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Improving Pronunciation of the Dental and Alveolar Fricatives Through the Use of YouTube
Educational Videos to Adult Students of Intermediate Level at Centro Cultural de Idiomas

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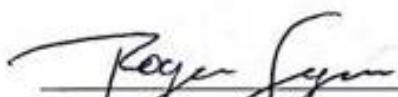
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Viviana Cubero Segura



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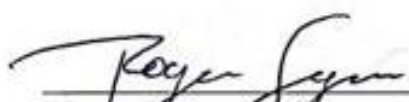


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Abstract

This research aims to improve pronunciation of the dental and alveolar fricative sounds through the use of YouTube educational videos for adult students of English at an intermediate level at Centro Cultural de Idiomas. This research follows the action research method and the qualitative approach. The participants selected were six students whose ages were from 18 to 40 years. They were receiving the course in a virtual modality. From the findings obtained, it was observed that the students had difficulty pronouncing certain sounds, specifically the ones that are not present in their native language. After the interventions, the students demonstrated a significant improvement in the pronunciation of the dental and alveolar fricative sounds.

Keywords: Dental fricatives, alveolar fricatives, pronunciation, segmentals, teaching adults, YouTube educational videos.

Resumen Ejecutivo

Esta investigación tiene como objetivo mejorar la pronunciación de los sonidos fricativos dentales y alveolares mediante el uso de videos educativos de YouTube a estudiantes adultos de nivel intermedio del Centro Cultural de Idiomas. Esta investigación utiliza el método de investigación-acción y el enfoque cualitativo. Los participantes seleccionados fueron seis estudiantes cuyas edades oscilaban entre los 18 y los 40 años y estaban recibiendo el curso en modalidad virtual. De los hallazgos obtenidos se observó que los estudiantes tenían dificultad para pronunciar ciertos sonidos, específicamente los que no están presentes en su lengua materna. Después de las intervenciones, los estudiantes demostraron una mejora significativa en la pronunciación de los sonidos fricativos dentales y alveolares.

Palabras clave: fricativas dentales, fricativas alveolares, pronunciación, segmentales, enseñanza de adultos, videos educativos de YouTube.

Table of Contents

Abstract.....	8
Resumen Ejecutivo	9
Table of Contents.....	10
List of Tables	13
List of Figures.....	14
Chapter 1. Introduction and General Information.....	15
Introduction	15
Rationale.....	16
Purpose	17
General Objective	17
Specific Objectives	17
Research Questions.....	18
Hypothesis.....	18
Summary.....	18
Chapter 2. Literature Review	19
Learning Pronunciation	19
Critical Period Hypothesis.....	19
Teaching Pronunciation.....	20
Segmentals.....	21
Teaching Adults.....	22

	11
Using Media for Teaching	23
YouTube for Teaching Pronunciation	23
Summary.....	24
Chapter 3. Design and Method	26
Research Method	26
Type of Approach.....	26
Context.....	28
Geographical Location.....	28
Chosen Setting	28
Participants.....	29
Data Collection Procedures and Tools of Initial Research.....	29
Procedures of initial research.....	29
Instruments.....	29
Diagnostic Data Analysis.....	29
Intervention Assessment and Instruments Used to Assess the Intervention	31
Instruments.....	31
Post-test Data Analysis	31
Summary.....	32
Chapter 4. Findings.....	33
Pre-test Results	33
Post-test Results.....	35
Comparative Analysis of Results	37

	12
Summary.....	39
Chapter 5. Reflections.....	40
Summary.....	41
Chapter 6. Conclusions.....	43
Summary.....	45
Chapter 7. Recommendations.....	46
Summary.....	47
References.....	48
Appendices.....	50

List of Tables

Table 1: Action Plan.....	30
---------------------------	----

List of Figures

Figure 1: <u>P</u> ronunciation of the Dental Fricatives	33
Figure 2: <u>P</u> ronunciation of the Alveolar Fricatives	34
Figure 3: <u>P</u> ronunciation of the Dental Fricatives	35
Figure 4: <u>P</u> ronunciation of the Alveolar Fricatives	36
Figure 5: <u>P</u> re-test and Post-test Results of the Dental Fricative Sounds	37
Figure 6: <u>P</u> re-test and Post-test Results of the Alveolar Fricative Sounds.....	38

Chapter 1

Introduction and General Information

Teaching pronunciation to adult students may be difficult sometimes especially when they are learning how to articulate the dental and alveolar fricatives. Thus, this chapter refers to the importance of using YouTube educational videos to develop a good pronunciation in adult students and how these videos might influence the learning and teaching of this skill. It also provides the purpose of this study along with its general and specific objectives.

Introduction

Pronunciation is an indispensable part of language learning. Teaching pronunciation to adults can be challenging because the brain possesses a critical period where several cognitive aspects are involved in learning pronunciation, and this period finishes when people are young. As Thompson and Gaddes (2005) mentioned the Critical Period Hypothesis suggests that adults will not be able to achieve pronunciation and fluency like a native speaker (p.1). Improving pronunciation skills is more difficult for adults. According to Pourhossein (2011) age has an influence on language acquisition and more specifically on pronunciation which means that adult learners may find more difficulty learning a language than young students. However, adults have the advantage that they can self-correct and monitor themselves and, in that way, they can improve their pronunciation skills and gain fluency, confidence, and motivation.

By using educational videos, adult learners might be exposed to different aspects of pronunciation, for instance, the different phonemes and how to pronounce them correctly, the importance of positioning correctly the vocal articulators, and the segmental and suprasegmental features that influence pronunciation. Given that improving pronunciation is difficult for adult learners, this research arose in response to the interest in using educational videos to improve adult students' pronunciation of the dental and alveolar fricatives. Teaching pronunciation to adults represents a different perspective on the learning process and its

results. This research might empower the use of educational videos to teach pronunciation to adult learners through the collection of data to understand how educational videos can improve adult students' pronunciation abilities of the phonemes /θ/, /ð/, /s/, and /z/. Thus, this research can provide benefits for the future teaching of pronunciation to adult learners.

Rationale

Teaching pronunciation is one of the most important and complex tasks that teachers need to accomplish. Thompson and Gaddes (2005) mentioned that “educators must focus on helping students improve their pronunciation and their ability to monitor and correct their own pronunciation” (p.9). Pronunciation is fundamental when learning a foreign language and for communicating effectively. Teaching pronunciation to adults can even be more difficult than teaching pronunciation to young learners. Due to the different cognitive processes that the brain has at older ages, teaching pronunciation to adults can be more challenging, and it is necessary to implement different strategies, activities, and techniques to make that learning process more advantageous. For this reason, this research aims at gathering information about how educational videos can improve adult students' pronunciation of the dental and alveolar fricatives. In addition, it intends to use educational videos to boost the students' pronunciation abilities of the phonemes /θ/, /ð/, /s/, and /z/.

From our experience, we have noticed that it is more difficult for older students to improve their pronunciation; however, some activities might help adult learners to improve their pronunciation skills. According to Thompson and Gaddes (2005), older segmental strategies such as repeating minimal pairs are more effective to teach pronunciation to adults because they have the capacity of perceiving and articulating segments correctly. They also mentioned that using phonetics is useful because it helps them to see how to articulate properly to make a specific sound (p.4). With the use of educational videos, adult learners will be exposed to different segmental aspects of the language as well as phonetics in order to improve their pronunciation skills.

Purpose

Pronunciation has usually been one of the most difficult skills to develop when learning a foreign language. It is known that it could be more difficult to develop if students are already adults because it takes them longer to assimilate the different sounds that the language contains. According to Pourhossein (2011), it is often more difficult for students to develop proper pronunciation when they try to learn English after they finish school because the degree of difficulty in acquiring a new language increases with age. That is why educational videos have come to help teachers to facilitate the development of this skill in adult learners because they exemplify the way how learners should pronounce the different sounds in English. With the development of this research, we intend to demonstrate the effects of YouTube educational videos on adult learners to discover if they might enhance their English pronunciation in the dental and alveolar fricatives. Also, to determine the importance and benefits of using videos where students can see how they should position the lips and the tongue when pronouncing certain phonemes because if they see the correct way to articulate the sounds, they are going to be able to develop better pronunciation.

General Objective

To improve adult students' pronunciation of the dental and alveolar fricatives by using YouTube educational videos in intermediate level students at Centro Cultural de Idiomas.

Specific Objectives

To diagnose students' pronunciation current abilities on the phonemes /θ/, /ð/, /s/, /z/ by applying a pre-test.

To implement pronunciation activities on the phonemes /θ/, /ð/, /s/, /z/ using American English Sounds and Rachel's English YouTube channels.

To evaluate the students' improvement regarding their pronunciation on the phonemes /θ/, /ð/, /s/, /z/.

Research Questions

How can adult students' pronunciation of the phonemes /θ/, /ð/, /s/, /z/ be improved by using educational videos?

What activities can be done by using educational videos to improve adult students' pronunciation of the phonemes /θ/, /ð/, /s/, /z/?

What are the effects of educational videos on students' pronunciation of the phonemes /θ/, /ð/, /s/, /z/?

Hypothesis

YouTube educational videos will improve adult students' pronunciation on the phonemes /θ/, /ð/, /s/, /z/.

Summary

Teaching pronunciation can be one of the most difficult tasks for teachers especially when teaching adult learners because it is known that it is more difficult for adults to assimilate the different sounds that a language has. Therefore, this study intends to know how effective the use of YouTube educational videos is in the improvement of the pronunciation of the dental and alveolar fricative sounds.

Chapter 2

Literature Review

Pronunciation is one of the most important skills for enhancing understanding in communication. For this reason, this action research intends to determine the effectiveness of the use of YouTube educational videos to improve pronunciation. This chapter aims at establishing what other researchers have investigated about this topic.

Learning Pronunciation

Learning pronunciation is one of the most important and challenging aspects when learning a foreign language. There are some pronunciation features that language learners need to acquire in order to communicate successfully in the target language. According to Burns and Claire (2003), it is fundamental to develop intelligibility which means that the speaker produces sound patterns that are recognized in the English language, the second feature is comprehensibility which refers to the understanding of meaning that the listener perceived from what the speaker said, and the third feature is interpretability which means that the listener is able to understand the purpose of what is being said by the speaker. These features will help learners to have clear pronunciation which is essential for spoken communication. Pourhossein (2012) mentioned that attitude, motivation, instruction, and exposure to the target language are other important factors when learning pronunciation. Students need to take all those aspects into consideration to develop better pronunciation skills. Because learners might produce some errors in grammar or vocabulary when speaking, but if they have appropriate pronunciation, they will be able to communicate effectively.

Critical Period Hypothesis

People tend to learn a language more easily during their childhood because their learning process is harder when they are adults. Birdsong (2013) stated that according to the Critical Period Hypothesis there is a short period in which it is easier for people to learn a language and be able to acquire full native competence, but when this time has passed, it will

become more difficult for them to learn a language. When it comes to acquiring a new language, it is believed that the learning process is quicker when you are young because the younger you are, the faster your learning process is, that is why age has usually played a significant role when learning a language. Nonetheless, Abello-Contesse (2009) mentioned that some studies have shown that both older and younger learners are able to achieve native-like pronunciation. This occurrence happens because adult learners have a higher level of cognitive development and greater analytical abilities; thus, sometimes it may be easier for them to process and understand the grammatical and lexical components of a language.

Teaching Pronunciation

In many cases, pronunciation has been left behind during the teaching process. There are many teachers that say that they need to focus on other topics and that there is not enough time to teach pronunciation; however, it is known that pronunciation is very important if we want students to communicate effectively. When learners do not know how to pronounce the words, they will not communicate clearly because they pronounce the words incorrectly, which makes the other person unable to understand the message. According to Tritch (2016), when teaching pronunciation, students need to be aware of the different ways of learning so that teachers can adapt the activities to their students' needs and be prepared for the problems that could be faced when teaching pronunciation. Also, it is very important that teachers know the correct movement of the mouth when they pronounce a sound, the stress of the words, intonation, connected speech, and rhythm. If teachers have the knowledge of how to teach pronunciation correctly, students can be able to develop better pronunciation and communicate intelligibly.

It is also indispensable to use materials that are appropriate for teaching pronunciation. In her article Tritch (2018) mentioned that the goal of the teacher is to guide the students effectively to make their pronunciation understandable, and to achieve this, it is necessary to choose tools and materials that are appropriate to the learning objectives, that provide quality

and accuracy, and that are practical for both the teacher and students. Another important aspect is to use a variety of tools and materials to expose the learners to different ways of learning. It can be said that teachers are the ones that must consider which tools will best accomplish specific learning goals, along with the quality, accuracy, and practicality, to find appropriate technology to support their pronunciation teaching.

Segmentals

Segmentals play an important role in pronunciation. Thompson and Gaddes (2005) explained that “segmentals are the individual sounds that can be broken down in a language and focused on individually” (p.4). Segmentals are useful for teaching pronunciation because learners can distinguish the sound by itself and learn how to position their vocal articulators to produce the sound correctly. Segmentals can be taught by exposing the students to phonetics and by doing activities like minimal pairs repetition in which they will be able to notice the difference between two similar sounds. Thompson and Gaddes (2005) mentioned that one way in which adult learners can improve their pronunciation rapidly is by learning segmentals because adults are capable of perceiving and articulating precisely. Recognizing the sounds individually might help the learners to focus on producing each sound clearly.

Sometimes it is very difficult for students to produce certain English sounds because they do not exist in their native language, for example, the dental fricative sounds do not exist in the Spanish language. Thus, because it is difficult for students to learn how to pronounce those sounds, they usually replaced the /θ/ with the /t/ and the /ð/ with the /d/. According to Jekiel (2012), the dental fricative sounds are very difficult to produce for both native and non-native speakers and that is why some teachers think that due to the difficulty of these sounds, it is not worthy teaching learners how to produce them. It could be understood that the dental fricatives are kind of difficult to pronounce; however, with adequate assistance students might be able to master them.

Another very common pronunciation difficulty that students have is the pronunciation of the alveolar fricatives. In the Spanish language, there is no distinction when pronouncing those sounds, for example, in the words zapato and sábado, /z/ and /s/ are pronounced the same using the /s/ sound. There is no difference between those two sounds in Spanish, but in English the /s/ is voiceless and the /z/ is voiced; thus, they are pronounced differently. Therefore, when a Spanish speaker learns English, they have difficulties when producing those sounds. In fact, they do not have problems with the /s/ sound because it is pronounced the same in English and Spanish, but rather with the /z/ sound because they usually pronounce words that contain the /z/ sound with the /s/ sound. In 2020, there was a study about problematic English segmental sounds in which it was noticed that Indonesian learners usually pronounced the sound /z/ as /s/, and that it was replaced in the medial and final position. The reason why it occurred was because they both have the same manner and place of articulation, and the only difference is that one is voice, and the other one is voiceless (Kaharuddin, Hasyim, Kaharuddin, Tahir, Nurjaya, 2020). Furthermore, the /z/ sound is not only substituted with the /s/ by Spanish speakers, but there are also other foreign learners that tend to replace the /z/ sound with the /s/ even though they have the /z/ sound in their native language.

Teaching Adults

Teaching pronunciation to adults is not the same as teaching pronunciation to young students. Due to the cognitive processes of the brain, it is more difficult to learn pronunciation at older ages. Thompson and Gaddes (2005) stated that one advantage that adult students have is that they can self-monitor and self-correct themselves. That awareness can help learners improve their pronunciation of the target language. Thompson and Gaddes (2005) explained that “self-monitoring is the conscious action of listening to one’s own speech in order to find errors. Self-correction is the process of fixing one’s errors after they have occurred by repeating the word or phrase correctly” (p.7). Teachers can help students to develop self-

correction and self-monitoring skills by applying different strategies such as critical listening, compiling learning portfolios, utilizing CALL (Computer Assisted Language Learning) resources, and studying in pronunciation-specific classes. By putting into practice self-monitoring and self-correction the students might become autonomous and have control over their learning process and in that way, they can improve their pronunciation at their own pace.

Using Media for Teaching

Over the years media has become an important tool for teaching. New technologies bring exciting opportunities for teachers and learners. According to Fajriah and Churiyah (2016), teachers are now required to teach more creatively by optimizing the use of technology, and using media for teaching will help the students be more motivated and passionate about learning, and they will understand the topics in a better way. Teachers need to take advantage of media to make the students feel more involved in the learning process. Inderawati (2017) explained that “media and devices must be equipped with attractive activities which stimulate the students’ cognition, affection, and psychomotor aspects, cited in the syllabus prepared by the teacher” (p.34). It can be said that it is not only about using media for teaching but also using it appropriately in a way that fits the needs of the learners.

YouTube for Teaching Pronunciation

Technology has played a significant role when teaching a foreign language. There are many resources that teachers can implement in their classes to teach students how to improve their pronunciation. One of these tools is YouTube, with the use of YouTube videos teachers can focus on those sounds in which learners have more difficulties and help students to develop better pronunciation. When it comes to teaching pronunciation, YouTube offers a wide variety of pronunciation learning materials that permit students to enhance the way they pronounce certain words. Since it is one of the most used platforms, it is easier to find students that have a YouTube account because it not only provides educational materials, but

also different types of videos that are entertaining and useful for students. According to Purnamasari (2018):

Employing this platform offers teachers a great opportunity to maximize students' learning. Through the videos on YouTube, students can fully engage and be interested in developing their English performance. It is regarded as a support to students, teachers, and educational institutions in the learning and teaching process. Educational videos on YouTube can also be as good as an instructor in communicating facts or demonstrating procedures to bridge between the process of learning and teaching. They facilitate students to develop their language skills through social networks or other communication tools and to exchange information with other EFL learners worldwide (p. 208).

With the use of YouTube educational videos, teachers can reinforce the students learning process. YouTube videos also give students the opportunity to improve their English pronunciation, and it is a significant help for both students and teachers in their teaching and learning processes. Moreover, YouTube is a tool that is very easy to use, most of the students think that it is interesting and fun, and they feel motivated to practice pronunciation when using it. Something very important is that the videos are displayed with letters, sounds, and pictures; therefore, it is easier for them to understand the content (Purnamasari, 2018). When teachers use educational videos that are clearly explained and exemplify to the students the way they should pronounce the words and how they should position the lips and the tongue, students will understand more easily and improve their pronunciation faster.

Summary

Pronunciation is one of the most important skills in language learning. There are important elements of the language that learners and teachers must consider when learning pronunciation. As mentioned before, it is necessary to develop intelligibility and

comprehensibility to communicate successfully. Also, it is essential to consider the age of the learners to teach them according to their cognitive abilities. It is also fundamental to use activities and tools that facilitate the learning process and that fit the needs of the students. To conclude, it can be said that pronunciation plays an indispensable role in language learning and communication, and it is necessary to teach it appropriately to help students develop improved pronunciation skills. The next chapter will explain the design and method that is going to be used to carry out this research.

Chapter 3

Design and Method

The purpose of this chapter is to offer a description of the methodology utilized to carry out this investigation. It discusses the action research method and the qualitative approach. It also includes the context of the study and the data collection procedures and tools of initial research along with the action plan developed during the process of the investigation.

Research Method

This investigation is focused on the action research method. According to O’Leary (2007), action research is defined as "research strategies that tackle real-world problems in participatory, collaborative, and cyclical ways in order to produce both knowledge and action." It seeks to identify real-world problems to understand them and find solutions, to do change while producing knowledge, to learn by doing, to reflect on what is being learned, and to learn how to do better. Furthermore, action research is usually a spiral process that studies a specific problem, it gathers information to solve the problem and analyzes the results based on the investigation. It is mostly carried out by teachers in schools and allows instructors to use the most suitable technique in their teaching environment (Lasha, 2014). The purpose of action research is to allow educators to research their teaching and the learning of their students to bring about improvements in the area that is being studied and that is what we want to do during the process of our research to enhance the way students produce certain words by doing research and producing knowledge so that they can improve their pronunciation and communicate intelligibly.

Type of Approach

This research follows the qualitative approach, and it is also based on the constructivist paradigm which is part of the philosophical ideas that have shaped the development and practice of qualitative research. According to Hammersley (2013), “the

constructivist paradigm argued that perception and cognition are active processes, in which anything that is apparently given is actually a product of processes of selection and construction” (p.35). Basically, he mentioned that knowledge is constructed through active cognitive processes. Also, Hammersley (2013) explained that there are two major stances in constructivism when it refers to qualitative research. The first one is about focusing on studying practices through which people collectively construct their shared worlds and how different people will face the same scene depending on their assumptions, interests, and purposes. The second stance insisted that the researchers are implicated in the processes where social phenomena are constructed and they cannot escape from that. To summarize it can be said that the constructivist paradigm is about doing careful documentation of how particular social phenomena are interactionally or culturally constructed in a particular place at a particular time.

The design of this action research is the experimental design. An experimental design is a plan to assign experimental units to treat levels and statistics that are associated with the plan. Kirk (2013) defined experimental design as a plan in which the participants are exposed to experimental conditions to obtain statistical analyses that are related to the plan. He also mentioned that experimental design is characterized by the following aspects. First, the researchers manipulate one or more independent variables. Second, the use of controls, for instance, assigning randomly the subjects or experimental units to the experimental conditions. Third, observing and measuring carefully one or more dependent variables. Experimental design is one of the most useful methods to explain causal relations.

This action research follows the qualitative approach. According to Saldaña (2011), the qualitative approach is the use of different methods to study processes or aspects that occur in a normal and natural social life to obtain results that will help to understand the topic that is under investigation. Qualitative research allows the researchers to obtain information

by observing, exploring, and analyzing the participants of the research in a real-life context. In his article f mentioned that the qualitative approach is used to understand people's beliefs, emotions, experiences, attitudes, behaviors, and interactions. In addition, the qualitative approach can be used in different types of investigations according to the purpose of the research project. The purpose of this research is to improve students' pronunciation through the implementation of YouTube educational videos. To accomplish this, the researchers will use different instruments to obtain significant findings.

Context

The study was developed in a virtual environment.

Geographical Location

This research was carried out in an institute called Centro Cultural de Idiomas. This institute is located in Palmares in Alajuela. Alajuela is a province of Costa Rica, and it is in the north-central part of the country. Alajuela has around 885 571 inhabitants, and it is composed of 16 cantons that are divided into 111 districts. Palmares is one of those cantons. It has an area of 1.14 square kilometers. This canton has a population of 3599 inhabitants. One of the most important social and cultural activities that occurred in this canton is Fiestas de Palmares which is celebrated in January. Some of the activities that are done during the festivity are horseback riding parades through town and carnivals.

Chosen Setting

As mentioned before, this investigation was done in an institute called Centro Cultural de Idiomas. This institute offers courses for kids, teenagers, and adults. Also, in Centro Cultural de Idiomas the students can choose between face-to-face lessons or virtual classes. There are three different types of courses which are regular, semi-intensive, and intensive. Each course has four different levels, but the students can also take a leveling test to see at what level they can start. Each level lasts around three months. The main purpose of this institute is to help people of all ages develop better linguistic skills.

Participants

The group selected for this research is composed of nine students; however, only six learners were selected to apply the instruments to them. The participants chosen for this research were selected randomly. They are adult students whose ages go from 18 to 40 years old. The participants are currently on an intermediate level, and they are taking an intensive course. Also, it is important to mention that they are taking the course in a virtual modality. These participants were selected because they represent the adult learners whom this research concerns. The researchers aimed to analyze the improvement of the learners in the pronunciation of the dental and alveolar fricatives using YouTube educational videos.

Data Collection Procedures and Tools of Initial Research

This part includes a brief explanation of what we did at the beginning of the project, and the instrument utilized to measure how well students' pronunciation was regarding the dental and alveolar fricative sounds.

Procedures of initial research

In this stage, we used a pre-test to assess students' pronunciation regarding the dental and alveolar fricative sounds. The purpose of this pre-test was to know how much students master the pronunciation of those sounds prior to the implementation of the action plan.

Instruments

The instrument employed for the diagnostic was two readings that students had to read while recording themselves. The first reading was a short paragraph that included dental fricative sounds, and the second reading was also a paragraph, but that one contained the alveolar fricative sounds. The students did not know that the purpose of the recording was to assess their pronunciation.

Diagnostic Data Analysis

Once the pre-test was graded, we focused on those sounds that students needed to improve more. We developed our action plan, which included some educational YouTube

videos that explained how those sounds should be pronounced, and then, we provided students with some guided practice so that based on what they learned, they could be able to apply that knowledge on their own. Also, we utilized a rubric to grade how students performed their pronunciation where 4 was excellent and 1 was inaccurate, based on the results that students had, we created a graphic to summarize all the information and compare how much they improved from the pre-test to the post-test.

Table 1

Action Plan

Lessons	Name of the activity	Purpose of the activity	Mediation Strategy	Time
Lesson 1	Tongue Twister	To promote correct pronunciation of the /θ/ sound	Improving pronunciation of the /θ/ sound	30min
Lesson 2	Dialogue	To promote correct pronunciation of the /ð/ sound	Improving pronunciation of the /ð/ sound	30min
Lesson 3	Reading a Story	To promote correct pronunciation of the /s/ sound	Improving pronunciation of the /s/ sound	30min
Lesson 4	Reading Sentences	To promote correct pronunciation of the /z/ sound	Improving pronunciation of the /z/ sound	30min
Lesson 5	Dialogue	To reinforce the pronunciation of the /θ/ sound	Reinforcing pronunciation of the /θ/ sound	30min

Lesson 6	Tongue Twister	To reinforce the pronunciation of the /ð/ sound	Reinforcing pronunciation of the /ð/ sound	30min
Lesson 7	Tongue Twister	To reinforce the pronunciation of the /z/ sound	Reinforcing pronunciation of the /z/ sound	30min
Lesson 8	Minimal Pairs	To review the correct pronunciation of the sounds /θ/, /ð/, /z/, /s/	Reviewing the correct pronunciation of the sounds /θ/, /ð/, /z/, /s/	40min

Note. The table shows the development of the action plan and how it was carried out in each lesson.

Intervention Assessment and Instruments Used to Assess the Intervention

At this stage, the action plan was carried out. The students were exposed to YouTube educational videos that explained how to correctly pronounce the sounds under investigation. Also, the students practiced the sounds through different activities. Then, a post-test was used to assess students' pronunciation improvement.

Instruments

The instrument employed to evaluate the students' improvement was two readings that students had to read while recording themselves. The first reading was a short paragraph that included dental fricative sounds, and the second reading was also a paragraph, but that one contained the alveolar fricative sounds.

Post-test Data Analysis

Once the post-test was graded, we focused on how much students improved their pronunciation. To do this, we utilized a rubric to grade how students performed their

pronunciation where 4 was excellent and 1 was inaccurate, based on the results that students had, we created a graphic to summarize all the information and compare how much they improved from the pre-test to the post-test.

Summary

This research was developed under the action research method and the qualitative approach, and the participants included a group of adult students from an online language program. The pre-test was about two readings that intended to find out how much students mastered the pronunciation of the dental and alveolar fricatives so that based on that, we could be able to develop an action plan to work on the improvement of those sounds. The action plan included some YouTube educational videos, and other different activities to teach students the correct pronunciation of the sounds studied so that at the end of the investigation, we could apply a post-test and see how much they enhance their pronunciation regarding the dental and fricative sounds.

Chapter 4

Findings

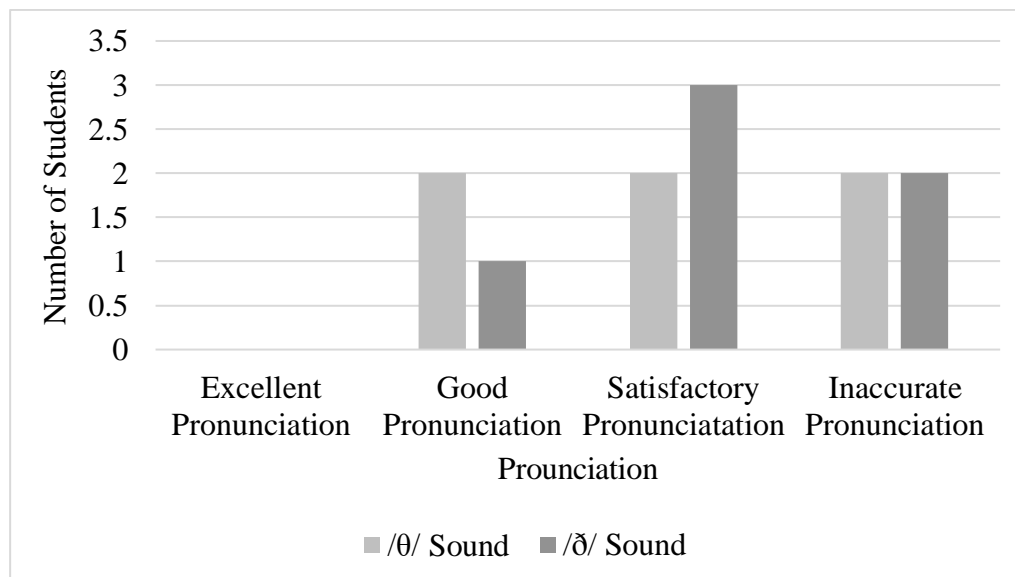
The aim of this action research is to know how useful YouTube educational videos are to enhance the pronunciation of the dental and alveolar fricatives. This chapter presents the results obtained from the pre-test before the application of the action plan, and the post-test after the action plan was applied. It also analyzes through a comparative analysis how effective the implementation of the action plan was in the improvement of those sounds.

Pre-test Results

The pre-test was composed of two readings that students had to read so that we could know how much they mastered the pronunciation of the dental and alveolar fricatives, there were two different readings one with dental fricative sounds and the other one with alveolar fricative sounds. The figures below show how well students pronounced the sounds studied before developing the action plan.

Figure 1

Pronunciation of the Dental Fricatives



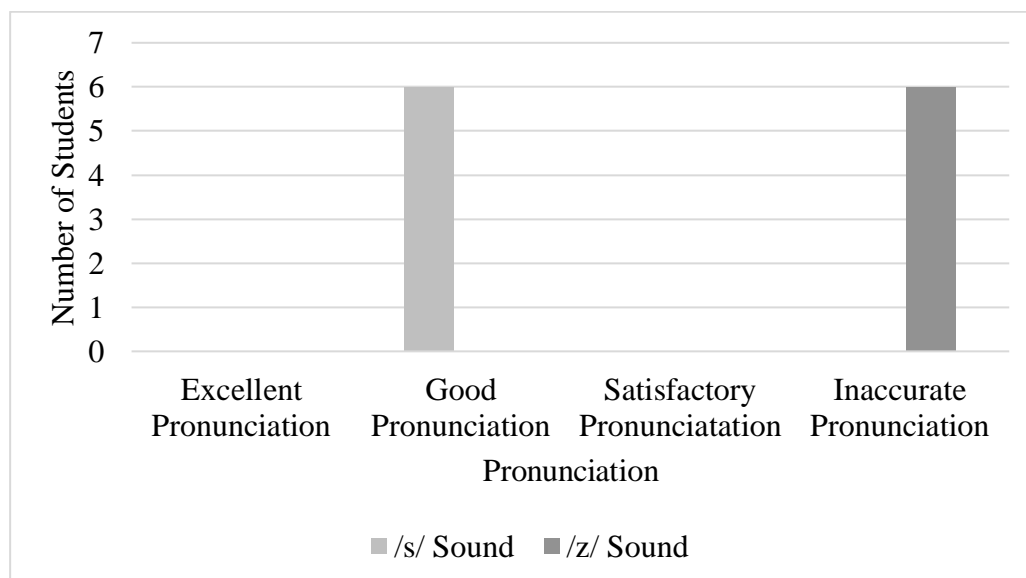
Note. The figure shows the results of the pre-test related to the pronunciation of the dental fricatives. /θ/= voiceless dental fricative. /ð/= voiced dental fricative.

According to the figure, none of the students showed to have excellent pronunciation in any of the two sounds. Two students had good pronunciation when articulating the voiceless dental fricative while just one student had good pronunciation of the voiced dental fricative. There were two students who had satisfactory pronunciation of the voiceless sound and three who had the same pronunciation of the voiced sound. Two students showed to have inaccurate pronunciation for each of the two sounds which means that they did not pronounce the sounds correctly.

The data analysis showed that the voiceless dental fricative seems to be a little easier to pronounce since compared with the voiced dental fricative, it had one more student who demonstrated good pronunciation.

Figure 2

Pronunciation of the Alveolar Fricatives



Note. The figure shows the results of the pre-test related to the pronunciation of the alveolar fricatives. /s/ voiceless alveolar fricative. /z/ voiced alveolar fricative.

Based on the figure above, most of the students had good pronunciation of the voiceless alveolar fricative; however, none of the students demonstrated mastery of the pronunciation of the voiced alveolar fricative since any of them pronounced it properly. It

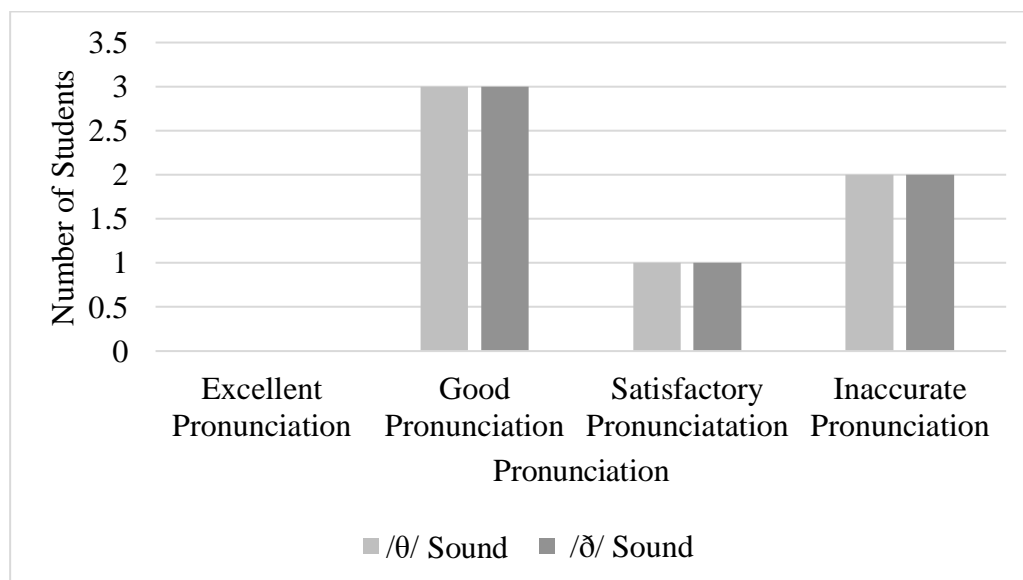
could be concluded that because that sound does not exist in the Spanish language that might be the reason why they did not know how to pronounce it. In Spanish, the voiceless and voiced fricatives are pronounced the same, and that was what they did. Every student pronounced the voiced alveolar fricative as if it was voiceless.

Post-test Results

The post-test consisted of two readings one text with the dental fricative sounds and the other with the alveolar fricative sounds. Once the action plan was implemented, the students had to record a video about themselves reading the two texts. The purpose of the post-test was to see if the students improve their pronunciation of the sounds under investigation. The figures below show how the students pronounce the dental and alveolar fricative sounds after the application of the action plan.

Figure 3

Pronunciation of the Dental Fricatives



Note. The figure shows the results of the post-test related to the pronunciation of the dental fricatives. /θ/= voiceless dental fricative. /ð/= voiced dental fricative.

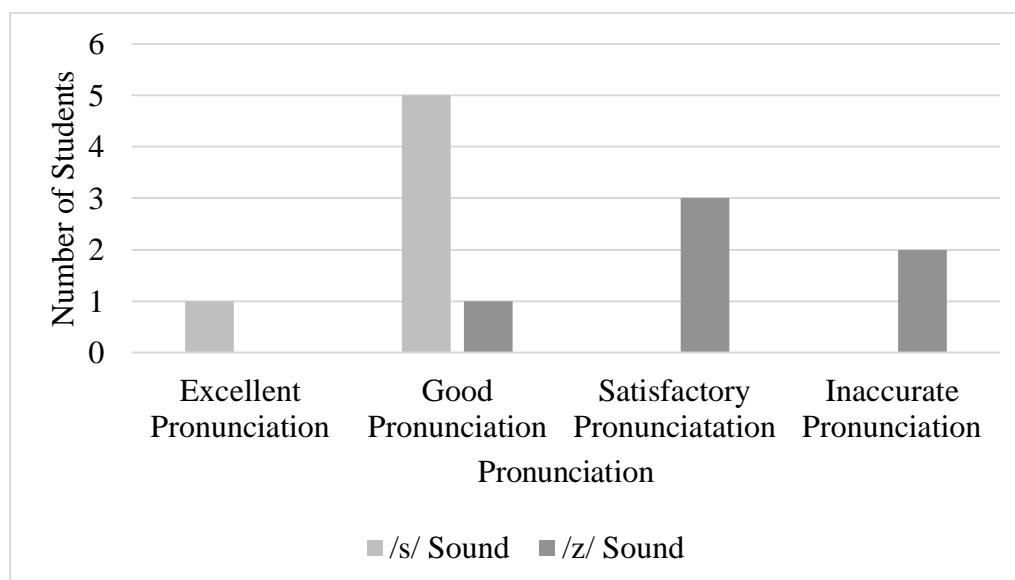
According to the figure, none of the students demonstrated to have excellent pronunciation of the dental fricative sounds. Three students showed good pronunciation of the

voiceless and voiced dental fricative sounds. There was only one student who had satisfactory pronunciation of both of the dental fricative sounds. There were two students who had inaccurate pronunciation of the voiceless and voiced dental fricative sounds.

After analyzing the results obtained from the post-test, it could be observed that both dental fricative sounds had similar levels of difficulty when pronouncing them since in both sounds the figure showed the same amount of students with good pronunciation, satisfactory pronunciation, and inaccurate pronunciation.

Figure 4

Pronunciation of the Alveolar Fricatives



Note: The figure shows the results of the post-test related to the pronunciation of the alveolar fricatives. /s/ voiceless alveolar fricative. /z/ voiced alveolar fricative.

According to figure number four, only one student had excellent pronunciation of the voiceless alveolar fricative sound. There were five students who had good pronunciation of the voiceless alveolar fricative sound and just one student had good pronunciation of the voiced alveolar fricative sound. Three students showed to have satisfactory pronunciation of the voiced alveolar fricative sound. There were two students that had inaccurate pronunciation of the voiced alveolar fricative sound.

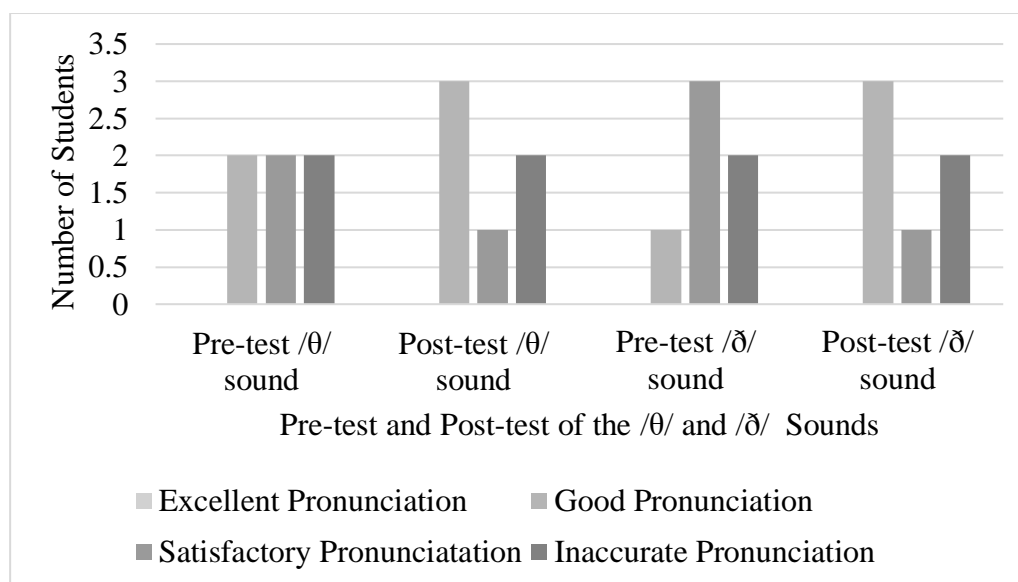
Once the data obtained was analyzed, it could be observed that the voiceless alveolar fricative sound is easier to pronounce for the students. Since there was one student who had excellent pronunciation, and there were five students who had good pronunciation of that sound.

Comparative Analysis of Results

Once the results of both the pre-test and post-test were obtained, we designed a comparative analysis to examine the effectiveness of the action plan that was implemented.

Figure 5

Pre-test and Post-test Results of the Dental Fricative Sounds



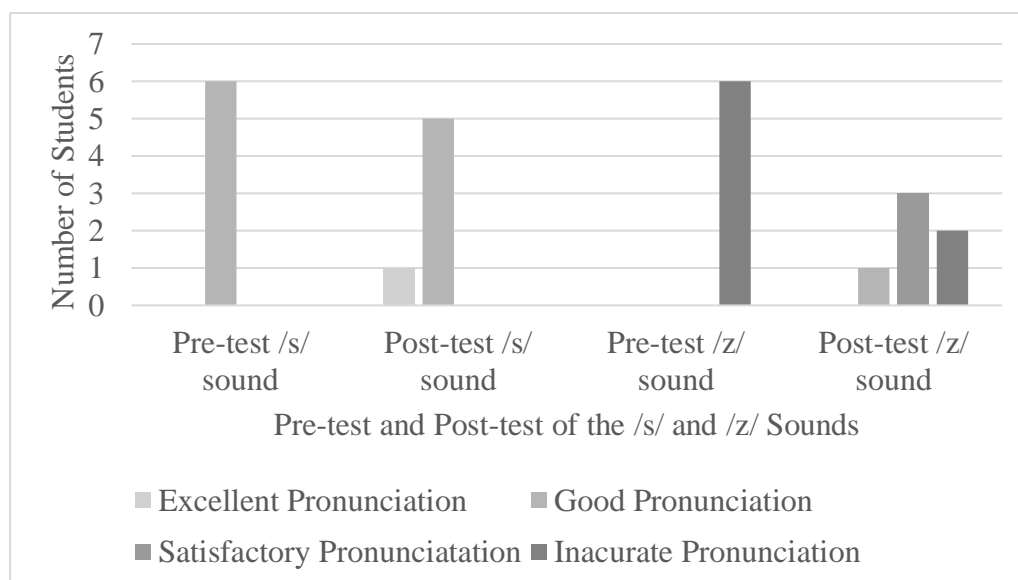
Note. The figure compares the results obtained from the pre-test and post-test of the dental fricative sounds.

In figure number five, the voiceless dental fricative showed to have improvement. In the pre-test, two students had good pronunciation, and in the post-test, three students demonstrated to have good pronunciation. Two students had satisfactory pronunciation on the pre-test and just one on the post-test. There was the same number of students who had inaccurate pronunciation in both the pre-test and post-test. Related to the voiced dental fricative, there were three students who demonstrated good pronunciation compared with the

pre-test in which only one student had good pronunciation. Three students showed satisfactory pronunciation in the pre-test, and in the post-test, there was only one student. Furthermore, two students had inaccurate pronunciation in both the pre-test and post-test. After examining the data, it could be drawn that the voiced dental fricative was the one in which students showed more improvement. Some students did not show any improvement because they continued pronouncing the voiceless dental fricative as /t/ and the voiced dental fricative as /d/.

Figure 6

Pre-test and Post-test Results of the Alveolar Fricative Sounds



Note. The figure compares the results obtained from the pre-test and post-test of the alveolar fricative sounds.

Figure number six shows an improvement in the pronunciation of both alveolar fricative sounds. In the pre-test, all the students demonstrated good pronunciation of the voiceless alveolar fricative sound. In the post-test, one student improved the pronunciation of the voiceless alveolar fricative sound obtaining in the post-test an excellent pronunciation of this sound. In addition, according to the results obtained in figure number six, the voiceless alveolar fricative seems to be easier to pronounce by the students since it has higher results in

terms of pronunciation. The voiced alveolar fricative also exhibits significant improvement. In the pre-test, all the participants had inaccurate pronunciation of the sound. In the post-test, four students improved their pronunciation of the voiced alveolar fricative. There was one student who had good pronunciation of the voiced alveolar fricative sound. Three students showed satisfactory pronunciation of the voiced alveolar fricative sound. There were two students who had inaccurate pronunciation of the sound which means that they did not have an improvement. After analyzing the results obtained from figure six, the voiced alveolar fricative seems to be difficult in terms of pronunciation since only one student had good pronunciation of this sound.

Summary

To summarize this chapter, there is an improvement in most of the students' pronunciation of the sounds under investigation. However, some sounds seem to be more difficult since there was little or no improvement in pronunciation in some of the participants of this research.

Chapter 5

Reflections

The purpose of this chapter is to present the reflections of the researchers after carrying out the investigation. This chapter shows the experiences that the researchers faced during the session implementations of the action plan and the aspects that they could observe during and after the application of the activities.

Once the investigation project was accomplished, the researchers had the availability to reflect on their experiences during the development of the research. It was realized that more resources need to be used in the action plan. Since all the materials used for this investigation were similar the students felt that the videos and activities were repetitive. Moreover, the first time that the sounds were implemented, the students were highly interested in the explanations and activities probably because it was something new for them, but the second time that the participants were exposed to the sounds there was a loss of interest even though the videos and activities were different from the ones used the first time.

Another important aspect that was noticed was that during the activities of the implementations, the students pronounced the sounds correctly, but in the post-test, they did not do it as well as they did during the activities carried out in the action plan. This led the researchers to consider that probably during the action plan the students were more conscious about pronouncing the sounds correctly because they knew that the teacher was paying attention to the pronunciation of those sounds specifically. On the other hand, in the post-test, they were not conscious about pronouncing the sounds correctly because they did not know that the purpose of that post-test was to assess their performance of pronunciation on those specific sounds.

In addition, it was also realized that the position in which the sound is placed in a word can also affect pronunciation. For example, when the dental fricative sounds were at the beginning of a word it was easier for the learners to pronounce them correctly, but when they

were in the middle or at the end of a word it was more difficult for the students in terms of pronunciation. This also occurred with the voiced alveolar fricative sound and with this sound in particular the students pronounce it correctly when it was represented by the letter z in words, for example, they pronounce it correctly in words like zebra and amazing, but they pronounce it inaccurately in words like roses. This means that apparently, they were guiding themselves with the orthography of the words. With the voiceless alveolar fricative happened completely the opposite. When it was in the middle or at the end of a word the students pronounce it correctly but when it was at the beginning of a word, they tend to add an /ε/ vowel sound to the words that started with a voiceless alveolar fricative sound followed by a consonant.

Also, it could be observed that some factors might influence the pronunciation of the students. For instance, there were some students that were not present during all the implementations of the action plan because sometimes they arrived late to the class, so they missed part of the explanation of the sound. Those students were the ones who showed less improvement in pronunciation. On the other hand, there was one student that was always paying attention to the videos and participated actively during all the implementations. In addition, this student is usually exposed to the language because he lives in another country where the English language is spoken, and that student was the one who showed higher improvement in pronunciation. Meaning that the results obtained in the findings can be influenced by different aspects.

Summary

In summary, more variety of sources was needed so that the students do not feel that the materials are repetitive or not interesting. Also, it is necessary to let the students know that it is important to be conscious of pronouncing correctly even if they are not being assessed. Moreover, students need to be aware that the words are not pronounced in the way they are written. Additionally, the researchers consider that for future research it is indispensable to

have the participants present during all the parts of the implementation and that there are aspects out of the investigation that can influence the results obtained.

Chapter 6

Conclusions

This chapter presents the conclusions obtained from the data analysis. There are different conclusions found about the usefulness of YouTube educational videos to improve the pronunciation of the dental and alveolar fricative sounds in adult learners.

The use of YouTube educational videos might be a useful tool to improve adult students' pronunciation as demonstrated by the group under study. The study showed that some students are more likely to have a good pronunciation of the sounds studied when they are given the explanation and practice the sounds right away because they are aware of how to pronounce the sounds. However, when they have to practice the sounds at a different time, some who did pronounce the sounds correctly during the practice forgot how to pronounce them.

During the application of the action plan, it could be observed that students were more enthusiastic in the first lessons when they were learning how to correctly pronounce the sounds. Nonetheless, in the following lessons they lost interest and were a little distracted. It may be because the videos and activities were very similar because the focus was just on two specific YouTube channels. Therefore, they were not engaging or interesting enough for the students. Some of the activities that were done to improve pronunciation were reading dialogues, paragraphs, and tongue twisters. However, it could be better to include other different activities as well to innovate the classes and engage students so that they feel more willing to learn.

The pre and post-test results showed that one of the most difficult sounds to pronounce for the students was the voiced alveolar fricative. It could be because this is a sound that in the Spanish language is pronounced as an /s/. Therefore, students did not make any difference between the voiceless and voiced dental fricative, and they pronounced both in a voiceless

manner in most of the cases. Also, they pronounced the voiced alveolar fricative when they see the letter z in the words, but if they did not see it, they assumed the sound was voiceless. Nonetheless, it could be observed that there was a significant improvement related to the pronunciation of those sounds. Related to the dental alveolar fricatives, students demonstrated that it was more difficult for them to pronounce those sounds when they were in the middle or at the end of the word. In those cases, students pronounced the voiceless dental fricative as /t/ and the voiced dental fricative as /d/. Something interesting to highlight is that the student who showed better improvement in their pronunciation lives in a country where English is one of the native languages. Therefore, the action plan could have had better results if it had been developed in an ESL environment.

The use of educational videos may have a positive effect on adult students' pronunciation as was demonstrated in this study. Some students could improve their pronunciation related to the dental and alveolar fricatives, the videos were clear with very good explanations of how to articulate the sounds which facilitated the student's pronunciation. It could be seen how students gave their best effort when trying to pronounce the sounds better in the post-test, and although not all of them showed a significant improvement, during the implementation of the action plan, most of them understood how to pronounce the sounds. It was just a matter of practicing more and getting more familiar with the sounds of the language.

With the development of this study, many teachers can be benefited, it is known that pronunciation is not easy to teach and sometimes teachers face challenges when trying to discover how to teach the different sounds of the English language to their students. Thus, this research intended to provide teachers with different materials that they can incorporate into their classes such as different YouTube educational videos. Also, they can now know what

strategies are more likely to work and what they should not do in order to keep their students interested in improving their pronunciation.

During the development of the study, the researchers only used videos from two different YouTube channels, which resulted in the teacher using videos that were very similar. This issue somehow made students lose interest in some of the classes as well as in the activities developed that were focused only on reading. Therefore, the student's interest in developing their pronunciation skills could be influenced by the limitation of materials that were repetitive. Also, there were some students who were late, and some of them were not present during the whole explanation of the pronunciation of the sounds. Hence, they could have missed some important details of the pronunciation of the sounds, which resulted in low post-test results.

Summary

The use of YouTube educational videos may improve adult learners' pronunciation because it makes teachers and students have a very clear idea of how to articulate the dental and alveolar fricative sounds. However, it is important to consider that the materials used should be engaging and interesting to the students so that they feel motivated to learn and improve their pronunciation. Also, it is important that students keep practicing the sounds to become familiar with their pronunciation because if they are not in constant practice, they might forget the correct pronunciation of the different sounds.

Chapter 7

Recommendations

During the development of this investigation, the researchers discovered areas in which there can be an improvement for future implementation. The purpose of this chapter is to present some suggestions and recommendations for future research. Also, this chapter intends to give recommendations to other researchers, teachers, institutes, and students.

The researchers suggest using a variety of resources; for this research, only two YouTube channels were used, which makes the interventions repetitive. For future applications, it is recommended using more YouTube channels as well as more activities to make the students feel interested during the learning process. Another important aspect to consider is to keep the students motivated by encouraging them to pronounce the sounds correctly even if the sounds are difficult for them in the beginning. Motivation is an essential part of language learning, in terms of pronunciation it also has an important role, and if the students are motivated, they will be willing to participate actively during the development of the interventions.

Another important recommendation is to apply the pre and post-tests in an in-person modality. Due to the nature of this research, they had to be done using recordings because the students are from different parts of the country and even one student lives outside the country which makes it difficult for the researchers to apply the tests face-to-face. This change is suggested because if the tests are face-to-face, the students might be more aware of pronouncing correctly because they will be facing the teacher, and they may feel that they are being assessed, so they might be aware of their pronunciation.

The researchers also suggest that teachers and institutes give more importance to pronunciation. Pronunciation is an indispensable part of communication, so more time needs to be dedicated to this skill. Even though it takes time to teach pronunciation, it is worth taking the time to help the learners improve their pronunciation skills. Pronouncing

incorrectly can even lead to misunderstandings, and teaching the students to pronounce correctly will help them be more successful when communicating in the target language.

Additionally, the researchers recommend that language learners be aware of the importance of pronunciation. Certain sounds might be difficult because they are not present in the students' native language; however, with practice and effort pronunciation can improve. Also, students need to remember to pronounce correctly even if they are not being assessed because pronunciation needs to be interiorized as any other language skill.

Summary

For future research, it is necessary to use a variety of materials and resources. In addition, it is also important to keep the students motivated during the learning process. Also, dedicating more time to pronunciation is fundamental to having more successful English language students, and learners need to be conscious of the importance of pronouncing correctly even if they are not being assessed.

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Appendices

Appendix A: Pre-Test

Instrument 1: Pre-Test Reading for Students

Universidad Latina de Costa Rica, Sede Pérez Zeledón

Curso: Seminario de Investigación I

Profesor: M.A. Roger Segura

Tema de Investigación: Mejorar la Pronunciación de las Fricativas Dentales y Alveolares a Través del Uso de Videos de YouTube Educativos en Estudiantes Adultos de Nivel Intermedio en el Centro Cultural de Idiomas

Estudiantes: Nikole Chavarría Valverde y Viviana Cubero Segura

Lectura para Estudiantes

Objetivo: Este instrumento tiene como objetivo recolectar información que nos brinde como es la pronunciación de las fricativas dentales y alveolares en estudiantes adultos y como los videos de YouTube educativos pueden ayudar a la mejora de estos sonidos. La información brindada será confidencial y se utilizará solamente para fines académicos.

Instrucciones: Lea los siguientes textos y grábese mientras lo lee.

My Mother's Birthday

My mother's birthday is on Thursday, March 23rd. My brother, father, and I are going to plan a surprise party for my mother. The three of us hope that the weather will be nice for the birthday party.

We are also going to invite some of my mothers' other friends. We are thinking about 30 people will come. We hope my mother enjoys having everyone together. My brother, father and I want to get her a new leather purse and a hat with a feather on it. We think she will like these things. After the party, we think mom will get to enjoy all the new gifts.

Noise Pollution

Noise pollution is a hazardous blessing by the human to nature and self. The high levels of undesirable sound in the earth are the reason for noise pollution. It causes a ton of health issue to people, animals, and plants too. To forestall this, we have to know the different reasons of Noise pollution. The noise pollution is the consequence of worldwide urbanization and industrialization. The urbanization acquires progressively rush and traffic the city and a vast crowd of people. It increases vehicles and their sounds, causing noise pollution at a considerable level. Noise above 45 dB stops you from falling asleep or sleeping properly. Remember that according to the World Health Organization it should be no more than 30 dB.

Rubric for Pronunciation Assessment


Sound	Excellent Pronunciation 4pts	Good Pronunciation 3pts	Satisfactory Pronunciation 2pts	Inaccurate Pronunciation 1pt
/θ/	Native-like pronunciation of the individual sound. Pronunciation does not impede communication.	Accurate pronunciation of the individual sound. Pronunciation rarely impedes communication.	Fairly accurate pronunciation of the individual sound. Pronunciation occasionally impedes communication.	Inaccuracies with the pronunciation of the individual sound. Pronunciation impedes communication.
/ð/	Native-like pronunciation of the individual sound. Pronunciation does not impede communication.	Accurate pronunciation of the individual sound. Pronunciation rarely impedes communication.	Fairly accurate pronunciation of the individual sound. Pronunciation occasionally impedes communication.	Inaccuracies with the pronunciation of the individual sound. Pronunciation impedes communication.
/s/	Native-like pronunciation of the individual	Accurate pronunciation of the individual	Fairly accurate pronunciation of the individual	Inaccuracies with the pronunciation of the individual



	sound. Pronunciation does not impede communication.	sound. Pronunciation rarely impedes communication.	sound. Pronunciation occasionally impedes communication.	sound. Pronunciation impedes communication.
/z/	Native-like pronunciation of the individual sound. Pronunciation does not impede communication.	Accurate pronunciation of the individual sound. Pronunciation rarely impedes communication.	Fairly accurate pronunciation of the individual sound. Pronunciation occasionally impedes communication.	Inaccuracies with the pronunciation of the individual sound. Pronunciation impedes communication.


Appendix B: Action Plan


Action Plan: Lesson 1



Activity 1	<p>The teacher shows a video about the /θ/ sound.</p> <p>Video link: https://www.youtube.com/watch?v=qC0l6GQZtM4</p>
Activity 2	The students listen and repeat the words from the video.
Activity 3	<p>The teacher shares some tongue twisters that contain the /θ/ sound. Taking turns, the students read the tongue twister.</p> <p>Tongue Twisters:</p> <ol style="list-style-type: none"> 1. Three thin panthers in the bathroom. 2. Aunt Beth has thick cheeks, thin lips, three teeth, and thin mouth. 3. I thought a thought but the thought I thought wasn't the thought I thought I thought if the thought I thought I thought had been the thought I thought, wouldn't have thought so much.


Lesson 2	
Activity 1	<p>The teacher shows a video about the /ð/ sound. Video link: https://www.youtube.com/watch?v=EZb_EWVCUoE</p> 
Activity 2	The students listen and repeat the words from the video.
Activity 3	<p>Students take turns and read the following dialogue in pairs.</p> <p>Dialogue</p> <p>Heather: I'd like to buy that jacket in the window.</p> <p>Salesclerk: Well, there are three jackets together in the window. Do you want the one with the feather collar?</p> <p>Heather: No. The other one. The leather one.</p> <p>Salesclerk: The one with the zipper.</p> <p>Heather: No, not that one either. That one over there. The one that's on sale.</p> <p>Salesclerk: Oh, that one. Now, here's the other leather jacket that I think you'd like.</p> <p>Heather: But this one is more expensive than the one in the window.</p> <p>Salesclerk: It's a better jacket than the other one. The leather is smoother.</p> <p>Heather: I'd rather get the one in the window, though. I think that one is better for cold weather.</p> <p>Salesclerk: Well, fine, if that's the one you want. But we don't take anything out of the window until three o'clock on Thursday.</p>
Lesson #3	

Activity 1	<p>The teacher shows a video about the /s/ sound. Video link: https://www.youtube.com/watch?v=6hWPXaPXrnQ</p> 
Activity 2	The students listen and repeat the words from the video.
Activity 3	<p>Students read the following paragraph containing the /s/ sound, and the teacher provides feedback.</p> <p style="text-align: center;">Sailboat</p> <p>Last December I was sad because my favorite baseball team lost in a tournament. You should have seen my face, it looked like someone erased my smile.</p> <p>To cheer me up my dad took me out on our sailboat. It was a little messy, so we took some soap and cleaned it up first. We took some sandwiches, soup, and juice and left the house early on Saturday morning.</p> <p>We spent a few hours sailing around the lake. It was relaxing to just sit and listen to the water against the boat and soak up some sun. Dad told me he was sorry about the baseball team losing.</p> <p>“They will have more chances to win in the future,” he said. I told him I wasn’t too sad anymore. “I just really wanted them to win,” I said. Dad suggested that we sing the team song. He thought that would help us get excited for next year’s tournament.</p> <p>“Next year we will sit outside on the grass behind the fence to watch the game,” dad said. “We can take some salad, popsicles, and your toy dinosaurs. It will be the most fun we’ve ever had at a baseball game.” I love my dad. He is so good at helping me be happy.</p>
Lesson 4	
Activity 1	<p>The teacher shows a video about the /z/ sound. Video link: https://www.youtube.com/watch?v=ky7Jh9Bbjts&t=314s</p> 

Activity 2	The students listen and repeat the words from the video.
Activity 3	<p>Students read the following sentences containing the /z/ sound.</p> <ol style="list-style-type: none"> 1. The rose has a zillion thorns. 2. We will visit the zebras at the zoo. 3. Zack zipped the zipper. 4. They worked on the puzzle together. 5. The desert was dry. 6. I want to pick the daisy.
Lesson 5	
Activity 1	<p>The teacher plays a video about the /θ/ sound:</p> <p>https://www.youtube.com/watch?v=n1KNo1TGALA</p> 
Activity 2	The students practice the words from the video.
Activity 3	<p>In pairs, the students practice the following dialogue</p> <p>Beth: Kathy Roth is thirty-three.</p> <p>Ethan: Is she? I thought she was forty-three.</p> <p>Beth: Her birthday was last Thursday.</p> <p>Ethan: Was it? I thought it was last month.</p> <p>Beth: Seth is her third husband.</p> <p>Ethan: Is he? I thought he was her fourth husband</p>

	<p>Beth: Their house is worth three hundred thousand dollars.</p> <p>Ethan: Is it? I thought it was worth about one hundred thousand dollars.</p> <p>Beth: Seth is the author of a math book.</p> <p>Ethan: Is he? I thought he was an athlete.</p> <p>Beth: I'm so thirsty.</p> <p>Ethan: Are you? I thought you had something to drink at Kathy's house.</p> <p>Beth: No. Kathy didn't offer me anything.</p> <p>Ethan: I'll buy you a drink</p> <p>Beth: Oh! Thank you.</p>
Lesson 6	
Activity 1	<p>The teacher plays a video about the /ð/ sound:</p> <p>https://www.youtube.com/watch?v=VUAYmTnWaCY</p> 
Activity 2	The students repeat the words from the video
Activity 3	<p>Taking turns, the students practice the following tongue twister.</p> <ol style="list-style-type: none"> 1. Is it this, that, those, these, and there or for when that I eat this? 2. Whether the weather is cold, whether the weather is hot, we'll weather the weather, whatever the weather. 3. There is my brother from another mother.
Lesson 7	

Activity 1	<p>The teacher plays a video about the /z/ sound</p> <p>https://www.youtube.com/watch?v=xl-7mSeybml</p> 												
Activity 2	The students repeat the words from the video												
Activity 3	<p>Taking turns, the students read the following tongue twister.</p> <p>Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?</p>												
Lesson 8													
Activity 1	<p>The teacher plays a video about the /s/ and /z/ sounds:</p> <p>https://www.youtube.com/watch?v=8ndEjFzKqTk</p> 												
Activity 2	<p>Taking turns, the students practice the following minimal pairs.</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: left; width: 50%;">Sound /s/</th> <th style="text-align: left; width: 50%;">Sound /z/</th> </tr> </thead> <tbody> <tr> <td>Sue</td> <td>zoo</td> </tr> <tr> <td>Sip</td> <td>zip</td> </tr> <tr> <td>Bus</td> <td>buzz</td> </tr> <tr> <td>Price</td> <td>prize</td> </tr> <tr> <td>Lacy</td> <td>lazy</td> </tr> </tbody> </table>	Sound /s/	Sound /z/	Sue	zoo	Sip	zip	Bus	buzz	Price	prize	Lacy	lazy
Sound /s/	Sound /z/												
Sue	zoo												
Sip	zip												
Bus	buzz												
Price	prize												
Lacy	lazy												

Activity 3	<p>The teacher plays a video about the /θ/ and /ð/ sounds:</p> <p>https://www.youtube.com/watch?v=IFXzo7Kh8gs&t=7s</p> 
Activity 4	<p>Taking turns, the students read the following tongue twister.</p> <p>They thankfully think this thing is the best thing that they can throw the three times they need to throw a thing.</p>

Appendix C: Post-Test

Instrument 2: Post-Test Reading for Students

Universidad Latina de Costa Rica, Sede Pérez Zeledón

Curso: Seminario de Investigación I

Profesor: M.A. Roger Segura

Tema de Investigación: Mejorar la Pronunciación de las Fricativas Dentales y Alveolares a Través del Uso de Videos de YouTube Educativos en Estudiantes Adultos de Nivel Intermedio en el Centro Cultural de Idiomas

Estudiantes: Nikole Chavarría Valverde y Viviana Cubero Segura

Lectura para Estudiantes

Objetivo: Este instrumento tiene como objetivo recolectar información que nos brinde como es la pronunciación de las fricativas dentales y alveolares en estudiantes adultos y como los videos de YouTube educativos ayudaron a mejorar la pronunciación de estos sonidos. La información brindada será confidencial y se utilizará solamente para fines académicos.

Instrucciones: Lea los siguientes textos y grábese mientras lo lee.

My husband is so uncouth! I can do nothing to improve him! Every time he finishes eating his southern fried chicken, he lets a big burp out of his mouth. He says his mother always allowed it. He even likes to leave the froth on his lips from his Pepsi just to bother me. He often looks like a sloth when he walks out the door with his shirt un-tucked and his mismatched leather shoes on. I love him even though I'd rather not take him out in public! Although some ladies look for a smooth man, I would never choose another. Sloth or not I am thankful for the man I married.

My Vacations

Last summer my vacations were amazing. The first week I went to the beach with my family. I was excited when I saw the seashore. I have a lot of fun because we practiced surfing, swimming, and waterskiing. The second week we went to the zoo. I saw a lot of animals. The ones that amazed me the most were the zebras because they are like horses, and I love them. The zookeeper was very nice, and he gave us carrots to feed the zebras. Then, we went to my grandparents' farm. It was surprisingly fun because I made new friends. We watered my grandma's roses and heard the bees buzzing. We also wanted to play with my grandpa, but he was busy feeding the pigs and the dogs.

Rubric for Pronunciation Assessment				
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