

**Universidad Latina de Costa Rica**

**Guápiles Branch**

**Licensure Degree in English Teaching**

**Action Research:**

**Enhancing Pronunciation through the use of the Reading Aloud Command**

**Embedded in Microsoft Office Word 2019 in Tenth Grade Students at Centro Educativo**

**Yorí, I Period, 2020**

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## **Abstract**

This action research aims to determine the strategies and methodologies implemented by the teacher at Centro Educativo. In this work, students were investigated to define the strategies that the facilitator uses, and how the methodology that is implemented allows the students to accomplish good communication skills with the target language. It aims to identify the English language needs in the communication area at Centro Educativo Yorí with tenth graders students. For this research, the analyzed information, observation class, interview, were administered with the idea of gather information from different sources, and in diverse ways. Furthermore, the investigator gives some recommendations to teachers, students, and institution in order to improve the strategies implemented using reading aloud command, the students' behavior, and some details that the institution could implement. As well as simple resources, class ideas for the facilitator to make their job easier, and more entertained of course everything aims to students improve speaking skills with the integration of technology.

**Key words:** *Pronunciation, Improve, Skills, Communication, Acento, Learning, Reading Aloud Command.*

## **Resumen Ejecutivo**

Esta investigación tiene como objetivo determinar las estrategias y metodologías implementadas por el docente del Centro Educativo. En este trabajo se investigó a los alumnos con el fin de definir las estrategias que utiliza el facilitador y la metodología que se implementa que permite que los alumnos logren buenas habilidades comunicativas con el idioma meta. Tiene como objetivo identificar las necesidades del idioma inglés en el área de comunicación del Centro Educativo Yorí con estudiantes de décimo grado. Para esta investigación se suministró la información documentada, observación de clase y entrevista esto con la idea de recolectar información de diferentes formas y fuentes. Además, el investigador da algunas recomendaciones al docente, estudiantes e institución con el fin de mejorar la estrategias implementadas utilizando el comando de lectura en voz alta, mejorar la conducta de los estudiantes y algunos detalles que la institución podría implementar. Además de recursos sencillos, ideas de clases para que el facilitador le sea el trabajo más fácil y entretenido, por supuesto, todo apunta a que los estudiantes mejoren sus habilidades de expresión oral con la integración de tecnología.

**Palabras claves:** *Pronunciación, Mejorar, Herramientas, Comunicación, Accent, Aprendizaje, Comando de Lectura en voz alta.*

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## **Chapter 1**

### **Introduction**

Technology has reformed the effective way people live, think, and interact; answers to many basic or difficult questions are fingertips away. According to unknown author “these are the e-days when we e-play, e-communicate, e-read, and e-relate” (2020). In the educational area, technology has created an important impact and has become the main tool for teachers and students. Nowadays, teachers have internet in any kind of devices such as smartphones, computers, iPads, and tablets. It is a great opportunity that technology gives for teaching and learning different languages. Besides, technology offers several learning platforms, tools, methods, approaches, and theories that might help to accomplish the main objectives in learners.

According to Whiteside ( 2011) “technology can be a force multiplier for the teacher. Instead of the teacher being the only source of help in a classroom, students can access web sites, online tutorials, and more to assist them”A (p1). This allows the students to find different resources that can help the student to accomplish the goals. When students are learning a new language technology offers a lot of options to learn from home or everywhere. Taking into consideration all the opportunities that bring technology to learn a new language and improve it, the following research aims to integrate an innovative command of Microsoft Office Word processor into the classroom and at home. This project will focus on students of tenth grade at Centro Educativo Yorí, due to the difficulties revealed when pronouncing English in a real-life context. Because this problem limits the possibility for the learners to develop in the learning process.

This action research is divided into 7 chapters, chapter 1 contains general and specific objectives that the investigation has, its purpose, and why this research can be worthy. In chapter 2 it is explained the background, issues, strategies, advantages, and disadvantages of implementing

Microsoft Office Word processor. Afterward, chapter 3 presents the research method and the type of approach used for that investigation. It also, includes the context, population, and, the different tools needed to carry out this investigation. In chapter 4, the investigation provides the data analysis of the result collected with the tools used previously, and the restatement of the research questions. Finally, chapters 5,6,7 enlighten the reflections recommendations and conclusions about the investigation according to its development and results.



## **Rationale**

The main objective of this investigation is to determine the reasons why teachers should incorporate reading command of Microsoft Office Word as a tool into the classroom to help students the area of pronunciation. Also, it gives some pieces of advice to teachers and students in order to implement Microsoft Office Word inside and outside the classroom in the right way. This research seeks to help students and teachers to use technologies to improve the English pronunciation by implementing different activities, for example, role plays, presentations, interviews and, more activities.

Nowadays, technology slowly seems to be taking over many aspects of human society. Education has gradually evolved to incorporate technology in the dissemination of information. This advancement has revolutionized the classroom environment leading to improve grades and learning experiences. For the continuous learning process, it is necessary the implementation of programs, for example, Microsoft Office Word, some studies have shown that the it use helps the students to participate actively in the classroom. Sharma (2017) stated, "Microsoft Word Microsoft for students help to transmit educational materials and practice systematically in school and university faster with higher quality" (p.1). An excellent result that is sought in this project when the different mechanisms and strategies are being put into practice into the classroom.

Furthermore, to develop the project students at Centro Educativo Yorí will be evaluated through interviews to know the level, the weakness, and the strengths of the learning process concerning in the oral part. Also, the results of the test will contribute to know the strategies that will be used to implement the reading aloud command of Microsoft Office Word in the classroom, besides, know the advantages and disadvantages that the program provide into the classroom used

with the purpose of improving pronunciation, as well as to know the development of the students in English language learning

## **Purpose**

This section contains the general objective on which this action research is based. Also, it includes specific objectives that will diagnose the students' English pronunciation level, it will seek the implementation of Microsoft Office Word in classes and, in the end, it will determine the advantages and disadvantages of use reading aloud to improve pronunciation. Furthermore, it includes research questions to conduct the investigation and a hypothesis that is the expected result of this project.

### **General objective.**

- To improve pronunciation through the use of reading aloud command into the classroom in Tenth-grade students at Centro Educativo Yorí.

### **Specific Objectives.**

- To diagnose the students' English pronunciation level through class observations.
- To implement Microsoft Office Word in classes with interactive activities.
- To determine the advantages or disadvantages of using reading aloud command to improve pronunciation.

### **Research Questions.**

- How does Microsoft Office Word help students to improve English pronunciation?
- What type of activities could be used through this program?
- What advantages or disadvantages does the use of Reading Aloud Command provide to the EFL classroom?

## **Hypothesis**

Students from Centro Educativo Yorí will improve pronunciation through the use of Reading Aloud Command.

## **Chapter 2 Literature Review**

### **Pronunciation**

Students learning English Foreign Language may face different problems to acquire basic vocabulary and have good pronunciation because students do not practice every day in the target language. Learning pronunciation might present inconveniences for students since they have to learn new syllables and words pronunciation. Observation constitutes the gathering of information by the teacher for the analysis of what the students are learning from the techniques used to learn pronunciation. Through this way, the educator will be able to determine which activities are being beneficial or not and how the lessons could be improved.

According to Oxford dictionaries (2020) pronunciation is defined as “the way in which a particular person pronounces the words of a language” (p1). Pronunciation is learned by repeating sounds and correcting them when produced incorrectly. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language. An instructor can help overcome challenges by thinking of the goal of improving pronunciation not as helping students to sound like native speakers but as helping them to learn the main elements of spoken English so that they can be easily understood by others.

### **The Importance of English Pronunciation**

Nowadays, learning the correct pronunciation of English is very important, but a lot of English teachers do not pay enough attention to the good development of the students in the pronunciation area. There many reasons for this negligence. According to Harmer( 2001) ( as cited in Gilakjani 2016) “the lack of high quality, suitable teaching, and learning materials, and the lack of time to practice pronunciation are the major reasons that cause teachers not to pay enough

attention to English pronunciation"(p3). Teachers have a lot of work do to into the classroom and out of it for that, they neglect the important pronunciation area. Some of them believe that students can learn pronunciation without formal teaching but, the reality is that tutors have the responsibility to teach and encourage students to learn pronunciation.

According to Butler-Pascoe and Wiburg, 2003 ( as cited in Gilakjani, 2016) The goals of teaching pronunciation are:

To develop English that is easy to understand and not confusing to the listener, develop English that meets persons' needs and that results in communicative competence, help learners feel more comfortable in using English, develop a positive self-awareness as non-native speakers in oral communication, develop speech consciousness, personal speech monitoring skills and speech adjustment strategies that help learners develop in and out of the class (p.4).

Teachers should help students to get those goals when teaching pronunciation because students will be prepared to speak English with appropriate pronunciation. Also, they will develop self-confidence, improve communication skill and, the most important they will feel comfortable speaking English with native speakers

### **Microsoft Office Word History**

According to Ballew (2020) Microsoft word is "a word processing program that was first developed by Microsoft in 1983"(p1). The first version of Microsoft Word - Word 1.0 – showed for the first time in October 1983 and was developed by former Xerox programmers; Charles Simonyi and Richard Brodie. They were employed by Microsoft founders Bill Gates and Paul Allen, in 1981. At this time, Word was called Multi-Tool Word. It was designed for use on computers that ran the UNIX operating system (Wright, 2019). Since that time, Microsoft has enhanced and updated different versions and each offering more features and incorporating better

technology than the one former. Microsoft Word is included in all of the Microsoft Office applications, available in different languages around the world.

Nowadays, Microsoft Office Word is an important tool to design documents, which provides an easy way to format long documents with just a single click (Ballew, 2020). Also, is used to insert pictures, videos from your computer and the internet, draw shapes, create an insert all kinds of charts, and more. Since 1983, Microsoft Office Word has been dominating the market and during the last 25 years and has become the most-used word processing software helping people of different professions, cultures, ages, and sex. This program carries with it several advantages that users can from. One important detail that makes the program different from other companies is the fact that every year microsoft continues improving functionality with the changing computing times, helping people to do the most difficult task in a very easy way, providing facilities like the present time requires in all scopes.

### **Microsoft Office 2019**

Microsoft Office updated the program to the new version Microsoft Office Word 2019 this program offers new ways to work with documents, like improved digital pen features, book-like page navigation, Learning Tools, and translation (Microsoft, 2020). One of the most interesting characteristics of Microsoft Office Word 2019 is Read Aloud Command, this is a command that allows the user to listen to the scripts in different languages. The command is located in the Review tab and the user can select different voices from both sexes.

The main benefit of reading aloud is that the user does not have to highlight the text. The user has to place the cursor where it wants to start reading and click Read Aloud. Also, when the user wants to stop the reading, he has to click the Read Aloud button a second time, and if the user

wishes to start again it picks up from where he left off (Microsoft, 2020). In effect, the command allows starting or pausing the reading at any time. Others important features that offer Microsoft Office 2019 are:

Visual updates Office 2019 comes with several new characteristics that customize the visuals of the projects. It includes learning tools, it is a feature that can help make the text easier to read without making permanent changes to the document. The user can change the text spacing, page color, and more. Microsoft Office also, contains morpho transitions, this a characteristic of PowerPoint that allows animating objects between slides in a short amount of time. The user can save the presentations as video files, and export the presentation PowerPoint now also allows exporting the presentation at 4K resolution. Besides Excel, There are a couple of new chart types in Excel map charts and funnel charts. There is also a feature called precision selection, which lets you deselect individual cells after you've highlighted them (Global, 2019).

Those features included in Microsoft Office enhance the visual area of the program is attractive to use every day. The learning tools help the user to read the document. It supports to change the letter size. format, spacing, color, and more. The new characteristic that includes PowerPoint provides the possibility to animate objects between slides in less time, and the user can export the presentation at 4K resolution. The Excell program offers new charts that facilitate the use of the program. Definitely, Microsoft Office Word 2019 with those new characteristics is an excellent tool that facilities people's life.

### **The use of Technology in the Classroom**

Technology has been helping teachers and students during the last decades. A lot of professors focus their attention on raising student's achievement while integrating technology into the classroom. Due to the increase in the use of technology educators have implemented applications, programs, and more to enhance the process of learning in students, and to facilitate



the teaching process. According to Merriam-Webster Dictionary (2020) technology as “a manner of accomplishing a task especially using technical processes, methods, or knowledge”(p1). Technology has a positive impact on students learning. Some advantages that provide technology are:

**Improves engagement:** When teachers integrated technology into the classroom students are more expected to learn because they are more interested in the subject.

**Improves knowledge retention:** Different forms of technology can be used to teach students. Students learn differently. Technology provides an excellent opportunity for making learning effective for everyone.

**Encourages individual learning:** Technology offers opportunities to provide fun while students learning. Technology encourages student’s participation which can be hard to achieve without technology.

**Encourages collaboration:** Students can develop collaboration skills by getting involved in different online activities.

**Students can learn useful life skills through technology:** By using technology teachers and students can develop skills essential to the future. Modern learning is about collaborating with others, and students can share a lot of information with students and teachers around the world. (SAVVIDIS, 2020)

One of the most important benefits that technology provides is the fact students can engage with the subject while they have fun and learning. Learners can develop social skills for example collaboration with others around the world and this is an important skill that will open doors in all professional ambits. Teachers must use all the resources that have in the classroom to promote students learning.

Furthermore, technology has disadvantages that could hinder the learning process. Some disadvantages that can provide technology in the classroom are the following:

**Insufficient methods of teaching:** With the advance in technology teachers are not equally trained so, they have many weaknesses when teaching. Teachers must develop their methods and techniques to teach by using technology.

**Transforming learners into inefficient learners:** With the use of technology, students are creating a poor studying habit. Many students look for information on web sites to avoid creating their information, this makes inefficient learners.

**Waste of valuable time:** Students can waste important classroom time by using applications or social media that are not focused on education. The time that could be spent for educational purposes.

**Misguided by the wrong information:** With the development of technology, the owner of the website urges to rank their websites higher in search engines, so they only concentrate on rankings instead of the content that they are posting. A lot of websites come with wrong information that has been copied and pasted from other sources without checking its authenticity. So, students could get the wrong information.

**Major sources of distractions:** Nowadays, students are busy checking their posts and updates, counting the number of likes, checking the status, seeing videos. So, if teachers use computers, laptops, cellphones, or other devices to students learning, they have to put attention to students.

**Creating enough room for cheating:** Cheating is an illicit activity but technology made it more powerful and easy to use with its powerful wings. It has become very tough to control this activity, especially in the examination environment. Smartphones are available with all its advanced features and instant internet accessibility giving the students the possibilities for cheating.

**Increase rate of cyberbullying:** Cyberbullying is an illegal activity where especially youngest people fall under the trap of crimes. Without their respective attention, students can use technology to cause problems with others and themselves.

**Makes learners disconnected from the real world:** In recent days to keep an equal pace with technology, educators are busy educating the learners with its online education tools instead of communicating orally which makes them unable to interact with their teachers and share their problems openly to overcome it. To avoid these problems teachers should use verbal communication to interact with students.

Major challenges for teachers: Software keep on upgrading and if a teacher does not possess technical skills, it becomes difficult for him to execute it in the right direction. Teachers have to be upgraded if they want to be prepared to teach. (Help, 2015)

The use of technology in the classroom has shown that teachers need to be well trained to take advantage of technology. Teachers have to take into consideration if they do not have the control of students and technology in the classroom, they will have a lot of problems as mentioned before. Technology is a wonderful tool that opens the door of knowledge, but teachers have to use it with responsibility.

### **Aspects that affect Pronunciation Learning**

Teachers and students are interested in good pronunciation development. According to Celce-Murcia & UCLA,1997 (as cited in Ikhsan, 2017) many factors can affect pronunciation learning:

**The age of the learner:** Young children can acquire the language and pronunciation faster than adults. Also, children and adults learn in different ways.

**Motivation:** Learners in any subject area tend to have more progress if they want to learn. Teachers cannot force students to learn if they are not motivated. Students need to be motivated to learn.

**Personality:** All personalities are different. Every person has his personality, talents, strengths, and weaknesses. These factors can affect how people learn pronunciation. Teachers sometimes assume that more outgoing learners will be able to learn pronunciation better than shyer students, and there may be some truth to this. Confident students might speak more and be more willing to try new sounds, and this extra practice could help them improve their pronunciation. However, this improvement is certainly not guaranteed.

**Exposure to the target language:** Greater exposure to the target language makes it easier to acquire good pronunciation.

**The role of the native language:** The learner's native language affects the learning of pronunciation sometimes this effect is bad, but sometimes it is good.

An L1 sound may be substituted for an L2 sound. The phonological rules of L1 may be mistakenly applied to L2 (p 112).

Certainly, young people learn faster than an adult does. Depending on the age, students begin to learn pronunciation the process could be improved, but an important factor can affect the learning process it is the motivation, students of all ages need to be motivated to learn pronunciation because without motivation the process could be difficult to the student and teacher. It is important to take into consideration that; to acquire good pronunciation the students should be exposed to the target language. They need to use the practice every day to improve pronunciation and, students must not use the mother tongue to translate to the target language because students could make a lot of mistakes with this practice.

### **Phonemics Awareness**

According to Heilman, 2020 (as cited in Takako2006) “phonological awareness is the ability to think about all the possible sounds in a word; syllables, onset, rime, and phonemes.”(p.3) With this ability, the students can pronounce the different words properly. But there is a difference between phonological awareness and phonemic awareness. Phonemic awareness is the knowledge or understanding that speech consists of a series of sounds and that individual words can be divided into phonemes. Phonological awareness is a broader definition that includes phonemic awareness. Students already know many words in speech, but they do not know that words come from small units. Teachers must teach that words can be broken into phonemes before learning to read or pronounce.

It is necessary to have phonemic awareness before giving phonics instructions. However, learning is not an easy task, because the way students talk depends naturally on everyone. Teachers

have to take into consideration that students do not pay attention to phonemes and their correct pronunciation. Teachers have to give input to students to learn phonemes. Every student can learn phonemes and phonics. According to Homeschooling Dyslexia (2019), some activities can be taught "One of the easiest ways to teach phonemic awareness is to work with rhyming words. All of these exercises can be played as a game to make learning fun." (p10). Depending on the level of the students, and the knowledge of the teachers, they can implement different activities into the classroom to learn phonemes and phonics. But the depending on the instruction used the teacher can select the activities to students learn phonics and phonemes. Teachers have to know the student's needs to select the activities and strategies into the classroom.

### **Alphabet recognition**

Alphabet recognition is a prerequisite to learn phonemes and phonics. Students of high schools many times do not know the alphabet. So, teachers have to diagnose the student's level to identify the student's weakness, to know if students need to review the alphabet (Takako, p5). In other words, the teacher could define if students are prepared to continue learning English by grasping their alphabet recognition and phonemic awareness. In other words, if students do not have a proficiency level of both alphabet recognition and phonemic awareness, it is difficult for them to develop good skills without basic knowledge. If teachers want to have success in the teaching process, they have to put attention to this situation.

A good development in English starts with strong bases in school. Students have to begin learning basic things in order to raise their knowledge. Since the natural sequence of acquiring the language are, listening, speaking, reading, and writing. (Takako,p5). Reading and writing are as important as listening and speaking when students begin learning. So, teachers have to focus on

the learning process in the four skills, because the skills support between them. As mentioned before the success of the learning process depends on the acquisition of prerequisites in phonics. Phonics significantly improves not only student's word recognition and reading comprehension but also spelling and pronunciation. In other words, alphabet recognition and phonics can affect positively the students learning process.

### **Intonation**

According to Levis (2012) intonation refers "to a combination of acoustic parameters, including duration, intensity, and pitch used to communicate discourse meaning"(p1). Intonation is a universal language, there are no languages which are spoken without any parameters but intonation function in various languages in different ways. Intonation is how the things are said, without intonation, it is impossible to understand the expressions and thoughts that are express by words.

The most important functions of intonation are to distinguish types of sentences, statements, questions, command, and requests and to divide sentences into groups (Zulfugarova, p1). The terminal tone at the end of the sentence is more important because this determines the type of statement (statement, question, command, request). It is important to remember that the use of intonation is possible to express feelings for example, angry, happy, sad, etc. It is important to know that intonation is not the most popular topic of instruction in EFL programs but the first step to teaching correct and effective sentence stress is to begin teaching it in the first place.

According to Verner (2017) teachers can follow the following tips to teach intonation:

Explain it: Teachers can implement that by creating cards with different words and showing how stress can change the meaning.

Students have to stress a particular word, the speaker implies that part of the sentence is not or may not be true. Teachers explain the different examples of word stress and show to the students how the stressed word is the idea in question.

Guess at it: Students practicing sentence stress is the next step in perfecting its use. Students have to work in pairs, each group takes turns stressing each word in the example sentence. Each student should for the word his partner is stressing and then point to that word on a piece of paper. The speaker should say if the word is correct.

This is the time to see if students understood. In the same pairs, one person has to say the sentence stressing the word of her choice. Her partner must then give a reply that is appropriate based on the stressed word. For example, if the speaker says, "You think I saw the monster?" her partner might answer, "You did not see it? Then who did?" Pairs should continue until each person has had a chance to stress each word and give an appropriate response.

The teacher listen to students answers. Then, the teacher has small groups of students work together to compare answers. If student groups find a disagreement, the teacher should give to them another list of words.

The teacher has to give each student a card with one word on it. The words should be a random collection of familiar words. Then, the teacher put the students in groups of three and give them a scenario. The groups then have a conversation, but they are only allowed to use one word at a time, and it must be one of the words on the group's cards. Students should use stress and intonation to communicate their meaning with one of the three words. This game is good practice as well as good fun for the students. (p2).Applying those activities to teaching intonation students will learn intonation while they have fun. They will learn the correct form of stressing the words and will identify the type of sentences(statement, question, command, request).

## **Chapter 3**

### **Design and Method**

#### **Research Method**

The research method chosen in this investigation was Action Research. According to Cambridge Dictionary research method is “a particular way of studying something in order to discover new information about it or understand it better”(p1). The researcher can work in collaboration with the members included in the case aiming to solve a problem. Furthermore, Educational research-action is used to help educators develop practical solutions to address them quickly and efficiently. Educators can develop activities that have in common the identification of action strategies that are implemented and later subjected to observation, reflection, and implementation. The action research process can help to understand what is happening in the classroom and identify changes that improve teaching and learning. Action research can help to get answers to questions about the effectiveness strategies or methodology applied and the performance of students in the classroom.

The fundamental purpose of the action research is to create a simple and practical process of learning, evaluation, and improvement that leads to increasingly better results for all the participants. Adopting the action research approach for studying the lessons allows the ability to initiate a reflective process of progressive problem solving among individuals working with others and their performance. This method also helps in identifying the skills, management, and instructional training needed to make the expected changes. The emphasis of the research will be the plan of action to achieve the change or improvement of the established practice or purpose by the interpretation of social practices to change and improve them.



## **Type of Approach**

There are many methods to carry out an investigation, depending on the objectives that researcher want to achieve can use different research methods, for example: qualitative, quantitative, and mixed. According to Denzin and Lincoln, 2005 (as cited in Relacion, 2020) qualitative research is “focuses on the interpretation of phenomena in their natural settings to make sense in terms of the meanings people bring to these settings” (p1). Qualitative research is used in the exploratory stage of research in order to obtain an understanding of different thoughts, and motivations of people when making an investigation.

The following research paper is based on a qualitative approach. The qualitative approach aims to people go outside and look for the information, perceiving by themselves the real world in order to get the information that could be ignored from the use of a different research method. Besides, this method includes individuals' interviews, group discussions, observations, and participation. This research aims to examine the student's weaknesses, and effectiveness in pronunciation area in order to the implementation of the command Aloud reading of Microsoft Office Word to improve pronunciation. Using this research approach, the investigator can observe and analyze the student's group. Furthermore, obtain the main information and details about the students' problems in the pronunciation area to determine their performance and efficiency.

## **The Context**

The research project will be developed in a private high school called Centro Educativo Yorí, situated in Puerto Viejo de Sarapiquí. The participants that will be part of the investigation are 8 students of tenth grade. The English classes are divided into grammar, oral, and reading. To carry the investigation, the teacher will take advantage of the reading classes.

**Setting.** Centro Educativo Yorí is a private school and high school located in Puerto Viejo de Sarapiquí, in La Guaria neighborhood. Is the most well-known school from the area, recognized for its higher education focused on English teaching. Students graduated from Centro Educativo Yorí are expected to be bilingual and able to engage in any profession requiring the language.

**Participants.** The students from Tenth grade receive the four skills of Technical English with focuses on specific vocabulary. There is one group of tenth grade with 9 students. All the students who are enrolled in Centro Educativo Yorí are expected to have a good knowledge of English and with the help of education have a proper development in the English language. The infrastructure in the school is good, but some of the classrooms are too hot and with just one fan available. Teachers have one video beam, skybox, and iPad to teach English.

The total of students enrolled in Centro Educativo Yorí are 120 students and have 2 English Teachers for the entire population in the institution. The participants for the study were 8 students from 10<sup>th</sup> grade of Centro Educativo Yorí. 6 males and 2 females of sixteen years old. At the beginning of the investigation, students were informed about the goals of the study, and they were glad to participate.

### **Action Plan Proposal**

In this section, the teacher presents some activities to be implemented with students of Tenth grade at Centro Educativo Yorí. The activities are designed for eight weeks, starting on May 12<sup>th</sup>,2020 and to finish on June 30<sup>th</sup>,2020. Every activity begins with a warm-up, it includes the four English skills and, contains attractive and important English lessons in which reading aloud command is used in every lesson to improve English pronunciation.

## **Week 1**

### **Activity#1.** Charades

**Mediation strategy.** Warm up

**Purpose of the activity.** Students feel more comfortable speaking the target language.

**Time.**10 minutes

**Instruments used for the activity.** chairs, computer, markers, whiteboard, and pictures.

#### **Description of the activity.**

Step # 1: The teacher divides the students into three groups. Step#2: The teacher selects one leader for every group who has to guess the word that his/her classmates are going to transmit. For example, if the word is "cry" the students are going to mimic that they are crying, making sounds and expressions. Step#3: The leader should guess the word. Every group has four words to guess. The group who has more correct words wins.

**Activity#2.** It´s nice to meet you.

**Mediation strategy.** Practice.

**Purpose of the activity.** Transferring the information heard to visual or written forms.

**Duration.** 40 minutes.

**Instruments for the activity.** Markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen and, eraser

**Description of the activity:** Step#1: The students listen to an audio about Personal information. Step#2: The teacher provides a dialogue as an example. Step#3: Then, students have to create their dialogue using the computer taking into account the audio. Step # 4: Students use reading aloud command to practice the dialogue. Step#5: Students read the dialogue in front of the class.

**Activity#3.** Spelling

**Mediation strategy.** Production.

**Purpose of the activity.** To understand ideas and information in the text through making inferences.

**Duration.** 40 minutes

**Instruments for the activity.** Markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen and, eraser

**Description of the activity.** Step#1: The teacher plays audio about personal information that includes the book Interchange Full Contact Level 1. Step#2 Students listen to the audio. Step#3: Learners write at least three names of partners and spell it in front of the class, all the class has to guess the names, every student says if is it correct or not. The purpose of this activity is students feel confident in front of the class when speaking in English. Step#4: The teacher gives feedback to the students.

**Activity#4.** Reading

**Mediation strategy.** Production

**Purpose of the activity.** Identifying main points and some details of short stories and factual texts.

**Duration.** 30 minutes.

**Instruments for the activity.** Table, chairs, Markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen and, eraser

**Description of the activity.** Step#1: The teacher gives a dialogue about Personal information taken from Interchange Book Full Contact Level 1, page 5. Step#2: Students have to

read the information carefully. Step#3: Students have to practice the dialogue with a partner in front of the class. Step#4: The teacher gives feedback to the students.

## **Week 2**

**Activity#1.** Cats and dogs.

**Mediation strategy.** Warm up.

**Purpose of the activity.** Increase the student's motivation.

**Duration.** 10 minutes

**Instruments for the activity.** Markers, whiteboards, chairs, and, tables.

**Description of the activity.** Step#1: The teacher divides the students into two groups; cats and dogs. Step#2: Tutor draws a Tic Tac Toe in the blackboard and shows some classroom objects. Step#2: The students say the name of the classroom objects as fast as possible. Step#3: The group that says first the name of the classroom object has the opportunity to start playing Tic Tac Toe and so on. Step#4: The group who says more words win the game,

**Activity#2.** What's this?

**Mediation strategy.** Production

**Purpose of the activity.** To understand ideas and information in the text through making inferences.

**Duration.** 40 minutes

**Instruments for the activity.** Markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser.

**Description of the activity.** Students receive a dialogue called Oh, no! taking from Interchange Book Full Contact Level 1, page 9. Step#2: Learners read the information. Step#3:

Students use reading aloud command to know the correct pronunciation of words on the dialogue.

Step#4: They have to practice the dialogue with a partner. Step#5: Students have to perform the dialogue in front of the class.

**Activity#3. Writing**

**Mediation strategy.** Practice

**Purpose of the activity.** To produce short pieces of writing in which they seek and convey information and opinion.

**Duration.** 40 minutes.

**Instruments for the activity.** Markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser.

**Description of the activity.** Step#1: Teacher explains about demonstrative adjectives. Step#2: Students receive a worksheet about classroom objects taking from Interchange Book Full Contact Level 1 page 10. Step#3: They have to complete the worksheet with the correct demonstrative adjective. Step#4: Teacher asks students to respond to it

**Activity#4 Jeopardy**

**Mediation strategy.** Production

**Purpose of the activity.** To initiate/ respond to familiar exchanges introducing some variants.

**Duration.** 30 minutes

**Instruments for the activity.** Markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser.

**Description of the activity.** Step#1: Teacher divides the class into two groups. Step#2: Students play Jeopardy about Classroom Objects. Step#3: They answer the question orally.

### **Week 3**

**Activity#1.** Where are you from?

**Mediation strategy.** Warm up.

**Purpose of the activity.** Activate student's prior knowledge.

**Duration.** 10 minutes.

**Instruments for the activity.** Markers, photocopies, pencil, pen, chairs, tables, and, eraser.

**Description of the activity.** Step#1: Teacher gives the students a Wordsearch about countries. Step#2: Students have to find countries. Step#3: They ask the question: What country would you like to visit? and Why?

**Activity#2.** Listening

**Mediation strategy.** Practice

**Purpose of the activity.** To understand relations between the parts of a text through lexical cohesion devices.

**Duration.** 30 minutes.

**Instruments for the activity.** Markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, erase.

**Description of the activity.** Step#1: Teacher reproduces an audio three times about The Ten Largest Cities in the World taking from Interchange Book Full Contact Level 1, audio 1, page 16. Step#2: Teacher gives to students a worksheet about cities and countries. Step#3: Students listen to the audio and match the cities with the corresponding countries.

**Activity#3.** Reading

**Mediation strategy.** Practice

**Purpose of the activity.** To identify the main points and some details of short stories and factual texts.

**Duration.** 40 minutes.

**Instruments for the activity.** Markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser.

**Description of the activity.** Step#1: Teacher gives to students a worksheet with a text called: "Around Los Angeles" taken from Interchange Book Full Contact Level 1, page 111. Step#2: Students have to read the information. Step#3: They use the computer to know the pronunciation of some words. Step#4: Students answer the questions about the text and share it with the class in oral form.

**Activity#4.** Writing

**Mediation strategy.** Production

**Purpose of the activity.** To produce short pieces of writing in which they seek and convey information and opinions.

**Duration.** 40 minutes

**Instruments for the activity.** Markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser.

**Description of the activity.** Step#1: Teacher explains about Yes/ No question of the verb be.

Step#2 Students receive a worksheet with two incomplete dialogues pages 17 and 20of the book. Step# They have to complete the worksheet with the corresponding form of the verb be.

**Week 4.**

**Activity#1.** Bingo



**Mediation strategy.** Warm up.

**Purpose of the activity.** Engage students in the English class.

**Duration.** 10 minutes.

**Instruments for the activity.** Markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser.

**Description of the activity.** Step#1: Teacher gives to the students a bingo card. Step#2: Students have to complete four corners with the numbers that the teacher selects by the tombola. Step#3: The first student to complete the bingo is the winner.

**Activity#2.** Reading

**Mediation strategy.** Practice

**Purpose of the activity.** To identify the main points and some details of short stories and factual texts.

**Duration.** 40 minutes.

**Instruments for the activity.** Markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser.

**Description of the activity.** Step#1: Students receive a short story about Weather and Seasons around the world. Step#2: Students read the story. Step#3: Students use reading aloud command to know the correct pronunciation of words on the reading. Step#4. Every student reads a passage of the story for all the class. Step#5: They answer the questions of the story and present it to the teacher.

**Activity#3.** Speaking.

**Mediation strategy.** Production

**Purpose of the activity.** To speak with intelligible pronunciation and intonation.

**Duration.** 40 minutes.

**Instruments for the activity.** Markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser.

**Description of the activity.** Step#1: Teacher shows some outfits to wear depending on the weather. Step#2: Students choose three outfits they prefer. Step#3: They have to draw every outfit and present it to the class giving a short explanation of why they choose it.

**Activity#4.** Speaking

**Mediation strategy.** Production

**Purpose of the activity.** To review vocabulary and concepts.

**Duration.** 30 minutes.

**Instruments for the activity.** Markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser.

**Description of the activity.** Step#1: Teacher divides the class into two groups. Step#2 Tutor gives instructions. Step#3 Teacher shows a ppt with some pictures of clothes and seasons. Step#4: Students have to describe how people are wearing? Or describe the Season. Step#5: The group that describes better wins the game.

## **Week 5**

### **Activity#1. Jenga**

**Mediation strategy.** Warm up.

**Purpose of the activity.** Activate student's motricity.

**Duration.** 10 minutes

**Instruments for the activity.** Jenga, markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser.

**Description of the activity.** Step#1: Teacher divides the class into two groups. Step#2: Every member has the opportunity to take a Jenga stick per round. Step#2: The game ends when a player lets fall the tower and that group loses the game.

### **Activity#2. Listening.**

**Mediation strategy.** Practice

**Purpose of the activity.** To draw inferences.

**Duration.** 80 minutes

**Instruments for the activity.** The movie, projector, markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser, notebook.

**Description of the activity.** Step#1: Teacher provides questions about the movie to the students. Step#2: Students watch a movie and take notes about it. Step#3: Learners share the answers in orally form with all the class.

**Activity#3.** Speaking.

**Mediation strategy.** Production

**Purpose of the activity.** To speak with intelligible pronunciation and intonation.

**Duration.** 30 minutes.

**Instruments for the activity.** Projector, markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser, notebook.

**Description of the activity.** Step#1: Students receive a worksheet with different clocks. Step#2: They have to draw the clock hands. Step#3: Students use reading aloud command to know the pronunciation of some words. Step#4: Students share the time with all the class in oral form.

## **Week 6**

**Activity#1.** Word Scrawled

**Mediation strategy.** Warm up.

**Purpose of the activity.** Activate student's prior knowledge

**Duration.** 10 minutes

**Instruments for the activity.** Projector, markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser, notebook.

**Description of the activity.** Step#1: Teacher provides the students with a Word Scrambled. Step#2: Students have to put in order the words about the topic: Family. Step#3. The student to identify and put in order all the words is the winner.

**Activity#2.** Listening

**Mediation strategy.** Practice

**Purpose of the activity.** To identify the purpose of short messages.

**Duration.** 40 minutes.

**Instruments for the activity.** Projector, markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser, notebook.

**Description of the activity.** Step#1: Students watch a video about Family members. Step#2: Teacher provides the students a worksheet with incomplete sentences. Step#3 Students listen to an audio about the topic. Step#4: Learners complete the sentences according to the information listened. Step#5: Pupils use reading aloud to know the pronunciation of words. Step#6: Students share the answers with all the class.

**Activity#3.** Reading.

**Mediation strategy.** Practice

**Purpose of the activity.** To identify details in familiar materials.

**Duration.** 40 minutes.

**Instruments for the activity.** Projector, markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser, notebook.

**Description of the activity.** Step#1: Teacher gives students a Word sheet called What's your schedule like? Step#2: Students read the story. Step#3: Students number the activities in each person's schedule from 1 to 5. Step#4: Students share the answer with the class.

**Activity#4.** Writing

**Mediation strategy.** Production

**Purpose of the activity.** To make use of new vocabulary and structures encountered in their reading to respond orally or in writing.

**Duration.** 30 minutes.

**Instruments for the activity.** Projector, markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser, notebook.

**Description of the activity.** Step#1: Teacher explains Present Simple Tense. Step#2: Students receive a worksheet with incomplete information. Step#2: Students read the information. Step#3: They have to complete the sentences using Present Simple Tense. Step #4: Learners use reading aloud command to know the pronunciation of words. Step#5: Students share the information with all the class.

## **Week 7**

**Activity#1.** Guess it.

**Mediation strategy.** Warm up.

**Purpose of the activity.** Students express opinions.

**Duration.** 10 minutes

**Instruments for the activity.** Projector, markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser, notebook.

**Description of the activity.** Step#1: Teacher shows a picture of a sick planet and asks students what they see in that picture. Step#2: Students express their opinions. Step#3: Learners recommend to preserve the planet.

**Activity#2.** Listening

**Mediation strategy.** Practice

**Purpose of the activity.** To elicit language spoken at normal speed with some interference.

**Duration.** 40 minutes

**Instruments for the activity.** Projector, markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser, notebook.

**Description of the activity.** Step#1: Students watch the video "Deforestation" Step#2: Students share their opinions. Step#2: Learners create a short paragraph advising them to take care of the Earth. Step#3: They use reading aloud to know the pronunciation of words. Step#4: Every student comes in front and reads the paragraph.

**Activity#3.** Reading.

**Mediation strategy.** Practice.

**Purpose of the activity.** To understand a range of imaginative and factual material that includes some complex sentences.

**Duration.** 40 minutes.

**Instruments for the activity.** Projector, markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser, notebook.

**Description of the activity.** Step#1: Teacher provides students two short stories called "What are Natural Resources" and "Everything comes from the Earth". Step#2: Students have to read the stories. Step#3: Learners have to complete a chart and some written questions. Step#4:

Students use reading aloud command to search the pronunciation of words. Step#5: Students share the answers with the class in oral form.

**Activity#4.** Writing.

**Mediation strategy.** Production.

**Purpose of the activity.** To redraft writing tasks already given, with support guidance.

**Duration.** 30 minutes

**Instruments for the activity.** Projector, markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser, notebook.

**Description of the activity.** Step#1. Students write a paragraph of 10 lines that would happen if we used or polluted all or most of our natural resources like trees, oil, or rivers. Step#2 Pupils use reading aloud command to look for words' pronunciation. Step#3: Learners in groups of five make Natural Resource Bulletin Board post information and pictures about the importance to care our natural resources.

## **Week 8**

**Activity#1.** Costa Rican Typical Food.

**Mediation strategy.** Warm up.

**Purpose of the activity.** Get students' attention to English Class.

**Duration.** 10 minutes

**Instruments for the activity.** Projector, markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser, notebook.



**Description of the activity.** Step#1 Teacher shows some pictures about Costa Rica Typical food. Step#2: Teachers asks students What is your favorite dish? and why? Step#3: Students express their preferences with all the class.

**Activity#2.** Writing.

**Mediation strategy.** Production.

**Purpose of the activity.** To produce pieces of writing of various lengths on real and imaginary subjects.

**Duration.** 40 minutes.

**Instruments for the activity.** Projector, markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser, notebook.

**Description of the activity.** Step#1: Teacher gives to the students a list of ingredients to make a recipe. Step#2 Students have to make up a new typical food using the ingredients in the list given. Step#3: Learners use reading aloud command to be sure of the pronunciation of some words. Step#4: Students share the recipes with all the class in oral form.

**Activity#3.** Speaking.

**Mediation strategy.** Production.

**Purpose of the activity.** Speaking with intelligible pronunciation and intonation.

**Duration.** 40 minutes

**Instruments for the activity.** Projector, markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser, notebook.

**Description of the activity.** Step#1: Teacher shows a video about a variety of food in Costa Rica. Step#2: Teacher makes the class in groups. Step#2: Every group makes a role play about Costa Rica Typical Food. Step#3: Teacher gives feedback to all the class.

**Activity#4.** Reading

**Mediation strategy.** Practice.

**Purpose of the activity.** To identify details in familiar material.

**Duration.** 30 minutes.

**Instruments for the activity.** Projector, markers, Interchange book Full Contact Level 1, photocopies, computer, speakers, pencil, pen, chairs, tables and, eraser, notebook.

**Description of the activity.** Step#1: Teacher gives to students a short story about Costa Rican Food. Step#2: Learners read the information. Step#3: Students answer some questions included at the end of the reading. Step#3: Pupils share the answer with all the class in oral form. Step#4: Teacher invites the students to search the words that they mispronounce on reading aloud command.

## **Chapter 4 Data Collection Procedures and Tools of Initial Research**

The diagnostic was carried out in Sarapiquí downtown. The teacher applied two different instruments to diagnosed students, first-class observation checklist, and interview. The purpose of applying those instruments was to know the environment of the class, and the level of English pronunciation of the students. Those instruments are including in the appendix part.

### **Procedures of initial research**

Keeping in mind the goal of finding an innovative method to improve pronunciation in English Foreign Language students, this study focusses on how students might have a good performance in pronunciation when speaking English. The instruments used in this research were class observation and interview. The instruments were applied at Centro Educativo Yorí to 9 students of Tenth grade in March 2020.

Class observation with checklist was chosen as an instrument to see the environment of the class, the teacher role, student's role, the use of technology into the classroom, student's behavior and of course listen to the pronunciation of the students in English area so, the class observation was an excellent instrument to validate the information. Something that affected the class observation was the presence of the investigator in the classroom because the students felt the anxiety to speak in English and participate with the investigator present.

The interview was the second instrument chosen by the investigator to know the English level that presented the students of 10th grade at Centro Educativo Yorí, the interview was a reliable instrument because allowed to know the strengths and weaknesses of students in the pronunciation area. The interview was elaborated with 11 questions about personal information

that allowed the investigator to listen to students speaking English and know the development of students in pronunciation.

**Instruments.** Class observation checklist. This tool provides an overview of the classroom, students' behavior with the subject, participation, and more. Reveals relevant information that could improve the course. According to Mettetal (2015) "Lesson observation based on action research is a systematic inquiry with the goal of informing practice in a particular situation". The application of class observation gives the opportunity for the research to obtain feedback from the environment and get involved with the complete target setting that is going to be investigated. Taking into consideration the advantages that provide observations classes the researcher applied it to students of 10th grade at Centro Educativo Yorí. (See appendix A)

The researcher used Yes/No criteria to evaluate ten important questions those were the following: 1. Does teacher conduct the class in English? 2. Do students speak in English during the class? 3, Is technology integrated? 4. Does teacher interact with students? 5. Are learning expectations, directions, and procedures clearly defined for students? 6. Are the teacher resources helpful and well elaborated? 7. Do students have a good pronunciation? 8. Does teacher correct students' mistakes? 9. Is the environment optimum for the classroom teaching-learning process? 10. Does the teacher check what learners have learnt? The investigator informed all the students about the purpose of the research project and requested their cooperation in order to improve their English pronunciation.

**Interviews.** According to Fox (2000) “The interview is an important data gathering technique involving verbal communication between the researcher and the subject” (p19). To collect more information, interviews were conducted periodically to gather opinions from participating teachers and students about the general terms of the subject. Also, interviews provide advantages because it gives possibilities of collecting detailed information about research questions and the students and teachers’ perceptions over the subject.

The researcher applied an interview in which students had to respond to eleven questions about personal information these were: 1. What’s your name? 2. Where are you from? 3. What’s your surname/family name? 4. What’s your first name? 5. Where do you live? 6. What’s your address? 7. What’s your telephone number? 8. What’s your email address? 9. How old are you? 10. When/Where were are you born? 11. What’s is your marital status? The question was basics because the intention was to listen and know the weakness and strengths of the students. (See appendix B)

### **Diagnostic data analysis**

Students’ reaction to the class observation was not optimum since they felt anxiety for the investigator presence into the classroom. At the beginning of the class they did not want to participate, students felt ashamed to speak in English in front of the investigator but at the end of the class, the students felt more comfortable and they participated speaking in English. They had good pronunciation except for two students that had a low level compared with the partners. The students had good behavior, they were in silence, quiet, they wrote the information given by the teacher and completed the exercises provided for the class. The teacher started the class with a

warm-up and, explained the topic and, developed the class in English very well. The classroom had technology integrated, the teacher used a video beam and, iPad to develop the class.

The class is equipped with fans to avoid the class heat but it was not enough because the day was warm and, that affected the appropriate students' development into the classroom. Students were anxious to go to recess because the weather was warm. Pupils' reaction to the application of the interview was good except for two of them that showed anxiety at the beginning of the interview. The interview was elaborated with eleven questions about personal information with the intention that students speaking English and the investigator could assess student's pronunciation.

All the students answered very well the two first questions that were: What is your name? and where are you from? In the third question that was: What is your surname/ family name? Most of them did not have the idea of how to answer. In the fourth and fifth questions all of the students answered correctly, the questions were: What is your first name? and Where do you live? but, in question number six almost all of the students answered correctly the question What is your address? because some of them did not know to give the address in English. In question seven, eight, and, nine all the students answered the question in the easy form, the questions were What is your telephone number? What is your email address and, how old are you? Besides, in question number ten all the students answered very well, just in the last question number eleven all the students failed because they did not know the meaning of What is your marital status?

Almost all the students had good pronunciation with an exception of two students that had a low level because they had a wrong pronunciation of words for example; to question number nine How old are you? They pronounced the number fifteen in the wrong way and also, they had a wrong grammatical form of the answer because they answered that question in the following

way; I have fifteen years old. The class observation and interview showed that almost all the students had a good pronunciation of English but, some of them need to improve pronunciation to have better development in the language. It is important to mention that the investigator evaluated the students' pronunciation level by the interview and the performance shown in-class observation.

## **Chapter 5**

### **Reflections**

This action research project supposed a challenge from the perspective of students accept to carry the computers and, tablets to every English class. To the development of this investigation was crucial that students could fulfill the commitment because during the classes the learners had to use reading aloud command to complete the task given by the teacher. The use of technological devices in the English class gave an interesting environment into the class.

As emphasized in the literature review, students' motivation increases if they use technological devices to perform tasks in the classroom. Students were so motivated with the idea of searching, and herding the pronunciation of words in English with a different tone of voice, and with different speeds. This was very meaningful to the class because they were very excited at the time of starting the classes. Furthermore, the participants found very useful the tool not just for improving pronunciation but for completing different assignments in the English language.

Finally, the opportunity of working with a group of high grade was an enriching experience in itself for both teacher and students because provided a good environment and increased the learning process for all the participants. Also, the improvement of pronunciation in oral interactions motivated significantly the investigator because it shows that with effort, technological tools, and more interest by the professors the students can achieve a good level of English.



### **Plan for Further Action**

First, the investigator will focus more on the factors that affect the development of the participants in the area of English pronunciation. This can definitely enhance the interaction and participation of the students in the classroom. Second, it is recommended to consider the students' abilities in terms of what they know and what they can do and not focusing on what they should know already. Finally, in the case of applying this action research again, it is suggested to make needs analysis to really know the target setting and the students' needs for a better selection of activities and skills to develop.

## **Chapter 6**

### **Conclusions**

#### **Outcomes**

During the overall English classes, the students had the opportunity to listen and clarify the pronunciation of some words using reading aloud command, which enriched their communication skills. With this technological command, the students had the chance to listen to the pronunciation of words that they did know, many times during the class. This command gave confidence to the students for speaking English in class. Furthermore, the learners had a lot of fun while listened to the English pronunciation using different voices, and speeds.

Students' motivation played an important role because in every class they felt excited to learn new vocabulary. This gave to the class a good interaction between the teacher and students. The use of computers in class to develop different activities was very important because increased students' participation. Finally, the pronunciation and the confidence to students speak in English was improved during the classes.

#### **Implications**

It is important that the activities and the instructions used in class to work with reading aloud command can be clear because this will affect positively students learning. Also, teacher may discuss with the students' future activities that could develop during the lessons. The design and development of activities have to take into account students' interests. With this, students will feel motivated to participate, and the learning process will be improved too. As was mention in previous information technology bring disadvantages that teachers should take in consideration for example, waste of value time using social media so, students should implement the computers

just to practicing with read aloud command. Also, the teacher should give clear rules to the students to avoid obstacle with the students learning. However, both parts students and teachers should contribute to the proper development of every class

### **Strengths**

The institution provided to the investigator all the tools needed as the Wi-Fi password, and projector in order to develop the class successfully. Students were also working cooperatively during the investigation and demonstrate a positive attitude. The teacher in charge of the group was very flexible and cooperative with any concerns or questions. As was mention in the literature review technology brings a lot advantages into the classroom, so the implementation of read aloud would help a lot the students to develop abilities for example, collaboration between students, individual learning, could improve English pronunciation with the continue practice inside and outside of the classroom.

### **Limitations**

One of the main activities, to improve students speaking skills, was the presentations but, a lot of students felt a lot of insecurity. This was a disadvantage or limitation because some students reacted negatively when participating in a presentation that will be discussed and possibly criticized by their peers. Besides, in the structural area, the classrooms were too small for the group of the students, and the fans were not enough to refresh it. Sometimes students felt uncomfortable for those reasons.

## **Chapter 7**

### **Recommendations**

In this section, some recommendations are provided in order to improve future investigations, the students' performance into the classroom, the institution's infrastructure, and students' groups. Also, offers some pieces of advice for teachers about the use of reading aloud command and, its implementation with interesting activities.

#### **Recommendations to students**

The students should have more confidence speaking in front of the class, because in real life, they will have to face challenges, and the confidence will help to overcome it. Learners must continue using reading aloud command at home to prepare presentations, roles play, etc. It is recommended to use reading aloud command with speakers, and using different speeds, and voices to have better use of it. Besides, students should have followed the instructions that bring the teacher to proper the development of the English class.

#### **Recommendations to the institution**

The institution should appoint more classrooms for the classes or divide the students into small groups to avoid discomfort between students. Also, it is suggested to equip the classrooms with enough fans to maintain a better environment, and comfort at class time. Finally, it is recommended for the institution to take this action research as a way to strengthen the strategies proposed to the teachers, and students to improve the teaching and learning process of the English language.

### **Recommendations to teachers**

The most probable outcome is that with the implementation of reading aloud command students' pronunciation will improve. For this reason, teachers should play an active role in implementing technological devices into the classroom to develop different activities in order to improve students' speaking skills. Also, teachers must bring materials and activities according to the students' needs and interests with the purpose of increase students' motivation, and participation in the classroom.

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## Appendixes

### Appendix A. Class Observation Check List.



### Class Observation Check List

Name of the school \_\_\_\_\_ Grade Level \_\_\_\_\_  
 Age of the learners \_\_\_\_\_ Date of Observation \_\_\_\_\_  
 Subject(s) Observed \_\_\_\_\_ Time \_\_\_\_\_  
 N° of learners \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_  
 Observer \_\_\_\_\_

Criteria	Yes	No	Comments
Does teacher conduct the class in English?			
Do students speak in English during the class?			
Is technology integrated?			
Does teacher interact with students?			
Are learning expectations, directions, and procedures clearly defined for students?			
Are the teaching resources helpful and well elaborated?			
Do students have a good pronunciation?			
Does teacher correct students' mistakes?			
Is the classroom optimum for the classroom teaching-learning process?			
Does the teacher check what learners have learnt?			

## Appendix B. Interview



Student:	Grade:	Date: / /
Teacher:		

### Interview

- 1) What's your name?
- 2) Where are you from?
- 3) What's your surname/family name?
- 4) What's your first name?
- 5) Where do you live?
- 6) What's your address?
- 7) What's your telephone number?
- 8) What's your email address?
- 9) How old are you?
- 10) When / Where were you born?
- 11) What is your marital status?





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