Implementation of daily immersion and repetition by means of an active method to improve pronunciation in students of 7th grade at Liceo Experimental Bilingüe de Agua Buena

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APPROVAL SHEET

Jury

This Project was ___approved_____by the jury of Language Teaching, from Universidad Latina de Costa Rica, Ciudad Neilly; as a requirement to get the tittle of Baccalaureate on English Teaching

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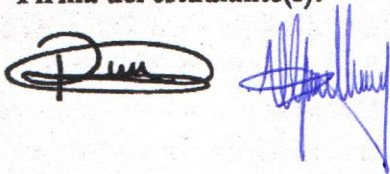|	
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ABSTRACT

Through the years, the Costa Rican educational system has sought and implemented different methods and techniques in the classrooms in order to achieve significant progress in the teaching-learning process of the English language. Among each method and technique, we find the direct method with daily immersion and repetition techniques, which, despite not being applied in all educational centers, has been the method that has most helped the teachers who apply it to achieve this goal.

As an objective, this research project seeks to demonstrate the importance of daily immersion and repetitions through the active method to improve pronunciation in students. In addition, this research seeks to point out and highlight the efficiency of this great method when teaching a new language, in this case English. In order to reach the end of this project, the subject was investigated further, searching, reading and learning about different magazines, articles and research already done by people specialized in the field, which confirm and recommend the direct method as an essential part in the process of learning English in high schools. Also, a digital questionnaire was applied to different teachers in order to recollect different points of view regarding the investigated topic.

At the end of this work and with the help of all the information collected and investigated, it was concluded that daily immersion and repetition activities through the active method to improve the pronunciation of the students, is, in fact, the best option that teachers have to reach the goal of good and fluent English learning.

Keywords: daily immersion, repetition, pronunciation, direct method, students, English learning.

RESUMEN EJECUTIVO

A través de los años, el sistema educativo costarricense ha buscado e implementado diferentes métodos y técnicas en las aulas con el propósito de llegar a alcanzar un avance significativo en el proceso de enseñanza-aprendizaje del idioma Ingles. Entre cada método y técnica encontramos el método directo con sus técnicas de inmersión y repetición, que, a pesar de no ser aplicado en todos los centros educativos, ha sido el método que más ha ayudado a los profesores que lo aplican a alcanzar esta meta.

Como objetivo, este trabajo de investigación busca demostrar la importancia de las inmersiones diarias y repeticiones mediante el método activo para mejorar la pronunciación en los estudiantes. Además, a través de esta investigación se busca señalar y resaltar la eficiencia de este gran método al enseñar un nuevo idioma, en este caso el inglés. Para poder llegar al final de este proyecto, se investigó más afondo el tema, buscando, leyendo e informándose de diferentes revistas, artículos e investigaciones ya hechas por personas especializadas en el campo, los cuales, confirman y recomiendan el método directo como parte esencial en el proceso de aprendizaje del inglés en los centros educativos. También, se aplicó un cuestionario virtual a diferentes profesores para poder tener diferentes puntos de vista con respecto al tema investigado.

Al finalizar este trabajo y con ayuda de toda la información recolectada e investigada, se llegó a la conclusión que las actividades de inmersión y repetición mediante el método activo para mejorar la pronunciación de los estudiantes, es, en efecto la mejor opción que tienen los profesores para alcanzar la meta de un buen aprendizaje del idioma Ingles.

DEDICATORY

I dedicate this thesis to God who continues to guide me through life. He has given me strength to keep going and not grow faint in the problems that I have encountered. And He has taught for me to face the adversities without ever losing dignity or giving up.

To my family who for them I am what I am.

To my parents Evangelina Muñoz Guido and Eliecer Rodríguez Jimenez, my aunt María Jimenez Matamoros for their support, advice, understanding and love.

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Heizel Catalina Rodriguez Muñoz

DEDICATORY

First, I would like to dedicate this achievement to God because besides everything I had to pass through He has always been by my side to protect me, to give me the strengths I needed to continue fighting for what my heart wants, for my future, and for the person I want to become.

Secondly, but not least, I want to dedicate this to my parents and, of course, my granny for being there to support me along this road. Thank you, Dad, for all the sacrifices that you made for me to start and end this career. Thank you, Mom, for giving me the best advice every time I need them, for listening to me, and for being my best friend that one that never goes away. And thank you, Granny, this achievement is yours too because you gave me everything I need at the moment I needed it, you did not let me quit my dreams, and you support me every time I was about to get crazy due to the lack of money. I am thankful for having you in my life. I love you all.

Finally, I would like to dedicate this to all my family and friends that always had me in their prayers every single day, the ones who support me in different situations and continue to be there for me. Thank you, and I love you all too.

Allyson Virginia Enríquez González

GRATEFULNESS

For the present work, I thank God for being my guide and accompanying me throughout my life, giving me patience and wisdom to successfully complete my proposed goals.

To my parents and family for being my fundamental pillar and having supported me unconditionally, despite the adversities and inconveniences that arose.

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Allyson Virginia Enríquez González

THOUGHT

"The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice". (Brian Herbert)

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CHAPTER I

INTRODUCTION

1.1. INTRODUCTION

Learning another language requires attention, perseverance, interest and practice at all time. Learning the English language broadens the student's horizons, since knowing a second language will benefit you in your professional development. Improving pronunciation is important when we learn English as it helps us avoid communication problems. People must speak and pronounce words correctly as a mispronounced vowel or consonant can lead to confusion. When practicing fluency gives confidence to be able to converse and helps understand the native speakers better.

For decades now, and especially in recent years, the learning of at least one second language has become an indispensable requirement in the society. Every day the world is more globalized, making everything that happens in a community, city, state or country exceed all its borders and reach any place in the world. Speaking a second language has many advantages. When improving pronunciation helps by being able to speak and communicate with people in another language fosters independence and improves job opportunities. But by practicing the language is also a fantastic opportunity to interact, learn and discover other cultures.

The purpose of this project is to improve knowledge of the English language; considering the characteristics of students, and their need to improve their speaking skills, for which a series of strategies is incorporated through daily English immersion and repetition activities of the English culture, since the intention is that whoever uses it, integrates it with ease in their daily practice, thus achieving that students acquire a very extended vocabulary on the language in a more natural way, spontaneous and fun, favoring the construction of communication from its use and its functionality in everyday life of the classroom.

This thesis will refer to the improvement of speaking and listening skill of the English language by the implementation of daily immersion and repetitions by means of an active method to improve pronunciation of students. This method will provide the students a better way of learning English especially in the speaking and listening skills because most students have problems when they want to communicate with their other classmates.

This work intends to show the importance of learning the basics of pronunciation through daily immersions and repetitions. It will not only help students to learn how to speak comfortably, but also improve their listening comprehension skills and speaking abilities.

1.2. PROBLEM STATEMENT

High school students have a speaking deficiency and what they learn is very basic. In most cases, they have little or no conversational English skills. The lack proper orientation and daily speaking practice makes it difficult for the students to obtain sufficient English skills. They graduate with basic English understanding and no speaking skills and hence, lack good English pronunciation.

1.3. JUSTIFICATION

Today, learning English requires a process that allows develop the skills of reading and writing, listening, and speaking, considered these last skills the most fundamental for the communication since it is applied in daily living.

Students receive English classes every week during their five or six years of high school, which means that they should obtain and know at least the foundation of the language, but the reality is different. Most students end their high school career without knowing anything about English. This occurs due to the way the teachers impart the lesson, the methods they use at the time of teaching, and how much encouragement the students receive.

The shortage of professional training for teachers in the rural area is another determining factor that undoubtedly limits development of teaching language learning. The lack of understanding of the English language has generated difficulty in the teaching-learning process especially in rural areas which has resulted in poor performance, causing many cases lost the year, school dropout among others due to the lack of interest in the subject.

1.4. HYPOTHESIS

The use of active methods while applying daily immersion and repetitions improve the student's pronunciation.

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE

Stating the importance of daily immersion and repetition by means of active method to improve pronunciation.

1.5.2. SPECIFIC OBJECTIVES

Defending the importance of active method to improve pronunciation

Giving examples of daily immersion and repetition activities that can help students to improve their pronunciation

Monitoring the improvement of student's pronunciation while applying daily immersion and repetition by means of active method.

1.6. SCOPES AND LIMITATIONS

The project was directed at students of 7th grade from Liceo Experimental Bilingüe de Agua. The project is limited to the minority of the population. The topic to be discussed was the Implementation of daily immersion and repetition by means of an active method to improve pronunciation, as well as the activities that are used by teachers to improve Listening and Speaking skills.

Within the limitations that were suffered in the realization of this thesis project is mainly time, even though having months of study to obtain as much information as possible in this regard. Last but not least the pandemic, since the application of the instruments could not be carried out in the high school with the students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Communication

According to different researches, communication is the process that you do at time you interact with other people, when you express yourself; it could be by a face-to-face conversation, a phone conversation, a text messages conversation and so on. Also remember that communication is the process by which the sender and receiver establish a connection at a given time and space to transmit, exchange or share ideas, information or meanings that are understandable to both.

Fatimayin (2018) stated that

Communication can be defined as a field of study concerned with the transmission of information and broadcasting. It can involve any of the various professions, which have to do with the transmission of information such as advertising, public relations, broadcasting and journalism. The foregoing shows that communication is something human beings do every day in different ways and through different means. That is, the modern man communicates through different methods like speaking, using telephones, blogging, television, art, hand and body gestures and facial expressions. (np)

As it is said, all human has the communication as something they do every day at every time. It is something that all people have since their birth. Nowadays, communication became easier thanks to the different changes that the world has had during the past years, especially in the technology field. There are different kinds of communication and some of them are:

1. Oral or Verbal communication: this occurs when you communicate yourself by talking. Here we use words and everything that includes speaking interaction. Oral communication is one that occurs in real time between two or more people, using the voice and a shared code to transmit a message, in the middle of a defined context or situation. It is spontaneous, direct, simple and dynamic.

2. Non-verbal communication: this specific communication occurs when you express yourself by using the body language, facial expression, physical communication ET all. It includes music, dancing, sports, art and all the facts you can do to express yourself without using oral communication or speaking.

3. Writing communication: here as it says you use the writing skill to communicate yourself with other people by text messages, e-mails and or letters. The sender and receiver must share knowledge of the code in question, for communication to be effective. In this kind of communication, the sender writes while the receiver reads.

Now, talking about the importance of communication in education Hunt (2007), gives some examples and points of view in which communication can really help in the education area, remarking that communication is essential in all human relationships. Without it, people would be alone and isolated. Whether in personal life or in business, it is essential. Those examples are:

• Enable communities and civil society to engage with educational issues at the school level, raise issues with educational providers and promote accountability of provision and promote public engagement with educational reform programs.

• Increase public awareness of educational rights and make the uptake of educational services more likely, both for children and adults.

• Provide evidence to support decision-making processes.

• Improve the quality of policy formulation.

• Build shared understandings which may lead to social change.

• Improve educational service delivery and policy implementation.

• Involve the voices of the marginalized groups, to make educational provision relevant to their needs.

• Empower people to make decisions and develop ownership of educational processes.

• Improve the quality of learning and educational outcomes. (p.4)

Of course, communication in education is really important, but you should have in mind that there are a lot of different kinds of communication as you saw before. As teachers or education workers, each person has to find the correct communication to help

in the correct way the people that are around them in the educational process, the idea of this is to help students to improve their learning process. As mentioned before, there is a relationship between the process of communication and education in the educational system.

According to Rimantas (2001)

> In this process the student masters or merely adopts a thinking style of an authoritative and personally respected teacher, frequently follows the manner of his or her behavior or speaking, his or her activity or behavior patterns, develops respect and tolerance for other people. Through such relations a student is evaluated accordingly and is able to express himself or herself, builds up criteria of self-evaluation and value of own personality. (As stated by Navickienė, Sederevičiūtė, Valantinaitė, & Žilinskaitė, 2019, p.51)

Also, Navickienė, et all (2019) stated that

> In the process of communication, a teacher acquires an important role of an educator, which can influence the student's personality and create prerequisites for adopting the teaching style in the future if such an activity is to be continued, it even makes an influence on learning outcomes.

Seeing this point of view, teachers have to be so delicate and careful about the way they give and develop the class. Students as it said before tend to adopt the style of the teacher and this can be an advantage or a disadvantage, it depends on the teacher of what they want to teach and communicate to the students and how they do it.

2.2. Pronunciation

In the process of learning or acquiring a second language, communication, especially oral communication is too important. English teachers tend to be more careful when they talk about the speaking skill, and it is because the main purpose of an English class is that students learn how to communicate correctly in the language they are learning. For this, they practice a lot about grammar rules, writing and reading, but it does no matter at all if the students learn how to write and all the grammar rules that the professor explains in the class if they do not know how to speak, how to express their self

and communicate with their classmates. That is main reason why teachers need to reinforce the pronunciation, to practice more the speaking skill.

Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint (Paulston & Burder, 1976. As stated by Pourhossein, 2012). According to James (2010) "Acceptable pronunciation can be understood based on the following basic levels." And those levels are:

In level 1, what the speaker is saying is not understandable to people. The speaker uses the wrong sounds when producing English words or uses the wrong prosodic features when producing English sentences.

In level 2, what the speaker is saying can be understandable to people but the speaker's pronunciation is not acceptable to listen to because he/she has a strange and heavy accent.

In level 3, people understand the speaker and the speaker's English is acceptable to listen to. (As stated by Puorhosein, 2012,p.2)

There are different problems at the time of learn the pronunciation of a second language. Having a correct pronunciation is vital for the success of the language learner. However, this linguistic aspect is frequently neglected in teaching English, as a second language. The focus on pronunciation should be high priority, in order to achieve a positive effect in the communication skills of the student, inside and outside the classroom. According to Pourhossein (2011)

The main problem that second language learners have with pronunciation has to do with their need to change a conceptual pattern appropriate for their first language that they have internalized in childhood. It is not the case that learners are best helped if they are able to 'see' speech, whether in articulate or acoustic form. Learners need help in categorizing or conceptualizing sounds in a way appropriate to English. (p.75)

There are many aspects that affect the process of learning pronunciation, Pourhossein (2011) gives some examples of they: the accent, the intonation, stress,

rhythm, attitude, motivation and exposure, instruction, age, personality, and mother tongue influence. It is also clear that constant listening to English is key to improving and perfect pronunciation. The English teacher must motivate students to use the internet, because it is known that it is a medium rich in information. The important thing in this case is to search for information linked on learning objectives.

2.3. Daily immersion

A language immersion program consists of classes, in which the teacher teaches the subject in a language that is not the native language of the students. The ultimate goal is to make them bilingual. Language immersion programs first appeared in Canada in the 1960s. In a country with two official languages, Canada wanted native English students to be able to communicate in French and learn about the culture of the Francophone population.

Daily immersion consists of entering a group that speaks a second language, with the aim of learning the language as quickly as possible. By living with people who speak exclusively that language, the student listens and speaks the language during the entire stay. Immersion in English is a more natural way to learn a second language. Not only does it help you learn the language skills of the language you want to learn, but it makes learning more fun.

As believed by Ruben (2016) ''Immersion education is a system in which all academic subjects are taught in a target language such as French, Spanish, or Mandarin.'' It is a method of learning a second language, technically called L2, totally unknown to the student, which consists of introducing the student from the first day of class to that second language. The teacher speaks in that language from the moment he walks through the classroom door. It is an unbeatable method and used throughout the world for the acquisition of a new language, L2. In Academies and classes of English, French, German, Chinese etc. But one thing is learning a language and another is the exclusive use of that language to convey all the teachings to be transmitted in the school.

According to Livaccari (2020) ''Many language teachers welcome the opportunity to create an immersive language environment in which their students are able to achieve

high levels of proficiency and fluency in the target language, and to learn academic as well as everyday language.'' However, what is most difficult for all students is to overcome this shyness and speak another language fluently and fluently. Conventional classes do not always allow you to put these skills into practice.

In recent times, immersion in language learning is being promoted, a methodology through images and sounds in which translation is not used and therefore, forces the kids to think directly in English. In other words, the language is learned without having to resort to one's own language, which makes the assimilation much deeper.

To give a clear example of how exactly this method works, it can be compared with the way people learn their native language: listening to their parents speak, through games, associating objects with sound, also, with the way people learn to conjugate verbs and form phrases naturally, starting with simple sentences all the way to more complicated structures. Well, immersion learning works exactly the same since with this method, humans

will not need their native language since the system of mentally translating is not used.

2.4. Immersion in education

Technically immersion education is a model in which the students learn subject matter using the target language as the vehicle. And it really means that in a typical classroom environment students learn the core subject in Spanish, and it might also receive some foreign language, but only for a short period of time, this is an ineffective way to learn an additional language, an immersion classroom students learn all the core subjects in the foreign language.

The majority of students who participate in a language immersion program from elementary school are capable of achieving a level considered bilingual. It is considered that a total immersion (where 100% of the class hours are taught in the chosen language) for 3 years is sufficient to reach a level comparable to that of a native speaker. Some advantages of this teaching model are: Faster in native language level acquisition in reading and writing, higher test score, and superior cognitive skills, just to name a few.

Greater language richness: Bilingual people are more original in verbal expression and are able to answer open questions with greater precision and a richer vocabulary in both languages. Some other advantages of daily English immersion are:

- Greater sensitivity towards others: Bilingual students are better at understanding the needs of others and responding appropriately. Studies have shown that students are more open in multicultural settings.
- Improved cognitive ability: students in immersion programs are able to develop a higher capacity for abstract thinking and divergent reasoning than other students.

There are many types of immersion programs, some will only have fifty percent of their school day in the language and other may go as high as a hundred, the higher percentage the faster students will notice language improvement. Time in the foreign language in English can be divided by alternating weeks and days, or even mornings and afternoons.

When students are learning in two languages at the same time is important, they build upon and reinforce concepts that but never repeat lessons. Teaching the same lesson in explain it in English and then again in Spanish would defeat the purpose of an immersion education. The brain would learn the content in one language and transfer it over to minimize overlap. Target language and teachers work together to develop lesson plans and activities.

An immersion program is only as good as its teachers, the best programs of highly skilled teachers who are always bettering themselves to professional development. Keeping students of all language levels engaged requires creative instruction. Immersion classrooms are not, sit at your desk and to work classroom, teachers create high energy environment using interesting topics, visuals and activities, all this requires hours of planning and preparing throughout the year.

2.5. Repetitions

Repetition is an effective natural mechanism to consolidate what has been studied. The initial explanation of a concept is important, but it is incapable of giving the student

the knowledge if it has not gone through practice. "You learn by doing and repeating." Repetition is a process that appears early in the human being.

Repetition is a natural process that is in us from the beginning. Even when you are a child, you constantly rehearse the things learn, see, or try for the first time. How many times can children watch the same movie, hit an object to see what it sounds like, or ask us to read the same story before bed? They do it to internalize and better understand what they have learned.

Brain circuits are created and consolidated, it is different to repeat in our mind to remember something, than to do it through action. When repeated practice or training is given, the learning is more lasting and consistent (riding a bike or learning to drive). The "feedback" corrects people and helps to consolidate the procedures. What happens at the neurological level is the creation of multiple neural connections that make up circuits that can only be permanently fixed with practice.

Practice is not the same as mechanical memorization or association. There are recent studies showing that association-based learning methods are even better and last longer. This is because when using association based on the use of the senses, the neural connections involved in absorbing this information are much greater than those involved in repetition.

Repeat once, repeat more times, it is worth mentioning that to acquire a habit you must have the conviction to do it repeatedly for long enough so that afterwards it becomes normal. If you have conviction, then there will be the necessary effort to repeat something until it becomes a habit. Repeating is not easy, although curiously it should be. Repeating anything tests patience and tenacity. It is important to mention that it may fail in the first attempts, but you have to keep trying.

According to the meaning of Robyn (2020) "This is where learners have no or very little choice over what is said so drills are a form of very controlled practice.'' That means that repetition is a learning technique with which we can remember vocabulary for a lifetime. If we are learning a language, and it is difficult for us to retain new sentences, expressions, etc.

Despite the fact that it is possible to confuse them on many occasions, repetition learning is not exactly the same as rote learning. The main difference is that the former has more to do with procedural knowledge and skills, while the latter usually involves learning pure information. Repetition learning is one of the most widely used in education, both formal and informal.

Some characteristics of repetition are: It allows to acquire different types of knowledge. Learning by repetition is one of the basic processes through which we can acquire knowledge. In fact, it is a psychological mechanism shared by a large number of animal species. Because it appeared early in our evolution as a species, it is one of the most general learning systems in existence.

The result of this is that repetition learning allows people to acquire a great variety of different knowledge, be it procedural, informational (in which case they would be talking about a type of rote learning), or even at the level of beliefs and attitudes. For example, one type of repetition learning would be being trained to drive a car; but so, would the memorization of a poetry, or the internalization of a stereotype due to exposure to it. Learning related to classical and operant conditioning are also part of this set.

It goes from the conscious to the unconscious. Generally, in a repetition learning process the following sequence occurs. The person begins to perform a task or to repeat new information consciously, focusing their attention and using tools such as working memory and concentration. However, little by little the information that is being repeated or the skill that is being practiced begins to be absorbed by the subconscious mind. With sufficient exposure to this new learning material, the person is able to internalize it to the point that they do not need to turn to their consciousness to use it.

Learning by repetition has several clear advantages over other ways of acquiring knowledge. First, it is the most effective way to internalize new skills, both physical (such as playing a sport or playing an instrument) and cognitive (for example, solving mathematical problems or composing songs, and many more).

On the other hand, the mental investment required to carry out repetitive learning is much less than that required by other ways of acquiring knowledge. Even little evolved

animal species, such as insects or amphibians, are capable of learning by repetition in a basic way. In addition to this, repetition learning is among the most versatile, since it allows to acquire both factual knowledge (related to data and facts) as well as skills, beliefs, and attitudes.

To use this method, it is necessary to understand the content that you want to memorize before preparing the training; This will make it easier to understand the relationships between the different elements and will avoid possible mistakes in the preparation of the learning material. It is also convenient to divide the information as much as possible to facilitate the retention of each item.

Repetition in spoken English, something known as shadowing, is an effective method of improving pronunciation, intonation, and general English skills. Shadowing means to repeat an English audio file word for word when listening to it. We may have already done this in class by repeating a new phrase with your teacher. We may do it when you sing your favorite songs in English.

Shadowing is a great method for English beginners as we get into the habit of speaking English out loud right from the start. Even if we do not understand everything we are saying, we will be imitating correct English pronunciation, which will put us on the path to success in spoken English. In addition, people will feel more comfortable and confident speaking English in general.

Spaced repetition systems rely on the spacing effect to learn things by heart. The spacing effect consists of the idea that things are better learned in the long run if they are done repeatedly, or reviewed, over a long period of time, leaving space between them. It is also known as spaced review, 'is a rote learning technique that consists of learning a certain material by allowing longer and longer periods of time between one training session and the next.

According to Weiler (2016). ''For many language learners (and their teachers) repetition is highly valued, whether it be repeating vocabulary, grammar conjugations, sounds or phrases.'' People learn through repetition; the repetition builds paths in our

brain. Once we have been down the same path a few times, we find the place quicker next time!

The great thing about spaced repetition is that it delays the repetitions so that you only repeat the words right before you forget them. You start by repeating a word twice the first day, then the same on the second day and so on. At the end, you will remember the word so well that we will not have to repeat it for years.

The first step in learning correct English pronunciation is to focus on the individual sounds. These sounds are called "phonemes." Each word is made up of a series of "phonemes or sounds." A good way to isolate these individual sounds is through minimal pair exercises. To take your pronunciation to the next level, focus on tension in intonation.

2.6. Active Method

Active method also known by active learning is one of the best ways to improve student's pronunciation and learning of the second language. When people talk about means of active methods to improve the pronunciation of a L2, it comes to mind the fact of an interactive class full of students learning and improving their pronunciation through different strategies. But what is in concrete an "Active method or Active learning"?

Here you can find some specific definitions that were found on different researches and articles about the topic. Active method or active learning consists of short course-related individual or small-group activities that all students in a class are called upon to do; alternating with instructor-led intervals in which student responses are processed and new information is presented (Brent & Felder, 2003).

Bonwell and Eison (1991) described active learning strategies as those that involve "students in doing things and (have the students) think about the things they are doing" (Bonwell and Eison 1991; as stated by Fayombo, A 2012). In short, active method or active learning consist in the application of meaningful and interactive activities that engages the students in the process of learning without let them get into the boredom.

According to Fayombo (2012) "active learning is a crucial component in the learning process; the learner needs to be actively engaged during the lecture for effective learning to take place". And, that is totally true, if you start thinking about how much the

active method helped in the past and is helping now days in the learning process of education; you can see and notice huge changes.

Active learning is based on the sociocultural theory of learning - that people learn in a social context (learn from each other). Vygotsky (1978, 1987) found that with collaboration, direction, or support, learners were always able to do more and solve more difficult tasks than they could independently. Active learning contrasts a passive type of learning where students simply listen to information being presented to them. According to Vygotsky, learning has its basis in interacting with other people. Once this interaction has occurred the information is then integrated on the level of individual cognition method changes the education and lessons from teaching- centered classes (Objectivism) to student-centered classes (Constructivism).

Adams & Burns, (1999) stated that:

> Constructivism was founded on cognitive psychology, social psychology, extensive research in education, and neurological science. According to the Constructivist theory, learning occurs when students become engaged in an activity that utilizes the content and skill they are mastering. Any new information introduced during the activity that is consistent with current knowledge and understanding is assimilated easily. Any new information that is not consistent with past experiences and understanding is either rejected as being wrong or is transformed into new knowledge. New knowledge is constructed when students combine new information with existing knowledge through the process of reflection. (As stated by Siravea, M. 2018)

This means that every teacher is called to do the best for the students. Teachers have to accommodate and personalize each class according to the student's needs. This is not about what the teacher wants and how they decided to develop a class. It is about the students and they learning process, what things and what methods are better for them, with which strategies they learn faster, and everything that a professor could do to help them acquire the knowledge in a simplest way.

For active learning to occur, students must do much more than just listen; They must: read, question, write, discuss, apply concepts, use rules and principles, solve problems. Douglas Barnes proved basic principles of active learning that are very specific of what you have to do to implement in a correct way this method. You just need to follow it step by step.

1. Purposive: the relevance of the task to the students' concerns.

2. Reflective: students' reflection on the meaning of what is learned.

3. Negotiated: negotiation of goals and methods of learning between students and teachers.

4. Critical: students appreciate and review different ways and means of learning the content.

5. Complex: students compare learning tasks with complexities existing in real life and making reflective analysis.

6. Situation-driven: the need of the situation is considered in order to establish learning tasks.

7. Engaged: real life tasks are reflected in the activities conducted for the sake of learning. (Barnes, 1989; stated by Siravea 2018)

All teachers have to have in mind these seven principles, especially those who are teaching a second language. As English teacher you have to find different methods and strategies to engage the students in what you are teaching. You need to see what they need at the time of learning to get more attention and feel more comfortable and confidence with the environment they are interacting with at the time they are learning the second language.

2.7. Active strategies or methods to apply in education

According to Bonwell and Eison (1991) "class discussion, small group discussion, debate, posing questions to the class, think-pair-share activities, short written exercises and polling the class" are some examples of the activities that you can apply in the classroom to put into practice the active method to improve student's pronunciation.

Class discussion: For this you can prepare the class in a way that students can learn by giving their own opinions and thoughts about the topic. The idea of a class discussion is that students interact with the rest of the class and listening different points of view and different concepts that help them to acquire more knowledge.

Witherspoon et all. (2016) stated that:

A classroom discussion is a sustained exchange between and among teachers and their students with the purpose of developing students' capabilities or skills and/or expanding students' understanding—both shared and individual—of a specific concept or instructional goal. Classroom discussions are characterized by high quality and high quantities of student talk. Teachers must ensure that discussions are built upon and revolve around both students' contributions and the content at hand. In a discussion, the teacher's role is to question students, take up, revoice, and press students' ideas, structure and steer the conversation toward the learning goal(s), enable students to respond to one another's ideas by stepping back to listen, moderate and facilitate students' interactions, ensure that the content under discussion is represented accurately, and bring the discussion to a meaningful close. (p.6)

Small group discussion: it is similar to the class discussion, but here you have to divide the classroom into small groups and provide each group a specific topic to discuss and find their own conclusions about it. At the end you can ask the groups to share with the rest of the class the information they have found and the conclusions they reached.

Brewer (n.d) stated that:

A small-groups discussion allows presenters to announce a topic or idea for group discussion among participants. A small-group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon. Discussions allows for an interchange of ideas within the context of a group under the direction of a presenter. (p.22)

Debate: A debate is a process that involves discussion with different point of view based on reasonable arguments that support each idea or thought about a specific topic.

Here you can divide the class into 2 groups to make it more interactive, one group is going to agree with the topic and the other one is going to disagree with it.

According to Devitt (2020)

> Debating literally means 'to fight'. Today, debating means a discussion between two parties aimed at forming a conclusion. This is because this skill involves two parties (usually) holding different views about the same topic.
>
> An example of debating is when you have one person who believes in God, while another person does not. They might be debating a topic on, 'Does God Exist'. One person will take the view that God does exist, while the other will take the view that God doesn't exist.

These three specific activities are the most common ones and the ones that best fit with the active method.

Chapter III

METHODOLOGICAL FRAMEWORK

3.1. Research Method

In conformity with Goddard & Melville (2004) Inductive research "involves the search for pattern from observation and the development of explanations – theories – for those patterns through series of hypotheses"

This research is inductive because, the main idea is presented at the end of the work, by means of different tools that will help to reach the final answer, with this method looking for the readers to get involved in the subject and draw their own conclusions, also trying to build an argument that ends with the largest data in this case being the main point of pronunciation through the methods that are going to be used.

3.2. Type of Investigation

As mention by (Gall, Gall, & Borg, 2007). ''The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data.''

This research is descriptive because it pretends to monitor, advocate and help students improve their pronunciation by applying daily immersion to their classes and with that the behavior and reaction of students when repetition is present in their classes and also analyze the reaction that learners have when they receive information using an active method.

3.3. Research Approach

There are three types of approaches that are used to develop a research, they are: quantitative, qualitative and mixed approach that will be conceptualized following:

3.3.1. Quantitative Approach

According to Creswell (2013).

It emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. (n.p)

3.3.2. Qualitative Approach

As stated by William (2021)

A qualitative "approach" is a general way of thinking about conducting qualitative research. It describes, either explicitly or implicitly, the purpose of the qualitative research, the role of the researcher(s), the stages of research, and the method of data analysis. (n.p)

3.3.3. Mixed Approach

As claimed by Shorten, A (2017) '

Mixed methods research requires a purposeful mixing of methods in data collection, data analysis and interpretation of the evidence. The key word is 'mixed', as an essential step in the mixed methods approach is data linkage, or integration at an appropriate stage in the research process. (n.p)

The present investigation as had been described before is based on the implementation of daily immersion and repetition, which are strategies that help students improve their pronunciation in an easier and fluid way, but in new applications of this method can be discovered new facts and events, which points out that in the investigation will be used the mixed research.

3.4. Sources and Subjects of Information

On the authority of VirginiaTech Library (2015) ''Information can come from virtually anywhere — media, blogs, personal experiences, books, journal and magazine articles, expert opinions, encyclopedias, and web pages — and the type of information you need will change depending on the question you are trying to answer.''

There are many sources and subjects of information, some of them are:

3.4.1. Books

In opinion of VirginiaTech Library (2015). ''Books cover virtually any topic, fact or fiction. For research purposes, you will probably be looking for books that synthesize all the information on one topic to support a particular argument or thesis.''

3.4.2. Encyclopedias

As specified by VirginiaTech Library (2015). ''Encyclopedias are collections of short, factual entries often written by different contributors who are knowledgeable about the topic.''

3.4.3. Academic Journals

On report of VirginiaTech Library (2015).

A journal is a collection of articles usually written by scholars in an academic or professional field. An editorial board reviews articles to decide whether they should be accepted. Articles in journals can cover very specific topics or narrow fields of research. (n.p)

3.4.4. Databases

In line with VirginiaTech Library (2015).

A database contains citations of articles in magazines, journals, and newspapers. They may also contain citations to podcasts, blogs, videos, and other media types. Some databases contain abstracts or brief summaries of the articles, while other databases contain complete, full-text articles. (n.p)

3.4.5. Magazines

As specified by VirginiaTech Library (2015).

A magazine is a collection of articles and images about diverse topics of popular interest and current events. Usually, these articles are written by journalists or scholars and are geared toward the average adult. Magazines may cover very "serious" material, but to find consistent scholarly information, you should use journals. (n.p)

3.4.6. Newspapers

In compliance with VirginiaTech Library (2015).'' A newspaper is a collection of articles about current events usually published daily. Since there is at least one in every city, it is a great source for local information.''

3.4.7. Library Catalog

In agreement with VirginiaTech Library (2015).

A library catalog is an organized and searchable collection of records of every item in a library and can be found on the library home page. The catalog will point you to the location of a particular source, or group of sources, that the library owns on your topic. (n.p)

3.4.8. Internet

In harmony with VirginiaTech Library (2015).

The Web allows you to access most types of information on the Internet through a browser. One of the main features of the Web is the ability to quickly link to other related information. The Web contains information beyond plain text, including sounds, images, and video. (n.p)

In the present investigation many information is recollected by the internet using articles, academic Google and other pages to facilize the ideas of the project and to recover the topic in a better way.

3.5. Variables

According to Agravante (2018). "In simple terms, a variable represents a measurable attribute that changes or varies across the experiment whether comparing results between multiple groups, multiple people or even when using a single person in an experiment conducted over time."

There are different types of variables. According to Losh (2017)

"**Conceptual Variables** are what you think the entity really is or what it means. conceptual variables are about abstract constructs. You do not discuss measurement at this stage! examples include "achievement motivation" or "career choice" or "second language". You are describing a concept. On the other hand, **Operational Variables** (sometimes called "operational definitions") are how you actually measure this entity, or the concrete operations, measures, or procedures that you use to measure the concept in practice."(n.p)

You can also find what is known as **Instrumental Variable**, which according to Pokropek (2016) "is a statistical tool that could be applied to experimental data that fail to fulfill all assumptions necessary for unbiased inference, data from natural experiments, and under several conditions, to observational data."

3.5.1. Variable #1

3.5.1.1. Conceptual Definition. Pronunciation

As stated by Adult Migrant English Program Research Centre. (2002)

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. (p.1)

3.5.1.2. Instrumental Definition. This variable is going to be applied by using the instrument known as survey questionnaire which will be applied to different English teachers in order to get their opinions about how much can improves pronunciation in students by using daily immersion and repetitions in their classes.

3.5.2. Variable #2

3.5.2.1. Conceptual Definition. Access to Daily Immersion and Repetition

According to Cambridge Dictionary. (2021). **Immersion** "is the fact of becoming completely involved in something". Know talking about the immersion in the learning process the MemRise blog. (2021) stated that "Immersion-based learning means learning a language in the most authentic and natural way possible. It's a great way to learn because it allows you to truly experience almost all aspects of life in the language you're learning."

On the other hand, as stated on the Cambridge Dictionary. (2021). **Repetition** is "the <u>act</u> of doing or saying something again."

3.5.2.2. Instrumental Definition. This specific variable is going to be applied and measured with the instrument known as an interview which is addressed to the principal of the Liceo Experimental Bilingüe High School, in order to know his point of view about the implementation of daily immersion and repetitions by means of an active method to improve student's pronunciation.

3.6. Population

This investigation will be developed over a specific group of people who are referred to as the population. In this case the population are the students of Liceo Experimental Bilingüe de Agua Buena, it belongs to Coto Brus. The students that attend to this high school are mostly from rural communities.

3.6.1. Sample

The sample is more a specific group, in this case the group that will be analyzed will be students of seventh grade.

3.7. Instruments

3.7.1. Survey

When you talk about what is a survey it comes to mind different answers and possible definitions, but according to QuestionPro. (2021).

> A survey is a research method used for collecting data from a predefined group of respondents to gain information and insights into various topics of interest. They can have multiple purposes, and researchers can conduct it in many ways depending on the methodology chosen and the study's goal. (np)

In other words, a survey is the method that people use to collect different information or points of view about a specific and important topic in order to complete a task, for example, to be able to carry out this project, a survey with different questions about the pronunciation skills was applied, so different English Teachers were able to give their own opinions about the topic and how they applied it in their classrooms with the students.

3.7.2. Interview

When talking about interviews it is usual to think about the job ones, but in here there is another type of interview, the one known as a "Personal interview survey", according to Sincero (2012)

A personal interview survey, also called as a face-to-face survey, is a survey method that is utilized when a specific target population is involved. The purpose of conducting a personal interview survey is to explore the responses of the people to gather more and deeper information. (n.p)

In short, a personal interview survey is the one which is used to get information and explore the different point of views of people about a specific topic. In this situation a personal interview was applied in order to know the opinion of the high school principal about the topic of the project, also it helps to get advices from the principal to help teachers can implement in a perfect way the method with their students

CHAPTER IV

RESULTS ANALYSIS

4.1. Important investigations and relevant studies about the implementation of daily immersion and repetition by means of an active method to improve pronunciation in students.

- Quiñones, A. has made a magazine to the University of Costa Rica in which states, that the direct method consists of establishing a visual and immediate association between experience and expression, between words, phrases, idioms and their physical or corporal expression, without relying on the mother tongue. "The Direct Method is a theory based on the principle that language should be taught in direct connection with objects and living ideas." (Quiñones, 2015)

- About applying and using the direct method to teach English, Quiñones, A. (2015) emphasizes, that the brain also needs the repetition of everything that has to be learned and remembered because it is important. "The teacher might begin teaching the first words by saying the names of the things in the classroom and by letting the pupils repeat them; by pointing to pictures, or by performing actions." (Which is one of the principal idea of applying the immersion and repetition in every English class. (p.11.)

- Talking about the repetitions and what people know as a daily immersion, Andriyani, N. (2015) remarks the fact that repetition and Immersion are one of the fastest ways to learn and understand a new language, because this strategy develops in a more natural, fluid and fun way. "Children need opportunities to use and repeat the new language that they are studying in order to have more the acquisition of the language." (p.19.)

- As Andriyani mentioned, that young people enjoy repetition so much because it is the best way for them to acquire and hone new skills. "Young learners need to repeat language items many times to get them to 'stick'." (Andriyani, N. 2015)

- As stated by Steven, using the daily immersion method has many benefits to aid in the improvement and development of the pronunciation of a second language. With this also emphasizing that there are studies that show differences in improvements between students at the time of working on their pronunciation. (Stevens, 2002)

- As appears from Sewell, he refers to the improvement and fluency that students can achieve while using the immersion strategy, as it challenges the population to strive to improve to understand more clearly and the teachers to find ways to teach

without translating. "The results of many studies shed light on pronunciation development of L2 English learners and offer important implications for curriculum design of ESL immersion programs." (Sewell A, 2021)

- According to what Nagle said, the daily immersion method emphasizes positive results depending on the interactions and practices that the person engages, for example with natives, with fluent people, how constant they are. Also considering that learning and improves depending on the immersion program that takes and from one participant to another. (Nagle, 2013)

- As Gruyter explains, the repetition method consists of an intelligent interactive learning system that helps students to remember the words they have seen, practiced and the ones they have already memorized through a song or interaction. "The proposed method of repetition aims to address such imbalance which may affect learners' general fluency skills, degree of intelligibility and communicative competence." (Gruyter, 2012)

4.2. General analysis of the investigations and studies found

After the investigation and important information that helped to continue with the research project related to improving pronunciation through the implementation of daily immersion and repetition with an active method, thanks to the opinion and experience of different authors, is well known that there are many positive factors with the use of these strategies. These sources delve into the improvement of English pronunciation and its respective development for fluency in a more natural and dynamic way.

One of the most important facts in the research of the authors found, was that the teaching of the English language using the strategy of daily immersion is a success when it comes to teaching a second language to students. Besides the fact that the students will accustom their hearing to that accent and will facilitate the learning of that dialect, it also allows a greater apprehension of the daily codes of a second idiom.

Throughout the development of this research proposal, it was found that the use of the active method increases linguistic ability and command of English, in people who want to improve their pronunciation on the English language. Based on the above, it is

highlighted that the strategies for improving the pronunciation of English must be focused on elements of the learner's daily life; In other words, the teaching of the English language must maintain a relationship between practice and the development of the class in a dynamic and fun way.

4.3. Analysis of the survey applied to the teachers

Analysis of questions 1, 2 and 3

The teachers were asked about if they agree, that is important to help students to improve pronunciation, also if they think that students in Costa Rica need to improve this skill and if they consider that active methods are important at the time of teaching pronunciation. All teachers were agreeing with the questions and the answers were completely positive.


Figure 1
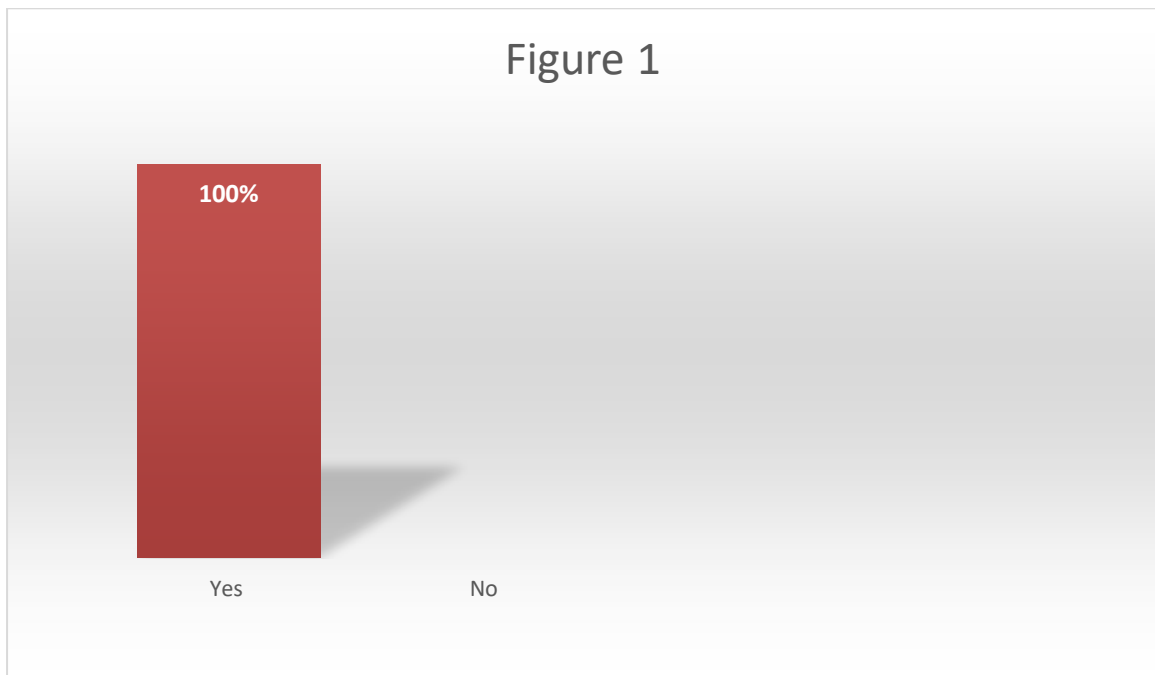
Analysis of question 4 and 5

In here, the teachers were asked if they think that daily immersions and repetitions are active methods. In addition, they were asked if they think that daily immersion and repetitions can help to improve student's pronunciation. All of them answered in a positive way.

Figure 1
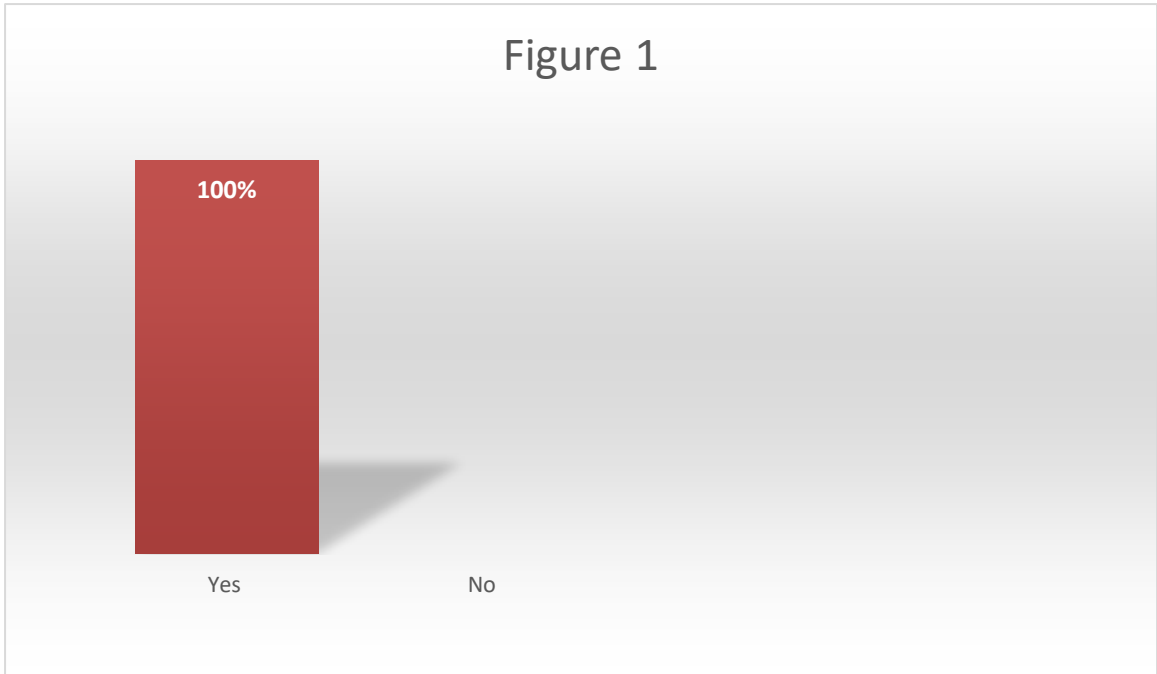
Analysis of question 6

In the question number six, teachers were asked if they think that teaching pronunciation by repetitions and daily immersions can help students to gain enough vocabulary to stablish a conversation. Some of them thought that it is possible, but the other ones thought the opposite. The answers can be appreciated in the next graphic:


Figure 1
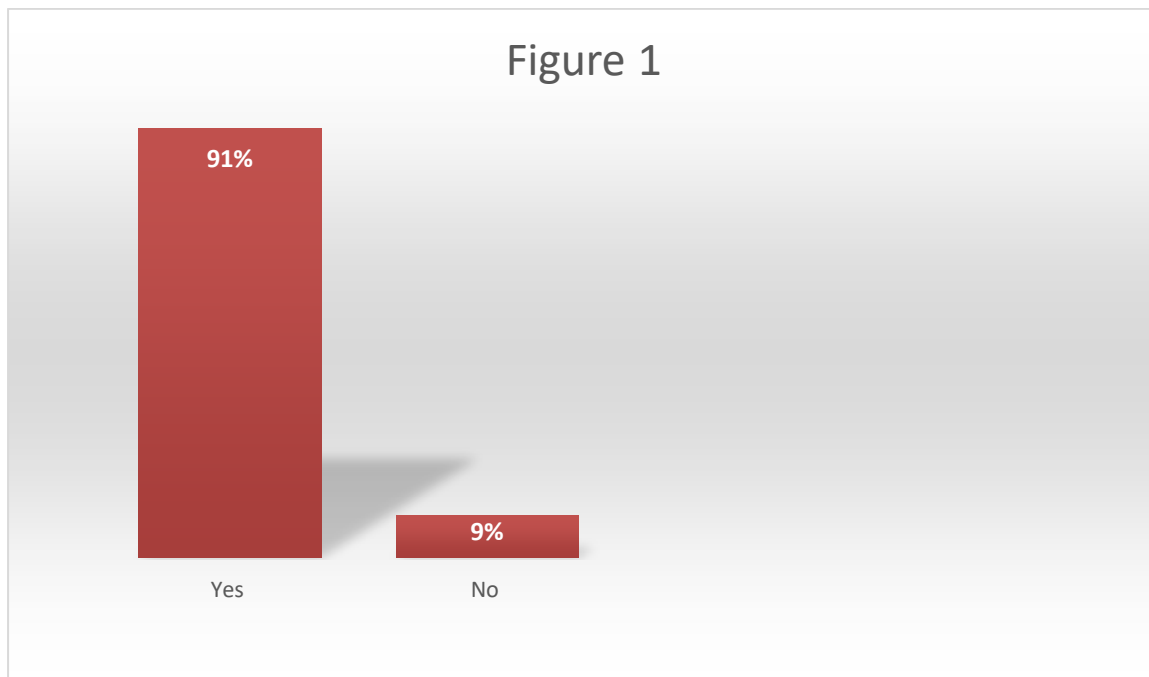
Analysis of question 7

In this question, teachers were asked if they think that practicing phonetics can help students with pronunciation, all of them gave positive answers and agreed that phonetics can help students to improve their pronunciation.

Figure 1

100%

Yes   No
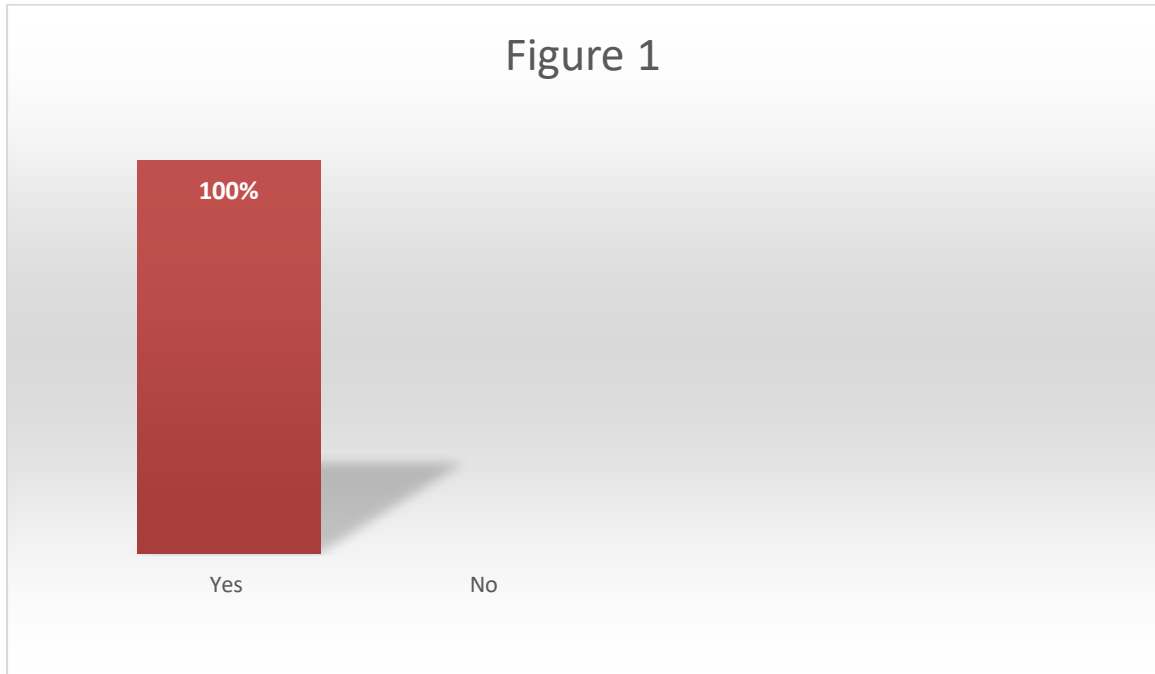
**Analysis of question 8**

In the question number eight, teachers were asked if they think that students can become bilingual and speak like a native speaker through daily immersion and repetitions. Some of the teachers answer in a negative way saying that they do not think that. On the other hand, the rest of the teachers say that they believe it could happen. Answers can be observed in the next graphic:

Figure 2
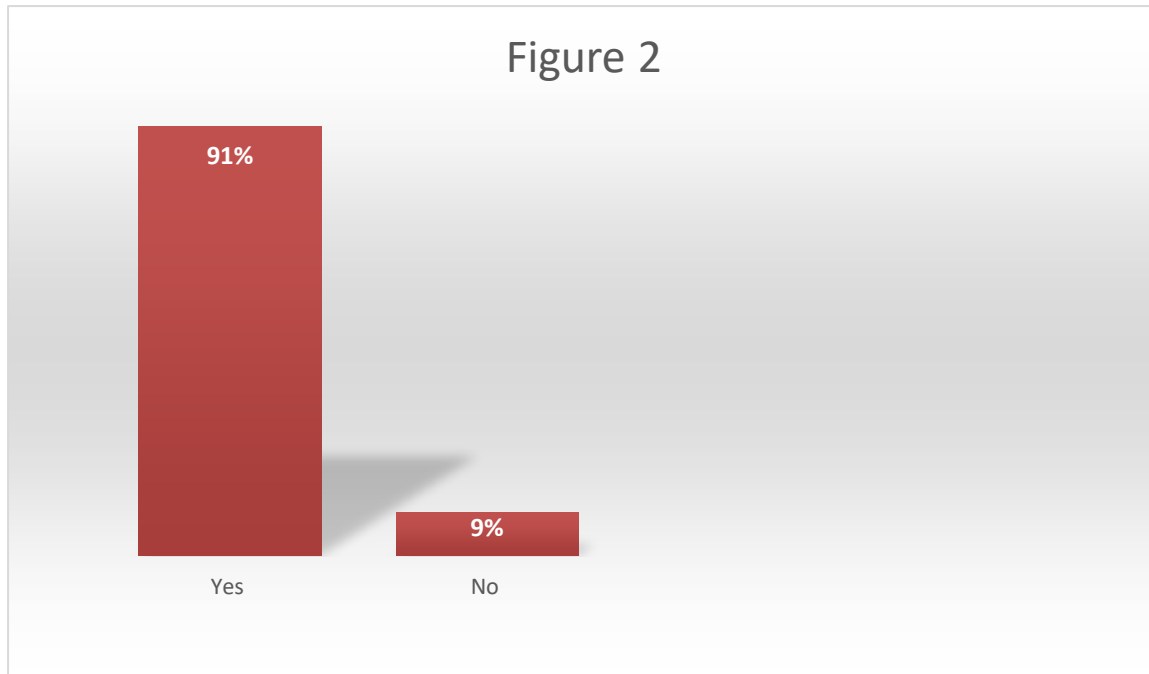
Analysis of questions 9, 10 and 11

In the last 3 questions, teachers were asked if they have done immersion and repetition activities in their classes, and if they think that active method can help students to improve pronunciation. All the teacher answer in a positive way saying that the active method can definitely help to improve pronunciation in the students and that they all have done immersion and repetitions activities in their classes.

Figure 1
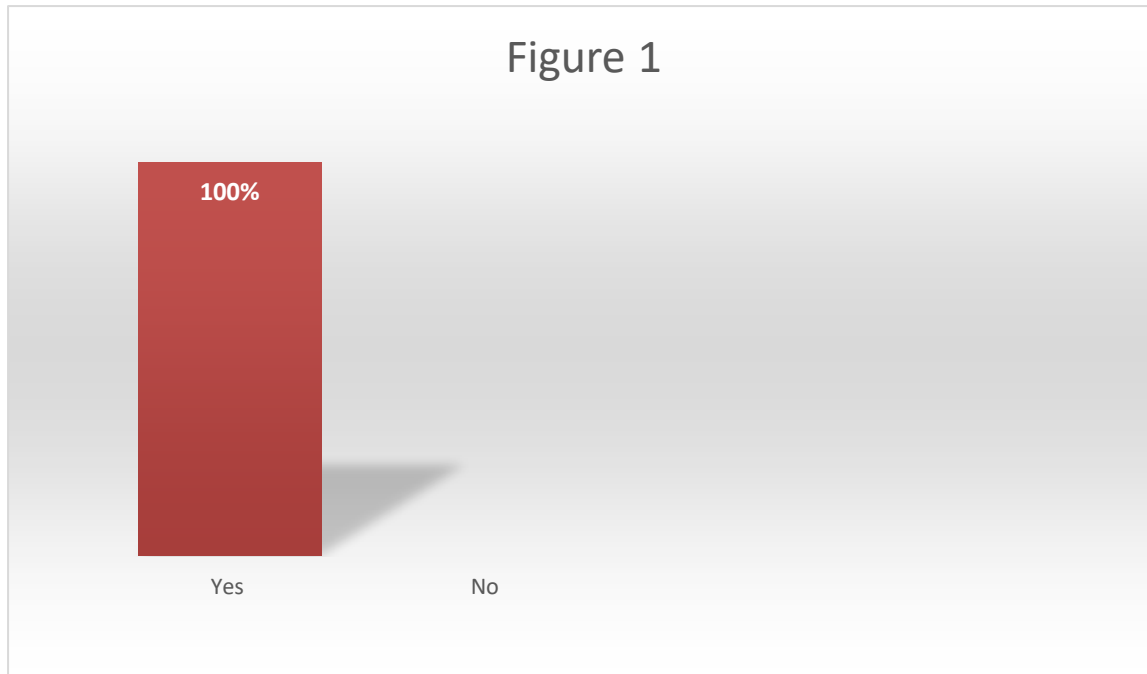
4.4. Analysis of the interview applied

The teachers who answered it stated that daily immersion and repetitions are strategies, where students learn a second language easier and simpler, in a more natural way. They said that the best benefit of using this method, is that professors are teaching the students to speak another language, not to translate. In addition, the students can develop fluency and accuracy in the time they most.

They all agreed that daily immersion is efficient to teach pronunciation because by speaking the students become familiar with the language and that in able sent to be more comfortable with using vocabulary and the new words that they maybe do not know right now, but they are able to put them into the vocabulary.

Most of teachers said that the immersion activities they use to teach pronunciation are everything, like realia, and being hundred percent English speakers. All of them agreed that to help students to understand what they are talking about during the English classes, it is necessary to use motion, hands, and emotions so students can learn through our actions. Moreover, it required many repetitions.

One of the teachers of the interview said, that learning a new language is like a mountain to climb, the kids just must go step-by-step, when learning, gaining more

vocabulary until they just reach their goal, that in this case is improving and learning English pronunciation.

Also, the professors comment that, daily immersion is not only for high performing students, but it also works very well for all stages and mainly for kids, because they do not need any explanation nether rules, they just need to listen, repeat, and speak. They said that using daily immersion and repetitions to communicate is an excellent strategy, because by speaking and practing the English becomes part of daily life of the students.

According to the fact of how long takes a student to become bilingual and speak like a native speaker through immersion, professors said that all the students are different, but it may take times of listening and repeating to be able to recognize the vocabulary and to answer questions and be fluency on that language. In addition, it varies on the students interesting, the teacher perseverance, and how much effort they put on it.

Finally, they all think that active method is important when teaching pronunciation, because if they do not use what they have, they will forget it. It is so important to practice repeatedly, and the daily immersion is the one that takes them to that level to be able to pronounce and have conversations with an excellent pronunciation.

CHAPTER V

CONCLUSIONS

At the end of this research project, it can be concluded that the implementation of daily immersion and repetition by means of an active method to improve pronunciation in students is a very complete method and technique to reach the main goal in the education system about the acquisition of English as a second language.

As well, affirming that in the teaching of English through the direct method, the four skills necessary to master a language are developed (being able to read, write, listen, and speak), although special emphasis is placed on the ability to speak and speak. pronunciation.

It can also be reached that, this method helps students to interact with the language and to acquire through the practice and the daily activities the necessary confidence to improve the pronunciation and with it the communication ability in this second language.

Also, at end of all the investigations made, it can be said that the direct method helps the teachers to create an environment full of opportunities to learn and practice the language and have the chance to let the students know that they are able and capable to adapt to the new language by practicing and applying it to their daily lives.

Besides, knowing that learning languages such as English is very useful for daily and professional life. Students who follow a direct methodology manage to close the gap that opens when only grammar or vocabulary is studied and it is not put into practice, enhancing the development of oral and written expression and comprehension skills.

CHAPTER VI

RECOMENDATIONS

The first recommendation is to create interactive classes. Implement interactive patterns to help the students to develop their communication skills and with it, the confidence to establish an English conversation using the vocabulary learned in the lessons. Prepare the lesson with time. Do not come to the class and try to improve the lesson, prepare the lesson carefully and do not forget any detail. Let the students know that you know what you are doing, and it is important for you.

Make sure that the student practice himself/herself, as many times as necessary. Language is processed in our mind. Every moment of thinking of a new idea, remembering a moment in the life or planning things that must do in the future. This is generally done in the mother tongue; but why not force the brain to think in English (or the language of your choice). Forming sentences in another language and designing responses to different situations will help students prepare for when they arrive.

Always start with the simplest. Under this condition, it is possible to achieve a gradual and truly significant advance to learn a new language, it is enough to start with the most obvious and gradually move towards the complex. But remember, consistency is something fundamental that must be considered.

You can also apply daily routines activities to your classes. Prepare activities that has relation with the activities that students are used to in their daily lives, so you are going to catch better their attention. Implement repetitions to your lessons. Look for activities that can help you to repeat and practice the vocabulary learned in the class with make the students fall into boredom. For example, songs, memory games etc…

Do not forget to prepare practices that can be developed in the students' daily routine. Look for practices that the students can have for homework in which they are able to apply the language in their daily routine so you ensure that students will have more practice after the high school. Place the students in first place, give the students the opportunity to provide their own point of view about the topic that you are developing in the class. Let the students provide their own opinion about the topic so you will give them the opportunity to feel that their opinion matters, with this they are going to be more involved in the lesson.

Write down the new words. No matter how hard the student tries, it is a fact that learning all the words that are used in another language is not an easy thing. So, to help students a little, ask them to bring or have a notebook handy for each time they hear or read a word that they do not know. The learners do not have to carry a great book through life, today the wonder of smartphones can make them have everything they need with just one touch.

Finally, Connect with the student. Interacting in a real way with the language is very important, especially when you do it with other native speakers of the language, because from them you can also learn to correctly express your thoughts and some everyday expressions that are never learned well with flash cards; and the proper pronunciation for each word or expression.

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ANNEXES

1.1 Annex 1: Yes/ No questionnaire applied to different high school teachers.

Here are a series of questions related to the fact of using daily immersion and repetitions as a direct method to help students to improve student's pronunciation.

This survey was applied by Allyson Enriquez and Heizel Rodriguez students of the Universidad Latina of Costa Rica to different teachers of different institutions named as following:

C.T.P de Sabalito

L.E.B.A.B

Liceo de Ciudad Neily

C.T.P Umberto Melloni Campanini

1. Do you think it is important improve students' pronunciation?
2. Do you think that students in CR needs to improve pronunciation?
3. Are active methods important at the time of teaching pronunciation?
4. Are daily immersion and repetitions active methods?
5. Do you think daily immersion and repetitions can help students speaking skills?
6. Do you think that teaching pronunciation by repetitions and daily immersion can help students to gain enough vocabulary to stablish a conversation?
7. Do you think that practice phonetics can help students' pronunciation?
8. Do you think that students can become bilingual and speak like a native speaker through daily immersion and repetition activities?
9. Have you done daily immersion activities in your classes?
10. Have you done repetition activities to teach English?
11. Do you think that active method can help to improve pronunciation?

1.2. Annex 2: Tabulation

Questions	YES		NO		TOTAL	
	AF	*RF*	*AF*	*RF*	*AF*	*RF*
1. Do you think it is important improve students' pronunciation?	11	100	0	0	11	100
2. Do you think that students in CR needs to improve pronunciation?	11	100	0	0	11	100
3. Are active methods important at the time of teaching pronunciation?	11	100	0	0	11	100
4. Are daily immersion and repetitions active methods?	11	100	0	0	11	100
5. Do you think daily immersion and repetitions can help students speaking skills?	11	100	0	0	11	100
6. Do you think that teaching pronunciation by repetitions and daily immersion can help students to gain enough vocabulary to stablish a conversation?	10	91	1	9	11	100
7. Do you think that practice phonetics can help students' pronunciation?	11	100	0	0	11	100
8. Do you think that students can become bilingual and speak like a native speaker through daily immersion and repetition activities?	10	91	1	9	11	100
9. Have you done daily immersion activities in your classes?	11	100	0	0	11	100
10. Have you done repetition activities to teach English?	11	100	0	0	11	100
11. Do you think that active method can help to improve pronunciation?	11	100	0	0	11	100
TOTAL	119	98	2	2	121	100

Note: **AF** Absolute Frequency , **RF** Relative Frequency