

**UNIVERSIDAD INTERNACIONAL
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**Implementing Pronunciation in an Integrated Plan to Improve
the Students' English Speaking Level at the ACAMUDE
Institute**

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DEDICATION

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ABSTRACT

This investigation is with the objective to help students from the ACAMUDE institute to improve their pronunciation while applying an integrated plan based on the phonetics to solve this issue. The objectives of the work are to identify pronunciation issues on students at the ACAMUDE institute, also to apply phonetics on an integrated plan as a tool to progress pronunciation on students at ACAMUDE institute and finally to evaluate the strategy of phonetics on an Integrated Plan as a tool to increase pronunciation on students at ACAMUDE institute. The theoretical part enlists features of pronunciation, the importance of teaching phonemes and the application of techniques to improve pronunciation. The factors that affect pronunciation are also reviewed, such as surroundings, current English techniques used by the facilitator and behaviors that affect pronunciation on students. The practical part concentrates on the original teaching of phonemes. Activities and methods used for correction of the incorrect pronunciation are summarized in this part. The practical part is based on the appliance of a pre-test to check the pronunciation and with this work on the main issues the students have while pronouncing words in English. The results are subsequently reviewed by the investigator and then the use of techniques such as the use of homophones and words comparison to emphasize the phoneme practiced. After the teaching of phonetics the investigator proceeded to apply a post-test and compared the results obtained. The students showed commitment, willingness to learn which was also something that helped them to improve very well. The mouth gestures performed by the investigator facilitate the progress that the majority of the students were having since they were pronouncing words with sounds that do not have any connection in Spanish. With the positive outcomes the research question on how phonetics can help students to improve their pronunciation at the ACAMUDE institute could be answered and proved.

RESUMEN EJECUTIVO

Esta investigación tiene el objetivo de ayudar a los estudiantes del instituto ACAMUDE a mejorar su pronunciación mientras aplican un plan integrado basado en la fonética para resolver este problema. Los objetivos del trabajo son identificar problemas de pronunciación en los estudiantes del instituto ACAMUDE, también aplicar la fonética en un plan integrado como herramienta para progresar en la pronunciación de los estudiantes en el instituto ACAMUDE y finalmente evaluar la estrategia de la fonética en un plan integrado como herramienta para aumentar la pronunciación de los estudiantes en el instituto ACAMUDE. La parte teórica incluye características de la pronunciación, la importancia de enseñar fonemas y la aplicación de técnicas para mejorar la pronunciación. También se revisan los factores que afectan la pronunciación, como el entorno, las técnicas actuales de inglés utilizadas por el facilitador y los comportamientos que afectan la pronunciación en los estudiantes. La parte práctica se concentra en la enseñanza original de los fonemas. Las actividades y métodos utilizados para la corrección de la pronunciación incorrecta se resumen en esta parte. La parte práctica se basa en la aplicación de una prueba previa para verificar la pronunciación y con este trabajo sobre los principales problemas que los estudiantes tienen al pronunciar palabras en inglés. Posteriormente, el investigador revisa los resultados y luego utiliza técnicas como el uso de homófonos y la comparación de palabras para enfatizar el fonema practicado. Después de la enseñanza de la fonética, el investigador procedió a aplicar una prueba posterior y comparó los resultados obtenidos. Los estudiantes mostraron compromiso, disposición a aprender, que también fue algo que les ayudó a mejorar muy bien. Los gestos de boca realizados por el investigador facilitan el progreso que la mayoría de los estudiantes estaban teniendo ya que pronunciaban palabras

con sonidos que no tienen ninguna conexión en el español. Con los resultados positivos, se pudo responder y probar la pregunta de investigación sobre cómo la fonética puede ayudar a los estudiantes a mejorar su pronunciación en el instituto ACAMUDE.

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Chapter I

Introductory Framework

Nowadays, English has become important for people, and a correct, clear and understandable pronunciation is a key. By having this in mind, the investigator came up with this research named, “Implementing Pronunciation in an Integrated Plan to Improve the Students’ Speaking English Level at the ACAMUDE Institute”. The investigation has as a main objective to seek for a better, easier and more satisfactory way to teach pronunciation at this institute. This research will implement different methods such as listening and repetition, vowel pronunciation, recognition of common errors made by students at the ACAMUDE institute, in which the participants are from the second level. The idea is to help students to feel more comfortable with their English pronunciation, giving them the opportunity to develop and improve their speaking mechanism by following English different aspects like the use of cognates, phonemes recognition, vowel pronunciation and phonetic alphabet. Furthermore, the investigator will provide a more accurate resolution that students experiment through their process in the learning of English pronunciation.

This process is motivating because it gives the opportunity to the researcher to do the best in order of looking for another way on teaching English from a different perspective. This includes, looking for positive results and a much better understanding of the main issues students face while learning how to pronounce a word they have never seen in their lives. In addition, by giving them tips, clues and signals to recognize how a word is pronounced. Finally, the researcher looks for a positive outcome in this investigation following systematically, and analyzing very carefully the process that this investigation will take.

1.1 Problem Statement

Throughout the life of ESL students, it is commonly seen how students struggle with pronunciation. From the very first moment, it seems to be the most difficult part of the process of learning English. Many factors can interfere with pronouncing words, like anxiety, shame, anger, worriedness, scariness, fear of being in the spotlight, and so many others. It can be noticeable that most of the time criticism can be part of the students' concern when speaking English to another person is about.

The fact that students are always expose to Spanish affect them in a certain way. They tend to pronounce words in English with similar sounds that are used in Spanish. This fact causes that students fail in mispronouncing a word for the first time. Students do not know how interpret, recognize and put into practice topics like cognates, vowels, consonants, diphthongs, phonemes, allophones, nasal sounds, and so on.

The reason for this study, it is to develop pronunciation in an integrated plan as a tool to increase the students' speaking English level at ACAMUDE from second level. The idea is to use phonetics in a more friendly, and at the same time entertained way. The investigator seeks for a solution to today's issues in classrooms in Costa Rica.

Pronunciation has been always a problem for students, not only at an institute level but also at a national level. In Costa Rica, pronunciation has been always an issue since English is mostly taught grammatically by teachers. That is why students are experiencing some low levels of English. When facilitators face this situation while teaching, they can notice immediately the pronunciation issue: on how badly the pronunciation of the words is, and how this causes a difficulty to learn English for students. For that reason, this investigation is created, with the objective to help students from the ACAMUDE institute to improve their

pronunciation while applying an integrated plan based on the phonetics to solve this issue.

Based on these aspects, the investigator came up with this question: How can phonetics on an integrated plan can help students at ACAMUDE institute to improve their pronunciation issues?

1.1 Objectives of the Investigation

1.1.1 General Objectives

To investigate on developing pronunciation in an integrated plan as a tool to increase the students' speaking English level at ACAMUDE institute for the second level.

1.2.2 Specific Objectives

- 1- To identify pronunciation issues on students at ACAMUDE institute.
- 2- To apply phonetics on an integrated plan as a tool to progress pronunciation on students at ACAMUDE institute.
- 3- To evaluate the strategy of phonetics on an Integrated Plan as a tool to increase pronunciation on students at ACAMUDE institute.

1.3 Justification of the Study

The purpose for this investigation is to seek a way to improve in a very efficient, and at the same time, to clear manner the students' English pronunciation at the ACAMUDE institute. For many years, English pronunciation has been a topic for discussion in our classes. The way students tend to fail on this point might be for different reasons. For example, they feel afraid or sometimes ashamed on how they pronounce a word. With this investigation, the researcher looks for those bridges as a mean to make it more interesting and dynamic without causing stress on students.

This investigation can be useful for many colleagues through their English lessons. It might turn into a more useful way to teach pronunciation instead of making students repeat a word for many times with no sense of explanation on why that word is pronounced like that. Teachers in general have the duty to give as much relevant information found as possible for the students to gather as knowledge. Some of them might be using phonemes, mouth gymnastics, and phonetic symbols. The investigator considers these facts as something extremely important for the students to know. The moment students understand this emphasis, they will have a guide to follow, and an explanation about why they are doing it that way.

The researcher will focus on how our phonetic system works. How? By observing the position of the mouth, lips, tongue, and teeth. Students will be provided with examples of words, comparison between words that have a similar sound. In addition, by emphasizing word stress, intonation and movement of the mouth. As a result, with this observation, the researcher can come up with a list of the trends.

Besides the facts already mentioned, the researcher will have a questionnaire to recognize and to see if students are able to differentiate sounds in a word. Moreover, a pre-test will be done to verify how students feel against English pronunciation and with a post-test to confirm the results after the teaching-learning on how to recognize symbols.

1.4 Antecedents

The research made by Quintanilla, Lobos, Olivos & Soto (2012), An analysis of the pronunciation of English consonantal sounds in proper names and other capitalized items by Chilean advanced learners of English, had as a general objective to investigate how to identify and explain the deviations in the pronunciation of consonantal sounds in proper names and other capitalized items. Chilean Spanish advanced learners of English produced those sounds.

The following specific objectives were studied: firstly, the identification of the deviant forms produced by Chilean Spanish advanced learners of English concerning the pronunciation of consonantal sounds in proper names and other capitalized items. Secondly, the search to classify the deviant forms according to the taxonomy of the difficulties English consonant sounds present to Chilean Spanish speakers.

As an important result, it was observed to quantify the types of deviations produced by Chilean Spanish advanced learners of English. As a guidance, the following research questions were taken into account for this study: Which types of deviances do Chilean Spanish advanced learners of English produce in the pronunciation of English consonantal sounds present in proper names and other capitalized items based on the taxonomy applied in the study? And, what is the occurrence frequency of the deviations types produced by Chilean Spanish advanced learners of English?

From this thesis, important information was gathered such as studying aimed to identify and classify the deviations in the pronunciation of consonantal sounds in proper names, and other capitalized items produced by 12 Chilean Spanish advanced learners of English. In order to classify these deviances, the taxonomy of the difficulties English consonant sounds present to Chilean Spanish speakers proposed by Professor C.Vivanco (1991) was applied to elicit the data. Learners were requested to read aloud news headlines from the BBC World News, and this data was recorded. Before processing the data, predictions of possible deviations were made on the basis of the taxonomy mentioned above. The deviant forms produced by ear.

Another research consulted, “Teaching pronunciation through experiential learning and pronunciation techniques” made by Martine (2016), has as general objective for this study to analyze students’ progress in the pronunciation of three minimal pairs (/ʌ/ VS /æ/, /ɪ/

VS /i:/ and /θ/ VS /ð/) in common words contained in simple sentences and short conversations. All these, by using Phonetics and Phonology Pronunciation Techniques and Experiential Learning strategy. In relation to specific objectives, they were considered and mentioned on the following lines. The identification of students' difficulties in terms of (/ʌ/ VS /æ/, /ɪ/ VS /i:/ and /θ/ VS /ð/) minimal pairs pronunciation in common words contained in simple sentences and short conversations. Also, with the possibility to describe students' pronunciation progress of /ʌ/ VS /æ/, /ɪ/ VS /i:/ and /θ/ VS /ð/ minimal pairs during the implementation stage. All the above mentioned by using Phonetics and Phonology Pronunciation Techniques, experiential learning and for the evaluation on how Phonetics and Phonology Pronunciation Techniques and experiential learning approach promote the improvements of the pronunciation of /ʌ/ VS /æ/, /ɪ/ VS /i:/ and /θ/ VS /ð/ minimal pairs in common words contained in simple sentences and short conversations. From this thesis, interesting conclusions come abroad. Firstly, it is possible to say that Experiential Learning cycle is useful for students. Especially the first stage because is here in which students live an experience, and they are put into context in relation to the topic. It is important to emphasize that experience has to be meaningful and interesting for students. Those factors make the difference, so that students are interested in analyzing the background and meaning of the experience. In addition, it is relevant to affirm that in first session, in which students are faced to a segmental pronunciation topic, they need to deal with an activity. This activity allows them to discriminate the phonemes, for example minimal pair, filling the gaps or a listening activity; due that, they help students to identify features of the topic (the phoneme or the minimal pair).

A third international thesis done by Babkina (2018), Phonological interference of mother tongue over the English language consonant sounds pronunciation: a case of Peruvian

learners of English has a general objective to help a group of 17 Peruvian EFL learners ranging in age from 17 to 22 years old to improve the pronunciation of the target English language consonant sounds influenced by phonological interference by applying specific pronunciation practice and instruction. The specific objectives selected for the study deal with the problem cases of the L2 consonant sounds pronunciation that Peruvian learners frequently present. In order to demonstrate the extent in which each case of phonological interference selected for the investigation impedes meaningful communication process, pronunciation practice activities and instruction prepared for the intervention were implemented. These instruments were used in accordance with the Communicative Framework by Celce-Murcia, Brinton and Goodwin to a sample group of 17 Peruvian EFL learners with the level of proficiency from A 2 to B1 (Common European Framework of Reference). Another final objective was to compare and contrast the results obtained by means of pretesting and post-testing in both groups (sample and control) after performing the intervention in the sample group in order to prove or disprove the hypothesis of the present investigation.

As per conclusions, they cited the fooling the issue of the mother tongue influence appeared to be quite serious to the researcher during her teaching experience in Peru. It became obvious that most of the time, learners were not aware of the difficulties they faced when dealing with L2 pronunciation. The negative impact of their native language caused unintelligibility and miscommunication during their oral discourse in English. It seemed that learners struggled more when pronouncing the consonant sounds of the language. Therefore, it became reasonable to investigate about a real possibility to help the EFL learners cope with their mother tongue interference over the L2 consonant sounds pronunciation by providing them with a variety of teaching techniques. In order to fulfill the purpose of the investigation,

specific pronunciation practice activities and instruction were applied to deal with the phonemic difficulties that were highlighted in this investigation as some of the most typical ones among Peruvian learners of English.

Talking about national investigations consulted, Gomez (2018), “The promotion of autonomous pronunciation learning in English students of the UNED Language Center”, the researcher considered it as interesting. The general objective of this investigation was to analyze the way in which the use of ICTs can extend the process of learning English outside the classroom to promote an autonomous practice that favors the development of language skills in students of the Language Center of the UNED. The study also examined the students’ and professors’ perception in relation to the difficulty of these vowels sounds. In addition, the following specific objectives were examined. First, to diagnose the use a student, in the face-to-face courses of English, gives to the strategies and tools of autonomous learning outside the classroom. Second, to identify the factors involved in the development of autonomous learning skills in students of English classes. Third, to examine the role of the teaching staff in the extension of learning outside the classroom. Fourth, to determine the educational and technological resources that meet the learning needs outside the classroom in the face-to-face English courses; and finally, to identify the requirements that can be solved through a techno-educational intervention in order to extend learning outside the classroom. The author (Gómez) came up with the following research question, “How can the use of information and communication technologies extend the process of learning English outside the classroom to encourage a more autonomous practice that favors the development of expected language skills by students of the Center for Education? Languages of the UNED?”

As a result, the group of students who answered the survey indicated a high probability of using the tool, and the group of teachers indicated a high probability of

recommending it to someone who wants to practice their pronunciation. The different reactions to design might be related to the fact that teachers and professors are more accustomed to seeing educational materials that, for the most part, are not created by experts or experts in graphic design. It is clear that there is enthusiasm on the part of the teaching team to incorporate technology in teaching. In addition, no resistance was detected towards the proposals of educational technology in general or towards it in particular.

A second national thesis was consulted. Quiros (2018) realized this interesting investigation. The work titled, "Incidence of metacognitive knowledge and its academic implications in the training of the student of the language career at UNED, Costa Rica" is used as part of this current investigation. The general objective for this investigation was to evaluate the metacognitive knowledge of the students of the Diploma of Teaching of English for I and II cycle of the UNED research participants in order to articulate theoretical-methodological lines in the curriculum that promote in students the understanding of self-regulation and the self-management of knowledge. The following as specific objectives. First, to characterize the metacognitive knowledge possessed by first-year students in the English Teaching Career for I and II cycle of the UNED who participate in the research, according to the knowledge, categories of the person, the task, the strategies and the learning context and based on Flavell's metacognition model. Second, to characterize the particular knowledge that participants have about personal factors that facilitate or inhibit their learning of a second language in a distance context mediated by technology, by studying cases according to Yin. Third, to identify the knowledge the participants have about the objectives, purposes and demands of tasks related to distance learning with technological support, according to the curriculum of the degree. Fourth, to determine the participants' knowledge about effective strategies for reasoning and solving problems of learning in the distance English teaching

career with technological support in light of the theories that underlie the study. Fifth, to identify the learning conditions and cognitive demands imposed by the distance context supported by the use of technology for the study of a second language, according with White and Hurd and among others. Sixth, to integrate the findings on the metacognitive knowledge possessed by first-year students participating in the research; and finally, to determine the impact on their academic performance.

The investigation included important research questions. The researcher considered good to mention them considering that they form part of the information gathered as part of the current thesis. What kind of metacognitive knowledge do the first-year students of the English Teaching Career at the UNED who participate in the study have, according to the categories of knowledge of the person, the task, the strategies and the learning context?. What is the particular knowledge that participants have about personal factors that facilitate or inhibit their learning of a second language in a context of distance mediated by technology? What kind of knowledge do the students participating in this research have about the objectives, purposes and demands of specific tasks of learning English to distance with technological support? What are the students' knowledge about the specific strategies for reasoning and solving problems of learning in the distance learning English teaching career with technological support? What are the learning conditions and cognitive demands imposed by the distance context supported by the use of technology for the study of a second language? What is the impact of CMC on the academic performance of the students participating in this research?

The conclusions Quiros had from his investigation are meaningful. First, the distance students are often faced with new tasks that require knowledge and skills they have not yet learned. In this case, they cannot depend only on your previous specific skills or knowledge to

perform a task. They need to know about different general strategies for distance study and thinking in order to use them for new or challenging work in a non-traditional context.

The person's knowledge is crucial for distance study since it can be an important facilitator or restriction. Those who know their own strengths and weaknesses can adjust their cognition and thinking to be more adaptable to various tasks; and thus, facilitate the acquisition of new content.

Teachers can include some objectives for teaching metacognitive knowledge in the regular unit along with the specific contents of the subject; and then, teach and evaluate so that the CMC is used. During a lesson in any subject, the teacher can identify occasions when metacognitive knowledge can be discussed, such as in reading groups about the use of strategies to analyze a section of a story. This explicit approach and discussion help students connect with other previously acquired concepts about reading and the strategies employed.

1.5 Scope

This research was conducted to identify the main issues students have with English pronunciation. It is expected to help students from the ACAMUDE institute to learn and improve their pronunciation and recognition of English words with the purpose of not making this a difficult, hard, or tedious process for students. On the contrary, it is regarded to make it a more enjoyable, easier, and entertained way for the students.

The investigator wants to recognize the problems students have while pronouncing words in English, and find a practical solution for them to learn them in an easier way. The investigator considers that by applying phonetics rules, the researcher will expect the students to learn and recognize them in a word. In addition, the observer will be there to

detect common English errors students make while speaking in English. With this, a list of trends will be obtained and worked properly.

As a positive fact, along with the points mentioned above, the investigator will show students the correct pronunciation of the vowels and consonants in English. Having this applied, the students will be able to pronounce words in a much appropriate way while speaking in English.

At finally yet importantly, the endings will be worked for regular and irregular verbs and showing students the importance of emphasize how a word ends.

Chapter II

Theoretical Framework

According to Lado (1964), pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening. (p.70)

Having this in mind, the investigator wants to seek for a way to put pronunciation as a priority, showing students the importance of having a good pronunciation, a proper movement of the mouth, and common techniques that can be used while speaking.

In this investigation, readers will find some of the most common techniques used to teach pronunciation. For example, showing students to focus on words that are giving them trouble and break them down. Also, isolating a word can be very helpful, so they can see and recognize key features in a word for the correct pronunciation. Moreover, to put students to read aloud and record themselves, which can be the best way to keep track of improvements. In addition, listening and repeating the words slowly; and finally, the investigator will pronounce the words in a very slowly way so students can see how the mouth is positioned.

Besides these points above, the researcher will put into evidence common mistakes made in pronunciation. The researcher will focus in -ED suffix on regular verbs which are some of the issues students from ACAMUDE face while speaking in English.

The researcher also wants to emphasize the use of cognates, and the way they can help students to differ from one word to another. This will improve students' proper knowledge of the language. The investigator considers that the review of phonetic alphabet is extremely important for the students. With this, learners will have a tool to manage in a much better way the pronunciation of words in English. Based on this, "place of articulation" will be taught to

show how the mouth is used to pronounce the words. The researcher will introduce some of the physical problems that influence the process of announcement. As an example, dysarthria and speech problems such as strokes and stress.

2.1 Literature Review

In the following part of this chapter, the investigator would like to present the different theories that helped to do the appropriate research to support the different ideas thought for the evolution of this investigation. The researcher does not only want to share the ideas, thoughts and feelings involved for the development of the investigation, but also how the previous investigations done by many different authors were a huge influence to have a good course for this investigation.

Below, it would be explained in detail the different theories the researcher came up with for this investigation. The theory, authors that were taken into account, how the researcher planned to develop it, examples, definitions, purposes and what is expected from them.

2.2.1 Common techniques used in pronunciation

The first theory the researcher wanted to develop was thought as the main sense of action that must be learnt by English teachers when it comes to teaching second language students how to speak English properly.

How to teach pronunciation can become a very wide topic. In this investigation, the researcher plans to develop and explain it in how is going to be used at the ACAMUDE institute. The investigator did a research to find the most common techniques used to teach pronunciation. Pronunciation needs to be started from the very basics, and as per the definition given by Paulston & Burder (1976), "Pronunciation is the production of a sound system

which doesn't interfere with communication either from the speakers' or the listeners' viewpoint." (p. 5)

The researcher came up with the conclusion that pronunciation is the form in which the symbols of language, the phonemes or speech sounds, appear and are arranged in patterns of pitch, loudness, and duration. As the traditional model of the communication for people is instructed, as human beings communication is needed, phonetically speaking, through an encoder which is the person who creates and sends the message to the decoder. This decoder basically what it does, it is to receive the message that was sent previously by the encoder and turn it into thoughts. Having this in mind, a good communication can be established between two or more people.

The production of speech is basically the same as the production of any other sound that can be heard in our surroundings with a system for setting up vibrations in the air which affect the organs that are in charge to perceive in the ear of the hearer. The sound of speech, in other words differs from the sound of a noise or like the one produced by a music instrument. Why? Because the organs of speech can change the quality of the sound produced with the option to alter its pitch, sense, loudness, and duration depending on the message that is sought to be delivered. According to Hismanoglu (2006), pronunciation instruction is very important for oral communication. It is also a significant part of communicative competence. From there, appears the importance to have a clear communication, so the speaker can express with an accurate and clear tone of voice the thoughts that are wanted to be said.

Vowel pronunciation can be defined as the sounds in which the air stream moves up from the lungs and through the vocal tract very smoothly; there is nothing blocking or constricting it. A vowel is most often identified as a letter that is not a consonant. More specifically, a vowel is a sound that when paired with a consonant makes a syllable. A vowel

is any sound that a letter makes that is not a consonant sound. On the contrary, it can be given the meaning of a consonant as the all the non-vowel sounds, or their corresponding known letters: A, E, I, O, U. The way that consonants are produced is by stopping the air from flowing easily through the mouth, especially by closing the lips or touching the teeth with the tongue. As it is seen in the alphabet, the majority of letters in the alphabet are consonant letters. In English language, there are twenty-four consonants and twenty vowels; that mean there are forty-four phonemes in English language the learners should be able to produce them while they are learning English. Learners of different language backgrounds will of course face some difficulties to pronounce them because of their language background (O'Connor, 2003). Not only second language students are learning a new pronunciation of the already known consonants or vowels in their native language, but also, they are training their brains to be familiar with new and in certain way similar pronunciation of sounds.

As the picture below shows, students will be educated on which consonants and vowels exist and examples in where they can be seen.

Figure # 1.

Consonants						Vowels			
p	pill	t	till	k	kill	i	beet	ɪ	bit
b	bill	d	dill	g	gill	e	bait	ε	bet
m	mill	n	nil	ŋ	ring	u	boot	ʊ	foot
f	feel	s	seal	h	heal	o	boat	ɔ	bore
v	veal	z	zeal	l	leaf	æ	bat	a	pot/bar
θ	thigh	tʃ	chill	r	reef	ʌ	butt	ə	sofa
ð	thy	dʒ	gin	j	you	aɪ	bite	aʊ	bout
ʃ	shill	ʌ	which	w	witch	ɔɪ	boy		
ʒ	measure								

Slide Player (2019). Taken from <https://slideplayer.com/slide/13049318/>

The researcher really encourages that listen and repeat is one of the most effective techniques that any English teacher can use to have a very positive effect in second language learners. According to Anderson and Lynch (1988), arguing what is successful listening, understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means. However, for Rivers (1966) claimed, that speaking does not constitute communication of itself unless another person comprehends what is said. Teaching the comprehension of spoken speech has a primary importance of the communication aim to be reached. However, Morley (1972) also notes that perhaps an assumption that listening is a reflex, a little like breathing, listening seldom receives over teaching attention in one's native language, and it has marked the importance and complexity of listening with understanding in a nonnative language. The researcher considers listening as a key fact for the formation of a good pronunciation since students can listen very carefully how a word is pronounced. In addition, they try to simulate the way this word is being said and in a certain way, to obligate the phonetic system on trying to reproduce a similar sound than the one that is being heard. Researchers have placed their emphasis to the interplay between social and cognitive functions of repetitions in different ways. Bennett-Kastor (1994) looks at children's narratives and concludes that repetitions are important cohesive devices in these discourses, which in turn fosters social interaction. Based on that, the requester thinks that by repeating the second language, learners will retain more the words that are being taught and listened.

O'Connor and Michaels, and Lyster (1996), on the other hand, approach repetition as a mean of fostering conceptual understanding. O'Connor and Michaels show the impact of teachers' repetition on students' development of scientific knowledge; Lyster examines

teachers' recasts and repetition in L2 classrooms for young learners concluding that both serve similar functions, but that their impact on learners' repairs might differ a combination of the two proves to be more effective than the former only.

On the solutions given, the investigator considers that delivering a good pronunciation is vital for students since they are learning from what is being taught by the professor. If this is not done in the correct way, it will probably cause many repercussions in students. These repercussions sometimes are very difficult to correct, creates frustration in students and a delay in their development of English as their second language.

The researcher also wants to show students the phonemic isolation of the words. As the name suggests, isolation involves the identification of each of the individual sounds in a word. With this, students are able to not only notice and recognize the position where the different sounds appear in a word or even in a sentence, just before the second language learners master it. According to Elgin (1979), a phoneme is a sound of a given language that native speakers agree is just one segment, and which enables them to recognize differences of meaning between words. (p. 32)

As it is intended, the researcher will go over the different features that are involved when it comes to pronunciation. These features are divided in two categories; segmental features and Suprasegmentally features. As it was mentioned earlier, consonants and vowels are part of the segmental features used in pronunciation. These consonants can be qualified in two branches, voiced and voiceless sounds. In order to describe how voiceless sounds are pronounced, teachers can tell that the vocal folds are spread apart. With this, the air from the lungs passes between them and not obstructed. By doing this move, the sounds produced as a result is what it is widely known as voiceless sound.

In contrast to this, to produce a voiced sound, the vocal folds are drawn together. The air from the lungs repeatedly pushes them apart as it passes through creating a vibration effect. This vibration is what makes the sound to be felt. This description is what is popularly known as voiced sounds. Students can place a fingertip gently on the throat near to the larynx. The investigator will show students the different phonemes where these sounds are reflected. As an example of it, a chart will be created dividing voice and voiceless sounds.

Figure # 2.

VOICED SOUNDS	VOICELESS SOUNDS
[b] – back, baptism, rubber	[p] – pitch, depose, sport
[m] – made, compliment, remember	[t] – tine, might, pretty
[n] – wound, none, Sunday	[s] – sit, lace, assistance
[d] – dark, doubt, modern	[h] – heat, hero, hot
[z] – zeal, pleasure, zero	[f] – first, rough, family
[l] – late, lonely, sling	[ʃ] – shop, she, shelter
[v] – very, proven, nerve	[tʃ] – cheat, lecture, check
[w] – wound, power, war	[θ] – thick, method, breath
[ŋ] – sing, nothing, ring	
[ʒ] – usual, massage, dangerous	
[r] – round, forever, zero	
[g] – glued, together, go	
[ð] – them, breathe	
[dʒ] – judge, imagine, visual	

Slide Share (2019). Taken from <https://pt.slideshare.net/josephstroga/consonant-sounds/10>

Another feature that it can be found in the case of vowels is diphthongs. A diphthong is a union of two vowel sounds occurring consecutively and pronounced simultaneously.

The next branch that is within the pronunciation world is the Suprasegmental features. This Suprasegmental feature can be defined as the study of phonological features that is applied to groups larger than the single segment, such as the syllable or the word. Based on this fact, the investigator will develop some very important topics like intonation, stress and accent. Suprasegmental features will help students to learn how to recognize the different ways to analyze a word and understand where to apply the different stresses in a word. Having mentioned this, the researcher will provide a brief explanation of the different features in the Suprasegmental that exist like intonation, word stress and tone.

One of this Suprasegmentals feature mentioned before is Intonation. This attribute involves many things, and sometimes it can be hard for students to major it. As per its definition, Intonation refers to a combination of acoustic parameters, in which aspects that are taken into consideration like duration, intensity of the sound, and pitch are commonly used to communicate a discourse meaning while speaking. For a more clear understanding of this terminology, it can be mentioned that intonation acts as the rise and fall of the voice humans do while speaking to communicate their thoughts with others normally used in meetings, small talks, speeches, conferences and while two several people are talking on the phone.

Hart (1990) in his book, “A Perceptual Study of Intonation: An Experimental-Phonetic Approach from Cambridge University Press”, has defined intonation with at least two different ways in the literature. A much narrow definition is that make an assimilation of intonation with speech melody, restricting it to the ensemble of pitch variations in the course of an utterance (p.41). The researcher considers that this definition totally reflects what the actual process of intonation contains taking into account the comparison between intonation and melody. As per Selfridge-Field (1998) states, melody enables us to distinguish one work from another. It is that melody human beings are innately able to reproduce by singing,

humming, and whistling. It is what makes music memorable: we are likely to recall a tune long after we have forgotten its text (p. 24). This definition brings a more musical sense in which intonation is described. In intonation, it can be perceived the different pitch variations while a person or a group of people is talking. Pitch contours help define the meaning of words when a conversation is having place. In much more complex acoustic environments, the many differences in pitch can incredibly help listeners to segregate and make a more sense of competing sound sources. Simply put the meaning of pitch, it can develop as the perceptual interrelation of the periodicity, or repetition rate, of an acoustic waveform.

On the other hand, intonation can almost be completely different from tone. That depends on the systematic use of voice pitch to distinguish the different lexical items. According to Ladd (1980), the first task in analyzing intonation must be to identify the inventory of meaningful elements (p.14). This fact help students to see the different features or elements that intonation involves. In spoken language, intonation can serve diverse linguistic and paralinguistic functions, ranging from the marking of sentence modality to even the expression of emotional and attitudinal shades. It is very important to show students to identify how they are expressed in the learner's native language, so that differences between the native and target languages are identified and put in evidence for the students' knowledge.

According to Bolinger's (1985) view, intonation is part of a gestural complex. It is a relatively autonomous system with attitudinal effects, which depends on the metaphorical associations of up and down and elaborate scheme of iconism (p. 27). It assists grammar. In some instances, may be indispensable to it, but is not ultimately grammatical. It can be perceived as physical reception while applying intonation that sometimes can be related with grammar, but not necessarily depends on it for its use.

Gussenhoven in 2002 did a research on the many different factors that affects intonation form, which have come to inquiries of a more universal form-function relation in this, and vitally, showed how they interact in life. It is accurately the analysis of the interaction of the several factors, which has developed apparent discrepancies and differences in the form-function relation when cross-language comparisons are made. Gussenhoven (2002) claims that the form-function relations are based on three biological codes: the frequency code, the production (phase) code and the effort code (p.56). Each code has affective and/or informational interpretations and may have different linguistic manifestations in different languages. The investigator thinks of these codes as the mere interpretation of the stages and phases of intonation that are shown in the different languages that exist; having them as a major understanding in what happens stage by stage while intonation is putting into practice.

Besides intonation, the researcher also wants to accentuate the huge of importance that word stress has as a Suprasegmental feature. As its name says, word stress is the relative emphasis that may be given to certain syllables in a word, or for certain words in a phrase or sentence. As per Brown (1990) states, word stress is particularly important in speech processing (p.69). For that reason, the researcher considers this as fundamental for the current investigation because most of the students tend to forget where to emphasize the stress in a word while speaking with others or giving a presentation in front of their classmates and their corresponding professor. In order to identify words, native speakers of English or competent listeners of the language rely on word stress patterns. At certain points, it could be difficult for them to understand a word with the wrong stress pattern (Brown, 1990; Jenkins, 2000). As per the investigator, knowing word stress patterns is crucial, and in addition, its importance of being handled in detail by learners of a second language. Since communication is a key to

have a better communication with others, asserting the correct and appropriate word stress of words is indispensable, and at the same time, noticeable understanding of the message that is sought to be transmitted.

Similarly, Underhill (1994) has suggested that spoken words with correct sounds, but with wrong stress placement, are more difficult to comprehend than words with the correct word stress, but incorrect sounds. On the contrary, when having a good communication between two or more people and a wrong placement of the word stress appears, it can cause many problems in the message or intention in which the person is pronouncing the words to provide the required stimulation and necessary attention that is wanted from the speaker.

The pronunciation of a word is determined or consisted of at least one syllable; or in the case that a word in English is formed or have more than one syllable, that one syllable will have a more prominent sound than any other word. This is a perfect guide, which not only students, but also professors have to follow as well.

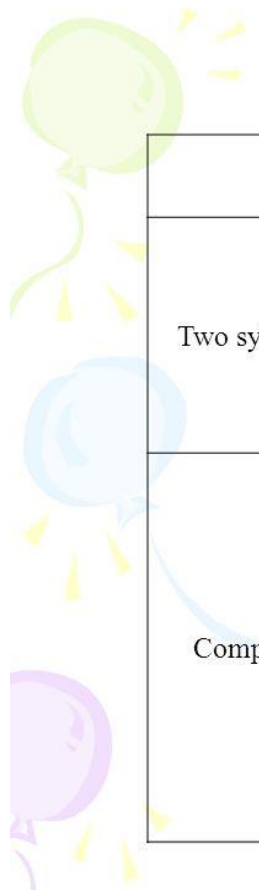
The researcher will also want briefly mention the corresponding notation of word stress. For example, for the primary stress, it is indicated by an acute accent on top of a vowel letter in spelling, e.g. *átom*, and the phonetic symbol /'/, before the first segment of a syllable in transcription, e.g. /*ãtəm*/. In the case of the secondary stress, it is indicated by a grave accent on top of a vowel letter in spelling, e.g. the first syllable of /*àtomístic*/, and the phonetic symbol /,/, before the first segment of a syllable in transcription, e.g. the first syllable of /*ãtə'místik*/. The researcher considers this an extremely important information. It can be very useful for students, so they can recognize the different places where word stress can be placed in a word. By doing this, it would be a perfect guidance for pronunciation while reading aloud or speaking to others.

According to Ladefoged (1993) and Kreidler (1997), every word in English that has more than one syllable has a prominent stress. As it was pointed before the stress in a word will be emphasized. This action helps the students in a classroom or second language learners to locate the stress in a word and the appropriate pronunciation of the word that is being used.

As per Kriedler (1997) states, the stressed syllable of an English word can be in one of five four different positions. (a) it can be stressed on the ult (the last syllable). (b) It can be stressed on the penult (the second syllable from the last). (c) It can be stressed on the antepenult (the third syllable from the last), and it can be stressed on the pre-antepenult (the fourth syllable from the last). The appropriate location of the stress in a word, no matter if it is long or short, it is something that learners of a second language need to be careful. Sometimes words can be very long and for being this way, they tend to be very hard for students to recognize where the stress in the word is located.

Below, it can be appreciated an image of the different rules in word stress. Depending on the quantity of syllables and components, words will be determined to have a corresponding stress. This stress will be represented in the examples where students of the second language will also be seeing in the image, as it can be appreciated and students will know how to represent the stress in a compound word.

Figure # 3.



Word Stress Rule

Word type		Where is the stress?	Examples
Two syllables	Nouns	on the first syllable	center object flower
	Verbs	on the last syllable	release admit arrange
Compound	Nouns (N + N) (Adj. + N)	on the first part	desktop pencil case bookshelf greenhouse
	Adjectives (Adj. + P.P.)	on the last part (the verb part)	well-meant hard-headed old-fashioned
	Verbs (prep. + verb)		understand overlook outperform

Slide Player (2019) Taken from <https://slideplayer.com/slide/4455553/>

The last Suprasegmental feature studied and applied by the researcher will be tone. The pitch of a sound is how high or low it is. High pitched are produced sounds when our vocal folds have a high-frequency vibration, and when our vocal folds vibrate more slowly, the resulting sound is lower in pitch.

Some languages use pitch information to signal changes in word meaning. If a language uses pitch this way, the pitch information is called tone. Tone is the use of pitch in language to distinguish lexical or grammatical meaning – that is, to distinguish or to inflect words. All verbal languages use pitch to express emotional and other paralinguistic

information. In addition, to convey emphasis, contrast, and other such features in what is called intonation. It is important to mention that not all languages use tones to distinguish words or their inflections, analogously to consonants and vowels. Languages that do have this feature are called tonal languages.

The author would like to explain the meaning for accent as a way to avoid any misunderstanding between these terms. As per Matsuda (1991) states, the accent carries the story of who you are—who first held you and talked to you ... where you have lived ... the language you know, your ethnicity ... your class position: traces of your life and identity are woven into your pronunciation (p.71). In phonetics, it is that property of a syllable , which makes it stand out in an utterance relative to its relative syllables. The emphasis on the accented syllable relative to the unaccented syllables may be realized through greater length, higher or lower pitch, a changing pitch contour, greater loudness, or a combination of these characteristics.

2.2.2 Mistakes in pronunciation

It turns necessary for the researcher first recognize the common mistakes students at the ACAMUDE institute have. As it has been seen throughout the years, English sometimes might turn difficult for students as a second language. One of the main reasons, it is because they feel afraid of being judged by others, or the similarities between the languages they speak, in this case Spanish and English.

A proper English pronunciation can be a big problem for some learners. It is very common to notice that it could be harder for some students to learn than for others who sometimes see it extremely difficult, and they feel they will never learn English in an appropriate way. It is very important to mention that the native language of a student

determines, for the most part, the level, degree, and sense of difficulty. It might also decide the types of difficulties students will experience to have in the process of learning English through the time.

It is expected, as it has always been the case, to notice how students have problems while producing the right pronunciation of words. In the case of /*th*/, it is well known that students have issues with this pronunciation. This dental sound is not a common sound that Spanish speakers use in their language. There are two dental “th” sounds in English, both made by touching the tip of the tongue behind the top teeth and squeezing the air through it. If the air is only squeezed, the result that it is going to be obtained is the sound /*θ*/. On the contrary, if the use of voice is felt like a vibration, the result that is going to be generated is /*ð*/. Before providing an example, the researcher would like to describe the difference between content words and functional words. Content words can be certainly defined as the words that have a specific meaning, and they are used to express cultural content. These types of words can be compared to grammatical words or function words, as they are widely known that for this case these grammatical words are structural. Some of examples that are known for content words are nouns, main verbs, adjectives and adverbs. Grammatical are much more related to auxiliary verbs, pronouns, articles, and prepositions. The researcher would like to emphasize that content words are always stressed in conversations in English.

The opposite is seen for functional words, which its meaning can be established, as words that have not that much of a lexical meaning or even have an ambiguous meaning; instead, these functional words serve to express a more grammatical relationships with other words within a sentence that is being developed. Function words are very useful because they help to connect important information. These grammatical words are always relatively few and resistant to change. They are lexically unproductive and are generally invariable in form.

They are used mainly to express different grammatical functions in a sentence. They are widely known as the following prepositions, articles, conjunctions, forms that are used to indicate numbers, genders, or tense and pronouns. For example, the voiceless sound /θ/, it is found in most content words like think, theatre, authorize, math to mention some of them. In the case of the voiced sound /ð/, it is found in most function words like following instances the, this, these, them & there. Due to the fact that this is not a sound Spanish speakers have, the researcher will like to focus on how to major this sound. It is planned to use many examples showing students the use of this sound in the beginning, middle and end of a word.

Another common error that is constantly seen in students of the second language, it is the right pronunciation of the sound of the long /i/ and the sound short /I/ English vowels. It is very important to bring out that the length of these sound depend on their position in the word and the proper pronunciation of that word. Regardless to this fact, the length of the vowel can change and have a different but sometimes-similar sounds perceived by learners of the second language. Even though words can have a similar writing, it is very important for students to keep in mind that not all the letters make the same sound in all words, and that is mainly what vowel length is about. Both of the long i and short I vowel sounds are created when the center of the tongue is put closer to the roof of the mouth. The roof of the mouth is the hard, bony part of the inside of the top of our mouths, behind the tooth ridge, and in front of the soft palette. Different from these two sounds the long e (ɛ) sound is created by putting the center of the tongue very close to the roof of the mouth. On the contrary of the short i (I) sound, which is created by lowering the tongue from the long e position. As a good practice, the investigator would like to demonstrate systematically how the right and corresponding pronunciation of these sounds is produced. For that reason, the researcher will use a good quantity of examples in which the difference between these three sounds is putting in the spot.

As the image below shows, the exercise will contain similar words for the short i (i), long I (I) and the long e epsilon sound (ε).

Figure # 4.

The worksheet features a title bar with a purple alien character on each side. Below the title, there is a practice instruction. Two large, rounded rectangular boxes, one purple and one light purple, contain lists of words. The purple box lists words with short 'i' and 'e' sounds, while the light purple box lists words with long 'i' and 'e' sounds.

Short i, Short e, Long e

Practice saying the groups of words below.

Short i, Short e: bit bet beat, pin pen peen, dill dell deal, rid red read, pit pet Pete, mitt met meat, lick leck leak, riff ref reef, pick peck peek, fid fed feed

Long i, Long e: bean Ben bin, read red rid, seat set sit, seek seck sick, peek peck pick, need Ned nid, peat pet pit, beef beff Biff, reed red rid, weed wed wid

More [ESL Phonics](http://www.stickyball.net/phonics.html) handouts at www.stickyball.net/phonics.html

1

Sticky Ball (2019). Taken from <https://www.stickyball.net/esl-phonics/long-vowels/short-i-short-e-long-e.html>

The investigator will also like to reinforce the -ED endings suffix on regular verbs. As it has been observed, students tend to most of the time pronounce the -ED endings quite similar, and they do not distinguish the difference between the three of them. This is

considered by the investigator a good way to practice simple past at the same. The final -ED endings have three different pronunciations: /t/, /d/, and /ed/. It is known that the final -ED is pronounced as /t/ after all of voiceless sounds in simple past. As it was explained before, voiceless sounds are made by pushing air through your mouth, and as a way to make sure the student is pronouncing it correctly, no sound should come from the throat. Some of the majority of voiceless sounds are the ones mention in the following line: “K”, “P”, “S”, “Ch”, “Sh”, and “F”

Figure # 5.

• Look → looked → look/t/ • Clap → clapped → clap/t/ • Jump → Jumped → Jump /t/ • Miss → missed → miss/t/ • Watch → watched → watch/t/ Wash → Washed → Wash /t/ • Finish → finished → finish/t/ • Kiss → Kissed → Kiss /t/

It is not the same case for the final -ED that is pronounced as /d/. This pronunciation is more for all of the voiced sounds. As reminded, voiced sounds are the ones that come from the throats and vibrate. The investigator wants to show students a nice way to verify that they are doing it well by touching their neck and when they make the voiced sound they are practicing , so they can feel how their voice box vibrate. In order to recognize them, here are the following examples like “L”, “V”, “N”, “B” and all vowel sounds.

Figure # 6.

• Smell → smelled → smell/d/ • Turn → Turned → Turn /d/ • Save → saved → save/d/ • Clean → cleaned → clean/d/ • Seem → Seemed → Seem /d/ • Rob → robbed → rob/d/ • Play → played → play/d/ • Smile → Smiled → Smile /d/ • Love → Loved → Love /d/

Finally, it comes the production of the sound /ed/, which in this; it contributes with the adding of a whole syllable to a word. Final -ED is pronounced /ed/ after “T”, and “D” sounds.

Example:

Figure # 7.

•Proceed → Proceeded → Proceed/ed/ • Decide → Decided → Decide/ed/ • Need
→ Needed → Need/ed/ • Want → Wanted → Want/ed/ • Invite → Invited → Invite/ed/
•Start → Started → Start /ed/

Cognates are a great way to learn English and Spanish. Cognates are words in Spanish and English that share the same Latin and/or Greek root. They are very similar in spelling and have the same or similar meaning. About 90% of Spanish cognates have the same meaning in English. This similarity provides a built-in vocabulary base that transfers over when learning Spanish vocabulary. In a technical sense, two words that have a common origin are cognates. Most often, cognates are words in two languages that have a common etymology, and thus are similar or identical.

2.2.3 Phonetic Alphabet

The researcher would like to embrace the phonetic alphabet for students, so they can recognize them in a word. It is pretty understandable that the symbols of the phonetic alphabet will be a little bit confusing for students since it is something completely new for them. The idea the researcher has is to show them how to recognize them in a easier way by showing them tips, comparing similar words in Spanish and usual letters that can direct us to the appropriate pronunciation.

Clark and Yallop (1990) said that Phonetics and phonology are concerned with speech Talking and listening to each other are so much part of normal life that they often seem unremarkable (p.21). Yet, as in any scientific field, the curious investigator finds rich complexity beneath the surface. This is for the researcher something absolutely true. Students can learn the way phonetics work, and its important relationship with speaking. As per its definition, phonetics is defined as the deep study, the proper investigation, and a detailed description of the sound system in a given language. The articulation of sounds is mostly concerned with the movement of speech organs including lips and tongue.

As with the words of Birjandi and Salmani-Nodoushan (2005), “Linguists define phonemes as the minimal unit of sound (or sometimes syntax). . . . The phonemes of a particular language are those minimal distinct units of sound that can distinguish meaning in that language” (pp. 9-10). Having set the definition of phonemes, students will start getting familiar with the alphabet. The investigator seeks to relate these phonemes with words that are known by students.

Figure # 8.

		monophthongs				diphthongs			Phonemic Chart voiced unvoiced
VOWELS	i:	ɪ	ʊ	u:	ɪə	eɪ			
	sheep	ship	good	shoot	here	wait			
	e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ		
bed	teacher	bird	door	tourist	boy	show			
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ			
cat	up	far	on	hair	my	cow			
CONSONANTS	p	b	t	d	tʃ	dʒ	k	g	
	pea	boat	tea	dog	cheese	June	car	go	
	f	v	θ	ð	s	z	ʃ	ʒ	
fly	video	think	this	see	zoo	shall	television		
m	n	ŋ	h	l	r	w	j		
man	now	sing	hat	love	red	wet	yes		

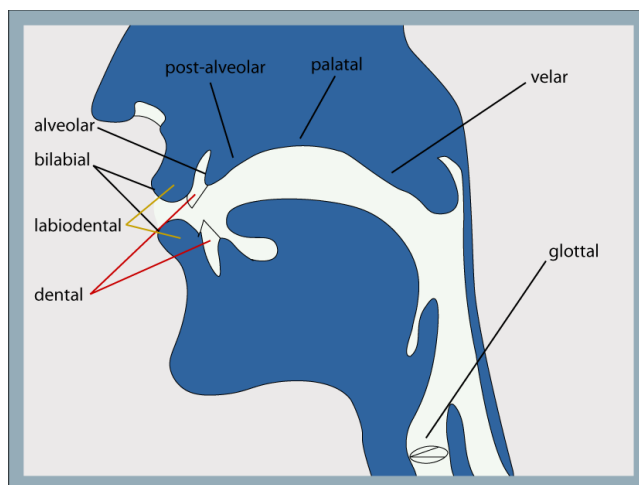
English Club (1997-2019). Taken from <https://www.englishclub.com/pronunciation/phonemic-chart.htm>

To define what transcription is, the researcher mentions what Ladefoged (2006) said, “Phonetic transcription is no more than a useful tool that phoneticians use in the description of speech. It is, however, a very important tool” (p. 33).

As it was mentioned, transcription can be considered as a tool for students to figure out the correct pronunciation of words. By having this knowledge, it would be much easier for students to look up for a word in the dictionary, or use internet web pages to look for the pronunciation just by looking at the transcription that is given.

It is positive to know that with phonetics it can be described the place and manner of articulation of sounds in a language. Therefore, as with Yegnanarayana (2008), the three broad categories of phonation types involving voice source vibration are: (a) modal (the normal vibration type), (b) breathy (where the vocal folds are held apart so that the glottis is not closed completely), and (c) laryngealized (where the folds are held stiffly and vibration is partially inhibited) (p. 1481).

Figure # 9.



The mimic method (2019). Take from <https://www.mimicmethod.com/ft101/place-of-articulation/>

2.2.4 Physical problems that affect pronunciation

Besides searching for information regarding pronunciation, the researcher includes some of the common physical problems to be found in students that make the process of knowing how to pronounce for second language learners.

As mentioned before, having problems with speech can be because of many reasons. One of the most common is the result of problems with the brain or nerves that control the facial muscles, larynx, and vocal cords that are necessary for the developing of speech. Some of them are muscular diseases and conditions that affect the jaws, teeth, and the mouth, which can heavily be impacted. It is well known these conditions that affect speech are present at birth, while some others can be obtained because of metabolic diseases, infections, tumors, or injury. Nevertheless, there can be some other issues that may cause these problems with speech like the abnormalities of the vocal cords in which it can be named the following; for example, an inflammation, polyps (that are usually abnormal, benign growths of tissue in any organ with blood vessels, in this case the mouth), cysts, and tumors. All of these problems can severely affect the pitch and quality of the voice production.

Another very important speech problem to mention is the Dysarthria. This is a term referring to a disorder of speech that is characterized by poor articulation, respiration, and the way in which people speak. This may include slurring, slowing down the pace of talking, and due to this, an abnormality in the speech. This problem can be recognized by the weakness and an abnormal muscle tone that is seen in the speech musculature that moves the articulators like the lips and tongue. Dysarthria is reported to be the most frequently acquired speech and language disorder (Enderby & Emerson, 1995). The researcher should keep this in mind as a mean of having knowledge about how to act through this type of circumstances that

might appear during the process of the investigation. In addition, it works as a feedback to show students the issues that can appear in the development of pronunciation.

Chapter III

Methodological Framework

In this chapter, the reader will find a little bit of a description of the method the researcher decided to implement in this investigation. Authors will be named showing the different terms, definitions that have been used throughout the time when it comes to a qualitative investigation. It is very important to mention the intention in which the researcher wants to emphasize this investigation. The sense of knowing what people feel, think and say about the English language to reach it and try to turn it into a tool to help students improve their English communication. Also in this part of this investigation, the researcher will describe the method or design to solve the research question the investigator wants to answer, and in a certain way, implement to be used by the different colleagues in this wide field called English teaching.

Responsibly, this investigation is based on trustable sources used to carry on with this research. Undoubtedly, including trustworthy information enriches the content and development from a fond of investigation sources. The researcher also presents the instruments chosen to put into practice, and the different reasons they were selected for the use in this investigation. In addition, how they are planned to be developed through the whole process and the expected results the investigator wants to get from them. Through this chapter, it will be explained how the data was collected, and how it is going to be performed. Finally, the data analysis that will be done and a whole description of the process the investigator is intending to do for this investigation.

3.1 Research Approach

Since the beginning, the investigator knew that there was a necessity for doing a qualitative research. The feeling of knowing what students feel, think and want from English is very important to implement in this research. It is mentioned by Denzin & Lincoln (2005) that qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. From the previous definition, the researcher can say that besides of being an observer it will be implemented the interpretation of what the researcher found. With this, the investigator will associate what is seen in order to find a way to correct it by showing the students good practices to become more familiar with English pronunciation. A qualitative research can be described as the study of a certain portion of people, including their behavior in social aspects, the way they feel with their surroundings, the approach they have to their classmates, professor and all the people they have near them. In a qualitative research are different methods that can be used, for example, One-on-one interviews, which it is a personal interview that is carried out with one respondent at a time. This is purely a conversational method and invites opportunities to get details in depth from the respondent. Another method that can be named is the Ethnographic. The idea of this method is to adapt the student's environment. It was said by Muecke (1994, pp.189-190) that Ethnographic is a written description of people that focus on

selected aspects of how they lead their routine, remarkable, and ritual lives with each other in their environment and of the beliefs and customs that comprise their common sense about their world. It is expected by the researcher that the qualitative research shows the human side of the students, their feelings against English, so that the researcher can go ahead and apply in a more certain way the objective that is found with this research with that have the positive results expected by the investigator.

Besides qualitative search, the research thinks that are is good to know the other types of research like the quantitative research. The quantitative research is based on testing a theory, measured with numbers, and analyzed using statistical techniques, and it particularly emphasizes objectivity and reproducibility (Smith, 1979). It is important to mention what Fraenkel & Wallen (2003) defined as quantitative research and its difference between experimental and descriptive research, they mentioned that quantitative research could be classified as either descriptive or experimental research. The purpose of descriptive research is to become more familiar with phenomena, to gain new insight, and to formulate a more specific research problem or hypothesis. In contrast, experimental research is to test cause and affect relationships among variables. In descriptive research, researchers do not have direct control over independent variables because their manifestations have already occurred or because they are inherently not manipulable (Kerlinger & Lee, 2000). The most common technique used in a quantitative is the survey. Survey is defined as the collection of information from a sample of individuals through their responses to questions. This definition was given by Check & Schutt (2012, p. 160). This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation. Survey research can use quantitative research strategies, for example using questionnaires with numerically rated items to get the portions of common thought among people. In a

qualitative research, strategies can be developed using open-ended questions to know similarities between a groups of people, or mix both strategies. This combination mentioned before is called mixed research. As it is often used to describe and explore human behavior, surveys are therefore frequently used in social and psychological research (Singleton & Straits, 2009). The term ‘mixed methods research’ is broadly accepted to refer to research that integrates both qualitative and quantitative data within a single study (Wisdom 2012, Creswell and Plano Clark, 2011). A key aspect of the definition of mixed methods research is the ‘mixing’ of the qualitative and quantitative components within the study (Simons and Lathlean, 2010, Maudsley, 2011). Mixing refers to the process whereby the qualitative and quantitative elements are interlinked to produce a fuller account of the research problem (Glogowska, 2011, Zhang and Creswell, 2013). This integration can occur at any stage of the research process, but is vital to the rigor of the mixed methods research (Glogowska, 2011).

3.2 Research Design

For this investigation, the researcher also decided to develop a topic that is fundamental for the purpose of this research, “the descriptive research”. The descriptive research is a type of investigation that contains and describes certain characteristics, situation or phenomenon from a specific group of population that is being studied.

The following meaning was given by Y.P. Aggarwal (2008), in which descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts, but includes proper analyses, interpretation, comparisons, identification of trends and relationships.

The greatness about descriptive research is the specific focuses on the “what” of the research itself instead of the “why” of the investigation. Descriptive research is divided in three methods when it is put into practice. It can be through an observational method, case study method, or a survey research. The observational method as its name says is based on observation of the group that is going to be studied. In a qualitative observation for example, numbers or measurements are not going to be involved. It is going to be merely a monitoring of the different characteristics that can be seen, felt and noticed from the group of students or responders where the information is looked for. A good benefit from this, it is that the responders are in their comfort zone, surrounded by a comfortable environment which means that they are going to behave in its more natural expression allowing the observer to do it from a distance that is not that far. On the contrary, the case study method involves a problem to be studied, which will reveal an in-depth understanding of a case or bounded system, which involves understanding an event, activity, process, or one or more individuals. (Creswell, 2002, p. 61). Finally, there is the survey research, which helps to get a closer response from the student. Survey research as per Isaac & Michael (1997, p. 136) states, it is defined as tool to answer questions that have been raised. Also, to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives that have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally, to describe what exists, in what amount, and in what context.

It could be developed using questionnaires or polls. It is highly used mostly to collect feedback from responders, where open-ended questions and close-ended questions are asked. The only disadvantage, it is that respondents do not always answer the questions with the

truth since interviewers feel that they are giving personal information and do not know how this might affect them. Unfortunately, this might affect the results from the data collected.

The researcher considers that is of highly importance to mention the action research. This last term is a process where participants examine their own educational practice systematically and carefully by using the techniques of research. This particular type of research is based on the following assumptions. For example, teachers and principals work best on problems they have identified for themselves. In addition, teachers and principals become more effective when encouraged to examine and assess their own work, and then they consider ways of working differently. Teachers and principals help each other by working collaboratively, and finally, working with colleagues helps teachers and principals in their professional development (Watts, 1985, p. 118).

Although there are many types of research that may be undertaken, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher's environment—that is, with the students and at the school in which the teacher works—on questions that deal with educational matters at hand.

3.3 Information Sources

As for today's, world information can be found in some many different ways. Internet has become the most popular source of knowledge. In there, people can get all the information needed. Nevertheless, this useful source was not always like that. Since computers were not that developed in the past, people tend to get the information from encyclopedias, books, magazines, anthologies, articles, dictionaries or glossaries to mention some of them.

The purpose for this part of the investigation is to explain in detail the different sources that exist and taken into account for the development and appropriate use of this research. There are three different types of information sources that will be taken into consideration for the process of production of this investigation. The first information source is the primary. These originator can be found in theses, dissertations, scholarly journal articles (research based), some government reports, symposia and conference proceedings, original artwork, poems, photographs, speeches, letters, memos, personal narratives, diaries, interviews, autobiographies, and correspondence. For this first source, information can be seen the author's own perspective towards a specific topic. They allow the researcher to interpret the information rather than relying on the interpretations of others. On the contrary, for the secondary source, it is more like an analysis or restatement of primary sources. They often try to describe or explain primary sources. They tend to be works, which summarize, interpret, reorganize, or otherwise provide a benefit to a primary source. Some of the examples of secondary sources are textbooks, edited works, books and articles that interpret or review research works, histories, biographies, literary criticism and interpretation, reviews of law and legislation, political analyses and commentaries. Finally yet importantly, appears the tertiary sources, which can be defined as sources that index, abstract, organize, compile, or digest other sources. Some reference materials and textbooks are considered tertiary sources when their main purpose is to list, summarize or simply repackage ideas or other information. Tertiary sources are usually not credited to a particular author. However, to name some of them, there are dictionaries and encyclopedias, manuals, guidebooks, directories, almanacs, indexes and bibliographies.

3.4 Analysis Categories

When it comes to explain about analysis categories, it can be established the difference between them. For a quantitative research variables are taken into account, the opposite for the qualitative method in which the analysis categories will be presented

For the purpose of this investigation and as per its definition, an institute is an organization where people do a particular type of scientific, educational, or social work. In the case for phonetics, it can be defined as the study of speech sounds and their physiological production and acoustic qualities. It deals with the configurations of the vocal tract used to produce speech sounds (articulatory phonetics), the acoustic properties of speech sounds (acoustic phonetics), and the manner of combining sounds so as to make syllables, words, and sentences (linguistic phonetics).

Lastly, it is important to provide the meaning of pronunciation. It is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols.

3.5 Data collection Instruments

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes.

The researcher chose three distinctive instruments. The observation, questionnaires, a Pre-test, and a Post-test. In the case for observation, Gorman and Clayton (2009) define observation studies as those that involve the systematic recording of observable phenomena or behavior in a natural setting. The researcher decided to choose this particular method, firstly,

because of the need of knowing students to see how they react, speak, move and interact when they are speaking in English. Secondly, to note the list of trends that are followed unconsciously in the classroom, and common errors students do while being in an English environment.

The second instrument picked by the investigator is the questionnaire. The questionnaire can be given with a meaning of a research instrument consisting of a series of questions and other prompts having as purpose to gather information from respondents. As defined by Cohen (2013), a questionnaire is the instrument for collecting the primary data (p.12). This method was selected with the intention to confirm if student are capable to recognize the sounds of different words in English.

The last instrument selected was the Pre-test and the Post-test. First, a Pre-test can be used at the beginning of a course. It is handled as a way to establish a subject knowledge baseline. Then, it is related to an end of the course exam in order to look at knowledge added. Pre-tests can also be used as a way to judge the depth of material understanding that is going to be seen in class. The researcher chose this instrument to test students' knowledge. In that way, the procedure can be seen. In addition, students might study it throughout the whole process of learning the pronunciation of words. Positively, by having all these ingredients together, the researcher can see, analyze and work on getting the target pronunciation.

3.6 Collection data process and data analysis

The idea the researcher has with the selected instruments to develop this research, it was to look for a way to get students' understanding, and how they work and improve productively their English knowledge. For the observation case, the investigator is planning to know the different aspects that are found in students while having a conversation in English or

at the time, they are pronouncing a word in English. By doing this, the investigator will be able to come up with a list of trends of common errors students make in class. By detecting the errors, the researcher can assist students, help them to correct those errors, making comparisons between words, and show them the difference in pronunciation with similar words with the use of cognates. Since the researcher needs to measure if students are following the instructions given on how to pronounce a word, a questionnaire will be provided. In that way, the investigator will be able to test students with the recognition of sounds in a word. By applying these type of tests regularly, in companion of a more phonetic way along with oral tests, the researcher will prove how students advance little by little with their English speaking skills. A positive way the research found to get to know more about students' knowledge it is with a pre-test. This instrument checks on how learners are doing with no teaching involve. Taking from there, plus the list of common errors seen in the observation part, the researcher will know the similarities students share among them when it comes to English pronunciation. With this strategy, the investigator will be capable of comparing the initial results with the final results after giving lessons. To prove this, a post-test will be given. The collections of results will be the students' prove about learning acquisition put into practice.

After all of the instruments are put in action. The investigator will elaborate the conclusions as a mean to confirm if the general objective and specific objectives were satisfied. In addition, an analysis amplification of what the students were able to comprehend with the researcher's assistance throughout the whole process of learning to pronounce and correct their English speaking.

Chapter IV

Data Analysis

As per authors, Marshall and Rossman (1999) state, data analysis is described as the process of bringing order, structure and meaning to the mass of collected data (p.150). It is also described as messy, ambiguous and time-consuming, but also as a creative and fascinating process to show results. The following information pretends to explain the different methods the researcher has used during the time consumed elaborating this investigation with the purpose of answering the research question proposed.

The different methods and ideas utilized by the researcher will be explained to show the progress of the students at the ACAMUDE institute since the very first time of the investigation conducted. This information includes the different instruments proposed by the researcher. Those instruments the observation checklist applied in the institution in the first day visiting the institute, also the interviews applied to the teacher and the students through a survey with much elaborated questions, and the pre and post-test applied to the students to check their knowledge and preparation in the second language.

4.1 Analysis and Interpretation of the Results

4.1.1 Observation Checklist

The use of an observation list during the interview process was recommended by Huberman and Miles (2002:92,154); Henning (2004:81-86); Thiétart (2007:184) and Coleman (2012:254). They consider that a face-to-face interview enables the interviewer to observe visual clues, relating for example to the layout of an office and allows the observation of body language, which might indicate comfort or discomfort; thus, giving the interviewer clues on how to proceed. Over and above these advantages of observation, it can also be

helpful in the early stages of analysis because it allows the interviewer to make a judgment about how signs are read; and thus, locate the data in the context in which they were collected (Scott & Usher, 2011:109,110). Gorman and Clayton define observation studies as those that “involve the systematic recording of observable phenomena or behavior in a natural setting” (2005, p. 40).

The researcher decided to start using an observation checklist as the first instrument for this investigation. The reason behind was to know and understand the environment the students are surrounded. In addition, how it affects them positively and negatively in their performance and learning skills in the process of learning English as a second language. Consequently, it would be way to easier for the researcher to check what is seen in the classroom, students’ thoughts, different ways or reactions to perceive the language, gestures and emotions learners show in the time they are receiving instructions and guidance given by the facilitator.

Institution report.

The researcher will be doing this investigation at ACAMUDE (Agenda Cantonal de Mujeres Desamparadeñas). ACAMUDE is located at Desamparados, Third Avenue, between streets 1 and central, 150 meters east from the Costa Rica’s National bank. It is a big building with blue and white color. It has a small parking lot for three cars only with around seven classrooms, front desk, WI-FI, one bath room, televisions inside the classrooms. One of the classroom is shared with the cafeteria, which has a microwave. Beside these characteristics, all of the personnel wear the official blue shirt for the institute to represent they work there; students also use the same uniform.

ACAMUDE is an institute where many courses are given. The list is long, and courses such as 9th Grade, Bachelor, Science Computer, Public Design, Conversational English (from

four years old people), Executive Secretary, Accounting, Human Resources, Public Relations, Business Administration, Cut and Confection, Tailor Shop, Lingerie, Cake Shop, Cooking, Cake Decoration, Balloons Decoration, Crafts, Popular Dance and Belly Dance, Contemporaneous Dance, Ballet, Computers Repair, Cellphones Repair, Automotive Mechanic, Residential Electricity, Beauty, Hairdressing, Styling, Barber Shop, Esthetic, Therapeutic Massage I-II-III, Patient Assistant, and Early Stimulation.

The shifts for the course are very flexible. Starting from 8:00 am to 8:00 pm. Most of the people who go there are from a mid/low class. The amount of money they pay for the courses is very cheap. The age for students who attend the institute varies. It starts from 4 years old kids up to senior citizens. Classes are full with this kind of population, but most of the people who attend the English courses are young. It is noticeable that many families attend ACAMUDE together with the desire of a better future. Because of the location of the Institute, people face the problems Desamparados has such as robbery, car accidents, insecurity and many more circumstances that are different.

Description of the group.

As it was previously mentioned, the classrooms are full of different type of students, starting from 4 years old students up to elderly people. The quantity of students varies. It could be from 10 to 30 students per lesson. English courses are divided in two different levels. It is important to emphasize that Level 2 is the conversational class for the students to put into practice what it was taught in the courses before. The groups have a book called, “Inglés Conversacional Adultos” created by ACAMUDE.

The courses the investigator was assigned is for Level 2. The researcher considers that is very important to mention that these courses have a duration of six months. The total of students per class is different depending on the time the classes are given. On his observation,

the researcher saw 20 students, who were divided in 6 men and 14 women for the level 2. The classroom was composed of one TV, five fans, one desk for the professor, white tables with black chairs, ceramic floor, one acrylic whiteboard, and the class was equipped with emergency lights. Something the investigator noticed was that the classroom had no ceiling. This classroom was next to computer repair, computing and English for children. There were different types of students. For example, two liked to tell jokes about a word similar in Spanish. Some others were working in silence. These last students paid attention to what was being taught. One female student felt sick and did nothing for the entire lesson. The rest participated by mixing English and Spanish while talking. Lastly, no students with special needs were seen.

The researcher could notice that the listening part was difficult for them. While giving the class, the teacher had to repeat several times what she read to them in English, and at the end, she explained the topic in Spanish.

The classroom offers different kind of learners. The ones who never say anything about any topic, always restrict themselves to participate and talk to give their personal opinion. The attitude for the entire group was positive, even though they tended to speak only in Spanish. An important fact was how the investigator noticed that at ACAMUDE, besides of having students of different ages, it was also a place where families go together to receive classes. It is pleasant to live this because it helps students to support each other. The investigator perceived that some other students felt obliged to be there. This population were more interested on using their cellphones, surfing pages like Facebook, Instagram, or chatting through WhatsApp. It was interesting to see that parents were more involved in learning than their children were. Another thing the investigator saw was that students were of different social status. It was remarkable that most of them came from poor regions near to the

institution. Other learners come from mid social class. Fortunately, this fact did not interfere the relationship they have between themselves. As a positive point, they encourage, help themselves, and never judge their social status.

The teacher tended to mix the different skills, listening with speaking, and reading with writing. It was explained by the teacher that ACAMUDE English courses have Module one and two, which are given fully in Spanish to not overwhelm the students in their first contact with English. Modules three, four and five are given in Spanish and English and very focus on grammar and verb tenses. The Professor in charge explains the topics mostly in Spanish. Consequently, to let students know how they work and the meaning of the structure the sentences have. After educator explains them, she started giving several examples in English. Modules six, seven and eight are given in English. Spanish is not allowed, and topics are mainly based on current topics like diseases, economic issues, international news, sports, jobs, cultures, traditions and so many others. The idea of these modules is to make students think in English and start to use it in a daily basis. They have to present topics in groups, role-playing, and having natural conversation between friends. In order to accomplish these activities, the professor uses as supporting material English spoken movies with it correspondent English subtitles. The book used by ACAMUDE has as a title, “Inglés para Adultos (English for Adults)”. The book’s content has the topics that will be developed by the Professor. The topics are well explained. In that way, students have a clear guidance to what is needed to be learnt. Besides this book, the professor gives extra material related to the topic given. Many of these materials are taken from the Internet, but the educator modifies them according to the ACAMUDE’s reality. The teacher also mentioned that she likes to create her own examples. Another method the professor uses is dictation. She gets the texts from this web site, <http://www.really-learn-english.com>. Topics vary, so the students can improve their

listening skills. The way the texts are dictated is the following. First, she asks the class to be in complete silence. Then, she reads the text in a very slow way with an appropriate tone of voice, sentence by sentence. Later, she tents to repeat the sentence three times. After she finishes, the paragraph is read aloud as a way for the students to review what they wrote and make corrections. Once they are over checking, the teacher gives them the text. In that way, they can compare what they had finally written and mark the word they wrote incorrectly. The students are expected to finish every module with the knowledge of what it was taught in class. At the end of the module, if the teacher sees that a student is not handling a topic appropriately, she asks the student to go back to a previous module to reinforce knowledge. For example, they cannot reach module 6 without knowing verb tenses. The meticulously interference to each module is because the importance of the course to focus on speaking and listening and undoubtedly the importance of ACAMUDE to provide an excellence service.

4.1.2 Pre-Test

The second instrument the researcher decided to apply in this investigation was a pre-test. The objective was to meet the different strengths and specific weaknesses the students from ACAMUDE may face when talking about speaking skills. Based on this point, the researcher will implement the best techniques to correct and help the students to have a better pronunciation in English. In addition, to understand a little bit more how and when to correct it.

The pre-test was a not a long test. It was a short test. This instrument was divided into four parts. It was decided this way because the researcher wanted to locate the common errors the group has and to test the pronunciation knowledge in students. Some of the different techniques the investigator decided to put into practice were tongue twisters, homonyms,

homophones and simple statement. In that way, learners could introduce themselves as if they were going to meet someone for the very first time.

The first part implemented in this pre-test was an introductory and short paragraph. The students were supposed to read the typical words a person would use to introduce him or herself. It was definitely something they could feel comfortable of while speaking and as a warm introduction with a teacher, they are not used to.

The second part was designed to challenge students with a tongue twister, which is considered by the researcher as a good technique to improve fluency and manner of speaking. It consisted in a small paragraph to practice different words with very similar pronunciation. Learners were required to prove themselves at the time of reading the sentences aloud.

The third part was developed to check if students were able to recognize homonyms & homophones. The investigator decided to share fourteen words with similar pronunciation, but with different meanings along with common verbs in present and past tense. Having this in practice, the researcher will confirm if the student is able to recognize the different words next to each other and applying the correct pronunciation every word should have.

The fourth and last part was very similar to the third one. The idea was to reinforce verbs in past tense and check if students could determine when to pronounce the word in its correct form. For this exercise, the researcher presented fifteen very similar words for the students to pronounce them accordingly. They were asked to repeat each of them, so the recognition and distinction of the words could have been properly measured.

Because of this, the investigator gathered the information to create a table to show the results obtained by every student after the processing of the pre-test.

Table #1. List of grades obtained by students on the pre-test at the ACAMUDE institute.

ACAMUDE LEVEL 2	
Student	Grade
•Student One	58
•Student Two	47
•Student Three	72
•Student Four	63
•Student Five	55
•Student Six	60
•Student Seven	42
•Student Eight	54
•Student Nine	38
•Student Ten	30
•Student Eleven	35
•Student Twelve	44
•Student Thirteen	62
•Student Fourteen	25
•Student Fifteen	27
•Student Sixteen	50
•Student Seventeen	52
•Student Eighteen	33
•Student Nineteen	77
•Student Twenty	40

Table 1 shows the results for the pre-test.

Source: Researcher's create.

As it can be seen on the table above, the majority of the grades obtained by the students at the ACAMUDE institute were pretty low causing that most of the students failed

to pass this pre-test. The researcher noticed several behaviors throughout of the appliance of this test that might have caused these outcomes. While applying this pre-test, the researcher could notice that the majority of the learners were somewhat nervous the moment of speaking in English. Some of them got stuck while trying to pronounce certain word or even while reading a sentence. It was also witnessed some students did not show interest on comprehend what they were reading aloud, provoking the lowest results in the pre-test. In the second part of the test, it was resembled where most of the students had more problems. This happened due to the constant repetition of similar words next to each other. Consequently, it made them feel confused with what they were reading. It was seen that in the third part, students struggled to guess the correct pronunciation in words with similar writing or sounds. They could not tell the difference in contrast to the rest of the parts. These last two parts -three and part four- students were able to recognize the meaning of almost most of the words. As a result, it helped the investigator to know that the issue is not about meaning or no recognition of the words at all.

4.1.3 Questionnaires

As a second instrument, the researcher decided to go ahead and ask questions directly to the students and the teacher. For that reason, the different points of views can be seen in the two sides. First, from the teacher, on how she sees the students' process. Second, on how students see the teaching way of the facilitator. Mcleod (2018) has defined a questionnaire as a research instrument consisting of a series of questions for gathering information from respondents. Questionnaires can be an effective mean of measuring the behavior, attitudes, preferences, opinions and, intentions of relatively large numbers of subjects more cheaply and quickly than other methods. On these instruments, two types of questions are known: closed

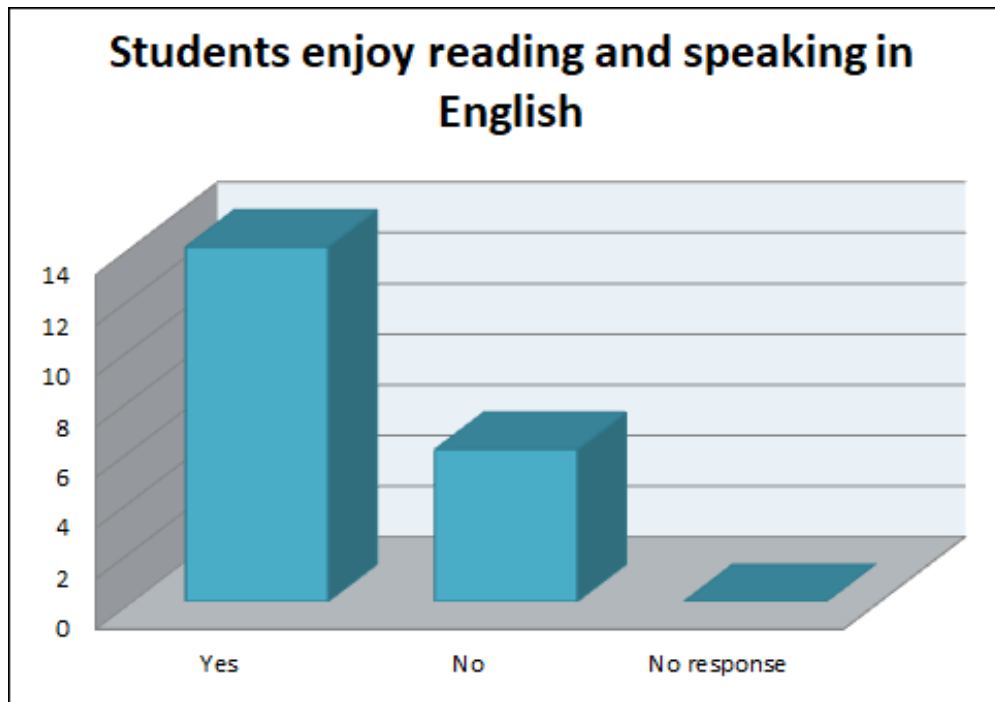
questions and opened questions. The investigator to gather as much information from the students and the teacher used both of them. Closed questions structure the answer by only allowing responses, which fit into pre-decided categories. On the contrary, opened questions allow people to answer with as much detail as they like in their own words.

4.1.3.1 Questionnaire for the students

For the purpose of this investigation, the researcher wanted to know deeper what students think, feel or want from the English course they are currently attending. Having this in mind, a questionnaire was developed to get the information needed. In order to gather this valuable material, students were asked to complete a questionnaire with twenty different questions. The instrument consists of fifteen multiple-choice questions. These questions were regarding more to the student's likes when it comes to either English in general, at their own home or while attending the lessons they receive at ACAMUDE. In addition, the questionnaire includes interrogatives about how frequent they feel embarrassed while speaking English in front of others, together with questions related to the activities performed by the facilitator during the lessons, and the result they have on them. The other part of this questionnaire was composed of five opened questions. The objective was for the researcher had the opportunity to learn the students' personal point of view on what they think about the professor, the development of the activities performed in class, the changes they would implement in the institute, and the time the teacher takes to evacuate any doubt they might have during the lessons.

The first question asked was a closed ended question. The question was interesting. The student was asked if they liked to speak and read texts in English. The question was intended to investigate if students enjoy reading and speaking.

Figure # 10.



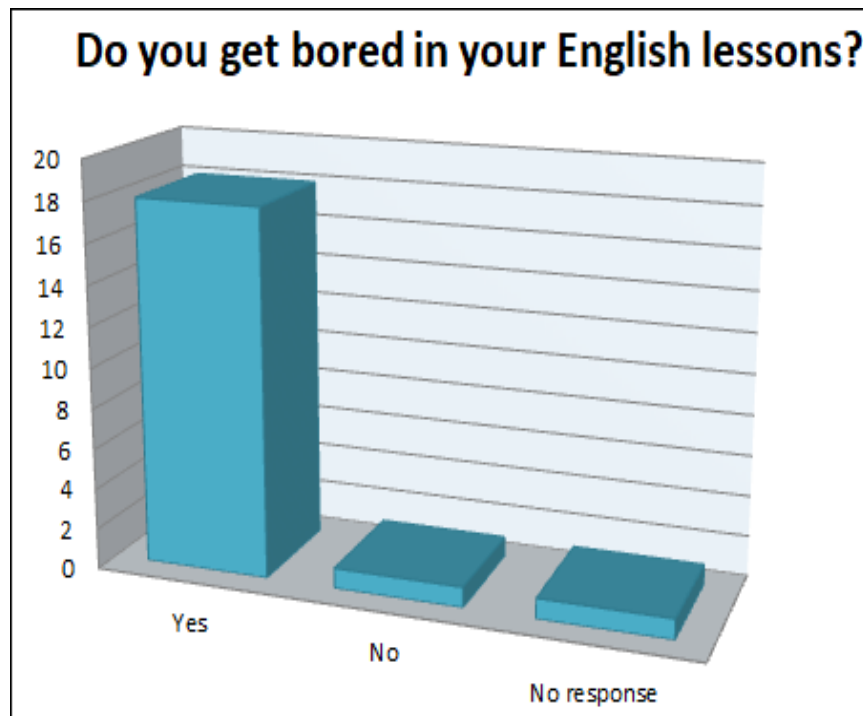
*Figure # 10 shows students at ACAMUDE who enjoy reading and speaking in English.
Source: Researcher's create*

For this questionnaire, the twenty students in level two at the ACAMUDE institute responded positively to the first question being the vast majority of this group, fourteen in total, in answering yes. They said that they enjoy speaking and reading in English. There were only six students that indicated that they did not like it with reasons like feeling embarrassed of their own pronunciation or not being attracted to learn by reading aloud.

Based on the answers for question number one, the researcher could identify that the majority of the class enjoy reading aloud. The investigator considers about the six people who answer negatively to this question with a different way of presenting them reading and speaking. Possibly, these students would have more interest on this skill.

The second question applied was a multiple-choice question. Students were asked if they feel bored during their English lessons. Eighteen responded that no, one said yes, and another one did not respond to this question.

Figure # 11.



*Figure # 11 shows students' boredom during English lessons.
Source: Researcher's create.*

The graphic for this second question, illustrates that among twenty students, eighteen of them mentioned that they do not get bored during their English lessons, only one of them answer yes, and the same amount did not want to give a response.

With this in mind, the researcher wanted to see if there was a lack of willingness in the students to learn, or if they did not feel entertained during their classes.

Question number three was a closed ended question. The same was asked to check how often students feel motivated to come to their English classes.

Figure # 12.

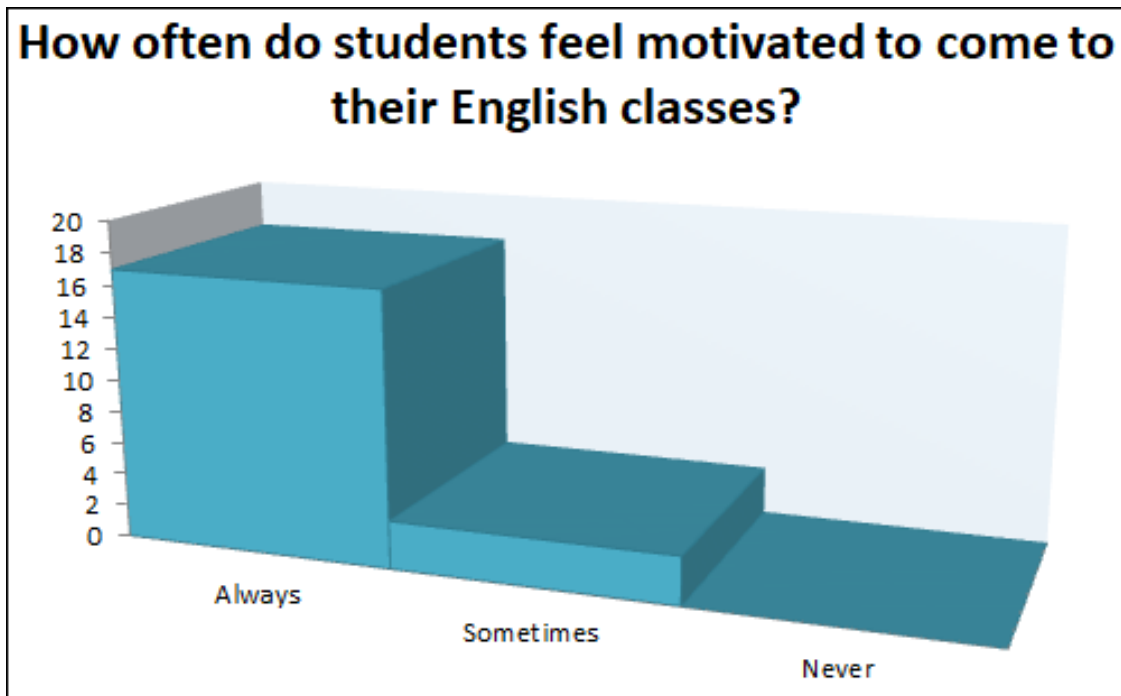


Figure # 12 illustrates the motivation in students to come to their classes.

Source: Researcher's create.

For question seventeen, students answered they have always felt motivated to come to their English classes, and only three answered that sometimes they do not feel that way.

For the researcher it is very important to know this fact, so it can be proved how many students feel attracted to learn English as their second language. In this case, as the graphic shows, the vast majority of students feel this way, and only three sometimes do not.

Consequently, this statistic illustrates the students' motivation to come to their classes.

Question number four was designed to gather information about feeling embarrassed while speaking or reading aloud during classes by the learners.

Figure # 13.

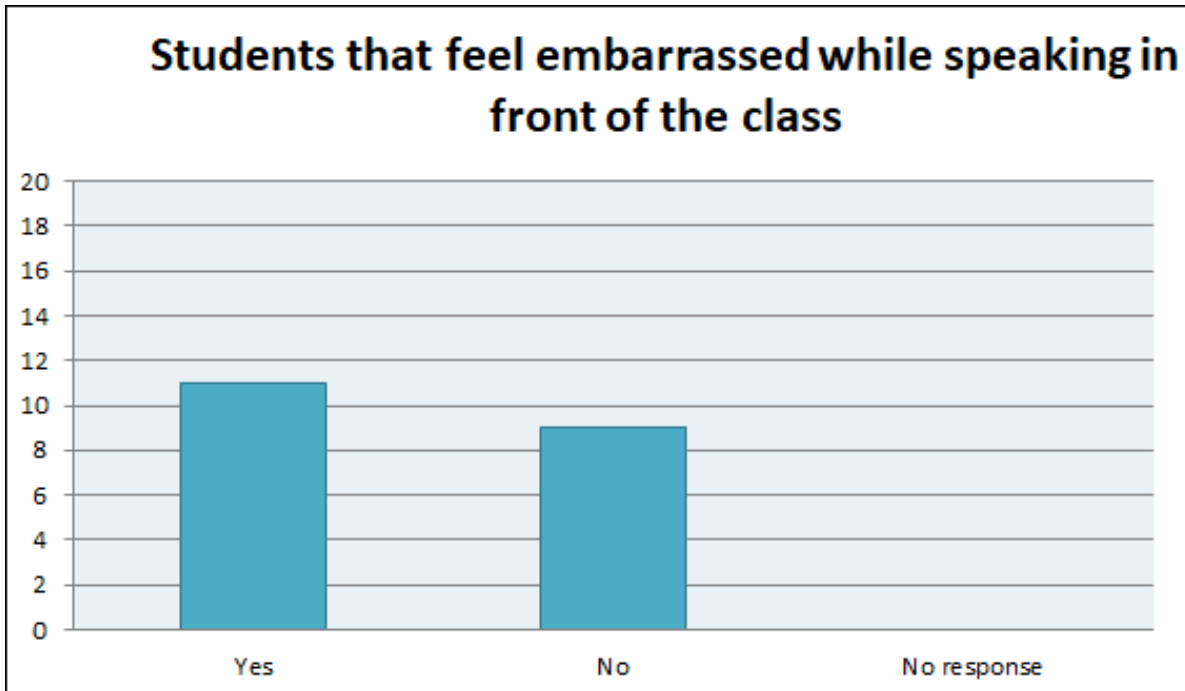


Figure 13 shows if students feel embarrassed while speaking or reading aloud.

Source: Researcher's create.

As the graphic shows, it is plain to see that more than the half of the class feels embarrassed while speaking in front of others or reading aloud. Absolutely, this is something that concerns the researcher. Most of the time is because the student does not know how to pronounce the word or maybe the way on how the pronunciation was not the correct one. The investigator will work on these issues by applying phonetics on an integrated plan to help students teaching them on how to recognize them correctly.

The next question (number eight), the investigator wanted to inquire if students feel motivated by the teacher to improve their English level when it comes to speak and get new vocabulary.

Figure # 14.

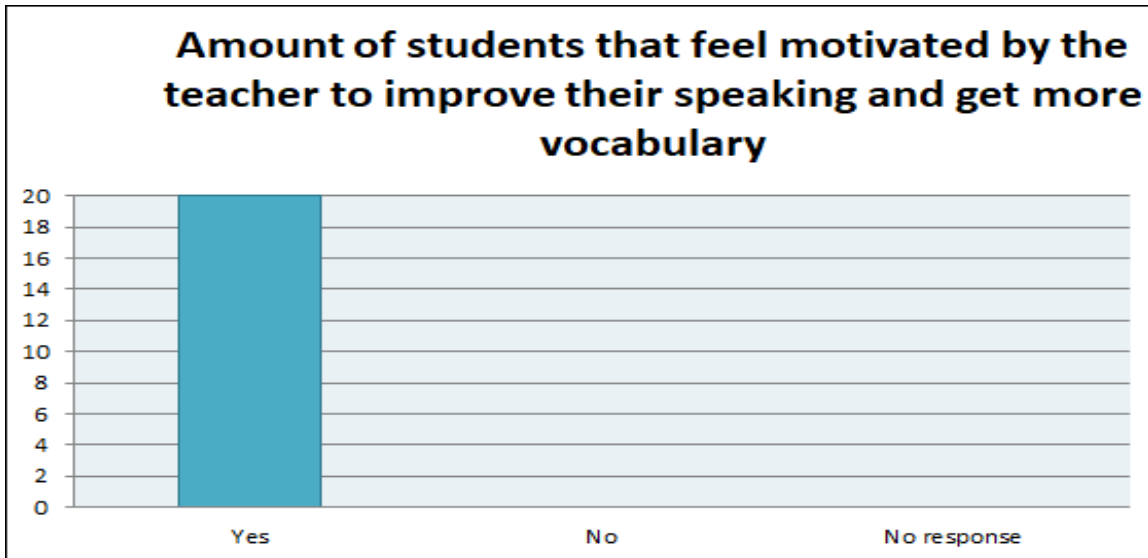


Figure 14 Students that feel motivated by the teacher to improve their speaking and get more vocabulary

Source: Researcher's create.

The facilitator for this question wanted to see if the motivation was enough to make students look for new vocabulary during classes, and to see if the teacher provides them this. Positively, all of the students answered yes to this question.

The researcher considers that vocabulary is fine and goes in a good pace for the students to learn. Unfortunately, the way of how the words are being pronounced is the main issue during classes.

The following question -question number nine- the researcher asked if the activities done by the facilitator are positive to speak, read and learn new words in English.

Figure # 15.

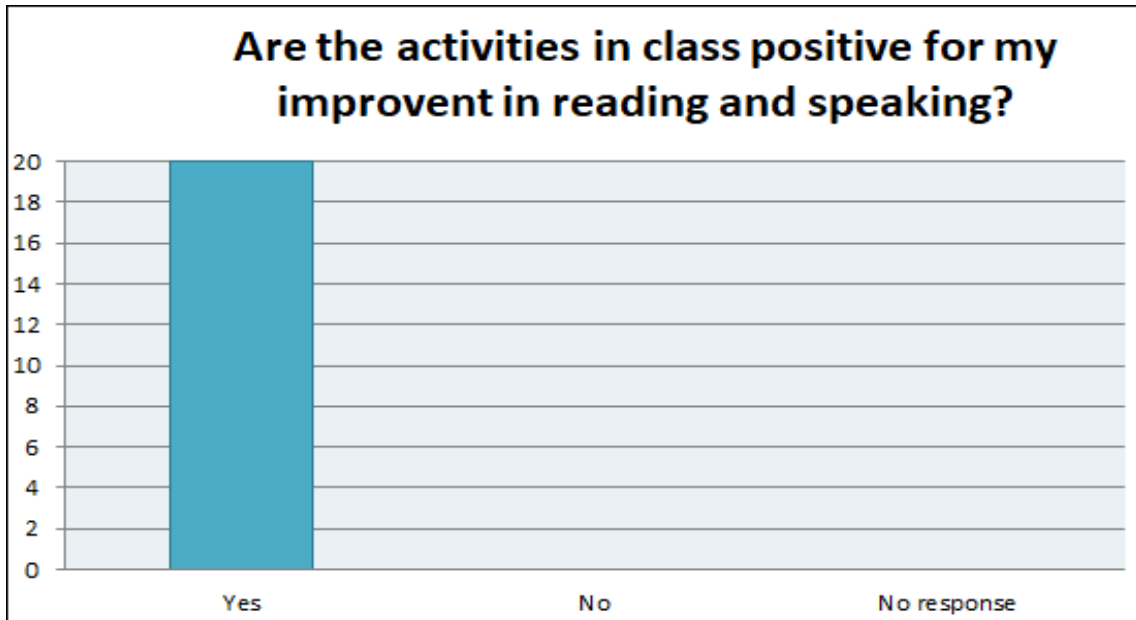


Figure 15 illustrates if activities make students to feel they are improving their speaking, reading and learning of new words in English

Source: Researcher's create.

Through this question, the researcher could see that for the students the activities done by the teacher are making them feel their speaking, reading and learning of new words in English are being improved. The facilitator should take advantage of this by implementing more vocabulary for the students to learn different ways to say something using new words in their vocabulary.

The next question was created a closed ended question in which the researcher wanted to know if students consider the professor needed to plan more lessons to have speaking as a main priority.

Figure # 16.

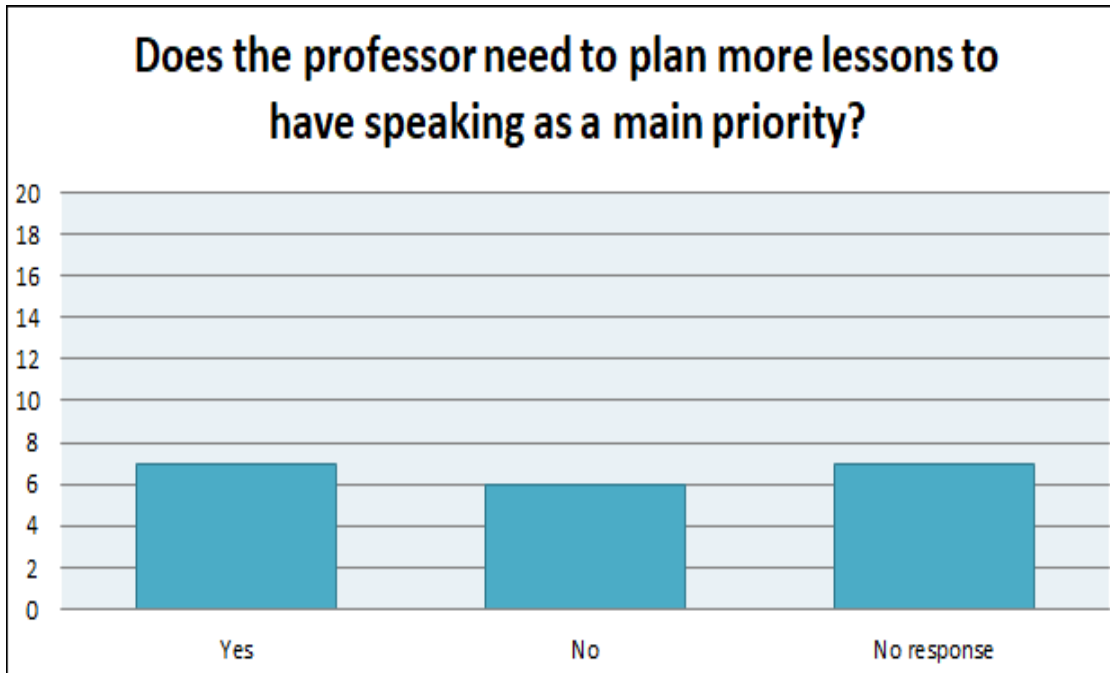


Figure 16 shows students consideration if the professor needs to plan more lessons to have speaking as a main priority.

Source: Researcher's create.

The researcher contemplates this graphic extremely important to emphasize how important speaking is for the students. As it can be seen, seven students consider speaking should have more activities. Another seven did not have a response, which makes the researcher analyze it can be also necessary to show students different methods as a mean to see speaking from another point of view while learning. In this case, only six students stated no more speaking lessons are required. Having this into consideration, the researcher will show students how speaking can be seen if phonetics is implemented by showing them how words are pronounced in certain ways for a reason.

The next question was an opened question. Students were asked about what changes should be made in class to improve the comprehension of the texts in English, and with this

how to get more vocabulary in this second language. If students considered that classes do not need any change, they simple put a comment. The following were the answer given by every student in this class.

Table # 2.

Students	Answer
One	Increase the frequency at which they can read aloud to the rest of the group
Two	
Three	Increase reading and play dynamic games
Four	Have spaces to listen to more audios in English with different accents
Five	Do more improvised and less planned things
Six	They are not difficult changes, but it is more to increase listening activities to improve listening
Seven	To have less noise in class to have a better concentration
Eight	Add pronunciation CDs
Nine	Apply more activities
Ten	None, the teacher teaches things pretty well
Eleven	I like everything but there could be more reading aloud activities
Twelve	A class or activity where we can read / talk about a topic of personal taste, I think you feel more confident exposing something that catches your attention
Thirteen	Not from my class, but dedication to study and improve on my part
Fourteen	None, Alejandra is an excellent teacher, a very good person and a very good teacher.
Fifteen	I don't see the need for changes
Sixteen	I do not consider any change needs to be made
Seventeen	I do not consider that changes should be made since one learns English in a significantly fast way
Eighteen	Everything is fine
Nineteen	None. Always continue with the activities that the teacher does so that the classes keep being dynamic ones
Twenty	I have no complaints

Table 2 shows the answers about changes students would like on their speaking lessons

Source: Researcher's create.

In this table, as it can be read and seen, the majority of students had something to add. In the case of eight students expressed, they like the way things are in their classes, and they consider no changes needed to be made. One student did not answer the questions. Finally, eleven students answered that more changes needed to be made. Some of the examples are mentioned next. First, add plenty of spaces for listening to more audios in English with different accents. Also, to increase reading and play dynamic games. In addition, students would like to include activities where a topic of personal taste can be read and talked, so students can feel more confident. Finally, to have more CDs for pronunciation.

Since most of the students want to make changes, the researcher contemplates that pronunciation it is very necessary to evacuate students concerns. The right pronunciation of words can help students to recognize the word -no matter what the accent is- since students will be already familiar with the sound. This along with audio-visual material to show students how pronunciation can help to minimize accent in a non-native speaker.

The following question was created with the purpose to see if students have a dedicated time to have their doubts answered. This was also an open-ended question. The researcher wanted to grasp if students get the attention needed when it comes to pronunciation.

Table # 3.

Students	Answer
One	Yes, she takes the time, after each topic she makes a practice and at the same time evacuates doubts. If there are doubts even after that she evacuates them individually
Two	Yes, every time we see a topic, she keeps on asking and asking to make sure we are clear with the topics. She gives us the meaning of what we don't know and explains what we don't understand
Three	Yes, she takes the time, she gives you examples so that you can understand them and also she tends to relate things to everyday life
Four	Yes, explaining in depth what is not understood, she goes directly with the person who does not understand
Five	Yes, asking if we have doubts and explaining again. Also she helps us to formulate the sentences
Six	Yes, if we do not understand something, she takes a moment and always clarifies the doubts. Also, if we do not understand, she explains the topics again to make sure we are clear with the topic
Seven	I love how she teaches us, she puts a really good effort
Eight	She does it by answering the doubts that we have at the moment that arises
Nine	She always asks if we have doubts
Ten	Yes, because she looks for different ways to explain the topics and she also looks for videos to better understand the things
Eleven	Yes, she always answers all the doubts
Twelve	She always answers my questions, indicates the errors in my work and helps me solve them
Thirteen	Yes, she always writes everything on the board and then explaining them, more practices
Fourteen	Yes right
Fifteen	Yes, she does it. 1) she explains several examples, 2) Also she brings us videos
Sixteen	During classes whenever I ask she helps me, if I have doubts with any practice in classes she clarifies them
Seventeen	Yes, because if you have doubts about the topic she looks for ways to explain it in a different way and she shows us videos that help to reinforce the topics.
Eighteen	Yes, her explanation is very specific
Nineteen	Yes, she is very patient with me
Twenty	Yes, If you need her to explain to you all day long, she does it. she gives a very good material which is understandable

Table 3 shows the answers and opinions on how the teacher helps the students with their doubts

Source: Researcher's create.

The results for table number two shows how all the students agreed that the teacher takes her time to evacuate the doubts students might have. As per some of the students, it was said that the facilitator tends to give different examples for the topic that is being reviewed. It was also mentioned that the teacher gives these examples by relating them to everyday life. Something the researcher wanted to see was that the teacher responds to individual questions made by the students, and as per the responses given, she does take the time to clarify them.

The use of videos to explain the topics or to give examples was mentioned for different students which the researcher considers it as a great opportunity to show different content to improve pronunciation in students. It seems that more of the examples given by the teacher are related to grammar and not pronunciation itself. The investigator will show students videos about pronunciation, so learners can understand how the position of the mouth works while pronouncing certain phonemes and vowels.

The following open-ended question was created to contemplate what changes students would make at the ACAMUDE institute to improve and make their English lessons more attractive. Consequently, the researcher wanted to see if students feel their surroundings or facilities affect them in the process of learning and speaking in English during their lessons.

The below table shows the comments made by every student regarding this matter, and their recommendations to make their lessons more attractive; at the same time, a more fructiferous one in their process to learn English as a second language.

Table # 4.

Students	Answer
One	Update study plans, changes at the administrative level
Two	
Three	They need to be more organized, since they keep asking for receipts even if you are up to date. That the classrooms have more working fans and speakers to listen to the videos and audios
Four	I think that with what we have it makes it attractive
Five	Make the classes more dynamic, not just come and listen to a teacher and take notes
Six	I wouldn't have any change to make
Seven	Everything is fine
Eight	Everything is fine
Nine	Nothing, everything is fine
Ten	Better facilities
Eleven	Nothing, everything is fine
Twelve	I really do not know
Thirteen	More access to technology, sometimes they present us videos and they cannot be seen due to lack of means
Fourteen	Have WIFI to save my data package and the truth, everything is very well
Fifteen	None. Teacher Alejandra is excellent
Sixteen	None, I think they are fine
Seventeen	Better set and structured classrooms
Eighteen	Add more hours to class
Nineteen	To keep them always dynamic
Twenty	Technology

Table # 4 shows the changes students will make at the ACAMUDE institute to improve and make their English lessons more attractive.

Source: Researcher's create

As it resembled in this table, there were different points expressed by the students. In this case, ten students stated that everything was fine the way things are being handled at the institute. From the twenty students, there was only one student that did not answer this

question, and another one who did not know what to say. The opinions given for the rest of the class participants were different. Three out of the twenty students criticized the way ACAMUDE administrative staff handles the business and the devices used to maintain the classrooms. For example, bad functioning fans, no ceilings in the classrooms, and the poor quality of the speakers used during classes. These negative factors are causing dissatisfaction between them. Another three students stated that technology is something that should be seriously improved since they feel it is causing a delay in their process of learning English as a second language. It was also expressed by two students that a better investment in the set-up of the classrooms, facilities to fix the infrastructure on what is needed is definitely required.

The researcher considers these opinions as very valid statements since the facilities and classrooms at the ACAMUDE institute are not the right ones in order to teach a serious English class as the way it should be. Due to the lack of ceilings, the noise spreads all around the class, which obviously turns it into a noisy venue. In most of the cases, it is simply hard to hear what it is being taught. A good example of what to do, it is to increase the amount of activities for students to work in pairs with a classmate. In that way, they can hear what they are saying, and the teacher can walk around monitoring the attention needed to them.

After this question, the researcher decided to ask the students what activities help them more with their English pronunciation. The idea was to let the researcher understand the activities that are working fine for the majority of the students. In that way, improve them or include them in the teaching of phonemes and vowels pronunciation. It is also important to mention that the investigator wants to see if the activities the teacher is applying to the students are causing trouble to them. The following table presents the different opinions given by the learners.

Table # 5.

Student	Answer
One	Reading and activities
Two	Listen to videos, songs, tutorials in English from native people
Three	Didactic games, tongue twister
Four	Unexpected expositions about any topic
Five	Role plays, round tables or debates. Because I can improvise and be spontaneous
Six	Listen to music in English, read texts in English
Seven	With the work that the teacher gives us, extra homework
Eight	I have no other options
Nine	Correct every word that is mispronounced
Ten	Reading aloud
Eleven	Reading
Twelve	Role-playing games, work in teams to improve communication with classmates and with that avoid feeling embarrassed while speaking in front of others
Thirteen	Videos, songs, movies, reading
Fourteen	Speak more so I can be corrected When I'm wrong
Fifteen	I must practice more
Sixteen	Read and dialogue
Seventeen	Oral and listening practices
Eighteen	Listen to audios
Nineteen	When they make us talk
Twenty	Songs, texts and plays

Table # 5 shows the different types of activities students consider might be better to improve their English pronunciation.

Source: Researcher's create

The results previously provided by the students can tell the researcher that this class is divided in different ways to learn. Four students stated that they like listening activities where videos, songs and tutorial are presented. Music is a great mean to show students different

ways to say something, and at the same time have a good time checking the lyrics of their favorite singers. Nowadays, students feel more attracted to what it is on a TV. The researcher agrees with the opinions and contemplates that this is a great opportunity to show phonemes for the students to listen and see how words are pronounced.

Other four students stated that reading aloud is an amazing way to improve their English. For them, reading aloud can help them to absorb more vocabulary and if a word is being mispronounced, it can be corrected right away. The facilitator told the researcher she asked the students to read aloud in front of the class. The experimenter considers this is something that can be changed. It would definitely be better to experience how students read aloud a passage in which a specific phoneme is repeated, and they can take turn, so both students can hear how they pronounce this.

In the case of other activities, such as role-plays, round tables or debates, four students agreed to tell that it helps them to know how to be spontaneous and improvise while speaking in English. Students think that by doing this, they can avoid feeling embarrassed while talking in front of others. It also gives them the opportunity to express their own point of view regarding certain topics and helps them to build a better communication with their classmates. The investigator would like to keep using these techniques to improve pronunciation between students, but in a different way. For example, by giving them words to use in a sentence while discussing a topic either in a role-play, round table or in a debate.

Three students expressed that speaking activities should be more developed. They think they are not being corrected enough. The idea the investigator has is to put into practice phonemes, so students can tell when a classmate is pronouncing a word incorrectly. In this table, only one student specified that with the work and extra homework given by the professor is enough. The other two left opinions saying that they did not have other options to

tell and the last one think they must practice more on their own. The researcher considers that all of these activities mentioned by the students are necessary. With the appropriate instructions, the investigator can put into practice phonemes, and at the same time, mix them between the activities students feel more comfortable either using music, debates, or reading aloud material related to phonemes that are being reviewed.

The final open-ended question wanted to determine the amount of time the students use during their daily life to practice or to study English. The results can help to determine if the time spent is the enough one. The table below illustrates the total amount of time spent by students.

Table # 6.

Students	Answer
One	Several, I don't a specific quantity
Two	About 1 hour a day
Three	Three hours
Four	5 hours
Five	From 6 to 8 hours
Six	3 hours a week pronouncing song lyrics
Seven	We always have homework to do
Eight	2 hours a week
Nine	Around 30min
Ten	6 hours approximately
Eleven	When I am at school, I take 5 English lessons
Twelve	Few, for now the work limits me
Thirteen	2 hrs. in high school 3 hrs. at home
Fourteen	On weekends
Fifteen	4 hours
Sixteen	Very little, maybe one or 2
Seventeen	4 to 6 hours
Eighteen	3 hours per day
Nineteen	1 hour per day sometimes more
Twenty	I try to do it every day

Table # 6 shows the amount of time the students use during their daily life to practice or study English.

Source: Researcher's create

The table above showed us the different hours or minutes a student at the ACAMUDE institute use to study or practice English. Six students did not specify an amount. As per their statements, it seems that there a several reasons why they do not practice at home. For example, since some of the students go to high school, they do not spend too much time studying at home; students receive around five English lessons in high school.

Another reason given was due to their jobs. They cannot spend a specific time studying at home. The rest of these eight students did not state a reason. They said that during a few hours, during the weekend or simply there was always homework to do. The number of students who answered they study from four to eight hours were six. These students mentioned that they use four, five and eight hours to practice at home. Definitely, a positive fact, taking into consideration the lessons received at high school plus the ones they spend doing homework. Other students claimed they spend between one to three hours studying at home. These hours were divided on one hour per day, one hour per week, two to three hours per day or two to three hours per week. There was only one student how shared that only thirty minutes.

It caught the researcher's attention the different amounts of hours or minutes a student spend on studying English at home or at high school. Based on this information, the investigator wanted to see how English can be more involved in students' lives. Some of the recommendations the investigator wants to provide is trying to make students watch sitcoms, soap operas, cartoons, movies or TV series in English; only at this point, no matter if they use subtitles or not, but for them to listen to pronunciation of different people with their different accents. Another possibility could be to set-up their phones in English. This modification will make students being able to become more familiar with the language. Another good recommendation could be only listening to music in English. It will obligate students to look for their favorite song lyrics and be surrounded with English in their daily lives.

4.1.3.2 Questionnaire for the teacher

The third instrument used by the researcher was a direct questionnaire done to the teacher at the ACAMUDE institute in charge of the group selected to carry out this investigation. The questionnaire was intended to get the teacher's point of view regarding the

speaking skill, teaching practices, common techniques used on students and the strategies that she applied during the classes she normally teaches at this institute. The questionnaire was made up with nine questions. As similar to the questionnaire for the students, this one also had both multiple-choice and open-ended questions to ensure that the teacher had the opportunity to express her thoughts regarding this skill.

The first question to the teacher was about how often she teaches speaking during the class. The professor mentioned that she always instructs speaking because she considers it extremely important for the students to be surrounded by an English environment. Also that by doing this, they will improve their listening and speaking skills.

Second question formulated to the teacher was about her consideration for speaking as an important skill to develop in English classes. It was a multiple choice question in which the options were yes, more or less and no. The educator answered that “yes” because she believes that at the end, the most important part is to learn how to speak in English. The professor is convinced that this second language allows students to open many doors in their lives like travelling around the world and better job opportunities.

For question number three from the questionnaire, the teacher had to number the English skills such as reading, listening, writing & speaking from one to four being one as the most important position and four the least important. In this question, the teacher placed them the following way: number one speaking, number two listening, number three writing and the last one reading. The educator explained that she believes if students learn how to speak, then they will be more capable to communicate with people. She stated that the other skills would become easier due to their enrichment knowledge in speaking.

Question number four was also a multiple-choice question. This interesting question wanted the teacher to assign a percentage from 0% to 100% on how she considered that students speak in English during each lesson. In this case, the options available for the teacher to choose were in ranges. The first range went from 0% to 30%, the second range was from 30% to 70% and the third range was from 80% to 100%, being this one the highest in this category. The professor marked that her students speak only 30% to 70%. She argues that her students tend to use Spanish. This is due to several factor such as embarrassment and fear to pronounce the words incorrectly.

On the next question, question number five, the teacher was asked if she considers that her students had speaking habits. The answer for this question was “More or less”. She considers that nowadays people have more access to Netflix, YouTube, Spotify and many other tools resources where English can be heard and seen. The teacher thinks they can be very useful, but it depends on how people use them.

In the case of question number six, the researcher decided to make an opened question. The objective was intended for the professor to communicate what kind of strategies she applies to implement speaking in class. The facilitator mentioned that she uses speaking in different ways. The teacher likes to make debates about certain topics that are of common knowledge such as food, movies, music, likes and dislikes. If she considers they needed to discuss a topic as a group, then she implements round tables. In that way, students can express their own point of view.

Since the professor knows that everything is not about serious topics, she likes to play games such as broken telephone (Chinese whispers) to check listening and speaking skills. It

is important for her on having fun while learning. She argues that is sometimes necessary for the progress of her classes.

The following question -number seven- was also an opened question. The teacher needed to mention what obstacles she considers to face when she teaches speaking. She stated that an obstacle in her lessons is the fear and shyness students feel and have. She thinks that this is because other students will make fun or even laugh at themselves while giving a speech or talking in front of others. The facilitator thinks these obstacles are very difficult to face for them, and that she does her best trying to make them feel comfortable in her classes in order to avoid this feeling in them.

The eighth question consisted if the facilitator considers she had the enough material to develop speaking classes. The educator answered that “no”. The reason given was that she does not have an appropriate classroom to deliver her classes and develop listening and speaking as it should be. This is due to the noise coming from the outside and the classrooms next door. Moreover, her classroom does not have a ceiling, which sometimes makes her classes impossible to hear. This causes a frustration in both, professor and students, which are eager to learn and pay attention to her lesson. This issue is also reflected the moment using the television for videos or while she explains certain topics and even worse, when she is explaining the pronunciation of the words studied.

The last question was regarding the changes the facilitator would make in her speaking lessons. The teacher mentioned that she would like to find a different topic for every week. Attractive topics that can catches up the attention of her students, so they would feel free to speak and express themselves. According to the professor, she thinks an entertained class is a

very productive one. These type of lessons produce good results in students and a faster learning process between them.

4.1.4 Post-test

After all the interviews, lessons performed and pre-test applied by the investigator, it was thought about a positive way to check if the teaching given worked. The researcher planned the application of a post-test. After having applied different phonetics strategies, in order to help students improve the speaking skill, this instrument was selected as an evaluation tool for the strategies.

The researcher applied different strategies like showing students how vowels and phonemes are pronounced in words, to show the difference between homophones and homographs, and reading aloud to check pronunciation. They were developed considering aspects heard by the students and trying to include technology in a creative way to help students enjoy the process of learning phonetics as a mean to improve their speaking skill.

After showing students phonemes, the following table illustrates the grades obtained by the students at the ACAMUDE institute.

Table # 7. Grades obtained by the students on the post-test.

ACAMUDE LEVEL 2	
Student	Grade
•Student One	77
•Student Two	72
•Student Three	88
•Student Four	80
•Student Five	75
•Student Six	94
•Student Seven	72
•Student Eight	100
•Student Nine	86
•Student Ten	70
•Student Eleven	76
•Student Twelve	82
•Student Thirteen	96
•Student Fourteen	83
•Student Fifteen	78
•Student Sixteen	92
•Student Seventeen	84
•Student Eighteen	90
•Student Nineteen	100
•Student Twenty	74

Table 7 shows the results for the post-test.

Source: Researcher's create.

As it is shown in the table above, the outcomes obtained were very good ones. The students improve their speaking significantly proving that the phonetics taught by the investigator had excellent results. It is great to see how students increment their interest in speaking. In addition, on how they improved their speaking skills, and the most important, on how they show more interest on it.

Chapter V

Conclusions and Recommendations

The following chapter collects the conclusions the researcher came up, and the most important recommendations obtained throughout the research. These recommendations and conclusions intend to provide useful opinions, which can be necessary to improve pronunciation in students using phonetics. In other words, the researcher made sure that the information included in this investigation was carefully analyzed, reviewed and it is based on objective data. The results that were obtained, due to the use of each instrument, were of highly importance to support and provide the outcomes in this section through reliable information. In the case of the conclusions found, they will be properly divided into three specific objectives of this research.

5.1 Conclusions

The next conclusions will be developed to provide the results obtained based on the three different specific objectives of this research. In other words, these conclusions will be well explained one by one in order to avoid any confusion. As it was previously stated, it is necessary to reiterate that the next conclusions are based on all the answers that were obtained through the use of all the instruments in each of these objectives. The researcher would also like to provide details about the personal experience lived and obtained during this research to take into consideration in this section. The investigator will provide personal points of view in order to give a more detailed resolution.

5.1.1 To identify pronunciation issues on students at ACAMUDE institute.

The classroom where the students receive their English lessons represents an obstacle for students to receive an appropriate lesson. It contains several issues that might distort and affect the learning. It was seen that the classroom did not have a ceiling. As a result, it provoked that the sound in the classroom did not spread as it should be, and let the noise from outside to interfere every time with the class. This situation makes a huge impact in the students since they sometimes cannot hear the teacher while she is explaining a topic making the students feel uncomfortable. Another issue the students face was the classrooms next door. Since ACAMUDE is an institute that provides several types of courses, many next doors classes employ machines on their lessons, which definitely affect distinguishably the English lesson due to the noise. Added to this, it can also be heard the cars that pass in front and behind the facilities where the ACAMUDE institute is located.

As another conclusion, it is necessary to mention the problem students face with the use of speakers and televisions, which do not have the corresponding volume for them to listen to conversations or to watch videos where English is spoken. This is again because of the noise that surrounds the classroom, and because of the size of the classroom. Consequently, it makes students not to understand the conversations they are hearing and not learning about what is going on the video they are watching.

Another aspect seen in the classroom was that there were not decorations that makes students feel as they were really on an English classroom, or something that resembles an English environment to the class. The students just seat and hear to what the teacher has to say. They do not have the option to search for posters or decorations to make them remember or reinforce a topic recently seen during classes.

During the first researcher's visit to the classroom, it was seen that most of the students did not participate that much in class. The ones who normally participated had pronunciation issues, and they were stuck very frequently. These facts gave the impression that students did not know how to pronounce words well or did not know when to apply the intonation in the words. As a result, it was very noticeable that students had a very basic knowledge in pronunciation.

When it comes to students and their participation in class, it was plain to see that the vast majority did not want to participate. This occurred because of several reasons, as they felt embarrassed, they did not show interest in learning, and they tried to hide when the teacher asks for a volunteer. The feeling of being embarrassed comes from the fear of being exposed in front of others and thinking that the rest of the class is going to make fun of them.

Besides the sensation presented above and having pronunciation issues, it was also noticed that students also distracted themselves either by using their cellphones, tablets or smart watches during the English lessons. In addition, they did side talking between them making this a very important factor that affected and affects them in the process of learning English as a second language.

As per the performance of the teacher during the English class, it was very noticeable the lack of knowledge in pronunciation by the facilitator which highly influence in the process of teaching diction to students. It might become a sin to teach a group of students pronunciation incorrectly and besides not paying attention to the errors students are making. All these, just by presenting ignorance on the subject. The investigator confirmed the facilitator had very little knowledge in phonetics and it was demonstrated when pronouncing certain words. Therefore, this turns into an issue for students since they just follow the instructions given by their facilitator.

In regarding of the management of the class, it could be seen how sometimes the teacher could not control the students who started talking between each other. She just continued with the class, showing that there was not an adequate management of these students. It was necessary to show them that they needed to pay attention during the lessons for their own benefit and understanding. By allowing these behaviors, it affected significantly the rest of the class.

On the other hand, some of the strategies used by the teacher were not seen properly for some of the lessons. The facilitator used videos as a tool to develop a topic. The inconvenience with this was that the videos were from people with pronunciation issues due to accents that made student loose the direction of the recording. The teacher did not make corrections when a mispronunciation appeared on the video allowing confusions in students when listening to a word they have never heard being pronounced incorrectly. Along with these videos, the teacher used practices to see if students understood what the recording was about. In these exercises, words were heard being mispronounced and continued with the repetition of the same with no corrections on them. This is something that causes trouble on a future since student will remain using the pronunciation of a certain word erroneously.

Besides all the negative points mentioned before, it was perceived how students get along positively with their facilitator. Definitely, this is something very important during the lessons. Students respect her.

5.1.2 To apply phonetics on an integrated plan as a tool to progress pronunciation on students at ACAMUDE institute.

At the beginning of the very first lesson given by the facilitator and while writing the phonemes in the board to practice during the lesson, there were seen different reactions in the

students. Firstly, they were confused by not recognizing these symbols. Obviously, it was the first time they have seen them in their entire lives. The experience was interesting. Students were living something never seen or mentioned during the lessons with their current facilitator.

The investigator proceeded to teach students the phonemes and began to practice them to show students how every specific phoneme is pronounced. With the past of the time, students were feeling more comfortable and related to these symbols. The feeling of confusion was left behind. Students were able to recognize signs in the words that were practiced during the lessons given by the facilitator. The students' pronunciation improved. Consequently, it made students feel even more attracted to the second language creating a better environment in the class.

In order to increase participation in the class, the researcher decided to implement more strategies. In this case, the investigator resorted to the use of homophones and homographs making students to pronounce similar words for them to distinguish these words and learn the difference they have in pronunciation. Another method used by the investigator was to show students to exaggerate the sounds and movement of the mouth. By doing this, students who were having problems with the pronunciation were able to pronounce in a better way the words studied. The investigator also used words with similar sounds to show students the difference between them and emphasize the phoneme studied. These strategies represented a huge change in the English lessons provided by the researcher. It helped the students to improve pronunciation and to show them how to recognize the pronunciation in words.

As an extra part in the mental field, the researcher implemented daily life examples to help students to feel more related to the topic and to show them the importance of having a

good pronunciation. For instance, the investigator gave the example when students go to a fast food restaurant where re-fill for beverage is given. The instructor showed the difference between saying it with a commonly used pronunciation here in Costa Rica and the correct pronunciation.

After checking that students were responding very well in the lessons, the investigator felt very pleased with himself. This was because it was nice to experience how all the effort added with them paid off. The researcher proved that all of the information, techniques, and advice given by his professors at the university were very useful to put into practice with the students at the ACAMUDE institute. All these positive aspects made the investigator feel that he had chosen the right major and is walking through the right track in order to pursuit his dreams to become an English teacher.

Patience was a key for the investigator to complete this goal. Since day one, the researcher saw that this was not going to be an easy task and those students at the ACAMUDE institute were struggling with pronunciation. Every student has a different way to learn. When it comes to pronunciation, the researcher needed to be as bold as possible to help students, and at the same time, to accomplish his goal. In addition, the investigator had to learn how to deal with the teaching of pronunciation on students that have never seen phonemes in their entire lives, and that the teacher has never shown them or taught them in the courses she provides. Little by little, the students were able to recognize the symbols taught by the researcher. Students also noticed that with patience, they could learn the symbols and improve their pronunciation for the best.

At the end of the activity, the investigator proved that pronunciation was getting better in students at the ACAMUDE institute. By putting into practice what was taught by the researcher, the students responded better than expected in a post-test provided by the

investigator. The students felt very happy to see a positive outcome after doing this test. The examiner congratulated the students for their grades, and showed them how well they did it in comparison with the first test they took at the beginning of his lesson. It was remarkable to compare tests from a thirty-three to obtain a ninety. This fact was something very positive in the classroom and even made the environment to be more English related. Since the symbols taught by the teacher were not seen before, students tend to practice them and combine them in their regular talk, which it was funny and pleasant to see.

For the researcher's purpose, this investigation meant a lot because he could put into practice his knowledge on phonetics and test himself as a future teacher. The results obtained were beyond the expected, and the investigator could put into evidence the results obtained. The sense of satisfaction was very comforting, and it helped the investigator to carry on with his goals as an English teacher.

5.1.3 To evaluate the strategy of phonetics on an Integrated Plan as a tool to increase pronunciation on students at ACAMUDE institute.

For the reaction obtained after the phonetics classes were given, the researcher was glad to see that the attitude from the students toward the investigator was very grateful. Students expressed their gratitude with the investigator for helping them with their pronunciation and introduced them to phonetics, which was something they have never thought they will be doing and practicing. Even though it was hard for some of them to get used to pronunciation, they made it. Based on that effort, they could obtain a good grade that represented their improvement. The investigator was in charge of given a positive attitude, so students could feel motivated and not embarrassed while pronouncing. The students showed commitment and willingness to learn, which helped them to improve very well. The mouth gestures performed by the investigator facilitated the progress the majority of the students

were having since they were pronouncing words with sounds that did not have any connection in Spanish. Even though for them was funny and somewhat silly to do, they realized that it was working and helped them to improve every day.

The researcher gave some recommendations to improve the students' English pronunciation. These advices were for them to practice while being at home. The investigator recommended them using a web site created to show phonemes and the correct pronunciation of the words. This web site is, <https://tophonetics.com/>. This is an online English text converter to IPA phonetic transcription. It translates any English text into its phonetic transcription by using International Phonetic Alphabet. The researcher considered a great tool for learners to reinforce the symbols, so students could recognize them in case they needed to look for the pronunciation of a word. This was a great idea since the students were using different applications or web sites that did not provide a clear explanation on why that word was being pronounced that way. These tools were confusing for them. This is why the researcher highly recommended them to use tophonetics, so they could see the pronunciation and the transcription of the word.

As time passed by, the researcher noticed something unexpected. Some of the students started developing new skills. It was seen by the researcher that some of the learners were good at repetition, which it was something not that common according to the teacher. In addition, it could be seen that students liked the gestures the investigator asked them to do while pronouncing. Consequently, this caused a positive reaction with the rest of the class since they gathered to practice them. Student told the researcher they came up with the idea to practice at home by using the web site the researcher had provided them. Moreover, they practiced them in front of a mirror simulating the mouth gestures the researcher taught them. This was something very good to hear by the researcher on experiencing that students were

making extra efforts to improve their pronunciation and following the advices given by the investigator during class.

It was interesting to hear not only comments given by the students. The current teacher also reacted to what it was happening. The professor stated that because of her participation during the classes performed by the investigator, she could notice that she needed to improve her pronunciation skills, and keep implementing phonetics to the class in order to become a better professional. She experienced that students reacted positively to the new way of learning pronunciation. The teacher also mentioned that she would try to get much better meaningful videos to show students as a mean to avoid misunderstanding in pronunciation. The professional thanked the researcher for all the advices given to her students and the help provided during this period.

As a last conclusion, the researcher felt so grateful for all the positive comments given by the students and the teacher. This meant a lot to him as a professional. The investigator took the time to tell the teacher on how to include more speaking activities. Since as it could have been seen at the beginning of this investigation that some students did not participate that much in class, the investigator also mentioned that it was nice to see how well students were with her and how the pace of the class was handled by the facilitator. The researcher would also like to mention that the specific objectives established at the beginning of this research, were answered and fortunately proved. It was great to see the good results this investigation had, and to see how students were able to improve their speaking skills with the activities developed by the researcher during the time spent at the ACAMUDE institute.

5.2 Restatement of the Research question:

A very important question was set at the beginning of this research, how can phonetics on an integrated plan help students at ACAMUDE to improve their pronunciation issues? All the results obtained through this investigation were enough and necessary to answer this question. The analysis of the results showed that applying phonetics helped students to improve their pronunciation. The reproduction of the phonemes, the teaching of the symbols and constant repetition helped the students to improve significantly their English pronunciation. Undoubtedly, all the students that were part of this process advanced and demonstrated that phonetics works. Hence, it is possible to conclude that the purpose of this investigation was successfully achieved.

5.3 Unexpected results

Something not seen by the investigator was the development of new skills in students; some of them were good at repetition, which it was something uncommon. Students also have the idea to do more outside the class and to practice pronunciation exaggerating the sounds as taught by the researcher. Also by putting into practice the mouth gestures to major the phonemes.

5.4 Recommendations

Firstly, as per what was seen during the time the professor was teaching her lessons, the researcher saw how pronunciation was an issue for the facilitator. The investigator recommended her to study more phonetics since she presented a very low knowledge on this subject. The investigator advised her to take a course as a mean to improve this subject since the teacher did not recognize most of the symbols used by the investigator. This course will

help her to improve the way the facilitator pronounces words to the students, and at the same time, to have the knowledge on explaining why a word is pronounced in a certain way.

Secondly, using videos from the internet is a great way to teach students different topics. The investigator considers that this is true, but it has to be handled carefully. Nowadays, there are videos that instead of helping they can confuse students in different ways. This is why the researcher recommended the facilitator to study the videos carefully before presenting them to the students. Also to compare them with IPA in the case of using them to teach pronunciation.

The investigator considers that the lessons should have a break in the middle of the class since teaching two hours straight can be too exhausting for the students and causes lack of interest in them.

In terms of the help provided to the facilitator, the institute should provide more support in order to have better conditions in the classroom. Providing additional training to the teacher and teachers might be a positive act. At the end, students will be beneficiaries by having better facilities and a better-trained professor.

Finally, the investigator highly recommended the teacher to start using more speaking activities during her lessons for all the levels. The frequent usage of speaking activities increment more the participation in class, help students to be more familiar with exercises like repetition and this will avoid the problems such as participation in class. Consequently, the teacher will also have a more dynamic class and a more interactive one.

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Annexes

Instrument 1

Observation Checklist

Teacher's Name:	Date:
Observer:	Class:
Class Observed:	

<i>ACAMUDE</i>	<i>Excellent</i>	<i>Could improve</i>	<i>Not Observed</i>	<i>COMMENTS</i>
<i>School facilities and Infrastructure</i>				
<i>Enough light and ventilation</i>				
<i>Classroom arrangement</i>				
<i>Multimedia and technology</i>				
<i>Classroom is organized and clean</i>				
<i>Enough desks and chairs for students</i>				
<i>Teacher</i>				
<i>Teacher tries to have an English environment</i>				
<i>Speaking activities are varied to meet the needs of all learners</i>				

<i>Teacher manages a well prepared lesson plan</i>				
<i>Teacher uses specific time for speaking activities</i>				
<i>Teacher speaks at a proper speed for comprehension and interest</i>				
<i>Teacher shows authority</i>				
<i>Teacher invites students to participate</i>				
<i>Teacher has a good management of the group</i>				
<i>Tone of voice</i>				
<i>Teacher shows knowledge in pronunciation</i>				
<i>Students</i>				
<i>Students are attentive and interested on speaking</i>				

<i>Students follow directions when performing speaking activities</i>				
<i>Students are respectful</i>				
<i>Students enjoy speaking classes</i>				
<i>Students ask questions to get more information</i>				
<i>Students has interest on know the right pronunciation of the words</i>				
<i>Students speak most of the time in English</i>				

Instrument 2

Cuestionario a los Estudiantes del Módulo 2 – Instituto ACAMUDE

1. ¿Te gusta hablar y leer textos en inglés?
() sí () no () No responde
2. ¿Consideras que hablar y leer en inglés es importante?
() sí () no () No responde
3. ¿Cómo te consideras como estudiante en la clase de inglés?
() Activo () Pasivo () No responde
4. ¿Sientes que te aburres en clases de inglés?
() sí () no () No responde
5. ¿Cuán a menudo te sientes motivado a venir a la clase de inglés?
() siempre () a veces () nunca
6. ¿Sientes miedo o vergüenza al tener que hablar o leer en voz alta en inglés durante las clases de inglés?
() sí () no () No responde
7. ¿Cuán a menudo sientes miedo o vergüenza al hablar o practicar leyendo en inglés en el aula?
() siempre () a veces () nunca
8. ¿Te sientes motivado por el profesor para mejorar tu nivel de inglés al hablar y para adquirir nuevo vocabulario en este idioma?
() sí () no () No responde
9. ¿Consideras las actividades realizadas por el docente son positivas para aprender a hablar, leer y conocer nuevas palabras en inglés?
() sí () no () No responde
10. ¿Consideras que el profesor te motiva para hablar, leer y aprender nuevas palabras en inglés en el aula?
() sí () no () No responde
11. ¿Cuán a menudo el profesor trae actividades para fomentar la comprensión de lectura y el conocer nuevas palabras en inglés?
() siempre () a veces () nunca
12. ¿Sientes que has mejorado tu habilidad para expresarte oralmente y poder leer textos en inglés este año?
() sí () no () No responde
13. ¿Consideras que el profesor necesita planear más lecciones en las que leer en inglés sea primordial?

() sí () no () No responde

14. ¿Qué calificación le das a tu profesor de inglés en cuanto al tratar de enseñarte a hablar y leer en inglés?

() excelente () buena () regular () mala

15. Consideras que debes mejorar tu habilidad para comprender textos y nuevas palabras en el idioma inglés.

() sí () no () No responde

16. ¿Qué cambios consideras deben hacerse en la clase de inglés para mejorar la habilidad de comprender textos hechos en inglés y adquirir más vocabulario en esta segundo idioma?

17. ¿Crees que el profesor se toma el tiempo para evacuar tus dudas? Explica dos maneras que lo haga y si no que te gustaría q hiciera?

18. ¿Cómo estudiante que cambios te gustaría tener en ACAMUDE para hacer tus clases más atractivas?

19. ¿Cuáles actividades crees que ayudan más con tu pronunciación en Ingles?

20. ¿Cuántas horas a la semana estudias o practicas Inglés cuando no estás en el instituto?

Interview to the teacher

The main objective of this questionnaire is to gather general information about different variables in study related to the English teacher from ACAMUDE institute in order to establish an analysis, which benefits the institution population in the teaching-learning process. The information obtained will be treated just for educative purposes and with total confidentiality.

1. How often do you teach speaking during the class?
 Always
 Sometimes
 Never

2. Do you consider speaking an important skill to develop?
 Yes
 More or less
 No

3. From 1 to 4, having 1 as the most important position, place an order to the skills you consider a priority on students.

_____ Reading
_____ Listening
_____ Writing
_____ Speaking

4. What percent do you consider your students speak during each class?
 0% - 30%
 30% - 70%
 80% - 100%

5. Do you consider your students have good speaking habits?
 Yes
 More or less
 No

6. What strategies or techniques do you apply in class in order to implement speaking?

7. What obstacles do you consider to face when teaching speaking?

8. Do you consider the resources you have are enough to teach speaking? Why?

9. What changes would you like to make to the speaking lessons?

Instrument 3

Pre-test

Please read the following texts out loud. 20 pts.

Text 1

Hello! My name is _____. I am _____ years old. I live in Miami, Florida with my _____ and _____.

Text 2

She sells seashells by the seashore

How can a clam cram in a clean cream can?

I scream, you scream, we all scream for ice cream

Text 3

Ate - Eight

Meat - Meet

He lives in California - Seven lives were saved.

Catch - Caught

Feel - Felt

Heart - Hurt - Heard

Feel - Fill

Text 4

Die - Dye

Shake - Shook - Shaken

Choose - Shoe

Call - Called

Cheat - Cheated.

Ask - asked

Crash - Crashed

ACAMUDE INSTITUTE

Oral Test

Total points: 20 pts. _____

Grade:

Teacher's Name: Jossie Mora
2020

Year:

Student's name: _____

Group: _____

CRITERIA/ PERFORMANCE	5 EXCELENT	4 VERY GOOD	3 GOOD	2 FAIR	1 NEEDS IMPROVEMENT
The student pronounces the vocabulary in the correct way					
The student recognizes the intonation in the words					
Fluency					
Tone of voice					

Post-test

Please read the following texts out loud. 20 pts.

Text 1

Introduce yourself and talk about your likes and dislikes

Text 2

Peter Piper picked a peck of pickled peppers
A peck of pickled peppers Peter Piper picked
If Peter Piper picked a peck of pickled peppers
Where's the peck of pickled peppers Peter Piper picked?

Text 3

Come – Came

Cut – Cut

Watch – Watched

Cry – Cried

Fly – Flew – Flown

Freeze – Froze – Frozen

Play – Played

Text 4

Add- Added

Push – Pushed

Drink – Drank – Drunk

Feet – Fit

Listen – Listened

Grow- Grew – Grown

Buy - Bought

ACAMUDE INSTITUTE

Oral Test

Total points: 20 pts. _____

Grade:

Teacher's Name: Jossie Mora
2020

Year:

Student's name: _____

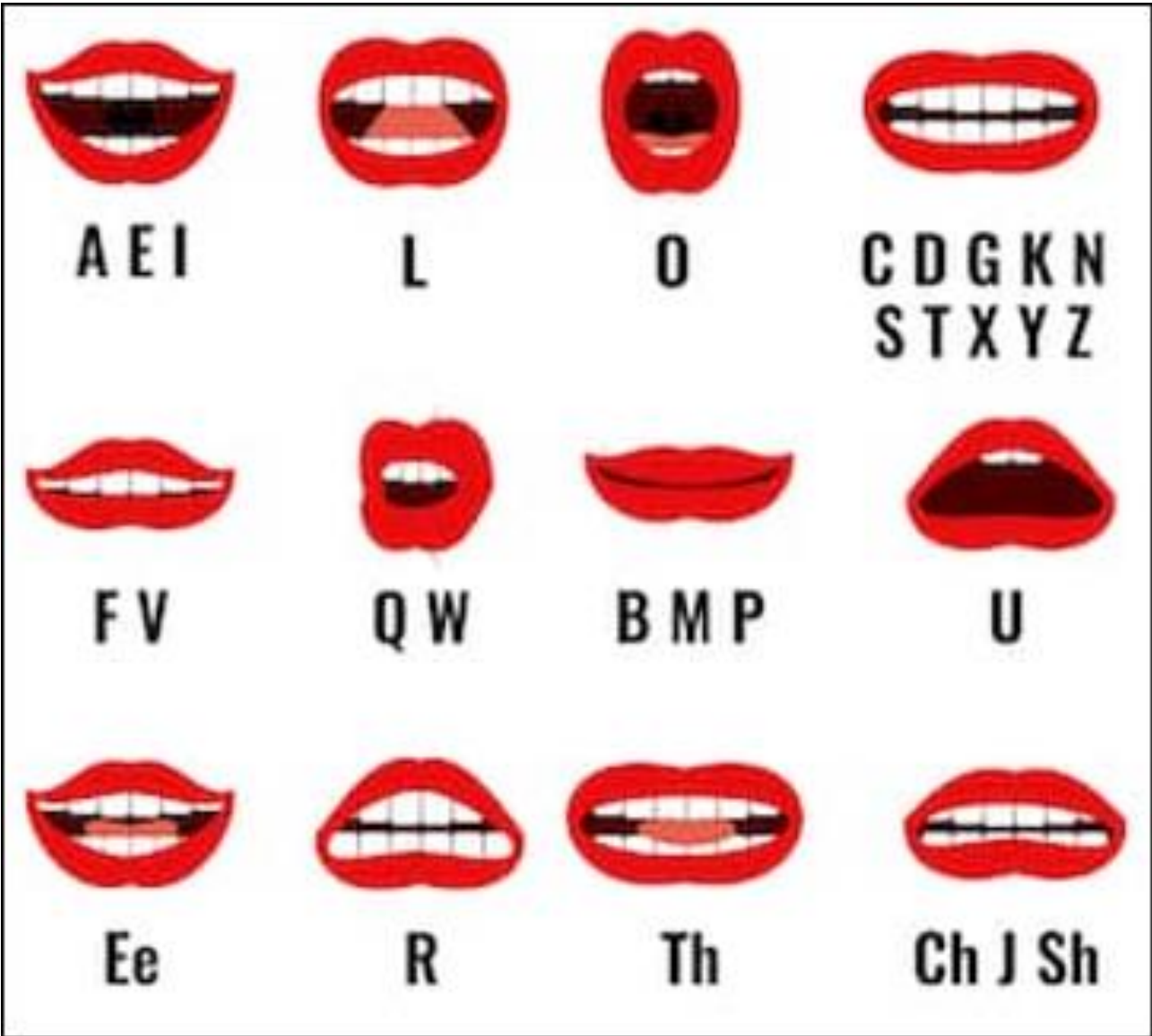
Group: _____

CRITERIA/ PERFORMANCE	5 EXCELENT	4 VERY GOOD	3 GOOD	2 FAIR	1 NEEDS IMPROVEMENT
The student pronounces the vocabulary in the correct way					
The student recognizes the intonation in the words					
Fluency					
Tone of voice					

ENGLISH VOWELS AND CONSONANTS

1 ɪ READ	2 ɪ SIT	3 ʊ BOOK	4 u: TOO	5 iə HERE	6 eɪ DAY	phonetics	
7 e MEN	8 ə AMERICA	9 ɜ: WORD	10 ɔ: SOFT	11 ʊə TOUR	12 ɔɪ BOY	13 əʊ OO	
14 æ CAT	15 ʌ BUT	16 ɑ: PART	17 ɒ NOT	18 eə WEAR	19 aɪ MY	20 aʊ HOW	
21 p PIG	22 b BED	23 t TIME	24 d DO	25 tʃ CHURCH	26 dʒ JUDGE	27 k KILO	28 g GO
29 f FIVE	30 v VERY	31 θ THINK	32 ð THE	33 s SIX	34 z ZOO	35 ʃ SHORT	36 ʒ CASUAL
37 m MILK	38 n NO	39 ŋ SING	40 h HELLO	41 l LIVE	42 r READ	43 w WINDOW	44 j YES

Consonants				Vowels					
p	pill	t	till	k	kill	i	beet	ɪ	bit
b	bill	d	dill	g	gill	e	bait	ɛ	bet
m	mill	n	nil	ŋ	ring	u	boot	ʊ	foot
f	feel	s	seal	h	heal	o	boat	ɔ	bore
v	veal	z	zeal	l	leaf	æ	bat	a	pot/bar
θ	thigh	tʃ	chill	r	reef	ʌ	butt	ə	sofa
ð	thy	dʒ	gin	j	you	aɪ	bite	aʊ	bout
ʃ	shill	ɹ	which	w	witch	ɔɪ	boy		
ʒ	measure								



toPhonetics



The introduction of **Difficult Consonants**

Essential Phonetics
 Resource: Distributed by ELL-English.com

Blue lettering is for voiceless sounds.
 Red lettering is for voiced sounds.
 (Note that voiced sounds become devoiced at the end of their position)
 @ areas indicate fricative.

This poster is intended for use as a 'reference' on the classroom wall.

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f v
 labiodental fricative

safe save
 photo vote
 laugh fever

θ ð
 interdental fricative

think this
 teeth weather
 breath breathe

l
 alveolar lateral

light
 clarity
 pill

The dotted line represents the sides of the tongue being brought in from the open side with, allowing the air to escape clearly. That's how it works! (Don't do it back of the tongue to avoid.)

s z
 alveolar fricative

peace peas
 dance Dan's
 sue zoo

The dotted line represents a groove, formed by holding the sides of the tongue against the open side teeth.

ʃ ʒ
 post alveolar fricative

machine measure
 station vision
 special déjà vu
 shake genre

tʃ dʒ
 post alveolar affricate

When you pronounce these phonemes, the tongue glances back or slightly downwards, place of articulation that is different from these other ones.


t → tʃ
 d → dʒ

nature watch
 chop
 major orange
 juice

r
 post alveolar approximant


right
 cradle
 borrow

Short Vowels Test - YL


1. 
a) bat
b) bit
c) but


2. 
a) dig
b) dog
c) dug

3. 
a) deck
b) dock
c) duck


4. 
a) fash
b) fish
c) fush


5. 
a) frag
b) frig
c) frog


6. 
a) peg
b) pig
c) pug

7. 
a) cat
b) cot
c) cut

8. 
a) ant
b) int
c) ont


9. 
a) hat
b) hit
c) hut

10. 
a) fan
b) fin
c) fun

11. 
a) pan
b) pen
c) pin

12. 
a) gen
b) gin
c) gun

13. 
a) bad
b) bed
c) bid

14. 
a) pot
b) pot
c) put

15. 
a) pan
b) pin
c) pun

16. 
a) bag
b) big
c) bug

Pronunciation of ED

/ɪd/

T wanted
D needed

*** Voiced Sound**
= uses the vocal
cords and they
produce a vibration
or humming sound
in the throat.

(Touch your throat to feel it)

/t/

P helped
K looked
F sniffed
GH laughed
SH washed
CH watched
SS kissed
C danced
X fixed

VOICELESS

/d/

L called
N cleaned
R offered
G damaged
V loved
S used
Z amazed
B rubbed
M claimed

VOICED *

Words that end in a vowel sound use the **/d/** pronunciation for ED.
e.g. -- followed -- enjoyed -- played -- tried -- continued

Pronouncing –ed ending



A) Listen to the verbs and choose the correct pronunciation.

VERBS	/t/ Pat	/d/ Bud	/ɪd/ Astrid
walked	/t/	/d/	/ɪd/
visited	/t/	/d/	/ɪd/
missed	/t/	/d/	/ɪd/
stayed	/t/	/d/	/ɪd/
continued	/t/	/d/	/ɪd/
looked	/t/	/d/	/ɪd/
recorded	/t/	/d/	/ɪd/
ended	/t/	/d/	/ɪd/
painted	/t/	/d/	/ɪd/
stopped	/t/	/d/	/ɪd/
traveled	/t/	/d/	/ɪd/
copied	/t/	/d/	/ɪd/



Homophones Words List



- | | | | | |
|-----------------------|-----------------------|------------------------|------------------------|--------------------|
| ✓ accede -- exceed | ✓ eight -- ate | ✓ laisle -- isle | ✓ nap -- knap | ✓ rued/rude |
| ✓ accept -- except | ✓ elicit -- illicit | ✓ I'd -- eyed | ✓ naval -- navel | ✓ sail/sale |
| ✓ addition -- edition | ✓ elude -- allude | ✓ idle -- idol | ✓ nave -- knave | ✓ sealing/ceiling |
| ✓ adds -- adz -- ads | ✓ errant -- arrant | ✓ illicit -- elicit | ✓ navel -- naval | ✓ seam/seem |
| ✓ affect -- effect | ✓ fairy -- ferry | ✓ illusion -- allusion | ✓ nay -- neigh | ✓ shoe/shoo |
| ✓ bawl -- ball | ✓ fare -- fair | ✓ incite -- insight | ✓ need -- knead | ✓ shofar/chauffeur |
| ✓ been -- bin | ✓ faze -- phase | ✓ jam -- jamb | ✓ neigh -- nay | ✓ shone/shown |
| ✓ bootie -- booty | ✓ feat -- feet | ✓ jean -- gene | ✓ new -- gnu | ✓ sundae/Sunday |
| ✓ border -- boarder | ✓ feint -- faint | ✓ lacks -- lax | ✓ nice -- gneiss | ✓ tact/tacked |
| ✓ ceiling -- sealing | ✓ four -- fore -- for | ✓ ladder -- latter | ✓ patience -- patients | ✓ teem/team |
| ✓ cell -- sell | ✓ fourth -- forth | ✓ lade -- laid | ✓ padded -- patted | ✓ witch/which |
| ✓ cellar -- seller | ✓ fowl -- foul | ✓ lain -- lane | ✓ Paul -- pall | ✓ woe/whoa |
| ✓ censor -- sensor | ✓ franc -- frank | ✓ liken -- lichen | ✓ pause -- paws | ✓ wok/walk |
| ✓ cored -- chord | ✓ fur -- fir | ✓ loch -- lock | ✓ pea -- pee | ✓ wrapper/rapper |
| ✓ corps -- core | ✓ grisly -- grizzly | ✓ mail -- male | ✓ peace -- piece | ✓ wreak/reek |
| ✓ coup -- coo | ✓ groan -- grown | ✓ main -- mane | ✓ peek -- pique | ✓ wrest/rest |
| ✓ course -- coarse | ✓ heard -- herd | ✓ meet -- meat | ✓ pekoe -- picot | ✓ wretch/retch |
| ✓ dam -- damn | ✓ hertz -- hurts | ✓ meteor -- meatier | ✓ penance -- pennants | ✓ wring/ring |
| ✓ dane -- deign | ✓ hew -- hue -- Hugh | ✓ mints -- mince | ✓ peon -- paeon | ✓ write/right/rite |
| ✓ days -- daze | ✓ hey -- hay | ✓ missal -- missile | ✓ pervade -- purveyed | ✓ wrote/rote |

Circle the correct word from the sentences below.

1. You must always be very **quite quiet** in the library.
2. When Shanara starts school she will have to **where wear** a uniform.
3. The doctor will **sea see** you in two hours time.
4. It will hurt is the **bee be** stings you.
5. Please will you sit **by bye** my side at the meeting?
6. You must keep that jar the **write right** way up.
7. A **witch which** will cast a spell on you if you are bad.
8. Please will you **right write** your name in capital letters?
9. The waves are very large today in the **see sea**.
10. The fire is burning in the **grate great**.
11. It is **knot not** right that you should have to stay in tonight.
12. My eyes are hurting and I cannot **see sea** very well.
13. Do you know **witch which** way to go to get to the bank?
14. There is always a lot of **waist waste** when I make I cut up meat.
15. That is a brilliant **feet feat** of engineering.
16. We are having a summer **fare fair** at the school in June.
17. The children did not **rap wrap** on the door so I did not hear them.
18. I **knead need** to see what I weigh after eating so much food.
19. The policeman **new knew** that I had been bean speeding when he stopped me.
20. Lois is feeling very **weak week** after her hip operation.

Tribunal Examinador

Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en la Enseñanza del Inglés.

Lic. Leslie Elizondo Mora

Tutor

Msc. Yanith Delgado Chacón

Lector

Delegada Msc. Catalina Guerrero Troyo

Delegada de las Carreras de Inglés

Carta de la Delegada de Carrera

San José, 17 de Abril del 2020

Señores

Universidad Internacional de las Américas

Estimados señores:

La suscrita Msc. Catalina Guerrero Troyo, Delegada de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, Jossie Prado Mora, portador de la cédula de identidad no. 1-1479-0465, que ha titulado: Implementing Pronunciation in an Integrated Plan to Improve the Students' English Speaking Level at the ACAMUDE Institute.

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,

Msc. Catalina Guerrero Troyo

Delegada de las Carreras de Inglés

Carta del Lector

San José, 17 de Abril del 2020

Delegada

Msc. Catalina Guerrero Troyo

Delegada de las Carreras de Inglés

Universidad Internacional de las Américas

Estimada señora:

El estudiante Jossie Prado Mora, portador de la cédula de identidad no. 1-1479-0465, ha presentado para su lectura y corrección de estilo, la tesina denominada *Implementing Pronunciation in an Integrated Plan to Improve the Students' English Speaking Level at the ACAMUDE Institute*. He revisado y corregido terminología, así como los aspectos referentes a la estructura gramatical, ortografía y puntuación y he comprobado que se han incorporado las correcciones sugeridas al presente documento. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,

Msc. Yanith Delgado Chacón

Lectora de Tesis



Universidad Internacional de las Américas Código de Ética

El suscrito Jossie Prado Mora, número de cédula: 1-1479-0465 graduado del grado de Bachillerato con énfasis en enseñanza de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

PROBIDAD: actuar siempre con rectitud y honradez.

PRUDENCIA: actuar con pleno conocimiento de la materia sometida a su consideración.

JUSTICIA: permanente disposición hacia las funciones de la profesión, bajo los lineamientos legales que debe respetar todo profesional.

RESPONSABILIDAD: cumplir con los deberes, tanto en calidad como en oportunidad.

DISCRECIÓN: guardar respeto sobre los hechos o informaciones de los que tenga conocimiento con motivo del ejercicio profesional, sin que esto perjudique las funciones y responsabilidades.

INDEPENDENCIA DE CRITERIO: no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

DIGNIDAD Y DECORO: actuar con sobriedad y moderación.

TOLERANCIA: evidenciar una actitud paciente y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

EQUILIBRIO: desempeñar las funciones profesionales con sentido práctico, buen juicio y equidad.

ACTUALIZACIÓN: comprometer parte del tiempo en actualizar los conocimientos y adaptarlos en el desarrollo de la actividad profesional.

VOCACIÓN: mostrar siempre apego al trabajo y a la educación recibida, como fundamentos para el desempeño laboral.

BUENA FE: toda conducta o comportamiento, criterio emitido y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.

Jossie Prado Mora
1-1479-0465
Jossie Prado Mora
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