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TRABAJO DE DIPLOMA

Título: A system of integrated pronunciation exercises for the
development of intelligibility in English in 5th graders

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*To my Mom , this is all for you , I am proud
to be your daughter.*

Acknowledgements:

These last 5 years have marked a new beginning in my life and I want to thank all those people that were part of it.

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Abstract

This paper presents a proposal of a system of exercises, to contribute to the development of intelligibility in pronunciation in English in fifth grade students from Group A in "Viet Nam Heroico" primary school. These exercises may be used as a complementary material for teachers to teach pronunciation in a segregated manner. The exercises integrate practice in perceiving the features of English pronunciation, developing awareness about those features and reproducing them in a meaningful way, so that they may sound intelligible when talking. The proposal has been conceived taking into account the theoretical and methodological bases put together by the author, the results of a learning diagnosis conducted in Class 4th A and then updated in 5th grade 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, empirical and statistical methods historical- logical, inductive- deductive, the systemic approach, the analytic-synthetic, participant observation, document analysis, teacher's diary, pedagogical test, and teacher reflection.

Key words: Intelligibility, pronunciation, awareness, primary school

Résumé

Cet article présente une proposition d'un système d'exercices pour contribuer au développement de l'intelligibilité de la prononciation anglaise chez les élèves de cinquième année du groupe A de l'école primaire « Viet Nam Heroico ». Ces exercices peuvent être utilisés comme matériel supplémentaire pour que les enseignants enseignent la prononciation de manière séparée. Les exercices intègrent la pratique pour percevoir les caractéristiques de la prononciation anglaise, développer la conscience de ces caractéristiques et les reproduire de manière significative, de sorte qu'elles puissent sembler intelligibles en parlant. La proposition a été conçue en tenant compte de la base théorique et méthodologique développée par l'auteur, les résultats d'un diagnostic de l'apprentissage fait dans la 4^e classe A, puis mis à jour en 5^e année à cette école, ainsi que l'expérience de la mise en œuvre d'une proposition préliminaire des activités. Cette recherche a été réalisée à l'aide d'une variété de méthodes théoriques, empiriques et statistiques: approche

historique et logique, inductif-déductif, systémique, analyse-synthèse, observation participante, analyse des documents, enseignant tous les jours, les tests d'éducation et de réflexion de l'enseignement.

Mots-clés: intelligibilité, prononciation, conscience, école primaire

I. Introduction

English is one of the languages most used in the world to communicate in the fields of commerce, literature, science and diplomacy, and as a lingua franca.

Learning a foreign language like English is complicated because students need to deal with several types of challenges such as developing communication skills and understanding the culture of the target language. In addition, when learning a foreign language people have the opportunity of building friendship, improving understanding among countries and breaking down cultural barriers.

In Cuba the school curriculum includes many subjects that help learners acquire the necessary knowledge, skills and attitudes. Within this curriculum English is included since elementary school until students are in university.

When teaching English in primary school the main objective is that students be able to use their skills to speak and understand the language at a very basic level. Although there are four abilities to be developed in the teaching of English, the priority in this level is speaking. The main topics that the students have to talk about and understand are personal information and description of places, people, animals and things; that is, a very basic level of ability in this language.

In the school year 2016-2017, while doing her teaching practice at "Viet Nam Heroico" primary school in Santa Clara, the author realized that her students were having trouble with pronouncing in English, and for this reason she began taking action to solve this problem, which resulted in her term paper for the fourth year of her English teacher education program at UCLV. During this time she diagnosed her students (Class Fourth A).

Initiating the 2016-2017 school year the author identified the existence of several problems affecting the teaching learning process of English in pronunciation in 4th graders from "Viet Nam Heroico" primary school, through document analysis, participant observation and the administration of a pedagogical test to the fourth grade students from group A at "Viet Nam Heroico":

- In the English materials from primary school, pronunciation was not dealt with in a segregated manner. This implies that pronunciation teaching rests on the teacher dealing with pronunciation incidentally along the way.
- As a consequence, the fourth grade students from Group A at "Viet Nam Heroico" in Santa Clara showed weaknesses in their pronunciation which affect the level of intelligibility of what they said orally. For example, they pronounced in English with a lot of effort, due to the fact that they often missed linking final consonants to initial vowels, they mispronounced difficult vowel and consonant sounds, and they lacked practice in stressing the right words at the level of the sentence, which in turn affected intonation as well.

In the school year 2016-2017 the author implemented some of the teaching materials that she conceived trying to improve the pronunciation of her students and the research she did on her own teaching practice showed that her students still needed more practice, for them to pronounce in English with ease and with enough control of their pronunciation. In addition, she realized that the teaching materials that she conceived and implemented failed to integrate three types of practice: practice in perceiving the features of pronunciation, practice in encouraging language awareness and practice reproducing the features of pronunciation.

For this reason, when in September of the 2017-2018 school year the author was appointed to go on teaching Group A at "Viet Nam Heroico" in Santa Clara, who were already taking their fifth grade, she decided to continue doing research on the teaching and learning of pronunciation with this class.

The teaching of pronunciation has been the object of study of some research papers done before in the EFL teacher education program at UCLV. 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 in secondary school, such as in the papers written by Jomolca Zamora J. L. (2015) and Águila Ruiz D. (2016). Also in the context of primary school Udayangani Abeykoon N (2013) proposed a system of

communicative exercises to develop accuracy in pronunciation in English in the students from Class 4th C in "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. In addition, Acosta Márquez, Yessica (2013) proposed a system of communicative activities to potentiate pronunciation in the 3rd grade students from Group C at "Ramón Pando Ferrer" primary school.

All of the proposals listed above contribute ideas that may be applicable in other primary school classes with other students; however, they tend to focus on reproducing the features of pronunciation and leave out other types of exercises that encourage the development of language awareness and practice in perceiving the features of pronunciation using audio materials.

This problematic situation gave rise to the following *scientific problem*:

How to contribute to the development of intelligibility in pronunciation in English in Class 5th grade A at "Viet Nam Heroico" primary school?

In order to solve this scientific problem, the research centered on this *object of research*: The teaching and learning of pronunciation in English in primary school in the Cuban context.

The research *Objective* set was to propose a system of pronunciation exercises, as a result of reflective practice, to contribute to the development of intelligibility in pronunciation in English in fifth grade students from Group A in "Viet Nam Heroico" primary school.

The process of research was guided by the following *scientific questions*:

- 1- What theoretical and methodological bases back up the teaching and learning of pronunciation in English in primary school in the Cuban context?
- 2- What are the strengths and weaknesses in Group 5th grade A at "Viet Nam Heroico" in Santa Clara, with respect to their pronunciation in English?

- 3- What goes well and what does not go well during the introduction of changes in the teaching-learning process of English pronunciation in Group A from 5th grade at "Viet Nam Heroico" in Santa Clara?
- 4- What characterizes the system of pronunciation exercises that will emerge out as a result of the introduction of changes in the teaching learning process of English pronunciation in Group A from 5th grade at "Viet Nam Heroico" in Santa Clara?

Scientific tasks:

- 1- Determination of the theoretical and methodological bases that back up the teaching and learning of pronunciation in English in primary school in the Cuban context.
- 2- Identification of the strengths and weaknesses in Group 5th grade A at "Viet Nam Heroico" in Santa Clara, with respect to their pronunciation in English.
- 3- Determination of what goes well and what does not go well during the introduction of changes in the teaching-learning process of English pronunciation in Group A from 5th grade at "Viet Nam Heroico" in Santa Clara.
- 4- Characterization of the system of pronunciation exercises that will emerge as a result of introduction changes in the teaching learning process of English pronunciation in Group A from 5th grade at "Viet Nam Heroico" in Santa Clara.

The following methods were used to help the author give a solution to the research problem:

From the theoretical level

The historical-logical was used to build the theoretical and methodological bases of this research.

The analytic-synthetic and the inductive-deductive methods were used when processing information from bibliographical sources and the data collected during the empirical phase of the research.

From the empirical level

- 1- Participant Observation included observing the students' performance in class, with a focus on the quality of their pronunciation and their interest. Observation also was included with a focus on what techniques, exercise types and classroom procedures worked well and which didn't work well.
- 2- Teacher diary was a technique used to keep a record of participant observation and reflections done by the author.
- 3- Pedagogical test was applied in order to assess the students' learning of pronunciation.
- 4- Document analysis was used in order to verify in the students' English workbooks and books what pronunciation content and what techniques and exercise types were included.
- 5- Triangulation was used in order to obtain methodological rigor; it included sources of information and methods.

From the mathematic-sadistic level: Percentage analysis

The *subjects of the research* were 27 fifth-grade students from Group A at "Viet Nam Heroico" School in Santa Clara.

These students were around nine or ten years of age and shared common psychological characteristics of the age, such as learning better through the use of visual aids than through the explanation of rules; being hyperactive, which may become a problem when it comes to the management of discipline in class. These students generally make an effort when doing the activities, because they want to impress their peers and teacher. As a result they tend to make progress in learning, which fosters motivation to carry on learning (Harmer J. 2007).

Practical Contribution

The practical contribution of this research is the system of pronunciation exercises for fifth graders that are contextualized within the topics, communicative functions and lexical sets of the subject official syllabus, 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 diagnosis of the fifth grade students from Class A in "Viet Nam Heroico," 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 intelligibility in pronouncing in those students.

Practical Contribution

The practical contribution of this research is the system of pronunciation exercises for fifth graders that is contextualized within the topics, communicative functions and lexical sets of the fifth grade syllable, 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; namely, the introduction, the main part, the conclusion, the recommendations, the bibliography, and the appendixes. The main part includes the theoretical and methodological framework, the initial needs assessment of fourth grade A and the update made in fifth grade A; 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 intelligibility in the students from Class A from in Viet Nam Heroico's primary School in Santa Clara.

II. The teaching and learning of pronunciation in English in primary school in the Cuban context

In Cuba English is taught as a foreign language (EFL) which means that learners use English in a variety of situations and as a means to enlarge culture, knowledge of school subjects and other curricular or non-curricular contents, and above all as a life skill, which is indispensable in contemporary times. But English is not only taught as a foreign language; it also could be taught as a second language (ESL), a term for the use or study of the English language by non-native speakers in an English-speaking environment. That environment may be a country in which English is the mother tongue (e.g., Australia, the U.S.) or one in which English has an established role (e.g., India, Nigeria).

EFL and ESL require different approaches to language teaching and learning. When teaching and learning EFL teachers need to present language samples in context containing the linguistic content that students need to assimilate and must deal with form, meaning and use explicitly. When teaching and learning ESL teachers provide opportunities for students acquire (pick up) the foreign language, such as by teaching thematic content of school subjects through the medium of English, such as the case of bilingual education.

In the literature about English Language Teaching (ELT) students from primary school are considered young learners, and they are said to share these characteristics that contribute to better learning:

- They are usually curious about the world and like learning. Children take in information from everything around them, not just what is being taught. This is often just as important as more formal explanations.
- They often find abstract concepts difficult to understand. However, this depends on what developmental stage they have reached.
- They are happy to talk about themselves, and like learning experiences, which involve and relate to their own lives.
- They are pleased to have the teacher's approval.

- They often find it difficult to concentrate on the same thing for a long time.
- They develop, though, at different rates, and there is a clear difference between a child of five, for example, and a child of ten. That is why (Harmer, J., 2006, p. 36)

The previous characteristics demand an attractive, light and convenient classroom environment in which activities are changed frequently, learning and play are combined and appropriate activities are used, such as songs, puzzles, games, art, and physical movement, and so on.

When teaching and learning EFL pronunciation, especially to beginners, pronunciation is of paramount importance because it paves the way to speak fluently, which includes the ability to convey comprehensible messages, with ease and putting little effort into it. For this reason, primary school teachers of English in Cuba ought to pay attention to this important language component

The content of teaching pronunciation

Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect. But this skill has some features that are included in its content.

The features of pronunciation in a language are divided into two main groups, the segmental and the suprasegmental features. The segmental features include the vowels and the consonants of a language, whereas the suprasegmental features include word stress, sentence stress, rhythm and intonation (Scott Thornbury, 2006).

Vowels and consonants make up the speech sounds (or phonemes) of English. Vowels unlike consonants are produced without any significant obstruction or constriction of the air flow.

Consonants are made when the air flow from the lungs is obstructed in some way by the articulators. They are classified in terms of the place of articulation, and the manner or type of obstruction and whether or not the sound is produced with voice.

In English there are twenty four consonant sounds, and there is not a one-to-one relationship between consonant sounds and those letters of the alphabet that are also called consonants. Consonant sounds carry a greater share of informational load of spoken language than vowels.

With respect to suprasegmentals, word stress is the effect of emphasizing certain syllables by increasing their loudness, length or pitch. Word stress refers to prominence at the word level. There are few reliable rules as to which syllables are stressed in a word. But there is a tendency in two-syllable words to place the stress on the first syllable, and in polysyllabic words the tendency is to place the stress in the third-to-last syllable. However, this pattern can be overridden by certain suffixes such as -tion and -ic that attract the stress to the penultimate syllable. And there is another group of words that are spelt the same but are stressed differently according to whether they are being used as a verb or as a noun. Words normally retain their normal stress patterns in a sentence but one syllable of at least one word will be given particular prominence. This is usually because that word signals what is new information in the sentence, or because it marks a contrast.

Sentence stress refers to the patterns of stressed and unstressed syllables over a whole sentence. Sentence stress is related to meaning, so it is easier to explain when utterances are presented in their contexts. In the absence of context there is no way we can decide what word is stressed in a sentence.

Rhythm is the way that some words are emphasized so as to give the effect of regular beats. It interacts with sentence stress and intonation to help speakers to organize speech into meaningful units. Different languages have different kinds of rhythm. A difference has been made between what are called stress-timed languages and syllable timed languages. English is classified as stress-timed, Spanish and French are syllable timed. This indicates for the Cuban context that rhythm should be prioritized because Cuban students learning English will tend to put stress on all syllables and this affects the meaning of what they are trying to say, much more so, given the fact that there is a connection between stress and vowel quality: stressed syllables will include

clear vowels whereas unstressed syllables will include obscured or reduced vowels.

Intonation has been called the music of speech. It is the meaningful use that speakers make of changes of their voice pitch. This suprasegmental feature is inseparably linked to other suprasegmental features of pronunciation such as stress and rhythm, pausing and speech rate. Many theories have been advanced as to the function of intonation, and the kinds of meanings it expresses. The main candidates are:

- Grammatical function, such as indicating the difference between statements and questions.
- Attitudinal function, such as indicating interest, surprise, boredom and so on, what is called high and low involvement.
- Discoursal function, such as contrasting new information with information that is already known and hence shared between the speakers.

Intonation like other paralinguistic features of language seems to be a system that is best acquired through exposure rather than learned through formal study.

Learning to pronounce intelligibly includes being able to perceive the features of pronunciation and the meanings that they carry. Students need to be able to:

- Discriminate among the distinctive sounds of English.
- Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information.
- Recognize reduced forms of words.
- Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- Process speech at different rates of delivery.
- Process speech containing pauses, errors, corrections, and other performance variables.

In addition, learning to pronounce intelligibly includes being able to:

- Orally produce differences among the English phonemes and allophonic variants.
- Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
- Produce reduced forms of words and phrases.
- Produce chunks of language of different lengths.
- Produce fluent speech at different rates of delivery

When teaching English in a foreign language context it is advisable to encourage the students to analyze samples of language and to try and find regularities or rules; in other words, it helps to make them conscious of how the language functions. When the students are asked to discover those rules, they are doing it inductively; but they may also be told orally or through written tips in their native language. When they do it like this, they are following a deductive process. Exercises that encourage the students to discover the rules of the language are called language awareness exercises, or awareness-raising exercises.

The goal of teaching pronunciation in a foreign language: accuracy or intelligibility

"In language teaching, the phonological control of an idealized native speaker has traditionally been seen as the target, with accent being seen as a marker of poor phonological control. The focus on accent and on accuracy instead of on intelligibility has been detrimental to the development of the teaching of pronunciation. Idealized models that ignore the retention of accent lack consideration for context, sociolinguistic aspects and learners' needs."

(Council of Europe 2017, p.134)

Intelligibility in pronunciation means that other people can understand what you are saying. Sounding intelligible or not depends on the speaker's accent, which is formed "by the way the speaker pronounces the individual sounds (or phonemes), and the way these are combined in order to produce connected speech" (Thornbury S., op cit., p. 107).

With a focus on intelligibility as a goal for learning the pronunciation of a foreign language, The Council of Europe has issued a new edition of the Common European Framework of Reference for Languages (CEFR Companion 2017) in which they have redefined descriptors and scales for this aspect of language teaching and learning.

The following core areas were identified to inform work on descriptor production:

- *articulation* - including pronunciation of sounds/phonemes;
- *prosody* including intonation, rhythm and stress – both word stress and sentence stress – and speech rate/chunking;
- *accentedness* - accent and deviation from a 'norm';
- *intelligibility* - accessibility of meaning for listeners, covering also the listeners' perceived difficulty in understanding (normally referred to as *comprehensibility*).

However, because of a certain overlapping between sub-categories the scale operationalizes the above-mentioned concepts into three categories:

- *Overall phonological control (replacing the existing scale);*
- *Sound articulation;*
- *Prosodic features (intonation, stress and rhythm).*

Overall phonological control includes a focus on how much effort is required from the interlocutor to decode the speaker's message. Key concepts operationalized in the scale include the following:

- intelligibility: how much effort is required from the interlocutor to decode the speaker's message;
- the extent of influence from other languages spoken;
- control of sounds;
- control of prosodic features.

Sound articulation emphasizes on familiarity and confidence with the target language sounds (the range of sounds a speaker can articulate and with what degree of precision). The key concept operationalized in the scale is:

- the degree of clarity and precision in the articulation of sounds.

For Prosodic features the focus is on the ability to effectively use prosodic features to convey meaning in an increasingly precise manner. Key concepts operationalized in the scale include the following:

- control of stress, intonation and/or rhythm; and
- ability to exploit and/or vary stress and intonation to highlight his/her particular message (p. 134).

Given the fact that our research focuses on the teaching and learning of pronunciation to students who are beginning to learn English as a foreign language, a look at levels A2 and A1 from the Phonological Control Scales may help clear up a teacher's expectations in terms of learning results in the pronunciation of their students.

Phonological Control Scales: Levels A2 and A1

	Overall phonological control	Sound articulation	Prosodic features
A 2	<p>Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time.</p> <p>A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors.</p> <p>Nevertheless, pronunciation of familiar words is clear.</p>	<p>Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds.</p> <p>Systematic mispronunciation of phonemes does not hinder intelligibility, provided the interlocutor makes an effort to recognize and adjust to the influence of the speaker's language background on</p>	<p>Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks.</p> <p>Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.</p>

		pronunciation.	
A1	<p>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.</p> <p>Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.</p>	<p>Can reproduce sounds in the target language if carefully guided.</p> <p>Can articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g. by repeating correctly and by eliciting repetition of new sounds).</p>	<p>Can use the prosodic features of a limited repertoire of simple words and phrases intelligibly, in spite of a very strong influence on stress, rhythm, and/or intonation from other language(s) he/she speaks; his/her interlocutor needs to be collaborative.</p>

(The CEFR Illustrative Descriptor Scales, 2017, p. 135)

The kinds of pronunciation practice that contribute to the development of intelligibility

In order to help our students sound intelligible when they speak, teachers need to include in their classes different levels of study of the pronunciation features (Underhill, 2002):

1. Study of individual sounds;
2. Study of individual words; and
3. Study of connected speech.

This author suggests that teachers should proceed bottom - up, as the levels are presented above. However, the author believes that all levels should be dealt with parallel to one another because work on the suprasegmentals may help the students improve their pronunciation of vowel sounds, since vowel quality changes depending on whether a syllable is stressed or not. A focus on connected speech from the very beginning helps the teacher to make their classes meaningful; it also helps the teacher and the students notice aspects of

connected speech such as weak forms, elision and assimilation, linking and blending and pauses.

Teaching pronunciation communicatively

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 bringing 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 on their students' age, so that their classes are attainable for the students.

In addition, teachers must include in their 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.

Repetitive practice may adopt the form of a drill pronunciation or it may be done through shadowing a text fragment, reciting, and singing; rapping, repeating and miming at the same time. The students may be incorporated into the practice through chorus, pair/trio and individual repetition.

During the three types of practice (perceiving the features of pronunciation through listening, awareness-raising activities and activities to reproduce and produce the features of pronunciation) the focus should be on form as well as on meaning.

Pronunciation teaching should be related to teaching spelling since it is crucial that students become familiar with and produce correctly phoneme-grapheme correspondences.

Generally speaking, when teaching pronunciation, students should be engaged cognitively by asking them to brainstorm words with particular phonemes that you want to focus on; using mnemonic resources such as peg words and symbols.

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(Appendix # 1)

- 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.

Again the author's priorities 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.

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).

Underhill (2002 op. cit.) has proposed guiding principles in his book *Sound Foundations*, which may be applicable in the Cuba context too, given their humanistic nature:

- Pronunciation can become a living pleasure when attention is paid to the physical side of language, involving the body, the breath, the muscles acoustic vibration and harmonics. It can become physical, visual, aural, spatial, and affective as well as intellectual, that is, multisensory.
- Teaching and learning pronunciation should go beyond content and technique, and take into account the psychological dynamics of learning and the creation of an atmosphere conducive to learning. Thus, motivation and enjoyment arise naturally when the deep-seated human predisposition to learn, to experiment and to search for order is creatively engaged.

III. Identification of the strengths and weaknesses of Group A from 5th grade from "Viet Nam Heroico" in Santa Clara with respect to their pronunciation in English, in September 2017

This phase built on the results obtained during the initial needs assessment of the then 4th grade A from "Viet Nam Heroico" in Santa Clara and the results of the experience obtained during the school year 2016-2017.

During that school year the author applied some methods and techniques that provided her with the necessary data to start the planning and implementation of activities to improve students' intelligibility in English. To that end, a pedagogical test was applied to the students (Appendix #2). In addition, with the

purpose of exploring the causes that were having an effect on the students' learning of pronunciation document analysis was used to revise the students' workbooks and textbooks particularly with respect to the treatment given to pronunciation in these materials (Appendix #3).

Here are the results obtained then:

- The 4th grade English program does not emphasize the need to work with pronunciation on a systematic basis, which is why each teacher has the responsibility of delivering the lessons devoted to this skill on their own. The activities that appear in the 4th grade workbook are not enough to satisfy students' needs with relation to pronunciation.
- There are exercises in the students' workbook that could be used to practice pronunciation, but only incidentally as part of the teacher's procedure while conducting them in class.
- Nobody has done research about this issue before at "Viet Nam Heroico" primary school, so this problem of pronunciation had never been treated there before.

Students' strengths

- The students are motivated to learn the English language, and they are also interested in having a good pronunciation.
- The students like to do all kinds of activities related with the foreign language.

Students' weaknesses

- The most common mistakes in pronunciation are those sounds that differ from Spanish sounds, such as /th/ as in *thank* and the vowel sounds.
- The pronunciation of consonants at the end of the words, e.g., *modern*.
- Problems when linking final consonants to initial vowels.
- Only four students showed acceptable pronunciation at this point.

After diagnosing the learning of pronunciation of the students from 4th grade B in "Viet Nam Heroico" primary School, the author started planning and

implementing activities intended to improve their pronunciation to help them become intelligible in pronouncing English.

The analysis of the teacher diary and reflections showed the following regularities, with respect to the two questions that guided our research during this stage. These two questions helped to categorize the information gathered:

Some reflections about the experience

When we started teaching, our mastery of the topic was obviously not complete. As a consequence we dealt with pronunciation incidentally and not straight forward. Although the students learned how to pronounce the sounds because of the repetition, they could have done it better. As time went on, we realized that pronunciation needs to be dealt with in a segregated manner as well as incidentally so that the students may have opportunities to perceive the pronunciation features, to develop awareness concerning how the features of pronunciation work in practice and to practice imitating the sounds of the language, the intonation patterns, stress at the level of the word and the sentence, rhythm, linking, reduction and other phonetic changes that occur in the speech chain.

With all this information available, at the beginning of the 2017-2018 school year the author updated the diagnosis of her students in terms of their strengths and weaknesses, with respect to their pronunciation in English. To do this the author applied a new pedagogical test based in her proposal to fourth grade students.

The identification of the strengths and weaknesses of Group A from 5th grade was carried out taking into account these categories: learning results in English pronunciation, interest and behavior in class. The data was gathered through methods such as participant observation and a pedagogical test. (Appendix # 4) The results obtained through these methods are displayed in (Appendix # 5)

Strengths

- Most students (26 out of 27) showed interest in class and they were willing to participate and improve their pronunciation;

- Most of them (23) kept on task during my classes;
- Most of them (18) tried to use English in class;
- Most of them obtained high grades in English at the end of the school year (21).

Weaknesses

- One student showed lack of interest in class and thus would not focus on the class content and activities most of the time;
- Some students (4) would not keep on task often during my classes;
- Some students would not try to use English in class because they were ashamed and afraid of their peers mocking on them;
- Six students obtained low grades in English at the end of the school year;
- All of them, though, still continued to pronounce in English with a lot of effort, due to the fact that they often missed linking final consonants to initial vowels, they kept mispronouncing difficult vowel and consonant sounds that do not exist in Spanish, and they needed more practice in stressing the right words at the level of the sentence, which in turn may improve their intonation as well.

This proved that my students still needed more practice, for them to pronounce in English with ease and with enough control of their pronunciation.

IV. Experiences obtained during the school year 2017-2018 working with the same students in fifth grade

In September of 2017 the author continued teaching the same class of students in "Viet Nam Heroico" primary School in Santa Clara. She kept teaching them English during the whole academic year, adding up to a total of approximately 40 hours. Upon beginning the author was well-familiarized with the diagnosis of this class which allowed her to carry on with them smoothly.

During this school year the author kept a diary (Appendix #6) with her experiences and reflections. This was a source of information for her to analyze what went well and didn't go well. She proceeded methodologically in this way:

- Identifying themes
- Identifying evidences to support her finding
- Reaching conclusions

Results obtained

Categorization of the information into themes

1. Lesson objectives

Since the very beginning of the semester, the author intended to attain some goals when delivering a lesson, for example, level of understanding from the students, level of complexity of the activities (whether they were too difficult or too easy), what skill was the most affected in lessons, and the relevance of what they learned.

For the accomplishment of this task I activated their background knowledge as much as possible, trying to avoid their getting lost when advancing in the different topics. It is also important to point out that in the preliminary proposal there were some topics which they were familiar with and that made easier the teaching learning process. An example of how much students understood the lesson is present in this fragment of my teaching diary:

"I felt motivated today because my students understood almost everything I asked them to do, I feel like we are advancing a lot with respect to their knowledge... ."

"... I started a new topic today which is "*Fashion*". This one is hard for them to understand and even though it is a difficult topic for them everything was perfect, they understood all I said and they asked me to teach them some new words that were not in their workbook vocabulary, also related with the topic... .!"

"... this day I used a song with a video and it worked perfectly they, understood everything without any problem"

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 solve that exercise because, without help, it could not be solved (describing people morally). And in some other occasions it seemed that the exercises were too easy because they finished quickly.

"I spent more than 20 minutes trying to explain the exercise but it was in vain, they seemed to be lost in the middle of nowhere, perhaps it was too difficult for them, but I actually got frustrated with that because I lost most of the lesson on that..."

"... I know that they already knew this topic (occupations) 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 ask them it was too easy for them. I believe I have to increase the level of difficulty ..."

The problems that the students had were many, but the most relevant was pronunciation, they had doubts in grammar and in vocabulary but those were solved on the spot, whereas pronunciation was the one that needed more attention. I knew it because of the needs assessment I had carried out with them the previous scholar year, but happily this problem was also solved with the help of some activities for them to improve this skill.

"... there are some words that confuse them in their meaning (daily routines) but this was easily solved with some explanations that I made using things that they do at home..."

"... they are incapable of pronouncing some words, as the ones that differ from Spanish ..."

"... the majority of them are better regarding their pronunciation, but there are still a few that pronounce with a lot of effort..."

All the content that I delivered was useful for them because they may use it not only at school but also in any context, and those contents may help them to communicate better with any an English speaker.

2. Activities and materials

The use of different activities and materials was an important factor to take into account when teaching in primary schools. And I followed some tips to improve my lesson; for example, the kinds of activities and materials that should be used, how much it keeps the students interested, and what I could have done differently to improve my lessons.

Variety of materials and activities was a challenge since there are no conditions at school such as the lack of existence of a DVD to use audio or video in the 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 in that way to make things easier for me to deliver content and for the students to learn it.

"... today I used a game with cards it was pretty simple, but they loved it ... "

"... in this lesson I had nothing but pictures to work with, but I tried to motivate them using color chalk, saying that the ones in pink was for the girls to repeat and the ones in blue for the boys and it worked better than I specked... "

"... this lesson is for practicing and this day I used no game at all, some of them were distracted because they found writing exercises boring... "

Every time I realized that something was not working well, I changed it; for example, the way of organization for the class or an exercise, or the way I explained something, but there was a particular game that I did not use a second time because discipline was affected a lot and it was impossible to deliver the lesson.

"... today I used a competition game using two groups to motivate them by saying that the winner team would not do the homework that day, but unfortunately the class was a complete chaos, I was yelling because of the noise and trying to calm them down I had to stop the game and do something else"

3. The students

Another important factor I took into account to improve my lesson and also my proposal was the students' participation and interest in the lesson:

- If they were all on task and in case they were not, the reasons for it,
- The parts of the lesson they preferred and how much English was used in the lesson.

When teaching something it is important to know if all the students are doing what they are supposed to do in lessons, because the level of understanding they are going to have in next lesson depends on that. I realized that they were most of times on task, except when I organized the classroom in large teams. In those cases there were some students that seemed to be absent, maybe because someone else was doing the work for them, but when working in trios, pairs or individually, they were all almost always on task.

"... today I divided the class into three large groups and asked them to do some different activities and to encourage them to learn how to work in teams, but some of them were lost, as if they had nothing to do, there was a student in charge in each team and this student was the one more prepared of course, but the work wasn't distributed as it was supposed to ... "

Students enjoyed the whole lesson, but some of them told me that they love it when they feel like they know English, so they love putting in practice what they learn in previous lessons either in a game or in an exercise; it is like they see as a reward. They also enjoyed playing a game, reading riddles or poems or listening to songs.

"... today I played a video (pets) and they enjoyed a lot that lesson, so much that they did not want me to finish that day ... "

"This lesson started with a poem I made up for them, I translate it and they loved it and some of them wrote it down to show to their parents... .."

<p>My students My students of 5th grade are the best They don't know a lot, but they know enough Johanel is the handsome one, girls agreed And Vannesia is the prettiest I believe But in all ways each is perfect That is why I will remain teaching here.</p>
--

Regarding the amount of English used in lesson I forced them to tell me all they could in English and I wrote on the board the way that is pronounced what they wanted to say in order to help them to communicate better in English and to avoid the use of Spanish in class. This is what I wrote on my diary once:

"... this afternoon Yonatan asked me to go to the bathroom and I wrote on the board how to say it in English and it was very difficult for him as he told me in Spanish *"profe por favor cuando vire me enseña q no aguanto mas"* and everybody in class laughed about it ... "

4. Classroom management

There are some specific norms that each teacher has to observe when teaching in order to achieve the final learning goal by the students. I took into consideration the length of time for each activity, the pace of the lesson, the type of organization I used in the lessons, the clarity of my instructions, how much I gave opportunities for all of them to participate and how I was aware of my students' progress. The sum of all those factors, along with the ones previously mentioned, could help me to deliver lessons that responded to the needs of my students.

Concerning the length of time for each of the activities, this goal was accomplished as much as possible, because I prepared activities that were meant to last no more than 10 minutes. In a specific occasion the students needed more than 20 minutes to finish an exercise because it was too difficult for them to do it, and in some other occasions they finished before they were supposed to, but it was no regularity for each lesson. This is what I wrote in my diary that day:

"... I spent more than 20 minutes trying to explain the exercise but it was in vain, they seemed to be lost in the middle of nowhere, perhaps it was too difficult for them but I actually got frustrated with that because I lost most of the lesson time on that... "

"...they did the exercises about family members as if they had been 7th graders, it was too easy for them to finish before they had to ... "

The pace of the lesson was appropriate, but in too many occasions I felt like time was never enough. I tried to organize everything for a specific time limit and pace, but the time we use to explain is relative because neither all the students understand at the same time, nor the same content is assimilated in the same way.

"Today's lesson was incomplete to me, even though I taught everything that I was planning to my students, there remained some doubts and time was not enough. And the problem is that time is never enough when your students want to learn... ."

The organization of the lesson varied depending on the kind of lesson and the activities that I used. I used different interactional patterns in my classes, such as individual work when writing sentences or reading something, pair work when reading a dialogue, trios when doing dialogues too, and for any exercise with three items or more, and plenary when playing games .

Class organization worked well in all cases, because the aims were accomplished:

"... today I asked them to work individually in the lesson, and they did it very well, most of them understood the task and solved it without help... "

"... this time I used pair work and they enjoyed the lesson because I let them sit wherever they wanted and to choose their partner, they are very friendly and that motivated them to do the exercise... "

"... group work is not as good an idea as I thought, the ones that know less go behind the ones that actually know a little and it is difficult to know how much they are progressing in that way... "

Every time I asked them to do something, I tried to do it as clearly as possible, with words and also with gestures, and sometimes I drew the equivalent of what I was saying on the board and that way they all understood perfectly my instructions.

"... I asked them to make an expression with their faces every time I said a word to see who could understand and, there was a moment in which I said sad...

and there was one student laughing but not because she misunderstood but because the picture I drew on the board to help them conveyed the meaning of what I was saying, it was pretty funny... .”

I did my best to let them all participate in the lessons, even when in repeated occasions I prioritized the ones with more language problems, to help them to improve their vocabulary, their grammar and obviously their pronunciation.

“ .. Today one of my best students got angry at me, she said that it was because I did not let her participate, and I explained to her that I did that because her partners needed more help than her, and finally she understood, but she was really mad at me... .”

At the beginning of each lesson I asked them a few things about previous lessons to find out how much they were advancing and at the end of the lesson I asked some of them to sum up the lesson. In that way I realized how they were progressing.

“... today I entered the classroom and asked them to be honest and to raise their hands the ones that were prepared for a quiz about the previous lesson and only three of them told me that they weren't prepared ... ”

Final reflections

The materials that I used to deliver my lessons were attainable, because as the materials had visuals and sounds, and also scripts, it was easier for the students to understand the content of the video. If there was any problem, it was due to the lack of clarity when giving instructions.

The instructions were clear most of the time, though, in a few occasions the students did not understand, but that problem was fixed on the spot and taken into account for future lessons.

Students were interested in most of the units. There were two units that dealt with the same topic which was describing, and they got bored, but in the other seven they were fairly interested because they were new for them. And the one that they enjoyed the most was the one that dealt with occupations.

I modified some of the exercises giving more support to the students because they were not able to do them without help. And I made the instructions clearer where necessary.

V. Proposal of a system of pronunciation exercises for fifth graders, to contribute to the development of intelligibility in pronunciation in Group A in “Viet Nam Heroico” primary school

Objective: To encourage the students to perceive, develop awareness about and reproduce the features of pronunciation of English in a meaningful way, so that they may sound intelligible when talking.

Characterization of the proposal of exercises

- ✓ The proposal includes exercises aimed at attaining intelligibility in the students' pronunciation (Appendix # 7).
- ✓ It includes exercises intended to hear and perceive the features of English pronunciation, as well as to develop language awareness and pronunciation habits.
- ✓ The exercises are meaningful since they include interesting and relevant texts, videos, visuals, and topics (Appendix # 8).
- ✓ The exercises try to incorporate all the students into the practice through pair work and group work.
- ✓ The exercises prioritize vowel and consonants and features of connected speech such as linking. They also prioritize pronunciation practice on those sounds that are different from the students' mother tongue sounds.
- ✓ The exercises facilitate a straight-forward treatment of pronunciation along with incidental teaching of this topic.
- ✓ These pronunciation exercises can be related with the teaching of spelling.
- ✓ The exercises encourage practice beyond the word and sentence levels.
- ✓ They constitute a system.

A system is a collection of organized things; a whole composed of relationships among its members. (<http://wiktionary.org>) (Android Apps)

In a system, the whole shows properties which are not present in the parts (Wiki Español) (IOS Apps)

Summing up, a system is an organized whole with properties that are not present in its parts.

The integrated pronunciation exercises that we propose constitute a didactic system, composed of organized and coherent units and exercises that tribute to a general objective.

Philosophical, psychological, pedagogical, linguistic and methodological rationale of the proposal

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 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.

In line with this philosophy, the process of research conducted by the authoress 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 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 fundamental also includes the theory of learning behind the teaching materials that were designed: learning is an active process in which students are asked to do things and to communicate with their peers and teachers. Learning occurs as a result of mediation, where the teacher plays a leading role. 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, Page 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.

An example of one unit from the proposal

Unit 3: Daily activities



Exercise # 1:

- a) [Watch the video](#) and follow the script. Ask your teacher to tell you the meaning of words that you don't understand.

<p>I w a ke up I wake _ up</p> <p>I wash my f a ce I wash my face This _ is what _ I do when _ I wake up _ in the morning yeah This _ is what _ I do when _ I wake up yeah</p> <p>I br u sh my teeth I brush my teeth</p> <p>I c o mb my hair I comb my hair This _ is what _ I do when _ I wake _ up in the morning, yeah This _ is what _ I do when _ I wake up, yeah</p>	<p>I e a t breakfast I eat breakfast</p> <p>I g o to school I go to school This _ is what _ I do when _ I wake up _ in the morning yeah This _ is what _ I do when _ I wake up yeah</p> <p>I w a ke up I wash my f a ce I br u sh my teeth I c o mb my hair</p> <p>I e a t breakfast I g o to school</p> <p>All right, all right, all right</p>
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- b) Notice the linking of final consonants to initial vowels in the song script.
Practice saying the words that are linked.
- c) Copy a word with the vowel sound present in GR **EEN**.
- d) Copy a word with the consonant sound present in WA **SH**.
- e) Practice saying the words that you selected.

Exercise # 2

Listen to the song again and do this with your teacher:

- a. Repeat these sentences after your teacher.
 - I wake up
 - I wash my face
 - I brush my teeth
 - I comb my hair
 - I eat breakfast
 - I go to school
- b. Practice singing the song along with your teacher.

Exercise # 3

- a) Work in pairs and notice the stress and linking in the questions given below.
- b) Practice asking your partner the questions. Take turns to ask and answer the questions.

QUESTIONS

- Do you 'wake' up at '6:00' a me very 'day'?
- Do you 'wash' your 'face' every 'day'?
- Do you 'brush' your 'teeth' every 'day'?
- Do you 'comb' your 'hair'?

- Do you 'eat' breakfast 'every' 'day'?

- Do you 'go to' 'school' 'every' 'day'?

Exercise # 4

- a) Go through the song with your teacher and mark linking of final consonants to initial vowels.
- b) Practice singing the song with your teacher.

VI. Conclusion

- The teaching of the pronunciation of English as a foreign language in primary school in the Cuban context should be conceived following a communicative view of pronunciation. This implies stressing not only form (pronouncing the sounds of English accurately), but also meaning, that is conveyed through the segmental and suprasegmental features of the language. It should integrate practice in perceiving the features of pronunciation, developing language awareness and reproducing the features of pronunciation. It should assume a sociocultural view of teaching and learning that acknowledges the importance of taking into account the students' needs, of assigning the students an active role in the learning process and of encouraging interaction among the students and with the teacher.
- The needs assessment 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 to realize that it is not enough for the students and the teacher to deal with pronunciation in English incidentally. The teachers should also address pronunciation in a segregated manner, so that he or she does not have to improvise in class all the time, and to make sure that all the features of pronunciation get covered.
- The proposal of exercises is in line with the needs of the 5th grade students from "Viet Nam Heroico" school, given the fact that the exercises are meaningful, both linguistically and psychologically, which is attained by using video and relevant texts, visuals, and interesting topics, and making the exercises attainable.

VII. S u g g e s t i o n s

For further research we would like to offer the following suggestions:

- To implement thoroughly the system of exercises in a fifth grade class;
- To expand the number of exercises in order to cover all the units from the fifth grade program ;
- To evaluate the effectiveness of these exercises in practice .

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IX. Appendixes

Appendix #1

Phonemic chart (Underhill:2005)

ɪ	I	ʊ	u:	Iə	eɪ	!	X
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
P	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

Appendix #2

Pedagogical test

Objective: to detect the most difficult problems that the students have in pronunciation as well as their strengths in pronouncing in English.

Test activity

A partir de las siguientes ordenes elabora un dialogo en tu libreta que luego interpretarás con tu compañero/a de mesa.

Estudiante 1

Imagina que estas en la playa con tu mejor amigo jugando en la arena y se te acerca un niño/a q no conoces a jugar con ustedes.

- Salúdalo/a teniendo en cuenta la hora del día y el lugar.
- Preséntate dile cómo te llamas y pregúntale su nombre.
- Tu nuevo/a amiguito/a te preguntará tu edad, respóndele y pregúntale la suya.
- Preséntale a tu mejor amigo/a dile como se llama y que edad tiene.
- Despídete.

Estudiante 2

Imagina que estás en la playa con tus amiguitos y ves a un niño o niña que te gustaría conocer.

- Salúdalo/a teniendo en cuenta la hora del día.
- Él/ella te preguntará tu nombre. Respóndele.
- Pregúntale la edad a tu nuevo/a amiguito/a, y dile la tuya cuando te lo pregunte.
- Despídete.

Appendix #3

Guide for the analysis of the documents

Objective: to verify the objectives, contents, and types of activities recommended for the teaching learning process of English in 4th grade

Documents to be analyzed: Students' notebooks and workbooks; and the subject's syllabus of the grade

Aspects to be analyzed in the students' workbook: Types of pronunciation activities included, quality of pronunciation activities, to what extent pronunciation practice is oriented towards intelligibility

Aspects to be analyzed in the students' notebooks: whether the students' show control of their spelling in English as evidence of the work being done in relating pronunciation teaching with spelling.

Aspects to be analyzed in the subject's syllabus: pronunciation contents included, methodological suggestions given.

Appendix # 4

Objective: to diagnose the students' pronunciation in English in terms of their strengths and weaknesses in 5th grade.

Exercise

- Listen to your teacher and notice the words that are stressed, and the linking of final consonants to initial vowels. Then practice repeating the dialogue.

A: What is your fA vorite toy?

B: My fA vorite toy is the kite. What about you?

A: My fA vorite toy is the ball.

Results in English Pronunciation

Total de estudiantes	high	%	Mid	%	low	%
27	21	78	4	14	2	8

Appendix # 5

Results of the data gathered for the identification of the strengths and weaknesses of Group A from 5th grade

Students	Results in English pronunciation	Interest Towards the English classes	Behavior in class	Overall results
1	High	High	High	High
2	High	High	Mid	High
3	Mid	High	high	High
4	Low	High	Low	Low
5	High	High	Mid	High
6	High	High	High	High

7	H i g h	H i g h	H i g h	H i g h
8	H i g h	H i g h	M i d	H i g h
9	M i d	H i g h	L o w	M i d
10	H i g h	H i g h	H i g h	H i g h
11	H i g h	H i g h	M i d	H i g h
12	M i d	H i g h	H i g h	H i g h
13	H i g h	H i g h	H i g h	H i g h
14	H i g h	H i g h	H i g h	H i g h
15	M i d	H i g h	H i g h	H i g h
16	H i g h	H i g h	M i d	H i g h
17	L o w	L o w	l o w	L o w
18	H i g h	H i g h	H i g h	H i g h
19	H i g h	H i g h	H i g h	H i g h
20	H i g h	H i g h	M i d	M i d
21	H i g h	H i g h	H i g h	H i g h
22	H i g h	H i g h	H i g h	H i g h
23	H i g h	H i g h	L o w	M i d
24	H i g h	H i g h	H i g h	H i g h
25	H i g h	H i g h	H i g h	H i g h
26	H i g h	H i g h	H i g h	H i g h
27	H i g h	H i g h	h i g h	h i g h

Remarks

- Most students (26 out of 27) showed high interest in class and they were willing to participate and improve their pronunciation;
- Most of them (23) kept on task during my classes;
- Most of them (18) tried to use English in class;
- Most of them obtained high grades in English at the end of the school year (21).

Rank	Meaning in terms of school qualitative evaluation bands
H i g h	E - M B
M i d	B - R
L o w	M

Results in English Pronunciation

Total de students	High	%	Mid	%	low	%
27	21	78	4	14	2	8

Results in interest

Total de students	high	%	Mid	%	low	%
27	26	97	-	-	1	3

Results in behavior in class

Total de students	high	%	Mid	%	low	%
27	18	67	5	19	4	14

Appendix # 6

Writing a teaching diary

Here are some general questions to get you started.

1-Lesson objective

Did the student understand what we did in the lesson?

What was we did or difficult or too easy

What problem did the students have?

Was there a clear outcome for the students?

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

2- Activities and materials

What different materials and activities did we use?

Did the materials and activities keep the student interested?

Could I have done any part of the lesson differently?

3 - Students

Were all the students doing what they were supposed to be doing? If not when was that and did it happen

Which part of the lesson did the student seem to enjoy the most?

How much English did the student use

4 - Classroom management

Did the activities last the right length of time?

Was the pace of the lesson right?

Did I use pair work, group work, or individual work? What did u 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 the students were progressing?

Overall

If o taught a lesson again, what would u do differently?

Appendix # 7

Proposal of a system of exercises to improve pronunciation in English in fifth graders

Unit 1: Days of the week, months of the year and weather seasons



Exercise # 1: Days of the week

- a. Work with your teacher. Watch the video and order the days of the week and write the meaning in Spanish.

		M e a n i n g
	F r i d a y	
	T u e s d a y	
	S u n d a y	
	T h u r s d a y	
1	M o n d a y	
	S a t u r d a y	
	W e d n e s d a y	

- b. Listen again and notice the vowel sounds. Then repeat the words after your teacher.

The days of the week

M o n d a y ʌ eɪ _	F r i d a y aɪ eɪ _
T u e s d a y ju eɪ _	S a t u r d a y v eɪ _
W e d n e s d a y eɪ _	S u n d a y ʌ

Thursday jueves	
--------------------	--

Exercise # 2: Days of the week

A. With a calendar, practice saying the days of the week.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

B. Practice asking and answering these questions:

- What day is today?
 - It's Monday
- What's the last day of the week?
 - Saturday
- What day is going to be tomorrow?
 - Tomorrow will be Tuesday.

Exercise # 3: Months of the year

A. Watch the video, order the months of the year, and write the meaning in Spanish.

#	Months of the year	Meaning
	April	
	February	
	March	
1	January	
	August	
	July	
	June	
	September	
	December	
	November	

	O c t o b e r	
--	----------------------	--

B . P r a c t i c e a s k i n g a n d a n s w e r i n g t h e s e q u e s t i o n s :

- W h a t ' s t h e (f i r s t) m o n t h o f t h e y e a r ?
 - I t ' s J a n u a r y
- W h e n i s y o u r b i r t h d a y ?
 - I t ' s i n O c t o b e r .
- W h i c h m o n t h s a r e t h e o n e y o u a r e o n v a c a t i o n s ?
 - I t ' s i n J u l y a n d a u g u s t .

E x e r c i s e # 4 : W e a t h e r S e a s o n s

A . W a t c h i n g t h e v i d e o , p r a c t i c e s a y i n g t h e s e a s o n s .

S e a s o n s	M e a n i n g
S p r i n g	P r i m a v e r a
S u m m e r	V e r a n o
A u t u m n	O t o ñ o
W i n t e r	I n v i e r n o

B . A s k t h r e e o f y o u r c l a s s m a t e s :

- W h i c h s e a s o n d o y o u p r e f e r ?
- D o w e h a v e a l l s e a s o n s h e r e i n C u b a ?
- W h a t s e a s o n s d o w e h a v e i n C u b a ?

Unit 2: Occupations



Exercise # 1

- c. Watch the video and practice and ask your teacher to tell you what the song says.
- d. Notice the pronunciation of the occupation words. Ask about the meaning of the occupation words.
- e. Practice saying the sentences from the video that are copied in the chart below.

He is a t*a* i l o r
| ɛ ɪ |
She is a d o c t o r
| ʌ |
He is a f a r m e r
| ɜ |
B a b y s i t t e r
| ɛ ɪ |
L a n g u a g e t e a c h e r
| ɪ |
He is a p l u m b e r
| ʌ |
He ' s a d e n t i s t

He ' s a f i r e m a n

| ɑ ɪ |

Exercise # 2

Listen to the song again and do this with your teacher:

- a) Take out all the words that rhyme with *sheep*.
- b) Take out all the words that rhyme with *shirts*
- c) Take out all the words that rhyme with *town*
- d) Make a list with all the animal words that you can find in the song.

Nigel Naylor, he is ◡ a tailor he makes trousers, suits and shirts Penny proctor, she is ◡ a doctor , comes to see you when ◡ it hurts Peter palmer he ◡ is ◡ a farmer , he got cows ◡ and pigs ◡ and sheep Wendy Witter, babysitter , minds the kids when they're asleep People work ◡ in the country, people work ◡ in the town, people work day and night to make the world go round	Mabel matcher, language teacher , teaches ◡ English French ◡ and Greek+ Gary glummer, he is ◡ a plumber , call him when you have got a leak Patty prentice she is ◡ a dentist , keeps your teeth both clean ◡ and white Ronny Rayman he is ◡ a fireman , come when there is ◡ a fire to fight People work ◡ in the country, people work ◡ in the town, people work day and night to make the world go round
---	---

- e) Mark pauses
- f) Practice linking final consonants to initial vowels .Notice the linking
marked in the script of the song

Exercise # 3

Practice singing the song with your teacher. Your teacher may divide the class
into two large teams and will turn this activity into a competition.

Unit 3: Daily activities



Exercise # 1:

- a) [Watch the video](#) and follow the script. Ask your teacher to tell you the meaning of words that you don't understand.

I w a ke up	I e a t breakfast
I wake _ up	I eat breakfast
I wash my f a ce	I g o to school
I wash my face	I go to school
This _ is what _ I do when _ I	This _ is what _ I do when _ I
wake up _ in the morning yeah	wake up _ in the morning yeah
This _ is what _ I do when _ I	This _ is what _ I do when _ I
wake up yeah	wake up yeah
I br u sh my t e e th	I w a ke up
I brush my teeth	I wash my f a ce
I c o mb my hair	I br u sh my teeth I c o mb my hair
I comb my hair	I e a t breakfast
This _ is what _ I do when _ I	I g o to school
wake _ up in the morning, yeah	All right, all right, all right
This _ is what _ I do when _ I	
wake up, yeah	

- b) Notice the linking of final consonants to initial vowels in the song script. Practice saying the words that are linked.

- c) Copy a word with the vowel sound present in G R E E N.
- d) Copy a word with the consonant sound present in W A S H.
- e) Practice saying the words that you selected.

Exercise # 2

Listen to the song again and do this with your teacher:

- a. Repeat these sentences after your teacher.
 - I wake up
 - I wash my face
 - I brush my teeth
 - I comb my hair
 - I eat breakfast
 - I go to school
- b. Practice singing the song along with your teacher.

Exercise # 3

- a) Work in pairs and notice the stress and linking in the questions given below.
- b) Practice asking your partner the questions. Take turns to ask and answer the questions.

QUESTIONS

- Doyou 'wake' up at '6:00' a m e v e r y 'day'?
- Doyou 'wash' your 'face' e v e r y 'day'?
- Doyou 'brush' your 'teeth' e v e r y 'day'?
- Doyou 'comb' your 'hair'?
- Doyou 'eat' breakfast e v e r y 'day'?
- Doyou 'go' to 'school' e v e r y 'day'?

Exercise # 4

- a) Go through the song with your teacher and mark linking of final consonants to initial vowels.
- b) Practice singing the song with your teacher.

Unit 5: Family members



Exercise # 1

- a) Listen to the Family song with your teacher and ask him /her to tell you the meaning of the words that you could not understand.
- b) Notice the pronunciation of the words that you have already studied in previous lessons

Family members	Meaning
Grandmo th er	Abuela
Grandfa th er	Abuelo
U ncle	Tio
A unt	Tia
Mo th er	Madre
Fa th er	Padre

S o n	H i j o
-------	---------

Exercise # 2

Listen to the song again and do this with your teacher:

Practice asking and answering these questions:

- W h o d o y o u l i v e w i t h ?
✓ I live with m y m o t h e r .
- D o y o u h a v e a b r o t h e r ?
✓ Yes, I have a brother and a sister .
- D o y o u l o v e y o u r g r a n d p a r e n t s ?
✓ Yes, I love m y g r a n d m o t h e r a n d m y g r a n d f a t h e r .

Exercise # 3

- a) Select from the list in Exercise # 1 the words that have the sound present in m o t h e r .
- b) Make a list and practice pronouncing them .

Exercise # 4

- c) Go through the song with your teacher and mark pauses .
- d) Sing the song in groups of five with your teacher as choir conductor.

Unit 7: Toys



Exercise # 1

- a) Watch the video and notice how the toy words are pronounced.
- b) Then practice repeating the words with your teacher.

<p>Old Scruffy Teddy</p> <p>Here are a few of the toys that I like I've got a bat and a ball And a nice red bike This is a drum and it makes a loud sound But who's this lying on his back there on the ground? It's old scruffy teddy He's been around for years His fur is thin, his leg is loose, he's lost one of his ears But when other toys may come and go He keeps on coming back and I still love him so I have an electronic game It's the latest craze I seem to be addicted I've been playing it for days</p>	<p>But soon enough I know that it will be like all the rest And Teddy will be waiting here because he's still the best He's been in the family for fifty seven years He's been in all the children's beds And sent away their fears And when I'm grown and I have children too If they are frightened in the night I'll know just what to do I'll give them old scruffy teddy He's been around for years His fur is thin, his leg is loose, he's lost one of his ears But when other toys may come and go He keeps on coming back and I still love him so M m , m m , m m , m m Keeps on coming back and I still love him so</p>
--	--

Exercise # 2

Ask your teacher to tell you what the song is about.

Exercise # 3

a. Listen to your teacher and notice the words that are stressed, and the linking of final consonants to initial vowels.

b. Then practice repeating the dialogue and substituting with the toy words given in the video.

A: What is your fA vorite toy?

B: My fA vorite toy is the kite. What a bout you?

A: My fA vorite toy is the ball.

Exercise # 4

Practice pronouncing the toy words with your teacher

Toy words

B a ll	b a t	drU m	b i ke	electronic g a m e	teddy b e a r
lɒl	læ l	lʌ l	laɪ l	lɛɪ l	lə l

Exercise # 5

e) Go through the song with your teacher and mark linking of final consonants to initial vowels.

f) Sing the song with your teacher.

Unit 8: Animals



Exercise # 1

- Watch the video with your teacher and copy the animal WORDS.
- Ask your teacher to tell the meaning of the animal words.
- Practice pronouncing the animal word.

Animal House There's a kangaroo in my kitchen There's a hippo in my hall There's a dinosaur in my dining room A hundred meters tall! My house is full of animals don't know what to do think I'm going crazy -I'm living in a zoo! There's a bison in my bathroom There's a beetle in my bed There's a tortoise in my toilet With a hamster on his head! My house is full of animals I don't know what to do	think I'm going crazy -I'm living in a zoo! There's a gopher in my garden There's a tiger in my tree There's a lion in my living room He's watching my TV! My house is full of animals don't know what to do think I'm going crazy -I'm living in a zoo! My house is full of animals don't know what to think I'm going crazy -I'm living in a zoo! think I'm going crazy -I'm living in a zoo!
--	--

Exercise # 2

- Listen to the song with your teacher again. Your teacher will stop the song at the end of each stanza and you will practice repeating.
- Select all the animals that are mentioned in the video and say which of them :

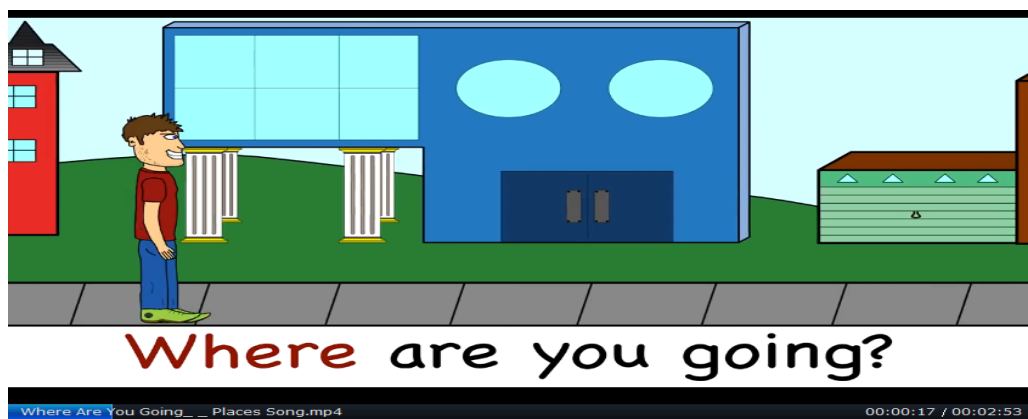
 - You have at home

- You like
- You don't like
- You hate
- Is the dirtiest
- Is the smallest
- Is the biggest one

Exercise # 3

- g) Go through the song with your teacher and mark linking of final consonants to initial vowels.
- h) Sing the song with your teacher as choir conductor.

Unit 9: Places in town



Exercise # 1

- d) Watch the video with your teacher and copy the places in town.
- e) Ask your teacher to tell the meaning of the places in town.
- f) Practice pronouncing the places in town.
- g) Ask your teacher to tell you in Spanish what the song says.

Where are you going? I am going to the grocery store	Where are you going? I am going to the bank , bank
Where are you going? I am going to the school , school	Where are you going? I am going to the movie theater
Where are you going?	Where are you going? I am going to the stadium

<p>I am going to the park, park</p> <p>Where are you going?</p> <p>I am going to the hospital</p> <p>So many places to go,</p> <p>So many places outside your home</p> <p>Where are you going today?</p> <p>What will you do and what will you say?</p> <p>Where are you going?</p> <p>I am going to the beach, beach</p>	<p>Where are you going?</p> <p>I am going to</p> <p>So many places to go,</p> <p>So many places outside your home</p> <p>Where are you going today?</p> <p>What will you do and what will you say?</p>
--	--

Exercise # 2

- c) Listen to the song with your teacher again. Your teacher will stop the song at the end of each stanza and you will practice repeating.

Exercise # 3

- i) Go through the song with your teacher and mark linking of final consonants to initial vowels.
- j) Sing the song with your teacher as choir conductor.

Exercise # 4

Practice this dialogue in pairs, substituting the names of places in town. .

- Where are you going?
✓ I'm going to the park.

Appendix # 8

Script of the songs used in each unit of the proposal.

Occupations song (Unit #2)

Nigel Naylor, he is a tailor he makes trousers, suits and shirts
Penny proctor, she is a doctor, comes to see you when it hurts
Peter palmer he is a farmer, he got cows and pigs and sheep
Wendy Witter, babysitter, minds the kids when they're asleep
People work in the country, people work in the town, people work day and
night to make the world go round
Mabel matcher, language teacher, teaches English French and Greek+
Gary glummer, he is a plumber, call him when you have got a leak
Patty prentice she is a dentists, keeps your teeth both clean and white
Ronny Rayman he is a fireman, come when there is a fire to fight
People work in the country, people work in the town, people work day and
night to make the world go round

Daily Routines song (Unit #3)

I comb my hair I wake up
I wake up
I wash my face
I wash my face
This is what I do when I wake up in the morning yeah
This is what I do when I wake up yeah
I brush my teeth
I brush my teeth
I comb my hair
This is what I do when I wake up in the morning, yeah
This is what I do when I wake up, yeah
I eat breakfast
I eat breakfast
I go to school
I go to school

This is what I do when I wake up in the morning yeah

This is what I do when I wake up yeah

I wake up

I wash my face

I brush my teeth I comb my hair

I eat breakfast I go to school

All right, all right, all right

Family song (Unit # 5)

Vamos a aprendernos la familia

Site unes y cantamos mi canción

Vamos a aprendernos la familia en inglés y en español

Lo abuelos son los padres de mis padres

Los tíos son hermanos de papá y mamá

Mis primos son hijos de mis tíos

Y yo soy hijo de mis papas

Abuela: grandmother,

Abuelo: grandfather

Tio: uncle y tía: aunt

Madre: mother, padre: father

Primo: cousin e hijo: son

Abuela: grandmother, abuelo: grandfather

Tio se dice uncle y tía se dice aunt,

Madre mother, padre father

Primo cousin e hijo son

Vamos a aprendernos la familia

Site unes y cantamos mi canción

Vamos a aprendernos la familia en inglés también en español

Mis primos son hijos de mis tíos

Y yo soy hijo de mis papas

Abuela grandmother, abuelo grandfather

tio uncle y tía aunt,

ma dre mo ther , pa dre fa ther
pri mo cou sin e hi jo son

Old Scruffy Teddy (Unit # 7)

Here are a few of the toys that I like
I've got a bat and a ball
And a nice red bike
This is a drum and it makes a loud sound
But who's this lying on his back there on the ground?
It's old scruffy teddy
He's been around for years
His fur is thin, his leg is loose, he's lost one of his ears
But when other toys may come and go
He keeps on coming back and I still love him so
I have an electronic game
It's the latest craze
I seem to be addicted
I've been playing it for days

But soon enough I know that it will be like all the rest
And Teddy will be waiting here because he's still the best
He's been in the family for fifty seven years
He's been in all the children's beds
And sent away their fears
And when I'm grown and I have children too
If they are frightened in the night
I'll know just what to do
I'll give them old scruffy teddy
He's been around for years
His fur is thin, his leg is loose, he's lost one of his ears

But when other toys may come and go
He keeps on coming back and I still love him so
M m , m m , m m , m m
Keeps on coming back and I still love him so

Animal House (Unit # 8)

There's a kangaroo in my kitchen
There's a hippo in my hall
There's a dinosaur in my dining room
A hundred meters tall!

My house is full of animals
I don't know what to do
I think I'm going crazy -I'm living in a
zoo!

There's a bison in my bathroom
There's a beetle in my bed
There's a tortoise in my toilet
With a hamster on his head!

My house is full of animals
I don't know what to do
think I'm going crazy -I'm living in a zoo!

There's a gopher in my garden
There's a tiger in my tree
There's a lion in my living room
He's watching my TV!
My house is full of animals
don't know what to do
think I'm going crazy -I'm living in a zoo!

My house is full of animals

don't know what to think

I'm going crazy -I'm living in a zoo!

think I'm going crazy -I'm living in a zoo!

Places in town (Unit # 9)

Where are you going?

I am going to the grocery store

Where are you going?

I am going to the school, school

Where are you going?

I am going to the park, park

Where are you going?

I am going to the hospital

So many places to go,

So many places outside your home

Where are you going today?

What will you do and what will you say?

Where are you going?

I am going to the beach, beach

Where are you going?

I am going to the bank, bank

Where are you going?

I am going to the movie theater

Where are you going?

I am going to the stadium

Where are you going?

I am going to

So many places to go,

S o m a n y p l a c e s o u t s i d e y o u r h o m e

W h e r e a r e y o u g o i n g t o d a y ?

W h a t w i l l y o u d o a n d w h a t w i l l y o u s a y ?