

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA



Facultad de Lenguas

**“Lesson plans proposal to reinforce [ɪə] and [ʊə] diphthongs: case study research to improve British pronunciation on a beginner.”**

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LICENCIATURA EN LENGUAS MODERNAS

Presented by

**Diana Nolasco Hoyos**

Thesis Director:

Mtra. Sandra Juárez Pacheco

Puebla, México

September, 2023



**“Lesson plans proposal to reinforce [ɪə] and [ʊə] diphthongs: case study research to improve British accent pronunciation on a beginner student”**

This Thesis has been read by the members of the committee of

**Diana Nolasco Hoyos**

And it is considered worthy of approval in partial fulfillment of  
the requirement for the degree of

**LICENCIATURA EN LENGUAS MODERNAS**

Thesis Director

Mtra. Sandra Juárez Pacheco

---

Committee Member

Mtra. Rosalba Leticia Olguín Díaz

Committee Member

Mtra. Florencia Goiz Santillan

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## DEDICATORY

*Quisiera dedicar este proyecto de investigación a mis hijos Ximena, Saul y Erick que indudablemente me brindaron su apoyo, comprensión e infinita paciencia. A mi esposo, mi amor, mi fuerza y mi principal apoyo ya que con sus consejos y motivación me ha brindado ese respaldo incondicional para culminar esta etapa de mi vida. Ellos cedieron su tiempo para permitirme sacar adelante un proyecto que pasó de ser una meta personal a otro emprendimiento más de familia. Por supuesto a mi mamá y a mi hermana por sus alicientes palabras que siempre me motivan a seguir adelante.*

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## ABSTRACT

This paper is focus on the pronunciation of the diphthongs [ɪə] and [ʊə] in British accent through implementing some Lesson Plans (LPs). The study was applied in language learning academy in Xicotepec, Puebla to one female participant who is studying basic English level in this Academy.

In this case study, a word bank related to the ‘trip to the zoo’ topic was created. All those words were based on [ɪə] and [ʊə] diphthongs. These group words were applied in a diagnostic test and every single session of pronunciation practice. There were four Lesson Plans (LPs) designed and applied in four face to face sessions. Finally, the gathered data was analyzed through audio recordings and a transcription chart which was designed by the researcher to compare the pronunciation of the phonemes. At the end of this research the author of this study mentions some limitations that were found. As a consequence, suggestions for further research were proposed in order to make better studies related to this topic.

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## **CHAPTER I**

### **Introduction**

Most of the time, people face some difficulties while learning English due to many reasons, one of them is probably the fact that they do not live in places where English is spoken as the first language. The process of learning English in countries where it is taken as part of an additional subject makes it difficult for students to achieve communication in English as a Foreign Language (EFL) effortlessly. Thus, it is difficult to learn EFL since the only practice of the language is in the classroom (Getie, 2020). Communication typically takes place through language that serves the purpose of communicating ideas through spoken or written words (Novarita, 2018). Therefore, the modern world of media and global communication requires fluency for communication. The origin of all human sound systems, words, and phrases can be attributed to language, in the case of learning a foreign language, effective oral communication in the target language is frequently emphasized as essential for successful integration, removing barriers to academic performance, performing adequately on the job, accessing vital social services, and reducing language barriers in linguistically diverse societies (Issacs, 2016). One of the purposes of learning a Foreign Language is being able to speak the language. To achieve this purpose, language learners need to master pronunciation in order to make the spoken language meaningful and easy to understand. Leong &Ahmadi (2017) claim that the ability of speaking in some EFL classes is usually ignored by teachers. For instance, EFL learners are not given enough chances to speak English in classes, so sadly, speech is not a significant component of the teaching process. Specifically, this research is focused on implementing some Lesson Plans (LPs) in order to improve pronunciation of the diphthongs [ɪə] and [ʊə]. These LPs would be applied to one

young learner in starter level, A1 within the Common European Framework of Reference for Languages (CEFR).

This chapter aims to present, firstly, the rationale for the topic selection. This section describes some justifications of why this research must be developed. After, the relevance of the study is stated in the significance of this research section. Later, the learning environment in which this research is conducted is described in the context section. Lastly, the specific goals and objectives of this study are discussed, along with the research questions.

### **1.1 Rationale for the Topic Selection**

According to (Celce-Murcia et. al., 2013), pronunciation is the sub-skill that has less attention in the classroom whenever practice is achieved. Therefore, the researcher of this study was concerned about the fact that some mispronounced words can affect communication towards another speaker. In fact, Gilakjani (2016) mentions that learners, who want to change their pronunciation of English words, must also change the way they think about the sounds of those words. For instance, in some English academies the students still have problems in mispronouncing some phonemes like the centering diphthongs.

According to Pratiwi and Indrayani (2021), if we listen carefully, the diphthongs are easy to pronounce. Nevertheless, there are still pronunciation errors for foreign language learners. (Celce-Murcia et. al., 2013) suggest that the principal objective of teachers is to help their students not just for perfection, but to acquire a standard pronunciation of phonemes in order to be better than before. This will improve students' pronunciation development when communicating to another person. In other words, sharing a clear and correctly pronounced message enables language learners to perform accurate communication with others, perhaps native language speakers. Particularly, this research will be applied on one young 11-year-

old learner. The participant is learning English as a Foreign Language (EFL) and is a native Spanish speaker. However, this study wants to explore that this participant can improve her British standard pronunciation in diphthongs [ɪə] and [ʊə] phonemes in order to communicate better in the future through spoken interaction with others in EFL. The British accent was selected instead of the American accent because British pronunciation has 3 diphthongs that end in /ə/ and American pronunciation has no separate phonemic diphthongs which end in /ə/.

## **1.2 Significance of the Study**

This research' results will have an important impact on different aspects. Firstly, this study can provide young EFL learners with additional ideas or strategies about the practice of [ɪə] and [ʊə] British diphthongs. These thesis' results will show that students can overcome some issues in their pronunciation if they practice. Specifically, Darcy (2018) claims that “pronunciation practice can help develop listening comprehension along with word segmentation skills” (p.14). Therefore, pronunciation makes students practice, not only speaking but reading and writing as well. Additionally, students gain a better understanding of orthographic forms, which aids them in the process of recognizing written language.

Secondly, many educators are not aware of how crucial proper pronunciation is. Mostly, language instructors help students to develop their listening, reading, and grammar skills by paying attention to grammar rules and vocabulary; however, when learning EFL, students must focus on developing speaking appropriately. Pratiwi & Indrayani (2021) support that some errors when using the language can be caused by a mispronunciation that leads to a change in meaning. In addition, the accuracy of pronunciation becomes important so that the purpose of the conversation is correctly understood by the other person. Therefore, the

majority of educators believe that studying pronunciation is boring and difficult for students (Harmer, 2001, as cited in Gilakjani, 2016), thus they avoid practicing it in EFL classes.

Finally, this research will not only provide EFL teachers and institutions with the outcome of achieved improvement in this case study, but also some proposed Lesson Plans which propose activities to practice the [ɪə] and [ʊə] British diphthongs pronunciation.

### **1.3 Context of the Research**

This research is developed in the *Language Learning Academy* (LLA), located in Xicotepec de Juarez, Puebla. It is a private school that offers English as Foreign Language (EFL) courses for different levels of proficiency. This institution is around one and a half years old; therefore, it does not have any website to look it up. This school offers different language learning courses to improve the learning process of students and deepen their knowledge. Teachers at this academy work with a variety of printed and online digital resources that teachers use for instruction depending on the level and needs of their students using different teaching methodologies. The most applied methodologies are Direct Method, Audio-Lingual Method and Communicative Approach, but teachers combine them all along their sessions. This is supported by Alemi and Tavecchi (2016) who expressed that it is not appropriate or possible to use the same methodology to all learners, language learning goals, and learning environments or needs. Finally, the participant of this study is an 11-year-old female participant. Her mother tongue is Spanish, and she is learning EFL. This participant has English classes twice a week for around six hours; she is currently at the A1 level of proficiency.

## 1.4 Aims of the Study

This study aims to propose a serie of Lesson Plans (LPs) to teach the standard British pronunciation of the diphthongs [ɪə] and [ʊə]. Also, this study aims to track the advance in recordings based on the participant's improvement.

## 1.5 Objectives

In order to achieve the main goal of this research, it is necessary to achieve the following objectives:

- to apply a *diagnostic test* to record how the participant of this study is when pronouncing [ɪə] and [ʊə] diphthongs in standard British English.
- to *apply different proposed Lesson Plans* in order to improve the pronunciation of [ɪə] and [ʊə] diphthongs in standard British English.
- to apply *a test where participant can show if they improved or not* their pronunciation after practicing the pronunciation of /ʊə/ /ɪə/ diphthongs through the proposed LPs.
- to analyze gathered information from both research instruments in order to contrast results and see if there is an improvement or not.

## 1.6 Research Questions

This research aims to answer the following research questions:

- *To what extent did the participant of this study improve her pronunciation of the /ʊə/ and /ɪə/ British English diphthongs after training their pronunciation through the Lesson Plans proposal?*

● *To what extent were the Lesson Plans (LPs) proposal useful for the effective pronunciation teaching and practice of /ʊə/ /ɪə/ British diphthongs?*

## **1.7 Summary**

This chapter presents the general description of the study. It presents a brief introduction to the importance of speaking skills and the issues related to pronunciation difficulties. Also, the chapter provides a description of the participants as well as the location where this research is being conducted, and the research questions that will be answered during the research. Chapter II will discuss the most relevant literature related to this inquiry's focus.

## **Chapter II**

### **Literature Review**

This study aims to establish whether students' pronunciation of [ɪə] and [ʊə] diphthong may be improved by implementing different Lesson Plans. This study's theoretical framework is presented in this chapter. Different and important topics are stated in this chapter. Firstly, definitions of teaching methodologies are given in order to be aware of the variety that exists in order to teach any foreign language appropriately. Teaching methodologies such as Audio-Lingual methodology (A-L), Grammar Translation methodology (G-T), Direct Method (DM), Silent Way, Suggestopedia, Total Physical Response (TPR), Communicative Language Teaching (CLT) and Task Based Language Learning (TBL) are described. Secondly, speaking ability and its sub-skills are another significant subject discussed in this chapter. Moreover, the most important aspects of pronunciation and speaking teaching are displayed in this section as well. Finally, a discussion of the International Phonetic Alphabet (IPA) and its characteristics is described. This section also displays the diphthongs which will be practiced or reinforced in this study, [ɪə] and [ʊə].

#### **2.1 Language teaching methodologies**

Since the beginning of the profession of language teaching, applied linguists and teachers have been continuously looking for a teaching methodology that would prove to be more effective than the others. Throughout the 20th century, language teaching experienced numerous modifications due to the inability of a single existing language teaching methodology to achieve it (Edisherashvili, 2014).

According to Alemi and Tavakoli (2016), linguistics has shown that there is no best teaching methodology for everyone in all contexts; thus, no teaching methodology is inherently superior to the others. Moreover, it is not always possible nor appropriate to apply the same teaching methodology to all learners who have different goals, environments, and learning needs. Munzaki, Suadah & Risdaneva (2016) claims that each method is generated as a function with a variety of implementations and objectives since methods are produced based on needs. As a result, a teacher needs to be aware of the best techniques and approaches to use in the classroom in order to assist children. Therefore, teaching includes the transfer of knowledge through the use of different strategies, techniques and methodologies.

According to INTESOL Worldwide Ltd. (2018), there have been a variety of teaching approaches or methodologies throughout history based on the needs of language teaching. INTESOL Worldwide Ltd. (2018a) is an organization that aims “to help people from a broad range of backgrounds achieve a varied and fulfilling lifestyle through teaching English and living abroad” (para.1). In other words, it helps ESOL/EFL teachers to “grow as a person by showing you how to become a confident, well-resourced professional” (para. 2). Specifically, INTESOL Worldwide Ltd. (2018b), Svetlana (2018) and Freeman & Anderson (2016) agreed on suggesting the following methodologies for teaching English: *direct method*, *grammar translation method*, *audiolingual method*, *suggestopedia*, *total physical response*, *communicative language teaching*, *silent way*, and *task-based language learning*. However, an experienced professional language teacher always applies the approach of *Principled Eclecticism* which is selecting the most appropriate techniques and applying the method best suited to the learner's specific goals, learning style, and context (Mwanza, 2019). In the following section, the already mentioned language teaching methodologies will be defined.

### **2.1.1 Audio-lingual methodology (A-L)**

Alemi and Tavakoli (2016) claim that with the outbreak of World War II the armies had to orally master the languages of their allies and enemies as soon as possible. Audio-lingual teaching methodology was initially called the "Army Method" and was the first to be based on linguistic theories and behavioral psychology. Unlike the grammar-translation method, the army method focused on speaking and listening as the most important skills rather than writing or reading. After linguists used this teaching method, the name was changed to Audio-Lingual (A-L) methodology.

Mart (2013) mentions that A-L methodology focuses on oral skills and aims to improve students' speaking skills. Linguistic elements are presented to students in spoken form and without reference to the native language so that they can learn language skills effectively. Therefore, the goal of the A-L methodology is to enable students to respond quickly and accurately in spoken language by providing vocabulary and grammatical patterns in the form of dialogues. Also, Mart (2013) mentions that the purpose of A-L is to teach vocabulary and grammar rules to students via dialogues.

Therefore, the researcher of this study believes that the audiolingual method is the basis for teaching pronunciation, since speaking and pronunciation are closely related. Freeman (2000, p. 47-50) provides some common or typical techniques closely associated with A-L such as: dialogues memorization, backward build-up (expansion drill), repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill and question and answer drill. These authors suggest that the efficacy of the technique increases student speaking skills, performance index may be monitored, and the authenticity of the

conversation or text is vital. The teacher is the one who selects the stimulus, provides correction and reinforcement, and selects the subject and method of teaching Kakunta & Kamanga (2020). Therefore, achievement is expected from both the teacher and the students.

### **2.1.2 Grammar Translation Methodology**

According to Ugwu (2015), at the end of the nineteenth century, the Classical approach was given the name of Grammar Translation (G-T) approach, with the same emphasis on grammatical rules and the process of translating from the second to the native language. Some of its main pioneers are Seidenstücker Johann, Johann Karl Plötz and Meidinger. Freeman and Anderson (2016) claim that this method was used to encourage pupils to read and comprehend literature written in other languages.

Additionally, it was thought that by studying the grammar of the target language, learners would become more accustomed to the grammar of their mother tongue, which would improve their ability to speak and write it. Additionally, Zhou and Niu (2015) stated that the G-T approach emphasizes reading and writing significantly. Pronunciation is not given much consideration; as a result, language learners educated under this traditional approach tend to be relatively poor communicators, especially in oral and aural communication.

### **2.1.3 Direct Method (DM)**

The Direct Method's name comes from the idea that all meaning is to be communicated in the target language, without using the students' native tongue through demonstration and visual aids (Freeman and Anderson, 2016). According to Sharma (2019) in France and Germany, this method was formally recognized for teaching a second language; however,

Maxmillian Berlitz pioneered the concept at commercial language schools in the United States. According to Badwan (2018), the direct method technique encourages students to learn new vocabulary and language patterns through a lot of repetition.

The classroom strategies used in the direct method are focused on drills, demonstrations, objects and pictures, graded tasks, controlled dialogues, pronunciation correction, and forbidding the use of the learners' first language in the classroom. Additionally, the teacher will show a vocabulary term or grammatical structure using real-life objects, drawings, or flash cards (Ugwu, 2015). This method placed an emphasis on oral accuracy over the fluency and flexibility required for authentic communication.

#### **2.1.4 Silent Way**

Sharma (2019) claims that the Silent Way teaching methodology was developed by Caleb Gategno in 1976. This method relies on the idea that learning a second language is comparable to how individuals unconsciously acquire their first language. Learners must use their own perception, awareness, intellect, and intuition to acquire a language using this method. The Silent Way's technique for teaching foreign languages does not depend on students merely imitating the teacher or memory (Yüksel & Caner, 2014), instead, teachers' silence is considered as an educational tool. By limiting direct input from the teacher, pupils are encouraged to learn by actual experience. Finally, Jroush (2017) claims that students can learn how to correct their mistakes with the support of silence. Teachers can help students with their pronunciation by mouthing words without vocalizing them, by using specific hand gestures, but also remain silent to give students time to self-correct.

### **2.1.5 Suggestopedia**

According to Ugwu (2015), Suggestopedia teaching methodology was proposed in 1979 by Bulgarian psychotherapist Georgi Lozanov. In the late 1970s, it was proposed that most students had naturally developed psychological barriers due to beliefs that they were limited to a particular learning ability. Consequently, Suggestopedia focused on the power of suggestion in learning, with the idea that positive suggestion makes the learner more attentive; thus, it stimulates learning.

According to Mateva (2018), Lozanov, the pioneer of this teaching methodology, describes that the best state for learning is one that is relaxed but concentrated. Moreover, Suyadi (2021) states that during the learning process, the classroom setting will be set up in a playful and entertaining manner. Specifically, a piece of music can transform the classroom environment and stimulate a new activity, all while creating a connection between relaxation and learning. The goal of this strategy is to help students relax and enjoy the learning process with music as background.

### **2.1.6 Total Physical Response (TPR)**

Total Physical Response (TPR) teaching methodology was developed in 1996 by James Asher, a professor of Psychology in America. This teaching methodology is based on the comprehension approach towards language teaching and encourages learning through coordination of speech and physical actions (Sharma, 2019). According to Ugwu (2015) the basic goal of TPR is to make learning more pleasurable and less stressful.

TPR encourages students to participate actively and tells teachers when utterances are understood. It also assists pupils understand the language they hear. Additionally, Nuraeni (2019) states that the most common TPR activities contain instructor commands to which students physically respond by showing comprehension. Teachers can employ a song, narrative, or role-playing in which there are commands to allow students to follow out instructions to do an action.

### **2.1.7 Communicative Language Teaching (CLT)**

According to Munzaki, Suadah & Risdaneva (2016), Hymes introduced the concept of communicative competence in 1972. They mentioned that he claimed that the study of human language should place humans in a social context. In contrast, Dos Santos (2020) claims that the essential idea of the Communicative Language Teaching (CLT) methodology is to learn the language when using it rather than learning the language itself.

Additionally, according to Mwanza (2019), the teacher's job when applying CLT is to encourage students' involvement in the classroom by creating scenarios that encourage dialogue. Students, on the other hand, need experience with grammar, meanings, and functions. In other words, the CLT aims to assist students in polishing their communicative abilities in the target language.

### **2.1.8 Task-based language learning**

According to Celik (2017), Prabhu was the founder of Task-Based Learning (TBL) in 1987. In the Task-Based Learning students learn a target language better if they concentrate on a task as a task necessarily involves the target language to acquire it. Moreover, Rozati (2014)

mentions that one of the most important characteristics of the task-based approach is that the learner performs the tasks freely using any form of language to achieve the result. Moreover, Villalobos and Miranda (2019) stated that a task-based approach is a method of language teaching in which tasks are the primary focus of planning and instruction. Rozati (2014) also states that language learners never record the language input to produce the outcome, once they use language for purposeful communication, they look for the right input to create new meanings.

## **2.2 Speaking skill**

In today's global world, communication plays a crucial role for success in all fields. According to Rao (2019), perfect communication is impossible for people who do not use the right language to communicate and may not achieve their goals. Therefore, people need a language to communicate with others around the globe and speaking is one of the most important skills to achieve communication.

Edubirdie (2021) states that speaking is not just a matter of using words but requires a more complicated process of speech production. Speaking requires practice. In addition to listening, speaking is usually taught to students before reading and writing. According to Bueno, Madrid, and McLaren (2006, cited in Rao, 2019), speaking is the hardest skill for language learners to master and the most crucial of the four English language abilities. For instance, some language students find it difficult to speak in real time situations. Leong and Ahmadi (2017) add that speaking requires speakers to have a thorough understanding of many important concepts, including *fluency*, *grammar*, *vocabulary*, *pronunciation*, and *comprehension*.

Firstly, according to Hughes (2002, cited in Leong and Ahmadi, 2017) *fluency* is the ability to communicate in a way that is comprehensible for the listener. Fluency helps communication not break down because the listener loses interest. Also, Ho (2018) claims that the capacity to communicate fluently frequently determines a student's proficiency in a foreign language. Thus, the main goal of communication is to be sure that the listeners comprehend what the speaker is trying to say. In addition, Permana and Almanar (2021) claim that fluency is the ability to speak a foreign language with a minimum of silent pauses, filled pauses, self-corrections, wrong starts, and hesitations.

Regarding *grammar*, Bohari (2019) mentions that in both spoken and written language, grammar is the rule to get acceptable use of language. Thus, students need to follow grammar rules to discover correct pronunciation, morphology, and syntax. Erlangga et al (2019) mention that grammar standards are an essential component of learning a foreign language if pupils want to write effective sentences. Ginzburg & Poesio (2016) state that grammar may be used to categorize spoken communication which makes it evident that all language abilities, particularly speaking, should be influenced by grammar.

Thirdly, according to Bohari (2019), one of the components of language is the role that words play when used in spoken language. The number of words that compose a language together is its *vocabulary*. McCarthy (1990, in Nguyen & Uyen, 2023) indicates that the primary and most important component of every language lesson is vocabulary. Additionally, Özkurkudis & Bümen (2021) claimed that without vocabulary, it is hard to learn the target language efficiently and effectively and there is a low probability of knowledge and production of the target language. Consequently, to be proficient in all language skills (reading, writing, listening, and speaking) vocabulary is needed.

Regarding the pronunciation concept, Prashant (2018), defines *pronunciation* as how a word is uttered. Proper pronunciation is the repetition of language sounds in such a manner that the intended message is transmitted in a good way. Darcy (2018) claims that by helping students to develop speaking techniques, pronunciation training helps communication skills. In other words, clarity in speaking makes it easier to comprehend and requires less effort from listeners.

The last concept about speaking is *comprehension*. According to Leong and Ahmadi (2017), oral language comprehension is the ability to speak and listen with understanding. In order to have a good dialogue, language learners must understand what is spoken to them. Therefore, when a language student speaks, the other pupils listen and then respond. Speakers play the dual roles of listener and speaker, and pupils have no capacity to respond if they are unable to comprehend what is being said.

To sum up, Koran (2015) claims that speaking is a simultaneous listening and understanding process that depends on both communication proficiency; thus, it is considered to be a complex skill because it requires the use of vocabulary, grammar, sound, and even cultural understanding of the language as well. In this study, the aim is to propose a series of Lesson Plans (LPs) to teach the standard British pronunciation of the diphthongs [ɪə] and [ʊə] and identify the efficiency of these LPs' proposal.

### **2.2.1 Pronunciation**

Novarita (2018) suggests that “pronunciation is one of the most important aspects in language learning, especially in speaking skill” (p. 17). In fact, Nurullayevna (2020) claims that the four key pieces to proper pronunciation are the correct intonation, *stress*, *articulation*, and

*connectivity of speech*. According to Nurullayevna (2020), *intonation of speech* is a way of interpreting its content, providing mutual understanding and knowledge. In communication, intonation differs from culture to culture and enables people to understand the interlocutor's attitude toward the content of the speech produced. Additionally, intonation involves melody, pauses, and stress when pronouncing. Secondly, Nurullayevna (2020) mentions that *stress* is crucial to understanding and comprehension. For instance, the word can take on a completely different meaning depending on where the stress is placed because it reveals the text's underlying meaning.

Nurullayevna (2020) continues by stating that *articulation* is the action of the speech system for the appropriate production of sounds. There is a distinct separation of the sounds that can be distinguished with proper articulation. *Connectivity of speech* is an additional component of correct pronunciation regarding the correct stress, accuracy, and syllables essential to comprehend connected speech since it is naturally pronounced in sentences. However, it is more difficult for non-native speakers to understand continuous speech because the uttered words have limits that are distinct.

Celce-Murcia, Brinton and Goodwin (2013) assume that younger learners with sufficient exposure to a foreign language can perfectly accomplish pronunciation. Meanwhile, Gilakjani (2016) claims that one of the fundamental requirements for speaking skill is clear pronunciation, which is also one of the key components of language education. Thus, while poor pronunciation creates significant challenges in acquiring a new language, good pronunciation improves learning. In the same vein, Sayedabadi et al. (2015) suggest that pronunciation should be valued since language serves as an instrument of communication that should be understood by everybody. Consequently, this research focuses on

pronunciation; based on enhancing the correct production of [ɪə] and [ʊə] British diphthongs in certain words to ‘a trip to the zoo’ as topic.

### **2.2.2 Teaching speaking**

According to Rao (2019), teaching speaking involves teaching students how to produce speech sounds and sound patterns. It also involves word and sentences’ stress, intonation patterns and the rhythm of a second or foreign language. Nune (2003, cited in Kuning, 2019) claims that, when speaking in a foreign or second language, choosing the appropriate words and sentences based on the appropriate social setting, audience, situation, and subject matter is relevant. Therefore, teaching speaking should consider all these elements for the development of such skill.

Also, organizing ideas in a meaningful and logical order is important as well as the use of the language to express opinions in a foreign language. According to Kuning (2019) The goal of teaching speaking is to improve students’ communicative skills, because they will express themselves and learn how to follow the social and cultural rules appropriate in each communication context. In addition, Kuning (2019), also claims that teachers have to prepare pupils as much as possible to communicate in English outside of the classroom.

Teaching speaking might be demanding; however, teachers must provide the appropriate learning environment where students acquire and apply language skills as well as have enough exposure to the target language to speak it naturally and fluently. Koran (2015) explains that to overcome students’ shyness and reluctance to participate in speaking activities in class, language teachers must use some natural teaching techniques such as role

plays, group projects, brainstorming, storytelling, listening to music in English, and singing along to the music.

### **2.3 The International Phonetic Alphabet**

According to Luebering (2019), Otto Jespersen was the first to formulate the concept of IPA, which was given to Paul Passy of the International Phonetics Association in the form of a letter. Fu (2023) mentioned that the International Phonetic Alphabet is formerly known as the "Universal Phonetic Alphabet" and hereafter referred to as simply 'IPA' due to it being a system for phonetic transcription.

The International Phonetic Alphabet (IPA) was developed in the XIX century to help people conceptualize sounds. Pecakar (2018) supports that according to the principles established by the Association in 1888, the purpose of the IPA was to provide a separate letter for each sound that could change the meaning of a word in the same language, or to put it another way to provide a separate letter for each sound that has a distinctive feature.

The IPA was created for symbolizing sounds in order to express them into the English language (Luebering, 2019). Moreover, Trinh, Nguyen & Le (2022) claim that the utility of the IPA in English teaching and learning has been the subject of numerous earlier studies. For instance, when looking words up and their related pronunciation in dictionaries, the IPA can specifically help EFL students to perceive complex codes. This helps students to encode words as sounds, improve their understanding of English sound characteristics, and promote learner autonomy.

The International Phonetic Alphabet (IPA), developed to showing the sounds of all known world languages, is the most widely used system of vowels, consonants, diphthongs, and

triphthongs arranged into three basic groups that compose the distribution of Speech Sounds Dalton & Seidlhover (2005) cited in Anggraini, Donal & Fauzia, (2016). Law (2014) claims that IPA is a system that uses the Greek and Latin alphabets for phonetic notation as a prescriptive method to interpret language and the way it is pronounced. Therefore, that is the International Phonetic Association’s main contribution to phonetics (See Figure 1).

		Vowels						Phonemic Chart	
Vowels		i:	ɪ	ʊ	u:	ɪə	eɪ		
		e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	short
		æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	long
Consonants		p	b	t	d	tʃ	dʒ	k	g
		f	v	θ	ð	s	z	ʃ	ʒ
		m	n	ŋ	j	l	r	w	h
		voiced		unvoiced					
		diphthongs							

The 44 phonemes of Standard British English with examples of common spellings. adapted by [AlbaEnglish.co.uk](http://AlbaEnglish.co.uk)

Figure 1. IPA chart (taken from Alba English school, 2017, parra.1)

Suryaleksana et al. (2022) describe that the 44 symbols that compose the IPA are divided into two main categories: vowels and consonant phonemes. Every form has specific characteristics that determine the way words sound. Particularly, they stated that there are 24 symbols of consonant sounds in the IPA, which are divided into two types: voiced and unvoiced consonants. Vowel sounds are divided into three categories: short, long and diphthongs. In the case of short vowel phonemes, there are seven IPA symbols.

Regarding the long vowel phonemes, there are five IPA symbols. Also, in the case of diphthongs, there are eight IPA symbols (See Figure 1). This last type of vowel phonemes is very important for this research due to the fact that they are what this study aims to improve in the participants' pronunciation. Specifically, this study promotes the improvement of [ɪə] and [ʊə] diphthongs through the use of a series of Lesson Plans (LPs) to teach the standard British pronunciation. Therefore, these [ɪə] and [ʊə] diphthongs will be better described in further sections.

Fu (2023) points out within the IPA, "one symbol corresponds to one phoneme, one phoneme corresponds to one symbol" (p.1134). Thus, it can keep the number of phonetic symbols to a minimum. Additionally, Fu (2023) states that with IPA's design, the phonetic components can consider phoneme, intonation, and the separation of words and syllables.

### **2.3.1 Diphthongs**

According to Ramelan (1999, cited in Anggraini, Donal & Fauzi, 2016), the Greek term *diphthongos* is the source of the English word diphthong. *Di* and *phthongos* are two different roots of the word *diphthongos*. Thus, *Di* and *phthongos* mean 'twice' and 'voice, sound'. A vowel sound with a unique characteristic is called a diphthong. In other words, it is a syllable created with a deliberate glide from one vowel position to another vowel position. For instance, a vowel that changes in quality during production; thus, a diphthong is a vowel which begins as one and ends as another one. This is the reason why a diphthong is represented in phonetic transcription by two symbols, the first of which shows the tongue's initial position and the second of which shows the tongue's final position (Ahmed, 2020).

Ramelan (1999, cited in Mustikareni, 2013) mentions that in standard British English, there are eight diphthongs, and they fall into two classes: centering diphthongs and closing diphthongs. *Centering Diphthongs* are (/ɪə/, /eə/, /ʊə/). In fact, in a centering diphthong, the highest point of the tongue immediately moves to the middle of the mouth during the final part of the vowel articulation (Novarita, 2018). Meanwhile, *Closing Diphthongs* are (/eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /əʊ/); and they produce tongue moves from the place of the open vowel to the closer vowel. In other words, a closing diphthong is a diphthong sound in which the second vowel is closer than the first (Dosia & Rido, 2017).

### 2.3.2 Diphthong /ɪə/

According to Ramelan (1999, cited in Mustikareni, 2013), the diphthong /ɪə/ is a high-front-centering diphthong. The tongue starts from the vowel /ɪ/ as found in the word “bill” and not from the closer /i/ vowel sound. Then, it glides away in the direction of the central vowel /ə/away in the direction of the central vowel [ə]. The two lips are in neutral position during the vowel glide. For example, we can see it in words such as: *here, fear, dear and bear* (See Figure 2).

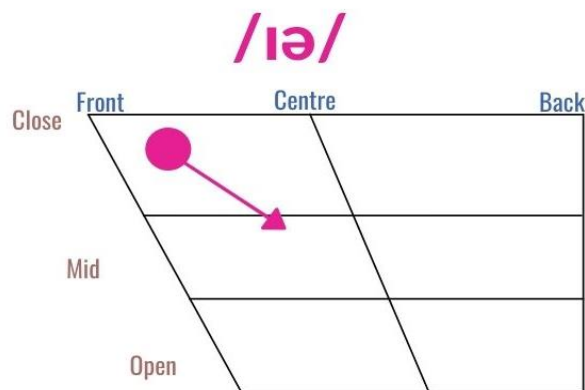


Figure 2. Diphthong /ɪə/ pronunciation (taken from Carmen, 2021, parra.13)

### 2.3.3 Diphthong /ʊə/

Diphthong /ʊə/ is a high back centering diphthong. The tongue starts from the English vowel [ʊ] position such as found in the word “good”, and not from the closer [u:]. Then, it glides away in the direction of the central vowel [ə]. The lips are rounded for the first element and are then drawn back to neutral position during the glide according to Ramelan (1999, cited in Mustikareni (2013). For example, there are *sure*, *tour* and *pure* (See Figure 3).

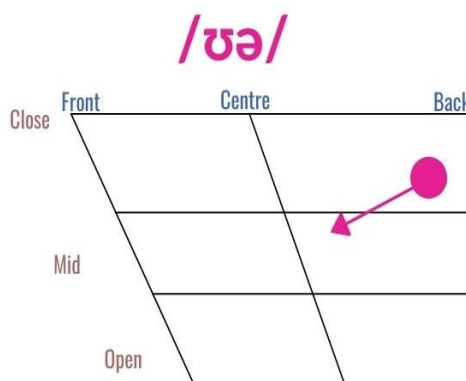


Figure 3. Diphthong /ʊə/ pronunciation (taken from Carmen, 2021, parra.35)

## 2.4 Summary

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

## **Chapter III**

### **Methodology**

This is a qualitative research that aims to explore the [ɪə] and [ʊə] diphthongs learning through the implementation of different LPs for a female participant, in private lessons of EFL, to improve her pronunciation. The explanation of the research method employed in this study is set in the first section of this chapter. Later, the research's setting is explained, and the study's participant is introduced as well. In the fourth section, the description of the research instruments for this inquiry is stated. Finally, the overall research design and the data analysis process are described.

#### **3.1 Methodology**

This research is based on a qualitative approach and according to Nassaji (2020), a qualitative approach works with non-numerical data. Instead of attempting to explain and manipulate factors, it aims to comprehend and investigate. It emphasizes the process or patterns of development rather than an output of the research since it is contextualized and interpretive. Hunter & Berg (2017) indicate that qualitative approach refers to what, how, when, where, and why of a thing. Therefore, qualitative researchers need to be more precise and careful in their definitions and procedures. In addition, Cropley (2023) adds that qualitative research examines how people interpret real-life experiences in their own minds and in their own words.

To accomplish this qualitative research' objectives, a case study must be developed. According to Njie and Asimiran (2014), a case study is a type of qualitative research where significant data is gathered on a single person, program, or event in order to understand more

about an unknown or poorly understood topic. The investigation of a single person, a group of individuals, or a specific event through the use of a case study is a research approach that allows the researcher to get a comprehensive understanding of the subject.

The researcher has a variety of techniques to use while doing a case study. For example, observation, interviews, and the use of secondary data like records, papers, etc. (Devi, 2020). Chopard and Przybylski (2021) claim that case studies focus on 'how' or 'why' questions due to the fact that the investigator does not have much influence over what will happen in some real-life contexts. This study belongs to the qualitative approach and a case study due to it aims to understand the improvement of one single participant's [ɪə] and [ʊə] diphthongs pronunciation through the application of LPs and daily recordings to obtain the data.

### **3.2 Context**

This study is being conducted at Language Learning Academy (LLA). This private Academy was opened a year ago in Xicotepec de Juárez, Puebla-Mexico. This Academy has three levels: basic, intermediate, and advanced. The English as a foreign Language (EFL) session at school are held at different times for each level. Regarding the school's resources, each classroom has a smart TV connected to the internet which allows teachers to choose whether to teach through films, music, or presentations. Furthermore, teachers have extra materials in each classroom, such as posters, flashcards, worksheets, and games that help their pupils to reinforce their skills.

The English language department of this school is staffed by four Foreign Language English teachers. EFL teachers have the option to use one of three teaching methodologies, depending

on the level of proficiency in students, the Direct Method, the Audio-Lingual Method (A-L), or the Communicative Approach.

### **3.3 Participants**

This case study will be conducted with one participant in a basic EFL level, similar to an A1 level of proficiency, within the Common European Framework of Reference for Languages (CEFR). The participant is an eleven-year-old female from Xicotepec de Juárez, Puebla-Mexico. The participant has little knowledge of EFL, and she attends a public elementary school in town. She is currently in 6th grade, and she has had contact with English before these EFL sessions. In addition, this participant has a middle socioeconomic level and takes EFL private courses for one hour and a half per day, two days per week. However, she has some pronunciation issues that is why she would try to improve her pronunciation of [ɪə] and [ʊə] British diphthongs in certain words related to ‘a trip to the zoo’ topic.

### **3.4 Instrument**

In this section the instruments for this study will be described. First, the oral tests, as they are one of the most effective data collection instruments in educational research since they provide the data for the majority of experimental and descriptive studies (Khan, 2010). Specifically, because oral tests are a true measure of speaking ability (Finch, 2014) and also tests help students to comprehend their abilities, how much they have advanced, and what they can (or cannot) do with the skills they have acquired (Blanche, 1988, cited in Finch, 2014).

According to Joshi (2003, cited in Seifert and Sutton, 2017) tests are intended to identify skill strengths and limitations and a diagnostic test would provide specific information on word

recognition, which includes pronunciation, decoding, and spelling; comprehension, which includes vocabulary as well as reading and listening comprehension, and fluency. Also, in the words of Alderson (2005, cited in Jang and Wagner, 2013), diagnostic tests have the purpose to identify learners' strengths and weaknesses concerning language comprehension and practice. Focusing on a learner's strengths will help determine their current understanding level, while concentrating on their weaknesses or potential weak points should result in improvement or additional learning.

The oral test (Appendix B) for this study used a bank of words related to "Trip to the Zoo" that were adapted to the [ɪə] and [ʊə] British diphthongs. The list of ten words were organized so that participant would not pronounce the same diphthong twice in order to prevent the repetition of the same phoneme sound and to recognize the difference between the [ɪə] and [ʊə] British diphthongs. This bank of words was carefully selected with the intention to adequate the diphthong's words to a specific topic with the objective to adapt the corresponding activities.

Second, another two research instruments were also used in combination with oral tests to collect the data: recording and transcribing (Burns, 2015) . On the one hand, audio recordings are precise and reliable sources of data because they may fully capture observational data. While video recording is more obtrusive, audio recording is less so because it captures verbal behavior (Burns, 2015). It is probable that more accurate recordings of usual interaction will be made if participants become accustomed to the recording device's presence (Burns, 2015). According to Stuckey (2014), the majority of researchers collect participant observations during interviews and studies based on observation. With a recording, the interviewer may focus on listening to the participant and providing feedback without being distracted by the

need to write complete notes. In addition, Yin (2016) claims that the quality of the research will improve if you make successful recordings. Reviewing successful recordings may take a long time because they generate a lot of data. Successful recordings also capture the sounds and actions of the classroom or workplace; this allows researchers to examine teaching methods or workers' interactions in the latter. In this particular case, the recording was done with a voice recorder app on a mobile phone, specifically only the voice of the participant was recorded.

On the other hand, according to De Costa et al. (2022), transcription procedures have the ability to record paralinguistic characteristics of conversation (for example, pauses, stress, and volume), which may also have interactional value. Furthermore, researchers should transcribe conversation as they hear it, rather than making adjustments to what is really spoken. Finally, researchers should give a transcription key that specifies the symbols or notation used to represent linguistic and paralinguistic interaction aspects if necessary. Moreover, Munir (2017) adds that any speech or interview must be transcribed from the original recordings. Even though nonverbal expressions such as hand, facial, and movement of the body are constantly present during interviews, they must not influence the transcription in any way. It is also not acceptable to put words in the respondent's mouth while transcribing. In this case, the specific type of transcription that is done in order to collect data from the participant is a phonetic transcription which would be described in the further section.

### **3.5 Phonetic transcription**

According to Collins and Mess (2013), the ability to do transcriptions that indicate pronunciation is one of phonetics' most helpful applications. For instance, the sound /i:/ can be represented as **e** (be), **ea** (dream), **ee** (seen), **ie** (believe), **ei** (receive), etc. It is vital to note

that a phonetic transcription is nothing more than transcribing a word as accurately as possible in order to demonstrate its pronunciation. It is expressed in square brackets. For example, (khowt) is a phonetic transcription of the word coat. A phonemic transcription just shows the phoneme contrast and does not explicitly state what the phoneme realizations are; moreover, it is written between diagonal slants such as /kot/ for coat. This transcription also specifies how to pronounce the term, but only if the English norms are followed. Specifically, for this study, the phonetic transcription is done in a chart where the lexicon associated with ‘trip to the zoo’ are listed in the first column. Later, a column of a correct transcription of phonemes for each word is stated. The following column has the diagnosed pronunciation of all lexicons related to ‘a trip to the zoo’ topic. Then, we find the dates of the LPs implementation and the pronunciation advance from the participant is transcribed (See Appendix A).

### **3.6 Data Collection**

This study aims to explore if, by teaching through some proposed Lesson Plans (LPs) where there are activities to practice the [ɪə] and [ʊə] British diphthongs pronunciation, the participant of this case study can improve her pronunciation regarding [ɪə] and [ʊə] diphthongs. To do this, participant’s pronunciation was recorded after each LP using the same test that contained a bank of words that included both diphthongs (See Appendix B), and the recordings were subsequently transcribed for the data analysis. This transcription format was completed in order to observe the participant’s speech daily improvement after the application of each LP. In order to do so, there was a request of authorization for the father of the participant. The participant’s dad mentioned that there was no problem in developing this research appropriately.

During the application of the first LP and voice recording, the participant was alone with the researcher of this study, so she felt comfortable and free to pronounce the list of words without stress or interruption. The participant was instructed to read the words at a normal speed, and she pronounced the given words as she thought they were correctly uttered. This process was repeated five times, the first one was to diagnose her and later one to track her advance after the four LP proposals. The application of this research lasted from May 29th to June 1st in 2023.

### **3.7 Data Analysis**

In order to develop the data analysis, it was important to employ a phonetic transcription chart, so participant's pronunciation could be transcribed (See Table 1). Specifically, the participant's voice was recorded when pronouncing the words, and later, their phoneme transcription was done after the application of every LP. A further explanation of the obtained results will be given in Chapter 4 of results.

Correct pronoun words	Phoneme transcription	First recording	Lesson plan 1	Lesson plan 2	Lesson plan 3	Lesson plan 4	
		29/05/23	29/05/23	30/05/23	31/05/23	01/06/23	
1.-	Lion	laɪən	lajɔ:n	lɪən	lajən	lajɪən	lajən
2.-	Europe	jʊərəp	eʊrɒp	ɪʊrɒp	ɪʊrɒp	jʊərəp	jʊərəp
3.-	Deer	dɪə	dɪr	dɪr	dɪə	dɪə	dɪə
4.-	Hour	aʊə	hɔ:r	jɔr	jɔʊr	aʊə	aʊə
5.-	Scorpion	sko:piən	sko:pɪən	sko:pɪən	sko:pɒn	sko:pɒn	sko:piən
6.-	Tour	tʊə	tʊr	tʊr	tʊə	tʊə	tʊə
7.-	Chameleon	kə'mi:liən	kəmaleɒn	Kæmi:liɒn	Kæmi:liɒn	kəmi:liən	Kæmi:liɒn
8.-	Flower	flaʊə'	flæwer	flaʊa	flaʊə	flaʊə	flaʊə'
9.-	Meer Kat	mɪəkæt	mærkænt	mɪarkat	mɪerkæt	mɪəkæt	mɪerkæt
10.-	Curious	kjʊəriəs	kʊr	kʊrɒs	kʊrɒs	kʊəriəs	kjʊəriəs

Table 1. Participant's phonemes transcription

### 3.8 Summary

All information related to the research methodology was given in this chapter. The data analysis was explained as the results will be presented in depth in the further chapter. In other words, the participant's pronunciation improvement will be presented in the next chapter.

## **Chapter IV**

### **Results**

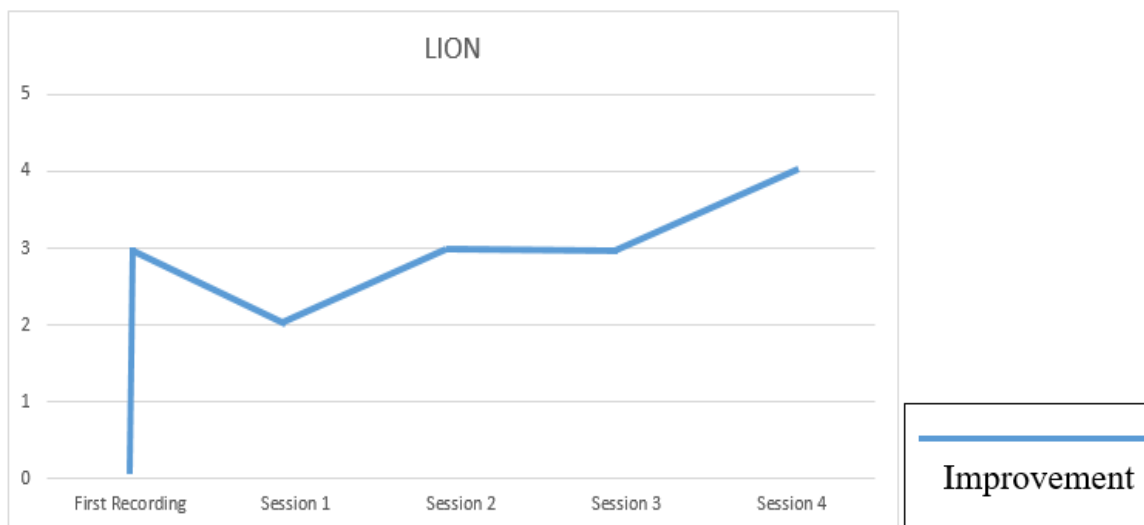
This chapter presents the results from the data analysis of the lesson plans application. In the section of obtained results, the description of participants' pronunciation progress is stated per word related to 'a trip to the zoo' topic. Thus, participants' pronunciation progress related to [ɪə] and [ʊə] diphthongs are stated individually. Secondly, the research questions are answered in this chapter as well. The discussion will be presented and includes an explanation and the interpretation of the important results. An overall description of the LPs proposal is given. Here, the purpose of every section within the LP is established in order to provide readers with enough information about the use of this LPs proposal. Finally, the conclusion of the chapter is established at the end of the chapter.

#### **4.1 Obtained Results**

The purpose of this research is to use lesson plans to teach accurate standard pronunciation of diphthongs [ɪə] and [ʊə] in British pronunciation in words related to 'a trip to the zoo' topic. This study is focused on one participant, so her pronunciation was recorded in order to analyze the improvement of her British phonemes learning during 4 sessions. The following subsections will present the pronunciation progress per word and diphthongs.

### 4.1.1 Evolution of words related to /ɪə/ diphthong

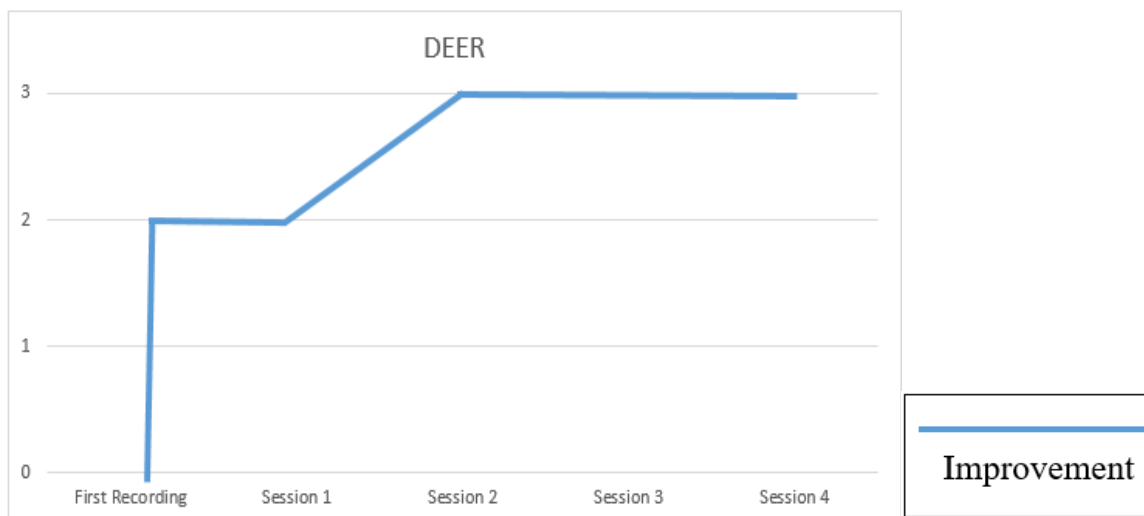
#### Lion



*Graphic 1. Lion word pronunciation improvement*

As it is stated in Graph 1, in the first recording, the participant only pronounced three of the five phonemes that the word includes. In the subsequent recording, at the end of the first LP application, this study's participant pronounced two phonemes. After the second and third applications of the LPs, the participant maintained the same pronunciation as in the diagnostic time. Finally, in the fourth session of practice, the participant could only pronounce four of the five phonemes stated in this word. A complete proper pronunciation of the Lion word pronunciation in British accent was not achieved; however, there is a partial progress where we can see that there existed an improvement.

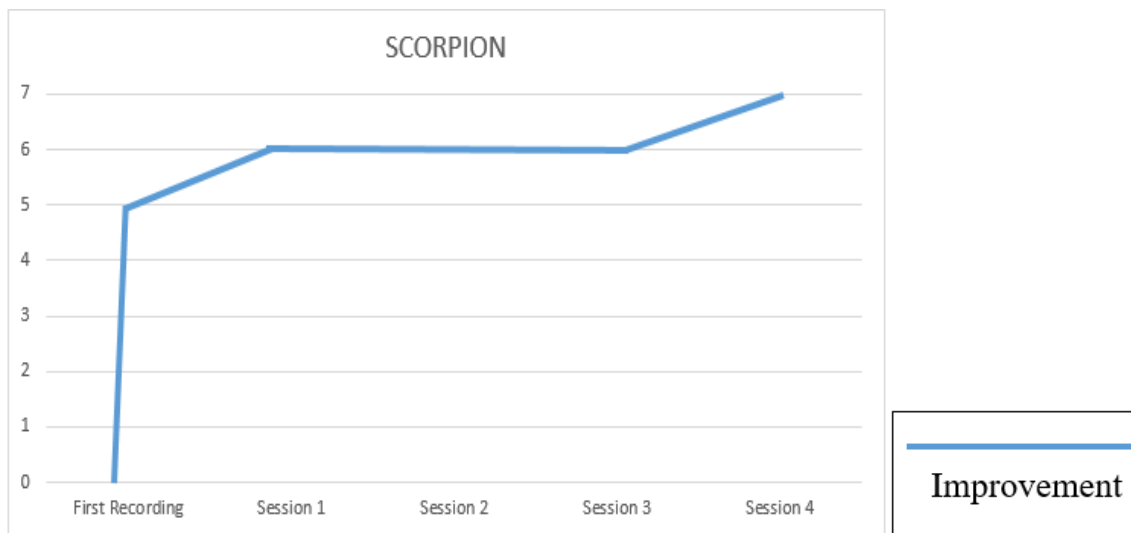
## Deer



*Graphic 2. Deer word pronunciation improvement.*

As stated in Graph 2, in the diagnostic of pronunciation we can observe that this participant only correctly pronounced two phonemes out of three. After the application of the first LP, the participant of this study had no progress because her pronunciation kept two phonemes out of three well pronounced. In the second session, the participant reached in a proper way the pronunciation of the word 'Deer' with the /iə/ diphthong in British accent. Here, the reader can notice that, since session 2, the participant pronounced this word correctly in the further practices. Therefore, the participant achieved a correct pronunciation of this word.

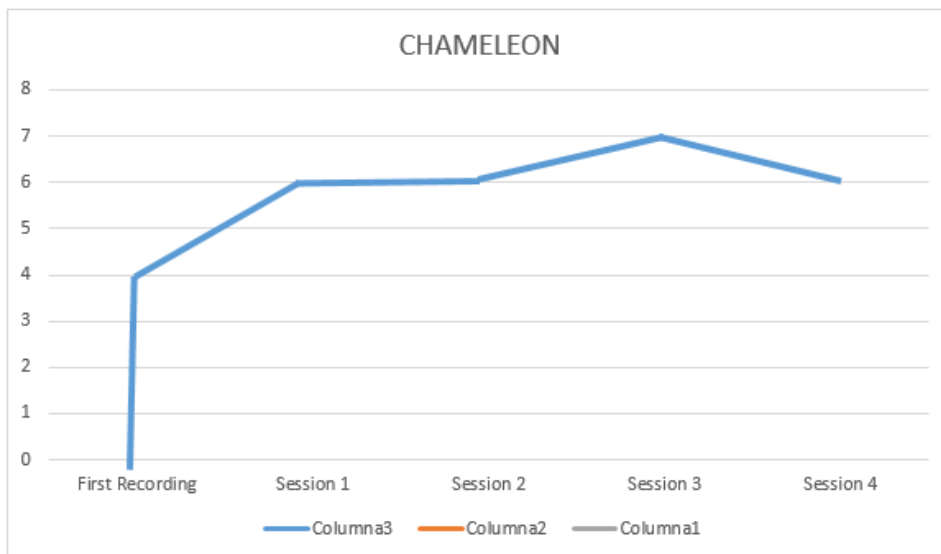
## Scorpion



*Graphic 3 Scorpion word pronunciation improvement.*

In Graph 3, five of the seven phonemes in ‘scorpion’ word were correctly pronounced in the diagnosis of pronunciation. After applying the first LP, the participant pronounced six out of seven phonemes correctly. During the third and fourth sessions, the participants maintained the pronunciation of six well pronounced phonemes. At the end of applying the final LP, the participant was able to correctly pronounce all the seven phonemes that correspond to the given word’s diphthongs. The participant achieved a correct pronunciation of this word in the end of the application of these LPs proposal.

## Chameleon

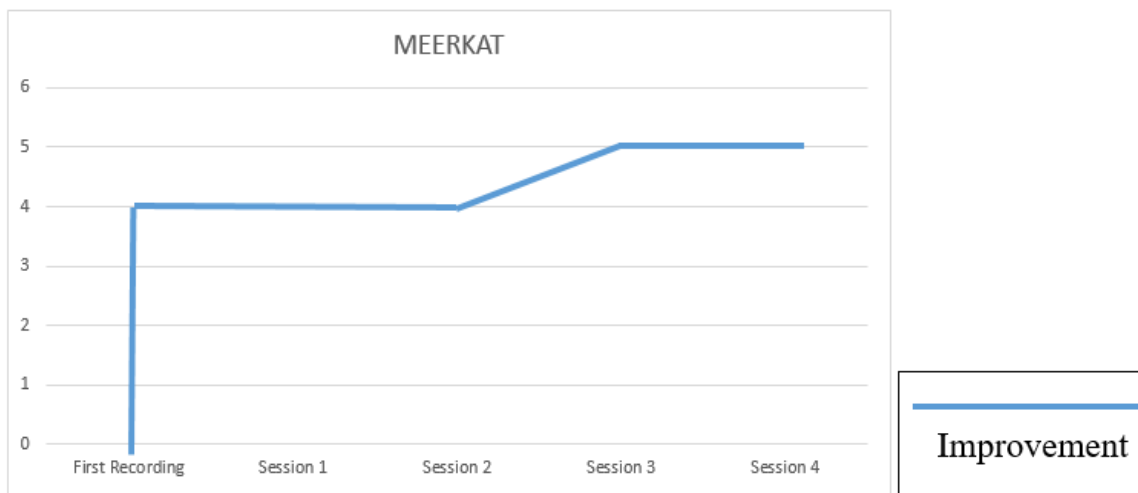


Improvement

*Graphic 4 Chameleon word pronunciation improvement.*

Regarding this word, in Graphic 4, the diagnosis of pronunciation states that the participant was able to pronounce four out of eight phonemes correctly. Nevertheless, after the first application of LP1, the participant improved the pronunciation of two phonemes more to the ones already achieved. After the application of the second LP, the participant pronounced six of the eighth phonemes correctly. At the end of the LPs application, the participant decreased the pronunciation with six correct phonemes. In conclusion a complete well pronunciation of Chameleon word's pronunciation in British accent was achieved by the participant.

## Meerkat

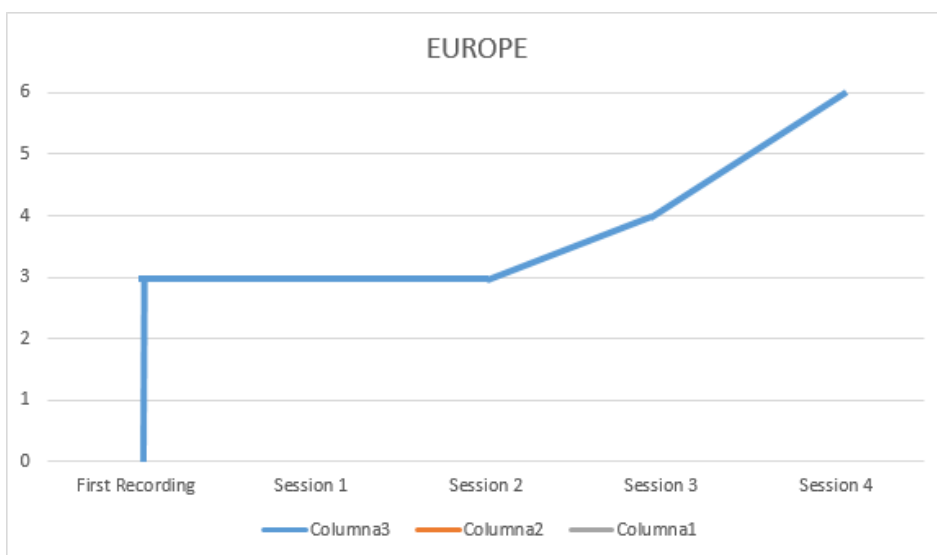


*Graphic 5. Meerkat word pronunciation improvement.*

As seen in Graphic 5, by the end of the pronunciation diagnosis the participant pronounced correctly four of the six phonemes of the word 'Meerkat'. After the first and second LP's application the participant kept the same pronunciation of four phonemes well pronounced. At the end, in the third and fourth application of the LPs, the participant improved her pronunciation. Thus, it can be affirmed that the participant had correctly pronounced five out of six phonemes that composed this word. The researcher concludes that this word was not completely achieved regarding pronunciation; however, there exists a partial improvement.

## 4.1.2 Evolution of words related to /ʊə/ diphthong

### Europe

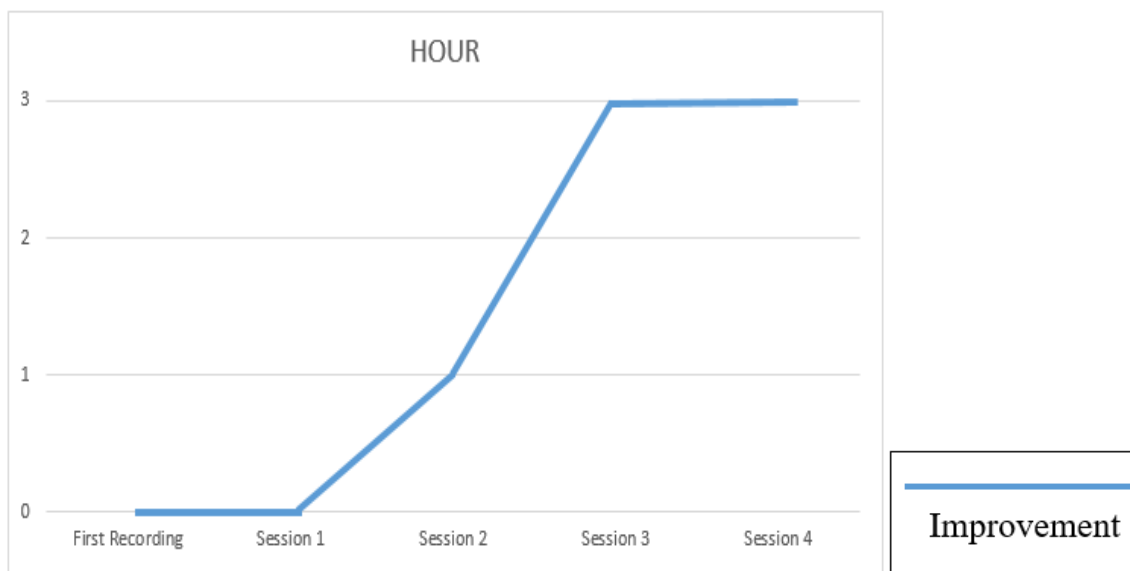


Improvement

*Graphic 6. Europe word pronunciation improvement.*

In Graphic 6, the diagnostic recording of the participant shows that she could only pronounce three out of six phonemes correctly. After the application of the first and second LPs, the participant keeps the pronunciation of three out of six phonemes. In the third session, the participant of this study was able to pronounce four out of six phonemes that compose the word correctly. In the very last session, the participant completed the correct pronunciation of the word. The participant reached a satisfactory British pronunciation of the word with its correspondent diphthong.

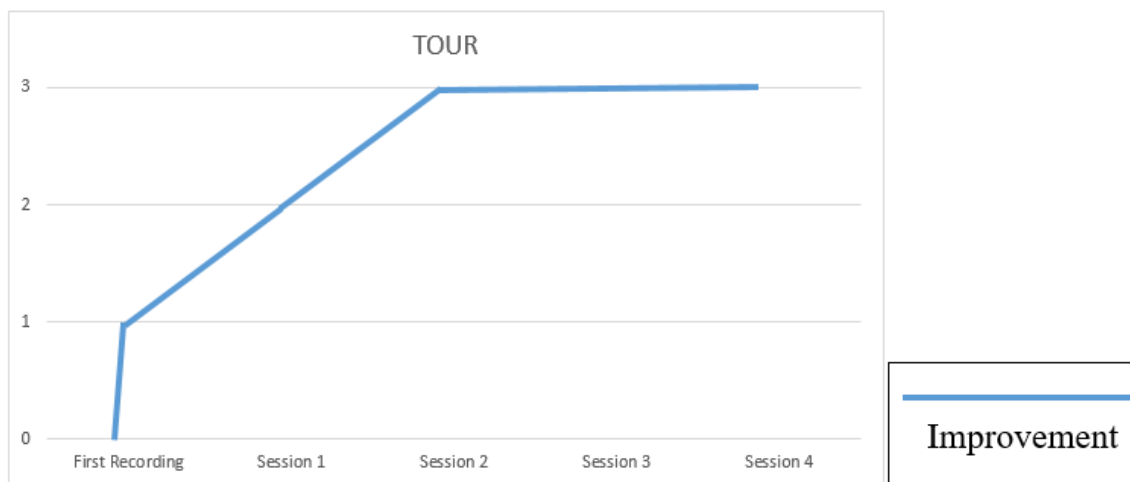
## Hour



*Graphic 7. Hour word pronunciation improvement.*

In Graphic 7 can be observed the progress of the word 'hour'. In the diagnosis recording, the participant was unable to pronounce any of the phonemes of the word 'Hour' correctly. After the application of the first LP, the participant continued to say the word incorrectly. It was until the application of the second LP that the participant pronounced one correct phoneme. After the appliance of the third LP, the participant reached the correct pronunciation of all the phonemes and kept the proper pronunciation till the last session. Therefore, the participant achieved a correct pronunciation of the 'Hour' word in a British accent.

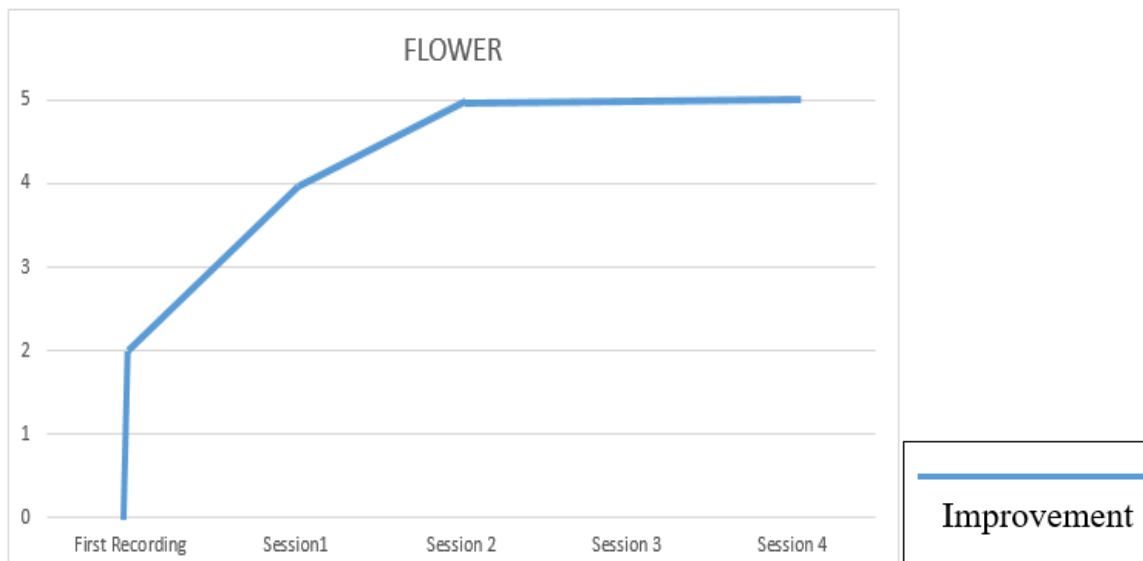
## Tour



*Graphic 8 Tour word pronunciation improvement*

As seen in Graphic 8, in the diagnosis recording it is clear that this word was difficult to pronounce because the participant just pronounced one out of the three phonemes correctly. After the first application of the first LP, the participant improved one phoneme more; thus, two phonemes were pronounced correctly. At the end of the second application of the LPs, the participant was able to pronounce the word correctly. She recognized the correct pronunciation of the /ʊə/ diphthong, and she kept that till the end of this study. The participant of this study achieved correct pronunciation; it was a completely satisfactory change of pronunciation.

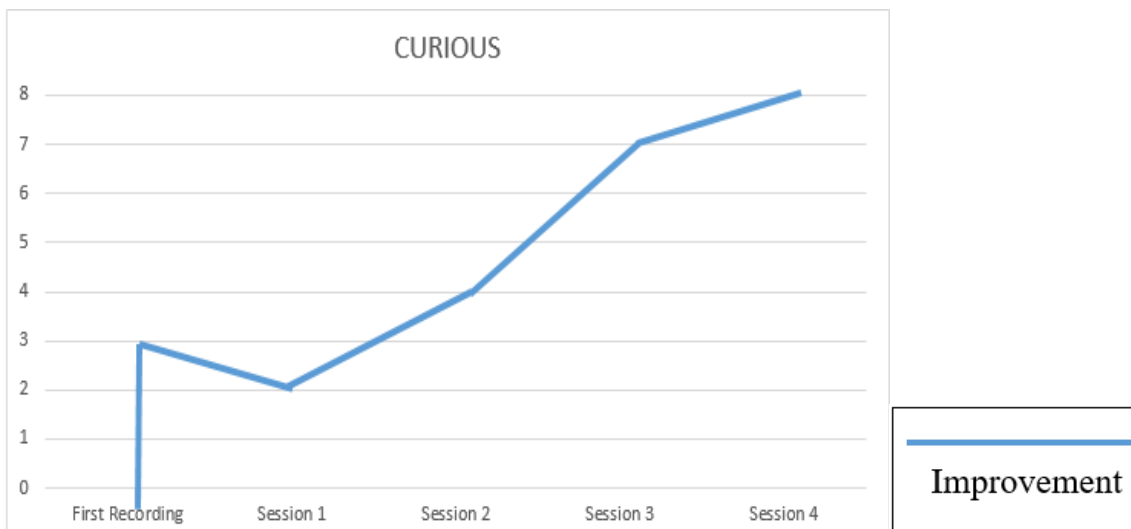
## Flower



*Graphic 9 Flower word pronunciation improvement.*

As can be seen in Graphic 9, the participant could only achieve two of the five phonemes that composed the word ‘Flower’ in the diagnosis recording. After the first application of the LP, the participant was able to pronounce four of the five phonemes that composed the given word correctly. After the second LP application, the participant reached the correct pronunciation of the word and kept the same pronunciation during the following LPs’ application. The participant’s pronunciation had a full understanding and learning progress of the word’s pronunciation.

## Curious



*Graphic 10. Curious word pronunciation improvement.*

As is stated in Graph 10, the participant of this study correctly pronounced three phonemes out of eight correct phonemes in the diagnosis recording. By the end of the first LP application, the participant pronounced only two phonemes correctly, thus there was a decrease. In the second session, after the LP application, the participant improved her pronunciation of the ‘Curious’. In the third session, the participant could pronounce seven out of the eighth correct phonemes. Finally, at the end of the last LP application, the participant correctly pronounced the whole word’s phonemes. The participant satisfactorily achieved the pronunciation of the word ‘Curious’; she showed a great change and learning of the British accent.

### 4.1.3 General's phonemes evolution in the transcription chart

Vocabulary of 'trip to the zoo'	Correct Phoneme transcription	Diagnosis recording	Lesson plan 1	Lesson plan 2	Lesson plan 3	Lesson plan 4
		29/05/23	29/05/23	30/05/23	31/05/23	01/06/23
1.- Lion	laɪən	lajɔ:n	lian	lajan	lajrən	lajən
2.- Europe	juərəp	eʊrɒp	iʊrɒp	iʊrɒp	juərəp	juərəp
3.- Deer	dɪə	dɪr	dɪr	dɪə	dɪə	dɪə
4.- Hour	aʊə	hɔ:r	jɔr	jɔr	aʊə	aʊə
5.- Scorpion	skɔ:piən	skɔ:piən	skɔ:piən	skɔ:piən	skɔ:piən	skɔ:piən
6.- Tour	tʊə	tʊr	tʊr	tʊə	tʊə	tʊə
7.- Chameleon	kə'mi:liən	kæmaleɒn	Kæmi:liən	Kæmi:liən	kəmi:liən	Kæmi:liən
8.- Flower	flaʊə'	flæwer	flaua	flaʊə	flaʊə	flaʊə'
9.- Meer Kat	mɪəkæt	mærkænt	mɪarkat	mɪerkæt	mɪærkæt	mɪerkæt
10.- Curious	kjuəriəs	kʊr	kʊrɒs	kʊrɒs	kʊəriəs	kjuəriəs

Table 1. Participant's phoneme transcription

As we can observe in Table 1, during the first recording to diagnose how the participant's pronunciation was, there were no complete correct words pronounced. She pronounced them incorrectly and she was not aware of this situation. In the first column, there are written words related to the vocabulary of "trip to the zoo" topic. In the second column, there is the correct phoneme transcription of each word. In the third column, as the reader can see, the phonemic transcription of the first recording. It is notable the limited knowledge of British pronunciation in this participant. Null correct production of the /ʊə/ /ɪə/ diphthongs was tracked. From the fourth till the seventh column, the participant's pronunciation evolution is transcript.

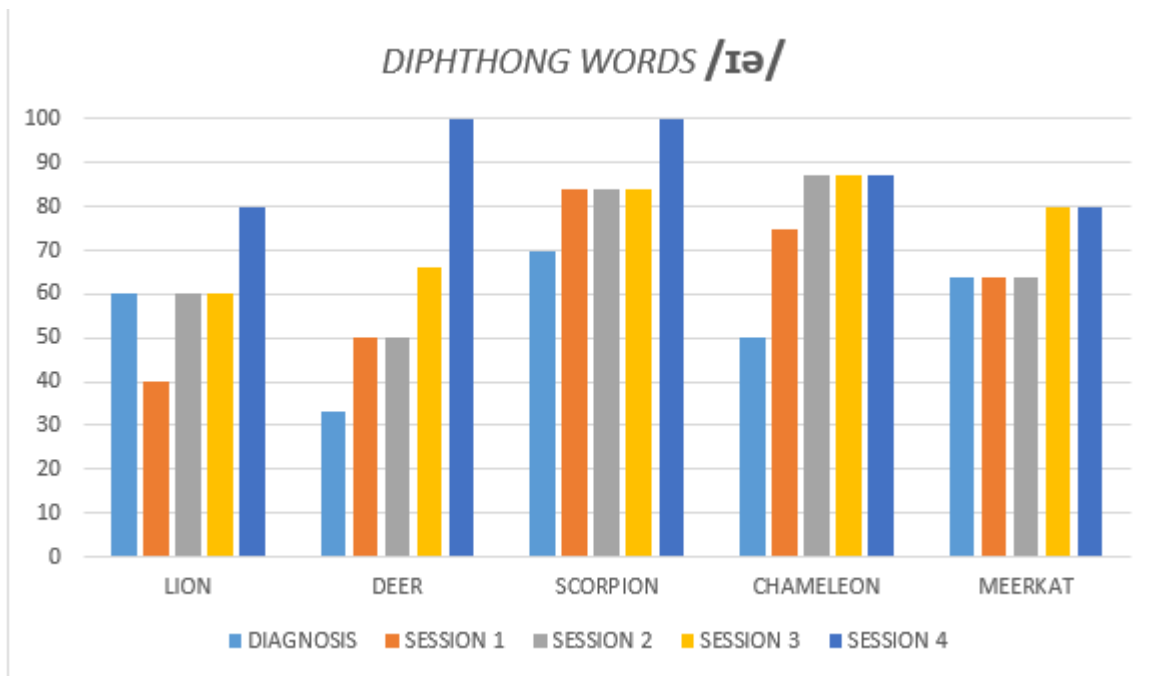
In the first LP's application, it can be seen that there is not much learning in the correct British pronunciation of the phonemes. After the second application of the LP, there were three correct pronunciations of some of the vocabulary related to a trip to the zoo topic. There we can see some pronunciation progress. At the end of the third LP application, four of the ten given words are appropriately pronounced. In some of the words, the participant could pronounce the diphthong in a good manner; even though the entire word was still not pronounced properly at all. In the final recording, the participant could learn to pronounce seven out of ten words related to the 'trip to the zoo' correctly. The diphthongs were not pronounced satisfactorily, and the word was not pronounced in a correct way completely. That means that the participant pronounced 70% of the words which included /ʊə/ /ɪə/ diphthongs correctly.

#### **4.2 Research Questions' Answers**

This study attempts to respond to the research questions presented in the first chapter.

● *To what extent did the participant of this study improve her pronunciation of the /ʊə/ and /ɪə/ British English diphthongs after training their pronunciation through the Lesson Plans proposal?*

It is important to point out that the improvement will be shown depending on the diphthong; therefore, two graphs will be described to show results separately.



Graphic 11. Final development pronunciation of /ɪə/ diphthong

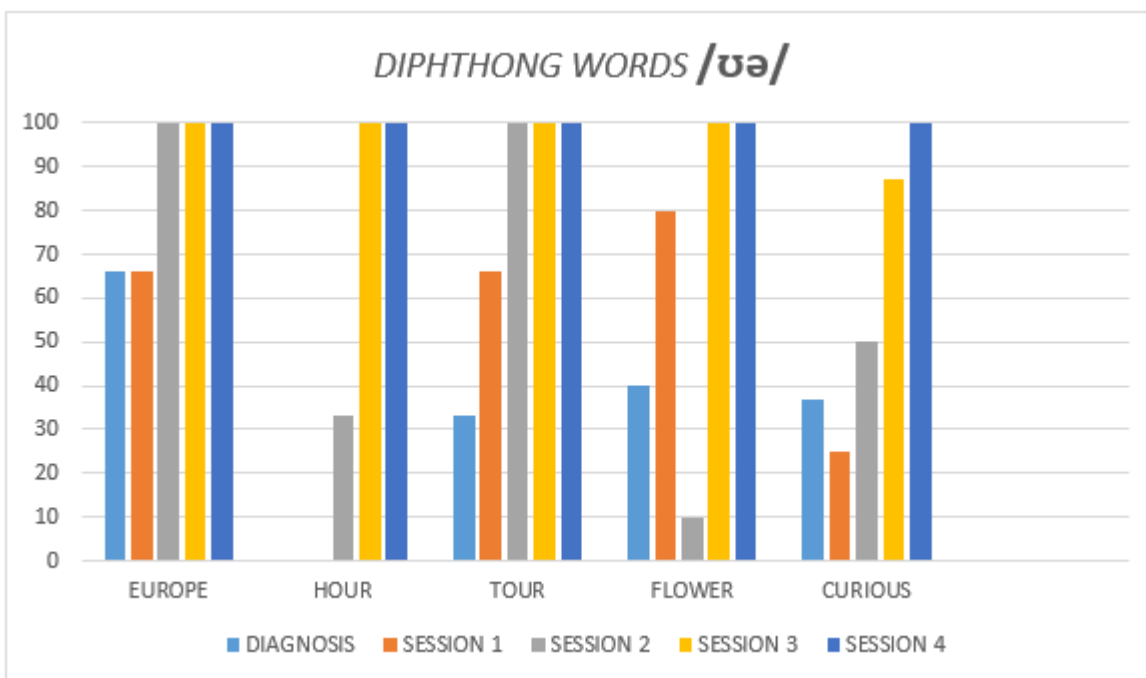
Graphic 11 demonstrates the participant's improvement regarding her /ɪə/ diphthong pronunciation while using the Lesson Plans (LPs) proposal. Firstly, in the word 'Lion', in the diagnostic recording the participant achieved 60% of the correct pronunciation of the word. Nevertheless, on the second day of the recording, the participant decreased 20% of the total of correct phonemes. In the third and fourth day of recording, the participant increased 20% of the pronunciation and reached the 60% of correct pronunciation as in the beginning of the study.

Finally, the participant increased 20% more to achieve a total of 80% out of the 100% expected in the word 'lion'. The correct pronunciation of the /ɪə/ diphthong was not achieved. In 'Deer', the participant achieved a 33% of achievement in the diagnosis recording. On the first day of the LP application, the participant of this study increased 17% her pronunciation. After the second LP application, the participant kept 50% of correct pronunciation. On the

third day, she increased her pronunciation proficiency by 66%. Finally, the participant completed 100% of correct pronunciation of the word at the end of this study. This means that she achieved the correct pronunciation of the diphthong.

In '*Scorpion*', the participant achieved 70% out of the 100% expected in the diagnosis recording. During the first, second and third application of LPs, the participant kept 84% of correct pronunciation. On the final LP application, the participant correctly pronounced '*Scorpion*'; thus, she reached a 100% correct pronunciation. In '*Chameleon*', the participant reached 50% of correct pronunciation. Later, in the first LP application, the participant increased 25% her improvement by 25%. In the second, third and fourth LPs days of the appliance the participant reached 87% out of 100% of correct pronunciation.

Additionally, she did not pronounce /ɪə/ diphthong correctly. In '*Meerkat*', the participant reached 64% of correct pronunciation. During the first and second sessions, the participant kept the same percentage of correct pronunciation. In the third and fourth recording, the participant achieved 80% of the correct pronunciation of the word. Besides, she did not pronounce /ɪə/ diphthong correctly.



Graphic 12. Final development pronunciation of /ʊə/ diphthong

In 'Europe', as seen in Graphic 12, the diagnosis recording shows 66 % of correct pronunciation in this word. This percentage stays till the second application of the LP where participant's pronunciation achieved 100% correctness till the latest recording. The participant correctly pronounced the diphthong of this word. Meanwhile, in the word 'Hour', the participant did not correctly pronounce any phoneme from this word. In the first day of the LP application, the participant reached 33% of the correct pronunciation. In the last two sessions, this participant achieved 100% correct pronunciation.

With 'Tour', the participant reached 33% of a correct pronunciation in the diagnosis recording. In the first LP application the participant reached 66% of improvement. Finally, since the second LP application, the participant reached 100% of correct pronunciation till the end of this study. This means she was able to pronounce the diphthong correctly. In

*'Flower'*, the participant reached 40% of correct pronunciation in the diagnosis recording. After the first application of the LP, the participant of this study increased 40% more, reaching 80% out of the 100% of correct pronunciation. Nevertheless, the participant decreased 70% of the improvement during the second day of LP application; she only pronounced 10% of the complete word. Fortunately, after the application of the third LP, the participant achieved 100% of the correct pronunciation of the word and she kept the correct pronunciation until the end of the last recording. This is to say that she pronounced /oə/diphthong correctly.

In *'Curious'*, the participant reached 37% of correct pronunciation. In the second recording at the end of the first LP appliance, the participant decreased 12%. In the second LP application, the participant reached 50% out of the 100% expected achievement. In the third session, the number of participants increased 37% more. Finally, on the last day, the participant of this study achieved 100% of correct pronunciation of the word. Thus, she achieved the correct pronunciation of the diphthong in this word.

- To what extent were the Lesson Plans (LPs) proposal useful for the effective pronunciation teaching and practice of /ʊə/ /ɪə/ British diphthongs?

Diphthong	Diagnosis pronunciation	Final pronunciation	Pronunciation of phonemes evolution		
			Diagnosis Pronunciation	Final Pronunciation	Phonemes improved
/[ʊə]/	eʊrɒp	juəɪrɒp	3/6	6/6	+3
	hɔ:r	auə	0/3	3/3	+3
	tʊr	tuə	1/3	3/3	+2
	flæwer	flauə	2/5	5/5	+3
	kɔr	kjuəriəs	3/8	8/8	+5
/ɪə/	lajɔ:n	lajən	3/5	4/5	+1
	dɪr	dɪə	2/3	3/3	+1
	skɔ:piən	skɔ:piən	5/7	7/7	+2
	kæmaleɒn	Kæmi:liɒn	4/8	6/8	+3
	mærkænt	mɪerkæt	4/6	5/6	+1

Table 2. Phonemic evolution

Table 2 states the evolution of each word related to ‘trip to the zoo’ topic. The first column of this table shows the diphthongs /ʊə/ /ɪə/ where each of the words belong. In the second column, the diagnosis pronunciation of the words is presented; *in green the participant’s correct pronunciation is identified for each phoneme and in red the wrong pronunciation.* In

the third column, it can be seen the final pronunciation of the participant from each word; phonemes are in green and red depending on if they are pronounced correctly or not by the participant. In the fourth column, there are the total number of correct phonemes in the diagnosis pronunciation, and the fifth column shows the final pronunciation. Finally, the total number of the improved phonemes are in the last column; it did not consider if the diphthong was correctly pronounced or not.

Specifically, in the rows related to /ʊə/ diphthong, the first word '*Europe*' demonstrates that there were three correct phonemes pronounced at the beginning and six correct phonemes by the end of this study. This result demonstrates the improvement of three phonemes by the end of the LPs proposal application. With the '*Hour*' word in the second line, the reader could notice in the diagnosis pronunciation column that the participant of this study was not able to correctly pronounce none of the word's phonemes. In the final pronunciation, there was a full achievement of the pronunciation of the word by the participant reaching 3/3 as final score. This means three phonemes of improvement.

In the next line with the word '*Tour*', at the beginning, the participant pronounced only one phoneme correctly; meanwhile, in the final pronunciation of this word the participant reached a score of 3/3. These are two phonemes of improvement giving a complete improvement of pronunciation in this word and a correct pronunciation of the diphthong. In the fourth line there is the word '*Flower*', the participant of this study pronounced two out of five phonemes in the diagnosis pronunciation. In the final pronunciation the participant achieved a complete correct pronunciation of the word reaching a score of 5/5. This indicates that the participant of this study improved three phonemes at the end of the final recording.

Finally, in the '*Curious*' word, the participant of this study pronounced three out of eight phonemes correctly in the diagnosis pronunciation. Nevertheless, at the final recording the participant of this study reached a score of 8/8 correctly pronounced phonemes; that means that the participant improved five phonemes over the three that the participant pronounced at the beginning of the recordings.

In the rows related to /ɪə/ diphthong, the participant pronounced three out of five phonemes in '*Lion*' word. At the beginning of the study the participant achieved a score of three correct phonemes pronounced meanwhile the last recording shows an improvement of one phoneme. This gives four phonemes out of five in the final pronunciation. Also, the participant was not able to pronounce in a correct way the /ɪə/ diphthong, it is highlighted in red. The participant obtained a partial evolution of the word's pronunciation. In the word '*Deer*', the participant obtained a score of two out of three correct phonemes correctly pronounced in the diagnosis pronunciation. In the final pronunciation column, the participant pronounced in a correct way.

In the word '*Scorpion*', the participant pronounced in a correct way five out of seven phonemes. In the final pronunciation column, the participant improved two more phonemes. In other words, the participant achieved the correct pronunciation of the word and diphthong. In the word '*Chameleon*', the participant pronounced four phonemes correctly in the diagnosis pronunciation. In the final pronunciation column, the participant improved three phonemes more at the end of the recordings. Nevertheless, the participant of this study could not pronounce correctly /ɪə/ diphthong. The diphthong is in red. The participants achieved a partial evolution of the pronunciation of the phonemes in this word.

Finally, in the ‘Meerkat’ word, the participant pronounced correctly four out of the six phonemes that composed this word. In the final pronunciation, the participant added one correct phoneme more; this is to say that she improved one phoneme of pronunciation during the whole study. In this case, the participant was not able to pronounce the /ɪə/ diphthong in a correct way.

### 4.3 Discussion

In this section, the results will be discussed after the data analysis. Even though it has been stated that British diphthongs /ʊə/ /ɪə/ were practiced by the participant during face-to-face sessions, through the application of the LPs, it does not necessarily mean that there was a fully successful achievement of all ‘trip to the zoo’ vocabulary’s pronunciation. According to Pratiwi and Indrayani (2021), the way that pronunciation takes place while producing diphthongs varies. If you only hear it once, it sounds identical, but if you listen closely, you can see they are different. Lack of listening attention can make it difficult to understand sounds. Therefore, different sounds can change the meaning of the words. When pronouncing the words, the duration, shortness, or complicated level need to be taken into account.

Nurhamda (1997, cited in Mulia, 2015) claims that when pupils try to produce a sound, they frequently use a sound they are familiar with instead of the new English sound.

	<i>Diagnosis pronunciation</i>	<i>Final pronunciation</i>	<i>Number of improved phonemes</i>	<i>Achieved diphthongs pronunciation</i>
/ʊə/	eourp	juərəp	4	yes
	hor	auə	3	yes
	toor	tuə	2	yes

	flæwer	flaʊə	3	yes
	kɔr	kjʊəriəs	5	yes
/ɪə/	lajɔ:n	lajən	1	no
	dɪr	dɪə	1	yes
	skɔ:pi:n	skɔ:pi:n	2	yes
	kæmalɔ:n	Kæmi:lɔ:n	3	no
	mærkænt	mɛrkæt	1	no

Table 3. diphthongs improvement

In Table 3, there is improvement of the diphthongs in each of the words related to ‘trip to the zoo’ topic. In the first column, there are the phonemes transcription of the words which were pronounced during the diagnosis recording. In the second column, there are the phonemic transcriptions of the words in the final lesson plan application. In the third column, there are the number of the improved phonemes; however, the fourth column points out if /ʊə/ and /ɪə/ diphthongs were in reality pronounced correctly after practice sessions.

According to Ramelan (1977, cited in Anwar, 2020) pronunciation is a matter of habit in language. In order to produce various sounds through organ speech, it is difficult to hear and differentiate the English sound system. Students cannot be expected to pronounce a sound if they have not previously comprehended it. Consequently, in this study we can observe that /ʊə/ and /ɪə/ diphthongs were pronounced incorrectly since the diagnosis recording. Nevertheless, after four sessions of pronunciation practice, seven out of the ten words related to ‘trip to the zoo’ vocabulary were correctly pronounced by the participant.

Three words that have the /ɪə/ diphthong were incorrectly pronounced after the same amount of practice; thus, this makes us believe that this diphthong would probably be more difficult to practice by non-native speakers or Latinos. According to Helman (2004, cited in Sanchez et. al. 2019) it is challenging for language learners to recognize or pronounce new phonemes because the Spanish vowel system is simpler than the English one. Then, Spanish speakers try to replace foreign sounds with the ones that are similar to those phonemes in their mother tongue.

Mustikareni (2013) states that English diphthongs are one of the key elements in effective communication, thus, mispronouncing a diphthong can change a word's pronunciation into different ones. Specifically, in this study, the words 'Lion', 'Chameleon' and 'Meerkat' were the words that the participant was not able to pronounce correctly nor the correspondent diphthong. During four days of the Lesson Plans application, the student could acquire the vocabulary related to the "trip to the zoo" and achieve 70% of the correct pronunciation of the words with the correspondent diphthong using different Language Teaching Methodologies and techniques proposed in the Lesson Plans (LPs).

#### **4.4 Lesson Plans Proposal**

Particularly, during this research, the main purpose was to propose four Lesson Plans (LPs) using different teaching methodologies and strategies focused on practicing pronunciation of [ɪə] and [ʊə] British diphthongs. These LPs were meant to demonstrate if the participant of this study could improve her pronunciation of /ʊə/ /ɪə/ centering diphthongs due to the fact that she does not use English in her daily life. According to Pratiwi and Indrayani (2021), the tongue's position during the pronunciation of diphthongs has an impact on the final sound. Thus, it is believed that the tongue's location is crucial for reducing mistakes when

pronouncing words that have these diphthongs. Consequently, these LPs proposals are helpful to make this beginner participant acquire vocabulary and sharpen her pronunciation. In other words, when lesson planning, teachers prepare themselves before teaching because, without planning, instructions will not be followed in the course (Emiliasari and Jubaedah, 2019). Generally, for this LPs proposal, it was necessary to teach the vocabulary by using different Learning Teaching Methodologies. T showed the vocabulary and the appropriate pronunciation through different materials such as flashcards, diphthong cards, crosswords and also saying the given words aloud, one by one, at the end of each included activity.

In Appendix C, there are four Lesson Plans (LPs) which are the proposal for this study to improve /ʊə/ /ɪə/ British diphthongs in the participant. All LPs propose an aim of the lesson and language topic, pointing out the skill that is practiced and the different activities considered in the lesson: warmups, presentations, practices and productions. First, in Lesson Plan 1, in the section of warm up, students are diagnosed with diphthongs recognition. Later, in the presentation activity, teacher (T) explained the correct pronunciation of /ʊə/ /ɪə/ diphthongs. In the practice, the student matched a /ʊə/ /ɪə/ diphthong card with the correct word associated with the 'Trip to the zoo' vocabulary in order to recognize the symbols and after that the student repeated correctly each word. Additionally, in the practice, the student completed a little story with the given vocabulary and read it aloud to pronounce each word correctly. In the production section, the student made a minimal pair activity in order to recognize and differentiate the phonemic sound of each word and diphthong (See Appendix C). Second, in Lesson Plan 2, in the warmup section, the student repeated the 'Trip to the zoo' vocabulary and recognized each diphthong. After that, in the presentation section T explained the position of the mouth and tongue in the pronunciation of the /ʊə/ /ɪə/

diphthongs. In the practice process the student (S) answered a crossword that contained the definition of each of the words. In the second activity of the practice, S needed to fill in the blanks the correct digraph missed in the cards with a picture that represents the word and with the diphthong symbol. Additionally, S needed to complete a comic with the given words and the student recorded an audio in order to recognize her pronunciation. In the production section, the student needed to look for pictures of hidden words around the classroom and say it aloud. S said the word aloud when she found it in order to recognize and pronounce, in a correct way, the word with its corresponding diphthong (See Appendix C). Third, in Lesson Plan 3, in the warmup section, was diagnosed with diphthongs recognition. In the presentation section, T reinforced the explanation about the position of the tongue and the mouth then allowed the student to repeat the words by herself. In the practice section, the student played a memory game by using the images and the name of each of the ‘Trip to the zoo’ vocabulary in a first round. In a second round, the memory game was performed with cards that contained the images and the symbol of the /ʊə/ /ɪə/ diphthongs. In the second activity of the practice, the student played a game called “The secret word”, she guessed the word that T described. In the final activity, the student made a short conversation by using the vocabulary and read it aloud. In the production section, S memorized a tongue twister that included the vocabulary related to ‘The trip to the zoo’ This last activity helped her to recognize, practice and pronounce the /ʊə/ /ɪə/ diphthongs in the vocabulary correctly (See Appendix C). Fourth, in Lesson Plan 4, in the warmup section the student sang a song that included different words related to the ‘Trip to the zoo’ topic. After that, in the presentation section, T showed the difference between the /ʊə/ /ɪə/ diphthongs. Additionally, in the practice section, the student put the words in the correct column that contain the /ʊə/ /ɪə/ diphthongs; later, S recognized the correct words through two list of vocabulary. In the

production section, S made a crazy story using vocabulary related to ‘The trip to the zoo’ (See Appendix C). At the end of each session, participant’s pronunciation improvement was collected by recording it.

#### **4.5 Summary**

In this section, all significant results were presented, justified, and discussed. Also, the answers of the question research are stated and displayed. In the further chapter, the goal is to describe the final conclusions of this thesis.

## **Chapter V**

### **Conclusion**

First, the research contributions are provided as this section shows the investigation's outcomes. This section describes the importance of pronunciation in the learning process and the benefits of applying this proposal of LPs in EFL classes. Second, the study's limitations are discussed along with the difficulties the researcher experienced while conducting the study. Recommendations for further research are provided in order to improve this study's outcomes and to generate different research in the future. Finally, a brief professional and personal reflection is given as well as this chapter's conclusion.

#### **5.1 Research Contribution**

The outcomes of this research may be useful to provide teachers with ideas and techniques to improve their pronunciation of [ɪə] and [ʊə] diphthongs with this LPs proposal to guide the pronunciation lessons. Gilakjani (2016) claims that educators are to encourage their students to study pronunciation properly and guide them in learning how to pronounce English sounds. Moreover, Shahzada (2012, cited in Gilakjani, 2016) states that in order to help language students with their pronunciation problems, teachers should give them resources to relevant material based on their needs.

Secondly, this study's outcomes may help language students to know how to improve their pronunciation of /ʊə/ /ɪə/ centering diphthongs. It is evident that the pupils' speaking and listening abilities will improve as their English pronunciation skills do. Their comprehension of English pronunciation improves in conjunction with the ability to pronounce words correctly, as Purwanto (2019) states.

The findings of this research show that by practicing pronunciation, students may improve their communication and be aware of the importance of pronunciation. According to Kobilova (2022), when studying English, it must become a goal to dedicate the same amount of time and focus on pronunciation as to grammar and vocabulary. As correct pronunciation is an essential component of communication, they must daily practice it and get training in it.

Finally, applying this LPs proposal in the classroom brings benefits, not only to the students who are learning English as a Foreign Language, but to the teachers in the *Language Learning Academy* (LLA). Institutions that are dedicated to teaching languages will see that through this LPs proposal their language teaching sessions to practice pronunciation will provide students with confidence to pronounce correctly in the real context where they will need EFL.

Funke (2020) states that teaching foreign languages is to facilitate the use of the target language in everyday contexts, so that students can communicate effectively. In order to do this, teachers must be competent in grammar, lexis, and spelling as well as pronunciation on the phonetic aspect of the language. Therefore, this LPs proposal would provide teachers with enough ideas to achieve that goal. The participant of this research showed progress with a standard pronunciation in British diphthongs [ɪə] and [ʊə], due to the practice through this LPs proposal.

## **5.2 Limitations of the Study**

One of the limitations of this study was that just four LPs were applied in a short period of time in order to practice [ɪə] and [ʊə] diphthongs. More time would have let the researcher

of this study obtain more detailed results. In addition, another limitation was about the number of participants. This case study took only one participant into account; however, more participants would have provided more reliable data to prove the convenience of these LPs applications. Another limitation of this study was the lack of software. This limited the transcription when converting the participants' audio into a phonetic transcription due to the copyright and software costs. Therefore, there were few tools available to transcribe audios into a British transcription. The transcription was done by the researcher.

Also, the researcher considered that the participant's gender could be a variable of pronunciation of the [ɪə] and [ʊə] diphthongs in this case study. Perhaps more students from both genders could have shown a different result. Another limitation was the lack of vocabulary related to the 'Trip to the zoo' topic, probably using a variety of diphthongs on different vocabulary could have offered a different impact on the participant. Vocabulary is crucial for an effective second language to use the structures and functions acquired for comprehensible communication. Additionally, In this case study, the participant's confidence might have improved if more students had participated in the research, considering that group activities could have helped students to stimulate creativity and cope with the foreign language while enhancing their pronunciation.

#### **5.4 Suggestions for further Research**

This research used only four LPs to teach the correct pronunciation of the [ɪə] and [ʊə] diphthongs, as a consequence, the participant achieved partially the goal of this study. As a matter of fact, one suggestion to develop this research again is to use more than four LPs due to the fact that the participant will have more opportunity to practice and improve the pronunciation with additional lessons. It is also proposed to use different topics in order to

acquire new and more extensive vocabulary for a successful acquisition and improvement of the language, besides participants may correctly pronounce words that contain new diphthongs by learning multiple kinds of diphthongs. Another suggestion is that the proposal LPs could be used with more than one participant to include team work to motivate, promote and increase participant's creativity to overcome pronunciation problems, instead of individual participation to contrast the result among participants. A final suggestion could be the implementation of different English accents in LPs because in this way participants could acquire additional pronunciation knowledge that could help them to increase and reinforce the foreign English learning process.

#### **5.4 Reflection**

This section presents a short reflection regarding the professional experience of the researcher as a teacher and as investigator. Firstly, as an EFL teacher, I got back in touch with English as a Foreign Language (EFL) after being away from teaching for many years. It was very satisfactory to see the achievement of my student and participant of this study. I have learned that by implementing different learning strategies in lessons, students can effectively learn new languages. In this particular case, the participant, my student, improved her pronunciation regarding diphthongs. As a researcher, this has helped me to improve the ways I teach children. This study made me understand and become aware of the phonetic symbols. This study may help me guide students properly regarding their pronunciation in English.

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## Appendix B

### Oral Pre-test & Post-test

Instructions: Read the following words.

<b>Diphthong words</b> <b>“trip to the zoo”</b>	
Pronounce the following words.	
1.-	<b>Lion</b>
2.-	<b>Europe</b>
3.-	<b>Deer</b>
4.-	<b>Hour</b>
5.-	<b>Scorpion</b>
6.-	<b>Tour</b>
7.-	<b>Chameleon</b>
8.-	<b>Flower</b>
9.-	<b>Meerkat</b>
10.-	<b>Curious</b>

## Appendix C

### Lesson Plans

LESSON PLAN 1					
TEACHER: Diana Nolasco Hoyos	LEVEL: Basic	DATE:29/05/23	LESSON LENGTH: 45 min		
AIMS OF THE LESSON: The student understands the structure and recognize the difference between /ʊə/ and /ɪə/diphthongs. The student pronounces the diphthongs correctly.					
LANGUAGE TOPIC		WORK ON SKILLS			
Pronunciation: Diphthong phonemes /ʊə/ /ɪə/		Which skill will the students practice? (Tick)			
		READI NG	LISTENI NG	SPEAKI NG	WRITI NG
Lexis: diphthongs  Lion/deer/ scorpion/chameleon/meerkat/Europe/hour/tour/flower /curious.		✓		✓	✓
Warm up	5 min	T shows S different cards with the different words that contain diphthongs. Behind the cards, the symbols /ʊə/ and /ɪə/ where written. T asks S to recognize diphthongs, T allows S to pronounce the words.			
Presentation	10 min	T explains S different sound of the diphthongs /ʊə/ /ɪə/ depending on the word. Some diphthongs can be pronounced differently based on the word as a whole. T talks about how the surrounding letters affect the pronunciation: T provides S examples.			
Practice	20 min	S receives cards with simple words including the two diphthongs, along with cards that illustrate each word. S matches the diphthong card with the correct word, then S says the word aloud. T writes the diphthong associated with each sound, then makes the sound for the S. S repeats the sound back. T asks S to complete a			

		little story and read it aloud. S calls out a word that includes the diphthong. T writes it down under the appropriate diphthong team.
Production	10 min	T puts different words with examples of minimal pairs, S recognizes the diphthongs of each one of the words in order to differentiate the phoneme sound.

## LESSON PLAN 2

TEACHER: Diana Nolasco Hoyos	LEVEL: Basic	DATE: 30/05/23	LESSON LENGTH: 45min		
AIMS OF THE LESSON: The student produce and recognize the difference between the /ʊə/ and /ɪə/ diphthongs. The student pronounces the words related to ‘The trip to the zoo’ with its corresponding diphthong /ʊə/ and /ɪə/ correctly.					
LANGUAGE TOPIC		WORK ON SKILLS			
Pronunciation: Diphthongs symbol /ʊə/ /ɪə/		Which skill will the students practice? (Tick)			
Lexis: Diphthongs Lion/deer/scorpion/chameleon/meerkat/Europe/hour/tour/fl ower/curious		READI NG	LISTE NING	SPEA KING	WRITI NG
				✓	✓
Warm up	5 min	S repeated the ‘Trip to the zoo’ vocabulary and recognized each /ɪə / and /ʊə/ diphthong.			
Presentation	5min	T explains the position of the mouth and the tongue in the pronunciation of the /ʊə/ /ɪə/ diphthongs. S recognizes the position of the mouth and the tongue to improve the diphthongs /ɪə //ʊə/ pronunciation			
Practice	20 min	S completes a crossword with the definitions of the words. T gives S different cards with a picture that represents the word with the diphthong symbol. S fill in the blanks the correct digraph missed in the cards with a picture that represents the word and also with the diphthong symbol. T writes the word with blanks where the digraph goes. S fills in the blanks with the correct digraph. S makes a comic using the given words. S records an audio about the comic in order to practice the phonetic sounds of the diphthongs /ɪə / and /ʊə/.			

Production	15 min	T hides pictures of the words around the classroom. S needs to look for the pictures and say it aloud. S says the word aloud when she found it in order to recognize and pronounce, in a correct way, the word with its corresponding diphthong.
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### LESSON PLAN 3

TEACHER: Diana Nolasco Hoyos	LEVEL: Basic	DATE: 31/05/23	LESSON LENGTH: 45min		
AIMS OF THE LESSON: The student practice the diphthongs /ʊə/ /ɪə/ sound and its symbols to reinforce the knowledge, the student pronounce each diphthong correctly in the tongue twister.					
<b>LANGUAGE TOPIC</b>		<b>WORK ON SKILLS</b>			
Pronunciation: Diphthong symbol /ʊə/ /ɪə/		Which skill will the students practice? (Tick)			
		REA DING	LIST ENI NG	SP EA KI NG	WRI TIN G
Lexis: diphthongs  scorpion/chameleon/meerkat/Europe/hour/tour/flower/curious/Lion/deer/			✓	✓	
Warm up	5 min	T invite S to listen carefully while saying the diphthongs /ʊə/ /ɪə/ aloud . S is diagnosed with diphthongs recognition.			
Presenta tion	5 min	T reinforces the explanation of the mouth and the tongue’s position for better pronunciation. T asked S to pronounce the words by herself.			
Practice  1	10 min	T asks the S to play a memory game. S plays a memory game using cards that contain the image and the name of the word, in a first round. In a second round, T gives other cards to the S. S now matches the image and the symbol of the diphthong in order to recognize the sound symbol of the corresponding image.			
Practice  2	10 min	S and T play the game “The secret word” . She guessed the word that T described. S made a short conversation by using the vocabulary and read it aloud.			

Producti on	15 min	T gives the S a tongue twister including words that included the vocabulary related to 'The trip to the zoo'. S memorized the tongue to recognize, practice and pronounce the /ʊə/ /ɪə/ diphthongs. S stands in front of the classroom and said the tongue twister aloud.
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### LESSON PLAN 4

TEACHER: Diana Nolasco Hoyos	LEVEL: Basic	DATE:01/06/23	LESSON LENGTH: 45min
AIMS OF THE LESSON: The student practice the /ɪə/ /ʊə/ diphthongs using examples in real context. The student identifies the difference between the two diphthongs and pronounced correctly,			
<b>LANGUAGE TOPIC</b>		<b>WORK ON SKILLS</b>	
Pronunciation: Diphthongs symbols /ɪə/ /ʊə/		Which skill will the students practice? (Tick)	
		READI NG	LISTE NING
Lexis: Diphthongs  scorpion/chameleon/meerkat/Europe/hour/tour/flower/curious/Lion/deer/			SPEA KING
			WRITI NG
		✓	✓
Warm up	5 min	T creates a simple song or chant that include the diphthong /ɪə/ /ʊə/. T sings with the S and practices saying the words related to ‘Trip to the zoo’ that includes the diphthongs sounds.	
Presentat ion	5 min	T shows the difference between the position of the mouth and the tongue in the diphthongs /ɪə/ /ʊə/. S recognizes the differences between the /ɪə/ /ʊə/ diphthongs .	
Practice	20 min	T divides the white board in two columns with the two diphthongs /ɪə/ /ʊə/on it. T gives S the list of vocabulary words that contain the both diphthongs. S puts the words under the correct sound group. T makes different numbered lists of words for the S. Some of the words on the lists should be the same while others should be minimal pairs. T will go through the list reading each word and the S listens carefully. S decides if it’s the same word on both lists or if they are minimal pairs.	
Producti on	15min	T asks the S to write a crazy story using the reviewed vocabulary, S goes in front of the classroom and reads it .	

## Appendix D

### Oral test phonemes transcriptions

Vocabulary of 'trip to the zoo'		Correct Phoneme transcription	Pre test Phoneme transcription	Post test Phoneme transcription
			29/05/23	01/06/23
1.-	Lion	laɪən	lajɔ:n	lajən
2.-	Europe	jʊərəp	eʊrɒp	jʊərəp
3.-	Deer	dɪə	dɪr	dɪə
4.-	Hour	aʊə	hɔ:r	aʊə
5.-	Scorpion	skɔ:piən	skɔ:piən	skɔ:piən
6.-	Tour	tʊə	tɔr	tʊə
7.-	Chameleon	kə'mi:liən	kæmaleɒn	Kæmi:liɒn
8.-	Flower	flaʊə'	flæwer	flaʊə'
9.-	Meer Kat	mɪəkæt	mærkænt	mɪerkæt
10.-	Curious	kjʊəriəs	kʊr	kjʊəriəs