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***Teaching pronunciation within the Communicative Language Teaching
Model: a set of exercises for the distinction of /tʃ/ and /j/ in a group of young
Chilean Spanish speakers.***

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Abstract

English pronunciation can sometimes be a skill a little forgotten or left in the inkwell, because when we start to speak about learning English, we usually think about grammar and structures, about how to talk to another person without being misunderstood. What we do not know is that sometimes we are not understood because of the way of pronouncing the language, especially in countries where there are certain social stigmas with specific sounds.

The main motivation of our investigation was the mentioned above, and aboard this issue from their problematic by attacking it communicatively in every way, as practice of the language in a communicative method to develop the personality of the student and to turn this ability attractive to learn it by being exposed to it.

The analysis is expected to show that from the communicative method we will be able to improve our goal, in this case to achieve a better pronunciation specifically of two important phonemes: /ʃ/ and /tʃ/. Both sounds are significant in learning to understand the message; these phonemes are used in hundreds of words, which can be a problem in the understanding of the message if they are wrongly articulated.

To conclude, our investigation showed the importance of pronunciation in every way. The study demonstrates the effectiveness of the method to teach pronunciation and to identify different sounds.

Resumen

La pronunciación inglesa a veces puede ser una habilidad un poco olvidada o dejada en el tintero, porque cuando empezamos a hablar sobre el aprendizaje del inglés, solemos pensar en gramática y estructuras, sobre cómo hablar con otra persona sin ser malentendida. Lo que no sabemos es que a veces no nos entendemos por la forma de pronunciar el lenguaje, especialmente en países donde hay ciertos estigmas sociales con sonidos específicos.

La motivación principal de nuestra investigación fue la mencionada anteriormente, abordar esto en todos los sentidos, desde la raíz del problema de manera comunicativa, usando la práctica del lenguaje en un método comunicativo para desarrollar la personalidad del estudiante y para convertir esta capacidad atractiva para aprender al estar expuestos a ella.

Se espera que el análisis demuestre que a partir del método comunicativo podremos lograr nuestro objetivo, en este caso lograr una mejor pronunciación específicamente de dos fonemas importantes: / ʃ / y / tʃ /. Ambos sonidos son significativos para aprender a entender el mensaje; Estos fonemas se utilizan en cientos de palabras, lo que puede ser un problema en la comprensión del mensaje si están erróneamente articulados.

Para concluir, nuestra investigación mostró la importancia de la pronunciación en todos los sentidos. El estudio demuestra la eficacia del método para enseñar pronunciación e identificar diferentes sonidos.

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Introduction

The distinction of sounds in Spanish is quite clear and simple for those who have that language as "maternal", even among the different dialects of a language, there can be no great difference of meanings.

The / ʃ / phoneme in Spanish may have different forms of reproduction, but, they do not represent great difficulties in terms of meaning. What happens, however, when a Spanish speaker faces English? Here is our root of research, how to produce a second language, how to deal with the number of new phonemes and the differences they provide at the time of production.

For this research, we have chosen two very similar phonemes that present some difficulty in terms of pronunciation for Spanish speakers, due to the fact that one of them is not even recognized as a sound in Spanish, these are: / ʃ / and / tʃ /.

The difficulties in their production and distinction are based on 3 major themes:

- 1) Second Language Acquisition
- 2) Communicative Language Teaching (Celce-Murcia Theory)
- 3) The description of the sounds and the Spanish context.
- 4) Functional Load of / tʃ / and / ʃ /.

CHAPTER I: THE STUDY

On this chapter, we will revise the study, according to the general background and pedagogical motivation, the hypothesis and the general and specific objective.

1.1. General Background and Pedagogical Motivation

English at this moment is a lingua franca. As Jennifer Jenkins (2007) explains, it is a language that is spoken in most of the world and its use can vary from a business meeting to meeting local people from a village. When we learn a language, our interest varied for the context that we want to use that language to the proficiency that we managed what we learn.

Nowadays, in Chilean schools English is the language that is taught in classrooms. Schools dedicate around 180 minutes for the teaching of English weekly, in which teachers do not find enough time to teach the four communicative skills.

Today we can also distinguish that official programs and schools are focused on the teaching of English based on communicative approaches because they consider to promote all the skills based on the learners needs, like giving directions, asking for help, introducing themselves, etc. But despite the efforts made, we can see that schools still teach English based on grammar competence, teachers demand students tasks like to complete sentences, fill in the gap, order sentences, all grammar task. For some teachers, these tasks are suitable for them because they allow them to cover all the contents that the national syllabus instructs for the school. Teachers say that it is difficult for them to address communicative language approaches because the time of exposure students have is so little that the effort is worthless. Consequently, time constraints are a big obstacle to use this communicative approach.

So, what do teachers instead teaching? They have a marked preference for grammar competence because it is thought that through grammar and the correct

creation of sentences language is acquired faster and then students can transfer those contents into real situations.

Phonetics is one of the forgotten skills, because for teachers it is difficult to create a sense of recognition of sounds. For them language is understood through the correct creation of sentences, omitting the fact that language is not only an ability of correct order but also an ability to create and convey meaning into oral situations. Teachers think that teaching pronunciation is to master some nativeness and imitate an accent that is not proper of the mother tongue, but Celce-Murcia (2010) disagrees with this statement. She proposes that language should be understood under parameters of convey meaning and it is important to highlight particular features of a language that can help foreign speaker to develop itself in a better communicative performance.

For us language is more than ordering sentences. Language is to communicate, interchange information through a communicative process in given contexts, also it is composed of different skills like pronunciation. This is one of the most neglected skills: teachers do not work pronunciation with young learners due to the lack of time of their classes and the huge amount of content to see during the academic year.

According to Celce-Murcia (2010) communicative language will help the learner to develop himself in different contexts; language should be practical for the learner, it also involve other skills such as listening and speaking.

1.2. Theoretical Motivation

Some theories claim that there are some sounds that are difficult to pronounce in certain languages, for example the particular English sounds /ʃ/ and /tʃ/. Also, authors like Catford (1987) states that there are some sounds that are difficult to produce for foreign speakers, given that these sounds do not exist in the pronunciation of their native language (on this case Chilean Spanish), this is the case of /ʃ/ a particular English sound that we can see in words such as “*shoe, issues,*

shop, question". Nevertheless, this sound is linked to lower social classes in Chilean society, and the majority of people do not have notion of this fact. Catford as well has applied a concept called "functional load" a phenomenon which establish the phonological difference between these two sounds.

It is important to highlight that when we are teachers we taught contents based on approaches or models or methods. For a thesis related to work on pronunciation we have chosen a theory based on the communicative approach based, which consists on creating a real context of communication in which the learner can develop himself through speaking, according to this approach and the syllabus that Celce-Murcia presents, we arrange a set of exercises to evaluate if the student aim at the core expressed on the point 1.3: "The current study".

Other theoretical implications of our work are theories related to second language acquisition, which help us to identify how learners can improve their knowledge on English skills according to how easy it is for them to acquire a second language. In this instance, we expose some theories that can support our communicative approaches.

1.3. The Current Study

The study was focussed on the creation of phonetics material based on Celce-Murcia Communicative Language Teaching approach, which arrange that work with communicative methods can help us in a better way to master skills in order to acquire language into real situations that teachers have to provide to the learners.

Our type of investigation is to apply exercise based on the communicative approach in a quasi-experimental group.

1.3.1 General Objective

To design pronunciation material for young learners focused on the teaching and learning of the phonemes /ʃ/ and /tʃ/ based on the model proposed by Celce-Murcia et al (2010).

1.3.2 Specific Objectives

- To identify the phonological load of sounds /ʃ/ and /tʃ/ that makes them difficult for Chilean Spanish speakers.
- To apply the five principles stated in Celce-Murcia (2010) et AL's model in the creation of exercises for the pronunciation of sounds /ʃ/ and /tʃ/
- To pilot the exercises in a group of young learners of English at high school.

1.3.3 Hypothesis

The present study is based on the following assumptions:

- Exercises based on the Communicative Approach could help students improve their pronunciation of the phonemes /ʃ/ and /tʃ/.

Working hypothesis:

The Celce-Murcia (2010) et AL's model for the teaching of pronunciation is useful for adults Chilean Spanish speakers to overcome problems with /ʃ/ and /tʃ/.

Null hypothesis:

The Celce-Murcia (2010) et AL's model for the teaching of pronunciation is not useful for adults Chilean Speakers to overcome problems with /ʃ/ and /tʃ/.

CHAPTER II: "THEORETICAL FRAMEWORK"

To begin this chapter, it is necessary to explain about this concept. During our investigation, we have faced different problems; one of them is the design of material according to our approach, in order to achieve our goal. That is why we want to explain briefly what material design describes and how we can use it.

The main goal is about teaching through the "communicative language teaching". As we have seen by our own experience we analyse how children learn to talk their mother tongue, and our answer to this question is by being exposed to the language, as a conclusion we think that it is the same with another language. If you are a Chilean Spanish speaker and you want to learn English, the best way is being exposed to talking and listening the language. It emphasizes the dynamic nature of the interplay between teachers, learners and tasks, and provides a view of learning as arising from interactions with others. In this model, a learner is an active meaning-maker and problem-solver and tasks involve input in the form of a piece of text or language.

Brian Tomlinson is responsible for an extensive list of publications related to the development of English Language Teaching (ELT) materials and is considered to be one of the world's leading experts on materials development for language learning. In 1993 he established the world's first MA dedicated to the study of materials. He explains of a strong communicative approach where the teacher has to provide learners with experience of using language as the main means of learning to use the language, quite similar to the one exposed by the author Celce-Murcia raises in its principles of how to use communicative language teaching, where she mentions that we need to contextualize to make our intervention more meaningful for the students. The English used by non-native speakers or the use of English by non-native speakers should be to achieve communication with each other and the best way to do it is to make it real, contextualized in our own reality.

The purpose for language production and the language to be produced are usually predetermined by the task or the teacher where we need activities which involve repetition of the same language point or skill in an environment which is controlled by the framework of the activity, it is required to include “pedagogic task” (Tomlinson, 2011, p. 15) what is a task which does not replicate a real world task but which is designed to facilitate the learning of language or of skills which would be useful in a real world task.

Tomlinson (1998: 5-22) proposes fifteen principles for materials development which derive from second language acquisition research and experience. Of these we would focus on the following six as those which should drive ELT focused on communicative language teaching:

- Expose the learners to language in authentic use.
- Help learners to pay attention to features of authentic input.
- Provide the learners with opportunities to use the target language to achieve communicative purposes.
- Provide opportunities for outcome feedback
- Achieve impact in the sense that they arouse and sustain the learners' curiosity and attention.
- Stimulate intellectual and emotional involvement.

In order to acquire the ability to use the language effectively the learners need a lot of experience of the language being used in a variety of different ways for a variety of purposes. They need to be able to understand enough of this input to gain positive access to it and needs to be meaningful to them (Krashen 1985). Aforementioned is in addition to our main author Celce-Murcia about providing extensive experience of language and use it in the sense that it represents how the language is typically used.

1. - Second Language Acquisition

1.1 What is Second Language (L2)?

Second Language can be defined as the non-native language of a person, community, territory or environment in general, this means, any other language than the mother tongue of the speakers.

Saville-Troike (2005) describes second language as *“an official or societally dominant language needed for education, employment, and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively. In this more restricted sense, the term is contrasted with other terms”*.

There are plenty of differences between second language and foreign language. The latter refers to the language that does not belong to the native community of the person who wants to learn another language. For instance, in Canada, French is considered a second language since it has two official languages (English and French) whereas in Chile, English is considered a foreign language because it is not the official language and we learn it at schools or any other academic situation.

Saville-Troike also makes a distinction between Library Language and Auxiliary Language. The author describes the first as *“one which functions primarily as a tool for further learning through reading, especially when books or journals in a desired field of study are not commonly published in the learners’ native tongue.”* And the other as *“one which learners need to know for some official functions in their immediate political setting, or will need for purposes of wider communication, although their first language serves most other needs in their lives.”* (2005)

1.2 Second Language Acquisition.

Lourdes Ortega (2009) defines SLA as the scholarly field of inquiry that investigates the human capacity to understand learn languages other than the first (mother tongue) during any stage of human life (childhood, adolescence or adulthood) and once the first language or languages have been acquired.

On the other hand, there are concepts which can be confused when we talk about languages; Ortega says that in every part of the world, most children grow up speaking two or more languages at the same time. She uses the term “bilingual acquisition” or “multilingual acquisition”, which refers to the process of learning two or more language relatively simultaneously during early childhood. Saville-Troike, on the other hand, makes no distinction between those concepts since she claims that bilingualism is part of multilingualism. She adds the terms “simultaneous multilingualism” which is the process of acquiring two or more languages almost at the same time; and the term “sequential multilingualism”, the process of acquiring another language after L1 has already been established. The former results in more than one “native” language for an individual, though it is undoubtedly much less common than sequential multilingualism.

To have a deeper understanding of what SLA is, it is necessary to clarify proper concepts of the field itself such as techniques, methods and approaches.

Celce-Murcia (2010) quotes Anthony’s (1963) three terms. An approach to language teaching is something that reflects a certain model and research paradigm (a theory can be a suitable synonym).

The term is the broadest of the three. A method is a set of procedures, i.e., a system that spells out rather precisely how to teach a second or foreign language. It is more specific than an approach but less specific than a technique. Methods are typically compatible with one or sometimes two approaches. A technique is a classroom device or activity and thus represents the narrowest of the three concepts.

Some techniques are widely used and found in many methods (e.g., dictation imitation and repetition); however, some techniques are specific to or characteristic of a given method.

Figure 1. Hierarchy relation among the SLA concepts:



Figure 1. The figure explains the hierarchy relation between theories, approaches and method when we talk about SLA.

Richard and Rodgers (2001) established that Anthony's proposal is a hierarchy relation that explains different levels of abstraction. They state that an approach describes and specifies the nature of language and language learning. For example, teachers can choose whether they prefer oral or written approaches in their classes. A method involves the decision about the teaching process (through what they will execute the class, the specific content and skills they will be taught). The authors do agree with some points Anthony proposed, they expanded his ideas and add two more concepts.

They agree with Anthony on that an approach “...refers to theories about the nature of language and language learning that serve as the source of practices and principles of language teaching” (2001: 20). However, they highlight the way in which an approach might lead to a method is by developing and following a *design*.

This term includes the multiples decisions that involve the type of learning tasks and teaching activities, such as the objectives of the method, the roles of teachers, learners, language content, instructional material, etc.

Others idea that Richard and Rodgers add, is *procedure* which comprehends “*the actual moment-to-moment techniques, practices and behaviour that operate in teaching a language according to a particular method*” (p.26). This means the actual moment in which a method implements its approach and design in classrooms.

2. - Communicative Language Teaching.

2.1. -Background

The Communicative Language Teaching model was developed around the 1960's because of the necessity to make language acquirable as fast as possible by the learner. This phenomenon occurs due to the increasing number of immigrants in Europe and North America, so language began to be taught with the goal of being practical for the user, based on the learner's communicative needs, this is why it is more important to create communicative skills than grammatical competences. Society was changing faster by the new wave of immigrant in Europe so new techniques according to the necessity of the context started to appear. This technique was focused on developing learner's abilities related to communication, the message has to be understood through productive skills such as writing or speaking.

The Communicative Language Teaching method is an improvement or an extension of previous methods like the Audiolingual and Direct methods. Some authors found that this method treated language in a complete way and it was difficult for the speaker to transfer some features into real communicative aspects. This was because the Direct method and Audiolingualism were focused on proficiency rather than the function of the language. Theorists created the Communicative Language Method in order to create communicative competence.

The Communicative Language Teaching method is centered on cognitive theories which means that it is concerned with the development of mental structures that help the learner to bear meaning.

In the past, teaching methods were focused primarily on developing grammar skills in children, so through grammatical activities teachers pretended to create mechanical habits, their believe was that this “good habits” should be done according to the correct creation of sentences because there is no space for errors, they must be kept away from the class through *controlled opportunities for production*, in other words, by memorizing dialogs, performing drills, classes were under the control of the teacher. (Richards, 2006)

The teaching approach was kind of *deductive*, where grammar rules were presented to the learners and then they had opportunities to practice this new set of rules. It was thought that through oral drilling and controlled practice the four communicative skills could be practiced in the following order: speaking, listening, reading and writing. Classes were based on Audiolingualism so students had to hear a model dialog and repeat each part of the dialog, so it would be automatized on the learner’s brain. The syllabus was presented on 3 stages: *Presentation, Practice and Production (PPP cycle)*. (Richards, 2006)

In the 1970’s new concepts accompanied the CLT theory they were the *Classic Communicative Language* and the *Current Communicative Language*. The approaches focused on grammar were old fashion approaches, the society was suffering changes and language approaches had to change their focused on communicative skills, given that language abilities involve much more than grammar skills. The old fashion concept of grammar competence was draft out of the scene and communicative competence is the new base of Language Teaching, a competence based on work skills that can be useful for the learner. The syllabus also changes, it focuses on consider the purpose of why the learner wants to acquire a new language, considers the context where the learner is going to use the target language; it also considers the language function as the center of what the learner will be able to do with the language.

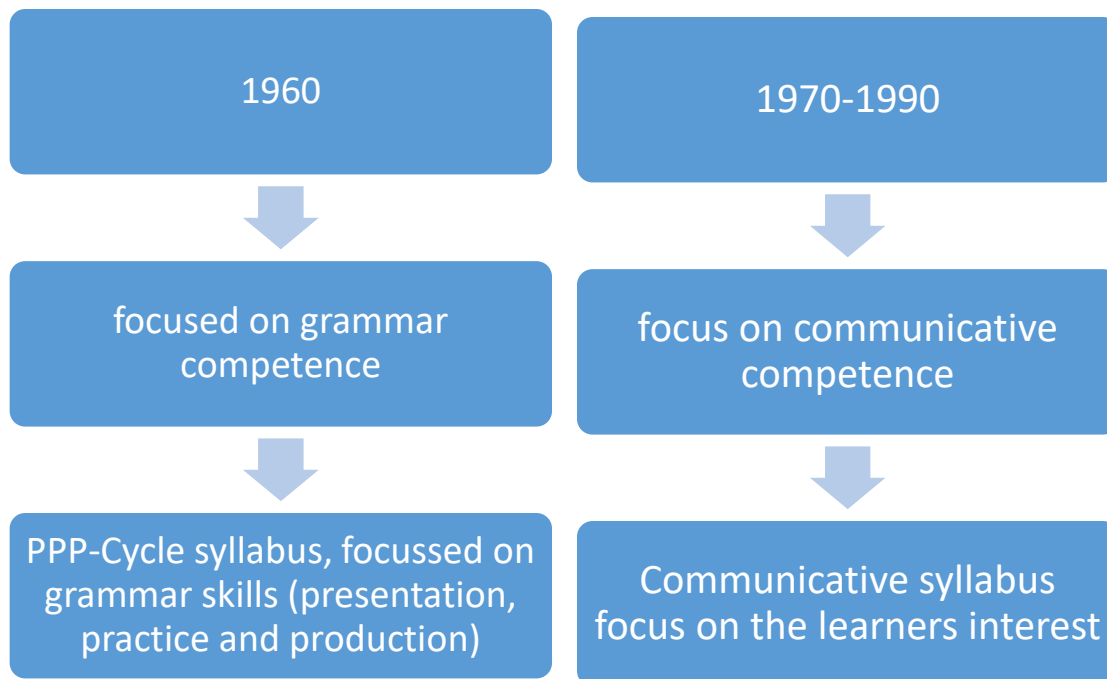


Figure 2. *Historical background of Language Teaching in the 1960's was focus on grammar competence; in the 1970's based on communicative competence*

Nowadays the perception of CLT is quite different. Today we can see CLT as the result of a process in which the learner has to develop social skills in order to communicate and negotiate meaning and teachers have to create interaction among speakers in the target language.

| Grammar competence works on... | Communicative competence works on... |
|--|--|
| Knowledge/ability to produce block of sentences (e.g. tenses, phrases, clauses) | Abilities to use language for different purposes and function |
| Grammar books set a page full of rules and other with exercise to put in practice the rules. | Vary the use of language according to the setting and the participants |
| The unit of analysis and practice is the sentence | How to produce and understand different types of texts (narrative, reports, interviews, etc.) |
| | How to maintain communications despite having language limitations (using different communication strategies). |

Figure 3. *Explanatory chart of distinctive features of grammar competence and communicative competence*

2.2. - Definition

The purpose of this chapter is to explain in what consist the communicative language teaching approach we are going to tackle the CLT according to Celce-Murcia (2010) perspective. This particular approach belongs to the communicative competence.

The Communicative Language Teaching approach (CLT) makes reference to the creation of communicative situations in which the learner can put into practice the target language so he can transfer those “fictional” situations created by the facilitator of the content into real ones. Also, it is about the exposure that the student

must have to acquire a target language, for example how much time students are given to practice the target language, if they focus on listening and speaking, given those are the main abilities to develop this approach.

Richards (2006) states that the CLT is a set of principles in which teacher sets goals according to the language teaching, establishing how the student learns the language, the activities that best facilitate the learning process and the role of the people involved in the process.

According to Tikkakaski Saara (2013: p.10), “the core is developing learner’s functional language abilities through participation in communicative events”. This means that the focus of this method is to select the appropriate content on which the learner can feel interested about, so through communicating his ideas the learner can achieve the core of CLT as a pragmatic and functional use of language.

As exposed by some authors this method is not focused on grammatical structures or linguistic competence, instead, it is focused on the learner’s performance. As Brown states “classrooms goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence”. As the purpose of the method is to make language understood and negotiate the meaning of the words the CLT is not focused either on the perfect creation of grammatical structures or the perfect pronunciation of the system language (English in this case).

2.3. Communicative Language Teaching as a Method

CLT is a good approach which we as teachers of a foreign language can use to teach pronunciation. The more the learners speak, the easier for them will be to articulate the sounds of the second language. This work has to be made in connection with a receptive skill, in this case listening, so first the learner can identify sounds by listening some audios and then go on and produce the words with the proper pronunciation. Pronunciation has to be practiced through repetition to put in practice the target language.

As Celce-Murcia *“it is no longer acceptable to focus only on developing the grammatical competence of our students, as was the case with a number of language teaching methodologies which were popular in the past. Today teachers are expected to balance a focus on accuracy with a focus on fluency as well”*. (Teaching English as second or foreign language, third edition; Celce, Murcia. P104).

Celce-Murcia focuses on teaching language within the communicative approach. She developed a communicative method by which the students could acquire the target language sounds a language through a communicative process. She describes five principles related to the CLT (Martin K. 2013).

1. - *“language is best learned within the larger structure of communication, with the ultimate goal of teaching learners how to use L2 effectively in a variety of communicative situations”*. According to Celce-Murcia’s statement communicative method is the best alternative to acquire a language, because the core of this method is that the learner can express himself in a variety of communicative events.

2. - *“Classroom tasks and materials should mirror students’ goals and interests, and foster their desire to communicate in the L2”*. As in every educative field we as teachers MUST choose a content and create material for the learners that catches their attention. According to this principle the material should be useful to the learner in a way that it can communicate its experiences and describe the things that surround the learner’s environment.

3. - *“The most effective way to acquire language is through active participation. Students are encouraged to ask questions and work independently in groups where there is negotiation of meaning”*. Students have to be motivated to participate in class and to produce language in order to build and practice with the target language as Celce-Murcia state the students have to work independently in order to improve their target language individually, but work in groups could help students to convey meaning into real conversation an important characteristic of CLT, for example, is different if the learner has to debate about an interesting topic for he will be easier

to participate and give opinion, on the other hand if the debate is about a topic that he is not interested the most probably will be that he do not participate, because he do not feel involved in the class so consequently he could not produce something.

4. - *“The syllabus should focus on preparing learners to express themselves in a variety of communicative situations”*. Usually, syllabus is focused on receptive skills (reading and listening) because they are easier to teach and evaluate, and the time that teachers spend on teaching receptive skills is less than the time that teachers spend on productive skills, so teachers can approach more contents. But if we want that learners to produce the language, we have to focus on creating communicative activities that can make the learner express themselves in a variety of situations.

5. - *“Errors are a normal part of the language learning process. Therefore, students are encouraged to take L2 linguistic risks and formulate working hypotheses about the language system; these hypotheses should eventually be confirmed or denied through L2 exposure or instructor feedback”*. Errors are normal in any educative situation, through exposure and talking we can correct those errors with the purpose of improving the communication between speakers.

Even today pronunciation lessons are focused on the Audiolingual and Direct method approaches, with activities centered on listening and repetition, leaving communicative activities aside, so for learners it was difficult to transfer this model of repetition into phrases that could be used in a real language context and some of them were not capable to link sound with meaning.

Based on the five principles before mentioned, Celce-Murcia developed a framework in which pronunciation is divided into five phases, which the class must take as a plan of action to acquire pronunciation in order to make this process intelligible:

1. - *Description and Analysis*: explanation of how a new pronunciation feature is produced and when it is used; oral and written illustration can help to distinguish these features.

Pronunciation instruction unlike grammar and vocabulary requires a demanding task in sensory and physiological terms, due to the fact that it requires the learners to master their cognitive and motor skill in order to produce sounds, which is why Celce-Murcia states that teachers have to provide the learner with tactile and kinesthetic activities besides the traditional academic explanation.

To master pronunciation Celce-Murcia proposes that teachers should explain the feature to be presented, so the learners can establish differences between their native language and the target language. This would help the learner to make a better use of the target language improving their “theoretical knowledge” so then the learner can make use of this explanation (in the following phases) to make a conscious distinction of the features that the learner has learnt.

2. - *Listening Discrimination*: practice listening will give the learners a competence to distinguish and identify sounds features.

Listening discrimination is a receptive skill that helps the learner to identify those particular features. Working with listening discrimination will benefit the learner on convey meaning. Here the teacher is in charge to give feedback to the learner so in that way the teacher creates an ability to correctly discriminate the feature. For example, in the sentence; “I can buy twenty *chips*” or “I can buy twenty *ships*” by hearing and discriminating sounds the learner can convey the correct meaning of the sentence.

It is very important to work on the identification and distinction of sounds. If the learners can identify and distinguish between sounds it would be easier for them to produce a sound with the distinctive feature. To work on this is important to create activities based on repetition of dialogs or tongue twisters this step of the lesson is centered on Audiolingualism which through oral repetition it is supposed that the learner could automatize the studied sound.

3. - *Controlled Practice*: Here it is important to monitor how the speaker produces the sound; we can practice with oral reading of minimal pairs or short dialogues, spotlighting the sound the learner has to acquire.

This stage monitoring is essential to improve the feature that the teacher is training. In this phase the teacher is in charge of negotiating meaning so the learner is focused just on producing the target feature, in that way teacher can hear how the learner is producing the sound at issue. In this step the practice is centered on repetition and memorization of the feature so in an unconscious way the learner can put in practice the assisted sound. Teacher has to give complete tasks (for example tongue twister or minimal pairs) so the learner just has to produce language in order to repeat what they have previously listened to. This stage is based on the information processing theory that basically says that learning process starts on the short-term memory and through practice during a period of time this new knowledge moves to the long-term memory to give space to new learning process.

4. - *Guided Practice*: With the same purpose of controlled practice, the difference is that here monitoring is less present than in the previous phase and we can practice with information gap or cued dialogues.

In guided practice, there will still be monitoring but it is less present. On the other hand, teacher is focused on the improvement and accuracy of the target feature and on automatizing it on the learner's cognitive process in order to create productive awareness.

On this stage exercises like information gap or cued dialogues are made to create awareness on the learner, so the main task is to link the pronunciation of the new sounds with meaning. This specific task forces the learners to improve their accuracy and automatize the new features. As monitoring is less present it is important that teachers put emphasis on the feature to be produced, the activities are less structured but this task forces the learner to add extra information.

5. - *Communicative Practice*: Is a practice less structured focused on the fluency of the speaker, and required to work form and content of utterances.

According to Celce-Murcia this is the last step in a pronunciation lesson plan, so this step gathers the previous four phases and here is where communication process is present in its pure essence. Here the speaker has to put in practice all

the features that have been learning during the teaching process, it is supposed that teachers has to arrange activities that can transform into real communicative situations like debates, interviews or comment a text so the speakers' creativity has to be on demand to solve this task in order to create communication and convey meaning with their pairs.

Celce-Murcia developed this method in order to create and convey meaning between speakers of a second language. She is not interested on creating a sense of nativeness on the speaker, she wants to converge intelligibility and comprehension of the language. Nativeness can create incomprehensibility and distract the hearer, a factor that can obstruct the communication process, and also can damage the affective filter related to how comfortable the speaker feels when speaking the second language, feeling silly trying to imitate an accent that it is not present in their proper language, so trying to converge meaning is the path that teachers have to follow in order to make the spoken language understandable and comprehensible.

3. - Phonetic and Phonological considerations of /tʃ/ and /ʃ/ in English and Spanish

Teachers need to consider how the sounds we use come about, and to study the physiology which allows us to produce sounds. With this, children will learn to use tones to give distinct meanings to the same set of sounds because elements such as stress or intonation can also cause problems. Problems in reception or comprehension of the meaning in an utterance, consequence of this pronunciation affect the perceived tone or mood of an utterance. That are elements and terms that we are going to develop here focused on two important consonants for us: /tʃ/ and /ʃ/.

In English these two consonants are very important in the distinction between one sentence and another, but also we want to compare it with the Chilean Spanish speakers..

In a syllable we can find vowels and consonants, but, in this opportunity, our main features are two particular consonants: /tʃ/ and /ʃ/.

First we want to explain the manner of articulation and place of articulation of the consonant /ʃ/. The voiceless palato-alveolar sibilant fricative is a type of consonantal sound used in languages, including English. In English, it is usually represented in writing with ⟨sh⟩, as in *ship* the articulation is a complete closure made somewhere in the mouth and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives. It is affricate and is produced with one strong puff of air through your teeth, which allows you to hold the sound for a long time, and in unaccented positions it can occasionally be reduced to /d/, e.g. *dangerous* /'deɪndrəs/, and *legislation* /lədʒɪ'seɪʃən/. The place of articulation is palato-alveolar, the blade or tip of the tongue is used just behind the alveolar ridge, words as “shot” and “brash” are made with this consonant where air is forced through the tongue and point just beyond alveolar ridge (post-alveolar).. We summarize at /ʃ/ as: Affricate, palato-alveolar and voiceless.

At the same time we have this sound in Spanish, but constitute the most socially marked segments of Chilean speakers this phoneme it is affricate with an occlusive aperiodic segment following by a fricative in the same articulatory place, we described as an affricate postalveolar voiceless and it was considered the fourth word and third consonant of Spanish alphabet between 1754 and 2010.

The /tʃ/ phoneme has affricate variations with occlusive prominence as the affricate voiceless palato-alveolar (Cepeda, 1991:16) and another one with fricative prominence as palatal affricate voiceless with fricative tendency. (Araya et al. 1973: X)

The other phoneme involved in our study is /ʃ/; while nasal and stop consonants involve a complete blockage of the vocal tract, fricative sounds involve only a partial blockage of the vocal tract so that the air has to be forced through a narrow channel. Words as “shot” and “brash” are made with this consonant where

air is forced through the tongue and point just beyond the alveolar ridge (post-alveolar).

In contrast with the English pronunciation, in Spanish language we can find just one phoneme /tʃ/ and the English phoneme /ʃ/ in our native language becomes an allophone, this means one of two or more pronunciation variants of a phoneme, in this particular case it is a variation of /tʃ/. As groups of sounds of the language they share common characteristics and it is possible to organize in systems and identifies variants or kinds (Burquest, 2001).

In Chile, the fricative realization of /ʃ/ is often associated with low social strata and lack of education; Due to this, speakers tend to use the overcorrection, pronouncing the phoneme /ʃ/ of English as /tʃ/ when speaking that language. Many English language learning pronunciation students often find it helpful to think of the /tʃ/ as stopping the air similar to a “t sound” (but with the tongue a bit further back on the tooth ridge), and then realizing it with of an “sh sound” /ʃ/. While Spanish does have /tʃ/, it doesn't have the sound /ʃ/ as a phoneme, so there'll be a tendency to pronounce "shoes" as "choose", "shop" as "chop" and "sheet" as "cheat".

It is very difficult for Spanish speakers to pronounce the combination /r/ as in "shrimp". In Spain the movie Shrek is pronounced [ʃ.rek] and in Latin America it is pronounced [ʃ.rek] or [e.rek].

4. - Functional load

On this point of our study we are going to briefly explain what it is the functional load, this is a distinctive feature that help us to differentiate the sounds in matter /tʃ/ and /ʃ/.

4.1 What is the functional load?

We can identify the functional load as the minimum part of sound that makes the difference between one word to another in a specific language, this phenomenon help us to distinguish two sounds, in our particular case the sounds are /tʃ/ and /ʃ/. For example, it is not the same to say “mash” than “match” these two words are completely different in meaning but in sounds the difference is so minimum that just one piece of sound (/ tʃ/ or / ʃ/) make the differentiation to convey the meaning of the word, we can notice this phenomenon when we analyze minimal pairs.

According to Daniel Kies in his study the functional load is a quantification between phonemes which make a contrast in a matter of sound. But he also specifies that there are some particular features which calculate the contrast with these phonemes. These features are the structural position (word-initial, medial or final), the co-occurrence and contrast and finally the frequency of the occuracy of the phonemic contrast.

In recent studies like Kelly E. Martin(2013)”, relates that functional load was created to help instructors and students to highlight the most important sounds features with the sense to improve intelligibility and comprehensibility between speakers.

All the definitions have in common that functional load is the quantification of sounds that distinguish one phoneme of another phoneme; some of them have a higher functional load than others which is why authors appropriate the term of hierarchy, because, some sounds have a more distinctive feature than others.

One of the remarkable studies comes from Catford (1987) who in his attempt to teach pronunciation to second language speakers revised previous theories about functional load. He was not interested in teaching the phonemes that represent a difficult task for the students unless these phonemes have an important characteristic that can help the speaker to distinguish sounds so subsequently it would help the hearer and the speaker to convey meaning.

Also, he claims that the contextual constraint and the help that grammar gives us to differentiate one sentence from another, in which he determines that “every

occurrence in a spoken text of one term of minimal pair is an occurrence of a phonemic contrast" (The Prague School and its Legacy, Yishay Tobin, 1988. Pag.3). so, he examples with this statement by using the difference between vowel /i:/ and /ɪ/ where *sheep* is an occurrence of a potential contrast of *ship*. Therefore, here it is when context, grammar and collocational constraint help us to convey meaning in a sentence as he illustrate "*there are 20 sh-p in that field*" he says that if even the speaker mispronounced the word sheep (saying ship) the words *20* and *field* will help us to differentiate the meaning and understand what the speaker is saying he adds that in this case the grammatical and collocation constraints is so powerful that phonological distinction is useless.

5.- Material Design

To begin this section of our investigation it is necessary to explain about this concept. During our investigation we have faced different problems; one of them is the design of material according to our approach, in order to achieve our goal. That is why I want to explain briefly what material design describes and how we can use it.

Our main goal is to teaching trough "communicative language teaching". As we have seen by our own experience how children learn to talk their mother tongue, and our answer to this question is by being exposed to the language, this means, we think it is the same for another language. If you are a Chilean Spanish speaker and you want to learn English, the best way is the levels of input (received the language) and outcome (real context production) the language. It emphasizes the dynamic nature of the interplay between teachers, learners and tasks, and provides a view of learning as arising from interactions with others.

Brian Tomlinson is responsible for an extensive list of publications related to the development of English Language Teaching (ELT) materials, is considered to be one of the world's leading experts on materials development for language learning.

In 1993 he established the world's first MA dedicated to the study of materials. He explains of a strong communicative approach where the teacher has to provide learners with experience of using language as the main means of learning to use the language, quite similar to the one exposed by the author Celce-Murcia, raises in its principles of how to use communicative language teaching, where she mention that we need to contextualize to make our intervention more meaning for the students. The English used by non-native speakers or the use of English by non-native speakers should be to achieve communication with each other and the best way to do it is to make it real, contextualized in our own reality.

The purpose for language production is usually predetermined by the task or the teacher where we need activities which involve repetition of the same language point or skill in an environment which is controlled by the framework of the activity, it is required to include "pedagogic task" (Tomlinson, 2011, p. 15) what is a task which does not replicate a real world task it is designed to facilitate the learning of language or the skills which would be useful in a real context. Tomlinson (1998: 5-22) proposes fifteen principles for materials development which derive from second language acquisition research and experience. There are six of them we consider are the most important in order to achieve acquisition:

- Expose the learners to language in authentic use.
- Help learners to pay attention to features of authentic input.
- Provide the learners with opportunities to use the target language to achieve communicative purposes.
- Provide opportunities for outcome feedback
- Achieve impact in the sense that they arouse and sustain the learners' curiosity and attention.
- Stimulate intellectual and emotional involvement.

In order to acquire the ability to use language effectively the learners need a lot of experience. They need to use it in a variety of different ways for a variety of different purposes. Students need to be able to understand enough of this input to gain positive access to it, and also to being meaningful to them (Krashen 1985).

Aforementioned is in addition to our main author Celce-Murcia about providing extensive appropriate situations and materials in a confident and relax environment in order to improve student's linguistics skills

CHAPTER III: "METHODOLOGY"

This chapter describes the procedural or methodological aspects used in collecting, compiling and evaluating the data for the present research. The main objective of this chapter is to explain techniques and tools used for data collection, analysis and interpretation.

3.1 Research Method.

In order to satisfy the objectives of our investigation, a quantitative research was held. This research is based on the taking of small samples, it is mainly used in the social sciences using methods of data collection, and quantitative research is devoted to collecting, processing and analyzing quantitative or numerical data on previously determined variables.

For the purposes of our research, this method was the most appropriate. By using pretests, posttests, and control and experimental groups, much more accurate results can be achieved. The way in which this method is designed gives us the possibility of reaching at the conclusions that we intended at the beginning. Our main goal was to measure and be able to check the improvement of our students after the intervention by concrete data verified with numbers; this is one of the advantages of performing a quantitative research.

3.2 Context

Nowadays we are immersed in a world with considerable inequalities in terms of education, for us it was difficult to find a sector and a level that really needed and wanted to reinforce the pronunciation in consequence of the low level in English that exists in schools, but in our search we arrived at Boston College school located in Huechuraba, It is a private school, that invests heavily in the English language as they mention in their mission and vision. We choose them because of the aforementioned; its focus on the foreign language English including their pronunciation, the school is not accessible for all social classes since the tariffs are around \$200,000.

In addition to this, we want to share about the mission and vision of the school. To be able to supply information that could be relevant in the choice of the school

Mission: Boston College Huechuraba mission is the integral education of its students. We seek to favor its self-improvement, developing its potential in a

harmonious and integral way, through a quality instruction. We aim to provide solid intellectual and technological knowledge, good English language management and adequate socio-emotional and physical development, in order to achieve a successful relationship with the environment and respect for the environment, thus achieving a successful completion of its life project.

View: Boston College Huechuraba aims to be a leading educational institution, leader in its environment, to deliver a quality education allowing its students and students to face the 21st century, supported by knowledge, technological innovation and intellectual development to enhance the Abilities, attitudes and universal values that augur success in life.

3.3 Participants

The participants were a group of students of III^o grade B from Boston College School. The general sample was composed of 10 participants (6 female, 4 male) and their average age was between 16 and 18 years old. They belong to high middle class in Chile. Most of them are from the same live near school. We decided to work with them because of their characteristics and their availability. The classes took places in the library of the school during class time but as they finished school year, it was not a problem to work with them at the established time by the school.

3.3.1 Selection of the sample.

Our method of selection in the sample was a purposive sampling; we want to prove our hypothesis in a group with the same characteristics, age and with a major comprehension of English. The major purpose was that they understood the importance of the language in the professional field, in order to address the importance of the pronunciation. This is why we also choose this school; they are very focused on the improvement of English. Our selection was not concerned with

academic performance of the English subject, only concerned that they were interested in learning and that it was meaningful to them.

We planned our intervention stages twice a week, with a total of 5 classes, with an approximate duration of 35 minutes.

3.3.2 Data collection Instruments

Before the beginning of the school intervention, a brief survey was carried out on the tastes and interests of the students in order to contextualize and reach the students in a friendly manner, in addition to drawing their attention and making the class meaningful to them.

3.3.3 Pretest and posttest.

The Pretest was held on a Thursday at 9:30 in the morning, students were in extra-program workshops, therefore, there were no problems to run the test.

At the time of the test, we had full capacity of students, the group of 10 students was there, somewhat nervous about the fact of having said "test", but with the passing of the minutes were releasing their knowledge and performed the test fully.

The Posttest was on a Friday at 11:00 in the morning, students were in extra-program workshops, and therefore, there were no problems to run the test.

The mood of the students was appropriate to develop the test and the students were interested on it.

The process of control of the test was the same of the pre-test and it was made into three sections:

A) Listening: In item "I" an audio of each sentence was reproduced with a maximum of 3 repetitions. It was surrendered in a group way.

B) Oral 1: Item "II", unlike item I, this part of the test was performed orally and individually with personal interviews with the students.

C) Oral2: Item "III", in conjunction with the previous item, an interview was conducted with the students in order to give way to the creation of comfort within a dialogue and thus be able to give students the necessary security to be able to expand.

The pretest consisted of 3 Items:

A) Item I: this item consisted of reproducing sounds that corresponded to words that were formed with the / tʃ / & / ʃ / phonemes, therefore, students had to mark the word that they believed correct, then left the model Of the item.

I. UNDERLINE THE WORD YOU HEAR. YOU WILL HEAR EACH SENTENCE THREE TIMES.

- 1.- Are these chips/ships? I love them.
- 2.- One small shops/chops are often expensive.
- 3.- The ditches/dishes need cleaning.
- 4.- I couldn't match/mash these things up.
- 5.- She enjoys washing/watching the children.

6.- Look at this sherry/cherry, shall we buy it?

B) Item II: In this category students were presented with an item containing 2 categories, in the first were objects of common use, and in the second, the store or the place where they could find and buy those objects. In this way, they had to put together sentences with the following grammatical basis: "I would find (Object) at the..... (Place)", of course, the words we used, contained the phonemes that we are studying today. The test model is as follows:

II.- Look at the products and the advertisements below. Where would you find these items?



SOFT FURNISHING and BEDDING co.

French Library

CHINA TOWN
SHOE SHOP

Sunshine Supermarket

FASHION for MEN

Chuck's Bookshop

Charlie's dairy products

C) Item III: in this part of the test students should choose two images from a group of five, and give a description of each creating a dialogue with the teacher. the images were as follows:





In this occasion, the students had to describe the actions of the people they see in the images. Taking advantage of this item, it was very useful to create a conversation based on the answers they gave us.

In this stage of our investigation we established a pretest before our interventions, to analyze the initial floor of the students and to make clear the way to approach the problem of pronunciation in our classes; we use it as a diagnostic test and as a comparison with our posttest.

Reasons for using a pre-test:

- To measure a starting point or the amount of pre-existing knowledge on the topic.
- To compare with the starting point of a post-test.
- To indicate to the student the learning level of the course topic.

Reasons for using a post-test:

- To measure the learning as a result of the course experience.
- To analyze the appropriateness of the learning objectives.
- To recognize students who need additional help.

To develop our pre and posttest we need to create a rubric according to what we want to evaluate.

After applying our pretest, we needed a rubric to achieve the results and interpreted it. (See image 3.3.3)

| | |
|-------|-------|
| Name: | Date: |
|-------|-------|

| Item | Word | Correct | Incorrect | Comments | |
|------|-----------------------|---------|-----------|----------|--|
| I | Chips | | | | |
| | Shops | | | | |
| | Dishes | | | | |
| | Match | | | | |
| | Washing / Children | | | | |
| | Cherry / shall | | | | |
| II | OBJECTS | | | | |
| | Shoes | | | | |
| | Cheese | | | | |
| | Shirt | | | | |
| | Chair | | | | |
| | FR/ SP Dictionary | | | | |
| | PLACE | | | | |
| | FrenchSpanish Library | | | | |
| | SOFT FURNISHING | | | | |
| | CHINA TOWN SHOE SHOP | | | | |
| | FASHION for MEN | | | | |
| | Charlie's dairy | | | | |
| | Chuck's Bookshop | | | | |
| | Sunshine Supermarket | | | | |
| III | Word | Phoneme | | | |
| | | ʃ | tʃ | | |
| | Random image | | | | |
| | Random image | | | | |

(Image 3.3.2: Rubric pre and posttest)

3.4 Lesson Planning

Our classes were based on the communicative language approach with the model proposed by our principal author Celce-Murcia. Here we attached our lesson planning from 3 classes, not including the day that was performed pre and post test. (See appendix 1)

3.5 Material Selection

The selection of the material was made according to the interests of our students to make it attractive and contextualized in their reality. We made a little conversation before apply the pretest, asking them for the things they like and enjoy, as a first step to develop our material, and the activities were design according to the model of Celce-Murcia where an analysis part is related with to see what happened with that sound, from different points of view including the comparison with our mother tongue. Then we want to give them clues to achieve our goal, with stimulus from the teacher, and of course develop communicative tasks, with description of situations or objects.

CHAPTER IV: "DATA ANALYSIS AND RESULTS"

In this chapter we will review in detail the results obtained by the tests applied to our experimental group, both at the beginning of the intervention and at the end of the same, in addition, the results of the test applied to ten people randomly for the purpose of comparing results between the experimental group at the end of the intervention and random individuals without previous instruction.

4.1. Pretest

Pretest:

The results obtained by our students in the first test applied in the intervention are presented below. It had a 100% attendance and it took two and a half hours to be evaluated in its entirety.

4.1.1. Per Student

The following table contains the results of the different Items. "Listening" corresponds to the first item, "Oral I" corresponds to the second item, and for its part, "Oral II" corresponds to the third item. Also, contains personal results per phoneme.

Table 1: Results per Student

| Name | Item | Questions | Correct | Incorrect | Percentage correct | Percentage incorrect |
|-----------|--------|-----------|---------|-----------|--------------------|----------------------|
| Subject 1 | Oral I | 12 | 7 | 5 | 58.3% | 41.7% |

| | | | | | | |
|-----------|------------------|----|---|----|-------|-------|
| | Oral II | 2 | 1 | 1 | 50% | 50% |
| | /ʃ/ | 9 | 6 | 3 | 67% | 33% |
| | /tʃ/ | 5 | 2 | 3 | 40% | 60% |
| | Listening | 6 | 4 | 2 | 66.6% | 33.4% |
| Subject 2 | Oral I | 12 | 5 | 7 | 41.7% | 58.3% |
| | Oral II | 2 | 0 | 2 | 0% | 100% |
| | /ʃ/ | 9 | 5 | 4 | 55.5% | 44.5% |
| | /tʃ/ | 5 | 3 | 2 | 60% | 40% |
| | Listening | 6 | 6 | 0 | 100% | 0% |
| Subject 3 | Oral I | 12 | 9 | 3 | 75% | 25% |
| | Oral II | 2 | 0 | 2 | 0% | 100% |
| | /ʃ/ | 9 | 5 | 4 | 55.5% | 44.5% |
| | /tʃ/ | 5 | 3 | 2 | 60% | 40% |
| | Listening | 6 | 5 | 1 | 83.3% | 16.7% |
| Subject 4 | Oral I | 12 | 6 | 6 | 50% | 50% |
| | Oral II | 2 | 0 | 2 | 0% | 100% |
| | /ʃ/ | 9 | 6 | 3 | 67% | 33% |
| | /tʃ/ | 5 | 1 | 4 | 20% | 80% |
| | Listening | 6 | 5 | 1 | 83.3% | 16.7% |
| Subject 5 | Oral I | 12 | 8 | 4 | 66.6% | 33.4% |
| | Oral II | 2 | 1 | 1 | 50% | 50% |
| | /ʃ/ | 9 | 5 | 4 | 55.5% | 44.5% |
| | /tʃ/ | 5 | 4 | 1 | 80% | 20% |
| | Listening | 6 | 4 | 2 | 66.6% | 33.4% |
| Subject 6 | Oral I | 12 | 2 | 10 | 16.7% | 83.3% |
| | Oral II | 2 | 1 | 1 | 50% | 50% |
| | /ʃ/ | 9 | 1 | 8 | 11.1% | 88.9% |
| | /tʃ/ | 5 | 2 | 3 | 40% | 60% |
| | Listening | 6 | 3 | 3 | 50% | 50% |

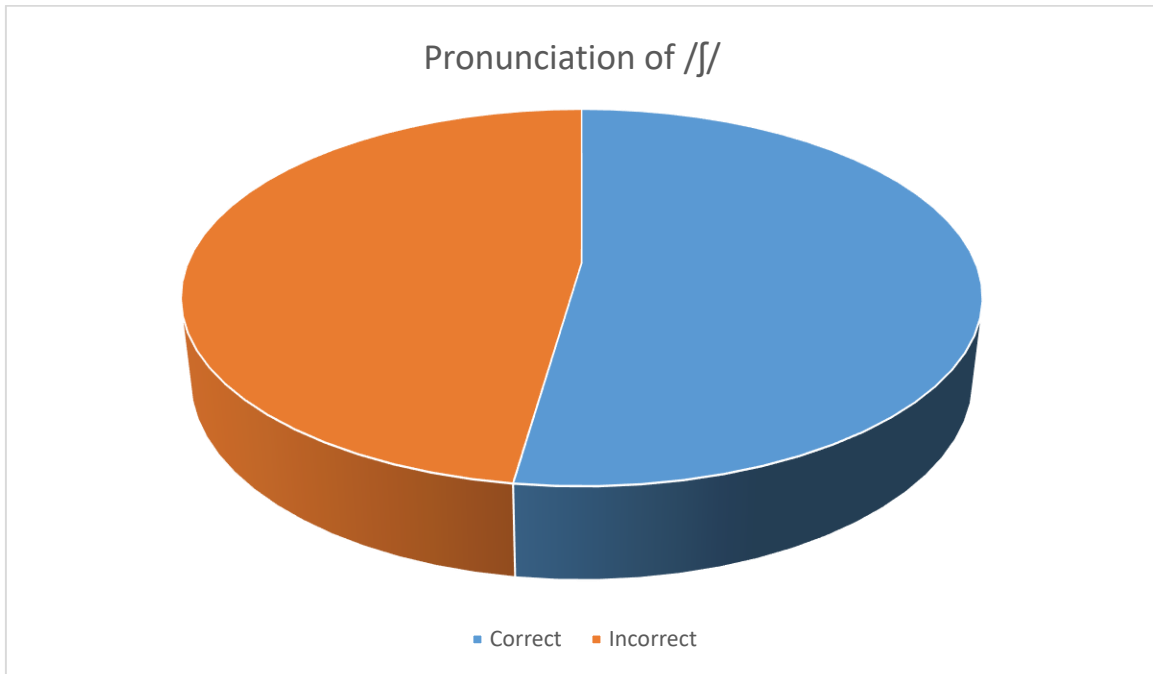
| | | | | | | |
|------------|------------------|----|----|----|-------|-------|
| Subject 7 | Oral I | 12 | 8 | 4 | 66.6% | 33.4% |
| | Oral II | 2 | 0 | 2 | 0% | 100% |
| | /ʃ/ | 9 | 7 | 2 | 77.7% | 22.3% |
| | /tʃ/ | 5 | 1 | 4 | 20% | 80% |
| | Listening | 6 | 5 | 1 | 83.3% | 16.7% |
| Subject 8 | Oral I | 12 | 10 | 2 | 83.3% | 16.7% |
| | Oral II | 2 | 1 | 1 | 50% | 50% |
| | /ʃ/ | 9 | 8 | 1 | 88.8% | 11.2% |
| | /tʃ/ | 5 | 3 | 2 | 60% | 40% |
| | Listening | 6 | 4 | 2 | 66.6% | 33.4% |
| Subject 9 | Oral I | 12 | 2 | 10 | 16.7% | 83.3% |
| | Oral II | 2 | 2 | 0 | 100% | 0% |
| | /ʃ/ | 9 | 2 | 7 | 22.3% | 77.7% |
| | /tʃ/ | 5 | 1 | 4 | 20% | 80% |
| | Listening | 6 | 5 | 1 | 83.3% | 16.7% |
| Subject 10 | Oral I | 12 | 3 | 9 | 25% | 75% |
| | Oral II | 2 | 1 | 1 | 50% | 50% |
| | /ʃ/ | 9 | 2 | 7 | 22.3% | 77.7% |
| | /tʃ/ | 5 | 4 | 1 | 80% | 20% |
| | Listening | 6 | 5 | 1 | 83.3% | 16.7% |

This first table shows the results obtained by the students in the pretest, separated by item and by phoneme used.

4.1.1.1 Per Phonemes

Graphic 1: Pronunciation of /ʃ/ in the pretest

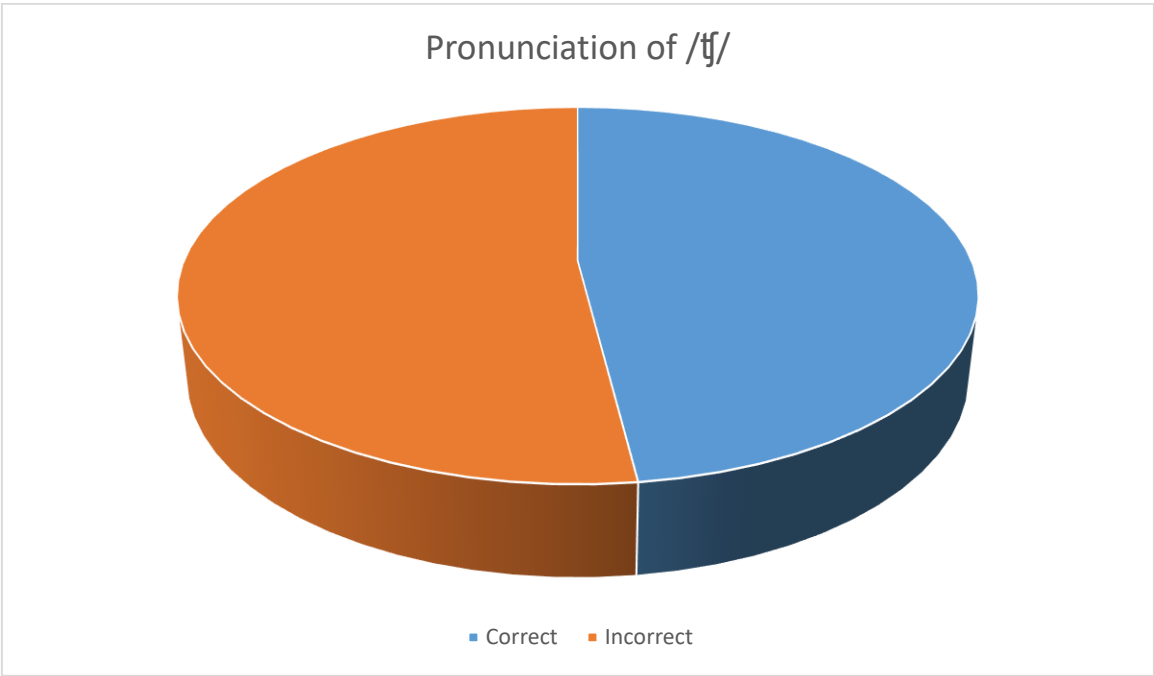
The following graph shows the result of the production of /ʃ/ obtained by our students during the pre-test.



As we can see, the production of the phoneme / ʃ / is slightly better captured by the students, but we may also realize that due to the social stratum they tend to force certain sounds, or simply to use only / tʃ / or / ʃ / for all the cases .

Graphic 2: Pronunciation of /tʃ/ in the pretest

The following graph shows the result of the production of / tʃ / obtained by our students during the pre-test.



In this graph we can see that /tʃ/ is the sound that causes more problems to the students. This problem arises because they only apply the sound /j/ pertaining to Spanish for all pronunciations of English (in the words that correspond).

4.1.2 Per Test

Table 2: Results per Test

| Name | Item | Questions | Correct | Incorrect | Percentage correct | Percentage incorrect |
|------|------|-----------|---------|-----------|--------------------|----------------------|
|------|------|-----------|---------|-----------|--------------------|----------------------|

| | | | | | | |
|------------|-----------------------|----|----|----|-------|-------|
| Subject 1 | Oral | 14 | 8 | 6 | 57.1% | 42.9% |
| | listenin g | 6 | 4 | 2 | 66.6% | 33.4% |
| Subject 2 | Oral | 14 | 5 | 9 | 35.7% | 64.3% |
| | listenin g | 6 | 6 | 0 | 100% | 0% |
| Subject 3 | Oral | 14 | 9 | 5 | 64.3% | 35.7% |
| | listenin g | 6 | 5 | 1 | 83.3% | 16.7% |
| Subject 4 | Oral | 14 | 6 | 8 | 42.9% | 57.1% |
| | listenin g | 6 | 5 | 1 | 83.3% | 16.7% |
| Subject 5 | Oral | 14 | 9 | 5 | 64.3% | 35.7% |
| | listenin g | 6 | 4 | 2 | 66.6% | 33.4% |
| Subjecct 6 | Oral | 14 | 3 | 11 | 21.4% | 78.6% |
| | listenin g | 6 | 3 | 3 | 50% | 50% |
| Subject 7 | Oral | 14 | 8 | 6 | 57.1% | 42.9% |
| | listenin g | 6 | 5 | 1 | 83.3% | 16.7% |
| Subject 8 | Oral | 14 | 11 | 3 | 78.6% | 21.4% |
| | listenin g | 6 | 4 | 2 | 66.6% | 33.4% |
| Subject 9 | Oral | 14 | 4 | 10 | 28.6% | 71.4% |
| | listenin g | 6 | 5 | 1 | 83.3% | 16.7% |
| Subject 10 | Oral | 14 | 4 | 10 | 28.6% | 71.4% |
| | listenin g | 6 | 5 | 1 | 83.3% | 16.7% |

This second table shows the results by item of each student, with their respective percentages of correct and incorrect answers.

4.1.3 Per Item

Table 3: Results per Item

| Item | Questions | Average correct | Average incorrect |
|-------------|-----------|-----------------|-------------------|
| 1 Listening | 6 | 76.6% | 23.4% |
| 2 Oral I | 12 | 49.9% | 50.1% |
| 3 Oral II | 2 | 35% | 65% |

The latter table, in general, specifies the overall percentages of the test obtained by all our students. As we can see the production of English (Oral) has a lot of troubles produced mainly by their own confidence.

4.2. Posttest

Table 4: Results Per Student

| Name | Item | Questions | Correct | Incorrect | Percentage correct | Percentage incorrect |
|-----------|-----------|-----------|---------|-----------|--------------------|----------------------|
| Subject 1 | Oral I | 12 | 7 | 5 | 58% | 42% |
| | Oral II | 2 | 1 | 1 | 50% | 50% |
| | /ʃ/ | 9 | 5 | 4 | 55.5% | 44.5% |
| | /tʃ/ | 5 | 3 | 2 | 60% | 40% |
| | Listening | 6 | 4 | 2 | 66.6% | 33.4% |

| | | | | | | |
|-----------|------------------|----|----|---|-------|-------|
| Subject 2 | Oral I | 12 | 11 | 1 | 91.6% | 8.4% |
| | Oral II | 2 | 1 | 1 | 50% | 50% |
| | /ʃ/ | 9 | 8 | 1 | 88.8% | 11.2% |
| | /tʃ/ | 5 | 5 | 0 | 100% | 0% |
| | Listening | 6 | 5 | 1 | 83.3% | 16.7% |
| Subject 3 | Oral I | 12 | 11 | 1 | 91.6% | 8.4% |
| | Oral II | 2 | 2 | 0 | 100% | 0% |
| | /ʃ/ | 9 | 8 | 1 | 88.8% | 11.2% |
| | /tʃ/ | 5 | 5 | 0 | 100% | 0% |
| | Listening | 6 | 5 | 1 | 83.3% | 16.7% |
| Subject 4 | Oral I | 12 | 9 | 3 | 75% | 25% |
| | Oral II | 2 | 1 | 1 | 50% | 50% |
| | /ʃ/ | 9 | 7 | 2 | 77.7% | 12.3% |
| | /tʃ/ | 5 | 4 | 1 | 80% | 20% |
| | Listening | 6 | 6 | 0 | 100% | 0% |
| Subject 5 | Oral I | 12 | 10 | 2 | 83.3% | 16.7% |
| | Oral II | 2 | 2 | 0 | 100% | 0% |
| | /ʃ/ | 9 | 7 | 2 | 77.7% | 12.3% |
| | /tʃ/ | 5 | 5 | 0 | 100% | 0% |
| | Listening | 6 | 5 | 1 | 83.3% | 16.7% |
| Subject 6 | Oral I | 12 | 7 | 5 | 58% | 42% |
| | Oral II | 2 | 2 | 0 | 100% | 0% |
| | /ʃ/ | 9 | 5 | 4 | 55.5% | 44.5% |

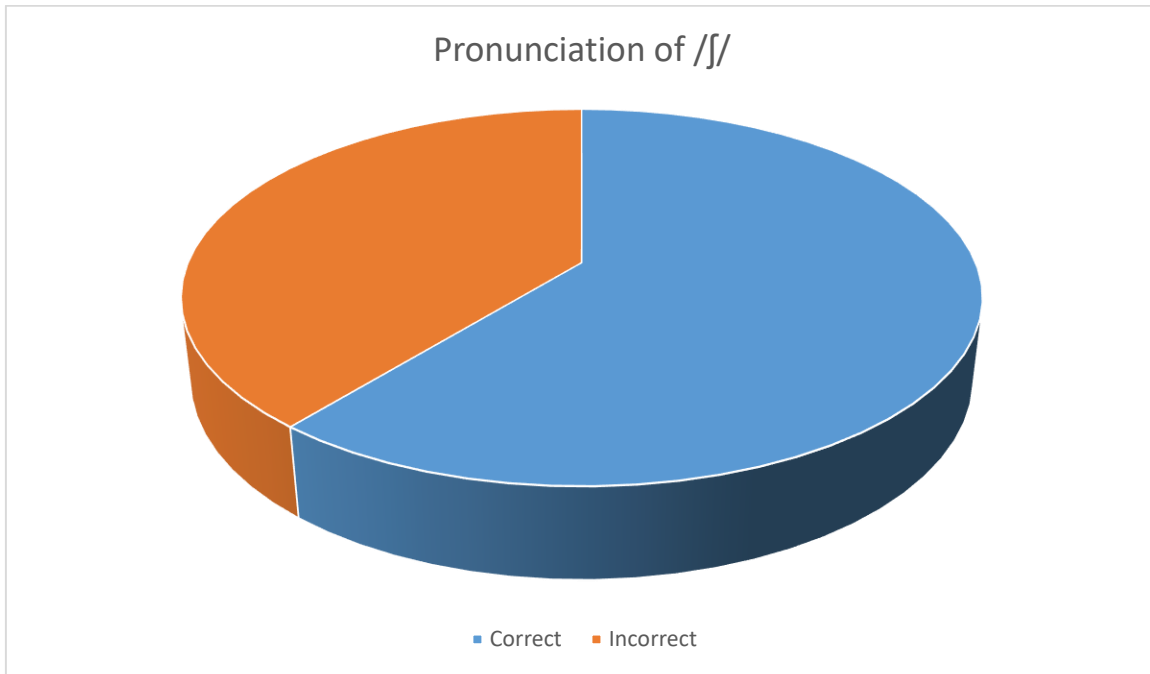
| | | | | | | |
|------------|-----------------------|----|----|---|-------|-------|
| | /tʃ/ | 5 | 7 | 2 | 77.7% | 12.3% |
| | Listenin g | 6 | 5 | 1 | 83.3% | 16.7% |
| Subject 7 | Oral I | 12 | 9 | 3 | 75% | 25% |
| | Oral II | 2 | 1 | 1 | 50% | 50% |
| | /ʃ/ | 9 | 8 | 1 | 88.8% | 11.2% |
| | /tʃ/ | 5 | 3 | 2 | 60% | 40% |
| | Listenin g | 6 | 6 | 0 | 100% | 0% |
| Subject 8 | Oral I | 12 | 11 | 1 | 91.6% | 8.4% |
| | Oral II | 2 | 1 | 1 | 50% | 50% |
| | /ʃ/ | 9 | 9 | 0 | 100% | 0% |
| | /tʃ/ | 5 | 5 | 0 | 100% | 0% |
| | Listenin g | 6 | 6 | 0 | 100% | 0% |
| Subject 9 | Oral I | 12 | 8 | 4 | 66.6% | 33.4% |
| | Oral II | 2 | 0 | 2 | 0% | 100% |
| | /ʃ/ | 9 | 6 | 3 | 66.6% | 33.4% |
| | /tʃ/ | 5 | 2 | 3 | 40% | 60% |
| | Listenin g | 6 | 6 | 0 | 100% | 0% |
| Subject 10 | Oral I | 12 | 7 | 5 | 58% | 42% |
| | Oral II | 2 | 1 | 1 | 50% | 50% |
| | /ʃ/ | 9 | 4 | 5 | 44.5% | 55.5% |
| | /tʃ/ | 5 | 5 | 0 | 100% | 0% |
| | Listenin g | 6 | 6 | 0 | 100% | 0% |

This first table shows the results obtained by the students in the post test, separated by item and by phoneme used.

4.2.1.1 Per Phonemes

Graphic 4: Pronunciation of /j/ in the posttest

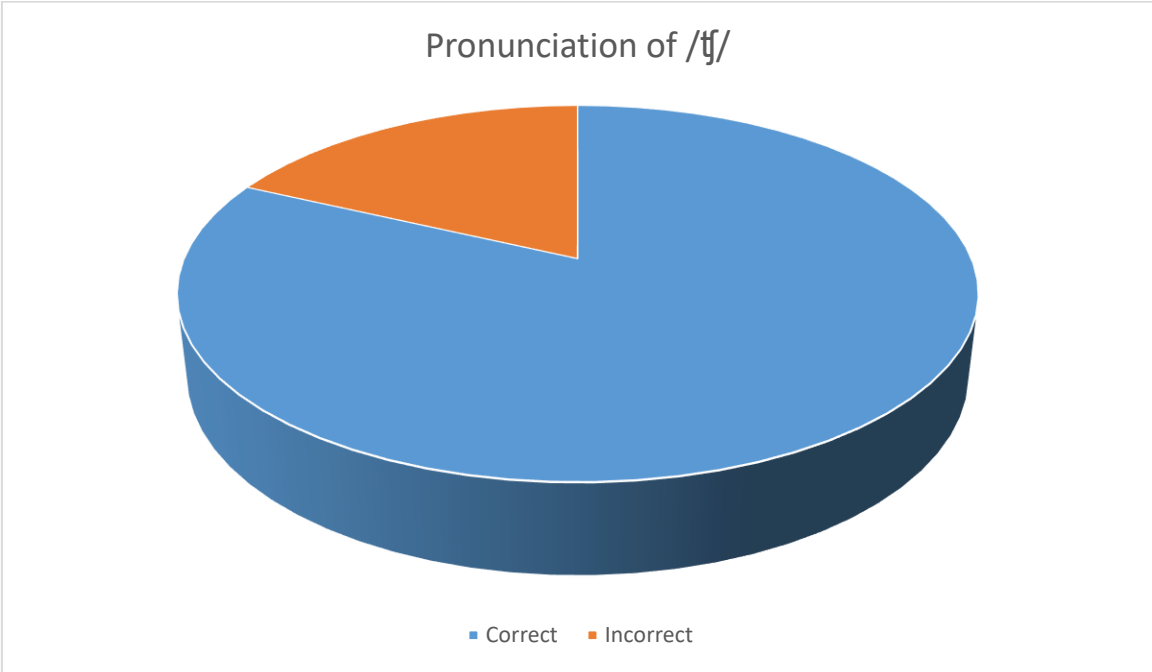
The following graph shows the result of the production of /j/ obtained by our students during the post-test.



As we can see, the production of the phoneme /ʃ/ is much better captured by the students than in the pretest, therefore, we can say that they have already begun to become aware that it exists and that different sounds are applied in different words in English.

Graphic 4: Pronunciation of /tʃ/ in the posttest.

The following graph shows the result of the production of /tʃ/ obtained by our students during the post-test.



As it is possible to appreciate, toward the end of the process there is greater perception about the phoneme / tʃ /, how and when to use it, and, above all, they already manage to discriminate it when listening to it. Thankfully, / tʃ /, is the sound that best percentage of correct answers we got in this posttest.

Table 5: Results Per Test

| Name | Item | Questions | Correct | Incorrect | Percentage correct | Percentage incorrect |
|-----------|-----------|-----------|---------|-----------|--------------------|----------------------|
| Subject 1 | Oral | 14 | 8 | 6 | 57.1% | 42.9% |
| | listening | 6 | 4 | 2 | 66.6% | 33.4% |

| | | | | | | |
|------------|------------------|----|----|---|-------|-------|
| Subject 2 | Oral | 14 | 12 | 2 | 85.7% | 14.3% |
| | listening | 6 | 5 | 1 | 83.3% | 16.7% |
| Subject 3 | Oral | 14 | 13 | 1 | 92.8% | 7.2% |
| | listening | 6 | 5 | 1 | 83.3% | 16.7% |
| Subject 4 | Oral | 14 | 10 | 4 | 71.4% | 28.6% |
| | listening | 6 | 6 | 0 | 100% | 0% |
| Subject 5 | Oral | 14 | 12 | 2 | 85.7% | 14.3% |
| | listening | 6 | 5 | 1 | 83.3% | 16.7% |
| Subject 6 | Oral | 14 | 9 | 5 | 64.2% | 35.8% |
| | listening | 6 | 5 | 1 | 83.3% | 16.7% |
| Subject 7 | Oral | 14 | 10 | 4 | 71.4% | 28.6% |
| | listening | 6 | 6 | 0 | 100% | 0% |
| Subject 8 | Oral | 14 | 12 | 2 | 85.7% | 14.3% |
| | listening | 6 | 6 | 0 | 100% | 0% |
| Subject 9 | Oral | 14 | 8 | 6 | 57.1% | 42.9% |
| | listening | 6 | 6 | 0 | 100% | 0% |
| Subject 10 | Oral | 14 | 8 | 6 | 57.1% | 42.9% |
| | listening | 6 | 6 | 0 | 100% | 0% |

This second table shows the results by item of each student, with their respective percentages of correct and incorrect answers.

Table 6: Results Per Item

This latter table, in general, specifies the overall percentages of the test.

| Item | Questions | Average correct | Average incorrect |
|-------------|-----------|-----------------|-------------------|
| 1 Listening | 6 | 90% | 10% |
| 2 Oral I | 12 | 75% | 25% |
| 3 Oral II | 2 | 60% | 40% |

4.3. Summary of the Results

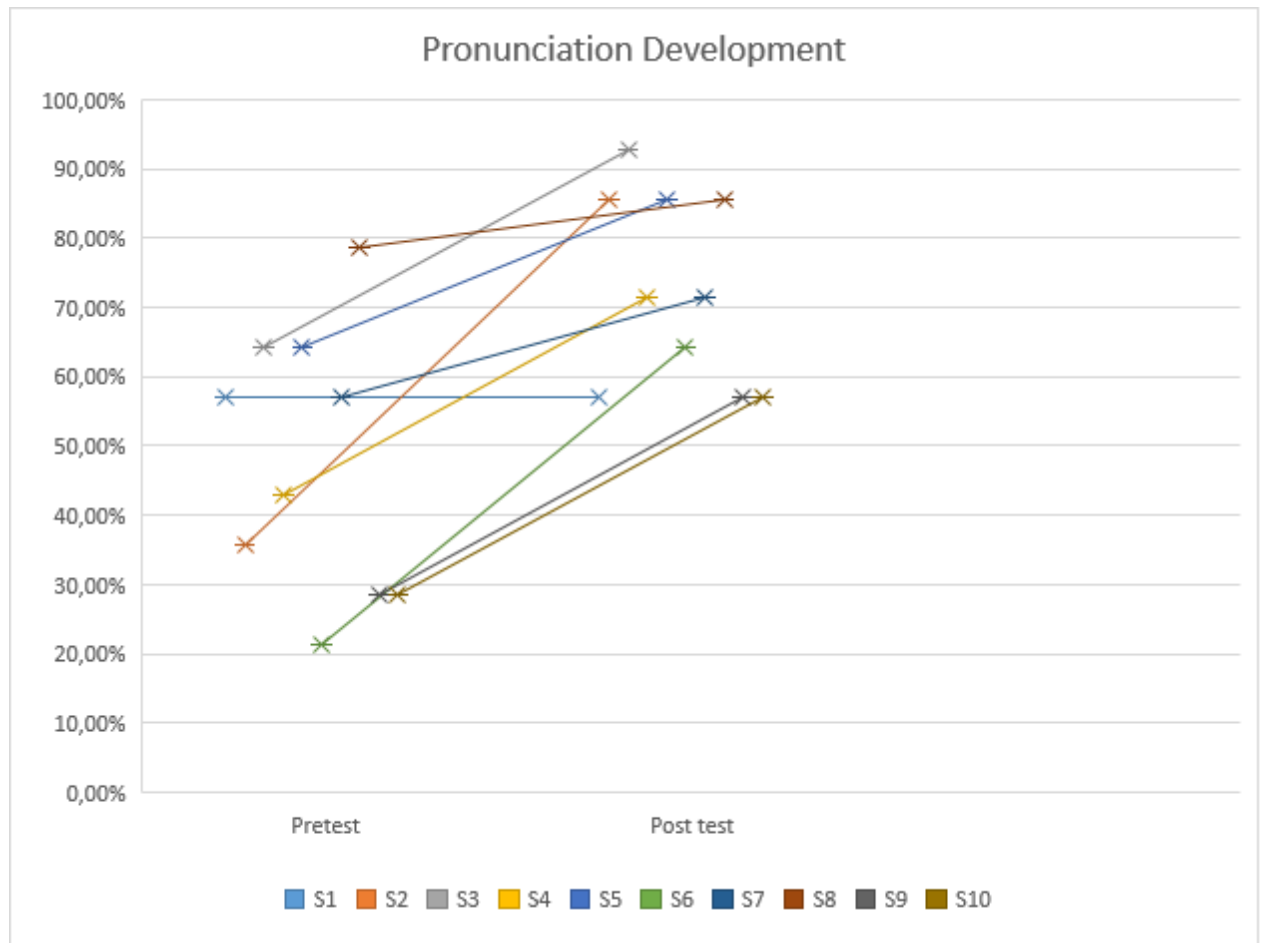
Table 7: Comparison of results

| Name | Item | Pretest | | Post-test | |
|-----------|-----------|---------|-----------|-----------|-----------|
| | | Correct | Incorrect | Correct | Incorrect |
| Subject 1 | Oral | 57.1% | 42.9% | 57.1% | 42.9% |
| | listening | 66.6% | 33.4% | 66.6% | 33.4% |
| Subject 2 | Oral | 35.7% | 64.3% | 85.7% | 14.3% |
| | listening | 100% | 0% | 83.3% | 16.7% |
| Subject 3 | Oral | 64.3% | 35.7% | 92.8% | 7.2% |
| | listening | 83.3% | 16.7% | 83.3% | 16.7% |
| Subject 4 | Oral | 42.9% | 57.1% | 71.4% | 28.6% |
| | listening | 83.3% | 16.7% | 100% | 0% |
| Subject 5 | Oral | 64.3% | 35.7% | 85.7% | 14.3% |

| | | | | | |
|------------|------------------|-------|-------|-------|-------|
| | listening | 66.6% | 33.4% | 83.3% | 16.7% |
| Subject 6 | Oral | 21.4% | 78.6% | 64.2% | 35.8% |
| | listening | 50% | 50% | 83.3% | 16.7% |
| Subject 7 | Oral | 57.1% | 42.9% | 71.4% | 28.6% |
| | listening | 83.3% | 16.7% | 100% | 0% |
| Subject 8 | Oral | 78.6% | 21.4% | 85.7% | 14.3% |
| | listening | 66.6% | 33.4% | 100% | 0% |
| Subject 9 | Oral | 28.6% | 71.4% | 57.1% | 42.9% |
| | listening | 83.3% | 16.7% | 100% | 0% |
| Subject 10 | Oral | 28.6% | 71.4% | 57.1% | 42.9% |
| | Listening | 83.3% | 16.7% | 100% | 0% |

This table shows the percentages obtained by our students, both in the pretest and posttest, and in this way to contrast their progress. Fortunately, the analysis of these data show us that there was a progress from the students. It can be seen that most of them made progress, both in the Listening part and in the Oral part.

Graphic 5: Pronunciation Development



The chart presented above describes the development and advancement of Boston College students. At first glance we can see that 90% of the students presented significant advances in English proficiency and production, and that only 10% did not obtain improvements, but, they maintained their levels.

Table 8: Comparison post-test results and results of random people

| Comparison post-test results and results of random people | | | | | | | |
|---|-----------|-----------|------------|-----------|-----------|-----------|-------------|
| Name | Item | % correct | %incorrect | Random n° | Item | % correct | % incorrect |
| Subject 1 | Oral | 57.1% | 42.9% | 1 | Oral | 48% | 52% |
| | listening | 66.6% | 33.4% | | listening | 60.5% | 39.5% |
| Subject 2 | Oral | 85.7% | 14.3% | 2 | Oral | 27% | 73% |
| | listening | 83.3% | 16.7% | | listening | 75% | 25% |
| Subject 3 | Oral | 92.8% | 7.2% | 3 | Oral | 60.3% | 39.7% |
| | listening | 83.3% | 16.7% | | listening | 83.3% | 19.7% |
| Subject 4 | Oral | 71.4% | 28.6% | 4 | Oral | 42.9% | 57.1% |
| | listening | 100% | 0% | | listening | 80.3% | 16.7% |
| Subject 5 | Oral | 85.7% | 14.3% | 5 | Oral | 60.3% | 39.7% |
| | listening | 83.3% | 16.7% | | listening | 66.6% | 33.4% |
| Subject 6 | Oral | 64.2% | 35.8% | 6 | Oral | 21.4% | 78.6% |
| | listening | 83.3% | 16.7% | | listening | 70% | 30% |
| Subject 7 | Oral | 71.4% | 28.6% | 7 | Oral | 54.1% | 45.9% |
| | listening | 100% | 0% | | listening | 88.3% | 11.7% |
| Subject 8 | Oral | 85.7% | 14.3% | 8 | Oral | 78.6% | 21.4% |
| | listening | 100% | 0% | | listening | 66.6% | 33.4% |
| Subject 9 | Oral | 57.1% | 42.9% | 9 | Oral | 28.6% | 71.4% |
| | listening | 100% | 0% | | listening | 83.3% | 16.7% |
| Subject 10 | Oral | 57.1% | 42.9% | 10 | Oral | 25.6% | 74.4% |
| | listening | 100% | 0% | | listening | 86.3% | 13.7% |

In this comparative table, we can see the contrast between the results obtained by our group of students belonging to the intervention and ten people who wanted to voluntarily take the test to have the contrast between the students who had the classes and developed knowledge, and people without this prior instruction. The results show that clearly, English instruction has created a marked margin of difference, in which students at Boston College exceed the percentage of correct answers obtained by those who voluntarily took the test.

Instruction based on the concepts of Celce-Murcia, helped the positive development of auditory and oral skills, therefore, here is the basis of the success of your test.

The results obtained by the sample people, leads us to realize that the reality of English is so vague, but despite this, there is a basic command of English.

As a conclusion of the results, we will point out that the average effectiveness of our intervention is 24.9%, with students increasing their correct answers by more than 40% and only one person who did not obtain changes, kept his errors.

CHAPTER V: "CONCLUSIONS".

This chapter collects the results of the investigation in form of conclusion. It is composed by the general conclusion which recapitulates all the information and results during the process. The answer of the General Objective in order to explain and give a suitable response to the objective established by us. The hypothesis is also described in detail and showing how we reach it. The Pedagogical Implications explain the importance of pronunciation and how this is out of concern in Chilean schools. The limitations tell us about how the intervention cannot be successful in some specific cases. And finally, the Suggestions for the Future Research explains our advices, according to what we saw during the course of the investigation, to future research to consider.

5.1. General Conclusion

The communicative approaches in which we based our study, is a guide to develop material and teach to the students giving them an space and real context to practice and produce English, so they can improve not only their pronunciation, but confident in their knowledge and linguistics skills as well.

The exercises based on the Communicative Approach could help the learners put their language performance in real practice, not just focused on the production, but also by making the students feel more comfortable in an open environment that encourages them to speak by giving the tools and the necessary confidence to speak. The communicative approached proposed by Celce-Murcia, established not only in the creation and preparation of material but also gives the instructions and suggestions to work in a communicative environment, this means that teachers play a very important role according to the way they cheer the students to produce. The stages the author suggests (description and analysis, listening discrimination, controlled practice, guided practice and communicative practice) gives a very well structured class in which the students are exposed to the sounds /tʃ/ and /ʃ/, first just

by listening and observing, then by producing being guided by the teacher and finally to be able to give a suitable response using the content seen during the intervention.

The investigation followed to Celce-Murcia structure, we invite the students to feel as comfortable as they want, and to not feel afraid or embarrassed to participate, not to be worried about mistakes; In fact, we highlight the importance of making mistakes in the learning process, because, otherwise, they will never be aware of their weaknesses.

The result of the investigation shows a considerable rise in the oral production of the speakers as well as in the listening part. The level of increase of the communicative competence of the students is product of the structure of the class. The effectiveness of the intervention was 24.9% average, we can considered successful according to this and to the fact that almost all the students improve their pronunciation of the sounds /f/ and /tʃ/.

5.1.2. Answers to the General and Specific Objective

The general objective: “To design pronunciation material for young learners focused on the teaching and learning of the phonemes /f/ and /tʃ/ based on the model proposed by Celce-Murcia et al (2010).”

The applied material was designed by us based on the method proposed by Celce-Murcia on her book “Language Teaching Approaches: An Overview”. This material is thought to be used in a communicative framework, and for the students to practice their linguistics performance so they can improve them as much as they can.

We created a relaxed and confident environment in which the students could feel comfortable and not inhibited by the everyday stress situations in schools inviting them to sit on the floor, taking shoes off, giving them some juice and cookies if they were hungry. We built a secure space for the learners, and gave them the tools (not just the material) for producing. The relation of the students with English nowadays put us on a stage in which it is easier to work with them because they are in constant

touch with the language, not only for educational purposes, but in series, music, television and so on. So they are immerge in an English-speaking context somehow. In general terms, the students has almost no difficulties into difference the sound, they notice the distinction and know how each sound is articulate. The results of the oral part in the posttest noticed that for the students useful the exercises and could improve, significantly their pronunciation and their self-confident to speaks English without feeling embarrassed.

In terms of specific objectives, each of them was fully achieved, however, throughout the intervention, there were certain delays and stumbling blocks that prevented their goal in the estimated time

5.1.3 The Hypothesis

“Exercises based on the Communicative Approach could help students improve their pronunciation of the phonemes /ʃ/ and /tʃ/.”

The exercises based on the Communicative Approach could help the learners put their language performance in real practice and real context.

We use the information collected in the first class about the things they liked and personal interests to develop and design the activities and the whole class. The communicative approach proposed by Celce-Murcia, talks not only about the creation and preparation of material, but also gives the instructions and suggestions to work in a communicative environment, this means that teachers plays a very important role according to the way they cheer the students to produce. We were really careful when the learners made mistakes, the idea was not to point out directly to them because the scholars could feel ashamed of what they were doing, we repeated the word well pronounced slowly so they can noticed by themselves where they were failing.

During the investigation, the procedure for the classes were always under the stages Celce-Murcia proposed. We invited the students to feel as comfortable as they wanted, did not feel afraid or embarrass to participate, not to be worried about

mistakes; In fact, we talk about the importance of making mistakes in the learning process, because otherwise they will never be aware of their weaknesses.

The results of the investigation show a considerable rise in the oral production of the speakers as well as in the listening part. The level of increase of the communicative competence of the students is product of the structure of the class and by the design of the materials and methods.

5.2. Pedagogical Implications

The importance of the pronunciation has been a forgotten matter in the Chilean schools. The training and the time they give to it is not sufficient. In fact the time schools give to the practice of English in general is not enough to acquire the language, we cannot expect that pronunciation is a thing that concerns.

The study is based in making the students produce and express ideas or describing things and situations in English, so they are constantly practicing and,by consequence, improving their levels of proficiency included pronunciation.

5.3. Limitations

On the other hand, we got some cases in which the improvement of the pronunciation of null. Nicolas Lagos has 0% of correct answers in the oral part of the posttest, but 100% of correct answers in the listening item. We believe that he has an extra and very particular difficulty to produce the sounds / tʃ / and / ʃ / because of his teeth and the shape of the mouth.

On Klein's six dimensions of language, he explains about the importance of the articulatory apparatus in producing the language. He refers to this like: "Biological Determinants of the Language Processor" he explains that the biological components includes the articulatory apparatus which goes from the mouth and all

its parts (tongue, uvula, teeth, palate, etc.), going by the vocal chords, the larynx, the pharynx and the lungs. All these elements are directly related in the form in which we produce the sounds. In the particular case of Nicolás, it was notorious that his teeth were a factor that affects his production. He was completely aware of the differences between the sounds /f/ and /tʃ/, but it was very hard for him to pronounce /f/ when it was contextualized.

Our activities cannot fight against physiology, maybe with more practice he could have considerable improvements.

5.4. Suggestions for Future Research

We recommend for the future investigations to consider some other aspects that can influence when speakers use the language, such as the articulatory apparatus of the students and how this affects their performance.

We also suggest to be careful with the environment of the classes, having a relaxing, comfortable and confident atmosphere helps the students to feel calm when they have to speak or participate from the activities, if they feel the pressure their production will not be the expected for the investigation.

The intervention was not an evaluation for the students, they only cooperated with us. Maybe in the future the “mark” factor, could be something that inhibits the learners to speak, they would feel a little anxious for having a good result and not making mistakes instead of focus on speaking. This should be considered in the future if it is intended to apply in real school situations.

CHAPTER VI: REFERENCES

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CHAPTER VII: APPENDIX

In this section, you will find some materials that were useful when teaching, and also, different things of relevance to the research.

1) Lessons Plans

LESSON PLANNING ESA-PPP (2015)

| | | | |
|----------------------|---------------------|-----------------------------------|--------------------|
| Group: 3° medio A | Date: 18th November | Time: 35 minutes aprox. | Sequence: 1° class |
| PRE SERVICE TEACHER: | | SCHOOL: Boston College Huechuraba | |

Main Objective: To recognize the phonetic difference between the phonemes /tj/ and /f/.

Subsidiary aims: a) To distinguish the different articulation of each phoneme
b) To discriminate the sound of each phoneme.
c) To produce the sound of the phoneme inside of a statement.

Key Activities:

Contents:

| | | | |
|--------------------|--------|----------|-----------|
| Skills/procedures: | Lexis: | Grammar: | Function: |
|--------------------|--------|----------|-----------|

Assumptions:

| Stages | Interaction | Evaluation | IT- Materials- Timing |
|----------|--|------------|-----------------------------|
| Analysis | The teacher starts the class giving examples using some famous youtubers and daily actions to contextualize the learning. In this part | | Computer 5 minutes |

| | | | |
|--------------------------|---|--|-----------------------|
| | <p>of the class, the teacher explains the class and the content they will learn in the class.</p> <p>The teacher gives some characteristics of the phonemes and some examples of how the meaning could change with the use of each phoneme.</p> | | |
| Listening comprehension. | The teacher present some sentences containing both phonemes on it, once he/she shows them, a record is played in order to deliver a correct pronunciation, so, in that way, the students have to repeat what they are hearing | | Computer 5 minutes |
| Control practice | Using flash cards, the students have to complete the sentences with the | | Flash cards and |

| | | | |
|------------------------|--|--|-------------------------------|
| | missing word, of course, those words uses the /f/ or the /tʃ/ sound. | | white board 10 minutes |
| Guided practice | The Role Play: the students have to take a role, being a journalist or being a Youtuber and create a dialogue with his classmates. They have to incorporate words like: choose, wash, watch, wish, which, should, etc. | | 5 minutes |
| Communicative practice | Description The student have to choose 2 pictures containing themes according to Youtube topic, and then they have to describe the picture using words like: should, choose, and all the words they want (using /f/ or /tʃ/ sound | | Flash cards 5 minutes |

LESSON PLANNING ESA-PPP (2015)

| | | | |
|----------------------|-----------------------------|-----------------------------------|-----------------------|
| Group: 3° medio A | Date: 24th November 2016 | Time: 35 minutes aprox. | Sequence: 2° class |
| PRE SERVICE TEACHER: | | SCHOOL: Boston College Huechuraba | |

| | | | |
|---|--|------------|-----------------------------|
| | | | |
| Main Objective: To recognize the phoneme /f/ inside of a statement. | | | |
| Subsidiary aims: a) to discriminate by hearing the sound. b) to reproduce the sound properly | | | |
| Key Activities: | | | |
| Contents: | | | |
| Skills/procedures: | Lexis: | Grammar: | Function: |
| | | | |
| Assumptions: | | | |
| Stages | Interaction | Evaluation | IT- Materials- Timing |
| analysis | To start the class, both teachers explain what topic they will cover in that class, which is based on myth, legends and supernatural world, so, the teachers shows them some words related with the topic and the sound that we want to produce. | | 10 minutes |

| | | | |
|-------------------------|--|--|------------|
| | The teacher give a brief explanation of how we articulate the sound and how we use it inside of a word | | |
| Listening comprehension | In this part of the lesson the teacher give to the students a twister tongue related with witches. The teachers read the twister tongue aloud around three times, for the purpose of familiarizing the ear with the sound. | | 5 minutes |
| Control practice | After showing them the twister tongue, we ask to the students to repeat the twister tongue after us. | | 5 minutes |
| Guided practice | Linking previous activity, the teacher develops 10 sentences, related with the topic and the sound we want to produce, ask to the students to complete the sentence with the missing word. | | 10 minutes |
| Communicative practice | The teacher shows to the students images about the topic and a part of the tv series called "American horror story" where we start a conversation between students and teachers related to witches and super natural world | | 5 minutes |

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| | encourage them to speak aloud in English using this words. | | |
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LESSON PLANNING ESA-PPP (2015)

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|----------------------|-------|-----------------------------------|-----------------------|
| Group: | Date: | Time: 40 minutes | Sequence: 3° class |
| PRE SERVICE TEACHER: | | SCHOOL: Boston College Huechuraba | |

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|---|--------|----------|-----------|
| Main Objective: To recognize the phoneme // inside of a statement. | | | |
| Subsidiary aims: a) to discriminate by hearing the sound. b) to reproduce the sound properly | | | |
| Key Activities: | | | |
| Contents: | | | |
| Skills/procedures: | Lexis: | Grammar: | Function: |
| Assumptions: | | | |

| Stages | Interaction | Evaluation | IT- Materials- Timing |
|-------------------------|--|------------|-----------------------------|
| Analysis | <p>To start the class, both teachers begin the class with a brief relaxation section, which consists of breathing exercises. Then the teachers explain what they will do in that class, which is based on sports and healthy foods, so, the teachers show them some pictures of famous sportsmen .</p> <p>The teacher give a brief explanation of how we articulate the sound and how we use it inside of a word</p> | | 5 minutes |
| Listening comprehension | <p>According to the class, the teachers show to the student some sentences containing the /S/ sound, the special thing of this is that we present videos of interviews from where we took the sentences so, they have to repeat correctly the sentences, paying attention to the words with the /S/ sound.</p> | | Computer 5 minutes |
| Control practice | <p>Showing pictures and putting them inside of the sentences written on the board, the students have to guess the</p> | | White board |

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|------------------------|--|--|------------|
| | word is missing and that can complete the action of the sentence | | 10 minutes |
| Guided practice | The game consists on impersonate a famous sportsman and give characteristics of themselves and what you should eat to keep fit | | 10 minutes |
| Communicative practice | The student have to prepare a healthy plan for the different sportsman, they have to choose different foods and create a a diet by a short paragraph and why they should eat that kind of food | | |