



# **UNIVERSIDAD DE LAS AMÉRICAS**

**Faculty of Education**

**English Pedagogy**

**FOCUSING ON TONGUE TWISTERS TO IMPROVE PRONUNCIATION IN AN  
EIGHTH GRADE WORKSHOP AT AMERICO VESPUCIO SCHOOL IN  
CORONEL**

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A thesis to fulfill the requirements for seminar class

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## ABSTRACT

Speaking and learning English opens opportunities all over the world. In Chile, speaking English is considered an essential part of learning in order to communicate; nevertheless, it requires an improvement in EFL students. It has been noticed that a group of students of Americo Vespucio School in Coronel, have a deficient pronunciation in certain phonemes. Therefore, the purpose of this study is to strengthen the pronunciation of /θ/ and /ð/ phonemes of eleven students of an oral communication workshop of 8th grade through the use tongue twisters. This study consisted in a pre-test which was done to identify the initial level of students in pronunciation, followed by the application of tongue twisters that helped in the strengthening of pronunciation, finally it was applied a post-test which allowed to analyze the results and effectiveness of tongue twisters to enhance the students' pronunciation. It is important to mention that this study was based on a qualitative research done by a case study. Moreover, the data collection instruments used in this study were recordings to identify and analyze the results. Besides, it was used an evaluation guideline which was completed with the information gathered in the recordings. In addition, an observation sheet that measured the students' motivation and behavior during the intervention, and finally a satisfaction survey that allowed the teachers to analyze the students' view about this intervention. All of these instruments facilitated the process of identifying and analyzing the students' results and progress, also supported the validity of this study. According to the results, it could be demonstrated the effectiveness of tongue twisters to strengthen the pronunciation of /θ/ and /ð/ phonemes in 8th grade students of Americo Vespucio School in Coronel, as 82% of the students improved their pronunciation. Therefore, it was proved that this technique was proper to enhance the pronunciation of these eleven students.

Keywords: *Tongue twisters, pronunciation, phonemes, EFL.*

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## INTRODUCTION

English is the most underrated subject in public education in Chile. It has been very difficult for students to understand the real meaning of the language and the lack of motivation is alarming. To begin understanding the language, it is necessary to understand the purpose of it in Chile and why it is so important to learn it in school. The cultural expanding, the political and economic globalizations are the main reasons why English is so important around the world (Glas, 2011). In 2003, the Chilean government created a program called “English Opens Doors”, which was specifically focused on businesses. Many schools increased the hours of English classes per week, however the results are still not as good as the government expects. The national curriculum of English education has been designed with a strict format and contents according to the needs that have been disclosed during the years. Many English teachers have managed to lecture something extra and not only what it is stated in the regular curriculum. The problems display when it comes to speaking; why is pronunciation deficient in EFL (English as a foreign language) students? Many possible answers come to mind, but it is necessary to point at the right direction. After observing and listening to a group of eighth graders, we can come to the conclusion that the phonetics are in the wrong track, because the sound of the words that these students made were not as expected. The mispronunciation is the biggest issue of the speaking skill and it also reveals the lack of reading during the first years of EFL learning. The desired level for eighth graders includes a wide vocabulary range and it is also expected for them to have an accurate pronunciation of these words. Though, how can teachers expect students to have a good pronunciation if they cannot even speak well on their native language? It is a long road to find a proper solution for every student mispronunciation issue; however it is common in a public school to find children with speech problems. This will not necessarily constrain the language acquisition, but it will be harder for students to get an accurate pronunciation of a second language (Fernandez, 2003). Pronunciation is the most important thing in English spoken language (Gilakjani, 2011). Nevertheless, we must consider the difficulties that English learners face when learning pronunciation (Gilakjani, 2011). Some of those problems, as observed in the group of eighth graders, are the use of words that sound alike (minimal pairs) such as ship or sheep, though and thought, and some phonemes such as “ay” and “ae” among others. Many teachers do not emphasize on pronunciation (Hismanoglu, 2006), however it is



starting to be a big concern because most words need to be taught in a proper way in order for students to use them correctly. Teachers must dedicate more time to teach phonetics. Most teachers focus on vocabulary instead of the use of English itself.

## CHAPTER I

### 1.1 Problematization

Learning English as a foreign language may be complex, due to the fact that the structures and sounds are different in Spanish language and it may be confused for the students. For that reason, the acquisition of a second language may be a difficult task, especially if the students need to pronounce correctly, in order to be understood. The students have serious problems with specific sounds presented during the lessons made by the teacher, according to Planes y Programas (2016), it establishes that students have to know the different sounds of the grapheme th.

Therefore, the purpose of this study is to strengthen the pronunciation of an oral communication workshop of eighth grade students of Americo Vespucio School through tongue twisters activities. As a reference, the students do not know the correct pronunciation of the th grapheme, when they try to make this sound they confuse the two phonemes of this grapheme: / ð / and / θ / phonemes. As a result, if the teacher does not correct them, the students will fossilize the sound and the correction may be impossible.

### 1.2 Delimitation

The purpose of this study is to strengthen the pronunciation through tongue twisters activities to practice the sounds learnt in class. In addition, the improvement of pronunciation will help the students to be understood by the time they want to communicate with other people.

## **1.3 Objectives**

### **1.3.1 General Objective**

- To strengthen the pronunciation of an oral communication workshop of eighth grade students from Americo Vespucio School through tongue twisters activities.

### **1.3.2 Specific Objectives**

- To identify the students' mispronunciations through recording their voices while they are reading the diagnose text.
- To apply the activity based on tongue twisters to improve the students' pronunciation.
- To analyze the effectiveness of using tongue twisters on the students' pronunciation.

## **1.4 Research questions**

- Why is students' pronunciation deficient?
- Is the eighth graders students' pronunciation according to the National Curriculum?
- Are tongue twisters an appropriate technique to improve the students' pronunciation?

## **1.5 Justification of the problem**

As it was observed, the deficient pronunciation of eighth graders lays on the lack of interest of the students towards EFL and the lack of time that teachers are spending on their whole English lessons. According to Padilla (2007), “teachers are falling asleep in the laurels of communication”. Deeper in the subject, the lack of fun didactic activities could be a starting point of the problem. Padilla (2007) says that the only place where pronunciation should be learned is in the classroom, but many educational systems in the world do not target this specific area. Regarding to the observations made in Americo Vespucio School, the same problem is taking place and there are still some activities to reverse this important matter.

## **1.6 State of art**

### **1.6.1 Improving Pronunciation through the Use of Karaoke in an Adult English Class**

One of the main problems that students face when learning English as a Foreign Language, is the pronunciation. Oftentimes, the use of traditional materials may become a tedious practice for students. Therefore, new techniques and procedures must be enforced in the classroom to create an interactive class. According to Refingo (2009), "by the use of karaoke, educators have the opportunity of catching students' attention and improve their pronunciation skills, but also it may help in the process of creating a good atmosphere of creativity and cooperation to accomplish the pronunciation tasks".

The aim of this investigation is to promote the use of karaoke in order to encourage students to speak and imitate the sounds easier than a traditional class, it creates a relaxed environment that motivates them to use their English without feeling threatened.

### **1.6.2 Tongue Twisters in Pronunciation Class**

Communication is the key at times of sharing different points of views and interact with the society, being the pronunciation the principal element to develop it successfully. Nevertheless, some educational systems do not pay enough attention on this oral ability.

Indonesian education tends to focus the English teaching on grammar and vocabulary paying little attention on pronunciation. Therefore, an effective way to concrete it is by using Tongue Twisters which use a mix of hard sounds for the tongue that are useful to learn minimal pairs and distinguish phonemes such as /f/ and /s"/. (Sitoesmi, 2016)

The purpose of this study is to practice Tongue Twisters in order to improve students' pronunciation and motivation. The implementation of Tongue Twisters was done using videos,

whispering games and warming up activities which were considered as interesting exercises by students, being the speed and time consuming the disadvantages.

### **1.6.3 Improving Fifth Graders' Pronunciation of "TH" by Using Tongue Twisters**

Pronunciation is truly important in English speaking activities since it can highly influence the meaning of utterances. If someone makes an error in pronouncing some words in a sentence, it can disturb the communication; it can also be one of the factors which can lead to the conversation breakdown.

This research was made based on an observation, on which the writer found that one of the most common mistakes that students' make is pronunciation. Therefore, a useful method to teach pronunciation is providing oral exercises. The participants were students from fifth grade in the SDN Mojoagung 01 Trangkil-Pati Academy.

According to Iryani (2015) "she suggests applying tongue twisters in English teaching learning, especially as an oral exercise in pronunciation". This type of activity helps the students to acquire an efficient pronunciation to fulfill the communication act.

This research intends to find out how effective tongue twisters can be to improve second language learners pronunciation of /ð/ and /θ/ consonants.

## CHAPTER II: THEORICAL FRAMEWORK

### 2.1 Introduction

“One language sets you in a corridor for life. Two languages open every door along the way” (Smith. F, 1992). As this quote is read, it is realized that the author’s feeling about the importance of learning a second language was moved by an interesting sense of breaking the verge of language itself. Frank Smith is a contemporary expert in psycholinguistics and cognitive psychology who has first and foremost contributed to the study of linguistics and the importance of second language learning aiming to have much more opportunities in life, as long as the correct methodology is applied. This is a big step to determine why is so important to acquire a second language, but mostly why is even more important to acquire it with the correct teaching. For the past seventeen years, the Chilean educational system has tried to improve the E.F.L teaching by increasing the pedagogical hours in schools and beginning the English teaching during the first years of education, among others. So far, the results have not been as successful as expected in the first place. Even though bilingual schools have a solid ground for English learning, not everyone has access to this type of education (private schools). Most public schools have two or three hours of English lessons per week, which are still not enough to cover every field of the E.F.L education. The consequence of this matter is that Chilean students, from public schools, are not getting the proper English education in some important areas such as pronunciation. By observing and studying an English workshop of eighth grade students at Americo Vesputio School in Coronel, it could be identified that the pronunciation of the English language has been left behind, and has not been of such importance during the educational process. Thus far, the observation has revealed the strengths, such as vocabulary use and listening comprehension, and weaknesses, such as the use of English and pronunciation, as a result of their English learning process.

Concerning to the learning of a second language, author Stephen Krashen says that it does not really matter if the second language is taught with all its grammatical rules because the real meaning of learning comes from a progressive interaction with the target language. (Krashen. S, 1988). Moreover, the influence of the environment is an essential scenario to learn a second

language. Nevertheless, public schools in Chile do not offer the appropriate environment for the learning of E.F.L, so is the teacher's job to create a suitable environment and make sure that the students are getting the proper teaching of the second language.

## **2.2 Input**

According to the Oxford Dictionary, input is “what is put in, taken in, or operated on by any process or system”.

Input is only concerned with “acquisition”, not “learning”. According to this hypothesis, the learner improves and progresses when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage “1”, then acquisition takes place when he/she is exposed to “Comprehensible Input” that belongs to level “2”. (Krashen, 1988 quoted in Shutz, 1998).

In regard to this hypothesis, the first thing that must be done is to improve the workshop's group pronunciation is to focus on the acquisition of the target language and not the learning. To support this idea, it is necessary to understand that they already know the target language, so it would be easier to use only a specific activity to improve their pronunciation, such as tongue twisters.

### **2.2.1 Input-Driven**

Harrington, Michael; Dennis, Simon, based on Ellis and Schmidt (1998), propose that the input-driven approach can be an essential way to learn a second language. (Harrington, Dennis, Simon. 2002). The environment for a second language learner must have a dynamic interaction with the target language, not only by learning grammatical structures but also by having different activities that will aid the second language acquisition and improve the frequency of its use. (Harrington, Dennis, Simon. 2002). According to the previous definition, it would be of superlative help for E.F.L learners to use every possible tool that there is in order to learn the



target language. A good environment must have an uninterrupted interaction with the second language, conducive to the input to take place.

### **2.3 Communicative Language Teaching**

Communicative Language Teaching (CLT) is a method, where language is used by a teacher inside the classroom to improve the Communicative Competences in EFL students. Besides, CLT is the current method used in Chile to teach English as a foreign language.

CLT was developed by Christopher Candlin and Henry Widdowsom, in 1960, as a consequence of the British's changes in language teaching traditions; learners acquired structures accurately, but they could not use them outside of the classroom (Larsen-Freeman, D 2009).

The purpose of CLT is emphasizing interaction, learn and practice the target language through interaction with one another and the instructor, study of authentic texts, and use of the language in class combined with the use of the language outside of class. The purpose of using CLT is to strengthen students' confidence by the time they communicate inside or outside the classroom.

The teacher has to assume the role of a facilitator or monitor, rather than simply being the model for correct speech and the one with the primary responsibility of making students produce plenty of error-free sentences. The teacher has to develop a different view of students' errors and his/her own role in facilitating language learning.

In the CLT, learners have to participate in classroom activities that are based on a cooperative rather than in an individualistic approach to learning. Students have to become comfortable with listening to their peers in pair or group work tasks, rather than relying on the teachers as a model.

The use of CLT inside the Chilean classroom can help promote confidence and security in the classroom environment, in everyday use, and when travelling abroad.

## **2.4 Acquisition**

According to Oxford Dictionary, acquisition is the learning or developing of a skill, habit or quality. Based on this definition, the acquisition of a second language will depend on the factors and the tools given to the students to learn a second language accurately. (Ellis, 1994).

According to Seville-Torike (2012), a second language acquisition is the process of learning a second language at the same time that the mother tongue is learnt. Also referred as target language, the acquisition takes place in a suitable environment and it will depend on the frequency how long will it take to be learnt. (Seville-Torike, 2012).

According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act. (Krashen, 1988 quoted in Shutz, 1998).

Regarding to the previous statement, acquisition takes place in a day by day interaction with the target language. The meaning of acquisition is an automatic process that will only happen with the appropriate environment and not by learning the grammatical structures of the language as a common lesson of the teaching process. (Krashen, 1998).

## **2.5 Speaking**

To most students of a foreign language, speaking may be considered the language skill that requires more priority from learners due to its complexity. In relation to the above, Nunan (1991) states that speaking is measured through the ability to develop an interaction in context what makes this skill the most relevant aspect in the development of a foreign language. For that

reason, Brown, Burns & Joyce (as cited in Florez, 1999) define speaking as an interactive process of constructing meaning that involves producing and receiving and processing information.

On the other hand, teaching speaking may not be compared with reading, writing and listening skills, owing to the fact that it requires a dedicate process of practicing to establish a real interaction or communication. In these days, it is not difficult to find appropriate resources to achieve this process. For instance, learners may be immersed in a constant strengthening of speaking production through the use of innovative tools such as online games, voice recorder, video chat, songs and movies. Making this process as a habit, it might enhance the speaking mastery between learners and the results might demonstrate an improvement on pronunciation and fluency what carries out an understandable human communication.

## **2.6 Pronunciation**

Human beings who are constantly in contact with society need to exchange information in order to communicate experiences, ideas, messages, etc. The main way of communication is done by the oral skill what is directly connected with a good pronunciation. According to Richard and Renandya (2002), "pronunciation includes the role of individual sounds and sound segments, that is, features at the segmental level, as well as suprasegmental features such as stress, rhythm, and intonation". In addition, Ur (as cited in Howlader, 2010) defines that "the purpose of pronunciation is to produce sounds accurately enough in order to be understandable by the receptor and not to achieve a native accent". In accordance with that, it may conclude that pronunciation refers to the production of sounds that convey a meaning. In case of EFL students the main aim is to encourage them to produce sounds in order to establish a communication on a daily basis. Therefore, it is indispensable to emit the words correctly paying attention on pronunciation in order to express messages that may be understood in the correct way by the receptor.

### 2.6.1 Stress

Stress is a suprasegmental feature of pronunciation that may be also called word stress or lexical stress (Kannan, 2016). According to Trask (2004), stress may be defined as "a certain type of prominence which, in some languages, is present upon certain syllables". Therefore, a word that contains a syllable that reflects more prominence or is pronounced louder than the others means that this syllable is stressed. For instance, the words photograph, photographer and photographic are stressed in one syllable and in different places.

In case of native speakers of English language, stress is naturally incorporated as they speak. In contrast, some non-native speakers may face a common problem as they emit a word or message; the receptor may not understand what the person is trying to say owing to the position of the stress. As Fokes and Bond (1986) studied, non-native speakers tend to pronounce and use the stress in simple words correctly, such as confess or complete. However, some difficulties are presented with the pronunciation of words as compensation. For that reason, it is important to practice pronunciation and each of its suprasegmental features, otherwise, the focus of the information will not be delivered with the real speaker's intent.

### 2.6.2 Rhythm

In accord with Braddock (2015), rhythm is the relationship between stressed and unstressed words that people use in a sentence. It represents a combination ups and downs what are fundamental to being understood by others. According to this, rhythm may be explained as the regular intervals or movements in speech mainly marked by the stress, paying special attention on the length and loudness given to a sentence, on the contrary, it might not be understood.

How long each phrase or sentence takes to say depends on how many stresses there are in it. For example: My old GRANDfather used to go SWIMming in the middle of deCEMber (three stresses) does not take much longer to say than My GRANDpa went to SWIMming in deCEMber (three stresses) ... the time it takes to say a

sentence depends on how many syllables there are. So the first sentences above, if pronounced according to syllable-timing (18 syllables) would take quite a lot longer to say than the second (10 syllables). (Ur, 2012, p.129)

### **2.6.3 Intonation**

According to Roach (2011), "intonation is not only focused in the variations of the pitch in order to convey a meaning, but also it has the purpose of covering the phenomenon of prosody what is related to the voice quality, tempo and loudness". Furthermore, Trask (2004) states that "intonation may be used for marking grammatical boundaries such as phrases and clauses, for conveying the speaker's attitude (surprise, irony, etc) and for signaling sentence like statements and questions". Hence, the practice of intonation is the way that speakers use to convey information with a variety of purposes mentioned before.

### **2.7 Fluency**

Normally, human beings tend to establish an interaction to communicate an opinion as natural as possible, or an idea without mistakes. In order to do that, it is necessary to be focused on fluency. This aspect of communication is centered on giving naturalness as well as rhythm, intonation, stress and pauses to the conversation (Richards & Schmidt, 2013).

Becoming fluent in a foreign language might take a long time, as to be able to speak a language very well; learners need to practice it regularly. According to Boyd (cited in De Castella, 2013) motivation is the key at times of practicing fluency in English language, since individuals who are really interested have more opportunities to acquire it.

### **2.8 Phoneme**

Phonetics contains a range of components and one of them is the phoneme. According to Spratt, Pulverness and Williams (2011) a phoneme is the smallest unit of a word sound and can make a difference between certain meanings in a language. For example, most of the time the

“s” at the end of a word announces that something is plural, so the sound /s/ has a meaning and is a phoneme. Different languages use a different range of sounds and some of them lack of a meaning in other languages. Chilean learners of EFL do not know the pronunciation of these phonemes due to the fact that these sounds do not exist in Spanish language. The study of phonemes is the key to pronounce perfectly and complete the communication’s action in a perfect way.

### **2.8.1 Grapheme**

As mentioned earlier, a phoneme is described as the smallest unit of a sound that may differentiate meaning which must be represented by a grapheme. In linguistics, a grapheme might consist in a letter, a sequence of letters or a symbol that are considered as the smallest unit of written language system (Coulmas, 1996). Namely, when learners pronounce the sound /f/ they are producing a phoneme, but when learners write the letter ‘f’ this may be defined as a grapheme. Therefore, graphemes may be created from one letter as "s" presented in the word study, two letters such as "th" in mouth, three letters "igh" used in the word night and four letters as "eigh" that can be found in the word eight. In other words, a grapheme may be explained as a letter or more than one that spell a sound in a certain word.

## **2.9 Bases Curriculares on speaking skill**

According to Bases Curriculares (2016), the students of eighth grade need to develop the oral skill. The idea that students learn English is not only to learn grammar structures, but also to read and write in English. The most important thing is that they can communicate in a readable way. Improving pronunciation is the best way for E.F.L students to go out into the world and not feel self-conscious when they meet a person who speaks English as a mother tongue. Bases Curriculares (2013) also says that students of eighth grade have to be familiarized with the phonemes /θ/ and /ð/. For this reason, during this research the teachers will improve the pronunciation and fluency of these sounds. Moreover, the fluency during the communication will be also improved.

## **2.10 Technique**

According to Oxford Dictionary, technique is “A way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure”.

Concerning to education, technique is “to carry out a method”. (Yanto, 2014). According to the author, a technique is a mean by which a methodology takes place in the learning process. A technique is something the goes on during the teaching practice, which aims to the learning of specific subjects. Some techniques involve certain attitudes of the teacher towards the student, such as cheering up a student every time he or she completes a task, the correction of the mistakes made by the student, or not pricing nor criticizing so the students rely on themselves (Silent method). (Anthony, 1963 quoted in Yanto, 2014).

## **2.11 Tongue Twister**

Tongue twisters in English are a great range of exercises to practice pronunciation, during this study, tongue twisters will be used as are an efficient and fun exercise for the students to practice. According to Anonymous (2016), “A Tongue Twister is a text that features 1 or a combination of sounds that are extremely difficult for the mouth and, of course, tongue to control” Tongue twisters not only are useful to teach to second language learners, also for native speakers learners.

## **2.12 Motivation**

It is well-known that when something wants to be learnt, motivation is a crucial factor that help to achieve this aim. Likewise, Denhardt R., Denhardt J. and Aristigueta M. (2012) define it as a particular process of behavior that people have in order to accomplish and pursue certain goals.

Something similar is presented in the acquisition of a foreign language, in this case English, owing to the fact that motivation is an essential factor in English achievement.

Although, there have been different points of view related to motivation in EFL, Robert Gardner's definition might be considered the proper one. Gardner (1985) stated that “motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”. That is, motivation is connected with the students' desire of catching the new language, giving them the direction of pursue the objective into the teaching-learning process. Therefore, if there is not a desire to learn, it will not exist a successful learning.

### **2.13 Intrinsic motivation**

According to Harmer (1983), there are two kinds of motivation: extrinsic and intrinsic motivation. The first one is regulated from an external source or outside the classroom, when the behavior is motivated by a reward or to avoid a punishment. For instance, the acquisition of money. On the other hand, intrinsic motivation is high correlated with the behavior produced inside the classroom. In contrast with extrinsic motivation, the intrinsic one is focused on the satisfaction of doing a task without any kind of incentive.

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards" (Ryan and Deci, 2000).

Thus, it is indispensable for EFL educators being aware of learners' motivation paying attention to the factors inside the classroom such as a proper environment, attitudes and techniques used, because these will be significant in developing and increasing intrinsic students' motivation.



## CHAPTER III: METHODOLOGICAL FRAMEWORK

### 3.1 Introduction

As in every methodology, this present study must have a structure and steps to follow in order to proceed. This procedure is called methodological framework.

The methodological framework unlike the theoretical framework, is responsible for reviewing the processes to be performed for the research, not only analyzes what steps should be followed for the optimal resolution of the problem, but also determines, if the tools of study that are to be employed, will help in a feasible way to solve the problem. (Sabino, 1995).

It is appropriate to mention that this study follows every step of a qualitative research, which gives an accurate clue on what should be done next. This chapter will describe the methodological framework and how this study has proceeded thus far. In addition, it will describe the participants and how this methodology takes place in this investigation. It is also mentioned the steps that are taken to intervene in the target group, looking forward to get the expected results at the end of the process. Furthermore, the importance of this study is to support the theoretical argument on how to improve deficient pronunciation by using tongue twisters. A qualitative research is of great importance in education because it is a participative way to observe, analyze and then intervene in order to identify the problem and apply a possible solution for it. In order to proceed, a target group will be exposed to a gradual use of tongue twisters of different phonemes, starting from easiest to hardest. To begin with, the drilling technique will be applied where the students must repeat after listening. After that, different tongue twisters may be used with students. The main idea of these activities is to start with an easy tongue twister, and then students will learn the difficult ones by the last sessions. This study would be an important proposal to revise the actual methodologies used in the teaching of pronunciation and to strengthen pedagogical actions in E.F.L education.

### **3.2 Qualitative research: General description**

Before explaining what a qualitative research is, the definition of investigation must be explained to understand the nature of the research; investigation is a large of systematical, critical and empirical processes, which are applied to the phenomena's study, Hernandez R. (2012). Moreover, qualitative research focuses on deepening the phenomenon to be studied, as well as examining the participants 'environment and the participants' behavior at the moment of being investigated.

Qualitative research is one that studies the quality of activities, relationships, issues, means, materials or instruments in a given situation or problem. It seeks to achieve a holistic description, that is, that tries to exhaustively analyze, in detail, a particular issue or activity.

According to Hernandez R. (2012) Qualitative Approach uses data collection without numerical measurement to discover or sharpen research questions in the interpretation process.

The role of the researcher in qualitative research is to remain on stage for some time. Therefore, it is considered necessary to be immersed within the context where the project will be developed. The researcher must experience the meaning that subjects give to their "world", to know their language, to understand their emotions, to discover their values.

According to Albert (2007: 231) "in the qualitative approach, data collection occurs completely in the natural and everyday environments of subjects and involves two phases or stages: (a) initial immersion in the field and (b) collection of the data for the analysis " There are different types of instruments, each of them with their characteristics, advantages and disadvantages.

### **3.3 Case study: General description**

One of the fundamental objectives that education must pursue is to integrate theory and practice through the application of teaching and learning strategies that effectively connect knowledge with the real world. One of them is the case study technique.

The approach of a case is always a significant and transcendent learning opportunities, insofar as those who participate in its analysis manage to get involved and engage both in the discussion of the case and in the group process for its reflection.

This technique develops skills such as analysis, synthesis and evaluation of information. They also develop critical thinking, teamwork and decision making, as well as other attitudes such as innovation and creativity.

Case study is a research method of great relevance for the development of the human and social sciences that involves a process of inquiry characterized by the systematic and in-depth examination of cases of a phenomenon, understood as social entities or unique educational entities (Bisquerra, R. 2009)

In other words, it is a method of researching a complex situation (classroom) based on the understanding of that situation, which is obtained through its description and analysis. It implies a comprehensive understanding, an extensive description and an analysis of the situation.

Stake. R. (2005) identifies three modes according to the objective:

- Intrinsic case study: greater understanding of the case itself. It is intrinsically interesting and we want to learn about it in particular. There is no attempt to generate any theory or generalize the data.

- Instrumental case study: analyzed to obtain greater clarity on the theme. The case is an instrument to obtain other investigative purposes.
- Collective case study: focuses on investigating a phenomenon, population or general condition based on the intensive study of several cases.

To test the reliability and validity of the case study it is important that findings be proven by various means and research instruments. It is therefore very important to use a wide variety of instruments to corroborate the results and repeat the interviews and instruments to seek consistency in the responses of the subjects.

This research is related to the case study, because it is a qualitative research. The instruments used and the way to collect the information necessary to do this research are the ones indicated to be able to make a case study of the students of the eighth year English workshop. The form of data analysis will give the results to make an exhaustive analysis and thus to find the root of the problem and the solution that is needed to improve the pronunciation of this study group.

### **3.4 Instruments and data collection**

#### **3.4.1 Observational Method: General description**

Observation is the most important instrument in a qualitative research, during the investigation this method has been chosen due to the effectiveness of the result of observation in the research.

Observation is a process whose first and immediate function is to gather information about the object that is taken into consideration. This collection involves a coding activity: the selected raw information is translated by a code to be transmitted to someone (oneself or others). The numerous coding systems that exist can be grouped into two categories: selection systems, in

which information is coded in a systemized way by means of pre-established grids or grids, and production systems, in which the observer makes it Encryption system.

From this point of view of social research techniques, observation is a procedure of data collection and information that consists of using the senses to observe facts and social realities present and the people where they normally develop their activities.

Observation organizes perceptions. This involves a whole series of operations of awareness and concentration of attention, comparison, discernment, all directed by an intention. To observe is an act promoted at the same time by dispositions of cognitive and affective order, whose product is a creation of the spirit. In the end the product of an observation may be that it has no real existence, it is an internalized representation, followed by an externalized expression in very different languages (verbal, graphic, formal, etc.) of a perceived reality. It plays an important role in intentionality and the attribution of a meaning.

In the observation, it may considered three levels of systematization:

- A. Non-systematic observation: This observation consists of a direct observation, without any explicit purpose and without being perfectly defined, without a determined order or planning. They are narrations written directly or data collected in a random way.
- B. Semi-systematic observation: in this the objectives of the registry are fixed a priori; Need to plan the order and time, it is necessary to specify the antecedent behavior or event, the observed nucleus and the subsequent behavior or event, but the behaviors to be observed are not categorized.
- C. Systematic observation: try to group the information from certain criteria previously fixed or starting from these records. It requires categorizing facts, behaviors and / or events to be observed.

Observation is a method of taking data intended to represent as accurately as possible what happens, reality.

The observation used to develop in the research, is the systematic observation; it is the adequate to include the criteria to evaluate the students' behavior, motivation, pronunciation and the way in which the students make the activities during the intervention. The results of these observations will help to make conclusions about the students' performances and how they apply the content taught during the interventions.

### **3.4.2 Recordings: a brief description**

Another method of collecting data is recording. During this investigation record the pronunciation of the students is the best method to identify mispronunciations.

Due to the new technologies, there are new techniques of data collection, one of these techniques is the recording, for this investigation the recording will be used to be able to have the voices of the students recorded and to find the errors of pronunciation. The researchers will be able to identify each word in order to find the problem and solve it at the time of the intervention.

### **3.4.3 Satisfaction survey: a brief description**

Another technique of data collection in qualitative research is the survey of satisfaction, the reason for the use of this technique is because the participants are a group of students of a workshop of communicational English. To know if the interventions during the research were successful, the participants must give their opinion at the end of this workshop.

A satisfaction survey is an empirical study to determine the degree of satisfaction of the respondent. It is the most economical and efficient method of obtaining information from respondents. Satisfaction surveys are used to make decisions based on information obtained through a questionnaire.

The survey usually obtains the information from a questionnaire that can be answered in person, by paper, telephone, via the web or by email. Satisfaction surveys are usually aimed at

knowing the degree of satisfaction of a target audience with a service offered or the assessment of a set of circumstances.

The importance of the satisfaction survey in the research is to know the level of motivation that the eighth grade English workshop students have in the intervention of improving pronunciation using tongue twister. The purpose of this survey is to know if the students feel that they improved their pronunciation or if they understood the instructions of the teacher who gave the intervention. The results of this survey show whether students can be motivated using this type of technique to improve pronunciation and whether they are willing to re-initiate such a workshop in their English language classes in the future.

### **3.5 Place of study**

The place where the study is carried out is the subsidized private school Americo Vespuccio, located in the city of Coronel, the level of education is kindergarten and primary education. The school has 864 students and the average number of students per course is 43 children.

- The school is directed by director Dina Canteros Bascur.
- The school consists of 43 teachers, who are in charge of the education of students.
- The Americo Vespuccio School is among the schools with the highest score in the SIMCE test of the region
- The resources used to implement this workshop were: work guides, data show, a classroom conditioned for the 11 students of the workshop, a computer.

### **3.6 Participants**

Participants in this research are 11 students from an 8th grade communicative workshop at Americo Vespuccio School. The age of the participants of this research goes from thirteen to fourteen years. The group consists of 5 girls and 6 boys.

The socioeconomic level of students is in the middle level. Students live with their parents except for one of the students who live with their grandparents.

The level of education of students' parents is middle education complete.

Students have a keen interest in learning and speaking English. However, their pronunciation needs to be improved, especially with / ð / and / θ / phonemes.

### **3.7 Intervention procedure**

This study was focused on a group of eleven students of an eighth grade English workshop at Americo Vesputio School. The following are the steps that must be followed in order to identify the problem and achieve good results.

The first thing was to identify the problem. In order to do so, one of the teacher who had been taking both eighth grades (A-B), could noticed through a variety of activities and tests that involved the four skills (reading, writing, listening and speaking) that the weakest result was pronunciation, specifically /ð/ and /θ/ phonemes. This problem could be identified by a short text that students had to read aloud in one of the normal classes, though the reading skill was fair, the students showed a deficient pronunciation.

After doing the test and having identified the problem, it was suggested to the guide teacher and to the headmaster of the school that a good way to improve students' pronunciation is by practicing with tongue twisters as a daily activity. Therefore, it was decided to make the intervention in the English workshop, since in these classes both eighth grades has the opportunity to participate. This workshop is only ninety minutes per week, divided in two classes of forty-five minutes, so in order to improve pronunciation; the efforts must be doubled by practicing at home. Although, the main part of the pronunciation practice would take place in the workshop. To initiate the intervention, a planning was made thinking about five classes of the English workshop, as it would be enough to improve students' pronunciation.



### Class 1:

In the first intervention class, the teacher made an introduction to the language telling students how important it is to have a good pronunciation. To start the intervention, the audio of the class was recorded, so later the progress of the students may be identified. In this case, each student had to read aloud the pre-test that consisted in a short text called “Teething Baby” (*see appendix C*). After reading the text, the teacher read the text to identify the mistakes made by the students.

### Class 2:

The second class was focused on practicing a basic tongue twister, in order to do that, the teacher asked students if they knew what a tongue twister is. After that, the theme was explained to the students. Then, the first tongue twister called “Peter Piper” was introduced and it was based on the /p/ phoneme (*see appendix D*).

Each student stood up and read the “Peter Piper” tongue twister from the board (which was projected) and after the teacher. Then, each students received a printed sheet with the tongue twister that was read line by line in order to pronounce it correctly. In order to achieve accurateness, one of the teacher guided them through. Finally, the teacher asked the students to practice at home in order to be ready for next class activity.

### Class 3:

The third class started practicing the tongue twister already introduced to students but now singing a song. The students showed an interest for learning, which helped in the practice of enhancing the pronunciation. The teacher corrected the mistakes that students were still making. After that, students showed an improvement on their pronunciation.

The same class, a new tongue twisters called ‘‘There those thousand’’ based on the /th/ phoneme was introduced (*see appendix D*). Together, the students practiced it reading aloud from the board after the teacher. Then, one by one had to read a line.

#### Class 4:

The fourth class began practicing the previous two tongue twisters already known. This time, it was perceived the improvement in students’ pronunciation. The ‘‘Peter Piper’’ tongue twister had not been mastered by students yet, but the input had worked fine on the acquisition of the language. This was due to the interest and the out of class practice, since the students showed commitment with the workshop. The second tongue twister was practiced in class, after this process students showed improvement of the pronunciation of the /th/ and /θ/ phoneme sounds. In addition, the last tongue twister called ‘‘She sells seashells’’ (*see appendix D*) based on /ʃ/ and /s/ phonemes was presented and practiced by students individually, as well as all together.

#### Class 5:

In this final class, the students repeated for last time the three tongue twisters learnt before. This time, the students practice the last tongue twister showing great progress in the /ʃ/ and /s/ phonemes sounds.

After rehearsing the three tongue twisters, the students were asked to read aloud the same short text that they read at the beginning of the intervention process that was taken as a post-test. They were recorded as in the first class to identify the progress of each of them.

Later, anonymously, each student had to answer a satisfaction survey (*see appendix H*) in order to know their perspective about these five classes in their oral workshop, the labor of the teachers, and the usefulness of tongue twisters to enhance their pronunciation.

## CHAPTER IV: DATA ANALYSIS AND RESULTS

In the following section, inquiry results are going to be explained in order to show and illustrate the students' progress from the initial to the end of the intervention. The investigation was based on improving the pronunciation in the two graphemes of Th sound by using tongue twisters.

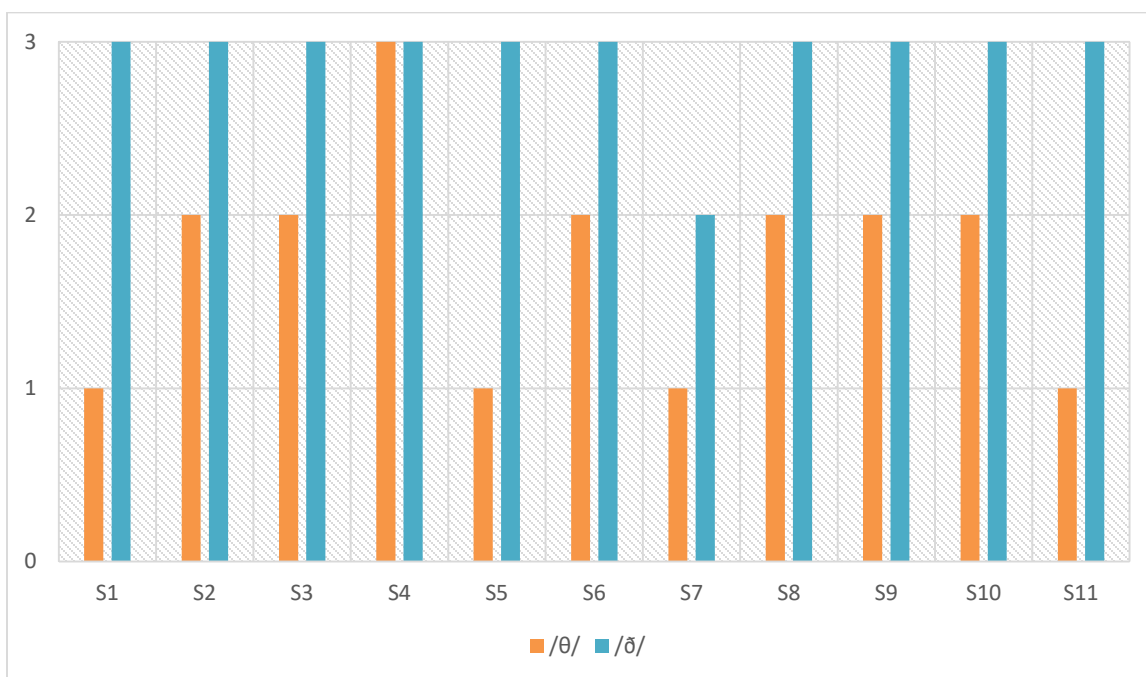
### 4.1 Pre intervention: Class 1

In the pre intervention, the diagnose test was applied (pre-test). The students had to read a short text called "Teething Baby" which presented the /θ/ and /ð/ phonemes, and it was read one by one without the teacher's intervention. It is important to highlight that each one of them was recorded. This pre-test was applied to measure the initial level of students' pronunciation, voice and fluency. In order to do that, the teacher used an evaluation guideline divided in three categories: unsatisfactory, satisfactory and excellent (*see appendix F*). This guideline could be completed by listening to the students' recordings.

According to this evaluation guideline (*see figure 1*), it was demonstrated that only one student, in this case, student number four (S4) could develop the test correctly, pronouncing the phonemes /θ/ and /ð/ accurately. On the other hand, six students reached the satisfactory level on /θ/ phoneme, while the others four reached the unsatisfactory level. It demonstrated that students' initial level was deficient in terms of pronunciation. Nonetheless, the pronunciation of /ð/ phoneme had no problems, as only one student reached the satisfactory level.

Evaluation Guideline (Pre-test) focused on /θ/ and /ð/. (Figure 1)

Excellent = 3    Satisfactory = 2    Unsatisfactory = 1



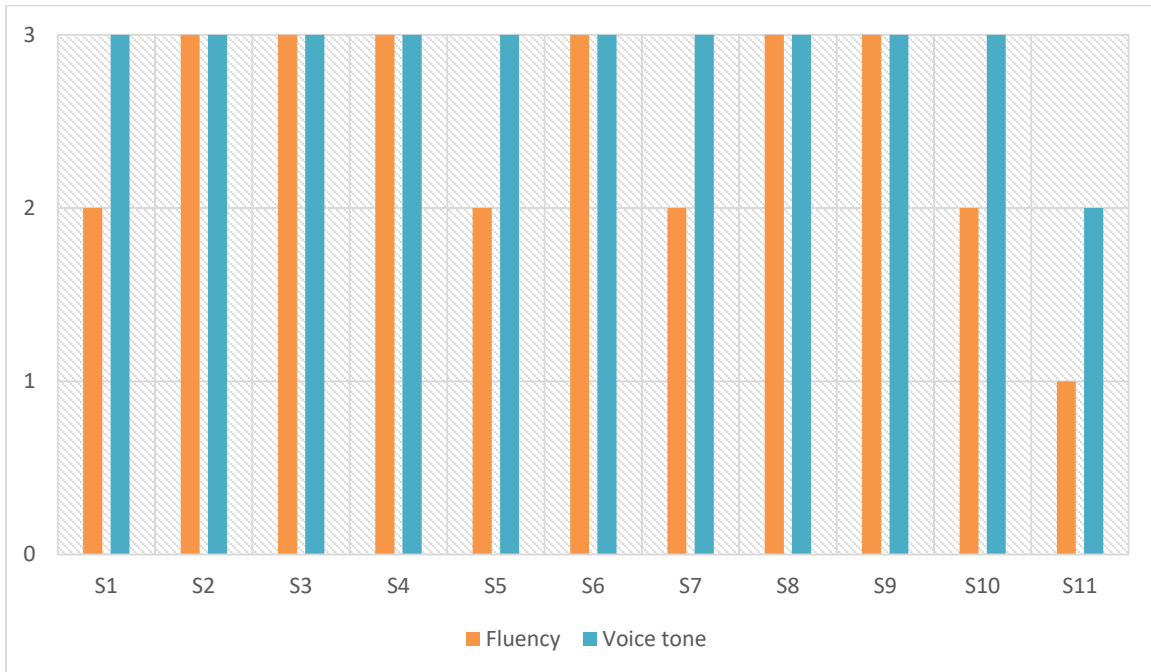
Therefore, it may be interpreted that the pronunciation of /θ/ phoneme was the weakest, as most of the students did not make the difference between the sound of /θ/ phoneme and /f/ phoneme. Since the text was read wrongly, it was not easy to understand what students were reading.

Another important point to be highlighted was that by the moment the students were reading the text some other mistakes were found, for instance, the students did not know how to pronounce the -ed endings in the regular past verbs. After the students read the text, the teacher read the text again and put emphasis to the students' mistakes and mispronunciations.

In addition, in terms on fluency and voice, the students had a better performance, it made the diagnose test more pleasant to hear, however the mispronunciations of the phonemes made it difficult to understand. Most of the students had the personality and the enthusiasm while they were reading the text and it helped to make the reading more fluent. However, only one student (S11) was nervous during the reading and it made that the reading was not fluent. (*see figure 2*)

Evaluation Guideline (Pre-test) focused on fluency and voice (Figure 2)

Excellent = 3    Satisfactory = 2    Unsatisfactory = 1



In others words, more than a half of students have a correct voice tone and fluency, but the rest of them needed practice. As it is illustrated above, ten students have an excellent voice tone, the confidence showed during the performance help to the students to speak loud and it made the reading easy to hear, while four of them reached the satisfactory level in terms of fluency.

#### 4.2 Application of tongue twisters: Class 2

To introduce the tongue twisters the students were asked if they knew what a tongue twister is. The teacher who made the class presented them the first tongue twister called “Peter Piper”. The idea was to work with /θ/ and /ð/ phonemes, but also it is necessary is to improve the pronunciation of more than two sounds. While the teacher was reading and teaching the tongue twister to the students, the observer was taking notes and seeing the students’ motivation, and if they were doing the repetition of the tongue twisters. The instrument used to collect this information was an observation sheet for each student. It was divided in five categories: unsatisfactory, satisfactory, good, very good and excellent (*see appendix G and figure 3*).

Figure 3 1= Unsatisfactory 2= Satisfactory 3= Good 4= Very Good 5= Excellent

INDICATORS	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
The student follows the instructions correctly	4	5	5	5	5	5	5	4	5	5	5
The student shows interest for the activities	5	5	5	5	5	5	5	5	4	4	4
The student participates actively in the oral workshop	5	5	5	5	5	5	5	5	5	5	5
The student is opened to receive feedback from the teachers	5	5	5	5	5	5	5	4	5	4	4
The student shows respect for their classmates and teachers	5	5	5	5	5	5	5	5	5	5	5

This observation sheet was applied during the entire intervention to measure the motivation and the students' behavior during the classes. In the first intervention, when the tongue twisters were taught, students showed entertained due to the difficulty of the pronunciation, also they showed enthusiasm in to learn the how to pronounce the words. However, as it is illustrated in the chart above, two students did not follow the instructions correctly, due to the fact that they expressed that the teacher spoke very fast, so they could not understand the instruction at all. Furthermore, three of them did not demonstrate interest for the activities, as they were playing with their mobile phones. On the other hand, it could be observed that three students were not opened to receive feedback from the teacher, as these students were ashamed of their mistakes.

Next, the teacher read line by line the tongue twister, at the first time the students repeated it as a group, then the teacher chose one student at a time to repeat the tongue twister, the pronunciation of the /p/ phoneme.

At the end of the class, the teacher made a competition between the students to observe if the students were able to repeat the tongue twister without making mistake. The competition was girls against boys, where the students had to repeat the tongue twister as fast as they can. The group who won the competition had the chance to choose a candy as a prize. The second class was a success and the students wanted to learn more tongue twisters.

### **4.3 Application of tongue twisters: Class 3 - 4**

During classes three and four, the students practiced the first tongue twister, and 2 more new tongue twisters were introduced, the difficulty was creasing, especially with the tongue twister called “There those thousands”.

This tongue twister was used to practice the sounds that students read during the intervention test; the teacher used the tongue twister to show the students the way in which they had to put the tongue to pronounce the /θ/ and /ð/ phonemes. It was difficult. However, the students understood how to make the sound. To measure if the students were repeating the tongue twister, the teacher made a competition between the students. The competition was men against women. In the first place the women had to repeat the tongue twister as fast as they can do it and men had to do the same activity. It made the class more didactic for the students and it was fun for them. Due to this activity, the students worked in it, and the observer could notice the participation of the students.

In class number four, the last tongue twister was presented. The sound learnt during this class were the /ʃ/ and /s/ phonemes. This tongue twister was the largest and difficult. At the beginning, the students showed confused and frustrated because it was difficult to pronounce. Nevertheless, the teacher read the tongue twister line by line and the students repeated it slowly. By the middle of the class the student were able to read the complete tongue twister.

During the last part of the class, the text of the diagnose was presented to practice for the last intervention, the students read the text repeating after the teacher and correcting the mistakes

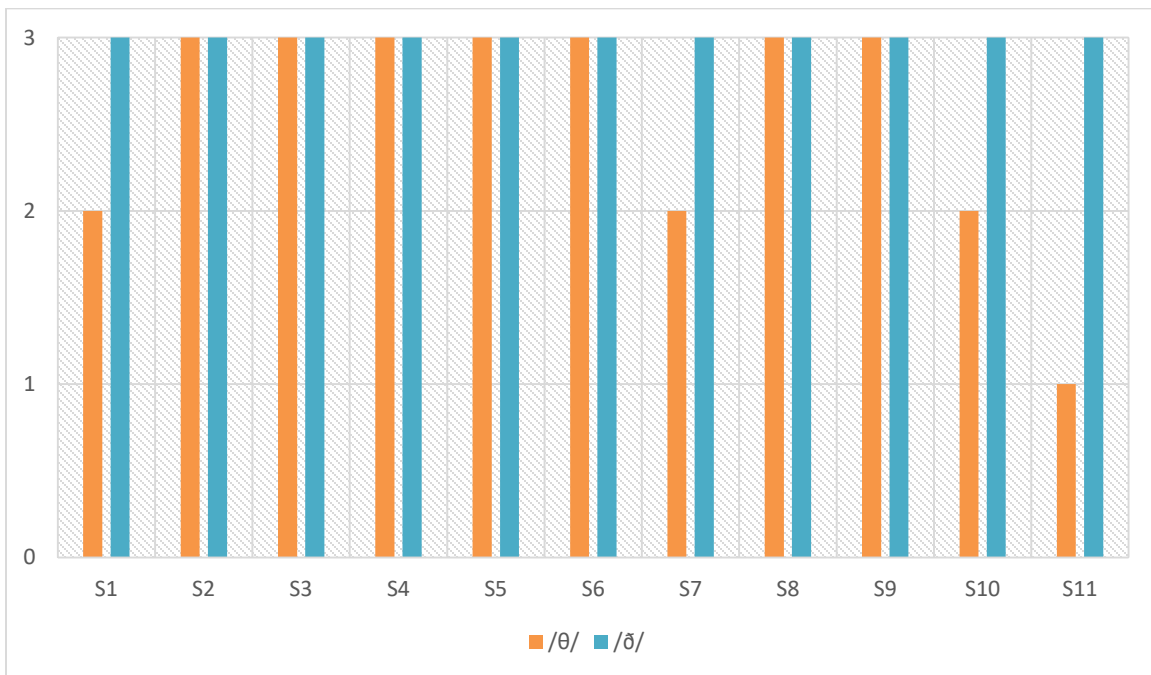
in sounds like the -ed endings in the past tense verbs. The students repeated 3 times the complete text and they were prepared to the final intervention.

#### 4.4 Post intervention: Class 5

In the final class, the students read the same text of the first class without the teacher's intervention. The reading was more fluency and the progress of the students in the /θ/ and /ð/ phonemes were improved. This progress was register in the second evaluation guideline (*see figures 4, 5, 6, 7, 8 and 9*).

Evaluation Guideline (Post-test) focused on /θ/ and /ð/. (Figure 4)

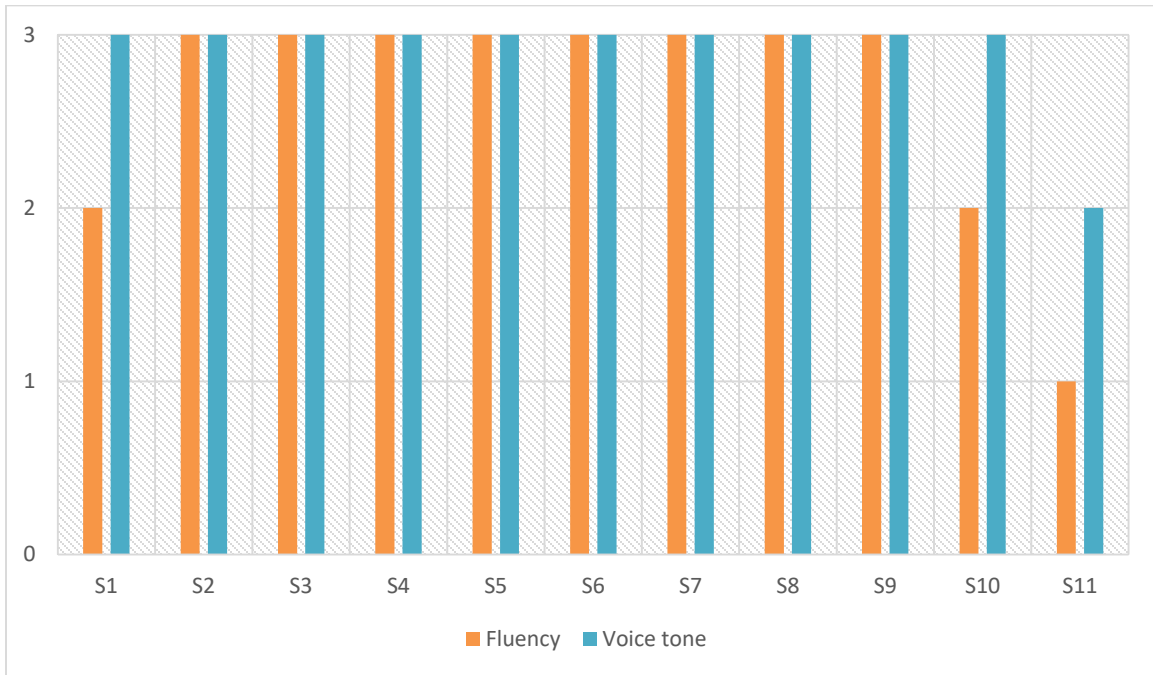
Excellent = 3    Satisfactory = 2    Unsatisfactory = 1





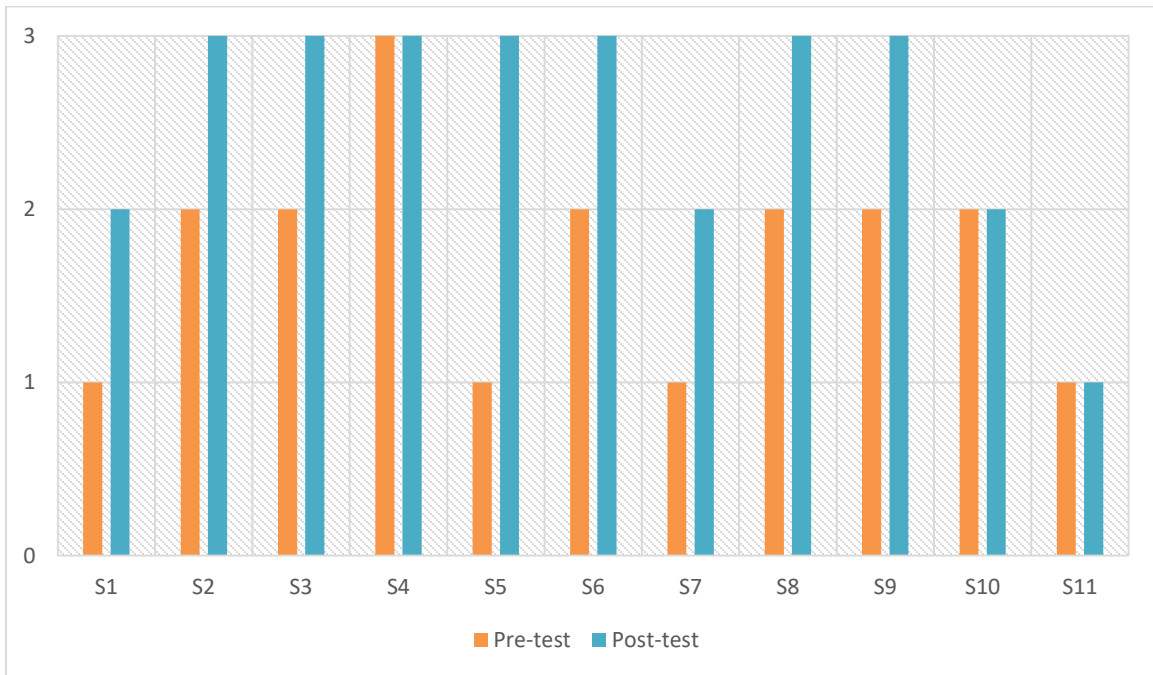
Evaluation Guideline (Post-test) focused on fluency and voice (Figure 5)

Excellent = 3    Satisfactory = 2    Unsatisfactory = 1



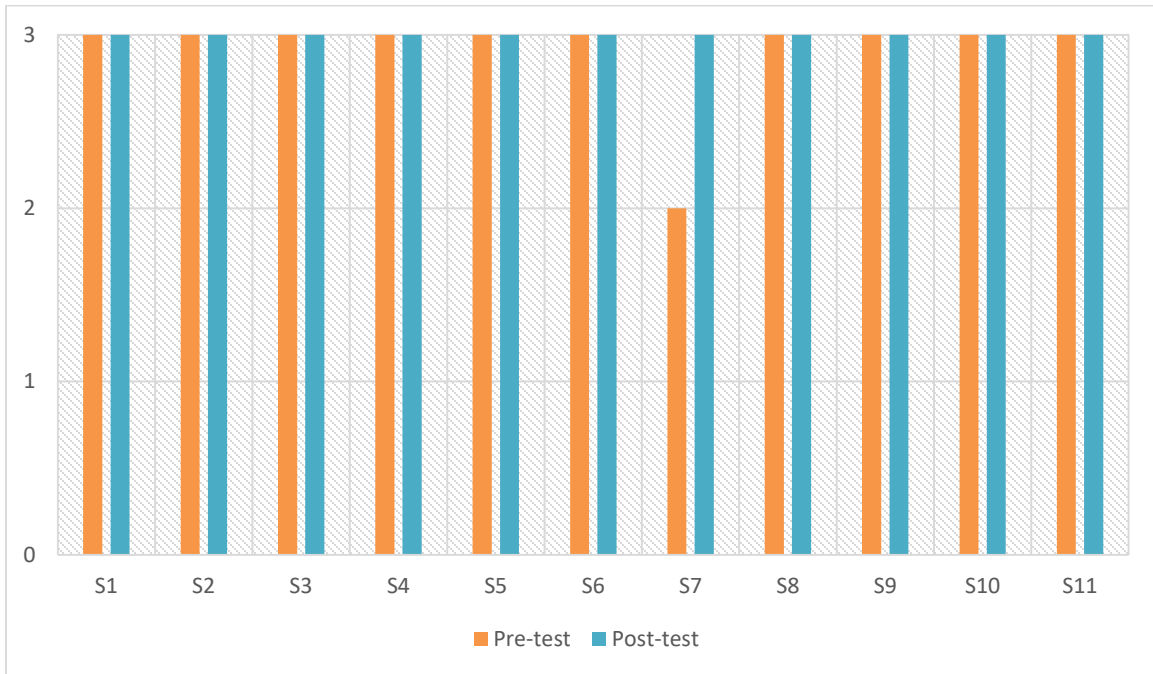
Comparison between pre and post test based on students' progress in the /θ/ phoneme (Figure 6)

Excellent = 3    Satisfactory = 2    Unsatisfactory = 1



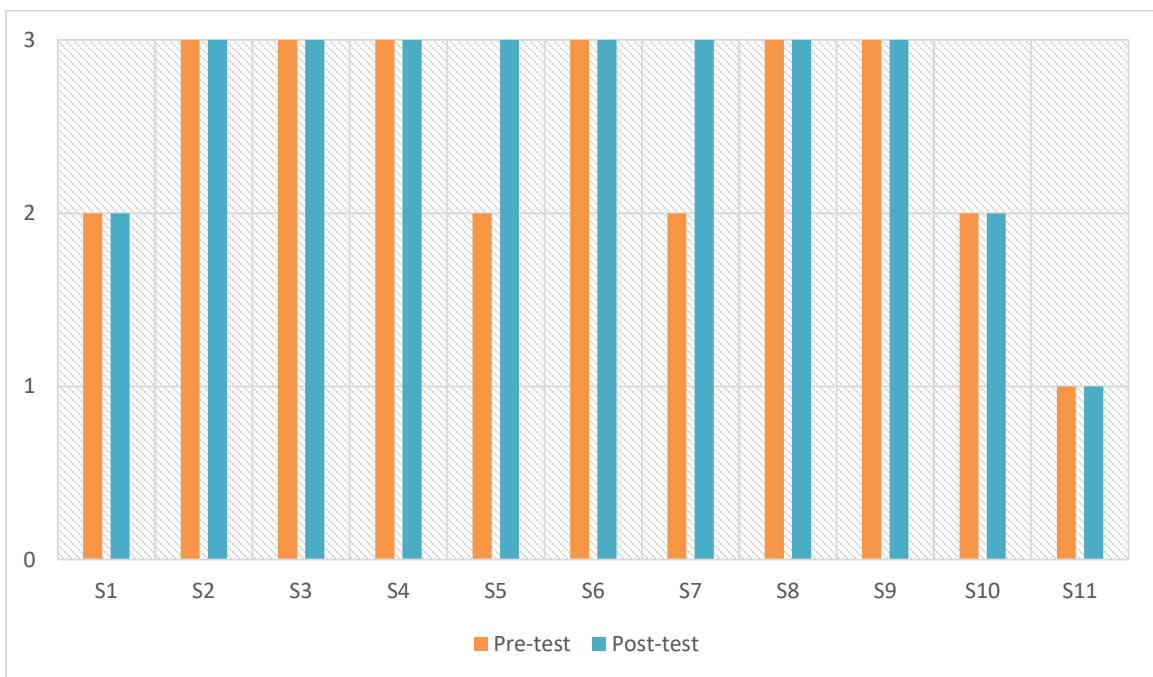
Comparison between pre and post test based on students' progress in the /ð/ phoneme (Figure 7)

Excellent = 3    Satisfactory = 2    Unsatisfactory = 1



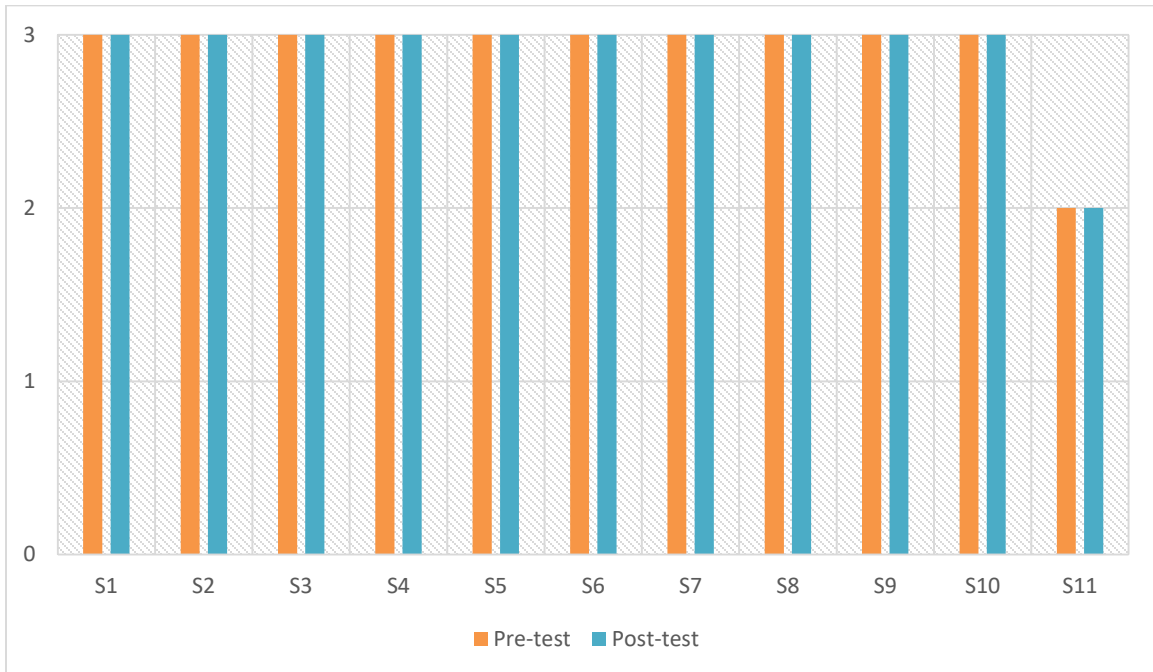
Comparison between pre and post test based on students' progress in fluency (Figure 8)

Excellent = 3    Satisfactory = 2    Unsatisfactory = 1



Comparison between pre and post test based on students' progress in voice tone (Figure 9)

Excellent = 3    Satisfactory = 2    Unsatisfactory = 1



As it is illustrated above, nine of the eleven students (82%), including students 4 who obtained excellent results in both test, improved the pronunciation after practicing the tongue twisters techniques made in last classes. The students were interested in improve the pronunciation working in the tongue twisters technique. Moreover, the students improved the pronunciation in vowel sounds while the classes were made by the teacher. Nevertheless, two of them (S10 and S11) did not demonstrate any progress in the pronunciation of /θ/ and /ð/ phonemes. The reasons of their results was the lack of confident in the moment the text was reading, the students were always nervous of making mistakes and the pronunciation was not clear. After the intervention, the teachers chose two students of the study (S5 and S7) as sample of the group to show the differences between both tests in terms of pronunciation in order to validate the results (*see appendix J*).

On the other hand, the improvement of fluency and voice tone was clear, the students showed more confidence and they read the text in a fluent way. The enthusiasm showed by two students (S5 and S7) helped them to improve fluency. However, the student 10 and 11 did not

improved their fluency and voice tone due to the lack of confidence that did not help to achieve the goal of this workshop.

At the end of the class, after the data was collected, the students answered a satisfaction survey, where they had to measure the teacher’s performance and the use of tongue twisters during the workshop. (see figures 10, 11, 12, 13 and 14)

Since this survey was answered anonymously, students were named as ‘SX’.

Figure 10 Dissatisfied= 1 Not satisfied= 2 Satisfied= 3 Very satisfied= 4

INDICATORS	SX	SX	SX	SX	SX	SX	SX	SX	SX	SX	SX
Methodogy	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
Clear Instructions	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>
Motivation and interesting classes	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>2</b>
Teacher’s disposition	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
Materials	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
Environment	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>
Usefulness workshop	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>

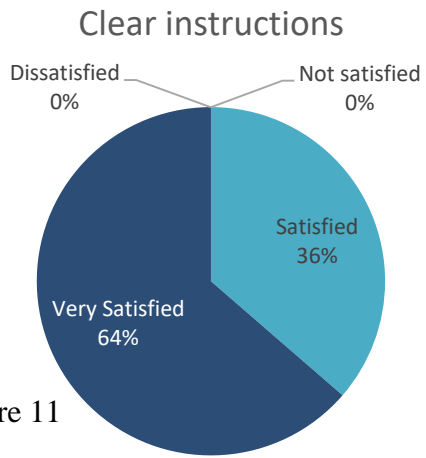


Figure 11

### Motivation and interesting classes

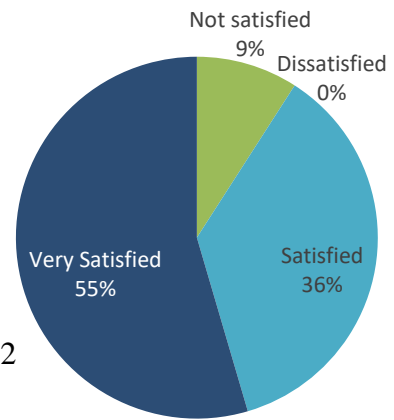


Figure 12

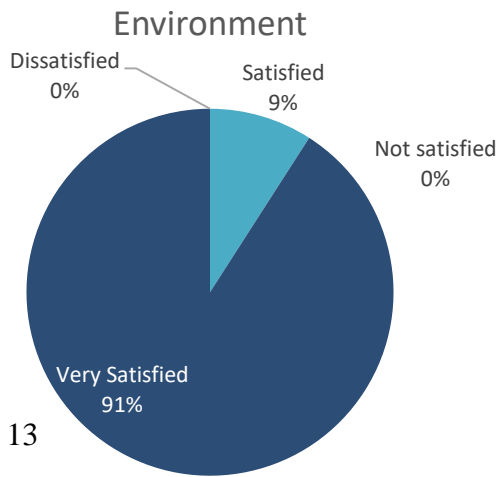


Figure 13

### Usefulness Workshop

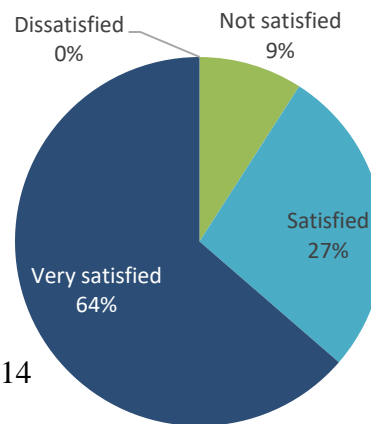


Figure 14

According to the results of the satisfaction survey, most of the students were very satisfied with the teacher's performance and the use of tongue to improve their pronunciation. Nevertheless, a variation was identified in four indicators.

In first place, about the clear instructions given by the teacher more than half the students (64%) were very satisfied with the teacher's instruction. It helped to the students to achieve the goal of improving the students' pronunciation. However, 36% of the students were only satisfied, the reason of this result may be the same at the observation sheet which indicated that the teacher spoke very fast, therefore the students could not understand.

The second indicator, about motivation and interesting of the students for the workshop, a half of the students were very satisfied about the didactic and dynamic classes. The students showed enthusiasm and interest for the improvement of their pronunciation. Only a 9% of the students were not satisfied for the classes, the reason was that these students need another type of activities.

The third indicator is the environment inside the classroom, where 91% of the students felt very satisfied, the students felt comfortable during the classes and the students showed confidence when the tongue twisters were taught.

The last indicator, usefulness of the workshop, demonstrated that more than half of the students (64%) noticed an improvement of their pronunciation of the phonemes learnt during the intervention, the enthusiasm showed during the classes helped to achieve the objectives of improving the pronunciation of the students.

The use of satisfaction survey helped the students to express their opinion about the intervention, and show if the tongue twisters were effective to improve the pronunciation.

## CHAPTER V: CONCLUSION

Nowadays, teaching English within EFL classrooms has been indispensable. This has been discussed for years, and that is the reason why several measures have been implemented in order to satisfy students' needs into the scholar system. In addition, it is important to highlight that according to Bases Curriculares, English teaching should be focused on a communicative approach developing writing, reading, listening and speaking skills. The last one, is directly linked with pronunciation, thus it is required to invest efforts in EFL classroom to develop and enhance the English pronunciation correctly in order to communicate with the rest of the world.

The main objective of this study was to strengthen the pronunciation on a group of eleven students' of 8th grade of Americo Vespuccio School using tongue twisters. In order to do so, it was necessary to intervene in an oral communication workshop during five classes of forty-five minutes. These classes consisted into identify the initial level of the students by an oral pre-test which was focused on the phonemes /θ/ and /ð/, activities based on tongue twisters to improve the pronunciation on /θ/ and /ð/ phonemes, voice and fluency. Finally, it included an oral post-test which results would be compared with the initial ones in order to analyze the students' progress in terms of pronunciation. The process of this intervention was checked through a Gantt chart. (*see Appendix I*)

Before analyzing the results, it is essential to mention that this intervention was based on a qualitative research using a case study by the application of different instruments of data collection that allowed the teachers to verify the effectiveness of this study.

The instruments used were recordings, an evaluation guideline, an observation sheet, and a satisfaction survey. The recordings were used to facilitate the process of identifying and analyzing the results and progress of students' pronunciation. In addition, the evaluation guideline was applied at the beginning as well at the end of the intervention to identify and analyze the results obtained by the recordings. This guideline was focused on pronunciation of /θ/ and /ð/ phonemes, voice tone and fluency. Moreover, the observation sheet was used to measure the behavior and students' motivation through the entire intervention. Besides, the

students' had to measure the teacher's performance and the use of tongue twister and it was done by a satisfaction survey at the end of the intervention.

At the beginning of the intervention and after having applied the pre-test, it could be identified through the evaluation guideline and the recordings that six of the eleven students obtained the satisfactory level in the pronunciation of /θ/ phoneme. On the other side, four students only reached the unsatisfactory level. However, one student could pronounce both phonemes correctly, the /θ/ phoneme as well as the /ð/ phoneme. Moreover, in terms of voice tone and fluency could be noticed that most students reached an accurate voice tone, but five of them needed practice in their fluency. To contrast, the results of the post-test showed an improvement in terms of pronunciation, since eight students reached an excellent level in the pronunciation of the /θ/ phoneme, while the student who got an excellent level in the pre-test reached the same level in the post-test. Nonetheless, two of the eleven students did not make any progress in both pronunciations as well in terms of voice tone and fluency, as it was mentioned before, this is because these students did not feel comfortable during the intervention, as they did want to make mistakes. However, two other students demonstrated an improvement on their fluency. Furthermore, it is important to mention that through the application of the pre-test, it was noticed that students had problems with -ed endings of regular verbs. It was improved by the correction of the teacher and by repetition exercises.

On the other hand, the observation sheet demonstrated that most students accomplished with the indicated indicators. Nevertheless, due to the speed in which the teacher spoke, it was not easy for two students to understand the instructions correctly, that is the reason why they were categorized with "very good" instead of "excellent". Further, it was identified that three students were not interested in the activities categorizing them with "very good" level, as they were paying attention to their mobile phones. Finally, there were three students in "very good" level since it could be noticed that they were ashamed to make mistakes, so these students did not want to receive feedback from the teacher.

Moreover, once the satisfaction survey was applied, the teachers could identify and analyze that the majority of the students were very satisfied with the use of tongue twisters to



improve their pronunciation and with the teacher's performance. Nonetheless, there were some students that expressed that the instructions were not totally clear, the classes were not interesting and motivating at all, the environment was not completely comfortable for their learning and that the use of tongue twisters was not useful. All of these aspects are linked with the lack of motivation, confidence and commitment of the students with the activities.

Throughout this study, it was possible to confront some limitations that interfered in the intervention development. In some opportunities, it was difficult to find a space to work, this affected the development of the classes, as these could not start on time. Therefore, it was a waste of time that could have been used in the practice of tongue twisters. In addition, it was considered that only five classes were not enough to develop the intervention properly.

As a conclusion, we may prove the effectiveness of the use of tongue twisters to strengthen the pronunciation of an oral communication workshop of eighth grade students of Americo Vespuccio School in Coronel. As, it was demonstrated that most of the students (82%) enhanced their pronunciation of /θ/ and /ð/ phonemes, but also their fluency and voice tone. It is suggested to develop this study in a whole semester instead of five classes in order to obtain positive results in each of the students.

The projections after applying this investigation are that this workshop could be applied during a long time where more than 2 phonemes can be improved. Moreover, more students can participate from the workshop and the workshop could be applied for children from 5th grade until 4th grade at the secondary school.

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## APPENDIX

### Appendix A: Principal permission letter for intervention

  
**UDLA**  
UNIVERSIDAD DE LAS AMÉRICAS

**Facultad De Educación  
Pedagogía en Inglés**

Concepción, 25 de Mayo de 2017

Estimada  
Sra. Dina Canteros Bascur  
Directora del colegio Américo Vespucio  
Presente

De nuestra consideración:

La presente carta tiene por finalidad solicitar su permiso para hacer las intervenciones correspondientes a nuestra tesis en la escuela básica Américo Vespucio de Coronel, en el estudio del Uso de trabalenguas para mejorar la pronunciación de alumnos de un taller de inglés de octavo año.

Su valiosa ayuda consistirá en dar el permiso de ejecutar nuestro instrumento de evaluación el cual será usado en las intervenciones para evaluar el nivel de la pronunciación de los alumnos de taller de inglés de octavo básico del colegio.

Agradeciendo de antemano su valiosa colaboración, se despiden atte. de usted,

 _____ Camila Bustos Bustos Alumna tesista Udla	 _____ Cristian Quiroz Baeza Alumno tesista Udla	 _____ Valerie Barrales Silva Alumna tesista Udla
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\_\_\_\_\_  
Firma y Rut Directora

## Appendix B: Instruments' validation for teachers



Concepción, 26 de Mayo de 2017

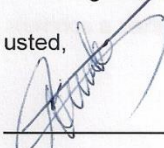
Estimada  
Jimena Espinoza Briceño  
Profesora de inglés de Universidad de las Américas  
Presente

De nuestra consideración:

La presente carta tiene por finalidad solicitar su colaboración para determinar la validez de contenido de los instrumentos de recolección de datos a ser aplicados en la escuela básica Americo Vespucio de Coronel, en el estudio del Uso de trabalenguas para mejorar la pronunciación de alumnos de un taller de inglés de octavo año.

Su valiosa ayuda consistirá en validar nuestro instrumento de evaluación, el cual será usado para evaluar el nivel de la pronunciación de los alumnos de nuestra investigación.

Agradeciendo de antemano su valiosa colaboración, se despiden atte. de usted,

  
\_\_\_\_\_  
Camila Bustos Bustos

Alumna tesista Udla

  
\_\_\_\_\_  
Cristian Quiroz Baeza

Alumno tesista Udla

  
\_\_\_\_\_  
Valerie Barrales Silva

Alumna tesista Udla





**PAUTA PARA EL DOCENTE**

**1. Pertinencia de las preguntas con los objetivos:**

Suficiente:  Medianamente Suficiente:  Insuficiente:

Observaciones:

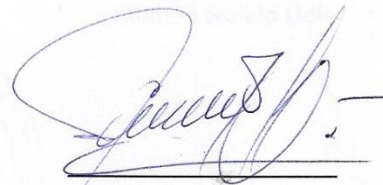
Se sugiere cambiar redacción de indicador 1, a fin de declarar que el alumno escuchando puede parafrasear instrucciones, a fin de evidenciar atención a la clase.

**2. Pertinencia de las preguntas con la(s) Variable(s):**

Suficiente:  Medianamente Suficiente:  Insuficiente:

Observaciones:

Se sugiere reordenar algunas actividades a fin de que se demuestre un ordenamiento lineal de las instrucciones.



Firma y Rut Docente

11.538.123-7



Concepción, 26 de Mayo de 2017

Estimada  
Elena Saravia Sánchez  
Profesora de inglés del colegio Marina de Chile  
Presente

De nuestra consideración:

La presente carta tiene por finalidad solicitar su colaboración para determinar la validez de contenido de los instrumentos de recolección de datos a ser aplicados en la escuela básica Americo Vespucio de Coronel, en el estudio del Uso de trabalenguas para mejorar la pronunciación de alumnos de un taller de inglés de octavo año.

Su valiosa ayuda consistirá en validar nuestro instrumento de evaluación, el cual será usado para evaluar el nivel de la pronunciación de los alumnos de nuestra investigación.

Agradeciendo de antemano su valiosa colaboración, se despiden atte. de usted,

Camila Bustos Bustos

Alumna tesista UdlA

Cristian Quiroz Baeza

Alumno tesista UdlA

Valerie Barrales Silva

Alumna tesista UdlA



## PAUTA PARA EL DOCENTE

### 1. Pertinencia de las preguntas con los objetivos:

Suficiente: \_\_\_\_\_ Medianamente Suficiente: \_\_\_\_\_ Insuficiente: \_\_\_\_\_

Observaciones:

- corregir gramática en guía de evaluación
- especificar a quién va dirigida (They or she/he).

### 2. Pertinencia de las preguntas con la(s) Variable(s):

Suficiente: \_\_\_\_\_ Medianamente Suficiente: \_\_\_\_\_ Insuficiente: \_\_\_\_\_

Observaciones:

Se sugiere presentar objetos e indicadores en la guía, título (tongue twister) imagen alusiva a la actividad considerado que son octavo básico.  
Subrayar los ruidos con otro color para reforzar pronunciación.  
objetivos = de realimentar errores de pronunciación y consejos.

  
Firma y Rut Docente

13.025.567-3





Concepción, 26 de Mayo de 2017

Estimado  
Jorge Huenupán Vásquez  
Profesor de inglés del colegio Americo Vespucio  
Presente

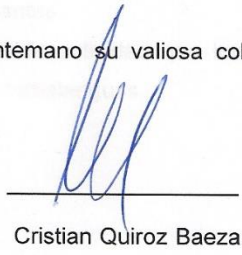
De nuestra consideración:


La presente carta tiene por finalidad solicitar su colaboración para determinar la validez de contenido de los instrumentos de recolección de datos a ser aplicados en la escuela básica Americo Vespucio de Coronel, en el estudio del Uso de trabalenguas para mejorar la pronunciación de alumnos de un taller de inglés de octavo año.

Su valiosa ayuda consistirá en validar nuestro instrumento de evaluación, el cual será usado para evaluar el nivel de la pronunciación de los alumnos de nuestra investigación.

Agradeciendo de antemano su valiosa colaboración, se despiden atte. de usted,

  
\_\_\_\_\_  
Camila Bustos Bustos  
Alumna tesista UdlA

  
\_\_\_\_\_  
Cristian Quiroz Baeza  
Alumno tesista UdlA

  
\_\_\_\_\_  
Valerie Barrales Silva  
Alumna tesista UdlA



## PAUTA PARA EL DOCENTE

### 1. Pertinencia de las preguntas con los objetivos:

Suficiente: \_\_\_\_\_ Medianamente Suficiente: \_\_\_\_\_ Insuficiente: \_\_\_\_\_

Observaciones:

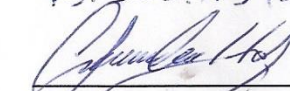
- SE DEBE CORREGIR LA REDACCION EN LOS ÍTEMES DENTRO DE LOS CRITERIOS DE EVALUACION PRESENTADOS.
- SE DEBERIA ASIGNAR UN PUNTAJE A CADA NIVEL DE LOGRO DE LA PAUTA.

### 2. Pertinencia de las preguntas con la(s) Variable(s):

Suficiente:  Medianamente Suficiente: \_\_\_\_\_ Insuficiente: \_\_\_\_\_

Observaciones:

45.300.15 P-6

  
Firma y Rut Docente

# Teething Baby



Look at **that!** I said to my **mother**. I pointed at my baby **brother's** **mouth**. It was red and I saw a white and tiny **thing** poking up. I **thought** it could be **something** dangerous.

"**That** is a **tooth**," my **mother** replied. "He is **teething**". **Those** are called his gums and **that** little white part is **the** top of his **tooth**. Poor guy. Babies don't feel good when **they** **teethe**.

My **brother** started crying. His nose was runny and it made it hard for him to **breathe**. His eyes were watery and not shiny blue like usual. I felt bad for him. I **thought** he could not **withstand** the pain. I could tell **that** he did not feel well and **those** **teeth** coming up were worse **than** having a cold.

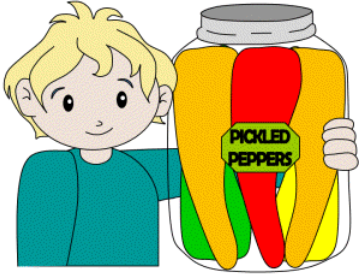
My **mother** and I worked **together** to help him feel better. We gave him a **bath** and **clothed** him. **Then** we wrapped him in his favorite blanket which he loved more **than** **anything** else. It seemed to **soothe** him for a little while, but **then** he started crying again. Poor guy.



"**This** is going to be a very long day!" sighed **mother**. "It will be so good when your **father** gets home!"

## Appendix D: Tongue twisters


### Tongue twister number 1: "Peter Piper"




"Peter Piper picked a peck of pickled peppers  
A peck of pickled peppers Peter Piper picked  
If Peter Piper picked a peck of pickled peppers  
Where's the peck of pickled peppers Peter Piper picked?"

### Tongue twister number 2: "There those thousand"

"There those thousand  
thinkers were thinking  
how did the other three  
thieves go through?"



### Tongue twister number 3: "She sells seashells"



"She sells sea shells by the sea shore.  
The shells she sells are surely seashells.  
So if she sells shells on the seashore,  
I'm sure she sells seashore shells."

## Appendix F: Evaluation guideline (pre-post test)

### Evaluation Guideline

Student's name: \_\_\_\_\_

Categories:      Excellent = 3              Satisfactory = 2              Unsatisfactory = 1

Criteria	3	2	1
<b>Pronunciation phoneme θ</b>	The student pronounces the phoneme correctly.	The student pronounces the phoneme in a deficient form.	The student does not pronounce the phoneme.
<b>Pronunciation phoneme ð</b>	The student pronounces the phoneme correctly.	The student pronounces the phoneme in a deficient form.	The student does not pronounce the phoneme.
<b>Voice Tone</b>	The student speaks loud and clear.	The student speaks clearly, but do not always listen well	The student speaks with very little clarity.
<b>Fluency</b>	The student reads the text without hesitation.	The student reads the text making some hesitation.	The student reads the texts making pauses during the reading.

Observation:



**Appendix G: Students observation sheet**

**STUDENTS OBSERVATION SHEET – ORAL WORKSHOP**

**Level:** 8<sup>th</sup> grade

**Class N°** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teachers:** Valerie Barrales Silva – Cristian Quiroz Baeza

1= Unsatisfactory

2= Satisfactory

3= Good

4= Very Good

5= Excellent

<b>INDICATORS</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>	<b>S8</b>	<b>S9</b>	<b>S10</b>	<b>S11</b>
The student follows the instructions correctly											
The student shows interest for the activities											
The student participates actively in the oral workshop											
The student is opened to receive feedback from the teachers											
The student shows respect for their classmates and teachers											

## Appendix H: Satisfaction survey

### ENCUESTA DE SATISFACCIÓN DE TALLER DE COMUNICACIÓN ORAL PARA MEJORAR LA PRONUNCIACIÓN A TRAVÉS DE TONGUE TWISTERS

**Nivel:** 8vo año

**Profesores:** Valerie Barrales – Cristian Quiroz

1= Insatisfecho

2= Poco satisfecho

3=Satisfecho

4= Muy Satisfecho

INDICADORES	1	2	3	4
La forma de enseñanza que utilizaron los profesores fue correcta (metodología).				
Entendí claramente la explicación de los profesores.				
La sesiones realizadas por los profesores motivaron y despertaron mi interés.				
Se demostró gentileza y disposición de los profesores.				
Los materiales entregados son adecuados y suficientes.				
El ambiente del taller fue óptimo para mi aprendizaje.				
El taller ha sido útil para mejorar mi pronunciación.				

**¡GRACIAS POR DARNOS TU OPINIÓN!**



**Appendix I: Gantt chart**

**GANTT LETTER – ORAL WORKSHOP**

**Level:** 8<sup>th</sup> grade

**Teachers:** Valerie Barrales Silva – Cristian Quiroz Baeza

	<b>WEEK 1</b>		<b>WEEK 2</b>		<b>WEEK 3</b>
	Class 1	Class 2	Class 3	Class 4	Class 5
Intervention test (Pre-test): Read a short text.					
Tongue Twister ‘‘Peter Piper’’: Read, practice and repeat a tongue twister focused on /p/ phoneme.					
Tongue Twister ‘‘There those thousand’’: Read, practice and repeat a tongue twister focused on /th/ phoneme.					
Tongue Twister ‘‘she sells seashells’’: Read, practice and repeat a tongue twister focused on /s/ phoneme.					
Intervention test (Post-test): Read the previous short text again.					
Answer the satisfaction survey					

## Appendix J: Transcriptions of student 5 and 7

These students were chosen in order to demonstrate their progress through the intervention. The information below shows the transcription of what students said in the pre-test as well in the post-test.

### Student 5 (Pre-test results)

- Categorized in unsatisfactory level in the pronunciation of /θ/ phoneme.

*Lok* at that! I *say* to my mother. I pointed at my baby brother's **mout**. It was red and I saw a white and tiny **sin** poking up. I **tot** is could be **somesin** dangerous. That is a **tus**, my mother replied. He is **teesing**. Those are called his gums and that little white part is the top of his **tus**. Poor guy. Babies *don* feel good when they **tees**. My brother started crying. His nose was runny and it made it hard for him to **bread**. His eyes were watery and not shiny blue like usual. I felt bad for him. I **sought** he could not **widstand** the pain. I could tell that he did not feel well and those **tees** coming up were worse than having a cold. My mother and I *work* together to help him feel better. We gave him a **bat** and clothed him. Then we *wrapp* him in his favorite blanket which he *lovt* more than **anysing** else. It *seem* to soothe him for a little while, but then he started crying again. Poor guy. This is *goin* to be a very long day! Sighed mother. It will be so good when your father gets home.

### Transcription

/lɔk æt ðæt aɪ seɪ tu maɪ 'mʌðər/ aɪ 'pɔɪntəd æt maɪ 'beɪbi 'brʌðərz maʊt/ ɪt wʌz rɛd ænd aɪ sɔ: ə waɪt ænd 'taɪni sɪn 'pʊkɪŋ ʌp/ aɪ tət ɪz kʊd bi sʌmesɪn 'deɪndʒərəs/ðæt ɪz ə tu:z, maɪ 'mʌðər rɪ 'plɑɪd/ hɪ ɪz 'tɪzɪŋ/ ðoʊz ɑ:r kɔ:ld hɪz ɡʌmz ænd ðæt 'lɪtəl waɪt pɑ:rt ɪz ð:i tɒp ʌv hɪz tu:z/pʊr ɡaɪ/ 'beɪb ɪz dʌn fɪl ɡʊd wɛn ðeɪ tɪz/ maɪ 'brʌðər 'stɑ:təd 'kraɪɪŋ/ hɪz noʊz wʌz 'rʌni ænd ɪt meɪd ɪt hɑ:d fɔ: hɪm tu brɛd/ hɪz aɪz wɜ: 'wɔ:təri ænd nʌt 'ʃɑ:ni blu laɪk 'ju:zəwəl/ aɪ fɛlt bæd fɔ: hɪm/ aɪ sɔt hɪ kʊd nʌt wɪdstænd ð:i peɪn/ aɪ kʊd tɛl ðæt hɪ dɪd nʌt fɛl wɛl ænd ðoʊz tɪz 'kʌmɪŋ ʌp wɜ: wɜ:rs ðæn 'hævɪŋ ə kʊld/ maɪ 'mʌðər ænd aɪ wɜ:k tʊ 'ɡeðər tu hɛlp hɪm fɪl 'betər/ wɪ ɡeɪv hɪm ə bæd ænd kləʊðd hɪm/ ðɛn wɪ wrʌp hɪm ɪn hɪz 'feɪvərɪt 'blæŋkət wɪtʃ hɪ lɒvt mɔ: ðæn ʌnɪsɪŋ ɛls/ɪt sɪm tu sʊ:ð

him fɔr ə 'lɪtəl waɪl/ bʌt ðen hi 'stɑrtəd 'kraɪnɪ ə'gen/ pʊr gaɪ/ ðɪs ɪz ɡəʊn tu bi ə 'veri lɔŋ dei said  
'mʌðər/ it wɪl bi sʊd ɡʊd wen juər 'fɑðər ɡets hoʊm/

Student 5 (Post-test results)

- Categorized in excellent level in the pronunciation of /θ/ phoneme.

Look at that! I said to my mother. I pointed at my baby brother's mouth. It was red and I saw a white and tiny thing poking up. I thought it could be something dangerous. "That is a tooth," my mother replied. "He is teething". Those are called his gums and that little white part is the top of his tooth. Poor guy. Babies don't feel good when they teethe. My brother started crying. His nose was runny and it made it hard for him to breathe. His eyes were watery and not shiny blue like usual. I felt bad for him. I thought he could not withstand the pain. I could tell that he did not feel well and those teeth coming up were worse than having a cold. My mother and I worked together to help him feel better. We gave him a bath and clothed him. Then we wrapped him in his favorite blanket which he loved more than anything else. It seemed to soothe him for a little while, but then he started crying again. Poor guy. "This is going to be a very long day!" sighed mother. "It will be so good when your father gets home!"

Transcription

/lʊk æt ðæt/ aɪ sɛd tu maɪ 'mʌðər/ aɪ 'pɔɪntəd æt maɪ 'beɪbi 'brʌðəz maʊθ/ɪt wʌz rɛd ænd aɪ sɔː ə waɪt ænd 'taɪni θɪŋ 'pɒʊkɪŋʌp/ aɪ θɔt ɪt kʊd bi 'sʌmθɪŋ 'deɪndʒərəs/ðæt ɪz ə tuθ/ maɪ 'mʌðər rɪ'plɑɪd/hi ɪz 'tɪðɪŋ/ ðoʊz ɑr kɔld hɪz ɡʌmz ænd ðæt 'lɪtəl waɪt pɑrt ɪz ðə tɒp ʌv hɪz tuθ/ pʊr gaɪ/ 'beɪbɪz doʊnt fiːl ɡʊd wen ðeɪ tɪð/ maɪ 'brʌðər 'stɑrtəd 'kraɪnɪ / hɪz noʊz wʌz 'rʌni ænd ɪt meɪd ɪt hɑrd fɔr hɪm tu brɪð/ hɪz aɪz wɜr 'wɔtəri ænd nɑt 'fɑɪni blu laɪk 'juːzəwəl/ aɪ fɛlt bæd fɔr hɪm/ aɪ θɔt hi kʊd nɑt wɪθ'stænd ðə peɪn/ aɪ kʊd tɛl ðæt hi dɪd nɑt fiːl wɛl ænd ðoʊz tɪθ 'kʌmɪŋ ʌp wɜrwɜrs ðæn 'hævɪŋ ə kəʊld/ maɪ 'mʌðər ænd aɪ wɜrkt tə'ɡeðər tu help hɪm fiːl 'betər/ wɪ ɡeɪv hɪm ə bæθ ænd kləʊðd hɪm/ ðen wɪ ræpt hɪm ɪn hɪz 'feɪvərɪt'blæŋkət wɪtʃ hi lʌvd mɔr ðæn 'eni θɪŋ els / ɪt sɪmd tu sʊð hɪm fɔr 'lɪtəl waɪl, bʌt ðen hi 'stɑrtəd 'kraɪnɪ ə'gen/pʊr gaɪ/ ðɪs ɪz 'ɡoʊnɪ tu bi ə 'veri lɔŋ dei/ said 'mʌðər/ɪt wɪl bi sʊd ɡʊd wen juər 'fɑðər ɡets hoʊm/

### Student 7 (Pre-test results)

- Categorized in unsatisfactory level in the pronunciation of /θ/ phoneme.
- Categorized in satisfactory level in the pronunciation of /ð/ phoneme.

Look at that! I *say* to my **moter**. I pointed at my baby **broter's** **mout**. It was red and I saw a white and tiny **sin** poking up. I **tot** is could be **somesin** dangerous. That is a **tus**, my **moter** replied. He is **teeing**. Those are called his gums and that little white part is the top of his **tus**. Poor guy. Babies don't feel good when they **tees**. My **broter** started crying. His nose was runny and it made it hard for him to **bread**. His eyes were watery and not shiny blue like usual. I felt bad for him. I **tout** he could not **widstand** the pain. I could tell that he did not feel well and those **tees** coming up were worse than having a cold. My **moter** and I *work* **together** to help him feel better. We gave him a **bat** and clothed him. Then we *wrapp* him in his favorite blanket which he *lovet* more than **anyising** else. It *seem* to soothe him for a little while, but then he started crying again. Poor guy. This is going to be a very long day! Sighed **moter**. It will be so good when your **fater** gets home.

### Transcription

/lʊk æt ðæt / aɪ seɪ tʊ maɪ 'mɑtər/ aɪ 'pɔɪntəd æt maɪ 'beɪbi 'brɑtəz maʊt/ ɪt wəz rɛd ænd aɪ sɔː ə waɪt ænd 'taɪni sɪn 'pɒʊkɪŋ ʌp/ aɪ tɑt ɪz kʊd bi sʌmesɪn 'deɪndʒərəs/ðæt ɪz ə tuːz, maɪ 'mɑtər rɪ'plɑɪ d/ hi ɪz 'tɪzɪŋ. ðəʊz ɑːr kɔːld hɪz ɡʌmz ænd ðæt 'lɪtəl waɪt pɑrt ɪz ðːi tɑp ʌv hɪz tuːz/pʊr ɡaɪ/ 'beɪbi z daʊn fɪl ɡʊd wen ðeɪ tɪz/ maɪ 'brɑtər 'stɑrtəd 'kraɪɪŋ/ hɪz noʊz wəz 'rʌni ænd ɪt meɪd ɪt hɑrd fɔr hɪm tʊ brɛd/ hɪz aɪz wɜr 'wɔtəri ænd nɑt 'ʃaɪni blu laɪk 'juːzəwəl/ aɪ fɛlt bæd fɔr hɪm/ aɪ tɒt hi kʊd nɑt wɪdstænd ðːi peɪn/ aɪ kʊd tɛl ðæt hi dɪd nɑt fɛl wɛl ænd ðəʊz tɪz 'kʌmɪŋ ʌp wɜr wɜrs ðæn 'h ævɪŋ ə kəʊld/ maɪ 'mɑtər ænd aɪ wɜrk tʊ 'ɡetər tʊ help hɪm fɪl 'betər/ wɪ ɡeɪv hɪm ə bæd ænd kləʊð ðɪm/ ðɛn wɪ wrʌp hɪm ɪn hɪz 'feɪvərɪt 'blæŋkət wɪf hi lʊvɪt mɔr ðæn ʌnɪsɪŋ ɛls/ɪt sɪm tʊ sʊːð hɪm fɔr ə 'lɪtəl waɪl, bʌt ðɛn hi 'stɑrtəd 'kraɪɪŋ ə 'ɡɛn. pʊr ɡaɪ. ðɪs ɪz ɡɔɪn tʊ bi ə 'vɛrɪ lɔŋ deɪ saɪd 'mɑtər/ ɪt wɪl bi sʊð ɡʊd wen jʊər 'fɑtər ɡets hoʊm/

### Student 7 (Post-test results)

- Categorized in satisfactory level in the pronunciation of /θ/ phoneme.
- Categorized in excellent level in the pronunciation of /ð/ phoneme.

Look at that! I said to my mother. I pointed at my baby brother's mouth. It was red and I saw a white and tiny thing poking up. I thought it could be somesin dangerous. "That is a tooth," my mother replied. "He is teething". Those are called his gums and that little white part is the top of his tooth. Poor guy. Babies don't feel good when they teethe. My brother started crying. His nose was runny and it made it hard for him to breathe. His eyes were watery and not shiny blue like usual. I felt bad for him. I thought he could not withstand the pain. I could tell that he did not feel well and those teeth coming up were worse than having a cold. My mother and I worked together to help him feel better. We gave him a bath and clothed him. Then we wrapped him in his favorite blanket which he loved more than anysing else. It seemed to soothe him for a little while, but then he started crying again. Poor guy. "This is going to be a very long day!" sighed mother. "It will be so good when your father gets home!"

### Transcription

/lʊk æt ðæt aɪ sɛd tu maɪ 'mʌðər/ aɪ 'pɔɪntəd æt maɪ 'beɪbɪ 'brʌðərz maʊθ/ ɪt wʌz rɛd ænd aɪ sɔː ə waɪt ænd 'tʌɪni θɪŋ 'pʊkɪŋʌp/ aɪ θɔt ɪt kʊd bi sʌmesɪn 'deɪndʒərəs/ðæt ɪz ə tuθ/ maɪ 'mʌðər rɪ'plɑɪd/hɪ ɪz 'tɪðɪŋ/ ðoʊz ɑr kɔld hɪz gʌmz ænd ðæt 'lɪtəl waɪt pɑrt ɪz ðə tɒp ʌv hɪz tuθ/ pʊrɡaɪ/ 'beɪbɪz doʊnt fɪl gʊd wɛn ðeɪ tɪð/maɪ 'brʌðər 'stɑrtəd 'kraɪɪŋ/ hɪz noʊz wʌz 'rʌni ænd ɪt meɪd ɪt hɑrd fɔr hɪm tu brɪð/ hɪz aɪz wɜr 'wɒtəri ænd nɑt 'ʃʌɪni blu laɪk 'juːzəwəl/ aɪ fɛlt bæd fɔr hɪm/ aɪ θɔt hɪ kʊd nɑt wɪθ'stænd ðə peɪn/ aɪ kʊd tɛl ðæt hɪ dɪd nɑt fɪl wɛl ænd ðoʊz tɪθ 'kʌmɪŋ ʌp wɜrwɜrs ðæn 'hævɪŋ ə kould/ maɪ 'mʌðər ænd aɪ wɜrkt tə'geðər tu hɛlp hɪm fɪl 'bɛtər/ wɪ geɪv hɪm ə bæθ ænd kloʊðd hɪm/ðɛn wɪ ræpt hɪm ɪn hɪz 'feɪvərɪt'blæŋkət wɪʃ hɪ lʌvd mɔr ðæn ʌnysɪŋ ɛls. ɪt sɪmd tu suð hɪm fɔr ə 'lɪtəl waɪl, bʌt ðɛn hɪ 'stɑrtəd 'kraɪɪŋ ə'ɡɛn/pʊr ɡaɪ/ ðɪs ɪz 'ɡoʊɪŋ tu bi ə 'vɛrɪ lɔŋ deɪ/ saɪd 'mʌðər/ɪt wɪl bi sʊd gʊd wɛn juər 'fɑðər gets hoʊm/

## Appendix K: Planning

English Lesson Plan ( 1° semester Mayo 2017)



**Unidad II:** “Speaking and Pronunciation”

**English Teachers:** Valerie Barrales Silva - Cristian Quiroz Baeza

**Curso:** Taller JEC 8vo básico

**OBJETIVOS FUNDAMENTALES:** Comprender el sonido y la pronunciación de fonemas específicos del idioma inglés a través de trabalenguas.

**OBJETIVOS FUNDAMENTALES TRANSVERSALES:** Respeto a la lengua extranjera y su cultura. Fomentar el respeto con sus pares.

**VALOR DEL MES:** La honestidad.

Mayo	Aprendizaje esperado	Contenidos	Actividades estudiante (Inicio-Desarrollo-Cierre)	Materiales	Evaluación
Clase N°1 (45 min.)	-Reconocen, leen, y repiten un cuento corto llamado “Teething Baby” con el fin de reproducir sonidos de fonemas /θ/ y /ð/ en inglés, y de esta manera identificar los sonidos correctamente pronunciados en los alumnos y alumnas.	Listening and Speaking:  - Escuchan audio de cuento corto en inglés: “Teething Baby”  - Leer y repetir frases cortas al igual que texto entero de este cuento en un texto impreso.	<b>Inicio:</b> Saludo y motivación del profesor hacia los alumnos y alumnas haciendo preguntas como: <i>how are you today?, are you happy?, do you like tongue twisters.</i> Introducción y presentación del taller JEC. Además, se establece el objetivo de la clase. <b>Desarrollo:</b> Los alumnos y alumnas escuchan el cuento corto y luego leen este mismo como test de diagnóstico para conocer su nivel actual de inglés. Los alumnos escuchan al profesor y repiten frases cortas de este extracto en conjunto. <b>Objetivos del Diagnóstico:</b>  - Conocer el nivel de inglés de los alumnos y alumnas. - Identificar los sonidos correctamente e incorrectamente pronunciados con el fin de mejorarlos.  <b>Cierre:</b> Posterior retroalimentación haciendo preguntas respecto a la pronunciación del texto a	- Cuento corto impreso con lectura simple en inglés. - Reproductor de Audio.	<b>Test diagnóstico.</b>



			través de la corrección de las palabras en las cuales los alumnos y alumnas cometieron más errores.. Luego el profesor lee el texto marcando los sonidos correctamente pronunciados.		
<b>Clase N°2 (45 min.)</b>	- Leen, repiten y trabajan en el primer trabalenguas presentado "Peter Piper" enfocado en el fonema /p/.	Trabalenguas: "Peter Piper".	<p><b>Inicio:</b> Saludo y motivación de la clase. Activación de conocimientos previos a través de preguntas como <i>¿Recuerdan lo que vimos la clase anterior?</i> <i>¿Sobre qué era el texto?</i> Además, se hacen preguntas como <i>¿Saben lo que es un trabalenguas?</i> <i>¿Qué trabalenguas ustedes conocen en español?</i> Para introducir el tema de clase. Luego, se establece el objetivo.</p> <p><b>Desarrollo:</b> El profesor introduce el trabalenguas en inglés; "Peter Piper" a través de un PPT proyectado en la pizarra. Los alumnos y alumnas repiten constantemente después del profesor. Luego, el profesor entrega a cada uno de los alumnos el trabalenguas impreso y enseña línea por línea como pronunciar trabalenguas correctamente.</p> <p><b>Cierre:</b> Los alumnos (as) responden preguntas oralmente relacionadas con algunas partes del trabalenguas. El profesor pregunta a cada uno <i>¿Cómo se pronuncia esta palabra?</i> Los alumnos y alumnas responden y luego el profesor la vuelve a pronunciar correctamente.</p>	Tongue twister impreso. Data. Pizarra. PPT.	<b>Formativa</b>

<p><b>Clase N°3 (45 min.)</b></p>	<p>- Practican y mejoran su pronunciación en inglés del trabalenguas “Peter Piper” a través de una canción. - Conocen y practican un nuevo trabalenguas de mayor complejidad con el fin de dominar inicialmente su pronunciación: “There Those” enfocado en los fonemas /th/ - /θ/.</p>	<p>Trabalenguas “Peter Piper”  Trabalenguas “There Those”</p>	<p><b>Inicio:</b> Saludo y motivación de la clase a través de ejercicios de respiración con los alumnos. Se activan los conocimientos previos preguntando <i>¿Recuerdan lo que vimos la clase anterior?</i>. Se establece el objetivo de la clase.</p> <p><b>Desarrollo:</b> El profesor pide a los alumnos (as) que pronuncien nuevamente el trabalenguas visto durante la sesión anterior “Peter Piper” acompañados de una canción. Luego el profesor corrige errores de pronunciación. El profesor introduce el nuevo trabalenguas con el sonido /th/ a través de un PPT proyectado en el pizarrón. Los alumnos y alumnas los practican en conjunto y luego cada uno lee un línea de cada del trabalenguas.</p> <p><b>Cierre:</b> El profesor pregunta a los alumnos y alumnas acerca de palabras nuevas en inglés y enfatiza en pronunciación de fonemas con /th/ y /s/. Los alumnos dibujan sobre lo que entendieron de las historias de los trabalenguas, de esa manera los alumnos y alumnas nos darán a conocer si adquirieron el significado de los trabalenguas</p>	<p>Pizarra. Data. PPT. Reproductor de audio.</p>	<p><b>Formativa</b></p>
<p><b>Clase N°4 (45 min)</b></p>	<p>-Leen y pronuncian nuevamente los trabalenguas aprendidos en las</p>	<p>Speaking:  Trabalenguas “Peter Piper” Trabalenguas “There Those” Trabalenguas “She Sells Sea Shells”.</p>	<p><b>Inicio:</b> Saludo y motivación de la clase con un rapeo del último trabalenguas aprendido en la clase anterior. El profesor activa conocimientos previos a</p>	<p>Tongue twister #3 impreso  Pizarra. Data. PPT.</p>	<p><b>Formativa</b></p>

	<p>clases anteriores esperando que demuestren un avance y mejora con respecto a la pronunciación en inglés.</p> <p>- Conocen y practican un nuevo trabalenguas: "She Sells Sea Shells" enfocado en los fonemas /s/ - /ʃ/</p>		<p>través de preguntas breves de los trabalenguas anteriores como, cual fue el primer trabalenguas que aprendimos, cuáles fueron las palabras más difíciles. Se establece el objetivo de la clase.</p> <p><b>Desarrollo:</b> Los alumnos y alumnas, junto al profesor practican los dos trabalenguas anteriores. Luego se introduce y proyecta un nuevo trabalenguas llamado "She Sells Seashells" para mejorar la pronunciación de los fonemas /s/ - /ʃ/. Los alumnos leen y repiten individualmente y en conjunto después del profesor. Se les entrega el trabalenguas impreso.</p> <p><b>Cierre:</b> El profesor pregunta a los alumnos <i>¿Cuál ha sido su trabalenguas favorito?</i> <i>¿Cuál les ha costado más?</i> Los hace repetir algunas palabras de dichos trabalenguas y luego el profesor hace retroalimentación de éstas respecto a la pronunciación.</p>		
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<p><b>Clase N°5 (45 min)</b></p>	<p>-Leen nuevamente el cuento corto "Teething Baby" presentado en la primera clase esperando que pronuncien de manera correcta la mayoría de las palabras.</p> <p>-Contestan la encuesta de satisfacción del término del taller, para dar a conocer su opinión de acuerdo a lo hecho durante las últimas semanas.</p>	<p>Speaking: Leer cuento corto "Teething Baby"</p>	<p><b>Inicio:</b> Saludo y motivación de la clase a través de un rapeo del último trabalenguas aprendido en la clase anterior. Los alumnos responden la pregunta de cuáles eran los nombres de los trabalenguas aprendidos durante las últimas semanas.</p> <p><b>Desarrollo:</b> Los alumnos practican por última vez los tres trabalenguas aprendidos anteriormente en conjunto. Luego, se les pide que lean nuevamente el cuento corto que leyeron al principio de la observación con el fin de identificar sus avances en pronunciación. Los alumnos contestan la encuesta de satisfacción que reflejará si el taller fue de su agrado y si los ayudó a mejorar su pronunciación.</p> <p><b>Cierre:</b> Los alumnos expresan sus opiniones de acuerdo al taller y dan ideas para un nuevo taller para el próximo semestre.</p>	<p>Cuento corto impreso con lectura simple en inglés. Pizarra. Data. PPT.</p>	<p><b>Formativa</b></p>
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