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Thesis

Effectiveness of the manual “Living Sounds” and enhancing in learning English pronunciation in fifth grade students at Claretiano School 2014.

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**Effectiveness of the manual “Living Sounds” and enhancing in learning
English pronunciation in fifth grade students at Claretiano School 2014**

To my daughter and family who supported me
throughout the development of this research.

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I must express my very profound gratitude to my parents and the principal R.P. Ronel Chipana Peña CMF, for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this thesis. This accomplishment would not have been possible without them.

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Abstract

The purpose of this thesis is to establish the use of a complementary manual to improve oral expression in English as a second language. The main focus of this thesis is to know how the Manual “Living Sounds” influenced the improvement of pronunciation in the students of fifth grade at Claretiano School. And its main purpose is to implement the use of this supplementary manual. A preliminary assessment was given to the students to get a record of the students’ performance in areas of stress of content words, reduction of grammar words, question intonation, concerns with discrete speech sounds and so forth. These assessments were not only used to track individual student progress over the course of the semester, but they also provide a starting point to the term. With the help of this manual, learners are encouraged to monitor their needs and focus their energy on developing personal strategies and helped them improve different aspects of their pronunciation”. About nine and eleven years old participated in this study and we have reached the following conclusions: Taking into consideration the results of the hypothesis test, we can infer that the manual “Living Sounds” helped the students a lot in the improvement of pronunciation in English fifth grade students at Claretiano School. Many students between 9 and 11 years of age at fifth grade at Claretiano School, registered in the English learning project involving the use of the Supplementary Manual “Living Sounds”; felt encouraged to improve with the constant monitoring and feedback from a teacher. Almost 80% of students actively participated during the application of this manual, and were checked using an assistance list. No observation of the 80% percent of the students by the teacher should not be considered.

Keywords. Effectiveness - Manual Sounds - Enhancing - Learning – Pronunciation.

Resumen

El propósito de esta tesis es establecer el uso de un manual complementario para mejorar la expresión oral en inglés como segunda lengua. El enfoque principal de esta tesis es conocer cómo el Manual “Sonidos Vivos” influyó en la mejora de la pronunciación en los alumnos de quinto grado de la Escuela Claretiano. Y su propósito principal es implementar el uso de este manual complementario. Se les dio una evaluación preliminar a los estudiantes para obtener un registro del desempeño de los estudiantes en áreas de énfasis de palabras de contenido, reducción de palabras gramaticales, entonación de preguntas, inquietudes con sonidos discretos del habla, etc. Estas evaluaciones no solo se utilizaron para rastrear el progreso individual de los estudiantes a lo largo del semestre, sino que también proporcionan un punto de partida para el período. Con la ayuda de este manual, se anima a los alumnos a monitorear sus necesidades y concentrar su energía en desarrollar estrategias personales y ayudarlos a mejorar diferentes aspectos de su pronunciación”. Aproximadamente nueve y once años participaron en este estudio y hemos llegado a las siguientes conclusiones: Tomando en consideración los resultados de la prueba de hipótesis, podemos inferir que el manual “Living Sounds” ayudó mucho a los estudiantes en la mejora de la pronunciación en inglés. Alumnos de quinto grado del Colegio Claretiano. Numerosos alumnos entre 9 y 11 años de quinto grado de la Escuela Claretiano, inscritos en el proyecto de aprendizaje de inglés que implica el uso del Manual Complementario “Sonidos Vivos”; se sintió animado a mejorar con el seguimiento constante y la retroalimentación de un maestro. Casi el 80% de los estudiantes participaron activamente durante la aplicación de este manual, y se verificaron mediante una lista de asistencia. No se debe considerar ninguna observación del 80% de los estudiantes por parte del maestro.

Palabras clave: Eficacia - Sonidos manuales - Mejora - Aprendizaje - Pronunciación..

Introduction

Since pronunciation is an important process in oral production development and taking into account that it helps to lay the groundwork for a better management and understanding of English, our investigation team decided to design and apply a manual that would improve English pronunciation in students of fifth grade at Claretiano School, who are in the English Teaching Project of Claretian School

The manual we present as an alternative is called Living Sounds. This is a compilation of learning sessions supplementary to English classes, which can be used by teachers whose objective is to guide students, not only in the areas of oral comprehension, written comprehension, oral production and written production, but also in the field of pronunciation, that is, in an integral way, making learning more interesting, viable and meaningful.

To support the relevance of our investigation, our report consists of three parts

In the first part, we consider the Theoretical Framework, in which we present the problem statement, background and theoretical support, which in turn includes topics such as: communication, oral communication, skills and characteristics, the communication process, English pronunciation including phonetics and phonology. We also consider topics such as: the characteristics of intellectual development of adolescents and the methodology for teaching English pronunciation among others. In the Theoretical Framework, we also specify our objectives, hypothesis, variables and operational definitions, which have guided our investigation.

In the second part, we present Investigation Methodology, that is to say, the design, criteria and procedures for selecting the population and it also includes the description and validation criteria of the instruments we use.

In the third part, we present, analyze and interpret the results presented through

tables and graphs.

Finally, we present the conclusions, suggestions and bibliography we have consulted, as well as the appendices including the instruments used, the Supplementary Manual “Living Sounds” with its activities and suggested materials, and the consistency matrix of our research.

We hope that this work will contribute to the daily educational work of English teachers and will serve as the basis for the development and application of similar experiences useful for English teaching and therefore for helping our constant professional learning.

Chapter I Statement of Problem

1.1. Determination of the Problem

Currently the labor market has become more competitive and demanding, requiring increasingly efficient professionals who are asked as part of their academic preparation not only to master their specialty, but to use supplementary tools that facilitate their professional development allowing them to be on the cutting edge.

One of these supplementary instruments is the command of a second language, which allows access to various sources of information, preferably in the field of science and technology.

The Claretiano School, a teacher training started in 2000 a project to teach English to students of different levels, with the aim of facilitating the learning of that language as a second language with a communicative approach, which seeks a comprehensive learning of oral and written language skills.

This work emphasizes the importance of oral skills, because it allows a more direct relationship between people and it is the most appropriate means to start learning a second language.

However, observations made to fifth grade students at Claretiano School English Teaching Project showed a series of limitations that they have in oral expression, which leads them not to express themselves correctly, having an impact on their oral expression quality, especially in pronunciation, which was evidenced by the following:

- Sounding units of their native language to articulate and produce vowels phonemes and consonant that are present in the phonological-sound system and when it is desired to produce new sounds in a second language, all knowledge of the native language is transferred to the language to be acquired (English), which causes an obstruction.

- The incorrect intonation of sentences and questions, because English, as a language, has constant changes in levels of speaking compared to Spanish where the intonation is linear.
- Lack of accuracy in stressed words. As a consequence of that, there is ambiguity in meanings when a message is produced. These deficiencies must be corrected, preferably from the beginning of the language learning because, when more time has passed, this has the risk to be kept in the student's mind (Process of Fossilization) and to impede a proper verbal communication.

Based on the problems exposed, I thought it would be convenient to carry out an experimental investigation work (quasi-experimental level) in order to improve the level of English pronunciation in fifth grade students of the English Teaching Project at Claretiano School.

My experience is based on the application of the Supplementary Manual LIVING SOUNDS, which contains basic notions of pronunciation in the different sub-areas of articulation, stress and intonation. Said manual has been designed as support material for the teacher for helping students develop communicative competence. In the manual, we propose practical reinforcement activities, with a communicative approach in order to consolidate the correct pronunciation learning.

Having access to the test group, our work has been viable because it can be applied not only to the students of fifth grade students at Claretiano School Teaching Project, but also to any group of basic level students of English. I am convinced that this topic will be relevant as far as the techniques proposed in the manual are applied.

Therefore, my problem has been formulated as follows: Mother tongue sounds articulate and produce vowel and consonant phonemes on the audio-phonological aspects

and produce new sounds in the English language to transfer knowledge from the mother tongue to acquiring the language (English), with obstruction.

1.2. Formulation of the Problem

1.2.1. General problem

What is the influence of the implementation of the Manual "Living Sounds" in the learning of pronunciation in the students of fifth grade of primary level at Claretiano School in the year 2014?

1.2.2. Specific problems

SP₁. What is the influence of the implementation of the Manual "Living Sounds" related to the articulation of sounds in the learning of pronunciation in the students of fifth grade of primary level at Claretiano School in the year 2014?

SP₂. What is the influence of the implementation of the Manual "Living Sounds" related to the production of English accents in the learning of pronunciation in the students of fifth grade of primary level at Claretiano School in the year 2014?

SP₃. What is the influence of the implementation of the Manual "Living Sounds" related to the intonation of English in the learning of pronunciation in the students of fifth grade of primary level at Claretiano School in the year 2014?

1.3 Objectives

1.3.1. General objectives.

To determine the influence of the implementation of the Manual "Living Sounds" in the learning of pronunciation in the students of fifth grade of primary level at Claretiano School in the year 2014.

1.3.2. Specific objectives.

SO₁. To determine the influence of the implementation of the Manual "Living Sounds" related to the articulation of sounds in the learning of pronunciation in the students of fifth grade of primary level at Claretiano School in the year 2014.

So₂. To determine the influence of the implementation of the Manual "Living Sounds" related to the production of English accents in the learning of pronunciation in the students of fifth grade of primary level at Claretiano School in the year 2014.

So₃. To determine the influence of the implementation of the Manual "Living Sounds" related to the intonation of English in the learning of pronunciation in the students of fifth grade of primary level at Claretiano School in the year 2014.

1.4. Scope and Relevance of Problem

This research had as the main objective to improve the pronunciation establish experimentally verify that the implementation of Supplementary Manual Living Sounds improves pronunciation of English in students of fifth grade at Claretiano School. Pronunciation is important and speak clearly. In this direction, I analyzed the components of pronunciation in terms of intonation, accent and articulation of sounds, this is a substantive research on the variety of experimental and cuasi-experimental design. Its population was 149 students and the sample was the same number of students that gave us the opportunity to apply a census. The techniques used were the survey –at exploratory, pilot and final stages, documentary analysis and experts' judgment. As instruments we used a Likert scale questionnaire, score register of students' grades, and the experts' opinions reports. Finally, after the analysis and interpretation of the results and the corresponding hypothesis testing, we found out that effectiveness of the manual "Living Sounds" and Enhancing in Learning English pronunciation in fifth grade students at Claretiano School.

1.5. Limitations of the Research

Although this research was carefully prepared, I am still aware of its limitations and shortcomings.

First of all, the research was conducted in the nine months. Six months are not

enough for the researcher to observe all of the students' speaking performance in their classes. It would be better if it was done in a longer time.

Second, school celebrations as you know fathers, mothers, Independence Day and others. It would be better if it was done out of the schedule.

Third, since the questionnaire designed to measure the students' pronunciation towards the use of pronunciation strategies might give useful information about the impacts of pronunciation strategies; it seems not to provide enough evidence of the students' actual communication skills in their speaking performance.

In addition, since the assessment of the pretest and post test was conducted by the author herself, it is unavoidable that in this study, certain degree of subjectivity can be found. In fact, it would have been sort of objective if it had been decided by two or three examiners.

Chapter II Theoretical Framework

2.1. Research Background

2.1.1. International background.

Here are some studies taken from literature review that indicate the relationship between students' pronunciation in English learning and academic performance.

O'Connor and Fletcher (1989) "*Sounds English* Pronunciation refers to the ability to use the correct stress, rhythm and intonation of a word in a spoken language. Our aim in teaching pronunciation should be to ensure that students are communicatively efficient with the pronunciation they have at their level. As teachers we should be prepared to use a variety of techniques to help our students learn pronunciation. The Theoretical part in this project is described here in detail. What is pronunciation? As a part of language teaching. Several ways of presenting pronunciation is mentioned here. The relationship between teaching pronunciation and learning pronunciation as a whole is explained too.

2.1.2. National background.

Experimental and exploratory research has been considered as background to our research work with the aim of knowing and improving the learning of English and French as a second language. The consulted research works were carried out by students at Instituto Pedagógico Nacional Monterrico and are the following:

Luna, Montoya, Morales and Orihuela (1995) in the thesis *Application of the Communicative Technique Manual Let's Speak to improve oral skills of the English language in 5th secondary students of "Cesar Vallejo" School N° 7069 from San Juan de Miraflores, USE N° 11*. In this thesis, the research team has oral expression as problem-situation because it does not develop properly in English language teaching.

That is why the group developed and validated the manual *Let's Speak* for improving the speaking skills. This manual is a compilation of techniques based on the

communicative approach focused on the development of speaking skills trying at the same time that the students develop reading comprehension, because the student cannot understand a text if he does not have linguistic knowledge in different contexts. In the manual the names of the techniques used are revealed such as dramas, role-playing, simulated activities, as well as the procedures and guidelines that must be followed for the correct application. At the end of the investigation, the group concluded that such activities significantly improved oral skills. Our thesis project has similarities with the proposal of the above-mentioned Group in the use of the communicative approach and in the use of communicative techniques to emphasize an important aspect of oral production such as pronunciation. But unlike the previous thesis which is applied to students at a school our manual Sounds is applied to Higher Education Students who attend basic level of the English Language Teaching Project of IPNM because we consider that it is necessary a greater emphasis in articulation of sounds, stress and intonation since the beginning of the learning of a second language because the adequate learning of those will allow them to have a better performance in the development of oral production and comprehension as well as written production and comprehension. Regarding the procedural part, our proposal uses three steps: introduction, which is the motivating part; presentation, which is the development of the activity itself; and finally, production in which students apply what they have learned. Some techniques of the above-mentioned group were taken into account such as: role playing, dialogues in context, exercises to complete information, and work in pairs, which due to their usefulness and good results, will help us in achieving our goal, which is to improve the English pronunciation.

Gonzales, Juarez and Orellana (1996) in the thesis *Application of the Cards: "Je Parle Francais" improves the oral expression in French of 4th primary students of CEP Sagrados Corazones de Arequipa School*. In this thesis, the research team has oral

expression as problem-situation because it does not improve in quantity or quality. That is why the group developed and validated the cards "Je Parle Francais" for improving oral expression in French course. These cards are based on the communicative approach, focused on the teaching of a second language based on communication and motivates the student to learn to communicate combining linguistic and communication skills. Our thesis project has similarities with this thesis in the use of the communicative approach also emphasizing the oral expression of beginner students in the learning of a second language, and then at a more advanced level it is focused on written production, because you cannot learn written production if you have not developed oral production skills. The activities developed at the cards "Je Parle Francais" have a constructivist perspective and its contents are procedural, that is to say, they consist of the following steps: presentation, comprehension, application, practice and evaluation. Besides, it has different types of cards: writing, activities cards, exercise cards, systematization and vocabulary cards, which at the end of their application proved that the use of these cards in class sessions improve oral skills. Our project is also based on the development of procedural content activities, but emphasizes three moments (Robert Lado, Language Teaching) introduction, presentation and production. In production we consider the types of cards applied by the research group because they are useful to achieve one of our objectives to support the teacher with activities developing the pronunciation of his students in articulation of sounds, stress and intonation.

Gutiérrez, Quispe and Salas (1996) in the thesis *Use of supplementary material for the development of French oral skills in 4th Secondary students of the school next to IPNM (Basic Level)*. In this thesis, the research group has the oral expression as problem-situation, because students do not develop oral skills properly as the books to teach French are focused on the development of writing skills disregarding oral skills.

Therefore, this group proposes the use of supplementary material in order to develop oral skills and provide support to teachers in the teaching of French language. This material is focused on oral skills and is based on the principle that spoken language is the basis of writing and not vice versa. This approach poses to listen before speaking, speaking before reading and reading before writing. The supplementary materials proposed by the research group are based on the French program contents of 4th year of secondary school, which include recorded texts and application cards, which can be used at any time of the class as desired by the teacher and according to the contents of the program. The research group offer examples of the application of supplementary material through class schemes, where different materials seem applied in no specific order. It is worth mentioning that at the end of the research, the group concluded that application of the supplementary materials helps stimulate and gradually develop oral skills. The similarity between our thesis project and this thesis is that both propose the development of oral skills making use of material other than the textbook. However, our proposal is particularly focused on pronunciation, that is to say, our manual, is a set of supplementary activities whose aim is to develop articulation of sounds, stressing and intonation because these are fundamental for the learning of a foreign language and even more important for Higher Education students. It is worth mentioning that unlike this thesis our manual is based on the communicative approach and also, regarding the procedures, our proposal follows a number of steps, first there is an introduction, then a presentation activity and finally production where the student puts into practice what he has learned, is corrected and reinforced his skills in the different aspects of pronunciation. However, we consider the different materials and techniques used, because they are important for conducting our investigation.

Castillo, Castro, Cruz and Peña (1996) in the thesis *Aptitude factors that*

determine English oral comprehension in 1st year students of Instituto Pedagógico Nacional Monterrico in languages specialties - English in 1996. In this thesis the research group has the oral comprehension as problem-situation; as it does not improve because students are not exposed to a permanent and constant exposure with auditory materials from the beginning.

That is why the research group decided to measure the aptitude factors in order to detect what these factors are and to deal with them promptly. At the end of the research, the group concluded that the auditory memory was the factor that prevented the development of oral comprehension, as the results obtained indicated the existence of a deficiency to memorize and recall new verbal material, which could cause oral comprehension problems, thus limiting the subsequent acquisition of new knowledge. Hence, they suggested to apply a test to find oral comprehension problems since it is important to detect them from the beginning of professional studies. The main difference with our proposal is that this investigation remains at a descriptive level, it does not seek to relate or control variables, but simply to obtain information. On the other hand our work goes beyond because it takes these contributions and proposes alternatives to improve the oral production area, specifically in the field of pronunciation. In our manual, we propose a series of exercises and materials that would help students to develop satisfactorily in the aspects of sound articulation, stress and intonation, which will ease the learning of the English language.

2.2. Theoretical Bases

2.2.1. Living sounds methodology.

2.2.1.1. Communication.

Communication is the process in which the sender, using correctly appropriate expression techniques, transmits a key, precise and organized message to one or more

receivers, who capture without special effort, the content of the message, thanks to the correct use of a common code by all the parties, by means of the correct operation of an adequate channel.

According to Rangel (1977) “communication can be defined as a process (series of phenomenon phases) by which senders and receivers of messages interact in a given social context” (p.5).

Oral communication.

Oral communication is the exchange of ideas, thoughts and feelings between two or more people by speaking.

According to Byrne (1980):

Oral Communication is a two way process between speaker and listener (or listeners) involving the productive skill of speaking and the receptive skill of understanding.

La comunicación es un proceso de doble dirección entre hablante y oyente (u oyentes) que involucra la habilidad productiva de hablar y la habilidad receptiva de comprensión (p.8).

Communication process

When we talk of communication as a process, we refer to the different phases to which it is subjected when it passes from the initial state to the final state. The communication process consists of a sender, a channel and a receiver, in the sender's brain, the message becomes words (code) that are thrown into the atmosphere (channel); where there may be interference (noise). The receiver decodes and interprets the message in his brain. The transmission can be done in one or both directions

Therefore, the communication scheme consists of the conception of the idea, production of some phonemes, reception of these by the listener and evocation of the

idea.

In oral communication process, there are the following elements:

1. Sender: Person who encodes the message, speaks and communicates something.
2. Message: Set of ideas and feelings intended to convey
3. Receiver: Receives the message and interpret it.
4. Channel: Physical means of transport through which the message is transmitted.
5. Code: Set of signs used in communication.
6. Referent: Context, the reality where the communicative event takes place.

These elements are within a cultural and social context, from which levels of meanings arise that at some point can modify the message, partially or totally.

2.2.1.2 Oral skills.

Oral Comprehension

It is a basic skill for learning a language, it is the process by which the person is able to understand messages through the sense of hearing. This sense allows us to identify aspects of the message, such as: sounds and grammar patterns.

This process is unconscious in the acquisition of the mother tongue but becomes conscious when learning a second language.

In our mother tongue, we can relax our attention to the point of understanding without needing to listen everything said. In the acquisition of a second language we have to listen to the sounds, paying more attention and finding it difficult to select and remember the message.

To understand a foreign language requires the simultaneous performance of other mental activities, such as concentration, attention and memorization.

Oral Expression

This is one of the basic skills for acquiring a language that is defined as the act of producing speech as a means of communication.

The act of speaking, more than the knowledge of the code, is the choice of the message to send, is to know when and how to use the language and what will be achieved by using it.

Oral expression does not include only the production of sounds, but also facial expressions, body movements, etc. In case of a second language the main objective is to serve as a means for optimal communication.

The Linguistic Competence: is the knowledge of the language that the speaker-listener. According to Fromkin (1993), it is an internalized system of rules that allows the brain produce and understand a limited number of statements.

2.2.1.3 Characteristics.

Fluency

It consists of quickly associating thought with spoken word in such a way that the speaker is able to respond to a stimulus without stopping to look for words. It is an expression of dynamism generated by the brain and spirit and communicated by means of oral expression.

This skill can be developed when the speaker appropriately coordinates sentences, phrases, words, and when the speaker has an increased vocabulary

Pronunciation

It is about elocution or expressive aspect of a language, vocalization and correct articulation of sounds within words, and in turn, words within a spoken language.

Correct pronunciation should have the flexibility required to express the fine significant and emotional nuances on which a correct and nice pronunciation depends;

additionally, rhythm should be varied by speed to show its convictions intensity and depth of feelings.

Intonation

According to Monroe (1973) “it consists of speaking respecting the punctuation marks or the respective pauses by making vocal inflection, that is, falling and rising the tone of voice, as appropriate, trying to give it expression and rhythm being consonant with what is expressed” (p.128).

It is made up of the following aspects:

- Tone: It is the frequency (number of vibrations for approximately one second) that is heard by a receiver through a subjective process.
- Volume: It is the loudness or strength of a sound vibration movement.

Living Sounds methodology

- The supplementary manual Living Sounds is a support material for the teacher, being addressed to fifth students of the English Teaching Project at Claretiano School
- Such Project has as objective the integral development of basic skills for the appropriate use of a second language, emphasizing communicative competence. However, this objective is limited by problems of pronunciation, as the text being used partially covers the basic contents of pronunciation in its categories: articulation of sounds, stress and intonation.

For this reason, the supplementary manual Living Sounds seeks to integrate these categories in their entirety through activities, which using communicative techniques selected and adapted to the students’ needs, seek their active participation in their learning

process, making this a significant experience.

2.2.2. English pronunciation.

2.2.2.1 Sound system development.

The sound system development understood as the appearance of speech sounds is made through certain stages: warble, babble and real language. During babble stage, the child learns to keep the correct sounds and to suppress the incorrect ones. In the real language stage, the child pronounces his/her first words.

According to Resse and Lewis (1974) “first, the child makes a dichotomy of each sound based on certain aspects by contrasting sounds. After that, the child adds aspects of the sound system by progressively separating the significant sounds” (p.506).

Jakobson and Morris (1956) assumes that the child started to differentiate the aspects of the sounds used in language until identifying all of them based on their distinctive features.

The prosodic aspects are superimposed on the inherent ones and refer to the tone (pitch of voice), strength (volume of voice) and quality (subjective duration).

The first vowel sounds are produced by moving our tongue to the front and half of the mouth as front and palatal, medium or neutral vowels. Then, back vowels appear.

According to Resse and Lewis (1974) “in general, vowels are originated by the vibration of vocal cords and open vocal tract. Rather, consonants are produced by closure, friction of contact with tongue or lips” (p.504).

Consonant sounds appear in reverse order; first consonant sounds are, for example, sounds like /p/ and /b/, then the consonants produced by constriction of medium vocal tract, and finally, the ones produced when closing the front vocal tract.

Any language manifestation by speech is the result of a complex series of events or stages:

1° Psychological Stage.

A concept is formed in the brain. The nervous system transmits this message to the so-called “speech organs”, which in turn behave in a conventional way, thus having the effect of producing special sounds pattern.

2° Physiological Stage.

It is also named articulatory. The movement of speech organs will create disturbance in the air pressure.

According to Fromkin (1993) “producing any speech sound involves air flow movement. Many speech sounds are produced by taking pulmonary air out of the body through the mouth, and sometimes through the nose, too” (p.37).

The pulmonary air reaches the trachea and larynx. At this point, it should pass between two small muscular folds named vocal cords.

If vocal cords are separated, as they usually are when breathing, the pulmonary air will relatively freely pass to the pharynx and mouth. But, if they are tightened, even though there is a small space between them, the air flow pressure will make them vibrate.

3° Physical or Acoustic Stage.

Since communication requires a listener, the stages will be reversed: sound waves received by the hearing apparatus (physiological) and information transmission through the nervous system to the brain, where the message is interpreted.

2.2.2.2. Nature of English sounds.

Phonetics

Phonetics is the study of speech sounds in an isolated and combined manner.

Three main areas can be distinguished: articulatory phonetics, acoustic phonetics and hearing phonetics.

A. Articulation of sounds.

The articulation of sounds is studied by the articulatory phonetics.

According to Richards, Platt and Weber (1985) “Articulatory Phonetics deals with the way in which speech sounds are produced” (p.18).

That is, it studies the articulatory gestures used by people when pronouncing the phonetic segments, taking into account the shape of the mouth, the position of the tongue and the shape of the lips.

These phonetic segments can be divided into consonants and vowels that are part of the English sound system, which consists of 27 consonants, 12 vowels and 5 diphthongs.

a. Consonants:

According to Herber (1977) “... are formed by constricting part of the mouth to a complete or near closure. This stop impedes the rush of air through the mouth and produces a distinctive sound” (p.179)

Three ways or aspects to classify the consonants are distinguished:

1° According to the articulation point.

That is, the place where the sound was articulated within the vocal apparatus. Here we talk about bilabial, labiodental, interdental, alveolar, palatal, velar and glottal consonants.

- Labial consonants are produced by approach or temporary closure of lips, thus allowing air getting out through the oral cavity. These sounds in English are: p, b, m, v.
- Labiodental consonants are produced by putting the lower lip against upper incisors. These sounds in English are: f, v.
- Interdental consonants are produced with the apex of tongue

between or against the upper incisors. These sounds in English are:

θ, ð

- Alveolar consonants are produced near or in contact with the alveoli behind the upper incisors. These sounds in English are: t, d, s, z, n, l, r.
- Palatal consonants are produced by contacting the tongue against the palate. These sounds in English are: j, ʃ, tʃ, ʈ, ʐ
- Velar consonants are produced with the post-back of the tongue against the palate. These sounds in English are: k, g, ŋ.
- Glottal consonants are produced in the space between vocal cords. In English, this sound is h and only occurs in an initial syllable or in pre-vowel positions.

2° According to the way of articulation.

It is the way in which sounds are produced, as air comes out of the lungs, it is modified by the vocal organs. Under this sound production characteristic, there are fricative, stop, affricate, nasal, lateral consonants and semi consonants.

- Fricative consonants are produced by narrowing the buccal canal without making a complete closure and leaving a small gap for the passage of the airstream. During the emission, the soft palate remains adhered to the pharyngeal wall, and then air always comes out of the oral cavity without interruption, so that a friction sound is produced. These sounds in English are: f, v, s, z, θ, ð, ʃ, ʈ, ʐ.
- Stop consonants are produced by completely closing the articulating organs the temporarily interrupt the airflow from the oral cavity, thus resulting in a soft explosive sound. These sounds in English are: p, b, t, d, k, g.
- Affricate consonants are produced with one or various temporary

interruptions that are gradually solved with a friction sound. These sounds in English are: dʒ .

- Nasal consonants are produced with a lower velum, oral cavity is closed and air escapes through the nasal passage that is open. These sounds in English are: m, n, ŋ.
- Lateral consonants are produced when producing a friction with one of the sides of the tongue. In English, there is a liquid lateral consonant that is produced with the tongue against the alveoli, thus producing airflow round the sides of the tongue. This sound in English is: l.
- Semi consonants are produced with a little closure of the articulating organs, which almost convert them in vowels. These sounds are: w, j.

3° According to the vocal cords vibration

Speech sounds that are produced with the vocal cords vibration are called voiced, and those that are produced without the vocal cords vibration are called voiceless.

a. Vowels

According to Richards, Platt and Weber (1985) "... a speech sound in which the airstream from the lungs is not blocked in anyway in the mouth or throat and which is usually pronounced with vibration of the vocal sounds" (p.42).

Vowel sounds can be divided into different types according to the part of the tongue that elevates when producing the sound. The first kind of vowels is named "front vowels" since the tongue is positioned in front in the mouth to produce them. The second kind of vowels is named "central vowels" since they are produced in the middle of the mouth. The third kind of vowels is named "back vowels" since they are produced by positioning the tongue back in the mouth.

Among vocal sounds, there are also diphthongs or sounds produced when one vowel moves toward another. When producing those diphthongs, the first part is much longer and

stronger than the second one.

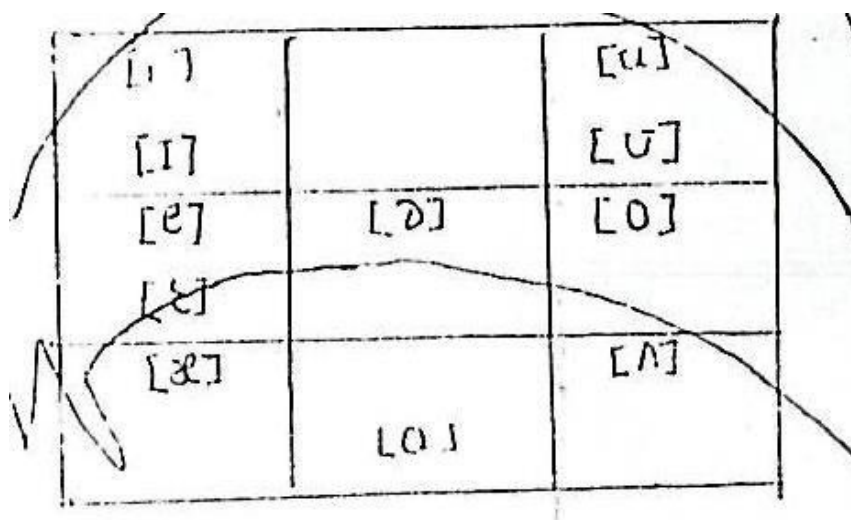


Figure 1. Diagram - Yo teach pronunciation Fuente: Gerald Kelly. (2000)

2.2.2.3. Phonology

Phonology studies how which speech sounds form systems and models in human language. Phonology has the following suprasegmental phonemes: stress and intonation.

A. Stress

According to Collier (1968) “stress is defined most simply as the relative loudness of a syllable as compared to other syllables in the same utterance” (p.83).

Stress must be studied from two points of view: production and perception, both of which are very related to each other, but not identical. From the production point of view, stress depends on an increased use of muscular power to stress a specific syllable within a word.

From the perception point of view, stressed syllables have a common characteristic named “prominence”. Stressed syllables are known to have a greater “prominence” than non-stressed syllables. To determine which syllable is stressed, the following factors should be taken into account: Stressed syllables are produced in a

higher tone of voice with larger sounds, and can be divided into: primary stress, secondary stress and non-stressed.

The kind of stress is determined by level change. The one having a higher tone of voice is named “tonic strong stress” or primary stress.

In some words, we can see a kind of stress that is weaker than the primary intonation, but much stronger than the other syllables, which are named “non-tonic strong stress” or secondary stress. Besides the aforementioned two stress levels, a third level named “non-stressed” because it has no prominence can be observed.

One of the main problems students have when learning English as a second language is to recognize which syllable has to be stressed in a word. To recognize the stressed syllable, the following information should be taken into account.

- If the syllable is morphologically simple.
- If the word is complex since it has one or more affixes.
- If the word is compound.
- Grammatical category to which the word belongs (noun, verb, adjective, etc.)
- Number of syllables in a word.
- Phonological structure of those syllables.

Two-syllable words are stressed according to the following rules:

a) When being verbs:

If the second syllable of a word has a long vowel or diphthong or ends in more than one consonant, the second syllable is stressed.

arrive

assist

/əˈrɪv/

/əˈsɪst/

If the final syllable has a short vowel or a final consonant, the first syllable is stressed.

enter

open

/en(t)ər/

/ōpən/

The final syllable is not stressed if there is a diphthong [au].

follow

borrow

/'fālō/

/'bɒrəʊ/

Verbs that have more than two syllables are considered as complex words or exceptions.

b. When being adjectives:

The same rules are followed:

Correct

even

hollow

/kə'rekt/

/ 'ivən /

/'hɒləʊ/

But there are some exceptions:

Honest

perfect

/'ɒnɪst/

/'pɜ:fɪkt/

These adjectives end in two consonants, but are stressed in the first syllables.

c. When being nouns

If the second syllable has a short vowel, the first syllable is stressed; otherwise, the second one is stressed.

Money

Product

/'mʌni/

/'prɒdʌkt/

d. When being adverbs and prepositions

The same rules as verbs and adjectives are followed.

Three-syllable words are stressed according to the following rules:

a. When being verbs:

If the last syllable has a short vowel and ends in no more than one consonant, the

penultimate syllable is stressed

Encounter

/ɪn'kaʊntə/

Determine

/dɪ'tɜːmɪn/

If the final syllable has a long vowel, diphthong or ends in more than one consonant, the final syllable is stressed.

Entertain

/ɪntə'teɪn/

resurrect

/rɪ'zʌ'rekt/

b. When being nouns:

If the final syllable has a short vowel or diphthong /əʊ /, the central syllable is stressed.

Potato

/pə'tetəʊ/

If the penultimate syllable has a long vowel or diphthong or ends in a consonant, the central syllable is stressed.

Quantity

/'kwɒntɪti/

Emperor

/'ɛmpərə/

c. When being adjectives:

The same rules as nouns are followed.

Compound words formed by two words are stressed as follows:

If the first part of the compound word is adjectival, the second element is stressed with a secondary stress in the first part.

Loudspeaker

/laʊd'spi:kə/

second-class

/'sekənd'klɑ:s/

If the first element is a noun, the first word is stressed.

Sunrise

/'sʌnraɪz/

Typewriter

/'taɪp,raɪtə/

These two last rules have many exceptions

B. Intonation

In a conversation, the speech level changes continuously from high to low.

These variations produce intonations that can be described as tones.

When the pitch of the voice increases, then it is a high intonation, and when it decreases, it is a low intonation.

The same word or phrase can transmit different messages when modifying the intonation. This can be illustrated in the different ways the word “Yes” is pronounced:

[jɛs]

— ˆ —

Meaning “That is so”

[jɛs]

— ˆ —

Meaning “Of course it is
so”

[jɛs]

— ˆ —

Meaning “Is it really so?”

[jɛs]

— ˆ —

Meaning “I understand what you have said, please
continue”

Another example can be the following phrase: What a beautiful day!

— ˆ —

[wɒt ə ˈbju:tɪfəl deɪ] It expresses

enthusiasm

— ˆ —

[wɒt ə ˈbju:tɪfəl deɪ] Said

sarcastically

This shows how important it is since the speaker can recognize the meaning of what is heard or change the meaning of what he/she says by using different speech levels.

The functions of intonation are:

1. Attitudinal Function: Through intonation, we can express emotions

and attitudes than can give a special message to the spoken language.

2. **Stress Function:** It helps producing a predominance effect in syllables that need to be perceived as stressed, especially the parts of a particular syllable tones stress by marking the word to which that syllable belongs as the most important part of the unit.
3. **Grammatical Function:** The listener will be able to recognize the grammatical and syntactic structure of what was said by using the information given by the intonation.
4. **Discursive Function:** Intonation allows distinguishing new information from the one that is being handled, thus following a kind of union or contrast.

2.2.2.4. Phonetic interferences in higher education students.

One of the factors that produces phonetic interferences in students is the use of mother tongue structures to speak a second language. As people grow up, this kind of interference becomes much stronger since those structures are internalized.

Another factor that produces interferences is that students have an established range of sounds, and when learning a second language, they face new sounds or sounds similar to their structures' ones; therefore, a phonetic interference is produced, which does not allow them pronouncing the new sounds appropriately or distinguishing them from the ones they already know.

2.2.2.5. Regarding sounds articulation.

According to Weinreich (as cited in Malkiel & Herzog, 1967) the phonetic interference consists of how a speaker perceives and reproduce the sounds of a language. There are two kinds of phonetic interferences: real interference and interference due to writing.

The real interference in pronunciation is produced when the student subjects a foreign language phoneme to his mother tongue phonetic rules. Norish (1982), as well as Weinreich, says: “the sounds which cause most difficulty are generally those which do not exist in the mother tongue and are confused with or substituted by sounds in the mother tongue which seem similar” (p.42)

For example, a person who does not know the sound /θ/ since it does not exist in his mother tongue, when trying to pronounce the word “think”, it will be substituted by an /s/ or /t/, thus producing the word sink or tink, when the correct pronunciation is /θɪŋk/.

On the other hand, an interference in the pronunciation due to structure is because the student reads a word written in a foreign language by producing the phonemes as they appear.

It should be noted that words in English are written in one way and pronounced in another way; that is, writing differs as regards the pronunciation of

phonemes. This factor causes many phonetic interferences. For example: a person who learned to pronounce head as /hed/ can apply this knowledge when pronouncing heat as /het/, with its correct pronunciation being /hi:t/.

For that reason, when teaching basic level English, it is important to take into account that at any time student will transfer their sound system to the sound system they are going to learn, so that is why it is important to teach them correctly and correct their errors on time; problems will be more acute when starting to read in the same way words are written in the whiteboard, notebook, book, etc. And the problem will be even more acute if they start to write words in the same way they hear them.

2.2.2.6. Regarding stress and intonation.

On the other hand, besides learning differences between sounds, stress and

intonation systems in English should be taken into account since they are different from the Spanish ones.

In our language, every word has only one stress (word stress or diacritic), while in English words having two or more syllables have double stress. For example, the word “generalization” [dʒenrəlaɪzəʃən] in English and “generalización” in Spanish.

If we talk about English intonation rhythm, we can see that it is made according to phrases and not to syllables as it happens in Spanish. Intonation rhythm in English phrases is made through a phenomenon known as “Darkening vowels” in non-stressed syllables, which are correlated to stressed syllables unlike Spanish, where rhythm is determined by the number of syllables, which have the same duration, including whether they are syllables stressed with an accent or not.

English intonation rhythm can be represented as a series formed by a group of adults and children, while rhythm in our language can be represented as a queue of same-size soldiers going one after the other at regular intervals.

2.2.3. Methodology.

That approach is based on the language theory as communication.

According to Hymes (1971), the objective of learning a language is to achieve the communicative competence, that is, to learn what is needed to know to “competitively” communicate in any situation, which implies managing both knowledge and the ability to use the language.

According to Littlewood (1994) these two elements can be managed through three principles:

- Create activities that involve a real communication.
- Create activities where language is used to develop significant “tasks”.
- Use a language that is significant for the student.

For that reason, the activities that are developed in the learning process should be selected according to the degree of chance given to the student to use a language authentically and significantly. Thus, a communicative competence in both oral and written language will be acquired. In the oral aspect, learning basics of pronunciation becomes very crucial.

According to Rivers (1970) “since language is a mean of communication, it is not enough for our students to learn words, phrases, grammatical features if they will not be able to produce these in a way which makes their utterances comprehensible” (p.112).

It can then be said that learning a language as communication also involves pronunciation, but not to talk about sounds, but to use them in our daily communication.

This can be done by scheduled pronunciation sessions implemented in the class. The presentation of those sessions contents has no scientific or set order; however, Robert Lado gives two basic guidelines to determine the order of presentation: vocabulary and grammar.

According to Robert Lado, in his book “Teaching English, a Scientific Approach”, student learn to listen and speak through a sound system different from his by following three steps:

1° Perception

It is the ability of the student to identify a sound or determined pattern, which can be done more easily when being able to compare it with another sound or pattern, which allows contrasting it.

If there is any problem, the student’s attention must be focused to the element or pattern we are interested in through descriptions, lines or capital letters.

2° Imitation and variation

After perception comes imitation, which is the simplest way of pronunciation, which allows practicing the new patterns or sounds.

When the student is able to imitate and remember examples, he should learn how to use what was learned so far in other situations. This can be done through individual and/or group repetition exercises.

3° Selection

This stage consists of using the language in a total communication. The student is given a topic, drawing or story that acts as a stimulus for practicing speech. If the imitation and variation stage was developed correctly, this last step will show the results.

Based on this model, three moments in the development of pronunciation sessions are proposed: introduction, presentation and production.

2.2.3.1. Techniques Dialogues.

One of the most valuable activities when learning a second language is repeating and imitating expressions, activity made by students.

Dialog is a short conversation between two or more persons using a language model.

To this end, dialogs or short excerpts of conversations are used with preference for a list of sentences not being interrelated.

Dialogs are recommended not only because they are less monotonous than isolated sentences, but also because through these dialogs we can present examples of authentic affirmative sentences, questions and answers within a specific context.

Exercises

It is a reinforcement technique aimed at presenting a dialog to identify the most

difficult sounds and put them into practice. Other words containing those sounds can be added. After some minutes of practicing, the dialog can be reintroduced.

According to Collier (1968) "... separate pronunciation drills can be most useful when they are used as a remedial or clinical device by the teacher" (p.25).

Role plays

It is a motivating technique that allows all students participating by acting as themselves or taking social roles. Students show greater willingness to imitate a sound or intonation model when being exposed to exaggerated or comic tone sounds.

For example: In a fairy tale, the sounds that will be repeated more enthusiastically will be the ones representing a witch or characters that have a funny tone of voice, whose pronunciation is particular or exaggerated in certain exclamations or expressions.

Group and individual oral repetition

The main advantage of group oral repetition is that it allows all the class participating, even the "shyest" students, although to some extent, it limits the teacher control regarding correction of errors and check the progress of students.

The difference is that individual oral repetition allows us recognizing problems in pronunciation area. When fostering individual oral participation, it is preferred not to follow a specific order (students' role, desks order, etc.) to avoid distractions, thus raising expectations and observing carefully the corrections made by the teacher.

Rhymes

Paragraphs made up of verses or sentences. They are structured according to the ending of a verse and can be:

- Perfect assonant rhymes: Those having the same ending in each verse. i.e.:

*They look here and there
For their grandfather's underwear*

- Imperfect assonant rhymes: Those where similar endings are alternated. i.e.:

*Jack and
Jill Went
up a hill
To fetch a pill of
water Jack fell
down
And broke his arm
And Jill came tumbling after*

Free rhymes: Those limited to harmonize with pronunciation. In this kind of rhymes, the higher tone syllable or sound can be place either at the beginning or at the end. i.e.:

That handsome man came from strange school

English language has a wide variety of rhymes, which can be used for teaching pronunciation by previously selecting the contents.

Thus, by reproducing and creating rhymes, the student practices and reinforces the most difficult pronunciation areas within a less formal context broadening his cultural vision at the same time.

A. Materials

Materials are very important in any learning process, even more in the

pronunciation area since, at large extent, they bring the motivation needed for this process, and in turn they serve as language presentation tool within its real context. For example: cassettes containing dialogs or extracts of magazines, etc.

They can be classified in:

Oral Materials

a.- Cds:

Cds have conversations, interviews and dialogs than can help illustrating different ways of intonation, accentuation and sound articulation.

The process of using a Cd is made when it is played once to recognize it, then a worksheet is given and the cassette is listened to again to work with that material.

The advantage of using a cassette is that the student can perceive the sound and intonation within a real context.

Visual Materials

a. Accessories:

They are objects that help recreating and playing dialogs when presenting the class and when practicing with the students respectively.

Example: Toy telephone, bills and coins, alarm clock, different miniature objects and normal-size real objects (realia) if appropriate for the dialog content.

b. Flipchart:

There are different kinds of flipcharts: containing symbols, words, keys, drawings or dialogs.

The advantage of using this material is that it draws the class' attention and, besides being practical, it is accessible and easy to prepare.

Flipcharts help students clearly appreciating the explanations regarding sounds articulation and relating certain key words that make their learning be important.

Flipcharts containing different drawings can also be used to students are able to make sequences. They are also useful to reinforce certain grammatical structures by relating them to pronunciation topics.

c. Whiteboard:

It is a general support tool, especially for drawing lines that show types of intonation.

d. Prints/figures:

They are used just like accessories to recreate and facilitate message transmission. They are accessible since they can be made by cutting out figures from magazines and newspapers and gluing them in a piece of paperboard.

e. Video:

It is considered as the most powerful visual material in teaching a second language since it combines moving figures, color and sound, thus providing a context to a language.

In that way, students receive at the same time contents from two sources: oral source and visual source, which provides a more complete understanding of the topic.

Videos are very useful to develop oral abilities, especially to model English pronunciation.

Regardless of the use as presentation, reinforcing or extension material, videos provide encouragement and contextualized language needed for the student to recognize the English language versatility (different dialects, language register, intonation, etc.).

2.2.3.2. Teacher's role.

Since pronunciation area is immersed within the English language learning integral process, it is a requirement that teachers are very well prepared in this area.

Thus, when being the main source of information and role model, it is necessary that the teacher clearly handle and use the sound systematization within the English language structure and, in turn, be a motivator, facilitator and consultant that proposes a communicative approach to clarify their objectives for teaching pronunciation and to contribute to the achievement of those objectives.

Certain guidelines that a teacher should take into account for a better role- play are shown below:

- Always speak at a moderate speed, neither so fast so the student can capture the content nor so slowly that the student gets bored.

According to Collier (1968) “problems of sound formation arise because of distorted patterns (...) it is often the teacher who causes it, when presenting orally tends to speak too slowly in order to emphasize the individual elements” (p.26).

- Correct errors opportunely, to prevent students from internalizing incorrect pronunciations.
- Frequently reinforce the most difficult contents.
- Select words and/or phrases focusing on the content to be presented to void interferences.

2.2.3.3. *Student's role.*

The student's role in learning a second language is active, not only by receiving contents, but also by shaping their own learning by interacting with the teacher and classmates. Therefore, these same characteristics are the ones that students are expected to have when teaching pronunciation to them. It should be noted that as in every learning process, their attention and personal motivation are very important.

Then, certain recommendations that will facilitate their performance are

shown:

- Carefully imitate the contents production to fix them correctly.
- Constantly review the lessons by comparing contents, so that they can be differentiated.
- As much as possible, avoid replacing English sounds with mother tongue sounds.
- Practice the contents within this context to gain fluency.

Much has been said that for children it is much easier than for adults to learn the pronunciation of a second language. Contrary to this belief, Lenneberg (1967) says that this statement cannot be explained in terms of neurological development.

According to Wishon & O'hare (1988) "the fact that the age range 3 to 5 was found to be optimal for achieving near-perfect foreign pronunciation cannot be explained since all the parameters of brain growth have achieved value by age 15" (p.91).

Thus, brain maturity and flexibility together with function transfer capacity – essential ability to learn a second language – result in a person with the requirements needed to communicate in any language, even with no marked accent due to mother tongue interference.

Characteristics of intellectual development in adolescents between 9 and 11 years old

Between 9 and 11 years old, the adolescent is the last phase of intellectual development, that is, the stage of formal operations. According to Jean Piaget, unlike a child, a teenager becomes: "... an individual who thinks beyond the present and makes theories about everything, challenging especially in what it is not" (Maier, 1977, p.156).

In sum, we can say that the youngster develops the ability to think and reason

beyond the limits of real world, thus being based on pure symbolism and the use of propositions. This indicates that he/she acquires certain characteristics.

2.3. Definition of key Terms

Abstract thinking. It refers to thinking by means of a hypothesis and the use of involvement. Thinking does not go from real to theoretical any more, but it starts from the theory to determine or verify real relationships between things. Instead of being limited to coordinate the real world's facts, it draws implications of possible formulations and, therefore, generates a unique summary of what is possible and needed. This systematic thinking process can be applied to all kinds of daily-life problems to construct political and philosophical theories.

Concepts Comprehension and Preparation. In this stage, the youngster prepares notions, ideas, and eventually concepts about everything that comes from the past. He focuses on broad issues and on the finest details, thinks by applying thinking symbols since superficial empirical facts do not meet his expectations any more. He tries to demonstrate facts by means of a set of hypotheses, thus creating concepts of concepts.

Discernment or Judgment. The youngster does not need real facts to make or understand concepts. His capacity to think hypothetically and deductively gives him the opportunity to think beyond the cause and effect problem, thus determining his own judgment.

Retention Capacity. All knowledges and acquisitions are kept as active components in the mind. When a person faces new problems, or feels obliged to resume previous guidelines, different aspects thereof will come to light. That is, the youngster can use what was learned in the past to solve present problems and to plan for his future. In sum, all these characteristics that are essential for learning a second language will be very useful for learning that language pronunciation since when handling the language

through the activities that are raised in our manual, the youngster can dissociate, transform, make inferences and develop new schemes and structures until making sense of the language, especially in the pronunciation field.

Speed of Instructions Execution. According to Piaget, the youngster can face and execute different operations more quickly since his brain structures have already matured and his social environment has been extended, giving him more opportunities to experience.

Chapter III. Hypothesis and Variables

3.1. Hypothesis

3.1.1. General hypothesis.

The implementation of Living Sounds Supplementary Manual improves English pronunciation in fifth grade students at Claretiano School.

3.1.2. Specific hypothesis.

SP1. The implementation of Living Sounds Supplementary Manual improves English pronunciation regarding sounds articulation in fifth grade students at Claretiano School.

SH2. The implementation of Living Sounds Supplementary Manual improves English pronunciation regarding accentuation in fifth grade students at Claretiano School.

SH3. The implementation of Living Sounds Supplementary Manual improves English pronunciation regarding intonation in fifth grade students at Claretiano School.

3.2. Variables

3.2.1. Independent Variable: Living Sounds Supplementary Manual.

Definition conceptual. The supplementary manual Living Sounds is a support material for the teacher, being addressed to fifth students of the English Teaching Project at Claretiano School. Such Project has as objective the integral development of basic skills for the appropriate use of a second language, emphasizing communicative competence.

Definition operational. Includes dimensions: articulation of sounds, accent and intonation.

3.2.2. Dependent Variable: The pronunciation of English.

Definition conceptual. It is about elocution or expressive aspect of a language, vocalization and correct articulation of sounds within words, and in turn, words within a

spoken language. Correct pronunciation should have the flexibility required to express the fine significant and emotional nuances on which a correct and nice pronunciation depends; additionally, rhythm should be varied by speed to show its convictions intensity and depth of feelings.

Definition operational. Includes Oral communication Listening and Speaking

3.3. Operationalization of variables

Table 1.

Operationalization of variables

Variables	Dimensions	Indicators
Variable Independ Living Sounds supplementary Manual	Articulation of sounds	Produce vowels in some sentences. -Produce consonants in some sentences.
	Accent	-Emphasize the corresponding syllable words proposals.
	Intonation	-Produce various rhythms of the type of sentences that produces.
	Oral communication	-The student must distinguish the sounds of words. It measures the knowledge that students have about phonetics and semantics.
Variable depend The pronunciation	Listening	Improves student's pronunciation
	Speaking	Through the use of dialogue and images, the student must answer a series of questions.

Chapter IV Methodology

4.1. Research Approach

This research is quantitative. Quantitative studies in general are characterized by making use of data that can be quantified, i.e. surveys, questionnaire studies, and inventories (Cresswell, 2003; Dörnyei, 2007; Mackey & Gass, 2005, as cited in Krevelj and Mihaljevic, 2014).

Quantitative research is inquiry into an identified problem, based on testing a theory, measured with numbers, and analyzed using statistical techniques. The goal of quantitative methods is to determine whether the predictive generalizations of a theory hold true.

4.2. Research type

We used an experimental design with two equivalent groups or with a non-equivalent control group was used. The two groups were subjected to a Pre-test. Only the experimental group received the application of Living Sounds Supplementary Manual. After that experience, both groups were subjected to a Post-test. The scheme is the following:

EG	01	X	02
CG	03	–	04

Where:

EG	=	Experimental Group
CG	=	Control Group
01 03	=	Pre-Test Application.
X	=	Application of “Living Sounds” Supplementary Manual for fifth grade students at Claretiano School
02 04	=	Post-Test Application.

4.3. Research Design

This research corresponds to the quasi-experimental research design. It examines the influence of two or more variables. In this case, we used an independent variable, Living Sounds supplementary Manual and a dependent variable, learning of pronunciation. To answer the main research question “to what extent the application of Supplementary manual living sounds improves the pronunciation of English in Claretiano School students”.

4.4. Population and sample

4.4.1. Population.

For our investigation group we have selected fifth grade students at Claretiano School for applying Living Sounds Supplementary Manual, their ages are between 9 and 11 years old of primary level and that have not taken English courses in any language institute or center.

To select people with the aforementioned characteristics, students registered in that course were surveyed, thus our population frame was made up of 95 students located in 6 groups: group A with 15 students, group b with 14 students, group C with 16 students, group D with 17 students, group E with 16 students and group F with 17 students.

Table 2.

Population distribution fifth grade students of primary level at Claretiano School 2014

Year	Group A		Group B		Group C		Group D		Group E		Group F		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
9	8	8.42	5	5.25	5	5.25	5	5.25	8	8.32	4	4.21	35	36.8
10	3	3.17	3	3.17	3	3.17	6	6.32	4	4.21	6	6.32	25	26.4
11	4	4.21	6	6.32	8	8.42	6	6.32	4	4.21	7	7.36	35	36.8
TOTAL	15	15.8	14	14.74	16	16.84	17	17.89	16	16.84	17	17.89	95	100

Source: Survey applied in May 2014

4.4.2. Sample.

The sample has a control group and an experimental group that were selected by a simple random sampling.

The experimental group was made up of 8 students from group A, 9 students from group B and 8 students from group D, giving a total of 25 people.

The control group was made up of 8 students from group C, 9 students from group E and 8 students from group F, giving a total of 25 people.

Students who got 20% of absences were not considered for the data processing since our sample reduced to 30 people: 15 in the experimental group and 15 in the control group

Table 3.

Sample distribution fifth grade students of primary level at Claretiano School 2014

AGE	Experimental Group						Control Group						Total	
	Grupo A		Grupo B		Grupo D		Grupo C		Grupo E		Grupo F			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
9	1	3.3					2	6.7	5	16.7			8	26.7
10			4	13.3	1	3.3	1	3.3	2	6.7	1	3.3	9	30
11			5	16.7	4	13.3	1	3.3			3	10	13	43.3
Total	1	3.3	9	30	5	16.7	4	13.3	7	23.4	4	13.3	30	100

Source: Applied Survey in May, 2014

4.5. Techniques and instruments of data collection

4.5.1. Data collection techniques Survey.

For developing our investigation, two instruments were considered: a questionnaire and an observation guide, which were applied before and after the experience to the control and experimental groups.

4.5.2. Research instruments Instruments.

For developing our investigation, two instruments were considered: a questionnaire and an observation guide, which were applied before and after the experience to the control

and experimental groups.

Foundation

Since the variable we want to measure is English pronunciation, which is not easy to evaluate since both recognition level and production level of the student should be taken into account, it was necessary to use appropriate instruments with certain degree of accuracy and objectivity. For that reason, we found it necessary to apply two instruments: a questionnaire and an observation guide. The questionnaire is to measure the recognition of sounds articulation, accentuation and intonation, and the observation guide is for oral production thereof. Thus, better results in the evaluation of the three aspects of pronunciation can be obtained.

Data sheet

Objectives Goal

Measure the level of recognition of specific elements that fifth grade students at Claretiano School.

Teaching Project have in sounds articulation, accentuation and intonation categories before and after applying Living Sounds supplementary manual

Specific Objectives

- Measure recognition of vowels and consonants in the proposed words regarding sounds articulation category.
- Measure recognition of accentuated syllables in the proposed words regarding words accentuation category.
- Measure recognition of different rhythms according to the kind of proposed sentence regarding intonation category.

Application Form

The application of the questionnaire requires two materials: the questionnaire itself and a cassette.

The questionnaire comprises six questions that measure the three categories of pronunciation.

The first two questions are intended to measure sounds articulation, specifically vowel sounds (Question N° 1) and consonant sounds (Question N° 2).

Questions N° 3 and N° 4 are aimed at measuring words stress, recognizing the stressed syllable of a word or stress in verbs and nouns.

The last two questions are aimed at measuring the correct intonation of both questions (Question N° 5) and polite requests (Question N° 6).

The cassette has 5 parts, where consonants are articulated (Question N° 2) and syllables are accentuated (Question N° 3 and N° 4) regarding words proposed in the questionnaires, besides intoning sentences proposed in that questionnaire (Question N° 5 and N° 6) to recognize pronunciation and mark the correct answer.

Our instrument was applied in groups and lasted 30 minutes. The following indications were followed:

- Students received their questionnaire sheet.
- They had 10 minutes to solve question N° 1.

Question N° 2, 3, 4, 5 and 6 were solved using the cassette, where they listened twice to the pronunciation of each word or sentence proposed in each question.

Table 4.

Structure table

Categoría	Indicadores	Ítem	Puntaje
Articulations sounds	Reconoce las vocales /u/, /æ/, /æ/, /æ/, /I/, /r/, /3/ y /Λ/ en las palabras propuestas. Reconoce las consonantes /y/ y /θ/ en las palabras propuestas	1	8
		2	10
Accent	Reconoce las sílabas acentuadas en las palabras propuestas.	3	10
		4	4
Intonation	Reconoce diversos ritmos de acuerdo al tipo de oraciones propuestas	5	3
		6	5
T o t a l		6	40

Evaluation Criteria

The questionnaire evaluation is made by assigning a score to each question.

The number of items in each question allows to evaluate the contents of pronunciation that the student should have known in basic level.

Question N° 1 consists of 8 items, where one point is assigned for correct answer, adding up a total of 8 point.

Question N° 2 consists of 10 items, where one point is assigned for correct answer, adding up a total of 10 points.

Question N° 3 consists of 10 items, where one point is assigned for correct answer, adding up a total of 10 points.

Question N° 4 consists of 4 items, where one point is assigned for correct answer, adding up a total of 4 points.

Question N° 5 consists of 3 items, where one point is assigned for correct answer, adding up a total of 3 points.

Question N° 6 consists of 5 items, where one point is assigned for correct answer, adding up a total of 5 points.

The total score is the sum of the points of each question.

Data sheet: Observation Guide

Objectives

General Purpose

Evaluate the oral production of basic students of fifth grade students of primary level at Claretiano School, in the following categories: articulation of sounds, stress and intonation before and after the application of the manual Living Sounds.

Specific Objectives

Evaluate the production of vowels and consonants in the proposed words regarding

the category of sound articulation.

Evaluate the stress in syllables in the proposed words regarding the category of word stress.

Evaluate the production of different rhythms according to the type of sentence proposed regarding the category of intonation.

Application Form

The observation guide is made up of two parts: a text of reading (1 page) which is delivered to the student, and a sheet containing the evaluation criteria that is under the teacher's responsibility, which must be filled in by the teacher according to the student's pronunciation level.

This instrument is applied to each student individually and lasts no more than 3 minutes. While the student reads the text of reading, the teacher marks the right pronunciation of words and sounds with a point in the evaluation sheet. Otherwise, the teacher gives no points.

Structure

Table 5.

Indicators

Categoría	Indicadores	Ítem	Puntaje
Articulación de Sonidos	Produce las vocales /u/, /ə/, /ɜ:/, /ʌ/ y / / en las palabras propuestas.	2	11
	Produce las consonantes /f/, /tf/, /dz/, /j/, /m/ y /n/ en las palabras propuestas		
Acentuación	Enfatiza la sílaba correspondiente en las palabras propuestas.	1	6
Entonación	Produce diversos ritmos de acuerdo al tipo de oración propuesta	1	6
T o t a l		4	23

Source: Observation guide

Evaluation Criteria

The sheet containing evaluation criteria contains 4 items: 2 items for articulation, item for stress and 1 item for intonation.

Items are evaluated according to the presence criteria, which means that when the student produces a sound correctly, so he is given a point. Otherwise, he is not given any point.

The scores of these two criteria is placed in the corresponding box, which are later added to obtain a total score.

4.6. Statistical Treatment.

Processing of data requires advance planning at the stage of planning the research design. This advance planning may covey such aspects as categorization of variables and preparation of dummy tables. This should be done with reference to the requirements of testing hypotheses/investigative questions. This type of preplanning ensures better identification of data needs and their adequate coverage in the tools for collection of data. Data processing consists of a number of closely related operations, viz., (1) editing, (2) classification and coding, (3) transcription and (4) tabulation.

Chapter V Results

5.1. Validity and Reliability of the Instruments

5.1.1. Validity of the instruments Instrument Validity.

The instruments of our investigation work are composed of a questionnaire and an observation guide, which were validated by an expert opinion which were composed of six specialists in teaching English who belong to renown institutions, as follows:

Teacher	Institution
Liliana Huapaya Huapaya.	Mr. President School.
Manuel Salas Calixtro	San Marcos University.
Walter Fernandez M.	North Private University
Jose Magallanes Reyes	English for Special Purposes
Ana Castillo Najarro	Claretiano School
Rogil Sanchez Quintana	Enrique Guzmán y Valle University

They, after carefully reviewing each item and question, validated our instruments (see appendix: (Sheets of agreements and disagreements))

Table 6.

Analysis of reports made by experts and classification of the questionnaire by the researcher

Item	Classif. Investig.	Total						Don't agree	Index agree	Decision	
		J 1	J 2	J 3	J 4	J 5	J 6				Agree
1	2	2	0	2	2	2	2	5	1	0.83	Accepted
2	4	4	4	4	4	4	4	6	0	1	Accepted
3											
4	6	6	6	6	6	6	6	6	0	1	Accepted
5											
6	8	8	8	8	8	8	8	8	0	1	Accepted

Source: by expert judgment

Table 7.

Analysis of reports made by experts and classification of the observation guide by the researcher

Item	Clasif. Investig.	J1	J2	J3	J4	J5	J6	Total	Don't Agree	Indix Agree	Decision
								Agree			
1	1	1	1	1	1	1	1	6	0	1	Accepted
2	3	3	3	3	3	3	3	6	0	1	Accepted
3	5	5	0	5	5	5	5	5	1	0.83	Accepted
4	7	7	7	7	7	7	7	6	0	1	Accepted

Source: by expert judgment

5.2. Presentation and Analysis of Results

Our investigation work aims to demonstrate that the application of the Supplementary Manual "Living Sounds" improves English pronunciation in first and second-year students of basic level, from different specialties of Claretiano School.

The English pronunciation is evaluated in three categories: articulation of vowels and consonants, stress and intonation before applying the manual with the aim to know the level of the students at the beginning of the course (initial level test); and a test is taken at the end of the course to evaluate the same indicators of the initial level-test to both groups.

This way, we evaluate the improvement of English pronunciation and establish reliable results to validate the main hypothesis and the sub-hypothesis presented in our investigation.

As follows we present the statistical study of the information in tables and graphs.

Containing the results of the initial level test and exit level test of both experimental and control groups.

First, we present the results obtained in each category; first articulation of vowels and consonants, then stress and afterwards intonation

Finally, we present a general table of the results of the initial level test and the

exit level test regarding English pronunciation.

Table 8.

Results of the initial level test and exit level test of the experimental and control groups of students of fifth grade students at Claretiano School in the category articulation of sounds

Test Groups		IN PUT				OUT PUT			
Level	Score	Experimental r	%	Control r	%	Experimental r	%	Control r	%
Poor	0-9							1	6.67
Regular	10-19	14	93.33	14	93.33	6	40	9	60
Good	20-29	1	6.67	1	6.67	9	60	5	33.33
TOTAL		15	100	15	100	15	100	15	100

Source: Questionnaire and Observation Guide Applied in May – September, 2014

Table 9.

Results of the initial level test and exit level test of the experimental and control groups of students of fifth grade students at Claretiano School l in the category articulation of sounds.

TEST GROUPS		INPUT		OUT PUT	
		Experimental	Control	Experimental	Control
Measures Of Central Tendency	Average	15.16	15.16	20.5	17.16
Measures Of Diversion	Standard Deviation	2.50	2.50	4.90	6.92

Source: Questionnaire and Observation Guide Applied in May – September, 2014

In the initial level test, both in the experimental and control groups, the 93.33% of the students obtained scores between 10 and 19, which indicates that

both groups are in middling levels, that is to say they are able to recognize and produce basic sounds of vowels and consonants with certain difficulty.

In the exit level test, in the experimental group, the 60% of the students obtained grades between 20 and 29 being at the high level, which means that the students are

able to recognize and produce basic sounds of vowels and consonants with relatively easy, while the 40% are in the middling levels.

The average grade in this group is 20.5 and its variance value, applying the first property, is between 25.4 and 15.6.

Unlike the experimental group, in the control group, the 60% of the students are in the middling levels and only the 33.33% is at the high level. The average grade in this group is 17.16 with a variance value of 24.08 and 10.24, applying the first property.

These results show that at the high level there is a difference of 27.77% between the experimental group and the control group, which means that the students of the experimental group have a better articulation of sounds.

The results obtained in the initial level tests of the experimental group show that the 93.33% of the students are in the middling levels. This percentage is reduced to 40% after the application of the supplementary manual Living Sounds, which allows that the number of students placed at the high level increased from 6.67% to 60% in the exit level test, which means an increase of 53.33%.

The mean difference between the initial level test and the exit level test is 4.34 points. This demonstrates a progress in this group.

In the initial level test, the 93.33% of the students of the control group obtained grades between 10 and 19, while only a 6.67% was at a high level.

This data varied with respect to the grades obtained in the exit level test where the 69% was in the middling levels; a 33.33% achieved a high level and a 6.67% a deficient level.

The difference between the average grades of both groups is 2 points, which shows a slight improvement in the category articulation of sounds.

Therefore, based on the mean difference of 4.34 points in the experimental group

between the initial level test and the exit level test, we conclude that our first sub-hypothesis is partially validate

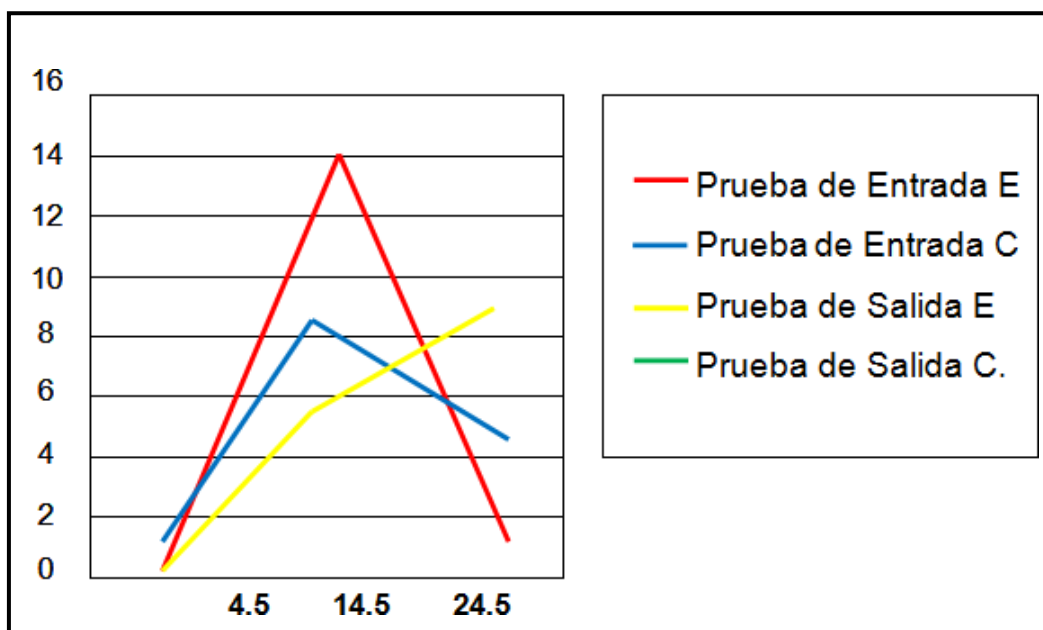


Figure 2. Results of the initial level test and exit level test of the experimental and control groups of students of fifth grade students at Claretiano School in the category articulation of sounds

Source: Supplementary manual.

Table 10.

Results of the initial level test and exit level test of the experimental and control groups of students of fifth-grade students at Claretiano School, in the category of accent.

Test Groups		In Put				Out Put			
Level	SCORE	Experimental		Control		Experimental		Control	
		r	%	r	%	r	%	r	%
Poor	0-6	1	6.66						
Regular	7-13	4	26.67	10	66.67	1	6.67		
Good	14-20	10	66.67	5	33.33	14	93.33	15	100
TotalL		15	100	15	100	15	100	15	100

Source: Questionnaire and Observation Guide Applied May-September, 2013

Table 11.

Input and output experimental group test Measures of central tendency and diversion measures respect to the category of accent

Test Groups		IN PUT		OUT PUT	
		Experimental	Control	Experimental	Control
Measures Of Central Tendency	Average	14.2	12.33	16.99	17
Measures Of Diversion	Standard Deviation	4.28	3.62	1.75	0

Source: Questionnaire and Observation Guide Applied in May – September, 2014

In the initial level test, the 66.67% of the students of the experimental group was at high level, while a 33.33% of the students of the control group was at high level. The highest percentage of students (66.67%) of the control group was in middling levels, a 26.67% of the students was in the middling levels and a 6.66% in deficient level in the experimental group.

The average grade in the experimental group is 14.2 and the average grade of the control group is 12.33. There is a difference of 1.87; which means that the students of the experimental group were slightly better in stress than those of the control group at the beginning.

Considering the standard deviation, the variance value, applying the first property is 18.48 and 9.92 in the experimental group and 15.95 and 8.71 in the control group.

In the exit level test, the 100% of the students of the control group were at high level, while the 93.33% of the students of the experimental group were at high level and the remaining 6.67% were in the middling levels.

The average grade in the experimental group is 16.99 and considering the standard deviation, its variance value, applying the first property, is 18.74 and 15.24.

The average grade in the control group is 17 and its variance value, applying the

first property is 17 too.

We can then say that both groups showed a marked rise to high level, with a slight difference of 6.67% in the experimental group with respect to the control group.

In the initial level test, the 66.67% of the students in the experimental group was at high level. This percentage is increased to 93.33% after the application of the Supplementary Manual Living Sounds, which also allowed to reduce the percentage of students in the middling levels from 26.67% to 6.67%, and the percentage of students in deficient level to zero.

This can be confirmed if we compare the results of the initial level test (14.2) and the exit level test (16.99), with a difference of 2.79 points, which means an improvement in the students of the group. Considering the standard deviation, the variance value, applying the first property, in the initial level test is 18.48 and 9.42, being in the high and middling levels; and in the exit level test the variance value is 18.74 and 15.24, being only at high level.

With respect to the control group, in the exit level test the 100% of the students was at high level, that is to say that the 66.67% of the students that were in the middling levels in the initial level test rose to high level. This improvement can be confirmed in the average grades as the average grade of 12.33 obtained in the initial level test rose to 17 in the exit level test, and with the standard deviation, as the variance value applying the first property in the initial level test was 15.95 and

8.71 (middling and high level), while in the exit level test was 17 (high level).

Therefore, we can say that our second sub-hypothesis is validated because the average grade of the experimental group was increased in 2.79. However, the control group demonstrated more efficiency. This was due to the fact that the materials included in the book used by the control group constantly expose the student to situations where the

recognition of the stressed syllables is required in an indirect way, while the Supplementary Manual Living Sounds also presents a number of sessions that allows to develop this category, but the reduced number of them do not favor a more effective development.

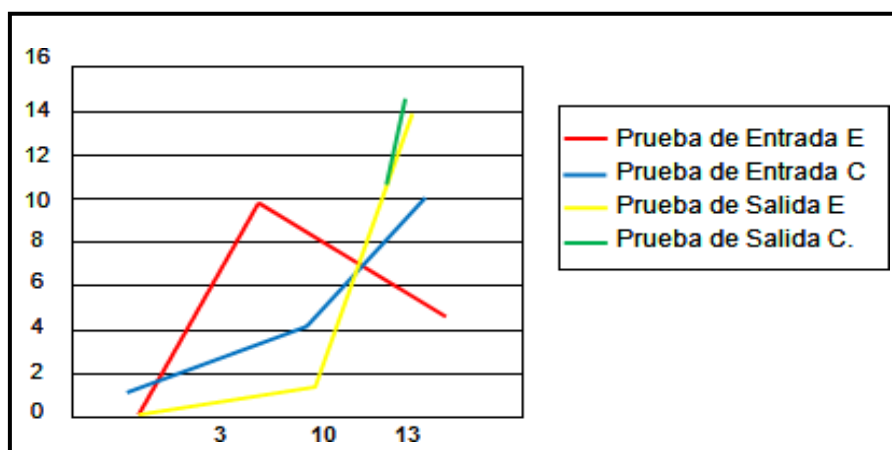


Figure 3. Input and out put test result of experimental group from fifth grade students – Accent. Source: Supplementary manual.

Table 12.

Results of the initial level test and exit level test of the experimental and control groups of students of fifth-grade students at Claretiano School I in the category intonation.

Test Groups		IN PUT				OUT PUT			
Nivel	score	Experimental		Control		Experimental		Control	
		r	%	r	%	r	%	r	%
Poor	0-4	2	13.33	9	60			2	13.33
Regular	5-9	11	73.34	5	33.33	5	33.33	7	46.67
Good	10-14	2	13.33	1	6.67	10	66.67	6	40
TOTAL		15	100	15	100	15	100	15	100

Source: Questionnaire and Observation Guide Applied May-September, 2013

Table 13.

Results of the initial level test and exit level test of the experimental and control groups of fifth-grade students at Claretiano School in the category intonation

Test Groups		IN PUT		OUT PUT	
		Experimental	Control	Experimental	Control
Measures of Central Tendency	Average	7	4.33	10.3	8.33
Measures of Deviation	Standard Deviation	2.58	3.02	2.36	3.40

Source: Questionnaire and Observation Guide Applied in May – September, 2014

In the initial level test, in the experimental group, the 73.34% of the students was in the middling levels, while the 13.33% was in deficient level; while in the control level the 60% was in deficient level and 33.33% in the middling levels, which means that more than 80% of the students in both groups are in the middling and deficient levels.

The difference between the average grade of the experimental group (7) and that of the control group (4.33) is 2.67 and its variance value applying the first property is 9.58 and 5.42 in the experimental group and 7.35 and 1.31 in the control group, which shows that the students of the experimental group were better in intonation than the students of the control group.

On the other hand, in the exit level test, the 66.67% of the students of the experimental group was at high level, while the 40% of the students of the control group was at high level, the 46.67% of the students of the control group was in the middling levels while the 33.33 of the students of the experimental group was in the middling levels. Therefore, the experimental group shows a higher level in intonation.

This can be demonstrated with the average grade of the experimental group (10.3) which shows that students are at high level, while the average grade of the average group (8.33) implies that these students are in the middling levels.

When comparing the initial level test and the exit level test of the experimental group, we note that the 73.34% of the students that were in the middling levels at the beginning of the experience was reduced to 33.33% in the exit level test, while the 13.33% that was at high level significantly to 66.67% after the application of the Supplementary Manual Sounds.

This can be demonstrated when observing the average grade of the experimental group, which increased from 7 (in initial level test) to 10.3 (exit level test).

Considering the standard deviation, the variance value of the experimental group in the initial level test is 9.58 and 4.42 being in deficient and middling levels, while in the exit level test, the variance value is 12.66 and 7.94 being at the high and middling levels.

In the control group, the number of the students that were at high level in the initial level test increased from 6.67% to 40% in the exit level test, while the number of students in the middling levels increased from 33.33% to 46.67% but the percentage of deficient level kept at 3.33%. This shows that the control group shows an improvement in intonation.

This can be demonstrated when observing the increase of the average grade from 4.33 in the initial level test to 8.33 in the exit level test.

Therefore, as the average grade of the students of the experimental group increased in 3.33 points, our third hypothesis is validated.

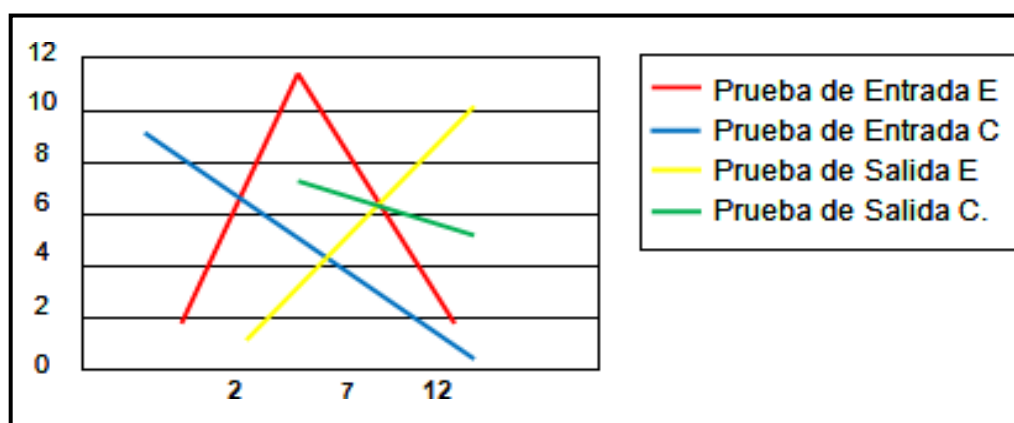


Figure 4. Input and out put test result of experimental group from fifth grade students – Intonation. Source: Supplementary manual

Table 14.

Results of the initial level test and exit test of the experimental and control groups of students of fifth-grade students at Claretiano School regarding pronunciation

Test Groups		IN PUT				OUT PUT			
Level	Score	Experimental r	%	Control r	%	Experimental r	%	Control r	%
Poor	0-20								
Regular	21-41	13	86.67	14	93.33	1	6.67	6	40
Good	42-63	2	13.33	1	6.67	14	93.33	9	60
TOTAL		15	100	15	100	15	100	15	100

Source: Questionnaire and Observation Guide Applied May-September, 2013

Table 15.

Input and output experimental group test Measures of central tendency and diversion measures respect to the category of pronunciation.

Test Group		Entrada		Salida	
		Experimental	Control	Experimental	Control
Measures Of Central Tendency	Average	33.87	32.43	51.07	43.9
Measures Of Deviation	Standard Deviation	7.31	5.36	5.36	10.53

Source: Questionnaire and Observation Guide Applied May-September, 2014

In the initial level test, in the experimental and control groups, the 86.67% and 93.33% of the students respectively were in the middling levels, which means that both groups are fairly homogeneous, as there is a slight difference of 6.66%, the same happens with the percentage of high level where there is a difference of 6.66% between both groups.

Such data can be demonstrated with the results obtained in the average grades and standard deviation. The average grade of the experimental group (33.87) and the control group (32.43) in the initial level test differ in 1.44 and the variance value applying the first property in the experimental group is 41.18 and 26.56, and the variance value in the control group is 37.79 and 27.07, being both in the middling levels.

In the exit level test, in the experimental group the 93.33% of the students was at high level and the 6.67% was in the middling level, while in the control group, in the same test, the 40% was in the middling levels and the 60% at high level, that is to say 33.33% less than in the experimental group. Such data can be confirmed if we compare the results in the average grade and the standard deviation, where the average grade in the experimental group (51.07) differs from the control group (43.9) in 7.17 and the variance value applying the first property is

56.43 and 45.71 in the experimental group and 53.43 and 33.37 in the control group, being the experimental group at high level and the control group at the high and middling levels.

If we compare the initial level test and the exit level test of the experimental group, this group has passed from the middling level with 86.67% to high level with an outstanding 93.33%, that is to say that the performance regarding pronunciation has improved after we applied the Supplementary Manual Living Sounds.

On the other hand, in the initial level test and exit level test of the control group, this group has improved but in a lesser extent since the percentage of students that were in the middling levels were reduced from 93.33% to 40% and the percentage of students at high level were increased to 60%.

This can be demonstrated in the average grade of the experimental group in the initial level test (33.87) and the exit level test (51.07). There is a difference of

17.2 points, which means that the experimental group has improved 5.2 more than expected (12 points), while the average grade of the control group in the initial level test was (32.43) and in the exit level test was (43.9). There is a difference of 11.47, which indicates that the control group remained in the middling levels. Therefore, we conclude that the application of the Supplementary Manual Living Sounds has improved the pronunciation of the English language in basic students of the English Language Teaching Project of Claretian, having proved and validated our main hypothesis.

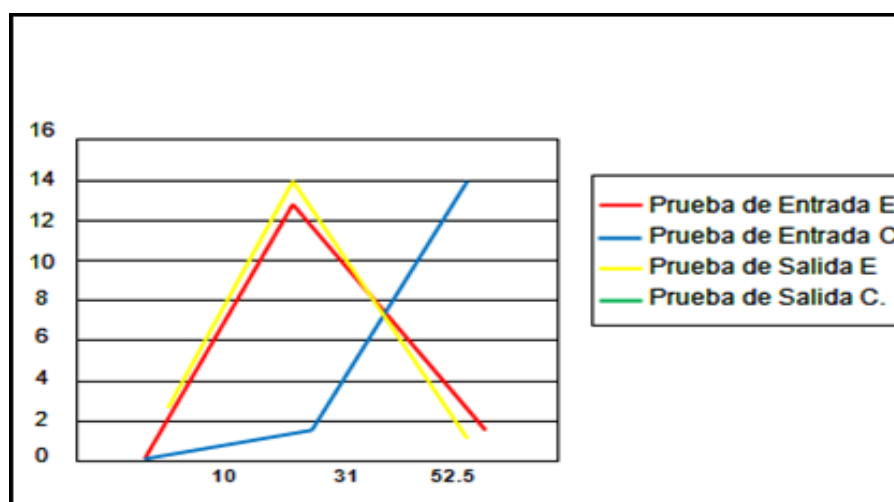


Figure 5. Input and output test result of experimental group from fifth grade students at Claretiano School - pronunciation.

Source: Supplementary manual

5.3. Discussion of the Results

The results obtained from the present investigation were evidenced through the evaluation of the following three categories that make up the pronunciation: articulation of sounds, accentuation and intonation. The sample population was divided into two large groups: (i) the experimental group, to which the teaching of English pronunciation was applied through the Living Sounds Complementary Manual and (ii) the control group, to which the Living Sounds Complementary Manual was not applied for learning the English pronunciation. Both groups were given an entrance test, prior to the learning

experience through the Living Sounds Complementary Manual, and an exit test, after such manual application (in the case of the experimental group).

With respect to the results obtained for the general hypothesis, it was concluded that the Living Sounds Complementary Manual application has improved the English language pronunciation of the higher education students who study the basic level of the Claretiano's English Language Teaching Project. This is in line with the results obtained by Luna et al. (1995) in his thesis Application of the Let's Speak Manual of communicative techniques to improve the English language oral skills in the students of the 5th year of secondary of the School No. 7069 "Cesar Vallejo" of San Juan de Miraflores, USE No. 11, which concluded that the activities proposed by the Let's Speak Manual significantly improve the development of oral skills. The similarities with our project lie in the use of the communicative approach and in the use of communicative techniques to emphasize the learning of pronunciation. In this way, some techniques of the precedent group were taken into account which helped to achieve the general objective proposed in this research, which was to improve the pronunciation level of the English language.

With respect to the specific hypothesis 1, it has been observed that the results concluded that there is a slight improvement in the articulation of the English language sounds after using the Living Sounds Complementary Manual, this is in accord with that proposed by Gonzales et al. (1996) in the thesis Application of the file "*Je parle Français*" improves the French oral expression of the 4th grade students of the CEP *Sagrados Corazones de Arequipa* [Sacred Hearts of Arequipa Private School], who concluded that the class sessions that used these application files improved the development of the oral skills of the French language, among them, the pronunciation optimization in the articulation aspect of language sounds.

With respect to the specific hypothesis 2, the results obtained concluded that there is a slight improvement in the English language accentuation after the Living Sounds Complementary Manual application, it is also in line with that proposed by Gonzales et al. (1996), since the application files improved the French oral skills development, including the accentuation aspect.

With respect to the specific hypothesis 3, it was validated that there is a slight improvement in the English language intonation after the Living Sounds Complementary Manual application, which coincides with that proposed by Gutiérrez et al. (1996) in his thesis *Uso del material complementario para el desarrollo de las habilidades orales de las alumnas del 4° año de secundaria del colegio anexo al IPNM* [Use of complementary material for the oral skills development of the 4th year secondary students of the school annexed to the IPNM], in the French language (Fundamental Level), who came to the conclusion that applying complementary materials boost and gradually develops oral skills, including between them, pronunciation and, in turn, the aspect of intonation.

Conclusions

1. Based on the results obtained from the application of the Living Sounds Supplementary Manual in fifth-grade students at Claretiano School, it was determined that it improves the English language pronunciation since the experimental group went from a regular level (86.67%) to a good performance level (93.33%).
2. Based on the results obtained from the pre-test and post-test, it was evidenced that there is a slight improvement in the articulation of the English language sounds after the application of the Living Sounds Complementary Manual, since the difference of the experimental group average is 4.34 points compared from one test to another.
3. Based on the results obtained from the pre-test and post-test, it was validated that there was a slight improvement in the English language accentuation after the application of the Living Sounds Complementary Manual because the average grade of the experimental group was increased by 2.79 points.
4. Based on the results obtained from the pre-test and post-test, it was validated that there is a slight improvement in the English language intonation after the application of the Living Sounds Complementary Manual, since the average grade of the experimental group rose 3.33 points.

Recommendations

1. To incorporate the Living Sounds Supplementary Manual into the English language teaching methodology of the other students of the educational institution, since it was evidenced that it constitutes an effective method of learning this language pronunciation.
2. To perform the English language articulation exercises of the Living Sounds Supplementary Manual, also providing examples of sounds that can be linked to their environment, for example, onomatopoeias or object sounds, to strengthen their auditory discrimination and internalization of the language sounds.
3. To implement the English language accentuation exercises of the Living Sounds Supplementary Manual for terms that students use in real contexts, such as, for example, when interacting with their classmates and with topics of their interest.
4. To perform the English language intonation exercises of the of the Living Sounds Supplementary Manual on a regular basis in each class session and focusing on the results of the student to observe individually their personal progress.

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Appendices

Appendix. Consistency Matrix

Title: Effectiveness of the manual "Living Sounds" and enhancing in learning English pronunciation in fifth-grade students at Claretiano School 2014.

Name: Hilda Rosa Huamán Herencia

Problem	Objectives	Hypothesis	Variables	Methodology
<p>General problem What is the influence of the Manual "Living Sounds" in learning of pronunciation in the students of Claretiano School 2014?</p> <p>Specific problems</p> <p>SP1: What is the influence of the implementation of the Manual "Living Sounds" related to the articulation of sounds in the learning of pronunciation in the students of fifth grade of primary level at Claretiano School in the year 2014?</p> <p>SP2: What is the influence of the implementation of the Manual "Living Sounds" related to the production of English accents in the learning of pronunciation in the students of fifth grade of primary level at Claretiano School in the year 2014?</p> <p>SP3: What is the influence of the implementation of the Manual "Living Sounds" related to the intonation of English in the learning of pronunciation in the students of fifth grade of primary level at Claretiano School in the year 2014?</p>	<p>General objective Experimentally verify that the implementation of Supplemental Manual Sounds improves pronunciation of English in students of fifth-grade students at Claretiano School 2014?</p> <p>Specific objectives SO1: To determine the influence of the implementation of the Manual "Living Sounds" related to the articulation of sounds in the learning of pronunciation in the students of fifth grade of primary level at Claretiano School in the year 2014.</p> <p>SO2: To determine the influence of the implementation of the Manual "Living Sounds" related to the production of English accents in the learning of pronunciation in the students of fifth grade of primary level at Claretiano School in the year 2014</p> <p>SO3: To determine the influence of the implementation of the Manual "Living Sounds" related to the intonation of English in the learning of pronunciation in the students of fifth grade of primary level at Claretiano School in the year 2014.</p>	<p>General hypothesis Applying Living Sounds Supplementary Manual improves English pronunciation in fifth-grade students at Claretiano School 2014?</p> <p>Specific Hypotheses SH1: Applying Living Sounds Supplementary Manual improves English pronunciation regarding sounds articulation in fifth-grade students at Claretiano School 2014?</p> <p>SH2: Applying Living Sounds Supplementary Manual improves English pronunciation regarding accentuation in fifth-grade students at Claretiano School 2014?</p> <p>SH3: Applying Living Sounds Supplementary Manual improves English pronunciation regarding intonation in fifth-grade students at Claretiano School 2014?</p>	<p>Variable independent The Manual "Living Sounds"</p> <p>Variable Dependent The English pronunciation</p>	<p>Type of research Experimental - quantitative</p> <p>Research method Descriptive research method</p> <p>Research design Cuasi Experimental design</p> <p>Research instruments Questionnaire Observation Guide</p> <p>Data collection techniques Survey Documentary analysis</p>

Appendix B. Assessment Instrument



UNIVERSIDAD NACIONAL DE EDUCACIÓN
 Enrique Guzmán y Valle
Alma Máter del Magisterio Nacional
 Escuela de Posgrado



QUESTIONNAIRE

I. **DATOS GENERALES:**

APELLIDOS Y NOMBRES DEL ESTUDIANTE : _____

INSTITUCIÓN : **Claretiano School**

¿Has estudiado Inglés en alguna institución?

Marca con una X

☐ **SI**

☐ **NO**

¿Dónde? _____

¿Hasta que ciclo? _____

ORAL COMPREHENSION

1. Which words contain the same vowel sound? (8 pt.)

Room	nurse
Good	garden
Bank	week
Honey	school
Car	hand
Sit	book
Tea	live
Birthday	butter

2.- Which words go in column /σ/ and which in column /θ/? (10 pt.)

/σ/	/θ/

These	three	south
that	think	thing
those	healthrow	Them
	mother	

3.- Listen, which is the stressed syllable? (10 pt.)

interesting	Italian
thirteen	expensive
employment	beautiful
Japan	Canada
Eighty	Japanese

4.- Listen, which is noun (N) or verb (V)? (4 pt.)

a) present	c) import.....
b) object	d) record

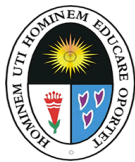
5.- Listen to the intonation of the questions. Do they go up () or down ()?

(3 pt.)

- a) What do you do at the weekend?
- b) Are you good at tennis?
- e) What other sports do you like?

6.- Listen to the requests, which does not sound polite? Cross (x) them.

- a) Could you lend me a pen, please?
- b) Could I open the window, please?
- e) Could you say that again, please?
- d) Could you help me with this, please?
- e) Could you come here, please?

Appendix C. Living Sounds Supplementary Manual

UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle
Alma Máter del Magisterio Nacional
Escuela de Posgrado



LIVING SOUNDS SUPPLEMENTARY MANUAL



English pronunciation in fifth grade students at Claretiano School

Submitted by

Hilda Rosa HUAMÁN HERENCIA

Lima – Peru

2016

Manual

Sounds

MANUAL SOUNDS

Justification

The supplementary manual Living Sounds is a support material for the teacher, being addressed to basic students of the English Teaching Project IPNM.

Such Project has as objective the integral development of basic skills for the appropriate use of a second language, emphasizing communicative competence. However, this objective is limited by problems of pronunciation, as the text being used partially covers the basic contents of pronunciation in its categories: articulation of sounds, stress and intonation.

For this reason, the supplementary manual Living Sounds seeks to integrate these categories in their entirety through activities, which using communicative techniques selected and adapted to the students' needs, seek their active participation in their learning process, making this a significant experience.

Our manual will have a duration of 21 weeks within which 16 activities will be developed, of which 9 belong to the category articulation of sounds, 3 activities to the category word stress and 4 activities to the category intonation.

Each activity will have a duration of 30 to 45 minutes and will be developed following the model as follows:

- Introduction: At this stage the teacher will make use of readings, songs, comics or motivating phrases that will allow the student to recognize the pronunciation content of the session.
- Presentation: Stage in which the teacher explains and models the correct production of sound, stress and intonation of words or phrases to the student to acquire them. Here choral repetition exercises, drills, sound recognition, etc., are developed, etc.
- Production: Stage in which the contents received in the prior stage are put into practice through varied techniques such as dialogues, sketches, role playing, games, etc., that will serve to consolidate learning and reinforce oral communication.

Objectives

General Objectives

Improve English pronunciation in basic students of the English Teaching Project of Claretian School.

To be used as supplementary material by the teacher of the English course, to facilitate the development of oral communication in students

Specific Objectives

- Articulate vowel and consonant sounds.
- Stress the corresponding syllables in the proposed words.
- Produce diverse rhythms according to the type of sentence.

Contents

The contents have been grouped according to the pronunciation categories for better understanding.

Articulation of Sounds

1. Contrast between vowels /æ/ and /ɑ:/.

Bag	hand	bank
Car	arm	carpet

2. Contrast between vowels /i:/ and /I /.

Sheep	heel	feel
Ship	hill	feel

3. Contrast between vowels /U/ and /ʊ/.

Fool	two	moon
Full	pull	look

4. Vowel /ʌ/.

But	mother	number
Bus		club

5. Vowel //

Nurse	third	birthday
First		Thursday

6. Contrast between consonants /tʃ/ and /ʃ/.

Chicken	chips	watch	choose
Cashier	cheap	wash	shoes

7. Contrast between consonants /θ/ and /ð/.

Then	their	other	these
Theater	thing	thanks	three

8. Contrast between consonants / dʒ / and / j /.

Yellow	you	yogurt	yatch
Jacket	Jeans	judge	juice

9. Contrast between consonants / m / and / ð /.

From	some	come	cream
Then	son	tin	bean

• Word Stress

1. Numbers and Countries.

Thirteen	thirty	Canada	Canadian
Fourteen	forty	Japan	Japanese
Fifteen	fifty	Italy	Italian

2. Cornpounds Nouns

Hairdresser	credit card stant
Suitcase	shop assistant

3. Verbs and Nouns

Import	Import
Present	Present
Export	Export

4. Intonation

1. Questions: Yes/No Questions.

Are you British?

Are you single?

Are you a shop assistant?

Methodology

One of the main problems of people who learn a language is the pronunciation because the sound systems of two languages are never the same, so the development of such area is based on constant practice involving both auditory organs (recognition) and speech organs (production).

The Supplementary Manual Sounds provides the teacher with activities that holds and exercise the student in the pronunciation of the English language sound system based on several strategies in each of its stages.

The purpose of the introduction is to focus the student's attention on the learning point or content, basically making use two types of resources:

- Auditory resources, such as songs, dialogues or interviews.
- Visual resources such as readings, rhymes, lexical cards, flashcards, etc.

In the presentation, the student will be exposed to a model that would allow him to capture the correct pronunciation of the content. To achieve this, the following resources will be used:

- Oral material of native English speakers, such as: dialogues, interviews, etc.; that will serve to expose the student to stress and intonation models.
- Mouth position diagrams when emitting sounds to facilitate articulation of vowel and consonant sounds of a second language that has no similarities with Spanish sounds and to contrast sounds that are similar between both languages but do present certain difficulties.
- Onomatopoeic sounds are typical Spanish resources that resemble certain phonemes of the English sound system. For example, when the teacher i I works with the phoneme /ʃ/ he can explain that it is articulated in a similar way to the sound /sh/ that indicates silence. After that explanation, two reinforcement exercises will be performed:
- Mechanical (choral repetition, drills, etc.), which through repetition seek to fix in the student's mind a specific sound or form of accentuation or intonation.
- Contextualized (readings, dialogues, rhymes, etc.), which aim to ensure that the student recognizes and reproduces the sound, stress or intonation in class. In the last stage, real activities will be used such as dramatizations, role playing, dialogues, games, in which the students will have the opportunity to apply the contents learned in specific situations created by the teacher, who will guide the students and answer their questions.

Materials**A) Oral Materials**

- Teacher's voice
- Cassettes

B) Visual materials

- Flashcards / Posters
- Lexical cards
- Illustration sequences

Evaluation

The evaluation of the Supplementary Manual "Sounds" will be continuous, since it will be implicit in the production stage of each activity. This form of evaluation not only aims to measure the progress of students but also to detect the most common problems in the various aspects of pronunciation (articulation of sounds, stress and intonation) in order to take the necessary measures to correct them.

Activities of the Manual Sounds

Activity N° 1

General Data

Institution	Claretiano School
Teacher	Hilda Huamán
Level	Basic
Number of Students	20
Duration	30 minutes Numbers
Topic	Stress
Category	

Development of the Activity

Introduction:

- Students will listen to a dialogue and identify the numbers within the context.
- They will receive a sheet of paper to complete the blank spaces with the numbers they hear in the dialogue.

Presentation:

- The teacher will correct the exercise and proceed to pronounce each number, for the student to repeat after him and clarify his doubts on the differences in intonation.

13 thirteen

30 thirty

14 fourteen

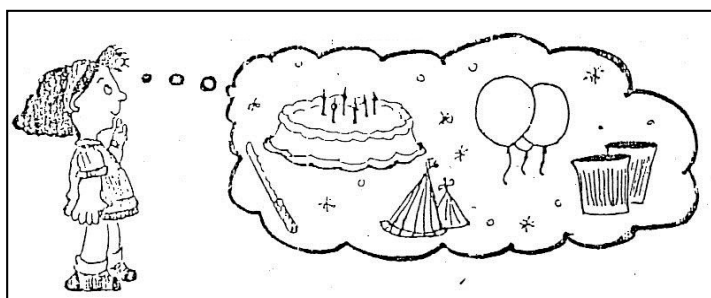
40 forty

Production

- The student will have to collect the data about his/her classmates and fill the information in a card that the teacher will provide.
- The teacher will make a report on the data obtained from his/her classmates.

Listen and Complete

- ERIN** Where are you Mum?
- NUM** Over here, in the kitchen, come in!
- ERIN** Num, don't you remember what's on Saturday?
- NUM** Of course, it's your birthday! Are you going to have a party? Yes,
- ERIN** Num, I'd like a big party.
- NUM** All right, but first of all we have to make a list.
Let's see, how many people are coming?
- ERIN** Around.....
- NUM** So we needinvitation cards. What else?
- ERIN** Well..... balloons, glasses
- NUM** Wait! O.Kballoons, glasses and....
- ERIN** plates.
- NUM** plates.
- ERIN** party ;tats
- NUM** Bight. And what about music, dear?
You have some CDs, don't you?
- ERIN** Yes, bust I have only I'll need some more.
- NUM** Can your friends lend you some?
- ERIN** Oh yes, I think it's not a problem...Now, I remember,
I am here to remind you of your promise.
- NUM** Yes, yes, the big chocolate cake.
- ERIN** YM
- NUM** By the way I was forgetting the candles, we'll need
- ERIN** Great!! Every Thing's ready!!



THIRTEEN

13

THIRTY

30



ASK YOUR FRIENDS...

COMPLETE THIS CHART AND THEN MAKE A REPORT

NAME			
Birthday			
Age			
Telephone Number			
Members of his/her family			
Age of his / her mother			
Age of his / her father			
Ended the primary level			
Boyfriends /girlfriends during the secondary level			
Students in his / her classroom			
Students in his/ her department			

Activity N° 2

General data	Claretiano School
Institution	Hilda Huamán
Teacher Level	Basic
Number of students:	20
Duration	30 minutes
Topic	Vowels / æ / and / ɑ: /
Category	Articulation of sounds

Development of the Activity

Introduction

- The student will receive a worksheet containing a reading.
- The teacher will read the reading print on the sheet and students will underline the syllables where they listen the sounds /æ/ and /ɑ:/

Presentation

- The teacher presents visual aids showing contrasts of sound.

/æ/	/ɑ:/
man	farm
cat	car
sad	far

- The teacher will present symbols, modulating their correct pronunciation, using the above mentioned words.
- Later, you will present a list of words, which you will have to differentiate by separating them by sounds.

Production

- The teacher will divide the class in three groups, each group will choose two representatives: one to dictate and the other one to write. Each group will be given an envelope with drawings about the words learned.
- The first student who identifies the drawing will dictate the name of the drawing to his partner, who will have to write it down.
- Participants can take turns for each session of words. The team who makes a mistake shall pop up a balloon by sitting on it.



BARMAN



CAR

“DISCRIMINATING”

"SOUNDS"

READ THESE WORDS AND COMPLETE T

Bag – Apple – bat - fan – fast – sack
 banquet – park - hard – darling – shar
 salad – card- cartoon – form – cap – fat
 man – barman – cat – after – snack –
 exam – hamburger.

/æ/	/ɑ:/

WORDS

BAG

BAT

FAN

SACK

BAN

BAT

HARD

PARCH

PART

SHARK

CARTOON

CARD

FATHER

CAP

Activity N° 3

General Data	Claretiano School
Institution Teacher	Hilda Huamán
Nivel	Basic
Number of Students:	20
Duration	30 minutes
Topic	Yes - No questions
Category	Intonation

Development of the Activity

Introduction

- The teacher starts the class telling a story where Yes-no questions and short answers are inserted.
- At the end of the story the students will have to list the questions they have heard in the story imitating the intonation that the teacher gave them.

Presentation

- The teacher explains the intonation of Yes-no questions (up and down, level changes in English language).
- The students will listen, repeat and use intonation in the sentences and questions presented by the teacher in a list, identifying the differences in pitch according to the type of sentence.
- The teacher presents a list of questions in a flip chart that students will have to use intonation.
- The teacher will verify the correct intonation of these questions and correct the students if necessary.

Production

- Each student will receive a card in which a role will be assigned.
- Students will have to find their partner according to the role they have been assigned.

For example:

S1= I'm sick

S2 =A doctor

- Each couple will make a dialogue in which they will have to use yes - no questions that then they will present to the class.
- The teacher will record the dialogues of each pair that then will be listened in class.

Complete The Dialogue

Virginia : Hello !I'm Virginia..... and you?

Kate : _____

Virginia : _____

Kate : Yes, I am I'm From New York
_____, too?

Virginia : No, I'm not. I'm Italian
and what's your job?

Kate : Well, _____

Virginia : _____, Kate?

Kate : Oh, Yes. My husband is a Doctor. too.

Intonation in Yes / No Questions

In yes / no questions, the intonation usually goes up () at the end

- Are you married?
- Is your brother single?

If your intonation is flat (), you may sound rude.

PRACTICE

Ask your friend. Use the correct intonation.

Is your birthday in august, _____?

1. Is the T — shirt of your major green , _____?
2. Are you married, , _____?
3. Are you 19 years old, _____?
4. Are you from Chorrillos , _____?
5. Is your boyfriend's name Roberto, , _____?
6. Is your mother a teacher, _____?
7. Is your zodiacal sign Gemenis, , _____?
8. Are you an Alianza team's. fan, , _____?
9. Is your teacher 22 years old, , _____?

YES - NO QUESTIONS

- Are you a good student?
- Is she a nurse?
- Are they American?
- Are you from Spain?
- Is your classmate from Britain?
- Would you like a cup of tea?

Activity N° 4

General Data

Institution:	Claretiano School
Teacher:	Hilda Huamán
Level:	Basic
Number of students:	20
Duration	30 minutes
Topic	Vowels /i:/ and /I/
Category	Articulation of sounds

Development of the Activity

Introduction

- The class starts listening to the song "My heart will go on".
- Students are given a worksheet that contains lyrics of the song (incomplete lyrics), students will have to fill in the words (I y i: sounds),
- The teacher makes students recognize the difference in sounds.

Presentation

- The teacher presents flashcards showing sound contrast

Sheep	ship	heel	hill
/i:/	/I/	/i:/	/I/

- The teacher presents symbols, models its correct pronunciation giving certain examples: leave, live, feel, fill, it, eat.
- Oral work: The teacher says certain words and makes students recognize if the sound they listen is /i:/ or /I/.
- The teacher presents a list of words, and models its pronunciation using the group repetition technique.
- Then, he asks the students to place the words in the following chart:
- /i:/ /I/
 - Feel Fill

- Students will receive a card with eight charts in which they will copy only eight words from the board, will mark the box if the teacher says the word they copied.

Production:

- Students form groups of two.
- Students will receive a card each with incomplete information.
- They should Exchange information in English in order to fill their corresponding cards.

My Heart Will Go On

Céline Dion

Every night _____ my
dreams

I _____ you, I _____
you

That is how I know you, go on

Far across the _____

And spaces between us

You have come to show you, go on

Near, far, wherever you are

I believe that the heart does go on

Once more you open the door

And you're _____ in my heart and
my heart

_____ go on and on.



S H E E P



S H I P



LISTEN TO THE INSTRUCTIONS AND JOIN THE
WORDS WITH LINES

heart

hit

bean

bin

his

it

heel

feel

fill

ship

sheep

eat

fit

feet

live

leave

chip

cheap

Activity N° 5

General Data

Institution	Claretiano School
Teacher	Hilda Huamán
Level	Basic
Number of students:	20
Duration	30 minutes
Topic	Wh - Questions
Category	Intonation

Development of the Activity

Introduction

- The teacher asks the students if they know any American or English person and what they would ask if they had the opportunity to talk to someone. The students make a list of questions.
- Then, they will listen to an interview with a foreigner and verify if the questions asked by the interviewer are similar to theirs

Presentation

- The students will listen to the interview again and will extract the Wh-questions asked. The teacher will write these questions on the board.
- The teacher will explain the intonation that is given to the Wh-questions showing the difference with affirmative sentences. The students will read each question comparing their intonation with the one of the cassette, in this way they will try to say the questions with the correct intonation.

Production

- Groups of three people will be formed, each one will receive an envelope containing the name of a famous person.
- One of the members will assume the role of the character assigned to his group and the other two will be the interviewers.
- Each group will present the interview in front of the class and should say

Wh- questions with the correct intonation.

SCRIPT

Interviewer	Today are talking about world 1 cup 98 with us Ronald
Ronaldo	Hi!
Interviewer	Hi! What's your name?
Ronaldo	Ronaldo Nazario de Lima but everybody call me Ronaldinho
Interviewer	O.K. Ronaldinho is your nickname, isn't it?
Ronaldo	yes, That's right
Interviewer	and where were you born?
Ronaldo	...in one of the most beautiful city of Brazil, Rio de Janeiro
Interviewer	How old are you?
Ronaldo	I'm 22 years old
Interviewer	What's your rol in your country?
Ronaldo	I'm the central Forward in my team
Interviewer	How many time have you played in international games?
Ronaldo	oH!... let me see...26 . I think . I was in World cup 94, but I didn't play
Interviewer	Where do you live now?
Ronaldo	I live in Milan Italy.
Interviewer	Why?
Ronaldo beacause I play in Inter Milan
Interviewer	What is the best team in France 98?
Ronaldo	Obvuiosly, Brazil
Interviewer	If you want to know more about the football soccer star, call 889995 after this song.

ACTIVITY N° 6

General Data

Institution	Claretiano School
Teacher	Hilda Huamán
Level	Basic
Number of Students:	20
Duration	30 minutes
Topic	Vowels /tʃ/ and /ʃ/
Category	Articulation of sounds

Development of the Activity

Introduction

- The teacher presents a reading on a flipchart (reading).
- The class is divided into two groups, each group will choose a representative. The representative of group A will read the text aloud, if he/she makes a pronunciation mistake, he will pass his turn to the representative of group B.
- The teacher will mark the words that contain the phonemes /tʃ/ or /ʃ/ in which the students have difficulty in pronunciation.

Presentation

- The teacher will explain the difference between the sounds / tʃ / and / ʃ / making use of the words in the text. Then he will read the text giving the correct intonation and articulation of sounds.
- Students will receive an exercise sheet for recognition that they will develop individually and this exercise will be corrected in class.

Production

- The class is divided into three groups. Each group will receive an envelope with five words containing the phonemes / tʃ / and / ʃ /.
- The groups will have to elaborate a description of the objects.
- Each group will read a description loudly and the other two will have to guess the name of the object.

Reading



A CHINESE ELECTRICIAN WORKS IN A BUTCHER'S HOUSE. NOW HE IS REPAIRING A FRIDGE WITH A CHILD. BUT THE CHAIR THAT THE CHILD IS HOLDING BREAKS DOWN AND THE CHINESE FELS DOWN ON THE FLOOR. THE BUTCHER GETS ANGRY SO HE CALLS A FRENCH ELECTRICIAN

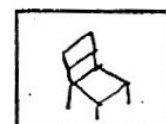
1. The electrician is .
2. He is in the..... 's house.
3. There is awith the electrician.
4. The butcher calls a French



CHICKEN

PRACTICE

Write the correct symbol in the box

Chinese**Chair****Electrician****Musician****Watch****Bus station****Chicken**

ACTIVITY N° 7

General Data

Institute	Claretiano School
Teacher	Hilda Huamán
Level	Basic
Number of students	20
Duration	30 minutes
Topic	Consonants /θ/ and /ð/
Category	Articulation of sounds

Development of the Activity

Introduction.

- The teacher shows two drawings and elicit the names from the students
- Then, two volunteers come to the board, paste the drawings on the board and write their names.

Theatre

Mother

- If there is any difficulty with any of the words, the student is helped with spelling the word.

Presentation

- Students pay attention to the consonants that are repeated in both words, especially th.
- The teacher pronounces the words presented and explains to the students the position of the speech organs to produce these sounds.
- Then the students read two sentences presented through flip charts. In these sentences, the sounds /θ/ and /ð/ are emphasized individually. Each sentence is accompanied by a drawing that illustrates it.



Thank god Theodore takes a bath every month!



They looked here and there for their grandfather's underwear

Production

GAME

- The class is divided into two groups. Each group receives a flip chart, a marker and the following lexical cards.

Leather	altogether	then	smooth	math
Breath	father	bother	rhythm	feather
Thirsty	other	cloth	theft	faith

- With the help of a dictionary, they separate the words according to the sound / θ / and / ð / and write them down in the flipchart.
- The group that ends first and groups the words correctly wins.
- Optional activity: With the flipchart of the winning group, the students practice the correct pronunciation of the words, after producing them with the teacher



Movie Theater

Activity N° 8

General Data

Institution	Claretiano School
Teacher	Hilda Huamán
Level	Basic
Number of Students	20
Duration	30 minutes
Topic	Compound Nouns
Category	Word stress

Development of the activity

Introduction

- The teacher presents a set of figures of compound nouns (visual aids), accompanied by two lists of words.

A	B
Central	park
Record	minister
Prime	box
Information	station
Snack	machine
Driving	player
Bus	roads
Cross	heating
Letter	desk
Car	licence
Washing	stop
Petrol	bar

- Using words from both lists, the students will have to form compound nouns naming each figure.

Presentation

- The teacher explains, based on examples from previous stage that many words in English are formed by the union of two nouns, which are called compound nouns stress in this type of nouns is different, the first word is stressed. For example:

Prime + minister Prime Minister

- Subsequently, repetition exercises are performed using a list of compounds nouns in which the first words are stressed.
- The oral practice is conducted first in group and then individually.

Production

WORD RACE

- The room is divided into small groups. Each group will receive a worksheet
- Students will have to fill in the blanks of the worksheet, according to the instructions using the words in the box.
- The group that ends first must say "stop" and read aloud their answers
- If they stress the words incorrectly, they will lose points.
- The group with the highest score will be the winner.



Petrol



Snack bar

WORD RACE

a) 3 places to go in the evening

b) 3 types of bag

c) 3 jobs

b) 3 machines

e) 4 rooms

b) 4 shops

Activity N° 9

General Data

Institution	Claretiano School
Teacher	Hilda Huamán
Level	Basic
Number of students	20
Duration	30 minutes
Topic	Vowels /u:/ y /U/
Category	Articulation of sounds

Development of the Activity

Introduction

- A poster is presented.
- The teacher elicits the topic and introduces vocabulary with the help of lexical cards.

Boots full! moon thieves dead

- The students will listen to the following dialogue:

A It's two o'clock. It's on time.

B Yes. It's a full moon. And the route is good.

A I'll put the things in the boot.

B No, the driver says the boot is full

A What! I'll ask that fool what there is in the boot.

B Wait a minute! If I were you ...

A Or should I say.. who is in the boot?

- Then, the teacher presents the incomplete dialogue in a flipchart.
- Students listen to the dialogue twice and fill in the blanks with lexical cards

Twoo	boot
Full moon	fool
Route	you
Good	who
Put	should

Presentation

- The teacher extracts the words from the dialogue and explains the difference between the sounds /U/. and /u:/.

Good boot

- Students receive a card that they will fill in and listen to the list of words in which they will identify the sound /U/ or /u:/.

Production

- Students are divided into groups of four or five
- Each group receives an envelope with a series of words.

Look	Wool	Book
Fool	Suit	Luke
Cool	Soon	Who
Brook	Rude	Blue
Wood	Push	Woman
Kooky	Pool	Group
Glue	Movie	Shoe
Room	Stool	School

- Students should look up the meaning of these words and their pronunciation with the help of a dictionary.
- Then, they will create sentences that they will have to read aloud. The teacher verifies the correct pronunciation of sounds developed in this unit.

What's the difference?

/U/

The trick is that adopting the shape of the lips to say "O", you must concentrate to pronounce " U "..... without changing the shape of the lips!

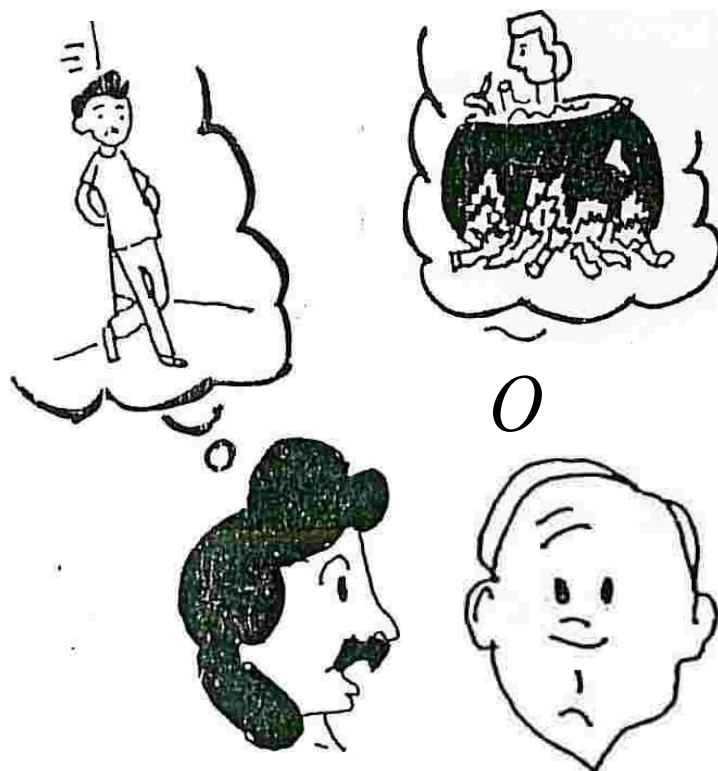
Should put good foot stood

/u:/

This sound is very familiar because it seems the sound “u” in Spanish.

In fact, it is produced with the same gesture that is made to blow a burning candle.

Fool	boot	who	stewed
Two	route	you	pool



I stewed ('sTood) there all day long

Estuve guisándome, (parado) allí todo el día



Name:

.....

MAKE A CIRCLE AROUND THE WORD YOU LISTEN

Jalar	Pull	pool	piscina
se paró	Stood	Stewed	guizado
galleta	Cookie	Kooky	loco excentrico
hollin	Soot	Suit	sastre traje
mirar	Look	Luke	nombre propio
lleno	Full	Fool	tonto
deberia	Should	Shoed	calzó
pudo	Could	Cooed	arrullado
capucha	Hood	Who'd	quién haría

ACTIVITY N° 10

General Data

Institution	Claretiano School
Teacher	Hilda Huamán
Level	Basic
Number of Students	20
Duration	30 minutes
Topic	Expressing Exclamation
Category	Intonation

Development of the Activity

Introduction

- The teacher presents a dialogue in a worksheet that the students will first read and then listen to (cassette).
- Then, they should mark on their file the sentences that express exclamation.

Presentation

- The teacher presents the different ways of expressing exclamation and explains the appropriate intonation of each of them.
- Students listen to the dialogue again and check if their answers are correct.

Production

- Students are divided into groups of three, each group receives an envelope with a theme.
- Each group should present a dramatization on the topic they are assigned, using the different types of intonations they have learned.

DIALOGUE

A: It's terrible!

B: The prices. A: Oh dear

B: Do you know potatoes are eighty pence a kilo?

A: Eighty pence a kilo?. In our supermarket they're eighty - five.

B: It's terrible!

A: Oh dear. .

B: Everything is so expensive!

A: Do YOU know tomatoes are 6.00 a kilo ?

B: 6. 00? In our, supermarket they're 6. 50

A: No !!! .

B: yes!

A & B It's terrible!



ACTIVITY N° 11-A

General Data

Institution	Claretiano School
Teacher	Hilda Huamán
Level	Basic
Number of students	20
Duration	30 minutes
Topic	Vowel / U: /
Category	Articulation of sounds

Development of the Activity

Introduction

- Two words are shown. Each word is shown in a flashcard.
- The students recognize and practice their pronunciation with the help of the teacher, then two students go to the board and paste their lexical cards, where the stress vowel should be marked with another color of marker.



Duck



Cup

Presentation

- The vowel is presented in a lexical card and the teacher explains the position of the speech organs to produce this sound.

Production

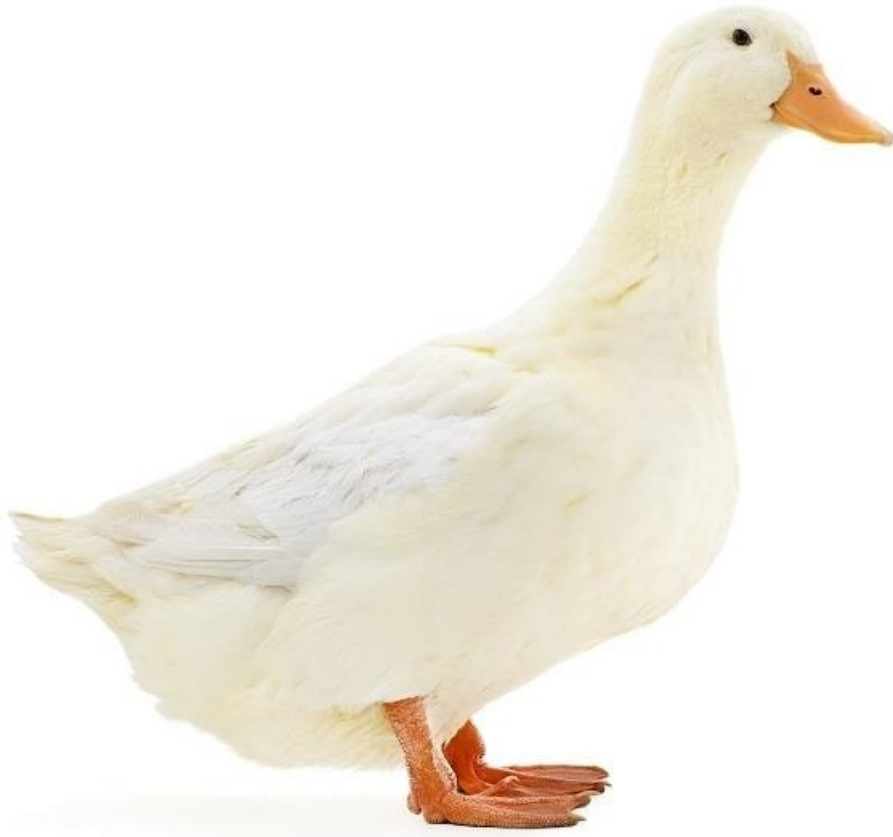
- The students receive a worksheet. For this activity, students make use of a dictionary.

GAME

- The students practice a set of words presented on a flip chart.

Much	cup	sun	mother
But	rug	some	one
Husband	cucumber	fun	bug

- Then, the students choose six of these words, make a chart of six boxes and write the chosen words in the boxes to play Bingo.
- The teacher mentions the words of the flip chart in disorder. The first student to cross out all the words in his chart will be the winner.



Duck

Activity N° 11-B

General Data

Institution	Claretiano School
Teacher	Hilda Huamán
Level	Basic
Number of students	20
Duration	30 minutes
Topic	Vowel /3:/
Category	Articulation of sounds

Development of the activity

Introduction

- Two figures are shown; one figure corresponds to a journalist working and a poster with the phrase: "English: a world language"; which will serve to elicit the topic.
- Then, the following paragraph is read aloud:

"Sheyla is a journalist. She works in a magazine on Tuesdays and Thursdays. She has got two children: a boy and a baby girl. Nowadays, she is learning English because she knows it is a world language!"

- After underlining the words containing /3:/, the students have to try to pronounce correctly.

Presentation

- Using the underlined words of the paragraph, the teacher presents the sound /3:/ and explains the position of the mouth to produce it.
- As a practice, a list of words containing such sound is presented.

First	word	purple	form
Early	urgent	were	her
Earth	sure	perfect	hurt
Turn	air	nurse	work
Birthday	girl	third	

- Then, groups of students are formed. The task is to deduce possible rules (written forms of sound).
- The teacher reinforces the work done by the students and delivers a worksheet.

Production

- Using the words of the presentation, the students of the group should try to form the greatest number of words of the presentation, the students of the group should try to form the greatest number of sentences using such words within 5 minutes maximum.
- Then when reading their sentences, they will get one point per word list used from the list. The El group with highest score will be the winner.

WORKSHEET

- Look at the newspaper headlines below. Check the meanings with your teacher.
- Then read and underline all the /3:/ sounds you can find.

Birmingham girl murdered.

Nurse Kirsty marries in Turkey.

Prince Albert's thirtieth birthday.

German University burns.

British workers worst in world

- Cross (x) the words which don't have the /3:/ sound:

Thursday

Saturday

Journey

University

journalist

birthday

Hamburger

person

restaurant

ACTIVITY N° 12

General Data

Institution	Claretiano School
Teacher	Hilda Huaman
Level	Basic
Number of students:	20
Duration	30 minutes
Topic	Consonant /dz/ and /j/
Category	Articulation of sounds

Development of the activity

Introduction

- A motivating drawing is presented to the students, which will help students to make a sentence that they will share with the whole class.
- The teacher will present the phrase related to the drawing, and will have the students read aloud in order to detect the problems of pronunciation of the phonemes /dz/ and /j/.

Presentation

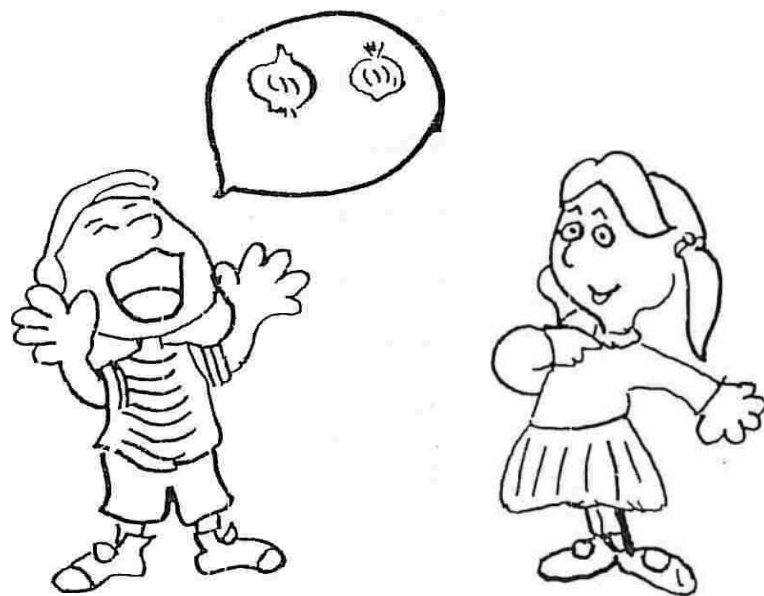
- The teacher will read the sentence emphasizing the correct pronunciation of the sounds to work in this activity, pointing out the difference among them and comparing them with similar sounds in Spanish.
- A worksheet will be presented with a series of sentences in which the students should identify the words containing the sounds /dz/ or /j/.
- The teacher will ask the students to read each sentence aloud, first in groups and then individually in order to correct the worksheet.

Production

- Students will be divided into groups of three and each group will receive a list of words with the sounds /dz/ y /j/.
- Each group will prepare a dialogue using these words and will present the dialogue in front of the class.

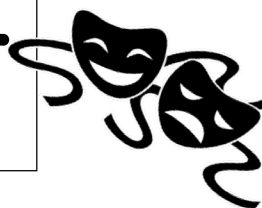


Jess jumped when he saw his wife June buying Jewelry



Yes, young girl, mv collection of onions is for you !!

WORKSHEETS



LOOK FOR THE WORDS WITH [dz] and [j] sounds

1. Enjoy your vacation in Germany
2. Are you also going to Jerusalem?
3. You can go to Japan by Jet.
4. Jane is too young for Gene
5. Just be careful with the eggs, the jolk is very careful
6. Do you know any good jokes "?
7. You can have a large glass of juice
8. Do you prefer a jug of ginger ale?
9. George is not going to yale,
10. Yolanda has a job for June and July.

ACTIVITY N° 13

General Data

Institution	Clareatiano School
Teacher	Hilda Huamán
Level	Basic
Number of students:	20
Duration	30 minutes
Topic	Polite Request
Category	Intonación

Development of the activity

Introduction

- The teacher will present two mini dialogues in which the students can appreciate different kinds of intonation for proper social behavior (polite, courteous, kind).
- The students will say what each dialogue is about, what they want to express and the correct intonation of the words they use for it.

Presentation

- The teacher presents the different ways of expressing courtesy and explains the appropriate intonation for that.
- Then he presents two mini dialogues on a cassette and asks students to the types of proper social behavior (Polite request).
- The students will receive a worksheet in which they have to fill in the blanks with the types of proper social behavior of the cassette.

Production

- Students are divided into groups of four. Each group will receive an envelope with a problem situation.
- The groups will have to give an appropriate answer to the problem situation
- Each group will use the proper polite intonation aloud.

A: (on a street corner) Excuse me, could you tell me what time it is, please ?

B: (looking at his watch) yes, it's 10:35

A: Thank you

B: you're welcome

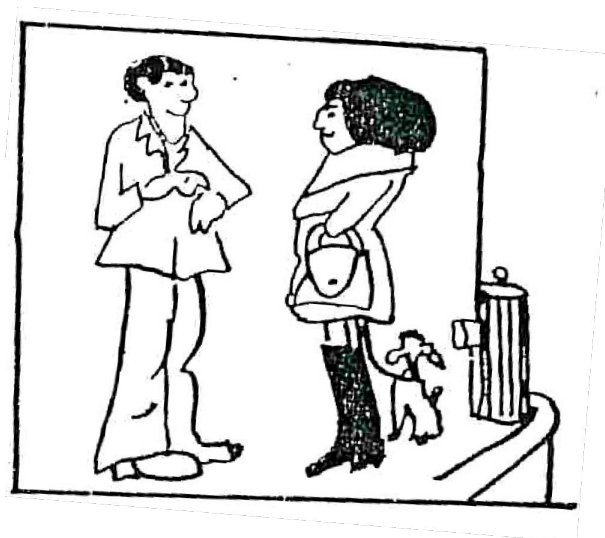


(arms filled with packages) Excuse me, would you mind opening the door for me?

B: I'd be glad to There you are !

A: Thank you so much! I have all these packages.. I really appreciate it!

B: That's perfectly all right, No trouble at all.



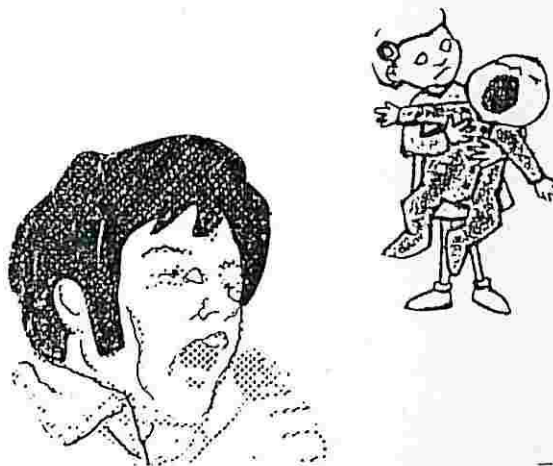
POLITE REQUESTS PRACTICE SITUATIONS

THESE SENTENCES DESCRIBE DIFFERENT SITUATIONS. LISTEN TO EACH ONE AND DECIDE WHAT TO SAY. USE YOUR OWN IDEAS

You need to make
an emergency phone
call, but somebody
else is using the
phone
(You say)?



The child is making a lot of
noise.
(you say)?

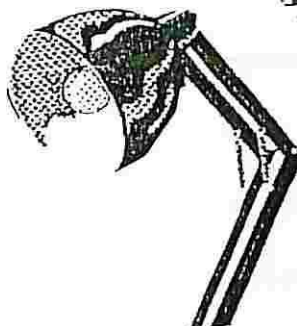


Your friend is
singing in a very
loud voice
(you say) ?



Your taxi driver is driving
85 miles an hour
(you say)

Your brother is going
to turn off the lights,
but you need the
lights, you're reading
a book
(you say) ?



ACTIVITY N° 14

General Data

Institution	Claretiano School
Teacher	Hilda Huamán
Level	Basic
Number of students	20
Duration	30 minutes
Topic	Consonant /m/ y /n/
Category	Articulation of sounds

Development of the activity

Introduction

- The teacher will present a set of figures and ask students the name of each figure.
- Then, the teacher will give them lexical cards that they must place in the correct figure.
- Each student will form a sentence with at least two of the presented figures and read them out loud.
- The teacher will write each sentence on the board.

Presentation

- The teacher will read the sentences emphasizing the words with the phonemes /m/ and /n/ and emphasizing the difference among them.
- The students will repeat in group each sentence after the teacher. Then, they will repeat individually.
- The teacher will present two columns on the board, one of the phoneme /m/ and other of the phoneme /n/ and dictate a list of words with /m/ or /n/.
- Students will write each of the words that the teacher dictates in the corresponding column. For example:

/m/	/n/
mom	sun

- Then, each student will read a word emphasizing the corresponding phoneme.

Production

- Groups of 5 or 6 students will be formed.
- Each group will select 10 words with the phonemes /m/ and /n/, which will be used to form sentences that will be read aloud.
- The other groups should draw the words with /m/ and /n/ they hear in said sentences by writing their respective names with the highlighted letter "M" o "N".
- When all groups are finished, the teacher will proceed to verify if the words heard are correct.

Activity N° 15

General Data

Institution	Claretiano School
Teacher	Hilda Huamán
Level	Basic
Number of Students:	20
Duration	30 minutes
Topic	Verbs and Nouns
Category	Stressing

Development of the Activity

Introduction

- Students will listen to a cassette and will discuss about the people they are listening to and the topic they are talking about.
- The teacher will present on a flipchart the dialogue of the cassette to which he will have extracted some key words.
- The students should listen to the cassette again and fill in the blanks (the key words will be the verbs and nouns that are spelled the same but stressed differently).
- When all the keywords have been found, three volunteers will be chosen to read the dialogue.

Presentation

- The teacher will explain that there are words that are spelled the same and may be verbs or nouns depending on what syllable is stressed. For example:

EXport	exPORT
REcord	reCORD

- The teacher will present a list of words indicating whether they are verbs or nouns, which students should read giving the correct stress.

Production

- The class will be divided into three groups. Each group will choose a representative.
- Each representative will choose a card among a group of cards. The card contains words indicating if they are verbs or nouns. The representative must read the word

with the correct stress for the other member of the group to make a sentence with such word.

- If the student stressed incorrectly the word or if his group did not recognize if it was a noun or verb, the sentence they make will be wrong. Therefore, they will lose one point. Otherwise, they will win two points for each correct answer.

The group with the highest score will be the winner

VERBS AND NOUNS

Convict (n)	increase (n)
Export (v)	record (n)
Increase (v)	export (n)
Present (n)	convict (n)
Record (v)	refund (n)
Produce (n)	present (v)
Insult (n)	produce (v)

TAPESCRIPT

Dialogue N° 1

Good evening, these are the headlines today. The most dangerous convict of the city run away yesterday. The police can't explain...

Dialogue N° 2

- Mr. Smith, we are here to see the result of your management in our company.
- Well, as you can observe in the chart, the exports of BTR Company increased 8% last year but this year, there is a higher increase...

Dialogue N° 3

- The things she said to me! I can repeat them... I've never been so insulted

Appendix D. Instructive Of Living Sounds Supplementary Manual

The Living Sounds Supplementary Manual is a supporting pedagogical document for teachers that is aimed at creating a more practical, concrete and direct learning process.

It has activities based on a communicative and integral methodology with the purpose of developing oral communicative competence, where pronunciation is a basic element. Those activities consist of the following steps:

- Introduction, process in which the teacher creates a situation for the student to recognize the pronunciation topic to be developed.
- Presentation, where the teacher models the sound, accentuates and intones correctly.
- Production, which will be useful for the student to put into practice what was learned through different techniques that will enforce learning.

Pronunciation

It is the capacity of the student regarding oral production, where sounds articulation, syllables accentuation and sentences intonation are taken into account. To evaluate the pronunciation, a three-level scale than can be observed in the following table was made:

Pronunciation level	Points
Deficient	0 - 20
Regular	21 - 41
Good	41 - 63

The pronunciation development can be verified when comparing the results of the Pre-Test with the Post-Test of the experimental group (EG), whose average increased 12 points, which means a level increase, while the control group will not have a significant level increase.

Sounds Articulation

It is the capacity of the student to produce both vowel and consonant sounds in compound words.

To evaluate the sounds articulation, a three-level scale that can be observed in the following table was made:

Sounds articulation level	Points
Deficient	0 - 9
Regular	10 - 19
Good	20 - 29

Sounds articulation will be improved if, when comparing the results of the Pre-Test and Post-Test, the EG average increases 6 points, while the CG does not improve so significantly.

Stress

It is the capacity of the student to differentiate and emphasize the corresponding syllable in certain words.

To evaluate the accentuation, a three-level scale shown below was made:

Accentuation level	Points
Deficient	0 - 6
Regular	7 - 13
Good	14 - 20

Accentuation will be improved if, when comparing the results of the Pre-Test and Post-Test, the EG average increases 3 points, while the CG average increases in a lesser extent.

Intonation

It is the capacity of the student to produce and recognize different rhythms according to the kind of proposed question or sentence.

To measure this category, a three-level scale was established.

Intonation level	Points
Deficient	0 - 4
Regular	5 - 9
Good	10 - 14

Intonation will be improved if, when comparing the results of the Pre-Test and Post-Test, the EG average increases 3 points, while the CG average increases in a lesser extent.

Basic Level Students

Students between 9 and 11 years old with education studies in fifth year of Claretiano School, who are in the English Teaching Project basic level and participate in the application of “Living Sounds” Supplementary Manual.

Attendance

The student class attendance frequency of 80% and active participation during the application of “Sounds” Supplementary Manual that will be controlled by an attendance record. In case the attendance frequency is less than 80%, the student will not be considered in the sampling.

Appendix E. Expert Judgment

UNIVERSIDAD NACIONAL DE EDUCACIÓN
ENRIQUE GUZMÁN Y VALLE
 "Alma Mater del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:

- a. Apellido y Nombre(s) del informante : Dr Rogil Sanchez Quintana
 b. Cargo e institución donde labora : Docente Principal UNE
 c. Nombre del instrumento : Pronunciation test
 d. Autor del instrumento : Hilda Rosa HUAMAN HERENCIA
 e. Sección y mención : Maestría_Enseñanza de Inglés como lengua extranjera
 f. Tesis: Effectiveness of the manual "Living Sounds" and enhancing in learning English pronunciation in fifth grade students at Claretiano School 2014.

II. ASPECTOS DE VALIDACIÓN


INDICADORES DE EVALUACIÓN DEL INSTRUMENTO	CRITERIOS	Deficiente (51 - 60)	Regular (61 - 70)	Buena (71 -80)	Muy Buena (81 -90)	Excelente (91-100)
	Cualitativos Cuantitativos					
1. CLARIDAD	Está formulado con lenguaje apropiado.				90	
2. OBJETIVIDAD	Está expresado en conductas observables.				90	
3. ACTUALIDAD	Adecuado al avance de la ciencia y la tecnología.				90	
4. ORGANIZACIÓN	Existe una organización lógica variables e indicadores				90	
5. SUFICIENCIA	Comprende los aspectos en cantidad y calidad.				90	
6. INTENCIONALIDAD	Adecuado para valorar aspectos de la variable.				90	
7. CONSISTENCIA	Basado en aspectos teóricos científicos de la pedagógicos del área.				90	
8. COHERENCIA	Entre las variables, dimensiones e indicadores.				90	
9. METODOLOGÍA	La estrategia responde al propósito de la investigación.				90	
10. PERTINENCIA	Adecuado para tratar el tema de investigación.				90	
PROMEDIO DE LA VALORACIÓN CUANTITATIVA					90	

III. OPINIÓN DE APLICABILIDAD:.....Es aplicable.....

IV. PROMEDIO DE VALORACIÓN:....Noventa(90).....

Lugar y fecha: Lima, Abril, 2014.....

DNI N°...08974815..... Teléfono N°...985950837.....


 Firma del experto informante

UNIVERSIDAD NACIONAL DE EDUCACIÓN
ENRIQUE GUZMÁN Y VALLE
 "Alma Mater del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:

- a. Apellido y Nombre(s) del informante : Mg. Walter Fernandez M.
 b. Cargo e institución donde labora : Coordinador de la Universidad Privada del Norte
 c. Nombre del instrumento : Pronunciation test
 d. Autor del instrumento : Hilda Rosa HUAMAN HERENCIA
 e. Sección y mención : Maestría_ Enseñanza de Inglés como lengua extranjera
 f. Tesis: Effectiveness of the manual "Living Sounds" and enhancing in learning English pronunciation in fifth grade students at Claretiano School 2014.

II. ASPECTOS DE VALIDACIÓN


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PROMEDIO DE LA VALORACIÓN CUANTITATIVA					90	

III. OPINIÓN DE APLICABILIDAD:.....Es aplicable.....

IV. PROMEDIO DE VALORACIÓN:.....Noventa(90).....

Lugar y fecha: Lima, Abril, 2014.....

DNI N°...44422581..... Teléfono N°...956779508.....



Firma del experto informante

UNIVERSIDAD NACIONAL DE EDUCACIÓN
ENRIQUE GUZMÁN Y VALLE
 "Alma Mater del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:

- a. Apellido y Nombre(s) del informante : Lic. Manuel Salas Calixtro
 b. Cargo e institución donde labora : Docente de la Universidad Nacional Mayor de San Marcos
 c. Nombre del instrumento : Pronunciation test
 d. Autor del instrumento : Hilda Rosa HUAMAN HERENCIA
 e. Sección y mención : Maestría Enseñanza de Inglés como lengua extranjera
 f. Tesis: Effectiveness of the manual "Living Sounds" and enhancing in learning English pronunciation in fifth grade students at Claretiano School 2014.

II. ASPECTOS DE VALIDACIÓN

INDICADORES DE EVALUACIÓN DEL INSTRUMENTO	CRITERIOS	Deficiente (51 - 60)	Regular (61 - 70)	Buena (71 - 80)	Muy Buena (81 - 90)	Excelente (91-100)
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PROMEDIO DE LA VALORACIÓN CUANTITATIVA					90	

III. OPINIÓN DE APLICABILIDAD:Es aplicable.....

IV. PROMEDIO DE VALORACIÓN: ...Noventa(90).....

Lugar y fecha: Lima, Abril, 2014.....

DNI N°... 08078323..... Teléfono N°... 999983922.....



Firma del experto informante