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Master's Degree in Teaching English as a Foreign Language

Use of tongue twisters to enhance
pronunciation in EFL high school
seniors.

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Abstract

The aim of this work is to enhance students' pronunciation skills through the use of various activities based on tongue twisters. Tongue twisters are not used as much in the teaching of a second language; however, this tool shows great benefits when used in the class specifically for the speaking and pronunciation skills. Educators can teach a specific sound to enhance students' pronunciation through the use of a tongue twister making the class completely change from a traditional one into a more creative and innovative class. Additionally, tongue twisters are considered to have an impact on motivation and they are a great tool to develop students' phonemic awareness that is usually left behind or never taught in class. Through the use of tongue twisters, students develop that awareness and practice certain sounds that are not part of their repertoire, and by working with them, learners could achieve that phonemic awareness. As a result, these lesson plans help students to improve their overall pronunciation abilities.

Keywords: tongue twisters, speaking, pronunciation, phonemes, sounds.

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1. Introduction

Language is a key element in all societies, and without it we would have never achieved the advancements we have now. Each language inside a society has its own characteristics and uses, but we all can agree that language is mostly used to achieve communication between a pair or various groups. Communication achieved through language can set a plan, a relationship, business or a conversation for success or failure; it all depends on the level of effectiveness and clearness in the communication process. Therefore, a clear communication is important in order to avoid misunderstandings.

A key component found in communication is the speaking skill since people use it to effectively express their feelings, ideas and talk to others. This speaking skill has some important elements that English as a Foreign Language (EFL) students must master in order to achieve a native proficiency and also establish an effective communication through the language. The one is going to be mentioned throughout this work is the Pronunciation element. This element directly influences the effectiveness of communication because if the words in a conversation are uttered correctly, students are understood rapidly hence achieving the objective of their communication.

However, according to my experience, nowadays students present underdeveloped pronunciation skills, and there are many reasons for it. For instance, teachers' and students' aversion of pronunciation practice and teaching, lack of time and even its methodology. That is why this work aims to help with that deficiency of pronunciation practice and instruction through the use of tongue twisters to enhance students' pronunciation skills. Various lesson plans will be developed including tongue twisters and specific phonemes to practice the pronunciation of certain sounds that are important for learners to master in order to accomplish an adequate communication.

1.1. Justification

Pronunciation is a key component when it comes to English Language Learning and communication, but there are some negative ideas towards its teaching. For instance, García (2017) considers that “pronunciation is one of the most difficult skills to acquire and learn” since it takes a long time to teach it in class and for students to acquire and practice it (p.1).

Also, Pourhosein (2012) mentions that pronunciation is ignored most of the time in the process of teaching and learning of a Second Language (L2) due to its difficulty. This idea can be connected to the fact that the graphemes in English have various pronunciations according to each word and their respective phoneme (Amar et al., 2019, p. 74). Spanish speakers can get easily confused because what they see in a word can have a different pronunciation, so they might not know how to pronounce some words or they might get easily confused when trying to replicate certain unidentified sounds. Therefore, not only students might find pronunciation challenging but also EFL teachers, so they might feel insecure to teach it to their students (Amar et al., 2019, p. 74).

However, the importance of teaching pronunciation remains and it is vital for our students’ learning process of the language since according to Amar et al., (2019) pronunciation is “one of the English language components which have a necessary function in communication” (p.73). As a result, numerous innovative ways of teaching pronunciation have emerged, and one of them is the use of tongue twisters to practice and improve pronunciation. According to the Merriam-Webster (n.d.), a tongue twister is a “a word, phrase, or sentence difficult to articulate because of a succession of similar consonantal sounds” (Merriam-Webster, para. 1), and even though it is challenging to repeat it, a tongue twister is considered an optimal technique to practice and perfect the pronunciation of a word or a group of words. Amar et al, (2019) explains that since tongue twisters have sounds, stress, rhythm and intonation of natural speech are an excellent tool to promote pronunciation (Proši –Santovac, 2009, as cited in Amar et al., 2019).

Additionally, in the EFL classroom, teachers usually overlook the importance of tongue twisters by barely using it in class compared to other pieces like stories, songs, poems or fables to teach and practice pronunciation. Nevertheless, when presented correctly tongue twisters can improve students’ language pronunciation skills in an entertaining way, so we are not

using the same repetitive tools that might bore students. Consequently, this intervention proposal aims to develop 10 lesson plans centered in tongue twisters with specific activities expected to improve the pronunciation of 10 phonemes for third year students of Secondary Education.

1.2. Brief analysis of the state of the art

Pronunciation is one of the most important skills to teach when learning a language since misunderstandings can occur by simply pronouncing incorrectly a word hence communication is interfered. However, according to Pourhosein (2012), some setbacks are presented in the classroom like the level of difficulty in pronunciation teaching and learning, the lack of time for instruction and the preference of some teachers of not including or teaching it. These negatives aspects constitute the perfect environment to research about the importance of pronunciation, its approaches to teach it and how to teach creatively. Amar et al. (2019) exposes that teaching pronunciation is fundamental since the “language is basically spoken”(p.74), so the teachers must find a way to overcome the problems mentioned before by using their creativity to engage students.

Another important aspect of teaching pronunciation is the related to the communicative competence. Students must be aware of all the sounds not only to achieve a native-like pronunciation but to actually be able to communicate and make sense of their words to others. (Morley, 1991, p.488).

The methodology and approach used by teachers to develop students’ pronunciation skills play a great role on the learning process. Mu’in et al. (2017) expose that the common approaches to teach pronunciation are the communicative and the task-based ones “since word as well as sentence stress, rhythm, and intonation become a priority” (p.366), but innovative and creative tools must be used along them. One way to do that is through the use of tongue twisters. This tool has shown to have many benefits for students learning English; according to Mu’in et al (2017) tongue twisters offers students the opportunity to practice and achieve a native-like pronunciation through the repetition of sounds and an increase in their motivation since students are more aware of certain difficult sounds.

The English Language has 44 sounds, and some of them are completely unknown for the Spanish speakers. Therefore, the most difficult ones for the Spanish speakers will be chosen to be developed into a lesson plan with its respective tongue twisters in order to teach the sound creatively. Some of these sounds are /ð/, /ŋ/, h/, etc. It is also worth mentioning, that the articulatory system is important to point out since it is the place in which all these sounds originate, so students will understand better the position of each sound in order to pronounce the tongue twister better.

1.3.Objectives of the study

General objective:

The main objective of this master's dissertation is to design an intervention proposal to foster pronunciation skills through tongue twisters for high school seniors.

Specific objectives:

In order to develop this dissertation in an organized manner, five specific objectives have been set.

1. To investigate about teaching pronunciation.
2. To research the benefits of using tongue twisters to improve pronunciation
3. To select 10 phonemes.
4. To define 10 tongue twisters connected to the selected phonemes.
5. To create 10 lesson plans that include tongue twisters to improve the pronunciation of the selected phonemes.

2. Literature review

2.1.Importance of pronunciation, towards a communicative approach

To begin with, it is necessary to underline the importance of the Communicative Language Teaching (CLT) in the process of language learning. Nowadays, this approach is widely used by the majority of teachers to aid the learning of major skills in the language. This approach has been replacing the ones that were antique and limited to improve only certain skills. The main focus of CLT is “to integrate meaningful interactions in communicative activities, using authentic materials and personalizing the learning context” (UNIR, 2021, p.17), so CLT creates an appropriate and authentic environment to develop students’ speaking skills along with their pronunciation ones. This can be achieved since inside this approach students are considered to have an active role in which they are supposed to participate in the construction of their own knowledge. Speaking activities in which students practice their pronunciation are given and developed entirely by them.

On the contrary, according to Richards and Rogers (2014) the role of the teacher is a dynamic one since he acts as a facilitator of learning; it is their duty to engage students in meaningful exercises that will help them foster their communicative abilities. These activities within the CLT focuses on fluency rather than accuracy (Richards and Rogers, 2014, p.98), and that idea is directly connected to the practice of the speaking skill. Therefore, while practicing and improving the speaking skill, pronunciation can be also taught and practiced in order to communicate effectively and with confidence with others (Richards and Rogers, 2014, p.98). As a result, all of these characteristics shows how CLT is one of the most flexible and appropriate approaches to teach speaking as well as pronunciation to students.

Consequently, it is important to mention the importance of teaching pronunciation to second language learners within a Communicative Approach. Pronunciation is one the most complex skills to teach and learn according to Pourhosein (2017) since it is “considered one of the least favorite areas for teachers to teach in their classes” (Pourhosein, 2017, p. 1249). However, the author also points out that lack of pronunciation teaching can lead to a failure in fluency when communicating with a peer which affects students’ communicative competence and delivery of the intended message. Various meaningful activities must be completed in order to achieve communicative competence, however, if students do not

complete those activities properly because they keep interrupting themselves due to mispronounced words, it will be difficult to achieve the before mentioned competence (Pourhosein, 2017, p.1250). As a result, the importance of teaching pronunciation is evident since it helps with the correct pronunciation of words avoiding interruptions and misinterpretations. In connection to the posterior idea, once students attain a comprehensible pronunciation of words, they will feel more confident when using the language as well as motivated to do so outside the classroom without the fear of being misunderstood (Busà, 2008).

A native-like pronunciation is not necessary at all inside or outside the classroom; the aspect that must prevail is intelligibility in the words that the speaker is communicating, so the message can arrive properly to its receiver (Pourhosein, 2017). This process starts in the class by motivating students to communicate and providing them the time to learn the appropriate pronunciation. Additionally, Busà (2008) mentions that learners are faced with a globalized world that is conquered by the English language making business and collaborations all around the world possible through the use of that language. Consequently, facilitating students to achieve an appropriate and correct pronunciation of the English words could represent a great advantage that will serve them once students are out of school.

Finally, an important point within CLT related to pronunciation is that “learners should be given ample opportunities to practice and explore their language” (Richards & Rogers, 2014, p. 95), which leads us to believe that the teacher must manage to find ingenious and creative ways to teach the language, and one creative way to improve pronunciation is through the use of tongue twisters. As a result, tongue twisters are a great option since students get to know some features of the language like stress, rhythm and intonation through it in an engaging way.

2.2. Phonetic awareness

Pourhosein (2017) states that “pronunciation consists of a complex interplay between perceptual, articulatory, and interactional elements” (p.1250) that students most of the time ignore “due to lack of phonological knowledge, time constraints, lack of beneficial teaching materials” (Hismanoglu, 2012, p.639). However, it is becoming vital for students to

identify and recognize all those elements in the classroom in order to generate that phonetic awareness that will greatly improve their pronunciation abilities.

Phonetic awareness is defined by Hismanoglu, (2012) as the students' capacity to recognize "consonants in terms of points and manner of articulation, English vowels in terms of tongue height, tongue position, and lip rounding, diphthongs and triphthongs in English words, specific cases of English consonants and vowels"(p.639), so this awareness will allow students to use these major features in their favor. Accordingly, students will discriminate better the English sounds from their mother tongue ones since they will be more conscious of their mouth and tongue positions. Additionally, students will be able to add those sounds to their phonetic system to use them when it is convenient or needed for them.

On the grounds of acquiring, practicing and familiarizing with the sounds, students may see or hear the term phoneme in videos or exercises done in class. Thus, it is important to mention the definition of a phoneme. According to Youman (2014) a phoneme is "the minimal unit of speech capable of distinguish one word or utterance from another" (p.8), as a result, students will integrate some phonemes into their repertoire in order to improve their pronunciation of words. An additional idea that marks that prominence of this awareness is that learners' mother tongue can be a setback at the moment of teaching pronunciation and can cause confusion since some sounds or suprasegmental features like stress, rhythm and intonation are not part of the learners' native language (Castillo et al., 2017), so it is important to arise in students that competence of identifying and distinguishing these mentioned structures.

Finally, it's important to mention that here are many ways to promote this awareness and there are some tools for it. Peña and Urgilez (2019), mention that reading aloud, drills, recordings, visual reinforcements, minimal pairs and tongue twisters are appropriate methods to practice and teach pronunciation.

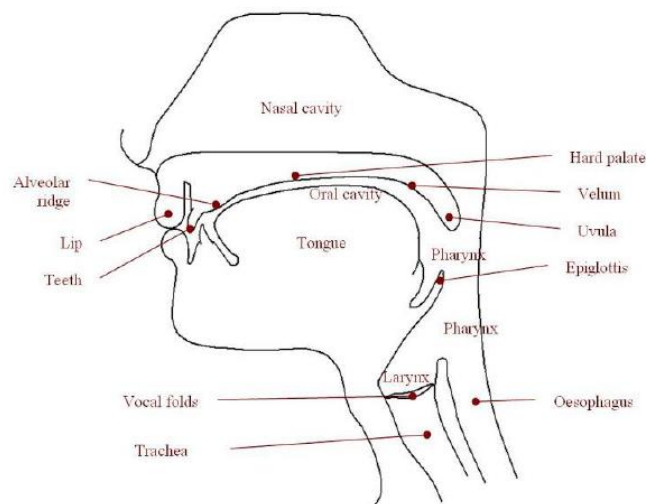
To conclude, it is fundamental to mention two key elements that aid the process of phonetic awareness; they are the knowledge and teaching of the articulatory system and the place of articulation of the sounds. These topics will be developed below.

2.2.1 Articulatory system

To continue building this process of phonological awareness in students, they must learn about the parts of the mouth to pronounce the English sounds correctly since every one of it originates in a specific place in the mouth. By promoting students' consciousness of their mouth and its parts, they will be more mindful of the way sounds are pronounced. Figure 1 describes the parts of the mouth that students must be conscious about when sounds are produced. The student must be able to recognize each part that is shown in the Figure 1:

Figure 1

Articulatory System



Source: FruFru's PhonoWeb, 2009

2.2.2 Place of articulation

Since students must be aware of the parts in which sounds are produced, it is worth mentioning the type of consonant and vowel sounds there are, according to their place of articulation. In line with this, on the one hand, UNIR (2021, p. 9) proposes the following classification for the consonant sounds according to their place of articulation:

- 1) Bilabial sounds involve using the upper and the lower lips. Lips come into contact to form an effective constriction. The sounds /p/, /b/ and /m/ are bilabial.
- 2) Labiodental involves the lower lip with the upper teeth to form a constriction of the vocal tract. Examples of labiodental sounds are /f/ and /v/.

- 3) Dental sounds involve the tip of the tongue in contact with the upper teeth to form constriction. Some examples are /θ/ and /ð/.
- 4) Alveolar sounds are produced when you place your tongue just behind your teeth and move it around, this is also known as alveolar ridge (see figure 1). Some alveolar sounds in English are /t/, /d/, /n/, /l/ and /s/.
- 5) Postalveolar sounds are produced when the blade of the tongue comes into contact with the post-alveolar region of the mouth. Some postalveolar sounds are /ʃ/, /ʒ/.
- 6) Palatal sounds are made when the tongue body raises up the hard palate (see figure 1) to form an effective constriction. An example is /j/.
- 7) Velar sounds are produced when the back of the tongue raises towards the soft palate located in the roof of the mouth also known as velum (see figure 1). Examples of velar sounds are /k/, /g/ and /ŋ/.

There is one more type within this category, Glottal in which sounds are produced in the throat. For instance, the /h/ sound (Youman, 2014a).

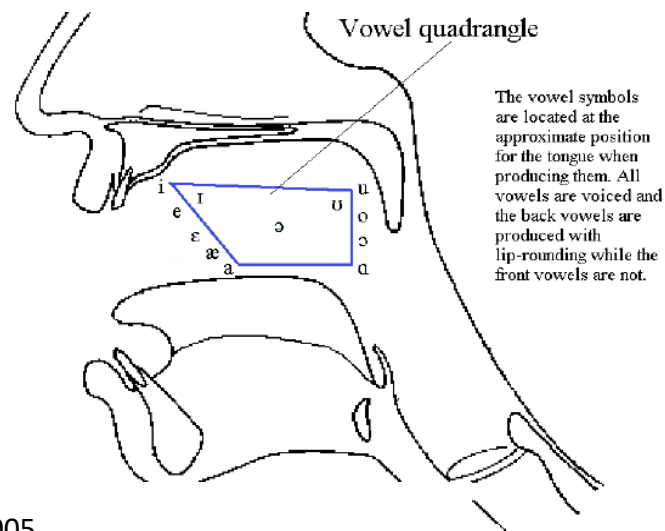
On the other hand, the places of articulation for vowel sounds are different since it all depends on the position of the tongue and the entrance of the air flow. UNIR (2021, p. 9) states these positions for the pronunciation of vowels.

- 1) Vertical tongue position (close-open) it refers to how close the tongue is to the roof of the mouth when the vowel sound is produced. They are also known as open vowels: /ɪ/, /ʊ/ and closed vowels: /æ/, /ɒ/.
- 2) Horizontal tongue position (front, mid, back) it refers to where the tongue is located in the vocal tract “at the front” or “at the back”. If the tongue is in the front of the mouth, it is also called “front”, if the tongue is in the middle it is called “mid” and if the tongue is in the back of the tongue it is called “back”. Front vowels are /ɪ/, /e/, /æ/, mid vowel is /ə/ and back vowels /ʌ/, /ɒ/.

Figure 2 shows the positions that the tongue must do to make the vowels sounds. Students need to be aware of these specific positions when making those vowels shown in Figure 2.

Figure 2

Articulatory System for the Production of Vowels



Source: Hickey, 2005.

Furthermore, within this topic, there are also suprasegmental features that must be considered, and these are stress and intonation. Each language has its own and it is difficult for some students to learn or distinguish these three in a foreign language. The teaching of these features, especially stress, according to Pourhosein (2012) will complement students' knowledge by giving "them more information about spoken English" (p.3) while improving their ability to communicate their message in a better way. He also adds that implementing the teaching of stress and intonation in the teaching of the language can greatly benefit students' communicative competence.

Stress is the "degree of force or loudness you give to a syllable in a word" (Orion, 1988, p.17), and that force can totally change the meaning of the message you are transmitting, and there it lies the importance of teaching stress. Stress in English is arbitrary and according to UNIR (2017) a subjective action, so it may be complicated to integrate for some learners. Stress in English lacks of specific rules opposite to Spanish in which there are rules and even a symbol to represent the stress in words.

Intonation is another suprasegmental feature that it is defined as "variation in the pitch of the voice in connected speech" (UNIR, 2017, p.11). Therefore, there can be a higher or lower pitch when speaking in English, and those ups and downs in pitch influence the message the speaker is transmitting. As a rule, stress and intonation always go together when speaking

even if the speaker does not realize it; it is like a song as Orion (1988) says “stress provide the rhythm, and intonation provides the melody. Because of this, Prosic-Santovac (2009) considers that tongue twisters are an effective tool to practice both stress and intonation altogether with natural speech since they “offer repetition of a sound or a group of sounds”.

2.3.English phonemes difficult for Spanish speakers

Since every phonemic system differs from each other, there are some sounds that may imply a greater effort by the learners because of the lack of those sounds in their phonetic system. To complement that idea, a specific situation that makes English pronunciation difficult to master is that its phonemes do not match its graphemes since one letter can have various sounds (Uribe et al., 2019). Because of this situation, we must pay attention to certain sounds that might be complicated for Spanish speakers. Nevertheless, these sounds can be addressed and practiced through tongue twisters. Difficult consonant sounds are presented in the following Table 1.

Table 1

Consonant Sounds difficult for Spanish Speakers

| English Sounds | Spanish |
|---------------------------------|---|
| Labiodental /v/. | Confused with this sound /b/. |
| Dental sounds like /θ/ and /ð/. | There is not such sound and usually Spanish speakers confuse this sound with /t/ or /d/. |
| Glottal sound /h/ | The /h/ in Spanish is silent, so students may not pronounce it correctly. |
| Velar nasal sound /ŋ/ | There is not such sound in Spanish. |
| Retroflex liquid /r/ | It is pronounced in various ways in Spanish. For instance, a retroflex fricative or a “rr”. |

Aspiration when pronouncing /p/, /t/, There is not aspiration in Spanish.
/k/

Interfering “e” It happens at the beginning of words that starts with /s/ like school.

Phoneme /z/ Often mispronounced with /s/

Dark /l/ Confused with bright /l/

Consonant clusters Spanish omit them. For instance, in the word test they pronounce it like tess.

Adapted from Argudo, J., & Abad, M, 2006.

Table 2 refers to the difficult vowels sound for Spanish Speakers that students need to have them learned to improve their pronunciation.

Table 2

Vowel Sounds difficult for Spanish Speakers

| English Sounds | Spanish |
|----------------------|---|
| Stressed schwa /û/ | Not pronounced correctly with Spanish Speakers. |
| Unstressed schwa /ə/ | |
| Short /ĩ/ | Confused with /ē/ |

Adapted from Argudo, J., & Abad, M, 2006.

It is important to pay attention to the sounds in Tables 1 and 2 to practice them in class since that process will help students to develop their phonetic awareness. The main objective is to get students acquainted with them, so they might be able to integrate these sounds into their phonetic system after much practice. The improvement of these sounds could be achieved through the use of many tools and the implementation of the CLT approach. One of

those specific tools to improve these sounds shown in Table 1 and Table 2 are tongue twisters, and they present many benefits that are explained as it follows.

2.4. Benefits of the use of tongue twisters

Tongue twisters have been present for decades, and they are considered to be “a legacy of oral tradition” (Prosic-Santovac, 2009, p.159) because they have been orally passed on from one generation to another. Since then, tongue twisters have been used for different purposes inside or outside the academic context. For instance, Prosic-Santovac (2009) alleges that tongue twisters have mainly been used by children in schools for didactic purposes, but it is also believed they have even been used as a cure for hiccups. However, their didactic use has remained throughout time so much for native speakers as well as SL learners, and some of its benefits and uses in the academic context are developed below.

According to Martemianova and Yurko (2020), a tongue twister is a “phrase or a sentence that is difficult to articulate properly, and can be used to improve pronunciation” (p.83). in foreign and second language learners since learners must repeat and pronounce one or two sounds at the same time until achieving the right articulation and pronunciation. The author states that repetition is a key factor in order to master a specific sound and the correct pronunciation of the tongue twister. The author considers that not only students, but various people like actors, politicians and public speakers use tongue twisters as a technique to practice their pronunciation and fluency skills since this tool employs alliteration (repetition of a sound). The importance of articulation is mentioned by Martemianova and Yurko (2020) stating that once tongue twisters are used to improve an aspect of the language, the speed of the pronunciation of the tongue twister should not be important; an appropriate articulation and repetition of words must be the main aim.

Moreover, Mu'in et al., (2017), expresses that tongue twisters “promotes native-like pronunciation provides exposure of certain different sounds, and drives students' motivation for good pronunciation” (p.367). One can deduce that this motivation is endorsed by the attractiveness and playfulness that there is in a tongue twister and also the challenge that implies repeating it correctly. The author also suggests that tongue twisters are a great tool to practice specific difficult sounds and distinguish them better through the use of minimal pairs.

As mentioned before, the objective of improving pronunciation should be to develop intelligibility, and Mu'in et al., (2017) confirms that with the use of tongue twisters this process of improving intelligibility in students' pronunciation can be done as well as "avoiding teaching individual sounds in isolation"(p.375) which is a main concern in the CLT approach.

With reference to the fun part of tongue twisters, Amar et al. (2019) states that they are a great and engaging way to promote apprentices' intonation as well as adding an entertaining touch to the lesson. This entertaining and fun part of this tool is highly motivating for the students since it cannot be found in many materials, and also it lowers their anxiety in class according to Amar et al. (2019). Furthermore, the author also adds that since tongue twisters usually use repetition and sometimes memorization, it promotes in students' the development of muscle memory, so it is related to the cognitive domain of the learning that comprises consciousness (Amar et al., 2019)

Additionally, Murphy (2007), suggests that it is better to present students sounds within "whole phrases, short sentences, and interactive classroom tasks"(p.116) but never in isolated units, so learning could be more meaningful and memorable. For this reason, tongue twisters are a great option since it is an original text composed by a group of sentences that students can memorize and learn while practicing the pronunciation of a certain sound.

2.5. Tongue Twisters in the EFL classroom

When a certain element is used in the classroom, there must be some considerations to pay attention to and follow in order to have success when using this certain tool in the class. In relation to the use of tongue twisters, it is not different, and some of these considerations are as it follows.

An important aspect within the teaching of pronunciation through tongue twisters that must not left behind is the presentation of the purpose in each activity with them. Pupils sometimes do not realize the purpose of the activities done in class as said by Prosic-Santovac (2009), and that situation can happen more often with tongue twisters since they are considered to be nonsensical. For this reason, it is the "task of the teacher to help children understand why they need to pronounce tongue twisters" (Prosic-Santovac, 2009, p.161) and that can also be applied to older learners.

Children as well as adults can get frustrated when making mistakes and even more when those mistakes are in an unknown language or a language they have just started learning. On account of that, teachers must prepare students by letting everyone know that mistakes may occur when using tongue twisters in the class. For instance, slips of the tongue, mispronunciations that can lead to embarrassment or utterances that do not make sense, and that is why the role of the teacher is important to motivate students that making mistakes is only an extra opportunity to learn (Prosic-Santovac, 2009, p.161).

In relation to the tasks, Prosic-Santovac (2009, p. 161) suggests that they must be meaningful and organized. The activities must match students' language and maturity as well as their interests. Complementarily, the author states some specific recommendations shown below:

- Have coherence and unity for learners,
- Have meaning and purpose for learners,
- Have clear language learning goals,
- Have a beginning and an end, and
- Involve the learners actively.

The objective of it all is to make the learner feel engaged and comfortable with the teaching and learning process in order for them to actively participate and learn in class. To achieve that, the selection of the material also influences this idea. As suggested by Mu'in et al., (2017) sounds must not be taught individually; they must be presented through the use of "whole phrases, short sentences, and interactive classroom tasks" (p.375).

Lastly, Prosic-Santovac, (2009) mentions that tongue twisters are considered a fun and creative tool since its structure differs from the usual normal texts regularly used in class, so it is recommended to the teacher to keep that "element of childishness"(p.166) in the presentation and practice of the tongue twister. If instructors do not do that, the class may fall prey to drilling and repetition exercises that are not as exciting and fun as tongue twisters are supposed to be.

All in all, these recommendations for the EFL class will complement the chosen approach used in the class for teaching with tongue twisters. The Presentation, Practice and Production

(PPP) is considered one of the “the most common modern methodology employed by professional schools around the world” (Maftoon, 2012, p. 31) and it is also used in the CLT approach as mentioned in Maftoon (2012). Similarly, this methodology was employed by the work done by Castillo et al. (2017) in which they used tongue twisters as well in order to improve students’ pronunciation.

As a summary, the use of tongue twisters for teaching pronunciation presents great benefits when an appropriate approach and tasks are developed in class. It is suggested to use an approach that will let students’ practice pronunciation while using their communicative abilities. In line with this aspect, it is essential to mention as well that the educator must considered students’ age and level to develop suitable classes using the mentioned tool.

Finally, phonemic awareness is a key element for the use of tongue twisters in class and for the process of improving learners’ pronunciation as well. These two are related to each other because having a phonemic awareness will facilitate students’ process of assimilating and learning sounds presented in the tongue twisters. As a result, specific difficult sounds for Spanish speakers were presented in order to help students learn and discriminate better each one of them through the use of tongue twisters.

3. Intervention proposal

To continue with the intervention proposal, it is worth remembering certain specific points mentioned below that will complement the better understanding of the sessions developed subsequently.

3.1.Aims of the proposal

3.1.1. General and Specific Objectives

This thesis presents as its main objective the design of a proposal in which pronunciation skills are fostered through the use of tongue twister for high school seniors. Consequently, specific objectives have been set in order to guide the research and aid the achievement of the general goal afore mentioned.

Complementarily, the majority of the specific objectives have already been developed in Chapter II of this work. For instance, the research on important concepts about teaching,

the research of the benefits of using tongue twisters, and the selection of the phonemes. Finally, the remaining specific objectives are developed in this Chapter III. Specific objectives such as the selection of the 10 tongue twisters connected to phonemes that are difficult for Spanish speakers and the creating of lesson plans with tongue twisters and pronunciation improvement as their central focus.

3.1.2. Key Competences

The two main competences developed by students during the sessions are Communication in a Foreign Language and Digital Competence. To complement that idea, one can deduce that a student is able to develop the key feature of communicating in a foreign language while listening, talking and responding to the teacher or peers while doing group activities. As a result, the importance of group activities is amplified every time they get to communicate in the foreign language with peers. Additionally, real-life communicative situations can complement this key competence perfectly; situations in which students practice their pronunciation while making meaningful use of the language. This aspect is stretchily related to the Communicative approach mentioned in Chapter II.

The next key competence mentioned in this work is the Digital one. After the pandemic changed our lifestyles completely, most of students nowadays know how to use gadgets that sometimes some other adults do not know how they work. Subsequently, in the different sessions, students have the chance to put into practice the digital competence since various webpages, online games or online videos, etc. are used in order to practice the contents and pronunciation of the sounds.

3.2. Educational context and/or Target group

3.2.1. Educational Context

The educational context of my target group is as it follows. Learners are part of a regulated type of education. The name of the school is Rosa de Jesús Cordero which is a private catholic school in Cuenca, Ecuador. This intuition is adjusted to the curriculum sent and mandated by the government. The curriculum follows the CEFR components, so at the end of their course they are supposed to obtain the B1 one level.

3.2.2. Target group

My target group is integrated by students in their last year of high school. They are around 16 to 18 years old. The classes are made up by around 28 students. Learners are all girls, and they are supposed to have a B1 level once they finish their high school studies. They usually achieve that level because the majority of them are able to have extra English classes in the afternoon, so their level is optimal and well developed.

3.3. Timing

3.3.1. Sessions Timing

The sessions for each sound are designed to be developed during an hour. However, the teacher may take some extra time to check and revise their learning outcome in each lesson plan. Additionally, these lesson plans can be used randomly; it all depends on the sound that the teacher wants students to reinforce and learn. There are only two sounds that have two sessions that can be a follow up to the previous one. Nonetheless, the second session can be modified to be the first session also. These sounds that have a second session demand extra practice in order to avoid confusions, and that is the reason a second one was developed.

It all depends on the students, their time and the objectives of the class. However, it is recommended to always present the first part in Session 1 that includes Handout 1 (Annex 1) since it contains the presentation and introduction to the articulatory system which is made up of vital parts where sounds are formed. If students are not aware of these parts in their mouths, then it will be difficult for them to make the sounds when talking. As a result, the teacher is the one to decide the best time in which she is going to develop this material according to students' needs and objectives.

3.4. Methodology of the proposal

3.4.1. Presentation, practice and production

The methodology chosen for the sessions is the one called PPP (Presentation, Practice and Production). All of the sessions follow that structure in which the tongue twister is given in the Presentation stage in order to get students familiarized with the sound. Next, in the practice

stage, students get to know more about the sound. For example, the way the sound is produced in the mouth or the difference between another sound. After that, they are ready to have controlled practice of the pronunciation of the sound. This work can be done in pairs or groups.

Finally, in the production stage, students try to produce something with the sound. For instance, learners can work on creating another tongue twister, a dialogue, a conversation and many more in order to present it orally. Students must present their final product orally since the production of the sound is the one that is evaluated.

3.5. Sessions and activities

3.5.1. Sounds and Learning Outcomes.

Table 4 specifies the sound learnt in each session with its respective learning outcome which is the work that students must do in order to show the mastery of that specific sound.

Table 3

Sessions with Learning Outcomes

| Sessions | Sounds | Learning Outcome |
|----------|----------|-----------------------------------|
| 1 | /θ, ð/ | Recording of sentences in Vocaroo |
| 2 | /θ, ð/ | Video of their own Tongue Twister |
| 3 | /r/ | Comic Strip Presentation |
| 4 | /s/ | Role-Play video |
| 5 | /v/ | Created tongue twister in Vocaroo |
| 6 | /v/, /b/ | Dialogue presentation |
| 7 | /h/ | Poem Presentation |
| 8 | /ɪ/ | Video of their own Tongue Twister |

| | | |
|----|--------------------|-----------------------|
| 9 | /ŋ/ | Dialogue presentation |
| 10 | Light /l/ Dark /ɫ/ | Dialogue presentation |

3.5.2. Sessions

| | | |
|---|---|---|
| SESSION 1 | | Sound: Th sound /θ, ð/ |
| Objective of the lesson: Students will learn about the TH sound /θ, ð/, and they will practice its pronunciation in various words. | | Skill focus: Speaking |
| Tongue Twister 1: The thirty-three thieves thought that they thrilled the throne throughout Thursday. | | |
| 1) Presentation | | |
| Timing | Instructions | Materials |
| 15 minutes | <p>The teacher presents the objective of the class.</p> <p>The teacher shows students and repeats a tongue twister in which the TH sound is involved for students to repeat (https://view.genial.ly/6003bfad5115740ce72fb43c/presentation-th-sound).</p> <p>The teacher asks students to try to replicate the tongue twister.</p> <p>Some students replicate the tongue twister and students give their opinion on which words are difficult to pronounce.</p> <p>Then the teacher, introduces students the articulatory system in which all sounds are produced (Annex 1).</p> <p>Students try to identify each part of the articulatory system in their mouths.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> <p>Presentation</p> |

| 2) Practice | | |
|---------------|---|---|
| Timing | Instructions | Materials |
| 15 minutes | <p>The teacher shows students the specific elements that are used to pronounce the TH sound.</p> <p>Students listen to the position of the mouth, teeth and tongue and recreate the position as the teacher says.</p> <p>The teacher presents the voiced and unvoiced version of the TH sound as well as the phonemes corresponding to each one (/θ, ð/).</p> <p>Students identify the sounds and repeat the different sounds.</p> <p>Students practice the pronunciation of various words with the two sounds as a whole group.</p> <p>Some students are selected to pronounce some words individually.</p> <p>The teacher identifies mistakes and gives feedback on pronunciation.</p> <p>Students in groups repeat the words given and practice their pronunciation.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> <p>Presentation</p> |
| 3) Production | | |
| Timing | Instructions | Materials |
| | | Class Arrangement |

| | | |
|------------|---|---|
| 30 minutes | <p>The teacher presents the tongue twister again.</p> <p>Students in groups repeat the tongue twister with less mistakes and with a better pronunciation.</p> <p>Students are asked to give feedback to their classmates on their pronunciation of the tongue twister. They must check if their friends are pronouncing the TH sound correctly.</p> <p>Students watch the video included for these sounds and repeat the words shown in the video (https://www.youtube.com/watch?v=TIX5jSEN5sQ).</p> <p>Students choose 7 words from the video and write sentences with them.</p> <p>Students write their 7 sentences on a Padlet, so the teacher can give feedback and correct possible mistakes.</p> <p>Students that finish first can also help checking and commenting students' work.</p> <p>After that, learners must record themselves in Vocaroo for the teacher to listen to their sentences and the pronunciation of words with TH sound included in the sentences.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> <p>Video</p> <p>Padlet</p> <p>Vocaroo</p> |
|------------|---|---|

| | | |
|---|---|---|
| SESSION 2 | | Sound: Th sound /θ, ð/ |
| Objective of the lesson: Students will differentiate between the voice and unvoiced TH sound (/θ, ð/), and they will practice its pronunciation. | | Skill focus: Speaking |
| Tongue Twister 2: They thankfully think this thing is the best thing that they can throw the three times they need to throw a thing. | | |
| 1) Presentation | | |
| Timing | Instructions | Materials |
| 15 minutes | <p>The teacher presents the objective of the class.</p> <p>The teacher asks students to remember the way the TH sounds are pronounced.</p> <p>Students share their ideas about the positions of the mouth and the tongue. They also mention the phonetic symbols that belong to each sound.</p> <p>The teacher presents a tongue twister and asks students to try to replicate it.</p> <p>Some students replicate the tongue twister.</p> <p>The rest of students listen to the tongue twister pronounced by their friends and they give feedback if their pronunciation is correct or not.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> |

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|--------------------|--|---|
| | The teacher provides feedback. | |
| 2) Practice | | |
| Timing | Instructions | Materials |
| 20 minutes | <p>Students in groups classify the words in the tongue twister by voiced and unvoiced sounds.</p> <p>The teacher presents present the correct answers and in groups students practice their correct pronunciation to make it voice and unvoiced.</p> <p>The teacher gives students a series of sentences (Annex 2) to identify the voice and unvoiced TH sound and practice.</p> <p>Students work in groups to distinguish the sounds and they come up with a rule of when the voice and unvoiced sounds are used.</p> <p>The group that finds the correct answers first is the winner.</p> <p>Some students are selected to pronounce the sentences individually.</p> <p>The teacher identifies mistakes and gives feedback on pronunciation.</p> <p>The teacher presents a table (Annex 2) with the types of words that uses voiced and unvoiced sounds.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> |

| 3) Production | | |
|---------------|--|---|
| Timing | Instructions | Materials |
| 25 minutes | <p>The teacher presents the tongue twister again next to the analyzed sentences for students to look at and choose.</p> <p>Students choose at least 6 or 8 words from the tongue twister and sentences given.</p> <p>Students individually create a tongue twister using the chosen words before.</p> <p>The teacher checks students' ideas and sentences given to create their tongue twisters and provides feedback.</p> <p>As a homework, learners must record a video in which they repeat their own tongue twister pronouncing the voice and unvoiced sounds correctly in Flipgrid.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> <p>Flipgrid</p> |

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| SESSION 3 | | Sound: Retroflex liquid /r/ |
| Objective of the lesson: Students will learn about the retroflex liquid /r/, and they will practice its pronunciation in various words. | | Skill focus: Speaking |
| Tongue Twister 3: Ray Rag ran across a rough road. Across a rough road Ray Rag ran. Where is the rough road Ray Rag ran across? | | |
| 1) Presentation | | |
| Timing | Instructions | Materials |
| 15 minutes | <p>The teacher presents the objective of the class.</p> <p>The teacher presents a tongue twister in which the sound is involved for students to repeat in a video (https://www.youtube.com/watch?v=mGAk_temEp8).</p> <p>The teacher asks students to try to repeat the tongue twister.</p> <p>Some students repeat the tongue twister and students give their opinion on which words are difficult to pronounce.</p> <p>Then the teacher, shows students the important elements to pronounce the /r/ and also tells them that the phonetic sound is always represented like this: /r/.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> <p>Video</p> |

| 2) Practice | | |
|---------------|--|---|
| Timing | Instructions | Materials |
| 15 minutes | <p>Students listen to the position of the mouth, teeth and tongue and recreate the position as the teacher says.</p> <p>Students look at the picture of the sound /r/ to have the positions of the mouth and tongue clear in order to do it correctly. (Annex 3)</p> <p>Students identify the sound and repeat the words from the tongue twister that have that sound in pairs.</p> <p>Students get feedback to each other to check if they are repeating the word correctly.</p> <p>Students get in groups and look for words that have retroflex liquid /r/to pronounce it.</p> <p>Some students are selected to pronounce the words they found and share them with the class.</p> <p>The teacher identifies mistakes and gives feedback on pronunciation.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> |
| 3) Production | | |
| Timing | Instructions | Materials |
| 30 minutes | <p>The teacher presents three more tongue twisters to practice this sound (Annex 3).</p> <p>Students in groups practice the pronunciation of the tongue twister and memorize it.</p> | <p>Zoom</p> <p>Computer</p> |

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| | <p>The group that memorizes and pronounces the best the 3 tongue twisters is the winner.</p> <p>Students are asked to give feedback to their classmates on their pronunciation of the tongue twister. They must check if their friends are pronouncing the sound correctly.</p> <p>Students in pairs choose one of the tongue twisters presented in order to create a comic strip in Canva.</p> <p>The teacher gives feedback and correct possible mistakes while they work on their comic.</p> <p>After that, learners must present their comic in class and the funniest and the most creative ones are the winners.</p> | <p>Internet</p> <p>Video</p> <p>Canva</p> |
|--|--|---|

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|---|---|---|
| SESSION 4 | | Sound: /s/ |
| Objective of the lesson: Students will learn about the /s/ sound, and they will practice its pronunciation in various words in order to avoid making an interfering e with words that start with an /s/. | | Skill focus: Speaking |
| Tongue Twister 4: Sammy Smellie smelt a smell of small-coal: Did Sammy Smellie smell a smell of small-coal? If Sammy Smellie smelt a smell of small-coal. Where's the smell of small-coal Sammy Smellie smelt? | | |
| 1) Presentation | | |
| Timing | Instructions | Materials |
| 15 minutes | <p>The teacher tells students the tongue twister.</p> <p>Students listen to the tongue twister and write the words they could hear.</p> <p>Students check if they catch the majority of words by checking with the tongue twister shown by the teacher.</p> <p>The teacher presents the objective of the class.</p> <p>The teacher asks students to try to repeat the tongue twister.</p> <p>Some students repeat the tongue twister.</p> <p>Then the teacher, shows students the importance of pronouncing the /s/ sound correctly without an e before the s in the words.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> |

| 2) Practice | | |
|---------------|--|---|
| Timing | Instructions | Materials |
| 15 minutes | <p>Students listen to and see the position of the mouth, teeth and tongue and recreate the position as the teacher says.</p> <p>The teacher tells them that the phonetic sound is always represented like this: /s/.</p> <p>Students look at the picture of the sound /s/ to have the positions of the mouth and tongue clear in order to do it correctly. (Annex 4)</p> <p>Students identify the sound and repeat the tongue twister with the correct pronunciation of the learnt sound.</p> <p>Some students repeat it out loud for the whole class.</p> <p>Students get in groups and pronounce parts of the tongue twister in chain to practice the sound.</p> <p>The group that memorize it and pronounce it the best and faster is the winner.</p> <p>The teacher identifies mistakes and gives feedback on pronunciation.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> |
| 3) Production | | |
| Timing | Instructions | Materials |

| | | |
|------------|--|--|
| 30 minutes | <p>The teacher asks students to look for more words with this /s/ sound in groups for two minutes.</p> <p>Students watch a video to check if they found some words mentioned there (https://www.youtube.com/watch?v=6hWPXaPXrnQ).</p> <p>Students repeat some of the words mention in the video.</p> <p>Students in groups create a role-play including all the words with /s/ in the given tongue twister.</p> <p>The teacher give feedback and correct possible mistakes while they work on their role-play.</p> <p>Students must record it in a video in Flipgrid, so their classmates and teacher can look at it.</p> <p>On the next day, learners present the videos of their role-play in classes.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> <p>Video</p> <p>Flipgrid</p> |
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| SESSION 5 | | Sound: /v/ |
|---|--|---|
| Objective of the lesson: Students will learn about the /v/ sound, and they will practice its pronunciation in various words. | | Skill focus: Speaking |
| Tongue Twister 5: Victor's friend Vincent rinsed his vests in vinegar. | | |
| 1) Presentation | | |
| Timing | Instructions | Materials |
| 10 minutes | <p>The teacher presents the objective of the class.</p> <p>The teacher reads the tongue twister out loud.</p> <p>Students listen to the tongue twister and write the words they could hear.</p> <p>Students check if they catch the majority of words by checking with the tongue twister shown by the teacher.</p> <p>They also check if they use a b, v or a f for the /v/ sound.</p> <p>The teacher tells them that they are going to learn how the /v/ sound is pronounced.</p> <p>Some students repeat the tongue twister.</p> <p>Then the teacher tells them that the phonetic sound is always represented like this: /v/.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> |

| 2) Practice | | |
|-------------|---|--|
| Timing | Instructions | Materials |
| 25 minutes | <p>Students listen to and see the position of the mouth, teeth and tongue and recreate the position as it is mentioned on the video (https://www.youtube.com/watch?v=yYTCxpA-GWQ).</p> <p>Students identify the sound and repeat the tongue twister with the correct pronunciation of the learnt sound.</p> <p>Some students repeat it out loud for the whole class.</p> <p>Some words are presented for students to repeat as a whole class (Annex 5).</p> <p>Some students are selected to pronounce the words individually.</p> <p>The teacher identifies mistakes and gives feedback on pronunciation.</p> <p>In groups, students have some minutes to practice the pronunciation of the words.</p> <p>Students touch their throats like it was shown in the video to make the correct vibration when pronouncing the /v/ sound.</p> <p>The whole class reads a short text (Annex 5) in which the words they practiced before are included. They must pronounce correctly the words with the /v/ sound.</p> <p>The teacher identifies mistakes and gives feedback on pronunciation.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> <p>Video</p> |

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| | Students answers some questions about the reading. | |
| 3) Production | | |
| Timing | Instructions | Materials |
| 25 minutes | <p>Students in pairs create a tongue twister including at least 5 to 6 words from the reading.</p> <p>The teacher give feedback and correct possible mistakes while they work on their tongue twister.</p> <p>Students must record the new tongue twister in Vocaroo, so the teacher can check their pronunciation of the words.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> <p>Vocaroo</p> |

| SESSION 6 | | Sound: /v/, /b/ |
|--|--|---|
| Objective of the lesson: Students will learn to differentiate the /v/ and /b/ sounds, and they will practice their pronunciation. | | Skill focus: Speaking |
| Tongue Twister 5: Betty loves the velvet vest best. | | |
| 1) Presentation | | |
| Timing | Instructions | Materials |
| 10 minutes | <p>The teacher presents the objective of the class.</p> <p>The teacher reads the tongue twister out loud.</p> <p>Students listen to the tongue twister and write the words they could hear.</p> <p>Students check if they catch the majority of words by checking with the tongue twister shown by the teacher.</p> <p>They check if they use a b or v for the words in the tongue twister.</p> <p>The teacher tells them that they are going to learn the difference between the /v/ and /b/ sounds.</p> <p>Some students repeat the tongue twister.</p> <p>Then the teacher tells them that the phonetic sound is always represented like this: /b/.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> |

| | | |
|--------------------|--|--|
| | The teacher asks them what is the way the /v/ is pronounced according to what they learned in the previous class. | |
| 2) Practice | | |
| Timing | Instructions | Materials |
| 25 minutes | <p>Students listen to and see the position of the mouth, teeth and tongue. They recreate the two positions shown in the video (https://www.youtube.com/watch?v=p20zVtGXjhY).</p> <p>Students repeat the words and sentences shown in the video.</p> <p>Students identify the sound and repeat the tongue twister with the correct pronunciation of the learnt sound.</p> <p>Some students repeat it out loud for the whole class.</p> <p>The teacher presents the pyramid exercise (Annex 6).</p> <p>Students work on it individually and select the correct answers. They listen to the teacher pronounce those words and select the option they hear (http://wpeau.ca/pronun_listeningPyramid90B&V.php)</p> <p>Students check their answers as a whole class.</p> <p>The teacher identifies mistakes and gives feedback on pronunciation.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> <p>Video</p> |

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|----------------------|---|---|
| | <p>The teacher presents them with a list of minimal pairs (Annex 6) in which they have to listen to the teacher and circle the word they listen to.</p> <p>In groups, students check their answers of the listening to see which options they circled. They discuss on their correct and incorrect answers.</p> <p>After that, the teacher shows the correct answers for students to check and practice the pronunciation of the words in groups.</p> <p>Some students are selected to give the pronunciation of the correct answers.</p> <p>The teacher identifies mistakes and gives feedback on pronunciation.</p> | |
| 3) Production | | |
| Timing | Instructions | Materials |
| 25 minutes | <p>Students in pairs create a dialogue including words from the tongue twister or from the minimal pairs that have the /v/ and /b/ sounds. They can include other words that have the /v/ and /b/ that fits well with their dialogue.</p> <p>The teacher give feedback and correct possible mistakes while they work on their dialogue. This dialogue must be about future plans for their summer break.</p> <p>Students must present their dialogues in class, so the teacher can check their pronunciation of the words.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> |

| SESSION 7 | | Sound: /h/ |
|---|--|---|
| Objective of the lesson: Students will learn about the /h/ sound, and they will practice its pronunciation in various words. | | Skill focus: Speaking |
| Tongue Twister 5: Harry Hunt hunts heavy hairy hares. Does Harry Hunt hunt heavy hairy hares? If Harry Hunt hunts heavy hairy hares, where are the heavy hairy hares Harry Hunt hunts? | | |
| 1) Presentation | | |
| Timing | Instructions | Materials |
| 10 minutes | <p>The teacher presents the objective of the class.</p> <p>The teacher reads the tongue twister out loud.</p> <p>Students try to repeat the tongue twister as fast as they can.</p> <p>Some students repeat the tongue twister out loud.</p> <p>Then the teacher tells them that the phonetic sound is always represented like this: /h/.</p> <p>The teacher listens to students and gives feedback.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> |

| 2) Practice | | |
|---------------|---|--|
| Timing | Instructions | Materials |
| 25 minutes | <p>Students listen to and see the position of the mouth, teeth and tongue. They recreate the positions of the mouth to make the sound shown in the video (https://www.youtube.com/watch?v=_wem6l2yhDU&list=RDQM0OELTuJN47Y&index=2).</p> <p>Students repeat the words shown in the video.</p> <p>Students identify the sound and repeat the tongue twister with the correct pronunciation of the learnt sound.</p> <p>Some students repeat it out loud for the whole class. The students that repeats it faster without mistakes is the winner.</p> <p>The teacher presents a poem with the H (Annex 7).</p> <p>Students work in groups to practice the pronunciation of the poem. They must memorize it.</p> <p>They must also represent it with a drawing by hand. The 3 fastest groups to finish the drawing and memorize the poem are the winners.</p> <p>The teacher identifies mistakes and gives feedback on pronunciation.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> <p>Video</p> |
| 3) Production | | |

| Timing | Instructions | Materials |
|------------|---|---|
| 25 minutes | <p>Students in pairs create a short poem like the example in which they include at least 5 to 6 words with the /h/ sound and a drawing of it. The poem must rhyme.</p> <p>The teacher gives feedback and correct possible mistakes while they work on their poem. Students must present their poems in class with their drawings, so the teacher can check their pronunciation of the words.</p> <p>The most creative poem and drawing is the winner.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> |

| SESSION 8 | | Sound: /ɪ/ |
|---|--|---|
| Objective of the lesson: Students will learn about the /ɪ/ sound, and they will practice its pronunciation in various words. | | Skill focus: Speaking |
| Tongue Twister 8: Here is my pig. She likes to dig in the mud. She can get a big wig. She has a fig. She is a silly pig. | | |
| 1) Presentation | | |
| Timing | Instructions | Materials |
| 10 minutes | <p>The teacher presents the objective of the class.</p> <p>The teacher reads the tongue twister out loud.</p> <p>Students listen to the tongue twister and complete the missing words from the tongue twister (Annex 7).</p> <p>Students check if they catch the majority of words by checking with the tongue twister shown by the teacher.</p> <p>The teacher tells them that they are going to learn the pronunciation of the /ɪ/ sound.</p> <p>Students try to repeat the tongue twister as fast as they can.</p> <p>Some students repeat the tongue twister out loud.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> |

| | | |
|--------------------|--|--|
| | Then the teacher tells them that the phonetic sound is always represented like this: /ɪ/. The teacher listens to students and gives feedback. | |
| 2) Practice | | |
| Timing | Instructions | Materials |
| 25 minutes | <p>Students listen to and see the position of the mouth, teeth and tongue. They recreate the positions of the mouth to make the sound shown in the video. (https://www.youtube.com/watch?v=vsXShSVR4-s).</p> <p>Students repeat the words and sentences shown in the video.</p> <p>Students identify the sound and repeat the tongue twister with the correct pronunciation of the learnt sound.</p> <p>Some students repeat it out loud for the whole class. The students that repeats it faster without mistakes is the winner.</p> <p>The teacher presents 3 more tongue twisters with this sound for students to practice (Annex 8).</p> <p>Students work in groups to practice the pronunciation of the tongue twister they choose. They must memorize it.</p> <p>Each group must choose one person to repeat their chosen tongue twister. The group that takes less time to say their tongue twister while pronouncing it correctly is the winner.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> <p>Video</p> |

| | | |
|----------------------|---|---|
| | The teacher identifies mistakes and gives feedback on pronunciation. | |
| 3) Production | | |
| Timing | Instructions | Materials |
| 25 minutes | <p>Students in the same groups create a tongue twister with the words from the other presented tongue twisters. They must include at least 5 to 6 words with the learnt sound.</p> <p>The teacher gives feedback and correct possible mistakes while they work on their tongue twister.</p> <p>Students must record a video of their tongue twister in Flipgrid, so the teacher can check their pronunciation of the words.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> <p>Flipgrid</p> |

| SESSION 9 | | Sound: /ŋ/ |
|--|---|--------------------------------------|
| General Objective: Students will learn about the /ŋ/ sound. Specific Objective Students will present a dialogue using the mentioned specific sound. | | Skill focus: Speaking |
| Tongue Twister 9: The ringing, swinging, singing singers sang winning songs. | | |
| 1) Presentation | | |
| Timing | Instructions | Materials |
| 10 minutes | The teacher presents the objective of the class. The teacher reads the tongue twister out loud. Students read the tongue twister, and they try to repeat the tongue twister as fast as they can. Some students repeat the tongue twister out loud. Then the teacher tells them that the phonetic sound is always represented like this: /ŋ/. The teacher listens to students and gives feedback. | Zoom Computer Internet |
| 2) Practice | | |

| Timing | Instructions | Materials |
|------------|---|--|
| 25 minutes | <p>Students listen to and see the position of the mouth, teeth and tongue. They recreate the positions of the mouth to make the sound shown in the video (https://www.youtube.com/watch?v=qPKd7IWY0eA).</p> <p>Students identify the sound and repeat the tongue twister with the correct pronunciation of the learnt sound.</p> <p>Some students repeat it out loud for the whole class. The students that repeats it faster without mistakes is the winner.</p> <p>Students work in groups to practice the pronunciation of some sentences with this sound (Annex 9). They underline the sound in the sentences and practice its correct pronunciation.</p> <p>Students must give positive comments about their friends' pronunciation and help them in case they haven't pronounced that sound correctly.</p> <p>The teacher identifies mistakes and gives feedback on pronunciation.</p> <p>Students look at their text and find more examples with this sound.</p> <p>The teacher identifies mistakes and gives feedback on pronunciation.</p> <p>The teacher asks them in which tense this sound is always used: Present Perfect, Present or the Present Continuous.</p> <p>Students look at the example of the dialogue (Annex 9) and answer the question.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> <p>Video</p> |

| 3) Production | | |
|---------------|---|---|
| Timing | Instructions | Materials |
| 25 minutes | <p>Students in pairs create a dialogue in which they include at least 5 to 6 words with the learnt sound. They can include sentences with the present continuous to have that sound included in their dialogues.</p> <p>The teacher gives feedback and correct possible mistakes while they work on their dialogue.</p> <p>Students must present their dialogues in class, so the teacher can check their pronunciation of the words.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> |

| SESSION 10 | | Sound: Light /l/ Dark /ɫ/ |
|---|---|--------------------------------------|
| General Objective: Students will learn about the sounds Light /l/ Dark /ɫ/, and how to pronounce each one. Specific Objective Students will present a dialogue using the mentioned sounds. | | Skill focus: Speaking |
| Tongue Twister 9: One little lemon fell on a melon and broke the melon in two. Two little lemons fell on a melon and broke the melon in three. Three little lemons fell on a melon and broke the melon in four. If you ignore the melons and count the lemons. How many fell to the floor? | | |
| 1) Presentation | | |
| Timing | Instructions | Materials |
| 10 minutes | The teacher presents the objective of the class. The teacher reads the tongue twister out loud. Students listen to the tongue twister and complete the missing words from the tongue twister (Annex 9). Students check if they catch the majority of words by checking with the tongue twister shown by the teacher. The teacher tells them that they are going to learn the pronunciation of two sounds Light /l/ Dark /ɫ/. Students read the tongue twister, and they try to repeat the tongue twister as fast as they can. Some students repeat the tongue twister out loud. | Zoom Computer Internet |

| | | |
|--------------------|---|--|
| | <p>The teacher listens to students and gives feedback.</p> <p>Then the teacher tells them that the phonetic sounds are always represented like this: Light /l/ Dark /ɫ/.</p> | |
| 2) Practice | | |
| Timing | Instructions | Materials |
| 25 minutes | <p>Before the vide is presented, students try to determine the difference between Light /l/ Dark /ɫ/ by looking at the words in the tongue twister and hearing it.</p> <p>Students share their ideas and confirm their answers by watching the video.</p> <p>Students listen to and see the position of the mouth, teeth and tongue. They recreate the positions of the mouth to make the sounds shown in the video (https://www.youtube.com/watch?v=ANa8UWr22x0).</p> <p>Students repeat the words and sentences shown in the video. They also confirm their guesses after watching the video. To have a clear idea of the difference between these two sounds, a picture is attached in the Annex 10.</p> <p>Students identify the sound and repeat the tongue twister with the correct pronunciation of the learnt sound.</p> <p>Some students repeat it out loud for the whole class. The students that repeats it faster without mistakes is the winner.</p> <p>Students work in groups to look for more words in their textbook that contains the two sounds.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> <p>Video</p> |

| | | |
|----------------------|---|---|
| | <p>Students as a whole class give at least one example of the words they found in a Mentimeter.</p> <p>The teacher check if the examples provided are correct or incorrect.</p> <p>Students listen to a list of words and they must write next to each word LIGHT or DARK in order to help them recognize these two sounds (Annex 10).</p> <p>Students practice these sounds by pronouncing them in sentences (Annex 10).</p> <p>Students must give positive comments about their friends' pronunciation and help them in case they haven't pronounced a sound correctly.</p> <p>The teacher identifies mistakes and gives feedback on pronunciation.</p> | |
| 3) Production | | |
| Timing | Instructions | Materials |
| 25 minutes | <p>Students in pairs create a dialogue in which they include at least 5 to 6 words with the learnt sound. They can include sentences with the present continuous to have that sound included in their dialogues.</p> <p>The teacher gives feedback and correct possible mistakes while they work on their dialogue.</p> <p>Students must present their dialogues in class, so the teacher can check their pronunciation of the words.</p> | <p>Zoom</p> <p>Computer</p> <p>Internet</p> |

3.6.Assessment

3.6.1. Learning assessment

Leaners receive two types of assessment during their studies and they are formative and summative assessment. Throughout these ten lessons plans, formative assessment was present when the comments and feedback were provided by the teacher while students were practicing or saying the sounds in words, sentences or the tongue twisters. On the other hand, summative assessment is given for each one of the learning outcomes. Accordingly, a checklist is used and specified below in order to asses students' achievement of the correct pronunciation of the sound. The checklist is used after each lesson is finished, and it is specified as it follows.

| Rubric Session 1 | | | | | | |
|--|--|---------|--|--------------------------------------|--------------------------|--------|
| Instructions: Mark the appropriate punctuation according to students' performance. Each criterion is 2 points. | | | | | | Level: |
| Name | The student pronounces the sound accurately. | Fluency | Seven sentences with the learnt sound were pronounced. | The tone of voice is loud and clear. | Uses complete sentences. | Total |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Adapted from: Castillo et al., 2017. | | | | | | |

| Rubric Session 2 | | | | | | |
|---|--|---------|--|--------------------------------------|---|--------|
| Instructions: Mark the appropriate punctuation according to students' performance. Each criterion is 2 points. | | | | | | Level: |
| Name | The student pronounces the sound accurately. | Fluency | The tongue twister included the learnt sounds. | The tone of voice is loud and clear. | The video is visible and well recorded. | Total |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Adapted from: Castillo et al., 2017. | | | | | | |

| Rubric Session 3 | | | | | | |
|---|--|---------|---|--------------------------------------|--------------------------|--------|
| Instructions: Mark the appropriate punctuation according to students' performance. Each criterion is 2 points. | | | | | | Level: |
| Name | The student pronounces the sound accurately. | Fluency | The comic strip included the learnt sounds. | The tone of voice is loud and clear. | Uses complete sentences. | Total |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Adapted from: Castillo et al., 2017. | | | | | | |

| Rubric Session 4 | | | | | | |
|---|--|---------|---|--------------------------------------|---|--------|
| Instructions: Mark the appropriate punctuation according to students' performance. Each criterion is 2 points. | | | | | | Level: |
| Name | The student pronounces the sound accurately. | Fluency | The role-play included the learnt sounds. | The tone of voice is loud and clear. | The video is visible and well recorded. | Total |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Adapted from: Castillo et al., 2017.

| Rubric Session 5 | | | | | | |
|---|--|---------|--|--------------------------------------|--------------------------------|--------|
| Instructions: Mark the appropriate punctuation according to students' performance. Each criterion is 2 points. | | | | | | Level: |
| Name | The student pronounces the sound accurately. | Fluency | The tongue twister included the learnt sounds. | The tone of voice is loud and clear. | The recording is easy to hear. | Total |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Adapted from: Castillo et al., 2017.

| Rubric Session 6 | | | | | | |
|---|--|---------|--|--------------------------------------|--------------------------|--------|
| Instructions: Mark the appropriate punctuation according to students' performance. Each criterion is 2 points. | | | | | | Level: |
| Name | The student pronounces the sound accurately. | Fluency | The dialogue included the learnt sounds. | The tone of voice is loud and clear. | Uses complete sentences. | Total |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Adapted from: Castillo et al., 2017.

| Rubric Session 7 | | | | | | |
|---|--|---------|--------------------------------------|--------------------------------------|--------------------------------|--------|
| Instructions: Mark the appropriate punctuation according to students' performance. Each criterion is 2 points. | | | | | | Level: |
| Name | The student pronounces the sound accurately. | Fluency | The poem included the learnt sounds. | The tone of voice is loud and clear. | The poem has rhyme and rhythm. | Total |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Adapted from: Castillo et al., 2017.

| Rubric Session 8 | | | | | | |
|---|--|---------|--|--------------------------------------|---|--------|
| Instructions: Mark the appropriate punctuation according to students' performance. Each criterion is 2 points. | | | | | | Level: |
| Name | The student pronounces the sound accurately. | Fluency | The tongue twister included the learnt sounds. | The tone of voice is loud and clear. | The video is visible and well recorded. | Total |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Adapted from: Castillo et al., 2017. | | | | | | |

| Rubric Session 9 | | | | | | |
|---|--|---------|--|--------------------------------------|--------------------------|--------|
| Instructions: Mark the appropriate punctuation according to students' performance. Each criterion is 2 points. | | | | | | Level: |
| Name | The student pronounces the sound accurately. | Fluency | The dialogue included the learnt sounds. | The tone of voice is loud and clear. | Uses complete sentences. | Total |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Adapted from: Castillo et al., 2017. | | | | | | |

| Rubric Session 10 | | | | | | |
|---|---|----------------|---|---|---------------------------------|--------------|
| Instructions: Mark the appropriate punctuation according to students' performance. Each criterion is 2 points. | | | | | | Level: |
| Name | The student pronounces the sound accurately. | Fluency | The dialogue included the learnt sounds. | The tone of voice is loud and clear. | Uses complete sentences. | Total |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Adapted from: Castillo et al., 2017. | | | | | | |

3.6.2. Assessment of the proposal

In order to assess the proposal itself, Table 3 is developed below with the aim to show the strong and weak points, as well as the opportunities and threats, that this dissertation may present. The positive aspects may counteract the negative ones making the development of this project feasible in the future when implemented.

Table 4

SWOT Analysis

| Internal Analysis | | External Analysis | |
|--|------------------|---|--|
| Strengths | | Opportunities | |
| <ul style="list-style-type: none"> - Development of students' phonemic awareness. - Fostering of students' overall pronunciation through the use of tongue twisters and specific sounds. - Learners' centered class. - Students' motivation is promoted since they have an active role in class and through the use of tongue twisters. - Group and pair activities that develop collaborative work skills. - The use of technological tools that develop their digital competence. - Meaningful learning outcomes in which various skills are used. - Use of visuals (videos and pictures). - Activities based on difficult sounds for Spanish speakers. | Positive Aspects | <ul style="list-style-type: none"> - Teachers that need to improve or reinforce students' pronunciation may use these lesson plans. - Use of the learnt sounds outside the class by students when talking with friends or foreign speakers. - Each lesson is adjustable to the objective of the class. - Use of the technological tools outside the class by students for different projects. | |
| Weaknesses | | Threats | |

| | | |
|--|--|---|
| <ul style="list-style-type: none"> - Nervousness when recording a video or audio. - Some students may have a deficiency on their listening, writing or reading skills that can affect their speaking. - Students that do not speak Spanish may not present problems with the sounds developed here. - Some activities are designed to have a winner and some students can be competitive and feel bad if they lose. - Sudden death in students' oral presentations. | <p style="text-align: center;">Negative Aspects</p> | <ul style="list-style-type: none"> - Some students may lack of the necessary tools to develop certain activities. Tools such as internet connection, computer or a cellphone. - Some teachers may present their speaking and pronunciation skills underdeveloped. - Teachers may not like to teach pronunciation. - Some teachers are unaware of the phonemic system. |
|--|--|---|

Source: Self-elaboration, 2021.

4. Discussion

In relation to the discussion section, several concepts are worth mentioning that were used to develop this dissertation. An essential one is phonemic awareness which is defined by Hismanoglu, (2012) as the ability of identifying “consonants in terms of points and manner of articulation, English vowels in terms of tongue height, tongue position, and lip rounding, diphthongs and triphthongs in English words, specific cases of English consonants and vowels”(p.639). In line with this term, the designed sessions based on tongue twisters are the ones in charge of developing this phonemic awareness since every session is centered in a tongue twister with a main sound. All the activities are aimed for students to improve their pronunciation while being phonemically aware of the sounds they are producing.

According to Argudo and Abad (2006) there are various sounds that are difficult for Spanish speakers to master because some of the English sounds are not part of a Spanish speaker repertoire. Additionally, Uribe et al., 2019 states that another major reason for the difficulty of acquiring these English sounds is that the graphemes do not match the phonemes. Correspondingly, this situation has led the author to research the specific sounds that Spanish speakers have trouble with and create these sessions to help them get acquainted with those sounds and practice them.

Additionally, according to Mu'in et al., (2017), tongue twisters promote learners' motivation and a greater effort to achieve a better pronunciation. This tool help students promoting their intelligibility when pronouncing the words and communicating. These advantages given by tongue twisters may benefit students overall pronunciation causing them to have a more effective communication with people that surrounds them. Within an effective communication, intonation is a key feature and through the use of tongue twister this intonation can be practiced and enhanced according to Amar et al., (2019).

In conclusion, it is expected from this dissertation to improve students' pronunciation through the use of tongue twisters while developing students' phonemic awareness in order to achieve an effective and clear communication in English among peers.

5. Conclusions

As a final part of the process of completion of this work, certain conclusions must be presented and they were accomplished as it follows. To begin with, this paper has been developed within a theoretical framework that has led the way in which all the sections were completed. This framework helped with the successful completion of the practical part of the work and provided beneficial ideas that complemented the author's ideas.

Subsequently, it can be asserted that the main objective has been achieved because the intervention proposal to foster pronunciation skills through the use of tongue twister for senior students was developed in section 3. In that specific section, the reader can see how various tongue twisters were selected as well as difficult sounds for Spanish speakers in order to improve students' pronunciation through different activities. These sounds were selected because a great majority of Spanish speakers have difficulty when learning or pronouncing those sounds. Consequently, the lesson plans are design to help speakers overcome those natural difficulties and achieve a clear pronunciation while also being phonetically aware. This awareness is important because the majority of classes in Ecuador are focused in the grammar section leaving behind the speaking and pronunciation aspect of the language; this is to be considered the biggest problematic in this work. As a result, by developing works like this, the author is bringing to light a skill that it is not well developed or even considered in the Ecuadorian educational context. Accordingly, it is relevant to offer this type of work based in other skills and subskills such as pronunciation or students' phonemic awareness or any other subskill that has not been given the same importance as the other skills. In that way, a greater body of work is added to online libraries from which colleagues can take information from for numerous works or researches.

One final aspect that this work would like to underline is, the importance of the use of creative tools in language teaching as the tongue twisters used in here because the majority of language teachers only uses the common ones like readings, articles, blogs, etc. Therefore, the action of leaving behind those innovative tools, also leave us with less options or innovative topics or subskills to teach our students. For instance, phonemic awareness is a topic that not all teachers would like to teach, but it is vital to achieve an exceptional

pronunciation of certain sounds and words achieving a better communication in students since they will have more skills and knowledge to communicate faster and effectively.

Finally, tongue twisters and pronunciation are considered to have a close association, and they are of great help for the practicing and improvement of the speaking skill in students that want to improve their English accent and pronunciation.

6. Limitations and further research

Tongue twisters must be a tool that all teachers use to teach students some important features of the language, not only sounds or pronunciation. It is not completely exploited, so it is an optimal tool to continue with further research or complete a case study and apply it in order to gather information from the local context that there is not nowadays.

Furthermore, that is part of the limitations because there is not a lot of material about tongue twisters used in Ecuadorian classes or contexts that provides a local background for this tool and its use in class.

Another point worth noting is that there is not much research and works about pronunciation within the local context in Ecuador, as a result, it is an excellent opportunity for further research and in that way provide extra information and sources to the research and academic community. This factor could also be taken as a limitation in case a specific research needs to gather specific information about the pronunciation in the city since there is not much information to gather.

Last but not least, phonemic awareness is a vital one and the further research of it could be directed to other tools that can also enhance and practice this aspect in order for teachers be able to develop it in students on time. As a consequence, students will practice this phonemic awareness from a young age making pronunciation of words a lot of easier.

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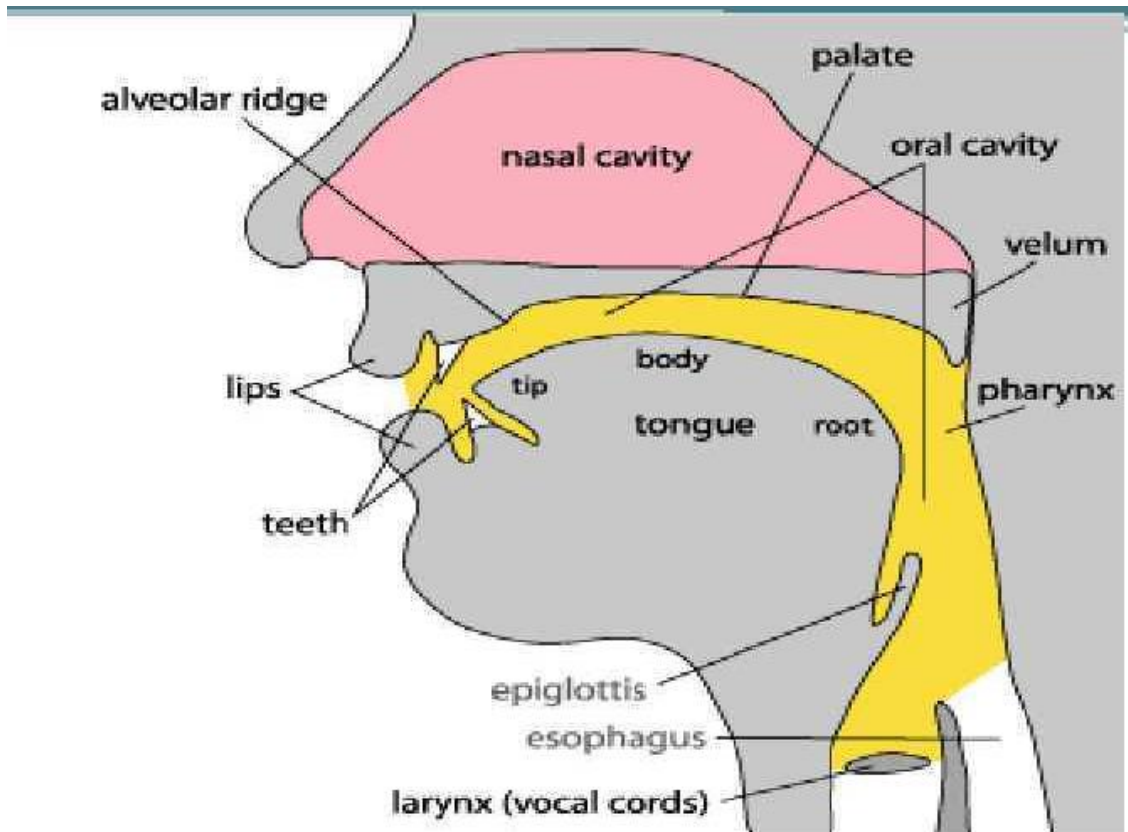
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7. ANNEXES

Annex 1

HANDOUT 1: Articulatory System



Source: Present5, 2021

Annex 2

HANDOUT 2: TH sound

- 1) Read the sentences and write (V) voiced or unvoiced (UV) for the words that have the TH sound.

| Sentences | Sound (V) voiced or unvoiced (UV) |
|--|-----------------------------------|
| May is my favorite month . | |
| I want to go to the Netherlands . | |
| Thanks for helping me. | |
| He bought a new leather jacket. | |
| He lives in the north . | |
| There is nothing to do. | |
| Let's take another picture. | |
| Do you have a brother ? | |
| There were more than a thousand people. | |
| Martha likes rock music. | |
| This song has a good rhythm . | |
| Source: ENG00, 2021. | |

Voice and unvoiced TH sound

| | /θ/ | | /ð/ | |
|-----------------------|----------------------|--------------------------|--------------------------|---------------------------|
| | Grammar words | Content words | Grammar words | Content words |
| Beginning of the word | thorough, through | thank, theory, three | that, they, this | |
| Mid position | anything, everything | author, birthday, method | although, other, whether | brother, leather, weather |
| End of the word | both | bath, health, worth | with | bathe, clothe |

Source: Teflpedia.com, 2021

Annex 3

HANDOUT 3: Retroflex liquid /r/

/r/: retroflex liquid

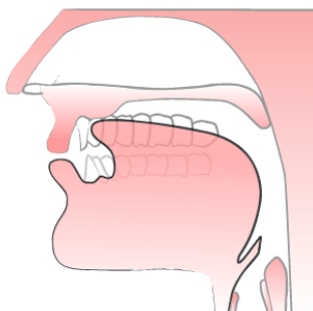


Source: Byrnes, 2021

| Tongue Twisters with /r/ |
|---|
| Robber the warrior and Roger the worrier were reared wrongly in a rural road. |
| Jerry's jelly berries taste really rare. |
| I really want red roses right now. |

Annex 4

HANDOUT 4: /s/



Source: Pronuncian.com, 2021

Annex 5

HANDOUT 5: /v/

| Words with the /v/ sound | |
|--------------------------|--------|
| Lovers | leave |
| Virginia | never |
| Victor | movies |
| Valentine | visit |
| Vietnam | Venice |
| various | very |

Reading: Lovers Never Leave Virginia

Victor and Vivian were lovers. When they were seventeen, they moved to Virginia, where they lived for many years. They loved movies, especially very romantic ones. Every Valentine's Day, the lovers visited the theater in Belleville, where they viewed several versions of Romeo and Juliet, the famous love story. After the movies were over, they started planning their vacation. They planned to visit Vienna or Venice in Europe or Vietnam in Asia, but they never did. Their lives were too busy with their vocations and various trivial things that they couldn't leave Virginia.

Source: ESL Gold, 2019.

Questions:

Are Victor and Vivian friends?

Why didn't they leave Virginia?

Which cities did they want to visit?

Where did they watch movies and which movie did they watch?

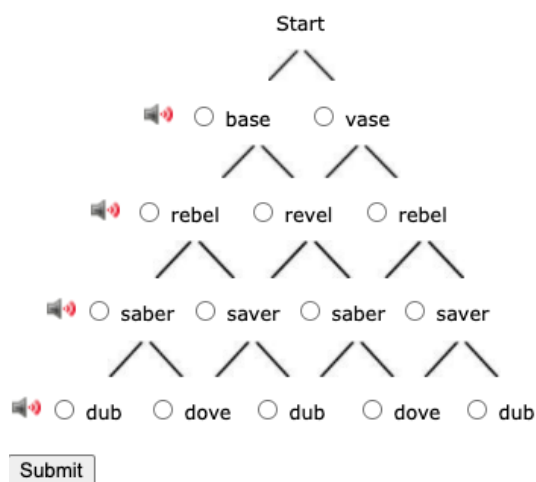
Annex 6

HANDOUT 6: /v/ and /b/

1) Listening Pyramid

Listen to the teacher and circle the words you hear

(http://wpeau.ca/pronun_listeningPyramid90B&V.php)



Source: WORKPLACE ENGLISH, 2021

2) Look at the words and select the words you hear.

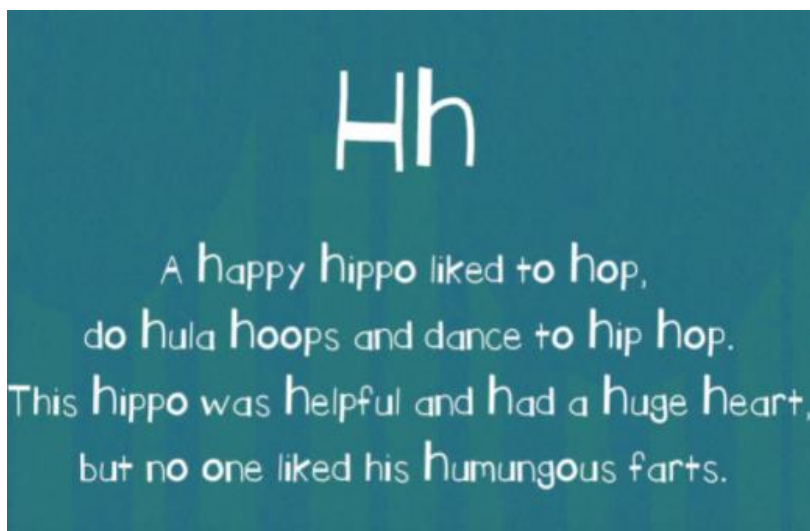
| | |
|--------|-------|
| best | vest |
| bee | v |
| buy | vie |
| bale | veil |
| bat | vat |
| vine | wine |
| ribber | river |
| ribbon | riven |

Source: ESL Gold, 2019.

Annex 7

HANDOUT 7: /h/

Poem with H



Source: Bogie, 2021

Annex 8

HANDOUT 8: /ɪ/

1) Listen to the tongue twister and complete it with the correct words.

Here is my _____. She likes to _____ in the mud. She can get a big _____. She has a fig. She is a _____ pig.

| Tongue Twisters with /ɪ/ |
|--|
| The glitter-getter litters bigger, better letters while the cinder-sender withers weather. |
| The rich reach really real things. The rich reach really real things. |
| Six thick thistle sticks. Six thick thistle sticks. Six thick thistle sticks. |

Annex 9

HANDOUT 9:/ŋ/

1) Underline the /ŋ/ sound and practice the pronunciation of these sentences.

That singer has the most amazing voice I've ever heard.

We're in England now; you're driving on the wrong side of the road!

We will go for a walk this evening.

You can see it better if you look from this angle.

They are having a lot of fun.

Source: Engoo.com, 2021

2) Read the dialogue.

Man: Where are you?

Woman: I am working inside. I am writing a letter to my friend. I am telling him about my life and my new job.

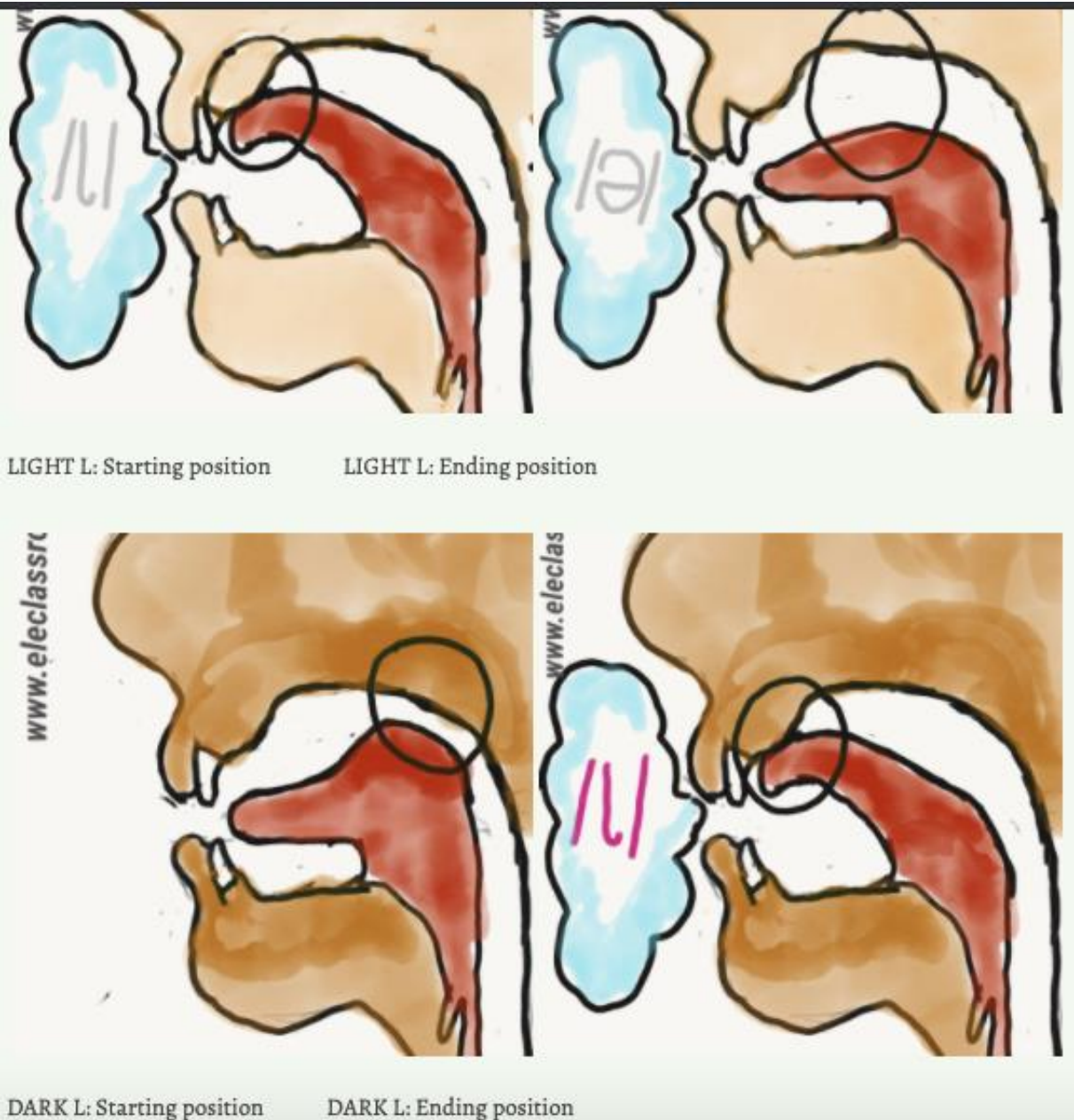
Man: Are you using the computer?

Woman: I am not using the computer because I like to hand write letters. My hand is getting tired though.

Source: Todd, 2021

Annex 10

HANDOUT 10: Light /l/ Dark /ɫ/



Source: The ELE Classroom, 2018

1) Listen to the words and write DARK or LIGHT next to each one.

| | | | |
|-------|------|-------|------|
| Words | Type | Words | Type |
| like | | fall | |

| | | | |
|--|--|--------|--|
| blog | | low | |
| circle | | long | |
| flag | | girl | |
| pull | | learn | |
| milk | | puddle | |
| Source: Really-learn-english.com, 2021 | | | |

2) Read the sentences and practice their pronunciation in groups.

The **light L sound** is in **blue**. The **dark L sound** is in **red**:

- 1) I **l**ike to **l**earn **l**anguages.
- 2) **L**isa **l**oves **L**arry a **l**ot.
- 3) That is a **l**ong **b**log about **l**earning.
- 4) It is a **reall**y good **dea**l.
- 5) The sma**ll** **ba**ll **fe**ll in the **coo**l **po**ol.
- 6) Ca**ll** the ta**ll** **gi**rl.
- 7) **P**lease **l**eave the whole **g**lass of mi**lk** on the ta**ble**.
- 8) **L**ook at the **reall**y **litt**le **fl**ag.
- 9) I **wi**ll **li**st **a**ll of the **fi**nal **de**tail**s** in my **l**etter.
- 10) **P**lease send the **la**st e-ma**il** to my fami**ly**.

Source: Really-learn-english.com, 2021