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TRABAJO DE DIPLOMA

Título del trabajo: A system of integrated pronunciation exercises to enhance accuracy in the third graders

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To my parents, for never stop trusting me

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Abstract

This paper presents a proposal of a system of integrated pronunciation exercises to enhance accuracy in the third grade students from Class B, from "13 de Marzo" primary school in Santa Clara. The proposal assumes a reflective communicative view of pronunciation teaching and learning. They provide practice in perceiving, developing awareness about and reproducing the features of pronunciation. The exercises were designed taking into account the results of a learning diagnosis conducted in Class 3rd B at this school, as well as the experiences of implementing a preliminary proposal of the activities. This research has been conducted using a variety of theoretical and empirical methods, which were used in light of Marxist-Leninist philosophy.

Resumé

Cet article présente une proposition pour un système d'exercices intégrés de prononciation pour améliorer la précision dans les élèves de troisième année de classe B, l'école primaire "13 de Marzo" à Santa Clara. La proposition suppose une vision communicative réflexive de l'enseignement et de l'apprentissage de la prononciation. Ils fournissent une pratique pour percevoir, développer la conscience et reproduire les caractéristiques de la prononciation. Les exercices ont été conçus en tenant compte des résultats d'un diagnostic d'apprentissage réalisé en classe 3 B dans cette école, ainsi que des expériences de mise en œuvre d'une proposition préliminaire des activités. Cette recherche a été réalisée en utilisant une variété de méthodes théoriques et empiriques, qui ont été utilisées à la lumière de la philosophie marxiste-léniniste.

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I. Introduction

Cuba develops a variety of cooperation programs with third world countries in the field of medicine, sports, science, technology and education, which demand the mastery of foreign languages on the part of Cuban professionals. This is one of the reasons why among the foreign languages which are taught in Cuba English is a priority, given the fact that it is spoken in many countries around the world.

The social and educational programs of the Cuban Revolution have kept increasing and internationalist cooperation has reached an unprecedented stage. English allows Cuban specialists to interact with people from English-speaking countries where internationalist cooperation is being carried out, or English serves as a lingua franca in countries where it is not spoken. For this reason, English is taught in Cuba since elementary education taking advantage of the fact that children can learn foreign languages fairly easily, as experience proves in many other parts of the world, where children grow up speaking two or more languages. The English program in elementary school lays the foundation for the students to go on learning English in junior and senior high school.

The teaching of English in elementary education in Cuba aims at preparing students to communicate orally and in writing at an elementary level, and at the same time instruction should help as a means to strengthen values that may favor the establishment of cultural ties with the English-speaking countries, by studying some of their customs and traditions.

During the 2016-2017 school year the author taught English at ``Ramón Pando" primary school in Santa Clara, in a third year class. This experience helped her to realize that attention needs to be given systematically to pronunciation at this level, in order to develop in them a minimum of accuracy; given the fact that if this component of oral communication is not given proper attention at least three things may happen:

- Students tend to fossilize their errors;
- They tend to pronounce the written code through the Spanish referent;

- They tend to pronounce with great difficulty, which is a handicap later for them to develop fluency in the foreign language.

During the 2016-2017 school year, the author studied this topic and tried different exercises with 3rd grade B from ``Ramón Pando Ferrer´´ primary school in Santa Clara, which resulted in her term paper for the fourth year of the English teacher education program (Suarez Cabeza J. A. 2017).

Through observation, interviews and a pedagogical test given to these students, the author found that pronunciation is the skill less frequently dealt with, and an analysis of the third grade workbook revealed that this material does not provide enough activities to deal with pronunciation.

This experience proved relevant for the author and for this reason she decided to carry on with it, starting with another class of third graders (Class B) in "13 de Marzo´´ primary school in Santa Clara in September 2017.

The bibliography consulted in order to find a scientific solution to the problem shows a concern with the development of pronunciation abilities in English in the context of Cuban education. For example, Jomolca Zamora J.L. (2015) did research on the improvement of the pronunciation of English in 9[th]grade, Águila Ruiz D. (2016) designed a proposal of exercises to improve pronunciation of 9th grade from "José Martí" secondary school in Sagua la Grande and Bernal Escudero L. (2017) proposed guidelines and exercises to work on pronunciation in 8th grade. As may be seen, the previous authors carried out their research in contexts other than primary school.

Particularly in the context of teaching English to primary school Udayangani Abeykoon N (2013) proposed a system of communicative exercises to develop accuracy in pronunciation in English language in the students from Class 4th C in "Ramón Pando Ferrer" primary school. Acosta Márquez Y. (2013) built up a system of communicative activities to contribute to potentiate pronunciation in the students from Group 3rd C at "Ramón Pando Ferrer" primary school and Sanchez Águila A. (2017) proposed a system of pronunciation exercises to contribute to the development of intelligibility in pronunciation in English as a

foreign language in fourth grade students from "Viet Nam Heroico" primary school.

All of the proposals listed above contribute ideas that may be applicable in other primary school classes with other students; however, what works well in one school, with a particular class, is not necessarily effective with other students from other schools, that is why, language methodologists have claimed that methodology should be adapted to match each particular learning and teaching contexts in which teachers are involved. In addition, the proposals consulted fall short of dealing with pronunciation in an integrated fashion, given the fact that they focus mainly on providing exercises for reproduction and leave out exercises intended to help the students perceive the features of pronunciation and develop in them an awareness of those features.

This problematic situation, also present in the teaching of English at "13 de Marzo" primary school presents a contradiction between the goals established in the English program, which include pronunciation, and the lack of suitable teaching materials dealing with pronunciation in an integrated fashion that are needed to suit the particular needs of 3rd grade students from this school.

The above problematic situation led to the following *scientific problem*:
How can accuracy in pronunciation in English be enhanced in Class B from 3rd grade in "13 de Marzo" primary school?

In order to solve this problem the **object** of this research is the teaching learning process of pronunciation in primary school in Cuba.

The research *objective* is to propose a system of integrated pronunciation exercises to enhance accuracy in the third grade students from Class B, from "13 de Marzo" primary school in Santa Clara.

The following **scientific questions** have guided this research:

1. What theoretical and methodological bases support the teaching – learning process of English pronunciation with primary school students in Cuba?
2. What is the class profile of Class B in "13 de Marzo" primary school at the time of starting to learn English in third grade?

3. What goes well and what does not go well during the introduction of changes in the teaching-learning process of English pronunciation in Class B in"13 de Marzo" primary school?

4. What characterizes the scientific result that will emerge out of introducing changes in the teaching learning process of English pronunciation in third grade, Class B,in"13 de Marzo" primary school?

In order to fulfill the research objective these **scientific tasks** were completed:

1. Determination of the theoretical and methodological bases that support the teaching-learning process of English pronunciation with primary school students in Cuba.

2. Development of a class profile of Class B in "13 de Marzo" primary school at the time of starting to learn English in third grade.

3. Determination of the exercises that work well and those that do not go well, during the introduction of changes in the teaching-learning process of English pronunciation in Class B from "13 de Marzo" primary school.

4. Characterization of the scientific result that will emerge out of introducing changes in the teaching learning process of English pronunciation in third grade, Class B, in "13 de Marzo" primary school.

The following methods have been used in carrying out this research.

From the theoretical level:

✓ Historical-Logical: To analyze the object of research from a historical perspective and in explaining approaches to the teaching of pronunciation and defining key terms related to this topic in a coherent way.

✓ Systemic approach: To explain the internal structure of the elements of the system of actions resulting and the research process as a whole. This method was also used to unsure the systemic character of the research process as whole.

✓ Analytic-synthetic: To process the methodological and theoretical information obtained from the different sources consulted, as well as the resulting data from the application of the different instruments, in order to perform a detailed study the teaching learning process of pronunciation in Class B from third grade at 13 de Marzo primary school in anta Clara.

✓ <u>Inductive-deductive:</u> To establish general and particular theoretical considerations on the topic object of study and in the analysis and interpretation of the data obtained through the different instruments applied during the research process.

From the empirical level

In order to collect all the necessary empirical data to support the proposal of spelling activities, the following methods and techniques were applied: participant observation, interview, pedagogical test, document analysis, teacher's diary and triangulation.

The subjects of the research

This research was carried in "13 de Marzo" primary school, specifically in third grade B, with 23 students, because the author was appointed to teach this class as part of her teaching practicum.

The scientific novelty of this research consists in the design of a system of exercises that emerges as a result of the implementation of changes in the teaching-learning process of pronunciation and the application of research methods that allowed the author to identify the exercises that worked well in third grade, class B from ``13 de Marzo´´ primary school in Santa Clara, and the integrated character of the exercises given the fact that they pay attention to providing pronunciation practice, perceiving the features of pronunciation, developing an awareness of those features and reproducing them in order to develop a minimum of accuracy in English

Practical Contribution

The practical contribution of this research is the system of pronunciation exercises for third graders that are contextualized within the topics, communicative functions and lexical sets of the subject official syllables, taking into account the students´ levels of ability and the possible positive and negative transfers that may occur as a result of the differences and similarities between the features of pronunciation of English and Spanish.

This paper is structured in several parts that comprise the introduction, the main part, the conclusion, the recommendations, the bibliography, and the appendixes. The main part includes the theoretical and methodological

framework, the profile of third grade Class B, the results of the implementation of changes in the teaching-learning process of English pronunciation in the above mentioned class, and the proposal of a system of integrated exercises to enhance accuracy in the students from Class B from in 13 de Marzo´´ primary school in Santa Clara.

II. Theoretical and methodological bases for the teaching of English pronunciation in primary school

2.1. The teaching learning process of pronunciation in primary school in Cuba

In deciding what to do in the classroom in terms of pronunciation teaching, it is important to take in to account the characteristics of the students. A teacher should do different things with young learners from what she or he does with adults. In the case of young learners Harmer J. (2012) offers the following methodological tips taking into account the characteristics of this age group:

− Children are better language learners than other age groups.
− Children need a lot of good exposure if they are to acquire a language.
− Children take in information from everything around them, not just what is being taught. This is often just as important as more formal explanations.
− Children are usually curious about the world and like learning.
− Children often find abstract concepts difficult to understand. However, this depends on what developmental stage they have reached.
− Many children are happy to talk about themselves, and like learning experiences, which involve and relate to their own lives.
− Children are pleased to have the teacher´s approval.
− Children often find it difficult to concentrate on the same thing for a long time.
− Children develop at different rates and that there is a clear difference between a child of five, for example, and a child of ten.

On the basis of the previous recommendations it is important to remember that with young learners teachers need to change exercises frequently, they need to combine learning and play, they must use appropriate exercises (including songs, puzzles, games, art and physical movement, etc.) for different kinds of students. In addition, it is crucial that teachers make the classroom an attractive, light and convenient learning environment, and pay special attention to their own pronunciation because children tend to imitate their teachers.

<u>The goal and content of teaching pronunciation to young learners in primary school: reasons to aim at accuracy from the very beginning</u>

Pronunciation is defined as "the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability" (World English Dictionary, 2012).

When teaching pronunciation, the teacher´s goal is to facilitate a minimum of accuracy in his or her students. The term accuracy has been defined as "… is the extent to which a learner´s use of a second language conforms to the rules of the language. This is usually measured in terms of grammatical accuracy.... It is also possible to talk about accuracy of vocabulary use…, and of pronunciation as well… (Thornbury S, 2006, p. 2).

Accuracy is required in every aspect of language: inaccurate spelling impairs readability, for instance, inaccuracy in the form of words and the structure of clauses and sentences, incorrect choice of vocabulary, incorrect choice of style all contribute to the distortion of communication. But accuracy ought to be sought after right from the very beginning. Accuracy does not grow mysteriously with the passing of time and nor does it grow out of vague and fuzzy approximation. Conscious effort is required on the part of the learner until new articulatory habits are formed. And the best time to start is right at the beginning, for two reasons: firstly, the sooner the right habit is established, the better; and secondly, later remedial work is a burdensome task and could have been avoided by insisting on hard work at first. In later stages of languages learning, emphasis should be upon developing independent spontaneous communication by the learner, preferably unhampered by difficulties of a low-level kind like pronunciation. The basic strategy is imitation. The teacher should accept as correct only those responses that are made with satisfactory articulation of the consonants and vowels, satisfactory intonation, all at a satisfactory rate of delivery. If the accent is misplaced or the rhythm inaccurate or jerky, then tapping or stabbing the air with the finger is usually an effective way of correcting, if the

intonation is inaccurate, a flowing gesture of the hand or nodding of the head or chalk line on the blackboard usually is sufficient.

<u>The content of pronunciation teaching</u>

The teaching of pronunciation includes vowel sounds and consonant sounds, stress, rhythm and intonation.

Consonant sounds are combined with vowel sounds to form a syllable. The English language includes the following consonant sounds: /b/, /d/, /f/, /g/, /h/, /j/, /k/, /l/, /m/, /n/, /p/, /r/, /s/, /t/, /v/, /w/, /y/, /z/, /θ/, /ð/, /ʃ/, /ʒ/, /tʃ/, /dʒ/

Consonant sounds can be voiced or voiceless. A voiced consonant sound is a one that is produced with the help of the vocal cords. A good way to tell if a consonant sound is voiced or not, is to press your throat with your fingers. If the consonant sound is voiced, you will feel a vibration. /b/, /d/, /g/, /j/, /l/, /m/, /n/, /r/, /v/, /w/, /z/, /ð/, /ʒ/, /dʒ/

A voiceless consonant sound is one that is produced without the help of the vocal cords. Place your fingers on your throat when speaking a voiceless consonant sound and you will only feel a rush of air through your throat. /p/, /t/, /k/, /f/, /s/, /θ/, /tʃ/

Vowels are open sounds caused with the vibration of vocal sounds but without obstruction. The English language includes the following vowel single sounds: /ʌ/, /ə/, /a/, /ɑ/, /ɚ/, /ɝ/, /i/, /ɪ/, /ɛ/, /ɔ/, /u/, /ʊ/, and the diphthongs /eɪ/, /aɪ/, /ɑʊ/, /ɔɪ/, /oʊ/.

"Stress is the effect of emphasizing certain syllables by increasing their loudness, length or pitch." (Thornbury S.2006, p. 213). A stressed syllable is articulated with relatively more force than an unstressed syllable. This is due to the extra pressure of air reaching the vocal cords, used by an increase in lung power (Underhill A. (2005), p. 52)

Sentence stress refers to the patterns of stressed and unstressed syllable over a whole sentence (Thornbury, S. 2006, p.213). This is a difficult area of pronunciation for learners and teachers alike. Even though this area of the

language is often neglected, it may cause problems for learners in both their speaking and perhaps more importantly in listening.

The English language is often referred to as stress timed. This means that stress in a spoken sentence occurs at regular intervals and the length it takes to say something depends on the number of stressed syllables rather than the number of syllables itself. *(*Gallacher L. (s/r), p.141)

Word stress refers to prominence at the word level. It is the term used to describe the accent or emphasis given to a particular syllable of a word, and it is a more or less invariable attribute of that word when spoken in isolation.

Words of more than one syllable contain both stressed and unstressed syllables.
The following three reasons tell why word stress is an important part of the English language:

- Stressing the wrong syllable in a word can make the word very difficult to hear and understand;
- Stressing a word differently can change the meaning or type of the word: "They will desert* the desert** by tomorrow."
- Even if the speaker can be understood, mistakes with word stress can make the listener feel irritated, or perhaps even amused, and could prevent good communication from taking place.

The rhythm of speech is the way that some words are emphasized so as to give the effect of regular beats" (Thornbury, S.2006, p.200). Rhythm has an important interaction with stress and intonation to help speakers organize speech into meaningful units and as the words or sounds that are given prominence by rhythm also tend to be the ones that carry the burden of meaning, it helps listeners to process the message more easily.

Rhythm is different depending on the language, some languages are called stress timed languages and others syllable timed languages. English is classified as stress timed; French and Spanish as syllable timed this is a fact that interferes during the teaching of English to a Spanish or French speaker. (Thornbury, S. 2006, p.200)

Rhythm is a vital factor of elements at the smooth joining-up of words in speech, and in particular we need to look for correct word accent, accent timing, weak forms and pauses in the right places. Correct word accent can be practiced by perceiving accented and unaccented syllables in words and phrases through ear-training exercises, and by imitation of correct pronunciation and also by developing an awareness of the variation of accent in derived forms of words. Many learners will not need anything more than straight imitation practice. (Tench P. 1989, p.72-73).

"Intonation has been called the music of speech. It is the meaningful use that speakers make of changes in their voice pitch." Intonation is a suprasegmental feature of communication and it is inseparably linked to other features such as stress, rhythm, and pausing and speech rate. The basic unit of intonation is the tone unit, which centers on a nucleus which is the prominent syllable in the tone unit. Changes in pitch direction are usually described in terms of rising and falling tones. (Thornbury, S.2006, p.200)

<u>Functions of intonation</u>

Intonation performs a number of different roles in English. The first and the most important function of it is to convey pieces of information as the speaker conceive them. A second function of English intonation is the expression of discourse or speech functions and the third function of English intonation is the expression of attitudes and emotions.

Intonation is an important part of spoken communication to be ignored or neglected, it is a systematic and can be handled systematically and strangely a native speaker of English is more likely to tolerate mistakes in consonants, vowels and words accent than in intonation.

Our priorities when teaching pronunciation should be the suprasegmental features of the language, features of connected speech such as weak forms, elision and assimilation, linking and blending, and practice on those sounds that are different from the students' mother tongue sounds, and which bring about a change in meaning.

Pronunciation may be taught integrating it with practice of vocabulary and grammar, or teachers may want to focus on pronunciation only, once in a while, perhaps during ten or fifteen minutes (a segregated fashion). Pronunciation teaching may also be linked to listening practice.

2.2. How can we improve students´ pronunciation of the segmental and suprasegmental features of English pronunciation?

When teaching pronunciation teachers need to provide the students with practice opportunities to hear and perceive the features of English pronunciation. This would include the sounds, the words and the features of connected speech.

Teachers must also provide the students with opportunities to develop language awareness, which may be done bring into their classes language awareness-raising activities. A student has developed awareness in pronunciation when they have acquired knowledge about it which enables him-her to notice the features of pronunciation on their own. This may also include comparing both languages; the students' mother tongue and the foreign language. This is very important in a foreign language context because it saves time. However, teachers are advised to limit the metalanguage that they use to talk about pronunciation depending in their students' age, so that their classes are attainable for the students.

In addition, teachers must include in her classes activities that encourage the students to reproduce and produce the features of pronunciation in a meaningful way. This kind of practice should be meaningful both linguistically and psychologically. For example, they may use interesting and relevant texts such as chants, raps, poetry, songs, tongue twisters, proverbs and sayings, depending on the students' age and level of ability.

<u>Helping students with consonant and vowel sounds</u>

According to Paul Tench, vowels have no tongue contact and a learner will not readily understand instructions to raise the tongue slightly or to retract it slightly without some degree of phonetics training. We have to rely more on auditory control than on articulatory control in dealing with the vowels. However, there

are three factors that we can describe: length of the vowel, jaw opening and tongue movement; lip rounding is a fourth. The main technique in establishing acceptable vowel production is ear training to establish the perception of contrast, and imitation (Tench P. 1989, p.55).

Unlike vowel sounds, consonant sounds do have a definite point of articulation and for that reason teachers may rely on explanation and demonstration as teaching strategies, when helping the students pronounce those sounds.

Teachers may also use phonemic alphabet, based on the following reasons given by J. Harmer (2006, p.p. 184-186):

Reasons for using the phonemic chart

- Since English is bedeviled by problems of sound spelling correspondence, it may make sense for students to be aware of the different phonemes, and the clearest way of promoting this awareness is to introduce the various symbols;
- Dictionaries usually give the pronunciation of their words in phonemic symbols;
- When both teacher and students know the symbols it is easier to explain what mistake has occurred and why it happened;
- If students are asked to recognize rather than produce the symbols, then the strain is not so great, especially if they are introduced to the various symbols gradually rather than all at once.

Nicola Meldrum (British Council Spain) also supports the idea of using the phonemic symbols with young learners. She presents the following reasons for doing so when teaching pronunciation:

- The alphabet that we use has 26 letters but (British) English has 44 sounds. Inevitably English spelling is not a reliable guide to pronunciation because: Some letters have more than one sound,
- Some letters are not pronounced at all,
- The same sound may be represented y different letters,

- Sometimes syllable indicated by the spelling are not pronounced at all.
a. Phonemic symbols are a totally reliable guide. A few reasons for using them are:
  - Students can use dictionaries effectively;
  - Students can become independent learners;
  - Phonemic symbols are a visual aid;
  - Phonemic symbols, arranged in a chart, are part of every student´s armory of learning resources,
  - Although speaking a language is a performance skill, knowledge of how the language works is of great value.

<u>Helping students with word stress</u>

The teacher can show the students different stress patterns present in word families. For example:

O o	**o Ooo**	**O oo**	**o ooOo**
final	Finality	Finalise	finalisation
neutral	Neutrality	Neutralise	neutralisation

The teacher can also raise awareness of word stress and its importance. One way of doing this is by marking stress on samples of language that are written on the board and using the big circle and the small circle (O o) method, because it is very easy to see and has the added advantage of identifying the stress syllables as well as the number of syllables in the word.

Word stress is not a topic that teachers have to teach separately, it can be integrated into normal lessons. The best time for focusing students attention on it is when teachers introduce vocabulary. Meaning and spelling are usually clarified for students and the pronunciation and stress of the word should be included as well.

In summary:
- Raise awareness about stress and build confidence;
- Mark stress or use Cuisenaire rods, whereby the students build the words using different blocks to represent the stressed and unstressed syllables.

- Integrate word stress into your normal lessons.

  (Pathare E. (s/r), p.136)

Helping students with sentence stress

– Ask students to listen in order to raise awareness of stress time in English, giving them the script of the listening material;
– Ask them to focus on meaning change when sentence stress is changed.
– Ask them to practice rhythm using limericks.

  (Gallacher L. (s/r), p. 141)

Helping students with rhythm

– Ask students to listen with a script at and to focus on these aspects: Mark stress on all the words that carry it; mark pauses; mark linking final consonants to initial vowels;
– Practice saying the text that they have been using after the teacher or a recording.

Helping students with intonation

– Ask students to identify different types of intonation using symbols or signaling intonation with their hands.
– Practice singing the melody of sentences and texts.
– Practice reproducing texts.

When conducting pronunciation practice in the classroom, teachers are advised to use feedback correction techniques in order to encourage self-correction on the part of the students. Self-monitoring should also be encouraged, since this will eventually lead to autonomy in learning on the part of your students (Naiman N., 1988).

This view of pronunciation teaching and learning is in line with communicative language teaching (CLT) that consists of four components or sub-competences, which together suggest a model of communicative competence as a basis for curriculum design and classroom practice. These four components are (Canale and Swain (1980)

Grammatical competence or linguistic competence is that part of language performance with which people are most familiar, that is, the grammatical well-formedness that has provided the focus of second language study for centuries. Grammatical competence is mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these features to form words and sentences. Grammatical competence is not linked to any theory of grammar, nor does it assume the ability to make explicit the rules of usage.

Sociolinguistic competence requires an understanding of the social context in which a language is used: the roles of the participants, the information they share, and the function of the interaction. Only in a full context of this kind can judgments be made on the appropriateness of a particular utterance.

Strategic competence is the strategy that one used to compensate for imperfect knowledge of rules—or limiting factors in their application such as fatigue, distraction, and inattention. They are the strategies that one uses to redirect and repair communication breakdowns.

Discourse competence is concerned not with the interpretation of isolated sentences but with the connection of a series of sentences or utterances to form a meaningful whole.

The CLT approach also claims for the application of some principles. These principles have been coined by different linguists such as K. Morrow (1983) and N. Newman (1989). Those principles were redesigned, and adapted to the Cuban context by Camacho Delgado, Ph.D. (2003) to guide the teaching learning process of English in Cuba.

- Classes should be active and centered on students' educative needs, interests and experiences. Young learners' teachers need to change exercises frequently, they need to combine learning and play, and they must use appropriate exercises (including songs, puzzles, games, art and physical movement, etc.) for different kinds of students.
- Materials, tasks, activities and resources should be chosen on the basis of educative and linguistic criteria.

- Practice should be carried out through meaningful tasks, which engage students in thinking an activity this can be seen in pronunciation teaching when the teacher use interesting and relevant texts such as chants, raps, poetry, songs, tongue twisters, proverbs and sayings, depending on the students' age and level of ability.
- Practice should provide for strategy development that can be seen in the use of feedback correction techniques in order to encourage self-correction and self-monitoring on the part of the students.
- Students should be engaged in monitoring, self-correction and self-evaluation tasks.
- Classes should foster an atmosphere of co-operation and open communication among students and teacher.

III. Development of a class profile of Class B in "13 de Marzo" primary school at the time of starting to learn English in third grade

In order to come up with the class profile of class B in "13 de Marzo" primary school, the following categories were used: age, level of attainment, motivation to learn, family, personality, group dynamics and level of autonomy (British Council, 2015 (b), p.8).

The following sources of information were identified: Students` records and the generalist primary school teacher. The information was gathered applying these methods: document analysis and interview to the generalist teacher.

<u>Results obtained</u>

Class B from "13 de Marzo" primary school is made up of 23 students ranging from eight to nine years of age, coming from different areas of Santa Clara, and the majority of them (22, 96%), are being raised in functional families. Only one (4%) of them comes from a dysfunctional family, which shows up in the classroom in his lack of concentration, motivation and behavior in general, as regularity.

In this classroom there are six students (26%) with a high level of attainment in the subjects. This correlates positively with their high level of motivation towards

learning and their excellent behavior in the classroom. In addition, they show a high level of independence or autonomy in carrying out their tasks at school.

Thirteen (57%) students from this class show a mid level of attainment in the school subjects, and this is seen in the quality of their marks. This correlates positively with the results that they obtain in the rest of the categories, (motivation to learn, personality and level of autonomy).

Finally, four of the students (17%) present a low level of attainment in the school. This is seen too in their motivation to learn and in their autonomy which affects their development in the classroom and makes them misbehave during the lessons.

Concerning the dynamics of the group the students have a very good relationship. They play together without any problem and they love to make exercises using team and group work. None of them is rejected in the group even the most misbehaved is accepted.

However, they tend to be hyperactive if they do not have enough to do and are used to following clear and strict rules of behavior in the classroom; otherwise, classroom management attains difficult for the teacher (Appendix # 1).

IV. **Determination of the exercises that work well and those that do not go well, during the introduction of changes in the teaching-learning process of English pronunciation in class B from "13 de Marzo" primary school**

During this stage the following methods and techniques were used: Participant observation, teacher diary and personal reflections. The tool that was used for the diary was available from the British Council (2015) (Appendix #2).

The categories included in the diary tool were:

<u>Lesson objectives</u>: Whether the students understood and learn and the problems they faced.

<u>Activities and materials</u>: Whether they kept the students interested and what worked well and what did not worked well.

<u>Students</u>: Whether they enjoy the classes and kept on tasks systematically.

<u>Classroom Management</u>: Whether the instructions of the exercises were clear; whether there were opportunities for the students to participate in class individually in pairs in groups

During this school year the author kept a diary with her experiences and reflections. This was a source of information for her to analyze what went well and did not go well. She proceeded methodologically in this way:

- Identifying themes
- Categorizing the information
- Identifying evidences to support her finding
- Determination of regularities

<u>Results obtained</u>

<u>Categorization of the information into themes</u>

During the research carried out since November with third graders from ``13 de Marzo´´ primary school in Santa Clara I focused my attention on the following categories when observing and reflecting about what I was doing in class: level of understanding, interest and enjoyment on the part of the students, level of complexity of the activities (if they were too difficult or too easy), quality of the instructions, interactional patterns, and the relevance of what the students learned. Taking into account these categories I started taking notes of everything that happened in the classroom.

<u>Lesson objectives</u>

I noticed that the students understood all the content that was taught. Taking into account the personality traits of these children, it was very easy for them to understand the content of the lessons. They had some problems in their pronunciation of the words because of the influence of their mother tongue and the inclusion of new sounds that they did not know.

Here is some evidence of what I found:

``I felt very good in the classroom today because the students were paying attention all the time and they learned easily the content of the lesson (greetings)…´´

``they are like sponges, they repeat and recognize the vocabulary when I write it on the blackboard…´´

``Today I used a video to teach them the alphabet and they learned perfectly, they loved the songs and they sang with me during the lesson, even the ones that are difficult to motivate were participating in the activity and understanding the content without complaints.´´

``The level of difficulty of the activities was changing depending on the lesson; there was a lesson in which I had to spend more than the time established to help them with the pronunciation because they were confusing the sounds. I was teaching them the differences between Spanish sounds and English sounds trying to make them aware of it, and when they understood they pronounced very well.´´

``Today I gave them an evaluation at the end of the lesson and I asked them to write five words that they wanted to know in English because they spend the whole class asking me <how can I say this word in English teacher?> and sometimes that may be uncomfortable for me because they lose time doing it...´´

``…I know that they already knew this topic (numbers) but what a surprise when they finished before they were supposed to do it, I loved it…´´

``…I don't know why in today´s lesson the exercises were not enough it seems like they already knew what I was going to asked them it was too easy for them they I believe I have to increase the level of difficulty ...´´

``Today it was very difficult for them to solve the exercises because even when they knew almost all the colors they spend a long time trying to reproduce the vowels...´´

``...they love pets, this lesson was very easy for them even the exercises of intonation they did it perfectly...´´

During the process of teaching them I realized that the students had many problems, and the most relevant problems they had was pronunciation, they also had doubts in grammar and in vocabulary but those were solved on the spot. I had confirmed this since the previous school year when working with 3rd grade in ``Ramon Pando´´ primary school and they had the same problem so I started from the beginning to work on it and happily this problem was also solved with help of some activities for them to improve this skill.

All the contents that I delivered and that, consequently, they learned in lessons was useful for them. Taking into account that they were just beginning to deal with the subject, these lessons were the basis for them to keep learning a language that they may use not only at school but in any context in their lives.

Activities and materials

The use of different activities and material was an important factor for teaching 7-8 years old primary school students. For improving my lessons I used some tips; the kinds of activities and materials that should be used, how much they keep the students interested, and what could I have done differently to improve my lessons.

The variety of materials and activities was a challenge since there are poor conditions (lack of DVD) and lack of devices to use listening materials in lessons. Despite all that, I tried to make the exercises as much enjoyable as possible for them to be motivated and to keep them interested in lesson and I used my own instruments to make easier for me to deliver a content and for them to learn it.

``Today I used a competition in the classroom to teach the days of the week and all of them participated...´´

``...it was very difficult to control them, everybody wanted to speak at the same time and sometimes the lesson became a mess...´´

``...in this lesson I used my computer and my speakers to play them a video (the alphabet), they enjoyed a lot but the computer is very small and it was difficult to get that everybody watched it, I had to place the computer as high as I could to get my goal...´´

``The activities with the video was a success, they asked me to repeat in other classes...´´

``...playing games is an activity that they enjoy deeply, I got them all interested.´´

``...this lesson is for practicing and this day I used no game at all ,there are some of them distracted because they find writing exercises boring…´´

``...they like to play cards (yugy oh) and they are always asking me the meaning of the cards because it is in English, they got distracted with it...´´

Every time I realized that the way I used for organizing the class, or the way I used to explain an exercise was not working well I changed it in the next lesson. It was not necessary but there was a particular game that I did not use for a second time because discipline was affected a lot and it was impossible to deliver the lesson.

Since the time given to English to primary school is too limited, the contents had to be taught using one or two lessons, it means one or two weeks, as it has to be done so quickly I had to use as many means and activities as I could to motivate the students for learning fast. I also used the workbook, the blackboard, my voice, my gestures, pictures, videos and many types of activities getting the students interested all the time in the lesson although sometimes it did not work well.

Students

Another important factor I took into account to improve my lesson and also my proposal was the students´ participation (if they were all on task) and in case not the reasons of it, also the part of the lesson they preferred and how much English was used in the lesson.

The standard was that students were doing what they were supposed to do, which is important because the level of understanding they are going to have in the next lesson depends on that. I realized that they were paying attention and they were motivated with the activities, although some of them were distracted by speaking or some cards that they love (Yugui oh) when I asked them to work in groups. There are many boys and just a few girls in the classroom, boys are the ones that prefer cards so when I divide them in groups there are many that are just made up of boys and that is the reason why sometimes they do not pay attention to the activities.

``…today I divided the class into 3 big groups for doing some different activities and to encourage them to learn how to work in teams, but some of them did not know how to do the activity, so they were bothering the rest. I selected a student in charged in each

team which was the best student, He did the exercise practically alone, the work wasn't distributed as it was supposed to which means that the students did not how to work in teams …´´

``This time, as I realized that group work did not work last time, I divided the activity so that each member of the group would have a task to expose later r getting with it that all the students were on the task...´´

 Students enjoyed activities like competitions, songs, games and when I asked them to move (stand up, sit down, and open your book< Class instruction>). They really love to be in motion.

``Today I use a video to show them some instructions and I asked them to do what was in the video and they got fun with it at the same time that they learned it…´´

``…at the end of the lesson I gave them a piece of paper and I wrote some questions in the blackboard in Spanish: ¿Te gustan las clases de inglés? ¿Te gustan las actividades que se realizan oralmente? ¿Cómo te sientes en la asignatura? ¿Consideras que pronunciar bien es importante? ¿Te resulta difícil unir las palabras cuando hablas en inglés? ¿Qué actividades prefieres a la hora de la clase y por qué? ¿Crees que es necesaria la realización de más actividades de pronunciación en las clases? The answers to the first question were totally positive; in the second 81% was positive and 19% negative, in the 3th was positive the 90% and the 10% negative, in the 4th and 5th the 100% was positive. In the question number six we found that the 33% of the group prefer games, the 39% chose songs, the 25% enjoyed role plays and the rest dialogues with the teacher. Finally the 61% of the students said yes to the last question and no the 39%. ´´ (Appendix # 3)

 I confirmed that what they prefer is to learn new words, to play, to paint, to dance and to sing using videos, pitchers and songs. The answer to the last question was almost totally positive too but some of them did not answer.´´

 The students used just the vocabulary I was teaching because they were in the very beginning of meeting the language and the phrases they know are related just with the content for example: what is your favorite color? What is this?

Classroom Management

I took into consideration the time for each activity, the pace of the lesson, the type of organization I used in lessons, clarity of my instructions, opportunities I

gave them to participate in classes and how aware I was about my students´ progress. The sum of all those factors along with the ones previously mentioned, helped me to deliver a lesson that fulfilled the necessities of the students.

Length of time of the activities: 45 minutes is not enough time to cover all the content and to work on the most troublesome aspects like pronunciation. Sometimes I prepared activities that were meant to last no more than 10 minutes and it took much more time because I did not expect they did not know how to pronounce what I was teaching.

``...I spent more than 15 minutes pronouncing some sounds (Th, Z) which is a simulated symbol for that sound in English.

I also spent some time explaining the differences between the sounds /b/ and /v/ in English because they have no difference in Spanish. I made them repeat, I used gestures and mimics to get them aware of it...´´

``...It was difficult for me because I could not do all the exercises I had planned for the lesson´´

``...Today I was working with Unit number 5 entitled ``Pets´´ and they did the exercises I assigned faster than I had expected so they finished before I had planned …´´

 Even when the activities lasted the time and pace I had planned for them I felt that the time for practicing was not enough because none of the students understood at the same time, or learned the content in the same way, so that is something that I could not plan.

``… I discovered that there is never enough time when students are motivated and want to learn…´´

I used different class organization formats: pair work, group work, team work and individual work depending on the type of lesson I taught, and it was very good because the students enjoyed working together, and although it was very difficult to control their behavior, the lessons worked.

``…Students working together was a success even when sometimes I had to call their attention to create an appropriate learning environment…´´

The students understood everything in the lesson because my instructions were very clear and I repeated every time they asked me to do it. I provided opportunities for them to participate, but time was not enough for everyone to participate. During the process I was aware of the progress of every one of my students and I was making them to practice more.

``…today I noticed that one of my best students was very quiet and I worried about it, when I asked him what happened he told me that he was sad because I had not asked him to participate in the exercise we were doing. I felt sad too because as I knew he knew the content I decided to ask the students who had more problems. I explained to the student that I had to give opportunities to all the students in the class and that he was going to have an opportunity in the next lesson. That was a very difficult day for me…´´

``…I am very happy because today I asked my students many questions about the different contents I have taught and they answered almost all correctly, They know a lot, and their pronunciation has improved as I expected…´´

Overall

I would like to have more time to work in the most affected aspects that they present.

There are three students that have disruptive behavior in the classroom. Two of them are hyperactive and the other is completely demotivated. They made the teaching learning process more difficult. I would like to find the way to make them more motivated.

I would like to use more materials but because of the lack of a TV it was impossible.

Final reflections

- Some of the materials that I used was not attainable for the students, and this is something that has been solved in the final proposal that is presented here;
- Generally speaking, the students enjoyed the classes and at the end of the lessons when they were asked about the content that was taught they knew it all. However, it took longer sometimes than I thought to teach some units;

- They asked to play more videos, sing more songs, and for play more games all the time and when I did not do any activity like that they complained;

- The instructions were very clear for the students, although I had to give all the instructions in Spanish with examples. They understood all the content, the teacher was all the time asking them about doubts and she was aware of what they were doing;

- The use of videos, songs and pictures in all the units made them interested although they were distracted sometimes when they had to do writing activities;

- The five units of this proposal, on the whole, had a satisfactory result for the students, and they enjoyed them deeply.

V. A system of integrated pronunciation exercises to enhance accuracy in the third grade students from Class B, from "13 de Marzo" primary school in Santa Clara

Objective: To encourage the students to perceive, create awareness about and reproduce the features of pronunciation of English in a meaningful way, so that they may develop a minimum of accuracy that may facilitate intelligibility on the part of the listeners.

Characterization of the proposal of exercises

1. It is aimed at attaining a minimum of accuracy on the part of the students.

2. It provides 19 exercises with opportunities for the students to listen and perceive the features of English pronunciation, as well as to develop language awareness and to reproduce them.

3. The exercises focus on form as well as on meaning. In this sense vocabulary practice and pronunciation practice are integrated.

4. The exercises are meaningful both linguistically and psychologically, by using interesting and relevant texts, visuals, interesting topics and attainable exercises.

5. The exercises try to incorporate all the students into the practice through pair work and small group work.

6. The exercises prioritize the features of connected speech such as linking and pronunciation practice on those sounds that are different from the students' mother tongue sounds.

7. The exercises facilitate a segregated focus on pronunciation; that is, dealing with pronunciation specifically. These exercises can be done in units one, three, five and eleven from the school syllabus.

8. These pronunciation exercises can be related with the teaching of spelling.

9. The exercises encourage practice beyond the word and sentence levels.

10. The exercises are accompanied by artwork (colorful pictures, videos (Appendix 6) with a lot of color that contain children songs and topics that are suitable for kids).

11. The exercises can be used in controlled practice lessons.

12. The proposal has a systemic character. Acording to Grijalbo´s Dictionary a system is defined as: An arranged and coherent whole of rules, norms or principles related to certain matter. Organized whole of things, means, ideas, etc., that contributes to a same goal.

<u>Rationale of the proposal</u> (philosophical, psychological, pedagogical, linguistic and methodological)

From the philosophical point of view the proposal is grounded on dialectic and historical materialism. This fundamental is the basis for the psychological, pedagogical, linguistic and methodological conception of the proposal.

Particularly, this philosophical outlook accounts for the theory of knowledge (gnoseological theory) that guided the process of research. Drawing on Lenin´s contribution to this theory, the research process observed the stages through which knowledge is built; namely, from the observation of reality we reason out what we are observing, then we conceive a tool to transform reality and act to do so ("de la contemplación viva al pensamiento abstracto y de ahí a lo concreto pensado para volver a la práctica y transformarla").

In line with this philosophy the author established a contradiction that generated the need to do the research, integrated theory and practice, the theoretical and the empirical, the historical and the logical, objective and subjective ways of

processing data, the abstract and the concrete, analysis and synthesis and induction and deduction.

From the point of view of the philosophy of education, our proposal intends to make a contribution to the goal of education in Cuba; namely, the comprehensive education of the new generations, which includes learning to know, learning to do, learning to live together with others and learning to be.

From the psychological point of view, this research assumes a historical-cultural view of personality. In this sense, man is the unity of biological, psychological and social factors. When teaching, teachers must take into account that the learners" personality systemically includes psychological formations that operate as configurations, such as the cognitive-instrumental, the affective-motivational, and personality resources that allow the person to function flexibly and reflectively, with initiative, perseverance and autonomy (González Maura V. 2001). In this configuration motivation plays a paramount role. This aspect has been expanded in detail further along.

This fundamental also includes the theory of learning behind the teaching materials that were designed: learning occurs as a result of the students participating in solving tasks (activity) and as a result of interacting and collaborating with the teacher or their peers (communication). In other words, learning occurs as a result of mediation. This theory stresses the importance of students´ diagnosis as the starting point for conceiving the teaching-learning process and as a systematic process of collecting data which may allow the teacher to redirect his/her teaching strategies. The idea of mediation demands that the teacher should locate his/her teaching, at the Zone of Proximal Development, a term that was coined by Lev Vygotsky, meaning "the sweet spot where instruction is most beneficial for each student- just beyond his or her current level of independent capability." (Liu A., 2012, p. 2)

Pedagogically, the proposal is substantiated on a learner-centered pedagogy which highlights the role of the teaching-learning process as a process of socialization. This implies treating students as human beings, taking into account their needs and encouraging them to have voice in the classroom. This is done in the proposal through the reflective tasks that are included at the end of each unit.

Linguistically and methodologically, the teaching materials reflect a communicative view of language (Camacho A., 2003).

Unit 2: The numbers

1. Listen to the song ``Five Little Monkeys Jumping on the Bed.´´

   a) Copy the numbers mentioned.

   b) Listen again and ask your teacher to translate the parts that you do not understand.

   c) Say these words that rhyme from the song:

      Bed Head Said

   d) With your teacher practice linking these words:

      Jumping on

      Fell off and

      Bumped his head

   e) Practice singing the song along with the video.

2. Listen to the sounds in the words *six* ΙɪΙ and *nineteen* /iː/ once

   6 19

   Listen again and practice.

3. Listen to these words. Notice how we say the *pink* and *blue* vowels.

   ΙɪΙ six, thing, his, single, Miss, women, British, watches, evening, fifteen.

   /iː/ nineteen, he`s, she´s, people, please, Chinese, police, email, evening, fifteen.

4. Practice saying the words.

5. Where is the stress in these numbers?

   Seventeen, ninety, fifty, thirteen, thirty, nineteen, seventy, fifteen

6. Practice this dialogue with your partner

A. How old are you?
B. I'm _____ years old.

A. How many people are there in your family?
B. _____ .

The rest of the units are available in appendix # 4.

VI. Conclusion

➢ This research has adopted a communicative view of pronunciation teaching and learning that stresses not only form (pronouncing the sounds of English accurately), but also the meaning that is conveyed through the segmental and suprasegmental features of the language. It has embraced a sociocultural view of teaching and learning, that acknowledges the importance of taking into account the students´ needs, giving the students an active role in the learning process and encouraging interaction among the students and with the teacher. The students may develop pronunciation habits if they are given opportunities to perceive the features of pronunciation, to develop awareness and to practice intensively in contrived situations and through communicative exercises.

➢ The class profile carried out confirmed the need to provide the students with pronunciation practice in a segregated manner.

➢ The experience of implementing pronunciation exercises and reflecting on what went well and what didn't helped the author realize that some of the materials that were used were not attainable for the students. However, the instructions were very clear for the students, although had to be translated into Spanish and examples had to be provided. In addition, the use of videos, songs and pictures in all the units made the students interested.

➢ The proposal of exercises is in line with the needs of the 3th grade students from ``13 de Marzo´´ primary school. They are meaningful both linguistically and psychologically, and this has been achieved by using interesting and relevant texts, visuals, interesting topics and attainable exercises.

VII. Suggestions

The author suggests that:

➢ These exercises should be implemented in other primary schools in Santa Clara.

➢ The exercises should be expanded to cover all the units from the third grade program.

➢ The effectiveness of these exercises should be evaluated in other primary schools.

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IX.   Appendixes

Appendix # 1: Results of the data processed for the profile of Class B in "13 de Marzo" primary school.

Objective: To display the data process for each indicators when developing the profile of Class B in "13 de Marzo" primary school.

Students	Age	Level of attainment	Motivation to learn	Family	Personality	Group dynamics	Level of autonomy
DAK	9	MID	MID	Funcional	Behaved	Good	MID
AJMC	9	HIGH	HIGH	Funcional	Behaved	Good	HIGH
SDA	8	MID	MID	Funcional	Behaved	Good	MID
YVR	9	MID	MID	Funcional	Behaved	Good	MID
YWSM	9	LOW	LOW	disfuncional	misbehaved	Good	LOW
YSM	8	MID	MID	Funcional	Behaved	Good	MID
SLR	9	HIGH	HIGH	Funcional	Behaved	Good	HIGH
MDLF	8	MID	MID	Funcional	Behaved	Good	MID
FMJH	8	MID	MID	Funcional	Behaved	Good	MID
CEHH	9	HIGH	HIGH	Funcional	Behaved	Good	HIGH
IMHM	9	HIGH	HIGH	Funcional	Behaved	Good	HIGH
YGM	9	MID	MID	Funcional	Behaved	Good	MID
MGR	8	MID	MID	Funcional	Behaved	Good	MID
JAGG	9	LOW	LOW	Funcional	Misbehaved	Good	LOW
CEGA	9	MID	MID	Funcional	Behaved	Good	MID
MFB	9	MID	MID	Funcional	Behaved	Good	MID
HAES	8	MID	MID	Funcional	Behaved	Good	MID
CDDA	9	LOW	LOW	Funcional	Misbehaved	Good	LOW
TSCR	8	MID	MID	Funcional	Behaved	Good	MID
JCCV	9	LOW	LOW	Funcional	misbehaved	Good	LOW
GBM	9	HIGH	HIGH	Funcional	Behaved	Good	HIGH
JMAE	9	MID	MID	Funcional	Behaved	Good	MID
DLAL	9	HIGH	HIGH	Funcional	Behaved	Good	HIGH

	Level of attainment		Motivation to learn		Level of autonomy	
High	6	26%	6	26%	6	26%
Mid	13	57%	13	57%	13	57%
Low	4	17%	4	13%	4	17%

	Family			Personality			Group dynamics	
Funcional	22	96%	Behave	19	83%	Bad	-	0%
Disfuncional	1	4%	misbehave	4	17%	Good	23	100%

Appendix # 2

Writing a teaching diary – Think © BBC | British Council 2004

Writing a teaching diary

Here are some general questions to get you started:

Lesson objectives

• Did the students understand what we did in the lesson?

• Was what we did too easy or too difficult?

• What problems did the students have (if any)?

• Was there a clear outcome for the students?

• What did they learn or practice in the lesson? Was it useful for them?

Activities and materials

• What different materials and activities did we use?

• Did the materials and activities keep the students interested?

• Could I have done any parts of the lesson differently?

Students

• Were all the students on task (i.e. doing what they were supposed to be doing)?

• If not, when was that and why did it happen?

• Which parts of the lesson did the students seem to enjoy most? And least?

• How much English did the students use?

Classroom management

• Did activities last the right length of time?

• Was the pace of the lesson right?

• Did I use whole class work, groupwork, pairwork or individual work?

• What did I use it for? Did it work?

• Did the students understand what to do in the lesson?

• Were my instructions clear?

• Did I provide opportunities for all the students to participate?

• Was I aware of how all of the students were progressing?

Overall

If I taught the lesson again, what would I do differently?

Appendix # 3

<u>Survey administered to the students</u>

<u>Objective</u>: To obtain information about the students opinion about the exercises that the author implemented in classes.

Querido estudiante:

Esta encuesta se realiza con el objetivo de conocer cómo te sientes en las clases de inglés y no de evaluar tus conocimientos, con énfasis en las que actividades orales que realizas en las clases de esta asignatura. Por favor responde con completa sinceridad y sin cohibirte, esta encuesta es para ayudarte a mejorar como estudiante, y a nosotros como profesores. Muchas gracias por tu participación.

1-¿Te gustan las clases de inglés?

-------si ---------no

2-¿Te gustan las actividades que se realizan oralmente?

----si ---------no

3-¿Cómo te sientes en la signatura?

----bien ---------regular -------mal

4- ¿Consideras que pronunciar bien es importante?

-----si -----no

5- ¿Te resulta difícil unir las palabras cuando hablas en inglés?

--------si ---------no

Si marcaste "SI", explica por qué.

6- ¿Qué actividades prefieres a la hora de la clase y por qué?

-------juegos ---------juegos de roles

-------canciones --------diálogos con la profe

---------trabalenguas

7- ¿Crees que es necesaria la realización de más actividades de pronunciación en las clases?

-------------si ---------------no -----------------tal vez

Results of the survey

As a result of the survey 100% of the students answered positivity to the 1st question, in the second 81% was positive and 19% negative, in the 3th was positive the 90% and the 10% negative, in the 4th and 5th the 100% was positive. In the question number six we found that the 33% of the group prefer games, the 39% chosen songs, the 25% enjoy role plays and the rest dialogues with the teacher. Finally the 61% of the students say yes to the last question and no the 39%.

Appendix # 4

2.6. A system of integrated pronunciation exercises to enhance accuracy in the third grade students from Class B, from "13 de Marzo" primary school in Santa Clara.

Unit 1: The alphabet and the days of the week

A. The alphabet

1. Listen to the video and sing the alphabet along with your teacher.

a. Notice the vowels and consonants: What color are the vowels, blue or pink? What color are the consonants?

Aa Bb Cc Dd Ee Ff Gg
Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz

b. Listen to the alphabet and write the letters.
c. Practice spelling your names.
d. Sing de ABC song at home and be ready to sing in class in groups of five.

B. The days of the week

2. Listen and practice the days of the week.

Monday Tuesday Wednesday
Thursday Friday Saturday Sunday

a) Which days of the week have these sounds?

i. /ʌ/, /ɝ/, /ɛ/, /ju/, /aɪ/, and /æ/

b) Work in pairs. Say a day. Your partner says the next two days.

c) Answer these questions:

- What day is today?
- What day is tomorrow?
- What days is the weekend?

Unit 2: The numbers

7. Listen to the song ``Five Little Monkeys Jumping on the Bed.´´

f) Copy the numbers mentioned.

g) Listen again and ask your teacher to translate the parts that you do not understand.

h) Say these words that rhyme from the song:

Bed Head Said

i) With your teacher practice linking these words:

Jumping on

Fell off and

Bumped his head

j) Practice singing the song along with the video.

8. Listen to the sounds in the words *six* ɪɪl and *nineteen* /iː/ once

6 19

a) Listen again and practice.

9. Listen to these words. Notice how we say the *pink* and *blue* vowels.

ɪɪl six, thing, his, single, Miss, women, British, watches, evening, fifteen.

/iː/ nineteen, he`s, she´s, people, please, Chinese, police, email, evening, fifteen.

a) Practice saying the words.

10. Where is the stress in these numbers?

Seventeen, ninety, fifty, thirteen, thirty, nineteen, seventy, fifteen

11. Practice this dialogue with your partner

A. How old are you?
B. I'm _____ years old.

A. How many people are there in your family?
B. _____.

Unit 3: Class instructions

Total Physical Response (TPR)

1. Whatch the video `` Head_ Shoulders_ Knees & Toes_´´
a) Ask your teacher the meaning of the title of the song.
b) Copy the instructions mentioned.
c) Listen again and ask your teacher to translate the parts that you do not understand.
d) Practice linking these words with your teacher:
    1. Knees and toes
    2. And eyes
    3. And ears
    4. And mouth
    5. And nose
e) Now repeat again with your teacher linking the phrases:
    And eyes and ears and mouth and nose
f) Practice singing the song along with the video.
g) Practice making the movement along with your teacher.
2. Work around the class and take turns to participate. Listen to your teacher and perform these actions: Stand up! Go to the board! Write your name! Erase your name! Sit down!

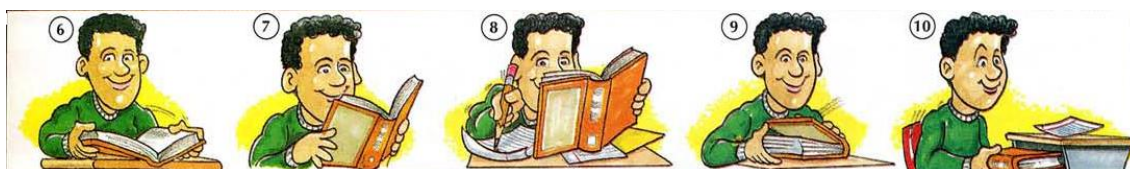3. Work in pairs and take turns to give instructions. Notice how final consonants are linked to initial vowels.
Stand ‿up!

Write your name!

Erase your name!

4. Work around the class. Listen to your teacher saying these instructions, and mark linking of final consonants to initial vowels where possible.

- Open your book (6)
- Read page eight (7)
- Study page eight (8)
- Close your book (9)
- Put away your book (10)

    a. Work in pairs and take turns to give instructions.

Unit 4: Colors

1. Watch the video `` Red, yellow and blue.´´
   a) Copy the colors mentioned.
   b) Listen again and ask your teacher to translate the lyrics of the song.
   c) Practice singing the song along with the video.
   d) Practice saying this fragment from the lyrics of the song, making the right pauses.

   Red, yellow and blue
   Red, yellow and blue
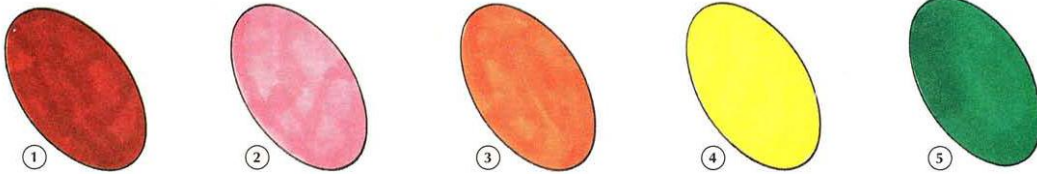   Lovely colors for you
   Red, yellow and blue

2. Work with your teacher around the class. Your teacher will ask you about your favorite color. As you answer, your teacher will make a list on the board with your names and your respective favorite colors.

COLORS

A. What's your favorite color?
B. **Red.**

3. Work in pairs now and find your favorite colors on this list .

1. Red 2.pink 3. orange 4. Yellow 5.green

a. Group the colors on the list under these vowel symbols:

Ιil Ιεl ΙɪΙ ΙɔΙ Ιɔ ʊ Ι

b. Practice saying the words. And then think of other words with the sounds given above.

4. Listen to your teacher pronounce these colors. Notice the vowel sounds and their corresponding symbols.

Blue purple black white gray

Ιul Ιɝl Ιæl Ιɑʊl Ιεɪl

5. Practice the colors based on this dialogue:

A. What color is your house?

B. It´s **green** and **white**.

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Unit 5: *Pets*

1. Watch the video ``Old MacDonald´´ and do the following exercises.

   a) Copy the animals mentioned.

   b) Watch the video again and repeat the name of the animals and the sounds they make.

   c) Ask your teacher to translate the words in the song that you do not understand.

   d) Say this phrase along with your teacher, linking the words correctly:

   Old MacDonald had a farm, ee-eye, ee-eye oh

   And on that farm he had a dog, ee-eye, ee-eye oh

   e) Sing the song along with your teacher.

2. Listen to your teacher saying the names of these pets.

   a) Notice the symbols for the vowel sounds.

   b) Ask your teacher about the meaning of the pets that you are not familiar with.

   c) Practice saying the names of the pets.

Pets:

(51) Cat (52) Kitten (53) Dog (54) Puppy (55) Hamster

/æ/ /ɪ/ /ɑ/ /ʌ/ /æ/

(56) Gerbil (57) Guinea pig

/ɝ/ /ɪ/ /ɪ/

3. Work in groups of three.

a) Notice the linking of final consonants to initial vowels.

b) Notice the intonation for yes\no questions and questions with *what*.

   D**o y**ou hav**e a** pet a**t h**ome?   ↗

   What´**s y**our favorite pet?   ↘

   What colo**r i**s your pet?   ↘

   D**o y**ou lov**e y**our pet?   ↗

c) Practice asking one another the questions.

Appendix # 5

Songs for pronunciation practice with 3rd graders

Objective: To provide a meaningful context for the students to perceive, develop awareness about and reproduce the features of pronunciation.

<u>**Unit 1**</u>
<u>``ABC Song´´</u>
ABCD, EFG, HIJK, LMNOP, QRS, TUV, WX, YZ

Now I know my ABC`s
Next time won´t you sing with me.

ABCD, EFG, HIJK, LMNOP, QRS, TUV, WX, YZ

Now I know my ABC`s
Next time won´t you sing with me.

ABCD, EFG, HIJK, LMNOP, QRS, TUV, WX, YZ

Now I know my ABC`s
Next time won´t you sing with me.
Now we know the ABC
We can read from A to Z.

Unit 2

Five Little Monkeys Jumping On The Bed- Part 1_The Naughty Monkeys_
ChuChu TV

Five little monkeys jumping on the bed

One fell off and bumped his head.

Mama call the doctor and the doctor said,

No more monkeys jumping on the bed!

Jumping on the bed

Jumping on the bed

Jumping on the bed

And falling off the bed

Jumping on the bed

Jumping on the bed

Jumping on the bed

And falling off the bed

Four little monkeys jumping on the bed

One fell off and bumped his head.

Mama call the doctor and the doctor said,

No more monkeys jumping on the bed!

Three little monkeys jumping on the bed

One fell off and bumped his head.

Mama call the doctor and the doctor said,

No more monkeys jumping on the bed!

Jumping on the bed

Jumping on the bed

Jumping on the bed

And falling off the bed

Two little monkeys jumping on the bed

One fell off and bumped his head.

Mama call the doctor and the doctor said,

No more monkeys jumping on the bed!

One little monkeys jumping on the bed

He fell off and bumped his head.

Mama call the doctor and the doctor said,

No more monkeys jumping on the bed!

Unit 3

<u>Head_ Shoulders_ Knees & Toes</u>

Hi Kids, lets shake our body, come on!

Dance to the tune, workout is a pum, we`ll healthy soon!

Head, shoulders, knees and toes, knees and toes.

Head, shoulders, knees and toes, knees and toes.

And eyes and ears and mouth and nose,

Head, shoulders, knees and toes, knees and toes.

March, march, march, let us all march.

March, march, march, get your bode charged.

Head, shoulders, knees and toes, knees and toes.

Head, shoulders, knees and toes, knees and toes.

And eyes and ears and mouth and nose,

Head, shoulders, knees and toes, knees and toes.

Jump, jump, jump, let`s all jump.

Jump, jump, jump, make your muscle pump.

Punch, punch, punch, let`s all punch

Punch, punch, punch, have a hearty munch.

Head, shoulders, knees and toes, knees and toes.

Head, shoulders, knees and toes, knees and toes.

And eyes and ears and mouth and nose,

Head, shoulders, knees and toes, knees and toes.

Unit 4

Red, yellow and blue

Red, yellow and blue
Red, yellow and blue
Lovely colors for you
Red, yellow and blue

Pink, orange and green
Pink, orange and green
Let's paint a lovely scene
With pink, orange and green

Red, yellow and blue
Red, yellow and blue
Lovely colors for you
Red, yellow and blue

Pink, orange and green
Pink, orange and green
Let's paint a lovely scene
With pink, orange and green

Unit 5

Old MacDonald

Old MacDonald had a farm, ee-eye, ee-eye oh
And on that farm he had a duck, ee-eye, ee-eye oh

With a quack, quack here and a quack, quack there
Here a quack, there a quack
Everywhere a quack, quack

Old MacDonald had a farm, ee-eye, ee-eye oh
Old MacDonald had a farm, ee-eye, ee-eye oh
And on that farm he had a cow, ee-eye, ee-eye oh

With a moo, moo here and a moo, moo there
Here a moo, there a moo
Everywhere a moo, moo
A quack, quack here and a quack, quack there
Here a quack, there a quack
Everywhere a quack, quack

Old MacDonald had a farm, ee-eye, ee-eye oh
Old MacDonald had a farm, ee-eye, ee-eye oh
And on that farm he had a dog, ee-eye, ee-eye oh

With a woof, woof here and a woof, woof there
Here a woof, there a woof
Everywhere a woof, woof
A moo, moo here and a moo, moo there
Here a moo, there a moo
Everywhere a moo, moo
A quack, quack here and a quack, quack there
Here a quack, there a quack
Everywhere a quack, quack

Old MacDonald had a farm, ee-eye, ee-eye oh
Old MacDonald had a farm, ee-eye, ee-eye oh

And on that farm he had a pig, ee-eye, ee-eye oh
With an oink, oink here and an oink, oink there
Here an oink, there an oink
Everywhere an oink, oink
A woof, woof here and a woof, woof there
Here a woof, there a woof
Everywhere a woof, woof
A moo, moo here and a moo, moo there
Here a moo, there a moo
Everywhere a moo, moo
A quack, quack here and a quack, quack there
Here a quack, there a quack
Everywhere a quack, quack

Old MacDonald had a farm, ee-eye, ee-eye oh