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ESCUELA DE INGLES
SEDE SANTA CRUZ.**

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

ACTION RESEARCH PAPER:

**R.A.P (RECOGNITION-ARTICULATION-PRODUCTION) FRAMEWORK
AS A TOOL TO IMPROVE PRONUNCIATION SKILL ON STUDENTS
FROM 7TH GRADE OF COLORADO HIGH SCHOOL, 2020.**

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2020

ii. Jury's approval sheet



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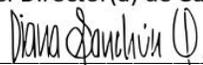
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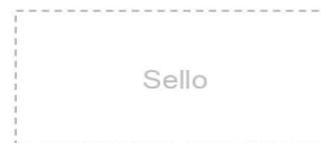
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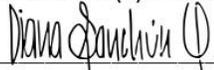
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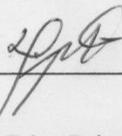
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iii. Sworn declaration

Declaración Jurada

Yo, Luz Heidy Díaz Prieto con cédula de identidad número 602820819, residente en Colorado de Abangares, Guanacaste; declaro solemnemente y sinceramente que yo sé y entiendo las consecuencias que son punibles bajo el Código Penal, ante el jurado de tesis de defensa para el grado de Licenciatura en la Enseñanza del Inglés. Declaro que nuestra Action Research titulada: “R.AP Framework as a tool to improve pronunciation skill on Students from 7th grade of Colorado High School”, es mi trabajo original y que he seguido todas las leyes penales pertinentes relacionadas con la propiedad intelectual, como la Ley de Derecho de Autor y los Derechos de Propiedad Intelectual Relacionados No 6683 del 14 de octubre de 1982 y sus enmiendas publicadas en la Gaceta N°226 del 25 de noviembre de 1982; incluido el artículo 70 de dicha ley que advierte: “Es permitido citar a un autor, transcribiendo únicamente los datos relevantes e insustanciales, pasajes y pasajes no completos y sustanciales que perjudicarían al autor de la obra original”.

Como testigo de lo cual, ofrezco mi firma a continuación en la ciudad de Santa Cruz, en el día 04 del mes de septiembre, 2020.



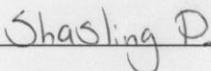
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Declaración Jurada

Yo, Vilma Shasling Picado Ortega con cédula de identidad número 702320107, residente en Colorado de Abangares, Guanacaste; declaro solemnemente y sinceramente que yo sé y entiendo las consecuencias que son punibles bajo el Código Penal, ante el jurado de tesis de defensa para el grado de Licenciatura en la Enseñanza del Inglés.

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Como testigo de lo cual, ofrezco mi firma a continuación en la ciudad de Santa Cruz, en el día 04 del mes de septiembre, 2020.



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iv. Abstract

This project discusses about teaching of English pronunciation in Colorado High School. The first part presents some theoretical aspects. In the second part at the project, present the literature review. In the third part in the project present, design a method. In the fourth part of this project, you will see findings and the fifth part of the project presents the reflections; in the sixth and seventh parts, you will find conclusions and recommendations.

The purpose of this project is to provide an overview of how English pronunciation is taught and give and online of the opinion and the perceptions of the teachers and advisor about this topic.

v. Acknowledgment

Firstly, we would like to thank God for giving us the opportunity to share and live many experiences with excellent professors and wonderful mates throughout the university career. We would like to express our deepest gratitude to professor Yasmin Mayorga Leal for this continuous support in the whole process of our Research Project, for her patient, motivation and immense knowledge. We would also like to thank Professor Jeison Elioth Chevez Acevedo for offering helpful suggestions as to the analysis of the project. In addition, Professor Alexandra Angulo Hernandez for some constructive feedback.

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vi. Dedicatory

Firstly, I would like to thank God and secondly I would like to say thank you for my wonderful family, my mother Lourdes, my father Gerardo, my sister Luisana and my brother Larry, for my loved one's sons Maryeli and Henry. And my husband Henry, for supporting me and motivate me throughout my study.

Luz Heidy Díaz Prieto

This project is dedicated to my mother Nelly, who has been my guide, impulse and motivation to keep going, also to my sisters Andreína and Gabriela, who have always given me their support and good advice. To my friends and special people who have been arriving in the course of these years and have stayed by my side. For my godmother Sandra and Mrs. Viviana who, without asking for anything in return, welcomed me into their homes so that I could continue studying. Thank you very much to all of them!

Vilma Shasling Picado Ortega

vii. Table of contents

i. Cover page	i
ii. Jury's approval sheet	ii
iii. Sworn declaration	ii
iv. Abstract	iv
v. Acknowledgment	v
vi. Dedicatory	vi
viii. List of tables	viii
ix. List of graphs	ix
Chapter 1. Introduction	1
1.1 Introduction	2
1.2 Rationale	4
1.3 Purpose	4
1.3.1 General Objective	5
1.3.2 Specific Objectives	5
4.1 Research questions	5
1.5 Hypothesis	6
Chapter 2. Literature review	7
2.2 Literature Review	8
2.2.1 The Action-Oriented Approach	8
2.2.2 Learning English as a Second Languages	10
2.2.3 Creating a Successful ESL Environment	11
2.2.4 Teacher' Role	11
2.2.5 Learner' Role	11
2.2.6 Motivation in Pronunciation	11
2.2.7 Teaching Pronunciation	12
2.2.8 Why Study Pronunciation	13
2.2.9 The Phonological Awareness	13
2.2.10 Phonemic Awareness	13
2.2.11 Sounds in Combination	15

2.2.12 Stress	16
2.2.13 Intonation	17
2.2.14 Teaching Sounds	18
2.2.15 Teaching Stress and Intonation	20
2.2.16 Listen and Repeat: Phonology and Behaviorism	22
2.2.17 RAP (Recognition, Articulation and Production)	23
2.2.18 Factors that may affect your students' pronunciation	24
Chapter 3. Design and Method	26
3. Research method	27
3.1 Action Research	27
3.2 Type of research	27
3.3 The context	28
3.3.1 Colorado History Overview	28
3.3.2 Target setting	30
3.3.3 Participants	31
3.4 Data Collection Procedures and Tools of Initial Research	31
3.4.1 Procedures of initial research	31
3.4.2 Instruments	32
3.4.2.1 Survey	32
3.4.2.2 Initial stage instruments	33
3.4.2.2.1 Diagnostic tests	33
3.4.2.3 Instruments for the assessment stage	33
3.5 Action Plan	33
Action Plan Proposal #1	35
Action Plan Proposal #3	44
Action Plan Proposal #4	50
Action Plan Proposal #5	56
Action Plan Proposal #6	63
Action Plan Proposal #7	71
3.5.1 Description of intervention applied	77
3.5.2 Instruments used to assess the intervention	77

3.5.2.3 Questionnaires.....	77
Chapter 4. Findings	79
4.1 Data analysis	80
4.1.1 Quotes analysis	80
4.2 Survey Findings	82
4.3 Interview Findings	92
Chapter 5. Reflections	95
5.1 Reflections	96
5.2 Plan for Further Action	97
Chapter 6. Conclusions.....	98
6.1 Outcomes	99
6.2 General conclusions.....	99
6.3 Strengths	100
6.3 Limitations	101
Chapter 7. Recommendations.....	102
7.1 Recommendations for colleagues	103
7.2 Recommendations for students.....	103
7.3 Recommendation for principal or advisors.....	103
References.....	104
Annexes	107

viii. List of tables

Table N°1 Teachers' perception about pronunciation classes.....83
Table N°2 Use of phonemic awareness in the English Class.....85
Table N°3 The use of inflections in the English Class.....87
Table N°4 Teacher knowledge about R.A.P Framework.....89

ix. List of graphs

Graph N°1 Teachers' perception about pronunciation classes.....	84
Graph N°2 Use of phonemic awareness in the English Class.....	86
Graph N°3 The use of inflections in the English Class.....	88
Graph N°4 Teacher knowledge about R.A.P Framework.....	90

Chapter 1. Introduction

1.1 Introduction

English language learners are worried about having a good pronunciation, but it is not necessary to sound like a native speaker to be able to communicate efficiently. Learning English as a second language is a basic need nowadays since it is one of the most spoken languages around the world together with German, French or Italian. There are different accents both in the United Kingdom, and in other countries where English is the first language. The use of English is widespread in other places and worldwide it grows more and more as a free language. “Gilakjani & Ahmadi (2011) said that Pronunciation is viewed as a sub-skill of speaking. Generally, if we want to change the way a learner pronounces words, we must change the way they think about the sound components of those words. Some languages, in terms of pronunciation, are most likely pronounced according to the way the word it’s spelled, but this rule does not apply to English Language at all and this is because in English the words and their pronunciation follows specific language rules which makes it a lot different.”

As a consequence of this, the process of teaching and learning the language in our country, it was a totally unknown or incognito’s, so there is a great concern to investigate this aspect of bilingual education. This research project stems from the idea of improving the pronunciation of English Language some of the learners may have. We based this on the relevance of having students with a proper English proficiency and an understandable diction as well as a correct pronunciation. “Morley, (1991) stated that understandable pronunciation is a main objective of pronunciation instruction. In is a necessary component of communicative competence.”

Therefore, it is convenient to analyze the use of the RAP; framework as a didactic tool that benefits and supports the teacher in his arduous task of teaching, and also provides students with the necessary tools in their extensive learning path in language pronunciation; being this of high importance for the interaction they would have with native speakers of the language or other language speakers.

Consequently, the teacher who teaches the language must have a wide amalgam of possibilities and didactic resources, as well as this tool, to support him during the process of teaching of English as a Second Language. “In fact, as Jones (2002) states, pronunciation

teaching methods should address the issues of motivation and exposure by creating awareness and stressing the importance of sound pronunciation.” Pronunciation is fundamental not only because it will facilitate communication between different speakers of English, but on the other hand the study of phonetics generates in student’s self-confidence, gives them the security they need to express themselves without fears or prejudices that what they try to communicate is not understood.

RAP Framework as a tool, can be used to improve pronunciation skills in students. Pronunciation is defined as the production of sounds in English, which is learned by repeating sounds and correcting when they occur incorrectly. For many students, the hardest part of learning English as a second language is having a good pronunciation and communication skills, which involves that they will need explicit help to accomplish this goal. Therefore, it is necessary to implement a tool to improve pronunciation skills. The use of RAP Framework as a tool to teach pronunciation is important, as it is effective in handling pronunciation problems in the classroom. Undergraduate students will experience new activities and reflect on their effectiveness in their own contexts. People can understand learners who have good pronunciation even if they make mistakes in other areas of language but they are not able to understand those who have unintelligible pronunciation even if they have extensive vocabulary knowledge and know grammar fully.

The strategy to be implemented for teaching English pronunciation to the 7th grade students of Colorado High School would be to experience the repetition of the different vowel and consonant sounds in the English alphabet that together would make the word sound the right way. All this will benefit the learner who will be able to reproduce correctly the different sounds and hence is going to improve their communications speaking skills.

The present research paper is organized into seventh sections: Section I states the methodology that is going to be used in this Research. Section II describes the historical background of the research, also provides information about the significance of the use of R.A.P to improve pronunciation in students. In Section III, has information on the Design and Method we are implementing to improve pronunciation. Section IV has the Data Analysis, it provides an interpretation and analysis of data collected giving as a result the findings of the research, in others words, the reflections and experimental results. Finally, Section VI contains a summary of

the research as well as suggestions or recommendations for different sectors of the educational field.

1.2 Rationale

Knowing that pronunciation is one of the most difficult skills for learners, this research will provide the appropriate findings that can be used in the implementation of activities to improve pronunciations on the learners. Improving pronunciation skills and motivating learners gives them greater security, and for sure, one of the main goals of a learner is to feel confidence when speaking. Otherwise it leads to a frustration that prevents a fluid communication in the target language. As a learner, knowing that they can pronounce correctly gives them power. When they know that we have a good pronunciation they would want to talk and interact more because they feel comfortable knowing they pronounce well. Having a good pronunciation and good communication skills is a long term plus when looking for a job; most companies would want to hire a person who is communicative competent.

This is the reason why we are implementing the use of RAP Framework as a tool to improve the pronunciation skills in the students of Colorado High School. The teacher's task is to make his students feel safe, motivate them to interact more safely inside and outside the classroom. In this way they will achieve the objective, which is to improve pronunciation of the English language. One of challenges to overcome by teachers is that English language has some sounds that do not exist in their students, so they will have to learn to make or produce completely new sounds. Pronunciation is important when we learn English as it helps us avoid communication problems. One must speak and pronounce the words correctly since a poorly pronounced vowel or consonant can lead to confusion. Being communicative competent and having a good and clear pronunciation gives the learners confidence to be able to talk and helps them better understand the natives.

1.3 Purpose

This research is being carried out to improve pronunciation skill on students from 7th grade at Colorado High School, implemented the RAP Framework as a tool to improve pronunciation in English classes. It is important to use innovative tools, so that students feel

motivated, while improving this skill. In this way they acquire security, and thus it is easier for them to learn the language. During the development of this research, it is intended that students can understand the use of this tool, to promote the ability to communicate and read in the right way, with a good pronunciation. To achieve this, the teacher will work with his students in English classes, and the use of RAP Framework as a tool will be put into practice.

1.3.1 General Objective

- To implement the RAP Framework to improve pronunciation skills on students from 7th grade at Colorado High School.

1.3.2 Specific Objectives

- To identify the level of pronunciation of students from 7th grade.
- To apply RAP classes for enhancing pronunciation in students from tenth graders.
- To analyze the effect of RAP Framework on students' pronunciation performance.

4.1 Research questions

According to Study.com (2003). A research question is an answerable inquiry into a specific concern or issue. It is the initial step in a research project. The 'initial step' means after you have an idea of what you want to study, the research question is the first active step in the research project.

1. Why is it necessary to implement RAP Framework to improve pronunciation skills on students?
2. What are the benefits of using RAP Framework activities in the ESL classroom?
3. How does the use of RAP Framework improve oral skills?
4. What will be the impact of this process on the students from 7th grade of Colorado High School?

1.5 Hypothesis

The use of this tool RAP in the target language for EFL as evidence that students can improve their pronunciation when communicating. At the same time, students can strengthen this ability through a meaningful learning process, who attend our pronunciation classes are going to have a better performance in their pronunciation skills by using the RAP framework rather than students from other levels who do not use the RAP framework.

Chapter 2. Literature review

2.2 Literature Review

Literature review allows us to have a wide perspective of different theories and approaches. Implementing R.A.P Framework as a tool to improve pronunciation skills stimulates in students the phonological aspects to increase their confident.

2.2.1 The Action-Oriented Approach

Based on French as a Second Languages (2001, p.3). The action-oriented approach to language acquisition views communication as a social activity designed to accomplish specific tasks. The Common European Framework of Reference for Languages (CEFR) advocates going beyond the communicative approach to emphasize active language use that develops five language skills – spoken production, spoken interaction, listening, reading, and writing which includes the skills required for writing to interact. It recognizes students as active participants in the learning process.

According to Ministry of Public of Education (2016, p.14) Action-Oriented Approach has some specific characteristics that we are going to enlist next.

Learner	<p>An agent/performer with intercultural awareness skills.</p> <p>Autonomous, works cooperatively, interacts with others, investigates and solves problems using the tools at his/her disposal (general and specific competences).</p> <p>Develops metacognitive, reflective and critical thinking strategies for successful completion of the task.</p>
Teacher	<p>Facilitator, coach, resource person, guide, advisor, and observer.</p> <p>Helps the learner become autonomous and be successful in the completion of the task.</p>

	<p>Provides effective feedback in the process of learning.</p> <p>Shows expert role, but shares this responsibility with the learner.</p>
Learning Resources	<p>Oral or written authentic texts: business cards, bus tickets, newspaper articles, book excerpts, wikis, bus schedules, city maps, bulletin boards, voice messages, and announcements.</p> <p>Appropriate to the learner's needs and competence level.</p> <p>Intercultural perspective.</p>
Aims of communicative activities/task	<p>Communicative activities become actions that the learner/social agent performs in order to build up general competences and communicative language competences.</p> <p>The goal is successful action and accomplishment of tasks in a particular scenario and domain aligned to the learner's life experience and personality.</p>
Learning Environment	<p>Real-world contexts (personal, public, educational and vocational domain)</p> <p>collaborative, stimulating, mediated by ICTs.</p>
Assessment	<p>Assessment is based on what the social agent is able to do in real-life situations or scenarios and the process he/she requires to develop the competences. Authentic assessment is favored.</p> <p>The acquisition and refinement of general and communicative competences is a continuous process, both at school and in the world beyond the school.</p>

Basic Principles of the Action-Oriented Approach (MEP, 2017, p.15)

1. The students are social agents that use the target language to perform specific actions in real life contexts meaningfully.
2. Language performances, in oral or written form, respond to language functions and are carried out in specific scenarios.
3. Enabling and communicative activities are task-based and real-life.
4. Learners use authentic materials as comprehensible input, as much as possible.
5. The ICT become an important tool to create meaningful learning experiences.
6. A great degree of autonomy is placed on the learner; therefore, the teacher works in the development of learners' meta-cognitive, meta-affective, and meta-social strategies.
7. Intercultural awareness plays an important role for getting meaning across and facilitating communication among cultures.
8. Vocabulary, syntax, cohesive forms, and phonology are taught with the purpose of facilitating communication.

2.2.2 Learning English as a Second Languages

According to Alberta EDUCATION. (2007, p.06) Language development is the responsibility of all teachers. Subject-area teachers teach the specialized language and forms of each subject. English language arts teachers have a special role because their focus is on language, its forms, and functions. They help students develop and apply strategies for comprehending, composing and responding in a variety of situations.

The experience of ESL students differs, in significant ways, from that of English-speaking students who are learning another language. ESL students are learning English out of an immediate need to communicate, learn and participate in a society that, in most cases, is as new to them as the language itself. For these students, the learning experience is complicated by several factors. Some of these factors are advantages for ESL students, others present students with unique challenges.

2.2.3 Creating a Successful ESL Environment

The most interesting approach to this issue has been proposed by Alberta EDUCATION. (2017, p.52, 53). To create a supportive environment, teachers need to consider both the emotional and academic needs of ESL students. Junior high school ESL students have not only these changes to deal with but also the maturation process. They are dealing with issues related to self-identity, sexuality, long-term goal planning and social skill development.

2.2.4 Teacher' Role

Based on (MEP, 2016, p.27). The teacher is a facilitator and helps the learner to become autonomous. S/he takes several roles such as coach, resource person, advisor, organizer, and facilitator for the learner's successful completion of the task.

2.2.5 Learner' Role

In accordance with MEP (2016, p.29). An Action-Oriented Approach "views users and learners of a language primarily as 'social agents', i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action" (CEFR, 2016, p.9). The learner/social agent is not an empty vessel but a whole person with values, beliefs, an identity, and a language or languages. S/he possesses knowledge and experience that can be used to face the challenge of learning a language. This prior knowledge and experience provide points of reference and categories for organizing new learning. The acquisition and refinement of competences is a continuous process, both at school and in the world beyond the school (Piccardo, 2014).

2.2.6 Motivation in Pronunciation

Motivation is an action of wanting to do something that we set out to do. And it is important to be motivated to achieve it.

Essential Teacher Knowledge Book (2012). In the literature, several theories have been proposed to explain about Extrinsic Motivation, which comes from outside the learner and may, for example, be related to a need to pass an exam, or the desire to elicit praise from the teacher,

or because the learner has a forthcoming trip where the foreign language would be an advantage. Intrinsic Motivation, on the other hand, comes from the task itself - and exists because the learner has a drive to learn.

Differences have also been drawn between Integrative Motivation (where a language learner wishes somehow to integrate into the target language culture) and Instrumental Motivation (where a language learner is studying because with English they will get a better job - or for some other more materialistic reason). It has been suggested that integrative motivation has a more positive effect on student success than instrumental motivation, but perhaps it is more sensible to say that the strength of a student's motivation is what matters, wherever it comes from and whatever kind it is. The students' motivation may be affected (negatively or positively) by a number of factors such as a) the society they live in and that society's attitude to language learning, b) the people around them and how important those people think that learning a foreign language is, c) whether or not they have a definite goal for language learning (students who are preparing for exams are often highly motivated and d) by the natural curiosity that most students possess. The students' motivation will also be affected by their learning experiences. Although motivation is personal to each learner, what teachers do can have a profound effect upon it.

2.2.7 Teaching Pronunciation

In agreement with *Methodology in Languages Teaching* (2002, p.179). Arguments against the explicit teaching of pronunciation rely on two basic assumptions about the acquisition of second language phonology: the first, based on the critical period hypothesis, claims that it is virtually impossible for adults to acquire native like pronunciation in a foreign language (for review, see Burrill, 1985); the second, arising primarily from the work of Krashen (1982), insists that pronunciation is an acquired skill and that focused instruction is at best useless and at worst detrimental. A number of studies have supported the popular notion that children enjoy an advantage over adults in learning the pronunciation of a second language (Asher & Garcia, 1969; Scovel, 1969; Siegler, Krashen, & Ladefoged, 1975). Such studies, however, fail to prove that it is impossible for adults to acquire nativelylike pronunciation, and several researchers have presented strong evidence to the contrary (Neufeld, 1980; Tarone, 1978).

2.2.8 Why Study Pronunciation

Developing Pronunciation Skills at The Introductory (2014, p.2, 4, 5). In this paper is presented: Pronunciation is an area of language instruction that affects all levels of proficiency across the discipline of language teaching and learning. Gilakjani, Ismail, and Ahmadi (2011) remarked that “pronunciation can be one of the most difficult parts for a language learner to master and one of the least favorite topics for teachers to address in the classroom” (p. 81). These practices reflected a conflict between low confidence and the desire to attain and also teach “good enough” pronunciation (Shizuka, 2008, p. 67), an essential skill in developing an overall proficient level of communicative competence. Brandl (2008) defined communicative competence as a skill set that goes beyond grammar and vocabulary knowledge, allowing learners to participate actively and effectively in the production of the target language.

2.2.9 The Phonological Awareness

Accordant to Reading Rockets (2020). Refers to a global awareness of the sound structures of speech and the ability to manipulate those structures. Phonological awareness is an umbrella term that encompasses both basic levels of awareness of speech sounds, such as rhyming, alliteration, the number of words in a sentence, and the syllables within words, as well as more advanced levels of awareness such as onset-rime awareness and full phonemic awareness.

2.2.10 Phonemic Awareness

As reported by Center on Teaching and Learning.

1. The ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds (Yopp, 1992).
2. Essential to learning to read in an alphabetic writing system because letters represent sounds or phonemes. Without phonemic awareness, phonics makes little sense.
3. Fundamental to mapping speech to print. If a child cannot hear that "man" and "moon" begin with the same sound or cannot blend the sounds /rrrrrruuuuunnnnn/ into the word

"run", he or she may have great difficulty connecting sounds with their written symbols or blending sounds to make a word.

4. Essential to learning to read in an alphabetic writing system.
5. A strong predictor of children who experience early reading success.

What Teachers Should Know	What Teachers Should Be Able to Do
<ul style="list-style-type: none"> • Definition of phonemic awareness (PA). • The relation of phonemic awareness to early reading skills. • The developmental continuum of phonemic awareness skills. • Which phonemic awareness skills are more important and when they should be taught? • Features of phonemes and tasks that influence task difficulty. • Terminology (phoneme, PA, continuous sound, onset-rime, segmentation). 	<ul style="list-style-type: none"> • Assess PA and diagnose difficulties. • Produce speech sounds accurately. • Use a developmental continuum to select/design PA instruction. • Select examples according to complexity of skills, phonemes, word types, and learner experience. • Model and deliver PA lessons. • Link PA to reading and spelling. • Evaluate the design of instructional materials.

Phonemic Awareness is important:

- It requires readers to notice how letters represent sounds. It primes readers for print.
- It gives readers a way to approach sounding out and reading new words.
- It helps readers understand the alphabetic principle (that the letters in words are systematically represented by sounds).

2.2.11 Sounds in Combination

According to Developing teachers. There are several major problem areas for learners of English. These are:

1. Weakening - words such as prepositions, articles & auxiliary verbs are in their unstressed form, they are softer & shorter. The schwa sound /ə/ (the most common) & the sounds /ɪ/ & /ʊ/ are reduced forms.

Here are the weak forms of 'him', 'she', 'does', 'some', 'them', 'was', 'that'.

/ɪm/ /ʃɪ/ /dəz/ /səm/ /ðəm/ /wəz/ /ðət/

2. Catenation/linking - a consonant at the end of one word is carried over to connect with a vowel at the beginning of the next word. This causes learners to misinterpret word boundaries. The two words 'he's in' are linked with the 's' & the 'i' - learners can hear this as one word.

/hi:zɪn/

The same linkage with 'an apple' /ənæpl/

3. Intrusion - an extra sound is introduced to lubricate the flow of one vowel to another. The utterance 'we are leaving' needs the /j/ sound between the 'we' & the 'are'. Other common intrusive sounds are the /r/ & /w/

/wi:jəli:vɪŋ/

The /w/ sound is needed between 'go' & 'off'. /gəʊwɒf/

4. Elision - a sound is missed out e.g. for 'correct' - /krekt/

The /t/ sound is dropped in 'next door'. /neksdɔ:/

6. Assimilation - a sound changes because it is affected by the sound that follows it e.g. for 'sandwich' & 'light blue' - /sæmwɪdʒ/ /laɪpblu:/

2.2.12 Stress

According to the web site. Learn English Today. English is known as a stressed language. Stressed languages are languages spoken with differing degrees of emphasis on the words and syllables in the sentences. Although stress and intonation are an important part of English pronunciation, learners must remember that it would be impossible for anyone to speak naturally with a set of rules in mind.

Word Stress: In English, we accentuate or stress one syllable in a word. We pronounce that syllable louder than others. There are words with just one syllable (e.g... mind), and words with one Stressed syllable and one or more Weak syllables (e.g. remind, reminder, reminding). In the examples below, bold letters indicate stressed syllables.

1) When a noun or adjective stems from a one-syllable word, (for example art, mind), the stress usually stays on the syllable of the original word.

art **artist**

2) To differentiate between a noun and a verb with the same spelling, stress position changes.

Noun: a **decrease** verb: to **decrease**

3) In compound nouns (two words merged into one) the stress is on the first part:

• **bookshop** • **football**

4) The stress is generally at the end of words ending in -eer.

• **auctioneer** • **engineer**

5) Stress usually falls AFTER prefixes:

• **demolish** • **dismiss**

2.2.13 Intonation

As determined by Learn English Today. What is intonation? Intonation and stress are closely linked. In fact, it is impossible to dissociate them. They go hand in hand. Intonation is about *how* we say things, rather than *what* we say, the way the voice rises and falls when speaking, in other words the music of the language. Just as words have stressed syllables, sentences have regular patterns of stressed words. In addition, the voice tends to rise, fall, or remain flat depending on the meaning or feeling we want to convey (surprise, anger, interest, boredom, gratitude, etc.). Intonation therefore indicates the mood of the speaker.

There are two basic patterns of intonation in English: falling intonation and rising intonation. In the following examples a downward arrow (↘) indicates a fall in intonation and an upward arrow (↗) indicates a rise in intonation. Again, these are not rules but patterns generally used by native speakers of English. Just remember that content words are stressed, and intonation adds attitude or emotion. This explanation on intonation is intended to serve as a general guide to help learners. It should in no way make them unnecessarily anxious! It should be remembered that a written explanation can never be a substitute for a 'live' conversation with a native speaker. Attitudinal intonation is something that is best acquired through talking and listening to English speakers.

Falling Intonation (↘)

(The pitch of the voice falls at the end of the sentence.)

Falling intonation is the most common intonation pattern in English.

It is commonly found in statements, commands, wh-questions (information questions), confirmatory question tags and exclamations.

Rising Intonation (↗)

(The pitch of the voice rises at the end of a sentence.)

Rising intonation invites the speaker to continue talking.

It is normally used with yes/no questions, and question tags that are real questions.

2.2.14 Teaching Sounds

Stated by Jeremy Harmer. (2012) (p.66, 67). Distinguishing between sounds: Before we can expect students to say sounds correctly, they need to be able to hear them. The students' HOME LANGUAGE can sometimes make this difficult. Many speakers of Chinese and Japanese often say /lais/ when they mean /rais/ because they find it difficult to distinguish between the sounds /l/ and /r/. Spanish speakers may say /beri/ instead of /veri/. In the following examples, the students listen first and then say the sounds.

Next there is a list of some suggested activities to teach different sounds to learners

1. Same letter, different sound: The students hear a list of words which all contain the same letter (in this case o). They must write them in the correct column, depending on their sound.

2. Same sound, different letters: The students hear several words which all have the same sound (in this case /ɒ/). They have to say what the sound is, underline it in each word and then list the different spellings which the sound has.

because - bottle - clock - dog - fog - quality - knowledge - sausage

3. Minimal pairs: The students see pairs of words (Minimal Pairs), which differ in only one sound. a) could good d) lock log b) cave gave e) ankle angle c) clue glue

Listening to the words on their own helps students to focus on the sounds. However, hearing the words in sentences such as I could help you or It is very good may be more helpful since they will be hearing the sounds in a natural context.

4. Same sound rhymes: The students have to draw lines to connect words, which have the same vowel sound.

Anything belt dress every many several



5. Odd one out: The students hear a list of words and they have to say which is the odd one out on the basis of sounds. For example, in the list sun /moon/ love must one, moon is the odd one out because it does not have the sound /ʌ/.

6. Weak or strong? The students listen to several sentences with the word to. They have to say whether it sounds like a) /u:/ in food or b) la/ in photograph.

1. I want to ask you a question. 2. I did not want to see this film anyway! 3. How is this film going to end? 4. I will do everything I can to help you. 5. You must open the package first. 6. Do I want to learn to play the tuba? Yes, of course I want to.

Note that to is usually pronounced /tə/ if it is followed by a consonant but is pronounced /tu:/ if it is followed by a vowel or if it is on its own.

7. Sounds and grammar: When we are teaching grammar, such as Past Tense -ed endings, the Plural's' or the third person singular of the Present Simple, we can draw the students' attention to the different sounds of the Morphemes.

8. Tongue twisters: Some teachers like to give their students tongue twisters: sentences which are difficult to say quickly. Even if students and teachers are not very keen on tongue twisters, it is often a good idea to invent sentences for our students to say which have a lot of the sounds we want them to practice.

a) A proper copper coffee pot b) Pink lorry, yellow lorry c) Red leather, yellow leather d) Nine nice night nurses nursing nightly.

10. Your pronunciation when the students have a list of words (at the end of a unit, for example), they must emphasize the words that they personally find difficult. They then should look up these words in a dictionary and practice saying them correctly. Not all students have the same sound 'problems'. We need to encourage each individual to recognize their own strengths and weaknesses.

2.2.15 Teaching Stress and Intonation

As stated by Jeremy Harmer. (2012) (p.68,69) The main objective when teaching stress and intonation is to develop the students' ability to hear where the stress falls in words and phrases so that their listening and speaking skills improve. We want them to understand why speakers use certain Stress and Intonation patterns - and what they mean. We want them to be able to validate their own stress and intonation so that they can express a variety of meanings and emotions when they want to.

1 Word stress: syllables and stressed syllables.

Students at the Intermediate level hear a list of words. They have to write each one in the following table in the column, which has the correct stress pattern.

announcement /application/ calculator/ camcorder/ computer/ electric/electronic/ internet/
microphone/ microwave/ organizer/ personal/ television/ video.

The students then say the words and think of/find other words with the same stress pattern.

2 Sentence stress: stress and meaning.

Students at the intermediate or Upper-Intermediate level hear a sentence said in four different ways. They have to match the sentences with four possible responses that a listener might have.

1 JOI-IN wrote the music while he was at university. 2 John wrote the Music while he was at university. 3 John wrote the music while he was at university. 4 John wrote the music while he was at University. a) He Wrote the music? That does surprise me. I thought he wrote the words. b) How surprising. I thought he did it at school. c) I am amazed. I thought he just took someone else's melody. d) I do not believe you; I thought Paul wrote the music!

3 Intonation 1: question, exclamation, or answer?

The students hear the following phrases and they write either a Full Stop, an Exclamation Mark or a Question Mark, depending on what they hear.

a) She won some money b) She's going to give it to a cats' home c) She's going to give all of it to a cats' home d) She loves cats e) She won fifty thousand pounds.

4 Intonation 2: bored, interested, or surprised?

The students listen to two speakers. They have to say if the second speaker is bored, interested, or surprised.

- | | |
|---------------------------------------|-----------|
| a) I passed my driving test. | Did you? |
| b) I'm feeling really happy. | Are you? |
| c) I've bought myself some new shoes. | Have you? |
| d) I'll drive to Boston this evening. | Will you? |
| e) I love driving. | Do you? |

5 Stress and intonation 1: nonsense words.

The students read the following comments. They are in answer to the question what did you think of the film?

a) I absolutely loved it. b) I really enjoyed it. c) Fabulous. d) Absolutely terrible! e) It was one of the worst films I've ever seen. f) It was really wonderful. g) I have never been so bored in all my life.

The students then hear the comments said with nonsense syllables (e.g. do-de-do). They have to identify which phrase is being said. They can then try the activity for themselves.

6 Stress and intonation 2: tonic syllables and intonation tunes.

The students listen to the following extract from a dialogue. They need to mark the Tonic Syllables and say whether the speaker uses a Falling Tone, a Rising Tone or a Fall-Rise Tone.

A: Have you got anything you want to say?

B: Have you?

A: Listen, John, I ask the questions.

B: Says who?

A: Says me. Now tell me, where were you last night?

B: At home.

A: I'd like the truth.

B: That is the truth.

7 Stress and intonation 3: Reading aloud.

Reading Aloud (when students read sentences from a Text) has been very popular for many years, but it is often not very useful since it does not help them to understand a text, and many of them do it very badly. If we want our students to read aloud, they should have a chance to prepare what they are going to read first so that they can decide where the tonic syllables are and where to pause, etc. We can help them to do this by looking through texts with them and discussing how sentences should be read. A good (and realistic way) of getting students to read aloud is to ask them to underline their favorite sentence in a text.

2.2.16 Listen and Repeat: Phonology and Behaviorism

Conforming to *Methodology in Languages Teaching* (2002, p.180) perhaps the oldest method of teaching pronunciation involves exercises in elocution: imitation drills and reading aloud. The popular image of students chanting ‘the rain in Spain falls mainly on the plain’ is still the reality of many language classrooms. With the development of recording technology and the rise of Audio linguisticism, such methods became the stock-in-trade of language teaching, and, although now widely discredited in the areas of grammar and vocabulary teaching, the ‘listen and repeat’ approach has persisted in the teaching of pronunciation. Even materials which claim to be communicative often offer only a variation on this approach in which simple dialogue reading or practice with minimal pairs is passed off as ‘communicative’ (see, for example, Gilbert, 1984, 1993). Part of the reason for the focus on habit formation in acquiring L2 phonology is the special characteristics of pronunciation, which, unlike other language skills, involves both cognitive and motor functions: few would deny that repeated practice of motor functions results in increased dexterity. Recent research, however, has revealed the limitations of this approach, finding that, as with grammar, students who exhibit accuracy in controlled practice may fail to transfer such gains to actual communicative language use (Cohen, Larson-Freeman,

& Tarone, 1991), and that accuracy of pronunciation varies according to the type of task learners are engaged in (Dickerson, 1975). Others have pointed out that the benefits of imitation drills may depend on learners' aptitude for oral mimicry. For learners without 'good ears', drills may cause production to stabilize before reaching the target (Kenworthy, 1987).

Central to this debate is the question of which half of the 'listen and repeat' equation results in increased accuracy – perception or production. Some teaching materials emphasize the importance of sound discrimination, insisting that students who cannot hear an English contrast have no chance of reproducing it (O'Connor & Fletcher, 1989).

2.2.17 RAP (Recognition, Articulation and Production)

As stated by Ministerio de Educación Pública in its Syllabus (2019, p.27). Phonological competence is the ability to recognize and produce the distinctive meaningful sounds of a language, including consonants, vowels, tone patterns, intonation patterns, stress, and rhythm. What to do to learn and teach phonological competence? Next table describes the specific steps to follow to do so:

Recognize	Articulate the sound	Practice and Produce
<ul style="list-style-type: none"> •the sound, word stress, sentence stress, intonation, rhythm or notes, often in comparison to something else. •Isolated •Repetitive •Embedded 	<ul style="list-style-type: none"> •What does it take to make the sound? (Which “tools” are used to make the sound? Teeth, lips, tongue, air, no air, vibration, no vibration etc.) •Which syllables are stressed? What happens to the non-stressed syllables? •Which notes are involved? •How can I figure out the rhythm? 	<ul style="list-style-type: none"> •Produce the sound, stress, notes or rhythm •Slowly produce?? The isolated sound, stress, notes or rhythm. •Repeat, slowly gaining speed. •Embedded in a longer utterance

2.2.18 Factors that may affect your students' pronunciation

Referring to Education and training employee's association. (2014) Students' Ages: As an ESL teacher you have probably already noticed the difference between teaching young learners and adults. The younger your students are, the easier it is for them to acquire an accurate pronunciation – and it becomes increasingly difficult as they age as the brain's original plasticity diminishes, and it becomes more rigid. Now that said, this does not mean adult students should give up trying to improve their pronunciation. It just means they have to work harder. If you teach adult ESL learners, be ready to plan and devote some of your class time to targeted pronunciation practice.

Learners' Attitudes: Research and studies consistently show that ESL students with a positive attitude towards learning English learn faster. By the same token, students who are genuinely open-minded and interested in improving their pronunciation often do improve it. It is truly amazing what the right attitude can do. On the other hand, students who have prejudices or a natural dislike for English will be less successful than those with a positive attitude and open mind. If you have students who are openly negative or complain about the English language, try to have a nice long chat to address these issues. Before you can help students overcome their pronunciation barriers, you will need to help them overcome these other barriers first.

Student Motivation: Out of these first three internal factors, motivation is the one that can really make a difference. Highly motivated students will likely have a better pronunciation. What motivates students to speak better? Most simply want to fit in; they do not want to be discriminated against because they have a “funny” accent. Others, like adult learners, really need to speak clearly and effectively for professional business communication. If you have students who seem to lack motivation, use their passions to help them find it.

Native Language Interference: Students from different nationalities have varying degrees of difficulty learning proper pronunciation. The difficulty depends on how different their native language is from English. For example, English is a stressed language; Spanish is a syllabic language; Chinese is a tonal language. Phonemes are different in each, as well as the way the mouth, teeth and tongue are used. Your students may have difficulty articulating some sounds because they simply do not exist in their native language, sounds like the “th”. First, you will

need to assess your students' difficulties and formulate a plan to overcome them. Identify the pronunciation problems. Is it a problem with stress? Some phonemes more than others? With Japanese students you may have to practice the "l" and the "r". Whatever their difficulties are be sure to tailor your pronunciation exercises to help your students overcome them.

Exposure to English: It will come as no surprise that ESL students who live in English-speaking environment acquire better pronunciation faster because they are immersed in the language. But not all ESL students are immersed in an English-speaking environment. The degree to which they are exposed to English daily will determine how fast they will be able to improve their pronunciation. So, children who go to bilingual, English-speaking schools should have a better pronunciation than those who study English only a couple of times a week. If you have students who do not have enough exposure to the English language, encourage them to increase it, either by listening to authentic audio or hanging out with English-speaking locals.

Not Explicitly Taught: One of the factors that may be affecting your students' ability to acquire proper pronunciation is quite simply that it is not being explicitly taught in the classroom. This is one of the things that ESL classes often lack and one of the things that makes a world of difference in the acquisition of pronunciation. Do you correct their pronunciation mistakes as they speak, or do you give them specific pronunciation exercises that target certain phonemes, word pairs or verb endings? Be sure to devote some class time specifically to pronunciation practice.

Native vs. Non-Native Input: Students' pronunciation largely depends on the pronunciation they hear on daily basis. If they are immersed in a community where most of the individuals speak English with a non-native accent, this will surely influence their own pronunciation. Moreover, if the teacher has a non-native accent, it will affect students' pronunciation as well. Of course, you can teach English if your accent is not native perfect. But it is your responsibility to strive to improve your pronunciation as much as you can. It is also vital for you to encourage students to seek out native input, either by joining activities or groups with English speakers or spending some time in an English-speaking country.

Chapter 3. Design and Method

3. Research method

3.1 Action Research

Conforming to the investigation made by Brown University (2000). Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research (Watts, 1985, p. 118). It is based on the following assumptions:

- Teachers and principals work best on problems they have identified for themselves
- Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently
- Teachers and principals help each other by working collaboratively
- Working with colleagues helps teachers and principals in their professional development

As teachers, we are going to use this investigation to implement the teaching techniques in pronunciation skills following the new syllabus implemented by MEP. In addition, we are going to recognize the difficultness of pronunciation on learners and encourage their confidence to solve their mispronunciation. With this investigation, we are going to put in practice all aspects about pronunciation to obtain good results.

3.2 Type of research

As stated by The Food Risk Centre (2016). Mixed methods research is a methodology for conducting research that involves collecting, analyzing, and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research. This approach to research is used when this integration provides a better understanding of the research problem than either of each alone. Quantitative data includes close-ended information such as that found to measure attitudes (e.g., rating scales), behaviors (e.g., observation checklists), and performance instruments. The analysis of this type of data consists of statistically analyzing scores collected on instruments (e.g., questionnaires) or checklists to answer research questions or to test hypotheses. Qualitative data consists of open-ended information that the researcher

usually gathers through interviews, focus groups and observations. The analysis of the qualitative data (words, text, or behaviors) typically follows the path of aggregating it into categories of information and presenting the diversity of ideas gathered during data collection.

Mixed methods are going to help us to collect valuable information to help students to improve their pronunciation. Having communicative competence will provide equal opportunities for learners to compete for a better job positions in a modern society where the ability to communicate effectively with others is a must.

3.3 The context

Colorado High School is a public institution. It was founded in 1995, and it is located 2km west from Colorado downtown. It has an infrastructure of 20 classrooms, a laboratory and a gym. In 2017 High School implemented the bilingual section which currently already have 4 sections, in 7th grade, 8th grade, 9th grade and 10th grade. There are 48 professors and 423 students in total. This High School has drinking water, internet, transport and access ramps.

3.3.1 Colorado History Overview

According to Tecnologías de Información. Colorado was a town with few inhabitants made up of two ranches, Zapotal and La Palma. District residents recall that there was an American exploitation of forests in the region, which they left until even when there was nothing else to exploit. It was an illiterate town that was dedicated to cultivation, at that time there were no cars, transport was by means of wooden carts guided by oxen and the other way of transport was by horse. The festivities at that time were happy with dances to the rhythm of a marimba, where they danced barefoot; in that event, they could not miss the typical foods such as rosquillas, chicheme, tamal dulce, tamales de cerdo y arroz de maiz, etc.

Why was the District baptized with the name of Colorado? Where does this name come from? This name was given because in the place called La Palma there was a large ranch where many workers work who enjoyed clandestine or charral liquor. On the fortnight, they all arrived at a small straw ranch to get drunk and then the fights began, originating Bowie knife and even dead, hence the name Colorado.

Over time, Colorado grew in population and underwent a series of changes in terms of the basic needs of urban settlements, such as:

1. The electricity of 90% of the district in 1985.
2. Installation of a manual telephone exchange in 1987.
3. Asphaltting of the main road in 1980.
4. The paving of Pueblo Nuevo - Colorado highway was in 1985

The asphaltting of the highway greatly helped Colorado's development. Its origin dates back the construction of the road that goes to the Tempisque ferry, for some reason the way through the main road was blocked by its pavement, so they were forced to provide the passage through Colorado to facilitate the transit of different producers towards San José and Nicoya. The ferry had an important function for the development of the district, because to use this service people, who came from the central valley and other areas of the country, had to cross the entire district to reach the Tempisque River.

5. Sewerage system design different directions.
6. Opening and maintenance of central streets and an important network of roads.
7. Opening and maintenance of the holy field (cemetery).
8. Purchase of two hectares of land for the construction of low-income housing.
9. Installation of rural aqueducts in various communities of the District. The water service began with a pipe that was distributed by sectors, with a public pipe. As time passed, the Municipality oversaw distributing the water, but on May 26, 1993, it was transferred to Aqueducts and Sewers.
10. Opening of the Health Center. As for the health service, Colorado has a center where the services of the Caja Costarricense de Seguro Social (Costa Rican Social Security Fund) are

offered. There are two doctors, two nurses, a pharmacy manager, janitor, clerk and an administrator.

11. There is also the Red Cross service, which has three ambulances.

Natural Resources: In Colorado, small streams were detected; most of them dry most of the time, with Pilas being the most important in its journey through the area, during this course it changes its name to Abangaritos, Higuerrillas and at the same time is used by watermelon's farmers.

3.3.2 Target setting

Colorado High School in Abangares is a public institution that has one of the Bilingual sections system in our country. The location of this school is 2km west from Colorado downtown, Cañas Regional Office of Education, circuit 04.

The population of students in this year 2020 are 423 students, which are distributed in the following way:

7° grade		8° grade		9° grade		10° grade		11° grade	
Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
56	63	41	56	42	38	43	35	24	25

There are 7 English teachers this 2020. They are from 32 to 43 years old. The gender is 71, 4% are male and 28, 6% are female. The professional category of these teachers is 2 with bachelor's degree and 5 with MT6. Years of experience with a range among 2 to 18 years. On the other hand, the work status is: 2 of them have tenure and the other 5 teachers have temporal position. Thus, so The English advisor has been teaching for 21 years for MEP. The gender is male. The professional category is PT6 and he has tenure.

The infrastructure of Colorado High School has 22 academic classrooms, 1 principal room, 1 library, 1 Gym, 8 bathrooms, 1 dining room, 1 teacher's room, 1 computer lap. The facilities that we can find in the institution are the following: 50 computers, 2 printers, 2 T. Vs, 2 photocopier machines, 2 video beam, 2 wireless internet connections and 2 sound equipment.

Mission of the institution

Guarantee the learners the acquisition of basic knowledge, useful for their skills, abilities, attitudes fundamental competences, values, for their integral formation and their incorporation into society.

Vision of the institution

Provide an education with accessibility, relevance, equity, and integral development for the education community that serves as a basis to face the challenge **of society**.

3.3.3 Participants

In agreement with Investopedia (2020). In statistics, a population is the entire pool from which a statistical sample is drawn. A population may refer to an entire group of people, objects, events, hospital visits, or measurements. A population can be said to be an aggregate observation of subjects grouped together by a common feature. The participants are students of seventh graders, 7 teachers and 1 English advisor.

3.4 Data Collection Procedures and Tools of Initial Research

Mentioned by Research design, John W. (2008, p.178). The data collection steps include setting the boundaries for the study, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.

3.4.1 Procedures of initial research

In this section, we are going to investigate the problem of weak pronunciation on students of seventh grade in Colorado High School, for this reason we are going to implement instruments such as diagnostic exam and surveys to detect weaknesses of the learners and to provide a solution to it.

3.4.2 Instruments

At this point, we are going to apply the surveys; this survey is about importance in using R.A.P Framework as a tool to improve pronunciation skill in English classroom. There are ten questions; the first part includes four questions about general information, and the second part includes ten close questions. After that, we are going to apply diagnostic exam. This diagnostic test is divided in two different parts; the first part includes a multiple choice with ten questions about phonological awareness. Then, the second part is about reading aloud activity of short text and it has a rubric that contains an evaluation about the reading. Finally, in this section there is observation about student performance.

3.4.2.1 Survey

As stated by Question Pro (2020). A Survey is defined as a research method used for collecting data from a pre-defined group of respondents to gain information and insights on various topics of interest. Surveys have a variety of purposes and can be carried out in many ways depending on the methodology chosen and the objectives to be achieved.

The data is usually obtained through the use of standardized procedures whose purpose is to ensure that each respondent is able to answer the questions at a level playing field to avoid biased opinions that could influence the outcome of the research or study. A survey involves asking people for information through a questionnaire, which can be distributed on paper, although with the arrival of new technologies it is more common to distribute those using digital media such as social networks, email, QR codes or URLs.

The survey we are going to apply pretend to obtain information on various aspects about the students such as the environment in the classroom, personal aspect about what they prefer in English class, and know their weaknesses and to improve their confidence in English classroom. In addition, obtain the desired results.

3.4.2.2 Initial stage instruments

3.4.2.2.1 Diagnostic tests

In line with The Classroom (2020). Diagnostic tests measure students' understanding of a subject area or skills base. Teachers typically administer diagnostics for reading and math skills, using the results to provide remedial instruction or place students within appropriately leveled classes. Many content teachers, though, give formative assessments to gauge what knowledge students bring to class. Some schools also diagnose concepts, aiming to reveal commonly held misconceptions in specific subjects.

In that case, we are going to use diagnostic test to measure students' knowledge about phonological awareness, and their pronunciation level.

3.4.2.3 Instruments for the assessment stage

Fortress Learning (2020) states. An assessment 'instrument' is part of an assessment tool — it includes the checklists (or other 'instruments') and instructions needed to conduct one part of a competency-based assessment (e.g. written test with answer key, observation checklist, verbal questioning instrument, log book, etc).

Instruments for the assessment stage are particularly important because they guide us in the study that we are doing with students. These assessment instruments help to measure the level of achievement in each student such as: knowledge and identification of sounds, follow indication, syllabification of words and others. Thus, so made two type of instruments: checklist and observation.

3. 5 Action Plan

In accordance with Slidebean (2020). Having an action plan is essential for achieving goals effectively and systematically. It gives us a clear direction on what we need to do to achieve certain objectives. It provides direction when we feel lost or overwhelmed in the project that we are currently in, and helps break down a complex task into smaller, more achievable goals. Using an action plan helps with progress tracking as it is easier to identify which tasks

have been completed, giving a sense of accomplishment and progress. This, in turn, leads to higher motivation to see the task through to the end. Action plans also help with task prioritization, ensuring that deadlines are met with less stress, and important aspects of the objective are completed before less vital ones.

When drawing up an action plan, we recommend using a template. We have adapted a business presentation template into an action plan guide that you can use when coming up with an action plan. Having a template helps by giving you a clear idea of what aspects of the action plan you should consider first and guides you through the process of drawing up a solid plan. In this part, we are going to implement a plan in which we are going to put into practice phonological awareness in the English class. On the other hand, the objective is to improve their confidence at the time their speaking skills.

Action Plan Proposal #1

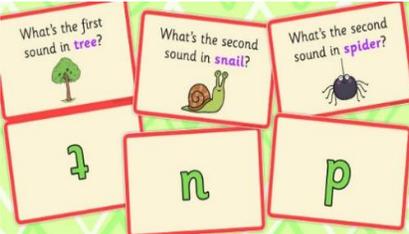
Term: _	Level: 7 th	Unit: 2	Week: 1	
Domain: Socio-Interpersonal and Transactional		Scenario: Enjoying Life	Theme: My daily routine	
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one’s lives.		Essential Question: How do the things people do every day help them enjoy life?		
Learn to Know		Learn to Do		Learn to Be and Live in Community
<p style="text-align: center;">Phonology</p> <p>Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).</p>		<p style="text-align: center;">Function</p> <p>Identifying daily routines</p> <p style="text-align: center;">Discourse Markers</p> <p>Connecting words: and</p>		<p style="text-align: center;">Psychosocial</p> <p>-Living safely by practicing healthy routines.</p>

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
Daily Routine	To teach the vocabulary about daily routine by manipulating English language sounds using knowledge in phonics, syllabification, and word parts.	<p style="text-align: center;">Pre-teaching stage</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda.</p>	5 min
Diagnostic Test	To identify English language sounds using knowledge in phonics, syllabification, and word parts.	<p style="text-align: center;">Participating</p> <p>Warm-up: T reflects about what her favorite part of the day is and why. Then uses the opportunity to elicit some daily routines that Ls already know making emphasis on repeating each Ls' routine important vocabulary. After that, teacher plays a short video about the topic and Ls pay attention to.</p>	15 min
Diagnostic Test	To identify English language sounds using knowledge in phonics, syllabification, and word parts.	<p style="text-align: center;">Engaging</p> <p>T introduces her purpose for this intervention and explains what the diagnostic test consists on as well as the general and specific instructions to follow.</p>	5 min
Diagnostic Test	To identify English language sounds using knowledge in phonics, syllabification, and word parts.	<p style="text-align: center;">Introducing</p> <p>T gives Ls a diagnostic test they need to answer according to the instructions and base on their experience through the learning language process in classroom. Ls sits in their seats, read carefully, and complete the test individually. T. guides Ls during the diagnostic test if it is necessary.</p>	35 min
Diagnostic Test	To identify English language sounds using knowledge in phonics, syllabification, and word parts.	<p style="text-align: center;">Production</p> <p>Ls think about their perfect schedule share comments about what they do every day.</p>	15 min
Charades	Revise daily activities by expressing simple sentences and practicing the simple present tense.	<p style="text-align: center;">Wrap up</p> <p>T. divides Ls in two groups, each group chooses a participant to pick a daily activity name card he/she would act out while another group guesses. After guessing the word, they must apply it into a simple sentence or phrase.</p>	5 min

DIDACTIC MATERIALS	ASSESSMENT INSTRUMENTS	TECHONOLOGICAL EQUIPMENT
Blackboard, eraser, markers, pen, pencil, flashcards, sheets of paper.	In this section, teacher applies a Classroom questionnaire as a formative assessment instrument only for the Action Planning Proposal week #1.	Video Bin Mini speakers Computer
Reflective Teaching		
What worked well	What did not work well	How to improve

Action Plan Proposal #2

Term: _	Level: 7 th	Unit: 2	Week: 2
Domain: Socio-Interpersonal and Transactional	Scenario: Enjoying Life	Theme: Eating habits	
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives.		Essential Question: How do the things people do every day help them enjoy life?	
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<p>Phonology Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).</p>	<p>Function Telling likes and dislikes about eating habits, routines, and food.</p> <p>Discourse Markers Connecting words: but</p>	<p>Psychosocial -Being disciplined with eating times. -Loving myself by taking care of my body.</p>	

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
<p>Scavenger Hunt</p>	<p>To compare the initial sound from a picture cue with another object of the same sound found in the classroom.</p>	<p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do’s, and class agenda.</p> <p>Warm up: Teacher puts pictures in a container or plastic bag. Then discuss each picture with the students before the game begins. Enunciate clearly and emphasize the initial or target phoneme. For example, if you are targeting initial sounds and the picture is a fan, ask your students, “What is the first sound in fan?”</p> <p>Appendix: 1</p> 	<p>5 min</p> <p>5 min</p>
<p>R.A.P lesson about isolating</p>	<p>To recognize by manipulating English language sounds using knowledge isolating, syllabification, and word parts.</p>	<p>Recognition:</p> <p>T shows a video about what is phonemic isolating. Visit: https://www.youtube.com/watch?v=1nCCFND-kTM</p> <p>Then, Teacher demonstrates the isolating technique and its importance.</p> <p>Appendix: 3</p>  <p>T writes on the board examples of isolating</p> <p>Examples:</p>	<p>10 min</p>

Cat c/a/t
 Dog d/o/g
 Bat b/a/t
 Fish f/i/s/h
 Car c/a/r
 Box b/o/x
 Bag b/a/g
 Pig p/i/g
 Red r/e/d
 Hend h/e/n/d
 Girl g/i/r/l

Articulation:

T shows flashcards with some vocabulary relate to phoneme isolating. Students are going to repeat the words aloud.

Appendix: 4



Ss recognize individual sounds in a word. And repeat after teacher and emphasize in the correct pronunciation

Production:

T shows flashcards and then asks some questions such as:

What is the first sound in “hill”?

Ss response: /h/

What is the second sound in “fox”?

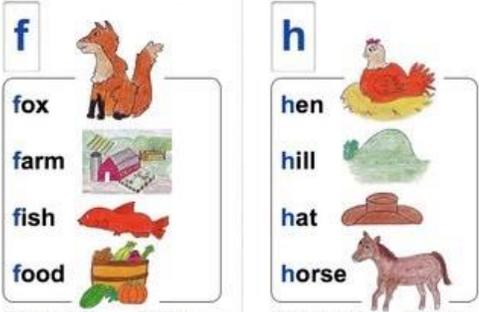
Ss response: /o/

What is the third sound in “had”?

Ss response: /d/

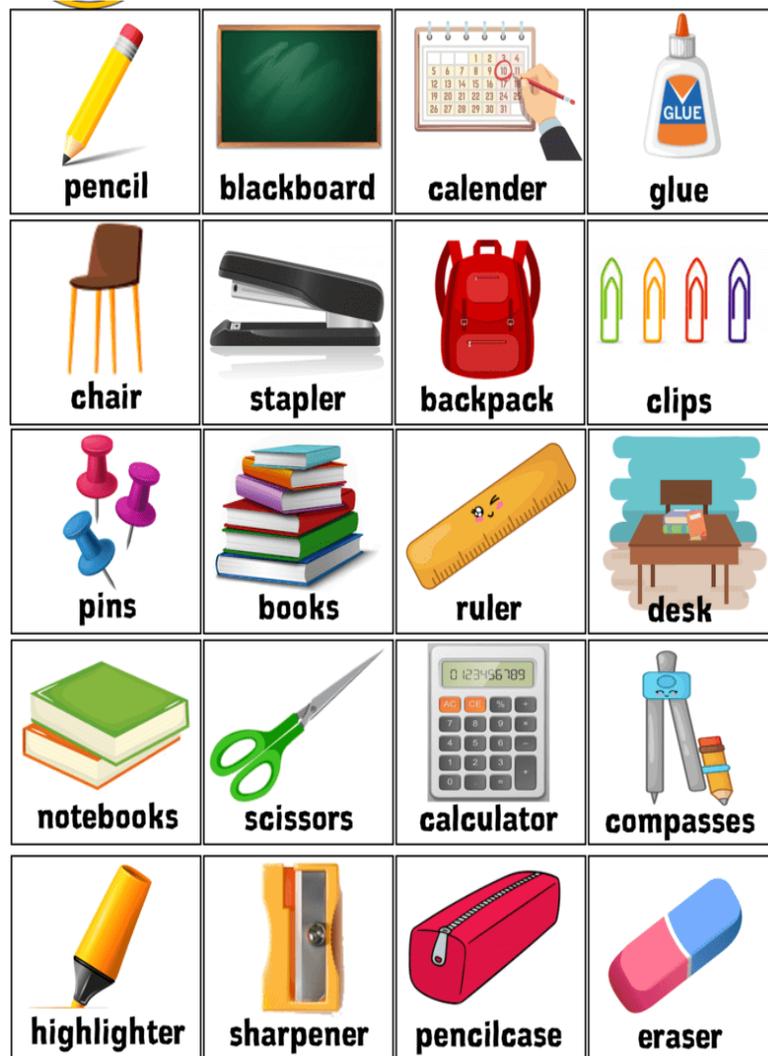
10 min

10 min

		<p>Appendix: 5</p> 		
DIDACTIC MATERIALS		ASSESSMENT INSTRUMENTS		TECHONOLOGICAL EQUIPMENT
Blackboard, plastic bag, eraser, markers, flashcards.		In this section, teacher applies a Checklist as a formative assessment instrument only for the Action planning Proposal week #2.		Video Bin Mini speakers Computer
Reflective Teaching				
What worked well	What did not work well	How to improve		

Required materials:

Appendix #1

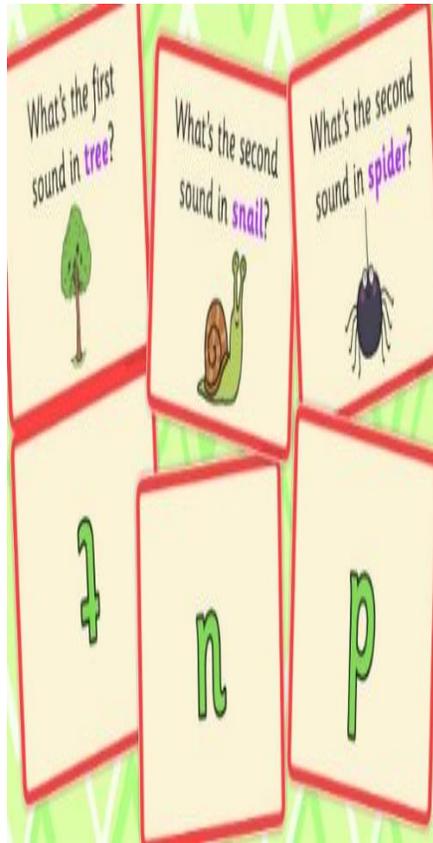


Appendix #2



Visit: <https://www.youtube.com/watch?v=1nCCFND-kTM>

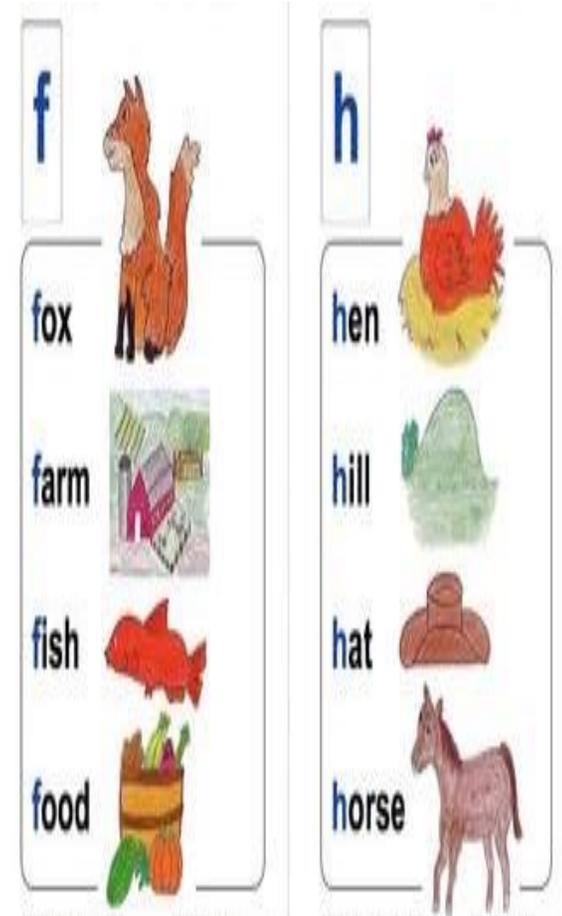
Appendix #3



Appendix #4

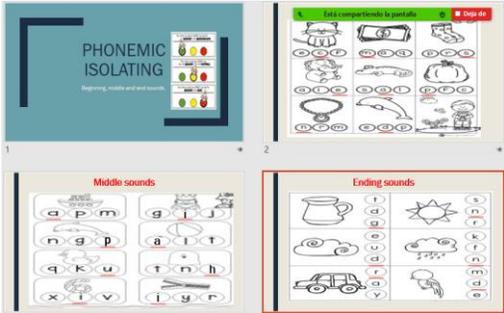


Appendix #5



Action Plan Proposal #3

Term: _	Level: 7 th	Unit: 2	Week: 3
Domain: Socio-Interpersonal and Transactional	Scenario: Enjoying Life		Theme: Hanging out
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives.		Essential Question: How do the things people do every day help them enjoy life?	
Learn to Know	Learn to Do		Learn to Be and Live in Community
<p>Phonology Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).</p>	<p>Function Describing ways of hanging out.</p> <p>Discourse Markers Connecting words: because</p>		<p>Psychosocial -Use assertive communication skills when interacting with others.</p> <p>Sociocultural -Ways of entertainment according to or based on contexts, eating habits and table manners.</p> <p>Idioms -with bells on -chill out -hang out</p>

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
<p>Different words</p>	<p>To compare and recognize the same sound in different words.</p>	<p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do’s, and class agenda.</p> <p>Warm up: T gives set of pictures that share the same phoneme (initial, final, or medial). Then Ss in the task of identifying the name of each object depicted. T says the name of each picture slowly and emphasizing your target phoneme. Ss each choose a picture and name it. T asks, “Do these two words end in the same sound?” If yes, ask which sound? If no, ask student to explain which sounds are different. Appendix #1</p>  <p>Recognition: T shows a PowerPoint presentation about isolating beginning, middle and ends sounds. Appendix #2</p> 	<p>5 min</p> <p>5 min</p> <p>10 min</p>
<p>R.A.P lesson about isolating</p>	<p>Recognize the beginning, middle and ending sounds.</p>	<p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do’s, and class agenda.</p> <p>Warm up: T gives set of pictures that share the same phoneme (initial, final, or medial). Then Ss in the task of identifying the name of each object depicted. T says the name of each picture slowly and emphasizing your target phoneme. Ss each choose a picture and name it. T asks, “Do these two words end in the same sound?” If yes, ask which sound? If no, ask student to explain which sounds are different. Appendix #1</p> <p>Recognition: T shows a PowerPoint presentation about isolating beginning, middle and ends sounds. Appendix #2</p>	<p>5 min</p> <p>5 min</p> <p>10 min</p>

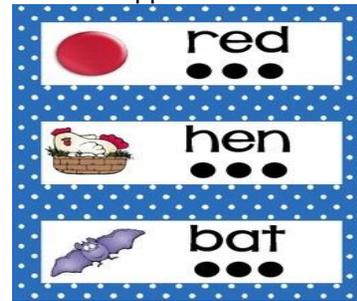
Articulation:

T reinforces the new vocabulary and practice the correct articulation of the isolating sounds and Ss repeat after the teachers.

For example:

Red Hen Bat Apple Ball Cat Dog Elephant

Appendix #3



10 min

Production:

1. T gives a worksheet and Ss look at the pictures write the letter that makes the beginning sounds for each picture.
2. Ss create short sentences use the follow words and read aloud in front of the class.

Appendix #4

PRACTICE: ISOLATING

Students create short sentences using the following words and read aloud in front of class.

Example: I see a yellow book.

- 1- Cat: _____
- 2- Hat: _____
- 3- Rat: _____
- 4- Bat: _____
- 5- Pan: _____
- 6- Cap: _____
- 7- Map: _____
- 8- Van: _____
- 9- Fan: _____
- 10- Sad: _____

10 min

DIDACTIC MATERIALS	ASSESSMENT INSTRUMENTS		TECHONOLOGICAL EQUIPMENT
Blackboard, eraser, markers, paper sheet, flashcards.	In this section, teacher applies a Checklist as a formative assessment instrument only for the Action planning Proposal week #3.		Video Bin Mini speakers Computer
Reflective Teaching			
What worked well	What did not work well	How to improve	

Required materials:

Appendix #1

m

man 

mud 

mouse 

milk 

s

seal 

sea 

sock 

sand 

sun 	star 	sandcastle 
snake 	squirrel 	sink 
sausage 	sandwich 	sweets 

Appendix #2

Appendix #3

	red ● ● ●
	hen ● ● ●
	bat ● ● ●

Appendix #4

Name _____ Date _____

What Do You Hear?

n, p, b

Directions: Look at the pictures. Write the letter that makes the beginning sound for each picture.

1.  <input style="width: 50px; height: 30px;" type="text"/>	2.  <input style="width: 50px; height: 30px;" type="text"/>	3.  <input style="width: 50px; height: 30px;" type="text"/>
4.  <input style="width: 50px; height: 30px;" type="text"/>	5.  <input style="width: 50px; height: 30px;" type="text"/>	6.  <input style="width: 50px; height: 30px;" type="text"/>
7.  <input style="width: 50px; height: 30px;" type="text"/>	8.  <input style="width: 50px; height: 30px;" type="text"/>	9.  <input style="width: 50px; height: 30px;" type="text"/>

Made by Miss. Pappas

PRACTICE: ISOLATING

Students create short sentences using the following words and read aloud in front of class.

Example: I see a yellow book.

1- Cat: _____

2- Hat: _____

3- Rat: _____

4- Bat: _____

5- Pan: _____

6- Cap: _____

7- Map: _____

8- Van: _____

9- Fan: _____

10- Sad: _____

Action Plan Proposal #4

Term: _	Level: 7 th	Unit: 2	Week: 4
Domain: Socio-Interpersonal and Transactional	Scenario: Enjoying Life	Theme: Things I like to do	
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives.		Essential Question: How do the things people do every day help them enjoy life?	
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<p>Phonology</p> <p>Review: Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).</p>	<p>Function Describing things, I like to do.</p> <p>Discourse Markers Connecting words: and, but, because.</p>	<p>Social Language -love (as in "I love coffee", "I love going to the movies")</p>	

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
Picture sort	To recognize the word in a set of three or four words that has the “odd” sound.	<p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do’s, and class agenda.</p> <p>Warm up: T gives a set of pictures that share the same sound. Add one picture that does not have the same target sound as the others. Then name each picture and have the Ss repeat the word. T asks, “Which one of these words is different from the others?”</p> <p>Ss repeat the words after answering. In addition, Ss sort the words in two piles, same sound, and different sound.</p> <p>Appendix #1</p>	5 min
	Recognize the endings sounds “s, ed, ing”.	<p>Recognition:</p> <p>T shows a video about what are inflections. And explain what it is. Ss watch the video: https://www.youtube.com/watch?v=nipQ0bNcpBq</p> <p>T reinforces vocabulary watch in the video related to inflectional ending.</p> <p>Appendix #2</p>	10 min
		<p>Articulation:</p> <p>T uses flashcards to emphasize the meaning of the words and practice sight words.</p> <p>T gives some verbs to Ss repeat the words and sentences. And emphasize inflectional endings.</p> <p>Appendix #3</p>	10 min
R.A.P lesson about inflections			

Flashcards: Inflectional Endings (s, ing and ed)

Plays
She plays soccer.

Stars
He stars the homework.

Working
They are working hard.

Enjoying
Ana is enjoying the ice cream.

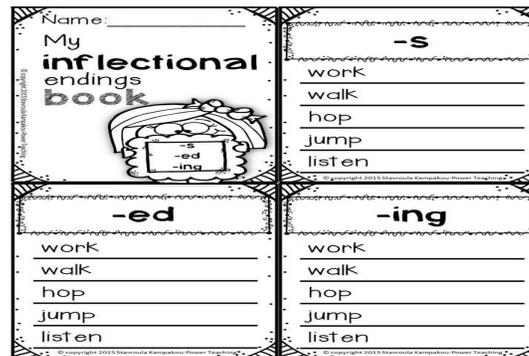
Talked
She talked to her boyfriend.

Wished
My mom wished for a puppy.

Base word	-s	-ed	-ing
walk	walks	walked	walking
cook	cooks	cooked	cooking
show	shows	showed	showing

Production:

1. T gives a worksheet and Ss complete the words with the appropriate inflectional endings.
 2. When Ss finish they should recorder an audio about the follow practice.
- Appendix:4

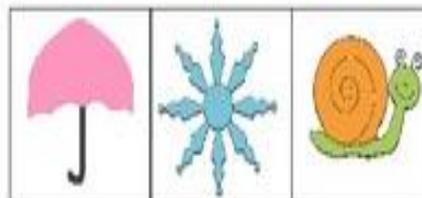
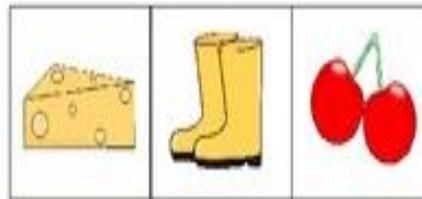
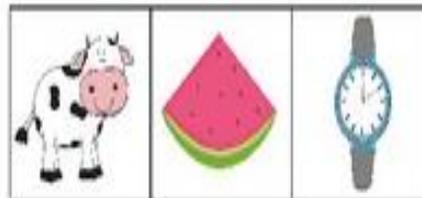
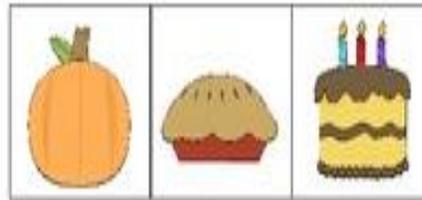
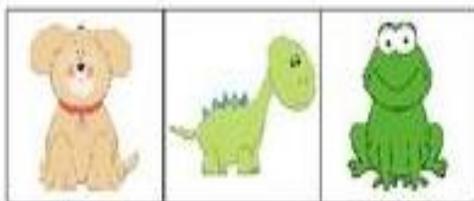
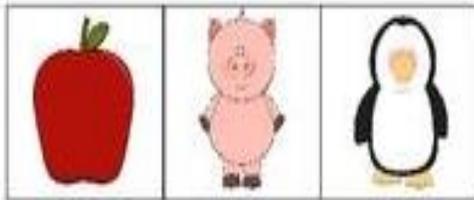
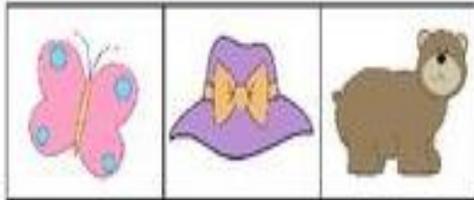
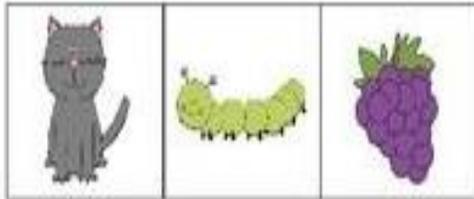


10 min

DIDACTIC MATERIALS	ASSESSMENT INSTRUMENTS		TECHONOLOGIC AL EQUIPMENT
Blackboard, eraser, markers, flashcards.	In this section, teacher applies a Checklist as a formative assessment instrument only for the Action planning Proposal week #4.		Video Bin Mini speakers Computer
Reflective Teaching			
What worked well	What did not work well	How to improve	

Required materials:

Appendix #1



Appendix #2



Appendix #3

Flashcards: Inflectional Endings (s, ing and ed)

Plays
She plays soccer.

Stars
He stars the homework.

Working
They are working hard.

Enjoying
Ana is enjoying the ice cream.

Talked
She talked to her boyfriend.

Wished
My mom wished for a puppy.

Appendix #4

Name: _____

My **inflectional endings book**



-s

work _____

walk _____

hop _____

jump _____

listen _____

-ed

work _____

walk _____

hop _____

jump _____

listen _____

-ing

work _____

walk _____

hop _____

jump _____

listen _____

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Action Plan Proposal #5

Term: _	Level: <u>7th</u>	Unit: <u>3</u>	Week: <u>1</u>
Domain: Socio-Interpersonal and Transactional	Scenario: Getting Back to Nature		Theme: Natural wonders in my backyard
Enduring Understanding: Costa Rican natural beauty can be enjoyed by experiencing its wonders when traveling.		Essential Question: How can people more closely experience nature when visiting places?	
Learn to Know	Learn to Do		Learn to Be and Live in Community
<p>Phonology</p> <p><i>/-at/</i></p>	<p>Function</p> <p>Identifying natural elements in my community (backyard)</p> <p>Discourse Markers</p> <p>Connecting words: and, but</p>		<p>Psycho-social</p> <p>✓ Appreciating local natural wonders.</p> <p>Socio-cultural</p> <p>Promoting the enjoyment of natural wonders for all.</p>

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME																									
Find your partner	To recognize sounds in a given context.	<p style="text-align: center;">Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing <i>the week goal</i> and class agenda, etc.</p> <p>Warm up: T gives each Ss a word that includes ones of the target sounds. They must find a partner around the room who has a word that also includes their sound Appendix #1</p> <p>Recognition: T gives a bingo about inflections: -s/-ed/-ing. T reads aloud each word put emphasizes in the final sounds. Ss identify each word according to the sounds that they hear. Playing-looking-helped-jumps-walked-helps-walking-jumping-plays-looks-jumped-played-kicks-kicked-looked-walks-kicking-helps. Appendix #2</p>	5min 5min																									
R.A.P lesson about inflections	To identify ending inflection sound (-s/-ed/-ing) in a given context.	<table border="1" data-bbox="915 992 1518 1398"> <tbody> <tr> <td>playing</td> <td>walked</td> <td>looks</td> <td>jumping</td> <td>walks</td> </tr> <tr> <td>looking</td> <td>helps</td> <td>jumped</td> <td>kicked</td> <td>looked</td> </tr> <tr> <td>playing</td> <td>walking</td> <td>played</td> <td>helping</td> <td>kicking</td> </tr> <tr> <td>helped</td> <td>jumping</td> <td>walking</td> <td>kicking</td> <td>played</td> </tr> <tr> <td>jumps</td> <td>plays</td> <td>kicks</td> <td>looks</td> <td>helps</td> </tr> </tbody> </table>	playing	walked	looks	jumping	walks	looking	helps	jumped	kicked	looked	playing	walking	played	helping	kicking	helped	jumping	walking	kicking	played	jumps	plays	kicks	looks	helps	10min
playing	walked	looks	jumping	walks																								
looking	helps	jumped	kicked	looked																								
playing	walking	played	helping	kicking																								
helped	jumping	walking	kicking	played																								
jumps	plays	kicks	looks	helps																								

Articulation:

T divides Ss into teams and put the follow on the board

<i>/s/</i>	<i>/z/</i>	<i>/iz/</i>
------------	------------	-------------

Then T gives a Ss front each team choose a cart and read it out loud. Ss write the word on the board in the appropriate colun.

Appendix #3

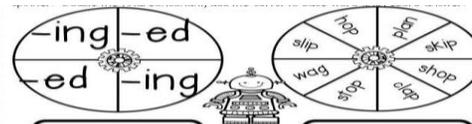
boys	cheques	closes	cooks
damages	earns	faces	girls
graduates	hates	hours	james's
lessons	lives	loves	messages
minutes	paints	phrases	places
products	sandwiches	things	wants

10min

Production:

Students work in pairs and gives each pair words endings spin and T provides Ss paperclip to spin the spinner. Then Ss use the word ending you land on to make a real word. When Ss finish this activity they make two sentences use -ing and then read aloud.

Appendix #4



- | | |
|--|--|
| 1. <input style="width: 80px; height: 25px;" type="text"/> | 2. <input style="width: 80px; height: 25px;" type="text"/> |
| 3. <input style="width: 80px; height: 25px;" type="text"/> | 4. <input style="width: 80px; height: 25px;" type="text"/> |
| 5. <input style="width: 80px; height: 25px;" type="text"/> | 6. <input style="width: 80px; height: 25px;" type="text"/> |
| 1. <input style="width: 80px; height: 25px;" type="text"/> | 8. <input style="width: 80px; height: 25px;" type="text"/> |

10min

DIDACTIC MATERIALS	ASSESSMENT INSTRUMENTS	TECHONOLOGICAL EQUIPMENT
Blackboard, eraser, markers, flashcard, paper sheet.	In this section, teacher applies an Observation as a formative assessment instrument only for the Action planning Proposal week #1 Unit:3	Computer speakers
Reflective Teaching		
What worked well	What did not work well	How to improve

Required materials:

Appendix #1

Find your partner



Appendix #2

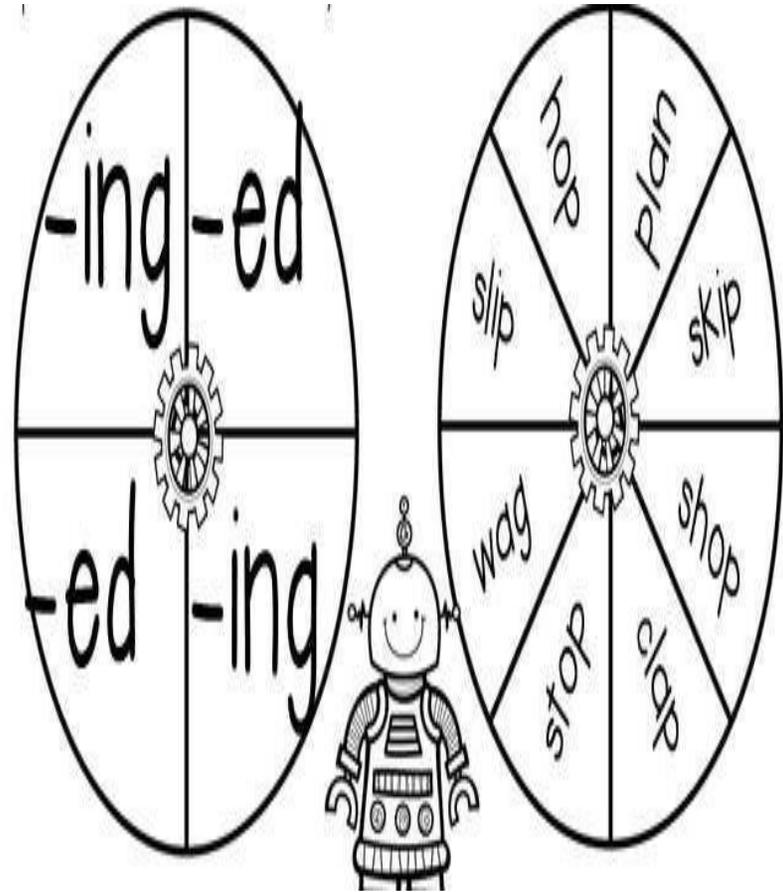
playing	walked	looks	jumping	walks
looking	helps	jumped	kicked	looked
playing	walking	played	helping	kicking
helped	jumping	walking	kicking	played
jumps	plays	kicks	looks	helps

Appendix #3

boys	cheques	closes	cooks
damages	earns	faces	girls
graduates	hates	hours	james's
lessons	lives	loves	messages
minutes	paints	phrases	places
products	sandwiches	things	wants

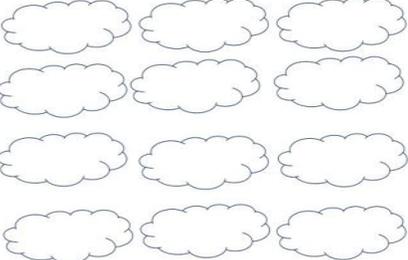
Appendix #4

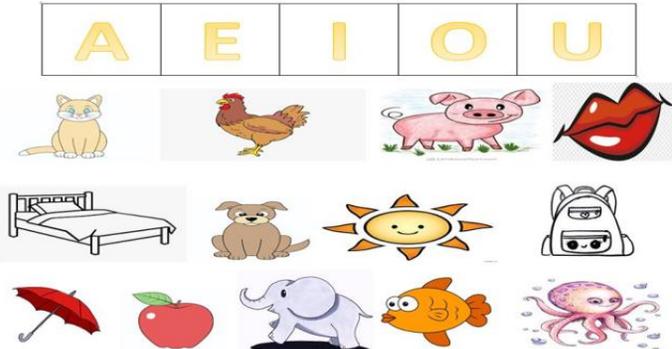
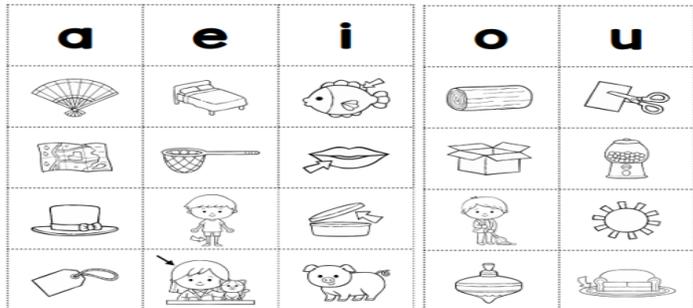
1.			2.	
3.			4.	
5.			6.	
7.			8.	



Action Plan Proposal #6

Term: _	Level: <u>7th</u>	Unit: <u>3</u>	Week: <u>2</u>
Domain: Socio-Interpersonal and Transactional	Scenario: Getting Back to Nature	Theme: Marvels in Costa Rica	
Enduring Understanding: Costa Rican natural beauty can be enjoyed by experiencing its wonders when traveling.		Essential Question: How can people more closely experience nature when visiting places?	
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<p>Phonology</p> <p>Short vowel sounds: /-en/ in orally stated single- syllable words (e.g., pen)</p>	<p>Function</p> <p>Giving information about marvels in Costa Rican natural beauty</p> <p>Discourse Markers</p> <p>Connecting words: and, because</p>	<p>Psycho-social</p> <ul style="list-style-type: none"> – Being aware and committed to protecting the environment <p>Sociocultural</p> <p>Idioms</p> <ul style="list-style-type: none"> – Getting back to nature – A breath of fresh air – When it rains, it pours. 	

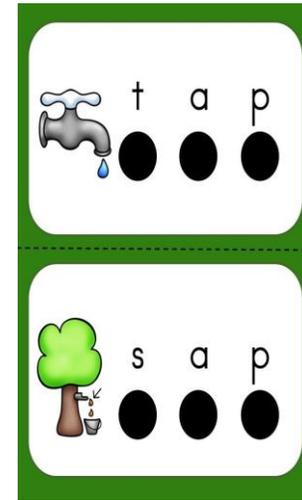
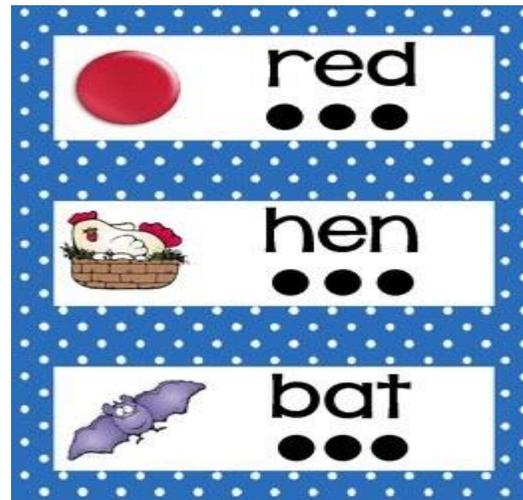
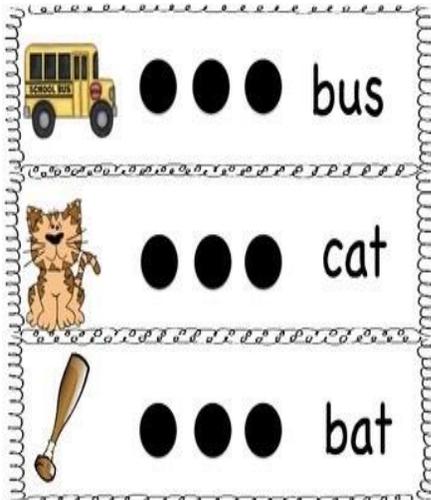
NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME																								
<p>Puppet play</p>	<p>To introduces the new vocabulary about phonemes</p>	<p style="text-align: center;">Pre-teaching</p> <p>Routine –Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do’s, and class agenda, etc.</p> <p>Warm up: T shows a puppet and then T introduces it by name (e.g., “Meet Teddy”). T explains that Teddy has a funny way of talking. If he wants to say, “bat,” he says it like this: /b/ /a/ /t/. Model several examples for the students. Model and practice segmenting together. T gives Ss a word and asks them “talk like Teddy” by separating the word into phonemes. Ss voice the phonemes, they may also clap, tap, or indicate with fingers the number of phonemes. Appendix #1</p> <p>Recognition: T shows a video about short vowels. Visit: https://www.youtube.com/watch?v=GjTGNPi7AIs&t=27s T reinforce the target sounds use blackboard with short vowels such as: at ad am an ag ap Appendix #2 Appendix #3</p> <p><small>Teacher cuts and pastes the clouds on the blackboard then cut the words and gives students. Then students work in groups and form the words according to the previously video seem.</small></p> <div style="display: flex; align-items: center;">  <table border="1" style="margin-left: 20px;"> <tr> <td>c</td><td>at</td><td>m</td><td>ad</td><td>b</td><td>ag</td> </tr> <tr> <td>h</td><td>at</td><td>s</td><td>ad</td><td>t</td><td>ag</td> </tr> <tr> <td>j</td><td>am</td><td>m</td><td>an</td><td>c</td><td>ap</td> </tr> <tr> <td>h</td><td>am</td><td>p</td><td>am</td><td>m</td><td>ap</td> </tr> </table> </div>	c	at	m	ad	b	ag	h	at	s	ad	t	ag	j	am	m	an	c	ap	h	am	p	am	m	ap	<p>5min</p> <p>5min</p> <p>10min</p>
c	at	m	ad	b	ag																						
h	at	s	ad	t	ag																						
j	am	m	an	c	ap																						
h	am	p	am	m	ap																						
<p>R.A.P lesson about short vowels</p>	<p>To reinforce the short vowels sounds.</p>																										

<p>Picture cards</p>	<p>Identify phonics</p>	<p>Articulation: T gives five plastic cups with each sound and students identify the sounds and the words. Also, T gives some pictures according to these pictures Ss should recognize the picture with the correct sound and repeat the words. Appendix #3</p> 	<p>10min</p>
	<p>Recognize vowel sounds.</p>	<p>Production: T gives Ss a set of picture cards for 2–3 sounds total. T reads each picture out loud then, have them sort the pictures. When they finish, they can “read down” the column of picture again names each picture. Once Students finish reading down the column; he/she identifies the vowel sounds. Appendix #4</p> 	<p>10min</p>

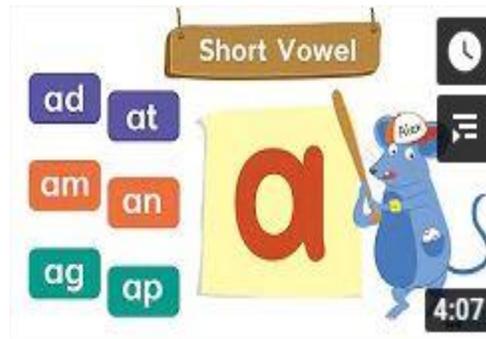
DIDACTIC MATERIALS	ASSESSMENT INSTRUMENTS	TECHONOLOGICAL EQUIPMENT
Blackboard, eraser, markers, paper sheet, flashcards.	In this section, teacher applies an Observation as a formative assessment instrument only for the Action planning Proposal week #2 Unit:3	Video Bin Mini speakers Computer
Reflective Teaching		
What worked well	What did not work well	How to improve

Required materials:

Appendix #1

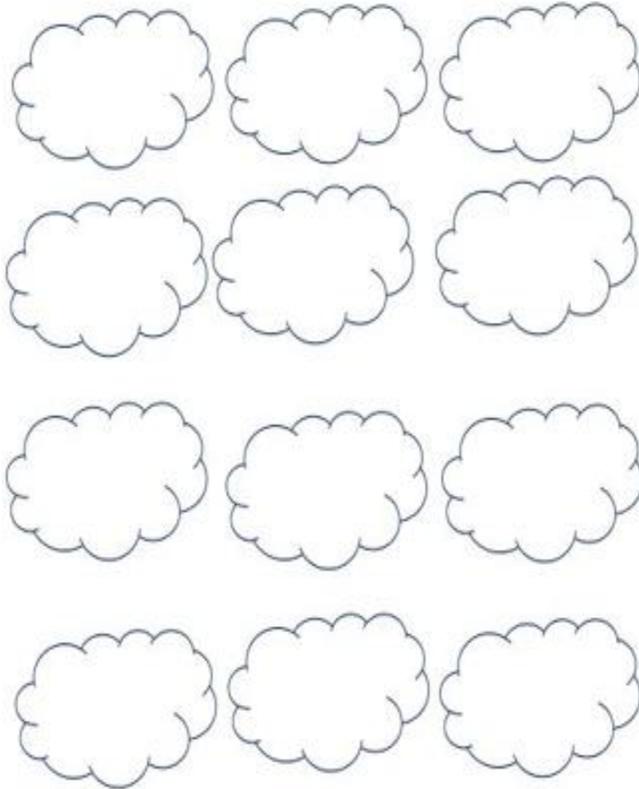


Appendix 2



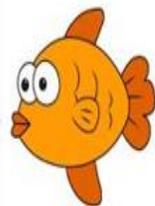
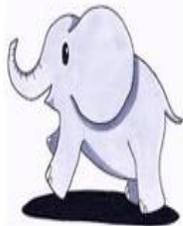
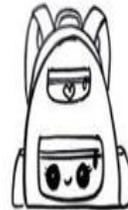
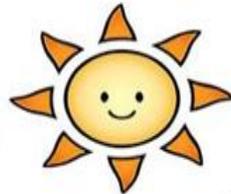
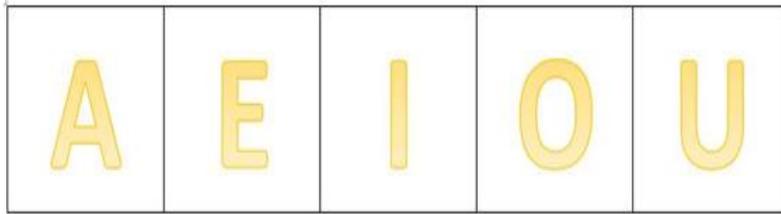
Appendix #3

Teacher cuts and pastes the clouds on the blackboard then cut the words and gives students. Then students work in groups and form the words according to the previously video seem.

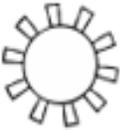


c	at	m	ad	b	ag
h	at	s	ad	t	ag
j	am	m	an	c	ap
h	am	p	am	m	ap

Appendix #4

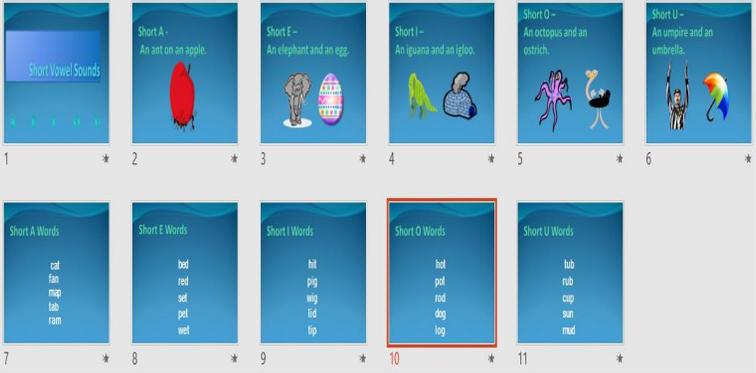


Appendix #5

a	e	i	o	u
				
				
				
				

Action Plan Proposal #7

Term: _	Level: <u>7th</u>	Unit: <u>3</u>	Week: <u>3</u>
Domain: Socio-Interpersonal and Transactional	Scenario: Getting Back to Nature	Theme: A world of wonders	
Enduring Understanding: Costa Rican natural beauty can be enjoyed by experiencing its wonders when traveling.		Essential Question: How can people more closely experience nature when visiting places?	
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<p>Phonology</p> <p>Short vowel sounds (-ad) in orally stated single-syllable words. (e.g., mad)</p>	<p>Function</p> <p>Telling about natural world wonders</p> <p>Discourse Markers</p> <p>Connecting words: and, because</p>	<p>Psychosocial</p> <p>✓ Being aware and committed to protecting the environment</p> <p>Sociocultural</p> <p>✓ Stop and smell the roses.</p>	

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
<p>Silly sound Switch</p>	<p>To take familiar phrases and substitute sounds to make a silly phrase.</p>	<p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Warm up: T says a rhyme and make a silly sound switch. And repeat the phrase that use. T demonstrates by says, “Row, row, row, your <u>boat</u>, gently down the stream” and students repeat.</p> <p>T next says, “Lets switch a new sound for the /b/ in boat. Let’s try /g/. What is the new phrase? Ss respond, “Row, row, row, your <u>goat</u>, gently down the stream.” Play continues with the teacher and students giving new sounds for the identified word in the phrase and saying the phrase with the silly switch.</p> <p>Recognition: T shows a PowerPoint presentation about short vowels and Ss recognize the words and sounds.</p> <p>Appendix #1</p> 	<p>5min</p> <p>5min</p> <p>10 min</p>
<p>R.A.P lesson about short vowels</p>	<p>To reinforce the short vowels sounds.</p>		

DIDACTIC MATERIALS	ASSESSMENT INSTRUMENTS	TECHONOLOGICAL EQUIPMENT
Blackboard, eraser, markers, paper sheet, flashcards, pen, pencil.	In this section, teacher applies a Checklist as a formative assessment instrument only for the Action planning Proposal week #3 Unit 3	Video Bin Mini speakers Computer
Reflective Teaching		
What worked well	What did not work well	How to improve

Required materials:

Appendix #2



Visit: <https://apps.apple.com/us/app/sand-draw-beach-creativity/id624591476>

Appendix #3

<p>Short Vowel Sounds</p>	<p>Short A - An ant on an apple.</p>	<p>Short E - An elephant and an egg.</p>	<p>Short I - An iguana and an igloo.</p>	<p>Short O - An octopus and an ostrich.</p>	<p>Short U - An umpire and an umbrella.</p>
1	2	3	4	5	6
<p>Short A Words</p> <p>cat fan map tab ram</p>	<p>Short E Words</p> <p>bed red set pet wet</p>	<p>Short I Words</p> <p>hit pig wig lid tip</p>	<p>Short O Words</p> <p>hot pot rod dog log</p>	<p>Short U Words</p> <p>tub rub cup sun mud</p>	
7	8	9	10	11	



Appendix #3

Name: _____

Short Vowels: a, e, i, o, u

Fill in the missing short vowels



d _ _ g



p _ _ n



b _ _ t



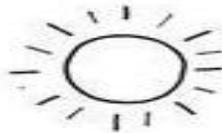
p _ _ g



b _ _ s



h _ _ n



s _ _ n



b _ _ x



c _ _ t

3.5.1 Description of intervention applied

This research is based on the use of the R.A.P Framework as a tool to improve the pronunciation of seventh grade students using activities from the Action Plan of MEP. First, we are going to use the instruments to discover the abilities and weaknesses of each learner. Using the R.A.P framework helps us to recognize the words of the new vocabulary that will be taught in each lesson, through videos and PowerPoint presentations. The word articulation strategy is also used, with the help of the teacher where the student must repeat the new words aloud with their sounds. At the end of each lesson, the learners must produce through the different activities that are going to be done use with the action plan, through games and dialogues.

3.5.2 Instruments used to assess the intervention

The use of instruments in a research is very beneficial since through the application of them we can obtain evidence of the performance of students in a teaching and learning process specifically in the area of pronunciation, which is the area that we are going to evaluate.

3.5.2.3 Questionnaires

As mentioned by Question Pro (2020). A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions. Open-ended, long-form questions offer the respondent the ability to elaborate on their thoughts. Research questionnaires were developed in 1838 by the Statistical Society of London.

The data collected can be both qualitative as well as quantitative in nature. A questionnaire may or may not be delivered in the form of a survey, but a survey always consists of a questionnaire.

We are going to use a questionnaire that consists of two parts, to collect information about the students, about the student's interaction in their English class and the activities that the student likes during the development of the classes.

According to Research Methodology (2019). Observation, as the name implies, is a way of collecting data through observing. Observation data collection method is classified as a participatory study because the researcher must immerse herself in the setting where her respondents are, while taking notes and/or recording. Observation as a data collection method can be structured or unstructured. In structured or systematic observation, data collection is conducted using specific variables and according to a pre-defined schedule. Unstructured observation, on the other hand, is conducted in an open and free manner in a sense that there would be no pre-determined variables or objectives. We are going to apply some observations to obtain information from the students and the teacher. In which we will get to know various aspects of both the students about their learning and how they react during the English classes. In addition, collect information on how the teacher develops the class and his interaction with the learner.

Chapter 4. Findings

4.1 Data analysis

The description and analysis of this research is based theoretical quotes, classroom observations and some possible solutions. The instruments of investigation such as interview and survey applied Regional Education Advisor and teachers of Colorado High School. The information based on the opinion of the advisor and teachers is confidential.

4.1.1 Quotes analysis

The most interesting approach to this issue has been proposed by Alberta Education. (2017, p.52, 53). To create a supportive environment, teachers need to consider both, the emotional and academic needs of ESL students. Junior high school ESL students have not only these changes to deal with but also the growing process. They are dealing with issues related to self-identity, sexuality, long-term goal planning and social skill development. In concordance with Alberta Education, it is very important to encourage a good environment in the classroom just in order that the learning process will be more comfortable, and students feel more confident in their process because the English programs are based on competences. One the most important aspect in this program is the use of R.A.P Framework that applies the use of recognition, articulation, and production. This is an approach to develop a correct pronunciation. Moreover, when the teacher adapts the frequent use the R.A.P Framework in their class, it will have a lot of advantages such as: students complete the pronunciation process in a Scaffolding way. It promotes learner's good pronunciation and fluency. Besides, students are encouraged to participate in the classroom. Good for handling pronunciation issues in the classroom.

Motivation is an action of wanting to do something that we set out to do. And it is important to be motivated to achieve it. Essential Teacher Knowledge Book (2012). In the literature, several theories have been proposed to explain about Extrinsic Motivation, which comes from outside the learner and may, for example, be related to a need to pass an exam, or the desire to elicit praise from the teacher, or because the learner has a forthcoming trip where the foreign language would be an advantage. Intrinsic Motivation, on the other hand, comes from the task itself - and exists because the learner must learn.

According to the answers of teachers, they do not feel comfortable using R.A.P framework in their classes, because they do not know it. For this reason, they do not have a proper motivation in their class. However, motivation is especially important in the classroom because improvement the learning in students, and motivate students wants to learn, so the teachers must create a good atmosphere in the classroom. Teachers should open their mind to improve new methods in favor to their students. For example, implementing R.A.P framework in their classes.

What is the reason to teach pronunciation? In the book *Methodology in Languages Teaching* (2002, p.179) is stated that: Arguments against the explicit teaching of pronunciation rely on two basic assumptions about the acquisition of second language phonology: the first, based on the critical period hypothesis, claims that it is virtually impossible for adults to acquire native like pronunciation in a foreign language (for review, see Burrill, 1985); the second, arising primarily from the work of Krashen (1982), insists that pronunciation is an acquired skill, and that focused instruction is at best useless and at worst detrimental. Several studies have supported the popular notion that children enjoy an advantage over adults in learning the pronunciation of a second language (Asher & Garcia, 1969; Scovel, 1969; Siegler, Krashen, & Ladefoged, 1975). Such studies, however, fail to prove that it is impossible for adults to acquire nativelylike pronunciation, and several researchers have presented strong evidence to the contrary (Neufeld, 1980; Tarone, 1978).

Consequently, in relation to Krashen's thoughts, he insisted that pronunciation is an acquired skill and the focused instruction. Many studies have supported that teenager enjoy and advantage over adults in learning the pronunciation as a second languages. For this reason, teachers should include the R.A.P Framework in their classes, although this implies better time distribution in their lesson. Teachers think that the use of pronunciation is complicated for many factors such as: they do not use it, requires time consuming and preparation is difficult to apply to big groups. It is said that this framework is designed to be used in small groups. Besides, students' level is an obstacle to perform tasks.

To conclude, we consider English lessons design must go through a modification to favor the quality of learning process to enrich student's pronunciation during classes. Students do not only have to speak and write in classes, is more than that because when

they receive pronunciation classes, they would feel more confident when talking and hence will motivate them to have more interaction in class.

According to Reading Rockets (2020). Refers to a global awareness of the sound structures of speech and the ability to manipulate those structures. Phonological awareness is an umbrella term that encompasses both basic levels of awareness of speech sounds, such as rhyming, alliteration, the number of words in a sentence, and the syllables within words, as well as more advanced levels of awareness such as onset-rime awareness and full phonemic awareness. In addition, to phonological awareness indicates that the specific ability focus and manipulate such as: sentences, word, and syllable. Acquire phonological awareness is important because to improve the sounds in spoken words. According to teachers of Colorado High School, all they use a phonological awareness in their classes. It is part of the Action Oriented Approach designed by MEP how to guide teachers in their labors. All teachers have a knowledge about this approach, and it is good. They are one step away from implementing R.A.P Framework in their class.

4.2 Survey Findings

The survey was applied to 7 teachers from Colorado High School. The intent of the survey is to collect data about general information from teachers. The survey is confidential, and it has 5 questions based on personal information and 10 questions of their point of view about R.A.P Framework.

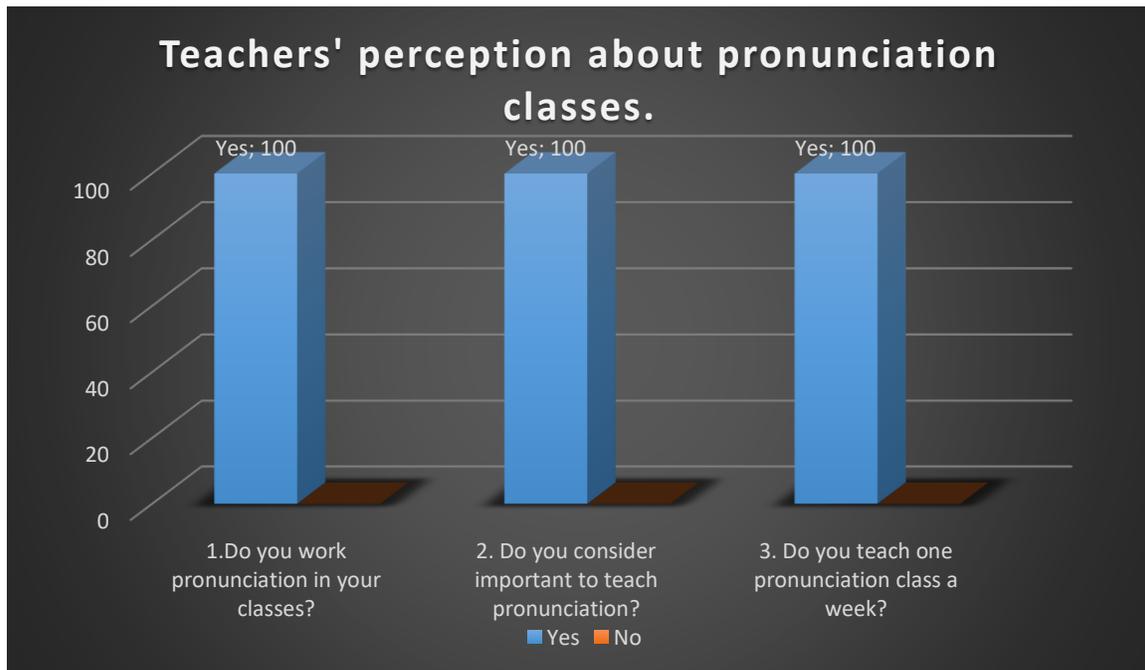
Table N °1

Teacher perception about pronunciation classes.

	Yes		No		Total	
	A.F	R.F	A.F	R.F	A.F	R.F
1.Do you work pronunciation in your classes?	7	100%	7	0%	7	100%
2.Do you consider important to teach pronunciation?	7	100%	7	0%	7	100%
3.Do you teach one pronunciation class a week?	7	100%	7	0%	7	100%

Source: Survey applied to English Teachers from Colorado High School, 2020.

Graph N°1



Source: Table N°1

The result in the questions number 1: seven teachers that represent 100% of them say yes, it means all of them work pronunciation in their class. Question # 2 about if they consider pronunciation important, seven teachers that represent 100% say yes, it means they all think to teach pronunciation is truly relevant. Question #3 about if they use pronunciation once a week, they answer yes, so 100% of them teach one pronunciation class a week.

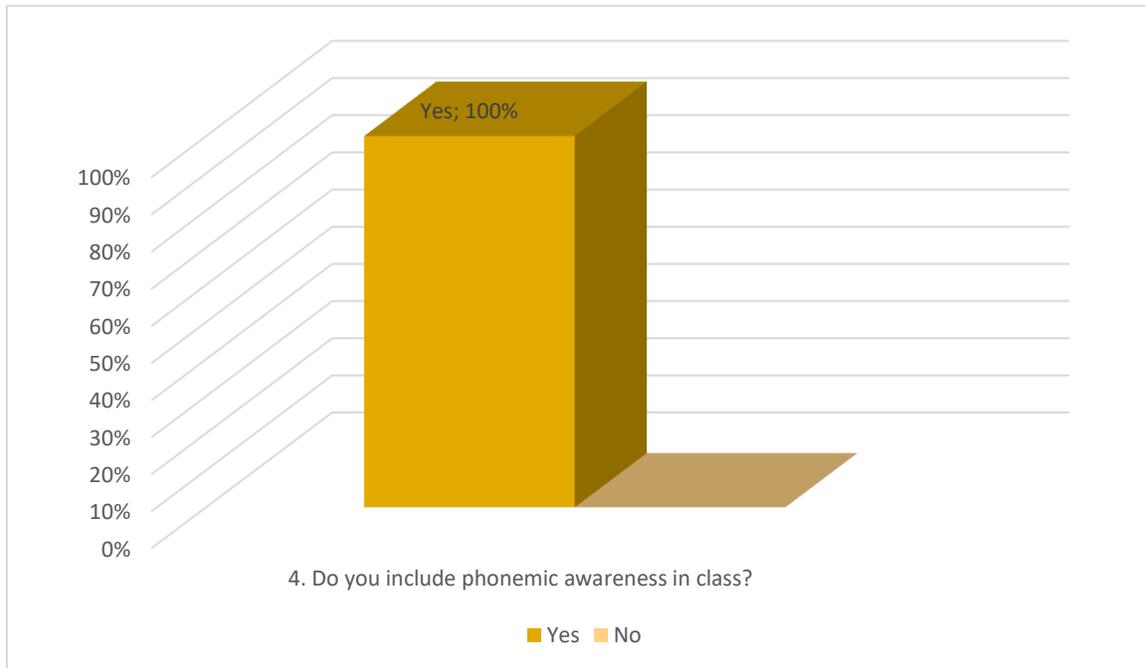
We consider that it is crucial that teachers are really implement the use of pronunciation in their English classes, and that they know that it is significant for their students to have a good command of it.

Table N °2

Use of phonemic awareness in the English Class

	Yes		No		Total	
	A.F	R.F	A.F	R.F	A.F	R.F
4.Do you include phonemic awareness in class?	7	100%	7	0%	7	100%

Source: Survey applied to English Teachers in Colorado High School, 2020.

Graph N°2**Use of phonemic awareness in English Class**

Source: Table N°2

The result in question number 4 is the following: seven teachers that represent 100% of them say yes, it means all of them include phonemic awareness in their classes.

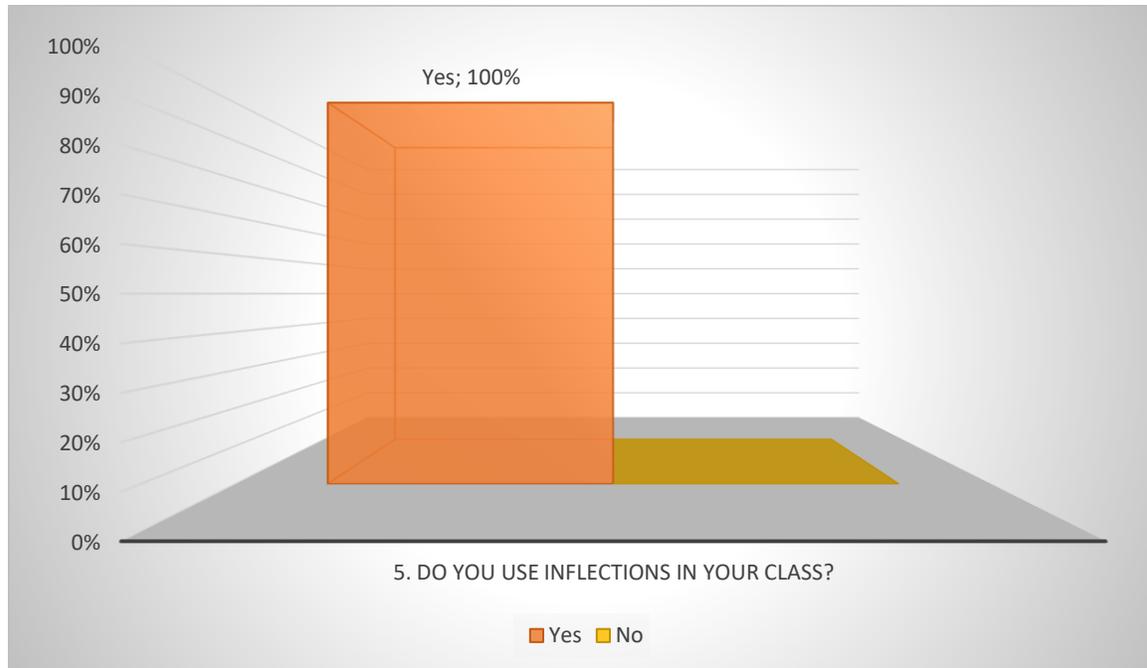
It is important that teachers know how to use phonemic awareness; since in this way students know the letters sounds, and thus have a correct pronunciation when they talk or reading new words.

Table N °3

The use of inflections in the English Class

	Yes		No		Total	
	A.F	R.F	A.F	R.F	A.F	R.F
5. Do you use inflections in your class?	7	100%	7	0%	7	100%

Source: Survey applied to English Teachers from Colorado High School, 2020.

Graph N°3**The use of inflections in the English Class**

Source: Table N°3

Regarding questions number 5 about the use of inflections; seven teachers that represent 100% of them say yes. It means all of them use inflections in their classes.

This study shows us that teachers are working on inflections during their English lessons. This is essential for learners because they learn to modulate their tone of voice when they pronounce, and in this way, they are more expressive and their speaking more understandable.

Table N °4

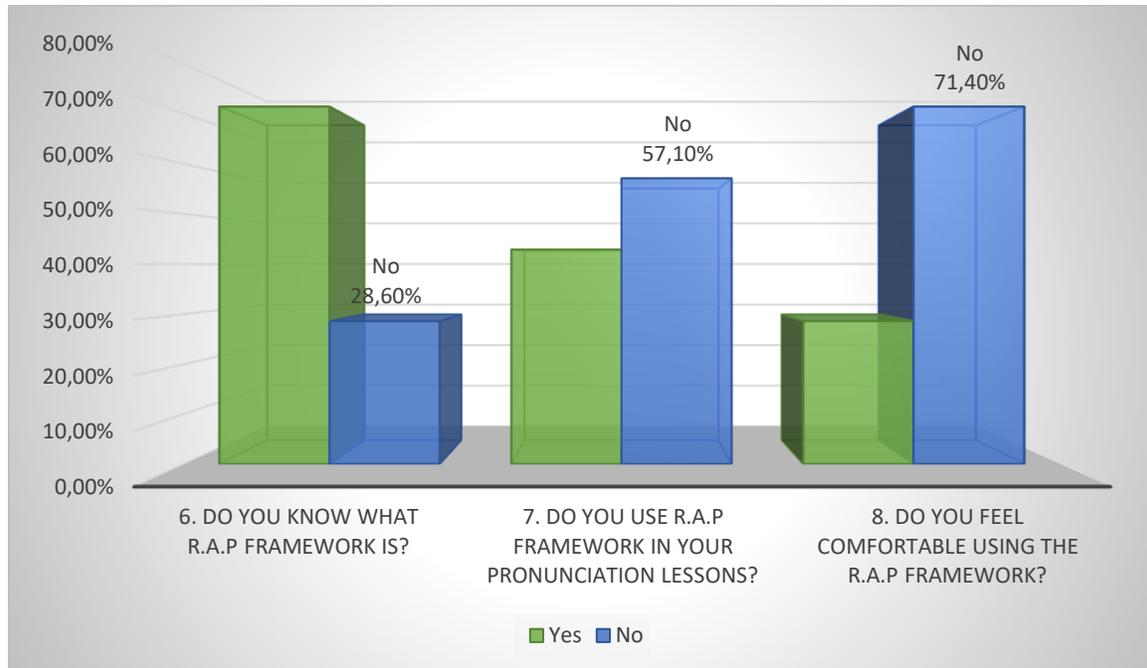
Teacher knowledge about R.A.P Framework

	Yes		No		Total	
	A.F	R.F	A.F	R.F	A.F	R.F
6. Do you know What R.A.P Framework is?	5	71.4%	2	28.6%	7	100%
7. Do you use R.A.P Framework in your pronunciation lessons?	3	42.9%	4	57.1%	7	100%
8. Do you feel comfortable using the R.AP Framework?	2	28.6%	5	71.4%	7	100%

Source: Survey applied to English Teachers from Colorado High School, 2020.

Graph N°4

Teacher knowledge about R.A.P Framework



Source: Table N°4

The result in the question number 6 about if they know what R.A.P Framework is five teachers that represent 71, 4% of them say yes, it means two teachers that represent 28, 6% say no; it means that the majority of them do not know what R.A.P Framework is. Question #7 about if they consider that use R.A.P. Framework in their pronunciation lessons three teachers that represent 42, 9% of them say yes, and four teachers that represent 57, 1% of them say no; it means that the majority of them do not use R.A.P. framework in their pronunciation lessons. Question #8 about if they feel comfortable using the R.A.P. Framework two teachers that represent 28, 6% of them say yes: five teachers that represent 71, 4% of them say no, it means they do not feel comfortable using the R.A.P. Framework. In conclusion, the major part of teachers are aware of what R.A.P Framework means, but they do not use them in an appropriate way. The teachers should implement this in their classes because the R.A.P framework helps students to improve their pronunciation.

4.2.1 Open Questions Findings

These opened questions obtained the following answers:

9. Write some advantages of using R.A.P Framework in the classroom.

Teachers' response:

I don't use it.

Students complete the pronunciation process in a Scaffolding way.

Long life learning.

This framework promotes learner's pronunciation and fluency. Besides, students are encouraged to participate in the classroom.

I do not use it.

It is contextualized.

Good for handling pronunciation issues in the classroom.

It is understandable that use R.A.P Framework to teach and improve pronunciation in the classroom is very important because students have a process of scaffolding recognizing new words, articulates them, and finally produces them correctly by using the different practices given by teachers. They should create nice classes and, do their class interactive while each student acquires a better fluency and pronunciation.

10. Write some disadvantages of using R.A.P Framework in the classroom.

Teachers' response:

I don't use it.

Requires loss of time and preparation, is difficult to apply to big groups.

Takes some time.

This framework is not included in MEP syllabus; students are reluctant to participate during classes. This framework is designed to be used in small groups. Besides, students' level is an obstacle to perform tasks.

I do not use it.

It may take more time of the class.

Time to cover all the skills, not only speaking.

It is important to keep in mind that implementing this method requires time, since teacher must prepare more material and activities for students to practice and interact during this process. It is also a little difficult use this method with big groups, since it sometimes requires individual attention according to each student, which is why some teachers do not like to use the R.A.P Framework.

4.3 Interview Findings

This is an Interview done with Cañas English advisor. This interview is about “The importance in R.A.P Framework as a tool to improve pronunciation skills in English classroom. The information collected in this investigation will be kept confidentially.

1. What do you think about the use of R.A.P Framework as a tool to improve pronunciation skill in English Classes?

“I believe that methods used to improve learners' acquisition of competences in a specific field depend mostly on a series of factors such as context, resources, and interest. In this specific case, R.A.P becomes a great tool to improve learners' pronunciation, students are faced to improve pronunciation skills with a series of techniques selected by the professor giving the chance to create conscience and reinforce the ability.”

We agree with the point of view of the English advisor, for this reason, we were motivating to develop this approach and the implementation of R.A.P Framework; but the reality with teachers is other, they do not feel confident using this method because they think that is wasting time. Thus, so based on our investigation the use of R.A.P Framework must be obligatory in benefit of English learning process.

2. What do you think about advantages and disadvantages of using R.A.P Framework in English classes?

The Pros and Cons of R.A.P deals mostly with the use that the professional gives to it as well as the emphasis and importance for the learning community. This can make a student be proficient in pronunciation and fosters his/her skills but also this can influence great anxiety and lower the process of competence acquisition. On the other hand, we reflect the advantages of using R.A.P Framework in English classes is more beneficial than disadvantageous because implementing this approach the students acquire more confidence when they need to speak aloud, and also they feel more comfortable when having a short conversation with other classmates, since talking in English causes anxiety when students feel insecurity.

3. Do your teachers use the framework appropriately? Why? Why not?

The English Programs are based on competences; it is well known that when learning a language one of the most important skills to develop is good pronunciation. Because of this and other factors, teachers are called to use this Framework (R.A.P) as a tool in order to focus on pronunciation, phonemic awareness and phonology take an important part in the Syllabus. It is considered that most of the teachers in the region are using it in a proper way, and some others are getting competent about it.

Conforming to the answer from the advisor; teacher uses framework appropriately taking advantage of this approach to teach in the best way, to achieve the objective that is correct words pronunciation in the CEFR. So, that English programs are based on competences and abilities that can develop students. Its purpose is to create a new citizen with the capacity of reasoning ability through the implementation of pronunciation classes.

4. What do you recommend to improve pronunciation in our students?

As a simple recommendation in order to improve pronunciation skill in a language learner, is to be faced to significant situations, give the appropriate importance and make emphasis in real situations when using a language can encourage students to a great, open and clear goal becoming that into better performance. Keep practicing but make the practice significant and meaningful.

In like manner, we think that teachers must give confident in the class, and in the same way to promote it in their students, give interactive classes to make a good environment. In addition, they should use new methods to catch their learner's attention.

Chapter 5. Reflections

5.1 Reflections

The purpose to carry out this research was to learn a little more about the existing difficulties when learning a new language. One of them is pronunciation; it is one of the most difficult skills in the second language teaching process, but it is not only difficult for the students, it is also difficult for the teachers. There exist many different methods that can be used to teach pronunciation, but not all them are equally effective. During this study, we met several researchers who demonstrate that it is easier for a young person to learn a second language than an adult. The method in this study is R.A.P (recognition, articulation, and production). This Framework is a tool to improve pronunciation skill as it is effective because this is one of the ways in which every child or baby begins to pronounce their first words. First, it is to recognize the word and each letter then articulate it, and finally get to produce it. This is an effective method so that an English language learner can have a good and correct pronunciation.

For this reason, it is important to use an action plan that complement that correct use in pronunciation classes about this framework. It is crucial to use different techniques evoking a better pronunciation as for example, using playful activities to achieve the objective. However, we realized that truth is totally different when the survey was applied to teachers, most teachers do not use this technique in English classes. They adduce that the use of R.A.P is difficult to implement in big groups, and they waste a lot of time in their classes.

Furthermore, the experience acquired during this process of investigation through the survey and interview showed that there should be emphasis in the pronunciation class with videos, flashcard, songs and practices, and use of technology such as computer, speakers to create a good environment for students, and to have interaction among classmates and the facilitator. There are many factors that teacher can change in the methodology when implement pronunciation classes; for example: the object of change first should be himself or herself, how? Contextualize the environment of their students and adapt in favor of pronunciation classes.

Emphasize in phonemic awareness, phonological awareness, short vowels, isolating, segmentation and others, improve these techniques is fundamental because students need to learn the steps to acquire knowledge about pronunciation skill. Hence, we adapt the action plan focus in the need of this study with interactive activities to students feel comfortable and they can learn.

In this study, we conclude that the teacher role is fundamental in the process where the student acquire knowledge. Teacher is a facilitator, and helps the learner scaffolding their achievements. Teacher takes several roles such as coach, resource person, advisor, organizer, and facilitator for the learner's successful completion of the task. In addition, the teacher should the knowledge about the R.A.P Framework to implement in their classes is appropriate that know the different for example: isolating, short vowels and inflection. All this knowledge is especially important to use updated methodologies to improve pronunciation in their learners. For this reason, the professor should implement the use of technology in pronunciation classes such as songs, videos, movies, and apps to help with the pronunciation, PowerPoint presentations, online games, word reference, cellphone, and audio record.

5.2 Plan for Further Action

This study shows that we have great challenges not only implementing this approach for students but as with professors as well. For this reason: If we had the opportunity to implement the research again, we would take into action a plan to improve in the following aspects: first, include the professor in this process in the acquisition of good practice to implement the R.A.P Framework in lesson. Second, supply the technological equipment such as: use the computer room to be have better pronunciation classes. Then, the use of visual aims and use of cellphone as tools in this procedure to practice and improve the pronunciation with audio record, images, videos, English songs, among others.

Finally, influence students to lose their fear in English classes, make then to see that the knowledge of a second language is essential nowadays, since they can acquire new skill in the English languages, and the acquisition of second language will offer them more opportunity to obtain a better work.

Chapter 6. Conclusions

This chapter evidences the obtained results in the data analysis and describe in the previous chapter using experiential learning strategy in; phonology Pronunciation Techniques, including implication of the study, limitation, and strengths to take account for future researches.

6.1 Outcomes

Regarding the research questions. The following information was found:

- To implement R.A.P Framework for improving pronunciation skills on students is necessary because pronunciation, it is important when we learn English as it helps teachers to avoid communication problems.
- There are many benefits of using R.A.P Framework activities in the ESL classroom.
- RAP framework will help students to feel motivated, while improving oral skill. In this way, they acquire security, and thus it is easier for them to learn the language.
- Through of implementation of different techniques such as isolating, inflections and short vowels and implementing technology will help students to improve their pronunciation skills and achieving the goals.
- Students were motivated with this process because to know the correct pronunciation of the different words. In addition, they know different sounds and the right articulation of the short vowels.

6.2 General conclusions

Keeping in mind the implementation of questionnaire and survey about the knowledge of R.A.P Framework, the following data was found:

- It is crucial to implement pronunciation techniques in the English classes.
- Most of the teachers use phonemic awareness in the English class.
- In general, all teachers use inflections in their English class.
- All teachers have enough knowledge about R.A.P Framework.
- Teachers use this Framework to improve learners' pronunciation.

- Teachers use the Framework appropriately focus on pronunciation
- They know about phonemic awareness and phonology because this is important part in the Action Oriented Approach.
- Teachers must encourage confident in their class, and in the same way to promote it in their students, to have a good environment.
- It is important to apply a wide variety of techniques for teaching pronunciation to reinforce the oral ability.
- RAP framework is beneficial for students in their conversation with other classmates
- To use R.A.P is particularly important because students have a process of scaffolding recognizing new words, articulates them, and finally produces them correctly.
- Teachers should create nice classes and, do their class interactive while each student acquires a better fluency and pronunciation.
- Teachers think that that implementing this method requires time, since teacher must prepare more material and activities
- Teachers think that it is also a little difficult use this method with big groups, since it sometimes requires individual attention according to each student,
- Some teachers do not like to use the R.A.P Framework because they consider that they are wasting time.

6.3 Strengths

The strengths we found in this project taught us that despite the limitations that can be found always there are solutions. Also, strengths are actions or tasks there are in the best form.

- Allowed us to know more about the techniques such as: phonological and phoneme awareness.
- Allowed us to have a more comprehensive vision about English Teaching like the sounds of words and short vowels.
- We got cooperation from teachers.

- We got cooperation from advisor.
- We got cooperation from the principal.
- We learned about cooperative learning.
- We motivated to achieve our goals.
- We can learn how to use videoconferences apps.

6.3 Limitations

The limitations are all those weaknesses that we found during this study, which in the end strengthen our research. During the development of this research project were found the following limitation:

- Difficulties in the process of applying the diagnostic test to students.
- Limitations on the access to students and teachers.
- The current situation of Covid-19 did not permit the physical intervention of the different plans.

Chapter 7.

Recommendations

This section presents that recommendation for colleagues, recommendations for students and recommendations for principal, all recommendations are to improve in different aspects.

7.1 Recommendations for colleagues

- The teachers should investigate more about R.A.P (recognition, articulation, and production) Framework and its characteristics.
- Teachers must investigate more about the important elements of phonological and phonemic awareness.
- Teachers should implement the new technique to use R.A.P Framework in their classes.
- Teachers should use more technology to help a good environment where the students want to learn.
- Teachers should apply playful activities in their pronunciation classes.

7.2 Recommendations for students

- Must be more involved in their learning process because it not only is in the classroom, and at home.
- The students should be more active in their classes.
- The students should use their cellphone to improve their knowledge such as audio record and listening sounds.
- Students should practice in their classes and home with different apps or web pages.

7.3 Recommendation for principal or advisors

- He should increase the use of technological devices according to the necessity of students.
- He should improve the access to internet for students and professors.
- He needs to have more communication with his staff and support them more in the academic area.

- Encourage professors to have better environments, more creativity in their classes.

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Annexes



**UNIVERSIDAD LATINA
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Somos *esencial*
**COSTA
RICA**

Santa Cruz, 28 de febrero del 2020

**Señor
Msc. Luis Alonso Gamboa Ramírez
Director, Colegio de Colorado
Abangares, Guanacaste**

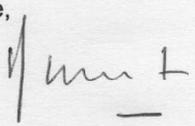
Estimado Director:

Reciba un cordial saludo por parte de la **Universidad Latina de Costa Rica**.

Nos dirigimos a Usted para solicitarle con todo el respeto permiso para que las estudiantes **Picado Ortega Shasling, cedula: 7002320107** y **Luz Heidy Díaz Prieto, cedula: 602820819** pueda realizar la aplicación de los instrumentos de la variable para tesis en su institución, la cual es requisito en el curso Seminario de Investigación II de la carrera de Licenciatura en la Enseñanza del Inglés.

Agradeciendo de antemano su apoyo,

Atentamente,


Lic. Roberto Brenes Zúñiga, MBA.
Director Ejecutivo
Universidad Latina de Costa Rica
Sede Santa Cruz
Tel.: (506) 2207-6235 | Ext.: 51001

Luis Alonso Gamboa Ramírez
06/ marzo / 2020



**UNIVERSIDAD LATINA DE COSTA RICA
SEDE DE SANTA CRUZ
DEPARTAMENTO DE INGLES
LICENCIATURA EN ENSEÑANZA DEL INGLES**

Student Survey

Dear Participant:

All information that is collected in this study will be treated confidentially. The survey is about the important in R.A.P Framework as a tool to improve pronunciation skill in English classroom. There are 10 questions in this survey. Please put a check mark (✓) in the appropriate box to answer each statement.

Names: Luz Heidy Díaz Prieto & Shasling Picado Ortega.

Thanks for your collaboration!

I PART GENERAL INFORMATION

Age: _____ **Gender: Female** ____ **Male:** _____

II PART. Close questions

	Yes	No
1. Do you work pronunciation in your classes?		
2. Do you consider important to teach pronunciation?		
3. Do you teach one pronunciation class a week?		
4. Do you include phonemic awareness in your class?		
5. Do you use inflections in your class?		
6. Do you know what RAP Framework is?		
7. Do you use RAP Framework in your pronunciation lessons?		
8. Do you feel comfortable using the RAP framework?		
9. Do you include phonological awareness in your classes?		

10. Do you teach pronunciation every week?		
--	--	--

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DEPARTAMENTO DE INGLES
LICENCIATURA EN ENSEÑANZA DEL INGLES**

DIAGNOSTIC TEST

A. MULTIPLE CHOICE

1. How many speech sounds are there in the English language?
 - A) between 26 and 28
 - B) between 30 and 32
 - C) between 42 and 44
 - D) between 52 and 56
2. Which of the following words contains the short vowel sound “e”?
 - A) eat
 - B) pen
 - C) green
 - D) cake
3. How many syllables do you hear in the word “hamburger”?
 - A) 1
 - B) 2
 - C) 3
 - D) 4
4. Which of the following words contains the long vowel sound “o”?
 - A) body
 - B) rope
 - C) frog
 - D) foot

5. How many consonant sounds are there in the word hen?

- A) 1
- B) 2
- C) 3
- D) 4

6. How many vowel phonemes are there in the word “night”?

- A) 1
- B) 2
- C) 3
- D) 4

7. Which of the following words contains the long vowel sound “a”?

- A) eagle
- B) apple
- C) hang
- D) surface

8. Which of the following words contains a diphthong?

- A) dog
- B) oil
- C) read
- D) all of the above

9. The word “eight” has how many phonemes?

- A) 5
- B) 4
- C) 3
- D) 2

10. Which of the following words contains a controlled vowel?

- A) pig
- B) boat

C) see

D) car

B. READING ALOUD

Instructions. Read the statements carefully. Write an "X" on the option that contains the correct answer. Each correct answer has a value of one point.

Read the following information.

Hello! My first name is Pierre and my surname is Shaw. I am twenty-five years old. I was born in Berlin but I live in a quite small town called Loutraki. It is located in Greece. I live in a big apartment with my wife and my two children. I have a daughter and a son. My daughter's name is Susana; she is three years old. My son's name is Paul; he's three months old. My wife's name is Emily; she is Spanish. I am a lawyer and my wife is a pilot. We have lived in Greece for four years. I love living here but my wife misses Barcelona a lot; her parents live there. "We are moving to Spain next year in October."

PRONUNCIATION	Good - Excellent (3 - 5 pts) 5 pts	Fair (1 - 3 pts) 3 pts	Poor (0 - 1 pts) 1 pts
Pronunciation	The pronunciation is excellent and a lot of effort in the accent is showed.	The pronunciation is good and a good effort in the accent is showed.	The pronunciation is regular and the effort in the accent has some native Weak pronunciation; no effort in the language features.
Intonation	Confidence and good pitch of the voice; a very good personification characters.	Confidence of the voice but with a regular pitch; regular acting of the voice.	Nervousness and regular pitch of the voice; emotions Nervousness and low pitch changing in barely shown to personify the characters.
Fluency	A very fluid speech and good hesitations showed.	A very fluid speech with regular rhythm; hesitations barely showed.	A regular speech and rhythm; hesitations are showed searching of words.

OBSERVATIONS:

UNIVERSIDAD LATINA DE COSTA RICA
SEDE DE SANTA CRUZ
DEPARTAMENTO DE INGLES
LICENCIATURA EN ENSEÑANZA DEL INGLES

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10. Which of the following words contains a controlled vowel?

A) pig

B) boat

C) see

D) car

A. READING ALOUD

Instructions. Read the statements carefully. Write an "X" on the option that contains the correct answer. Each correct answer has a value of one point.

Read the following information.

Hi everybody. My name is Sara Jiménez, I'm 12 years' old and I'm a student. I was born in Costa Rica, Central America, but I live in France with my family. I'm in 7th grade. My favorite TV program is Two and a half men. I was born in August 2nd. My phone number is 8765-123. I go to Paris High School. My hobbies are to read, play board games and to paint. My mail is sara980@gmail.com.

PRONUNCIATION	Good - Excellent (3 - 5 pts) 5 pts	Fair (1 - 3 pts) 3 pts	Poor (0 - 1 pts) 1 pts
Pronunciation	The pronunciation is excellent and a lot of effort in the accent is showed.	The pronunciation is good and a good effort in the accent is showed.	The pronunciation is regular and the effort in the accent has some native Weak pronunciation; no effort in the language features.
Intonation	Confidence and good pitch of the voice; a very good personification characters.	Confidence of the voice but with a regular pitch; regular acting of the voice.	Nervousness and regular pitch of the voice; emotions Nervousness and low pitch changing in barely shown to personify the characters.
Fluency	A very fluid speech and good hesitations showed.	A very fluid speech with regular rhythm; hesitations barely showed.	A regular speech and rhythm; hesitations are showed searching of words.

OBSERVATIONS:

**UNIVERSIDAD LATINA DE COSTA RICA
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LICENCIATURA EN ENSEÑANZA DEL INGLES**

Teacher Survey

Dear Participant:

All information that is collected in this study will be treated confidentially. The survey is about the important in R.A.P Framework as a tool to improve pronunciation skill in English classroom. There are 10 questions in this survey. Please put a check mark (✓) in the appropriate box to answer each statement. The information collected in this investigation will be preserved confidentially.

Names: Luz Heidi Díaz Prieto & Shasling Picado Ortega.

Thanks for your collaboration!

I.PART GENERAL INFORMATION

Age: _____ **Gender:** Female ___ Male: _____

Professional category: _____ **years of experience:** _____

Work Status: tenure _____ **temporal:** _____

II PART. Close questions

	Yes	No
1. Do you work pronunciation in your classes?		
2. Do you consider important to teach pronunciation?		
3. Do you teach one pronunciation class a week?		
4. Do you include phonemic awareness in your class?		
5. Do you use inflections in your class?		
6. Do you know what RAP Framework is?		
7. Do you use RAP Framework in your pronunciation lessons?		

8. Do you feel comfortable using the RAP framework?		
--	--	--

9- Write some advantages of using R.A.P Framework in the classroom.

10- Write some disadvantages of using R.A.P Framework in the classroom.

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VIRTUAL INTERVIEW TO THE ENGLISH ADVISOR

Dear English Advisor:

This is an Interview about “The importance in R.A.P Framework as a tool to improve pronunciation skill in English classroom in Seventh graders at Colorado High School”. District 04, Cañas Regional Office of Education, 2020. We would like to have your answers with the aim to gather more specific information for this action research paper. The information collected in this investigation will be preserved confidentially.

Names: Luz Heidy Díaz Prieto & Shasling Picado Ortega.

Thanks for your cooperation!

GENERAL INSTRUCTIONS: Read the questions carefully. The Interview has only 4 questions. Please, be sincere with your answers according to this pedagogical research.

I. General Information

Years of experience: _____

Professional category: _____

Work status: tenure _____ *Temporal:* _____

II. Opened Questions

- 1-What do you think about the use of R.A.P Framework as a tool to improve pronunciation skill in English classes?
- 2- What do you think about advantages and disadvantages of using R.A.P Framework in English classes?
3. Do your teachers use the framework appropriately? Why? Why not
4. What do you recommend to improve pronunciation in our students?

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LICENCIATURA EN ENSEÑANZA DEL INGLES**

Questionnaire to English Students

Dear Participant:

This Research is about “the important in R.A.P Framework as a tool to improve pronunciation skill in seventh grade in English classroom”. We will like to have your answers in order to have more information. Your information will be confidential.

Names: Luz Heidy Díaz Prieto & Shasling Picado Ortega.

Thanks for your collaboration!

I.PART GENERAL INFORMATION

1. Gender: Male () Female ()
2. Grade: _____
3. Institution: _____
4. School year: _____

II PART. QUESTIONNAIRE

Instruction: Read the questions carefully and mark with an “X” the corresponding aspect of frequency.

Questions	Yes Always	Sometimes Often	No Never
1. Do you follow direction the first time they are given?			
2. Do you ask for help when I do not understand?			
3. Do you finish your work on time?			
4. Do you listen when the teacher is talking?			
5. Do you use technology in your speaking classes?			
6. Do you consider speaking activities important to learn a new language?			
7. Do you think that your teacher implements enough conversational activities in your class?			
8. Do you like to use books in your English classes?			
9. Do agree that you have enough time to speak the language in the classroom?			
10. Do you like speaking activities?			

III PART. Chart

Instruction: Mark with an "X" what activity do you like most.

Which speaking activities do you like most?	Yes	No
1. Debates		
2. Role Play		
3. Round table		
4. Find the different		
5. Discussion		
6. Brainstorming		
7. Story telling		
8. Playing cards		
9. Picture describing		
10. Interview		

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DEPARTAMENTO DE INGLES
LICENCIATURA EN ENSEÑANZA DEL INGLES**

Names: Luz Heidy Díaz Prieto & Shasling Picado Ortega.

Observation	
Indicators	Observation to the teacher
	Date: Institution:
Teacher develop lesson plan	
Teacher domain the scenery	
Teacher motivate and promote values and belief in students	
Teacher use warn up activities.	
Teacher start each theme of the unit's scenario and lesson with a warn up activities.	
Lesson follow at task-based approach combined with action-orient approach.	
Teacher follow a set of integrate sequence procedures as presented bellow to develop the different linguistic competences.	
Teacher make sure that all learners understand task instruction.	
Teacher takes into account phonological aspects.	
Teacher promote cooperatives learning in the class.	
Teacher monitor the learners' perform and encourage them when necessary.	

Observation	
Indicators	Observation to the students
	Date: Institution: Grade:
Learners have at their disposition useful word.	
Learners complete the task together using all resources they have.	
Learners work in groups.	
Learners show interest in The topic.	
Learners show interest in the classroom.	
Learners recognize simple personal questions.	
Learners understand brief, simple instructions.	
Learners identify English Language sounds.	
Learners identify segmenting a word into phonemes.	
Learners can communicate their ideas.	
Learners understand classroom languages.	

Unit 2 Week 2: Eating Habits (Checklist)

Assessment			
<i>Ls can...</i>	Yes	No	<i>In progress</i>
Read and distinguish brief instructions given.			
Recognize by manipulating English language sounds using knowledge isolating.			
Recognize and manipulating English languages sounds using syllabification, and word parts.			
Show how I have worked with others this week.			

Isolating

Unit 2 Week 3: Hanging out (Checklist)

Isolating

Assessment			
<i>Ls can...</i>	Yes	No	<i>In progress</i>
Identify English language sounds.			
Pronounced or articulate the word well.			
Recognize the beginning, middle and ending sounds.			
Use knowledge in phonics, syllabification and word parts.			

Unit 2 Week 4: Things I like to do (Checklist)

Inflections

Assessment			
<i>Ls can...</i>	Yes	No	<i>In progress</i>
Recognize the word in a set of three or four words that has the "odd" sound.			
Recognize the endings sounds "s, ed, ing".			
Class atmosphere was positive.			
General classroom management was good.			

**Unit 3 Week 1: Natural wonders in my backyard (Observation)
Inflections**

Observation	
Indicators	Observation to the students Date: Institution: Grade:
Learners have at their disposition useful word.	
Learners complete the task together using all resources they have.	
Learners show interest in the topic.	
Learners identify ending inflection sound (-s/-ed/-ing) in a given context.	

**Unit 3 Week 2: Marvels in Costa Rica (Observation)
Short Vowels**

Observation	
Indicators	Observation to the students Date: Institution: Grade:
Learners work in groups.	
Learners show interest in the classroom.	
Learners recognize the short vowels sounds.	
Learners identify phonics.	

**Unit 3 Week 3: A world of wonders (Checklist)
Short Vowels**

Assessment			
<i>Is can...</i>	Yes	No	<i>In progress</i>
Read and distinguish brief instructions given.			
Listen and recognize specific information when heard in presentation about the words and sounds.			
Ask people for information related to short vowels.			
Recognize the missing short vowel.			

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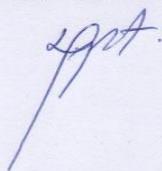
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