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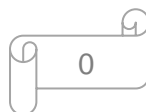
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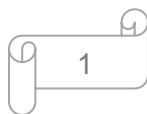
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FOCUSING ON THE ENGLISH PRONUNCIATION OF THE VOWEL SOUNDS /æ/, /ɑ:/, /ɛ/, /ɪ/, AND /i:/ IN 9TH GRADE OF A PUBLIC SCHOOL IN CALI

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I want to express my gratitude:

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and wisdom necessary to get my Master's Degree
in the Teaching of English as a Foreign Language,
and for this process that I finished with glee.

To my parents for all the unconditional support
that I have always counted on,
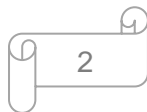to my relatives and loved ones
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to my professional and personal growth,
for me to achieve all the objectives
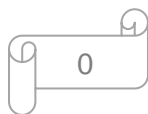in the prestigious ICESI where all the skills flow.

God bless you!
César E. Franco C.

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Abstract

Taking into account the context and background of 9th grade students at I.E.T.I. Donald Rodrigo Tafur public school, this is a project to emphasize the pronunciation of the vowel sounds /æ/, /ɑ:/, /ɛ/, /ɪ/, and /i:/ to include it in the English program of the school. The students do not have enough hours a week to emphasize English pronunciation, and as a consequence, they are afraid to speak or say words in English. To encourage students to develop this skill and dare to pronounce words in English spontaneously to overcome their fear and strengthen their self-confidence, the teacher proposed the students create a rap song. To accomplish this aim, the teacher first explained to the students the differences between the Spanish and English vowel sound pronunciation and the phonetic symbols that represent these sounds. To continue with the plan to create verses for a rap song, there were some activities for the students to immerse in the dynamic to rhyme words. Consequently, the way for the students to know how to rhyme words was by investigating and learning about "minimal pairs" having some songs as examples. Hence, the students made verses with minimal pairs or words that had the same vowel sound stressed in the same syllable. The verses of each group were joined to form a song and this was recorded with their voices singing excitingly, showing that despite their context, they are able to do great things. Through this exercise, students were able to lessen their fear of speaking English words and made improvements in their pronunciation of the target sounds.

Key words: pronunciation, vowel sounds, phonetic symbol, minimal pair, spelling patterns, rhyme, rap music.

Chapter 1: Introduction

Traditionally, ELT in Colombia has focused on grammar for students to develop their comprehension and production skills. In the case of some public schools, like the industrial school where I work as an English teacher, pronunciation as such has not been the focus, and this is shown in my school English area plan. This plan has the competencies' descriptions of reading, writing, listening, and speaking for the students to develop period by period but there is no emphasis on pronunciation. These competencies have the descriptions of levels that students might achieve at the end of each period after being measured according to the results they have had from the evaluations, and the last column has the contents for each period. Just the second period has a song as an exercise to pronounce words, but it does not have a section dedicated to learn phonetics or how to pronounce words. This may happen due to the few hours that students have for English classes. Accordingly, in the school where I teach, if a group has 2 hours per week, in the case of 10th and 11th grades, or 3 hours per week in the case of 6th, 7th, 8th, and 9th grades to study this subject, they will barely practice reading and writing. Besides the lack of time, another reason for not practicing listening and speaking skills is the ICFES test. This test is aimed at measuring knowledge of English grammar since it does not require knowledge or the skills of oral production and comprehension to answer the test's questions.

This Master's report focuses on the basic teaching of English vowel sounds /æ/, /ɑː/, /ɛ/, /ɪ/, and /iː/ with their spelling patterns for 9th grade students. They had some activities with songs where they took out many words that had the previous vowel sounds to be registered in a chart. Then, they had an investigation about minimal pairs so that they had to make a big list with words that rhyme from the song; not only the two or four principal words that rhyme in each stanza, but also some others that have the same vowel sound and same stressed syllable, no

matter the position in the stanza but that can rhyme using the words as minimal pairs. The most important result of this process is to develop the skills of pronunciation by identifying, comparing, and producing English vowel sounds. It does not matter if students do not achieve a native accent. What really matters is to give students tools to pronounce English vowel sounds based on their spelling patterns, like those which have some combinations of vowels to produce a single vowel sound, so that students will have a guide to pronounce new words and be better understood when speaking English.

1.1 Statement of problem

Pronunciation is one of the most important parts of speaking and listening skills, in other words, oral production and comprehension. According to the schedule that most public industrial technical education schools have, English classes are planned to be developed for two or three hours a week according to the group. Consequently, this is not enough time to work on the 4 basic skills of this foreign language. In most cases, Writing Comprehension and Production skills are studied and practiced in this short period of time, but Oral Comprehension and Production are hardly ever taken into account. Therefore, for these 2 last mentioned skills, it is important for the institution where I work as an English teacher to have a practical tool needed to teach basic and important English pronunciation as vowel sounds. This possible tool must be adapted to the time and context of the classes for these low socioeconomic strata students who belong to a public school, located in the commune 16 in Cali. For these students, this would be a great opportunity since they cannot pay for an English course in a private institution to improve their skills of Listening and Speaking in terms of pronunciation.

1.2. Research question

By using minimal pairs to produce a rap song, will the students of my public school be able to develop the skill of pronunciation of certain vowel sounds?

1.3 Justification

To begin with, my 8th and 9th grade students just have three hours a week to study and practice Reading and Writing skills, according to the little time they have in English classes. In this case, as their teacher, I must work with them and prepare them on what our real context asks us for, the ICFES test. This is a tool to measure graduating students to get into a University, but at the same time, it is a way to assess and measure the work of teachers; besides, there is an area plan to follow and accomplish. Talking about the other two skills, listening and speaking, there is no doubt that in my English classes, students have the opportunity to receive some explanations about pronunciation and perform speaking exercises from time to time, but this is not enough. As an English teacher, I must be an example for my students. So, when I speak English in class, I try to articulate the words and exaggerate the movements of my mouth for the students to watch, follow, learn, and imitate the way I pronounce them. However, besides the few hours they have for English classes to focus on pronunciation and practice, they can not express themselves in English because they lack the self-confidence to pronounce words and consequently to speak. As the English language is pronounced differently from Spanish, students would need to practice more pronunciation and have lessons of phonetics to develop their skills of pronunciation, and speaking by identifying and producing English vowel sounds.

I want to focus on the English phonetics sounds of /æ/, /ɑ:/, /ɛ/, /ɪ/, and /i:/ in 9th grade. In fact, I began this process at the end of the school year of 8th grade because I teach from 8th to

11th grade and I wanted to have a long period to continue with them; besides I had to take advantage of the three hours they have per week for English classes before they reach 10th grade where they have only two hours. In the first place, I decided to focus on these five vowel sounds since they are more difficult to pronounce for Spanish speakers than pronouncing consonants. In the second place, English consonant sounds are just a little bit different from the Spanish ones and could be studied further. That is why the tool I designed is a strategy for the students of my institution to learn pronunciation through music. In this way, the students can have the chance to receive feedback, learn and improve their pronunciation naturally motivated by music to develop self-confidence in English classes when saying words.

This research used the International Phonetic Alphabet (IPA) symbols for the five vowel sounds mentioned before. It is an international system with phonetic symbols which represent each sound of the alphabet letters' pronunciation. Thus, with the help of these phonetic symbols and their spelling patterns in some charts, the different vowel sounds' phonetic symbols were analyzed, studied, and put into practice with words from daily routine texts and songs. From this, the strategy was created with the support of action research. As a result, students of 9th grade were benefited from this project since they were able to review, study, and practice pronunciation with this strategy based on music, which is thought to be made in the most dynamic, motivational, proper, structural, and easiest way for the students to understand and improve their pronunciation and speaking.

1.4 General objective

To develop pronunciation awareness through the implementation of music-based strategy.

1.5 Specific objectives

To design a music-based strategy for teaching vowel sounds.

To evaluate students' production of vowel sounds before and after application of the music-based strategy.

To achieve these objectives this research project began with a diagnostic test in which students were asked to pronounce a text of a daily routine containing words with the vowel sounds /æ/, /ɑ:/, /ɛ/, /ɪ/, and /i:/. This diagnostic activity was followed by a second activity where each student spoke out loud about their daily routine as a monograph. Then, students were given a chart to register the words with the respective vowel sound, and with the explanation of minimal pairs, they made a list of the words that rhyme from the songs analyzed. After this, they had another reading diagnostic to know their advance in their pronunciation. Finally, they continued with the last and important activity, where they created a song, putting into practice their knowledge of vowel sounds pronunciation and their knowledge of minimal pairs that they used for the words to rhyme in their own song. In this research project, students were exposed to vowel sounds through music, and with a pre-test and a post-test, the researcher was able to identify strengths and weaknesses in the teaching of these sounds through music.

Chapter 2: Theoretical Framework

2.1 Introduction

Nowadays, in Colombia's schools and institutes, English Language Teaching (ELT) is intended to be performed formally. One of the objectives when graduating from 11th grade is to get a high score on the ICFES test to enroll in the University. This English test is assessed on its formal written structure. However, writing is one thing, but speaking is another. Traditionally, ELT in Colombia has focused on grammar for students to develop their comprehension and production skills. On the contrary, most public schools only focus on studying and practicing writing comprehension and production skills, according to the few hours in their schedules for English classes. For instance, each group has more or less 2 hours per week at school to study this subject. This means that oral comprehension and production are hardly ever taken into account. Gallardo del Puerto (2005, as cited in Gallardo & Gómez, 2008, p. 39) points out that the time spent on pronunciation in the classroom is very difficult to measure, and given the need to cover the program contents, teachers tend to put aside phonetic practice before other types of exercises.

On the one hand, in some research, like Pennington (1996, as cited in Taylor, 2013, p. 276), Gilbert (2011, as cited in Taylor, 2013, p. 277), and Derwing and Munro (2005, as cited in Gallardo & Gómez, 2008, p. 39), phonology has not been taught certainly and deeply as the other skills in high school classes to learn English as a foreign language. What is certain is that teachers make students listen and repeat audios or what they say to learn pronunciation. However, according to my school English Area Plan, the competences about pronunciation are not included to be developed through phonetic symbols and patterns. So, phonetic symbols and

spelling patterns are not taught as they should be since it is not in the study plan that with this study is meant to be modified. Pennington (1996, as cited in Taylor, 2013, p. 276) indicates that "The teaching of pronunciation is frequently cited as one of the language skills that receives the least attention in the classroom". Gilbert (2011, as cited in Taylor, 2013, p. 277) also notes that

> There seems to be little concern for the role of pronunciation in the context of real-life listening or speaking tasks in English. There is also little explicit attention given to developing strategies for using, identifying or applying phonological patterns within a broader communicative framework. This is lamentable, given the importance of pronunciation, especially when linked to speaker meaning at the level of prosody.

Derwing and Munro (2005, as cited in Gallardo & Gómez, 2008, p. 39) also say "that pronunciation remains a marginalized area within applied linguistics and many second language teachers do not have the formal training necessary to teach it". On the other hand, Pennington (1996, as cited in Taylor, 2013, p. 276) explains that "This lack of attention is ironic if we consider the fact that pronunciation is one of the most salient features of language, and that which contributes perhaps most strongly to speakers' identities". Above all, if the students do not pronounce correctly, their speaking will be hardly understandable. Therefore, it is necessary to include phonetics classes in the school English program; this is not a matter of just listening and repeating. Talking about public schools, there are two reasons why pronunciation is not taught as it deserves. One reason is the time needed in English classes to cover this topic in the teaching practice, and the other one is the little importance this component has for English language learning according to the ICFES state test students must take before graduating. It is important to remember that English, as a subject at school, is taught in a very formal way to pass the ICFES test, which does not have a speaking or listening section to answer.

This Master's report focuses on the basic teaching of English vowel sounds /æ/, /ɑ:/, /ɛ/, /ɪ/, and /i:/, some resulting from combinations of vowels like "ea" or "ee" to Spanish students. The most important result of this process is to develop the skill of pronunciation by identifying and producing English vowel sounds. It does not matter if students do not achieve a native accent; what really matters is the closest pronunciation to English vowel sounds and their combinations students can have at the time they speak intelligible English to be understood.

In order to understand this problem better, the following review of the literature covers the following topics. First, it is necessary to begin with the concept of English pronunciation, the importance of English pronunciation for English as a second language (ESL) learners and phonetics in teaching pronunciation, and the factors affecting the English pronunciation of ESL learners. Second, an error analysis with the kinds of problems to pronounce, errors origin, and the determination of the most difficult English vowel sounds to pronounce for the learners, are the topics to analyze for finding solutions afterwards. Consequently, enhancing learners' pronunciation is the best way for them to engage with this skill. In the meantime, pronunciation and students' confidence will increase and students will begin to identify the differences between the English and Spanish vowel sounds system. Thus, to apply this knowledge, students will follow pronunciation instructions through spelling patterns that show how phonological rules work on words. Then, to follow the phonological rules, students need to know the English vowel phonetic symbols for these five vowel sounds according to the IPA, and their respective spelling patterns to apply them in the same types of words that, surely, will also have combinations of vowels that turn into one sound.

2.2 English pronunciation

2.2.1 Concept

According to Boyers (2002) and AMEP (2002), as cited in Uribe et al. (2019, p. 217) "Pronunciation is concerned with how sounds are put together in the flow of speech (Boyers, 2002). More specifically, pronunciation refers to the production of sounds that we use to make meaning (AMEP, 2002)." Pronunciation is one of the most important parts of the speaking and listening skills of a language. Setter and Jenkins (2005, as cited in Gallardo & Gómez, 2008) consider this linguistic component as the main factor in achieving successful oral communication. For the study of a foreign language, it is necessary to train our ears in that language by listening to it for decoding speaking into a chain of words. It is known that when a foreign person speaks, he hardly ever speaks his language slowly or in separate words, and even if he did it, every word has a different pronunciation from our mother tongue. That is why before training our ears to understand a fluent utterance or conversation, we must study the different sounds that every word of that second language (L2) that we want to speak has. Having that knowledge, we would be ready to be understood by the interlocutors we want to speak to, in this case in English, and have better and clear communication. As Garita, et al. (2019) state

> Having an accurate pronunciation will help these students have better performance in their speaking courses and communicate efficiently in English, and also, it is a must that their pronunciation is near native since they will become teachers and therefore, role models for their own high school pupils who will be imitating the way they speak and pronounce words. (p.2)

Accordingly, learning accurate pronunciation is very important for a person to communicate intelligibly. So, trying to have a near-native pronunciation or imitation of the way natives speak

would be helpful; but this is not the most important aspect in learning to speak or pronounce a foreign language. In this case, phonetics is a very important aspect to bear in mind for learning a language by identifying the sounds, their patterns, and the way they are produced according to the positions of the tongue, so that students can get accuracy, fluency, appropriacy, intelligibility, and comprehensibility for an effective and clear oral communication and proficiency.

2.2.2 The importance of English pronunciation for ESL learners

To speak English we must improve our communicative competence. There are several ways to communicate with people, but when we speak, we can not do it in the same way that we write. When we write we do not have to produce any voice, we just have to write the words as they are in a formal grammar structure. When we speak, we try to follow that formal grammar, and even though we can not do it, the most important is to speak with intelligibility and comprehensibility to achieve communicative effectiveness. In that case, communicative competence is not only the ability to use grammar rules to create correct sentences. Related to communicative competence, Swarna and Kumar (2020) state that

> The term refers to the ability of a language learner to not only know the grammatical rules in making correct sentences but also to be aware of the correct pronunciation (phonology) and when and where to use the words appropriately (sociolinguistic competence) (p. 669).

This means that it is also important to develop correct pronunciation and be able to speak in standard English with an English speaker. Ávila (2003, as cited in Loreto, 2015, p.44) determines that a language is considered standard when it ensures its comprehensibility and acceptance by the widest possible audience.

Now, the pronunciation of ESL is difficult to digest and produce. That is why students need to change their thoughts about pronunciation and begin to train their ears in the new language. Morley (1994, as cited in Gallardo & Gómez, 2008, p. 38) posits that an intelligible pronunciation constitutes an essential aspect of communicative competence. Consequently, words must be correctly pronounced to be understood, but to get this intelligibility, students need to study a phonetics rules system. Henry Sweet, an English philologist and phonetician (as cited in Swarna & Kumar, 2020), says that

> Phonetics is the indispensable foundation to all studies of language. Knowledge of phonetics was the first essential step in learning a foreign language, and that no attempt should be made to advance in grammar and vocabulary until the sounds of the language have been mastered (p. 670).

Since a person already has a mother tongue (L1), adapting to a foreign language sound system is difficult in his mind. However, without pronunciation, communication in an L2 would be affected. So, students have to internalize this language sound system and train their ears guided by the study of words' phonetics patterns.

2.2.3 The factors affecting English pronunciation of ESL learners

Primarily, we have to take into account that our L1 interferes in many aspects to learn an L2. In terms of pronunciation, a student tends to pronounce the vowel sounds of his L1 instead of emitting English vowel sounds. For instance, English language pronunciation has more vowel sounds with variants than Spanish. For instance, one of the most common vowel sounds in English words is the schwa /ə/. According to Loreto (2015, p. 44-45), this sound /ə/ in English would have the following equivalent Spanish vowels sounds in a respective percentage for the ESL learners to pronounce it: /e/ 36.36%, /o/ 27.27%, /a/ 18.18%, /i/ 16.36%, /u/ 1.81%. That is

to say, the sound that most frequently replaces it for Spanish speakers is the vowel sound **/e/** according to the sound they perceive it with a frequency of 36%, while the vowel sound **/u**/ replaces it less frequently, only 1.81%. However, the schwa **/ə/** does not have anything to do with the sound **/e**/. While /ə/ is a lax mid central vowel sound (unstressed in English), the /e/ is a tense mid front vowel sound. Teachers must make students aware of the difference between these two languages and the positions of the mouth to produce English sounds in this stage of interlanguage. With this description, Loreto (2015) shows an example of the differences in pronunciation between Spanish and English languages in vowel sounds.

Furthermore, Spanish speakers must make a great effort to make changes in the pronunciation of new vowels, for instance, the prolongation, reduction, or position of the mouth to pronounce different vowel sounds. These changes generate variations in the pronunciation of vowels and that is why these sounds need phonetic symbols that represent them. Garita, et al. (2019) explain that

> When this input differs greatly from their first language, students have to make an additional effort to incorporate the new pronunciation features. For instance, Spanish speakers must learn to identify the duration differences in the English vowels, an aspect that is not relevant to the perception of the Spanish vowels. This may cause complications in the way students perceive a sound inducing learners to associate the unknown sound with a single vowel in their native language. (p.7)

For this reason, learners need rules and patterns represented by the phonetic symbols in the IPA to guide their English learning. In some cases, patterns are related to Spanish words' sounds to find a similarity, but it wouldn't work in most of the cases with the vowel sounds derivations that do not exist in Spanish.

Age is another factor to take into account when learning English pronunciation. According to Lenneberg (1967, as cited in Swarna & Kumar, 2020) who refers to this "Critical Period Hypothesis", determines that

> The neurological or the biological period of a human being would end at the age of 12. Due to this, the acquisition of second language pronunciation becomes difficult. Most of the learners do not get an opportunity to converse with the native speakers of the target language. (p.670)

L2 acquisition tends to be learnt as L1 was acquired. However, to acquire an L2 in this way the context must be the same. Firstly, the learner has to be immersed in an environment where everybody speaks the L2. Secondly, the learner would have to have the same age as he acquired his L1. Adžija and Sindik (2014) indicate that

> At preschool age there is a great intrinsic motivation for language learning and learning should be stress free, while 80% of learning problems are stress related. We can make a learning process successful if we make it as natural as possible, and therefore it is important to start the second language learning process at an early stage when children are intrinsically motivated and when they have the ability to acquire knowledge as a part of a natural process. Up to the age 12 the brain is like super – sponge and during that period the foundations for thinking, language, vision, attitudes, aptitudes and other characteristics are laid down and all the fundamental architecture of the brain is finished (p. 61).

They mean that the brain of a child is like a sponge that absorbs everything quickly, different from someone older. Nevertheless, as English teachers, we must take into account ages and levels to fit the program to every learner's characteristics and needs.

2.3 Error Analysis

2.3.1 Kinds of problem

To find solutions for the factors affecting the English pronunciation of ESL learners, it is necessary to know the causes of the problems in this language learning process. First of all, students need to find English language learning pleasant and easy. When a teacher makes someone realize that what he has thought as difficult is easy, seen from another point of view, he will be encouraged to do it. In this way, students would be open-minded to unlearn in order to learn new things. In this case, students must forget the phonological system of their L1 that they have developed and internalize the phonological one of the L2. Dulay (1974, as cited in Simarmata & Pardede, 2017) exposes three causes of problems:

1. Carelessness: It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest; perhaps the materials and/or the style of presentation do not suit him.

2. First language interference: Learning a language (mother tongue or a foreign language) was a matter of habit formation. The learner's utterances were thought to be gradually shaped towards those of the language he was learning.

3. Translation: Probably most students make problems in translation. This happens because a student translates his first language sentence of idiomatic expression into the target language word by word. (p.19)

Taking into account the process of unlearning to learn, first, we have to realize the difference between the Spanish vowel sounds and the English ones in terms of diversity. That is to say, in English, there are twelve vowels formed by different movements of the jaw, movements of the lips, tongue positions, and the nose or mouth where the air comes out.

As there are differences between the Spanish and English pronunciation, one of them is that one vowel sound in Spanish could have more than one variation in English. The most known variation is the difference between tense and lax vowels in English. According to an investigation of Simarmata and Pardede (2017, p.4) they say that, "There are two kinds of vowels in English... The long vowels like /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/... the short vowels like /ɪ/, /ɛ/, /ə/, /æ/, /ʌ/, /ʊ/." In other words, they are known by "tense" for "long" and "lax" for "short". For L2 learners, some difficulties of pronouncing English are in the way they produce vowel sounds depending on the tense or lax movement of their muscular effort in their vocal tract for vowels' pronunciation like in the words: "sheep – ship". For instance, this difference between the sound /i:/ representing generally the combinations "ee, ea " and /ɪ/ representing "i" in the combination: Consonant + the vowel "i" + another consonant without ending in the vowel "e" in most of the cases, has great importance to identify the meaning of words. That is to say, /i:/ represents a tense vowel sound and /ɪ/ a lax vowel sound, which makes the two words differ in meaning. Lax vowel sounds are normally pronounced when a single vowel is followed by a single consonant as in the word: "this". Most students do not care about pronouncing with the same muscular effort sound, for instance, the words: "these – this". The vowel "e" in the word "these", is followed by a consonant "s" + the vowel "e", which makes it a tense /i:/. In the case of Spanish speakers, both words would be pronounced with /i:/ English tense vowel sound or the /ɪ/ English lax vowel sound since they do not see the difference in their muscular effort to pronounce vowels. Simarmata and Pardede (2017) show in the following examples, the pronunciation representations of the five basic vowel sounds:

sound /æ/ in (mat, pat, lap) ; /ɛ/ in (met, let) ; /ɪ/ in (bin, pit) ; /ɒ/ in (pot, lot) ; /ʌ/ in (fun, sun). Long vowels can be formed in a massive variety of spelling. The rules only apply

about half the time, so these examples represent possible spellings rather than certain

rules. /ɑ:/ in (far, car) ;/i:/ in (sheep, meat) ; /ɜ:/ in (her, word). (p.4)

On one hand, in certain cases, the sound /i:/ occurs when combining a double "ee" as in the

previous example of the word "sheep". On the other hand, in other cases, the combination of

certain vowels, a vowel without a combination but ending in "e" or depending on the consonant

that follows certain vowels, may result in a diphthong. For example, the word "break" /bre_Ik/ has

the combination of two vowels "ea", and the word "take" /te_Ik/ that does not have a combination

of vowels but the vowel is followed by the consonant "k" ending in the vowel "e".

2.3.2 Error Origin

When babies acquire their L1, they do not need to know anything about phonetics. People

speak their L1 around them all the time and that is what the babies learn, copy and internalize.

That is why L1 is called mother tongue, since babies imitate the sounds of words that they listen

to from their mothers. However, the pronunciation is not achieved overnight. Even though a

baby has a complete immersion, listens to all the vocabulary and utterances from his mother and

has been corrected in childhood, this language pronunciation structure which has been built and

developed for a long life time has to be adapted to learn and internalize a new one. Ramelan

(2003, as cited in Simarmata & Pardede, 2017, p.9) describes that, "this mother tongue has been

deeply implanted in him as part of his habits. It will be difficult for him to change the habit of

moving his speech organs in such a way as to produce the foreign sounds."

Accordingly, this change can explain some origins of errors. Brown (1994, as cited in

Simarmata & Pardede, 2017) asserts the following problems of the origins of errors:

1. Inter-lingual transfer is the negative influence of first language.

2. Intra-lingual transfer is the negative transfer within the target language itself. In other words, it's the incorrect generalization of rules within the target language.

3. Context of Learning refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In other words, the learners have wrong hypotheses of the teacher's explanation or the textbook which lead them to make problems.

4. Communication strategy is related to the learning style. Learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of problem. (p.18)

As a student is learning an L2, in the meantime, he has some influence from his L1 pronunciation that could spoil the L2 pronunciation. In the same way, not only the student's L1 can influence L2 pronunciation to spoil it, but also the confusion or misapplication of the same L2 generalization of rules can originate errors. Moreover, the source of accurate teaching, knowledge, guidance, and practice of communication from teachers' strategy has to do with good learning of pronunciation.

2.3.3 Determining the most difficult English vowel sounds to pronounce for the learners

There is a big difference in pronunciation between the English language and the Spanish one. While in Spanish there are five letters representing five vowel sounds, in English the same five letters represent many more vowel sounds. So, the English vowel sounds are more than five. In this case, students have to work a lot to learn these variations since they have gotten used to their mother tongue and the movements of their mouth to produce only five vowel sounds. For instance, Spanish speakers must learn to identify and put into practice their muscular effort in their vocal tract for English vowels' pronunciation since the tense and lax vowel sounds in this

language are not perceived by many Spanish speakers as they have to be. As Boomershine (2013, as cited in Garita, et al., 2019, p.7) describes that, "monolingual Spanish speakers perceived the English /iy/ and /ɪ/ as the Spanish /i/, the vowel /æ/ as the Spanish /ɑ:/, and the vowel /ɛ/ as the Spanish /ɛ/". In terms of pronunciation, García (2003, as cited in Garita, et al., 2019) illustrates the most common mistakes Spanish speakers make when pronouncing the English vowel sounds:

- The English sound /iy/ is usually pronounced as the Spanish sound /i/, but the /iy/ sound is slightly higher and longer than the Spanish phoneme.

- The English vowel /ɪ/ is also pronounced as the Spanish /i/; however, this sound is more relaxed in comparison to its Spanish counterpart. Spanish speakers would consider this sound as an "intermediate vowel", that is, placed in the vowel chart lower than the sound /i/ but higher than the sound /ɛ/. This intermediate quality is particularly difficult for Spanish speakers to identify and to produce.

- The vowel /uw/ is in most aspects similar to the Spanish /u/, but the main difference is that the English sound is less tense.

- The sound /ʊ/ is one of the most troublesome because it is more relaxed than the Spanish /u/. Again, it is in an intermediate position. It is between the Spanish sound /u/ and /o/, so students are likely to pronounce it as a high-tense /u/.

- The sounds /ɑ/ and /ʌ/ are new phonemes for the Spanish speakers; therefore, learners tend to substitute it for other sounds. For instance, the vowel /ɑ/ is commonly produced as the Spanish /o/ or as the diphthongs /ou/ or /au/ because of the way words are spelled in English. (p.7)

That is why it is necessary to have patterns to follow the examples and identify their differences in their structure to apply the respective pronunciation. According to Swan and Smith (2001, as cited in Cid Guzmán, 2017), for Spanish speakers whose L2 is English, vowel phonemes in general would be very difficult to be perceived, because many of them share the phonemic space destined to only one vowel in Spanish. In this case, we have to bear in mind that a hard process of adaptation is needed for L1's tongue positions in order to change the tongue's position to an L2 by practicing this new language and having clear pronunciation patterns to follow.

2.4 Enhancing learners' pronunciation

2.4.1 Pronunciation and Students' Confidence

The most fearful and complicated skill for students to learn an L2 is the speaking. Thus, students are likely to make mistakes when pronouncing, and their classmates take advantage of it to laugh at them. This makes students feel a lack of confidence at the moment of speaking or trying to pronounce in the L2. However, Muñoz and Jojoa (2014) in their study show us that students can be self-sufficient by means of motivation, cognition, affection, and selective processes based on setting goals. The authors assert that

> Unlike most of the studies done in ESL settings with university students, the present study was developed in Colombia which differs from others, since it was carried out with secondary level learners in an EFL context and was specifically designed to enhance self-efficacy in listening by means of SMART goal setting, using songs as a pedagogical tool. (p. 49)

They also emphasize that "This study also contributed to increases in self-directed learning, making students more responsible and autonomous of their own learning process. … Teachers

should facilitate and prioritize the use of strategies that promote learners' autonomy and responsibility for their own learning processes" (p. 49). This means that when students are autonomous they are motivated for their own learning process and consequently have self-efficacy in their learning process.

According to the area program of my school, there are no topics related to the explanation of phonetic symbols and pronunciation. Anyway, the time does not facilitate the teaching and practice of this skill. On the one hand, teachers would say that learning pronunciation is the most difficult work in foreign language teaching because of the time and focus on other skills according to the hours some public schools have a week. Some schools according to the subjects they major in, like mine, require the hours for other aims, like emphasizing their majors for what the school focuses on. Kelly (2000, as cited in Tlazalo & Basurto, 2014) considers:

> Nevertheless, although learners are the ones who are acquiring a new language and their perspective of the importance of all aspects of the language is still not formed, teachers should encourage them to do it because, although both teachers and learners are interested in pronunciation, it has for the most part been neglected in English as a foreign language. (p.155)

On the other hand, many teachers who are not native and have been taught with the same lack of learning in pronunciation avoid this responsibility. In this case, teachers must encourage themselves to improve this skill and at the same time encourage their students, so that they can teach it and their students can improve their L2 pronunciation too. Here, we can see that learning processes are activated according to the methodologies that we, as teachers, carry out in our classes. From that moment on, classes are not only made up by the teachers, classes are made up by students and teachers working together to achieve a goal as a team.

2.5 Pronunciation instruction

Consequently, the students' advancement and level in pronunciation depend on the strategy teachers use to guide the students through this learning process. Now, taking into account the base on pronunciation and following instructions, we can begin by some descriptions on how some vowels are produced when moving our mouth. According to Gallardo and Gómez (2008) these movements are: the movement of the jaw (open or closed vowels) and the movement of the lips (stretched or rounded vowels). They also mention that for the tongue, its positions can go close to the lips to others close to the uvula (anterior or posterior vowels). So that, in these positions, vowels are pronounced differently depending on their length for the duration of the sound.

As mentioned before, these authors explain in a simple way the formation of short and long vowel sounds depending on the duration and the air that comes out from the nose or mouth to classify them into nasal and oral vowels. Simarmata and Pardede (2017, p. 21) describe the short vowel sounds as the basic unaltered vowels and that they usually occur when a single vowel is followed by a single consonant (See appendix 1). On the contrary, they also explain that long vowels sounds can be formed in a massive variety of spelling, and point out that in most cases, long vowels are formed when a vowel is followed by two or more consonants, when two or more vowels occur together or when a vowel and consonant are followed by the silent E (represented here by vowel + C + e) (See appendix 1).

2.6 Conclusion

As for this hard process, for these public school students who have just three hours a week split over three days, this pronunciation study was focused on just five phonetic vowel sounds: /æ/, /ɑ:/, /ɛ/, /ɪ/, and /i:/. Boomershine (2013, as cited in Garita, et al., 2019, p.7)

describes that for the Spanish speakers there is no difference between the tense and lax pronunciation of vowel sounds. So, bearing in mind that there is a difference between Spanish and English pronunciation, there were some activities to start this process: first, to make a diagnosis, students read a text to evaluate their pronunciation. Second, there was a production exercise for students to create a text with spelling patterns of words that contained the five vowel phonetic symbols sounds taken from the IPA. Then, as intervention exercises: pre-exercise and post-exercise about minimal pairs, the selection of words to make lists or set in the vowel sounds phonetic symbols charts containing the five vowel sounds, the similarity of some words in their vowel sounds and stress in the same syllable or minimal pairs for the words to rhyme, were evaluated to check, analyze and compare students' processes. The achieved results were gotten according to the motivation and self-efficacy students had, promoted by the teacher. As a final product of this work, some verses were produced by the students to create a rap song. By this process, as a teacher, I ended up putting into practice with my students the words of Krashen (2013, p. 272), "instruction impacts acquired and not just learned competence." So, the process goes from the diagnosis, passing through identification, correction, practice, comparison, and production of their own verses to the point of creating a song.

Chapter 3: Strategy

This project is based on a qualitative approach to research. Firstly, for an inductive process of the qualitative approach, I have decided to consider the action research design to apply in the inquiry for this report. Hernández, et al. (2018, p. 503) indicate that the purpose of action research is to solve problems and improve specific practices. It focuses on providing information that guides decision-making for programs, processes and structural reforms. It involves data collection procedures that result primarily in open-ended data. The data were analyzed with reading of texts, recording of pronunciation, and students' works to correct mistakes and fix the strategy according to the needs and context of the students. Qualitative categories are verbal and they are usually left open and flexible. They let me analyze individual cases for one purpose to improve, evolve, change, or refine the project in a natural setting.

Hence, I used participatory action research from reflection and critical evaluation of the observation since I was both the researcher and the teacher of the course I observed. The classes I observed belonged to 9th grade, according to pronunciation lessons for four months, to improve with their practice into their context, since they have English classes only three hours a week. This participatory action research is a variant from the action research, and Israel, et al. (2013, as cited in Hernández, et al., 2018, p.501) remark that throughout all the process, community members are viewed as "partners" and highly valued for their unique perspectives and the information they provide. That is to say, from this point, students' needs are detected, and as a teacher, I could find their strengths and weaknesses through some activities that were implemented to collect data and design the plan or guide to reach a final product named "A Rap Song".

Therefore, in this case, qualitative data were collected to characterize a real situation in the classroom. These data were collected by observing, taking photos, and listening to students' productions without being focused on a score, but on their participation. In this way, this data collection was appropriate to register and give detailed information about 9th grade students' performance in this pronunciation project. Analyzing the results of this study and observations, a plan of strategy was developed as a solution to the needs that students have in pronunciation, according to the best encouraging and interesting way they digest pronunciation practice. Thus, I had intervention in the classroom through all the process until they produced rap verses with a rhyme scheme as a final result of this project, considering that the students' levels would increase to achieve the main goal.

To sum up the first part of the process, I registered students' good or bad pronunciation results of the vowel sounds in an Excel chart. In this way, I followed the steps Hernández, et al. (2018, p. 503) suggest in their book about how to perform action research. There were two pronunciation exercises as a pre-evaluation or initial diagnostic test. The first one was the reading of every student's daily routine text (See appendix 2), where the 8th-grade students used their creativity to include all the spelling patterns that had one of the vowel sounds proposed to study in this project (See appendix 3). These students of low socioeconomic strata belong to a public school, located in the commune 16 in Cali. The activities on which this research was based were initially carried out with 8th grade students on average between 12 and 14 years of age in order to follow a process at school for 3 years (8th, 9th, 10th) and achieve a more solid result. Taking advantage of the fact that in this 8th grade the topic of the "Daily Routine" was being studied, focused on the grammatical structure of the simple present tense, I decided to articulate an exercise of spontaneous pronunciation and another in a reading situation to diagnose

the pronunciation of the students in the vowel sounds proposed to study in this project. Subsequently, for the first exercise, 13 audios from 13 participants were collected for their respective pronunciation analysis, and for the second exercise, 15 audios from 15 participants were collected for their respective pronunciation analysis (The project was explained, but not all the students wanted to sign up the informed consent; they were from three different groups). The students A until L (12 students) were the same who did the first exercise. The students A1, B1, and C1 were from another 8th grade group.

Thus, students were asked to pronounce the text of the daily routine containing words with the vowel sounds /æ/, /ɑ:/, /ɛ/, /ɪ/, and /i:/. The second one was to learn by heart sentences with sequence adverbs from their daily routine activities to tell us in a monologue, no matter the order they had in their text, but with coherence according to the time (See appendix 4). By listening to the recordings of these two exercises for each student, I detected the mistakes in their vowel sound pronunciation, and the objective after getting the results was to make some activities for the students to get knowledge about the phonetic symbols and get better pronunciation according to their conditions. Then, to practice with more exercises about identifying and classifying words with the vowel sounds explained, students were given a chart to register the words with the respective vowel sound; and with the explanation of minimal pairs, they made a list of the words that rhymed from the songs analyzed.

To begin with, in the first class of this process, in October 2021, I played a video about the International Phonetic Alphabet (IPA) with some phonetic symbols of vowel and consonant sounds with their spelling patterns (https://youtu.be/JwTDPu2TE6k). However, I only introduced and explained the 5 vowels to study, practice, and evaluate. First, students watched and listened to the video. After that, I did a review showing my mouth how to open it to pronounce tense and

lax vowels also depending on how deep the sound should come out from my vocal tract, and the similarity some English vowel sounds had with the Spanish ones. Then, in November, I drew a chart with two columns. The left one had to be narrow where I wrote the 5 vowel sound phonetic symbols, and the right one had to be wide to write their spelling patterns. In the lines made for the spelling patterns, I wrote all the vocabulary students had to bear in mind to create a daily routine. The vocabulary was classified and written in the chart according to the vowel sound each word had, in front of the phonetic symbol it belonged to (See appendix 5, lesson plan No. 1).

For the following class (November 2021), I went through all the students' tables taking the first diagnostic test that consisted of reading their daily routine to listen to their pronunciation of the words containing the five vowel sounds. In the same class, I told the students to learn by heart 7 sentences of activities that described their daily routine with sequence adverbs to evaluate them orally (See appendix 5, Lesson plan No. 2). After each presentation for the second oral diagnostic test (November 2021), I gave the students feedback about their mistakes in their pronunciation to improve for the following exercises (See appendix 5, lesson plan No. 3). One of them was to find words in a song, containing the vowel sounds /æ/, /ɑ:/, /ɛ/, /ɪ/, and /i:/ shown from a Youtube video of the IPA (See appendix 6) with spelling patterns for the students to follow the examples and be able to do the coming exercises. Thus, it was explained in previous classes to be analyzed, studied and practiced in this project. Nevertheless, I had to pause the process since I had to accomplish my school English area plan and other activities for the institution. Students needed to review grammatical topics to continue them in the first and second term. To begin the third term, I continued with the project. In August 2022, the song shown on a video and given for the students to write down was "Gangsta's Paradise" by Coolio

(See appendix 5, Lesson plan No. 4). In this case, the students took three days writing the song to work on finding words and classifying them according to their vowel sounds. They had to take out the words from the song and set them on a chart in front of the phonetic symbol they belonged to according to the sound; but before this exercise, they should complete a chart with other spelling patterns to understand correctly what they had to do with the song, and were introduced a little about the topic "Minimal Pairs".

So, to continue with this process (August 2022), I showed again a chart with the five vowels /æ/, /ɑ:/, /ɛ/, /ɪ/, and /i/ we were going to work on. Students made a chart with two columns. Just as we did in 2021, the first column was narrow to write the symbol of each vowel sound from the top to the bottom. The second column was wide to write several words in front of each phonetic symbol, in the same line, as spelling patterns, for the students to have examples of word pronunciations belonging to each vowel sound. Here, the students and I classified those words used in the daily routine according to the sound of every phonetic symbol to do a review of how they should pronounce them in the daily routine readings and monologues. Consequently, I took advantage of this second chart, and at the same time, as I was designing it and writing each phonetic symbol with its corresponding spelling patterns, I was giving some advice to the students about what characteristics the words that belong to those vowel sounds should have, and I explained again each sound articulating, moving my mouth and showing the position of my lips and teeth to produce them. At the end of the chart, for the phonetic symbols /I/ and /i:/, I wrote examples of minimal pairs like the words: "live" for /I/ and "leave" for /i:/, "sit" for /I/ and "seat" for /i:/, "it" for /I/ and "eat" for /i:/, "is" for /I/ and "ease" for /i:/, "six" for /I/ and "seeks" for /i:/, and so on (See appendix 7).

Thus, after this chart, as homework (September 2022), I told the students to investigate what minimal pairs were with examples (See appendix 8). This explanation and the example of the chart helped students in the following class to make their own vowel sound phonetic symbols chart, but this time, they had to set words in it, as the spelling patterns from the song they had already written: "Gangsta's Paradise" by Coolio, found at https://youtu.be/GFy08U8lsf4 in its karaoke version (See appendix 5, Lesson plan No. 5). Therefore, some students went to the board to write the five phonetic symbols without looking at their notebooks, to check their memories, and some others wrote two spelling patterns for each phonetic symbol. When writing the phonetic symbols in the chart on the board, students had to pronounce the sounds of them having in mind the last exercise. Then, they began to work on the chart in their homework to classify the song's words according to the vowel sounds. In this case, students were given some clues for them to choose and take the words out from the song with the respective vowels or combinations that were set in the chart (See appendix 5, Lesson plan No. 6). Nevertheless, after taking out the words that contained the vowels and combinations that produced the vowel sounds, with the help of the audio, a dictionary, or an application to corroborate the pronunciation of the words' vowels, some few students checked the words' phonetic symbols to confirm where to set each word in the chart in front of the phonetic symbol they belonged to (See appendix 9). In this way, most of the students did not register the words which had the spelling patterns that represented each vowel sound phonetic symbol from the song in the right place on the chart; because they did not use dictionaries to corroborate, they just classified the words according to their spelling; but not according to the sound or vowel phonetic symbol (See appendix 5, Lesson plan No. 7). Hence, having in mind this behavior of the students, I decided to assign a new activity where

they had to use the dictionaries to copy all the phonetic symbols of every word they were going to classify in another activity further on.

To continue with the process (September 2022), I checked the homework of the charts where students had to classify and set the words from the song according to the vowel sounds, and minimal pairs homework, because the students had to know about this topic to identify the structure that the words should have had to rhyme in the song for the next activity. This next activity was about taking out a list of words that rhyme from the song "Gangsta's Paradise" by Coolio. To explain the rhyme, I played a video of a salsa song called: "Algo que se quede" by Grupo Niche (See appendix 5, Lesson plan No. 8). This song has a rhyme in each stanza; however, it doesn't have it in one stanza. The students didn't believe it or did not want to accept it, and they did not even realize that because they love this song because of its sentimental content. Although, it is not mandatory that all the stanzas must rhyme in a song, but bearing in mind an explanation of the position of the words that rhyme in a stanza at the end of the lines, students realized that there was not a stanza that did not rhyme in most of the songs played on video. So, I took the advantage of this situation in this song, to show how the words should rhyme. In this case, I drew four lines representing a stanza, and in front of it two lines separated by a comma for the students to see two kinds of stanzas in terms of the organization of lines. At the end of every two lines, I drew a little box to write the syllables with the stress of the words that rhymed. When we got to the stanza of the song "Algo que se quede" that did not rhyme, after following the lines with my fingers, to let the students know where the rhymes went, until the box of the fourth line, they realized that the word had to be a minimal pair of the last word of the second line to rhyme and agreed with me (See appendix 10).

The students wanted to know if all the songs rhymed in each stanza and asked me to play other salsa songs. My plan was to play another rap song, but I was pleased with their interest and curiosity. Hence, students asked me for the song "Quiero morir en tu piel" by Willie Gonzales (See appendix 10), then, the students and I agreed where the words rhymed when writing their last syllables in the boxes at the end of the lines (October 2022). In fact, I showed them how these stanzas of the salsa songs rhymed and the students themselves were in charge of saying where the words rhymed and the syllables that rhymed. The rhymes of these songs were generally between the last syllables of each two lines. I just showed them the first two stanzas to continue with another English rap song called "The real Slim Shady" by Eminem, and reinforces the explanation of rhymes. Here, I explained to them how to classify the words that rhymed in a list, to do the same with the words that rhymed in the "Gangsta's paradise" song (See appendix 10). This song had a lot of examples of words that rhymed and minimal pairs, and I did not have to tell the students to participate. On the contrary, they were spontaneous and began to tell me excitingly a huge amount of words that rhymed in the first two stanzas of this song, and I took advantage of their participation to write the list and show them how to classify and list the words with their minimal pairs or the words each word rhymed with.

Therefore, the next exercise was to underline the words that rhymed in the "Gangsta's Paradise" song lyrics in their notebooks, and their positions in each stanza. In this exercise, by underlining the words that rhymed, students showed that the words they wrote on a list came from that song and that they did not copy from their classmates, being aware of their learning process. For the exercise to be organized, they had to write the words that rhymed on a list. It did not matter if the words were not the last ones of a line in a verse. Just by having the stress in the same or almost the same vowel sound, these words would rhyme as minimal pairs and should be

set in the same line of this second exercise list. Likewise, for the students to have a better performance of the activity I told them to listen to the song and follow it by reading it in their notebooks. So, they had to make several lists in lines, with numbers like:"1." they had to write the words that rhyme in the paragraph, and with the subnumbers like: "1.2., 1.3", and so on, the words that had the same vowel sound and almost near to rhyme in the same paragraph; examples of the song: "1. death, left. 1.2. life, realize. 1.3 through, look." That is to say, the last words of the verse that rhymed were classified according to the number of stanza, and the other words that rhymed were written in the same list; but with a subnumber of the number of the stanza. No matter what position they had in the stanzas, they could be set in the list as words that could rhyme. To continue emphasizing how to work with minimal pairs as other words that rhymed, I told my students again that although the words had the same or almost the same vowel sounds, they should also have the stress in the same syllable to be able to rhyme (See appendix 5, Lesson plan No. 9).

To end this activity, we sang this song with lyrics, explaining the pronunciation of all the words, the intonation, and the stress (October 2022). Then, students practiced this song at home to be sung with karaoke next class, making the environment of these English classes more pleasant (See appendix 5, Lesson plans No. 10 and 11). Consequently, I began the class playing the first stanza of the song's video "Gangsta's Paradise" for the students to follow its lyrics. The students repeated the song after me, word by word and line by line, to learn it by heart. Later, I played the song video in the karaoke version for the group to sing together. However, I made a competition for the students to have a more active participation. First, I measured the singing of the "Gangsta's Paradise" song's first stanza with the competition "women vs. men". Secondly,

"the half of the classroom vs. the other half"; and finally, "every line vs. every line" to end up with a winner.

By this time, students felt more confident identifying the vowel sounds of the words and pronouncing them (October 2022). There were two more exercises to continue with the project process. One exercise was to work with the complete phonetic symbols of each word (See appendix 5, Lesson plans No. 12 and 13). Initially, I chose 5 words per each vowel sound phonetic symbol /æ/, /ɑ:/, /ɛ/, /ɪ/, and /i:/ to give them finally 25 words randomly from another rap song called "Repent" by Shaggy (See appendix 11). Students should classify these words with their complete phonetic symbols into the lines belonging to each vowel sound phonetic symbol. In this way, they would look for the complete phonetic symbols of the 25 words in a dictionary or a dictionary application given to the students (See appendix 12). After all, they registered the words in front of each proposed phonetic symbol, and they were conscious of their vowel sounds to put them into the correct place they belonged.

Likewise, for the following and last activity, students, joined in groups of four, had to use their creativity to make up verses with the use of vowel sounds in minimal pairs to rhyme, or if this were the case, it would be better that the words had the same sound in the stressed syllable (See appendix 13). First of all, all the 9th grade students voted to choose the topic to create the verses (November 2022). The topics to choose were written on the board with the guidelines recommended to follow (See appendix 14). Among them, the students had to include in the verse some words pronounced in the first diagnostic test to check their advance (See appendix 5, Lesson plan No. 14). Then, some tracks were presented for the students to choose, by voting, one track that fit their verses, and after that, they joined in groups of no more than 4 students to begin to create the stanza; but in Spanish although this did not rhyme (November 2022). Each student

was in charge of one line of the group's stanza knowing the order and synchronization of each one that followed (See appendix 15), and I had to pass by the groups checking their work to assist them if they needed (See appendix 5, Lesson plans No. 15). The students who had their verses correctly-built wrote them on the board to try to find the order for a complete song (See appendix 16) (See appendix 5, lesson plan No. 16).

To sum up, the students created a song of their liking putting into practice their knowledge of vowel sounds pronunciation (See appendix 17) (November 2022) as correctly as, their knowledge of minimal pairs that they used for the words to rhyme in their song. With this final product, they were evaluated with their pronunciation as a last ending diagnostic test. To do this, they first agreed on how they want the stanzas to be rhymed and choose a topic to create the song. There were two ways for the stanzas to rhyme. One way was composing the stanza to rhyme line 1 with line 3 and line 2 with line 4. The other one was that only line 2 rhymed with line 4. In this respect, each group of four students had to compose a stanza and everyone was in charge of a line synchronized with his other three classmates. That means they had to be organized in order to know who was going to compose the first, second, third, and fourth line of each stanza. In the meantime, I showed them the rap tracks that could fit their rap song rhythm, and they together had to choose the track of their liking, including the "Gangsta's Paradise" rap song track.

Everyone's pronunciation was evaluated by listening to each stanza group. When they reached a better pronunciation, all the groups' voices with the track were recorded by singing together all the verses to make a song (See appendix 5, Lesson plans No. 17). This creation and pronunciation of a song was the last diagnostic test to check the advance that the students of 9th grade had until the end of this process. One condition to have in mind to evaluate the last

diagnostic test was that the students had to include the words used from the readings and oral presentations of a daily routine that had the vowel sounds belonging to the phonetic symbols /æ/, /ɑ:/, /ɛ/, /ɪ/, and /i:/ (See appendix 5, Lesson plans No. 14). This reading and oral presentation were the first diagnostic test to evaluate their pronunciation at the beginning of the process. Now, having in mind the pronunciation of the same words from the beginning, we can see the permanence or progress in the level that the students got compared with the last diagnostic test results. In this way, I checked if they improved their pronunciation or not, from the beginning of the process until the pronunciation of their creation of verses. Productions from 31 students were analyzed. Students A to M and students A1 to C3 had the opportunity to be evaluated in the first diagnostic tests in 2022. Students N to W only had the opportunity to participate in the rest of the process of 2023 and did the final diagnostic test. Most of the students were from group 9-4. There were sometimes school activities during that schedule and I could not work with them continuously. So, I took advantage that I had three 9th grades: 9-4, 9-5, and 9-6, to carry out the project as if they were only one.

Chapter 4: Results and Discussion

Taking into account the context of the students in 9th grade of Donald Rodrigo Tafur public school, and the hours for English classes that they had to learn English in the week, I bore in mind several drawbacks before coming to a conclusion. The first one is that the students never studied pronunciation and they did not even know anything about phonetic symbols. When they first saw the symbols they were surprised, so I proceeded to explain them. The second one was that after the explanation, although they understood the phonetic symbols that represented each vowel sound, they continued pronouncing every vowel in the spelling patterns from the first chart like the vowels in their mother tongue, Spanish. For instance, the sound /a/ was also pronounced in words like "start", the sound /i:/ was also pronounced in words like "it", and the rest of the vowel sounds were pronounced in the English words as in Spanish /a/ for "a", /e/ for "e" and "ee", and /i:/ for "i" without finding or identifying any difference.

4.1 Diagnostic pre-test

Thus, to make them realize about the difference of the sounds and characteristics in these vowels, they worked on the two first exercises to have a prior diagnostic test and get feedback. First of all, these exercises were registered and analyzed in Excel charts after listening to the recordings of the students' readings and oral presentations. Let us remember that the readings were about the students' daily routines that they created with some words taken from the chart where the spelling patterns were explained according to their vowel sounds. These spelling patterns had the vowel sounds representing one of the five phonetic symbols in the chart. Consequently, they had to be used in the creation of the daily routine as a condition to get a first diagnostic test from their reading and pronunciation of the words containing the vowel sounds

explained. With this diagnostic test, I knew the level or condition that the students had in pronunciation; but more than that, I could understand why they pronounced the vowels in such a manner so that I could give them feedback.

Therefore, the data, such as the names of the students and the words containing the vowel sounds pronounced by them in their readings and oral presentations were registered in two Excel charts. In the first chart, the words were marked with a "tick" if they were correctly pronounced or an "X" if they were incorrectly pronounced in front of each student's name. On the top, in the same line, the words were set following one by one belonging to the same vowel sound in groups. As it is shown in table 1 (below),

Table 1: First diagnostic pre-test results.

INITIAL DIAGNOSTIC TEST RESULTS																			
WORDS WITH THE VOWEL SOUNDS /æ/, /a/, AND /e/ IN THE STUDENTS' DAILY ROUTINE TEXT PRONUNCIATION GOOD (✔) OR BAD (X) PRONUNCIATION OF THE WORDS																			
STUDENTS	after	that	half	classes	cat	nap	start	watch	mop	wash	car	comics	then	dressed	next	later	cellphone	get	bed	ten
Student A	✔	X		✔	✔		X	X		X	X		✔		✔	X	✔	✔		✔
Student B	X	X		✔					X		X		✔		✔			X		X
Student C									X		X				✔			X		X
Student D	✔	✔		✔			✔	X	X	X	✔		X	✔	✔	X		X	✔	X
Student E	✔	✔		✔		X	X	X		X			X		✔	✔	✔		✔	
Student F	✔	✔	X		X					X	X	X	X	X		✔	X	✔		
Student G	✔	X		✔			X			X	X	X	X	X		✔	X	X		X
Student H	✔	✔		✔									X		✔	✔	X		✔	X
Student I	✔	✔		✔			X	X		X	X	X				X		X	X	
Student J		✔			X			X	X	X					✔	X				X
Student K	X	✔		✔	✔		X		X	X	X	X			✔	X			✔	X
Student L				✔			X	X	X	X	X	X	✔			✔		✔	✔	
Student M	✔	✔											✔		✔		✔		✔	✔

WORDS WITH THE VOWEL SOUNDS /ɪ/ AND /iː/ IN THE STUDENTS' DAILY ROUTINE TEXT PRONUNCIATION GOOD (✔) OR BAD (X) PRONUNCIATION OF THE WORDS																
STUDENTS	video	sit	finish	dinner	six	first	dishes	comics	with	Teeth	feed	clean	leave	read	sleep	sweep	see
Student A	X		X	X	X					X			X		X		
Student B													X				X
Student C					X												
Student D	X	X	X		X		X			✔	X	X	X	✔	X	✔	
Student E	X	X		X	X		X	X	X	X	X	X	X	X	✔	X	
Student F			X	X						X							
Student G	X			X			X	X		X				✔	✔		
Student H					X	X											
Student I		X					X					X	X	X	X		
Student J		X		X			X	X	X	X				X		X	
Student K	X			X			X	X			X	X		X			
Student L				X	X		X			X				X	X		
Student M					X							✔					

the thirteen students registered in the chart did not include all the words in their daily routines. Seven students wrote short daily routines and six students wrote long ones to include some of these thirty-seven words from the chart (See table 1). In the same way, they were marked correctly or incorrectly pronounced in the chart.

To analyze these cases, first, I took into account the number of words that were correctly or incorrectly pronounced depending on the group of words that corresponded to each vowel sound. Then, according to this high number of correct or incorrect words, I mentioned the high number of students that pronounced correctly or incorrectly this group of words. On the contrary,

according to the low number of correct or incorrect words, besides mentioning the low number

of students that pronounced them, I also described the possible origins of these situations.

 For the first group of words, belonging to the phonetic symbol /æ/ as in "after, that, half,

classes, and, cat", most of the students pronounced them correctly. However, among thirteen

students, the word "that" was mispronounced by three students, the word "after" was

mispronounced by two students, the word "cat" was mispronounced by two students, and the

words "half", and "nap" were mispronounced each one by one student; the rest of the students

did not include these words in their daily routines. Hence, maybe because of its proximity with

the production of the low central vowel sound /a/, and despite not being part of the Spanish

vowel system, many students were able to correctly pronounce the /æ/ sound in these words. On

the contrary, the few students who mispronounced them lacked self-confidence.

For the second group of words, belonging to the phonetic symbol /ɑ:/ like in "start,

watch, mop, wash, car, comics", most of the students pronounced them incorrectly. However, the

word "start" was correctly pronounced by one student, and the word "car" was also correctly

pronounced by another student. This time, these two words were included in more than seven

daily routines ("start" 7 times, and "car" 9 times); but they were mispronounced in most of them.

Students tended to pronounce these words with a vowel that was shorter and more to the front.

For the third group of words, belonging to the phonetic symbol /ɛ/ like in "then, get, get

dressed, bed, next, ten, cellphone", thirty-two words were well pronounced by the thirteen

students, and the other twenty-seven words were pronounced incorrectly by the same thirteen

students too (See table 1). Although, this vowel sound is not pronounced like in Spanish, 54% of

the words were pronounced a little lax, and with the same mid front position of the sound /e/,

since the sound /ɛ/ is lax mid front. 46% of the words were mispronounced because here, in some

cases, instead of pronouncing /e/ or /ɛ/ students pronounced /i:/ applying the vowel sound for the double "ee", because they were taught that double "ee" was pronounced /i:/, and they did not realize that these words only had one "e". In other cases, the "e" was correctly pronounced but the consonants were incorrectly pronounced, and in some other cases students were confused and lacked self-confidence.

For the fourth group of words, belonging to the phonetic symbol /ɪ/ like in "six, dishes, finish, dinner, sit, video, with", all of the students pronounced them incorrectly. This was due to the confusion with the vowel sound of "i" in Spanish. All of the students pronounced these words with the tense sound /i:/ like in Spanish, and they should pronounce them with a lax sound /ɪ/.

For the fifth and last group of words, belonging to the phonetic symbol /i:/ like in "teeth, sweep, clean, leave, read, sleep, feed", most of the students pronounced them incorrectly. However, the word "sleep" was correctly pronounced by two students among seven, likewise, the word "sweep" was correctly pronounced by two students among four, the word "teeth" was correctly pronounced by one student among seven, the word "clean" was correctly pronounced by one student among six, and the word "read" was correctly pronounced by one student among five. The words "leave, read, feed, and see" were incorrectly pronounced by the rest of the students. These combinations were difficult for the students to pronounce since they pronounced the first vowel they read. Thus, for the combinations "ea" and "ee" most of them pronounced /e/. It should be clarified that the students who had many registered errors were not only the ones who made the most mistakes, but also because they were the ones who wrote and spoke the most about their daily routines, and those who had few errors were not only the ones who made the fewest mistakes, but also because they wrote and spoke less.

The data of the second exercise for the first diagnostic test were registered in the second chart. To get this data, the students went to the board to speak about their daily routines without reading. They were recorded, and at the end of their presentation, I gave them feedback according to what I listened to. Afterward, the pronunciation of the words from the oral presentation of each student was analyzed in the Excel chart. Every student said a different daily routine. That means that the words to analyze were different. So, I registered in the Excel chart every word that was mispronounced (See table 2).

Table 2: Second diagnostic pre-test results.

STUDENTS	WORDS AND SYMBOLS OF WRONG PRONUNCIATION				
MONOLOGUE: ORAL EXERCISE STUDENTS					
DAILY ROUTINE ACTIONS WORDS					
Student A1	hair /hi:r/	dressed /dri:sd/	sweep /eswi:p/	mop /mʊp/	wash /æ/
Student B1	start /æ/	finish /i:/			
Student C1	a.m /aIem/	thirty /i:/	prepare /prepare/	finish /i:/	
Student A	Not understandable				
Student B	hair /hi:r/	dressed /dri:sd/	sweep /eswi:p/	mop /mʊp/	wash /æ/
Student C	first /i:/	third /i:ʃ/			
Student D	start /æ/	finish /i:/			
Student E	a.m /aIem/	thirty /i:/	prepare /prepare/	finish /i:/	
Student F	this /i:/	is /i:/	six /i:/		
Student G	is /i:/	first /i:/	sweep /eswi:p/	six /i:/	wash /wæs/	dishes /i:/
Student H	is /i:/	six /i:/	then /ten/		
Student I	this /i:/	is /i:/	six /i:/	later /'leðər/	undress /i:/
Student J	is /i:/	first /i:/	dressed /dri:sed/		
Student K	this /i:/	is /i:/	start /æ/	sit /i:/	
Student L	is /i:/	first /i:/	later /æ/		

For the words that had the error only in the sound of the vowel, I wrote only the phonetic symbol of that vowel sound as it was mispronounced. If the pronunciation had more than one error, all the phonetic symbols of the registered mispronounced word were written in the same way. So, the incorrect pronunciation was registered as it was pronounced from the student whom nothing was understandable up to the student that only mispronounced two words. In the same

way, as the previous exercise, all the oral presentations were different. Some were short and others long. Besides the errors in the vowel sounds, there were other errors where the "e" should not be pronounced before the "/s/" in words like "sweep" pronouncing /eswi:p/. Most of the mistakes, as the phonetic symbols show them, were the mispronunciation of the vowel sounds with the same errors as the previous exercise, others were pronounced exactly like in Spanish /prepare/ for the word prepare (table 2). Conclusively, according to this second chart and the description of their initial knowledge that the students had about pronunciation, they committed considerable errors to work on and improve, without ignoring their lack of self-confidence which played an important role in their performance, and this is achieved with activities and practice that motivate them.

4.2 Activities

In this context, I gave the students feedback about the errors in their pronunciation after each activity of the post-test. When students' charts were corrected orally, the general errors were that they placed the words according to their letters, but not according to their sounds. For example, they placed the word "day" in the line of the vowel sound phonetic symbol /ɑ:/ due to its spelling, without considering the correct pronunciation of /deI/. On the other hand, for the activity where the students had to choose the words of the song "Gangsta´s Paradise" to place in the chart in front of the phonetic symbols they belonged to, they did not take into account using the dictionary as a tool which I recommended to help them know what vowel sound phonetic symbol each word had. To be sure that the students were aware of the vowel sounds that these words had, there was another exercise, but this time, with a new song called "Repent" by Shaggy. Students had to have all the phonetic symbols to place them in the correct line of the corresponding vowel sound, and they had to do the complete process of looking for all the

twenty-five words in their dictionaries. In this case, all the students did the homework as it was indicated, writing the complete phonetic symbols between slashes after every word that corresponded to the phonetic symbol representing the sound of the vowel these words had (See appendix 12).

For the new exercise where they had to circle or underline the words, most of the students wrote a list of pairs of words that rhymed or were minimal pairs. In this respect, they continued working with the previous song "Gangsta´s Paradise". So each pair of words was placed together, in some cases, as minimal pairs, or in most cases, these pairs of words agreed in terms of similar vowel sounds with the stress in the same syllable. Then, the students with this exercise could understand how words should rhyme. After explaining how words should rhyme at the end of each line, students themselves were in charge of saying where the words rhymed and the syllables that rhymed in other songs like salsa and rap. They were so motivated that they began to participate spontaneously and told me excitingly a huge amount of words that rhymed. Next, the students practiced pronunciation by singing the song in three ways, by following the lyrics with the singer's audio from a video, singing karaoke, and repetition. Besides their liking for rap music, students were motivated in this class when they had to compete "women vs. men", "the half of the classroom vs. the other half"; and "every line vs. every line" to end up with a winner.

4.3 Diagnostic post-test. A song

Accordingly, the activity about singing, practicing and competing had an aim. It was time for the students to begin to practice the pronunciation of the song "Gangsta´s Paradise" to immerse in the song as an introduction for the final part of this process. In this context, I gave them the instruction to create their own verses and join them to end up in a complete song for the group. They chose the topic for the song of the group and the sound track democratically.

Subsequently, to start creating the verses, I gave them advice, and it was that they should first create a stanza in Spanish without rhyme, but with appropriate meaning, with some words containing the vowel sounds studied and that had to do with the topic chosen. When they translated, they could look for the proper words to rhyme or the synonyms that accomplished this aim. The time to check their verses arrived and there were many situations: some students committed plagiarism, so they were out of the activity. Others needed some help because they did not find words that rhymed, then they needed to change words or sentences of position for the words to rhyme, and some others did it right without the help of the teacher. In this case, I registered their work and the students wrote their verses on the board immediately. In the same way, the students who finished their corrections passed to the board to write their verses, and finally organized them to have the order to form the song of one of the 9th grades. The song of group 9-4 had words containing the 5 vowel sounds to take the final diagnostic test:

A song: Love

To <u>start</u> you <u>are</u> like a <u>star</u>

<u>and</u> you <u>are</u> my other <u>half</u>

I <u>have</u> <u>been</u> looking for you all my life

<u>apart</u> from <u>that</u>, you <u>are</u> too beautiful

the love <u>that</u> I <u>have</u> for you <u>is</u> <u>very</u> <u>meaningful</u>.

My love <u>is</u> <u>valuable</u> <u>as</u> a crown

my life <u>is</u> breaking like a <u>glass</u>

walking through the life

when I <u>see</u> you <u>pass</u>.

Love is very complex

as I were in class

with no idea to get in

looking through the glass.

Living in a dream

when I am with you

I don't know how to think

when I kiss you too.

I want to be holding your precious hand

Everyday I'd like to see you and I don't understand

I love seeing you my lady

I don't want you to leave my baby.

The one who falls in love loses

you fell in love, I told you luck

I went to the street looking for love,

but for you my heart is locked.

After you there was no one so real

and in my heart and soul you're like a seal

and only you make <u>me</u> <u>happy</u> <u>in</u> my life

my <u>heart</u> wants you to <u>be</u> my wife.

This song was produced by group 9-4 at I.E.T.I. Donald Rodrigo Tafur school, 2022 (See appendix 16). There were two other songs by group 9-5 and group 9-6, but this one (9-4) was chosen to be analyzed.

In spite of the context and background of my public school students, the songs sounded agreeable and catchy to my ears. Besides, this was their first time doing these activities to reach perfect results. The truth is that they were a little uncoordinated and off-key, and there were also some mistakes in their pronunciation. Here, some students came again pronouncing some words with the Spanish vowel sounds, and in some cases pronouncing the vowel /e/ before the consonant "s" when the words began by "s", like in the word "start", some students pronounced /est'a:rt/. It was because we do not have words beginning with "s" in Spanish unless it is a "borrowing" from English. The others words mispronounced are the ones that have a lax or short /I/ in words like "is, in, living, kiss", and a long low back /ɑ:/ in words like "heart" and "start " (See table 3).

There is another situation to correct in the pronunciation of the word "you", /ju:/, that has a semivowel before the vowel sound /u:/ and was pronounced /<u>dʒ</u>u:/ as a consonant. It does not have to do with the topic, but it is a pronunciation that we always use. However, they improved in pronunciation of words and self-confidence. They had never sung in English classes.

For instance, in the pre-test, most of the students pronounced shyly and many words were hardly understandable, in the case of one student, no word was comprehensible. Now, in the post-test, all the students had self-confidence and pronounced loudly with reliability. As it is

shown in the diagnostic pre-test chart, there were many mistakes when they pronounced the

spelling patterns included in the first two exercises. In the diagnostic post-test chart it is shown

that no one mispronounced more than three words (See table 3).

Table 3: Diagnostic post-test activity

STUDENTS	WORDS AND SYMBOLS OF WRONG PRONUNCIATION		
FINAL DIAGNOSTIC TEST			
RAP SONG VERSES PRONUNCIATION			
Student A1	start /est'ært/	is /iːs/	
Student B1			
Student C1	start /est'ært/	is /iːs/	
Student D1	this /diːs/	is /iːs/	in /iːn/
Student E1	this /diːs/		
Student F1			
Student G1	is /iːs/		
Student H1	this /diːs/	is /iːs/	in /iːn/
Student A	start /est'ært/	is /iːs/	
Student B			
Student C	start /est'ært/	is /iːs/	
Student D			
Student E	you /dʒu/		
Student F	you /dʒu/		
Student G	you /dʒu/		
Student H	is /iːs/	in /iːn/	
Student I	is /iːs/	in /iːn/	
Student J	is /iːs/	in /iːn/	
Student K	living /liːviːŋ/	you /dʒu/	kiss /kiːs/
Student L	living /liːviːŋ/	you /dʒu/	kiss /kiːs/
Student M	living /liːviːŋ/	you /dʒu/	kiss /kiːs/
Student N	living /liːviːŋ/	you /dʒu/	kiss /kiːs/
Student O			
Student P			
Student Q			
Student R	in /iːn/	heart /hært/	
Student S	in /iːn/	heart /hært/	
Student T	in /iːn/	heart /hært/	
Student U	in /iːn/	heart /hært/	
Student V			
Student W			

Thirty-one students were chosen to register their pronunciation results. Six of them mispronounced 3 words, eleven students mispronounced two words, five mispronounced one word, and nine did not mispronounce the vowel sounds in their verses. This contrasts with the first pre-test, where the student who mispronounced most of the words had 13 errors, and in the second pre-test the student who mispronounced most of the words had 6 errors.

There were three differences among these three exercises for the diagnostic test. The first one (pre-test) was the pronunciation of a reading (long). They were tied to what they had on their notebooks. The second one (pre-test) was an oral presentation. They said only what they had on their mind (short). The third one (post-test) and the last one had both. In the singing of the verses, they sometimes read their verses and sometimes not, but the most important was that they enjoyed it and did it motivationally with music.

Chapter 5: Conclusions

Music induces learning in most cases. In a past experience, due to the little time for English classes, I used a rap rhythm sound track for the students to learn by heart a list of irregular verbs in their three columns. Students pronounced the verbs with rhythm and they enjoyed doing it in this way. Therefore, rhythm and intonation are part of the pronunciation in a language according to the type of sentence. Most students like music, and as a teacher, this is a great opportunity to take advantage of this tool for the students to learn pronunciation; for that matter, this is a tool that had to do with this project.

Time is changing, and new strategies need to be applied in the classroom. Students enjoyed rhyming words in Spanish, and one special thing of this strategy was to teach vowel sounds to create music in English. For instance, the topic of minimal pairs was fundamental to identify the differences in pronunciation of vowel sound variations and to rhyme words. With the use of minimal pairs, students worked to find similar words to make verses. At the beginning of the process they pronounced words as if they were reading in Spanish. For example, when they read a combination "ea" in a word like "read", they pronounced /read/ instead of /ri:d/. Then, through several activities, they realized that these combinations could have one vowel sound represented by a phonetic symbol.

This process showed me special factors that I had not experienced with students of a public school. The students had no idea that in the vast field of English pronunciation there were more variations for each vowel sound than in Spanish. With the activities mentioned before, students identified, practiced, and realized these differences. Now, with this opportunity to develop this project, students could experience new ways of learning English, changing traditional learning by a meaningful learning based on music to create verses. Like this, some

monotony in English classes was diminished to experience a new strategy that attracted them to participate without being stressed or feeling forced to do it. On the contrary they liked to get in the class to continue with the process and I, as their teacher, felt pleasant in a good environment in class that at one time, was rejected by some students, but who now enjoy it.

In that case, students learned by entertaining and engaging with this activity. Even though they did not take traditional grammar classes, they stimulated themselves and felt pleasant with music to study grammar by creating the lines for the stanza with basic structures, expanded their vocabulary by translating and looking for appropriate words to rhyme, and created texts according to specific purposes that were the topic chosen and the rhyme. Consequently, besides my students, with this project, I also learned:

- ➢ To make changes in my methodology to teach.
- ➢ To enjoy doing new different things for my students to enjoy them too.
- ➢ To lead and continue hopefully a different process that takes time, but at the end I can see the results.
- ➢ To use rhyme with different strategies.
- ➢ To not to trust the Phonetic Alphabet of some dictionaries.
- ➢ To believe that some drawbacks, like the context of my students and their low English level are not impediment for them to learn and create incredible things, and
- ➢ To solve situations and drawbacks to carry out a project.

As a matter of fact, I had to handle some situations that impeded the performance of this project in certain ways. I just had 40 minutes a day for three days to work with them on the project. There were sometimes school activities during that schedule and I could not work with them continuously. So, I took advantage that I had three 9th grades: 9-4, 9-5, and 9-6, to carry out the

project as if they were only one. However, I will continue this process with them in 10th grade. For my part, I will continue working with them on their verses, and synchronization to be improved, and this time, there will be a group in charge of creating the chorus to have a more complete song. I'm happy with this project to implement it every year with 9th grade and so on, since I receive students from 8th grade and the first year is to prepare them for them to be ready in 9th grade to begin this process.

According to their verse productions, I was surprised with the 9th graders by the mood of singing their verses, with a little desynchronization, but with good voice, tone and intonation. I liked it very much. My students applied the use of minimal pairs for the last words to rhyme at the end of the stanzas' lines to create verses, joined them and ended up producing a rap song. In this way, they developed the skill of pronunciation because they used the words containing the vowel sounds proposed to study in this process, and they finished pronouncing their verses with rhythm and intonation. After listening to their songs, their voices remained in my ears and mind. They were rap amateurs, but they did it with their heart and enjoyed it. As a consequence, their situations of self-confidence were solved. They raised their self-confidence since they were timid to participate or sing. The students who did not want to sing ended up singing excitingly, and when I hear their song again, I think they sound as if they were from a bilingual school. This project shows that we can do great things with these students and they are for big things too.

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Appendixes

Appendix 1: Lax and tense vowel pronunciation with spelling patterns

Sound	Usually written	Examples
/æ/	A	mat, pat, lap
/ɑ:/	Ar	far, car
/ɛ/	E	met, pet, let
/ɪ/	I	bin, pit, lip
/i:/	ee, ea, y, ie, i+c+e,	sheep, meat, dandy, fiend, elite

Appendix 2: Students' writing about daily routines to read for the first diagnostic test

AND I ARRIVE AT SCHOOL AT 1:00 PM. I START CLASS.

I START CLASSES AT 1:20 AND I FINISH THEM AT 4:30.

AT AROUND 4:15, I LEAVE SCHOOL AND I GET HOME AT 5:15.

LATER, I WASH MY HANDS AND I CHANGE MY CLOTHES.

THEN, I SIT DOWN TO DO HOMEWORK AND STUDY UNTIL 6:30.

NEXT, I MAKE DINNER AND I HAVE DINNER AT 7:00 PM.

AFTER THAT, I WATCH THE NEWS OR MOVIES AND I PLAY VIDEOGAMES.

AT 9:00 O'CLOCK, I TAKE MY DOG FOR A WALK AND I DO EXERCISE.

LATER, I GO BED TO SLEEP, BUT I TAKE MY CELLPHONE WITH ME.

• I TAKE A NAP.

Appendix 3: Phonetic symbols chart with spelling patterns

November 29th, 2021.

EXERCISE. (DAILY ROUTINE)

Make a daily routine with the following words:

/æ/ After that, classes, cat.

/aː/ Start, watch, wash, car, far.

/e/ Then, get, dressed, bed, later, next, ten, cellphone

/I/ Six, dishes, finish, dinner, commics, sit, video, with.

/iː/ Teeth, sweep, clean, leave, read, sleep, feed.

Appendix 4: Example of oral presentation about daily routines
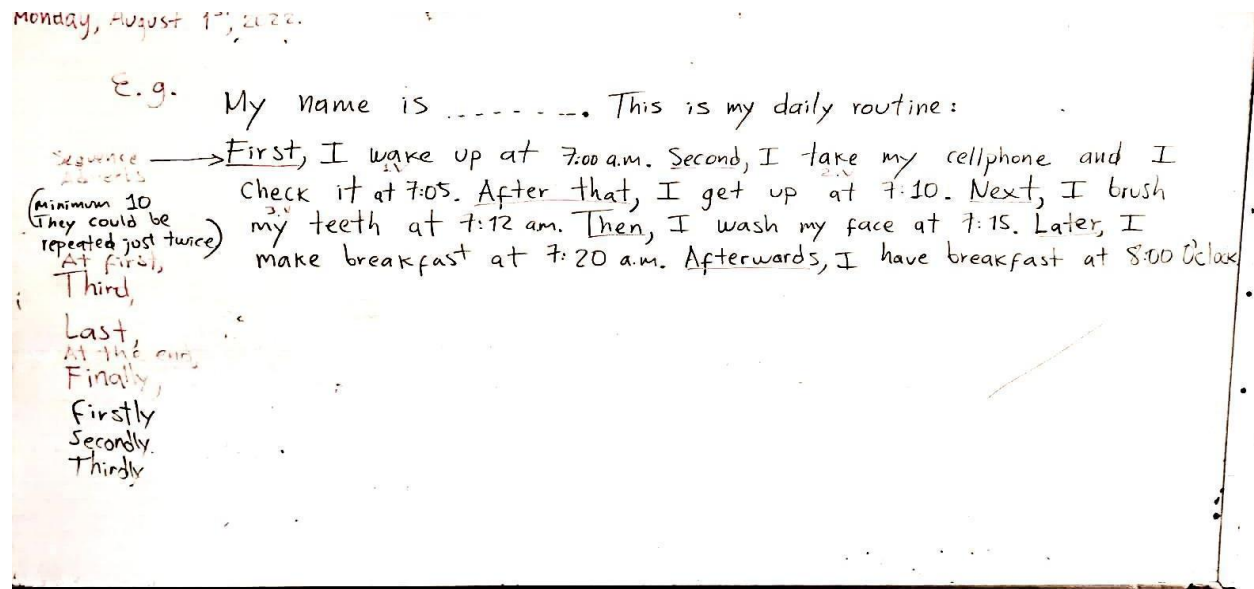
Appendix 5: Lessons plans

LESSON PLAN No 1 Class time: 50 minutes – 9th GRADE	
TOPIC:	Vowel sounds phonetic symbols: /æ/, /ɑ:/, /ɛ/, /ɪ/, and /i:/ with their spelling patterns.
LEARNING OBJECTIVE:	Students will be able to recognize the vowel sounds represented by phonetic symbols and use their spelling patterns to create a daily routine.
WARM UP	The teacher will play a video about the International Phonetic Alphabet with some phonetic symbols of vowel and consonant sounds with their spelling patterns (https://youtu.be/JwTDPu2TE6k). He will introduce and explain the 5 vowels that will be studied, practiced and evaluated. First, the video will be listened. Then, the teacher will make a review showing with his mouth how to open it to pronounce long and short vowels also depending on how deep the sound comes out from his mouth, and the similarity some have with the Spanish ones.

SEQUENCE OF ACTIVITIES	After the teacher takes the students' attendance list, he will draw a chart with two columns. The left column will have to be narrow where the teacher will write the 5 vowel sounds phonetic symbols, and the right one must be wide to write their spelling patterns. In the lines made for the spelling patterns the teacher will write all the vocabulary students will use to create a daily routine. The vocabulary is classified and written, in the chart according to the vowel sound each word has, in front of the phonetic symbol it belongs to.
CLOSE UP	Students will create a daily routine text using the spelling patterns which have the five vowel sounds and will read it next class. To have a first diagnostic test for this investigation, the teacher will evaluate students' pronunciation about those five vowel sounds through these daily routine texts proposed to be studied in this project.
RESOURCES	A TV, internet dada, a cellphone, dictionaries.

LESSON PLAN No 2 **Class time: 50 minutes – 9th GRADE**	
TOPIC:	Pronouncing the five vowel sounds phonetic symbols: /æ/, /ɑ:/, /ɛ/, /ɪ/, and /i:/ with their spelling patterns through the daily routine reading.
LEARNING OBJECTIVE:	Students will be able to show their level of pronunciation by taking a diagnostic test of their daily routine reading which contains the spelling patterns with the five vowel sounds.
WARM UP	The teacher will write a short text of a daily routine with all the spelling patterns of the five vowel sounds given the students in the previous class.
SEQUENCE OF ACTIVITIES	After the teacher takes the students' attendance list, he will go through all the students' tables taking the first diagnostic test of their pronunciation of the words containing the five vowel sounds in their daily routine.
CLOSE UP	The teacher will tell the students to learn by heart 7 sentences

	or activities that describe their daily routine with connectors of sequence, no matter the order they have in their notebook but with coherence according to the time. This activity will be graded in one week orally in front of the student's classmates as if it were a monologue.
RESOURCES	A TV, internet dada, a cellphone, dictionaries.

LESSON PLAN No 3 **Class time: 2 hours – 9th GRADE**	
TOPIC:	Pronouncing the five vowel sounds phonetic symbols: /æ/, /ɑ:/, /ɛ/, /ɪ/, and /i:/ with their spelling patterns through the daily routine reading.
LEARNING OBJECTIVE:	Students will be able to show their level of pronunciation by taking a diagnostic test of their monologue about their daily routine which contains the spelling patterns with the five vowel sounds.
WARM UP	The teacher will remember the students how to say the daily activities sentences orally with connectors as an example of monologue.
SEQUENCE OF ACTIVITIES	After the teacher takes the students' attendance list, he will call the students to make their oral presentation about their daily routine containing the five vowel sounds in their words and the connectors.
CLOSE UP	The teacher will give feedback about the general mistakes in the pronunciation and tell the students he will present a song to show them words with the same pronunciation of vowel sounds.
RESOURCES	

	LESSON PLAN No 4 Class time: 3 hours – 9th GRADE
TOPIC:	Identifying words containing the vowel sounds phonetic symbols: /æ/, /ɑ:/, /ɛ/, /ɪ/, and /i:/, from the song "Gangsta's Paradise" by Coolio.
LEARNING OBJECTIVE:	Students will be able to identify the words that contain one of the 5 vowel sounds, studied in the previous class, in the song "Gangsta's Paradise" by Coolio.
WARM UP	The teacher will play a video of the song "Gangsta's Paradise" by Coolio with its lyrics for the students to try to sing the song or follow it.
SEQUENCE OF ACTIVITIES	After the teacher takes the students' attendance list, students will begin writing the song lyrics from a webpage displayed on the TV by the teacher's cellphone. Students will have finished writing the whole song lyrics in three classes.
CLOSE UP	At the end of the class I will play the video with the "Gangsta's Paradise" lyrics from a Youtube video for the students to familiarize with the song.
RESOURCES	A TV, internet dada, a cellphone, a Youtube video: https://youtu.be/D7SpHZCtEpk , a webpage: letras de coolio gangsta's paradise https://g.co/kgs/ycNam9 .

	LESSON PLAN No 5 Class time: 2 hours – 9th GRADE
TOPIC:	Classifying words, according to their vowel sounds, from the song "Gangsta's Paradise" by Coolio.

LEARNING OBJECTIVE:	Students will be able to classify some words according to the vowel sound phonetic symbols they belong to in a chart.
WARM UP	Students will finish writing the song lyrics from the video.
SEQUENCE OF ACTIVITIES	After the teacher takes the students' attendance list, he will draw a chart on the board. He will write the phonetic symbols from up to down on a chart on the board. In the meantime, students will remember and pronounce the sounds of those symbols having in mind the explanation and exercise in the first class. So, the teacher and the students together will make a second chart with the phonetic symbols of the vowel sounds and spelling patterns. In a third chart, after writing the five phonetic symbols of the vowel sounds, the students will take out at least 4 words from the song "Gangsta's Paradise" by Coolio, for every phonetic symbol to get twenty words as spelling patterns. The words must contain one of the vowel sounds belonging to the phonetic symbol where they will be set. These words will be used as spelling patterns on the chart and the teacher will give the students some instructions for them to identify the words that have the vowel sound phonetic symbol they belong to. First, students must identify the words in the song they think have the vowel sounds studied; then, they have to look for those words in the dictionary to know all the phonetic symbols each word has to find what stressed vowel sound phonetic symbol every word has to classify them. In the end, students will have taken out at least 20 words as a whole from the song to fill the chart; but according to the time, this exercise will be assigned as class work and continued as homework.
CLOSE UP	As homework, students will bring the chart completed and an investigation about minimal pairs to class. What are minimal pairs and give examples?
RESOURCES	A TV, internet dada, a cellphone, dictionaries.

	LESSON PLAN No 6 Class time: 50 mins – 9th GRADE
TOPIC:	Grading the classified words chart, according to their vowel sounds from the song "Gangsta's Paradise" by Coolio.
LEARNING OBJECTIVE:	Students will be able to classify the words of the song "Gangsta's Paradise" by Coolio. according to the vowel sound phonetic symbols they belong to.
WARM UP	Some students will go to the board and write the five phonetic symbols without looking at their notebooks, to check their memories, and some others will write two spelling patterns for each phonetic symbol for the rest of the students who found the exercise difficult.
SEQUENCE OF ACTIVITIES	After the teacher takes the students' attendance list, he will grade some song phonetic charts and the investigation students did about minimal pairs assigned as homework. The rest of the students will continue working on the exercise in class after the second explanation the teacher will give them to clear some doubts out about the exercise, correcting what some students did on the board at the beginning of the class.
CLOSE UP	The teacher will continue checking and grading the exercise to the rest of the students who will continue working on the classification of words according to the sound with their dictionaries.
RESOURCES	A TV, internet dada, a cellphone, dictionaries.

	LESSON PLAN No 7 Class time: 50 mins – 9th GRADE
TOPIC:	Rhyme and minimal pairs.

LEARNING OBJECTIVE:	Students will be able to identify, underline, and list the words of the song "Gangsta's Paradise" that rhyme.
WARM UP	The teacher will play the lyrics of the song "Gangsta's Paradise" again, to explain what words students must circle or underline.
SEQUENCE OF ACTIVITIES	After the teacher takes the students' attendance list, he will grade the homework about minimal pairs investigation, and some song phonetic charts. He will also take some time to explain how to do the exercise about choosing the words in a better way, like choosing words with the same vowel sound and stress. To have a better performance of the activity, the teacher will tell the students to listen to the song and follow it by reading it on their notebooks; this will help students to get the vowel sounds and the stress. He will take another example; so, the teacher will finish showing the words that rhyme in the song called "The real slim shady" by Eminem for the students to do the same with the "Gangsta's Paradise" song.
CLOSE UP	Next exercise is to underline the words that rhyme in the song "Gangsta's Paradise" and their positions in each stanza.
RESOURCES	A TV, internet dada, a cellphone, dictionaries.

LESSON PLAN No 8 Class time: 50 mins – 9th GRADE	
TOPIC:	Identifying and analyzing how words rhyme in some kinds of songs.
LEARNING OBJECTIVE:	Students will be able to identify and analyze how words rhyme in some songs and the way stanzas or verses should be structured.
WARM UP	The teacher will play a video of a salsa song called: "Algo que se quede" by grupo niche".

SEQUENCE OF ACTIVITIES	After the teacher takes the students' attendance list, he will play the song video called "Algo que se quede" to explain the rhyme. This song has a rhyme in each stanza; but, it does not have it in one stanza. So, I will draw four lines representing a stanza and in front of it two lines separated by a comma. At the end of each two lines, I will draw a box to write the last syllables of the words that rhyme. When we get to the stanza that won't rhyme, they will realize it. Then, I will play another salsa song to see if it rhymes, and I will show them the rhyme again between the last syllables of each two lines in the first two stanzas to continue with the English rap song called "The real slim shady" by Eminem, presented last class as an example. So, I will take advantage of the students' participation who will tell me where the words will rhyme, and I will show them how to classify those words on a list as an example to classify the words that rhyme in the "gangsta's paradise" song. They will have to underline the words that rhyme in the song, and write them on the list they began to do last class, but classified according to the number of stanza, and in the same list but with a subnumber the words that have the same vowel sound with a same stress to continue emphasizing how to work with minimal pairs.
CLOSE UP	Students will begin to do the exercise of words that rhyme from the song, underlining or cycling the words that have the same vowel sounds and stress. So, they will have to make several lists in order with numbers and sub-numbers. E.g. 1. Write the words that rhyme in the paragraph 1.2., 1.3, and so on the words that will have the same vowel sound and are almost near to rhyme. Examples of the song "Gangster's Paradise", 1. death, left. 1.2. life, realize. 1.3 through, look.
RESOURCES	A TV, internet dada, a cellphone, dictionaries.

LESSON PLAN No 9 Class time: 50 mins – 9th GRADE	
TOPIC:	Identifying and analyzing how words rhyme in some kinds of songs.
LEARNING OBJECTIVE:	Students will be able to identify and analyze how words rhyme in some songs and the way stanzas or verses should be structured.
WARM UP	Students will continue doing the exercise of words that rhyme from the song, underlining or cycling the words that have the same vowel sounds and stress. So, they will have to make several lists in order with numbers and sub-numbers.
SEQUENCE OF ACTIVITIES	After the teacher takes the students' attendance list, he will explain again how to find, underline or cycle, and make a list of the words that rhyme in each stanza. He will grade the underlined words and the lists of words that rhyme from the "Gangsta's Paradise" song, and remind them that although the words have the same vowel sounds, they must also have the stress in the same syllable.
CLOSE UP	The teacher will continue grading the next class.
RESOURCES	A TV, internet dada, a cellphone.

LESSON PLAN No 10 Class time: 50 mins – 9th GRADE	
TOPIC:	Project and process review with a little pronunciation practice.
LEARNING OBJECTIVE:	The teacher will make students aware and remember the process they have had before practicing pronunciation.
WARM UP	The teacher will remind the students and make a review about the process they have had until this class.
SEQUENCE OF	After the teacher takes the students' attendance list, he will

ACTIVITIES	explain the strategy and work until now. Then, he will check the exercise about underlining and listing words that rhyme. The following exercise, after grading old homework and activities, is about singing the song "Gangsta's Paradise" by Coolio.
	First, students will follow the lyrics. Second, the teacher will make students repeat word by word and line by line. Third, they will sing line by line themselves without repeating but reading the lyrics on the video.
CLOSE UP	The teacher will continue practicing the song and grading the next class.
RESOURCES	A TV, internet dada, a cellphone, dictionaries.

LESSON PLAN No 11 Class time: 50 mins – 9th GRADE	
TOPIC:	Singing "Gangsta's Paradise" song first stanza.
LEARNING OBJECTIVE:	Students will be able to pronounce all the words of the "Gangsta's Paradise" song's first stanza by repeating and singing it.
WARM UP	The teacher will play the video of the song "Gangsta's Paradise" for the students to sing it.
SEQUENCE OF ACTIVITIES	After the teacher takes the students' attendance list, he will continue practicing the song "Gangsta's Paradise" first stanza with the students. The students will continue singing with the lyrics on the video to repeat and learn by heart. Then, I will play the song video; but this time, with karaoke version for the group to sing together. However, the teacher will make some competition: First, he will measure the singing of the "Gangsta's Paradise" song's first stanza with the exercise "women vs. men". Second, "the half of the classroom vs. the other half". Finally, "every line vs. every line" to end up with a winning line.

CLOSE UP	Students must study this first stanza to be graded with pronunciation by karaoke in three weeks.
RESOURCES	A TV, internet dada, a cellphone.

LESSON PLAN No 12 Class time: 50 mins – 9th GRADE	
TOPIC:	Classifying and writing down words with their complete chunk/group of phonetic symbols.
LEARNING OBJECTIVE:	Students will be able to classify the words with their complete chunk/group of phonetic symbols, according to the vowel sounds they belong to.
WARM UP	A new video will be played with the song "Repent" by shaggy.
SEQUENCE OF ACTIVITIES	After the teacher takes the students' attendance list, he will guide the following activity: It is about setting words together with the complete phonetic symbols between slashes that the students will find in the dictionary, to write them in front of the vowel sound phonetic symbol they belong to in their notebooks. Students will work with the words of another song called, "Repent" by Shaggy. There will be twenty-five words to set five in front of each phonetic symbol. For the words that have more than one vowel sound, students will choose the stressed vowel to classify the word in front of the vowel sound phonetic symbol it belongs to. Students will be explained again how to know where the syllables are stressed in the phonetic symbols group or chunk. ACTIVITY From the following group of random words of the song "Repent" by Shaggy, choose the ones that belong to every vowel sound phonetic symbol studied, and next to each word, write all its phonetic symbols between slashes with the help of a dictionary: are, need, begin, them, has, God, insane, set, action, master, man, check, live, peace, leadership, finger, step, and, power, seem, if, faster, speak, repent, real, path.

	E.g.:
	/æ/: action /'ækʃn/, _____ /_____ /,_____ /_____/,... Students will write the guideline of the activity, with the example, and the group of random words they are going to work with.
CLOSE UP	Students will continue this activity at home.
RESOURCES	A TV, dictionaries, dada internet, and a cellphone.

LESSON PLAN No 13 **Class time: 50 mins – 9th GRADE**	
TOPIC:	Classifying and writing down words with their complete chunk/group of phonetic symbols.
LEARNING OBJECTIVE:	Students will be able to classify the words with their complete chunk/group of phonetic symbols, according to the vowel sounds they belong to.
WARM UP	The teacher will ask who finished the classification and phonetics activity to begin grading.
SEQUENCE OF ACTIVITIES	After the teacher takes the students' attendance list, he will go through the students' tables to check and grade the activity. The activity is about classifying words in front of the vowel sounds phonetic symbols they belong to with their respective phonetic symbols between slashes.
CLOSE UP	The teacher will tell the students to join groups of four students for an activity about creating verses for the next class, and not to forget to bring a dictionary.
RESOURCES	A TV, dictionaries, dada internet, and a cellphone.

LESSON PLAN No 14 **Class time: 50 mins – 9th GRADE**	
TOPIC:	Creating verses for a rap song
LEARNING OBJECTIVE:	Students will be able to create verses by using the words of the first diagnostic test, their knowledge of minimal pairs and the stress explained in class.
WARM UP	The teacher will ask students to join groups of no more than four students. Then, he will tell them to choose a topic for the song they want to create like: love, friendship, God, nature, school, war, peace, the street, and so on.
SEQUENCE OF ACTIVITIES	After the teacher takes the students' attendance list and has the topic students chose at the beginning of the class, he will recommend them: 1. Each student will be in charge of one line of the group's stanza knowing the order of each one that follows. 2. Each line should have a minimum of 5 words or a maximum of 11 words; but all the lines of the same verse should have more or less the same amount of words. 3. To be able to correct the students' productions and their intentions, they should write the stanzas in Spanish first without rhyme. 4. When they translate them, they will have to look for synonyms or words at the end of the line they want to rhyme. 5. They must be synchronized to know what to write in the line everyone is in charge of. 6. They must have in mind the use of minimal pairs and where the vowel of the syllable is stressed in each rhymed word at the end of the lines, between lines, or every two lines.

	7. They must include the words given
	Words of the first diagnostic test to be included: / æ / After that, half, classes, cat, / a / Start, watch, mop, wash, car, comics. / e / Then, get, get dressed, bed, next, ten, later, cellphone. / ɪ / Six a.m. dishes, finish, dinner, comics, sit, video, with. / i: / Teeth, sweep, clean, leave, read, sleep, feed. 8. They must use a dictionary to look for the words with the pronunciation to compose and produce the verse. In the meantime, the teacher will continue grading the classification of the 25 words and guiding students for the rhymes.
CLOSE UP	The teacher will go through the different groups to check the advance in the stanzas and grade class work.
RESOURCES	A TV, dictionaries, dada internet, and a cellphone.

LESSON PLAN No 15 Class time: 3 hours – 9th GRADE	
TOPIC:	Creating verses for a rap song
LEARNING OBJECTIVE:	Students will be able to create a verse by using the words of the first diagnostic test, their knowledge of minimal pairs and the stress explained in class.
WARM UP	The teacher will make students listen to several rap tracks to choose the one that fits their liking and the topic of the song they created.
SEQUENCE OF ACTIVITIES	After the teacher takes the students' attendance list and has the track students chose at the beginning of the class, he will tell students to continue creating the verses for the next class to join them to complete the song. Each student will be in charge of one line of the group's

	stanza knowing the order and synchronization of each one that follows. Each group will only be in charge of the verse they have created to pronounce it.
CLOSE UP	The teacher will correct the production drafts of each group and check how their pronunciation is going on.
RESOURCES	A TV, dictionaries, dada internet, and a cellphone.

LESSON PLAN No 16 **Class time: 50 mins – 9th GRADE**	
TOPIC:	Final verse per group to compose a complete song with all the groups.
LEARNING OBJECTIVE:	Students will be able to pronounce their own stanzas in verse by using the words of the first diagnostic test and minimal pairs stressed between lines at their ends.
WARM UP	The teacher will play the track chosen by the group for the students to practice their pronunciation with their verses.
SEQUENCE OF ACTIVITIES	After the teacher takes the students' attendance list, he will pass through every group to check the final production. The students who will have their verses correctly-built will write them on the board. Each verse will be assigned a sequential number to join them in order and complete the song. Each group will only be in charge of the verse they have created to pronounce it.
CLOSE UP	Each group will only be in charge of the verse they have created to practice pronunciation for the next class to record the complete song with all the verses together.
RESOURCES	A TV, dictionaries, dada internet, and a cellphone.

LESSON PLAN No 17 Class time: 50 mins – 9th GRADE	
TOPIC:	Final verse or song.
LEARNING OBJECTIVE:	Students will be able to pronounce their own verses.
WARM UP	The teacher will play the track chosen by the group for the students to sing their verses with a soundtrack.
SEQUENCE OF ACTIVITIES	After the teacher takes the students' attendance list, he will make students organize in sequence to sing the verses according to the numbers assigned. The teacher will be ready to record their pronunciation and singing and will give the students the indications to start and finish singing sequentially the complete song or verses group by group.
CLOSE UP	Each group will only be in charge of the verse they have created to pronounce. In this way, the teacher will apply the final diagnostic test of pronunciation.
RESOURCES	A TV, dictionaries, dada internet, and a cellphone.

Appendix 6: IPA spelling patterns from a Youtube video (https://youtu.be/JwTDPu2TE6k).

Appendix 7: Explanation and first exercise about setting words in a phonetic symbols chart including some minimal pairs

Appendix 8: Exercise about words that rhyme and minimal pairs

Scribe

5- fill / feel – difference between short i /ɪ/ vs long / i:/

6- fan / van – difference between Consonants /f/ and /v/

7- wash / watch – Consonants /ʃ/ /tʃ/

8- berry / very – the /b/ and /v/ that are pronounced differently in English

9- See / she – the difference between normal /s/ and /ʃ/

10- but / bought – again the /ʌ/ Compared to the long vowel in "bought"

28/9/22

Desarrollo

1- Death – left   away – Wavy
1-2- life, realize   really – Jelly – money
1-3- through – look   banger – anger
2- Crossed – deserve   wash – talking
2-1- aint – didn't keep spending
2-3- light – like
3- keep – team
Situation – televison
runnin' – lookin'

Dream · Plan · Do

Scribe   26/10/22

Exercise

From the following group of words Choose the ones that belong to every Vowel Sound phonetic Symbol Studied, and Next to each Word, write all its phonetic symbols between slashes with the help of a dictionary:

are, need, begin, them, has, God, real, insane, set, action, master, man, check, live, peace, leadership, finger, step, and, master, seem, if, faster, Speak, repeat, path.

/æ/ = /hæz/ has, Action /'ækʃən/ man /mæn/, And /ænd/, faster /fæstə/

/a/ = Are /ar/ God /gɒd/, Master /ma:stə/, path /pa:θ/, power /pawə/ pawʊ

/e/ = Them /ðem/ set /set/, Check /tʃek/, step /step/, repeat /rɪ'peat/

/ɪ/ = Begin /bɪ'gɪn/, Real /rɪəl/ Insane /ɪnseɪn/, live /lɪv/, if /ɪf/

Dream · Plan · Do

Appendix 9: Second exercise about setting words in a phonetic symbols chart

Symbol	Words
/æ/	After, are, cont, talkin, learn, and As, /tɒkɪn/
/a/	A, Than, Paradice, say
/e/	guess, they, ten, tell, learn
/ɪ/	Been, my, mail, little, Thinks, trip
/i:/	Really, Reach, me, why, see Be
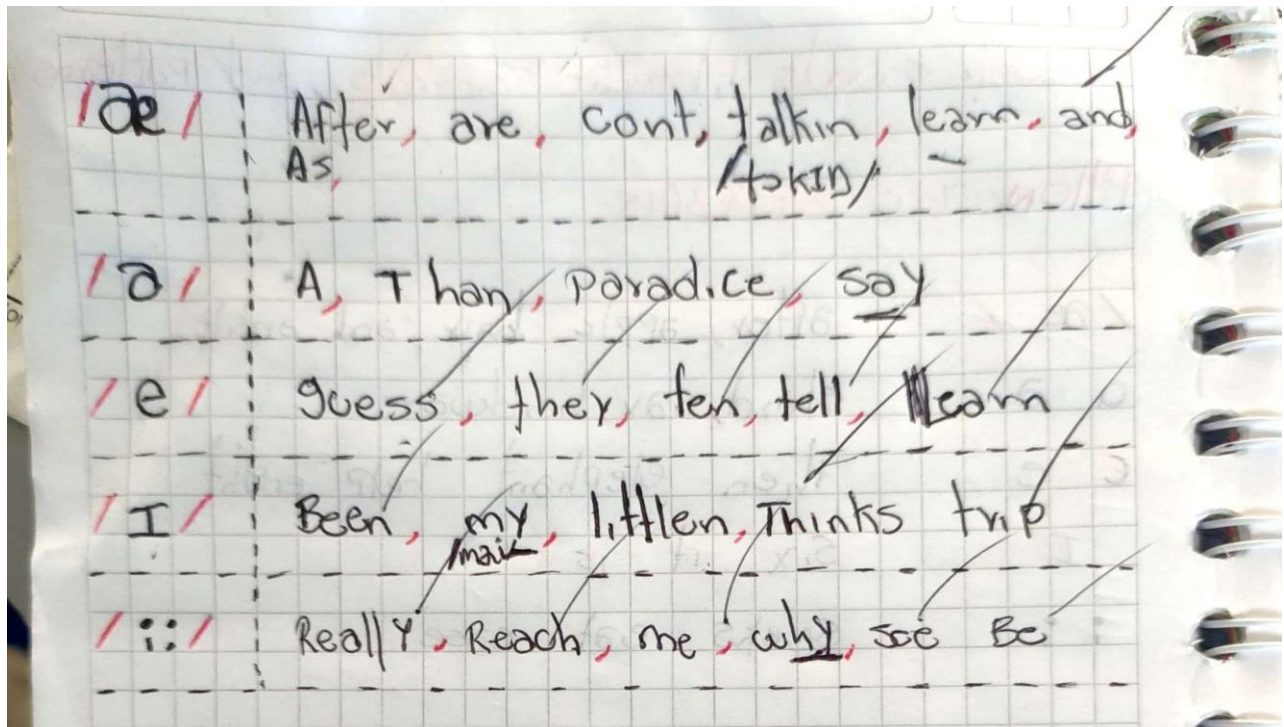
Appendix 10: Explanation about words that rhyme in songs

Appendix 11: Phonetic symbols activity instruction

November 1st, 2022.   CLASS WORK.

From the following group of words, choose the ones that belong to every vowel sound phonetic sybol studied, and next to each word, write all their phonetic symbols between slashes with the help of a dictionary. The words belong to the song "Repent" by Shaggy:

are, need, begin, them, has, God, real, insane, set, action, master, man, check, live, peace, leadership, finger, step, and, power, seem, if, faster, speak, repent, path.

E.g. = /æ/:
/ɑ/ /a/ = path /paθ/,
/ɛ/ /e/ =
/ɪ/
/iː/

Appendix 12: Phonetic symbols activity solved

First notebook (top image):

October 4th, 2022

Son Words That Rhyme

1. floor / door
1.1 Whooping // Throwing
1.2 Worse / divorced
1.3 Pam / than
1.4 Burst / first

October 26th, 2022

EXERCISE

From the following group of words choose the ones that belong to every vowel sound Phonetic symbol, and next to each word, write all its Phonetic symbols between slashes with the help of a dictionary:

are, need, begin, them, hash, God, real, insane, set, action, master, man, check, live, peace, leadership, finger, step, and, Power, seem, if, faster, speak, repent, path.

October 27th/22 "Repent' by Snaggy   27/10/2022

Words Taken From The song "Repent" By Snaggy To set In front of the Vowel sound phonetic symbol That They Belong to

/æ/ = action ['æk∫ən], man [mæn], and [ænd, and, nd, ən], hash [hæ∫], Pat [pæt].

/a/ = are [a:], god [god], master ['ma:stə], Power [pauə], faster ['fa:stə].

/e/ = Them [ðem, ðəm], Check [t∫ek], step [step], ebb [eb], Precious ['pre∫əs], set [set]

/I/ = begin [bɪ'gɪn], live [lɪn], finger ['fɪŋgə], if [ɪf], Repent [rɪ'pent], insane [ɪn'seɪn].

/i:/ = need [ni:d], real [rɪal], Peace [pi:s], Seem [si:am], Speak [spi:k].

Nombre: Jules Hernandez.

Second notebook (bottom image):

October, 26th, 2022

EXERCISE
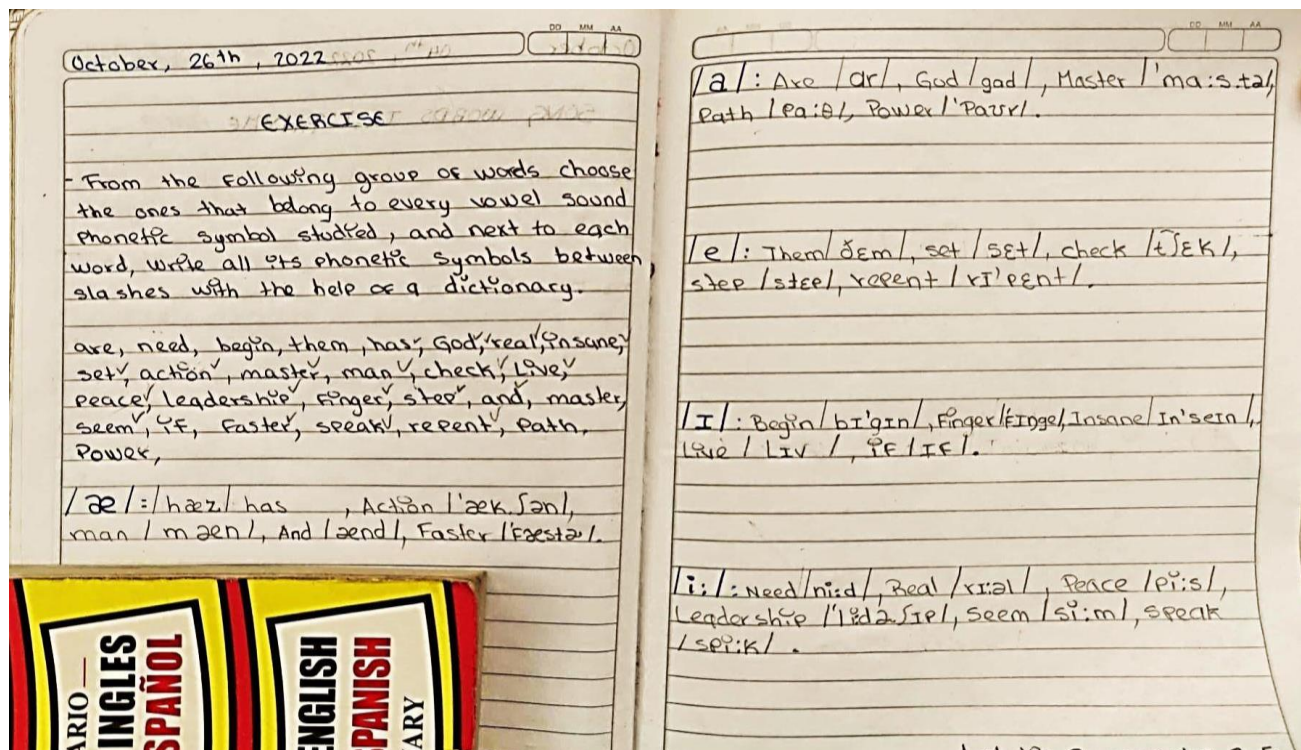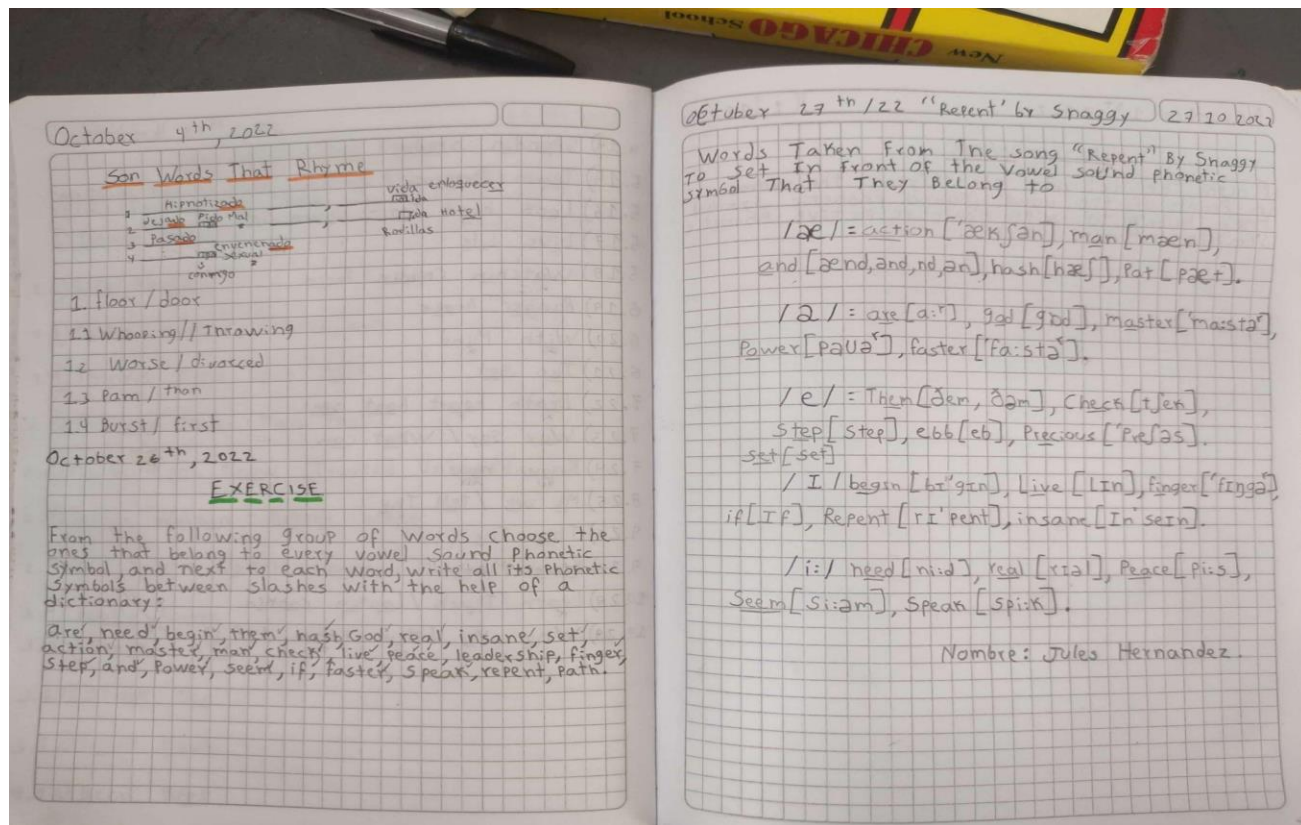
- From the following group of words choose the ones that belong to every vowel sound phonetic symbol studied, and next to each word, write all its phonetic symbols between slashes with the help of a dictionary.

are, need, begin, them, has, God, real, insane, set, action, master, man, check, live, peace, leadership, finger, step, and, master, seem, if, faster, speak, repent, path, Power,

/æ/ = /hæz/ has, Action /'æk.∫ən/, man /mæn/, And /ænd/, Faster /fæstə/.

/a/ = Are /ar/, God /gad/, Master /'ma:stə/, Path /ea:θ/, Power /'paur/.

/e/ = Them /ðem/, set /set/, check /t∫ek/, step /step/, repent /rɪ'pent/.

/I/ = Begin /bɪ'gɪn/, Finger /fɪŋgə/, Insane /ɪn'seɪn/, live /lɪv/, if /ɪf/.

/i:/ = Need /ni:d/, Real /rɪal/, Peace /pi:s/, Leadership /'lɪdə.∫ɪp/, seem /si:m/, speak /spi:k/.

Appendix 13: Exercise instruction

November 1, 2022.

CLASS WORK.

Finish the activity classifying the words in front of the Vowel sound phonetic symbol they belong to with their respective phonetic symbols between slashes.

RAP SONG CREATION.

1. Join in groups of no more than 4 students.
2. Bring Dictionary.
3. Choose the topic for 9-5 grade.
4. Remember the rhyme between the last words of the lines and the use of Minimal Pairs.
5. Have in mind the words that you have to include in the stanzas, given by the teacher.

Appendix 14: Verse creation activity and selection of their topic

November 8th, 2022

VERSES CREATION CLASS ACTIVITY.

- Remember to include one of these words in a line:
  (Use your dictionary and minimal pairs)

/æ/=After, that, half, classes, cat.

* /ɑ//ə/= Start, watch, mop, wash, car comics.

/ɛ//e/= Then, get, get dressed, bed, next, ten, later, cellphone.

* /I/ = Six, dishes, finish, dinner, comics, sit, video, with.

/i:/ = Teeth, sweep, clean, leave, read, sleep, feed.

TOPICS FOR THE SONG = Love||||||| politics School life War|||
　　　　　　　　　　　　Nature Religion|| the street||||| Peace
　　　　　　　　　　　　Friendship|||| God, Jesus The Future|| Economical Situation
　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　Technology.

Appendix 15: Some students' verse drafts

That half of my heart
feels the start of this love
I look at the watch and each time
I think that I know just our love is off

9°6

Esa mitad de mi corazon
Siente el Comienzo de este Amor
Miro el Reloj y cada vez pienso
que se Acaba nuestro Amor

D M A
November 23rd, 2022

Song Verse

I woudn't be happy 1
In this world 2
If I don't have you 3
And there's war 4

Grado : 9-5

It fills my heart 1
of a lot of pain 2
Since the beginning 3
I was with you 4
and how it's not the same 5

marfil

- To start you are like a star
- And you are my other half, ?
- I have been looking for you all my life
- Apart from that, you are too beautiful.
- The love that i have for you is very meaninful.

November 44th, 2022

Love is very Complex
as i were in Class
with no idea to get in
looking through the glass

To do the evil Painfully

Someone starts a war

to finish it im with the Strength

of the Perfect Jesus' word

Para Hacer el mal dolorosamente

Alguien empieza una guerra

Para terminarlo estoy con la fuerza

de la Perfecta Palabra de Jesus.

I start taking war classes
I am In a car granted
Around, six house-watchers
It's time to finish what was started

this level is very hard
more than my own heart
and I can't find an instruction
and much less illusion

Living in a dream,
when i am with you.
I don't know how to think,
when i kiss you too.

Grado: 9-5

1- I need to get out of this hell I can't sleep.

2- War is lived every day in the street.

3- Day and night i'm looking for peace.

4- I see how they sweep the bodies in the street.

Appendix 16: 9-4, 9-5, and 9-6 rap verses

November 23th, 2022.   9-4 RAP VERSES

⑤ After you, there was no one so real
And in my heart and soul you're like a seal
And only you make me happy in my life
my heart wants you to be my wife.

② Love is very complex
as I were in class
with no idea to get in
looking through the glass

① To start you are like a star
And you are my other half
I have been looking For you all my life
Separately from that, you are too beautify
the love that I have for you is very meaninful.

③ Living in a dream
when I am with you
I don't know how to think
when I kiss you too.

④ I want To be holding Your Precious hand
Every day I'd like To See you and i don't understand
I love seeing each other Every day my lady
I don't want you to leave with another my baby.

"Song Verses"

① Life's not easy if I'm too busy
I've got a sixty and it's called liz=12.
I'm thinking about death cause I don't have breath
He thinks that he's fine but he's gonna be dead[4]

② To ac the evil Painfully
Someone starts a war
To finish it I'm with the Strength
Of the Perfect Jesus' word

④ DO YOU LOOK INTO THE MIRROR?
AS IF YOU WERE GONNA CHANGE
YOU HAVE TO BE STRONG
THAT'S WHAT THE OTHERS SAY

③ AFTER this War there will be pure misery,
Dead and Survivors and the next one is me

⑤ I Woudn't be happy[1]
In this world[2]
If I don't have you[3]
And there's war[4]

⑥ It fills my heart[1]
Of a lot of pain[2]
Since the beginning[3]
I was with you[4]
And now it's not the same[5]

RAP   VERSES

2 That half of my heart
feels the start of this love
I look the Watch and each time
I think that I know Just our love is off.

[3] I dont Know IF you understand
I'm trying to Say "war and love"
Suffering For love Can lead to pain
It Can hurt your soul after all.

1. this Level is very hard
More than my own heart
and i cant find an Instruction
and much Less an illusion.

5. I'd fight your demons
For your love and peace
Just to see you smile
It would also make me ease.

4 I don't care about your age or mine
what matters is our monotony or we are blind
Filling the emptiness of our hearts
and knowing that our love will always make
us

Appendix 17: 9-6 shipshape rap song

9-6 RAP SONG

① I start taking war classes
I am in a car granted
Around, six hours — watchers
It's time to finish what was started

② I feel an emptiness for you
the feelings fill my heart
that makes me forget you
in a wretched war we are.

③ That half of my heart
feels the start of this love
I look at the watch and each time
I think that I know just our love is off.

④ I dont care about your age or mine
What matters is our monotony or we are blind
Filling the emptiness of our hearts
and knowing that our love will always make art.

⑤ I don't know if you understand
I'm trying to say war and love
Suffering for love can lead to death
It can hurt you after all.

⑥ This level is very hard
more than my own heart
and I can't find an instruction
and much less an illusion

⑦ I would fight your demons
for your love and peace
Just to see you smile
and shine for me to please.

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