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**ANALYSIS OF THE APPLICATION OF THE LUDIC ACTIVITY
TONGUE TWISTER TO IMPROVE THE ENGLISH
PRONUNCIATION OF DENTAL SOUNDS IN BEGINNING
ADULT STUDENTS AT ESCADI INSTITUTE DURING THE
SECOND QUARTER OF 2022**

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

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Abstract

The purpose of this research work is to seek improvement in the pronunciation of dental sounds in English; that is, the voiced and voiceless variants of “th” applying the tongue twister strategy. For this process, a group of beginning adult students, who attend English classes at ESCADI institute, located in the central canton of the province of Heredia, was selected. The idea of choosing adult learners is that a fun classroom environment does not have to be just for children, but adults can also enjoy these types of strategies. To develop the project, the question was posed: What is the effectiveness of the Tongue Twister strategy to improve the pronunciation of the dental sounds in beginning adult students at ESCADI Institute during the second quarter of 2022? In this way, observations to the class were made, and a diagnostic test was applied. Subsequently, practices with tongue twisters were carried out with the participation of the entire group made up of sixteen individuals. Finally, the last evaluation was carried out to compare the results. Despite having a short time, it was determined that the technique did help improve pronunciation. The variations were few, but there was a positive effect. Based on these results, the recommendation is to include this technique as part of the ludic activities in class.

Resumen

El propósito de este trabajo de investigación consiste en buscar la mejora en la pronunciación de los sonidos dentales del Inglés; es decir, las variantes de “th” sonidos sonoros y sordos mediante la aplicación del método del trabalenguas. Para este proceso, se seleccionó un grupo de estudiantes adultos principiantes que asisten a clases de inglés en el instituto ESCADI, ubicado en el cantón central de la provincia de Heredia. La idea de elegir alumnos adultos es que un ambiente de aula divertido no tiene que ser solo para los niños, sino que los adultos también pueden disfrutar de este tipo de estrategias. Para desarrollar el proyecto, se planteó la pregunta: ¿Cuál es la efectividad de la estrategia Trabalenguas para mejorar la pronunciación de los sonidos dentales en estudiantes adultos principiantes del Instituto ESCADI durante el segundo trimestre de 2022? De esta manera, se realizaron observaciones de la clase y se hizo una prueba de diagnóstico. Posteriormente, se efectuaron prácticas con trabalenguas con la participación del grupo entero compuesto por dieciséis individuos. Por último, se hizo una evaluación final para comparar los resultados. A pesar de contar con poco tiempo, se determinó que la técnica sí proporcionó ayuda para la mejora en la pronunciación. Las variaciones fueron muy pocas, pero sí hubo un efecto positivo. A partir de estos resultados, se hace la recomendación de incluir esta técnica como parte de las actividades lúdicas en clase.

Table of Contents

Chapter I.....	15
Introductory Framework	15
1.1 Problem Statement.....	15
1.2 Objectives of the Investigation	17
1.2.1 General Objective.....	17
1.2.2 Specific Objectives.....	17
1.3 Justification of the Study	18
1.4 Antecedents	20
1.5 Scope	23
Chapter II.....	25
Theoretical Framework	25
2.1 Oral Production.....	25
2.1.1 Types of Oral Production.....	26
2.1.2 Role of the Teacher in Oral Production	27
2.1.3 Role of the Student in Oral Production.....	28
2.1.4 Difficulties in the Oral Production of English Phonemes.....	29
2.2 Introduction to Pronunciation.....	30
2.3 Language	32
2.3.1 Second Language Acquisition	34
2.4 Words Stress and Vowel Sounds.....	35
2.5 Intonation.....	36
2.6 International Phonetic Alphabet	37
2.7 The Syllable.....	38
2.8 Factors that Influence pronunciation	39
2.9 The Sound.....	41
2.10 Difficulties	41
2.11 Consonants.....	42
2.12 Dental Sounds.....	43
2.12.1 The "T.H." English Sound	44
2.13 Phonology & Phonetics	45
2.13.1 Phonological differences between languages	47

2.14 How to Teach pronunciation	49
2.15 Importance of Ludic Activities in the Teaching-Learning Process	50
2.15.1 Positive Aspects	51
2.15.2 Benefits	52
2.16 How to Use Ludic Activities in Class	53
2.17 Games as Strategy	54
2.18 Tongue Twisters as a Strategy to Improve English Pronunciation	55
Chapter III	57
Methodological Framework	57
3.1 Research Approach.....	57
3.2 Research Design	62
3.3 Information Sources	63
3.3.1 Primary Sources	63
3.3.2 Secondary sources.....	64
3.3.3 Tertiary sources.....	64
3.4 Analysis Categories	65
3.4.1 Definition of Ludic Activity:	66
3.4.2 Definition of Tongue Twisters:.....	66
3.4.3 Definition of Dental Sound:.....	66
3.5 Data Collection Instruments	66
3.5.1 Observation	67
3.5.2 Pre-test	68
3.5.3 Activities in between.....	68
3.5.4 Post-test.....	69
3.6 Collection Data Process and Data Analysis.....	70
Chapter IV	72
Data Analysis	72
4.1 Analysis and Interpretation of the Results.....	73
4.1.1 Observation	73
4.1.2 Pre-test	74
4.1.3 Activities in between.....	82
4.1.4 Post-test.....	83

Chapter V	90
Conclusions and Recommendations.....	90
5.1 Purpose of the Conclusion.....	90
5.2 Conclusions	91
5.2.1 To identify the errors in pronunciation of the English dental sounds on beginning adult students at ESCADI Institute during the second quarter of 2022.....	91
5.2.2 To apply the tongue twister technique to improve the English pronunciation of dental sounds on beginning adult students at ESCADI Institute during the second quarter of 2022.....	92
5.2.3 To evaluate the tongue twister technique to improve the English pronunciation of dental sounds in beginning adult students at ESCADI Institute during the second quarter of 2022.....	93
5.3 Restatement of the Research Question	94
5.4 Unexpected Results	94
5.5 Recommendations	95
References	97
Annexes.....	106
Instrument 1: Observation	106
Instrument 2: Pre-test.....	107
Instrument 3: Activities in Between, Tongue Twisters	108
Instrument 4: Post-test	109
Planning 1	110
Pre-test Plan.....	110
Planning 2	113
Tongue twister Plan 1.....	113
Planning 3	115
Tongue twister Plan 2.....	115
Planning 4.....	117
Post-test Plan	117

Table of Figures

Figure 1	76
Figure 2	77
Figure 3	78
Figure 4	79
Figure 5	80
Figure 6	85
Figure 7	86
Figure 8	87
Figure 9	88
Figure 10	89

Chapter I

Introductory Framework

Through this first chapter, details will be provided about the research to be carried out, such as the approach to the problem, which consists of the deficiency that may occur when producing certain English phonemes. Additionally, the main objectives intended to be achieved by applying a specific strategy to treat the proposed problem are presented. On the other hand, this chapter has data that justifies the research and some historical, national, and international background. Finally, goals or achievements expected to be obtained during the process are mentioned based on the research type.

1.1 Problem Statement

Detecting and exposing a problem in any field, whether labor or training, is important since this allows more research and proposes alternatives for the respective solution. Additionally, identifying a problem allows seeing reality in a specific activity and promoting the generation of projects with significant scopes. In the same way, posing a problem awakens the participants' interest to delve into the subject and explore other related areas.

When presenting this research work and the situation to emphasize, it is important to be clear about what posing a problem means or what it entails. On the Zippia The Career Expert website, Chris Kolmar (2020) states:

A problem statement evaluates an issue expected to be addressed or a specific condition that can be improved upon promptly. The problem statement explains the issue at hand concisely. It should address the problem's current state, the desired future state, and any gaps identified between the two.

Articulating a problem statement is an important tool to help communicate to your team what they are trying to solve on any given project. Ensuring everyone on your team understands the problem at hand ensures everyone is on the same page and working towards the same goal. It also ensures everyone understands the project's importance and what they are working towards.

After referencing a problem statement, the next step consists of presenting the details of the issue, which are set out below.

Students of a foreign language are constantly faced with certain obstacles that can delay their progress in learning, and one of the most common difficulties lies in oral production. In general, students have difficulties when trying to produce sounds that are not part of their mother language, which is challenging, especially if they have never been exposed to those sounds or have never had an experience with the new language.

It is common for Spanish-speaking students to have difficulties producing certain sounds in the English language, partly because these individual sounds do not exist in Spanish. This factor requires systematic work elaborated by the teacher so that the student can develop the necessary linguistic competencies with which they can have adequate oral production of the new language.

Among these sounds that are very common in English but not part of Spanish is the case of "th," which can have two dental sounds; one voiced sound represented as /ð/, and one voiceless sound represented as /θ/. As this topic represents a challenge to the students, an attempt will be made to determine whether the use of a ludic activity of Tongue Twisters has a positive effect on a better oral production of those allophonic variants. Coincidentally, on the website

SpeakMoreClearly.com (2020), there is a publication entitled "Why you get 'th' sound wrong in English," in which the issue of pronunciation of the "th" sound is addressed, and also a suggestion of using tongue twisters to practice and improve its variants, which is another example of the multiple sites where the topic is covered.

The different details mentioned above lead to a research question focused on a specific population: What is the effectiveness of the Tongue Twister strategy to improve the pronunciation of the dental sounds in beginning adult students at ESCADI Institute during the second quarter of 2022?

1.2 Objectives of the Investigation

The objectives, as fundamental elements in an investigation, guide why it is being carried out; that is, it highlights what is wanted to inquire or verify about a specific problem. In other words, the objectives function as guides in the investigation. They indicate the direction needed and represent the purpose of the investigation and what it is intended to achieve or demonstrate. From these considerations, the General and Specific objectives are stated below.

1.2.1 General Objective

To analyze the application of the ludic activity tongue twister to improve the English pronunciation of dental sounds in beginning adult students at ESCADI Institute during the second quarter of 2022

1.2.2 Specific Objectives

- To identify the errors in pronunciation of the English dental sounds in beginning adult students at ESCADI Institute during the second quarter of 2022

- To apply the tongue twister strategy to improve the English pronunciation of dental sounds in beginning adult students at ESCADI Institute during the second quarter of 2022
- To evaluate the tongue twister strategy to improve the English pronunciation of dental sounds in beginning adult students at ESCADI Institute during the second quarter of 2022

1.3 Justification of the Study

Learning a foreign language continues to be of great importance for the human being, which keeps the English language in one of the first positions in language learning, but this also entails certain challenges for learners, mainly in the production of sounds that are unfamiliar or do not exist in their mother tongue. This can become a frustrating situation for the student, as in many cases, some sounds can be difficult to produce and take a long time to achieve. Fortunately, there is the possibility of using different pedagogical strategies and helping students improve the pronunciation of some phonemes while reducing frustration or stress when the process becomes somewhat complicated.

The different difficulties that arise during the acquisition of a second language, as in the case of adult students, generate the motivation to investigate which specific areas are more difficult. In this way, and for this research work, it has been decided to choose a group of adult students who are beginners in learning the English language. The area selected for the study is the oral skill, where deficiencies or difficulties are detected in the production of certain phonemes.

Some phonemes that commonly represent a challenge for some students are the dental sounds /ð/ and /θ/. Therefore, the investigation will focus on corroborating that the students have problems with these sounds, and a valid instrument will be used to identify this situation.

Subsequently, a strategy or tool will be used that allows enough practices to be carried out to improve the production of the phonemes mentioned above. However, one of the pedagogical purposes of this work is to apply a strategy that, in addition to helping students improve pronunciation, also creates a pleasant and fun environment for them to practice. In order to create a more enjoyable, fun, and relaxing environment and process, the tongue twister strategy will be applied.

To achieve a more enjoyable practice and a more familiar atmosphere in the classroom, playful activities can be of great help, which supports and reinforces the idea of using tongue twisters in class to improve pronunciation. Many students may feel intimidated by traditional teaching methods, and they become quite serious, so there is the possibility that learners will not reach their goal easily and that frustration will increase. For this reason, it is considered that dynamic activities benefit the students' self-confidence. Through the playful activity Tongue Twister, it is intended that the student, along with the constant practice, can significantly improve the pronunciation of different sounds, especially those requiring more practice and effort.

In the teaching area, in addition to providing students with a large amount of information about various subjects, it is also very important to find a way to help them perform better and demonstrate that they are capable of achieving objectives and being competent in a certain area. This means that teachers must constantly evaluate the performance of their students and the effectiveness of the strategies they use during the teaching-learning process. Therefore, it is worth implementing innovative and dynamic pedagogical activities.

With this research, it is intended to emphasize and promote the usage of ludic activities for the process of learning a language; more specifically, in this work, the improvement in the pronunciation of the English dental sounds /ð/ and /θ/ on beginning adult learners through the

application of the tongue twister strategy. Using this tool will allow students to find a fun way to practice the language, as well as seeing an improvement in their oral production. In addition to being something entertaining, students will also have the opportunity to interact with other classmates creating a more familiar environment with which the fear of participation can be reduced.

Finally, this research work is relevant because it focuses on treating a phenomenon of phonetic interference, which plays an important role in the learning of a second language, so it provides important details to students and teachers since one of the fundamental aspects is the correct production of phonemes; that is, the proper pronunciation. It is also worth mentioning that the problem raised will be addressed through the type of qualitative research. Based on the above, it is also intended to identify and share the effectiveness of using a ludic activity as a strategy in the class.

1.4 Antecedents

Within the relevant elements when carrying out research work, the background is of utmost importance since it provides the reader with a clearer idea of the context and provides meaningful information from other similar studies that have been carried out, whether of a national or international nature, as well as historical data related to the problem raised. As part of the background corresponding to this research, the historical part will be addressed first, followed by data from Costa Rican research, and finally, some data from international studies.

Since a specific type of ludic activity called tongue twisters is being presented for this research, it is useful to look at documents that provide information about the history of this strategy. This is how on the StuDocu website with didactic resources, in 2019, Raquel Lopez from Casa Grande University shared a document with historical data on the tongue twister. This

document provides some definitions for tongue twister and mentions that the student may perceive this technique as a challenge or a game. However, within the most relevant aspects, it is mentioned that the origin of tongue twisters goes back many years to ancient Greece. The wise men of that time invented word games to educate and entertain, which they considered of great benefit for developing cognitive skills.

As expected, the Ministry of Public Education of Costa Rica (MEP), for some years, has been analyzing and putting into practice recreational activities in the classroom to provide different alternatives and strategies to the learning process. In 2015, Katherine Díaz wrote an article entitled *MEP promueve modelo de aprendizaje lúdico y dinámico*. In this article, the author shares details of the work carried out in a primary school, and the different play activities applied. This article was published on the official website of the MEP.

In the same article, Díaz refers to the comments of some ministry and school officials who expressed their positive points of view towards implementing these strategies. At the same time, they emphasize the usefulness and benefit of the pedagogical game in national schools and the viability of applying these tools in different subjects, adding that learning does not have to be boring. With the pedagogical game, knowledge is reinforced.

On the other hand, regarding the difficulties that Costa Rican students face when learning English, an important national reference is found in the research work carried out in 2016 by Kenneth Pizarro and Damaris Cordero, both from the National University of Costa Rica, and titled *Problemas fonológicos en aprendientes Costarricense de inglés*. The authors present the data they have obtained regarding the difficulties students encounter when learning the language, mainly due to the phonological differences that exist between Spanish and English, as well as the

case of sounds found only in the language English, so the influence of the mother tongue also creates complications when trying to produce unfamiliar sounds.

Among the results obtained, factors mentioned above stand out, such as the difference in sounds, allophonic variations, and sounds outside the mother tongue, such as the “th” sounds. However, they also determined that cultural aspects, according to the region of origin of students, are influential in the oral production process of a second language.

Concerning the problems that students can present in the production of phonemes, and specifically with the sounds of “th,” as mentioned in the previous example, the speech-language pathologist Karen George, on her official page, Chicago Speech Therapy, deals with precisely the pronunciation of dental sounds and provides recommendations to teach that sound, taking into account that it generates certain setbacks for learners. However, also, something very interesting is that George recommends using games for this purpose. In other words, she agrees with many professionals regarding the benefits of applying recreational activities in teaching. This represents a significant contribution from international research.

Another international contribution to the present research work is the investigation carried out by Maria Fernanda Arias and Diana Isabel Castiblanco from the Universidad Libre de Colombia, who in 2015 presented the document entitled *El Juego como Estrategia Pedagógica para el Aprendizaje de Vocabulario y Desarrollo de la Habilidad Oral en Inglés*. Based on the objectives set, they concluded that playful activities provide important help for the strengthening of values, generate a happy atmosphere in the classroom, and are a source of motivation for students to become more interested in learning.

As seen from the previous references, it is possible to find many research works that demonstrate the importance and interest generated by the issue of pronunciation and the difficulties that students of a second language may encounter. Whether at the national or international level, research works have been developed that highlight this phenomenon but also demonstrates the feasibility of treating and correcting the difficulty that arises. Similarly, it is possible to find documents highlighting the participation of new strategies to apply in the classroom and provide help to teachers and students to overcome obstacles and, of course, achieve the learning objectives.

1.5 Scope

Taking into account that this research is qualitative, based on the established objectives, and considering variables such as ludic activity, the dental sounds, and the tongue twister strategy, along with the descriptive and correlational study, it is expected to obtain useful information and results for the benefit of students who face the greatest difficulty in the topic addressed, as well as supporting teachers in identifying problems and applying different strategies to work with students. With this, it is also desired to motivate teachers to undertake the investigation and detection of phenomena that may represent inconveniences in the teaching-learning process. The estimated scopes for this research are listed below:

- From the observation and application of at least two instruments, identify those errors that the selected students present during the production of the dental sounds /ð/ and /θ/ in the English language.
- Apply a ludic activity known as tongue twisters to improve the students' pronunciation in the research.

- Carry out the corresponding evaluation to determine if the application of the strategy generated positive results regarding the pronunciation of the English dental sounds /ð/ and /θ/ in the chosen students.

These scopes are determined trusting that the type of research carried out in conjunction with the objectives will become a useful tool that contributes to the educational system; a way to motivate teachers and students by demonstrating that lessons can be taught more dynamically and that areas for improvement, in this case, pronunciation, can be addressed using non-traditional or boring techniques for students.

Chapter II

Theoretical Framework

This chapter will provide information that leads the reader through a series of relevant details about the broad field of oral production. The reader will be able to find interesting aspects about pronunciation and the factors that influence it. On the other hand, the person who consults this research work can also read about language and its acquisition, continuing with other elements in oral production, such as certain difficulties in pronunciation, Phonetics and Phonology data, and how to teach pronunciation. Within these topics, reference is also made to specific phonemes and dental sounds, concluding with the topic of ludic activities to improve pronunciation.

2.1 Oral Production

Oral production is considered the art of language; it is a linguistic skill that allows the speaker to express him/herself or establish a kind of interaction with the receiver, making it easy to develop communication in a specific environment or context. Oral production can be seen as applying techniques that help to communicate orally with precision; in this way, oral production contributes to the expression without borders on what is thought of. Although the oral part is really important, in most cases, this skill is hard to develop due to some factors that students tend to show. Then in concordance to Bueno, M., and McLaren cited on Arroyo, J. (2020), it is established the following about speaking:

Speaking is one of the most difficult skills language learners have to face. Despite this, it has traditionally been forced into the background. In contrast, we, teachers of English, have spent all our classroom time trying to teach our students how to write,

read, and sometimes even listen in an L2 because grammar has a long-written tradition. (p.20)

Around the world, people sometimes are afraid of speaking in public, even if learners try to speak in L2. Many English learners find it difficult to express themselves, ideas, thoughts, or points of view in spoken language. The English practitioners stop talking because appropriate and suitable words are not found. This reinforces the idea that oral production must be treated and significantly improved, especially since it is considered the most important of the four skills.

2.1.1 Types of Oral Production

Oral production plays a primordial role since optimal participation in society is guaranteed; it is through listening and speaking that communication is achieved. Oral communication is a substantial foundation in the educational period of people; through this process, people create relational bonds to function and solve different issues that arise in the long journey of life. As mentioned in *Strengthening Oral Production in English of Students with Basic Level employing Project-Based Learning* (2019, p. 24), "students who are interested in developing their oral production skills have the opportunity of improving their interaction with the world, creating an environment in which they will be able to express their ideas and thoughts."

This way, it is possible to affirm through oral production that students can express themselves. Moreover, it is relevant to recall that some types of oral production can help do this. Among those types of oral production are narration, Speech, Dialogue, and Interview. Additionally, it is relevant to mention elements related to this topic, like some techniques. According to Prodees (2011), oral expression counts on many techniques to be developed; for

example, **Storytelling** works to enrich and improve oral expression. **Commentary on poetic texts**. This is training for easy elocution, accompanied by comments related to reading. Another example is **Dramatization and theatrical performances**. It serves to educate in recitation, where an actor is assigned to learn vocabulary and reproduce it.

Discussion and Debate. They are considered formal aspects of oral expression. It can be stated that Discussion is more informal than Debate. **School conferences**: This element prepares students to speak serenely and accurately in an auditorium about their ideas or research results. Also, **The Panel** consists of an informal discussion of a specific topic by a group of students. Two more elements are **The Round Table**, where students express their similar and contradictory points of view, and **Symposium**, which represents brief talks or presentations on different aspects of a topic or problem.

2.1.2 Role of the Teacher in Oral Production

The speaking skill is as important as the other three skills; however, this skill is in the language instruction, the most abandoned in the English lessons by teachers. It is fundamental for teachers to improve activities that invite learners to acquire knowledge, which helps prevent students from falling unwilling and shy when practicing the English language. Speaking is a process that requires interaction, but it does not happen the way it should.

In traditional English classes, reading and writing have more attention than the lessons focused on speaking and listening, these two areas being weakened in the acquisition of knowledge by students. Without a doubt, learning to communicate in other languages requires much effort and perseverance. In this way, the information is acquired and processed more quickly. In this regard, it is worth quoting the following, “Teacher’s role in oral production is a

vital part in the learning process of each student because oral skill is as difficult as listening, writing and reading.” (Hernández, J. & Arturo, V. 2019, p.25)

It is relevant to remember the words expressed by Jeremy Harmer in his book *The Practice of English Language Teaching* (2007). Those words refer to teachers as gardeners since they plant the seeds of knowledge in the soil, which is the students. The facilitator must take care of the seeds planted by him/her. The knowledge must be taken care though correct instructions and good learning conditions that stimulate oral production. In English lessons, teachers are expected to teach and guide in a precise and effective way, as well as how to maintain order within the classroom. In addition to this, teachers are expected to provide their students with meaningful and quality education.

2.1.3 Role of the Student in Oral Production

Initially, the student's role should be considered passive in which the learner pays attention to the teacher's instructions without excessive participation, as a manner of not interrupting the knowledge being transmitted at that moment. The students are assigned to fulfill the tasks. This is a way of creating knowledge outside the classroom, even though the fact that, on many occasions, the tasks are not reviewed nor have some summative value. Then if they do not have a formative nature, the students are required to comply with what is asked by the teacher, so this becomes a fundamental piece for the cognitive development of each student. “Students’ role in oral production is essential to create an environment in which they have several motivations at the moment of expressing themselves in a communicative situation.” (Hernández, J. & Arturo, V. 2019, p.27).

It is important to remember that within oral production, the oral presentation must be clear and structured in its ideas on a given topic in order to inform or convince the audience. For this reason, oral skills require reinforcement and great commitment on the part of students, so this is also an essential part of the role of students. Of course, this function of the students needs instructors' support and good guidance with appropriate activities to achieve the objectives. As it was said in *Pronunciation – Research Into Practice and Practice Into Research* by John Levis and Ana Wu (2018, p.4), “Learners are both the most important, and the least understood, factor in the success of pronunciation teaching. Some learners seem to learn L2 pronunciation without much instruction, while others may learn little even with effective instruction”.

2.1.4 Difficulties in the Oral Production of English Phonemes

Teaching the English language in oral communication can be challenging for the facilitators; in this regard, one of the difficulties that students may present is the lack of people to practice with. In some cases, it is not given the importance that it requires. That is to say, there is not enough time to practice it, or the activities are not done properly. It is the duty of each teacher that learners can have the chance to communicate ideas comfortably.

Oral production is characterized by being one of the skills with the highest level of complexity when developing a foreign language called English, where related elements, such as fluency, gestures, movements, and context, interfere in the process that is carried out. Additionally, within oral production, some difficulties can be found that learners face during the long path of acquiring knowledge of a new language. Among the difficulties that students deal with are anxiety, lack of confidence, emptiness, problems understanding the subject, organizing ideas, teacher expectations, and time management. Anxiety and lack of confidence are problems that some students can suffer. This is due to the panic resulting from presenting or talking about a

topic in public and front of an audience. A high expectation can be crucial in oral performance since, most of the time, students can deal with it, provoking a lack of self-confidence when presenting.

The bad construction of structures in grammar and the lack of vocabulary can be determining factors that will not help the area of oral production. It is necessary to reinforce writing so that the student can produce that information in an oral form. Another difficulty in oral production is the lack of understanding of a topic, making it difficult for students to express themselves or talk about a topic they do not know. As a result, it is unfamiliar for them, thus creating confusion in response to the little knowledge students own.

2.2 Introduction to Pronunciation

Pronunciation is how the different existing phonemes are reproduced in a language. Good pronunciation always generates admiration in people who seek to perfect this skill, which is beneficial for the learner, as it helps to increase their self-esteem and also means a good image for native speakers. In this research, the language to be studied is English, so the characteristics and elements represented in the development of this section are merely attributed to English pronunciation.

Pronunciation is content within oral expression and comprehension that must not be ignored when working with other class content. It is necessary to treat pronunciation from the beginning so that students have fewer difficulties understanding the natives and, simultaneously, that recipients understand them. According to Pennington and Rogerson-Revell (2019), pronunciation is regarded as: “A type of skill in spoken language performance. It involves “learning to articulate and discriminate the individual sound elements or phonemes making up

the system of consonants and vowels” referred to a segmental aspect and “the features of connected speech and prosodic system” referred to as suprasegmental aspects” (p.4).

Regarding what was previously stated by the author, this refers to the harmony that all elements in pronunciation should have. That is to say that all the elements can be joined and that they reflect mobility when pronouncing. The place of elements that make up the acoustic parameters, which are phonemes or any sound element, must exist in the relationship.

Pennington & Rogerson-Revell (2019) state, "Pronunciation plays an important role in communication because it is the initial layer of talk." proper pronunciation contributes to providing a clear and precise message, where there is no place for misinterpretation of the information the speaker is trying to convey. The message is distorted when the speaker pronounces incorrectly, not communicating the intended information.

Some authors recognize that pronunciation is a fundamental component of effective oral communication; then, it is necessary to give extra importance to pronunciation classes. In this regard, Jones and Rogerson-Revell, cited in Nguyen, L.& Newton, J. (2020), affirm: "Pronunciation is an important component of successful oral communication." It is not possible that classes just get focused on teaching words as a way to expand the vocabulary word bank, stepping aside from pronunciation, an important element of oral communication. The teaching of pronunciation should enable the student to efficiently use the phonological competence of the target language in real communication or situations.

"Pronunciation is an important factor in learning new words. Thus, teachers should facilitate this learning by explaining definitions and demonstrating the pronunciation of these words". This quotation from Jones, T. Pronunciation in the Classroom: The Overlooked Essential

(2016, p.2) refers to the importance of learning words and pronouncing them, walking hand in hand as a whole bunch. Therefore, during the teaching process, it is necessary to recognize the importance of oral language as a means of expression, communication, and pronunciation as support to conceive as a skill to be taught and developed in that process.

2.3 Language

It can be said that language is a system of signs used by human beings to express feelings, ideas, facts, thoughts, or even abstract concepts. Therefore, language allows human beings to communicate. Language can be determined as a way of relating or interacting socially; that is, an exchange of communication, constituted by the opinions and ideas of each individual, but communication is a need that all people have; it has arisen since the beginning of time, and will continue to be an essential element in the development and evolution of society. To communicate, it is necessary to have a speaker and a receiver.

Naturally, the human being is a social being; everybody lives around other people, so somebody will need to express, talk or ask something at any moment. As it is said by Fatchul et al. *Language in Oral Production Perspectives* (2018, p. 1), "People use a language for fulfilling their needs; they use it for the sake of communication and interaction. In other words, people use communication in different contexts or environments, like at work, school, home, and supermarket, among many others. This is why it fulfills the needs generated in various contexts; language is the best tool.

Following the same line as the previous paragraph, language can also be defined as "a system of communication by sound, operating through organs of speech and hearing, among members of a given community, and using vocal symbols possessing arbitrary and conventional

meanings." (Pei (1966), cited by Fatchul et al. 2018, p. 2). In different countries, there is a variety of symbolic codes that help to communicate in different regions. Therefore, these symbols can change depending on the area in which the speaker is located. Communication concerning other languages presents similarities, such as using various organs to execute sound.

The social context plays a fundamental role in first language learning, providing the structure and content required. At this early stage of language development, the learner communicates more than he or she can encode. The situational factors, which sometimes condition what the individual can say, include objects, activities, and people of the communicative action, as well as other conversational variables, such as the perception of the situation.

Based on the details mentioned, without a doubt, the acquisition of languages plays a relevant and significant role in society and the learning process of human beings. It is a fundamental element for effective communication and the development of society, which is why language is an essential component in people's lives. This can also be affirmed by what is expressed in the book *The Action-oriented Approach: A Dynamic Vision of Language Education* (2019): "Languages are a key aspect of human life, they are crucial in human development both cognitive and social; they are the vehicle of our cultural, political and economic existence in society." In other words, the role of languages is a fundamental element in society since it is possible to determine or achieve effective communication; moreover, they are important in promoting cultural awareness and sensitivity to improve social interaction.

2.3.1 Second Language Acquisition

The English language has become a fundamental tool over time, but beyond a tool, English is considered a necessity in the various student populations regardless of age. English is necessary to obtain new academic and work opportunities. In the English language, and most cases, it tends to be a huge obstacle for all those who, in one way or another, try to learn the English language; this is because the existing sounds within this language do not exist in Spanish phonetics.

On the other hand, it must be considered that any change gives rise to demands. In this case, one of the most important is the need for students to accommodate and assimilate the new situation of openness towards other cultures, which implies the acquisition of a second language. For this purpose, finding a link that allows real and reliable communications to be established is necessary. This link is the languages, thanks to which citizens obtain both communicative and personal benefits, that is, in the individual development of their abilities. At this point, it is worth quoting the words of Geeslin et al. from *The acquisition of Spanish as a Second Language*, 2021, p.15, "Second language acquisition is a subdiscipline of linguistics that is concerned with the study of how individuals learn and use second languages."

The acquisition of second languages is very important in learners' life. To acquire a second language, the learner must have his/her first mother tongue since it is through this that new knowledge can be established from ancient knowledge. It is from the mother tongue that structures related to the second language are created where the speaker analyzes the different contexts creating similarities and differences between both languages. This helps learners expand working and educational opportunities in their own and foreign countries. Warren, D. (2019), established the following about language acquisition:

Languages are important; they open doors and bring people close together. As teachers of modern foreign languages (M.F.L.), we are privileged to share our knowledge with young people, broadening their horizons and helping them become future interpreters, translators, facilitators, and negotiators. (p.5)

As expressed by the author, language acquisition helps to expand knowledge, turning learners into future professionals capable of interpreting or translating people from whom they do not speak a second language, the acquisition of second languages provides the ease of approaching and being able to interact with people from foreign countries, being this tool a facilitator of knowledge and cultural exchange

2.4 Words Stress and Vowel Sounds

Learners of English as a second language are generally unaware of the multitude of varieties of the English language and that these present notable discrepancies in the pronunciation of words. Each language has different accents and vowel sounds, which is a highly relevant issue while acquiring a new language. These variables consist of accents related to each speaker's geographical, social, and educational background. This leads to affirming that students, on certain occasions, should receive more information about the processes they are entering and know details of the phonological processes; in this way, they will be able to assimilate better the knowledge they are acquiring.

Jones T. (2016, p.2) points out, "To facilitate the clear pronunciation of new vocabulary and avoid miscommunication in extended discourse, students need to understand how to pronounce the peak vowel sound clearly in the stressed syllable of a word." For this reason, teaching pronunciation must have more impact and attention in the English lessons since the

language classes mostly focus on vocabulary acquisition, forgetting the importance of pronouncing properly.

One of the objectives of learning a new language is to communicate intelligibly to better interact with other speakers and transmit information or ideas. However, this can be a difficult task for a non-native English speaker. For communication to be successful, the receiver must understand the words, the meaning, and the intent of the speaker. In this sense, it can be affirmed that the subject of accents is relevant to pronunciation. Word stress is important in pronunciation, as errors can cause intelligibility. It could be very difficult to understand if someone stresses the wrong syllable in a word. In fact, in some cases, there is a risk of changing the word's meaning due to incorrect stress. In words of Yoshida, as cited in Fatchul et al., 2018

Teaching pronunciation can be a challenge. It requires technical knowledge about phonology, an ability to predict the students' problems, and a good supply of strategies, tools, and activities to help students understand and practice. Teaching pronunciation implies that the teacher can provide a good pronunciation model for students to follow, give explanations and demonstrations of things the students need to know, and lead them through a series of practice activities to help them make their new pronunciation habits automatic.

2.5 Intonation

Intonation is the variation of the total height of the voice with which an utterance is pronounced, on which the receiver's understanding of the message depends. Each person's voice has a determined timbre, that is, a personal tone, but so does each sound production, which is understood as intonation. As Kelly G. (2000 p.86) mentioned, the word intonation is

conceptualized as “The term intonation refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts, and it enables us to understand those of others”.

As an essential part of intonation, the change in tone gives meaning to the message because it affects how things are said rather than what is said. It can be as important as choosing words, as it helps to give meaning to communication, attitude, and emotion that go along with the spoken words. Misunderstanding or poor communication can occur when giving a different message using the wrong intonation; in other words, without the proper intonation, the speech becomes monotonous and may result in the listener losing interest. Also, a speaker must consider that a bad intonation can distort the message to be transmitted since having a bad intonation of the words can denote that the person is upset about some situation.

2.6 International Phonetic Alphabet

The International Phonetic Alphabet (I.P.A.) is an alphabet used in phonological and phonetic transcriptions. This represents a really important and essential tool for oral production since The correct pronunciation is necessary to communicate the students’ ideas; if learners mispronounce a word, there is a possibility that the message is misunderstood. Therefore, language learners must know how to interpret each symbol to pronounce each sound properly.

“In the late 19th century, a group of British and French Linguists invented the International Phonetic Alphabet (I.P.A.), a system that uniquely identifies all of the sounds, or phonemes used in human languages” (Cameron, S. 2018, p.32). The I.P.A. is the graphic performance of sounds or how all consonants and vowels must be pronounced. With this

alphabet, the learner can learn how to pronounce correctly by reading and understanding the symbology in dictionaries.

The current alphabet was created so countries could understand each other as a common language. The I.P.A. helps improve the pronunciation in relationship with words and the stress it has. However, the learner must consider that words can vary according to the country or region she/ he is located since there are two variants: English from U.S.A. and English from England. In America, the English from the U.S.A. is more influential, while in Europe, is the contrary, the most influential English is from England.

In some languages, the student can see the written word and know immediately how to pronounce it, for example, in Spanish. However, in English, it does not happen in the same way, since in this language, many letters and vowels are pronounced differently concerning their written form. So, it is primordial for learners to study the I.P.A. to achieve good speaking competence.

2.7 The Syllable

In the same way that sentences are composed of words, the words are composed of small particles called syllables. It is a set of letters produced in a single stroke of voice. This happens in the Spanish language. However, in the English language, there is a difference; syllables are counted through sounds. Unlike Spanish, where words can be divided into syllables orthographically, in the English language, words are separated by beats of sounds. For example, while in Spanish, the word "casa" can be divided into two syllables, in English, "house" contains only one syllable since it is a single sound and cannot be divided into more syllables.

"Words can differ not only in terms of which sounds they consist of but also in terms of the particular sequence of consonants and vowels that gives them their structural shape." (Gomez, M. 2016, p. 66). Both in the Spanish language and the English language, consonants and vowels are fundamental in the creation of words and more complex grammatical structures. However, how they are divided is different. In Spanish, words are divided into syllables through the blows that are executed, while in English, the syllabic division is made through sounds.

The Spanish pronunciation has the only way to pronounce each letter, while some letters in the English language have many forms. The pronunciation of the English language requires assimilation of the I.P.A. to the non-native speakers as a way to fit in a variety of different sounds, which are necessary to be understood by the listeners. It is necessary to understand that the letters of the alphabet do not have a specific phoneme. As such, each letter can vary in terms of its phonological execution. According to Dalcielo, G. (2016), it is established the following about the pronunciation:

First, let us clarify a very important concept: the letters of the alphabet do not necessarily coincide with a single sound (phone) or a single phoneme. The phone is the physical execution of a sound; the phoneme is an abstract representation used to frame a sound in a phonological system graphically. (p.9)

2.8 Factors that Influence pronunciation

It is not uncommon to refer to factors that influence pronunciation, especially when trying to learn a new language; depending on the characteristics or conditions of the learner, it is possible to find a variety of elements that, in one way or another, affect the process for correct pronunciation. In this aspect, the lack of relationships or experiences in countries where the target

language is spoken can be an influential element. The fact that speakers spend considerable time living in the target culture makes students more proficient in acquiring and producing the language they study. In other words, the cultural factor is highly relevant to learning a foreign language. Rob A. Martinsen and Scott M. Alvord (2010) affirm: "Recent evidence has shown that cultural sensitivity is one of the factors that can predict improvements in students' overall language skills while abroad."

Another factor that can intervene in the acquisition of the pronunciation of a foreign language, although it has not always been given enough attention, is the motivation a student has to learn a language. Terrell (1989) says it will be more difficult to acquire when a student is not motivated to learn a language. This calls for teachers to keep this detail in mind since in their hands is the application of different strategies that can generate motivation in students and, therefore, better results.

It is a common stage that any student can experience and can be presented in any language studied. Regularly, when a person begins to learn a new language, he or she will come across certain factors that mainly influence pronunciation. Among the factors that influence pronunciation, Muñoz A. (2015) establishes the following: "Biological factors determine that the acquisition of the Foreign Language is better if it occurs at an early age. The biological reason establishes that children have better learning in acquiring knowledge, so the age factor is a key piece in learning".

Biological factors can interfere with learning development in the good and the bad. This depends on the qualities that the student possesses in the process of acquiring the foreign language. As for external factors, "the student's exposure to the foreign language will also define learning progress. Socio-educational factors make a difference in learning. If students have few

opportunities to practice, the progress will not be enough." (Muñoz, A. 2015, pp.70-73). When talking about external factors, it can be said that these factors are alien to the student as such, so learning will depend on the environment in which the student develops.

2.9 The Sound

Sound can be defined as the sensation produced in the organ of hearing by the vibratory movement of bodies (sound pressure), transmitted by an elastic medium, such as air. (Gutman, D. & Risso, H. s.f., p. 3). The sound is vibrations that go from one side to another side. The sound is the consequence of the vibratory movement from a body or a source that emits it. In this regard, it is worth mentioning that through hearing, humans can distinguish sounds of others, being sensitive to the differences that may exist and characterize all sounds, such as intensity, tone, and timbre.

In this way, the relationship between sound, oral production, phonetics, and phonology becomes evident, remembering that Phonetics studies language sounds. In contrast, Phonology establishes the different categories structured in each linguistic system. This is how the production of sound through speech becomes an acoustic manifestation of language and develops at the expense of organs and anatomical functions.

2.10 Difficulties

Regarding difficulties with pronunciation, if a comparison is made between English and Romance languages such as Spanish, it is evident that English has more varied sounds, causing the learner to reproduce the sound that he does not know in English as if it was Spanish. On the other hand, the fact that the spelling in English is not the same as the sounds of the words causes students to experience great confusion due to these differences, so they should always keep in

mind that English is written differently from how it is pronounced. In this regard, it is relevant to cite what Baker A. & Bull M. (2016, p.3) say: "Another important barrier to a learner's acquisition of a clear L2 pronunciation may be attributed to a lack of instruction in English pronunciation. This neglect may result from the teacher's comfort level in teaching pronunciation or a deficiency in L2 teacher education".

Teachers must try to implement, within the English lessons, the teaching of vocabulary and, at the same time, the teaching of how to pronounce words properly; contemporary teachers must move away from their comfort zone and seek new horizons for the benefit of their students. As in any non-English speaking country, they will generally try to read and pronounce according to their alphabet; therefore, this tends to confuse English speakers as it is a foreign language to theirs. Fatchul et al. (2018) comment

Non-native speakers frequently use the style of pronunciation based on their Mother Tongue when speaking in English. This is to say that they tend to speak English in the style of their native language. This is usually seen in their accent. For instance, Indonesian people use Indonesian style or accent English when speaking in English.

2.11 Consonants

Most consonants can happen at a word's beginning, middle, or final position. "Consonants can be divided into six major categories: Stop plosives, nasals, the lateral, fricatives, glides, and affricatives." (Cameron, S. 2018, p.33). Each name these consonants bears is due to how the voice or breath is interrupted while sound development occurs. Consonants can be either voiced or unvoiced. As established above by Cameron S. (2018), the definition of each category is presented this way: **Stop plosive:** The breath is stopped, then exploded to produce a stop plosive.

English has six-stop voiced plosives which are: [b], [d], [g], and six unvoiced plosives: [p], [t], [k]. **Nasals:** The sound is released through the nose to produce a nasal. English counts on only three nasal sounds. All of them are voiced. [m], [n], [ŋ]. **Lateral:** The lateral is produced laterally, over the sides of the tongue. The tip of the tongue remains in contact with the alveolar ridge. The sound is always voiced. English has one lateral. [l],

Other categories are the following: **Fricatives:** a fricative is named due to the friction that forces the breath stream or voice between two articulators. English has four voiced fricatives, which are: [v], [ð], [z], and [ʒ]. Besides them, English has five unvoiced fricatives: [f], [θ], [s], [ʃ], [h]. **Glides:** The articulators move from one position to another to produce a glide. Glides are voiced and are always followed by a vowel sound. English has three glides which are: [w], [j], [r]. **Affricatives:** an affricate combines a stop plosive and a fricative, blended seamlessly into a single phoneme. English counts on one voiced affricate, which is [dʒ]. And one unvoiced affricate [tʃ]. (pp. 35-36).

2.12 Dental Sounds

As it is well known, dental sounds within linguistics are consonants articulated with the tongue against the upper teeth. In other words, the tip of the tongue touches the upper teeth. It seems simple to some students, but as anyone who has spent time in English lessons knows, the situation with these two dental sounds or variations of the "th" combination may not be as simple as some people believe. As mentioned above, much of the difficulty is because these two sounds are not common in other languages, so this might take a bit more work or practice than other sounds.

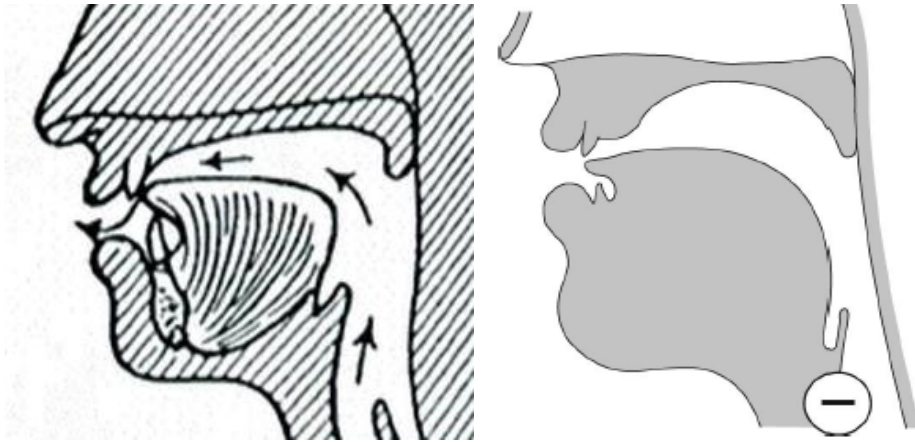
2.12.1 The "T.H." English Sound

It is not strange to hear some people say that the pronunciation of “th” is strange, especially for those not used to that sound, and also when they find words with those same letters but different pronunciations. Usually, this is confusing and even tedious, for example, for Spanish speakers since in that language, there is no combination of the consonants "th." The “th” sound can be either voiceless (as in the word *thin*) or voiced (as in *then*). The placement is the same, but the vocal folds do not vibrate in the voiceless sound, and in the vocal sound, they do. These sounds are represented by the phonetic symbols θ (voiceless th, as in thin) and ð (voiced th, as in then). (Cameron, S. 2018, p.43)

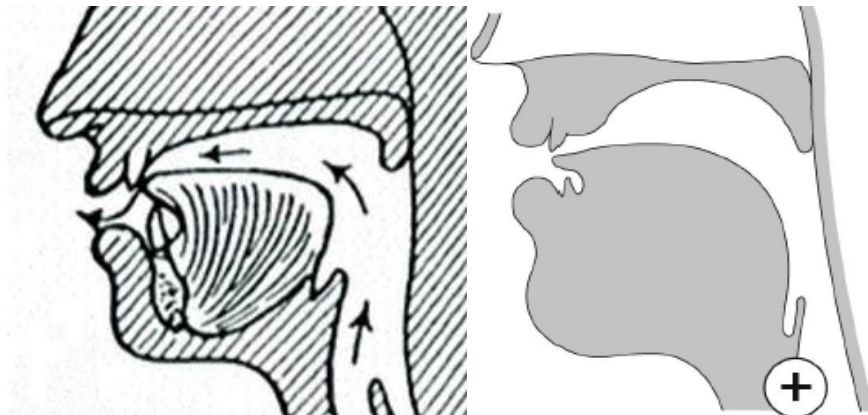
The “th” sound has two: voiced and voiceless. In both cases, the edge of the upper teeth is touched with the tip of the tongue. The voiced “th” sound is represented by [ð]. The other sound is the unvoiced, represented with this symbol [θ]. Some examples for [ð] are This, that, these, those, than. Conversely, these are some examples for [θ]: Think, thank, thing, three, Thursday. Since most English as foreign language learners use a language that does not contain [θ] and [ð], and these dental fricative sounds cause some difficulties, it is important to use some diagrams and their corresponding technical details to explain those sounds. The following descriptions are provided in a Phonetics II Booklet (Pérez, n.d.)

/ θ / In the production of the sound / θ /, the tip of the tongue is placed between the teeth.

The air goes out through the mouth with friction. The soft palate is raised. The vocal cords do not vibrate because they are wide apart. The sound is produced with strong energy.



/ ð / In the production of sound / ð /, the tip of the tongue is placed between the teeth. The air goes out through the mouth with friction. The soft palate is raised. The vocal cords vibrate because they are loosely together. The sound is produced with weak energy.



2.13 Phonology & Phonetics

Two interesting branches in the area of oral production. These topics allow extensive and enriching development for those who teach a language and those who learn it. However, although communication takes place through various means, whether in writing or sign language, speech is

undoubtedly the most important means of communication, involving many elements for oral production.

It must be remembered that during the speech, the brain of the speaker and the listener converts the ideas they want to transmit into language, that is, a transmission phase, and then reverses the process to a reception phase. "The term phonetic is used broadly to refer to the representation of speech using phonetic symbols" (Gómez, M. 2016, p.82). Both phonology and phonetics deal with the study of sounds. Phonology studies the sound patterns typical of a language by their function in distinguishing them in a given language. The unit of study is the phoneme.

Following phonetics and phonology, it is expressed that both components "can be regarded as two further interrelated internal fields of linguistics in that, broadly, both explore the phonic or sound component of language, an indispensable foundation of linguistic inquiry." (Gomez, M. 2016, p. 41). As expressed in the previous quote, phonetics is linked to the field of linguistics, which is responsible for studying the different sounds within the speech registers of the human being. Both phonetics and phonology are extremely close disciplines within the linguistic framework. However, phonology focuses on the study of the sound systems of the language. This study includes fundamental elements such as stress, syllables, and forms of pronunciation, among other related elements.

"A phone (enclosed between square brackets, as in [p]) is a single phonetic segment, viewed in terms of its phonetic character without regard to its possible phonological status. The term "phone" is related to "phoneme." (Jones cited on Gómez, M. 2016, p.59), Although these terms are interrelated, there is a little different that can be crucial in pronunciation. In the linguistic field, a phone is any distinct sound of speaking, independently of the precise sound is

important for the meanings of the words. On the other side of the coin, a phoneme is a speech sound that, if it is interchanged with another phoneme, could change a word to another.

“A phoneme (enclosed between slant brackets, as in /p/) is an abstract segment in the phonological system of a particular language or speech variety that is described as the smallest linguistic unit which can make a difference in meaning.” (Jones cited on Gómez, M. 2016, p.59) In agreement with the author Gómez, it can be extracted that a phoneme corresponds to the unit of sound that can create a distinction between one word and another in a specific language. A phoneme is the minimum articulation of sound, which can be consonant or vowel.

In this way, “the sound of language is studied through phonetics and phonology. The knowledge of phonetics and phonology should be adopted and implemented in teaching pronunciation.” (Fatchul et al. 2018, p. 237) The study of sound in languages is necessary since diverse dialects can differ by sound or melody due to the different manners of articulation and the way the words are pronounced.

2.13.1 Phonological differences between languages

On many occasions, it is common for some people to think that the number of consonants and vowels in the English language are equivalent to the same number of sounds, so there is a drastic change, unlike in Spanish, where each consonant and vowel has its sound. However, the inventors of language share similar sounds between the languages.

"Because we are constantly involved with reading and writing in our daily lives, we tend to be influenced by the orthography when making judgments about the sound of the words." (Mehmet, Y. 2020, p.1) Some people ignore that the English alphabet has many variations in pronouncing some letters, so in that way, learners tend to pronounce as in their alphabet, which

means that Spanish speakers pronounce the English vowels as in the Spanish alphabet. It is important to mention that the Spanish language has five vowels, while the English language has 12 vowels, this being more complex than Spanish.

The phonetic-phonological systems of English and Spanish are different. In particular, regarding the vowels of English and Spanish, it has five vowels (/i/, /e/, /a/, /o/, /u/). These five vowels do not have characteristics in terms of the duration of their realization. In the case of English vowels, it has 12 vowels (/i:/, /ɪ/, /e/, /ɜ:/, /æ/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /ə/, /u:/, /ʊ/), These can be classified according to both physical and duration characteristics in some of them. (Bustos J. 2019, p.17)

As mentioned above, it is understood that English vowel sounds can have some particularity in terms of duration when pronouncing. There are short and long sounds within vowels, making them different from the Spanish language. It is necessary to point out that when the speaker makes the wrong pronunciation of a vowel in a word, the elocutionist could be communicating a different word than the one intended.

According to Fitzgerald, C. (2020), "The English alphabet has 26 letters, most of the letters are pronounced the same as Spanish, but there are some exceptions." (p.14). Like the author Bustos, Fitzgerald establishes that both alphabets have 26 letters. However, some exceptions have a fixation on pronouncing, that is, the same letters but with a different way of pronouncing.

Former teachers must improve their knowledge about the pronunciation of words since the world of words is a very complex area that needs constant updating, as in the scientific field. Burri, M. et al. (2017) establishes the following about English phonology. "L2 teacher educators

must also consider the powerful influence that the intensity/depth of content and complexity/ambiguity of English phonology exert on student teachers' cognition development." (p.15). English phonology demands time to perfect, so, fundamentally, former teachers and teachers own flawless pronunciation when teaching.

2.14 How to Teach pronunciation

In many cases, teachers make the mistake of thinking that pronunciation or phonetics can be used as a filler activity to complete the last minutes of the class. However, the reality is that this has great weight and importance in the development of the lesson. Therefore it must be used and valued as an essential tool. Before starting to teach, the educator must contemplate the errors that the student or students present in the pronunciation lessons. According to Kelly, G. 2004: "A consideration of Learner's pronunciation errors and of how these can inhibit successful communication is a useful basis to assess why it is important to deal with pronunciation in the classroom." Teachers must consider errors as a starting point to implement techniques, activities, or strategies that help correct the various errors in English pronunciation.

Frequently, pronunciation is a subject in which it can be thought that it has suffered neglect on the part of educators; however, the neglect is attributed to the feeling of doubt in the teaching process in this area of English, which is why it is. Therefore it is necessary to search for information that allows the adequate and effective teaching of the same, providing confidence and clarifying the doubts of the facilitators of learning.

For the author of this book, there are some essential techniques to develop pronunciation.

These are:

- **Drilling:** The students repeat the words and structures provided by the teacher.
- **Chaining:** Sentences that prove difficult words and sounds.

- **Substitution drilling:** A variation of common drilling. It involves drilling a structure but substituting vocabulary items into the sentence.

Pronunciation and spelling activities: As tongue twisters, Spelling Bee, and Role-plays, among others. Among the activities proposed, it is mentioned the next:

- **Minimal pairs:** Where a word differs from another, changing a phoneme.
- **Pronunciation and spelling activities:** As tongue twisters, Spelling Bee, Role plays, among others.
- **Activities that include other linguistic skills:** Reading tales, stories, and texts and listening. These skills reinforce pronunciation.

2.15 Importance of Ludic Activities in the Teaching-Learning Process

The word ludic has its relationship with games, fun, and entertainment. People generally use ludic activities to unload all the stress generated during a long working day, clear their minds and get away from all worries. Implementing these activities has the benefit of improving speed and mental concentration, as well as health.

Establishing the concept of ludic to board the topic of ludic activities is primordial. According to Ruffin and Powell (2020), "ludic is defined as the capacity to play or integrate games into everyday interaction and dialogue" (p.85). With ludic activities, students can launch various areas such as social and cognitive, which is important for expanding knowledge. Games are considered essential in exploiting knowledge, so the implementation of games should be mandatory in all classes, including English, since, as mentioned above, activities or games help improve students' cognitive capacity by enjoying them.

The history of ludic activity, according to Aristizábal, cited in Tzic, M. (2012) he, mentions that: “Throughout history, the ancestors have left their mark, playing a large number of games, whether they were games of skill or luck, individually or in groups, with or without prizes. The prizes to be won could be entertainment, social prestige, desirable objects, or money”.

Ludic activities have always existed from unimaginable times, so they have always been implemented by people as a way to obtain some benefits from the practice of those activities. It is worth noting that games are for all beings, whether human or animal, to prepare them to face possible situations that arise in the course of life, and course, in learning or social development.

2.15.1 Positive Aspects

Motivation is essential for the student's academic development, since without it, the student may feel distressed, without the desire to improve or continue their studies, and without interest in the activities they can be done in class; therefore, this aspect should be considered, giving a deep understanding of the motivation. As mentioned in the book *Motivation in Education at a Time of Global Change* (2019): “For motivation in education, the fundamental assumption is that, on the one hand, change and challenge have a significant impact on students’ and educators’ motivation to learn and achieve and, on the other hand, motivation can have a significant impact on students’ and educators’ capacity to cope with change and challenge effectively.”

Motivation and development go hand in hand, so educational games can be part of that relationship and help the student achieve that academic development. Now, it is not just about playing a game in class; the activity must have a specific purpose beyond teaching a set of rules or a list of vocabulary; this knowledge by itself does not guarantee the learning of the language,

but it is necessary to teach the usefulness of these concepts and their real application, and of course, show them as tools necessary for effective communication. That is why it is also essential to know the needs and interests of the student and contextualize them in the class. The recreational activities generate in the participants, according to Rodríguez, M. (2017), "positive aspects in the following areas:"

- **Intellectual - cognitive area:** Observation, attention, fantasy, imagination, initiative, knowledge, habits, creative potential, and skills, among others, are encouraged.
- **Affective - emotional area:** Promotes interest, a taste for activity, a spirit of solidarity, collectivism, giving and receiving, among others.
- **Volitional - behavioral area:** Develops initiative, discipline, respect, perseverance, cooperation, and camaraderie, among other elements. (p.23)

2.15.2 Benefits

Playful activities are not exclusive to kids but are also an active and dynamic part of adults. Playing, experimenting, and enjoying social interaction through games is a way of generating the opportunity to increase motivation and stimuli that lead directly to learning. Besides being an inherent part of the human being, the didactic game provides different benefits for the student. The game by itself is beneficial. It helps to develop and strengthen various areas of the student. For this reason, there is concordance given on what is stated in the following lines "It should be taken into account that the game is favorable for learning. The game has intrinsic learning as it is a motivational activity and since its beginning, it transmits information through different sources daily in the student". (Calvo & Hernández, cited by Camacho, E. 2018, p. 26).

When the student participates in the game and enjoys it, they intrinsically acquire a series of knowledge and skills without falling into a tedious effort that is not very motivating or

rewarding. Moreover, the game allows the student to reinforce the theory learned and put it into practice. The experiences lived through the game help to internalize the concepts.

Among the found benefits, it is mentioned the strengthening of the social and cognitive areas of the students, generating a better capacity in the acquisition of knowledge as well as a socializing capacity which favors interpersonal relationships between classmates of the same group. The acquisition of social skills, emotional and affective development, and cognitive development are also part of those benefits that ludic activities in the classroom entail.

2.16 How to Use Ludic Activities in Class

A ludic activity is an activity that can be carried out during free time to acquire fun and entertainment. These activities are important to mix the games and knowledge teachers seek to transmit to children. Although the games can be developed individually, it is of great help and benefit to do them in groups, considering that humans must develop socially with other people and in various environments. In the case of language learning, group participation will contribute to oral practice and improvement of listening skills.

Ludic activities allow the student to learn more significantly within the educational environment. These generate the activation of several predominant factors in the teaching-learning process. It is of great importance in the development of the student; through these activities, the learner reaches more and better knowledge. The ludic activities must be done considering students' likes and preferences. Regarding teaching, it is important to know that students like to facilitate learning, regardless of age.

2.17 Games as Strategy

The game is considered one of the best strategies for teaching; it enables the learning of content through the enjoyment of pleasant activities so that students learn about different topics while having fun. The game makes knowledge and learning possible, thus helping to build thought. The acquisition of a foreign language is an important process for the development of people, which can open the doors to a series of opportunities. Therefore the strategies used to carry out the teaching are important since they will be able to acquire the knowledge, but it must be done in a significant learning way.

Although it is a stage that many individuals must go through, the results are not always positive because the instructor, in most cases, imposes how learning should be developed; while uniting education with didactic activities as strategies allows knowledge to be acquired according to the abilities and interests of the student, giving, as a result of a more effective process. The book *teaching in the Game-Based Classroom: Practical Strategies* by Seelow, D. 2022 mentions Game-based learning. As the name indicates, it is learning based upon games, not games added onto learning or using games for learning, but rather learning based upon the design and play of games, video, tabletop, card, board, athletic, and outdoor games, all included. Intrinsic motivation drives game-based learning; the passion for excelling and enjoying simultaneously.

Game-based learning is based on designing or preparing games of different kinds, focused on motivating and teaching students. It is important to consider that the main characteristic of games must be to be attractive and contextualized to the different times in which learners find themselves since games that are attractive to children are not as attractive to adolescents or students of adult age.

2.18 Tongue Twisters as a Strategy to Improve English Pronunciation

According to the authors the researcher has consulted, it can be said that most of them use different terms when they refer to tongue twisters, that is they use the terms method, technique, strategies, or procedures. The author of the thesis decided to refer to the tongue twisters as a strategy because according to the definition of each of the terms mentioned above, he considers that the term strategy is the most suitable one. This, because it is a way in which a teacher attempts to work out the meaning of words, their uses, some grammatical rules, as well as other aspects of the language.

As it is well known, tongue twisters are texts that are extremely difficult to pronounce, created so that the participants who are going to read these texts make mistakes when doing so. Tongue twisters are very useful for acquiring speed and precision in speech when trying not to make mistakes. Also, they work as a didactic game and entertainment to see who pronounces better and faster, creating healthy competition in the classroom. These games are used as a way to practice oral expression. This helps improve clarity when pronouncing. The difficulty in tongue twisters is generated by the presence of different literary alterations and rhymes that start with using phonemes that are usually similar to each other.

Just as tongue twisters have been mentioned, these are words, sentences, or phrases that have their level of difficulty; however, the similarity between their phonemes favors the good pronunciation that the practitioner will acquire with the realization of these games. Herweck, D. (2018) clarifies: "What happens when people say tongue twisters? Do their tongues twist? No, there is no twisting. The sounds of the words are usually similar. That makes it hard for speakers to say them correctly. It sounds as though the speaker's tongue gets twisted".

Tongue twisters have been part of human culture for many years and can be found in virtually any language. It is believed that their origin dates back to Ancient Greece, and since that time, they have been used not only to entertain but also to teach children. Warren D. (2019) states that "tongue twisters are a light-hearted, zero pressure way of allowing students to practice their speaking skills and perfect their accent, while learning that it is okay to make mistakes." The author agrees that the games should focus primarily on the practitioners' enjoyment. These must be adequate so that the students do not feel a certain level of frustration when making mistakes, but rather the errors are a reason for overcoming and improving to win the game.

Chapter III

Methodological Framework

To provide more details of how this project was developed and how it worked with the students. In this chapter, the reader will learn about the instruments used for data collection, how their application was carried out, and how the information obtained was analyzed. Chapter III presents the data corresponding to the methodology that will be applied in the investigation. In this way, reference will be made to the research approach, with characteristics of the three main approaches; Quantitative, Qualitative, and Mixed. The next point will expose the research designs, which for this case, and because it is qualitative research, the designs will be the Descriptive Design, and the Action Research Design.

Another important point in this chapter deals with the sources of information, so the primary, secondary and tertiary ones are described; sources that will be used in the project. Finally, information about the analysis categories will be included. This investigation will work with three main ones, then the definition of Ludic Activity, Tongue Twister, and Dental Sound will be provided.

3.1 Research Approach

All research work must have a focus; that is, the Research Approach; therefore, it is important to be clear that it is a plan and a procedure that consists of the steps from the general hypotheses to the detailed methods of data collection, analysis and interpretation. Furthermore, the research approach falls precisely into two categories: the data collection approach and the data analysis or reasoning approach. Now, based on these categories, the types of research approach for data collection are created.

There are three approaches that a research, which in turn will determine the theory or theoretical perspective that is used, since there must be a logical coherence between these aspects and the research technique data collection, since these three elements support each other. In other words and in general, it can be stated that the research approach is a systematic, disciplined, and controlled process, and is directly related to the research methods, which are two: inductive method generally associated with qualitative research that consists of going from particular cases to generalization; while the deductive method is usually associated with quantitative research whose characteristic is to go from the general to the particular.

To be more specific, below are descriptions of the different types. Quantitative research is often understood as the use of statistical analysis to make the connection between what is known and what can be learned through research. Consequently, data analysis with quantitative strategies requires an understanding of the relationships between variables using descriptive or inferential statistics. According to Gómez (2006), all quantitative measurement instruments follow this procedure:

- a) List the variables to be measured or observed.
- b) Review its conceptual definition and understand its meaning.
- c) Review the operational definitions of the variables, that is, how each variable is measured.
- d) If an already developed measurement instrument is used, ensure that there is already proven reliability and validity, the instrument must be adapted to the research context.
- e) Indicate the level of measurement of each referent and, therefore, that of the variables.
- f) Indicate how the data in each item and variable will be coded (assign a numerical symbol).

g) Apply a pilot test of the measuring instrument.

h) Modify, adjust and improve the measurement instrument after the pilot test.

The instrument synthesizes all the previous research work: it summarizes the contributions of the theoretical framework by selecting data that correspond to the indicators and, therefore, to the variables or concepts used; but it also expresses everything that is specifically empirical in our object of study, since it synthesizes, through the collection techniques it uses, the specific design chosen for the work.

The following approach is known as Qualitative, and it is the one that corresponds to this research work. This approach tends to be inductive, meaning that it develops a theory or looks for a pattern of meaning from the data collected. This involves a move from the specific to the general and is sometimes called a bottom-up approach. However, most research projects also involve some degree of deductive reasoning.

Within the characteristics of the Qualitative Approach, it is relevant to mention that due to its methodological approach, it tends to be explanatory, oriented to theoretical structures, thus it preferably uses qualitative, not quantified information; moreover, it is effective to be applied in small groups. The approach is based on methods of collection of data that are not standardized or completely predetermined. Thomas et al, (2005), make a comparative analysis of conceptions and criticisms of qualitative methodology, finding a new version of this methodology and pointing out the following:

1. Use words more than numbers.

2. The preference for information that occurs naturally through observation and unstructured interviews.

3. The preference for symbols, rather than behaviors, that is, trying to record the world from the point of view of the people being studied.
4. The rejection of the natural sciences as a model is relative, because there are different kinds of natural sciences, from botany to theoretical physics.
5. The preference for inductive research that generates hypotheses rather than that which is oriented towards testing hypotheses, and this is also relative, recognizing that they must be verified, otherwise they would be limited to mere speculation.

In qualitative research, a numerical measurement is not carried out, so the analysis is not statistical. Data collection consists of obtaining the perspectives and points of view of the participants; their emotions, priorities, experiences, and other subjective aspects. Interactions among individuals, groups, and collectivities are also of interest.

Regarding data collection with the Qualitative Approach, the data consists of the detailed description of situations, events, people, and observable behaviors, as well as verbatim quotes from people about their experiences, attitudes, beliefs, and thoughts. These qualitative data can be collected using instruments, including recording of individual interviews, videos of observations of particular events, written testimonies of people regarding the subject to be investigated, photographs, and life stories. When using this methodology, participation is necessary and the researcher have the convening capacity and ease of communication with the group that is being working.

These are some of the most used qualitative instruments for this type of research:

- **Interview:** It is used to collect verbal information, through questions posed by the researcher.
- **Questionnaire:** It is used to interact with a large number of people and thus learn

about various aspects of the system.

- **Observation:** Allows the researcher to have knowledge through observation direct servicing and recording of phenomena.
- **Flow chart:** Pictorial representation of steps in the process, used when you need to see how a complete process works.
- **Dictionary of data:** Another component for data flow analysis; it provides additional information about the system.
- **Photobiography:** The vision of social phenomena is realized with one's own actor's perspective, based on how people understand everyday events.
- **Life stories:** Derived from ethnography.

Generally, qualitative instruments are those that have contact with people or groups of people who are considered as subjects of the investigation. The collection techniques are the first that the researcher applies since they allow obtaining the basic information. It must be remembered that whatever the technique used for data collection, good design and the procedures used for data collection are very important in order to guarantee quality.

The third important approach to mention is the Mixed Approach. Basically, it is the combination of the previous approaches, resulting in mixed research; in other words, it includes the same features of the Qualitative and Quantitative approaches. Hernández (2014) points out the following advantages for the Mixed Approach: Achieve a broader and deeper perspective of the phenomenon, Produce more “rich” and varied data through the multiplicity of observations, since they are considered various sources and types of data, contexts o environments and analysis, Support scientific inferences more strongly than if used in isolation, Allow better

“exploration and exploitation” of the data, and Develop new skills or competencies in research, or reinforce them.

The above are some of the advantages mentioned by the author, then, in summary, the Mixed Approach is useful since it can be understood as a process that collects, analyzes, and pours quantitative and qualitative data in the same study.

3.2 Research Design

For this section on research designs, reference will be made regarding the two designs closely associated with the teaching area. The first design to describe is the Descriptive Research Design. This consists of a scientific method that involves the observation and description of the behavior of a certain individual without influencing him in any way. In descriptive design research, much of what is written and studied about the social field does not go much beyond this level. It consists, fundamentally, in characterizing a specific phenomenon or situation, pointing out the most peculiar or differentiating features.

In this regard, it is worth mentioning what Hernández, Fernández & Baptista, (Quoted by Escudero, C. & Cortez, L. 2018) said about descriptive designs: “Ethnographic design: study by which the way of life of a human group is learned in the cultural, economic, family, social relations, politics, symbols, language. Ethnographic designs aim to explore, examine, and understand social systems: groups, communities, cultures, and societies”.

On the other hand, there is the Action Research Design. Recalling that quasi-experimental research is research that resembles experimental research, although it is not truly one of that type, the action design allows the participation of whoever carries out the research in order to make it more effective and generate more evident results; that is, there is active participation by the

researcher. This is affirmed by Escudero, C. & Xortez, L. (2018) indicating, “Design research - action: are those studies where the researcher intervenes or participates together with the social group to help change reality”.

Specifically, the present research work combines the Descriptive Design and the Action Research Design, since, during the process observations, diagnoses, and descriptions are made, but certain strategies and activities are also applied as a type of experiment, or as a test, and the researcher intervenes in the data collection process.

3.3 Information Sources

In order to achieve a successful research work, and once the problem to be addressed has been raised, it is necessary to select reliable sources of information from which accurate data can be obtained in relation to the chosen topic. In this sense, a compilation of specific details is carried out that allows the appropriate analysis of the information to be carried out. Now, it must be understood that the sources of information are those resources that provide, for example, figures, opinions, or preferences about a specific topic, among others, in a formal or informal way, whether written, oral or other means that will support the investigation.

All this means that every time an investigation is carried out, it will be essential to have different sources of information, some more reliable than others, as well as their age; this is how the primary, secondary and tertiary information sources are defined. Details of each type of information source will be provided below.

3.3.1 Primary Sources

They contain original information, which has been published for the first time and has not been filtered, interpreted or evaluated by any other person. They are the product of research of an

eminently creative activity. They constitute the basic collection of a library, and can be found at traditional print format books and serials, or in special formats like compact discs. Examples of Primary sources: Novels, plays, poems, works of art, popular culture, other artifacts (plants, fossils, coins, anything under direct study), Diaries, narratives, autobiographies, memoirs, speeches, interviews, audio or video recordings, Government documents, patents, as well as Original Documents (i.e. birth certificate, will, marriage license, trial transcript).

3.3.2 Secondary sources

They contain primary information, synthesized and rearranged. They are specially designed to facilitate and maximize the access to primary sources or their contents. They make up the collection of library reference and facilitate control and access to primary sources. They should be referred to when primary sources cannot be used because of a specific reason, when the resources are limited, and when the source is trustworthy. They are interpretations and evaluations of primary sources. Secondary sources are not evidence, but rather commentary on and discussion of evidence. Examples of Secondary sources are Scholarly/Journal articles, Magazine and newspaper articles, Monographs (Books), other than fiction and autobiography, Textbooks (also considered tertiary), Biographies, Review articles and literature reviews (articles that compile a list of articles on a topic), and Web site or other Internet resources (may also be considered primary or tertiary).

3.3.3 Tertiary sources

They are physical or virtual guides that contain information about Secondary sources. They are part of the collection library reference. They facilitate control and access to the full range of reference repertoires, such as guides of reference works or to a single type, like bibliographies. These are examples of Tertiary sources: Dictionaries and Encyclopedias,

Chronologies, Textbooks (in some instances), Bibliographies (also considered secondary), Directories, Fact books, and Guidebooks, Indexes, abstracts, bibliographies used to locate primary and secondary sources, and Internet Resources when used with caution, (Internet can also be a source of Primary and Secondary sources)

3.4 Analysis Categories

A category of analysis is a methodological strategy for describing a the phenomenon that is being studied through study categories that are suggested never be greater than five, since by putting too many categories, this will generate confusion and dispersion in the analysis. Just as in the variables there are dimensions and indicators, in the categories of analysis there are subcategories and indicators that guide us in the investigation. This is the equivalent of variables for quantitative research. The TU TFG website mentions the following characteristics of the Analysis Categories

- They arise once the state of the art and the frame of reference have been completed.
- They are dual, for this reason on many occasions they can confuse the researcher.
- The objective of constructing categories of analysis is to reach simple concepts for understanding the phenomenon.
- They can be divided into subcategories.
- They must have theoretical support.
- They define the scope of the investigation and are a fundamental part of defining the problem.
- They help to systematize the data.

In this research, three main categories of analysis will be developed, which are Ludic Activities, Tongue Twisters, and Dental Sounds. Their respective concepts obtained from tertiary sources, in this case online dictionaries, are provided below.

3.4.1 Definition of Ludic Activity:

The Oxford Dictionary of Sports Science & Medicine (3 ed.) Social interaction based on games and play. Ludic activities and sport share at least two elements: uncertain outcomes and sanctioned displays. The uncertain outcomes provide suspense and excitement; the sanctioned displays give participants socially acceptable opportunities to exhibit physical prowess. The Oxford Dictionary of Sports Science & Medicine (2022).

3.4.2 Definition of Tongue Twisters:

A word, phrase, or sentence difficult to articulate because of a succession of similar consonantal sounds (as in "twin-screw steel cruiser"). Merriam-Webster Dictionary (2022).

3.4.3 Definition of Dental Sound:

Dental (adj) : Dental sounds can be properly dental, as in the case of Spanish /t/, for example in “tía”, or /d/, for instance in “día”. In English, /θ/ and /ð/ are classified as dental or interdental, but they are produced when the tip of the tongue is placed between the upper and lower teeth. Margarita Pérez Roig. (2022). Personal communication.

3.5 Data Collection Instruments

For an investigation to be scientifically valid, it must be supported by verifiable information that provides an answer to what is intended to be demonstrated from the statement of a problem. For this, it is a fundamental requirement to carry out a data collection process in a planned manner and with clear objectives so that the information to be collected is accurate. Thus, in this document and based on the details presented in the previous chapter, the instruments considered appropriate for collecting information are mentioned, as well as the methods for achieving reliable results in an investigation. As it is qualitative research, it is necessary to consider what Albert (2007, p. 179) points out.

The qualitative investigator should collect information in the setting where the phenomenon is produced or in the context where he is going to investigate since it is where the researcher is more likely to find what to study about a phenomenon of interest.

3.5.1 Observation

When working with a group of students for the first time, it is essential to carry out at least one class observation since it is necessary to have a notion of what happens in the class and about the students' development, as well as to have an idea of the work done by the teacher. Of course, there are different types of observations; however, in the case of this qualitative research, the type of observation to be applied, and as the first data collection instrument, Non-participant Observation, will be the tool, along with the corresponding note-taking. To get a clearer idea of what this means, it is a good idea to quote the words of Flick (2012, p. 150): "This way refrains from interventions in the field, unlike interviews and participant observations." In other words, whoever performs the observation remains outside the observed processes, avoiding influencing or causing any alteration in the development of the class or altering its usual process.

Mainly, the objective of using observation as the first instrument is to obtain a better perspective of the group of students in terms of their performance and progress in the oral production of English; specifically, to determine where the pronunciation errors are manifested, as well as their attitude and participation in class. Taking notes of the observation will be the corresponding record to analyze the information obtained, and thus give way to a more reliable tool to know a diagnosis and prepare the following activities.

3.5.2 Pre-test

After the observation is completed, it is necessary to have a diagnostic activity with which valid information can be obtained and start from the results to apply the main technique. A pre-test will be carried out for this investigation to precisely fulfill the diagnostic function. It is worth mentioning that the pre-test is intended to administer an evaluation to the students before the formal application of other tools to verify if they manage the subject or how much previous knowledge they have acquired and which can be compared with future results. To reach this, a text and a vocabulary list have been selected that include examples of the target sounds; that is, the dental sounds produced by combining the consonants "th."

Due to the above, it is really useful to have the diagnostic activity since starting treatment for oral production is not advisable without first knowing if the students have difficulties with certain sounds and how relevant their errors are.

In order to carry out the indicated diagnosis, the activity will be accompanied by a rubric table for the evaluation of each student. With this, it will be possible to have an individual record of the students and thus keep in mind the aspects that require greater attention in each learner.

3.5.3 Activities in between

Once the researcher has collected valid and reliable information on the students' knowledge about the topic under study, the activities in between can be carried out. It consists of exercises or practices with which it is intended to reinforce the specific topic and achieve an improvement in the oral production of the students. On the other hand, to generate more practice and better results, the technique, which for this project is the tongue twister, will be applied in

two separate lessons. This will seek for students to learn more about this technique and be motivated to experiment with different options that help them in their learning process.

This stage will be one of the most important. It will require more attention since, with the implementation of the technique, it will be possible to corroborate its effectiveness for the improvement sought in the oral production of dental sounds. At the same time, it will be possible to establish better interaction with the students, generating a pleasant and dynamic environment where the students feel confident to participate in the activity using tongue twisters.

3.5.4 Post-test

After having carried out the intermediate activities, it will be essential to carry out a new evaluation. This evaluation will be the one that yields the final results for the investigation and with which the application of the tongue twister can be analyzed as a strategy for the improvement in the production of dental sounds. In a similar way to the pre-test activity, in the last class, an activity will be applied in which the students participate and make the results evident after the treatment with the tongue twister technique. At this point, students will have felt more comfortable with the exercises as they will have practiced them several times and be able to identify if they feel any difference from their initial performance.

To run this last test, the same text will be used with the dental sounds, but sentences made up of terms containing these sounds will be used instead of the vocabulary list. Using the same text of the previous test is appropriate since, in this way, there will be a point of comparison with which a more accurate judgment will be issued on the performance of the students in terms of the production of dental sounds that have been treated. This way, a new assessment can be prepared through another rubric table.

3.6 Collection Data Process and Data Analysis

Starting from selecting the appropriate instruments for data collection, the following is a general presentation and how the process will be carried out in detail. As a first step, a class observation will be conducted for approximately two hours. During this period, the researcher will take notes on the most relevant details or moments; such as the organization of the class, the type of activities that are carried out, if enough oral practices are used, the participation of the students, and their performance, mainly in their oral production, among others. These will be data that are analyzed to determine if there are deficiencies in the oral production of these students, as well as their interest in learning and motivation to join the class.

After having certain class details and having collected some characteristics of the students, the diagnostic activity will be applied to the second class. Specifically, the activity will evaluate each student separately, assigning them a text and a vocabulary list to read aloud with words that contain the two variants of dental sounds in English, the voiced and voiceless sounds. In this way, the evaluation will focus on the entire production of these sounds by the students to have a clearer idea of who has the greatest difficulty with this oral production; data will be useful for planning the application of the main treatment technique. It is worth mentioning that the text and vocabulary list will function as a checklist in the assessment.

In the third and fourth classes, the main technique of the investigation will be applied, that is, the tongue twister. With this technique, the activities in between will be developed, which are the exercises with which it is intended to support the students, generating more practice for improving the pronunciation of the indicated dental sounds. To execute these exercises, students will first be provided with a brief explanation of the technique, how it will be applied, and its purpose. Afterward, students will have to read the assigned tongue twisters aloud and focus on

the dental sounds of English. This is how they will become more aware of how they should pronounce these sounds, and it will help them to have more fluency, which will prepare them for the final evaluation with this technique.

Once the previous stages have been completed, the final evaluation or post-test will be developed in the last class of this research. By this time, it is hoped that enough practice has been applied that students have been able to improve the production of dental sounds. In the post-test, the same text with which the pre-test was carried out will be used, with the difference that instead of the list of additional words, this time, sentences with dental sounds will be attached. Again, the students will be called separately to read the text and the sentences. With this, the evaluation will be intended to determine if there is a change in the students' pronunciation and if the tongue twister technique was effective for this purpose. This way, the different instruments selected for the data collection of this research will be put into practice.

Chapter IV

Data Analysis

This chapter will specifically address the topic of data analysis; that is, the information compiled to be able to develop a work plan and application of tools in search of a proposed solution to the problem posed, which justifies the importance of this section. With data analysis, it is possible to examine a set of details that allow conclusions to be reached and thus make decisions about how to proceed to achieve the established objectives. For this procedure, reliable and verifiable information is required; therefore, it is necessary to resort to various techniques that depend on the data collected and define the technique to be used before implementing it.

It should be remembered that this is qualitative research; consequently, the data analysis is also qualitative. Qualitative data is usually presented verbally or based on interpretation. The most common ways of obtaining this information are open interviews, focus groups, and observation groups, where the researcher analyzes patterns in the observations throughout the data collection phase. Concerning this type of analysis, Hernández Sampieri (2014) p. 418 states

In the quantitative process, all the data is collected first and then analyzed, while in qualitative research, it is not like that, but the collection and analysis occur practically in parallel; In addition, the analysis is not uniform since each study requires a peculiar scheme.

On the other hand, the importance of data analysis is remarkable since, thanks to this step, the researcher can have access to the specific information they need to facilitate their decision-making and strategies with which they will gather rigorous elements and criteria that evidence the results of the investigation, and it is possible, at least, to carry out the attempt of an improvement for the individuals who were part of this process; in this case, the students for whom it is intended

to implement a useful tool for improving the pronunciation of dental sounds, including pronunciation in general. With this, it will also be possible to answer the research question formulated at the beginning of this work.

4.1 Analysis and Interpretation of the Results

Once the information collection instruments were applied, the corresponding treatment was carried out for its analysis since the information it will yield will be that indicated by the conclusions reached by the investigation. It is important to point out that the precise results are subject to the correct selection and use of the appropriate instruments so that each of these instruments has its relevance in the investigation since this must be consistent with the strategies that are going to be implemented during the assessment process of the student group.

Then with the certainty that the instruments have been correctly applied for data collection and reliable as well as verifiable information is available, this section presents the results obtained through the application of those different tools and their implementation by the researcher to arrive at a data comparison point, mainly regarding the performance of students in the oral production of dental sounds in English. These results represent the way to confirm how efficient the strategies and activities applied to the chosen group were.

4.1.1 Observation

Observation of the beginning adult learner group was carried out throughout the entire lesson, that is, for two hours. In this group of students made up of sixteen individuals, it was evident that some do not have advanced academic preparation; that is to say, their schooling is very low; therefore, most of them have very little knowledge of the language, and this increases the difficulty that these students face when receiving the explanation of grammatical topics, as

well as for the understanding and production of certain sounds; specifically, foreigners to their mother tongue.

During the development of the lesson, it was possible to identify various particularities in the students, such as their behavior, degree of motivation, interest in learning the language, and ability to acquire and produce a foreign language.

Added to the above is that several of these students are shy, a barrier preventing them from being more spontaneous and participatory in the different class activities. In fact, despite the teacher using simple or low-difficulty exercises, he constantly resorts to encouraging them and helping them to participate; of course, observing an unknown person in the class also contributes to students' inhibition from participating and behaving naturally.

Despite the above, the observation task was successful since it was possible to obtain useful information to plan the following activities. From the observation, it was possible to deduce that, in short, the students of this group require different strategies to have more significant learning and develop their ability to speak a foreign language. Although there are an enormous number of techniques to be implemented, the data obtained in this observation reinforces the intention of continuing with the tongue twister as a ludic strategy to determine if this alternative will help improve the production of dental sounds from these students.

4.1.2 Pre-test

The first evaluation to be developed is the diagnostic activity carried out as a pre-test. The purpose of this activity is to evaluate and have a better overview of the students' performance when working, mainly with dental sounds; then, the test focuses precisely on the two variations of these sounds, voiced and voiceless. The test consists of a text and a list of words that contain

the target sounds and are read aloud by each student, who is called individually and separately for the application of this test.

Within the text used for reading, the terms that contain combinations of dental sounds were: Lutheran, Theodore, methodist, Kathy, their, although, theology, they, through, faithfully, fiftieth, catholic, breath, cathedral, the, mammoth, though, and thirty. Additionally, students had to read aloud a list of single words: think, though, thread, rather, they, farther, thanks, both, then, and nothing. Reading all these terms made it possible to notice that most of the students had some difficulty pronouncing them, which confirms that administering a diagnostic test was the right decision to develop an investigation.

Important data was obtained from the application of the diagnostic test, which is shown in the figures added in this same section. The results show that only a few students performed well during the test execution, while most presented important difficulties in reading and oral production. Among the most relevant aspects that show these deficiencies, it can be mentioned the articulation of words, the correct placement of the lips and tongue, as well as diction, which means that the variants of dental sounds, in most cases students require reinforcement.

Based on the diagnostic results recorded with the help of a table of rubrics, it was determined that these students have problems with the sounds mentioned and that they are ideal candidates to put the main strategy into practice. That will be the necessary practices with which it is expected to obtain positive results and improve the students. In this way, this step has been fundamental for programming the intermediate activities. The figures generated from the data in the table of rubrics and corresponding to the first evaluation are shown below.

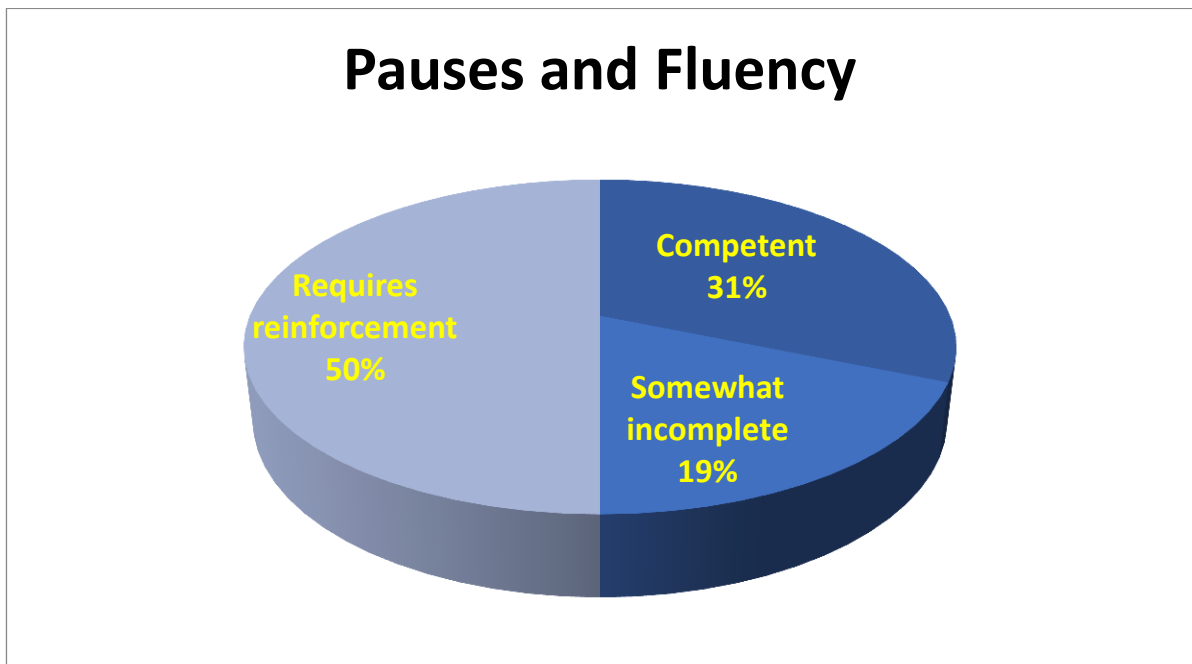
Figure 1**Results of Pre-test as diagnostic activity**

Figure 1 illustrates the results obtained in the pre-test dealing with pauses and fluency—source: Researcher's creation

Figure 1 shows that for the criteria of pauses and fluency during the reading of the text and the list of words, 31% of the students showed proficiency, which means that those students were able to read without difficulties and the dental sounds were not a big inconvenience for the reading. 19% showed some inconvenience or not many issues with pauses and fluency while reading, but the majority of students, 50%, show that they need a lot of practice and reinforcement to improve. The figure then indicates that half of the group has a low level in terms of reading skills.

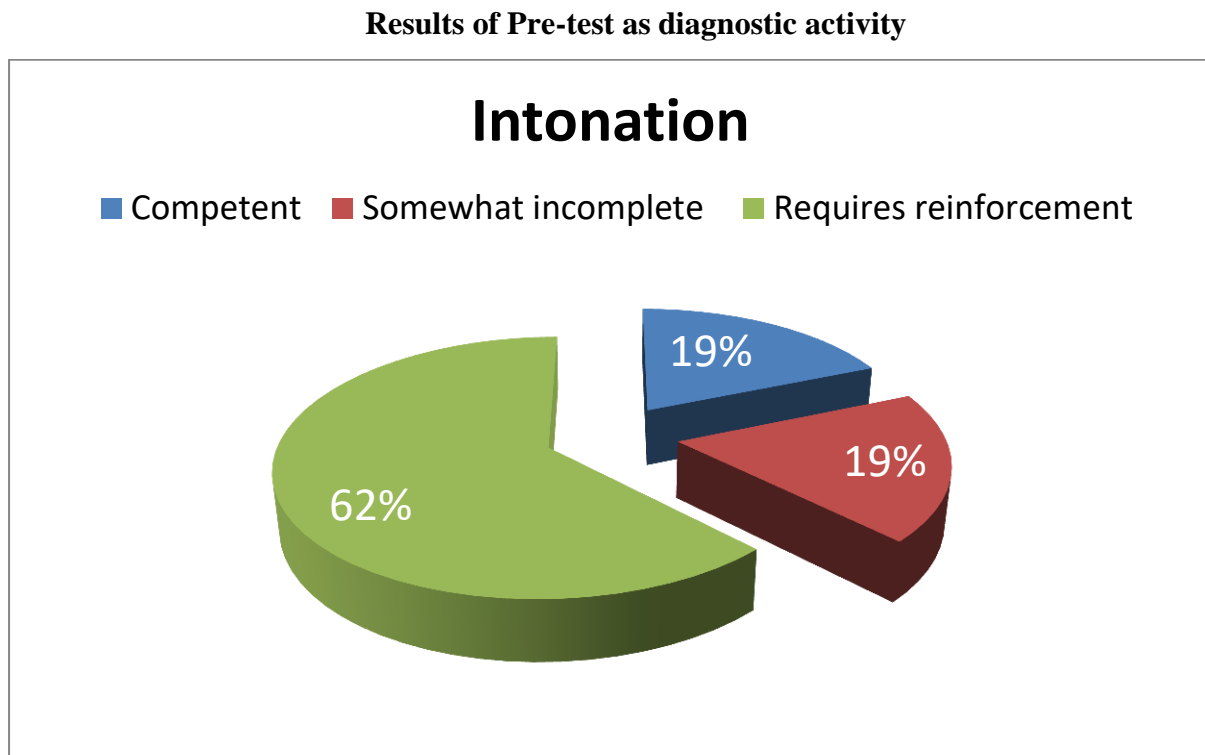
Figure 2

Figure 2 illustrates the results obtained in the pre-test dealing with intonation—source: Researcher's creation

Intonation is another important criterion used for evaluation. By measuring the test, the results expressed in this figure indicate that more than half of the students, equivalent to 62%, need sufficient reinforcement to work and improve this aspect. This statement is based on the students' lack of correct intonation when reading, as it was very flat and lacking in nuance. On the other hand, those who are competent and those who showed few difficulties correspond to identical percentages, 19% for each of these indicators. This is thanks to the fact that they managed to apply a better intonation during the reading test.

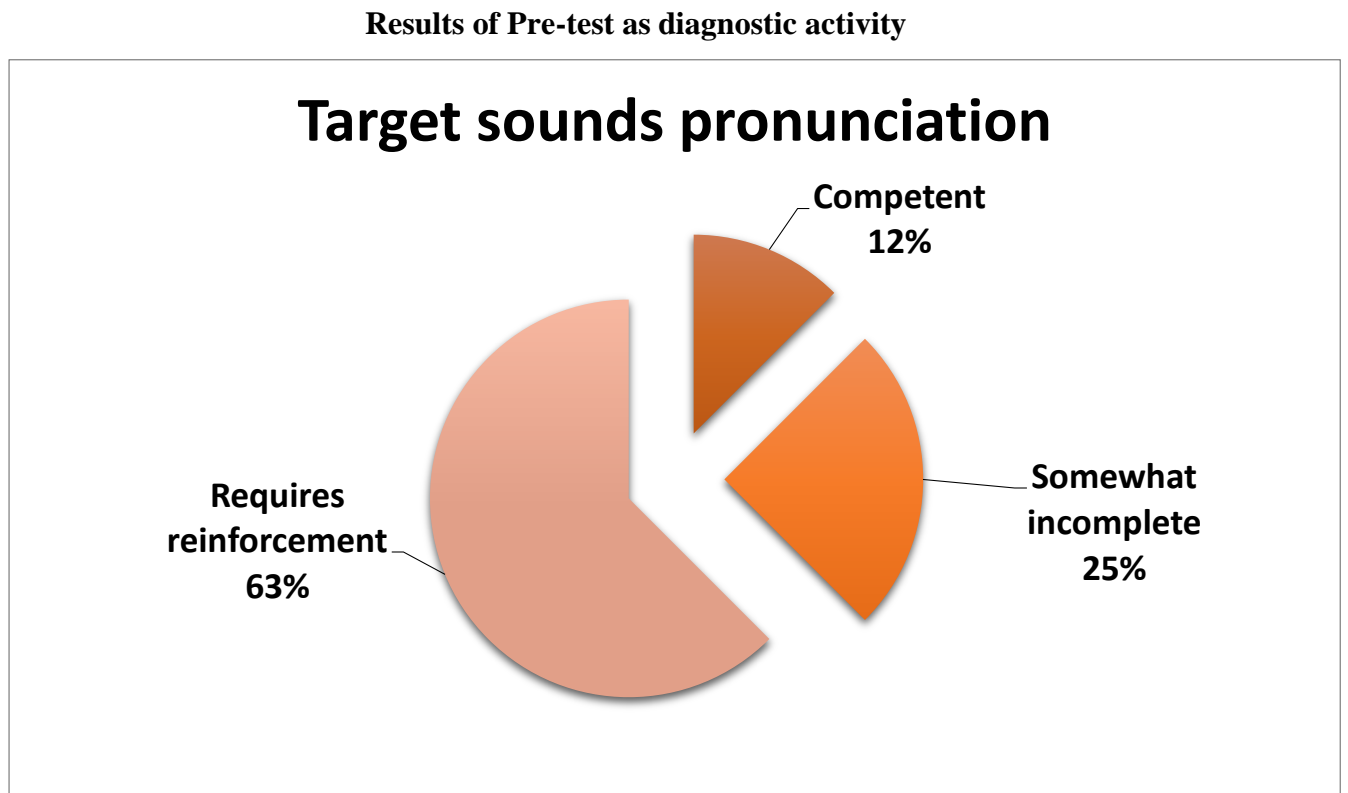
Figure 3

Figure 3 illustrates the results obtained in the pre-test dealing with target sound pronunciation—source: Researcher's creation

The evaluation results corresponding to the target sounds; that is, the variations of dental sounds are shown in this figure and indicate, again, that 63%, more than half of the students, are deficient in the correct pronunciation and articulation of these sounds. They made many mistakes in pronouncing these words and constantly asked for help to pronounce them; however, the deficiencies were constant. 25% of the students produce them with fewer errors, and the minority, 12%, achieve good performance with these sounds. They are students who already have some relationship with the language and these specific sounds. In general, English dental sounds represent a challenge for many students. Another important aspect that generated these results was that the variation of "th" that gave the students the most problems was the voiceless sound due to the interdental placement of the tongue being more difficult for them.

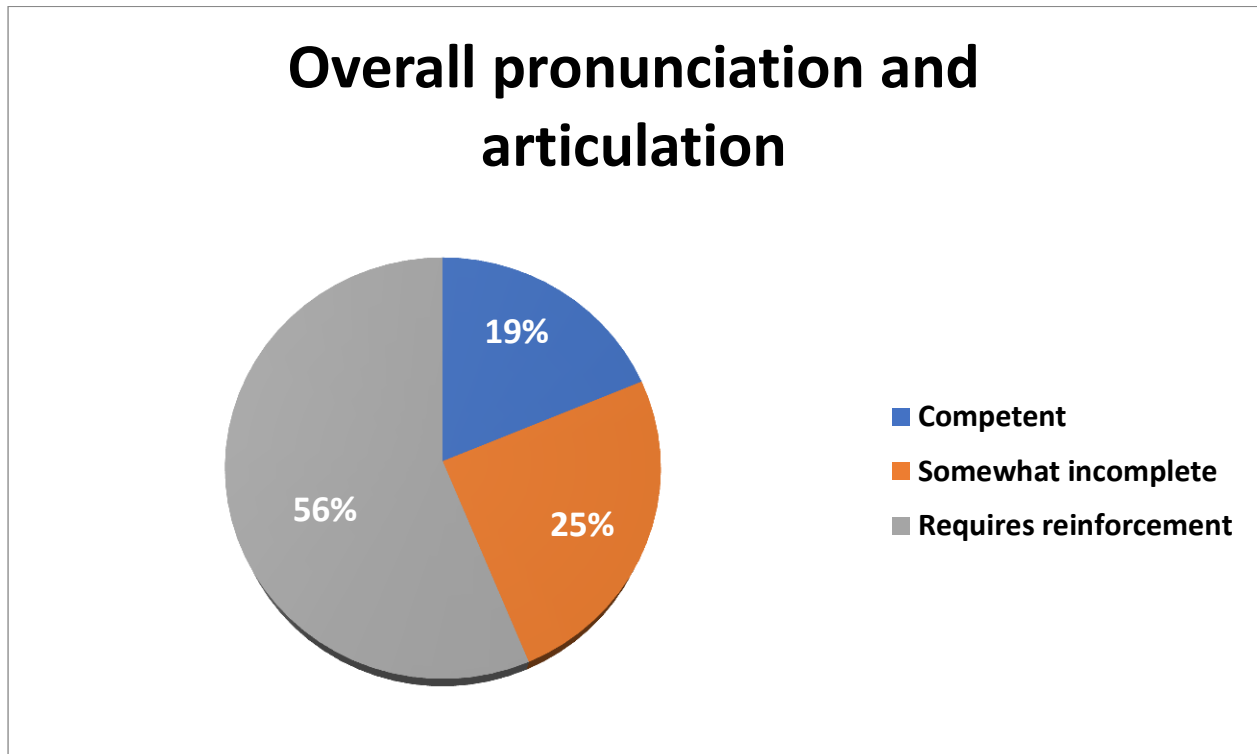
Figure 4**Results of Pre-test as diagnostic activity**

Figure 4 illustrates the results obtained in the pre-test dealing with overall pronunciation and articulation—source: Researcher's creation

Even though the main sounds of this research are dental, it is also important to check the general pronunciation of the students with different words. Thus the test also included an evaluation of the general pronunciation and articulation. This figure indicates that although the percentage of students with more errors is lower than the other criteria, it is still higher than that of students with better performance. Therefore, 56% needed more help in this regard, 25% made some mistakes, and 19% did quite well, demonstrating their competence. It should be noted that general pronunciation can affect specific sounds like "th" consonant blends.

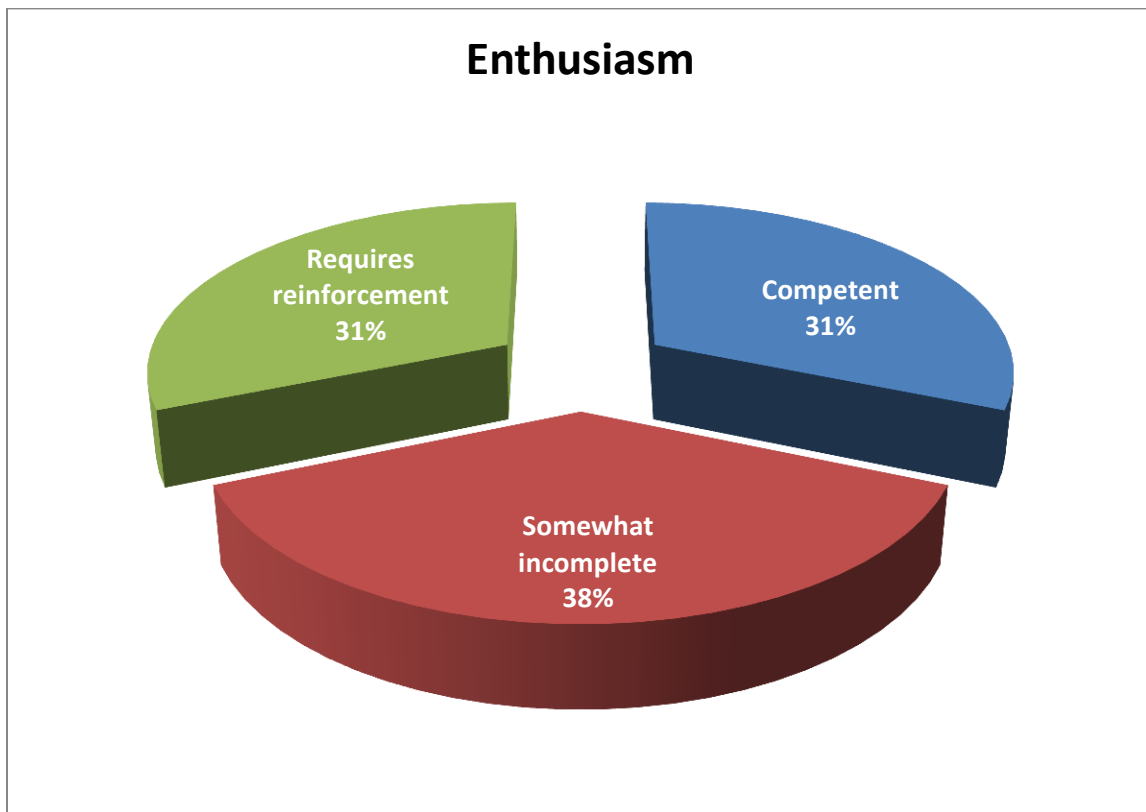
Figure 5**Results of Pre-test as diagnostic activity**

Figure 5 illustrates the pre-test results dealing with enthusiasm—source: Researcher's creation

Students' enthusiasm before a practice or test can greatly affect their performance since it is closely related to motivation. That is why it is given importance in this evaluation where the results represented in this figure reveal that 38% of the students show medium enthusiasm, while those with competent enthusiasm add up to a percentage of 31%, as well as those with low enthusiasm, that equals the same percentage. It can be affirmed that a significant number of students require greater motivation to obtain better results.

As mentioned previously, a table of rubrics has been used to support the evaluation of student performance, so it is convenient to explain the elements and criteria of this table. To begin with, the table shows the Indicators or Weighting. These elements indicate whether the student's performance is considered Competent, slightly incomplete, or Requires Reinforcement, but to determine these conditions, the criteria to be evaluated are included in the table; these are Pauses and Fluency, Intonation, Target sound pronunciation, Overall pronunciation and articulation, and Enthusiasm. Each one of the criteria was selected and considered adequate according to the purpose of the evaluation and the type of technique that is applied to the practices. Thus each one is important for the investigation.

For every criterion, a description is added that will grant the student the condition according to their performance. The table also has space for annotations. Even though it is qualitative research, the table also allows the student to be given a score, which can support the evaluation criteria. An adequate evaluation tool such as the table of rubrics is fundamental in the work of teachers since they are complete instruments to evaluate the level of achievement of student learning. An example of the format used in this research can be found in the Annexes to have a clearer idea of this tool.

The table of rubrics contains the appropriate criteria and indicators according to the purpose of the research; thus, the Pause and Fluency criterion shows if the student has been exposed to enough reading and oral practices, and the Intonation criterion allows to determine if the student uses nuances in their oral skills. The Pronunciation of target sounds criterion will precisely provide information on the pronunciation of dental sounds, the Overall pronunciation and articulation criterion will reveal the student's performance with their global pronunciation,

and the Enthusiasm criterion will provide a picture of the student's state of mind during the evaluation.

4.1.3 Activities in between

In order to put the tongue twister technique into practice as an oral exercise and help improve this skill, the intermediate activities seek to provide students with sufficient practice associated with the production of dental sounds. To do this, students have first been given a brief description of tongue twisters and their application's purpose in the group to which they belong. Next, and having been assigned two lessons for these exercises, several tongue twisters are presented in each class, including the variants of dental sounds. Volunteers were requested to carry out the practice, but some students were selected randomly. The important thing is that all students participate and can read each of the chosen tongue twisters.

For the intermediate practices or activities in between, the researcher tried to provide the students with enough details of how these exercises would be developed, plus a little background on the tongue twisters; besides, it was clarified to them how this technique had been applied through many years and its benefit in different languages. Despite knowing the existence of tongue twisters, the students have not gotten used to using them, both in their mother tongue and for learning a foreign language. This condition meant that, at first, the students felt a little insecure and reluctant to participate since this would mean playing a game or a combination of unknown words.

To gain confidence in the students and motivate them to participate, the researcher and the teacher in charge of the group gave some examples. The details of the placement of the tongue for the production of the words containing the consonant "th" generated certain funny moments since the students were asked to try to exaggerate their articulation a little. This proved

entertaining for the students, and little by little, they began to feel more confident and interested in saying the tongue twisters.

Once the students assimilated the exercises better, developing the practices as planned was possible. In this way, and according to the planning, the researcher had a full hour to give the explanation and instructions of the activity. Subsequently, nine tongue twisters were used in each of the lessons, thus allowing all students to practice. However, there was the case of two students who were somewhat reluctant to perform the exercises more than once. Unfortunately, this behavior was not positive for their final results since they did not want to get more involved in the practices developed in both lessons.

These practices have also effectively motivated students more in their English lessons and encouraged them to participate more in class activities. The technique was a novelty among these students, who were entertained by this ludic activity. This also indicates that students should be exposed to diverse strategies and not be limited to the more traditional ones. At this point, a dynamic activity has been used that could arouse the students' interest in seeking more didactic support since they have seen that the new language can be practiced differently.

4.1.4 Post-test

From the development of the intermediate activities, the post-test was carried out. It is the last evaluation applied to the students after the practices to corroborate if any improvement was achieved in their oral production through the tongue twister technique, with which improved pronunciation is sought. To carry out this evaluation, the same text of the diagnostic test was used, but instead of the single words list, a few sentences that contain the sounds studied were used for this purpose. The mechanics were similar to the pre-test; students were called individually and separately to read the text and sentences aloud.

During this evaluation, the same table of rubrics from the previous activity was used since the idea is to compare the students' performance at the beginning of the process with their performance at the end. After the comparison and corresponding evaluation, it was possible to determine that the difference was not significant; the results were similar, with just a slight variation; however, it is important to keep in mind that the process was developed in a few lessons, then the possibility of significant changes is low.

Although there were no major changes in the students' oral production and no significant improvement in the pronunciation of dental sounds, the use of the tongue twister technique for these practices caused a variation in the lessons and in the way in which the students practice their oral production, as well as slight improvements in the pronunciation of some students despite the short time of practice. This indicates that the technique has effects, and it is always important to resort to different strategies. The figures corresponding to the last evaluation are shown below to plot these results.

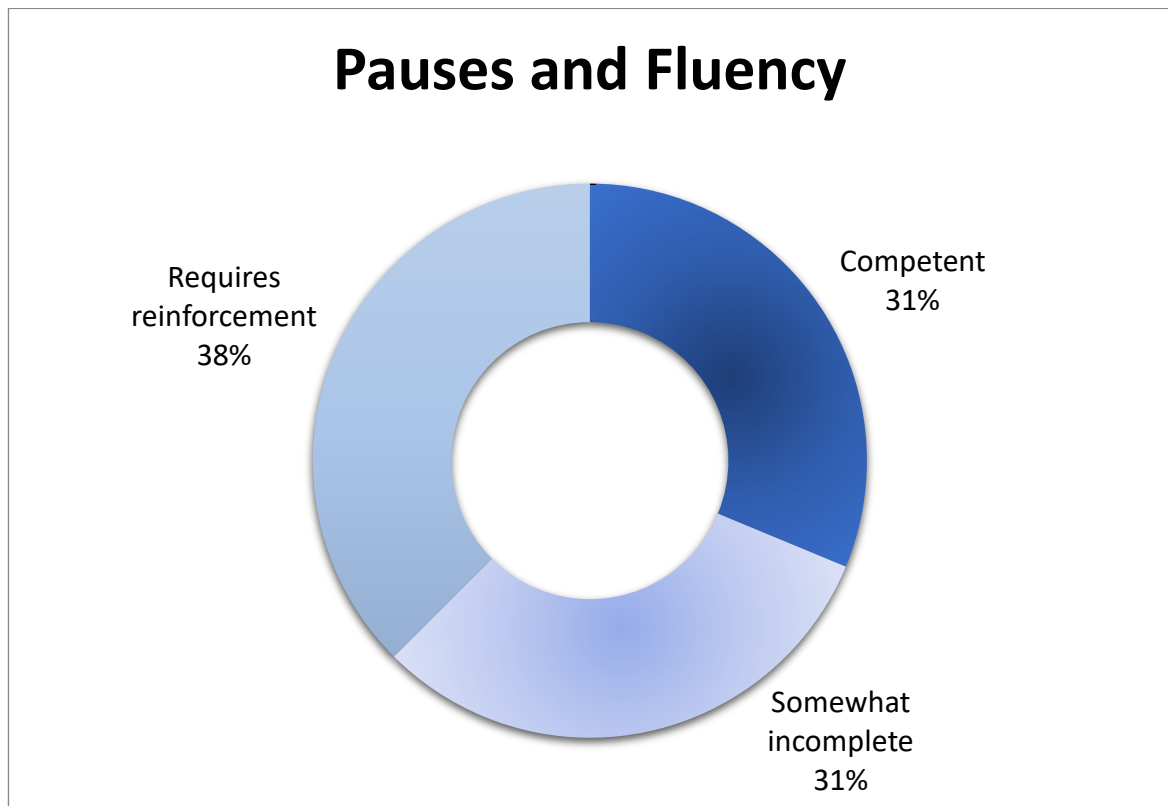
Figure 6**Results of Post-test as final evaluation**

Figure 6 illustrates the results obtained in the post-test dealing with pauses and fluency—source: Researcher's creation

Figure 6 shows the results of the post-test in which the same text of the first evaluation was used but with additional sentences instead of single words. The figure then indicates that there was a slight improvement for this criterion compared to the results of the previous test, mainly in the indicator of the need for reinforcement. There is a slight but evident variation concerning this criterion during the new reading test in which 31% of the students showed proficiency, 31% showed some inconvenience, and 38% of the students showed that they still need more practice and reinforcement to improve.

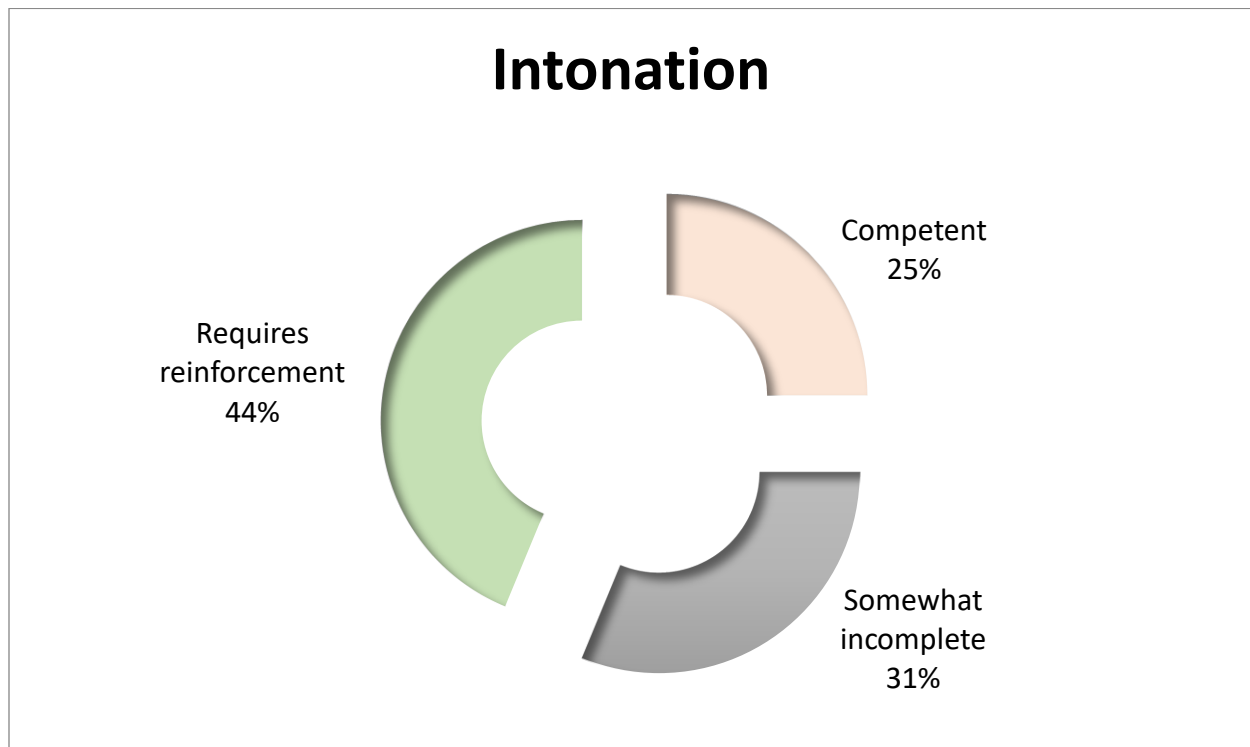
Figure 7**Results of Post-test as final evaluation**

Figure 7 illustrates the results obtained in the post-test dealing with intonation—source: Researcher's creation

Figure 7 indicates for the criteria of Intonation that thanks to the practice with tongue twisters, the percentage of students who require more reinforcement decreased to 44%. The different intonation movements caused by the technique made the students more aware of the nuances. Moreover, those who showed few difficulties increased to 31%, and those who were more competent increased to 25%. There is a significant increase in students who are competent in this aspect.

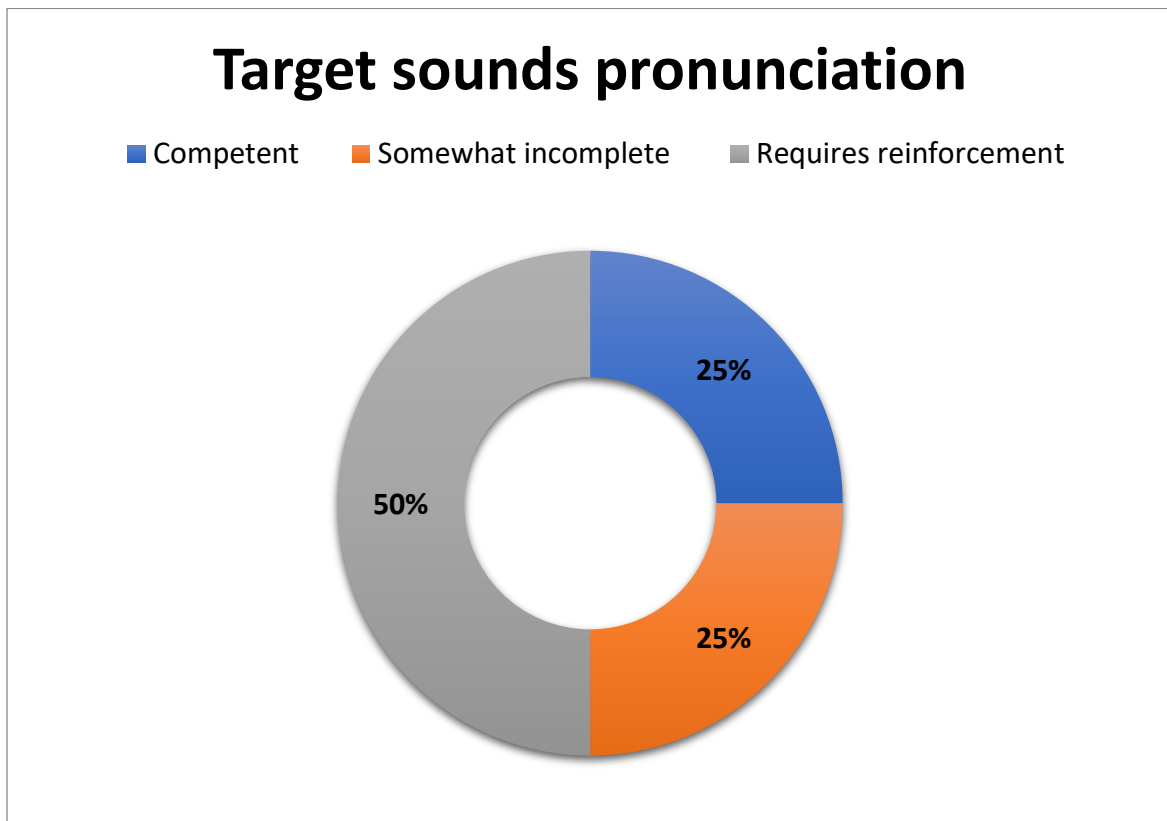
Figure 8**Results of Post-test as final evaluation**

Figure 8 illustrates the results obtained in the post-test dealing with target sound pronunciation—source: Researcher's creation

Regarding the target sounds, an important variable is shown in this figure. According to the post-test results, the percentage of students with deficiencies decreased to 50%; it may not be a great improvement, but the change is positive. Regarding those with more competent performance, it increased to 25%, and students with few errors maintained 25% as in the first test. Then better assimilation of the sounds by the students is noted, and several of them seem to understand the difference between the voiced and voiceless sounds of “th.” Here it is worth highlighting the contribution of tongue twisters as a technique to help improve the pronunciation of these sounds.

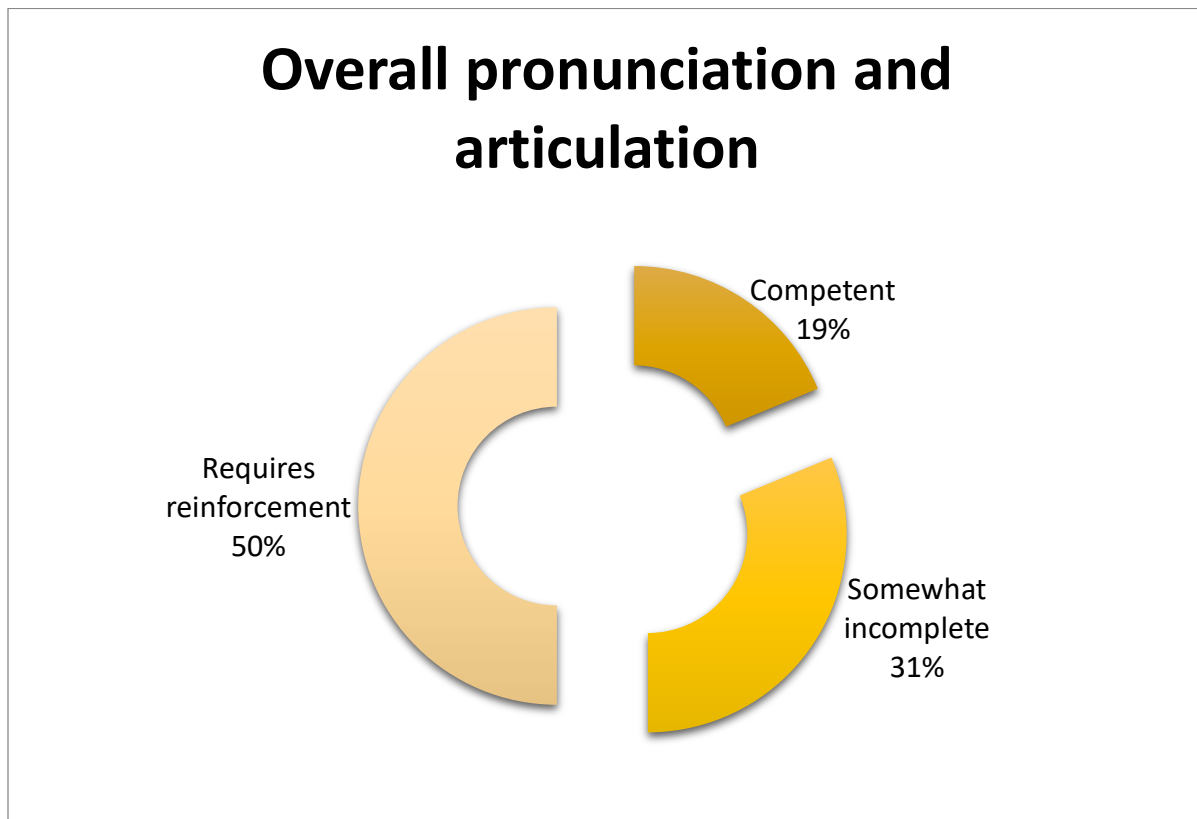
Figure 9**Results of Post-test as final evaluation**

Figure 9 illustrates the results obtained in the post-test dealing with overall pronunciation and articulation—source: Researcher's creation

The overall pronunciation and articulation percentages remain similar to those of the first evaluation, as shown in this figure. Nevertheless, there is a little reduction to 50% in students who require reinforcement. For those who make some mistakes, the percentage is 31%, and for the most competent, it remains at 19%. Of course, it is necessary to consider that this process takes much longer to obtain more significant changes, mainly because many more sounds must be covered that can be treated with the same tongue twister technique and other strategies.

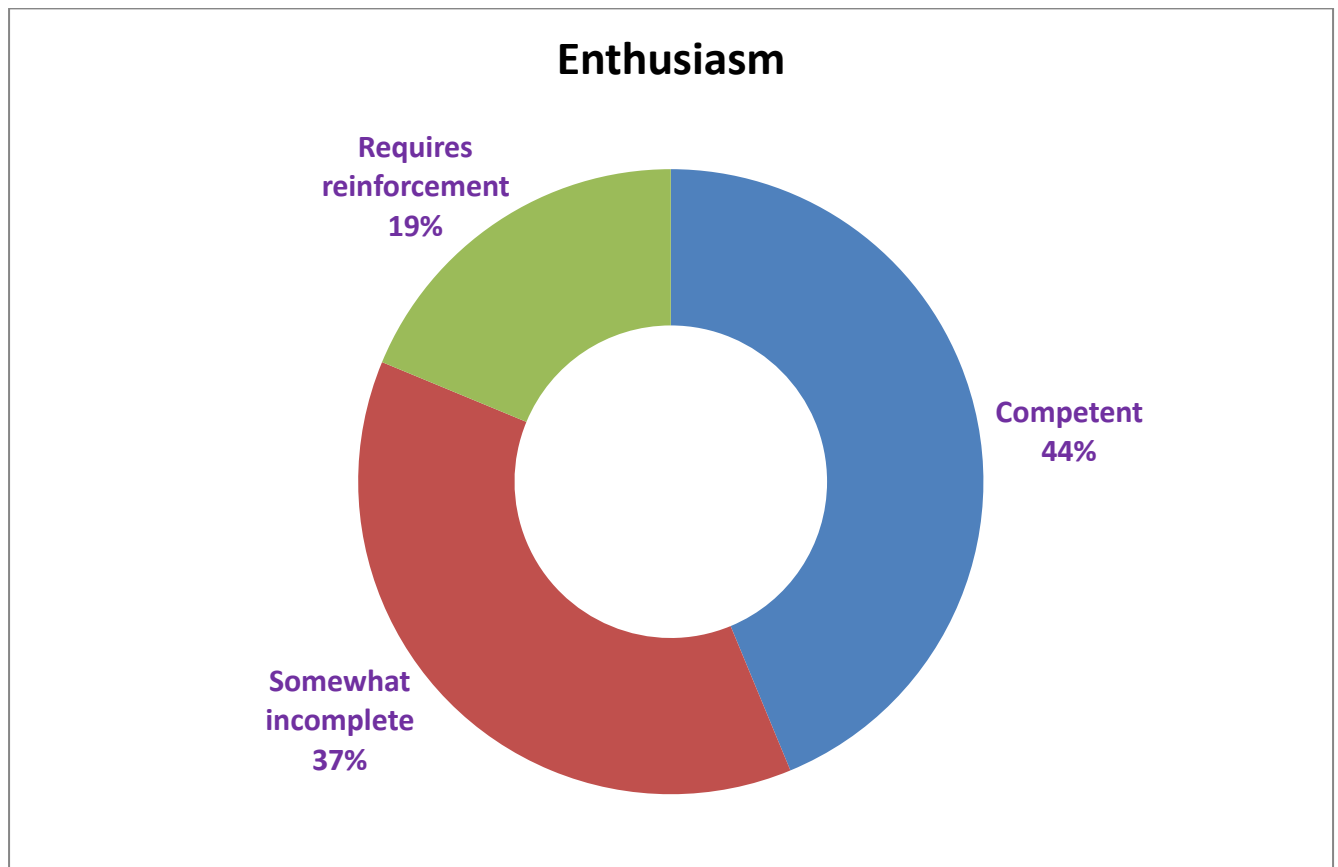
Figure 10**Results of Post-test as final evaluation**

Figure 10 illustrates the results of the post-test dealing with enthusiasm—source: Researcher's creation

Fortunately, the exercises with the tongue twister technique generated positive results in terms of the students' enthusiasm to participate. This can be seen with the students who demand more attention in this aspect since this percentage decreased to 19%. Also, a slight variation in those with little enthusiasm at 37%, and a significant increase in students with more enthusiasm, reaching 44%. The data reveals increased student interest and motivation to learn and participate. This is another good reason to consider using ludic activities in the classroom.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

Taking up different ideas and aspects shared throughout the process of this investigation, the objective of the conclusion is not simply to reiterate all these details but rather that the reader can obtain a clearer idea about the process performed and determine with greater conviction if this research generates more interest, and if it can be useful for their professional work. That is why this conclusion must point out those aspects that show the results after having made the necessary observation to a group of students and having applied a specific technique in search of an improvement in the performance and learning process of these individuals.

Beyond a repetition of steps carried out, the conclusion must communicate to the reader what the scope was with the implementation of the technique, as well as make the prevention that there may also be limitations or circumstances that do not allow a significant effect on the students; that is to say, even when the technique was used correctly, and the exercises were well developed, there are conditions in the students that become obstacles to their proper and adequate performance. On the other hand, in the conclusions, the reader will also find confirmation that the researcher carried out a series of tasks, such as observations, practices with the selected technique, and evaluations with which he tried to obtain reliable data that would allow him to make a judgment about the work of the investigation and answer the research question. With these details, the reader will have a vision of the relationship between the objectives and the results obtained by the researcher. Therefore, the conclusions, more than a closure of the project,

will be the section that provides truthful information to the reader and convinces him of the importance of the work carried out, as well as the relevance of fulfilling this type of research.

5.2 Conclusions

The importance and transcendence of this research lie fundamentally in the fact that tongue twisters, in addition to being a didactic tool and fulfilling a recreational and entertaining function, provide a great contribution to develop the oral skills in learning the English language. With the application of this technique to the selected group of students, it was possible to execute exercises with which the students got out of their routine and had moments of entertainment. At the same time, there was a benefit for the practice of fluency and intonation of the language and an approach to reading exercises. Also, the strategy has encouraged students to be more active, participatory, and enjoy the learning process; in other words, it supports the learners' motivation. It is important to use resources that capture the enthusiasm to learn and thus strengthen this process.

5.2.1 To identify the errors in pronunciation of the English dental sounds in beginning adult students at ESCADI Institute during the second quarter of 2022

One of the first actions to start working with the group of adult beginner students from the ESCADI Institute was verifying if they had difficulties pronouncing specific sounds. Through the observation and the diagnostic test applied, it was possible to determine and verify that the students showed deficiencies in pronunciation, not only of the dental sounds established for this research work, but also in the articulation of other consonants and vowel sounds.

It is important to remember that this population comprises adult individuals who, in many cases, have not been able to complete their basic education. Thus this becomes a big factor that limits the speed of knowledge acquisition and slows down the progress of these learners.

Additionally, these people have responsibilities that also reduce the time they have to study and practice the language; In addition, in some cases, social interaction has not been ideal, leading to students who are shy and afraid to participate, and may not have had the best experiences in previous lessons. Unfortunately, it is a set of elements that affect the correct performance of these students.

The situations mentioned above, together with the tests carried out, give a result and confirmation that the beginning adult students of the ESCADI Institute do present problems in the pronunciation of dental sounds. These errors consist mainly in the placement of the tongue, plus a lack of knowledge about voiced and voiceless sounds; therefore, there are failures in articulating, dictating, and projecting these sounds. From this diagnosis, the need to continue with the project and search for techniques to improve the pronunciation of these students is confirmed.

5.2.2 To apply the tongue twister strategy to improve the English pronunciation of dental sounds in beginning adult students at ESCADI Institute during the second quarter of 2022

Having identified errors in the pronunciation of dental sounds by the students of this group, the implementation of a technique considered adequate to support the development of oral production in learning a foreign language was launched. As already mentioned, the strategy to be used is the tongue twister since it consists of a combination of words made up of common sounds, which for this research, are the variants of dental sounds in English. The tongue twister strategy is considered suitable for working with these sounds.

In order to analyze the effectiveness of this technique and try to improve the students' pronunciation, practices were carried out with several tongue twisters, all with combinations of words that contained the voiced and voiceless dental sounds. Definitively, this objective was fulfilled effectively since the tongue twister technique was put into practice in a common way;

the beginning adult students at ESCADI Institute experienced the didactic tool and understood its role in a lesson.

5.2.3 To evaluate the tongue twister strategy to improve the English pronunciation of dental sounds in beginning adult students at ESCADI Institute during the second quarter of 2022

Thanks to the opportunity to carry out the research work at the ESCADI institute, it was possible to implement the tongue twister technique with a group of beginning adult students, focusing the practices on the dental sounds of English. With this, a relevant task for the research was also developed, which consisted of evaluating the tongue twister as an effective strategy to improve the pronunciation of the sounds mentioned. This task was achieved through the work carried out with the students since this strategy was the main tool applied in the classes attended by the researcher.

The way for evaluating this strategy was based on the exercises developed with the students and the results obtained from them. The data obtained and illustrated in the figures corresponding to the pre-test and post-test showed slight changes in some criteria and indicators. However, there were also more encouraging results or variations, which became motivating and generated good expectations regarding the use of the strategy applied.

Although the time to develop the Project at the ESCADI Institute was limited, the exercises with the tongue twisters had an effect on the students; perhaps a minimal effect, but important since it stimulated the pronunciation of dental sounds and oral production; intonation, fluency, and enthusiasm in the students who were the object of this investigation. In conclusion, from the evaluation of this tool, tongue twister is a strategy that helps improve pronunciation. This was the case for the beginning adult students at ESCADI Institute during the second quarter of 2022.

5.3 Restatement of the Research Question

The research process was developed normally and without major setbacks; therefore, it was possible to carry out the observations, tests, and application of the tongue twister strategy. This means it was possible to meet the objectives defined for the investigation. Information was obtained from the students through observation and diagnostic tests to identify pronunciation problems. Next, the tongue twister strategy was applied, achieving several practices and generating results, one of the project's main objectives. Finally, evaluating the students' performance after the activities made possible to evaluate the functionality of the tongue twister strategy.

It is conclusive that the process generated results. Perhaps the results were not as significant as the researcher expected; however, there were changes between the investigation's beginning and end. On the other hand, it is very important to remember that there is also a fundamental and decisive element to obtaining results: time. As mentioned, few lessons were available to confirm whether tongue twisters as a teaching strategy are effective in improving pronunciation. Small positive results were obtained in a short time, but more time and continuity would be needed to obtain a more precise answer. Then, for now, the question remains: What is the effectiveness of the Tongue Twister strategy to improve the pronunciation of the dental sounds in beginning adult students at ESCADI Institute during the second quarter of 2022?

5.4 Unexpected Results

One of the most interesting features of each lesson, or when arriving at an unknown group, is the fact of facing unexpected situations, from unusual behavior and difficult questions to answer to varied reactions to the class, and the case of this investigation was not an exception. When developing a lesson, students may be nervous, insecure, have little interest, or

understanding about what is happening in the lesson; however, these situations are normal and do not differ much from other lessons. What is more interesting is finding a group or at least one person who shows an unusual interest in a topic and wants to go deeper into it.

In this experience with the group of adult students from the ESCADI Institute, after giving a brief explanation and background of tongue twisters and their application in language learning, an unexpected result was produced; in addition to having performed well during practice, two of these students expressed great interest in tongue twisters. These two students met and talked about this topic, so they decided to delve into the history of this technique, learn about its origins, and check if it is used in all languages, among other details. The students commented that they found it very interesting and considered that this resource should be used more frequently. Then the most relevant thing about this unexpected result is that the research work carried out with the students gave rise to great interest and possibly new research, but this time in the hands of the students. Seeing this unexpected and positive result, the researcher shared sources of information that would be useful for the search these students decided to do.

5.5 Recommendations

At the end of the research work, studying the results and reaching conclusions, it is important to take advantage of the lived experience and analyze all those aspects that influenced the development of the work, whether they are elements that contributed benefit to the research, or details that were not considered in time and form to meet the objectives. Thus, based on experience, the following recommendations are made, with which it is intended that the reader, a teacher, or another researcher may take them into account and support the task to be planned.

In the first place, it is convenient to point out that, for the correct presentation and administering of tongue twisters, the teacher must understand the importance of their use in the

teaching - learning process since they have numerous useful benefits. In addition, when including them in a class plan, the professional must be very clear about the objectives that are going to be set. To comply with this, it is also very important that the teacher knows his students and is aware of their characteristics and conditions; in this sense, the recommendation is to remember that not every technique can be used in any class or as a simple wild card.

Secondly, getting out of routines is always convenient, as well as not getting stuck in the same type of activities for all the lessons. Just as working with tongue twisters, this tool can be combined with other activities, either visual aids or taking advantage of technology with online exercises. The combination of techniques and the variety of activities is something that students appreciate and need to achieve greater effectiveness in the teaching-learning process, especially if it is the acquisition of a foreign language.

As a third point, it has already been mentioned that the tongue twister strategy is very useful and has many benefits; for this research, it has been very helpful to work on the dental sounds of English, but this technique is versatile, then it cannot be limited to a couple of sounds. Just as the variants of the consonants "th" are voiced and unvoiced, other consonant sounds in English share these characteristics.

A fourth recommendation is to encourage teachers, or other researchers who are going to do similar work to keep an open mind; to inquire about the topic or strategy they want to apply. It is important to analyze the students and not to think that teaching should be limited to their age. To clarify this point, teachers often think that adult students do not enjoy ludic activities which seem to be only for young people. Students of any age need to enjoy learning, and various activities may have a positive effect. Therefore, the teacher must think like a student when planning strategies for any lessons.

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Annexes

Instrument 1: Observation

Non-participant Observation Notes

Teacher's Name: Pedro García	Date: June 28 th , 2022
Observer / researcher: Juan González	Number of students: 16
Class Observed: Adult English learners	Level: Beginners

Class Structure	<p>The group subject to observation is made up of 16 adult students who are at the beginning level of learning the English language.</p> <p>A planned class is observed since the teacher in charge consults its planning and follows the sequence of activities. The activities developed include written practices from the textbook, and also some oral practices. A small text is also used as a reading exercise associated to the main topic.</p>
Student- Teacher Interaction	<p>The distribution of the students in the class is the traditional one; that is, students sat in a row, one behind the other, which is not the best place for oral practice or interaction among them.</p> <p>The teacher is a bit static during the lesson; that is, he needs movement or displacement to capture a little more the attention of the students. It can be affirmed that the management of the class by the teacher is acceptable most of the time.</p> <p>The activities prepared by the teacher are appropriate to the level of the students, and are based on the suggestions of the textbook. At the end of the exercises, students receive some feedback or correction of certain errors.</p>
Student Engagement and Development	<p>Since these are beginning students and have only received a few months of lessons, they are still shy to participate orally and make several mistakes in their oral production. In addition, they still do not correctly handle the grammatical structures they have studied.</p> <p>In the written exercises they perform a little better; however, during readings, they are slow and hesitant about pronouncing various words. On the other hand, the atmosphere is pleasant and the support of some students towards others is noticeable. As usual, some students show more interest in learning the language and others find it a little more difficult to acquire.</p>

Instrument 2: Pre-test

Name: _____ Date: _____

Institution: _____ Level: _____

Instructions:

Read aloud the following text emphasizing the words in bold that contain “th”

A Lutheran named Theodore and a Methodist named Kathy were planning their wedding in Bethesda, Maryland. **Although their** views on theology didn't always agree, **they** were expecting to work through their differences and faithfully live through a fiftieth wedding anniversary. **They** planned to get married in a Catholic church with a breath-taking cathedral. **The cathedral** was mammoth even though Kathy and Theodore only invited one hundred and thirty guests.

Read aloud the following single words

1. Think
2. Though
3. Thread
4. Rather
5. They
6. Farther
7. Thanks
8. Both
9. Then
10. Nothing

Instrument 3: Activities in Between, Tongue Twisters

1. Three free throws.
2. Thy thigh is an easy thing to see.
3. This thick thistle makes my tongue fizzle.
4. The first thing that they think of is this.
5. Some theories believe there to be things out there.
6. These things finish sooner than you think.
7. Thirsty throats find things to drink.
8. Some things seem to find themselves.
9. My thumb is too thick to flick this.
10. These thieves thrive on farmers' grief.
11. Three thousand spears were thrown at the throne.
12. On Thursdays, I find thrills in finding things.
13. Aunt Beth has thick cheeks, thin lips, three teeth, and thin mouth
14. The thirty-three thieves thought that they thrilled the throne throughout Thursday.
15. Thirty-three thousand feathers on a thrushes throat.
16. They thankfully think this thing is the best thing that they can throw the three times they need to throw a thing.
17. Whether the weather is cold, whether the weather is hot, we'll weather the weather, whatever the weather.
18. I thought a thought, but the thought I thought wasn't the thought I thought I thought. If the thought I thought I thought had been the thought I thought, I wouldn't have thought I thought.

Instrument 4: Post-test

Name: _____ Date: _____

Institution: _____ Level: _____

Instructions:

Read aloud the following text emphasizing the words in bold that contain “th”

A Lutheran named Theodore and a Methodist named Kathy were planning their wedding in Bethesda, Maryland. Although their views on theology didn't always agree, they were expecting to work through their differences and faithfully live through a fiftieth wedding anniversary. They planned to get married in a Catholic church with a breath-taking cathedral. The cathedral was mammoth even though Kathy and Theodore only invited one hundred and thirty guests.

Read aloud the following sentences

1. My thumb was pricked by a thorn on Thursday.
2. Make sure you have a toothbrush and toothpaste.
3. The wealthy author has written many famous books.
4. The king sat at his throne while he ate Thanksgiving dinner.
5. The toll booth is just south of here.
6. I found thirty feathers on the pathway.

Planning 1

Pre-test Plan

Instructor's name:	Juan González M.	Region:	Heredia
Subject:	English - Diagnostic test (Pre-test)	School Term:	II Quarter
Level:	Beginners	Date:	30/06/2022
Institution	Escuela Centroamericana de Informática, ESCADI		

Linguistic objectives	Mediation Strategies	Evaluation of learning outcomes
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At the end of the lesson, students will have completed the Reading and Speaking Test for Diagnostic	<p>Activity 1: Prior to the diagnostic test, students will receive an explanation of the activity to be carried out and the objective of the test.</p> <p>Activity 2: Each student will be called separately and asked to read aloud a text and a list of words.</p> <p>https://clearly-speaking.com/pdf/th-sound.pdf</p> <p>Activity 3: After the test, the instructor will provide feedback to students based on the text and word list.</p>	<p>Students will be assessed through their oral production by reading a text and a list of words containing dental sounds.</p> <p>A table of rubrics will be used for the evaluation</p>
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Materials

Pre-test

Name: _____ Date: _____

Institution: _____ Level: _____

Instructions:

Read aloud the following text emphasizing the words in bold that contain “th”

A Lutheran named Theodore and a Methodist named Kathy were planning their wedding in Bethesda, Maryland. Although their views on theology didn't always agree, they were expecting to work through their differences and faithfully live through a fiftieth wedding anniversary. They planned to get married in a Catholic church with a breath-taking cathedral. The cathedral was mammoth even though Kathy and Theodore only invited one hundred and thirty guests.

Read aloud the following single words

1. Think
2. Though
3. Thread
4. Rather
5. They
6. Farther
7. Thanks
8. Both
9. Then
10. Nothing

Table of Rubrics / Pre-test

Name: _____ Date: _____

Indicators / Weighting			
Criteria	Competent (3 pts)	Somewhat incomplete (2 pts)	Requires reinforcement (1 pts)
Pauses and Fluency	The student fluently reads the entire text, pausing according to the punctuation and emphasizing target sounds.	The student reads the text with little fluency, taking only a few pauses indicated with the punctuation. Emphasis on target sounds is acceptable	The student is not able to read the text fluently and does not take the necessary pauses based on the punctuation. Emphasis on target sounds is practically absent
Intonation	The student shows adequate intonation when reading.	The student shows adequate intonation only in certain parts of the reading.	The student does not achieve adequate intonation when reading.
Target sounds pronunciation	The student correctly pronounces most words with target sounds.	The student makes some mistakes in the pronunciation of words with target sounds.	The target sounds seem underdeveloped or incomprehensible. More practice and oral exercises are needed to improve
Overall pronunciation and articulation	Most of the sounds are flawless and the student shows no difficulty with pronunciation or articulation.	Most sounds are moderately understandable with minor tongue or mouth position problems.	Most of the pronunciation sounds are incomprehensible or pronounced with serious problems with the position of the tongue and mouth.
Enthusiasm	Student shows strong enthusiasm about the type of practice.	Student shows some enthusiastic feelings about the type of practice.	Student shows no interest in developing the practice.
Gotten points			
Score			
Obsevation			

Planning 2

Tongue twister Plan 1

Instructor's name:	Juan González M.	Region:	Heredia
Subject:	English – Dental sounds / “th” Tongue twisters – Practice 1	School Term:	II Quarter
Level:	Beginners	Date:	5/7/2022
Institution	Escuela Centroamericana de Infirmática, ESCADI		

Linguistic objectives	Mediation Strategies	Evaluation of learning outcomes
-----------------------	----------------------	---------------------------------

By the end of the lesson, students will be able to correctly produce dental sounds through practice with tongue twisters.	<p>Activity 1: Prior to the practice, the teacher will provide an explanation and examples of the way to work with tongue twisters.</p> <p>Activity 2: The teacher will write some tongue twisters on the board, then he will ask for volunteers and will call some students according to the attendance list. Students will be instructed to read and repeat some tongue twisters, trying to increase their reading speed and focusing on words that contain "th".</p> <p>After the activity, the teacher will provide students with feedback on their performance.</p> <p>file:///C:/Users/juane/OneDrive/Escritorio/Thaller%20tesina%202022/'Th'%20Tongue%20Twisters%20-%20English%20XP.htm</p>	Students will be assessed through their oral production by reading some tongue twisters.
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Materials

Read aloud the following tongue twisters

1. Three free throws.
2. Thy thigh is an easy thing to see.
3. This thick thistle makes my tongue fizzle.
4. The first thing that they think of is this.
5. Some theories believe there to be things out there.
6. These things finish sooner than you think.
7. Thirsty throats find things to drink.
8. Some things seem to find themselves.
9. My thumb is too thick to flick this.

Planning 3

Tongue twister Plan 2

Instructor's name:	Juan González M.	Region:	Heredia
Subject:	English – Dental sounds / “th” Tongue twisters – Practice 2	School Term:	II Quarter
Level:	Beginners	Date:	7/7/2022
Institution	Escuela Centroamericana de Infirmática, ESCADI		

Linguistic objectives	Mediation Strategies	Evaluation of learning outcomes
-----------------------	----------------------	---------------------------------

By the end of the lesson, students will be able to correctly produce dental sounds through practice with tongue twisters.	<p>Activity 1: Prior to the practice, the teacher will provide an explanation and examples of the way to work with tongue twisters.</p> <p>Activity 2: The teacher will write some tongue twisters on the board, then he will ask for volunteers and will call some students according to the attendance list. Students will be instructed to read and repeat some tongue twisters, trying to increase their reading speed and focusing on words that contain "th".</p> <p>After the activity, the teacher will provide students with feedback on their performance.</p> <p>file:///C:/Users/juane/OneDrive/Escritorio/Thaller%20tesina%202022/'Th'%20Tongue%20Twisters%20-%20English%20XP.htm</p>	Students will be assessed through their oral production by reading some tongue twisters.
---	---	--

Materials

Read aloud the following tongue twisters

1. These thieves thrive on farmers' grief.
2. Three thousand spears were thrown at the throne.
3. On Thursdays, I find thrills in finding things.
4. Aunt Beth has thick cheeks, thin lips, three teeth, and thin mouth
5. The thirty-three thieves thought that they thrilled the throne throughout Thursday.
6. Thirty-three thousand feathers on a thrushes throat.
7. They thankfully think this thing is the best thing that they can throw the three times they need to throw a thing.
8. Whether the weather is cold, whether the weather is hot, we'll weather the weather, whatever the weather.
9. I thought a thought, but the thought I thought wasn't the thought I thought I thought. If the thought I thought I thought had been the thought I thought, I wouldn't have thought I thought.

Planning 4

Post-test Plan

Instructor's name:	Juan González M.	Region:	Heredia
Subject:	English - Post-test	School Term:	II Quarter
Level:	Beginners	Date:	12/07/2022
Institution	Escuela Centroamericana de Infirmática, ESCADI		

Linguistic objectives	Mediation Strategies	Evaluation of learning outcomes
-----------------------	----------------------	---------------------------------

At the end of the lesson, students will have successfully completed the reading and speaking test.	<p>Activity 1: Prior to the diagnostic test, students will receive an explanation of the new test to be carried out and the objective of it.</p> <p>Activity 2: Each student will be called separately and asked to read aloud a text and some sentences. https://clearly-speaking.com/pdf/th-sound.pdf</p> <p>Activity 3: After the test, the instructor will provide feedback to students based on the text and sentences..</p>	<p>Students will be assessed through their oral production by reading a text and some sentences containing dental sounds.</p> <p>A table of rubrics will be used for the evaluation</p>
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Materials

Post-test

Name: _____ Date: _____

Institution: _____ Level: _____

Instructions:

Read aloud the following text emphasizing the words in bold that contain “th”

A Lutheran named Theodore and a Methodist named Kathy were planning their wedding in Bethesda, Maryland. **Although their** views on **theology** didn't always agree, **they** were expecting to work **through their** differences and **faithfully** live **through** a **fiftieth** wedding anniversary. **They** planned to get married in a **Catholic** church with a **breath-taking cathedral**. **The cathedral** was **mammoth** even **though Kathy** and **Theodore** only invited one hundred and **thirty** guests.

Read aloud the following sentences

1. My thumb was pricked by a thorn on Thursday.
2. Make sure you have a toothbrush and toothpaste.
3. The wealthy author has written many famous books.
4. The king sat at his throne while he ate Thanksgiving dinner.
5. The toll booth is just south of here.
6. I found thirty feathers on the pathway.

Table of Rubrics / Post-test

Name: _____ Date: _____

Indicators / Weighting			
Criteria	Competent (3 pts)	Somewhat incomplete (2 pts)	Requires reinforcement (1 pts)
Pauses and Fluency	The student fluently reads the entire text, pausing according to the punctuation and emphasizing target sounds.	The student reads the text with little fluency, taking only a few pauses indicated with the punctuation. Emphasis on target sounds is acceptable	The student is not able to read the text fluently and does not take the necessary pauses based on the punctuation. Emphasis on target sounds is practically absent
Intonation	The student shows adequate intonation when reading.	The student shows adequate intonation only in certain parts of the reading.	The student does not achieve adequate intonation when reading.
Target sounds pronunciation	The student correctly pronounces most words with target sounds.	The student makes some mistakes in the pronunciation of words with target sounds.	The target sounds seem underdeveloped or incomprehensible. More practice and oral exercises are needed to improve
Overall pronunciation and articulation	Most of the sounds are flawless and the student shows no difficulty with pronunciation or articulation.	Most sounds are moderately understandable with minor tongue or mouth position problems.	Most of the pronunciation sounds are incomprehensible or pronounced with serious problems with the position of the tongue and mouth.
Enthusiasm	Student shows strong enthusiasm about the type of practice.	Student shows some enthusiastic feelings about the type of practice.	Student shows no interest in developing the practice.
Gotten points			
Score			
Obsevation			

