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<b>TITULO</b>	The Impact of Songs on Students' Pronunciation Awareness of the Phonemes /θ/, /ʃ/, and /v/ Through the Articulatory Method		
<b>SUBTITULO</b>			
<b>AUTOR(ES)</b> Apellidos, Nombres (Completos) del autor(es) del trabajo	<b>Cortés Pulido, Yaidy Viviana</b>		
<b>PALABRAS CLAVE</b> (Mínimo 3 y máximo 6)	canciones		promoción de la motivación
	El Método Articulario		desarrollo de la pronunciación de los estudiantes.
	conciencia de la pronunciación		
<b>RESUMEN DEL CONTENIDO</b> (Mínimo 80 máximo 120 palabras)	<p>Este trabajo investigativo se llevó a cabo en un colegio público de Bogotá, y su propósito busca la efectividad del uso de canciones y el método articulario en las clases de Inglés para mejorar la pronunciación de los fonemas /θ/, /ʃ/, and /v/. El investigador diseñó seis lecciones, tres se basaban en el Método Articulario y tres basadas en canciones, para determinar si estas estrategias ayudaron al mejoramiento de la pronunciación de los estudiantes a mejorar la pronunciación de los tres fonemas mencionados y por ende, lograr los objetivos propuestos durante intervención pedagógica. Después de hacer una triangulación y analizar la información obtenida de las grabaciones, entrevistas y cuestionarios, los resultados confirman que ambas fueron efectivas y significativas para el progreso de la pronunciación en los estudiantes. Adicionalmente, las estrategias promovieron la motivación en los participantes y la conciencia de la pronunciación.</p>		

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*PRONUNCIATION AWARENESS OF THE PHONEMES /θ/, /ʃ/, AND /v/*

Running head: PRONUNCIATION AWARENESS OF THE PHONEMES /θ/, /ʃ/, AND /v/

The Impact of Songs on Students' Pronunciation Awareness of the Phonemes /θ/, /ʃ/, and  
/v/ Through the Articulatory Method

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Research Report submitted

in partial fulfillment of the requirements for the degree of

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## **Abstract**

The present research study was carried out in a public-sector school, and its aim was to determine the effectiveness of the use of songs and the Articulatory Method in the English class in terms of improving students' pronunciation awareness of the phonemes /θ/, /ʃ/, and /v/. The researcher designed six lessons, three based on the articulatory method and three based on songs, in order to determine whether these strategies helped students to improve the pronunciation of the three chosen phonemes and achieve the class objectives during the pedagogical intervention. After carrying out the triangulation process and the analysis of the data obtained from recordings, interviews and questionnaires, the results seemed to confirm that both strategies are useful and meaningful for the improvement of students' pronunciation. Additionally, the strategies enhanced students' motivation and pronunciation awareness.

*Key words:* songs, The Articulatory Method, pronunciation awareness, motivation enhancement, students' pronunciation improvement.

## Resumen

Este trabajo investigativo se llevó a cabo en un colegio público de Bogotá, y su propósito busca la efectividad del uso de canciones y el método articulatorio en las clases de Inglés para mejorar la pronunciación de los fonemas /θ/, /ʃ/, and /v/. El investigador diseñó seis lecciones, tres se basaban en el Método Articulatorio y tres basadas en canciones, para determinar si estas estrategias ayudaron al mejoramiento de la pronunciación de los estudiantes a mejorar la pronunciación de los tres fonemas mencionados y por ende, lograr los objetivos propuestos durante intervención pedagógica. Después de hacer una triangulación y analizar la información obtenida de las grabaciones, entrevistas y cuestionarios, los resultados confirman que ambas fueron efectivas y significativas para el progreso de la pronunciación en los estudiantes. Adicionalmente, las estrategias promovieron la motivación en los participantes y la conciencia de la pronunciación.

*Palabras Clave:* canciones, El Método Articulatorio, conciencia de la pronunciación, promoción de la motivación, desarrollo de la pronunciación de los estudiantes.



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## The Impact of Songs on Students' Pronunciation Awareness of the Phonemes /θ/, /ʃ/, and /v/ Through the Articulatory Method

### **Statement of the Problem**

This research project analyzes the impact of the use of songs in students' pronunciation awareness of the phonemes /θ/, /ʃ/, and /v/ through the articulatory method. The study was carried out with tenth grade students at La Estancia San Isidro School. The research project was aimed at improving students' pronunciation awareness, understanding that pronunciation is defined as the manner in which languages are spoken and the way in which words are said. (Labov, 2003).

Participants had problems pronouncing the phonemes /θ/, /ʃ/, and /v/. The problem emerged because after many speaking conversation activities, students demonstrated pronunciation difficulties. Learners pronounced many words incorrectly; moreover, they did not feel confident when they were trying to say something in English. Perhaps, the reason for this problem was among others their lack of understanding of how sounds are pronounced in English. Students did not know how to say a word or how the organs of the vocal apparatus are placed in order to pronounce a sound accurately.

On the other hand, the principal reason for the students' lack of accurate pronunciation is perhaps that they tend to think that English is a phonetic language because in their own language the phonemes are pronounced in a different way. Regarding this, Coe & Smith (1987) argue that "The phonological system of Spanish is significantly different



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from that of English, in the aspects of vowel and consonant sounds. These differences are very serious obstacles to Spanish learners being able to acquire a native-English-speaker accent” (p. 4).

Spanish speakers are not aware that most English words follow a regular pronunciation pattern. According to Hanna, Hodges, and Rudorf (1966) cited in Moats (2006), pronunciation of words in English is more regular and pattern-based than commonly believed; moreover, half of all English words can be pronounced accurately on the basis of sound-symbol correspondences alone, meaning that the letters used to pronounce these words predictably represent their sound patterns. For example, most of the participants of this research study pronounced words that contain the phoneme /ʃ/ as /tʃ/: (che /tʃe/ instead of she /ʃi/); furthermore, learners said words with the phoneme /θ/ as /ð/: (tinking /ðɪŋkəŋ/ instead of thinking /θɪŋkəŋ/), and finally, students tend to say words with the phoneme // as //: (lobe /ləb/ instead of love /ləv/).

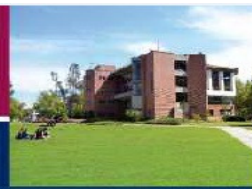
In order to analyze this problem it is important to mention its causes:

- Students become confused when they both see and hear a new word at the same time because they do not know the pronunciation of all the phonemes in English.
- The pronunciation is different in their native language. For that reason, they started to feel unmotivated and they lost interest in learning new things.
- Students tended to think that they were not going to be able to pronounce correctly; for instance, they did not show the same interest as the beginning of their learning process.

The problem participants had was solved through the use of some exercises the researcher introduced during several classes. The researcher noticed that students felt more confident when they were exposed to songs. Thus, the researcher used songs and the Articulatory Method as activities that may help participants to not only to learn the accurate pronunciation of some words, but also to become aware of their improvement through songs.

This research study was developed through the use of didactic resources including songs in order to help students to learn effectively. The improvement of pronunciation awareness through songs and the Articulatory Method was hoped to possibly increase students' extrinsic and intrinsic motivation. According to Ryan & Deci (2000), motivation can be intrinsic or extrinsic. The former is when motivation is driven by an interest or enjoyment in the task itself; there is a personal motivation. The latter is when motivation comes from outside the individual; there are external sources that prompt people to feel motivated to learn something. Songs in the classroom can often motivate students to learn pronunciation accurately and help them to become familiar of the English language as a basic skill.

The researcher implemented several motivating activities in order to foster learners' pronunciation awareness. In terms of the students' pronunciation awareness, students pronounced words in English in an effective way if they were able to understand the language; additionally, pronunciation could be improved through constant practice, models to follow and the analysis of the way in which words are pronounced.



This research offers a change for this population in the teaching strategies in pronunciation; the learning model under study focuses on songs in order to motivate students to understand the English phonetic system and perceive its differences from Spanish. Another useful source in order to overcome the problem was the Articulatory Method. This method is based on describing the movements that the articulators make in order to produce the speaking sounds; moreover, this method uses schemes and images in order to show where in the throat and mouth phonemes are produced. The Articulatory Method is a strategy used to help Spanish and French speakers to pronounce words better, but the researcher decided to use it in this research study for the improvement of pronunciation of English words. Teachers therefore need to take advantage of a source that might be helpful to students in order to allow them to understand how pronunciation works. In order to try to solve the problem, this research study answered the following research question:

### **Research Questions**

**Main question.** What is the possible impact of the use of songs on students' pronunciation awareness of the phonemes /θ/, /ʃ/, and /v/ through the Articulatory Method?

#### **Sub questions.**

- What is the possible impact of the Articulatory Method on students' pronunciation?
- What can the use of songs reveal about the language learning process of tenth grade students at La Estancia San Isidro School?

## Objectives

**General objective.** To identify the impact of songs and the Articulatory Method on students' pronunciation of the *phonemes* /θ/, /ʃ/, and /v/.

### Specific objectives.

- To analyze the impact of the Articulatory Method in students' pronunciation progress of the phonemes /θ/, /ʃ/, and /v/.
- To determine the impact of the use of songs in students' pronunciation awareness.

The methodology incorporated a qualitative action research and interpretative and descriptive focus in order to analyze the information. Qualitative – descriptive research is related to the identification of some characteristics of the main problem; additionally, the intention of this research was to design a proposal by using two specific sources, specifically, the Articulatory Method and songs, in order to find possible solutions to the identified problem.

Furthermore, the methodology describes elements which are related to the population, tools, activities and assignments in order to achieve the aim of the research. This project started with a diagnostic activity to determine the main problems that students have in their speech. Then the questionnaire, interview and audio-recorded tests gave me some keys in order to find other kind of problems related to motivation, awareness, and pronunciation of the phonemes /θ/, /ʃ/, and /v/. After that, songs and the Articulatory





Method were believed to be relevant tools in order to overcome the problem. Finally, the researcher analyzed if students have solved their pronunciation problem by means of these tools. During the evaluation, the researcher analyzed improvements and compared problems diagnosed at the beginning of the project with the result after the pedagogical intervention.

### **Justification**

The intention of this research project was to analyze elements related to the difficulty that the students of La Estancia San Isidro School had pronouncing the phonemes /θ/, /ʃ/, and /v/ in English. This problem not only has affected their communicative speaking skill but also their confidence and awareness in L2.

Even after many different exercises, students tended to get confused at the moment of pronouncing some words and sentences that contained the phonemes /θ/, /ʃ/, and /v/. As mentioned before, this problem may occur because of the lack of pronunciation knowledge, or might be because students have not constantly been exposed to communicative activities inside and outside the classroom. The use of songs and the Articulatory Method proved to be positive strategies to foster pronunciation awareness and to increase motivation in tenth grade students at La Estancia San Isidro Labrador.

This research project attempts to improve pronunciation abilities, speaking and oral production skills. According to the Colombian MEN resolution 2343 (1996, p. 33) the focus on oral production skills attempts to help learners to analyze information

disseminated in another language by means of different resources in order to communicate ideas; additionally, students should use the foreign language to narrate and describe orally and in written events of the past, present and future. Thus, learners might do an appropriate gesture, voice modulation and expressing orally in a foreign language. Consequently, the applications of the Articulatory Method and songs therefore helped students to improve their pronunciation in the /θ/, /ʃ/, and /v/ phonemes, the participants were to communicate in an effective way in real experience such as conversations, dialogues, or even expressing their point of view to an audience.

The main interest of the researcher in this study goes beyond the idea of the identification of a problem that affects many of the public schools in Colombia; the idea is also to foster students' confidence and motivation in order to achieve their personal aims they need for future opportunities in their lives; moreover, it is no more than one of many problems they have presented, but it will be certainly helpful for them if there is a start. Students are exposed to a world that demands much of them; for that reason, it is necessary to apply as many strategies as possible in order to give them what they need to encourage and face future situations.

## **Project Design**

The first chapter contains the introduction of the research study, which explains the statement of the problem, the research questions, objectives and a brief explanation of each one of the chapters.

The second chapter provides theoretical framework that explains the concepts of the pronunciation skill. It also deals with studies and concepts that explain why many non-native speakers present certain difficulties at the moment of pronouncing words in English; these studies are related to the improvement of the pronunciation through songs. Additionally, this chapter contains the theoretical framework of the Articulatory Method, which is related to visual tools in order to analyze how sounds have to be produced according to the position of the organs of the vocal apparatus. The chapter provides theory related to motivation and how these elements could improve students' language acquisition in terms of pronunciation awareness.

The third chapter describes the design of the research study, the type of the study, the setting and a description of the participants and the researcher's role. Additionally, this chapter contains a description of the instruments that the researcher used in order to collect the data for the analysis of the problem, validation, reliability and triangulation. Finally, it presents an explanation of the ethical considerations to be taken into account in the study.

The fourth chapter explains the pedagogical intervention of the research study, phases, modules, strategies and activities that will be used in order to solve the problematic question. This chapter contains a lesson plan that describes how the project will be carried out, time and specific dates.

The fifth chapter provides the analysis of the data gathered through the instruments, the data analysis approach, data analysis procedures based on the Grounded Theory

proposed by Corbin & Strauss (1990), the categories and subcategories obtained after the identification of patterns that emerged during the pedagogical intervention and students' samples as evidence of the information collected.

The sixth chapter describes the conclusions, pedagogical implications, some limitations and an explanation of how they were solved, and suggestions for further research as a result of the analysis of the data

## **Literature Review**

This chapter includes the theoretical framework and research studies related to the main topics. First, the researcher discusses the role of songs in the strengthening of pronunciation skills. Second, the researcher explains the concept of pronunciation in order to inform the study. Third, the researcher studies the concept of the Articulatory Method, figures and definitions. Then, there is a description of the analysis of songs in the classroom and the importance of songs as a learning tool. And finally, there is an explanation of the concepts of motivation and its relation to the use of songs in a classroom environment.

There are several studies related to the use of songs and music in the classroom as strategies to help learners to improve their pronunciation skills. One of the studies was carried out by Rengifo (2009). This author investigated the improvement of pronunciation through the use of karaoke in an adult English class. He identified difficulties in pronunciation among the learners and decided to use songs in order to overcome the problem. The procedure used by the researcher includes the following activities:

- Asking students the type of music they like the most.
- Participants chose a song and sing using the karaoke strategy.
- Students identified some unknown words and look up their meanings the dictionary.
- The researcher used phonetics symbols, minimal pairs activities, and matching the correct sound, in order to show learners the accurate pronunciation of certain words.

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- Students sang the songs again taking into account the previous explanation provided by the researcher in the activities.
- Students did a mini-quiz in order to show the pronunciation progress.

After the implementation of the pedagogical strategies, the research data indicated that learners showed progress in the recognition of sounds, intonation and stress after being exposed to songs and karaoke. Thus, students made progress, the strategies were effective, and the objective proposed was achieved. The author states that the strategy offers plenty of fun and creativity while the students cooperate with each other in order to reach their pronunciation goals. Rengifo (2009, pp. 103-104) also explains that karaoke provided learners with opportunity not only to improve their speaking and pronunciation skills but also to feel motivated and increase their autonomy during the lessons and outside the classroom.

Another study “Using Rock Music as a Teaching-Learning Tool” by Morales (2008) “explored the teaching/learning potential of rock songs in English language lessons, the integration of lyrics of songs into exercises, and the description of learning experiences students had when they were exposed to rock songs in lyrics-based English lesson” (p. 164). The procedure used by the researcher includes the following activities:

- Listening to exercises, dictation, vocabulary search, reading comprehension, brief discussions about the songs’ topics
- Discussion of specific songs.

- Students organized jig-saw lyrics, filled the gaps, looked up unknown vocabulary, and gave oral and written examples of words learners already know. (Morales, 2008, p. 173)

The author argues that the use of rock helps to improve the English language. Therefore, this type of music can be used as class material. Therefore, students showed interest and their motivation increased when they were exposed to lyrics of rock songs. (Morales et al., 2008)

By the same token, the study “Using songs to teach English sounds to 11<sup>th</sup> from students at Nguyen Gia Thieu high school” proposed by Thanh Salcedo (2010) had the main aim “to find out the attitudes of both teachers and learners to using songs in teaching and learning pronunciation, especially English sounds” (p. 2). Additionally, it was aimed “to provide teachers with some effective techniques to exploit songs in teaching pronunciation” (Salcedo et al., 2010, p. 2). The procedure used by the researcher includes the following activities:

- Taking notes about students’ performance during lessons in relation to their pronunciation skill.
- Using songs as a learning tool to improve pronunciation: Use of English tapes that contained conversations and listening activities with sounds and phonemes that were going to be taught, introduce how to pronounce those sounds, play songs in order to provide students accurate pronunciation of words, fill in the gaps, minimal pairs exercises.

- Applying questionnaires and surveys to teachers about the use of songs as learning tools.
- Applying quizzes in order to find out any students' pronunciation improvement.

The researcher found that songs may be an effective way to teach pronunciation. Additionally, students showed great interest and strong motivation instead of boredom during the lessons when they were exposed to songs. Moreover, songs helped teachers to design various tasks in a foreign language classroom in order to help learners to improve their pronunciation skill.

### **Pronunciation Skills**

The researcher defines pronunciation as the manner in which languages are spoken, the way in which words are said. Moreover, pronunciation refers to the way that people speak words of a certain language. This definition coincides with Labov (2003) who believes that pronunciation refers to the way a word or a language is spoken, or the manner in which someone makes the sound of a word; moreover, pronunciation varies according to the particular dialect of a region, or country. Various speakers of the same language pronounce words in different ways, depending on their location, social class, and education level.

**Phonological basic concepts.** In this section of the second chapter, there is an explanation of basic phonological concepts that need to be clear for the application of the chosen methods in this research study. Arias (2009, pp. 20 – 24) explains the following



definitions:

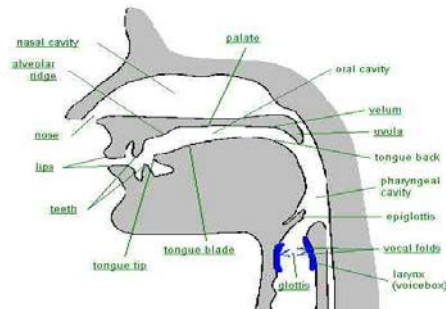
**Phoneme.** The smallest unit of sound which is distinguished in a set of words. All phonemes consist of a group of features and differ in at least one feature from the other phonemes.

**Phonetics.** The branch of linguistics that is related to the production of speech, the sound, combination, description, and representation by means of written symbols. Phonetics is also related to the system of sounds of all languages.

**Articulatory Phonetics.** This branch of phonetics studies how speakers produce the sounds of a language. It takes into account the vibration of the vocal cords, the position of the tongue, the place in the oral cavity where the sound is produced.

**Phonetic devices.** Arias (2009) argues that learners should comprehend the way in which sounds of speech are produced. Speakers should be familiar with the organs that take part in the production of sounds.

**The Production Apparatus.** The production apparatus is divided into three systems: The supraglottal system, the respiratory system and the laryngeal system. (Figure 1).



**Figure N. ° 1.** (Retrieved from <http://www.indiana.edu/~hlw/PhonUnits/vocalTractLabels.gif>)

*The Respiratory System.* The Respiratory System contains the bronchi, the trachea and the lungs. This system provides the movement of air for speech. There are three types of phenomena:

- Mechanical phenomenon that is related to the entry and exclusion of the air and the respiratory movements.
- Chemical phenomenon of the external respiratory functions related to the gaseous exchange between the blood and the air.
- Chemical phenomenon of the internal respiratory functions, that allows gaseous exchange between the blood and the cells. (Arias et al., 2009, pp. 20–24).

*The Supraglottal System.* The Supraglottal System contains the oral and nasal cavities and the pharynx. The pharynx shape can change in the production of sounds, for instance, it affects their quality. The oral tract contains several numbers of movable organs. This system takes different shapes. Sound distinctions are made in this cavity. (Arias et al., 2009, p. 24)



*The Laryngeal System.* The Laryngeal System is composed by the larynx that is a casing of muscles and cartilage that contains the vocal cords. (Arias et al., 2009, p. 24)

**Consonant sounds.** A consonant sound is a speech sound that is articulated with complete or partial closure of the vocal tract. The Consonant Sounds are classified into four groups: voicing, The position of the Velum, Point of articulation and Manner of articulation.

**Voicing.** Voicing is a term used to characterize speech sounds. The term is used to refer to two different concepts: Voiceless and Voiced.

*Voiceless.* A voiceless sound is made with no vibration of the vocal cords, (Dale & Poms, 1986, p. 9). In this case the phonemes /θ/ and /ʃ/ are voiceless consonants.

*Voiced.* A voiced sound is one in which the vocal cords vibrate. (p. 9). In this case the phoneme /v/ is a voiced consonant.

***The position of the velum.*** Arias, (2009) explains that the movement of the velum of the palate is the principle that classifies consonants into oral and nasal. An oral sound is produced when the velum is raised to close the nasal passage and the air goes out through the vocal cavity. (p. 33). (Figure N.º 2).

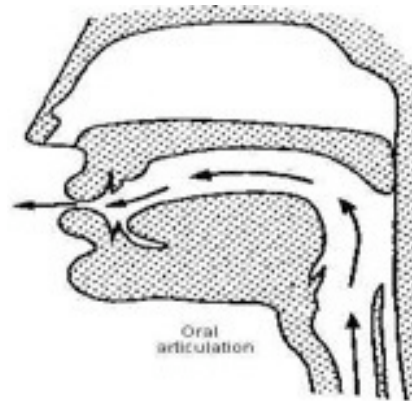


Figure N.º 2. (Retrieved from [http://lh5.ggpht.com/\\_gqbRiQiWwcM/Sli\\_QqDi4kI/AAAAAAAAA64/7PAd6CgFMC8/plosives.JPG](http://lh5.ggpht.com/_gqbRiQiWwcM/Sli_QqDi4kI/AAAAAAAAA64/7PAd6CgFMC8/plosives.JPG))

***Point of articulation.*** It is the point of contact in which an obstruction occurs in the vocal tract between an articulatory gesture, a passive location, and an active articulator. Alongside with the manner of articulation and the phonation Consonants have a distinctive sound depending on the manner of articulation and the phonation. (Titze, 1994).

***Manner of articulation.*** According to Arias, L. (2009), consonants are classified depending on the way the air is expelled, according to the obstruction of the air stream:

***Obstruent.*** Could be partial or total obstruction followed by a release of air. For this specific research study, there will be an analysis on the Fricative obstruent consonants:

***1. Fricatives.*** The air is pushed through a narrow opening in the mouth because of a partial obstruction of it. There is friction. The consonants sounds / θ / and /ʃ/, and /v/ are fricatives.

## English Pronunciation Difficulties for Spanish Speakers



*PRONUNCIATION AWARENESS OF THE PHONEMES /θ/, /ʃ/, AND /v/*

The students in this research study had certain problems in the pronunciation of the English language. Thus, the researcher found it relevant to implement two strategies: songs and the Articulatory Method to help participants to improve the pronunciation of the phonemes /θ/, /ʃ/, and /v/. The researcher found that participants confused the pronunciation of the phonemes /θ/, /ʃ/, and /v/ with other similar (cases such as: /ð/, /tʃ/, and /b/ respectively; thus, they gave a different message in their ideas causing a meaning word distortion. Anderson (1955, p. 808) described how, when intent is converted into words, there is often a distortion of meaning. The author argues that words can have different meanings and communicate different ideas. Thus, people can understand diverse ideas because of the distortion which is recognized as an unconscious process. Distortion might occur in the interference of meaning by reader and listener. Therefore, people with limitations in the language can easily misunderstand one another.

The researcher focused on the improvement of the pronunciation of these phonemes for the following reasons:

- Participants had difficulties pronouncing the phoneme /θ/ because it does not exist in their native language. Dale & Poms (2012, p. 32) discuss “The sound /θ/ does not exist in most dialects of Spanish. Because it may be difficult for Spanish speakers to recognize it, they probably substitute this sound with /ð/. Additionally, this problem may occur because English speakers have the phonemes /ð/, /θ/, Latin-American Spanish speakers just have the phonemes /t/, and /d/ (Swan & Smith, 1987).
- In Spanish, the graphemes b and v are pronounced exactly alike; Spanish speakers do



*PRONUNCIATION AWARENESS OF THE PHONEMES /θ/, /ʃ/, AND /v/*

not make any difference when they pronounce words that contain these graphemes. This may affect the meaning of a word in English, and for instance the intention of an idea could change at the same time.

- “The Spanish letter *v* is pronounced exactly like *b*. As a result, Spanish speakers substitute /b/ for /v/ when speaking English. This will confuse listeners.” (Dale & Poms, 1986, p. 93). Although English makes a clear distinction in how the two letters are pronounced, Spanish does not. (Erichsen, n.d.). For this specific research study, most of the population has shown confusion identifying the difference between these two phonemes.
- Participants had difficulties pronouncing the phoneme /ʃ/, which is often confused with the phoneme /tʃ/. This is because Spanish speakers do not have the phoneme /ʃ/ in any word of their native language. (Case, 2012, Dale & Poms et al., 1986, p. 47)

In terms of the difficulties Spanish speakers have when pronouncing English, people learn one particular language and use it more and more. The entire speech system from lips and palate to vocal cords becomes accustomed to the sounds needed to use the language and it becomes more difficult to produce "foreign" sounds (Nuts, 2007).

Spanish speakers want to be able to communicate in English effectively, but pronunciation is one of the biggest difficulties to solve. In many cases, people get confused when they are trying to communicate in a different language of their own, and it could be because of the wrong pronunciation. Students from La Estancia San Isidro Labrador have expressed that their confidence has increased with more understanding about the

differences between the English and Spanish sound systems. Speech and fluency are two elements that have been a challenge for Spanish speakers when students are trying to learn English.

**How to improve pronunciation.** The researcher chose five strategies proposed by Souza (2005):

- Learners are able to practice pronunciation by means of tongue twisters, and songs to imitate sounds.
- Learners make a list of used words that people find difficult to pronounce and ask someone who speaks the language well to pronounce them.
- Learners can use minimal pairs exercises to find the differences among similar phonemes.
- Learners record one's own voice and listen for pronunciation mistakes.
- The use images of the position of the mouth's organs may be helpful to improve the pronunciation of phonemes.

Participants from La Estancia San Isidro Labrador can use different strategies for the improvement of English pronunciation; additionally, it would be significant if participants know the suggestions mentioned before and practice their pronunciation constantly.

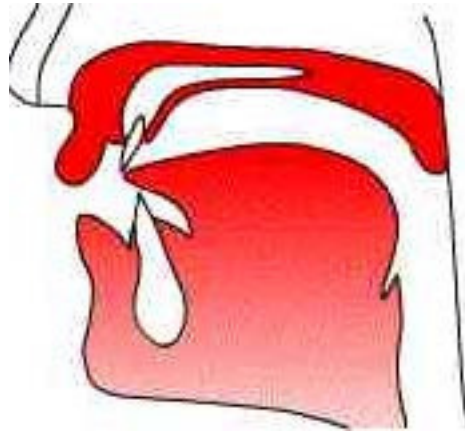
### **The Articulatory Method**

The Articulatory Method is based on spoken language production, which involves necessarily explicit knowledge of the mechanisms of production of sounds; moreover, this method is an accurate description of each and every one of the articulatory processes and movements of articulation that occur when people make the sounds. The Articulatory Method consists of the use of images that show how the organs of the mouth have to be pointed to pronounce sounds. Thus, it is believed that students can directly associate this representation of abstract sounds with their own anatomy and oral production. (Quilis & Fernández, 1985).

The Articulatory Method was initially proposed in order to teach Spanish. Several authors found it useful to show how the organs of the mouth have to be located in order to pronounce Spanish words effectively. The researcher therefore decided to use this method as a didactic strategy to help learners to improve their pronunciation. Additionally, the researcher believed images may be useful to help participants to improve to pronunciation of the phonemes /θ/, /ʃ/, and /v/.

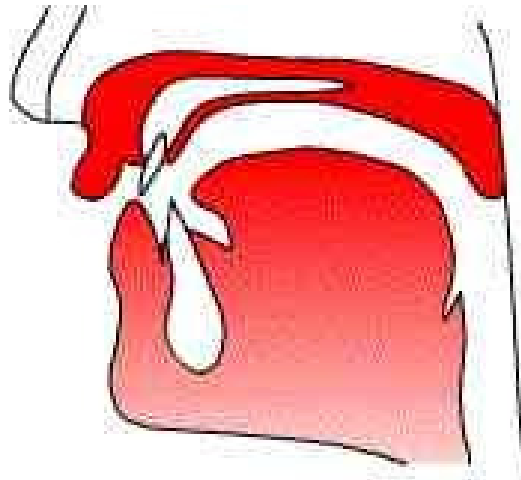
**/θ/ articulation.** The sound of /θ/ is a dental consonant that is uttered with the tongue between the upper and the lower teeth. The airstream is permanent without interruption, and the vocal cords do not vibrate. (Dale & Poms, 1981, p. 32 cited in Arias, 2009, p. 38).





**Figure N. ° 3.** (Retrieved from <http://www.tuninst.net/Romabama/Human-Voice/HV1/Fig106-husher.GIF>)

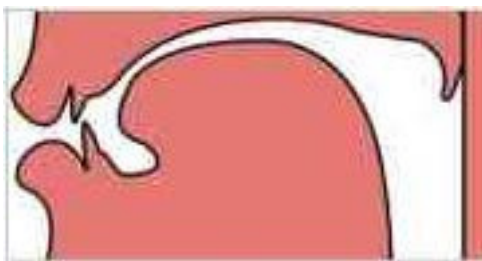
**/v/ articulation.** The sound of /v/ is a labiodental consonant that is produced when the upper teeth touch the lower lip as for /f/. The airstream is continuous without interruption and the vocal cords are vibrating.



**Figure N. ° 4** (Retrieved from <http://home.cc.umanitoba.ca/~krussll/phonetics/ipa/img/vt-f-v.png>)



**/ʃ/ articulation.** The /ʃ/ phoneme is a palatal consonant in which the vocal folds are pulled apart, allowing air to pass directly through the glottis. The accurate pronunciation of the consonant /ʃ/ can be made if the airstream is steady and smooth. The tongue does not touch the teeth or upper gum ridge. (Dale & Poms, 1981, p. 47 cited in Arias et al., 2009, p. 39).



**Figure N. ° 5.** (Retrieved from [http://www.phil-fak.uni-duesseldorf.de/uploads/pics/alveolar\\_fricatives\\_s.png](http://www.phil-fak.uni-duesseldorf.de/uploads/pics/alveolar_fricatives_s.png))

## Songs in the Classroom

Songs may be described as a phenomenon according to various criteria that are related to perceptual processes, engagement, organization, likes, social interaction, pleasantness, origins, resemblances, and many other different factors (Ashby, 2004, p. 4). Songs have many different meanings and a person can interpret lyrics in various ways. Songs can be used as learning materials in order to attempt to help learners to improve English pronunciation.

**Songs as a learning tool.** The presence of songs for teaching processes has been relevant for more than eight decades. Teachers have used songs in the classrooms in order

to motivate students and help them to learn English in an enjoyable way. Songs bring inspiration to people around the world, and they present to the individuals the elements and factors of their reality as a pleasantly enjoyable moment (Morales, 2007, p. 164)

Additionally, songs can be used not only as an entertainment element but also as a learning strategy. Morales (2007, p. 165) argues that songs can be used as a teaching material; therefore teachers should select appropriate songs. A great variety of songs is available. This means that teachers must analyze the material before bringing it to the classroom; furthermore, teachers might use songs that will satisfy the students' needs.

Songs as learning tools can be used in order change the course of a regular class routine. Students can find a different way to learn by means of strategies they enjoy. Coromina (1993), explains that rock songs “provide a break from the text-book and workbook routine” (p. 27); thus, students will be able to learn the same topics they usually learn in a classical way by means of didactic classes.

In addition, songs can do the following: activate students, get students to be attentive, let students have fun, relax students, change the classroom atmosphere, and create learning situations. Students activate the right hemisphere of the brain in an effective way; in consequence, students' learning process will increase, and the acquisition of the second language will be improved (Saeki, 1994, p. 30.)

**Why use songs to improve students' pronunciation.** Students from La Estancia San Isidro Labrador feel lack of confidence at the moment of speaking and this is because

they have expressed that in most of the cases they do not know how to pronounce some words. Additionally, songs may be useful to help learners to acquire a better accent and they may help to improve also communicative purposes.

Therefore, songs, music, lyrics, and karaoke could bring enhanced results in terms of pronunciation for students. Rengifo's (2009) study found the following:

“The first step is to gain students' confidence and interest in the activity, to show them how music could help them improve their pronunciation. It is well known that music is present in our lives from the time we are children: We heard chants and songs at school; we learned to sing them and memorized them. Unfortunately, by the time we were nearly grown music was disappearing from our schools. We also experienced the feeling when we heard a song many times: it got into our head and we felt that we had memorized the lyrics or the rhythm” (p. 94).

In other words, since participants have been in contact with music all their lives, it could be relevant to take advantage of it and try to use this as a learning tool. Students have expressed the fact that songs and music bring to them good memories, and enjoyable moments; in this way, pronunciation might be acquired by a very effective technique, because not only the extrinsic motivation might increase but also the intrinsic one.

**Using songs in class.** Since the beginning of the last century music has been used for teaching purposes. However, this material has not always been successful and effective. Cárdenas (2000) explains that listening is carried out through practices that produce

boredom, panic or frustration. In order to avoid these circumstances, music may be useful to improve conditions of the listening activities thanks to its entertaining and authentic nature. In fact, many authors agree that songs help to increase motivation. Another reason is the teaching possibilities that the lyrics of songs provide in order to design exercises for an English class. This means that teachers may create strategies that provide different factors in the classroom, the idea is that the students feel motivated when they are exposed to songs and at the same time they are able to improve different language skills.

Lopera (2003) argues that there are four possibilities related to the opportunity to work on specific teaching points:

- To use a contextualized topic for composition or discussion.
- To make association in English with other aspects of the life.
- To facilitate translation exercises.
- To provide listening material.

These aspects might be used after listening to the songs in order to create a teaching-learning environment; otherwise, the activity would not represent anything different to the students but just entertainment.

Moreover, students can talk and discuss about how they feel when they listen to a song; in this case, we are dealing with the speaking skill. Students will be able to share ideas and listening to others' points of view. (Eken, 1996. & Lopera et al., 2003)

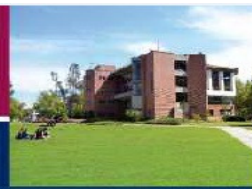


***Disadvantages of using songs.*** Songs can be useful to teach English in the classroom. However, there are certain factors that could probably affect the main purpose. According to McGregor (n.d. p. 19), music can benefit learners; however, not all songs are appropriate to teach language in young learners. ‘*Listening to sexually explicit or violent music lyrics can affect children's schoolwork, social interactions, mood and behaviour*’ (Elizabeth, 2009 cited in McGregor n.d. p. 20). Certain popular songs are provocative and related to brutally violent and sex. In terms of the previous explanation, the researcher did a deep analysis of the chosen songs. Additionally, the three lyrics had gentle and positive language for students. Similarly, the researcher listened to the songs backwards to identify negative messages that could affect students’ minds during the learning process.

**Songs as authentic material.** Even though this is a country in which people do not have much direct contact with native English-speakers, there are plenty of materials which allow people access to authentic language, including movies, advertisements, instructions, videogames, catalogs, songs, among others. These materials are related to the globalized world and they give people a closer access to different cultural factors.

Songs as a learning and authentic materials can be useful for participants of this research study since they cannot only enjoy the class but also they can improve their pronunciation skill. Since learners are going to hear what they like, they also are going to practice the second language through the use of songs as a learning tool.

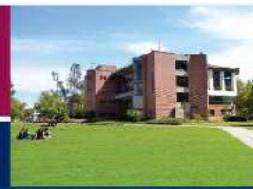
## **Motivation**



Motivation has traditionally been characterized as an individual difference (ID) variable that is implicated in learning success, combined with other ID variables such as aptitude, personality, anxiety or cognitive style. This means that motivation is related not only to the interest of something but also to the way people behave. (Murray, Gao & Lamb, 2011)

For this specific research study, and taking into account the students' attitudes, the researcher has seen that learners are extremely interested in learning through the use of methods and sources they really enjoy. The idea of improving the /ʃ/, /θ/, and /v/ phonemes through the use of the Articulatory Method and songs caught the students' attention. Learners were really excited when the researcher explained to them that they would be able to pronounce better in English by means of songs. According to Dörnyei, (2001) it is necessary to create a pleasant and supportive atmosphere in the classroom. "The solution, according to the general consensus amongst motivation researchers, is straightforward: We need to create a pleasant and supportive classroom atmosphere." (p. 40).

**Teaching and learning strategies to foster students' motivation.** Teachers have to keep in mind many elements to analyze students' needs, and they should plan classes and design materials based on accurate strategies that help students to acquire a second language in an effective way. Planning is a concern that teachers always have. Teachers have to take into account not only the achievement of the aims of a class but also the students' behavior, attitudes and participations in the planned activities; in this way, it is possible to determine if a lesson has been successful and if there has been any students'



progress. According to Sanoff (1988) cited in Angarita (2010, pp. 14-15) “Children’s behavior during a specific activity can be described as secondary activities. The activity proposed in class acts as a stimulus to generate the secondary activities that occur. The learning materials and strategies used in a lesson are the generators of the children’s responses or secondary activities”.

The success or failure of a class depends not only on the way in which a teacher plans a class; it also depends on students’ interests and motivation. Students can achieve a working knowledge of a second language, regardless of their language aptitude or other cognitive characteristics. Nevertheless, without motivation, even the greatest learners are unlikely to persist long enough to attain any really useful language. Dörnyei (2001) reports that the students’ enthusiasm; commitment and persistence are key determinants of success or failure.

### ***Principles and stages for a motivating lesson.***

*Principles for a motivating lesson.* The main purpose of this research study is to solve a problematic question by means of didactic and motivating strategies that foster not only students’ pronunciation awareness but also a good class atmosphere. Even though motivation is not the main aspect of this research study, it could be considerable to take into account five principles proposed by Dörnyei (2001) & Sanoff (1988):

- Plan a lesson by following the three stages: Preactional stage, Actional stage and Postactional stage.



- Foster a learning environment in order to allow students to express their opinions.
- Design and select appropriate materials in order to provide students with learning strategies for the accurate acquisition of the language.
- Use secondary activities in the lesson to engage students to participate in an active way.
- Include motivational strategies to develop positive attitudes towards the language learning.

*Stages for a motivating lesson.* The researcher used a model proposed by Dörnyei (2001). The model is divided in three stages: Preactional stage, Actional stage and Postactional stage.

1. Preactional stage: Motivation is the issue of setting goals, forming intentions, and introductory actions.
2. Actional stage: Motivation takes place by developing out tasks, ongoing assessment of learners' achievements, and regulating actions.
3. Postactional stage: Involves a motivational observation that is focused on the design of standards and strategies, dismissing intentions and additional planning.

**Motivational climate.** Teachers might create a nice environment in order to achieve the class purposes. A teacher's demonstration of values shows students how their work is worthwhile and is connected to things that are important for them, including other learning and interests. According to Rana, Malik & Naeem (2008), there are two factors that are relevant in order to have a motivational climate in a classroom: "Value and effort. To be

motivated, students must see the value of the work that they are doing and the work others do. Effort ties the time, energy, and creativity a student uses to develop the “work,” to the value that the work holds” (pp. 23-24). This means, the teachers may say to their students how they are working, how valuable are their products and the importance of doing a good job. It is not only about the strategy used in the class, but also how both teachers and students manage this strategy in order to achieve the learning aims.

## **Conclusions**

The theoretical framework and state of the art explained in this chapter were useful for the methodology and strategies designed by the researcher. Additionally, this theory was useful for the analysis of the data collection that was developed to determine the possible solution to the problematic questions and the achievement of the objectives.

## **Research Design**

This chapter presents the design of the research study, the type of study, and the setting of the institution where the study was developed. Additionally, the chapter describes the participants and the role of the researcher. It also explains the instruments that were used to collect data, validate it and then process the information. Moreover, the chapter explains the ethical considerations, validation, reliability and triangulation of the instruments that helped the researcher to analyze some characteristics and insights to solve the problematic questions. Finally, it explains the procedures used to collect data.

## **Action Research**

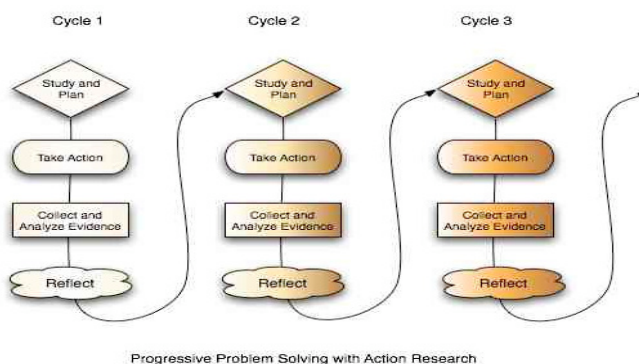
Action Research is focused on solving specific problems that researchers and teachers have identified in their schools and communities. Moreover, action research supports the principle that if students are positive in terms of attention and attitude, these will be useful for researchers when trying to identify certain problems. Thus, researchers will have the elements they need in order to work on and try new actions, strategies and methods and for instance, possibly obtain more positive results.

Action research is a process with cyclical phases; additionally, it integrates theory and research with practice. According to Johnson & Christensen (2011), action research is a never-ending process because most of the problems are not completely solved through a



single research study. This means that it is necessary to continue investigating about several problems that affect the educational sectors and try to find those strategies that maybe are not going to solve a problem completely but will be useful to decrease the difficulty at a certain point.

Carr & Kemmis (1986) argue that action research is a cycle that never ends; the analysis of the problem is constant. Researchers need to be in constant contact with the population and the strategies. The following figure describes the concept of Action Research. (Figure N°. 6).



**(Figure N°. 6)** (Retrieved from [http://upload.wikimedia.org/wikipedia/commons/a/a5/Riel-action\\_research.jpg](http://upload.wikimedia.org/wikipedia/commons/a/a5/Riel-action_research.jpg))

### **Type of Study**

A qualitative, interpretative, descriptive case study was ideally suited to guide this research project. According to Johnson & Christensen (2011), a qualitative research study collects qualitative data such as in-depth interviews, participant observation, field notes, and open-ended questions. Moreover, this research project is a case study because the

researcher did an intensive analysis of an individual unit (e.g., a person, group, or event) stressing developmental factors in relation to context. Bent (2011, pp. 301-316). This type of research studies groups and individuals in natural settings, attempts to understand insiders' views, meanings, and perspectives. Additionally, qualitative research is used for the analysis of a phenomenon and the discovery of its solution.

Furthermore, in qualitative research researchers may use grounded theory process, using data collected during pedagogical interventions. This study uses description, identification of patterns, and analysis of information in attempt to provide categories and subcategories in order to explain a phenomenon.

This qualitative, interpretative, and descriptive case study is focused on wide-angle and deep-angle lens, examining the breadth and depth of phenomena to learn about them. Kohlbacher (2005, p. 7) argues that this specific type of case study is based on interpretation rather than quantification and emphasizes subjectivity rather than objectivity. The process that is carried out in this type of research is flexible; thus, it is possible to affirm that this project is a case study because it allows for the exploration and understanding of complex issues; additionally, with this type of study, the researcher was able to go beyond the quantitative statistical results and understand the behavioral conditions through the participants' perspective. This research project helped to identify patterns and findings in terms of the strategies used, to bring out a phenomenon through complete observation, reconstruction and analysis of the cases under investigation (Zainal, 2007, p. 1). Qualitative, descriptive and interpretative case studies are concerned with

students' behaviors and situations that are linked to forming experience. Therefore, this is an explicit recognition of the impact of the research process on the research situation.

This is a basic interpretative and descriptive study because it looks for the descriptions of all the characteristics that a certain research study has. According to Merriam (1998), in an interpretative and qualitative study, the researcher is interested in understanding how participants make meaning of a situation that occurs by means of the instruments that the researcher has designed. The strategy is inductive, and the outcome is descriptive. Furthermore, researchers seek to discover and comprehend a problem, a process, the perspectives and worldviews of the population involved. For instance, data are collected by means of questionnaires, tests, interviews, logs, journals, blogs, surveys, observation, or document analysis. The data is analyzed in order to identify the causes of the problems and looks for possible solutions.

This qualitative research study was carried out through the following objectives that answer the research questions:

- What is the possible impact of the use of songs on students' pronunciation awareness of the phonemes /θ/, /ʃ/, and /v/ through the Articulatory Method?
- What is the possible impact of the Articulatory Method on students' pronunciation?
- What can the use of songs reveal about the language learning process of tenth grade students at La Estancia San Isidro School?

**General objective.** To identify the impact of songs and the Articulatory method on students' pronunciation of the phonemes /θ/, /ʃ/, and /v/.

**Specific objectives.**

- To identify the possible effect of the Articulatory Method on students' pronunciation.
- To determine the effect of the use of songs on the students motivation.

**Setting**

The study was carried out at Colegio La Estancia San Isidro School I.E.D. This is a public-sector school founded in 1999 located in the Ciudad Bolívar zone of Bogotá. Students from all grade levels attend classes in Biology, Chemistry, Physical Education, Physics, Spanish, English, Social Science, Politics, Ethics, and Religion. In order to fulfill the requirements for graduation, every student has to complete two Kindergarten grade levels, five Primary grade levels, and six Secondary grade levels. Students attend classes six hours per week from Monday to Friday with a planned schedule.

**Mission of the school.** The institution educates and contributes to the formation of students participating in the construction of knowledge from the "Social critical humanism approach" which recognizes the human being as the center of all processes that can transform their context through scholarly practice, research, independent and systematic development; it emphasizes the cognitive, communicative, affective, axiological and work



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competences that allow students to understand and assume their projects in order to have the most positive community management and optimal quality of life.

**Vision of the school.** The institution has as a main goal to be recognized as one of the most successful schools in the Localidad 19 of Bogotá by end of 2012. Students are expected to graduate with honors and to be committed towards themselves, others and their environment. The students who receive the diploma learn through a significant manner, and this allows students to have access to science and information technology; for that reason, they are expected to become proactive leaders with high sensitivity socially qualities, national and local identity, and transformers of their reality.

**Curriculum and syllabus.** La Estancia San Isidro School has a program based on the curriculum standards proposed by the Ministerio de Educación Nacional and the Ley General de Educación, Ley 115 of 1994. The institution bases its goals, syllabus, curriculum, assessment and teaching practices on students' academic process, in order to develop communicative competences with literacy as the central axis. The objectives and accomplishments proposed in Resolution 2343 of the MEN in the English and Spanish area refer to the development of oral production skills to attain an efficient social interaction, accurate development of knowledge and application of the competences in the learning and work processes.

The institutional English program is developed from Monday to Friday. Students attend the English class three hours per week; additionally, learners have to spend personal





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hours in order to develop tasks for their language improvement. In order to assess their academic English performance, students have to achieve cognitive, procedural and attitudinal goals; these previous elements are evaluated through activities, papers, and final tests. Students' work is scored between 1.0 and 5.0, and the passing grade is 3.0.

**Materials and resources.** The school does not have a textbook to follow due to budgetary restrictions. Teachers are free to bring and design their own materials for the students in order to develop the course. They are able to use visual materials such flashcards, maps, and posters, video beams, television sets, recorders, DVDs, and laptops. Additionally, teachers and students carry out the classes using authentic materials.

## **Participants**

**Students' role.** The research group is composed of 17 tenth grade students from 15 to 16 years old; there are 11 girls and 7 boys. According to the Common European framework, students are at A1 English level; they are beginners who understand basic expressions and grammar structures in order to satisfy basic communication needs. They are able to introduce themselves and others, talk about what they are doing at the present time, and they are also able to talk about their daily routine. Students comprehend present tenses; moreover, they are learning about the past situations. Learners get confused during face to face interaction with others because of their lack of vocabulary and management of the grammatical rules. Additionally, students have presented serious pronunciation

problems, including confusion and mispronunciation of several phonemes sounds, especially /θ/, /ʃ/, and /v/.

The volunteer participants in the study were informed about the objectives of the research study, and they signed a consent letter. They showed an optimistic attitude when they learned about the project; furthermore, they were interested in the improvement of their pronunciation by means of songs. This group was chosen because when they were exposed to a song class for the first time, they felt motivated and asked for these types of activities in order to solve the difficulty they had. Even though students had never learned with songs, they showed progress after no more than a single activity.

**Teacher's role.** The researcher is a participant observer. She has been an English teacher for 8 years. She has some experience designing materials to use in English classes. The teacher has been in contact with the chosen group for two years and four months; for that reason, she is familiar not only with the students' attitudes but also with their strengths and weaknesses in terms of language acquisition. The researcher has designed instruments such as questionnaires, interviews and audio - recorded in order to collect enough data for the development of the study. She formulated questions and explored the students' opinions from a participant perspective in depth. According to Hammersley and Atkinson (1997), participant research involves the researcher in everyday situations. Researchers try to make sense of situations in order to act according to the circumstances.

### **Data Collection Instruments**

The materials in this study include written and spoken data from the participants, which are going to be gathered by administrating a checklist (Appendix 1), questionnaire (Appendix 3), the Interview (Appendix 4), and the pre and post – audio - recorded tests (Appendices 6 & 12).

**Questionnaires.** The researcher decided to use questionnaires during the first stage of the data collection process in order to collect data related to the students' pronunciation awareness of the phonemes /v/, /θ/, and /ʃ/. Additionally, the questionnaire was useful to analyze the insights and expectations regarding the Articulatory Method and songs. Johnson & Christensen (2010) report that a questionnaire is a self-report data-collection instrument that each participant fills out as part of a research study. Researchers use questionnaires in order to obtain information about thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participants.

**Students' questionnaire.** The questionnaire was applied to the 17 participants in the research. There is a combination of close and open-ended questions in order to obtain more information and analyze data. The questionnaire consists of eleven questions which attempt to identify the effect of strategies (English songs and the Articulatory Method) on students proposed by the researcher. Additionally, the questionnaire allowed the researcher to analyze how these strategies were actually exploited during the pedagogical intervention. Questions two, seven and eleven intended to discover what kinds of problems students have pronouncing some words in English with the phonemes /v/, /θ/, and /ʃ/. The fifth question was designed to find out whether students thought songs were useful for the improvement



of their pronunciation. The ninth question was designed to find out if students thought the Articulatory Method is useful for the improvement of their pronunciation in English. Questions one, three and six intended to discover if students improved the pronunciation of the phonemes /v/, /θ/, and /ʃ/ after being exposed to songs. Consequently, questions eight and eleven intended to discover if students improved the pronunciation of the phonemes /v/, /θ/, and /ʃ/ after the use of the Articulatory Method; moreover, the fourth question intended to discover if participants found this method useful to improve their pronunciation. The questionnaire was designed in Spanish since participants' English level is A1.

**Interviews.** The researcher decided to use an interview aimed at the emergence of themes and topics which could not be anticipated at the beginning of the process. This coincides with Johnson & Christensen's (2011) argument that reports an interview is an interpersonal encounter. This is thought to be useful to establish rapport with the person who will be interviewed (in this case, students that are the participants of the research study). The interview was friendly; additionally, the researcher needed to be impartial to whatever the interviewee says. The researcher did not show any type of reaction to the answers given by the interviewee because it might affect his/her responses. Interviews allowed the researcher to enter into the inner world of another person and to gain an understanding of that's person perspective.

The researcher decided to use a semi-structured interview because it is a flexible instrument that might allow the participants to identify positive and negative aspects related to the identified problem. Lindlof and Taylor (2002) argue that a semi-structured interview



allows new questions to be brought up during the interview as a result of what the interviewee says. In this type of interview the interviewer generally has a framework of themes to be explored. Moreover, the problem that the researcher wants to study during the interview needs to be related to the students' possible progress. This freedom can help interviewers to modify their questions to the interview context/situation, and to the people they are towards the interview. For that reason it was better to use a flexible interview that allows participants to give information in a very comfortable way.

Semi-structured interviews are often preceded by observation, informal and unstructured interviewing in order to allow the researchers to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions. The inclusion of open-ended questions and training of interviewers to follow relevant topics that may stray from the interview guide does, however, still provide the opportunity for identifying new ways of seeing and understanding the topic at hand.

The designed interview helped the researcher to find out the weaknesses, as well as strengths, of using songs to teach pronunciation and practical comments as well as further suggestions to the use of the Articulatory Method in teaching pronunciation. Additionally, interviews were conducted with the group of 17 students after the analysis of the questionnaire responses. The purpose was to invite comments about the use of songs and the Articulatory Method in teaching pronunciation. In addition, the researcher had a reasonable chance to take up valuable suggestions from them.



**Researcher's checklist.** The researcher used a checklist in order to analyze the information found in the pre-test and the post-test. Based on Johnson & Christensen (2010, pp. 177-178), checklists may provide specific information about the problematic situation to the researcher; additionally, this checklist provided data in the format required by the research question; it also may generate data at the level of measurement required for the analysis. The checklist consists of a chart that was completed by the researcher after the application of the pre-test and the post-test. There was a specific question, and a chart for each one of the words that contained the three phonemes /θ/, /ʃ/, and /v/ in the two chosen songs used in the pre and post-tests. All the charts revealed information about whether the students pronounced the phonemes accurately or not. When students pronounced the phoneme incorrectly, the researcher wrote a number that was given to other phonemes students said. The researcher chose one of those phonemes that have replaced the /θ/, /ʃ/, and /v/ phonemes. There was another chart that was used for all the questions; in this chart the researcher found the possible phonemes that the participants have pronounced instead of the correct ones. The three phonemes used instead of /θ/, /ʃ/, and /v/ have specific numbers. (Table No 5).

**Audio – recorded tests.** According to Burns, (1999) audio - recorded is a technique to capture interaction and verbatim utterances. This instrument was used in the classroom because it is a valuable source of information on patterns related to interactional behavior, which may not be obvious during the real teaching process. The audio - recorded were used as a pre-test, while-test, and post-test in order to analyze the students' improvement in

pronunciation. The researcher recorded students' voices by using a power point presentation designed by the researcher, because it is an easy technological tool to use. After some training about how to use the tool to record their voices, participants saw the lyrics of the song, they listened to the song first, and then they recorded their voices. Students either sang or recited the lyrics trying to imitate the pronunciation they heard at first. (Appendices 6 & 12). Students were able to hear both pre and post recordings; even though they felt demotivated when they heard their pre-test, their motivation increased when they had the opportunity to hear their final product, this was because they noticed their pronunciation improvement.

### **Piloting Process**

The process began with certain ideas, comments and suggestions retrieved by the researcher from tutor and colleagues of the research subject of the Master Program. After that, the researcher designed three instrument drafts that were related to the questions and objectives of the study. The researcher's tutor and classmates revised instruments, and provided suggestions for their improvement. Once the suggested changes had been made, the researcher submitted the questionnaires, interviews and audio-recorded tests to the principal of the school. Finally, the instruments were piloted (piloting process is explained in Chapter 3, section 3.5) with a similar group of students.

### **Validity**



According to Cohen, Manion, & Morrison (2000, p. 105) “Validity is an important key to effective research. If a piece of research is invalid then it is worthless”. Validity is thus a requirement for both quantitative and qualitative/research. Validity is based on the view that it is necessary to demonstrate that it is necessary to demonstrate that a particular instrument measures what it purports to measure. Qualitative validity would be improved through careful sampling, appropriate instruments and adequate statistics of the data. Therefore, the researcher selects an instrument that should provide data and information which positively cast light on the research questions. The present research study is valid because the instruments were designed in order to collect data related to the specific problematic questions and they were piloted.

**Reliability.** Cohen, Manion & Morrison (2000, pp. 117-119) found that “reliability is a synonym for consistency and replicability over time, over instruments and over groups of respondents. It is concerned with precision and accuracy”. A research study is reliable when it is carried out on a similar group of respondents in a similar context, then similar results are found. The present research study might be seen to be reliable if the strategies are applied in different contexts similar characteristics and show similar results.

Denzin, & Lincoln, (1994) suggest that reliability and replicability in qualitative research can be addressed in several ways:

- Stability of observations: Whether the same observations and interpretations have been carried out at a different time or in different places



- Parallel forms: Whether the researcher would have made the same observations and interpretations of the main problem if he/she had seen another different phenomena.
- Inter-rater reliability: Whether a different researcher uses the same theoretical framework and phenomena, and she/he has interpreted it in the same way.

The present research study applied the previous characteristics in order to be reliable.

**Triangulation.** Johnson & Christensen (2011) argued that “Triangulation is the term given when the researcher seeks convergence and corroboration of results from different methods studying the same phenomenon. Triangulation can substantially increase the credibility or trustworthiness of a research finding” (p. 439). The researcher therefore triangulated the information of the three instruments because all of them were focused on the same topic. Moreover, it was possible to corroborate the students’ responses and accurate analysis of the data collected.

### **Ethical Considerations**

The researcher followed Johnson and Christensen’s (2011) suggestions regarding ethical issues and informed participants of the purpose of the study, the procedures used in the research study, the risks, benefits, alternative procedures, and limits of confidentiality. Participants, participants’ parents and the principal of the institution signed consent letters (Appendices 7, 8, and 9) that describe the research study and that participants’ identity was protected.

Before the students answered the questionnaire, the interview and the audio-recorded test, they were informed about the project, its purpose and the possible benefits and risks. It was important to provide students with detailed description of the main and specific objectives. Participants also were told that they were volunteers and they were able to abandon the research study if they wished. Additionally, students were informed that this study did not affect any of their grades. Moreover, the researcher used pseudonyms in order to protect students' identity, and the data collected was confidential.

The instructions and instruments were written in Spanish in order to avoid misunderstandings, as the participants' level was A1. Furthermore, participants were aware of the fact that they were recorded in order to collect data. They were also informed they had to answer a questionnaire and an interview.

### Action Plan

The following charts present the timeline of the research study.

#### Research project timeline (Action plan).

Activity/Date	Jun, July, August 2011				September – 2011				Febr, March, April - 2012				May, June – 2012			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
<b>Initiation</b>																



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Preliminary Investigation	■	■	■	■	■														
Literature review	■	■	■	■	■														
Design of action plan					■	■	■	■											
Implementation									■	■	■	■							
Instruments' piloting									■	■	■	■							
Monitoring data collection									■	■	■	■							
Pedagogical Implications Design											■	■	■	■					
Analysis of data												■	■	■					
Reflection and making decisions													■	■					
Reporting Information															■	■			
Findings and Conclusions																■	■		

TABLE No 1. Research Project Timeline Table.

**Timeline of data collection and implementation.**

STAGE	MONTH	WEEK (DATES)	ACTIVITY	DATA COLLECTION INSTRUMENT (S)	COMMENTS
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<b>Pre-stage</b>	<b>January – February</b>	Jan 12 – Jan 16 Consent Letters	<ol style="list-style-type: none"> <li>To ask the principal, parents, and students' permission for the development of the research project.</li> <li>To ask deaf students their interest on participating of a pronunciation research project</li> <li>Showing to students the process they will follow in order to develop their pronunciation skill.</li> </ol>		<ol style="list-style-type: none"> <li>One interview completed.</li> <li>Two observations in order to identify the causes of the problem.</li> </ol>
		Feb 02 - Feb 08 Design the pre-stage instrument: Initial survey.	To identify students' linguistic, affective and cognitive needs and problems	Initial survey	Interviews that will define the target population
		Feb 09 - Feb 11 <ol style="list-style-type: none"> <li>Plan and Intervention.</li> <li>Piloting the initial survey with students.</li> <li>Interview with the students.</li> </ol>	<ol style="list-style-type: none"> <li>To identify the research problem to develop.</li> <li>To present the proposal to students.</li> <li>To organize strategies and time with the students.</li> </ol>	<ol style="list-style-type: none"> <li>Initial Survey</li> <li>Interview</li> </ol>	The survey and interview will help the teacher to establish the strategies in order to develop the research project.
<b>While-stage</b>	<b>February – March</b>	Feb 13 – March 09 <ol style="list-style-type: none"> <li>To apply the diagnostic test.</li> <li>Implementing the first Module: Articulatory Method - Listening and pronunciation activity of the /θ/ phoneme</li> </ol> Feedback.	<ol style="list-style-type: none"> <li>To get information about the students' initial stage regarding the Pronunciation skills.</li> <li>To begin the implementation of the songs.</li> </ol>	<ol style="list-style-type: none"> <li>Diagnostic test on the pronunciation of songs (pronunciation).</li> <li>To apply teacher's chosen instrument.</li> </ol>	The diagnostic will provide the researcher with development of the process by means of the strategy (songs) and the Articulatory Method.
		March 10 - March 11 <ol style="list-style-type: none"> <li>Analyzing data collection.</li> </ol>	<ol style="list-style-type: none"> <li>To validate the first instrument.</li> <li>To make changes in the methodology strategy.</li> <li>To establish relation among the research study, theoretical framework and the practice.</li> </ol>	Researchers notes.	Time to validate possible new strategies and ways of application.
		March 12 - March 30 <ol style="list-style-type: none"> <li>Application of the second Module: Articulatory Method - Listening and pronunciation activity of the /ʃ/ phoneme</li> </ol> Feedback.	To provide students the opportunity to practice the pronunciation of the phonemes by means of songs.	Chosen Instrument	Ss will have the opportunity to practice their pronunciation by means of songs in order to increase motivation



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		March 31 - April 01 Validating data	1. To validate the chosen instrument. 2. To identify if the aims were achieved or not. 3. To analyze the results.	Researchers notes.	To improve the strategies for future workshops
		April 09 – May 04 1. Application of the third Module: Articulatory Method - Listening and pronunciation activity of the /v/ phoneme Feedback. 2. To apply the final test	To analyze students' progress in their pronunciation process.	Final song analysis.	
<b>Post-stage</b>	<b>May</b>	May 05 – May 08 To apply the final survey	To get the information about the students' pronunciation skill.	Final survey	
		May 09 – May 15 1. Analyzing data. 2. Triangulation process.	To analyze the final product and progress by means of the data collection	Triangulation	
		May 16 – May 22 To write the final paper	To write a formal final paper with the first Action Research Cycle		APA STYLE

TABLE No 2. Timeline of Data Collection and Implementation

This chapter has explained the type of study applied in this research: the selection of subjects, the setting, participants, the data collection instruments, the piloting process, and lastly the ethical considerations taken into account. This clarification of methodology will be helpful for the analysis of the collected data in the next chapter.

## **Pedagogical Intervention**

This chapter describes the pedagogical intervention of the research study, as well as the stages, strategies and activities that were used to solve an identified problem of 17 students of La Estancia San Isidro School. The following methodology was designed in order to develop the study in an accurate way and find possible solutions for the questions and objectives.

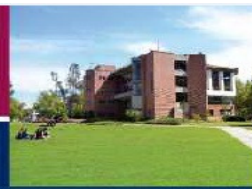
In general, instructional design is the plan or strategy the researcher is going to use to respond to the research questions, (Johnson & Christensen, 2011, p. 90). The goal of the complete process is to analyze what is to be taught and/or learned, to determine how it is to be taught and/or learned, to conduct tryouts and revisions as well as to assess whether participants learned (Chrysostomou & Papadopoulos, 2008).

The following instructional design is based on three modules; each of which followed the same stages (pre-stage, while-stage and post-stage) and considered one of the phonemes /θ/, /ʃ/, and /v/.

### **Instructional Objectives**

#### **General instructional objectives.**

- By the end of the sessions the students will be able to sing a song pronouncing the phonemes /θ/, /ʃ/, and /v/ accurately.



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- By the end of the sessions the students will be able to pronounce the phonemes /θ/, /ʃ/, and /v/ with greater success through the Articulatory Method.

**Subsidiary instructional objectives.**

- The student will listen to a song in order to learn the accurate pronunciation of specific phonemes.
- To introduce students to the accurate pronunciation of a specific phoneme through songs.
- To introduce students to the accurate pronunciation of a specific phoneme through the Articulatory Method.

**Instructional Method**

The methodology and resources used in these sections were the Articulatory Method and songs. Quilis & Fernández (1985) explain that the Articulatory Method is based on the spoken language production, which involves necessarily explicit knowledge of the mechanisms of production of sounds; moreover, this method is an accurate description of each and every one of the articulator processes and movements of the articulation that occur when people make the sounds. The Articulatory Method consists in the use of images that show how the organs of the mouth have to be placed to pronounce sounds. Thus, it is believed that the students can directly associate these representation and images of sounds with their own anatomy and oral production.

According to Arias, Duque, & Mitchell (1996), teachers can use different strategies and activities as learning materials: “these elements are materials designed only to introduce any linguistic element for its learning to students of a foreign language”<sup>1</sup> (p. 125). This means that songs could be used as learning materials, and can be an advantage for learners, because students could not only enjoy listening to the music they like but also to improve their English language and become aware of it.

Students are in level A1, therefore the chosen activities helped students to solve the identified problem. Following Kelly’s recommendations (1969), the activities and strategies of this intervention had the following characteristics:

- Intuitive-imitative: Dependent on learner’s ability to listen and imitate rhythms and sounds. Moreover, it presupposes the availability of good models to listen to such as native speakers/CDs/tapes/songs.
- Analytic-linguistic: Depends on charts/phonetic alphabet/charts of vocal apparatus. Additionally, it sets out to inform the learners about the sounds and rhythms of the target language.

The pronunciation workshop designed consisted of 11 two-hour sessions, and it took place between January and April 2012. It was divided into three main phases; the first

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<sup>1</sup> Arias, R., Duque, A., & Mitchell, Y. (1996). Efectividad del empleo de los materiales auténticos en el proceso de adquisición de una lengua extranjera. *Íkala*, 1(1), “materiales de tipo graduado (es decir material simplificado, diseñado exclusivamente con el fin de introducir algún elemento lingüístico para su aprendizaje por parte de los estudiantes de la lengua extranjera)” (p. 125)



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phase was based on the application of the pre-recorded test, the second phase covered three modules, and the third phase was based on a post-recorded test.

During the second phase, the three modules were based on the practice and improvement of the three different phonemes pronunciation. In the first module students learnt the pronunciation of the phoneme /θ/, in the second module students learnt the pronunciation of the phoneme /ʃ/, and in the third module students learnt the pronunciation of the phoneme /v/.

**Action plan table.** The procedure followed is shown in Table 3:

PHASE	PROCEDURE/ACTIVITY		SESSION	TIME	DATE	
<b>FIRST PHASE</b>	AUDIO-RECORDED ACTIVITY. (appendices 10 - 11)		1	2 HOURS	February 13 <sup>th</sup> - February 17 <sup>th</sup>	
<b>SECOND PHASE</b>	MODULE 1	PREACTIONAL STAGE	ARTICULATORY METHOD-PHONEME  /θ/ (Appendix 12)	1	2 HOURS	February 20 <sup>th</sup> - 24 <sup>th</sup>
		ACTIONAL STAGE	SONG (Thinking of you by Lenny Kravitz)  (Appendix 15)	1	2 HOURS	February 27 <sup>th</sup> - 02 <sup>nd</sup> March
		POSTACTIONAL STAGE	SINGING A SONG (Appendix 18)	1	2 HOURS	March 05 <sup>th</sup> - 09 <sup>th</sup>
	MODULE 2	PREACTIONAL STAGE	ARTICULATORY METHOD-PHONEME  /ʃ/. (Appendix 13)	1	2 HOURS	March 12 <sup>th</sup> - 16 <sup>th</sup>

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		ACTIONAL STAGE	SONG (She's like the wind by Patrick Swayze) (Appendix 16)	1	2 HOURS	March 19 <sup>th</sup> - 23 <sup>rd</sup>
		POSTACTIONAL STAGE	SINGING A SONG (Appendix 18)	1	2 HOURS	March 26 <sup>th</sup> - 30 <sup>th</sup>
	MODULE 3	PREACTIONAL STAGE	ARTICULATORY METHOD-PHONEME /v/. (Appendix 14)	1	2 HOURS	April 03 <sup>rd</sup> - 07 <sup>th</sup>
		ACTIONAL STAGE	SONG (And I love her by The Beatles) (Appendix 17)	1	2 HOURS	April 10 <sup>th</sup> -14 <sup>th</sup>
		POSTACTIONAL STAGE	SINGING A SONG (Appendix 18)	1	2 HOURS	April 17 <sup>th</sup> – 21 <sup>nd</sup>
<b>THIRD PHASE</b>	AUDIO-RECORDED ACTIVITY (Appendices 10 - 11)		1	2 HOURS	April 24 <sup>th</sup> - 28 <sup>th</sup>	

TABLE No 3. Action Plan Table

**Phases and activities.** The previous chart was developed as stated below:

**First phase.** The audio – recorded tests were used before and after the second phase in order to analyze the students’ pronunciation level. The audio - recorded test was used as an instrument and also as a part of the methodology. This phase was carried out in the first session of the research study. The researcher recorded students’ voices by using the power point program file. The students read the lyrics of the song in a power point presentation, they listened to the song first, and then they recorded their voices. The song used in this phase was different from the one used in the audio-recorded test. Students tried to sing the song imitating the pronunciation. (Appendix 5 - 6).



**Second phase.** The second phase was divided into three modules. All the modules followed the same procedure. Each module pursued a preactional stage, an actional stage and a postactional stage as a model proposed by Dörnyei (2001). The theory of this model was explained in the second chapter of this research study. The module was developed in the following way:

1. *Preactional stage.* In this stage students were able to know how to pronounce the phonemes by means of an image (Appendices 13, 14 and 15). The teacher explained to students how to pronounce the sound according to the position of the teeth, tongue and lips. Additionally, students imitated and repeated the phoneme sound through words they use in the English class as: thinking, love, she, shave, live, thanks, among others. (Appendix 10).
2. *Actional stage.* Students listened to a song in order to apply what they had learned in the pre-stage. Students had the opportunity to produce the sounds by means of an authentic material (songs) (Appendices 16, 17 and 18). Students practiced their pronunciation while they were listening to the song and then repeat. The procedure for this stage will be explained in the Appendix 10).
3. *Postactional stage.* Students were asked to read aloud-specific lines of the lyric. The researcher recorded students while they were reading aloud individually in order to analyze the progress of the phonemes pronunciation. The teacher gave clear instructions to students in order to develop this task. (Appendix 19).

**Third phase.** This phase was carried out in the last session of the research study. The researcher recorded students' voices by using the Power Point Program. The students read the lyrics of the song that they used in the first phase and they followed the same instructions. (Appendices 11 - 12). The researcher compared the first students' audio recorded test and the last one. In this way, it was possible to analyze if there was an achievement of the main goal of the action research proposal.

**General lesson plan.** The activities followed the ICELT lesson plan (Appendix 10) used in the Master in English Language Teaching, adapted to the objectives of the research study. The sequence of each class of the second phase is:

1. *Warming up.* Teacher introduced the activities by means of a short ice-breaker in order to motivate students.
2. *Stage (Preactional – actional – postactional).* Designed activities in order to teach the accurate pronunciation of the phonemes /θ/, /ʃ/, and /v/. Activities varied according to the stage of the each module.
3. *Closing activity.* Students read some of the lines in front of the teacher.
4. *Assessment.* Teacher gave general feedback in order to analyze students' weaknesses and strengths.

## **Instructional Materials**

The materials that the researcher used were images of the phonemes /θ/, /ʃ/, and /v/, songs, and listening activities; materials and resources were adapted by the teacher according to the research study and the students' needs.

According to Allwright (1990), materials are created in order to teach students to learn in an effective way. Even though teachers guide the whole students' learning process, it is necessary to use activities with clear instructions in order to provide learners the elements they need for the achievement of the goals. Materials should be suitable for the students' needs, this means that even though not all the resources are designed for this purpose, it is important to analyze each one of the materials, and include extra materials before a lesson. (O'Neill, 1990).

Finally, the lessons were carried out within the schedule established for the English classes at the school. The institution provided the necessary academic and time support; moreover, it is necessary to work on the students' needs and the most favorable way they learn in order to solve the problem that has been identified, and the design of the method and strategies because learners have shown an interest in songs, the instructional design and materials provided the solution to the problem and the achievement of the objectives.

The use of the Articulatory Method and songs helped in the structuring of the information. Additionally, the researcher took into consideration the insights students had expressed on the previous lessons, as that gave the access to their own perspectives of their pronunciation processes.

## Data Analysis and Findings

This chapter will be focused on the analysis conducted to answer the research questions:

- *What is the possible impact of the use of songs on students' pronunciation awareness of the phonemes /θ/, /ʃ/, and /v/ through the Articulatory Method?*
- What is the possible impact on the students' pronunciation by means of the Articulatory Method?
- What can the use of songs reveal about the language learning process in the students of tenth grade at La Estancia San Isidro School?

First, the method to analyze data followed is explained. Then, the coding process that was carried out is described in order to obtain some findings. Subsequently, as a result of the interpretation, the researcher proposed two categories and three subcategories. Finally, the findings are presented in order to conclude some aspects in regards to the method used.

### Data Analysis Approach

The purpose of this study was to examine how the pronunciation of three specific phonemes could be improved in tenth grade students through songs, and how students' pronunciation could be improved through the Articulatory Method. Moreover, the

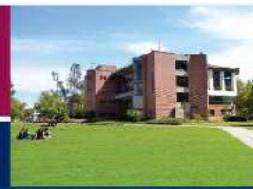


researcher did a qualitative analysis of the information that allowed her to analyze and categorize the data collected. Additionally, qualitative analysis permitted the researcher to monitor the students' progress in detail. In addition, with the interpretation of the data collected, it is possible to analyze students' performance during the implementation of five songs, as well as the impact that the Articulatory Method had on participants' pronunciation.

During a four-month period of data collection, the researcher followed a series of steps in order to carry out the planned strategies and gather the information to analyze. First, the researcher designed six classes in order to explain to participants what the Articulatory Method was involved, and how they had to pronounce the phonemes /θ/, /ʃ/, and /v/ through the use of songs and the Articulatory Method. Second, the researcher piloted (piloting process is explained in Chapter 3, section 3.5) the instruments in order to evaluate what the impact of the use of songs and the Articulatory Method would be in a group of 17 tenth-grade students' pronunciation awareness of the phonemes /θ/, /ʃ/, and /v/, who were selected at la Estancia San Isidro School, and finally, the researcher organized the data in order to categorize the information.

The complete development of this research study is explained in detail in the following paragraphs:

The research study started with a lesson in which students were exposed to an image that explained the way to pronounce specific phonemes. Students had to pronounce some



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specific words that they use frequently in class. These words contained the phonemes /θ/, /ʃ/, or /v/ according to the previous explanation provided by the researcher. Then, in the subsequent lessons, the researcher used a song that contained the phoneme studied in the previous lesson. Students were able to listen to the song several times in order to recognize the accurate pronunciation of the phoneme. The same process was carried out with the three phonemes in the pedagogical intervention.

After four sessions, participants were interviewed, and students wrote ideas and insights about the Articulatory Method, the songs and their motivation. At this point of the research study, students were able to identify what the purpose of this study was, and to analyze if they had felt any progress in their pronunciation. Additionally, the researcher recorded students' voices before applying the strategies.

Once the pronunciation of each phoneme was explained and practiced through the Articulatory Method and songs, students answered certain questions from the second instrument (a questionnaire). In the questionnaire, students had to respond about how they felt when they were exposed to songs, and what the Articulatory Method was about. Furthermore, even though students knew that the researcher believed the Articulatory Method was an effective approach, they were able to explain their points of view about the efficacy of this strategy for the improvement of their pronunciation skills; and finally, if they enjoyed learning and improving their pronunciation through songs. According to students' answers, the researcher could observe and analyze that learners found the Articulatory Method and song useful for the improvement of their pronunciation.





## **Data Analysis Procedures**

The researcher's observations started with the process of analyzing the data in which it was possible to identify how students pronounced the words used in class, and that contained any of the three chosen phonemes /θ/, /ʃ/, and /v/; thus, the analysis showed that learners uttered different words which were difficult to pronounce, before being exposed to songs and the Articulatory Method, and that they showed progress or not by labeling the stages of this process.

For the analysis of the data, the researcher chose the grounded theory approach, based on the method proposed by Straus and Corbin (1990). According to them, “the procedures of grounded theory are designed to develop a well integrated set of concepts that provide a thorough theoretical explanation of social phenomena under study” (p. 5). Grounded theory allows researchers to work on different strategies and methodologies to find different solutions for a phenomenon. The description of the data is qualitative and interpretative.

Strauss and Corbin (1990) also argue the following:

“The grounded theory approach is a qualitative research method that uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon. The research findings constitute a theoretical formulation of the reality under investigation, rather than consisting of a set of numbers, or a group of loosely related themes. Through this methodology, the concepts and



relationships among them are not only generated but they are also provisionally tested. The purpose of grounded theory method is, of course, to build a theory that is faithful to and illuminates the area under study. Researchers working in this tradition also hope their theories will ultimately be related to others within their respective disciplines in a cumulative fashion, and that the theory's implications will have useful application" (p. 24)

After the analysis of the information obtained from the instruments, the researcher found that, after the application of the procedures, a different research approach might be more applicable in different contexts. Thus, the application of strategies was useful for the students because they improved their pronunciation.

In addition, for this research study, the grounded theory approach is carried out for qualitative data analysis. However, there is no intention to propose a different research approach in terms of the patterns related to implications, thoughts and improvements obtained from the participants. Moreover, following Strauss and Corbin's model, the researcher followed five specific stages to analyze the data:

1. Research Question.
2. Data Analysis.
  - a) *Open Coding*. To propose categories and subcategories according to students' insights, and reflections).



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- b) *Axial Coding*. To establish explicit connections between categories and subcategories.
- c) *Selective Coding*. Identification of the core category to relate it with the other categories and the writing of the story line describing the conclusions obtained.
- Explication of the story line.
  - Paradigm model to relate subsidiary categories to core category.
  - Categories at the dimensional level.
  - Validation of relationships through data.
  - Refinement of storyline.

This chapter describes the results found after analyzing the information collected from the instruments (pre-audio recorded test, questionnaire, interview and post-audio recorded test). As it explained at the beginning of the chapter, the researcher obtained the data from students' progress, their attitude in class, and their personal insights.

For the analysis of the data, the researcher organized the information in the following order:

1. After the application of the instruments, the researcher transcribed the interviews and the questionnaires that the participants had answered.
2. The researcher opened two files in the computer; the first contained the transcription of the students' interviews, and the second contained the transcription of the students' questionnaires. (Appendix 21)



3. Then, the researcher started the coding process. “Coding represents the operations by which data are broken down, conceptualized, and put back together in new ways” (Corbin & Strauss et al., 1990, p. 57). After that, the researcher started with the open coding procedure that is related to the process of breaking down, examining, comparing conceptualizing, and categorizing data. (Corbin & Strauss et al., 1990). During the coding procedure, several topics emerged from data; then, the researcher grouped these topics into categories that helped to identify specific phenomena. The analysis of students’ pre and post – audio recorded tests, interviews and questionnaires were stated by giving a color to each unit code: yellow, for the students’ pronunciation progress fostered by the use of songs related to imitation, memorization and identification of sounds; blue, for songs that enhanced motivation; and orange, for the aspects that were revealed about the impact of the Articulatory Method. The researcher used the color-coding process to select and classify units obtained from the instruments.
4. Subsequently, the researcher opened an Excel spreadsheet that had three columns, each one was related to three different elements: 1) What songs revealed, 2) What the Articulatory Method revealed, 3) Motivation. The researcher inserted the data into the appropriate columns. (Appendix 22)
5. The researcher identified codes in the data and simplified the information. The process of codifying the information is related to the systematization and classification of the data to categorize it. According to Gbrich (2007, p. 21), cited, in Saldana (2009), codifying, allows data to be “segregated, grouped, regrouped and relinked in order to consolidate meaning and explanation” (p. 8). Subsequently, after reading the



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information and answers provided by the participants, the next step was to classify the information according to similar patterns and insights. This process, referred to as triangulation and it is used to avoid subjectivity. Cohen, Manion and Morrison (2000) argue that triangulation is the use of two or more methods of data collection that describe some aspects of human behavior. Additionally, this technique validates a certain strategy that intends to explain a phenomenon.

As a result of this process, two main categories were found. The following table shows the categories and subcategories that emerged:

<i>GENERAL QUESTION</i>	<i>CATEGORIES</i>	<i>SUBCATEGORIES</i>
<i>What is the possible impact of the use of songs on students' pronunciation awareness of the phonemes /θ/, /ʃ/, and /v/ through the Articulatory Method?</i>	<i>Songs are resources to improve pronunciation (C1)</i>	<i>Pronunciation improvement through imitation, memorization and identification of sounds.</i>
		<i>Motivation enhancement through the use of songs.</i>
	<i>The Articulatory Method helps to improve pronunciation (C2)</i>	<i>The Articulatory Method fosters pronunciation awareness.</i>

TABLE No 4. Categories and Subcategories.

The first main category, *Songs are resources to improve pronunciation* is related to the students' pronunciation improvement through the use of songs. This category is divided into two subcategories: The first, *Pronunciation improvement through imitation, memorization and identification of sounds*, deals with the participants' pronunciation progress by practicing songs, imitating sounds, memorizing specific phonemes and identifying similar phonemes. The second subcategory is *Motivation enhancement*



*through the use of songs (SC2)*, which is related to the students' performance when they were exposed to songs, the didactic and enjoyable way they found useful to improve their pronunciation through a different strategy.

The second main category, *The Articulatory Method helps to improve pronunciation (C2)*, pinpoints the observable facts in relation to the students' pronunciation progress of the three phonemes /θ/, /ʃ/, and /v/ by analyzing visual aids. This second category has only one subcategory: *The Articulatory Method fosters pronunciation awareness (SC3)*, which is related to the awareness that students developed when they analyzed the images; in other words, students became aware of how to use the muscles and articulatory organs to produce a specific sound.

To explain each category, the present chapter contains samples from the data gathered with the instruments:

### **Category 1. Songs are resources to improve pronunciation (C1)**

*Pronunciation improvement through imitation, memorization and identification of sounds.* For this subcategory, even though students are in A1 level, they have shown interest in their pronunciation improvement through the use of songs. In addition, they do not have an appropriate pronunciation but they are interested in its improvement. The category allowed the researcher to determine the impact of the use of songs in students' pronunciation.



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Listening to a song is useful to imitate the pronunciation of the phonemes. Moreover, students' progress could be shown through the recognition of sounds, imitation, intonation and stress. This coincides with what Rengifo (2009) explains regarding *karaoke to improve motivation*; students might have difficulties at the beginning; but then, after being exposed to songs, they are able to show progress in the recognition of sounds, intonation and stress. In the following extract, the students referred to the fact that if they listen to the singer saying some words in English, they try to imitate what he says and they learn the words and even the song. Thus, students believe that their pronunciation can be improved by imitating the sounds they hear, which helps to learn the accurate pronunciation of certain phonemes.

The following excerpt shows some samples related to what was explained above:

(Excerpt No 1, Interview, March 27<sup>th</sup>, 2012)

1. S3: *Si por que al escuchar en este caso al cantante diciendo palabras en ingles uno trata como de imitar lo q el dice y se aprende las palabras o hasta la misma cancion [ sic ]*
2. S4: *Si porque asi podemos imitar la pronunciacion [ sic ]*
3. S16: *Si, al escuchar canciones en ingles ayuda a mejorar la pronunciacion de palabras por que uno escucha como se pronuncia las palabras y tratar de imitar esta pronunciacion [ sic ]*

The strategy of giving students the opportunity to practice and improve their pronunciation through songs is useful because they are able to recognize, identify, and then memorize specific sounds. This strategy was used by Rengifo (2009), who explains that songs are useful to improve pronunciation. Students heard the songs at school; they learned



them and memorized them. Additionally, people experienced the feeling transmitted by the song when they heard it many times; it got into their heads and they felt that they had memorized the lyrics or the rhythm. Thus, songs reinforce the memory in an effective way; therefore, it is a worthwhile strategy to improve learners' production of sounds and phonemes.

(Excerpt No 2, Interview, March 27<sup>th</sup>, 2012)

1. S12: *Si, Porque al tratar de aprenderme la cancion pronuncio mejor [ sic ]*

(Excerpt No 3, Questionnaire, April 10<sup>th</sup>, 2012)

1. S14: *Si, porque por medio de las canciones, uno se puede ir grabando las palabras y su pronunciamiento [ i.e. Pronunciación]*
2. S16: *Para mi las canciones si me ayudaron al mejoramiento de mi pronunciación en ingles por que yo recuerdo alguna canción en la que mencionen la palabra que boy a decir y me acuerdo de la pronunciación [ sic ]*

In the following extract, there are some insights related to the identification and differentiation of sounds. Students expressed their belief that songs had helped them to differentiate phonemes pronunciation. Furthermore, this strategy is useful because they are able to identify how the singer says different words and for instance, they are able to pronounce specific phonemes accurately. Songs show how words have to be pronounced, and how to identify and differentiate phonemes. This concurs with Vernon (n.d.), who believes that “if a phoneme is a perceptually distinct unit of sound, then teachers have to





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realize that before students can consistently produce a given phoneme, they must be able to hear it. Thus the first lessons in pronunciation should involve your students listening and identifying, rather than speaking”. Once learners can hear and identify a phoneme, it is time to practice the production of the sound; thus, students are probably going to be able pronounce more accurately), but also to be able to identify different phonemes and differentiate them.

The next excerpt presents some students’ answers in relation to the previous explanation:

(Excerpt No 4, Interview, March 27<sup>th</sup>, 2012)

1. S6: *Si porque por medio de las canciones diferencio los diferentes fonemas.[ sic ]*

(Excerpt No 5, Questionnaire, April 10<sup>th</sup>, 2012)

1. S1: *SI, Porque con las canciones aprendo poco a poco como se pronuncia las palabras y tambien mirar en el diccionario su significado pero si ha mejorado un poco casi la mayor parte de ingles como es su pronunciacion. [ sic ]*
2. S9: *Si, porque ya entendi como se pronuncia y esto me ayudado a diferenciar a otras que son muy parecidas. [ sic ]*
3. S15: *Si, por que al escuchar la pronunciacion de los cantantes podremos conocer mas facilmente cual es el fonema que se expresa en la cancion y como es el acento que se utiliza en las palabras. [ sic ]*
4. S17: *Si, pues ahora se diferenciar entre la pronunciacion del fonema [th] a diferencia de la letra T, pues en las canciones son muy notables los cambios [ sic ]*

In order to triangulate the previous findings, the researcher found that the pre – audio - recorded and the post – audio recorded tests provided evidence of a certain amount

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of progress in the students’ pronunciation of the phonemes studied. The researcher designed charts in order to make a comparison between the pre-audio recording tests and the post-audio recorded tests (Appendices 1, 2 and 20). The charts demonstrate whether students pronounced the different phonemes before the application of the strategies, and whether they pronounced certain words after being exposed to songs and the Articulatory Method.

This Table was designed by the researcher to provide a color that corresponds to the phonemes used during the pedagogical intervention.

Used Phonemes	
No	Phoneme
	/ð/
	/t/
	/s/
	/z/
	/tʃ/
	/b/

TABLE No 5. Phonemes used in the pre and post audio recorded tests.

The following two columns contain records of students’ pronunciation of different words; Column No 1 is related to the pronunciation of different words; Column No 1 is related to the song that the students recorded before the application of the Articulatory Method and the three songs that contained the different phonemes. Column No 2 is related to the song students recorded after being exposed to the strategies proposed by the researcher in order to improve the pronunciation of the three phonemes /θ/, /ʃ/, and /v/. To observe the complete progress of students’ pronunciation of the different words and phonemes (Appendix 18)

(Excerpt No 5, Pre- audio recorded test, February 13<sup>th</sup>, 2012 and Post- audio recorded test, April 24<sup>th</sup>, 2012)



**COLUMN 1**

**Pre-audio recorded test**

Song: "She loves you" by The Beatles

Word: She

Chart No: 1 Phoneme: /ʃ/ Word: /ʃi/			
Student	YES	NO	Used Phoneme Number
S1		X	
S2		X	
S3		X	
S4		X	
S5		X	
S6		X	
S7		X	
S8		X	
S9	X		
S10	X		
S11		X	
S12		X	
S13		X	
S14		X	
S15	X		
S16	X		
S17	X		

**COLUMN 2**

**Post-audio recorded test**

Song: "My Valentine" by Paul McCartney

Word: She

Chart No: 3 Phoneme: /ʃ/ Word: /ʃi/			
Student	YES	NO	Used Phoneme Number
S1	X		
S2	X		
S3	X		
S4	X		
S5	X		
S6	X		
S7		X	
S8	X		
S9	X		
S10	X		
S11	X		
S12	X		
S13	X		
S14	X		
S15	X		
S16	X		
S17	X		

TABLE No 6. Pre and Post audio recorded tests charts.

***Motivation enhancement through the use of songs.*** For this subcategory, songs are useful to change the classroom atmosphere in a positive way; additionally, the use of different strategies promotes confidence and increases students' interests. For that reason, students were able to improve their pronunciation thanks to songs as a new learning strategy. Furthermore, students explained that they like songs because they enjoy them, and it is a different way to learn English, since they claim to have learnt this foreign language in a monotonous way.

Learners have found that songs change their mood; and when they are in a good mood, they learn effectively. This coincides with Saeki (1994, p. 30), who believes that songs help students to activate their minds. Additionally, songs help learners to be attentive, have fun, and relax. Moreover, songs change the classroom atmosphere, and provide elements that increase learning process. In consequence, learners activated the right hemisphere of the brain in an effective way; moreover, students' learning process increased, and the acquisition of the second language improved.

At the beginning of the application of the project strategies proposed by the researcher, students did not know exactly how they would be able to improve their pronunciation by means of songs; but after the first session, they expressed to the teacher that they had felt confident and that songs were fun. Thus, for the next sessions, students had a really good attitude; for that reason, it is possible to say that it helped some students to improve the pronunciation of the three phonemes.

The following excerpt shows some samples related to what was explained before:

(Excerpt No 6, Interview, March 27<sup>th</sup>, 2012)

1. S1: *Si porque asi puedo aprender mucho mas ingles su pronunciacion y significado y es interesante aprender ingles para mi. [ sic ]*
2. S3: *Si por que es una forma diferente de aprender.*
3. S7: *Si, porque siempre con guías y a veces es un poco aburrido [ sic ]*
4. S9: *Si porque uno ya no tiene la misma rutina y pues las canciones nos agradan mas [ sic ]*
5. S2: *Sí, pues considero que es un metodo muy bueno. Y ademas de que por llevar un ritmo, que es pegajoso, y se queda en las mentes mas brevemente, sería bueno aprender también el significado en español para tener mas facilidad en el aprendizaje. [ sic ]*

There are many other elements that emerged after the analysis of the data collected. One of these is related to students' mood; students expressed that they felt more relaxed when they were listening to songs. Songs are fun for them, and help them to bring enjoyable moments to their minds. This coincides with what was explained by Rengifo, (2009), who states that people have contact with songs and music all their lives, and songs are part of the students' daily life. For that reason, teachers should use music not only to motivate students but also for language learning purposes, in this case, for the improvement of pronunciation. Additionally, students learn more when they are exposed to things that are closed to their reality.

Students have expressed their belief that songs and music bring good memories to them and fun moments; for instance, there will always be something to enjoy with; in this way the pronunciation will be acquired in a very effective way.



(Excerpt No 7, Questionnaire, April 10<sup>th</sup>, 2012)

1. S12: *Si, yo creo que si porque cuando yo escucho dicha canción, yo la escucho y sigo la letra y esto nos motiva no solo por la canción también cuando uno esta estresado y dentra a una clase distinta le dan ganas de poner más atención, ademas ha mi me gusta aprender ingles aunque se me dificulta con las canciones aprendo mas facil.. [ sic ]*

(Excerpt No 8, Interview, March 27<sup>th</sup>, 2012)

1. S12: *Si, porque cuando uno escucha la cancion y el ritmo le dan ganas de seguir la letra y cantar ademas, como sentarse a estudiar es muy aburrido por medio de canciones es como relajado y aprende mas. [ sic ]*

## **Category 2. The Articulatory Method helps to improve pronunciation.**

*The Articulatory Method fosters pronunciation awareness.* This category describes the results of the data analysis concerning the use of the Articulatory Method as a resource for students to improve the pronunciation of the phonemes /θ/, /ʃ/, and /v/. Students were able to analyze the position of the organs in the mouth to pronounce certain words. Even though, at the beginning of the pedagogical intervention, students seemed to be confused with the first image that explained the phoneme /θ/, the researcher's explanation helped them to understand it. Consequently, once students became familiar with the first Articulatory Method image, it was easier to comprehend the other two.

SC3 is related to the analysis of the impact of the Articulatory Method in students' pronunciation progress of the phonemes /θ/, /ʃ/, and /v/ that affirms that students found this strategy useful to improve their pronunciation.

This concurs with Wilson & Gick (2006), who argue that:

“Articulatory studies look directly at the articulators (e.g., the tongue, the lips, the jaw, among others), and can often give a more accurate picture of the actions performed by the pronunciation learner. In the case of pronunciation teaching, if learners are able to see directly the articulators, then they probably have an improved perception of the articulatory adjustments needed to improve their pronunciation. Thus, for these sounds direct visual biofeedback would be helpful both to a learner and to a researcher interested in observing differences in articulation of sounds within and across languages as well as interlanguages” (p. 148).

The data collected from the recorded tests and the students’ responses in the interviews and the questionnaires support the conclusion that the Articulatory Method helped participants to pronounce some words better. For instance, images helped them to internalize the information and enabled them to speak those difficult words better than at the beginning of the sessions.

The excerpt below shows some students’ thoughts about the use of the Articulatory Method:

(Excerpt No 9, Interview, March 27<sup>th</sup>, 2012)

1. S8: *Si a mejorado bastante ya que los metodos nos muestran como utilizar cada parte de nuestra boca [ sic ]*

(Excerpt No 10, Questionnaire, April 10<sup>th</sup>, 2012)

1. *S16: Si, el metodo articulatorio si es útil para el mejoramiento de mi pronunciación en ingles porque gracias a estas imágenes uno sabe como se ubican las diferentes partes de nuestra boca [ sic ]*

Another result from using the Articulatory Method was that students' pronunciation awareness was raised; for instance some of them were able to pronounce the different phonemes accurately. The idea of knowing the accurate position of the organs of the mouth, and having the opportunity to recognize it by means of visual images was useful to them. Quilis & Fernández (1985) attempt to confirm by arguing that that the Articulatory Method is based on spoken language production, which involves necessarily explicit knowledge of the mechanisms of production of sounds. The method describes each and every one of the articulator processes and movements that occur when people utter language sounds. Therefore, it can be argued that students might well be able to associate this representation of abstract sounds with their own anatomy and oral production.

The recognition of sounds and a new, clear idea of the importance of a worthwhile pronunciation are useful to improve pronunciation. This coincides with Arias's conclusions (2009) that it is important to understand the way in which sounds of speech are produced; for that reason, speakers may well learn from becoming familiar with the organs that take part in the production of sounds.





Students' pronunciation awareness is illustrated examples given below:

(Excerpt No 10, Interview, March 27<sup>th</sup>, 2012)

1. S16: *El metodo articulatorio es el que nos indica como ubicar las diferentes partes de nuestra boca, para pronunciar algun fonema yo conosco dos metodos: th y sh. [ sic ]*
2. S7: *Si, porque de esta manera la imagen nos explica y nos ayuda a entender de que manera poner los labios, la lengua y asi saber su posición, por esto a uno le salen mejor las letras, las palabras y los sonidos.[ sic ]*
3. S12: *Si, Porque nosotros estamos acostumbrados a poner labios, dientes y lengua siempre de la misma manera y en el español no cambia mucho pero en ingles algunas palabras suenan diferente y debemos tener en cuenta las posiciones de estas partes de la boca [ sic ].*
4. S1: *Si, porque con el metodo aprendo si una palabra se dise con la lengua poniendola en los dientes o se dice normal pero si he aprendido ingles no mucho pero si casi la mayor parte de ingles [ sic ]*
5. S12: *Si, claro que mi pronunciación ha mejorado porque cuando uno conoce la posición correcta de los labios, dientes, y lengua uno lo hace mejor y el cambio se nota en la pronunciación. (3PHON)*
6. S17: *Si, pues no veia la diferencia entre la b y la v y ahora si trato de pronunciarla como se debe. Si, ahora veo la diferencia entre la pronunciacion del fonema [sh] con la Ch [ sic ]*

In conclusion, bearing in mind that this group of students is in A1 level, it can be affirmed that learners have shown undoubted progress. The idea of learning and improving their English pronunciation through didactic tools allowed the researcher to overcome their pronunciation difficulties. Additionally, the research question (*What is the possible impact of the use of songs in students' pronunciation awareness of the phonemes /θ/, /ʃ/, and /v/ through the Articulatory Method?*) can be answered through the analysis of the results, since participants improved the English language, as well the pronunciation of certain phonemes, by means of the Articulatory Method and songs. Furthermore, learners improved imitation, memorization and identification of sounds. Learners were also able to enhance their motivation and foster pronunciation awareness. It is important to mention that students appear to have acquired confidence and they were less afraid to speak to others in

order to communicate ideas and messages.

This chapter presented the process followed to apply open, axial and selective coding in attempt to analyze the data gathered, and the excerpts and students' thoughts related to the use of songs and the Articulatory Method as tools to acquire pronunciation awareness of three phonemes /θ/, /ʃ/, and /v/. The next chapter will explain the final conclusions, limitations, pedagogical implications and further research.

## **Conclusions and Pedagogical Implications**

This chapter presents the conclusions, pedagogical implications, limitations and suggestions for further research as a result of the analysis of the data of a research project in which the objective was to identify the impact of songs and the Articulatory Method on students' pronunciation of the phonemes /θ/, /ʃ/, and /v/. The researcher used songs students enjoyed, in addition to clear images of the vocal apparatus, in order to provide learners with the way in which the chosen phonemes have to be pronounced.

### **Conclusions**

As stated during the previous chapter, one of the researcher's findings was that the effect of songs and the Articulator Method was significant because most of the students showed progress in pronunciation awareness of the three phonemes /θ/, /ʃ/, and /v/. Additionally, students demonstrated interest when they were given songs, and they expressed their opinions that songs were useful to improve their pronunciation because it is a different way to learn. Furthermore, the Articulator Method appeared to help students to become aware of the pronunciation of certain specific phonemes. Moreover, another important finding showed participants' opinions in relation to the importance of pronouncing words correctly; students expressed that having good pronunciation is necessary for communicative purposes in a foreign language.



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Similarly, the analysis of the research findings shows that the main objective of this study was achieved. In fact, it can be strongly argued that the lessons designed for this project helped students in the improvement of the pronunciation of those words that have the phonemes /θ/, /ʃ/, and /v/. This improvement was possible because lessons were planned according to the students' cognitive, affective and learning needs, and these are the conclusions:

- Students were able to improve the pronunciation of the three phonemes by means of imitation.
- The recognition, identification and mechanization of sounds helped students to improve and acquire pronunciation awareness.
- Songs increased students' interest because it is seen by them as a different way to learn. Furthermore, songs assisted students to learn and improve their pronunciation as well.
- Songs allowed students to pronounce words accurately. However, while songs may be positive for segmental pronunciation of specific consonants, the stress and intonation of sung language is not necessarily a good model for normal speech in face-to-face interactions.
- Songs were useful because they were closer to learners' reality.
- Students discovered that songs were meaningful because they enjoyed lessons and learnt at the same time.
- The Articulator Method showed how words are pronounced effectively.

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- The Articulator Method helped students to improve their pronunciation because they were able to place the organs of the mouth appropriately, and achieve accurate pronunciation at the segmental level of isolated phonemes.
- The images of the Articulator Method helped students to internalize the information; moreover, learners pronounced the three phonemes correctly thanks to this method.
- Students acquired confidence that helped them to be less afraid when communicating with each other.
- The lessons implemented through songs and the Articulator Method were effective for participants because most of them improved the pronunciation of certain phonemes. However, songs proved to be more useful for students when they were complemented with other activities such as filling in the blanks and repetition. This conclusion is similar to one that was reached by Rengifo (2009) in his project: “karaoke, by itself, could be monotonous and a quick plan to have fun; but complemented with activities and tasks, karaoke itself could be the leading point to bring more original activities into the classroom without neglecting communicative, intellectual and social factors” (pp. 103-104). These situations occurred during the development of the modules proposed in this researcher’s pedagogical intervention because students were able to practice in an active way and were not limited just to listening to the songs.

The specific objectives therefore proposed for the project, the interpretation of the findings allows the researcher to conclude the following:



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*Objective 1: To determine the impact of the use of songs in the students' pronunciation awareness.*

Result: The most important impact is related to the students' pronunciation improvement thanks to the awareness they acquired by means of songs during the development of the research study. Similarly, participants understood that it is important to have appropriate English pronunciation for having real communication in a foreign language.

*Objective 2: To analyze the impact of the Articulator Method in students' pronunciation progress of the phonemes /θ/, /ʃ/, and /v/.*

Result: The impact of the use of the Articulator Method to improve pronunciation progress of the phonemes was also positive. Participants comprehended images, the purpose of the method and the importance of positioning the organs of the mouth correctly to pronounce phonemes. Additionally, students were able to differentiate the pronunciation among the phonemes: /θ/, /ʃ/, and /v/; and other similar ones such as: /ð/, /tʃ/, and /b/ respectively. Thus, this awareness helped students to improve their pronunciation.

The researcher discovered two patterns that were categorized and named as the following: 1. C1 *Songs are resources to improve pronunciation*; and 2. C2 *The Articulator Method helps to improve pronunciation*. The former pattern allowed the researcher to find subcategories as seen in the chart above (p.74). For instance, pronunciation improvement was shown through imitation, memorization and identification of sounds. Also, songs have arguably enhanced students' motivation. These elements were the phenomenon the

researcher observed in the pre and post–audio recorded tests because most of the students fulfilled the task satisfactorily.

Moreover the researcher found that most of the students improved the pronunciation of the phonemes /θ/, /ʃ/, and /v/ thanks to the strategies used (songs and the Articulatory Method) as it was observed in the post-recorded test. In addition, students did the pre-recorded test without singing; they decided to read the lyrics aloud. Then, most of the students did the post–audio recorded test singing the song. This showed to the researcher that students were motivated and felt more confident because they noticed they had improved their pronunciation.

Findings in the second category, *The Articulatory Method helps to improve pronunciation*, demonstrated that students recognized accurate pronunciation of the phonemes by visual aids. Students were able to see directly the articulators, and then to improve perception of the articulators' position to pronounce phonemes more accurately. (Wilson & Gick, 2006, p. 148).

Within the development of this research study, the researcher gained knowledge about the improvement of pronunciation; furthermore, the study promoted students' pronunciation progress and motivation. Participants played an active role in their own learning process and found advantageous ways to achieve the purpose of the study. Finally, the strategies used in this project were useful for students because they developed a positive

attitude. These elements helped to accomplish the objectives proposed at the beginning of the project.

### **Pedagogical Implications**

The pedagogical implications of this research project highlight certain issues in this study related to teaching and learning pronunciation that teachers should take into consideration. On one hand, teachers from La Estancia San Isidro School teach using traditional learning traditional strategies. This project may help teachers to make conscious about their classes that in some cases are teacher-centered, and it would be really valuable to use different methodologies in order to foster students' motivation by means of diverse activities that they enjoy. Moreover, with the application of these strategies such as songs and the Articulator Method to improve students' pronunciation awareness, the researcher was able to demonstrate that it is possible to enhance motivation and at the same time help learners to improve their English language level.

On the other hand, in terms of one of the strategies used in this research project, teachers should use materials and strategies as songs taking into account students' interests. During the pedagogical intervention the researcher found that students showed interest because they enjoyed the songs chosen by the teacher. It would be useful if materials are modern and attractive for participants; in this way, students may learn with resources they know and enjoy at the same time. Learners, especially teenagers may reject old or childish songs.



The Articulatory Method has demonstrated that it might be useful if each student had an image showing the specific phoneme. The researcher found it difficult to explain to the 17 learners the appropriate positions of the organs and vocal cords with just one large image. Students may concentrate, if they have a small image each one, and this could prevent students from getting distracted.

Based on the researcher's experience, when students are practicing the pronunciation of the phonemes by imitating the sound through songs, it is recommended to foster peer corrections and teamwork. Given that this research project could be carried out in a different context with large groups, the researcher should use collaborative work in which students are able to identify not only their errors and mistakes but also their partners'; in this way, students will be able to work in teams in order to enhance their learning and improve their academic and social skills. Peer group and teamwork are useful strategies that enrich and optimize the results; additionally, they may well help learners to become confident and aware.

To conclude, and taking into account what was proven in the study proposed by Rengifo (2009): "Improving Pronunciation through the Use of Karaoke", any activity included in a syllabus must have a strictly didactic character and aim.

### **Limitations**

This study was limited because the students attend only three hours of English per week. Additionally, considering that this is a public school, there are many extra activities;



for that reason, in some cases students do not have even the three hours planned in the regular schedule. This affected the action plan proposed by the researcher and in some cases it was necessary to repeat some explanations to participants in order to continue with the process because some of them had forgotten some explanations that were done in previous lessons.

Another limitation is related to the technological tools. The school does not have enough technological materials to carry out this study; for instance, the researcher needed to supply CDs so that the students could record the pre and post-audio tests. Furthermore, it was necessary to bring an extra tape recorder to reproduce the songs during the pedagogical intervention. This helped the researcher to overcome the difficulties but it was too hard for her because she had to help with the funding of the project.

Another limitation is related to the level of focus; even though students improved their pronunciation skills on specific phonemes, the strategies were not focused to help learners to improve their language for communication. Additionally, the articulatory approach is, by definition, exclusively focused on bodily organs, rather than using language as a means of communication.

### **Issues for Further Research**

Based on the experience of carrying out this project, and taking into account that the lessons implemented were considered as preliminary research, the researcher recommends a longer implementation focused on other phonemes that are difficult for Spanish speakers

to pronounce. In this way, with the implementation of the project in which pronunciation could become another important sub-skill for students from public schools in Colombia, it could be possible to see more significant results and improvements in terms of communication.

To provide students with the necessary tools for the improvement of pronunciation, teachers should do the following: Plan a class in which students repeat some sounds after the teacher, sing songs by means of karaoke or learn tongue twisters. In this case, students will be guided by models. According to Dalton (1997), apart from using knowledge of students and in order to be aware of pronunciation problems, it is also useful to have some prior knowledge of what elements of English phonetics and phonology are likely to cause problems. This is one area of language learning where few people would question the use of contrastive analysis. Teachers may provide accurate strategies in order to help students to solve problems related to the language acquisition, in this case, pronunciation. Additionally, teachers should ask students how they feel with the strategies used; this means that teachers may take into account the students' opinions, needs and feelings when planning a lesson; in this way, students' participation will be active and their learning process will increase as well.

Pointing out another variable, it is also recommended to use the Articulator Method to improve pronunciation by means of technological visual aids; this could foster students' motivation. There are still different ideas to explore in the field of pronunciation and one of them could be to promote motivation and autonomy pronunciation awareness by using



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different strategies such as minimal pairs, karaoke, dialogues, and role-plays. The development of a new project based on the current one should involve learners' opinions about lessons and strategies by implementing logs and students' journals.

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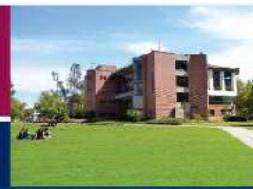
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## Appendices

### Appendix 1

#### Researcher's Checklist

The following checklist questionnaire was designed by the researcher in order to analyze the data obtained in the pre and post-test of this research study.

The researcher answered the questions after the application of the tests, and was able to identify the pronunciation problems in the pre-test and the possible pronunciation progress after the post-test.

#### Instructions:

1. Answer the question by choosing “Yes” or “Not” according to the data obtained after the application of the tests.
2. Write the number of the chart, the phoneme and the word you will analyze.
3. Complete the chart by analyzing the information obtained in the students' recorders.
4. Analyze the example before completing the checklist charts.



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Did the student make an accurate pronunciation of the phoneme? If the answer is “No”, choose of the numbers that represent the used phoneme.

Ex.

Chart No: <u>1</u> Phoneme: /θ/ Word: thinking /θɪŋkɪŋ/			
Student	YES	NO	Used Phoneme Number
S1	✓		
S2		✓	Yellow
S3		✓	Green
S4	✓		
S5		✓	Blue
S6		✓	Yellow
S7		✓	Yellow
S8	✓		
S9		✓	Green
S10		✓	Green
S11	✓		
S12		✓	Magenta
S13		✓	Blue
S14	✓		

Used Phonemes	
No	Phoneme
Yellow	/ð/
Green	/t/
Blue	/s/
Magenta	/z/
Purple	/ʃ/
Cyan	/b/



## Appendix 2

### Students' Chart Pre – Post Audio Recorded Tests

Here you can find a blank model of the chart.

Chart No: __ Phoneme: __ Word: __			
Student	YES	NO	Used Phoneme Number
S1			
S2			
S3			
S4			
S5			
S6			
S7			
S8			
S9			
S10			
S11			
S12			
S13			
S14			

Used Phonemes	
No	Phoneme
	/ð/
	/t/
	/s/
	/z/
	/tʃ/
	/b/



## Appendix 3

### Students' Questionnaire

*A continuación encontrarás un cuestionario que fue diseñado con el fin de encontrar tus fortalezas y debilidades relacionadas con la pronunciación de los fonemas /v/, /θ/, and /ʃ/ en el idioma extranjero. Algunas preguntas requieren de tu opinión y otras te dan opciones. Respóndelo de manera acertada. (Responder en la parte de atrás de la hoja)*

1. ¿Después de haber practicado con canciones crees que has mejorado en la pronunciación del fonema /v/?  
a. Si.                      b. No.                      ¿Por qué? \_\_\_\_\_
2. ¿Consideras que aún presentas problemas en la pronunciación de palabras en inglés que contienen el fonema /θ/?  
a. Si.                      b. No.
3. ¿Después de haber practicado con canciones crees que has mejorado en la pronunciación del fonema /sh/?  
a. Si.                      b. No.                      ¿Por qué? \_\_\_\_\_
4. ¿Consideras que el uso de canciones en clase te han motivado para aprender a pronunciar mejor las palabras en Inglés?  
a. Si.                      b. No.                      ¿Por qué? \_\_\_\_\_
5. ¿Crees que las canciones en Inglés son útiles para el mejoramiento de tu pronunciación en Inglés?  
a. Si.                      b. No.                      ¿Por qué? \_\_\_\_\_
6. ¿Después de haber practicado con canciones crees que has mejorado en la pronunciación del fonema /th/?  
a. Si.                      b. No.                      ¿Por qué? \_\_\_\_\_
7. ¿Consideras que aún presentas problemas en la pronunciación de palabras en inglés que contienen el fonema /sh/?  
a. Si.                      b. No.
8. ¿Después de haber conocido y estudiado el método articulatorio, crees que has mejorado en la pronunciación del fonema /v/?  
a. Si.                      b. No.                      ¿Por qué? \_\_\_\_\_
9. ¿Crees que el método articulatorio es útil para el mejoramiento de tu pronunciación en Inglés?  
a. Si.                      b. No.                      ¿Por qué? \_\_\_\_\_
10. ¿Después de haber conocido y estudiado el método articulatorio, crees que has mejorado en la pronunciación del fonema /th/?  
a. Si.                      b. No.                      ¿Por qué? \_\_\_\_\_
11. ¿Consideras que aún presentas problemas en la pronunciación de palabras en inglés que contienen el fonema /v/?  
a. Si.                      b. No.

NOMBRE: \_\_\_\_\_

CURSO: \_\_\_\_\_





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- 4) Porque son un muy buen ejemplo de como deben pronunciar los fonemas. Así tendrían de donde guiarnos para poder mejorar nuestra pronunciación.
- 5) Si, pues nos está mostrando como pronunciar las palabras que llevan fonemas.
- 6) Aunque es difícil diferenciar la pronunciación de palabras con este fonema [v], sí es útil para mejorar mi pronunciación.
- 7) Sí, pues ahora se diferencian entre la pronunciación del fonema [th] a diferencia de la letra T, pues en las canciones son muy notables los cambios.
- 8) Sí, ahora veo la diferencia entre la pronunciación del fonema [sh] con ch.
- 7) Sí, pues no veía la diferencia entre la t y la v ahora sí trato de pronunciar como se debe.
- 3) Sí, con este método se diferencian la pronunciación de la th y la T, habiéndolo estudiado e aprendido a pronunciarlo.
- 2) Sí, pues es una forma didáctica y muy fácil por la cual aprender inglés.



## Appendix 5

### Students' Interview

A continuación encontrarás una serie de preguntas relacionadas con tu estilo de aprendizaje y conocimiento relacionado a la pronunciación del idioma extranjero. Responde las preguntas dando tu opinión. Responde de manera sincera y acertada.

1. Conoces lo que significa y de lo que trata el Método Articulario? Si tu respuesta es afirmativa explica lo que conoces.
2. ¿Consideras que si ves imágenes de cómo pronunciar las palabras y las letras puedes imitar los sonidos?
3. ¿Consideras esencial saber la posición de la lengua, los dientes y los labios para pronunciar las palabras en inglés de una manera adecuada?
4. ¿Alguna vez trataste de imitar la pronunciación de las palabras por medio de canciones?
5. ¿Consideras que tu pronunciación mejoró gracias al método articulario? ¿Por qué?
6. Te sientes motivado e interesado en aprender Inglés con canciones? ¿Por qué?
7. ¿Crees que las canciones ayudaron al mejoramiento de tu pronunciación en Inglés? ¿Por qué?



## Appendix 6

### Sample of Student's Interview

1. El método articulatorio es el que nos indica como ubicar las diferentes partes de nuestra boca, para pronunciar algún fonema. Yo conozco dos métodos:

$\theta = Th.$       y       $\int = Sh.$

2. Yo si considero que si veo imágenes de como pronunciar las palabras y las letras puedo imitar mejor los sonidos.
3. Considero que si es esencial saber la posición de la lengua, los dientes y los labios para pronunciar las palabras en inglés adecuadamente.
4. Yo si he tratado de imitar la pronunciación de palabras por medio de canciones.
5. Si considero que mi pronunciación si mejora con el método articulatorio porque se como ubicar la lengua los labios y los dientes para pronunciar los fonemas.
6. Si me siento motivada e interesada en aprender inglés por medio de canciones por que al escuchar las palabras con melodía las hace más llamativas.
7. Para mi, las canciones si me ayudaron al mejoramiento de mi pronunciación en inglés por que yo recuerdo alguna canción en la que mencionen la palabra que voy a decir y me acuerdo de la pronunciación.
8. El fonema que se me dificulta un poco para pronunciar es el fonema (v).

## Appendix 7

### Audio – recorded Tests Instructions Format

#### **INSTRUCCIONES**

1. Haz una lectura mental de la canción “She loves you” que encontrarás a continuación.
2. Haz click en el siguiente link para escuchar la canción en [www.youtube.com](http://www.youtube.com).

<http://www.youtube.com/watch?v=PyDeweK49Vg>

3. Luego abre el archivo de power point que tiene el nombre “Singing a song in English”.
4. En la primer diapositiva encontrarás las instrucciones para poder grabar tu voz cantando la canción “She loves you”.
5. Recuerda que tienes la opción de cantarla o decirla. Tu decides. También tienes la opción de escuchar la canción cuantas veces consideres necesario para luego grabar tu voz.



## Appendix 8

### Audio - recorded Test

**SINGING A SONG IN ENGLISH**  
"She loves you" by The Beatles  
Audio-recording test

**INTRUCCIONES**

- Haz click en el siguiente link para escuchar y leer la letra de la canción de los Beatles "She loves you". Puedes escucharla tres veces.  
<http://www.youtube.com/watch?v=PyDeweK49Vg>
- En la diapositiva número tres, encontrarás la letra de la canción, léela y practica la pronunciación de toda la canción tres veces antes de grabar tu voz.
- En la parte superior de este programa encontrarás una pestaña que dice "Insertar", haz click en ella.

**INTRUCCIONES**

- Encontrarás otra pestaña con el nombre "Sonido", allí seleccionarás la opción "Grabar sonido".
- Aparecerá un cuadro pequeño, haz click en el botón rojo para empezar a grabar, el tiempo es el adecuado para cantar o decir la canción.
- Cuando hayas terminado de cantar la canción, haz click en el botón azul para detener la canción.
- Graba tu archivo de [power point](#) con tu nombre.

**SHE LOVES YOU (BY THE BEATLES)**

<p>She loves you, yeah, yeah, yeah She loves you, yeah, yeah, yeah She loves you, yeah, yeah, yeah, yeah</p> <p>You think you lost your love, Well, I saw her yesterday, It's you she's thinking of And she said me what to say.</p> <p>She says she loves you And you know that can't be bad. Yes, she loves you And you know you should be glad.</p> <p>She said you hurt her so She almost lost her mind. But now she said she knows You're not the hurting kind.</p> <p>She says she loves you And you know that can't be bad. Yes, she loves you And you know you should be glad. Ooh!</p>	<p>She loves you, yeah, yeah, yeah She loves you, yeah, yeah, yeah And with a love like that You know you should be glad</p> <p>You know it's up to you, I think it's only fair, Pride can hurt you, too, Apologize to her.</p> <p>Because she loves you And you know that can't be bad. Yes, she loves you And you know you should be glad. Ooh!</p> <p>She loves you, yeah, yeah, yeah She loves you, yeah, yeah, yeah With a love like that You know you should be glad!</p> <p>With a love like that You know you should be glad! Yeah, yeah, yeah, Yeah, yeah, yeah Ye-ah.</p>
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## Appendix 9

### Parents' Consent Letter

**Bogotá, 15 de Febrero de 2012**

**Estimados Padres de Familia**

**Carta de Consentimiento**

**Propósito.**

Por medio de la presente me dirijo a ustedes para obtener el consentimiento para la aplicación de un proyecto de investigación basado en el desarrollo de la pronunciación en el idioma extranjero por medio del uso de canciones dentro del aula. Dicho proyecto pretende no sólo lograr la mejoría de la pronunciación en sus hijos sino a su vez brindarles la oportunidad de desarrollar la competencia comunicativa en el idioma extranjero. De ser aprobado por ustedes, su hijo(a) será partícipe, y el proceso se llevará a cabo en el I y II semestre del año 2012. Dicho proyecto hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés de la Universidad de La Sabana.

Para este propósito, se llevarán a cabo talleres de pronunciación por medio de canciones en Inglés, el Método Articulario, actividades y grabaciones las cuales serán transcritas para el análisis de datos, de igual forma usted será informado inicialmente del funcionamiento y desarrollo del proyecto de investigación y luego se registrarán las actividades realizadas durante el mismo. Su hijo(a) tiene el derecho de suspender la participación en este proyecto en cualquier momento. El proyecto de investigación será llevado a cabo durante las clases de inglés, dentro de la jornada escolar. Es importante que ustedes sepan que las actividades no se llevarán en tiempo extracurricular.

La información y desarrollo de este proyecto será únicamente para fines de análisis de resultados y posibles estrategias que permitan el mejoramiento de la pronunciación de los estudiantes del grado 1001 de la Jornada Tarde del Colegio La Estancia San Isidro Labrador. A los participantes se les garantiza estricta confidencialidad con la información que se obtenga durante y al final del proceso. De igual forma, se les informa que dicho proyecto no tiene incidencia alguna en las calificaciones correspondientes al curso y que tampoco se verán afectadas las temáticas de la asignatura del siguiente año establecidas por el currículo y el syllabus de la institución.

Si usted se encuentra conforme con la información dada anteriormente, favor de llenar los datos que se requieren en la parte inferior.

**Consentimiento**

Doy el consentimiento para que mi hijo(a): \_\_\_\_\_, haga parte del proyecto de investigación basado en el desarrollo de la pronunciación en el idioma extranjero por medio del uso de canciones dentro del aula para los fines mencionados anteriormente.

Nombre del acudiente: \_\_\_\_\_ Firma: \_\_\_\_\_

**Cordialmente**

\_\_\_\_\_

**YAILY VIVIANA CORTÉS PULIDO**

**Docente de Inglés e investigador**

\_\_\_\_\_

**Ricardo Castrillón**

**Rector**

\_\_\_\_\_

**Hernando Barriga**

**Coordinador Ciclo V Jornada Tarde**

## Appendix 11

### Principal Consent Letter

**Bogotá, 11 de Noviembre de 2011**

**Rector: Ricardo Castrillón**

**Maestría en Didáctica del Inglés con Énfasis en Ambientes de Aprendizajes Autónomos**

**Ciudad**

**Respetado Señor:**

Con el fin de contribuir al desarrollo de la pronunciación en el idioma extranjero, se tiene como intención llevar a cabo un proyecto de investigación educativo llamado “El desarrollo de la pronunciación por medio del uso de canciones en los estudiantes de grado 901 de la Jornada tarde del Colegio La Estancia San Isidro Labrador”, dicho proyecto busca la mejoría no sólo en la pronunciación de los estudiantes en el Inglés sino también el desarrollo en la competencia comunicativa del mismo. De igual forma, este proyecto de investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés de la Universidad de La Sabana.

Para este propósito se diseñarán talleres, actividades con canciones en el idioma extranjero, el método articulatorio y grabaciones ya que dichas herramientas logran el interés y la motivación de los estudiantes. Es importante hacer énfasis en que los futuros participantes podrán hacer parte del proyecto voluntariamente y que podrán retirarse del mismo si así lo desean. El proyecto de investigación será llevado a cabo durante las clases de inglés, dentro de la jornada escolar. Es importante que usted sepa que las actividades no se llevarán en tiempo extracurricular.

A los participantes se les garantiza estricta confidencialidad con la información que se obtenga y este proyecto no tendrá incidencia alguna en las notas correspondientes al curso. De igual manera, se les informa que dicho proyecto no tiene incidencia alguna en las calificaciones correspondientes al curso y que tampoco se verán afectadas las temáticas de la asignatura del siguiente año establecidas por el currículo y el syllabus de la institución.

Para que quede constancia que conoce esta información y la aprueba para ser desarrollada en su institución, solicito firmar el presente consentimiento.

**Cordialmente**

**Recibido**

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**YAILY VIVIANA CORTÉS PULIDO**

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**Ricardo Castrillón**

**Docente de Inglés e investigador**

**Rector**

**Universidad de La Sabana**

## Appendix 13

### Students' Consent Letter

**Bogotá, 15 de Febrero de 2012**

**Proyecto de Investigación: Desarrollo de la Pronunciación de los fonemas [θ], [ʃ], y [v] en Inglés por medio de canciones y el Método Articulatorio**

**Maestría en Didáctica del Inglés con Énfasis en Ambientes de Aprendizaje Autónomo.**

**Estudiantes Grado 1001 Jornada Tarde**

**Ciudad**

**Apreciados Estudiantes:**

Como es de su conocimiento, en el área de Inglés se desea llevar a cabo un proyecto educativo llamado 'El desarrollo de la pronunciación de los fonemas [θ], [ʃ], y [v] por medio del uso de canciones y el Método Articulatorio', que tiene como objetivo buscar la mejoría no sólo en la pronunciación en el Inglés sino también en el desarrollo en la competencia comunicativa del mismo. De igual forma, este proyecto de investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés de la Universidad de La Sabana.

Para este propósito se diseñarán talleres y actividades con canciones en el idioma extranjero y grabaciones en las horas de clase las cuales serán transcritas para el análisis de datos, en las cuales ustedes podrán participar activamente. Es importante hacer énfasis en que ustedes como futuros participantes podrán hacer parte del proyecto voluntariamente y que podrán retirarse del mismo si así lo desean. Dicho proyecto será guiado por su profesor de Inglés durante las clases de la misma asignatura durante el I y II semestre del año 2012. La participación en este proyecto no afectará las calificaciones correspondientes al curso y tampoco las temáticas correspondientes al grado establecidas por el currículo y el syllabus de la institución.

A los participantes se les garantiza estricta confidencialidad con la información que se obtenga y este proyecto no tendrá incidencia alguna en las notas correspondientes al curso.

Como constancia que conocen esta información y la aprueban, por favor firmar el presente consentimiento.

Nombre del participante: \_\_\_\_\_

Firma: \_\_\_\_\_

**Cordialmente**

\_\_\_\_\_  
**YAILY VIVIANA CORTÉS PULIDO**

\_\_\_\_\_  
**Hernando Barriga**

**Docente de Inglés e investigador**

**Coordinador Ciclo V Jornada Tarde**

\_\_\_\_\_  
**Ricardo Castrillón**

**Rector**

## Appendix 15

### Example of ICELT Lesson Plan

<b>Name of teacher: YAIDY VIVIANA CORTÉS PULIDO</b>	
<b>Institution: COLEGIO LA ESTANCIA SAN ISIDRO LABRADOR</b>	
<b>Class/grade: Tenth grade</b>	<b>Lesson Number: ____</b>
<b>Number of students: 17</b>	<b>Average age of Students: 15-16</b>
<b>Number of years of English study: 1</b>	<b>Level of students</b>  <b>Elementary</b>





### **Main Aim(s):**

By the end of the session the students will be able to sing a song pronouncing the phoneme [θ] in an accurate way.

### **Subsidiary Aims:**

The student will make and verify predictions about the pronunciation of some vocabulary based on prior knowledge

The student will read the lyric of the song in a silently way.

The student will listen to a song in order to learn the accurate pronunciation of a specific phoneme.

The student will practice the pronunciation of the phoneme through the song.

### **Personal aims:**

To make my instructions clearer improving body language

To encourage the use of classroom language, expressions and vocabulary

To promote more students' practice pronunciation

To motivate students to construct their own learning

### **Assumed knowledge:**

- Students are able to pronounce certain phonemes /d/, /f/, /m/, /n/, /c/.
- Students are able to identify meanings and vocabulary by means of images.
- Students are able to make predictions about specific situations.
- Students are able to analyze different situations and make relations according to the context.

**Note:** The following chart is based on the first session of the first Module (Phoneme /θ/) for that reason is related to the Articulatory Method. Modules will be divided into three sessions.

Second Phase: Pre-stage session. The Articulatory Method.

Stage	Aim	Activity/Instructions	Time and Interaction	Materials
<b>Warming up</b>	To introduce the students to the activity class	The students are going to read aloud some sentences that are going to be written on the board.	5 Mins T-S	Sentences in pieces of paper
<b>Module 1 procedure</b>	To introduce students to the accurate pronunciation of a specific phoneme.	<ol style="list-style-type: none"> <li>1. Student will be able to see an image of the phoneme. (Appendices 10, 11 and 12).</li> <li>2. The teacher will explain the way of how to pronounce the phoneme by following the description of the image.</li> <li>3. Students will imitate the pronunciation of the sound by means of repetition.</li> <li>4. Students will practice the pronunciation of some words by looking themselves in a mirror.</li> <li>5. The teacher will show some word examples and she will explain to students how to pronounce them taking into account the previous explanation.</li> <li>6. Students will listen to some sounds by means of listening examples and then they have to repeat.</li> <li>7. Students will read aloud some words given by the teacher, which include the studied phoneme.</li> </ol>	95 Mins S-T	Image of the phoneme [θ]
<b>Closing Activity</b>	To encourage students to autonomy work	Some students are going to sing the song in front of their partners in order to show the development of the process.	5 Mins S-S	Words written in pieces of paper
<b>Assessment</b>	To receive feedback in order to improve weaknesses found during the session	Teacher will give a general feedback in order to analyze students' weaknesses and strengths.	5 Mins T-S	

**Note:** The following chart is based on the second session of the first Module (Phoneme /θ/) for that reason is related to the Songs.

Second Phase: While-stage. Songs

Stage	Aim	Activity/Instructions	Time and Interaction	Materials
<b>Warming up</b>	To introduce the students to the activity class	The students are going to read aloud some sentences that are going to be written on the board.	5 Mins T-S	Sentences in pieces of paper



PRONUNCIATION AWARENESS OF THE PHONEMES /θ/, /ʃ/, AND /v/

<b>Module 1 procedure</b>	To introduce students to the accurate pronunciation of a specific phoneme through a song	<ol style="list-style-type: none"> <li>1. Students will receive a printed copy of a lyric. The studied phoneme will be underlined.</li> <li>2. Students will read the song silently. The printed lyric will have some blanks.</li> <li>3. Students will read aloud the words that are on the top. These words contain the studied phoneme and are the ones that have to be filled in the blanks.</li> <li>4. Students will listen to the song.</li> <li>5. Students will fill in the blanks the missing words.</li> <li>6. Students will practice pronunciation while they are listening to the song. They will be able to listen to the song several times (three times).</li> <li>6. Teacher will ask student to repeat the lyric by pausing the song. In this part, the teacher will pause the song sentences by sentence. The teacher will say the sentences aloud without singing and then students have to repeat after the teacher.</li> <li>7. The teacher will play the song and students have to sing aloud, while they are singing the teacher will turn down the volume of the song in order to listen to the pronunciation of the studied phoneme.</li> </ol>	95 Mins S-T	Chosen Song - recorder
<b>Closign Activity</b>	To encourage students to autonomy work	Some students are going to sing the song in front of their partners in order to show the development of the process.	5 Mins S-S	Song - recorder
<b>Assessment</b>	To receive feedback in order to improve weaknesses found during the session	Teacher will give a general feedback in order to analyze students' weaknesses and strengths.	5 Mins T-S	

**Note:** The following chart is based on the third session of the first Module (Phoneme /θ/).

Second Phase: Post-stage. Reading aloud or singing the song.

Stage	Aim	Activity/Instructions	Time and Interaction	Materials
<b>Warming up</b>	To introduce the students to the activity class	The students are going to read aloud some sentences that are going to be written in a piece of paper.	5 Mins T-S	Sentences in pieces of paper
<b>Module 1 procedure</b>	To introduce students to the accurate pronunciation of a specific phoneme through a song	<ol style="list-style-type: none"> <li>1. Before the session, the students will practice the song at home.</li> <li>2. At the beginning of the lesson, the researcher will call students individually, they will be asked to read aloud some specific sentences of the song was practiced the previous lesson.</li> <li>2. Then, students will sing or read aloud the complete song. (They can choose reading aloud or singing).</li> <li>3. The teacher will record students' voices.</li> </ol>	95 Mins S-T	Song - recorder
<b>Closign Activity</b>	To encourage students to autonomy work	The students will be able to sing and try to identify their own strengths and weaknesses.	5 Mins S-S	Song - recorder
<b>Assessment</b>	To receive feedback in order to improve weaknesses found during the session	Teacher will give individual feedback in order to analyze students' weaknesses and strengths.	5 Mins T-S	



## PRONUNCIATION AWARENESS OF THE PHONEMES /θ/, /ʃ/, AND /v/

### Appendix 16

#### Audio-recorded Tests Instructions Format

#### INSTRUCCIONES

1. Haz una lectura mental de la canción “My Valentine” que encontrarás a continuación.
2. Haz click en el siguiente link para escuchar la canción en [www.youtube.com. http://www.youtube.com/watch?v=9HOhVeXsZkM](http://www.youtube.com/watch?v=9HOhVeXsZkM)
3. Luego abre el archivo de power point que tiene el nombre “Singing a song in English”.
4. En la primera diapositiva encontrarás las instrucciones para poder grabar tu voz cantando la canción “My Valentine”.
5. Recuerda que tienes la opción de cantarla o decirla. Tú decides. También tienes la opción de escuchar la canción cuantas veces consideres necesario para luego grabar tu voz.



PRONUNCIATION AWARENESS OF THE PHONEMES /θ/, /ʃ/, AND /v/

Appendix 17

Audio-recorded Test

**Singing a song in English**  
"My Valentine" by Paul McCartney  
Audio-recording test

**INSTRUCCIONES**

- Haz click en el siguiente link para escuchar y leer la letra de la canción de Paul McCartney "My Valentine". Puedes escucharla las veces que desees.  
<http://www.youtube.com/watch?v=gHOHVeXsZkM>
- En la diapositiva número tres, encontrarás la letra de la canción, léela y practica la pronunciación de toda la canción las veces necesarias antes de grabar tu voz.
- En la parte superior de este programa encontrarás una pestaña que dice "Insertar", haz click en ella.

**INSTRUCCIONES**

- Encontrarás otra pestaña con el nombre "Sonido", allí seleccionarás la opción "Grabar sonido".
- Aparecerá un cuadro pequeño, haz click en el botón rojo para empezar a grabar, el tiempo es el adecuado para cantar o decir la canción.
- Cuando hayas terminado de cantar la canción, haz click en el botón azul para detener la canción.
- Graba tu archivo de power point con tu nombre.

**MY VALENTINE (By PAUL McCARTNEY)**

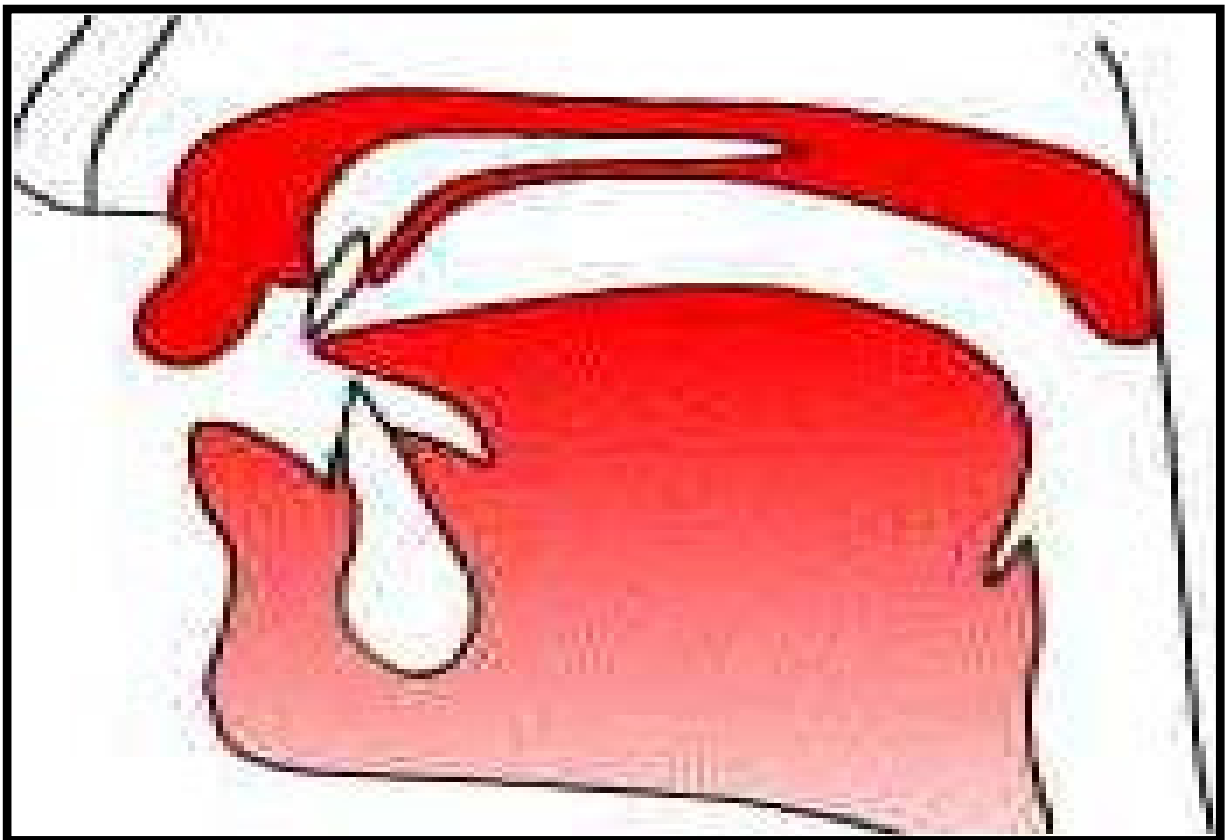
<p><i>What if it rained? We didn't care She said that someday soon the sun was gonna shine. And she was right, this love of mine, My Valentine As days and nights, would pass me by I tell myself that I was waiting for a sign Then she appeared, a love so fine, My Valentine And I will love her for life And I will never let a day go by without remembering the reasons why she makes me certain that I can fly</i></p>	<p><i>And so I do, without a care I know that someday soon the sun is gonna shine And she'll be there This love of mine My Valentine What if it rained? We didn't care. She said that someday soon the sun was gonna shine and she was right This love of mine, My Valentine</i></p>
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PRONUNCIATION AWARENESS OF THE PHONEMES /θ/, /ʃ/, AND /v/

Appendix 18 / θ / articulation

The Articulatory Method



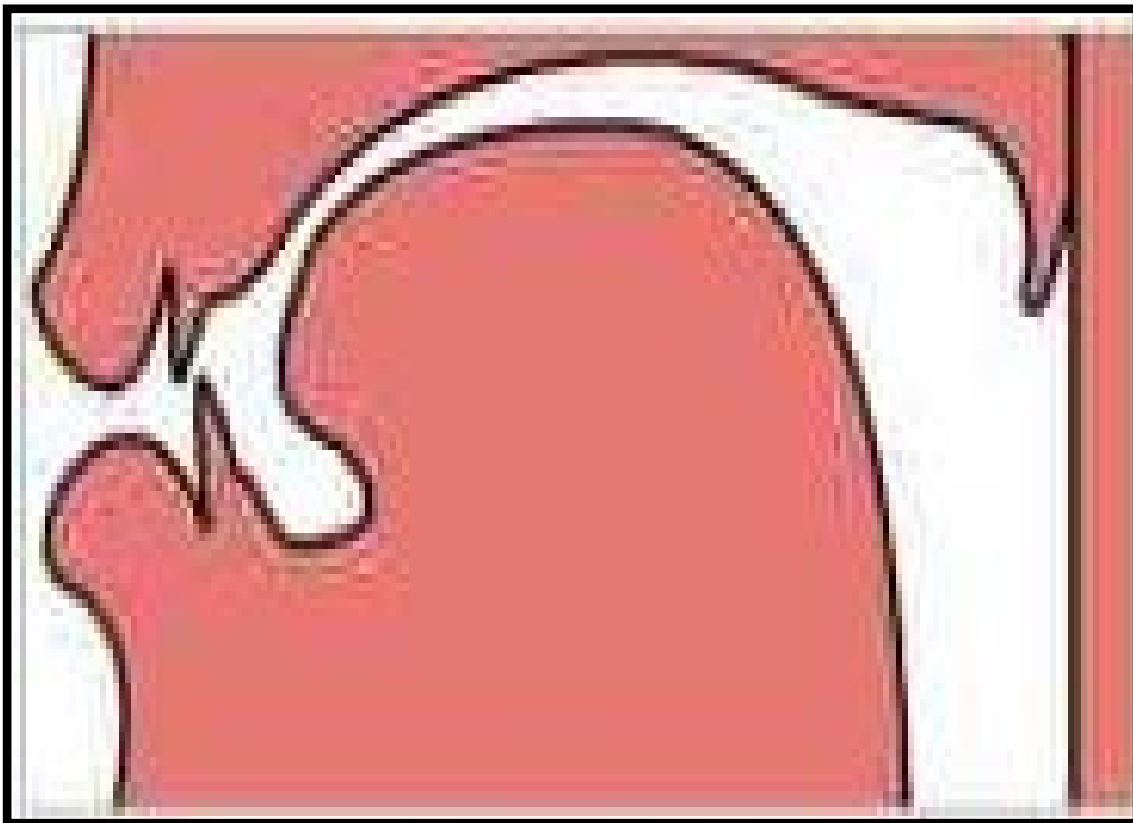
(Image retrieved from <http://www.tuninst.net/Romabama/Human-Voice/HV1/Fig106-husher.GIF>)

**/θ/ articulation.** The sound of /θ/ is a dental consonant that is uttered with the tongue between the upper and the lower teeth. The airstream is permanent without interruption, and the vocal cords do not vibrate. (Dale & Poms, 1981, p. 32 cited in Arias, 2009, p. 38).



## Appendix 19 /ʃ/ articulation

### The Articulatory Method



(Image retrieved from [http://www.phil-fak.uni-duesseldorf.de/uploads/pics/alveolar\\_fricatives\\_s.png](http://www.phil-fak.uni-duesseldorf.de/uploads/pics/alveolar_fricatives_s.png))

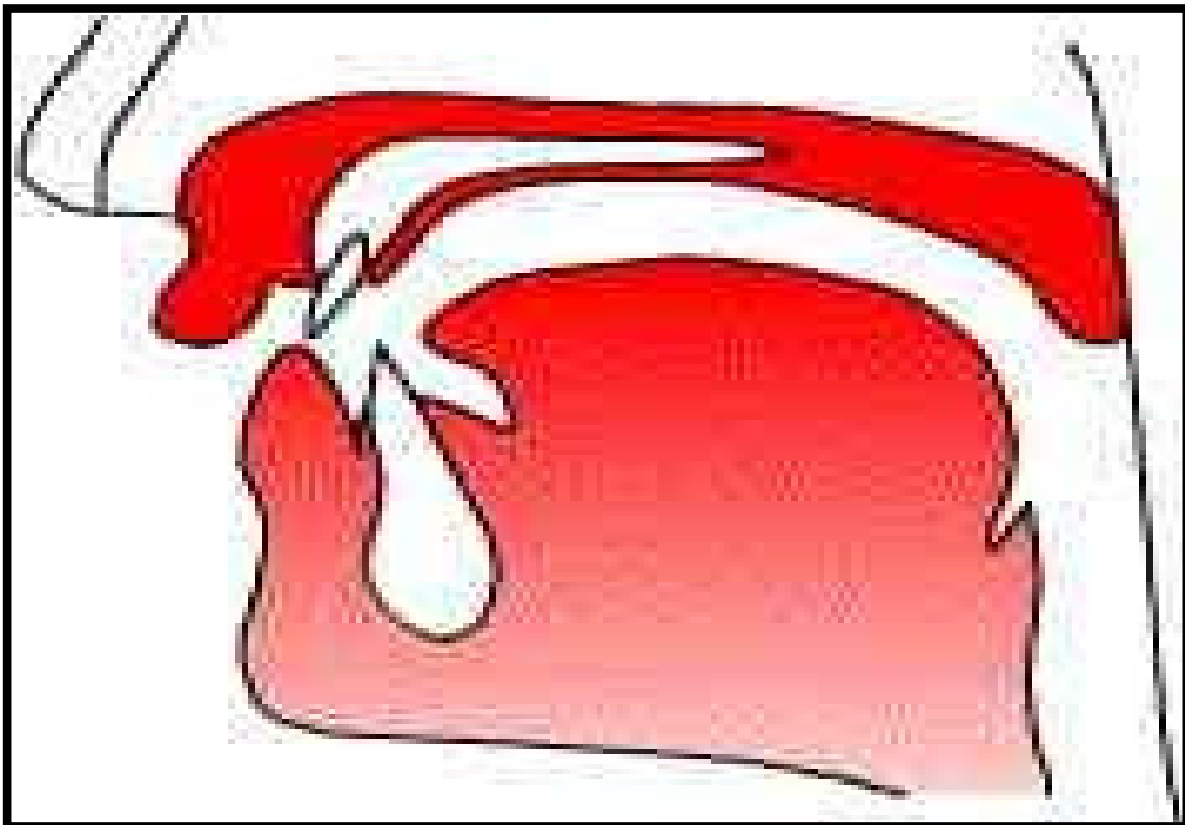
**/ʃ/ articulation.** The /ʃ/ phoneme is a palatal consonant in which the vocal folds are pulled apart, allowing air to pass directly through the glottis. The accurate pronunciation of the consonant /ʃ/ can be made if the airstream is steady and smooth. The tongue does not touch the teeth or upper gum ridge. (Dale & Poms, 1981, p. 47 cited in Arias, 2009, p. 39).



PRONUNCIATION AWARENESS OF THE PHONEMES /θ/, /ʃ/, AND /v/

Appendix 20 /v/ articulation

The Articulatory Method



(Image retrieved from <http://home.cc.umanitoba.ca/~krussll/phonetics/ipa/img/vt-f-v.png>)

**/v/ articulation.** The sound of /v/ is a labiodental consonant that is produced when the upper teeth touch the lower lip as for /f/. The airstream is continuous without interruption and the vocal cords are vibrating.



PRONUNCIATION AWARENESS OF THE PHONEMES /θ/, /ʃ/, AND /v/

Appendix 21

Song “Thinking of You” by Lenny Kravitz

Thinking (9) - back (2) - the (9) - freedom- things (7)  
 - sleeping - they - trying - change - there

**OF YOU**

By Lenny Kravitz

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Tell me mama is your life a better _____?</li> <li>2. And tell me mama</li> <li>3. Would you live your life _____ same</li> <li>4. Or come _____ and rearrange?</li> <li>5. Tell me mama how is _____?</li> <li>6. Oh I'm _____ of you</li> <li>7. And all _____ <u>that</u> you wanted me to be</li> <li>8. And I'm _____ now</li> <li>9. Oh I'm _____ of you</li> <li>10. And all _____ <u>that</u> you wanted me to be</li> <li>11. Tell me mama.</li> <li>12. And tell me mama</li> <li>13. Are _____ great big brass parades?</li> <li>14. Does _____ sun shine night and day?</li> <li>15. Tell me mama no more _____</li> <li>16. Tell me mama no more weeping</li> <li>17. I'm _____ of you</li> <li>18. And all _____ <u>that</u> you wanted me to be</li> <li>19. And I'm _____ now</li> <li>20. Oh I'm _____ of you</li> <li>21. And all _____ <u>that</u> you wanted me to be</li> <li>22. And I'm _____ now</li> <li>23. Oh I'm _____ of you</li> <li>24. And all _____ <u>that</u> you wanted me to be</li> </ol> | <ol style="list-style-type: none"> <li>1. Oh I'm _____ of you</li> <li>2. And all _____ <u>that</u> you wanted me to be</li> <li>3. Hey mama, hey mama, mama</li> <li>4. No, no, no, no, no <span style="float: right;">oh no, no, no,</span></li> <li>5. Hey <span style="float: right;">tell me</span></li> <li>6. Tell me mama</li> <li>7. And tell me mama</li> <li>8. Are you missing me the way</li> <li>9. That I'm missing you today?</li> <li>10. Tell me mama can you hear me?</li> <li>11. Oh I'm _____ of you</li> <li>12. And all _____ <u>that</u> you wanted me to be</li> <li>13. And I'm _____ now <span style="float: right;">(repeat 5</span></li> <li>14. Oh I'm _____ of you</li> <li>15. _____ of you ...</li> </ol> |
|---|--|



Appendix 2

Song “She’s like the wind” by Patrick Sawyze

Dream - she’ll - moonlight - she - close - believe - like  
- she’s - look - mirror - feel - tree - insane

\_\_\_\_\_ THE WIND (BY PATRICK  
SAWYZE)

- |  |   |
|--|---|
| <p>50. _____ the wind through my<br/>_____</p> <p>51. _____ rides the night next to me</p> <p>52. _____ leads me through _____</p> <p>53. Only to burn me with the sun</p> <p>54. _____ taken my heart</p> <p>55. But _____ doesn't know what _____<br/>done</p> <p>56. _____ her breath on my face</p> <p>57. Her body _____ to me</p> <p>58. Can't _____ in her eyes</p> <p>59. _____ out of my league</p> <p>60. Just a fool to _____</p> <p>61. I have anything _____ needs</p> <p>62. _____ the wind</p> <p>63. I look in the _____ and all I see</p> <p>64. Is a young old man with only a _____</p> <p>65. Am I just fooling myself</p> <p>66. That _____ stop the pain</p> <p>67. Living without her</p> <p>68. I'd go _____</p> | <p>26. _____ her breath on my face</p> <p>27. Her body close to me</p> <p>28. Can't look in her eyes</p> <p>29. _____ out of my league</p> <p>30. Just a fool to _____</p> <p>31. I have anything _____ needs</p> <p>32. _____ the wind</p> <p>33. And I'm _____ now</p> <p>34. _____ your breath on my face</p> <p>35. Your body _____ to me</p> <p>36. Can't look in your eyes</p> <p>37. You're out of my league</p> <p>38. Just a fool to _____</p> <p>39. (Just a fool to _____)</p> <p>40. _____ the wind</p> <p>41. (Just a fool to _____)</p> <p>42. Just a fool to _____</p> <p>43. (_____ the wind)</p> <p>44. Just a fool to _____</p> <p>45. (Just a fool to _____)</p> <p>46. _____ the wind</p> <p>47. (Just a fool to _____)</p> <p>48. Just a fool to _____</p> <p>49. _____ the wind</p> |
|--|---|



PRONUNCIATION AWARENESS OF THE PHONEMES /θ/, /ʃ/, AND /v/

Appendix 23

Song “And I love her” by The Beatles

never (3) - love (10) - she (2) - gives - give - have -  
everything - lover - Shine (2)

**AND I \_\_\_\_\_ HER (BY THE BEATLES)**

1. I \_\_\_\_\_ her all my \_\_\_\_\_
2. That's all I do
3. And if you saw my \_\_\_\_\_
4. You'd \_\_\_\_\_ her too
5. I \_\_\_\_\_ her
6. \_\_\_\_\_ me \_\_\_\_\_
7. And tenderly
8. The kiss my \_\_\_\_\_ brings
9. \_\_\_\_\_ brings to me
10. And I \_\_\_\_\_ her
11. A \_\_\_\_\_ like ours
12. Could \_\_\_\_\_ die
13. As long as I
14. \_\_\_\_\_ you near me
15. Bright are the stars that \_\_\_\_\_
16. Dark is the sky
17. I know this \_\_\_\_\_ of mine
18. Will \_\_\_\_\_ die
19. And I \_\_\_\_\_ her
20. Bright are the stars that \_\_\_\_\_
21. Dark is the sky
22. I know this \_\_\_\_\_ of mine
23. Will \_\_\_\_\_ die
24. And I \_\_\_\_\_ her

## Appendix 24

### Students' Instructional

Querido Estudiante:

Para esta clase, es importante que sigas paso a paso las instrucciones dadas en esta guía.

#### Instrucciones

1. Haz una lectura mental de la letra de la canción estudiada la clase anterior.
2. Practica la pronunciación de las palabras que con tienen el fonema /v/.
3. Puedes leer en voz alta o cantar las oraciones señaladas por tu profesora, tu eliges la opción con la que te sientas más cómodo(a).
4. Recuerda que tu voz será grabada durante esta actividad. Ésta actividad se hará de manera individual.
5. Ten en cuenta las actividades realizadas y los métodos aplicados en las sesiones anteriores.  
(Canciones y Método articulatorio).

**Cordialmente**

**YAILY VIVIANA CORTÉS PULIDO**



**PRONUNCIATION AWARENESS OF THE PHONEMES /θ/, /ʃ/, AND /v/**

Appendix 25

Pre and Post Audio Recorded Tests

**Pre-audio recorded test**

Song: "She loves you" by The Beatles

Word: Should

Chart No: 3 Phoneme: /ʃ/ Word: /ʃʊd/			
Student	YES	NO	Used Phoneme Number
S1		X	
S2		X	
S3		X	
S4		X	
S5		X	
S6		X	
S7		X	
S8		X	
S9	X		
S10		X	
S11		X	
S12		X	
S13		X	
S14		X	
S15	X		

**Post-audio recorded test**

Song: "My Valentine" by Paul McCartney

Word: Shine

Chart No: 4 Phoneme: /ʃ/ Word: /ʃaɪn/			
Student	YES	NO	Used Phoneme Number
S1	X		
S2	X		
S3	X		
S4	X		
S5	X		
S6	X		
S7		X	
S8	X		
S9		X	
S10	X		
S11	X		
S12	X		
S13	X		
S14	X		
S15	X		



**PRONUNCIATION AWARENESS OF THE PHONEMES /θ/, /ʃ/, AND /v/**

S16	X		
S17	X		

S16	X		
S17	X		

**Pre-audio recorded test**

Song: "She loves you" by The Beatles

Word: Love

Chart No: 5 Phoneme: /v/ Word: /'ləv/			
Student	YES	NO	Used Phoneme Number
S1		X	
S2		X	
S3	X		
S4		X	
S5		X	
S6		X	
S7		X	
S8	X		
S9		X	
S10		X	
S11		X	
S12		X	
S13		X	
S14		X	
S15	X		
S16		X	

**Post-audio recorded test**

Song: "My Valentine" by Paul McCartney

Word: Love

Chart No: 6 Phoneme: /v/ Word: /'ləv/			
Student	YES	NO	Used Phoneme Number
S1		X	
S2	X		
S3	X		
S4	X		
S5	X		
S6	X		
S7	X		
S8	X		
S9	X		
S10	X		
S11	X		
S12		X	
S13		X	
S14	X		
S15	X		
S16	X		



**PRONUNCIATION AWARENESS OF THE PHONEMES /θ/, /ʃ/, AND /v/**

S17		X	
-----	--	---	--

S17	X		
-----	---	--	--

**Pre-audio recorded test**

Song: "She loves you" by The Beatles

Word: Loves

Chart No: 7 Phoneme: /v/ Word: /'ləvs/			
Student	YES	NO	Used Phoneme Number
S1		X	
S2		X	
S3	X		
S4		X	
S5		X	
S6		X	
S7		X	
S8	X		
S9		X	
S10		X	
S11		X	
S12		X	
S13		X	
S14		X	
S15	X		
S16		X	
S17		X	

**Post-audio recorded test**

Song: "My Valentine" by Paul McCartney

Word: Valentine

Chart No: 8 Phoneme: /v/ Word: /væləntajn/			
Student	YES	NO	Used Phoneme Number
S1		X	
S2	X		
S3	X		
S4	X		
S5		X	
S6	X		
S7		X	
S8	X		
S9	X		
S10	X		
S11		X	
S12		X	
S13	X		
S14	X		
S15	X		
S16	X		
S17	X		



**PRONUNCIATION AWARENESS OF THE PHONEMES /θ/, /ʃ/, AND /v/**

**Pre-audio recorded test**

**Song: "She loves you" by The Beatles**

**Word: Think**

Chart No: 9 Phoneme: /θ/ Word: /θɪŋk/			
Student	YES	NO	Used Phoneme Number
S1		X	
S2		X	
S3		X	
S4		X	
S5		X	
S6		X	
S7		X	
S8		X	
S9		X	
S10		X	
S11		X	
S12		X	
S13		X	
S14		X	
S15		X	
S16		X	
S17		X	

**Post-audio recorded test**

**Song: "My Valentine" by Paul McCartney**

**Word: Without**

Chart No: 10 Phoneme: /θ/ Word: /wɪθaʊt/			
Student	YES	NO	Used Phoneme Number
S1		X	
S2		X	
S3	X		
S4		X	
S5	X		
S6	X		
S7		X	
S8	X		
S9	X		
S10		X	
S11	X		
S12		X	
S13		X	
S14	X		
S15	X		
S16	X		
S17	X		

After the application of the Articulatory Method and songs, students showed progress on the pronunciation of the three phonemes

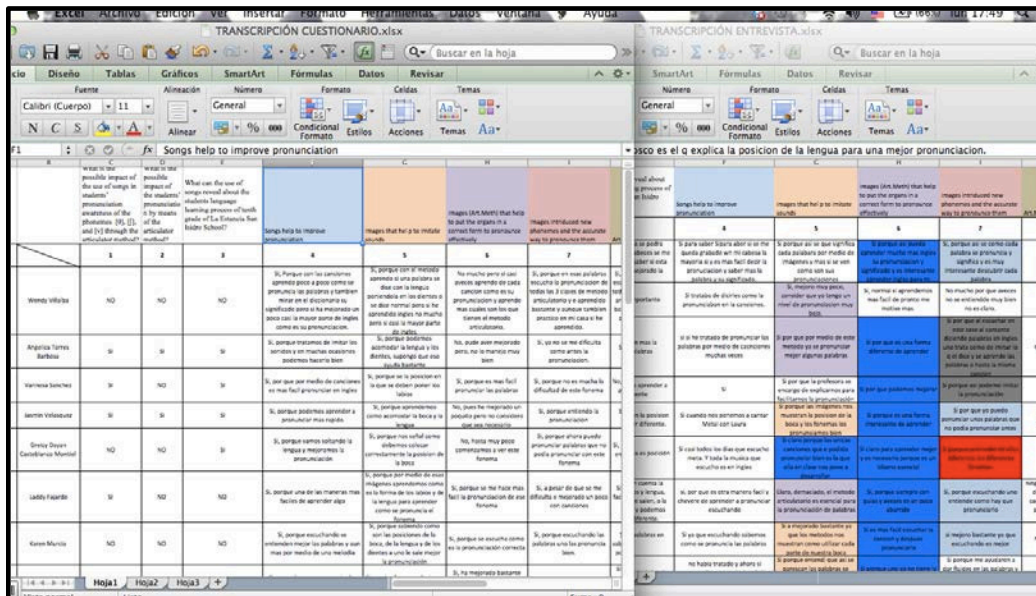




PRONUNCIATION AWARENESS OF THE PHONEMES /θ/, /ʃ/, AND /v/

Appendix 26

Interviews' and Questionnaires' Transcription Files



The image shows two Excel spreadsheets side-by-side. The left spreadsheet is titled 'TRANSCRIPCIÓN CUESTIONARIO.xlsx' and contains a table with columns for 'Songs help to improve pronunciation' and rows for various participants like 'Wendy Wilkins', 'Alfonso Torres Barrios', etc. The right spreadsheet is titled 'TRANSCRIPCIÓN ENTREVISTA.xlsx' and contains a table with columns for '¿Cómo es el q explica la posición de la lengua para una mejor pronunciación.' and rows for various participants like 'Noel Abad', 'Luz María', etc. Both tables have multiple columns for data entry, likely representing different questionnaire items or interview questions.



PRONUNCIATION AWARENESS OF THE PHONEMES /θ/, /ʃ/, AND /v/

Appendix 27

Common Patterns File

C116		Considero que si es esencial saber la posición de la lengua, los dientes y los labios para				
	A	B	C	D	E	F
1	BASKET 1 - WHAT SONGS REVEAL Si para saber Sipara aber si se me queda grabado un mi cabeza la mayoría si y es mas facil decir la pronunciación y saber mas la palabra y su significado.	NS-QUES	BASKET 2 - WHAT THE ART-METHOD REVEAL Si, el metodo articulatorio es el cual se caracteriza en imagenes y explica cada palabra o oraciones.	NS-QUES-SS	MOTIVATION	NS-QUES-SS
2	Si, porque así se come cada palabra se pronuncia y significa y es muy interesante descubrir cada palabra.	NT-4-VILLALBA	Si, porque entre las imagenes al verlas se podra saber cual es su sonido y mejor imitarlo bien y mas hoy se podra ver y aprender las palabras y saber bien como es su pronunciación.	NT-1-VILLALBA	Si, porque así se come cada palabra se pronuncia y significa y es muy interesante descubrir cada palabra.	NT-6-VILLALBA
3	Si, mejor muy poco, considero que yo tengo un nivel de pronunciación muy bajo.	NT-7-VILLALBA	Si, porque así uno sabe como se podra pronunciar cada palabra pero abeces se me complica un poquito por no saber si esta palabra es así o no, me he mejorado la pronunciación.	NT-2-VILLALBA	Si, normal si aprendemos mas facil de pronto me motive mas.	NT-7-VILLALBA
4	No mucho por que abeces no se entiende muy bien no es claro.	NT-5-TORRES	Si porque así se que significa cada palabra por medio de imagenes y mas si se ven como son sus pronunciaciones.	NT-3-VILLALBA	No mucho por que abeces no se entiende muy bien no es claro.	NT-6-TORRES
5	Si si he tratado de pronunciar las palabras por medio de canciones muchas veces.	NT-7-TORRES	Si, son las imagenes donde explica la posición de la lengua y de los dientes.	NT-5-VILLALBA	Si por que es una forma de aprender.	NT-7-TORRES
6	Si por que al escuchar en otro caso al cantante diciendo palabras en ingles uno trata como de imitar lo q el dice y se aprende las palabras o hasta la misma canción.	NT-4-SANCHEZ	Si, yo creo que seria mas facil y aprenderiamos con menos dificultad.	NT-1-TORRES	Si por que podemos mejorar.	NT-6-SANCHEZ
7	Si porque así podemos imitar la pronunciación.	NT-7-SANCHEZ	Si considero que es muy importante.	NT-2-TORRES	Si por que es una forma interesante de aprender.	NT-7-VELASQUEZ
8	Si por el motivo que pasa cuando uno oír uno se aprende su ritmo y su letra y en unos casos su pronunciación.	NT-7-VELASQUEZ	Si, mejor muy poco, considero que yo tengo un nivel de pronunciación muy bajo.	NT-3-TORRES	Si por que yo puedo pronunciar unas palabras que no podia pronunciar antes.	NT-6-CASTELBLAN
9	Si cuando nos ponemos a cantar Metal con Laura.	NT-2-CASTELBLANCO	Si, el metodo articulatorio consiste en diferentes ejercicios para mejorar el pronunciamiento de las palabras de las palabras en inglés.	NT-5-TORRES	Si claro para aprender mejor y es necesario porque es un idioma esencial.	NT-7-CASTELBLAN
10	Si casi todos los dias que escucho meta. Y toda la musica que escucho es en ingles.	NT-4-CASTELBLANCO	Si podria tra la foto pronunciar las palabras, desde que la imagen sea entendible.	NT-1-SANCHEZ	Si, por que es una manera facil y chvere de aprender a pronunciar escuchando.	NT-6-FAJARDO
11	Si claro porque las unicas canciones que e podido pronunciar bien es la que ella en clase nos pone a desarrollar.	NT-4-FAJARDO	Si porque así se facilitarian mas la pronunciación de las palabras.	NT-2-SANCHEZ	Si, porque siempre con guías y abeces es un poco aburrido.	NT-4-MURCIA
12	Si porque por medio de ellas diferencia los diferentes fenomenos.	NT-7-FAJARDO	Si por que por medio de este metodo ya se pronunciar mejor algunas palabras.	NT-3-SANCHEZ	Si porque uno ya no tiene la misma rutina y pues las canciones nos agradan mas.	NT-6-PINEDA
13	Si, porque escuchando uno entiende como hay que pronunciarlo.	NT-7-MURCIA	Si, son las imagenes donde explica la posición de la lengua y de los dientes.	NT-5-SANCHEZ	Si porque es muy emocionante y mas facil de toda manera y es mejor porque da menos pena porque todos reñan lo mismo.	NT-6-VARGAS
14	Si, porque escuchando sabemos como se pronuncia las palabras.		Si por que hace poder llegar a aprender a pronunciar correctamente.	NT-1-VELASQUEZ	Si porque al escuchar la pronunciación en la canción uno se dirige a escuchar mas ademas uno se aprende mas facil la canción por que se escucha mas y el ritmo nos ayuda a escuchar con melodia.	NT-7-VARGAS
15	Si es mas facil escuchar la canción y despues pronunciarla.	NT-4-LOZANO	Si por que la profesora se encargo de explicarnos para facilitarnos la pronunciación.	NT-3-VELASQUEZ	Si porque me parece que este idioma es muy importante.	NT-5-FORERO
16				NT-5-VELASQUEZ	Si, porque cuando uno escucha la	



PRONUNCIATION AWARENESS OF THE PHONEMES /θ/, /ʃ/, AND /v/

Appendix 28

Participants' Photos



(Photo 1) (Yaidy, Jenny, Steven, Lina, Jorge, Wilmer, Alejandra, Vanessa, Karen, Breiner, Patricia, Hasbleidy, Michael, Diego, Jeisson, Heidy, Ander, Lina, Wendy, Steven)



(Photo 2) (Leider, Wilmer, Eduard, Diego, Edwin, Brayan, Yaidy, Andrés, Michael, Rafael, Juan David, Xiomara, Yineth, Hasbleidy, Vanessa, Jeimy, Greicy, Jenny, Wendy, Jazmin, Hasbleidy, Angie, Yury, Paola, Leidy, Karen, Martha)