

ADDRESSING PRONUNCIATION CHALLENGES IN EFL LEARNERS THROUGH THE PHONICS METHOD

ABORDAR LOS DESAFÍOS DE PRONUNCIACIÓN EN ESTUDIANTES DE EFL A TRAVÉS DEL MÉTODO FONÉTICO

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Abstract

This study looks at the impact of phonetics on the development of pronunciation of EFL students in the fifth grade of Unidad Educativa Cerit Latacunga, Ecuador. The study was designed to determine whether a clear and systematic teaching of English consonants through phonetics improves the accuracy of the students' pronunciation. A quantitative quadruple experimental design was used, which included a pretest to assess initial speaking skills, a targeted intervention using phonics strategies, and a follow-up to evaluate progress. Fifteen students aged 9 to 10 participated. The results revealed significant improvement in the articulation of complex English consonants, especially those not found in the students' initial phonological system. These results highlight the effectiveness of phonics instruction in the context of English as a foreign language (EFL), reinforcing its value in promoting clearer speech, improving comprehension, and fostering more confident oral communication among young learners.

Keywords: challenges; EFL students; phonetic method; pronunciation

Resumen

Este estudio analiza el impacto de la fonética basada en el desarrollo de la pronunciación de estudiantes de inglés como lengua extranjera (EFL) en quinto grado de la Unidad Educativa Cerit Latacunga, Ecuador. El estudio fue diseñado para determinar si una enseñanza clara y sistemática de las consonantes en inglés a través de la fonética mejora la precisión de la pronunciación de los estudiantes. Se utilizó un diseño



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cuantitativo, cuádruple experimental, que incluyó una prueba preliminar para evaluar las habilidades iniciales del habla, una intervención dirigida a través de estrategias fonéticas y un seguimiento para evaluar el progreso. Los participantes fueron 15 estudiantes de 9 a 10 años. Los resultados revelaron una mejora significativa en la articulación de las consonantes difíciles en inglés, especialmente aquellas que no están en el sistema fonológico inicial de los estudiantes. Estos resultados resaltan la efectividad de la enseñanza de la fonética en el contexto temprano del EFL, lo que fortalece su valor para promover un habla más clara, mejorar la comprensibilidad y una comunicación oral más segura entre los estudiantes en estudiantes jóvenes.

Palabras clave: *desafíos; estudiantes de EFL; método fonético; pronunciación*

Fecha de recibido: 08/058/2025

Fecha de aceptado: 10/06/2025

Fecha de publicado: 16/07/2025

Introduction

In spite of broad endeavors in instructing English as an outside dialect (EFL), numerous understudies require offer assistance with articulation, driving to challenges in successful communication. It expanded mistaken assumptions and decreased certainty in their talking capacities. This progressing challenge highlights the require for moved forward directions strategies and assets to address elocution issues and upgrade dialect capability. Be that as it may, because it could be a remote dialect, understudies require offer assistance with elocution. It presents an awfully pertinent challenge within the teaching-learning handle of the English dialect. Numerous instructors neglect the noteworthiness of elocution in guaranteeing understudies not as it were communicated successfully but moreover are comprehensible to others (Corralejo, 2018)

In Ecuador, the moo accentuation on elocution improvement within the English dialect can be ascribed to the demotivation of elocution hone among EFL analysts, English instructors, and understudies (Játiva, 2023). Talking to somebody and not being caught on can be disappointing, mortifying, and indeed subverting. This can cause the learner to close down all communication. Even in spite of the fact that acing elocution is a fundamental component of an ELL's competency travel, the emotions of shame and disappointment can result in an ELL being hesitant to work on advancing their talking and elocution aptitudes, which leads to fossilization or indeed abandoning their moment dialect procurement travel. (Bernal Castañeda, 2017; Scarcella & Oxford, 1992).

This is the reason why understudies must secure not as it were inspiration for talking exercises but moreover the capacity to be adjusted in a great way so they can improve their position for talking an unused dialect. At that point the emotions of humiliation and disappointment cannot be an issue for talking and elocution aptitudes. One noticeable issue was the inclination to prioritize other dialect aptitudes over talking, clearing out articulation as an auxiliary concern. This approach may result in constrained hone and deficiently consideration given to elocution improvement. Moreover, students' fear of talking and troubles in



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accomplishing familiarity and lexicon securing were cited as contributing components. These challenges can lead to articulation blunders and ruin by and large dialect comprehension. Pronunciation is basic to appropriate communication since off base elocution unavoidably leads to the beneficiary confusing the message. (Mayadah et al., 2024)

In schools, particularly within the “Once de Noviembre” instructive unit, understudies display issues in pronunciation since they don't tend to memorize with unused procedures since they are utilized to the conventional (for case, the coordinate strategy, centered on the teacher). Moreover, it is troublesome for understudies to adjust to an unused strategy that not as it were educates lexicon. The advancement of discourse in understudies can be exceptionally shifted since issues of intrusion between L1 and L2 can happen, like within the “Once de Noviembre” educative unit. Understudies don't like to take part in English classes since of the taunting of their classmates and the fear of being off base in their elocution. This causes them to not hone, so they don't progress their elocution, and this in turn leads to the truth that they don't feel comfortable learning the dialect (Chasi, 2023).

The members in this consider were fifth-grade understudies from the “CERIT” school. This instructive unit was chosen since of the differences of its understudy populace and its commitment to scholastic brilliance. The objective was to supply an agent test of the nearby understudy populace, ensuring that the comes about can be generalized to a broader setting. By centering on understudies at this institution, the consider investigated instructive designs and results inside a particular territorial system, giving profitable experiences into the scholastic hones and encounters of Latacunga, Ecuador understudies.

In today's globalized world, capability in English is progressively imperative for scholastic, proficient, and social victory. As English gets to be the prevailing dialect, clear and exact articulation gets to be indeed more basic. This extend addresses the diligent challenge of elocution for English as a Remote Dialect (EFL) learners. Elocution is basic for compelling communication, as inaccurate articulation will unavoidably cause the audience to misjudge the message (Kobilova, 2022).

Viable elocution is vital for clear communication, however numerous EFL learners require offer assistance with phonetic exactness, driving to errors and requiring more certainty in talked English. Conventional dialect instruction regularly prioritizes linguistic use and lexicon, whereas elocution gets deficiently consideration. "Phonics is the understanding that there's an unsurprising relationship between phonemes (the sounds of talked dialect) and graphemes (the letters and spellings that show those sounds in composed dialect)" (Sarwono, 2013). This extends centers on consolidating phonics to upgrade articulation aptitudes in EFL learners.

This inquire about is vital since it looks for to fill a hole in EFL classrooms by moving forward the teaching-learning elocution prepare. Progressing elocution through phonics can lead to superior communication aptitudes. Additionally, articulation enhancement can boost learners' certainty and inspiration, cultivating a more locks in and compelling dialect learning encounter. Tending to elocution with phonics is critical. It makes a difference EFL learners lock in in worldwide settings (Beltrán-Herrera et al., 2016).

This project aims to develop and use phonics to improve EFL learners' pronunciation. EFL learners will enjoy this project. Their pronunciation skills will improve. This makes communication easier and boosts confidence. Teachers will have a clear method to teach pronunciation. This enhances their teaching methods. EFL



programs will show better language proficiency. This makes them more appealing and effective. Employers and communities will benefit too, enjoying clearer communication and fewer misunderstandings.

The project is viable and feasible with the available resources because it leverages existing phonics teaching materials, which can be adapted for EFL learners. Additionally, the use of digital tools and online resources can facilitate widespread access to phonics instruction, making it scalable and sustainable (Twinkl, n.d.).

Possible limitations include educators accustomed to traditional methods for students' phonics skills. To address them, the project will include specific sessions where phonics is applied to satisfy the diverse needs of students. In addition, evaluation mechanisms will be established before and after classes to demonstrate student progress.

The extend has the potential to produce noteworthy impacts. Socially, it can lead to superior integration of understudies who are non-native English speakers by progressing their communication aptitudes. abilities (Wardana et al., 2023). Financially, individuals with way better articulation and communication aptitudes may have way better scholastic and work prospects, contributing to financial development. From a logical point of see, the venture can give prove of the viability of phonetics in EFL articulation preparing, which would lead to broader changes in dialect instruction. The research has the general objective: Implement the phonetic method to improve English pronunciation in English as a Foreign Language (EFL) in the use of the language.

Scientific and Technical Foundation

Background

Agreeing to Smith (2015), phonics instruction plays a noteworthy part in making strides elocution abilities among English dialect learners by efficiently educating sound-letter correspondences. When learners internalize these designs, they gotten to be way better prepared to articulate both recognizable and new words precisely. This is often especially critical in EFL settings, where phonological contrasts between the local and target dialect regularly prevent verbal capability. Smith stresses that a organized phonetic approach boosts verbalization and nature. It besides builds talking certainty, making it key for compelling tongue guideline.

Jones (2019) says phonetic strategies offer assistance understudies articulate words accurately. They highlight the interface between sounds and spelling. Understanding how sounds coordinate letters makes a difference with elocution and communication. Phonetic strategies break words into their sounds, which makes learning and recollecting modern words less demanding. This strategy is successful for different expertise levels and learning styles. It too makes phonics works out pleasant, expanding inspiration and certainty in English

Prahaladaiah and Thomas (2024) explored how phonological and phonetic preparing makes a difference instructor learners make strides their English elocution and perusing abilities. This quantitative think about utilized a pretest-posttest plan with 207 learners in Bangalore. The information was assessed utilizing the NAEP scale and SPSS 25.0. The intercessions come about in clear enhancements in articulation and perusing. This appears that they effectively move forward English aptitudes.

This research intends to answer the following questions: *How helpful is the phonics method in addressing EFL learners' pronunciation issues?*



Theoretical Framework

Linguistics

Concurring to Vosiljonov (2022), corpus phonetics is based on an observational approach to dialect learning, pointing to create aptitudes in analyzing phonetic information through corpora. This field plays a pivotal part in both hypothetical and connected phonetic investigate, because it makes a difference researchers get it dialect structures, recurrence designs, and the effect of innovation on phonetic considers. In addition, corpus phonetics highlights the significance of computational apparatuses in present day phonetic examination, encouraging errands such as lexicographic inquire about, interpretation, and manufactured insights applications.

Phonology

Since Lado's 1957 Contrastive Investigation Theory, language specialists have looked for to expect whether highlights of elocution in a moment dialect are easier or more troublesome to obtain (Archibald, 2021). Phonological models and procurement speculations have advanced all through time, permitting for a more total understanding of the various components that decide how troublesome it is to obtain sounds in a remote dialect.

Phonetics

According to Garellek (2022), phonetic analysis of voice is critical since laryngeal articulation affects all spoken sounds. It not only serves as a source of phonation, but it may also operate as an independent segment, distinguish between lexically contrastive forms of phonation, and identify prosodic borders in speech.

In expansion, Garellek (2022) watches that phonetic investigate on voice quality has advanced incredibly. Voice quality is basic in sound enunciation and prosodic structure at all levels, from sublexical to postlexical.

Phonetics is apportioned into three principal subfields:

Phonetics, as a key range in phonetics, bargains with the physical viewpoints of human discourse. To superior get it how discourse sounds work, this field is commonly separated into three fundamental branches: articulatory, acoustic, and sound-related phonetics. Each of these branche centers on a distinctive portion of the discourse prepare, making a difference analysts and teachers look at how sounds are made, transmitted, and listened.

It examines the improvement and coordination of differing talk organs—like the tongue, lips, and vocal cords—and how these advancements result in various sorts of sounds. By analyzing how each sound is molded, articulatory phonetics offers a foundation for guideline exact verbalization and diagnosing talk challenges (Ladefoged & Johnson, 2014).

Acoustic phonetics, on the other hand, centers on the sound waves that discourse makes once it takes off the speaker's mouth. It thinks about perspectives such as pitch, uproar, and length of sounds. Through devices like spectrograms, analysts can outwardly analyze these sound properties to get it how they contrast over dialects or among person speakers (Clark, Yallop, & Fletcher, 2007). This department is particularly valuable for comparing talked dialect with quantifiable, physical information.



Phonemes

Concurring to Yule (2016), phonemes are vital for phonological mindfulness, an fundamental aptitude for perusing and spelling. Within the setting of English as a Outside Dialect (EFL) learning, understanding phonemes makes a difference learners translate and deliver words precisely. The refinement between phonemes in a learner's local dialect and English can posture challenges, making express instruction in phonemic mindfulness vital (Snow, Burns, & Griffin, 1998). Educating phonemes includes exercises such as sound division, mixing, and phoneme control, which can essentially progress articulation and perusing abilities.

Phonological Mindfulness

Agreeing to Path (2010), phonological mindfulness preparing can enormously upgrade students' capacity to choose up more exact articulation in a moment dialect. And variables that influence elocution, such as age, presentation, and inspiration, in conjunction with the advancement of phonological mindfulness, are key to the instructing procedures utilized in schools. These procedures truly make a contrast in how understudies learn to articulate a moment dialect accurately.

After this critique of the reality applied to English language learners who are Spanish speakers, we move on to the following analysis. Lane (2010) asserts that a number of variables, such as the age at which a second language is acquired, the type and volume of language exposure, and the learner's unique qualities, such as motivation and aural capacity, all affect pronunciation. In order to facilitate error correction and better pronunciation, phonological awareness, which enables learners to identify and control speech sounds, is essential to this process.

Vowel sound

According to Roach (2009), vowel sounds can vary greatly in length and quality, which often creates a challenge for EFL students, especially those with fewer vocal shifts in their native language. Vocal sound craftsmanship is critical to clear and accurate pronunciation. Training strategies for vocal teaching include minimal pairs of exercises where students practice the differences between words that differ only in vocal sound and visual aids, such as vocal charts to help students understand their mouth condition (Celce-Murcia et al., 2010, 2010).

Consonant

The consonants are speech sounds created by partial or complete air flow obstruction, eg. Squeezing the lips together or placing the tongue against the mouth roof. English has 24 consonant sounds classified based on their place and formulation, as well as whether they are expressed or expressed (Hahn, 2011).

With Thomson and Derwing words (2015), EFL students can be particularly difficult to learn to pronounce certain consonants for EFL students, especially if these sounds are not found in their native language. For example, English "th" sounds (/θ/and/ð/) are a challenge for speakers of many other languages to improve the consonant statement. The instruction should focus on teaching the physical mechanics of sound production using visual aids, such as mouth charts and internship inclusion, repeating and feedback.

New students and pronunciation



Fleege (1995) points out that young students are hypersensitive to phonetic differences, which makes early pronunciation education is particularly effective. To indicate that children receiving clear pronunciation instructions tend to develop local accents and better overall pronunciation skills. This is crucial because the clear pronunciation is the basis for effective communication and understanding in any language.

Vocabulary that explains EFL -Pupil

The dictionary display is a critical component of language learning for EFL students. Many EFL students are struggling with pronunciations due to the inadequacy of the English language spelling and sound patterns (Swan & Smith, 2001). The effective instructions for extension of vocabulary should include the phoniks that are acquired between graphics and phonemes (EHRI, 2005). Methods such as phonemic exercises, listening exercises and pronunciation software can improve students' ability to pronounce new words properly. In addition, with the participation of lexicon articulation, day -to -day exercises and a corrective investment to move towards student safety and the ability to use modern vocabulary in the English language mentioned in the mention (Murray, 2016). Components affecting articulation at EFL -Students

Components affecting

Elocution in English as an external dialect (EFL) student are essentially transferred to their local dialect (L1). Phonological exchange regularly takes place for students who replace new English sounds with them from their L1. In the event that Japanese speakers often fight English / r / and / l / sounds, as these improvements are needed in their local dialect (Odlin, 1989). The age at which students begin to provide English is still justified. According to the hypothesis of critical period, it is more likely that individuals who start learning the language develop before puberty develop a local pronunciation, as this period is associated with greater neuronal plasticity (Lenneberg, 1967).

The quantity and quality of exposure to English are vital in pronunciation development. Learners who are immersed in English-speaking environments generally achieve better pronunciation due to the consistent exposure to authentic language use and feedback (Derwing & Munro, 2005). Instructional methods and feedback further influence pronunciation. Explicit instruction in phonetics, along with regular corrective feedback, enables learners to refine their pronunciation and make gradual improvements (Celce-Murcia, Brinton, & Goodwin, 2010).

Lastly, motivation plays a key role. Learners with integrative motivation, who aim to connect with the English-speaking community, tend to place a higher priority on accurate pronunciation and are more committed to improving it (Gardner, 1985). Furthermore, coordination lexicon elocution hone into day by day exercises and giving remedial criticism can essentially move forward learners' certainty and capability in utilizing modern lexicon in talked English (Murray, 2016).

Pronunciation Teaching

Teaching pronunciation requires a multifaceted approach, which includes both clear instructions and extensive practice. Celce-Murcia, Brinton and Goodwin (2010) claim that successful pronunciation teaching includes clear sound modeling, systematic practices and feedback. Methods such as minimal couples are important, where students practice the difference between similar sounds and phonetic training exercises where they focus on the production of special phonemes. In addition, participation in articulation associated



with the usual class exercises can offer students to internalize adjusted articulation in a normal and closed environment. In addition, the use of innovations, such as dialect -learning apps and articulation programs, can provide additional assistance and a quick investment that is key to creating accurate skill. Viable Elocution training is important for youthful students, as it is the basis for clear and understandable communication. It was discovered that the vonic strategy bordering on the ability to review Elocution improves both angles by cultivating an in -depth understanding of the relationship between sounds and letters. The articulation instruction requires an organized approach that combines clear instructions, honey and criticism, using the procedure and tool selection to meet the different students' needs. In preparation for these components, teachers can offer help youthful students to create stable articulation skills that are essential for their overall dialect function and security through dialect. Pronunciation and reading in the phonetic method

Pronunciation and Reading in Phonics Method

The phonics strategy emphasizes the relationship between graphics and phonemes, which are at the heart of both reading and excess use. EHRI (2005) announces that the Fonics instruction makes the difference: students get the letters or letters pile compared to sound -speaking dialect that moves forward in order to perform ability and articulation, strengthening the correct opinion of sounds that sub -education learns to interpret words. Intuitive practice to review high and adoption corrective contribution allows students to develop and internalize a legitimate break.

Dialectology

Dialectology thinks about territorial varieties in dialect and their geological transport. It analyzes where different tongues emphasize changes in dialect, such as contrasts between American English and Australia, and how these breeds associate with social and geographical variables. Dialectologists look at the most important elements such as Elocution, lexicon and linguistic applications to outline the boundaries of colloquial language and come up with test and social variables that affect Lingo's events and changes. This chapter provides pieces of knowledge for etymologically different properties in the dialect, which promotes our understanding of the variations of the dialect and the altar (Chambers & Trudgill, 2004).

Lexicography

Etymology includes the compilation and ponder of word references. It centers on characterizing words, archiving their utilization, and giving data on elocution, historical underpinnings, and utilization cases. For occurrence, etymologists look at the method of making an unused lexicon section for a term like "selfie," considering its definition, common utilization, and varieties. This department combines etymological hypothesis with commonsense application, contributing to the creation of reference materials that back dialect learning, instructing, and investigating (Atkins & Rundell, 2008). Etymology, moreover, includes choices about which words to incorporate and how to display them, reflecting the energetic and advancing nature of dialect.

Articulation Educating Methodologies

Educating elocution viably includes a combination of techniques that address different viewpoints of elocution, counting sounds (phonemes), push, cadence, and sound. One fundamental strategy is phonetic training, which includes phonemic awareness and minimal pairs exercises. Introducing students to the



phonetic alphabet helps them distinguish between different sounds, while minimal pairs (e.g., "ship" vs. "sheep") help them recognize and produce distinct phonemes. This foundational knowledge is crucial for accurate pronunciation.

- Listening and imitation
- Drilling and practice
- Contrastive analysis
- Rhythm practice
- Interactive activities
- Feedback and correction
- Integrating pronunciation practice into other activities

Listening and imitation are also key strategies. Providing clear models of pronunciation for students to imitate, whether by the teacher or through audio recordings, sets a standard for them to follow. Shadowing exercises, where students listen to a sentence or phrase and then repeat it immediately, mimic the rhythm and intonation, helping to internalize correct patterns (Smith, 2015). This method allows students to practice real-time adjustments in their speech.

Another effective approach is drilling and practice, which can be done through choral repetition and individual practice. Choral repetition, where the whole class repeats words or sentences together, builds confidence and reinforces correct pronunciation. Individual practice, whether alone or with a partner, focuses on challenging sounds and provides opportunities for more personalized feedback (Brown & Lee, 2020). This method ensures that each student can work on specific areas of difficulty.

Contrasting analysis involves comparing the sound language sound to the student's mother tongue to highlight the differences and similarities. This method helps identify common pronunciation errors that are characteristic of student native speakers and systematically address them (James, 1980). Understanding the root of their articulation problems, insufficient studies can focus more on improvements. By combining these methods adapted to desires related to below, instructors can successfully progress with skill. Simple trone, quick administration and exercise guarantee that insufficient studies can lead to accurate and natural sound articulation. Phonika method

The phonics method

The phonics method can be an effective approach to a review presentation, which aims to raise students' understanding of the link between letters and sounds. It emphasizes the relationship between the graphics (sound compound) and the phonemes (the sounds mentioned), giving insufficient words to translate them. Adam (1990) Acceptance, Teaching Phonetics creates the difference that students make up the basic abilities needed to study and write the words autonomously by giving a stable skill. Characteristics of the phonics method

Characteristics of the phonics method

The phonics instruction is characterized by its organized and sequential character, which takes place after the arranged layout, which offers basic sound and graphic-phonema correspondents to begin to move on to more



complex (Johnston & Watson, 2005) at that time. This strategy includes a clear instruction where the instructors provide a clear, coordination direction to the link between letters and sounds, counting and illustrations, how to confuse sounds to make words and sub -activities in personal sounds (Carnine, Silbert, Kame'enui, & Tarver, 2010).

A key highlight of the phonics strategy is its multisensory approach, joining visual, sound-related, and kinesthetic exercises to assist understudies in internalizing the connections between letters and sounds (Birsh, 2011). This strategy places a solid accentuation on translating, instructing understudies to sound out words, which is significant for creating perusing familiarity and comprehension (Stahl, Duffy-Hester, & Stahl, 1998).

The phonics instruction is integrated into reading and writing activities, allowing students to use their phonics in meaningful contexts (Pressley, 2006). Regular practice and reinforcement using activities such as reading decoded texts, spelling exercises and writing tasks are important to strengthen student sound skills (Torgesen, 2002). A permanent assessment is used to monitor progress and identify areas requiring additional support, ensuring that teaching is differentiated to meet the different needs of students (Fuchs & Fuchs, 2006). This comprehensive approach helps all students to develop strong sound skills by ensuring a solid basis for their reading skills

Steps of the Phonics Method

The phonics instruction is based on a structured sequence designed to gradually develop students' reading and spelling skills. The process begins with the introduction of phonemes in which students learn individual language sounds, including both consonants and vocals (EHRI, 2004). This original step is critical to help students recognize the basic sounds that make up the building blocks. After the implementation of the phoneme, students are taught a correspondence of the graphic phoneme, allowing them to recognize and create the appropriate sounds for each graph (National Reading Panel, 2000). This step determines primary school between written letters and spoken sounds. The next step is to mix sounds by creating words that help students practice decoding words, sounding them. This skill is important for reading unknown words and developing reading fluens (Juel, 1991).

Segmenting words into sounds is another important component, where students learn to break down words into their constituent sounds. This skill aids in spelling and enhances phonemic awareness (Liberman & Liberman, 1990). Students then practice with decodable texts, which contain a high proportion of words that can be sounded out using the phonics rules they have learned. This step gives a significant setting for applying their translating aptitudes and fortifies their learning (Chall, 1996).

At last, the application of spelling and composing energizes understudies to utilize their phonics information to spell and type in words, strengthening their understanding and application of phonics rules (Snow, Burns, & Griffin, 1998). This comprehensive phone makes a difference in their abilities and boosts their certainty in perusing and composing.

Materials and methods

This consideration takes after a quantitative approach because it centers on measuring changes in students' scholastic execution through numerical information. The point is to assess the viability of a direction's procedure utilizing quantifiable proof collected from test scores. Quantitative strategies are especially suited





for measuring advancements in particular dialect competencies, such as elocution precision, through factual examination (Dörnyei, 2007).

Research design

The study is based on a quad -experimental plan, which contains a single collection of studies that participated in both the test and follow -up. This plan allows you to perceive the progress of learning in the same group without the requirements of the control group.

Type of research

Usually a connected investigation extends. It points to addressing a genuine instructive need—improving students' articulation skills—through the utilization of the phonics strategy. The objective is to actualize a viable arrangement and degree of its coordinate effect within the classroom.

Strategies

The method of this thinking included three main phases that were performed in groups. For beginners, a preliminary test was made to evaluate the level of students' initial information and abilities related to reading and articulation. The class layout was then made using phonetics. A strategy that emphasizes the relationship between letters and sounds to strengthen accurate reading and speech. Within 4 weeks, insufficient studies focus on phonical information and emphasize phonological prudence and articulation. The guideline procedures included the use of the phonen's strategy, the universal phonetic letter set (IPA) and the formulation of preparatory programs. These strategies seem to be successful with articulation in the exact environment (Krářová & Sorádová, 2021). These guidelines are approaching students' phonological precautions and progress with their educational abilities. In mediation, follow -up follow -up, which is no different from the previous test, was managed in the degree of change in the degree of elocution. The comparison of the pre -and post -examination is related to the viability of the phonetic instructions. 8.5 Information collection strategies and disobedience

The essential strategy used in this recital, tested with an organized assessment tool specifically described by the analyst. Both pre -bodies and postal inspections were confirmed by three main instructors in this area to guarantee unshakable quality and material importance. These evaluations were carefully adapted to the objectives of the phonics classes, providing reliable and objective information to the exact degree of student learning results. In order to assess Elocution skills, both pre -bodies and follow -up assessments were managed. These evaluations focus on the main phonetic components, vocal counting and consonant sounds, pushing design and sound. The tests were planned on the basis of the installation of articulation assessment tools that guarantee legitimacy and unshakable quality (Celce-Murcia, Brinton, & Goodwin, 2010).

Populace

The populace comprised 15 fifth-grade students from Unidad Educativa CERIT, found in Latacunga, Ecuador. These understudies effectively took part in all stages of the inquiry and were chosen as the target group for the application of the phonics strategy. These understudies shaped a single bunch that was watched some time recently and after the mediation. This evaluation distinguished particular ranges of trouble, advising the center of the ensuing guidelines intercession.



Data collection and processing

Test results were collected quickly after each evaluation. The scores were organized into a computerized spreadsheet, and both crude scores and rates were calculated. The information was checked on and confirmed for precision some time during a recent examination.

Quantitative information gotten from the pre- and post-tests was analyzed utilizing measurements, counting cruel scores, and standard deviations. To decide the importance of any watched enhancements, matched test tests were conducted. This measurable approach is suitable for surveying the adequacy of guidelines for mediations in controlled ponders (Dörnyei, 2007).

Recognized restrictions included personal contrasts in students' earlier inspiration and aptitudes, at the side of asset imperatives, which will influence the intervention's full execution. This quantitative approach makes it conceivable to imagine the substantial effect of the phonetic strategy on key viewpoints of English dialect procurement, which underpins the pertinence of its application in articulation mediations for kids.

Examination and elucidation of data

It seems that the lion's part of the insufficient research shows the clear development reflected in the highest indicators and prices after they were given to indication using the phonen's strategy. These findings show that the strategy had a positive impact on students' learning, and they changed their skills.

Table 1. Comparison of pretest & posttest

	Pre-Test		Post-Test	
	Score	Percentage	Score	Percentage
Student 1	10	50%	18	90%
Student 2	9	45%	16	80%
Student 3	9	45%	17	85%
Student 4	12	60%	19	95%
Student 5	14	70%	20	100%
Student 6	11	55%	16	80%
Student 7	10	50%	17	85%
Student 8	9	45%	15	75%
Student 9	8	40%	15	75%
Student 10	10	50%	17	85%



Student 11	12	60%	19	95%
Student 12	6	30%	14	70%
Student 13	14	70%	20	100%
Student 14	13	65%	18	90%
Student 15	4	20%	12	60%

The dataset incorporates pre-test and post-test scores for 15 fifth-level EFL understudies. These scores reflect understudy execution in an elocution evaluation. Higher scores and percentages indicate better pronunciation accuracy.

- Pre-test scores range from 4 to 14 (20%–70%)
- Post-test scores range from 12 to 20 (60%–100%)

Here's a quick average comparison based on the full set of data:

Table 2. Average score

Test	Average Score	Average %
Pre-test	10.13/20	50.67%
Post-test	17.07/20	85.33%

This shows a clear average improvement of 34.66 percentage points after the intervention

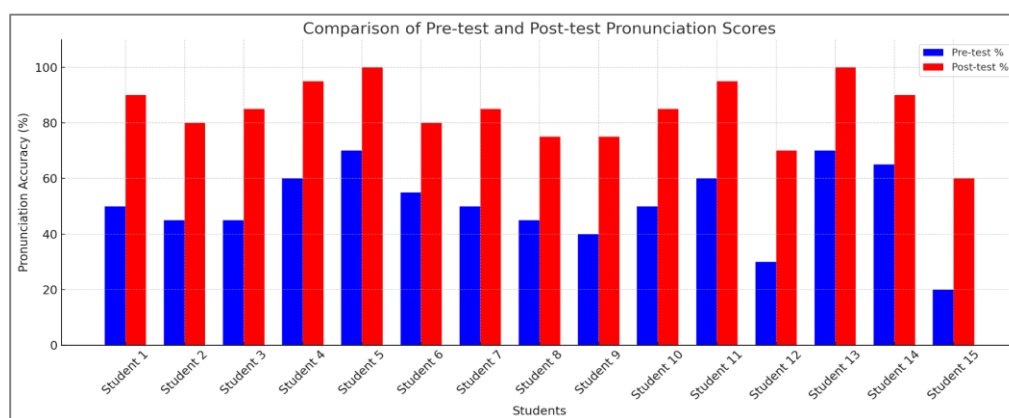


Figure 1. Comparison of pretest & posttest

Results and discussion

The results of the evaluation before and after the test showed a significant improvement in pronunciation skills in accordance with the phonetic instruction. All 15 students participated in both evaluations, allowing a comprehensive assessment of the impact of teaching. The average before the test was 10.13 out of 20 (50.67%), while the average post -test result increased to 17.07 from 20 (85.33%). This improvement of nearly 35 percent points shows structured efficiency of pronunciation. More students showed significant benefits. For example:

1. Student improved from 50% to 90%
2. Students 5 progressed from 70% to 100%
3. The student 12 initially gained 30%rose to 70%and showed meaningful development, even among students at a lower level

Such results confirm the positive effects of clear phonological training on students' ability to accurately create English sounds. These discoveries are according to Celce-Murcia, Brinton and Goodwin's (2010) say that integrated phonetic practice can greatly improve the pronunciation of the student.

Table 3. Comparison of lowest and Highest Scores

	Lowest (S15)	Highest (S5 & S13)
Pre-test	4 (20%)	14 (70%)
Post-test	12 (60%)	20 (100%)
Improvement	+8 (40%)	+6 (30%)

Student 15 had the lowest initial score with 4/20 (20%) but improved significantly to 12/20 (60%), showing an 8-point gain. In contrast, Students 5 and 13 had the highest scores, improving from 14/20 (70%) to a perfect 20/20 (100%), gaining 6 points. This indicates that the phonics method was effective for both low- and high-performing students.

Moreover, the consistency of improvement across students reinforces the reliability of the intervention, echoing conclusions from previous research regarding the value of focused phonetic instruction in EFL contexts (Kráľová & Sorádová, 2021).

Nevertheless, differences in baseline performance highlight the influence of individual variables, such as prior exposure to English and learner motivation. For example, Student 15, who began at 20%, improved to 60%, but still lagged behind peers—a pattern consistent with Dörnyei's (2007) discussion of learner differences and their impact on language acquisition outcomes.

In summary, the results strongly support the effectiveness of structured phonetic instruction for improving English pronunciation. The data confirms the value of implementing targeted, research-based approaches in EFL classrooms to address phonological challenges at the foundational level.

Educational Research Impacts



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This research on using the phonics method to improve pronunciation in EFL learners brings meaningful benefits in several areas—especially in education, but also socially, technically, environmentally, and even economically.

In terms of education, the results highlight how helpful it can be to teach pronunciation in a more focused, structured way. Students often struggle with English pronunciation because they've never received specific instruction on how sounds are formed or stressed. The phonics method addresses this directly, giving learners clear, practical tools for speaking more clearly. As Celce-Murcia, Brinton, and Goodwin (2010) suggest, teaching pronunciation should be an essential part of language learning, not something overlooked. This study supports that idea, showing that learners improve when they're given consistent, phonological guidance. The method is also easy to apply in classrooms, which means more teachers could adopt it to support students' speaking skills, especially at early stages (Gilakjani, 2012).

Conclusiones

To achieve the objective of identifying theories that support pronunciation development in EFL learners, the study emphasized the phonics method as a key approach. This method, grounded in sound-letter associations, helps learners internalize pronunciation patterns rather than simply memorizing words. Its structured, practical focus makes it especially effective for EFL students, improving both clarity and confidence in spoken English.

To address the objective of diagnosing the level of students' pronunciation in EFL learning, the study began with a detailed assessment that revealed a range of pronunciation abilities among the learners. The initial results showed that many students struggled with basic sound-letter relationships, indicating limited phonological awareness. Others illustrated fractional acknowledgment of English sounds but needed consistency in elocution. This determination, given a clear understanding of the ranges that required focused instruction, permitted a more centered and viable approach to making strides in their articulation aptitudes all through the extent.

Something that truly stood out in this think-about was how, indeed, the understudies who had a difficult time to begin with made recognizable advances. One understudy in particular began with a fair 20%, which was the most reduced score, and indeed, in spite of the fact that she learned at a slower pace, she still managed to move forward with her elocution part. This appears to show that the phonics strategy doesn't fair work for fast learners—it can, moreover, offer assistance those who require a bit more time and bolster. It's an update that with the correct apparatuses and a little persistence, each understudy has the potential to develop.

Finally, the study studied the use of phonics strategy to show articulation in EFL students, concluding that the training of reasonable letters of associations has changed the ability of students to speak more clearly and determined. The results of the test went significantly from normal 50.67% to 85.33%-and in fact the lowest priest, which was understood, seemed to be recognized for progress. The strategy showed success not only for fast students, but also for those who need greater endurance, making the Elocution instructions more open, turned inside and promote variable level.



Recommendations

Based on the discovery, it is suggested that the phonetics -based instruction is included as an ordinary component of EFL programs, especially at the apprentice and basic level. This can make a stable company and strengthen the development of long -term dialect. Instructors needed qualified progress in the phonological instructions to guarantee that they can provide convincing and isolated lessons that meet the needs of their insufficient studies. In addition, it is cautious to test students' progress using a reliable assessment. The use of devices such as pre -examination and follow -up allows teachers to distinguish problems in a timely manner and change teaching in the same way. In addition, the basics of creating a class environment, when shortcomings feel safe to try to articulate, are to help reduce unrest and energy dynamic interest.

Recognizing that each understudy learns at a diverse pace, instructors ought to be arranged to supply extra fortification and bolster where required. As illustrated by this consideration, indeed, understudies who confront more noteworthy challenges can accomplish recognizable advancements when given the proper instruments and direction.

After all, teachers are empowered to supplement phonetic teaching with intuitive speech exercises, which allows insufficient research to apply their articulation skills in a true environment. This adaptation between centered preparation and the communicative house can develop both accuracy and confidentiality, making articulation a more coordinated and more important part of the acquisition of dialects.

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