BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

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Pronunciation improvement in vocabulary of pets through the implementation of 'I have a pet' song in EFL class for children

A thesis submitted to the Faculty of Languages

For the degree of

LICENCIATURA EN LENGUAS MODERNAS

Presented by

ANA CLAUDIA TIERRANUEVA FRAGOSO

THESIS DIRECTOR:

Mtra. Sandra Juárez Pacheco

Puebla, Mexico   September, 2019

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Dra. Teresa A. Castineira Benítez   Dr. Michael Thomas Witten

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DEDICATORY

First at all, I want to dedicate this thesis to God because he has been the light on my way, and thanks to his love involved in my life, I have reached my goals.

Also I want to dedicate this work to my amazing family. First to my lovely parents, Jose and Esperanza who are the motor in my life. They have supported me throughout my way and all the steps that I have taken, they have been taken together. All my goals are their own goals. We have gone through this way successfully because they have encouraged and inspired me to finish this study. In second place, but not less important, to my young siblings, Maritza and Erick, who have filled my life of enjoyment and happiness. Their advice and support have pushed me to achieve this goal as well.

Finally, I would dedicate this study to my fiancé Luis; he has been by my side during the whole way through.

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CHAPTER I

INTRODUCTION

1.0 Introduction

This research is focused on implementing Audio-Lingual teaching methodology to improve pronunciation; particularly, through the use of a children's song, a group of 3-4 years old children are acquiring vocabulary of pets and sharpening their pronunciation. The structure of this chapter is presenting, firstly, some explanations to develop this research. Secondly, the significance of the study is stated followed by the importance of this research. Later, the context where this research is performed is presented. Finally, the aims of this study and the objectives are explained in detail; furthermore, the research questions are stated as well.

1.1 Rationale for the topic selection.

The main purpose when teaching pronunciation is to make sure that students can communicate; according to Celce-Murcia, Brinton and Goodwin (2011), "the goal of teaching pronunciation is not to make them sound like native speakers. A more modest and realistic goal is that their pronunciation will not detract from their ability to communicate" (p. 9). In other words, teachers have the aim to teach students a standard pronunciation in order to not reduce to the students the development when communicating to another person. Moreover, Hişmanoğlu (2006) supports the importance of acquiring a good pronunciation by mentioning that "the principal aim for the learner to develop spoken English that is easy to understand, serves the learner's individual needs, and allows a positive image of himself as a speaker

of a foreign language" (p.103). According to this author, an important objective for the students, when they start to talk to other people, is mainly to give a clear message and allow them to perform a good speech act by themselves as foreign speakers.

Mainly, the rational to choose this research topic is that, the way in which words are pronounced plays an important role in communication. Also, that is the main reason of why foreign language teachers must take proper significance to teach pronunciation in their classes (Hişmanoğlu, 2006).

Since communication is linked to pronunciation, foreign language teachers have the need to look for the tools that are helpful to teach pronunciation. In order to help teachers to spend less time when teaching a standard English language pronunciation, the proposal of this research is the use of songs in the classroom to teach a correct standard pronunciation to students.

At the beginning of a foreign language learning process, little kids do what they see and say also what they hear because it is the usual way to learn a foreign language. (Scott and Ytreberg, 2000). In fact, Scott and Ytreberg highlight that songs are a powerful tool to teach pronunciation, because songs go firstly by children's ears. Additionally, Millington (2011) claims that "practicing the different sounds by singing songs can be more interesting and enjoyable than other activities such as minimal-pair drills" (p.135). Thus, through the repetition of the lyrics of the songs, it can be more amusing to practice new sounds for kids.

Particularly, this research will be applied on young learners around 3-4 years old, those students are learning English as a foreign language and they are native Spanish speakers; additionally, they are being taught English every day. The purpose to teach pronunciation to these children is that they can acquire a standard pronunciation to develop the ability to communicate by practicing with songs. Actually, routines can offer opportunities for a significant language development; they permit the child to activate the sense of new language from a familiar experience and let a space for language advance. (Cameron, 2003), then, as a result of playing songs inside the class continuously, it let the students to learn words by the use of a routine.

1.2 Significance of the study

This is a significant topic because this researcher believes that the use of songs can be a useful tool to help young learners to improve their listening skills and pronunciation, then as a result, teacher will help students to improve their speaking skills (Millington, 2011). Teachers can use songs in their classroom to spend less time when teaching pronunciation, besides having a more relaxing and enjoyable class for their students. As a result, students can learn a standard pronunciation from songs through a natural way.

Practicing listening with songs gives students experience and tools to understand more details during any speech. The ears become more acute and make comprehension easier for them. Students also become familiarized with sounds and natural reductions of English that can put into practice at the moment of speaking (Reina, 2011). Consequently, by the use of songs in the classroom,

students reinforce listening skill and students can become more experience in the listening skill. As a matter of fact, students can make a better listening comprehension of the new words by becoming familiarized with the sound of the foreign language words; and eventually, students will gain the correct pronunciation at the moment of speaking.

According to Reina (2011), "songs can activate the repetition mechanism of the language acquisition. Songs offer a lot of practice for students to link the sounds of phrases naturally as they can improve their pronunciation" (p. 131). As previously stated, and supported by this author, songs are an important tool which can stimulate the repetition mechanism of the language acquisition. Thus, through the enough practice, students will obtain the correct sounds of the words and develop a correct standard pronunciation. To sum up, the significance of this study lies on the important to introduce songs in the classroom because with the use of songs, learners can become accustomed with the pronunciation of native speakers (Reina, 2011). When students are familiarized to the pronunciation of native speakers, those students naturally get a standard pronunciation. Thus, this research is important because it can give to teachers a powerful tool to improve children pronunciation through the use of music.

1.3 Context of the research

This research is about teaching English language to children through music in order to sharpen pronunciation in English as a Foreign Language (EFL). It will be applied in a group of 17 students in which there are children around 3 to 4 years old. They are native Spanish speakers and they are learning English as a foreign

language currently. Specifically, these participants have an English class every day and they are students from a private school.

Specifically, this research is developed at Colegio España de Puebla, which is a private school in which English is taught every day. This school has the purpose to make students English speakers; furthermore, the teaching methods that are used in this school are: Content Language and Integrated Learning (CLIL), Grammar-translation Theory and Communicative Approach.

At this school, there are 9 English teachers who are integrated in the English coordination and an English coordinator. Teachers are allowed to work with internet and multimedia screens, thus, teachers can choose if they want to teach using videos, songs or presentations. This school also has some outside spaces where teachers can take their class out. Additionally, this institution has nursery, pre-school, elementary, junior high school and high school levels.

1.4 Aims of the study

As it is mention, through music, children can learn and acquire English as a foreign language based on two ways: assimilation and accommodation (Cameron, 2003). When assimilation takes place children can have in a natural way the new vocabulary presented through songs. Then, those words can be used in different contexts and the development of language acquisition arise.

Due to the importance of this study, the main aim in this thesis is to propose the use of a specific song called *I have a pet,* from *Super Simple Songs®,* to teach a correct standard pronunciation of pets vocabulary in English language since songs

can state opportunities for increasing automaticity which is the main cognitive reason for using songs in the classroom (Schoepp, 2001). Moreover, this research aims to examine the use of *I have a pet* song in the classroom to demonstrate its effectiveness to improve pronunciation in young learners.

1.5 Objectives of the study

In order to achieve the main goal of this research, the use of recordings and a diary (to record voices, pronunciation of the children and facts) are necessary to be aware about the pronunciation improvement of the students.

The objective to achieve during the application of this pronunciation record is: to compare the improvement of the pronunciation in young learners by using songs in classroom which is opposite to a common way of teaching. Thus the collection of the data retrieved from the student voices recordings is an important material to gather during the development of this research. Also, the use of a dairy is useful to support the voice recordings since this will show any variable that could have affected the results of this research.

1.6 Research questions

This study aims to answer the following two research questions:

- *To what extent, could the participants of this study acquire the vocabulary of pets mentioned in "I have a pet" song by using Audio-Lingual teaching method?*

- *To what extent, the implementation of "I have a pet" song helped participants to acquire a correct standard pronunciation of vocabulary of pets?*

CHAPTER II

LITERATURE REVIEW

2.0 Introduction

As previously mentioned, this research is trying to prove if, with implementation of a children's song in the classroom and the use of audio-lingual method, students are able to improve their pronunciation of vocabulary of pets. In order to do so, the theoretical framework of this study is presented in this chapter. Firstly, the definition of teaching methodology and the audio-lingual method definition are explained. Also, speaking skill and its sub-skills are another important topic of this chapter. Finally, English language teaching material topic is stated as well as its two categories: authentic and non-authentic material.

2.1 Language Teaching Methodology

According to British Council BBC (n.d.), methodology is a set of steps to follow that helps teachers to teach a subject. Usually, a teaching methodology is chosen by a teacher according to a method that can better fix into their classroom, learning environment and context in order to develop a language acquisition. Furthermore, the British Council BBC (n.d.) adds that teachers should base their classes on a variety of teaching methods in order to face the aims of the courses and the same teaching methodology should meet the students' needs. In other words, teachers should consider what are the purposes that they want to reach in their classes.

According to INTESOL (2018), through the history, a variety of teaching approaches or methodologies have taken place because of the needs of language

teaching. Specifically, according to INTESOL (2018), English language teaching methods that there exists are the following: direct method, grammar translation method, audio-lingual method, structural approach, suggestopedia, total physical response, communicative language teaching, silent way, community language learning, task based language learning and lexical approach (Richards and Rodgers, 2014; Celce-Murcia, 2011; Larsen-Freeman and Anderson, 2016). In other words, depending on the purposes of the subject, in this case English language class, the teacher needs to choose the best method that fits the subject purposes.

In this research, the audio-lingual method is used as the teaching methodology performed to make participants acquire the correct pronunciation of words related to, *I have a pet* song in English language. As INTESOL (2018) mentions Audio-lingual method is based on the behaviorism theory. This means that knowledge can be acquired by routines and constant reinforcement; as a result, learning process takes place through the correct direction of language acquisition. A better description of this teaching methodology is presented in the following section.

2.1.1 Audio-lingual methodology

Griffiths (2008) mentions that audio-lingual method is a teaching methodology which was first applied because of the war. Due to this, this audio-lingual methodology was called *army method*. According to Griffiths (2008), the war was demanding that the military people developed a fluent speaking skill of different languages. As a result, the army method called the attention of linguists because

they wanted another option than the grammar-translation method since it demonstrated a lot of limitations.

Conversely to the grammar-translation method, the army method focused on speaking and listening as the most important skills rather than writing or reading. In fact, after the linguistics applied this teaching methodology the name changed into audio-lingual method.

Abu-Melhim (2009) claims few advantages about the use of this teaching methodology. Firstly, he establishes that the audio-lingual teaching methodology makes better listeners and better speakers, as a consequence, students become in better readers and writers since its main emphasis is on listening and speaking skills. Secondly, Abu-Melhim (2009) mentions that teachers can stress the importance of proper pronunciation. Thus, students can acquire a standard pronunciation due to the constant repetition of sounds according to the characteristic of audio-lingual method.

Thirdly, Abu-Melhim (2009) says that teachers, through Audio-lingual method, can correct mistakes during early learning stages, also speech errors are corrected before they become persistent. In fact, Abu-Melhim claims that the use of audio-Lingual method in children is positive to develop speaking in the correct way.

Particularly, the purpose of the audio-lingual method is to teach vocabulary and grammar rules to students by via of dialogues; this is to allow students to respond fast and properly in a spoken language (Tugrul, 2013). Therefore, audio-lingual

method is the basis when teaching pronunciation because speaking and pronunciation are strong linked to each other.

In this specific study, there are two main factors that are considered by the researcher of this study at the time to develop this experimental research: *repetition of sounds* and *standard pronunciation learning*.

According to Tugrul, throughout *repetition of sounds* students can use the language habitually, avoiding hesitation. In other words, the use of audio-lingual makes students to develop a habit, the more they practice through repetition, the fastest is the way in which students will speak the target language automatically (Tugrul, 2013). Additionally, when learning a foreign language, it is important to keep in mind that students are not involved in the natural context of the language, thus, it is important that students can be able to repeat the new words to develop their pronunciation.

Regarding *standard pronunciation*, Gilbert (2008) mentions that "pronunciation has traditionally been taught with the goal of "speaking like a native speaker", but this is not practical" (p. 42). Even though, pronunciation has been taught by a native speaker, it does not mean that pronunciation learning will be useful. In fact, the aim in communication is to understand messages that a person sends and that are successfully received by another person. Thus, if a receptor struggles at understanding the message, then the speaker loses out. Consequently, becoming proficient at the basics of English communication is practical (Gilbert, 2008).

2.2 Speaking skill

Bashir, Azeem and Doger (2011) defined speaking as "a productive skill in the oral

mode" (p.38); thus, speaking is the ability to produce the language in an oral way.

In fact, Bashir, Azeem and Doger (2011) exemplify when the speaking skill is

performed in the quotation that follows:

> Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. (p.38)

In other words, these authors mentioned some events when speaking skill takes

place. For instance, they are claiming that the first type of interactive speaking could

be a conversation with another person; another example is a partially interactive

speaking activity which could be a speech that someone is giving, and the audience

does not interrupt it. (Bashir, Azeem and Doger, 2011)

According to Leong and Ahmadi (2017), when developing the speaking skill,

people can communicate fluently without taking much time in thinking. Thus,

speaking skill allows individuals to produce sentences for the real communication.

At the time to develop the speaking skill, teachers have the need to know students'

necessities. Therefore, Baker and Westrup (2003) claim that:

> Someone who can use English well is usually both accurate and fluent. Accurate speakers do not make mistakes in grammar, vocabulary or pronunciation. Fluent speakers can express themselves appropriately

and without hesitation. Fluent speakers do not usually
worry unduly about making mistakes. (p.7)

As Baker and Westrup mentioned, the importance of developing speaking skills is strength linked to accuracy and fluency. On the one hand, Lexico (2019) defines accuracy as "the quality or state of being correct or precise" (para. 1); furthermore, it continues stating that accuracy is "the degree to which the result of a measurement, calculation, or specification conforms to the correct value or a standard" (para. 2). As a result of both definitions, the author of this research believes that accuracy is the correct use of the language by mentioning only enough information.

On the other hand, Oxford dictionary Lexico (2019) states fluency as "the ability to speak or write a foreign language easily and accurately" (para. 2). Also, it is defined as "the ability to express oneself easily and articulately" (para. 3). Then, fluency is defined as the ability to produce the language easily and understandable.

If a language speaker, develops correct accuracy and correct fluency, this language speaker will communicate a spoken utterance correctly. However, any language speaker would need to prove certain level of the speaking ability which becomes measurable with a certification.

In order to develop a standard evaluation of the most important skills of learning a language worldwide, any speaking skill certification has been divided into two main scales: *spoken interaction* and *spoken production*. This standard requirement of speaking skill has been established by the Common European Framework of

References for Languages, CEFRL (Council of Europe, 2001). To specify, Council

of Europe (2001) states that:

> The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis. (p. 1)

This means that the CEFRL is the measurement of any language acquisition,

according to different specifications, and the parameters in which any language

can be assessed (Council of Europe, 2001). Within the Common European

Framework of References for Languages (CEFRL), there exists six levels of any

language proficiency: A1, A2, B1, B2, C1 and C2 (Council of Europe, 2001).

As you can see in Figure 2.1, there are presented only three levels of the CEFRL

(Council of Europe, 2001), which are A1, A2, and B1. Specifically, the reader can

observe that A1, A2 and B1 levels are divided in two evaluated categories: *spoken

interaction* and *spoken production.*

According to the *Spoken Interaction* ability, mentioned in Figure 2.1, *A1 level*

establishes that a person who fulfills this level needs to interact with other people in

a simple way, only if the other person access to repeat or she/he wants to reorder

the sentences that the learner it is saying, and she/he is prepared to talk in a very

slow pace of speech. Also, the learner can ask questions of herself/himself needs

or talk about familiar topics. *A2 level* states that the person, who achieved this

level, needs to be able to communicate in a simple way. This person can talk about routines, familiar topics; thus, at this stage the learner cannot be able to keep the conversation going on. *B1 level* of spoken interaction skill mentions that the person who is at this level needs to be able to deal with situations that implies travelling at the place in which the language is spoken. Furthermore, this language learner is able to interact with other people on topics such as interests about everyday life.

		A1	A2	B1
S P E A K I N G	**Spoken Interaction**	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

Figure 2.1 Speaking Skill. Adapted from Council of Europe (2001, p.26)

Regarding the *Spoken Production* section mentioned in Figure 2.1, *A1 level* establishes that people can states simple sentences to describe the people that is around her/him, and to mention the place where she/he lives in. *A2 level,* within the same ability, determines that the people who reach this level is able to use continuous phrases, she/he is able to describe, using simple terms, she/he is able to talk about family, other people, living conditions, educational background and about jobs. Also, *B1 level* establishes that the person who reach this level is able to connect simple phrases to describe experiences, events, dreams, hopes and

ambitions; thus, a person is able to give shorts reasons and explanations for opinions and plans. Additionally, this person is able to tell a story or to describe the plot of a book or movie and describe her/his reaction about it.

B2	C1	C2
I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Figure 2.2 Speaking Skill. Adapted from Council of Europe (2001, p.27)

In Figure 2.2, the reader can observe that there are the other three levels that belong to the CEFRL mentioned by the Council of Europe (2001). The first row belongs to the *Spoken Interaction* ability of *B2 level* which establishes that the person who belongs this level can talk to another person utterly fluent and unforced, as a result, this person can make an entirely interaction with native speakers. Besides, the learner of B2 level can participate agilely in a meeting in familiar context, accounting for and supporting her/his points of view. On the other hand, people who belong to *C1 level* can express fluently without hesitations on the spur of the moment, as a consequence, these people can speak the language socially or professionally. In few words, this person can express ideas and opinions cleverly. Finally, within Spoken Interaction section *C2 level* states that people of

this level can express in a manner which requires no mental exertion in any conversation. Furthermore, this person is familiarized with idiomatic expression and with colloquialisms; thus, a person who belongs to this level can express fluently and accurately.

Regarding the higher levels of the *Spoken Production* section, *B2 level* requires that a person that is on this level produces clear and detail descriptions on an average subject that belongs to her/his own interests. Besides, this person can give reasons to support points of view on a topical issue expressing the advantages and disadvantages of different options. *C1 level* claims that a person with this level can produce clear and detailed descriptions of compounded topics including sub-topics; also, this person can talk about specific points with an accurate summing-up. Finally, the highest level of language proficiency, *C2*, mentions that a person who achieves this level can produce understandable and accurate descriptions easily; as a matter of fact, this person can argue accurately and, can remember and talk about significant points.

After defining the speaking skill, its importance and the meaning of their proficiency levels given by the CEFRL (Council of Europe, 2001), the sub-skills that belong to the speaking ability are described in the following section.

2.2.1   Speaking competences and sub-skills

Torky (2006) developed a research about the standard communicative competence. She noticed that speaking skill and the relation to conversational skills models are essential for people who is learning a language. In other words, the importance of the speaking sub-skill is strongly linked to the conversational

skills models and it is relevant. According to Torky (2006), there exist four competences for the speaking proficiency: *Grammatical Competenc*e which is integrated by grammar, vocabulary and pronunciation sub-skills. The second one is *Strategic Competence* that consists of communication strategies through the use of gestures, circumlocution, and topic selection and so on; usually, these are used when words are unknown. The third is *Sociolinguistic Competence* that includes the appropriate use of language, it includes register, speech acts and intonation sub-skills. And the fourth ones is the *Discourse Competence* which is formed by coherence in speech and cohesion in speech, in other words, this is when a student can develop all this sub-skill, thus he or she can get a speaking proficiency developed correctly.

Sakale (2012) claims that pronunciation "is a crucial speaking sub-skill and by far the departure point for any oral interaction since the success of any communication process is closely tied to the mastery of the sound system" (p.1104). According to this definition, the importance of pronunciation is related to the production of sounds and it is extremely linked to the communication. Continuing, Hall (1997 in Sakale, 2012), emphasizes "the great role of pronunciation is establishing interactive communication" (p.1105); thus, having a good pronunciation is significant to achieve the goal of communication. In the following section, the pronunciation sub-skill will be described in deep.

2.3 Pronunciation

According to the Oxford (2019) dictionary, pronunciation is defined as: "the way in which a language or a particular word or sound is pronounced" (para. 1).

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Regarding this definition, pronunciation is related to the sound of a word that is being produced. However, this sub-skill is full of other elements that need to be taken into account to fulfill a good pronunciation:

> Pronunciation includes elements such as: **Sounds**: these include consonants, vowels and consonant clusters; **Intonation**: this refers to the pattern of pitch changes. There are two basic patterns: rising and falling; **Rhythm**: It is created according to the position of stress within a single word or a group of words. Within words stresses have fixed positions but stress within a group of words can move according to meaning; **Linking and assimilation**: When sounds are linked in spoken language, changes occur because of the influence of neighboring sounds. (Morely, 1996; Florez, 1998; and Cornbleet and Carter, 2001 in Torky, 2006, p. 47)

In easy words, pronunciation has involved different characteristics such as sounds, which is an amount of consonants, vowels and consonant clusters. Other characteristic is the intonation which is the way in which the speech changes. Another point is the rhythm, it gives the appropriate stress to the words. Finally, linking and assimilation is when people link the sounds of the different words depending on their consonants or vowels. To sum up, with a clear and understandable pronunciation, students can develop an effective communication by using these elements accurately. Additionally, Cruttenden (2013) claims that "the term 'pronunciation' covers both phonetics and phonemics". (p.4). Thus, when talking about pronunciation, it is necessary to take into account the linguistic branches of phonetics and phonology, which in fact, those are explained in the following section.

2.3.1 Phonetics and Phonology

As previously mentioned, phonetics and phonology are two areas of linguistics that matter to develop a well-done pronunciation. Cruttenden (2013) mentions that phonetics of a language worries the objective characteristics such as articulatory, acoustics and auditory of the sounds; thus, phonetics is the tangible specifications that are helpful to produce sounds. On the other hand, Cruttenden (2013) claims that phonology is about how sounds work in a universal way in a specific language. Thus, phonology focus on the use of phonetics in a practical form.

In order to produce a correct pronunciation, phonology is learnt through the use of phonemes "which analyzes the stream of speech into a sequence of contrastive segments, 'contrastive' here meaning 'contrasting with other segments which might change the meaning'" (Cruttenden, 2013, p.3-4). This means that a phoneme is the sound of a word that goes in a continuous way to form part of the speech; therefore, depending on the sound, the word can be written down differently.

Regarding the conceptualization of sounds, there exists an international phonetic alphabet which was created some centuries ago. According to Luebering (2019), the *International Phonetic Alphabet* (IPA) is:

> An alphabet developed in the 19th century to accurately represent the pronunciation of languages. One aim of the International Phonetic Alphabet (IPA) was to provide a unique symbol for each distinctive sound in a language—that is, every sound, or phoneme, that serves to distinguish one word from another. (para. 1)

In easy words, Luebering (2019) stated that the International Phonetic Alphabet was developed with the intention of representing the sounds of languages by

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attaching a symbol to different sounds. Furthermore, Luebering (2019) claims that the creators of the IPA were A.J. Ellis, Henry Sweet, Daniel Jones and Passy; additionally, the person who attached the name IPA was Otto Jespersen. Supposedly, the first publication of the IPA chart was in 1888, in addition, the chart was created with the intention to have only one standard chart in order to extinguish the individual phonetic charts that there existed before. (Luebering, 2019).

In Figure 2.3, there are presented the phonemic symbols of English language pronunciation (British Council BBC, n.d.). In fact, in this section of the literature review chapter, these phonemic symbols are going to be described in the same order that the columns appear within each section of the phonemic chart: *vowels, diphthongs and consonants*.

Figure 2.3 Phonemic chart. (British Council BBC, n.d., para. 7)

Regarding the section of the phonemic chart that belongs to the vowels, in the first column, there is the /**i:**/ symbol. Its pronunciation can be found in the following words: *sea (/si:/), me (/mi:/)* and *free (/fri:/).* On the right side, the second symbol is /ɪ/; its pronunciation is found in the following words: *sit (/sɪt/), him (/hɪm/)* and *fin (/fɪlm/).* In the same row, the third symbol is /ʊ/, and its pronunciation can be found in words such as: *good (/gʊd/), should (/Sʊd/)* and *wood (/wʊd/).* The last symbol of the first row is /**u:**/, and its pronunciation is noticeable on the following words: *food (/fu:d/), crude (/kru:d/)* and *do (/du:/).*

In the second row from the same vowels' phonemic chart, there is the /**e**/ symbol which pronunciation belongs to the following words: *head (/hed/), get (/get/)* and *said (/sed/).* Likewise, there appears the second symbol that is /ə/, which pronunciation corresponds to the following words: *attack (/ə'tæk/), maker (/'meɪkə/)* and *doctor (/'dɒktə/).* Also, the third symbol is /**3:**/, which pronunciation appears in the following words: *bird (/b3:d/), word (/w3:d/)* and *heard (/h3:d/).* Additionally, another symbol in the second row is /**ɔ:**/, which pronunciation can be found in the following words: *saw (/sɔ:/), score (/skɔ:/)* and *four (/fɔ:/).*

Finally, within the vowels' phonemic symbols, in the third row there is the /**æ**/ symbol, and its pronunciation can be found in the following words: *cat (/kæt/), stamp (/stæmp/)* and *dad (/dæd/).* Another symbol in the third row is /ʌ /, and its pronunciation can be found in the following words: *cup (/kʌp/), double (/'dʌbəl/)* and *monk (/mʌŋk/).* Also, the next symbol from the third row is /**a:**/, its pronunciation corresponds to the following words: *car (/ka:/), art (/a:t/)* and *hard (/ha:d/).* The last symbol that belongs to the vowels sounds is /ɒ/ its pronunciation can be found in the following words: *not (/nɒt/), jog (/dʒɒg/)* and *hop (/hɒp/).*

Regarding the diphthongs phonemic symbols, there are two of them stated in the first row, they are /ɪə/ and /eə/. The pronunciation for the first symbol can be found in the following words: *near (/nɪə/), beer (/bɪə/)* and *tier (/tɪə/)*. Meanwhile, /eə/ pronunciation can be found in words such as: *hair (/heə/), care (/keə/)* and *stair (/steə/)*. The second row corresponds to /əʊ/ and /aʊ/ symbols, and their sounds are found in the following words, in the same order: *snow (/snəʊ/), go (/gəʊ/), alone (/ə'ləʊn/)* and *now (/naʊ/), how (/haʊ/), found (/faʊnd/)*. Lastly, the third row that belongs to the diphthongs phonemic chart presents the /eɪ/, /aɪ/ and /ɔɪ/ symbols. Their sounds can be listened in the following words, they are presented in the same order: Firstly, *say (/seɪ/), play (/pleɪ/), grey (/greɪ/)*; secondly, *my (/maɪ/), eye (/aɪ/), bike (/baɪk/)*, and thirdly, *toy (/tɔɪ/), boiler (/'bɔɪle/), noise (/nɔɪz/)*.

To finish the explanation of Figure 2.2, the consonant phonemic chart is described, and its symbols are placed on the fourth, fifth and sixth rows. Particularly, in the fourth row there are the /p/, /f/, /t/, /θ/, /tʃ/, /s/, /ʃ/, /k/ symbols which examples of pronunciation words are /p/: *pen (/pen/), pig (/pɪg/), pencil (/'pənsel/)*, /f/: *food (/fu:d/), laugh (/la:f/), phone (/fəʊn/)*, /t/: *tea (/ti:/), taxi (/'tæksɪ/), table (/'teɪbəl/)*, /θ/: *thin (/θɪn/), throw (/θrəʊ/)* and *thumb (/θʌm/)*. With /tʃ/ phonemic symbol, the examples are *church (/tʃ3:tʃ/), chin (/tʃɪn/), chat (/tʃæt/)*. /s/ examples are *so (/səʊ/), swim (/swɪm/), sun (/sʌn/)* meanwhile /ʃ/ examples are *sheep (/ʃiːp/), shine (/ʃaɪn/), assure (/ə'ʃɔː/)* and /k/ is found in words such as *kick (/kɪk/), cake (/keɪk/), contact (/'kɒntækt/)*.

In the fifth row the presented symbols are /b/, /v/, /d/, /ð/, /dʒ/, /z/, /ʒ/, /g/. These kind of consonants pronunciation can be heard on the following words: /b/ e.g. *book (/bʊk/), bad (/bæd/), baby (/'beɪbɪ/)*; /v/ e.g. *voice (/vɔɪs/), very (/'verɪ/)*,

receive (/rɪ'si:v/). /d/ e.g. *did (/dɪd/), dog (/dɒg/), depend (/dɪ'pend/); /ð/* e.g. *then (/ðen/), this (/ðɪs/), there (/ðeə/).* Also, */dʒ/* example are *June (/dʒu:n/), judge (/dʒʌdʒ/), journey (/'dʒɜ:nɪ/); /z/* examples are *zoo (/zu:/), zero (/'zɪərəʊ/), zebra (/'zebrə/), /ʒ/: pleasure (/'pleʒə/), leisure (/'leʒə/), measure (/'meʒə/)* and */g/* examples are *get (/get/), great (/greɪt/), glass (/gla:s/).*

Finally, in the sixth row that belongs to the consonants phonemic symbols there are: **/h/, /m/, /n/, /ŋ/, /r/, /l/, /w/, /j/**. These kinds of consonants pronunciation belong to the following words: **/h/** e.g. *how (/haʊ/), height (/haɪt/),* and *hero (/'hɪərəʊ/). /m/* e.g. *man (/mæn/), among (/ə'mʌŋ/), calm (/ka:m/).* **/n/** e.g. *no (/nəʊ/), not (/nɒt/), annoy (/ə'nɔɪ/).* **/ŋ/** e.g. *bring (/brɪŋ/), banged (/bæŋd/), singing (/'sɪŋɪŋ/)* and **/r/** e.g. *red (/red/), around (/ə'raʊnd/), proud (/praʊd/).* Additionally, the other example of words are **/l/** e.g. *leg (/leg/), hallo (/hə'ləʊ/), always (/'ɔ:lweɪz/);* **/w/** e.g. *wet (/wet/), away (/ə'weɪ/), swim (/swɪm/)* and **/j/** e.g. *yes (/jes/), yellow (/'jeləʊ/)* and *usual (/'ju:ʒl/).* See Figure 2.2.

2.4 English language teaching material

English language is important worldwide because of the huge amount of people who use it as lingua franca but not because of having the largest number of native speakers. According to Effortless English (2017):

> Although the English language doesn't have the largest number of native speakers in the world, it has the widest reach of any language spoken today. Both native and second-language speakers of English are found on every continent, and English has become the lingua franca in many fields, including business, politics, science, technology, and entertainment, to name a few. English is the working language of many international organizations, like NATO and the European Union, and it's the language of global

advertising. It is also the most-used language of the internet, accounting for more than half of all websites. For many people, learning English is a way to get access to a broader range of information, connections, and opportunities (para.1).

In this case, learning English is the most powerful tool that people can acquire, since English is spoken everywhere, even in different fields such as technology, science, entertainment, politics, business, education and so on. For this reason, learning English can make easier the access to a higher range of opportunities.

One of the most significant things to do to learn English as a Foreign Language (EFL) or as a Second Language (ESL) is to acquire vocabulary to produce the language. According to Mofareh (2015) claims that "vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication" (p. 22). As a matter of this fact, teachers need to focus on how to teach different vocabulary that can help students to perform at least a standard communication with others. For this reason, the researcher of this study is focusing on teaching vocabulary of pets through the use of audio-lingual teaching methodology.

Besides acquiring different vocabulary while learning ESL or EFL, Pourhosein (2016) states that learning an understandable pronunciation is necessary to communicate to others:

Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning (p. 1).

Thus, learning bad pronunciation of English language would affect the language of students in the future. That is why, the correct material and the correct teaching methodology can make the difference when learning ESF or EFL. Usually, the language material that is going to be used in the classroom has to be chosen by teachers carefully. This choice of material depends on the aim of the class that a teacher will achieve. According to García and Juan (2015), "the most successful lessons are the ones which give us the feeling of enjoyment and good time" (p. 86). In other words, the result of having a good environment in the teachers' classes, depends on the kind of the material that teachers use.

Regarding García and Juan (2015) suggestion, the researcher of this thesis believes that music is a recognized teaching material which raises language retention and production in young children (García and Juan, 2015).

In order to give a better explanation of materials, first it is necessary to state that there exist two different types of teaching material mentioned by Nematollahi and Maghsoudi (2015): *Authentic* and *Non-authentic* material. They will be better described in the following subsection of this topic.

2.4.1 Authentic and non- authentic material

Nematollahi and Maghsoudi (2015) claim that "many teachers involved in foreign language teaching have discussed the use of authentic materials and non-authentic materials in an EFL classroom in recent years" (p.112). As previously stated, these authors mentioned that teachers have to deal with the selection of the material and also they have the necessity to choose the correct material to guide students in the correct way. Moreover, these authors also established that there

have been many discussions about the use of both types of materials: authentic and non-authentic.

According to Nematollahi and Maghsoudi (2015), teachers have to select between teachings by using authentic or non-authentic material. They describe authentic materials as those which involve language naturally occurring as communication among native-speakers within contexts of use. For instance, non-authentic material are those which are designed with specific purpose, to teach specific vocabulary or specific grammar points. In other words, non-authentic material is designed with a teaching purpose. Teachers can find this kind of material in songs that are specifically created to teach certain vocabulary or certain grammar points. As an example of this material, in this research it is use "*I have a pet*" song to teach vocabulary of pets.

Conversely, they describe authentic materials as those selected contexts where Standard English is the norm (Nematollahi and Maghsoudi, 2015); in other words, authentic material is material that is not designed to teach, and its language is expressed like in real life. However, this kind of material can have vocabulary or grammar points which could be difficult to understand for students of a basic level of ESL or EFL.

Meanwhile teachers have the option to choose the material, they need to think about the needs of the students too. For instance, Martinez (2002, in Nematollahi and Maghsoudi, 2015) claims that the vocabulary presented in the authentic material may not be what students need to learn or to reinforce at a very high level of proficiency of English language; however, authentic material is designed to be

understandable for beginners because accents and dialects are very different for Spanish speakers. As a result, in pre-school level, it could be a better option to use non-authentic material.

2.4.2 Songs as non-authentic material to acquire a good pronunciation

Sevic (2012) states that using songs in the classroom repetition can emerge and this kind of activity can be funny for young learners. Thus, when teachers use songs in the classroom through the use of the audio-lingual method, students feel more comfortable and they can improve their pronunciation because of the characteristics of the songs and its repetition.

In fact, Villalobos (2008) claims that "songs contain many different aspects that can provide the teacher and students with a valuable opportunity to practice English pronunciation." (p.100). This statement makes the researcher of this study believe that songs are the perfect authentic and non-authentic material to use in the classroom in order to sharpen pronunciation. However, specifically within a very basic level of English within the CEFRL (Council of Europe, 2001), the chosen songs should be non-authentic songs as material.

This study aims to be developed through an experimental research methodology (Kothary, 2004) where "some variables are manipulated to observe their effect on other variables." (p. 5); specifically, in this study the manipulated variables are: the implementation of audiolingual method in class, a non-authentic material which is *"I have a pet"* song, and some flashcards that are used to teach a correct pronunciation of vocabulary of pets.

The previously mentioned song belongs to Super Simple Songs®. Skyship entertainment (2019) claims that:

> "Super Simple Songs® is a collection of original kids' songs and classic nursery rhymes made SIMPLE for young learners. Combining captivating animation and puppetry with delightful music that kids love to sing along with, Super Simple Songs® makes learning simple and fun". (para.1)

Thus, these songs are diverting for children, in fact, this experimental research had to be developed with *I have a pet* song because its simplicity for the 3-4 years old participants. In chapter four, a deeper description of the proposed material and teaching methodology is presented.

2.5 Conclusion

This chapter was about the theoretical framework that is important for this research. In the following chapter, it can be found the research methodology that was developed in this study and it will be described in detail.

CHAPTER III

RESEARCH METHODOLOGY

3.0 Introduction

This is a qualitative research based on a song proposal to improve pronunciation in students of pre-school level of education. The structure of this chapter is formed by the description of the research methodology used in this study. Later, the context of this research is stated as well as the description of the participants of this study. Moreover, the description of the overall research design is stated, after this, it is presented the instruments description. Finally, the data analysis per participant is explained too.

3.1 Methodology

The nature of this research is based on a qualitative approach. According to Williams (Williams, 2007; cited in Creswell, 2009) qualitative research is a functional model that takes place in a natural setting that enhance the researcher to develop factors from being highly involved in the actual experiences; this means that when using qualitative research, researcher can take advantage of being in touch with the participants.

This research is performed through the use of experimental methodology because according to Kothari (2004), experimental methodology "is characterized by much greater control over the research environment and in this case some variables are manipulated to observe their effect on other

variables" (p.5). This utterance claims that through the experimental approach teachers can apply tools according to the behavior of students and observe a manipulating result. Thus, this description completely matches with the description of the development of this study.

Also, Bryaman (2016) claims that applying the experimental methodology, means to conduct a true experiment. In other words, it is required to manipulate a variable that does not happen in the classroom, in order to determine the impact that this variable that influences the dependent variable. Particularly, this thesis is developed through the use of an experimental methodology because this helps to apply an independent variable that might change the way of learning English language in 17 children of 3 and 4 years old. Specifically, the use of *I have a pet* from *Super Simple Songs*® will be the variable that might sharpen these participants' pronunciation.

As Bryaman (2016) mentions "a field experiments occur in real-life settings, such as in classrooms, as a result of the implementation of reforms" (p.44-45). Thus, Bryman refers that getting the result of experimental methodology is by the implementation of new tools in classroom, and it occurs in face to face contact. In short, this is the explanation of why this research uses the experimental methodology to apply this new strategy in a real context and real life of these study's participants. Then, hopefully, the implementation of this teaching technique will help participants to improve their English language pronunciation as an outcome of this study.

3.2 Context

This research takes place at Colegio España de Puebla A. C. It is a private school located at Plazas Amalucan, Puebla, which was founded since 1989 so it has been working for 30 years. This school has nursery, pre-school, elementary, junior high school and high school levels. Each level at school takes English language classes every day. Regarding the resources of this school, all classrooms have a smart TV connected to internet in each classroom, thus, teachers can decide if they want to teach using videos, music or presentations. Furthermore, teachers have extra material on each classroom like posters and flashcards. Finally, the school has outside areas where students can take an outside class.

At the school, there are nine English teachers working as part of the department of English language. In this subject, teachers are able to choose between the methods that they can use to teach English depending on the level of the students such as: Content Language and Integrated Learning (CLIL), Grammar-translation theory and Communicative Approach. It is expected that when students are at 3rd grade of elementary school, they will be able to communicate among themselves in English language. As a consequence, this research will help teachers to teach a standard pronunciation without spending a lot of time and this will allow students to do not detract the ability to communicate.

In this school, students have been prepared to make certification exams, when they are in 6th grade, English language subject is taking less time in teaching pronunciation, and usually, it is reflected on their exams because when they

present the exam, they obtain low level of English language proficiency in listening and speaking skills.

In order to develop this experimental research methodology, this research is going to be performed on the first grade of pre-school where there are 17 students around 3-4 years old. All of them are visual, auditory and kinesthetic learners and belong to 1st grade "C" specifically. This particular group arrived at the school without attending to nursery, consequently, they were not taught English at all before.

3.3 Participants

This research is going to be applied on the first grade of pre-school which is formed by 17 students, 6 boys and 11 girls. These participants are around 3-4 years old; particularly, most of these participants are 4 and just some are 3 years old. The groups are formed by visual, auditory and kinesthetic learners. Specifically, the participants of this study belong to the preschool level called 1st "C". Additionally, they did not attend to nursery level.

These participants are new in taking English classes, which mean that they had not been in touch with English language before this class. Also, the students have an upper-intermediate economic level.

These participants are used to start the English class through singing English songs, and they have already learned some of the language. Besides, these participants are taught English language by the use of videos, posters, flashcards, songs (non-authentic material), physical objects, and through simple experiments;

inside and outside the classroom. Additionally, these students have a good behavior most of the time, and this allows to the teacher to have a good environment to teach; therefore, this allows students to have a good environment to learn the language.

3.4 Description of the overall research design

This research is developed to prove if by using a song called *I have a pet,* that comes from *Super Simple Songs®* which is a company that designs songs for children, is a teacher able to teach some children how to pronounce pets vocabulary correctly. In order to do so, it was necessary to record the pronunciation of the children every day after they have listened the song. This transcription format was filled to notice every detail of the children's pronunciation improvement twice a day. As a matter of fact, the English coordinator of this institution was asked about any special permission that needed to be turned in. However, the coordinator of this institution claimed that there was no problem of developing this research since the researcher was capable to develop it appropriately.

During the first day of recording, the researcher of this study mentioned to the participants that they were going to be interviewed as if they were on TV. Since the participants of this study were children of 3 and 4 years old, it was necessary to clarify that they had only one chance to answer a vocabulary question. Therefore, the participants believed that a cell phone was a microphone meanwhile the researcher used some flashcards about the pets mentioned in the proposed song.

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To summarize, the first session was a diagnostic which means that the song was not played in order to see if students already knew any of those words. However, during the other nine sessions, the researcher played *I have a pet* song twice, later, participants were asked to answer vocabulary questions. The vocabulary questions lasted between 30 to 40 seconds per participant. In total, seventeen students were asked in ten sessions that took around 20 days.

The application of this experimental research lasted from May 13th to June 7th in 2019 because of the school's activities. During this period of time, the school was working on demonstrations, and the classes were interrupted. Additionally, a kind of pollution problem was going on in the city; consequently, students had some days off, and their own absents affected, in some way, the development of this research.

3.5 Instruments

In order to collect and analyze the data for this research, it was necessary to use three research instruments: A *Structured Interview* based on vocabulary questions, a *Recording* and its transcription to see the performance of the students' improvement and a *Diary* to record some facts that happened and might or might not affect this study results.

According to Burns (2010), "interviews are a classic way in research to conduct a conversation that explores your focus area" (p. 74). This type of instrument was chosen because a type of conversation needed to be established with the participants in order to obtain the pronunciation of learnt vocabulary.

Burns (2010) claimed that the types of interviews that there exists are: "structured interviews; guided, or semi-structured interviews and open-ended, (conversational-type) interviews" (p. 75). The researcher of this study believes that the kind of interview that is used in this study is structured. Burns (2010) explains that *Structured Interview*s are "the most controlled kind of conversations, where the researcher wants to get the same specific information from each person." (p.75); based on this statement is how the interview of this research was applied to the participants of this study. Moreover, it is important to highlight that in structured interviews "usually the questions are all set out in advance and the interviewer goes through them in the same order with each person." (Burns, 2010, p.75). Therefore, it is how the development of the instrument was applied and how the data collection process was performed. For instance, the questions of this interview were applied with a specific order to students who were asked one by one, of course, they were interviewed after the song was played twice. Additionally, the interview was made by the researcher of this study while using six flashcards of vocabulary of pets such as: dog, fish, bird, cat, mouse and lion; in fact, that was the order of how the interview was performed with the participants of this study. (See data collection in Appendix B).

The second instrument that was used to support the structured interviews were *Recordings.* Burns (2010) stated that "recording the situation you want to observe has the advantage of capturing oral interactions exactly as they were said." (p. 70). Due to the fact that recording was supporting structured interviews, there were captured all phonemes produced in the pronunciation improvement of participants;

thus, it was recorded exactly what students said in the interview. Specifically, only the voices of the participants were recorded, and after each class, all audios were translated into phonetics symbols and it was transcribed in a format in order to develop the data analysis. (See Appendix C).

The third and last instrument was a Diary. Burns (2010) establishes that a *Diary* is "something of a 'classic' tool in Action Research as it allows you to record the events and happenings" (p.89). In other words, a diary is a tool in which the facts that are happening in a moment can be registered in a written way. The type of diary used in this research was a daily diary.

Type of journal	Aim	Timing of entry	Question(s) addressed
Daily/Weekly dairy	*To construct an ongoing record of daily or weekly events*	*At the end of the period of time when the events took place*	*What happened in sequence over my teaching day/week?*

Table 3.1 Using journals, logs and diaries in action research (Adapted from Burns, 2010, p.90).

As you can see in Figure 3.1, the daily diary is a tool which purpose is to describe what happens daily. Thus, it must be written right after the activities take place in order to keep important details. In addition, to develop this research, it was necessary to write a *daily diary* which was written after each session of recording participants' pronunciations. There is a brief description about what happened in the ten sessions of recording students in Appendix D.

3.6 Data analysis

In order to develop the data analysis, it was necessary to use a phonetic transcription format in which the improvement of the participants' pronunciation could be noticeable (See Appendix C). This phonetic transcription was done in order to have a record of what was the outcome of the interview to the participants.

Participant #	Practice 1	Practice 2	Practice 3	Practice 4	Practice 5	Practice 6	Practice 7	Practice 8	Practice 9	Practice 10	Achieve
1	1	2	4	3	3	4	5	5	6	6	✓
2	0	0	0	1	1	3	absent	4	3	2	X
3	0	0	1	1	5	3	5	absent	5	absent	X
4	1	2	2	4	5	6	6	6	6	6	✓
5	0	0	0	0	absent	3	3	absent	4	4	X
6	0	0	Absent	2	2	1	absent	absent	4	6	✓
7	1	0	2	3	4	4	4	6	absent	absent	✓
8	absent	0	2	0	2	3	2	absent	5	6	✓
9	0	absent	0	1	absent	2	absent	1	1	6	✓
10	1	0	2	1	4	4	4	absent	6	6	✓
11	2	2	3	5	5	5	5	6	6	6	✓
12	0	2	3	Absent	absent	6	absent	6	6	6	✓
13	0	0	2	3	1	3	4	4	5	5	X
14	absent	absent	0	Absent	absent	absent	5	absent	6	6	✓

15	0	0	3	2	3	absent	absent	5	6	6	✓
16	0	1	2	3	4	3	6	absent	absent	absent	✓
17	absent	absent	1	4	4	4	5	6	6	6	✓

Table 3.2 Summary of the pronunciation acquisition evolution

The transcription format (as reader can see in Appendix C) is divided into ten sessions. The dates of each session are specified in the format and there is also the number of the participants stated. This phonetic transcription format is useful to notice the development of the *Participant 1* through the ten dated sessions, and so on with the *Participant 2, Participant 3* till *Participant 17.*

The sessions are dated because the sessions were not daily, and it is a variable that could affect the participants' outcomes in this research. For instance, students were recorded on May 13th, May 14th, 2019, after two days May 16th was the third session; after four days (May 20th) it was the fourth session and so on. Thus, as the reader could see, that is a variable that could have affected the obtained data for this analysis.

After the written transcription of the participants' phonemes production, it was necessary to design another chart where the record of the total correct pronounced words is numerically shown (See Figure 3.2).

As it can be seen on Figure 3.2, the first column is showing the participants' number in order to have a register of their individual advance. In the following columns, there is registered the number of the correct pronounce words per session, these are numbers from zero to six since the total of learnt words were

six. As the reader can notice, it is also specified the dates in which the students were absent when they missed the class.

The reader can observe that the improvement of the students' pronunciation is noticeable. The final column is demonstrating if, at the end of ten sessions, participants were able to learn the six taught words with the proposed song: *I have a pet*. The individual data analysis is presented in the following section of this chapter.

3.6.1 Data analysis per participant

Participant 1

According to the shown information in Graph 3.3, the phonetic transcription of the first participant demonstrates that in the first session, even not knowing the correct pronunciation of *I have a pet* song's vocabulary, Participant 1 pronounced one word correctly. On the second session, Participant 1 pronounced two words meanwhile in the third session, this participant pronounced four words correctly. During sessions fourth and fifth, the participant pronounced three words. Later, on session sixth, Participant 1 pronounced four words again. Also, during the seventh and eighth sessions, this participant pronounced five words correctly. Finally, on the ninth and tenth sessions, the participant pronounced the six words mentioned in the proposed song correctly. (See Graph 3.3). To sum up, this means that Participant 1 demonstrates that in his case, there exist an improvement of pronunciation and an acquisition of vocabulary of pets.
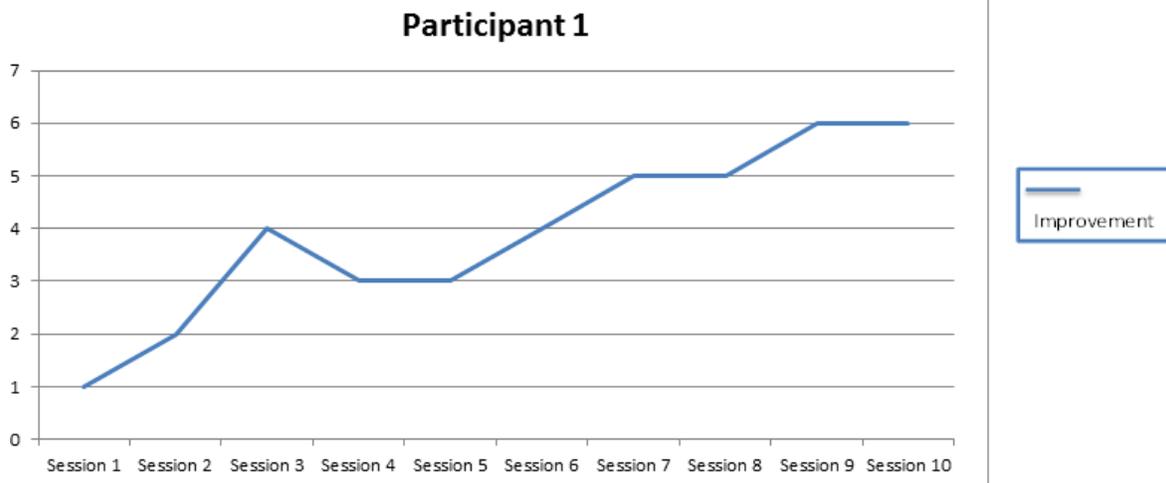
Participant 1

Graph 3.3 Participant 1 pronunciation improvement

Participant 2

As shown in Graph 3.4, Participant 2 did not answer any of the vocabulary questions during the structure interview during the first three sessions. Until the fourth and fifth sessions, Participant 2 decided to pronounce only one word. Later, during the sixth session, Participant 2 pronounced three words and he missed the seventh session. In session number eight, Participant 2 pronounced four words which was the highest amount of correct pronounced words. However, during session nine Participant 2 pronounced three words, and in the last session, only two words were pronounced correctly. As the final outcome of this experimental research, Participant 2 pronounced two words correctly; thus, it means that its improvement after the eighth session decreased (See Graph 3.4). To sum up, this analysis demonstrates that, in Participant 2, there is not a significant improvement of pronunciation and acquisition of vocabulary of pets.
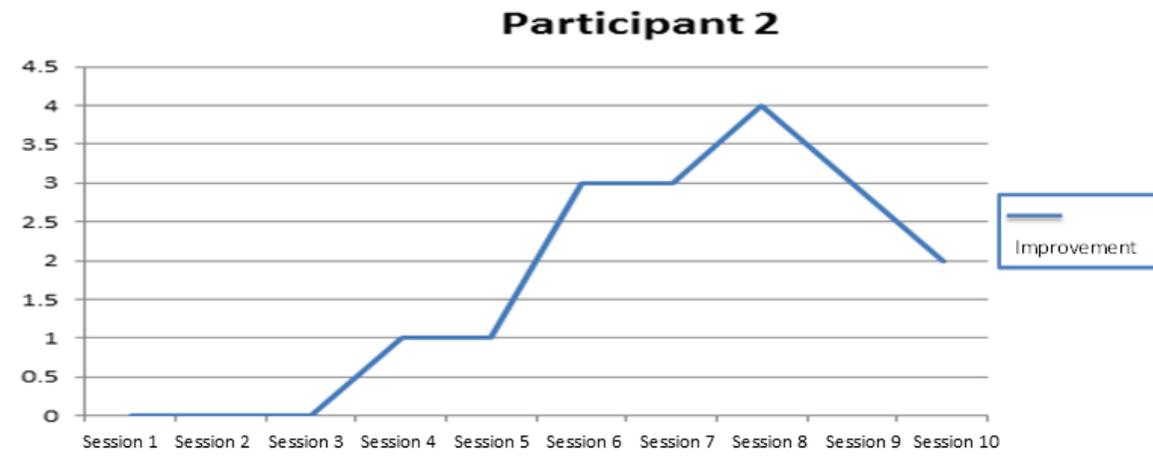
Graph 3.4 Participant 2 pronunciation improvement

Participant 3

Participant 3 was absent the first two sessions, but during sessions three and four she pronounced one word correctly. During session fifth, this participant pronounced five words correctly meanwhile during the sixth session only three words were pronounced correctly. In session seven, five words were pronounced correctly but she missed the following two sessions. Finally, in the ninth session, Participant 3 pronounced five words correctly.

As it can be seen in Graph 3.5, Participant 3 demonstrates that in her case, there exist an improvement of pronunciation and a fair acquisition of vocabulary of pets, even when this participant missed two sessions of practice.
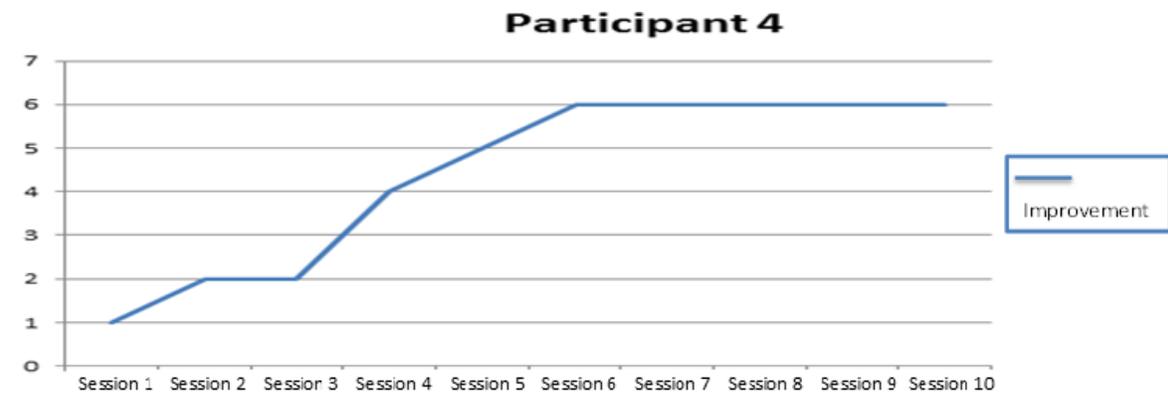

Graph 3.5 Participant 3 pronunciation improvement.

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Participant 4

As it is demonstrated in Graph 3.6, Participant 4 pronounced correctly only one word during the first session. In the second and third sessions, Participant 4 pronounced two words correctly.

In the fourth session, Participant 4 pronounced four words correctly and in the following session, she pronounced five words correctly. Then, from the sixth to the tenth session, Participant 4 pronounced the sixth words correctly all the time. As a final result, we can say that Participant 4 improved her pronunciation of the acquired vocabulary of pets.

Graph 3.6 Participant 4 pronunciation improvement

Participant 5

The participant number five did not mention anything since the first session till the fourth one; moreover, he missed the fifth session. This participant started to pronounce three words correctly till the sixth session, however, he missed another two sessions of practice. Finally, during sessions nine and ten, Participant 5 pronounced four words correctly.

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Participant 5

During this analysis, it is important to mention some outcomes. Firstly, that even when this participant missed many sessions, he was able to pronounce more than half of the practiced words. Secondly, it is that Participant 5 had specially problems while pronouncing the "f" sound in his mother tongue. Thus, there exist an improvement of pronunciation and an acquisition of vocabulary of pets, even when the outcome was only four words correctly pronounced.

Participant 6

Participant 6 did not pronounce any word during the first two sessions; and on the third session, she was absent. Till the fourth and fifth session, she was able to pronounce two words. However, on the session six, this participant pronounced only one word correctly. Later, during the following, seventh and eight sessions, she was absent again. After that, this participant mentioned four words at the session 9. Surprisingly, this participant pronounced the six words correctly at the tenth session. Even when this participant was not showing an outstanding improvement, till the tenth session, Participant 6 say six words correctly (See Graph 3.8). To sum up, this means that Participant 6 demonstrates that there exist

an improvement of pronunciation and an acquisition of vocabulary of pets in herself.
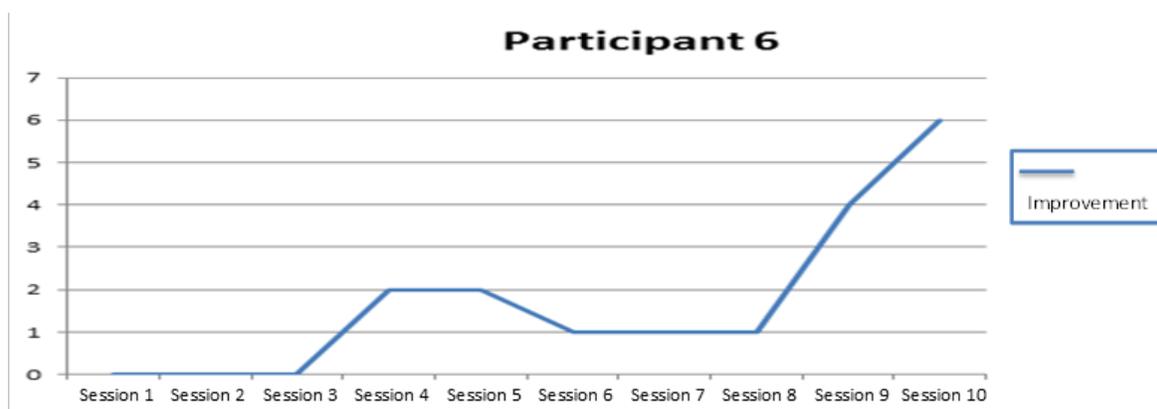
Graph 3.8 Participant 6 pronunciation improvement

Participant 7

This participant pronounced only one word correctly in the first session, but in the following session, she did not mention any word. In the third session, she mentioned two words. In the following session, she said three words correctly. In the fifth, sixth and seventh sessions, she pronounced four words correctly; meanwhile, in the eighth session she pronounced sixth words correctly. Then in the ninth and tenth sessions she was absent. As a final outcome, this participant pronounced the six words mentioned in the proposed song correctly. (See Graph 3.9). This means that Participant 7 demonstrates that, in her case, there exist an improvement of pronunciation and an acquisition of vocabulary of pets during the development of this experimental research.
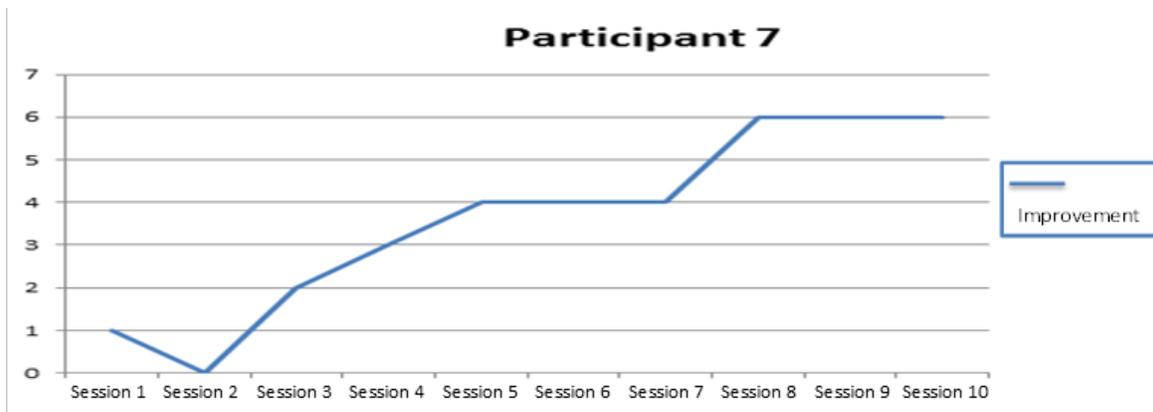
Graph 3.9 Participant 7 pronunciation improvement

Participant 8

The participant number eight was absent on the first session. However, in the second session, she mentioned two words as well as in the third session. Additionally, in the fourth session, she did not pronounce any word; conversely, during the fifth session she said two words correctly. After that, in the sixth session she pronounced three words; meanwhile in the seventh session, she pronounced two words correctly. She missed the following session, however, in the ninth session she mentioned five words. Finally, in the tenth session this participant said the six words correctly. As a final result, Participant 8 pronounced the six words correctly (See Graph 3.10). To sum up, this means that Participant 8 demonstrates that in her case, there exist an improvement of pronunciation and an acquisition of vocabulary of pets as well another 5 participants.
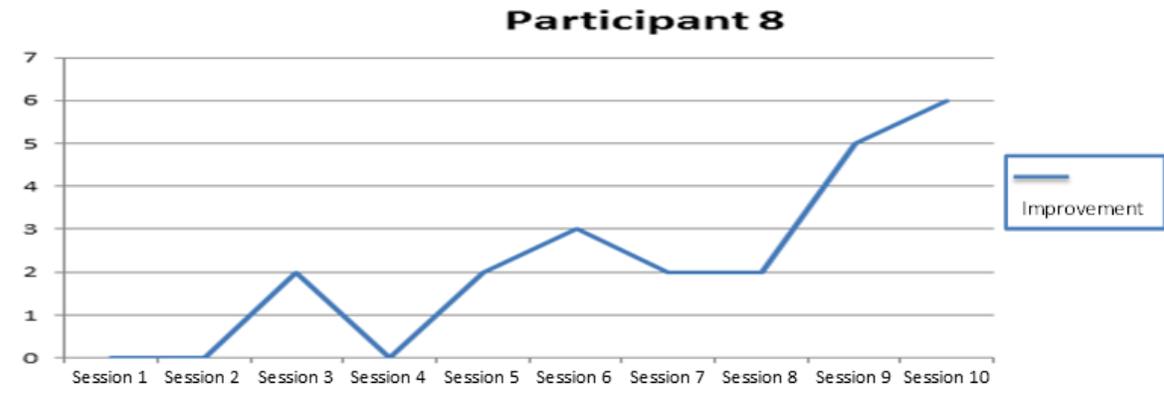
Graph 3.10 Participant 8 pronunciation improvement.

Participant 9
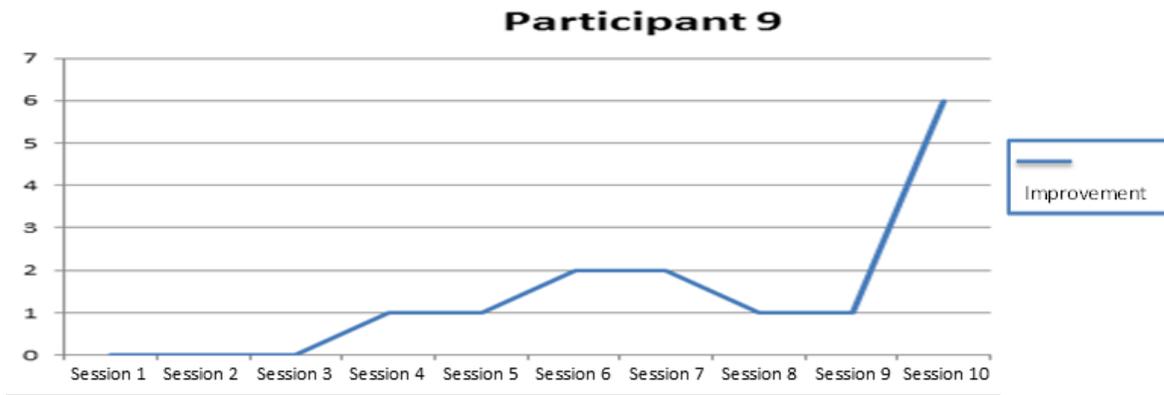
Graph 3.11 Participant 9 pronunciation improvement

The Participant 9 did not mention any word during the three first sessions and had one absence. In the fourth session, Participant 9 only mentioned one word, but missed the fifth session. In the sixth session, Participant 9 mentioned two words, and later, he missed the following session. He shown a decrease in session eight and nine because he only pronounced one word correctly. Nonetheless, surprisingly, during the last session this participant mentioned six words correctly. (See Graph 3.11).

To sum up, this means that Participant 9 demonstrated that, in the end, there existed an improvement of pronunciation and an acquisition of vocabulary of pets.

Participant 10

At the beginning of this experimental research, Participant 10 showed a zigzag movement in his improvement. In the first session he mentioned one word and in the second session it was no word correctly pronounced by this participant. In the third session, Participant 10 said two words correctly while in the fourth session he said only one word correctly.
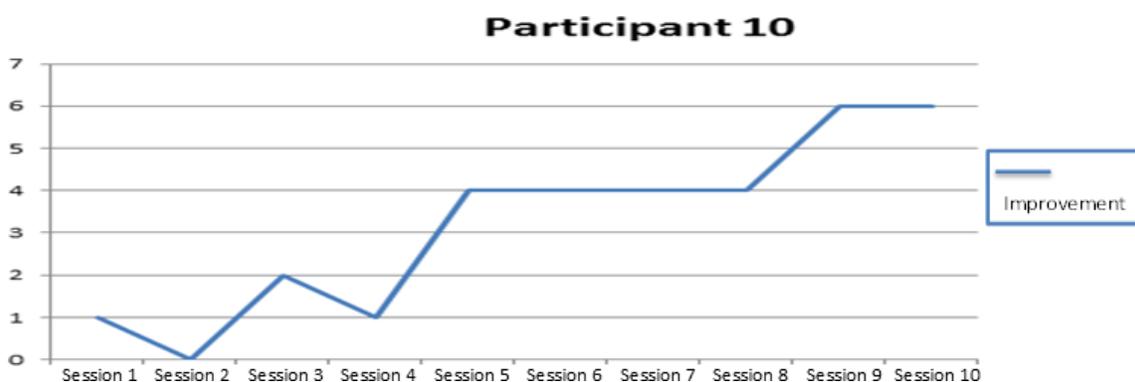
Graph 3.12 Participant 10 pronunciation improvement

During the following three sessions, Participant 10 mentioned four words, later he missed one session. Finally, during the ninth and tenth session, Participant 10 pronounced correctly the total of six words. (See Graph 3.12). To sum up, this means that Participant 10 demonstrates that in his case, there exist an improvement of pronunciation and an acquisition of vocabulary of pets.

Participant 11

In Participant 11 progress, it is observed a clear increase during the ten sessions. As the reader can observe, during the first two sessions, this participant pronounced two words correctly. Besides, in the third session, she mentioned three words correctly. During the following four sessions, she mentioned five words correctly meanwhile in the last three sessions, she mentioned six words correctly. This participant never missed a practice and pronounced the six words correctly. (See Graph 3.13). To sum up, this means that Participant 11 demonstrates dedication and an outstanding improvement in her pronunciation.
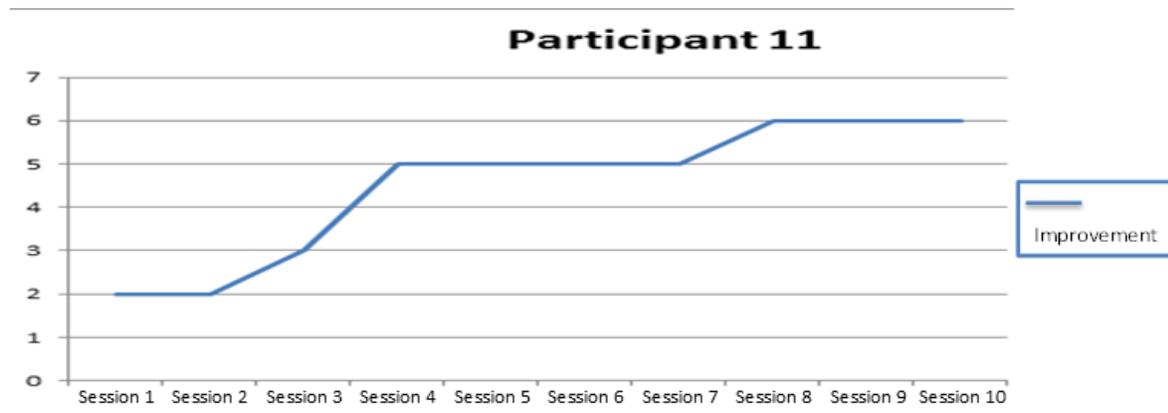
Graph 3.13 Participant 11 pronunciation improvement

Participant 12

During the first session, Participant 12 did not mention any word. During the two following sessions, he pronounced two words correctly; however, he missed two sessions after. In the sixth session, he mentioned six words correctly; and even though he missed one session more, he says six words correctly during the three last sessions. As a result, Participant 12 demonstrated an improvement of pronunciation and an acquisition of vocabulary of pets during this research (See Graph 3.14).
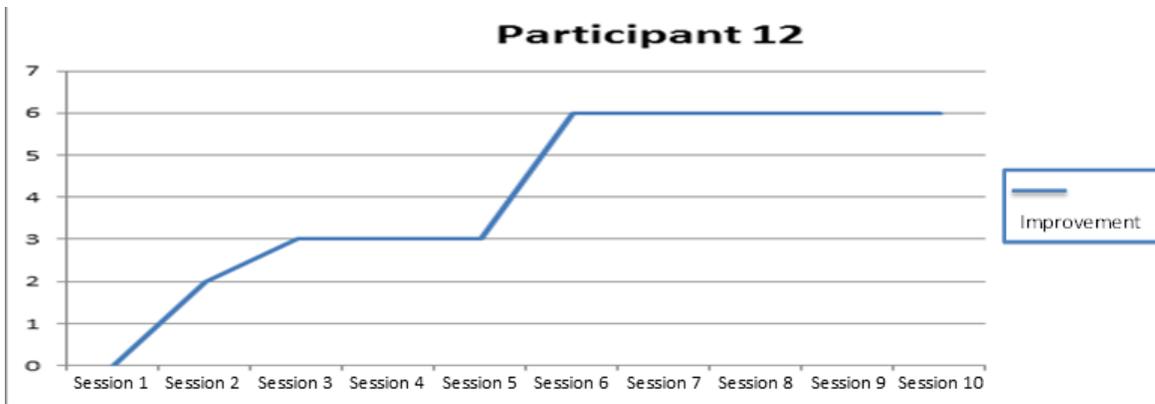
Participant 12

Graph 3.14 Participant 12 pronunciation improvement

Participant 13

During the first two sessions, Participant 13 did not mention any word, but in the third session, she mentioned two words. During the fourth session, she mentioned three words, but after, she says only one word correctly. In the sixth session, she says three words, meanwhile in the following two sessions, she pronounced four words correctly.
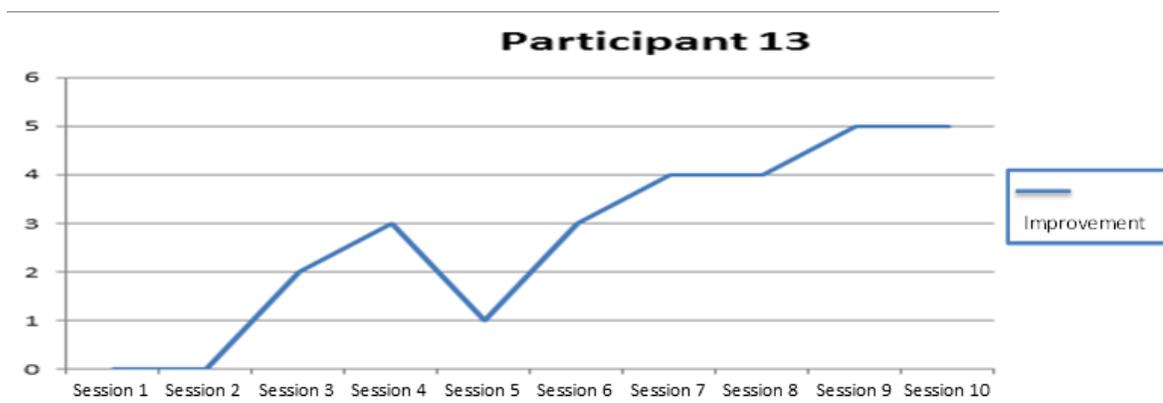
Participant 13

Graph 3.15 Participant 13 pronunciation improvement

Finally, in the ninth and tenth sessions, she pronounced five out of six words correctly (See Graph 3.15). It should be mentioned as well that Participant 13 has

some problems with the "f" sound even in her mother tongue. To sum up, this means that Participant 13 demonstrates that in her case, there exist an improvement of pronunciation and an acquisition of vocabulary of pets. Additionally, even when there were not pronounced the total of the words proposed in the song, it is clear that there was an improvement.

Participant 14

Participant 14 was absent during the first two sessions; furthermore, she did not pronounce any word in the third session. Later, this participant missed the following three sessions. Till the seventh session, she answered five of the taught words correctly, but this was due to the fact that her classmates whispered the correct answer.

Graph 3.16 Participant 14 pronunciation improvement

This participant missed one session more and later pronounced sixth words correctly in the last two sessions. As a final result this participant pronounced the six words mentioned in the proposed song correctly. (See Graph 3.16). It means

that Participant 14 demonstrates that in the end, there exist an improvement of pronunciation and an acquisition of vocabulary of pets in herself.

Participant 15

This participant did not say any word during the first two sessions; nevertheless, in the third session, she pronounced three words correctly. In the fourth session, she mentioned two words, meanwhile on the fifth session, she says three words correctly again. Later, this participant missed two session. In session eight, she says five words meanwhile, in the last two sessions, she says the six words correctly. As an outcome this participant pronounced the six taught words mentioned in the proposed song correctly (See Graph 3.17). She improved her pronunciation and acquired vocabulary of pets during this experimental research.
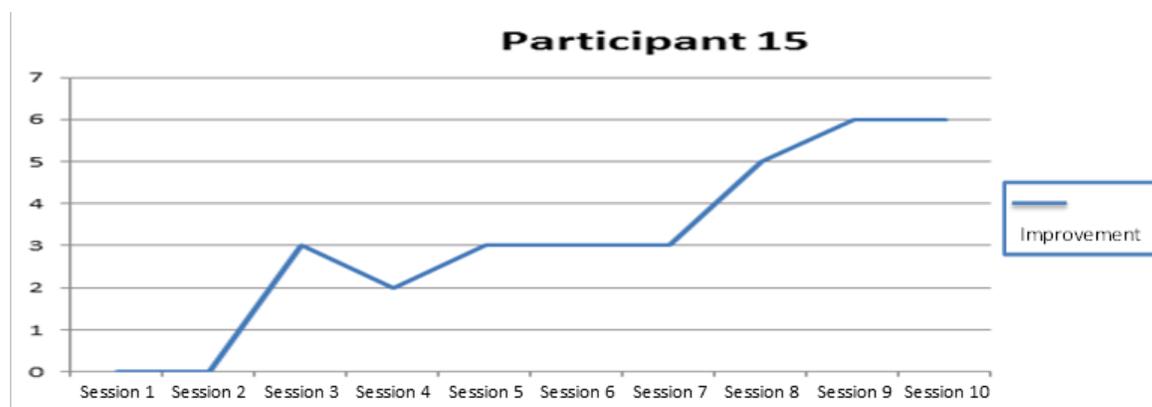
Graph 3.17 Participant 15 pronunciation improvement

Participant 16

During the first session, this participant did not say any word correctly; nonetheless, she says one word correctly in session two. Since then, till session five, this participant was saying one more word continuously; thus, this means that till the fifth session she say four words correctly. In the sixth session, she

pronounced three words, meanwhile in the seventh session, she pronounced the six words correctly. Unfortunately, she missed the last three session; however, this participant pronounced the six words mentioned in the proposed song correctly. (See Graph 3.18).
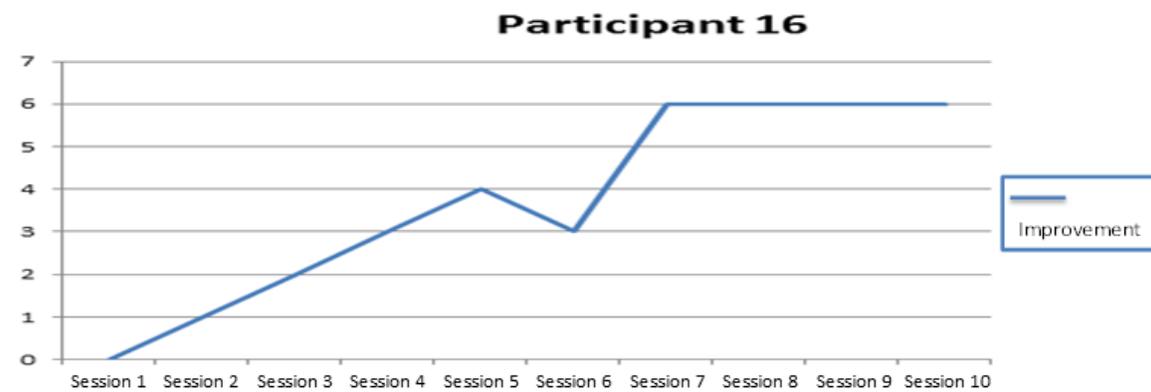
Participant 16

Graph 3.18 Participant 16 pronunciation improvement

Participant 17

This participant was absent during the first two sessions; that is why, she said only one word correctly in the third session. During the following three sessions, she pronounced four words correctly. In the seventh session, she mentioned five words; furthermore, during the last three sessions she pronounced the six taught words correctly (See Graph 3.19).
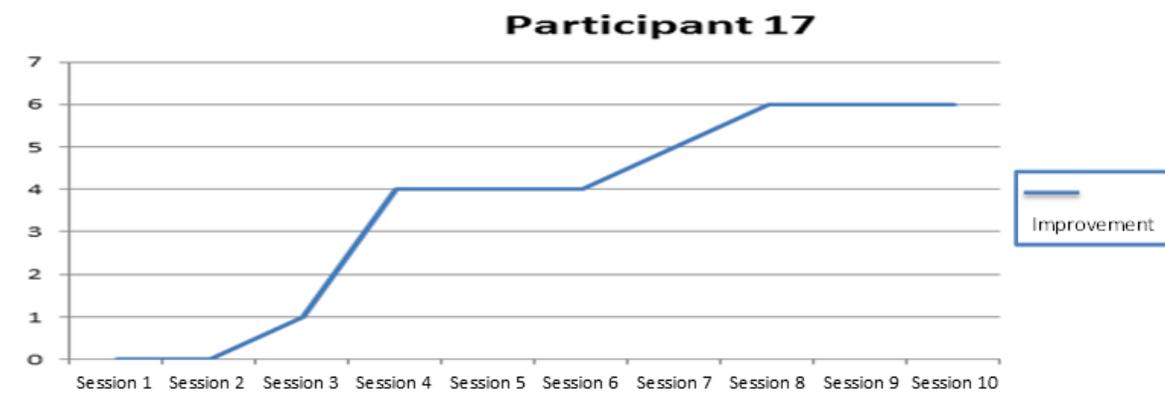
Participant 17

Graph 3.19 Participant 17 pronunciation improvement

To sum up, this means that Participant 17 demonstrated that, in her case, there exist an improvement of pronunciation and an acquisition of vocabulary of pets.

3.7 Conclusion

In this chapter, all important information related to the research methodology was explained. The data analysis, that will demonstrate the results of this study, was presented in detail as well. As a matter of fact, the following chapter will present the results obtained when developing this experimental research that aimed to sharpen participants' pronunciation.

CHAPTER IV

RESULTS

4.0 Introduction

In this chapter the results of this qualitative study are presented. In order to do so, the general obtained results are explained by using Table 3.2 already presented in the research methodology chapter. Later, the research question aims to be answered in this chapter too. Finally, this chapter is presenting the complete material proposal to sharpen participants' pronunciation in English language.

4.1 Obtained Results

As previously mentioned in Chapter 1, this study is focused on proposing the use of a specific song called *I have a pet* to learn a correct standard pronunciation of vocabulary of pets in English language. Specifically, seventeen participants were the subjects of this study and their voices were recorded in order to see the evolution of their learning.

According to Graph 4.1, the vocabulary presented in the proposal songs was acquired for most of the students. As the reader can observe, during the first session, *Participant 11* could pronounce two words and it was the highest amount of vocabulary known in English language during the first session of everybody. Furthermore, *Participant 1, Participant 4, Participant 7 and Participant 10* could pronounce only one word correctly meanwhile the rest of the participants did not know any word in English language.

Obtained Results
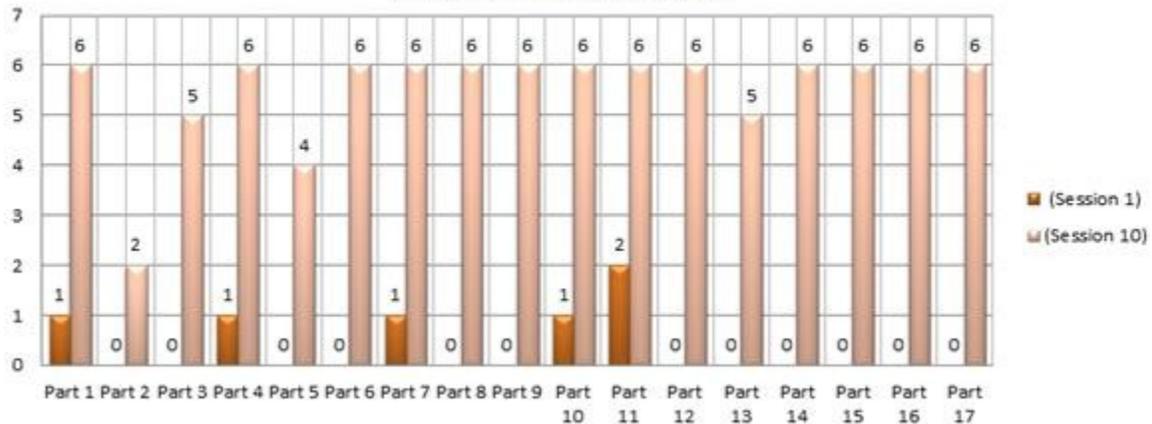
Graph 4.1 Obtained Results

Conversely, during the last session, there were obtained four different results. Firstly, *Participant 2* could acquire and pronounce two words correctly which represents the 33.33 % of words. That was the lowest result from the seventeen participants of this study. Secondly, *Participant 5* could acquire and pronounce four words correctly; it represents the 66.66 % of words that participants needed to learn during this experimental research.

Thirdly, as it is represented in Graph 4.1, *Participant 3* and *Participant 13* could learn and pronounce five words correctly. Thus, it represents the 83.33 % of words that were needed to learn during the nine sessions of practice. Finally, the last obtained result was that thirteen of the participants could learn and pronounce correctly six words related to vocabulary of pets. Thus, it means that six words represents 100 % of the vocabulary that all participants aimed to learn; therefore, thirteen participants achieved this goal. In the following section of this thesis, the research questions of this study will be answered.

4.2 Research Questions Results

In this section of the thesis, this author aims to answer the research questions that were established in the first chapter. In order to do so, the first question is:

- *To what extent, could the participants of this study acquire the vocabulary of pets mentioned in "I have a pet" song by using audio-lingual teaching method?*

And the second research question established is:

- *To what extent, the implementation of "I have a pet" song helped participants to acquire a correct standard pronunciation of vocabulary of pets?*

Thus, the answer to these questions is going to be presented in this order in the following section.

4.2.1 RQ1: *To what extent, could the participants of this study acquire the vocabulary of pets mentioned in "I have a pet" song by using audio-lingual teaching method?*
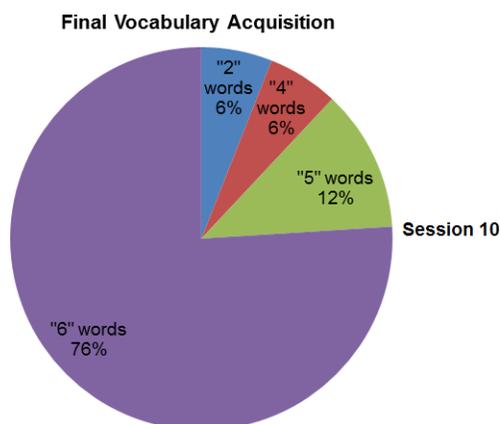
Graph 4.2 Final vocabulary acquisition results

The first research question aims to answer if the participants of this study could acquire the vocabulary of pets mentioned in *"I have a pet"* song by using audio-lingual teaching method. In order to prove if this is possible, this study was focused

particularly on a specific group of participants from a private school who belong to a preschool level.

During ten sessions of this experimental research, students were practicing continuously the *"I have a pet"* song through repetition of the words mentioned in the song. According to Graph 4.2, through the use of audio-lingual teaching method, 76% of the participant could acquire six words proposed in a song. Moreover, 12% of the participants could achieve five words out of six; meanwhile 6% of the participants could achieved four words only. Unfortunately, 6% of the students could achieved only two words out of six words that needed to be learnt.

This means that through repetition of words, participants could acquire vocabulary of pets presented in the *"I have a pet"* song. According to British Council BBC (n.d.), methodology is a manual that performs activities that are necessary to do in the classroom; in this case, this researcher was using the audio-lingual method which best matches the participants' necessities. As INTESOL (2018) mentions audio-lingual method is based on the behaviorism theory, this means that knowledge can be acquired by routines and constant reinforcement, as a result of this study, the vocabulary acquisition of these participants took the correct direction to achieve this research aims.

Additionally, the result of this experimental research was obtained because Tugrul (2013) highlights that the purpose of the audio-lingual method is to teach vocabulary and grammar rules to students, by via of dialogues, in order to allow students to respond fast and properly in a spoken language. Therefore, these

participants could acquire vocabulary of pets, due to the structure of the song presented and the use of audio-lingual method in the sessions.

DIFFICULT WORDS TO PRONOUNCE
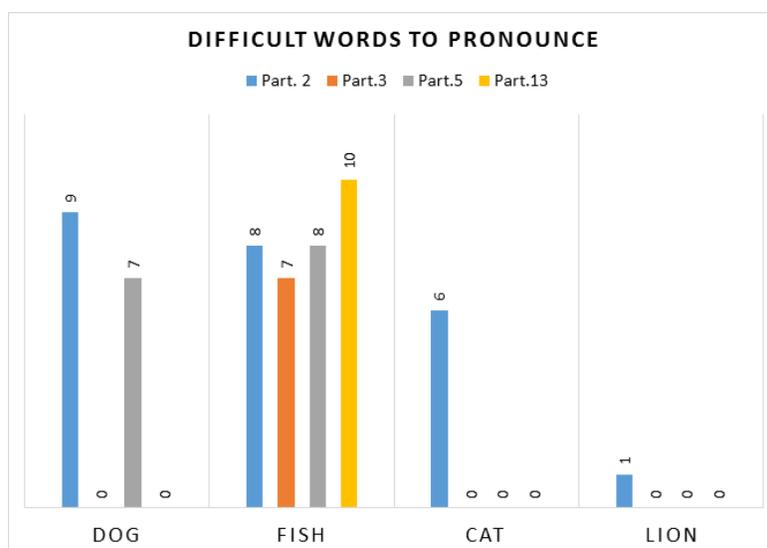
Graph 4.3 Difficult words to pronounce

As previously stated, although most of the participants could pronounce the total of the words correctly, there were some participants who could not pronounce the total of the words. In order to analyze this, it is important to check the words that the four participants, who could not pronounce all words correct, missed (See Graph 4.3). Participant 2, who pronounced the lowest amount of words correctly in the group of participants, said incorrectly the words: dog, fish, cat and lion. He pronounced the word *dog* incorrectly nine times, while the word *fish* was pronounced in the wrong way eight times. Also, the word *cat* was pronounced six times incorrectly, finally the word *lion* was not pronounced in the correct way once. Thus, it means that Participant 2 could not pronounce four words correctly in total.

Moreover, Participant 3 had difficulties to pronounce one word: *fish*. This participant pronounced the word fish incorrectly during seven sessions; as a result, this participant could not say the six words proposed correctly. Participant 5 faced

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difficulties to pronounce two words: *dog* and *fish*; thus, this participant pronounced the word *dog* incorrectly during seven sessions and the word *fish* was pronounced incorrectly during eight sessions. Finally, Participant 13 faced difficulties to pronounce the words *fish*, in fact, during the ten sessions she could never pronounce this word correctly. (See Graph 4.3).

As it is observed, most difficult word to pronounce for these four participants was fish which was followed by dog. This researcher dares to say that it was because of their mother tongue pronunciation and attention deficit problems.

4.2.2 RQ2: *To what extent, the implementation of "I have a pet" song helped participants to acquire a correct standard pronunciation of vocabulary of pets?*
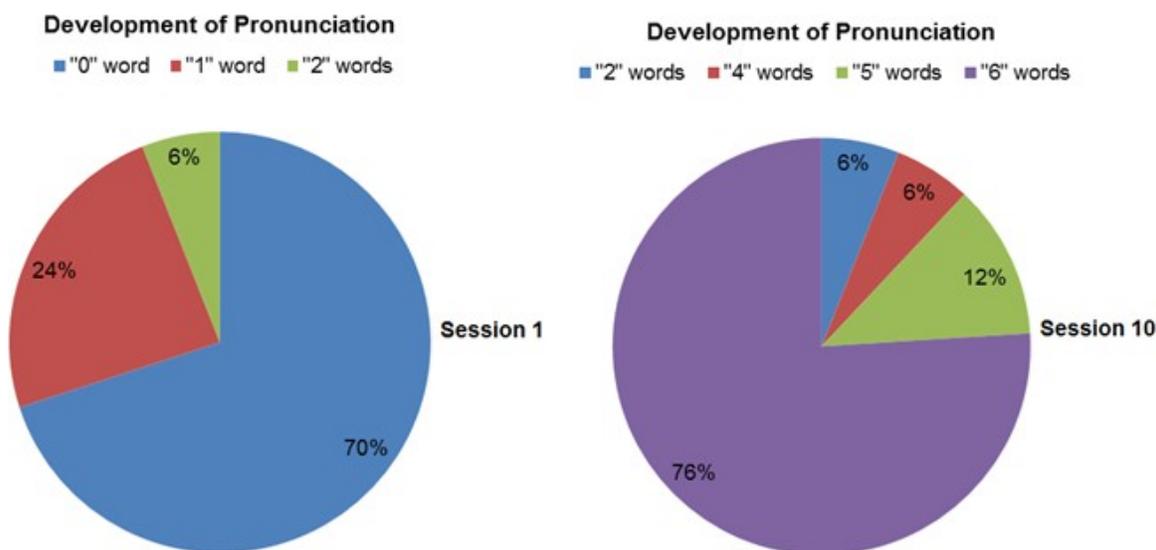
Graph 4.4 Pronunciation Improvement (From Session 1 to Session 10).

Abu-Melhim (2009) mentions that teachers can stress the importance of proper pronunciation when learning a language; and in this case, the implementation of *"I have a pet"* song helped this study participants to acquire a correct standard pronunciation of vocabulary of pets.

Particularly, these participants could acquire a standard pronunciation due to the constant repetition of sounds according to the characteristic of audio-lingual method. In fact, as shown in Graph 4.4, during the first session 70% of the participants did not pronounced any word correctly. Conversely, 24% of the participants pronounced one word and 6% of the students pronounced two words correctly. These positive results of the first session were obtained because, during this first session, participants were introduced to the proposed words in *I you have a pet* song. In fact, teacher explained the topic that participants would study during ten sessions as follows: first, teacher showed the flashcards to students, and she named each flashcard aloud. Second, teacher asked to students to repeat each name of the flashcard, after teacher mentioned each of them, at the same time that teacher point out the correct image thus participants could identify them. Later, teacher explained to students that they were going to be interviewed, just as if they were on TV. Finally, teacher asked the flashcards to each participant, and she recorded each answer of the students. Additionally, every participant was interviewed about vocabulary every session.

Contrastingly, during the tenth session, the 76% of the students could pronounced, in the correct way the total number of the taught words which were six. This 76% is even higher that the percentage of participants who could not pronounce correctly any word in the first session (70%). Abu-Melhim (2009) supports this result by claiming that teachers, through audio-lingual method, can correct pronunciation mistakes during early learning stages, also speech errors are corrected before they become persistent (See Graph 4.4).

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Furthermore, as you can observe in Graph 4.4, 12% of the participants could pronounced 5 words; meanwhile, 6% of the participants could pronounce four words and another 6% could pronounce only two words correctly. This represents four out of seventeen participants who were involved in this study. The researcher of this study believes that this result is due to the fact that, firstly, Participant 2 did not pay attention most of the time, in fact, he was playing all the time. Secondly, Participant 3 could not pronounce the word *fish*, as it was shown on graph 4.3. It seems that the word fish was the most difficult word to pronounce for these children. Thirdly, *Participant 5 h*ad problems with the words *dog* and *fish*, specifically, this participant has problems with the *"f"* sound, and it was noticeable in his development. Likewise, Participant 13 had trouble to pronounce the word *fish* and this was because she has problems with the *"f"* sound as well.

To sum up, the implementation of *I have a pet* song helped participants to practice and improve their pronunciation because "songs contain many different aspects that can provide the teacher and students with a valuable opportunity to practice English pronunciation" (Villalobos, 2008, p.100). Due to this, the participants of this study had the chance to practice their pronunciation of some words.

4.3 Non-Authentic Material Proposal

Skyship entertainment (2019) mentions that when using a song to teach a language, teachers should use songs that are "appropriately paced, lyrically simple, full of space for movement, easily taught through gesture, and fun" (para. 2) for students. Particularly, during this research, the main purpose was to examine the use of *I have a pet* song in the classroom to demonstrate its effectiveness to

improve pronunciation in young learners and acquire vocabulary of pets. Additionally, this proposed song was written by Super Simple Songs ® Company. The researcher of this study believes that this proposed song is helpful to make Youngers acquire vocabulary and sharpen their pronunciation because of the simplicity of its lyrics and the repetition of vocabulary (See Appendix A).

As previously stated, the song proposal to achieve the goals of this study is called *I have a pet* (See Appendix A). Skyship entertainment (2019) states that "it's a great song for starting conversations about pets and animals that is perfect for preschoolers, kindergarteners, ESL/EFL learners, and young homeschoolers" (para. 1). Regarding the company Skyship entertainment, the use of this specific songs can help children to start conversations by including vocabulary of pets. As this researcher proposed, this song fits preschoolers' necessities and language level. Sevic (2012) mentions that songs are like tools in the classroom. In this case, *I have a pet* song allows repetition, and it is funny for young learners; in this way, students can learn a standard pronunciation of the vocabulary of pets.

In order to apply this material during this experimental research, firstly, it was needed to introduce the topic of pets to the participants. Thus, it was necessary to teach the vocabulary by using flashcards of vocabulary of pets: dog, fish, bird, cat, mouse and lion (See flashcards below). Secondly, teacher showed the vocabulary using the flashcards and saying the name of the animals aloud, one by one. Thus, vocabulary was taught to the whole class at the same time by using flashcards, not individually. Thirdly, during the following nine sessions the song was played at the

beginning of the class twice per day; and at the end of the class, students were recorded while being interviewed about learnt vocabulary.

In order to develop the interviews and provide visual aid to participants, it was needed the use six flashcards. In the end, participants memorized the song through the use of audio-lingual method but also helped participants to acquire vocabulary and a standard English language pronunciation of the same vocabulary. The flashcards proposal is:

Figures 4.5 Flashcards (taken from Richmond, 2019).
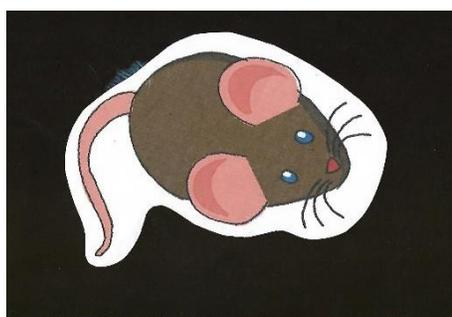
Figures 4.6 How to draw a mouse for kids (Adapted from Drawing now, 2018, para. 10).

Figures 4.7 Cute cartoon lion kids vector image (Adapted from vector stock, 2019, para. 1).

4.4 Conclusion

In this chapter, readers could see all important results presented, explained and justified. In the following chapter, this thesis aims to be concluded.

CHAPTER V

CONCLUSION

5.0 Introduction

In this chapter of the thesis, conclusions of this experimental research process are going to be presented. In first place, research contributions are presented; this means that the importance of achieving this study are stated. Second, the limitations of the study are presented, and there, are described the problems that the researcher faced through the development of this research. In third place, the suggestions for further research are given in order to develop either a research better or a different one. Finally, personal and professional reflections are given in a brief section of this chapter.

5.1 Research contributions

The purpose of this research was to learn correct and standard pronunciation in young children through the implementation of a specific song and the use of audio-lingual teaching method. The researcher of this study believes that the outcomes of this research is useful to help teachers to spend less time when teaching pronunciation. Moreover, this research can provide teachers with a tool to teach pronunciation, specifically in young learners. Additionally, this material and methodology proposal can offer teachers and students a diverting way to teach and learn pronunciation.

On the one hand, Abu-Melhim (2009) mentions that teachers can stress the importance of proper pronunciation. In fact, Abu-Melhim states that a sharpen

pronunciation is the result of the repetition of the words just like audio-lingual method allows to do. Moreover, the purpose of the audio-lingual method is to teach vocabulary and grammar rules to students in order to allow students to respond fast and properly in a spoken language (Tugrul, 2013).

On the other hand, according to García and Juan (2015), "the most successful lessons are the ones which give us the feeling of enjoyment and good time" (p. 86). Particularly, García and Juan state that to give an impressive lesson, it is important to get the students involved in an atmosphere in which they could enjoy the class. Regarding an enjoyable environment in classes while learning pronunciation, it can be said that during the development of this study, students felt comfortable and they enjoy the activity referring to the *"interview as they were on TV"*.

To sum up, this researcher dares to claim that the success of the acquisition of the vocabulary in this study was because participants could enjoy the class. Villalobos (2008) supports the previous idea by claiming that "songs contain many different aspects that can provide the teacher and students with a valuable opportunity to practice English pronunciation" (p.100). In other words, participants of this research could acquire a standard pronunciation, due to the practice of vocabulary by using a specific song. Thus, this researcher thinks that, using songs in the classroom brings benefits not only to the children who are learning English language but to teachers as well.

5.2 Limitations of the study

One of the most striking limitation of this study was the continuous days that were off due to pollution at school. Specifically, a smoke cloud which was covering Puebla City, the festivities and children's demonstrations were the reasons that cause a breaking off on the routine that was planned to develop this research.

Other limitations of this study are based on children features. Firstly, there was lack of discipline. Halliwell (1992, cited in Uysal and Yavuz, 2015) stated that teaching children is not easy and simple. Children are not sitting still and talking only to teacher during the whole class; in fact, this was noticeable while developing this research because some of participants started whispering the correct answer among them. Specially, boys were not sitting down during class (Uysal and Yavuz, 2015). The main example of this discipline problem was shown in *Participant 2* results (See Chapters three and four). The other limitation was the age, for instance, these participants were 3-4 years old children who "are still learning their first language and cognitively they are not as advanced as older learners and so it takes them a bit longer to get started" (Oliver and Nguyen, 2018, p.3). In other words, due to the age of these participants, they were able to learn vocabulary of pets. However, learning more sophisticated and difficult vocabulary, or grammar rules to improve accuracy and fluency would be more difficult to achieve.

5.3 Suggestions for further research

Even though most of the participants could achieve the goal of this experimental research, this research used only one song which means that plenty of vocabulary

is missing still in this participant learning. One suggestion to develop this research again is to us more than one song at the same time in order to acquire vocabulary of topics at the same time. Moreover, this researcher believes that this research can be developed in another context; for instance, a public school where usually it is not that easy to interview all students because of the amount of population in the same classroom.

Additionally, time was an important variable that affected the development of this research. Thus, instead of practicing pronunciation during 10 sessions, a higher number of pronunciation practices would probably produce another result in a similar research.

5.4 Reflection

During this study, this researcher realized that through the implementation of a song while teaching, children became motivated to learn in class. For instance, they participated actively in contrast to the days before applying this experimental research with a song. In fact, in the teaching practice, students who never speak, started to do it because they liked the song and they felt more confident when the teacher asked the names of the pets. It can be said that the implementation of a song in the classroom is a diverting tool for teachers to teach children and it can change the traditional way to teach to preschoolers.

This research helped me to improve teaching techniques to teach children; mainly, I have learnt that through the implementation of songs in the classes, students can

acquire vocabulary fastest. Finally, the researcher of this study learnt the phonetic symbols, and now, she can use them to teach standard pronunciation.

5.5 Conclusion

To sum up, the application of this study helped students to acquire vocabulary and sharpen their pronunciation. Mainly, this chapter was presenting the conclusion of this study.

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Appendix A

Lyrics of "I have a pet" song by Super simple songs® (2019, para. 1)

Do you have a pet?
Yes, I have a dog.
I have a pet.
He is a dog.
And he says, "Woof, woof, woof, woof, woof. Woof woof."
I have a cat.
I have a pet.
She is a cat.
And she says, "Meow, meow, meow, meow, meow. Meow meow."
I have a mouse.
I have a pet.
He is a mouse.
And he says, "Squeak, squeak, squeak, squeak, squeak. Squeak squeak."
Woof woof.
Meow meow.
Squeak squeak.
I have a bird.
I have a pet.
He is a bird.
And he says, "Tweet, tweet, tweet, tweet, tweet. Tweet tweet."
I have a fish.
I have a pet.
She is a fish.
And she says, "Glub, glub, glub, glub, glub. Glub glub."
I have a lion.
A lion?!
I have a pet.
He is a lion.
And he says, "Roar, roar, roar, roar, roar. Roar roar."
Tweet tweet.
Glub glub.
ROAR!

Appendix B

First Research Instrument: Structured Interview

What is it? (T shows the flashcard that belongs to dog)

What is it? (T shows the flashcard that belongs to fish)

What is it? (T shows the flashcard that belongs to bird)

What is it? (T shows the flashcard that belongs to cat)

What is it? (T shows the flashcard that belongs to mouse)

What is it? (T shows the flashcard that belongs to lion)

Appendix C

Second Research Instrument: Phonetic transcription of the recording that demonstrates the pronunciation evolution during the interviews

TRANSCRIPTION FORMAT												
Part	WORDS	Correct PRON	1st day May 13th, 2019. No song applied	2nd day May 14th, 2019. song played twice	3rd day May 16th, 2019. Song played twice	4th day May 20th, 2019. Song played twice	5th day May 21st, 2019. Song played twice	6th day May 22nd, 2019. Song played twice	7th day June 3rd, 2019. Song played twice	8th day June 4th, 2019. Song played twice	9th day June 5th, 2019. Song played twice	10th day June 7th, 2019. Song played twice
S₁	dog fish bird cat mouse lion	/dɔg/ /fɪʃ/ /bɜːd/ /kæt/ /maʊs/ /ˈlaɪən/	dɔtʃ fɪst N/A kæt N/A N/A	dɔt fɪtʃ bɜːd kæt N/A N/A	dɔr fɪʃ bɜːd kæt maʊs N/A	dɔt fɪʃbɛl kæt maʊts ˈlaɪən	dɔt N/A bɜːd kæt maʊs N/A	dɔk fɪʃ bɜːd kæt maʊs ˈlaɪən	dɔt fɪʃ bɜːd kæt maʊs ˈlaɪən	dɔt fɪʃ bɜːd kæt maʊs ˈlaɪən	dɔg fɪʃ bɜːd kæt maʊs ˈlaɪən	dɔg fɪʃ bɜːd kæt maʊs ˈlaɪən
S₂	dog fish bird cat mouse lion	/dɔg/ /fɪʃ/ /bɜːd/ /kæt/ /maʊs/ /ˈlaɪən/	pɜrɔ pʃ paharɔ gatɔ N/A N/A	pɜrɔ N/A paharɔ fatɪtɔ N/A N/A	dɑl pɪʃ N/A kæz mas N/A	dɔt pʃ bɛd kæt noʊs N/A	dɔt pʃ bɜːd tæt N/A N/A	dɔt fɪz bɜːd kæt mɔʊs ˈlaɪən	absent	dɔt fɪz bɜːd kæt maʊs ˈlaɪən	dɔt tɪz bɜːd taz maʊs ˈlaɪən	dɔt fɪz bɜːd kæz maʊs ˈtaɪən
S₃	dog fish bird cat mouse lion	/dɔg/ /fɪʃ/ /bɜːd/ /kæt/ /maʊs/ /ˈlaɪən/	dɔt fɪtʃ pɛt gat N/A N/A	dɔt fɪtʃ N/A gat N/A N/A	dɔt fɪtʃ bɜːd gat maʊz N/A	dɔt fɪtʃ bɜːd gat noʊs ˈlaɪən	dɔg fɪʃ bɜːd gat maʊs ˈlaɪən	dɔg fɪtʃ bɜːd gak naʊs ˈlaɪən	dɔg fɪtʃ bɜːd kæt maʊs ˈlaɪən	absent	dɔg fɪtʃ bɜːd kæt maʊs ˈlaɪən	absent
S₄	dog fish bird cat mouse lion	/dɔg/ /fɪʃ/ /bɜːd/ /kæt/ /maʊs/ /ˈlaɪən/	dɔl fɪʃ N/A N/A N/A N/A	dɔg fɪʃ bɛd gat N/A N/A	dɔk fɪʃ bɪːd kæt N/A N/A	dɔt fɪtʃ bɛːd kæt maʊs ˈlaɪən	dɔg fɪʃ N/A kæt maʊs ˈlaɪən	dɔg fɪʃ bɪːd kæt maʊs ˈlaɪən	dɔg fɪʃ bɜːd kæt maʊs ˈlaɪən	dɔg fɪʃ bɜːd kæt maʊs ˈlaɪən	dɔg fɪʃ bɜːd kæt maʊs ˈlaɪən	dɔg fɪʃ bɜːd kæt maʊs ˈlaɪən

	Word	Target	1	2	3	4	5	6	7	8	9	10
S5	dog fish bird cat mouse lion	/dɔg/ /fɪʃ/ /bɜ:d/ /kæt/ /maʊs/ /ˈlaɪən/	pɜrɔ bɪl N/A N/A N/A N/A	N/A N/A N/A N/A N/A N/A	dɔl bɪʃ N/A N/A N/A N/A	dɔl bɪʃ bɜ ka N/A N/A	absent	dɔl bɪʃ bɜ:d gat maʊs ˈlaɪən	dɔl bɪʃbɜ kæt maʊs ˈlaɪən	absent	dɔl bɪʃ bɜ:d kæt maʊs ˈlaɪən	dɔl bɪʃ bɜ:d kæt maʊs ˈlaɪən
S6	dog fish bird cat mouse lion	/dɔg/ /fɪʃ/ /bɜ:d/ /kæt/ /maʊs/ /ˈlaɪən/	gʊaʊ pɜsɜs pɪɔs katɪto N/A N/A	dɔt sɪks N/A karɔ N/A N/A	absent	dɔt gofʃ N/A kæt maʊz ˈlaɪən	N/A N/A kæt maʊs ˈlaɪən	N/A bɪ bɜd kætz maʊs N/A	absent	absent	dɔg fɪ bɜd kæz maʊs ˈlaɪən	dɔg fɪ bɜ:d kæt maʊs ˈlaɪən
S7	dog fish bird cat mouse lion	/dɔg/ /fɪʃ/ /bɜ:d/ /kæt/ /maʊs/ /ˈlaɪən/	dɔl fɪʃ ˈbʌtərˌflaɪ kar N/A N/A	dɔl fɜʃ N/A kar N/A N/A	dɔl fɪʃ bɜ:d kal noʊs ˈlaɪən	dɔk fɪʃ bɜ:d gat maʊz ˈlaɪən	dɔg fɪs bɜ:d kæt maʊs ʃeɪən	dɔl fɪʃ bɜ:d kæt maʊs ˈlaɪən	dɔk fɪʃ bɜ:d kæt maʊs ʃeɪən	dɔg fɪʃ bɜ:d kæt maʊs ˈlaɪən	absent	absent
S8	dog fish bird cat mouse lion	/dɔg/ /fɪʃ/ /bɜ:d/ /kæt/ /maʊs/ /ˈlaɪən/	absent	N/A N/A N/A gat N/A N/A	dɔt fɪz bɜ:d kæt N/A N/A	dɔl fɪtz bɜ: N/A N/A N/A	dɔt fɪtʃ N/A N/A maʊs ˈlaɪən	dɔt pɪ bɜ:d kæt maʊs ˈlaɪən	dɔt fɪz bɜd kætz maʊs ˈlaɪən	absent	dɔt fɪ bɜrd kæt maʊs ˈlaɪən	dɔg fɪʃ bɜrd kæt maʊs ˈlaɪən
S9	dog fish bird cat mouse lion	/dɔg/ /fɪʃ/ /bɜ:d/ /kæt/ /maʊs/ /ˈlaɪən/	pɜɔ pɜz N/A atɔ N/A N/A	absent	N/A N/A pɜt kaz N/A N/A	dɔk fɪtz bɜd ka maʊz ˈlaɪən	absent	dɔl pɪ bɜ:d ka maʊs ˈlaɪən	absent	dɔl fɪ bɜd ka maz ʃeɪən	dɔt fɪtʃ bɜ:d kaz maz ʃeɪən	dɔg fɪʃ bɜ:d kæt maʊs ˈlaɪən
S10	dog fish bird cat mouse lion	/dɔg/ /fɪʃ/ /bɜ:d/ /kæt/ /maʊs/ /ˈlaɪən/	dɔg pɜz N/A N/A N/A N/A	dɔl pɜtʃ N/A N/A N/A N/A	dɔl fɪtʃ bɜ:d kæt N/A N/A	dɔg fɪtʃpɜt N/A N/A ˈrɔar N/A	dɔg fɪtʃ bɜ:t kæt maʊs ˈlaɪən	dɔl fɪtʃ bɜ:d kæt maʊs ˈlaɪən	dɔg fɪtʃ bɜ:d kætz maʊs ˈlaɪən	absent	dɔg fɪʃ bɜ:d kæt maʊs ˈlaɪən	dɔg fɪʃ bɜ:d kæt maʊs ˈlaɪən
S11	dog fish bird cat mouse lion	/dɔg/ /fɪʃ/ /bɜ:d/ /kæt/ /maʊs/ /ˈlaɪən/	dɔg fɪʃ N/A gat N/A N/A	dɔg fɪʃ N/A gat N/A N/A	dɔK fɪʃ bɜd gat maʊs ˈlaɪən	dɔk fɪʃ bɜ:d kæt maʊs ˈlaɪən	dɔg fɪʃ bɜ:d kæt mɔʊs ˈlaɪən	dɔg fɪʃ bɜ:d gat maʊs ˈlaɪən	dɔg fɪʃ bɜ:d gat maʊs ˈlaɪən	dɔg fɪʃ bɜ:d kæt maʊs ˈlaɪən	dɔg fɪʃ bɜ:d kæt maʊs ˈlaɪən	dɔg fɪʃ bɜ:d kæt maʊs ˈlaɪən

	Word	Target										
S₁₂	dog fish bird cat mouse lion	/dɔg/ /fɪʃ/ /bɜːd/ /kæt/ /maʊs/ /ˈlaɪən/	pɜrɔ N/A paharɔ atɔ N/A N/A	dog fɪʃ N/A gat N/A N/A	dok fɪʃ bɜːd kæt maʊz N/A	absent	absent	dog fɪʃ bɜːd kæt maʊs laɪən	absent	dog fɪʃ bɜːd kæt maʊs laɪən	dog fɪʃ bɜːd kæt maʊs laɪən	dog fɪʃ bɜːd kæt maʊs laɪən
S₁₃	dog fish bird cat mouse lion	/dɔg/ /fɪʃ/ /bɜːd/ /kæt/ /maʊs/ /ˈlaɪən/	bɜlɔ bɪʃ abɜ tatɔ N/A N/A	N/A bɪz N/A gat N/A N/A	doʊ bɪts bɜːd kæt maz N/A	dog pɜz bɜːd kæt N/A N/A	N/A bɪʃ N/A ka N/A laɪən	dog bɪ N/A kæt naʊs laɪən	dog bɪ bɜːd ka maʊs laɪən	dog bɪ bɜːd ka maʊs laɪən	dog bɪ bɜːd kæt maʊs laɪən	dog bɪ bɜːd kæt maʊs laɪən
S₁₄	dog fish bird cat mouse lion	/dɔg/ /fɪʃ/ /bɜːd/ /kæt/ /maʊs/ /ˈlaɪən/	absent	absent	dot fɪtz bɜd kal N/A N/A	absent	absent	absent	dog fɪʃ bɜd kæt maʊs laɪən	absent	dog fɪʃ bɜːd kæt maʊs laɪən	dog fɪʃ bɜːd kæt maʊs laɪən
S₁₅	dog fish bird cat mouse lion	/dɔg/ /fɪʃ/ /bɜr:d/ /kæt/ /maʊs/ /ˈlaɪən/	pɜlɔ pɜʃ paharɔ gatɔ N/A N/A	pɜlɔ pɜʃ paharɔ gatɔ N/A N/A	dɔl fɪʃ bɜːd kæt N/A N/A	dog N/A bɜːd gat N/A N/A	dɔl N/A bɜːd kæt N/A laɪən	absent	absent	dɔl fɪʃ bɜːd kæt maʊs laɪən	dog fɪʃ bɜːd kæt maʊs laɪən	dog fɪʃ bɜːd kæt maʊs laɪən
S₁₆	dog fish bird cat mouse lion	/dɔg/ /fɪʃ/ /bɜːd/ /kæt/ /maʊs/ /ˈlaɪən/	pɜrɔ pɜs paharɔ gatɔ N/A N/A	dɔt pɜs N/A kæt N/A N/A	dog fɪz bɜl kæt N/A N/A	dɔl fɪtʃ bɜːd gat maʊs laɪən	dɔl fɪʃ bɜːd kæt ˈræbɪt laɪən	dɔl N/A N/A kæt maʊs laɪən	dog fɪʃ bɜːd kæt maʊs laɪən	absent	absent	absent
S₁₇	dog fish bird cat mouse lion	/dɔg/ /fɪʃ/ /bɜːd/ /kæt/ /maʊs/ /ˈlaɪən/	absent	dɔt N/A N/A gat N/A N/A	dɔlk fɪʃ N/A gat mʊs N/A	dɔl fɪʃ bɜːd gat maʊs ˈlalɪən	dɔlk fɪʃ bɜːd gat maʊs laɪən	dɔlk fɪʃ bɜːd gat maʊs laɪən	dog fɪtʃ bɜːd kæt maʊs laɪən	dog fɪʃ bɜːd kæt maʊs laɪən	dog fɪʃ bɜːd kæt maʊs laɪən	dog fɪʃ bɜːd kæt maʊs laɪən

Appendix D

Third Research Instrument: Diary

Session One: May 13th, 2019.

None song applied, the students are introduced to the topic pets, teacher used flashcards to introduce the topic because students do not know the topic, it is new for them, then students started being questioned, the material used were: a cellphone to record students pronunciation and flashcards, and the instruction was that every students will answer an interview like if they were on tv, every student was recorded, only voices, only three students were absent and attend to class fourteen students. Every student answered the interview however the majority of the words asked were answered in Spanish and some other students just answered that they did not know, students answer 3-4 words from the six in total.

Session Two: May 14th, 2019.

Teacher played the "I have a pet" song twice, teacher used a tv and a USB, it was a video song, so students could see the vocabulary and listen the pronunciation at the same time, after that, students were interviewed, teacher used flashcards and cellphone to make the interview and the instruction was that students answer the questions because they were on tv, only voices were recorded and fourteen students attend to the class, three were absent. Every student answered the interview however the majority of the words asked were answered in Spanish, but they changed some words between Spanish and English like "gat", students answer 3-4 words from the six in total.

Session Three: May 16th, 2019.

Students got one day off, and they came back to school on May 16th, the students listened and watched the video song twice, after that the interview started, but this time students were familiarized to the interview activity, and with to flashcards, so when the song finished, students started asking if they were to answer an interviewed again but they looked like in appositive attitude, so the interview was faster than in the other two days and they were progressing in their pronunciation and also in acquiring vocabulary, the material used was the TV, USB, the cellphone and flashcards for the interview, only voices were recorded and sixteen students attended to class, and one student was absent. The recording was closed to the English pronunciation and 4-5 words were answered from the six in total.

Session Four: May 20th, 2019.

After three days off students came back to school, there were fifteen students in class and two students were absent, the class started with the video song played, the song was played twice and students started to ask if they were going to be interviewed teacher affirmed the statement, the students were asked one by one and the rest of the class were drawing their favorite pet, the recording duration was around 30 seconds and the pronunciation of the students were closed to English pronunciation, and 4-6 words were answered from the six in total.

Session Five: May 21st, 2019.

On the fifth session of recording there were thirteen students in class and four students were absent, the structure of the activity was the same in order to create a routine environment, the class started with the video song and it was played twice then students were asked the recording duration was around thirty seconds per student and the questions that the teacher asked was what the animals were, by pointing the six flashcards that students were introduced to the topic pets, at this time the development started to be noticeable, and more children are getting the words and they started to pronounce closer to the English pronunciation, and 4-6 words were answered from the six in total.

Session Six: May 22nd, 2019.

During the sixth session that children had being asked vocabulary questions in the interview, it is important to mention that students are on the third continuous day without interrupting the activity, but without the ones that were absent on the previous days, the class started with the video song and students started to be asked by the teacher with the same structure of the questions and with the same flashcards that have been used. 4-5 words were answered from the six in total. One student started to pronounce the six words correctly.

Session Seven: June 3rd, 2019.

During the seventh session that children had being asked, it is important to mention that after eleven days that students had taken English class, because activities of the school, they remember almost all the words, the class started with the video song and students started to be asked by the teacher with the same structure of the questions and with the same flashcards that have been used, and 4-5 words were answered from the six in total. Also, it should be mention that students started to whisper the correct answer to their classmates, because they know the routine and they know the words. Two students started to mention the six words correctly.

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Session Eight: June 4ᵗʰ, 2019.

During the eighth session that children had being asked, students were asked in the following day, they remember almost all the words, the class started with the video song and also students learned the song and sang it, and students started to be asked by the teacher with the same structure of the questions and with the same flashcards that have been used. 4-5 words were answered from the six in total. Also, it should be mention that 5 students pronounced the six words correctly.

Session Nine: June 5ᵗʰ, 2019.

During the ninth session that children had being asked, that was the third day continuously, students answered the six words, and they did very close to English pronunciation, the class started with the video song and students started to be asked by the teacher with the same structure of the questions and with the same flashcards that have been used. Some of the students sang the song while recording their classmates and eight students pronounced the six words correctly.

Session Ten: June 7ᵗʰ, 2019.

During the tenth session that children had being asked about vocabulary questions related to I have a pet song, after one day off, many students answered the six vocabulary words, and they did very close to English pronunciation, the class started with the video song and students started to be asked by the teacher with the same structure of the questions and with the same flashcards that have been used. Some of the students sang the song while recording their classmates and eleven students pronounced the six words correctly. It was a great advanced, it should be mentioned that four students did not get the goal, because of their absences and two students had pronunciation problems especially with the "f" sound.