

UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS

English Teaching

Evaluation of Repetition, Reading Focused on Correction, and Learning of phoneme-grapheme correspondence of the Diphthongs /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /oʊ/ as Corrective Techniques of the Phonetics Used at School Pio XII for the Effective Practice of the Oral English Language in Sixth Grade during the Third Quarter of 2021.

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Dedication

This work is dedicated to my parents, friends, and partner who were an essential key to be able to carry out all the research, because without their help this research could not have been carried out, for this reason I wish to extend my gratitude to them and their great support.

Abstract

The following research study focuses on the improvement of English pronunciation in the sixth grade of PIO XII school through the use of small readings with the emphasis on the improvement of the following diphthongs /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, and /oʊ/.

The research sought to demonstrate the use of small readings as a teaching method in improving English pronunciation where the investigator used the five diphthongs as a reference to test the effectiveness of the readings in recognizing graphemes and morphemes to improve students' pronunciation. Throughout the research, the researcher first conducted a pre-test in order to obtain a baseline of the students' knowledge of the diphthongs, then activities were applied to improve the students' knowledge, then a post-test was conducted to measure the students' final knowledge.

Through the instruments mentioned above the researcher performs a triangulation of data for instruments in order to perform a triangulation of data to evaluate the effectiveness of the small readings as a tool for the improvement of English pronunciation.

Resumen

El siguiente trabajo de investigación se centra en la mejora de la pronunciación en el idioma inglés en el sexto grado de la escuela PIO XII a través del uso de pequeñas lecturas con el enfoque en la mejora de los siguientes diptongos /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, and /oʊ/.

La investigación buscó demostrar el uso de las pequeñas lecturas como método de enseñanza en la mejora de la pronunciación del inglés donde el investigador utilizó los cinco diptongos como referencia para probar la efectividad de las lecturas para reconocer grafemas y morfemas para mejorar la pronunciación de los estudiantes. A lo largo de la investigación, el investigador primeramente realizó una prueba inicial para poder obtener un punto inicial de los alumnos referente al conocimiento de los diptongos, seguidamente se aplicaron actividades para mejorar el conocimiento de los alumnos, luego se realizó una prueba final para medir el conocimiento final de los estudiantes.

Por medio de los instrumentos mencionados anteriormente el investigador realiza una triangulación de datos para instrumentos con el fin de realizar una triangulación de datos para evaluar la efectividad de las pequeñas lecturas como herramienta para la mejora de la pronunciación del idioma inglés.

Chapter I

Introductory Framework

This chapter is dedicated to developing the problem statement that will be developed throughout this research. Pronunciation is one of the challenges faced by public schools to which students are currently exposed to in order to improve their English, since later the level of English will be measured in the four basic skills (listening, speaking, grammar and reading). Moreover, the chapter will also consider the general and specific research objectives to answer the research question, as well as the justification of the study, the background, and the scope.

1.1 Problem Statement

Pronunciation is one of the most difficult topics students ought to handle through their educational process; however, it is not under the principal topics public teachers who work for Ministerio de Educacion Publica (MEP) need to focus on. Public education has a system where English is mostly evaluated through exams, which main objective is to measure the vocabulary and grammar that learners could memorize. Moreover, the system is constantly changing to innovate education and provide a quality one. It has recently suffered a new modification, as High school students face an English exam where listening, speaking, reading, and grammar are evaluated as a unit. Thus, teachers must adjust their methodology, where pronunciation must be taught as an important scaffolding to enhance speaking and listening to meet the new requirements to pass the FARO exams.

Following by the previous idea, most of the times teacher do not know how to cover this serious topic with their students. This situation may be worse if not corrected when students start their first English classes at primary school. This is like mathematics, as whether we do not learn

the basics such as adding, subtracting, and multiplying, they would not be able to resolve algebra problems; therefore, they would need to go over to previous topics which should be mastered previously at early educational years. Consequently, the moment students find their pronunciation is not the appropriate, they immediately will find obstacles to communicate their ideas due to their pronunciation or intonation is not adequate. Moreover, their listening may be affected if students pronounce a word incorrectly, as they will not be able to distinguish properly the words that form sentences. Consequently, it will result that the message is not fully clear when it is listened to; if the students do not feel they fully understand the idea, it may cause demotivation to learn the target language.

On the basis of the above considerations, the investigation is pointed to improve the students' pronunciation by identifying some patterns, which enhance the intonation and phonetic elements with regard to diphthongs of the school students, and those who will take the FARO exams when they reach the tenth and eleventh grades, if they do not belong to an academic high school, since those who belong to an academic high school will face the assessments in eleventh and twelfth grades. The points mentioned above lead to the following research question "What is the effect of repetition as a corrective technique to improve the pronunciation of diphthongs /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /oʊ/ through readings in sixth grades at School Pio XII during the third quarter of 2021?"

1.2. Objectives of the investigation

1.2.1 General Objective

To analyze the morpheme-grapheme repetition through readings to improve the pronunciation of diphthongs /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /oʊ/ as a corrective phonological method at School Pio XII during the third quarter of the 2021.

1.2.2 Specific objectives.

1. To identify the effect of using readings to develop an improvement in pronunciation.
2. To apply interactive activities that allow students to learn the different English diphthongs /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /oʊ/
3. To assess students' improvement through readings as a corrective technique for learning the diphthongs /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /oʊ/

1.3 Justification of the study

The current challenge-that the English language faces daily is the development of correction. This situation has increased over the years due to a proper command of English is required. The correct teaching of English pronunciation allows students to achieve effective communication with native English speakers through the proper pronunciation of English, vowels, and consonants. For example, in order to properly pronounce consonants / m / and / n /, students must know that according to their place of articulation the first one is bilabial and the second one is alveolar; moreover, their manner of articulation is nasal (the air should be expelled through the nose), and both are voiced sounds, as there is vibration of the vocal cords when pronounced and the energy involved is weak. In addition, it is appropriate to mention that consonant / m / is produced when the lower and upper lips are the main articulators, and on the

other hand, when pronouncing / n / the tip of the tongue articulates with the alveolar ridge. This should be a basic rule for correct pronunciation; nevertheless, many students are unaware of this simple rule which will give them a more American or British accent according to the approach of each professor. On the other hand, spelling patterns should be taught to learn how to distinguish sounds. It is essential to mention that there is not an absolute rule which indicates when a spelling pattern is the result of a specific sound. However, there are certain indicators which students should learn; for instance: a consonant + letter i + consonant + letter e may result as the pronunciation of the diphthong / ai /. Some of the words that contain the previous pattern are crime and bite. The previous two examples are part of the basic rules in the mastery of this language.

In addition, it is meaningful to comment that phonetics are universal, but there are phonemes in English that do not exist in Spanish. Therefore, this is one of the main problems that non-native English speakers face when learning English because we have to adapt not only to the structure, but also to the phonemes (phonetics, phonation, phonology, pronunciation). Proper phonetic correction starts from being around professionals who have a good command of the area studied, as well as the techniques used in the classroom that promote an appropriate environment for the transmission of knowledge of the target language. This helps students to have a better interaction with people whose native language is English.

Based on the above considerations, the School Pio XII was chosen to develop the investigation dealing with repetition through reading focused on patterns as a phonetic corrective technique. This project will be carried out by observing the techniques used by the teacher when correcting the pronunciation of students during classes, as well as by identifying weaknesses and improvements in the corrections and the environment created within classes in the sixth grade.

The purpose of these observations will be to emphasize the proper use of the techniques and possible improvements regarding the performance of the students, so they can obtain enhance their command of the language. A reading technique will be performed with the sixth-grade students to evaluate the learning of diphthongs. Moreover, it is fundamental to point out that theory should be one of the most important part of this investigation.

From the previous approaches, it is deduced that the knowledge of the teacher plays an important role to adequately perform and promote corrective techniques; for instance, it is expected that the teacher knows the phonetic alphabet, the English consonant and vowel sounds, diacritic marks, intonations, phonetic transcription, among others. These are some of the key concepts that every teacher should know to properly correct the pronunciation of their students. Therefore, by developing this topic, it is contemplated that students and English teachers at School Pio XII will be benefited directly. Moreover, it is also expected that this research and the method developed throughout the study can be adapted according to the needs of the students or teachers. At the end of this project, it is awaited to reinforce and expand the knowledge of the research previously done on phonetic correction focused on diphthongs.

1.4 Antecedents

The first national research that was consulted was written by Sanchez, Lutz, and Perez (2019) for Universidad de Costa Rica (UCR) and deals with English vowel sounds: Pronunciation issues and student and faculty perceptions. This investigation had as population students who were studying English at the Paraíso Campus of the University of Costa Rica. Moreover, the study was aimed at finding out which are the most troublesome areas that learners are challenged with when pronunciation is taught. In addition, the research looked for creating a comparative chart to determine how teachers and students may perceive difficulties regarding

pronunciation. On the other hand, several surveys and activities were carried out to discover which were the most difficult vowels to learn. The pronunciation of the students was evaluated from 2015 to-2017, since researchers wanted to review the initial results that students had when they started the process of learning English as second language. Therefore, it was needed to observe at the early start those students to create a comparison chart between current surveys and previous evaluations to identify the repetition of patterns, vowels, or diphthongs which were pronounced incorrectly and that persisted through the years, and to illustrate the progress.

According to Boomershine (2013, pp. 103-105), "Understanding the differences between the English and Spanish phonological system can help students and instructors foresee possible areas of difficulty that have to be addressed in the language classroom. In terms of perception." Considering the previous quote, the learning of the different vowels that exist in English and in Spanish may be useful for the English learners. As result of the investigation, it was found out that the most complex vowels that were repeated constantly throughout such years were: /ɪ/, /æ/, and /ʊ/.

The second thesis reviewed was written by Katalina Perera Hernandez in 2009 for Universidad Estatal a Distancia (UNED). It dealt with a Study Guide for the Course Elements of Applied Linguistics, and the specific objectives of this investigation were the followings: (A) Analyze the different ways in which linguistic knowledge can be applied in real, everyday situations in and out of the class, (B) Understand the major concepts and inflections of the English Language pronunciation, grammar, vocabulary, as well as recognize its different uses and variations according to social and geographical factors, (C) Identify the features and differences in first (native) and second (non-native) language acquisition processes, (D) Recognize and analyze the nature of the most common errors in writing, (E) Distinguish and analyze the most

common problems of language processing and their effects; and (F) Implementing research techniques for diagnosing and analyzing specific linguistic problems, and the general one was: The main purpose of *Elements of Applied Linguistics* was to have students to know and be able to analyze and identify the different processes undergone while acquiring a foreign or second language.

Moreover, this investigation presented the results of using the textbook entitled *A Primer with Exercises (fourth edition)* by Frank Parker as a basic tool to improve the linguist skills. The thesis' author said that the use of reading materials which explain linguistic topics and information to the student is beneficial, since learners may fully understand linguistics concepts before applying them in real life. The method that was suggested was a hybrid one as students ought to participate in virtual activities and develop some of the other activities at their houses; thus, people needed to be autodidact which means they researched further information to complete the given one. Furthermore, the learner needed to have a sense of self-authority to be able to successfully achieve the methodology provided.

Hernandez stated that part of the improvement of linguistics, such as pronunciation, word construction, intonation, among others, it is essential to know the theory and to be able to put it into practice. Based on this idea, it can be provided the following example: If we want to learn to drive, it is necessary to know the parts that conform a car from a tire, lights, wheel, and their functionalities; however, if we only listen to a speaker telling us about how to drive without knowing the physical object and its function, this will cause a delay in learning. Nevertheless, if we can touch the tires, and seats, among others part, to follow-the general explanation of the instructor will be easier as there will be a correlation of what is mentioned and the object. The

same thing happens with linguistics, not only should it be put into practice, but there should be some information that we can touch and understand from the theory.

The first international study which was reviewed, was a thesis written by St. Rahmatia Razak in 2010. Its title is *The Students' Difficulties in Pronouncing the English Vowel at The Third Year of SMAN 1 Pitumpanua Wajo Regency*, and its objective was: To find out the vowel sounds which are difficult to be pronounced and to find the factors that make the students of the third year of SMAN 1 Pitumpanua Wajo Regency are difficult to pronounce it. The investigation aimed at finding out the factors that made it difficult for students to pronounce English sounds, as well as the identification of the most difficult English sounds for learners. The thesis author used two different instruments to gather the information needed to determine which the most challenging vowels were. Those instruments were pronunciation tests and questionnaires during the data collection process. Moreover, readings were mainly used to listen to the students as they were speaking to detect the main errors they made, and also students were recorded to analyze the different sounds and identify the sounds they had problems to pronounce.

The questionnaires showed that students found difficult the English pronunciation because their mother tongue was not similar to the target language. Therefore, it could be inferred that an existing connection between the target and native language is relevant as people may associate pronunciation, grammar, intonation, and other linguistic concepts. In addition, the theory should be taught to a better comprehension of the various sounds which pupils learn; the two principal reasons why learners considered they found challenging the learning of pronunciation based on the thesis were (1). They were confused with the pronunciation, and (2) They were not serious about attending the class. The author of this investigation concluded that the main difficult sounds found on this approach were: /i:/, /u:/, /ə/ and /ʌ/. Moreover, the factors

which compromised the studying of pronunciation are to not be fully committed with the learning of the patterns of the English language, and to not be committed to learn English as a second language.

The second international thesis which was consulted was created by Nadia Dwi Laxsmi in 2019-2020. It dealt with *An Error Analysis on Diphthongs Sounds Made by the Seventh Semester Students of English Education Study Program of UIN Raden Intan Lampung in the 2019/2020 Academic Year*. The objectives of the research were: (1) To find out the types of error most often made by students in pronouncing words containing English diphthong, and (2). To find out how many errors are made by the students at the seventh semester of English Education Study Program in pronouncing diphthong sounds.

The research sought to analyze the most common errors made by students when pronouncing English words which contain diphthong sounds and to classify the found error. The techniques used to gather the information were reading aloud texts which had different words with diphthongs, and after that, the researcher made a transcription to analyze the error in the pronounced diphthongs. As a conclusion of the study, they found that the troublesome diphthongs were the following: /əʊ/, /ʊə/, and /ea/, also it is essential to point out that mispronouncing of those diphthongs took place at the very beginning as an isolated sound, then students pronounced furthermore when learners faced readings those sounds were mispronounced once again.

Finally, the last historical antecedent which was consulted was written by Henry Rogers. The title of this book is *The Sounds of Language: An Introduction to Phonetics*. This important writer wrote this book in 2014 in order to give us a better perspective about the origins of pronunciation, as well as other important topics which must be considered when a sound is

produced. The book gives us an approach about pronunciation taking the British and American pronunciation as the main topic of development. It is important to emphasize that it introduces phonetics at the beginning of the book giving us a detailed explanation for a better understanding of the concepts that will be touched little by little. Likewise, Henry Rogers indicates that students who study phonetics should not only learn the symbols of vowels and consonants, but that pronunciation goes beyond just knowing these terminologies. Keeping in mind the above lines, those who study phonetics should understand how language is produced from the very beginnings of our bodies, the essential role, which is played by the throat, the lips, the tongue, and even the amount of air which we emit when producing any sound. As conclusion, this book teaches the basic sounds of English, English vowels, and consonants, as well as the suprasegmental, and other crucial topics for the developing of this investigation.

1.5 Scope

This investigation will only be focused on the repetition of patterns through reading to improve the pronunciation of diphthongs /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /oʊ/ as well as the study of pattern which may facilitate the progress of learning in schools. This study is expected to achieve the following points by the end of the research:

- Provide useful theory which helps the developing of the acknowledge from students related to diphthongs /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /oʊ/
- Put into practice short-time activities such as a throw-away-word and transcribing words that contain the diphthongs /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /oʊ/
- Read intensive texts which have words that are pronounced with diphthongs to evaluate the students' performance with the previous activities that were performed.

- Record the students to assess the result after previously learning the theory, followed by working on distinguishing the sounds word by word, and then having them all in a text.

- Analyze the mistakes made by the students when they read the intensive text.

Chapter II

Theoretical Framework

This chapter presents the theoretical aspects of the research that should be known beforehand. First, the researcher introduces how the pronunciation process develops in the human body, then how fluency is directly related to the concept of pronunciation, which leads to the prosodic features of speech, and then it will be explored the sounds of English as consonants and vowels. In addition, the researcher will give a reference of the importance of handling the above terms for a correct communication. Once the general aspects of pronunciation are understood, it will be presented the teaching strategies to result in the topic of how to teach pronunciation, the relevance of learning techniques with emphasis on pronunciation, and some ideas to improve the pronunciation of students. Besides that, it will be provided the different types of learning that students can have with emphasis on pronunciation skills, and then the researcher will explain what reading comprehension is, and some of the reading techniques educators should implement in their classes, as well as the encouragement of reading in students and the important role of vocabulary in reading comprehension. Finally, we will finish with the purpose of the activities, creative activities, and how we should correct the mistakes in class or in the development of activities.

2.1 Pronunciation

English grammar, vocabulary, and reading are the three subskills that students and educators are generally more concerned about, since generally those skills are the ones evaluated by the system. Pronunciation is left aside, as it is not learned in most public schools. Crystal (2018) comments that pronunciation is always present when there is verbal communication, but since we are not focused on this issue, we are not aware of when mistakes occur (Pag 1). To

introduce this topic, it is essential to know the process that takes place when a human being produces a minimum sound, based on Rogers (2013),

The branch of phonetics dealing with the production of sounds is called articulatory phonetics. In speech, air passes through complex passageway consisting of the lungs, the windpipe, the vocal folds, the throat, the mouth, and the nose. In order to describe how sounds are made, we must become familiar with the various parts of our anatomy which are involved in speech production. (Pag. 2)

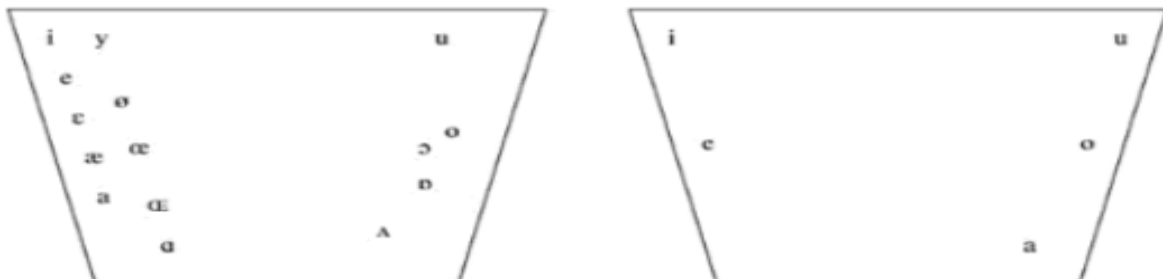
Considering the above lines, it can be suggested that the production of sounds is a complex process, in which several parts of our body are directly involved, such as the lungs, throat, tongue, and lips, among others. Although, human beings are not conscious of this enormous process performed by our anatomy in a few seconds to produce exactly the desired sounds which we want to produce with a specific meaning, thus the message is transmitted by the receiver and captured by the sender which shares the same understanding of the sounds which were released by our bodies. The production of sounds is a process which must be carefully considered by the speakers or learners of a second language, since only the factor of modifying the tension, duration, position of the lips, or tongue could alter the meaning of the words we would like to transmit. Therefore, the message sent could be misunderstood; for example, if the speaker wishes to pronounce the word sheep, which is pronounced with the vowel called long i, which as the sound indicates it is a long sound, but the speaker pronounces the vowel called short I instead, which is a short sound, the receiver will capture the word ship. At that moment, the communication between the receiver and sender will be erroneous; consequently, speakers must be aware of how to articulate properly to not send an inadequate message.

As stated in the previous comment, knowledge of sound production is necessary when teaching pronunciation. Teachers should not only know how to produce a sound and teach it to their students, as pronunciation goes beyond repetition. We might state that educators must have vast knowledge on the fundamentals as where the sound begins, for instance: the amount of air that we must emit, duration, and strength of the air, the placement of the tongue, and the lips. This must be fully taught for a complete obtainment of the correspondence sounds which we want learners to truly comprehend.

According to Kang, Thomson, and Murphy (2020),

Imagine further that speaker of each of the languages were learning an L2, which require them to acquire a new vowel, say [ɪ]. Flege' model would predict that there would be greater potential confusion in the acoustic space of Danish to fit in [ɪ] than there would be in Spanish vowel space. In other words, Spanish speaker would find the new vowel to be very different from their L1 vowels, while Danish speakers would find the new vowel very similar. This would lead to a difference in difficulty (or ease) in acquisition. (Pag. 11)

Figure 1: Danish and Spanish Vowels:



Danish and vowels inventory.

Taken from Kang, Thomson, and Murphy (2020, Pag.11)

Assuming that a person is learning English as a second language, and their mother tongue is Danish, it can be defined that due to the similarities from these two languages regarding vowel, learning the short I will be assimilated more quickly. On the other hand, as it can be seen in the figure above, Spanish language only has five vowels. Thus, learning the pronunciation of English vowels could be a longer process where learners will have to face a fully comprehension of new sounds that differs from the production of the native language's sounds, taking as reference the placement of the lips, tongue, air control, and tension of the sounds. It is necessary to emphasize that in the above example, Spanish speakers will have difficulty with the pronunciation of certain English vowels because they do not have the prior knowledge, or their body does not know how to execute the sounds in a proper way. However, Danish speakers will be able to make comparisons between their native language and the target language, and they will be able to make a pronunciation correlation that will culminate in the assimilation of the sound. It is crucial to understand that the accent is also an external factor that may or may not contribute to the assimilation of a new language. For instance, British and American people share the same language, but it does not end in having the same intonation and rhythm, which indicates two people from a different country and who share the same language, might have some troublesome to understand each other.

It will always be difficult for a speaker to omit the basics of their native language to learn new rules of other languages. Lippi-Green (2010) states that children from their first years of life have the innate ability to assimilate patterns, intonations, and structures of verbal language which they already have in their DNA (p.1). According to this theory, Lippi-Green states that children already possess the abilities in their DNA to learn their mother tongue easily. Therefore, it can be deduced that students will try to maintain the structures, intonations, and word order of

their native language when they start the process of learning a second language. It is natural to apply the same acknowledge as we have into another language. From this point on, it will be crucial to understand that students of a new language must understand the functioning and differences between their native language and the target language they are learning to avoid as much as possible to apply the patterns that do not fix adequately in the new language they are learning. For example, a Spanish speaker who is learning English will need to understand that the adjective position in the sentence might differ from one language to the other.

2.1.2 Fluency Related to Pronunciation

Fluency is a fundamental factor which teachers must have present when teaching pronunciation in their classes, since the development of this skill is crucial. Fluency not only consists of the ability that each person has to express their message in the most satisfactory way, but it also encompasses concepts such as grammar, pronunciation, and intonation. Grammar is relevant because each language follows its own word order and structure; thus, it must be executed as best as possible to avoid errors in the message. Moreover, additional pronunciation and intonation of the message for the distinction of this should be correct to avoid misunderstandings or mispronunciation that can evoke conflicts between people who communicate. Based on Chapelle and Sauro (2020),

The concept of L2 fluency depends on a series of relative time measures such as the delivery speed and the length of the utterance, the number of pauses, repetitions, lexical lapses, or discontinuities/respect to these factors, let alone L2 learners, making these constructs difficult to pin down in absolute terms when assessing L2 speaking proficiency. (Pag. 109)

Based on the previous comment, it is appropriate to mention that teaching pronunciation has a close relationship with the fluency of the students. The teacher must first detect if there are situations that may affect fluency that directly influences the pronunciation. One of the situations that an educator should be aware of nervousness, which is present when children speak in public or problems to express themselves. This task should be carried out; when students are speaking in the target language and in the native language to detect if the person has problems related to the lack of vocabulary in the target language, or if this situation is present in their mother tongue, too.

It is necessary to discuss the relevance of nervousness in students when assessing pronunciation and how this situation can compromise fluency, as for example if a student whose teacher notices that he has an inadequate pronunciation because he does not articulate properly or confuses the sounds (vowels and consonants). On the other hand, it has to be observed if the student fully understands the theory and in an isolated practice, he produces the sounds properly or, if during presentations or oral exams he makes mistakes. Therefore, it could be deduced that nervousness is the root cause of the problems described above. If the student is afraid to express himself in public in the target language, this fear will cause situations such as confusing phonemes, words, and intonations. Consequently, mispronunciation is no longer due to the method taught, or lack of knowledge of the student, but it is rooted immediately to a soft skill in which the teacher should also be involved in proposing techniques that help the student to control the nervousness that indirectly affects pronunciation.

2.2.3 Prosodic Features of Speech

It is necessary to understand that several prosodic features of speech are fundamental when learning a new language. Therefore, teachers must understand and master them in order to bring a comprehensive learning of the target language into the classroom. Chamonikolasová

(2018) states that Lack of intonation, unstressed accentuation, stressed accentuation, and nuclear accentuation are the four main features that we might consider when pronouncing any words (Pag. 22); however, there are also other factors that are part of the prosodic characteristics of a speech which are rhythm, pause, and duration. The first elements mentioned by Chamonikolasová should be considered when teaching single words; nevertheless, the other elements are essentials when we produce sentences.

Lack of intonation, unaccented accentuation, accented accentuation, and nuclear accentuation are aspects that every language learner should first understand for a correct pronunciation. It is meaningful to emphasize that sometimes teachers do not make an adequate analysis of the sounds that students should learn according to the course or requests of the institutions because the time provided per week is not enough to cover the entire topic completely. However, the teacher should realize if he/she wants to provide a more in-depth study of how each sound works in isolated form through additional tasks which will be helpful when students create their own sentences. Due to the short time that language teachers have per class, it is necessary to create a strategy that goes according to the techniques and learning styles that each student has. In addition, analyzing words in isolation creates a learning environment where the basics of the language are better assimilated. Therefore, the student will comprehend where the accentuation of words is, and the sounds that constitute those words. This will create a development of knowledge that students can use when they must build sentences in which the pauses, rhythm, and intonation are necessary to adequately transmit the message. Accordingly, it can be deduced that an approach where the prosodic characteristics of the language are evaluated and understood separately, will build the necessary steppingstones for assimilating the production of various sentence-forming word.

2.2.4 English sounds

In this section, the researcher will provide the three groups of English sounds: consonants, monophthongs, and diphthongs. It is required to consider that this research work is focused on diphthongs; however, knowing about monophthongs and consonants is essential for the development of the study. Crystal (2017) comments that there is a total of 21 letters that make up the English alphabet; nevertheless, in spoken English there are 24 consonant sounds in English. Moreover, Crystal also says that the alphabet has a total of 5 vowels; however, there are a total of 20 vowel sounds in English derived from these 5 vowels and depending on the native language of the learner there may or may not be some familiarity with the sounds (p.3).

After clarifying the definition of consonants and vowels, it is also crucial to know the term of diphthongs. Jakiel Ski and Gildersleeve-Neumann, C (2017) comment that diphthongs are defined by dynamic articulator movement and a gradually changing vowel quality during their production. Diphthongs and triphthongs cannot be characterized in the static way of monophthongs (Pag. 7). It can be said that the understanding of these concepts is a key in improving pronunciation, since students must fully understand how each of them functions and are pronounced in order to connect the sounds that form words. Moreover, diphthongs, as mentioned above, are vowels that gradually move from one vowel sound to another; hence, the teacher must ensure that the vowel sounds have been fully understood before moving on to pronounce a diphthong. This because if a vowel sound has not been fully understood by the students, it will cause a delay in the new learning of the sound by not previously mastering the sounds that make up the diphthongs. When the pronunciation of a diphthong is newly introduced it may cause a delay in learning of the new sound by not previously mastering the sounds that

compose them, thus teachers must be creative to teach this topic in different ways using different teaching strategies.

2.2 Teaching Strategies

Teaching strategies are indispensable tools which teachers must be aware of in order to develop dynamic classes and create a suitable environment according to the needs of each student. According to Lucea (1993),

"...we will group the concept of pedagogical strategies those elements, actions or ways of proceeding that the teacher designs and prepares the strategic phase of the program. This takes into account a whole series of variables of the context in which the didactic action is developed and generally different in each circumstance. They are in short the different strategies or programmed actions that will be used in the pedagogical act with the purpose of leading and dynamizing the class to achieve the proposed objectives and contents..." (Pag. 120)

As discussed in the previous lines, teaching techniques are crucial to control and manage time in the classroom. Therefore, educators have an ethical obligation to use them in class, so students can develop their skills, and classes can be more dynamic. This with the purpose of not leading to the monotony of only teaching theory. The direct beneficiary will always be the students, since teachers should always be focused on increasing the knowledge of students and form integral people who will be productive in adulthood. Nonetheless, it is remarkable to mention that instructors are not only in charge of providing knowledge to their students, but also teaching integral values, at the same time, such as kindness, responsibility, tolerance, empathy, generosity, patience, and assertiveness, among others. Educators are indirectly benefited by being

able to make interactive classes that result in a greater learning of subjects; likewise, students generate a positive attitude when they receive classes.

Based on the above considerations, teachers not only promote summative learning that is measured with numbers but also provide a formative approach, where the knowledge imparted seeks to strengthen students' skills. On the other hand, Szyszka (2016) mentions that teachers should be aware of what skills students want to develop according to their needs (Pag. 10). For example, it is crucial to understand that certain language learner only seeks the acquisition of new vocabulary because his job is related to answering emails, and verbal interaction is minimal; or a person who wants to improve his communication skills because he must constantly travel to other countries and give lectures in the target language. Once the teacher has understood the educational needs of the students, the teacher will be able to base his strategies in obtaining the desired goal for them. This referring to the case of the student who wishes to reinforce pronunciation, strategies such as reducing the use of the native language in classes, teaching the International Phonetic Alphabet, the pronunciation process that takes our body to produce the sounds, the total physical response, the audio-lingual method, and the direct method may be some of the strategies that teachers could adopt to improve pronunciation.

2.2.2 Teaching of Pronunciation

Teachers should be alert about the needs of their students when learning a new language, since the fundamental factor is to know how each sound is produced to teach those sounds, due to the insecurities that learning a new language can bring for students. Smakman (2020) estates that some factors such as body language, nervousness, eye contact, and hand gestures might indirectly affect pronunciation besides that, psychological factors such as the ones mentioned previously should be analyzed by educators when teaching phonology and phonetics to provide an integral

teaching. As a result, teaching should not be only focused on the knowledge that teachers may have at the time of teaching, and how they can transmit knowledge to their students, since every learner has different learning abilities to comprehend the topics. Teachers' preparation to understand the dynamics of each group of students must be crucial, as the activities may concordance with the class participation, which means educators must be informed that there are groups that include people who do not like speaking in public or doing teamwork. This because these kinds of activities generate fears and insecurities that indirectly affect students' learning; consequently, professors should work both skills that encourage improving knowledge and soft skills.

In addition to the above idea, teachers usually prepare their classes in advance to keep a perfect control; however, there are topics that are not part of the teaching planning that must be evaluated or integrated according to the development of the lesson, and these may vary according to each group. Johnson (2018) brings the idea that there will be topics that should be taken from different perspectives according to the vision of each teacher, who will make the decision if excessive information is being provided, or if there is a lack of information to provide effective teaching (Pag. 31). Sometimes, the schools are responsible for providing the corresponding planning to the educators; nonetheless, lesson plans could suffer small modifications, as techniques could be changed to make an accommodation to provide a better learning.

2.2.3 Improving Pronunciation Techniques

There are different pronunciation techniques which can be applied according to the needs of the instructors and students to improve their pronunciation; based on Jarosz (2019)

“...introducing applied techniques are still nowadays widely used and highly acclaimed in pronunciation classes such as repetition drills, minimal pairs, imitation techniques, articulatory charts, and visual aids presenting phonetic features of sounds and their articulation, as well as transcription that contributes to and aids the pronunciation learning process.” (Pag. 26)

Before starting with the development of the previous pronunciation techniques that were mentioned above, we must bear in mind that this research only focuses on repetition drill to develop pronunciation. Moreover, it is also relevant to understand that the method provided, and its methodology will be strictly used to improve pronunciation. Additionally, this technique could be adjusted according to the needs of teachers, their students, and the area of pronunciation they would like to improve. Larsen-Freeman, (2020) mentions that “Repetition drill is a method in which students must repeat information that has been previously provided by the teacher in an assertive manner, as well as the educator must be attentive to make corrections according to what the students pronounce” (Pag. 48).

As it can be stated from the above explanation; teachers guide the students; therefore, they must be timely in the corrections they make to their students, since a mistake that is not corrected on time, it will mean a delay which will consume more time than it should. For instance, if not corrected, a student in the first year of school who mispronounces the sound / m /, because he or she does not place his or her lips together to produce the consonant, this could lead such student to the pronunciation of the sound / n /. Therefore, if this habit is not corrected at the time it occurs, it may cause mistakes in the pronunciation of different words, so that the current teacher should make a correction that could have been avoided. The importance of knowing the English phonetic sounds and the theory, is relevant to the hypothesis that was formulated, as this

research seeks to provide students with information, they can have at their disposal about the diphthongs that will be studied, and to know how these sounds are produced starting from the moment of breathing to analyze the evolution of the improvement through the practices provided, and small readings.

2.3 Pronunciation Learning Styles

To introduce this topic, first is relevant to know what implies when dealing with learning styles, according to Andrade (2019), "Learning styles theory implies that how much individuals learn has more to do with whether the educational experience is geared towards their particular styles of learning than whether or not they are 'smart.' In fact, educators should not ask 'Is this student smart?' but rather 'How is this student smart?'" (Pag. 48). Moreover, teaching strategies can be reinforced as long as educators also know about learning styles, which are used by our students when understanding and studying the information provided in class. According to Gaid (2018), "...Learning styles which called VAK learning styles (visual, auditory, kinesthetic) are appropriate for engaging the learners in learning process as they deal with learners' senses and all learner types" (Pag. 3).

As teachers we must know how to support the technique used by means of a learning style; for example, if a learner uses the strategy memory-related where he or she uses mental images to chain the needed information, but in class it is noticed that this student is a possible kinesthetic individual, it will be the a duty of teachers to improve the strategy by means of a kinesthetic learning, by giving the recommendation to use drawings elaborated by the student him/herself with the purpose of improving the acquisition of knowledge. On the other head, if we know our students are visual, and he or she uses the cognitive strategy, we should truly

recommend the use of attractive colors to mark the information that incentive the visual field and the learning style of the learner.

2.4 Pronunciation Teachers' Ethics

Undoubtedly, given the topics that have been developed during this research such as teaching pronunciation, learning strategies, and learning styles, among others, it is particularly relevant to know a little about professional ethics, since all the concepts mentioned are part of ethics teaching. However, it is at the discretion of the professional if they must or must not apply them in their classes. Based on Dresscher (as cited by Wildberger, 2020):

One of the teacher's principal tasks in education is to help students to become a responsible and ethically reasonable person, to achieve this aim a teacher has to consider the double dimension that has ethics in teaching process. On the other hand, the teacher has to act himself in accordance with ethical and moral principles. On the other hand, he has to encourage the ethical development of his students. (Pag. 4)

Given the above consideration, teachers are entitled to adjust their beliefs and teaching methodologies as long as this does not affect the personal and professional growth of the student. Therefore, it is expected that educators are the first to detect if students are lagging behind. Moreover, it is estimated that teachers within their professional ethics seek the techniques or methods that fully integrate the development of the subject, so students can better understand the topics. However, the ethical work will not only end in the educational growth of the student, but it is also expected that teachers help in the growth of soft skills.

The behavior of educators in and out of classes is crucial for a good development of their lessons, since the teacher is an authority figure who must act in a respectful way in front of

the parents, students, institution, town, city, and society in which they live. If the impact of teachers is negative, it is highly likely to result in conflict situations with the administrative area, students, and parents who will question their methods and effectiveness when teaching and imparting their knowledge. Continuing with the ideas that have been developed, when talking about an English teacher who is teaching pronunciation, educators should be respectful of the pronunciation of the students. Thus, educators should seek a safe environment for the development of this skill. In addition, to focusing on teaching vowel sounds and prosodic features of speech, it should be noted that it is the decision of the teacher, if he wants to teach the above points; however, they should be part of their ethic regarding pronunciation training.

2.5 Reading Comprehension

Reading is one of the essential cornerstones that every student should learn during the early years of their education, as it will help students to build their own learning by being able to read information, which is appealing to them, as well as forging new knowledge that will contribute to their development. The mastery of reading in English should be one of the skills that should be emphasized in the schools, since through it, several activities can be developed to increase vocabulary, pronunciation, and fluency, which will lead to an improvement of the language that is being learned. Moreover, it is meaningful to develop the term reading comprehension. According to Capellini and Giseli (as cited in Sparks, 2012), “The ability to make meaningful connections across context helps textual and discourse comprehension. However, prior to that skill comes the need for having a developed basic knowledge about those contexts and other more general facts” (Pag. 8).

It is necessary for the educators to consider that if they would like to use paragraphs for pronunciation improvement, these texts should be according to the level and subject studied by

their students; in other words, an accommodation to the technique should be carried out before choosing a paragraph. For example, if the educator wishes to improve the pronunciation of the diphthong /aɪ/ by using a small paragraph, the vocabulary chosen in the text should include words that contain such sound. If the group is sixth grade, the paragraph should be adjusted to the vocabulary that they know beforehand, since the vocabulary that has not been studied previously could produce a delay in the development of the activity, as many words will need to be reviewed and translated to students.

2.5.2 Reading Comprehension Techniques

There are several techniques such as chunking, minimized subvocalization, finger track, skimming, scanning, and so on, which can be used to achieve greater reading comprehension skills. Consequently, they should be applied in the classroom according to students' needs; therefore, teachers are responsible for bringing to the classroom the method that they consider fits the needs that want to be improved. On the other hand, the vocabulary and extension of the paragraph should be chosen before giving it to the students and accordingly to their level. The researcher will only focus on one reading technique, which is skimming, as it fits the model of improving pronunciation through reading.

Bates (2019) mentions that skimming is a technique that focuses on looking over a text briefly in search of valuable information. Although, it is believed that this technique does not contribute to reading comprehension, it can also be indicated that the information read is more important than the information that has not been read, thus the reader will keep the information more clearly. This method is useful due students can firstly review the paragraph that will be read, then they can identify the studied sounds, and after that those sounds will be present in their head, and they will be careful to read them adequately.

Taking as a reference the repetition technique that was previously explained together with the technique of skimming for reading comprehension, we may infer that these two methods can work as one by following the procedure below: first teaching the sounds that teachers would like to instruct to their students by means of repetition, and then give a text that contains the sounds studied in class with the instruction to identify those sounds in the paragraph. The researcher will achieve a reinforcement of the sounds when learners read the entire text that includes the sounds under study because students will be more careful to fully pronounce them adequately.

2.6 Encouraging Reading

To introduce the topic of how to encourage students to read, it is necessary to understand certain educational situations on why students are learning. León, Mendoza, and Saucedo (2019) indicate that the process of learning to learn addresses certain concerns such as what content is being taught and how it is being taught, how the student learns, and what methods, strategies, and techniques the teacher is using. Moreover, we must answer what is the purpose of learning, what skills a student wants to improve or what competencies are essential learning (pag. 34). Consequently, it can be stated that to encourage the reading ability of a person who is studying, is essential to understand the interests that each person has, since the content that is being taught should be striking and captivating.

Moreover, it should be noted that due to the substantial number of students that sometimes educators have, the task of knowing the likes and dislikes of students can be exhausting, but through observation it can be defined topics of interests as TV series, movies, anime, and places around the world that are of interest to learners. In addition to creating a list of interests to define the possible texts that will undergo accommodations to indirectly teach sounds

or vocabulary, it is appropriate to mention that educators are a crucial part in defining how to encourage reading, as they will be responsible for a learning directed and focused on the needs of learners. Thus, they should define what kind of texts to use according to the topic under study, considering the learning styles that may exist in the classroom such as visual, kinesthetic, or auditory.

Moreover, the teacher should not only seek to develop interest in reading, but they should seek it becomes a habit in each student. However, this is a task which could be slowed down due to the little accessibility that students have to books, or even the lack of internet to navigate and search for information they want to read. In addition, instructors are faced with the reality of encouraging reading in a language which is not their mother tongue; hence, the educators must make accommodations according to each student and school. For example, after having obtained a list of students' interests, the teacher can look for magazines, short readings, etc., in order to keep these materials in the classroom. However, it will mean an economic investment on the part of teachers.

2.6.1 Importance of Vocabulary to Encourage Reading

One of the tasks that teachers also have to face in their classrooms if they want to use readings, is the amount of vocabulary that each student can handle in the target language. Without a clear idea of the level of the learners, teachers can fall into the error of bringing more sophisticated material, which can cause a demotivation, as they will not being able to fully understand the reading that the teacher has proposed to teach or reinforce a specific topic. Therefore, the reading incentive process will be lost as students will feel they are not ready for using that method. According to Alagözlü and Kiymazarslanv (2020), “Within the context of foreign language learning and teaching, the importance of testing vocabulary knowledge is

crystal clear fact and is carried out for many useful purposes; for instance, to assess achievement and proficiency to diagnose gaps, to place students into homogenous levels, and for washback” (Pag. 370).

The knowledge of vocabulary is the final result of a wide and constant study of any area in which an individual has been involved to acquire unfamiliar words. It is worth mentioning that when students enter the educational system, they must learn basic knowledge such as addition, subtraction, writing, reading, history of their country, among other. Such knowledge on different disciplines is established by society and the educational system. These students must store new vocabulary to have a list of words to use according to the context in which it is occupied. On the other hand, when the student learns a new language, the teacher must take into account that the student will not have the stimuli and exposure to the target language, reason why the acquisition of vocabulary will be slow and will impact positively or negatively teaching many topics.

Based on the previous comment, it can be defined that the acquisition of vocabulary of a second foreign language will be slow due to the fact that the students do not have a total exposure to that language. Thus, the lessons or the time in which the students are in class will be one of the few stimuli that the teacher has to help the students to improve their vocabulary in different areas. Moreover, due to the limited exposure to the language, the readings should always be reviewed by the teacher to ensure that the vocabulary taught is adequate and will not be an overload of words that the student must assimilate in a short period of time. Consequently, it is deduced that a text loaded with unknown vocabulary for the student can be overwhelming. However, if the students find the text has vocabulary which facilitates the understanding of the paragraph, this situation will create a safe environment where the students can feel comfortable, and the unfamiliar words can be assimilated quickly. Additionally, the technique named guessing by

context will be used without the students realizing that they are using a method for obtaining new words, and teachers can reinforce techniques such as KWL, as new information and vocabulary in the reading is presented beforehand to the students.

2.6 Classroom Activities

Performing a variety of activities that contribute to the improvement of learning is a suitable technique that most teachers perform and adjust according to the classroom environment. According to Bleaky and Carrigan (1994),

Whatever the motivation, we sometimes are prompted to try different ways of presenting material or new strategies for getting students to think about and relate information. In recent years educational reformers examining ways in which students learn have concluded that the instructional environment itself must change to encompass a greater variety of learning experiences. (Pag. 13)

The activities that are carried out in the classroom will always seek the growth of students; however, it is at the discretion of teachers how to perform the activities. Baker, Evers and Brock state that when we are fresh teachers, who do not know how to develop activities or lesson plans, it can be overwhelming to know if the strategy is working, but after some months we will be able to know when to use one and if the students are in the right direction (Pag. 2). It will always be a necessity to consider the number of students, available space, time, learning objective, class participation, learning styles, teaching strategies, group dynamics, material to be used, and level of difficulty, if the educator wants the activity be succeed when it takes place in the room or out of it. Moreover, the activities should not only be focused on reinforcing the topic the students are struggling with but should also promote the development of values when they

notice the lack of any of them in the classroom. This because we must remember that a teacher should not only be a pioneer in imparting knowledge, but he/she should mold integral beings who can contribute to society. For example, if we want to strengthen tolerance, a game should be applied. First, it is necessary to explain what tolerance is, then ask to create two stories where the main character is tolerant, and another where protagonist is not. Finally, the teacher can ask students how they define when the character acts properly or improperly to build tolerance.

2.6.2 Creative Classroom Activities

A dynamic class is fundamental to accelerate the learning process. Moreover, it also helps to motivate students to participate in class and avoids absenteeism in the classroom, as the student will find the teacher's teaching methodology engaging. According to Fink (2003), there are certain points that educators must be aware of at first sight, since it can be an indicator that our class is not as proactive as it should be. Students are not self-directed learners, learners seem to not be interested in the topics they consider they are not valuable learning in class, and finally, students are not interested in participating in class (Pag. 5).

The behavior that occurs during the development of a class should always be examined in order to have a clear idea on how students perceive classes. Students who are absent periodically without any reason, comments we hear from our students, low student performance, lack of students' proactivity in developing classes, are crucial factors which may indicate that our teaching method and activities are not entertaining enough. A class which does not encourage proactivity will become a monotonous one, and students will not find it enriching. On the other hand, an interactive class will prevent students from feeling their learning is committed only to the exhaustive task of writing what the teacher dictates or writes on the board, as it will be evaluated in class through questions or quizzes.

In order to develop a functional class, teachers should evaluate the amount of material provided, and always create a moment of laughter, and activities that allow the student to feel outside of the classroom while developing the knowledge desired by using interactive activities. Moreover, teachers can think about the interactive use of technology, activities that encourage participation in class and improve relationships between students such as hangman, bingo, puzzles, draw swords, hot potato, Pictionary, among other creative activities. When a class is interactive, we should not only include the term that the teachers are amusing, or that they have a friendly atmosphere, but the development of varied activities that incentive students to participate and collaborate in making the class enjoyable during the time it lasts. In other words, teachers always should be creating attractive ways to engage their students to attend their classes and increase the interest of learning new information.

2.6.2 Correcting Mistakes in Classroom Activities

Correction of mistakes in activities is a technique that teachers must learn to execute in their classes, since it is essential that educators can make timely corrections when students have an area of improvement. Therefore, to start with the current topic, it will be essential to provide some of the characteristics that a good teacher in the language should possess. Ching (2019) brings the idea that a teacher who is considered as an excellent language professor needs to be a really nice person whose personality makes feel the students comfortable. Moreover, he/she must be really clear when instructions are provided; besides empathy and respect is mandatory within the teacher's characteristics. In addition, a teacher must be aware about the learning of their students to know when to reinforce a topic, so they must be adaptive to any student learning. Finally, a teacher must acknowledge that their subject requires to teach (Pag. 7-8).

Among the characteristics that have been observed, it is notable that teachers must first manage the best possible their teaching field, because if they do not have an adequate mastery of the subject, those educators will not be able to make timely corrections when a student makes a mistake. In addition, the instructions that they provide for each activity or when teaching must be concise and clear to avoid misinterpretation that can lead to errors or misunderstandings with the topics that they wish to address in their classes. Consequently, it is necessary for the teacher to be objective in the classification when any student makes a mistake or an error. According to Johnson (1992), errors and mistakes are two totally separate topics from each other. An error is the knowledge that a learner uses; however, this has not been strengthened or taught previously, that is why it is cataloged as a systematic error, but a non-systematic error or mistake are those mistakes that a student makes about some topic that has been previously taught. Therefore, the knowledge should be stored, and should have been used properly (Pag. 160).

Being able to determine if the student makes an error or mistake will be timely for their correction, since an error should not be covered in its entirety, as only timely correction is expected, and not inquiring the reason for the correction. Moreover, a mistake should be addressed in a timely manner and corrected as soon as possible because the information should have already been assimilated, and the student should be able to use the mastery of the topic. However, if there are discrepancies or lack of information, the teacher should reinforce the topic by bringing to class the previously seen material to refresh the topic.

If a student during a verbal presentation, where he should correctly use the diphthongs /aɪ/ and /eɪ/, and incorrectly pronounces the word ray /reɪ/, as he says /raɪ/ instead, he should receive an immediate correction. This with the intention to provide the student the correction, so such mistake is no longer repeated. On the other hand, if within the presentation the student uses

the digraph sound in an inappropriate way, but the topic has not been previously studied, the educator should not place their attention on that sound, since the student does not know properly how to pronounce it. Thus, the teacher should address the error.

CHAPTER III

METHODOLOGICAL FRAMEWORK

Research is a rigorous process which collects information that has been developed throughout investigation to solve the questions that were raised in the first chapter by means of observing of the population and analyzing the instruments, as these will provide a solution to the problem statement. This chapter will provide the type of research that has been elaborated, the different types of information that have been consulted, the instruments used to collect the information, and the categories of analysis.

3.1 Research Approach

It is suitable to keep in mind that the qualitative approach will be used in the development of the research; thus, it is relevant to refer to Hernández, Fernández, and Baptista (2014) when they detail that the qualitative research approach, "Uses data collection and analysis to refine research questions or reveal new questions in the process of interpretation" (Pag. 7). According to the previous comment, the present research is qualitative in nature, which is based on data collection that will be defined after the analysis of the information collected, then it is expected to be able to answer the question that was raised in this research. In addition, the qualitative approach starts from one or several questions, which allow to develop more information and take it to a research topic. All this with the purpose of having more data available in order to facilitate the reading and analysis of the data collected.

According to the reasoning that has been done regarding the qualitative approach and for the effective development of this research, it is expected to carry out observations of the English classes at Pio XII School in order to understand the dynamics of the sixth-grade group.

Additionally, it is expected to provide material that contains information about the pronunciation of English diphthongs. This information will be provided in the native language of the population, then the technique of repetition will be used to teach the proper articulation of these sounds, and later students will be asked to identify the diphthongs. After this, it is expected to give a small text in the English language, which will be previously given to the students to identify the sounds of the diphthongs. Moreover, the researcher will proceed to collect information through recordings, and a comparative table will be made. Additional questionnaires about the assimilation of the sound of diphthongs that will be responded by the students.

3.2 Research Design

It is necessary to emphasize the type of approach on which the researcher will base his or her research. In this study, the investigator will use descriptive and action research.-According to Vaus (2001):

Although some people dismiss descriptive research as "mere description," good description is fundamental to the research enterprise, and it has added immeasurably to our knowledge of the shape and nature of our society. Descriptive research encompasses much government sponsored research including the population census, the collection of wide range of social indicators and economic information such as household expenditure patterns, time use studies, employment and crime statistics and the like. (Pag. 1)

Therefore, it can be stated that this investigation will be based on descriptive research, since the integration of the population is relevant in the preparation and collection of data. In addition, it is expected to describe step by step each of the tools or techniques created by the investigator for the improvement of the pronunciation of diphthongs of the sixth- grade group at Pio XII school.

Furthermore, it is necessary to consider the socioeconomic and social factors that can contribute to the development of the problem statement.

Action research is defined by Institute of the Study in Education (as cited by Sagor, 2020) as “a disciplined process of the inquiry conducted by and for those taking action, The primary reason for engaging in action research is to assist the “actor” in improving and/or refining his or her actions” (Pag. 1). As evidenced in the previous quote, this type of research design focuses its attention on the actors, which in the case of this study will be the students. Therefore, the researcher will focus the chosen techniques on improving the functionality of a skill of these students for their growth in that subject.

The improvement of the pronunciation of the diphthongs will be the main axis of this research, as it will seek to combine the teaching of isolated sounds through the repetition of such sounds and provide the material in a physical form; thus, students can have it at hand for constant review. Then, it will be covered the theory to reinforce the sounds of the diphthongs will be carried out by means of readings which will undergo an adaptation according to the level and vocabulary of the sixth-grade students at School Pio XII. The students first should carry out a general reading of the text to identify the sounds previously taught, and finally read the texts aloud to make corrections of the pronunciation. This activity will be performed at least twice to see the improvement from the first and second time.

3.3 Information Resources

The sources of information are essential for the proper development of an investigation. Such data can be collected through people, objects, or places according to the needs of the researcher.

3.3.1 Primary Sources

According to Gallaud (2015), primary sources:

... are those that have not been previously interpreted or, at least, that have not been interpreted in the sense that interests the focus of the thesis or with the desired breadth.

They are original sources in the sense that no one has gathered that information before.

A primary source may be a book that is analyzed, a manuscript that is interpreted, newly copied statistical data, surveys, an eyewitness account, or some type of documents on which no prior analysis has been done. (Pag. 21)

It is appropriate to emphasize that primary sources are those that are extracted at first hand, as those sources have not been disseminated in any other media. Thus, primary sources are those that have never been the object of study since this type of information is pioneering. These sources can be books, magazines, newspapers, diaries, CD's, some interviews, and even interaction among several people. Nevertheless, nobody has mentioned them before and it is of utmost importance for the investigation, these will be called primary sources. Regarding the present study, the primary source will be the students that are in the sixth grade at School Pio XII. This sample has not been the object of study of any other investigation; consequently, the present investigation will be pioneer in its branch and will count with reliable and quality primary sources. It is important to mention that for the sources to be viable, there must be a starting point, a topic of interest, or a problem to be developed, and from there, the search for sources and information begins.

3.3.2 Secondary sources

To introduce the topic of secondary sources, Gallaud 2015 defines them as,

Material that has already gone through the analysis of other experts. They are facts and material known or transmitted by others. They are the books of criticism and, in general, the interpretations that of a subject have been made. In a study of Rubén Darío's poetry, his poems would be the primary source and all the books that have been written about them, the secondary ones. (Pag. 21)

Therefore, the secondary sources will be all those information that have already been disseminated in one or more media of social approach or public site, which is to say in any library, media, social networks (email, Facebook, WhatsApp, twitter, Instagram, Pinterest, or any other social network of mass dissemination that contains information), or local media such as bookstores. In addition, all those opinion articles and analysis that have been compiled by other critics will be considered as secondary sources, as well as some journalistic interviews that have already been reproduced and disseminated in different media. Moreover, it can be deduced that the secondary sources or research will be a process of review of literary and scientific information that will be based on main axes or fundamental methodological and experimental criteria that selects some studies such as quantitative and qualitative, which sole purpose is responding to a problem by way of synthesis, previously addressed from the research.

3.3.3 Tertiary resources

A tertiary source of information is another useful resource, as researchers can consult them to obtain more information to for the develop-of their paper, since most of them review previously conducted works and their sources in order to move forward with theirs. As mentioned by Gallaud (2015), "Tertiary sources, are a selection of primary and secondary sources

as may appear in bibliographies, catalogs, etc. It is not an excessively important or useful distinction" (Pag. 21). From the previous quote, it can be deduced that the objective of the third sources is to help the researchers to continue with their work through the revision of the sources that other investigators used previously in order to be taken as guides and as sources of data that contribute to the enrichment of the research by adding useful pieces of information that the author collects from the creation of other projects. According to such reasoning, researchers should use wisely the information they have gathered from other works that have been previously done in their area, since directly using the same author's ideas, arguments, and citations may incur in fraud. Thus, this is why it is expected that these revisions are strictly necessary when your topic is stuck, and you wish to consult books, theses, or articles to observe the topics that were covered by the authors and their original sources to help their own work.

3.4 Analysis Categories

The categories of analysis form an essential part of great relevance for the development of the research. These concepts have a conceptual definition, which can be understood without the need of having a vast knowledge on the developed area. For the purpose of the present research, there are three categories of analysis which are: Pronunciation, reading comprehension, and activities that will be described below.

3.4.1 Pronunciation

Pronunciation consists of the ability to produce verbal sounds, which possess rhythm, intonation, pauses, and stress which can be understood by another speaker who speaks the same language as the sender.

3.4.2 Reading

Reading encompasses the ability of a person to understand symbols, letters, numbers according to their language, which together form words that when read together form sentences.

3.4.3 Classroom Activities

The classroom activities are exercises created by the teacher to reinforce topics studied in class where students can increase the knowledge previously seen in class, these activities can be written, printed, or verbal.

3.5 Data Collection Instruments

The data collection instruments are essential to measure the data and learning generated by the target population, which is the sixth-grade group at School Pio XII. The instruments which will be used in this research are: pre-test, in which it is expected to expose the students to an activity regarding the different diphthongs /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /oʊ/ in order to measure the knowledge of students before teaching the diphthongs in small texts to reinforce the information. The second instrument is a post-test, which consists of small reading activities, so students will need to integrate the knowledge taught by means of a summative activity to keep a more accurate control of the topic, as well as identifying the diphthongs sounds of isolated words. The third instrument is an observation checklist, which is a logbook where the researcher will record the most challenging details that the students find when integrating the knowledge of the sounds, through special comments, as well as those sounds the students master more easily. Finally, the fourth instrument is a questionnaire to contrast the information of the observation checklist in a different table. These instruments will be applied in a total of six to seven sessions with the different groups.

3.5.1 Observation Checklist

It is of high importance to know the definition of observation checklist. According to Worrall and et (2012), "...Observation checklist has been designed to help to structure observations of children in school, with the aim of better understanding the needs of the children. In particular, the checklist focusses the observer on the attachment, emotional and social behaviors being displayed" (Pag. 4). Moreover, the observation checklist will have the purpose of measuring the behavior of the students during the activities (pre-test, post-test, and questionnaires) inside the classroom, as well as the performance of those students when from home, as they are in a distance education, as well. It is expected to be able to evaluate both positive and negative behaviors when developing the topic of diphthongs in order to generate specific data on which diphthongs are easier to learn and which are more challenging for the learners.

Furthermore, it is expected some sounds to be more challenging for some students and that they may create a tense classroom environment. For this reason, the researcher expects to collect this information through a list of closed questions, which he will create to measure and rank each sound on a scale from most to least difficult. In addition, behaviors such as students' interest in the sounds studied will be monitored; as for example, whether they make a comparison of the target sound with one of their native languages, how quickly they finish the activities with the isolated sounds, learning obtained by learning the sounds through short texts, and if students make their own comparisons of the new sounds with others previously taught.

3.5.2 Pre-test

The pre-test will be another tool which will be used in the first instance to summatively measure the population's knowledge of diphthongs in order to learn more about the strengths and

weaknesses of sixth grade students. Lange (2016) says that a pre-test is a tool with which you can observe or grade topics before teaching them in order to have a starting point (p. 99). In the framework of the previous statement, it can be stated that a pre-test is an instrument which can be applied orally or in a written form to measure the initial knowledge of the students. Moreover, according to the results obtained from the test, the applicator can generate and work on the target population by using other instruments to develop of the topic under study. For the purpose of this research, the investigator will use the written form to collect and grade the results the students will obtain when classifying the sounds of the diphthongs in isolation. In addition, it is essential to understand that the students will not stipulate the phonemic form of these sounds, but they might only write the sounds by means of the five vowels (a,e,i,o,u) in order to simplify the activity for the students.

3.5.3 Post-test

The post-test will be used after the students have received the information and have studied it through reading activities in which the different diphthongs were studied. According to Dell'Olio and Donk (2007) A pretest is a tool in which the teacher can grade the learning acknowledged by the students (Pag. 432). As mentioned throughout the research, the focus of the subject matter and the study of diphthongs will be done through small readings, and the post-test instrument will be evaluated both, orally and in writing. The oral form will be evaluated by means of small readings where two or three diphthongs are used; on the other hand, the written form will be evaluated by isolated words in which the learner will have to write down the sounds with which they pronounce the words containing diphthongs to evaluate the rest of the diphthongs. It is very relevant to emphasize that the students will have different texts to assess

their performance and that all the diphthongs are evaluated in oral and written form in order to collect the data coming from these evaluations.

3.5.4 Questionnaires

This will be the last instrument in which students will rate the learning process through the approach proposed by the researcher. Dörnyei and Taguchi (2009) states that the main use of a questionnaire is to collect a large amount of information quickly by questions (Pag. 13). After the pre-observation, the students will measure by means of a questionnaire not only the learning of the different diphthongs, but also the environment in which the learning took place, the techniques used, and the comfort in learning the sounds. Moreover, the purpose of applying a questionnaire is to evaluate and contrast the different English diphthongs, as the students will identify which sounds, they found more challenging, and they found easier. In addition, other topics will be asked such as the methods and classroom interaction, comparing the summative results of the pre-test and post-test instruments, post-test, and observation checklist with the comments of the students when performing a self-evaluation. On the other hand, the different techniques the students took part of will be evaluated to measure how much they contributed to the research.

3.6 Collection Data Process and Data Analysis

The data collection is a crucial part of the research work. Therefore, a pre-test will be applied firsthand. Its main objective is to be able to mark the initial knowledge of the target population of the study without having applied any other activities that activate the previous knowledge of the learners. The students will be instructed to respond using the vowels (a,e,i,o,u) for the formation of diphthongs, which will help them to simulate the phonemic sound of English diphthongs. Furthermore, once the data has been collected through the pre-test, it will be held

some sessions in which only three diphthongs will be studied. The sounds will be used, and written material will be given to the participants for constant revision if they consider it necessary. Then, a text that provides the three diphthongs as a whole will be read by the researcher, who will emphasize the diphthongs studied that class; thus, the learners will be able to imitate the sound, and these will be studied through fluency when reading the text. Later, they will be given a small practice where students will see the isolated sounds and must write the diphthongs that they consider correct. This instrument will be performed in a total of three to four sessions to strengthen the sounds by readings, and so that students assimilate them as best as possible in conjunction with other sounds of English.

In the first two instruments, it should be considered that the researcher will be observing the students' behavior during the development of the activities through an observation checklist in order to measure the environment that the students generate with the diphthongs studied in each session, as well as to identify the difficulties that the students face with these sounds and to place them on an ascending scale from more difficult to less. Other data such as group performance, speed at the time of executing the activities, companionship, comparisons between the sound of English and Spanish, are expected to be visible during the review of the group's performance with each activity.

A post-test will be conducted to obtain summative information from the pre-test and the learning outcomes of the sessions where diphthongs will be studied through texts. Moreover, the post-test will be conducted both, orally and written. The oral post-test will consist of reading a text which has different sounds of diphthongs students previously studied to measure the collection of graphemes and phonemes that students can detect when reading words to form sentences and these texts. In written post-test, the students will be provided with sentences, and

they should write down the sound that they believe is appropriate according to each word. These results will be evaluated by the researcher to measure the progress of the group. Finally, the population under study will be given a self-evaluation of the activities they were exposed to in order to be able to indicate their point of view on each one of them by means of a questionnaire. These will be closed questions to gather information from the point of view of the population who performed the activities. Therefore, at the end, it is expected to make a comparative table of the data which the researcher acquired during the sessions versus the data that the students reported from their own experience.

CHAPTER IV

DATA ANALYSIS

4.1 Analysis and Interpretation of the Results

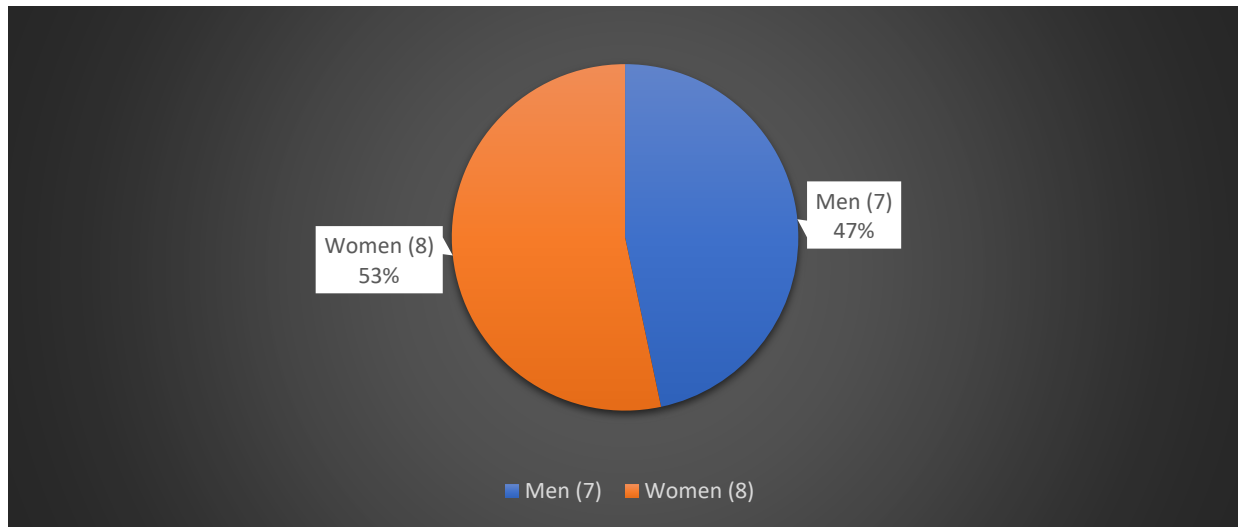
In this section, it will be analyzed each of the instruments mentioned and explained in the previous chapter, an important detail is that the real names of the students are not included to not disclosure sensitive information, so we used fictitious last names instead. With the analysis of the instruments, the researcher expects to answer the research question posed in the first chapter. What is the effect of repetition as a corrective technique to improve the pronunciation of diphthongs /ei/, /ai/, /ɔɪ/, /aʊ/, /oʊ/ through readings in sixth graders during the third quarter of 2021 at Pio XII School? Likewise, in the first phase, essential data of the group which was under observation during the research will be explained. Moreover, the researcher will explain the activities provided for the improvement of the subject, as well as the final result of the post-test, and data from a questionnaire about the methodology used.

4.1.2 Observation Checklist

As part of the development of the data collection, the first step was to observe the sixth-grade class to understand their behavior, the structure, and way of working with the teacher and students. The objective of this observation was to make an introduction for the researcher and adapt to the students who were the study population. In addition, it is relevant to point out that all the facts that will be provided were recollected by the researcher by using an observation

checklist that was created by the investigator, which can be seen in the annexes. In order to start with the information, the first figure will explain how the class was composed.

Figure 1: Student's gender:



Number of students divided into gender

As it can be seen in figure #1, it describes how the class was composed of seven males and eight females, for a total of sixteen students. However, due to the Covid-19 situation affecting the country, many parents have chosen not to send all students to face-to-face classes; therefore, the decision was made to send the worksheet and activities virtually. Consequently, during the development of the work, there were a total of six students who did not respond at all the activities that were sent through electronic resources such as WhatsApp and Teams Microsoft. During the observation of the first class, the relationship between the students and the teacher explored before applying the instruments, as well as the interaction of the class to recognize the dynamics of the group. The methods used by the teacher were considered to try to maintain a methodology similar to that of the permanent instructor, when applying the instruments. Finally, the assimilation of the English language by the student considered, as well.

Due to the area in which the school is located, which is a rural area, most of the students are of low economic resources, and indirectly their parents are engaged in farm work; therefore, parents do not have a high education. This affects the students when studying a second language, since parents cannot provide their own knowledge or accompany students in their studies if necessary. Being a rural area, a large number of students do not have access to internet; thus, they are not provided with support material that involves internet access for them to study at home. Therefore, simple material was chosen to be reviewed whenever the students wished. On the other hand, students who did not attend classes could look at the material without the need for a deep accompaniment of the subject.

After the researcher observed the class, he could notice that the class was divided by the students in two subgroups. In the right-side only men sat and, in the left-side women sat. Despite the fact that there was a division of the two genders present in the classroom, in the first classroom observation, the interaction that existed between the students was quite good, since all students talked to each other, and no one was left aside. Likewise, when a student presented some difficulty in a practice or exercise, they helped each other without any of them asking for help, so it is possible to indicate that the classroom interaction was fairly positive. Nevertheless, the interaction of students with the teacher when they needed to answer an exercise was not pretty good because the interaction of women was almost nonexistent, only one of the eight was proactively answering. Moreover, the interaction of men was-proactive when answering the teacher's questions than women based on the observation class carried out.

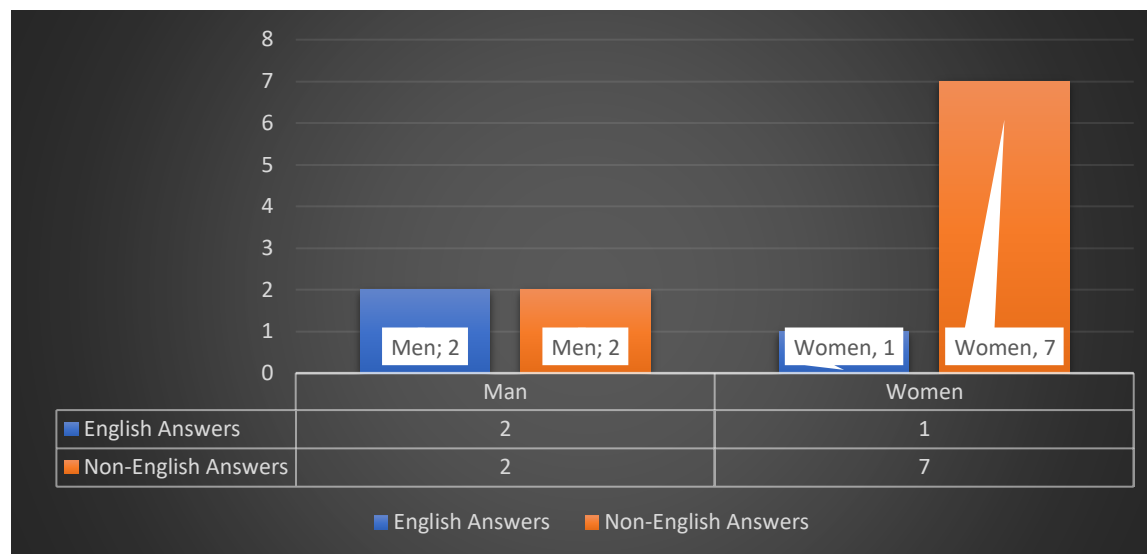
On the other hand, the method used by the teacher in charge was quite creative as she used techniques in which the students were able to create with their own hands the material that would be used for reinforcement. It was evident that this type of technique was generally used in

classes because the decoration of the classroom was made up of posters with information that were created by the students in the classroom. On a different aspect, the teacher used the translation method where she first gave the instructions in English and then translated them into the native language of the students, which is Spanish. The total physical response was also used in class as the teacher took advantage of the different posters in class to point out information or used gestures to help her students comprehend.

For the practice of English speech in the classroom, the instructor used technological resources in which she played videos that taught the sounds studied in class. After the sounds have been previously seen and explained by a video, the teacher made a summary of the most important points for the understanding of the students. The professor also performed the sounds slowly, and the students must imitate these sounds afterwards. Within the class, the teacher covered different pronunciation topics as the case may be, and the students were committed to learning and remain quiet during the demonstration of how to pronounce a sound or word that they had doubts with.

Finally, the use of English by the students was somehow limited despite the fact that the teacher used it throughout the class, since only a small number of students tried to respond to the teacher's questions or comments using the English language when they were asked for an answer. The teacher motivated the students to use the English language as much as possible during the whole class; however, the students frequently used the answer "teacher, I don't know how to say some things." Therefore, there were a small group of students which tried to answer in English when they had to, we can see the number of students who answered in English in the observation class in the following figure.

Figure 2: Students who answered in English during the class observation:



Speaking in English during the class observation by the students

4.1.3 Pre-test

With the pre-test, the researcher was able to know the initial point of knowledge of the students with respect to the topic of diphthongs. This was done with the objective of analyzing these results and contrast them with the post-test at the end of the research to define the initial and final point of the students regarding the ability to recognize and pronounce correctly the five diphthongs under study. The pre-test was designed so that the students could easily identify the sounds of the diphthongs studied during the development of the research. Likewise, the letters that make up these words were placed in bold so that the students could identify them in a more agile and simple way. The words selected by the researcher contained only one diphthong, so as not to confuse the studied population with the mixture of different diphthongs within the same word. In addition, the selected words were previously chosen according to the level of the students, who are at a beginner level. Moreover, these words are frequently used in the context of the Ministry of Public Education of Costa Rica in the lesson plans provided to the teacher. It is

essential to know that in the pre-test was not applied a small reading, since the main goal of the pre-test was to know if the students could identify the sounds beforehand.

The following table shows the words chosen by the investigator with the respective diphthongs under investigation. In addition, the letters in bold are those that the students must identify the respective diphthong sounds. The worksheet-used to gather this information could be seen in the annexes.

Table 2: Chosen words to apply pre-test:

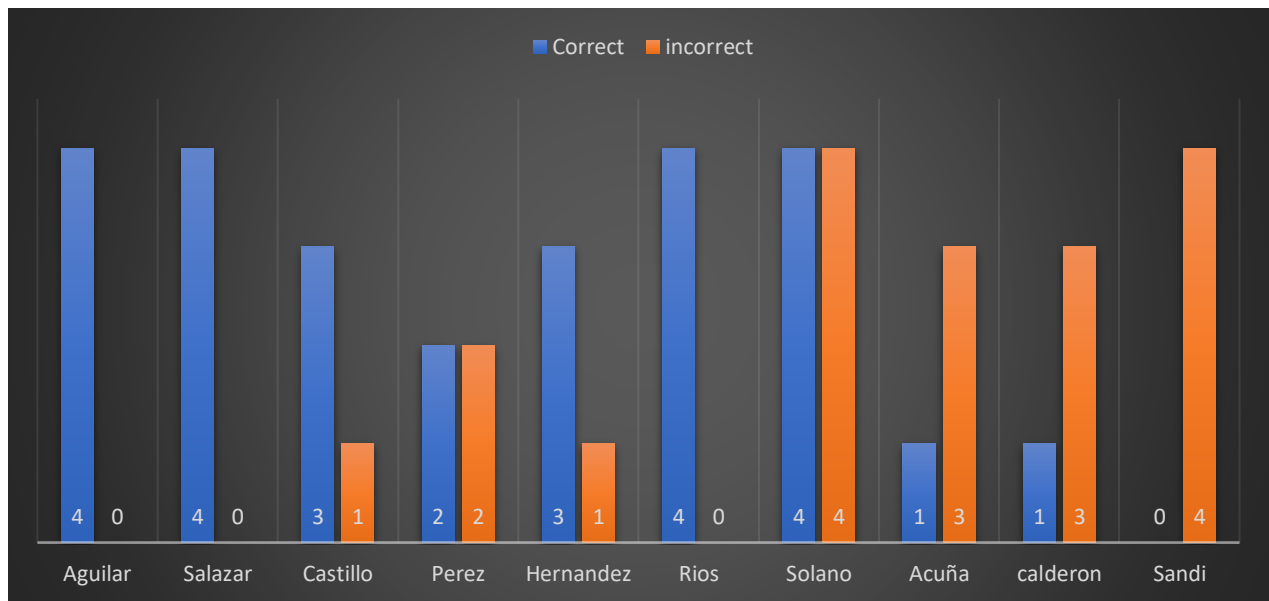
<i>/eɪ /</i>	<i>/aɪ /</i>	<i>/ɔɪ /</i>	<i>/aʊ /</i>	<i>/oʊ /</i>
Brain	Crime	Toy	Now	Boat
Day	Why	Boy	Brown	Slow
Break	Light	Noise	How	Rose
Rain	Like	Voice	House	Coat

The five diphthongs with their five words used in the pre-test

As it can be appreciated in the table #2, most of the sounds that were evaluated consisted of four respective words containing each of the diphthongs studied to obtain a sample of the initial knowledge of each student. The instrument was carried out during the first forty minutes of the class, where it was directly explained to the students to answer in a totally free way according to their knowledge and using the sounds */eɪ/*, */aɪ/*, */ɔɪ/*, */aʊ/*, */oʊ/* as the only answers. On the other hand, the evaluated words were seen by the students in disorder in order not to compromise similarities or patterns within the order of the same words. With this purpose, it was expected to obtain a clear result of the initial point of each student. This instrument was carried out in a written way to obtain the results and evaluate them.

The following table reflects the results of the categorization of the five diphthongs that were evaluated in the pre-test instrument by means of four words per sound. Additionally, the orange column contains the percentage of errors made by the students when categorizing each sound and the blue column contains the correct ones. A point to emphasize regarding the following information is that the researcher will provide a figure of the results obtained in the pre-test, and then he will comment on the activities that were developed to improve through readings the knowledge of diphthongs. Therefore, first it will be found the figure of the sounds /eɪ/ and /aɪ/, followed by the diphthong /ɔɪ/, and finally the sounds /oʊ/ and /aʊ/.

Figure 3: Diphthong /eɪ/:

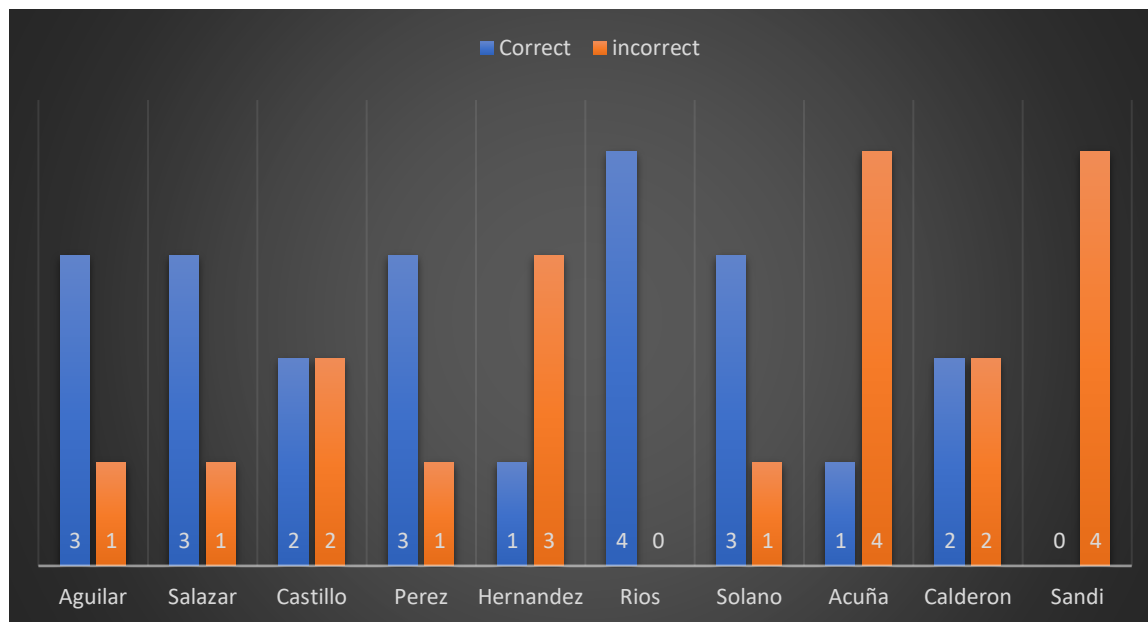


Answers provided by the students after analyzing the results.

According to figure #3, it can be considered that this sound did not present a great difficulty at the time of being identified by the students, since the blue column is presented with greater relevance in the figure than the orange one. On the other hand, this second sound obtained more correct answers by the students who were tested. It can be noticed that three students

obtained all the correct answers; two were men and one, a woman. However, it is noteworthy that there is a student who did not classify any of the four words of this sound correctly. This data can be assumed because she is a foreign student who arrived at the country at the beginning of the year, and after she was interviewed separately, this student said that in her country of origin, English is not offered as a basic subject in the educational system.

Figure 4: Diphthong /aɪ/:

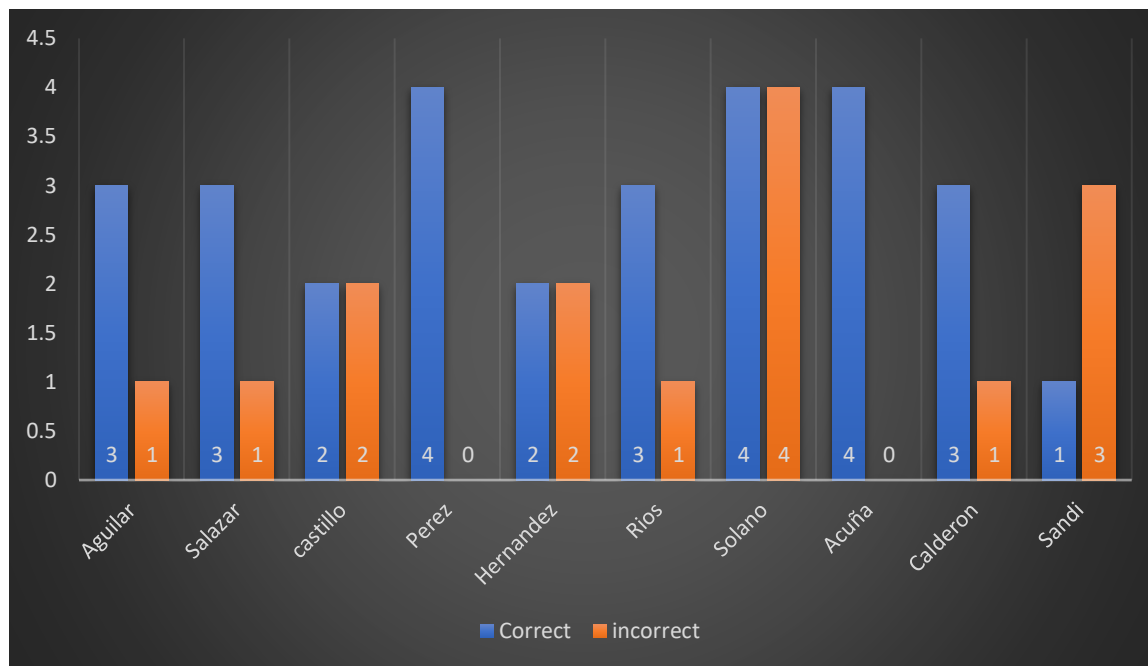


Answers provided by the students after analyzing the results.

According to figure #4, diphthong /aɪ/ was a sound in which the students had difficulty when categorizing it properly. Additionally, the researcher could notice that the participants took more minutes to respond to the words: crime, now, light, and why. In addition, the researcher was aware that doubts about this sounds would come up later in the investigation due to the time they took to answer. Despite being an instrument in which the answers were given individually, several students tried to seek some help from their classmates, which caused the researcher to have to intervene and explain again the rules for answering the instrument. However, the

companionship that existed among all the students in the classroom was reflected. According to the scale previously provided, the answers of both men and women were similar in terms of errors and correct answers. However, the female student, who is a foreigner, again obtained all the wrong answers.

Figure 5: Diphthong /oi/:

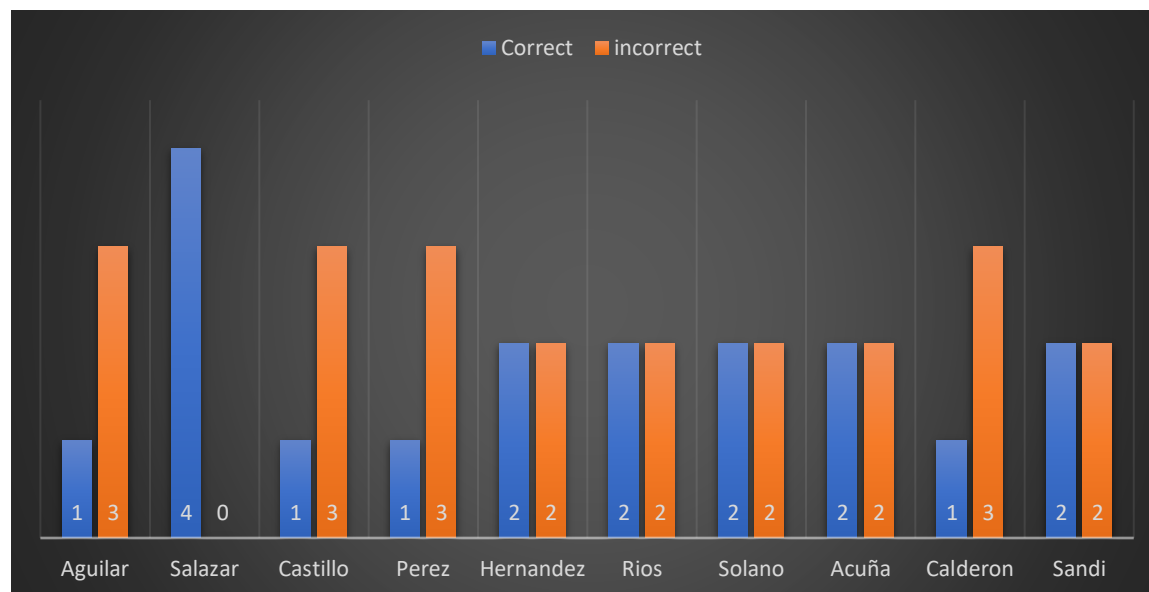


Answers provided by the students after analyzing the results.

As it can be demonstrated in figure #5, this sound presented more correct answers than incorrect ones. Therefore, students were able to correctly categorize the largest number of the four words adequately. Another fact to emphasize was that only two females in the group were able to obtain the four correct answers, while three students were able to obtain three answers out of four properly. Additionally, something crucial to emphasize is that students associated the above sound with the pronunciation of the Spanish word "hoy" which is translated as day. The

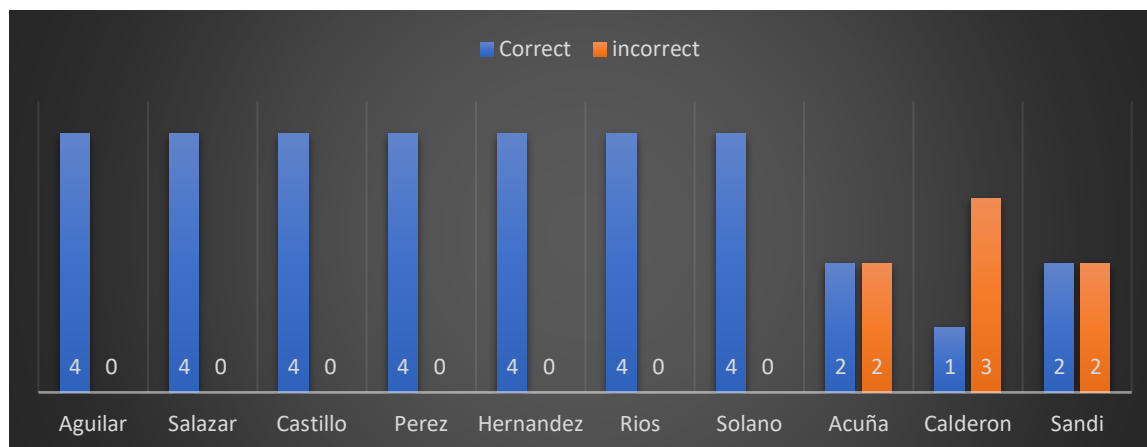
researcher observed this was the sound that each student managed to understand quickly, since this sound did not present a setback in the production and imitation of itself.

Figure 6: Diphthong /ao/:



Answers provided by the students after analyzing the results.

On the other hand, within the sounds that were studied, the diphthong /ao/ was the sound that presented the most incorrect answers within the results that were gathered from the pre-test. Therefore, it can be indicated that this sound was the most difficult to categorize by the students. When the students categorized the words of this sound, there was no indication that it was a sound that presented the greatest difficulty within the five diphthongs, since it was not observed that they took more time than expected to provide an answer. It was also notable that within the results that were examined, the students had the tendency to categorize the words from diphthong /oo/. It is relevant to state that the researcher took this fact into account for further emphasis when the sound was studied in more detail to improve the pronunciation and identification of morphemes and graphemes to produce this sound.

Figure 7: Diphthong /oo/:

Answers provided by the students after analyzing the results.

Finally, the sound /oo/ was the sound the students scored more correct answers, so we can indicate that this diphthong is one of the most easily distinguishable and correctly pronounced by students if we take as a reference the figure. However, when the researcher referred to the physical pre-test, there was a data which drew attention from all others, as in most of the words pronounced with the diphthong /ao/ the students also categorized them-into the diphthong /ou/. Therefore, it cannot be said with certainty that this diphthong was is the one that the students handled the most. Consequently, as well as diphthong /au/ this sound was further reinforced when covered by the researcher in detail later in classes.

4.1.4 Post-test

The post-test was divided into two parts. The first was a small text where the students could find at least four words of each diphthong sound. This activity was intended to evaluate the students' reading and ability to identify the sounds studied in the lessons where each sound was studied. The second part was divided into a classification of isolated words. In total, four words

were placed for each sound; most of these words were different from those evaluated in the pre-test. A fact that should be known is that in first instance, the researcher considered to record the students when listening to the audio and to attach a list of mispronounced words coming from the audios; nevertheless, when this was attempted, it was noticed that the students entered into extreme nervousness. This caused students to be paralyzed and some did not even want to participate in the instrument. Consequently, the researcher decided to stop the activity and conducted another activity to strengthen the group dynamics. The evaluation of the post-test was carried out until the next class where the researcher took the decision to interview the students individually in another classroom.

No recordings were made, and this was notified to the students to avoid nervousness. However, the researcher wrote down the errors as they were occurring at the time of reading. First, the errors made in the reading part will be analyzed and then in the coming figures, it will be shown the words pronounced correctly in blue, and the incorrect ones in orange. As mentioned above, in the oral part the students were evaluated individually without the presence of their other classmates to avoid the tenseness caused by the pressure of their peers. Additionally, it was decided not to record them, since this caused anxiety.

Below, there are two lists of the students, the mispronounced words, and the diphthong they used for their pronunciation. It is important to mention that if a box is empty, it is because the students correctly pronounced the words that contained the diphthongs evaluated in the text. In addition, the bold letters represent the diphthong which was pronounced incorrectly while reading the text and next to the word the sound that was used to mispronounce the words. For research purposes and to facilitate the analysis of the results, it will be analyzed first, the results

obtained by the men and then the women. The worksheet used to collect the information can be found in the annexes.

Table 3: Words with the evaluated diphthongs mispronounced:

Salazar	Solano	Calderon	Aguilar
	Cloud / /aʊ/ Outside /oʊ/	Brown /aʊ/ Outside /oʊ/ Down /oʊ/ Smile /ɪ/	Cloud / /aʊ/ Brown /aʊ/

Number of mispronounced words by man students

From the third table, it can be seen the errors made by the male students. The sounds /aʊ/ and /oʊ/ were the ones that were more most present at the time of identifying them correctly. Moreover, one student mispronounced the word smile, since instead of producing the diphthong sound /aɪ/ he only used the vowel /ɪ/. On the other hand, it can be observed that sounds /eɪ/ and /ɔɪ/ were not mispronounced. However, the sound /aɪ/ was used incorrectly only once. The words cloud and brown were the words most often mispronounced by the males.

Table 4: Words with the evaluated diphthongs mispronounced:

Hernandez	Acuña	Rios	Perez	Sandi
Icy /ɪ/ Lake /aɪ/ Inside /eɪ/ House /oʊ/ Outside /oʊ/ Window /aʊ/ Down /oʊ/ Make /aɪ/ Smiled /ɪ/	Brown /oʊ/ Icy /ɪ/ Day /aɪ/ Outside /oʊ/ Snow /ɔ/ Down /oʊ/ Make /æ/ Smiled /ɪ/ Growing /ɪ/	Snow /ɔ/ Go /o/ Outside /oʊ/ Smiled /ɪ/	Lake /aɪ/ Outside /oʊ/	Icy /ɪ/ Brown /oʊ/ Snow /ɔ/ Outside /oʊ/ Smiled /ɪ/

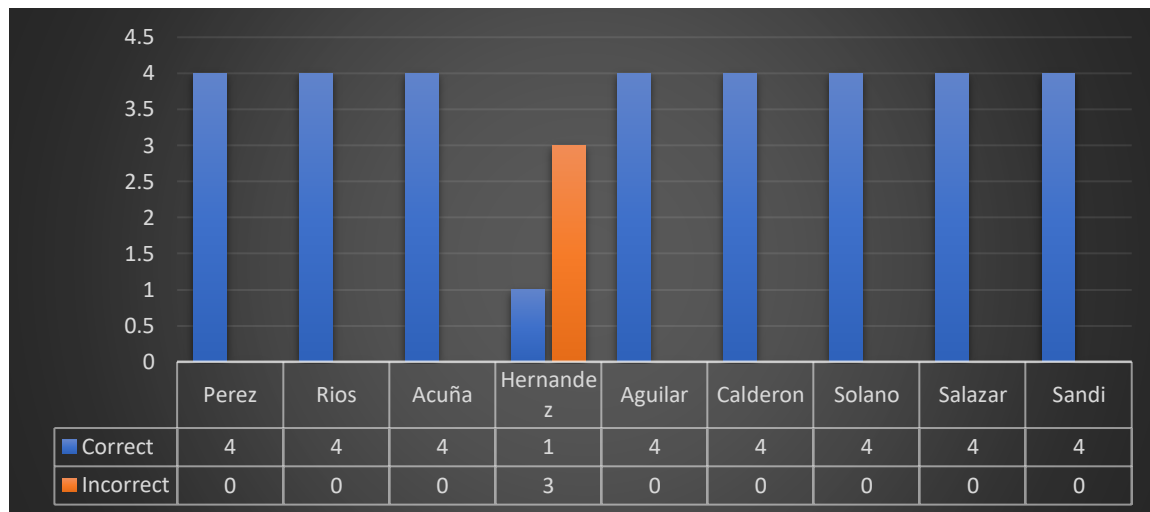
Number of mispronounced words by each student

In the table #4, it can be noticed that there is at least one mispronounced word out of the five diphthongs under investigation. Additionally, in the chart, it is displayed other sounds that

were not studied in the research, but still were used by students when reading the short reading. The two sounds they used were the short i and diagraph. On the other hand, the most repeated words in this group, which were miscategorized are: icy, outside, and smiled. The first word, icy, was identified incorrectly by three students using the short i sound. Moreover, regarding the second word, outside, the students used the diphthong /ou/ instead of /au/, so this word was produced inappropriately by all the students. Finally, and the word smiled was categorized by three students with the vowel short i.

Finally, we will examine in the coming figures the answers given by the students in the second part of the post-test. These answers will be illustrated with a figure for each diphthong studied in this research to later be able to analyze each of the figures.

Figure 8: Diphthong /ɔɪ/:

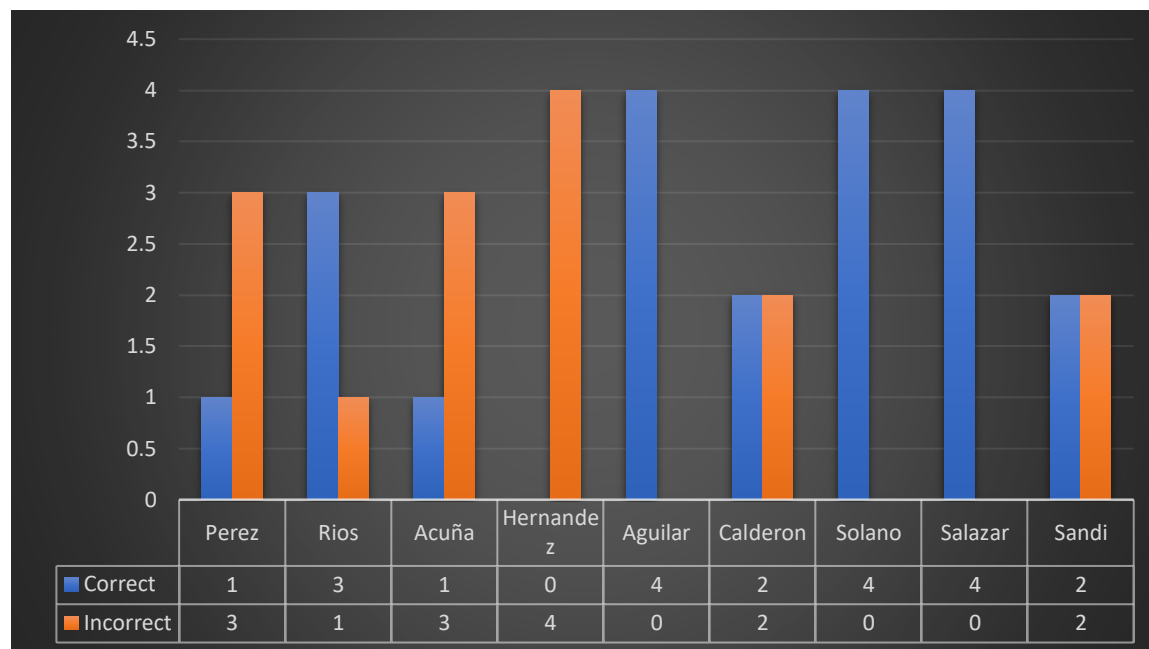


Answers provided by the students after analyzing the post-test results.

In the results of the post-test, without a doubt, a large number of students obtained the four correct answers, as only one student obtained a correct answer. Therefore, this sound was the one that obtained a great range of improvement among all the students who were part of the

study. Moreover, the student, who indicated that English was not a subject in her country, and she failed all the answers in the pre-test, obtained all the answers correctly in the post-test.

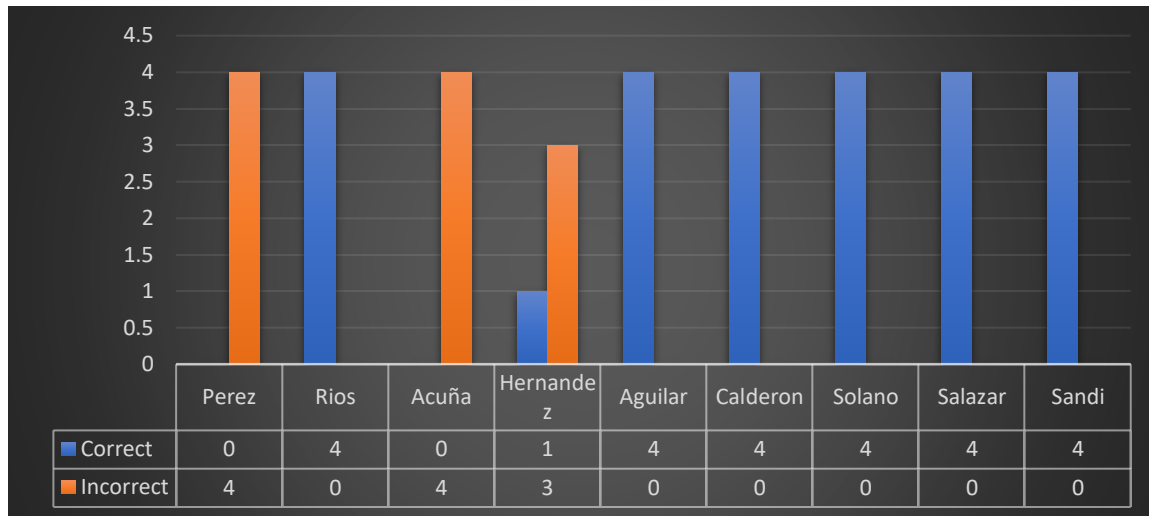
Figure 9: Diphthong /ei/:



Answers provided by the students after analyzing the post-test results.

By analyzing the final results of the post-test in the part of categorizing, it can be noticed that regarding the sounds in isolated words, the men maintained the results of the pre-test; therefore, there was not an improvement in the results obtained. However, the women showed a decrease in the number of correct answers when identifying this diphthong, so the results of the pre-test were higher than the post-test. Thus, we might deduce that this diphthong presented a decrease of knowledge compared to the initial pre-test results.

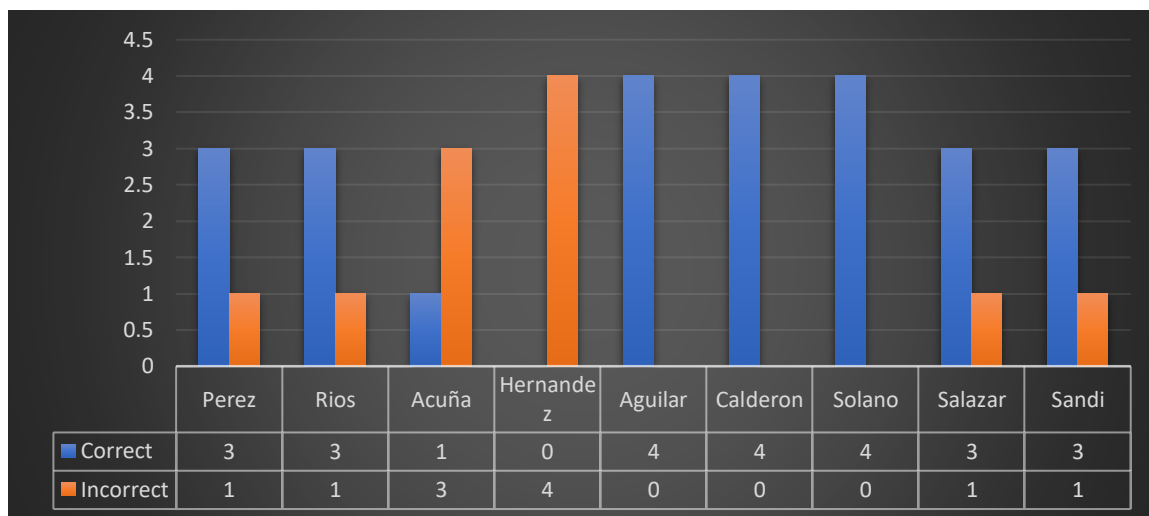
Figure 10: Diphthong /ai/:



Answers provided by the students after analyzing the post-test results.

The figure #10 shows that the males again improved the results obtained after analyzing the pre-test results, as all of them successfully identified all the sounds adequately. Moreover, the female students had an improvement regarding this sound. Something remarkable is that the foreign student obtained all the four words with the sound /ai/ correctly.

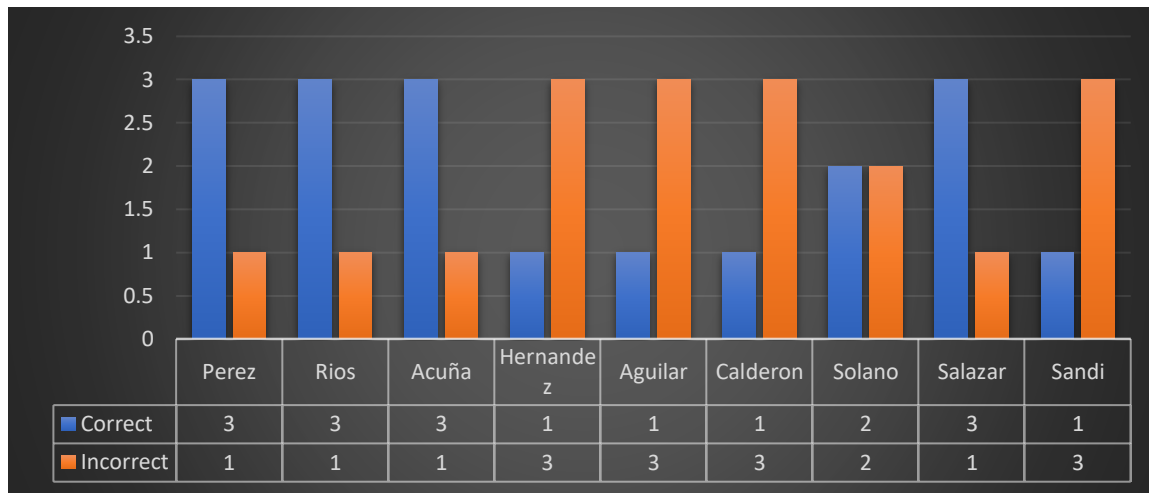
Figure 11: Diphthong /ou/:



Answers provided by the students after analyzing the post-test results.

In the figure #11, it can be seen that most of the men maintained a similar result to the one achieved in the pre-test; therefore, there was neither improvement nor worsening in this sound after applying the activities to improve knowledge on this sound. Moreover, the women obtained a considerable improvement by getting a greater number of correct answers.

Figure 12: Diphthong /aw/:



Answers provided by the students after analyzing the post-test results.

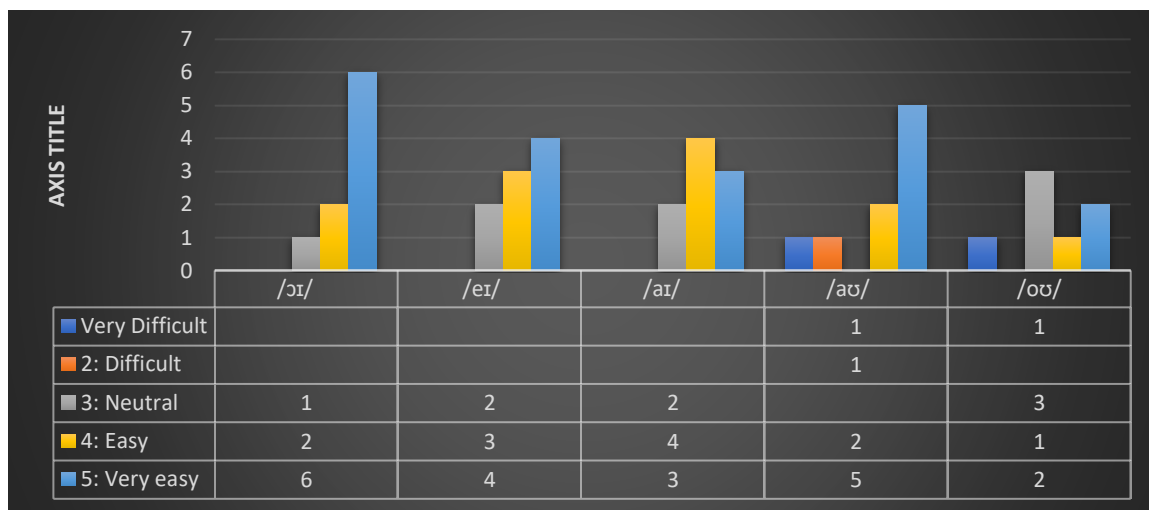
Finally, in the last diphthong, it can be noticed that men managed to obtain a large number of correct answers. When these results were compared with the ones obtained in the pre-test, it is possible to indicate that there was a considerable improvement. In addition, while analyzing the results of women, it is not possible to say the same, since the number of incorrect answers was increased in the post-test.

4.1.5 Questionnaire

The following is a series of figures obtained from the questionnaire that was applied at the end of all the instruments in order to validate information such as: diphthongs, reading, method, and language interaction. It is important to emphasize that the questionnaire was applied

in the native language of the studied population, so that the questions were understood correctly and that there was no confusion when answering. Nonetheless, for research purposes, the questionnaire was added in English in the annexes section. A questionnaire similar to Likert was used, as the answers ranged from 5 to 1; where 5 was the highest answer. In addition, it took approximately 8 minutes to explain the questionnaire and how to answer, which was individually. Then, the researcher read each question, and gave them a margin of time of two minutes to answer each question. In the first part, the students were asked to rate from 5 to 1 the different sounds that had been seen and explained in the previous classes, next to each diphthong a word was added with which they could relate that sound to.

Figure 13: Answers provided by students:



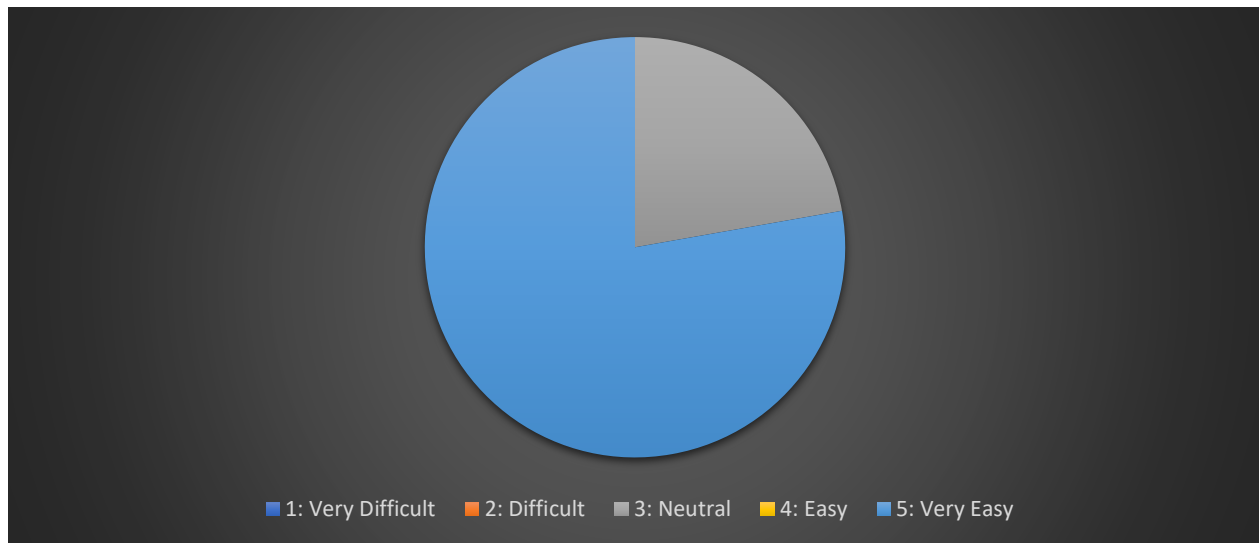
Ranking of the answers of diphthongs difficulty provided by woman

As it can be seen in figure #13, out of the responses of the students who were part of the research, most of them considered that sound /ɔɪ/ was the diphthong they had a lot of ease to distinguish when pronouncing it. In the same way, it coincided with the results obtained from the post-test, which stated that this sound was the one that the researched population best dominated.

On the other hand, in its counterpart, we can find that the sound /ou/ was catalogued in different ways within the scale from 5 to 1. Nevertheless, this data does not fit the results previously collected, since the sound /au/ presented greater difficulty at the time of doing the pre-test and post-test. The rest of the diphthongs were qualified in a more uniform way, but none of the sounds /ei/ and /ai/ were categorized as difficult.

The results obtained from the questions that were asked about the reading method that was developed by the researcher will now be analyzed, and each figure and its answers will be examined.

Figure 14: Reading dynamic activities as a way of learning English sounds:

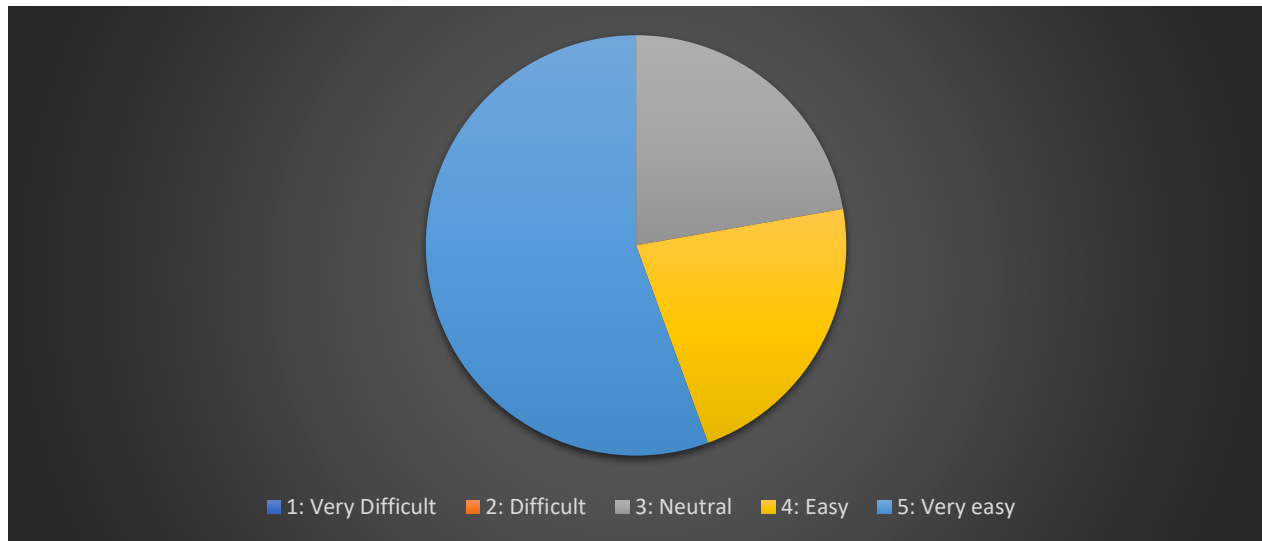


Answers provided by students in the first question second part.

Within the analysis of the first question that was asked in the questionnaire, a large percentage placed the rank 5. Therefore, we can assume that the idea of using a small reading method in which students can identify sounds and practice them was well received by the students. There was only one student who ranked the question with a 3. Within the observations

done during the activities to improve each of the sounds, it was identified that students participated more proactively in reading activities than identifying sounds in isolation.

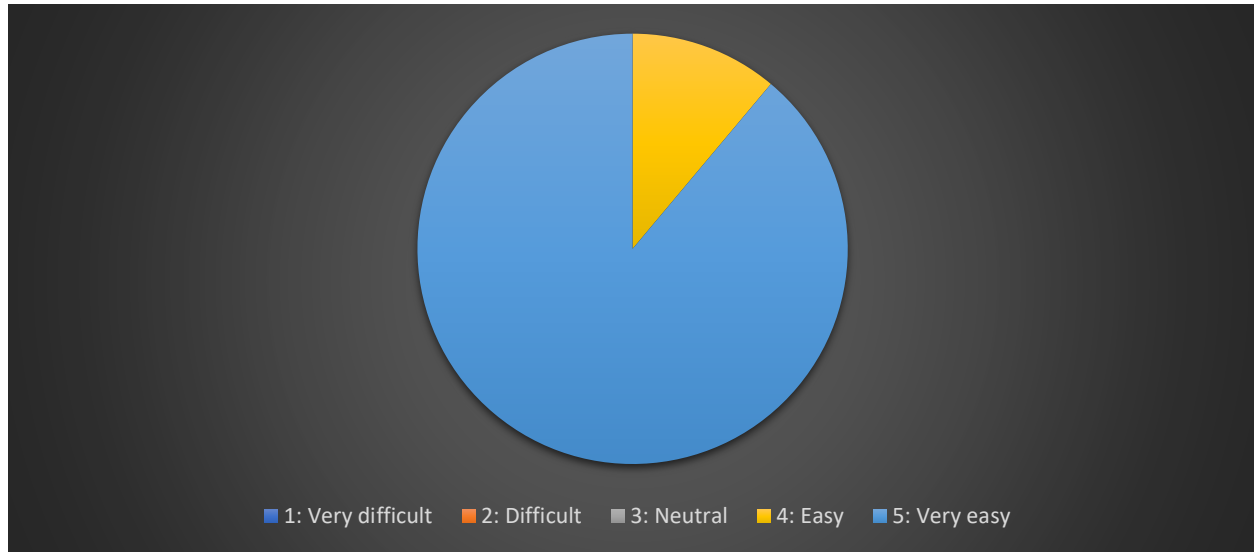
Figure 15: Reading as a method to differentiate different sounds:



Answers provided by students in the second question second part.

In question two, the answers remained in the range of 3 to 5; however, most of the students indicated that they were able to identify graphemes or morphemes (patterns) during the reading activities. In addition, during the activities to improve the diphthongs when a student read the text and did not know how to pronounce a word, it was noted that the students were able to stop for a moment and check which sound to use, and if they did not identify the words, a classmate would help them. However, it has to be emphasized that the help always came with a reference of how to identify and know which sound to use.

Figure 16: Amusing stories as a method to learn:



Answers provided by students in the second question second part.

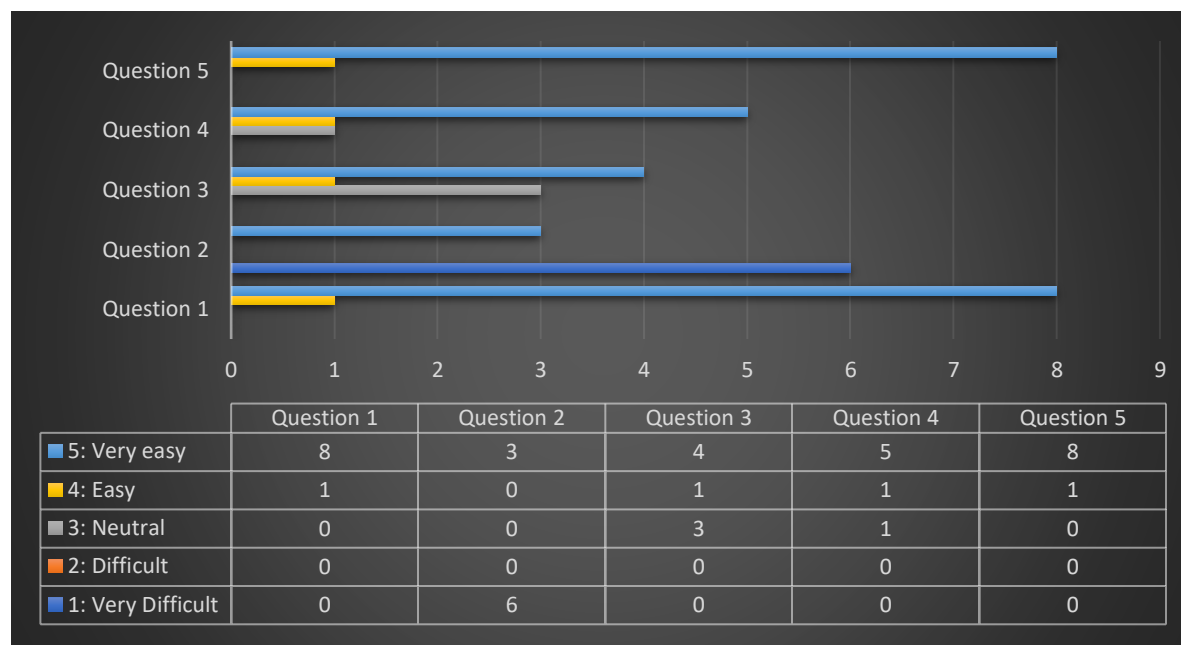
The last question obtained the highest number of answers in option 5, and only one answer in 1. It seemed that the fun readings created for learning were quite liked by the studied population. It worth mentioning that every time the readings were translated into Spanish, the students were more interested in the words they did not know in order to better understand the text in English, as well.

Following the order of the questionnaire, the researcher now will proceed to validate how the students evaluated the method used in class to improve the pronunciation of diphthongs. In this section, it will be observed the six questions listed in order, then the answers to the questions will be illustrated in a figure, each lower number will correspond to the number of the questions above with their corresponding answer.

1. Would you like to continue using the reading method to learn more about the sounds of English?

2. Did you tell a family member or acquaintance about how to learn new sounds in language class (readings)?
3. Did you use the concept sheets given by the teacher to help me with the activities?
4. Did you find it helpful to have pictures of how to pronounce diphthong sounds?
5. Did you manage to understand the teacher's directions and activities?

Figure 17: Evaluation of the method using by the researcher:



It illustrates the answers provided the students about the method used by the researcher

In the first question related to the use of readings in English classes, a percentage of 88.8% (8 students) answered that they would like to continue using this method in classes to improve their pronunciation. In the second question related to the interaction of the class with their friends or relatives, only 66.6 % (6 students) of the class answered that they had told their relatives about the method that was being used in class. Despite the fact that it exceeded more than 50%, it can be stated that the method did not have a great impact after class in the population

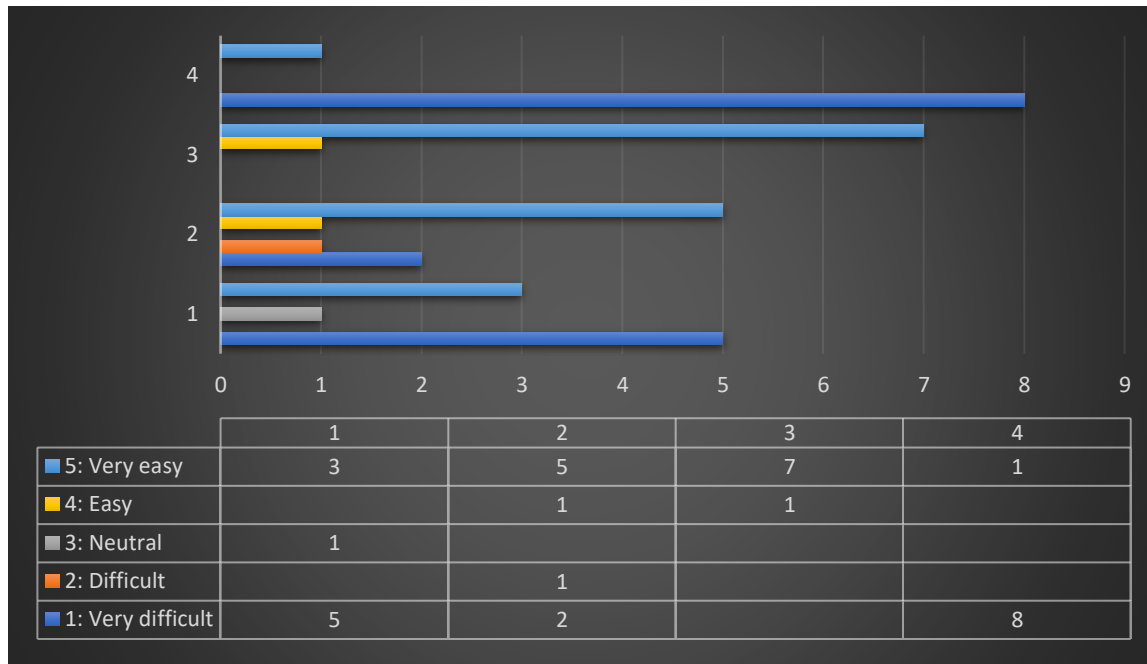
studied. Moreover, regarding question number 3, there were answers between 3-5. However, the percentage that used the sheets provided by the researcher to help them in the practices carried out, stood out.

In question number 4, 33.33% (3 students) did not answer. However, the 55.55% (5 students) who answered stated that it was useful to have drawings about the representation of how each sound is pronounced at hand. In addition, 11.11% (1 student) rated the question in a 4. Finally, question 5 was answered in the range of 5 by 88.88 % (8 students) of the studied population; therefore, it is assumed that the instructions provided by the researcher were satisfactory. Additionally, it is worth mentioning that many times the students had to be autonomous to be able to follow the instructions from home, since due to the other subjects that students were taking and the little accessibility to internet, the virtual interaction of the researcher was very reduced. Finally, 11.11 % (1 student) of the population answered with a 4; therefore, we can assume that the participation of the researcher was appropriate.

Finally, the interaction was evaluated from the point of view of the students with a total of 4 questions. First, the questions will be visualized and then a figure will be provided. The number corresponds to the question and its results.

1. Did you feel pressure during practice to learn any diphthong sounds?
2. Was the classroom environment of classmates pleasant during learning?
3. Did you feel comfortable answering the teacher's questions and activities?
4. Did classmates help you if you did not understand a sound?

Figure 18: Interaction during the development of the research:



It illustrates the answers provided the students about the interaction of the metho used by the researcher

In the first question, it is observed that 55.55% (5 students) answered that they did not feel pressure during the development of each of the activities or instruments that were carried out with the objective of improving the pronunciation of diphthongs. Moreover, 33.33% (3 students) selected that they felt pressure during the development of the instruments, while 11.11% (1 student) stated that they felt neutral.

In question number two about the classroom atmosphere with their classmates, 55.55% (5 students) answered that they felt a pleasant atmosphere, but 22.22% (2 students) selected that the atmosphere with their classmates was not pleasant. The other 22.22% (2 students) placed their answers between 2 and 4, which can be classified as neutral.

In question number three, 77.77 % (7 students) indicated that they felt comfortable during the development of the classes and activities. 11.11 % (1 student) answered in the range 4,

therefore we assume that they felt comfortable in the same way. Nevertheless, 11.11 % (1 student) did not answer the question.

Finally, in the last question 88.88 % (8 students) mentioned that they did not get help from their classmates when they had a situation with any sound, while only 11.11 % (1 student) indicated that they felt accompanied and supported by their classmates.

CHAPTER V

Conclusions and Recommendations

5.1 Purpose of the Conclusions

According to the two methods used in the study (research approach and research design), the veracity of the conclusions will be supported through the triangulation of the classroom observation, the pre-test, the post-test, the student questionnaire, and the theoretical framework theory. The recommendations and conclusions are intended to provide valuable information on the reading method with a focus on pronunciation improvement. It is important to know that the information that will be provided in this chapter is based on the final results of the instruments that were applied and carefully analyzed, objectively.

5.2 Conclusions

The information that will be provided in the following section aims to give an answer to the three objectives that were raised at the beginning of the research after having applied all the instruments. The researcher will provide an answer to the effects of using short readings; to assess the development and learning of the students through some activities to enhance the pronunciation of diphthongs /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, and /oʊ/, and finally, to evaluate the improvement of the students. Moreover, in the last sections, by means of the triangulation of the instruments used, the research question will be answered in order to know the effects of reading for pronunciation improvement and to give recommendations to future readers who wish to develop this topic in the classroom, as well as what results can be expected during the application of the method developed in this work.

5.2.1 To identify the effect of using readings to develop an improvement in pronunciation.

The first objective that was proposed was to evaluate the use of readings and analyze the effect caused by using this resource as a method to improve the learning of sounds in English. For the purposes of the research, the following diphthongs were used /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, and /oʊ/.

These were first introduced by an image which contained the correct pronunciation of each of the diphthongs; in other words, through images containing lip movements on how to pronounce each sound. Then, some isolated words were presented to evaluate each sound, so that students could create their own patterns (graphemes and morphemes) for a better understanding of each sound. Finally, each student evaluated through a quick and short reading how the sounds may be present in the readings with the intention that the studied population could identify each sound when reading and thus, improve the identification of each diphthong in a quick way.

Regarding the results obtained from the questionnaire applied at the end, it can be evidenced that the students found the readings fun as a method to improve pronunciation, which implied an innovative method for the students to understand in an effective and fun way. Additionally, more than half of the students stated that they could find patterns to recognize the diphthongs according to the word they wanted to pronounce. Moreover, the last question also obtained a large number of positive responses, as the students found the context of each reading amusing; therefore, it can be said that the readings provided fit in the context of the target population and the setting where they live to catch the students' attention.

In the post-test, it was clearly observed a great improvement of the students compared to the initial results that were obtained through the pre-test. Within the sounds that obtained an improvement are /ɔɪ/ and /eɪ/; however, there were also sounds that did not obtain the desired

result, which are /aʊ/ and /aɪ/. Furthermore, the sound /oʊ/ obtained similar results compared to the pre-test and post-test. Nevertheless, it is necessary to take into account that the results mentioned in the previous paragraph were obtained through the analysis of all students, but if we consider the males and females as two separate groups, the males obtained encouraging results evidenced in the post-test. This because they obtained an improvement in four of the sounds studied and maintained the same level of knowledge regarding sound /oʊ/.

5.1.2 To apply interactive activities that allow students to learn the different English diphthongs /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, and /oʊ/.

One of the objectives of the research was to evaluate the assimilation of the students when faced with a new pronunciation technique. As part of the observation of the class, it was noted that the teacher in charge of the students slowly articulated each sound, so that the students could apply these sounds in the words studied. However, it was not observed that the teacher used any technique to correlate the words with others during class for a better understanding. Therefore, the topic to be studied was perfectly adjusted to the dynamics and teaching method, as it was not present in a proactive way in the classes that the students received.

The first activity that was performed with each of the diphthongs was that the students closely examined a total of two images for each sound with the intention of validating if the visuals aids were more than enough for the correct pronunciation of each diphthong and decrease the need for questions about the articulation of each diphthong. Then, the researcher listened to each student to evaluate the production of each sound only with the images seen. They were well assimilated, as it was obtained a high rate of proper pronunciation of each sound only with the illustrations. After that activity, the students carefully examined examples of isolated words with the intention of checking if they could detect graphemes and morphemes to identify possible

pronunciation patterns. Finally, each student read a text individually and had to try to determine possible words with the sound studied in class by scanning the text, and then they proceeded to read the texts completely. According to the population studied, 88.8% (8 students) indicated that the reading activities were very useful in improving their pronunciation. These results are clearly supported by the results collected in the post-test, where males showed great improvement in four sounds, but not in /oʊ/. However, females only showed improvement in sounds /ɔɪ/ and /eɪ/, and the sounds /aɪ/ and /aʊ/ did not show a desirable improvement when collecting post-test information. The sound /oʊ/ showed similar results in the pre-test and post-test.

5.1.3 To assess students' improvement through readings as a corrective technique for learning the diphthongs /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, and /oʊ/.

The purpose this last section was to evaluate the use of reading as a technique to improve pronunciation in the population studied. The results collected through the pre-test, which was intended only to analyze the ability to detect diphthongs by means of isolated words, will be evaluated. The researcher did not perform an oral test as a pre-test, since the class observation showed that the students, despite being in the sixth grade, were at a beginner's level when it came to the mastery of the English language. Therefore, their level of assimilation was low with respect to the chosen topic.

It is necessary to emphasize that during the post-test the students were not recorded. This because at the time that it was intended to make the recordings, it was not possible to obtain clear results, as the students were nervous about the fact that they were being recorded and being in the presence of their other classmates. This directly affected the results obtained. Therefore, it was decided only to write down the pronunciation errors as they were occurring at the time of reading the texts. On the other hand, these texts were read individually and apart from the group to avoid

any symptoms of stress when being with their classmates. As mentioned above, the results were encouraging both in the acceptance of the method by the students and in the final results obtained through the application of the instruments. Women had an improvement when pronouncing and identifying the sounds /eɪ/ and /ɔɪ/, and the males obtained a noticeable improvement in all sounds, but there was no noticeable improvement in the sound /oʊ/.

5.3 Restatement of the Research Question

For the purpose of the research, the problem stated by the researcher at the beginning of the research was "What is the effect of repetition as a corrective technique to improve the pronunciation of diphthongs /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /oʊ/ through readings in the sixth grades at Pio XII School during the third trimester of 2021?" In order to give an answer to that question, the instruments analyzed in Chapter IV were used to give an objective and clear resolution through the results obtained. In the first instance, we may consider that the results provided through the application of the instruments and activities for the improvement of pronunciation focused on the following diphthongs /eɪ/, /aɪ/, /ɔɪ/, /ɔɪ/, /aʊ/, /oʊ/, gave encouraging results, as the researcher was able to demonstrate an improvement taking into account the initial point of the students regarding the final knowledge that was demonstrated through the post-test. However, not all sounds obtained a desirable improvement, as previously explained.

The improvement of sounds by means of repetition of words can be successful. Consequently, it was necessary to take this topic and carry a repetition of sounds through by small readings in order that the students could observe variations of words and their possible sounds to better understand the morphemes and graphemes. The method used during the investigation was well received by the students. therefore, it can be affirmed that the effects that

were observed in the investigation by means of a corrective technique through readings are the following:

- Attention to pronunciation details
- Identification of graphemes and morphemes
- Improvement of active listening to each sound by relating it to other words
- Relation of the sounds studied with their mother tongue.

As can be seen in the points mentioned above, students through the reading techniques were able to find more details when pronouncing unknown words by contrasting possible variants of each word. This allowed to identify which sound to use, i.e., the students were able to improve their understanding of morphemes and graphemes and as a result their active listening improved to properly pronounce each word. Finally, it was observed that students were able to make some correlation of the English diphthongs with sounds of the mother tongue.

5.4 Unexpected Results

One unexpected result was that there was a gender division within the classroom during the application of the instruments. Although, it was observed a great bond of friendship among all students, there was always a division between the males and females. This was actually even more evident when the instruments were carried out, since the males showed a great improvement in almost all sounds, with the exception of diphthong /oʊ/ which maintained similar results in the males. However, the results from the females showed that there was only an improvement in two sounds /ɔɪ/ and /eɪ/.

In addition to the data mentioned above, another noteworthy fact in the final results was that the participation of the group improved significantly compared to the participation

demonstrated during the initial class. This because there was a great improvement in the use of the English language in the classroom when answering the questions that the researcher asked in the target language. Finally, it can also be highlighted the availability of the students to contribute to the methodology that was under study. However, this availability was only given by those who were attending face-to-face classes, since those who were in a virtual mode did not have a great response to the activities that were sent.

5.5 Recommendations

For the development of the researched topic, teachers or people who wish to carry out this method in their classrooms should take some considerations to successfully accomplish the improvement of the sounds they wish to study. First of all, it is recommended to carry out an observation of the class to be able to examine the group dynamics and the initial knowledge of each student in order to adapt to the English level of the group or groups. Moreover, it would be of great utility that the instructor in charge can group students in pairs within the classroom, so there is a student with a more advanced level with another with lower one. In this way, the student with a more advanced level can help and collaborate with the other student in any situation or doubt. Thus, the activities that are carried out can be more effective, since teacher in charge will have several students who will help.

Similarly, additional material should be developed for those students who are able to go much faster compared to others; this the teacher decides to not group students in pairs. Moreover, they could also seek to make presentations of each of the sounds with students who have demonstrated a high mastery of the subject, as they can provide their own perspective on each topic or sound studied. This could help the group to validate or understand the topic through another approach provided by a peer who is in the same position as them. Furthermore, the class

environment could be more relaxed due to students might have more freedom to ask questions to the teacher, since he or she has a higher position, and this can generate stress or nervousness.

The researcher could implement readings already seen by the students with the objective of modifying them and thus, the students could feel some familiarity with the topic that the teacher seeks to improve. On the other hand, it can be included a text where the words that have the sound studied are in bold. This with the objective of achieving a quick identification, and they can see how these sounds work within a text. This variation of the technique could help the students to observe a greater variety of words that contain these sounds.

Moreover, it is recommended to continue studying more sounds, as for example diphthong /ɔɪ/ was assimilated quite quickly by the studied population; therefore, it could be planned to add another diphthong to increase the level of the learners. In addition, it can also be considered studying other sounds apart from the diphthongs. In this case, students can work on the production of short i, short u, and alpha because these sounds are difficult to pronounce, so students can be instructed to achieve an adequate production of such sounds.

The students were able to execute this type of reading activities to improve their pronunciation, so the researcher considers that these activities were properly suited for such level, since the activities were well assimilated by sixth graders. Therefore, it can be assumed that a lower grade can handle this learning method without any circumstance or setback as long as the five sounds are respected. Moreover, it is recommended that if the grade chosen to apply this method is high school, different types of sounds can work inclusively among those consonants and vowels, and it should work successfully.

An interview directly with the teacher in charge of the population to which the research is applied would be recommended, since among the results studied in the observation checklist was that the students had a good relationship with each other. However, when this question was asked in the questionnaire, many students selected that the relationship among students was quite difficult. Therefore, if an interview is carried out, data about the group dynamics can be collected more concisely in order to know how to manage the class if it is decided to place the students in pairs.

In the pre-test more words should be included in the sample to be collected in order to obtain a more specific perception of the level of knowledge of the group, instead of a general one. Additionally, a sample of a small paragraph that includes at least two words of each sound studied could be considered. This can be collected by means of sentences instead of texts to facilitate the work of the researcher or teacher when examining each sound and to measure the results obtained. Finally, within the readings that were used, it is also possible to think of using sentences instead of a text with the purpose of being able to separate in sentences a maximum of one or two sounds under investigation. In addition, if the researcher wishes to record the students during the post-test, it is recommended that this part be carried out individually in a classroom different from theirs. Nevertheless, if any sign of nervousness is noticed in the students, it would be better to take notes about the errors detected in the readings.

Annexes:*Figure 1: Observation classroom checklist:***Observation classroom Checklist**

Name _____ Date _____ Class Observed _____
 _____ Topic _____ School: _____

	Could Improve	Acceptable	Excellent
Class interaction			
Students help each other to improve their knowledge			
Students relate previous topics to the new ones			
Students participate proactively			
Students are comfortable during the class			
<i>Comments</i>			
Methods			
Students provide a full understanding of the teacher's methods			
Activities are well-answered by the students			
Students follow teacher's indications			
Teacher incentivizes the use of the technology during the class' activities			
<i>Comments</i>			
Understanding of the sounds			
Students are conscious of how to produce the teaching sound			
Students relate the target sound to a native one			
Demonstrates awareness of their own learning during the teaching sound			
Students are able to distinguish phonemes and graphemes during a reading			
<i>Comments</i>			

English assimilation			
Ss try to use English as much as possible during their classes			
Interest in English is demonstrated by students			
Students provide a good discipline in class to learn the target language			
Comments			

Researcher creation.

Figure 2: Pre-test:

Name: _____

School: _____

Grade: _____

Pre-test

Carefully read each word and use the following sounds /ei/, /ai/, /oi/, /au/, /ou/ to indicate next to word what sound produces the underlined vowel or vowels.

1. **C**rime: _____
2. **B**rain: _____
3. **B**oat: _____
4. **T**oy: _____
5. **W**hy: _____
6. **L**ight: _____
7. **S**low: _____
8. **R**ose: _____
9. **L**ike: _____
10. **B**oy: _____
11. **D**aiy: _____
12. **B**reak: _____
13. **R**ain: _____
14. **C**oat: _____
15. **N**ow: _____
16. **N**oise: _____
17. **B**rown: _____
18. **V**oice: _____
19. **H**ow: _____
20. **H**ouse: _____

Figure 3: Sound improvement worksheet /eɪ/ and /aɪ/:

Name: _____ Group: _____

Diphthongs /eɪ/ and /aɪ/

- 1) Let us observe the following drawings in order to understand how we should imitate the sounds.



Images taken from: <https://lukelanguagetraining.com/pronunciation-sounds-of-english2/>

/eɪ/

/aɪ/

Examples	
Ace	Ice
Fail	File
Brain	Brine
Bay	By
Same	Nice

- 2) Let us read the small paragraph to practice the sounds.

One day, a nice boy was playing on the table with his teddy dear, and he started to imagine he had a big brain which made him very bright, but his mother approached to him and suddenly touched him and placed an ice on his skin to be able to wake him up.

Researcher creation

Figure 4: Sound improvement worksheet /ɔɪ/:

Name: _____ Group: _____

Diphthong /ɔɪ/

- 1) Let us observe the following drawings in order to understand how we should imitate the sounds.



Imagines taken from: <https://lukelanguagetraining.com/pronunciation-sounds-of-english2/>

/ɔɪ/

Examples
Boy
Toy
Voice
Coin
Choice

- 2) Let us read the small paragraph to practice the sound.

One day, there was a boy who wanted a toy from his parents, but when he asked his parents for it, his tone of voice was not polite, so his parents told them the choice he took to ask for the toy was not good, and they will give him a coin every Monday and Friday, so he could save some money and buy the toy by himself.

Researcher creation

Figure 5: Sound improvement worksheet /oʊ/ and /aʊ/:

Name: _____ Group: _____

Diphthongs /oʊ/ and /aʊ/

3) Let us observe the following drawings in order to understand how we should imitate the sounds.



Images taken from: <https://lukelanguagetraining.com/pronunciation-sounds-of-english2/>

/oʊ/

/aʊ/

Examples	
Grow	How
Snow	About
Row	Now
Window	Brown
Slow	House

1) Let us read the small paragraph to practice the sounds.

Daniel was staring at the windows while snow was falling down, then he saw a brown cow which was about to break into a new house, the cow was walking slowly, but he asked himself how could the cow be my friend? Suddenly his mother woke him up.

Researcher creation

*Figure 6: Post-test:***Post-test**

Name: _____ Group: _____

1) Carefully read the following paragraph.

There was a nice boy who liked icy juice, clouds, lakes, and his brown teddy bear, every he always carried a toy with some coins inside every day to buy some juice, but one day when he was in his house, he saw when the snow started to fall and his mother told him he could not go outside to buy some juice, he spent his all day long by the window, but the snow fell down slowly and never stopped, so his mother told him they could make the same icy juice as he bought, then the boy smiled and hugged his mother, then she said “ you are growing so fast “

2) Carefully read each single word aloud.

a. Boy: _____

p. Ride: _____

b. House: _____

q. Snake: _____

c. Grow: _____

r. Window: _____

d. Same: _____

s. Now: _____

e. Ice: _____

t. Toy: _____

f. Voice: _____

g. About: _____

h. Snow: _____

i. Fail: _____

j. Nice: _____

k. Choice: _____

l. Brown: _____

m. Slow: _____

n. Brain: _____

o. Brine: _____

Figure 7: Questionnaire:

Questionnaire

Name: _____ Group: _____

Read each question carefully, and answer by marking an x in each box according to the answer you consider indicated, taking into account that 5 is the highest answer and 1 is the lowest.

Diphthongs	5	4	3	2	1
Of the following sounds, rate from 5 to 1 which one do you consider the easiest to learn in English?					
/ɔɪ/ as in boy					
/eɪ/ as in day					
/aɪ/ as in crime					
/aʊ/ as in now					
/oʊ/ as in grow					
Reading					
Did you find the reading activities dynamic as a way of learning English sounds?					
Through the readings, could you find patterns of some diphthong sounds to differentiate them?					
Did you find the little stories for each sound amusing?					
Method					
Would you like to continue using the reading method to learn more about the sounds of English?					
Did you tell a family member or acquaintance about how to learn new sounds in language class (readings)?					
Did you use the concept sheets given by the teacher to help me with the activities?					
Did you find it helpful to have pictures of how to pronounce diphthong sounds?					
Did you manage to understand the teacher's directions and activities?					
Interaction					
Did you feel pressure during practice to learn any diphthong sounds?					
Was the classroom environment of classmates pleasant during learning?					
Did you feel comfortable answering the teacher's questions and activities?					
Did classmates help you if you did not understand a sound?					

Researcher creation

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