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**AUDIOS AS A STRATEGY TO IMPROVE THE
PRONUNCIATION OF /ð/ AND /θ/ IN SIXTH GRADE
STUDENTS AT SANTIAGO DEL MONTE SCHOOL
DURING THE FIRST QUARTER OF 2023**

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

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Abstract

The aim of this thesis was to answer the following question: What is the Effect of Using Audios as a Strategy to Improve the Pronunciation of /ð/ and /θ/ in Sixth Grade Students at Santiago del Monte School during the First Quarter of 2023?-Therefore, in order to achieve the goals of the investigation, the researcher carried out a quantitative research, since the idea was to look for general results. Furthermore, these results were observed in the English classes.

Following this, the researcher found, with the help of many instruments, that the sixth graders were a very good group, and their pronunciation was good; however, they had difficulties but with the dental sounds was not ideal. Nevertheless, with the help of the instruments applied, the researcher, helped the students to improve in a short time in their pronunciation. Therefore, the researcher found that indeed, the application of the instruments was a huge advantage in a classroom, in which not just the students, but also teachers benefited from it.

Resumen

El objetivo de esta tesis fue responder a la siguiente pregunta: ¿Cuál es el efecto del uso de audios como estrategia para mejorar la pronunciación de /ð/ y /θ/ en estudiantes de sexto grado de la Escuela Santiago del Monte durante el primer trimestre de 2023? Por lo tanto, para lograr los objetivos de la investigación, el investigador llevó a cabo una investigación cuantitativa, ya que la idea era buscar resultados generales. Además, estos resultados se observaron en las clases de inglés. Después de esto, el investigador encontró, con la ayuda de muchos instrumentos, que los estudiantes de sexto grado eran un grupo muy bueno, y su pronunciación era buena; Sin embargo, tenían dificultades pero con los sonidos dentales no era lo ideal. Sin embargo, con la ayuda de los instrumentos aplicados, el investigador, ayudó a los estudiantes a mejorar en poco tiempo en su pronunciación. Por lo tanto, el investigador encontró que, efectivamente, la aplicación de los instrumentos era una gran ventaja en un aula, en la que no solo los estudiantes, sino también los maestros se beneficiaban de ello.

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CHAPTER I

INTRODUCTORY FRAMEWORK

English as a foreign language can be difficult in some aspects for most people, but one complicated thing is pronunciation. Some language shares many coincidences like Spanish and English share some vowels and consonants but sometimes even they are different phonetically speaking. In this investigation, the researcher will discuss the English sounds /θ/ and /ð/. This investigation can help future researchers to understand more the dental sounds that are common in English but it is a tricky sound for those who have English as a second language.

1.1 Problem Statement

The most important problem that is affecting the population is the incorrect form of pronunciation of the sounds /θ/ and /ð/. Some books and teacher try their best to explain those sounds, but the problem is that sometimes the information is unclear, the images are difficult to see and even they just see the theory of how to do it but do not do the mimic, and the mimic is important to know the position of the tongue. People usually do not read about the pronunciation of the words, or even how they are transcribed. Somethings, without a teacher, pronunciation can be challenging but how they can improve their English? How to improve their pronunciation? The answer is easy, is something that most the people like, we have it on our cellphone, at work, in public transportation, in shops, in supermarkets, on computers, and at home. The answer is music, music is the key to most of the problems of pronunciation. To sign the song not only do you feel better and motivated,

but also to do that, you learn by yourself how to pronounce the words, and if it's not a match you can check the lyrics and listen to them again, and you moved the jaw and the tongue to their respective places to make the sound until you can dominate. So, the main question for this is, which is the effect of audios on the correct pronunciation of phonemes /θ/ and /ð/ in Six Grade Students at Santiago del Monte School during the first Quarter of 2023?

1.2 Objectives of the investigation

1.2.1 General Objective

To analyze the effect of audios to improve the pronunciation of /θ/ and /ð/ in sixth grade students at Santiago del Monte School during the first quarter of 2023

1.2.2 Specific Objectives

1. To identify why the students have problems producing sounds /θ/ and /ð/
2. To propose some suitable activities using audios to improve the pronunciation of /θ/ and /ð/
3. To evaluate if the techniques applied were effective or not

1.3 Justification of the study

English is the 3rd most spoken language around the world (Lane, 2021). This means that most people understand and/or can speak it. English has always been the language that can give a better opportunity or a better life, and here in Costa Rica, there is no exception. For years, English was not a “basic” class, but recently that has changed, making these classes as same important as Science, Mathematics, etc. Some institutions give programs to

four years old kids, making them the future, bilingual persons. Public schools and high schools also have programs but there are not assertive as people think, for that reason, some parents choose a better option, the private schools, and high schools. The problem is that they have the same programs, but they apply them differently. The methodology is different from public institutions, and they teach them when they were kids. Even though indifferently in which school or high school they came from, they do not have the English level that the MEP (Ministerio de Educación Pública) is expecting. Some courses in the country can help people who want to learn English and they can teach them almost everything, the pronunciation is not correct as much as students think. Pronunciation in most cases is irrelevant and just speaking, writing, and doing listening, and the pronunciation is secondary, without knowing that pronunciation is of the same importance as speaking, writing, and listening. Some professors and teachers pay attention to this, and they teach them phonetics, but the most challenging consonant that people who do not have English as a first language is the sounds /θ/ and /ð/.

These sounds are common in English, but no in Spanish. The place of articulation, the manner of articulation, the presence and absence of voice, and the position of the soft palate are so different from Spanish. Even the rules are a little bit complicated for those who did not know anything about this. The purpose of this research is how using audio, the students can improve the pronunciation of those consonants and identify how and when to use them correctly. All these Six Grade Students at the Santiago del Monte School. Some strategies that can be applied are using music to identify in which word they can see these consonants, and if they can classify them correctly. Another strategy is using videos if they

can see the person who is speaking and write the words that they think they belong (voiced or voiceless).

The most important resource that this investigation will use will be audio in general, trying also, to improve their listening skill. The listening skill is one of the most difficult skills to improve, including grammar and affecting the oral expression. How does the student can speak or write if they do not understand what people are saying? Or even understand music? All of this is a combination of skills. All of this has been a problem since the programs in the ministry have been changing a lot, focusing only to make them retain and put everything in an exam. That is not the idea of education. The programs need to be changed to improve the education in the country. If we compare the early education for kids in other countries that also have English as a second language and not in America, we can see the differences in the content, the methodology, the techniques, and strategies that they use, and the percentage of the success that they have. Why in this country cannot do it similarly, adapting the contents or topics and trying to make them like the other countries?

Costa Rica needs to improve its education, not only in English but also in the rest of the classes. Not just retain and let the information go, no, Costa Rica needs something better, all the people who live in the country deserve the best education that the government can give it, but also improve it all as the country can. Do the best of this generation but also the generations that are coming, the country needs teachers who are capable to improve the methods and teach them to not retain information, but to learn. That is the key to having a better system of education and, being one of the best countries in America that have English as a second language. That the students take the TOEFL exam and see the country as the

best education in English in America. All of this can be possible, with the correct sources, tools, and teachers who can courage the students to be better.

1.4 Antecedents

According to Savitri (2020), even though, the studies are similar in the production of the sound, both are different because one the studies the sounds, how they are produced, transmit, and receive (Phonetics), and the other hand (Phonology), there is the study the sounds, and how the sound is organized in a system and apply in the language. However, they have differences in the field, for example, Phonology can study a language, and on the other side, Phonetics study cannot study just one language. “Phonetics and Phonology are the branches of linguistics that study sounds” (Savitri, 2020). The author said that it is important for those who are teachers, to look for a good strategy to correctly teach phonetics every day and the teacher to be aware of the English Phonemes. Some students still have some problems with English, to be more specific in processing information from listening, some language contents, colloquial words, contractions ((I) Don’t know/ Dunno), distractions, self-esteem, etc. Even if the students have these problems, they still try to learn English, they have many factors, for example, getting a better life. For this reason, and English are one of the most spoken languages around the world, teachers have made innovative classes for their students, make them see English in another way, make them see interesting, using different types of equipment. Continuing the topic, another big challenge that has our teachers and professors is that motivation usually decreases, making them leave their institutions and putting them in a dangerous situation because if they continue with no motivation, that person in a near future could be a person who is doing the bad is a person

that probably in a future will not be free, could be in jail or something worse. Education is the key to society and the future.

According to Bermeo (2021) showed the difference when the group was taken at the begging, some students did not have good grades, but after using their respective instruments, shows their improvement using music, “This research work addresses the issue of the use of music within the processes of improving pronunciation in A1 level students of English as a second language. (Bermeo, 2021). In addition, the use of music in class can be a motivation in class, that has a high level of influence while they study. Even though he used a mixed methodology, the result was important, to him, to the students, and to the professors, tried to make them think differently about bringing music into some classes and how this can affect their students, and make them get better grades and get better when they speak. The study that the author made, showed that the students had a poor level in the exam that the author made, after some time, the students get an improvement in the exam, showing that the methodology that he used, was effective.

According to Saldiraner (2020), the pronunciation of English as a second language and the importance to understand. Making the music a new to learn and an effective way to relax the students, “Pronunciation is an important part of language teaching for a clear and understandable communication in the target language” (Saldiraner, 2020). In addition, he also talks about how to teach pronunciation in different languages matters, because the effectiveness of the practice is determining the success of the learning process. The author also said, that is important to search for another way to teach pronunciation, not the old-fashion way, and that other way may be music. Music is a new methodology to study pronunciation and the improvement of listening skills. But why teach with music? Studies

show that teaching with music cause a good impact on the way that the students are learning, for example, motivation.

First, what is motivation? Is what makes you act to get to your goal, “Motivation is the process that initiates, guides, and maintains goal-oriented behaviors” (Cherry, 2022). Now, knowing a little bit more about what is it, it’s time to know why is important according to the same author that writes the article. According to the article, some of the benefits is the Activation, Persistence, and Intensity. In the first place, activation is the initiation of something. For example, start with English courses. Persistence means to effort more in something that you want and/or pass through the obstacles that impede to get your goal. For example, study more and harder to understand a topic that the person is struggling with. And finally, the Intensity is shown in the vigor that that person is trying their best to get their goal.

Now, what happened if the student is not motivated? Probably, the student will have bad grades, and poor knowledge of English, and that causes stress and anxiety in the student and the family of that student. Make them quit the classes, refuse to learn English, and even a trauma if is not treaty adequately. For this reason, the teacher are important, is important the way that they teach, the methodology matters, and even the passion of the teacher for what they teach. Encouraging the student is important, and most the students like music, no matter the type, is music. This can be different for the student to learn English and why not, another language. The music is a hidden treasure that not much teacher uses.

How many apps do exist to search or listen to music? They are a lot of apps around the world, we listen to music when we are in the supermarket or a shop. Music is

everywhere. Salas (2020) said “Music is anywhere you go. It is in the movies, on TV series, on cellphone ringtones, advertisements, videos, and plenty more places. Songs can be reached anytime.” And is true. He showed how using music can be useful to learn vocabulary using the song lyrics. Music is not only a sound that a band makes, no. Is also a way to express what they are thinking or feeling. A good example of social criticism is the singer Canserbero, even though his music is in Spanish, he showed “Guía para la acción” which is a criticism but also “Ley del Hielo” which is about how he never overcome his mom’s death.

On the other hand, another type of music is Pink Floyd, a song for them to criticizes is “Another brick in the wall”, but they also have a song named “Wish you were here” that talks about an old member of the band that consumes drugs and lost their path and leave the band.

Those are just some examples of how music can give you something to think about. But not only to make you think or remember, but also exists songs that lyrics show happiness, or the rhythm make you happy, other songs make you dance, others make you cry or miss someone or something. In addition, making the students sing the song can help them to improve their confidence when they speak and familiarizer themselves with the sounds, even the articulation can improve. Talk with confidence, listen better when someone is talking to them. Music is the key to making them improve.

Similarly, Ulate,(2012) from the UNA (Universidad Nacional) gives an idea, of using in this case, music, to improve and teach pronunciation. The author said that using music is important, students of most the ages pay attention to music but this resource has never been in the count even though, can teach the production of the sounds, also the teacher can use

songs to analyze what they understand, the grammar, or what the teacher required.

Moreover, he says the impact of the music, how music does have the power to change the mood of the person, the kind of music when a person is in a specific mood, and what kind of music can make you more energized for example, what kind of music make you dance, and the questions and answers related to music are impressive a lot. Even music has been changing or saving many lives. The power of music in a classroom is unknown because teachers are afraid of how it could work if the student does pay attention to the meaning or the grammar that was used to create that song, or even if they cannot have the proper requirement to put music in their classrooms. On the other hand, music not only can be useful in listening or writing skills but also can teach how culture, and how does that instrument play in most the Asian music? What is that instrument and why do they play it? The story behind that instrument. That is just an example that can open a conversation. What do you know about Asian countries? Do you know their food? How do they dress? Is different from us? What languages speak in some specific Asian Countries? As a tourist, which places can you visit? Those were just some examples that a teacher can ask just for a song. As the author says (Ulate, 2012), “Students learning English as a second or foreign language might have pronunciation difficulties, depending on their native language and how similar its sounds are to those of the target language.” How choose the correct song, maybe is difficult but the teacher can choose the sound according to what the student likes and the level of difficulty. Keep those things in mind, the teacher can create a perfect class using music.

1.5 Scope

This research is focused on how to improve the listening skill and the speaking skills and make the teacher how to use audio as a strategy to improve those areas in sixth-grade students in the First Quarter of 2023 in the Santiago del Monte School.

1. The research is observing a group of Six Grade and seeing which level of English they have and making them improve more.

2. The research is important because people do not care so much about pronunciation, they prefer to focus on grammar or speaking, and listening is secondary when should be the same important as the rest of the skills. The system in Costa Rica is bad compared with other countries in education of English as a second language. Some teachers do not have the level that the ministry is wanting (C1 or B2, depending on which was the higher level), the methodology, and how the teacher does not care about pronunciation, and if they do so, their way of explaining the topic can be traumatic for some students. The books that they required bring zero pronunciation, and they did not teach you this until you study in the university, some courses, or by curiosity.

The audio is just a different method that most teachers do not use, and if they do so, they do not do it as should be. Audio is a tool that most people have 24 h/ 365 days a year, exist many apps or platforms to search and find music. Music is almost in every corner of the world.

3. The research will help other teachers in how to use audio as a strategy in teaching English as a Second Language.

4. The expectation is to improve consideration of the English level of the students.
5. This will help teachers who want to use music in their classroom but want to make sure how to do it correctly.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 What Pronunciation is

In this chapter, the research will present all the theoretical terms of the research. First, the researcher explains what pronunciation is and how it relates to the listening skill, speaking skills, and written, skills second, how to teach pronunciation and show some examples, then the sounds /θ/ and /ð/ and how to pronounce those phonemes also in this part, it will explain the speech mechanism, what are fricatives, and the part of the body that must use to pronounce those phonemes correctly and finally a description of the sounds.

According to Cambridge Dictionary (n.d), pronunciation is how people say words. Also, it is important to keep in mind that pronunciation is the support of the oral language that helps communication skills. Without pronunciation, people cannot communicate correctly or even cannot share their thoughts or opinions, even if they know the grammar and know perfectly what they want to say, without pronunciation cannot do anything. For example, the phonemes and the way to pronounce them make learning unfamiliar words and the correct pronunciation easy. All know the importance of pronunciation but, what are listening skills? According to Williams (2018), the ability to address sound is an important and integral part of communication. Listening skills help us to communicate better, and receive information about anything because of this, vocabulary is also important when people are learning a new language.

Pronunciation is not just how we pronounce the words, is all known about the rules or at least the strange figures that appear on transcript words. We must understand that

pronunciation is not just about learning how to say the words, it is also about knowing how to pronounce them correctly, the rules, and everything that involves this. There are some rules if you want good pronunciation. And for those who are teacher or student that are learning English and feels that pronunciation is complicated, is not if you transcribe the words. Little by little, step by step, is an achievement that is not impossible. Not if you keep trying and look for a teacher that can help you. Everything is a process. And one recommendation is to learn how to transcribe. Pronunciation is not only articulating the words but also the sounds, the intonation, and the rhythm. These three things are known as "The Tripod of Pronunciation."

The first thing in the pronunciation tripod is the sounds, in this case, the vowels and consonants. According to Guerrero and Pérez (n.d), to pronounce the vowels in the correct form, the air stream comes from the lungs, after passing through the larynx with the vibration of the vocal cords. Furthermore, they are different factors for classifying and describing vowels monophthongs that are seven. Part of the tongue that is raised, degree of raising of the tongue, lowering of the jaw, tenseness, duration, position of the soft palate, and position of the lips, are the factors to keep in mind. On the other hand, the consonants, some factors to classify and describe are the place of articulation, which are nine different ways to classify them, manner of articulation, presence or absence of voice, and finally the position of the soft palate. With those factors, people can know to pronounce consonants correctly.

Moreover, Guerrero and Pérez (n.d) said: "intonation refers to the use of melody and the rise and fall of the voice when speaking." People use the falling intonation in sentences in statements, commands, information questions (Wh- questions), confirmatory, and

question tags. Otherwise, people who use rising intonation at the end of the sentences it is because it invites the other person to continue with the conversation, also it is known for yes/no questions, and question tags that are real questions.

Another thing to keep in mind is that not only do people use one or another intonation, but people can also use both (falling and raising intonation) while speaking, people need to have a good sense of listening to identify those intonations.

Finally, rhythm, in simple words, rhythm is sentence stress and to understand English rhythm people must know the number of syllables in a word, with this information, speaking will be very smooth and understandable. Having one, two, three or even more syllables per word.

2.2 Sounds /θ/ and /ð/

English has two similar sounds when writing but is different in pronunciation and transcription. Those sounds are /θ/ and /ð/, these sounds are known as voiceless and voiced respectively. But why is the meaning of voiceless and voiced sounds? Well, to pronounce them correctly it is necessary to feel in your vocal cords the vibration, but if the vibration is absent at all, this means that the sound is voiceless.

2.2.1 Classification

The classification of these sounds is very interesting, the place of articulation is dental, the manner of articulation is fricative, for the sound /θ/ the presence of voice is voiceless and, on the other hand, the sound /ð/ is voiced, and finally the position of the soft palate is raised.

2.2.2 Production of the sound

To pronounce correctly these sound it is important to keep in mind first the place of articulation that both sounds are dental, this means that the tip of the tongue is between the upper and lower teeth, on the other hand, the manner of articulation is fricatives which means that the air goes out through the mouth with friction. The presence or absence of the voiced means that the vocal cords vibrate because they are loosely or slightly together or well, voiceless occurs because the vocal cords do not vibrate because they are fully open or apart. Finally, the position of the soft palate is raised. Guerrero and Pérez (n.d)

2.3 Tools for teaching pronunciation

Teaching pronunciation is not an easy task. Teachers should know about the International Phonetic Alphabet (IPA) to give the correct pronunciation of the utterances and support pronunciation with technological devices. On the other hand, there are different tools for teaching pronunciation. Some of them are defined and exemplified below.

Correct pronunciation of words in the English language is necessary to improve communication with other speakers and not misinterpret the words we say. However, something important about the language is it is pronunciation, since certain words may sound similar, but a change in the phonetics of it makes all the difference. It is a frequent problem, however, people need to check their pronunciation for the sake of communication, but it is very different from the accent.

Pronunciation is the support for the transmission of oral information and therefore, the element that conditions the intelligibility of the message. Pronunciation conveys the

oral message, so it can make it easier or harder for the listener to recognize words.

Pronunciation intervenes decisively in listening comprehension in one of its processes: perceiving. Pronunciation is the medium through which oral language is perceived. If the learner does not correctly perceive an oral text, he has difficulty identifying, understanding, and interpreting it.

2.3.1 Audio Visual Materials

There are four main skills in the English language namely listening, speaking, reading, and writing. Speaking skill is one of the skills that students struggle the most with; for example, some of the factors that contribute to the low level of speaking skills are the lack of exposure, low confidence level, and high level of anxiety towards the English Language. Therefore, one of the strategies mostly used to enhance speaking skills is the use of audio-visual materials. Audio-visual material is a technology-based strategy that has gotten many positive results for the students. Audiovisual material is a didactic resource that integrates sound and magnetic elements to facilitate the learning of specific content. Audio-visual materials may include slides, videos, PowerPoint presentations, and other digital or analog formats. These resources have traditionally been used in the classroom to provide a more enriching learning experience but are increasingly being used for distance learning and e-learning. Examples of audio-visual materials include Educational Videos, Films, Video tutorials, Slideshows, Audio CDs, Podcasts, etc.

Audiovisual material is a resource that uses the combination of sound and image to communicate a message. Audiovisual materials can be used in a variety of educational contexts, including language teaching, motor skills instruction, and teaching academic concepts. Examples of audio-visual materials include films, videos, and television

programs. Different materials can be used to make an audiovisual. These materials include the camera, video editing software, microphone, proper lighting, backgrounds, and many others. Visual and audiovisual materials are didactic tools that promote learning, including images, texts, and illustrations.

According to Celce- Murcia, Brinton, and Goodwin (1996), teaching pronunciation has been closely allied with the use of visual support and can be used also as a reinforcement no matter if the method is traditional or not. Teachers and students can use this method to understand better the language.

Audiovisual materials can help to present concepts in an objective way, clear, and accessible. Furthermore, it provides different ways of learning, stimulates the interest and motivation of the student, renews the capacity of attention, and helps to keep the ideas longer.

The introduction of audiovisual resources into the world of teaching was a very important step in the development of new pedagogical techniques. They are technological instruments that present information using acoustic, optical systems, or a combination of both; therefore, they can serve as a complement to the classic means of communication in education. Audiovisual media enhances interest, creativity, retention, and self-learning in students and can be used with great success in the different curricula created over time.

Audiovisual language represents a new language for education. Hence, audiovisual literacy cannot be understood as a simple optional complement to classical literacy. It is one of the many languages, but it also implies a change in the educational system and methodology. Incorporating the image and audiovisual into teaching changes not only the

way of seeing and analyzing the world, but also the way of studying it, transmitting it, learning about it, and interacting with reality and with others. Consequently, the importance of using audiovisual content in our classrooms, and knowing how audiovisual is focused in the curriculum and the school context.

It is important to propose ways of working with the image and with the products of an audiovisual culture that enriches schoolwork. The image is one of the most widespread modes of representation today, much more likely than words. Therefore, the question is, why is it crucial to consider the use of audiovisual materials in the classroom? Both students and teachers have the possibility not only of becoming critical consumers of audiovisual productions but also generators of their own and collective resources. By encouraging the use of audiovisuals in classes, all digital educational content and services are enhanced at the same time. The role of the teacher is transformed by appropriating the uses and techniques regarding audiovisual materials, interactivity, and new languages.

Audiovisual material commonly called video is underutilized in the classroom or, worse, misused. Probably due to a lack of training and positioning regarding the need to teach literacy in multiple languages or because the training is partial it is often limited to the technological dimension. Consequently, there is a lack of training in audiovisual as a differentiated form of information processing and, thus, as a specific didactic possibility.

The presentation of audiovisual material should not be seen as a way to entertain students or from a mere behaviorist conception in which before the stimulus "see" the response obtained is "know. " In other words, to know that there are emotions and languages, and these focus on attention that builds senses, appreciations, and particular messages. The video must have a previously formulated didactic objective.

As a teaching resource, it can be used at any time during the class and for many different purposes. Once it decides to use video as an educational resource, it must plan its development in the classroom. Some propose by way of suggestions, some possibilities of approach marking three structuring moments: before the screening, during it, and after it.

Before the audiovisual projection: This moment offers the possibility of motivating, creating expectations regarding what it is going to see, working on inferences and hypotheses, activating previous knowledge, and directing the focus of attention. As a resource you could use the name of the material if you had it or a still image and work with the brainstorming technique giving a purpose, an objective, and the desire to affirm or not assumptions made, at the same time that work on orality, listening, speaking turns, the use of language, among others.

According to the pedagogical objectives that have for the use of the audiovisual material can choose to project it completely or pause it at specific times to focus on relevant or concrete aspects. It can be worked with simple written activities entered before the projection and for whose resolution can sometimes be paused. Much will depend on the duration of the material, the age of the students, the subject, and/or the pedagogical objectives.

Finally, after using the audiovisual method, there should be a moment of reflection, debate, experimentation, reconstruction, narration, plastic, musical or theatrical expression. The possibilities of making or communicating from a certain audiovisual piece are innumerable and give rise to both group and individual work. The central thing lies in what this piece provides and how I interpret and use, take, or transform it.

2.3.2 Games

Kirkova-Naskova et al, (2021) showed a study in a Croatia classroom that show that the corrective feedback and the use of some techniques do not have satisfactory results. Showing at least, in Croatia, they are not worried about pronunciation and the teacher is not qualified at all, they also disagreed with teaching pronunciation. This is a call that the teachers that want to learn pronunciation are important.

Nowadays, students and teachers look for better pronunciation, during years people advised that going to a country whose mother tongue is English and living there for some time is a good idea to improve not only pronunciation but also grammar, listening, learning more about their culture and learn in general of the country. But, what happens to those people who cannot travel for any reason, and what to improve their pronunciation?

Games can help not only those people who have trouble with their speaking skills but also can help pronunciation no matter the age, games can help everyone. On the other hand, another simple way to learn more about pronunciation it is by watching cartoons and movies in English at home, cell phone, tablet, or computer. This is one of the great habits for learning a language because it allows you to enjoy movies and series with all the richness of the original, without going through dubbing, and facilitates contact with a multitude of different accents, always used in practical situations. Beyond fiction, on platforms like YouTube, there are a lot more resources to watch in English.

Review at home the words learn at school, high school, colleague, at work, hobbies, and other places can be another activity. Look for images that represent them and learn to pronounce them properly in English. People can print an image that represents that word

and the pronunciation of that word, this little activity could be interesting and another way to understand better that word.

The popular cracked phone game. It is a perfect and fun proposal to refine your pronunciation and share some family time. You know what to do: you sit in a circle and one of you starts by whispering a word into the ear of the person next to him, who in turn will whisper what he has understood to the next person in the circle, and so on. until everyone has participated. The last one will have to say what he has understood out loud and everyone will check if it matches the initial word.

You can also play to find words that rhyme with each other. For example, starting with a chair, your child can paint a chair, and next to it write or represent with pictures other words that contain the same sound.

Review at home the words that children learn at school. Look for images that represent them and learn to pronounce them properly in English. During game time, put all the figures on a surface and ask your child to hand you the one that corresponds to the word you are going to say. It's a fun way to associate sounds with pictures and easily memorize them.

2.3.3 Jazz Chants

According to Ruiter and Dang (2005), Jazz Chants are simple melodies with a varying number of syllables that be intonated with singing songs. Usually, these songs are short and can help students with their pronunciation, stress, and intonation, also are very similar to poems. Using Jazz Chants introduces and reinforces the language structures and functions of everyday spoken English. They provide an innovative, exciting, and effective

way of improving students' speaking and listening skills and finally, they are simple and repetitive, providing students with the language they can really use.

One way to do this activity is in groups, students work together to create new Jazz Chants following a determinate structure and then they must sing with this activity, students can find a way to like music. You can find activities in books that already have videos or cassettes, also on YouTube you can find activities like this for example with the information questions (Wh- questions), routines, parts of the house, and more, it is just to search a little bit.

2.3.4 Mimicry

Mimicry is a game to imitate another person. It is something that happens consciously or unconsciously. Babies see everything that their parents and everyone that are near to them do, and they imitate everything, the adult's behavior, the profession that they do (Good Therapy, 2015), and even how people around the baby pronounce the words (Justin, 2012).

According to Bercker and Berman (2017) learning English by mimicking American or British broadcasts may be effective for general conversation because the language that they use is general that everyone can understand. For people who are learning English, it is good advice to watch these shows and learn in which part of America or England they know the differences between one place or another, even the differences in the pronunciation of one or another state.

An activity for this can be mime words to improve pronunciation. Choose a series of words that children know, write them down, cut them out, and put them in a bag. Take one

and mime its pronunciation without making a sound. Through the movements of your mouth, the little one will have to guess what you said. In this way, children observe how the face moves by producing some phonemes. With time and practice, you can go from words to phrases. Little by little, difficulty can be increasing the piece of paper can bring animals, sports, professions and jobs, emotions, geometry forms, cartoons, superheroes, corporal activities, and more. Let imagination fly, and let the little ones have fun with this activity.

2.3.5 Phonics

The correspondence between letters and sounds is not equally close in all languages. For example, in English, there are few cases of a direct correlation between a letter and a phoneme, while in Spanish most letters are identified with a single phoneme.

In addition, phonics has areas of intersection with different language skills, such as lexical, grammatical, orthographic, and orthoepic competence. In these competencies, it intervenes significantly, since an insufficient level of phonics can hinder the use of grammar and vocabulary. Indeed, pronunciation is related to vocabulary since its acquisition implies, among other things, its correct perception and production in the oral language.

On the other hand, Phonics and grammatical competence have three zones of intersection: morphology, intonation associated with syntax, and finally, the rhythm of unstressed words. We have also seen how insufficient phonics causes spelling and orthoepy errors. We have also seen that phonics has two zones of intersection with pragmatic competencies. In functional competence, there are numerous communicative functions associated with supra-segmental elements, especially intonation, and intensity) that convey

an attitude or intention of the speaker, such as a question, interest, indifference, surprise, and others. Some activities that can help are:

- Dedicate some time each day to listening in English. They can be cartoons in English or songs. The important thing is to accustom the ear to English phonetics.
- Use technology to your advantage. Many fathers and mothers do not have a good level of English to read stories to their sons and daughters correctly, but some tools can do it for you.
- Look for different activities. Cooking classes in English, storytelling sessions, craft workshops, and more. The more varied and fun the exposure to the language is, the easier it will be for your children to discover English effortlessly. They will learn new sounds and words in various contexts to use while having fun doing other things.
- Pick an interesting and funny story and start reading it aloud while the kids follow along silently. In this way, they will learn to associate the written forms with the sound they have when pronouncing them.

2.3.6 Phonological Oppositions

Phonological opposition is the relation between two sounds that can appear in the same positions, and their difference implies differences in the meaning, Akamatsu (1992). An example of this can be the sounds /p/, /b/, and /t/, changing one of these letters can change the meaning of a word, for example, “pat”, “bat”, “tap”, (Samantha, 2022).

One way to do an activity related to this topic is by using similar words but changing letters that can change the meaning of that word. For example, using the phoneme /ou/, the words "out, loud, round" has different meaning since the word changed.

2.3.7 Poems

What is poetry? According to The Poetry Center et al (2011). Poetry is a way to make art using language, as musicians use music to express what they think or feel, painters use pain to express themselves, and poets use language to express themselves.

Using poetry or poems to learn English is interesting and unique. Poems are unique in many ways and can help learners to improve their speaking, writing, reading, and listening. Furthermore, poems can teach you a lot of vocabulary, rhymes, word choice, stress, intonation, and more. Besides all these benefits, another thing that can improve by using poems is how to use punctuation.

How to use poetry to learn English? Mark the words that you have doubts about with a highlighter that you think need stress or words that rhyme. If the poem has audio, you can be listening to the recording, and with this, your listening skill improves. Besides listening to the recording, read it aloud by doing this, your English sound more natural. Something that challenges your mind is to try to memorize the poem and practice constantly, and finally, write down all the words that you find curious or unknown to search for the meaning.

2.3.8 Reading Aloud

Reading aloud is a technique that can help learners to increase their vocabulary, sharpen their focus, challenge the use of intonation, and improve listening and reading skills. This technique is used often in classrooms where the teacher has a lot of students and uses the same text for everyone during this, students must stay focused on which parts are otherwise some teachers use this as a call to attention.

Another good thing to teach pronunciation is to make the students read aloud, with this they learn how to pronounce the words, the stress of the words, the intonation, and that if it is falling for some rules, the same thing passes to the rising and the sustained intonation, and the rhythm or in other words, the sentence stress. Not only reading is a good option, but also making talking between them can improve their speaking and understanding. In this activity, the aim objective is not too much the pronunciation, is the understanding, understanding each other is important to keep going the conversation (Brown, 2022)

Some teachers used different types of text and let the students read everything or otherwise, just a fragment. Depending on the teacher's criteria, the student must read more or just when the teacher says to stop.

Another thing that teachers do is not correct the student at the moment that they read, because they can lose their focus or rhythm and get anxious about the situation. Some teachers prefer to wait until the student stop reading and specified where the student makes the mistake and how is the correct pronunciation of the word or well, the stress.

Something that can be useful is first read something easy and step by step increasing the difficulty of the reading, but read always what you like or are interested in, that can help you to keep the motivation.

2.3.9 Songs

The songs are great for improving pronunciation because the verses are catchy and help little ones to remember and repeat them. You can sing at any time of the day, so it is easier to incorporate songs into daily routines. On YouTube, you will also find all kinds of educational songs which will teach kids and adults new vocabulary, rhythm, stress, intonation, and more.

People must remember that music is an expression of art, what the singers feel or think about some topic or even related a story, could be fiction or something that happened to them. In the world exist a lot of genders of music, from rock and trap, to pop or jazz. Even some countries have their music, for that reason, it is important to know about the country and its music and give it a try, you do not know if you like it.

For children, the best thing is to use songs according to their age and what they see in classes, and when they are on vacation or do not have anything to do they can listen to music but, the adult in charge must see what type of music is, the message of that song, and more. Children are like a sponge and depending on what they listening to, that could be an advantage or a disadvantage.

Some teachers do not use this source because the institution does not allow it or it is not technology to make it happen. Sometimes teachers do not use this because they know

their students well and know that they are not the type of music or on the other hand, they could get distracted about this easily.

Another "game" that can be used and similar to watching videos or tv shows is listening to music, any type that you like but put attention to the lyric for vocabulary and also check the pronunciation because some people pronounce different words because their mother tongue, some singers sing in English but their pronunciation can be weird, that does not mean that is bad to listening someone's songs that do not speak in English as a mother tongue. Another good piece of advice is to sing, even if you do not feel comfortable you can do it at home and alone, this can help how to pronounce the words, the rhythm, the stress, and everything. If you found something that you do not understand, you can ask Google or a teacher that can give you an explanation of that word.

2.3.10 Tongue Twisters

According to Oxford Dictionary (n.d), it is a sequence of words or sounds, typically of an alliterative kind, that is complicated to pronounce quickly and correctly. Tongue twisters are a great way to practice and improve pronunciation and fluency. They can also help to improve accents by using alliteration, which is the repetition of one sound.

Tongue twisters are funny, right? They are fun in any language and help practice specific sounds. They are short phrases, easy to remember, and ideal when learning new words and also when practicing to articulate them correctly. Teachers can use it as a game for students and increase their difficulty by doing faster or with more words. Could be even a competition, depending on the students.

2.4 Audio-Lingual Method

English is among the three languages with the largest number of speakers (at the native level and as a second language); it is the language people use more in business and during leisure travel in the world. For this reason, it is one of the languages people decide to study to complement their mother tongue. There are various methods available to the teacher to bring this language closer to the students and one of them is the Audiolingual Method. The teaching of English is very present in current education, both at the level of compulsory stages and in extracurricular education. To learn this language, it is necessary to work on comprehension and oral and written expressions, which include vocabulary, grammar, etc. But to get to the development of this language there is no single way; today different methods can be observed.

None is unique and perfect, but it is convenient to know them so that each teacher can decide on the methodology in their classes, taking advantage of the benefits of each one and thinking about the best way to promote the learning of a language other than their mother tongue. The audiolingual method or audio lingual method had its heyday during World War II. It is mainly based on the acquisition of a language through repetition, emphasizing oral expression and pronunciation. The teacher focuses on speaking in English (or the language you want to teach) while the students acquire speech patterns through repetition and analysis of spoken language.

The characteristics of this method are:

The formation of habits through repetition; Great importance is given to the development of oral expression and comprehension rather than writing; The mother tongue is not used, it is always spoken in the language that is intended to be taught; Grammar is taught

indirectly, with students learning it by listening; Use positive reinforcement for the formation of good habits. One of the most used characteristics of this method and that is still used today in the teaching of language listening and repetition, either of audio from native speakers or the teachers who offer the teaching. In the beginning, grammar was developed using this technique, but today it is mainly used to improve pronunciation, also offering the possibility of recording students so that they can listen to themselves later, compare their pronunciation with the correct form and analyze their mistakes.

The objectives pursued when using the audio-lingual method are several: Develop oral communication skills in the language you want to learn;

Possess a high level of pronunciation;

Fluency in conversations; Mastery of the language just like a native speaker; and

Advantages of its use in teaching English. This method is used in various languages for learning, combined with other methodologies and ways of teaching. In the case of teaching English, several advantages are observed to the use of the audiolingual method:

- By using English in the classroom at all times
- Relying on audio to analyze and compare the student's pronunciation with the correct form helps them to realize their mistakes more easily, achieving better pronunciation.

This method combined with others gives rise to a good teaching of the English language. As previously stated, there is no single way of teaching, the needs of the students must be observed, and the best way to promote the development of English as a foreign language must be chosen.

2.5 Audio-Visual Method

According to (Ekayantipt, 2012) The audiovisual method is a didactic method used to teach a foreign language to beginners. This method prioritizes speaking but after some classes, the teacher teaches the written form. This method uses a material with audio and combined with visual material, this method helps the student with the listening skill, and focus, and also by using technology can be interesting for students.

Using audio-visual methods does not have to be difficult for the teacher for example: connecting some electronic devices because teachers can use another easier way to use the technology, teachers lost valid time to make connections, searching for the same material that they know what it is but could not save it at home, sometimes the power went off and many things that they planned gone wrong, reunions, protocols, and many other things that happen in a day in educational institutions. The most important thing about using this type of material is that the teacher likes it, the students like it, and it is entertaining and educational. And the student must know the material or topic that the teacher uses it is because the teacher searches a lot to find that material for the students even for hours, looking as always to find the best material for them.

2.6 Usefulness of the Audio-Lingual and the Audio-Visual Methods for Teaching Pronunciation

Some usefulness of using the audiolingual method is using English at all times in the classroom a general context of English immersion is created that encourages the learning of the language and forces students to express themselves in that language in any situation, which develops self-learning looking for the correct way to communicate a message.

- Relying on audio to analyze and compare the student's pronunciation with the correct form helps them to realize their mistakes more easily, achieving better pronunciation.
- By emphasizing oral communication, learning of the same is created that facilitates contact with other English speakers.
- The formation of habits through repetition.
- Great importance is given to the development of oral expression and comprehension rather than writing.
- The mother tongue is not used, it is always spoken in the language it is intended to teach.
- Grammar is taught indirectly, with students learning it by listening.
- Use positive reinforcement to form good habits.

On the other hand, the audiovisual method is a didactic method that uses acoustic recordings accompanied by optical images. The advantages of audiovisual are many, for example: integrating image, motion, color, and sound simultaneously. This method allows you to play the same thing an unlimited number of times. Its use allows the student to assimilate an amount of information by perceiving it simultaneously through two senses: sight and hearing.

As can be seen, the important thing to improve the English pronunciation of the students is giving good practice through a variety of activities that may help people to identify the English sounds working, as much as possible, with entertaining activities. As above of this investigation, exists a lot of methods and activities that can be helpful.

CHAPTER III

THEORETICAL FRAMEWORK

In this chapter, we will apply the instrument, which will be audio, to improve the pronunciation of the phonemes /θ/ and /ð/. As we said before, these phonemes are similar but different and fricative sounds, but the difference is that one is voiceless while the other is voiced. The result of this research will be shown and evaluated in this section.

3.1 Research Approach

The methodology implemented in this work is qualitative. Thus, it is important to mention that this methodology is the process. An explanation needs to be more comprehensive; this methodology needs observation and they apply the corresponding instrument. In this case, collect data and the process of this data to give a better understanding of what is happening and why that result is. It is not just data; it also recollects information from the point of view of people who participate in the recollection of the data (Merriam & Grenier, 2019). It should be clarified that the people who participate in the interviews know that the information they give to this thesis will be classified. None of their personal information will be published. The student that participates in this is informed, and their parents too, that the personal information they bring will be as well classified and never be published. The parents signed an authorization that their kids would observe and did not require personal information. This study will help the teacher look for help teaching pronunciation to kids, benefitting the kids' age because their brains can catch the information more quickly than adults. This shows that if the teacher correctly teaches the pronunciation, it will be easier for them to keep studying English, and the pronunciation will be easier.

3.1 Research Design

A research design means a scientific approach. People investigate, and other people study what they study and see if there is any change. The results change, a new methodology is passing through, and slowly the authors share the knowledge from the past nowadays. Depending on your approach, you learn more and more about the topic you choose to make (Burkholder, Cox, Crawford, & Hitchcock, 2019). Just think about why you chose that topic. Need more information? Is there another technique or methodology to achieve your goal? There are always new studies and new information about that topic. People learn from what they did and look beyond what the last author could not see.

On the other hand, this kind of design can be judged by the quality of the information given. Exits four tests to judge the qualifications of the research. In this case, the four tests are Constructure validity, which means correctly using the contents. The second one is Internal validity which means the relations between certain conditions and they are giving other types of consequences. The third one is external validity which means the domain in the studies can be found. Furthermore, finally, Reliability means the process of the study and the data collection procedures that can be repeated with the same results.

3.2.1 Descriptive Research

Suresh (2018) said that descriptive research is when they observe, document, and describe a realistic situation. With this, we started a theoretical development. In this case, the students from Santiago del Monte school, from the sixth grade, are the people we seek. See the way they behave during this and how they take the lesson. A good thing to talk about this is that even though the institution is located in a complicated zone, the school's and the classrooms' infrastructure is good enough to give them classes in good conditions. Usually, the class is around twenty students, and this one is no exception. The class has

more girls than boys, but the few boys in the class are talkative and distracted of the class, but all of them are like that. Two were nice and calm, usually answering the teacher or asking questions. These kids also look like they have a good relationship with each other, even with the girls. The teacher has the assistance. She usually takes care of them when the teacher must go for anything. Unfortunately, they receive only forty minutes for English class, and the teacher needs more time to have the time she wishes to teach them. The class is big. The ceramic floor is three-colored and in a good state. They have four boards but use two for write. Both boards are white, and the teacher decorates the edges. Also, the other two boards are for decorating the class. They have a big map of the country and all the provinces (Costa Rica), a map of the world, letters and numbers in English, and some animals like bees, butterflies, trees, and flowers. Even though they are twenty students, they have more tables and chairs. They have some windows, little but enough to see through them and see the sunlight. Around the class are more classes but all of them are quiet.

In addition, the school has a psychologist, a section for talking with the parents, and the offices are in a good state. The director and everyone working there are nice, and the kids enjoy being there. They are creative and play in their playground. The kids also have where to eat, and their place and the cooker are always there. Some kids something does not eat in their house, and for this reason, the cooker is always there and cooking for them and the rest of the school. This includes the principal, the teachers, the students, and all the people that work there.

3.2.2 Action Research

Action research is a process that collects data and analyzes information. The research person looks for answers, solves problems, or understands a phenomenon (Efron & Ravid, 2019).

3.1 Information Sources

The information sources are data that can come in any form, like books, blogs, personal experiences, etc. All of this information can change depending on what questions you are trying to answer. Furthermore, all the information can be used for an organization or person.

3.3.1 Primary sources

In this section, primary sources are the main way to get information, usually books that provide information for a thesis, an investigation, etc. It is important to know that primary sources give people direct information and are the analysis's main objects (Ryan, 2022).

3.3.2 Secondary Sources

First, (Libraries University of Wisconsin- Stevens Point, 2022) said, "Secondary sources analyze, synthesize, evaluate, and interpret primary sources (or other secondary sources). Secondary sources are created after an event has occurred and are written by someone who did not experience or observe the event first hand". On the other hand, secondary sources could describe, interpret, evaluate, or analyze information from primary sources. Some examples of secondary sources are books, articles, documentaries, descriptions, essays, and more (Ryan, 2022)

3.3.3 Tertiary Sources

More than this source's information is needed to class them as primary or secondary sources. This information must stay with other information of relevance. Also, tertiary sources can be called reference work because they compile information from a wide variety of sources, which summarizes the information of the primary sources and describes and interprets the secondary sources (Ryan, Scribbr, 2022)

3.4 Analysis Categories

The categories of analysis constitute an aspect important for conducting the investigation (Gelman, 2018), considering areas of emphasis for this research: pronunciation, audios, consonant sounds, dental sounds, and audiolingual method.

3.4.1 Pronunciation

The ability to make sounds allows you to send a message so the other person can understand what is being said (Cambridge Dictionary, n.d.). The ability to emit sounds depends on the movements of the mouth, jaw, and vocal cords.

3.4.2 Audios

Audios are sound waves produced by humans or objects around us. Additionally, it can be described as any sound that the human ear can hear (ComputerHope, 2021)

3.4.3 Dental sounds

Dental sounds are those that, as the name says, is pronounced using the teeth, in this case, when the tip of the tongue extends outside the upper and lower anterior teeth (Pandula, 2013).

3.5 Data Collection Instruments

It is very important as it analyzes different problems with different techniques.

During this research, the researcher will be with the sixth-grade group of the Santiago del Monte School. Three different activities will be used, but reading aloud will be done. The pre-test and the post-test will be an image that they will read aloud. The pre-test will be read aloud. It will be like a diagnostic exam without knowing the dental sounds seen during this investigation.

3.5.1 Observation Checklist

A checklist was created, and the student's disposition, behavior, participation, and progress in groups 6-3 will be verified. This checklist will allow the researcher to find out the level of the group and the understanding of the sounds under study practice and then, little by little, improve and see if they can distinguish both sounds. Two checklists will be applied, one at the beginning and another at the end of the research. The final checklist will compare the results from the beginning of the investigation when the student did not know the difference between those sounds and now that they know about them, and then compare the results.

3.5.2 Pre-test

A pre-test will be performed. This is a diagnostic test to see how the students of that group pronounce the requested sounds. The pre-test is a short text called "My Mother's Birthday," which will be given to the students, as it contains both forms of pronunciation of the said sounds and will be given to students to read it aloud and see if they can say pronounce the dental sounds correctly.

3.5.3 Activities in between

Several activities will be carried out to explain the sounds to the students so that they can understand and use audio to learn and strategy. The first activity is to give students words combining both tooth sounds. They will listen to them through the researcher's voice and then identify which are voiceless and which are voiced. The second activity is to see and repeat the word according to the background video that they will have. First, they will be voiceless and then voiced, and the third and last activity is a YouTube video, a short story where they will see what the narrator says and repeat what he says. This short story has a lot of dental sounds, so that it will be of great help to students and the researcher.

3.5.3 Post test

The post-test will be the same text they read in the pre-test (My Mother's Birthday). Now, the students will have to read the text again, after several practices and days practicing these sounds in class, to see their improvement or if they have yet to advance as expected.

3.6 Collection data process and data analysis

Data collection will give insight into how to collect and measure information on the research results, which leads the researcher to provide answers to the relevant questions and evaluate the results. The students will work on the phonological awareness technique with two different consonants, /θ/ and /ð/, in read-aloud and repetition. A chart will be made where the students in the same group are compared, emphasizing the level they started with and the one they finished with after applying the different tools. The instruments will be worked on in approximately 4 to 5 sessions.

The researcher will also evaluate the students through a checklist of their disposition, behavior, participation, and progress in the different activities. There will also be a pre-test with a reading-aloud activity to better understand the areas the researcher will work on. Afterward, she will work on a post-test where she will work on reading aloud. During the first activity, the students will work with a piece of paper combining both sounds, repeating after the researcher. The researcher will tell them how they are pronounced; they must identify which ones are voiceless and which are voiced. Later, the researcher will watch a video and pronounce the words shown. Finally, with the activities, they will watch a video and repeat the sentences. In the end, a post-test will be made with the same text as the pre-test.

Chapter IV

Data Analysis

In this chapter IV, the results collected from the investigation will be shown. With this, we will verify the performance of group 6-3 at Santiago del Monte School. The population under study is a group with a total of 34 students.

4.1 Observation Checklist

The students entered at the indicated time, however, when they came from recess, they were still somewhat upset by the games. However, they quickly settled in and took out their school supplies. To this, the researcher must add that the teacher greeted them in English and then gave a short prayer that was also in English. After this, the teacher allowed the researcher to introduce herself and explain what they would do and work on. Out of the 34 students in total, only 21 decided to participate. The rest remained silent and

without interrupting for a while. Four students stood out for their active participation and curiosity to continue learning. The teacher never interrupted the class, only once, since a student with multiple sclerosis had to be taken home-due to some health problems. Some classmates were concerned since the student did not show or say anything that something hurt or that she wanted something. In addition to this, the girl has a significant adaptation since she cannot speak at all. Despite her age, her communication is a smaller girl, and her motor capacity is very reduced, and in addition, the girl cannot walk. Therefore, she uses a wheelchair.

After what happened, the students had difficulty returning to class since she was the first to see her that way. The teacher and researcher helped the students calm down and gradually resume class. It is also important to emphasize that in addition to this girl with significant adaptation, two more students could not participate orally; however, these three students remained silent while the researcher carried out the activities. When the teacher gave English instructions, many students understood what they had to do. However, after giving the instructions in English, she did it in Spanish. Since other students did not understand what she requested, they asked their classmates in Spanish or saw the classmates who had understood and repeated the action.

English language, the teacher gives instruction very similar to the one he had not understood. With this, she tries to make the student understand the keywords, and even if he does not know exactly what he is saying, he can be guided by the keywords. In addition to this, it must be emphasized that the teacher uses Spanish because the student needs help understanding the instructions. However, sometimes after the activities, the student relates

more with the teacher. The teacher's performance is generally very good, and the students are also very satisfied with their current teacher.

The teacher commented that, unfortunately, the students receive three forty-minute weekly lessons, one hundred and twenty minutes weekly. To this must be added that many times they cannot receive the full amount stipulated by the Ministry of Public Education (MEP) since students sometimes have a break so they can eat in the institution's dining room since, unfortunately, many do not have the opportunity to eat at home for various reasons, so every time they receive this recess is approximately twenty minutes, half of the class. Other times it happens that the teacher is sick and cannot attend, and since they do not have substitute teachers, they lose forty to eighty minutes. Other times it happens that because there is often no order and communication with the other teachers of other classes, the hours dedicated to teaching English do not occur as they should be; even meetings with teachers or parents mean these hours are not given. The good thing is that thanks to technology, when she cannot attend a school or see that she can help them improve, she gives them homework, and with this, she can evaluate the student's performance and knowledge.

Figure 1 Checklist that was applied

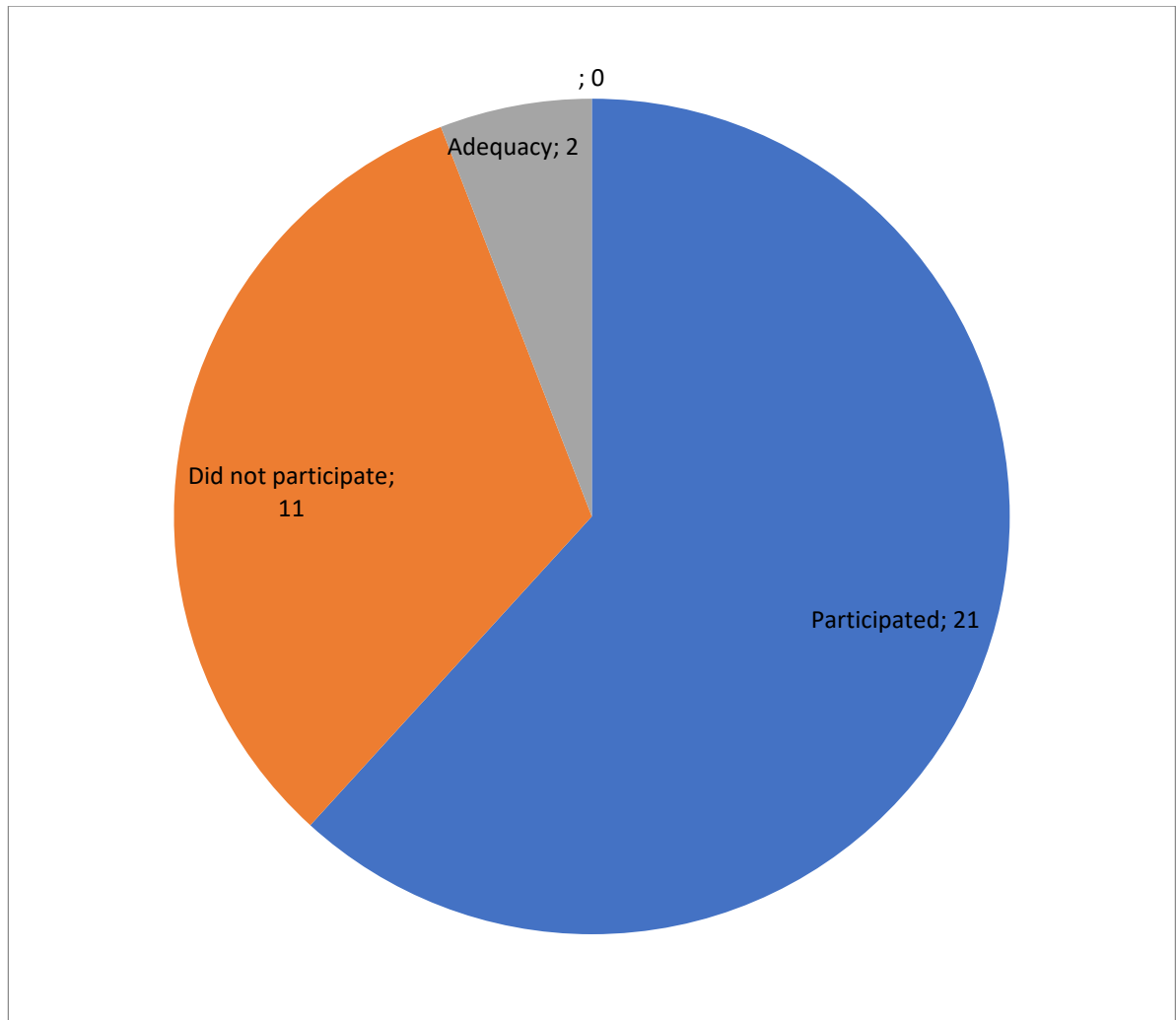


Figure 1 shows the results obtained from the participation of the students—source: Researcher's creation.

As can be seen, all-thirty-four students attended classes the day the pre-test was applied; however, only of which twenty-one participated. Moreover, two students with significant accommodation did not participate in the activity, and eleven did not want to participate in the pre-test. At the end of the pre-test, the researcher asked these eleven students why they did not want to participate. The answers given are represented in the following figure.

Figure 2 Reasons why 11 students did not want to participate

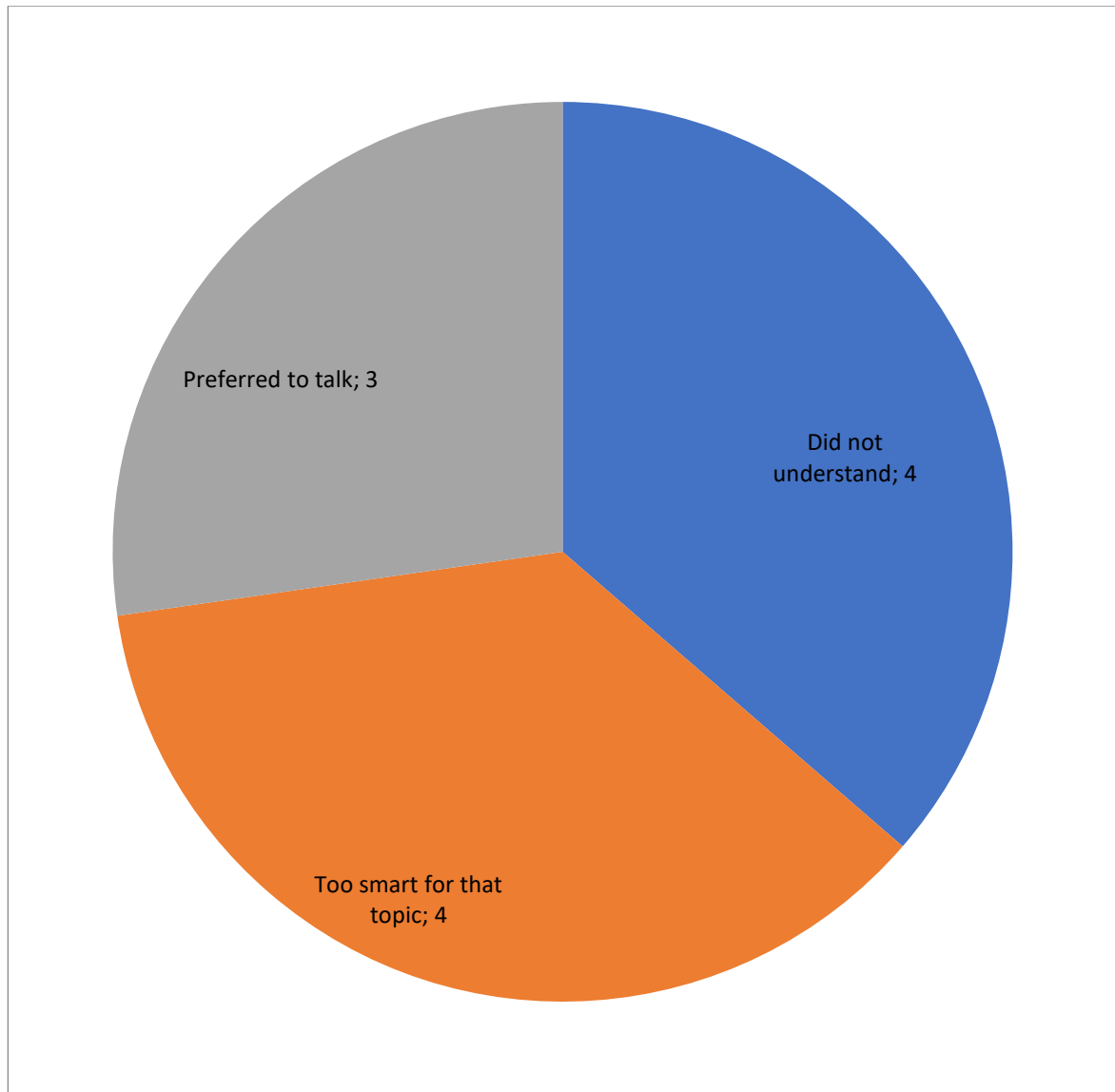


Figure 2 illustrates why some students wanted to avoid participating in the pre-test—source: Researcher's creation.

As it can be seen, four of them answered that since they did not understand almost nothing of the language, they are not interested. Four other students answered that they are really smart for the language and do not need an explanation of the sounds. Moreover, the three remaining students preferred to talk about something else before seeing the researcher's activity. It was also shown that if students master these sounds, their pronunciation will be even better than it already is. According to the teacher, they

constantly practice their pronunciation. Thanks to the arrival of the researcher and the practice of dental sounds, they already have a better base to practice since they will see those sounds later on. The level they had is really good and even shown in the graphic. Even though, some of them do not speak correctly or on the other hand, they do not speak in English they understand it, and it is because some of them constantly listen to music or watch movies in English. However, they are too shy to speak or because they think they need to have the level to do it.

Figure 3 Student's English level

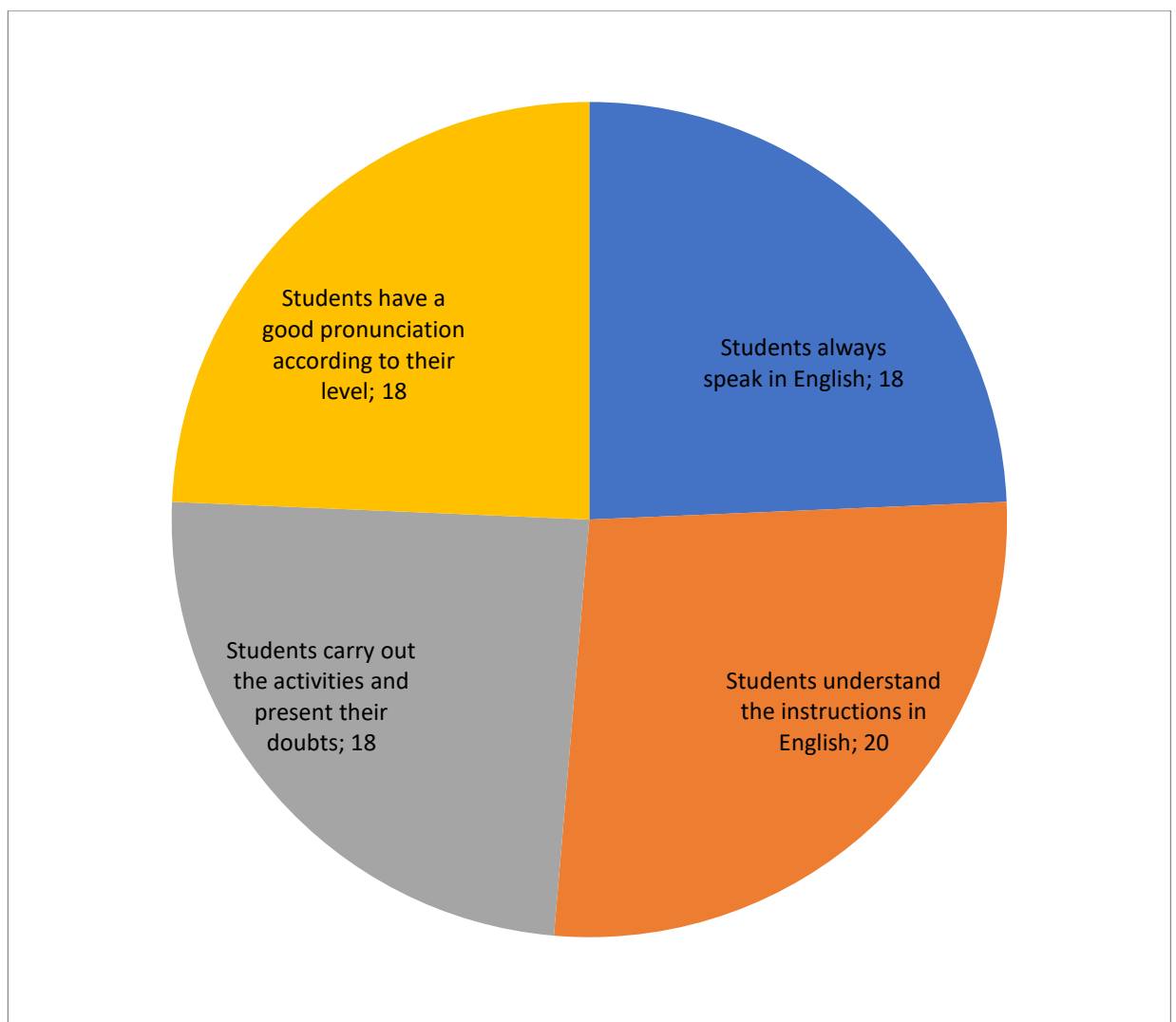


Figure 3 illustrates the students' level of the English language—source: Researcher's creation.

4.2 Pre-test

The pre-test was successful. To the researcher's surprise, the kids' pronunciation was very good for their age, level, and number of lessons the students received. The activity that was carried out for the pre-test was a reading called "My Mother's Birthday." This was a fairly simple text for the level of the students. The students pronounced the requested dental sounds very well, although several times it was shown that several students pronounced them the same way. Four students from this group stood out in their performance since at the end of the reading, they said that although they shared the spelling "th," they knew they were not similar and asked why and how they managed to identify each other.

Figure 4 Pre-test: text "My Mother's Birthday"

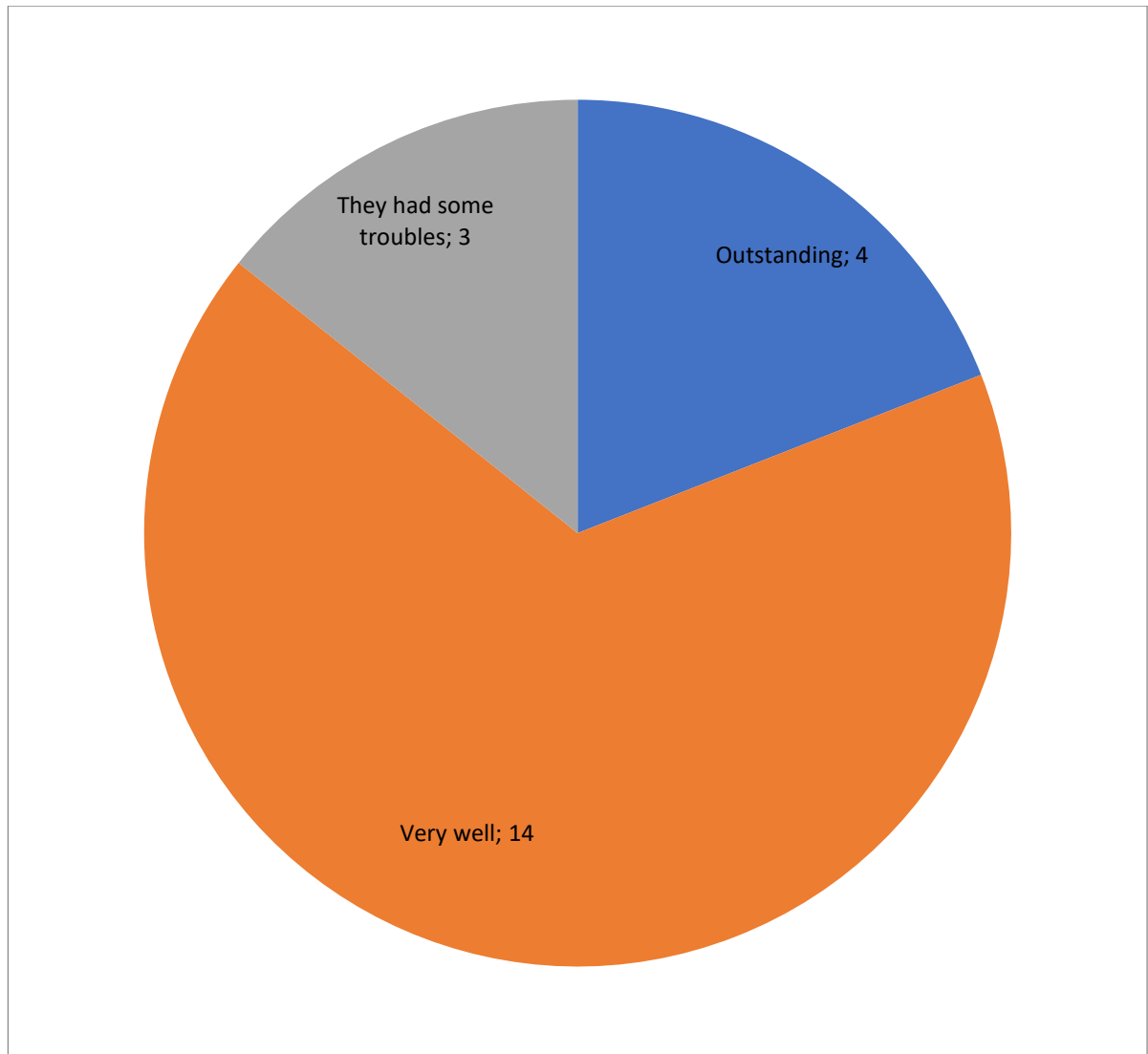


Figure 4 demonstrates the results from the pre-test—source: Researcher's creation.

4.3 Activities in between

The first activity was a series of words for a total of 6 words, including voiced dental sounds and another 6 words of dental sounds but voiceless. Some words were given to the students on a piece of paper, they had to identify the voiced dental sounds with blue color and the soundless dental sounds with black color, the researcher said the words. The four

students who discarded them easily had almost all the correct answers. While the rest of the students had a medium difficulty to identify them. According to their criteria, the four students who stood out said the activity was simple.

The rest of the class considered that the activity was difficult. However, they liked how it was done and what it was about. In contrast, nine said that the activity was at an intermediate level, not very difficult but not very easy. It should be ruled out that the twelve dental sounds did not all start with this, but some words brought this sound in the middle of the word or at the end.

Figure 5 Results obtained from of the first activity

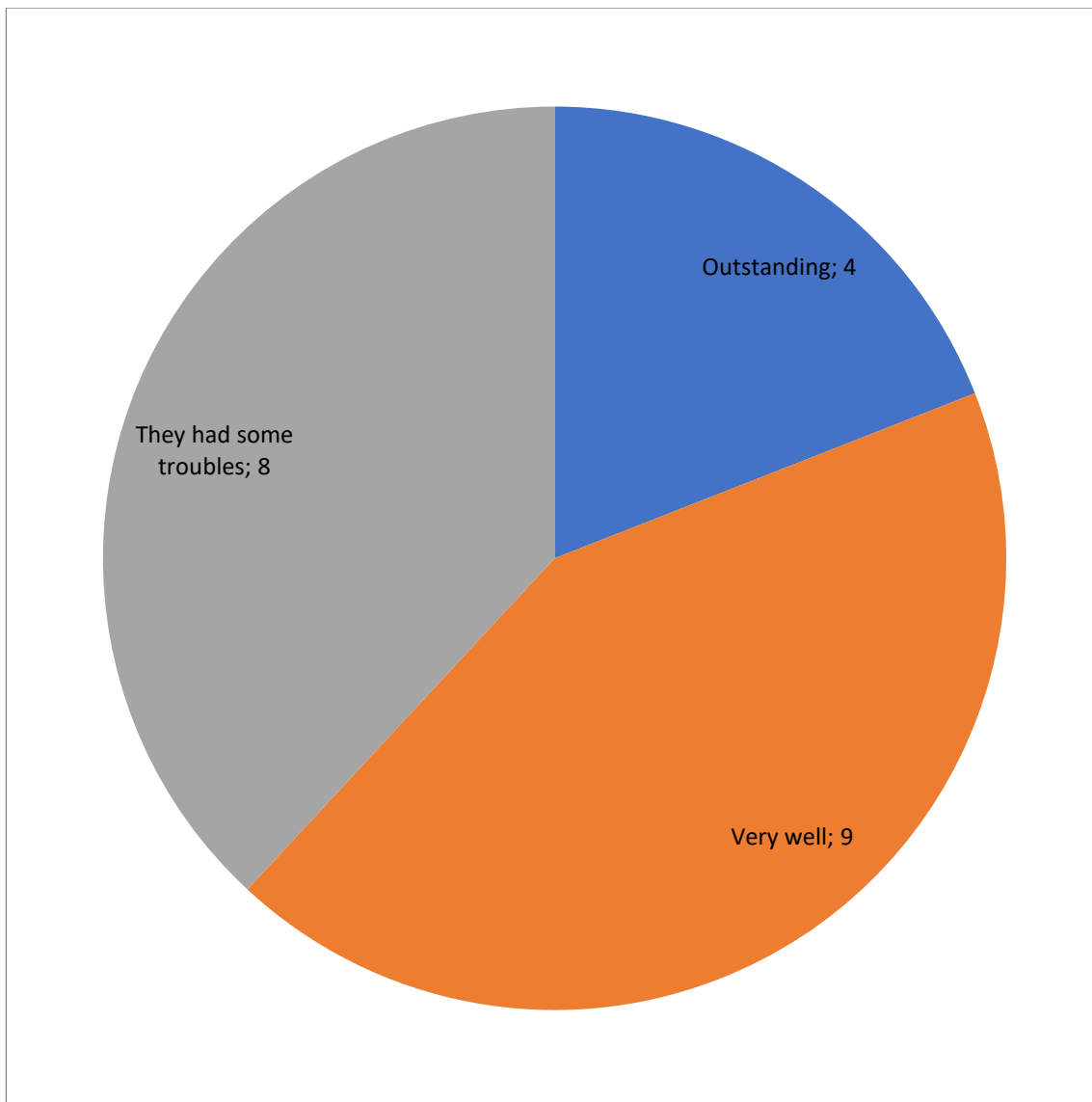


Figure 5 illustrates the results obtained from the first activity—source: Researcher's creation.

The second activity was a video where they had to repeat what was on the screen. Like the first activity, the words did not all start with dental sounds but contained these sounds in the middle or at the end of the word. In this activity, many found it more difficult because the person who read the words in the video said it with a speed considered high and they could not identify it correctly. They asked the researcher if she could play the

video again and repeat the word and more for those students who sat at the end of the class. It must be taken into account that the English teacher does not even choose where the students sit, it depends on the guiding teacher they have and some of them later explained that sometimes the activity was difficult for them but because they could not listen. Once the students said this, the researcher was allowed to position the students so that everyone could hear, and the results varied the first time and the second time. Showing that their positioning affected those who have a little hate.

Figure 6 Results obtained from the second activity

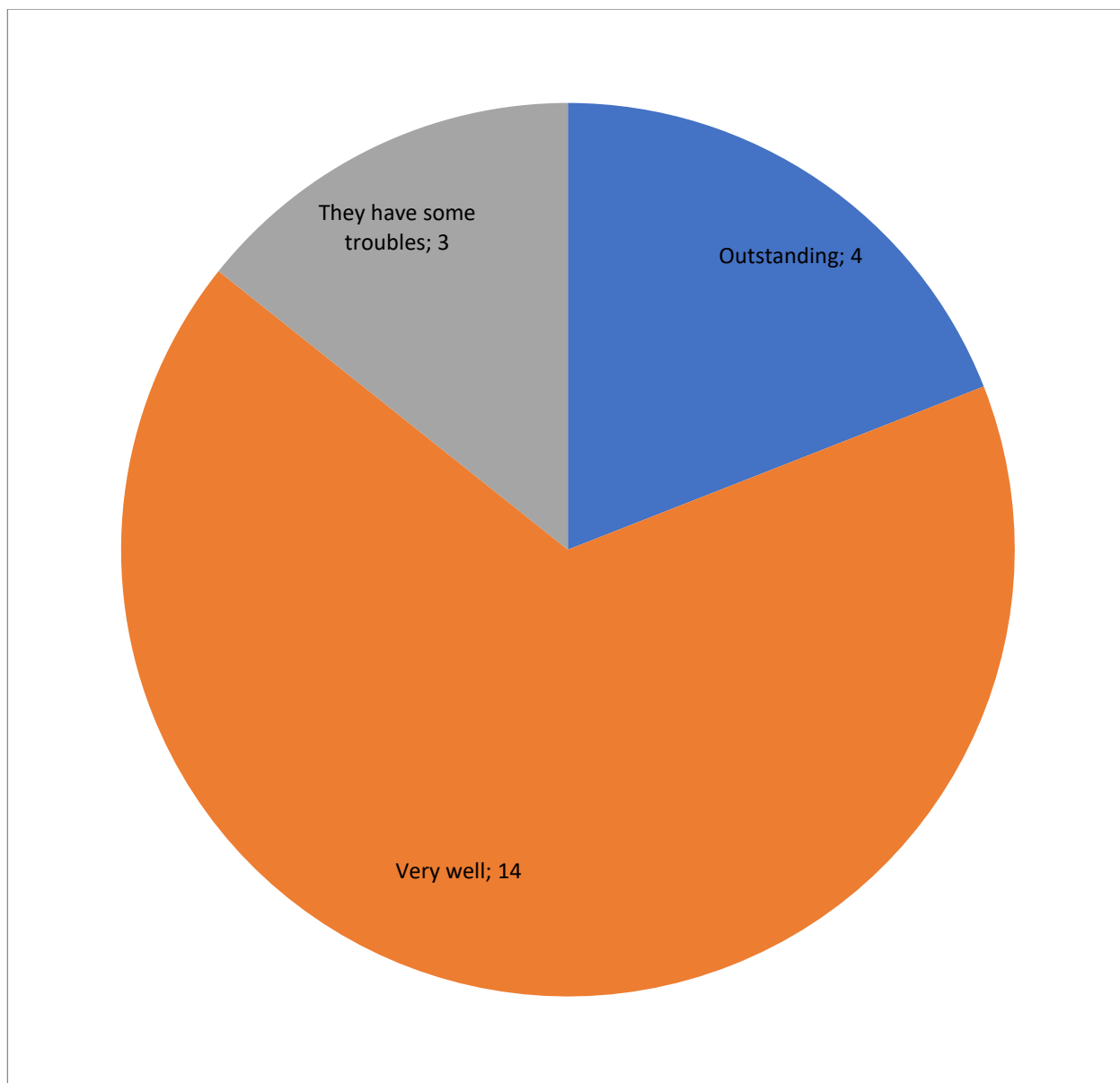


Figure 6 shows the results obtained from the second activity—source: Researcher's creation.

For the third and last activity, it was carried showed a video about a short story in a video, for this the students listen first and then pronounce what appears on the screen. Even though it was a video, they show some problems with certain dental sounds that have that pronunciation in the middle of the word. Moreover, they need some help with long words; for example, cathedral, further, something, weather, healthy, birthday.

Figure 7 Results obtained from the third activity

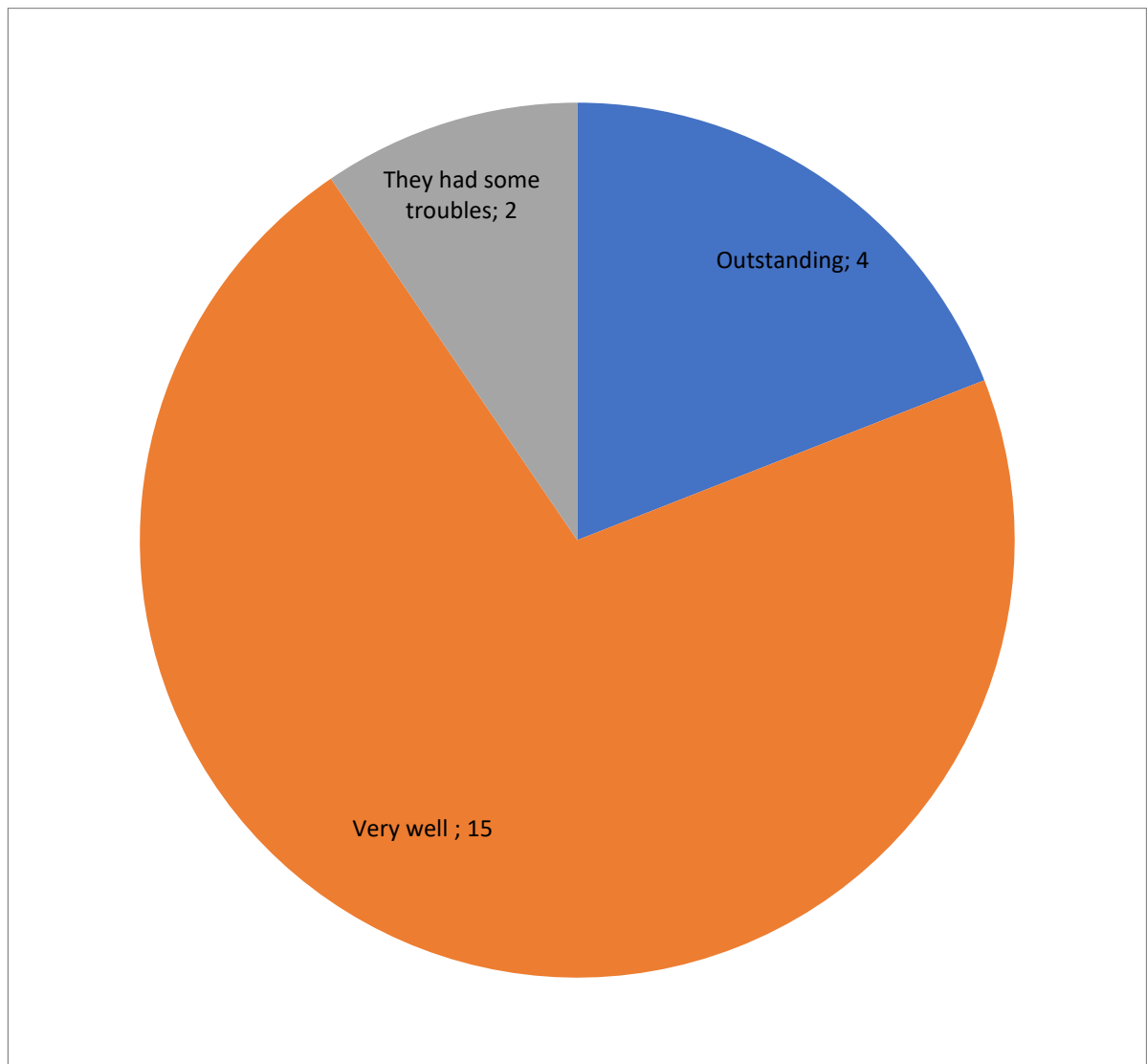


Figure 7 shows the results obtained from the third activity—source: Researcher's creation.

Without the researcher saying anything, the students just read and said which dental sounds were voiced and which were voiceless. Both the teacher and the researcher were surprised that the students themselves began to discuss these sounds since the activity was

only for them to read and pronounce. In addition to that his performance was very good and impressive for such an action.

Figure 8 Discussion of the sounds

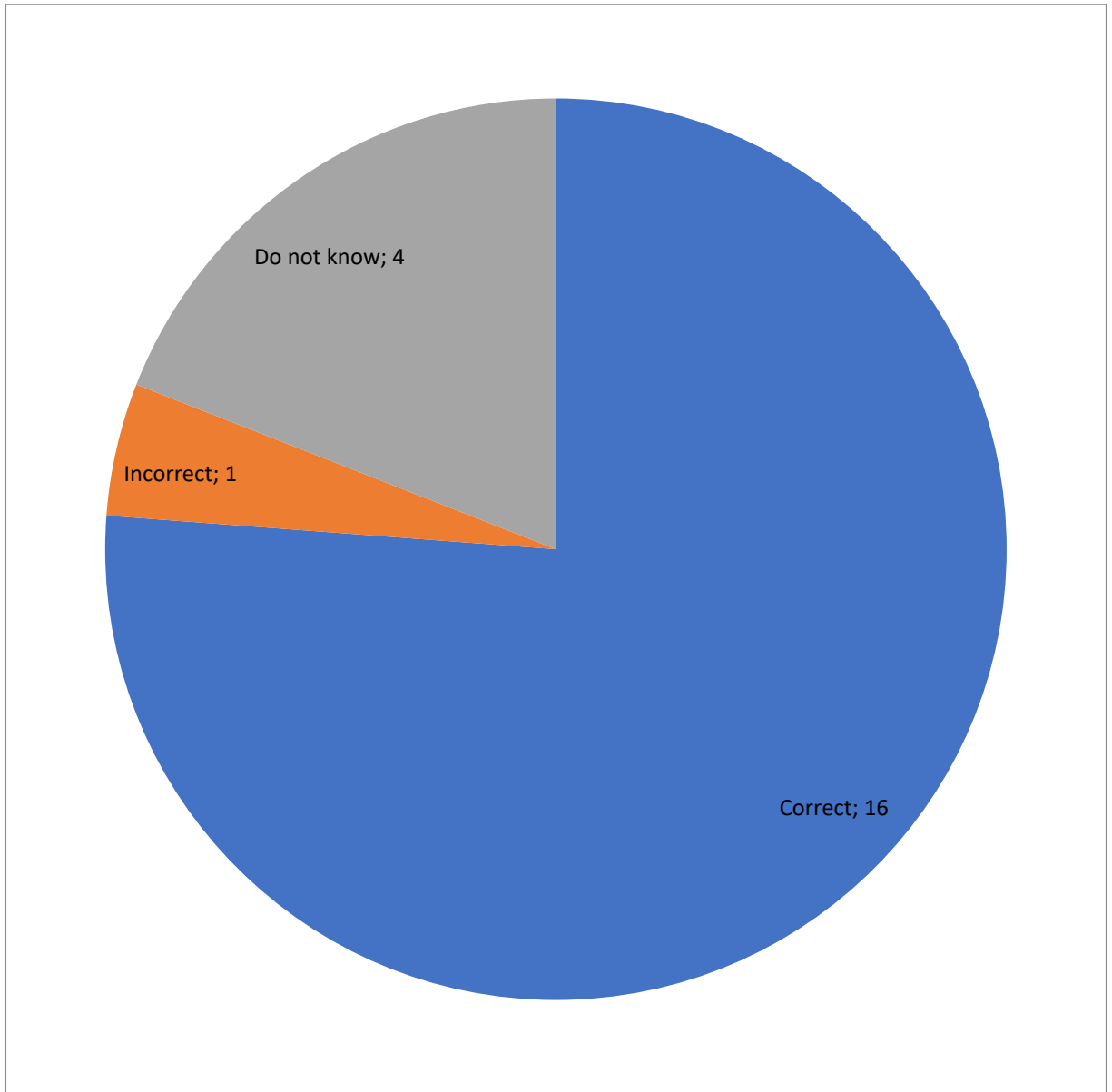


Figure 8 shows the results of discussing the sounds in the last activity—source: Researcher's creation.

4.4 Post test

After carrying out the pre-test and the activities in between, the researcher conducted a post-test to know the progress made by the 21 students at Santiago del Monte School, group 6-3, participating in the activities. The post-test that was done was the same text that they did in the pre-test. The text called "My mother's Birthday" from which it was concluded that the students had an improvement in seeing and recognizing these sounds, even their pronunciation improved thanks to this. The students did much better than before, their pronunciation and understanding of these sounds improved. As can be shown in the figure.

Figure 9 Results obtained from the post-test

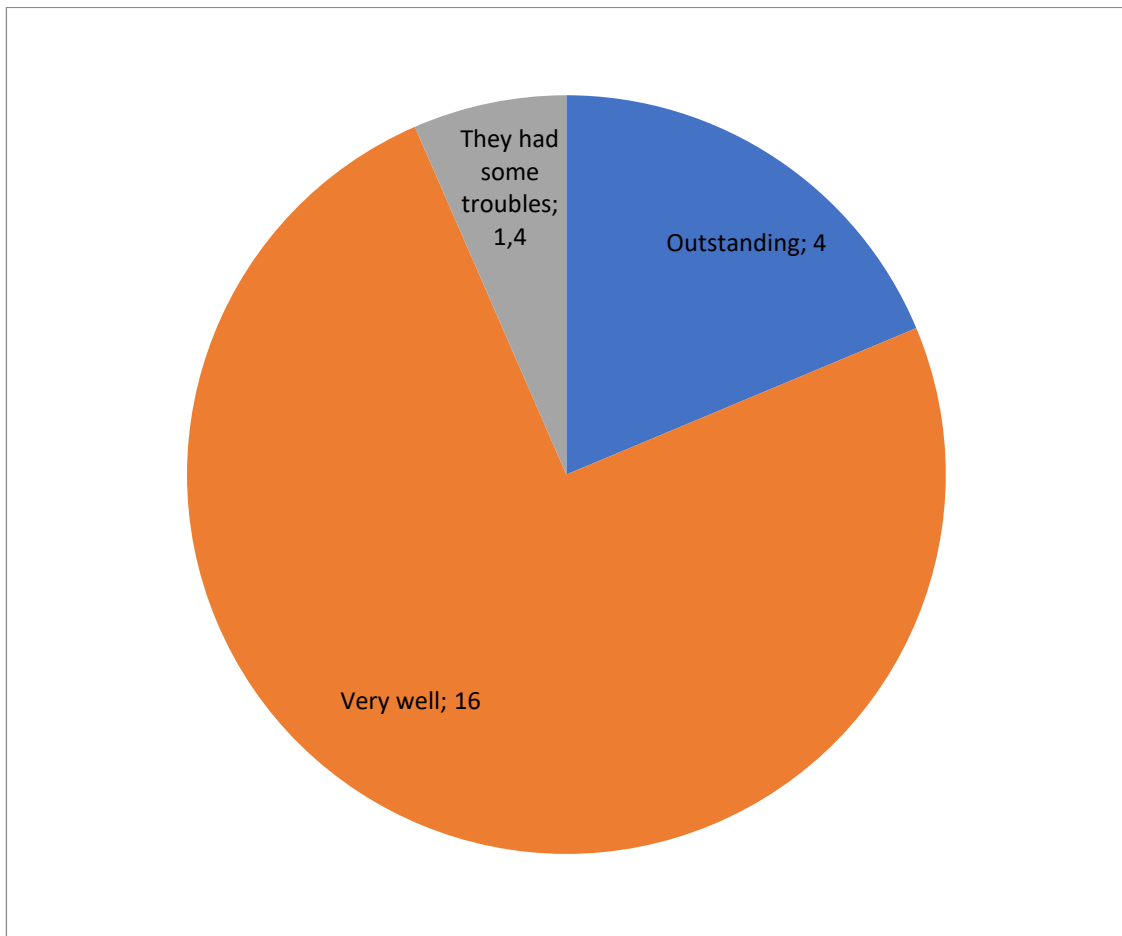


Figure 9 shows the results obtained from the post-test—source: Researcher's creation.

4.5 Final Observation Checklist

The last time the class was observed was very revealing, since after the researcher did as activities in between. A large majority of students improved their English exponentially. The class was very motivated and asked if there were more sounds, if it was like Spanish that has vowels, consonants, hiatuses, diphthongs and many more questions. They were very interested in similar sounds like the long I and the short I or the short U and long U sounds, since even though in Spanish we have a small part (A-E-I-O-U) they did not know that there were several variants for the sounds, and they became very curious. With the transcript, they commented that they "would like to learn more about the weird sound symbols" which both the teacher and the researcher were very curious about. In addition, it takes a bit for them to be interested in something like this, since it can be complicated if it needs to be explained correctly.

Additionally, after the researcher completed the final check list, the students approached him. They admitted that after everything they had seen, they had been looking for more information about dental sounds and other sounds over the days. Looking for YouTube videos of how certain sounds are pronounced and asking about how to know which sounds, when to put them, when not to, if the sounds have rules, why are there sounds that come out more naturally and others don't, because there are sounds in Spanish there are and not in English, or vice versa, because there are sounds in English and not in Spanish, and because even though the United States, Australia and the United Kingdom speak English, they have such different accents and if that changes in the transcription.

To the surprise of the researcher, the eleven students who said they were not going to participate admitted that the language is very difficult for them, and even more so because they have no one to help them (besides the teacher) and that there is practically no one at home to help them. help them not only with the language, but also in the classes in general. So now the teacher also communicated this to their lead teacher to take action. Other students came to the classroom without being exactly from that group (6-3) but also some students from other classes (6-1 and 6-2) who asked if they would also do the same as that group. A student approached the researcher with some embarrassment because of what the English teacher commented. The boy is very introverted but curious, this student asked about the sound schwa /ə/. Because she saw it in phone dictionaries, she was not sure how it was pronounced and because it is such a used sound but has almost no sound. To which the teacher and this student agreed to find out a little more about this. The teacher wants to accompany him in his search to see how far his curiosity goes. Since they also want to know a little more about dental sounds.

Some students also asked the researcher how they can improve their pronunciation in the future, which led to a small conversation about how audios, audiobooks, music, movies, TV shows, cartoons, among others, can help sharpen the ear and be able to differentiate the sounds, not only the dental ones as the investigator worth the redundancy, was investigating. He but also other sounds like the other student who commented on the schwa sound and the diphthongs that are different in Spanish and English. A key advice that someone gave was to do what you like but combine it with English, such as video games, and instead of putting it in the language that the person has as their mother tongue, it is to transfer it to the language that is being studied, In this case, English and even if you don't

understand much at first what it says, avoid looking for the word unless it is very necessary and try to find out for yourself what they are talking about or understand. At first it can be not easy, but as time goes by and the ear sharpens, the pronunciation also improves, and the person's vocabulary will increase.

One question they asked the researcher was why it is only sometimes pronounced as written in English, but in Spanish it is. Many asked the same thing and most of the time they asked many questions about these topics since they seemed to like the topic. Besides that, wanting to search for more about the topic has helped them improve and their curiosity increased exponentially. In the end, the students were nervous about their performance in the post test. Although both the teacher and the researcher gave them to understand that there was no mark for this, they did their best, saying that during the breaks they have at school, some would get together and talk about the sounds they saw with the researcher and practicing among themselves the words they saw all those days. They even tried to look for the same text but unfortunately they could not find it but found different ones and were practicing little by little.

Figure 10 Observation checklist 2

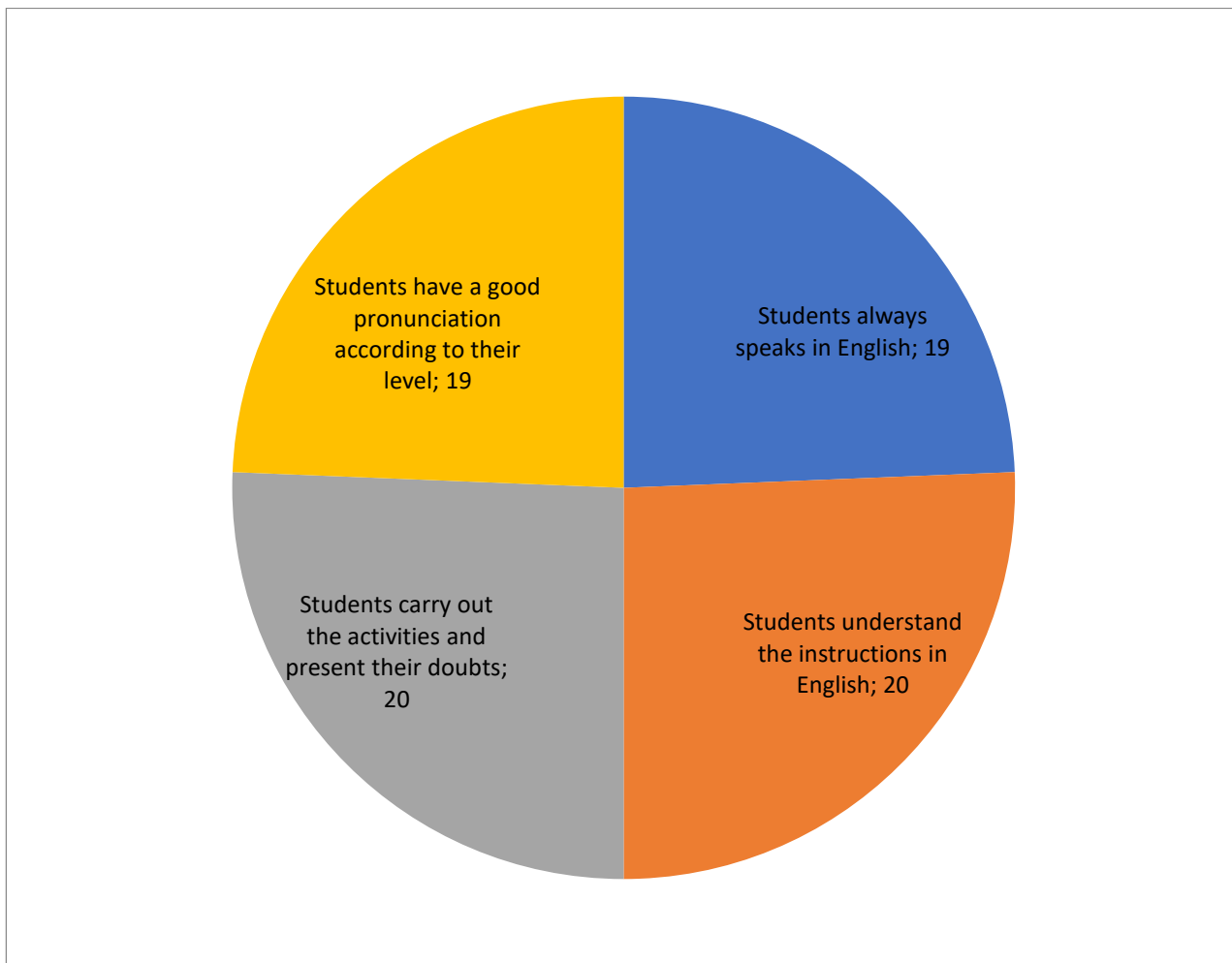


Figure 10 shows the results obtained from the researcher's second observation. Source: Researcher's creation.}

In the chart below, it can be seen how much the student improved,-not only the students without the adequacy were able to understand what it was required and do the activities. Even, they ask for help (in their way) most of the time writing in English and according to their teacher, that only happens after

¶4.6 Comparison of the Results Obtained

Twenty-one out of 34 students participated actively in the activities carried out by the researcher; however, four stood out for their performance from the beginning and the doubts that they and the rest of the students had. Unfortunately, several of them could not participate in the activity because they could not due to health issues or their significant adequacy, since this happens when there is a small delay or they need more support, be it class material or the teacher and his explanation. Because of three types of suitability, the first is significant suitability, the second is non-significant suitability, and the last is access suitability. The student with multiple sclerosis could not participate due to many health problems, but that did not prevent her from participating in the activities in her way. Furthermore, even, her communication, she spoke with the investigator. While the students adequately did not participate, the eleven students who could participate and did not at first when the researcher arrived had much respect. However, as these students went through the classes, nine of them gradually lost respect for what the researcher did and this was disrespectful to the teacher since she did not expect this type of behavior in the classroom. As he said, it is okay not to want to participate, but disrespect such as interrupting the class on purpose is not okay, and for one of the activities, the researcher had to stop so that the teacher could talk with said students. The other two students who did not want to participate remained silent at all times, which the teacher respected. The students who participated were very kind and achieved a very interesting improvement. One of his motivations was how the researcher approached the topics, being interested and curious.

The students after the Observation checklist showed that a little more students began to use English more and avoid Spanish, even this was already done before by the teacher but now after the activities that the researcher did, they gained more confidence in their

level of English and pronunciation, and although it is not perfect. It is ideal for his level and age, as is his grammar. It was also shown that the students maintain the same level as before and after the activities carried out by the researcher, and although there are two students with adaptations and one of them cannot really understand English as well as his classmates, the level is maintained. which is better as if it had gone down. Although it must be added that the students obtained a more varied and more complicated vocabulary for their age.

To the researcher's surprise, the number of students who completed the activities and presented their doubts increased. As previously mentioned, of the two students with adjustments, one of them who does not speak, can communicate better and understand what is being asked of him, although the difficulty of words has to be lowered a bit, that student in particular managed to communicate in his way in English and presenting doubts. Before he did not use the dictionary much but now he asks the teacher or his classmates if they can tell him how the word is pronounced and what it means—making not only an advance in his English level but also in his confidence to communicate it as previously said. Many students avoided English out of embarrassment, not exactly because they did not know what they were being told about.

Finally, the students' pronunciation also improved. One of the students who had more problems with pronunciation than the others ended up excelling amazingly, not only with dental sounds but also in general. At first, when the researcher came to the school, they had some problems with pronunciation. However, it was because he was trying to sound more native and wanted to speak fast, but anxiety and nervousness made him make mistakes, and he got even more frustrated. The teacher has tried to help her, but she always

got increasingly frustrated until she did not want anything related to English anymore. After the teacher helped them with some pronunciation tricks, little by little she improved, and they also helped her at home. In the end, they were one of the best students who correctly pronounced almost all the words, emphasizing that his pronunciation with the dental sounds was excellent.

Figure 11 Improvement of the students after the activities, pre-test, and post-test

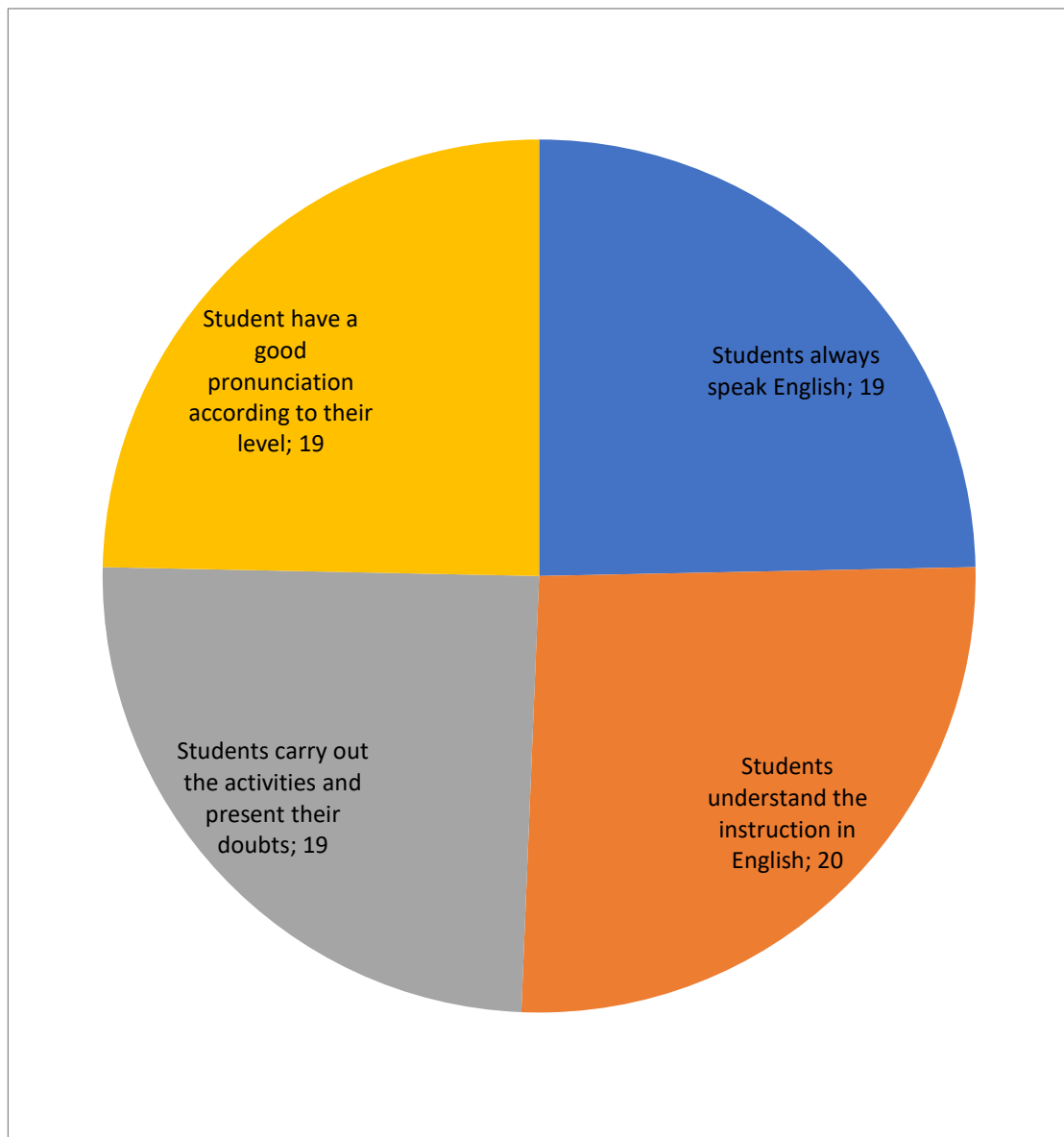


Figure 11 shows the students' improvements after applying the activities—source: Researcher's creation.

It can be seen in the final figure that, before, in the pre-test where it is being observed whether the students speak English at all times, there were only eighteen students who spoke English at all times. Days later and after several activities, the post test was applied, where a slight improvement in the use of English in the classroom was demonstrated, from eighteen students to nineteen students who speak English at all times, both permission to go to the bathroom or drink water, doubts about what is being seen, how they speak to each other and converse in English. Moreover, according to the teacher, even in some breaks they can be seen and heard, speaking in English, trying to improve it after the researcher's arrival. In the pre-test where it is being observed if the students understand the instructions in English, it was possible to determine that the level is maintained. Since of the twenty-one students who participated, all maintain the same understanding in the instructions. In addition, it can be observed that even one of the students who does not speak can understand the instructions in said language even better.

It can be seen that, in the pre-test where the students are being observed if they can do the activities requested by the teacher, as well as if they have doubts, it can be shown that before the pre-test eighteen students did all of the above but after After applying the post test, it was shown that the number of students who have advanced in the language increased by one—demonstrating that they can now do activities that they did not used to do before or present doubts. Finally, in the pre-test where students are being observed if they have a good pronunciation in English according to their level, it can be shown that the number of students who have improved their level of proficiency increased by one. English

but above all the pronunciation has improved. The students had an improvement or were maintained in certain aspects but never lowered their level.

If this could be achieved with twenty-one students, actually being a total of thirty-four, if in reality all of them had participated, the result could vary, however, based on comments from the English teacher, they are good students and their level of English is good. However, due to their age (almost teenagers) it makes them not want to participate as a group of younger children might do, where the activities carried out by the researcher could be somewhat difficult at their age, they could get a better result accurate—making changes to some instruments. Unfortunately, it could not be done but the result is satisfactory.

Chapter V

Conclusions and Recommendations

In this final chapter, the researcher will provide the results of the research on dental sounds thanks to the instruments applied, as well as some conclusions about the research based on the instruments explained in the fourth chapter of this investigation.

5.1 Conclusion

According to Webster's dictionary, a conclusion is the final part of something, in this case,- this investigation. It is also said that is the result of something, and as previously stated, of this investigation. Given the results of this investigation and the instruments that were carried out, the conclusions related to the specific objectives are going. Anyone conducting research must present their conclusions, as future researchers may benefit from the information provided at that time. In simple words, conclusions are

the result of one work. In this case, it is the conclusion of this investigation on the dental sounds /θ/ and /ð/.

5.1.1 To identify why the students have problems producing the sounds /θ/ and /ð/

It is important to state that the students at Santiago del Monte School managed to pronounce these sounds after the researcher applied the instruments correctly. However, when the pre-test was applied, it was shown that many had problems with the voiceless dental sound because they pronounced it as a voiced sound, not a voiceless sound. Later, while applying the instruments, little by little, they started to understand those sounds more. The researcher initially observed that they used English in the class. However, when they got anxious or nervous about the sounds (more when the researcher was there and the investigation of the dental sounds), they started to use more Spanish, and even the teacher noticed that and questioned why. In addition, due to the positioning of the tongue, and teeth, among others, it was sometimes pronounced as the a /d/ sound in Spanish, making them more confused and doubtful. Later they succeeded in understanding more about those sounds and being more confident and tried to pronounce them correctly without confusing Spanish and English.

Nevertheless, the researcher noticed that the pronunciation of the voiced dental sound was easier than the voiceless. They began to verify if the sound they were pronouncing was correct according to what they studied, and for some words, they learned with the researcher. They achieved what the researcher was looking for, and their pronunciation improved.

5.1.2 To propose appropriate activities using audio to improve the pronunciation of /θ/ and /ð/

The students' activities were made thinking on their level of English; however, the researcher noticed that the pre-test and the post-test were complicated since, according to them, it was a rather long text, and they had problems with a few words.

Their first activity was to repeat the words after the researcher. These words were a combination of voiceless and voiced sounds. Some of those words do not start the dental sound. That sound (or sounds) was also in the middle of the word, or well, at the end. The words with only the vocal sound were very easy for them, but when the words had the voiceless sound, no matter the position, they had problems. Some of them even substituted the voiceless sound for the voiced one, but they knew that was not good, and even the pronunciation change and the stress made the word even more difficult to pronounce.

The second activity was a video showing more words with these sounds, which they repeated. During this second activity, they noticed some words they saw in the first activity and remembered the pronunciation, making them better. These words were long (for example, "cathedral") they struggled, not all of them, but it shows that the short words, did better than the first activity. However, long words have more problems when the sound is voiceless.

The third activity was a video with text, so they repeated everything shown on the screen, just watched and repeated. They did this activity, and the result was good, but they did something that the teacher nor the researcher asked. Furthermore, they divided the words into voiceless and voiced on their own. Neither the researcher nor the teacher said anything and just watched and listened to what they had discussed. They asked the

researcher to put the video again and stopped when the person in the video who was reading the text finished those sentences. The researcher did it, and the discussion was interesting because most agreed with classifying the words voiced and voiceless. When they finally finished, they had a spokesperson who raised their hand and said all the voiced and voiceless words. This student did not do it alone. The rest of the class did all the words that this student pronounced.

On the other hand, the students have difficulties with dental sounds when they are too close to one another, for example, if there is a voiceless sound and the following sound is voiced or vice-versa, especially at the beginning of the pre-test. Nevertheless, during the activities in between, they improved little by little, and at the end, during the post-test, they proved that they could understand the topic better, and their English improved.

5.1.3 To evaluate how efficient the method was

The method was good. Even though their activities were most likely to listen and repeat, it showed that they were good because their English generally improved. According to the student, it was difficult, but because they were nervous, they did not know how to react or ask questions. Nevertheless, as the days passed, they got more confidence and understood more and more and realized that the activities were good for them and also to improve the pronunciation of the words that contained dental sounds, whether voiced or voiceless, they understood those sounds better.

Something that was also shared with the students and the researcher was to use simple listening and repeating and use cartoons, movies, and songs. Sometimes the simple videos are good, but if they like something, the result can be better. Also, something to read

but not in the group, something that they can read by themselves and make circles or marks with different colors to show what sounds were voiceless or voiced, that they have to try to look for the answers.

On the other hand, their confidence grew a lot, and they shared that they wanted a speaking activity, like a conversation, to show how much they had improved in their pronunciation without watching a screen or reading a paper to see which word was voiced or voiceless. They wanted to use that the researcher helped them and what their teacher taught.

5.2 Restatement of the Research Question

What is the effect of Using audio as a Strategy to Improve the Pronunciation of /ð/ and /θ/ in Six Grade Students at Santiago del Monte School during the First Quarter of 2023? It can be said and demonstrated that the students of said school achieved it, their level of English improved a little thanks to the strategy implemented. Although, at first, they had doubts and fears regarding this, they managed to improve their pronunciation partially, at least the dental sounds, which were the sounds under investigation.

5.3 Unexpected result

There were many unexpected results during the investigation. One of them was that eleven students wanted to avoid participating. The activities were simple and attractive, so the researcher thought they would allow the students to improve their pronunciation. However, when they refused to participate, this discouraged the researcher. Therefore, she tried to at least approach those who indicated that the language was difficult for them.

On the other hand, another unexpected result was that four students stood out in the activities that were carried out. According to the teacher, they are always diligent students, and their grades are always the best in the whole school. In addition, they are always willing to learn more, and it seems that English is a language that they like and that, in the future, they want to master it. The four of them had excellent behavior and participation. The students were smiling and raising their hands when the researcher asked something,

5.4 Recommendations

Finally, some recommendations will be given for future researchers.

To begin with, future researchers are recommended to speak at the institution in which they are interested in doing the research beforehand, making clear what they want to investigate in that institution. Unfortunately, if the person in charge decides not to give you the research opportunity, looking for another institution would be ideal. When talking to the person in charge of the institution, it is recommended that future researchers ask them if they need a letter from the University since, depending on many things, they can stay caught up with their research. Moreover, it is important to have several instruments in mind, since by resources of the institution or for different reasons, they may not be applied as the researcher would have. Moreover, with the instruments that the researcher has, you can also investigate other skills such as speaking, writing, listening, and you can also investigate some vowels such as "i" long and short sounds, as well as with the "u" sounds.

Finally, the researcher thinks that audio improves pronunciation, but videos are the best option for the class because of their age. In this way, they can see how to pronounce it correctly and not guess how they pronounce it correctly. Audios could be better for those people who know more about English and know more about vowels, consonants, and

diphthongs. These could help them train their ear and listen to the difference between one sound to another, and even practice transcriptions to know better how to pronounce the word correctly.

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Annex

ctivities	Excellent	Good	Regular	Can improve
Do students always speak English?				
Do students understand the instructions in English?				
Students carry out the activities and present their doubts?				
Do students have a good pronunciation according to their level?				
Do students correctly pronounce the selected sounds?				

