

PRONUNCIATION LEARNING STRATEGIES TO STRENGTHEN ORAL  
INTELLIGIBILITY IN 7<sup>th</sup> GRADE ENGLISH STUDENTS IN THE I.E. MONSEÑOR  
RAMON ARCILA A PUBLIC SCHOOL IN CALI

JAMES JULIAN GRIJALBA ROJAS

UNIVERSIDAD ICESI

MASTER'S IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

ADVISOR:

JHONNY SEGURA ANTURY

MASTER IN TEFL

## ACKNOWLEDGEMENTS

I would like to express my gratitude to Professor Jhonny Segura Antury advisor for my master's report for his patience and guidance. I also could not have undertaken this journey without the professors of the MATEFL who were of great value with their expertise and knowledge in the different topics. Lastly, I would be remiss in not mentioning my family, especially my parents, my mother Tulia and son Juan Martin who encouraged me and gave me moral support in the hardest times. A special dedication to my father Francisco Javier Grijalba who passed away in 2019, and who was and still is looking over me through the whole process, and I know that he would be proud of me fulfilling this phase in my educational career. Their belief in me has kept my spirits and motivation high during this process.

**TABLE OF CONTENTS**

ABSTRACT.....	5
INTRODUCTION .....	6
1. JUSTIFICATION .....	10
2. OBJECTIVES .....	13
2.1 General objective.....	13
2.2 Specific objectives.....	13
3. THEORETICAL FRAMEWOK.....	14
3.1 Intelligibility in the oral performance .....	16
3.2 Oral interaction.....	18
3.3 Variance in pronunciation .....	19
3.4 Second language teaching (English) .....	20
4. METHODOLOGY .....	21
4.1 Tools and gathering techniques.....	22
5. FINDINGS AND DISCUSSION.....	25
5.1 Students' weaknesses in segmental and suprasegmental sounds in oral speech in the language classroom.....	25
5.2 Discussion .....	48
CONCLUSION.....	51

REFERENCES ..... 54

ATTACHMENTS..... 58

## **ABSTRACT**

The document is the result of a research that aimed to examine the effects of the didactic strategies of pronunciation in the oral intelligibility of seventh grade English students in the public school Monseñor Ramón Arcila in Cali. For this purpose, a qualitative approach methodology was developed; the tools used to collect the information and to observe the progress of the process were: the diagnostic test, the application of a didactic sequence and the final test. The main aspect evaluated was intelligibility as a key component in pronunciation, in relation to reading and oral interaction. In the end, it is concluded that although the students did not improve their intelligibility process, they were able to identify the difficulties and seek learning strategies to improve it.

Key words: Intelligibility, pronunciation, oral interaction, didactic strategies.

## INTRODUCTION

Initially, the document presents the justification section where the reasons for the decision to carry out the research are mentioned; then the objectives that guided the activities carried out are described, followed by the theoretical framework in which a review of both analytical and research documents was made, in which the concepts that served for the interpretation and reflection of the results obtained were addressed; The methodology implemented is then described, describing the approach and the activities designed and implemented; the results and discussion are then presented, to close with the final section of conclusions.

This study seeks to explore and apply different pronunciation learning strategies to strengthen students' oral intelligibility in their oral interaction in the English class as proposed by Pawlak (2010a) characterized PLS as “deliberate actions and thoughts that are consciously employed, often in a logical sequence, for learning and gaining greater control over the use of various aspects of pronunciation” (p. 191). These strategies are intended to be applied in a public institution Monseñor Ramon Arcila located in a neighborhood the eastern section of Cali.

During the time that I have been a teacher at the public institution, I have noticed students in secondary and to be more specific the students of 7<sup>th</sup> grade have had a very difficult time with the pronunciation. Some possible reasons that might be causing this problem can be considered that, during primary school, students do not have enough exposure to the language. In most of the public schools in Cali, the intensity of English in elementary school is of one hour a week; sometimes this might change because of the teachers' absence or other difficulties that might make the process of second language slower. Second, primary school teachers in the majority are

not English teachers or are not specialized in teaching of the L2 (this is the case at the institution). This is also an important situation because there is a lack of knowledge in the approach or even in the pronunciation and this might create a fossilization in a student's pronunciation that might lead the students not being intelligible because of a missed pronounced word that was not corrected since the early school years. Even though in high school from sixth to eleventh grade the intensity of English lessons has an increase of three hours per class. Since the process in the early school years or primary has been very slow the students begin high school with very little pronunciation abilities and a more difficult intelligibility during oral interactions.

Bilingualism plays an important role taking into account the objective of the Colombia Bilingüe 2018-2022 program, which I quote again "Strengthen the teaching and learning of foreign languages in Preschool, Basic and Middle Education to guarantee comprehensive training, the development of competencies of global citizenship and of the XXI century, and promote the generation of cultural, academic, social and professional opportunities according to the needs of educational institutions and regions". As Silvia Valencia (2005: 1) explains,

As a result of globalization and widespread use of English worldwide, the term 'bilingüismo' has acquired a different meaning in the Colombian context. It is used by many . . . to refer almost exclusively to Spanish/English bilingualism. . . This focus on Spanish/English bilingualism now predominates and the other dimensions of multilingualism and cultural difference in Colombia are often ignored.

This is very true, especially if we think of the Ministry of Education (M.E.N.) promotion of the National Bilingual Programme (2004-2010) a project which aims at ensuring that,

“Colombian citizens will be able to communicate through English with internationally comparable standards. This will contribute to the insertion of the country in the processes of universal communication, the global economy and cultural openness” (M.E.N. presentation, 2006).

It is worth noting the importance that the Ministry of Education is giving to this issue of national interest, however, the efforts made by those who are directly responsible for the implementation of the plan and the strategies for the orientation of the English language in the public institutions and more in primary school, continue to lack on a clear criterion, investment in teacher qualification and pedagogical strategies that really give weight to this proposal. As it is mentioned by English Language Teaching in its Social Context: A reader (pp. 147-166). One condition for these to be successful is to guarantee that national citizens dominate the mastery of English, the language of international businesses, so they can truly take advantage of the opportunities of an internationalized economy. This is in reference to the different programs for internationalization of the economy. For the reasons given the following question comes up.

How the implementation of pronunciation didactic strategy affects seven grade ELT students' oral intelligibility in the public school Monseñor Ramon Arcila in Cali?

### *Context of the study*

This study was made at a public institution in Cali, which teaches from preschool to high school finishing in eleventh grades. The institution has a partnership with another governmental institution called SENA (Servicio Nacional de Aprendizaje), at the end of the 11<sup>th</sup> grade school year and after achieving all the requirements the students receives and academic high school diploma and a technological diploma in these different areas of study: accounting transactions,



metalwork, electricity and assembly and maintenance of computer equipment. In specificity the seventh-grade students have a three-hour intensity in English lessons divided in two sessions, one is 110 minutes and the second is of 55 minutes. During these sessions the teacher implies everything related to the learning of the second language learning. The class begins with an introduction to what is going to be the topic for the day and what are some of the tools used to practice. The methodology that is used to teach the lessons is the communicative language teaching. The method helps the students to get some ideas of situations based on their context and possible situations that they might face in the future. The group consists of thirty-five (35) students but the number that were used to make this study was of six (6) students divided in, three boys and three girls. The rest of the group was not able to participate due to connection problems and absenteeism.

## 1. JUSTIFICATION

This research is one more step to work on intelligibility considering the different strategies that were used during the development of the research. These activities could be developed and evaluated at the end of the process. Taking as a reference the charts describing the results obtained by the students in the activities carried out in the framework of the pronunciation strategies, from the pre-test and post-test.

For teachers who are interested in pursuing this same line of research, the document presented here can serve as a reference because the topic addressed had no previous studies at the national and local level that could offer clues at the contextual level in relation to intelligibility.

On the other hand, it can be considered that, by conducting group interviews with students in an educational setting similar to the one addressed in the research, it can be a way to motivate students to make use of more effective strategies, at the same time favoring the use of the International Phonetic Alphabet (IPA), because this, in practice contributes to the need to pronounce well in order to communicate correctly, a situation that can be useful inside and outside the classroom when students are motivated to do it constantly, especially because foreign language teachers do not usually give importance to this aspect, especially because it contributes to improve the academic performance of students when they are learning English.

The information about the English teaching process in the context where I work allows me to state that students have difficulties in making a favorable pronunciation for them to learn this language, a situation related to the few hours dedicated to teaching that they had in elementary school. However, according to what is found in the book "Speaking and Instructed Foreign Language Acquisition", Pawlak, M., & Szyszka, M. (2018). the writers asked questions

to a group of students about their opinion on the ability to speak, they responded that speaking must be taught and also learned, it is then to be understood that there are two processes, which must be reinforced especially in a non-English speaking country like the one we live in. Students have difficulties pronouncing words, particularly, segmental sounds accurately.

There is little fluency in the segmental sounds, which is complemented by the motivation that the students have when they must learn a foreign language, because they are not interested or simply cannot see the dimension and the advantages it would bring them in the future, especially for the academic and professional training field.

In this sense, it is important to do research on the effects of pronunciation strategies on students' oral intelligibility research, because this can help teachers identify more effective ways to develop students' intelligibility and add more to the academic conversation, since there is not much literature about this subject. With PLS (Pronunciation Learning Strategies), I will make use of those that are within reach and thereby contribute to the students' ability to improve their pronunciation skills, as Pawlak (2010) has suggested when characterizing PLS "deliberate actions and thoughts that are consciously employed, often in a logical sequence, to learn and gain greater control over the use of various aspects of pronunciation" (p. 191).

Finally, it is important that the different strategies available for use with PLS, are key when fostering good pronunciation, apropos of Oxford's (1990) language learning strategies, when considering that, pronunciation learning strategies can be defined as "specific actions taken by the learner to make learning [pronunciation] easier, faster, more enjoyable, more self-directed, more effective, and more transferable. to new situations" (p. 8).

Currently, at least two taxonomies of pronunciation learning strategies are described in the SLA literature. The first taxonomy, provided by Peterson (2000), based on his pioneering study, is based on Oxford's (1990) classification, and consists of six groups of strategies, 12 strategies and 43 tactics. The second taxonomy of pronunciation learning strategies was proposed by Eckstein (2007).

This taxonomy is different from other strategy taxonomies in that it is not based on Oxford's (1990) work but on Kolb's (1984) learning construct. Eckstein (2007) listed 28 pronunciation learning strategies and related them to four stages of pronunciation acquisition and one additional category, namely motivation. In the first stage, called concrete experience, learners use pronunciation learning strategies related to input and practice. In the second stage, called observation reflection on observation, learners use strategies related to observation and feedback. In the third stage, called abstract conceptualization, learners hypothesize about target language pronunciation. In the fourth stage, which is called action based on a new conceptualization, learners test the hypotheses formulated in the previous stage. The last component, namely motivational strategies, was added because research clearly indicates that motivation is a powerful factor in learning target language pronunciation.

## **2. OBJECTIVES**

### **2.1 General objective**

To examine the effects of pronunciation didactic strategies on seven grade ELT English students' oral intelligibility in the public school Monseñor Ramon Arcila in Cali.

### **2.2 Specific objectives**

- To identify students' weaknesses in segmental and suprasegmental sounds in oral speech in the language classroom.
- To determine students' oral performance in the segmental and suprasegmental sounds, identified as weak in the students' diagnostic, after the implementation of the strategies.
- To analyze possible factors affecting students' segmental and suprasegmental sounds in the pronunciation learning strategies.
- To describe students' and teachers' experience and reflection of the pronunciation strategies implemented.

### 3. THEORETICAL FRAMEWOK

This section presents the key concepts that allows the understanding on how a correct pronunciation can improve intelligibility, a situation that is related to oral interaction, as it is an important concept because it offers the elements for the activities carried out by students to have an impact on intelligibility, at the same time it is complemented by the variation of pronunciation when what is being pronounced is put in context; In this sense, it is about understanding how this can be key for the teaching of a second language, in this case English, and its relationship with the bilingualism proposal that should be implemented in the classroom.

In this part of the document, I want to present the different concepts that will be transmitted during the research process. As part of the learning process, for any language learner, the four basic skills to develop should be kept in mind, these are: reading, listening, writing, and speaking; I want to highlight the oral interaction considering that, this is going to be a key axis within the research. I consider that speaking is a very important skill, especially because it has to do with oral interaction and intelligibility during a conversation and no matter how well one knows a certain language, speaking formally or informally will serve as a means of communication.

The ability to speak is one of the most important skills to learn a language, but that is possible if by doing so the interlocutor is able to understand what is being said, that is where intelligibility plays an important role in the learner's oral performance, a major paradigm or idea that English teachers have is that we must teach students pronunciation to sound like NS (native speakers) taking the book *Intelligibility, Oral Communication, and the Teaching of Pronunciation* by John M. Levis (2018).

With this theory the focus point of the research will be expanded. which is intelligibility in the learner's oral performance, a big paradigm or idea that English teachers have is that we should teach students pronunciation so that they can sound like NS (native speakers) taking the book *Intelligibility, Oral Communication, and the Teaching of Pronunciation* by John M. Levis as a reference.

I have also focused on oral interaction (Szyszka, 2017) which are the different types of use that teachers can have to perform conversational practices and communicative exercises during a planned activity. As cited by Szyszka, M. (2017) where she refers to the many (ILD) or individual learner differences that could inhibit or accelerate learning; which means that as teachers we must be mindful of the different learning styles and cultures involved in institutions.

I also want to present some of the pronunciation learning strategies (PLS) (Tergujeff, 2013), also referenced by (Eckstein, 2007, p. 14) The field of pronunciation learning strategies is the domain that links pronunciation learning and instruction with language learning strategies. which will help me to get ideas to use during the assessment process of language learners.

In addition, from the PLS I will be using the book "How to Teach Speaking by Scott Thornbury" this guide will be taken into account when planning the different assessments to the focus groups. As stated (Thornbury, 2005, p. iv) speaking is much more than the ability to form grammatically correct sentences and then pronounce them, with this idea in mind I need to choose what information to give the students during our conversational planning and the development. Other points addressed in this part of the paper were pronunciation variance (Volín & Skarnitzl, 2018), second language teaching (Oxford, 2017; Rodríguez, 2015; MEN 2016).

### 3.1 Intelligibility in the oral performance

This issue is supremely important when speaking a foreign language, it complements pronunciation and has been considered one of the most difficult aspects of English for Spanish speakers due to the differences that exist between the two languages, it makes the goal of having an intelligible pronunciation extremely difficult to achieve (Calvo, 2013). As a definition given by Levis (2018) by intelligibility, we mean that "a speaker's message is actually understood by a listener". This is taken into consideration when the teacher always expects the student to sound like a native speaker, this is usually difficult. to obtain considering the importance of the topics mentioned above.

According to Rodríguez, Mijares, Trujillo, Ceballos and Ferro (2014) intelligibility can be defined as the degree to which a message can be understood; it is part of speech and can be influenced by several factors, including accent and intonation, the listener's ability to predict the parts that make up the message, the ability to identify pauses within sentences and the grammatical complexity with which they are constructed, as well as the speed with which messages are transmitted.

This means that intelligibility is an action that depends on the pronunciation made by a speaker of the language in front of an interlocutor, the ability to convey the message as clearly as possible, but whoever receives it must grasp it and decipher it quickly, so that the pauses and the speed with which oral interaction is developed is what allows it to be understood clearly and forcefully.

In accordance with the above, Pérez and Sanaphre (2022) in an investigation that examined the degree of intelligibility presented by the deaf occlusive phonemes /ph, th, kh/ of



English, in an initial position of the word when pronounced by Mexican students of English who were heard by American English speakers, created an intelligibility test where students had to pronounce words with these phonemes and the evaluators had to write what they thought they had heard. The most outstanding result of the research is that the absence of aspiration can generate difficulties for intelligibility in the phoneme /ph/ and a less serious affectation in that which corresponds to the phonemes /th/ and /kh/, which is why they conclude that teachers who teach Mexican students should focus on the aspirated pronunciation of /ph/.

Hogan (2012) considers that intelligibility is the best way to approach teaching because it is not a matter of making non-native speakers of English pretend to have the same way of pronouncing words; it is a matter of making English understandable to native speakers. This makes sense if it is possible to understand that spelling and pronunciation are not directly related within this language, for this reason speech-related intelligibility will depend on segmental and suprasegmental factors.

For García (2018) intelligibility is fundamental due to the need to make oneself understood in a language like English, the reason is the amount of variations that this language has make them look for strategies to achieve speech learning objectives for oral interaction between native and non-native speakers, it does not matter if the accent is foreign, what matters is that a message can be made to be understood, because at the end of the day it is about communicating.

In most English teaching courses and advertising about speaking English, it is not heard that the student will be able to be understood when speaking because some people are concerned about the comprehensibility of sound or intelligible speech. During the research, one of the

activities to improve students' intelligibility is to do different activities and this should help with sounds and utterances. Intelligibility should not be a matter of having an accent or trying to sound like a native speaker, the term intelligibility refers to how the speaker is understood by a listener of the same language.

### **3.2 Oral interaction**

On this first concept I want to remark the importance of the oral interaction. This concept is very important because during the language teaching the teachers' or me in this case tend to focus on the oral interaction but not so much as a means of the students' ability to perform well, but rather in a basic interpretation of what he/she wants or needs to refer. This is also part of the learning texts that are used in the classroom which can come in handy now of developing a communicative activity with the students. As it is seen in the *Modern Language Journal* (2019) "At present, the majority of commercially produced FL course books seem to adopt a largely controlled, form-focused approach to teaching oral interaction (e.g., Burns & Hill, 2013; Gómez-Rodríguez, 2010). This means that most textbooks follow specific exercises. One of the exercises is the pre-scripted role play. It provides learners with pre-structured interactional situations in which speakers' roles are prescribed and known to both learners, and furthermore supply learners with language instructions (e.g., grammatical, or lexical encoding, translation or responding to L1 content clues) which are prepared prior to the interaction. With this type of material and different conversation activities based on previously prepared and guided by books, students are getting to practice the speaking ability."

### 3.3 Variance in pronunciation

The variance or variation in pronunciation has different aspects where one can consider that there are two types of pronunciation either correct or incorrect the native and the non-native pronunciation. As it was said by (Volín and Skarnitzl, 2018), the range used by non-native speakers is expected to vary, with the target defined as the production of parameter values sufficient to mark the contrast at the category level. It is important to note that this implies the methodology that must be taken into consideration by the English teacher. In (Lippi-Green, 2012: 45) What we call L1 accent is really no more than what we have been discussing all along: structured variation in language. Most usually we use geography as the first line of demarcation: a Maine accent, a New Orleans accent, an Appalachian accent, a Utah accent. But there are also socially bound clusters of features which are superimposed on the geographic: Native American accents, Black accents, Jewish accents. Gender, race, ethnicity, income, religion – these and other social identities are often clearly marked by means of choice between linguistic variants. This is one of the reasons of the argument of the topic on the research paper in which there are special differences between people of different spoken backgrounds within the same country, keeping in mind that their L1 is the Spanish. The teaching of pronunciation is not given the same importance compared to the other aspects of the language mentioned above (Bartolí, 2005). This matter, added to the fact that pronunciation is one of the most difficult aspects of English for Spanish speakers due to the differences that exist between both languages, makes the goal of having an intelligible pronunciation extremely challenging to reach (Calvo, 2013).

### 3.4 Second language teaching (English)

Another Very important topic is the approach on the ELT, and to me this is very important in the correct way I approach the teaching because of the context that I normally work in. When there is any oral interaction between the students it is very important that the students can practice using the different types of vocabulary that we have practiced during the online sessions, another very important method for evaluation is the preparation of dialogues, with this way the students are able to practice the writing and speaking abilities. This type of material and interaction is referred by Herazo Rivera (2010) by saying different ways in which they can interact meaningfully have come to be favored in classrooms. The history of language teaching shows an enormous variety of theoretical assumptions and pedagogical tendencies. As Knight (2001) points out, research and developments in many disciplines such as linguistics, psychology and education have shaped the ways of teaching English throughout history. This is an important point by the writer because as ELT (English Language Teachers), psychology is a key part of the students learning process on acquiring the L2.

#### 4. METHODOLOGY

The qualitative approach was the best way to obtain the different information to analyze how the implementation of pronunciation learning strategies affects students' oral intelligibility, since it allows describing how teacher and students carry the activities, understand the teaching and learning practices involved and outcomes. The data will be used with a descriptive purpose, particularly, to show some learning outcomes and progress of the different stages from the activities. The study was carried out with 6 students from the course. And the small group was made up of three boys and three girls from ages twelve to fourteen years old. There were 35 students originally, but since classes were done virtually, most of the students missed classes because of connectivity problems: many of the students belong to socioeconomical strata of 1 and 2. Most of the students who did not attend the online sessions do not have financial resources to have access to equipment and internet at home. The experience took three (3) months, February, March, and April, the classes were held on Wednesdays from 7:25 am to 9:15 am and Fridays from 10:30 am – 11:25 the total number of sessions in which the process was implemented was 20, during these months and sessions all the data was collected and analyzed. To complete the methodology there will be a focus group interview to obtain the reflection from the different actors of the research.

This research is descriptive because it only seeks to show the results of the activities implemented; it is important to remember that descriptive studies are only limited to showing aspects of reality, seeking to be as accurate as possible. According to Hernández, Fernández and Baptista (2014) research of this type is only limited to describe the particularities of a context and its actors, to understand how they relate or interact in it, in this case it is about showing how

students develop the activities proposed to be carried out in the English class and the results obtained from them.

It is a cross-sectional study because information is only collected at a single moment, i.e., this occurs from the session where the teacher began to implement the first of the proposed activities until the final one, which means that the research is only located in that period of time.

#### **4.1 Tools and gathering techniques**

The idea of the research began because oral interaction and oral intelligibility are key factors in the day-to-day communication. The tools that will be applied for the investigation to get the information that is required to fulfill the objective and to collect the data that will be analyzed are: characterization of the students, pronunciation learning strategies including the pre-test, and a final oral evaluation to assess the strategies that were implemented during the study.

- **Rubric**

The rubric was considered at the time of the diagnostics test and was presented to the students in the initiation of the 2022 school year, with the objective of having tools for grading and for gathering information through the application and assessment of the different pronunciation strategies. The rubric was thought and prepared considering the intelligibility keeping in mind the students' performance.

- **Observation**

Observation offers the researcher a distinct way of collecting data. The observation took part virtually, bearing in mind the pandemic, and that the researcher has a medical restriction and

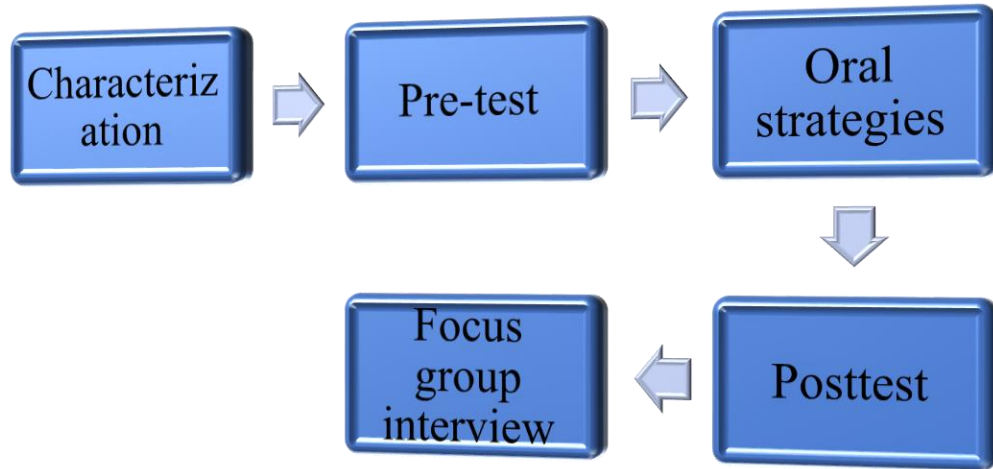
cannot be part of face-to-face classes. The observation was conducted during all of the class sessions, pre-test and posttest. During the process the observation served as a primary way of gathering information in firsthand. Using the rubric as part of the evaluation tool for the students in each of the sessions.

- **Focus group**

Interviews are an attractive proposition for the project researcher. Interviews are something more than conversation. They involve a set of assumptions and understandings about the situation which are not normally associated with a casual conversation. Interviews are also referred as an oral questionnaire by some people, but it is indeed much more than that. Questionnaire involves indirect data collection, whereas Interview data is collected directly from others in face to face contact. As you know, people are more hesitant to write something than to talk. With friendly relationships and rapport, the interviewer can obtain certain types of confidential information which might be reluctant to put in writing.

As part of the last tool for the data collection is a final evaluation applied to the focus group using the diagnostics test taken at the beginning of the course. The logic of the activity was to analyze the improvement that the students have had during the process of applying the pronunciation strategies that enables the students to develop an intelligible oral interaction during a conversation. The last activity also evaluates the consonantal phonemes  $\theta$  and  $\delta$ , as part of the evaluation of the whole process done with the focused group. The students will have a part in the evaluation by commenting on their experience throughout the sessions developed, this will serve as a set of activities that can be taken into consideration to be applied in the English program of the institution.

**Stages of the implementation and gathering techniques**





## 5. FINDINGS AND DISCUSSION

On the following chapter, the findings of the investigation are presented considering the proposed objectives.

### **5.1 Students' weaknesses in segmental and suprasegmental sounds in oral speech in the language classroom.**

To identify students' difficulties with segmental and suprasegmental sounds, the diagnostic test was applied (see appendix 1). The results obtained are described below.

- **Students' characterization**

The students that were part of this study and observed are from a public school in the neighborhood Marroquin II. The observation and English classes are done virtually because the head teacher is on a medical restriction and is not able to go to the school for face-to-face classes. The group is in 7th grade and there are 35 students but since the class is virtual the connection of the students is not to its fullest, due to internet connection problems and lack of equipment (computer, laptop, or mobile phone). Keeping this in mind the research will take 6 students from the group as the focused group, to apply the different research tools and pronunciation strategies.

- **Diagnostic test**

Results from the pre-test

STUDENTS	NO	1	2	3	RESULTS
	1	PP	PP	PP	
	2	DP	DP	DP	
	3	PP	PP	PP	
	4	DP	DP	PP	
	5	DP	DP	DP	
	6	DP	DP	DP	

P= Performs

PP= Performs partially

DP= Does not perform

The diagnostic test activity was conducted in two parts to identify the possible difficulties of intelligibility in the oral practice of the students of grade 7. The evidence for this activity is that the students had a partial performance since during the reading exercise there was a difficulty with the words; "architects", "thoroughly", "their", "themselves", "hypothermia", "them", "death" and "there". Evidencing a failure in the segmental part of oral production with

the consonant sounds The unvoiced dental fricative represented with the phoneme /θ/ and Voiced dental fricative represented by the phoneme /ð/, since the students when pronouncing the words in the paragraph have the tendency to pronounce the combination of consonants (th) as in the word "death" which they pronounced [dɛf] and not [dɛθ], generating confusion for the receiver, since each of the words have a different meaning [dɛf] = deaf which means: [dɛθ] = lacking the power of hearing or having impaired hearing and [dɛθ] = the action or fact of dying or being killed; the end of the life of a person or organism.

On this aspect, it should be understood that, as there is no correct pronunciation as stated by Rodríguez et al, (2014), who considers that, if there is not a good pronunciation, it is difficult to understand the message that is to be transmitted and this makes the receiver not fully understand what is intended to be said, in this case the students should have pronounced the consonant sounds The unvoiced dental fricative represented by the phoneme /θ/ and Voiced dental fricative represented by the phoneme /ð/, but they did not do so satisfactorily.

This is an extract of the text where the words in relation can be evidenced. "The final death toll amounted to 912 souls", this can generate confusion in the focus of the reading and could lead the listener to get the wrong idea of the text. Another of the segmental processes that could be evidenced was the pronunciation of the word "them" which should be pronounced [ðɛm] but the students had the tendency to pronounce in the following way [tɛn] leading the listener to confuse with the number ten in English, in the following segment of the text the pronunciation of the phoneme /ð/ was evidenced, "before the rescuers could pluck them from the cold sea."

In this regard, it can be understood that confusion in pronunciation is derived from the variation of phonemes, because they are confused between one and another, which ends up conveying a different idea. This is considered by García (2018) who argues that to achieve good intelligibility it is necessary to promote the correct use of pronunciation taking into account the variations, which although in the exercise are proposed attending to some requirements they do not become entirely favorable for students to appropriate them, because the activity sought that they pronounce correctly, but they failed to understand that variation since their idea about it is directly related to what they already know or have in their closest vocabulary.

As strengths, it can be heard during the reading, that more than half of the students have an acceptable fluency when reading. Another strength of the activity is the positive attitude towards doing the exercise and the effort in wanting to participate in the tests and activities.

Some of the weaknesses presented according to the rubric in the first item, the students present a deficiency in making an interaction with a person during English classes. This can be evidenced during the exercise in which a question was asked in the foreign language and the answer was given in Spanish, for example: *"profe que es lo que quiere decir eso en español?"*, in the same way if the student could understand the question, the answer was given in Spanish. It should be clarified that the questions that were asked were of personal information with reference to name, nationality, telephone number, etc. These questions were previously presented for the students' knowledge.

The above shows that, although students manage to embrace the exercise of reading and pronouncing words, it is difficult for them to understand part of their pronunciation and meaning at the same time. This is an issue in which teachers fail to teach the second language using the

strategies according to the teaching context as suggested by the ELT, because it is limited only to the ability to read, without going deeper into the variation that may have the pronunciation to bring them a little closer to the meaning of words and their use at certain times.

After collecting this information, it was proceeded to plan the activities in sequence so that in this way the work of improving the two phonemes in which the students had the greatest difficulty could begin.

Rubric to measure the pre-test, sequence of activities and post-test.

RUBRIC FOR PRE-TEST					
	DP	DP	PP	PP	p
1. Personal interactions Personal interactions with staff or peers, during the English class.	Unintelligible	Intelligible, but required three or more prompts/modeling to use speech strategies and/or Speech not closely approximating targeted sounds	Good articulation with no more than two reminders and/or Speech approximated targeted sounds	Good articulation with no more than two reminders	Articulation satisfactory; any errors are mild and do not impede intelligibility or draw attention away from message
2. Oral presentations/reading	It is difficult to understand and requires repetition of 3 or more times during one brief oral presentation or reading	The student has noticeable speech errors and requires help to request repetition 1 to 2 times during one brief oral presentation reading.	The student has noticeable speech errors and requires help to request repetition no more than 1 time during a brief oral	The student has few speech errors during oral presentations or readings	The student has no errors during an oral presentation or reading

	to be understood.		presentation or reading.		
3. Self-correction/Effort to repair	The student talks without being understood and without any attempts to correct errors.	The student repeats what he said when requested but without attempts to repair error sounds or speak to the best of his ability.	The student attempts to clarify his speech to the best of his ability when prompted or when asked to repeat.	The student sometimes identifies any pronunciation mistakes and corrects them	The student makes corrections automatically when he identifies any pronunciation mistakes

P= Performs

PP= Performs partially

DP= Does not perform

### ➤ **Sequence implementation**

The implementation of the pronunciation strategies using a sequence that are going to be described as follows:

Activity 1. The initial activity called “awareness-raising” as expressed by (Thornbury, 2005) a learner might find a ‘hole’ in their language proficiency because of being incapable of expressing a particular idea. The activity is done in Spanish with the logic that the students can identify any problems in their pronunciation and how important the oral intelligibility is for the

oral interaction in the L1 or L2. The second part of the activities proposed, consist of the diagnostics test, Pronunciation Learning Strategies and posttest.

The sessions were conducted in English and Spanish since the students needed some instructions in Spanish to have a better comprehension of what is needed from the focused group. The diagnostics test is presented with the use of a rubric, the intention to check the intelligibility and what sounds are identified and search for the possible solution. During the interview and reading section the six students are going to be observed and the session will be recorded for further analysis. The diagnostics will serve as a tool to see in what condition the students begin the school year bearing in mind how intelligible their oral communication is. Based on the diagnostics test the segmental and suprasegmental findings led to the application of the IPA alphabet for the students to start focusing on these two sounds, the unvoiced dental fricative  $\theta$  and voiced dental fricative  $\delta$ , and with the use the book *Ship or Sheep* by Ann Baker, the use of this book helps the students with different kinds of pronunciation and listening drills needed to generate the awareness to identify which is the target sound needed in the specific utterance and during a reading drill. During this part of the application of the different tools such as (PLS). The applications of the pronunciation learning strategies will take part during one month of class each one with different types of objectives. With the help of the didactic unit the students of the focused group will prepare a conversation with the given prompts and the target sounds unvoiced dental fricative  $\theta$  and voiced dental fricative  $\delta$ , are going to be taken into consideration with the intelligibility of their conversation. The sessions will be recorded to have the evidence to analyze in the next chapter of this report. As part of the analysis, the students' comments are taken into consideration to get the feel of how they felt during the process and development of the different

tools of the report. This information will serve to get a better view of the students' process with the learning of the foreign language.

- **Implementation of the strategies**

**Results Chart**

STUDENT	SESSION 1	SESSION 2	SESSION 3	SESSION 4
1	DP	PP	PP	PP
2	DP	DP	DP	DP
3	DP	DP	PP	PP
4	DP	PP	DP	PP
5	DP	PP	DP	DP
6	DP	DP	PP	DP

P= Performs

PP= Performs partially

DP= Does not perform



**Session 1 March 9th**

Class Objective: Identify the phoneme /θ/ through a minimal pair listening and pronunciation exercise, with the phonemes /s/ and /f/ with the help of the book *Sheep and Ship* pg. 151.

The development of the class began with the study of consonant phonemes, a video was presented in which the students were put in context to identify and listen to the sounds and phonemes of the variants that can be heard in English, with the help of the video: *Consonant Sounds | International Phonetic Alphabet (IPA)* (<https://www.youtube.com/watch?v=4g27iRUkfps>). The logic of presenting the video is so that the students could have an induction in the position of the articulations to make a sound, mouth, tongue, lips and all the different parts of the mouth needed for the task of producing sounds.

Because of the first session the students could not make the difference between the two phonemes first with /θ/ and /s/, some of the difficulties were evidenced when the student had to repeat the word they heard as an example. To students 1 - 6 when they had to pronounce the word "think" which is phonetically translated [θɪŋk] the students made the pronunciation [tɪŋk], which generated a frustration among them for not being able to make the sound as the audio they were listening to. In the same way the students also had difficulty in the words "sum" and "thum" when pronouncing the word, the sound was assimilated as [tʌm] evidencing in this way a great difficulty in the identification and comparison between the two phonemes see appendix 1.


[Appendix 1](#)








In relation to the above, it can be argued that students fail to distinguish the variations of the phonemes addressed. This occurs because they are more concerned with imitating the accent leaving aside the correct pronunciation of the words, a situation that is unfavorable in the variation as proposed by Volín and Skarnitzl, (2018) because it is not achieved that students can pronounce well, without doing what a native speaker would do, because what is sought is that their message can be understood.

In addition, it can be understood that, in the absence of good pronunciation while maintaining the rule of communicating the message well, it ends up being confusing because the message is not received correctly by the listener, which ends up generating difficulties at the time of understanding. On this aspect Hogan (2012) has suggested that the difficulties in pronunciation are because students sought to make it the same as if they were native speakers, when in fact only a slight variation of it is sought, what matters is the understanding of the message.

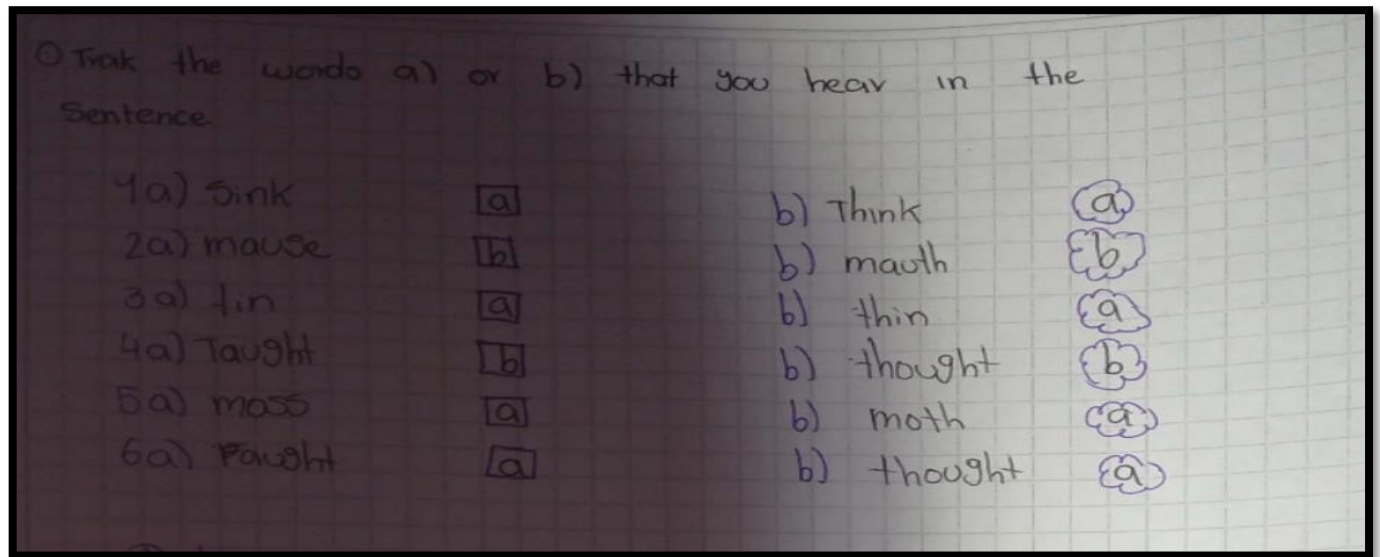
As for the second activity of minimal pairs, the students had as a reference the phoneme /f/ which they did not make the sound that was being posed in the second exercise. When doing the round table, the students concluded that for them it was understood as the same sound /f/ and not /θ/. For this exercise, you considered the words presented in appendix 2. Some of the reflections obtained at the end of the session was that they had an opportunity to make sura that this type of activities could help them to improve on their pronunciation and intelligibility. See appendix 3 to see an example of the second minimal pair answered by a student in reference to the phonemes /f/ and /θ/.

Appendix 2

**Minimal pairs B** 

	<b>Sound 1</b>	<b>Sound 2</b>	
	/f/	/θ/	
	<b>first</b> He's got a first.	<b>thirst</b> He's got a thirst.	
	<b>fin</b> A fin soup, please.	<b>thin</b> A thin soup, please.	
	<b>half</b> I'd like a half.	<b>hearth</b> I'd like a hearth.	

Appendix 3



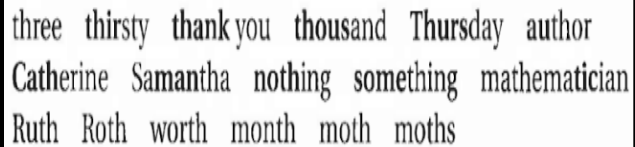
Bearing in mind the above, it can be suggested that students do not achieve a correct pronunciation due to the confusion of the sounds /f/ and /θ/, a situation that may be related to the lack of knowledge of the variation that exists at the time of pronunciation, considering that both sounds can become the same for them. The reason for a good understanding of what is being communicated is directly related to the understanding of the language variation as stated by Lippi-Green (2012) when considering that accent is a fundamental characteristic for the teaching of English due to the need to understand messages and not to be subject to an imitation of the accent of native speakers.

**Session 2 March 16<sup>th</sup>**

Class objective: Pronunciation practice emphasizing with the phoneme the unvoiced dental fricative /θ/.

After doing the first test where the first exercise of identification and minimal pair was put into practice, in this exercise of session two, it was intended that the students could do a live practice with different words but having only the phoneme /θ/. In this way, an understanding between pronunciation and intelligibility could be constructed using single words. See appendix 4 to have an idea of the words used.

#### Appendix 4



three thirsty thank you thousand Thursday author  
Catherine Samantha nothing something mathematician  
Ruth Roth worth month moth moths

Each student in the target group had to read it and, in this way, a practical exercise could be carried out in which a segmentation problem could be evidenced in the different words of the same phoneme.

With the result in mind, some of the weaknesses presented is that some of the students of the focalized group still have segmental confusion between the two phonemes presented in session 1 /f/ and /θ/. Unlike three students who managed to have an improvement in performance compared to session 1. As the comments from the focused group interview to the students 1, 4, 5 the repetition drills done during the session helped them improve the pronunciation and intelligibility of the words in the exercise. As an aspect to improvement for the students is the time that they can spend and what other tools could be used to make this task easier for them. As a weakness, presented in the evaluation and analysis of this session focusing on student number six (6) who is presenting many deficiencies in the pronunciation of words from this activity. As a

result, the student is presenting poor intelligibility when doing an oral practice. A suggestion from the teacher was made for the student to do different drills by listening to the audio and repeating the words to be able to memorize the target sounds.

### **Session 3 April 6<sup>th</sup>, 2022**

Class objective: Identify the sound of the voiced dental fricative /ð/, with the listening practice and minimal pairs pronunciation activity using the book “Sheep and Ship”, Unit 43 pg. 155.

To start session 3 as a first introductory activity of the two phonemes, the video "English Sounds - The Two TH Consonants [θ] and [ð]"

<https://www.youtube.com/watch?v=n1KN01TGALA> is proposed, which introduces how to have the articulation position, which as it was also presented in session 1. It also gives a review of some words with the phoneme [θ].

In this part of the session, after listening to the video and doing the exercise of repeating sentences with the phoneme [ð], the focused group worked individually so that each student could make a sentence with the phoneme [ð], that was the object of the class see appendix 5. During the evaluation and analysis of the session it is evident that there is a minimum improvement in some students who did not perform well in sessions 1 and 2. The small improvement in these students is because they worked on word repetition exercises with the two phonemes as recommended by the teacher. It was also suggested that they do the exercise of writing and reading aloud what they wrote in English so that there is an opportunity for the student to get acquainted with the target sound. As homework, the students had to copy a series of words considering the phonetic transcription in which they could evidence the phonemes [θ] and [ð] seen in the previous sessions see appendix 6. The words that were set as homework will

be presented below. It was also suggested that they use two links, one to look up how the phonetic transcription of the words was done and the other link for them to record their voice reading the words with the help of phonetics. This work was to be sent to the teacher's email to follow up with the students who had any deficiencies. Voice recorder <https://vocaroo.com/> and link to do the phonetic transcription. <https://tophonetics.com/>.

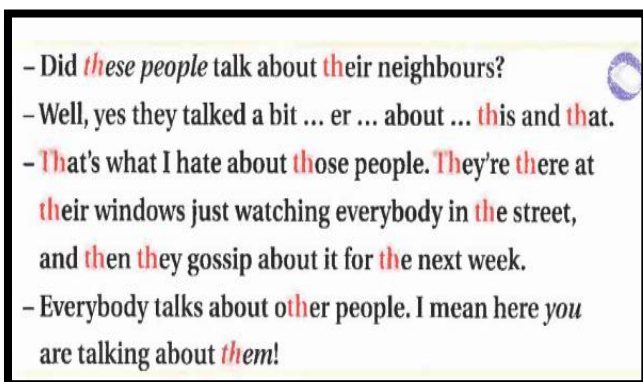
/ð/

Than - that - the - their - them - then - there - these - they - this - those - though - thus - within  
although - another - either - neither - other - together - whether - with

/θ/

bathe - breathe - clothe - smooth - soothe - algorithm - bother - brother - clothes - clothing -  
farther - father - feather - further - gather - leather - logarithm - mother - Netherlands - northern -  
rather - southern - rhythm - weather - worthy - baths - mouths - paths - youths

### [Appendix 5](#)



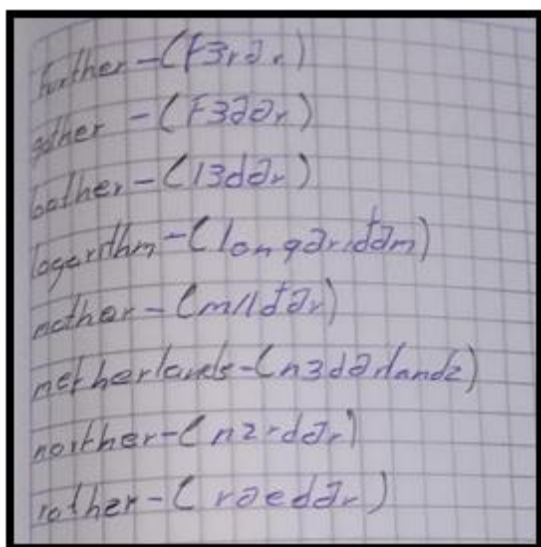
- Did *these* people talk about *their* neighbours?  
- Well, yes they talked a bit ... er ... about ... *this* and *that*.  
- *That's* what I hate about *those* people. *They're* *there* at  
*their* windows just watching everybody in *the* street,  
and *then* *they* gossip about it for *the* next week.  
- Everybody talks about *other* people. I mean here *you*  
are talking about *them*!

Appendix 6

Sound 1 /d/	Sound 2 /ð/
<b>Dan</b> Smith is bigger, Dan Jones.	<b>than</b> Smith is bigger than Jones.
<b>day</b> Day arrived.	<b>they</b> They arrived.
<b>dare</b> Jim dares his friend.	<b>there</b> Jim there's his friend.
<b>doze</b> Doze after lunch.	<b>those</b> Those after lunch.
<b>Ida</b> I don't know her sister, Ida.	<b>either</b> I don't know her sister either.

As a positive reflection of the students with this exercise was that it helped them to understand the symbols found in the dictionaries and which they did not know what they were for. Also, as they listened to the audios of the students who were able to send the exercise, it became evident that intelligibility could be improved by doing repetition exercises and the importance of phonetics for their good development and usefulness of oral practice, see appendix 7 for a sample of the homework for session 3.

Appendix 7





The above allows the understanding that one of the key issues in the development of the activities is the repetitive exercise of pronouncing the words where the phonemes that cause confusion are found. This can be considered necessary in the sense of providing greater confidence in the students to learn the correct way to pronounce the words that have the phonemes and the possibility of understanding how they vary from one to another, being able to distinguish them when listening or establishing an oral communication.

In this sense, according to the Modern Language Journal (2019), it is about making students understand that pronunciation cannot be limited only to an exercise of memorizing words, but rather it is about assuming the way of communicating with them in a given context.

#### **Session 4 April 27th, 2022**

Class objective: Pronunciation and listening practice with minimal pairs with emphasis on the symbol The Voiced dental fricative /ð/, with the activities from the book "Ship and sheep" pg. 157. Evaluate if the student had an improvement with the phoneme /ð/ compared to session 3.

To conclude with the activities related to the phoneme /ð/, the students are going to do two exercises, the first one consists of listening to an audio and identifying which of the two sounds is the one that can be identified by marking with an X. The two phonemes to be considered are: [d] and [ð]. The second exercise consisted of students doing the exercise of pronouncing each of the columns considering the two phonemes that were worked on in the previous exercise.

The development of the first exercise resulted in students minimally fulfilling the objective of the session since they could not identify between the two phonemes and this could

generate some confusion with the minimal pairs in which they chose the one they should not have, especially the student numbers 1, and 3 that are found in the appendix 8.

### Appendix 8

<b>f</b> Tick the words a) or b) that you hear in the sentences.			
1 a) Ida	<input type="checkbox"/>	b) either	<input type="checkbox"/>
2 a) day	<input type="checkbox"/>	b) they	<input type="checkbox"/>
3 a) dares	<input type="checkbox"/>	b) there's	<input type="checkbox"/>
4 a) size	<input type="checkbox"/>	b) scythe	<input type="checkbox"/>
5 a) bays	<input type="checkbox"/>	b) bathe	<input type="checkbox"/>
6 a) boos	<input type="checkbox"/>	b) booth	<input type="checkbox"/>

In the final exercise the students who had a better performance of the focused group were students 3 and 4, since previously and considering sessions 1, 2 and 3 they did not have a good performance especially with the phoneme /θ/.

It can be concluded that the students who had a better performance during the application of the pronunciation sequences were students 1 and 4, evidencing that student number one has been constant in its performance having as results in most of the sessions PP= Performs partially.

- Posttest

### RESULT CHART

STUDENTS	NO	1	2	3	RESULTS
	1	P	PP	P	
	2	PP	DP	PP	
	3	P	P	P	
	4	P	PP	PP	
	5	PP	PP	P	
	6	PP	PP	PP	

P= Performs

PP= Performs partially

DP= Does not perform

For the posttest evaluation, the same reading and interview questions were applied, the questions had reference to personal information questions. The pronunciation section which consisted of a reading passage of about one hundred and fifty words (150) see appendix 9. The posttest took place in a virtual session and consisted of six students who also presented the pretest in the month of February.

Appendix 9**Unsinkable Ship**

Naval architects never claim that a ship is unsinkable, but the sinking of the passenger-and-car ferry Estonia in the Baltic surely should have never happened. It was well designed and carefully maintained. It carried the proper number of lifeboats. It had been thoroughly inspected the day of its fatal voyage. Yet hours later, the Estonia rolled over and sank in a cold, stormy night. It went down so quickly that most of those on board, caught in their dark, flooding cabins, had no chance to save themselves: Of those who managed to scramble overboard, only 139 survived. The rest died of hypothermia before the rescuers could pluck them from the cold sea. The final death toll amounted to 912 souls. However, there were an unpleasant number of questions about why the Estonia sank and why so many survivors were men in the prime of life, while most of the dead were women, children, and the elderly.

Objective: Evaluate the improvement of the intelligibility using a reading passage and personal information questions.

The last activity was the posttest, once again the activity consisted of a reading practice of a passage, the same one that was used in the pretest, and the final evaluation exercise consisted of some questions about personal information. The logic for this part of the test was to evaluate the improvement of the intelligibility of the reading and in a communicative situation.

During the reading exercise the students presented fewer segmental and intelligibility difficulties compared to the pretest. Some of the noticeable findings are that five of the six students were able to have a better performance than in the pretest, some examples were clearly in the pronunciation of the following sentences:

1. “The final death toll amounted to 912 souls.”
2. “before the rescuers could pluck them from the cold sea.”
3. “there were an unpleasant number.”

As indicated in the chart student 3 was able to perform the pronunciation including the sentences that he had the most difficulty during the pretest.

The other 5 students had an improvement with the words, “thoroughly”, “their”, even though they had to try to remember what the target sounds of those words either /θ/ or /ð/.

On part number one on the grading chart which refers to the personal interaction during a communicative exercise, on the rubric it is on the first row. It is evidenced that students had an improvement during this section of the test. This is because during the questions asked about family, name, age, the answers were understood without having to ask the students to repeat the answer or because there was an intelligibility confusion. There were still some comments about the translation of the question as it happened in the pretest, but once the student had knowledge of the question the answer was given. Students 1, 3, and 4 had the best performance during the posttest and also presented an improvement during the 4 sessions where a series of sequence activities were performed specially with the phonemes /θ/ or /ð/.

With what was previously mentioned allows the understanding that in pronunciation to achieve a good level of intelligibility starts from the recognition of the difficulties with phonemes, at the same time, it is considered important to maintain the ability to identify them due to the constant use of words known to the students, since not having within their vocabulary the use of these words, it will be difficult to distinguish them in the oral interaction with another person.

Among the issues to be addressed, taking into account what was done in this last evaluation, is the possibility of achieving that students can distinguish the differences between one phoneme and another, for this reason, pronunciation could contribute to reduce confusion and therefore the low level of intelligibility, all this is achieved with oral practice, although it is very repetitive, it does contribute positively to the improvement of communication.

- **Overall review of results**

During the pronunciation strategies, the students were able to realize their performance in relation to how they developed the activities, this was because they were able to evaluate their own learning during the focus group, when they were asked about how they had studied or reviewed the lesson they had seen; As an answer there were some in which they referred that they had downloaded Apps for learning English such as Duolingo which has an option to practice pronunciation, another of the answers about learning was that one of the students used to practice by repeating songs in English.

What was previously mentioned is constituted in the ways in which students face the difficulties to achieve a good pronunciation, because they consider that they can improve it and thus be able to clearly communicate the message when they are in a conversation or reading a

text, a situation that contributes to the search for strategies to learn the language and make themselves understood.

In addition, procedural learning can be considered, because the students were able to do a series of exercises and their good performance can be seen in the tables that were evaluated during each of the class sessions, the last one being the post-test. Not all the students were able to improve in intelligibility, but it was a great advance for them to generate confidence in the awareness of the practice exercises; while, with the students who did not obtain a good performance, it is possible that they were not attentive and concentrated %100 because the sessions were virtual and for reasons that may carry legal procedures the students had the camera turned off. A final reason is that some students were not able to be connected during the whole sessions or the phone data was not enough for the whole session, the student being sporadic can also affect because the student was not in the repetition section or in a practice that was done in a portion of the class.

The fact that the strategies focused on teaching students about the speaking skill. It is analyzed through the different strategies that the approach was of a useful functioning, as it presented images of minimal pairs in which students could review what they learned by obtaining a good and intelligible pronunciation. The help of the IPA was an important part in the creation of the students conscious on the different pronunciation and how words could be pronounced or by using the dictionary the student might have an opportunity to read the phonetic transcription and have an idea or a small clue for having a good and understandable pronunciation.

During the development of the activities the students expressed that they were of good use. The acceptance and good development of the activities could allow the students to look for different tools that would contribute to the improvement of pronunciation. In the focus group, students mentioned that during the minimal pair exercises with the phonemes [d] and [ð]. The students were able to realize that pronunciation is not often pronounced how it is written but that something very minimal could make the difference between one sound and the other. One comment that might have caught their attention was "Profe, por fin pude entender cuando usted decía que en inglés no siempre se pronuncia como se escribe.", The comment had reference to the teacher and how during the classes the topic of pronunciation always had room to expand the importance of a good conversation with intelligible pronunciation.

## **5.2 Discussion**

In the search for the different data for this study there were three steps for getting the intended information. The first one, was the pre-test (diagnostics) which included an awareness activity in Spanish. The second activity proposed for the data collection was the pronunciation learning strategies. And finally, there was a posttest to gather the information needed to complete that specific part of the research.

At the beginning of the diagnostic activity, was possible to understand several situations related to the students' performance in relation to pronunciation in order to achieve a good level of intelligibility and the teaching of English. The first thing is to recognize that, although the students have received instruction and knowledge about the contents of the language, their performance is deficient because they are not able to pronounce the words well, it is not



understood what they mean, and they are usually asking for an explanation of the meaning of the words or phrases.

The awareness activity in Spanish had the intention that the students identified any mistakes in their mother tongue, such as segmental sounds that might interfere with the listeners comprehension of what the student was reading in Spanish. With this activity the students commented that it was important to know that they still had to improve in their mother language (Spanish). Out of the six students, four had good pronunciation and flow with the reading, two of the students had more difficulty with some of the words and the flow of the pronunciation was slower. From the group of students who read, there were occasions where they mispronounced some words confusing them with other words, some students had the ability to correct themselves and others kept going with the reading without noticing the pronunciation. At the end of the activity the students spoke about how they felt about the reading practice and were very pleased with how they read. Some students admitted that they needed to improve more on the pronunciation of some words in Spanish and the fluency. I asked how they felt about the exercise, and the common answer was positive and confident with how they read and understood.

The first part of the test consisted of doing a session of questions and answers, the questions were related with the personal information e.g. What is your last name? How many brothers and sisters do you have? What is your favorite music? The importance of doing the questions orally were, 1. To see the student's ability to remember and answer some questions that he/she might have an idea of what could be the possible responses and not forgetting the objective of the project that has a purpose of improving the intelligibility. 2. The students read a

short passage; this passage was intended for the teacher to observe the fluency and pronunciation. (see appendix 9). The analysis of the diagnostic test shows that there are segmental and suprasegmental sounds difficulties presented during the diagnostics test. The sounds that students had the most difficulty were the consonant phonemes /θ/ and /ð/.

The sequence of activities shows how important the pronunciation learning strategies were for the student's improvement on intelligibility. According to the diagnostics test the students had to improve on their intelligibility and to focus on the specific phonemes /θ/ and /ð/. Consequently, the activities proposed had the intention of training students with the help of the IPA on memorizing the position needed to make the correct sound. The sequence activities had a previous instruction with the use of videos, recording links and the tips given by the teacher.

The posttest gave a clear example of the decisive intention of the research to improve on students' intelligibility with the use of pronunciation strategies. The result represents how the learners applied the different strategies proposed in a positive way. As the comments of the students in the focus group shows that they are keeping in mind the recommendations for practicing in their free time and with the use of apps for the specific purpose of pronunciation. A final strategy used by the teacher was the introduction of the importance of the International Phonetic Alphabet and how this can help on the independent learning of pronunciation.

## CONCLUSION

The present research was intended to gather information on the student's low performance in oral intelligibility in a public school in Cali. The exposed findings may have several implications in ELT at the public institutions. As a starting point, the findings confirmed that students have a gap of second language learning between primary and high school specially in the segmental and suprasegmental sounds this leads to intelligibility problems in oral practice. The research can serve a leap for the institution and the teachers to think of ways to improve the oral intelligibility of the students in high school.

It is understood that although intelligibility is not a key issue for most teachers in charge of teaching English, they are the ones called to innovate in the educational practice they have been developing for some years and fulfill the key purpose, to ensure that students can pronounce words correctly, not to become like native speakers, but to communicate well what they are trying to say, in other words, that the message is clearly understood.

As part of the analysis of the results it is important to mention the positiveness from the pronunciation learning strategies that were proposed. And how these were increasing the student's confidence as it is shown in the activities chart on students 1 and 3, who had the best performance during the sequences and posttest. Another positive aspect is how the students are aware of the importance of the pronunciation and intelligibility, as mentioned by one of the students during the focus group interview "las actividades me ayudaron a tener en cuenta que alguna persona se puede confundir cuando pronuncio una palabra de manera incorrecta.", with this in mind, with the knowledge presented during this study the students have other options for

studying English, not only studying the grammar but also the phonetic alphabet emphasizing in segmental sounds.

Although this research was performed to a small group of students, the results showed improvement in students' pronunciation therefore intelligible speech was brought up in their oral interaction practice. In addition, it is important to mention that research on the topic can be explored in a broader way using the phonetic alphabet, this will give the students a broader aspect of how this topic can help to improve the intelligibility issues.

Keeping in mind that the responsibility cannot fall on the teachers of the area because of the situation of preventive isolation due to COVID-19, the possibility of continuing with the classes in a normal way was a challenge that implied adjusting the area and classroom plans, attending the requests of the students in a personalized way, at the moment of connecting to class, most of them had no possibility of connecting, which in the end ended up affecting the formative process, which implied gaps that cannot be filled from one moment to the next.

On the other hand, teaching was also affected due to the constant adjustments in the students' time and responsibilities. All this made us think of the need to review what could be done, but not before knowing the current status of the students in terms of the skills and competencies they should develop in the area.

As a recommendation to the institution, I want to mention that the pronunciation should be a primary topic during our English classes. Not only focus on the grammar practice because it is important to remember that students should understand English as a Lingua Franca, as mentioned in the presentation of the Colombian Ministry of Education. "Colombian citizens will be able to communicate through English with internationally comparable standards. This will

contribute to the insertion of the country in the processes of universal communication, the global economy and cultural openness” (M.E.N. presentation, 2006). This is a key moment for students in public schools to start having a better education in the second language with emphasis in pronunciation.

In accordance with what was presented above, it can be stated that students need to improve their performance in the area of English, at the same time the institution is urged to start promoting a more effective teaching of the area in didactic terms, that is to say, that the strategies can be much more effective and correspond to what the MEN has oriented, training and/or formation is needed to support the pedagogical processes of the area in the institution.

Additionally, it should be noted that the students participating in the research were willing to comply with what was proposed in each of the activities, participated actively, always asked questions about each of them, contributed to create a learning environment that allowed the feedback of the knowledge studied; at the same time it was possible to understand how the students assume the area, because they do not always want to study another language and even less when the time and educational needs are mandatory to do so.

## REFERENCES

- Baker, A. (2006). *Ship or Sheep? Book and Audio CD Pack: An Intermediate Pronunciation Course*. Cambridge University Press.
- Bedrettin Yazan, Intelligibility, *ELT Journal*, Volume 69, Issue 2, April 2015, Pages 202–204, <https://doi.org/10.1093/elt/ccu073>
- Bilingual education in Colombia: Towards a recognition of languages, cultures, and identities. *Colombian Applied Linguistics Journal*, (8), 152-168.
- Duarte, E. G. (2010). Toward a social research perspective in Colombian multicultural language classrooms. *Cuadernos de Lingüística Hispánica*, (15), 185-194.
- Eckstein, G. T. (2007). A correlation of pronunciation learning strategies with spontaneous English pronunciation of adult ESL learners.
- García, C. (2018). Intelligibilidad entre hablantes no nativos del inglés como lengua franca. *E-AESLA*, 4, 276-284. <https://cvc.cervantes.es/lengua/eaesla/pdf/04/27.pdf>
- Hansen-Thomas, H., & Chennapragada, S. (2018). Culture Clash in the Multicultural Classroom: A Case Study from A Newcomer School. *English Language Teaching*; Vol. 11, No. 4; 201882-90. URL: <http://doi.org/10.5539/elt.v11n4p82>
- Hernández, S., Fernández, C y Baptista, L. (2014). *Metodología de la Investigación*. México. Sexta edición, Mc Graw Hill.
- Hogan, M.A. (2012). Factores que afectan la inteligibilidad de los hablantes de inglés no nativos. *Plurilingua*, 8 (2). <http://idiomas.ens.uabc.mx/plurilingua/docs/v8/2/Ann.pdf>

- Impact, P. (2018). Chapter four Perceptual impact of Foreign-Accented Speech Jan Volín, Radek Skarnitzl and Slice Henderson. *The Pronunciation of English by Speakers of Other Languages*, Chapter 2.2.2, pg. 24-26
- Knight, P. (2001). *The Development of EFL Methodology*. In C.N. Candlin and N. Mercer (Eds.) *English Language Teaching in its Social Context: A reader* (pp. 147-166). London: Routledge.
- Levis, J. (2018). *Intelligibility, Oral Communication, and the Teaching of Pronunciation (Cambridge Applied Linguistics)*. Cambridge: Cambridge University Press. doi:10.1017/9781108241564
- Lippi-Green, R. (2012). *English with an accent: Language, ideology, and discrimination in the United States*. Routledge. doi.org/10.4324/9780203348802
- Look, R. p. (2018). *Studies in Second Language Learning and Teaching*. Kalisz, Polan: Department of English Studies, Faculty of Pedagogy and Fine Arts.
- Malsbary, C. B. (2014). "It's not just learning English, it's learning other cultures": Belonging, power, and possibility in an immigrant contact zone. *International Journal of Qualitative Studies in Education*, 27(10), 1312-1336.
- Miller, J., Kostogriz, A., & Gearon, M. (2009). *Culturally and linguistically diverse classrooms*. Clevedon: Multilingual Matters.

- Muñoz, A. P., Palacio, M., & Escobar, L. (2012). Teachers' beliefs about Assessment in an EFL Context in Colombia. *Profile Issues in Teachers Professional Development*, 14(1), 143-158.
- Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. *Language teaching*, 44(4), 412-446.
- Oxford, R. L. (2016). *Teaching and researching language learning strategies: Self-regulation in context*. Routledge.
- Pawlak, M., & Szyszka, M. (2018). Researching Pronunciation Learning Strategies: An overview and a critical look. *Studies in Second Language Learning and Teaching*, 8(2), 293-323. doi: 10.14746/ssllt.2018.8.2.6
- Pérez y Sanaphre (2022). La inteligibilidad de estudiantes mexicanos al pronunciar las consonantes oclusivas sordas aspiradas del inglés, *Revista Boletín Redipe* 11(2), 329-339. <https://revista.redipe.org/index.php/1/article/view/1687/1599>
- Robayo Acuña, L. M., & Cárdenas, M. L. (2017). Inclusive education and ELT policies in Colombia: Views from some PROFILE journal authors. *Profile Issues in Teachers Professional Development*, 19(1), 121-136.
- Rodríguez Fernández, S. (2017). Teaching the pronunciation of English through Project-Based Language Learning to Spanish learners of EFL, *Universidad del Pais Vasco*.



Rodríguez, Mijares, Trujillo, Ceballos y Ferro (2014). Caracterización de la enseñanza del nivel fonológico en el inglés médico. *Revista Ciencias Médicas*, 18(3), 502-511.

<https://www.medigraphic.com/pdfs/pinar/rcm-2014/rcm143n.pdf>

Szyska, M. (2017). *Pronunciation Learning Strategies and Language Anxiety*. Switzerland: Springer. DOI 10.1007/978-3-319-50642-5

Tergujeff, E. (2013). English Pronunciation Teaching for primary, lower secondary and upper secondary Level: A mixed methods approach. In *Proceedings of the Third International Conference on English Pronunciation: Issues & Practices (EPIP3)* (pp. 104-107).

Thornbury, S. (2005). *How to teach speaking*. Longman.

## ATTACHMENTS

### Appendix 1. AWARENESS ACTIVITY IN SPANISH 1

Lesson Plan

Teacher: James J. Grijalba R.

Length: 45 minutes

GRADE:	7 <sup>th</sup> GRADE
BLR:	
TOPIC:	
Objective:	Proposal for activity in Spanish for the students to analyse if they can identify any problems with their pronunciation in Spanish such as any mispronounced words or special sounds in Spanish that might interfere with the understanding of what is being read or spoken.
Grammar:	

**Class development**

During this activity the students will practice a Spanish reading on that I have found on the following webpage.

Each student will have the opportunity to read the story and the other partners will listen carefully identifying any pronunciation mistakes or difficulties that each other might have.

The idea is to make each student, or a group of students read aloud and the others to comment (I don't know if commenting on their classmates is a good idea)

After listening to each student read and their feedback, I am going to ask what difficulty they can identify in Spanish.

<https://aprenderespanol.org/pdf/gato-negro>

Reading is on the bottom of the page.



## El gato negro

Dos gatitos, nada más, había tenido la gata de Doña Casimira Vallejo, y ya habían pedido a la citada señora nada menos que catorce. Y es que los gatitos eran completamente negros, y sabido es que hay muchas personas que creen que aquellos traen la felicidad a las casas.

De buena gana Doña Casimira no se hubiera desprendido de aquellos dos hijos de su Sultana; pero su esposo le había declarado que no quería más gatos en su vivienda, y la buena señora tuvo que resignarse a regalarlos el día mismo que cumplieran dos meses.

Mucho tiempo estuvo pensando dónde quedarían mejor colocados; el vecino del piso bajo perdía muchos gatos y no faltaba quien sospechase que se los comía; el tendero de enfrente los dejaba salir a la calle y se los robaban; la vieja del cuarto entresuelo era muy económica y no les daba de comer; el cura tenía un perro que asustaba a los animalitos; y así, de uno en otro, resultó que los catorce pedidos se redujeron para Doña Casimira solamente a dos, casualmente el número de gatos que tenía. Aun así, no acabaron sus cavilaciones.

Moro, el más hermoso y más grave de los dos gatitos, convendría mejor a Doña Carlota, la vecina del tercero de la izquierda, que tenía una hija muy juiciosa a pesar de sus cortos años; pero Fígaro (así nombrado por el marido de Doña Casimira por haberle hallado un día jugando con su guitarra), no estaría del todo bien en casa de don Serafín, cuyos niños eran muy revoltosos y trataban con dureza a los animales.

Pero al cabo, como el tiempo urgía, Morito fue entregado a Doña Carlota y Fígaro a Don Serafín.

Ambos fueron adornados con collares rojos y cascabeles, y Blanca, la niña de la viuda, y Alejandro y Pepita, hijos del caballero, que también era vecino de Doña Casimira, habitando en el otro tercero, no dudaron ya que en sus moradas todo sería bienestar y ventura con haber llevado a ellas a los dos gatitos.



Al pronto la casualidad vino a confirmar aquella idea: Doña Carlota ganó un premio a la lotería y D. Serafín, que estaba cesante, fue colocado con doce mil reales en un Ministerio.

-¡El gato negro! -exclamaban los chicos.

-¡El gato negro!

Lo que no impedía que Alejandro y Pepita maltratasen al pobre Fígaro, que, cuando podía, se vengaba de ellos clavando en sus manos los dientes o las uñas; pero como era tan pequeño no les hacía gran daño.

En cambio Morito pasaba los días en la falda de su joven ama y las noches en un colchoncito muy blando que hizo Blanca para el gato en cuanto se lo dieron. Demostraba él su contento con ese ronquido acompasado que en los gatos es indicio de felicidad completa, y es seguro que si hubiese sabido hablar no hubiera dejado de decir a Doña Casimira que no podía haberle proporcionado una casa mejor.

Julia de Asensi (Adaptación). Imagen: [openclipart.org](http://openclipart.org). Más recursos [www.aprenderespanol.org](http://www.aprenderespanol.org)

Texto disponible bajo la [Licencia Creative Commons Atribución-CompartirIgual 3.0](https://creativecommons.org/licenses/by-sa/4.0/)

**Appendix 2. Diagnostics test**
**DIAGNOSTICS TEST 2 rubric adapted from:**

**<https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=XXX5X3X&>**

RUBRIC FOR DIAGNOSTICS TEST					
	1 pts	2 pts	3 pts	4 pts	5 pts
Personal interactions Personal interactions with staff or peers, during the English class.	Unintelligible	Intelligible, but required three or more prompts/modeling to use speech strategies and/or Speech not closely approximating targeted sounds	Good articulation with no more than two reminders and/or Speech approximated targeted sounds	Good articulation with no more than two reminders	Articulation satisfactory; any errors are mild and do not impede intelligibility or draw attention away from message
Oral presentations/reading	It is difficult to understand and requires repetition of 3 or more times during one brief oral presentation or reading to be understood.	The student has noticeable speech errors and requires help to request repetition 1 to 2 times during one brief oral presentation reading.	The student has noticeable speech errors and requires help to request repetition no more than 1 time during a brief oral presentation or reading.	The student has few speech errors during oral presentations or readings	The student has no errors during an oral presentation or reading
Self-correction/Effort to repair	The student talks without being understood and without any attempts to correct errors.	The student repeats what he said when requested but without attempts to repair error sounds or speak to the best of his ability.	The student attempts to clarify his speech to the best of his ability when prompted or when asked to repeat.	The student sometimes identifies any pronunciation mistakes and corrects them	The student makes corrections automatically when he identifies any pronunciation mistakes

GRADE:	7 <sup>th</sup> GRADE
BLR:	
TOPIC:	
Objective:	Objective:  With the diagnostics test I want to get an idea of what can be the positive and the negative intelligibility in the oral production during an English conversation.
Grammar:	
<b>Class development</b>	
Activity one:  The student will answer some personal information questions presented by the teacher; these questions were previously reviewed by the teacher during the class and the teacher will ask them randomly. The questions are based on the personal information that they have seen in their previous school year.	

<p><a href="https://www.vocabulary.cl/Basic/Personal_Information.htm">https://www.vocabulary.cl/Basic/Personal_Information.htm</a></p>	
<p><b>Names</b></p> <p>What is your name? My name is _____.</p> <p>What is your surname / last name? My surname / last name is _____.</p> <p>Do you have a nickname? Yes, my nickname is _____ <i>or</i> No, I don't.</p> <p><b>Work &amp; Occupation</b></p> <p>What do you do? I am a _____.</p> <p><b>Marital Status</b></p> <p>Are you married / single? Yes, I am. <i>or</i> No I'm not.</p> <p>Do you have a boyfriend / girlfriend? Yes, I do. <i>or</i> No, I don't.</p>	<p><b>Family</b></p> <p>How many brothers and sister do you have? I have _____ brothers and _____ sisters.</p> <p><b>Age</b></p> <p>How old are you? I am _____ years old.</p> <p>When is your birthday? My birthday is on the _____ of _____.</p> <p>Where were you born? I was born in _____.</p> <p><b>Contact Information</b></p> <p>Where are you from? I am from _____.</p>



<p>What is your partner's name?</p> <p>My partner's name is _____.</p>	<p>What is your address?</p> <p>My address is _____.</p> <p>What is your phone number?</p> <p>My phone number is _____.</p> <p>What is your cell phone number?</p> <p>My cell phone number is _____.</p> <p>Do you live with your parents?</p> <p>Yes, I do. <i>or</i> No, I don't.</p> <p>Do you live in a house or an apartment?</p> <p>I live in a/an _____.</p> <p>What is your e-mail address?</p> <p>My e-mail address is _____.</p>
<p><b>Contact Information</b></p>	<p><b>Habits</b></p>

<p>Where are you from? I am from _____.</p> <p>What is your address? My address is _____.</p> <p>What is your phone number? My phone number is _____.</p> <p>What is your cell phone number? My cell phone number is _____.</p> <p>Do you live with your parents? Yes, I do. <i>or</i> No, I don't.</p> <p>Do you live in a house or an apartment? I live in a/an _____.</p> <p>What is your e-mail address? My e-mail address is _____.</p> <p><b>Free time activities</b></p> <p>What do you do in your free time? In my free time I _____.</p> <p>What are your hobbies? My hobbies are _____.</p>	<p>Do you have any bad habits? Yes, one of my bad habits is _____.</p> <p>Do you snore? Yes, I do. <i>or</i> No, I don't.</p> <p>Do you smoke? Yes, I do. <i>or</i> No, I don't.</p> <p>Yes, I don't like _____ <i>or</i> I like all food.</p> <p>What is your favourite colour? My favourite colour is _____.</p> <p>Do you have any pets? Yes, I do. <i>or</i> No, I don't.</p> <p>What pets do you have? I have _____.</p> <p>Which sports do you like? The sport I like is _____.</p>
---	---

<p>What type of music do you like?</p> <p>I like _____ music.</p> <p>Do you have a favourite singer or group?</p> <p>My favourite singer / group is _____.</p> <p>What types of movies do you like?</p> <p>I like _____ movies.</p> <p>Do you like to read?</p> <p>Yes, I do. <i>or</i> No, I don't.</p>	
<p>Activity two:</p> <p>The student will practice reading, the reading is a short reading, and the student will only be asked to read one paragraph.</p> <p><a href="https://www.grammarbank.com/short-reading-comprehension-passages.html">https://www.grammarbank.com/short-reading-comprehension-passages.html</a> (passage #3)</p>	<p><b>Unsinkable Ship</b></p> <p>Naval architects never claim that a ship is unsinkable, but the sinking of the passenger-and-car ferry Estonia in the Baltic surely should have never happened. It was well designed and carefully maintained. It carried the proper number of lifeboats. It had been thoroughly inspected the day of its fatal voyage. Yet hours later, the</p>

	<p>Estonia rolled over and sank in a cold, stormy night. It went down so quickly that most of those on board, caught in their dark, flooding cabins, had no chance to save themselves: Of those who managed to scramble overboard, only 139 survived. The rest died of hypothermia before the rescuers could pluck them from the cold sea. The final death toll amounted to 912 souls. However, there were an unpleasant number of questions about why the Estonia sank and why so many survivors were men in the prime of life, while most of the dead were women, children, and the elderly.</p>
POST TEST: MAY 4TH 2022	

Mariana Vela: Slow reader, tried to make good pronunciation but there are words that are still very difficult to pronounce including numbers.

Joel Duque: The student presented a good fluency in the reading. The intelligibility of the pronunciation is efficient and has the capability to correct himself in the words he remembers.

Carol Vanessa Cortes: The intelligibility is not comprehensible during the reading. The student has a fluency in the reading but the pronunciation of some words are not well pronounced or does not make the attempt to correct the sound of the words. The numbers are pronounced in Spanish.

Luis G. Ramirez: The student reads slowly and tries to correct some of the words that he remembers. Has difficulty with the word THOROUGHLY, when the numbers are read they are pronounced in Spanish.

Juan Camilo Cortez: The student reads fluently and makes an attempt to correct the words that he knows he has made a mistake. The numbers are pronounced in English and with a good intelligibility with a clear speech.


## ACTIVITY 3

GRADE:	7 <sup>th</sup> GRADE
BLR:	
TOPIC:	
Objective:	Objective:  Emphasize on the consonant phonemes of $\theta$ and $\delta$ according to the International Phonetic Alphabet (IPA).
Grammar:	

Class development	
<p>Activity:</p> <p>The students will practice with some repetition exercises the consonant phonemes θ and ð, with the help of the repetition the students will start to memorize the difference between the two phonemes and the different words</p>	<p style="text-align: center;">PAGE 151 FROM THE BOOK SHEEP AND SHIP Tuesday March 9<sup>th</sup> pg. 152</p> <p>During the class the students practiced the minimal pairs of the symbols /s/ and /θ/, with the practice of how the articulations of the mouth should be positioned and with different examples of words and sentences, after the listening and the reading sections the students had the opportunity to practice the minimal pairs individually, each student of the group had a chance to read one example.</p> <p>At the end of the activity the students comment about how interesting it is to practice the phonetic symbols and that they feel the symbols are helping them to keep in mind the importance of a well pronounced word.</p> <p>Keeping in mind that the student numbered as number 6 in the diagnostics test is who had the most difficulty with the repetition and individual practice of the words.</p> <p>Below are the examples used from the book Sheep and Ship.</p>



that have the different sound.

## 2 Minimal pairs A

**Sound 1**  
/s/

**Sound 2**  
/θ/



**mouse**

What a sweet little mouse!

**mouth**

What a sweet little mouth!



65+10=100

**sum**

Is this sum OK?

**thumb**

Is this thumb OK?

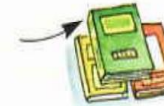


**sick**

It's very sick.

**thick**

It's very thick.



**sink**

He's sinking.

**think**

He's thinking.



**pass**

There's a mountain pass.

**path**

There's a mountain path.



1. Brief explanation for the students about the

The second class with the practice of the unvoiced dental fricative /θ/, also included the practice of listening and repeating with similar sounds or minimal pairs that are on the book Sheep or Ship. During this

IPA and the two phonemes.

The **unvoiced dental fricative** is a consonant sound consisting of an unvoiced dental fricative. This sound is represented by the phoneme /θ/; it may also be referred to as an **unvoiced th sound**. It forms a voiced-unvoiced pair with the voiced dental fricative sound.

The **Voiced dental fricative** is a consonant sound formed by a voiced dental fricative. It's

activity the students had some difficulty with the sound of the words FIN and THIN, the development of the activity was a very productive one apart from the difficulty with the sentences with the symbols /f/ and /θ/.

Minimal pairs B

	Sound 1 /f/	Sound 2 /θ/	
	<b>first</b> He's got a first.	<b>thirst</b> He's got a thirst.	
	<b>fin</b> A fin soup, please.	<b>thin</b> A thin soup, please.	
	<b>half</b> I'd like a half.	<b>hearth</b> I'd like a hearth.	

commonly represented by the digraph /ð/, hence its name as a **voiced th sound**; it forms a consonant pair with the unvoiced dental fricative.

2. Repetition practice.  
  
After the teacher and the students have had a simple explanation of

	/θ/		/ð/	
	Grammar words	Content words	Grammar words	Content words
Beginning of the word	thorough, through	thank, theory, three	that, they, this	
Mid position	anything, everything	author, birthday, method	although, other, whether	brother, leather, weather
End of the word	both	bath, health, worth	with	bathe, clothe

[https://teflpedia.com/Pronunciation\\_exercises:\\_/θ/ vs /ð/](https://teflpedia.com/Pronunciation_exercises:_/θ/ vs /ð/)

<p>the consonantal the teacher will present a chart with some words for the students to practice pronouncing them.</p>	
	<p>Pg. 153, today March 16<sup>th</sup> the students practiced some listening exercises with minimal pairs of the voiceless sound /θ/.</p> <p>As a homework the students must practice the pronunciation of the words in the circle and after they will also practice the dialogue that is presented in the same page. During this class we practiced the minimal pairs listening the students listened three times to the audio and made a check mark the word that they hear if it was sound one or two. After doing the listening exercise the students commented that in some words the sounds were very similar, and they tend to listen to the sound, the words that the students had the</p>


most trouble were the words TIN and THIN, as a homework the students need to practice the words on the list below and will be recorded with the pronunciation.

On point 3.

**D31 f** Tick the words a) or b) that you hear in the sentences.

- |             |                          |            |                          |
|-------------|--------------------------|------------|--------------------------|
| 1 a) sink   | <input type="checkbox"/> | b) think   | <input type="checkbox"/> |
| 2 a) mouse  | <input type="checkbox"/> | b) mouth   | <input type="checkbox"/> |
| 3 a) tin    | <input type="checkbox"/> | b) thin    | <input type="checkbox"/> |
| 4 a) taught | <input type="checkbox"/> | b) thought | <input type="checkbox"/> |
| 5 a) moss   | <input type="checkbox"/> | b) moth    | <input type="checkbox"/> |
| 6 a) fought | <input type="checkbox"/> | b) thought | <input type="checkbox"/> |

### 3 Dialogue

 a First practise the target sound /θ/ in words from the dialogue below. Read the words aloud or visit the website to practise.

three **thirsty** **thank** you **thousand** **Thursday** **author**  
**Catherine** **Samantha** **nothing** **something** **mathematician**  
Ruth Roth worth month moth moths

b In this dialogue, each numbered line has a word that is especially important because of Ruth's strong response to what Catherine says. Read the dialogue and underline the most important word in each numbered line. Number 1 has been done as an example.

Gossips

March 18 2022

To finish with the voiceless sound /θ/, the students will do the reading on the different words shown on the picture above.

The students commented that the words were difficult but that with practice they might have a chance to improve on their own pronunciation.

	<p>As the teacher I recommended to the students that they can have the opportunity to check how the word is pronounced with the help of the google chrome tool in which they can see how the word is pronounced.</p>
--	--

March 23rd 2022

CATHERINE: Samantha Roth is only thirty.

RUTH: (1) Is she? I thought she was thirty three.

CATHERINE: Samantha's birthday was last Thursday.

RUTH: (2) Was it? I thought it was last month.

CATHERINE: The Roths' house is worth six hundred thousand,

RUTH: (3) Is it? I thought it was worth three hundred thousand.

CATHERINE: Ross Roth is the author of a book about moths.

RUTH: (4) Is he? I thought he was a mathematician.

CATHERINE: I'm so thirsty.

RUTH: (5) Are you? I thought you drank something at the Roths'.

CATHERINE: No. Samantha gave me nothing to drink.

RUTH: (6) Shall I buy you a drink?



CATHERINE: Thank you.

PG. 154

In today's session the students had the opportunity to read the dialogue that is called Gossips. Firstly the students copied the dialogue from the book sheep and ship and in couples they practiced the pronunciation. After they practiced in pairs the teacher played the audio so that the students had the opportunity to listen to the focused words with the voiceless sound /θ/. At the end the students made comments about the activity and they were very optimistic at the progress they had.

These are the couples who read and these are the comments on each of the couples.

1. Cheryl Nicole: The student has a slow pronunciation and on the key words sometimes does not pronounce them correctly.

Ana sofia: The student has trouble with the pronunciation and does not complete the words, especially the key words.

2. Joel Duque: The student who has a good pronunciation during the lessons, sometimes has mispronunciation of the key words and tries to make autocorrection.

Diaz Alexander: This student has not had much practice due to the fact that during the lessons he has not had a working microphone. During the lesson he has tried to pronounce the key words and correct himself when he feels he has made a mistake in a specific word.

3. Pinzon Toro: He has continuously mispronounced the key words, specially the key words with the sound /θ/.

Karoll Cortes: Even Though she has been to all of the units, she still has difficulty with the target sounds and words.

4. Vela Mariana: During this exercise the student read the words slowly and really paying attention in detail to the key words. There were some small mistakes on the target sound but she has the idea on the pronunciation of the target sound and target words.

Nieto Nassly: The student tries to do the correct pronunciation of the target words and self corrects her mistakes, the student pays attention to the detail in the reading.

5. Ramirez Wendy: She has been attending two sessions and has an idea of what the target sound was, she made some mistakes during the reading. At the end of the reading she began to make more mistakes on the target sound.

William Garcia: The student has been attending a few sessions, the fluency is not so good and also the target sound was not too noticeable during the reading but the student had a positive attitude towards the activity.

For homework the students had to record themselves doing the reading of the dialogue and for the next session we will discuss and listen to the audios from the students including the students who did not participate during the reading session.

March 30th

Reading comprehension practice and reading of the dialogue










April 6th

The **Voiced dental fricative** is a consonant sound formed by a voiced dental fricative. It's commonly represented by the digraph /ð/, hence its name as a **voiced th sound**; it forms a consonant pair with the unvoiced dental fricative.

we are going to be using the chapter for the Sheep and Ship textbook. Unit 43 pg. 155

<https://www.youtube.com/watch?v=nIKNo1TGALA> video of the previous and the new sound

## 2 Minimal pairs A

	<b>Sound 1</b> /d/	<b>Sound 2</b> /ð/	
	<b>Dan</b> Smith is bigger, Dan Jones.	<b>than</b> Smith is bigger than Jones.	
	<b>day</b> Day arrived.	<b>they</b> They arrived.	
	<b>dare</b> Jim dares his friend.	<b>there</b> Jim there's his friend.	
	<b>doze</b> Doze after lunch.	<b>those</b> Those after lunch.	
	<b>Ida</b> I don't know her sister, Ida.	<b>either</b> I don't know her sister either.	

This is the final activity before the students present their final activity for pronunciation and intelligibility.

[https://teflpedia.com/Pronunciation\\_exercises:\\_/%CE%B8/\\_vs\\_/%C3%B0/#Minimal\\_pairs](https://teflpedia.com/Pronunciation_exercises:_/%CE%B8/_vs_/%C3%B0/#Minimal_pairs) use this link to prepare an activity for the students to practice.

Homework

the students must give the phonetic transcription of the following words. After the students have finished giving the phonetic transcription they will record their voice pronouncing the words using this webpage. <https://vocaroo.com/>

/ð/ - /θ/

than - that - the - their - them - then - there - these - they - this - those - though - thus - within

although - another - either - neither - other - together - whether - with

bathe - breathe - clothe - smooth - soothe

algorithm - bother - brother - clothes - clothing - farther - father - feather - further - gather -  
leather - logarithm - mother - Netherlands - northern - rather - southern - rhythm - weather - worthy  
- baths - mouths - paths - youths

<https://tophonetics.com/> link for the phonetic transcription.

Class April 27th 2022

Pronunciation and listening practice with minimal pairs with emphasis on the symbol  
The **Voiced dental fricative** /ð/, with the activities form the book Ship and sheep pg. 156 - 158
