

**TEACHING PRONUNCIATION THROUGH THE USE OF WEB TOOLS AND
APPLICATIONS AS A MOTIVATIONAL AGENT TO IMPROVE THE ORAL
COMPETENCE OF 7TH GRADERS IN A PUBLIC SCHOOL IN ARMENIA
QUINDÍO**



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Armenia – Quindío

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INTRODUCTION

In recent decades, the role of speaking English as a foreign language has increased significantly in the education field around the world. Clearly, the world governments in their educational programs have been engaging the promotion of creating multicultural students who will be able to face the new challenges and processes involved in this natural reality of evolution in which we are all immersed. Following this idea, the creation of the *Common European Framework* in 1971, led to the current globalization process the need of reflecting about the field of foreign languages with a view to promoting quality, coherence and transparency by sharing a common meta-language and common levels of language proficiency around the world. In fact, after its official publication in 2001 (written in more than 40 languages) bilingualism has powerfully emerged as a connection between different cultures increasing in this way the development of new bilingual habits in order to increase ideological, international and individual reasons to speak English as a foreign language. Grosjean (1982), Fishman (1972) and Hamers and Blanc (2000) (as cited in Galindo, 2009, pp. 3, 4) agree that there is not a universal definition for the term bilingualism, rather they argue that it is a natural reality of interdisciplinary and multidimensional character that evolves through time, making it a dynamic concept. Thus, there are several approaches to the concept of bilingualism. Therefore, Weinreich (as cited in Kachru 1980) considers bilingualism “the practice of alternately using two languages.” In this same line, according to Titone (1972) (as cited in Hamers and Blanc 2000 pp. 6, 7) “for whom bilingualism is the individual’s capacity to speak a second language while following the concepts and structures of that language rather than paraphrasing his or her mother tongue”. Finally, (as cited in Galindo 2009, p. 5) a person could be bilingual if at least one of the four skills is presented in a language different from the mother tongue (McNamara, 1967).

At the beginning the US started adopting the bilingualism as a solution to the social and political problematic presented at that time due to the influx of immigrants from other countries

such as Cuba with its revolution in which the citizens were forced to leave their own country looking for a place to live away from those conflicts. As a result, an idea was born when the schools from the US decided to implement bilingual programs. That is why bilingualism has grown up considerably supporting the formation of multicultural speakers around the world. In the last decades, the Colombian Ministry of Education (MEN) has been developing different strategies and practices in order to increase the students' English level from public schools around the country. That is how, the bilingualism program implemented since 2004, gave teachers different pedagogical proposals, strategies and content from where they can develop a successful learning experience in which they will improve the students' communicative competence in English. According to the MEN (as cited in Altablero, 2005):

(...) policies to develop the capacity to understand other cultures and achieve more effective communication, both in the mother tongue and in other languages. Bilingualism policies are based on three main pillars: language, communication and culture, since language learning is cultural learning. Openness to the other, tolerance of differences, ability to communicate effectively with members of other cultures and valuation of one's own against foreign ones.

In this sense, the application of the program has contributed significantly in the development of a new bilingual culture in Colombia. According to the departmental secretary of education (2018)

(...) the program Quindío Bilingüe y Competitivo includes training for 1109 teachers in the strengthening of foreign language skills in English and teaching methodology, provision of visual, audio-visual, technological tools and teaching materials for 541 classrooms in 54 Educational Institutions and their headquarters, also the development of communication skills in English, for boys and girls from preschool to fifth grade through 50 foreign native teachers for 1 year.

The programs mentioned before seek for the improvement of the student's communicative competence level of English in Colombia; nevertheless, it has to be taken into account that the oral competence which belongs to the major category has not been fully covered in public schools because, for example, inside the classrooms there is evidence that the students are shaping only as receptive bilinguals. This means that the oral skill still lacks attention in the schools.

1. RESEARCH PROBLEM

Currently, globalization plays a fundamental basis in the economic, political and social development of a country. That is how, the interest of establishing English as a *lingua franca* has become a fundamental pillar for the governments around the world. In this sense, the Colombian Ministry of Education, in its Bilingual Program created in 2004, started the dream of developing biculturality to be able to face the new challenge of breaking the barriers of communication among speakers of different cultures. In fact, the relevance of speaking English as a second language requires the development of the communicative competences which are reading, writing, listening and speaking. When talking about the last one, pronunciation plays an important role because if it is not well approached, students can feel insecure of speaking without knowing how to pronounce a word correctly. As a result, their motivation to produce orally is negatively affected. According to Folse and Ivone (2005) (as cited in Fernandez 2008, p. 5) “some students are good at speaking in a natural way and tend to participate in all conversation exercises, while others can be quiet and reserved”. It means there is still a notable difference between the input the students receive and the output the students produce. In other words, many students are able to understand the English language, but they are still unable to speak it in the local context.

Taking into account this, the following research questions and objectives arise:

1.1 General question

How can the teaching of pronunciation through the use of web tools and applications be a motivational agent to improve the oral competence of 7th graders in a public school in Armenia?

1.1.2 Specific questions.

What is the teacher and the students' perception regarding pronunciation?

What activities can be implemented in order to improve the students' pronunciation?

How does the teaching of pronunciation benefit students' motivation to speak?

1.2 General objective

To determine how the teaching of pronunciation can be a motivational agent to improve the oral competence of 7th graders in a public school in Armenia.

1.2.1 Specific objectives.

To analyze the teachers and the students' perception regarding pronunciation.

To identify which activities can be implemented in order to improve the students' pronunciation.

To show how the teaching of pronunciation benefit students' motivation to speak.

2. JUSTIFICATION

The present research project is focused on determining if teaching pronunciation can facilitate the process of allowing the students to speak English with a good motivational support. In this way, the students will improve significantly their oral competences to use them in real context implementing English as a foreign language with specific purposes. This research process attempts to achieve a common goal among students in terms of developing the capacity to articulate the words correctly by using different activities which will engage students to use the language being unconscious in its properties but more conscious about the language in use. Due to the fact that this topic has been little studied before, it is really important for the Bilingualism program implemented by the MEN to go back in their policies to develop a new bilingual notion based on the current students' needs to develop a successful program which will allow a more effective process in the students' English skills, especially in their oral competences. In this way, this research project has some considerable advantages in order to achieve an improvement of the student's English oral production. Also, it can facilitate the process of adapting a new bilingual culture which can benefit the country in terms of ideological, international and individual reasons. Finally, the results can represent a valuable input to be taken into account for further research in Quindío.

3. LITERATURE REVIEW

The following chapter presents different research studies carried out in a large number of academic contexts around the world. All of them are related to the teaching of foreign languages and the development of student's oral competence by means of the improvement of their pronunciation. In this way, the researchers will be able to analyze and take advantage of the information provided in prior studies. This literature review focuses on the application, viability, methodology and context of the studies. As a result, it will help shape the way in which the present research is designed, applied and analyzed in order to widen knowledge for future researches.

To begin with, the study developed by Mahdi (2019) at the University of Bisha, in Saudi Arabia, demonstrated the effectiveness of the implementation of a strategy called Multimedia-assisted LINCS to improve the English pronunciation of 45 Arab university learners of English as a foreign language. As previous studies confirmed the positive effect of implementing LINCS in a traditional way (that is to say without the use of technological resources), this research aimed at determining the effectiveness of implementing the same strategy with the assistance of multimedia.

Because of the experimental design of the research, students were randomly assigned into three groups: Multimedia-assisted LINCS, Traditional LINCS, and a control group (No LINCS). Regarding data collection, pronunciation tests were used at the beginning and at the end of the process, students were given a set of 30 phrases and they were required to read them and record their voices in both opportunities. After conducting an analysis of variance (ANOVA) to determine the significance of the different results obtained from the three groups, it could be concluded that the students belonging either to multimedia-assisted LINCS as to traditional LINCS got significant better results than the students in the control group in the post-test. Nevertheless, there was not a significant difference between the performance of the multimedia-assisted LINCS group and the traditional LINCS group; it means, multimedia-assisted group's performance was slightly higher over the time. This research article provided a wider perspective about the possible strategies that can be implemented in the classroom with the purpose of improving student's pronunciation. In this opportunity, the researcher used a strategy based on five steps in which the technology worked as a reinforcement of LINCS, which had been proved to be effective in the traditional way.

Another study related to the students' oral competence was developed by Moedjito (2017), in Indonesia, was focused on studying the effectiveness of quiz-demonstration-practice-revision (QDPR) in improving EFL learners' pronunciation of 42 Indonesian university students. Because of the design of the research, the participants were chosen based on some criteria. Specifically, 31 students served as the student participants and 11 students served as the student teachers. Because of the design of the study, three methods to collect data were implemented: there were an oral test, a written test and a questionnaire on QDPR related to the target English phonemes.

On top of that, the methodology was divided into four steps. First, the teacher started with a quiz in order to ask the students to pronounce the target phonemes on the shown flashcards. Then, she demonstrated how to produce the target phonemes in students' first language (L1). Subsequently; the practice provided an opportunity for the students to analysis and to identify the target phonemes with their spelling. Finally, the revision occurred because of the identified problems faced by the students in the step of practice. To analyze the data, the information collected from the questionnaire and tests were quantitatively analyzed. Also, the data were submitted to paired-sample t-test to examine whether QDPR was significantly effective in improving EFL learners' knowledge of English target phonemes and their ability to produce them. In addition, the data were then submitted to a simple regression analysis using IBM Statistics 22 for Windows.

After conducting the analysis of the data the study revealed important findings. First, there was a high difference between the mean scores in the pre-tests and in the post-tests. Given the notion that, QDPR learning model is significantly effective in improving EFL learners' knowledge of the target English phonemes and EFL learners' ability to pronounce these phonemes. Highlighting the fact that QDPR might be an alternative learning model in pronunciation teaching in EFL classrooms. Second, regarding the association between the independent variable and the dependent variable. It showed that QDPR was significantly correlated to EFL learners' knowledge of the target English phonemes and their ability to pronounce the target English phonemes. Finally, this implies that QDPR learning model can account directly for 24% of the variation in EFL learners' ability to produce the English target phonemes and 76% of the variation might be explained by factors other than those factors. As the study developed by Mahdi (2019), this article gives some methodological ideas to integrate pronunciation in English teaching. Taking into

account the effectiveness of this strategy, it can be useful for improving the oral competence of the students by considering the importance of being focused on some specific phonemes in the target language.

The study developed by Wahyu (2015), in Indonesia, highlighted the low pronunciation ability of 19 Kindergarten students in Al-Irsyad Madiun caused by the uninteresting activities in learning English; the students' difficulties of English pronunciation and the students' low motivation in learning. To develop the study, the researcher used a quantitative and qualitative action research method based on a qualitative and quantitative approach. Because of the design of the study, the researcher used two games (Go Fish Game and Maze Game) to improve the students' pronunciation ability of the students. Also, there were three ratters in collecting data; they were the researcher, collaborator, and the classroom teacher.

Regarding the method based on the two games: on the one hand, in the quantitative technique of analyzing data, the researcher used the students 'previous mark (pre-test) and at the end of the lesson the researcher gave the students post-test in order to know whether games could improve the student's spelling ability. On the other hands, in the qualitative data, the researcher analyzed the improvement of the teaching learning process by identifying appropriate data analysis and interpretation techniques.

After conducting the analysis of the data, by applying the game Go Fish, they got not only more vocabulary but also practiced their pronunciation ability even though they still made pronunciation mistakes. However, the researcher, collaborative and classroom teacher observed some students who had no progress in pronunciation ability. Nevertheless, classroom teacher explained to the researcher that those students had low background of knowledge of Indonesian alphabets and pronunciation. Apart from this, by applying the second game Maze Game, the research also proved that the different technique or conducting games brought improvement to the students' English pronunciation ability is useful. This article provides different perspectives to call the students' attention during the language learning process. Even though participants were not familiar with pronunciation activities, there was evidence of improvement when using these types of games inside the academic context.

The research study executed by Gambari, Kutigi and Fagbemi (2014) at two coeducational secondary schools in Minna, Nigeria showed the effectiveness of a computer-assisted

pronunciation teaching (CAPT) package on the achievement of 60 students from each school: 15 males and 15 females; 10 high, 10 medium and 10 low verbal ability students in oral English. In order to find answers, researchers proposed four hypothesis during the development of the investigation which are the following; there is no significant difference between the mean achievement scores of students taught oral English with CAPT package and those taught with conventional method, there is no significant difference between the mean retention scores of students taught oral English with CAPT and those taught with conventional method, there is no significant difference in the mean achievement scores of high, medium and low verbal ability students taught oral English with CAPT package and there is no significant difference in the achievement of male and female students exposed to CAPT package.

Due to the fact that the research adopted an experimental design, the two school groups were randomly assigned to an experimental group (CAPT) and a control group (CTM). Considering the data collection instruments, the first one was the treatment instrument developed through the use of the Computer Assisted Pronunciation Teaching (CAPT) package which contained four topics in oral English: vowel sounds, consonant sounds, rhyme and emphatic stress. The second one, the verbal ability instrument, was based on the Australian Council for Education Research Higher Test (A.C.E.R. Higher Test) in order to measure the verbal ability based on different types of questions formulated to students. The last one is the testing instrument that applied the Oral English Achievement Test (OAT) as a delayed post-test after four weeks of treatment in which the experimental group was taught with CAPT package and the control group with traditional teaching. Regarding the results of the investigation, with respect to hypothesis one: students who learned through computer-assisted pronunciation performed better than the control group. Besides, the second hypothesis showed that students taught with technological tools have a better retention of the information than those taught using traditional methods. Then, hypothesis revealed that that students of high verbal ability performed better than those of medium, and low verbal ability. By last, for the hypothesis four the researchers found that computer-assisted pronunciation packages improve the learning of both male and female students in the same level.

Finally, it can be concluded that as the traditional way of teaching is not fully effective for the students, the answer for enhancing the oral competence is to apply an innovative technology as the CAPT which brings benefits in long term memory, verbal ability and gender equality. Ether

this study as the one developed in Saudi Arabia allow to confirm the important role that technological strategies can play at the moment of teaching pronunciation. Due to the higher results obtained by the participants in the experimental group in which technology was implemented as a mean of teaching.

The research study developed by Lepore (2014) at The University of Alabama, investigated pronunciation development in second language learners by monitoring willingness to communicate variables of 37 students ranging in age from 19 to 25 years old in a second-semester of introductory French. As previous studies demonstrated, pronunciation teaching in introductory L2 courses has not been studied extensively in prior. In that sense, the purpose of the present study was to explore interpersonal audio discussions and their effectiveness, measured through students' self-reported WTC and perceived pronunciation abilities throughout their participation in the activities.

Although a qualitative and quantitative method was applied to analyze the data, it focused on the results from the SA forms completed by students and applying the methodology based on the online interpersonal audio discussions with classmates through Voice Thread. In addition, there were monitored through self-assessment after completing each activity in order to achieve pronunciation and willingness to communicate. Because of the design of the study, the instruments include: pre- and exit-questionnaires, student SA forms and journals, and feedback provided to the student from the instructor.

After conducting the analysis of the variables, the participation in the activities combined with a feedback-supported environment resulted in an overall increase in perceived pronunciation abilities that positively correlated with willingness to communicate variables. Moreover, the student SA forms assisted in establishing shifts in WTC contributors throughout the semester such as: anxiety, perceived performance, and self-confidence. In fact, there are positive effects on pronunciation skills because the implementation of interpersonal audio discussions increased the factors influencing WTC and on pronunciation development among learners in introductory classrooms. Consequently, it was proved that the pedagogical benefits of using audio discussions to improve pronunciation are effective. The analysis of the article presents the advantages in using technological methods in order to improve the pronunciation of the students. This issue can be clearly supported along with the two studies of Saudi Arabia and Nigeria. That is how, the use of

technology assisted by an optimum feedback, can increase potentially the oral skill and the self-confidence of the students while reducing anxiety.

Although the implementation of different strategies with the purpose of improving the pronunciation of EFL students has proved to have positive results on EFL student's intelligibility; some studies have been focused on proving that the instruction of pronunciation can also help to develop student's confidence to use the target language orally. That is the case of the study carried out in 2014, by Tlazalo Tejeda¹ and Basurto Santos at the Language School of Universidad Veracruzana, Mexico. The main purpose of this research was to find out if the instruction of pronunciation had an impact on the confidence of a group of EFL students through a qualitative case study approach. Hence, 8 students, from 18 to 20 years old, were chosen from two elementary English language groups, they were observed and labeled as group A and B.

Due to the design of this research, three different instruments were used to collect data: class observation sheets, transcriptions of semi-structured interviews, and recordings of students reading aloud from a written text chosen for this purpose. Then, all the information provided by these instruments was analyzed carefully and after a process of triangulation, three main categories were presented: Pronunciation instruction in the EFL classroom, Teachers and instructors of pronunciation, and pronunciation and student's confidence. At the end of the process, it could be concluded that the time devoted to pronunciation was not enough. In addition, the activities implemented to work on pronunciation during the classes, such as: having the students do drills of focusing on the textbook activities must be complemented with other types of pronunciation exercises to have better results. In regards to student's confidence, it could be noticed that they seem to need more time to develop their oral skills before assimilating the knowledge and being able to put it into practice. Finally, it was evidenced that although students stated that pronunciation is an important part of the learning process, they seem to have been neglected for the most part of the process. The present article highlights pronunciation as the motivational agent to increase confidence when speaking English. In fact, it is not enough just to teach English pronunciation, but also to choose engaging activities based on students' needs.

Within the national context, a research study has been developed in order to determine the effectiveness of using engaging activities to motivate students to use the target language and improve their pronunciation while having fun. This research developed by Rengifo (2009),

intended to show how students can improve their pronunciation through the use of karaoke in their English class. The participants of this project, which was decided to be an action research, were around 12-15 adult students in an adult English education institute in Bogotá, whose ages ranged from 18 to 60. They had different reasons to learn English: for communicative purposes, academic purposes and to enhance economic opportunities and their economic background also varied. All these aspects were taken into account at the moment of choosing the activities and songs to be implemented in the classes.

Although the use of qualitative gathering techniques was required, it was also necessary to use techniques that allowed to collect quantitative characteristics to reach a conclusion during the analysis. Therefore, data was collected through the use of a video recorder, interviews and teacher's diary. The results of the study were considered to be outstanding. Since most of the students affirmed to have taken advantage of the activity but mainly to have considered it clear. Moreover, participants had positive results on the test, any student had fewer than 6 questions correct out of 10 and their pronunciation had improved significantly. Finally, it was concluded that karaoke can be really effective in the classroom when it is complemented with meaningful activities and tasks that encourage students to improve their oral competence and make them aware of the importance of working on their pronunciation to have an effective communication, Karaoke itself provided a lot of motivation for students to imitate sounds and to forget about the fear of being criticized. The idea of using engaging activities to get better results on pronunciation can be supported in this study. Because the use of karaoke generated a positive impact in the student's motivation taking into account the fact that music allows people to positively enrich long term memory.

However, a study carried out by Peñuela (2018) gave a different perspective regarding the way pronunciation can be worked and intelligibility can be achieved: the researcher stated that when we talk about pronunciation we tend to focus on the use of segmentals (vowels and consonants) and we let aside suprasegmental features (prosodic features such as thought groups, word stress, rhythm, sentence stress and intonation), although both are essential aspects to communicate intelligibly. The main objective of this research was to examine the impact of using three metacognitive strategies: overviewing, goal setting, and self-evaluating to raise awareness of stress and intonation in a group of EFL students at a private language center in Bogotá.

This qualitative action research was implemented on a group of ten adult learners whose ages ranged from 18 to 30 and whose language level ranged from A2 to B1 according to the CEFR. They had been studying English for approximately one year at the institution and were able to communicate in English and to use several learning strategies. Because of their different professional backgrounds, their learning goals also differed, some of them were looking to enrich their professional profile, two were university students, and one was a master student. All these aspects, played a relevant role on the behavior and the attitudes of the learners throughout the process. Three main instruments were used to collect data: learning logs, recorded artifacts, and field notes. After triangulating and systematizing all the information, three main categories were put together in a core category that explained the ways in which learners raised awareness: students enhanced awareness of intelligible stress and intonation through a triadic process: a process that fostered language awareness, a process that promoted language awareness, and a process that provoked self-awareness.

The result of this study provides a clearer outlook regarding the teaching of pronunciation, especially regarding the teaching of suprasegmentals in Colombia. Since they were previously studied with the intention that EFL students could be understood by native speakers, but now student's needs have changed and the study of suprasegmentals must be approached from a much more practical and realistic approach to meet the needs of these students that currently need to communicate with international and Colombian English speakers. It could also be concluded that most of the students developed awareness of at least one of the categories previously mentioned, while two of them were not quite interested in participating or it could not be evidenced that they developed much awareness. Individual interests and time limitations can be taken into account as the main reasons for that to have occurred. When we talk about pronunciation what arrives into the mind is related to the sound of the words, but also it is essential to integrate all the features of language in order to communicate effectively.

The research study presented by Romaña (2015), showed the results of a qualitative action-research on the teaching and learning of English through the use of Skype™ conference calls at the language institute of Universidad Distrital Francisco José de Caldas, Bogotá, Colombia. The population consisted of 12 (4 men, and 8 women) EFL adult A1 learners whose ages varied from

18 to 40 years old and who came from different faculties of the university, different socioeconomic groups and academic backgrounds who learn English for different purposes.

The researcher's aim is to provide the group with basic grammatical forms of English and to develop appropriate pronunciation patterns. Consequently, a pedagogical intervention was done to collect the necessary data through three stages namely the pre-stage; where the participants and administrative staff were informed about the research study. Second, the while-stage; where the online Skype conference calls instrument were implemented for 50 hours during eight weeks having groups of maximum four participants per session. In this stage the participants received a set of questions based on the main topic which were discussed previously in a face-to-face session, so they had an idea about what were they going to talk. Finally, the post-stage; in which the survey and the focus group instruments were applied to collect data related to the student's experiences when using Skype. Talking about the results, conference calls via Skype have shown a positive influence in EFL adult learners' oral production and more deeply in the social interaction with communicative ends between speakers inside a classroom or in a real-life situation. In addition, learners recognized the importance of the Skype conference calls at the time of widen their interpersonal relationships either with their partners or with people from a variety of contexts and they also claimed that their oral fluency was truly enhanced.

As a conclusion, the learners' speaking skills were strongly influenced by the use of online Skype conference calls to improve, especially the social interaction in a context outside the classroom with people totally outside the academic environment. Also, learners expressed that they could perform better with a few amount of people and that they had more time to practice their oral skills during the online sessions than during the face-to-face ones. The present article points out the notion of improving pronunciation by skype. In this sense, technological tools emerged once again as a mean of interacting among students and people of different context due to the amount of time the students had to participate in each session which expand their social relationship improving their fluency.

The study published by Lemos (2012), tested the possible benefits a participation in an online radio show can offer to foster speaking confidence in 12 young learners of 13 years old at La Chucua School located in Bogota, Colombia. The institution has around 2,600 students where

the major part of students belongs to stratum 2 and 3, and they usually live in the surrounding neighborhoods.

Besides, the investigation is a qualitative action research study based on a cooperative learning-based strategy which implemented the inductive analysis, the trend analysis and the grounded theory to analyze the data collected during the process. In that way, the data analysis procedure was divided in three stages in which the instruments applied were video and audio recordings, a teacher's journal during all the implementation stages, and two surveys for the pre-implementation and the post-implementation stage.

Talking about the results, before the implementation of the strategy, students showed a low interest in the interaction in the target language because their classmates teasing, misunderstandings of pronunciation or the way teachers corrected them. In addition, students believed they had not a good pronunciation or vocabulary to express their ideas, but after the implementation of the project they positively improved the oral competence.

As a conclusion, this study helped in the searching of the reasons students have in the lack of confidence when speaking to foster interpersonal and small-group skills. Thus, the researcher obtained some possible solutions to overcome the problem detected in that particular academic community by designing an action-research study prompting to an effective learning in young students. Similarly, the studies of Gambari, Kutigi and Fagbemi (2014) and Romaña (2015), suggest that the use of technology has become in one of the best friends of teaching English as a foreign language thanks to the variety of digital tools which bring a teacher the opportunity to put in practice the creativity to achieve a powerful enrichment inside and outside the classroom.

4. THEORETICAL FRAMEWORK

This chapter presents the main concepts related to this action-research study. In order to have a wider vision, it is necessary to take a journey through the definitions provided by the main authors involved in the field of educational language teaching. In fact, this research will take into account the following concepts: Communicative Competence, Oral Competence, Pronunciation, The Teaching of Pronunciation, the role of motivation and the use of technology to develop oral skills.

4.1 Communicative competence

The conceptual definition of communicative competence started in 1960. In this sense, through the history a lot of models and definitions related to this have been applied in academic fields. In brief, a simple analysis of these two words states the idea that a person orally competent is the one who is able to begin, maintain, develop and understand a conversation in a foreign language or with foreign speakers without misunderstandings.

Taking into account that speaking a foreign language includes a cognitive development supported by different elements as education, context or culture which allow speakers to use language and other aspects of it in an unconscious way. Canale and Swain (1980) and Canale (1983) (as cited in Tuan, 2017, p. 106) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication.

Based on the notion that language is dynamic and it evolves through time Savignon (1972) (as cited in Bagarić, p. 96) described communicative competence as the ability to function in a truly communicative setting that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and para-linguistic, of one or more interlocutors.

4.1.1 Oral competence.

The oral competence can be defined as the ability to code and decode a message throughout the act of communication. It involves a cognitive process in which utterances allow the speakers to build abstract interpretations. In this way, the context plays an important role in order to avoid misunderstandings due to the complexity of language itself. Brown and Yule (1983) define the

oral competence as “an interactive process where a meaning is built on by producing and receiving processed information”. This definition emphasizes the construction of meaning and for this reason becomes a support for this research in which oral competence must be worked hand in hand with pronunciation in order to ensure effective communication and facilitate the creation of such meaning.

In addition, Bygates (1991) defines oral competence as “the ability to form abstract sentences that are produced and adapted to circumstances at the moment of speaking. Therefore, making rapid decisions and contributions that adequately fit the situation”. In fact, both definitions state that oral competence implies much more than the production of words and sentences, since it requires the correct interpretation of the information.

4.2 Pronunciation

Although pronunciation is not usually considered to be one of the most important aspects when learning a second language, the absence of good pronunciation can become an obstacle to effective communication. According to Dalton and Seidlhofer (1994), Pronunciation is the action of producing sounds of speech to communicate a message. Furthermore, Pennington and Richards (1986) defined pronunciation as the way to utter individual sounds, stress, and intonation patterns of the target language. The definition provided by Pennington and Richards suggested that pronunciation must be defined as something more than the production of sounds, it includes other suprasegmental features that, if not taken into account, can hinder communication.

Despite pronunciation is not one of the main concerns in a second language classroom, some authors have argued the importance of learning good pronunciation during the learning process to ensure comprehensibility in the target language and avoid misunderstandings. For instance, Jenkins (2000) states that the goal of learning a foreign language pronunciation is to achieve real communication and intelligibility between speakers. Similarly, Iwashita, Brown, McNamara, and O’Hagan (2008) affirmed that Pronunciation is an essential component of assessing oral communication and spoken proficiency. Pronunciation must therefore be taken into account when developing oral competence. Since the main objective when speaking a second language is to be understood and the achievement of this objective requires, among other important aspects, the learning of a good pronunciation.

4.2.1 The teaching of pronunciation ELT.

The teaching of pronunciation is often a daunting subject for both teachers and English language learners. Teachers may be intimidated because pronunciation instruction requires an adequate level of knowledge in the field. On the other hand, it may generate a lack of interest on the part of students if it is not approached in a playful and engaging way. Regarding to students, learning pronunciation can become a boring activity when it is taught as an isolated component of their oral competence; what is commonly recommended when improving pronunciation is to teach it in context to help them understand the great importance of pronunciation when developing their oral competence. Peterson (2000) proposed the following definition to Pronunciation Learning Strategies (PLS): “steps taken by students to enhance their own pronunciation learning”. As the author affirmed, this steps can be viewed as the strategies students adopt to succeed in their learning process.

Additionally, Pennington (1996) stated that there are five different levels at which teachers can handle pronunciation in the language classroom:

Mechanical (e.g., repetition of minimal pairs); contextualized (e.g., repetition of key words in a listening passage); meaningful (e.g., choice of correct word in a sentence or reading passage); realistic (e.g., a role-play of a situation similar to one that one may face in real life); and real (e.g., discussion of the students’ real-life situation or concerns). Although there is a wide variety of options when teaching pronunciation, the choice of teacher should be linked to the needs and preferences of their students, the most important thing when making a decision is to think of activities that will capture the attention of students and prevent them from falling into boredom and lack of interest.

In the same vein, Wong (1993) affirmed that there are some myths about pronunciation; one of them says that pronunciation is boring. She declared that pronunciation is not boring, it becomes boring when the activities are not meaningful, and practice is monotonous and unvaried. Therefore, the challenge when teaching pronunciation is to find a connection between students’ preferences and the content of the course in order to have a positive response participation from the students.

4.3 The role of motivation in developing oral competence

Even though teachers may be able to design well lesson plans to develop during the class, it is necessary to take into account that students need to be interested in learning but, it is only possible if they consider the class enjoyable and funny. In that sense, Turner (1995) defines motivation as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring” (p. 413). This definition given by Turner suggests that motivation is more than being interested in something, instead of that, the author argues that motivation is composed by some elements that are focused on having a successful learning experience. So, those elements are related to how the content of the activities and the energy of the teacher help to awaken the desire of learning in students. In addition to that, Richards and Schmidt (2002: 344) states that “motivation is generally considered to be one of the primary causes of success and failure in second language learning”.

Considering the authors’ point of view, motivation may have certain kind of effects on the learners so it is seen as the key factor to achieve an effective learning experience or by the contrary, if the individual is negatively affected by the class, motivation would turn into a devise of failure and selflessness to learn. Furthermore, there are authors who have a more positive belief of what motivation is. That is how, according to Gardner (as cited in Alizadeh, 2016, p.12) motivation is “a combination of effort and desire to obtain the aim of learning language as well as positive attitude toward learning the language”. In that sense, the learner need to have both components, effort and desire, in a way in which they play an important role by working together in the process of learning a language effectively.

4.4 Using technology to develop oral skills

Nowadays, it is not a secret that technology is placed at the top of this new era where people have adapted to the conditions of the world, that is to say, by making use of the technological tools to supply their current needs. In that way, Graddol (as cited in Hazarika, 2017,p.1) “technology lies at the heart of the globalization process; affecting education work and culture”. Following that idea, it could be deduced that in this process of globalization the use of technology has to deal with several fields from which the education field is the one of relevance for learners. They may be able to associate the academic process to the use of technological tools in a way in which the learners’ knowledge is positively enhanced.

In addition, Peeraer et al (as cited in Farooq and Soomro, 2018, p.10) “digital technologies are acknowledged as powerful tools in the development of education that is meaningful in the 21st century”. Indeed, that is why the teacher has to have the ability to teach all the lessons by implementing those platforms as social networks, or applications in an integrative process where the results might be enriching in the learning experience due to the benefits provided by them. In fact, Calvo et al (as cited in Bouhnik and Deshen, 2014, p. 2018) “the last decade the use of digital communications between students and teachers and groups of them has become famous through different platforms such as Facebook groups, twitter, and recently WhatsApp from which their own characteristics may act upon for learning purposes”. In this respect, digital social platforms as WhatsApp, have the potential to help in the learning process of a student focusing on the elements that are related to the development of their skills, especially, those features that are closely linked to oral production due to the facility of making groups and of creating voice recordings or videos of themselves.

5. METHODOLOGY

The main goal of this research is to determine the impact of teaching pronunciation through the use of web tools and applications on the motivation of 7th graders in a public school in Armenia to improve their oral competence. In order to achieve a deep understanding on the present study, the methodology applied throughout the process of investigating has given the basis to answer the questions and objectives structured from the beginning of the project. Hence, this chapter includes the following components: Research methods on the teaching of pronunciation, Contextual aspects, Description and selection of the population sample, Design and Control of Instruments, Ethical aspects of research.

5.1 Research Approach

Based on the assumption that the objectives of this project are focused on determining the impact of using web tools and applications in the process of teaching English, it is important to provide an alternative solution to the educational English class issues. That is how, it would promote an effective development on student's oral competences. Indeed, this academic project was developed under the criteria of an educational research supported by qualitative and quantitative approaches. Therefore, the engagement of this project is based on the application and analysis of pedagogical strategies inside the classroom as a way to master the student's oral skills.

As it was established in the previous chapter, the concepts applied in the theoretical framework were fundamental for the researches in the understanding, analysis and interpretation of the data collection and the methodology obtained in each class section. Creswell (2012) affirms that an educational research "can assist educators in improving practice, and it focuses attention on important policy issues being discussed and debated by decision makers" (p.26). In addition, to provide a wider understanding of the educational research implemented in this study.

Creswell affirms that:

1. Educational research is a cyclical process of steps that typically begins with identifying a research problem or issue of study. It then involves reviewing the literature, specifying a purpose for the study, collecting and analyzing data, and forming an interpretation of information. This process

culminates in a report, disseminated to audiences that is evaluated and used in the educational community. (p. 627)

Given the importance of this educational research, the collection and analysis of the information included qualitative and quantitative methods that may be combined in different ways to contribute directly on the development and understanding of this phenomenon. That is how, “a key reason for combining quantitative and qualitative data sets is that it may test validity of the methods and strengthen confidence in the results” (Smeby, 2012, p. 17). On the one hand, the quantitative approach:

The quantitative approach (which, as we said, represents a set of processes) is sequential and probative. Each stage precedes the next and we cannot “jump” or bypass steps. The order is rigorous, although of course, we can redefine some phase. Part of an idea that is being limited and, once delimited, research objectives and questions are derived, literature is reviewed and a theoretical framework or perspective is constructed. From the questions hypotheses are established and variables are determined; a plan is drawn up to test them (design); variables are measured in a given context; the measurements obtained using statistical methods are analyzed, and a series of conclusions are drawn (Hernández et al 2010, p. 4).

Thus, in order to obtain the measurement and analysis of statistical processes, the approaches and the hypotheses to investigate are specific and delimited before the study and the data collection process and supported by the implementation of a qualitative approach. Given the contribution of the quantitative approach, on the other hand, the qualitative approach:

Use data collection and analysis to refine research questions or reveal new questions in the interpretation process. During the qualitative process, for the most part, no hypothesis is tested, these are generated during the process and are refined as more data is generated, the data that is collected is not standardized, the analysis is not statistical, but instead involves obtaining perspectives and views of the participants (Hernández, 2013, p. 7).

5.2 Research Design

Research design involves the analysis of issues such as how information will be collected, the strategies or instruments that will be used for that purpose, and the means by which the information will be analyzed. However, there is another determining factor when making a decision regarding

research design, it is the role played by the researcher(s) during the stage the implementation of the instruments. In the case of this research study, they will play a fairly active role at that part of the process. That is to say, they will be in charge of developing different sessions in which they will work on the pronunciation of the sounds that represent a greater difficulty for the participants to encourage them to improve their oral competence while being charge of their tasks as researchers. Based on the above, the methodological design used in this study was action research. According to Burns (2010), what makes action research essentially different from other forms of research is that “Action lies at the heart of the process”.

This process usually begins, in the case of ELT teachers, with the analysis of a social situation in order to find a gap, between the way in which languages are currently taught and what for them would be the ideal way to do so. This gap must be linked to something they are not in agreement with or they do not consider to be effective (...) a “burning question” or issue they have always wanted to experiment with” (p. 39). In order to look for a change in themselves as well as in the learners and in the way classes are presented and developed at school.

Regarding the action research models that have been proposed by different authors, Burns (2010) states that although the spiral cycle model proposed by Kemmis and McTaggart (1988) has been criticized for its rigidity, it is perhaps the best-known model and can be considered very useful as it is a summarized and precise version that takes into account the essential phases of action research. This model is composed of four phases: planning, in which the teaching situation is analyzed, a problem is identified and an action plan is thought of to improve it. After having structured a plan in which interventions become indispensable, it is time to talk about action, the second phase of the process, in which an alternative way of doing things is implemented for a fixed period of time. Then we have, observation in order to analyze the impact of the action by collecting the information provided by the context and the participant’s actions and opinions. Finally, we have the reflection phase, in which the investigator(s) should reflect on and evaluate the effect of the strategy implemented throughout the action phase, in order to provide a detailed description of what happened during the whole process. The choice of the action research model to be implemented depends on the needs and preferences of the researcher. There are authors such as McNiff (1988) as cited in (Burns, 2010, pp.19) who prefer an approach that gives greater freedom and motivates the researcher to be spontaneous. Similarly, Ebbutt (1985) (as cited in Burns, 2010,

pp.19) “argues that AR cycles should be successive and open, and allow for as much feedback and interaction between the cycles as possible”. He considers that the four phases cycle proposed by Kemmis and McTaggart can be defined as “a ‘one-way street’, that moves forward only in one direction”. Based on the above, it is possible to affirm that this type of research not only allows us to study a social situation, but also tries to offer new strategies to improve a problem and to approach a practice that we could consider as ideal when teaching languages. It is also possible to affirm that although there is a well-known action research model composed of four phases, the researchers who decide to develop an action research can include other phases proposed by different authors and develop them in the order they consider to be pertinent.

5.3 Type of research

Descriptive research requires the researchers’ capacity to give a detailed description of a phenomenon or a group of students which are analyzed through the use of both quantitative and qualitative methods. In that way, the sample students’ behavior or language skills can be more completely described in a specific situation. Hernández et al. (2014, pp. 92) state that descriptive research (...) “únicamente pretenden medir o recoger información de manera independiente o conjunta sobre los conceptos o las variables a las que se refieren, esto es, su objetivo no es indicar cómo se relacionan éstas”. That is, the researchers may be able to show what the phenomenon is, rather than explaining why or how it happens at a certain point in time. So, the investigation provides a deeper understanding of the different characteristics presented within the population to study.

Taking into account the previous studies presented in the literature review, the researchers made connections among several points of view in order to identify the particularities of each type of research applied on the investigations. Focusing on descriptive research, according to Aggarwal (2008) as cited in Salaria (2012):

Descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships.

Following that idea, the researchers have the chance of doing different things with the data collected not only to have detailed information about the phenomenon but also to relate that

information by making an integral analyses looking for all the similarities, differences or relationships. That is, all the information provided by the context has certain connection among its elements, so the several ways of relating them will have a positive enrichment for the purpose of the investigation.

Additionally, Koh and Owen (2000, pp.219) argue that “the most common descriptive research method is the survey, which includes questionnaires, personal interviews, phone surveys, and normative surveys”. Indeed, even when this method is the most common applied in this research the fact that the participants are involved in a series of questions makes easier for researchers not only to carefully analyze students’ body language, reactions, or difficulties but also to collect the data required in the questionnaire while interacting to the participants. These authors also stated that its value is based on the premise that problems can be solved and practices improved through observation, analysis, and description”. So, the previous argument makes stronger the idea that through an effective application of this type of research the researchers may be able to face the issue and to have the capacity to give possible solutions that help exponentially in the learning process of the students.

5.4 Context

The present study was carried out in a public educational institution in Armenia, Quindío. To ensure confidentiality and to comply with the parameters established in research ethics, the name of the institution, teachers, or students who participated in the research will not be disclosed. Then, a description of both the educational institution and the students will be made. For this purpose, it is important to clarify that in accordance with the provisions of Law 15 of 2001 (Article 9 – Chapter III), an "Educational Institution" may be public or private, and in turn, departmental, or municipal; and must provide one year of preschool education and at least nine grades of basic education, and of secondary basic education. Those that do not offer all of these grades are called educational centers and should partner with other institutions in order to offer the full basic education cycle to the student population.

Brief Historical Review of the Educational Institution: in 1931 the rural school La Patria was founded according to DANE records. The land was donated by don Jesús Ramírez, owner of the Hacienda "LA POLA", one of the most prosperous in the area. It began to work in a rudimentary construction, hut style.

In 1935 the construction was improved by the intervention of the Coffee Growers Committee who made their own construction to be inhabited by the teacher, and a large classroom where the activities of the New School Model were implemented.

Subsequently, the construction of the school restaurant was managed, thanks to the support of the Coffee Growers Committee. Requests were made to the director of the ICBF, to achieve the endowment and operation of the student canteen, which began to serve approximately one year later, with an average of 15 students served.

The earthquake that occurred on January 25, 1999 in our region, changed the life and the existing school environment, the locative facilities of the institution were seriously affected and it was then necessary to vacate the built part and assemble several temporary classrooms near the facilities of the substation of “Edeq”. In the courtyard of the campus, a large temporary classroom was built where one group operated in the morning and another in the afternoon. A student population of 750 students was attended in 16 groups and in three (3) days.

By the year 2000 a large part of the physical plant that had been destroyed by the earthquake was built, although the houses were still preserved, and a classroom was reformed.

Resolution No. 0912 of October 15, 2002, grants legality to the institution of an official status, mixed character, calendar A, double working day, located in the Universal Quarter, in the municipality of Armenia, under the direction of María Zulay Atehortua Valencia and gives official recognition to provide educational service at the preschool, elementary school and high school.

Resolution 1036 of December 11, 2002 grants an operating license for the extension of services, in the Media Técnica, in the specialty of Tourism. The Secretary of Municipal Education has been concerned to support the expansion of coverage, educational services have been extended to adults with an inter-institutional agreement with the comprehensive system of adult education. It offers high school in the evenings and on Saturdays, with which educational services are offered with relative efficiency and quality.

For 2004, the educational institution has 1650 students and a staff of 70 employees among which are staff, temporary and contracted. At the end of 2006 it was possible to extend the offer to students in order to study the Media Técnica. According to an agreement with the ITI, starting in 2007 students who enter 10th grade can choose any of the modalities offered there. This means

that the technical average offered at the institution is in agreement with CASD and ITI, depending on the student's interest.

From 2011 onward, integration with the SENA will begin and the Institution will be articulated with the Technological University of Bolivar. From that moment on, middle school students can pursue their technical education in agreement with the CASD or the ITI, and in articulation with the UTB or the SENA. Those who decide to do the technical media in integration with the SENA may obtain double degrees: The one granted by the I.E. Ciudadela de Occidente and the C.A.P. granted by the SENA.

Pedagogical Approach and Educational Project of the Institution:

In 2016, in response to the requirements of the Ministry of National Education and the Secretary of Municipal Education, the Educational Institution implements the “jornada única” with students from tenth grade and CASD agreement students, consequently adopting a new curriculum which emphasized Language, Mathematics, Natural Sciences, Social Sciences and English, as recommended at the time by the educational authorities and in coherence with the area of concentration adopted by the Institution.

Facilities:

Physical plant that houses 90% of the student population of the Educational Institution. Modern construction with ample spaces for classrooms. It does not meet the requirements of spaces for recreation and sport. The institution has two systems classrooms, equipped with video beam, interactive screen, sound devices and an average of 25 computers in each classroom.

5.5 Population:

5.5.1 Teacher

For the development of the current research study, we have the voluntary accompaniment of the English teacher of the three seventh grades of the institution. He is a normalist teacher, with a degree in modern languages from the University of Quindio. In addition, he has a master’s degree in school learning difficulties and a 44-year professional experience in the educational field. He has taught English in primary and secondary school, and he has given some private classes to University students. Hence, his participation in the survey and his constant accompaniment during

the intervention stage, can be considered of vital importance for the development of this project. We refer to him as the teacher of 7th grade.

5.5.2 Students

Likewise, we count on the voluntary participation of a group of seventh grade students. In general, they belong to a lower-middle socioeconomic stratum and most of them live in commune 6 of Armenia, it means they live nearby the educational institution. Regarding the type of families in which the students reside, it is noticed that some of them live with their parents (immediate/nuclear family), some others with their grandparents, uncles or aunts (extended family) or with one of their parents (single-parent family).

Within that group we found 34 teenagers, 17 female and 17 male. The ages of the students range from 11 to 15. The teacher stated that the group is considered one of the most disciplined in the institution compared to the other high school grades. According to the institution's monitoring of the students, there are no students with special needs in the group, only one student was referred for having psycho-social problems, but their overall academic performance is very good and the students express their interest in continuing their English learning process.

5.6 Data Collection Techniques and Instruments

The development of this research study included a survey and an interview as the techniques and instruments applied in order to collect the data.

5.6.1 Interview.

The interview was applied to the students in order to identify their perceptions regarding pronunciation (Appendix 1). Hence, the implementation of the interview facilitated the researchers' understanding of students' opinions and perceptions. According to Mathers et al. (1998, p. 1):

The interview is an important data gathering technique involving verbal communication between the researcher and the subject. Interviews are commonly used in survey designs and in exploratory and descriptive studies. There are a range of approaches to interviewing, from completely unstructured in which the subject is allowed to talk freely about whatever

they wish, to highly structured in which the subject responses are limited to answering direct questions.

For the present research study, the interview developed in this stage was designed in a semi-structured way that allowed the researchers to conduct it to the focal group of ten graders. Beside this, it is important to highlight the fact that all the interviews were recorded with a cellphone in order to go deeper in the analysis of the data. Also, they received the information in an informed consent (Appendix 3).

5.6.2 Survey

Teachers were required to answer a survey in order to discover what are their students' most common pronunciation difficulties within the classes and their perceptions regarding pronunciation instruction (Appendix 2). Researchers decided to apply this instrument due to its objectivity which allowed to obtain precise information from teachers. According to Fink (2009), "surveys are information- collection methods used to describe, compare, and explain individual and societal knowledge, feelings, values, preferences, and behaviors". The survey was structured with yes/no questions in order to have specific information when taking into account teacher's answers during the process of data analysis.

5.7. Ethical and Bioethical Aspects of Research

First of all, after obtaining the ARL provided by the University of Quindío, the researchers used the observation classes made in the pedagogical practice during a previous semester in order to choose the context to develop the research. Then, different norms and rules were taken into account in order to ensure the results to be ethically correct. For this reason, three specific aspects were carefully considered during the development of this study: the handling of the information obtained from different sources of consultation, the objective presentation of the data obtained, and the confidentiality of the personal information of the participants. According to Sieber, 2001 "Ser ético es parte de un proceso de planeación, tratamiento y evaluación inteligente y sensible, en el cual el investigador busca maximizar los buenos productos y minimizar el riesgo y el daño" (p. 25). Similarly, Deslauriers 2004 affirms that:

La principal responsabilidad del investigador toca a las personas que participan en su investigación, debe no solamente tomar en consideración su bienestar físico, social y

psicológico, su derecho a la vida privada y a la dignidad, pero además debe hacer todo lo posible para que sus derechos sean protegidos (...) La persona debe saber lo que el investigador espera de ella y lo que espera hacer con las informaciones que le dará.

Following the idea, the ethical aspects of research are achieved by providing a propitious environment within the classroom where the students take advantage of their motivation to perform in class. That is how, after making a detailed analysis, a public school from Armenia Quindío was chosen. The coordinator and the English professors were informed about the purpose, the time and how the research was going to be developed. In addition, taking into account the policies of the school and the context in which the project was developed, the parents and the students were able not only to decide if their identities could be used or if they preferred to keep them in secret, but also if the researches could take pictures or video records of them. Also, everything they decided was signed in an informed consent (Appendix 3). In fact, there is important to highlight that all the participants were able to leave the project as soon as they wanted, but the researches were encouraged of proving a good atmosphere in order to keep the student's interests. Indeed, the researches guaranteed respect, courtesy and well treatment for the students who were part of the educational research.

6. Data analysis and results

6.1. The impact of technological tools in the development of oral competences

The category emerged after implementing some strategies in each of the interventions related to the development of the oral competences in which the students were exposed to online platforms like WhatsApp, Kahoot, Nearpod, Youtube and Zoom to measure their pronunciation progress. The analysis was made based on the concept of using technology to develop oral skills.

6.1.1. WhatsApp voice notes as bridge to promote English pronunciation practice

As it was established in the theoretical framework of the present research project, the use of technology in teaching English provides a lot of advantages for developing the students' oral competences. In this way, according to the objectives established in this research project, it is fundamental to take into account the concepts that are directly related to the current educative situation. In the following extracts (appendix 4) from the WhatsApp voice notes it is possible to appreciate the English pronunciation practice at home independently:

Extract 1 – WhatsApp voice note - Student 1:

You must /'θɪŋk/ (think) about eating a /'helθi/ (healthy), balanced diet, because it is an important part of maintaining good /'helt/ (health), and it can help you feel your best. /'ðɪs/ This means eating a wide variety of foods in /'ðə/ (the) right proportions and seeking to consume /'ðə/(the) right amount of food and drink is a useful way to achieve and maintain a /'helθi/ (healthy) body weight.

/'ðæts/ (That's) why, you must not eat foods and drinks high in fat, salt and sugar, it is /'tru:θ/ (truth) /'ðæt/ (that) you must eat fruits, vegetables , lean meats and high fiber starchy food. Because /'ðeə/ (there) are many /'mɪθ/ (myths) about the /'mɛθədz/ (methods) of eating to achieve a /'helθiə/ (healthier) lifestyle, it is necessary to seek for reliable information and eat according to the needs of your body.

Extract 2 – WhatsApp voice note - Student 2:

Establishing a regular exercise is the best decifion(Decizion) you shou(Should) make in your life. It gives your body not only the pleasure of shaping your figure but also the exposure to certain physical benefits. So, the action of practicing physical activities is usual for so many people from childhood to old age. But, for others, there is confusion between making push-ups every day or having only the exposure to casual jogging. Then, it is time to turn off your television and start the mission of having a wider vijion(Vizion) of your life. Do not get at the conclusion that your economic posizion(Posifion) does not allow you to measure your maximum potential.

Extract 3 – WhatsApp voice note - Student 1:

Sam /'wɒs/ (was) a very lazy boy /on'tɪl/ (until) got (.) a job at the /zu/ (zoo). He /startɪd/ (started) working with /'spɑɪdə-s/ (spiders), /sneɪks/ snakes, /tʃɪmpæn'zi:s/ chimpanzees, 'laɪəns/ (lions), and /'i:vɪn/ (even) /'krækə,dɑɪls/ crocodiles! ! He /ɛn'dʒɔɪ/ /ɛn'dʒɔɪed/ (enjoyed) working in a small animal hospital (.) and liked to practice cheerleading /'wɪt/(with) his three friends. Sam /'wɒs/ (was) really happy /bɪ'kɒs/ (because) he found an /a'meɪsɪŋ/ (amazing) job. (.) He would /raɪs/ (rise) at dawn and /steɪ/ (stay) up all day just to take care of /hɪs/ his new friends. ! Sam became (.) a model /'sɪtəsən,-sən/ (citizen) and took /'spɛʃəl/ (special) care of his /'ænəməls/ (animals).). Even today ,Sam /sɪŋs/sings to baby /tʃɪmpæn'zi:s/ chimpanzees), and throws birthday /'pɑ:ti:z/(parties) for them!

In the previous extracts it is possible to evidence how WhatsApp voice notes worked as bridge to promote English pronunciation practice in the educational context. In this way, students were able to practice their pronunciation using the sounds worked during the class before sending the homework. The previous statement reflects what is supported by Mahdi (2019) due to the fact that the researcher applied a strategy based on five steps (LINCS) in which the group that worked using technology developed higher performance in the pronunciation process than the groups that did not use technology. That is how, technology played an important role as a reinforcement to the LINCS strategy that proved to be effective in the traditional way. Similarly, it can be supported by the idea of Calvo et al (as cited in Bouhnik and Deshen, 2014, p. 2018) “the last decade the use of digital communications between students and teachers and groups of them has become famous through different platforms such as Facebook groups, twitter, and recently WhatsApp from which their own characteristics may act upon for learning purposes”. Hence, the use of technology facilitates the process of practicing pronunciation in a comfortable and meaningful way.

6.1.2. The use of online platforms (Kahoot, Nearpod, Youtube and zoom) to empower students' pronunciation

Due to the importance of technology nowadays and its influence in people's life, there is evidence that implementing technological tools in the English learning facilitates the process of improving pronunciation. That is how, media is becoming a social need from where learning a second language may be an easy task due to the amount of resources like platforms or websites related to teaching English that can be really appealing to students. The following extracts evidence the empowerment of student's pronunciation when they were playing online activities:

Extract 4 – Survey – Teacher 1:

4. Is the implementation of technology a useful tool to improve the students' oral competence?

P1: Yes_x_No__Why Now that we have useful tools available to us, we can use these to accompany the teaching and learning process. Students and teachers can use these tools to access different information through videos which is a vital tool to listen and learn pronunciation, apps that correct pronunciation, websites that provide pronunciation examples and practice, and countless others.

Extract 5 – Class implementation - Teacher 1:

T1: so now we are going to see (.) a video in order to learn (.) how to do (.) this sounds right So I'm going to (.) send the link: **hahah que pasa**.....: Ok ladies go to watch this video and we'll have to watch only the four minutes right? so.....: go.....:[the students are watching the video called "Improving American English Pronunciation: How to pronounce Z and S sounds | tongue twisters"].....:(inaudible speech) hey ladies okay no more stop the video, no more we don't need more (.)

Extract 6 – Class implementation - Students 1,2:

T1:okay it has to vibrate this one Juliana

S2: duuzen

T1: /'dʌzən/

S2:/'dOzən/ /'dʌzən/ **yeah estoy mejorando**

T1:ok Camila

S1: is {**T1:** /ɪz/} /ɪz/ {**t1:** epa}

In the former extracts, it can be noticed how the use of technological resources generated a positive impact. In this sense, professor 1 who answered the survey in which she expressed the multiple advantages of implementing technological resources in the enhancement of student's oral competences. In addition, Peeraer et al (as cited in Farooq and Soomro, 2018, p.10) "digital technologies are acknowledged as powerful tools in the development of education that is meaningful in the 21st century". That is how, the new educational reality is bringing a process of adaptation in which virtual resources have simplified the access to new teaching alternatives. In this respect, Wahyu (2015), in his study concluded that applying virtual games like Go Fish are useful for the students because they got not only more vocabulary but also practiced their pronunciation ability even though they still made pronunciation mistakes. Thus, as soon as technology and education work together, it is possible to evidence an effective teaching process taking into account the student's affinity with technology.

6.2. The importance of pedagogical strategies to develop oral competences

The current category arose from the students' reaction towards the implementation of different pedagogical strategies which made them aware of their pronunciation process in each of the interventions. Indeed, an appropriate variety of activities like tongue twisters, short texts and minimal pairs measured a meaningful development of their oral competences and fostered a comfortable academic environment that allowed the students to enjoy their educational path.

6.2.1. The use of tongue twisters as an icebreaker to teach pronunciation

As established in the theoretical framework, professors have considered the teaching of pronunciation a challenging task due to the fact that students tend to lose their interest when there is not a variety of materials. In this sense, the students have seen English pronunciation as a hard task which makes the students feel unsecure at the moment of speaking a foreign language. In this way, according to the objectives established in this research project it is necessary to consider the following extracts (appendix 4) obtained from the transcriptions of the classes in which it is possible to observe the initial sign of confidence to use the English language orally:

Extract 7 – Class implementation - Students 1,2,3:

T3: Who wants to do it?

T2: Cami, can you do it please?

S1: Hahahah, yeah.

T2: okay, we hear you

S1: hahahah, okay: *I /'θɔ:t/(thought), I /'θɔ:t/(thought) OF /'θɪŋkɪŋ/ (thinking) OF /'θæŋkɪŋ/(thanking)YOU*

T2: Excellent Cami!

T3: Very good

T2: very, very, very good. Diana, would you like to do it? Try it!

S3: okay, *I /'θɔ:t/ (thought), I /'tɔ:t/ (thought)OF /'θɪŋkɪŋ/ (thinking) OF /'θæŋkɪŋ/ (thanking)YOU*

T2: nice!

T3: nice!

T2: what about you, Juliana? We hear you

S2: okay, *I /'θɔ:t/ (thought), I /'θɔ:t/ (thought)OF /'θɪŋkɪŋ/ (thinking) OF /'θæŋkɪŋ/*

T2: okay

T3: nice work

Extract 8 – Class implementation - Students 2:

T3: Now we are going to play a... mini tongue twisters in order to practice the sounds before I showed you a video about the sounds ok... ok guys now(.) I want Jenny(.) Jenny(.) to pronounce this tongue twister please.

S2: Read the tongue twister.

T3: Yes.

S2: She's in aſia(Asia) with the pleasure of a triaſure(Trezaure) as the digital television.(Televiſion)

In the preceding passages, it is possible to prove the effectiveness of using tongue twisters as an engaging activity to introduce the practice of pronunciation. Following this idea, participants developed an unconscious confidence while reading aloud the tongue twisters which seemed to be an attractive activity for the students. The previous statement can be supported by Wong (1993) who affirmed that “there are some myths about pronunciation; one of them says that pronunciation is boring. She declared that pronunciation is not boring, it becomes boring when the activities are not meaningful, and practice is monotonous and unvaried”. In fact, it is important to highlight that the students showed a higher interest on the class while unconsciously improving their pronunciation.

6.2.2. The use of short texts to monitor student's pronunciation

Reading aloud is a useful way to lead the participants to try to discover by themselves the right way to articulate the different sounds within a sentence or a paragraph. In this respect, the proper guidance of the teacher makes the students an active agent throughout their learning process. Before presenting the sound of the class, students were required to read short texts. In this way, it was possible to make a comparison between the way students pronounced the texts before and after practicing the target sounds. Thus, based on the objectives proposed in this research project, the following fragments (appendix 4) represent the progress of their pronunciation:

Extract 9 – Class implementation - Students 1:

S1: Me {T1: ok Camila do it} Sam /wɒs/ (was) a very /leɪzi/ (lazy) boy /on'tɪl/ (until) got (.) a job at the /su/ (zoo)... He /stɑːtɪd/ (started) working with /spɑɪdəs/ (spiders), /sneɪks/ snakes, (/tʃɪmpənzɪs/ chimpanzees), /laɪənz/ (lions), and /iːvɪn/ (even) /'krækədaɪls/ crocodiles ! He /ɛn'dʒɔɪ/ /ɛn'dʒɔɪd/ (enjoyed) working in a small animal

hospital (.) and liked to practice cheerleading /'wɪt/(with) his three friends. Sam /'wɒz/ (was) really happy /bɪ'kɒs/ (because) he found an /ə'meɪzɪŋ/ (amazing) job. (.) He would /raɪs/ (rise) at dawn and /steɪ/ (stay) up all day just to take care of /hɪs/ his new friends. ! Sam became (.) a model /'sɪtəzən, -sən/ (citizen) and took /'speʃəl/ (special) care of his /'ænəməls/ (animals). Even today Sam /sɪŋs/sings to baby /,tʃɪmpæn'siːs/(chimpanzees) and throws birthday /'paɪtɪz/(parties) for them!

Extract 10 – WhatsApp voice note – Student 1:

S1: Sam /'wɒz/ (was) a very /'leɪzi/ (lazy) boy /on'tɪl/ (until) got (.) a job at the /zu/ (zoo). He /stɑːtɪd/ (started) working with /'spɑɪdəs/ (spiders), /sneɪks/ snakes, /tʃɪmpæn'ziːs/chimpanzees, /laɪənz/(lions), and /'iːvɪn/ (even) /'krækə,dɑɪls/ crocodiles! ! He /en'dʒɔɪ/ /en'dʒɔɪd/ (enjoyed) working in a small animal hospital (.) and liked to practice cheerleading /'wɪt/ (with) his three friends. Sam /'wɒz/ (was) really happy /bɪ'kɒs/ (because) he found an /ə'meɪzɪŋ/ (amazing) job. (.) He would /raɪs/ (rise) at dawn and /steɪ/ (stay) up all day just to take care of /hɪs/ (his) new friends. ! Sam became (.) a model /'sɪtəzən, -sən/ (citizen) and took /'speʃəl/ (special) care of his /'ænəməls/ (animals). . Even today ,Sam /sɪŋs/sings to baby /,tʃɪmpæn'ziːs/ chimpanzees), and throws birthday /'paɪtɪz/(parties) for them!

In the earlier fragments it is possible to evidence the advancement regarding students' pronunciation by conducting a phonetic analysis to compare the students' progress when pronouncing the different sounds accurately. In the same way, reading aloud is a meaningful way to the teaching pronunciation because it allows the students to start a conscious process in which they can reflect about what they learned during the class to apply it in the reading assignment given by the professor. In this manner, the implementation of short texts became to be a contextualized level as it is affirmed by Pennington (1996) who stated that there are five different levels at which teachers can handle pronunciation in the language classroom:

Mechanical (e.g., repetition of minimal pairs); contextualized (e.g., repetition of key words in a listening passage); meaningful (e.g., choice of correct word in a sentence or reading passage); realistic (e.g., a role-play of a situation similar to one that one may face in real life); and real (e.g., discussion of the students' real-life situation or concerns). Although there is a wide variety of options when teaching pronunciation, the choice of teacher should be linked to the needs and preferences of their students, the most important thing when making a decision is to think of activities that will capture the attention of students and prevent them from falling into boredom and lack of interest.

Following this idea, it can be said that to improve pronunciation it is a good alternative to apply contextualized short texts which include the repetition of key words that help the students to achieve their pronunciation goals. As a result, the participants showed a higher motivation to

keep working on their pronunciation and established a stronger confidence to use English properly inside and outside the class.

6.3. Motivation and its role in the student's learning process

It is not a secret that motivation is a fundamental pillar to encourage students to be involved in their learning process. In fact, the more motivation the more participation of them during the interventions, it means that if the student is free of pressure and feel comfortable with the environment provided by the teacher, the student could reduce their fear of speaking in English and to keep interesting on participating actively when they notice an improvement on their oral production.

6.3.1. Professor and students' perceptions regarding pronunciation

Taking into account the answers from the surveys and the interviews, it was possible to evidence how professors and students perceive the role of pronunciation in the development of oral competences. That is how, both the former and the latter expressed similar opinions regarding to the importance of including pronunciation y the learning process. The following extracts (appendix 1,2) represent their respective responses:

Extract 11 – Interview – Student 1:

crees que es importante incluir la enseñanza de la pronunciación en tus clases de inglés?

S1: Super importante

T2: ¿Por qué?

S1: Por qué...Pues realmente siento que es como la parte más difícil al momento de hablar, porque realmente nosotros noo/ no sentimos que estamos pronunciando pues incorrectamente y realmente la palabra, si se pronuncia, osea tiene su sentido de pronunciación y realmente hay muchas palabras en las que digamos uno está aprendiendo que se tratan de confundir porque la pronunciación no se está diferenciando una de la otra.

Extract 12 – Interview – Student 2:

T2: pero digamos en tu caso, tu que, si tu estas aprendiendo inglés...

S2: Digamos en mi caso yo estoy...

T2: Crees que es importante trabajar la pronunciación?

S2: Ah claro, si porque en el momento de comunicarme con otra persona o no me doy a entender o voy a entender los que ellos están diciendo si aprendo con una mala pronunciación

Extract 13 – Survey – Professor 2:

2. Do you consider the teaching of pronunciation as an important component for developing communicative skills?

Yes No Why__ Because when students understand about pronunciation, they can produce language in a correct way.

Extract 14 – Survey – Professor 2:

3. Do you think that working on specific English sounds could benefit the students' oral competence?

Yes No Why__ Considering English is a very musical language, working on different sounds from the language can help learners to gain fluency and to produce the language with rhythm and correct pronunciation.

In the preceding extracts it is possible to evidence the similarities found between the professors and students' point of view about the importance of practicing pronunciation which has been seen an important element. That is how, this idea can be supported by Iwashita, Brown, McNamara, and O'Hagan (2008) who affirmed that Pronunciation is an essential component of assessing oral communication and spoken proficiency. Either professors as students agreed on the fact that pronunciation is a fundamental aspect in terms of developing oral competences.

6.3.2. Student's reactions toward the development of pronunciation skills

To evidence the students' process regarding pronunciation, the teacher can apply qualitative or quantitative strategies. In this way, the teacher must supervise his/ her own teaching process to assess not only the student's performance but also their attitudes towards pronunciation activities. In this sense, a positive student's reaction while participating in the pronunciation activities, clearly prove a significant enrichment in their speaking skills as it is appreciated in the following excerpts (appendix 4):

Extract 15 – Class implementation - Students 2,3:

T2: Good, you're taking into account the 2 sounds the th, voiced th, then you're using the short i sound, nice I'm happy, I'm going to cry

S3: hahahahah

S2: Today was my day

T2: What about this one? Short or long i sound?

S2: Long

S3: Long

Extract 16 – Class implementation - Students 1,2:

T2: okay, I start. Number one cheap, number two chip

S2: yeah

T2: number three (.) cheap, which is the destination?

S2: Brazil!

T1: Brazil!

T3: very good, very good

S2: hahahahaha

T2: you're the winner again, okay what about Camila and Diana? is it difficult for you to recognize like the pronunciation or the game, I don't know

S1: like the game because I don't { () }I'm trying to be focused but then I don't understand

In the previous extracts, the student's active participation led to reliable information which reflects their reaction as a result of improving their pronunciation gradually. In this respect, as well as the students increase their confidence to speak, they increase their motivation to be involved in all the sessions with the same enthusiasm to succeed in their own pronunciation goals. As it is supported by Richards and Schmidt (2002: 344) "motivation is generally considered to be one of the primary causes of success and failure in second language learning". In this sense, students with a higher desire to learn will perform with the maximum potential after being exposed to varied practices. Similarly, Gardner (as cited in Alizadeh, 2016, p.12) states that "motivation is a combination of effort and desire to obtain the aim of learning language as well as positive attitude toward learning the language". Eventually, the interaction between students and teacher can help to build a good rapport in order to increase their motivation due to the appropriate implementation of the material designed.

6.3.3. Student's fear as an obstacle to develop oral competences

Throughout the theoretical framework there can be found different activities, methods and strategies that can help the teacher to develop his disciplinary knowledge. In this manner, it is possible to deduce that one of the major issues that can be presented in the classes is directly related to the student's fear when they do not know how to pronounce a specific sound in English. By contrast, when the students overcome their fears, they can be easily committed to their oral progress. Thus, based on the objectives proposed in this research project, the following fragments (appendix 4) represent the influence of fear in their speaking performance:

Extract 17 – Class implementation - Students 3:

T3: and number four says how can you describe yourself?

S3: Ahh (the student makes a fear face)

T3: that is easy, you can use words to describe yourself, adjectives

S3: okay, ehh.....: ehhh happy and, ehhh and I don't know how to say that, ehh

Responsalable

T2: responsible

T3: responsible

S3: Ah okay, responsible ehhh, and ehhh I don't know more hahah

T2: okay

Extract 18 – Class implementation - Students 1,2:

T2: now I want you to help me pronounce all of these words. So we can start with Juliana please, can you pronounce the three first words, please?

S2: yes, /'ðɔ:t (thought)

T2: okay

S2: /'ðɪŋkɪŋ/ (thinking), and *hahahah (she is laughing nervously)*

T2: try it! it doesn't matter

S2: /'ðæŋkɪŋ/ (thanking)

S1: why are you thanking me?

Extract 19 – Class implementation - Students 1:

T3: I rolled the dice and the number is three, so we need to roll the dice again and we have number six, so number six is: which are your expectations during the course?

S1: oh, I want to learn more about pronunciation or better my pronunciation

T3: okay

T2: okay.....: maybe to speak like, more easily, to lose the fear to speak

S1: yes

In the preceding fragments, it is possible to evidence how the students' fear played against their capacity to articulate different sounds. Consequently, the communication between teachers and students was hindered in certain moments like the beginning of the classes or before the practice of specific sounds. As a matter of fact, Lepore (2014) argued that the use of technology assisted by an optimum feedback, can increase potentially the oral skill and the self-confidence of

the students while reducing anxiety. Following this argument, the teacher can apply technological tools that will strengthen his/her students' oral performance and will build a more solid confidence. In fact, Romaña (2015) stated that conference calls via Skype have shown a positive influence in EFL adult learners' oral production and more deeply in the social interaction with communicative ends between speakers inside a classroom or in a real-life situation. In this matter, a strong motivation provided by the teacher can break the barriers of pronunciation created by the student's beliefs.

6.4. Limitations

Throughout the development of this research project the limitations were related to environment conditions. As a result of the Covid-19 pandemic, it was necessary to modify the following aspects: First, the population changed from a group of fifteen high school students to a group of three independent participants. Second, the methodology of the classes had to be modified from face to face classes to virtual sessions in which the lesson plans needed to be restructured. Thus, technology became the only possible way to implement the interventions and to collect the data for the respective analysis.

6.5. Projections

The present research project represents a significant contribution to the field of English teaching, especially the oral production either locally as nationally. As a result of the findings the researchers present the the following recommendations:

1. The data analysis provides a solid contribution to future investigations about the role of pronunciation in the English learning of new generations.
2. The results of the research will help significantly to the development of pedagogical strategies focused on the student's oral production specially their pronunciation.
3. It may be relevant to research deeply about the oral production in primary and secondary schools in order to provide the students with an integral learning process
4. It would be useful to develop innovative strategies related to the use of technology as a mean of teaching English as a second language.

5. It is suggested to carry out the present research in a face to face context with a higher number of students and during a longer period of time.

7.CONCLUSIONS

Taking into consideration the first specific question about the professors and the students' perception regarding pronunciation, it is possible to establish that not only the professors but also the students perceive the role of pronunciation as a relevant aspect to develop the student's oral competences proficiently. The analysis of the information gathered through the implementation of the surveys and the interviews allowed to conclude That it is important to include the teaching of pronunciation because they consider it the most difficult part when speaking. Thus, they may feel unsecure to express their ideas in target language because they cannot make a difference between some sounds which can be challenging for them and also their intelligibility and fluency could be seriously affected. In this respect, Jenkins (2000) states that "the goal of learning a foreign language pronunciation is to achieve real communication and intelligibility between speakers". Hence, there is a close relationship between oral competences and the activities to promote pronunciation practice.

Concerning the second question about the activities that can be implemented in order to improve the students' pronunciation, it was proved that the use of a wide variety of activities reinforced by WhatsApp voice notes can be an effective method to enhance and measure the students' pronunciation progress. In fact, there are plenty of online resources like Kahoot, Near pod and YouTube that facilitate the English input and the understanding of making some specific sounds and can be easily adapted to the current necessities in the educational field. Besides, the use of WhatsApp is useful to monitor the student's pronunciation progress while promoting on them an independent speaking practice. Thus, Calvo et al (as cited in Bouhnik and Deshen, 2014, p. 2018) stated that "the last decade the use of digital communications between students and teachers and groups of them has become famous through different platforms such as Facebook groups, twitter, and recently WhatsApp from which their own characteristics may act upon for learning purposes". Furthermore, the implementation of technological tools allows the students to internalize the knowledge acquired during the lessons. Similarly, Gambari, Kutigi and Fagbemi (2014) states that students taught with technological tools have a better retention of the information than those taught using traditional methods. Indeed, there is evidence that an active participation during the classes provides the students with a significant motivation to be involved in their own English learning process.

Finally, the English teaching process requires the implementation of different strategies to make the students aware of the specific sounds in a language and to have the capacity to make a difference between each of them. Once the students show an improvement in their oral performance, they become an active agent of their pronunciation process that reflect a higher level of self-confidence and motivation. Hence, Lepore (2014) argued that the use of technology assisted by an optimum feedback, can increase potentially the oral skill and the self-confidence of the students while reducing anxiety. As a matter of fact, the students with higher motivation will succeed to empower their speaking skills. As it is stated by Richards and Schmidt (2002: 344)“motivation is generally considered to be one of the primary causes of success and failure in second language learning”. To conclude, it is necessary to foster a constant motivation which allows the students to participate consciously in their oral production proficiently.

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APPENDIXES

Appendix 1- Student (S1) interview transcription:

T2: Buenas noches Paula.

S1: Hola Luisa

T2: ¿cómo estás?

S1: muy bien y tú

5 **T2:** muy bien, gracias/ Bueno, entonces vamos a empezar la entrevista/ eh son preguntas relacionadas con la pronunciación, como te he comentado. El proyecto está enfocado en trabajar la pronunciación para mejorar/ para intentar mejorar jeje la motivación de los estudiantes al momento de hablar/ de utilizar el inglés de forma oral. Listo!. Bueno, entonces voy a empezar la primera pregunta es crees que es importante incluir la enseñanza de la pronunciación en tus

10 clases de inglés?

S1: Super importante

T2: ¿Por qué?

S1: Por qué...Pues realmente siento que es como la parte más difícil al momento de hablar, porque realmente nosotros noo/ no sentimos que estamos pronunciando pues incorrectamente y realmente la palabra, si se pronuncia, osea tiene su sentido de pronunciación y realmente hay

15 muchas palabras en las que digamos uno está aprendiendo que se tratan de confundir porque la pronunciación no se está diferenciando una de la otra.

T2: perfecto, listo bueno, ahora te pregunto ¿qué tan seguido practicas tu pronunciación en inglés?

20 **S1:** Bueno, pues si me gusta practicar mucho, de hecho pues lo hago con diferentes actividades, algunas repitiendo palabras, algunas escuchando música o algunas simplemente leyendo.

T2: Bueno, te adelanta un poquito las preguntas, porque la número 3 era ¿cuáles son las actividades más comunes con las cuales practicas tu pronunciación?. Entonces me dices que es la lectura y al escuchar canciones, ¿si? de pronto hay alguna otra que utilices?

25 **S1:** Una otra que?

T2: Actividad para trabajar la pronunciación

S1: no, esas, el ver videos y, el ver videos y repetir las palabras, porque a veces pongo videos donde aparecen palabras, entonces las repito tal cual las repite ehhh eh pues el video o la verdad siempre,

30 Siempre escucho música en inglés, entonces me gusta mucho practicarlas de esa forma.

T2: yo te voy a leer, tengo la siguiente pregunta es ¿cuáles de las siguientes actividades te gustaría practicar en clase pues/ al momento de practicar tu inglés, están los juegos en línea, Trabalenguas, repeticiones, Canciones, Leer en voz alta, Juego de roles o notas de voz, Me dices de pronto cuáles te gustan o si de pronto hay alguna otra que no has utilizado pero que te gustaría

35 implementar.

S1: Pues las canciones/ de pronto audios también porque me ayudan también obviamente a retarme a mí misma a hacer la pronunciación ehh Juego de roles, no pues realmente todas las actividades que están ahí me gustan, podemos utilizar cualquiera.

T2: si? alguna vez has intentado los trabalenguas o así?

40 **S1:** Sí,

T2: sí?

S1: si intenté hace unos días, pero jajaja fue imposible.

T2: Bueno, listo. Ehh Tú crees que trabajar en la pronunciación puede reducir el miedo al hablar en inglés?

45 **S1:** Totalmente! Considero que/ porque realmente nos sentimos bueno, cuando uno va
aprendiendo inglés es muy útil el escribirlo y conocer las palabras, pero cuando empezamos a
hablarlo es el momento en el que nos sentimos como, como pegados, porque realmente no
tenemos osea no tenemos como conciencia de esas palabras entonces uno empieza como a
50 hablarlo. Pero no, pero muy, muy, muy lento el proceso, porque no tenemos adecuado nosotros
como el habla para soltar las palabras tan seguidas.

T2: Perfecto, ahora vamos con esta pregunta que me dice cuáles de las siguientes palabras
consideras que son las más difíciles de pronunciar en inglés? Te estoy mostrando una lista de
55 palabras y de pronto tú al miraras me dices cuales de pronto podrían causarte confusión. Con
cuáles tendrías dudas al momento de leerlas? /Puedes observarlas y ya me vas diciendo de pronto
con cuáles como que sentirías dudas para leerlas.

S1: La primera jajaja eh

T2: Qué tal si las pronuncias?

60 **S1:** Bueno, la primera realmente no sé cómo se pronuncia, supongo yo, por ser la Z. Creo que
sería su zoo.

T2: ok

S1: La segunda television, la tercera Nation, la cuarta low, quinta cut, sexta three, septima think,
octava Comfortable, novena would, décima talk, once mountain, doce zebra, low, cat, half,
sheep, there, bit, sheep y mother.

65 **T2:** ok, Muchas gracias, ahora tenemos dos preguntitas más, pero estas ya no son tan
relacionadas a la pronunciación, sino respecto al acceso que tienes a Internet, tienes acceso a
Internet en todo momento.

S1: si

T2: ok, ¿tienes cuenta de WhatsApp?

70 **S1:** tambien

T2: y ¿con qué frecuencia utilizas la aplicación?

S1: WhatsApp?

T2: si Whatsapp.

S1: jajajajaj todo el tiempo

75 **T2:** todo el tiempo ok. Perfecto, es que como te había comentado, pues una de las intenciones del
proyecto es utilizar los audios, las notas de voz de WhatsApp para trabajar la pronunciación
listo,, entoncesor eso era tan importante saber si cuentas con el perfil, qué tan seguido lo utilizas
y si tienes el acceso a Internet, porque pues como hemos venido hablando, el proyecto se va a
desarrollar 100 por ciento de manera virtual.

80 **S1:** Listo

T2: Bueno Carolina, muchas gracias

S1: Bueno, a ti.

Appendix 1- Student (S2) interview transcription:

- T2: Buenas tardes Juliana.
S2: Buenas tardes.
T2: Como estas?
S2: Bien gracia a Dios y usted?
- 5 T2: Muy bien gracias. Bueno Jenny vamos a empezar con la entrevista, son ocho preguntas relacionadas como ya te había comentado sobre la pronunciación, listo?
S2: Listo.
T2: Sobre ehh tu punto de vista, tu percepción respecto a la, a la implementación de la pronunciación en las clases de inglés, listo?
- 10 S2: Listo.
T2: Bueno, cuéntame crees que es importante incluir la enseñanza de pronunciación en tus clases de inglés?
S2: Uh claro que si.
T2: Por qué?
- 15 S2: Porque asi los estudiantes pues van a saber desde pequeños como van a llegar a pronunciar cuando sean mas grandes, pues cuando, si ya uno puede ver la inclinación que ellos van a tener.
T2: pero digamos en tu caso, tu que, si tu estas aprendiendo inglés...
S2: Digamos en mi caso yo estoy...
T2: Crees que es importante trabajar la pronunciación?
- 20 S2: Ah claro, si porque en el momento de comunicarme con otra persona o no me doy a entender o voy a entender los que ellos están diciendo si aprendo con una mala pronunciación.
T2: Listo, qué tan seguido practicas tu pronunciación en inglés?
S2: Uhhhh.
T2: Casi no?
- 25 S2: No muy seguido que digamos no.
Luisa: Le das prioridad a otros aspectos?
S2: Ajam, si.
T2: Bueno, eh entonces pues obviamente tengo una pregunta que dice cuáles son las actividades más comunes con las cuales practicas tu pronunciación? De pronto alguna por ahí que tú digas, de pronto de esta manera e practico yo la pronunciación de vez en cuando. No, ninguna?
- 30 S2: No ninguna.
T2: Yo te voy a leer unas actividades, una lista de actividades que tengo y me gustaría saber cuales de ellas, de estas actividades te gustaría practicar en clase, listo? Tenemos: juegos en línea, trabalenguas, repeticiones, canciones, leer en voz alta, juego de roles y notas de voz, dime de pronto cual te gustaría como implementar en una clase que tu digas que puedes.. que tu creas que puede ser productiva o beneficiosa para tu aprendizaje del inglés?
- 35 S2: Me gusta la de...hay me las lee otra vez, creo que fue la cuarta.
T2: Tenemos, juegos en línea, trabalenguas, repeticiones, canciones.
S2: Canciones.
- 40 T2: Leer en voz alta.
S2: Esa también. Leer en voz alta y canciones.
T2: Juego de roles. Cómo?
S2: Me gustaaa, leer en voz alta y canciones.
T2: Que tal los trabalenguas, no?
- 45 S2: Pues nunca he intentado, en ingles nunca he intentado pero yo creo que sería chevre.

T2: Bueno, tú crees que trabajar en la pronunciación puede reducir el miedo a hablar en inglés?

S2: Si, uhhh.

T2: por qué?

50 **S2:** Porque ese es el miedo de uno al, ehhhh llegado el día en que uno vaya a hablar inglés ese es el susto de que uno este al frene de alguien que, que sepa y pronunciar de una manera que no es.

T2: Listo, Ehh bueno ahora yo te voy a mostrar una lista de palabras, listo, para que me digas cuales de pronto te pueden como confundir o se te hace más difícil de pronunciar como que no te sientas segura de como pronunciarlas listo?

55 **S2:** Si.

T2: estás viendo la pantalla del documento?

S2: Si.

T2: Bueno entonces me vas a ehh me gustaría que leyeras las palabras que estás viendo, listo? Para ver...

60 **S2:** Listo.

T2: Cuáles te causan como más dificultad.

SS2: Empiezo?

T2: Si porfa.

65 **S2:** soo, telebision, nation, low, coot, three, ðhink, comfortable, wulk, talk, mountain, sebra, cebra no se jaja no estoy segura ehh, lau, tampoco, cat, half, sheep, there, bit, shep, mother.

T2: Bueno, listo muchas gracias, y finalmente tenemos dos preguntas pero ya no son tan enfocadas en la pronunciación, ya es repecto al acceso a internet, tienes, cuentas con acceso a internet en casa?

70 **S2:** Si.

T2: Cuentas ehh tienes cuenta de Whatsapp?

S2: Si.

T2: Y quee, con qué frecuencia utilizas la aplicación?

S2: El Whatsapp?

75 **T2:** Ajá.

S2: Todos los días.

T2: Frecuentemente listo, bueno muchas gracias Jenny.

S2: Bueno a usted, que esté muy bien.

T2: Igualmente.

Appendix 1- Student (S3) interview transcription:

T2: Buenas noches Diana.

S3: Buenas noches Luisi.

T2: Como estas?

S3: Bien gracias.

5 **T2:** Bueno Dani, quiero que me digas si tú crees que es importante incluir la enseñanza de pronunciación en tus clases de inglés?

S3: Si, claro es súper importante ehh porque el inglés se presta mucho para quee, pues hayan palabras ehh que se escriben similar pero se pronuncian muy diferente y pues si uno no sabe la pronunciación a la hora de comunicarse con otra persona eh pues puede estar queriendo decir una cosa y mentiras que termina diciendo otra totalmente distinta.

10 **T2:** Perfecto, qué tan seguido trabajas la pronunciación en inglés? Casi no?

S3: Ehh, pues depende, a veces mucho por ejemplo cuando está en un entorno pues en el que necesita hablar mucho ehh cuando se está relacionando con personas que vienen del extranjero, cosas así pues obviamente se trabaja mucho la pronunciación y me gusta mucho preguntar sobre eso, sobre como se dice tal palabra bueno cosas así pero de resto pues ehh en el ambiro

15 universitario no mucho porque uno lo que hace es leer.
T2: perfecto, y bueno me dices que es muy de vez en cuando pero entonces me gustaría saber cuáles son las actividades más comunes con las cuales podrías practicar tu pronunciación?

20 **S3:** Ehh pues hablando con personas que sean eh que hablen inglés o que sean pues nativas ehh de países de habla inglesa ehh ó con ó con programas del celular por ejemplo Duolingo le califica a uno la pronunciación ehhh y pues en los cursos de inglés tambien que uno está le le ponen a practicar eso.

T2: Listo, yo acá tengo una serie de actividades te voy a leer cuales son las que tengo y tú me dices cuales te gustaría practicar en una clase de inglés, listo?

25 **S3:** Listo.

T2: Tengo: Juegos en línea, trabalenguas, repeticiones, canciones, leer en voz alta, juego de roles y notas de voz, cuáles de pronto te parecen como interesantes que te gustaría como poner en práctica?

30 **S3:**Ehh me gusta canciones me parece que es una muy buena forma de aprender ehh me gusta juego de roles también ehh y que otro fue, trabalenguas también nunca lo he hecho pero si suena como interesante hacer trabalenguas en inglés.

T2:Listo, ahora mmm crees que trabajar en la pronunciación puede reducir el miedo al hablar inglés?

35 **S3:**Si claro, porque eso es como un impedimento a la hora en la que uno se va a comunicar con otra persona pues que necesite hablar inglés ehh uno a veces queda como como que va en una frase así súper bien súper fluida y llega una palabra en la que uno dice Ay, cómo, Dios, ahora esto como se dice (risa) y entonces ahí ya como que se perdió el hilo de la conversación ya uno se siente intimidado y, y pues así, es muy importante.

40 **T2:**Listo, como te había comentado, tenemos una pregunta en la que necesito que me digas, de las palabras que te voy a mostrar cuales te parecen como más difíciles de pronunciar, si es posible pues me gustaría que pronuncies todas las palabras, estás viendo la pantalla?

S3:Si Luisi, si la estoy viendo.

45 **T2:**Que me leas las palabras para identificar quee, como cuales te causan un poquito más de confusión o que quizás son un poquito más difíciles de pronunciar para ti.

S3:Jm! (risa).

T2: Dale no importa.

S3:Bueno empecemos, ehh soo, eh television, nation, low eh creo no estoy segura, ehh cut, three, tink, eh comfortable, would, talk, mountain, esa tampoco estoy segura, sebra, creo que es
50 pero tampoco estoy segura, law, cat, half, shep, there, bit, sheep and mother.

T2:Listo Dani, muchas gracias y finalmente, esta si es una pregunta, no es tan relacionada a la pronunciación sino respecto al acceso a internet, todo el tiempo cuentas con acceso a internet en casa?

S3:Si.

55 **T2:**Y cuentas con Whatsapp, tienes cuenta de Whatsapp?

S3:Si.

T2:Con qué frecuencia la utilizas?

S3:Whatsapp, todos los días (risa).

T2:Perfecto, es quee, la idea es poder realizar las clases y se va a realizar como un, una
60 evaluación digamoslo así a través de notas de voz de Whatsapp entonces por eso nos interesaba saber si puedes contar como con esos medio para, para enviar las respuestas, para enviar ese tipo de evaluación cada fin de semana.

S3:Listo.

T2:Bueno Diana muchas gracias.

65 **S3:**Bueno Luisi de nada .

Appendix 2 – Professor (P1) Survey transcription:

Date: April 4th, 2020

Objective: To analyze what teachers perceive in relation to pronunciation.

Instruction: Answer the following questions based on your own experience as an English professor.

1. Do you include the teaching of pronunciation during your English lessons?

5 Yes__No__ How I use different methods to teach pronunciation, such as teaching the phonetic alphabet, analyzing accents, and creating exercises to differentiate similar sound families. I also encourage my students to do listening exercises so as to “train their ears” in order to produce the sounds of the language correctly.

10 2. Do you consider the teaching of pronunciation as an important component for developing communicative skills?

Yes__No__ Why though I believe it is indeed important, I do not believe it is the most important. I think students should first produce language, and later worry about pronouncing correctly.

15 3. Do you think that working on specific English sounds could benefit the students’ oral competence?

Yes__No__ Why yes. I believe there are many sounds n English that may be difficult to pronounce for Spanish speakers.

20 List some of those benefits: Practicing these sounds makes for a more fluid production. Students will be better understood, and will also be able to understand the language better if they are able to identify the different sounds. Teaching students the phonetic alphabet, for example, helps the students to look for the words in dictionaries and learn how to pronounce on their own, thus allowing them to e autonomous with the L2 or FL learning.

4. Is the implementation of technology a useful tool to improve the students’ oral competence?

25 Yes_x_No__ Why Now that we have useful tools available to us, we can use these to accompany the teaching and learning process. Students and teachers can use these tools to access different information through videos which is a vital tool to listen and learn pronunciation, apps that correct pronunciation, websites that provide pronunciation examples and practice, and countless others.

5. What do you think are the most difficult sounds for the students to pronounce?

30 Write some of those sounds. [θ], [ð]

6. Do you use any application or technological device to improve pronunciation in your classes?

Yes_x_ No__

Could you mention some of them? I use online dictionaries, websites, apps, and cellphones for recording purposes.

Appendix 2 – Professor (P2) Survey transcription

Date: April 4th, 2020

Objective: To analyze what teachers perceive in relation to pronunciation.

Instruction: Answer the following questions based on your own experience as an English professor.

1. Do you include the teaching of pronunciation during your English lessons?

5 Yes X No How I teach generally teach sounds of English that don't belong to Spanish in order to make the aware of those sounds. In addition, I include exercises that promote the practice of different sounds.

2. Do you consider the teaching of pronunciation as an important component for developing communicative skills?

10 Yes X No Why Because when students understand about pronunciation, they can produce language in a correct way.

3. Do you think that working on specific English sounds could benefit the students' oral competence?

15 Yes X No Why Considering English is a very musical language, working on different sounds from the language can help learners to gain fluency and to produce the language with rhythm and correct pronunciation.

List some of those benefits: Improve intonation, gain fluency, speak with rhythm, sound more natural.

4. Is the implementation of technology a useful tool to improve the students' oral competence?

20 Yes X No Why There are different websites and programs or apps that can help students rehearse the sounds that belong to the language they are learning.

5. What do you think are the most difficult sounds for the students to pronounce?

Write some of those sounds /z/ /θ/ /ʒ/ /dʒ/ /ʃ/ /ʌ/ /tʃ/ /v/

6. Do you use any application or technological device to improve pronunciation in your classes?

25 Yes X No

Could you mention some of them? I generally use a book called 'English Pronunciation for Spanish Speakers' with its recordings and some videos that explain some pronunciation cues.

Appendix 3 – Informed consents

Armenia, marzo 11 de 2020

Señora

PASTORA BARRERA MARÍN

Rectora

Institución Educativa Ciudadela de Occidente

Armenia, Quindío

Asunto: Consentimiento informado

Cordial saludo,

La presente tiene como objetivo solicitar su permiso para la realización de entrevistas, observaciones de clase e intervención pedagógica como parte del proyecto de investigación de los estudiantes que se relacionan a continuación y el cual hace parte del Seminario de Investigación en Lengua Extranjera III de la Licenciatura en Lenguas Modernas con Énfasis en Inglés y Francés de la Universidad del Quindío:

Luisa Fernanda Gutiérrez López	C.C. 1094933605.
Cristian Gómez Castrillón	C.C. 1094952333.
Pablo Enrique Matiz Buitrago	C.C. 1031150043.

Se anexa la información referente al proyecto de investigación, donde se explica detalladamente el objetivo del trabajo, las características del grupo focal y otros detalles importantes que demuestran el valioso aporte de este proyecto en la enseñanza de una segunda lengua, en este caso inglés:

Dicho lo anterior, agradecemos su atención y esperamos una respuesta pronta y positiva de su parte.

CONSENTIMIENTO INFORMADO

TÍTULO: TEACHING PRONUNCIATION THROUGH THE USE OF WEB TOOLS AND APPLICATIONS AS A MOTIVATIONAL AGENT TO IMPROVE THE ORAL COMPETENCE OF 7TH GRADERS IN A PUBLIC SCHOOL IN ARMENIA QUINDÍO.

INVESTIGADORES: LUISA FERNANDA GUTIÉRREZ LÓPEZ, CRISTIAN GÓMEZ CASTRILLÓN Y PABLO ENRIQUE MATÍZ BUITRAGO.

NÚMERO DE TELÉFONO ASOCIADO A LA INVESTIGACIÓN: 3106092414

LUGAR: Institución Educativa Ciudadela de Occidente, Armenia.

DOCENTE ASESOR DEL TRABAJO DE INVESTIGACIÓN: Paola Alzate Ortiz (palzate@uniquindio.edu.co – 3164453094).

INTRODUCCIÓN: Los estudiantes de 7º grado de la Institución Educativa Ciudadela de Occidente son el objetivo principal para la realización de esta investigación, por lo cual se redacta esta carta de consentimiento informado, donde conste el permiso con el cual los investigadores podrán cumplir con sus labores específicas dentro de la institución y con la población de muestra especificada. Antes de tomar cualquier decisión, los padres de familia, la rectora y docentes encargados, pueden plantear todo tipo de preguntas con el fin de garantizar la transparencia de este estudio y así asegurarse de que entienden los riesgos y los beneficios que puedan resultar de esta investigación.

PROPÓSITO DEL ESTUDIO: Determinar cómo la enseñanza de la pronunciación puede ser un factor motivacional para mejorar la competencia oral de estudiantes de grado 7º en una institución pública de Armenia.

PARTICIPANTES DEL ESTUDIO: Son participantes los estudiantes de 7º grado de la Institución Educativa Ciudadela de Occidente. Dicha participación es completamente voluntaria. Estos pueden participar o abandonar el estudio en cualquier momento, sin que ello les genere sanción alguna.

PROCEDIMIENTO: Para la recolección de datos relacionados con este estudio, se utilizarán diferentes técnicas e instrumentos con el fin de realizar dicha tarea. A continuación, se muestran las actividades y el orden de su implementación:

- a. Entrevistas a un grupo focal de estudiantes. Para la entrevista se solicitará consentimiento de los padres y/o acudientes.
- b. Encuesta dirigida a los profesores de inglés. Para la encuesta se solicitará consentimiento de los docentes.

- c. Observación de tres clases (para caracterización de la población).
- d. Intervención pedagógica que durará 5 semanas (4 horas semanales).
- e. Análisis de documentos institucionales (PEI, plan de área, etc.).

Todas estas actividades tendrán lugar en la institución; las grabaciones en audio y/o en video o los registros fotográficos (si son autorizadas por la institución) se realizarán de manera que no perturben las actividades de clase y que además no revelen la identidad de los participantes. Los estudiantes investigadores localizarán los equipos de grabación en un lugar estratégico que permita calidad del sonido, o en el lugar que el docente sugiera.

RIESGOS O INCOMODIDADES: Los participantes de esta investigación tal vez podrían llegar a sentir incomodidad o que se vulnera su privacidad por la presencia de las investigadoras dentro del aula de clase. Sin embargo, en ningún momento del estudio se hará algún tipo de intervención que afecte la normalidad de la misma, pues el objetivo no es incomodar sino investigar y hallar posibles soluciones pedagógicas y ofrecer herramientas que posibiliten el crecimiento profesional y personal.

BENEFICIOS: Los beneficios se verán reflejados en la comunidad académica (docentes y estudiantes) ya que los resultados de este análisis pueden servir como insumo para propuestas innovadoras de metodología de la enseñanza del inglés, además de contribuir en el enfoque comunicativo que se desarrolla en la institución.

PRIVACIDAD Y CONFIDENCIALIDAD: La información personal que se entregará a los investigadores en el transcurso de este estudio tendrá un alto nivel de confidencialidad, pues en ningún momento la identidad de los participantes será revelada. El equipo general de la investigación y el personal de apoyo sólo tendrá acceso a dicha información. Los resultados de este estudio pueden ser publicados en revistas de investigación o ser presentados en reuniones científicas, pero la identidad de los estudiantes no será divulgada.

DERECHO A RETIRARSE DEL ESTUDIO DE INVESTIGACIÓN: Los alumnos, docentes y directivos pueden retirarse del estudio en cualquier momento. Sin embargo, los datos obtenidos hasta ese momento seguirán formando parte del estudio a menos que se solicite expresamente por escrito que su identificación y su información sea borrada de nuestra base de datos. Al informar su retiro, los participantes deberán informar al grupo investigador si desean que sus respuestas sean eliminadas, siendo el caso, los resultados de la evaluación serán incinerados. Los participantes no firmarán este consentimiento a menos que hayan tenido la oportunidad de hacer preguntas y recibir respuestas satisfactorias para cada una de ellas. Si estos firman aceptando participar en este estudio, recibirán una copia firmada por la directora del programa de Lic. en Lenguas Modernas con Énfasis en Inglés y Francés de la Universidad del Quindío, quien nos acredita como estudiantes activas e investigadoras idóneas a miras de obtener el título profesional mediante la realización de este proyecto.

ESTUDIOS FUTUROS: Nuestros planes de investigación aparecen resumidos en el formato de consentimiento informado. Es posible que en el futuro los resultados de su evaluación sean utilizados para otras investigaciones cuyos objetivos y propósitos sean de continuidad de línea de investigación. Si esto llega a suceder, toda la información será entregada de manera condicionada para evitar que se revele información personal.

Atentamente,

Luisa Fernanda Gutiérrez López
C.C. 1094933605.

Cristian Gómez Castrillón
C.C. 1094952333

Pablo Enrique Matiz Buitrago
C.C. 1031150043

Firma de autorización

Luz Stella Zuluaga Jaramillo
Directora del Programa de Licenciatura en Lenguas Modernas
con Énfasis en Inglés y Francés
Universidad del Quindío



UNIVERSIDAD DEL QUINDÍO
PROGRAMA DE LICENCIATURA EN LENGUAS
MODERNAS CON ÉNFASIS EN INGLÉS Y FRANCÉS

ACTA CONSENTIMIENTO INFORMADO

FECHA: _____

Los abajo firmantes aceptamos participar voluntaria y anónimamente en el proyecto de investigación de pregrado “ TEACHING PRONUNCIATION THROUGH THE USE OF WEB TOOLS AND APPLICATIONS AS A MOTIVATIONAL AGENT TO IMPROVE THE ORAL COMPETENCE OF 7TH GRADERS IN A PUBLIC SCHOOL IN ARMENIA QUINDÍO”, llevada a cabo por Pablo Enrique Matiz Buitrago, Cristian Gómez Castrillón y Luisa Fernanda Gutiérrez López, estudiantes del programa de Licenciatura en Lenguas Modernas con Énfasis en Inglés y Francés de la universidad del Quindío.

Declaramos haber sido informados de los objetivos y procedimientos del estudio y del tipo de participación. En relación con ello, aceptamos ser entrevistados y participar en la intervención a través de la cual se trabajará la pronunciación de sonidos específicos y se obtendrán los datos para un posterior análisis.

Declaro haber sido informado que mi participación no involucra ningún daño o peligro para mi salud física o mental, que es voluntaria y que puedo negarme a participar o dejar de participar en cualquier momento sin dar explicaciones o recibir sanción alguna.

Declaro saber que la información entregada será **confidencial y anónima**. Entiendo que la información será analizada por el investigador en forma grupal y que no se podrá identificar las respuestas y opiniones de cada participante de modo personal. La información que se obtenga será guardada por los investigadores responsables en dependencias de la Universidad del Quindío y será utilizada sólo para este estudio.

Este documento se firma en dos ejemplares, quedando uno en poder de cada una de las partes.

Investigadores:

Nombre y Apellidos **Documento de Identidad** **Firma**
_____ C.C. _____ _____

Nombre y Apellidos **Documento de Identidad** **Firma**
_____ C.C. _____ _____

Nombre y Apellidos **Documento de Identidad** **Firma**
_____ C.C. _____ _____

Participantes:

Nombre y Apellidos **Documento de Identidad** **Firma**
_____ C.C. _____ _____

Código asignado para el estudio: _____ (docente o padre de familia)

Nombre y Apellidos **Documento de Identidad** **Firma**
_____ C.C. _____ _____

Código asignado para el estudio: _____

**Appendix 4 – PRONUNCIATION CHALLENGE “THE VOICED AND VOICELESS TH SOUND” TOPIC:
HEALTHY LIFESTYLE**

T3: Okay there's one missing

T2: what's that?

T3: Camila's music

S1: oops.....it's my roommate

5 T2: AH okay

T3: AH okay

T2: I didn't know you had a roommate

S1: Yeah.....: but I hate.....:I hate him

T2: hahahahahahah okay now we have to wait for Juliana

10 (long time waiting for Juliana)

T2: Now is Juliana who has problems.....: to access.....: ah okay.....: she's here

S2: oops

T2: okay

T3: okay, okay, okay,

15 T2: As you know.....: okay, okay do it Cris

T3: okay Diana, please turn on turn on your camera.....: thank you so much.....: okay
girls now I'm going to share with you my screen and we're going to start the game right?: so,
I'm going to: ask for a volunteer who wants to,:who has, who wants to participate
first

20 S1: Diana

T3: Hahaha okay.....: so, I'm going to roll the dice and the number that the dice ahhh chooses you are going to answer for that question okay? So for example Diana I'm going to roll the dice.....: so for you it's number 5 okay? So you are going to answer number 5 question: so number five says: what has changed in your life during this quarantine? First
25 of all ehhd do you understand the question?

T2: Diana it doesn't matter if you don't.....: ehhd answer with sentences but only with activities, for example you say I read, I study you know!

S3: yes, yes

T2: what kind of activities you do now?

30 S3: eh I study

T2: okay

S3: and.....: I try to do exercise and ehhd

T3: very good

T2: What about.....:

35 S3: I share with my family

T2: cheer-leading?

T2: ah okay

S3: no, nooo is so sad

T2: you are not training cheer-leading

40 S3: Noo

T3: yeah, actually I'm trying to exercise too

T2: Okay nice, and maybe you get out sometimes or you're respecting the quarantine

S3: yeah no, ehhd I....: go ehhd to.....: the house of my family and the house of my boyfriend, and that's it

45 T3: okay very good

T2: thank you Diana, thank you so much

T3: so Diana, who you choose to answer the next question?

S3: eh Juliana

50 T3: okay Juliana I'm going to roll the dice, okay? So, take a look at the dice. Number three, okay, so number three says, can you tell me your full name, that is easy!

S2: yes, my name is Juliana Maria Perez Hincapié

T3: Thank you so much

T2: It was really easy, you're lucky Juliana

T3: Ah okay, we need that Camila answers another question, okay?

55 S1: Camila died

T2: no, she's there

S1: Hahaha

T3: I rolled the dice and the number is three, so we need to roll the dice again and we have number six, so number six is: which are your expectations during the course?

60 S1: oh, I want to learn more about pronunciation or better my pronunciation

T3: okay

T2: okay.....: maybe to speak like, more easily, to lose the fear to speak

S1: yes

T2: but I can see that now you have improved a lot your English, so it is nice

65 S1 I have some words that I can't pronounce

T2: okay, we hope that you can improve it with the course

T3: okay the next one is Diana, okay?

S3: m mm, okay

T3: you have number four

70 S3: okay

T3: and number four says how can you describe yourself?

S3: Ahh (the student makes a fear face)

T3: that is easy, you can use words to describe yourself, adjectives

S3: okay, ehh.....: ehhh happy and, ehhh and I don't know how to say that, eh **Responsalable**

75 T2: responsible

T3: responsible

S3: Ah okay, responsible ehhh, and ehhh I don't know more hahah

T2: okay

80 T3: okay, okay, now is the turn of Juliana. So you have number six, no, number one. So number one is: How old are you? ohh you got the easy ones

S1: no, why? Hahah

T2: She's always the lucky one

S3: hahahahahahah

T3: hahahah

85 S2: mm, I am....: twenty eight years old

T3: Okay thank you so much, by the way, I am twenty four,: and Luisis is twenty seven, I guess

T2: yes, yes you're right

T3: now, it is the turn of Paula

90 S2: 27?

T2: yes

S2: hahahah

S1: who is Camila?

T3: And we have, five, six, no

95 T2: the youngest one is Diana

S3: yes

T3: number two, okay, so Camila what do you do in your free time?

S1: uuuu, a lot of things haha, I have a lot of free time,

S3: a lot of free time

100 S1: okay I...: maybe I do some activities, I practice dance, I dance some, I dance some hours,
maybe I read, I learn about so many things, {{ () }}

T3: maybe do you exercise yourslef at home?

T2: a lot!

S1: yeah, everyday

105 T2: All the time

S1: this is like my routine

T3: this is like your drug

T2: yes

110 T3: very good, very good, actually I'm trying to exercise myself, I started like five days ago, it is
very good

S1: Good, I can couch you if you want hahahah,

T3: and I was exercising like one year ago, but I had an accident, a motorcycle accident, so I
stopped exercising, but now I started again, it is very cool for your life, for your body, and I
really love it

115 S1: yeah

T3: so guys, it is the exercise and now your going to pay attention to Luisa, okay we're going to start the class with the first sounds, okay?

T2: yes, so.....: can you let me share my screen please? Okay

T3: yes, yes, thank you so much

120 T2: we're going to start.....: with.....: well, I want you to look at these words and tell me what are the letters that you see in everyone of them

S3: t and h

T2: yes

T3: very good

125 T2: now I want you to help me pronounce all of these words. So we can start with Juliana please, can you pronounce the three first words, please?

S2: yes, /'ðɔ:t (thought)

T2: okay

S2: /'ðɪŋkɪŋ/ (thinking), and hahahah (she is laughing nervously)

130 T2: try it! it doesn't matter

S2: /'ðæŋkɪŋ/ (thanking)

S1: why are you thanking me?

T2: and can you read please, the one in front of throat?

S1: who?

135 T2: Like this one

S2: hahahah I don't understand

T2: can you pronounce this word?

S2: ah yeah, /' ðə/

T2: The

140 T3: the, okay

T2: Diana can you pronounce this word please?

S3: /' θɜːrd/ (Third)

T2: okay, and this one?

S3:: mmmmm, /' tiːbz/ (thieves) I don't know

145 T2: okay Cami please, this one?

S1::

T2: Cami where are you? hahahah

S1: Hahaha I'm here!

T2: okay, can you pronounce this word? It doesn't matter if you are not sure

150 S1: /troː' aʊt/ (throughout)

T2: and the last one, this one

S1: /' tɜːzdeɪ/ (thursday)

155 T2: okay, this one please? Cami

S1: /ðəʊz/ (those)

T2: okay, I want you to answer this, do you think we pronounce the same way this Th and this Th? Do you think that we pronounce them the same way?

Ss: no

160 T2: do you think that we always pronounce Th in the same way?

S1: no

T2: okay, Diana, Juliana, what do you think?

S3: no

S2: no

165 T2: okay, we have two different sounds, two different ways of pronouncing Th

S3: okay

T2: so, I'm going to explain how to produce each of them, okay?

Ss: okay

T2: so, I want you to do this, you're going to place these two fingers on your throat, okay?

170 S1: yeah

T2: then, you're going to place the top....: the tip of your tongue between your upper and your lower teeth, and your going to say /ð/ /ð/ you're going to feel the vibration in your throat /ð/ /ð/ /ð/ this is the sound, I'm sorry, this sound, we found it in this side of the page, okay? /ð/ , please repeat /ð/ /ð/

175 /ð/ , /'ðɪs/ (this) (the three participants repeat), /ðəʊz/ (those) (the three participants repeat), /'ðeə/ (there) (the three participants repeat), /'ðeɪ/ (they) (the three participants repeat), you need to feel the vibration in your throat, okay? /'ðə/ (The) (the three participants repeat), /'ðɪs/ (this) (the three participants repeat), /ðəʊz/ (those) (the three participants repeat), /'ðeə/ (there) (the three participants repeat), /'ðeɪ/ (they) (the three

180 participants repeat) okay, now we go, we call this sound a.....: I'm sorry, I'm going to write it here, this is the voiced sound, this is a voiced sound because we feel the vibration in the throat. /ð/ /ð/ (T2 pronounces the same sound two times) okay? And now we're going to learn how to produce the voiceless sound, okay? So this time you're going to place the same way, the tip of

185 your tongue between the upper and the lower teeth, but you're not going to feel the vibration in the throat, okay? You just let the air goes, okay? flows, it goes / θ / / θ / (T2 pronounces the voiceless Th sound) do it please (all the participants do it) okay? So you say: thought

Ss: /'θɔ:t/ (thought)

T2: thinking

Ss: /'θɪŋkɪŋ/

190 T2: thanking

Ss: /'θæŋkɪŋ/ /'θæŋkɪŋ/ 'θæŋkɪŋ

T2: think

Ss: /'θɪŋk/

T2: thirty

195 S2: /'θɜːrti/

S3: /'θɜːrti/

S1: /'θɜːrti/

T2: thousand

Ss: /'θaʊzənd/

200 T2: thieves

Ss: /'θiːvz/

T2: thrilled

Ss: /'θrɪld/

T2: thrilled

205 Ss: /'θrɪld/

T2: *throne*

Ss: *THRONE*

T2: throne

Ss: /'θrəʊn/

210 T2: throughout

Ss: /θru: 'aʊt/

T2: Thursday

Ss: /'θɜ:zdeɪ/

T2: Thursday

215 Ss: /'θɜ:zdeɪ/

T2: So, what I want you to do now, is to try...

T3: The tongue twister

T2: so do you know what a tongue twister is?.....: **Trabalenguas**, okay? Tongue twister, okay

220 S3: okay

T2: So we're trying to pronounce this tongue twister: okay, who wants to start?

S1: hahahah

T2: It doesn't matter if you do it slowly, I thought, I thought of thinking of thanking you, okay, this time we have the voiceless, you cannot feel the vibration in the throat, okay? You say: I

225 thought, I thought of thinking of thanking you

T3: Who wants to do it?

T2: Cami, can you do it please?

S1: Hahahah, yeah.

T2: okay, we hear you

230 S1: hahahah, okay: I /'θɔ:t/(thought), I /'θɔ:t/(thought) OF /'θɪŋkɪŋ/ (thinking) OF /'θæŋkɪŋ/(thanking)YOU

T2: Excellent Cami!

T3: Very good

T2: very, very, very good. Diana, would you like to do it? Try it!

235 S3: okay, I /'θɔ:t/ (thought) , I /'tɔ:t/ (thought) OF /'θɪŋkɪŋ/ (thinking) OF /'θæŋkɪŋ/ (thanking) YOU

T2: nice!

T3: nice!

T2: what about you, Juliana? We hear you

240 S2: okay, I /'θɔ:t/ (thought) , I /'θɔ:t/ (thought) OF /'θɪŋkɪŋ/ (thinking) OF /'θæŋkɪŋ/

T2: okay

T3: nice work

T2: what I want you to do now, we're going to.....: hear a native speaker, pronounce it, okay?

S3: okay

245 (prolonged silence while the teacher plays the video and shares it with the students)

T2: okay, we go with the second one

S3: Luisi, no

T2: you didn't hear it?

S1: yeah

250 S3: yeah, yeah so so

T2: tell me

S3: but I have a question

T2: yes tell me

S3: ehh about the words, ehh how do I know ehh what are with vibration and...

255 T2: well.....: there is not like a specific rule, you know it, I think it's more about your , you need to use your memory, you memorize the words

T3: you need to memorize them yeah

T2: with the voiced and with the voiceless, okay?, but most of the words, as you can see they have like the voiceless sound, here we have like when we have the articles you know, for example this pronoun you know (they), the, this, those, there, they. But most of them, they have this voiceless sound, okay?

S3: okay

T2: but unfortunately, we need to learn them by memory

T3: by memory

265 S3: okay

T2: we're going to practice the second one, the second tongue twister, we're going to hear it from the native speaker, and then we're going to try it, okay?

S3: okay

270 T2: the second one (There is a silence while the participants watch the video), it is a little bit more difficult, because we have the two sounds in there, we have these and we have things, so we're going to try it, okay? We have the two sounds, take it into account. Okay?

S1: okay

T2: so, Cami would you like to try it

S1: (she clears her throat)

275 T3: hahahah (she laughs nervously)

S1: okay, not /'ði:z/ (these) /'θɪŋz/ (things) here, but /ðəʊz/ (those) /'θɪŋz/ (things) /'ðeər/ (there)

T2: okay, nice. Diana would you like?

280 S3: okay, not /'ði:z/ (these) /'θɪŋz/ (things) here, but /ðəʊz/ (those) /'θɪŋz/ (things) /'ðeər/ (there) *(slowly)*

T2: Very, very good

T2: Juliana we hear you

S2: not /'ði:z/ (these) /'dɪŋz/ (things) here, but /ðəʊz/ (those) /'dɪŋz/ (things) /'ðeə/ (there)
(slowly)

285 T2: okay, would you like to try it like faster?

S1: yeah

T2: Cami

S1: hahahaha, I was about to start

T2: hahahaha I'm sorry

290 S1: hahahaha not /'ði:z/ (these) /'θɪŋz/ (things) here, but /ðəʊz/ (those) /'θɪŋz/ (things) /'ðeə/
(there) (faster)

T2: nice Cami

T3: yes

295 T2: you pronounced it very good, okay, now we have a longer one, which is this, anyone who
wants to try it? Juliana would you like to try it?

S2: hahahaha okay

T2: The thirty thousand thieves thought they thrilled the throne throughout Thursday

S2: hahahahahahah,

S1: What????

300 S2: okay (she clears her throat) THE /'θɜ:rti/ (thirty) /'θaʊzənd/ (thousand) /'θi:vz/ (thieves)
/'θɔ:t/(thought) /'ðei/ (they)

T2: They thrilled the throne throughout Thursday

S2: /'trɪld/ (thrilled)

T2: thrilled

305 /'θrɪld/ the /'θrəʊn/ (throne) /θru: 'aʊt/(throughout) (Thursday) (It is kind of difficult for her to do
it)

T2: The throne throughout Thursday

T2: thank you, very good, Diana would you like to try it?

S3: I try, hahahah

310 T2: okay

S3: *The* /'θɜːrti/ (*thirty*) /'θaʊzənd/ (*thousand*) /'θiːvz/ (*thieves*) /'θɔːt/ (*thought*) /'ðei/ (*they*) /'θriːld/ *the* /'θrəʊn/ (*throne*) /θruː'ɑːst/ (*throughout*) /'θɜːzdeɪ/ (*Thursday*)

T2: okay, thank you, Cami?

S1: oh my goodness

315 T2: your turn, you can do it

S1: hahahahahahah (she clears her throat) *The* /'θɜːrti/ (*thirty*) /'θaʊzənd/ (*thousand*) /'θiːvz/ (*thieves*) /'θɔːt/ (*thought*) /'ðei/ (*they*) /'θriːld/ *the* /'θrəʊn/ (*throne*) *through*....

T2: throughout Thursday

S1: /θruː'ɑːst/ (*throughout*) /'θɜːzdeɪ/ (*Thursday*)

320 T2: throughout Thursday

S1: /θruː'ɑːst/ (*throughout*) /'θɜːzdeɪ/ (*Thursday*)

T2: so, what I want you to do is to keep practicing the tongue twisters, okay? I'm going to send you the link for you to keep practicing them, okay?

S1: okay, thank you

325 T3: yes, because next time we need you to do it faster, okay?

S1: hahahah

T2: we are going to practice it as well, in order to do it faster, okay? Cristian would you like to try it? We haven't heard you

T3: yeah, okay The thirty thousand thieves thought they thrilled the throne throughout Thursday

330 T2: okay nice, so umm, wait, I'm going to paste the link in here, can you see it?, the link?

Ss: yes

T2: and then, you will be able to practice it, okay?

Ss: okay

335 T2: now, we're going to.....: watch a short video, and you're going to tell me, what do you understand about it, okay?

S3: okay

S2: okay

(there is a long silence while they watch the video)

T2: okay.....: so, who wants to tell me what was the video about

340 S3: about the good habits,

T2: very good

T3: very good

T2: what kind of habits, what do we have to do?

S3: do exercise, ehh sleep well, drink more water, and eat the rainbow hahah

345 T3: Very good

T2: very good, for sure....: I'm sorry wait, okay, we can notice that you're a doctor hahahah

T3: hahahah

T2: Cami, can you tell us what did you understand of the video?

350 S1: (she clears her throat) the video talk about, we need to be more healthy, do more exercise, mm that would change your habits, your lifestyle and you can do that activities for a healthy life

T2: okay, thank you. Juliana would you like to add something

S2: ehh do exercise, eh not watch mm

T3: too much television yes

S2: yes hahahah

355 T2: okay nice

S1: impossible in this quarantine hahahah

S2: hahahah and to: water and

T3: drink water

S2: and two.....: **litros?**

360 T2: liters

S2: mm two liters water and one hour exercise

T2: okay nice

S2: I don't remember more hahahah

365 T2: that's okay, that's enough. So, what I want you to do now is.....: I'm sorry, it isn't this
but this: okay I want you to ask... to answer these questions: so we're going to start with
Cami, What do you prefer to have for lunch?

S1: hahahah.....: maybe I eat ve... so healthy hahahah

T3: vegetables

370 S1: I don't eat a lot of vegetables, I eat pasta, some protein, maybe chicken, I don't like meat but
I eat tuna for my lunch and I eat vegetables but in my: dinner, on my dinner

T2: for your dinner, okay. And what about you Juliana, what do you have for lunch? What do
you prefer?

S2: hahahah I like.....:

S1: rice with eggs hahahahahahah

375 S2: hahahah, rice and beans and meat hahahahahahah

T2: okay, okay nice, do you eat a lot of vegetables or not?

S2: mm yes

T2: do you like them?

S2: salad

380 T2: okay, and what about fruits?

S2: mm the strawberry

T2: Ah you love them

S2: a lot of

T2: what about the others? You only love strawberries or you like the others?

385 S2: I love... I love I love I love strawberries but I eat the apple, and banana, and watermelon,

T2: okay, I love watermelon

S2: yes, and pear

T3: Pablo has arrived,

T2: who, Pabli?

390 T3: I said that Pablo has arrived for you to meet him girls

T2: okay we finish this activity, this questions and then Pablis is going to introduce himself, okay?

S1: what?

395 T2: we're going to answer this questions I'm showing to you, and when we finish, teacher Pablo is going to introduce himself, okay?

S3: okay

T2: okay, Diana can you tell us what do you prefer to have for lunch?

S3: ehh I try to eat a full ehh how do you say **plato**?

T2: plate

400 S3: plate, okay a full plate with protein, vegetable, a lot of vegetable, and a carbohydrate, how do you say **carbohidrato**?

T3: yes

T2: carbohydrate

T3: carbohydrate

405 S3: carbohydrate, and that's it

T2: very good, I can see that she's a doctor

S1: I have a question

S3: I'm sorry

T2: very, very good Diana

410 T2: so I can see that you love vegetables and fruits,

S3: yeah

T3: she's a healthy girl

T2: what kind of fruits do you prefer?

S3: mm I like mango, I like strawberry a lot of and I like **chontaduro**, how do you say

415 chontaduro in English?

T2: I think it doesn't have translation

T3: it doesn't have translation

S3: hahahah and what else? Watermelon, I love watermelon

T2: yes, it's amazing when you're thirsty oh, it's amazing

420 T3: hahahahahahah

T2: okay, eh Cami, do you like soda?

S1: No, I don't drink that,

T2: never

S1: I just drink coffee, water and chocolate with milk, no more

425 T2: okay, you never drink juice?

T3: what about juice?

S1: I don't like it

T2: okay, and what about candies?

430 S1: I prefer eat the fruit like this, yeah a lot of apples, pears, and: banana.....: I prefer to do a cake

T2: okay, nice

S1: I have a question, when Pablo come, came to our conversation?

T3: Like 5 minutes ago

S1: what?

435 T2: She's asking why, he hasn't talked

T1: You can hear me?

T2: of course, we are hearing you

440 T1: Ah okay, I'm sorry I arrived like five minutes ago, but I didn't say something because you were working so I preferred to wait a little bit and then I'm going to talk a little bit with you girls and, then Luisis please finish

T2: Okay, hahahah I just need to ask like two question more to Juliana and Diana and then you're going to introduce yourself, okay?

T1: okay

T2: okay, Diana do you like soda?

445 S3: eh no, I don't like , but sometimes I drink it

T2. and what about candies?

S3: mm no much, but maybe the chocolate, and that's it

T2: okay Diana, and you Juliana? What about you?

S2: mm

450 T2: do you drink soda?

S2: so so,

T2: sometimes

S2: a little, eh I drink: sometimes, ehh I like so much the juice

T2: what kind of juice? Orange juice?

455 S2: ehh, in the morning hahahah

T2: okay

S2: ehh the orange, and I love the strawberry with milk hahahah

T2: hahahah okay, now, so we're going to meet Pablis because,: I'm sorry Pablo, because time is going {()}

460 T3: Pablis and Cami

T2: Yes

S1: I was confused because you said Pablis this one, and then I said what Pablis?, and then I saw Pablo and I what?

465 T1: okay, hello ladies, how are you today, good morning, first, I want to say thank you so much because of your collaboration and your participation here, and obviously I have to say that I'm so happy because we have to...

TEXT OF THE CLASS:

470 You must think about eating a healthy, balanced diet, because it is an important part of maintaining good health, and it can help you feel your best. This means eating a wide variety of foods in the right proportions and seeking to consume the right amount of food and drink is a useful way to achieve and maintain a healthy body weight.

That's why, you must not eat foods and drinks high in fat, salt and sugar, it is truth that you must eat fruits, vegetables, lean meats and high fiber starchy food. Because there are many myths about the methods of eating to achieve a healthier lifestyle, it is necessary to seek for reliable information and eat according to the needs of your body.

475

HOMEWORK: VOICE NOTE THROUGH WHATSAPP

S1: Eating a /'hɛlθi/ (healthy) diet

You must /'θɪŋk/ (think) about eating a /'hɛlθi/ (healthy), balanced diet, because it is an important part of maintaining good /'hɛlθ/ (health), and it can help you feel your best. /'ðɪs/ This means eating a wide variety of foods in /'ðə/ (the) right proportions and seeking to consume /'ðə/ (the) right amount of food and drink is a useful way to achieve and maintain a /'hɛlθi/ (healthy) body weight.

480

/'ðæts/ (That's) why, you must not eat foods and drinks high in fat, salt and sugar, it is /'tru:θ/ (truth) /'ðæt/ (that) you must eat fruits, vegetables, lean meats and high fiber starchy food. Because /'ðeər/ (there) are many /'mɪθ/ (myths) about the /'meθədz/ (methods) of eating to achieve a /'hɛlθiər/ (healthier) lifestyle, it is necessary to seek for reliable information and eat according to the needs of your body.

485

S2: Eating a /'hɛlθi/ (healthy) diet

You must /'θɪŋk/ (think) about eating a /'hɛlθi/ (healthy), balanced diet, because it is an important part of maintaining good /'hɛlθ/ (health), and it can help you feel your best. /'ðɪs/ This means eating a wide variety of foods in /'ðə/ (the) right proportions and seeking to consume /'ðə/ (the) right amount of food and drink is a useful way to achieve and maintain a /'hɛlθi/ (healthy) body weight.

490

/'ðæts/ (That's) why, you must not eat foods and drinks high in fat, salt and sugar, it is /'tru:t/ (truth) /'tru:θ/ (truth) /'ðæt/ (that) you must eat fruits, vegetables, lean meats and high fiber starchy food. Because /'ðeər/ (there) are many /'maɪθ/ (myths) about the /'meθədz/ (methods) of eating to achieve a /'hɛlθiər/ (healthier) lifestyle, it is necessary to seek for reliable information and eat according to the needs of your body.

495

500

S3: Eating a /'hɛlθi/ (healthy) diet

You must /'θɪŋk/ (think) about eating a /'hɛlθi/ (healthy), balanced diet, because it is an important part of maintaining good /'hɛlθ/ (health), and it can help you feel your best. /'ðɪs/ This means eating a wide variety of foods in /'ðə/ (the) right proportions and seeking to consume /'ðə/ (the) right amount of food and drink is a useful way to achieve and maintain a /'hɛlθi/ (healthy) body weight.

505

/'ðæts/ (That's) why, you must not eat foods and drinks high in fat, salt and sugar, it is /'tru:t/ (truth) /'tru:θ/ (truth) /'ðæt/ (that) you must eat fruits, vegetables, lean meats and high fiber starchy food. Because /'ðeə/ (there) are many /'mɪθ/ (myths) about the /'mɛrədʒ/ (methods) of eating to achieve a /'hɛlθiə/ (healthier) lifestyle, it is necessary to seek for reliable information and eat according to the needs of your body.

510

Appendix 4 -PRONUNCIATION CHALLENGE “THE VOICED AND VOICELESS /ʒ, ʒ/ SOUND”

TOPIC: PHYSICAL ACTIVITIES

T3: Now I'm recording the class ok (.) So, guys, for today's class we are going to work in two sounds that are like similar to the sounds that the teacher Luisa worked in their previous class ok. These sounds are the /ʃ/ sound and the /ʒ/ sound ok (.) Now we are going to play a... mini tongue twisters in order to practice the sounds before I showed you a video about the sounds ok... ok
5 guys now (.) I want Jenny (.) Jenny (.) to pronounce this tongue twister please.

S2: Read the tongue twister.

T3: Yes.

S2: She's in Asia (Asia) with the pleasure of a treasure (Treasure) as the digital television (Television)

10 **T3:** Ok (.) Now I'm going to read the tongue twister in order that you are going to understand better the sound (.) and take a look of my mouth (.) take a look of my mouth because the sound is the same but one sound is vibrating and the other sound is not vibrating ok (.) Now He is in Asia with the pleasure of a treasure as the digital television ok one more time He's in Asia with the pleasure of a treasure as the digital television... That's the first sound ok now I want eh (.) Daniela
15 to read this.

S3: OK (.) she sells shoes in the railway station where the (): fish.

T3: Ok (.) one important thing here is that you are not going to say like (): no (.) you say (): now listen to me she sells shoes in the railway station where she shops fish ok (.) then (.) as you can see the pronunciation can be at the beginning in the middle or at the end ok (.) the pronunciation
20 as she as in shoes as in fish (.) fish is at the end ok... now I want Paula to read the last one and this is the most difficult because the two sounds are here ok.

S1: ok... She has a vision to share pleasure (Pleasure) with Marshall in the usually (Usually) visited coffee station.

T3: Ok you need to take (.) care because the two sounds are really (.) similar but they are vibrate
25 or not vibrate (): she has a vision to share pleasure with Marshall in the usually visited coffee

station(.) as you can see both sounds are here ok(.) now(.) we are going to watch a video and then you're going to practice the tongue twister again but like more faster ok?

S1: Sorry teacher.

T3: Tell me.

30 **S1:** I hear a lot of noise (.) I don't know why but I hear a lot of voices.

T3: But(.) it is not here in my home I don't know where.

S1: Can we put on silence our conversations (): we can continue talking

T3: Ah ok..... let me see

T2:You go to participants(.) Cris, then you...click on both participants.

35 **T3:** ah but its you Luisa the sound is from your house.

T2:Really

T3: yes

T2: no

T3:okay I'm going to do it again ok. We're going to watch Add a video to understand their sound
40 ok. ok guys...I need(.) Camila to pronounce the first word.

S1: what word?

T3: The first in the video here.

S1: shop.

S2: No, Luisi

45 **T3:** You need to put your fingers in your throat so You're going to feel the difference okay.

T2: Cris, please I think they couldn't hear the video We only had the image.

S3: No.

T2: they didn't hear it.

50 T3: mmm I don't know why I don't know how to do the sound It is difficult(.) well with the video because(.) as I have.

T1: Christian if you want you can send the link and they can open it at home And that's it

T3: Okay I can continue but I have other two videos so it is difficult for this class I don't know how to turn on the volume but I can send you the other links of course so we can continue so ...now guys you are going to pronounce the tongue twisters but the only the last one the last
55 one is the most difficult because it has the two sounds so let's start... with Juliana... This one.

S2: She has a Telebi(.) she has a bifion(Vizion) to shair(.) to shairi(Share) plifure(Pleazure)

T3: Pleasure.

S2: mmm Repeat.

T3: this is the thing I want you to have a deep look(.) Look You need to put your fingers
60 here... Now pronounce share, share.

S2: share.

T3: share (.) It is not vibrating right? share.

S2: share.

T3: It takes the same mouth position ..The same mouth position but the air is not Vibrating ok,
65 But the other one vibrate look(.) pleasure pleasure.

Ss: pleasure.

T: pleasure. Do you feel the vibration?

S3: pleasure.

T3: pleasure it is the same as there previews one because It is the same position share doesn't
70 have vibration but pleasure It has vibration ok... Now continue.

S2: With Marshall in the usually(Uzually)

T3: Usually.

S2: Usually bisited(Visited) coffee estation. (Station)

T3: YES station it has no vibration ok now Diana.

75 **S3:** She has a **bi**fion(Vizion) to **fair**(Share) pleasure with Marshall in the usually **bisited**(Visited) coffee estation(Station)

T3: Very good and Camila.

S1: She has a **bi**fion(Vizion) to **share** pleasure(Pleasure) with Marshall in the usually **bisited**(Visited) coffee estation.(Station)

80 **T3:** Very good as you can see there is a little difference Because the position is the same but the vibration is only in the words that has like the letter s Look at this pleasure ok.

S1: Usually.

T3: Usually, pleasure ok.very good now girls as I told you before I sent you a fragment of a text okay each of you has one fragment of a text right. Ok(.) I want you to read your fragment and
85 try to guess if the fragment Is the beginning of the text the middle of the text or is the end of the text. So for example let's start with Diana.

S3: oh Wait please(.) wait(.) **yeah** **establishing** a regular exercise is the best **decifion**(Decizion) you **should** Make in your life it give your body not only the **pleasure** of **shaping** your figure but also the **expo**fure(Expozure) to certain physical benefits.

90 **T3:** okay Diana and do you think it is the beginning of the text the middle of the text or the end of the text?

S3: Maybe the end a conclusion?

T3:Okay the conclusion for you is the conclusion now (.) Camilla can you please read yours?

S1: Wait what? I don't see anything.

95 **T3:**I sent you through WhatsApp a fragment the text you have a fragment of the text in your whatsapp...Can you see ?

S1:There is, Yeah I'm sorry... **Then** it is time to turn off your **telebifion**(Televizion) and and start the **mission** of habing(Having) a wider **vi**fion(Vizion) of your life.

100 T3: Okay wait there wait there... I want you to show you something Okay look at this ... As you can see here(.) the word mission is not vibrating why because it has two s two s ok It is like a clue to understand if it is vibrating or not vibrating it has two s two letter s so it doesn't vibrate it is mission mission without vibration so all the words you find with two s has no vibration ok...like mission ok you can you Camila.

105 S1: Do not get at the conclusion(Concluzion) that your economic position does(): does not allow to measure your maximum potential.

T3: Very good now ah no okay my question is do you think it is the beginning the middle or the end of the text.

S1: Maybe the middle

T3: the middle okay and Now we have Juliana.

110 S2:Ok So the action of practicing physical activities is usual for so many people from childhood to old age but for others there is confuſion(Confuzion) between making push(.) push-up?

T3: yes.

S2: Everyday or heving(Having) only the exposu(.) Expo...

T3:Exposure.

115 S2: Exposure.

T3:Really good.

S2: (): to casual jog jogging?

T3: Yes jogging.

S2: Jogging.

120 T3: And do you think that it is the middle the end or the beginning of the text?

T3: (): That your fragment goes at the end at the middle or at the beginning of the text.

S2: At the middle.

T3:At the middle okay(.) guys I have to tell you that the only person that guessed the place of the fragment is Juliana Because it is at the middle and now I'm going to show you the whole text for you...So you can see here the whole text. { } As Juliana said her fragment is in the middle so this is the whole text as you can see there are a lot of words including the the /f/ sound and the /z/ sound ok this is going to be your last task for us okay so take it into account because I'm going to send the whole text for you to Are you recording of it and send it through WhatsApp ok(.) Each one of you but another to do that I'm going to read The whole text okay so pay attention... Are you paying attention all of you?

Ss: Yes.

T3: I'm going to start(.) Establishing a regular exercise is the best decision you should make in your life. It gives your body not only the pleasure of shaping your figure but also the exposure to certain physical benefits. So, the action of practicing physical activities is usual for so many people from childhood to old age. But, for others, there is confusion between making push-ups every day or having only the exposure to casual jogging. Then, it is time to turn off your television and start the mission of having a wider vision of your life. Do not get at the conclusion that your economic position does not allow you to measure your maximum potential ok...

S1: ok.

T3: It is going to be your your assignment for this class so take it into account for the end...now(.) So far are you understanding all my class or there is still confusion or a doubt about it?

S3: I have the same question that I had in the past class(.) { } how...question excuse me.

T3: How do you know which words?

S3: yeh

T3: Well this class is for making you aware of the sounds yes but there is not like a rule for the words you need to look at the specific words that contains the sound and then you're going to practice now I have to tell you that the vibrate sounds It is exposure confusion television.

S1: It has only s.

150 T3: Maybe but the point is that the words are not like a lot of there is a.

S3: ok.

T3: A little portion of these words that contain the sounds ok so It is not so difficult for you to guess A lot of words that contain the sound no it is easy okay and the others Like establishing should you can you can see (): that they can appear at the beginning at the middle or at the end
155 like Wish Fish it is at the end should is at the beginning shaping it is at the beginning establishing it is like in the middle establishing ok so you can find you can find this sounds in many places... now we are going to pass to another exercise... I need you to watch a video it is a short video about the benefits of exercising regularly but as my sound is not effective here I'm going to send the link...So in your WhatsApp group it is the link of the video it is a short video
160 about the benefits of exercising regularly so you're going to watch it And you're going to be here in like 3 of 4 minutes again.....: Okay guys have you watched the video all of you?

S2: Yes.

S3: Not yet, excuse me.

T3: Ok, ok take your time.....:

165 S3: Ok ready.

T3: All of you are ready?

S3: Yep.

T3: Okay guys so do you agree with the video or not.

S2: yes.

170 S3: Yes, totally agree.

T3: Yes for example you Diana What kind of exercise do you practice and what kind of benefits do you have for it.

S3: Now in this situation?

T3: no in this situation no generally

175 **S3:** ah ok I practice cheerleading normally in my life and what benefits I find(.) A lot of benefits(.) like.

T3: Physical mental.

S3: Yes, physical and mental physical Improve my cardiovascular and respiratory system and (.) mental (.) I improve my mental (.)

180 **T3:** health?

S3: health yes.

T3: In what ways for example(.) for example I don't know but for example you practice that for... freeing yourself for something or (.) Like for escaping for another world because you have maybe some sadness or no...

185 **S3:** no I practice that because I love it and.

T3: For enjoyment.

S3: yes that's it and I feel (.)better when I train.

T3: And what about you Camila.

S1: Tell me.

190 **T3:** What about you do you agree with the video and what kind of exercise do you practice apart from the cheerleading.

S1: I'm cheerleader

T3: But apart from the cheerleading what other kind of exercise do you practice?

195 **S1:** Yes I practice a lot of sports In my life(.) I'm coach I have been doing a lot of physical activities all day.

T3: So do you have a routine ?

S1: I work(.) yes everyday {()} Yeah it's very important I agree all the things that I saw in the video because it's very important practice physical activity {()} yeah.

200 T3: Because when you practice physical activities Your brain like take a breath For all the things that we do at the(.) with the day and like you are peacefully you know.

S1: Yes it's correct.

T3: Okay very good What about you Juliana.

S2: I(.) I don't exercise... Only I dancing with my childrens(.) In the classroom.

205 T3: Okay but one way of exercising is when you like when you do the tasks of the home it is good for you too because your body is moving or when you take out your dog at the street It is good for you to walk to jog.

S2: Nothing.

T3: Nothing? ok

S1: Oh my goodness. Juliana what happened.

210 S2: I am obesity...: sorry

T3: ok my advice for you is to start exercising because it is good for all of your body and your mind okay.

S2: Yes.

T3: Now guys we are going to(.) Take a.

215 S1 and you teacher what is your experience about exercise?

T3: ah yeah well I have to tell that(.) Okay let me explain in the year of 2018 I was like having a really good time exercising I was jumping the rope I was making push-ups I was...: using my I don't know How to say **mancuerna** I was using my **mancuerna**.

S1: Dumbbell?

220 T3: yes I was jogging(.) I was(.) I don't know I'm going to say it in Spanish I was making **fondos barras** all of that stuff but (.) in August 4th of that year I had an accident an automobilistic accident in my bike So I had to wait for like a month to recover myself and I don't know why but after that I get like a little bit lazy doing so but with this situation of the quarantine I'm making

exercising at my home and making push-ups I'm making (.) I don't know how to say In
225 Spanish(.) in English **abdominales**.

S1: **abs, some abs**

T3: So (.) I think that we cannot quit exercise from our lives because it gives you (.)it gives us
happiness It gives us the strength to certain things It strenght your brain because in that way you
are going to have a more peacefully life and you're going to feel really good because your body
230 is healthy.

S1: **Yes teacher**

T3: That's my opinion but right now I would like to be outside and do all the things I do(.) I did
before.

S1: **Very good**

235 T3: Okay I'm going to show you a presentation and we are going to have a kind of game in
which you are going to pronounce some words and some sentences okay.....: Okay guys so(.)
for example I want Juliana to start the game so Juliana could you see the picture the screen?

S2: Yes yes.

T3: So Juliana this is a game in which you are going to choose one of the Images and inside of
240 the image it is a question or a image too that you're going to pronounce the word...: so which
image do you choose?

S2: Jog?

T3: What?

S2: Jog the (.)

245 S1: Girl?

S2: yes.

T3: Ah jogging, the woman jogging?

Ss: yes.

250 **T3:** Okay the women jogging so(.) let me see something here...: So Juliana Do you know what is this ?

S2: I don't say.

T3: Do you know the word in English? because we have seen it before.

S1: Yes.

S2: I don't understand.

255 **T3:** For you what is this in Spanish (.) what is this.

S2: Tesoro?

T3: Tesoro, In English it's very similar.

S2: Treasure.

T3: Treasure.

260 **S2:** Treasure.

T3: So I want you to pronounce the word(.) the word is here.

S1: Treasure.

S2: Treasure.

T3: Very good treasure very good Juliana. Can all the girls pronounce treasure at the same time?

265 **Ss:** Treasure.

T3: Okay as you see this word has the vibration ok treasure.

Ss: Treasure.

T3: Very good(.) now Diana which image.

S3: Wait, what happened with my video? I do not know(.) ok { }

270 **T3:** Which image do you choose?

S3: Brain.

T3: The brain okay the brain(.) brain Oh my God ohhh.

S3:Ok.

T3: What is this?

275 **S3:** Shoes.

T3: Again.

S3: Shoes.

T3: You need to say shoes no choose no shoes.

Ss: Shoes.

280 **T3:** Okay really good And the other ones ? Camila?

S2: Shoes.

S1: Shoes.

T3: Shoes ok ... ok now Juliana what image do you choose?

S2: ah again(.) sleep.

285 **T3:** Juliana again?

S2: yes.

T3: Ah ok it doesn't matter sleep.

S1: Muscles.

290 **T3:** No but Juliana said number 6 and this is different because it's a sentence so can you please play the following sentence?

S2: yes, Marshall goes to the gym 3 days per week.

T3: Can you please read it Diana?

S3: Marshall goes to the gym 3 days per week.

T3: Very good and Camila ?

295 S1: Marshall goes to the gym 3 days per week.
T3: {} this sound has no vibration Marshall Marshall okay.
Ss: Marshall.
T3: Very good take it into account(.) Now I'm going to say Camila.
S1: Tell me.

300 T3: Which one do you choose?
S1: Muscles.
T3: muscle ok muscle...: Can you pronounce the word?
S1: **Televifion**.(Televizion)
T3: Again.

305 S1: **Televifion**.(Televizion)
T3: Television vision Television.
S1: Television.
Ss: Television.
T3: Really good television really good(.) you Diana.

310 S3: Television.
T3: Exactly excellent perfect(.) Now Diana witch image?
S3: lunch.
T3: The lungs?
S3: ah lungs excuse me.

315 T3: lungs. ok the lungs...: It's another sentence can you please read it ?
S3: ok the athlete was taking his **ufual**. (U3ual)
T3: Usual.

S3: usual muscle stretching.

T3: Muscle this word(.)

320 **S3:** Muscle? ok

T3: This word the letter c doesn't have sound muscle.

S3: Muscle stretching?

T3: Muscle stretching yes remember that this word(.) this letter has no sound muscle.

Ss: Muscle.

325 **T3:** And the other one is usual.

S3: Usual.

T3: Very good guys (.) Now I want(.) Camila...:

S1: Heart.

T3: What the heart ?

330 **S1:** yeah,

T3: Okay the heart...: what? here ah no this one nooo this one(.) Can you please read it?

S1: Ok, Ana made the decision of exercining at home.

T3: Very good (.) Can you please read it Juliana?

S2: yes Ana made the **decifion**(Decizion) of exercining(Exercising) at home

335 **T3:** Exercising ok?

S2: Exercising.

T3: And decision.

S2: Decision.

T3: Decision ok.

340 **S1:** Decision.

T3: Now Juliana choose one.

S2: the bone.

T3: What is this Juliana?

S2: A Fish.

345 **T3:** Exactly.

S2: Fish.

T3: so you can notice that for example this world has no vibration it is fish.

Ss: Fish.

T3: The air comes freely the air comes freely from your mouth ok.

350 **Ss:** Fish.

T3: And...: Diana.

S3: Baseball.

T3: Baseball(.) this one.

S3: His **conclusion** was that we must exercise regularly.

355 **T3:** Yes conclusion.

S3: Conclusion.

T3: Juliana.

S2: His **conclusion** was that we(.) that we must exercise regularly.

T3: And do you know why this sentence is here because my conclusion was that that we must
360 exercise regularly you know.

S2: ok.

T3: and the last one I will have to choose (.) Juliana.

S2: Tennis.

365 **T3:** No no no this one because we're going to have(.) the final word...: Do you know what is this in Spanish?

S2: Train ah estatfon(Stafon) train estatfon(Stafon).

T3: very good train station.

S2: Train station.

T3: Can you pronounce it Diana?

370 **S3:** Train estafon.(Stai fon).

T3: station and Camila.

S1: Train estafon.(Stai fon).

T3: Station.

S1: Station.

375 **T3:** Station okay and remember(.) this is not part of(.) this class but you need to remember that every word that starts with an s it has no sound like e you start like s sstation.

Ss: Station.

T3: ok because If you say estation it is very Colombian if you say estation it is very Colombian.

Ss: Station.

380 **T3:** No you say station you say stop stop no estop but stop

Ss: stop.

T3: Very good guys...: so so far have you understood the difference between the two sounds that we have worked today?

Ss: yeah.

385 **T3:** For example Diana can you please tell me what is the difference?

S3: () that () in () one of it maybe() we () we have a vibration and in the other one not

T3: But look at me and remember that this is very important The mouse position is the same look
[and ʒ.

Ss: ʃ, ʒ.

390 **T3:** The lips the lips and the teeth are the same the only thing that changes is the air okay.

S3: ok.

Ss: ʃ, ʒ.

T3: Very good guys so(.) did I achieve my objective today? do you understand?

S1: Yes.

395 **S3:** Yeh.

T3: For example Juliana what was the most difficult part for you in this class?

S2: (.) I don't know(.) the words an (.): or pleasure.

T3: Ok but (.)pleasure ok but remember that it is not so difficult because the mouth is the same
the only thing that you need to do is that vibration okay.

400 **Ss:** ʒ.

T3: It's the same position okay the same position You don't need to change your mouth okay ʃ, ʒ.

S2: yes.

T3: That's it and Maybe for you Diana what was the most easiest part?

S3: (.) Maybe the second video.

405 **T3:** The second video.

S3: I like that part.

T3: Okay guys thank you so much and remember that I'm going to send you the (.) The whole
text that we were practicing In order that you are going to record your voice reading the text
okay.

410 **Ss:** ok.

T3: the whole text.

S3: ok.

T3: But this task is for you to do it right now because as you know maybe in the future you're not going to have time to do it so if you can do it right now it is better that you have no tasks.

415 S3: ok.

T3: so we are going to give a time for recording your WhatsApp voice notes and to send it to us ...: I'm going to send the whole text through the WhatsApp group and then you're going to do the court please...: thank you so much for your cooperation it was really interesting and we see you the next class which I think that is tomorrow.

420 **HOMEWORK: VOICE NOTE THROUGH WHATSAPP**

S1: Establishing a regular exercise is the best decision(Decizion) you should make in your life. It gives your body not only the pleasure of shaping your figure but also the exposure to certain physical benefits. So, the action of practicing physical activities is usual for so many people from childhood to old age. But, for others, there is confusion(Confuzion) between making push-ups every day or having only the exposure to casual jogging. Then, it is time to turn off your television and start the mission of having a wider vision(Vizion) of your life. Do not get at the conclusion(Concluzion) that your economic position does not allow you to measure your maximum potential.

S2: Establishing a regular exercise is the best decision(Decizion) you shou(Should) make in your life. It gives your body not only the pleasure of shaping your figure but also the exposure to certain physical benefits. So, the action of practicing physical activities is usual for so many people from childhood to old age. But, for others, there is confusion between making push-ups every day or having only the exposure to casual jogging. Then, it is time to turn off your television and start the mission of having a wider vision(Vizion) of your life. Do not get at the conclusion that your economic position(Posifion) does not allow you to measure your maximum potential.

S3: Establishing a regular exercise is the best decision(Decizion) you should make in your life. It gives your body not only the pleasure of shaping your figure but also the exposure to certain physical benefits. So, the action of practicing physical activities is usual for so many people from

childhood to old age. But, for others, there is confusion(Confuzion) between making push-ups
440 every day or having only the exposure to casual(Cazual) jogging. Then, it is time to turn off your
television(Televizion) and start the mission of having a wider vifion(Vizion) of your life. Do not
get at the conclusion that your economic position does not allow you to measure your maximum
potential.

445 **APPENDIX 4 - PRONUNCIATION CHALLENGE “THE S AND Z SOUND” TOPIC: TAKE CARE
OF THE ENVIRONMENT.**

T1: **Grabando**, hello guys how are you today?(.) Today I have created a really good class (.) I
hope that you will enjoy(.) my activities and more important that you will learn (.) a lot of things
today right ? so the first thing that we are going to do is just (.) I am going to send.... through the
WhatsApp group a link (.) and you are going to see the video right (.) so after (.) watching the
450 video we are going to answer: some (.) questions....: so just a second: copy and page (.)
so: so now, the link is in the group so go to see (.) the video and (.) we are going (.) to start
the activity ^ is it clear? (.) put your hands up if it is clear....: ok see you.....: (inaudible
speech).....:[The students are watching a video called “Coronavirus: Fewer people, more
animals on streets | The World”].....: okay, did you finish? hands up (.) who finished?.....:
455 ladies (.) okay now: let me (.) TEACHER 2 (.) ve ^Camila, Juliana finished?

S2: yes

T1: ok, so now I am going to show { Camila: yes }you the screen and we are going to answer
some questions right? (inaudible speech) and let's go to....: ok (.) so....: ^ Camila....: { Camila: tell
me} I would like to know, what do you think about the video?

460 S1: Okay (.) I think that they was talking about (.) they was talking about (.) this pandemic is been
good for animals....: because they can....: they can be more ^free:{T1: yes} hehehe and ...; *ha*
ok (.) our environment is being more....: how can I say that?...: {T1: ^healthy?}(.) yeah more
clean and more healthy....: {T1: ok} because we are (inaudible speech) {T1:the situation right?
Okay something else ??}: MMM ^no

465 T1: ok Camila, ^thanks you so much....: Juliana ^next so what do you think about
Zoos?.....: **hay** ^wait ^wait: just a second now I can hear you Juliana did you hear me?
(.) can you hear me ? { Juliana: yes } ^ok Juliana tell me (.) What do you think about ^Zoos?

S2:....: MMM In this moment? {T1: yes}: MMM....: I think:HEHE....: the zoos is... {T1: are..: the zoos ^are} (.) the zoos are very ^important he (.) for the animals....: HEHE for the
470 **cuidado** ^how do you say ? {T1: take care of the animals}{.} take care or the animals (.) HAHA
^the persons.

T1: Oka....: okay: (inaudible speech): ^Camila What do you do to take care of the
environment? (.) in your case (.) in your personal opinion in your daily routine.....: ^wait
wait wait now:AUSH....: ^Camila {S1: hola lol}ok so (.) What do you do To take care of the
475 environment?.....:

S1: OOH ^at this moment ? {T1:yes} (.) I have been in the quarantine (.) I am not doing things
that make it , make the environment:be.....: {T1:dirty?} derti yeah derti.... mmmm: I
try to clean my house my home but (.) I use:HAHA....:different things to (.) sooo....: I try to
don't use things make the environment more bad {T1: less bad}: yes...:I don't use:
480 o.....:How can I say **plastico**? {T1: ^plastic }: plastic.....:I separate (.) oooo..{T2: you
recycle} haha how can I say basura ? {T1:garbage}**basura...: como puedo decir basura ?**
{T2:garbage} garbage (.) yeah I try to do my best job (.) {T1:ok} maybe I can do more lol

T1: okay, but we are working on that so that it's so so nice so(.) next, what we are going to do is
(.)I'm going to send through the WhatsApp group (.) a voice note:record and your are going to
485 listen it (.) listen to it and then we are going to do something right ? now it's in the group you can
(.) you can check the group right.....: [the student are listening a voice note recored by a native
speaker]

Ns: Sam was a very lazy boy until he got a job at the zoo. He started working with spiders, snakes,
chimpanzees, lions, and even crocodiles ! He enjoyed working in a small animal hospital and liked
490 to practice cheerleading with his three friends. Sam was really happy because he found an amazing
job. He would rise at dawn and stay up all day just to take care of his new friends. ! Sam became
a model citizen and took special care of his animals. Even today Sam sings to baby chimpanzees
and throws birthday parties for them!

T1: Okay ladies (.) don't finish?.....: ^Camila ^Juliana....: {S1: no I was trying to hear but I hear
495 anoter} (.) haha okay it's the last one that I ^sent {S1: yeah but maybe you was listen too} hahahah
ok (.) I'm so sorry (.)so if you want you can listen it or we can start now the activity ^right? {S1:

Haaaa, I want to hear that} haaa ok do it ...: we can wait....: {S1:ok}.....:[the student is listening to the audio].....:finished? {S1: yeah}okay so what we are going to do now is just (.) to read the following text right (.) so who wants to start: Camila or Juliana? both have to read the text
500 right that if someone wants to start ok you can do it ^Camila ot Juliana? {S1:what text ?}this text:hay, I am so sorry (.) I have to share my screen.....: technical problems, I am so sorry {S1: Don't worry teacher}.....:ok so ,**compartir** screen so now can you see the screen? (.) the text? {S1:yeah} okay so (.) who wants to (.) read?

S1: Me {T1: ok Camila do it} Sam /'wɒs/ (was) a very /'leɪzi/ (lazy) boy /on'tɪl/ (until) got (.) a
505 job at the /su/ (zoo)... He /startɪd/ (started) working with /'spɑɪdəs/ (spiders), /sneɪks/ snakes, (.) /tʃɪmpəˈziːz/(chimpanzees), /'laɪənz/(lions), and /'iːvɪn/ (even) /'krækəˌdaɪls/ crocodiles ! He /ɛn'dʒɔɪ/ /ɛn'dʒɔɪd/ (enjoyed) working in a small animal hospital (.) and liked to practice cheerleading /'wɪt/(with) his three friends. Sam /'wɒs/ (was) really happy /bɪ'kɒs/ (because) he found an /ə'meɪzɪŋ/ (amazing) job. (.) He would /raɪs/ (rise) at dawn and /steɪ/ (stay) up all day just
510 to take care of /hɪz/ his new friends. ! Sam became (.) a model /'sɪtəzən, -sən/ (citizen) and took /'speʃəl/ (special) care of his /'ænəməls/ (animals). Even today Sam /sɪŋs/sings to baby /tʃɪmpəˈziːz/(chimpanzees) and throws birthday /'paɪtɪz/(parties) for them!

T1: Okay ^don't forget the ^TH sound right? because we worked on that ^previously so (.) here are, we have also this sound, So we need to practice (.) right? ok Juliana go ahead:^wait wait
515 ^I cannot hear you I am so sorry I am so sorry....: ok Juliana.....hahahah no wait wait ^I can not hear {T2: teacher but it is on you} ok now, Juliana {S2: hello}Can you hear me? {T2: she wasn't here} now....:You can read it....:

S2: YesSam /'wɒs/ (was) a very /'leɪzi/ (lazy) boy until he got a job at the zoo/zu/. (.)He /startɪd/ (started) working with /'spɑɪdəs/ (spiders), /sneɪks/snakes,
520 (.) /tʃɪmpəˈziːz/(chimpanzees), /'laɪənz/(lions), and /'iːvɪn/ (even) /'krækəˌdaɪls/ crocodiles ! {T1: yeah} ! He enjoied (enjoyed) working in a small animal hospital and laiqued (liked) to practice cheerleading wit (with) his three friends. (.) Sam /'wɒs/ (was) really happy /bɪ'kɒs/ (because) he found an emezing (amazing) job. He would /raɪs/ (rise) at dawn and /steɪ/ (stay) up all day just to take care of /hɪz/ his new friends ! Sam became a model citsen (citizen) and took /'speʃəl/ (special)
525 care of his animals. Ivin (Even) today Sam /sɪŋs/sings to baby chimpansis (chimpanzees) and throws (.) birthday /'paɪtɪz/(parties) for them!

T1: ok girls based on this text, which sounds do you think that we are going to work today? (.) which sounds? So Juliana which sounds?.....:So what did you say?.....:{S2: I don't understand}ok the previous class we worked on were on the TH{S2:HAHA TH and s}but the previous class but today which sounds ^today, ^today (.) this class (.) which sounds do you thinks we are going to work (.) ok so for today's class we are going to work the S and the Z sounds right?so now we are going to to see (.) a video in order to learn (.) how to do (.) this sounds right So I'm going to (.) send the link: **hahah que pasa**.....: Ok ladies go to watch this video and we'll have to watch only the four minutes right? so.....: go.....:[the students are watching the video called "Improving American English Pronunciation: How to pronounce Z and S sounds | tongue twisters"].....:(inaudible speech) hey ladies okay no more stop the video, no more we don't need more (.) Okay finished? Juliana,Camila (.) are you here okay so next we are going to practice How to do(.) ^the S sound, so basically based on the video according to what she said (.) when we are going to pronounce a word (.) that it has the S sound (.) we are going to pronounce it like If we are...: a snake right, so just (.) put your finger here and it doesn't, It mustn't vibrate right so just do like ^a snake ssssss so, as you can see it doesn't vibrate so by the other side if we are going to pronounce the Z sound, we have to do like a bee right? so it it's going to vibrate so do it zzzzzzzzzzzz. So as you can see it vibrates (.) So in order to clarify an answer that probably Diana will ask (.) about it, let me tell you that in order to learn how words we have to pronounce with S and which words we have to pronounce with Z it is basically to learn the list I'm going to send this list to your email and maybe you can practice at home right? so now Is it clear? ^isn't {S1: yes} So one more just let's do like (.) like a snake right? just to ^see {Ss: SSSSSSSSSSSSSSS}and now like a bee {Ss: ZZZZZZ}okay perfect girls (.) let's practice and take it **no no** , not keep it mind what (.) what we learned So ...:Okay okay can you See my screen?{Ss: yes} ok so, now what we are going to do(.) is ...:I'm going to put so here you can see (.) eight words right ,so one word you have to choose one word from , from this list right so Juliana choose one word one of this one {T2: I am sorry, we are not seeing the words} ha okay {T2: we are seeing a link} ok just a second:**no entiendooo** the link ok right here:**compartir**.....:now, Can you see the The page?.....:Okay {S2:yes}So Juliana choose one Word, ^one of these words

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555 JENNY: (zero) {T1: ciro okay zo now Can you hear?:Zero (.)Can you hear? ...: T3:^ZERO}yes {T1:repeat }ciro {T1: repeat again Zero}....: **ciro** {T1: put your finger here and it has to vibrate, when you say this word Okay so ^say it }.....:Zero

T1: Zero oknow you are going to (inaudible speech) first You are going to listen okay Just listen:(inaudible speech) okay Did you hear ?.....:(inaudible speech) no ? ...: okay
560 okay ,Can you red this phrase?(.) this One {S2: me?} you Juliana (.) read this phrase

S2: **press zero if you want to Leave** a **...: messeg**: message

T1: Ok so.....Camila (.) choose one of these words Not zero.....:

S1: Mmmm:.....:business {T1: this One Okay so...:first you are going to hear how is pronounced.....:ok: do it:repeat Camila} I can't hear.....:{T1:Did you hear?}
565 noo {T1: okay...: So....just with using what you learned so pronounce this beautiful world (.) ok?.....:{T3:can you pronounce the word please teacher}{T1: Camila pronounce it}.....:business:{T1: business (.) okay okay again again}.....:business {T1: Okay but remember that it has to vibrate at the end right? (.)so again...: business} **business** {S2: Hay hay, I don't listen} ...:who have the television on? {S2: yes} { T1: :it was Carlos} who have the television
570 on? {T1: maybe: T2 Or T3 one of them because I muted{T3: **yo solamente tengo el computador**} {T1:**no no no no se desmute** (.) ok Camila can you hear?}Nçno I cannot hear {T1: Okay so justt pronounce it as you think that it it's pronounced}business {T1: Okay now you can try with a phrase (.)This phrase}okay.....(inaudible speech) three assistants in her business

T1: Business okay remember this word even when it's doubled SS (.) It must be pronounced like
575 a (.) ZIL.: ^business so at the end It must vibrate ^business okay now okay now let's try the other one So Juliana choose from here from the list

S2: Price {T1:ok (.) **haha que paso? hay limite de tiempo hemos eliminado el limi ahy gracias fantástico** ok so pronounce it} price {T1: Price this one must be without vibration right so ssss with the snake so repeat it}...:Price {T1:Okay so now..... :this ...: this one} The price of oil
580 has been going up

T1: ok (.) The past ok now Camila ...:{S1: son }ok so (.) repeat it}.....:Why I can hear?....:now this phrase please.....{**S1: he woud son has a baby**}^**epa**, perfect so let's move.....:to (.) the other activity right. so (.) go (.) to this ...**hay por donde lo envio** , by wthasapp ok:so.....:asch now you have to go to this to this link right {S2:Yes} ok Camila go to this link
585 please and T3 and T2 if you want:ya ya: who is onion ok and it's better if you write your name ok (.) Camila write Camila and Juliana write Juliana:y **ahora como**

hago para ver esa actividad ?: ok now ,:Can you tell me what are you watching please? {S1:I saw some activities maybe pronunciation activities} Okay so what do you have to do it's basically You have toHEHEHEHEHE **find the couple the image with the word right ?so**
590 **(.) and when you find it you have to pronounce the word but you have to take into account what we have learned right? (.) ok so you can start and then (.) I'm going to see when you finish ok?**{S1: ok}[the students are playing a nearpod activity]..... **So you finished** {S2: yes}ok one:but it's missing Camila {S1: :tell me?} that did you finish, are you doing it ?{S1: yeah I finishe} yeah But I don't have:your result here. {S1: Because my phone was about to die I don't know what
595 happened}Okay so Let's try Can you see my screen ?{S2: yeah} So Juliana pronounce this word (Zoo)

S2: Zoo

T1: Camila this one

S1: Zebra {T1: Zebra It must vibrate Zebra Zebra put your finger here }Zebra {T1:Yeah
600 zebra:(inaudible speech).....: Okay okay that's it (.) I think I don't know how we can see all the activities: but.....:Okay let's move To another activity no you can leave (.) this page you can close it: Okay (.) hello ladies {Ss: Hello}

T1: Okay so now what we are going to do now (.) is that we are going to play a KAHOOT (.)
hahaha aquí esta: a Kahoot activity right? (.) So you need to go to this page:let's see
605 how much you have learned today:now you need to go to the page:..:listo ready? {Ss: Yes}so you need to go inside {S2:classic?} ha?....: {S2:classic?}(.) I don't know how It Works (.) classic yeah yeah classic:^.classic of course classic.....:ok?{S1: We are going to play with you? or}no you are going to play by yourself but I'm going to see (.) if you are right or if you are wrong right?....: {T2: Camila have you played kahoot ?}....: {S1: No I'm trying to play
610 but} {T2:ou are going to see the question in the screen and then you have to answer in you cell phone okay?} {S1:What questions?} {T2:You are going to see it later (.)when T1 starts the play}but you need to {S1: I wait for that }(.).okay I sent you the link right? so go to the link and you write your name (.) and when you are here because (.) it tells me who is (.) ready to play:

615 S1: yes I'm there {T1: But I can't } {T2: but we don't see your name on the screen (.) you need to write your name}.....again omg {T1: I cannot see (inaudiblespeech) who is here Juliana are you inside? ^T3 try to go}.....{S2: it's other link:for me} { T1: okay just a second just a second}

T2: Okay so you can go through Google (.) you write ^kahoot and then you go to enter game Pin

620 S1:I AM here but I don't understand {T2: Camila you go to ^Google (.) and you write ^Kahoot:then you click on enter game pin.....:}wait (.) wait a minute.....: {S2: game pin} {T2: and there you write eight, sixty seven ,sixty one, seventy eight} {S2: sixty seven (.) what} {T2: sixty one, seventy eight}.....: {S2: sixty seven, sixty one, seventy eight....:} {T2: **te falto no el**} game (.) game pin? {T2: at the beginning eight, sixty seven ,sixty one, seventy eight

625 eight

T1: Camila, Did you understand? {S1: yes I'm trying} okay so you need to write kahoot on Google (.) and then you have to write this (.) pasword, this code (.) {S1: Where is the password?} ^this one is the password {T2: on the screen} I'm going to write ' {T2: look at T1 screen:I'm going to write it on WhatsApp....:OK.....:No Juliana is ready To play:Camila ^okay so Ladies can you see my screen right?.....:yeah Camila {S2: yeah} What is going to happen is that the when I start (.) the game you are going to see (.) the question here On my screen (.) and you have the answers on your phone right? so

Is it clear? you have to press the answer on your pone, you read the question from the screen And
635 you answer on your pone, you need to press the option only the correct option, option Is it clear ? isn't it ? {S1: yes}okay Juliana ^are you ready? (.) {S2: yes} okay let's try one , two tree:What did he say ?.....:So press press ladies:**no puede?** ok so the....:next one:O Camila good....: ok the next one,What did he say? What he is going to say on the video , ^sue or zoo?.....: {S2: I can't listen}but I did let's try the next one {S2:NY :I don't
640 listen}okay but these one you need to hear (.)are:**no no se que hacer** T2 What is happening?.....:I cannot hear you {T2:I think it's because of the signal,it doesn't load (.) the sounds....: let's try the next one or it's good.....: {S1:I couldn't hear anything.....:T3: I

hate you} **que novedad** (.) ok ladies hahaha **la Juliana se salio** wait....: {T3: **es que está lloviendo entonces la conexión se pone mala o algo así**}

645

T1: ok ladies okay okay okay, now (.) Can you see myself?:Can you see me? (.) {Ss: yeas} okay ladies well, that basically was our class I'm so sorry for the technical problem I'm not an expert here working on this site but you have a homework right?you have homework what do you have to do it's obviously you have to ^record their first text that we worked and you have to do it in the way in which it was said on the record that i sent at the beginning right so(.) it's basically that try to do what we learned try to do what t we worked also take into account the previous sounds {T3: You can try with them the list} hahaha Okay lest's, we can try these because we have time so what we are going to do is that we are going to repeat ^the list ^this Word (.) **hahaha pero ustedes no lo están viendo** (.) just a second I'm so sorry (.) just for finishing the classroom {S1:my teacher so funn} okay now can you see my screen?....: {S1: yes teacher} Juliana? {S2: yes}

655

T1:Juliana I cannot see you, So what we are going to do Is that Camila is going to start, then Juliana then Camila then Juliana Camila Juliana Camila Juiana ok ^but you have to take into account what we worked right? This part is the S sound, ^the voiceless part and this(.) part is the voiced sound right so (.) Is it clear ? isn't it ?....: {Ss: yes} so let's begin

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S1:/seɪ/ (say)

S2:/sæd/ ,(sad)

S1:/sɔ/ ,(so)

T1: Camila....:

S2:/sɪs/ ,(sits)

665

S1:/saʊnd/ ,(sound)

S2:/'sɪstə-r/ ,(sister)

S1:/ɪts/ ,(its)

S2:/kats/ ,(cats)

S1:/krɒs/ ,(cross)

670 S2:/ðɪs/ ,(this)

S1:/bɒs/,(boss)

T1: wait wait wait Camila again

T3:that one was very good

S2: /ðɪs/ ,(this)

675 S1: /lɪps/,(lips)

S2: /mɪs'tl/,(misty)

S1: /feɪs/,(face)

S2:/'præktɪs/,(practice)

S1: /bɒnz/,(bones)

680 S2: /maʊs/ ,(mouse)

S1: /'haʊs/,(house)

S2: /'naɪs/,(nice)

S1: /bʊks/,(books)

T1: again

685 S1: /bʊks/,(books)

T1:Put your finger here(.) repeat it {S1: /bʊks/}It vibrates?or It doesn't vibrate?

S1: /bʊks/.....it does not

T1: ok good, now Juliana

S2: (inaudible speech)

690 T1:ok

S1:/'saɪəns/,(science)

S2:/'siti/ ,(city)

S1: sar ,ser.....circle?

T1: /'sɜ:kəl/:ok so the following column, these one it has to vibrate and if it doesn't vibrate

695 nana it doesn't work ...:so (.)lets dot it Camila

S1: /zɪp/ ,(zip)

S2:/su/ ,(zoo)

S1:/zæp/ ,(zap)

T1:Juliana, ^Can you repeat it?

700 S2: /zu/ ,(zoo) {T1: better:Camila}

S1:/zæp/ ,(zap)

S2:/'sɪbrə/,(zebra) {T1: **ha ha** repeat it ha ha it has to vibrate at the beginning

S1: /'zɛbrə/ {T1:ok it is better but with the time is going to be better ok /'zɛbrə/

T1: Camila

705 S1:/kwɪz/,(quiz)

T1: ZZZZZ.....ok

S1: /kwɪz/,(quiz)

S2: /bʊz/ ,(buzz)lol

S1:I don't know what is the pronunciation {T1: /frɪz/} /frɪz/

710 T1:okay it has to vibrate this one Juliana

S2:duuzən

T1: /'dʌzən/

S2:/'dOzən/ /'dʌzən/ yeah estoy mejoando

715 T1:ok Camila

S1: is {T1: /ɪz/} /ɪz/ {t1: epa}

S2:/'wɒz/

S1: his

T1: agin

720 S1: /hɪz/

T1: betterthis one Camila

S1: /noʊz/, (nose)

T1:one more time

S1: /noʊz/

725 T1:ok

S2: noisy{T1: /'nɔɪzi/}'nɔɪzi/}

S1: /'rəʊz/, (rose)

T1:this one.....:

S1: who?

730 T1: Juliana

S2:/bægz/ ,(bags)

S1:frogs

T1: againg

S1:/frɒgz/

735 T1:ok one more time

S1:/frɒgz/

T1:much better ok Juliana

S2: /bɔɪz/, (boys)

S1: girls

740 T1: /gɜ:lz/

S1: /gɜ:lz/

T1: ok Juliana

S2: /frɛndz/ , (friends)

S2 /'bazi/ (busy) busy busy

745 T1: the last one

S1 /'nɔɪzi/, (noisy)

T1: /'nɔɪzi/, ok ok ok chicas remember this is a snake the snake and the bee the snake is unvoiceless and the bee es voiceless (.) so remember girls one more time what you have to do for homework is you need to record (.) and send (.) this text taking into account with we worked today right? ^It is clear? , isn't it? i love them:Camila okay but remember the previous sounds the th sound (inaudible speech) all of the sound that we have worked.....:Did you like the class?

750

Ss: yes I like so much okay

T1: ok ladies thank you so much and see you the next class

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HOMEWORK: VOICE NOTE THROUGH WHATSAPP

S1: Sam /'wɒs/ (was) a very lazy boy /on'tɪl/ (until) got (.) a job at the /zu/ (zoo). He /startɪd/ (started) working with /'spɑɪdə-s/ (spiders), /sneɪks/ snakes, /tʃɪmpæn'zi:s/ chimpanzees, 'laɪənz/ (lions), and /'i:vɪn/ (even) /'krækə daɪls/ crocodiles! ! He /en'dʒɔɪ/ /en'dʒɔɪd/ (enjoyed) working in a small animal hospital (.) and liked to practice cheerleading /'wɪt/ (with) his three friends. Sam /'wɒs/ (was) really happy /bɪ'kɒs/ (because) he found an /ə'meɪzɪŋ/ (amazing) job. (.) He would /raɪs/ (rise) at dawn and /steɪ/ (stay) up all day just to take care of /hɪs/ his new

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friends. ! Sam became (.) a model /'sɪtəsən, -sən/ (citizen) and took /'spɛʃəl/ (special) care of his /'ænəməls/ (animals).). Even today ,Sam /sɪŋs/sings to baby /,tʃɪmpæn'zi:s/ chimpanzees), and throws birthda /'partɪs/(parties) for them!

765

APPENDIX 4 - PRONUNCIATION CHALLENGE “THE (i: – ɪ) VOWEL SOUND”

TOPIC: REVIEW PREVIOUS TOPICS

T2: Good morning student how are you today?

S1: Fine.

5 T2: okay so as I told you before today we're not going to work on a consonant sound but on a vowel sound okay(.) so I'm going to start by asking you to read the text We worked in the first class and then I will(.) make like a comparison between the way you pronounced it at the beginning and at the end of the class okay?

Ss: Ok.

10 T2: Juliana can you start please?

S2: Yes.

T2: Thank you.

S2: You must **θɪnk** about **eatɪŋ** a balanced **dɪt** because it is an important part of **maɪnteɪn** A good **helθ** and **i:t(it)** () : can help you feel your best **tðɪs** means **eatɪŋ** a () : wide () : **varɪəti** of
15 **fu:d** in the right **prə'pɔ:ʃənz** and seeking to consume the right amount of food and drink **i:s(is)** a
useful way to achieve and **maɪnteɪn** a **hi:lθy** body **weɪt** **tðæt** **i:s(is)** why you must not eat food
and drinks high in () : **grɑ:s** and **sʊ:gə** It is true **tðæt** you must eat fruit and vegetables, **li:ns**,
mi:t, and high fiber starchy food for **tðæt** reason you () : **ʃʊld** have a wider **vɪʒən**
about **estə'bliʃɪŋ** a daily routine **θæt** () : includes **helθy** habits which become **ju:ʒl** in your life
20 because there are many () : **maɪθs** about the **meθəds** of **eatɪŋ** to achieve a **helθɪər** Lifestyle
i:t(it) i:s(is) necessarily to seek for **reɪə'bəl** information and **eat** according to the needs of your
body finally **i:t(it)** () : would be useful to do activities like going to the **su:z** or dancing at
home in order to keep a happy life.

T2: Okay thank you so much(.) now I want to hear Camila Please.

25 S1: Okay teacher ...: **eatɪŋ** a **helθy** diet you must **θɪŋk** about **eatɪŋ** **helθy** (.) a **helθy**
balənsɪd diet because **i:t(it) i:s(is)** an important part of maintaining a good health(.) and **i:t(it)** can
help It can help you feel your best **this** means **eatɪŋ** a wide variety of foods In the right
prə'pɔ:ʃənz and seeking to consume the right amount of food and drink Is a useful way to
achieve and **maɪnteɪn** (.) **maɪnteɪn** a **helθy** body **weɪt** (.) **θæt**'s why you must not **eat** foods and
30 drinks high in fat, salt and sugar **i:t(it) i:s(is)** true that you must **eat** () : fruits Vegetables **li:ns**

meats and high fiber starchy food For that reason you should have a wider vision about establishing a daily routine that includes healthy habits which become usual in your life(.) because there are many myths about the methods of eating to achieve a healthier lifestyle(.) i:t(it) i:s(is) necessary to seek for reliable information(): According to the needs of your body finally i:t(it) would be useful to do activities like going to the zoo or dancing at home in order in order to keep a happy life.

35

T2: Okay thank you so much(): Camila I'm sorry(.) Now we go with Diana please.

S3: Okay eating a healthy diet(.) you must think about eating a healthy balanced diet because i:t(it) i:s(is) an important part of maintaining a good health and i:t(it) can help you feel your best this means eating a wide variety of foods in the right proportions and seeking to consume the right amount of food and drinks It's a useful way to achieve and maintain a healthy body weight That's why you must not eat foods and drinks high in fat salt and sugar i:t(it) i:s(is) true that you must(): eat fruits vegetables lean meats and high fiber starchy(.) food(.) For that reason you should have a wider vision of establishing a daily routine that includes healthy habits which become usual in your life because there are many myths about the methods of eating to achieve a healthier(.) lifestyle i:t(it) i:s(is) necessary to seek for(): reliable information and eat according to the needs of your body(.) Finally i:t(it) would be useful to do activities like going to the zoo or dancing at home in order to keep a happy life.

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45

T2: Very good Diana thank you so much(.) Okay now that I heard you were going to start with the new sound okay(.) Today we're going to work on these two sounds we have long and short /I/ sounds ok(.) Did you know that we have two different ways of pronouncing i ?

50

Ss: No.

T2: Okay so we have the short one which is like a mix between i and e is like (i) you know? (i): (i): It is like it very difficult for us because we don't have the sound in Spanish(.) so they always say that it is difficult for us to do it (i) but then we have the longer one which is (i): like if you were smiling (i):

55

Ss: (i):.

T2: Okay so I know that Diana is going to Make her question(): the one that she always does you know what's your question Diana.

60

S3: I don't have questions teacher.

T2: You always say how do I know when to pronounce it like short and how to pronounce it like a long i (.) So I have the some patterns that can help you identify which word can be pronounced with the short i and what words can be pronounced with the iiiii sound (.) okay.

S3: Finally.

65 T2: Well it is not like(): a specific rule but It gives some clues okay.

S3: Okay.

T2: Okay first we have words and syllables with an i followed by a consonant vowel consonants For example here if we don't say iif but if.

Ss: /'if/ (If).

70 T2: Big.

Ss: /'big/ (Big).

T2: Pig.

Ss: /'pig/ (Pig).

T2: Fish.

75 SS: /'fɪʃ/ (Fish).

T2: But of course there are some sections for example here We don't say (): but mind.

Ss: Mind.

T2: It is like the exception And of course there are some other exceptions but most of them can be pronounced with the short i sound okay.

80 Ss: Okay.

T2: Now (.) We go with the long one(.) When we have double e well in English double e so we pronounce it bee.

Ss: /'bi:/ (Bee).

T2: Sleep.

85 Ss: /'sli:p/ (Sleep).

T2: We have ɪ for example (): fish.

Ss: /'fɪʃ/ Fish.

T2: Remember you need to do it like long {() } Because if not You know it can be like(.) You can be confused by pronouncing bitch which is a...: yes a bad word you know so beach with the long sound.

90 Ss: /'bi:tʃ/ (Beach).

T2: And we also have sea.

Ss: /'si:/ (Sea).

T2: Okay we also have {} ea for example in peace.

95 **Ss:** /'pi:s/ (Peace).

T2: But of course there are some exceptions for example here we have pie.

Ss: Pie.

T2: So when you see ie it can be pronounced with the long i but it has some exceptions you know.

100 **S2:** Yes.

T2: It is the same with ea we can say beach but we also have bread you know.

Ss: Bread.

T2: But it has like the (): sound(.) We also have ei like in receive.

Ss: /rɪ'si:v/ (Receive).

105 **T2:** Okay but we also have the exception (:)

Ss: (:):.

T2: Okay we have ey(.) key you know with the long one.

Ss: /'ki:/ Key.

T2: With have (): y I'm sorry as in happy and nicely.

110 **Ss:** /'hæpi/ Happy, /'naɪsli/ nicely.

T2: Butt we have the exception and it is (): try(.) Okay so we're going to work as usual on tongue twisters (.) We have a tongue twist(.) a tongue twister with the(.) two sounds so first I would like you to hear a native speaker by pronouncing it and then you're going to try okay. who wants to start?

115 **S3:** Me.

T2: okay so(.) We're going to hear the video and then(.) Diana is going to start okay.

S3: Okay.

T2: I hope you can listen to it you can tell me please if you can hear it okay...: It's loading I'm sorry...: I'm sorry are you(.) Can you hear it?

120 **S1:** No.

T2: No?

Ss: No.

T2: Now?

S3: Yeh.

125 T2: Yes? okay (): So we're going to hear the native speaker and then Diana is going to pronounce it okay

Ss: Okay.

S1: I really don't(.) understand what(.) is she saying

T2: But I need you to focus on the pronunciation of the tongue twister okay.

130 S1: I can't (.) I can't hear anything

T3: I can't hear either.

T2: Ah okay(.) Okay so we're going to do it the same as you(.) we have been doing with Pabli and Christian okay (.) I'm going to send the link and you're going to watch it(.) but do it from the minute 2:47 to 4 okay (.) Don't watch it from the beginning...: Okay there you are there the(.)
135 the link(.) Did you understand? You don't watch it from the beginning but from the minute like 2:47 something like this okay(.) When she starts to pronounce the tongue twister (): You don't see the link Paulis?

S1: Yes I see but(.) I don't know why I can't go to the meeting.

T2: The link doesn't work?

140 S3: Yes ():

S3: (): I copy the link in the(.) search of youtube and that's it.

T2:Do you want me to send the link again(.) Camila?

S1: Wait(.) I'm doing.

T2: Okay.....: Okay(.) I think is enough guys(.) So now I want you to hear you(.) I want to hear
145 you I'm sorry(.) so who wants to start? Diana? yes right ?you told me you want to.

S3: Yes.

T2: Did you notice the difference between the /ɪ/ and /i:/ ():

S3: yes.

T2: Yes ah okay(.) So (.) I'm going to show you the first one(.) this one.

150 S3: okay(.) /'hi:/ (He) took a /'tʃɪli/ (chilly) /'dɪp/ (dip) /'sɪks/ (six) /'fi:t/ (feet) /'di:p/ (deep) /ɪn/ (in) /ði/ (the) /'si:/ (sea), /'hi:/ he says(.) i:t(iT) /'ki:ps/ keeps /'hɪm/ (him) fi:t(.) fit

T2: Remember try to do like the difference(.) okay for example CHILLY^ DIP SIX FEET^ DEEP^ IN THE SEA^ you know(.) try to do it like more(.)

Ss: /'si:/ (Sea).

155 S3: Fit is like(.)

T2: fit fit it is not like the long one(.) (): but the short one okay fit.

S3: /'fit/ Fit(.) and chilly?

T2: Chilly chilly(.) like the short one in here okay chilly You know chilly six is (): always short you know six.

160 S3: /'siks/ (Six).

T2: and then fit the long one(.)

S3: /'fit/(fit).

T2: Deep.

S3: /'di:p/ (deep).

165 T2: Here we have again the short one (): and the sea(.) You know I know it's very difficult to pronounce the(.) The short one because we are not like very used to(.) to do it but we have to try okay.

S3: Okay.

T2: Would you like to do it again?

170 S3: Okay(.) /'hi:/ (He) took a /'tʃili/ (chilly) Di:P. (DiP)

T2: Dip.

S3: /'dɪp/ (Dip)(.) /'sɪks/ (six) /'fi:t/ (feet) /'di:p/ (deep) /ɪn/ (in) the /'si:/ (sea) /'hi:/ he says(.)
i:T(iT) /'ki:ps/ keeps /'hɪm/ (him) /'fit/ (.) fit

T2: Okay much better Diana thank you so(.) who Juliana(.) Do you want to be the next one?...:

175 S2: Streak begins it { }

T2: Okay you're going to the second one?

S2: Ah.

T2: no no please do it(.)do it with the same please.

S2: Ah sorry!

180 T2: Don't worry.

S2: /'hi:/ (He) took a /'tʃili/ (chilly) Di:P(DiP) (): Si:X(SiX) /'fi:t/ (feet) /'di:p/ (deep) /ɪn/ (in)
the /'si:/ (sea) /'hi:/ he says(.) i:T(iT) /'ki:ps/ keeps /'hɪm/ (him) /'fit/ (.) fit

T2: Fit.

S2: Fit.

185 T2: Fit(.) Okay Camila I'm going to hear you(.) Thank you(.)Juliana thank you so much.
S1: Okay(.) /'hi:/ (He) took a /'tʃili/ (chilly)/Di:P/(DiP) /'siks/ (six) /'fi:t/ (feet) /'di:p/ (deep) /m/ (in) the /'si:/ (sea)/'hi:/ he says(.) /'it/ (iT) /'ki:ps/ keeps /'hm/ (him) /'fit/ (.) fit
T2: Okay(.) nice What about the second one? thank you Juliana...: Diana.
S3: Okay(.)

190 S1: What is the pronunciation(.) of the second one? { }
T2: Vegans?
S1: /'vi:gəns/ Vegans. {()}
S3: Vegans or vegans?
T2: Vegans.

195 Ss: Vegans.
T3: Vegans.
S3: Thank you. and bean(.) is (.) with the(.) long.
T2: Long yes bean
S3: Ah okay(.) okay (.) /'strikt/ (strict) (: /'vi:gən/ vegans excuse me.) /'i:t/ (eat) /'bi:t/ (beet) /'tʃips/ (chips) /'wiθ/ (with) /'bi:n/ bean /'dip/ dip and /'ki:p/ keep /'mi:t/ meat and /'fiʃ/ fish(.) /'di:ʒ/ dishes out of the /'ri:tʃ/ reach.
T2: Out of reach.
S3: Out of reach (.) excuse me.
T2: Okay Diana thank you(.) What about Juliana?

205 S2: /'strikt/ (strict) (: /'vi:gən/ /'i:t/ (eat) /'bi:t/ (beet) /'tʃips/ (chips) /'wiθ/ (with) /'bi:n/ bean /'dip/ dip and /'ki:p/ keep /'mi:t/ meat and /'fiʃ/ fish(.) /'di:ʒ/ dishes out of the /'ri:tʃ/ reach.
T2: Okay(.) Camila(.) Thank you Juliana.
S1: /'strikt/ (strict) (: /'vi:gən/ /'i:t/ (eat) /'bi:t/ (beet) Chi:PS(CHiPS) /'wiθ/ (with) /'bi:n/ bean /'dip/ dip and /'ki:p/ keep /'mi:t/ meat and /'fiʃ/ fish(.) /'di:ʒ/ dishes out of the /'ri:tʃ/ reach.
T2: Okay thank you(.) well because we don't have like a lot of time we're going to work on this(.) have you ever heard about minimal pairs?(.) No? these are the words that can be like(.) Very similar and they have like a single sound which is different okay(.) In this case we {()} vowel so we () : we have for example bin and bean you know so here we a bin {()} and we have

215 bean.

S2: bin.

T2: So (): for example if you say I want a bin {} you can be like(.) confusing ok {} so make the difference between bin and bean.

Ss: /'bɪn/ (Bin), /'bi:n/ (bean).

220 T2: we have these two words we have chip and we have cheap(.) you know.

Ss: /'tʃɪp/ (Chip), /'tʃi:p/ (cheap).

T2: This chip can be this one(.) chip this is a chip and we also have cheap you know (): but when we say cheap it is(.) related to money cheap you know.

Ss: /'tʃi:p/ (Cheap).

225 T2: Chip, cheap.

S2: /'tʃi:p/ (cheap), /'tʃɪp/ (chip), /'tʃi:p/ (cheap).

T2: okay we also have his and he's you know.

Ss: /'hɪz/ (His).

T2: And he's.

230 Ss: /'hi:z/ (He's).

T2: Okay we have it(.) and we have eat.

Ss: /'ɪt/ (It), /'i:t/ (eat).

T2: So it is very important to make the difference (): you know it (): to relate to something(.) but we also have the verb eat.

235 Ss: /'i:t/ (Eat).

T2: We have (): sit the verb and we have seat the noun(.) you know.

Ss: /'sɪt/ (Sit), /'si:t/ (seat).

T2: Sit and seat.

S3: /'si:t/ (Seat).

240 T2: We have(.) two verbs we have fill(.) fill in this case like the (): we can fill the (): the bottle you know but we can also(.) we can also relate(.) I'm sorry refer to feel (.) the feelings okay feel.

Ss: /'fi:l/ (Feel).

T2: We have fit {} and we also have feet {} for the body part.

Ss: /'fɪt/ (Fit), /'fi:t/ (feet).

245 T2: We have the verb grin and we have the color the adjective green.

Ss: /'ɡri:n/ (Green).

T2: Yes (.) we have hit {} hit and we have heat like the {} related to the time you know the temperature(.) we have ship(.) for this one ship.

S3: /'ʃɪp/ (Ship).

250 T2: And we have sheep for the animal.

S3: /'ʃɪp/ (Ship) and /'ʃi:p/ (sheep).

T2: Ship and sheep.

Ss: /'ʃɪp/ (Ship), /'ʃi:p/ (sheep).

T2: Ship, sheep.

255 Ss: /'ʃɪp/ (Ship), /'ʃi:p/ (sheep).

T2: So we {}

T3: Hey guys (.) Excuse me Luisa(.) Guys remember you need to be very focused on Luisa's faces because when she is doing the long vowel she is doing like a smile she (.): says sheep and ship.

260 Ss: /'ʃi:p/ (sheep), /'ʃɪp/ (ship).

T3: Sheep and ship so you need to be very focus in your faces(.) you need to be very focused in your gestures okay(.) It's not only the pronunciation but your face(.) sheep, ship, sheep, ship you know.

Ss: /'ʃi:p/ (Sheep), /'ʃɪp/ (ship).

265 T3: Very focused on your faces yeah it is very important your faces....:

T2: I'm sorry {} so(.) We're going to play like a game okay(.) so (.) I think it's going to(.) we only have two minutes(.) okay what's the idea(.) I'm going to pronounce one of the words You need level okay for example first level second level and their level and you're going to tell me what number you have at the end okay (.): For example I'm going to say ship so(.) it is this one(.) Then I have sheep(.) this one(.) Then I have(.) Oh I'm sorry there is a(.) image missing in here...: I'm going to...: Okay now and then I say like the third one(.) for example ship(.) so I get the number three(.) you know what I mean or(.) it is like(.) confusing?

S1: I'm so confused.

275 T2: Okay(.) I'm going(.) we have three Please print levels okay level one level two level three okay?(.) Every time I'm going to say only one words(.) You need to identify if I say ship or sheep you know {} So if I say ship(.) so you come to this sign(.) okay then I say sheep (.) oh okay

she said sheep so I come to the animal...: you know (): then I say again ship sheep or ship so I say for example sheep so I got number four is it clear or not?

S1: Yes.

280 **T2:** We try? okay(.) I'm going to start(.) Number one(.) sheep number two(.) ship number three(.) sheep(.) which is the number?

S3: three?...: two?

T1: Six.

T2: Yes {()} Pablis you got it.

285 **S3:** Ah okay.

T2: I said sheep {()} ship and I said {()} sheep so we got number six okay? we try it again?

S3: Yes.

T2: Number one ship(.) Number two ship(.) Number three ship(.) What number do you have?

S1: Three.

290 **T2:** No.

S1: No?

T2: No.

T2: I don't know if ():

T1: One.

295 **T2:** Very clear.

S1: Again please.

T1: One?

T2: Yes Pablis yes (): I said(.) I said three times ship ship ship(.)

S1: oh my god, I'm so confused

300 **T2:** you got it?

S2: yes, but(.) I don't know (.) one, two, three, four, five, six

T1: let me try, I want to try to explain right?

T2: ok, do it

305 **T1:** so the thing is....: in the first level you have two images right? , one in the left, and one in the rightt, so this is the place where Luisis cheerxtreme is going to start like the game, so she said one word and according to the word that she says you have to choose if she said the left one or the right one right? This is the first level, In the second level she's going to say another word and

you have to follow like the....: the route, based on what she's going to say, so in the second level you know that there are also two images, she is going to say a word and you have to choose one of t ehh one of these images and at the end at the end she's going to say another word and you have to choose which is the final word like following her voice right? got it?

T3: but Pablo which is the clue, which is the clue, the clue is the pronunciation and the gesture, if she is smiling or not smiling okay

S2: /'ʃi:p/(sheep), /'ʃɪp/(ship)

315 **T1:** yeah

T2: so, we do it again

T1: obviously, and obviously if she says at the beginning, if she begins with ship, she is going to start all the game with this part of the game, right?

320 **S2:** I understand

T2: okay, we're going to try it again, okay? Level, first level we have sheep

S2: yes

T2: number 2, sheep,

S2: yes

325 **T2:** number three, ship

S2: number 7, 7

S1: three

T2: very good Juliana

S1: What?

330 **T2:** you got it!

S2: hahabahaha

S1: I hate you

T2: Now, we're going to try it with a different one, okay? I got, yes I have chip and cheap, okay?

T1: Again, again how?

335 **T2:** chip and cheap

S3: but,

S2: /'tʃɪp/ (chip), /'tʃi:p/ (cheap)

T2: chip and cheap, okay?

S2: okay, yeah

340 T2: Diana, do you have a question?

S3: No, no

T2: okay, I start. Number one cheap, number two chip

S2: yeah

T2: number three (.) cheap, which is the destination?

345 S2: Brazil!

T1: Brazil!

T3: very good, very good

S2: hahahahaha

T2: you're the winner again, okay what about Camila and Diana? is it difficult for you to

350 recognize like the pronunciation or the game, I don't know

S1: like the game because I don't { () } I'm trying to be focused but then I don't understand

T2: Camila you need to.....: decide like the the.....: how can I say that. Okay, in the first level, if I say for example cheap

T1: you can do it in Spanish, I think

355 T2: **bueno está bien, tenemos tres niveles camila, si? en cada nivel yo voy escoger una de las dos palabras, nivel uno: si me voy por el.....: cheap el sonido largo, entonces ya sabes que vas a jugar en este lado.....: cierto? entonces venimos aqui, entonces ya tienes que fijarte en estas dos, entonces en el nivel dos por ejemplo digo chip, entonces te vienes para este, ya te tienes que fijar en uno de estos dos lados en el tercer nivel, en el tercer nivel**
360 **digamos que vuelvo a decir cheap el largo entonces te vienes para este y el destino sería Brazil**

S1: entiendo

T2: we try it again? Before

S1: yes

365 T1: regio

T2: Juiana but you can, you have to give them the opportunity to participate

T1: no, no, no, no, {()}

T2: okay

S1: No, Teacher

370 T2: okay, number one chip.
S3: okay
T2: number two chip, number three cheap
T2: which is
S3: Peru

375 T2: yes! Diana
S3: Juliana I got it
S1: hahahahaha
S2: hahahahaha
T2: very good

380 S1: Peru
T3: now is the turn of Camila to guess
S1: I win the first time
T2: but we only have one minute left, we do it before, because I have another activity to finish and then we have to read but I don't know if we will have the time to do it

385 S1: continue teacher
T2: okay, now what I want you to tell me is....: I have....: eh these colors : yellow for the long I sound and blue for the short one, so you're going to tell me for example, in this word , what type of sound do we have?
S2: blue

390 S1: yellow
S3: blue
T2: very good,:the short one, think
S2: short
T2: so we have

395 T3: think
S1: /'θɪŋk/ (think)
T2: okay, what about this one
T3: think
T2:What about this one do we have the long or the short sound?

400 S2:I can't see

T2:No?

S1:Be patient, Our teacher don't very good connection

S3:okay, In what word

T2:This one

405 T3:Eating

S3:Long

T2:Yes very good Diana, and here?

T3: Eating

S3: short

410 T2: Very good

S3: But you can have eh the two sounds in a word?

T2: Of course, Of course here we have long, and then we have the short one, okay eating, eating

T3: eating, Look at your professor, look at your professor's mouth eating

T2:eating

415 T3:eating

T2:eating

S3: /'i:tn/ (eating), /'i:tn/ (eating)

T2: Okay, what about this one?

S3: Short

420 T2: Very good

T3: Very good

S3: /it/ (it)

T2: and the next one?

S3: Short, it is

425 T2: it is, okay, what about this one?

S3: Long

T2: Yes, yellow, okay, this one?

S3: Short

T2: Short very good yes

430 T3: Can you please pronounce it Juliana?

S2: this

T3: Very good

T2: Good, you're taking into account the 2 sounds the th, voiced th, then you're using the short i sound, nice I'm happy, I'm going to cry

435 **S3:** hahahahah

S2: Today was my day

T2: What about this one? Short or long i sound?

S2: Long

S3: Long

440 **T2:** Very good yes, the yellow one, camila can you pronounce the word please?

S1: /'mi:nz/ (Means)

T2: Means

S3: /'mi:nz/ (Means)

T2: Yes very good

445 **S1:** /'mi:nz/ (Means)

S3: /'mi:nz/ (Means)

T2: This one, what about this one?

S2: Yellow

T2: Yes, can you pronounce the word?

450 **S2:** /'si:kiŋ/ (Seeking)

T2: Seeking, very good

T3: Remember that the second sound is a short

S3: seeking, seeking

T3: seeking

455 **T2:** Seeking, what about this one?

S3: Short

T2: Very good, yes

T3: Can you please pronounce it Diana?

S3: Drink

460 **T3:** Drink

T2: Very good, yes this one?

S2: The yellow

S3: Long

T2: Yes very good

465 T3: Very good

T2: Achieve

S3: Achieve

T2: What about this one? Oh I'm sorry my computer is like very very slow today, okay what about this one?

470 S1: Long

T2: Yes, the long one, okay this one?

S3: Long

T2: Yes, can you please pronounce the word?

S3: Me?

475 T2: Yes

S3: /'ri:zən/ (Reason)

T3: Very good

T2: Very good, amazing and this one?

S3: /'vɪʒən/ (Vision)

480 T3: uff

T2: the short? Amazing

S3: Thank you

T2: Do you have the long or the short sound?

S3: eh the long

485 T2: really?

S3: Short, I'm sorry

T2: Vision

T3: vision, remember that both sounds are short, it is vision, vision asia

S3: /'vɪʒən/Vision

490 T2: Vision, okay, what else? What about this one?

S3: I don't see

S1: Short

S3: Short

T2: Very good Camila, yes myth,myth

495 S3: /'miθ/ myth

T2: Remember the voiceless sound myth

S2: /'miθ/ myth

S3: /'miθ/ myth

T2: Let the air flows okay, myth

500 S3: /'miθ/ myth

S2: /'miθ/ myth

T2: okay, Well I think the others are like very very similar, information, what about this one?

S3: Long

S2: Long

505 T2: Yes

S2: Yellow

T2: oh I'm sorry, this one, well I think it's time to read it again, okay? Would you like to try it but please take into account all the sounds we have been working on: the (voiced sound) the (voiceless sound) the (gz) and the (sh) the "z" and the "s" the I and the i okay, try to take them

510 into account while reading okay?

S3: Okay

T3: Hey, girls for example, can you identify some of the words in the text by yourselves, for example one with "z" what is a word with "z" in the text

S3: /'zu:/ (zoo)

515 T3: Very good, the point is that you can identify the sound, okay?

T2: Okay who wants to start?

T1: Luisis maybe they can do it until the point? For the time, you can divide it in three parts

T2: Until weight you mean or until best?

T1: no, until weight, and the other until life

520 T3: You can divide the text in 3 paragraphs

T2: Okay okay

T1: It's because of the time

T2: Who wants to read the first part?

S1: Me

525 T2: Okay do it! Go ahead

S1: You must /'θɪŋk/ (think) about /'i:tɪŋ/ (eating) a /'hɛlθi/ (healthy) balancY diet because /'ɪt/ (it) /'ɪz/ (is) an /ɪm'pɔ:rtənt/ (important) part of /mɛm'teɪnɪŋ/ maintaining good /'hɛlθ/ (health), and /ɪt/ (it) can help you.....: and /ɪt/ (it) can help you /'fi:l/ (feel) your best, /'ðɪs/ (this) /'mi:nz/ (means) /'i:tɪŋ/ (eating) a wide variety of food /'ɪn/ (in) the right /prə'pɔ:ʃənz/ (proportions) and /'si:kɪŋ/ (seeking) to consume the right amount of food and /'drɪŋk/ (drink) is a useful way to /ə'tʃi:v/ (achieve) and maintain a /'hɛlθi/ (healthy) /'bɒdi/ (body) weight.

T2: Okay thank you so much

T1: Juliana Juliana because Juliana has to leave

T2: Okay the second part please until life

535 T1: Wait wait because, now you can do it

/'ðæt/ (That's) why you must not /'i:t/ (eat) foods and /'dri:nks/ drinks high in fat, salt and sugar, /ɪt/ (it) /'ɪz/ (is) truth /'ðæt/ that you must /'i:t/ (eat) fruits, vegetables, /'li:n/ (lean) /'mi:ts/ (meats), and high fiber /'stɑ:rtʃi/ (starchy) food, for that /'ri:sən/ (reason) you should have a wider /'vɪʒən/ (vision) about /'stæblɪʃ/ (stablish)..... /'stæblɪʃɪŋ/ (stablishing) /'derli/ (daily) /ru:'ti:n/ (routine) /i'n'kludɪ/ (including) /'hɛlθi/ (healthy) (habits) /'hæbɪt/ (which) /bɪ'kʌm/ (become) /'ju:ʒuəl/ (usual) /ɪn/ (in) your life

T2: Usually remember

S2: Usual

T1: and stablishing

545 S2: usual in your life

T2: Okay thank you so much

S2: stablishing

T3: Very good

T2: Now

550 S2: Bye

T2: Bye thank you so much

T3: Have a good day

T2: Okay Diana can you read the last one please? The last part, Diana your microphone please

S3: Excuse me

555 T2: Don't worry

S3: /bɪ'keɪz/ (Because) /'ðeə/ (there) are many /'mɪθ/ (myths) about the "merouids" of /'i:tn/ (eating) to /ə'tʃi:v/ (achieve) a /'heɪθiə/ (healthier) lifestyle, it is /'nesəsəri/ (necessary) to /'si:k/ (seek) for reliable /,ɪnfər'meɪʃən/ (information) and /'i:t/ (eat) /ə'kɔ:dɪŋ/ (according) to the /'ni:dz/ (needs) of your body. Finally /i:t/ (it) would /'bi:/ (be) useful to do /æk'tɪvɪz/ (activities) like /'gəʊɪŋ/ (going) to the /'zu:/ (zoo) or /'dɑ:nsɪŋ/ (dancing) at home /ɪn/ (in) order to /'ki:p/ (keep) a happy life.

T2: Very good thank you, well I think....: I don't know if Pabli or christian want to say something

T3: Yeah it is about the past of the,of the verbs for example the first line you read balanced diet, okay so we are going to send you a video about the past of the regular verbs in order to eh, that you understand the pronunciation, the right pronunciation, there's no time for that but we are going to share a video with you in order that you the pronunciation of the past verbs, the regular past verbs

S2: Okay

T3: This is the only thing because eh it is easy but it is, it has three variations to take into account, so it is something that you are going to learn for....:by yourselves

T1: Okay in my case, something that I wrote when you were reading the text is that for example there are certain sounds that you have to take into account, it is not related with the sounds that we worked but its just, let me tell you for example that there are sometimes in which when you say right but you don't pronounce the T, and it's really important for example the words that finish with t, this t sound must be pronounced right because it's going to clarify what's going, what you are going to say, for example right, foods, the s too, important, and things like that best and that's it.

T3: another thing is the h, the h in English is not voicel, is not soundless, it sounds, for example Juliana said habit, and the right pronunciation is habits, the h has sound in English, habit, hospital, so it has sound, it is not soundless

T2: Okay, so and what about the thanks, about the participation you know, it is important, I just wanted to say thanks a lot for being part of our project, for your participation, for your corporation and I hope this, I know it is like very short, the course or the classes were like very short, but i hope they were kind of useful for you and that you enjoyed the activities that we prepared for you.

S3: okay, thank you

T3: and also i think that you have improved your listening comprehension and lot and your pronunciation of course, because this is the point, but I noticed that you're listening comprehension has improved a lot, okay it is very good.

