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**THE USE OF WRITTEN ENGLISH AS A TOOL TO IMPROVE
LANGUAGE PRONUNCIATION UNCONSCIOUSLY IN NINTH
GRADERS AT COSTA RICA CHRISTIAN SCHOOL DURING
THE SECOND QUARTER OF THE YEAR 2023**

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

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Abstract

The pronunciation of the English language can be improved through written English, to prove this point a student of the English teaching career at the International University of the Americas applied two instruments to selected people at the Costa Rica Christian School which demonstrated conclusions such as that there are deficiencies in learning but in fact it can be improved using this proposed method.

Resumen

La pronunciación del idioma inglés se puede mejorar a través del inglés escrito, para comprobar este punto un estudiante de la carrera de magisterio de inglés de la Universidad Internacional de las Américas aplicó dos instrumentos a personas seleccionadas del Colegio Cristiano de Costa Rica lo que arrojó conclusiones como que existen deficiencias en el aprendizaje, pero en realidad se puede mejorar utilizando este método propuesto



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Chapter I

Introductory Framework

Teaching methods and ways of learning have changed significantly in recent years between globalization and the rise of technology, and the pandemic from which the world is recovering so far is a need to adjust the teaching process to these changes. Children already come with a knowledge of technology and culture just for being from this era where most people have social networks and streaming platforms. English is no longer a plus but a necessity. Due to these aspects, the idea of mixing learning with technological means is to take a step forward in modern education. Where all human beings, regardless of their age or place of origin, will be able to improve the pronunciation of foreign languages from wherever they are and with very little time a day dedicated to that end. This is where this research is going to take center stage.

1.1 Problem Statement

Here is where the problem of needing better English pronunciation comes in. People used to see learning a language as something that only the privileged could do, but then, English as a universal language took more and more strength to the point where society looked for all people to speak it to get jobs in some fields, to be able to communicate in areas of high tourism, study some university degrees and more to get information from English-speaking countries. Because of this, it is crucial to know the idiom and not to understand how to speak it fluently for better communication.

Another problem that must be considered is that not all English learners are adolescents in school. However, also adults who want to learn or improve their knowledge of the language, and these adults work, study, have children, or other responsibilities that do not allow them time to

dedicate to English, in addition to the fact that many times after a day of work, they are too tired to sit down to study and even more so if they have to do it every day or five days a week. This situation is another of the impulses to find a solution to the problem that helps college or university students and adults eager to improve too.

WRITTEN ENGLISH AS A PRONUNCIATION IMPROVEMENT TOOL

There are several reasons why a person may find it difficult to pronounce English correctly; one of those may be because grammar is given more importance than oral expression, but also, in the article about problems when pronouncing from the Native page, it is stated that another thing that affects learners is that teachers in America are usually Spanish-speaking, so their accent does not help when learning pronunciation. In addition, the English language has sounds that people who speak Spanish are not used to (2015).

There will always be things that people can improve when they want to learn something new it happens because every year, things change according to the needs and tools that appear. However, human beings can do their part to investigate and find solutions to problems that slow down learning, starting with understanding that not all humans are the same and have different methods of understanding things. However, each one can make a change by trying to take into account all possible factors. For this purpose, this research will answer the following question: How can be written English be used to unconsciously improve pronunciation in ninth-grade CRCS students during the second quarter of 2023?

1.2 Objectives of the Investigation

1.2.1 General Objectives.

To analyze written English as a pronunciation improvement tool for ninth-grade students of the Costa Rica Christian School during the second quarter of 2023.

1.2.2 Specific Objectives.

To identify deficiencies when learning the English language pronunciation.

To apply activities where written English is used as an improvement tool for pronunciation.

To evaluate the outcomes of using written English as a pronunciation improvement tool.

1.3 Justification of the Study

This investigative work will focus on analyzing written English as a tool to unconsciously improve the pronunciation of the language in ninth-grade students of the Costa Rica Christian school located in San José, Coronado, specifically in San Antonio. During the second quarter of the year 2023. This institution was chosen due to its interest in teaching English and its proximity to technology. There are a lot of schools in Costa Rica that use technology as part of their teaching method, but not so many schools with instruments such as iPads or computers to develop better objectives with the language as the one popularly known as CRCS does.

Continuing with what was mentioned above, the Costa Rica Christian School or CRCS uses of Ipads that are the Apple version of a tablet in the vast majority of its classes, except for those classes where the teachers in charge recommend the traditional notebook; one of these classes is math. Therefore, students learn to get the most out of technology. For students to know and use the functions of a tablet, it would be appropriate for them to have different learning approaches, not only writing on boards or platforms with games and activities but something more.

Teaching young people to use electronic devices is a waste of time when actually, "modern classrooms integrate several tools that students can use simultaneously to facilitate their learning. It doesn't need to be a complex invention to help us all create more learning opportunities" (Gaille, 2020). Something as regular as watching a movie or listening to music, and why not playing video games? Many video games use descriptive English subtitles as part of the game. These three options can be one of those learning opportunities; this is something that people should explore further.

Many years ago, Latin American countries like Costa Rica could only see the movies that reached their national channels, and the same thing happened with music; most of it came from other Spanish-speaking countries, so learning English based on that was impossible without. However, this has been changing to the point that babies and toddlers already listen to their lullabies in English and watch their favorite programs in that same language. These novelties changed the life of Costa Ricans, and likewise, it has to be changed to adjust to what is coming.

Because of this, in a globalized society, where being on Facebook is more provocative than completing a textbook and practicing words and phrases out loud, providing fun alternatives that do not mean an expense or a high amount of time is preferred. Students spend at least eight hours at school; what they want to do when they get home is play video games, listen to music, and watch a movie or series, and thanks to this research it will be a way to continue learning using the free time and without having to do much.

Going along with globalization for a nation like Costa Rica is extremely important because if not, the country can be left behind compared to other countries. So, finding innovative ways of doing things even though the existing ones work well is a good idea. Education will continue to change and improve because there is always something new that people can learn, and that is part of the magic of the teaching-learning process. Many years ago, students were taught in very different ways than they are now, and in the future, it will also be different from what is now.

This topic was chosen for research because many people do not like to study for many hours, and it is not easy to learn languages. As mentioned above, if a person has to choose between watching a movie they like or practicing more of a language, chances are they are going to choose to watch that movie, play their favorite video game, or listen to that new song that just

came out so provide them with an alternative in which they can improve their pronunciation of English which is the universal language sounds like something you could learn more about.

Like a grain of sand to society, the idea is that this research manages to improve the learning process, specifically, the pronunciation of the English language, using the tastes of each person in their favor, and all that is needed is to use English in a 100% for a while a day. Each person can do it from home, work, or transportation, among others, and at the time of day that is preferable to them, even without only 10 minutes a day, when they realize they will pronounce better than they did before or they will start doing it until it is as natural as possible.

Learning English brings multiple benefits and, as Forero (2020) expressed in his article on the advantages of being bilingual, among all the positive things that learning English can bring, for example: how when you speak English, a world of possibilities and information that is found in this language, doors are also opened to be able to move to other countries to study or work without worrying about the language barrier, you can also expand your social circle by meeting people from all over the world, another thing is that By speaking English you can take courses in other countries of the world from your home to obtain foreign qualifications. These are just a few reasons no one could regret improving their language knowledge.

1.4 Antecedents

In the research project by Andriani, W and Angelina, P called "*English Language Education Students' Perception of the Use of English Subtitled Movies*" of the Sanata Dharma University in Indonesia, 2020, the general objective of this research is to find out if the students felt more motivated when learning English if they did it through movies.

This document has studied aspects such as the use of English subtitles as a learning media, the effects on students when using English-subtitled movies, the importance of students from junior high school getting basic knowledge in English, also how subtitled videos showing words and pictures in oral and visual form are more effective than words or pictures alone.

The following conclusions are drawn from the points mentioned above: English-subtitled movies gave a positive perception to the students. It can be seen from the data results that the students state that they like watching English-subtitled movies because this makes them feel motivated when learning English; also that doing it more often could help them to learn more vocabulary to improve listening and speaking.

In the research conducted by González, B and Maña, I entitled "*Effects of glossed captions and bilingual subtitles on the incidental vocabulary learning of Spanish learners*", of the Universidad de Barcelona, 2020, its main objective reads as follows "Determinar qué efecto produce el tipo de subtítulos que acompaña al material audiovisual en el aprendizaje incidental de vocabulario por parte de estudiantes de EL2/LE universitarios de nivel intermedio-bajo en contexto de no inmersión. ".

Their project has been focused on the following points: increased intralinguistic subtitles, or with glosses, and bilingual subtitles, the difference between the two, what are their effects, and which generates greater vocabulary learning. This study is related to learning Spanish. However, it also emphasizes learning a foreign language without specifying what makes it useful for this research.

The following conclusions are drawn from the points mentioned above: the EL2/LE learners of the lower-intermediate level in the study have obtained short- and long-term lexical gains with

the two types of subtitles so that they can be considered effective treatments that favor the initial association between subtitles, which means and generating long-term receptive learning.

In the research conducted by Segarra, L, entitled "*El uso del cine en el aula como recurso para facilitar el aprendizaje de la lengua inglesa en Educación Secundaria Obligatoria.*" in 2015 of the Universidad Internacional de la Rioja. its main objective reads as follows " Realizar un estudio sobre el uso del cine como recurso didáctico y de apoyo para mejorar el aprendizaje de la lengua inglesa"

This research provides information on how watching movies with English subtitles to learn English can facilitate the teaching-learning process and also foster an intercultural approach among students. In addition, the concept of cinema and its relationship with education are discussed, as well as the importance of the use of subtitles that are part of what is called written English in this investigative work.

Some things they concluded in the investigative work were that it is impossible to make a strict classification on the genre of movies that is most useful for language learning because you can find more than one genre in a film. On the other hand, when choosing, the teacher must consider the student's age and interests. Then, thinking about whether there are any drawbacks to using subtitles in English, the only one is that some knowledge of the language is needed so that it does not get tiring. However, it brings multiple benefits, such as paying more attention to lexical, spelling, syntactic, and grammatical issues since they read what they hear and can pay attention to more linguistic details. The last thing that can be concluded is that cinema is an element that is very close to students, as much as music or other audiovisual media, which motivates the students.

In the investigation conducted by Garita, M; González, M and Solís, N named "*English vowel sounds: Pronunciation issues and student and faculty perceptions*" in 2019 of the Universidad de Costa Rica, its main objective was to determine the most difficult English vowel sounds to pronounce for the learners in their first, second and third year of their major.

This document has studied aspects like resolving the question of which are the most significant pronunciation problems among the people interviewed and also examined the perception of students and instructors about the difficulty of those vowel sounds. This study provides data on speech and pronunciation, which is intended to be improved in this research, making it essential to have an idea of what to face.

From the points mentioned above, it can be concluded that it would be useful for instructors of the major to pay close attention to the most difficult vowel sounds found in this study when planning their lessons during instruction, also that professors should dedicate more class time to the vowel sounds and to monitor and provide feedback related to this aspect. Another conclusion was that promoting more autonomy in the error correction area is important to empower students to improve their pronunciation problems.

In the investigation realized by Abarca, C; Arias, Y and Ling, M called "*Estrategias para la integración de la cultura al proceso de adquisición del inglés como lengua extranjera*" in 2022, of the Universidad Técnica Nacional, its main objective was to determine the impact of the implementation of intercultural elements to enhance integral education and improve the learning experience of foreign languages, specifically, English.

The writings of Abarca, Arias, and Ling are related to this research because it shows a task-based approach that can be used in this research; it also emphasizes the method of learning by

doing that seeks creativity, leaving systematized habits aside. Another thing that raises interest to be used in research is that it encourages teachers to design pedagogical proposals that arise from their own cultural identity and all this while supporting interculturality.

From the previous research, using instruments to stimulate oral participation in class promotes an encounter with the target language from what is known. In addition, the combination of pedagogical strategies allows a process that includes a population's various learning styles and needs.

1.5 Scope

This research work is based on the idea to improve the learning pronunciation process, not only as something of the present but to apply it in the future with the hope that teachers and students will use and know more about:

1. Improve pronunciation using more methods than talking, repeating, and making dialogues with other people.
2. Use people's tastes to improve pronunciation based on music, movies, or even video games, depending on what you want to achieve in the lesson.
3. Propose activities using this method to improve pronunciation.
4. Students feel heard when leaving assignments other than just writing and filling in the blanks.
5. Know the deficiencies when learning or improving pronunciation.
6. Demonstrate the importance of a new learning method focused on pronunciation.

Chapter II

Theoretical Framework

This chapter will break down the definitions, concepts, rules, characteristics, and essential elements for research on using written English to improve pronunciation. In addition to the benefits of improving or learning to speak English fluently, some advantages and disadvantages of using written English and exercises to use it in an English class. All of this is based on an exhaustive search to give better support and conviction to the research project by completing the missing information necessary to understand the subject better and why this could help teachers improve pronunciation.

2.1 Literature Review

The purpose of this section is to review the definition and concept of pronunciation, as well as the concept of phonetics, its rules, ways of teaching pronunciation, and factors that can affect it; everything related to pronunciation may be important for the investigation.

2.1.1 Pronunciation

Pronunciation is one of the most crucial parts when speaking a language, and it is necessary to know its definition in order to understand better what it is about; according to (Crystal, 2018), "it is the uttering of the sounds of speech in words and sentences" basically when people speak using their vocal organs to do so, it is a good example of what is pronunciation too. It must be taken into account that if the pronunciation is mostly incorrect, a problem will occur with communication since the receiver will not be able to understand what the sender is saying, so the sender will reply without knowing what the receiver was trying to communicate. So the process will continue leaving aside many parts of the message.

To continue with this theme, it must be taken into account that although the spelling has not changed much in recent years, the pronunciation has, which makes things difficult for people who are learning the English language or also for people who learned the language a few years ago and did not continue to update their knowledge. Furthermore, the pronunciation is not only the sounds that the words make but also the intonation, the accent, and the rhythm. These three pieces are crucial to understanding pronunciation. To begin with, according to (Anglia, 2019), intonation is basically whether the sentences go up or down, since depending on this, the receiver can know if this sentence is a question, a supported one, or a denial. The accent would be when a part of a word is said with more force to give meaning to the sentence when, for example, several words are spelled the same. However, the accent determines what meaning it is. Finally, the rhythm is the speed with which it is spoken. When they are just starting to make the mistake of saying everything at the same speed, many people make it so that there is no feeling or that they sound like robots.

An important term that has much to do with the previous paragraph about pronunciation is heteronymous words. According to Laughton, G (2023), these words are spelled identically, but their pronunciation changes their meaning; some are derived from the same root, while other heteronymous words are different. Some examples of these words are first the word defense that when pronounced /dɪ'fens/, has one significance, while when pronounced /'di:fens/ means something different. Perhaps when it comes to communicating, at least with the example given, what is being expressed can be understood. However, it would be done inappropriately that can misrepresent the message that the receiver receives, especially if this receiver is not a native speaker of the English language.

On the other hand, homophones are another type of word that has a presence to give value to the investigation. According to Trach, E (2022) these are words that sound the same when spoken but have different meanings and are written differently. This is particularly beneficial when using written English to improve pronunciation since, for example, when watching a movie with English subtitles, people may notice how the word may sound the same as another one they know. However, it is spelled differently, and with that, they can review the meaning of this new word with the advantage of already knowing how to pronounce it.

In the book written by Pickering (2021), they talk about the importance of intonation by giving the example of foreign Indians in the UK who, not knowing how to use intonation correctly, made the mistake of offering their products using a falling intonation instead of a raising one which implied that they were asking for the product instead of offering it, this situation confused people in the UK. However, once they explained to the Indians what was happening, they understood why they could not communicate properly, and they modified it, managing to communicate better. With this, it can be understood that for people coming from a place who are already used to their language spoken in a certain way, it is difficult for them to understand when a foreigner speaks to them without respecting the pronunciation rules despite saying the same thing and more when the meaning can change.

According to Carl and Mees (2020), words go beyond the set of vowels and consonants arranged in a certain way. Here recognition is given to the stressed syllables, which are the ones that occur most prominently and those that are not. To better understand the accent, it is necessary to know that in addition to the stressed syllables, there are: unstressed ones. Using the phonetic alphabet of English to provide a better view, there will be words transcribed in the same way, but the signaling of their accentuation is what says what the word is. Also, there are words

such as entertainment with more than one syllable with an accent, so the stronger accent of those two is known as the primary accent and the other as secondary. To know more about the pronunciation parts is necessary to know what to pay more attention to improve.

The spoken language is the heart of human interaction, according to Levis (2018), who explains how learning pronunciation is anything but optional because pronunciation is the main element in learning a language regardless of the approach that one wants to give it. Regardless of why a person wants to learn a new language, they can only do it by speaking it, which can be most embarrassing because it is based on successes and errors. The pronunciation for no reason or circumstance can remain a plus in case there is time left because it is useless to write or understand if you cannot answer, that would be a failed communication, and it is not desired. The people who communicate the best in the language know that getting there takes a lot of persistence and practice.

2.1.2 Phonetics

Continuing with the elementary pieces, phonetics, according to Carley, Collins, and Mees (2019), is the term given to the sound produced in the human language. With this definition, we find phonology, the study of the selection and patterns used in a specific language. One fascinating thing that the writers said in this book is how humans can make thousands of sounds, and many of those sounds are used in different languages or variations of a language. For example, some sounds are extremely common in United States English but are not used in British English, so it will be difficult for these speakers to speak as an American does, even though English is spoken in both areas.

The alphabet is composed of 26 letters; 21 of those letters are consonants, while 5 are vowels. The sounds change based on the position in which the vowels and consonants are found since there are certain words that, despite looking alike, are pronounced in totally different ways. It is because of those, as mentioned above, that not only grammar is significant when learning a language, but knowing how to write things is different from knowing how to pronounce them. Moreover, it may sound simple because it is what everyone knows, but the fact is that what is important is how you produce the sound.

People do not usually think about how complex the production of speech sounds is, but, as Ogden (2017) said, delicate coordination is needed between the lips, the tongue, the vocal cords, and the breath, among other parts of the body to be able to get a sound to come out. Every time we talk, it is amazing to think about that. When learning a new language and trying to speak it, it is not only learning the theory but teaching all those parts of the human anatomy mentioned above to now produce sounds in this way and not in the other, either by sticking the lips together, accommodating the tongue differently, sending more air out or on the contrary. When English is written, people use the same letters (only leaving out the ñ) as in Spanish, so it is not very different; speaking only of writing but pronouncing it involves a different alphabet of sounds that is the basis of knowing how to do it.

Some phonic rules are good to follow to start or improve your pronunciation; these rules will facilitate the language learning process. According to Liu (n.d), the following are:

- Every syllable in every word must contain a vowel. The vowels are a, e, I, o, u, and y (although y is a consonant at the beginning of a word).
- When "c" is followed by "e, i, or y," it usually has the soft sound of "s." Example: city.
- When "g" is followed by "e, i, or y," it usually has the soft sound of "j." Example:

gem.

- A consonant digraph is two or more consonants that are grouped and represent a single sound. Here are consonant digraphs you should know: wh (what), sh (shout), wr (write), kn (know), th (that), ch (watch), ph (laugh), tch (watch), gh (laugh), ng (ring).
- When a syllable ends in a consonant with only one vowel, that vowel is short. Examples: tap, bed, wish, lock, bug.
- When a syllable ends in a silent "e," the vowel before the silent "e" is long. Examples: take, gene, bite, hope, fuse.
- When a syllable has two vowels, the first vowel is usually long, and the second is silent. Example: stain.
- When a syllable ends in a vowel and is the only vowel, that vowel is usually long. Examples: ba/ker, be/come, bi/sect, go/ing, fu/ture, my/self.
- When a vowel is followed by "r" in the same syllable, the vowel is neither long nor short. Examples: charm, term, shirt, corn, surf. (p.6)

2.1.3 Factors that affect pronunciation

Before knowing how teachers can teach pronunciation to students, it is crucial to identify the factors that affect it in order to take them into account. Costa Rica is a Spanish-speaking country, and with teaching English as a second language, certain factors can affect pronunciation. Learning English while living in an English-speaking country differs from learning English here. As learning English from childhood differs from wanting to do it as an adult, these factors will be explained below. Starting with Jarosz (2019) expressed how for students, their teacher's attitude is everything. If they feel that the person who is supposed to

teach them does not believe that pronunciation is important, they are not going to do it either, acquiring the same attitude from their mentor.

From birth, people learn from those who know more than them; these are their parents, siblings, other family members, and teachers; as was slightly mentioned in the previous paragraph, the attitude of teachers marks before and after is what they learn. Or not their students. This gains even more strength with what was said by Good and Lavigne, who 2018, expressed how teaching has the highest position in the variables that can help a student grow and improve. Teachers can only do something in the face of external factors such as poverty, the school funds of each educational center, and the family life of each student, among other things. However, they can motivate their students to find ways to get ahead (p.1). Educators often go beyond what they teach in their classes, and that extra effort makes a difference for many people who do not see the light at the end of the educational tunnel. This reference is made to teach your students more ways to learn things, why they can benefit if they improve, adapt to the needs, and understand that each student is a different universe that deserves to be understood.

Other factors in addition to the teacher's attitude are those found in what was written by Antaris and Omolu (2019), where they comment on the six factors that they think could affect pronunciation; the first one is the native language, as mentioned before, there are existing sounds in English that people who speak Spanish find it hard to pronounce, it is not impossible, but it is a constant job to put aside the sounds of the mother tongue to incorporate the new ones. The second is age; people who learn English from a young age are more likely to be able to speak natively, while those who learn English as adults will maintain the accent of their main language. As children are just constantly learning and are just beginning to go to school, it is much easier for them to acquire that native accent of an Anglo-speaking individual since just by watching a

program that they like or listening to songs in English, they are already strengthening their knowledge of the language. Language must have been explained to them in class.

The following factors mentioned are exposure and innate phonetic ability. The first explains how a person who has constantly traveled to the United States, for example, needs to learn how to speak English fluently; it is important to improve pronunciation in other ways, such as practicing it until you progress. Furthermore, on the other hand, the innate phonetic ability is those of human beings with a sharper hearing for languages; these people can pronounce words much better than others with average hearing. It is quite incredible how something from birth, like a sharper ear, can be significant for something like this; many people can have this kind of ability without knowing that this is why it is easier to learn a new language.

Moreover, these writers expounded on the last two factors are identity and language, ego, and motivation. When talking about identity, it is not only the attitude of the teacher that matters but also that of the student. To learn anything, and even more if it is a language, you have to have confidence in yourself to function, knowing that there may be mistakes, but they are needed to learn and improve. You have to know that learning any language is a long road, but it is worth seeing the results, so maintaining good motivation has to be a priority to keep the job from being thrown away halfway. At the same time, the motivation part dictates that students who feel motivated will be more open to learning.

Some factors that may affect pronunciation and have yet to be mentioned are language problems and how the teacher is. Language problems are noticed from an early age and affect the person to speak their mother tongue in the first instance, which means that this person is at a disadvantage compared to people without these language problems if one starts from the fact that

these affect the mother tongue, will affect the learning of other languages because there is already something in the student that is not working as expected. With the issue of the teacher, it is not about the attitude because it has already been mentioned, but about the age of the teacher and his accent; depending on these factors, the person who teaches may perhaps have a broad knowledge of the language at a grammatical level but not pronounce it in the appropriate way which can cause their students to learn incorrectly. Furthermore, finally, the factor of the English accent the teacher, according to Skarnitzl and Volín (2018), there are many accents from English-speaking areas such as Australia, Ireland, Scotland, and England, among others, and this greatly changes how you can learn by the variations that exist in each of those places.

Two other factors that affect pronunciation are fossilization and hypercorrection. The first one talks about how sometimes people reach a certain point of knowledge of the language, but it is difficult for them to continue advancing; it is like staying stuck in the same place, and they tend to make the same mistakes because of this, which makes them a mark in the language of this person. And the second is correcting too much, which is when a person learns a language rule but begins to apply it exaggeratedly, making mistakes for that reason; this is not a very common factor, but it still happens. Many more factors have not been mentioned, but the objective of this section is to give visibility to the fact that there are factors that affect pronunciation and what some of them may be.

2.2.1 Written English

A concept that is one of the protagonists in this research is written English, which according to Nordquist, can be defined as "the way in which the English language is transmitted through a conventional system of graphic signs (or letters). Compare with spoken" (2019). For this research project, written English will be defined as everything that meets this definition and

will be used to improve pronunciation, such as subtitles for movies, video games, videos, and the written lyrics of the songs, among others. Curiously, something written is going to help the part of speech, which is another area, but written English is a very powerful and useful tool in learning the English language; if it is used properly, it not only helps in the part of grammar and spelling but even with its unconscious use it could help pronunciation.

Most English learners know some basic rules about English, such that people always have to put the subject, use punctuation marks that are very similar to Spanish, and another could be that there are tenses that have to be used. However, it must be taken into account that it is one thing to know how to write and read the language, and another is to pronounce it. English speakers usually say only some things with perfect grammar, and it is the same thing that happens with Spanish speakers. So you have to find that balance between what we know to write and what is used in a casual conversation with people from other countries. These are contractions and abbreviations that, perhaps in writing, are not used at all, but when speaking, it would be very rare that the other person is using informal language and you are using formal and appropriate language.

In the educational sector, as in any other, you have to think looking towards the future, since what people leave today is what future human beings will use as their base and without thinking about unusual things like flying vehicles or anything. Like every second that passes, things change and make other things obsolete. The study carried out by Godwin-Jones in 2019 comments on how we must think about the future of learners of a second language and adapt education to the rise of technology, networks, and mobile devices such as cell phones. He also talks about the term recreational language learning, which is basically using material that can be used to learn the language but that the student is entertained or socialized and still learns without

realizing it. He also realized that what motivated the people he used for his research was not the fact that it was in English but rather the cultural convenience they obtained from the content.

On the other hand, as it has been slightly mentioned, the way in which you want to apply written English to improve pronunciation is by using written English from various media, such as videos of any kind that have subtitles, the Cambridge Academy did a study about it where they exposed several adults to several weeks of videos with subtitles and some without, and then they checked if there had been any improvement, the result was positive, all this happened in 2020. This could be a way of applying the English written in learning the pronunciation of the language. Despite the fact that in this study, tests were also carried out without subtitles, not everyone wants to do something as daring as going from the native language or subtitles in that language to English and without subtitles, so the best thing to not be able to risk the Motivation is doing something that still works but does not generate such an extreme feeling of change.

Another way in which written English in pronunciation could be applied is with the use of a platform that many people in the world have, and this is Netflix or any of the streaming platforms like HBO MAX, STAR PLUS, DISNEY PLUS, and many others. Before, people rented movies or bought them, so to think of this as an enhancement tool did not make much sense since the original films were very expensive and the ones from rental places were only sometimes in the best condition. However, now there are so many platforms and ways to access series and movies that can become an ally for pronunciation. Starting from the fact of the amount of material that there is, it is possible to learn a thousand things about English just by watching films of interest to each one, from already rusty languages to vocabulary used in the street, colloquial phrases from different places, and vocabulary from different times. That humanity has lived, even with the simplest film, you can acquire more knowledge.

The third way in which you can apply written English is by listening to songs in English and reviewing the lyrics of the songs to see what is being heard. This, like the movies, is pleasant because the musical taste is chosen by each person, and by reading the lyrics several times, it is already understood to eventually achieve it without seeing the text. An extra advantage is that many people tend to sing, whether in the shower, in the car, when doing housework, or among others; what they listen to then is where you can practice their pronunciation because, at first, some mistakes may be made, but later If the lyrics are read several times, they will improve, and perhaps it happens that they think about what is heard even though it is not really that way since it is not pronounced as it is read. So listening to music and taking the time to read the lyrics is making a difference.

One more way in which written English can be applied in pronunciation is through subtitled videos. Due to what Feng (2020) said, it became known that the real term is captioned videos and that they are a pleasant way to acquire vocabulary to communicate better, this gives strength to the investigation since the approach used by the author is quite similar to that of this research project, and that is that in the end, the vocabulary as mentioned is of the utmost importance in communication and therefore in pronunciation, then it must be understood that this method, in addition to the others mentioned, is a real way of acquiring knowledge of the language, vocabulary, information on selected topics, among other things.

In order for a person to communicate comfortably, they need to know the vocabulary of the language in which they want to do it, and in the case of English, it is quite complicated because there is too much vocabulary and, as mentioned, it depends on the place and area where they want to do it. Since this is a factor of change, the tools that have been mentioned fall into this matter because, according to Peters et al. (2019), watching television in English with or

without subtitles was shown to increase the amount of vocabulary and improve the ability to derive the meaning of words from context. (p.5) The latter is an extremely useful skill since, in the future, knowing how to get the meaning of the words from the context will help if at any time the person finds themselves in a situation where perhaps they do not understand at least the thread of the conversation can at least be defended with that knowledge. In any language, the vocabulary will be infinite because every day, there is something new to learn, but having an idea of the meaning of the most used words or phrases is almost an obligation.

Furthermore, the fourth and last way that is going to be taught as a way to apply written English to improve pronunciation is to watch videos with subtitles; this has a certain resemblance to movies, but they tend to be shorter, and you cannot determine the context as much with just watching it, for example, TED talks, seeing a person moving on stage talking teaches almost nothing, unlike movies where the scenes change and you can clearly see what is happening, in this type of video you have to pay attention even more attention and more because they are usually educational. The good thing about the videos is that you can learn more than just pronunciation since some are to learn how to do something specific also there are also motivational videos that could be very useful to work on your own peace and also acquire an improvement in pronunciation and more vocabulary. Recent generations are attracted to this type of video because they are generations focused on the importance of physical and mental well-being. Due to this, every day, the viewing of this kind of video grows, and as an advantage for the goal, most of the people who create this type of video are English speakers, so in a certain way, it forces people to watch the videos in English despite of not always wanting it.

2.2.2 How to teach pronunciation

Now that the factors that affect the learning of pronunciation in English have been determined and what is considered written English is now better understood, we can proceed to explain how pronunciation can be taught as a guide for future teachers. According to Walker (2021), the goal that students seek when learning pronunciation is to achieve a native English accent in the United States, known as General or British English. He also discovered that students made mistakes such as not adding the -s to present tense verbs that go with her, it, and he, as well as using the same verbs for situations that required different verbs. It is necessary to know how to teach the pronunciation part so that students avoid making mistakes like these in order to make themselves understood when they can do it correctly.

Learning to express oneself in another language and understanding the information provided in that language is quite a complex issue because there are many ways to say the same thing, and depending on the level one has, one can succeed or fail, according to Cutts (2020), there are places where they use complex English full of fancy words to seem more appropriate when they could have perfectly said the same thing using the normal English everyone knows. This happens a lot when giving instructions or rules of a place. As a tip for English learners who clearly cannot know every word and its meaning at the moment, they could check a digital dictionary when these situations occur where there are complex words that can be confusing, and when speaking, they do so from the English they know without trying to pretend, it is better to make yourself understood from what is known than not to do so.

In the first instance, in order to teach pronunciation, it is good to keep several things in mind. The first is that any progress of a student, no matter how small, is still one more step on the way to learning; this optimistic thought is something that has to be reinforced to the students

since the frustration and desire to leave the goal thrown away will be more present in some students than in others and teach them that it is a slow process., it is also important to teach the phonetic alphabet of English even though It is above because knowing how to use that alphabet is going to make it so that the students alone can search the dictionary and already know more or less where the pronunciation of the word they searched for goes. One crucial thing is to work a lot on oral production so that each person gains more self-confidence and wants to practice more and more out loud without fear of making mistakes, which is really only part of the process. In order for a student to want to practice, it is necessary that the activities and material attract their attention, so teachers have to continue creating and investigating more creative and attractive ways for them. These aspects are from the teaching of pronunciation itself without getting into the way that this research proposes for pronunciation.

Some things that teachers have to remember when teaching pronunciation is first how the whole subject of pronunciation works, for example, how the mouth has to move to produce certain sounds and teach them that so that using the teacher as an example, they can do the same. Another thing is to think from the beginning about the problems that these students may have in the future when it comes to learning pronunciation to help them with that from the beginning and adjust the ways of teaching according to their needs. Another important issue is that pronunciation goes beyond reading aloud, using an audio recorder, or repeating after the teacher, these things help and are part of learning, but it is also good to vary the techniques so as not to fall into monotony. Moreover, finally, keep the theoretical-practical lessons because only explanations by themselves are easy to forget while putting what you have learned into practice can leave a deeper impression.

On the other hand, explaining a bit about the way to teach pronunciation using the tools mentioned above, it can be said that the idea is to know the interest of the student population to be able to do activities of things that are fashionable and that attract the attention of students. Have students occasionally watch a video subtitled in English or have them find one and then explain what they learned from the video, or perhaps have students watch a movie and make up a different response to a scene in the movie or watch 3 TED talks and then create a short one to teach the rest of their classmates, all this lends itself to even practicing writing in the same assignment and the ways in which you can teach pronunciation using this technique are really endless. It is clear that teachers have to explain the topics as they regularly do because not everything can be taught through videos and movies, but homework, class work, and projects are more entertaining and generate the intention to continue watching. Things with subtitles only in English or without them at all skills that will help them improve in this area for the rest of their lives.

2.2.3 How to learn the pronunciation

It is not only important that teachers know how to teach, but also that students do their part and seek to go beyond what they are taught; they also understand that they are capable of generating self-taught learning that, according to the Merriam-Webster Dictionary, someone self-taught is "having knowledge or skills acquired by one's own efforts without formal instruction or training." Alternatively, if not good that he is a student who looks for his own ways to improve to do it only sometimes when he is in class but at other times as well. Learning how to learn pronunciation sounds confusing, but it is basically about how each person can acquire or improve their English pronunciation without a teacher having to be constantly there. Clearly, teachers are there to teach, but if you want to improve more quickly, it is better for everyone to

do things at their own pace, that is, to use what they have learned in class and investigate more about it in order to improve.

Continuing with the train of thought, people must have previously discovered which learning method is most favorable to them. This is not only with self-taught learning but also with that offered by a teacher because if people already know how to do it, it gives them a better way to acquire knowledge. They save valuable time by, for example: making summaries when in reality listening to the information is what brings out the best of their abilities or also the teacher's time who tries to teach this person but has yet to achieve significant results.

There are several things that you should take into account to learn to pronounce better, and according to Ghali (2022), one of these is to keep in mind how each person wants to sound if you want to learn British English, then that is what you should study while if it is general English or that used in the United States, then a different approach should be sought. It was also subscribing to internet platforms that provide conversational resources in English. Another thing is to focus on the words or phrases that are more complicated and develop them until they are no longer a problem; a solution today is less of a problem tomorrow; it is necessary to pay more attention to the intonation and rhythm of the words so if the learner If you are listening to something and it is not clear to you how a certain word is pronounced, you can listen to it again until you achieve the required intonation and rhythm. Moreover, something that is extremely important is not to read words in English while thinking in Spanish; this can confuse anyone, and that is not the point; when you are learning English, you have to leave the mother tongue saved so that it affects the process because there are many words that in Spanish and English look alike but have nothing to do with one another. The last thing is that doing it fast could be doing it better; sometimes, it is better to go slowly but learn well.

Other tips that can help improve and learn to pronounce are, according to Benjamine (2020), how you can make tongue twisters to use them as a tool to avoid getting stuck when speaking, another would be to gradually learn vocabulary words with their meanings, this to gain more knowledge to make conversations more fluid. Speaking slowly is considered another; this is done to pay more attention to what is being said and how it is being said to find areas for improvement and to be able to give them the necessary attention. Finally, it is always recommended to practice with native speakers to learn from them, the speed with which they speak and the way they do it; what is taught at school or learned abroad is not the same as putting it into practice with someone who knows how to do it from birth.

Some other tips that can be useful to learn pronunciation are according to Alborno (2022) that it is better to learn complete common sentences and not just single words because it doesn't work at all to just memorize words without knowing how to turn them into a sentence, another thing would be grammar It is very important, but a small degree of priority can be given to pronunciation because even when learning the mother tongue, babies do not start to write but rather listen and internalize. You also have to have great discipline and repeat yourself to exhaustion, sometimes it is believed that repeating it ten times is enough when it is not a matter of time but of perseverance, and you never have to translate from English to Spanish or vice versa, this is a rule of thumb because it can cause confusion and not give a clear message since there are words that do not have a textual translation.

Learning a language is not simple at all and requires a lot of practice and persistence, so it is necessary to use all the knowledge that has been discovered so far to learn or improve a new language. Some people, as has been seen, have investigated some ways to make the learning process easier, and one of these is Gutierrez, who in 2023 discovered that you have to choose the

battles that must be fought; with this, he refers to the fact that although it is always good to improve each aspect, there are some that have priority and others that can wait a bit. On the other hand, knowing how to listen is essential to achieve the goal, and it is very important to practice moving the muscles of the face because the sounds in Spanish are very different from those used when speaking English, so you have to train your face to produce those sounds.

2.2.4 Advantages of using Written English

The advantages are the positive things that the subject can offer to people; in this case, the first advantage is the approach to a globalized society that is aware of the help that technology brings to education and will use it to keep growing. The use of networks and platforms took an unexpected force for many people from one moment to another, so the most appropriate thing would be to go hand in hand with that force and update the teaching methods for future adults who were born in a time where everyone expresses their thoughts and tastes freely and see technological objects as a necessity and not just an accessory.

Another advantage that the use of written English in class can have is that by using the tastes of each student for different exercises, they can gain more confidence in themselves by exposing things that make them happy and also create links between students who do not know they possessed the same tastes as other students. The student process is a very exciting time, but it is also very complicated because it begins at a very young age and continues to grow in it until reaching adulthood. With this, there is a real personal discovery of the things that everyone likes, for this is very stimulating to find other people with whom to share things. This is also very helpful for shy people who would not look to talk about what they like if it was not an assignment.

An advantage that would take the number three position is that with the existence of at least the reinforcement of the use of these new tools and learning methods, doors are opened to expand education and continue looking for ways to complete the objective of teaching students the things they need to learn from each teacher. Perhaps for some people, written English to learn pronunciation can be confusing, but it is one more way to show that education is to use all the resources that already exist and look for more because you can always improve something or create something new that works better for someone's purpose. This is an advantage because it not only seeks to teach students but also teachers, especially those who have teaching methods from another era, so that they can modernize without fear of doing it wrong.

2.2.5 Disadvantages of using Written English

When looking for new learning methods, it should be taken into account that you will always be able to find advantages of using this method and disadvantages because everything has its side that could be improved; in this section, we will think about those things. One disadvantage that can be found using written English is that although, according to Orús (2022), there are approximately 520 million people subscribed to the platforms designed as tools in this research, there is still a large percentage of people who are not, so some Populations may feel excluded from being able to use this method due to factors such as their financial situation or place of residence that may not have internet. In the same way, there are other ways that could be used for the method, but it would require variations such as audiobooks with your physical book that you can rent from a library or computer rental places that, for a low cost, could give you access to what you need. Then it is a factor that should only be better developed at another time.

On the other hand, another possible disadvantage is the kind of participation that teachers can obtain from the students. The activities pay off if they are done honestly, so it would be a

problem if, instead of doing things as indicated, the students cheated. For example, they are asked to watch a movie to act out a scene with the same dialogue, but in reality, they are just looking for any scene and learning it by heart, or they say that they are watching the movies with English subtitles, but it really is In Spanish, much commitment is required if you want to make 100% use of the resources, this method plays a leading role in the student's attitude and if they want to learn and improve their pronunciation or pass the subject. Many students need to think about their education in the future, so they make those traps that make it difficult for them to acquire these lessons. That is why it is crucial to have awareness to value practice opportunities.

The third disadvantage that has been thought of on this subject is the learning difficulties that some students may experience. There are people who need absolute silence to be able to concentrate and do their schoolwork, so perhaps this method could be useful for them in their unconscious modality in which they only go completely into the English language and thus watch their movies, listen to their music and play their videogames, but if they are tasks left by the teacher, it can cost them a little more and the practical part. Students who need extra attention should always be considered so that they do not become overwhelmed by the pressure that the educational system can put on them. The levels and types of learning problems are very varied and delicate, so you have to keep an open mind in case of modifications to fit everyone's needs.

2.2.6 Tools/Exercises to improve pronunciation

In order to achieve the proposed goal of improving the pronunciation of the English language, there are some tools or exercises that can be used. These work as learning support so that they can be used according to the student's needs. In the case of this research, the tools are movies, video games, subtitled videos, and the lyrics of songs in English, to name a few, because any entertainment that is in English and stimulates several senses at the same time can achieve

what is desired. This is because, as has been mentioned several times, these elements are key to unconsciously learning more about pronunciation. Each of them works in a similar way; the idea is that each person can choose what they want to do in their free time and can even use several of these methods on the same day. The only thing that needs to be mentioned is that they are always used in the target language, which in this case is English because if they use Spanish, the results will be less effective.

Some ways in which the elements mentioned in the paragraph above can be used in an English class is, for example, that a teacher asks his students to choose a scene from a movie in groups and act it out in class using the same dialogue, this can be done with a specific theme such as cold war movies, using some speaking style, exemplifying a situation seen in class or whatever. Another exercise could be to put on a video or talk with English subtitles and then discuss with the students what they understood or, in the end, ask questions to find out how much they understood from the video. As a third exercise, students can be asked to choose a song to play in class; students will be taught the lyrics while listening to them and then given a sheet with the incomplete lyrics to try to complete. These tools are so versatile that they can be used as a resource for free time, which is the initial objective, or even be implemented in classes to make the lessons more interactive and exciting for students. Clearly, this could be done with students ranging from pre-adolescence and adulthood for the maturity it takes not to waste time on the assignment using it as an excuse.

The previous tools are to gain knowledge without feeling that you are studying; now, some other things that can be useful are, for example, the Routledge dictionary, which according to Kretzschmar and Upton (2017), was created specifically for the purpose of both people with native English how learners of the language could use it, in the case of native speakers who

could find in it the pronunciation of uncommon words and for other people as a pronunciation guide since it uses some symbols and diacritical marks of the phonetic alphabet of the English, they are not all existing but enough to make it work. As dictionaries usually have the phonetic transcription of words, anyone could be useful, but since this is specialized, it may provide faster and easier help.

An exercise that can be very helpful to improve pronunciation is to record yourself saying something and then listen to the recording. In order to do this exercise, people need to already have audio from any source that indicates how that should sound. You are practicing because otherwise, you cannot know if there is something to improve or if it sounds like what you could say is perfect for a person using their second language. Another similar exercise is that when you see or hear any of the written English tools, stop at a phrase you want to learn so that the person repeats it several times and then continue; this is useful to practice intonation because it can be the same phrase but with a different sentiment.

Applications such as Duolingo, Hello Talk, or Quizlet can also be taken as tools, but these applications are more like sitting down to study, so they are further from what you want to try. However, each person should choose which methods or combination of methods works best for their personal learning. It is important that no matter what tools are used, the person who is learning the language keeps a kind of diary so that they can note their progress and see if an adjustment is necessary or can continue in that way, for example, if a person goes from watch movies in English with Spanish subtitles to watch movies in English without subtitles, perhaps for that person such an abrupt change does not allow them to obtain the best results according to their personal goals so they could put subtitles only in English, and that is half of what he was doing.

The question could arise as to why if the idea is that learning is unconscious, tools and exercises are offered that are not compatible with that, and the reason is that they can already acquire learning easily by modifying their entertainment to the English language, so they want to offer themselves. Alternatives to be able to give more strength to this learning and that if people feel motivated because they have noticed a change, they can continue along this path doing more things to improve their pronunciation. Teaching the subject is one of many tasks of a teacher. It also involves updating and creating the tools to generate interest so that future learners of the English language do not need much to be filled with all the benefits that this language brings.

Chapter III

Methodological Framework

In this chapter of the research project, all the information on how this research will be carried out will be developed. The first point to develop is the approach applied to the work. It is crucial to mention that there are three different types of approaches. However, the research will only focus on one: the quantitative, the qualitative, and the mixed, which is simply a combination of the previous two. The qualitative approach that is going to be used and according to Bhadari (2020), is a type of approach that " involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research." In simpler words, this approach collects the opinion of a specific topic and then interprets the results in a non-numerical cultural way.

In addition to defining the qualitative approach, this section will explain the research design, the sources of information used, the categories of analysis, the instruments used for data collection, and the process of collecting these data. All this is for the research to be successful by answering the question posed and doing it based on data in which third parties are involved so that these data are as honest and useful as possible. This part is the one that will lead the course of the investigation and, therefore, must be carefully carried out.

3.1 Research Approach

The qualitative approach will be used because, in research focused on education, it is more appropriate for research by its nature. In addition to education, it is also the most used in areas such as sociology, psychology, and anthropology. Primary, secondary, and tertiary

information sources will be used to give more support to the information, always thinking about the goal and what needs to be achieved to reach it. In this approach, the important thing is different from the figures and numerical data because it focuses more on people and what they want to tell the world about their experiences.

What happens in a certain environment or situation, and what that leaves for the studio? It can be said that the qualitative approach gives importance to human behavior, feelings, thoughts, attitudes, learning from lived experiences, and everything that is not numbers and data, here that is not the main thing if not knowing what people think about a specific subject, each person has something to teach and this approach is the one that is in charge of giving those people a voice. It should be noted that even though this approach is more focused on people than the quantitative one, it has the same validity since it is equally scientific and analyzes what it can obtain under its method.

With everything said above, you can understand the reason why this research is going to use a qualitative approach, as it is focused on people and their thoughts, it is the most accurate since a population is needed that would be the ninth-grade students of the Costa Rica Christian School to know your opinions on improving the pronunciation of the English language using written English as a tool. This is intended to be known using surveys, questionnaires, and interviews that are directly related to the qualitative approach, which is why it is the one that will be used.

On the other hand, the other two approaches have to be defined, the quantitative and the mixed (the combination of the other two), to finish contrasting them and truly knowing that the researcher made the appropriate decision when choosing the qualitative one. To begin with, the

quantitative can be defined, according to Arteaga (2020), as focusing on objective measurements and statistical analysis, which is always based on the mathematical, objective, and logical. Everything is related to getting answers in quantities and analyzing what is obtained using graphs. Moreover, the mixed approach, also according to Arteaga (2020), is the one that synthesizes the qualitative and quantitative approaches within a single investigation. They seek to obtain open results, as in the qualitative approach, and fast results in the quantitative approach.

3.2 Research Design

For this research, a descriptive design is going to be used; according to McCombs in 2019 can be defined as a design that accurately and systematically describes a population, situation, or phenomenon; you can also say that it is a methodology that focuses on what else that in the why or basically describes the topic to be investigated without going into why it happens. It is an observational design because the variables are not influenced in any way. This type of design does not use mathematical information, nor does it expect to receive this type of data from the research objects, but rather their perspective and experience on the subject to solve the problem posed with this data.

Before paying attention to why something happens, the descriptive design seeks to answer what, when, how, and where it happens; this means that the descriptive design is used when you want to know more about a topic about which you do not know much at this moment, and you want to know more to solve the research dilemma based on an analysis of the situation using the tools that correspond to the descriptive design such as surveys, interviews, observations, and case studies.

Some of the ideology of action research will also be used because it focuses on problem-solving and on the goals of the social sciences, which, as is well known, both pedagogy and linguistics are part of the branches that the social sciences have. In addition to using a method of participation and collaboration that is applicable in this research project where the research objects are needed, the ninth-grade students of the school participate by making the changes in their lives that the researcher needs to obtain the results, these changes would be to change their entertainment methods to 100% English.

3.3 Information Sources

Among the sources of information, you can find books, videos, newspapers, magazine articles, digital places, and other types. There are many ways to obtain information on a specific design or approach, but these are divided into groups: primary, secondary, and tertiary. These are the ones in charge of providing the population with the necessary information to acquire knowledge in the area they want, in this way the countries were learning that there were more, they began to communicate side by side, to the point where now with a click we can learn about many issues based on other research. For example, at least 15 books and some related articles were used for this research project.

Primary sources are all those obtained firsthand or directly. They are made by the people who were at the time of the event and experienced what happened; that is, they contain the original information without having been translated or abbreviated in any way and may be the result of other investigations; this information is so that the researcher can analyze it, discuss it and cite it in his project, this is where the books, newspaper articles, theses, and articles are located. In this investigation, all the previously mentioned examples were used, mostly in the

theoretical framework around the study; the primary sources have been crucial to achieving the goal.

Now there are the secondary sources; these sources are derived from the primary sources since they are created when an institution, company, person, or groups of people of some kind use for research they are carrying out data that were not collected directly by them if not from a primary source. These are usually a summary, interpretation, commentary, or evaluation of the primary source from which they are coming.

The secondary ones are considered persuasive and usually want to convince the person reading their argument.

Furthermore, finally, the tertiary sources are the ones in charge of obtaining general information on a topic; they can help the researcher to find primary and secondary sources, and although they do not usually contain information that can be cited, they are the ones that provide the sources that do may be citable. These sources are the ones that regroup, summarize, and even list information. Furthermore, some examples are dictionaries, directories, and manuals. Each source has its specific function and is equally valuable for obtaining information.

3.4 Analysis Categories

For this part of the chapter, we will define and describe the study object being investigated. Its objective is to determine simple concepts to understand better what is being investigated, and there are usually few since it is the most important thing, only some things. This part of the investigation is complex because it can confuse the reader if it is done wrongly. Then this section will define the two central points of the investigation so that the reader can better understand the topic and stay aware of technicalities.

3.4.1 Written English

Written English can be defined, according to Nordquist (2019), as "how the English language is transmitted through a conventional system of graphic signs (or letters). Compared to spoken English". In other words, it is the other way of communicating, and letters are used to do so; however, how written English is used in this research is with subtitles and song lyrics to visually analyze what can be produced later. In spoken form. It is taking something that everyone knows and using it as a tool to improve something.

3.4.2 Pronunciation

Pronunciation can be defined according to an online dictionary called Dictionary. Com (n.d) is "the act or result of producing speech sounds, including articulation, stress, and intonation, often concerning some standard of correctness or acceptability." Pronunciation is how we produce sounds, which begins to be done shortly after birth, and each language has its sounds that change the pronunciation, so it is not something universal but rather something determined by the area where each person meets and learns to speak. It is a very important part of communication since they are different depending on the language and demographics.

3.5 Data Collection Instruments

In order to carry out the research project correctly, it is necessary to use instruments that collect information, according to IGI Global (2022). Data Collection Instruments are tools researchers use to collect data in the research process. The common data collection instruments in research include interviews, questionnaires, documentary analysis, and observation. The data collection instruments are all the surveys, interviews, observations, interviews, and other ways to acquire the necessary information on the desired topic by consulting at least ten people.

In this research, two data collection instruments will be used. The first is a survey that will be applied to the ninth-grade students of the Costa Rica Christian School; the first instrument is the survey. As the Cambridge Dictionary says, this is an examination of opinions, behavior, etc., made by asking people questions (2023). The first survey will be applied to the students at the beginning to find out what they think about unconsciously using written English to improve pronunciation. They will be told more about the subject and asked to make certain changes in their day-to-day if they still need to do something requested. In the end, they will be asked a second survey to find out how they felt about the subject if they think there was an improvement, and how the method could be improved, among other things that can be asked.

The second instrument will be the interviews, which will be carried out with the high school English teachers of the CRCS institution; according to the Merriam-Webster dictionary, an interview is a meeting at which information is obtained (as by a reporter, television commentator, or pollster) from a person (2023). They will be asked if they knew how to improve the pronunciation being exposed in this investigation and if they had applied it in their classes, among other things. This is to leave that thought in the teachers so that they see the tool as a possibility for improvement. The interview would be done before the meeting with the students, also so that the teachers know what their students will do in the case of the ninth-grade teacher who will provide the students for the research.

3.6 Collection data process and data analysis

The information coming from the students and teachers of the Costa Rica Christian School students and teachers that will be collected from the instruments is tabulated to be interpreted through some graphs that show that information obtained and then proceeds to analyze that data.

Completely it could be said that the survey is applied and the interviews with the teachers are carried out; once this information is collected, graphics will be created that contain all the data to have a better vision of the information, and these graphics will be analyzed to be able to extract conclusions of the proposed objectives and some recommendations may even arise to improve the process and that for future reference people who wish to use the tool know how it could be done more fluidly and correctly.

To establish the theme as much as possible, Taherdoost, H (2021) explains that data collection is collecting data to gain insights regarding the research topic. The author also commented that it could be difficult for researchers to choose the instrument to collect the information since it has to be the one that best fits the investigation. On the other hand, Kelley K (2023) defines data analysis as cleaning, changing, and processing raw data and extracting actionable, relevant information that helps businesses make informed decisions. The procedure helps reduce the risks inherent in decision-making by providing useful insights and statistics, often presented in charts, images, tables, and graphs.

Chapter IV

Data Analysis

In this chapter, the data collected in the survey applied to the ninth-grade students of the Costa Rica Christian School, and the interview with the English teachers of said Institution will be interpreted and analyzed. These information-gathering tools will seek to know the opinion of students about the use of written English as a tool to improve pronunciation unconsciously, in addition to knowing what they think about the study/practice of pronunciation and to know a little more about their recommendations for English lessons and improve the deficiencies that language learning has. On the other hand, with the interview with the teachers, it is also sought to know their opinion and recommendations as the other part of the teaching/learning process for this, data analysis would be used. Abba I (2022) expresses that Data Analysis is collecting, organizing, and analyzing raw data from different sources. You can then gain insights to help organizations make important predictions and decisions.

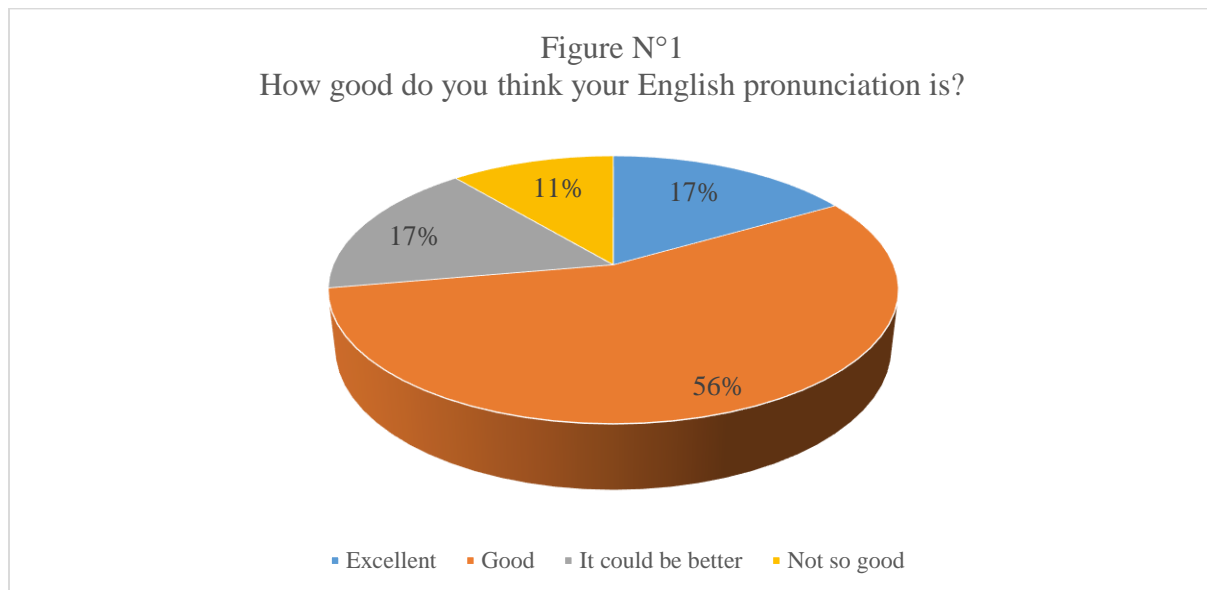
4.1 Analysis and Interpretation of the Results

This part focuses on the data collection instruments applied to the ninth-grade students of the Costa Rica Christian School, where the factors that were present are interpreted to know if the results are positive or not for the research objectives. According to Calzon, B (2023), Data interpretation refers to using diverse analytical methods to review data and arrive at relevant conclusions. The interpretation of data helps researchers to categorize, manipulate, and summarize the information in order to answer critical questions. On the other hand, Villegas, F (2022) spoke about the importance of interpreting the data and how it is useless until it is interpreted, and this information helps correct decisions. There are multiple instruments to collect information, such as those mentioned below.

4.2 Survey

The first instrument used was a survey. A survey is an instrument used to collect information based on questions asked to individuals to analyze and interpret later in the investigation. According to Mills J (2021), a survey consists of a set of structured questions where each question is designed to obtain a specific piece of information. For the survey used in this research, ten questions were formulated, eight items were single or multiple choice, and two items of short answers to know the opinion of the ninth-grade students of the Costa Rica Christian School about the use of written English as a tool for improving pronunciation. For the analysis of the results of the two short-answer questions, the answers that were repeated the most or those that gave more information will be chosen.

4.2.1 Figure N°1. Question 1 of the Survey.



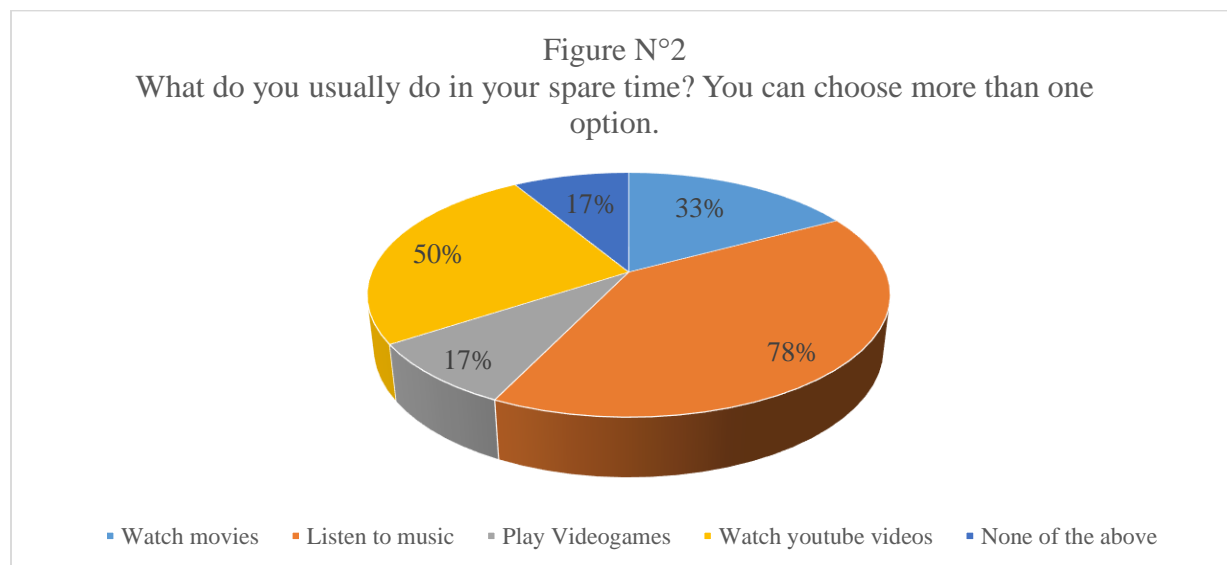
In the first question of the survey, it is pretended to know what ninth-grade students think about their pronunciation in the English language using four possible answers, the first being

“excellent,” which is the option for a high pronunciation level; the second would be “good,” then the third one is “it could be better” if they are aware of their deficiencies and want to improve them. The last would be Not so Good, the lowest pronunciation level.

From the results obtained, the majority, 56%, think they have a good level of English, continuing with 17% for an excellent level and 17% could be better, which would leave not so good. This shows that even though there is a large population that considers that they have good pronunciation, there is also a percentage that could and needs to improve since if you add the one that could be better and the one that is not so good, you would have a percentage of 28% of students. They need to improve their pronunciation.

It can be deduced from the results obtained that there is a need to improve pronunciation, which gives this research a reason for being; on the other hand, it must be understood that these results are from the personal opinion of the individuals surveyed, so they may have more students with deficiencies in their pronunciation who may not see it that way so it can be a help for them too.

4.2.2 Figure N°2. Question 2 of the Survey.

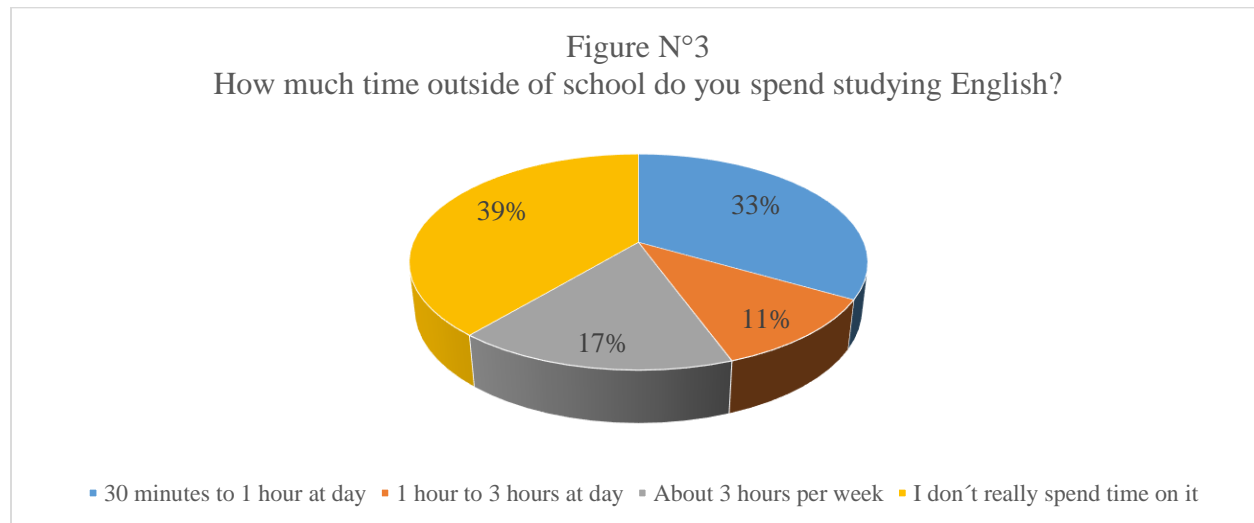


In the following questionnaire question, we want to know what things CRCS ninth-grade students do in their free time to determine if the means offered in the research are appropriate to the target population. The question options were: watch movies, listen to music, play video games, watch YouTube videos, and none of the above. Individuals could choose multiple questions to give more visibility to the true results. Therefore, for this question, 35 responses were received instead of the 18 responses expected, which at the percentage level gave 194% instead of 100%.

Based on graph #2, it can be interpreted that the majority of students, 78% of the population, usually listen to music in their free time, while half of the population watch YouTube videos regularly; on the other hand, 33% watch movies and with the same figure, 17% play video games, and 17% do none of these things, which more specifically would only be three students out of the 18 who were surveyed.

On the other hand, these results benefit the research because they show that only 16% do not use the proposed tools. In comparison, 178% combine listening to music, watching movies, playing video games, and watching videos on YouTube. So they would take advantage of what was proposed in the research. However, it would be useful to look for alternatives, including that 16% of students spend their free time in other ways.

4.2.3 Figure N°3. Question 3 of the Survey.



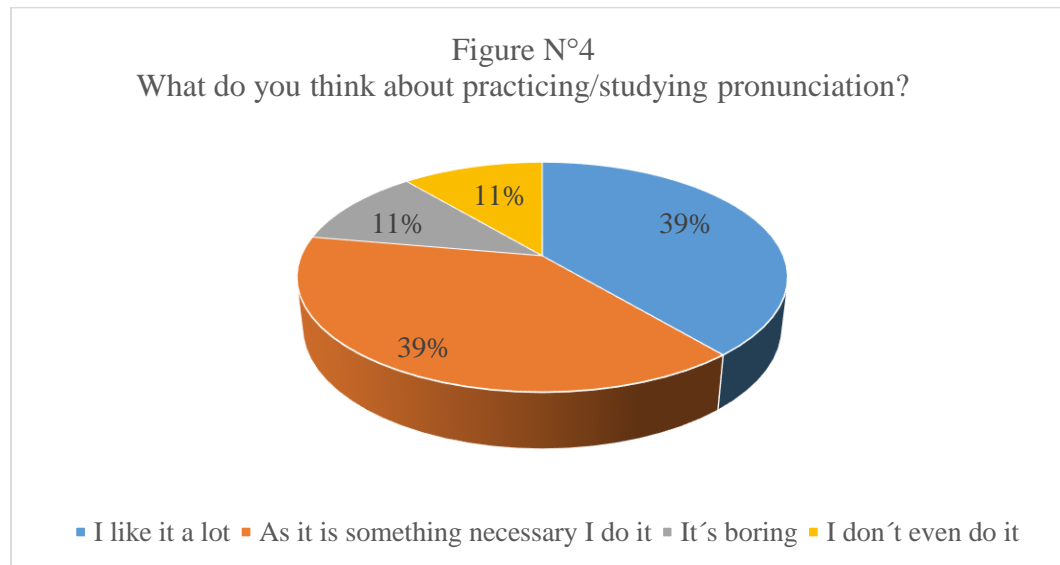
For question 3 of the survey, it was expected to know approximately how much time the respondents spent studying English to know if it is habitual for them or if they do not do it regularly. The items from which they could choose showed as the first option 30 minutes to 1 hour a day, then from 1 hour to 3 hours a day, as a third option they were 3 hours a week for those who do it but more occasionally, and last I do not spend time on it as the fourth option.

Based on the results, the highest percentage, 38%, do not usually spend time on it. In contrast, the next highest number, 33%, study English for 30 minutes to 1 hour a day, then 17% of individuals do it approximately 3 hours a week, and the remaining 11% percentage would be those who do it from 1 hour to 3 hours a day.

From the results, it can be deduced that for most ninth-grade students of the Costa Rica Christian School, studying English is not something they usually do at home, so it would have to be processed if proposing the abovementioned tools could increase the percentage. Of individuals who study English, however, it is close in percentage to those who study every day, at least for 30 minutes. Leaving in the middle are those who study weekly who, despite being

few, have the initiative to spend a certain amount of time catching up on the language. Moreover, finally, some studies from 1 hour to 3 hours, despite the less significant figure, this could increase considerably by putting the object of this investigation into practice, since if a person began to watch movies, for example, each one would last more than 1 hour and a half so they would already fall into this category.

4.2.4 Figure N°4. Question 4 of the Survey.



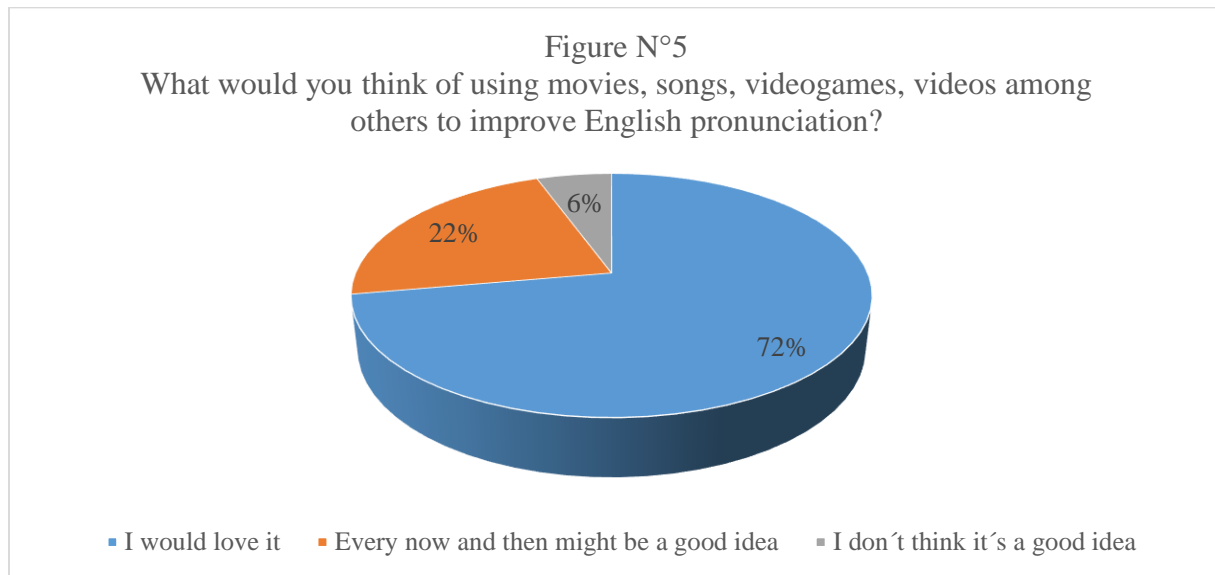
The following questionnaire question was hoped to understand what the ninth-grade students thought about studying or practicing pronunciation. For this statement, four possible responses were offered, the first being "I like it a lot," then "as it is something necessary, I do it," the third being "It is boring," and the last one, "I do not even do it."

From the results obtained, it can be interpreted that 39% of students enjoy studying or practicing pronunciation, the same figure as those who do it because it is necessary rather than because they like to do it. Afterward, 11% of the population thinks it is boring, and they are not interested in it. In a similar case, it is the same figure as students who do not spend their time studying or practicing the pronunciation of the English language.

Also from the results it can be deduced that there is a good attitude on the part of the target population about the study of pronunciation and also the sense of responsibility of the students is noted since even if it is not an activity that they find very funny, it still Thus, the need to learn to speak the language fluently is recognized, which shows not only responsibility but also maturity when thinking about their future and making an effort to learn what they do not yet

know and improve what they already know. On the other hand, students who consider it boring could change their minds by providing them with the proposed tools to make learning more in line with personal tastes.

4.2.5 Figure N°5. Question 5 of the Survey.



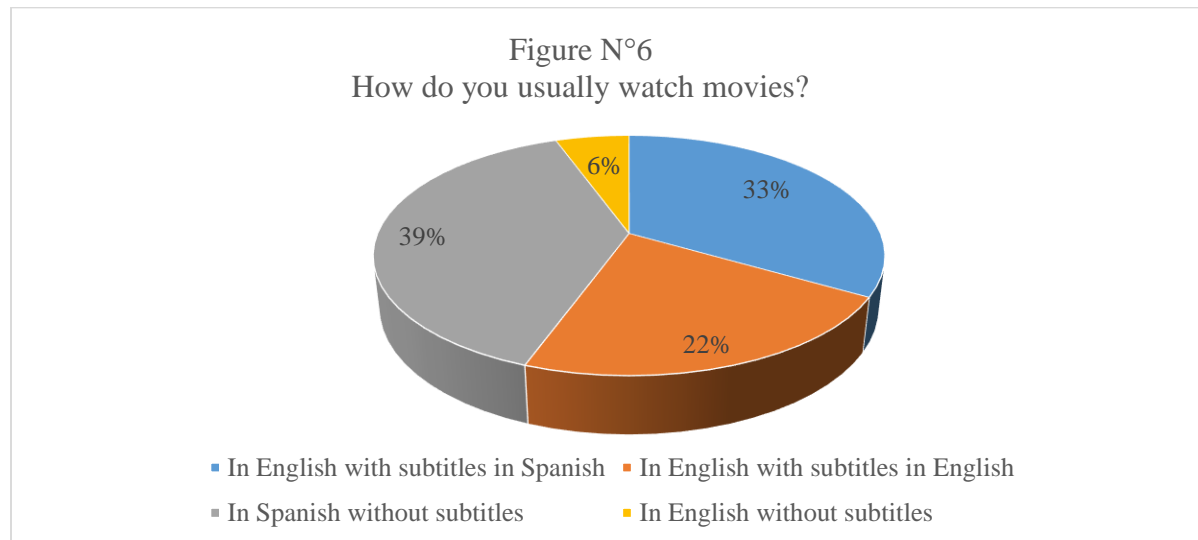
In question #5 of the questionnaire given to the ninth-grade students of the CRCS, the aim was to find out directly what the students thought of the proposed tools to improve English pronunciation. For this question, only three possible answers were offered, the first was "I would love it," the second was "Every now and then might be a good idea," and the last was "I don't think is a good idea."

From the results obtained, 72% of 100% of the students surveyed would love to use movies, songs, and video games to improve their pronunciation. In comparison, 22% of 100% thought that now and then might be a good idea, it could work, leaving the 6% out of 100% who thought it would not be a good idea.

Also, from the results obtained, the research topic is well received, which strengthens the argument to attract students' attention and motivate them to improve and learn more about pronunciation. It is not only the 72% of students who marked the first option but the other 22% who thought that it could be done sometimes, which with 94% of the population in favor, only

leaves 6% who were not there so convinced of the dynamics. One of the most important things is the opinion of the people who will benefit from the proposal, which has been positive.

4.2.6 Figure N°6. Question 6 of the Survey.



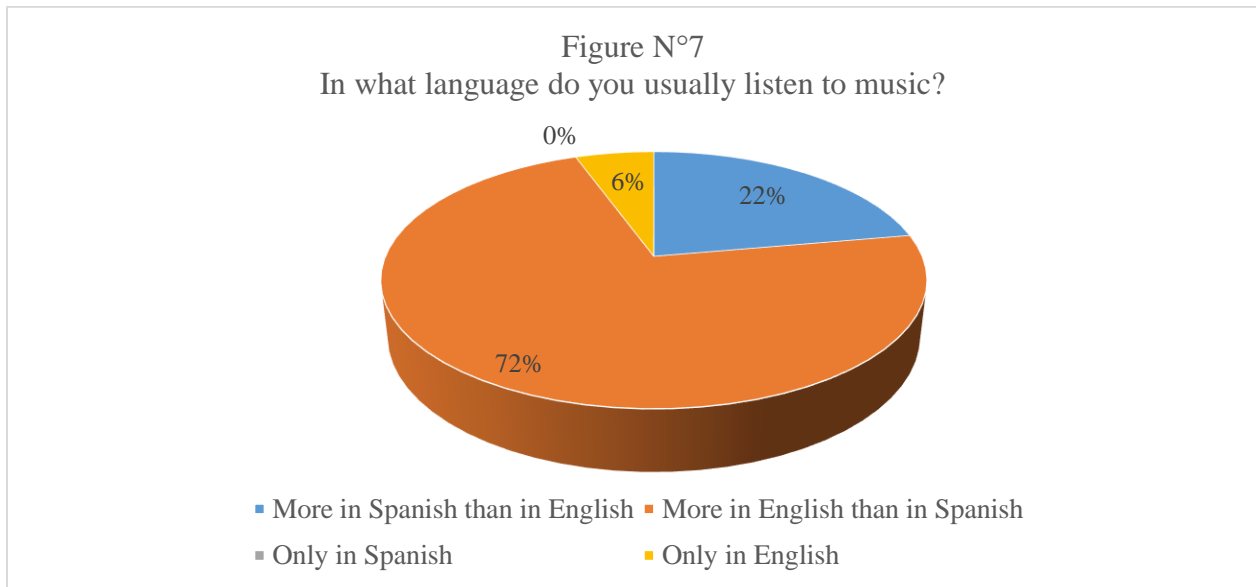
In the question after the previous one, it was expected to have better visibility of the habits of the people surveyed when watching movies because what is proposed is that people watch movies in English and without subtitles or That they see movies in English and with English subtitles. It was a way of knowing where the investigation was regarding the films. For this, four response items were given: In English with subtitles in Spanish, in English with subtitles in English, in Spanish without subtitles, and in English without subtitles.

From the results obtained on CRCS ninth-grade students, it can be interpreted that 39% of the population watches movies in Spanish without subtitles, 33% watches movies in English with Spanish subtitles and 22% watch movies in English with English subtitles. Finally, 6% watch them in English without subtitles.

In addition to the results obtained, it can be deduced that for the people surveyed, it is common to use English more in their entertainment than Spanish. To unconsciously improve English pronunciation, it is necessary to put English as a protagonist, so It is crucial to change that figure, leaving Spanish for the films that have it as their original language and for the rest to

see them in English. However, students are already adopting this modality, which is a good start for the project.

4.2.7 Figure N°7. Question 7 of the Survey.



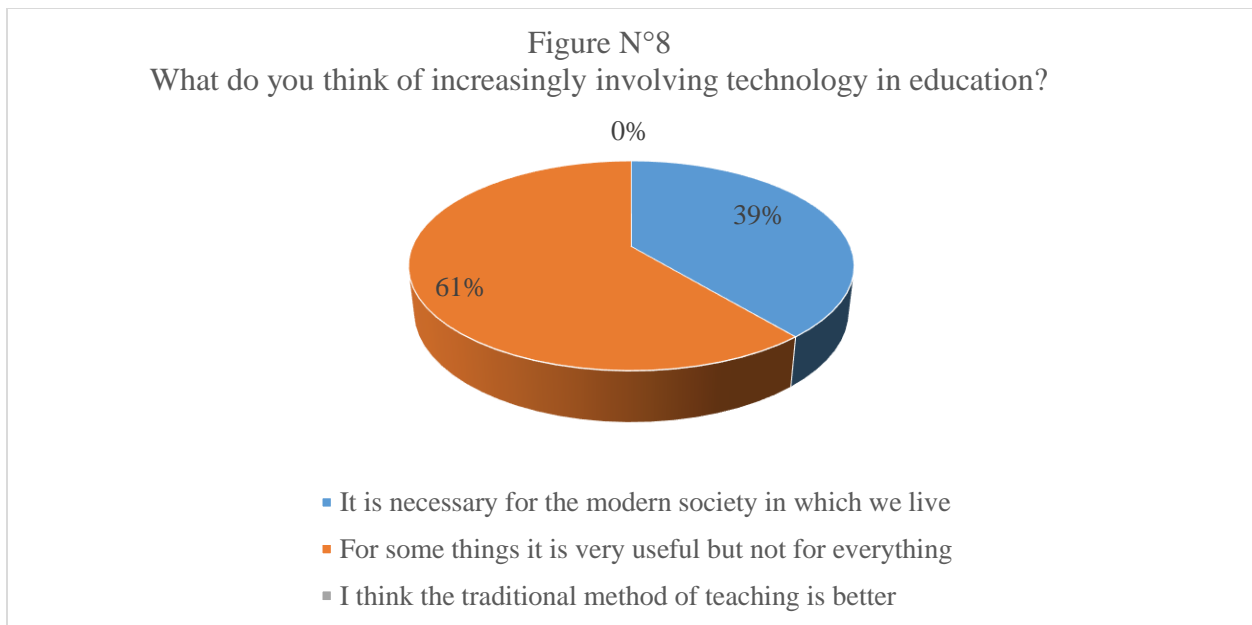
Question #7, similar to the previous one since they have the same objective, is intended to collect in which language the students listen to music. This question also seeks to give visibility to the choices of the ninth-grade students of the Costa Rica Christian School regarding music. For this, four possible answers were given to the students: More in Spanish than in English, more in English than in Spanish, only in Spanish, and only in English.

From the results obtained from the responses of the ninth-grade students of the CRCS, it can be interpreted that 72% of the population listens to music more in English than Spanish. However, they still listen to music in Spanish; on the other hand, 22% listen to music mostly in Spanish than in English but still listen to music in English, 6% listen to it only in English, and 0% only listen to music in Spanish.

From the results obtained, it can be deduced that, unlike the results in the previous question where English was not very present, this graph shows that for ninth-grade students, their music is mostly in English, which is beneficial for the research because it is part of the goal then

it is a favorable result. On the other hand, strategies could be sought to open the doors of music in English to those who usually listen to it less since there is a figure on that.

4.2.8 Figure N°8. Question 8 of the Survey.



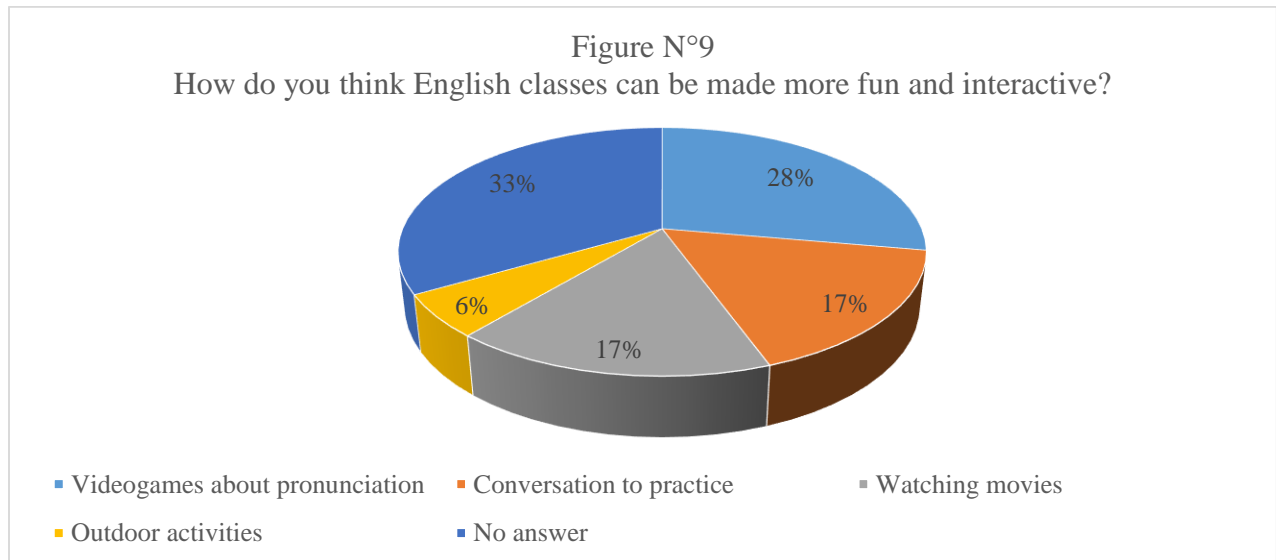
In the following question, it was expected to know the students' thoughts regarding increasingly involving technology in education because it is part of what is sought when using movies, music, video, and video games to improve pronunciation. In order to know their opinions, three possible answers were provided: It is necessary for the modern society in which we live, for some things, it is very useful but not for everything and the traditional method of teaching is better.

From the results obtained, it can be interpreted that in the population that corresponds to 100%, 61% think that involving technology for some things could be useful but only for some. In comparison, 39% think doing so is necessary or expected due to the modern society we live in. Finally, 0% of the population thinks it is unnecessary to involve technology since the traditional method is better.

Based on the results obtained, it can be deduced that even though it is said that the new generations come with cell phones in hand because they arrive in an era of technology and

change, the results show that there is some awareness about the advantages and disadvantages of technology since the vast majority believe that involving technology is useful sometimes but not all the time. On the other hand, something surprising is that there were only votes for the traditional method of teaching with technology, so it is recognized that the method is obsolete and does not suit the needs of current students.

4.2.9 Figure N°9. Question 9 of the Survey.

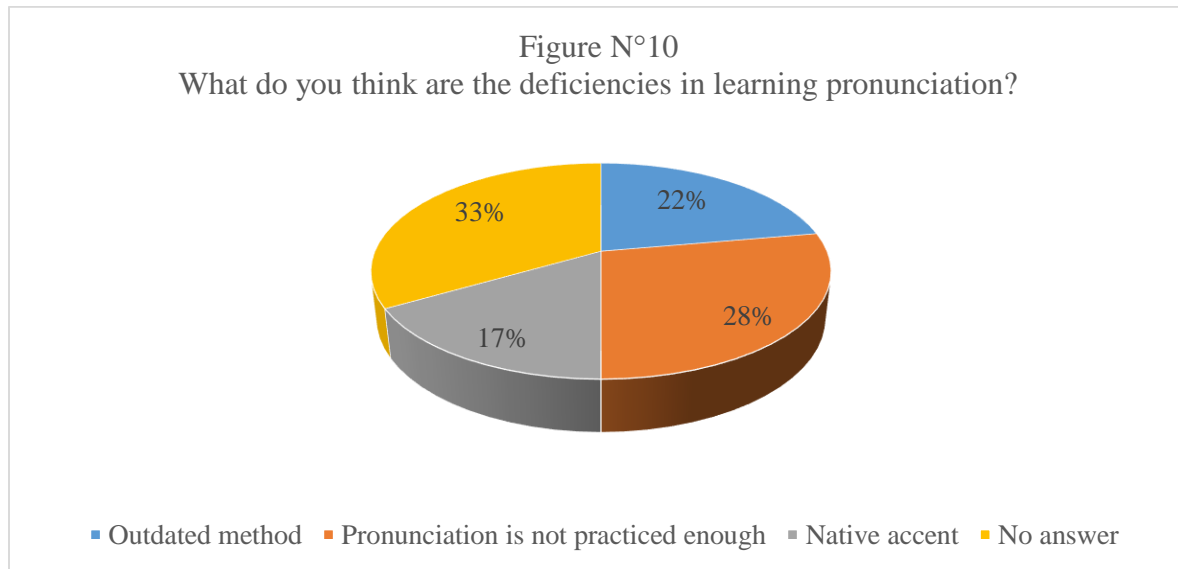


Question #9, seeks to know how English classes could be improved to make them more fun and interactive from the perspective of the CRCS ninth-grade students themselves; for this question, response items were only offered after they were. He wanted the respondents to express themselves openly with their recommendations for improvement.

From the results obtained, 28% of the student population surveyed think that pronunciation video games would be a great way to learn, with two equal percentages of 17% watching movies and talking to practice and 6% of outdoor activities. This leaves 33% of students who left the question without an answer.

From the results obtained, it can be deduced that the proposed tools to improve the pronunciation of the English language unconsciously are fun and interactive since it was the ninth-grade students themselves, who proposed them in their answers, it is also curious that they mentioned conversations or dialogues since it is one of the usual techniques to practice pronunciation and finally, it is surprising that the highest percentage was occupied by people

who did not answer the question since they did not want to take the opportunity to expose their thoughts.

4.2.10 Figure N°10. Question 10 of the Survey.

The last survey question hoped to identify the deficiencies of learning English to understand better how these deficiencies can be improved. To that end, question #10 was asked without possible answers but rather allowing the ninth-grade students of the Costa Rica Christian School to answer what they thought from their student's point of view.

From the results obtained, it can be interpreted that 28% of 100% think that it is not practiced enough, while 22% think that it is due to outdated methods that do not meet the needs; on the other hand, 17 % believe that their native language and pronounced accent when speaking Spanish make it difficult for them to speak English well. Only 33% of the population decided not to answer the question, which causes slight concern since the idea is to use their opinions to improve, but for that, opinions are needed.

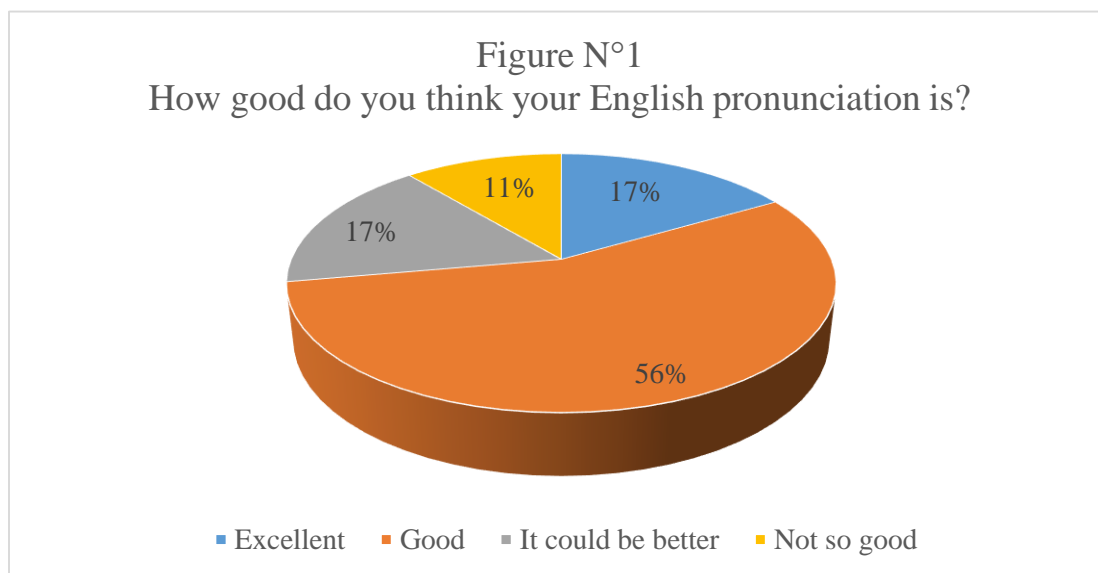
In addition, from the results obtained, it can be deduced that what was investigated and mentioned about the factors that affect pronunciation, which included the native accent, does have a place in this investigation, in addition to the need to find new methods to learn or improve pronunciation already that the current ones are not usually adjusted to the needs of the students,

on the other hand, the disagreement of the ninth-grade students is demonstrated about how the pronunciation area is not sufficiently practiced in their learning process. Finally, As in the previous survey, the highest percentage was that of the respondents who decided not to answer the question, which shows a lack of cooperation.

4.3 Interview

The second instrument for collecting information used in the investigation is the interview. An interview, according to Masters (2021) interview provides information on the states of the opinion of the different audiences on current or past events. In it, the amounts or statistical figures of these opinions are unimportant, but the explanation is. It is a flexible, dynamic technique that focuses on developing questions and then interpreting and analyzing them. In the interview, after a small explanation of the topic, seven questions were asked to find out the point of view of the English teachers of the Costa Rica Christian School on the use of written English as a tool to improve pronunciation.

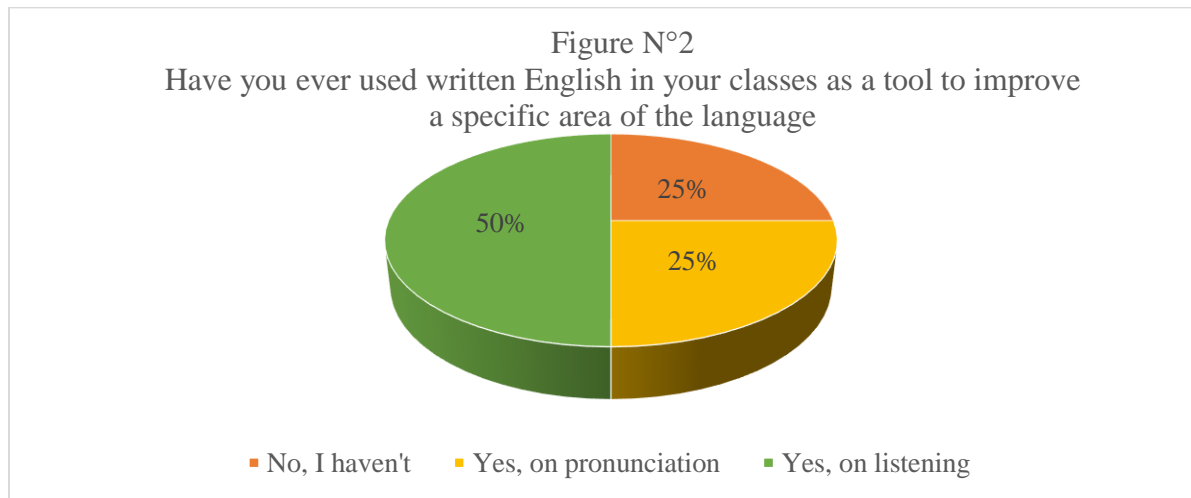
4.3.1 Figure N°1. Question 1 of the Interview



In the first question of the interview made to the English teachers of the Costa Rica Christian School, he wanted to know if the teachers had previously heard of written English as a tool to improve pronunciation. For this, as in the style of an interview, they were asked an open question so that they could give their opinion, in addition to being told that if the answer were yes, they would explain what they thought when they heard the term.

From the results obtained, it can be interpreted that 75% of 100% have heard written English as a tool to improve pronunciation, while 25% of 100% had not heard the term before. On the other hand, it can be deduced that the percentage that said that they had heard it mentioned that it depended on the type of intelligence, another one said that it was a system to pronounce better, and the last one that seemed useful as long as it was not always used. The interviewee who said no, commented that he would love to know more about it and that it was interesting since several brain parts are used simultaneously.

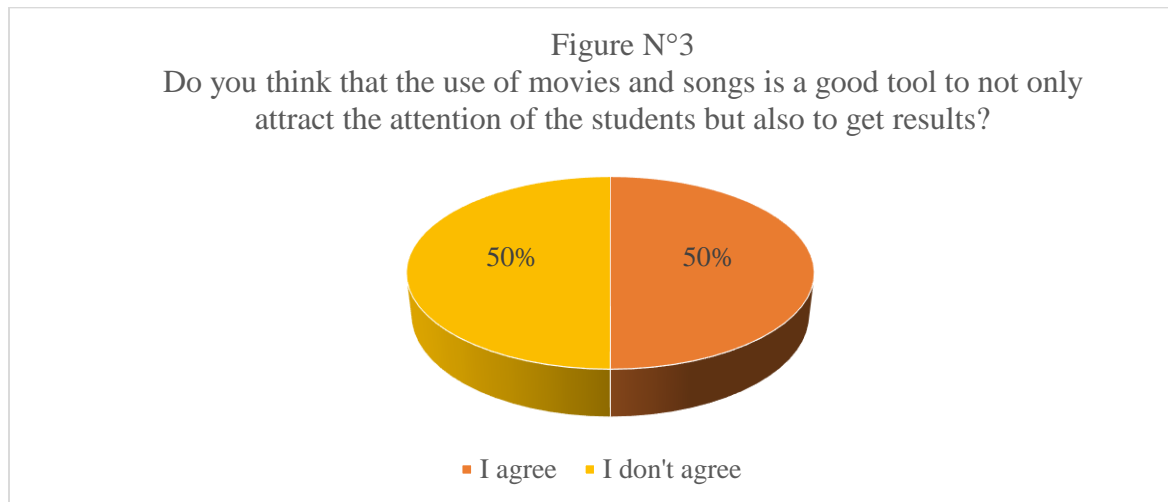
4.3.2 Figure N°2. Question 2 of the Interview



The following interview question pretends to find out if CRCS teachers had previously used written English as a tool to improve a specific area of the language in any of their classes. They were asked the open question to learn more about the uses they have given to the tool.

From the results obtained, 50% of the interviewees commented that they had used it, specifically in the listening area. On the other hand, 25% had used it only in pronunciation, and 25% had yet to use it in their lessons. In addition, it can be deduced that the interviewed teachers mentioned that written English had been used when putting works of literature on Youtube videos with English subtitles, also that it has been used to explain sounds, and finally, as a way of teaching how the words sound in different accents.

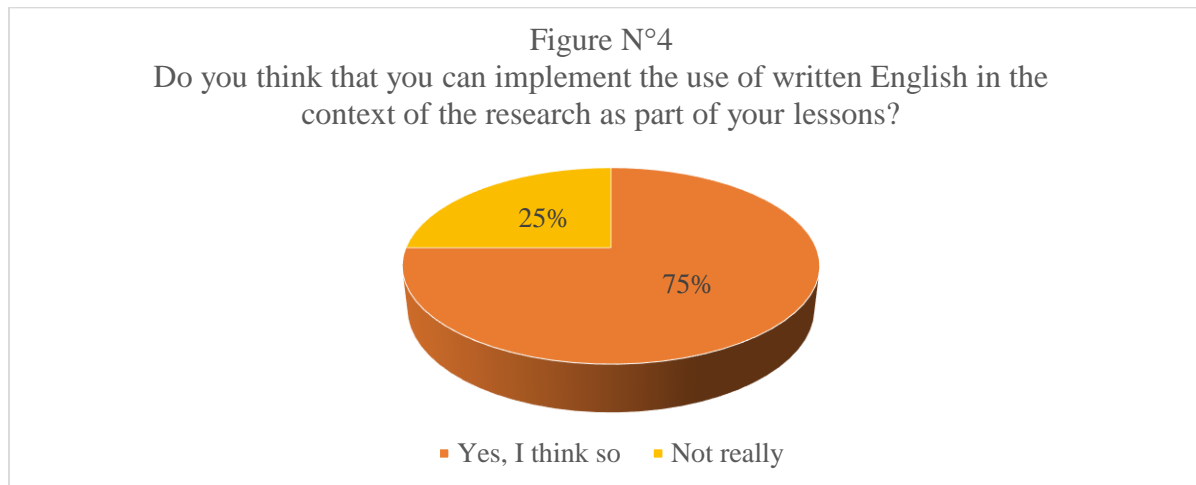
4.3.3 Figure N°3. Question 3 of the Interview



In the third question of the interview, we want to know if the teachers of the Costa Rica Christian School think that it is a good idea to use movies and songs not only to gain the students' attention but also to achieve results with the improvement of the English language. When asking the question, the aim is to add more to the information previously obtained since it is crucial to know the version of the students and the opinion of the teachers about the tools that are proposed, such as movies and songs, among others.

From the results obtained, 50% agreed with these tools to attract attention and achieve results, while the other 50% of the total 100% expressed that they did not think it was such a good idea. Also, from the same results, it can be deduced that, as the interviewed teachers said, who thought it was a good idea, students can learn while having fun. However, those who disagree believe that since in some movies or songs, phrases with grammar errors are used, these can be learned by students by being exposed to them.

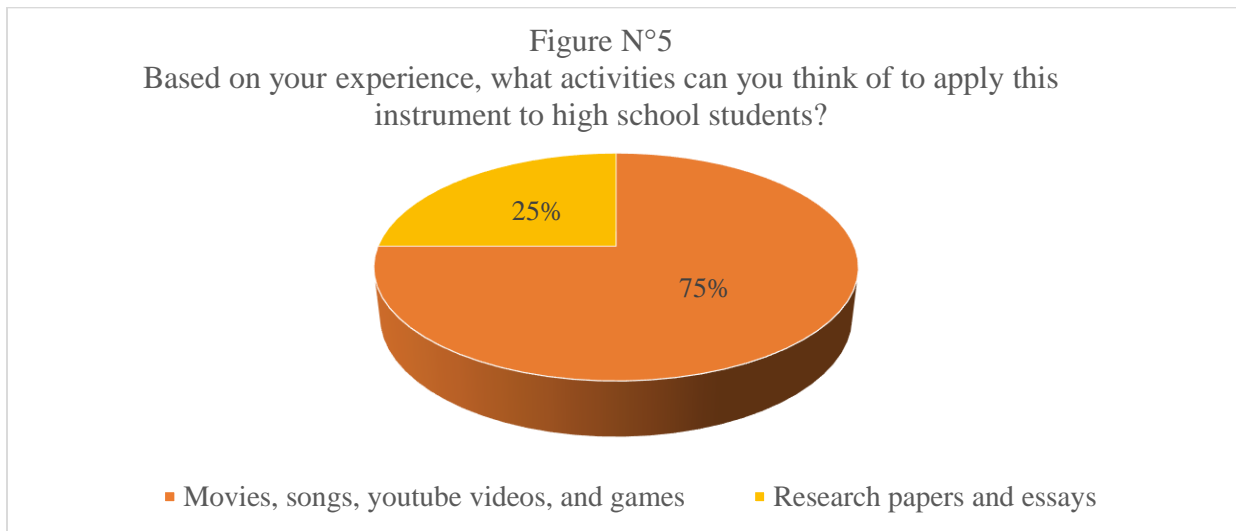
4.3.4 Figure N°4. Question 4 of the Interview



In the following question of the interview, we want to know if the teachers consider that they can implement written English as part of their classes. With this, we want to measure whether the teachers believe that the tools can be implemented in the Costa Rica Christian School's English classes since they teach the classes and seek to give that knowledge to the students.

From the results obtained, 75% of the respondents consider including the proposed tools in the classes that correspond to them, while 25% of 100% do not believe they could do so. In addition, it can be deduced that the CRCS teachers who can apply the tools in their classes thought that this is how they can practice certain topics. Also, one of the people surveyed considers that in a certain way, it is already something that is practiced only that it is not done regularly, while the 25% who said no did not give a reason for expressing that opinion.

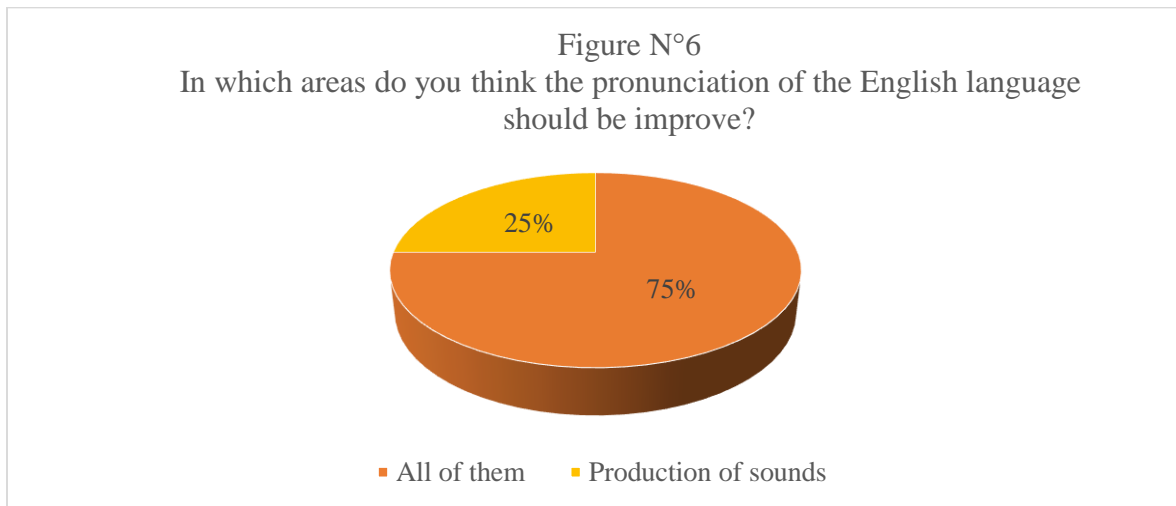
4.3.5 Figure N°5. Question 5 of the Interview



In the fifth question, it is intended to know, based on the experience of the Costa Rica Christian School teachers, which activities they believe the tools proposed in the research can be applied. It was requested that it be based on experience to take advantage of the knowledge of each of the four teachers who were interviewed since these teachers have taught various high school grades so that they can think of activities for all of the high school ages.

From the results obtained, it can be interpreted that 75% of 100% chose movies, songs, YouTube videos, and video games, while 25% of 100% thought that research and essays; from this, it can be deduced that these results are beneficial for the investigation considering that without having given them options to choose but rather with an open question the interviewed teachers chose the proposed tools. In addition, 25% show that there are still teachers who consider that traditional forms are the way to go.

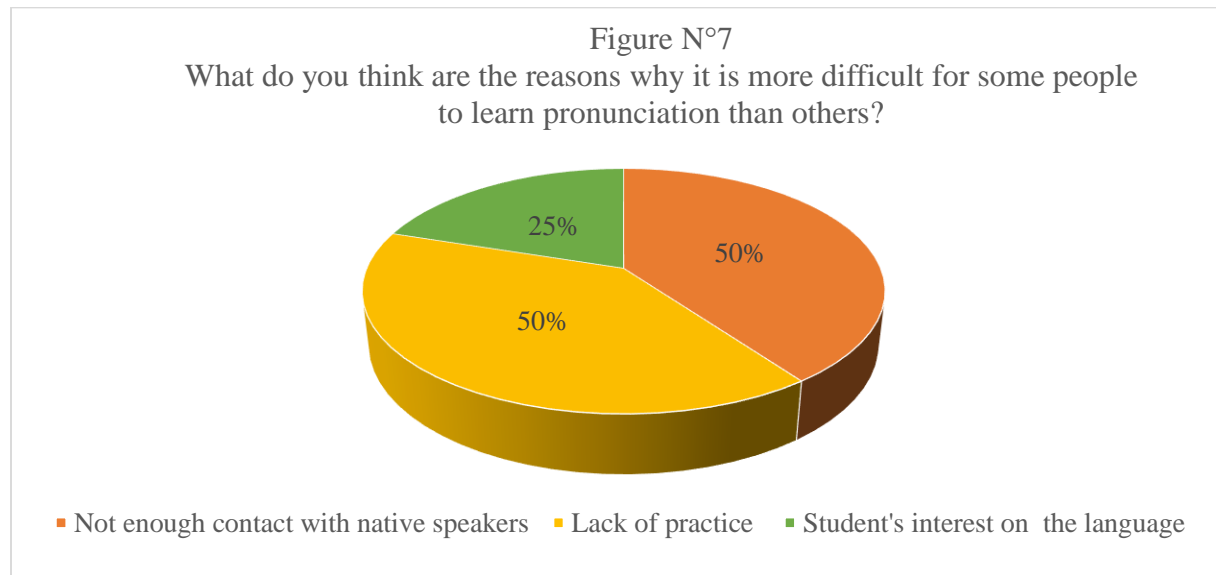
4.3.6 Figure N°6. Question 6 of the Interview



In the following interview question applied to the teachers of the Costa Rica Christian School, we want to know which English language pronunciation areas should be improved. With this question, we want to know if the teachers consider that there are areas where it is more necessary to improve pronunciation than others.

From the results obtained, 75% consider improving pronunciation in all areas necessary. In comparison, 25% think that sound production could be improved slightly more than the rest, from where it can be deduced as one of the teachers expressed, all the areas are related to each other, so it is necessary to improve them all, also concerning the production of sounds, extra care must be taken with the variants of words and their sounds.

4.3.7 Figure N°7. Question 7 of the Interview



In the last interview question, teachers were asked what they thought was why some students found it more difficult to learn pronunciation compared to others. This question was also based on the experience of the Costa Rica Christian School teachers according to what they have seen in their students.

From the results obtained, it can be interpreted that 50% think it is due to a lack of practice in the English language; on the other hand, another 50% think it is due to not having enough contact with native speakers, and 25% think it is the lack of interest of the students when learning to pronounce. As you can see, the total is not 100%, but 125%. This happened because, being free-response questions, the teachers could answer whatever they wanted, including answering more than one thing, which happened in this question. The results illustrate some previously mentioned problems in the investigation, so we will try to solve them as best as possible using the tools. For example, contact with native speakers can be improved by watching

Ted talks, conversations between English speakers, or the lack of interest when using entertainment of the student's preference.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

The purpose of the conclusion is to summarize the main points and demonstrate the results obtained through a survey of ninth-grade students and an interview applied to the English teachers of the Costa Rica Christian School of the research project on using written English to improve pronunciation unconsciously. Also, a conclusion is not merely a summary of the main topics covered or a restatement of your research problem but a synthesis of key points and, if applicable, where you recommend new areas for future research (Research Guides: Organizing Your Social Sciences Research Paper: 9. The (Conclusion, 2023). On the other hand, according to Caulfield J (2022), the conclusion is where you wrap up your ideas and leave the reader with a strong final impression.

5.2 Conclusions

5.2.1 Specific objective #1.

- To identify deficiencies when learning the English language pronunciation.

Conclusion of the objective

Based on the answers obtained from the survey applied to the ninth-grade students of the CRCS, it was possible to identify that the deficiencies when learning the pronunciation of the English language are as some had already been mentioned in the research since they were supposed to be the most frequent and among these is the native language and from the answers obtained from the interviews with the teachers is the motivation that is seen as the interest of the students to learn or improve the language. On the other hand, other deficiencies that had not been

studied in theory were the lack of contact with native speakers of the English language, the lack of practice, and outdated methods that do not meet current educational needs. Thanks to the data collection instruments, it was possible to identify the deficiencies from the point of view of the closest parties in the teaching/learning process. Once the deficiencies in the learning of the English language have been recognized, more specifically, the pronunciation of the language, the proposed method can be adjusted to try to cover as many of these deficiencies as possible to make learning much more fluid and dynamic for all people who wish to learn or improve this language.

5.2.2 Specific objective #2.

- To apply activities where written English is used as an improvement tool for pronunciation.

Conclusion of the objective

Also, based on the results of the survey and the interview applied to the subjects of the Costa Rica Christian School, it was possible to collect more ways to apply written English as a tool to improve pronunciation, these were with video games, watching movies, songs and Youtube videos that were already being proposed as tools in the research, but ninth-grade students mentioned dialogue as a way to practice and outdoor activities that can also be modified to be used with any of the proposed written English tools on the research. Therefore, the research subjects saw the written English tools as effective ways to improve pronunciation since both parties proposed them as learning methods without being told much about those tools. Only mere intuition and experience give realism to the research project as a new and modern way of learning that attracts the attention of people who want to learn the language and those who teach it.

5.2.3 Specific objective #3.

- To evaluate the outcomes of using written English as a pronunciation improvement tool.

Conclusion of the objective

When applying the data collection instruments, both the students and the teachers were confused since they did not know why they were being asked so many questions about pronunciation, but the answers were what would clarify the need to improve this area of English that is pronunciation and illustrate more how the situation was since it was necessary to know if the proposed tools were appropriate for the goal that was intended to be achieved, which was to find a way to unconsciously improve pronunciation without clinging to traditional learning methods. If not rather from the interest of each person and once all the results were achieved it was possible to understand that the evaluation of these instruments revealed that the proposed system drew attention, however both for teachers and for professors It can be something to do from time to time since it can give beneficial results and be a breather on the process, but not to completely change the teaching method, since you always have to keep in mind that all learners are different.

5.3 Restatement of the Research Question

It was considered to change the research question. However, it was realized that it was not necessary to do so because the previously asked question understands what is needed from the research, that about how a person can use written English concerning the project can improve pronunciation unconsciously using the participation of the ninth-grade students and that is why the question will remain as follows:

How can written English unconsciously improve pronunciation in ninth-grade CRCS students during the second quarter of 2023?

5.4 Unexpected Results

Some unexpected results that were visible around the research were mostly in the analysis of results since it was not expected that so many students would watch movies in Spanish without subtitles considering that it is a generation that grew up in a globalized era but that only shows what is important which are the measurement instruments, on the other hand, the number of students who obtained for not answering questions 9 and 10 was quite surprising since the idea with these questions was that they could answer freely and with that get the necessary information from the point of view of the ninth-grade students of the Costa Rica Christian School. From the interview applied to the professors of the same institution, there were no unexpected results.

5.5 Recommendations

First, any other professional considering research on the topic should analyze the research from another or more than one grade to expand the results to a broader age range. In addition, they can apply the instruments to more students, taking into account the students who did not actively participate in the applied survey.

On the other hand, educational centers are recommended to consider implementing the proposed instruments in their planning according to each center has possibilities or at least teach students that it is a way to improve pronunciation in their spare time.

Furthermore, organizations and places that provide English classes to adults are also encouraged to teach them the many ways they can improve their pronunciation, more than all written English, and use this research as inspiration for teaching outside of the traditional so your students know they can practice doing the things they enjoy.

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