

UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS

VICERRECTORIA ACADÉMICA

SCHOOL OF EDUCATION AND FOREIGN LANGUAGES

**USE OF VARIOUS STRATEGIES TO IMPROVE THE
PRONUNCIATION OF THE ENGLISH PLOSIVE SOUNDS OF
SEVENTH GRADE STUDENTS AT UNIDAD PEDAGÓGICA
DE SAN DIEGO DURING THE SECOND QUARTER 2019**

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

STUDENT: WENDY AGUILAR CUBERO

THESIS MENTOR: MARGARITA PEREZ ROIG

SEDE ARANJUEZ

AUGUST, 2019

Acknowledgements

I express my sincerest gratitude to the many people who have helped me while developing this research. Professor Margarita Perez Roig, who has helped me with the materials and recommended valuable improvements; Professor Catalina Guerrero Troyo for the advice she has offered me during the development of this investigation and all the motivation given to me. In addition, I want to thank professor Dinnier Amador, Head of English department for always be there when I needed him and helped me with all my doubts.

Dedication

First, I thank God for giving me the opportunity to achieve my goals. I dedicate this research to my mom, my brothers, and sisters. since the very beginning until now they have been the motor to keep me going. Also, to my fiancé who is a really important part of this goal, he is the person who prompted me to start my University carrier and has always had the best words to make me feel that I am able to do everything that I want.

Table of Contents

Chapter I	1
Introductory Framework	1
1.1 Problem Statement	1
1.2 Objectives of the Investigation	2
1.2.1 General Objectives	2
1.2.2 Specific Objectives	3
1.3 Justification of the Study	3
1.4 Antecedents	4
1.5 Scope	8
Chapter II	10
Theoretical Framework	10
2.1 Literature Review	10
2.2 Pronunciation	10
2.2.1 Phonetics	11
2.2.2 Phonetic Transcription Method	12
2.2.3 Phonology	13
2.2.4 Pronunciation Tripod	15
2.2.5 Cardinal Vowel Scale	16
2.2.6 Consonants	17
2.2.7 Intonation	18
2.2.8 Rhythm	19
2.2.9 Plosive Sounds	19
2.2.10 Consonant Clusters	25
2.2.2 Pronunciation Activities to Improve	27
2.2.3.1 Tongue twisters	28
2.2.3.2 Songs	29
2.2.3.3 Poems	34
2.3.4 Main Differences of Spanish Speakers in the Pronunciation of the English Plosives.	36
Chapter III	37

Methodological Framework	37
3.1 Research Approach	37
3.2 Research Method	38
3.3 Information Sources.....	38
3.3.1 Primary Sources	39
3.3.2 Secondary Sources	39
3.3.3 Tertiary Sources	39
3.4 Analysis Categories	39
3.5 Data Collection Instruments	40
3.5.1 Observation Check List.....	40
3.5.2 Pre-Test	43
3.5.3 Activities to improve the pronunciation of plosives sounds	43
3.5.4 Post-Test.....	43
3.4 Collection Data Process and Data Analysis.....	45
Chapter IV	46
Data Analysis	46
4.1 Analysis and Interpretation of the Results.....	46
4.1.1 Observation Check List	46
4.1.2 Pre-test	57
4.1.3 Activities in Between.....	65
4.1.4 Post-test.....	67
References	¡Error! Marcador no definido.
Chapter V	74
Conclusions and Recommendations	74
5.1 Purpose of the Conclusion.....	74
5.2 Conclusions	74
5.2.1 To determine the students' difficulties in the production of the English plosives	74
5.2.2 To improve the pronunciation of the English plosives / p, t, k, b, d, g/ to subsequently facilitate the oral communication of seventh graders at Unidad Pedagógica de San Diego	75
5.2.3 To evaluate students' pronunciation of the English plosives	76
5.3 Restatement of the Research Question	77
5.4 Unexpected Results	¡Error! Marcador no definido.
5.5 Recommendations	78

Table of Tables

1	Phonetic Chart	20
2	Consonant Clusters Chart	25
3	Observation Check List	42
4	Lesson Plan.....	82
5	Rubric Pre-Test and Post-Test	83
6	Rubric activities in between	84

Abstract

What difficulties can the students of English face that can affect their pronunciation? This investigation is about mispronunciation of the English plosives sounds faced by seventh grade students at Unidad Pedagógica de San Diego during the second quarter 2019. The purpose of this investigation is to develop activities that can improve the production performance of those consonants and thus to find a dynamic way to teach or practice English pronunciation.

The research applies the qualitative method to investigate and obtain the results and to help students to make use of activities such as reading a poem that will be evaluated as the pre-test and post-test. During the course of the investigation, the students will develop fluency and correct pronunciation of the consonants by singing "We are the Word," a song performed by Michael Jackson and, with the practice of a tongue twister that the researcher will provide to them, they can practice and improve the pronunciation of English plosives sounds.

Resumen

¿Qué dificultades presentan los estudiantes de inglés a la hora de pronunciar? Esta investigación es acerca de la omisión de pronunciación de las consonantes inglesas /p/, /t/, /k/, /d/, /d/, /g/ por parte de los estudiantes de séptimo año en la Unidad Pedagógica de San Diego durante el segundo cuatrimestre del 2019. El propósito de dicha investigación es desarrollar actividades que mejoren el rendimiento de producción de esas consonantes y encontrar una forma dinámica de enseñar o practicar la pronunciación del inglés.

La investigación aplica el método cualitativo para investigar y obtener los resultados, y ayudarle a los estudiantes por medio de actividades como la lectura de un poema que será evaluado como primer y prueba final; además, durante el transcurso del estudio los estudiantes desarrollaran fluidez y la correcta pronunciación de las consonantes cantando “We are the Word”, canción interpretada por Michael Jackson, así como un trabalenguas, el cual el investigador les brindara para que puedan ir mejorando la habilidad de pronunciar correctamente cada sonido plosivo.

Chapter I

Introductory Framework

As pronunciation is a tripod, it is important to keep in mind its three components, that is, sound, intonation, and rhythm. It is also necessary to know the positions in which the sounds appear within the syllables, as well as the variants that can be produced. Therefore, this investigation is going to make emphasis on the application of some strategies that may improve the pronunciation of plosives sounds, such as, tongue twisters, songs, and poems. Those strategies to improve the pronunciation of the plosive sounds may help seventh grade students at Unidad Pedagógica de San Diego during the III Quarter of the year 2019.

1.1 Problem Statement

Most people speak English with an accent that belongs to the part of the country they come from or live in. A common mistake made by many students who study English as a foreign language is not paying adequate attention to the pronunciation of some English sounds which is vital to achieve appropriate communication and avoid incorrect pronunciation which inevitably leads to misunderstanding. Pronunciation can be quite tricky when learning a new language, especially for adults. According to Abrams (2014 p6), children have a sensitive period for learning languages when they are learning their first words, and during these years, certain parts of the brain are more developed than others and they learn from observing and from experience. So neural circuits in the brain build a set of rules for constructing words and sentences by absorbing and analyzing information. In case of adults they may over analyze new language rules or sounds and try to make them fit into an understandable and coherent pattern that makes sense to them. Actually a new language may involve grammar rules that are not so easily explained, and adults have more difficulty overcoming those obstacles than

children, who simply absorb the rules or exceptions and learn from them because adult's brain protects the authority of its native language.

When learning to speak a foreign language, students will have to produce lots of new sounds that are completely unknown to them. The language you are learning may have the same alphabet, but some letters will have an entirely different pronunciation. This can be confusing at the beginning because there are some letters in words that are not pronounced at all or are pronounced differently from what one is used to say in his/her native tongue. Therefore, it is very important to establish the correct grapheme-phoneme correspondence when leaning English as a foreign language. But how important is pronunciation in language learning and what can one do to improve? The investigation is going to explain how to improve the production of the plosive sounds using some strategies that may help students improve the components of pronunciation, because the earlier one focuses and master the basics of English pronunciation, the faster one will become fluent.

1.2 Objectives of the Investigation

It is difficult for teachers to spend enough time working on their students' pronunciation. So this investigation will provide some strategies to improve the pronunciation of the plosives in different positions. It is important to remember that English plosives have a general distribution, that is, they occur in initial, medial, and final position.

1.2.1 General Objective

- To apply some strategies to improve the pronunciation of the plosive sounds of seventh graders at Unidad Pedagógica de San Diego during the second quarter of 2019

1.2.2 Specific Objectives

- To determinate the students' difficulties in the production of the English plosives
- To improve the pronunciation of the English plosives /p, t, k, b, d, g/ to subsequently facilitate the oral communication of seventh graders at Unidad Pedagógica de San Diego
- To evaluate students' pronunciation of the English plosives /p, t, k, b, d, g/

1.2 Justification of the Study

English is considered as one of the most common languages spoken in many countries with more than 350 million people around the world speaking it as a first language, and more than 430 million speaking it as a second language. It is also one of the dominant languages in business all over the world.

For this reason, it is necessary to speak it appropriately to enter a global market. Even meeting new people can be hard if one does not speak English because one is not able to communicate the ideas by oneself. Mastering English as a native speaker enables you to communicate clearly and effectively. Nowadays, the higher paying jobs go to those with a fluent pronunciation of the foreign language.

This is why the main factor of this research is to prove the importance of pronunciation in the language process and in this specific case the pronunciation of the English plosives.

1.4 Antecedents

According to Celce- Murcia (1996), the pronunciation skill has been relegated for a long time. First, when the Grammar Translation Method was popular, the emphasis was on grammar and translation, mostly. Later, with the Direct Method and the Natural Approach, pronunciation became relevant, but the teaching methods were based mostly on imitation. Then, it came the Reform Movement, which was the responsible of the creation of the International Phonetic Alphabet. The IPA was the result of a new science called Phonetics, which is in charge of the study of the different sound systems of the languages spoken around the world.

After this movement, the teaching of pronunciation was influenced by the Audiolingual and the Oral methods and their techniques, such as minimal pairs, repetition information, and contrast listening. With the Psychological Method, pronunciation lost importance, since it was considered that acquiring a native like pronunciation was impossible to be achieved and that it was a waste of time. The Silent Way and the Community Language Learning methods gave importance to pronunciation in different ways. It was important to rescue the use of tape recorders in order to help self-correction. Finally, nowadays, the teaching of the pronunciation is focused on making possible communication and it is influenced by the Communicative Approach.

The Communicative Approach looks for an intelligible pronunciation in order to be understood. The Communicative Approach uses different strategies and combines them with some techniques and procedures taken from other methods and approaches. In addition, it is possible to distinguish two different approaches in teaching pronunciation: the intuitive-

imitative approach, and the analytic-linguistic approach (Celce-Murcia, Brinton, and Godwin, 1996, p.2). The intuitive-imitative approach depends on the student's ability to listen and imitate, while the analytic-linguistic approach is based on articulatory descriptions, contrastive information, text transcription, and other phonetic information, which help the students to understand the correct production of the sound. This last approach is used to complement the intuitive approach.

The following are studies that were carried out with the intention of improving the students' pronunciation, which is the purpose of the present investigation. The aim of including these works is to make evident the need of improving the pronunciation of some sounds that tend to be troublesome to some students.

Kayaoglu and Caylak (2013, p.3) made an investigation with the purpose of testing the Audio Articulation Method as a remedy for pronunciation errors on adult EFL learners acquisition of inter dental fricatives. The research was conducted at a vocational school of a Turkish university. The investigators made use of a pre-test and post-test to observe the effects of the method used in the experiment; in addition to an interview and a classroom observation. The results of the study showed a significant difference on the students' pre-test and post-test scores, indicating a positive effect of the Audio Articulation Method. Also, all students were observed to return to the same pronunciation habits of inter dental fricatives in routine classroom instructions after exposure to the Audio Articulation Method. The researchers considered that this method should more likely to be taken into account as a complementary tool in addition to that of a pronunciation lesson.

Roach (2009, p. 113) states that English correct pronunciation focuses on other areas, such as syllables (units of speech), stress (aspects of speech, the relative strength of a syllable), intonation (use of the pitch of the voice to convey a meaning), accent (people from different areas, social classes, ages and educational backgrounds pronounce the language in different ways), and dialect (style of a language which is different from others not just in pronunciation, but also in vocabulary. Grammar and words order.) Such areas are the basis to develop a high level of English pronunciation performance.

Roach (2009) mentions that English pronunciation might be the primary subject matter to teach in a foreign language. It is meaningful to think about phonemes while talking. The phonemes represent each individual sound of the language. This represents the relevancy of knowing the correct pronunciation of each consonant individually, while producing the sounds. In addition, it is important to focus on advising teachers to use the target language as much as possible during lessons, especially at advanced levels. In that way, students will further analyze the use of the language and the correct production of the sounds.

In his book, Roach (2009) talks about the representation of the speech sounds with symbols, and the transcription of them. In the present project, the representations, the symbols and the transcription of the consonants will not be studied. This is because its relevance is to have the students say them correctly instead of recognizing their symbols or their transcription. The investigator will; therefore, use visual aids, such as flashcards, videos, or drawings to have the students understand the foreign language for the articulation of the plosive sounds as well as their articulatory description are gives in the paper.

Sara Mourad (*Pronunciation and Students Oral Performances*, 2009), deals with the practices of the phonological rules in order to improve students' pronunciation and oral performance. She focuses mainly on the practice of pronunciation and the way it is dealt with in both classes of oral expression and phonetics. It has been hypothesized, in this study, that students' pronunciation errors are due to the lack of practice of pronunciation aspects during the phonetics class and the lack of pronunciation practice during the oral expression class. To confirm the hypothesis Mourad investigated the case of second year students and teachers of phonetics and oral expression in an English department in order to see the way pronunciation and oral expressions are the teachers. The investigator administered three questionnaires to be answered by students and teachers, it provides a theoretical description of the English sound system, and a review of the different methods and approaches for teaching pronunciation. The study confirms the hypothesis according to the interpreted results and suggests some collected activities and ideas to be used in the Oral Expression class.

At the end of this investigation Mourad concluded that when the students are not given chances and appropriate contexts to practice, they become less aware of their pronunciation, and they do not focus on their pronunciation errors, and teachers do not have too much theoretical information about how to teach pronunciation.

Quirós (2011), in her investigation, deals with the students' mispronunciation of the /f, v, θ, ð/. The project were carried out with Costa Rican students from eleven to thirteen years old in the sixth grade. The purpose was to develop activities that could improve their production performance of the four consonants. The exercises were the explanations of their correct pronunciation and oral activities based on the Communicative Approach.

In addition, such project also developed other areas such as: the speaking skill, phonology, and other phonetic field. The research supports the relevance of teaching the correct pronunciation of the consonants and their theory to help-to improving this skill (*Improving English Pronunciation*, 2011, p. 2). Also, it offered activities to work with the students or individually that would help on the improvement of the pronunciation skill. Quiroz applied the qualitative method to investigate and get the results. At the beginning, she went to the school to realize about the pronunciation problems the students faced. Next, she performed a pre-test with the students to measure their level. After that, she applied the activities. Finally, she did a final test to evaluate the students' progress. The investigator also made a questionnaire to receive feedback from the students regarding the activities carried out.

All of those instruments helped her to state whether or not the students had improved their performance and if the teaching of correct pronunciation was relevant or not. The results obtained by Quirós, especially from the interview and the questionnaire demonstrated that using the activities and explanations brought a positive impact on the students. She mentioned that all of them would like to keep receiving pronunciation lessons. Also, she said that the majority of the students did feel that they learned the correct production of the sounds (*Improving English Pronunciation*, 2011, p. 115).

1.5 Scope

This research has the purpose of helping the seven grade students at Unidad Pedagógica de San Diego in Tres Rios Cartago to decrease the negative impression, misunderstanding, and ineffective communication by proving some tips to improve their pronunciation, especially the pronunciation of the English plosive sounds. Therefore, in order to improve students'

pronunciation, the practice of tongue twisters, poems, songs, riddles, and jazz chants will be extremely helpful.

The Unidad Pedagógica de San Diego is a primary and secondary school, it has a modality in which the students receive French lessons instead of English classes when they are on primary school; consequently, most of the seventh graders do not have any knowledge about English and that makes hard the introduction of the language because the teacher should follow the objectives given by MEP (Ministerio de Educación Pública). According to an observation carried out by the researcher during the Práctica Docente, the students of this institute might not be willing to participate in the activities and exercises due to the lack of interest on the subject, limited speaking, and shyness. So, these aspects were key so the investigator felt motivated to develop some dynamic activities in order to thank them for participating in every practice.

Such obstacles might have interfered in this investigation if they had not been not overcome by the investigator. The institute has eight groups of seventh grade, the learners in class 7-2 will be the participants; in other words, they are the ones who will perform and develop the activities to get the results expected, twice a week on Wednesdays and Fridays. The researcher will make a diagnostic test and pronunciation practices during the investigation, and, at the end, she will apply a final test in order to measure their progress.

Chapter II

Theoretical Framework

The ability to speak quickly is something that only comes naturally after mastering the art of correct pronunciation, that is, the production of sounds, as well as the proper intonation, and rhythm.

2.1 Literature Review

Learning to pronounce English correctly can be one of the hardest aspects of learning the language. English has some sounds that many other languages do not have, so students have to learn new articulations in order to produce sounds correctly. This can be hard because our speech mechanism is used to produce the sounds of our native language.

Additionally, consonants in English may vary according to the positions in which they occur, and of course, this also happens with the plosives.

2.2 Pronunciation

The author Paul Tench (*Pronunciation Skills*, December 28, 1997 p2.), states in his book that, “making yourself understood in a new language involves several different linguistic factors simultaneously. For example, when you say something it has to be formulated according to the grammar of the language, it has to make sense, be appropriate to the situation, according with the conventional expression of the particular purpose you have in mind and also it has to be pronounced reasonably well”. Having a poor pronunciation can make you feel embarrassed or simply uncomfortable while you are speaking English. It will be difficult for you to participate in speaking activities, which may significantly hold you back.

Students who are aware of their poor pronunciation often find themselves less motivated to improve their language skills. The reasons for practicing pronunciation are numerous and significant; improving your pronunciation helps with speaking, reading out-loud, and also to establish communication as clear as possible and avoid confusion, especially during conversations.

The pronunciation of particular letters is the same in different contexts but, a sound is not always represented by the same letter. However, this lack of correspondence between the letter and the sound in English gives no right to generalize. Many letters display consistent relationship to the sounds they represent, as one can see through the description of all the sounds. The branch of phonetics that studies how these sounds are produced is called Articulatory Phonetics, it is necessary to provide how the sounds of English are in terms of their described of place and manner of articulation. So, the primary concern will be the production, transmission, and reception of the sounds of English, in other words, the phonetics of English.

Gerald Kelly in his book (*How to Teach Pronunciation*, 2000. p20), mentions the elements of the pronunciation skill. They are the voiced and voiceless consonants, as well as the vowel sounds, including both, monophthongs and diphthongs. Also intonation, and sentence stress form part of the skill. The present investigation is focused on the improvement of the pronunciation of the English plosive consonants /p/, /t/, /k/, /b/, /d/, /g/.

2.2.1 Phonetics

According to S.F Leontyeva (*A Theoretical Course of English Phonetics*, P6.), phonetics is an independent branch of linguistics, it studies, not only separate sounds, but their functions

and the relation between written and spoken language as well. It formulates the rules of pronunciation of separate sounds and sound combinations. Also phonetics is connected with grammar and helps to pronounce singular and plural forms of nouns correctly besides the other components; that are speech melody, word stress, rhythm, pausing, and voice timber which serve to express emotions.

2.2.2 Phonetic Transcription Method

According to (Morris-Wilson 2004), different sound units, phonemes, are most commonly transcribed in English using the International Phonetic Alphabet (IPA), that consists of phonetic symbols (such as /a/ and /ŋ/ and non-alphabetic symbols (such as /:/ and /|/) that are used to describe sounds and other aspects of sounds, such as length and stress. The reason to use the phonetic alphabet is very important in the study of pronunciation, due to the fact that the graphemes used in writing are not sufficient or versatile enough to cover all the required aspects of speech. The IPA was founded as early as in 1886 mainly British by phoneticians, and as the study of speech and phonetics has progressed, the amount of symbols required to express speech and sounds of different languages has also increased.

There are two basic types of transcription: phonemic, phonological, or broad and phonetic, allophonic, or narrow. The phonemic transcription uses one symbol per phoneme and it is placed between slanting lines //. The allophonic transcription uses one symbol per allophone (variation of a sound). The allophonic transcription is placed between square brackets [] and it provides also special signs or diacritic marks for each allophonic variant, that is variants of the phonemes. The main objective of the allophonic or phonetic transcription is to include as

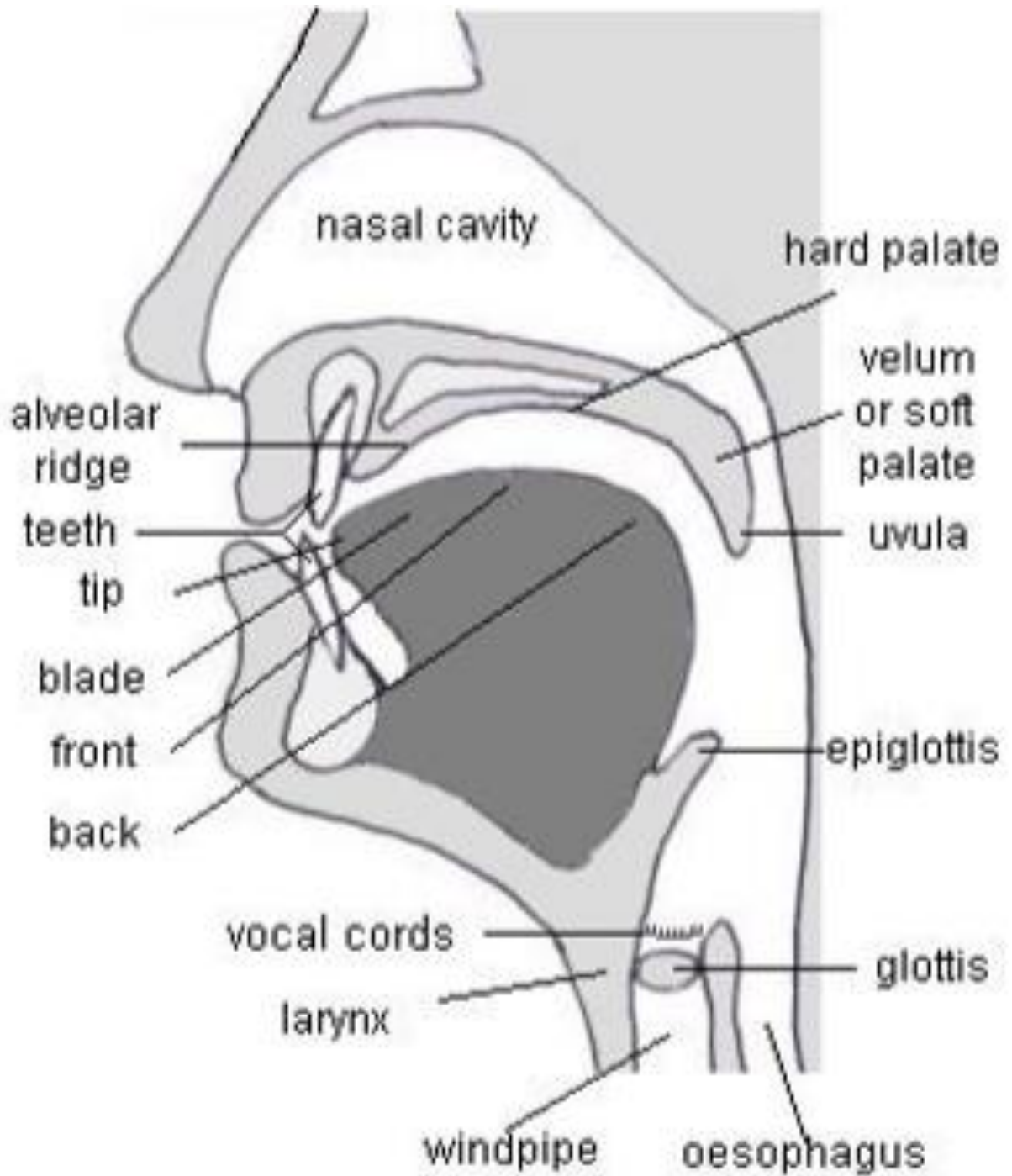
much information as possible about one's knowledge of the articulatory activity or one's auditory perception of the allophonic features produced by any speaker.

2.2.3 Phonology

Bruce Hayes (*Introductory Phonology*, 2009.p4), mentions that the goal of phonology is to understand the system of rules that the speakers use in apprehending and manipulating the sounds of their language. This is not directly with the physical nature of speech sounds, but rather with the largely unconscious rules for sound patterning that are found in the brain of a person who speaks a particular language.

Based on A.C.Gimson book (*An Introduction to the Pronunciation of English*, 1963.p7), when a person speaks makes use of the organs of speech whose primary physiological function is unconnected with vocal communication, and are situated in the respiratory tract. So, speech is a non-stationary wave produced by the human vocal physiological mechanism. The different articulators such as the jaw, tongue, velum, lips, mouth and their shapes, sizes, and positions which change over time make possible the production of sounds.

Image 1

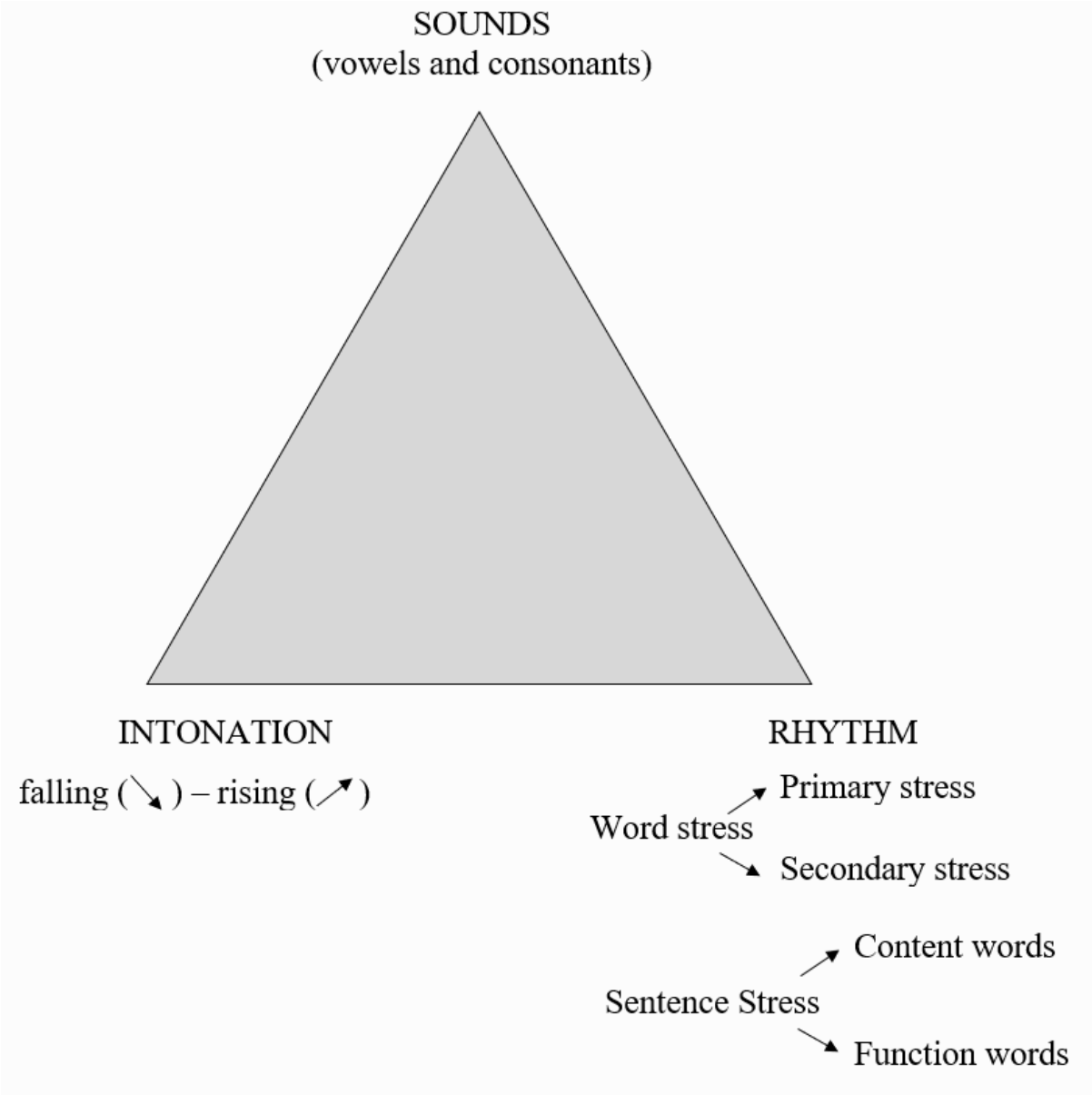


Speech Mechanism

(Taken from Moore, 2001)

2.2.4 Pronunciation Tripod

Image 2



(Taken from Pérez, 2018)

2.2.5 Cardinal Vowel Scale

According to S.F Leontyeva (*A Theoretical Course of English Phonetics*, P37.), A.M. Bell was one of the four scientists who classified the vowels on the basis of fixed position produced by the horizontal and vertical movements of the tongue. He divided the vowels into front, central, back; high, mid, and low.

Image 3

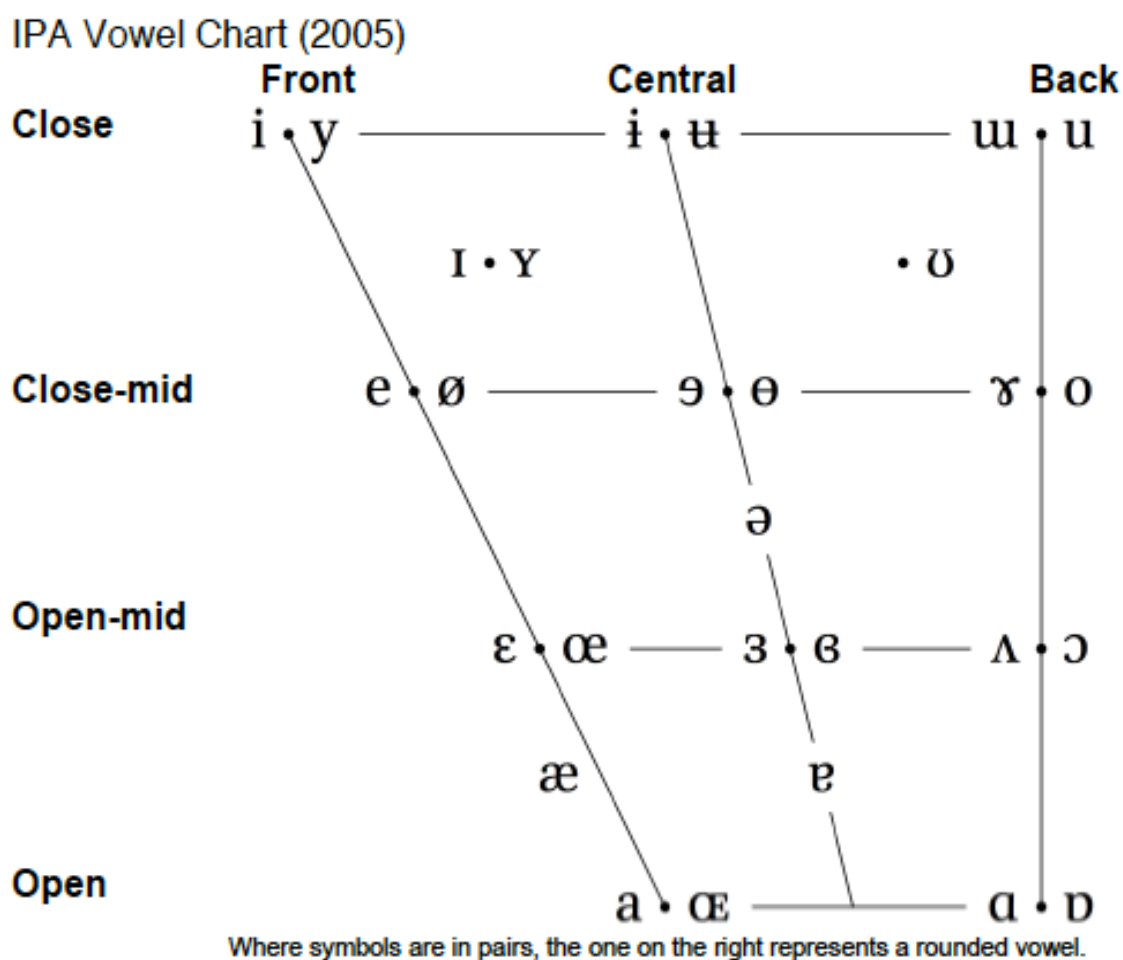


Table 1: Rubric Pre-Test and Post-Test
Source: (taken from, IPA, Vowel Chart, 2005)

2.2.6 Consonants

Russian phoneticians according to S.F Leontyeva (*A Theoretical Course of English Phonetics*, 1980.p21.), classified consonants along three dimensions: work of the vocal cords and the force of exhalation that is subdivided in, voiced (when the vocal cords are drawn together and vibrate), and voiceless (when the vocal cords are taken apart and do not vibrate); the active organ of speech and place of articulation that are classified into labial(bilabial and labio dental), lingual (fore lingual, medio lingual and back lingual),and pharyngeal or gottal; and the manner of articulation which can be a complete closure, an intermittent closure, a partial closure or narrowing. It is important to understand their definitions; place of articulation is the area in which the sound is produced.

There are different places of articulation, bilabial, labio-dental, dental or interdental, alveolar, palato alveolar, palatal, velar, labio velar, and glottal. The Manner of articulation it is the way in which the air goes out, considering that consonant sounds are produced with the total or partial obstruction of the air when it comes from the lungs, as a result, there are different ways in which it can be expelled, for example, if the sounds are produced with a complete obstruction to the air in the vocal tract, and then followed by a sudden release of it, the sounds are called plosives.

The presence or absence of voice is defined as the vibration or non-vibration of the vocal cords; when they do not vibrate during the articulation of a sound it means that they are wide open, and the sounds are VL. If the vocal cords vibrate, it is because they are loosely together, and the sounds produced are voiced. Also, the position of the soft palate that is the top of the pharynx forms a passage resembling a crossroad. The airstream goes out in two possible ways,

which will depend on the position of the soft palate, when the soft palate is lowered, the air goes out through the nose. The sound in this case is called nasal. If the soft palate is raised, the access to the nasal cavity is cut off, and the air can only pass through the mouth. In this case sounds are called oral. Finally, the force of articulation that is the energy involved in the articulation of a sound, can be of two types; strong or weak. If the sound is produced with strong energy the sound is classified as fortis. If the sound is produced with weak energy, it is classified as lenis; if the sound is produced with strong energy, it is classified as fortis. The force of articulation is always related to the energy involving in the articulation of the sound. When the sound is voiceless, the force of articulation is strong and if the sound is voiced the force of articulation is weak.

2.2.7 Intonation

Rebecca M. Dauer mentions in her book (*Accurate English A Complete Course in Pronunciation*, 1993.p219), that intonation is the melody of speech, the changes in the pitch of the voice over time that can cover meaning directly. It may express the speaker's emotions, the relationship to the listener, and the attitude towards what he or she is saying. Also the importance of learning to become conscious of the rises and falls of the pitch of the voice to be able to hear and recognize highs and lows apart from the syllables on which they occur, then put these tunes of words and phrases together to make the intonation patterns of English. The writer affirms that the rising and falling of the pitch of the voice when a person is speaking, is another element of spoken English because the speaker can change the meaning of an utterance just by using a different intonation pattern. It should be added that in this rise and fall of the pitch of the voice, there are four pitches (the relative highness or lowness of the voice) that the speaker may use. They are *very high, high, mid, and low*; very high pitch is

only used in expressions of great surprise, disbelief, or fear. Low pitch signals the end of a sentence or a normal conversation that moves between mid and high pitch. Sometimes curved lines are used to show the movement of the voice because the voice does not jump suddenly or abruptly from one pitch to another; it makes a gradual change.

2.2.8 Rhythm

According to S.F Leontyeva (*A Theoretical Course of English Phonetics*,1980 p198.), rhythm is the regular alternation of stressed and unstressed syllables. It is so typical of an English phrase that the incorrect use of rhythm betrays the non-English origin of a speaker even in cases of correct pronunciation. Paul Tench mentions in his book (*Pronunciation Skills* 1977,p72), that rhythm is a vital factor in the smooth joining up of words in speech, and it is important to take into account correct word accent, accent timing, weak forms, and pauses in the right places.

2.2.9 Plosive Sounds

According to J. D. O' Connor (*Better English Pronunciation*, 1967, p51), plosives are often called stops, it means that the airstream coming out from the lungs can completely be stopped if the lips or the tongue touches some part the upper mouth; a complete closure is made somewhere in the vocal tract increasing the air pressure and then releasing it in an explosive manner. Plosives include the sounds /p/, /t/, /k/, /b/, /d/, /g /.

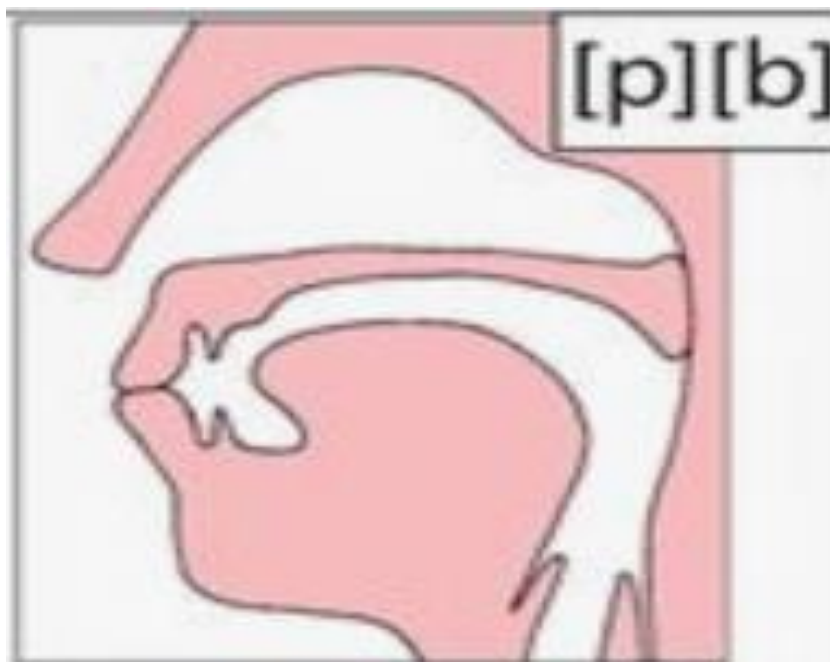
Below a phonetic chart with the English plosives

Sounds	/p/ - /b/	/t/ - /d/	/k/ - /g/
Place of Articulation	Bilabial	Alveolar	Velar
Manner of Articulation	Plosive	plosive	plosive

*Table 1: Phonetic Chart
Source: Researcher's own creation*

Sounds / p / and / b /

Image 4



(Taken from Mohamed Sujaau, 2011)

Sound distribution

They occur in initial, medial, and final position.

Classification

/ p / = bilabial, plosive, oral, VL, fortis

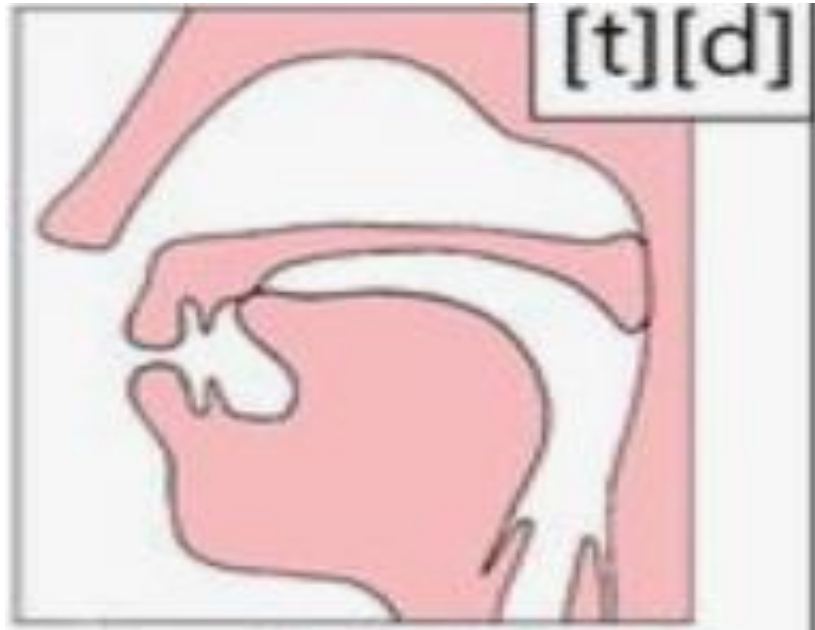
/ b / = bilabial, plosive, oral, VD, lenis

Articulatory Description

In the production of sounds / p, b /, the soft palate is raised and the nasal resonator shut off, the primary obstacle to the air-stream is provided by the closure of the lips. Lung air is compressed behind this closure, during which stage the vocal cords are held wide apart for /p/, but may vibrate for all or part of the compression stage for / b/ according to its situation in the utterance. The air escapes with force when the lip closure is released.

Sounds / t / and / d /

Image 5



(Taken from Mohamed Sujaau, 2011)

Sound Distribution

They occur in initial, medial, and final position

Classification

/ t / = alveolar, plosive, oral, VL, fortis

/ d / = alveolar, plosive, oral, VD, lenis

Articulatory Description

In the production of sounds / t, d /, the soft palate being raised and the nasal resonator shut off, the primary obstacle to the air-stream is formed by the closure made between the tip and rims of the tongue and the upper alveolar ridge and side teeth. Lung air is compressed behind this closure, during which stage the vocal cords are wide apart for /t/, but may vibrate for all or part of the compression stage for /d/ according to its situation in the utterance. The air escapes with force upon the sudden separation of the alveolar closure.

Sounds / k / and / g /

Image 6



(Taken from Mohamed Sujaau, 2011)

Sound Distribution

They occur in initial, medial, and final position.

Classification

/ k / = velar, plosive, oral, VL, fortis

/ g / = velar, plosive, oral, VD, lenis

Articulatory Description

In the production of sounds / k, g /, the soft palate being raised and the nasal resonator shut off, the primary obstacle to the air-stream is formed by the closure made between the back of the tongue and the soft palate. Lung air is compressed behind this closure, during which stage the vocal cords are wide apart for /k/, but may vibrate for all or part of the compression stage for /g/ according to its situation in the utterance. The lip position will be conditioned by that of the adjacent sound. The air escapes with force upon the sudden separation of the lingua-velar closure.

Consonant Clusters Chart

Consonant clusters with plosives in initial Position	pr	tr	kr		
	br	dr	gr		
	pl		kl		
	bl		gl		
		tw	kw		
		dw	gw		
Consonant clusters with plosives in medial position	sp	st	sk		
	spr	str	skr		
	spl		skl skw		
Consonant clusters with plosives in final position	lp	lt	lk	lpt	lkt
	lb	ld	mpt	nst	
	mp				
	pt	kt			kst
	sp	st	sk		

Table 2: Consonant Clusters
Source: (Taken and adapted from Paul Tench, 1990)

2.2.10 Consonant Clusters

According to Peter Roach a consonant cluster (*English Phonetics and Phonology*, 2002, p71), is defined as a group or sequence of consonants that appear together in a syllable without a vowel between them. On this basis of the theory (Duanmu 2009, p171-181) states that all

coda clusters can be explained by morphology as real or potential affixes or they form a complex sound. Besides, consonant clusters consist of four major categories; r-blends (br, cr, dr, fr, gr, pr, tr.), s-blends (sc, sk, sl, sm, sn, sp, st, sw), l-blends (l, cl, fl, gl, pl), three letter blends (str, spr thr, chr, phr, shr). The consonant clusters thr, chr, phr, shr, are made up of a consonant digraph and a consonant. It is important to distinguish between consonant clusters and digraphs which are often confused. In contrast to a consonant cluster, a digraph is a group of two or more symbols which really stand for just one sound (usually a consonant). The writer mentions important aspects to take into account as; ending blends (ct, ft, ld, lp, lt, mp, nd, nk, nt, pt, rd, rk, sk, sp, st), consonant digraphs that consist of two consonants that when blended make one sound (sh, ch, th, wh, ph, gh, ng), exceptions as the consonant blend *sc* that can stand for the /sk/ sound as in *scare* or the /c/ can be silent as in *science*. Also, the consonant cluster *ck* represents one sound - /k/.

Examples:

Initial clusters, starting with an oral plosive as the first member of them followed by / l, r, j, w /

pl = play

bj = beauty

tr = trail, trade

dr = draft, drill

kr = cross, cry

gw = gwen, gwenda

Final clusters, starting with an oral plosive as first member of them followed by / d, t /

pt = stopped

bd = robbed

ts = cuts

dz = woods

kt = worked

gd= begged

2.2.2 Pronunciation Activities to Improve

Language learning needs a lot of practice, and good pronunciation is the result of a very hard work. Only by practicing the skill, learners will learn how to distinguish the different sounds of the language automatically. In his book (*How to Teach Pronunciation*, 2000. p23), Gerald Kelly mentions the relevance of teaching pronunciation during the lessons because this makes students, not only to succeed in their oral communication, but to avoid misunderstanding between the speaker and the listener as well. Non-native speakers must be aware of the sounds they produce as well as the accurate articulation of the corresponding phonemes and besides, the fluency and accurate intonation of the language. Also Kelly states some of the activities to use during the lessons such as, minimal pairs, reading out loud, and dictation to practice the spelling of words. The writer affirms that those activities make

students realize the way in which spelling differs from pronunciation. In the present investigation, the activities proposed appear below.

2.2.3.1 Tongue twisters

Using tongue twisters to help pronunciation. Many experts have defined a tongue twister as a sequence of words that is difficult to pronounce quickly and correctly (Robert, 2016). Similar to the previous definition (Walter, 1995) writes that a tongue twister is a word, phrase, or sentence that is difficult to pronounce due to the repetition of the same sound, either a vowel or a consonant. In general, the activities with tongue twisters are performed orally and they are repeated many times to train the speech mechanism in the reduction of particular sounds. There are many reasons to use tongue twisters. They can be used like an icebreaker or to have fun in the class, but academically, the purpose of a tongue twister is to practice specific sounds which are repeated continuously. After students achieve some success in performing the sounds, teachers can challenge students to repeat them correctly at a faster speed, (englishspeaklikenative.com/tongue-twisters/).

Tongue twisters are a great way to practice and improve pronunciation and fluency. There are not just for kids, they are also used by actors, politicians, and public speakers who want to sound clear when speaking. Although most of them do not make any sense at all, they can certainly help to improve the pronunciation skill. Teachers should ask students pronounce tongue twisters as quickly as possible. If they can master them, they will be much more confident speakers.

In order to apply this strategy, it is important to hand out copies of the tongue twister to your students and ask them to read it by themselves. Then, discuss any words they may not be

familiar with. Make sure they understand what the tongue twister is trying to say; there is usually a logic to what initially seems to be a random jumble of words. Ask a student to read it out loud, but do not make any corrections. Take down notes on the problem areas. Do the same with the rest of the students in the class. Have them take turns for reading the tongue twister, and you will see the ones who have greater difficulties. Also read each line or section, one at a time, and ask students to repeat after you. Teachers may wish to do this with one student only, small groups, or the entire class, but this is a great opportunity to work especially with students who have pronunciation difficulties. Focus on specific consonant or vowel sounds.

Peter Piper picked a peck of pickled peppers

A peck of pickled peppers Peter Piper picked

If Peter Piper picked a peck of pickled peppers

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

2.2.3.2 Songs

Songs can also be fantastic tools for improving English pronunciation. Whether you pay attention to them or not, the musical element of a language is its pronunciation. You should pay attention to the intonation of native speakers. It is the melodic pattern of the language what is fundamental for communication and human connection.

First, listen to the song repeatedly. Remember that you need a lot of exposure to the language, every time you listen to the song, your subconscious is learning and picking up a lot more than you think. Chose a song that calls your attention, you have probably heard it hundreds of times on the radio, then sing it along without even thinking.

Do not be afraid about making mistakes. Imagine that nobody is listening to you and if you end up confusing certain parts of the song, it is not important at all; you should enjoy singing it.

As you get better and better, start looking up karaoke versions of English songs. You will also get some reading practice since the lyrics are provided in text. Try to record yourself and compare your version to the original.

We are the World 25 for Haiti

Artists for Haiti

There comes a time

When we heard a certain call

When the world must come together as one.

There are people dying

And it's time to lend a hand to life

The greatest gift of all.

We can't go on

Pretending day by day

That someone, somehow will soon make a change.

We are all a part of

God's great big family

And the truth, you know love is all we need.

We are the world

We are the children

We are the ones who make a brighter day

So let's start giving.

There's a choice we're making

We're saving our own lives

It's true we'll make a better day

Just you and me.

Send them your heart

So they'll know that someone cares

So their cries for help

Will not be in vain

We can't let them suffer

No we cannot turn away

Right now they need a helping hand.

Nou se mond la

We are the children

We are the ones who make a brighter day

So let's start giving.

There's a choice we're making

We're saving our own lives

It's true we'll make a better day

Just you and me.

When you're down and out
There seems no hope at all
But if you just believe
There's no way we can fall
Well, well, well, well, let us realize
That a change can only come
When we stand together as one.

We are the world (we are the world)
We are the children (we are the children)
We are the ones who make a brighter day
So let's start giving
Got to start giving.
There's a choice we're making
We're saving our own lives
It's true we'll make a better day
Just you and me.

We are the world (We are the world)
We are the children (We are the children)
It's for the children
We are the ones who make a brighter day
(We are the ones who make a brighter day)
So let's start giving.
There's a choice we're making

We're saving our own lives

It's true we'll make a better day

Just you and me.

We are the world (we are the world)

We are the children (we are the children)

We are the ones who make a brighter day

So let's start giving (let's start giving).

There's a choice we're making

We're saving our own lives

It's true we make a better day

Just you and me.

We are the world (we are the world)

We are the children (we are the children)

We are the ones who make a brighter day

So let's start giving (Let's start giving)

2.2.3.3 Poems

There are many advantages of using poetry in the classroom, it can avoid student's boredom in the class. Poetry can convey simple ideas. The teacher may introduce poems with background music. It is also a good idea to perform the poems and record them. One should consider that not all poems are appropriate to be taught in the classroom. Teachers should choose the poems which are suited to students age and interest. But July B. Gilbert (*Cambridge University Press*, 2008. p4), states that there are two important things to take into account. "Firstly, the students need some familiarity with the norms of rules of language.

Secondly, teachers might worry that exposing students to more creative uses of language could legitimize the use of incorrect language in the classroom".

Friends! (*Karim Kimou*, 26 April, 2012)

You are like a brother

You are like a sister

You are my friend

Together we make a lovely picture

All the time with me, no matter where

In the street, in the chat or fart away with your heart

Sharing with you my details of life

With the good things even the bad part

Where I stand I find you there

And if I fall you catch me fast

And when I be in need

You give the hand of help

You make my life worth

You make my life nice

You make my life good

You make my life grace

The relationship between us

Never tear a part

It has a time of begging

But no time of end

2.3.4 Main Differences of Spanish Speakers in the Pronunciation of the English

Plosives.

In Spanish, there are also six plosive sounds, they are: /p,b,t,d,k,g/. The main difference between the English and Spanish plosives is the place of articulation of /t/ and /d/. In English, sounds /t/ and /d/ are alveolar sounds while in Spanish they are classified as dental, that is, the tip of the tongue touches the back part of the upper incisors as when the Spanish words *tía* and *día* are pronounced.

Another important difference between the English and Spanish plosives is the aspiration that is produced in the English voiceless plosives /p,t,k/ when they appear in stressed position. This does not occur in the case of the Spanish plosives. The feature of aspiration is defined as a slight puff of air that takes place when the English /p,t,k/ appear in stressed position. It is represented by and [h] that is placed above and besides the stressed voiceless plosives, for example, pen [p^h], tin [t^hin], kin [k^hin] to correct this lack of aspiration in the English voiceless plosives, teachers may ask students to put a thin piece of piece of paper in front of the mouth and produce the sounds. If the paper moves, the student is producing aspiration appropriately, but if the paper does not move, there is lack of aspiration and the exercise should be repeated till the student get the significant feature correctly.

Chapter III

Methodological Framework

According to Rose A.A (2005) Methodology is the systematic theoretical analysis of the methods applied to a field of study and states the data collection instruments and the justification of them. It is important because it offers the theoretical information for understanding which method, set of methods, or best practices can be applied to a specific case, for example, to calculate a specific result. Therefore, this section explains the method to be developed in the investigation, in addition to the strategies that are going to help with the resolution of the problem, the instruments use to do it and how they are going to be applied.

3.1 Research Approach

According to Chetty (October 12, 2016), a Research Approach is a plan and procedure that consist of the steps of broad assumptions to detailed method of data collection, analysis, and interpretation. It is based on the nature of the research problem being addressed and it is divided into approach of data collection and approach of data analysis or reasoning.

The approach used in this investigation is the qualitative method. Based on Cresswell (1994, p5), a qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting, in order to determine whether study things the predictive generations of the theory hold true. It is a multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. For this purpose, the

investigator observes and gathers information from observations and the development of some activities in order to process information and that is the good way to determine the most effective activities to improve pronunciation of English plosives.

3.2 Research Method

Research methods are the strategies, processes, or techniques utilized in the collection of data or evidence for analysis in order to uncover new information or create better understanding of a topic. Within the qualitative research, there are different types of investigation: basic interpretative research, phenomenology, grounded theory, case study, ethnography, narrative analysis, and critical qualitative research. For this investigation, the phenomenology will be explained, because in this research, some characteristics of this type are shared.

According to Groenewald (2004), the phenomenology is the type of qualitative method the researcher will apply during the investigation as the experimental design, also mention that this method goes deeper into the reality and the pureness of the things. The essential factor of the phenomenological research is the description of the environment. This research investigation is classified as a phenomenology study because it is developed in order to collect information about the reality that students face in their institution in regard to pronunciation.

3.3 Information Sources

Information resources according to the investigation of University of Nottingham (2013), are defined as the data and information used by an organization, department or unit, it is divided into three categories.

3.3.1 Primary Sources

Primary Sources according to the investigation of Priya Chelty (2016), are original material in which other research is based on, they are usually the first formal appearance of results in physical, print or electronic format. Some of primary sources have been used to study and analyze this research as is the case of work of art and original documents.

3.3.2 Secondary Sources

Secondary sources according to the according to the investigation of Priya Chelty (2016), are accounts written after the fact with the benefit of hindsight, they are interpretation and evaluations of primary sources. Some of those sources used in this investigation, are textbooks and dictionaries.

3.3.3 Tertiary Sources

Tertiary Sources according to the according to the investigation of Priya Chelty (2016), consist of information which is a distillation and collection of primary and secondary sources as in reference material, for example indexes.

3.4 Analysis Categories

It is the progress of breaking a complex topic or substance into smaller parts to gain a better understanding of it. In case of this research the categories apply are: pronunciation. Plosives sounds, and pronunciation activities.

Pronunciation, according to Oxford Dictionary (2019) states that it is the way in which a language or a particular word or sound is spoken, it is the act or manner of pronouncing words; utterance of speech.

According to Graham Williamson (SLTinto, 2015) a plosive consonant are oral sounds, the soft palate is raised so that air from the lungs cannot pass upwards into the nasal cavity. The air can, therefore, only escape through the oral cavity. Also mentions that plosives are produced by a complete obstruction of the airflow at some position in the mouth.

Finally, the pronunciation activities that are strategies to decrease the pronunciation issues in class. According to Michael E. Porter (2017), it consists of a small number of strategic decisions which, taken together, are intended to have a very substantial effect on the long-term performance.

3.5 Data Collection Instruments

Data collection instruments play an important role and impact by providing information useful to understand the progress behind the observed results and access changes in people perceptions.

3.5.1 Observation Check List

The observation check list is a list of things that the investigator looks at when observing a class in order to perceive which factors are interfering in the acquisition of knowledge on the subject of the pronunciation of English plosives. That chart is composed by five vertical cells, the first one explains the criteria evaluate, the second, third and fourth show how often the criteria is applied, the last cell provides bring a space to specifying comments about the criteria. The observation is going to share information about the teacher experience and their handling classrooms, it is important because the personality have a significant influence on the practice, and the professional area can influence largely the teacher work and also become a difficulty for teachers teaching and working with the students. So, it is

important to get information about teacher experience, teaching methods, knowledge, competences and interests (vocation), in order to submit information that could help to analyse if something is intervening with the objective of improve pronunciation skills. Also the learner's motivation is a factor that could affect that shape on how they learn, so it is important to keep them interested, and take in to account their preferences. It involve that the teachers measure the students motions, the idea is to develop stimulating and different activities.

Criteria	Always	Sometimes	Never	Comments
Students make use of mother tongue				
Students make use of English language				
Student seems to understand and put in practice all the tasks assigned				
Teacher plans meaningful activities that are appropriate to the linguistic objectives				
Teacher provides effective and clear feedback to students				
Teacher deals with pronunciation error appropriately				
Teacher uses any kind of self-assessment techniques to evaluate and improve pronunciation				
Teacher spoken language is clear and accurate. Display good pronunciation skills				
Teacher has high level of expertise and evident interest in what they are teaching				

*Table 4: Observation Check List
Source: Researcher's own creation*

3.5.2 Pre-Test

In order to measure the student's abilities to pronounce the English plosives sounds, the pre-test identifies the pronunciation mistakes in production of each consonant. The activity to develop is reading a poem. The researcher gives to students a copy with the poem and the students have to read aloud to make easy realize if the student is pronouncing correctly the English plosives sounds, while the researcher take notes and evaluate their performance through observation with a rubric.

3.5.3 Activities to improve the pronunciation of plosives sounds

The activities of the present investigation are tongue twisters and songs; the purpose is to have the students receive enough input to improve the production of English plosives sounds. The researcher applies activities to realize if students make mistakes when producing English plosives, and improve their ability to articulate and produce the consonants correctly.

The first activity is a song called "We are the world" by Michael Jackson, teacher gives the students a copy with the lyrics and students should sing it many times in order to relax their mouth. To make the activity the group is divided in subgroups and each of they have in charge a part of the song. Then as a second activity teacher give to the students a specific tongue twister, and students should practice it to get fluency. While they are practicing teacher check the pronunciation of English plosives.

3.5.4 Post-Test

The objective of the post-test is to measure the students' progress of the production of English plosives sounds. It is one activity, students have to reread the poem that the read at the beginning of the investigation, it should show their advanced in the pronunciation of plosives.

They measure exactly the correct articulation and production of the sounds and whether the students show improvement or not in their performance.

Students going to be evaluated by rubrics; rubrics are great for students because let students know what is expected of them, and demystify grades by clearly stating, in age-appropriate vocabulary, the expectations for a project. They also help students see that learning is about gaining specific skills and they give students the opportunity to do self-assessment to reflect on the learning process. It evaluates student performance on any given task or set of tasks that ultimately leads to a final product, or learning outcome. In general gives diagnostic information to teacher and formative feedback to students.

The first rubric created to measure this the pronunciation of plosive sound is composed by seven verticals cells and fourteen horizontal cell. The top of the first vertical cell is specifying the words that the students mispronounced. The second, third and fourth cells show if students mispronounced an English plosive /p/, /t/, or /k/ unstressed or stressed. The fifth, sixth and eighth specify if the mistake was in English plosives /b/, /d/ and /g/ in final position. The last horizontal cell is in where the observations will be added.

The second rubric is composing by six verticals cells and ten horizontals. At the very first horizontal cell is shown the name of the rubric “Pronunciation Evaluation Sheet”, the first vertical cell the evaluation criteria is on view (/p/, /t/, /k/, /b/, /d/ and /g/). In the second, third and quarter vertical cells set out if student did it excellent (Student has 1-2 mistakes in pronunciation), good (Student has 3 mistakes in pronunciation), fair (Student has 4-5 mistakes in pronunciation) or if they need improvement (Student has 6-7 mistakes in pronunciation),

and the last one is added in order to write down the points obtained. Also at the end of the rubric in the last horizontal cell will be jot down the feedback.

3.4 Collection Data Process and Data Analysis

In order to collect the most important and significant formation in this research, and prove the final specific objective, the following instruments are used. First students read a poem in order to take notes about which plosives sounds are being mispronounced. Then students' practice pronunciation of English plosives using a song in order to relax their speech mechanism. As a second activity students read and repeat a tongue twister to put in practice their fluency and correct pronunciation of English plosives. Finally, student read the same poem that they read at the beginning of the study to measure their progress.

Besides in order to a collect information about how the teaching of pronunciation is applying and evaluating in the class, there is an observation check list composed by a list of some possible factors that influence the teaching of English plosives and that list is classify in for how long it is happening. It is composed by five columns, in the first is specifying the factors that could be affecting the development of the pronunciation skills, the second, third and fourth columns shows if the factor is present always, sometimes or never, and the last columns it's a space to take notes in order to explain the factor its being classifying in that way.

Chapter IV

Data Analysis

According to Johnson (2011), the data analysis is important because it is a process used to transform, remodel, and revise certain information with a view to reach to a certain conclusion for a given situation or problem. This chapter contains the analysis of the activities and instruments, and summarizes the results from the information recollected, the detail information about how the investigator reached the general and specific objectives successfully. The instruments used were poems, songs, and tongue twisters. They helped the investigator to demonstrate the students' mispronunciation of the English plosives and the improvement of the production of the consonants. The idea is to analyze the data obtained, and share the conclusions.

4.1 Analysis and Interpretation of the Results

The following section shows a description of the instruments and activities applied in order to obtain the results to demonstrate the specific objectives.

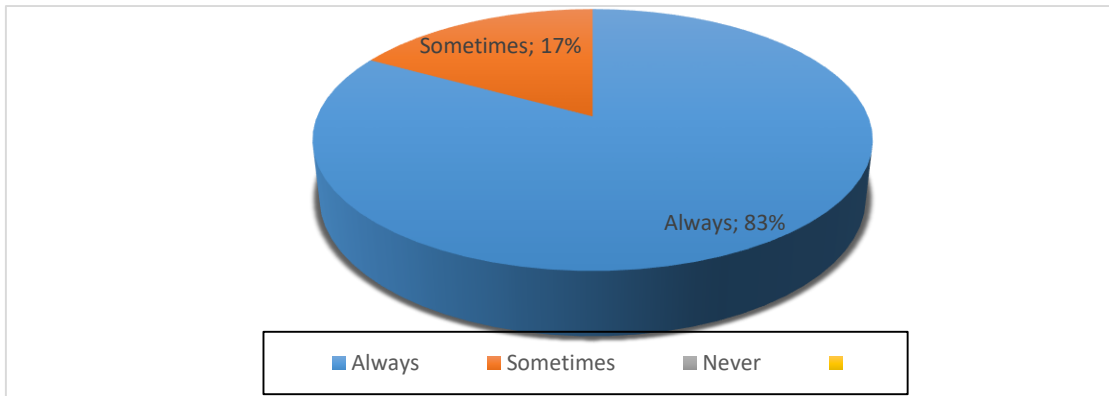
4.1.1 Observation Check List

The observation was applied to observe the development of the teacher in class and also the students' reactions in case of participation. The purpose was to observe the classroom environment in order to learn about the development of the lesson and if the teacher applied strategies to improve the students' pronunciation skills.

Therefore, the following checklist will be a tool for the researcher to measure the development of the English classes of de students of seventh grade in Unidad Pedagógica de San Diego, before the application of pre-test. The observation is measured a nine scale classified as *always, sometimes and never*.

1st. Criterion

Do students make use of the mother tongue?

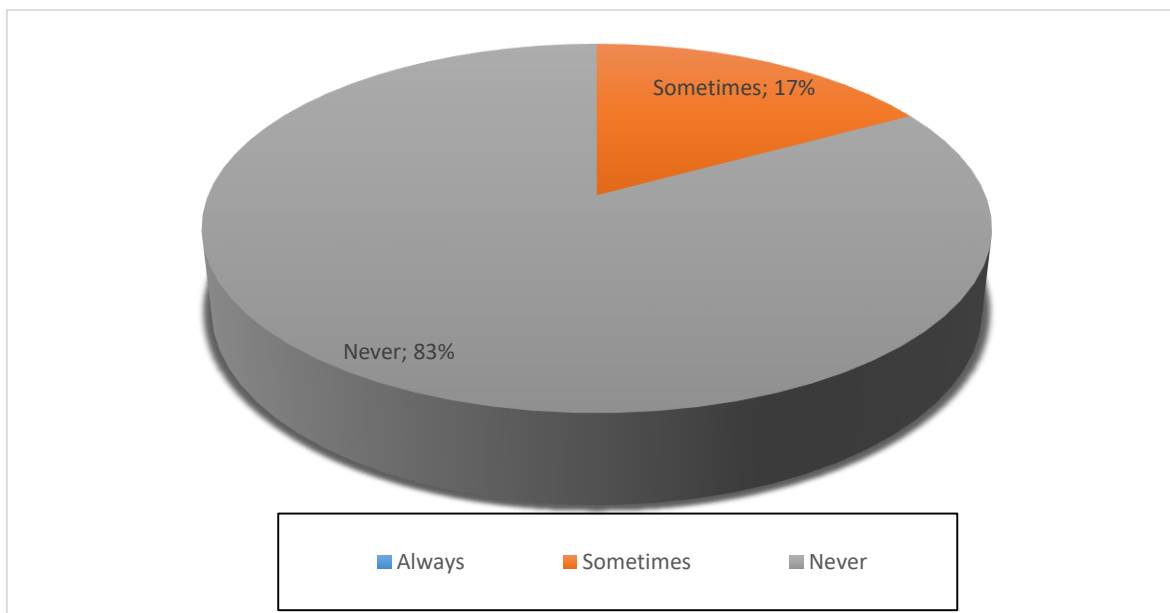


*Figure 1 illustrates how often the students use their mother tongue in class
Source: Researcher's own creation*

This figure shows, that the 83% (19) of the students always make use of the mother tongue and do not make an effort to use the English language. The remaining students that is 17% (4) stated that they sometimes tried to answer the teacher's question, or at least to repeat the vocabulary that teacher gives them in English. The majority of the students did not receive English classes when they were on primary school, so that could be a factor that interfered with the learner's progress and make them feel shy and uncomfortable with the subject. According to Kumar (*Role of the Mother Tongue in Second Language Learning*, 2014 p4), the use of the mother tongue its important but, teachers should know how and when to apply it because when teaching a foreign language, the teacher's use of mother tongue can affect the learner's acquisition of the target language. One example is giving instructions in English, but teachers should use as many gestures as possible to make the meaning clear and only use the mother tongue in certain moments for example, when teachers are helping students to understand a new topic.

2nd Criterion

Do students make use of the English language?



*Figure 2 illustrates how often students use the English language in class
Source: Researcher's own creation*

This figure shows, that the 17% (4) sometimes talk in English language or at least they try to answer the teacher's questions and repeat after the teacher the new vocabulary. The 83% (19) of the students do not make an effort to use English. It is important to speak with the students in the target language and make them also speak in English to avoid translation because this may affect their pronunciation. Actually, according to Halliwell's (1992) the perception of teaching English, suggests that it is not important to understand everything that is said to us, but that it is important to guess the commands in order to understand a little bit more. He also mentions that the real communication demands risk taking, without risks and mistakes learners would not learn anything and teachers can teach foreign language through the medium of the target language itself.

3rd Criterion

Do students seem to understand and put in to practice all the tasks assigned?

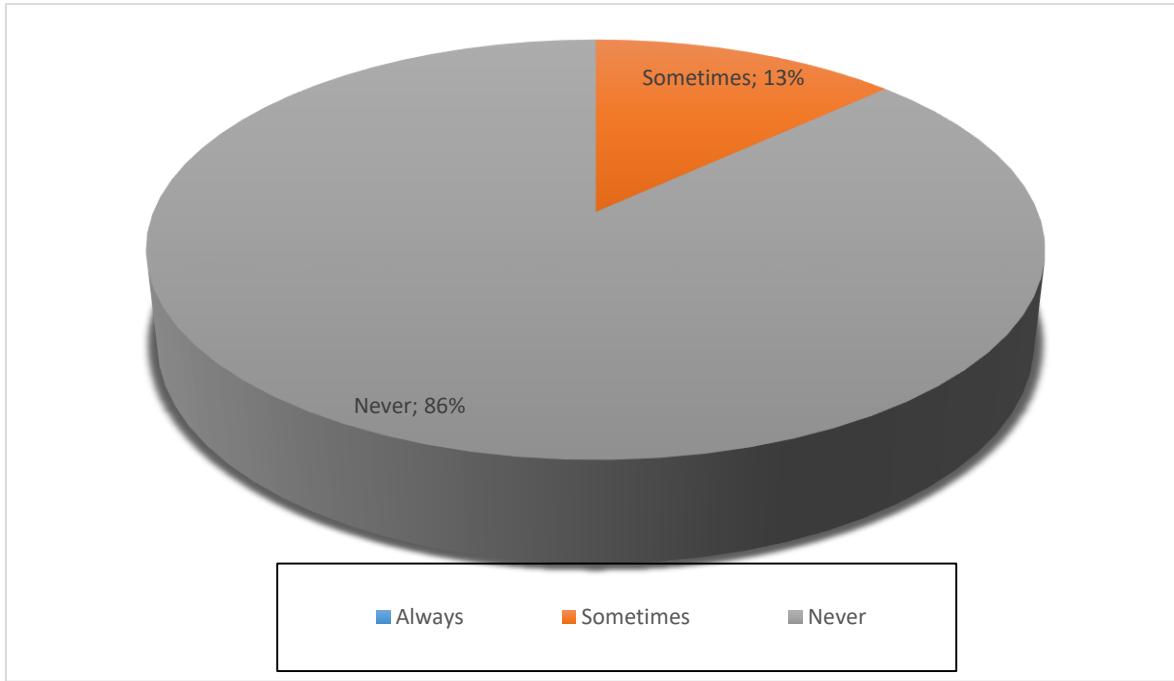


Figure 3 illustrates how often the students seem to understand and put in to practice all the tasks assigned in class

Source: Researcher's own creation

This figure shows that none of the students seem to understand and put in to practice all the tasks assigned and that it is necessary to repeat the commands in the mother tongue. The 13% of the students (3) sometimes follow the teacher's instructions without hesitation, and 86% (20) never seem to understand the instructions given by the teacher in the English language. This happens because of their poor English knowledge, so what the teacher has to repeat the commands many times using body language in order to be sure that the students get the correct idea. This is important because if the students do not understand the tasks assigned and the teacher keeps on going with the class, they can be frustrated and their learning progress may be affected.

4th. Criterion

Does the teacher plan meaningful activities appropriate to the pronunciation objectives?

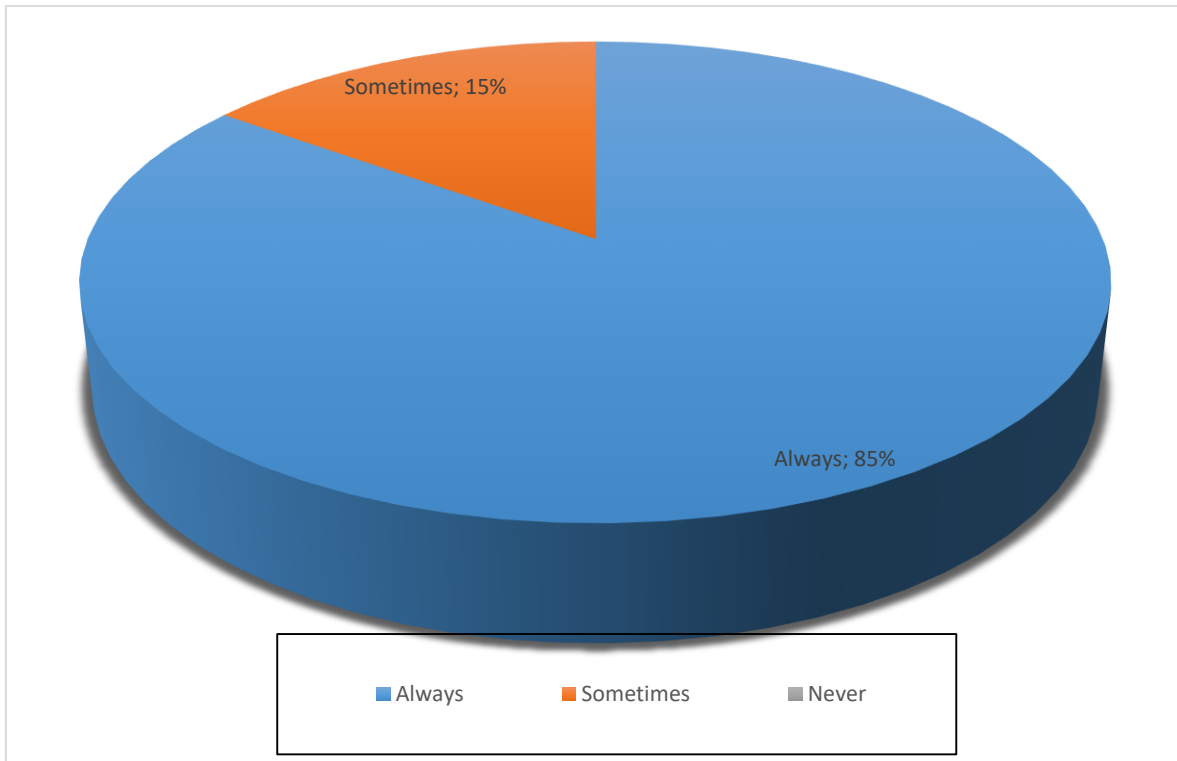


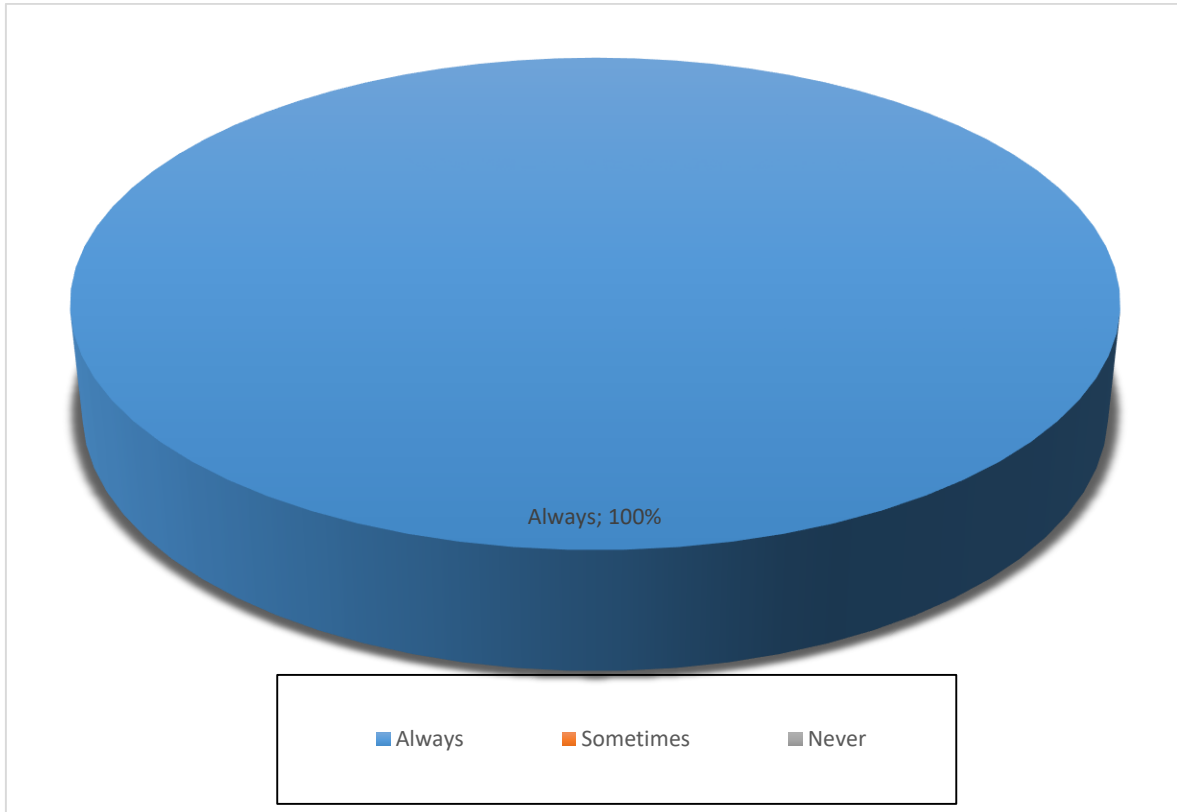
Figure 4 illustrates how often the teacher plans meaningful activities appropriate to the pronunciation objectives in class.

Source: Researcher's own creation

This figure shows, that the 100% of the activities that the teacher develop in class are appropriate to the pronunciation objectives. The teacher always makes pronunciation part of the classes, actually students do not receive pronunciation lessons but even if the topic is not on pronunciation the teacher provides information about it or makes a feedback taking account the correct pronunciation of the vocabulary in order to avoid future misunderstandings and fossilization.

5th. Criterion

Does the teacher provide effective and clear feedback to the students?



*Figure 5 illustrates how often the teacher provides effective and clear feedback to the students in class
Source: Researcher's own creation*

This figure shows that the 100% of the time in class, the teacher provides effective and clear feedback to the students. The teacher mentions that her main objective is to make the students understand the topics even if it implies to start one more from the very beginning. The teacher is always careful about her pronunciation. It helps students understand the subject being studied and gives them clear guidance on how to improve their learning skills.

6th. Criterion

Does the teacher deal with pronunciation errors appropriately?

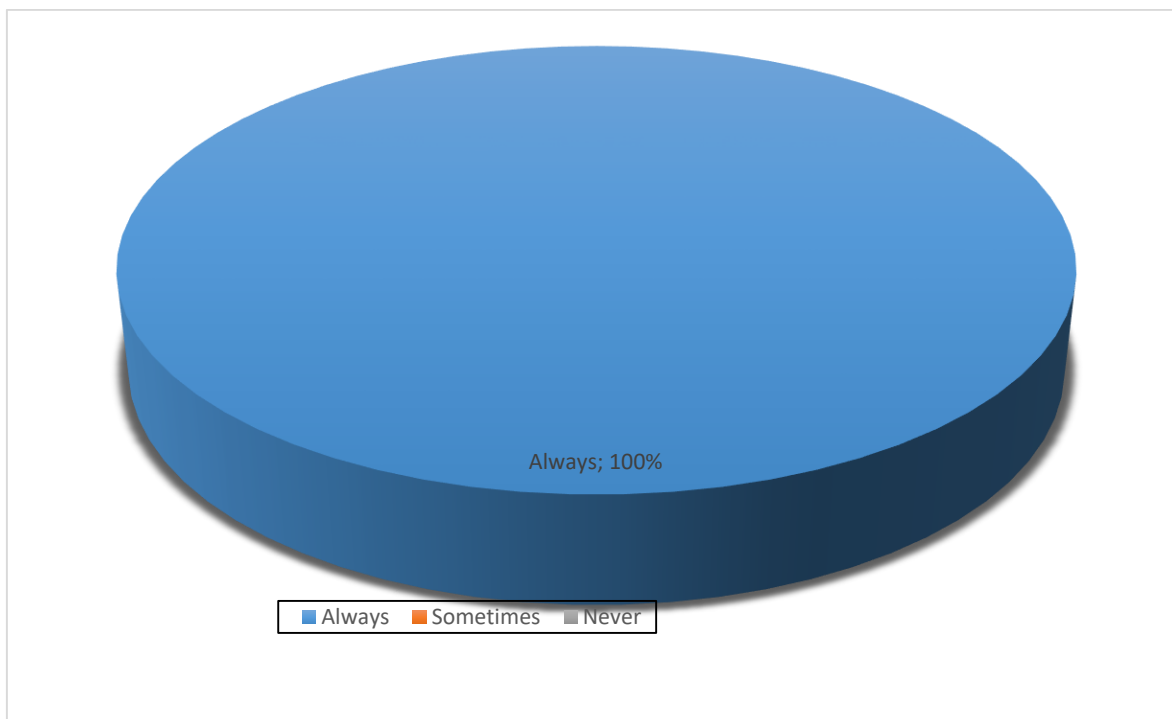


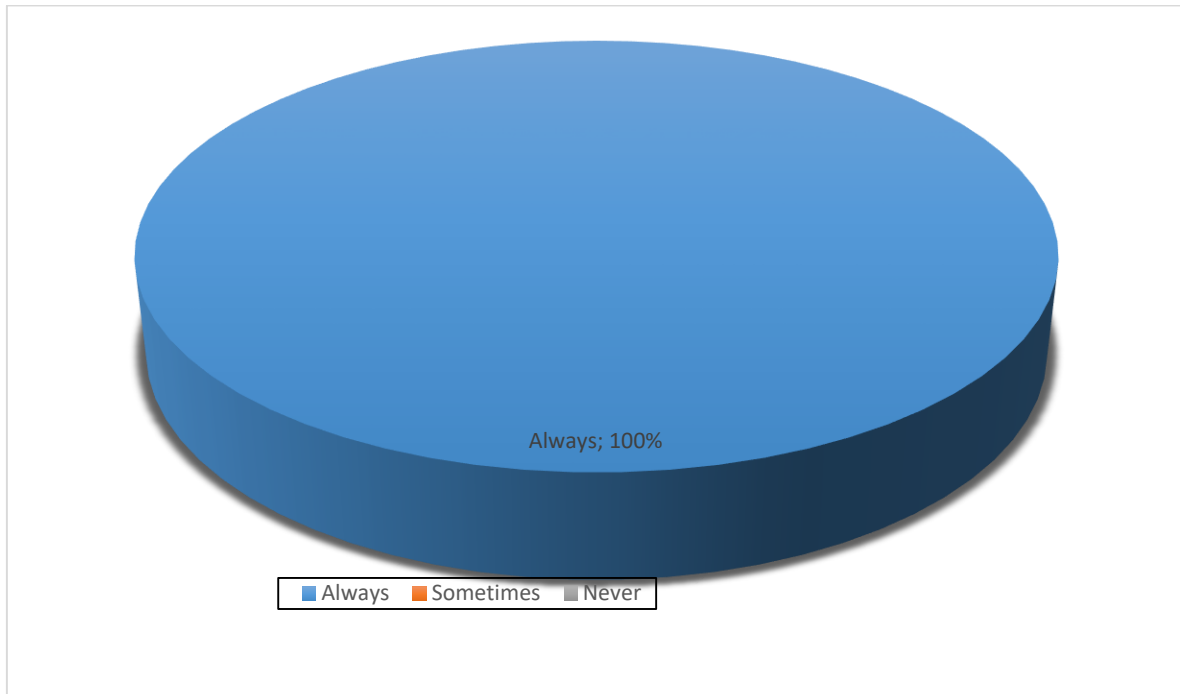
Figure 6 illustrates how often the teacher deals with pronunciation errors appropriately in classes

Source: Researcher's own creation

This figure shows that the teacher always deals with pronunciation errors appropriately. She says that providing students with pronunciation help support their retention and comprehension. According to Pourhosein (2012), pronunciation is one of the most important features of language instruction because the learners with a good English pronunciation are likely to be understood even if they make errors in other areas, but learners with a bad pronunciation will not be understood, even if their grammar is perfect. Also he mentions that pronunciation is a difficult skill to acquire and learners should spend a lot of time to improve it. That is why, it is important that teachers should be provided with courses and materials in order to help the students to achieve a good pronunciation.

7th. Criterion

Does the teacher use any kind of self-assessment techniques to evaluate and improve the student's pronunciation?



*Figure 7 illustrates how often the teacher uses any kind of self-assessment techniques to evaluate and improve the students' pronunciation in class
Source: Researcher's own creation*

This figure shows, that the teacher always uses the repetition as a feedback in order to correct students' pronunciation. She always asks the students to repeat words if they are mispronounced. Also when a word is hard to pronounce, the teacher shows the students the movement of her mouth to make them easy get the correct pronunciation of the word.

8th. Criterion

Does the teachers' pronunciation clear and accurate?

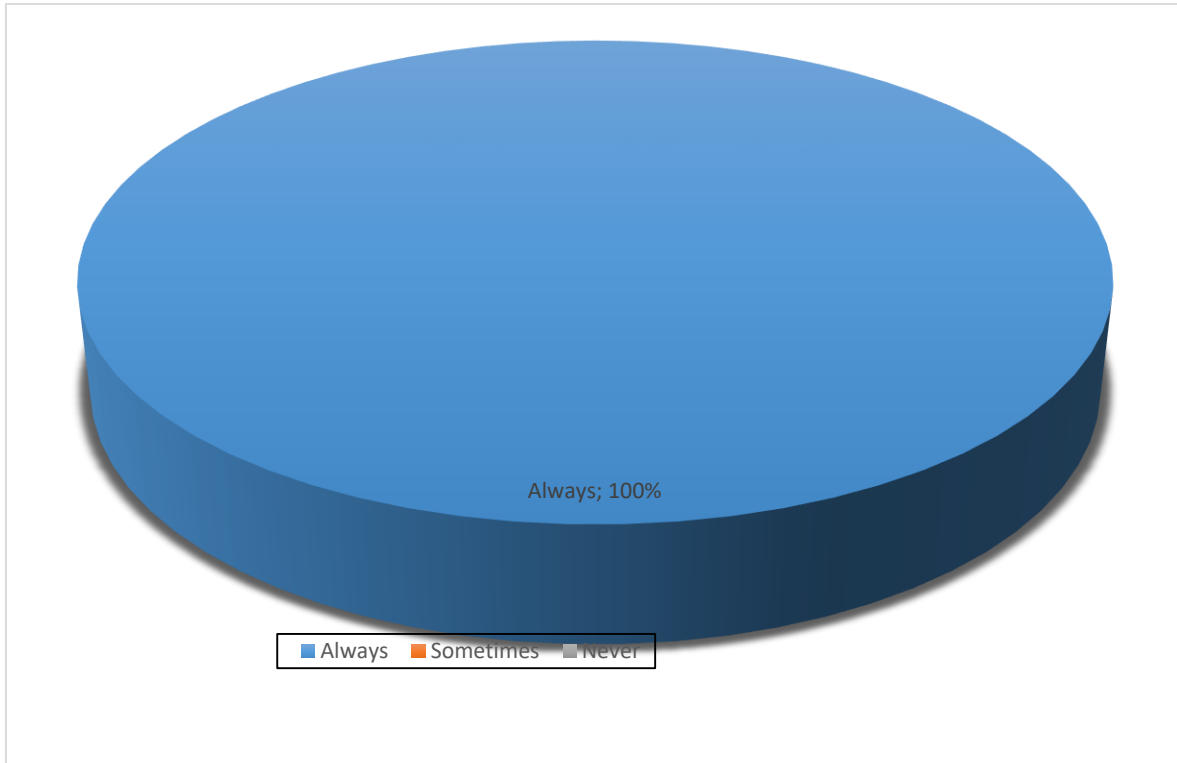


Figure 8 illustrates how often the teacher spoken language is clear and accurate. Display good pronunciation skills in classes.

Source: Researcher's own creation.

This figure c shows, that 100% the teachers spoken language is clear and accurate. According to Daubney's investigation (2008), the professional area can influence largely the way the teacher works, her experience, method using to teach, how deal with special needs, and so forth. All of this factors that may affect these learners acquisition, so it is very important for the teacher.

9th. Criterion

Does the teacher have a high level of expertise and evident interest in what she is teaching?

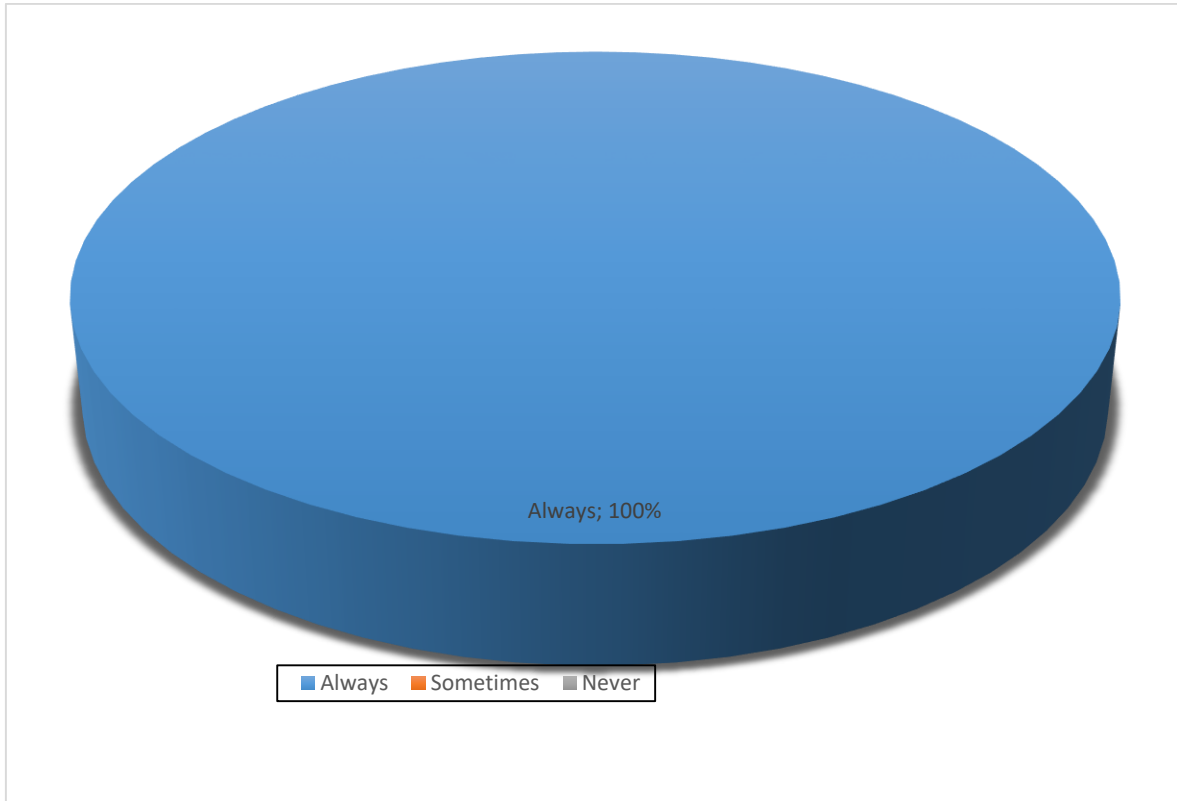


Figure 9 illustrates how often the teacher has a high level of expertise and evident interest in what is teaching in class

Source: Researcher's own creation

This figure shows, that 100% always teacher shows high level of expertise and evident interest in what she is teaching, as it has been mention before, her main purpose is that students understand what she is talking about and the improve their abilities. The teacher also said that teaching is something that she enjoys and has 12 years of experience.

4.1.2 Pre-test

Teacher gives students a poem and they read it the first time. This was the first activity before explaining to students the purpose of the project. The researcher only asked them to read the poem, without thinking about pronunciation and vocabulary. In order to collect data the researcher recorded the students while reading and with a rubric reviewed the students' pronunciation of each English plosive sound.

Friend (Karim Kimou, 26 April, 2012)

/d/

/k/ /b/

You are like a brother

/k/ /t/

You are like a sister

/d/

You are my friend

/t/ /g/ /k/ /p/

Together we make a lovely picture.

/t/

/t/

All the time with me, no matter where

/t/ /t/

/t/

/t/

In the street, in the chat or far away with your heart

/d/ /t/

Sharing with you my details of life

/g/ /d/

/b/ /p/ /t/

With the good things even the bad part.

/t/ /d/ /d/

Where I stand I find you there

/k/ /t/

And if I fall you catch me fast

/b/ /d/

And when I be in need

/g/ /d/ /p/

You give the hand of help

/k/

You make my life worth

/k/

You make my life nice

/k/ /g/ /d/

You make my life good

/k/ /g/

You make my life grace.

/p//b//t/

The relationship between us

/t/ /p/ /t/

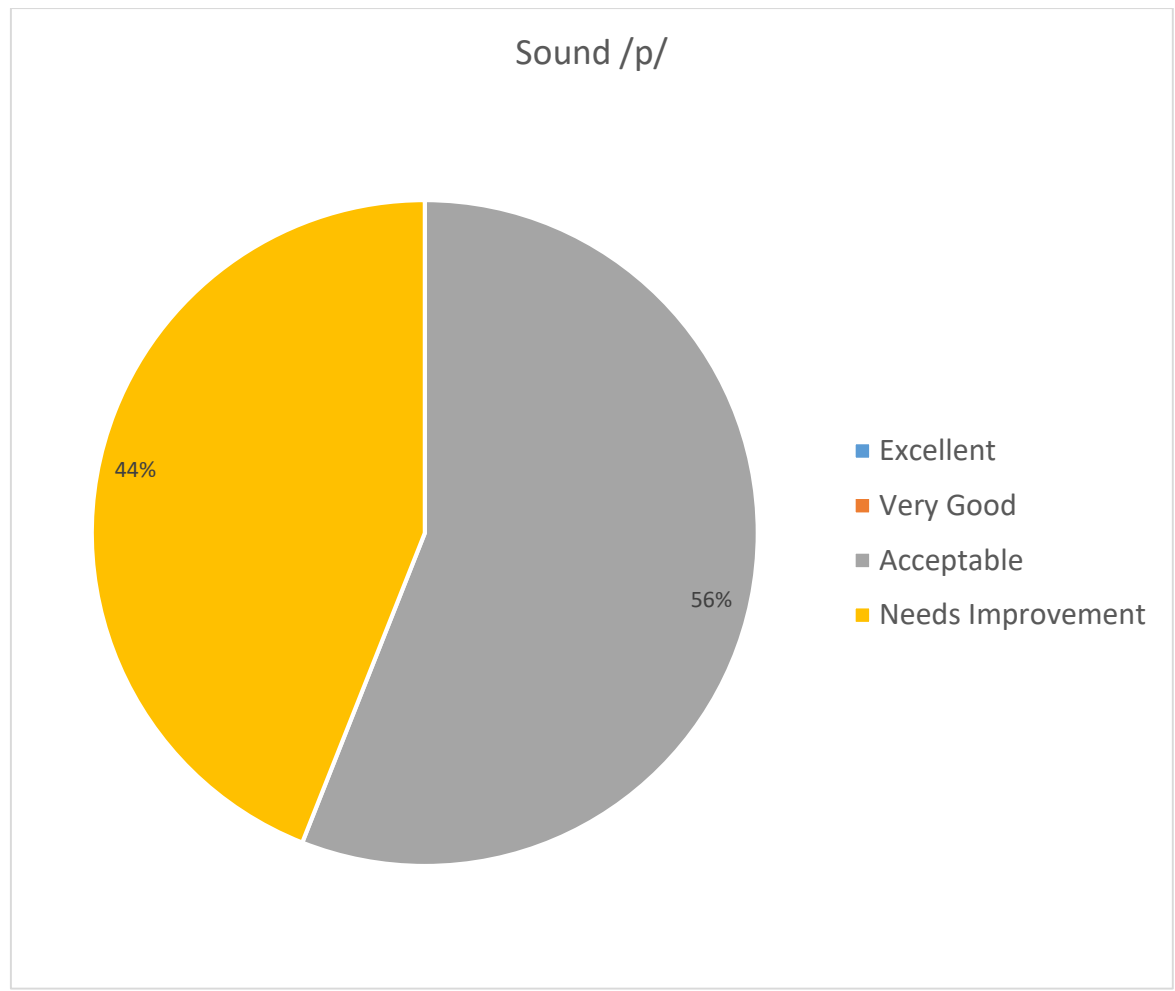
Never tear a part

/t/ /t/ /b/ /g/

It has a time of begging

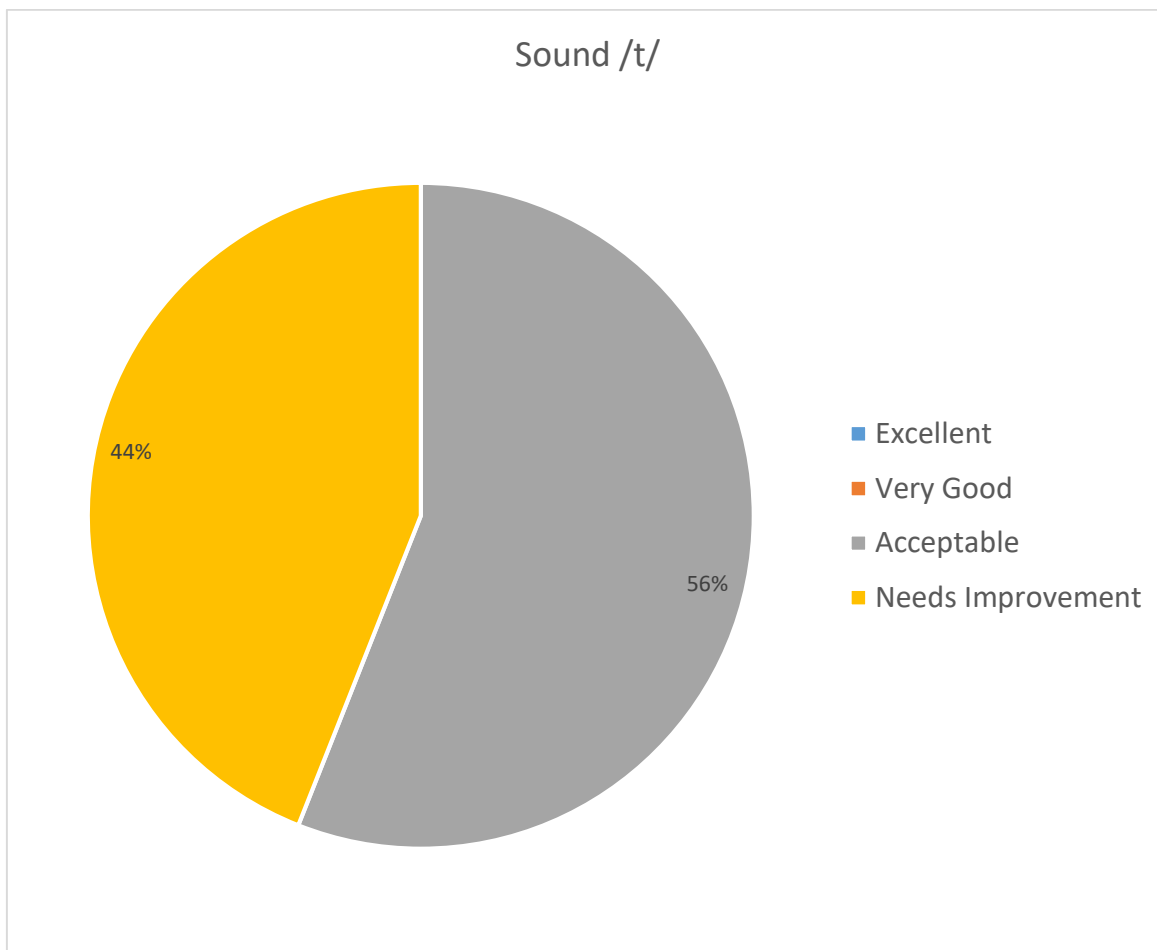
/b/ /t/ /t/ /d/

But no time of end.



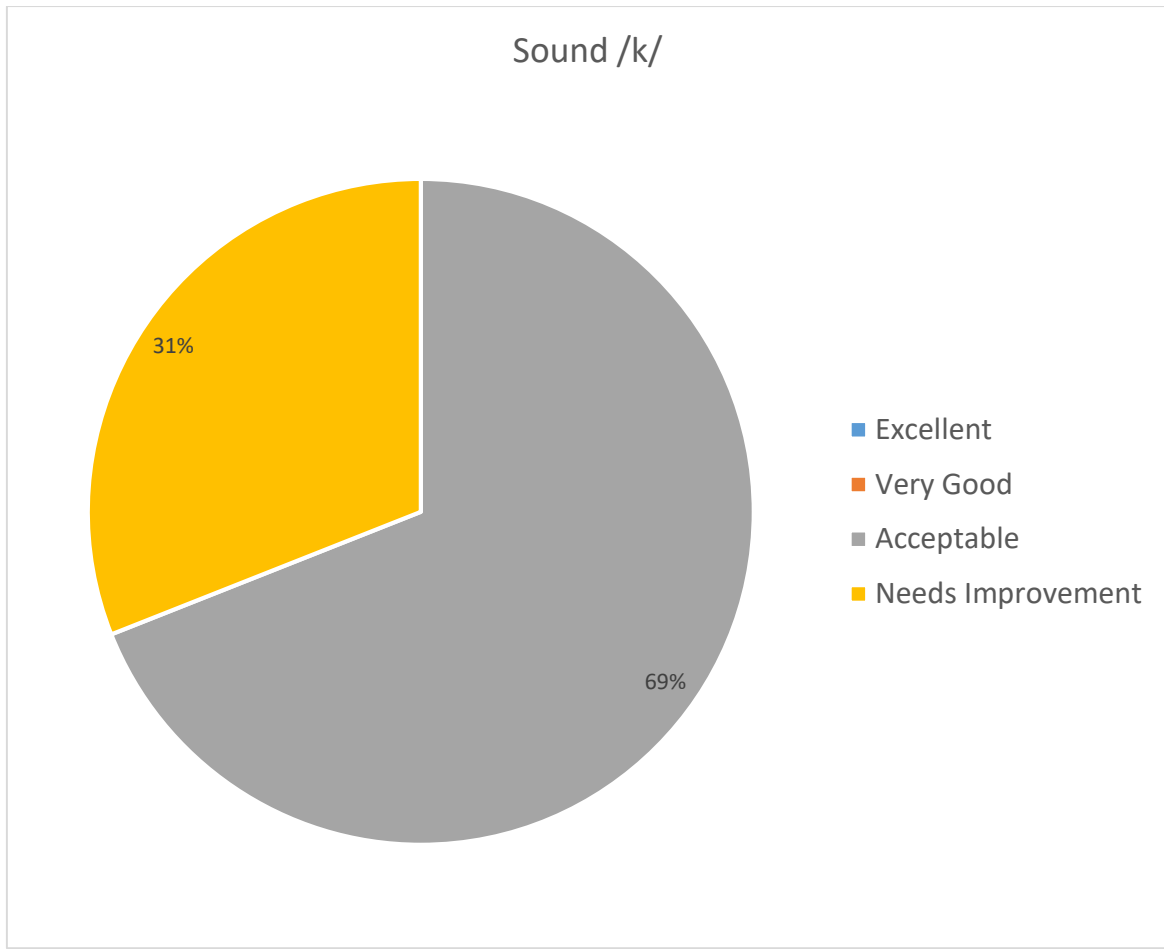
*Figure 10 illustrates the student's difficulties with the pronunciation of sound /p/.
Source: Researcher's own creation.*

As the figure shows, the 56% (13) students' pronounced the sounds /p/ acceptably, and the 44% (10) students' needed improvement. The main mistake that the students made the was pronunciation of the sound /p/ in final position. Also it was difficult for them to realize if the sound was in stressed or unstressed position.



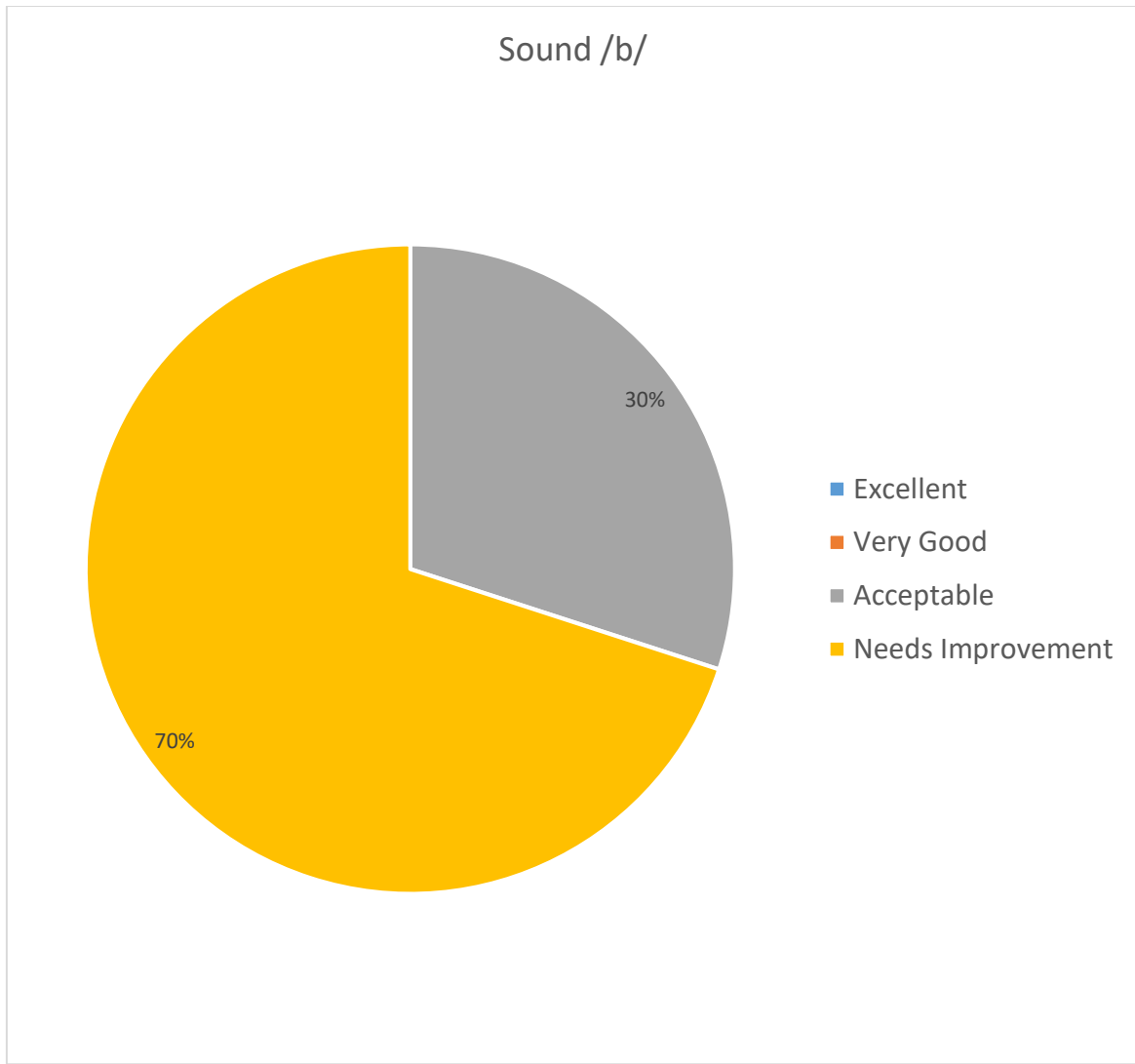
*Figure 11 illustrates the students' difficulties with the pronunciation of sound /t/.
Source: Researcher's own creation.*

As the figure shows, the 56% (13) students' pronounced the sounds /t/ acceptably, and the 44% (10) students' needed improvement. The main mistake that the students made was the pronunciation of the sound /t/ in final position. Also it was difficult for them to realize if the sound was in stressed or unstressed position.



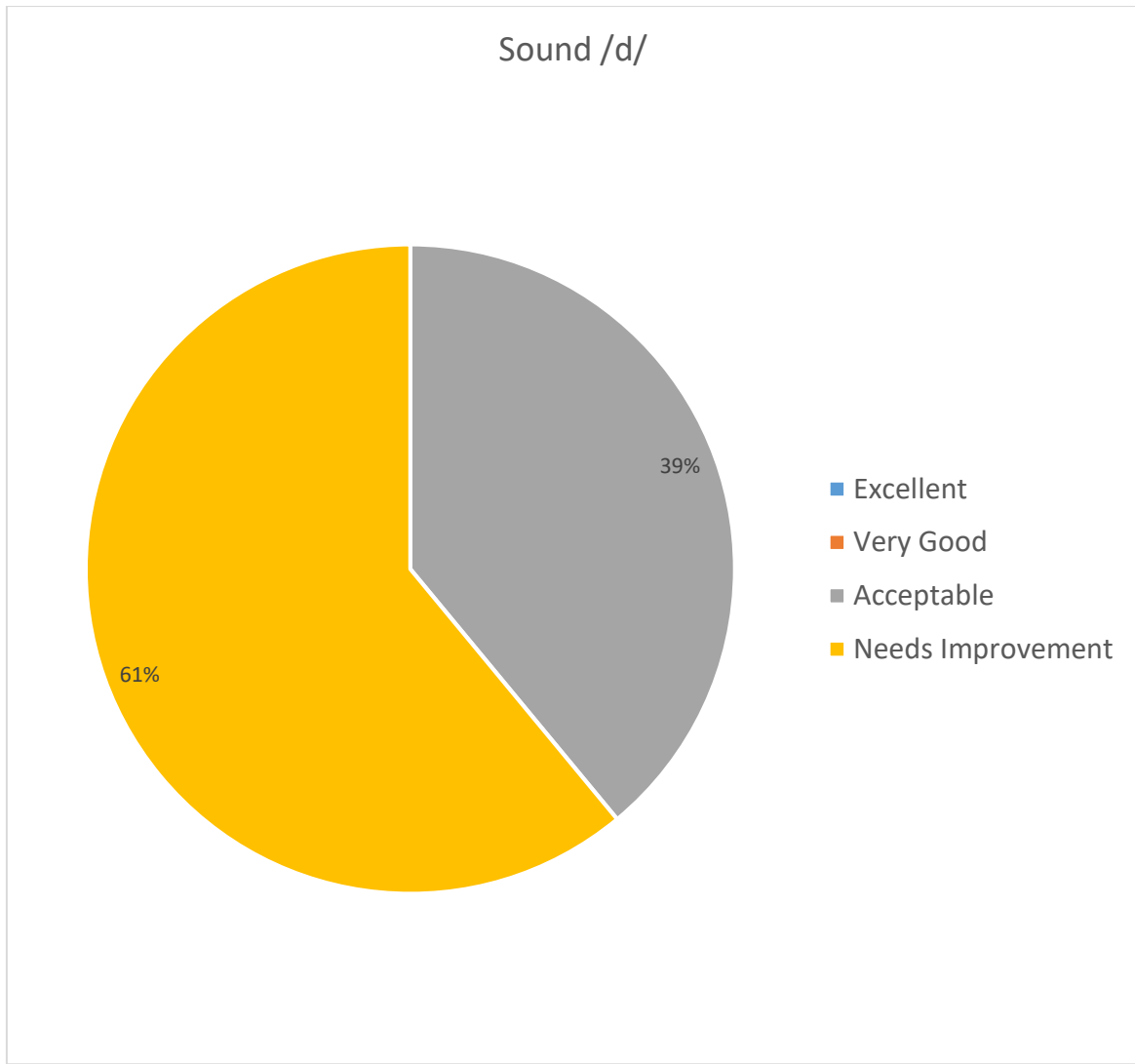
*Figure 12 illustrates the students' difficulties with the pronunciation of sound /k/.
Source: Researcher's own creation.*

As the figure shows, the 69% (16) students' pronounced the sounds /k/ acceptably, and the 31% (7) students' needed improvement. Students made less mistakes pronouncing this sound than the plosives ones, maybe because this is very similar to the Spanish one. Most of the mistakes were made when the sound /k/ appeared in final position.



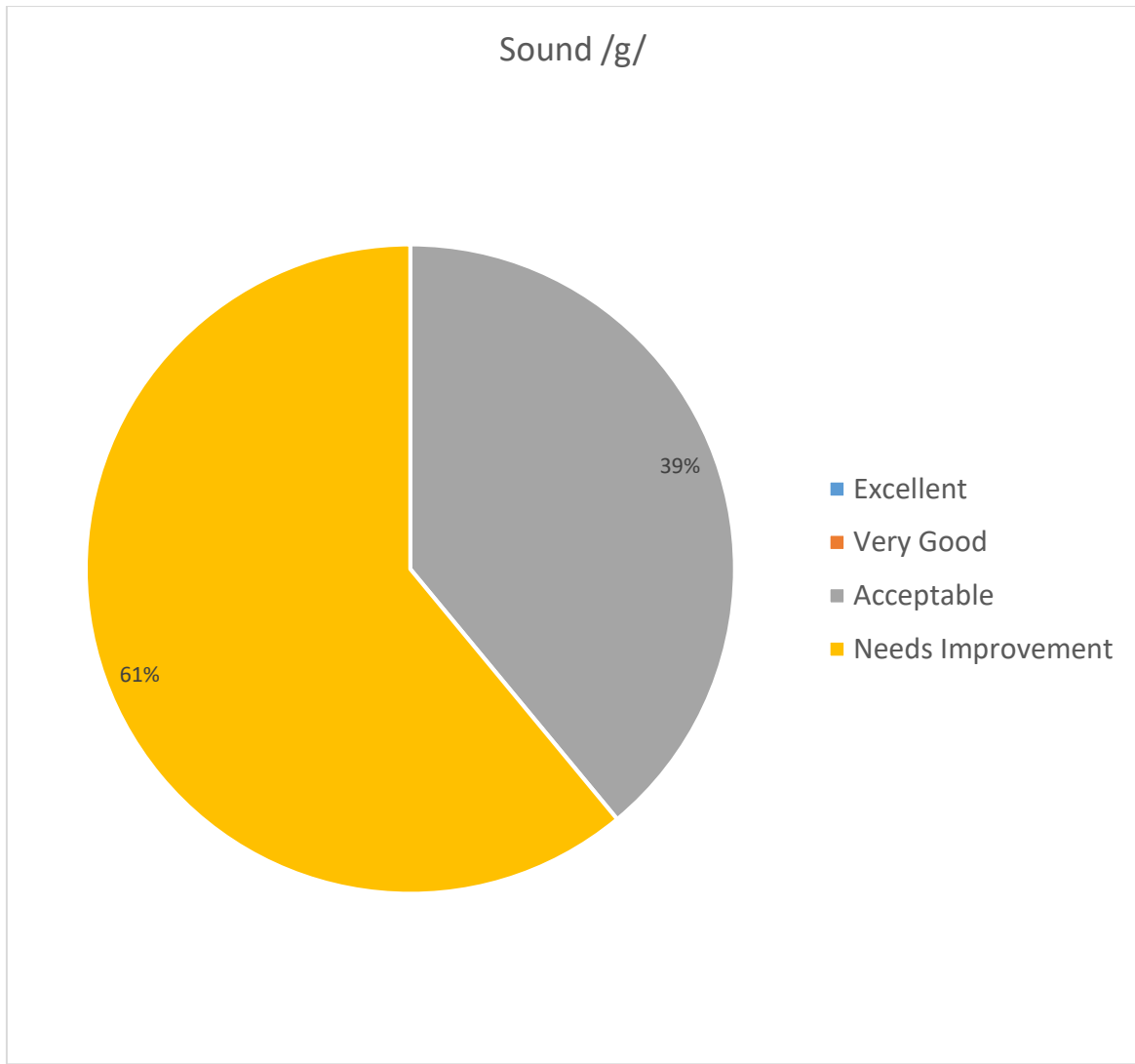
*Figure 12 illustrates the students' difficulties with the pronunciation of sound /b/.
Source: Researcher's own creation.*

As the figure shows, the 30% (7) students pronounced the sounds /b/ in an acceptably, and the 70% (16) students needed improvement. When the word ended with sound /b/, students skipped the sound.



*Figure 13 illustrates the students' difficulties with the pronunciation of sound /d/.
Source: Researcher's own creation*

As the figure shows, the 39% (9) students' pronounced the sounds /d/ acceptably, and the 61% (14) students' needed improvement. Most of the mistakes were made when students pronounced the sound /d/ in final position, the students tended to omit the sound.



*Figure 14 illustrates the students' difficulties with the pronunciation of sound /g/.
Source: Researcher's own creation.*

As the figure show, the 39% (9) students pronounced the sounds /g/ acceptably, and the 61% (14) students' needed improvement. Most of the time the students pronounced the sound /g/ correctly way when it is in initial position but failed if it appeared in medial and final position.

4.1.3 Activities in Between

After the explanation given by the researcher, the students should have started to practice their pronunciation skills with the development of two activities. The first activity that is the pre-test was to sing a song entitled “We are the World” by Michael Jackson. At the very beginning the students were excited because they were going to develop the activity with the help of the researcher.

The objective of the investigation was to check the pronunciation of the plosives within a context, and it is common in all the researches the investigator found out many situations that had not been anticipated. At the beginning the instrument applied (the song) did not start as it was expected. Some students were laughing of others because of their pronunciation, so this interfered with the objective, and most of them were distracted, it was difficult to control the group. The investigator talked with the students about being respectful towards their classmates and repented the purpose of the activity in order to develop it appropriately. Students mentioned that it was easier for them to hear the song first and then try to sing it.

In the case of sound /p/, the students pronounced the sound correctly maybe because it is similar to the Spanish one, regarding the place of articulation, that is, in their language sound /p/ is a bilabial sound. Regarding the stress, the song helped them to realize the pronunciation of the sounds within the content.

In the case of sound /t/, the students did not present too much trouble pronouncing it because it is also similar to the Spanish one and that is, both are plosives sounds, but regarding the place of articulation, the sounds are different. The English sound /t/ is an alveolar sound

while in Spanish it is a dental one. Regarding the stress the song was a guide that helped them to pronounce the sound correctly.

In the case of sound /k/, the students found its pronunciation easy because it is produced as the Spanish one; therefore, they did not have any difficulty in its articulation.

In the case of sound /b/, the students did not show any problems with its pronunciation either in initial or medial position, but when the sound appeared in final position, 85% of the students mispronounced it.

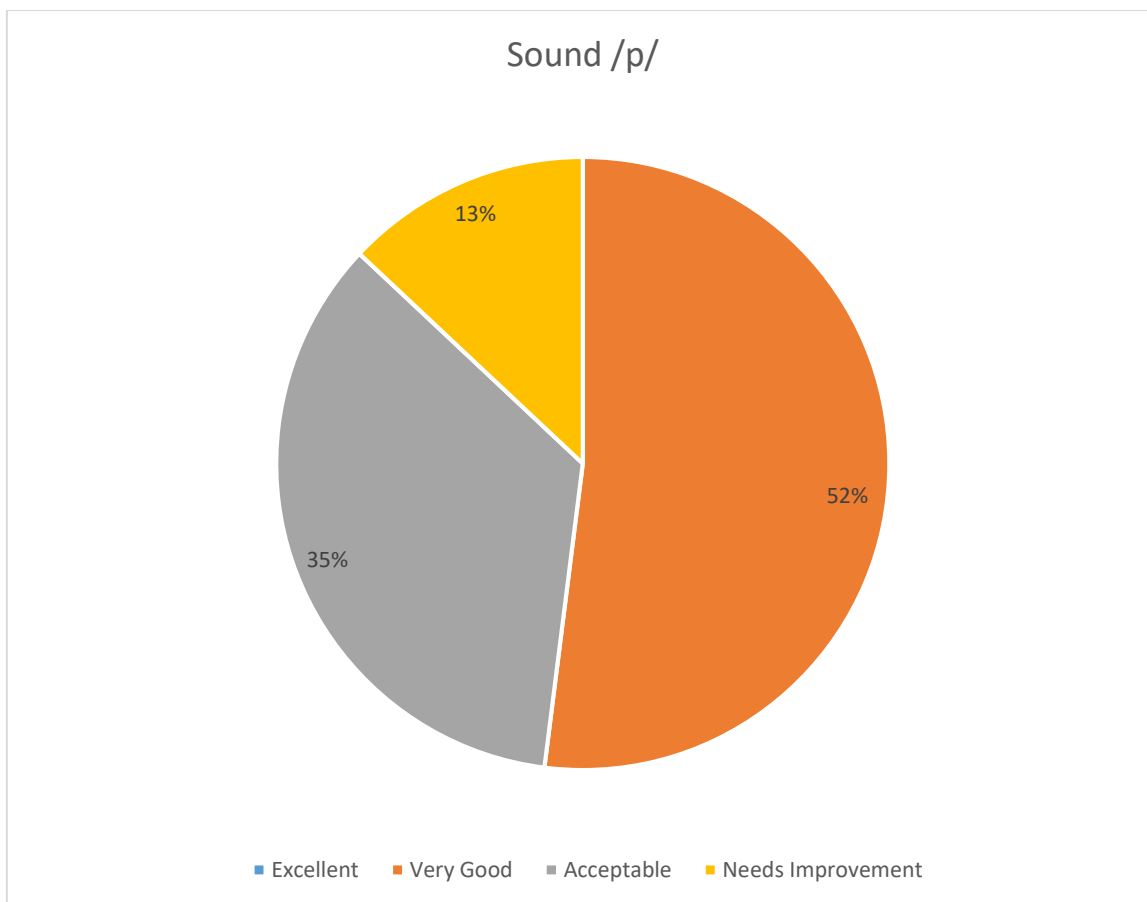
In the case of sound /d/ the students do not show problems with the pronunciation of this sound when it was in initial or medial position, but regarding the place of articulation, the sounds are different. The English sound /d/ is an alveolar sound while in Spanish it is a dental one. When the sounds were in final position they the 85% of the time mispronounced it.

In the case of sound /g/ the students did not show any problems with its pronunciation when it appeared in initial or medial position, but when the sound appeared in final position, 85% of the students mispronounced it.

The second activity was to improve the students' pronunciation by using a tongue twister called "Peter Piper". While students were practicing it they were very enthusiastic, it was something new for them, and it made them feel differently. They were interested to improve their speed every time they said it. Mostly, this activity helped the students with the pronunciation of English plosives /p/ and /t/ and also to acquire fluency. Actually with the repetition of the tongue twister after the teacher, they realized where the stress was placed in each word, and it helped them to progress. After practicing the tongue twister many times, they showed a lot of improvement and finally they were able to say rapidly.

4.1.4 Post-test

The final test was to reread the poem that the researcher had given the students at the beginning of the investigation. The objective was to measure the correct articulation of the English plosive sounds, and check if the students had improved or not their performance.



*Figure 15 illustrates the students' improvement of the pronunciation of the English plosive sound /p/.
Source: Researcher's own creation*

The figure shows that, 52% (12) students' pronounced the sound /p/ correctly, 35% (8) acceptably, and 13% (3) students needed improvement. Most of the students that needed improvement were those who are very shy and prefer not to speak and of course it interfered, so that interfered in their learning process.

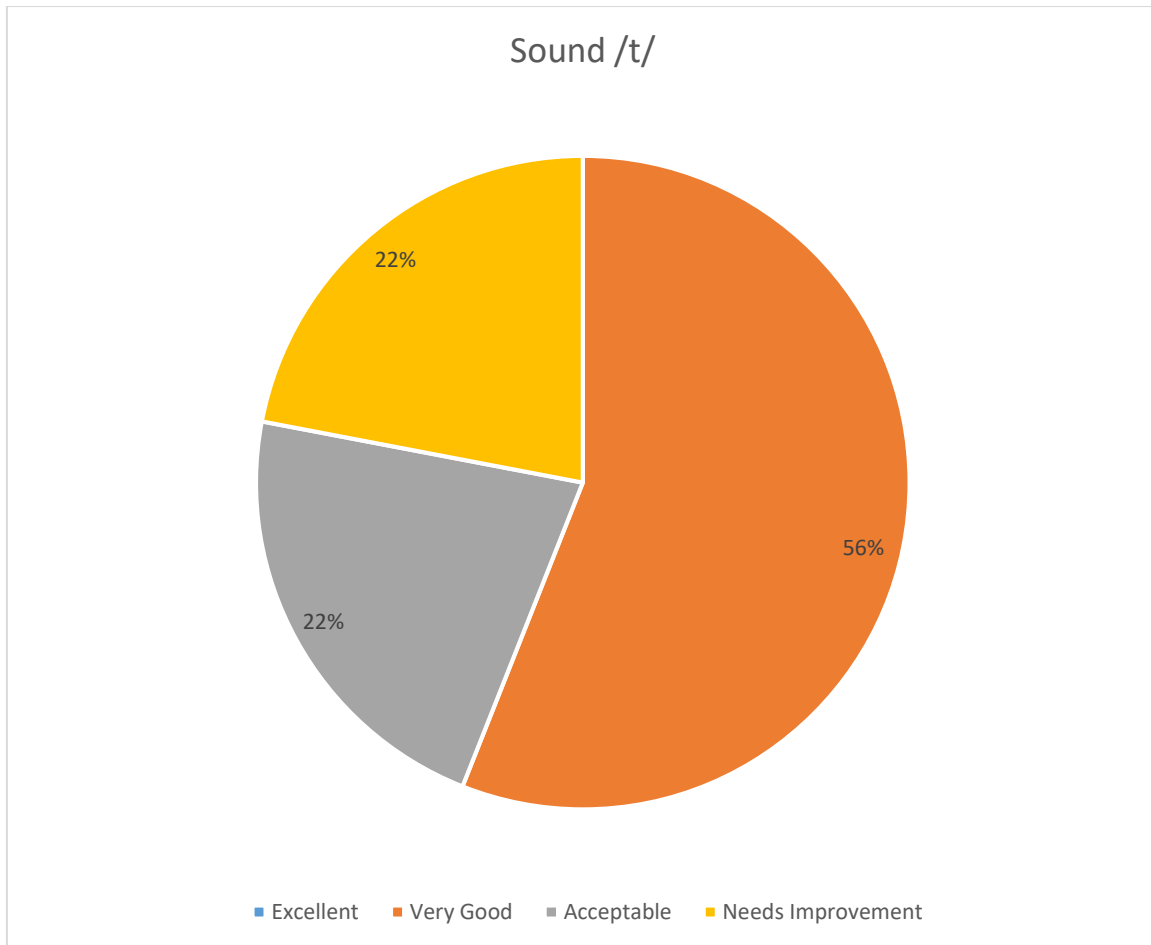


Figure 16 illustrates the students' improvement of the pronunciation of English plosive sound /t/.

Source: Researcher's own creation.

The figure shows that, 56% (13) students pronounced the sound /t/ correctly, 22% (5) students acceptably, and 22% (5) students need improvement. Most of the students who needed improvement are very shy and they prefer not to speak and this interfered in their learning process. Also, there were also learners who omit the sound in final position.

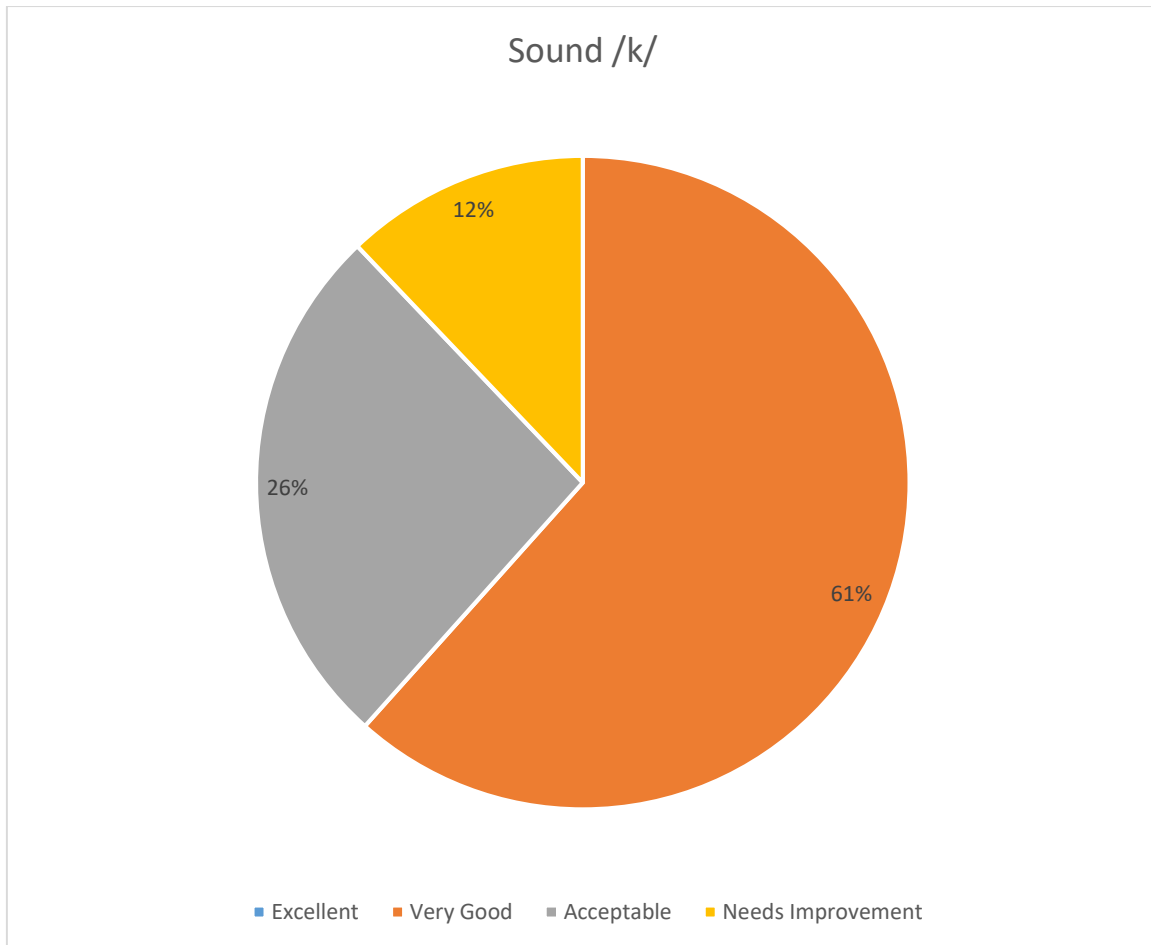


Figure 16 illustrates the students' improvement of the pronunciation of the English plosive sound /k/.

Source: Researcher's own creation.

The figure shows that, 61% (14) students pronounced the sound /k/ correctly, 26% (6) students acceptably, and 12% (3) students needed improvement. Most of the students who need improvement are very shy and prefer not to speak and this interfered their learning process. Also, some of them omitted the sound in final position.

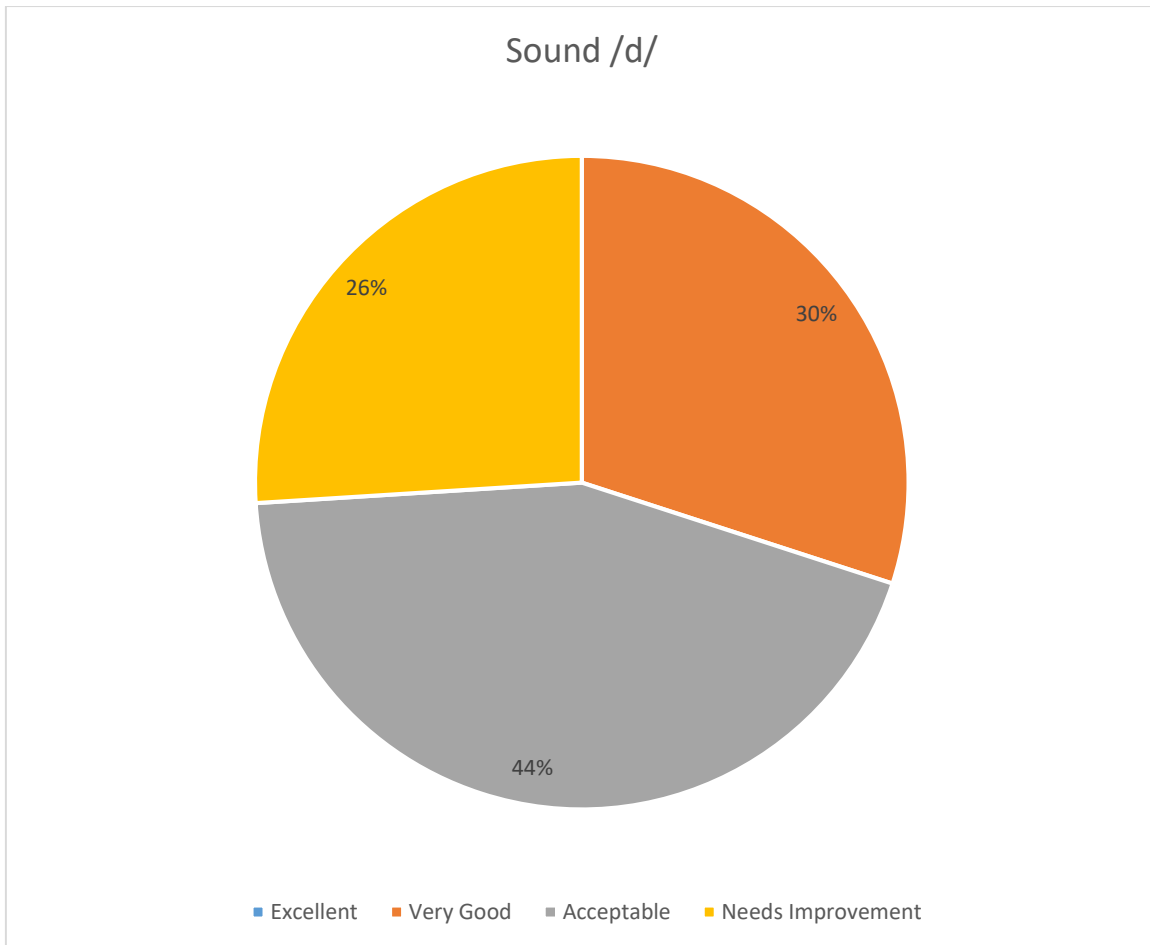


Figure 17 illustrates the students' improvement of the pronunciation of the English plosive sound /d/.

Source: Researcher's own creation.

The figure shows that, 30% (7) students pronounced the sound /d/ correctly, 44% (10) students acceptably, and 26% (6) students needed improvement. Most of the students who need improvement are very shy and prefer not to speak. Also some of them were confused with the pronunciation of the sound in final position, and they pronounced it as /t/ sound.

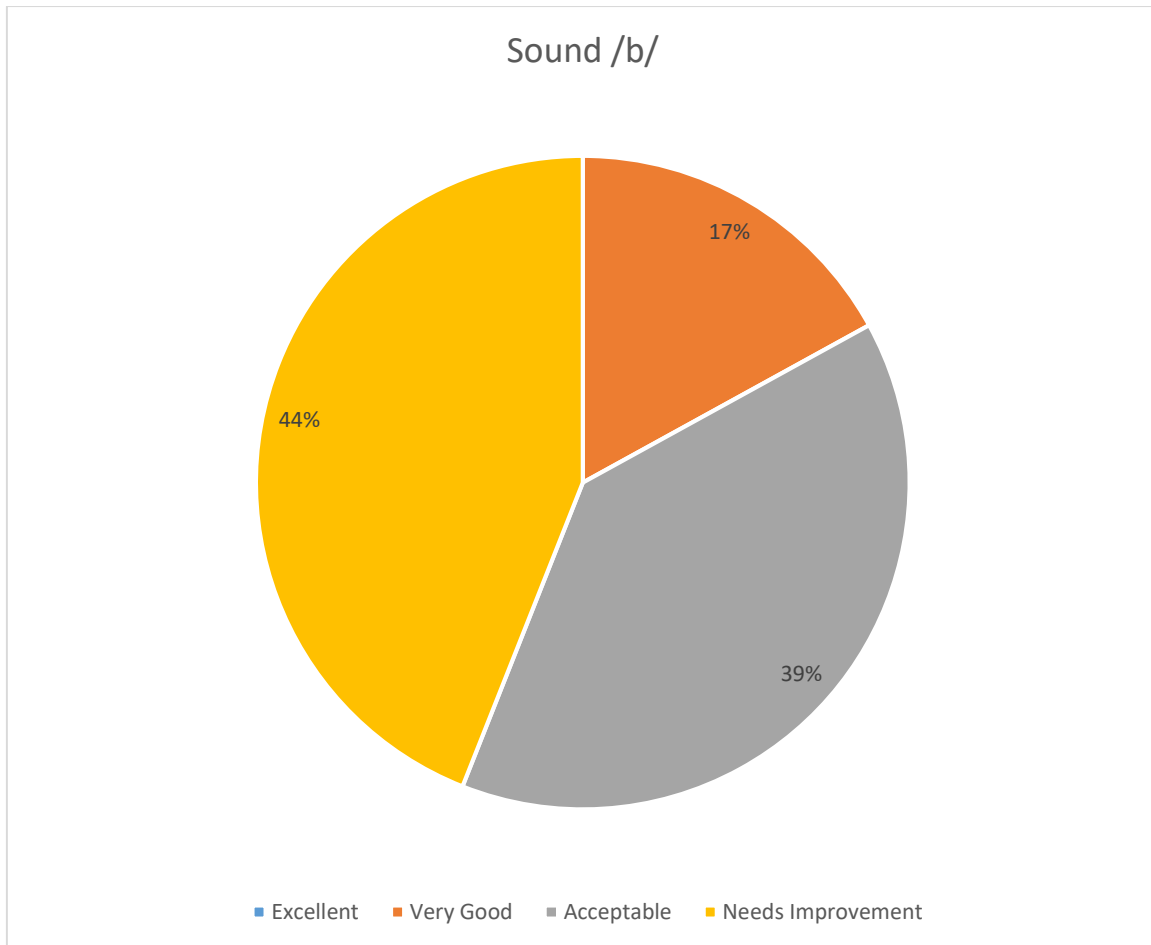


Figure 18 illustrates the students' improvement of the pronunciation of the English plosive sound /b/.

Source: Researcher's own creation.

The figure shows that, 17% (4) students pronounced the sound /b/ correctly, 39% (9) students acceptably, and 44% (10) students needed improvement. Most of the students' made mistakes with the pronunciation of the sound /b/ in final position because they omitted it, but with the practice they get the pronunciation of the sound while reading or singing.

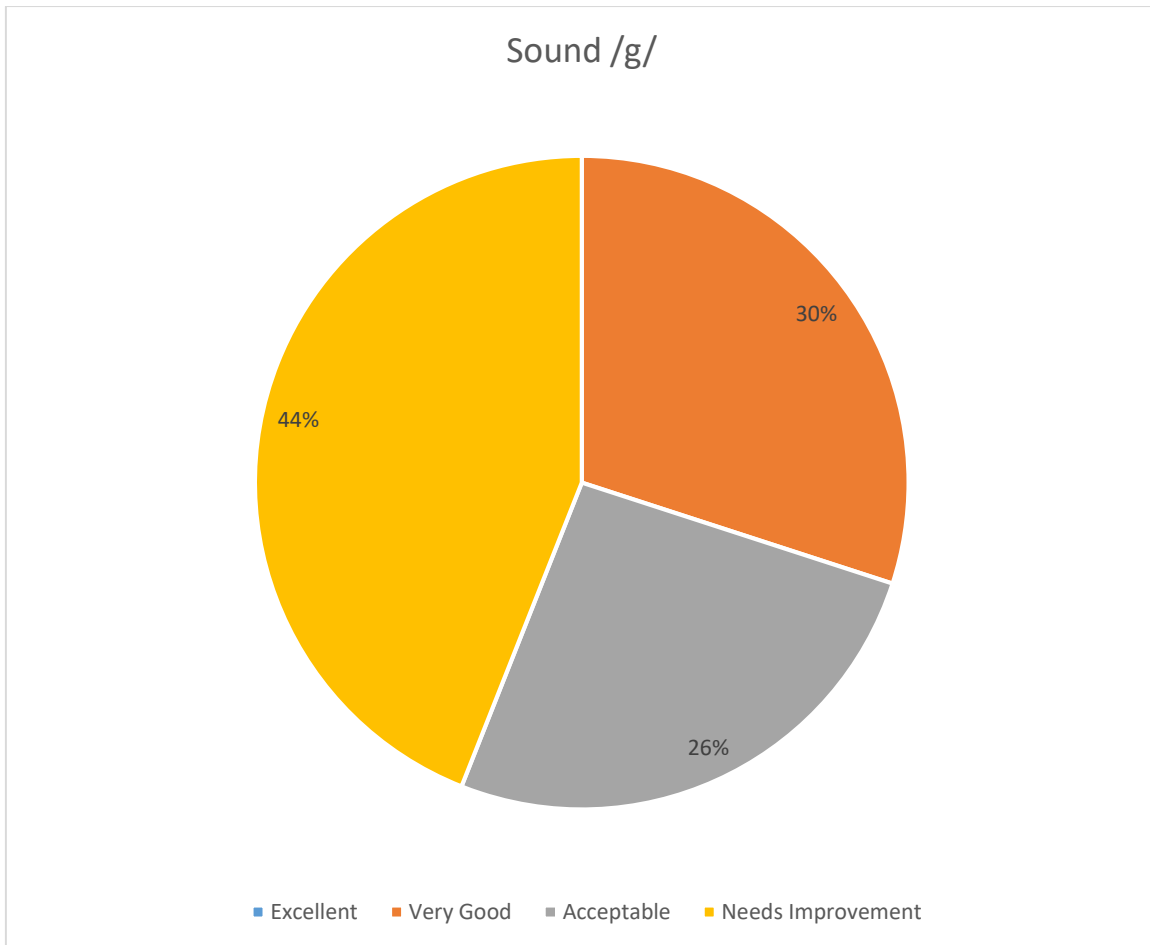


Figure 19 illustrates the students' improvement of the pronunciation of the English plosive sound /g/.

Source: Researcher's own creation

The figure shows that, 30% (7) students pronounced the sound /g/ correctly, 26% (6) students' acceptably, and 10% (4) students needed improvement. The pronunciation of this sound in final position was difficult for students, but with the practice of it they were able to achieve the objective.

Finally, it can be say that students were excited because of their progress.

Students showed an excellent advanced. The following figure describes the data obtained from the pre-test and post-test.

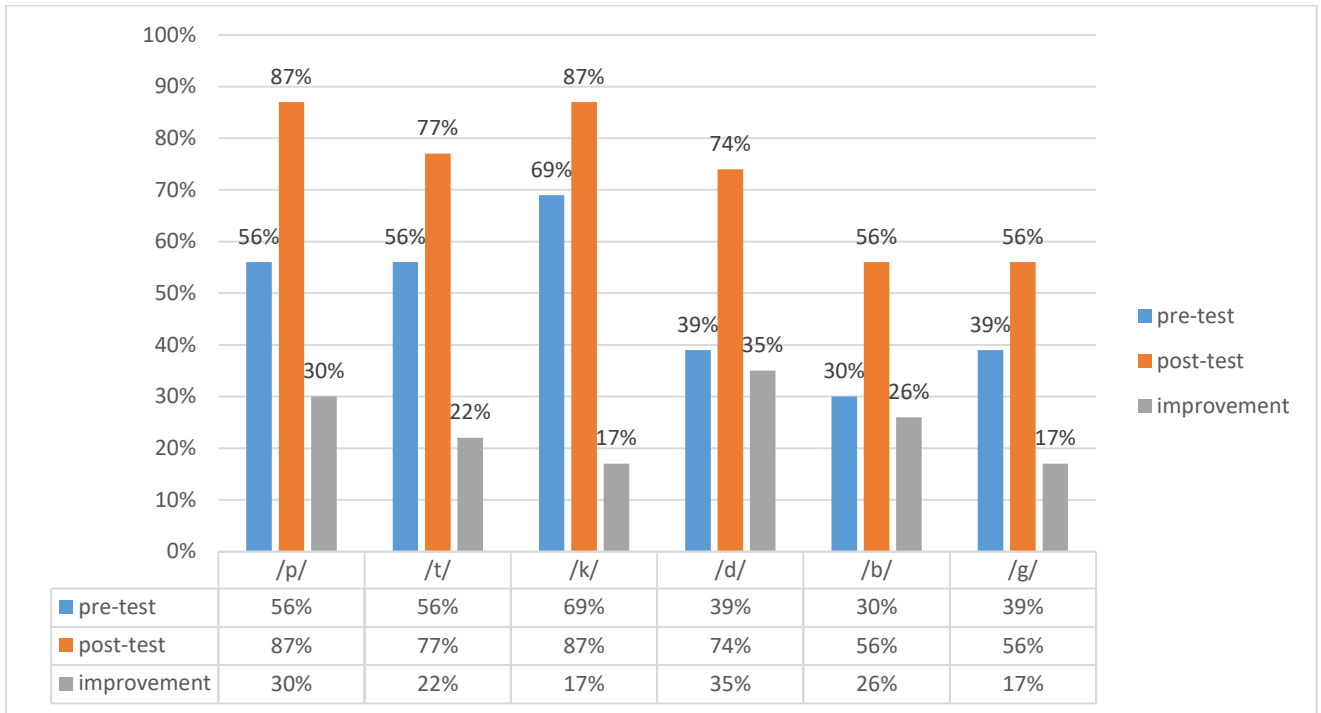


Figure 21 illustrates the evaluation of the students' difficulties with the production of the English plosives sounds.

Source: Researcher's own creation

The figure shows that in the production of the English plosive sound, the students achieved a good progress, but it is important to mention that they did not receive a perfect grade because most of the mistakes they made were the pronunciation of sounds in final position. It was difficult to correct them, because most of the time they omitted it. When the students read the poem they did not made no many mistakes in the pronunciation of the plosive sounds in final position that when they sang the song and practiced. The researcher thinks that this maybe happened because those were exercises should have been done. Anyway, when they sang the song and practiced the tongue twister they showed improvement with the fluency.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusions

The reason of the study was to prove if some activities such as reading poems, singing songs, and practicing tongue twisters, could help to the development of the students' pronunciation skills. This chapter sums up the overall data obtained in order to summarize the main points of the investigation. Therefore, a detailed explanation is offered in the following sections in order to classify the investigation effects.

5.2 Conclusions

In the following paragraphs, the reader will find the most relevant data summited by the researcher. Also, an explanation of the results for each of the specific objectives will be given in order to determine if the investigation has obtained positive or negative results.

5.2.1 To determine the students' difficulties in the production of the English plosives

The research was carried out with students of seventh grade, and as it is mentioned in Chapter I, most of them did not have any English knowledge because they had not received English classes in primary school, so at the beginning it was really hard to apply the instruments, but with the constant feedback, students paid attention to what they were supposed to do and improved. But due to their poor English knowledge they presented many difficulties with the pronunciation of the English plosives, they did not realize when a sound

was in stressed or unstressed position, also if /p, t, r / were aspirated or not when they pronounced a word, therefore they made commit mistakes also in intonation and rhythm. Something that was very difficult for them was the pronunciation of the English plosives in final position. At the beginning of the investigation students always omitted all of these sounds, and even throughout the research project, that was the main mistake that students made.

Actually, their mechanism of speech was not stimulated, they pronounced every single word using the Spanish sounds. The reason might have been that they were seventh grades and this was their first year taking English lessons. As a result, most of the students were not able to pronounce the words from the vocabulary correctly, either when speaking or reading.

5.2.2 To improve the pronunciation of the English plosives / p, t, k, b, d, g/ to subsequently facilitate the oral communication of seventh graders at Unidad Pedagógica de San Diego

Students were so motivated because the activities called their attention; it was something different for them. The strategy was to practice many times with each instrument, and sometimes the researcher recorded the students while they were practicing in order to collect data, so students kept their attention to do their best while practicing. Some of them asked for repeating the practice when they realized that they were wrong.

Furthermore, the song called the students' attention because the investigator applied this instrument in two different ways. As it has been mentioned before, the song was "We are the Word" by Michael Jackson. This song has the participation of many singers and some of them were following the lyrics from a card. The researcher did the same with the students, each of

them had to sing a specific part of the song, and in the chorus all of them sang together. The students also sang all the song together, in order to make feel more comfortable while they practiced.

In addition to this, the practice of the tongue twisters also showed a positive reaction from the students. The researcher gave them a copy with the tongue twister of ‘‘Peter Piper’’, and when they realized that they had to read it each time faster than the last, they started practicing many times, and with the help of the teacher’s feedback, they showed an excellent progress with the pronunciation of the English plosives /p/ and /t/.

In spite of, their poor knowledge and their shyness, students were very motivated because of the activities, and they were always interested in improving what they were doing.

Consequently, all this really helped to the students’ progress of the pronunciation of the English plosives, and the investigator assumed, that the instruments applied had been essential to achieve the objective.

5.2.3 To evaluate students’ pronunciation of the English plosives

Finally, with the practice of various strategies to improve the pronunciation of the English plosives, students showed a great progress. The use of poems, songs, and tongue twisters kept the students interested in the topic. Actually, they practiced in order to do every time better and they noticed that the objective was to practice pronunciation. The researcher motivated the students constantly.

The students showed an excellent progress with the pronunciation of the English plosives /p/ and /t/ while practicing tongue twister called ‘‘Peter Piper’’, so that instrument really helped them to achieve the objective of improving two of the English plosives. Throughout the

development of the research, it was noticed that not all of the students pronounced those sounds when they were in final position, but due to their motivation they improve a lot and showed the advance in fluency. This was proved with the song they sang. As it has been mentioned before in chapter III, students were supposed to sing the song “We are the World” by Michael Jackson. That instrument really called their attention because most of them knew what the song was about, as well as its. The students were very active, and they evinced a good advance not only in the pronunciation of the plosives, but also in the production of words that they did not know how to pronounce at the beginning. The application of this instrument helped the learners’ improvement because they had to sing as a group, and that made them feel comfortable, also in this they developed their pronunciation without fear of being pointed out because of their mistakes they could have made.

Finally, with the reading of the poem for a second time, the researcher collected data that reflected a very good advance comparing it with the results of the pre-test. This time, the students showed a very good progress in their pronunciation skills, that is pronouncing the sounds and their intonation and fluency. The results of the practice of all the activities made the research feel that they are recommendable to improve the English pronunciation.

5.3 Restatement of the Research Question

The researcher collected the data by processing the answer to the question: What difficulties can students of English face that can affect their pronunciation? The main objective of this research was to analyze various strategies to improve the pronunciation of the English plosives. The main objective was achieved by performing the strategies included in the

different instruments that is, a poem, a song and, a tongue twister. All of these instruments to helped the researcher to achieve her objective, and also helped students to improve the pronunciation skill and get confidence while they were learning. Consequently, although students faced many difficulties motivation was very important for obtaining good results.

Also it is important to stimulate the students' speech mechanism through different exercises because the knowledge of it and how to use it for producing the English sounds is of great keep to improve pronunciation.

5.4 Recommendations

Even though, the purpose of this investigation was to improve the pronunciation of English plosives, the researcher noticed that it was very important to take into account the improvement of the pronunciation of the other group of sounds, that is fricatives, affricatives, nasals, lateral, and medials.

Teaching English sometimes can be difficult because of the students' personalities or interest; also the English syllabi prepared and different for the students and teacher should work hard to cover the students' special needs. The lack of motivation is one of the most important difficulties teachers face, it is frustrating and disappointing for teachers because they feel that their lessons and their methods are not working enough, but it is important to remember that any teaching style can work, if the teacher is involved and interested in motivating his or her students. What is important is to motivate the students, and develop dynamic activities such as the ones put into practiced in the development of this research; students love playing and performing different types of activities that really called their

attention. Their attention span is unstressed if they do not feel ashamed, frustrated, and uncomfortable when doing the different practices prepared and planned to develop with them.

Creating a nice class environment is excellent for the teacher learning process. It increases student's interests and motivation because going away from the routine is interesting for the students. The researcher realized throughout the investigation, process that students seem to work better when they play or do new things, of course, the use of books or copies is also important, and sometimes, time is not enough to cover all the contents or practices on the topics. Planning good activities are important for the teacher who can get the students attention and interest easily even unconsciously.

On the other hand, it is important to work with the students' pronunciation from the very beginning, because in most of the cases, when the students face a conversation in the daily routine, they are not able neither to understand nor to talk because of their lack of knowledge on the English pronunciation and this makes the students feel uncomfortable, anxious, scared, and even got a negative impression of the foreign language. Teachers' should apply oral activities from the very beginning in the courses they teach. This is the only way in which students can get familiar with the English sounds, and learn how to produce it. Also, activities that help them master their speaking performance.

Evaluation is also an important factor that teachers should take into account students should be evaluated, not only through test, but also by observations, check lists, activities, participation, projects, among others. In this way, they will not be stressed because of the exams. Also if it possible to evaluate students surprisingly, they will not be they do not disturbed by the evaluations activities, they do not know that they are been evaluated, in order to avoid the disturb of their score.

However, it is necessary to give them an immediate feedback, and teachers must keep on improving their pronunciation skill so that students get the correct input in school.

Regarding the pronunciation of the English plosives, it is important for teachers to emphasize the pronunciation of consonant clusters in final position, and in this case, of the plosives sounds. In English, the pronunciation of consonant sounds in word final position is a distinctive feature in the pronunciation of the language.

References

- Abbas, P. (2012) English Pronunciation Instruction. Islamic Azad University*
- Abby, A. (2014) Why adults have more trouble than children to learn a language. Time*
- A, Gimson. (1963) An Introduction to the Pronunciation of English. Revised Edition*
- Bruce, H. (2009) Introductory Phonology. Blackwell Publishing*
- Celce-Murcia, M (1996) Teaching pronunciation. Cambridge: Cambridge University Press*
- Cresswell, M. (1994) Qualitative Method. Press*
- Denirezen, M. (2010) Fossilized pronunciation problems. Social and Behavioral Sciences*
- Dr Manoj Kumar, Y (2014) Role of the Mother Tongue in Second Language Learning. International Journal Research*
- Gerald, K. (2000) How to Teach Pronunciation. Longman*
- Groenewald (2004) Factors of Phenomenological Research. Press*
- Halliwell, S. (1992) Teaching English to Young Children. Longman publishing Group*
- J.D. O` Connor.(1967) Better English Pronunciation. Cambridge*
- July, B. (2008) Cambridge University. Press*
- Karim, K. (2012) Friends. Poem*
- Kayaoglu, M., and Caylak, N. (2013) What is Needed for Correct Pronunciation. Eurasian Journal of Educational Research*
- Krashen, S. (1982). Principles and practices in second language acquisition, Oxford, Pergamon*

Keily, A. (2014) The Proper Usage of Tongue Twister as a Teaching Strategy to Improve the Pronunciation Level of the English Labiodental and Interdental Fricative Sounds. UIA

Quiroz, (2011) Improving English Pronunciation. Education and Foreign Language

Leontyeva, S (1980) A theoretical course of English phonetics: Moscow: Vissaja Skola

Mourad,S. (2009) Pronunciation and Students Oral Performances

Morris, W. (2004) Effective School Management. Copyrighted Material

Rebecca, M. (1993) Accurate English A Complete Course in Pronunciation. Instructional Manuals

Roach, P (2009) English phonetics and phonology: a practical course. Cambridge University Press

Rose, A. (2005) Theoretical Information.

Tench, P. (1997) Pronunciation Skills

Annexes

LESSON PLAN

Institution: _____

Teacher: _____

Topic: _____

Time:

Grade / Level: _____

Objetives	Activities	Procedures	Materials	Time	Evaluation

Table 4: Lesson Plan

Rubric Pre-Test and Post-Test

PRONUNCIATION EVALUATION SHEET					
Criteria to be Evaluated	Excellent 5	Very Good 4	Acceptable 3	Needs Improvement 2 to 1	Points Obtained
Mispronunciation of Words					
/p/					
/t/					
/k/					
/b/					
/d/					
/g/					

Excellent =Student makes from 1-2 mistakes in the pronunciation of the English plosive.

Very Good =Student makes 3 mistakes in the pronunciation of the English plosive.

Acceptable =Student makes from 4-5 mistakes in the pronunciation of the English plosive.

Needs improvement =Student makes from 6-7 mistakes in the pronunciation of the English plosive.

Table 5: Rubric Pre-Test and Post-Test

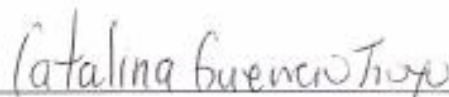
Source: Researcher's own creation

Tribunal Examinador

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



Licda. Margarita Pérez Roig
Tutora



M.Sc. Catalina Guerrero Troyo
Lectora



M.Sc. Dinier Amador Serrano
Director de las Carreras de Inglés

Carta del Director de Carrera

San José, 22/08 de 2019

Señores
Universidad Internacional de las Américas
Estimados señores:

El suscrito M.Sc. Dinier Amador Serrano, Director de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, Wendy Aguilar Cubero, portador(a) de la cédula de identidad no. 1 1571 0169, que ha titulado: *Use of Varios Strategies to Improve the Pronunciation of English Plosives Sounds of Seventh Grade Students at Unidad Pedagógica de San Diego During the Second Quarter 2019.*

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

Atentamente,



M.Sc. Dinier Amador Serrano
Director de las Carreras de Inglés

Carta del Revisor

Jueves, 22 de agosto de 2019

Máster
Dinier Amador Serrano
Director de las Carreras de Inglés
Universidad Internacional de las Américas

Estimado señor:

La estudiante Wendy Aguilar Cubero, portadora de la cédula de identidad no. 1 1571 0169, ha presentado para la respectiva revisión la tesina denominada *Use of Varios Strategies to Improve the Pronunciation of English Plosives Sounds of Seventh Grade Students at Unidad Pedagógica de San Diego During the Second Quarter 2019*. Por lo tanto, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión y terminología. Asimismo, se comprobó que las correcciones sugeridas se incorporaran al documento. Por ende, una vez incorporadas las recomendaciones efectuadas en el documento, el mismo se considera listo para su presentación la Universidad como trabajo de graduación.

Atentamente,



Lidia Margarita Pérez Roig



Universidad Internacional de las Américas Código de Ética

La suscrita Wendy Aguilar Cubero número de carné: 1 1571 0169 graduada del grado de Bachillerato de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

PROBIDAD: actuar siempre con rectitud y honradez.

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

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

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

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

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

DIGNIDAD Y DECORO: actuar con sobriedad y moderación.

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

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

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

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

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

Wendy Aguilar Cubero

Cédula: 1 1571 0169