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Stimulating students' Phonological Awareness

by Implementing Listening Activities at Centro Educativo Pindeco.

Jackeline Ureña Jiménez

Valentina Leiton Arauz

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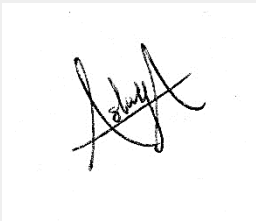
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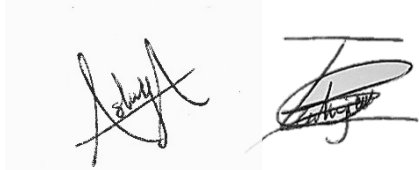
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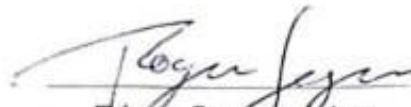
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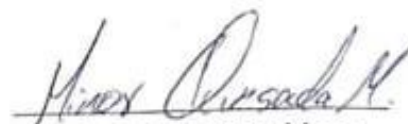Róger Segura Arias
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Abstract

This topic is worth researching after close analysis of the limited amount of importance given towards phonological aspects related to the English language learning process designated in various high schools. The importance of this specific topic is focused on a particular area of English teaching, the phonological aspects that compose the English language. In previous year this specific area was not considered until the 2016 MEP syllabus. The intention behind this project is to enhance and create awareness to the phonological areas of the English language in educational environments through the usage of interactive listening activities that can promote and improve overall the awareness needed in such an important part of the English teaching and learning process.

Keywords: phonological awareness, techniques, listening activities.

Chapter One

Introduction

The Costa Rican educational system provides students with many opportunities to be instructed in different fields like languages. In fact, Costa Rica incorporated English teaching as a target language since many years ago; however, it was not until 2016 that the *Ministerio de Educación Pública (MEP)* started to make significant changes in the way professors teach and students acquire this language through the new English Syllabus. This curriculum includes teaching phonological awareness (PA) from which students can develop a higher pronunciation level. The idea of this program is that students achieve communicative competence by practicing phonological sounds presented in English, which should be explained through oral activities. Since it is a problem for learners to recognize the differences between English sounds and word formation, PA which Vloedgraven and Verhoeven defined as the "ability to attend to and make judgments about the general sound structure of language" (Hayward et al., 2017, p. 809) was recently included in the new MEP's syllabus to help pupils understand sound production, improve their pronunciation, and fluency in English. The following project explores some listening activities that can be implemented to promote PA in English as a Foreign Language (EFL) classroom.

Rationale

Mastering a new language has become a necessity for this new generation of students and also for everyone who wants to get better job opportunities in this century. Since 2016, MEP has been implementing a new English syllabus which aims at increasing the English proficiency of high school students. However, it may take some time until the results of the new changes have a significant impact on learners. Moreover, educators who are accustomed to teaching using the 2005 syllabus need to change the development of the classroom and incorporate the learners more actively. Educators are the primary key that will open either fix this page door of success or

the door of failure. This project seeks to encourage students' Phonological Awareness by making use of Listening Activities.

By doing this project, the researchers seek to discover listening activities that teachers at Centro Educativo Pindeco also called Coopecep apply in regard to the 2016 syllabus. This work will also help teachers raise awareness about the importance of PA in the EFL classroom. Bayetto (2015) affirmed that with correct instruction of PA students will understand that "speech is composed of words; words can be divided into syllables and onset- rimes; syllables and onset-rimes can be divided into individual sounds (phonemes)" (p.1).

Those abilities are essential in the acquisition of English as a foreign language and they should be taught by the teacher. Since there is no research or study about the successfulness of this new syllabus, more specifically in terms of the new linguistics skills that MEP suggests, this project also seeks to be a source of information for those educators who have doubts about the implementation of PA in the classroom by motivating and encouraging them to incorporate this important topic. Moreover, it would be the basis for future projects or research related to the new phonological awareness.

The Purpose

English teaching in Costa Rica has suffered some changes since the implementation of the new English syllabus. Since 2016, MEP's efforts to improve the quality of English acquisition in high schools and primary schools are reflected in the new curriculum. One of the new features that these programs contain is the incorporation of phonological awareness as one of the fundamental key aspects to achieving English proficiency. According to MEP (2016), phonological awareness is defined as "learner's ability to hear, identify, and manipulate sounds in spoken words or sentences to progressively decode and interpret texts" (p. 40). In fact, this

implies a change in the way teachers plan and develop their classes. For instance, educators should give some minutes of their lessons to teach aspects such as fix any issue like this minimal pairs, intonation, rhyming, word stress, and other linguistic elements that will lead students to achieve phonological competence. The overall goal of this new English syllabus is that once students finish high school, their English proficiency level will be B1, also called Independent User, based on the level described by the Common European Framework of Reference (CEFR).

The independent user level will not only give students the basis for mastering a second language in the future but also it will allow them to have better life opportunities. Moreover, since this new program was recently put into practice there is no evidence of whether it has achieved its goals or not. According to the teaching experience of the researchers, some issues with the new 2016 syllabus were noticed. One concern is about the implementation of phonetic awareness in the EFL classroom. Nonetheless, some of the educators make use of the new weekly plan but the development of the lessons is as if the 2006 English syllabus were still in use. For this reason, the student-researchers believe that the teachers may not be incorporating PA in their lessons and this should change.

Moreover, the MEP's view in regard to the implementation of PA is that it should be a step by-step process. Brown stated that "Phonemic awareness along with phonological awareness will be developed progressively so that learners get the stress, rhythm, and intonation of natural English speech" (as cited in MEP, 2016). It is essential that this process be carried out by the educators with proper management of all the steps that are needed and the tools. Indeed, the goals that this syllabus is offering could have a huge impact on phonological awareness if students receive the correct instruction. For this reason, this project's main aim is to measure how effective

the implementation of listening activities is to develop phonological awareness in the EFL from Coopecep.

General Objective

To improve students' phonological awareness through the implementation of listening activities in ninth graders at Centro Educativo Pindeco.

Specific Objectives

1. To diagnose the students level of phonological awareness through the implementation of a diagnostic test.

2. To implement listening activities by creating and incorporating phonological aspects such as top-down and bottom-up listening activities.

3. To assess the level of effectiveness of the phonological listening activities.

Research Questions

Central Question. How can listening activities stimulate students' Phonological awareness at Coopecep?

Associated Subquestions.

1. What types of activities are being used to bring phonological awareness to the students at Centro Educativo Pindeco?

2. How were the students of Centro Educativo Pindeco obtaining phonological awareness before the inclusion of it into the 2016 syllabus.

3. What kind of resources have had an impact on creating phonological awareness of the students at Coopecep so far?

Hypothesis

Understanding the phonological aspects that compose the English Language through listening activities can facilitate the speaking and pronunciation process.

Summary

Chapter one describes the subject under investigation of this research which is the teaching of phonological awareness in high school. Moreover, it also contains the rationale and purpose of the study, and why it is relevant. The research includes the main question that needs to be answered with the investigation, and the secondary questions that will give backup to the main objective. Furthermore, the background of previous investigations in the field of phonology is also included in this chapter. Additionally, a short assumption about the possible problems that can be faced during the investigation is included as well. Finally, there is a list of important definitions that will be helpful for a better understanding of the study.

Moreover, the next chapter provides information regarding previous studies that have been made about the importance of PA and data collected not just in regards to listening but also in different fields like reading.

Chapter Two

Literature Review

English Teaching in Costa Rican High Schools

The relevance that teaching has in Costa Rica is manifested by MEP, an institution that has been in charge of the development of education and approval of the new changes in the programs of all the subjects imparted in public schools and high schools. Consequently, this institution is responsible for making subjects more focused on the educational environment, which is the case of English. Even though it is a foreign language Araya and Córdoba (2008) stated that "because the English Language has constituted the main means of communication between Costa Rican and foreign entrepreneurs and companies, governments have demanded the academic and technical preparation of English language learning" (p.2). This basically means that MEP has taken actions to guide the economic development of the country throughout the incorporation of English teaching to fulfill the communicative demands of the international market. So because of the progress of the economic system in this nation, English has gained more power over the instruction of Costa Rica.

The high expectations that the Costa Rican government has about the inclusion of English teaching promoted updates in the programs that show different focuses. The new syllable guides students from school to high school to become aware of the benefits of learning a new language; for example, people who learn another language can have more experiences and develop critical connections of their mother tongue and the new language (Cortés & Cabrera, 2003, p. 5). So it should be highlighted that learning another language optimized the comparisons and understandings throughout the exploration of the second language. Another aspect of the curriculum is not only to fulfill the academic needs, but also to increase teenagers' communicative English competence. The new changes made to the English program suggest the incorporation of written and oral aspects of the language; that is, the development of the four

skills, listening, speaking, writing, and reading to the idea of improving these areas giving educators and learners more tools to be guided in the construction of the language.

Phonological Awareness and its Importance in the CR Curriculum

There have been many similar definitions provided to the term of phonological awareness. Snow, Burns & Griffin (1998) defined PA as the "awareness of the characteristics of the sound system of a language, including sounds, syllable structure, and phonotactics of the language, has been cal ed phonological awareness" (as cited in Kochaksaraie & Makiabadi, 2018, p. 105). For instance, PA involves the capacity to recognize sounds and to relate them to written words. The importance of PA resides in many aspects; authors such as Kochaksaraie and makiabadi (2018) have suggested that pronunciation is one of the most important indicators that a student is competent in a language (p. 104). For example, PA, as part of pronunciation, takes an important role in defining the level of competency of a language learner. Secondly, it has been stated that PA is linked to the improvement in speaking. In Costa Rica, the syllabus employed in high schools includes the incorporation of PA as a skill to improve reading skills in learners. The integration of this feature might be occurring because of the investigations that have proven that PA is effective for the improvement of reading. For instance, the manipulation of phonological features has helped students to acquire better reading skills. As the contribution by Elhassan, Crewther, and Bavin (2017) stated, PA had a direct impact on reading fluency (p. 5). This investigation proved the importance of phonological awareness in language acquisition, and how it is helpful to improve reading in students. As a conclusion, PA has become important in the Costa Rican curriculum because it has been proven that it helps students with the enhancement of their listening and speaking skills, and, in general, PA is beneficial for any learner of a foreign language.

Teaching Pronunciation as a Tool to Enhance Phonological Awareness Acquisition

Being fluent when speaking a second language can mark the difference between accessing the 21st century labor market or not. In the EFL classroom, it is necessary to develop the main four skills to master the language; however, for communicative purposes, the correct pronunciation of words plus an excellent intonation and rhythm are crucial. In Costa Rica, MEP has incorporated communicative competence as the main goal of the new English syllabus: "learners need an updated curriculum that reflects the knowledge, skil s, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners" (2016, p. 12). Concerning this focus, the implementation of PA during the lessons is now a requirement that MEP is asking teachers to do. For instance, according to MEP, for eighth graders, the syl abus integrates the understanding of consonant blends "bl", "st", "tr" (p. 127), diagraphs "th", "sh", "ph" (p.136), words with final "e" "-ake", "-ute", "-ime" (p. 147), and minimal pairs (p. 155). In order to acquire and internalize those concepts, learners should be able to identify them when listening and also when producing them in spoken form which includes the correct pronunciation.

The Relation between Phonological Awareness and Reading

Phonological awareness can be classified as a basic meta skill for language acquisition that is linked directly to the ability to read. The capacity to recognize syllables inside words and sounds inside syllables can help the reader to understand the graphemes better. An investigation implemented by Elhassan et al (2017) suggested that the process of learning to read can be divided in different phases. For instance, they said that the second phase has to do with the phonological decoding of words and the development of phoneme/grapheme correspondence (p. 2). Moreover, the capacity to manipulate the PA skill is also linked to the fluency of readers. For

this reason, efficient readers are usually linked to the manipulation of PA skills. As Xiuqing and Aimin (2006) proposed, good readers are highly characterized because of the presence of phonological awareness, while poor readers lack the knowledge to manipulate the sound system (63). Furthermore, an investigation, at the phonological level, focused on prosody (stress and pitch) found that these two features play a role when reading. Xiuqing & Zou (2006) tested a native speaker in contrast to an ESL learner to see how different their speeches were. First, when testing stress, they said that the relationship with reading is that the learner can develop the capacity to determine which words receive more and less stress, making them seem more natural while reading. In regard to pitch, it helps the reader to separate ideas and sentences within long strands of speech or text (p. 66). Clearly, the development of these capacities that are linked to the learning of PA is important to become a good reader and also a good listener of the language.

One more aspect affected by PA that can be described is fluency. PA is related to the rate that someone can have while reading. The extent to which someone can manipulate sound features such as grapheme-phoneme correspondence, stress patterns, and pitch in greater syntactic units (as sentences) can be translated into fluency when reading. In fact, an investigation performed by Elhassan et al (2017) revealed through a special test that the students with the better scores in reading fluency had also the better scores in PA in comparison to the lower scores in fluency (p. 5). In addition, the investigation also showed that fluent readers displayed a better development of PA (p. 7). The investigation proposed by these authors demonstrates that PA can be one of the factors that influence students when learning to read. As a summary, investigations have shown that the role of phonological awareness is that it has a relevant relationship between proficient and fluent readers.

Activities and Tools to Teach Phonological Awareness

There are multiple activities that can be incorporated into the weekly plans to work on PA. These activities can cover multiple aspects related to PA. For instance, Rule, Dockstader, and Stewart (2006) suggested activities that include aspects such as syllable counting, blending, and discriminating (p. 197). These are some examples of the focus that certain activities should have, in addition to activities that teach students the vowel changes across the mother tongue and the foreign language. Some activities developed by Rule et al (2006) included games focused on developing the capacity to separate words into syllables, and to discover how changing the syllable in minimal pairs changes the meaning of words (pp. 197- 198). These activities have the central purpose of working on the development of sounds' awareness. In regard to suprasegmental features, Tikkakoski (2015) proposed an activity that works in stress identification in sentences which allows students to have better control of the pitch in sentences (p. 19). Currently, there are different activities recommended to work on students' development of PA.

Nowadays, educators can find a variety of authentic and non-authentic materials that support them with new ideas to increase language proficiency in students. These teaching materials should integrate and give students the capacity to feel comfortable when using them. Audios, worksheets, video files, textbooks, flashcards, spelling and diction worksheets, visual aids, and films are some of the examples of teaching materials. Current researchers classify them into written texts, audio visual resources, and illustrative materials. Making reference to the advantages of audio visual aids, they can help learners to improve understanding, present new vocabulary and information, and they can also be used in all the stages of a lesson (Nurullah, 2014, pp. 49-51). As shown, these kinds of materials do not give students limitations to learn and

use a foreign language, which means an improvement in their education. All these materials have been incorporated into English teaching since many years ago; however, the access to more technological tools has increased in the last few years, replacing the traditional materials previously mentioned.

Technological resources like the Internet, video blogs, social media, TV, and electronic devices changed, in particular, the way professors teach their lessons. Since these tools were added into the educational system, students seem to be more entertaining and interested in the subject matter. As mentioned before, different materials can be found to make the process of learning more enjoyable; for instance, Tikkakoski (2015) suggested that Vlog Stock is a tool that gives students the chance to listen to different intonation patterns like falling intonation common with wh-questions, rising intonation with yes-no questions, and fall-rise intonation is found in the endings of sentences to express not being sure or when there is something to add. Fall-rise intonation is also used in questions to invite somebody to have or do something (p. 17). The idea with this tool is to offer learners the opportunity to understand types of intonation presented in English using the method of repeating and imitating from the source. Phrase Phase is another Communicative Pronunciation Task (CPT) from which students can choose between auditory or audiovisual sources (video games, video shows, Internet videos), after that, they select one phrase or quote that they took from the source and then they practice it. The next step is the dialogue phase; this task can be done in pairs and the idea is that students learn how to be aware of the changes in intonation and stress of sentences while they change words in the quotes given to create a meaningful dialogue (Tikkakoski, 2015, p. 19). These kinds of innovative materials help learners to be aware of changes in intonation and stress in sentences to have a more acquired pronunciation and develop their listening skills.

The Feedback Taxonomy for English Teaching and Its Incorporation in PA

Feedback has been an important tool in EFL classrooms since long ago. This feature of language instruction has an important role in helping learners to internalize the input they receive. Lyster and Saito (2010) said that much research has demonstrated that feedback plays a key role in the enhancement of student's use of a second language (p. 278). Teachers need to have in their repertoire of teaching strategies the use of feedback as a necessary tool. Teachers have to be able to recognize when it is the best moment to use and shift among the different feedback technique s to see its real effectiveness. Again, Lyster and Saito (2010) suggested that it is when the student is performing that the focus on language can be more effective, instead of simply postponing the linguistic correction until the grammar part of the course takes place (p. 278). Additionally, when teaching PA, the teacher should be able to recognize what kind of feedback can be more effective. For this reason, it is important to identify the different types of feedback available to enhance teaching. There is a recognized taxonomy of instructional feedback by Lyster and Ranta (1997) that classifies feedback into explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition (pp. 46-49). Instructors should use this taxonomy to guide the way they implement feedback.

Furthermore, Lyster and Ranta (1997) made a new classification for the different feedback moves. In this classification, reformulation takes the form of recast and explicit correction, whereas prompts take the form of elicitation, metalinguistic clue, clarification, request, and repetition (pp. 46-48). Moreover, there is also a suitable summary of the taxonomy that explains every type of feedback. In this case, Pham (2018) explained each of the feedback types. First, explicit correction is when the teacher provides the correct form of whatever mistake. Second, recast is the reformulation of the student's "erroneous response" that comes with an

emphasis on the corrected part. Third, a clarification request is when the teacher uses phrases such as "pardon me?" or "what do you mean by X" to elicit a clarification from the student. Forth, metalinguistic analysis is when the teacher presents information, questions, or comments about the correct answer but without giving the explicit correction. For example: metalinguistic information; It needs an article, or metalinguistic questions; Does the noun need an article? Fifth, elicitation is when the teacher uses various techniques to elicit correct information from the student. The elicitation can take the form of completion, questions, and request for reformulation. Finally, repetition is when the teacher uses a higher intonation to repeat what the student said, highlighting the error (pp. 41-42).

Through the years, the works of many researchers have helped to transform language teaching into a highly technical field. Feedback is one of the technical features of language teaching that has always been important, especially in EFL teaching. For this reason, educators should incorporate the different techniques already reviewed to approach how to give feedback to students in regard to PA and take the best out of the students.

Summary

This section developed eight main points of the literature review. First, there is a general overview of education in Costa Rica plus its development within the new English syllabus. Secondly, phonological awareness, which refers to the ability to identify sounds, syllable structure, and phonotactics of a language, has a very important role in the reinforcement of learner's pronunciation. Thirdly, PA and pronunciation complement each other in the sense that pronunciation requires an excellent understanding of the phonological features of a language. However, when teaching pronunciation, instructors usually focus on errors correction rather than teaching the suprasegmental features. Next, in terms of materials, there are three principles:

intelligibility, connections between all the skills, and the needs of professors. Moreover, there are technological materials that teachers can incorporate into their classes to teach pronunciation topics like intonation and stress of words. On the other hand, there is a relationship between PA and reading which consists of how it has been proven that PA is linked to good and fluent readers. Finally, in regard to feedback, there is a taxonomy of feedback that is helpful for teachers to learn how to give effective feedback related to PA to students.

Chapter Three

Design and Method

Research Method

This study follows a qualitative approach because researchers aim to understand a phenomenon by analyzing the real experiences and the perspectives of the participants involved. As Polkinghorne (2005) mentioned, a qualitative research is "exploratory, and seeks to explain 'how' and 'why' a particular social phenomenon, or program, operates as it does in a particular context" (as cited in Haradhan, K, M., 2018, p. 2). It means that through this approach, researchers seek to comprehend how phonological awareness is taught to nine graders at Centro Educativo Pindeco by considering the outcome of pre-analysis of their understanding, view, and the experiences of the participants with PA. Moreover, another characteristic that makes this research qualitative is that different types of data collection methods such as, a pre diagnostic, practices, and a final diagnostic are used to gather as much data as possible in order to bring validity to the research.

This qualitative research has a case study design. Zainal (2009) stated that "case study research, through reports of past studies, allows the exploration and understanding of complex issues. It can be considered a robust research method particularly when a holistic, in-depth investigation is required" (p. 1). Since phonological awareness has been recently added by MEP, few or no studies have been carried out, that is why this topic requires a case study design so that an in-depth analysis is done. Additionally, researchers designed and applied a series of instruments in order to obtain the point of view of the participants.

Moreover, this study design is guided by a central question, how listening activities stimulate students' Phonological awareness at Coopecep.

The context

Under close inspection and various scenarios that can result in different outcomes having reached the conclusion of selecting a private high school to see what type of PA they are receiving in comparison to a public environment. Considering the differences such as how many English teachers there are, the number of students and most important the amount of overall English hours that the students receive. This research study was carried out at Coopecep. It is the only private school in Buenos Aires, it is located in the middle of Buenos Aires de Puntarenas. Coopecep has a total of thirteen classrooms and provides students with services such as bus transportation (for which most families pay for), a photocopy place, a teachers' living room, a soccer field, and a computer lab. Currently, the number of students is (and estimate of 267) are from preschool and high school combined. Students who attend Coopecep are from different neighborhoods near the area such as Santa Cruz, Lomas, la Piñera, Volcan, Santa Marta, San Carlos, El Brujo, Terraba, Peja and Ceibo. Moreover, this institution offers Academic and conversational English for all the levels and students of 10th and 11th level a total of up to 12-14 English classes a week. The location and the environment in this institution are really helpful with enough recreational areas and surrounded with nature appropriate for the student to feel comfortable.

Participants (Population)

The participants in this study were EFL learners from ninth grade at Coopecep and the collaborative teacher, who is in charge of the group. Since the observed group received conversational English, the researchers would attend their classes five times, one for a pre-evaluation and three classes to provide activities for PA and one final class for a final diagnostic, which is the result of 3 lessons one per week with the group. In the group there were eleven

learners. Their ages range between 14 to 15. The participants have a high social medium class

status. Furthermore, the instructor is an-American woman with a licentiate's degree in linguistics

and English as a second language, who moved to Costa Rica for her practicum and decided to

stay.

Data Collection Procedures and Tools of Initial Research

To gather the necessary information for this investigation, there will be used three pre-

established instruments. The purpose of the instrument is to help the researcher answer the main

research questions with information from the case observed. The instruments designed with this

purpose are one for a pre-evaluation and three classes to provide activities for PA and one final

class for a final diagnostic. The researcher will apply a total of two diagnostics, one to pre

evaluate their previous knowledge related to PA and one final diagnostic to see the overall

outcome of practices and acquisition of PA. The first diagnostic will be applied to students from

ninth grade from Coopecep high school. In addition, the instruments will be administered during

a period of three weeks. The purpose for the development of these specific instruments is to

provide information for triangulation.

Moreover, the data gathered through them will provide the necessary information to

analyze the techniques to approach PA, the techniques to provide feedback, and the resources that

are implemented, to answer the case study's research questions.

Procedures of initial research

Instrument #1: Structured observation (Appendix A). The purpose of the observation

will be to gather all the data related to the listening activities, the acquisition and the impact of

them to approach PA. This instrument will be important because it will be the primary source of

objective information for the researchers. In general, the observations are composed of different

sections to identify how many times a certain event takes place during the lesson. To conclude, the observation will serve the main purpose of gathering objective information about the activities, acquisition and impact of the stimulation on students' Phonological Awareness by Implementing Listening Activities to the ninth graders at Centro Educativo Pindeco.

Instrument # 2: Pre-test (Appendix B). The purpose of the observation will be to gather all the data related to the previous knowledge, and feedback that the teacher at Coopecep high school uses to approach PA. This instrument will be important because it will be the primary source of objective information for the researchers. The instrument is composed of five different Phonology activities. The first activity has the aim to observe whether or not a number of features of PA are addressed by the teacher in class.

In general, the pre-test is composed of five sections to identify the different aspects of phonology that the students could have been introduced to in previous lessons. They also have sections to identify if the sources and activities have or not a communicative focus, activities such as reading and analyzing whether reading has the same output as speaking or listening. To conclude, the observation will serve the main purpose of gathering objective information about the strategies, sources, and feedback that the teacher uses to address PA to the group of ninth graders at Coopecep high school.

Instrument #3: Action plan (Appendix C). The second instrument was a careful throughout action plan based on the overall outcome of the pre-test. The main purpose of the action plan is to carefully comprehend and help the students with the implementation of phonological awareness activities in the EFL classrooms. This instrument consists of three possible worksheets with questions and exercises and will be recorded by the investigators to

facilitate the analysis of the answers that they obtain, with the overall goal of bettering the students' understanding of PA and output with speaking and pronunciation.

Instrument #4: Final evaluation (Appendix D). The last instrument is a collection of all the instruments used for the students' growth and understanding of phonological awareness. The questionnaire is designed in English with the main purpose of evaluating the students overall understanding on the matter. The objective is to gather information about a student's output regarding phonological awareness after having experienced a different form of input. It consists of fifteen questions which students complete, be it so multiple choice, matching and speaking.

Data Analysis

For the purpose of analyzing the data gathered, the researchers will code and triangulate. The main method that will be used to ensure the data analyzed will be valid is triangulation. By means of observations, the students will find patterns to give validity to the case. Gall, M., Gall, J., and Borg (2007) supported the idea that triangulation "vary the methods used to generate findings and see if they are corroborated across these variants" (p. 474). Additionally, the information will serve the purpose of explaining the phenomenon analyzed. Moreover, the analysts will apply the coding system. They will divide the information into main concepts that will be analyzed to find patterns in the case being studied. Finally, the main purpose of analyzing the data gathered by means of triangulation, coding will be to answer the research questions of the study.

Summary

Chapter three of this case study considers everything about the design of the research; the data gathering, the description of the setting where the field work takes place, the population, the methodology to analyze the data gathered, and the description of the instruments elaborated.

First, it describes what kind of design is being implemented to orient the investigations. Second, the chapter provides a description of the site and participants that are being targeted in the inquiry. Third, the role of the researcher is clarified as well as the posture that they must take in order to gather the necessary data. In this chapter, the different instruments that are used in the field work are described. In addition, the description provides the main purpose and significance of every instrument.

Chapter Four

Data Analysis

Chapter Four shows the analysis of the data collected through different instruments applied to the students of CEP. Researchers attempted to answer the research questions using different techniques. A pre- test was implemented to give a starting point to the results of the information gathered once the implementation of the action plan. The results are divided into three subtopics which are based on pre- test, resources, and post-test to teach phonological awareness. Finally, the purpose of this chapter is to provide answers to the research questions presented in Chapter One.

Pre-test Results Bases on Previous Phonological Awareness Knowledge

In regard to the first activity implemented on the pre-test such technique was employed in the class, repetition was the most commonly used by the instructor. The observations showed that this technique was implemented multiple times during the lessons. In fact, when teaching vocabulary and when dealing with English sounds that are difficult for students, the teacher used repetition to clarify and to improve learners' pronunciation.

Similarly, the teacher affirms that repetition was used to explain problematic sounds such as the pronunciation of /th/. Additionally, the educator declares that using repetition promotes learners acquisition of new vocabulary and its correct pronunciation. Furthermore, the pre- test displayed that repetition was used and understood up to 85% of the students' comprehensibility. For instance, learners, as well, indicated that when the teacher made them repeat the words "they" and "day" multiple times, they were able to distinguish the difference between the word sounds. Based on this, it can be affirmed that repetition is used due to its effectiveness in the instruction of vocabulary and in the approach of sounds that are problematic for students as displayed on the graph below it shows what sounds were best pronounced and how understood the sounds were after the repetition.

Figure 1. *Pre-Test Results*
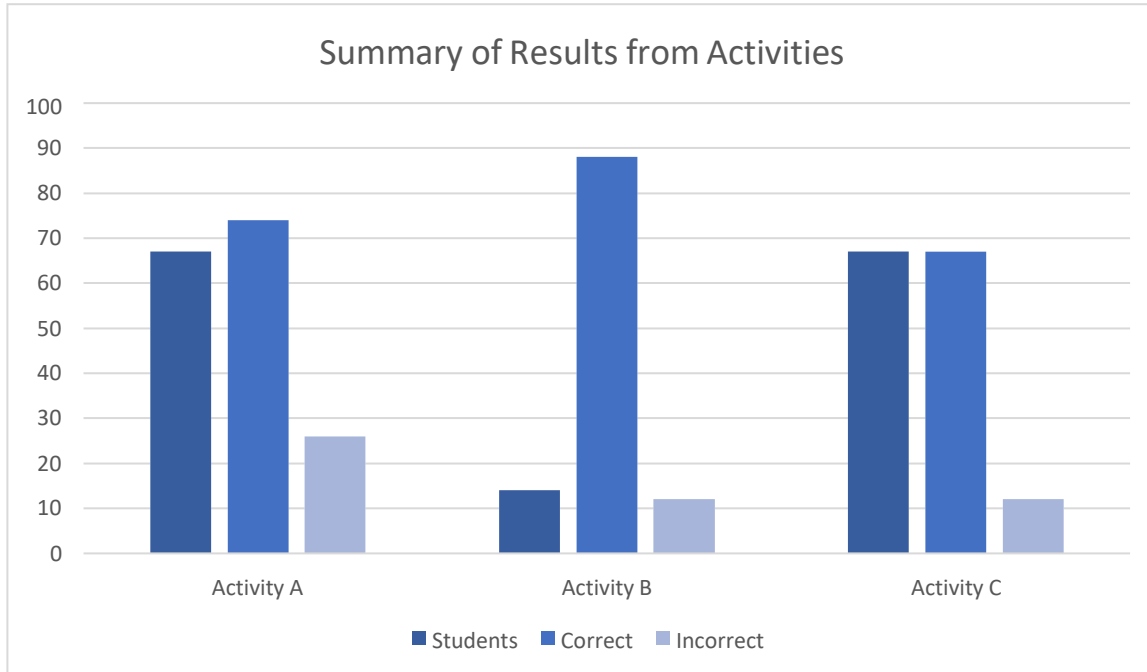
Note. Summary figure of the results obtained from the three activities applied.

Minimal pair discrimination is another technique assessed in the pre-test, indeed, previous observations expressed that the educator incorporates the discrimination of minimal pairs through listening exercises, e.g., students use the audio files to learn how some sounds are produced and used them in oral production. In addition, 74% of students expressed that they have seen minimal pair discrimination. They affirmed that the teacher implemented the board to clarify to students the difference between the /I/ and /i:/, and the difference between long and short vowels. In activity B of the pre-test, students were asked to listen carefully and circle the correct word after hearing different sounds. During this activity it was depicted that 67% of the students were able to differentiate what sound was the correct between the two options given. As shown in the graph below students had difficulties differentiating the sounds in activity C where half of the students selected the correct minimal pair being said by the investigator.

Post-test Results

When developing the post-tes, different sounds were considered as well as they it had pre explained during the application of the action plan. One of the techniques used along the lessons was the modeling of sounds. Through the lessons, it was implemented by the teacher was modeling to teach new words, to correct sounds, and to review phonology. For instance, in the case of teaching new sounds, the investigator wrote the new vocabulary on the board and told the students how the words are pronounced for students to use them correctly in the oral production. The teacher used modeling to correct the pronunciation of vowels in words such as "Italy", "ate", "sea food", and "beef", and these corrections were made oral y. Once the sounds had been seen in its majority and understood and comprehended by the students, the post test was implemented. The overall outcome was a 14% more promising than the pre-test with an 88% of an output.

Figure 2. Post-Test Results

Summary of Results from Activities
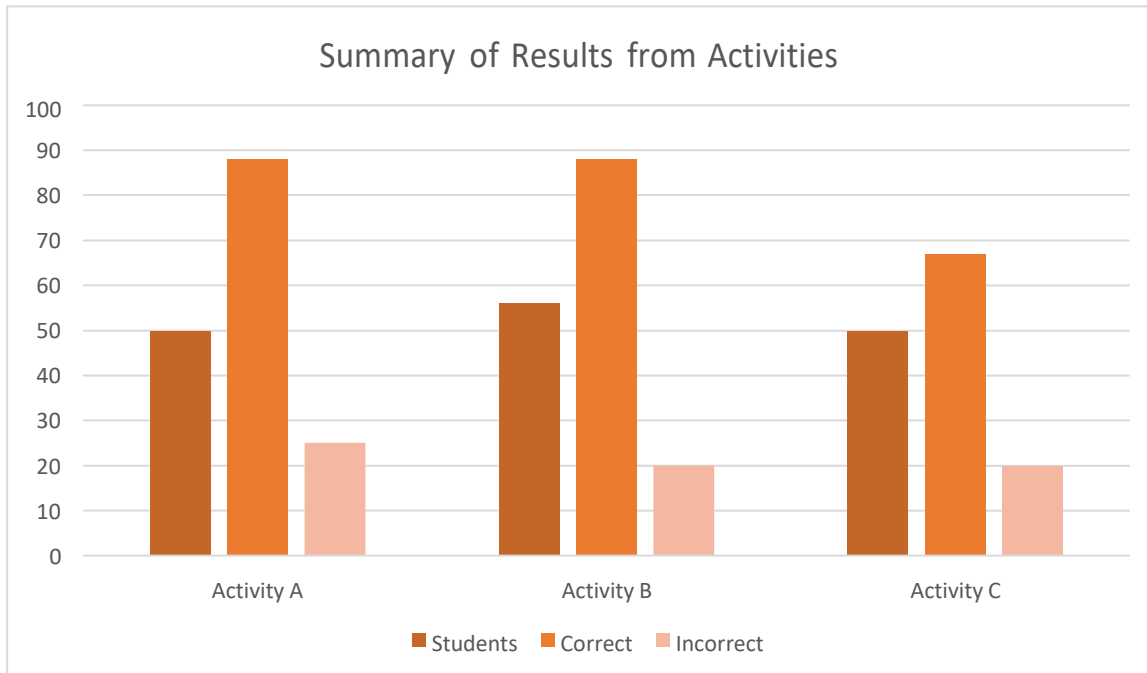
Comparative Analysis of Results

Once gathered the data from both tests, the student researchers carried out a comparative analysis that is summarized in Figure 3. Based on this, it can be affirmed that repetition was mainly used to deal with words in isolation since students may forget the pronunciation of all the words. Likewise, it can be inferred that repetition was coral because the investigators may want to address all the students at the same time. On the other had the minimal pairs activities were mainly used to deal with the overall understanding during listening comprehension where most of the students after clear understanding of the sounds through repetition and new vocabulary. As a result, it can be concluded that, the implementation of minimal pairs identification was to cover the gaps left by repetition at new vocabulary level and it was used to address students individually since some have more sounds to focus on than other.

Figure 3. *Results*
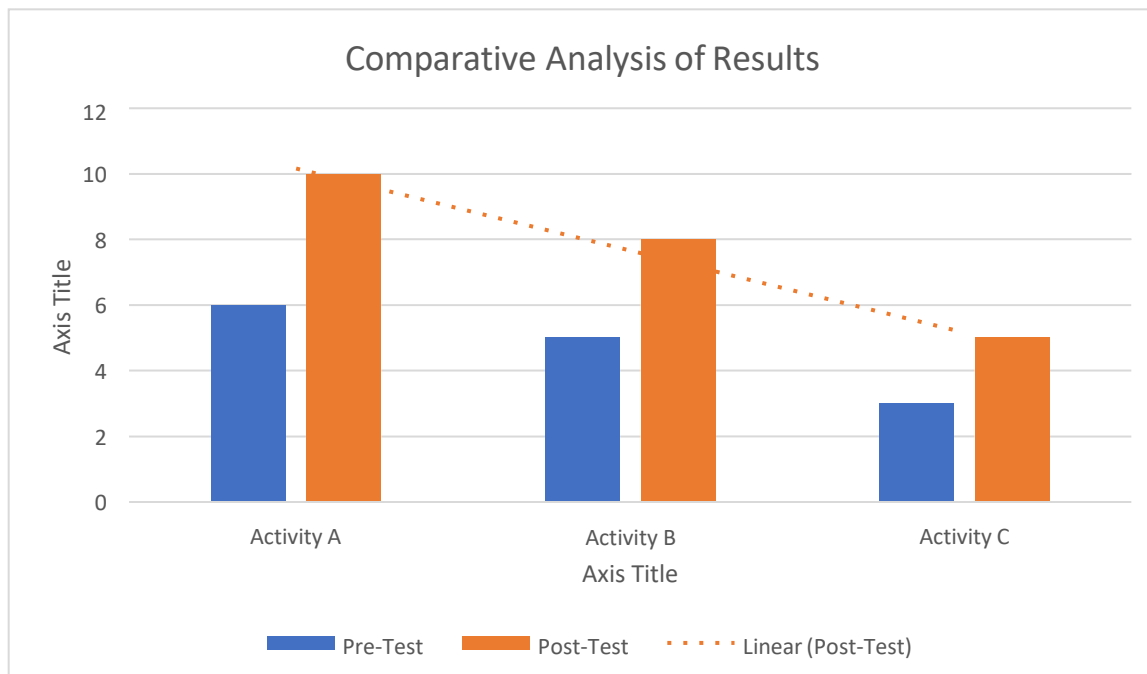
Chapter Four is an in-depth analysis made by the student- researchers where they showed the results of three main aspects regarding the teaching of phonological awareness: techniques, resources, and feedback. In the case of techniques, repetition was used the most by the teacher; however, some other techniques such as modeling of sounds and minimal pair discrimination were noticed. In terms of feedback, repetition, and minimal pairs, with listening comprehension were the techniques observed since they are easy to apply and usually show positive results. Finally, it is important to mention that in order to make the analysis valid and objective, all the participants' perspectives were analyzed. In general, Chapter Four is an in-depth analysis that answers the research questions presented in Chapter One.

Chapter Five

Reflections

The following chapter contains the experiences that the student investigators caught during the process of application of the observation and the tests. This section demonstrates what the researchers feel about what they saw in the classes and through the implementations. The reflections allow investigators to go deeper in the investigation so that they could reflect on changes and improvements for future researchers.

First of all, it is important to mention that PA is not a commonly easy topic for students and when they are observed and tested by another person that is not their teacher, they tend to be shy or nervous. That is why, at the beginning, the students looked close in terms of participation; however, based on the observations the investigators realized that students felt comfortable when the instructor made use of repetition. This was also shown in the pre-test. For this, the student-researchers believe that they feel more comfortable with this activity because they think that if they make a mistake it will be corrected to the whole class and that it is easier to make a mistake in the sounds if they do it by themselves. In addition, one cannot let apart the essential role of the teacher in this investigation because thanks to the educator in charge of the class, the students got easily involved into the activities the investigators brought for them. Since they did not know who the researchers were, they needed someone who they trusted in, that is why the investigators realized that it is important to have the educator in the class so that the students got focused and cooperated with the tests.

Summary

As a summary, it was not complicated for the investigators to accomplish with the research because the students showed to be nervous at first but then they could feel comfortable with the fact that other people were in the class, this because the educator involved helped a lot in the process. Furthermore, the students were active and they liked the activities that the researchers carried out for them.

Chapter Six

Conclusions

Chapter Six presents conclusions based on the data analysis on chapter four. The information was collected from the instruments administered to students in nine at Centro Educativo Pindeco. The purpose of this chapter is to give the final perceptions about the development of phonological awareness at Centro Educativo Pindeco. Additionally, in this chapter, some conclusions are drawn, and some suggestions are given by the researchers. The conclusions are focused on the result from the data analysis.

Based on the case study carried out by the student-researchers, multiple conclusions are drawn in regard to the techniques used to teach PA. According to the data, it can be concluded that repetition was used the most. Frequently, this technique was adopted by the instructor to improve learners' pronunciation, to address problematic words that represented a difficulty in pronunciation, and to teach new vocabulary. However, repetition was limited to words in isolation, which causes students to focus too much on pronouncing words alone, and not on practicing aspects such as intonation and rhythm. Moreover, the modeling of sounds was incorporated by the instructor for aspects such as teaching new words, correcting the pronunciation of vowels, and reviewing phonology. Even though this technique was not the most commonly used, the observation showed that it is an effective way to help students to increase their oral production. It can be concluded that repetition and modeling of sounds are the techniques that the teacher uses more frequently. Another technique that the teacher uses is minimal pair distinction. This technique was used to teach problematic sounds to students by incorporating the use of similar sounds said out loud by educators or investigators with these listening practices to explain how some sounds are produced and to teach students the difference between some sounds. A final conclusion is that though PA is not addressed

directly, there are multiple techniques such as repetition, modeling sounds, and minimal pair discrimination that were observed during the investigation. However, the techniques do not reflect activities that are focused on the academic objectives for this topic.

Chapter Seven

Recommendations

This chapter includes recommendations that are based on the conclusions already presented in chapter six. These recommendations are designed to provide future suggestions and contributions to incorporate phonological awareness into the classrooms. The recommendations are focused on the results from the data analysis.

Based on the findings and the conclusions drawn by the student-researchers, the first recommendation regarding the use of techniques is to develop activities in which those techniques can be implemented in an explicit way. It is important to mention that PA is fundamental in the improvement of linguistic skills. The second recommendation is that the activities should have a communicative focus; this means that students should use what they learned to express themselves in the target language. The last recommendation is that PA should be used to enhance not only listening, but also reading, and speaking. Finally, there is a recommendation for further studies in the same field. Since educators usually gather together every month and plan the lessons for the whole month, it would be important to conduct a case study focused on how teachers, internally in each institution, are planning the incorporation of P.A in their weekly plans

Action Plan: Teacher's Guide of Activities for Phonological Awareness for Nine graders at Centro Educativo Pindeco

The following proposal consists of a set of activities that can be used as a guide to reinforce the teaching of phonological awareness. The activities in this action plan are divided into 4 different activities. These contents are long vowels, Word repetition, consonant sounds understanding, Listening, and minimal pairs. Furthermore, the activities include the use of different techniques to address phonological awareness (see table 1 and table 2). Likewise, all the activities have a purpose and an objective related to P.A that has to be accomplished. Finally, this action plan provides different options to teach P.A.

General Objective. To provide EFL teachers from Centro Educativo Pindeco with a guide that supports some possible activities that can be employed while teaching phonological awareness.

Table 1

Techniques to Teach Phonological Awareness

Content	Name of Activity	Purpose	Time
Long Vowels Understanding	Tell meee	To differentiate and produce different sounds	30 min
Word repetition-Vocabulary	Simon says	To recognize the initial sound in new words.	20 min
consonant sounds understanding	Something New!	To Identify initial consonant sounds	40 min
Mínima Pairs	Copy Cat	To recognize and discriminate individual sounds	30 min

Table 2
Description of the Contents

Content	Purpose	Activity	Objective
Vowels Understanding	Students are able to number how many syllables are in a word. Students learn to combine sounds to create different words.	Long vowel recognition and compound word formation	Identify English language sounds using knowledge in phonics, syllabification and word parts.
Word repetition-Vocabulary	Learn correct pronunciation of new vocabulary found in readings.	Blend the sounds and learn new sounds and vocabulary	
Minimal Pairs	Learn the difference between words that are similar in pronunciation.	Discrimination of minimal pairs and hear and pick	
Minimal Pairs	Learn the difference between words that are similar in pronunciation.	Bingo, number dictation, and silent dictation	

Note. These activities can be adapted to different techniques and contents.

Description of the Activities.

Activity 1. Long Vowels Recognition

- **Technique:** Discrimination of sounds

- **Name:** Tell me.

- **Content:** Long Vowels.

- **Description:** This is an individual activity, and it can be useful to differentiate between long and short vowels.

Steps.

1. Review long vowels chart.

2. Review the chart of how long vowels are formed.

3. Give the worksheet to Ls.

4. Read the words aloud and ask Ls to categorize the vowel sounds into short or long.

5. Read all the words again and ask Ls to repeat them.

Activity 2. Word repetition- Vocabulary

- **Technique:** To Identify initial consonant sounds

- **Name:** Something New!

- **Content:** Consonant sounds understanding

- **Description:** The group will compete in a memory game. The teacher will provide a set of flashcards which contain new vocabulary

Steps.

1. Put all the cards face down on a table.

2. Ask students to stay around the table.

3. Choose one student to start the memory game and tell them that the one to the left is next to choose.

4. If a student matches the cards, ask the pupil to say the word and identify the sound.

5. Write down on the board the points every time a student wins.

Activity 3. Chinese whisperer.

- **Technique.** To recognize the initial sound in new words.

- **Name:** Simon says

- **Content:** Word repetition- Vocabulary

- **Description:** In groups, students will tell each other a phrase to find out the correct sound.

Steps.

1. Make two groups.

2. Tell the groups to stand in two lines.

3. Call the last member of each group and tell them each a specific phase

4. Say the phase

5. Students have to repeat the phase to each other one by one until the first student in line says the phase and what sound is the most common in the phase.

6. Repeat the steps.

Notes. Give one point to the group that completes the task with the most correct sounds.

Activity 4. Bingo.

- **Technique:** Minimal pairs discrimination.

- **Name:** Copy Cat

- **Content:** Minimal pairs

- **Description:** Students play bingo. Each student chooses 9 words from the vocabulary introduced that day. Then the teacher calls out the words and they tick them off as they come up. When they think the teacher has said all the words, they shout "Bingo!"

Steps.

1. The teacher provides an explanation of what minimal pairs are and some examples.

2. The teacher lets students choose 9 words from the minimal pairs she/he gave and write them in a 3*3 square.

3. The teacher calls out the words and students tick them off as they come up. If they think that the teacher has said all the words, they shout "Bingo!

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Appendix A: Structured Observation

UNIVERSIDAD LATINA DE COSTA RICA
English Teaching Major
Course: Seminar on Innovation I
Course Professor: Roger Alexander Segura Arias
Researchers: Valentina Leiton A and Jackeline Ureña J
Topic: Stimulating students' Phonological Awareness by Implementing Listening
Activities at Centro Educativo Pindeco.
Date of Administration:_____Collaborative Teacher:
Place of administration: Centro Educativo Pindeco   Ninth Graders.

Instrument #1: Observations.

Objective: To gather data about the different techniques, resources, and feedback used by the

teacher to address phonological awareness on students.

1. Instructions: Mark with a check whether or not any of the following features is used
to teach phonological awareness and write observations to further describe how it is
implemented.

Pronunciation features	Used	Not Used	Observations
Rhythm			
Weak and strong vowel sounds			
Intonation			

Stress			
Pronunciation of consonants			

Appendix B: Pre-test

Type of Instrument: Pre-test

Objective: To determine the influence on the challenges in the current teaching methodology related to phonological awareness in ninth grade students of the Centro Educativo Pindeco

Note: The following instrument will be administered for a research project of the course Seminar on Innovation, by students of the English Teaching major at Universidad Latina de Costa Rica, Campus Perez Zeledon.

Date: _____

Minimal pares.

Activity A: Pay close attention to your teacher as she reads the words in Column 1 and Column 2 below.

Column 1	Column 2
Bag	Back
Log	Lock
Wig	Wick
Ran	Run
Match	Much
Ankle	Uncle
Fit	Feet
Chip	Cheap
Sin	Seen
Lick	Leek
Men	Man
Send	Sand
Pen	Pan
Cat	Cut
Bet	Bat

Activity B: Listen to your teacher saying one of the words from Activity 1. Circle the word you hear in Column 1 or Column 2.

Column 1	Column 2
Bag	Back
Log	Lock
Wig	Wick
Ran	Run
Match	Much
Ankle	Uncle
Fit	Feet
Chip	Cheap
Sin	Seen
Lick	Leek
Men	Man
Send	Sand
Pen	Pan
Cat	Cut
Bet	Bat

Activity C: Listen to your teacher saying two wordsfrom Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S D   2. S D   3. S D   4. S D   5. S D   6. S D

7. S D   8. S D   9. S D   10. S D.   11. S D.   12. S D.

Type of Instrument: Pre-test

Objective: To determine the influence on the challenges in the current teaching
methodology related to phonological awareness in ninth grade students of the Centro
Educativo Pindeco

Note: The following instrument will be administered for a research project of the course
Seminar on Innovation, by students of the English Teaching major at Universidad Latina de
Costa Rica, Campus Perez Zeledon.

Date: 10/03/2023

Minimal pares.

Activity A: Pay close attention to your teacher as she reads the words in Column 1 and
Column 2 below.

Column 1	Column 2
Bag	Back
Log	Lock
Wig	Wick
Ran	Run
Match	Much
Ankle	Uncle
Fit	Feet
Chip	Cheap
Sin	Seen
Lick	Leek
Men	Man
Send	Sand
Pen	Pan
Cat	Cut
Bet	Bat

Activity B: Listen to your teacher saying one of the words from Activity 1. Circle the word you hear in Column 1 or Column 2.

Column 1	Column 2
(Bag)	Back
Log	(Lock)
(Wig)	Wick
Ran	(Run)
(Match)	Much
Ankle	(Uncle)
Fit	(Feet)
Chip	(Cheap)
Sin	(Seen)
(Lick)	Leek
(Men)	Man
Send	(Sand)
(Pen)	Pan
(Cat)	Cut
Bet	(Bat)

Activity C: Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S (D)   2. S (D)   3. S (D)   4. (S) D   5. (S) D   6. S (D)

7. (S) D   8. (S) D   9. S (D)   10. S (D)   11. S (D)   12. (S) D.

UNIVERSIDAD LATINA DE COSTA RICA

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POWERED BY Arizona State University

English Teaching Major

Course: Seminar on Innovation I

Course Professor: Roger Alexander Segura Arias

Researchers: Valentina Leiton A and Jackeline Ureña J

Topic: Stimulating students' Phonological Awareness by Implementing Listening Activities at Centro Educativo Pindeco.

Date of Administration: 10/03/2023   Collaborative Teacher: Xiometh Rocha

Place of administration: Centro Educativo Pindeco   Ninth Graders.

Type of Instrument: Pre-test

Objective: To determine the influence on the challenges in the current teaching methodology related to phonological awareness in ninth grade students of the Centro Educativo Pindeco

Note: The following instrument will be administered for a research project of the course Seminar on Innovation, by students of the English Teaching major at Universidad Latina de Costa Rica, Campus Perez Zeledon.

Date: March 10th, 2023

Minimal pares.

Activity A: Pay close attention to your teacher as she reads the words in Column 1 and Column 2 below.

Column 1	Column 2
Bag	Back
Log	Lock
Wig	Wick
Ran	Run
Match	Much
Ankle	Uncle
Fit	Feet
Chip	Cheap
Sin	Seen
Lick	Leek
Men	Man
Send	Sand
Pen	Pan
Cat	Cut
Bet	Bat

Activity B: Listen to your teacher saying one of the words from Activity 1. Circle the word you hear in Column 1 or Column 2.

Column 1	Column 2
Bag	Back
Log	Lock
Wig	Wick
Ran	Run
Match	Much
Ankle	Uncle
Fit	Feet
Chip	Cheap
Sin	Seen
Lick	Leek
Men	Man
Send	Sand
Pen	Pan
Cat	Cut
Bet	Bat

Activity C: Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S D   2. S D   3. S D   4. S D   5. S D   6. S D

7. S D   8. S D   9. S D   10. S D.   11. S D.   12. S D.

UNIVERSIDAD LATINA DE COSTA RICA

English Teaching Major

Course: Seminar on Innovation I

Course Professor: Roger Alexander Segura Arias

Researchers: Valentina Leiton A and Jackeline Ureña J

Topic: Stimulating students' Phonological Awareness by Implementing Listening Activities at Centro Educativo Pindeco.

Date of Administration: 10 /03/202 Collaborative Teacher: Xiomrtn Rocha

Place of administration: Centro Educativo Pindeco   Ninth Graders. Estrban

Type of Instrument: Pre-test

Objective: To determine the influence on the challenges in the current teaching methodology related to phonological awareness in ninth grade students of the Centro Educativo Pindeco

Note: The following instrument will be administered for a research project of the course Seminar on Innovation, by students of the English Teaching major at Universidad Latina de Costa Rica, Campus Perez Zeledon.

Date: 10/03/2023

Minimal pares.

Activity A: Pay close attention to your teacher as she reads the words in Column 1 and Column 2 below.

Column 1	Column 2
Bag	Back
Log	Lock
Wig	Wick
Ran	Run
Match	Much
Ankle	Uncle
Fit	Feet
Chip	Cheap
Sin	Seen
Lick	Leek
Men	Man
Send	Sand
Pen	Pan
Cat	Cut
Bet	Bat

Activity B: Listen to your teacher saying one of the words from Activity 1. Circle the word you hear in Column 1 or Column 2.

Column 1	Column 2
Bag	Back
Log	Lock
Wig	Wick
Ran	Run
Match	Much
Ankle	Uncle
Fit	Feet
Chip	Cheap
Sin	Seen
Lick	Leek
Men	Man
Send	Sand
Pen	Pan
Cat	Cut
Bet	Bat

Activity C: Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S D   2. S D   3. S D   4. S D   5. S D   6. S D

7. S D   8. S D   9. S D   10. S D.   11. S D.   12. S D.

UNIVERSIDAD LATINA DE COSTA RICA

English Teaching Major

Course: Seminar on Innovation I

Course Professor: Roger Alexander Segura Arias

Researchers: Valentina Leiton A and Jackeline Ureña J

Topic: Stimulating students' Phonological Awareness by Implementing Listening Activities at Centro Educativo Pindeco.

Date of Administration: 10 / 03 /2023 Collaborative Teacher: Xiometh Rocha

Place of administration: Centro Educativo Pindeco   Ninth Graders.

UNIVERSIDAD LATINA DE COSTA RICA
POWERED BY Arizona State University

Type of Instrument: Pre-test

Objective: To determine the influence on the challenges in the current teaching methodology related to phonological awareness in ninth grade students of the Centro Educativo Pindeco

Note: The following instrument will be administered for a research project of the course Seminar on Innovation, by students of the English Teaching major at Universidad Latina de Costa Rica, Campus Perez Zeledon.

Date: 10/05/2023

Minimal pares.

Activity A: Pay close attention to your teacher as she reads the words in Column 1 and Column 2 below.

Column 1	Column 2
Bag	Back
Log	Lock
Wig	Wick
Ran	Run
Match	Much
Ankle	Uncle
Fit	Feet
Chip	Cheap
Sin	Seen
Lick	Leek
Men	Man
Send	Sand
Pen	Pan
Cat	Cut
Bet	Bat

Activity B: Listen to your teacher saying one of the words from Activity 1. Circle the word you hear in Column 1 or Column 2.

Column 1	Column 2
Bag	Back
Log	Lock
Wig	Wick
Ran	Run
Match	Much
Ankle	Uncle
Fit	Feet
Chip	Cheap
Sin	Seen
Lick	Leck
Men	Man
Send	Sand
Pen	Pan
Cat	Cut
Bet	Bat

Activity C: Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S D   2. S D   3. S D   4. S D   5. S D   6. S D

7. S D   8. S D   9. S D   10. S D.   11. S D.   12. S D.

UNIVERSIDAD LATINA DE COSTA RICA
English Teaching Major
Course: Seminar on Innovation I
Course Professor: Roger Alexander Segura Arias
Researchers: Valentina Leiton A and Jackeline Ureña J
Topic: Stimulating students' Phonological Awareness by Implementing Listening
Activities at Centro Educativo Pindeco.
Date of Administration: _March 10ᵗʰ 2023_ Collaborative Teacher: _Xio_
Place of administration: Centro Educativo Pindeco   Ninth Graders.

Monse

Type of Instrument: Pre-test

Objective: To determine the influence on the challenges in the current teaching
methodology related to phonological awareness in ninth grade students of the Centro
Educativo Pindeco

Note: The following instrument will be administered for a research project of the course
Seminar on Innovation, by students of the English Teaching major at Universidad Latina de
Costa Rica, Campus Perez Zeledon.

Date: _March 10ᵗʰ 2023_

Minimal pares.

Activity A: Pay close attention to your teacher as she reads the words in Column 1 and
Column 2 below.

Column 1	Column 2
Bag	Back
Log	Lock
Wig	Wick
Ran	Run
Match	Much
Ankle	Uncle
Fit	Feet
Chip	Cheap
Sin	Seen
Lick	Leek
Men	Man
Send	Sand
Pen	Pan
Cat	Cut
Bet	Bat

Activity B: Listen to your teacher saying one of the words from Activity 1. Circle the word you hear in Column 1 or Column 2.

Column 1
(Bag)
Log
(Wig)
Ran
(Match)
(Ankle)
Fit
Chip
Sin
(Lick)
(Men)
Send
(Pen)
(Cat)
Bet

Column 2
Back
(Lock)
Wick
(Run)
Much
Uncle
Feet
(Cheap)
(Seen)
Leek
Man
Sand
Pan
(Cut)
(Bat)

Activity C: Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. (S) D   2. S (D)   3. S (D)   4. S (D)   5. (S) D   6. S (D)

7. (S) D   8. (S) D   9. S (D)   10. S (D)   11. S (D)   12. (S) D.

Jimena

UNIVERSIDAD LATINA DE COSTA RICA
English Teaching Major
Course: Seminar on Innovation I
Course Professor: Roger Alexander Segura Arias
Researchers: Valentina Leiton A and Jackeline Ureña J
Topic: Stimulating students' Phonological Awareness by Implementing Listening
Activities at Centro Educativo Pindeco.
Date of Administration: 10/03/2023 Collaborative Teacher: Xiometh
Place of administration: Centro Educativo Pindeco   Ninth Graders.

Type of Instrument: Pre-test

Objective: To determine the influence on the challenges in the current teaching
methodology related to phonological awareness in ninth grade students of the Centro
Educativo Pindeco

Note: The following instrument will be administered for a research project of the course
Seminar on Innovation, by students of the English Teaching major at Universidad Latina de
Costa Rica, Campus Perez Zeledon.

Date: 10/03/2023

Minimal pares.

Activity A: Pay close attention to your teacher as she reads the words in Column 1 and
Column 2 below.

Column 1	Column 2
Bag	Back
Log	Lock
Wig	Wick
Ran	Run
Match	Much
Ankle	Uncle
Fit	Feet
Chip	Cheap
Sin	Seen
Lick	Leek
Men	Man
Send	Sand
Pen	Pan
Cat	Cut
Bet	Bat

Activity B: Listen to your teacher saying one of the words from Activity 1. Circle the word you hear in Column 1 or Column 2.

Column 1	Column 2
Bag	Back
Log	Lock
Wig	Wick
Ran	Run
Match	Much
Ankle	Uncle
Fit	Feet
Chip	Cheap
Sin	Seen
Lick	Leek
Men	Man
Send	Sand
Pen	Pan
Cat	Cut
Bet	Bat

Activity C: Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S D   2. S D   3. S D   4. S D   5. S D   6. S D

7. S D   8. S D   9. S D   10. S D   11. S D   12. S D.

UNIVERSIDAD LATINA DE COSTA RICA

English Teaching Major

Course: Seminar on Innovation I

Course Professor: Roger Alexander Segura Arias

Researchers: Valentina Leiton A and Jackeline Ureña J

Topic: Stimulating students' Phonological Awareness by Implementing Listening Activities at Centro Educativo Pindeco.

Date of Administration: 10/03/2023 Collaborative Teacher: Xiometh Rocha

Place of administration: Centro Educativo Pindeco Ninth Graders. Daccy

Type of Instrument: Pre-test

Objective: To determine the influence on the challenges in the current teaching methodology related to phonological awareness in ninth grade students of the Centro Educativo Pindeco

Note: The following instrument will be administered for a research project of the course Seminar on Innovation, by students of the English Teaching major at Universidad Latina de Costa Rica, Campus Perez Zeledon.

Date: March 10 2023

Minimal pares.

Activity A: Pay close attention to your teacher as she reads the words in Column 1 and Column 2 below.

Column 1	Column 2
Bag	Back
Log	Lock
Wig	Wick
Ran	Run
Match	Much
Ankle	Uncle
Fit	Feet
Chip	Cheap
Sin	Seen
Lick	Leek
Men	Man
Send	Sand
Pen	Pan
Cat	Cut
Bet	Bat

Activity B: Listen to your teacher saying one of the words from Activity 1. Circle the word you hear in Column 1 or Column 2.

Column 1	Column 2
Bag	Back
Log	Lock
Wig	Wick
Ran	Run
Match	Much
Ankle	Uncle
Fit	Feet
Chip	Cheap
Sin	Seen
Lick	Leek
Men	Man
Send	Sand
Pen	Pan
Cat	Cut
Bet	Bat

Activity C: Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S D   2. S D   3. S D   4. S D   5. S D   6. S D

7. S D   8. S D   9. S D   10. S D   11. S D   12. S D.

UNIVERSIDAD LATINA DE COSTA RICA

English Teaching Major

Course: Seminar on Innovation I

Course Professor: Roger Alexander Segura Arias

Researchers: Valentina Leiton A and Jackeline Ureña J

Topic: Stimulating students' Phonological Awareness by Implementing Listening Activities at Centro Educativo Pindeco.

Date of Administration: 10/03/2023 Collaborative Teacher: Xiometh Rocha

Place of administration: Centro Educativo Pindeco   Ninth Graders.

UNIVERSIDAD LATINA DE COSTA RICA
POWERED BY **Arizona State University**

Type of Instrument: Pre-test

Objective: To determine the influence on the challenges in the current teaching methodology related to phonological awareness in ninth grade students of the Centro Educativo Pindeco

Note: The following instrument will be administered for a research project of the course Seminar on Innovation, by students of the English Teaching major at Universidad Latina de Costa Rica, Campus Perez Zeledon.

Date: 10/03/2023

Minimal pares.

Activity A: Pay close attention to your teacher as she reads the words in Column 1 and Column 2 below.

Column 1	Column 2
Bag	Back
Log	Lock
Wig	Wick
Ran	Run
Match	Much
Ankle	Uncle
Fit	Feet
Chip	Cheap
Sin	Seen
Lick	Leek
Men	Man
Send	Sand
Pen	Pan
Cat	Cut
Bet	Bat

Activity B: Listen to your teacher saying one of the words from Activity 1. Circle the word you hear in Column 1 or Column 2.

Column 1	Column 2
Bag	Back
Log	Lock
Wig	Wick
Ran	Run
Match	Much
Ankle	Uncle
Fit	Feet
Chip	Cheap
Sin	Seen
Lick	Leek
Men	Man
Send	Sand
Pen	Pan
Cat	Cut
Bet	Bat

Activity C: Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S D   2. S D   3. S D   4. S D   5. S D   6. S D

7. S D   8. S D   9. S D   10. S D   11. S D   12. S D.

UNIVERSIDAD LATINA DE COSTA RICA

English Teaching Major

Course: Seminar on Innovation I

Course Professor: Roger Alexander Segura Arias

Researchers: Valentina Leiton A and Jackeline Ureña J

Topic: Stimulating students' Phonological Awareness by Implementing Listening Activities at Centro Educativo Pindeco.

Date of Administration: _____ Collaborative Teacher: _____

Place of administration: Centro Educativo Pindeco   Ninth Graders.

UNIVERSIDAD LATINA DE COSTA RICA
POWERED BY **Arizona State University**

Type of Instrument: Post-test

Objective: To determine the influence on the challenges in the current teaching methodology related to phonological awareness in ninth grade students of the Centro Educativo Pindeco

Note: The following instrument will be administered for a research project of the course Seminar on Innovation, by students of the English Teaching major at Universidad Latina de Costa Rica, Campus Perez Zeledon.

Date: _____

Minimal pares.

Activity A: Pay close attention to your teacher as she reads the words in Column 1 and Column 2 below.

Column 1	Column 2
Girls	Curls
Gold	Cold
Guards	Cards
Fan	Fun
Began	Begun
Hat	Hut
Ship	Sheep
It	Eat
Bins	Beans
Send	Sand
Head	Had
Said	Sad
Bear	Beer
Air	Ear
Hair	Her

Activity B: Listen to your teacher saying one of the words from Activity 1. Circle the word you hear in Column 1 or Column 2.

Column 1	**Column 2**
Girls	Curls
Gold	Cold
Guards	Cards
Fan	Fun
Began	Begun
Hat	Hut
Ship	Sheep
It	Eat
Bins	Beans
Send	Sand
Head	Had
Said	Sad
Bear	Beer
Air	Ear
Hair	Her

Activity C: Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S D   2. S D   3. S D   4. S D   5. S D   6. S D

7. S D   8. S D   9. S D   10. S D.   11. S D.   12. S D.

English Teaching Major
Course: Seminar on Innovation I
Course Professor: Roger Alexander Segura Arias
Researchers: Valentina Leiton A and Jackeline Ureña J
Topic: Stimulating students' Phonological Awareness by Implementing Listening
Activities at Centro Educativo Pindeco.
Date of Administration: _March 17th 2023_ Collaborative Teacher: _Xiometh Rocha_
Place of administration: Centro Educativo Pindeco   Ninth Graders.   _bukas_

Type of Instrument: Post-test

Objective: To determine the influence on the challenges in the current teaching
methodology related to phonological awareness in ninth grade students of the Centro
Educativo Pindeco

Note: The following instrument will be administered for a research project of the course
Seminar on Innovation, by students of the English Teaching major at Universidad Latina de
Costa Rica, Campus Perez Zeledon.

Date: _17 / 03 / 2023_

Minimal pares.

Activity A: Pay close attention to your teacher as she reads the words in Column 1 and
Column 2 below.

Column 1	Column 2
Girls	Curls
Gold	Cold
Guards	Cards
Fan	Fun
Began	Begun
Hat	Hut
Ship	Sheep
It	Eat
Bins	Beans
Send	Sand
Head	Had
Said	Sad
Bear	Beer
Air	Ear
Hair	Her

Activity B: Listen to your teacher saying one of the words from Activity 1. Circle the word you hear in Column 1 or Column 2.

Column 1	Column 2
Girls	Curls
Gold	Cold
Guards	Cards
Fan	Fun
Began	Begun
Hat	Hut
Ship	Sheep
It	Eat
Bins	Beans
Send	Sand
Head	Had
Said	Sad
Bear	Beer
Air	Ear
Hair	Her

Activity C: Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S D   2. S D   3. S D   4. S D   5. S D   6. S D

7. S D   8. S D   9. S D   10. S D.   11. S D.   12. S D.

UNIVERSIDAD LATINA DE COSTA RICA
English Teaching Major
Course: Seminar on Innovation I
Course Professor: Roger Alexander Segura Arias
Researchers: Valentina Leiton A and Jackeline Ureña J
Topic: Stimulating students' Phonological Awareness by Implementing Listening
Activities at Centro Educativo Pindeco.
Date of Administration: March 17ᵗʰ 2023 Collaborative Teacher: Xiometh Rocha
Place of administration: Centro Educativo Pindeco   Ninth Graders.

UNIVERSIDAD LATINA DE COSTA RICA
POWERED BY Arizona State University

Type of Instrument: Post-test

Objective: To determine the influence on the challenges in the current teaching
methodology related to phonological awareness in ninth grade students of the Centro
Educativo Pindeco

Note: The following instrument will be administered for a research project of the course
Seminar on Innovation, by students of the English Teaching major at Universidad Latina de
Costa Rica, Campus Perez Zeledon.

Date: 17 / 03 / 2023

Minimal pares.

Activity A: Pay close attention to your teacher as she reads the words in Column 1 and
Column 2 below.

Column 1	Column 2
Girls	Curls
Gold	Cold
Guards	Cards
Fan	Fun
Began	Begun
Hat	Hut
Ship	Sheep
It	Eat
Bins	Beans
Send	Sand
Head	Had
Said	Sad
Bear	Beer
Air	Ear
Hair	Her

Activity B: Listen to your teacher saying one of the words from Activity 1. Circle the word you hear in Column 1 or Column 2.

Column 1	Column 2
(Girls)	Curls
Gold	(Cold)
Guards	(Cards)
Fan	(Fun)
(Began)	Begun
(Hat)	Hut
(Ship)	Sheep
It	(Eat)
Bins	(Beans)
(Send)	Sand
(Head)	Had
Said	(Sad)
Bear	Beer
(Air)	Ear
Hair	(Her)

Activity C: Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1.(S) D   2. S (D)   3. S (D)   4.(S) D   5. S (D)   6. S (D)

7.(S) D   8.(S) D   9.(S) D   10. S (D.)   11.(S) D.   12.(S) D.

Amanda

UNIVERSIDAD LATINA DE COSTA RICA

UNIVERSIDAD LATINA DE COSTA RICA
POWERED BY Arizona State University

English Teaching Major

Course: Seminar on Innovation I

Course Professor: Roger Alexander Segura Arias

Researchers: Valentina Leiton A and Jackeline Ureña J

Topic: Stimulating students' Phonological Awareness by Implementing Listening Activities at Centro Educativo Pindeco.

Date of Administration: March 17ᵗʰ 2023 Collaborative Teacher: Xiometh Rocha

Place of administration: Centro Educativo Pindeco   Ninth Graders.

Type of Instrument: Post-test

Objective: To determine the influence on the challenges in the current teaching methodology related to phonological awareness in ninth grade students of the Centro Educativo Pindeco

Note: The following instrument will be administered for a research project of the course Seminar on Innovation, by students of the English Teaching major at Universidad Latina de Costa Rica, Campus Perez Zeledon.

Date: 17 / 03 / 2023

Minimal pares.

Activity A: Pay close attention to your teacher as she reads the words in Column 1 and Column 2 below.

Column 1	Column 2
Girls	Curls
Gold	Cold
Guards	Cards
Fan	Fun
Began	Begun
Hat	Hut
Ship	Sheep
It	Eat
Bins	Beans
Send	Sand
Head	Had
Said	Sad
Bear	Beer
Air	Ear
Hair	Her

Activity B: Listen to your teacher saying one of the words from Activity 1. Circle the word you hear in Column 1 or Column 2.

Column 1	Column 2
Girls	Curls
Gold	Cold
Guards	Cards
Fan	Fun
Began	Begun
Hat	Hut
Ship	Sheep
It	Eat
Bins	Beans
Send	Sand
Head	Had
Said	Sad
Bear	Beer
Air	Ear
Hair	Her

Activity C: Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S D   2. S D   3. S D   4. S D   5. S D   6. S D

7. S D   8. S D   9. S D   10. S D   11. S D.   12. S D.

UNIVERSIDAD LATINA DE COSTA RICA

English Teaching Major

Course: Seminar on Innovation I

Course Professor: Roger Alexander Segura Arias

Researchers: Valentina Leiton A and Jackeline Ureña J

Topic: Stimulating students' Phonological Awareness by Implementing Listening Activities at Centro Educativo Pindeco.

Date of Administration: March 17th 2023 Collaborative Teacher: Xiometh Rocha

Place of administration: Centro Educativo Pindeco   Ninth Graders.

UNIVERSIDAD LATINA DE COSTA RICA
POWERED BY Arizona State University

Type of Instrument: Post-test

Objective: To determine the influence on the challenges in the current teaching methodology related to phonological awareness in ninth grade students of the Centro Educativo Pindeco

Note: The following instrument will be administered for a research project of the course Seminar on Innovation, by students of the English Teaching major at Universidad Latina de Costa Rica, Campus Perez Zeledon.

Date: 17 / 03 / 2023

Minimal pares.

Activity A: Pay close attention to your teacher as she reads the words in Column 1 and Column 2 below.

Column 1	Column 2
Girls	Curls
Gold	Cold
Guards	Cards
Fan	Fun
Began	Begun
Hat	Hut
Ship	Sheep
It	Eat
Bins	Beans
Send	Sand
Head	Had
Said	Sad
Bear	Beer
Air	Ear
Hair	Her

Activity B: Listen to your teacher saying one of the words from Activity 1. Circle the word you hear in Column 1 or Column 2.

Column 1	Column 2
(Girls)	Curls
Gold	(Cold)
Guards	(Cards)
Fan	(Fun)
(Began)	Begun
(Hat)	Hut
(Ship)	Sheep
It	(Eat)
Bins	(Beans)
(Send)	Sand
(Head)	Had
Said	(Sad)
Bear	Beer
(Air)	Ear
Hair	(Her)

Activity C: Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. (S) D   2. S (D)   3. S (D)   4. (S) D   5. S (D)   6. S (D)

7. (S) D   8. (S) D   9. (S) D   10. S (D)   11. (S) D.   12. (S) D.

Type of Instrument: Post-test

Objective: To determine the influence on the challenges in the current teaching
methodology related to phonological awareness in ninth grade students of the Centro
Educativo Pindeco

Note: The following instrument will be administered for a research project of the course
Seminar on Innovation, by students of the English Teaching major at Universidad Latina de
Costa Rica, Campus Perez Zeledon.

Date: 17 / 03 / 2023

Minimal pares.

Activity A: Pay close attention to your teacher as she reads the words in Column 1 and
Column 2 below.

Column 1	Column 2
Girls	Curls
Gold	Cold
Guards	Cards
Fan	Fun
Began	Begun
Hat	Hut
Ship	Sheep
It	Eat
Bins	Beans
Send	Sand
Head	Had
Said	Sad
Bear	Beer
Air	Ear
Hair	Her

Activity B: Listen to your teacher saying one of the words from Activity 1. Circle the word you hear in Column 1 or Column 2.

Column 1	Column 2
(Girls)	Curls
Gold	(Cold)
Guards	(Cards)
Fan	(Fun)
(Began)	Begun
(Hat)	Hut
(Ship)	Sheep
It	(Eat)
Bins	(Beans)
(Send)	Sand
(Head)	Had
Said	(Sad)
Bear	Beer
(Air)	Ear
Hair	(Her)

Activity C: Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. (S) D   2. S (D)   3. S (D)   4. (S) D   5. S (D)   6. S (D)

7. (S) D   8. (S) D   9. (S) D   10. S (D)   11. (S) D.   12. (S) D.

Esteban

UNIVERSIDAD LATINA DE COSTA RICA
English Teaching Major
Course: Seminar on Innovation I
Course Professor: Roger Alexander Segura Arias
Researchers: Valentina Leiton A and Jackeline Ureña J
Topic: Stimulating students' Phonological Awareness by Implementing Listening
Activities at Centro Educativo Pindeco.
Date of Administration: March 17ᵗʰ 2023 Collaborative Teacher: Xiometh Rocha
Place of administration: Centro Educativo Pindeco   Ninth Graders.

Type of Instrument: Post-test

Objective: To determine the influence on the challenges in the current teaching
methodology related to phonological awareness in ninth grade students of the Centro
Educativo Pindeco

Note: The following instrument will be administered for a research project of the course
Seminar on Innovation, by students of the English Teaching major at Universidad Latina de
Costa Rica, Campus Perez Zeledon.

Date: 17 / 03 / 2023

Minimal pares.

Activity A: Pay close attention to your teacher as she reads the words in Column 1 and
Column 2 below.

Column 1	Column 2
Girls	Curls
Gold	Cold
Guards	Cards
Fan	Fun
Began	Begun
Hat	Hut
Ship	Sheep
It	Eat
Bins	Beans
Send	Sand
Head	Had
Said	Sad
Bear	Beer
Air	Ear
Hair	Her

Activity B: Listen to your teacher saying one of the words from Activity 1. Circle the word you hear in Column 1 or Column 2.

Column 1	Column 2
Girls	Curls
Gold	Cold
Guards	Cards
Fan	Fun
Began	Begun
Hat	Hut
Ship	Sheep
It	Eat
Bins	Beans
Send	Sand
Head	Had
Said	Sad
Bear	Beer
Air	Ear
Hair	Her

Activity C: Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S D   2. S D   3. S D   4. S D   5. S D   6. S D

7. S D   8. S D   9. S D   10. S D.   11. S D.   12. S D.

UNIVERSIDAD LATINA DE COSTA RICA

English Teaching Major

Course: Seminar on Innovation I

Course Professor: Roger Alexander Segura Arias

Researchers: Valentina Leiton A and Jackeline Ureña J

Topic: Stimulating students' Phonological Awareness by Implementing Listening Activities at Centro Educativo Pindeco.

Date of Administration: March 17th 2023 Collaborative Teacher: Xiometh Rocha

Place of administration: Centro Educativo Pindeco   Ninth Graders.   Xio

Type of Instrument: Post-test

Objective: To determine the influence on the challenges in the current teaching methodology related to phonological awareness in ninth grade students of the Centro Educativo Pindeco

Note: The following instrument will be administered for a research project of the course Seminar on Innovation, by students of the English Teaching major at Universidad Latina de Costa Rica, Campus Perez Zeledon.

Date: 17 / 03 / 2023

Minimal pares.

Activity A: Pay close attention to your teacher as she reads the words in Column 1 and Column 2 below.

Column 1	Column 2
Girls	Curls
Gold	Cold
Guards	Cards
Fan	Fun
Began	Begun
Hat	Hut
Ship	Sheep
It	Eat
Bins	Beans
Send	Sand
Head	Had
Said	Sad
Bear	Beer
Air	Ear
Hair	Her

Activity B: Listen to your teacher saying one of the words from Activity 1. Circle the word you hear in Column 1 or Column 2.

Column 1	Column 2
Girls	Curls
Gold	Cold
Guards	Cards
Fan	Fun
Began	Begun
Hat	Hut
Ship	Sheep
It	Eat
Bins	Beans
Send	Sand
Head	Had
Said	Sad
Bear	Beer
Air	Ear
Hair	Her

Activity C: Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. S D   2. S D   3. S D   4. S D   5. S D   6. S D

7. S D   8. S D   9. S D   10. S D   11. S D.   12. S D.

UNIVERSIDAD LATINA DE COSTA RICA

English Teaching Major

Course: Seminar on Innovation I

Course Professor: Roger Alexander Segura Arias

Researchers: Valentina Leiton A and Jackeline Ureña J

Topic: Stimulating students' Phonological Awareness by Implementing Listening Activities at Centro Educativo Pindeco.

Date of Administration: March 17ᵗʰ 2023 Collaborative Teacher: Xiometh Rocha

Place of administration: Centro Educativo Pindeco   Ninth Graders. Monse

Type of Instrument: Post-test

Objective: To determine the influence on the challenges in the current teaching methodology related to phonological awareness in ninth grade students of the Centro Educativo Pindeco

Note: The following instrument will be administered for a research project of the course Seminar on Innovation, by students of the English Teaching major at Universidad Latina de Costa Rica, Campus Perez Zeledon.

Date: 17 / 03 / 2023

Minimal pares.

Activity A: Pay close attention to your teacher as she reads the words in Column 1 and Column 2 below.

Column 1	Column 2
Girls	Curls
Gold	Cold
Guards	Cards
Fan	Fun
Began	Begun
Hat	Hut
Ship	Sheep
It	Eat
Bins	Beans
Send	Sand
Head	Had
Said	Sad
Bear	Beer
Air	Ear
Hair	Her

Activity B: Listen to your teacher saying one of the words from Activity 1. Circle the word you hear in Column 1 or Column 2.

Column 1	Column 2
(Girls)	Curls
Gold	(Cold)
Guards	(Cards)
Fan	(Fun)
(Began)	Begun
(Hat)	Hut
(Ship)	Sheep
It	(Eat)
Bins	(Beans)
(Send)	Sand
(Head)	Had
Said	(Sad)
Bear	Beer
(Air)	Ear
Hair	(Her)

Activity C: Listen to your teacher saying two words from Activity 1. If the words are the same, circle S below. If you think the words are different, circle D below.

1. (S) D   2. S (D)   3. S (D)   4. (S) D   5. S (D)   6. S (D)

7. (S) D   8. (S) D   9. (S) D   10. S (D)   11. (S) D.   12. (S) D.