



Ciencia Latina Revista Científica Multidisciplinar, Ciudad de México, México.
ISSN 2707-2207 / ISSN 2707-2215 (en línea), enero-febrero 2025,
Volumen 9, Número 1.

https://doi.org/10.37811/cl_rcm.v9i1

METHODOLOGY TO IMPROVE ORAL COMPREHENSION IN ENGLISH THROUGH PHONOLOGICAL ELEMENTS

**METODOLOGÍA PARA MEJORAR LA COMPRESIÓN ORAL EN
INGLÉS MEDIANTE ELEMENTOS FONOLÓGICOS**

Luis Miguel Romero Zambrano
Universidad Laica Eloy Alfaro de Manabí

María Maricela Nevárez Zambrano
Universidad Laica Eloy Alfaro de Manabí

Daniela Marisol Nevárez Rosado
Universidad Laica Eloy Alfaro de Manabí

Evelyn Tatiana Loor Bailón
Universidad Laica Eloy Alfaro de Manabí

Mayra Auxiliadora Moreira Acosta.
Universidad Laica Eloy Alfaro de Manabí



Methodology to improve Oral Comprehension in English through Phonological Elements

Luis Miguel Romero Zambrano¹

luis.romero@pg.uleam.edu.ec

<https://orcid.org/0009-0001-8647-1211>

Universidad Laica Eloy Alfaro de Manabí
Ecuador

María Maricela Nevárez Zambrano

mamaneza20@hotmail.com

<https://orcid.org/0009-0000-1152-7834>

Universidad Laica Eloy Alfaro de Manabí
Ecuador

Daniela Marisol Nevárez Rosado

daninevarez@live.com

<https://orcid.org/0009-0006-2084-240X>

Universidad Laica Eloy Alfaro de Manabí
Ecuador

Evelyn Tatiana Loor Bailón

evelyn.loor@pg.uleam.edu.ec

<https://orcid.org/0009-0008-0300-031X>

Universidad Laica Eloy Alfaro de Manabí
Ecuador

Mayra Auxiliadora Moreira Acosta

mayra.moreira@pg.uleam.edu.ec

<https://orcid.org/0009-0004-7604-8606>

Universidad Laica Eloy Alfaro de Manabí
Ecuador

ABSTRACT

This work aims at elaborating a methodology through which phonological elements of the English language are used to develop oral comprehension. To achieve the objective, the paper analyzes the phonological aspects that directly influence in this type of comprehension, as well as the fundamentals of oral comprehension. The work also explores, by means of a diagnostic study, the main difficulties students have while using the phonological elements in English during the process of oral interaction in the classroom. The research covers how teachers of such grade treat these elements while developing the communicative competence of their students and how they have been trained to favor oral communication among their pupils on the bases of the phonological elements of English. The results derived of the application of the methodology are explained as well.

Key words: phonology, oral comprehension, methodology

¹ Autor principal

Correspondencia: luis.romero@pg.uleam.edu.ec



Metodología para mejorar la comprensión oral en inglés mediante elementos fonológicos

RESUMEN

Este trabajo tiene como objetivo elaborar una metodología a través de la cual los elementos fonológicos del idioma inglés se utilicen para desarrollar la comprensión oral. Para alcanzar este objetivo, el estudio analiza los aspectos fonológicos que influyen directamente en este tipo de comprensión, así como los fundamentos de la comprensión oral. Además, se exploran, mediante un estudio diagnóstico, las principales dificultades que enfrentan los estudiantes al utilizar los elementos fonológicos del inglés durante el proceso de interacción oral en el aula. La investigación también abarca cómo los docentes de este nivel trabajan con estos elementos en el desarrollo de la competencia comunicativa de sus alumnos y cómo han sido formados para fomentar la comunicación oral entre sus estudiantes sobre la base de los elementos fonológicos del inglés. Asimismo, se explican los resultados obtenidos a partir de la aplicación de la metodología.

Palabras clave: fonología, comprensión oral, metodología

*Artículo recibido 09 enero 2025
Aceptado para publicación: 13 enero 2025*



INTRODUCTION

The arrival of the 21st Century and the rapid development of technology has brought significant challenges to humanity. Knowledge about the latest discoveries and innovations is crucial for succeeding in this new century. Consequently, interaction with people from different parts of the world and access to resources containing such new knowledge demands the use of a common language that facilitates the analysis of those recent discoveries.

On this sense, and according to Seidlhofer, B. (2019) English, as the dominant global lingua franca, continues to evolve and its role in facilitating cross-cultural dialogue and global knowledge exchange has become increasingly significant in the 21st century, particularly in the realms of science, technology, and education.

According to Ilyosovna (2020) there are about 350 million people who speak English as a first language and about 430 million that consider it as their second language. This same author argues that English, then, is not only useful for interacting with English native people but also for communicating with persons whose native tongue is different. Ilyosovna (ibídem) highlights that English is a useful and necessary language to know since it is the one more frequently used for aviation, science, diplomacy and tourism. All this leads to the conclusion that being competent in such language implies that a person will have more opportunities to get a job overseas and to gain chances of consulting updated sources of information of various types.

The previous analysis leads the author of this work to conclude that English is fundamental for the present development of human beings. Being able to communicate in this language will contribute to face the new challenges that this present world demands from people.

The social need before mentioned implies an educational challenge: the teaching of such language to develop (or improve) the communicative competence of individuals. Though it is accepted that there are no age limits to learn a foreign language, the earlier a person is exposed to its learning the better it will be to form and develop his/her communicative competence.

A. Oktaviani and A. Fauzan (2017) consider that teaching a foreign language in an early age of an individual (young learner, from 6 to 12 years old) eases its learning. They argue young learners live “a golden age” due to the plasticity and virginity of the brain. They state that young learners show more enthusiasm and levels of motivation than students who start dealing with foreign languages in later stages. They also add



that learning a language in early stages of life favors the acquisition of intercultural competence and paves the way for the development of bilingualism (ibídem).

Sepyanda (2017) also supports that English should be taught in Elementary Education because of the following reasons: it is a global language which covers numerous fields, it helps students to face more complex challenges of learning such language in upper levels of education.

The author of this work shares the points of view above explained. In particular, he assumes that teaching (and learning) a foreign language since early stages is crucial for establishing a necessary background for further studies on this area. It is also a source for developing students' cultural background and showing them the social and cultural diversity of the modern world. This constitutes an important step for the integral development of their personality and the acquisition of social abilities such as respect, common work and assertive communication.

The results presented in this work cover aspects that influence in the learning of a foreign language: the treatment of phonological elements to develop oral comprehension in the students. An exploratory study carried out showed that they have difficulties while understanding the oral information they share in the classroom. Such problems bring gaps of information while they interact in the English lessons. One of the aspects that came out as a cause was the insufficient treatment (and consequent insufficient learning) of basic phonological elements of English to process the information to which they are exposed.

The importance of knowing and applying such elements, object of study, is recognized by Hinojosa (2015). This author states that learning a foreign language requires the acquisition of oral abilities and that within those abilities the management of the phonological elements is vital.

The problematic situation previously described leads to the educational need of reconfiguring the way in which phonological elements of the English language are treated in such grade and consequently proposed an innovative mode to introduce and systematize in the teaching learning process. Based on this, the objective of this paper is the elaboration of a methodology through which phonological elements of the English language are used to develop oral comprehension.

The idea to defend throughout this document is expressed in these terms: the introduction of a methodology that focuses on the treatment of phonological elements of the English will contribute to the improvement of oral comprehension.



The sample is constituted by 62 students and 5 teachers of English of the same institution.

The methodology elaborated contributes to the teaching and learning of English in young learners. It is focused on the treatment of the phonological elements of that language to improve oral comprehension. This, as well, favors pronunciation and increases the development of other communicative skills. It provides teachers of the institution above mentioned with an alternative to deal with the oral abilities in English.

The study of phonological elements to develop communicative competence has been carried by different authors. Boquete (2014) examines the treatment given to Phonetics in manuals and the beliefs of students and teachers of the University of Alcalá in relation to this level of linguistic analysis. Pinta (2020) studies the contribution of Phonology to the comprehension of oral texts. Her work covers areas such as articulation, vocalization and levels of phonology, among others. Ferreiro (2017) proposes a didactic strategy, based on a didactic model, for the phonetic correction of the pronunciation of students of the major in Education of Spanish-literature. Carles, Álvarez-Cienfuegos de Hierro y Carrillo (n.d) develops an investigation about the main phonological problems that Spanish speaking students face while learning the French language. It describes and evaluates the frequency of errors of some phonemes.

The brief description of the previous works evidences the relevance paid by different authors to the study of phonological elements in the teaching-learning process. The analysis of the above-mentioned sources also signals that the study of such area of Linguistics is not exclusive to one language in particular (either in a mother tongue or a foreign languages). Consequently, its dimensions of application are wide and should be considered as a relevant issue while developing the communicative competence of students. The research questions to answer in this work are:

- How do phonological differences between English and Spanish influences in the students' listening comprehension, and how can teachers adapt their pedagogical approach to address these differences these differences and enhance students' communicative competence?
- What are the effective strategies for fostering phonological awareness in learning English as a foreign language, and how can these strategies contribute to a significant improvement in students' listening comprehension?



Literature Review

According to McMahon (2002), phonology is one of the two subdisciplines of linguistics that deals with the study of sounds. It is focused on the specific selection of a particular language to describe how sounds are organized to signal a certain meaning.

Skandera & Burleigh (2005) agree that phonology is related to speakers' knowledge of the sound system of a language. They subdivide it into segmental and suprasegmental phonology. Segmental is concerned with function and possible combinations of sounds of a specific language. Suprasegmental (also known as prosody) deals with those characteristics of pronunciation that cannot be segmented, such as rhythm, and intonation.

Though both types of phonology can only be divided for methodological reasons since they influence each other while analyzing the sound system of a language, in the present investigation, more attention will be devoted to segmental phonology. Since the results are introduced in an elementary grade (6th), the author of this work considers beneficial to start by dealing with the sounds of the English language to establish the adequate patterns of pronunciation of them.

Odden (2005) considers phonology as one of the key areas of Linguistics. He states that the description of how a given word or structure is pronounced is essential for achieving a certain communicative purpose. From this position, teaching linguistic elements, in particular phonological ones, is focused on their productivity to convey an appropriate meaning in a given communicative context. Consequently, learning linguistic items becomes a useful tool for students since they approach their study as resource for communication, not as a fixed and meaningless study of linguistic rules and patterns.

The importance of phonology in foreign language teaching is also supported by Maharani, Afifah, & Lubis (2023). They explain that phonology leads to analyze and understand how sounds influence language. They recognize the importance of this kind of linguistic studies for teachers of foreign languages since it provides them with insights about how sounds are formed, heard and represented in those target languages (*ibídem*). The authors previously referenced conclude that paying attention to phonology helps teachers and students to gain insights of the semantic significance of the sound system for communication. As a result, effective communication is favored since learners found unfamiliar sounds which bring difficulties not only on



pronouncing some words but also on comprehending oral messages (ibídem). All this can lead to misunderstandings and affect the necessary interactions that should take place in the classroom.

The viewpoints discussed are relevant for the objectives of this work since knowledge of phonological elements is crucial for foreign language teachers. By means of phonological comparison, teachers can prevent the occurrence of mistakes and correct them in case they finally arise.

The development of oral abilities (production and interaction) while developing communicative competence in a foreign language is essential. Due to the essence that language is primary oral and that human beings interact constantly by using the oral language the attention to such abilities becomes vital for any learner of a foreign language.

Within this process of developing oral abilities, oral comprehension (also referred as listening or listening comprehension) plays an important role. Darti & Asmawati (2017) value it as very important since it can contribute to the development of other skills. They also believe that students who are learning English demand an oral input for their development and that it can be considered as the most challenging skill learn (ibídem).

In this paper, the term oral comprehension will be assumed to distinguish it from the traditional term of listening comprehension. Such decision is taken on the bases that the proposal concentrates on the actual oral communication that takes place in the classroom, on the interactions that occur in such context. Consequently, the study of oral comprehension is centered on how such process is manifested during the interactions that emerge among students in an English lesson.

The development of oral comprehension has been analyzed in different works. Djabborova (2020) emphasis on the importance of receptive skills and proposes the use of some productive methods for teaching oral comprehension in ESL and EFL lessons. Krivosheyeva, G., S. Zuparova & N. Shodiyeva (2020) highlight the importance of listening by stating that without any reception there will be nothing to produce about. They also offer some activities to enhance the development of listening in the classroom.

Ur (1984) refers that during the process of listening comprehension some problems may arise. Among them, Ur signals difficulties related to the discrimination of sounds. He considers that such troubles interfere a natural understanding of the language to which learners are exposed. This issue reflects the significance



of the study of the phonological aspects of the English language for the development or oral expression and, in a more specific way, oral comprehension.

Hagtvet (2003) y Masrai (2021) affirm that the knowledge related to the phonological system of a language is essential for a correct decoding of oral messages, in order to avoid possible gaps that may emerge during the interaction between/among individuals.

Carles, Álvarez-Cienfuegos de Hierro y Carrillo (n.d) agree that one of the causes for the problems that student's evidence at the time of communicating orally is the lack of knowledge about the phonological system of the language they are learning. They also state students are not conscious of the nature of the difficulties they are facing. They assure that professors of foreign languages do not work systematically aspects related to the phonological elements of a language. From their perspective, it is a consequence of a misinterpretation of the key fundamentals of the communicative approach. In their work, they propose a direct system of intervention about the production of sounds. They consider that learning the phonological system of the language being taught is significant for students to notice "articulatory clues", to perceive new phonemes and contrast then with the already existing ones. Such perception should lead learners to control with precision and autonomy their articulatory production and understanding of the oral expression. The revision of the different sources previously referenced show that there are antecedents that support the importance of phonology for the learning of a foreign language. They also substantiate the need to deepen on the topic, especially for the teaching of phonological elements to children to favor oral comprehension.

METHODOLOGY

The investigation collected data from 62 students. It included both female and male subjects. The study also comprised 5 teachers of English of such institution. The selection was developed at random to guarantee an objective collection of information and place all individuals with the same opportunities to participate in the research.

The development of the research has a mixed character. In it, methods from the quantitative and qualitative approach are used. The investigation is also of the applied type since it is directed to the solution of a practical problem in an educational environment, the teaching and learning of English in young students.

Data collection is carried out by three research methods. A survey to students was applied to analyze the significance of phonological elements to students in order to comprehend an oral message. It was also



directed to determine the students' opinions about which difficulties they have while understanding an oral communication.

The survey developed with teachers as focused on concluding their viewpoints about the treatment given to phonological elements in their lessons. The survey also collected the teachers' perspectives about the main problems students have while using such elements during the process of oral comprehension. The instrument, as well, gathered information about the upgrading they have had on the area related the treatment of phonological elements to enhance oral comprehension.

Observations to 5 lessons were carried out. Their objective was to analyze in the pedagogical practice how the process of using phonological elements to develop oral comprehension was conducted. It also helped to confirm the difficulties students have at the time of understanding an oral message.

After the application of all the methods mentioned before, a methodology was elaborated to overcome the difficulties found. The research concluded with a partial implementation of such methodology to obtain preliminary evidences of the validity of the proposal constructed.

RESULTS

The analysis of the results starts by describing the outcomes obtained by the application of a survey. Table 1 summarizes the answers given by students to the first four questions of the survey (Annex 1).

Table 1:

Survey Applied to Students (questions 1-4)

Questions	Answers
Q.1 Relevant of correct pronouncing English words.	62/62 (100%) Very important
Q.2 Difficulties to pronounce English words.	61/62 (98.3%) Pronunciation of sounds like / θ, v, ʃ/. 60/62 (96.7%) Lack of knowledge about how some sounds are pronounced. 58/62 (93.5%) Pronunciation of stop clusters.
Q.3 Problems to understand an oral message.	60/62 (96.7%) Hard to differentiate one sound from another. 57/60 (91.9%) Find difficult to understand every word. 55/62 (88.7%) Need to listen to the message more than once.
Q.4 Frequency of activities to practice pronunciation English words.	62/62 (100%) In some lessons.



As a result of the survey applied to 62 students, as it was described in Table 1, in the first question related to the relevance of correct pronouncing English words, the 100% of the students considered it very important. In the second question of the survey related to the difficulties to pronounce English words, 98.3% considered the pronunciation of sounds like / θ, v, f/, as the most troublesome ones, 96.7% pointed out the lack of knowledge about how some sounds are pronounced and 93.5% stated the pronunciation of stop clusters.

Question number 3 is related to problems for understanding an oral message, 96.7% of the students considered hard to differentiate one sound from another, 91.9% find difficult to understand every word, and 88.7% need to listen to the message more than once.

In relation to Question 4, all students agree that they require more time to practice pronunciation in the classroom. They also claim for more work related to the articulatory description of those sounds “which are new for them”.

The results obtained coincide with those reached by authors like Dharmika (2021) and Rodríguez (2019). They associate the emergence of those problems with aspects related to the phonological differences of both languages, the prior learning of such aspects and the phonetic ability of students to discriminate one foreign sound from another.

The author of this paper considers that, apart from the facts mentioned before, it is evident that the treatment given by teachers to phonological elements, in the context in which the research is developed, is insufficient. Consequently, it requires a more systematic and contextualized management of such elements.

The survey applied to teachers (Annex 2) reveals in Question 1 that all of them are aware of the importance of the knowledge related to phonological aspects for the learning of a foreign language, in particular for the development of oral comprehension abilities.

Table 2 shows the results obtained in questions from 2 to 5.



Table 2:**Survey Applied to the Teachers (questions 2-5)**

Questions	Answers
Q.2 Frequency of training phonological elements to develop oral comprehension.	5/5 (100%) In some lessons
Q.3 Level of discrimination of the phonological system of English in students.	4/5 (75%) Level 2 1/5 (25%) Level 3
Q.4 Main difficulties students have while using phonological elements of English.	5/5 (100%) Mispronunciation of English sounds 5/5 (100%) Misinterpretation of oral messages
Q.5 Types of upgrading received.	5/5 (100%) None

In question number 2 about the frequency of training phonological elements to develop oral comprehension, 100% of teachers declared in some lessons. Concerning the level of discrimination of the phonological system of English in students (Question number 3), 75% stated level 2 and the 25% level 3.

In the fourth question related to the main difficulties students have while using phonological elements of English, 100% declared mispronunciation of English sounds and misinterpretation of oral messages. In the last question of the survey, 100% stated that they had not received any upgrading course about the topic.

The results above reveal the coincidence with the ones derived from the survey applied to students. It is also significant the lack of specialized training (an upgrading) on topics related to the application of phonology to favor oral comprehension. Both generalizations confirm the need to introduce new practices in the teaching-learning process of English in the institution studied.

The third method applied consisted of non-participative observation to determine how phonological elements were treated to develop oral comprehension and corroborate in practice the main difficulties students have while decoding an oral message in the classroom. It was determined that the frequency of use of such elements was low. In most of the cases, the analysis was based on error correction. Few activities were used to train students on the main aspects of the phonological system of the English language.

The main aspect covered was associated to the explanation about the fact that there are differences between the Spanish and the English language. It was exemplified by means of out of context examples of sounds that occur in the foreign language and not in the native one. Though this a useful tool, it is insufficient since



the foreign language itself has particular features that should be explained and illustrated. Among those aspects, the articulatory description of English sounds is crucial for understanding how they are produced. The activity that prevailed to train the problems related to oral comprehension is the repetition of the message produced. In few activities teachers use the articulatory method to describe how a mispronounced sound should be produced. All the activities have a corrective, not predictive character. This is one of the causes that leads to the occurrence of mistakes.

The most relevant problems detected during the observations were focused on the need of repeating the oral message since it was not understood at first. It provoked lack of motivation on the students and that they got tired due to the effort they had to make to comprehend the information given.

It was also detected that students had problems while producing and understanding words containing the following phonemes: /θ, ʃ, v, tʃ/. The difficulties were focused on:

Phoneme /θ/. The problems consisted of producing the phoneme /S/ in initial and final position of words or the aspiration of it at the end. This is consistent with the results of previous works and is based on the fact that the phoneme does not exist on the variant of Spanish spoken in South America.

Phoneme /ʃ/. The tendency was to produce the phoneme /S/. The cause is also based on the inexistence of the English phoneme in Spanish.

Phoneme /v/. The problem found was to produce /b/ in initial and middle position and /f/ at the end. The non-occurrence of the English sound in Spanish is the reason for such mistakes.

Phoneme /tʃ/. Though this sound is similar to one existing in Spanish, it does not occur in final position in the students' mother tongue. The problems detected were: the production of /S/ or the aspiration of the phoneme in such position.

It should also be mentioned that difficulties related to the vocalic system of English came out during the process. Phonemes like /ɪ, æ, ə, ʊ/ evidenced to be the most troublesome ones. Though they presented problems, it was observed that they do not bring significant comprehension interferences. Under these bases, it was decided to work on the consonants previously described.

Once the phonological difficulties that interfere with the comprehension of oral messages in the classroom were identified, a methodology was elaborated to overcome such problems. From the theoretical point of



view, the term methodology was assumed as a set of phases (containing actions) for the methodological treatment of problems found in the teaching-learning process (Riverón, 2023).

Methodology to Improve Oral Comprehension in English through Phonological Elements.

The methodology is designed for teachers, so they become users of it. It is a way of upgrading their professional competence on the topic, a difficult that arose derived from application of the scientific methods used in this research. Such upgrading will improve the development of the communicative competence of the students, in particular the one related to oral expression, oral interaction and oral comprehension. Consequently, students become beneficiaries of the methodology.

The methodology consists of four phases; each one integrates some actions. The description of it is presented below.

Phase One: Articulatory Analysis

This phase is directed to the articulatory description of the consonants that presented more problems during the study developed. Since consonants can easily be described from this perspective, it should be the starting point for their correct pronunciation. Students should also know what areas and organs of articulation intervene in the production of these phonemes that do not exist in the phonological system of Spanish.

Actions

1. Describe the speech apparatus.
2. Describe the areas of articulation and speech organs that intervene in the production of the phonemes /θ, ʃ, v, tʃ/.
3. Illustrate how such phonemes are produced in a word. It is recommended to exaggerate and elongate such sounds so students notice their pronunciation.

Phase Two: Discrimination Practice

In this phase students will identify words containing the phonemes under analysis. The objective is to make them aware of the phonological differences of similar words and the phoneme-grapheme correspondence of the consonants studied.

Actions

1. Use minimal pair to distinguish one phoneme from another (E.g.: *wash-watch*; *sheet-cheat*; *sink-think*; *pass-path*; *berry-very*, etc.).



2. Read sentences containing words that enclose the consonants analyzed and ask students to identify each of them).

Phase Three: Pronunciation and Oral Comprehension Practice

This phase is intended to provide students with opportunities to practice the production of the troublesome consonants and enhance interaction among students. It is also a tool to determine how effective the previous phases are to improve the comprehension of oral messages containing such sounds.

Actions

1. Provide students with sets of minimal pairs and ask them to pronounce them to check if they are able to distinguish the difference between words.
2. Ask students to construct sentences that contain the words used as minimal pairs. Check how they are pronounced in connected speech.
3. Provide students with words containing the consonants studied. Ask them to work in pairs to create a dialogue. Check the level of comprehension of the oral messages.
4. Offer students topics that lead students to the use of words containing the detected troublesome consonants in order to create a simple monologue. Check the pronunciation of such words and the level of comprehension that members of the class about the monologue presented.

Phase Four: Feedback

In this phase, teachers identify the weak and strong points students have after going through all the previous phases. Based on the results, they will decide what other actions are necessary to improve the difficulties that persist (or any new one) or to reinforce the positive outcomes. Though this phase constitutes the last one of the methodologies, it is recommendable to offer continuous feedback in each of the phases. It helps to correct in situ probable deficiencies in each phase.

The partial implementation of the methodology previously explained was carried out by means of two pedagogical tests. For data collection and analysis of such tests, the procedure followed by Feby, Miftakh and Mobit (2020) was assumed.

DISCUSSION

The survey results highlight significant challenges in English pronunciation and comprehension among students, particularly with certain phonological elements. The unanimous acknowledgment by students of



the importance of correct pronunciation underscores the value they place on this skill, yet their struggles with specific sounds, such as /θ/, /v/, and /ʃ/, indicate a gap in phonological awareness and instruction. This aligns with the findings of Dharmika (2021) and Rodríguez (2019), who attribute these difficulties to phonological differences between students' native language and English, prior learning experiences, and the ability to discriminate foreign sounds.

The proposal is based on the findings of Hagtvet (2003) and Masrai (2021) as well as Carles, Álvarez–Cienfuegos de Hierro y Carrillo (n.d), who affirm that the knowledge related to the phonological system of a language is essential for a correct decoding of oral messages, in order to avoid possible gaps that may emerge during the interaction between/among individuals.

The results of the authors above mentioned, though settled useful paths for developing oral comprehension through phonological elements of English, are too general to develop this process. The methodology presented in this work paves the way for language teachers to improve the development of the communicative competence in English on their students. Its main objective is to upgrade teachers' professional competence related to oral expression, oral interaction and oral comprehension.

CONCLUSIONS

The results obtained in this work are consistent with previous studies that reveal the treatment of phonological elements (in this particular case, phonemes) for the development of oral comprehension in the English lessons for Spanish-speaking people. The data collected in the particular context where the investigation was developed shows that the consonantal sounds /θ, ʃ, v, tʃ/ are the ones that frequently cause mispronunciation in the students and consequently LISTENING deficiencies of oral messages.

The methodology elaborated proved to be a contextualized pedagogical instrument that allows an individualized treatment to the students. The results derived from the application of the methodology show that it can reduce the occurrence of pronunciation and comprehension mistakes during oral interactions in English lessons.

The author of this paper recommends to replicate the application of the methodology to obtain new empirical evidences about its validity. Exploring how it can work in other educational scenarios can enrich the data collected in this work.



It is also suggested to conceive the treatment of phonological elements from a predictive position instead of a corrective. This perspective may contribute to reduce the appearance of comprehension mistakes.

Another suggestion can be to develop a study through which the treatment of the phonological elements analyzed would be with the support of technological devices that can provide always the same pronunciation pattern and also allow the students to have the records of their own productions, in order to develop metacognition.

Finally, it could be worthy to consider the methodology for the study and treatment of other English sounds that were not covered in this investigation.

REFERENCES

- Adnyani, N. L. P. S. (2022). EFL phonology: A case study of English fricative production by Indonesian learners/fonologi bahasa Inggris sebagai bahasa asing: Studi kasus pelafalan bunyi geser oleh mahasiswa Indonesia. *Aksara*, 33(2), 283–294.
- Boquete Martín, G (2014). Presencia actual de la fonética en el aula de ELE y su reflejo en la enseñanza de la prosodia, *Revista Internacional de Lenguas Extranjeras*, nº 3, diciembre 2014, 7–29 ISSN: 2014-8100 - <http://revistes.publicacionsurv.cat/index.php/rile>.
- Butt, D. et al. (2001). *Using Functional Grammar. An Explorer's Guide*, National Centre for English Language Teaching and Research, Macquarie University, Sydney.
- Canale, M. y Swain, M. (1980). Bases teóricas de los enfoques comunicativos para la enseñanza de idiomas. *Lingüística Aplicada*, 1. 1-47.
- Carles Navarro, Z., C. Álvarez –Cienfuegos de Hierro y M. Carrillo Gallego (n.d). Dificultades fonológicas en el aprendizaje del francés por estudiantes hispanófonos. *Investigación e Innovación en Educación Infantil y Educación Primaria*, Grupo de investigación Fonología y lectura, adquisición y dificultades en lengua materna y lenguas extranjeras (Código de referencia: E 042- 05. Universidad de Murcia).
- Darti, D., & Asmawati, A. (2017). Analyzing students' difficulties toward listening comprehension. *English, Teaching, Learning, and Research Journal*, 3(2) 211-228.
<https://doi.org/10.24252/Eternal.V32.2017.A9>



- Dharmika, P. (2021). Phonological Challenges in Second Language Learning: A Comparative Study. *Journal of Language Teaching and Research*, 12(2), 256-268.
- Dharmika Yowani, L. (2021). Common Pronunciation Problems of Learners of English. Conference Paper. Institut Teknologi Sepuluh Nopember
- Djabborova, F. O. (2020). Ways of Developing Listening Skills of English Learners in ESL and EFL Classroom. *European Journal of Research and Reflection in Educational Sciences*. Vol. 8 No. 10, 2020 Part II ISSN 2056-5852
- Feby, M., F. Miftakk and Mobit. (2020). EFL Students' Pronunciation Error Analysis on English Short Vowel Sounds. *English Ideas: Journal of English Language Education* Vol. 1(1) October 2020.
- Ferreiro Rodríguez, R. M. (2017). La corrección fonética en la formación inicial del profesional de la carrera Licenciatura en Educación Español-literatura. Tesis en opción al grado científico de Doctor en Ciencias Pedagógicas, Manzanillo, Cuba.
- González Hinojosa, A. R. (2015). Estrategias de enseñanza del idioma inglés utilizando la producción oral.
- Hagtvet, B. (2003). Listening comprehension and reading comprehension in poor decoders: Evidence for the importance of syntactic and semantic skills as well as phonological skills. *Reading and Writing: An Interdisciplinary Journal* 16: 505–539, 2003. Kluwer Academic Publishers.
- Ilyosovna, N. A. (2020). The Importance of English Language. *International Journal on Orange Technologies*, Volume: 02 Issue: 01 | Jul-Aug 2020 www.researchparks.org, e-ISSN: 2615-8140, p-ISSN: 2615-7071.
- Krivosheyeva, G., S. Zuparova & N. Shodiyeva (2020). Interactive Way to Further Improve Teaching Listening Skills. *Academic Research in Educational Sciences* Volume 1 | ISSUE 3 | 2020 ISSN: 2181-1385, Scientific Journal Impact Factor (SJIF) 2020: 4.804
- Maharani, P.N., N. Afifah, & Y. Lubis. (2023). The Power of Phonology: Analyzing the Impact of Sound Structure on Language. *Journal of English Language Teaching and Learning*, 4(1), 48-52.
- Masrai, A. (2021). The relationship between two measures of L2 phonological vocabulary knowledge and L2 listening comprehension *TESOL Journal*. 2021;00: e612, <https://doi.org/10.1002/tesj.612>.



- McMahon, A. (2002). *An Introduction to English Phonology*. Edinburgh University Press. *English Language Teaching and Learning*, 4(1), 48-52.
- Odden, D. (2005). *Introducing Phonology: Second Edition*, Cambridge University Press.
- Oktaviani A. and A. Fauzan (2017). Teachers' Perceptions about the Importance of English for Young Learners. *Linguistics, English Education and Art (LEEA) Journal*, Art (LEEA) Journal, Volume 1 Nomor 1, Desember 2017, e-ISSN :2597-3819, p-ISSN:2597-9248, DOI : <https://doi.org/10.31539/leea.v1i1.25>.
- Pinta Remache, R. M. (2020). *La fonología en la comprensión de textos orales*. Trabajo de Titulación previo a la obtención del Grado Académico de Magister en Pedagogía de la Lengua y Literatura, Ambato – Ecuador.
- Riverón, L. (2023). *La asertividad en función del desarrollo de la competencia comunicativa en español, en el proceso de formación inicial del ingeniero agrónomo*. Tesis en opción al Grado Científico de Doctore en Ciencias de la Educación. Universidad de Holguín, Cuba
- Rodríguez Ludeña M. P. (2019). Dificultades que presentan los aprendices de Inglés como Lengua Extranjera en la pronunciación de los sonidos vocálicos. *Revista Andina de Educación* 2(1) (2019) 29-34, ISSN: 2631-2816
- Rodríguez, S. (2019). Phonological Awareness in EFL Learners: Challenges and Teaching Strategies. *English Language Teaching*, 12(3), 120-132.
- Seidlhofer, B. (2019). *Understanding English as a Lingua Franca*. Oxford University Press
- Sepyanda, M. (2017). The Importance of English Subject in Elementary School Curriculum. *English Language Teaching and Research*. Volume I, No.1 September 2017.
- Skandera, P. & P. Burleigh (2005). *A Manual of English Phonetics and Phonology*. Narr Francke Attempto Verlag Gmb H + Co. KG
- Ur, P. (1984). *Teaching listening comprehension* Cambridge: Cambridge University Press.