

Activity 3: Recording the verbs in isolation using Audacity software

After class-time, the instructor sent the students a list of verbs by the university platform, students were required to repeat all the verbs in the list, once they had practiced enough, they recorded the verbs one by one.

Activity 4: Writing a paragraph in past tense

After recording the verbs students needed to use them to write a paragraph in the past tense, the topic did not matter but coherence and cohesion was observed. The paragraph needed to be long enough for a two-minute recording.

Activity 5: Recording the paragraph using Audacity software

After writing the paragraph, students needed to record it. They were told to pay much attention to the pronunciation of the verbs in the Simple Past tense. Students were required to verify their pronunciation to make sure they had pronounced the verbs correctly. In case they noted they had made some mistakes, they recorded again to improve their pronunciation. Once they made sure their pronunciation was accurate, they downloaded the audio files and sent them to the instructor.

Activity 7: Feedback

Students received feedback from the instructor based on the mistakes found in the recordings.

Tests

- Two diagnostic tests were administered to all the participants in order to identify students' pronunciation problems regarding the use of the Simple Past tense of regular verbs. One of these tests consisted of Audacity recordings of verbs in isolation and the other one was intended to gather written samples of the way students used the Simple Past tense in context.

- Two post-tests were employed at the end of the intervention in order to verify students' improvement while using the three rules of the past tense.

Rubrics

Rubrics were used to measure students' pronunciation performance with regards to the use of the three rules of verbs in the past tense. The main aspects considered in the rubrics were the number of errors students committed while pronouncing the verbs.

Survey

An exit survey including multiple-choice questions was applied in order to gather information on students' perceptions about the use of Audacity.

3.3. Procedure

A mixed-method approach was used to gather qualitative and quantitative data from the participants. According to Cresswell (2015), the use of these kinds of data together allows the researcher to have a clearer overview of the research problem to be investigated. Two diagnostic tests were used to identify students' pronunciation problems regarding the use of the Simple Past tense of regular verbs. One of these tests consisted in Audacity recordings in which students had to use 45 regular verbs in the Simple Past tense. In addition, learners were asked to write a paragraph and record it using 10 regular verbs in Simple Past. This stage also included a written test in which students demonstrated their previous knowledge about the rules for pronouncing the *-ed* ending of those verbs. It is important to mention that students were trained in the correct use of Audacity before working with it.

The study started by providing onsite explanations and examples about the three rules for pronouncing the *-ed* ending of the past tense. After each explanation, students had to record 10 verbs in isolation by using the three rules; they were also asked to use the same verbs to write a paragraph in the past tense and record it using Audacity software. In order to analyze students' recordings (300 audios in total), rubrics were applied to identify pronunciation errors and get statistics of students' pronunciation performance. These results also allowed to provide personalized feedback regarding each pronunciation rule. At the end of the study, students were given a post-test, which consisted of recording 45 regular verbs in the Simple Past tense in order to find out their progress. In addition, students were asked to complete a survey to identify their perceptions.

3.4. Results

The results of the written diagnostic test showed that 67% of students were not aware of the rules for pronouncing the past tense of regular verbs. In fact, it was observed that any student

could provide correct examples, some students confused grammar rules with pronunciation rules, and pronunciation with intonation. The remaining 33% partially knew the rules for correct pronunciation of regular verbs. Regarding the audio recordings, it was found out that students' knowledge about pronunciation of Simple Past verbs in isolation and in context was weak. Indeed, out of a total of 45 verbs that were pronounced in isolation (15 verbs per rule), there was a mean of 19 mistakes among 30 participants. The mean score obtained was 4.33 out of 10 points (see table 1). As regards pronunciation of verbs in context, the results show that the average score was 2.87 out of 10 points. It is important to mention that when making a comparison between verbs used in isolation with verbs used in context, the scores reflect an important variation of 1.46 points.

Table 1. Diagnostic test results

	n	Mean	Standard deviation
Verbs pronounced in isolation	15	4.33	2.32
Verbs pronounced in context	15	2.87	1.64

After the intervention stage, the post-test results revealed an improvement in pronunciation. In fact, after using Audacity, students got an average score of 5.53 points out of 10 in the first rule, 8.93 points in the second rule and 9.5 in the third one when pronouncing verbs in isolation (see Table 2). As regards the pronunciation of verbs in context, the results of the mean scores evidenced that they were not always aware of their pronunciation errors, even though they produced verbs in isolation correctly.

Table 2. Students' pronunciation of verbs in isolation

	Pronunciation rule 1	Pronunciation rule 2	Pronunciation rule 3	Pronunciation of verbs in isolation
Mean	5.53	8.93	9.5	7.97

Table 3. Students' pronunciation of rules in context

	Pronunciation rule 1	Pronunciation rule 2	Pronunciation rule 3	Pronunciation of verbs in context
Mean	5.2	8.5	9.21	7.64

As far as learners' perceptions about the use of Audacity tool for recording audios in English are concerned, 42.9% scored it as very good, 28.6% as excellent, and 14.3% as regular and good. When students were asked if Audacity favors the practice of English pronunciation, 92.9% of them affirmed that this tool is useful for this purpose. As regards feedback, 64.3% perceived it as satisfactory and 35.7% rated it as very satisfactory. As for the limitations that students found while completing their tasks through Audacity, they mentioned their poor knowledge of the pronunciation rules and the lack of practice that hindered their performance. After receiving the pronunciation lessons, students mentioned that the first rule was the most difficult one to use, followed by rules 2 and 3 with lower percentages as it can be seen in Figure 2.
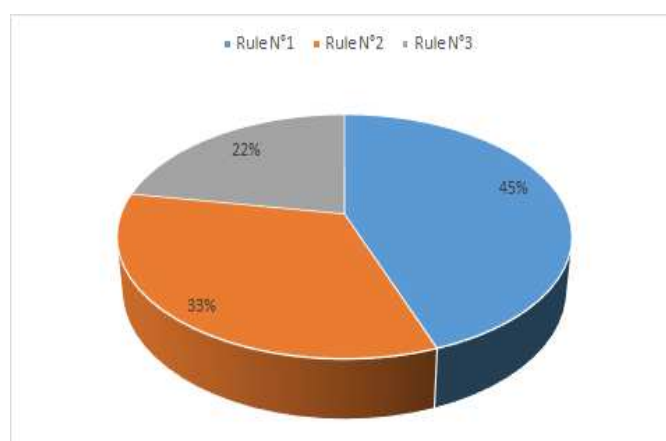

Figure 2. Students difficulties when using the three pronunciation rules of the Simple Past tense

4. Discussion

As regards the pronunciation of the three rules in isolation and in context, rule one was the most difficult because for Spanish native students learning English, it is not easy to produce two voiced consonants together (e.g. lived /lɪvd/, appeared /əˈpiːɹd/; belonged /bɪˈlɔŋd/; burned /ˈbɜː(ɹ)nd/: called /kɔːld/). In fact, they tend to devoice (produce voiced sounds without the voicing that characterizes them) voiced /d/ and pronounce it as /t/, especially at the end of syllables (Green, 2002; and Roach, 2010). It can also be mentioned that when pronouncing the -*ed* ending of regular past verbs, there is a case of deviation of the pronunciation rule (Weinreich, 1953). On the other hand, students faced a few problems with the second rule mainly because the subglottal pressure is lower in voiceless sounds in English (Ladefoged, 1963). In terms of the third rule, when Spanish native speakers pronounce verbs that end in a "*t*" or "*d*" sound, it is easier for them to pronounce "ɪd" or "əd" as extra syllables because the

last syllable has a vowel in it and the whole syllable is pronounced, which is common for Spanish speakers.

As far as the use of Audacity is concerned, the results obtained after the intervention showed that the students' mean performance increased for all the rules in comparison to the results achieved in the pre-test. In this concern, this tool helped students to listen to themselves first and then to become aware of their weaknesses in terms of pronunciation of past tense of regular verbs. These results are correlated with the findings of Mao, Guardado and Meyer (2013), who claimed that students felt that the use of Audacity, repetition and recording actually enhanced their pronunciation and better production of the language.

In terms of students' perceptions about the use of Audacity in the improvement of their pronunciation, most of the learners mentioned that this tool is very easy to use for practicing this sub-skill, and it actually helps them to produce better utterances regarding the past tense of regular verbs. Furthermore, they identified the first rule as the most difficult one to use, which is consistent with the results of the post-test. These results are aligned to Gomez's (2010) findings, who mentions that Audacity is an easy-to-use tool that provides numerous opportunities for practicing the language.

5. Conclusions and implications for the future

Students faced difficulties in the use of the three pronunciation rules of the past tense in context and in isolation with an emphasis on the first one, because for Spanish native speakers learning English as a foreign language it is difficult to produce two voiced consonants together. On the other hand, rule three was the easiest to apply because extra syllables containing a vowel are common for Spanish speakers.

The use of the three rules of the past tense was more difficult when verbs were pronounced in context. In fact, when learners use the language in context they pay more attention to what they say than to how they say it. On the contrary, when verbs are pronounced in isolation, learners are more conscious of the aforementioned rules.

The use of Audacity greatly influenced the improvement of learners' pronunciation since students felt that, through its use, they were able to listen to themselves and this made them conscious of their weaknesses when pronouncing the past tense of regular verbs.

Students asserted that the use of Audacity is highly beneficial for recording audios in English, which favors the practice of the rules for pronouncing the past tense of regular verbs. This allows learners to record as many times as they need in order to practice the target language in a free and relaxed environment.

This study proved to be really gratifying in terms of helping students improve English pronunciation. In fact, there were no technical or administrative limitations; however, the only difficulty to be mentioned is the lack of previous studies focused on this topic. In addition, the revision of students' audio recording demanded too much time, especially when students recorded audios in context.

Although this study has provided insights into the way students can improve their pronunciation through Audacity software, further research into how teachers can provide immediate feedback with the use of this tool should be conducted.

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Appendix 1
Rubric for diagnostic test

Pronunciation rule No. 1

Needs Improvement 10 – 16	Good 5 - 10	Excellent 0-4
Participant makes more than 10 pronunciation errors. Needed full support and practice	Participant makes from 5 to 10 pronunciation errors. Needed some support and practice	Participant makes fewer than 4 pronunciation errors. Needed little support and practice

Pronunciation rule No. 2

Needs Improvement 10 – 16	Good 5 - 10	Excellent 0-4
Participant makes more than 10 pronunciation errors. Needed full support and practice	Participant makes from 5 to 10 pronunciation errors. Needed some support and practice	Participant makes fewer than 4 pronunciation errors. Needed little support and practice

Pronunciation rule No. 3

Needs Improvement 9 – 13	Good 4 - 8	Excellent 0-3
Participant makes more than 9 pronunciation errors. Needed full support and practice	Participant makes from 4 to 8 pronunciation errors. Needed some support and practice	Participant makes fewer than 3 pronunciation errors. Needed little support and practice

Rubric for pronunciation of verbs in context

Needs Improvement 8 – 10	Good 3 - 7	Excellent 0-2
Participant makes more than 8 pronunciation errors. Needed full support and practice **0-2 points/10**	Participant makes from 3 to 7 pronunciation errors. Needed some support and practice **3-7 points/10**	Participant makes fewer than 2 pronunciation errors. Needed little support and practice **8 - 10 points/10**

Appendix 2

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

English Major

Objective: The purpose of this questionnaire is to gather information about your level of satisfaction on the use of Audacity software for development of pronunciation skills in the English language.

Part 1: Demographic data

1. Gender:

   Woman   (   )

   Man   (   )

2. Age

   17-20   (   )

   21-25   (   )

   More than 26   (   )

Part 2: Previous knowledge

1.   Before receiving classes, how would you rate your level of pronunciation in the English language?

   Excellent   (   )

   Very good   (   )

   Good   (   )

   Regular   (   )

2.   Before receiving classes, how would you rate your knowledge regarding the pronunciation of past tense of English regular verbs?

   Excellent   (   )

   Very good   (   )

   Good   (   )

   Regular   (   )

Part 3: Audacity use

3.   How would you rate the Audacity tool for audio recording in the English language?

   Excellent   (   )

   Very good   (   )

   Good   (   )

   Regular   (   )

4.   Do you think that the Audacity tool favors the practice of pronunciation in the English language?

   Yes   (   )

   No   (   )

Why?

_____

_____

_____

5. **Which of the following aspects do you consider most difficult to develop tasks through Audacity? Choose only one answer.**

Lack of knowledge about pronunciation rules ( )

Technical difficulties for using the Audacity tool ( )

Lack of practice and familiarization with this tool ( )

Low English level ( )

There were no difficulties ( )

Others: Specify: ( )

_____

_____

Part 4: Pronunciation

6. **After receiving the pronunciation classes, which of the following rules do you consider the most difficult?**

Rule No. 1 ( )

Rule No. 2 ( )

Rule No. 3 ( )

7. **After receiving these classes, how would you rate your pronunciation regarding the past tense of English regular verbs?**

Excellent ( )

Very good ( )

Good ( )

Regular ( )

8. **How important is pronunciation is for the development of English speaking skills?**

Very important ( )

Important ( )

Little important ( )

Not important al all ( )

9. **How do you feel with the feedback received by the teacher to improve your pronunciation regarding the past tense of regular verbs?**

Very satisfied ( )

Satisfied ( )

Little satisfied ( )

Nos satisfied at all ( )

12. What aspects would you suggest for the application of the Audacity tool in other subjects of the English Major?

_____

_____

_____

_____

THANK YOU