

TOPIC:

**Improving communication skills by using audio aids in students of fourth grade at
CINDEA Ciudad Cortés, Satélite Finca Alajuela, during the II Term, 2019.**

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BACCALAUREATE ON ENGLISH TEACHING

Project carried out as a requirement to obtain the title of baccalaureate of English Teaching.

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2020

Jury's approval sheet

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

Methodologist

University's Principal

Sworn declaration

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Abstract

So many students from rural areas in Costa Rica have problems developing strong pronunciation skills, this is a problem that affects fourth grade students from CINDEA Ciudad Cortés, Satélite Finca Alajuela, these students showed a significant progress when using audio aids with the intention of improving communication skills.

Muchos estudiantes de áreas rurales de Costa Rica tienen problemas para desarrollar habilidades de pronunciación fuertes, este es un problema que afecta a estudiantes de cuarto grado del CINDEA Ciudad Cortés, Satélite, Finca Alajuela, estos estudiantes mostraron un progreso significativo al usarse ayudas audibles con la intención de mejorar las habilidades de comunicación.

Acknowledgement

For all their support, for having been there since I started this great adventure of becoming a teacher, I want to give a special thanks to my family, I really thank you because you are my motivation to continue, and all the people who have supported me besides my family, thank you, this could not have been possible without you all.

Dedication

This project is dedicated to all those who have helped me in many ways, I want to show them how much I appreciate their support and guidance.

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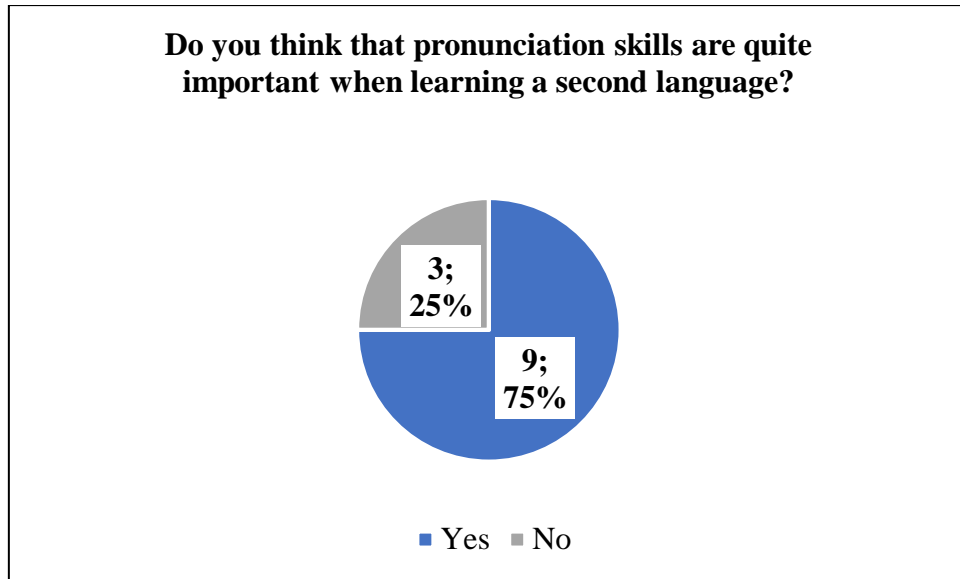


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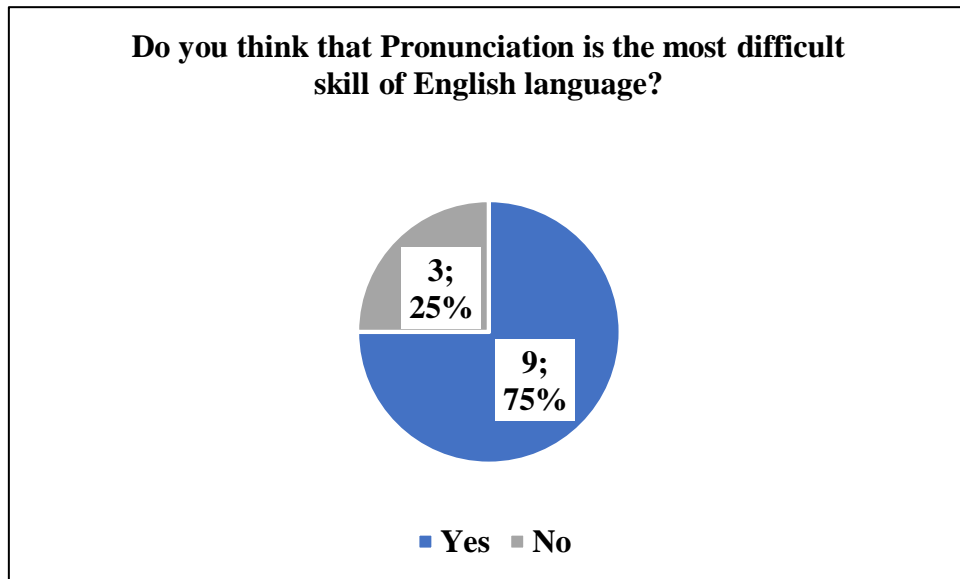


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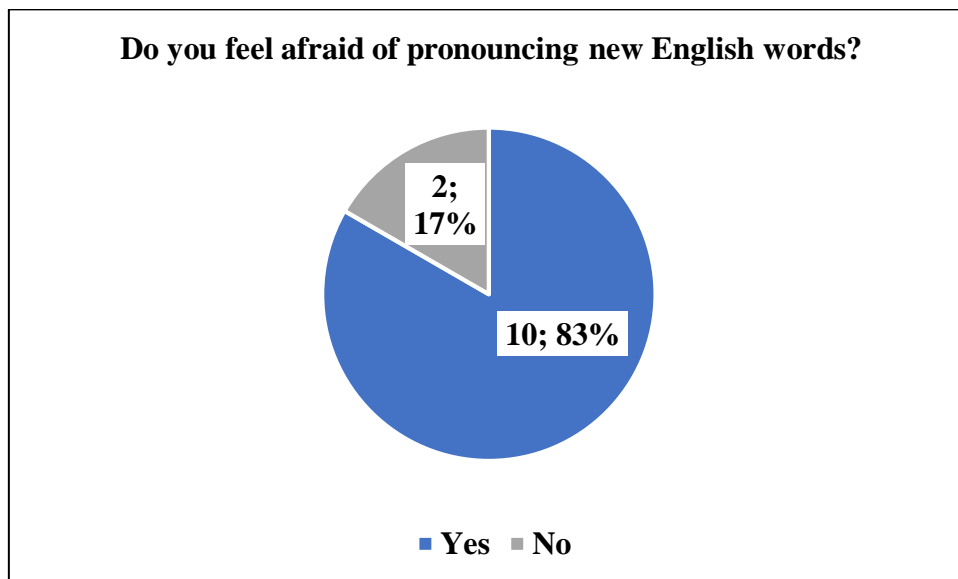


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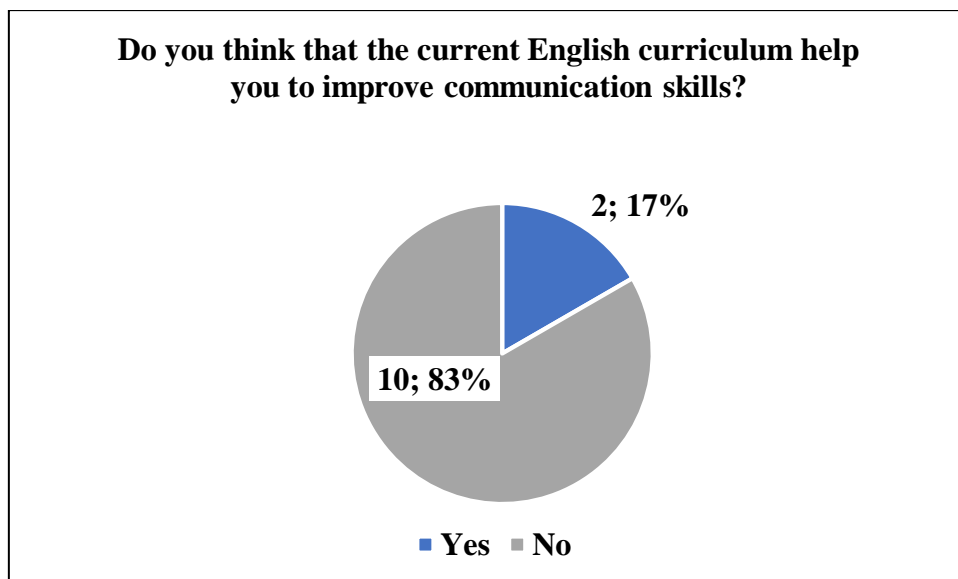


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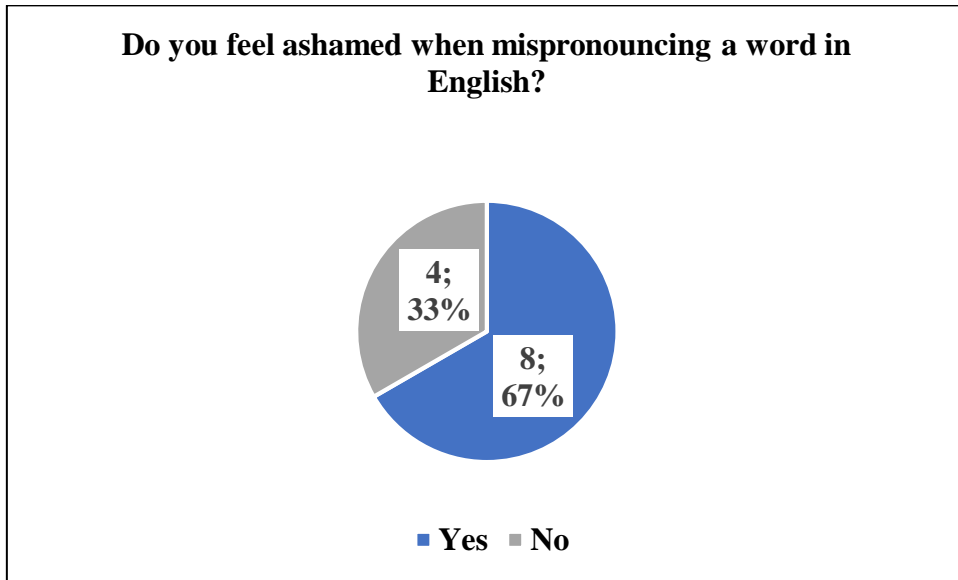


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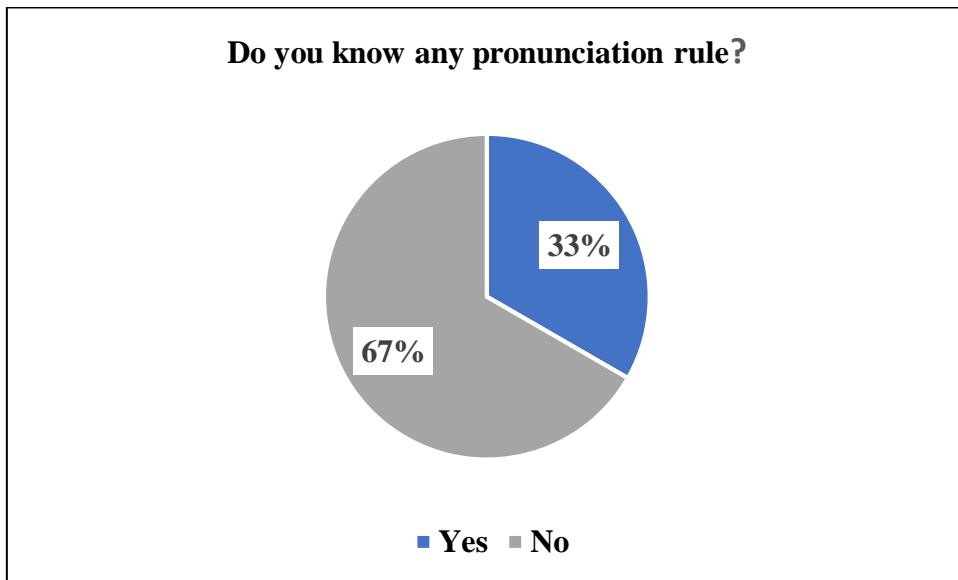


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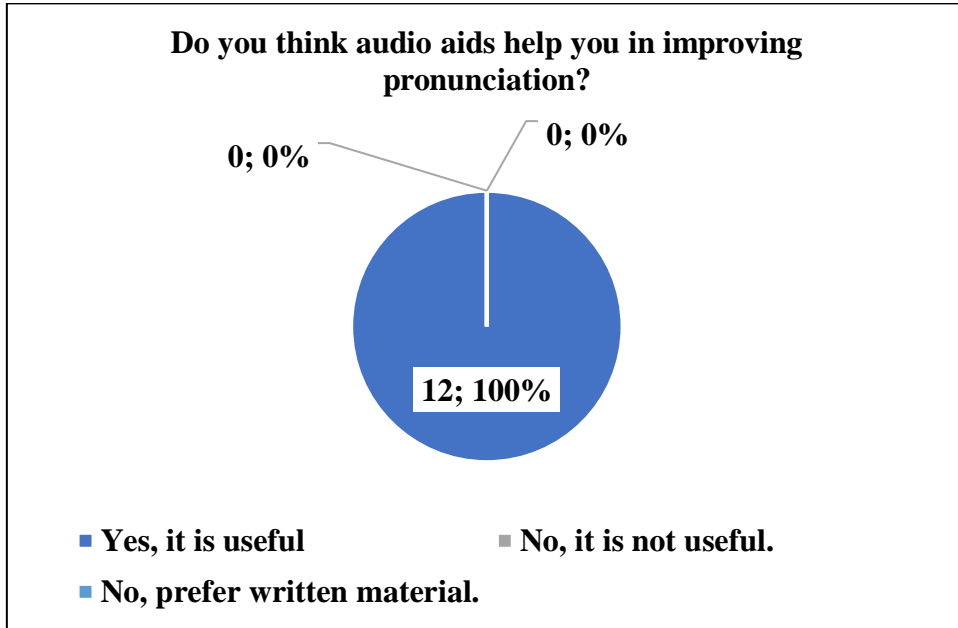


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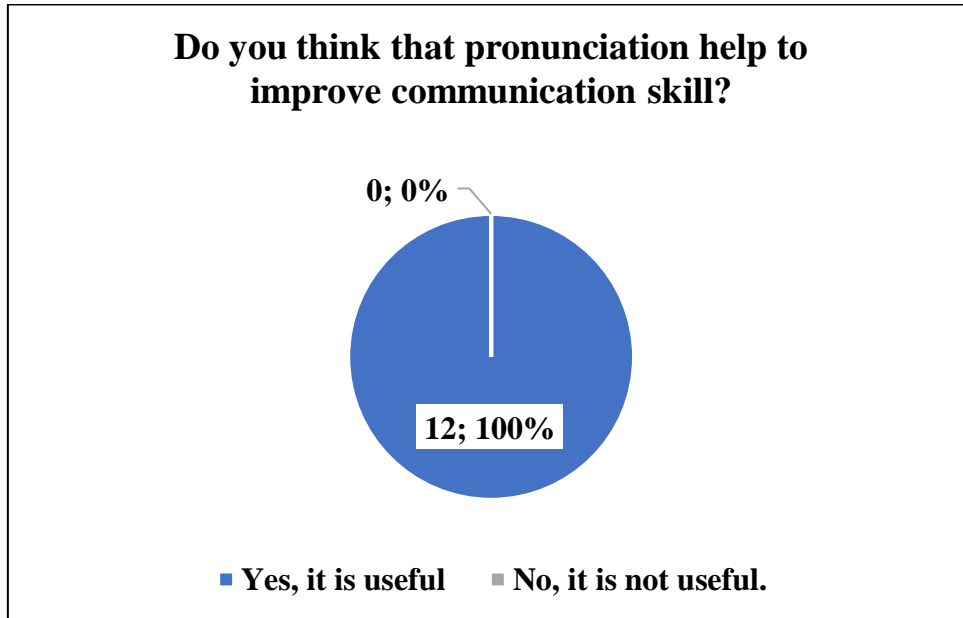


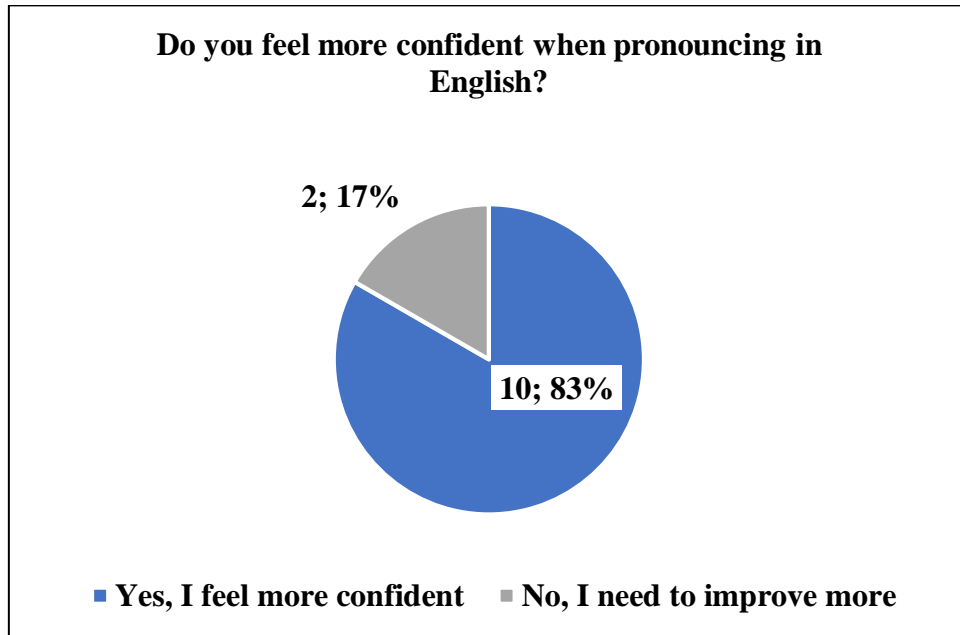
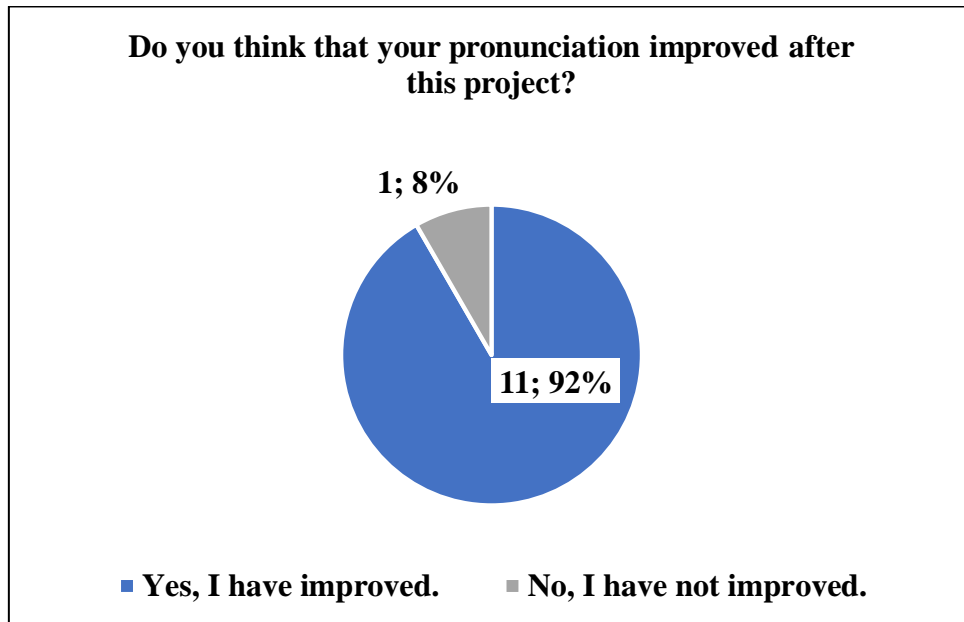
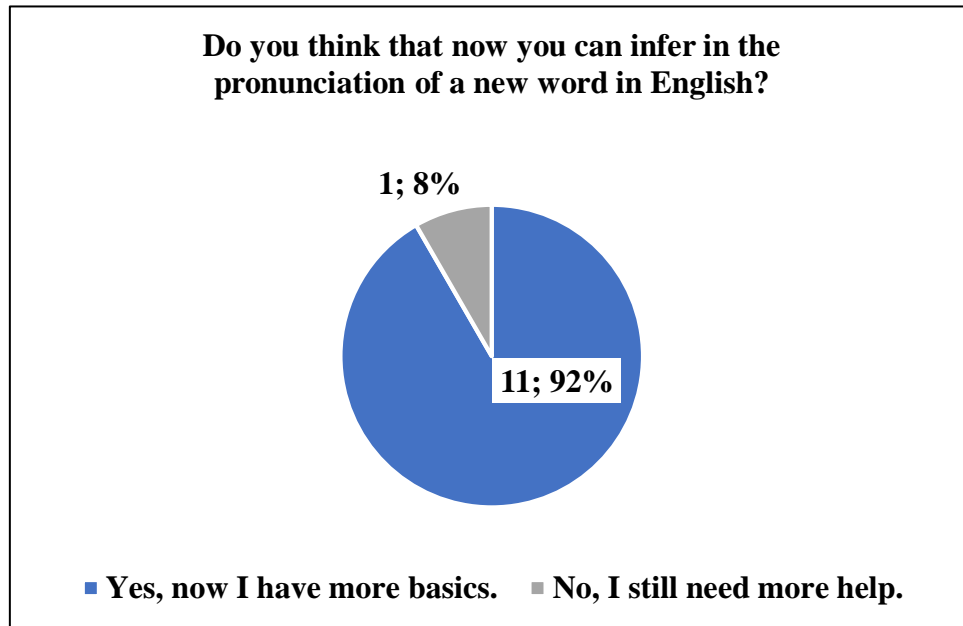
Figure 4.4.2.3 Third question's graph**Figure 4.4.2.4 Fourth question's graph**

Figure 4.4.2.5 Fifth question´s graph



CHAPTER I

Introduction

1.1 Introduction

In Costa Rica, speaking a second language has become a very important tool not only for young people but for adults too. English language is by itself one of the most important languages in the world, this is why, in Costa Rica, many people are trying to achieve this goal. Costa Rica's Ministry of Public education has made so many efforts to offer English classes in its curriculum around the country, nevertheless, students can learn a big part of the language structure and rules but, for many of them, it is difficult to communicate in English specially in the program for adult people, this is why this project will help them to communicate by using audiovisual aids.

Even though grammar and languages' structure are considered an important part of it, it is known that for communication it is not that essential, that is why this project pretends to make more emphasis in communication skills.

1.2 Rationale

Speaking English has become very important for those people who want to get a better job opportunity, high schools in Costa Rica offer English in their curriculum, but, many students do not achieve the expected level. Students sometimes feel uncomfortable when communicating in English, this is probable, a result of the lack of motivation and the lack of training in the communication skills.

This problem is constantly seen in teenager students, but it is more frequent in adult students who decide to finish their secondary school. For various reason like finding a better job opportunity. This is why this project pretends to support this kind of students, provide them audiovisual materials and interesting lessons where they can feel motivated to improve their communication skills.

1.3 Purpose

These students have been giving their best efforts, sometimes this is not enough, some changes need to happen in this process of education. This is why they were selected to test new alternatives of methodologies.

1.3.1 General Objective

To improve student's English pronunciation skill in students from a Centro Integrado de Educación de Adultos (CINDEA) through technology and audio aids.

1.3.2 Specific Objectives

- To diagnose students' English pronunciation.
- To implement audio aids in English lessons to improve their pronunciation skills.
- To assess the students' pronunciation progress by the implementation of technology audio aids.

1.3.3 Research Questions

- How proficient students are in pronunciation?
- Will students prefer written materials?
- What are the advantages and disadvantages of using mainly audiovisual aids in classes?

1.4 Hypothesis

Ninth grade Students from Cindea Ciudad Cortés will feel more confident and motivated to use the knowledge that they will acquire by using audiovisual aids.

CHAPTER II

Literature review

2.1 Teaching English as a foreign language

Teaching English as a foreign language refers to the action to teaching English language, to people who English is not their mother language. Gehring W. (n.d) describes Teaching English as Foreign Language as a term used for the investigation of a wide variety of processes that have to do with the development of language and their instruction of it. These can be people who have immigrated to another country where English is the main language or people who are interested in learning a new language for reasons that I will explain later in this project. This process usually occurs in the facility of an Education system of a country, in private Languages schools or with private tutors.

English teachers can be either native English speakers or people who have learnt English as a foreign language both must be people who have received previous training to do such important work, as there are various ways of education, there are some kind of people in charge to teach and not only professionals. As an example, amateur teachers can also be part of teaching a second Language. Professionals teachers are defined as people who have received previous training in universities and amateur people are those who do their work without professional degrees or knowledge, amateur might not have the same commitment or interest as a professional do, instead, professionals have not opportunity to do the thigs in a wrong way because they have been prepared for that kind of activities and are supposed to have a lot of knowledge.

The job that a professional teacher does is the most valuable in the education field due to they are in the real practice and using the appropriate knowledge not only in the domain of language but also in the methodologies and strategies, they are more focused on teaching than academics or researchers in the education field. Teachers are in charge of preparing more teachers, being part of a community and having the advantage of belonging to groups where they can help each other and can find and share idea to innovate in this important practice. They also have the commitment not only to teach but also to learn and capacitate themselves in new topics for the new eras.

Education is a matter that is always in constant change, because this job is about giving knowledge to people, and preparing them for the new world necessities. The necessities of the society are also in constant change, the students of the future era may not have the same needs than the ones of the present.

Teachers must be conscious that there are moments when they must make changes because society will require it. Teachers must help students preparing academically for new jobs. Also, they must be aware that in the future some jobs could disappear or be modified due to the great advance of technology and new information systems, that is why, in the coming years, educators and education systems They have the new challenge of making changes and adapting to the new needs that we, as a society, are going to have. Therefore, Teachers must feel fully committed to be more than a teacher, we must be learners in all the process that we are teachers, because we must find solutions to the new problems of the students, try to help them improving and overcome their weaknesses.

2.2 The importance of teaching English

The importance of Teaching English is based on the importance of the language by itself, English is a universal language, there are so many English speakers worldwide, English language is present in so many cultures, countries, industries and it is often used as a common language when people do not speak the same language. It does not matter in what country you are; Learning English will always be useful and significant. Most of the countries where English is not the main language, include English in their syllabus.

English is a very important language for many reasons, this is why teaching English must be a valuable job, thanks to English teachers, so many people can now communicate in this language and spread the knowledge everywhere, we can communicate with more people and expand our limitations in so many fields like technology, science and commerce. Teaching English.

2.2.1 The importance of learning English

English is the Language of the international communication, although this language is not the most spoken in the world, it is very popular, it is the official language in many countries. English is a global language, according to Alasker A. (2016), the great majority of people who are learning English are doing it in order to communicate with other non-native English speakers and there are more people speaking English as second language than native speakers. If a person speaks English, it increases the opportunity to get a better life quality, since, English is a universal language, there are so many opportunities in so many fields, English is the most dominant language in the business field, so many companies expect their employees to be fluent in English, areas like technology and science and tourism ask for fluent English speakers.

The economy in Costa Rica is mainly based on the tourism thanks to its great biodiversity, the agriculture activities and the fare of electronic segments. Costa Rica exports mainly agricultural products like coffee, bananas, pineapples, but also medical instruments and electronic circuits. In the rural areas the people dedicate to agriculture, and in the urban area they work with more industrialized areas like the production electronic circuits, medical equipment and sell of services to foreign firms. According to Haydee G. (2017) a fourth of Costa Rica's lands is committed to the forest conservation. This is of course a great attraction for people who likes to be involved with nature and a job opportunity for so many people in the tourism area. Therefore, learning English in Costa Rica is essential for many people who want a better job opportunity.

2.3 Difficulties when learning English

When learning a second language, people can have a wide variety of problems and difficulties. There are so many types of mistakes that a non-native English speaker can make when starting this process, like in pronunciation, grammar reading and writing. The kind of mistakes that a person can make, sometimes have to do with their mother tongue, particularly in the pronunciation that can be confused with the way they pronounce the words in their native language.

When a person is living in a country where its main language is English, the skill that is going to be more frequently used is listening comprehension and speaking, these skills are considered the most difficult for people who are learning English, but these are also considered the most essential and useful.

When we talk about problems when learning a second language we think directly about grammar, listening comprehension, and so many more linguistic skills, but we must be aware that there are some adverse factors that can affect negatively and interrupt the process learning. What students perceive when they get in classroom is very important, this can affect student's motivation and concentration. Some things that can affect in this way can, lack of organization, bad infrastructure, noisy environment, lack of basic equipment, and not appropriately conditioned classroom according to the temperatures.

2.3.1 Difficulties when learning English in Costa Rica

Costa Rica's Ministry of Public Education has made many efforts for achieving a high standard education quality, so many changes have been made, many ideas have been implemented with the aim of making a good and valuable education. Recently, Costa Rica's Ministry of Public Education declared Teaching English as a second language a national priority. Teaching English in Costa Rica started when Costa Rica's economy change from coffee and other products commerce to commerce to the tourism and firms from other countries arrival. Solano A. (2012) says that "Records of English instruction in primary schools go back to the 1940s,¹⁵ but English classes were already included in academic programs upon the founding of the "colegios primario-secundarios" in 1887". In the last years the ministry of public education has been making changes to the syllabus with the intention of making a more successful one.

Although so many efforts have been made, many students from public institutions do not have the adequate English proficiency that they are supposed to have. This problem can be caused by so many reasons, some of them can be the lack of interest in the students, the bad technologies the lack of training in some teachers, and of course, the lack of English classes in

the elementary school from rural areas. Because, not all schools in Costa Rica have English Teachers mainly the ones that are in rural areas like coasts, and mountains.

When Students from rural areas go to high school, they find something completely unknown; the English classes, so they must start from the beginning. In contrast, students who live in central areas where English is taught in elementary schools, have a higher possibility and a higher proficiency These students usually feel ashamed when speaking in English because their classmates have a better pronunciation or more knowledge. This is considered a problem that students in Costa Rica suffer, some have more opportunities than other.

2.4 Speaking skills

Speaking is for many of us something very simple, we do not even think when we are doing it. There is nothing uncommon in it, but, if we think a little more about it, we will realize that our language is something special, it helps us to communicate and express our ideas, we can debate, argue, inform and even cause conflicts. Language is without any doubt something very significant for us, Amberg and Vause (n.d) describe language as a mean of communication, language is part of our identity it defines a certain way who we are. When learning a second language it is very essential to improve this skill, due to it is the most important when the aim is to communicate with people in a good way. To achieve this goal, it is important for the learners to know more about this skill, and in this way, they will find a better way to improve it. Speaking skill can be divided into for more important parts, the first part is fluency, fluency, is about how confident and comfortable a speaker feels when speaking a second language, this is usually seen when people can speak for an extended period of time and make clear connection and show a proficient use of grammatical rules.

Another part that is very necessary to have a good speaking skill is the vocabulary, for having a strong speaking ability in another language, learners must show a rich and extended vocabulary. For being a good speaker, learners must first, grow their vocabulary, so in this way, they will be able to use adequate words to include in their speeches, sentences and conversations.

Of course, learners must not forget about using the correct grammatical structures, this is another division of the speaking skill, grammar is not only important when using the writing skill, but is also an relevant part of the speaking skills, because when speakers has a good use grammar, their speaking ability will increase.

Finally, the pronunciation skill is part of the speaking skill, it is very necessary to talk about this last division of the speaking skill, due to it is has to do with the main objective of this investigation. Pronunciation has a big connection between speaking skill because the management of a rich pronunciation will make the speaker be more understandable, they will be able to give more clear ideas and give more satisfactory points of view.

2.5 Pronunciation skill

When a learner begins using speaking skill in their second language, one of their biggest fears is to make pronunciation mistakes, this specially occurs in teenagers, sometimes, they can feel embarrassed. These feelings are normal, it is understandable that they can feel nervous because there are trying to make new some sounds that they probably do not have in their mother tongue. As same as learners use grammar or vocabulary by following rules or noticing patterns, this applies for pronunciation skill too. Students can learn pronunciation rules as same as grammar rules, as an example, it is easy to remember that stress is usually in the first syllable of a word for nouns and in the second syllable for verbs. Pronunciation is part of speaking, it is also physical, to produce all the sound of a language we need muscles and parts of our body.

When we acquire our mother tongue, we learn to use our vocal articulator of our body to make the sound that we learn in our mother tongue. This gesticulation and movements can be developed in an unconscious way. Hancock M. (2018) says that these habits that we adopt when we learn the mother tongue can affect negatively the pronunciation of a second language. This occurs because we continue using the same features and accents from the mother tongue.

Although, accent from the mother tongue is not a big problem people can make a good use of pronunciation with mother tongue accents and still being understandable and make clear conversations. Pronunciation must be an important aspect to teach in high schools, because it can make a big difference in the way students see the process of learning English as a second language, besides, it will improve in a significant way the speaking skill which its main aim is create a good communication between individuals.

2.6 The cognitivist theory of second language acquisition

The cognitivist theory of second language acquisition is a great theory used to describe the mental process that occurs when a person acquires a second language, and how it is influenced by stimulation to produce the effective learning. This theory, in contrast with the behaviorism theory, this theory sees second language acquisition as a conscious thinking process, it focuses in what occurs in the mind of the persons who is learning a second language, this theory explains that the brain gets stimulated by external factor and then it shows learning as a response.

Cognitivism describes the learning of a second language process as a conscious process that occurs when the learners gets stimulated by external factors like learning strategies, visual tools, memorization, charts, among others. In this theory, brain is described as an information processor, something similar to a computer, first, it receives the stimulus, then occurs the cognitive process and finally it gives a response. This theory was chosen because is very logical and the project follows the line of the theory, students will be exposed to knowledge and they will receive stimuli they will receive strategically planned instructions in order to acquire knowledge, in this way they will be able to produce a better communication skills as a response.

2.7 Technology in the classroom

Nowadays, technology is a wonderful and important tool in humans' lives. People count with technology all around the world. Over the years, the use of technology has been increasing worldwide. Technology helps teachers to plan their lessons, create updated and new material

for students, plan activities, and to create attractive dynamics for pupils. Technology can help pupils to study, practice and prepare for exams; students can surf on the internet and look for important information related to the topics they are studying at school or high school. Before technology, teachers were used to take advantage of the resources they had to teach, such as: books, magazines, encyclopedias and handwritten documents. Nowadays, there are plenty of resources (material, practices, activities and dynamics) teachers can take from internet to teach the students

2.7.1 Advantages of the technology in the classroom

Teaching with the help of the technology in the classroom brings always benefits that improves and facilitates teachers to reach their goals. Teachers are always looking for ideas and resources to make different classes to avoid the boring routine. Students want to get to their classes with an open mind and find something that increases their desire to get in. Technology offers teachers creative ideas to help the student with their learning process. Some like to analyze by their own the subject of learning. These students do it to learn on their own speed at home or even in the classroom to understand what the teacher is explaining. “Students can learn at their own speed, review difficult concepts or skip ahead if they need to” Savvidis (2016). On internet students can search for explanations of different tutors of the same topics and choose the best for their understanding.

2.7. 2 Disadvantages of technology in the classroom

It is easy to block out the outside world when you are enthralled in technology, especially when you're playing a video game on your cellphone. So those who are against technology in the classroom say that it can be quite a distraction for students. Those who are against the use of technology in the classroom say excessive use can promote antisocial situations. These individuals are afraid that students will lose their ability to communicate in a social situation because of their constant use of technology.

Students need interpersonal skills, and when you give them technological devices in school, this can limit the time they get to spend interacting with their peers therefore condoning antisocial behavior. Technology may look like it's easy to come by, and that every person on

the planet has access to it, but that's not always the case. Many schools just don't have the funds yet. If a teacher wanted to assign homework that involved the use of technology outside of the classroom, they would have to ensure that all students had access to it. For those that didn't, this would promote inequality.

As a conclusion, we can say that technology is a wonderful tool, not only in education but in so many more aspects. This tool can help both, teachers and students in different moments, it can make life easier, students can improve their skills in classes and at home, teacher can find new and interesting methods to teach. There is no doubt that this tool is essential in today's classrooms, but it must be used carefully, students can face so many situations that could be harmful for them in their learning process.

2.8 Use of audio materials in teaching English

Due to the last biggest changes and advances in the science and technology field, the way people learn have changed, people is now more dependent of technologies we now that this is a good aspect in the education field, technology have come to be a good tool for learners and teachers if they make a good use of its benefits.

Changes will always be occurring with the unique aim of transforming the bad and tedious aspects of the learning process into a satisfactory and pleasant one. The use of audio materials in classroom with the aim of learning English or improving a specific skill as speaking, listening or pronunciation has come to the education are to stay, the aid of audio help teachers and students to achieve their objectives in a better way.

The use of audio aids in classroom will help students improving their communication skills, King and Womack (1983) say that listening provides the necessary input that will serve as basis for language acquisition and empowers the learner to use more the interaction and spoken communication. The use of audio aids promises to help students to achieve their goals regarding to communication skills, but it is essential to say that teachers must have appropriate

and available audio equipment and material ,besides, they must be trained in this area to make a better use of technological instruments.

CHAPTER III

Design and Method

3.1 Research method

This investigation project pretends to be applied in adult students from a rural locality, it is a Satélite of CINDEA Ciudad Cortés, this project is intended to make students understand the pronunciation skills and improve it. Action Research Method was selected to achieve this investigation.

3.2 Type of Approach

This is an applied research, where the researcher will collect information, detect a problem and give a solution based on certain and proved theories. Besides, is a transversal study, due to it is going to be carried out in one quarter of 2020. Also, it is a descriptive due to investigator will report the collected data and results. This is a field research where CINDEA Finca Alajuela, and its students will be the place of this research.

3.3 The context

There are no specific dates about the arrival of the first inhabitants of the community of Finca Alajuela, although, in conversations with some of the premises of previous generations of the area, they indicate that the first settlers go back to the 50's decade, when the United Fruit Company (UFCO) was installed on the banks of the Esquinas River, with the purpose of growing bananas. Years later, the banana company continued to expand its plantations, clearing up the rainforest especially in the flatter areas and replacing it for banana plantations. This way, every time the company established itself in a new place, quadrants and barracks were built to settle the employees required to work the fields, so each place that was colonized was named after some of our provinces and thus Finca Puntarenas, Finca Guanacaste and Finca Alajuela were born, among others.

Later, the company abandoned these lands to settle in the Térraba Valley in Palmar Sur, thus leaving the lands of this community leased to individuals for the planting of rice and other crops.

After this, the inhabitants continued to face difficult socio-economic situations and the lands were taken away by the bank, since the occupants could not pay their debts and it was not

until 1948 with the creation of the Agrarian System Institute that those lands once again belong to the government. After this, the government turned them into small plots and through the MAG, IDA and other government institutions, the plots were distributed among the poorest families. Once the plots were distributed and the community reorganized, the peasants began to cultivate other products such as bananas, cocoa and other subsistence crops but in 1985 the plantain plantations were attacked by a disease called "Sigatoka" and the cocoa plantations were affected in a 50% by Monilia (a fungus that affects these crops), this caused great economic losses and therefore a great impoverishment in the area.

The following year, in 1986, the government greatly promoted the development of cooperatives. With the idea of organizing better, the government asked the farmers to form a cooperative to start working on the development of a healthy socioeconomic condition in that area and that way their dreams come true. In August of that same year (1986) the first cooperative was founded in the community of Finca Alajuela with a total of 45 confirmed members. They continued working with the government obtaining many subsidies among them financing for the cultivation of oil palm, which is what sustains the region now a days. In addition to the financial assistance provided by the Costa Rican government, there were also other national and international organizations that helped with advice and also economically at that time. These organizations are: La Comunidad Económica Europea, FINCA (Fundación Integral Campesina), IDA (Instituto de Desarrollo Agrario) and MAG (Ministerio de Agricultura y Ganadería).

The community of Finca Alajuela is located in the south part of the Osa canton, in the south of Costa Rica and its borders are as follows: East with the road to Puerto Jiménez, North with the community of Salamá, South with the Piedras Blancas community and West with Chacarita community. Its climate is tropical rainy very humid, with a small dry period between January and April. The rainy period is from May to December and its annual rainfall ranges between 7,000 mm. and 10,000 mm. Its temperature is warm, and the annual average is 28 degrees C. During the rainy period the high temperatures remain, and floods are occasionally one big problem, not just in Finca Alajuela but in the entire region. On the other hand, Finca Alajuela community is located at 13 meter above sea level, in the lowlands of the south Pacific.

The region is very flat what facilitates the planting of African oil palm. Finca Alajuela community belongs to the local government of Osa canton which offices are found in Ciudad Cortes, but it's ruled by the Osa Township. This local government is elected every four years.

Currently, the socioeconomic condition of the community is critical due to the limited employment opportunity in the area. After the migration of banana plantations in the area, Finca Alajuela and other neighboring communities such as Finca Salamá, Finca Puntarenas and Palmar Sur, unemployment skyrocketed, affecting most of the households that depended on the employment generated by these companies. Currently, the class that is classified as middle class is families that own restaurants, bars, etc. and those who own African oil palm plantations. The middle class is considered at 22% of the population and the low class drops to 78% on average. On the other hand, socially speaking there are certain negative factors such as: alcoholism, prostitution, drug addiction and family crisis.

The community of Finca Alajuela has only one elementary school, one high school and one Centro Integrado de Educación de Adultos (CINDEA). These institutions ensure the education of all children and adults who are enthusiastic to study. The high school is the Liceo Finca Alajuela and the elementary school is called La Navidad.

3.3.1 Description of the setting

CINDEA Finca Alajuela is located in Piedras Blancas District of Osa Canton, is an extension of CINDEA Ciudad Cortés which is located in Ciudad Cortés, district number one of Osa Canton, This institution was founded in 2016 and one year later in 2017 the extension Satélite Finca Alajuela was founded with approximately 50 students and 10 teachers, nowadays the institution counts with approximately 100 students and 12 teachers.

3.3.2 Participants

The participants that were chosen to perform this project are 5p students of the CINDEA's nomenclature, which is the equivalent of tenth level students. This institution was made thought to give an opportunity to adult students of 15 years old and ahead, so the range of

age is very wide, the students from this group are between 15 and 40 years old. There are women and men participants, the whole group is confirmed by 15 students.

3.4 Data Collection Procedures and Tools of Initial Research

3.4.1 Procedures of initial research

With the aim of knowing the English pronunciation skills of the students, the investigator made the first visit to the participants in October 22nd, the investigator decided to make an observation to know see how good their pronunciation is. During the observation, in normal activities of the classroom the investigator noticed that students do not have a very adequate pronunciation skill, students are not comfortable when they speak English, they are afraid of pronouncing new words and sometimes they mispronounce words that are familiar to them.

Besides, a questionnaire was applied with the intention of knowing if pronunciation is considered a weakness by students in the learning English process. Yes or no-questions were asked like, do you consider that pronunciation is the most difficult skill to perfect when learning English? And, do you think that English classes at CINDEA Finca Alajuela prepare you enough to be proficient in pronunciation?

3.4.2 Instruments

The instruments that the investigator used were observation when the participants were carrying out speaking activities, and a questionnaire about the English pronunciation skill.

3.4.2.1 Questionnaire

With the aim of knowing what the perspective of the students regarding to pronunciation skills, a questionnaire the investigator made a questionnaire with yes/no answers and comments to see what their arguments are.

3.4.2.2 Observation

During normal speaking activities, the investigator made an observation to analyze the pronunciation skill of the students.

3.4.3 Diagnostic of Data Analysis

Students from CINDEA Finca Alajuela were asked to answer a 10 questions questionnaire which pretended to make the investigator know more about the thoughts of the participants about the English speaking and pronunciation skill. According to the answers collected, it is notable that students consider that they have troubles when pronouncing English, so, it is reasonable to say that this project will have a big and positive effect. Even students say that they have some trouble with the pronunciation skill, they also reported that they are conscious about the importance of learning a second language and consider that they need to improve their pronunciation

3.5 Action Plan

The action plan for this project comprises on providing students with a rich and well-explained pronunciation classes, using technology and audio aids, the objective is to make them improve their pronunciation and speaking skill.

3.5.1 Description of deliberate intervention applied.

ACTIVITIES APPLIED	ACTIVITY DESCRIPTION	IMPACT IN STUDENTS
1. Knowing IPA, Vowels and consonants sound.	The investigator will introduce the participants with IPA (international phonetic alphabet) the participants will hear an audio that contains the correct sound of every vowel and consonant and they will receive a worksheet, with the symbols and some examples per symbol. For example, they will hear the /i/ sound then, they will hear the word “sheep”, after that they will see the /i/ symbol and they will finally see the “sheep”. Participants will be asked to repeat the sounds.	By the implementation of this activity, the students will hear the correct pronunciation of vowels and consonants, they will know that English language involves sound that are different from their native language, and they will need to learn by imitating the sounds they hear.
2. Voiced or voiceless?	Investigator will expose participants to two different sounds, they will be asked to notice the different between these two sounds, for example: the participants will hear the /s/ sound, then they will hear the /z/ sound, or /g/	With this activity, it is expected that students analyze that minimal changes in pronunciation can help them to improve their pronunciation skill.

	<p>and /k/ sound. After the students infer about the difference, the investigator will explain the difference deeply.</p> <p>Participants will later receive a list of words that include the studied sounds. For example: words with /s/ sound like see, six, skate, study, simple, and words with /z/ sound like zoo, zebra, zero and zone.</p>	
<p>3. Alice's songs? It sounds good, It's time to dance!</p>	<p>In this activity participants will be taught how to pronounce plurals, third-person verbs, possessives and contractions. Based on the previous activity about voiced and voiceless sound, the investigator will teach the participants the three sound of the "s" word like when to pronounce it like /s/, /z/ or /IZ/. After this, participants will hear a series of words in order to hear when the rule is applied. Besides, they will be asked to pronounce more words with the aim that they can applied the rule when pronouncing new word.</p>	<p>The purpose of this activity is to provide students with pronunciation rules, in this way they will have an idea of how to pronounce a new word.</p>
<p>4. "ED" ended verbs.</p>	<p>Based on the voiced and voiceless explanation, the investigator will teach a new rule of pronunciation to participants, by using audios, the students will hear three different ways of pronouncing the "ed" sound.</p> <p>For example, they will hear the word "loved" where "ed" sound is pronounced like /d/ then, they will hear the word "worked" where "ed" sound is pronounced like /t/ finally, they will hear the word "wanted" where the "ed" sound is pronounced /Id/.</p>	<p>By learning this rule the participants will be able to express more comfortable when they are using regular verbs in simple past and past participle.</p>
<p>5. Patterns in pronunciation</p>	<p>Students will receive a series of word that have something in common, for example, words where the "k" letter is silent like in "knife", "knight", "knock", "know", among others. Then they will hear the pronunciation and they will realize that in all the given words, "k" letter is always</p>	<p>The aim of this activity is to make let students know that there are patterns that can help them to pronounce words that they do not know.</p>

	silent. Then students will receive more patterns, they will be asked to repeat the sounds and to pronounce the new words.	
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3.5.2 Instruments used to assess the intervention / implementation carried out

3.5.2.1 Observation

By the end of the application of the action plan, the investigator observed a normal speaking activity carried out in the classroom with the same participants, the aim of this is to analyze how the activities will impact in their speaking and pronunciation skill.

3.5.2.2 Questionnaire

With the purpose of knowing how participants feel after the application of this project, a questionnaire with various answer options will be applied, the investigator pretends to know if students know have a wider knowledge and more confidence when speaking English.

CHAPTER IV

Findings

4.1 Data Analysis

4.1.2 Introduction

This chapter contains the information and data collected, from the development of this project, questionnaires, surveys and observations applied will be explained and analyzed in this section.

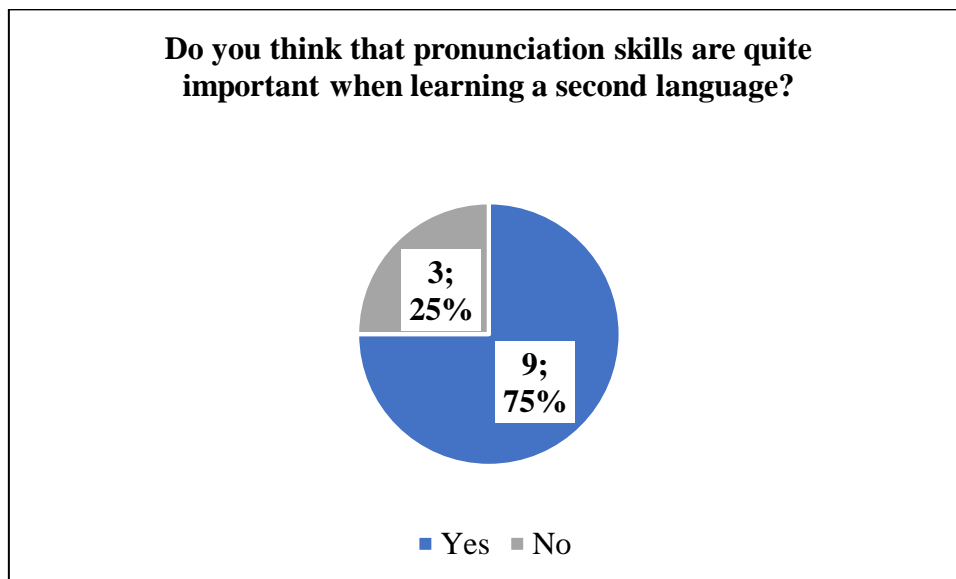
4.2. Findings

This is an applied research, where the researcher will collect information, detect a problem and give a solution based on certain and proved theories. Besides, is a transversal study, due to it is going to be carried out in one quarter of 2020. Also, it is a descriptive due to investigator will report the collected data and results. This is a field research where CINDEA Finca Alajuela, and its students will be the place of this research.

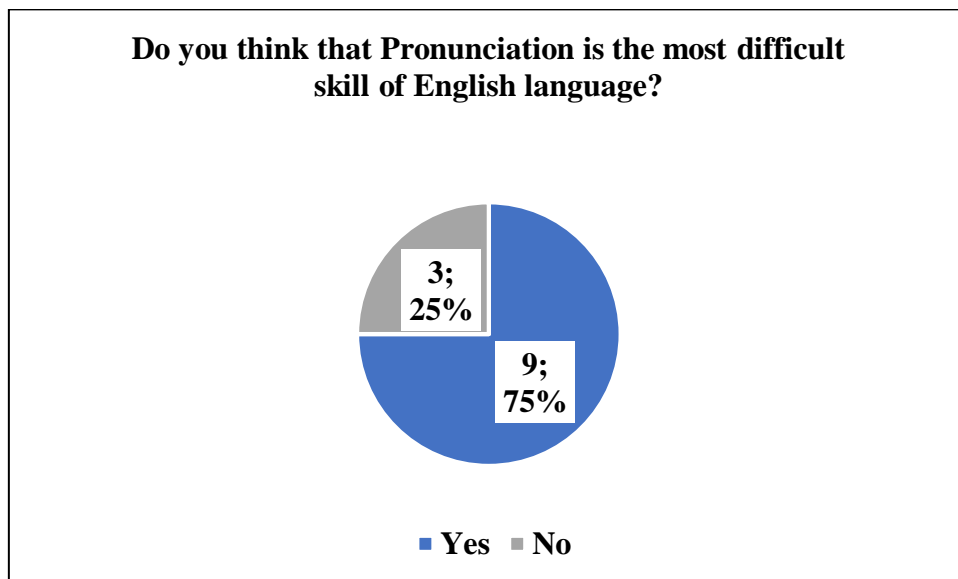
4.2.1 Results and Analysis of the instruments used before the intervention.

4.2.1.1. Questionnaire

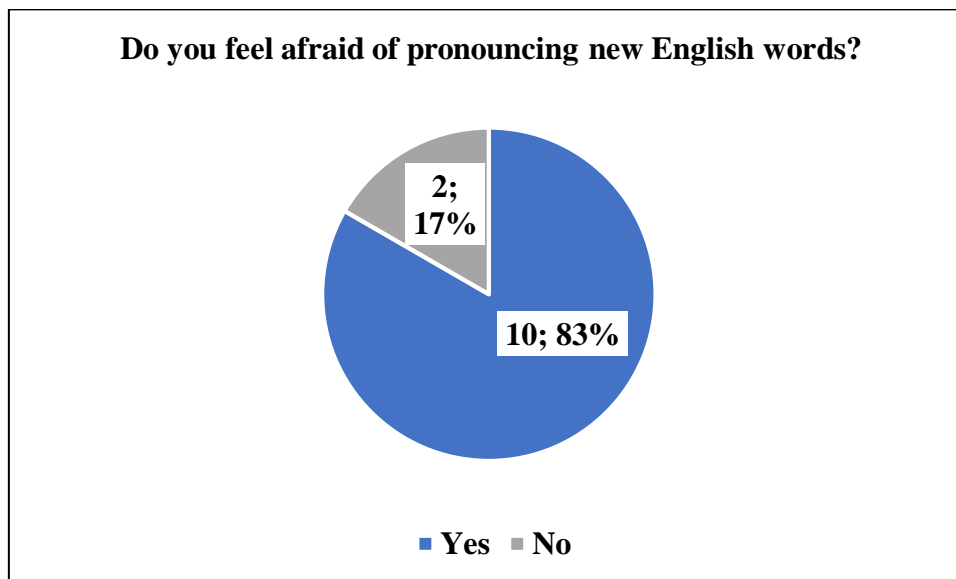
The following questionnaire consists in six questions applied to twelve students, the objective of applying this questionnaire was knowing what was the perspective of students regarding to pronunciations skills. All the questions in this questionnaire had yes or no option and a space to argue the answer, all the questions will be exposed and analyzed bellow.

Figure 4.2.1.2. First question's graph

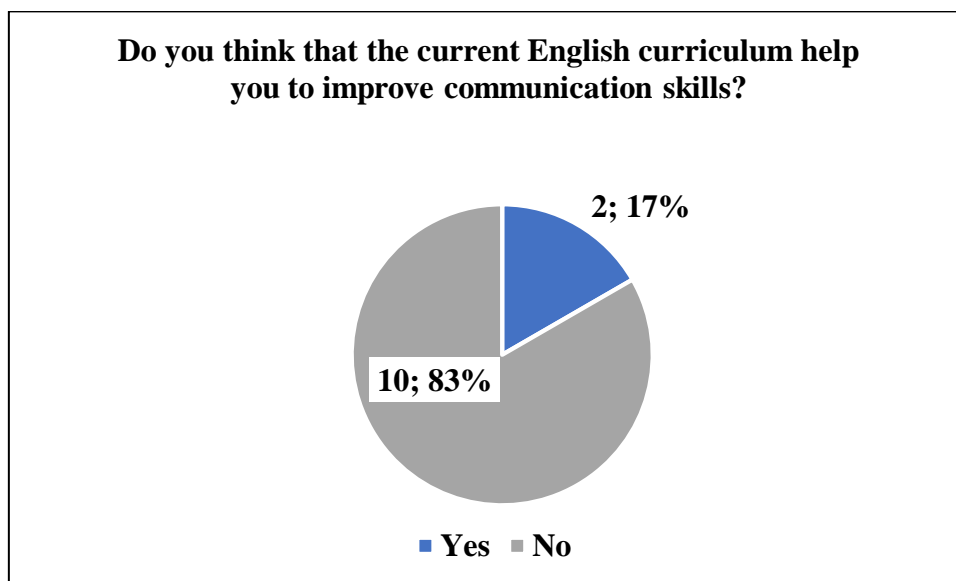
With the first question the investigator pretended to know if students considered pronunciation skills are quite important when learning a second language. Based on the answers, most of students said that it is important, and argued that it is useful to express ideas in a clear way, in contrast, a 25% of students said that it not very important and they argued that the most important thing is to be understood.

Figure 4.2.1.3 Second question´s graph

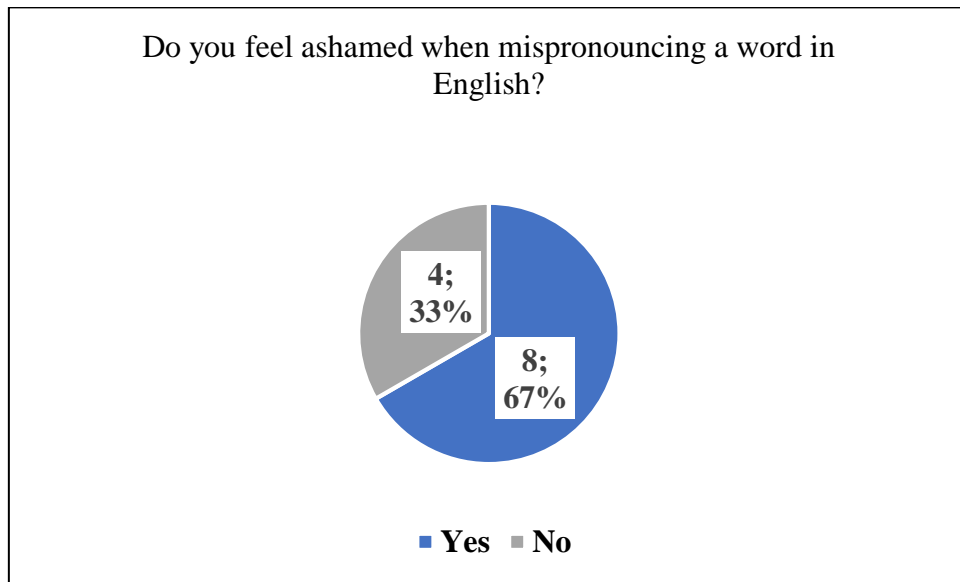
In the second question the investigator wanted to confirm if most of students considered pronunciation skill as the most difficult skill of English language. Based on the data collected, most of students did, some of them argued that it is difficult because it is quite different to Spanish´s pronunciation and sounds are different.

Figure 4.2.1.4 Third question's graph

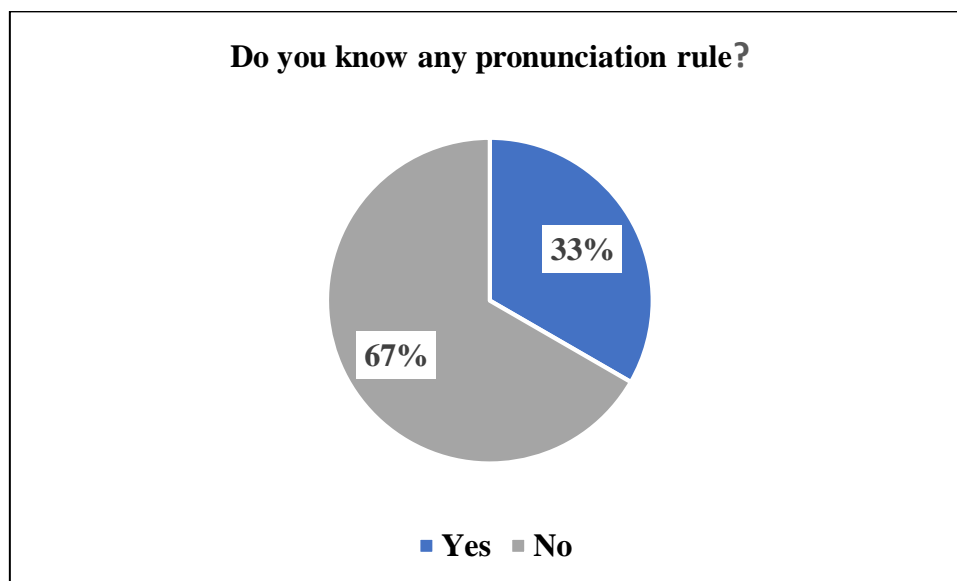
The third question pretended to know if students feel afraid or nervous when pronouncing a new English word the first time, based on the answers, most of the students said that they felt afraid and some of the arguments they used were that it is hard to articulate new sounds and pronunciation can vary depending on minimal aspects, in contrast, a 17% of the students said that they did not feel afraid because they knew that they learn from mistakes.

Figure 4.2.1.5 Fourth question's graph

In this question the investigator pretended to know if students considered that the current English curriculum helped them to improve pronunciation skills, based on the answers, most of students did agree, they do not think that it is helpful and they argued that the current curriculum is more focused in grammar and written skills.

Figure 4.2.1.6 Fifth question´s graph

With this question, the investigator wanted to know if students felt uncomfortable when mispronouncing English words, based on the answers, most of students said that they did. Some of the arguments were that words and letters can be pronounced in different ways, and there are very complex words.

Figure 4.2.1.7 Sixth question's graph

The last question of this questionnaire was made with the purpose of knowing if students knew any pronunciation rule, based on the data collected, most of students did not know any pronunciation rule, in contrast, a 33% of students did but expressed that there are so many exceptions that can confuse them.

4.3 Observation

With the purpose of knowing the proficiency of students in pronunciation skill, the investigator carried out an observation during a speaking activity in classroom. During this activity the investigator noticed various aspects that are considered very relevant for this investigation, some of these aspects are the followings: Students did not feel comfortable when speaking English, they mispronounced words that they are used to work with, they do not infer too much in the pronunciation of word that are not familiar to them and they are constantly using their mother tongue to infer in the pronunciation of new English words.

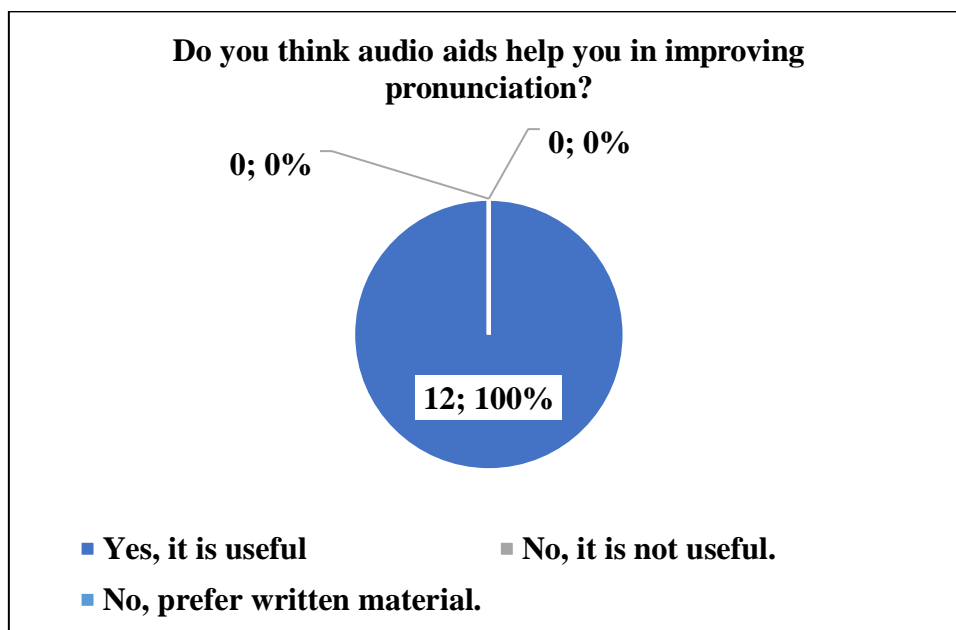
4.4. Results and Analysis of the instruments used after the intervention.

4.4.1 Observation

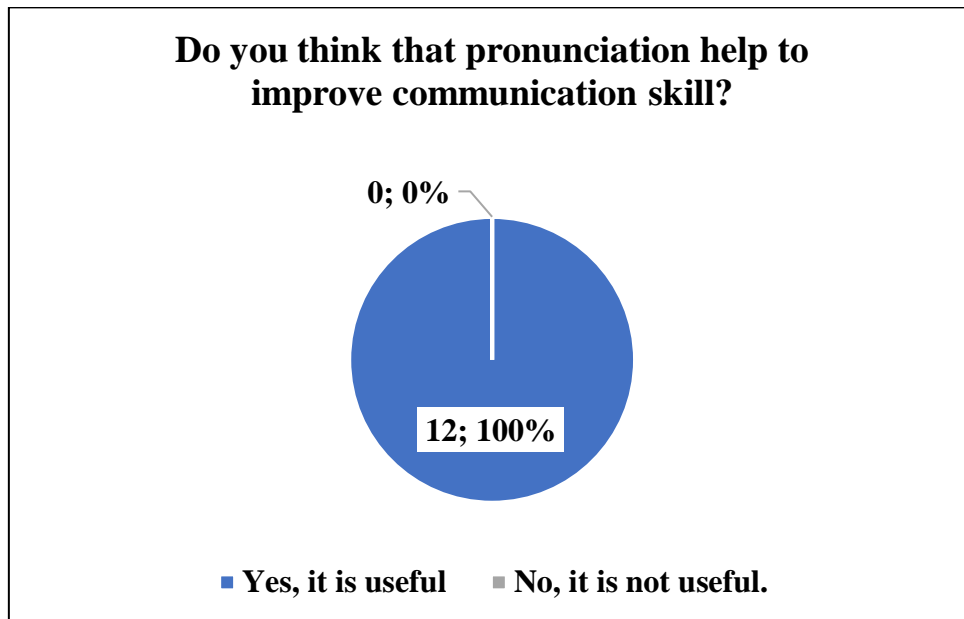
After the application of the action plan, the investigator carried out an observation with purpose of knowing how the intervention impacted and affected student's pronunciation skill. This observation was carried out in a speaking activity in the classroom. During this observation the investigator noticed some aspects that are considered relevant for this investigation, some of them are the followings: Students still have some difficulties when pronouncing familiar words, but they now know how to articulate sound that are not included in their mother tongue, besides, they now follow pronunciation patterns, at the same time, they feel more comfortable when mispronounce English words and try to correct themselves.

4.4.2 Questionnaire

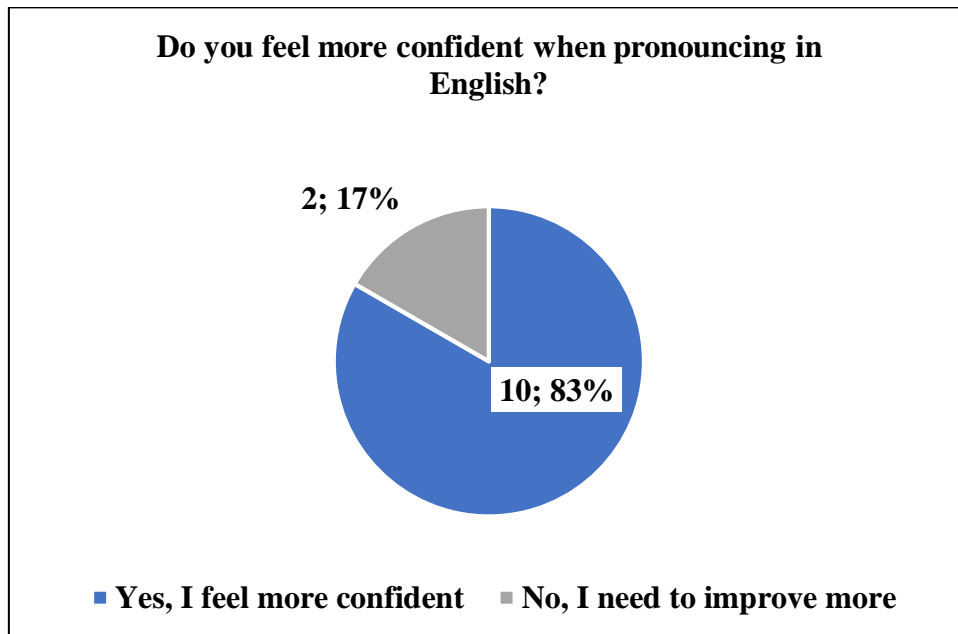
With the purpose of knowing how participants feel after the application of this project, a questionnaire with various answer options was be applied, the investigator pretended to know if students now have a wider knowledge and more confidence when speaking English.

Figure 4.4.2.1 First question's graph

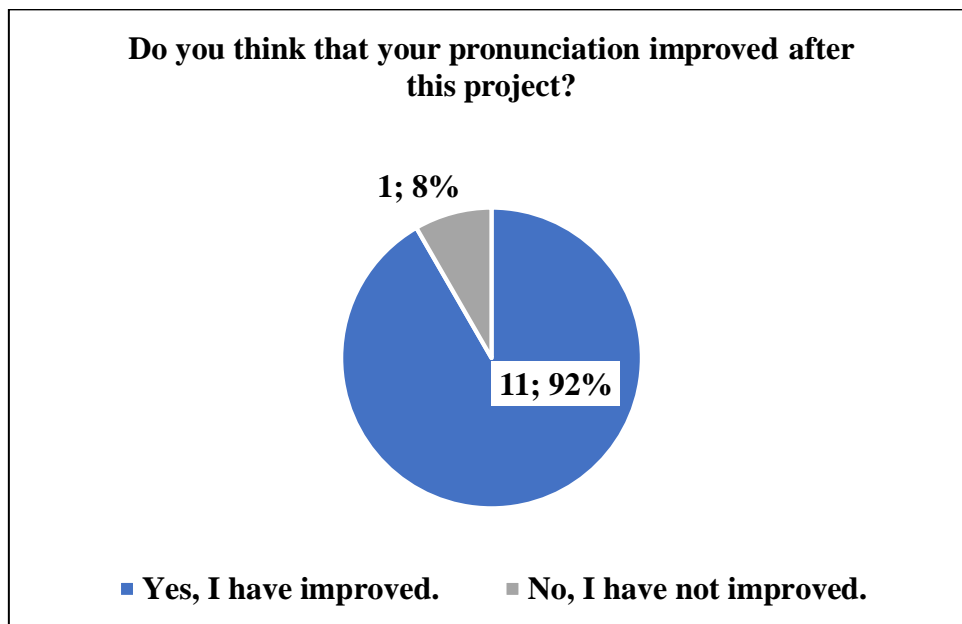
In the first question of this questionnaire the investigator pretended to know if students if students thought that visual aids could help them to improve their pronunciation, based on the answers, all the students who answer the questionnaire considered that it is useful.

Figure 4.4.2.2 Second question's graph

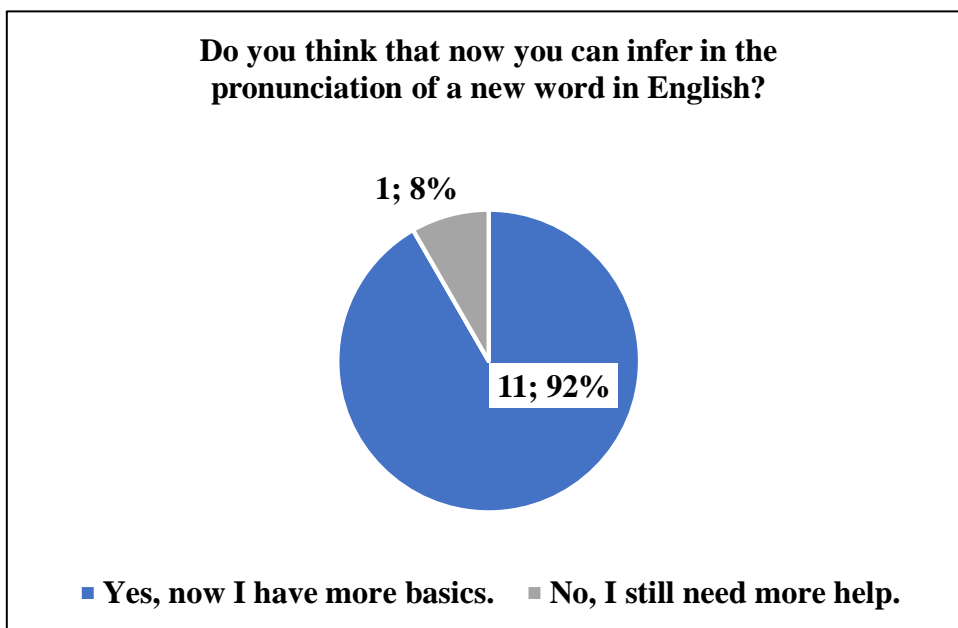
With the second question the investigator pretended to know if students considered that pronunciation is important to improve communication, according to the answer, 100% of the students consider that pronunciation is useful for improving communication skill.

Figure 4.4.2.3 Third question's graph

Through the third question the investigator wanted to know how students felt when pronouncing English, based on the answers, 83% of the students said that they felt more comfortable and 17% think that they still need to improve.

Figure 4.4.2.4 Fourth question's graph

The fourth question pretended to know if students considered if their pronunciation improved after the application of this project, based on the answers, 92% of the students said that they had improve, and 8% percent said that they had not improved.

Figure 4.4.2.5 Fifth question's graph

With the final question of this questionnaire the investigator pretended to know if students felt able to infer in the pronunciation of words that are not familiar to them, based on the data collected, most of the students said that they now had more basics to do it.

4.5 Restatement of questions and discussion of results.

At the beginning of this project, the investigator stated two research questions, the investigator has found answer for these questions throughout the process. In the first question the investigator pretended to know if the students would get interested in audio aids. The investigator used different activities and instruments to find a response to this question. Different activities and exercises made the investigator know that students actually like this kind of activities that include audio aids.

Another research question that the investigator stated was if students would prefer written material, a the investigator used both, written and audio materials to see what students preferred and students said that they were not very interested in written materials and they prefer different materials instead of writing and reading.

CHAPTER V

Reflections

5.1 Reflections

After analyzing the results and data collected in the chapter three of this investigation, it is evident that the students were benefited, they affirm that the project impacted them positively. In the process of this investigation, the investigator has found difficulties, advantages, disadvantages and these are aspects that are necessary to take into account to make changes in order to improve analyzed and find solutions, there are some aspects that the investigator would change and will be exposed in this section.

An aspect that the investigator considers that requires a change is the activities of the action plan, this project must contain more activities for warming up and activities to catch students' attention in order to make them feel more interested and willing to learn more about this topic, because some students consider that phonetics and learning how to articulate sounds can result in an activity not very interesting.

For a future research about this topic the investigator considers that it is necessary to assess in a deeper way the pronunciation of the students in order to know what are the strengths and weaknesses of every student, it is important to let students be more independent and let them work as a group in order to make the acquisition of knowledge a more attractive and valuable experience for them.

The investigator considers that there are various ways of improving that were found after the application of this project, these ways can be very significant for other investigators for them to attempt to make a more efficient investigation. One of students' biggest strengths is working in groups, this is why the investigator considers that this must be more frequent, and teachers must let students play a more active role in the language acquisition process, including activities, assignments that involve investigation and collaboration in the classroom.

5.2 Plan for further action

As part of a plan for further action, it is recommended to use techniques and instruments that allow the investigator to assess the progress of students and the results after applying the project, assessment will provide the investigator with tools to improve, will give them ideas of what students prefer to work with, the investigator will also know what are the activities that he or she used that are more significant and promotes the successful language acquisition process. Besides, when working with skills like communication and pronunciation, it is really relevant and important to establish environments that help students to participate more in classes, to make students feel comfortable and willing to speak English and practice the knowledge that they are acquiring.

CHAPTER VI

Conclusions

6.1 Outcomes

Based on the analyzed data and results, the investigator recognizes that this project had a positive impact in the participants, even though it is important to say that results are not always totally positive, some aspects could not have been covered, or some problems were not previously considered. In conclusion, the investigator considered that the general objective of this project was successfully achieved due to most of the participants improved their communication skills and most of the time, they expressed that the information given was useful and important to know.

6.2 Implications

The proficiency of pronunciation skills of participants was something very important to know for the investigator, by knowing this, the investigator will be able to make a feasible action plan that include appropriated material to intervene the participants. In this case, the chosen participants did not have a high proficiency in pronunciation skills, this is why the investigator had to be conscious when creating an action plan, it must be adequate for all students and taking into account the strengths and weaknesses of the students.

For the investigator, it was important to know how willing will students be to participate and work with audio aids, because they were more used to work with written materials, it was found that most of students do like this kind of didactic material. The issue was that some students did not feel motivated or interested, so, for this, the investigator had to struggle and try to include attractive and interesting activities to catch their attention and create a positive environment.

For the participant students working with this kind of didactic material was something new, the investigator also wanted to know what were the advantages and disadvantages of this, the investigator found that most of the students do like audio aids as a way to improve their communication skill, but some students found difficult to understand the audio and catching the sounds.

6.3 Strengths

The investigator considers that there were various strengths while developing this project and most of those are were based on the fact that it was a small group, it is demonstrated that small groups are easier to manage, the investigator had the time to help the students individually and give more accurate feedback to each student, students were more confident and they all had the opportunity to participate and being heard in the development of all the activities.

Besides, the investigator considers that the fact that students were his regular students helped to make a more comfortable environment between the teacher and the students, for a non-known group, this situation would be more complicated because it is essential to create a comfortable environment before starting to apply the project.

6.4 Limitations

This project was applied in a CINDEA, it is night education, this kind of institutions often use the same building of daytime institutions, this is why lessons take place in not adequate classrooms, they do not count with enough technology and electrical devices that can help them to improve their communication as it is speakers, headphones and microphones.

Besides, most of the participants do not count with technological devices as cellphone with internet connection that could have been used to include more activities in order to make classes more interesting.

Some participants did not show much interest in the project, some of them think that it is not very useful for them, this is why the investigator had to work hard in the motivating area, students need motivation as an essential part in their learning process, due to most of their great learnings are acquired on moments that they are inspired and motivated, they are more opened to learning.

CHAPTER VII

Recommendations

7.1 Recommendations for students

The investigator consider that there were a balanced variety of experiences, some of them positive and some negative, in fact, the education field consist in that, creating positive and negative experiences but teacher's job is to take advantage from those experiences and turn them into valuable learning. For students of English Teaching it is recommended to tray to prevent all kind of problems and being proactive, students need to find solutions for future and probable problems they possibly will face. It is also recommended to students to use this project as a guide to teach and increase student's communication skills but be conscious about the fact that not all participants behave the same way and have the same capacities and necessities.

7.2 Recommendations for institution

After the application and the process of this project, the investigator feels very satisfied regarding to the assistance from the institution as well as teachers involved that they were always willing to guide and give support. Although, as a suggestion, it is asked to teachers involved to give their best as they have been doing, giving support and guidance for the student teachers due to it can be an unknown process for them.

7.3 Recommendation for other teachers

As a suggestion for other teachers who read this project looking for an alternative to increase their student's communication skills the investigator considers that the content and included in this project will significantly help them, nevertheless, also recommends to adequate it to their participants main characteristics as well as weaknesses and strengthens.

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