

**UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS
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SCHOOL OF EDUCATION AND FOREIGN LANGUAGES

**READING AS A STRATEGY TO IMPROVE THE
PRONUNCIATION OF / dʒ, j/ AND / n, ŋ / IN SIXTH GRADERS
AT CENTRO EDUCATIVO NUEVA GENERACION DURING
THE SECOND QUARTER OF 2022**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

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Abstract

This paper aimed to examine the application of reading as a strategy to improve the pronunciation of consonants / dʒ, j/, and /n, ŋ/. At the time, communication is a vital necessity in human life. However, many learners find pronunciation a problematic aspect of English to acquire. The population selected were the sixth graders at Centro Educativo Nueva Generación. The study implemented reading strategies. The data collection process used a qualitative approach using four different instruments: observation, Pre-Test activities in between, and Post-Test. The instruments collected data from two groups, 6-2 and 6-3. The main difficulties regarding the pronunciation are consonants related to spelling pattern and place and manner of articulation. The students performed all the activities and were able to master the previous gaps. The investigation resulted that students improved the pronunciation of the consonants in research after performing strategies that go from reading aloud, minimal pair, and the phoneme-grapheme correspondence. The study concluded that the applied strategies stimulate the acquisition of pronunciation

Resumen

Este trabajo tuvo como objetivo examinar la aplicación de la lectura como estrategia para mejorar la pronunciación de consonantes / dʒ, ʃ/, y /n, ŋ/. En ese momento, la comunicación es una necesidad vital en la vida humana. Sin embargo, muchos estudiantes encuentran la pronunciación un aspecto problemático del inglés para adquirir. La población seleccionada fueron los alumnos de sexto grado del Centro Educativo Nueva Generación. El estudio implementó estrategias de lectura. El proceso de recolección de datos utilizó un enfoque cualitativo utilizando cuatro instrumentos diferentes: observación, actividades, Pre-Test y Post-Test. Los instrumentos recogieron datos de dos grupos, 6-2 y 6-3. Las principales dificultades con respecto a la pronunciación de consonantes están relacionadas con el patrón de ortografía y el lugar y la forma de articulación. Los estudiantes realizaron todas las actividades y fueron capaces de dominar las dificultades anteriores. La investigación resultó en que los estudiantes mejoraron la pronunciación de las consonantes de la investigación, después de realizar estrategias que van desde la lectura en voz alta, minimal-pairs y la correspondencia fonema-grafema. El estudio concluyó que las estrategias aplicadas estimulan la adquisición de pronunciación.

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Chapter I

Introductory Framework

This thesis analyzes the importance of using reading as a strategy to improve pronunciation difficulties of some consonant sounds for sixth graders students at Centro Educativo Nueva Generacion. Moreover, it also analyzes the study's objectives, where it seeks to create and evaluate some activities to apply reading as a strategy to improve the pronunciation of consonant sounds / dʒ, j/, and /n, ŋ/ in sixth graders.

1.1 Problem Statement

Communication is a vital necessity in human life. However, many learners find pronunciation a problematic aspect of English to acquire. EFL students (English as a Foreign Language) with good communication skills will probably be understood even when they make mistakes in other areas. In contrast, EFL students with wrong pronunciation will not be understood even if their grammar and vocabulary are strong. Indeed, if the pronunciation is not easy to understand, communication will fail.

Moreover, having wrong pronunciation makes the learner feel stressed out, have employment struggles, avoid speaking in public, and have limited opportunities to study overseas. That is why it is essential to identify and fix common pronunciation mistakes. In the same way, it is necessary to realize that students are used to the incorrect pronunciation and break those habits that prevent learners from communicating more effectively.

O'Connor (1980) states that our native language will be one of the answers to why grown-up people cannot figure out the difference between a distinct characteristic sound to another of a foreign language as a child does. Unfortunately, the EFL students have grown

up in the habit of not putting enough effort into mastering correct pronunciation over the years. This is no task that comes easy for everybody. Likewise, a pronunciation problem is not always the student's fault; instead, the fault relies on some teachers because they do not realize the importance of an understandable English pronunciation, and this matter is not even a goal in their classrooms. In connection with this, Yoshida (2021) explains the concept of fossilization, which is a process that occurs when a language learner progresses to a certain point, but then has a hard time making further progress. For example, a student studying English for many years might still be unable to differentiate /v/ as in *very* and /b/ as in *berry*. This error seems to have become a permanent part of the person's English. Similarly, when our brains cannot tell the difference between two similar sounds, we tend to pronounce them in the same way. For instance, if the sound /dʒ/ is used instead of /j / yet will sound like a *jet*. Furthermore, some sounds are similar in articulation and can be difficult for the language learner to produce; for example, / dʒ, j/, and /n, ŋ/.

Therefore, this research relies on how it is necessary to realize what error students are making and why it is causing a problem in understanding the previous similar consonants. Nonetheless, incorrect pronunciation is not just about the teacher; there is also a lack of commitment from the student to be willing to put enough effort into changing its pronunciation. It will not happen quickly, and it will not happen if the student does not work at it. Therefore, the apprentice needs to be provided with information, opportunities for focused practice, and the most critical feedback. Additionally, good pronunciation requires practice; for instance, in the first phase of learning a new phoneme, the learner will produce it, and an English native speaker will recognize it. However, the sound may not be what a native speaker would produce, but a good pronunciation of the sound can be done gradually. To reinforce the previous, McMahon (2002) explains that as we go along, what

we have learned becomes easy, fluent, and automatic. We only become dimly aware of the complexity behind our actions when we realize we have made a speech error or see and hear a child struggling to say a word or take a step.

The population chosen for this paper is the sixth graders at Centro Educativo Nueva Generación. Since they are at an age where acquiring this information will be easier for them than for adults. Besides, they are already familiarized with the process of recognizing sound, not in detail, because this would be the first time where phonemes will be explained in detail. Moreover, they are already teenagers since their ages are around 11 to 13, and teenagers are mentally more mature and better able to handle a new system of phonemes. Moreover, the sixth graders will have a more analytical mindset than others, and learning to use phonemic symbols will feel natural and comfortable. In addition, due to the age range, they tend to be more participative, and it is necessary for the activities that will be developed. Equally important, they will bring life experience into the classroom. Therefore, based on some reasons explained in the background of the study above, this thesis study will analyze the following problem: What type of activities can be designed and applied to allow sixth-graders to improve the pronunciation of consonant sounds / dʒ, j/, and /n, ŋ/ using reading as a strategy?

1.2 Objectives of the Investigation

1.2.1 General Objective

To analyze the use of reading as a strategy to improve the pronunciation of consonant sounds / dʒ, j/, and /n, ŋ/ in sixth Graders at Centro Educativo Nueva Generación.

1.2.2 Specific Objectives

- To identify the difficulties that students have at the time pronouncing consonant sounds
- To propose some activities to apply reading as a strategy to improve the pronunciation of consonant sounds / dʒ, j/, and /n, ŋ/ in sixth graders
- To evaluate the use of reading as a strategy to improve the pronunciation of consonant sounds / dʒ, j/, and /n, ŋ/

1.3 Justification of the Study

According to Burgos (2019), the national diagnosis of English language proficiency was applied to EFL students in their final year of diversified education. The result was that 70% of high school students had a level of A2, and 1% achieved C1. Consequently, how can the EFL students in Costa Rica have a range between 11- or 12 years of learning English and score an A2 of the Common European Framework of Reference for Languages, equivalent to basic knowledge? There are two main reasons students learn a sound's incorrect pronunciation. According to Core Team (2022), the concepts of ESL and EFL are the following.

On the one hand, ESL students are the ones who learn English as a Second Language in a foreign country, where English is the predominant language. On the other hand, they are living in the target language community on a day-to-day basis. Since ESL students are already living in an English-speaking environment, they will benefit from learning keywords, phrases, and cultural features of daily life in the U.S. that will help them accomplish everyday tasks. In addition, this gives them a great deal of opportunity for exposure to target language media outlets, practical language reviews, and the popular culture of the English-speaking world.

Therefore, ESL students will have the advantage of practicing from an early age how to learn and respond to sounds and tones in the environment where they live. On the other hand, some EFL students learn English as a Foreign Language in their home country (or any other country that is not a native English-speaking nation). Their needs are often not nearly as easy to pin down as the ESL. Of course, achieving correct pronunciation as an EFL student is possible. However, the benefit of learning English from an early age without paying for it and the possibility to practice the language outside of the classroom is odd. Those are the common reasons that lead students to listen to wrong sounds and tones spoken by their teacher's grown-ups in their environment and tend to pick up faulty pronunciation without a proper correction.

Many types of research about the acquisition of precise control of the phonology and pronunciation of a foreign language support a critical period. Most evidence indicates that people beyond puberty do not acquire what has come to be called authentic (native speaker) pronunciation of the second language. For instance, Brown (2006) explains the possible causes of such an age-based factor as neuromuscular plasticity, cerebral development, sociobiological programs, and the environment of socio-cultural influences.

The importance of precise knowledge and correct pronunciation of English as a secondary language allows for more job opportunities in a globalized world. Costa Rica is not excluded from the challenges of the 21st where English is one of the most used and dominating languages in the world, and it impacts every field of work, study, and personal growth. Undoubtedly, as English plays a much more significant role globally, it is inevitable for people to ignore it. Language has a bright future; it helps connect us in a global world and can also help us in our personal and professional lives. Although learning

English can be challenging and time-consuming, we can see that it is also precious to learn and create many opportunities.

Furthermore, as Pennington and Richards (2016) noted, learning a new language can confer social status and widen opportunities for education, employment, and new experiences that can impact identity. It also means gaining access to new groups and communities of practice where new knowledge and behaviors can be developed that make it possible to participate in new discourses and shape those communities and discourses, thus enhancing a person's social and communicative power. Thus, taking into account pronunciation is not only global from an academic or professional perspective, but it also englobes the meaning of acquiring a new way of communicating and presenting oneself that can open a person's identity to change, making identity more adaptable and offering opportunities to experiment with new communicative features.

Therefore, it is essential to continue promoting that more Costa Ricans master a second language. This investigation focuses on designing activities to improve the pronunciation of some consonant sounds using reading as a strategy in Sixth Graders in a Private Educational Institution. The students will have around 11-13, which is a critical time when an error in pronunciation can be detected and fix it from the root by teaching them that English is not exclusive to oral, writing, reading, and listening skills. Also, this thesis's purpose is not to teach "accent" is about how correctly pronounce the past ending for regular verbs and how good pronunciation has pillars such as sounds, intonation, and rhythm. It will also consider whether that improvement can be accelerated through designing activities that will allow eleventh graders to improve the pronunciation of some consonant sounds by using reading as a strategy.

1.4 Antecedents

- Historical

Córdoba Coto and Ramírez (2005), conducted a study in the thesis called “La enseñanza del inglés en Costa Rica y la destreza auditiva en el aula desde una perspectiva histórica” where the purpose was to research teaching and learning of the listening skill in the English class in public high schools in Costa Rica. The thesis centers on teaching English in Costa Rica from around 1850. The second part deals with teaching the skill through history in light of the different methods used to instruct in a second or foreign language. Likewise, it was mentioned that when the Executive Power decreed the internal regulations of the House of Teaching Santo Tomás, thus beginning the study of languages in the form of Institutional and then La Casa de Enseñanza curriculum offered Latin, French and English classes and how in 1854 the first offers of foreign teachers emerged to teach private classes in English and other languages. In the past years, the English language has been part of our educational system since they were introduced. With the creation of primary-secondary schools and the forerunners of second-grade schools, English lessons become part of the study plans. Lastly, in the late 90s, Costa Rica witnessed the development of various methods, such as Strategy-Based Approach Based Instruction, Content-Based Instruction, Task-Based Approach, and Multiple Intelligence Theory. The educational system finally understood that each student and their way of learning are different. The backbone of these trends is integrating all macro skills, emphasizing different learning styles and strategies, and using authentic and contextualized materials with students' topics of interest. This brief historical overview of the role that listening skills have played in teaching a foreign language allows us to observe that it has played an

important role in different methods and, therefore, in the classroom through controlled exercises.

Furthermore, Cubillo et al. (2005) discuss the development of English teaching in Costa Rica. This research offers an overview of the historical evolution of English Teaching in Costa Rica and the important events that contributed to improving this language. The first reference mentioned is from 1825, when the Executive Power decreed the internal regulation of the Casa de Enseñanza Santo Tomás. This marked the beginning of the study of English, where the teaching methods of the lessons were based on memorization from the student and orally exanimated on behalf of the teacher.

Later on, in 1854, private English classes were implemented leading to the first job offer for foreign professors. Moreover, this event had a boost in the teaching of modern languages and help in the innovation of the Colegio de Humanidades de Jesús, (1859); el Colegio de Humanidades Páez, (1861); el Colegio de Alajuela, (1866); el Colegio de Heredia, (1870); el Colegio Santo Tomás, (1873); el Colegio Josefino, (1877) y el Colegio de Señoritas, (1888) (González, 1978, pp. 369-377). The lesson plan included 3 English lessons per week. Third, in 1887 high schools were implemented which of course included English in the lesson plans.

Then 1935, various changes occurred in English planning and transformed English Teaching as it was known. This transformation was in charge of the Junta de Directores de Segunda Enseñanza. In addition, in 1957, the merge of English Teaching as a career started at Universidad de Costa Rica. In 1974, a new edition of this plan was made for the third cycle. This change worked successfully and is still working. Equally important, the number of weekly lessons and the methodology remains unchanged. However, there is a greater

emphasis on pronunciation. In 1997, English was declared a basic subject in the first and second cycles and 1998. As well, it was incorporated into the lesson plan for preschool

Thanks to this overview of the important events throughout the history of English Teaching in Costa Rica, it is noticeable how important it was to make changes in English lesson plans, techniques, and methodologies to have significant transformation and modernization of the teaching of English in our country. This way, although it still requires improvements, the country's students could learn better and more efficiently. Indeed, an emphasis on pronunciation was made. Nevertheless, pronunciation is not always a priority in the classrooms as it should be.

- **International**

According to Lascurain (2016), between 1870 and 1914, a global phenomenon called globalization brought new challenges and opportunities to transform the economic scenario of different countries. Also, it continues to create positive effects on the growth and approach in different countries because it is a major factor in poverty reduction. Lascurain (2016) also expressed that globalization was characterized by the increase in the exchange of goods, services, and factors of production, as well as an increase that allowed the growth of national economies. Moreover, countries with less development, such as Costa Rica, could take advantage of the transnational companies based in the country due to access to cheaper taxes and other advantages thanks to economic globalization.

For the sake of this work, this event is critical because, due to the increase of foreign companies in our country, people have started to become aware of new English vocabulary. However, since there was no knowledge, in most cases, on how to pronounce the word correctly, citizens began to pronounce it as it was written or use terms with Costa Rica's

phonetic alphabet; in Spanish, people pronounce it as they read, which is letter by letter. Because of this, people started pronouncing words as they would normally do in Spanish, and no one was there to correct them. Therefore, the pronunciation was and continues to be affected. Furthermore, certain consonants do not exist in Spanish phonetics, as in the case of the consonant sound /dʒ/. This sound is only used when a Spanish speaker needs to pronounce a word borrowed from English. For instance, when looking for job opportunities in a multinational company in Costa Rica, the word "job" will appear on every job platform or social media. So, if citizens pronounce words as it is written, the word "job" would probably be pronounced with the "j" instead of the sound "dʒ." Articulating the consonant "dʒ" might be a complex sound among the English consonants because it consists in positioning the tip of the tongue pressed against the gum ridge behind the upper front teeth and, at the same time, a simultaneous raising of the blade of the tongue towards the hard palate. Nevertheless, no one is there to let them know this info. This led to constant mispronunciation.

- **National**

Alvarado and Barrantes (2015) investigated the extent of pronunciation teaching at early ages in Costa Rica continues to be a controversial issue. There have been many ideas on how to raise the standards of the English program since it was implemented in 1995 as a basic subject in primary schools. Because even when the curriculum has been improved several times, students cannot communicate in English as desired or establish a fluent conversation using the target language, even when they have been exposed to it for six years. Furthermore, the study emphasized how important it is to understand the social encounters with the teens, which is the key to maximizing the opportunities to acquire the language. Additionally, Pronunciation is one of the essential features to be taken into

account when teaching English to children because learners avoid words that they struggle to pronounce, and the worst part is that there is never an intervention on behalf of the teacher which will lead to a "gap" in the learner's knowledge or understanding process.

Therefore, making students feel comfortable performing that complex sound will be necessary. Furthermore, they will need to replicate sounds and patterns, so once they are guided on how to do it, they will become effective communicators in the target language. Also, it is a well-known fact that what kids learn at an early age is well learned and kept for long terms, which is the primary goal. Moreover, the research emphasized the two basic linguistic abilities: listening and speaking are the main focus of the curriculum from the MEP. The finding was that the MEP syllabus does not have Pronunciation, but it does not provide a guideline or methodology or even a textbook. Therefore, the investigation concludes with having separate pronunciation-only classes because explicit instruction is not taught; however, they stated that their students are prepared to learn some phonetic elements in this way and that it is not difficult for young learners to get and produce sounds properly.

Moreover, to get more in detail on how Costa Ricans perceived English teaching, a study conducted by Barquero and Leis (2019) compared the mindsets of high school students from different regions of Costa Rica and the possible differences between the three geographical locations. The study explains how mindsets play an important role in understanding language learners' motivation; it affects individuals' beliefs about the challenges they face when studying second and foreign languages. The investigation shows that Costa Rican students have a higher tendency toward a growth mindset regarding English learning.

The authors suggest that Costa Rica has a significant advantage in language acquisition compared to other countries because of the historical influence that the United States has had in Central America or the amount of native English speakers that visit the country due to the tourism development. Also, the authors suggest that having more possibilities to interact with English speakers motivates learners to improve their English skills since the benefits of acquiring the language are a benefit.

This work was developed with 157 high school students from three different regions of Costa Rica. The authors' results indicate that regardless of the area where Costa Rican learners live, they have a positive affinity toward English learning. Therefore, if teachers increase the understanding of students' mindsets toward language learning, this will lead to better teaching practices. Hence students will improve their performances and attitudes toward the language.⁷

Previous research shows that Costa Rica has all the tools to have a higher level of English. However, issues such as students' inability to reach the desired level can be due to the lack of guidelines or methodology. However, this thesis is not analyzing why students are not achieving the level of English. Rather it is trying to find techniques and activities through reading which would help the pronunciation.

Previous research shows that Costa Rica has all the tools to have a higher level of English. However, issues such as students' inability to reach the desired level can be due to the lack of guidelines or methodology. However, this thesis is not analyzing why students are not achieving the level of English. Instead, it is trying to find techniques and activities through reading to help the improvement of pronunciation in classes.

Therefore, the following study by Vargas (2018) analyzes the relation between reading and pronunciation and applies reading strategies to positively improve the reading

comprehension process in a second language in the classroom of eleven graders at CINDEA San Carlos Night High School. It gathers information such as students do not like to read enough, sometimes carry out activities in English classes to encourage reading, and most students do not participate in the reading English activities. To find out that info, the researcher obtains information by applying three instruments: a questionnaire, an observation, and another questionnaire to 13 students from 11^o grades.

The study concludes that the reading applied in class is traditional, which becomes tedious for students, and even if reading is promoted, the result will not be desired. Indeed, students in Costa Rican classrooms need more motivation for reading and a methodology of reading strategies that allow students to participate and enjoy it actively.

Calderón and Rodríguez (2014) also explore learning strategies that stimulate the acquisition of reading and writing skills. The research was conducted on the second cycle of the Costa Rican Educational System in fourth-grade students located in Atenas in the fourth level at Jesus de Atenas public school. The authors started with integrating reading and writing in their learning process, and during this experience, children exercise cognitive and affective effort to internalize native and foreign languages mutually. Some activities made with reading were activating prior knowledge before reading and reading writing pieces aloud. The authors confirmed that the applied strategies stimulate the acquisition of reading and writing skills in fourth graders at a public school.

1.5 Scope

The scope of the paper refers to the parameters in which the study will operate (Simon and Goes, 2013). Students encounter several difficulties while trying to achieve a correct pronunciation, especially in terms of the pronunciation of consonant sounds / dʒ, j/, and /n, ŋ/, which are commonly poor due to their similarity. As a result, bad pronunciation can be

related to substituting sounds from the mother tongue, lack of knowledge of sound, lack of knowledge of intonation and stress, teacher 's defective pronunciation, and lack of speaking opportunity. This paper seeks to apply reading as a strategy to improve the pronunciation of consonant sounds / dʒ, j/, and /n, ŋ/ in eleventh graders.

Likewise, it will be possible to provide students with materials to improve the pronunciation of consonants / dʒ, j/, /, and /n, ŋ/ students will have a better understanding of their performance, and students will feel confident while pronouncing consonants / dʒ, j/ /, and /n, ŋ/ in an accurate way which will lead them to improve their communication in oral activities with their classmates or peers so a bad pronunciation can lead to a misunderstanding of the message can be voided. The feeling of being afraid or embarrassed when pronouncing will be eradicated. Regarding the professors, this research will help them to have a better idea of what students have understood in the difference between consonants / dʒ, j/, /, and /n, ŋ/ and their corresponding pronunciation and modify their teaching practices and propose curricular reforms to improve the curriculum.

Chapter II

Theoretical Framework

This chapter addresses and describes the main concepts related to pronunciation according to previous research. Therefore, this will provide a clear perspective of what is being analyzed.

2.1 Pronunciation

Richard and Schmidt (2010) explain that pronunciation is the way that phonemes are produced. Thus, pronunciation emphasizes the way the listeners understand sounds. This accentuates that good communication will require good pronunciation because even when the person has correct grammar while communicating with minimum mispronunciation, the receptor of the message will find it challenging to understand the meaning of sentences correctly. Moreover, pronunciation is the foundation of learning any spoken language. It is like arithmetic in mathematics. Through the knowledge of pronunciation, we can say words in sentences correctly (Byrnes, 2020). Pronunciation is as important as oral, writing, reading, and listening since it is essential in spoken English. The students need to learn the correct pronunciation of words so they can be understood easily. If students do not know how a word is pronounced or how to say it, the correct pronunciation will be provided.

Pronunciation has pragmatic effects because of its function in the affective framing of utterances and defining social and individual identity. This is because the students, besides gaining correct pronunciation, will incorporate into a particular social group or geographical area. It is well known that a speaker who has good pronunciation has a significant advantage in academic opportunities and other kinds of opportunities that might come. It also makes the speaker a strong competitor when seeking a job position since the

person will demonstrate an ability to communicate with specific types of customers (Pennington, 2015).

Pronouncing sounds involves both our minds and our bodies. When we learn new sounds, we need to learn to move the muscles of our mouths in new ways and change the pronunciation habits we have built up throughout our lives. When using consonants / dʒ, j/, and /n, ŋ/, it is necessary to comprehend each sound's muscular activity, which can take a long time. Due to the similarity, whether in the place or manner of articulation, it is hard for the learner to think about the specific rules each time a sound is used. When speaking, the students are not used to thinking about where the tongue should go or where how the air goes out. To emphasize, If the learner confuses the sounds /n/ and ŋ/ when pronouncing the word sing, it will sound like a sin, and this will continue without even comprehending that there is a mistake in the pronunciation, which confuses the meaning of the message. Thus, the place and manner of articulation are indispensable topics that the students fully understand why the pronunciation of the consonants is different; they will realize that an error is being made and prevent this from happening. It is necessary to help students build muscle memory by practicing how to "remember" the process involved in speech production (Yoshida. M, 2021).

Pronunciation is a clue to the speaker's origin, social background, personal and communal identity, attitudes, and motivations in speaking, and the role(s) and position(s) that the speaker is enacting in a specific communicative context. Pronunciation aims to reach an easy and understandable pronunciation when talking with native and non-native English speakers. In a certain way, pronunciation relates to social meanings and judgments

because it contributes to the impression of their identity when communicating.

Pronunciation cannot be ignored (Levis John and Reed. M, 2015).

Pronunciation is a factor that students often feel is important to them in their language learning. Most want their pronunciation to be easily understandable and are often prepared to work hard. However, pronunciation is treated as a low-priority study area when it should be a high priority when learning a new language (Hewings. M, 2004). Therefore, this work aims not to acquire a native accent because it is no realistic goal for learners, nor is it necessary for effective communication in English. A realistic goal will be to acquire an intelligible accent because it focuses on confidence when speaking. Also, listeners and speakers will not encounter effort or stress when communicating.

2.2 Description of the Organs of Speech

Dale and Poms (2005) described the articulators as the different parts of the mouth area we use when speaking.

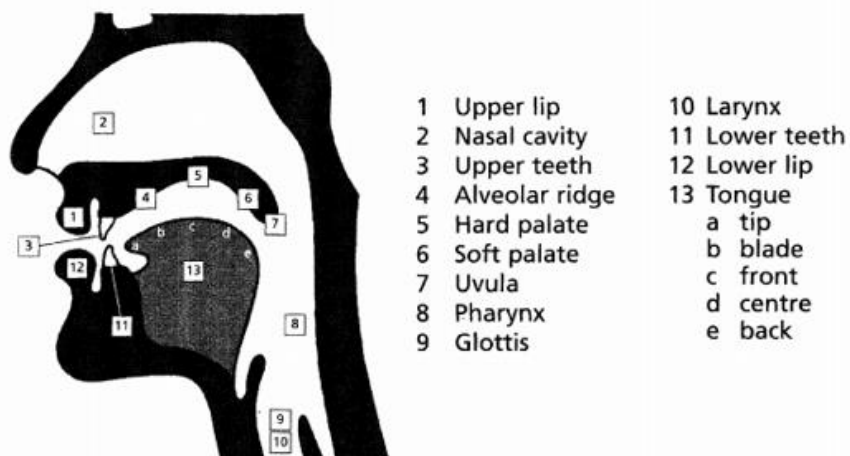


Image 1 (Kelly, 2000)

In image 1, the different parts of the speech mechanism are listed. Recognizing this component gives a better understanding of how the consonants are produced. For instance,

in the production of sound /n/, the tongue, nasal cavity, alveolar ridge, and soft palate are used to correct sound pronunciation.

2.2.1 Moveable organs of speech

Active articulators move: the tongue tip is an active articulator that sounds like [s t n] since it moves up to behind the teeth (Ogden. R, 2009).

2.2.1.1 Lungs

Finch and Ortiz (1982) defined the lungs as two large sponges which are made to expand to take in air (inhalation), hold the air, and contract to let it out (exhalation). They are situated within the rib cage or thorax. Below the lungs, separating them from the stomach is a flat muscle called the diaphragm. The lungs themselves are incapable of any active movement, and expansion or contraction must be carried out by the muscles joining them to the rib cage and lowering the diaphragm. Thus, the lungs' function is like a motor or activator that sets the passage of air into movements of inhalation and exhalation.

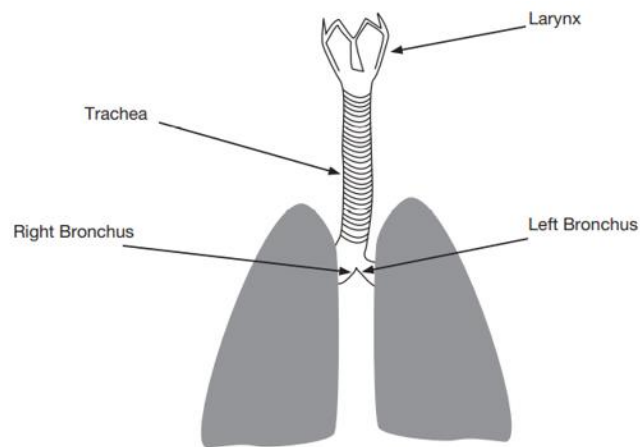


Image 2 (Ball, 2009)

Ball (2009) explains how the chest is contracted, and the air is squeezed out of the lungs, passing through the two *bronchi* (or bronchial tubes), then through the windpipe (more

technically the trachea), and finally emerging in the throat. Thus, the lungs are the origin of all speech sounds. They are necessary since the air needs to pass from them into the bronchi, one from each of the two lungs, and these two airstreams merge in the trachea, a short tube situated in the lower part of the neck, as shown in image 2.

2.2.1.2 Vocal cords

Skandera and Burleigh (2005) expressed that the vocal cords are two folds of muscle and connective tissue behind Adam's apple in the larynx, or voice box. They are opened and closed during the production of the speech. When talking, air from the lungs goes up the windpipe (the trachea, to use the more technical term) and into the larynx, at which point it must pass between two small muscular folds called the vocal folds. If the vocal folds are apart (as yours probably are right now while you are breathing in and out), the air from the lungs will have a relatively free passage into the pharynx and the mouth. Nevertheless, if the vocal folds have a narrow passage between them, the airstream from the lungs will set them vibrating. Thus, the vocal cords play a major factor when producing speech because all the consonants analyzed are voiced sounds: / dʒ, j/, and /n, ŋ/.

Ogden (2019) explains more in detail the voiced and voiceless sounds. Voiced sounds are produced when the vocal folds are vibrating, or voiceless sounds are produced when the vocal cords are apart, meaning there is no vibration. The vocal folds play an essential role because they can be made the vibration necessary to differentiate lenis or fortis sounds. O'Connor also (1980) mentioned that the vocal cords could be moved towards each other so that they meet and completely cover the top of the windpipe, as the voiced sounds, or they can be drawn apart so that there is a gap between them (known as the glottis) through which the air can pass the voiced sounds freely.

2.2.1.3 Soft palate or uvula

The soft palate is a muscular flap that can be raised to press against the back wall of the pharynx and shut off the nasal tract, preventing air from going out through the nose. To feel it, people need to curl the tongue up far enough to touch the soft palate, or velum, at the back of the mouth. In more detail, the tongue must be placed behind the teeth, the alveolar ridge, then continue backward until a hard part comes. This hard part is the hard palate, which gives way to soft tissue behind this hard part. The back part of the tongue touches the soft palate when articulating the sounds /k/, /g/, and /ŋ/ (Johnson, K. Ladefoged, P, 2010).

2.2.1.4 The tongue

The words "tongue" and "language" are the same in many languages. The tongue is undoubtedly involved in articulating a large number of sounds. Its versatility is since it consists entirely of nerve and muscle tissue, so it is highly flexible and mobile. There is no doubt that the tongue plays a role in producing some consonant sounds. In the case of the production of consonant sounds for this research, all of them need to use the tongue: /dʒ, j/, and /n, ŋ/ (Ball. R, 2009).

Moreover, the tongue is the most agile speech organ, principally made of muscle. The whole tongue makes backward and forwards and up and down. The blade and tip can be moved independently of the rest. It can interfere with the airstream by coming into light contact with the palate, causing friction, or it can make complete contact with the palate producing a stop (Finch, Ortiz, 1982). The tongue is divided into different parts. First, the tip is at the extreme of the end, then the blade, lying under the alveolar ridge; the front, resting under the hard palate; and the back, reposing under the vellum. For learners, it is

useful to explain that the tongue is divided into four parts so they can know which specific tongue part needs to be moved to produce a phoneme.

2.2.1.5 Lower jaw

The jaws are sometimes called articulators; we move the lower jaw a lot in speaking. Nevertheless, jaws are not articulators in the same way as the others because they cannot themselves contact other articulators (Roach. P, 1991). However, the jaw movement, which goes up and down, allows the mouth to open and close. Also, it helps the tongue move from a high to a low position. Even when the lower jaw is not considered the most crucial articulator, the movements made significantly influence the sounds.

2.2.1.6 Lips

The lips are important in speech. They can be pressed together (when we produce the sounds p,b), brought into contact with the teeth (as in /f/ and /v/), or rounded to produce the lip-shape for vowel-like bilabial, while those with lip-to-teeth contact are called labiodental (Roach. P, 1991). The lips can take different positions in order to articulate a specific sound. To illustrate this, the consonant /j/ is medial, and what makes them different is not just where the tongue is raised towards; it is also the shape of the lips because to pronounce /j/, the lips need to be in a position as same as vowel /i/.

2.2.2 Immovable organs of speech

Passive articulators are articulators that cannot move but are the target of active articulators. In the case of sounds like [s, t, n], the passive articulator is the bony ridge behind the upper teeth, known as the alveolar ridge (Ogden. R, 2009).

2.2.2.1 Alveolar ridge

The alveolar ridge is located just behind the upper teeth and is a small protuberance that you can feel with the tip of the tongue (Johnson, K. and Ladefoged, P, 2010). The tip of the tongue must be placed upon the upper front teeth to locate the alveolar ridge within the mouth. Then move the tongue slowly back to the roof of the mouth, a bump or ridge just behind the teeth. That is the alveolar ridge. In speech production, the alveolar ridge is commonly used to articulate consonants as /t/, /d/, /s/ or /z/. In the case of the consonants, this study will apply only to /n/, where the tip of the tongue touches the alveolar ridge, and to /dʒ/, where the tip of the tongue touches the alveolar ridge.

2.2.2.2 Hard palate

The hard palate is the front part of the roof of the mouth and is formed by a bony structure. You will probably have to use a fingertip to feel farther back (Johnson, K. Ladefoged, P, 2010). Roach (1991) defines the hard palate as the "roof of the mouth." You can feel its smooth curved surface with your tongue. The hard palate is the hard part at the top of the mouth, beginning just behind the alveolar ridge and after the soft palate. In order to feel the hard palate, just by closing the mouth close the mouth, the tongue is probably resting against the hard palate. Furthermore, the tongue reaches or almost touches the hard palate when we say the sounds /ʃ/, /ʒ/, /tʃ/, /dʒ/.

2.2.2.3 Teeth

The teeth (upper and lower) are usually shown in diagrams, only in the front of the mouth, immediately behind the lips. The tongue is in contact with the upper teeth for many speech sounds. Sounds made with the tongue touching the front teeth are called dental (Roach. P, 1991). The teeth are part of the pronunciation of sounds like [θ] and [ð], for which the tongue is placed between the teeth. The lower teeth and the upper teeth do not

have a major to have role in language. In the pronunciation of consonants / dʒ, j/, and /n, ŋ/, the teeth do not play a significant component, but they help in articulating, which helps create friction (Ball. R, 2009).

2.3 English Consonants

Ogden (2009) describes consonants as the sounds produced with constriction or obstruction in the vocal tract. We can feel, see, and hear where these constrictions are made and what kind of constriction they are. Underhill (2005) analyzes that the word consonant means "with sound" or "sounding with" (con + sonant). Therefore, the consonants are produced from the lungs to the mouth, and in this process, the airflow is pressed or completely obstructed when the air is released so a specific sound can be produced. For instance, when producing a plosive consonant, it is possible to feel it since the air comes out explosively; it can be seen and heard when pronouncing a word, as in *pear*. The absence or existence of obstruction in the vocal tract is not precise since sounds like /l/, /r/, /w/, and /j/ are also produced without obstruction, but they are classified as consonants. Furthermore, take /j/ as an example where a clear explanation when teaching to pronounce this sound will be that the students can imitate the vowel sound /i/ as a reference (Byrnes, 2020). Moreover, consonant sounds may be voiced or unvoiced. It is possible to identify many pairs of consonants which are essentially the same except for the element of voicing (for example, /f/, as in fan, and /v/. The difference between the voiced and voiceless consonants is that the vocal cords vibrate in the first one, and the others do not. For this research, the six consonant sounds are voiced (Kelly, 2000).

Skandera Burleigh (2005) expressed that an essential feature for describing consonants is where the air stream is obstructed. This is called the place of articulation, which names

the speech organs primarily involved in producing a particular sound. Each consonant sound has this one active speech organ that moves and makes contact with a passive, immobile speech organ. Learning to pronounce a consonant is like learning a choreography because there are some specific movements, and none are similar. Students need to remember this movement in order to conquer the desired pronunciation.

		Place of articulation							
		Front → Back							
		bilabial	labio-dental	dental	alveolar	palato-alveolar	palatal	velar	glottal
Manner of articulation	plosive	p b			t d			k g	
	affricate					tʃ dʒ			
	fricative		f v	θ ð	s z	ʃ ʒ			h
	nasal	m			n			ŋ	
	lateral				l				
	approximant	(w)				r	j	w	

Image 3 (Kelly, 2000). Classification of the English Consonants

2.3.1 Factors for classifying and describing the English consonants

2.3.1.1 Place of articulation of the English consonants

Ogden (2009) reveals that the vocal tract contains some discrete physical landmarks used primarily in producing and describing consonants. In describing the articulation place, we explain where in the vocal tract a sound is made. The previous concept goes to articulation, which defines which speech organs will be needed to pronounce a consonant. Typically, a sound production involves two movements or gestures as the plosive consonant /n/, where

the tongue and alveolar ridge tip are the speech organs required (Ogden, R, 2009). The parts of the vocal tract that can be used to form sounds are called articulators. The articulators that form the lower surface of the vocal tract are highly mobile. They make the gestures required for the speech by moving toward the articulators that form the upper surface.

(Johnson, K. and Ladefoged, P, 2010)

2.3.1.1.1 Bilabial

Bilabial sounds are sounds made at the lips. The bilabial sound is produced using a closing movement of the two lips with the two lips. For example, say words such as pie, buy, and my, and note how the lips come together for each word's first sound. There are two voiced bilabials in American English, which are /m/ as in mother and /b/ as in bingo, and there is just one voiceless bilabial, which is /p / as in place. (Johnson, K. and Ladefoged, P, 2010). 'Bi-' means 'two,' and 'labial' is an adjective based on the Latin word for 'lips'. In image. 5, the two lips touch one another, but it is just for a short period of time (Ogden, 2009).

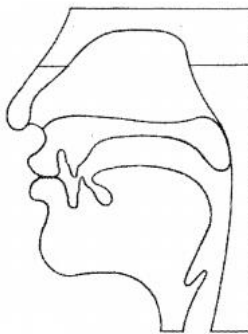


Image 4 (Kelly, 2000)

2.3.1.1.2 Labiodental

Labiodental sounds are produced with the upper teeth against the lower lip. They use the lower lip and the upper teeth, as in /f/ and /v/. When saying words such as *fire* and *vine*, most people raise the lower lip until it nearly touches the upper front teeth. There is one voiced sound /v/ as in *vine* and one voiceless sound /f/ as in *fire* (Johnson, K. and Ladefoged, P, 2010)

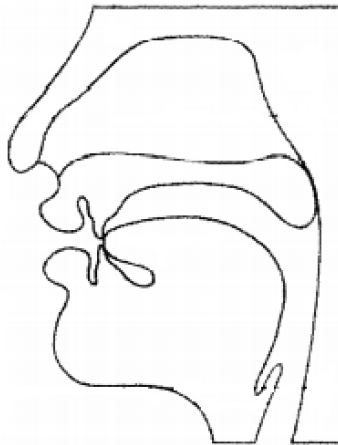


Image 5 (Kelly, 2000)

2.3.1.1.3 Dental or interdental

Sounds are made with the tongue tip and rims between the upper and lower teeth or against the upper teeth. They are the voiceless dental sound /θ/ as in *thin* and the voiced /ð/ as in *this*. (Skandera. Burleigh 2005).



Image 6 (Kelly, 2000)

2.3.1.1.4 Alveolar

Alveolar sounds are made at the alveolar ridge. This is a bony ridge behind the upper teeth. If you rest your tongue on the upper teeth and then gradually move it backward, you will feel a change in texture from the smooth enamel to the bumpier gum. Just behind the teeth, you should be able to feel the alveolar ridge. There are 4 voiced consonant sounds produced with the alveolar ridge /d/, /n/, /l/ and /z/; and two voiceless consonants /t/ and /s/. Different parts of the tongue are used. For instance, the tip of the tongue touches the alveolar ridge for consonants /t/, /d/, /n/ and /l/, and for consonants /s/ and /z/ approaches the alveolar ridge (Ogden. R, 2009).

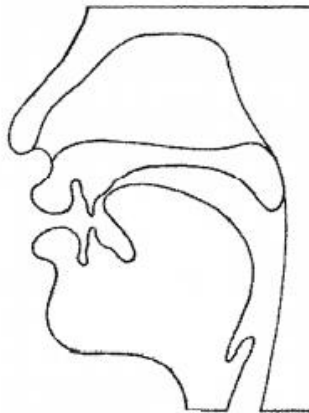


Image 7 (Kelly, 2000)

2.3.1.1.5 Palato alveolar

Palato-alveolar sounds are made with the tongue tip touching the alveolar ridge and a simultaneous raising of the blade of the tongue towards the hard palate. (Skandera. Burleigh 2005). There are two voiced consonants /dʒ/ and /ʒ/ and two voiceless consonants /tʃ/ and /ʃ/. For learners, it might be challenging to differentiate between the alveolar sounds and the palato-alveolar sounds, but if you produce a [s] sound, then a [ʃ] sound, and suck air

in immediately after each sound, you should feel that part of the roof of the mouth which goes cold and dry is further back for [ʃ] than for [s] (Ogden. R, 2009). Likewise, the confusion is not just for the alveolar and palate alveolar sound; furthermore, there is confusion within the place of articulation for /dʒ/ and /tʃ/ where the tip of the tongue touches the alveolar ridge and for consonants /ʒ/ and /ʃ/ the tip of the tongue approaches the alveolar ridge.

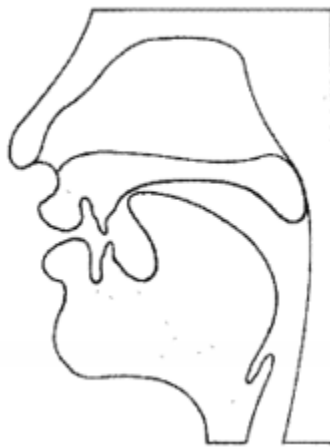


Image 8 (Kelly, 2000)

2.3.1.1.6 Palatal

Palatal sounds are made with the tongue body, the massive part of the middle of the tongue, raised close to the hard palate or the roof of the mouth. There is the consonant sound /j/, which is a palatal sound. This sound is produced with weak energy when we pronounce words like yacht (Ogden. R,2009).

2.3.1.1.7 Velar

The back of the tongue is used against the soft palate. These consonants are produced in the back of the mouth, and the soft palate needs two positions to make them. For instance, when the soft palate is lowered, the airflow will come into the nasal cavity as in the voiced velar nasal consonant /ŋ/. Then, when the soft is raised, the air comes through the mouth, as in the voiced consonant /g/ and the voiceless consonant /k/ (Kelly, 2000).

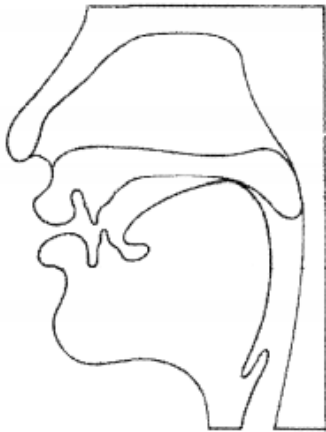


Image 9 (Kelly, 2000)

2.3.1.1.8 Labio-velar

A labio-velar articulates simultaneous movements of the back of the tongue, forming a velar closure and the lips forming a bilabial closure. Two must clarify to the learner that two movements are used to articulate this sound. The first step is to approximate both lips as if a bilabial sound is made with rounded lips. Second, and at the same, the back part of the tongue approaches the soft palate (Johnson, K. and Ladefoged, P, 2010).

2.3.1.1.9 Glottal

There is just one glottal sound which is the voiceless consonant /h/. This sound is produced in the larynx when the airflow between the vocal cords. The gap between the vocal cords makes audible friction, as in /h/. A recommendation would be that the glottis is completely open as in breathing (Kelly, 2000, p. 6).

2.3.1.2 Manner of articulation of the English consonants

When the articulators are brought closer together, the airflow between them changes. It can be stopped or made turbulent. The channels between any two articulators govern the pressure and flow of air through the vocal tract, affecting the kinds of sound that come out. The way a sound is made (rather than where it is made) is called a manner of articulation. For this study, it is necessary to know that sounds are made more than just with the place of expression because there is some consonant that shares the same area of articulation but what makes them different is the manner of articulation, how the air comes out, whether it comes out explosively or like hissing (Ogden. R,2009).

2.3.1.2.1 Plosive or stop

A total closer using both lips, the plosive manner is complete closure somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure and is released "explosively," as in /p/ and /b/. For instance, an "explosively" will happen when the sound /g/ is produced sound because the airflow is pressed against the back part of the tongue (g is a velar sound), and then the tongue separates from the back part of the roof of the mouth and lets the air release with plosion (Kelly, 2000, p. 6). Roach (1991) explains this process more in detail since he divided the plosive sounds into three stages. The first stage is when the articulator moves to form the stricture for the plosive, this stage is called the closure phase. Then, the second stage is when the hold air is stopped from releasing,

this is the hold phase. Finally, the third stage is when the articulators allow the air to escape, this is the release phase. Additionally, there are three voiceless consonants /p/, /t/, and /k/. and there are three voiced consonants /b/, /d/ and /g/.

2.3.1.2.2 Fricative

The fricative manner is produced when two vocal organs come close enough together for the movement of air between them to be heard. So, the airflow will have forced its way out, and since the articulator is close, the air goes out with friction. There are five fricative voiced consonants which are /v/, / ð/, /z/ and / ʒ/, and there five voiceless consonants which are /f/, / θ/, /s/, / ʃ/ and /h/ (Kelly, 2000).

2.3.1.2.3 Affricative

The affricative manner is a complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure and is released more slowly than in plosives. It is imperative to explain to the learner that the affricate sound consists of two movements. For instance, the plosive component is first and then the fricative because the air comes out with friction. So, it is understandable to say that the affricate sound is a complex one. There are two affricative consonants: the voiceless /tʃ/ and the voiced /dʒ/ (Kelly, 2000, p. 6).

2.3.1.2.4 Nasals

The nasal manner is a closure made by the lips or the tongue against the palate, the soft palate is lowered, and the air escapes through the nose. Hence, the soft palate must be lowered so the airflow can go through the nose. There are three nasal sounds, but all of them have a different place of articulation. For instance, there is the voiced sound /m/, which is made with the two lips, then the voiced alveolar consonant /n/, which is complete

using the tip of the tongue touching the alveolar ridge, and lastly, the sound /ŋ/ /where the place of articulation is in the back of the tongue (Kelly, 2000).

2.3.1.2.5 Lateral

The lateral manner is a closure that is made by the blade of the alveolar ridge. Air can flow around the sides of the tongue as /l/. In order to conquer this manner, it is necessary to understand that two movements are involved. First, the tongue makes contact with the center of the alveolar ridge, and then air will come out from both sides of the tongue. There is just one voiced lateral sound, /l/ (Kelly, 2000).

2.3.1.2.7 Medial or Approximant

Finch and Ortiz (1982) define the medial manner as a gesture in which one articulator is close to another but without the vocal tract being narrowed to such an extent that a turbulent airstream is produced. So, these sounds are produced with an approximation of the articulators that are too open to cause friction because the tongue is raised towards the palatal area but never touches it. Ogden (2009) emphasized that the medial sounds are like vocalic sounds, which function as consonants. Therefore, it is valid to say that the medial is a complex sound to conquer because they involve many details to master the correct pronunciation. It is a fact that there are two medial sounds which are /j/, which resembles the cardinal vowel /i/ because the front part of the tongue is raised towards the palatal part in the mouth. However, it never makes contact or is close enough for that specific hissing in the fricatives.

2.3.1.2 Presence or absence of the voice of the English consonants

2.3.1.3.1 Voiced Sounds

Voiced sounds occur when the vocal cords in the larynx are vibrated. In producing a voiced sound, the vocal cords usually are closer to each other, but when air comes with pressure from the lungs, they will separate and put them together once again, causing a cycle that causes the vocal cords to vibrate (Kelly, 2000, p. 2). Another method that can be used to know if a sound is voiced or not is by placing the hand in the throat, and if vibration can be felt, it is a voiced sound. For instance, it is not the same pronouncing the voiced /dʒ/ as in glass that pronouncing the voiceless /ʃ/ as in class. Thus, all the consonants chosen for this investigation are voiced.

2.3.1.3.2 Voiceless Sounds

A voiceless sound in the apposite since the vocal cords in the larynx does not vibrate are vibrated. In such a manner, since the vocal cords are separate, allowing the glottis to be open, the vocal cords will not vibrate when the airflow comes up. A reference for a voiceless sound is that it is the same as breathing. To illustrate the previous, when pronouncing the word *time*, the correct initial consonant to use is the voiceless/t/ because if, when pronouncing *time*, a voiced sound is used in the initial position, it will sound like the voiced consonant /d/ (Kelly, 2000).

2.3.1.3 Position of the soft palate of the English consonants

There are essentially two routes air can follow through the vocal tract. It can travel through the mouth, or it can travel through the nose. The sounds that go through the mouth are called oral sounds, and sounds produced when the air is sent through the nose) are called nasal sounds (JTA Technology Consulting, 2010).

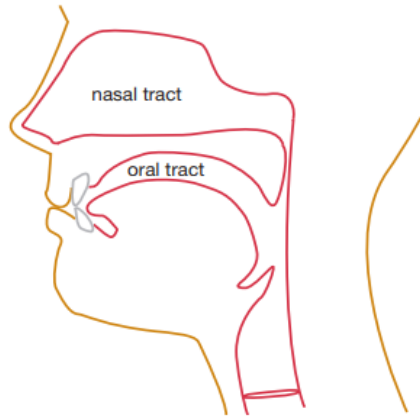


Image 10 (Ball, 2009)

2.3.1.3.1 Oral

The air passes the various articulators in the mouth and exits at the lips and all these vocal organs. For most sounds, air passes from the lungs up through a long tube composed of the trachea, or windpipe; the larynx; and the pharynx, which opens the way to the air stream into the oral cavity. Most English phonemes are produced with the soft palate raised, but the sounds /m/, /n/, and /ŋ/ are made in the nasal cavity (McMahon. A, 2002).

2.3.1.3.1 Nasal

The airstream produces nasal sounds the soft palate is lowered. The oral cavity is completely obstructed, so all air is dispatched through the nose. There are three nasal sounds /m/, /n/, and /ŋ/. They might share the same position of the soft palate and the manner, but the contrast in the place of articulation. Furthermore, the air can use the nasal cavity instead of the oral one because the tongue is putting pressure on the mouth's roof, which will lower the soft palate (McMahon. A, 2002).

2.3.1.5 Force of articulation

2.3.1.5.1 Fortis or strong

The concept of Fortis applies to unvoiced consonants. A Fortis sound is made with strong energy, meaning the vocal cords will not vibrate. A voiceless sound is the same as a Fortis one since its intensity is weak. It might not be easy for learners to concede why if the sound is produced with strong energy, it becomes a voiceless sound. However, it is necessary to remember that in order to make the vocal cords vibrate, they need to be closer, so when the air from the lung is on its way out, it will initiate this cycling process of separation and come back together over and over, so weak energy is enough to do this process. In the case of the voiceless ones, since the vocal cords are separate, the airstream passes out with strong energy without any interruption in the trachea (Kelly, 2000).

2.3.1.5.2 Lenis or weak

A voiced sound is the same as a lenis sound. Lenis consonants are made with weaker breath force. They are produced with weak energy because the vocal cords vibrate, and the air that passes is not strong enough as in a voiceless one. The consonants / d_z, j/ /n, and ŋ/ use a weak production because the vocal cords are not separate from the voiceless consonants (Kelly, 2000, p. 5).

2.4 English Facial diagram, classification, and articulatory description of sounds: / d_z, j/, and /n, ŋ/

English students face trouble when it comes to learning the difference between the 24 consonant phonemes. One of those issues is when they cannot distinguish between a distinct phoneme and another. When the student encounters consonant sounds similar to articulation, it will be difficult for the language learner to produce. There is a point when the student encounters consonant sounds similar to articulation. For that reason, in this research, three pairs of consonants similar in their articulation were selected to make a

comparison between them and highlight the similarities and differences and what makes them unique. The consonants chosen were /dʒ, j/, and /n, ŋ/. An explanation of their classification and articulatory description will be provided.

2.4.2 Consonants /dʒ / and /j/

2.4.2.1 Consonant / dʒ/

The consonant /dʒ/ is a complex sound among English consonants because it consists of two manners of articulation. The first manner is the plosive component since /dʒ/ almost follows the three phases when producing a plosive sound because it has the first phase, the closure phase, where the articulator moves to form the stricture for the plosive. Secondly, the hold stage is when the air is stopped from releasing. Lastly, the release stage differs from a plosive because the sound becomes fricative. Usually, at this phase, the articulators allow the air to escape explosively. Instead, the air is released more slowly than in plosives. Hence, the air comes out with friction.

In addition, even when this study does not analyze the relation between /dʒ/ and /ʒ/. However, when trying to acquire the pronunciation of /dʒ/ is relevant to know all the factors that might confuse. The consonants /ʒ/ and /dʒ/ can be similar because their symbology can be alike, and also, they do share the same place and manner of articulation. Nevertheless, even when they share that similarity, the pronunciation is completely different because in /dʒ/, the tip of the tongue needs to be pressed against the gum ridge behind the upper front teeth, so it stops as for /d/ but then release the air as for /ʒ/; and at the same time a simultaneous raising of the blade of the tongue towards the hard palate whereas in /ʒ/ it almost follows the same dynamic but with the difference that in /ʒ/ nor the tip of the tongue makes contact with the alveolar ridge or touches the hard palate with the

tongue; the tongue makes an approximation between the articulators (Johnson and Ladefoged, 2010).

Dale and Poms (2005) explain that the consonant /dʒ/ has a general distribution because its occurrence can be at the beginning, middle, and end of words. Also, /dʒ/ has a spelling pattern that can be confusing since it has similarities with other sounds, causing problems. For instance, it has "j" as in job, "DJ" as in adjusting, "g + e, i" as in gentle, or as in giant. Dauer (1993) adds that "du and "di" form part of the spelling pattern in education and soldier. Consequently, if /j/ is pronounced instead of /dʒ/, Jell-O will sound like yellow; if /ʒ/ is pronounced instead of /dʒ/, the legion will sound like lesion; if /tʃ/ is pronounced instead of /dʒ/: badge will sound like a batch.

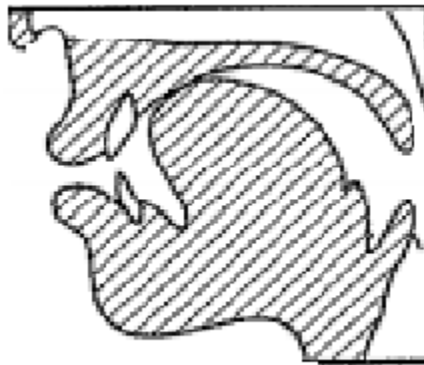


Image 11 (Dale and Poms, 2005)

In brief, in the production of sound /dʒ/, the tip of the tongue touches the alveolar ridge, and the front of the tongue touches the hard palate. The air goes out through the mouth with friction. The soft palate is raised. The vocal cords vibrate because they are loosely together. The sound is produced with weak energy.

2.4.2.2 Consonant /j/

Ogden (2009) mentions that consonant /j/ has the particular characteristic of being a palatal sound which means that it is articulated with the tongue tip in the same position as for /i/. The tongue's body is raised close to the hard palate on the roof of the mouth. Additionally, the vocal folds are vibrating, so there is weak energy. The velum is raised, so air does not escape through the nose. The sound /j/ forms part of the two medial sounds that exist in English. The medial sounds are like vocalic sounds, which function as consonants; for instance, /j/ is closely related to the cardinal vowel /i/ because /i/ is produced when the front part of the tongue is raised towards the palatal part in the mouth. The lips are tense same as /j/. To emphasize, the articulators in /j/ never touch, so a hissing or plosion cannot be performed (Ogden, 2009).

Additionally, it is vital to check all the possible factors that will affect or cause confusion in the students' learning process when learning a new English phoneme. For that reason, analyzing the relation between /j/ and /w/ is essential since they share the same manner of articulation, but what makes them different is their place articulation because in /w/, the back part of the tongue is raised towards the soft palate. The lips are fully rounded and protruded, whereas in /j/, the front of the tongue is raised towards the hard palate, and the lips are spread. So, to pronounce /j/ correctly, be sure the tip of the tongue approximates the back part of the lower front teeth and that the tongue does not touch the roof of the mouth.

The sound /j/ might be a complicated sound to pronounce because the spelling pattern does not match the letter or symbol. For instance, Dale and Poms (2005) explain that when the letter "y" is the first letter in a word, it is always pronounced /j/ as in year; it is never pronounced /dʒ/. Also, the most common spelling pattern for /j/ is followed by vowels like "i" as in a million and "u" as in music. Moreover, the consonant /j/ has a restricted

distribution because it occurs in an initial and medial position but does not occur at the end of words. Additionally, Marks (2007) adds that /j/ has a different spelling in some words, like, for example, in "ju," which is often spelled "ew," as in new, and "eu" as in Europe. So, it is understandable to confuse the spelling of /j/ with other sounds, but if /dʒ/ is pronounced of /j/ instead; however, it will sound like jet; or if /j/ is omitted, year will sound like ear.

In summary, when producing the sound /j/, the front of the tongue is raised towards the hard palate, and the lips are spread; the air goes out through the upper part of the tongue. The soft palate is raised. The vocal cords vibrate because they are loosely together. The sound is produced with weak energy.

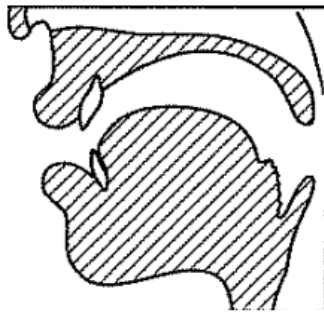


Image 12 (Dale and Poms, 2005)

2.4.2.3 Differences and similarities between consonants /dʒ/ and /j/

Concerning the place of articulation of consonants, /dʒ/ and /j/ are nothing alike since /j/ is a palatal sound where the front of the tongue is raised towards the hard palate. However, there is no contact, whereas /dʒ/ the tip of the tongue needs to be pressed against the gum ridge behind the upper front teeth and, at the same time, a simultaneous raising of the blade of the tongue towards the hard palate. While the lips play a significant factor in /j/ because they are somehow spread, in /dʒ/ is not the case. Additionally, the articulation of /dʒ/ is

affricate because the air pressure increases behind the closure and is then released more slowly than in plosives. In contrast with /j/, the air does not go out explosively or with friction because it is produced with an approximation of the articulators. However, both /dʒ/ and /j/ have the soft palate raised, the vocal cords vibrate because they are loosely together, and the sound is produced with weak energy.

Equally important, on the one hand, the consonant /dʒ/ has a general distribution because its occurrence can be at the beginning of words, in the middle of words, and at the end of words. On the other hand, consonant /j/ have a restricted distribution because it occurs in the initial and medial positions but never in the final. Furthermore, they do not share any similarity in their spelling pattern except for the fact that /dʒ/ has "j" as part of its spelling pattern and the consonant /j/ does not and the fact that /j/ has "y" forms part of the spelling is way more confusing for students. To conclude, it is logical that there is a misunderstanding between these two consonants, but the principal factor of this confusion relies upon their spelling.



Image 13 (/j/, Dauer, 1993)



Image 14 (/dʒ/, Dauer, 1993)

Furthermore, even when the lips are not considered when pronouncing a consonant. However, since the sound /j/ is a semivowel and a semi-consonant, the lips are essential. As shown in image 13, the lips are fully spread, but in sound /dʒ/, the lips do not play an important role. Moreover, another difference between those sounds is that sound /j/ has a

longer duration and is delicate compared to sound /dʒ/, which has a shorter duration and sudden sound.

2.4.3 Consonants /n/ and /ŋ/

2.4.3.1 Consonant /n/

Marks (2007) explains that consonant /n/ is formed by keeping the tongue firmly pressed against the gum ridge behind the upper front teeth in the alveolar ridge. In order to locate the alveolar ridge correctly within the mouth, the tip of the tongue must be placed upon the upper front teeth, and then move the tongue slowly backward the roof of the mouth, with a bump or ridge just behind the teeth. The manner of articulation for /n/ is nasal, which means the tongue closes against the palate, the soft palate is lowered, and the air escapes through the nose. Hence, the soft palate must be lowered so the airflow can go through the nasal cavity, not the oral cavity. The vocal cords vibrate, so there is weak energy (Kelly, 2000).



Image 15 (/n/, Dauer, 1993)

Dauer (1993) explains that the spelling pattern for /n/ is usually "n" as in the neck, "nn" as in sunny, the silent "kn" word initially as in the know, and the silent "gn" in initial or final position as in gnat or sign, the silent "pn" word-initially as in pneumonia. Dale and

Poms (2005) add that the consonant /n/ has a general distribution because its occurrence can be at the beginning of words, in the middle of words, and at the end of words.

Furthermore, due to the similarity of the nasal consonants /m/, /n/, and /ŋ/, many speakers frequently confuse them in English, particularly at the end of words. For example, if /m/ is pronounced instead of /n/, sun will sound like some; if /ŋ/ is pronounced instead of /n/, ran will sound like rang. So, the most important thing is to remember that for /n/, the outflow of air is blocked by the tongue's touching the tooth ridge.

As a summary for /n/, the tip of the tongue touches the alveolar ridge. The air goes out through the nose. The soft palate is lowered. The vocal cords vibrate because they are lightly together. The sound is produced with weak energy.

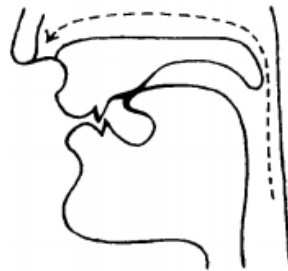


Image 16 (O'Connor, 1980)

2.4.3.2 Consonant / ŋ/

Holmes and Wallace (1985) revealed that most consonants are produced when the air escapes through the mouth but /ŋ/ is one of the three nasals' manners where the air comes out through the nose. Hence, the soft palate is lowered because this will force the air to pass through the nose when the tongue, which blocks the passage through the mouth, remains in this position until the end of the sound. Thus, there is no explosive release of breath.

Indeed, the back tongue should remain pressed against the soft palate until the sound is

finished. Therefore /ŋ/ is velar. The vocal cords vibrate, so the sound is voiced (Marks 2007).



Image 17 (Dauer, 1993)

Dale and Poms (2005) expressed that consonant /ŋ/ has a restricted distribution because it occurs in the medial and final positions but never in the initial. It is normal to find consonants /n/ and /m/ occurring freely in the initial position, but ŋ never occurs in this position. The symbol for sound /ŋ/ is a combination of the tail of the letter "g" descending below the line with the letter "n." Moreover, the nasal /ŋ/ differs from the other nasals in several ways. Beginning with the spelling where it has "n + g" is /ŋ/ as in singing, or "n + c = n+k" is /ŋk/ as in thank, "ng" is /ŋg/ as in finger, "ngue" word-finally as in tongue (Dauer, R, 1993). Equally important, it is essential to explain more in detail the difference between the spelling rule of "n + g" is /ŋ/ and "ng" is /ŋg/ because it can be confusing when some words have the orthographic "ng" in the middle will have a pronunciation containing "ŋg" and others will have ŋ without g. For instance, in the phonetic transcription of finger /'fɪŋgə/, where the "ŋg" is included. However, in singer /'sɪŋ.ə/, which contains "ng" as well, there is no "g." The reason why that happens relies on how the words are morphologically constructed.

To illustrate the previous, the word singer is divided into two grammatical pieces: "sing" + "-er." Those pieces are called morphemes. The word finger cannot be divided into two morphemes since "finger" consist of just one morpheme. So, whenever "n" and g" are

together within a syllable, as in singer, it will be pronounced just with /ŋ/, and whenever "n" and "g" are in different syllables, as in finger, it will be pronounced with /ŋg/ (Roach. P, 1991). In brief, the production of sound /ŋ/ consist when the back part of the tongue touches the soft palate. The air goes out through the nose. The soft palate is lowered. The vocal cords vibrate because they are lightly together. The sound is produced with weak energy.

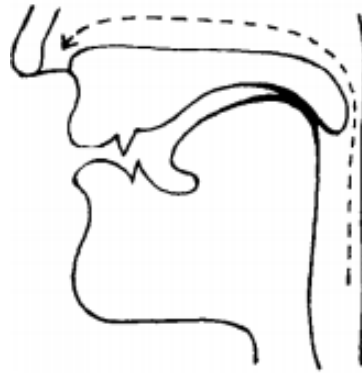


Image 18 (O'Connor, 1980)

2.4.3.3 Differences and similarities between consonants /n/ and /ŋ/

Respecting the place of articulation for /n/ and /ŋ/, they are unrelated since /n/ is alveolar, which is formed by keeping the tongue pressed against the gum ridge behind the upper front teeth in the alveolar ridge, whereas /ŋ/ is the back part of the tongue which touches the soft palate. Moreover, /n/ and /ŋ/ are alike in their manner of articulation because the tongue makes closure against the palate, the soft palate is lowered, and the air escapes through the nose. Both /n/ and /ŋ/ the vocal cords vibrate because they are loosely together, and the sound is produced with a voiced sound. Furthermore, on the one hand, the consonant /n/ has a general distribution because its occurrence can be at the beginning of words, in the middle of words, and at the end of words. On the other hand, consonant /ŋ/

has a restricted distribution because it occurs in the medial and final positions but never in the initial position. In addition, the confusion between the two consonants does not rely on the place or manner of articulation because the key to pronouncing /ŋ/ is to raise the back of the tongue, not the tip as for /n/, which is something that can be easily explained to a learner.

To conclude the previous idea, the issue relies on the spelling because even when they do not share similarities in their spelling, the letter "n" forms part of them. However, the complex rules that /ŋ/ have for the letter "n" differ from /n/. Indeed, the spelling rules for /ŋ/ might be challenging to understand for a new learner and even more if they have never taken any phonology course or anything related. So, as Dale and Poms (2005) emphasize, if /n/ is pronounced instead of /ŋ/, sung will sound like son or sun and rang will sound like ran.

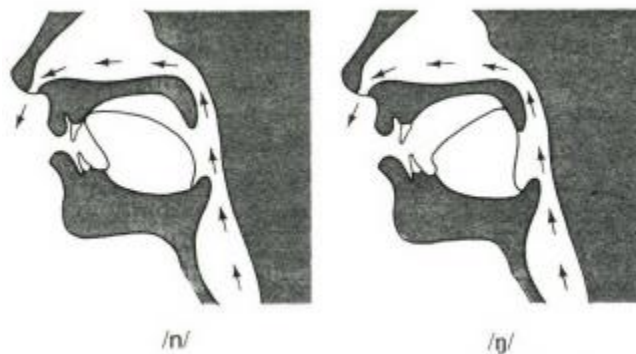


Image 19 (Holmes and Wallace, 1985)

2.5 Strategies for teaching the pronunciation of the consonant sounds

2.5.1 The phonological oppositions method

This method is based on teaching and correcting the foreign language's sounds through exercises containing phonological oppositions, also known as minimal pairs. After the learners have acquired the prosodic elements, phonemic discrimination is developed through drills with minimal pairs. The students listen and repeat lists of words in which the change of a single sound causes a change in meaning, for example, feel: fil, seat: sit, beat: bit, and so forth. The learners may be asked to raise one finger when they hear the sound in feel / i /and two when they hear the one in fill / ɪ /. They may also be asked to prepare cards with different symbols and raise the cards according to the sound they hear. Also, several short sentences containing only one minimal contrast are pronounced, and the learners should be asked to identify them by saying whether they are the same or different. For example, "It is a sheep. It is a ship." (Perez, n.d.)

2.5.1.1 Techniques and activities

2.5.1.1.3 Minimal Pairs

McGilvray (2005) defines *minimal pair* as a pair of words that differ in a single phoneme. Also, minimal pairs show that two sounds contrast in a language. For example, we can demonstrate that [s] and [z] contrast in English. Since the only difference in these words is the [s]vs. [z], it can be inferred that they belong to distinct phonemes. This technique is essential to teach students how to differentiate the meaning of two similar sounds because sometimes, to hear the difference between two words that may sound the

same but have entirely different meanings. Therefore, it is the most straightforward way to identify phonemes in a language. Larsen- Anderson & Freeman (2011) add that a way to include the minimal pairs technique in the class is by showing the students two similar words and asking them if they can notice a difference in the spelling or the pronunciation so that prior knowledge can be activated. After that, the teacher can continue showing them pairs of words used in the class.

With each technique, new challenges must be faced, whether beneficial to the students or not, but if an obstacle is found, the critical part is how to turn it into something good.

Whereas a struggle with the minimal pairs exercises is using which are not the relevant vocabulary to the students, hence less meaningful for them. However, rather than just using words provided by the teacher, it can also be more dynamic to use the student's active vocabulary in order to practice sounds or that students can be asked to provide or suggest their minimal pairs to try on their peers, in that way they feel that their opinion matters and take into account. Kelly (2000) provides ideas for minimal pairs activities, so teachers can use it as a resource to have students working on sounds that have been causing difficulties for them. The activities provided by him are the following:

2.5.2.1.3.1 Activity 1

The teacher can provide a list of words, and students can work with a partner and decide which words have a particular sound. An example of developing this idea would be to put a title that says "circle or mark the words which have the sound /ʌ/." Then, display the words "cap", "hat", "bug", "cup", "hut" and "bag". Here, they will have to select the words "bug," "cup," and "hut," which are pronounced with the sound /ʌ/. This activity is a

good way to introduce phonemic symbols to the students. For this thesis, the conflicting words containing the consonant sounds /g, w/, /dʒ, j/, and /n, ŋ/.

2.5.2.1.3.2 Activity 2

Another activity will be to provide a list of words to students and ask them to underline the word every time they hear a specific phoneme. For instance, the teacher can provide this list of words and ask how often they hear the diphthong /eɪ/: pepper, paper, letter, later, pen, pain, wet, wait, get, gate, late, let. Applying this activity with the consonants in the thesis can be the following. Instead of using the /eɪ/, the nasal consonant /ŋ/ can be used, and the list of words can be the following: band, banged, hand, hanged, sin, sing, sun, sung, wing, and wing.

2.5.2.1.3.3 Activity 3

Also, the teacher can drill sentences containing minimal pairs, and students can repeat them chorally or individually. For instance, the conflicting sounds /g/ and /w/ can be used in this activity, and the sentence would be, "The weight of the gate is carried by two rows of pillars." So, when students repeat the sentences, they will notice the difference between the word "weight," which has the phoneme /w/, and the word "gate," which has the phoneme /g/.

2.5.2.1.3.3 Activity 4

In the same way, teachers can also ask students to listen for the odd one out among a list of words they are given: cart, class, learn, smart, and part. For example, the complex consonants /dʒ/ and /j/ can be used in these activities so students can recognize the odd phoneme among the words displayed here: edge, judge, cage, yellow, wage, ridge, and

large. So, the odd word is "yellow," which is spelled with the phoneme /j/, and the rest of the words share the same sound /dʒ/.

2.5.2 The audiolingual method (reading out loud)

Richards and Rodgers (1999) explain that the audiolingual method, the term, was named like that by Professor Nelson Brooks in 1964. This method uses dialogue and pattern practice extensively, which is helpful for this work since pronunciation requires much repetitive practice to familiarize oneself with the different vowels, consonants, correct intonation, and rhythm in English. Also, it encourages aural training first. Then, it focuses on pronunciation training by intensive oral drilling of its basic sentence patterns. The elements in the audiolingual method are based on stimulation, the response caused by the stimulus, and the reinforcement at the end, which clarifies the learners' acknowledgment so they can know the correct answer; or, in this case, the pronunciation. Hence, pronunciation will improve by practicing repetition.

Furthermore, how does repetition help to improve the pronunciation? When students repeat the provided dialogues, texts, or lines, students work individually in the repetition as in a chorus. Therefore, the teacher must observe the student's pronunciation, intonation, and fluency. Indeed, working with dialogues and repetition improves stress, rhythm, and intonation; by doing the pattern drills, the chances of producing mistakes are minimized.

Richards and Rodgers (1999) extend that one of the disadvantages of the audiolingual method is that students found the experience of studying through audiolingual techniques boring and unsatisfying and not applicable in day-to-day communication outside the classroom.

Harmer (1998) also adds that this methodology is based heavily on behaviorist theorists of learning, and he expresses that learning English was far more profound than just repetition because learners need to have the opportunity to be creative when acquiring knowledge. In this case, language. So instead, in this method, classes are based on construction rules.

However, interactive games can be used for motivation and to provide dynamism in classes, so instead of just reading aloud in chorus dialogues or using over and over pattern-practice drills, interactive interactions can be used. For this work's sake, the main objective is to use reading to improve the pronunciation of the consonants mentioned before (g, w, dʒ, j, and n, ŋ). The audiolingual method is a pillar to conquer the purpose of this thesis because, at more advanced levels, more complex readings and writing tasks may be introduced, which is the case since the target audience are eleventh graders.

2.5.2.1.1 Dialogue Memorization

Dialogues are the perfect way to introduce it when it comes to reading. This is the perfect activity to gather the class's attention and not necessarily to the teacher. Instead, the attention could be developing among the students. Anderson & Larsen-Freeman (2011) expressed that dialogues or short conversations between two people are often used to begin a new lesson. First, students must memorize a dialogue using mimicry with their partner or group. Then, students will take the role of one person in the dialogue, and so on. Sometimes even the teacher can play a role with their students if needed. After learning the lines, the students must switch roles and memorize the other person's line. After the dialogue has been memorized, pairs of individual students need to perform the dialogue in front of the class. In the Audio-Lingual Method, certain sentence patterns and grammar

points are included within the dialogue. In this case, certain words containing conflicting sounds will be introduced in the sentences, dialogues, or texts.

On the one hand, dialogue memorization can be the perfect example of why the audiolingual method tends to be unexciting and monotonous. This technique does not give the aperture for more refreshing classes where the students can have fun while learning. On the other hand, this technique can be dynamic since learners perform the memorized dialogue to the rest of the class. In order to make it more energetic for the students, dialogues must include debates, discussions, arguments, or any activity where they can share opinions orally because they will work on their pronunciation and, at the same time, develop their critical thinking and listening as a bonus.

2.5.2.1.2 Drill

One of the most effective techniques to teach pronunciation is drill activities because it is fundamental for teaching word stress, sentence stress, and intonation. In addition, teachers need to have the correct rhythm of the stress pattern while drilling, considering that the slightest change in stress and intonation can significantly impact the learner's pronunciation. A helpful way to maintain the rhythm while drilling is that some teachers would move their fingers in the air, and others would click their fingers or tap a surface. Moreover, the essential part of this technique is consistency to maintain the rhythm. Equally important, teachers usually skip drilling because they feel it only needs to be done at lower levels, yet it is also essential at higher levels. As is the case of this thesis, even when the target audience is sixth graders, they need to know the correct rhythm of a sentence to improve their pronunciation and speak more fluently. Learners will spend much

time adding new words and phrases to their vocabulary. They will need to be sure of how to say them. Therefore, drilling is crucial for pronunciation acquisition and development (Kelly, 2000). Teachers' most common drill activities with their students in the classroom are Repetition drill, Chain drill, Open pair drilling, and Substitution drilling. In this section, all of them are going to be described. In addition, an image that graphically explains each drill will be included. That way, future readers can perform these activities with their students to ensure their pronunciation skills will be effectively developed.

2.5.2.1.2.1 Repetition Drill

Anderson & Larsen-Freeman (2011) expressed that the repetition drill is when students are asked to repeat the teacher's model as accurately and quickly as possible. This drill is often used to teach the lines of the dialogue. Indeed, some drill activities might seem banal since they lack dynamism, but this does not mean they are not helpful. For instance, the repetition drill will improve accuracy when producing and noticing a word or phrase's correct form or pronunciation. As a result, students will lose their tongues around complex sounds. Also, the teacher will be able to recognize if the new language is causing problems in terms of form or pronunciation, and the learner will get immediate feedback on their accuracy in terms of teacher or peer correction.

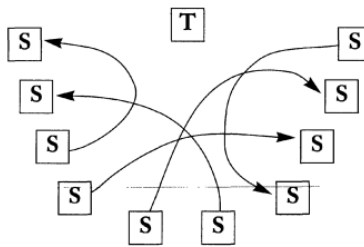
2.5.2.1.2.2 Chain Drill

According to Larsen-Freeman & Anderson (2011), a chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student or asking him a question. That student responds, then turns to the student sitting

next to him. The first student greets or asks the second student a question, and the chain continues. A chain drill allows some controlled communication, even though it is limited. The chaining drill can be helpful for sentences that are challenging for students to pronounce because sometimes sentences are too long and contain difficult words and sounds. The key part of the Chain Drill is to isolate certain parts of the sentence, putting them separately for students to repeat, and finally, structure the sentence up until it is complete. A chain drill also allows the teacher to check each student's speech, intonation, and rhythm. (Kelly, 2000)

2.5.2.1.2.3 Open pair drilling

Kelly (2000) explains that the Open pair drilling can be done by a set of questions and answer drills that might be set up across the class, with one student (S) asking, another responding, and so on. Then, having drilled a question and answer chorally and individually, the teacher (T) uses prompts (for example, a big letter "Q" and a big letter "A" written on cards) and invites students to question each other and respond in turn across the class, as shown in the following diagram. Open pair is an effective technique where all the students will have the opportunity to participate and interact. At the same time, it is an effective way for the teacher to select confident learners to demonstrate what is needed for the activity, so the rest of the students can easily understand what the task is about, which will give them enough confidence when their turn comes. Also, it is practical since the mistakes made while presenting can be discussed later or at the moment.



The resulting question and answer routine might then sound like this:

Student 1: Have you ever been to Paris?
 Student 4: Yes, I have.
 Student 5: Have you ever been to New York?
 Student 2: No, I haven't.
 etc.

Image 20 (Kelly, 2000)

Normally, there is a monotony that usually comes with drilling because students find drill activities boring, leading them not to be as participative as the teacher would want for the specific task. Nonetheless, as shown in figure 24, a minor variation in the drilling activity, as easy as putting them to interact among them, will significantly impact and change the student's attitude towards the proposed exercise. Thus, instead of investing time doing complex and tedious activities, dynamism can be added so the students can pay attention and enjoy the activity. So monotony can be changed by making small changes in the class.

Furthermore, challenging students to cooperate is a good start because the result ends with more participation; therefore, the more attention and effort they will put into the class. Equally important, the Open pair drilling allows asking for volunteers instead of calling on students individually, and having volunteers is beneficial in a class because they are the ones who will be more confident in their answers and set preceding for the others, so this will show to the rest of the class how they need to follow the activity. Moreover, the students who are not volunteering can check the peer answers and visually check how the

others perform so they can know how to act next, and at the same time, they learn from their peers' mistakes. However, it is essential to know that this does not mean that the whole class understands the activity, so it is necessary to ask those students who are not participating in drill activities. In the same way, when using this technique, students are not called on individually to pronounce words; therefore, the teacher will need to check individual pronunciation and comprehension separately.

Additionally, to make it even more kinesthetic, the part where Kelly explains that the teacher can use prompts, this part can integrate, rather than show the letters "Q" and "A" to the students, flashcards with an image related to the word that the teacher wants them to pronounce, so a new task would be to incorporate that new vocabulary in their question. With this slight change, students are challenged to become more familiar with specific vocabulary, check their comprehension of the material, and respond quicker and better when something new comes up. Briefly, conducting a technique like this will help students review vocabulary often, and it should not take more than five minutes. Still, at the end of this technique, a choral repetition might be necessary to remind learners of the correct pronunciation of the vocabulary. In addition, integrating these details into drill activities will keep students alert because they will never know when the teacher may call on them.

2.5.2.1.2.4 Single-slot substitution drilling

Larsen-Freeman & Anderson (2011) explain the Single-slot substitution drill when the teacher says a line, usually from the dialogue. Next, the teacher says a word or a phrase (called the cue). Finally, the students repeat the line the teacher has given them, substituting

the cue into the line in its proper place. The principal purpose of this drill is to give the students practice finding and filling in the slots of a sentence. A way to apply this technique in the classroom begins with the teacher reciting a line from the dialogue, "I am going to the post office." Then, the teacher displayed an image of a bank and said, "the bank." After that, the teacher pauses, then says, 'I am going to the bank.' From that preceding, students realize that they are supposed to take the word "bank," which was supplied by the teacher, and put it in the correct slot in the sentence. Of course, the process must be repeated several times but using different cues with the corresponding image. Learners continue doing this activity independently because the teacher no longer provides a spoken cue phrase. If help is needed, the teacher can intervene and provide it.

Teacher: It's in the corner.
Student 1: It's in the corner.
Teacher: It's on the table.
Student 2: It's on the table.
Teacher: It's under the chair.
etc.

Image 21 (Kelly, 2000)

As shown in figure 25, the students will repeat a sentence from the dialogue and replace a word or phrase in the sentence with the word or phrase the teacher gives them. This word or phrase is called the cue. Larsen-Freeman (1987) adds that the teacher's role in this technique is that when a pronunciation error is made, the teacher slows down and offers another word that is minimally different from the one the students are struggling with so that the students can hear the difference between the familiar sound and the one that is causing them difficulty. In addition, when the class gives correct drill responses, it is recommended for the teacher to give positive feedback.

2.5.2.1.2.5 Multiple-slot Substitution Drill

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, that fit into different slots in the dialogue line. The students must recognize what part of speech each cue is, or at least where it fits into the sentence, and make other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs. On the one hand, in the Multiple-slot substitution drill, students must recognize what part of speech the cue word is and where it fits into the sentence, where sometimes it can be whether to change the subject pronoun or location, among others.

On the other hand, in the Single-slot, students will repeat a sentence from the dialogue and replace a word or phrase in the sentence with the word or phrase the teacher gives them. Even when they seem similar, the complexity increases in the Multiple-slot substitution drill because they have to figure out where the cue word or phrase fits in a sentence. (Larsen-Freeman& Anderson, 2011)

2.5.3 Phoneme-grapheme correspondence

According to Kohnen et al. (2018), grapheme-phoneme correspondence decodes the letters of an unknown word into speech sounds. The repeated phonological recoding of an unknown word leads to the development of visual memory of the written word and its pronunciation. In that way, it becomes familiar to the learner. The phoneme-grapheme technique and the reading skill are linked to improving pronunciation. When the teacher explains the process of matching the grapheme and phoneme together, it is practical since it makes the process of decoding a conflicting word and distinguishing the separate phonemes in pronunciations of words.

What is more, if students learn the spelling patterns of the phonemes, they will be able to distinguish separate phonemes and recognize how the graphemes match up to phonemes in that word. Hence the pronunciation of the word will be better. Also, learners will improve their fluency skills when reading. Indeed, recognizing letter formations and their accompanying sounds helps in pronunciation and memorizing the meaning of the words.

Ehri (2005) adds that the grapheme-phoneme relationship provides a powerful mnemonic system. It provides the glue that bonds letters in written words, the ability to translate graphemes to their associated phonemes, and correct pronunciation. In this thesis,

the consonants / dʒ, j/, and /n, ŋ/ may be spelled more than one way, so learners who are not used to learning the spelling pattern can be much info to take in. For instance, if learners do not know the spelling pattern of the previous consonants or do not know that "ge" symbolizes /dʒ/. Then, when they encounter these letters in particular words, the result will be that the letters will not become bonded to their phonemes in memory. Therefore, a way to diminish the struggle with the different spelling patterns is by providing a mnemonic system as the phoneme-grapheme since it activates meanings where other techniques will not provide this overview. Additionally, once the alphabetic mapping system is known, readers can build a vocabulary, learners reading skills will be developed, and the understanding to recognize written words accurately and automatically.

2.6 Reading and Pronunciation

When practicing aloud, you must listen carefully and accurately. If you have listened properly in the first place, you will know what English words and sentences sound like, and you must compare closely as you can the sounds that come out of your mouth with the sounds that you are holding in your head (O'Connor, J.D, 1980).

Grabe (2009) explains that reading without making graphemic-phonemic connections is impossible. For beginners, the graphemic-phonemic connections are obvious but not explicit. Therefore, reading helps to recognize the words into structural phrases, and it gives the reader practical knowledge of linguistics even when the reader has never been exposed to any of that.

2.6.1 Reading skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean. If students do not understand what they are reading, we

just scratch the surface of the text and quickly forget it. There are many reasons why getting students to read English texts is an important part of the teacher's job. In the first place, many of them want to be able to read texts in English either for their careers, for study purposes, or simply for pleasure. Anything we can do to make reading easier for them is a good idea. Reading is useful for other purposes, too; any exposure to English is a good thing for language students. At the very least, some of the languages that stick in their minds as part of the language acquisition process are likely to be even more successful. Reading texts also provide good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do.

Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and how we construct sentences, paragraphs, and text. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons. (Harmer. J, 1998)

Lems et al. (2009) indicate two types of Reading. First, in Choral Reading, students have an instructor who leads the Reading. Applying that type of guidance helps readers who do not know the sounds of the word. Next, there is Cooperative Reading which gives learners a sense of security since it provides confidence while reading. Also, it provides enjoyment to the students since they have the support of their peers, and if needed, students can give feedback to the ones who do not articulate clearly.

Furthermore, Cooperative Reading involves students working in pairs. One student reads a short word, text, paragraph, or sentence several times while the second student assists. Then after they read the passage several times, they can switch roles. The main goal is for each student to receive a progress rating or feedback from their partner.

2.6.2 Relation between reading and pronunciation

Watkins (2017) explains that when reading is taught, learners are exposed to how letters and combinations are associated with sounds. For instance, if the word pen is encountered when reading, learners will associate the letters p, e, and n with that sound pen. Also, it allows the reader to decode words and is beneficial for reading comprehension. In addition, reading is the perfect way to practice the letter-sound relationship, which is fundamental in pronunciation, especially when the spelling pattern of a phoneme is introduced and explained to the reader, so once it has been explained, a practice can be done with a text.

Hence, it is a fact that pronunciation and reading are connected since it is a way to familiarize with the spelling pattern of the sounds. When the learner gets in the process of paying attention to decoding the sound, it increases phoneme awareness, which is an important part of this paper. Indeed, this can turn a bit mechanical for the learner resulting in a dull activity. However, everything is a process, and the risk of alienating young readers is something to consider.

2.6.3 How does reading improve the pronunciation?

Lems et al. (2009) note that reading is key to improving pronunciation because it helps them recognize the order of sounds within an individual word by practicing rhyming. After all, the sequence of sounds gets stored in their long-term memory. Furthermore, breaking down words helps the readers to get familiarized with phonemes. Also, when students read, it helps them to imitate the sound and activate their phonological awareness, which is necessary for decoding, writing, and spelling new words in English.

Moreover, reading is related to recognizing the stress patterns of English words. Stress patterns are not random; they follow a complex set of rules among the structures of each language since the stress is predictable as they are distributed in phrases and clauses.

Another advantage of pronunciation is word recognition, as reading helps with learning to match sounds, phonemes, letters, or graphemes.

Furthermore, word recognition begins with identifying the letter of a word and matching a phoneme. Next, the learner holds the sound in their memory for a mental representation, so for future readings, the learner can access that long-term memory and recognize isolated sounds. To sum up, many might think that reading is a skill that does not require much practice, but it is an idea wrong idea because the reading skill requires a lot of mental practice, which improves by performing repetitive action; thus, the muscles contract and it causes activation in the brain.

2.6.3.1 Tips to improve pronunciation through reading

Grabe (2009) states that to understand the reading process, it is essential to recognize the following factors and activities since they play an important part in working memory, cognitive process, and knowledge of the phonemes. First, word recognition is the process of the identification of words. For fluent word recognition to occur, the students need to rapidly recognize the structure of words on a page, which activates the relation between the graphic form and phonological information. One of the keys to increasing pronunciation through reading is visual recognition. For instance, for this paper, the spelling pattern of the consonants in the study will be provided, and by using reading, they can apply visual recognition.

Furthermore, Willis (2008) adds that reading requires that learners understand that words are composed of letters of the alphabet related to spoken word segments. So another factor is Phonological Processing. It refers to the brain's ability to manage and manipulate phonemes and create a link between the meaning of the sound in spoken and written. Also,

that process is associated with activation in the dorsal posterior reading system, where early readers analyze words by linking letters to sounds. In Addition, Phonological Processing creates sensitivity to sound structure such as rhyme, alliteration, and segmentation is connected with children's later reading achievement since this activity is developed in the left superior temporal lobe and lower frontal lobe, which appears to increase in direct relationship to phonological awareness.

Willis (2008) also explains that phonemic awareness is another important factor since it is related to the perceived differences between sounds in spoken words and the ability to manipulate the smallest units of sound in spoken thought processes such as blending, segmenting, and adding phonemes. It is helpful to learners who have issues sounding out a word because it allows them to practice the application of phonemes to single words and recognize them. Moreover, one activity to improve reading and pronunciation simultaneously is Repeated Reading, as it can be used when there are different levels of fluency in class.

Equally important, the groups for the Repeated Reading need to be small because it is less stressful for the student. They will have the opportunity to reread the sentence, paragraph, or word several times, so pronunciation can truly be improved. The idea of having students repeat the same text over and over is for them to get familiarized with the sounding of individual words, implement the use of words and punctuation, and add expression to their voice and comprehension to their reading. Repeating reading is predictable and structurally, making it brain-compatible, which means that the brain processes knowledge more easily.

2.6.3.1.1 Pronunciation in reading out loud

One of the most powerful predictors of reading success is decoding and pronouncing words. Lems et al. (2009) explain that reading out loud is connected to pronunciation because it allows the reader to check the written words and analyze their phonological decoding pattern, which is an essential skill for readers. For instance, when learners are faced with a new sound or word, it activates a "phonological image" where the brain creates a short-term "slot" to hold the word, then filled with a semantic association at that time or later. So, who takes the information and moves it into auditory memory, and rehearsal sets the word in long-term memory through visual and aural repetition.

When we think of practicing pronunciation during a reading lesson, the first method that comes to mind is undoubtedly reading aloud. It seems like a natural combination—students read a passage aloud, paying attention to how they pronounce words.

Here are some suggestions when using reading aloud for pronunciation practice to make it more successful:

- Be sure the students understand the vocabulary and meaning of the passage before they have to read it aloud.
- Make sure the difficulty level of the reading is well within the students' reach. To make practice meaningful, students should read familiar material that they do not have to struggle with.
- Keep the reading short—two or three sentences at most. It is better to read a short passage several times than a long passage just once. Read the text to the class (or play a recording, if one is available) before you ask students to read aloud. Give them a good model of what it is supposed to sound like.

- Think about supra-segmental as well as individual sounds and words. What thought groups, intonation, and linking should be used?
- As they listen, have students mark up the text, indicating pauses, intonation, or linking. Give them careful instructions beforehand about what they should be listening for. It is challenging to try to hear everything at once. After listening, have students compare their markings with a partner. Knowing they will have to check their work with classmates helps keep students more accountable.
- Have students read aloud to a partner instead of the whole class. This is less public and much less stressful, giving more learners a chance to practice.
- Have students read to themselves using listening tubes. These let students hear their voices while reducing the noise they can hear from the rest of the class.
- If the class is reading something that includes realistic conversation, such as a play or a story with lots of dialog, use it as an opportunity for students to act out the play or reenact the conversation from the story. Emphasize not only the pronunciation of individual words but also how words are linked, where pauses naturally occur, as well as the intonation, grammar, meaning, and emotion of the conversation.
- Take time to talk about phonics when particular spelling patterns or problems arise. Especially in lower-level classes, this can help students make sense of the complex English spelling system so they can predict the pronunciation of new words. (Yoshida, M, 2021)

The main advantage of text read aloud is that the language can be tightly controlled, so that particular features of pronunciation (sounds, word stress, etc.) can be built into the

text. Also, if the same text is given to many students, they can directly compare their relative strengths and weaknesses. (Hewings.M, 2004)

Chapter III

Methodological Framework

This chapter has the task of answering the questions of this paper, which is to identify, put into practice the activities, and evaluate them. According to Kerlinger (1979), the section is the investigation's plan, structure, and strategy, how the information to complete the study's objective will be gathered, and, more importantly, which target audience was selected to complete this task and why. Additionally, the instruments and what objectives the instruments will be able to accomplish are going to be analyzed. Moreover, the population for this study is the sixth graders at Centro Educativo Nueva Generacion, ages 11 to 13.

3.1 Research Approach

In this section, the research approach applied in the thesis will be explained because it will give a clear idea of what kind of methods will be used, which correlates with the literature review back in chapter II, and describes the data collection and analysis procedures. This thesis followed qualitative research approach. Levy (2014) defines *qualitative research* as mainly an inductive approach because it conveys exploring and investigating a social phenomenon. Indeed, this method is used to understand some dimensions of social life, whether it is to unpack the meanings of how people act, situations, or events. This type of research aims to understand people's experiences and meaning-making processes and acquire detailed information from a small sample. Qualitative research is appropriate when the main objective is to explore, describe, or explain.

3.1.1 Qualitative Approach

According to Bhandari (2020), qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It is used to gather in-depth insights into a problem or generate new ideas for research. Moreover, qualitative research primarily employs inductive reasoning, and quantitative research uses deductive reasoning. In contrast to qualitative research, the research problem in a quantitative approach is defined before data collection. However, in qualitative research, the problem is reformulated several times after the beginning of the data collection because when using the qualitative method and collecting the data, the research problem is in constant change, and reformulation is necessary.

Additionally, in quantitative research, these answers are usually sought on one of the measurement scales, and they normally do not change. To illustrate, Kumar (2011) give the following example. If there is an investigation into depression, it is necessary to start an investigation regarding the services available to patients suffering from depression. Therefore, if the study aims to find out the types of services available, the research will fall in the category of qualitative approach because of the types of resources and instruments needed to carry on that type of investigation. However, it will be a quantitative approach if the purpose is to determine the number of people using those services.

This paper will analyze how practical reading skill is to improve pronunciation. So it will use a qualitative approach since it focuses more on applying instruments such as observations, tests, and interviews, not gathering numerical data. Additionally, this work will analyze study groups in a natural setting. It will attempt to understand the students' point of view towards the knowledge provided, the meanings, and perspectives. Moreover,

the studies using this type of approach are subjective since it is helpful when investigating social and cultural phenomena, which with a quantity approach it will not be possible.

Truly, the research approach in this paper is qualitative because this study will focus on understanding if certain activities applied to a specific population will effectively improve their knowledge of the pronunciation of consonants. Also, the research will be done by exploring the participants in a natural environment.

3.1.2 Quantitative approach

According to Bandari (2020), quantitative research collects and analyzes numerical data. It can find patterns and averages, make predictions, causal test relationships, and generalize results to wider populations. Quantitative research is the opposite of qualitative research, which involves collecting and analyzing numerical data. In contrast with the qualitative approach, Leavy (2017) explains that the quantitative approach is characterized by deductive approaches to the research process to prove, disprove, or lend credence to existing theories. This research involves measuring variables and testing relationships between variables to reveal patterns, correlations, or causal relationships. When this approach is used, the researchers need to use methods of data collection that result in statistical data. Some values of quantitative research are neutral, objectively and it aims the acquisition of sizeable scope of knowledge.

Furthermore, this paper will not use the quantitative approach due to its nature because a relationship between the researcher and the participants is not developed, whereas a qualitative approach is fundamental. After all, the researcher needs to build a relationship with participants since the main goal is to access the community to complete the investigation and gather all the information. To emphasize, in an online experiment, all

your communication may be written online so that it will be mainly objective. No contact or approach in the community is needed. Hence it will be quantitative research. A quantitative approach aims to test theories and hypotheses using quantitative data to see if they are confirmed or not, and a qualitative approach focuses on the exploration, description, and sometimes generation and construction of theories using qualitative data. So, this approach analyzed behavior under controlled conditions and isolated the causal effects of single variables (Christensen and Johnson, 2014).

3.1.3 Mixed approach

According to Creswell (2012), a mixed-methods research design is a procedure for collecting, analyzing, and “mixing” quantitative and qualitative research and methods in a single study to understand a research problem. Leavy (2017) extends this definition by adding that the mix of the approaches may result in a comprehensive understanding of the phenomenon under investigation. The Mixed approach fixes well when the objective is to describe, explain, or evaluate. The qualitative and quantitative approaches of a research study can be performed at the same time or one part first and the other second to address the objectives of the investigation.

An example that Leavy provides (2017) is the following: if there is an investigation that aims to investigate dyslexia in high school students. It is wiser first to apply the qualitative approach because it is necessary to interview 10 or 20 high school students with dyslexia, so students can explain in detail what it is like to live with dyslexia; a questionnaire can also be applied. Next, for the quantitative, another group of high school students with dyslexia is asked to rate how descriptive each of the characteristics on the structured questionnaire is of them. Then the data from the questionnaire is analyzed to

develop the results from the qualitative and quantitative parts of the research study. So, both qualitative and quantitative approaches produced a superior questionnaire. Therefore, the mixed approach helps improve research because the different research approaches provide different sorts of knowledge and have different strengths and weaknesses.

3.2 Research Design

Kumar (2011) state that in research design, the author of the investigations decides how to communicate the decisions regarding what study design was selected, how participants will be selected, how the researcher will collect information from the participants, how the information collected will be analyzed, and how the findings will be provided. In this section, a detailed justification for each decision will need to be needed throughout the journey of the investigation. Also, every decision needs to be backed up with a literature review.

3.2.1 Phenomenology

In the phenomenological research study, a researcher tries to understand how one or more individuals experience a phenomenon. Christensen and Johnson (2014) give the perfect example where a phenomenological study is conducted on elementary school students who have gone through the experience of deceased a parent so that each student will describe the experience of parental loss. This study aims to understand how people experience a phenomenon from all perspectives. The investigation will take place at Centro Educativo Nueva Generación, and the selected population is the sixth graders, specifically, the groups 6-2 and 6-3. Classes will be provided to this population; hence, a better understanding of their everyday experiences and perspective on the topic will be collected, and a deeper insight into how the students face or understand the different tasks. In that

way, the researcher will analyze them. Furthermore, the researcher will interpret the participants' feelings, perceptions, and beliefs of the population in the study.

In addition, the phenomenological research design inclines to be descriptive, which is perfect because it will allow the researcher to document all the behavior and reactions of the students as accurately as possible. Likewise, its purpose is to set aside prejudices and assumptions and center on the immediate experience because when explaining a broad topic such as pronunciation, the researcher can feel to deviate from the topic just to explain something else that comes up while explaining the topic, which is not something wrong to do but it will make waster time. Equally important, this type of research has plenty of methods to collect data, but the most important will be participant observation. By applying the observation, the researchers can check how the students behave or react to certain situations in their natural settings. One can just simply go and begin to apply the theory and activities. Finally, it is essential in this investigation because it will provide a bigger picture of the phenomenon, increasing their knowledge. Then, it will create awareness about the phenomenon and contribute to developing new theories (Delve and Limpaecher, 2022).

3.2.2 Descriptive research

Descriptive research describes or provides information about a situation, problem, or phenomenon. For instance, it could be a community's living conditions and describes the population's attitudes towards an issue. The primary purpose of such studies is to explain what is predominant, respecting the issue or problem under investigation. Therefore, it describes what exists and tries to find new facts (Kumar, 2011). Moreover, descriptive research aims to generate description, meaning, and context of social life but as detailed as

possible from the perspective of the people going through that experience. This paper uses this research because it will allow the researchers to make a rigorous observation or apply methods to document how things are experienced concerning the phenomenon under investigation (Leavy, 2017).

Fireman (1985) remarks that the descriptive research study is an exploration where the researcher can gain familiarity with the phenomenon or achieve a new understanding by observing, describing, and analyzing the characteristics to collect new knowledge in an area where previous work is lacking or incomplete. The primordial aspect of this research is to generate new knowledge, which may lead to a new theory for future testing or an idea for a conceptual framework to explain the action of variables. Three main features made this research the best to gain insights into an investigation. The first is the researcher's attitude towards the investigation, which aims to gather as much information as possible. It does not attempt to modify control or introduce something new to the studied situation. Secondly, the flexibility of the study allows the researcher to get a deeper examination of multiple aspects of the problem in the study. The third feature deals with investigation skills when analyzing the data since the researcher handles a large amount of data, which needs to be drawn together into a single interpretation by comprehending the information, the classification, and summarizing to find the similarities and differences.

For the nature of this research, the research will collect a full description of all the processes made by the students during the investigation. Therefore, it is necessary to describe all the factors in a given situation, even when a student hesitates before pronouncing a word. Equally important, descriptive research needs to be applied because it is an effective way to check if pronunciation difficulties persist or if a method or activity needs to be modified to address the issue. Thus, it helps identify areas of improvement or

additional research that needs to be done in the future (Christensen and Johnson, 2014). To sum up, descriptive research can be done by following deeper exploration, organizing the findings to explain them, and testing or validating those explanations (Kratwohl, 1993).

3.3 Information Sources

The information compiled is classified into primary or secondary sources. First, primary sources give you direct access to your research issue and are considered more valuable sources of information than secondary sources. A secondary source describes, analyzes, or evaluates information from primary sources. It is important to remember that its accuracy and authenticity must be evaluated, no matter if the information source is primary or secondary. In order to evaluate if the source can be used or not, it needs to pass an internal and external test.

External criticism evaluates the source's validity, trustworthiness, and authenticity. When using info, citing a source without even knowing where it is taken for is not recommended. It is better to use books, articles, and recommended platforms. Internal criticism evaluates the trustworthiness or accuracy of the information contained in the material. In addition, in making this assessment of reliability and accuracy, the researcher needs to understand the statements and the meaning conveyed in the material. Also, evaluate the accuracy or authenticity of the statements made or the content in the source material (Christensen and Johnson, 2014). These sources were a fundamental part of the confection of this paper because a topic such as pronunciation tends to be technical. After all, all body parts necessary to make sound must be addressed. Also, the background of teaching pronunciation in the past years and different methodologies and activities will be implemented in this chapter to put the objectives into practice.

3.3.1 Primary sources

Streefkerk (2018) states that a primary source provides direct evidence about the people, events, or phenomena you are researching. Primary sources will usually be the main objects of your analysis. So, you need primary sources produced at the time by participants or witnesses. If you are researching something current, your primary sources can either be qualitative or quantitative data collected by the researcher or sources produced by people directly involved in the topic. This is why physical diagnostics, quizzes, and tests will be applied. Examples of primary sources are a diary, an original map, a song or ballad, a transcript of an oral interview conducted with a person who participated in an event, the minutes of a board meeting, court decisions, and the arguments accompanying them, and even photographs. Indeed, there is no way to gather primary sources about activities to improve the pronunciation of consonants / dʒ, j/, and /n, ŋ/ using reading as a strategy. The only way will be by using the instruments to collect the information to address the objectives.

3.3.2 Secondary sources

Streefkerk (2018) states that secondary sources provide second-hand information and commentary from other researchers. Examples include journal articles, reviews, and academic books. A secondary source describes, interprets, or synthesizes primary sources. Primary sources are more credible as evidence, but good research uses both primary and secondary sources. This thesis has used books, theses, and magazines, among others, to justify certain parts.

3.4 Analysis Categories

According to Hernandez (2014), this is important because, with all the information placed here, the researcher can place the instrument's items with better precision so that the experimentation face will be better. All the references from this thesis help to understand what techniques or instruments are the best to apply.

3.4.1 Pronunciation

What is the target language's pronunciation level that a learner should have to be considered acceptable? When learning English as a second language, many people will always aim to sound like a native speaker at first glance, but that is not realistic and is not an appropriate goal for beginners. It is not impossible but wanting to have a native sound when starting can be -compared to winning a marathon without the person ever running a single race in its life; pronunciation does not come easily; it is a rough path for people who have the correct mindset; practice makes perfect. However, even if the learner practices daily for several years, this does not guarantee perfect pronunciation. Thus, the beginner will get irritated and even create certain resentment towards the language and not putting enough effort. Nevertheless, is it just the lack of practice that affects pronunciation, or are there other factors?

Kenworthy (1987) provides other factors on why EFL and ESL learners struggle with the acquisition of pronunciation. The first one is the age factor. The mastery of native pronunciation is not that common among adult learners; they will be able to do it fluently but still maintain a foreign accent, even if they have lived in a country where English is the primary language. The age factor is a conflicting topic because there is no specific result that determines if there is a limited age to master a second language or if age is a crucial factor. The second factor relies on the amount of exposure to the target language. One

would have supposed that a person who lives in a country where English is the primary language and is constantly exposed should positively affect their pronunciation skills.

In contrast, there is no advantage if the learner is not living in an English-speaking environment. Nonetheless, it is not the exposure that matters but how the learner responds to the opportunities to listen to and use English. So, exposure is an advantage, but it does not play a significant factor in developing pronunciation skills.

The third one is Phonetic ability; this factor comes innately from person to person; some people can discriminate and replicate sounds better than others because it comes naturally to them. Also, they have better reasoning when faced with drilling or any task where they must hear and imitate sounds. Unfortunately, there is the opposite scenario where people have poor phonetic abilities and tasks, as drilling would not fulfill their necessities. Finally, motivation and a sense of belonging are essential as well. The mindset, attitude, or motivations for pronunciation achievement matter because a beginner tends to develop more accurate, native-like accents when a beginner shows a positive attitude. Also, the sense of belonging is a strong determiner of the acquisition of accuracy in pronunciation since you feel welcome to learn more about the language itself, and the learner finds value or motivation in the process.

To conclude, the previous factors can be overcome. However, it takes convincing the learner that pronunciation is vital to boost communication and that a native accent is not the main goal; it is an extra that can be earned if the effort is in the way. So, all the previous obstacles can be tackled, but they need a good teacher in the process, that figure who shows concern and shows that it cares for the students' pronunciations.

3.4.2 Reading strategy

Reading strategies are important because they are a successful solution for people who struggle with reading—teaching learners how to improve their comprehension to learn from challenging text (McNamara, 2007). When it comes to reading skills, it can be challenging, especially for beginners, because it tends to be a complex subject. Thus, the teacher can motivate students by providing them with engaging strategies. Furthermore, reading strategies describe planned or explicit actions that help learners improve their reading skills. Moreover, all teachers, not just English teachers, should teach their students strategies to become successful in the classroom. For that reason, the following the reading strategies are helpful: asking questions, making predictions, making connections, visualizing, determining important information, synthesizing, and making inferences.

3.4.3 Reading difficulties

There is a wide range of reading difficulties. McNamara (2007) adds that reading is difficult when thinking about all the components that need to be considered. For example, a simple text, paragraph, sentence, or word can be given to someone to read. Doing so involves graphemes, phonemes, morphemes, syntactic composition, propositions, and stylistic features that need to be analyzed by the reader. So, it is understandable why many people struggle with reading.

Moreover, the paper emphasizes the relationship between reading and pronunciation. For example, one reading issue is the decoding ability because learners have trouble connecting the sound of the words and the letters. That ability is a key component of the process and foundation of the reading skill. Also, normally when a learner struggles

to decode or sound out words, it will demonstrate difficulty comprehending what they have read (Phonological Awareness Speech Therapy & Language Pathologists, 2022)

3.4.4 Activities

Activity refers to analyzing a project or investigation divided into several individual tasks that must be completed before the deliverables can be considered complete. Activity definitions rely on many specific input processes. Over the use of these activities, data will be collected and analyzed in order complete the objectives of the research. (Project Management Knowledge, 2017). The activities developed in this research will be from pronunciation and reading.

3.4.5 Consonant sounds

Mojsin (2009) defines a consonant as a sound made when the airflow is blocked by either your lips or your tongue. The different places where this block may occur are called "points of articulation." Therefore, the point of articulation is a point of contact between one part of your mouth and another region. There are many ways to categorize a consonant. For example, it could be by the place of articulation, manner of articulations, and the absence or presence of the voice, whether the consonants are voiceless or voiced. The consonant sounds used for this research are / dʒ, j/, and /n, ŋ/.

3.5 Data Collection Instruments

The selected population for this research was the sixth graders at Centro Educativo Nueva Generación. They are adolescents with an age range between 11 to 13. There will be two groups, 6-2 and 6-3. To initiate the investigation, the following instruments will be used to collect data an observation checklist to check how the students behave in their natural setting, then a pre-test to check how much knowledge about the phenomenon in the study the students handle.

Applying all those instruments will allow the researcher to gather enough data to analyze and create criteria to fulfill the proposed objectives. Also, several activities will be applied to introduce the topic and practice the acquired information. Lastly, a post-test will be applied to measure if the students act differently once the topic in research is explained and practice with them to see if there was an improvement, if there was regression or if everything remains the same.

3.5.1 Observation Checklist

Kumar (2011) explain that making an observation checklist is a fundamental way to collect data, especially since this paper works under Descriptive and Phenomenology research, where the researchers can check how the students behave or react to certain situations in their natural setting. Also, it is a way of watching and listening to an interaction or phenomenon as it takes place or even to an individual's behavior or personality traits. So, the observation was chosen by the researcher because it focuses on checking how they act when a certain situation comes up than what the perception was that the students had.

Furthermore, it is a since the researcher will participate in the activities of the group being observed in the same manner as its members since the researcher is the teacher in charge of both classes, 6-2a and 6-3. Also, the students will not find out that they are being observed. Also, to perform the observation, the researcher will use scales that will make it easier to rate different aspects of interaction instead of a narrative observation, which is a bit difficult for the researcher since she is in charge of the class. In this case, the task description of the scale was to identify the students' difficulties in pronouncing consonant sounds or using English in class. The observation checklist was divided into two parts:

then, in the first column, the characteristics to be rated. There were 8 in total. In the second and third columns, the levels of mastery are evaluated with a yes or no. Finally, there is a fourth column with a space for comments if necessary.

In the first box, there are the six characteristics to be rated: students reading aloud exercises, the participation in reading and speaking activities is voluntary, students ask for help when encountering a difficult word to pronounce, and once corrected, students make the same mistakes. In the second and third box columns, the levels of mastery are evaluated with a yes or no, and there is a fourth column with a space for comments if necessary.

The second box was divided into two parts. In the first row, one characteristic to be rated is students' reactions when they face words they do not know how to pronounce. Then, in the second and third box columns, the levels of mastery are evaluated to show confidence or lack of confidence, and there is a fourth column with a space for comments if necessary.

Then, in the second row, there is one characteristic to be rated: the teacher handles the previous situation by intervening and giving feedback if needed. Again, in the second and third box columns, the levels of mastery are evaluated with a yes or no, and there is a fourth column with a space for comments if necessary.

The main advantage of using scales in recording observation is that you do not need to spend time taking detailed notes and can thus concentrate on observation. However, the problem with using a scale is that it does not provide specifics about the interaction. In addition, it may suffer from any of the following errors. For that reason, the next instrument is a test.

3.5.2 Pre-Test

To measure the students' level, reaction, or attitude towards the consonants in the study. Therefore, it is ideal to have a starting point. Also, it will provide a clear idea of the base for the activities and if they need to be modified to fulfill any gap. The Pre-Test for this study will be provided through google classroom since it is the platform that the students use for their daily chores at school. Therefore, all documents from this research will be provided the same way. The Pre-Test is divided into two-part with their respective rubric. The first part is named Part A, which has ten sentences containing the consonant sounds /dʒ, j/. Once all students have opened the document, the researcher will ask one student to read sentence 1. Then other students will read sentence two and so on. The second part is named Part B, and it has eight sentences containing the sound /n, ŋ/. Then other students will read sentence two and so on. In the same way, the researcher will ask one student to read sentence 1.

There is also a rubric; the first column belongs to the levels of mastery in this rubric the following: Pronunciation and articulation, to check if students read the text with good pronunciation and clear pronunciation of the words; Rhythm and Fluency, to check if students use appropriate rhythm and stress to achieve a well-paced, fluent reading of a text; Expressiveness, to check if students read with an appropriate variation of pitch and tone to convey the information, ideas, and feelings in a text; Consonants /dʒ, j, ŋ, n/, to check if students manage to recognize and pronounce the sounds. The levels of mastery are evaluated from A to E, A being the highest score and E being the lowest.

3.5.3 Activities in between

The activities in between will be divided into several individuals or group tasks which must be completed to collect as much data as possible to analyze and fulfill the

study's objectives. Once the observation and Pre-Test have been already applied, it is time to apply the following activities:

3.5.3.1 Activity 1

When a topic is introduced, it is necessary to explain the theory that involves a consonant as much as possible. That is why the researcher will create a PPT presentation regarding the necessary information about consonants /dʒ, j, ɲ, and n/. The presentation explains the factors for classifying and describing consonants, including the place and manner of articulation, the presence or absence of voice, an image of the facial diagram, the spelling pattern, and the sound distribution. Also, the differences and similarities between consonants /dʒ/ and /j; and consonants /n/ and /ɲ/. Then a PDF with the speech mechanism will be provided, but only showing the numbers distributed in different parts of the mouth, so the students would be able to guess the different parts of the speech mechanism.

3.5.3.2 Activity 2: /dʒ/ (Reading aloud, Cooperative reading, Repetition drilling)

The researcher wants to review and practice the sounds isolated first. So, the first practice will be with the consonant sound /dʒ/. In this activity, 12 sentences containing the sound will be provided. Then, students will need to read them aloud. For this activity, students will work in groups; in that way, the researcher will ask them to practice the sentences between them and try to identify which words within the sentences have that specific sound. Then, they will have to read them one by one. Reading aloud helps the students extensively the words with the conflicting sound since pronunciation requires much repetitive practice to familiarize themselves with the consonants.

3.5.3.3 Activity 3: /dʒ/ (Minimal pairs, choral reading)

In activity 3, the sound the /dʒ / continues to be practiced in isolation. First, the researcher will explain that there are ten rows, each containing four words. With a partner or in groups, students need to read between them and identify and circle down the word in each group of four that does not contain the consonant. Then, the researcher will ask each student which words do not have the sound. Afterward, the researcher will pronounce each sound and ask the students to do the same. Performing this activity will help them to introduce phonemic symbols to the students.

3.5.3.4 Activity 4: /dʒ/ (Dialogue memorization)

Here, the researcher will provide a dialogue in which students will take one person's role in the dialogue, and so on. Then, they must memorize and read the dialogue aloud with a partner. This activity will help them to focus their attention between them; they will be to listen to how their classmates pronounce the words. Also, they need to pay attention to the pronunciation of /dʒ/ in the boldfaced words.

3.5.3.5 Activity 5: /j/ (Reading aloud, Cooperative reading, Repetition drilling)

Now, the consonant sound /j/ will be practiced in isolation. In this activity, 15 sentences containing the sound will be provided. Then, students will need to read them aloud. For this activity, students will work in groups; in that way, the researcher will ask them to practice the sentences between them and try to identify which words within the sentences have that specific sound. Then, they will have to read them one by one.

3.5.3.6 Activity 6: /j/ (Single-slot substitution drilling, reading aloud)

For this activity, first, students need to read the five sentences and fill the blank space with words beginning with ye-. These words all contain the sound /j/. Once they have

completed filling the blank spaces, the researcher will choose a student to repeat a sentence from the activity but put emphasis on the final word since it is the word that contains the sound /j/.

3.5.3.7 Activity 7: /dʒ and j/ (Dialogue Memorization and Reading aloud)

In this section, the two conflicting sounds that are similar will be put into practice. In the previous activities, students will practice one sound and then another so that the difficulty level will increase in this activity. To do so, the researcher will provide a poem by William Shakespeare. The words containing the conflicting sounds are boldfaced. The researcher will give time to practice the poem individually and then choose two or three students to read aloud the whole poem to see how it handles having the two sounds in the same sentence or one after another.

3.5.3.8 Activity 8: /dʒ and j/ (Single-slot substitution drilling, reading aloud)

First, students need to read this activity's five pairs of sentences. Next, they will have to practice the two sentences in groups or couples and identify which sentence belongs to which consonant sound. For instance, in number one, the same sentence is repeated twice, but the difference is that the last word is different; in one sentence, the words correspond to the sound /dʒ/, and in the other sentences, the words correspond to the sound /j/.

3.5.3.9 Activity 9: /dʒ and j/ (Minimal pairs, Reading aloud, Repetition drill)

The researcher will provide five sentences, in each sentence will contain the sounds /dʒ/ and /j/. Students will need to drill the sentences. Hence, they will work in groups so

students can repeat them chorally or individually. In that way, they will notice the difference between the consonants. Also, they need to underline the sound /dʒ/ and highlight the sound /j/. Once identified, the researcher will pronounce the sentences, and the students must repeat the same process. Then, they will announce which words correspond to which sound.

3.5.3.10 Activity 10: /dʒ and j/ (Minimal pairs, Reading aloud, Repetition drill)

To increase the difficulty level, the researcher will provide a paragraph containing sounds /dʒ/ and /j/, but this time they are not boldfaced or underlined. They will need to identify them from scratch. They will work in groups and will repeat them chorally or individually. In that way, they will notice the difference between the consonants. Also, they need to underline the sound /dʒ/ and highlight the sound /j/. Once identified, the researcher will pronounce the sentences, and the students must repeat the same process. Then, they will announce which words correspond to which sound.

3.5.3.11 Activity 11: /n/ (Reading aloud, Cooperative reading, Repetition drilling)

Now, the consonant sound /n/ will be practiced in isolation. In this activity, 15 sentences containing the sound will be provided. Then, students will need to read them aloud. For this activity, students will work in groups. In that way, the researcher will ask them to practice the sentences between them and try to identify which words within the sentences have that specific sound. Then, they will have to read them one by one. This activity will help them place the tongue tip up, especially when /n/ is the last sound.

3.5.3.12 Activity 12: /n/ (Reading aloud, Cooperative reading, Multiple-slot Substitution Drill)

For this activity, first, students need to read the paragraph and fill the blank space with words beginning with the words provided. These words all contain the sound /n/. Next, the students must recognize what part of speech each cue belongs to the missing spaces. Once they have filled the blank spaces, the researcher will choose a student to repeat a sentence from the activity.

3.5.3.13 Activity 13: /ŋ / (Reading aloud, Cooperative reading, Repetition drilling)

The consonant sound / ŋ / will be practiced in isolation. In this activity, 6 sentences containing the sound will be provided. Then, students will need to read them aloud. For this activity, students will work in groups. In that way, the researcher will ask them to practice the sentences between them and try to identify which words within the sentences have that specific sound. Then, they will have to read them one by one. This activity will help them to place the back of the tongue that must go up toward the palate when pronouncing the sound / ŋ /.

3.5.3.14 Activity 14: / ŋ / (Minimal pairs, choral reading)

The researcher will explain that there are five rows, each containing four words. With a partner or in groups, students must read between them and identify only the words pronounced with / ŋ /. Afterward, the researcher will pronounce each sound and ask the students to do the same.

3.5.3.15 Activity 15: /dʒ/ and /j/, and /n/ and /ŋ / (Minimal pairs, reading aloud)

Another activity will be to provide a list of words to students and ask them to underline the word every time they read and hear a specific phoneme. For instance, in this activity, there is a list of words containing the /dʒ/ and /j/ sound, but they must find the sound among the words /dʒ/ and underline it or highlight it. There is a practice each consonants /j/, and /n/ and /ŋ /. The researcher will ask the students to repeat the words aloud.

3.2.3.16 Activity 16: /dʒ/ and /j/, and /n/ and /ŋ / (Minimal pairs, reading aloud)

This activity is similar to activity 15 because the researcher will provide a list of words to students and ask them to underline the word every time they read and hear a specific phoneme. Still, at this time, it will play a listening. There is a practice each consonants /j/, and /n/ and /ŋ /. The researcher will ask the students to repeat the words aloud.

3.5.3.17 Activity 17: /dʒ/ and /j/, and /n/ and /ŋ / (Minimal pairs, Phoneme-grapheme)

The last activity will be done by using minimal pairs. In this case, the researcher will create cards containing words with conflicting sounds and images corresponding to that sound. The researcher will show the image and the word. Next, students will have to guess what consonant corresponds to the consonant. Finally, the researcher will ask the students to write on the board as many graphemes as they can remember from the consonants.

3.5.4 Post-Test

The purpose of this study was to determine the different strategies applied in the previous activities to improve pronunciation of the consonants /dʒ/ and /j/, and /n/ and /ŋ/ to generate a change, a regression of it everything remains the same. That is why a Post-Test will be applied. The first part is named Part A, containing ten sentences containing the consonant sounds /n/ and /ŋ/. Once all students have opened the document, the researcher will ask one student to read the ten sentences. Then other students will read sentence two and so on. The second part is named Part B, and it has five dialogues containing the sounds /dʒ/ and /j/. In the same way, the researcher will ask one student to read sentence 1. Then other students will read sentence two and so on.

3. 6 Collection data process and data analysis

Data collection refers to gathering information from primary resources, such as observation, activities, tests, and the information covered in the secondary resources. All that info needs to be analyzed. It also explains how the data will be collected and the organization, outline, and structuration. Furthermore, this data will be collected from sixth graders. There are two groups, 6-2, has 13 students, and 6-3 with 14 students. Thus, there are many of data to analyze.

First, the study begins with the observation checklist, which will give the researcher a clear idea of how the population handles the situation and check if they truly struggle with pronouncing consonants in the study. After the observation, the Pre-Test needs to be done. This will help the researcher to test how much knowledge students handle and if they can recognize or note any difference between the consonants in the study. After reviewing the results from the pre-test, that data will be analyzed, and it will serve as a background for the researcher to make modifications to the activities and fix them if needed. Therefore, if

difficulties come up in the pre-test, they can be covered in the following activities. In that way, the activities can be achievable to the students so they can complete them and take advantage of the learning.

Secondly, it will be the application of the activities. At this point, the researcher will use the activities to explain all the information related to consonants /dʒ, j, ŋ, and n/, improve their reading skills, and at the same time, help students to get familiarized with the conflicting sounds by introducing them the phonemic symbols. Then, the researcher will gather information on how the students responded when exposed to the previous situations. Finally, the post-test will check if there was any change. The test will be applied to the groups and cover the four consonant sounds. This is done to check if there is a regression or if everything remains the same. Also, it will identify areas of improvement or additional research that needs to be done in the future.

Chapter VI

Data Analysis

4.1 4.1 The general objective of the present research was to analyze the use of reading as a strategy to improve the pronunciation of consonant sounds / dʒ, j/, and /n, ŋ/ in sixth Graders at Centro Educativo Nueva Generación. So, this chapter focus on the administration of the instruments, gathering as much information as possible, and checking the improvement of pronunciation of the investigated students. To do this, the researcher will use the knowledge from the primary sources in this paper. First, the researcher will follow an outline when applying the instruments. Then, that path will help the researcher to analyze the information and draw conclusions.

Furthermore, Leavy (2017) adds that this chapter describes the strategies that will be used to prepare the data and which descriptive instruments will be applied, which will allow the researcher to determine the findings. The data analysis and interpretation process help to answer the research's purpose. Thus, observations, activities, and tests will take to increase the validity and reliability of your results. In this chapter, it is essential to remember that the data itself will not give all the necessary information; instead, it will be the researcher's interpretation. Moreover, once the instruments have been applied, the researcher will summarize, organize and interpret the data, which will benefit the findings and make meaning to that information.

4.1.1 Observation checklist

The observation checklist was the first instrument to be applied because it was necessary to gain a deep insight into the social environment of the groups in the study.

Also, it helped to have a clear background and develop the initial ideas for the research. In addition, the observation is constructed as the following:

In the first column, the characteristics to be rated, there were 8 in total. In the second and third columns, the levels of mastery are evaluated with a yes or no. Finally, there is a fourth column with a space for comments if necessary. The observation checklist was divided into two parts: In the first box, there are the six characteristics to be rated: students speak in English during the class, the teacher provides the instructions in English, students read aloud exercises, the participation in reading and speaking activities is voluntary, students ask for help when encountering a difficult word to pronounce, once corrected students make the same mistakes. In the second and third box columns, the levels of mastery are evaluated with a yes or no, and there is a fourth column with a space for comments if necessary.

The second box was divided into two parts. In the first row, one characteristic to be rated is the reaction of students when they face words that they do not know how to pronounce. Then, in the second and third box columns, the levels of mastery are evaluated to show confidence or lack of confidence, and there is a fourth column with a space for comments if necessary. Then, in the second row, there is one characteristic to be rated: the teacher handles the previous situation by intervening and giving feedback if needed. Again, in the second and third box columns, the levels of mastery are evaluated with a yes or no, and there is a fourth column with a space for comments if necessary.

4.1.1.1 Observation Checklist 6-2

The first group to apply the observation checklist was the 6-2. In this group, there are 13 students. It is formed of 8 men and five women. A big screen functions as a board

and a regular whiteboard. Also, they usually use a book from AMCO, and other times they are allowed to use their laptops since there is a good internet connection. On the day of the application, the researcher used the book to explain different types of simple pasts.

To begin with, in the first characteristic: students speak in English during class; the researcher noticed that at first, they tried to use English all the time. However, as the class developed, they began to use Spanish when talking between them, but when they talked to the researcher, they used English. Four out of 13 students asked for instructions in Spanish because they did not understand the practice. So, the level of mastery was marked "no" since to mark it "yes," the researcher considered that English had to be used all the time, even if they were talking between them.

The second characteristic: the teacher provides the instructions in English; the researcher perceived that the instructions were in English. Also, when a student had a query, the explanation of the activity was entirely provided in English, but when the researcher noticed that the students did not understand anything, the instructions were provided in Spanish. Nevertheless, English was predominant, and the level of mastery was marked as "yes."

Next, in the third characteristic: students reading aloud exercises, the researcher noticed that all the students read aloud the exercises. Also, when students had enough time to complete the practice, the researcher asked the answers from the activity one by one, so they had to read them aloud so the other students could hear the answers from the practice. Moreover, the students are used to reading aloud the sentences since they are told always to use English in class. Therefore, the level of mastery was marked as "yes."

Then, in the fourth characteristic: participation in reading and speaking activities is voluntary; the researcher was able to see that the students showed a high level of

participation. Besides, the class was conducted by asking the answers from the practice one by one. In that way, all the students were able to participate. When students did not know the answer, the students raised their hands to answer the question, just like four students did not raise their hands; probably, those students would participate more, but the topic seen was complex for them, so they would not participate because they were afraid of not having the correct answer, or simply did not participate because they did not complete the practice since they were talking or doing other stuff. Thus, the level of mastery was marked as “yes” because the majority wanted to participate when it was an easy answer.

In the fifth characteristic: students ask for help when encountering a difficult word to pronounce; the researcher observed that students feel comfortable asking how a word is pronounced. Some attempted first to pronounce it, and when they realized they did not know how to pronounce it, they asked for help. Also, in the sixth characteristic: once corrected, students make the same mistakes; the researcher noticed that once corrected, they will attempt to pronounce correctly, as instructed before. So, both fifth and sixth were marked as “yes” in the level of mastery.

In the second part of the observation checklist, the first characteristic: was the reaction of students when they face words that they do not know how to pronounce; the researcher perceived that they make a pause whenever they encounter a difficult word, and some attempted to pronounce it first and others had more confidence so they pronounce it without hesitation, even when they were wrong. So, in the level of mastery the option "Show confidence" was marked. Then, in the second characteristic; the teacher handles the previous situation by intervening and giving the correction pronunciation if needed; the researcher noticed that whenever a student made a mistake, a correction was provided.

Hence, the students felt comfortable when repeating the word with the correct pronunciation.

4.1.1.1 Observation Checklist 6-3

The second group to apply the observation checklist was the 6-3. In this group, there are 14 students. It is formed of 9 men and 5 women. A big screen functions as a board and a regular whiteboard. Also, they usually use a book from AMCO, and other times they are allowed to use their laptops since there is a good internet connection. On the day of the application, the researcher used the book to explain different types of simple pasts.

To begin with, in the first characteristic: students speak in English during class; the researcher noticed that at first, they tried to use English all the time. However, as the class developed, they began to use Spanish when talking between them, but when they talked to the researcher, they used English. Three out of 14 students asked for instructions in Spanish because they did not understand the practice. So, the level of mastery was marked "no" since to mark it "yes," the researcher considered that English had to be used all the time, even if they were talking between them.

The second characteristic: the teacher provides the instructions in English; the researcher perceived that the instructions were in English. Also, when a student had a query, the explanation of the activity was entirely provided in English, but when the researcher noticed that the students did not understand anything, the instructions were provided in Spanish. Nevertheless, English was predominant, and the level of mastery was marked as "yes."

Next, in the third characteristic: students reading aloud exercises, the researcher noticed that all the students read aloud the exercises. Also, when students had enough time

to complete the practice, the researcher asked the answers from the activity one by one, so they had to read them aloud so the other students could hear the answers from the practice. Moreover, the students are used to reading aloud the sentences since they are told always to use English in class. Therefore, the level of mastery was marked as “yes.”

Then, in the fourth characteristic: participation in reading and speaking activities is voluntary; the researcher was able to see that the students showed a high level of participation. Besides, the class was conducted by asking the answers from the practice one by one. In that way, all the students were able to participate. When students did not know the answer, the students raised their hands to answer the question, just like five students did not raise their hands; probably, those students would participate more, but the topic seen was complex for them, so they would not participate because they were afraid of not having the correct answer, or simply did not participate because they did not complete the practice since they were talking or doing other stuff, this group is considered to be slower than the 6-2 and they are harder to maintain in line as well. Thus, the level of mastery was marked as “yes” because the majority wanted to participate when it was an easy answer.

In the fifth characteristic: students ask for help when encountering a difficult word to pronounce; the researcher observed that students feel comfortable asking how a word is pronounced. Some attempted first to pronounce it, and when they realized they did not know how to pronounce it, they asked for help. Also, in the sixth characteristic: once corrected, students make the same mistakes; the researcher noticed that once corrected, they will attempt to pronounce correctly, as instructed before. So, both fifth and sixth were marked as “yes” in the level of mastery.

In the second part of the observation checklist, the first characteristic: was the reaction of students when they face words that they do not know how to pronounce; the

researcher perceived that they make a pause whenever they encounter a difficult word, and some attempted to pronounce it first and others had more confidence so they pronounce it without hesitation, even when they were wrong. Therefore, in the level of mastery the option "Show confidence" was marked. Then, in the second characteristic; the teacher handles the previous situation by intervening and giving the correction pronunciation if needed; the researcher noticed that whenever a student made a mistake, a correction was provided. Hence, the students felt comfortable when repeating the word with the correct pronunciation.

By making the observation, the researcher could have insights into how both groups work. Even when they are pretty similar, there are slight differences. What they do share in common is that in both classes, they use a lot of English in class, but since the students are kids from 11-13, they talk a lot between them, and in those cases, they use Spanish entirely. Also, even when the teacher provides instructions in English, some explanations will need to be provided in Spanish, especially in the theory part. Also, since they tend to get distracted with the minimum, it would be better to put the work in couples, so the researcher can better manage the class. Also, they will be some activities that it is much repetition which they can practice together. Furthermore, the researcher decided to make the activities a bit easier, so they could complete the activities by themselves.

4.1.2 Pre-Test

The Pre-Test is divided into two-part with their respective rubric. The first part is named Part A, which has ten sentences containing the consonant sounds /dʒ, j/. The researcher will ask one student to read the sentence, then another student will read sentence

two, and so on. The second part is named Part B, and it has eight sentences containing the sound /n, ŋ/. The same process in Part A will be repeated in Part B.

There is also a rubric; the first column belongs to the levels of mastery in this rubric the following: Pronunciation and articulation, to check if students read the text with good pronunciation and clear pronunciation of the words; Rhythm and Fluency, to check if students use appropriate rhythm and stress to achieve a well-paced, fluent reading of a text; Expressiveness, to check if students read with an appropriate variation of pitch and tone to convey the information, ideas, and feelings in a text; Consonants /dʒ, j, ŋ, n/, to check if students manage to recognize and pronounce the sounds. The levels of mastery are evaluated from A to E, A being the highest score and E being the lowest.

4.1.2.1 Pre-Test 6-2

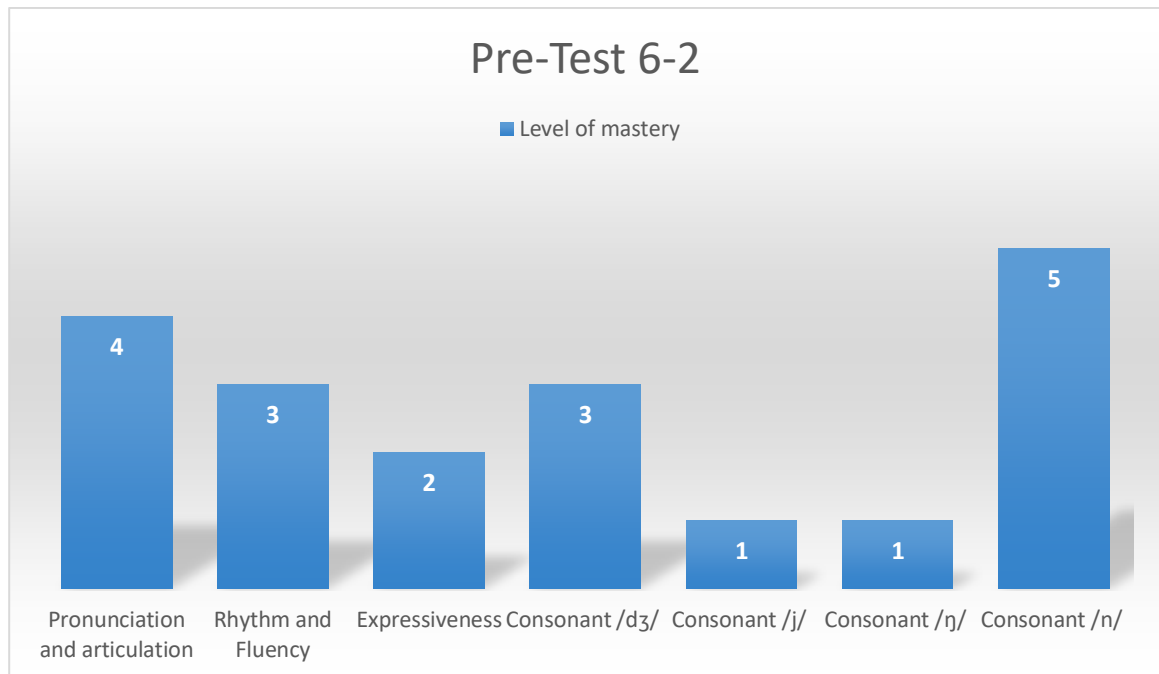
The first group to apply the Pre-Test was the 6-2. First, the Pre-Test was uploaded to the classroom. Then, the researcher chose students randomly to read the ten sentences containing sounds /dʒ, j/. In Part A, students had issues pronouncing words: yesterday, youth, years, general, graduation, year, youngsters, and municipal. Hence, students had more difficulties pronouncing the sound /j/. Then, in Part B, the researcher chose students randomly to read the ten sentences containing sounds / ŋ, n/. Again, students had issues pronouncing words: thanksgiving, drinking, jungle, hanging, and painting. Thus, students proved to master the sound /n/, but they showed to not know about the consonant /ŋ/; they pronounce it as a normal /n/.

Then, the levels of mastery are evaluated from A to E, A being the highest score and E being the lowest. In the first level of mastery: Pronunciation and articulation; students scored a B because their pronunciation was clear, but there were some errors which do not

affect their understanding of the words. Some errors were related to the pronunciation of vowels and other consonants. The second level of mastery: was Rhythm and Fluency; students scored a C because their performance in reading was smooth with some hesitations since the reading was full of complex sounds. The third level of mastery: Expressiveness; students scored a D because they performed the reading monotonously. In the fourth level of mastery: pronunciation of consonant /dʒ/; students scored a C because there were few inconsistencies or errors when pronouncing the consonant.

In the fifth level of mastery: pronunciation of consonant /j/; students scored an E because the readers regularly failed to pronounce the consonant /j/. In the sixth level of mastery: pronunciation of consonant /ŋ/; students scored an E because the readers regularly failed to pronounce the consonant / ŋ /. In the last level of mastery: pronunciation of consonant /n/; students scored an A because the readers consistently pronounced the appropriately sound /n /.

Figure 1 Level of Mastery of 6-2 students



Level of Mastery of 6-2 students

Figure 1 shows the level of mastery of the 6-2 students in the pretest. Source: Researcher's creation.

4.1.2.2 Pre-Test 6-3

The second group to apply the Pre-Test was the 6-3. First, the Pre-Test was uploaded to the classroom. Then, the researcher chose students randomly to read the ten sentences containing sounds /dʒ, j/. In Part A, students had issues pronouncing words: youth, European, years, university, usually, graduation, United, Jack, Jane, Young, musicians', year, annually, municipal, unanimously, Stadium, and yesterday. Hence, students had more difficulties pronouncing the sound /j/. Then, in Part B, the researcher chose students randomly to read the ten sentences containing sounds / ŋ, n/. Again, students had issues pronouncing words: Thanksgiving, sprinkler, been, hanging, painting, single, and training. Thus, students proved to master the sound /n/ just with one mistake, but they showed to not know about the consonant /ŋ/; they pronounce it as a normal /n/.

Then, the levels of mastery are evaluated from A to E, A being the highest score and E being the lowest. In the first level of mastery: Pronunciation and articulation; students scored a C because their pronunciation was generally clear. Several errors in pronunciation were evident. Some errors were related to the pronunciation of vowels and other consonants. The second level of mastery: was Rhythm and Fluency; students scored a C because their performance in reading was smooth with some hesitations since the reading was full of complex sounds. The third level of mastery: Expressiveness; students scored a D because they performed the reading monotonously. In the fourth level of mastery: pronunciation of consonant /dʒ/; students scored a C because there were few inconsistencies or errors when pronouncing the consonant. In the fifth level of mastery: pronunciation of consonant /j/; students scored an E because the readers regularly failed to pronounce the consonant /j/. In the sixth level of mastery: pronunciation of consonant /ŋ/; students scored an E because the readers regularly failed to pronounce the consonant /ŋ/. In the last level of mastery: pronunciation of consonant /n/; students scored an A because the readers consistently pronounced the appropriately sound /n /.

Furthermore, the results from the scales revealed that the group from the 6-2 had a better understanding of English in general. For example, the 6-2 proved to be better at pronunciation and made few mistakes in the Pre-Test. On the other hand, the data collected from the Pre-Test showed that the students from the 6-2 and 6-3 struggled more with consonants /j/ and /ŋ/. Additionally, the groups demonstrate a domain with consonant /n/, so it will not be an issue. Further, with the sound /dʒ/, they do not exhibit that much trouble but fail to pronounce the words /dʒ/.

Thus, future activities must cover and emphasize spelling patterns and explain the sounds' differences. Also, the researcher decided that the students would work in couples

for future activities. That way, the researcher will better manage the class, especially those who get distracted easily. Likewise, it is better to make them work in couples so they can practice the activities and give feedback to each other.

Figure 2 Level of mastery of 6-3 students

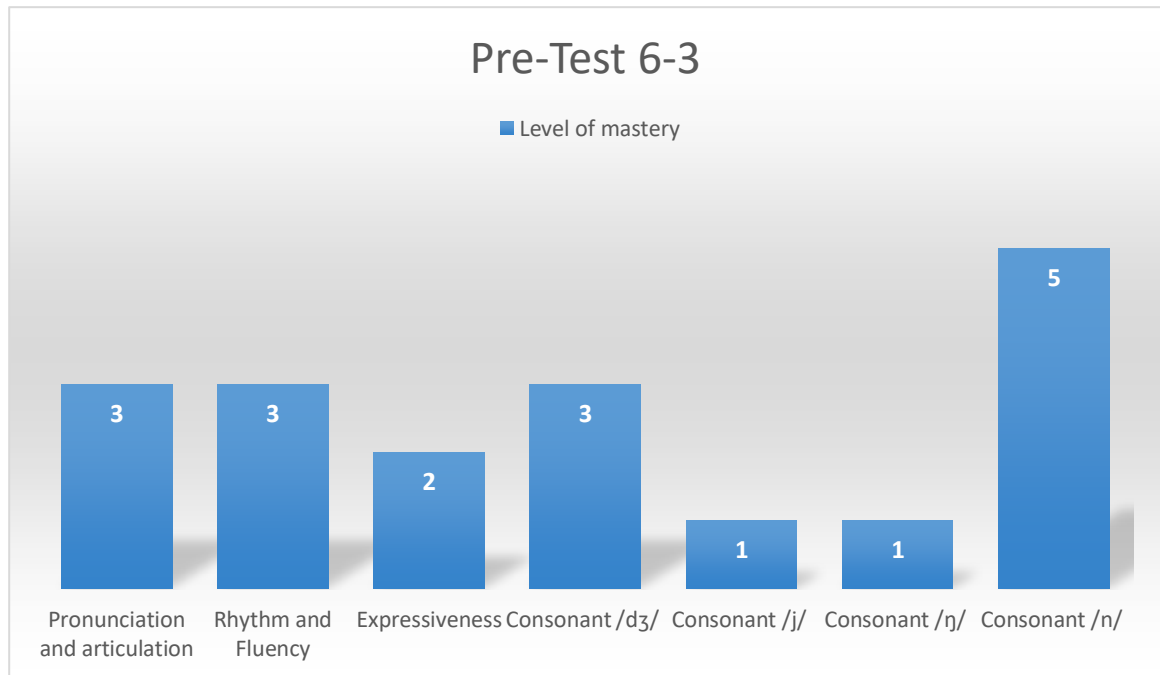


Figure 2. Levels of Mastery 6-3

Figure 2 shows the level of mastery of the 6-3 students in the pretest. Source: Researcher's creation.

4.1.3 Activities in between

With the activities in between, the researcher aims to cover all the aspects from consonants /dʒ, j, ŋ, and n/. The activities will attempt to cover as much information as possible without being overwhelming for the students. Also, the researcher wants to introduce the sounds isolated and then activities comparing the conflicting sounds.

4.1.3.1 Activity 1

- (6-2) (Lesson plan 1)

The first activity was the introduction of the topic. The class started with a warm-up to make it a bit more dynamic. Then, the researcher explained the speech mechanism but only showed the numbers distributed in different mouthparts. In addition, each time the researcher revealed a part of the mouth, the researcher will ask the students to mimic the gestures. For instance, when the alveolar ridge was revealed to them, the researcher advised the students to place the tip of the tongue so they could feel a gummy part.

After the activity with the speech mechanism, it was time to begin with the theory. For that, the researcher displayed a PPT, and the first sound was /dʒ/ and explained the Place of articulation, Manner of articulation, and Presence or absence of voice; at this point, the students were completely lost, and the researcher explained to them that it was just theory which is necessary to understand the consonants. However, the students showed a negative response to the topic, it was shocking to them to absorb that much information, and the worst part is that it was just the beginning.

So, the researcher had to make a decision, it was necessary to skip some points of the theory, and for the remaining consonants, the researcher would explain just the spelling patterns and the sound distribution and show them an image of the facial diagram of the sound. To continue, the researcher explained the facial diagram, spelling pattern, and sound distribution of the sound /dʒ/. But, the students had issues with this sound, and it was hard for them to pronounce it.

Thus, the researcher gave the following example: they had to pronounce the words “luvia” and “yuca” and ask them if they could notice any difference. In the beginning, they did not feel any difference, but the more they said the words, the more they felt the

difference. Hence, the researcher added that pronouncing the word “yuca” resembles the sound /dʒ/. The previous example made it easier for them to understand the sound. After the sound /dʒ/, the researcher repeated the same process with consonants /j, ɲ, and n/.

With consonant /j/, the researcher emphasized that the tongue does not touch the hard palate at any moment, as seen in the facial diagram. Moreover, students also had issues understanding that the sound /j/ is not the same as the letter “j” and used the spelling pattern to explain the times when the sound /j/ is implemented. The next sound was /n/; this was the most uncomplicated sound to explain. The only factor they struggle with is that the sound /n/ is a nasal sound. Contrary to the sound /ɲ/, the students struggle with the spelling pattern, the facial diagram, and the sound distribution.

- **(6-3) (Lesson plan 1)**

In the part of the speech mechanism, they were more enthusiastic when mimicking the different parts of the mouth. Then, in the section of the PPT, all the sounds were explained in the same way as the 6-2. The 6-3 have a better attitude towards the sound /dʒ/, even when they were confused. It was probably because some points of the presentation were skipped, so there was not much information to digest. The same example about the relationship between the sound “yucca” and /dʒ/ was provided to them. As well, it was easier for them to mimic the sound.

The same procedure in the sound /j/ with 6-2 was repeated with the 6-3. Nevertheless, 6-3 had more issues producing this sound. So, the researcher compared the sound /j/ with the vowel /i/, that the lips must be tense and that air must go out through the upper part of the tongue. The sound /n/ was effortless to catch for them, but they got confused with air coming out through the nose. Furthermore, with sound /ɲ/, it was the

hardest sound for them mainly because they had to perform two actions simultaneously, releasing the air through the nose and placing the back part of the tongue so it could touch the soft palate. In the PPT, the last slides highlighted the differences between /dʒ/ and /j/, and /n/ and /ŋ/.

To conclude, both groups had the same issues with the sound /dʒ/, but once the example of “yucca” was provided, it was easier for them. What the researcher needs to work with them is the spelling pattern. Then, with the sound /j/, the researcher needs to practice the pronunciation and the spelling pattern. With the sound /n/, it is just to review the sound because the spelling pattern and the pronunciation were clear. Lastly, with the sound /n/, the spelling pattern was not that difficult. Instead, the pronunciation needs to be practiced a lot.

4.1.3.2 Activity 2 (Reading aloud, Cooperative reading, Repetition drilling)

- (6-2) (Lesson plan 1)

This activity provided 12 sentences containing the sound /dʒ/. The researcher requested them to work in couples and began to read the sentences so they could practice the pronunciation of the sound /dʒ/ between them. The researcher walked around the class to check that they were practicing. Since the practice was provided through the classroom, they had to use their laptop, and unfortunately, some students were doing something else. Therefore, the researcher had to call the attention several times to some groups. The researcher gave them between 6 and 10 minutes to practice the sentences. Then, the researcher chose some students randomly to read the sentences. Students performed well

because only three out of 12 sentences made mistakes in pronouncing the consonant. For example, in sentence 2, the failed word was “college; in sentence 6, there were several words: major, joined, legion. In sentence 10, it was the word “fudge.” Lastly, once students finished repeating the sentences, the researcher told them to repeat the conflicting words as a group. Overall, this group proved to have a domain in pronouncing the topic after the explanation.

Furthermore, the researcher applied the same scale from the Pre-Test to check the pronunciation improvement. In the first level of mastery: Pronunciation and articulation, students scored a C because their pronunciation was generally clear. Some errors were related, especially with the pronunciation of vowels. The second level of mastery: was Rhythm and Fluency; students scored a B because their performance in reading was smooth with some pauses at the right places; there was hesitation, especially in sentences 2, 6, and 10. The third level of mastery: Expressiveness; students scored a D because they performed the reading monotonously, continued the same as in the Pre-Test, and were not as positive as expected towards the practice. Finally, in the fourth level of mastery: pronunciation of consonant /dʒ/; students scored a C because there were few inconsistencies or errors when pronouncing the consonant.

- **(6-3) (Lesson plan 1)**

This activity provided 12 sentences containing the sound /dʒ/. The researcher requested them to work in couples and began to read the sentences so they could practice the pronunciation of the sound /dʒ/ between them. The researcher uploaded the activity through the classroom, so the students had to use their laptops. For that reason, the researcher already knows that some students were playing instead of doing the activity. Hence, the researcher had to walk around to check that they were practicing. Two groups

were playing, so the researcher had to call their attention to put them back on track to complete the activity. The researcher gave them between 5 and 10 minutes to practice the sentences.

Then, the researcher chose some students randomly to read the sentences. Students performed well because only three students made mistakes in the pronunciation of the consonant. For example, four students out of 12 sentences made a mistake. The failed word was “education; in sentence 2, in sentence 5, there were several words: jane, enjoys, jogging. In sentences, 11 and 12 were words: engineer, January, Japan. Lastly, once students finished repeating the sentences, the researcher told them to repeat the conflicting words as a group. Overall, this group proved to have a domain in pronouncing the topic after the explanation.

Moreover, the researcher applied the same scale from the Pre-Test to check the pronunciation improvement. In the first level of mastery: Pronunciation and articulation, students scored a C because reading was generally smooth, and there were hesitations. Some errors were related, especially with the pronunciation of vowels. The second level of mastery: was Rhythm and Fluency; students scored a C because their performance in reading was smooth with some pauses at the right places; there was hesitation, especially in sentences 2, 6, and 10. The third level of mastery: Expressiveness; students scored a C because they tried to convey the feelings in the text, and they had a better attitude towards the activity. In the fourth level of mastery: pronunciation of consonant /dʒ/; students scored a C because there were few inconsistencies or errors when pronouncing the consonant.

Figure 3 Comparison of the results obtained by 6-2 and 6-3 students in the activity 2

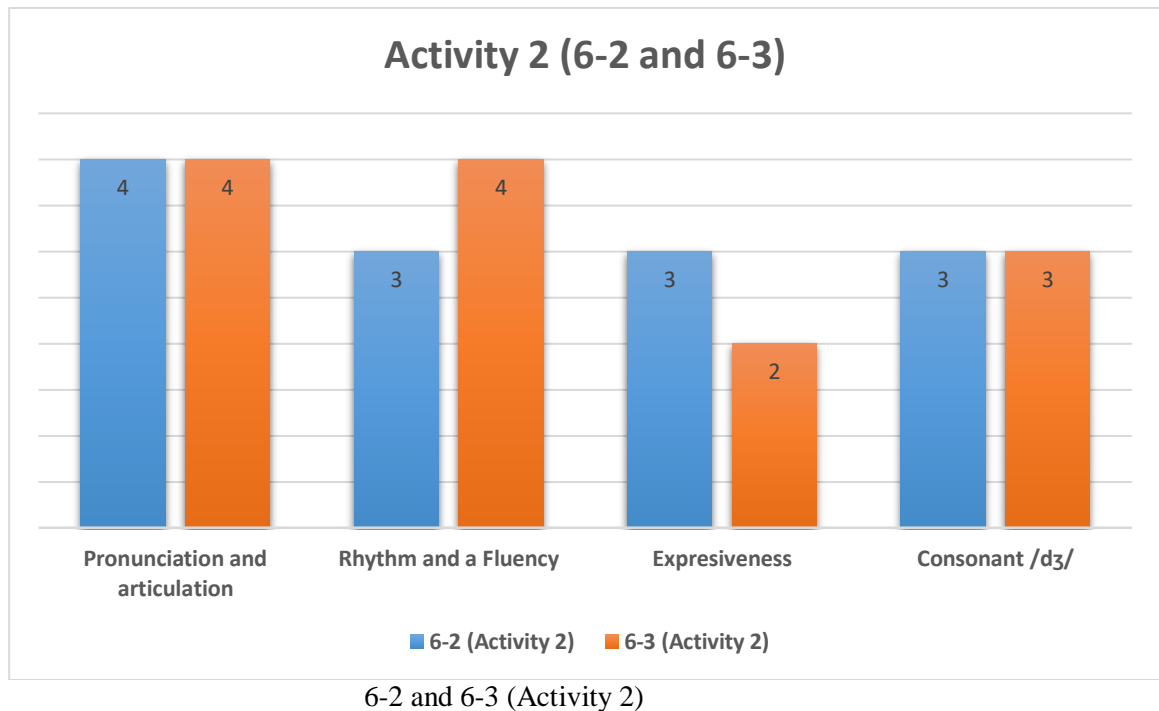


Figure 3 shows the level of mastery of the 6-2 and 6-3 students in the activity 2. Source: Researcher's creation

Equally important, both groups showed some improvement, as shown in figure three. On the one hand, the 6-2 had fewer sentence errors, and they improved their pronunciation and fluency. On the other hand, the 6-3 had more errors in the sentences, they had no improvement in pronunciation and fluency, but they had a high score in expressiveness. To conclude, students had issues conveying the sound /dʒ/ with a vowel sound.

4.1.3.3 Activity 3: /dʒ/ (Minimal pairs, choral reading)

- (6-2) (Lesson plan 1)

For this activity, students continue in the same couple or groups. Now, students need to read between them and identify and circle down or highlight the word in each group of four that does not contain the sound of consonant /dʒ/. The researcher gave them

between 5 and 7 minutes so they could have enough time to analyze the sound. There was just one group who was not engaging with the activity, so the researcher had to warn them that they needed to complete the activity. The researcher requested, one by one, the students to pronounce the words in the row and then identify which word does not contain the sound of consonant /dʒ/. The 6-2 performed this activity great because it was easy for them to identify the differing sound. However, they do fail in sentences 5, 6,7, and 10, but it was just four mistakes out of 10. Also, the words they made an error were: hug, Gill, duck, and Greenland.

Thus, the researcher applied the same scale to check pronunciation improvement. In the first level of mastery: Pronunciation and articulation, students scored a C because their pronunciation was generally clear. Some errors were related, especially with the pronunciation of vowels. The second level of mastery: was Rhythm and Fluency; students scored a B because their performance in reading was smooth with some pauses at the right places; there was hesitation, especially in sentences 5, 6,7, and 10. The third level of mastery: Expressiveness; students scored a D because they performed the reading monotonously, continued the same as in the Pre-Test, and were not as positive as expected towards the practice. Finally, in the fourth level of mastery: pronunciation of consonant /dʒ/; students scored a C because there were few inconsistencies or errors when pronouncing the consonant. So, students continue to have the same domain as in Activity 2

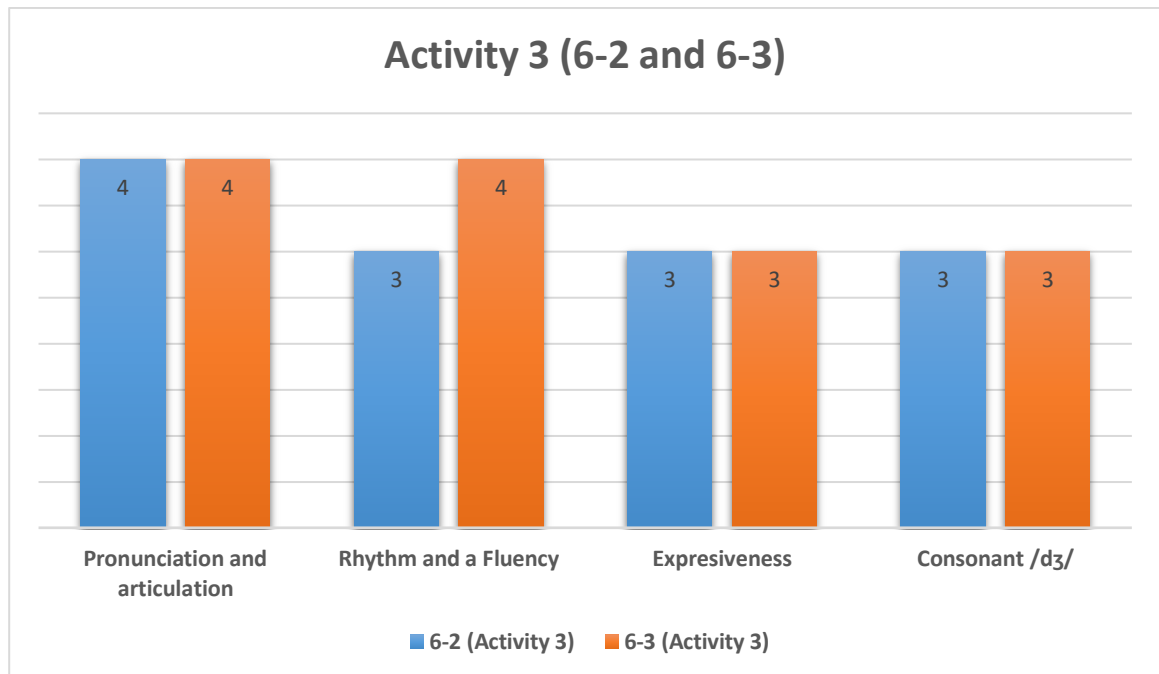
- **(6-3) (Lesson plan 1)**

In this activity, students continue in the same couple or groups. Next, students need to read between them and identify and circle down or highlight the word in each group of

four that does not contain the sound of consonant /dʒ/. The researcher gave them between 5 and 7 minutes so they could have enough time to analyze the sound. Two groups were not engaging in the activity, so the researcher had to warn them that they needed to complete it. The researcher requested, one by one, the students to pronounce the words in the row and then identify which word does not contain the sound of consonant /dʒ/. The 6-2 performed this activity great because it was easy for them to identify the differing sound. However, they do fail in sentences 5, 6,7, and 10, but it was just four mistakes out of 10. Also, the words they made an error were: hug, Gill, duck, and Greenland.

Thus, the researcher applied the same scale to check pronunciation improvement. In the first level of mastery: Pronunciation and articulation, students scored a C because their pronunciation was generally clear. Some errors were related, especially with the pronunciation of vowels. The second level of mastery: was Rhythm and Fluency; students scored a B because their performance in reading was smooth with some pauses at the right places; there was hesitation, especially in sentences 5, 6,7, and 10. The third level of mastery: Expressiveness; students scored a C because they tried to convey the feelings in the text, and they had a better attitude towards the activity. In the fourth level of mastery: pronunciation of consonant /dʒ/; students scored a C because there were few inconsistencies or errors when pronouncing the consonant. Finally, in the fourth level of mastery: pronunciation of consonant /dʒ/; students scored a C because there were few inconsistencies or errors when pronouncing the consonant. So, students had an improvement in Rhythm and Fluency, so there was progress.

Figure 4 Comparison of the results obtained by 6-2 and 6-3 students in the activity 3



6-2 and 6-3 (Activity 3)

Figure 4 shows the level of mastery of the 6-2 and 6-3 students in the activity 3. Source: Researcher's creation

To conclude, the 6-3 and 6-2 had issues in the exact words: hug, Gill, duck, and Greenland. The researcher clarified in both groups that just because the letter "g" forms part of the spelling of a word, it does not mean that it corresponds to the sound /dʒ/. The researcher wrote down the spelling pattern of the sound on the whiteboard and explained that part of the spelling pattern for the sound /dʒ/ is "g+ e, i" equals the sound /dʒ/. However, they got confused with the word "Gill," but the researcher justified there are exceptions, and the word was pronounced with the sound /g/.

4.1.3.4 Activity 4: /dʒ/ (Dialogue memorization)

- (6-3) (Lesson plan 1)

Here, students continue working in groups. Again, students played one person's role in the dialogue. The researcher gave them enough time to read aloud, practice, and memorize the dialogue. Also, the researcher emphasized the importance of keeping the tongue tip against the upper gum ridge in the boldface words from the dialogue. Once they finished practicing the dialogue, the researcher asked each group to perform the dialogue for the class. Students accomplished the activity fine; this was the first activity where they showed a positive attitude.

Likewise, when a group completed the dialogue, feedback was provided with the words in which they made a mistake; in that way, the other groups would not make the same mistakes. For example, some of the words mispronounced were: majoring, education, majoring, education, graduating, apologize, graduation, and angel. Next, the researcher applied the same scale to check pronunciation improvement. In the first level of mastery: Pronunciation and articulation, students scored a C because their pronunciation was generally clear. Some errors were related, especially with the pronunciation of vowels. The second level of mastery: was Rhythm and Fluency; students scored a B because their performance in reading was smooth with some pauses at the right places; there was hesitation. The third level of mastery: Expressiveness; students scored a C because they tried to convey the feelings in the text, and they had a better attitude towards the activity. In the fourth level of mastery: pronunciation of consonant /dʒ/; students scored a C because even when there were not that many errors, they made errors with the same words even when instructed on how to pronounce them.

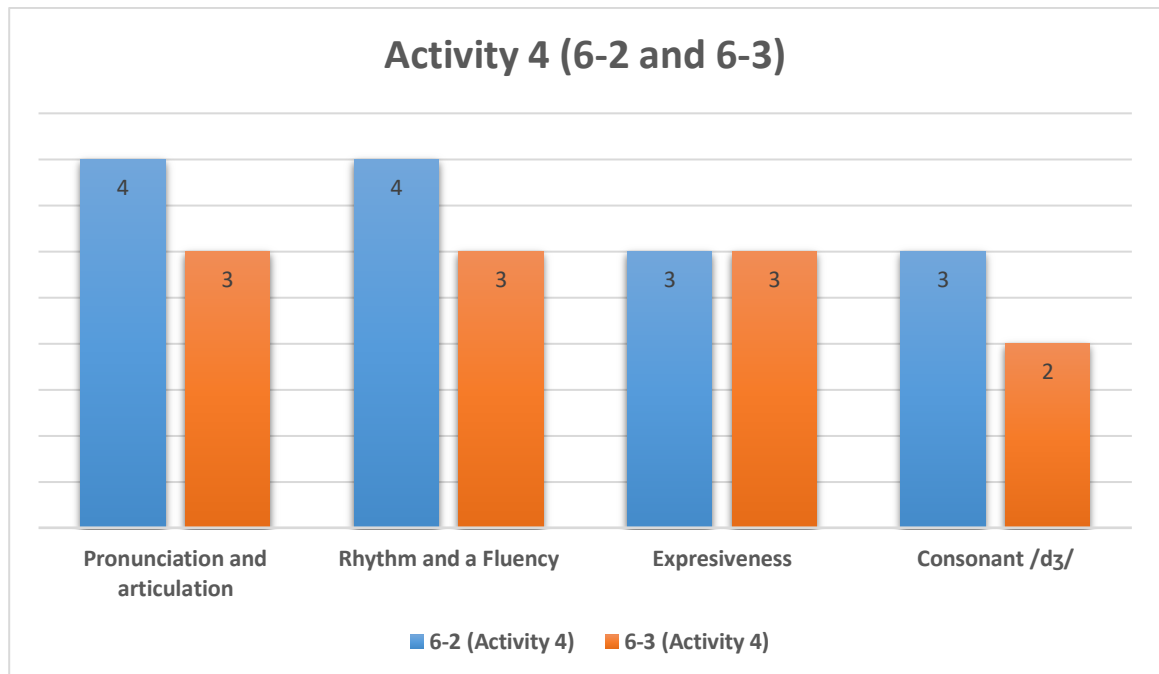
- **(6-3) (Lesson plan 1)**

For this activity, students continue working in groups. Students played one person's role in the dialogue. The researcher gave them enough time to read aloud, practice, and

memorize dialogue. Also, the researcher emphasized the importance of keeping the tongue tip against the upper gum ridge in the boldface words from the dialogue. Once they finished practicing the dialogue, the researcher asked each group to perform the dialogue for the class. Students completed the activity well; in the beginning, they maintained a positive attitude.

Additionally, when a group completed the dialogue, feedback was provided with the words in which they made a mistake; in that way, the other groups would not make the same mistakes. For example, some words mispronounced were: majoring, majored, engineering, education, education, majoring, education, graduating, graduation, angel, and graduation. Next, the researcher applied the same scale to check pronunciation improvement. In the first level of mastery: Pronunciation and articulation, students scored a C because their pronunciation was generally clear. Some errors were related, especially with the pronunciation of vowels. The second level of mastery: Rhythm and Fluency; students scored a C because reading was generally smooth. There were several hesitations. The third level of mastery: Expressiveness; students scored a C because they tried to convey the feelings in the text, and they had a better attitude towards the activity. In the fourth level of mastery: pronunciation of consonant /dʒ/; students scored a C because even when there were not that many errors, they made errors with the same words even when instructed on how to pronounce them.

Figure 5 Comparison of the results obtained by 6-2 and 6-3 students in the activity 4



6-2 and 6-3 (Activity 4)

Figure 5 shows the level of mastery of the 6-2 and 6-3 students in the activity 4. Source: Researcher's creation

To summarize, the 6-2 had better Rhythm and Fluency and a better domain with the sound /dʒ/. However, the 6-3 had regression because they had many errors with sound /dʒ/ even when feedback was provided each time a group presented the dialogue. Certainly, both make mistakes, but the 6-3 had more mistakes than the 6-2.

4.1.3.5 Activity 5: /j/ (Reading aloud, Cooperative reading, Repetition drilling)

- (6-2) (Lesson plan 2)

Activity number 5 follows the same step as in activity number 2, with the difference that sound /dʒ/ was replaced with sound /j/. First, the researcher asked them to work in couples and began to read the sentences so they could practice the pronunciation of the sound /j/ between them. Students had between 5 and 10 minutes to practice the sentences.

After, the researcher chose some students randomly to read the sentences. Students performed well because only four out of 15 sentences made mistakes in pronouncing the consonant. For example, some words were: reunion, brilliant, yogurt, and yacht. Lastly, once students finished repeating the sentences, the researcher told them to repeat the conflicting words as a group.

Furthermore, the researcher applied the scale to check pronunciation improvement. In the first level of mastery: Pronunciation and articulation, students scored a B because the pronunciation was clear, but some errors did not affect their understanding of the words. The second level of mastery: was Rhythm and Fluency; students scored a B because reading was smooth, and there were pauses at the right places. Almost no hesitations, only in sentences 10, 12, 14, and 15. The third level of mastery: Expressiveness; students scored a C because they performed they tried to be expressive and conveyed the feelings in the text. Finally, in the fourth level of mastery: pronunciation of consonant /j/; students scored a C because there were few inconsistencies or errors when pronouncing the consonant.

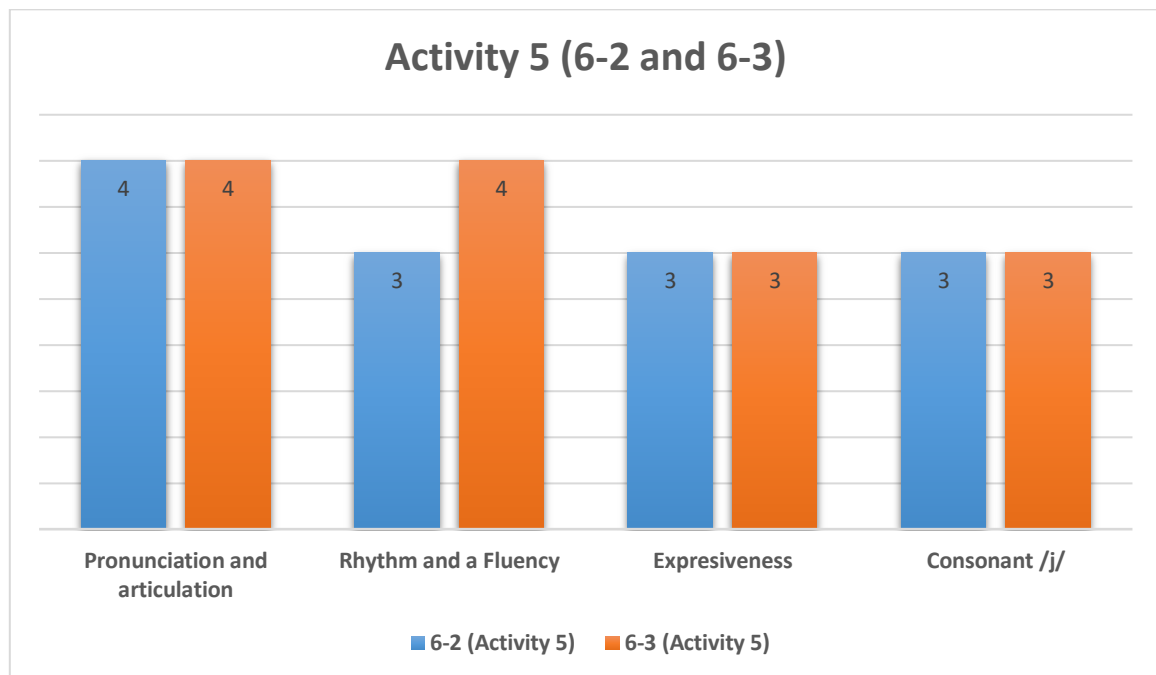
- **(6-3) (Lesson plan 2)**

First, the researcher asked them to work in couples and began to read the sentences so they could practice the pronunciation of the sound /j/ between them. Students had between 5 and 10 minutes to practice the sentences. Then, the researcher chose some students randomly to read the sentences. Students performed well because only six out of 15 sentences made mistakes in pronouncing the consonant. For example, some words were: opinion, view, reunion, brilliant, millionaires, and yacht. Lastly, once students finished repeating the sentences, the researcher told them to repeat the conflicting words as a group.

Additionally, the researcher applied the scale to check pronunciation improvement. In the first level of mastery: Pronunciation and articulation, students scored a B because the

pronunciation was clear, but some errors did not affect their understanding of the words. The second level of mastery: was Rhythm and Fluency; students scored a B because reading was smooth, and there were pauses at the right places. Almost no hesitations, only in sentences 6, 8, 10, 12, and 15. The third level of mastery: Expressiveness; students scored a C because they performed they tried to be expressive and conveyed the feelings in the text. Finally, in the fourth level of mastery: pronunciation of consonant /j/; students scored a C because there were few inconsistencies or errors when pronouncing the consonant.

Figure 6 Comparison of the results obtained by 6-2 and 6-3 students in the activity 5



6-2 and 6-3 (Activity 5)

Figure 6 shows the level of mastery of the 6-2 and 6-3 students in the activity 5. Source: Researcher's creation

Both groups performed well in this activity and had the same rubric score. They have clarified that the letter "y" corresponds to the sound /j/. However, they had issues identifying the hidden sounds /ju/ and /jə/, which is understandable because it is hard to process that information since they have no background. Also, to understand the sounds /ju/ and /jə/, it is necessary to know sound division, word stress, and vowel sound. Nonetheless, they can memorize the sounds containing the sounds /ju/ and /jə/ and start applying them to their pronunciation.

4.1.3.6 Activity 6: /j/ (Single-slot substitution drilling, reading aloud)

- (6-2) (Lesson Plan 2)

In this activity, students completed this practice as groups. The researcher explained that they had to read the five sentences and fill the blank space with words beginning with ye-. Students had 5 minutes to complete it. After they completed the practice, the researcher chose a student from each group to repeat a sentence, including the missing word. Again, they performed the activity and had no issues with pronunciation, except for the word “yard” in sentence number two.

Besides, the researcher applied the scale to check pronunciation improvement. Students scored an A in the first level of mastery: Pronunciation and articulation because the pronunciation was clear throughout the whole passage. The second level of mastery: was Rhythm and Fluency; students scored an A because reading was fluent, with no hesitations. The third level of mastery: Expressiveness; students scored a C because they performed they tried to be expressive and conveyed the feelings in the text, and they continued to have a participative mindset. Finally, in the fourth level of mastery: pronunciation of consonant

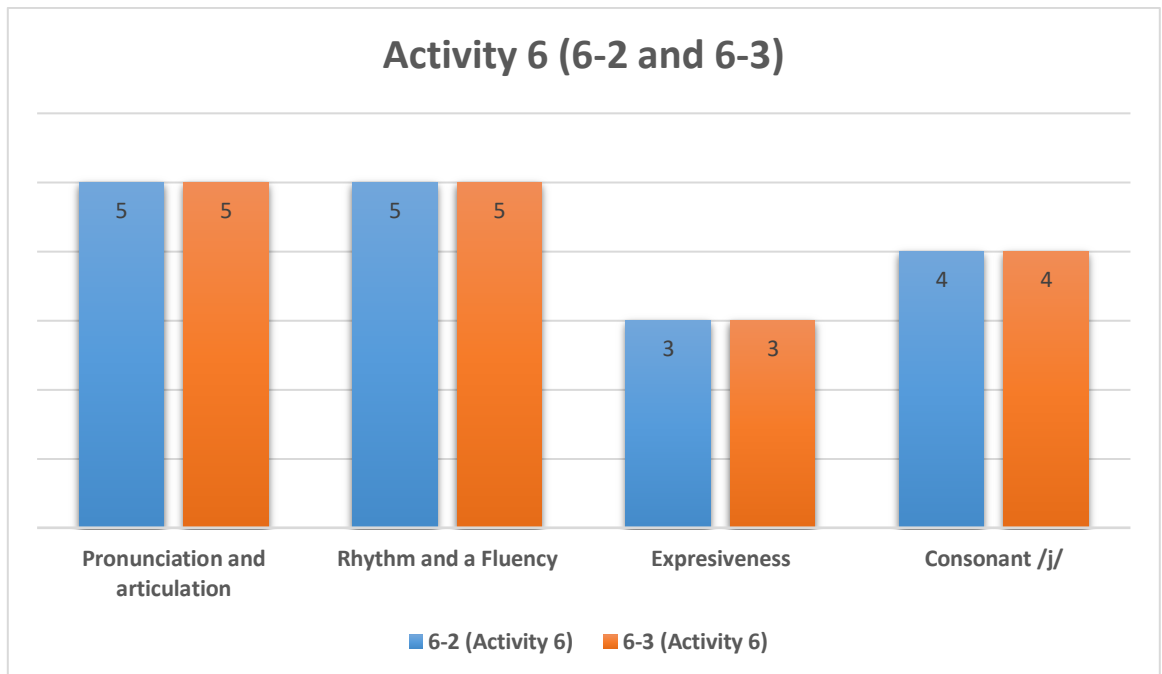
/j/; students scored an A because the reader consistently pronounced it appropriately. Just one mistake, but the researcher let it pass, but it was corrected then.

- **(6-3) (Lesson Plan 2)**

Students completed this practice as groups. The researcher explained that they had to read the five sentences and fill the blank space with words beginning with ye-. Students had 5 minutes to complete it. After they completed the practice, the researcher chose a student from each group to repeat a sentence, including the missing word. They exceptionally accomplished the activity, and they had no slips in pronunciation.

Besides, the researcher applied the scale to check pronunciation improvement. Students scored an A in the first level of mastery: Pronunciation and articulation because the pronunciation was clear throughout the whole passage. The second level of mastery: was Rhythm and Fluency; students scored an A because reading was fluent, with no hesitations. The third level of mastery: Expressiveness; students scored a C because they performed they tried to be expressive and conveyed the feelings in the text. Finally, in the fourth level of mastery: pronunciation of consonant /j/; students scored an A because the reader consistently pronounced it appropriately.

Figure 7 Comparison of the results obtained by 6-2 and 6-3 students in the activity 6



6-2 and 6-3 (Activity 6)

Figure 7 shows the level of mastery of the 6-2 and 6-3 students in the activity 6. Source: Researcher's creation

Briefly, students from 6-3 and 6-2 demonstrated a high proficiency, at a point where they obtained an A in the levels of mastery. Furthermore, this activity was relatively easy because they had not had to identify the sound; it was more about placing the word in the correct place. Still, they performed well when reading the answer from the practice. The only thing is that some of them asked for the answers from the practice even when they were already provided and explained. Probably they were doing something else. Overall, it was good participation and progression.

4.1.3.7 Activity 7: dʒ and j/ (Dialogue Memorization and Reading aloud)

- (6-2) (Lesson Plan 2)

The researcher provided a poem by William Shakespeare and gave them time to practice it individually. Then, the researcher explained that they would have to pronounce

the sounds /dʒ/ and /j/ in the same practice. Also, the researcher highlighted keeping the tongue tip against the upper gum ridge for /dʒ/ and in the back of the front teeth for /j/. After 5 or 10 minutes, the researcher chose three students to read aloud the whole poem to see how it handles having the two sounds in the same sentence or one after another /dʒ/ and /j/. The researcher noticed that students struggled to read the poem, especially with the words: /j/. With the sound /dʒ/ it was not that evident.

Subsequently, the researcher applied the scale to check pronunciation improvement. Students scored a D in the first level of mastery: Pronunciation and articulation because pronunciation was difficult to understand. Numerous errors in articulation were evident. The second level of mastery: was Rhythm and Fluency; students scored a D because reading was uneven. There were many hesitations. Perhaps, it is because they are not used to reading a poem, poems have a specific rhythm, and they were reading too fast. The third level of mastery: Expressiveness; students scored a D because reading was generally monotonous, and poems tend to be expressive and convey the feelings in the text. In the fourth level of mastery: pronunciation of consonant /dʒ /; students scored a D because the reader attempted to pronounce consonants with many errors. Finally, in the fifth level of mastery, pronunciation of consonant /j/; students scored an E because the reader regularly failed to pronounce consonants.

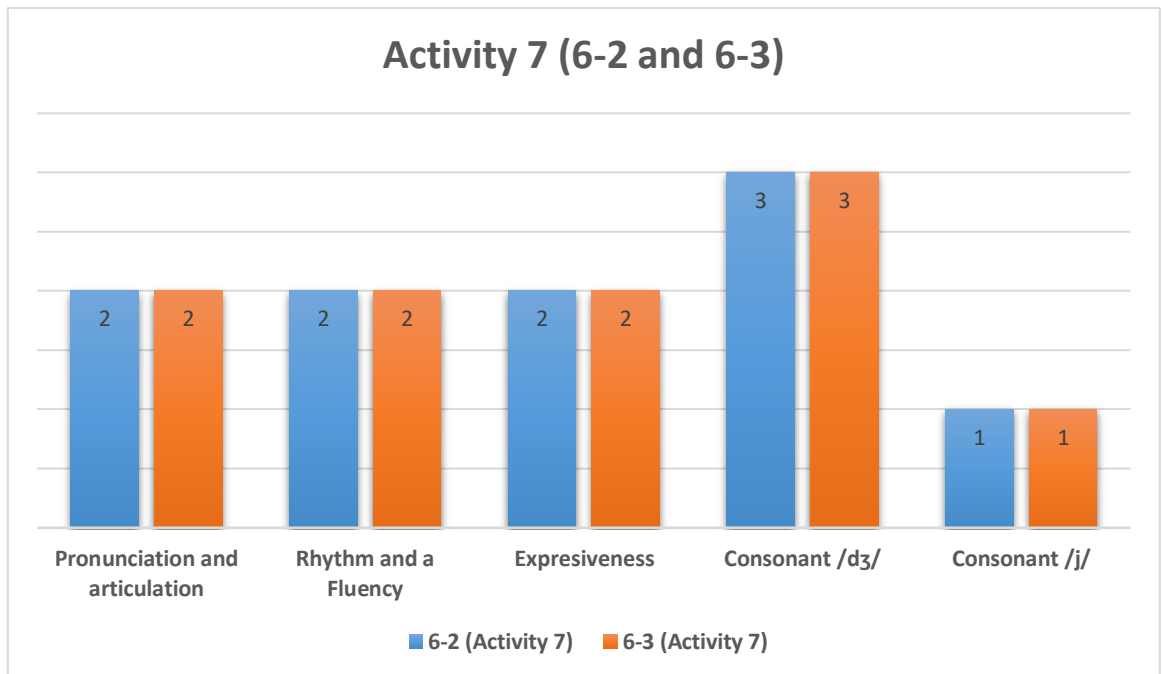
- **(6-3) (Lesson Plan 2)**

The researcher provided a poem by William Shakespeare and gave them time to practice it individually. Then, the researcher explained that they would have to pronounce the sounds /dʒ/ and /j/ in the same practice. Also, the researcher highlighted keeping the tongue tip against the upper gum ridge for /dʒ/ and in the back of the front teeth for /j/.

After 5 or 10 minutes, the researcher chose three students to read aloud the whole poem to see how it handles having the two sounds in the same sentence or one after another /dʒ/ and /j/. The researcher noticed that students struggled to read the poem, especially with the words: /j/. With the sound /dʒ/ it was not that evident.

Next, the researcher applied the scale to check pronunciation improvement. Students scored a D in the first level of mastery: Pronunciation and articulation because pronunciation was difficult to understand. Numerous errors in articulation were evident. The second level of mastery: was Rhythm and Fluency; students scored a D because reading was uneven. There were many hesitations. Perhaps, it is because they are not used to reading a poem, poems have a specific rhythm, and they were reading too fast. The third level of mastery: Expressiveness; students scored a D because reading was generally monotonous, and poems tend to be expressive and convey the feelings in the text. In the fourth level of mastery: pronunciation of consonant /dʒ /; students scored a D because the reader attempted to pronounce consonants with many errors. Finally, in the fifth level of mastery, pronunciation of consonant /j/; students scored an E because the reader regularly failed to pronounce consonants.

Figure 8 Comparison of the results obtained by 6-2 and 6-3 students in the activity 7



6-2 and 6-3 (Activity 7)

Figure 8 shows the level of mastery of the 6-2 and 6-3 students in the activity 7. Source: Researcher's creation

To sum up, for both groups, having the two conflicting sounds in one sentence or one sound and then another was challenging, but the researcher did not expect less because it was the first activity that gathered the sounds /dʒ/ and /j/. Also, maybe the poem was a bit hard for them to begin to differentiate the sound because the poem had an advanced vocabulary which caused trouble for them. However, the researcher was focused on the words in boldfaced and not the other vocabulary.

4.1.3.8 Activity 8: /dʒ and j/ (Single-slot substitution drilling, reading aloud)

- (6-2) (Lesson Plan 2)

First, the researcher provided an activity where they were five pairs of sentences. Each of the pairs have a repeated sentence, but both have words that contain either the sound /dʒ/

or /j/. Next, students worked in groups. The researcher gave them 10 minutes to read the sentence and identify which sentence belonged to which consonant sound. After the 10 minutes passed, the researcher asked an integrant from each work to read the two sentences first and then identify which sound belonged to what consonant. The students complete this activity without mistakes.

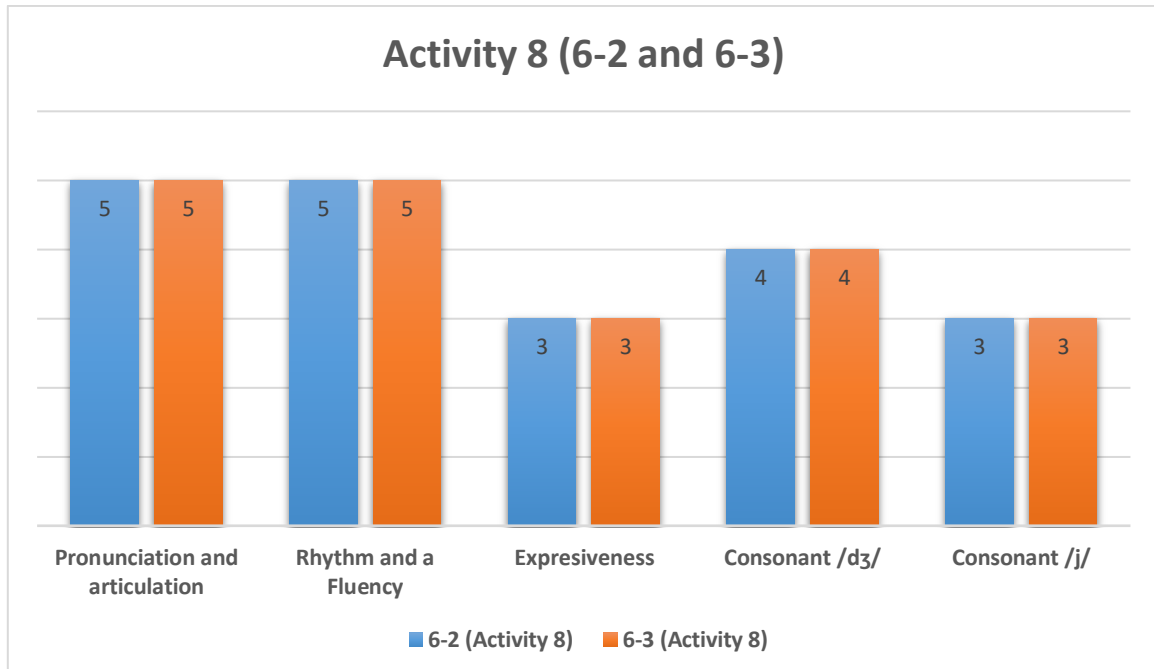
On the scale, students scored an A in the first level of mastery: Pronunciation and articulation, because pronunciation was clear throughout the whole passage. The second level of mastery: was Rhythm and Fluency; students scored an A because reading was fluent. Appropriate pauses. No hesitations. The third level of mastery: Expressiveness; students scored a C since they tried to be expressive and conveyed the feelings in the text. In the fourth level of mastery: pronunciation of consonant /dʒ /; students scored a B because the reader consistently pronounced it appropriately. Finally, in the fifth level of mastery, pronunciation of consonant /j/; students scored a B because the reader consistently pronounced it appropriately

- **(6-3) (Lesson Plan 2)**

The 6-3 followed the same dynamic; the researcher provided an activity where they were five pairs of sentences. Each of the pairs have a repeated sentence, but both have words that contain either the sound /dʒ/ or /j/. Next, students worked in groups. The researcher gave them 10 minutes to read the sentence and identify which sentence belonged to which consonant sound. After the 10 minutes passed, the researcher asked an integrant from each work to read the two sentences first and then identify which sound belonged to what consonant. Again, the students complete this activity without mistakes. The pronunciation was on point. The only correction was for the word “Yale,” but only the error.

On the scale, students scored an A in the first level of mastery: Pronunciation and articulation, because pronunciation was clear throughout the whole passage. The second level of mastery: was Rhythm and Fluency; students scored an A because reading was fluent. Appropriate pauses. No hesitations. The third level of mastery: Expressiveness; students scored a C since they tried to be expressive and conveyed the feelings in the text. In the fourth level of mastery: pronunciation of consonant /dʒ /; students scored a B because the reader consistently pronounced it appropriately. Finally, in the fifth level of mastery, pronunciation of consonant /j/; students scored a C because the reader had an issue with the word "Yale."

Figure 9 Comparison of the results obtained by 6-2 and 6-3 students in the activity 8



6-2 and 6-3 (Activity 8)

Figure 9 shows the level of mastery of the 6-2 and 6-3 students in the activity 8. Source: Researcher's creation

Indeed, 6-3 and 6-2 performed better in this activity than in the previous activity. So having this practice helped students to acquire knowledge, especially about spelling patterns. For instance, the sentences "We went to jail" and "We went to Yale" follow the same structure, with the difference between the words "jail" and "Yale." Hence having those two words helps them to have a bigger picture of the variations of each sound. Like, the word "jail" is pronounced with consonant /dʒ/ because the letter "j" forms part of the spelling pattern of the sound.

4.1.3.9 Activity 9: /dʒ and j/ (Minimal pairs, Reading aloud, Repetition drill)

- (6-2) (Lesson Plan 3)

This activity is quite similar to activity eight because the students face once again the sounds /dʒ/ and /j/, but with the difference that in activity 9, there are just five sentences, and the conflicting sound is within the same sentence and not separate as in activity 8. So, students worked in couples, as usual, and they began to drill the sentences between them. They had between 5 and 10 minutes to read the sentence, identify and underline the sound /dʒ/, and highlight the sound /j/.

Once the time finished, the researcher pronounced the five sentences and asked the students to repeat them. Then, the researcher requested one member from each group to repeat the sentence and identify which sound belonged to which consonant. Even when all of the students were able to identify the word, no one was able to pronounce the words correctly. So the researcher explained the correct way to pronounce the words. The conflicting words were: yellow, Jell-O, Jess, yes, jet, yet, jeered, year, jar, and yard.

Followed that, the researcher applied the scale to check pronunciation improvement. Students scored a C in the first level of mastery: Pronunciation and articulation because pronunciation was generally clear. However, several errors in pronunciation were evident. The second level of mastery: Rhythm and Fluency; students scored a C because reading was generally smooth. There were some hesitations, maybe because they had conflicting sounds one after another. The third level of mastery: Expressiveness; students scored a C because they tried to be expressive and conveyed the feelings in the text. In the fourth level of mastery: pronunciation of consonant /dʒ /; students scored a D because the reader attempted to pronounce consonants with many errors. Finally, in the fifth level of mastery, pronunciation of consonant /j/; students scored a D because the reader attempted to pronounce consonants with many errors.

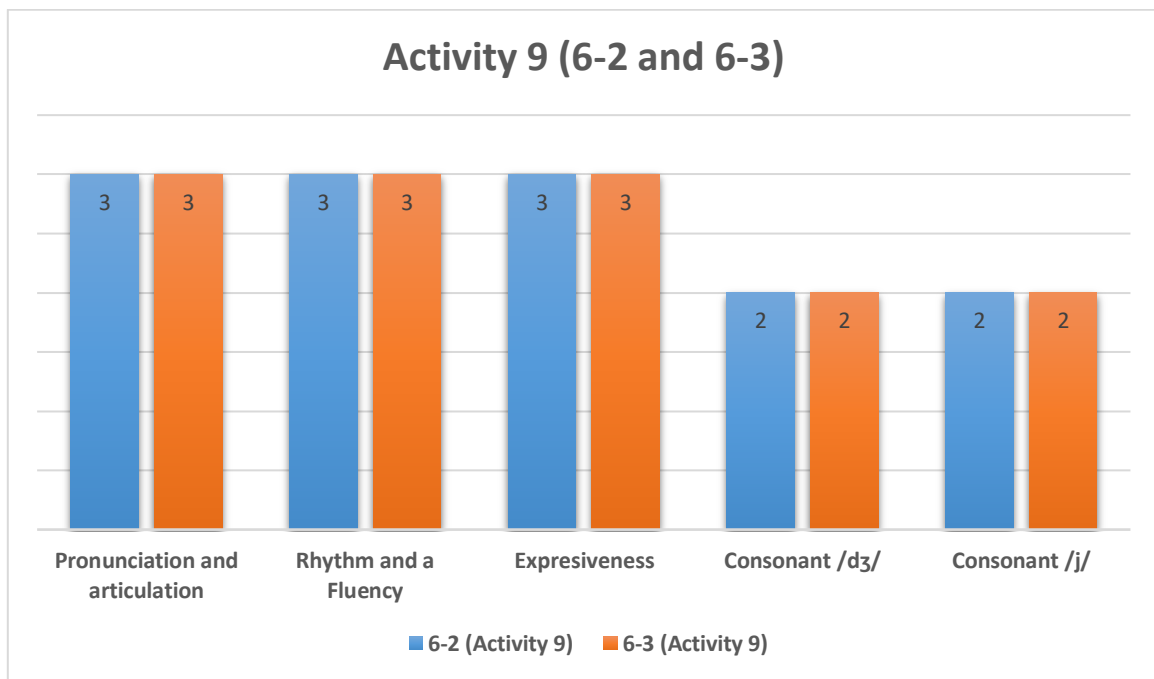
- **(6-3) (Lesson Plan 3)**

Students worked in couples, as usual, and they began to drill the sentences between them. They had between 5 and 10 minutes to read the sentence, identify and underline the sound /dʒ/, and highlight the sound /j/. Once the time finished, the researcher pronounced the five sentences and asked the students to repeat them. Then, the researcher requested one member from each group to repeat the sentence and identify which sound belonged to which consonant. Even when all of the students were able to identify the word, no one was able to pronounce the words correctly. So the researcher explained the correct way to pronounce the words. The conflicting words were: yellow, Jell-O, Jess, yes, jet, yet, jeered, year, jar, and yard.

Afterward, the researcher applied the scale to check pronunciation improvement. Students scored a C in the first level of mastery: Pronunciation and articulation because pronunciation was generally clear. However, several errors in pronunciation were evident.

The second level of mastery: Rhythm and Fluency; students scored a C because reading was generally smooth. There were some hesitations, maybe because they had conflicting sounds one after another. The third level of mastery: Expressiveness; students scored a C because they tried to be expressive and conveyed the feelings in the text. In the fourth level of mastery: pronunciation of consonant /dʒ /; students scored a D because the reader attempted to pronounce consonants with many errors. Finally, in the fifth level of mastery, pronunciation of consonant /j/; students scored a D because the reader attempted to pronounce consonants with many errors.

Figure 10 Comparison of the results obtained by 6-2 and 6-3 students in the activity 9



6-2 and 6-3 (Activity 9)

Figure 10 shows the level of mastery of the 6-2 and 6-3 students in the activity 9. Source: Researcher's creation

In addition, once again, students struggled when faced with the two sounds, but the issue did not have both sounds in the same practice. Instead, it has one sound after another in the same sentence. Furthermore, they proved that they could recognize consonant sounds. However, it is better to emphasize the correct sound pronunciation in the following activities.

4.1.3.10 Activity 10: /dʒ and j/ (Minimal pairs, Reading aloud, Repetition drill)

- (6-2) (Lesson Plan 3)

In activity 10, the researcher provided a paragraph containing sounds /dʒ/ and /j/, but they are not boldfaced or underlined this time. Again, the students worked in groups. This time, the researcher gave them 15 minutes to complete the practice in which they had to read aloud the paragraph together, underline the sound /dʒ/, and highlight the sound /j/. Once the time passed, the researcher chose six students to read the six sentences from the paragraph and asked them if they identified any words. With the sound / dʒ/, they had difficulties finding the words. For instance, in the paragraph, there were 12 words containing the sound /j/; on average, they managed to find approximately ten words. However, most found the sound /j/more easily, especially the words beginning with the letter "y." Equally important, one of the remaining words had the hidden sound /ju/. Then, there were 11 words with the sound /dʒ/, and only around three words.

Next, the researcher applied the scale to check pronunciation improvement. Students scored a C in the first level of mastery: Pronunciation and articulation, because pronunciation was clear, but some errors did not affect their understanding of the words. However, several errors in pronunciation were evident, especially in the case of the sound /dʒ/. The second level of mastery: Rhythm and Fluency; students scored a B because

reading was smooth. There were pauses at the right places. Almost no hesitations. The third level of mastery: Expressiveness; students scored a C because they tried to be expressive and conveyed the feelings in the text. In the fourth level of mastery: pronunciation of consonant /dʒ /; students scored a D because the reader attempted to pronounce consonants with many errors. Finally, in the fifth level of mastery, pronunciation of consonant /j/; students scored a C because the reader pronounced the consonant with only a few inconsistencies or errors.

- **(6-3) (Lesson Plan 3)**

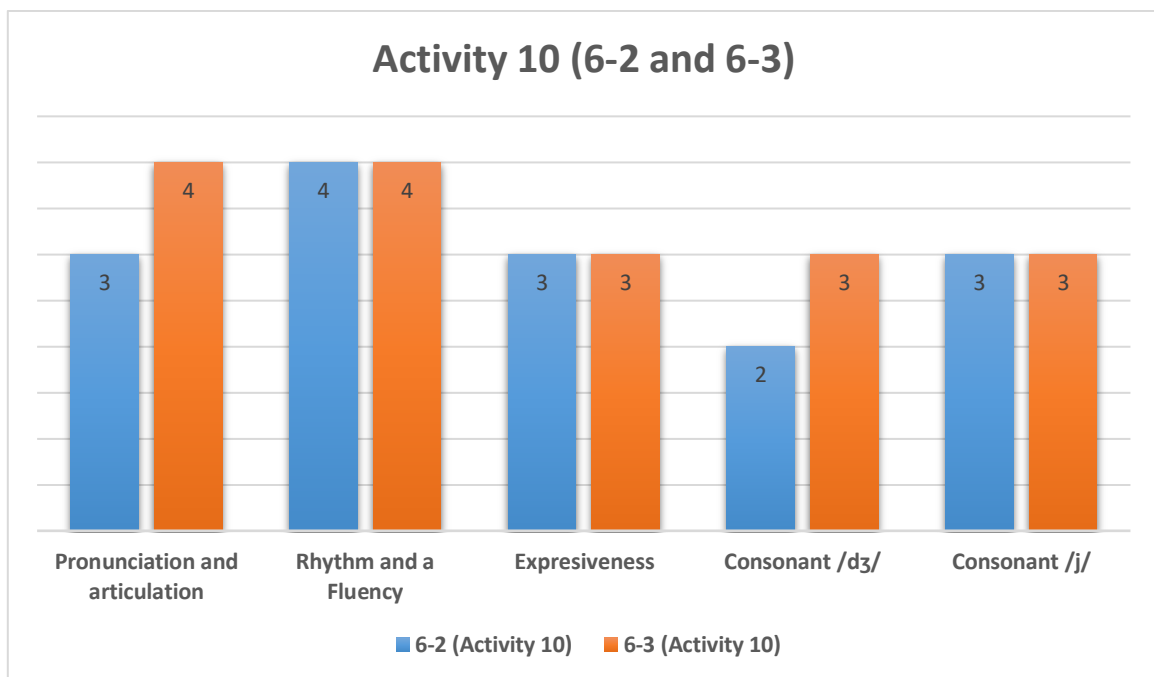
The students worked in groups, and they had 15 minutes to complete the practice in which they had to read aloud the paragraph together, underline the sound /dʒ/, and highlight the sound /j/. Once the time passed, the researcher chose six students to read the six sentences from the paragraph and asked them if they identified any words.

With the sound / j/ and / dʒ/, they did not have that many difficulties finding the words. For instance, in the paragraph, there were 12 words containing the sound /j/; on average, they managed to find approximately 8. The majority found the sound /j/more easily, especially the words beginning with the letter “y.” Equally important, they could not find the hidden sound /ju/ among the words. Then, there were 11 words with the sound /dʒ/, and they found around seven words.

Later, the researcher applied the scale to check pronunciation improvement. Students scored a B in the first level of mastery: Pronunciation and articulation, because pronunciation was clear, but some errors did not affect their understanding of the words. The second level of mastery: Rhythm and Fluency; students scored a B because reading was smooth. There were pauses at the right places. Almost no hesitations. The third level of mastery: Expressiveness; students scored a C because they tried to be expressive and

conveyed the feelings in the text. In the fourth level of mastery: pronunciation of consonant /dʒ /; students scored a C because the reader pronounced the consonant with only a few inconsistencies or errors. Finally, in the fifth level of mastery, pronunciation of consonant /j/; students scored a C because the reader pronounced the consonant with only a few inconsistencies or errors.

Figure 11 Comparison of the results obtained by 6-2 and 6-3 students in the activity 10



6-2 and 6-3 (Activity 10)

Figure 11 shows the level of mastery of the 6-2 and 6-3 students in the activity 10. Source: Researcher's creation

Therefore, both groups had issues identifying the consonants from scratch because, in all the previous activities, the words containing the sounds were boldface, contrary to this activity. This activity showed the lack of knowledge that they still had in the spelling pattern. Also, they managed the spelling pattern from the consonant /j/, except for the

sounds /ju/ and /jə/. Regarding the sound /dʒ/, they are partially aware of the spelling pattern but still need practice.

4.1.3.11 Activity 11: /n/ (Reading aloud, Cooperative reading, Repetition drilling)

- (6-2) (Lesson Plan 3)

This activity provided 15 sentences containing the sound /n/. The researcher requested them to work in couples and began to read the sentences so they could practice the pronunciation of the sound /dʒ/ between them. The researcher gave them between 6 and 10 minutes to practice the sentences. Then, the researcher chose some students randomly to read the sentences. Students performed well because they nailed 15 out of 15; some mistakes related to other consonants, especially vowels. Lastly, once students finished repeating the sentences, the researcher told them to repeat the conflicting words as a group and reminded them to press the tongue tip up when /n/ is the last sound. Students proved that the sound /n/ was never a problem for them. Hence, they have a complete domain over the sound.

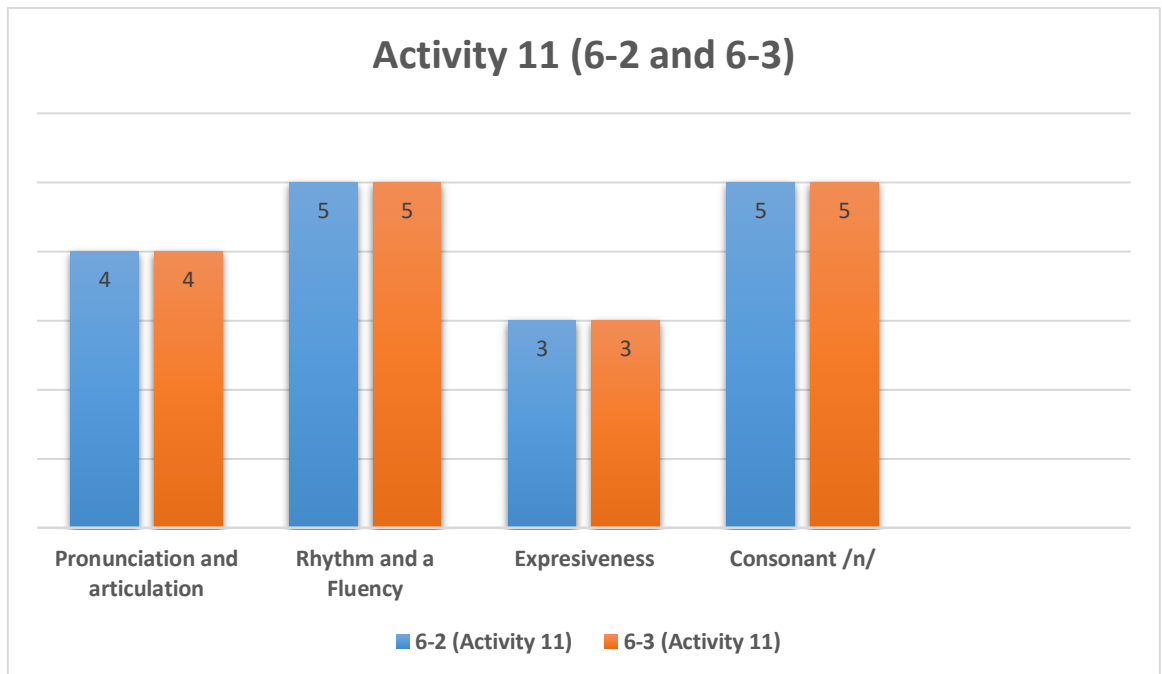
Furthermore, the researcher applied the scale to check pronunciation improvement. Students scored a B in the first level of mastery: Pronunciation and articulation, because pronunciation was clear, but some errors did not affect their understanding of the words. The second level of mastery: was Rhythm and Fluency; students scored an A because reading was fluent. Appropriate pauses. No hesitations. The third level of mastery: Expressiveness; students scored a C because they tried to be expressive and conveyed the feelings in the text. Finally, in the fourth level of mastery, pronunciation of consonant /n/; students scored an A because the reader consistently pronounced it appropriately.

- (6-3) (Lesson Plan 3)

First, the researcher gave them between 6 and 10 minutes to practice the sentences. Later, the researcher chose some students randomly to read the sentences. Students performed well because they nailed 15 out of 15; some mistakes related to other consonants, especially vowels. Lastly, once students finished repeating the sentences, the researcher told them to repeat the conflicting words as a group and reminded them to press the tongue tip up when /n/ is the last sound. Students proved that the sound /n/ was never a problem for them. Hence, they have a complete domain over the sound.

Furthermore, the researcher applied the scale to check pronunciation improvement. Students scored a B in the first level of mastery: Pronunciation and articulation, because pronunciation was clear, but some errors did not affect their understanding of the words. The second level of mastery: was Rhythm and Fluency; students scored an A because reading was fluent. Appropriate pauses. No hesitations. The third level of mastery: Expressiveness; students scored a C because they tried to be expressive and conveyed the feelings in the text. Finally, in the fourth level of mastery, pronunciation of consonant /n/; students scored an A because the reader consistently pronounced it appropriately.

Figure 12 Comparison of the results obtained by 6-2 and 6-3 students in the activity 11



6-2 and 6-3 (Activity 11)

Figure 12 shows the level of mastery of the 6-2 and 6-3 students in the activity 11. Source: Researcher's creation

As expressed before, both groups have an entire domain toward the consonant /n/.

However, there is always something that can be improved. Also, practicing this sound, even when they have already hit a nerve with this consonant, helps to understand other sounds better. In that way, they will not get confused.

4.1.3.12 Activity 12: /n/ (Reading aloud, Cooperative reading, Multiple-slot Substitution Drill)

- (6-2) (Lesson Plan 3)

For this activity, the researcher provided a paragraph with missing spaces. The researcher explained to the students that they needed to read it together as groups. Next, the researcher gave them 15 minutes to read and recognize what part of speech each cue belongs to concerning the missing spaces. Moreover, the researcher considered it was time

to check the practice. The researcher called one by one student to read the sentence and provide the word for the missing space. This activity was complicated for them, but not because the sound was complicated. Instead, it was the practice itself. The researcher decided to give them the answers first and simply have all the students perform a choral reading.

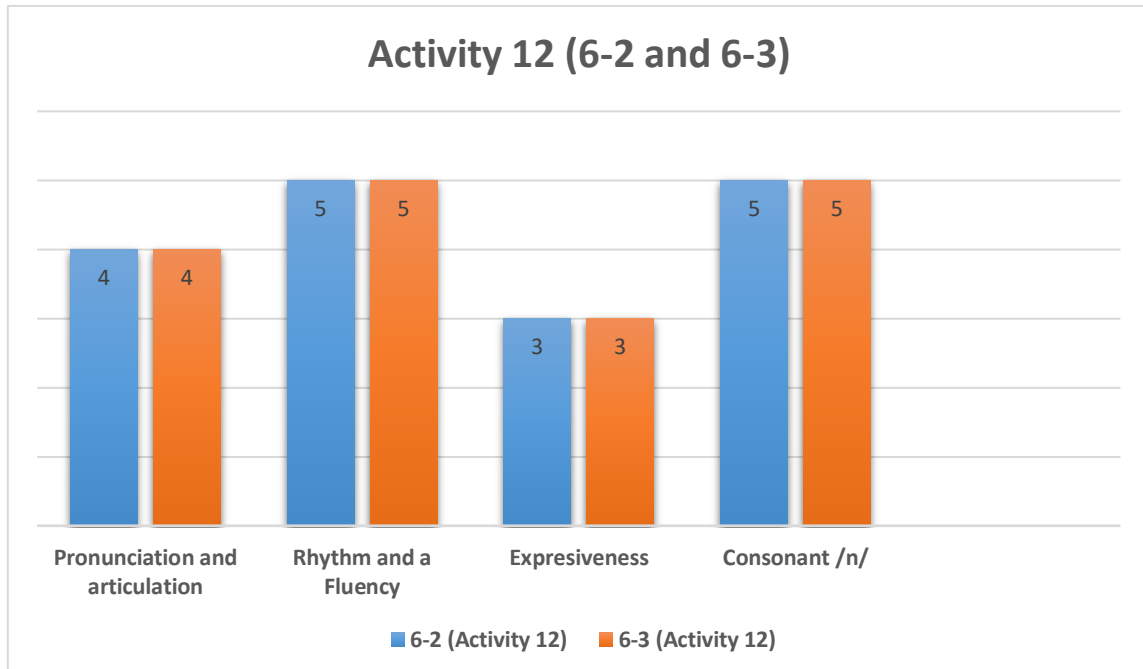
Additionally, the researcher applied the scale to check pronunciation improvement. Students scored a B in the first level of mastery: Pronunciation and articulation, because pronunciation was clear, but some errors did not affect their understanding of the words. The second level of mastery: was Rhythm and Fluency; students scored an A because reading was fluent. Appropriate pauses. No hesitations. The third level of mastery: Expressiveness; students scored a C because they tried to be expressive and conveyed the feelings in the text. Finally, in the fourth level of mastery, pronunciation of consonant /n/; students scored an A because the reader consistently pronounced it appropriately.

- **(6-3) (Lesson Plan 3)**

For this activity, the researcher provided a paragraph with missing spaces. The researcher explained to the students that they needed to read it together as groups. Next, the researcher gave them 15 minutes to read and recognize what part of speech each cue belongs to concerning the missing spaces. Furthermore, the researcher considered it was time to check the practice. The researcher called one by one student to read the sentence and provide the word for the missing space. This activity was complex for them, but not because the sound was complicated. Instead, it was the practice itself. The researcher decided to give them the answers first and simply have all the students perform a choral reading.

Equally important, the researcher applied the scale to check pronunciation improvement. Students scored a B in the first level of mastery: Pronunciation and articulation, because pronunciation was clear, but some errors did not affect their understanding of the words. The second level of mastery: was Rhythm and Fluency; students scored an A because reading was fluent. Appropriate pauses. No hesitations. The third level of mastery: Expressiveness; students scored a C because they tried to be expressive and conveyed the feelings in the text. Finally, in the fourth level of mastery, pronunciation of consonant /n/; students scored an A because the reader consistently pronounced it appropriately.

Figure 13 Comparison of the results obtained by 6-2 and 6-3 students in the activity 12



6-2 and 6-3 (Activity 12)

Figure 13 shows the level of mastery of the 6-2 and 6-3 students in the activity 12. Source: Researcher's creation

To sum up, once again, the students from 6-2 and 6-3 proved to have broad knowledge regarding the consonant /n/. Nevertheless, they did struggle in practice, but the cause was a grammar gap. So, next time, the researcher will try to simplify the practice for the students to complete.

4.1.3.13 Activity 13: /ŋ / (Reading aloud, Cooperative reading, Repetition drilling)

- (6-2) (Lesson Plan 4)

The researcher provided six sentences containing the sound /ŋ/ for this activity. First, students continued in groups to practice reading the sentence aloud. Students had between 5 and 7 minutes to practice. After that, the researcher chose six students to read the sentences. The researcher pointed out the place and manner of articulation for this sound by placing the back of the tongue that must go up toward the palate when pronouncing the sound /ŋ/. The outcome was not as expected because they pronounced the words with the consonant /n/. Nonetheless, when the word had an "ing," they pronounced it correctly. So, they correctly pronounced seven words out of 10.

Furthermore, the researcher applied the scale to check pronunciation improvement. Students scored a B in the first level of mastery: Pronunciation and articulation, because pronunciation was clear, but some errors did not affect their understanding of the words. The second level of mastery: Rhythm and Fluency; students scored a B because reading was smooth. There were pauses at the right places. Almost no hesitations. The third level of mastery: Expressiveness; students scored a C because they tried to be expressive and conveyed the feelings in the text. Finally, in the fourth level of mastery, pronunciation of

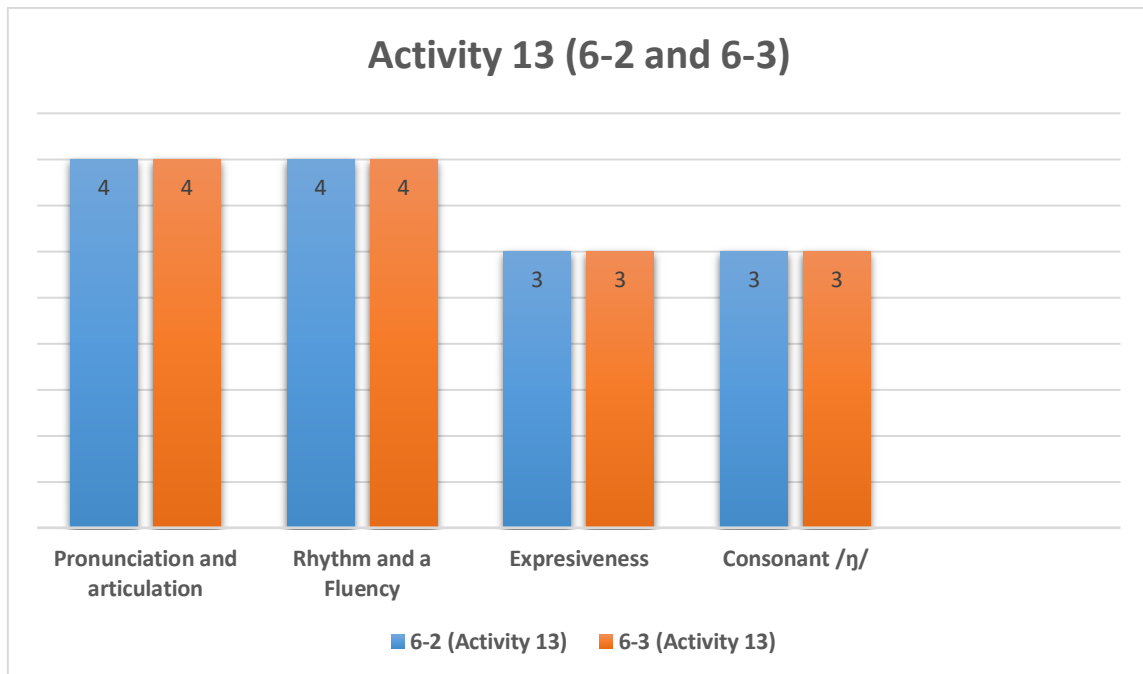
consonant /ŋ/; students scored a C because the reader pronounced consonants with only a few inconsistencies or errors.

- **(6-3) (Lesson Plan 4)**

First, students continued in groups to practice reading the sentence aloud. Students had between 5 and 7 minutes to practice. After that, the researcher chose six students to read the sentences. The researcher pointed out the place and manner of articulation for this sound by placing the back of the tongue that must go up toward the palate when pronouncing the sound /ŋ/. The outcome was not as expected because they pronounced the words with the consonant /n/. Nonetheless, when the word had an "ing," they pronounced it correctly. So, they correctly pronounced seven words out of 10.

Furthermore, the researcher applied the scale to check pronunciation improvement. Students scored a B in the first level of mastery: Pronunciation and articulation, because pronunciation was clear, but some errors did not affect their understanding of the words. The second level of mastery: Rhythm and Fluency; students scored a B because reading was smooth. There were pauses at the right places. Almost no hesitations. The third level of mastery: Expressiveness; students scored a C because they tried to be expressive and conveyed the feelings in the text. Finally, in the fourth level of mastery, pronunciation of consonant /ŋ/; students scored a C because the reader pronounced consonants with only a few inconsistencies or errors.

Figure 14 Comparison of the results obtained by 6-2 and 6-3 students in the activity 13



6-2 and 6-3 (Activity 13)

Figure 14 shows the level of mastery of the 6-2 and 6-3 students in the activity 13. Source: Researcher's creation

Overall, both groups performed well in the first activity, but it is evident that they struggled a lot with the sound, to a point where the researcher can confirm that this sound is the most difficult. So, the researcher will remind students of the sound's place and manner of articulation as much as possible.

4.1.3.14 Activity 14: / ŋ / (Minimal pairs, choral reading)

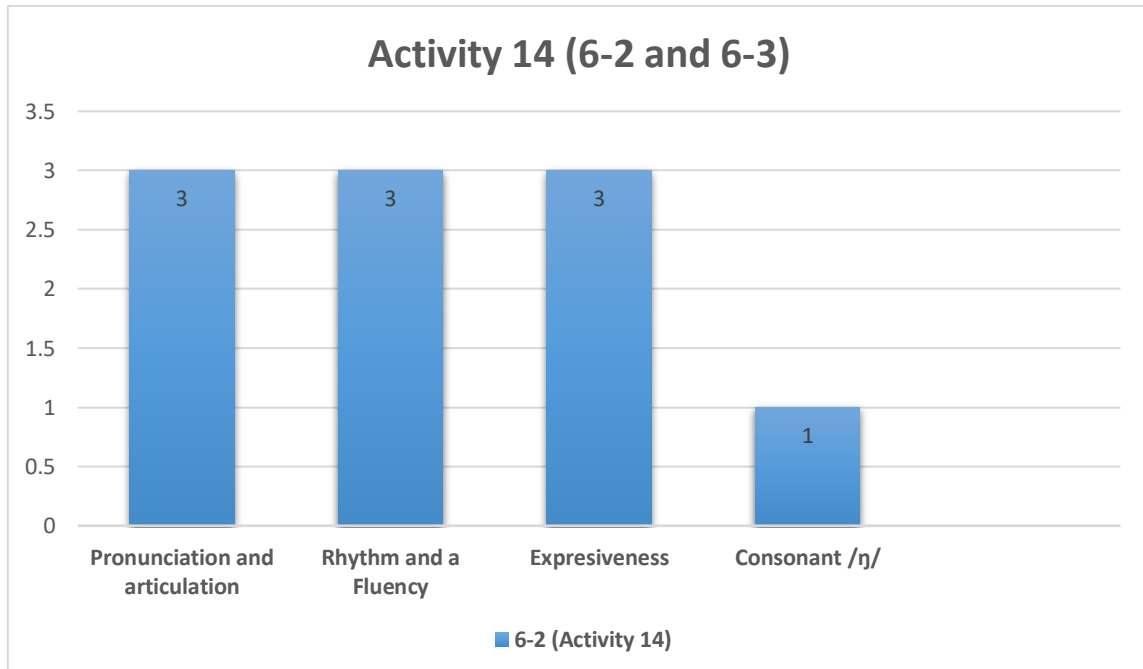
- (6-2) (Lesson Plan 4)

In this activity, the students worked in couples; the researcher explained that five rows contain four words. First, the researcher gave about 10 minutes so the students could identify only the words pronounced with /ŋ/. Then, the researcher helped the students by pronouncing all the words from the practice. Once the time passed, the researcher randomly

chose students to read aloud the words containing the sound /ŋ/. Afterward, the researcher pronounced each sound again and asked the students to do the same.

This activity was complicated for them because they thought that all the words contained the sound /ŋ/ just because there were letters "ng" together in words. For example, row number one had the following words: bring, tangerine, along, and engage. Students stated that all the words correspond to the sound /ŋ/, but the reality is that in the word "tangerine," the letter "n" belongs to the sound /n/, and the letter "ge" refers to the sound /dʒ/. So, if they are not familiar with the pronunciation of the word, they probably would identify it as the sound /ŋ/. Next time, it is better to out simple words for them to recognize.

Figure 15 Comparison of the results obtained by 6-2 and 6-3 students in the activity 14



6-2 (Activity 14)

Figure 15 shows the level of mastery of the 6-2 students in the activity 14. Source: Researcher's creation

Additionally, the researcher applied the scale to check pronunciation improvement. Students scored a C in the first level of mastery: Pronunciation and articulation because pronunciation was generally clear. However, several errors in pronunciation were evident. The second level of mastery: Rhythm and Fluency; students scored a C because reading was generally smooth. There were some hesitations. The third level of mastery: Expressiveness; students scored a C because they tried to be expressive and conveyed the feelings in the text. Finally, in the fourth level of mastery, pronunciation of consonant /ŋ/; students scored a D because the reader attempted to pronounce consonants with many errors.

- **(6-3) (Lesson Plan 4)**

The 6-3 group takes more time to develop an activity than the 6-2. So, the researcher had no time to apply the activity with them. Also, compared to the 6-2, the 6-3 students struggle more with the language. Hence, a delay was something normal in the process.

4.3.1.15 Activity 15: /dʒ/ and /j/, and /n/ and /ŋ/ (Minimal pairs, reading aloud)

- **(6-2) (Lesson Plan 4)**

In activity 15, the researcher supplied a list of 13 words for each consonant /dʒ/, /j/, /n/, and /ŋ/. The researcher requested that they underline a word from the list corresponding to the consonant. A clearer idea of the activity is that there is a list of words containing the sounds /dʒ/ and /j/, but they must find the sound /j/ among the words /dʒ/ and underline it or highlight the word. The students had to make practice each consonant /j/, and /n/, and /ŋ/. The researcher decided to give them 10 minutes to complete the practice. The students

asked the researcher to pronounce certain words from the list. The students had issues recognizing the words, so the researcher intervened and reminded them of the spelling pattern.

To illustrate, in step one, students had the following words: yes, job, young, joy, yesterday, young, youth, yolk, yoke, jar, year, yacht, and jam. The idea was for them to identify only the words with the sound /dʒ/. However, some of them were marking words like “year.” Thus, the researcher reminded them that the letter “y” does not form part of the spelling pattern from the sound /dʒ/. So, on average, they could identify most of the words from step one.

Then in step two, they had words like: beyond, agent, adjust, magic, enjoy, lawyer, angel, injure, education, canyon, graduation, backyard, and cage. They had to identify the words with the sound /j/. The researcher deliberately chose words with a middle sound distribution because the students were accustomed to having the sound at the beginning but not in the middle. Therefore, they were not able to classify the sound. The researcher had to go word by word and explain to them why the word corresponded to the sound /j/ and that an easy way to recognize them is that within the spelling pattern of /j/, the letter “y” forms part of it. Furthermore, they also got confused with the word “enjoy,” but the researcher pointed out that it has a restricted occurrence, meaning that they do not occur in a final position. Still, students did not understand what the researcher was referring to.

In step three, the researcher used words like banged, hanged, band, sing wind, sung, winged, sang, sung, sun, ring, and sin. To make it simpler for them, the researcher advised them that the sound /n/ just had the letter “n” in words. Step four uses words like done, dung, fan, gone, kin, fang, ran, ton, gong, ban, pin, tin, and king. To help them to complete the activity, the researcher instructed them that the sound /ŋ/ had “ng” in the letter.

Moreover, the researcher applied the scale to check pronunciation improvement. Students scored a B in the first level of mastery: Pronunciation and articulation because pronunciation was clear, but some errors did not affect their understanding of the words. The second level of mastery: Rhythm and Fluency; students scored a B because reading was smooth. There were pauses at the right places. Almost no hesitations. The third level of mastery: Expressiveness; students scored a C because they tried to be expressive and conveyed the feelings in the text. In the fourth, fifth, and sixth levels of mastery, pronunciation of consonants /dʒ, j, and ɪ/; students scored a C because the reader pronounced consonants with only a few inconsistencies or errors. Finally, in the seventh level of mastery, pronunciation of consonant /n/, students scored an A because pronunciation was clear throughout the whole passage.

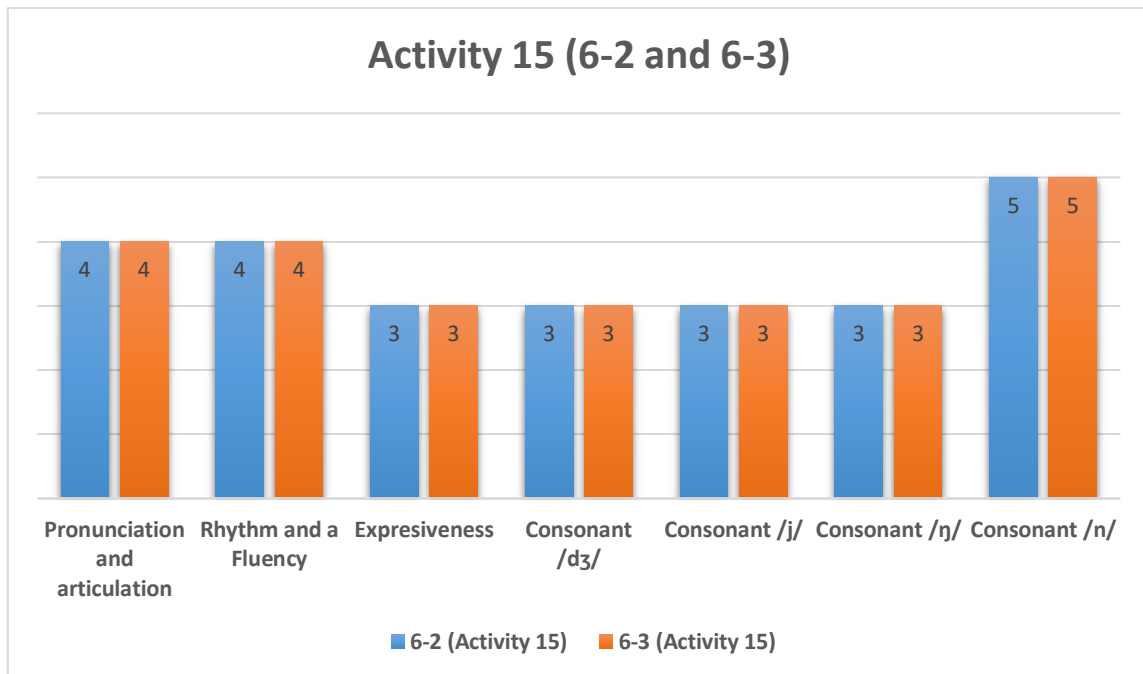
- **(6-3) (Lesson Plan 4)**

In this group, they followed the same process and inquired regarding the consonants. The students struggle when classifying consonants. So, the researcher pronounced the conflicting words for them as well. The researcher remembered the spelling pattern. Likewise, in the step, the researcher reminded them that the letter “y” does not form part of the spelling pattern from the sound /dʒ/. Hence, they were able to complete the practice. In step two, the researcher chose words with a middle sound distribution because the students are familiarized with the sound at the beginning but not in the middle. They could do this activity independently, so the researcher interceded for them because the idea was for them to understand and classify the sounds. The researcher had to go word by word and explain to them why the word corresponded to the sound /j/ and that an easy way to recognize them is that within the spelling pattern of /j/, the letter “y” forms part of it.

Furthermore, they also got confused with the word “enjoy,” but the researcher rescued that the sound /j/ does not occur in a final position, but the students did not catch what the researcher was explaining. The researcher did not persist with the idea because it would confuse them even more, which was not ideal. Besides, the researcher had to dig deeper into the sound division to explain the sound distribution, but it was not good time management. Steps three and four were straightforward because they were about to indicate to the students that the sound /n/ had the letter “n” in words and that the sound /ŋ/ had the letters “ng” in words. Contrary to activity 14, the researcher put simple words in the list this time.

In addition, the researcher applied the scale to check pronunciation improvement. Students scored a B in the first level of mastery: Pronunciation and articulation because pronunciation was clear, but some errors did not affect their understanding of the words. The second level of mastery: Rhythm and Fluency; students scored a B because reading was smooth. There were pauses at the right places. Almost no hesitations. The third level of mastery: Expressiveness; students scored a C because they tried to be expressive and conveyed the feelings in the text. In the fourth, fifth, and sixth levels of mastery, pronunciation of consonants /dʒ, j, and ŋ/; students scored a C because the reader pronounced consonants with only a few inconsistencies or errors. Finally, in the seventh level of mastery, pronunciation of consonant /n/, students scored an A because pronunciation was clear throughout the whole passage.

Figure 16 Comparison of the results obtained by 6-2 and 6-3 students in the activity 15



6-2 and 6-3 (Activity 15)

Figure 16 shows the level of mastery of the 6-2 and 6-3 students in the activity 15. Source: Researcher's creation

4.1.3.16 Activity 16: /dʒ/ and /j/, and /n/ and /ŋ / (Minimal pairs, reading aloud)

- (6-2) (Lesson Plan 4)

For this activity, the researcher provided a list of words for each consonant /ŋ /, /n/, /dʒ/, and /j /. It was similar to activity 15 because students underlined the word every time they read and heard a specific phoneme. But, in this opportunity, the researcher played a listening. After they completed the practice, the researcher was asked to repeat the words aloud.

In step one, students needed to pay detailed attention to a listening containing the words in the list and underline the words with the sound / ŋ /. They repeated the same process in steps two, three, and four with all remaining sounds: /n/, /dʒ/, and /j /.

This activity was the less successful of all. The first mistake was the speed of the audio. The fact that they could not understand anything generated stress, and their attitude towards the activity went down. The second mistake was the number of words in the practice. For example, step one had 22 words, step two 10, step three 17, and then step four 22. The third mistake was to put all the words in a single line. The activity could be improved by placing pairs of words with similar spelling and asking the students which of the two words they can hear the sound /ŋ/ or any of the other consonants. On the whole, the researcher admitted that the activity was too complex for them and that it could be modified to their age level. To rescue something from the activity, the researcher replaced the listening and began to repeat word by word and gave them answers from the practice. Lastly, the researcher asked the student to do a choral reading so pronunciation could be practiced.

Further, the researcher applied the scale to check pronunciation improvement. Students scored a B in the first level of mastery: Pronunciation and articulation because pronunciation was clear, but some errors did not affect their understanding of the words. The second level of mastery: Rhythm and Fluency; students scored a B because reading was smooth. There were pauses at the right places. Almost no hesitations. The third level of mastery: Expressiveness; students scored a C because they tried to be expressive and conveyed the feelings in the text. In the fourth, fifth, sixth, and seventh levels of mastery, pronunciation of consonants/dʒ, j, n, and ŋ/; students scored a D because the reader attempted to pronounce consonants with many errors.

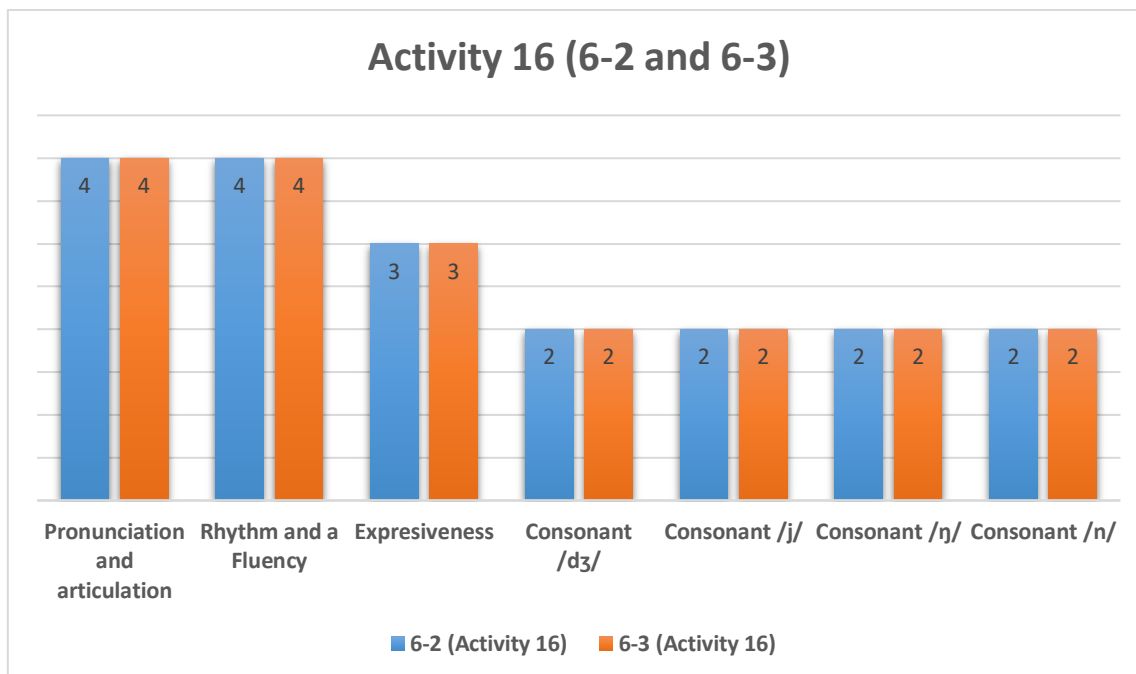
- **(6-3) (Lesson Plan 4)**

The 6-3 followed the same process as the 6-2, but the trial and error with the 6-2 allowed the researcher only the opportunity to change the audio speed. Nonetheless, it did

not show any improvement even when the audio speed was reduced, so the main issue was the organization and complexity of the practice. Followed that, the researcher replaced the listening and began to repeat word by word and gave them answers from the practice. Lastly, the researcher asked the student to do a choral reading so pronunciation could be practiced.

Moreover, the researcher applied the scale to check pronunciation improvement. Students scored a B in the first level of mastery: Pronunciation and articulation because pronunciation was clear, but some errors did not affect their understanding of the words. The second level of mastery: Rhythm and Fluency; students scored a B because reading was smooth. There were pauses at the right places. Almost no hesitations. The third level of mastery: Expressiveness; students scored a C because they tried to be expressive and conveyed the feelings in the text. In the fourth, fifth, sixth, and seventh levels of mastery, pronunciation of consonants/dʒ, j, n, and ŋ/; students scored a D because the reader attempted to pronounce consonants with many errors.

Figure 17 Comparison of the results obtained by 6-2 and 6-3 students in the activity 16



6-2 and 6-3 (Activity 16)

Figure 17 shows the level of mastery of the 6-2 and 6-3 students in the activity 16. Source: Researcher's creation

4.3.1.17 Activity 17: /dʒ/ and /j/, and /n/ and /ŋ/ (Minimal pairs, Phoneme-grapheme)

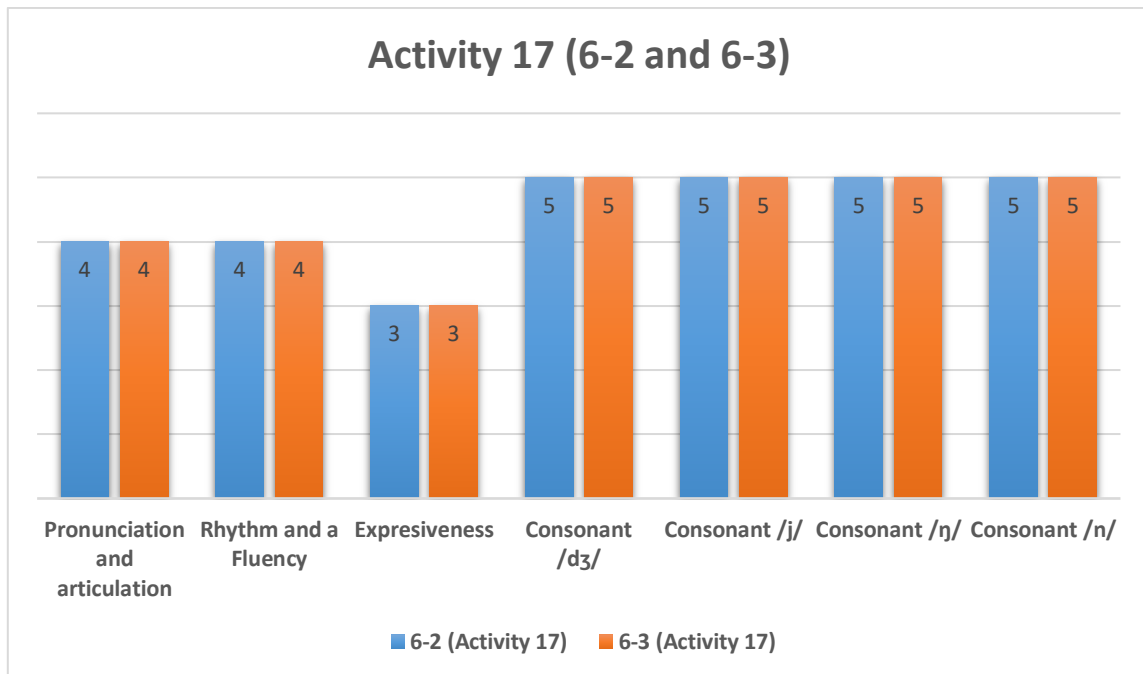
- (6-2 and 6-3) (Lesson Plan 4)

The last activity was divided into two parts. The first parts were related mainly to minimal pairs and were more dynamic. First, the researcher created flashcards containing words with conflicting sounds and images corresponding to that sound. Then, the researcher selected several students to guess what word corresponds to the consonant. In the last flash card from the minimal pair, the researcher used two words from the /ŋ/ sound to check if they would notice, which they did. They had excellent performance in these activities and no sound issues.

In the second part of the activity, the researcher gave the students 10 minutes to study the spelling pattern of the consonants: /dʒ/, /j/, /n/, and /ŋ/. Later, the researcher explained that the activity consisted of each member of the team would have to go to the board, write down the spelling pattern of a consonant, and come to its groups so other members could repeat the same process until they had written down the spelling pattern from the four consonants, like a relay race. The team who managed to complete the spelling patterns from all the consonants in the shortest possible time is the winning team.

Equally important, the researcher applied the scale to check pronunciation improvement in both groups. Students scored a B in the first level of mastery: Pronunciation and articulation because pronunciation was clear, but some errors did not affect their understanding of the words. The second level of mastery: Rhythm and Fluency; students scored a B because reading was smooth. There were pauses at the right places. Almost no hesitations. The third level of mastery: Expressiveness; students scored a C because they tried to be expressive and conveyed the feelings in the text. In the fourth, fifth, sixth, and seventh levels of mastery, pronunciation of consonants /dʒ, j, n, and ŋ/; students scored an A because the reader consistently pronounced them appropriately.

Figure 18 Comparison of the results obtained by 6-2 and 6-3 students in the activity 17



6-2 and 6-3 (Activity 17)

Figure 18 shows the level of mastery of the 6-2 and 6-3 students in the activity 17. Source: Researcher's creation

As a result, it should be noted that pronunciation is a heavy subject regardless of age since it involves a lot of theory and practice. Teaching pronunciation to kids between 11 and 13 is exhausting because their attention goes off quickly. These activities, as the 17, help to make a class more dynamic so they can genuinely care about what they are learning.

4.1.4 Post-Test

- (6-2 Post Test)

The Post-Test was uploaded to the classroom. Then, the researcher chose students randomly to read the ten sentences containing sounds /n/ and /ŋ/. In Part A, students had issues pronouncing words: thinking, singer, morning, and becoming. Hence, students had more difficulties pronouncing the sound / ŋ /. Then, in Part B, the researcher selected all the

students to read the ten sentences, even if they repeated the sentence; containing sounds /dʒ/ and /j/. With sound /dʒ/ conflicting words were graduate, just, graduate. Also, with the sound /j/, the conflicting words were Europe, United, yesterday, and university. Hence, they had more difficulties pronouncing the sound /j/. Regarding sound /n/, there were no issues.

Next, the researcher applied the scale to check pronunciation improvement in both groups. Students scored an A in the first level of mastery: Pronunciation and articulation because pronunciation was clear throughout the whole passage. The second level of mastery: Rhythm and Fluency; students scored an A because reading was smooth. There were pauses at the right places. Almost no hesitations. The third level of mastery: Expressiveness; students scored a C because they tried to be expressive and conveyed the feelings in the text. In the fourth, fifth, and sixth levels of mastery, pronunciation of consonants/dʒ, j, n, and ŋ/; students scored a C because the reader pronounced consonants with only a few inconsistencies or errors. Lastly, in the seventh level of mastery: pronunciation of consonant /n/, students scored an A because the reader consistently pronounced it appropriately.

Figure 19 Comparison of the results obtained by 6-2 students in the pre and posttest

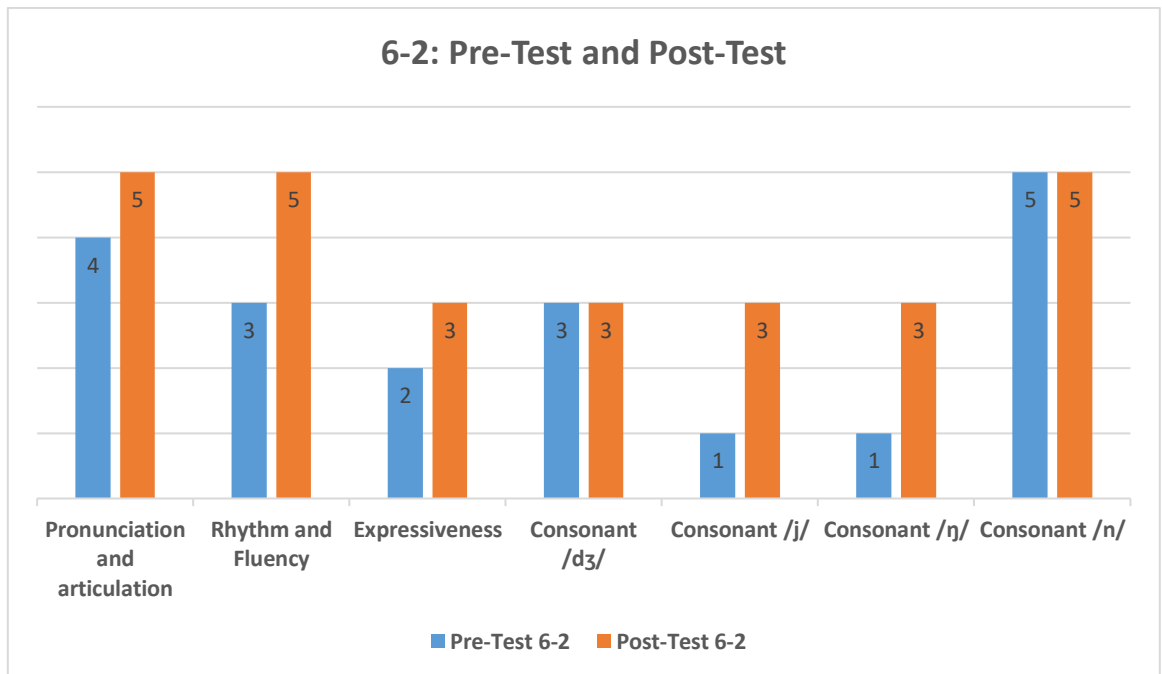


Figure 19 illustrates a comparison of the results obtained by 6-2 students in the pre and posttest. Source: Researcher's creation.

As shown in the figure, there was an improvement in pronunciation; however, this group always proved to have a domain in pronunciation. The rhythm and fluency had significant progress, from 3 to 5. However, in expressiveness, they always remain with the same attitude. The time when they showed excitement was in activity 17. Now, the researcher will analyze the most critical part of the investigation, the consonant sound.

To begin with, with the consonant /dʒ/, the students started with a shared knowledge regarding the sound. The spelling patterns, the place, and the manner were not familiar to them. There seemed to be no improvement because it remains a 3, but they had a clear idea of the pronunciation. Perhaps, it would be necessary to emphasize the spelling pattern more than anything. Also, students get confused when the sound is accompanied by a /u/ sound, as is the case of the word "graduation,"

Then, with the sound /j/, there was significant advancement from 1 to 3. The students struggle a lot to learn to recognize the spelling pattern. They are pretty good at

identifying when the sound is at the beginning of the word, but when it is in the middle, students fail the most. Moreover, the hidden sounds /jə/ and /ju/ cause issues as well as in “million” and “union,” or simply because the letter “y” is in the middle of a word as in “lawyer.”

Another progress was with the sound /ŋ/. From all the sounds, this with the one they still struggle with a lot. The relevant part is that it is not an issue of spelling pattern, instead is one regarding the place and manner of articulation. Students testified that it was hard for them to release the air from and nose and, at the same time, raise the back part of the tongue. So, it is a matter of more practice.

Lastly, the sound /n/ remained at a 5 in both tests. This sound was introduced to them to explain the difference between the velar and alveolar nasal. Students did not have problems in practices related to this sound.

- **(6-3 Post Test)**

The Post-Test was uploaded to the classroom. Then, the researcher selected all the students to read the ten sentences, even if they repeated the sentence; containing sounds /n/ and /ŋ/. In Part A, students had issues pronouncing words: thinking and singer. Hence, students had more difficulties pronouncing the sound / ŋ /. Then, in Part B, the researcher selected all the students to read the ten sentences, even if they repeated the sentence; containing sounds /dʒ/ and /j/. With sound /dʒ/ conflicting words were Joe, Jersey, and Junior. Also, with the sound /j/, the conflicting word was New York. Hence, they had more difficulties pronouncing the sound /dʒ/. Regarding sound /n/, there were no issues.

Next, the researcher applied the scale to check pronunciation improvement in both groups. Students scored an A in the first level of mastery: Pronunciation and articulation because pronunciation was clear throughout the whole passage. The second level of

mastery: Rhythm and Fluency; students scored an A because reading was smooth. There were pauses at the right places. Almost no hesitations. The third level of mastery: Expressiveness; students scored a C because they tried to be expressive and conveyed the feelings in the text. In the fourth, fifth, and sixth levels of mastery, pronunciation of consonants/dʒ, j, n, and ŋ/; students scored a C because the reader pronounced consonants with only a few inconsistencies or errors. Lastly, in the seventh level of mastery: pronunciation of consonants.

Figure 20 Comparison of the results obtained by 6-3 students in the pre and posttest

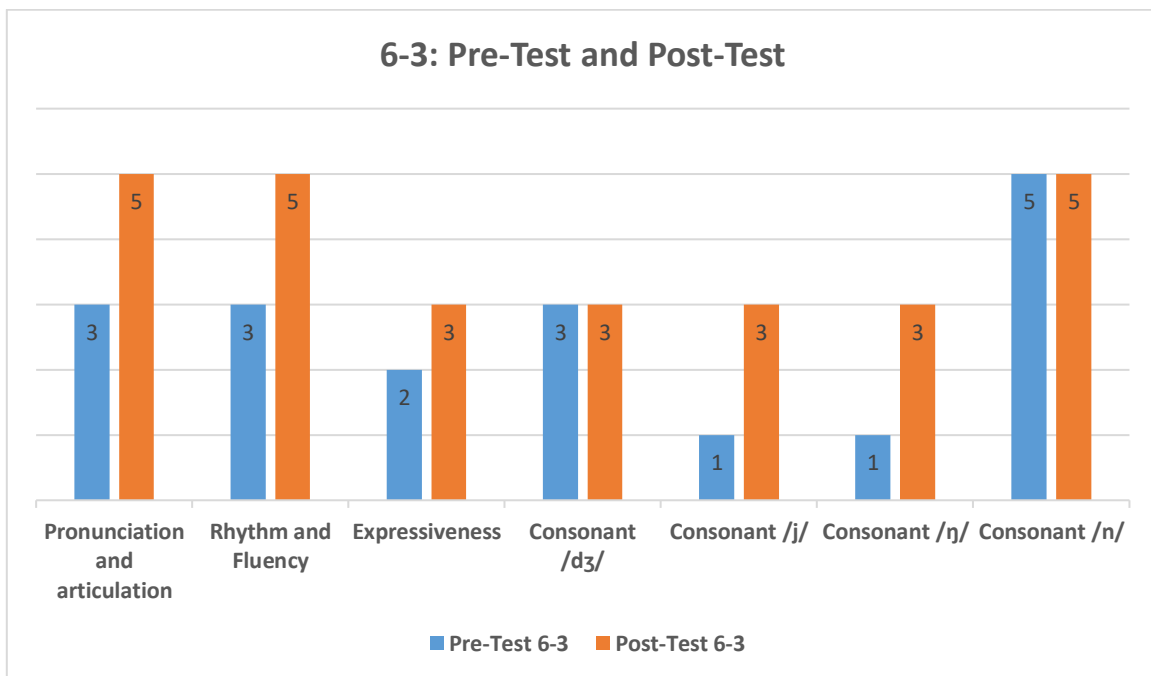


Figure 20 illustrates a comparison of the results obtained by 6-3 students in the pre and posttest. Source: Researcher's creation.

There is a minimum gap in the English domain between the 6-3 and the 6-2. As shown in the table, in the Pre-Test they had a low score in pronunciation, especially because they were facing difficult sounds. Nevertheless, they handle to recover in the Post-Test and

scored a 5. The rhythm and fluency had significant progress, from 3 to 5. In the expressiveness, there was nice progress, although they were always willing to develop the activities and had a positive attitude toward the consonants.

To begin with, with the consonant /dʒ/, the students started with a shared knowledge regarding the sound. The spelling patterns, the place, and the manner were not familiar to them. There seemed to be no improvement because it remains a 3, but they had a clear idea of the pronunciation. Perhaps, it would be necessary to emphasize the spelling pattern more than anything. Also, students get confused when the sound is accompanied by a /u/ sound, as is the case of the word "graduation." Then, with the sound /j/, there was significant advancement from 1 to 3. The students struggle a lot to learn to recognize the spelling pattern. They are pretty good at identifying when the sound is at the beginning of the word, but when it is in the middle, students fail the most. Moreover, the hidden sounds /jə/ and /ju/ cause issues as well as in "million" and "union," or simply because the letter "y" is in the middle of a word as in "lawyer."

Another progress was with the sound /ŋ/. From all the sounds, this with the one they still struggle with a lot. The relevant part is that it is not an issue of spelling pattern, instead is one regarding the place and manner of articulation. Students testified that it was hard for them to release the air from and nose and, at the same time, raise the back part of the tongue. Therefore, it is a matter of more practice. Lastly, the sound /n/ remained at a 5 in both tests. This sound was introduced to them to explain the difference between the velar and alveolar nasal. Students did not have problems in practices related to this sound.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the conclusion

As it is well known, this chapter aims to give closure to this paper using the finding collected through the investigation applied. Moreover, significant points covered in the study will be arranged so the readers can glimpse what new knowledge was contributed and what should be removed. Additionally, it is essential to mention that there will not be new data and findings; as the ones that will be used were already presented in the previous chapter. Therefore, the information will summarize, reflect, and restate the research question. Furthermore, recommendations will be established using the information was relevant and can be applied for future studies related to the topic under investigation.

5.2 Conclusions

After the discussion and interpretation of the data established in detail in Chapter 4, the present chapter seeks to bring broad statements that summarize the most critical insights of the research. Therefore, the conclusion chapter should be shorter and more general, but it does not mean the main results from the study will not be discussed.

5.2.1 To identify the difficulties that students have at the time of pronouncing consonant sounds.

The first aspect is not entirely related to the consonants; instead, it is related to the environment as it is always convenient to get familiar with the social background of the population under study and analyze what factors affected their learning. Thus, difficulties

related to the student's learning process began with concentration. Both groups were distracted very quickly, which caused that in some activities, they were not engaged at all, to the point where some of them could not complete the assignments provided by the researcher. This was given to the fact that they spent the time playing or watching "memes" on their computers. Consequently, concentration was a factor that made it hard for the researcher to work with them. Additionally, students were participative, but they preferred not to participate rather than give a wrong answer. Furthermore, there was a lack of motivation when they had to learn a complex topic; they are afraid to make mistakes since they behave in a competitive way between them.

Now, to begin with, the problem regarding the consonants there is the sound /dʒ/. Indeed, the most challenging factor was the spelling pattern. Even when it is not that difficult to understand because they cannot convey sound with the symbol /dʒ/, they had issues with the spelling pattern more than in the pronunciation because there were some words that they pronounce correctly. In addition, the sound they struggled with the most at the beginning was /j/ and /ŋ/. For instance, with the sound /j/, they were lost with spelling patterns since they did not convey that the sound "y" corresponds to the sound /j/. Pronunciation was a problem, but some words were correctly articulated. Additionally, they had issues identifying the hidden sounds /ju/ and /jə/; most of them omitted the sound.

Related to sound /ŋ/, it was the same case, spelling pattern, and pronunciation, but the pronunciation was the most complicated problem because it is where they failed the most. Probably, it is because they need to release the air through the nose and place the back part of the tongue so it can touch the soft palate. Lastly, there were no difficulties with the sound /n/. However, reminding them that it is a nasal sound is essential. To conclude,

all the factors need to be worked out, from spelling pattern, place, and manner of articulation to sound distribution.

5.2.2 To propose some activities to apply reading as a strategy to improve the pronunciation of consonant sounds / dʒ, ʒ/, and /n, ŋ/ in sixth graders.

The activities applied to improve the sound /dʒ/ had some benefits on the students' pronunciation. First, the spelling pattern was necessary to address, so all the information related was provided. For instance, when they got confused with spelling, as it was in the case that they thought that the letter "g" formed part of the spelling pattern, the researcher used the activities to explain that the correct spelling pattern was "g+ e, i." Second, they did have trouble pronouncing the consonant, but the researcher displayed the facial diagram, explained the place and manner of articulation for them, and if that was not enough, the researcher also provided them with the word in Spanish "yuca," so it was easier for them to pronounce the word, which by the way, functioned well. Lastly, students had trouble conveying the sounds with the symbol, so in an attempt to make it simple, the researcher renamed the consonant "dʒ," so all the activities were beneficial, and the desired results could be achieved.

Furthermore, the benefits of applying the activities are the following: the spelling pattern was challenging, especially with the hidden sounds /ju/ and /jə/, since deep knowledge about sound division and vowels must be taught. However, through repetition, they began memorizing some words, including those sounds, and in future practices, it will not be a problem. Regarding pronunciation, in all the practices, the researcher advised that the lips must be tense and that air must go out through the upper part of the tongue to pronounce the sound /j/ as if they were pronouncing the vowel /i/. Therefore, it helped them

to nail the articulation of the sound. Further, Figures 3 and 4 Chapter 4 prove there was an improvement.

Furthermore, benefits from the activities for sound /ŋ/ began with the acquisition of the spelling pattern from the sound. Luckily, the spelling pattern is not complex, but students thought that all the words containing the letters "ng" were related to the sound /ŋ/. Consequently, the researcher used the activities to clarify that it is essential to pronounce the word and differentiate if it corresponds to the consonant /ŋ/. Then, the most challenging factor for them was the place and manner of articulation since they had to perform two actions simultaneously, releasing the air through the nose and placing the back part of the tongue so it could touch the soft palate. Nevertheless, the simultaneous actions were not the problem but rather the fact of releasing the air through the nose. Hence, the researcher compared the sound /ŋ/ with consonants /k and g/, but instead of releasing the air through the mouth, it was using the nose. As a result, there was progress in that matter, but still, they require practice. Indeed, shown in Figures 3 and 4 in Chapter 4 proves that there was an improvement. In the final analysis, students never indicated problems with pronunciation or spelling patterns from the beginning to the end with the sound /ŋ/. The only thing is that they would confuse it with the sound /ŋ/, but the researcher reiterates the differences throughout the activities.

Most of the activities were successful because they followed a pattern where the sounds were isolated first, then the activities compared the conflicting sounds. Besides the feedback, repeating the words helped them mimic the different parts of the mouth to produce the sound. Equally important, this paper emphasizes that students can learn the difference between sounds /dʒ/ and /j/, and /n/ and /ŋ/. Consequently, since the first activity that was a goal by putting in the PPT slides highlighted the differences between /dʒ/ and /j/,

and /n/ and /ŋ/, and all over chapter 4 by making activities specifically comparing those sounds where the researcher hopes that students have a clear idea of why they are different from one another.

5.2.3 To evaluate the use of reading as a strategy to improve the pronunciation of consonant sounds / dʒ, j/, and /n, ŋ/.

All the activities involve reading skills, but applying reading as a strategy improves the students' pronunciation. The reading process involves graphemes, phonemes, morphemes, syntactic composition, propositions, and stylistic features that need to be analyzed by the reader. So many of the activities the students completed helped them acquire the following. For example, dialogues helped them understand word patterns by practicing repetition, so they became familiarized with the consonants. Also, many drills were applied as well. It benefited them because by performing the drills, they were aware of the mistakes when pronouncing, and the probability of making the same error again was reduced. The activity also added certain dynamism by putting students to work in couples and practicing the readings.

Furthermore, the activities where students had to read aloud gave them a bigger picture of articulating the muscles of the mouth to conquer the correct pronunciation. Then, all the activities introduced them to phonemic symbols and identified which sound belongs to which consonant. Moreover, these activities allowed students to recognize letter formations, improve their accuracy when producing and notice the correct form or pronunciation of a word or phrase.

In addition, reading increased their critical thinking since learners were exposed to the letter-sound relationship, which was essential for them to understand how letters and combinations were associated with sounds. The practices in this research allow them to put

them into practice by decoding the sounds and incrementing phoneme awareness. It is known that the spelling pattern from sounds is not arbitrary, they follow the rules depending on the sound, and that was a complex factor to teach to the students, but by practicing the words, those patterns become expected when reading. That is one of the reasons why the students knew how a word produced the sounds, or at least they had an idea. Undeniably, using the reading skill was the key factor in improving their pronunciation.

5.3 Restatement of the Research Question

This research aimed to analyze and apply reading as a strategy to improve the pronunciation of consonants / dʒ, j/, and /n, ŋ/. Based on a qualitative approach analysis, with all the data collected during the application of the instruments. The researcher concluded that reading is crucial to include in the activities to improve pronunciation. However, it was necessary to understand the population type and what techniques and activities were the most effective because if not, the result would be the opposite, alienating the learner from the learning process. Furthermore, there were moments of regression and progress in the process, but the results indicate development and awareness of the consonants because pronunciation required a lot of mental practice, which improves by performing repetitive actions. Thus, the muscles contract, and it causes activation in the brain

5.4 Unexpected Results

Unexpected results may come up in research; they tend to be divided into negative and positive. However, they should not be seen like that. Instead, unexpected results exhibit why a particular process or method did not turn up as anticipated; still, it adds a valuable contribution to

the research. Also, it helps the researcher have a clear idea of what the researcher has done, how she has done it, and what could have been done differently so that future references can be omitted or included. It is also beneficial to understand which is the cause of that result.

In applying the instruments and collecting data, some processes did not occur as projected while working with the sixth graders students. First, it was the students' attitude; the researcher already knew how the students behaved, and they showed a negative attitude when the provided assignments were extensive or complex, which would be the case with the topic in the research. As seen in the observation from chapter 4, the 6-2 presented negative behavior and lack of motivation. Surprisingly, the researcher found that the 6-3 were more open-minded and motivated and remained the same throughout the experimental process.

Furthermore, the researcher thought that by the end of the investigation, the 6-2 would have higher growth than the 6-3, given that they already demonstrated a greater mastery of English, but they ended up even in the Post-Test. Equally important, it is a fact that pronunciation plays a role in the acquisition of knowledge, and the researcher felt that thanks to that positive attitude, they were able to increase the level of mastery from the evaluation.

Another unexpected result was related to the planning of the activities. The researcher designed all the activities and made corresponding adjustments to them so they could be achievable for the students to profit from them. However, the researcher should reconsider that the students only have between 11 and 13 years old. So, the researcher must have thought more about the fact that they could dread the activities by exposing them to an activity that would rather scare and stress them for not being able to understand it and much less finish it.

5.5 Recommendations

To begin with, even when all the information provided was basic to understand consonants /dʒ/, /j/, /n/, and ŋ/, it was overwhelming for the students. The intention of providing all the information related to the consonant was far from confusing them. Instead,

it was about to give them the appropriate tools to master the pronunciation, but it had the opposite result. Therefore, in future investigations, it would be better not to use all the information there. For example, the researcher explained the place of articulation, the manner of articulation, and the presence and absence of voice in detail, and it was too much information to process. However, it is better to explain this part superficially, emphasize the spelling pattern and the facial diagram, and mention to them what parts of the mouth play a role in the pronunciation of the consonant.

Then, if future researchers have enough time, it would be beneficial if they explain first the theory of just one sound, then apply the practices related to that specific sound, and continues the same process with the other sound if it is the case. Besides, it can leave the practices where it has two more sounds for the end. In that way, students can absorb and process the different sounds more effectively. Contrary to providing all the information from all the sounds at once, if there is no remedy, at least try to provide the information of two sounds and no more; two sounds should be the limit.

Another recommendation would be to be careful with the information used to create the activation. To explain it better, in activity 7, a poem was provided, and even when it was perfect to practice the consonants /dʒ/ and /j/, they already had enough problems with consonants to increase the difficulty of the activity with the advanced vocabulary that was present in the poem. In activity 12, the consonant in practice was the sound /n/, so it was supposed to be easy for them. However, they did struggle in practice, but the cause was a grammar gap. Moreover, in practice 15, even though it revealed where students had issues regarding the consonants, it was too much to process for them. For example, instead of having a list of 13 words, among those words, there were just four correct answers. So the best is to it is best to reduce the number of options. Then in practice 16, it is the same

advice from activity 15, reduce the number of options and lower the listening speed. So those were some examples of why it is vital to adequate the activities to the student's age.

Further, even when the activities fulfill their purposes, more hands-on activities should be implemented because the population was pre-adolescents who get distracted easily. By applying activities similar to activity 17, they can genuinely enjoy the activity and improve their pronunciation. So, if future researchers have time, it would be nice if they design activities that involve movement or allow students the opportunity to showcase their creativity.

In addition, another recommendation, it is better that all resources and practices provided to students are on paper and not virtual. This is because the future researcher will better understand what the students are doing. Further, there are plenty of advantages to having students complete the practices on a laptop; nonetheless, they are kids from 11 to 13 years, so they get distracted by anything, and when the researcher from this paper indicated to finish practice, some of them were doing other stuff because when using the laptop, it gives them more options to waste time instead of complete the assignment requested. Hence, removing all possible distractions is better, especially with kids.

Moreover, the positive results of using reading to increase pronunciation leave the possibility for future researchers to consider it for their investigation to improve a consonant or vowel sound. This paper has already proved that using reading conveys the process of repeating a difficult word to pronounce repeatedly, which helps them build up a muscle memory by practicing how to "remember" the process involved in speech production. Also, if future research aims to improve oral skills through reading, it is possible since it can use activities from reading aloud.

Lastly, the researcher found possible topics for future researchers related to improving pronunciation using reading. The ideas emerged at the experimental stage of the research but could not be addressed in depth as it meant deviating from the main topic, consonants /dʒ/, /j/, /n/, and /ŋ/. First, recognizing word stress to improve pronunciation by reading is a topic that can be well addressed since plenty of reading practices could be developed. Also, reading strategies can be beneficial to learning and practice about sound division, and learning sound division topics such as sound distribution and vowels can be taught extensively.

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ANNEXES

ANNEX 1 (OBSERVATION CHECK-LIST)

Universidad Internacional de las Américas

Observation checklist

Institution: Centro Educativo Nueva Generación

Group: _____

Schedule: _____

Date: _____

This observation checklist used by the researcher to identify the difficulties the students have at the time of pronouncing consonant sounds.

Aspects	Yes	No	Observations
Students speak in English during class.			
The teacher provides the instructions in English.			
Students are exposed to reading aloud.			
Participation in reading and speaking activities is voluntary.			
Students ask for help when encountering a difficult word to pronounce.			
Once corrected, students make the same mistakes.			

Aspects	Show Confidence	Lack of confidence	Observations
The reaction of students when they face words that they do not know how to pronounce			
Aspects	Yes	No	Observations

The teacher handled the previous situation by intervening and giving the correct pronunciation if needed.			
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ANNEX 2 (PRE-TEST)

Pre-Test

Part A. Instructions: Read the following sentences aloud.

1. Yesterday the Youth Orchestra played some unusual music by modern European composers.
2. The mayor of New York City is elected every four years.
3. Major Jackson used to be a major general in the U.S.A Army.
4. Yale university usually holds its graduation exercises in June.
5. The United States flag is known as the "Stars and Stripes", and the British flag is called the "Union Jack".
6. Jane Young joined the musicians' union last year to school.
7. These youngsters usually wear yellow uniforms to school.
8. The United Nations General Assembly meets annually to accept the union.
9. The municipal workers voted unanimously to accept the union contract.
10. The New York Yankees played Yankee Stadium yesterday afternoon.

Part B. Instructions: Read the following sentences aloud.

1. It's custom among some immigrant families to wear native costumes in the annual Thanksgiving Day Parade.
2. My grandmother remembers when you could buy an ice cream cone for a dime, and a pocket comb for only a nickel.
3. Jim was drinking lemonade from a thermos and eating a ham sandwich.
4. The automatic sprinkler system in the museum put out the flames immediately.
5. The physician said it was his honest opinion that the patient showed symptoms of having a brain tumor.
6. Even very tame jungle animals have been known to turn on their trainers if they are frightened by a loud noise.
7. Carmen banged her thumb with a hammer while she was hanging a painting.
8. Sam claimed that not a single sentence had been omitted from the training manual.

	A	B	C	D	E
Pronunciation and articulation -to read the text with good pronunciation and clear pronunciation of the words	Pronunciation is clear throughout the whole passage.	Pronunciation is clear but there are some errors which do not affect understanding of the words.	Pronunciation is generally clear. Several errors in pronunciation are evident.	Pronunciation is difficult to understand. Numerous errors in pronunciation are evident.	Pronunciation is unclear. Most words are mispronounced.
Rhythm and Fluency -to use appropriate rhythm and stress to achieve a well-paced, fluent reading of a text	Reading is fluent. Appropriate pauses. No hesitations.	Reading is smooth. There are pauses at the right places. Almost no hesitations.	Reading is generally smooth. There are some hesitations.	Reading is uneven. There are many hesitations.	Reading is slow and jerky. Almost word-by-word pronunciation
Expressiveness -to read with appropriate variation of pitch and tone to convey the information, ideas, and feelings in a text	Reading is lively and expressive. Able to convey feelings expressed in the text very well.	Reading is expressive. Able to convey some feelings expressed in the text well.	Tries to be expressive. Tries to convey the feelings in the text.	Reading is generally monotonous.	Reading is monotonous throughout the text.
Consonants /dʒ/		The reader consistently pronounces appropriately.	The reader pronounces consonants with only a few inconsistencies or errors.	The reader attempts to pronounce consonants with many errors.	The reader regularly fails to pronounce consonants
Consonants /j/		The reader consistently pronounces appropriately.	The reader pronounces consonants with only a few inconsistencies or errors.	The reader attempts to pronounce consonants with many errors.	The reader regularly fails to pronounce consonants
Consonant /ŋ/		The reader consistently pronounces appropriately.	The reader pronounces consonants with only a few inconsistencies or errors.	The reader attempts to pronounce consonants with many errors.	The reader regularly fails to pronounce consonants

Consonant /n/		The reader consistently pronounces appropriately.	The reader pronounces consonants with only a few inconsistencies or errors.	The reader attempts to pronounce consonants with many errors.	The reader regularly fails to pronounce consonants
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ANNEX 3 (ACTIVITY 1)

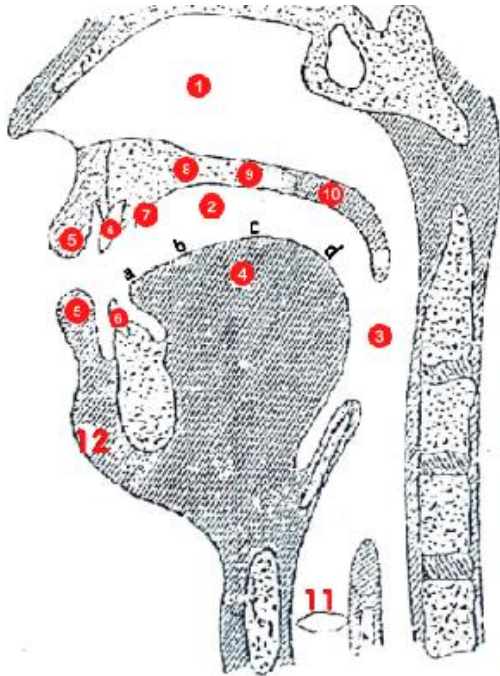
- CONSONANTS SOUND PRESENTATION

Pronunciation

Consonant sounds: / dʒ, j/, and /n, ŋ/



- THE SPEECH MECHANISM



THE SPEECH MECHANISM

- | | |
|-------------------------------|--------------------------|
| 1. Nose or nasal cavity | 7. Alveolar Ridge |
| 2. Mouth or oral cavity | 8. Hard Palate |
| 3. Pharynx | 9. Mid Palate |
| 4. Tongue | 10. Soft Palate or velum |
| | 11. Vocal Cords |
| a) Tip of the tongue | 12. Jaw |
| b) Front part of the tongue | |
| c) Central part of the tongue | |
| d) Back part of the tongue | |
| 5. Upper and lower lips | |
| 6. Upper and lower teeth | |

ANNEX 4 (ACTIVITY 2)

Activity 2 / dʒ /

Instructions. Read the sentences aloud with a partner. Pay attention to your pronunciation of /dʒ/ in the boldfaced words.

1. Fourth of **July**.
2. **college education**.
3. **Jack** of all trades.
4. **Jim** is **just joking**.
5. **Jane enjoys jogging**.
6. The **major** **joined** the **legion**.
7. **George graduates** from **college** in **June**.
8. The **passengers** were **injured** in the **Jeep**.
9. **John** mailed a **large package** to **Virginia**.
10. Do you like **fudge**, **Jell-O**, or **gingerbread**?
11. The **engineer** lost his **job** in **January**.
12. The **agent** took a **jet** to **Japan**.

ANNEX 5 (ACTIVITY 3)

Activity 3 / dʒ /

Instructions. Read and circle down the word in each group of four that does not contain the consonant /dʒ/.

1. a. badge b. bulge c. bug d. budge
2. a. captain b. general c. major d. soldier
3. a. hen b. gentle c. gem d. intelligent
4. a. juice b. age c. angel d. angle
5. a. huge b. hug c. jug d. July
6. a. giraffe b. gill c. giant d. gin
7. a. duck b. cordial c. educate d. graduate
8. a. large b. lounge c. lung d. lunge
9. a. Gary b. Joe c. Jill d. Gene
10. Virginia b. Georgia c. Germany d. Greenland

ANNEX 6 (ACTIVITY 4)

Activity 4 / dʒ /

Instructions: Read the dialogue aloud with a partner. Pay attention to your pronunciation of /dʒ/ in the boldfaced words.

Uncle Jack: Hi, **Jill**, how is my favorite **college** student?

Jill: Hi, Uncle **Jack**. I'm a **junior** at **Jackson** University.

Uncle Jack: What are you **majoring** in?

Jill: Well, first I **majored** in **engineering**. But I wasn't a **genius**.

Uncle Jack: So, you **changed majors**.

Jill: Right. Then I **majored** in **journalism**. But I was **just** an average writer, so I **changed** again.

Jack: **Jill**, you are a "Jack-of-all-trades". But did you finally pick the right **subject**?

Jill: Yes. Now I'm **enjoying** myself at the **gym** every day!

Jack: I'm disappointed in you, **Jill**! You are at **college** for an **education**, not just for **enjoyment**.

Jill: But I am in **education**! I'm **majoring** in physical **education** and I have a **job** at the **gym** to help pay my **college** tuition. I'm **graduating** next **June** with honors!

Jack: I **apologize**, **Jill**. To make rip for it. I'll give you a **large** gift for **graduation**.

Jill: I never hold a **grudge**, Uncle **Jack**. You are an **angel**. **Just** come to my **graduation** and I'll be happy!

ANNEX 7 (LESSON PLAN 1)

Centro Educativo Nueva Generación Teacher: Fernanda Céspedes Lesson plan 1 Groups: 6-2 and 6-3		
Agenda	Teacher's intervention	Pedagogical Mediation
1 lesson	<p>Greeting and introduction</p> <p>Group work distinguish different sound patterns in words, reproduce words with correct pronunciation.</p>	<p>Greet and welcome SS today to class. (Anthems)</p> <p>Activity 1: A PDF with the speech mechanism will be provided, but only showing the numbers distributed in different parts of the mouth. Also, a PPT will be provided explaining the factors for classifying and describing consonants</p> <p>Activity 2: The researcher will provide a practice where Ss must identify which words contain the sound /dʒ/ within the sentences and read them aloud.</p>
1 lesson	<p>Group work distinguish different sound patterns in words, reproduce words with correct pronunciation.</p>	<p>Activity 3: The researcher will provide a list of words, including the sound /dʒ/. Ss will need to identify and circle down the word in each group of four that does not contain the consonant.</p>
1 lesson	<p>Group work</p>	<p>Activity 4:</p>

	distinguish different sound patterns in words, reproduce words with correct pronunciation.	The researcher will provide a dialogue, including the sound /dʒ/, in which the Ss will practice it in couples. Then, they must memorize and read the dialogue aloud with a partner.
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ANNEX 8 (ACTIVITY 5)

Activity 5

/j/

Part A. Instructions. Read the sentences aloud with a partner. Pay attention to your pronunciation of /j/ in the boldfaced words.

1. Nice to see **you**?
2. How are **you**?
3. **Yes** or no?
4. Help **yourself**.
5. **You** look great!
6. In my **opinion**.
7. Did **you** get **your** car fixed?
8. The **view** of the **canyon** is **beautiful**.
9. Did **you** eat **yams** or **yellow** rice?
10. **Your** senior class **reunion** is this **year**.
11. **You** shouldn't **yell** at **young** children.
12. **Your lawyer** is **brilliant**!
13. The **New York major** was **young**.
14. Have **you** had some **yogurt yet**?
15. **Yesterday** we sailed on a **millionaire's yacht**.

ANNEX 9 (ACTIVITY 6)

Activity 6

/j/

Instructions: Read the sentences aloud. Complete the words that start with **ye**-. This words all contain the sound /j/.

Example: The young man proposed. She said **ye**s

1. The youth left. He hasn't come back **ye**_____.
2. The player ran 50 yards. The crowds began to **ye**_____.
3. Today is Monday. **Ye**_____ was Sunday.
4. Egg yolks should be **ye**_____.
5. You should go to the doctor to get a checkup once a **ye**_____.

WORDS

- **Yellow**
- **Yet**
- **Year**
- **Yell**
- **Yesterday**

ANNEX 10 (ACTIVITY 7)

Activity 7 / dʒ / and / j /

Instructions: read aloud the following selection, written by William Shakespeare. Pay attention to the consonant /dʒ/ in the word **age** and the consonant /j/ in **young** and **youth**. Be sure to keep your tongue tip against your upper gum ridge for /dʒ/ and in back of your front teeth for

A Madrigal by William Shakespeare

Crabbed **Age** and **Youth**
Cannot live together.
Youth is full of pleasance,
Age is full of care
Youth like summer morn,
Age like winter weather,
Youth like summer brave,
Age like winter bare:
Youth is full of sport,
Ages's breath is short,
Youth is nimble, **Age** is lame:
Youth is hot and bold,
Age is weak and cold,
Youth is wild, and **Age** is tame:
Age, I do abhor thee,
Youth, I adore thee;
O! my Love, my Love is **young**!
Age, I defy thee-
O sweet shepherd, hie thee,
For methinks thou stay'st too long.

ANNEX 11 (ACTIVITY 8)

Activity 8 / dʒ / and / j /

Instructions: Listen and repeat. Pay attention to the /dʒ/ and the /j/ sounds in the boldfaced.

1. Did they come by **jet**?
Did they come by **yet**?
2. It has no **juice**
It has not **use**
3. He became a **major**
He became a **mayor**
4. We went to **jail**
We went to **Yale**
5. The **jam** is sweet
The **yam** is sweet

ANNEX 12 (LESSON PLAN 2)

Centro Educativo Nueva Generación Teacher: Fernanda Céspedes Lesson plan 2 Groups: 6-2 and 6-3		
Agenda	Teacher's intervention	Pedagogical Mediation
1 lesson	<p>Greeting and introduction</p> <p>Group work distinguish different sound patterns in words, reproduce words with correct pronunciation.</p>	<p>Greet and welcome SS today to class. (Anthems)</p> <p>Activity 5: The researcher will provide a practice where Ss must identify which words contain the sound /j/ within the sentences and read them aloud.</p> <p>Activity 6: The researcher will provide a practice with the five sentences and, Ss will read them and fill the blank space with words beginning with ye-. These words all contain the sound /j/.</p>
1 lesson	<p>Group work distinguish different sound patterns in words, reproduce words with correct pronunciation.</p>	<p>Activity 7: The researcher will provide a poem by William Shakespeare. The words containing the conflicting sound /dʒ/ and /j/ are boldfaced. The researcher will give time to Ss to practice the poem individually and then choose two or three students to read aloud the whole poem.</p>

1 lesson

Group work

distinguish different sound patterns in words, reproduce words with correct pronunciation.

Activity 8:

The researcher will provide to **Ss** an activity where they need to read five pairs of sentences. Next, they will have to practice the two sentences in groups or couples and identify which sentence belongs to /dʒ/ or /j/

ANNEX 13 (ACTIVITY 9)

Activity 9 / dʒ / and / j /

Instructions: Listen and repeat. Pay attention to the /dʒ/ and **the** /j/ sounds in the boldfaced. Identify which sound is which. Underline the sound /dʒ/ and **highlight** the sound /j/.

1. Do you like **yellow** **Jell-O**?
2. **Jess** said **yes**.
3. Did the **jet** leave **yet**?
4. The crowds **jeered** this **year**.
5. Jim found a **jar** in his **yard**

ANNEX 14 (ACTIVITY 10)

Activity 10 /dʒ/ and /j/

Instructions: Read. Then identify which sound is which. Underline the sound /dʒ/ and **highlight** the sound /j/

Do you know what YANKEE means? People from the United States are sometimes called Yankees. Soldiers from the northern region were called Yankees during the Civil War. George M. Cohan wrote a stage hit called "Yankee Doodle Dandy." Jealous baseball fans waged war over the New York Yankees and Dodgers for years. Whether you are from Georgia or New Jersey, you should enjoy being called a Yank!

ANNEX 15 (ACTIVITY 11)

Activity 11 / n /

Instructions. Read the sentences aloud with a partner. Read and repeat the phrases and sentences. The boldfaced words should be pronounced with /n/. Remember, the tongue tip up, especially when /n/ is the last sound in.

1. **Answer** the **phone**.
2. Come **again**.
3. **rain** or **shine**.
4. I **don't know**.
5. **Open** the **window**.
6. Leave me **alone**.
7. **Dinner** is **between seven and nine**.
8. **Dan** is a **fine man**.
9. The **brown pony** is in the **barn**.
10. **Ben** will be **on** the **ten** o'clock **train**.
11. **Come down when you can**.
12. Everyone has **fun in** the **sun**.
13. I need a **dozen** of **lemons**.
14. **Turn on** the **oven** at **noon**.
15. **John** has a **broken bone**.

ANNEX 16 (ACTIVITY 12)

Activity 12 / n /

Instructions: Read the paragraph aloud. Fill in the blanks with one of the words from the list below. Remember to press your tongue tip firmly against your gum ridge when you pronounce /n/.

than	then	on	in	can
can't	into	and	down	

When **John** got home, his wife **Gwen** was _____ the **kitchen**. She was _____ the **phone again**. It was later _____ he realized; it was already **ten** o'clock! **John** was so tired he **went** to his bedroom. _____ he sat _____ **on** his bed **and** took off his shoes _____ socks. " _____ you get off that **phone**," he called to **Gwen**. "Yes I _____," she yelled back. But by the time **Gwen** walked _____ the room **John** was fast asleep!

ANNEX 17 (LESSON PLAN 3)

Centro Educativo Nueva Generación Teacher: Fernanda Céspedes Lesson plan 3 Groups: 6-2 and 6-3		
Agenda	Teacher's intervention	Pedagogical Mediation
1 lesson	<p>Greeting and introduction</p> <p>Group work distinguish different sound patterns in words, reproduce words with correct pronunciation.</p>	<p>Greet and welcome SS today to class. (Anthems)</p> <p>Activity 9: The researcher will provide five sentences, in each sentence will contain the sounds /dʒ/ and /j/. Ss will work in couples to drill the sentences. Also, they need to underline the sound /dʒ/ and highlight the sound /j/.</p> <p>Activity 10: The researcher will provide a paragraph containing the sounds /dʒ/ and /j/. Ss will need to identify them from scratch. They will work in groups and will repeat them chorally or individually. Also, they need to underline the sound /dʒ/ and highlight the sound /j/.</p>
1 lesson	<p>Group work distinguish different sound patterns in words, reproduce words with correct pronunciation.</p>	<p>Activity 11: The researcher will provide a practice where Ss must identify which words contain the sound /n/ within the sentences and read them aloud.</p>

1 lesson

Group work

distinguish different sound patterns in words, reproduce words with correct pronunciation.

Activity 12:

The researcher will provide a paragraph in which the **Ss** need to read and fill the blank space with the words provided. These words all contain the sound /n/. Next, the students must recognize what part of speech each cue belongs to the missing spaces.

ANNEX 18 (ACTIVITY 13)

Activity 13

/ŋ/

Instructions. Read the sentences aloud with a partner. Read and repeat the phrases and sentences. The boldfaced words should be pronounced with /ŋ/. Remember to place the back of the tongue that must go up toward the palate when pronouncing the sound /ŋ/.

1. Good **evening**.
2. I'm **going** home.
3. Is **something wrong**?
4. **ring** on my **finger**
5. **raining** and **snowing**
6. Are you **coming along**?

ANNEX 19 (ACTIVITY 14)

Activity 14
/ŋ/

Instructions. Read and circle down only the word that are pronounce with /ŋ/

1. a. bring b. tangerine c. along d. engage
2. a. anger b. swing c. talking d. stinging
3. a. hang b. tangle c. sponge d. stingy
4. a. angel b. danger c. grin d. lunch
5. a. dancing b. sink c. running d. bank

ANNEX 20 (ACTIVITY 15)

Activity 15
/ dʒ /, / j /, / n /, and / ŋ /

1. Circle, underline or highlight the words which have the sound / dʒ /:

yes job young joy yesterday you youth yolk yoke jar year yacht
jam

2. Circle, underline or highlight the words which have the sound / j /:

beyond agent adjust magic enjoy lawyer angel cage education
canyon graduation backyard injure

3. Circle, underline or highlight the words which have the sound / n /:

banged hanged band sing wind sung wing winged sang sung sun
ring sin

4. Circle, underline or highlight the words which have the sound / ŋ /:

done dung fan gone kin fang ran ton gong ban pin tin king

ANNEX 21 (ACTIVITY 16)

Activity 16 / dʒ /, / j /, / n /, and / ŋ /

1. How many times can you hear / ŋ /?
Underline each one you hear

Bonze bongs bun bung chin ching clan clang din ding don dong
dun dung hun hung pond ponged stun stung tan tang

2. How many times can you hear /n/?
Underline each one you hear

ban bang banned banged pan pang pin ping tin ting

3. How many times can you hear / dʒ /?
Underline each one you hear

jam yam jeer year jet yet job yob juice use jaw your you're

jewish you jewel you'll

4. How many times can you hear /j/?
Underline each one you hear

gel yell gin yin jack yak Jews use joke yoke gip yip jack yack

jaw yaw jaw yore jetty yeti joke yolk

ANNEX 22 (ACTIVITY 17)

	joke		yolk
	jam		yam
	jail		Yale
	jeers		years



Jess

YES!

yes



thin



thing



ban



bang



ran



rung



wins



wings



sink



sing

ANNEX 22 (LESSON PLAN 4)

Centro Educativo Nueva Generación Teacher: Fernanda Céspedes Lesson plan 4 Groups: 6-2 and 6-3		
Agenda	Teacher's intervention	Pedagogical Mediation
1 lesson	<p>Greeting and introduction</p> <p>Group work distinguish different sound patterns in words, reproduce words with correct pronunciation.</p>	<p>Greet and welcome SS today to class. (Anthems)</p> <p>Activity 13: The researcher will provide a practice where Ss must identify which words contain the sound /ŋ/ within the sentences and read them aloud.</p> <p>Activity 14: The researcher will provide a practice of five rows, each containing four words. Ss will work in groups so they can read them and identify only the words pronounced with / ŋ /.</p>
1 lesson	<p>Group work distinguish different sound patterns in words, reproduce words with correct pronunciation.</p>	<p>Activity 15: The researcher will provide a list of words containing the sounds /dʒ/ and /j/. /n/, and /ŋ/. Ss need to underline the word every time they read and hear a specific phoneme</p>
1 lesson	<p>Group work</p>	<p>Activity 16:</p>

	<p>distinguish different sound patterns in words, reproduce words with correct pronunciation.</p>	<p>The researcher will provide a list of words containing the sounds /dʒ/ and /j/. /n/, and /ŋ/. Ss need to underline the word every time they read and hear a specific phoneme. Also, the researcher will play a listening.</p> <p>Activity 17:</p> <p>The researcher will display cards containing words with conflicting sounds and images corresponding to sounds /dʒ/ and /j/. /n/, and /ŋ/. The researcher will show the image and the word. Next, Ss must guess what consonant corresponds to the image/word. Finally, the researcher will ask the Ss to write on the board as many graphemes as they can remember from the consonants.</p>
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ANNEX 23 (POST-TEST)

Post-Test

Part A. Instructions: Read the following questions aloud.

1. What are you thinking about at this moment?
2. What did you dream about last night?
3. How many states of the United States can you name?
4. Who is your favorite singer of popular music?
5. What are you accustomed to drinking in the morning -coffee, tea, juice, or milk?
6. How many glasses of water did you drink yesterday?
7. Do you ever daydream about becoming a famous person?
8. Do you ever know anyone before he or she became famous?
9. Do you know anyone who is more than ninety years old?
10. What are your favorite months?

Part B: Instructions: Practice these dialogues with another student.

1. **A:** Did Professor Young study in Europe or in the United States?
B: She attended Yale, but she went to graduate school at a famous university in Germany.
2. **A:** Where did you buy that beautiful that beautiful jacket?
B: I just bought it yesterday at the university bookstore.
3. **A:** Does your cousin Joe live in New York or in New Jersey?
B: He used to live in New York, but last July he moved to Union City, New Jersey.
4. **A:** How many more unit does Jim to graduate from Yeshida University?
B: He just finish junior year, so he still has a whole year to go.
5. **A:** Where can I find out how many million people there are in the university?
B: Millions? You mean millions, don't you? I think you can find the latest popular figures in almanac. Why don't you ask the librarian to help you?

	A	B	C	D	E
Pronunciation and articulation -to read the text with good pronunciation and clear pronunciation of the words	Pronunciation is clear throughout the whole passage.	Pronunciation is clear but there some errors which do not affect understanding of the words.	Pronunciation is generally clear. Several errors in pronunciation are evident.	Pronunciation is difficult to understand. Numerous errors in punctuation are evident.	Pronunciation is unclear. Most words are mispronounced.
Rhythm and Fluency -to use appropriate rhythm and stress to achieve a well-paced, fluent reading of a text	Reading is fluent. Appropriate pauses. No hesitations.	Reading is smooth. There are pauses at the right places. Almost no hesitations.	Reading is generally smooth. There are some hesitations.	Reading is uneven. There are many hesitations.	Reading is slow and jerky. Almost word-by-word pronunciation
Expressiveness -to read with appropriate variation of pitch and tone to convey the information, ideas, and feelings in a text	Reading is lively and expressive. Able to convey feelings expressed in the text very well.	Reading is expressive. Able to convey some feelings expressed in the text well.	Tries to be expressive. Tries to convey the feelings in the text.	Reading is generally monotonous.	Reading is monotonous throughout the text.
Consonants /dʒ/		The reader consistently pronounces appropriately.	The reader pronounces consonants with only a few inconsistencies or errors.	The reader attempts to pronounce consonants with many errors.	The reader regularly fails to pronounce consonants
Consonants /j/		The reader consistently pronounces appropriately.	The reader pronounces consonants with only a few inconsistencies or errors.	The reader attempts to pronounce consonants with many errors.	The reader regularly fails to pronounce consonants
Consonant /ŋ/		The reader consistently pronounces appropriately.	The reader pronounces consonants with only a few inconsistencies or errors.	The reader attempts to pronounce consonants with many errors.	The reader regularly fails to pronounce consonants

Consonant /n/		The reader consistently pronounces appropriately.	The reader pronounces consonants with only a few inconsistencies or errors.	The reader attempts to pronounce consonants with many errors.	The reader regularly fails to pronounce consonants
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