USING INTERARY ECPA (INTERACTIVE-LITERARY ENGLISH CONSONANT PRONUNCIATION ACTIVITIES) TO IMPROVE THE COMPREHENSIBILITY IN THE PRONUNCIATION OF ENGLISH CONSONANT SOUNDS IN A GROUP OF SENIOR CITIZENS FROM THE GERONTOLOGY PROGRAM AT UNED

A Research Study

By

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"Nothing happens unless first we dream" - Carl Sandburg

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ABSTRACT

This research project is aimed at exploring to which extent Interary ECPA (Interactive-Literary English Consonant Pronunciation Activities) improved the pronunciation comprehensibility of older learners. The study was carried out with a group of students from the Gerontology Program at Universidad Estatal a Distancia (UNED) whose ages ranged from 55 to 78 years old. The significance of the study lies in the fact that pronunciation instruction is not included in the course program, and this micro-skill is of high importance in order to achieve an effective and comprehensible communication in the target language. Equally important, older learners need a specific methodology that embraces their own needs and skills. Based on the elderly's capacities, Interary ECPA was designed and administered to a group of senior citizens attending English classes at the Gerontology Program. At the end of the study, it was concluded that older learners can improve their performance in the target language by enhancing their comprehensible pronunciation.

Keywords: Geragogy, Andragogy, Geriatrics, senior citizen, pronunciation, comprehensibility

The world is becoming globalized, and communication among peoples and cultures has become essential in this era. Consequently, the ability to speak one or more languages opens communication doors in the changing multicultural environment people are involved in. In Costa Rica, learning English has become one trend that is expected to help people fit in a dynamic and challenging society which craves for a cross-cultural communication that breaks language barriers. To illustrate, there are several educational institutions that encourage the population to take English classes since early stages of life. According to Instituto Nacional de Aprendizaje (INA) and Consejo Nacional de Rectores (CONARE), 13.000 people graduated from English courses in 2010 (as cited in Departamento de Investigacion Coalición Costarricence de Iniciativas de Desarrollo (CINDE), 2012, para. 10). Additionally, in Brunca Region, specifically in Pérez Zeledón, more than 290 people were taking English classes at Centro de Idiomas Universidad Nacional (CIUNA) during 2014 (Jiménez, personal communication, November 3, 2014). Due to this foreign language learning phenomenon, older people have started to take part in this modern society by participating in different programs that offer them the opportunity not only to be foreign language speakers but also to make use of time in a creative form.

In addition to sharing the desire for communication in the foreign language, this population looks for the opportunity to socialize and be active again; this because they are seen as unproductive people who often feel lonely and depressed (Katachana, 2013, p. 895). Nevertheless, once they have decided to enroll in a language program, different generalizations are made around the capability of the elderly to learn a foreign language. On this topic Stevens (2003) mentioned the following:

American culture is of two minds when it comes to thinking about the intellectual

capacity of seniors. On the one hand, the belief is that as we age, we do not have as

great a capacity to learn new things. Folk wisdom asserts that 'you can't teach an old

dog new tricks.' On the other hand, many colleges have established educational

programs for older adults, and mandatory retirement has been outlawed in numerous

places. (p. 1)

As a result, senior citizens as well as younger learners are involved in a series of questions

regarding their language learning process. Are they going to be able to speak fluently? Could

they remember the different features of the target language? Do they learn in the same way

than teenagers or adults do? What are the main obstacles for senior citizens to learn a

language? Could they achieve accuracy in the pronunciation of the target language? These

inquiries motivated the formulation of this study.

Chapter one presents an overview of the research project by introducing the

background and purpose of the study, the significance of the study, and the limitations and

delimitations of the study.

Background to the Study

Foreign language learning has been a subject of research for decades. Every day,

researchers, theorists, and teachers analyze data garnered from the classroom providing

significant contributions to the subject being investigated. Several studies have been carried

out with children, teenagers and adults, but few have been developed with a population older

than 60. For this reason, textbooks or resources used to teach the target language follow

methodologies based on young learners' capacities and preferences setting apart old learners'

experiences and needs. By way of illustration, a study carried out by Katachana (2013) in

Greece, demonstrates the lack of contextualization of programs to teach the elderly. In her

study, she designed a specific course for senior citizens since most of the courses prepare young learners to pass the ESOL exam (English for Speakers of Other Languages). Another study was done in Costa Rica by Durán in 2012. Durán admitted that her study was the first research in Costa Rica addressed to understand the physiological and cognitive changes in senior citizens. The results garnered provided information that benefits teachers who want to develop courses for the elderly. As a result, it is necessary to continue examining reports on the old person to discover the extent to which senior citizens' learning has been studied.

There are other studies that involve motivation, age-related changes, methodologies, the teaching of pronunciation and the fields of andragogy or pedagogy. For instance, Dörr (2006) proposed methodologies to teach the elderly and explained the changes old people suffer due to age. Moreover, Yates and Zielinski (2009) wrote the book *Give it a go: Teaching pronunciation to adults* which portrays the differences between adult learners with different backgrounds in the Adult Migrant English Program (AMEP) in Australia. Although this book contains relevant theory, it only takes into account adults but not the elderly. In addition, Schaetzel and Ling (2009) did a research on the factors affecting the adults' learning of pronunciation in an ESL (English as a Second Language) context. It is equally important to state that Foote, Holtby, and Derwing (2010) studied how the teaching of pronunciation in Adult ESL Programs in Canada has changed through time. The significance to implement courses that fit the adults' needs has been widely recognized. Even though there is a wide range of studies on this micro-skill, there is still a need to continue exploring the learning processes in the elderly.

On the other hand, there are several studies on the difference between Andragogical and Pedagogical orientations. To begin with, Deveci (2007) analyzed such orientations that Turkish adult EFL learners had, and he discovered that learners and teachers could exhibit

both. Knowles (as cited in Deveci, 2007) defined *Andragogy* as "the art and science of helping adults learn" (p. 16). Following that, Henschke (2009), talked about the difference between *Andragogy* and *Pedagogy*. He also demonstrated that the former could be adapted to different settings, and that teachers must use memorable activities to help adults reach learning. To sum up, the literature analyzed explains that the changes on age forces language instructors to modify the course programs so that the objectives fit the learners' necessities.

Purpose of the Study

Foreign language learners may face difficulties in learning English consonant sounds due to differences between this and their mother tongue (Spanish). For instance, the sounds /ð/, /θ/, /ʒ/, and /dʒ/ belong to English, but they are not found in the Spanish phonological system. Besides the aforementioned phoneme differences, age affects the learning process since the critical period in which learners acquire the language naturally and effortlessly ends at puberty (Abello-Contesee, 2008, p. 170). Consequently, following the critical period principle, it could be argued that adults may face more difficulties internalizing the sounds of the target tongue than younger learners since their native accent, stress, intonation, and rhythm are more rooted. Nevertheless, with the appropriate methodology older learners are capable of being successful in the foreign language process.

In the past years different institutions have been developing English courses for senior citizens. Two of these organizations committed to the immersion of the elderly in a continuous learning process are Universidad de Costa Rica and Universidad Estatal a Distancia with their projects Programa Integral de la Persona Adulta Mayor (PIAM) and Programa de Gerontología respectively. The Gerontology Program from UNED, for example, offers senior citizens English courses based on their own pace and needs. The main objectives in such

courses lie on oral communication integrating the skills of listening, reading, writing, vocabulary, and the grammar micro-skill. However, pronunciation is not considered in the course syllabus. For this reason, research is required on the teaching of pronunciation to the elderly to strengthen the methodologies and materials used. As a result, the purpose of this quantitative study is to determine if Interactive-literary English Consonant Pronunciation Activities (Interary ECPA) improves the comprehensibility in the pronunciation of a group of elderly people taking the intermediate English course from the Gerontology Program at UNED, Pérez Zeledón.

Objectives of the Project

General Objective:

To determine to which extent Interary ECPA (Interactive-literary English Consonant Pronunciation Activities) enhances the comprehensibility of senior citizens' English consonant pronunciation in group Two of the intermediate level from the Gerontology Program at UNED, Pérez Zeledón.

Specific Objectives:

✓ To revise literature about the foreign language learning and teaching processes in the elderly when internalizing the consonant sounds of the target language.

✓ To design a booklet containing the Interary ECPA.

✓ To implement the Interary ECPA to a group of senior citizens from the Gerontology Program.

✓ To establish the effectiveness of the Interary ECPA implemented in the group of learners.

Significance of the Study

Some years ago the role of senior citizens in society was passive, but nowadays they take part in different activities that promote an active lifestyle. In the past, the elderly were in charge of household chores, and they stayed in their houses (Bustos, Padilla, Pernudi, Sandoval, & Solórzano, 2005, p. 3), but organizations such as CONAPAM (Consejo Nacional de la Persona Adulta Mayor) and the public universities in Costa Rica are concerned about the insertion of this population in active and dynamic leisure activities, especially since the percentage of people aged 60 is increasing every year. The United Nations projected that by the year 2050 one person out of every five will be a senior citizen (Dörr, 2006, p. 6), and Costa Rica is not the exception. According to the Instituto Nacional de Estadística y Censo (INEC) (2013), the number of people older than 60 is 536 440, and it is growing considerably (p. 66). Therefore, under this demographic increase in the elderly population, Universidad Estatal a Distancia (UNED) has developed educational programs where the retirees-to-be and retired people may be involved in a continuous learning stage eradicating the aforementioned stereotypes.

All the previously mentioned changes in society have been the result of collective effort reinforced by the United Nations, which in 1982 decided to call countries together on a World Assembly to discuss issues on aging and design the Viena International Plan of Action on aging in which the elderly's social and economic security were guaranteed. Viena's Plan (1983) stated that:

> As a basic human right, education must be made available without discrimination against the elderly. Educational policies should reflect the principle of the right to education of the aging, through the appropriate allocation of resources and in suitable education programmes. Care should be taken to adapt educational methods to the capacities of the elderly, so that they may participate equitably in and profit from any

education provided. The need for continuing adult education at all levels should be

recognized and encouraged. (p. 38)

For the purpose of granting the basic human right to continuous education, governmental and

non-governmental organizations have been working through the years to involve the elderly in

programs that contribute not only to their return to education, but also to the immersion in

recreational activities such as learning a new language.

Older learners may be subjects of social generalizations such as being quiet and static,

but the age does not prevent them from being productive or capable of learning. As Dörr

(2006) stated, "Younger and older persons do not differ in their ability to learn new things, but

older adults exhibit slower performance of learned responses" (p. 13). In this way the elderly

may be proficient in learning a foreign language; with the difference that they may be slower

processing and internalizing information. Interestingly, when learning a language older

learners advantage younger learners since they have different sources of motivation. In the

case of young people, they learn a second language because it is a requirement for their jobs;

contrary to older learners who want to speak other languages as a way to be active and

immersed in a dynamic society. Dörr (2006) found that most senior citizens possess

integrative motivation which she defined as "wanting to learn a second language in order to

identify oneself with the community that speaks the language" (p. 22). As a consequence, not

only do older learners have the ability to learn new information, but also they hold de

motivation that encourages them to pursue the goal of learning new subjects and skills.

On behalf of the immersion of the elderly in the process of continuous learning, The

Gerontology Program from UNED offers a variety of courses, including English, which are

based on senior citizens' learning pace and special needs. For instance, this population

requires adapted resources that suit their necessities as age declines vision and hearing

abilities. Dörr (2006) also added that "Learning by integrating practical aspects of life experience is of high importance for the target group 50+. Examples, theoretical inputs and explanations should represent and match life and workplace experiences of the participants" (p. 34). This means that older learners require a special methodology which embraces their own abilities and needs without leaving aside the educational trends encompassed by most language institutions such the Communicative Approach and the Task Based Approach, among others. English courses at the Gerontology Program offer a specific curriculum for this population (50+); however, pronunciation is not considered in the course programs. With this in mind, Interactive-literary English Consonant Pronunciation Activities (Interary ECPA) have been designed to improve the comprehensibility in the consonant pronunciation of a group of elderly taking the intermediate English course from the Gerontology Program at UNED, Pérez Zeledón.

This methodology aspires to providing teachers with a tool to incorporate pronunciation in the classroom. Additionally, this research is aimed at offering a stepping-stone for other researchers to continue exploring the learning process of the elderly's English consonant pronunciation comprehensibility. The study may also have significance for researchers and teachers since the elderly population is increasing every year. This means that in the following twenty five years Costa Rica and many other countries will be populated majorly by senior citizens living a more globalized era, and they will need to be involved in effective educational programs that embrace their necessities.

Assumptions

Prior to the study different assumptions were made. First, the group of students under study volunteered to take part in this research, and they could withdraw at any time with no

ramifications in their regular course. The researchers also believed that the participants would answer the questionnaire, and that they would answer it truthfully. In addition, the pre-test and post-test were expected to be administered and measured under the same conditions.

Limitations

The following constraints were some of the elements that obstructed the smoothness of the research project. First, the number of students involved in the research was considerably small, and the researchers' main concern was the desertion factor. However, none of the students dropped out. Second, the time devoted to teaching pronunciation was affected by extracurricular activities such as conferences given by the program developers. The researchers' action plan regarding this issue was to reschedule the missing classes. Third, the improvement in the comprehensibility in the pronunciation of English consonant sounds required independent study hours, but the researchers could not prove if students dedicated time to review and practice at home. Fourth, some students did not attend classes because of personal issues and health problems. On this matter, the researchers provided students with the material beforehand so that they could listen and practice in their houses. Fifth, in regard to the topic of investigation, not plentiful sources were found on the teaching/learning processes of English as a foreign language for the elderly in Costa Rica, and few about teaching/learning pronunciation to senior citizens were located. For this reason, the researchers adopted, adapted and created their own materials and methodologies to improve the comprehensibility of the elderly's English consonant pronunciation.

Delimitations

For the purpose of this research, Interactive-literary English Consonant Pronunciation Activities (Interary ECPA) were administered to a group of eight senior learners from the

Gerontology Program at Universidad Estatal a Distancia (UNED) in Pérez Zeledón. Each class developing the design (Interary ECPA) took one hour from the regular English class. Additionally, this study was delimited to the teaching of consonants only. The results of this study may be replicable only with a population under the same conditions. That is literate retirees-to-be (50+) and retired people studying English as a foreign language.

Definitions

The following terms are defined to clarify their meaning and use in the study.

- ❖ Aging: According to the National Institute of Aging, this concept refers to "all the changes that occur over the course of life. You grow. You develop. You reach maturity" (U.S. Department of Health and Human Services, para. 1, 2012). In other words, aging is the genetic process that every living being, including humans, undergoes. From conception to death, people age; and through the years, changes in the body are faced. Such changes are noticeable in all the stages of life: childhood, adolescence, adulthood, and the old age; when physical changes such as grey hair and wrinkles appear.

- ❖ Andragogy: This term was popularized by the educator Michael Knowles, who stated that adults learn different from children. Accordingly, "*Andragogy* assumes that adults already have a significant amount of knowledge, are capable of making 'educated' choices in their learning experiences and learn best when 'the teacher' or facilitator uses a combination of teaching styles, some of which may be 'pedagogical' in nature" Goodmurphy, et al (2000, p. 2). In this way, *Andragogy* refers to the art of teaching the older learners.

❖ Comprehensibility: Derwing, Munro, and Thomson (2006) defined comprehensibility as "the ease or difficulty with which a listener understands L2 accented speech" (p. 360). To understand accented speech, language features such as pronunciation should be enhanced. To such degree, comprehensible input and output will result in effective communication.

❖ Cricoarytenoid joint: It is defined as "the joint between the cricoid and arytenoid cartilages in the back wall of the larynx. The Cricoarytenoid joints are rotated by the vibration of vocal cords, thus changing the tone of voice" (Kamanli, Gok, Sanhin, Kaygusuz & Yalcin, 2001, p. 593). If the cricoarytenoid joint decays with time, the voicing feature that characterizes the sounds could be modified.

❖ Critical period hypothesis: This term means that there is "an optimal period for language acquisition, ending at puberty" (Abello-Contesse, 2009, p.170). This means that the appropriate age to acquire a language is before puberty. Acquiring a language during the Critical Period allows the person, exposed to the language, to become a native-like speaker of the target language.

❖ Geragogy: This approach "emphasizes the guided learning of older adults and considers their special needs" (Socrates Grundtvig Organization, n.d., para. 6) Therefore, *Geragogy* focuses on the elderly's learning processes and provides the steps for the teaching of old adults.

❖ Gerontology: The Merriam Webster dictionary defines *Gerontology* as "the scientific study of old age and the processes of becoming old. *Gerontology* in this study refers to the process of aging since the moment of fertilization to death.

❖ Pedagogy: Oxford Dictionaries define *Pedagogy* as "The method and practice of teaching, especially as an academic subject or theoretical concept:

the relationship between applied linguistics and language pedagogy." Nonetheless, Goodmurphy, Branton, Callens, and Gedies (2000) agreed with Michael Knowles by stating that *Pedagogy* "is intended to refer to teaching children or using a style of teaching that is typically related to teaching children (teacher centered). It refers to children and the notion of 'filling their heads while they move towards maturity'" (p. 2), As a result, *Pedagogy* is the approach or methodology to teach children.

❖ Presbycusis: According to McCarthy (2011) presbycusis "is gradual hearing loss in both ears that commonly occurs as people age" (p. 1). Most of the people suffer from presbycusis as they grow old.

❖ Presbyopia: It "is the age-related decline in the ability to see close objects clearly" (Dörr, 2006, p. 12). This common visual problem affects the elderly when trying to read or observe objects.

❖ Senior citizens: According to the World Health Organization, "Most developed world countries have accepted the chronological age of 65 years as a definition of 'elderly' or older person…" [However], "at the moment, there is no United Nations standard numerical criterion, but the UN agreed cutoff is 60+ years to refer to the older population. As a result, the elderly refers to people older than 60.

❖ The old age: "Old age, also called senescence, in human beings, [is] the final stage of the normal life span" (Encyclopædia Britannica, Inn, 2015). The old age is usually typified by physical changes in the hair and skin. Nonetheless, changes in the old age involve more than such alterations. Encyclopædia Britannica adds that the old age concerns "standpoints of biology, demography (conditions of mortality and morbidity), employment and retirement, and sociology"... [And,] …"for statistical and public

administrative purposes, old age is frequently defined as 60 or 65 years of age or older" (para, 1, 2015).

❖ Working memory: It "is the capacity of the mind at any given moment to manipulate different types of information" (Stevens, 2003, p.2). As an illustration, the working memory manages the information taking place in the present time. The working memory gives the user the possibility to do different tasks at the same time and remember the purpose of each task.

To understand how the elderly process information related to a target language, it is necessary to revise recent studies on this field. However, most of the research carried out on the acquisition of English consonant sounds involve children, teenagers or adults but not old people. It is claimed by some researchers such as Krashen (1986), Goodwin (1996), and Nunan (2003) that the mother tongue, the second language, the age, and the teaching methodology influence positively or negatively how people learn a foreign language. Theories, concepts, and investigations governing second language learning and acquisition are fundamental to build new hypotheses on this new framework of the senior citizens age.

The purpose of this study is to investigate to which extent Interary ECPA (Interactive-literary English Consonant Pronunciation Activities) improves the comprehensibility of older learners' English consonant pronunciation in group Two of the intermediate from the Gerontology Program at UNED, Pérez Zeledón. This literature review examines relevant theories, concepts, and methods that must be considered regarding teaching the elderly and teaching pronunciation to this age group. Among the topics pointed out are gerontology, andragogy and pedagogy, geragogy, the teaching of pronunciation, the Critical Period Hypothesis, the Input Hypothesis, student's motivation, the role of age in mental processes, the influence of an EFL (English as a Foreign Language) setting on pronunciation, and pronunciation techniques for the elderly.

Gerontology: Defining Aging Processes

Every human being starts aging since the conception until death. Hidalgo (2002) explained that this process of becoming old is known as *aging*. In this form, becoming old is a natural process every person undergoes, and it does not exactly mean having wrinkles and grey hair. On the other hand, the stage of life in which such physical changes are accentuated is known as *the old age* (p. 29). Alpizar (2007) also added that as time goes by and people age, different changes are faced. Such changes affect physical ability, personality, social roles, and the capacity to adjust and adapt oneself to the environment (para. 2). The science that studies the changes in both the old age and aging is known as *Gerontology*, and the Merriam-Webster dictionary defines *Gerontology* as "the comprehensive study of aging and the problems of the aged." With this in mind, the School of Gerontology (2015) explained that "Many people

confuse Gerontology with Geriatrics. Whereas Geriatrics focuses strictly on the medical conditions and disease of the aging, Gerontology is a multidisciplinary study that incorporates biology, psychology and sociology" (para. 1). Henceforth, it needs to be understood that aging as a natural phenomenon is inevitable, and the alterations experienced during life make society adapt the environment to satisfy special needs typical of each age group.

Andragogy: Teaching Adults

Many definitions may be found on the concept of learning. Herod (2012), for example, stated that "Learning is the cognitive/physical/affective acquisition and processing of skills/knowledge to varying depths, (where 'depth' refers to one's understanding of, ability to manipulate, apply, and/or communicate the skill/knowledge)" (p. 6). Therefore, it could be argued that learning may vary depending on students' age, among other aspects. Based on the age issue, different concepts have been given to the educational process people undergo in their lives. *Pedagogy* and *Andragogy* are among these terms. In the 70s, the professor Malcom Knowles popularized the term *Andragogy* stating that adults learned differently from children. He used such term for the processes undergone in adult learning, leaving the term *Pedagogy* to the learning process of children. Knowles (as cited in Herod, 2012), mentioned that older learners are independent and self-directed, opposed to younger learners who are dependent. He also stated that older learners are intrinsically motivated while younger learners receive motivation from external sources. The learning environment may change as well. In an adult learning classroom the environment is more informal and characterized by cooperation and respect; contrary to the one found among younger learners, in which students show more competitiveness and judgment values (p. 7). Accordingly, senior students are involved in a different learning context, and this context may also vary as students continue aging.

Geragogy: Teaching the Elderly

In an attempt to understand different processes during aging including teaching and learning, the term *Geragogy* has emerged in the last years. Socrates Grundtvig, an organization which develops teaching and training materials for adult's education in Europe, defined *Geragogy* as "the preparation to aging" (para. 7). Therefore, *Geragogy* prepares people during this stage so that they have a proper quality of life. Granted this, a teaching methodology is among the features that have to be adjusted considering old learners' needs. In this regard, Socrates Grundtvig added that "The innovation and strength features of this concept consist in adapting education processes to senior people, especially in supplying cognitive tools in order to face the changes, the uneasiness and the difficulties through the various steps of life's evolution" (para. 7). Researchers at the aforementioned organization expect to provide such an approach based on the elderly's skills and requirements. They explained that "The older adult population--for example--has a lower level of formal education than the rest of the population, is composed largely of females, has changing social interaction patterns, and suffers from a number of health problems. To meet these needs, the *Geragogy* approach would stress instructor-directed learning, supervised decision-making, and person-centred activities" (para. 10). Accordingly, older learners require a special methodology that embraces their own abilities, and the *Geragogy* approach may be considered when teaching a language.

Teaching English as a Foreign Language to Senior Citizens

When teaching old people, language instructors must attain certain aspects regarding the elderly's cognitive processes. Walsh and Diller (as cited in Durán, 2012) stated that "older learners have more highly developed cognitive systems, they are able to make higher associations and generalizations, and can integrate the language input with their already substantial learning experience" (p. 28). To this matter, Krashen and Scarcella (as cited in Durán, 2012) sustained that "there is not any loss of language ability or language learning capability over time, age is not a detriment to learn, and by all accounts, learning a second (or third, etc.) language actually keeps older learners' minds active" (p. 29). As a result, language instructors must consider all these advantages of teaching senior learners, and implement techniques that adjust their learning profile. Dörr (2006) stated that "language teaching should be attached to past experiences of life and occupation of the senior learners, since age-appropriate didactic and methodology especially focuses on associations by linking new knowledge to old knowledge" (p. 34). Subsequently, by using the appropriate methodologies, the elderly could become successful in learning a foreign language eradicating some misconceptions found in society about the elderly's capabilities.

Stereotypes of the Elderly as Foreign Language Learners

The elderly may face a series of stereotypes when learning a new language; perhaps because most language courses are attended by younger learners. Society itself, including the old age, has been in charge of providing characteristics such as "handicapped" that are no longer applicable for this population. As Dörr (2006) stated:

> One of the first challenges for senior citizens is to develop a more positive image of aging itself in order to start with a learning activity as could be attending a second language course. This is the prerequisite for starting a language learning activity: aging

is not a handicap, and is not true that younger citizens could face SLA [second

language acquisition] in an easier and better way. Learning ability depends only on

will. (p. 26)

Provided that, people need to start changing their thoughts and accepting this age group as

productive and able to learn. Cornett (2006) added that "Many elderly do not experience

extreme adverse effects of the biological, psychological and social aspects of aging. Instead,

they remain physically fit and exhibit continued social and psychological abilities" (para. 3).

Under those circumstances, most older learners may become successfully part of the language

learning process if some factors regarding their age are considered.

Age-related Factors in EFL Teaching and Learning

Language instructors must take into account the way old people process information.

According to Brown (2007), "abstract thinking, rules, and attention span" are three benefits

that language instructors must consider when teaching adults (p.105). Adult learners have

more knowledge about the world, and they are able to understand abstract concepts and to

relate such concepts with experiences in order to remember them. For example, it is easier to

explain the meaning of the word *aware* to an adult than to a kid. In the case of pronunciation,

the use of symbols to represent sounds aids senior citizens to comprehend the pronunciation of

a sound since they can associate symbols with sounds more easily. Adults do not find many

difficulties memorizing rules either, e.g., the rule for the pronunciation of the final -s after

verbs ending in a voiceless, voiced or sibilant sound. Learning the pronunciation of a foreign

language demands internalizing patterns and rules, and adults have the ability to do so by

being concentrated during a long period of time. All these rule-memorization processes must

be considered mainly when physical changes become prevalent in older ages.

Physical Changes in the Elderly

Physical changes become noticed as age advances, but there are also internal alterations that modify the proper function of some tissues. The anatomy of the vocal track is affected, so speech sounds could be altered due to voice quality. Tarafder, Datta, Tariq (2012) acknowledged that "'thin' voice, vocal fatigue, difficulty in being heard in noisy situations, tremor or shakiness in the voice are common changes found in old people" (p. 83). In conversations an old person might misconstrue some words, and the listener who lacks patience might ridicule the speaker who mispronounced the word. Tarafder, Datta, Tariq (2012) also determined factors that interfere with voice in the elderly such as "thinning of laryngeal mucosa, atrophy of vocal muscles, reduced movement of cricoarytenoid joint, reduced lung volume and capacities; reduced movement of tongue, [and] jaw…" and the loss of teeth (p. 83). All of these factors influence the capacity to utter words and be understood by others. Senior learners may also face difficulties when they want to learn languages that possess sounds different from their native language phonological system. As an illustration, the vocal cords muscles wither as people age, and voicing features of English sounds (such as voiced or voiceless) could be a challenge for an old person to produce. On the whole, the vocal structure degenerates as people grow old, but there are other changes to consider.

Sensorial Changes: Vision

Old people suffer from different physical changes that affect even their senses. The elderly's capacity to perceive what is in their environment decays as well. Dörr (2006) mentioned that vision is damaged by cataracts, and retinal changes; he added that "presbyopia is the age-related decline in the ability to see close objects clearly" (p. 12). In other words, age disrupts the ability to observe clearly. William (as cited in Thonn, 2005) wrote that "older eyes

need 50 to 70 percent more light than younger eyes when glare is present, as the lens becomes more opaque" (p. 9). Some people have more vision problems depending on other diseases including diabetes. It is important to bear in mind the significance to use proper size of letters or the color of images since most of the visual stimuli come into the mind through the eyes. For instance, in a classroom or in any place in general, the ads, flashcards, posters, bulletins, and brochures must be legible. A disadvantage of blurred materials is that the elderly would waste valuable time trying to analyze the information written in a document. In summary, vision impairments related to age could be minimized by adapting the design of the materials that are perceived by the eyes, and it is equally significant to pay attention to the students' hearing ability.

Hearing Ability

Another sense that is affected as people age is hearing. In any class, the auditory ability must have an active role. If a student loses the thread of what is happening in the class, s/he might have problems recapping the topics studied in the lesson. The University of Washington (as cited in Speros, 2009) concluded that "more than 50% of older adults are affected by hearing loss or impairment" (p. 4). For this reason, language instructors must be conscious of the relevance of articulating sounds as clearly as possible when teaching senior citizens. For instance, teachers must keep their mouth observable to all students, when explaining concepts and giving instructions. Speros (2009) wrote that "presbycusis and the inability to discriminate between certain speech sounds are common problems… [, and] high-pitched sounds and words with "f', "s", "k", and "sh" sounds are difficult for the older adult to discriminate" (p. 9). Teachers should identify who the learners that have more difficulties listening to him or her are, and language teachers must consider choosing audios that do not contain background

noises because the noise could be a distractor for the learners. In brief, teachers can simplify the information elicited in the class so that learners with hearing problems are be able to internalize the concepts and process them in their brains.

Cognitive Processes

Senior learners process information easily, but cognitive processes present memory deficits in short and long-term memory. Dörr (2006) pointed out that age-related changes in memory "do not prevent most older persons from learning many practical things in their later years" (p. 13). Older adults are able to learn, but they take more time internalizing data. Recalling information is a process that takes time too, but requires less effort than to learn new material. To put it another way, "aging affects long-term memory less than short-term memory, but retrieval of material from long-term memory is slower" (Dörr, 2006, p. 13). Long-term memory helps old learners to keep new information in their brains by "integrating new concepts and material into already existing cognitive structures" (Socrates Grundtvig Organization, n.d., para. 48). The elderly and teachers must not avoid the use of meaningful activities that promote active learning. Concisely, the memorization of isolated material prevents the elderly from acquiring new concepts since they need to organize information just learned with the data kept in the long-term memory, and the working memory decays with age as well.

The long and short-term memory functions diminish in older adults, and the working memory may also show problems as people age. Working memory is defined as "the ability to both process, and remember new information at the same time" (Dörr, 2006, p.2). Additionally, Dörr (2006) concluded that "the working memory typically declines with age" (p. 13), and senior citizens would not be able to make the relationship between what they write

and the purpose of writing the information unless there is an external stimulus that reminds them what they are doing. With this in mind, the number of concepts an elderly processes at the moment must rely on a meaningful context to allow their minds retain the new information. Cornett (2006) suggested that "no more than 3 to 5 points should be made during an instructional session" to avoid confusing (p. 9). It is advisable to present new information step by step. Language instructors should also make use of repetition to highlight the aspect studied in the class since "older adults have a reduced processing speed, [and they] are more easily distracted" (p. 9). Accordingly, since the working memory reduces its ability to process information, it is necessary to know how to present information to the elderly considering at the same time some other changes they may experience.

Not only do senior citizens experience physical and cognitive changes such as the ability to see and hear, and the reduced processing speed, but also some of them suffer from psychological and socio-cultural changes that could interfere in the pace of the learning process. About these changes Cornett (2006) found the following:

The psychological aspect of aging is related to the person's capacity to adapt. Mood, attitude, self-concept, and personality may all be affected. There may be loss of former roles and status; loss of spouse, family and friends; a decline in economic security; and loss of familiar surroundings. These changes may result in poor self-esteem, depression, and a lack of self-satisfaction… Social changes and cultural factors affect one's view of him- or herself as a competent individual. Independence is an important aim for the majority of elderly persons, regardless of their health status. It is an expression of self-respect and pride. (para. 5-7)

It could be said that such changes may require the adjustment of the techniques used in a foreign language classroom, but they would not stop students from learning. On the contrary,

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even though older learners may need more time, patience, and guidance, they also develop the sense for independence. This independence is achieved thanks to the companionship given by their classmates and instructors, and it may lead the elderly to successfully achieve communication in the target language.

Considering all the physical, psychological, cognitive, and socio-cultural changes that may interfere in the language learning process, teachers should implement techniques that fulfill students' special needs. Besides increasing the font size of the materials and speaking loudly and clearly, language instructors have to adapt or create their own materials since most textbooks are intended to be used with younger learners. As Durán (2012) argued, "traditional textbooks with contents, topics, and exercises designed for younger learners do not work well for the elderly, who need more contextualized materials to enhance their learning" (p. 14). Such contextualized materials make students use previously learned information, and compare it with the new forms for internalization to occur. Schaie, Willis, Hertzog, and Schulenberg (as cited in Durán, 2012) added that "when the elderly get involved in a stimulating lifestyle, they keep actively studying and socializing, they maintain their cognitive capabilities" (p. 14). Real-life like situations developed in the classroom and adapted materials provide older learners with the tools they need in the foreign language learning process.

Teaching Pronunciation of English as a Foreign Language to the Elderly

Before exploring the teaching pronunciation processes for older learners, it is essential to consider some general aspects about teaching pronunciation as a foreign language. Teaching a foreign language goes beyond the four macro-skills which are listening, speaking, reading, and writing. Micro-skills vocabulary, grammar, and pronunciation must take part in the teaching/learning process since they, together with the four macro-skills, provide accuracy

and proficiency in the target language. In regard to teaching pronunciation, Goodwin (1996)

stated that "the goal of instruction is threefold: to enable our learners to understand and be able

to be understood, to build their confidence in entering communicative situations and to enable

them to monitor their speech based on input from the environment" (as cited in Celce-Murcia,

2001, p. 117). On behalf of these goals, both teachers and learners must work on polishing

pronunciation abilities for effective communication purposes only because "learners rarely

achieve an accent-free pronunciation, and if we strive them for native like accuracy, we are

setting our students up for failure" (Goodwin, as cited in Celce-Murcia, 2001, p. 118).

Pronunciation instruction allows EFL learners to produce and receive comprehensible input

being successful in the exchange of information.

  Researchers suggest not endeavoring students for native-like pronunciation since this is

a goal hardly achieved for foreign language learners. To understand and explain this issue to

students, it is fundamental to recognize the relationship between accentedness and

comprehensibility in a language. Munro, Derwing, and Morton, (as cited in Jun & Li, 2010)

stated that "accentedness refers to the degree to which 'the pronunciation of an utterance

sounds different from an expected production pattern' while comprehensibility focuses on

listeners' estimation of difficulty in understanding" (p. 53). In other words, it could be said

that accentedness influences both the production of speech and the understanding of it.

Foreign language learners are challenged to improve their oral performance to make their

output comprehensible to the listener. As Munro, Derwing, and Morton, (2007) defended, "A

perceived improvement in an L2 learner's comprehensibility in a randomized listening task

must be attributable to an improvement in the speaker's performance" (p. 360). Accordingly,

if students' performance in the language improves, the comprehensibility level will rise, and

such improvement in learners' output may be credited to the instruction and the practice of the foreign language.

Sound instruction may help older learners to improve pronunciation in order to be more comprehensible to English speakers. The elderly may face even more difficulties being comprehended since flaccidity and other changes in the vocal organs, may interfere negatively with the message they want to express in a conversation. Besides the physical changes, the elderly's speech could be interfered by their rooted accent. On this matter, the elderly need to become aware of phonological features, and they must receive appropriate pronunciation feedback to be understood by others. Derwing and Munro (as cited in Saito, 2011) affirmed that "students learning L2 pronunciation benefit from being explicitly taught phonological form to help them notice the difference between their own productions and those of proficient speakers in the L2 community," and the exposure to instruction allows them to monitor their utterances (p. 46). Pronunciation training lessons about suprasegmental and segmental features help learners to improve their pronunciation intelligibility. On the other hand, Derwing and Munro developed an experiment with English learners, and they discovered that "accentedness did not necessarily interfere with comprehensibility: even heavily accented speech can be highly comprehensible" due to pronunciation awareness (p. 45). The teaching of pronunciation aids senior learners to progress in their pronunciation comprehensibility.

Teaching pronunciation embraces segmental and supra-segmental elements such as intonation, rhythm, stress, reduced speech, linking, and vowel and consonant sounds. According to Goodwin (1996), "learners will usually have difficulty with sounds that don't exist in their L1… [But,] despite these isolated difficulties, instruction should always focus on sounds in context" (p. 122). This philosophy is equally defended by Nunan (2003) who proposed some other principles for teaching pronunciation. This author stated that teachers

should "foster intelligibility during spontaneous speech, keep affective considerations firmly in mind, provide feedback on learner progress, and realize that ultimately it is the learner who is in control of changes in pronunciation" (p. 117). Therefore, teaching pronunciation should be focused on developing real-life like situations where students practice the sounds in context. In this way, students will be given the opportunity to produce and be the controllers of their own output, and as a result of that, their learning may become more meaningful, memorable, and effective; by doing this, the effects of the critical period could be minimized.

Critical Period and Input Hypothesis

The success of learning the pronunciation of a foreign language at different stages of life may be examined through the Critical Period Hypothesis. This hypothesis is defined as "an optimal period for language acquisition, ending at puberty" (Abello-Contesee, 2008, p. 170). In other words, young EFL (English as a foreign language) learners may sound more native-like than old students. Senior citizens struggle more learning how to pronounce the sounds of a foreign language since their first language is rooted in their minds, and the accent differentiates them from native speakers, but "it is not necessarily true that adult learners cannot achieve native-like proficiency in phonology" (Gass & Selinker, 2010, p. 336). Language teachers must consider the students' linguistic level and the phonological features of their mother tongue so that students can learn by comparing the sounds that they know with those that belong to the foreign language. It is argued that the Critical Period has an impact on language learning, but it is also true that adult learners may become speakers of a foreign language by making use of appropriate input.

To learn a language during the Critical Period Hypothesis emphasizes the attainment of native-like performance, and the quality of the input that a person receives may also contribute

to a high level of language proficiency. When learning takes place, the memory adjusts the new data with the information already stored in the brain mainly by associating concepts. In the case of adults, they possess a large body of data that aids them in the learning process, so language instructors must consider teaching new rules by means of associations or significant tasks that could remain in the students' minds. Krashen (1986) claimed that "the acquirer understands input that contains $i+1$" (p. 21). Language instructors may introduce phonology in a class by giving examples with minimal pairs, or comparing the first language with the second language sounds. This would facilitate their learning since they could link parts of the native language with the unknown ones from the target tongue. The quality of the input provides a guide for learners to attain their goals, and motivation can become the tool they need for success.

Motivation: Key to Attaining Native-like Pronunciation

It has been stated that adult learners face significant difficulties when learning the pronunciation of a foreign language. However, the degree of motivation is an encouraging tool to master the sounds. Most of these students learn the language because they want to understand or be understood by speakers of English. Bernaus, Gatbonton, Marinova-Todd, and Masgoret (as cited in Schaetzel & Ling, 2009) discovered that "a personal or professional goal for learning English can influence the need and desire for native-like pronunciation" (p. 2). Older adults taking courses to learn English feel motivated, but they must be consistent and persistent with their goals. Motivation helps learners to find the opportunities to practice the language. Marinova-Todd (as cited in Schaetzel & Ling, 2009) summarized that "adults can become highly proficient, even native-like, speakers of second languages, especially if motivated to do so" (p. 3); if the learners are driven, they will achieve their goals. Not only

will the students enjoy the learning process, but also they will gain accuracy in the target language. To encourage students, teachers need to be aware of the different types of motivation learners may have.

Since motivation increases the learners' proficiency level, it is significant to identify the kind of motivation students have. The instrumental motivation was described by Dörr (2006) as the one "related to (personal and professional) growth and research" (p. 22). In the case of the elderly, the instrumental motivation is not their inspiration to study another language since at their age, they are retiring or close to retiring from their jobs and their professional growth is in its climax. The integrative motivation "belongs to identity and community acceptance: in a world in which the IT [Information Technology] proliferation covers the whole social scene, living far from IT language –mostly English – means living far from global community" (Dörr, 2006, p. 22). This modern era fosters the learning of a foreign language. The goal of older people is to learn English to become part of this time, and by knowing this, teachers could plan lessons based on real-life experiences to keep the learners' motivation so that each class ends with positive outcomes. Learners could come from different backgrounds, but they share the same motivation, and the teacher's responsibility is to identify the source of motivation and create a classroom atmosphere based on this source to facilitate the learning process especially in a foreign context.

Impact of the English as a Foreign Language (EFL) Setting on Pronunciation

The role of age in mental processes influences how senior citizens learn, but the EFL setting has some implications in the learning process. According to Henrichsen (n.d.) in an EFL setting, "English is not widely spoken outside the English classroom" (para. 1). One of the main challenges that Costa Rican learners of English face is the fact that they are not

immersed in an environment where English is extensively spoken. In Henrichsen's words, "students encounter English only in the classroom, and even there… they may not have much exposure to English spoken naturally and fluently," and this fact interferes with the proficiency level to be achieved at the end of the learning process (para. 1). Teachers of English as a foreign language have the responsibility for fostering an engaging environment where students embrace the learning process, and they look for the opportunities to practice the foreign language not only inside but also outside the classroom. It is the teacher's duty to nurture the students' reception and production of the target language including the macro-skills and micro-kills, and it could be done by following five principles to teach pronunciation.

Teaching Pronunciation Methods

An authentic methodology based on everyday life situations is needed to make the pronunciation learning process more significant for students. Celce-Murcia, Brighton, and Goodwin (1996) presented a framework for teaching pronunciation based on communication. Such framework consists of five stages for teachers to follow including description and analysis, listening discrimination, controlled practice, guided practice, and communicative practice (p.124). In the first stage, the teacher presents the sound, showing students when and how it occurs. In the second stage, students are given listening discrimination exercises in which they recognize the sound. In the third stage, students face a control practice; this practice helps them to focus on form. Then, in the guided practice stage, students' attention is centered on meaning. Finally, in stage number five, students take part in a communicative activity which allows them to use the correct pronunciation of the sounds learned (pp. 124-125). Accordingly, the aforementioned stages take students through a journey of pronunciation

refinement, moving from recognition and practice to spontaneous pronunciation, and those stages must be considered when planning materials and using strategies.

In regard to pronunciation materials and teaching strategies, a vast of sources may be found printed and online. In the light of this matter, Celce-Murcia, Brighton, and Goodwin (1996) presented a compilation of teaching techniques. Those techniques included contextualized minimal pairs, rhymes, poetry, and jokes, kinesthetic activities, audio sources, computer software, and the like. To illustrate, regarding kinesthetic activities, Acton (1984, as cited in Celce-Murcia, Brighton, and Goodwin) pointed out that "trying to imitate the body movements, gestures, and facial expressions of another speaker, whether face-to-face or on video… helps fossilized learners develop more acceptable rhythm [and pronunciation] patterns" (p. 127). In addition, Celce-Murcia, Brighton, and Goodwin (1996), added that "rhymes, limericks, and many poems all have strong patterns of stressed and unstressed syllables that help our learners hear (and to a certain extent *feel*) the rhythm of English" (p. 126). With this in mind, teachers may employ activities that involve movement or mirroring (watching videos or following computer software) as well as authentic materials such as poems and rhymes that will help students to improve their pronunciation skill.

Adapting Teaching Pronunciation Methods to the Elderly

Several strategies and techniques have been mentioned when teaching pronunciation of English as a foreign language, but unfortunately, few have been found about teaching pronunciation to older learners. There are certain aspects that need to be considered when teaching pronunciation to the elderly. First of all, about *The Aging of Voice* Tarafder, Datta, and Tariq (2012) found that:

In advanced age, we lose some of the fine coordination that we had in younger years,

we lose muscle mass, our mucous membrane becomes thin and dry. Aging affects two

main aspects of the vocal folds; anatomy and function. First, much like muscles

elsewhere in the body, muscles of the vocal fold loses bulk (atrophy). Second, the

flexible tissues which are responsible for vocal fold vibration during voicing (i.e.

superficial lamina propria) become thinner, stiffer and less pliable. Together these

changes sometimes results in voice which is perceived as sounding 'old'. (p. 83)

In this regard, the teaching/learning process of pronunciation may be interfered by the aging

voice having as its effect difficulties in the articulation of the vowel and consonant sounds.

It is important to mention that accent is more rooted at older ages. Some linguists such

as Lenneberg (as cited in Schaetzel & Ling, 2009) support Krashen's Critical Period

Hypothesis which mentions that learners need to learn a language before the age of 7 in order

to develop native-like pronunciation (p. 2). If the elderly want to learn a foreign language, they

may face some obstacles since their native language patterns are deep-seated. The foreign

language sounds that are not present in the native tongue may be even harder for them to

articulate. Fricative sounds such as /θ, ð, s (at the beginning of words, before another

consonant) z, ʃ, tʃ, dʒ, and ʒ/, may involve more difficulty in their production; especially those

which are voiced due to the changes in the vocal folds previously mentioned. Older students as

well as younger learners of English as a foreign language may find difficult to learn the

pronunciation of the target tongue due to differences between spelling and pronunciation

(Gilbert, 2008, p. 22). The letter -s may have diverse pronunciation forms as in the words

illustrate, *illusionist*, and *impression;* not to mention the pronunciation of such a consonant in

the plural form of nouns or the third person singular form of the verbs. Therefore, the elderly

and other learners may also face a set of obstacles in the learning process, but these issues could

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be diminished by using appropriate techniques and materials that suit their physical, psychological, and cognitive needs and processes.

Materials and techniques such as the ones provided by Celce-Murcia, Brighton, and Goodwin (1996) need to be adapted in order to respect older students' needs. It has been said that senior citizens require "materials with bigger letters" (Dörr, 2006, p. 49). It is suggested to "use bold-faced type or underlining to help readers recognize key points" through the different sections, "use pictures and diagrams, break text into clear sections, and use lots of white space" (Stevens, 2003, p. 6). The use of pictures and diagrams must be carefully done. It is recommended to add only "relevant pictures and diagrams in your text … for illustrating the point and for breaking up the text" (p. 6). To avoid overwhelming, language instructors should organize the material in several sections by using attractive titles and subtitles. Some space must be kept between sections, titles, and practices to allow the learner to read without problems. The modifications done to the materials used to teach elderly people will contribute to the learning process, and when teaching this age group, some principles should be reviewed.

In addition to adapting materials to satisfy older students' needs, there are some aspects to consider when teaching this population. One of the principles to be followed when teaching the elderly is that of their learning pace. Dörr (2006) said that "An age-appropriate didactic and methodology also attaches importance to the learning pace, which is to be defined individually by the (diverse) learners themselves in order to minimize stress factors (principle of slowness) (p. 40). Drilling may also help senior citizens to learn the correct pronunciation of words. Dörr (2006) mentioned that "Repetitions are an important instrument to strengthen the transfer of new information from the short-term memory to the long-term memory as well as the retrieval of information from the long-term memory (principle of repetition)," and

through receptions the contents studied in class will be internalized easily (p. 40). Drilling "provides learners with intensive practice in hearing and saying particular words or phrases" which may aid them know how to articulate the sounds in a word (Tice, 2004, para. 10). Tice pointed out that teachers may "help learners get their tongues around difficult sounds or help them imitate intonation that may be rather different from that of their first language" (para. 10). A slow pace and pronunciation drilling may be useful to teach pronunciation and learners could obtain a more proficient performance of the foreign language.

It has been stated that the elderly exhibit especial features when learning. Since the 70s researchers as Malcom Knowles have been concerned about understanding the cognitive processes and particular qualities of older learners. All these concerns have helped to adjust and create new methodologies that could offer an appropriate teaching/learning environment for this population. Essential terms such as gerontology, andragogy, geragogy were unveiled and clarified. It was also demonstrated that older learners capacities have direct implications for language instructors due to age-related factors including physical changes, vision and hearing ability. In other words, groups composed of senior citizens should be addressed taking into account the context, and the adaptation of methods to teach the language. Another significant factor discussed was the critical period hypothesis, which impairs the elderly to achieve accurate pronunciation in a language. Even though it is noticeable that older learners suffer from numerous changes, it is necessary to identify their strengths regarding cognitive processes and their motivation to sound comprehensible. The role of motivation in the students' learning process determines the degree of success to achieve English proficiency.

The theories and concepts pointed out in Chapter Two are the foundations of this research. Most of the ideas presented reveal significant features that characterize older people's mental processes such as the way they learn. To teach the elderly, language

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instructors must be aware of the needs old people have. Teachers must be open-minded and willing to adapt methodologies and materials to facilitate the learning process for older learners.

Chapter Three will provide a deep description of the research design employed, the setting and the population chosen, the variables studied, the treatment implemented and a brief description of instruments and procedures for conducting the study.

The purpose of Chapter Three is to present the quantitative methodology used to fulfill the research objectives stated in Chapter One. This chapter contains the approach and research design of the investigation. In addition, a deep description of the setting, population, and the Gerontology Program at UNED is provided to portray an image of the place where this research is going to take place. The treatment Interactive-literary English Consonant Pronunciation Activities (Interary ECPA) is defined. The measuring instruments and other sources of data are also described in terms of the content, reliability, and validity. The procedures for conducting the study and the data analysis are introduced.

Research design

This study is quantitative because it is concerned with variables, numerical analyses, and a group of individuals. Gall, Gall, and Borg (2003) stated that a quantitative study "analyzes social reality into variables," and this investigation deals with three variables of interest (p. 25). Comprehensibility in the pronunciation of English consonants, the effect of the treatment Interactive-literary English Consonant Pronunciation Activities (Interary ECPA) on the learners' pronunciation, and age are the three variables that are going to be observed in their "natural…setting " (p. 25). The variables are the central core of the investigation. Moreover, this research makes use of instruments to collect information about the

pronunciation of English consonants, and the data are examined by employing "statistical methods" to interpret the information and validate the results (Gall, Gall, & Borg, 2003, p. 25). The features that characterize this research provide the tools to "generalize the findings", and it allows other experts on this field to replicate the work (p.25). The quantitative approach of this research guides the investigators to observe the variables and measure them.

It is significant to establish the design and scope of this research. The study is composed of the independent variable named Interactive-literary English Consonant Pronunciation Activities (Interary ECPA) and the dependent variable identified as the pronunciation of English consonants. The information collected through the instruments determines the consonant sounds that learners have more difficulties with, and the effect that the treatment has on the EFL learners' pronunciation comprehensibility. For this reason, this study is quasi-experimental in nature since at least one variable is manipulated to obtain a specific result or behavior in the other, in this case; the effect that instruction has on the comprehensibility of students' pronunciation (Hernández R., Fernández C., & Baptista, P. 1997). The scope of this project is descriptive. According to Ross (2005) a descriptive scope "provides information about conditions, situations, and events that occur in the present... in order to establish a descriptive profile" of the variables involved in the setting of the project (p.3). Therefore, a quasi-experimental design and a descriptive scope constitute the methodology that guides this study.

The Setting and the Population

This quantitative study was developed with students from the Gerontology Program at UNED, Pérez Zeledón. This program provides retirees-to-be and retired people with the opportunity to be part of a continuous learning process by means of several courses such as

art, dance, history, tai-chi, languages, among others. Through this program, the elderly continue attending formal instruction and learn a target language for communication purposes. Nowadays, in Pérez Zeledón there are two groups of older people attending English classes. The English classes are taught at Casa ADEP (Asociación de Educadores Pensionados) due to its proximity to downtown San Isidro. Since most of the students are senior citizens, it is more difficult for them to travel to UNED's headquarters which is located in Daniel Flores district, around four kilometers from the center of the city. In addition, most students live in the suburbs such as UNESCO neighborhood, Brasilia, El Calvario, among other residential areas located on the outskirts of downtown San Isidro. Each group taking the English course attends a two-hour and a half class on a weekday during twelve weeks. At the time of the research, both groups were taking the course Intermediate English. Granted that, group One was considered the control group and group Two the experimental group. The experimental group under study was composed of three males and five females whose ages ranged from fifty five to seventy four years old. Seventy five percent of these learners were retired teachers and the remaining twenty five percent were still working. The totality of these students belonged to a middle class social status. The language curriculum followed is based on the Communicative Approach, and the courses have as the main objective to teach/learn the target language for communication purposes. Group Two was chosen as the experimental group over group One based on the teachers' and the investigators' convenience in regard to class schedule. Among some of the reasons, it could be mentioned the congruity between the English class schedule and the researchers' investigation time.

Choosing the Sample

Prior to the beginning of the study, the researchers talked to the Gerontology Program authorities and the study was allowed to be developed in Brunca Region. Then, a letter was sent to the Program Headquarter so that the permission was formalized. Selecting the experimental and the control group did not involve major challenges since there are just two groups of senior citizens taking English courses at the Gerontology Program at UNED, Pérez Zeledón, and both are at the intermediate level. Such groups are composed of eight students; therefore, it was not required to choose a sample from each. Stated this, group Two was chosen as the experimental group over group One due to schedule ease for the researchers. The following table shows specific information such as age and sex of the experimental and the control group.

Table 1. Personal Information from the Experimental and the Control Group

	Experimental Group			**Control Group**		
Age Range	**Males**	**Females**	**% per age**	**Males**	**Females**	**% per age**
55 - 60	0	2	25	-	2	25
61 - 66	1	2	37,5	1	4	62,5
67 - 72	1	1	25	-	1	12.5
73 - 78	1	-	12,5	-	-	-

As the previous table shows, most students from both the experimental and the control group are from fifty five to seventy two years old. Only one student from the experimental group was over seventy three years old. Moreover, it is important to mention that most English learners at the Gerontology Program are women; fact that confirms Dörr (2006) and Durán's (2012) findings on the fact that most of the older learners are women.

Variables of Interest

The analysis of the relationship between the dependent and independent variables determines the effectiveness of using Interactive-literary English Consonant Pronunciation Activities (Interary ECPA) in a language lesson to improve the students' pronunciation ability. The relevance of the outcomes provides knowledge in the field of the teaching/learning of English as a foreign language. This study is composed of two elemental units (see Table 2). The elemental units are the learners' pronunciation comprehensibility and the pronunciation comprehensibility expected to be achieved. Moreover, the learners' pronunciation utterances were evaluated by using the measurement units which elicit the information needed to value the effectiveness of the treatment. As it was already mentioned, the level of the learners' pronunciation comprehensibility is the dependent variable, and the use of Interactive-literary English Consonant Pronunciation Activities (Interary ECPA) is the independent variable. The elemental units were measured by a test before and after the implementation of the treatment (Interary ECPA) respectively. The pre-test and the post-test were the same to maintain reliability and validity, and two inter-raters evaluated the recordings. In the end, the data analysis showed the role that the independent variable had on the dependent variable.

Table 2 shows the variables of interest that took place throughout the development of this research and they provided fundamental information for the analysis.

Table 2. Variables

Elemental Units	Characteristics	Units of Measurement

-The learners' pronunciation comprehensibility is evaluated by using the measurement units (pre-test and post-test) which at the same time provide the necessary information required for the analysis.	-Level of the learners' pronunciation comprehensibility (Dependent Variable). -The use of Interactive-literary English Consonant Pronunciation Activities (Interary ECPA) (Independent Variable).	-Pre-test: Week 1 (May 6th, 2014) -Questionnaire: Week 1 (May 6th, 2014) -Post-test: Week 24 (December 2nd, 2014)

Definition of Variables

There are two variables of interest for the importance of the research, and Table 3 exhibits their conceptual and operational definitions.

Table 3. Definition of Variables

Dependent Variable	Conceptual Definition	Operational Definition	Instrumental Definition
Pronunciation	Pronunciation is defined as "the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language, and aspects of speech beyond the level of the individual sound" (Adult Migrant, 2002, p.1).	Students' comprehensibility in pronunciation will be ranked as followed: -Outstanding: 90-100 -Acceptable: 70 -89 -Average: 50-69 -Deficient: 30-49 -Unacceptable: 0-29	The instruments N°1: the Pre-test and N°2: the Post-test are used to measure the dependent variable.
Independent Variable	**Conceptual Definition**	**Operational Definition**	**Instrumental Definition**
Interactive-literary English Consonant Pronunciation Activities (Interary ECPA)	Interary ECPA consists of a set of interactive activities such as stories, tongue twisters, board	The effectiveness of the Interary ECPA is determined considering the following criteria:	The instruments N°1: the Pre-test and N°2: the Post-test are used to measure efficacy of the

	games, poems, and rallies. By making use of these activities, learners could be able to practice and improve the comprehensibility in English consonant pronunciation.	-Very effective: if more than 75% of the students rank in the outstanding / acceptable. -Effective: if 50-74% of the students rank in the acceptable / average. -Ineffective: if less than 49% of the students rank in the deficient / unacceptable levels.	independent variable.
Moderator Variable	**Conceptual Definition**	**Operational Definition**	**Instrumental Definition**
Senior citizens	"People are said to be senior citizens when they reach the age of sixty or sixty-five." Freedictionary.com	Students in the experimental and control groups were among 55 to 78 years old.	Students enroll in UNED's courses are older than 50 years old.

The implementation of the treatment depends on three variables. To start with, the

dependent variable is pronunciation comprehensibility. It is defined as "the production of

sounds that we use to make meaning. It includes attention to the particular sounds of a

language, and aspects of speech beyond the level of the individual sound" (Adult Migrant,

2002, p.1). Second, the independent variable corresponds to the treatment called Interary

ECPA. The treatment consists of a set of interactive activities such as short stories, tongue

twisters, board games, poems, and rallies, and the use of these activities has an effect on the

dependent variable. The effectiveness of the treatment is measured by means of the

operational definition. As an illustration, the students' performance in pronunciation will be

ranked based on five categories determined as outstanding, acceptable, average, deficient, and

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unacceptable. The mentioned categories equal the results of the tests, and the effectiveness of

the Interary ECPA is analyzed considering the terms very effective, effective and ineffective.

The third element considered in this research is the moderator variable named age. The

Freedictionary stated that "people are said to be senior citizens when they reach the age of

sixty or sixty-five because those are the ages at which most people retire from workforce," and

the groups under study are composed by learners whose ages range from 55 to 78 years old

since the Gerontology Program at UNED (Universidad Estatal a Distancia) embraces 50+

citizens who are entering the old age. The three variables will provide valuable data for the

analysis of the results.

The Treatment

The treatment consists of the implementation of Interactive-literary English Consonant

Pronunciation Activities (Interary ECPA) in order to improve the comprehensibility in the

pronunciation of English consonant sounds in the experimental group. These activities involve

poems, short stories, tongue twisters, and problem solving games. However, the researchers

designed an entire procedure to teach pronunciation to the elderly (see annex 1: Student's

Booklet) in which each of the Interary ECPA, under the name *Discover,* were preceded by a

set of other stages named *Untie your Tongue*, *Dancing Tongue*, and *Let's Activate.* A brief

description of these stages is provided below.

❖ **Untie your Tongue**

During this stage the instructor introduces the sound by pronouncing a word that

contains such a consonant. Learners also take a look at a picture that illustrates the

position of the articulators. The teacher explains some features of the sound such as

voicing and place and manner of articulation. This stage helps the leaners to be aware
of how the sound is articulated.

❖ **Dancing Tongue**

By means of a computer software called *Speech Solutions* (property of Computerized
Learning Inc.)*,* the learners watch how each sound is produced. Students see the front
and side view of the vocal track while articulating the consonant sound being studied.
Then, learners imitate the movements shown in the video. In this stage senior citizens
also find the *Anchor* which provides the most common spelling patterns with some
examples and their corresponding phonetic transcription. Exceptions are also presented
in the *Anchor*.

❖ **Let's Activate**

This stage offers students with two sections or steps. In Step 1 students listen to and
repeat seven sentences containing words with the sound under study. These words are
illustrated through images for a better understanding of their meanings. Step 2 provides
learners with words containing the sound at the beginning, in the middle, and at the
end.

❖ **Discover**

This last stage contains one of the Interary ECPA designed to challenge students to
practice the sound in a more interactive form.

The researchers developed one of these core activities per week (Interary ECPA). The
implementation of these activities was carried out in twenty four weeks during one extra hour
starting on June 3rd and ending on December 2nd 2014. On May 6th 2014 the researchers
administered a pre-test to measure students' comprehensibility in the pronunciation of

consonant sounds before administering the Interary ECPA. After the six-month term of instruction, the researchers tested the effectiveness of the treatment through a post-test.

The following table shows the activities implemented and their main purpose.

Table 4. Activities Implemented

Activities	Purpose
1. **The Blind Story**	The main objective of this activity is to promote the recognition of English consonant sounds in short stories while involving movement and auditory skills.
2. **Move your Body and your Tongue!**	The purpose of this activity is to challenge students to practice English consonant sounds in tongue twisters while playing and moving around.
3. **The Sound of Poetry**	The goal of this activity is to boost students' practice of English consonant sounds in short poems while enjoying these pieces of literature.
4. **Sound Board Game**	The aim of this game is to encourage students to practice English consonant sounds while solving the challenges and having fun.
5. **Rally Challenge**	The purpose of this activity is to foster students' practice of English consonant sounds through challenges set in different stations.

1. The Blind Story

This activity helps students to recognize English consonant sounds.

How to play:

A. The teacher arranges the classroom so that there is enough space for students to move around.

B. The instructor sets eight lines on the floor and asks each student to stand up in one of the starting points of the rows.

C. The teacher covers the students' eyes. Then, the teacher starts the game by reading a story containing words with a specific sound.

D. When each learner listens to a word with that specific sound, he/she moves forward.

E. The student who arrives first at the finish line is the winner.

Materials:

- The short story

- Station marks

- Handkerchiefs to blindfold students

2. Move your Body and your Tongue!

This game helps students to practice English consonant sounds through tongue twisters.

How to play:

A. The teacher divides the class in two groups, A and B. The groups take turns to play.

B. The teacher pastes four posters on the board. Each poster contains a piece of a tongue twister.

C. Then, the teacher asks each member the group to stand up facing a poster.

D. Each student reads the part of the tongue twister that is in the poster s/he is facing. Once each student has read his/her part, they move to the right switching positions in order to read a different part of the tongue twister. The learners continue changing places until all of them have read the tongue twister completely.

E. While group A plays, group B monitors their classmates' performance.

Materials:

■ Tongue twisters divided into pieces (one piece written on each poster)

■ Masking tape

3. The Sound of Poetry

This strategy gives students the opportunity to practice English consonant sounds by reading poems.

How to play:

A. The teacher provides each student with a short poem.

B. Each student reads the poem aloud.

C. Then, students get in pairs, and they take turns to read the poem to his/her classmate.

D. Afterwards, in the same pairs, students think of words containing the sounds being studied and they create a new stanza for the poem.

E. In the end, they read the poem again and share their new stanza with their classmates.

<u>Materials:</u>

■ Poem

■ Dictionary

■ Pencil

4. Sound Board Game

This game encourages students to practice English consonant sounds by creating sentences from words given in a board game.

How to play:

A. The class is divided into two groups, A and B.

B. The teacher provides each group with a board game, some chips, and a die.

C. Students take turns to roll the die and move through the squares in the board game.

D. When a student lands on a square, s/he completes the challenge given.

A. The student who reaches the finish square first is the winner.

Materials:

- Board game

- Chips

- Dice

5. Rally Challenge

This strategy gives the students the opportunity to practice the pronunciation of English consonant sounds through different challenges.

How to play:

A. Before the class, the teacher pastes the rally clues and challenges in different parts of the class.

B. When the lesson starts, the teacher divides the class into two groups, A and B.

C. The groups go to the first station and complete the first challenge. Once they have accomplished the challenge, they read the clue to get to the second station, and they leave station one (looking for the second one). Once they arrive at the second station, they complete the challenge, read the clue to get to the third station, and leave. Students continue playing until they get to the finish line.

D. The first group to get to the finish line (after completing five challenges) is the winner.

Note: Challenges may vary from reading a passage containing a specific sound, brainstorming words with a specific sound, identifying a specific sound in a sentence, classifying sounds, and the like.

Materials:

- Challenges
- Pencil
- Envelopes
- Masking tape

Table 5 displays the schedule for the implementation of the activities by term (three months each).

Table 5. Schedule of the Activities Implemented

	I Term: Activities	II Term: Activities
Week 1	Poem: Sound /p/	Tongue Twister: Sound /ʃ/
Week 2	Tongue Twister: Sound /b/	Blind Story: Sound / tʃ/
Week 3	Blind Story: Sound /t/	Board Game: Sound /dʒ /
Week 4	Board Game: Sound /d/	Rally: Sounds /dʒ, ʒ /
Week 5	Tongue Twister: Sound /k/	Poem: Sound /m/
Week 6	Rally: Sounds /k, g/	Tongue Twister: Sound /n/
Week 7	Poem: Sound /f/	Blind Story: Sound /m, n, ŋ/
Week 8	Tongue Twister: Sound /v/	Board Game: Sound /j/
Week 9	Blind Story: Sound /θ/	Tongue Twister: Sounds /w, j/
Week 10	Board Game: Sound /ð/	Poem: Sound /r/
Week 11	Poem: Sound /s/	Rally: Sounds /r, l/
Week 12	Rally: Sounds /s, z/	Board Game: Sound /h/

Measuring Instruments and Other Sources of Data

This quantitative research collected data by means of measurable instruments such as a questionnaire, a pre, and a post-test. The questionnaire's goal was to gather information about the need students have for including deductive instruction of pronunciation in the classroom. On the other hand, the pre-test's objective was to measure the comprehensibility of students' pronunciation and management of consonants sounds in the target language, especially those which are not found in the leaners' native language. Afterwards, the design Interary ECPA for improving the students' pronunciation was used. This design was employed in the English classes during six months; this period was divided into two cycles. Each three-month term includes twelve hours of instruction.

After this period of pronunciation instruction, a post-test was administered for the purpose of measuring the results and the effectiveness of the treatment developed. Both the pre-test and post-test were evaluated by two inter-raters external to the investigation. These collaborators judged the comprehensibility of students' consonant pronunciation in group One and Two without knowing which the control group or the experimental group was. All the aforementioned instruments are considered valid since they were specially designed for their purpose, which was garnering information about the comprehensibility of students consonant pronunciation, and as Johnson (1992) stated the instruments are valid when they "measure what they are intended to measure" (p. 53). In addition, these instruments follow the principle of reliability because they are accurate, and they are consistent (p. 54). Students' comprehensible pronunciation was measured before and after the implementation of the design. The information collected through the instruments is organized by means of figures and tables, and the results of the design are presented using numerical data.

Description of the instruments

In this research, it was vital to make use of three instruments to gather the information necessary to generate conclusions on the matter under study.

Instrument #1: Questionnaire for the Elderly (Annex 3)

The goal of the questionnaire was to gather data about the learners' background and their opinions about the role of pronunciation in their learning process. The questionnaire had two parts; in the first section, they had to provide some information such as sex, age, education level, social status, and profession. In the second part, students answered eleven questions. In these questions students showed their agreement level (strongly agree, agree, disagree, or strongly disagree) on different aspects related to pronunciation learning and teaching. After choosing an option, students briefly justified their choice in the space provided. All these questions were designed in order to know the students' opinions and experiences with pronunciation teaching in the English courses they are taking at UNED.

Instrument #2: Pre-test and Post-test (Annex#4)

The pre-test is the instrument number two used to assess the comprehensibility of students' pronunciation. This instrument is composed of two parts classified as words in isolation and in context. In the first part named as words in isolation, the learners were shown some cards with pictures related to jobs on them. Each picture contained a word with one of the consonant sounds to be studied, and the student taking the test had to pronounce the word. There were twenty four cards for each consonant sound /s, z, t, d, p, b, f, v, g, k, tʃ, ʃ, θ, ð, dʒ, ʒ, m, n, ŋ, l, r, h, w, j/, and the learners' voice was recorded when pronouncing the words in isolation and in context. In the second part, the students had to read aloud a sentence provided on a card, and each sentence had two sounds in bold. The sounds in bold represented the ones

to be evaluated in terms of comprehensibility. For example, the first sentence is *I like to **paint** in my **book***, and the words **paint** and **book** contain the sounds /p, b/. The inter-raters measured each sound as comprehensible by writing a checkmark next to the sound or sounds. Contrary, if the sound was not comprehensible, the inter-rater wrote an X next to the sound. Both parts of the pre-test were designed with a space for the inter-raters to evaluate them.

Procedures for Conducting the Study

Older learners are capable of improving their performance in the pronunciation of English consonants sounds through material that embraces their needs and skills. Interary ECPA takes students to a first encounter with the pronunciation of English consonant sounds. Such activities were designed taking into consideration students' interests and needs, having as a result a convenient booklet for students and teachers' employment inside and outside the classroom. In this way, researchers and/or teachers could make use of the Interary ECPA by developing one English consonant sound at a time. This would be one sound per class during one hour. In order for the study to be replicable, researchers must follow the same conditions that characterized the experimental group. These features include, being a group of learners older than 50, studying English as a foreign language. Finally, for the researchers to obtain similar results, it is mandatory that the learners are literate. Consequently, if researchers want to replicate this study, the aforementioned procedures should be followed.

Data Analysis

Since the approach of this research is quantitative, the data gathered were analyzed by using statistics. Selinger and Shohamy (1989) pointed out that "analyzing data with the aid of statistics usually makes the research more manageable and more efficient" (p. 202). In addition, it is significant to calculate the scores obtained through the pre-test and post-test in

order to identify important results from the scores for the purpose of this investigation.

Moreover, by comparing both the pre-test and the post-test, the researchers determined the

sounds that the learners have more progress with. Then, the information analyzed is presented

by using figures such as figures and tables to make clear the ideas concluded. It is relevant to

mention that the researchers interviewed and recorded the information uttered by the students,

but they did not evaluate or score the tests to maintain the reliability in the investigation. Two

inter-raters, one Native American and one Costa Rican language instructor, were required to

evaluate the recordings. Finally, the results of the investigation are presented objectively and

precisely.

The purpose of this study is to determine to which extent Interactive-literary English

Consonant Pronunciation Activities (Interary ECPA) enhances the comprehensibility of senior

citizens' English consonant pronunciation in group Two of the intermediate level from the

Gerontology Program at UNED, Pérez Zeledón. This chapter provides a review of the

background and the setting as well as the information of how the sample population was

chosen. Chapter Four examines the results of the data gathered and provides analysis in the

light of the research objectives. This chapter ends by presenting the analysis of the results

obtained from the methodology designed (Interary ECPA).

Background and Setting

The setting for this study was the Gerontology Program at Universidad Estatal a

Distancia (UNED), Pérez Zeledón, which provides non-degree courses to senior citizens. Such

courses follow a special methodology that embraces the elderly's needs and skills. Students at

the Gerontology Program attend a two-hour and a half class once a week at Casa ADEP

(Asociación de Educadores Pensionados) due to its proximity to downtown San Isidro. Two groups taking English courses for oral communication purposes were involved in this research. Intermediate group One was chosen as the control group, being Intermediate group Two the experimental group. Both groups were composed of eight students whose ages ranged from 55 to 72 years old. Only one student was over 73 years old.

Data Analysis

The following data were gathered by means of the questionnaire and the pre-test and post-test administered during this research. Such information is presented in four different sections. First, the information from the questionnaire will be exhibited. Then, the data from the Pre-test and Post-test will be displayed in a comparative form, but the information will be divided into two sections: isolated words from words in context. Finally, the grades obtained by the experimental group and the control group will be shown for the purpose of determining the effectiveness of the Interary ECPA.

Section A: Data from the Questionnaire

This section analyzes the elderly's motives towards learning English as a foreign language and their perspectives into the role of pronunciation in the teaching/learning process. In the questionnaire, students were asked to rank from one to four the reasons that motivate them to learn English at their old age, being four the cause of maximum value and one the incentive of minimum value. Table 1 depicts the percentage that the motives obtained in this question.

Table 1.

Percentage Obtained in the Students' Responses about their Motives to Learn English as a Foreign Language

Reasons	Percentage
Personal Goal	3.75
Hobby	1.87
Traveling	1.87
Professional Growth	2.5

Note. Information obtained in the questionnaire for students

The percentage for all the reasons given is superior to 1, which means that all of these reasons were considered sources of motivation to start learning English as a foreign language. When comparing all the results, it is determined that most learners at the Gerontology Program at UNED, Pérez Zeledón accepted learning the target tongue as a personal goal. Nonetheless, a riveting finding in this research is that despite their age, learners still want to continue growing in the professional field. This fact may be justified since two of the students are not retired yet. In addition, the previous finding confirms Dörr's (2006) discovery on students' integrative and instrumental motivation. This researcher claimed that the integration in a globalized society is the real engine that moves older learners to study a foreign language; however, this is not the only source of motivation since there are other personal objectives to be achieved. Equally interesting, it was found that learning English as a hobby is the reason that obtained the lowest value. This may imply that older students do not see learning a foreign language as a hobby because as Dörr (2006) affirmed, they feel engaged in attaining specific goals.

In the questionnaire students were also asked for the role and importance of each micro-skill (grammar, vocabulary, and pronunciation) to achieve an effective communication in the target language. Students were asked to rank such micro-skills from one to three. Three was the maximum value; it was assigned to most important skill. One was the minimum value;

it was assigned to the least important skill. Table 2 presents the percentage that each micro-skill obtained in this inquiry.

Table 2.

Percentage Obtained in the Students' Responses on the Importance of the Micro-skills

Skills	Percentage
Grammar	1
Vocabulary	2.25
Pronunciation	2.75

Note. Information obtained in the questionnaire for students

Table 2 illustrates that according to students, when comparing grammar, vocabulary, and pronunciation, this last micro-skill is the one of major importance to communicate effectively in the foreign language. As a matter of fact, respondents mentioned that mispronounced words may lead to failure.

In the same vein, due to the lack of pronunciation objectives in the course program, students were asked if they agreed on the incorporation of pronunciation instruction in the English class. In regard to this proposal, the totality of the students strongly agreed on the fact that teaching pronunciation is essential when studying English as a foreign language. In the questionnaire students mentioned that pronunciation is a basic element in oral communication and this micro-skill helps them to communicate more effectively and without misunderstandings. In addition, the respondents revealed that at their age, it is more helpful when rules are explained to them.
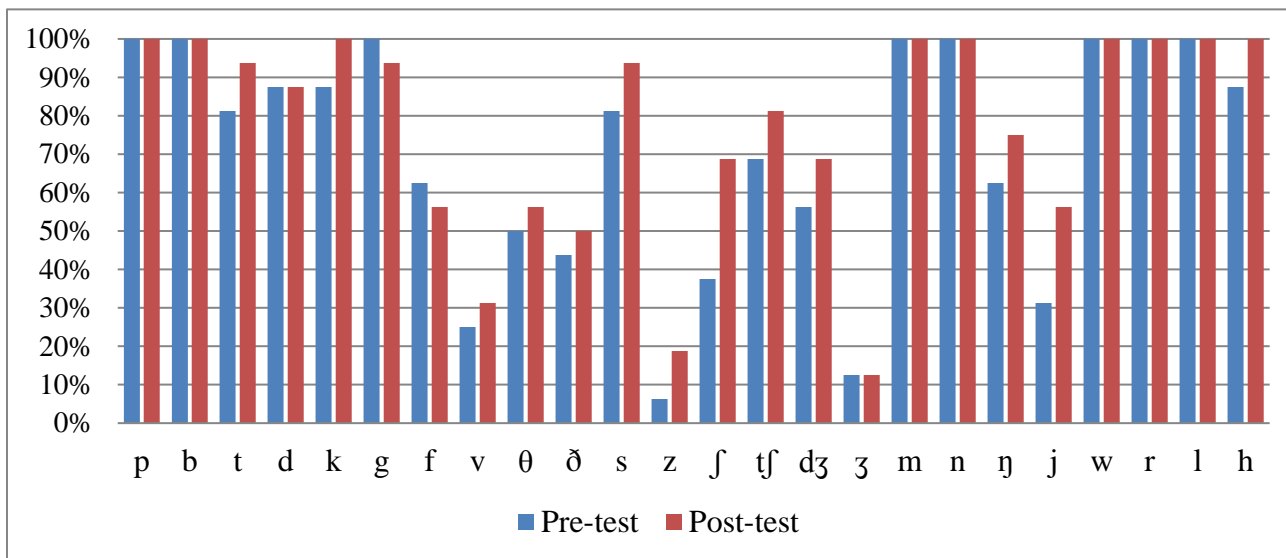
Section B: Data from the Pre-test and Post-test Regarding the Pronunciation of Consonant Sounds in Isolation

The goal of this section is to examine the comprehensibility of senior citizens'

pronunciation of the consonant sounds in isolation. The learners were asked to read twenty-

four words and each of the words corresponded to one of the English consonant sounds.
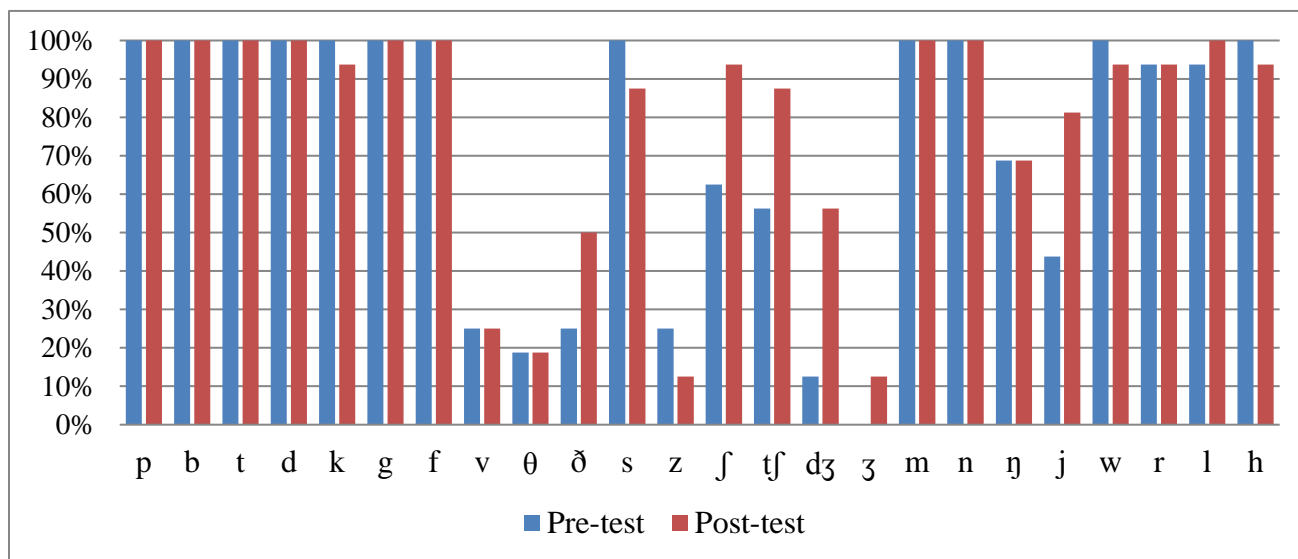
Figure 1. Comprehensibility of learners' pronunciation of consonant sounds in isolation.

It can be seen that the learners did not have difficulties uttering the /p, b, t, d, g, f, m, n/ in both

tests since these sounds belong to the students' native phonological system. As a result, the

learners knew the place of articulation of those sounds. On the contrary, all the learners uttered

correctly the sounds /k, s, w, h/ in the pre-test, but in the post-test some of the students did not.

This strange behavior may be the result of the incomplete internalization process of rules, in

which students may confuse sounds in the target language, or they may transfer rules from the

mother tongue. Figure 1 also shows that even though the sounds /l, r/ are part of the students'

native language phonetic system, not all the learners could pronounce them correctly in the

pre-test. Some of the learners had difficulties pronouncing the /r/ because of the variations that

exist in Costa Rica when saying the *r* in the words *perro* 'dog', *almuerzo* 'lunch' and *atras*

'behind' (Vásquez, 2007, pp. 295-298). Therefore, the allophones of the /r/ could have

affected the comprehensibility of learners' pronunciation of the *r* sound. All in all, the

participants mispronounced some of the sounds because of the Spanish variations presented in their language.

The sound /tʃ/ and /ʃ/ are somehow difficult for the learners since they know how to vocalize /tʃ/ as in the word *ocho* 'eight', but /ʃ/ was hard for them. Tserdanelis and Wong (n.d) considered that sounds change their properties depending on the following sound calling this process palatalization. Palatalization "occurs when alveolar, dental and velar stops or fricatives appear before a front vowel [i, e]" changing the original sound into a similar one, and these are "common types of palatalization: [t] → [tʃ]; [d] → [dʒ]; [s] → [ʃ]; [k] → [tʃ]; [g] → [dʒ]" (p. 112). In the pre-test, the learners had to pronounce the words *butcher* and *fisherman,* and it was noticeable that the sounds were palatalized. Indeed, some instruction helped the learners to recognize when to use /tʃ/ or /ʃ/, but the phonetic environment caused difficulties when uttering such sounds.

Figure 1 exhibits that not all the students could articulate the /ŋ/, and the /j/ sounds in the words *singer*, and *yeoman* respectively. The sound /ŋ/ does not have an equivalent sound in Spanish, so some of the learners pronounced it as a /n/. The pre-test reflects the learners' lack of awareness of the spelling patterns of the /j/ sound. For example, they mispronounced the /j/ sound in words such as *yeoman* perhaps because of the allophonic variation in Costa Rican Spanish to say *yuca* 'yucca'. Additionally, the sounds /v, θ, ð, z, dʒ, ʒ/ represent a challenge for the students, and learners tended to change the sound into another familiar sound, or they simply eliminated from the utterance. However, through instruction only some students articulated the sounds /ð, dʒ, ʒ/ in a comprehensible form. The previously mentioned sounds involve a degree of vibration, and senior citizens' age-related changes influence the vocal organs capacity to utter the sounds. The analysis of this figure demonstrates that the learners had some problems articulating the sounds that are not part of their phonetic system, and it is

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also displayed that the comprehensibility of students' pronunciation of some consonant sounds did not improve.

Section C: Data from the Pre-test and Post-test Regarding the Pronunciation of Consonant Sounds in Context

In the first section, it was noticeable that the learners' previous knowledge of the way to pronounce the sounds aid them in the pre-test, but also the treatment provided the learners with some knowledge to utter the sounds. It is equally important to analyze the results garnered from the second part of the pre-test and post-test. In the second part, the students had to read a group of sentences containing the sounds.

Figure 2 depicts that all the students could articulate in the pre-test and post-test the /p, b, m, n, w, r, l/ sounds, and some of the learners mispronounced the /t, d, k, f, s, h/ when they are in context. The pronunciation of the sounds /t, d, k, f, s, h/ may be influenced by the neighboring sounds. The learners also weakened the phonemes affecting their comprehensibility. The students mispronounced the sounds /s, z/ because they are still internalizing the rule for the –s endings as in *cats* /s/ and *dogs* /z/. However, the learners were taught the rules of the -s and -ed endings during the implementation of the treatment. Furthermore, these sounds are difficult for the learners due to the amount of air and the position of the tongue required to pronounce the /t, d, k, g, f, s, h/ sounds. Unexpectedly, in the pre-test the learners showed that a minority of them articulated the /v, θ, ð, dʒ, tʃ, ʃ, ŋ/ sounds correctly, and after the administration of the post-test, some students were aware of the right pronunciation of the sounds. Nonetheless, from 30% to 50% of the students could not utter the sounds /θ, ð, dʒ, ʃ, ŋ/ appropriately in the post-test, and this is due to the fact that they needed more time to learn the sounds. Costa Rican speakers pronounce the sound /v/ as /b/, and when

they learn English, it is hard for them to differentiate them. For this reason, the learners said

*bery** instead of *very*. To sum up, there was some improvement after the treatment even in the

sounds that do not belong to the learners' mother tongue.

Figure 2. Comprehensibility of learners' pronunciation of consonant sounds in context.
Section D: Scores Obtained in the Pre-test and Post-test

In this section, the scores from the pre-test and post-test are analyzed to determine the

effectiveness of the treatment implemented on the experimental group. Two inter-raters were

required to evaluate the recordings. Figure 3 contrasts whether Interary ECPA improved or not

the comprehensibility of students' English consonant pronunciation. In the first place, the

scores obtained from the pre-test administered to the experimental group, suggest that the

comprehensibility of learners' consonant pronunciation was not null. In the pre-test 63% of the

students in the experimental group got scores that range between 70 and 89. On the other

hand, the students' scores from the control group, ranked between the acceptable and average

levels in both tests. In the light of the results achieved, the experimental group increased their

comprehensible pronunciation after the implementation of the treatment. Consequently, it is

confirmed that although some of the participants upgrade positively the articulation of some sounds, there is major factor prompting mispronunciation which is age.

As it has been stated through the investigation, age may influence the comprehensibility in senior citizens' pronunciation. As the human being ages, there are certain changes in the auditory and articulatory systems that may alter students' input and output. If senior learners have hearing problems, the information received and articulated may differ from the one produced by the speaker. In the same vein, if leaners suffer from flaccidity, reduced movement of tongue, loss of teeth, vocal cords damage, etc., the sounds may not be properly uttered. Another factor that needs to be considered to understand the results of the investigation is time. Senior people need more time to internalize and process information since, as it was clarified by Dörr, the working memory declines with age. It is probable that by the time of the post-test students had not internalized the data. Practice also plays a meaningful role in the improvement of the comprehensibility in English consonant pronunciation. Older learners need sufficient practice, and it is known that the class is not enough. Students need to invest extra time in order to improve, yet the researchers could not supervise this factor. As a result, the progress in senior learners' comprehensibility in pronunciation is feasible, but age is a component that may affect the accomplishment of the final goal.

	Outstanding 90-100	Acceptable 70 -89	Average 50-69	Deficient 30-49	Unacceptable 0-29
Exp. Group Pre-test	0%	63%	38%	0%	0%
Exp. Group Post-test	0%	88%	13%	0%	0%
Ctr. Group Pre-test	0%	50%	50%	0%	0%
Ctr. Group Post-test	0%	50%	50%	0%	0%
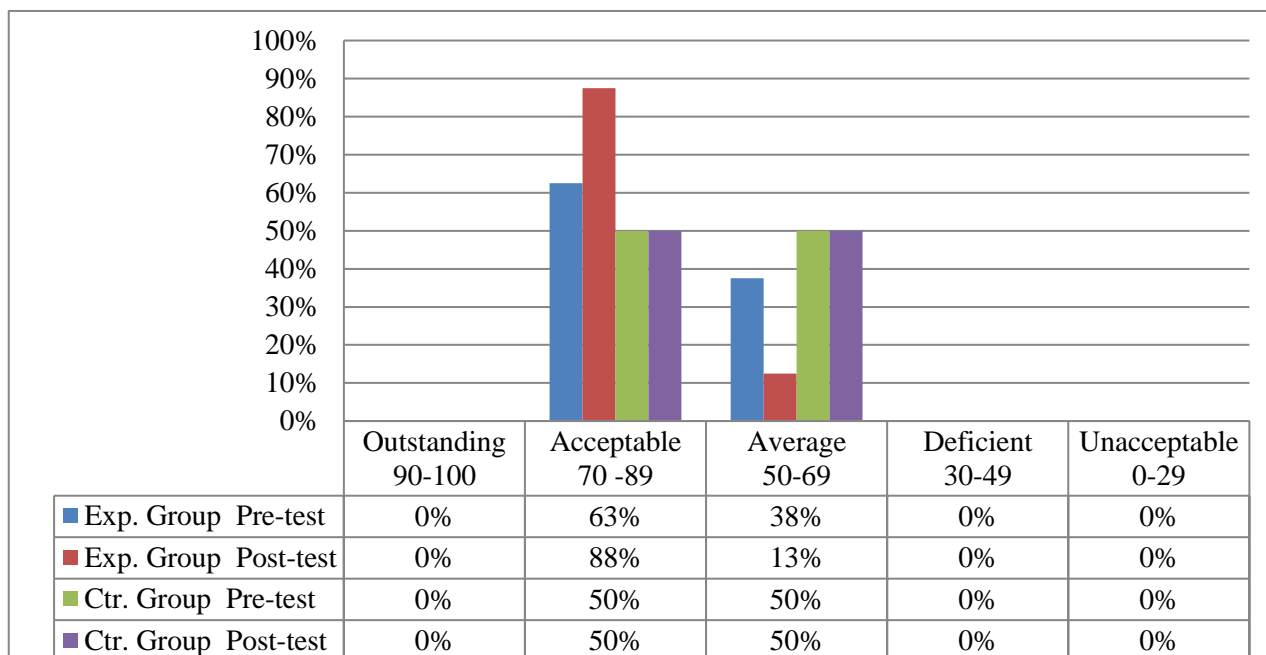
Figure 3. Scores obtained from the pre and post tests administered to the experimental and control group. The acronyms stand for the groups taking part in this research. Exp= Experimental; Ctr= Control.

At the end of the investigation, it is possible to state the effectiveness of the implementation of Interactive-literary English Consonant Pronunciation Activities (Interary ECPA) in the intermediate group Two of senior citizens in Pérez Zeledón. The instrumental definition named the post-test determined that the treatment is very effective since 88% of the students' scores ranked in the acceptable descriptor level. In the long run, instruction makes students conscious of the place of articulation and voicing features of the sounds, and instruction allows learners to be able to pronounce the consonant sounds and improve the comprehensibility in their speech.

The purpose of this study was to determine to which extent Interactive-literary English Consonant Pronunciation Activities (Interary ECPA) enhances the comprehensibility of senior citizens' English consonant pronunciation in group Two of the intermediate level from the Gerontology Program at UNED, Pérez Zeledón. Chapter Five provides a summary of the background information and setting, and examines the findings of the research carried out to finally arrive at the conclusions. Likewise, this chapter offers some recommendations to be considered by teachers and researchers on the field.

Background and Setting

This study took place at the Gerontology Program at Universidad Estatal a Distancia (UNED), Pérez Zeledón. The program offers a wide range of courses to senior citizens such as English, art, dancing, aerobics, tai-chi, history, and agriculture. The previously mentioned

courses are designed to fit and satisfy the senior citizens' requirements. Learners enrolled in the courses attend to a two-hour-and- a-half session per week during twelve weeks. English courses in Pérez Zeledón are taught at Casa ADEP (Asociación de Educadores Pensionados) because of its proximity to downtown San Isidro, which facilitates the learners' arrival at classes. Currently, there are two groups taking the intermediate English course. Group number Two was chosen as the experimental group and group number One as the control group in this research. The group under study was composed of three males and five females between fifty to seventy four years old: six of these eight students are retired teachers.

Methodology and Research Design

Interactive-Literary English Consonant Pronunciation Activities (Interary ECPA), as its name implies, is a set of interactive and literary activities such as board games, rallies, poems, short stories, and tongue twisters for senior citizens to learn the pronunciation of English consonant sounds. This design aims at improving the elderly's pronunciation performance while considering their special needs and skills during the foreign language learning process. Such a goal is achieved by providing comprehensible and easy-to-follow exercises which, at the same time, are complemented with sufficient time for students' repetition and practice of the target language sounds. Interary ECPA was originally designed to be implemented in a group of eight older learners taking the intermediate level at the Gerontology Program at Universidad Estatal a Distancia (UNED).

Discussion of Findings and Conclusions

This study has contributed to the field of linguistics and teaching in the way that it provides a review of the elderly learning processes and the methodologies that should be followed to embrace these students' needs and skills. In the same vein, this research becomes

a stepping stone for future investigations. Moreover, a student's booklet is provided for older people to learn the pronunciation of English consonant sounds, and a teacher's guide is given to facilitate the instruction process. At the end of this study, the researchers arrived at the following conclusions. First, the students under investigation started learning a foreign language as a personal goal; only a minority sees this process as a hobby. Second, students considered pronunciation an essential skill for effective communication, and they gave more value to this micro-skill than to vocabulary or grammar. Third, due to the lack of pronunciation objectives in the course program followed at the Gerontology Program at Universidad Estatal a Distancia (UNED), the totality of the participants agreed on the importance of the incorporation of pronunciation instruction. This being said, it could be interpreted that the elderly study English as a foreign language because they want to be part of a globalized society that craves for socio-cultural communication, and they consider pronunciation as a key to achieving effectiveness in this communication phenomenon.

In this study, it was also noticed that the existence of the target language sounds in the learners' mother tongue allowed students to be aware of the pronunciation of some words. In fact, the advantage of sharing sounds between languages eased the learning process. This is the case of the sounds /p, b, t, d, g, f, m, n, l/ present in both Spanish and English. Moreover, in the post-test, some learners mispronounced the /t, d, k, f, s, h, r, l/ when the sounds were in context even though these sounds were part of their phonetic system. The amount of air needed to vocalize the sounds could be altered depending on the position of the articulators, and uttering the sounds is a challenge for the elderly. Additionally, the variations found in the Spanish of Costa Rica when saying the /r, j/ in some words could also have interfered in the English pronunciation of the /r, j/. It is equally important to mention that when the learners' language had a phoneme similar to a sound of the target language, the learners uttered it

easily. Nonetheless, the learners found obstacles when the sound in the target language had a counterpart such as /tʃ/ and /ʃ/ and /s, z/.

Since the sounds /v, θ, ð, z, dʒ, ʒ, ŋ/ are not part of the learners' native language, some students continued having difficulties to utter such sounds appropriately. Some learners mispronounced the target language sounds by changing them into other sounds that exist in their mother tongue. Most learners improved the pronunciation of some sounds, but age may have interfered in the comprehensibility of some sounds since the vocal system withers through time. Therefore, the voicing feature and place and manner of articulation are altered by the flaccidity of the muscles prompting mispronunciation.

Recommendations

After this investigation journey, the researchers recommend to consider the following aspects.

Recommendations for Researchers

First of all, any quasi-experimental study should be carried out with sufficient time. The implementation of a design takes time, especially with this population, time is the key element. Not only do older learners need to work in a slower pace, but they also need to repeat as many times as possible. It could be seen in the results that students had difficulties articulating some sounds in both isolation and context. Therefore, the researchers recommend implementing the treatment for a longer period of time in order to internalize and improve the comprehensibility of such sounds. Equally important, researchers need to consider that the elderly usually misses classes because of health problems or just because of personal issues such as taking care of their grandchildren or their ill spouses. In brief, as a strong

recommendation: be patient and open-minded; there is so much you can learn from senior citizens.

Recommendations for Teachers

As a first recommendation, teachers must not ignore the similarities between languages to take advantage of them in their classes. Older learners use many references from the native language to understand the target tongue. In the case of pronunciation, there are several sounds shared in English and Spanish. This congruence could facilitate the teaching/learning process. However, instructors must keep in mind that even though the /t, d, k, f, s, h, r, l/ sounds are in Spanish and English, the learners need to study how the sounds are pronounced since the students could face some negative interference. Whenever language professionals have to teach a sound, they should consider presenting the sound along to its counterpart, for example, /tʃ/ and /ʃ/ and the different spelling patterns representing the sounds. Remember also that the fact that the elderly's vocal track has changed due to age does not mean that teaching pronunciation to this population is a waste of time. On the contrary, pronunciation instruction provides students with the knowledge needed to improve their oral production and comprehensibility in the language.

Following the researchers findings on teaching methodologies for older learners, there are some aspects that any language instructor should consider when teaching this population. First, keep in mind that most senior learners have vision and hearing problems. Stay close to the learners, and make sure they can see your mouth and articulatory system when you produce the sound. In this way, students are able to imitate your movements. Take advantage of computer software or web sites designed for teaching and practicing pronunciation. There are many programs and sources that allow students to see how the tongue, lips, and jaw move

while articulating a sound; these sources are significantly useful and students love it. Speak loudly and clearly. Use an easy-to-read font and avoid using letter sizes lower than 14. Use bold faced letters when necessary too, organize the material by sections, and use appealing titles. Moreover, keep in mind that older learners need drilling and repetition to internalize and retrieve information in their long term memory. The treatment is intended to be administered during one hour of a two hour and a half class, so encourage learners to continue practicing the correct pronunciation of the consonant sounds in the rest of the class. Use real life like situations always. Finally, follow a low pace. Give senior learners enough time to read and practice, and provide students with the recordings so that they can review and practice at home.

Considering all the previous methodology aspects, the researchers recommend using the INTERARY ECPA (INTERACTIVE-LITERARY ENGLISH CONSONANT PRONUNCIATION ACTIVITIES) to improve the comprehensibility in the English consonant pronunciation of older learners (see annex 1: Student Booklet). Interary ECPA is an understandable and easy-to-solve practice of English consonant sounds. The researchers advise to provide students with the booklet specially designed to embrace their needs and skills. At the same time the researchers offer language instructors with the teacher's guide (see annex 2: Teacher's Guide) for the activities and the answer key for each of the units.

Recommendations for Senior Learners

First of all, the researchers encourage older learners to pursuit their goal of learning English and boost them to never give up. Said that, the researchers advice students to practice at home. Play the class audio and review the pronunciation rules. Repeat the words and sentences as many times as needed. Enjoy and learn!

Chapter five brings out a brief summary of the background, setting, methodology and the design used during this research to give any reader an overview of what has been done. Following that, the discussion of findings and the conclusions are described to understand the contributions this study gives to the teaching of pronunciation to the elderly. In addition, the recommendations will guide future researchers and language instructors. In conclusion, all the information has been documented to widen the comprehension on this field.

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Annexes

Interactive-Literary English Consonant Pronunciation Activities for Senior Citizens

Intermediate Level
Gerontology Program
Universidad Estatal a Distancia

Student Booklet

Created by:
Verónica Brenes Sánchez
Evelyn Valverde Marín

The key to succeeding in learning something new is not age but will.

Brenes & Valverde, 2015
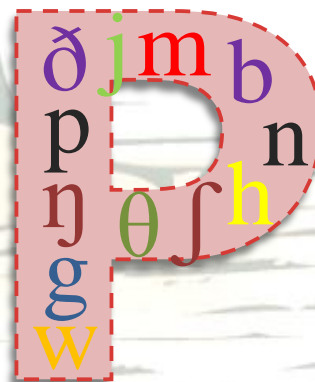
Interary

ECPA

This student booklet contains a set of interactive literary activities to aid senior citizens to learn the pronunciation of English consonant sounds.

The Interary ECPA aims at improving the comprehensibility of the elderly's pronunciation by presenting an understandable and easy-to-solve practice of English consonant sounds. Nonetheless, it is advisable to follow a low pace, giving students enough time for repetition and use of the target consonant sounds.

Untie your tongue /p/

/p/
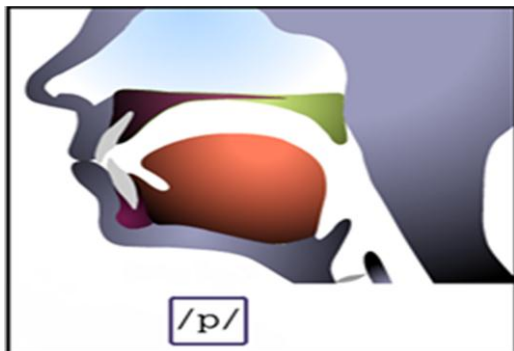
Picture taken from http://www.myenglishclub.com

Voicing: **Voiceless Sound**

Place & Manner of Articulation: **Bilabial Stop**

Objective: To improve the comprehensibility of the /p/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /p/ sound.

Introducing the /p/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /p/ sound aloud.

Anchor

MOST COMMON SPELLING:

-p   **p**ilot /ˈpaɪlət/, car**p**enter /ˈkɑrpɛntər/, sto**p** /stɑp/

-pp   a**pp**le /æpl/, a**pp**reciate /əˈpriʃiˌeɪt/, pe**pp**er /ˈpɛpər/

When -p is followed by -h, -p is not pronounced as /p/ but as /f/:
photo /foʊtə/, physics /ˈfɪzɪks/.

Let's acTivate!!!

Step1:

Instructions: Listen and repeat the following sentences.

1. I like to take a na**p** every day.

2. A**p**es are friendly and **p**layful.

3. **P**eacocks are beautiful and colorful.

4. Steven loves his grandma's **p**ie.

5. I mo**p** the floor every other day.

6. I love **p**arachuting in Costa Rica.

7. My mother makes natural soa**p**.

nap   ape

peacock   pie

parachute   soap

mop

Images taken from Google Images

Step 2:

Instructions: Read the words. Practice the /p/sound.

Starting with /p/	/p/ in the middle	Ending with /p/
pizza	air**p**ort	gossi**p**
pebble	a**pp**etite	kee**p**
pencil	bloo**p**er	u**p**
paint	a**pp**le	sla**p**
persuade	a**p**ron	ti**p**
pill	car**p**et	sou**p**

DisCover!!!

THE SOUND OF POETRY

Phenomenal Woman
by Maya Angelou

Pretty women wonder where my secret lies.
I'm not cute or built to suit a fashion model's size
But when I start to tell them,
They think I'm telling lies.
I say,
It's in the reach of my arms
The span of my hips,
The stride of my step,
The curl of my lips.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me…

…Now you understand
Just why my head's not bowed.
I don't shout or jump about
Or have to talk real loud.
When you see me passing
It ought to make you proud.
I say,
It's in the click of my heels,
The bend of my hair,
the palm of my hand,
The need of my care,
'Cause I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

• Circle the words that contain the sound /p/ and read the poem aloud.

Instructions:

Untie your tongue /b/

/b/
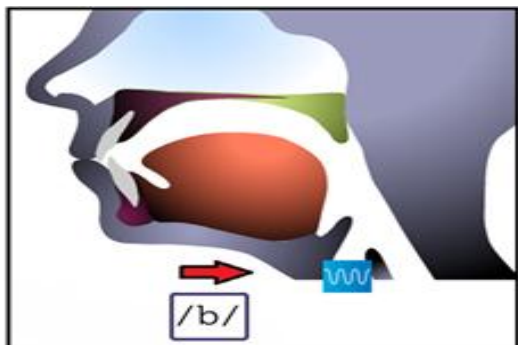
Voicing: **Voiced Sound**

Place & Manner of Articulation: **Bilabial Stop**

Objective: To improve the comprehensibility of the /b/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /b/ sound.

Introducing the /b/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /b/ sound aloud.

Anchor

MOST COMMON SPELLING:

-b **b**eautiful /ˈbjutəfəl/, ro**b**ot /ˈrəʊbət/, we**b** /wɛb/

-b pe**bb**le /ˈpɛbl/, ca**bb**age /ˈkæbɪdʒ/

When -b is followed by -m, -b is not pronounced
plum**b**er /plʌmər/, lam**b** /læm/

Let's acTivate!!!

Instructions: Listen and repeat the following sentences.

1. **B**ats have special radars.

2. The scri**b**e writes on a stone.

3. He couldn't stop so**bb**ing.

4. Lucy has a **b**eautiful **b**ab**y**.

5. My family reads the **Bi**b**le on Sundays.

6. He **b**roke a ri**b** in an accident.

7. I fry onions and garlic in **b**utter.
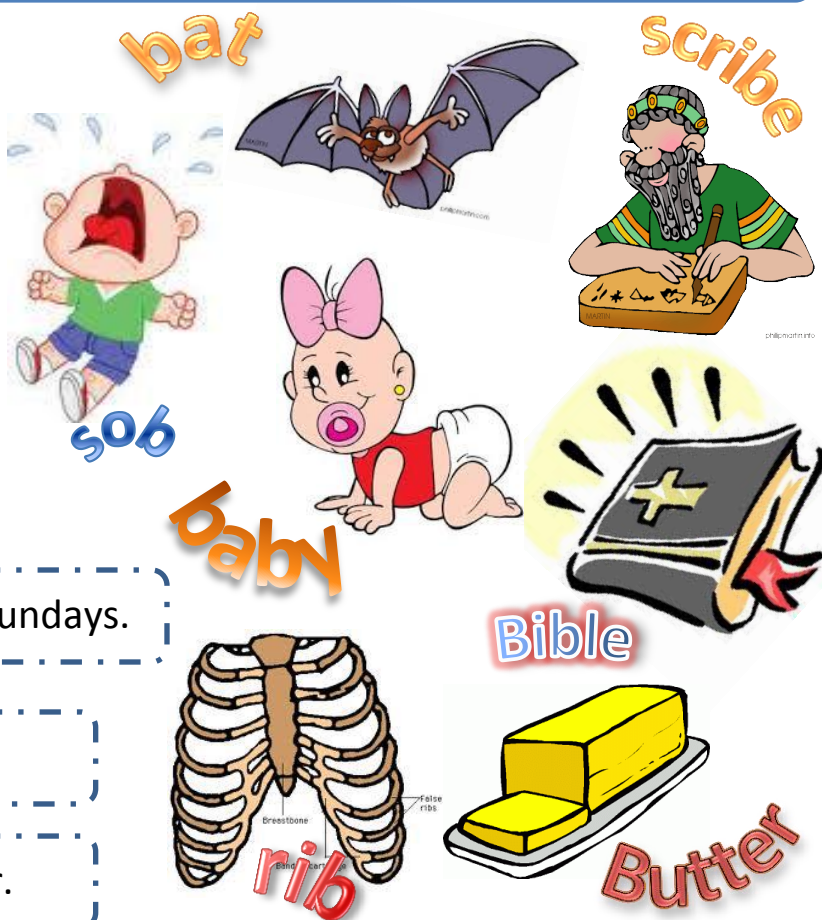
Step 2: **Instructions:** Read the words. Practice the /b/sound.

Starting with /b/	/b/ in the middle	Ending with /b/
bad	bam**b**oo	la**b**
better	cup**b**oard	ro**b**
butter	el**b**ow	cra**b**
bread	bu**bb**le	clu**b**
breakfast	stu**bb**orn	jo**b**
broccoli	ru**bb**er	bathtu**b**

DisCover!!!

MOVE YOUR BODY AND YOUR TONGUE

Betty Botter bought a bit of butter.
"But," said she, "this butter's bitter.
If I put it in my batter,
It will make my batter bitter.
But a bit of better butter
That would make my batter better."
So Betty Botter bought a bit of
better butter
(Better than her bitter butter)
And she put it in her bitter batter
And made her bitter batter a bit
better.

- Read the tongue twister aloud. Then, follow the teacher's instructions.

Instructions:

Untie your tongue /t/

/t/
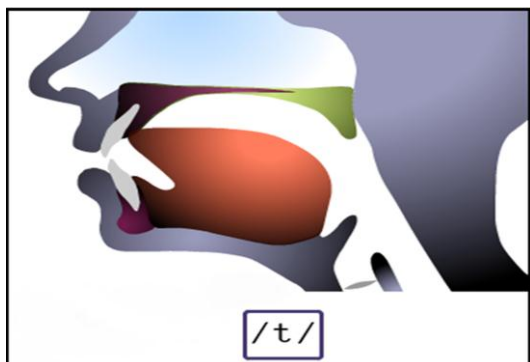
Voicing: **Voiceless Sound**

Place & Manner of Articulation: **Alveolar Stop**

Objective: To improve the comprehensibility of the /t/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /t/ sound.

Introducing the /t/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /t/ sound aloud.

Anchor

SPELLING PATTERN:

-t   take /teɪk/, steak /steɪk/, cat /kæt/

When –t or –tt is between vowels, the /t/ sound is not aspirated, and it is usually pronounced as /ɾ/ in American English. This sound is known as *flap*. For example:
bottle /ˈbaɾl/, settle /sɛɾl/, better /ˈbɛɾər/ city /ˈsɪtɪ/, water /ˈwɔtər/

Let'S aCTivate!!!

Instructions: Listen and repeat the following sentences.

1. Use some **t**issues when you are going **t**o sneeze!

2. We work be**tt**er as a **t**eam.
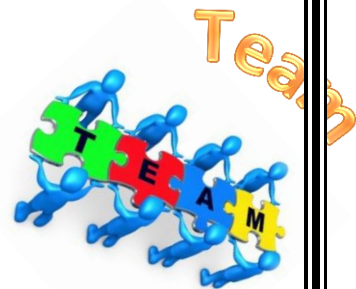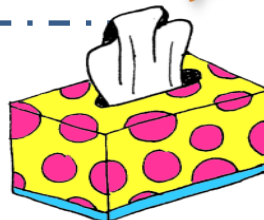
3. Plan**t** a **t**ree and save the plane**t**.

4. We wen**t** down the s**t**ree**t**.

5. I love ea**t**ing fas**t** food.

6. **T**ies make men look elegan**t**.
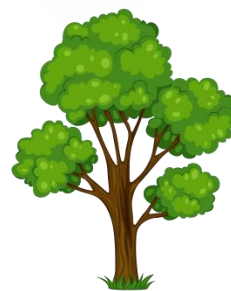
7. I ask**ed** the ho**t**el for an ex**t**ra

Tissues

Team

Tree

Street

Tie

Fast Food
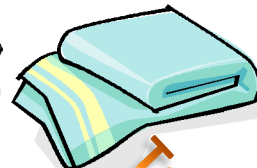
Towel

Step 2: **Instructions:** Read the words. Practice the /t/sound.

Start with /t/	Continue with /t/	End with /t/
tinker	un**t**il	sof**t**
tiny	win**t**er	res**t**
tip	af**t**er	lis**t**
table	re**t**urn	nes**t**
tired	be**t**ween	ne**t**
teacher	lo**tt**o	ba**t**

Trip to the Past!!!

PAST TENSE OF REGULAR VERBS

Add –ed at the end of the verb to talk about events in the past; for example, when talking about your last vacation.

If the base form of the verb ends in the sounds:

stop**p**ed

p

f

lau**gh**ed

coo**k**ed

k

s

fa**x**ed

wa**sh**ed

ʃ

tʃ

wa**tch**ed

-ed is pronounced as /t/

LET'S PRACTICE!

Sentences:

Instructions: Read the sentences aloud. Practice the /t/sound.

1. The tiger stopp**ed** for a drink.
2. I laugh**ed** so hard when she told me.
3. Nanny cook**ed** a terrible meal.
4. I fax**ed** the document yesterday.
5. Mary wash**ed** the dishes after dinner.
6. Tom watch**ed** the movie last week.

Discover!!!

THE BLIND STORY

The Roar of Freedom

Once upon a time, there was a young tiger whose teeth were big and fierce, but he had a secret hidden in the deepest of his heart. Since he was a new born, the tiger wanted to explore the wild by his own; he hopped to break the family bond and never become the alpha of the pride as he was supposed. One day, the tiger showed his feelings to his mom; of course, she was the sweetest of them all. On the other hand, his father was the toughest tiger on the land; his enforcing rules were not to ignore. Days passed, and the young tiger decided to speak. His father's reaction was no other but rage, and the young tiger was rejected as no one had been before. But the young tiger did not give up; he raised his head and kept on his way. In the end, it was what he had always dreamed. He was free, and it did not matter how lonely he felt; he was the owner of his own life, and he could rule his life as pleased. Years went by, and one day the tiger, no longer as young as before, met his father in the wild. The old feline was sorry for not trusting his son, but it was too late, the tiger would never forgive his father for what he had done.

UntiE youⵏ tonguE /d/
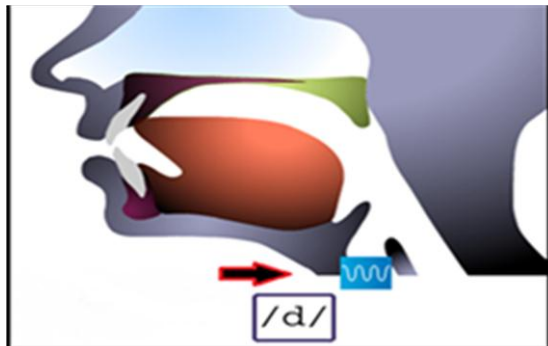
Voicing:
Voiced Sound
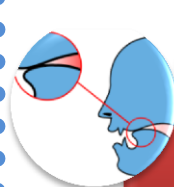
Place & Manner of Articulation:
Alveolar Stop

/d/

Objective: To improve the comprehensibility of the /d/ sound.

ᗞancinG TonguE

Instructions: Watch the video and learn how to articulate the /d/ sound.

Introducing the /d/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /d/ sound aloud.

Anchor

MOST COMMON SPELLING:

d **d**izzy /ˈdizi/, intro**d**uce /ˌɪntrəˈdjus/

OTHER COMMON SPELLINGS:

-dd pu**dd**ing /ˈpʊdɪŋ/

-d playe**d** /pleɪd/

The spelling [d] is not always pronounced /d/:
e**d**ucation /ˌedʒəˈkeɪʃən/, han**d**some /ˈhænsəm/

Let's acTivate!!!

Step1:	**Instructions:** Listen and repeat the following sentences.

1. Luis is gla**d** because he passed the course.

2. This ki**d** can't sleep without his pillow.

3. The cat is un**d**er the chair.

4. The **d**oor was opene**d** at night.

5. This is the en**d** of the roa**d**.

6. Tango **d**ancers practice every **d**ay.

7. Lucy always eats can**d**ies after lunch.

glad

under

kid

door

END

dancers

candies

Step 2:	**Instructions:** Read the words. Practice the /d/sound.

Starting with /d/	/d/ in the middle	Ending with /d/
doctor	a**d**vice	da**d**
different	con**d**ition	car**d**
dam	e**d**it	a**dd**
draw	in**d**ecisive	fee**d**
dust	hi**d**eous	fiel**d**
destroy	a**dd**ict	fa**d**e

Trip to the Past!!!

PAST TENSE OF REGULAR VERBS

Add –ed at the end of the verb to talk about events in the past; for example when you are going to talk about your last vacation.

If the base form of the verb ends in the sounds:

jog**g**ed **g** **b** ro**bb**ed

dama**g**ed **dʒ** **l** fi**ll**ed

hu**m**ed **m** **ð** sunba**th**ed

tur**n**ed **n** **r** offe**r**ed

li**v**ed **v** **ŋ** clan**g**ed

reali**z**ed **z** **vowels** pl**ay**ed

-ed is pronounced as /d/

LET'S PRACTICE!

Sentences:

Instructions: Read the sentences aloud. Practice the /d/sound.

1. He jogg**ed** three hours this morning.
2. I turn**ed** on the TV to watch baseball.
3. She liv**ed** in Canada last year.
5. Joshua offer**ed** to fix the computer.
6. A thief robb**ed** the bank.
7. We play**ed** cards and I won.

Discover!!!

SOUND BOARD GAME

Start the fun

Make a sentence: doctor-Child-needs

Name a part of the house with the sound /d/

Order the sentences: put-she-bread-Today-butter-on-her-

Bad luck! ☹ Go back to start

Order the sentence: This-road-a-is-dead

Which **d** is pronounced as /d/? grandmother-dark-education-handsome

Mention three countries with the sound /d/.

Do you have a dog? When do you feed your pets?

That's all!!!

I'm sorry! Go back three spaces.

Ask a classmate: Do you like to dance? How often do you dance?

12

Make small groups to play with the board game provided by your teacher. Look for a coin and some counters. Have fun! ☺

Untie your tongue /k/

/k/
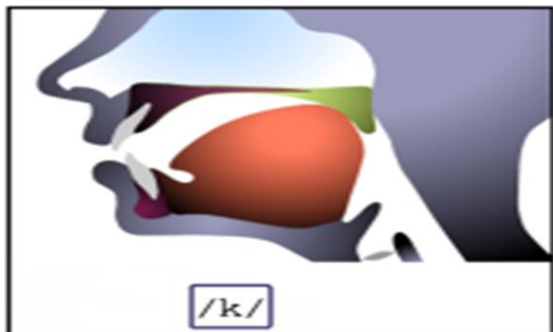
Voicing: **Voiceless Sound**

Place & Manner of Articulation: **Velar Stop**

Objective: To improve the comprehensibility of the /k/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /k/ sound.

Introducing the /k/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /k/ sound aloud.

Anchor

MOST COMMON SPELLING:

K

kite /kaɪt/
s**k**ate /skeɪt/
ma**k**e /meɪk/

OTHER COMMON SPELLINGS:

c- **c**ap /kæp/   **qu-** **qu**ick /kwɪk/

LESS COMMON SPELLINGS:

-x fi**x** /fɪks/   **ch-** **ch**emistry /kɛməstri/

-k is silent when it is followed by -n:
knife /naɪːf/ **k**nee /niː/

Let's aCTivate!!!

Step1: **Instructions:** Listen and repeat the following sentences.

1. The **k**ing was sad when he saw the knight.

2. Wal**k**ing thirty minutes a day is healthy.

3. Once the **q**ueen eats, she plays chess.

4. Mon**k**eys use their tails to **c**limb trees.

5. Fresh fruits are sold in the supermar**k**et.

6. It's easy to prepare a good ca**k**e.

7. Let's go to sail in the la**k**e.

Step 2: **Instructions:** Read the words. Practice the /k/ sound.

Starting with /k/	/k/ in the middle	Ending with /k/
character	ba**k**ery	ba**ck**
complete	e**ch**o	dar**k**
keep	fre**q**uent	hi**k**e
kid	hi**cc**up	fo**x**
cab	vi**c**tory	publi**c**
quail	s**c**rew	sin**k**

Discover!!!

TONGUE TWISTER

MOVE YOUR BODY AND YOUR TONGUE

Ken quite likes Kate. Kate doesn't care for Ken.

Ken catches Kate and kisses her quickly.

Kate cries, kicks and screams.

Ken cowers in the corner.

Ken cures Kate with a quick cup of coffee and a cream cake.

Taken from: http://languageavenue.com/teaching-ideas/english-tongue-twisters/sound-k

- Read the tongue twister and practice the /k/ sound.

Instructions:

Untie your tongue /g/
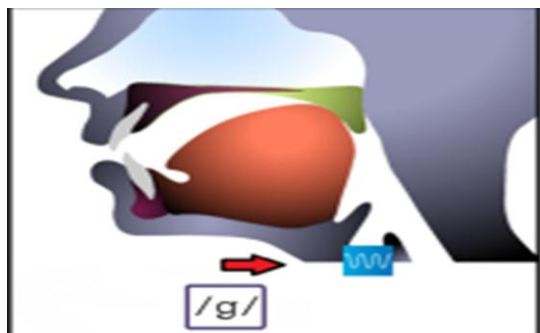
/g/

➕ **Voicing:** **Voiced Sound**

Place & Manner of Articulation: **Velar Stop**

Objective: To improve the comprehensibility of the /g/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /g/ sound.

Introducing the /g/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /g/ sound aloud.

Anchor

MOST COMMON SPELLING:

-g

guess /gɛs/
hungry /hʌŋgri/
fog /fɔg/

OTHER COMMON SPELLINGS:

-gg beggar /bɛgər/

LESS COMMON SPELLINGS:

-x

exotic /ɪgˈzɑtIk/, exhaust /ɪgˈzɔːst/

Let's aCTivate!!!

Instructions: Listen and repeat the following

1. I would like to eat a bunch of **g**rapes.
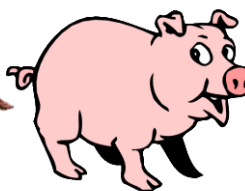
2. Julio has a little pi**g** called Fran.

3. Golf is not popular in Costa Rica.

4. Sea**g**ulls love eating fish.

5. Two horses are pulling the wa**g**on.

6. His wi**g** flew away.

7. I need to wash the ru**g**.

grapes

pig

golf

seagull

wagon

wig

rug

Step 2:

Instructions: Read the words. Practice the /g/sound.

Starting with /g/	/g/ in the middle	Ending with /g/
God	for**g**et	bu**g**
guess	hun**g**ry	wa**g**
guard	a**g**ain	snu**g**
go	**g**olden	do**g**
give	con**g**ress	ba**g**
get	ele**g**ant	plu**g**

DisCover!!! RALLY

1. Get in groups.

2. Read the first clue pasted on the board.

3. Read the clues in order to know where you should go (the order of the stations). Go through the five stations completing the challenges.

4. The group that finishes first is the winner!

GO!!!

Untie your tongue /f/
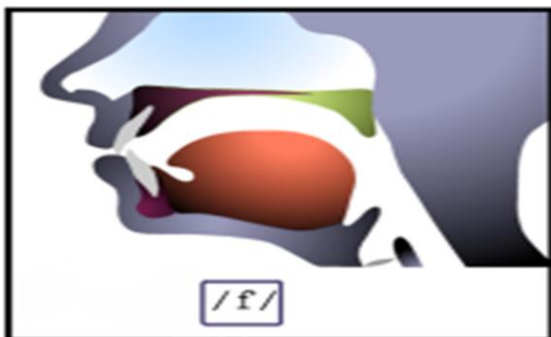
/ f /

Voicing:
Voiceless Sound

Place & Manner of Articulation:
Labiodental Fricative

Objective: To improve the comprehensibility of the /f/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /f/ sound.

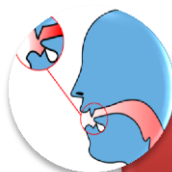**Introducing the /f/ sound:**

Instructions: Pay attention to the spelling patterns of the words. Practice the /f/ sound aloud.

Anchor

MOST COMMON SPELLINGS:

f

free /fri/
bee**f** /bif/
sni**ff** /snɪf/

UNUSUAL SPELLING PATTERNS:

-ph **ph**rase /freɪz/
-gh enou**gh** /ɪˈnʌf/

Let'S acTivate!!!

Instructions: Listen and repeat the following sentences.

1. He **f**rowns when he is angry.

2. I bought some **f**lowers **f**or my **f**riend.

3. Amanda has a collection of per**f**umes.

4. Dol**ph**ins live around 40 years.

5. When thieves are caught, they use handcu**ff**s.

6. He has gotten the **f**lu and a terrible cou**gh**.
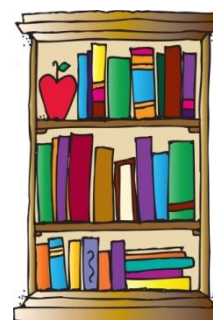
7. There is a shel**f** in my bedroom.

Step 2: **Instructions:** Read the words. Practice the /f/sound.

Starting with /f/	/f/ in the middle	Ending with /f/
five	re**f**er	dwar**f**
front	tra**ff**ic	rou**gh**
forecast	or**ph**an	lau**gh**
phone	go**ph**er	roo**f**
photo	atmos**ph**ere	wol**f**
pharmacy	ne**ph**ew	paragra**ph**

DisCover!!!

THE SOUND OF POETRY

Intructions:

Symphony in Yellow

by Oscar Wilde

An omnibus across the bridge
Crawls like a yellow butterfly,
And, here and there, a passer-by
Shows like a little restless midge.

Big barges full of yellow hay
Are moored against the shadowy wharf,
And, like a yellow silken scarf,
The thick fog hangs along the quay.

The yellow leaves begin to fade
And flutter from the Temple elms,
And at my feet the pale green Thames
Lies like a rod of rippled jade.

Untie your tongue /v/

Voicing:
Voiced Sound

Place & Manner of Articulation:
Labiodental Fricative

/v/
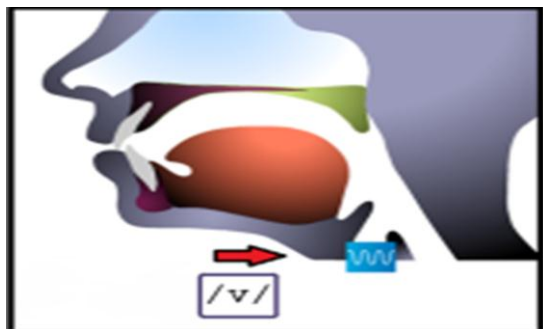
Objective: To improve the comprehensibility of the /v/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /v/ sound.

Introducing the /v/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /v/ sound aloud.

Anchor

MOST COMMON SPELLING:

v-

vaccine /væk'sin/, seven /ˈsɛvən/, absolve /əb'salv/

/v/ is always represented by -v except for: o**f** /əv/

Let's acTivate!!!

Step1:

Instructions: Listen and repeat the following sentences.

1. I need to buy a new **v**ase.

2. A **v**iolin has four strings.
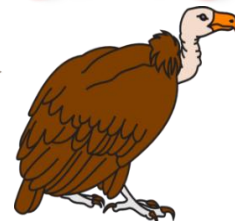
3. We saw a **v**ulture's nest under a rock.

4. Elephants' tusks are made of i**v**ory.
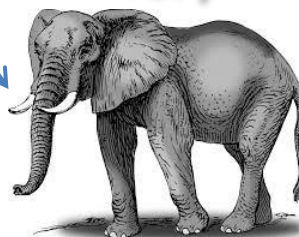
5. The uni**v**erse is a mystery for humans.

6. Robert took some honey from a hi**v**e.

7. She wishes Jane had wa**v**y hair.

vase

violin

vulture

ivory

universe

hive

wavy

Step 2:

Instructions: Read the words. Practice the /v/sound.

Starting with /v/	/v/ in the middle	Ending with /v/
vanilla	shi**v**er	impro**v**e
verb	cle**v**er	obser**v**e
victory	po**v**erty	appro**v**e
vote	tra**v**el	mo**v**e
voice	ri**v**er	twel**v**e
video	lea**v**es	arri**v**e

Discover!!!

MOVE YOUR BODY AND YOUR TONGUE

«VEGGIE AND VET»

Veggie met Vet on vacations.

Veggie visited Venice,

and Vet a Viking village.

Vet loved it,

so Veggie made a video of it.
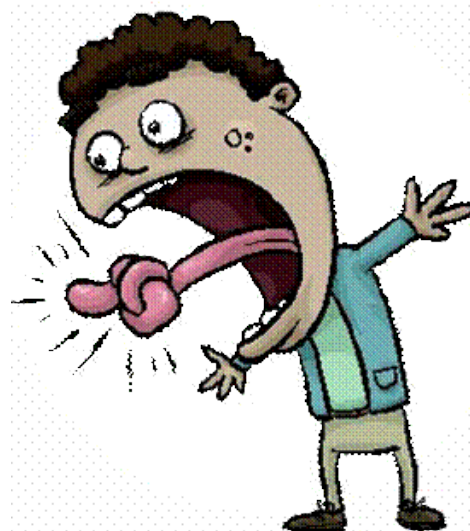
- Read the tongue twister and practice the /v/ sound.

Instructions:
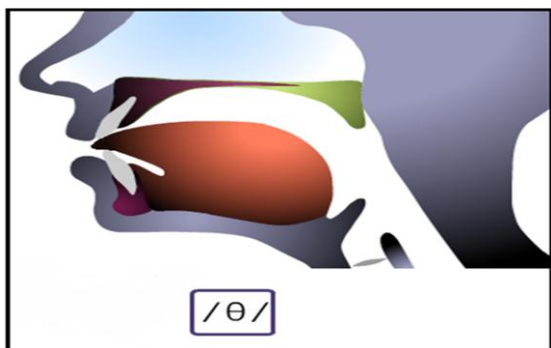
Untie your tongue /θ/

/θ/

Voicing:
Voiceless Sound

Place & Manner of Articulation:
Dental Fricative

Objective: To improve the comprehensibility of the /θ/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /θ/ sound.

Introducing the /θ/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /θ/ sound aloud.

Anchor

SPELLING PATTERN:

-th thanks /ˈθænks/, something /ˈsʌmθɪŋ/, north /nɔrθ/

Content words with spelling [th] are usually pronounced /θ/:
In nouns: thumb /θʌm/, author /ˈɔːθɚ/, month /mʌnθ/
In adjectives: thin /θɪn/, healthy /helθi/
In verbs in initial position: think /θɪŋk/, thank /θæŋk/

Let's acTivate!!!

Instructions: Listen and repeat the following sentences.

1. I'm **th**irsty! I need a glass of water!

2. There are twelve mon**th**s in a year.

3. Brush your tee**th** with too**th**paste.

4. I love Christmas wrea**th**s.

5. Wearing the seatbelt prevents dea**th**s.

6. **Th**ursday is the four**th** day of the week.

7. The **th**ree girls walked **th**rough the pa**th**.

Step 2:

Instructions: Read the words. Practice the /θ/sound.

Start with /θ/	/θ/ in the middle	End with /θ/
theme	e**th**nic	tru**th**
theater	heal**th**y	sou**th**
thirteen	ma**th**ematics	bo**th**
thirty	me**th**od	grow**th**
thought	every**th**ing	wor**th**
threat	no**th**ing	mou**th**

DisCover!!!

THE BLIND STORY

Unexpected Holiday Threat

Every fourth of December Sofía traveled to her parents' house for the holidays. Her birthday was also in the same month, so the Smith's had many reasons to celebrate and be thankful for. This Christmas was going to be perfect, everything was well planned. In the morning of the fifth, Mr. Smith got sick. He was a healthy man, but his head hurt so much, and the pain went down his throat. It was a toothache, Mrs. Smith thought, but Sofía never believed so. She immediately took her father to the doctor. His teeth were ok, but his head had a flaw. The Smith's family instantly had the worst thought; death was not an easy thing to deal with. For their relief, the doctor soon found out it was nothing to be afraid of; some weeks of treatment will bring Mr. Smith's health back. The family shortly recovered their faith, and started to see the holidays in a different way.

Untie your tongue /ð/
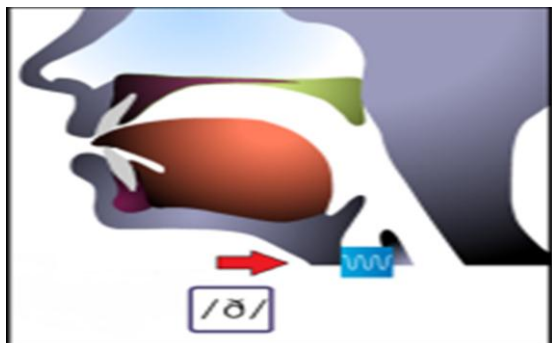
/ð/

Voicing:
Voiced Sound
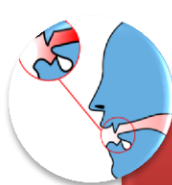
Place & Manner of Articulation:
Dental Fricative

Objective: To improve the comprehensibility of the /ð/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /ð/ sound.

Introducing the /ð/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /ð/ sound aloud.

Anchor

MOST COMMON SPELLING:

th

the /ðə/

th- at the beginning of function words: **th**ese /ðiz/

-the at the end of words: brea**the** /bri ð/

-th- between vowels: fa**th**er /faðər/

Let's acTivate!!!

Step1: Instructions: Listen and repeat the following sentences.

1. **Th**ey are our friends.
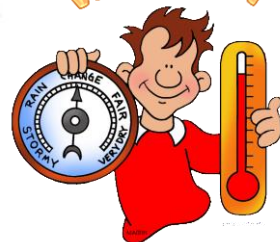
2. The wea**th**er forecast for today is good.

3. **Th**e actor used a fea**th**er to write.

4. Her fa**th**er is an artist.

5. **Th**e plant wi**th**ered after it was cut.

6. Julio and Julia sunba**th**e in **th**e morning.

7. He was stressed, so he brea**th**ed and relaxed.

Step 2: Instructions: Read the words. Practice the /ð/sound.

Starting with /ð/	/ð/ in the middle	Ending with /ð/
therefore	te**th**er	loa**th**e
thus	mo**th**er	li**th**e
those	wor**th**y	smoo**th**
thereafter	wi**th**in	see**th**e
themselves	sli**th**er	ba**th**e
than	ga**th**er	soo**th**e

DisCover!!!

SOUND BOARD GAME

DisCover!!!
SOUND BOARD GAME

Instructions: Take turns to roll a die. When you land on a square, look for the card containing the word you land on. Read the card and say if the th is /θ, ð/. The winner is the one that reaches the end square first. The second winner is the person who has obtained more words with the voiced th.

seethe	teeth	sunbathe	END!!!
SKIP ONE TURN	month	smooth	MISS A TURN
MOVE BACK 3 SPACES	feather	thirsty	father
breath	MOVE AHEAD 1 SPACE	within	earth
MOVE AHEAD 4 SPACES	weather	north	worthy
they	author	MOVE AHEAD 3 SPACES	the
thin	START AGAIN	those	thumb
thank	wither	MOVE BACK 3 SPACES	therefore
START	than	think	there

Make small groups to play with the board game provided by your teacher. Look for a coin and some counters. Have fun! ☺

Untie your tongue /s/
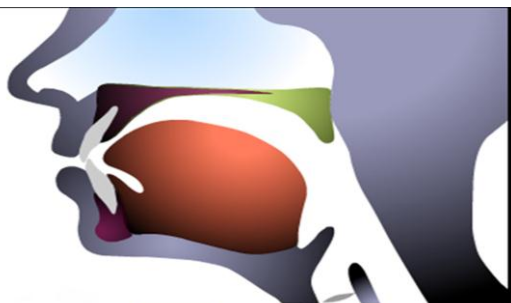
/s/

Voicing: **Voiceless Sound**

Place & Manner of Articulation: **Alveolar Fricative**

Objective: To improve the comprehensibility of the /s/ sound.

Dancing Tongue

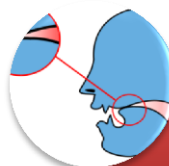**Instructions:** Watch the video and learn how to articulate the /s/ sound.

Introducing the /s/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /s/ sound aloud.

Anchor

MOST COMMON SPELLING PATTERNS:

-s snow /snəʊ/, star /star/, house /haʊs/

-c acid /ˈæsɪd/, rice /raɪs/, race /reɪs/

-x is usually pronounced /ks/ as in: box /baks/, fax /fæks/
-ss is usually pronounced /s/ as in: boss /bɔs/, dress /dres/

Let'S acTivate!!!

Instructions: Listen and repeat the following sentences.

2. I can't find my pant**s**! My bedroom is **s**o me**ss**y!

2. I'm a nur**s**e. I like to help **s**ick people.

3. Li**s**ten carefully and practi**c**e.

4. I want a chicken **s**andwich.

5. Three plu**s** four equals **s**even.
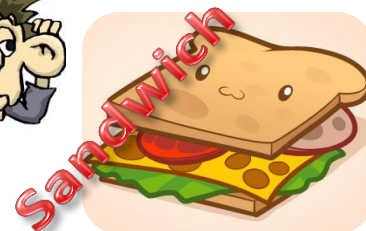
6. Can I borrow your pen**c**il?

7. Let'**s** show your happie**s**t fa**c**e!

Nurse

Messy

Listen

Plus

Sandwich

Pencil

Face

Step 2: **Instructions:** Read the words. Practice the /s/sound.

Start with /**s**/	/**s**/ in the middle	End with /**s**/
starfish	ba**s**ket	ye**s**
student	in**s**ect	u**s**
son	e**ss**ay	mou**s**e
snake	le**ss**on	ba**s**e
slow	fa**s**t	ki**ss**
steal	mu**s**cle	cla**ss**

Cracking the -s!!!

THIRD PERSON SINGULAR

The –s at the end of the verb is pronounced /s/ when it ends in p, t, k, f (voiceless sounds).

Sto**p**s, ha**t**es, coo**k**s, lau**gh**s.

PLURAL NOUS

Pronounce the –s like /s/ in the plural nouns that end in p, t, k, f (voiceless sounds).

cu**p**s, ha**t**s, wee**k**s, brie**f**s.

POSSESSIVES

The –s in the possessive always sounds like /s/ when the last sound in the noun is voiceless.

Pa**t**'s house, the coo**k**'s knife,

CONTRACTIONS

The contacted form of *is* or *has* is pronounced /s/ when the noun or pronoun ends in p, t, k, f.

It's nice, the reef's been saved

Discover!!!

THE SOUND OF POETRY

Messy Room by Shel Silverstein

Whosever room this is should be ashamed!
His underwear is hanging on the lamp.
His raincoat is there in the overstuffed
chair,
And the chair is becoming quite mucky and
damp.
His workbook is wedged in the window,
His sweater's been thrown on the floor.
His scarf and one ski are beneath the TV,
And his pants have been carelessly hung on
the door.
His books are all jammed in the closet,
His vest has been left in the hall.
A lizard named Ed is asleep in his bed,
And his smelly old sock has been stuck to
the wall.
Whosever room this is should be ashamed!
Donald or Robert or Willie or--
Huh? You say it's mine? Oh, dear,
I knew it looked familiar!

- Read the poem aloud and practice the /s/ sound.

Instructions:

Untie your tongue /z/

Session 12: /z/
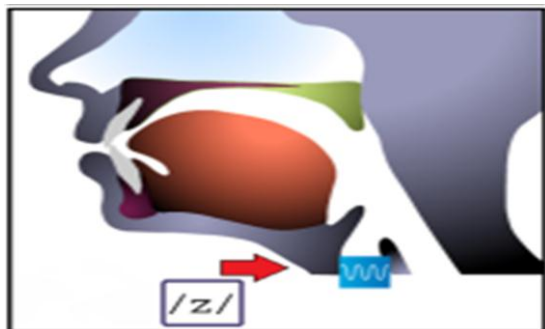
/z/

➕ Voicing: **Voiced Sound**

Place & Manner of Articulation: **Alveolar Fricative**

Objective: To improve the comprehensibility of the /z/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /z/ sound.

Introducing the /z/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /z/ sound aloud.

Anchor

MOST COMMON SPELLING:

-z

zoo /zu/
lazy /leɪzi/
prize /praɪz/

OTHER SPELLINGS:

-z blizzard /ˈblɪzərd/

-s reason /riˈzn/

-se wise /waɪz/

-ism heroism /ˈhɛrəʊɪzəm/

-x example /ɪgˈzæmpəl/

LESS FREQUENT:

x-

xylophone /zaɪləfoʊn/

xenophobia /zenəfoʊbjə/

Let's acTivate!!!

Instructions: Listen and repeat the following sentences.

1. I would like to paint my horse like a **z**ebra.

2. We were in the park when we saw the **z**eppelin.

3. We need a do**z**en egg**s**.

4. The Sahara de**s**ert is in Africa.

5. My mother ha**s** a beautiful red ro**s**e.

6. I see the star**s** before going to sleep.

7. In winter I snee**z**e a lot.

zebra

dozen

zeppelin

rose

desert

stars

sneeze

Step 2: **Instructions:** Read the words. Practice the /z/sound.

Starting with /z/	/z/ in the middle	Ending with /z/
Xerox	cra**z**y	plea**s**e
zone	bu**s**y	play**s**
zap	pre**s**ident	lo**s**e
zipper	mu**s**eum	excu**s**e
zero	wi**z**ard	surpri**s**e
zealous	mu**s**ic	bu**zz**

Cracking the -s!!!

THIRD PERSON SINGULAR

The –s at the end of a verb is pronounced /z/ when the last sound of the verb is a voiced sound /b, d, g, v, ð, m, n, ŋ, j, w, l, r/

Swims, runs, lies, loves, sunbathes.

PLURAL NOUNS

When the –s at the end of a noun is preceded by a voiced sound /b, d, g, v, ð, m, n, ŋ, j, w, l, r/. -s is pronounced /z/.

Flowers, cabs, things, knives.

POSSESSIVES

The possessive –s sounds like /z/ when the last sound in the noun is voiced.

Mario's car…, My friend's dog…

CONTRACTIONS

The contacted form of *is* or *has* is pronounced /z/ when the noun or pronoun ends in a voiced sound.

She's my sister…, Steve's written…

Cracking the -es!!!

When the –s or –es at the end of a word is preceded by /s, z, ʃ, tʃ, dʒ ʒ/, the –s or –es is pronounced /ɪz/.
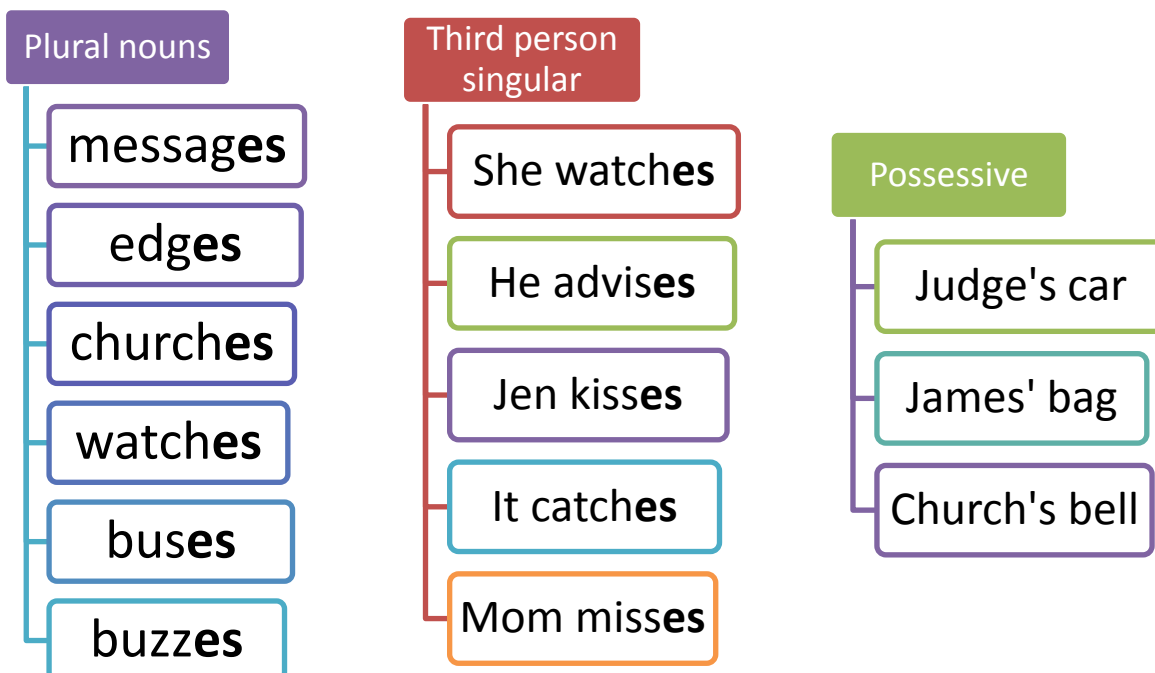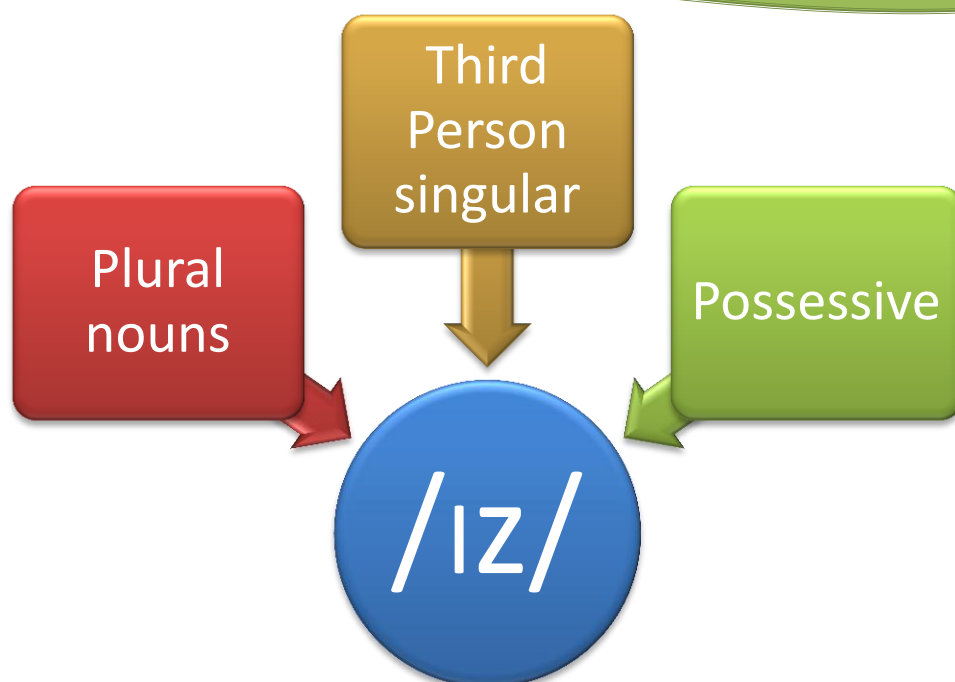
Third Person singular

Plural nouns

Possessive

/ɪz/

Plural nouns
- messag**es**
- edg**es**
- church**es**
- watch**es**
- bus**es**
- buzz**es**

Third person singular
- She watch**es**
- He advis**es**
- Jen kiss**es**
- It catch**es**
- Mom miss**es**

Possessive
- Judge's car
- James' bag
- Church's bell

DisCover!!! RALLY

1. Get in groups.

2. Read the first clue pasted on the board.

3. Read the clues in order to know where you should go (the order of the stations). Go through the five stations completing the challenges.

4. The group that finishes first is the winner!

GO!!!

Untie your tongue /ʃ/

Session 13: /ʃ/

/ s /
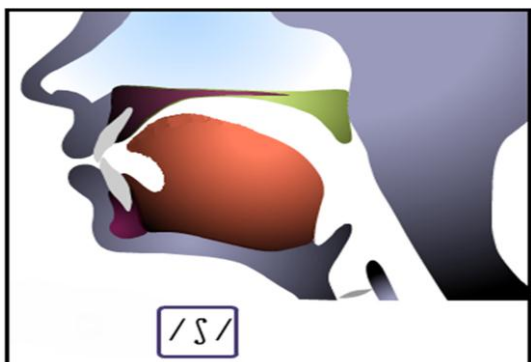
Manner:
Voiceless Sound

Place of Articulation:
Post-Alveolar Fricative

Objective: To improve the comprehensibility of the /ʃ/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /ʃ/ sound.

Introducing the /ʃ/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /ʃ/ sound aloud.

Anchor

MOST COMMON SPELLING:

-sh

shower /'ʃaʊər/
ashore /ə'ʃɔr/
fish /fɪʃ/

OTHER COMMON SPELLINGS:

-ch machine /mə'ʃiːn/   **-s** sugar /'ʃʊgər/

-tion station /'steɪʃən/   **-c** ocean /'oʊʃən/

-sion expansion /ɪk'spænʃn/   **-itious**

-tial partial /'pɑrʃəl/   nutritious /nu'trɪʃəs/

-cial special /'spɛʃəl/   **-ss** issue /'ɪʃuː/

Let's acTivate!!!

Step1: | **Instructions:** Listen and repeat the following sentences.

3. My grandpa loves sailing; he has a beautiful **sh**ip!

2. Watch out! The thieves are hiding in the bu**sh**es!

3. If you can't sleep, count **sh**eep!

4. The tra**sh** is full of garbage.

5. Blow the candles and make a wi**sh**!

6. Cau**t**ion, baby on board!

7. The ca**sh**ier was really nice with me.

Step 2: | **Instructions:** Read the words. Practice the /ʃ/sound.

Starting with /ʃ/	/ʃ/ in the middle	Ending with /ʃ/
shark	con**sc**ience	ca**sh**
shopping	solu**t**ion	cra**sh**
share	ficti**t**ious	wa**sh**
shoes	di**sh**es	di**sh**
shirt	fa**sh**ion	bru**sh**
shelf	a**sh**amed	a**sh**

Discover!!!

MOVE YOUR BODY AND YOUR TONGUE
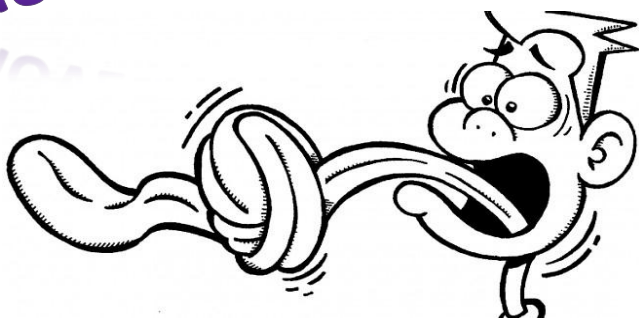
- Read the tongue twister and practice the /ʃ/ sound.

Instructions:

She sells sea shells by the sea shore.

The shells she sells are surely seashells.

So if she sells shells on the seashore,

I'm sure she sells seashore shells.

Untie your tongue /tʃ/
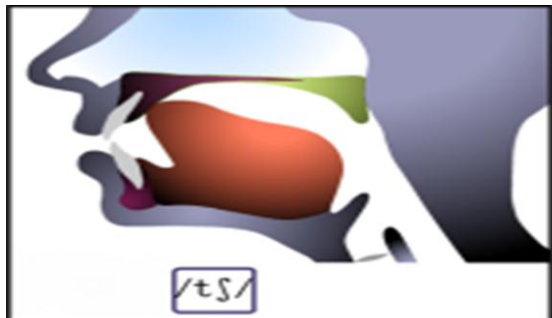
/tʃ/

Voicing:
Voiceless Sound

Place & Manner of Articulation:
Post-Alveolar Fricative

Objective: To improve the comprehensibility of the /tʃ/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /tʃ/ sound.

Introducing the /tʃ/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /tʃ/ sound aloud.

Anchor

MOST COMMON SPELLING:

ch

channel /'tʃænl/
pi**tch**er /'pɪtʃər/
rea**ch** /riːtʃ/

OTHER COMMON SPELLINGS:

-tu fu**tu**re /'fjutʃər/
-tch wa**tch** /watʃ/
-te righ**te**ous /'raɪtʃəs/
-tion ques**tion** /'kwɛstʃən/

Let's acTivate!!!

Instructions: Listen and repeat the following sentences.

1. The cook wants to ca**tch** a mouse with a piece of **ch**eese.
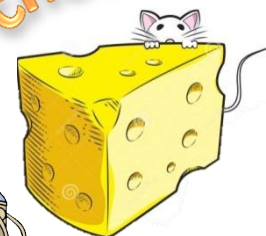
2. My **ch**urch has a gothic design.
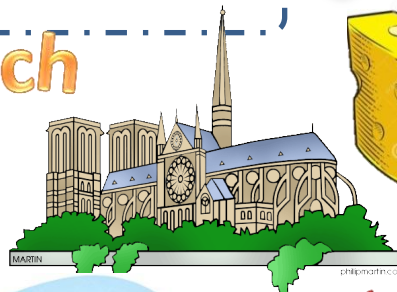
3. The fish kissed him on his **ch**eek.

4. I can't find my ha**tch**et.

5. All the ingredients are in the ki**tch**en.

6. After I get up, I stre**tch** my body.

7. Jorge loves fruit salad with pea**ch**.

cheese

church

cheek

hatchet

stretch

kitchen

peach

Step 2: **Instructions:** Read the words. Practice the /tʃ /sound.

Starting with /tʃ/	/tʃ/ in the middle	Ending with /tʃ/
chase	cen**tu**ry	ca**tch**
cheat	si**tu**ation	por**ch**
chin	ki**tch**en	Mar**ch**
choice	pic**tu**re	tren**ch**
chain	cul**tu**re	ea**ch**
China	na**tu**re	ri**ch**

DisCover!!!

THE BLIND STORY

Instructions:

A Baseball Game

This is the story of Charles a baseball player. In his first match, he didn't know what position to take, but his friends knew he was a good batter, and they cheered him up during the game. In the last minute, he had to score the point his team needed to win. He leaned his chest, chose the best position and watched the ball coming. Charles couldn't even touch the ball the first time the pitcher threw it because some children were making loud noises to catch his attention. Fortunately, the coach, the butcher of the town, reminded him of the ball. The second time he hit the ball, it flew so high that he made a home run, and the ball got inside a neighbor's kitchen. They went to take the ball as a prize. Charles thought he was mature enough to talk to the woman. He got his best posture and reached the door's bell. The woman looked through the kitchen window angrily and told the pitcher they had ruined a picture. She took the ball and threw it into her neighbor's orchard. They chased the ball. In the porch there was an old woman playing with a friend. The woman stood up and gave them a speech about the situation, and they couldn't believe their eyes because she returned them the ball and invited them to eat sandwiches with cheese. Charles learned the lesson, and next time he would not throw the ball into a kitchen but into an orchard.

Untie your tongue /dʒ/
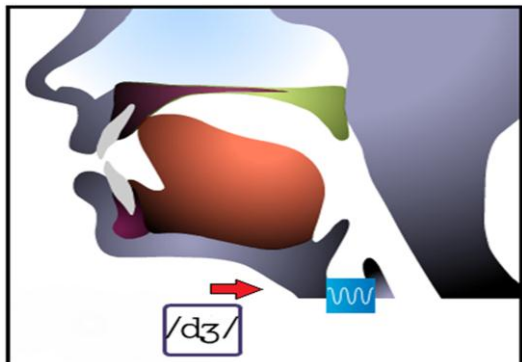
/dʒ/

Voicing:
Voiced Sound

Place & Manner of Articulation:
Post-Alveolar Fricative

Objective: To improve the comprehensibility of the /dʒ/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /dʒ/sound.

Introducing the /dʒ/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /dʒ/ sound aloud.

Anchor

MOST COMMON SPELLINGS:

-j enjoy /ɪnˈdʒɔɪ/, major /ˈmeɪdʒər/

-g genius /ˈdʒiːniəs/, college /ˈkɑlɪdʒ/

-dg budge /bʌdʒ/, pledge /plɛdʒ/

OTHER SPELLING:

-d

educate /ˈɛdʒəˌkeɪt/
graduate /ˈgrædʒuət/

Let's acTivate!!!

Instructions: Listen and repeat the following sentences.

1. John **j**umped from a tree, now he is pretty in**j**ured.

2. Geor**g**e wants to be a sol**d**ier. His father is the **g**eneral.

3. Jane loves drinking oran**g**e **j**uice.

4. In class, I prefer in**d**ividual work.
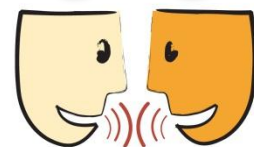
5. That **g**entleman just gra**d**uated from biolo**g**y.

6. I want to learn many langua**g**es.

7. Jessie loves **g**in**g**erbread and milk.

injured soldier

orange

BIOLOGY

language

gingerbread

individual

me

the group

Step 2:

Instructions: Read the words. Practice the /dʒ/sound.

Starting with /dʒ/	/dʒ/ in the middle	Ending with /dʒ/
jury	ma**g**ic	lar**g**e
job	a**g**ent	messa**g**e
jewelry	an**g**el	a**g**e
judge	sub**j**ect	villa**g**e
jar	proce**d**ure	brid**g**e
judge	e**d**ucation	bad**g**e

DisCover!!!

SOUND BOARD GAME

Instructions: Take turns to throw the coin. Move your counter once if you get the head and twice if you get the tail. Read and complete the challenge you obtain.

SOUND BOARD GAME

start the fun!

Make a sentence: fridge-juice-orange

Name a month that starts with the sound /dʒ/

Order the sentence: Biology-from-graduate-in-Jane-will-June-

Bad luck! ☹ Go back to start

Pronounce the words: procedure-gradual-individual-education

Which g is not pronounced as /dʒ/? gender-age-game-gym-giant

Mention three names with the sound /dʒ/.

Which are two occupations with the sound /dʒ/?

That's all!!!

I'm sorry! Go back three spaces.

What do you wear in the lower part of your body? What do you wear when it's cold?

Make small groups to play with the board game provided by your teacher. Look for a coin and some counters. Have fun! ☺

Untie your tongue /ʒ/

/ʒ/
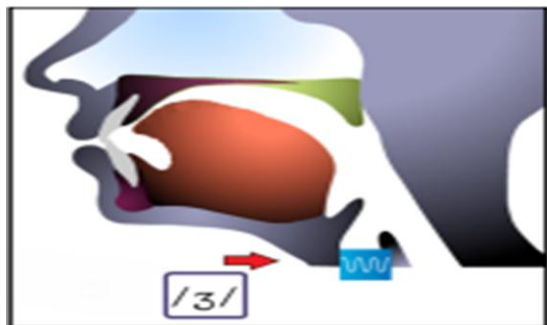
Voicing: **Voiced Sound**

Place & Manner of Articulation: **Post-Alveolar Fricative**

Objective: To improve the comprehensibility of the /ʒ/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /ʒ/ sound.

Introducing the /ʒ/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /ʒ/ sound aloud.

Anchor

MOST COMMON SPELLINGS:

-si explosion /ɪkˈsploʊʒən/

-su composure /kəmˈpoʊʒər/

-ge negligee /ˈnɛglɪʒeɪ/

French origin

LESS COMMON SPELLING:

-zu azure /ˈæʒər/

EXCEPTION:
equation /ɪˈkweɪʒən/
regime /reɪˈʒim/

Let's aCTivate!!!

Asia

Step1:

Instructions: Listen and repeat the following sentences.

vision

television

1. Let's buy a new televi**s**ion in November.

3. I can take go home because my car is in the gara**g**e.

3. Pilots need to have good vi**s**ion.

illusionist

4. He is the best illu**s**ionist of the country.

garage

decision

DR. A   DR. B

5. Try to make a deci**s**ion as soon as possible.
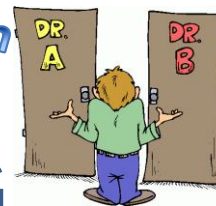
6. She uses an expensive corsa**g**e in especial occa**s**ions.

corsage

7. My back hurts. I might need a massa**g**e.

massage

Step 2:

Instructions: Read the words. Practice the /ʒ/sound.

Starting with /ʒ/	/ʒ/ in the middle	Ending with /ʒ/
	televi**s**ion	gara**g**e
	unu**s**ual	presti**g**e
There aren't words starting with /ʒ/	vi**s**ion	corsa**g**e
	ca**s**ual	camoufla**g**e
	illu**s**ionist	massa**g**e
	deci**s**ion	bei**g**e

DisCover!!! RALLY

Instructions:

1. Get in groups.

2. Read the first clue pasted on the board.

3. Read the clues in order to know where you should go (the order of the stations). Go through the five stations completing the challenges.

4. The group that finishes first is the winner!

GO!!!

Untie your tongue /m/

/m/
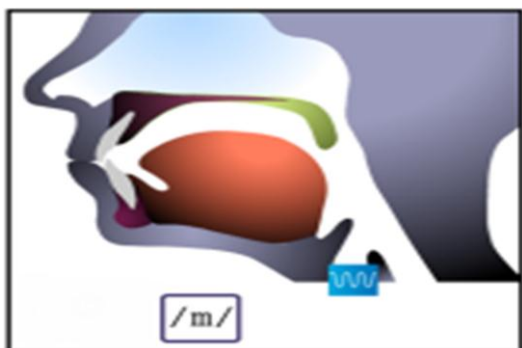
Voicing: Voiced Sound

Place & Manner of Articulation: Bilabial nasal

Objective: To improve the comprehensibility of the /m/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /m/.

Introducing the /m/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /m/ sound aloud.

Anchor

MOST COMMON SPELLING:

-m smart /smɑrt/

-mm summer /ˈsʌmər/

OTHER SPELLINGS: At the of the word

-mb plumber /ˈplʌmər/

-mn column /ˈkɑləm/

-gm paradigm /ˈpærədaɪm/

Let's aCTivate!!!

Step 1:

Instructions: Listen and repeat the following sentences.

1. The cat drinks **m**ilk in the **m**orning.
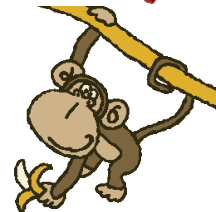
2. The **m**onkey took all the bananas fro**m** the basket.

3. Sa**m** played with **m**arbles when she was a kid.

4. He has the **m**ost beautiful s**m**ile I've ever seen.

5. Let's buy a new ca**m**era on Thursday.

6. We are going to swi**m** after school.

7. They bought so**m**e ru**m** for the party.

milk

monkey

smile

camera

marbles

swim

rum

Step 2:

Instructions: Read the words. Practice the /m/sound.

Starting with /m/	/m/ in the middle	Ending with /m/
messy	ha**mm**er	na**m**e
mat	s**m**og	tea**m**
mother	class**m**ates	ha**m**
matter	hu**m**anity	roo**m**
mountain	s**m**ell	la**mb**
mask	o**m**elet	handso**m**e

DisCover!!!

THE SOUND OF POETRY

Do Not Stand By My Grave And Weep
By Mary Elizabeth Frye

Do not stand at my grave and weep
I am not there; I do not sleep.
I am a thousand winds that blow,
I am the diamond glints on snow,
I am the sun on ripened grain,
I am the gentle autumn rain.
When you awaken in the morning's
hush
I am the swift uplifting rush
Of quiet birds in circled flight.
I am the soft stars that shine at night.
Do not stand at my grave and cry,
I am not there; I did not die.

Do not stand at my grave and weep...
I am not there
I do not sleep
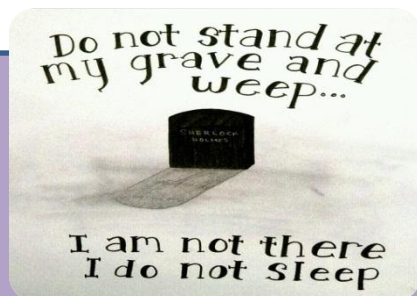
Untie your tongue /n/

/n/
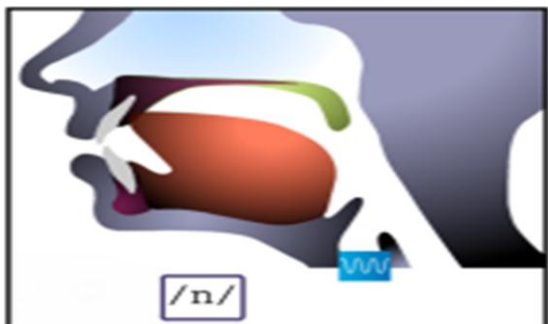
Voicing:
Voiced Sound

Place & Manner of Articulation:
Alveolar Nasal

Objective: To improve the comprehensibility of the /n/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /n/ sound.

Introducing the /n/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /n/ sound aloud.

Anchor

MOST COMMON SPELLING:

-n agai**n** /əˈgɛn/

-nn su**nn**y /ˈsʌni/

OTHER SPELLINGS:

Initial position

kn- **kn**ow /noʊ/

pn- **pn**eumonia /nʊˈmoʊnjə/

Initial/ Final position

gn- **gn**at /næt/

-gn desi**gn** /dɪˈzaɪn/

Let'S acTivate!!!

Step1: **Instructions:** Listen and repeat the following sentences.

1. Someo**n**e **kn**ocked at the door yesterday at **n**ight.

2. I am allergic to **n**uts.

3. My mother used to pla**n**t su**n**flowers.

4. I always wa**n**ted to have a s**n**owma**n** i**n** fro**n**t of my house.

5. Jack a**n**d Lu ru**n** five kilometers per day.

6. The black po**n**y is i**n** the bar**n**.

7. A **n**u**n** helped me with the homework.

knock

sunflower

nut

snowman

run

barn

nun

Step 2: **Instructions:** Read the words. Practice the /n/ sound.

Starting with /n/	/n/ in the middle	Ending with /n/
notebook	te**n**t	robi**n**
necklace	ca**n**dle	sto**n**e
nosebleed	s**n**ack	ofte**n**
nice	lu**n**ch	rai**n**
net	di**nn**er	ba**n**
narrow	wi**n**dow	fa**n**

Discover!!!

MOVE YOUR BODY AND YOUR TONGUE
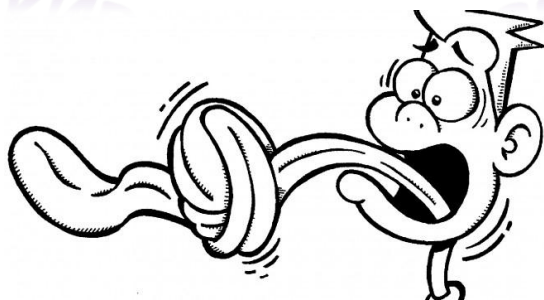
- Read the tongue twister and practice the /n/ sound.

Instructions:

Ned Nott was shot and Sam Shott was not. So it is better to be Shott than Nott. Some say Nott was not shot. But Shott says he shot Nott. Either the shot Shott shot at Nott was not shot, or Nott was shot. If the shot Shott shot shot Nott, Nott was shot. But if the shot Shott shot shot Shott, then Shott was shot, not Nott. However, the shot Shott shot shot not Shott -- but Nott.

http://www.twisterking.com/n.php
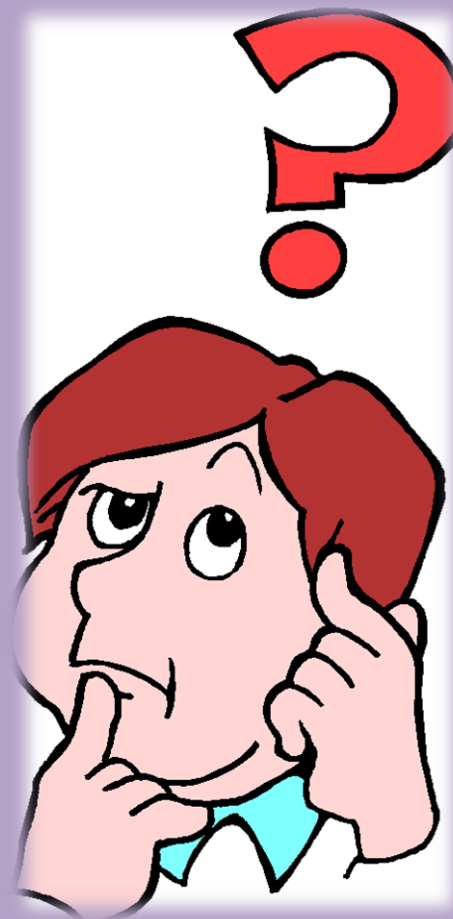
Untie your tongue /ŋ/

/ŋ/
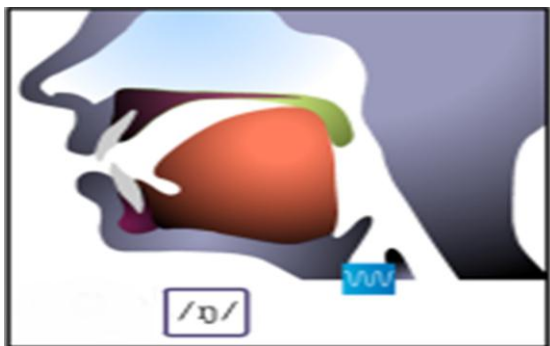
Voicing: **Voiced Sound**

Place & Manner of Articulation: **Velar Nasal**

Objective: To improve the comprehensibility of the /ŋ/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /ŋ/ sound.

Introducing the /ŋ/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /ŋ/ sound aloud.

Anchor

MOST COMMON SPELLINGS:

-ng at the end   thi**ng** /θɪŋ/, wro**ng** /rɔŋ/

-ngue at the end   to**ngue** /tʌŋ/

-n before g or k   fi**ng**er /ˈfɪŋgər/, thi**nk** /θɪŋk/

Let'S acTivate!!!

Step1:

Instructions: Listen and repeat the following sentences.

1. I would love to learn many la**ng**uages!

2. The ki**ng** is no lo**ng**er stro**ng** or you**ng**.

3. My u**nc**le loves si**ng**i**ng** pop so**ng**s.

4. The bird opened its wi**ng**s and flew.

5. My boss was a**ng**ry at me yesterday.

6. The ba**nk** in Co**ng**o offered me a good loan.

7. I sprained my a**nk**le when I was runni**ng**.

Step 2:

Instructions: Read the words. Practice the /ŋ/ sound.

Starting with /ŋ/	/ŋ/ in the middle	Ending with /ŋ/
There aren't words starting with /ŋ/	hu**ng**ry	goi**ng**
	lo**ng**est	swi**ng**
	a**ng**er	ri**ng**
	si**ng**er	alo**ng**
	tha**nk**	eveni**ng**
	ta**nk**	stro**ng**

Discover!!!

THE BLIND STORY

Instructions:

Dancing in a Shining Morning

Sammy was playing cheerily in the swing her father had built for her. She was singing that lullaby that her mom always sang before going to sleep, and her brother Manny enthusiastically listened to it. Manny thought that no one in this world had such an angel voice. He thought that this song could make any ear rejoice. Sammy saw how delighted her brother was and invited him to join bass.

"dancing in a shining morning
hugging the glowing sun
hearing the eager warning
of the mother calling her son"

And both sang their song while playing
in the beloved swing; flying like newborn eagles
that have just opened their wings.

Untie your tongue /j/
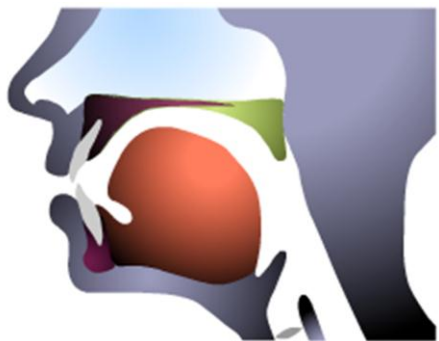
Voicing:
Voiced Sound

Place & Manner of Articulation:
Palatal Glide

Objective: To improve the comprehensibility of the /j/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /j/ sound.

Introducing the /j/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /j/ sound aloud.

Anchor

MOST COMMON SPELLING:

-y

young /jʌŋ/

you /'ju/

OTHER SPELLING PATTERNS:

-u usually /'juːʒuəli/ **-eu** Europe /'jʊərəp/

-i after n/l million /'mɪljən/,

California /'kælɪˌfɔrnjə/

-ew few /fjuː/ **-iew** interview /'ɪntərvju/

YOU Let's acTivate!!!

1. I'm leaning how to **u**se a comp**u**ter.

2. I don't like eating the **y**olk.
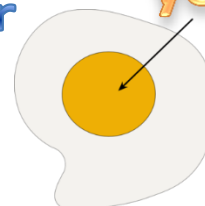
3. Cutting on**i**ons makes me cry.

4. Vanessa went to a job interv**iew y**esterday.

5. Jenny loves listening to m**u**sic in her **y**ard.

6. My family is celebrating the New **Y**ear in a **y**acht.

7. They were arg**u**ing at the m**u**seum.

computer

yolk

onion

interview

music

argue

year

HAPPY NEW YEAR

Step 2: Instructions: Read the words. Practice the /j/sound.

Starting with /j/	/j/ in the middle	Ending with /j/
yes	can**y**on	There aren't words ending with /j/
yellow	pop**u**lar	
you	f**u**ture	
yard	opin**i**on	
use	famil**i**ar	
university	f**e**w	

DisCover!!!

SOUND BOARD GAME

Instructions: Take turns to throw the coin. Move your counter once if you get the head and twice if you get the tail. Read and complete the challenge you obtain.

SOUND BOARD GAME

Start the fun!

Name a color that starts with the sound /j/

Make a sentence: you-canyon-future

Which i is not pronounced as /j/? million, California, iron, opinion, familiar

Bad luck! ☹ Go back to start

Pronounce the words: yes, yard, use, university

Mention two words with the spelling –ew pronounced /j/.

Order and read the sentence: He-popular-likes-music-to-in-to-computer-the-listen

Which is the continent that starts with the sound /j/?

That's all!!

I'm sorry! Go back three spaces.

What is the opposite of old? How do you call the day before today?

80

Make small groups to play with the board game provided by your teacher. Look for a coin and some counters. Have fun! ☺

Untie your tongue /w/
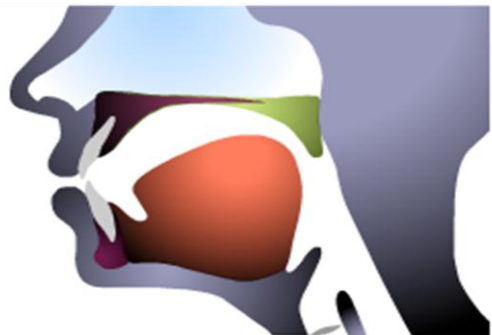
Vocing:
Voiced Sound

Place & Manner of Articulation:
Labiovelar Glide

Objective: To improve the comprehensibility of the /w/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /w/ sound.

Introducing the /w/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /w/ sound aloud.

Anchor

MOST COMMON SPELLING:

w-
week /wi:k/
will /wɪl/
world /wɜrld/

LESS FREQUENT SPELLINGS:

o- one /wʌn/

u- quick /kwɪk/

AT THE END OF WORDS:
/w/ is silent:

-w law /lɔː/

Let'S aCTivate!!!

Instructions: Listen and repeat the following sentences.

1. I have seen **w**hales, but only on the TV.
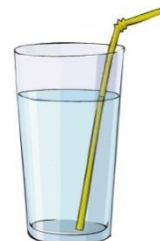
2. **W**alter needs a glass of **w**ater.

3. I asked the teacher several q**u**estions before the q**u**iz.

4. **W**ake up, **W**illy! It's too late.

5. I have the q**u**een of hearts.

6. My school has a beautiful ch**o**ir.
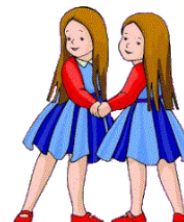
7. **W**anda has a t**w**in.

Step 2:

Instructions: Read the words. Practice the /w/sound.

Starting with /w/	/w/ in the middle	Ending with /w/
witness	s**w**eet	There aren't words ending with /w/
once	any**w**here	
we	s**qu**are	
wipe	e**qu**ipment	
workshop	t**w**eezers	
welcome	q**u**est	

Discover!!!

MOVE YOUR BODY AND YOUR TONGUE

- Read the tongue twisters and practice the /w/ sound.

Instructions:

The wretched witch watched a walrus washing.
Did the wretched witch watch a walrus washing?
If the wretched witch watched a walrus washing,
Where's the washing walrus the wretched witch watched?

http://www.schooljokes.com/tongue_twisters/w.shtml

Review

The young millionaire put a yellow yolk in his yogurt.
Did the young millionaire put a yellow yolk in his yogurt?
If the young millionaire put a yellow yolk in his yogurt,
Where's the yellow yolk the millionaire put?
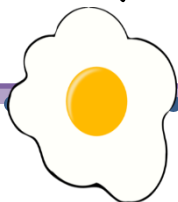
Untie your tongue /r/

Session 22: /r/
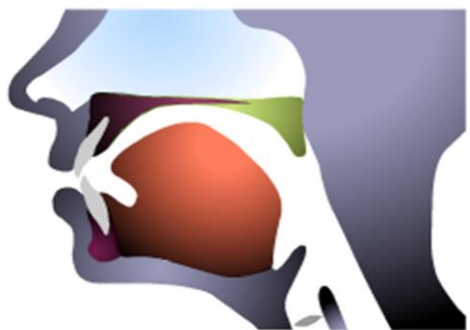
Voicing: Voiced Sound

Place & Manner of Articulation: Alveolar Trill

Objective: To improve the comprehensibility of the /r/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /r/ sound.

Introducing the /r/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /r/ sound aloud.

Anchor

MOST COMMON SPELLING:

-r

rabbit /ˈræbɪt/
rainbow /ˈreɪnboʊ/

OTHER SPELLING PATTERNS:

-rr

sorry /ˈsɑri/, tomorrow /təˈmɑroʊ/

-w before -r is mute

wrist /rɪst/, write /raɪt/

Let's acTivate!!!

Instructions: Listen and repeat the following sentences.

1. Mary wants to marry Randall.

2. I opened the wrong door.

3. Ronny will buy a red car.

4. Yesterday I bought strawberries and cranberries.

5. Roxana loves reading under the tree.

6. Raul likes drinking margaritas on New Year's Eve.

7. Roy bought Rita a bunch of red roses.

Step 2: Instructions: Read the words. Practice the /r/sound.

Starting with /r/	/r/ in the middle	Ending with /r/
right	pirate	remember
read	grass	require
romantic	correct	photographer
red	sorry	reporter
wrong	art	air
write	great	far

DisCover!!!

THE SOUND OF POETRY

ROMANCE

Romance, who loves to nod and sing
With drowsy head and folded wing
Among the green leaves as they shake
Far down within some shadowy lake,
To me a painted paroquet
Hath been—most familiar bird—
Taught me my alphabet to say,
To lisp my very earliest word
While in the wild wood I did lie,
A child—with a most knowing eye.

Of late, eternal condor years
So shake the very Heaven on high
With tumult as they thunder by,
I have no time for idle cares
Through gazing on the unquiet sky;
And when an hour with calmer wings
Its down upon my spirit flings,
That little time with lyre and rhyme
To while away—forbidden things—
My heart would feel to be a crime
Unless it trembled with the strings.

Untie your tongue /l/
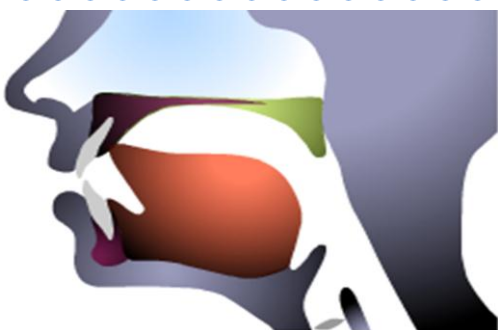
Vocing:
Voiced Sound

Place & Manner of Articulation:
Alveolar Liquid

Objective: To improve the comprehensibility of the /l/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /l/ sound.

Introducing the /l/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /l/ sound aloud.

Anchor

MOST COMMON SPELLING:

l- like /laɪk/

-ll ball /bɔːl/

/l/ IS SILENT BEFORE -*k* AND -*d* at the end of words:

walk /wɔːk/

talk /tɔːk/

would /wʊd/

should /ʃʊd/

Let's acTivate!!!

Step1: **Instructions:** Listen and repeat the following sentences.

1. Our garden is fu**ll** of **l**adybirds.
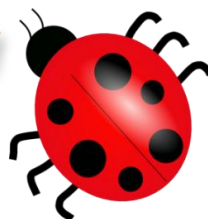
2. We had to use gar**l**ands at the carniva**l**.

3. The f**l**ag waves with the wind.

4. My car went inside a ho**l**e on the street.

5. I want to po**l**ish my nai**l**s.

6. **L**ouis uses a **l**adder to paint the wa**ll**.

7. **L**iza found a **l**izard in her **l**iving room.

ladybird

ladder

garland

lizard

flag

nail

hole

Step 2: **Instructions:** Read the words. Practice the /l/sound.

Starting with /l/	/l/ in the middle	Ending with /l/
lyrics	ru**l**er	ca**ll**
little	o**l**ive	se**ll**
lemonade	ga**ll**ery	pu**ll**
litter	be**l**ieve	came**l**
lotion	fo**ll**ow	fee**l**
lung	cei**l**ing	sai**l**

DisCover!!! RALLY

Instructions:

1. Get in groups.

2. Read the first clue pasted on the board.

3. Read the clues in order to know where you should go (the order of the stations). Go through the five stations completing the challenges.

4. The group that finishes first is the winner!

GO!!!

Untie your tongue /h/

Session 24: /h/
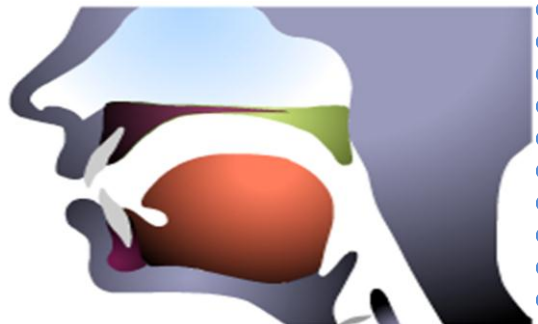
Vocing:
Voiceless Sound

Place & Manner of Articulation:
Gottal Fricative

Objective: To improve the comprehensibility of the /h/ sound.

Dancing Tongue

Instructions: Watch the video and learn how to articulate the /h/ sound.

Introducing the /h/ sound:

Instructions: Pay attention to the spelling patterns of the words. Practice the /h/ sound aloud.

Anchor

MOST COMMON SPELLING:

h

heavy /ˈhɛvi/
hand /hænd/
perhaps /pərˈhæps/

LESS FREQUENT SPELLINGS:

wh- who /huː/

/h/ is silent when it is preceded by:

g- ghetto /ˈgɛtoʊ/

k- khaki /ˈkɑkɪː/

r- rhino /ˈraɪnoʊ/

Let'S acTivate!!!

Step1: | **Instructions:** Listen and repeat the following sentences.

1. Robert makes **h**ats for **h**ot days.

2. The car you are looking for is be**h**ind you.

3. Put some **h**oney on your bread.

4. Firefighters are real **h**eroes.

5. **H**elen says that **h**amburgers are **h**ealthy.

6. **H**erbert **h**as **h**undreds of **h**ens.

7. The light**h**ouse warns ships of danger.

hat

behind

honey

hamburger

hero

lighthouse

hen

Step 2: | **Instructions:** Read the words. Practice the /h/sound.

Starting with /h/	/h/ in the middle	Ending with /h/
heaven	a**h**ead	There aren't words ending with /h/
hope	be**h**ave	
humble	un**h**appy	
hide	in**h**ale	
hill	in**h**erit	
holiday	child**h**ood	

DisCover!!!

SOUND BOARD GAME

Make small groups to play with the board game provided by your teacher. Look for a coin and some counters. Have fun! ☺

The pictures to illustrate each sound (as the following) were taken from www.myenglishclub.com.
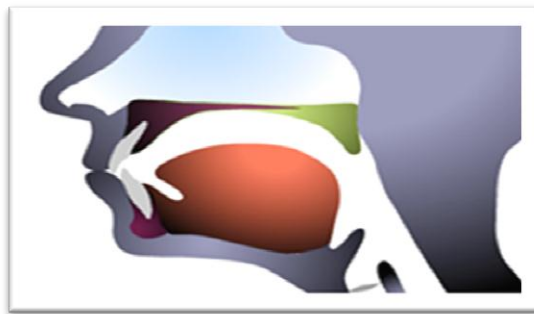
Pictures to illustrate the cover pages and sentences in "Let's Activate" were taken form Google Images.

Interactive-Literary English
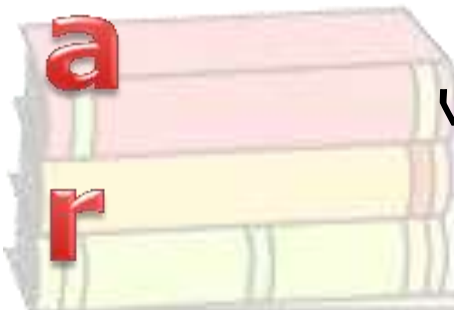Consonant Pronunciation Activities
for Senior Citizens

Intermediate Level
Gerontology Program
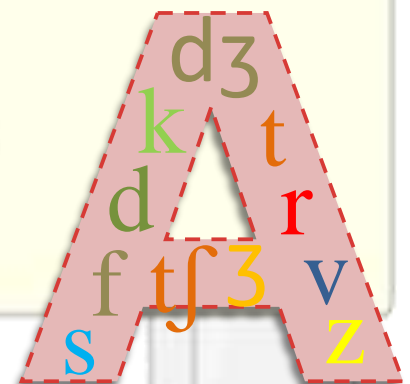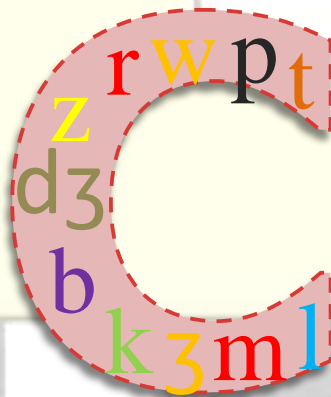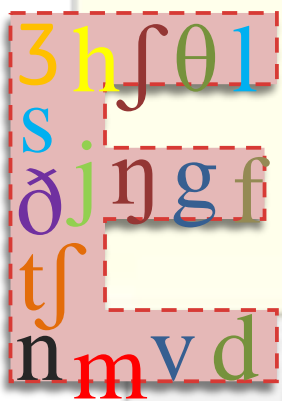Universidad Estatal a Distancia

Teacher's Guide

Created by:
Verónica Brenes Sánchez
Evelyn Valverde Marín

The key to succeeding in learning something new is not age but

will.

Brenes & Valverde, 2015

Teacher's guide to the INTERARY ECPA for Senior Citizens learning English as a foreign language

This teacher's booklet is intended to guide language instructors in the teaching process of pronunciation comprehensibility of English consonant sounds. Therefore, this guide provides the steps to be followed in the different activities found throughout the student booklet.

We hope it comes in handy!

Brenes & Valverde, 2015

1

Table of contents

Session 1: /p/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /p/. Tell students this sound is called voiceless bilabial stop.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /p/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /p/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /p/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

Read the poem to students. Ask them to circle the words containing the sound /p/. Afterwards, encourage learners to read the poem individually. You may ask students to work in pairs and take turns reading the poem.

THE SOUND OF POETRY

Phenomenal Woman

by Maya Angelou

Verse 1:

1. Line #1. pretty
2. Line #7. span
3. Line #7. hips
4. Line #8. step
5. Line #9. lips

Verse 2:

6. Line #3. jump
7. Line #5. passing
8. Line #6. proud
9. Line #10. palm
10. Line #13. phenomenally
11. Line #14. phenomenal

Session 2: /b/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /b/. Tell students this sound is called voiced bilabial stop.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /b/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /b/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /b/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

Divide the class in two groups, A and B. Paste on the board four posters containing each of them a part of a tongue twister. Then, ask each member of the group to stand up in front of the board facing a poster. Each student reads the part of the tongue twister that is in the poster he/she is facing. Once each student has read his/her part, they move to the right switching positions in order to read a different part of the tongue twister. The learners continue changing places until all of them have read the tongue twister completely. While group A plays, group B monitors their classmates' performance.

Betty **B**otter **b**ought a **b**it of **b**utter.

"**B**ut," said she, "this **b**utter's **b**itter.

1

If **I** put it in my **b**atter,
It will make my **b**atter **b**itter.
But a **b**it of **b**etter **b**utter

2

That would make my **b**atter **b**etter."
So **B**etty **B**otter **b**ought a **b**it of **b**etter **b**utter
(**B**etter than her **b**itter **b**utter)

3

And she put it in her **b**itter **b**atter
And made her **b**itter **b**atter a **b**it **b**etter.

4

Pictures Taken from Google Images

Session 3: /t/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /t/. Tell students this sound is called voiceless alveolar stop.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /t/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /t/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /t/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Trip to the Past

Invite students to know the rules for the pronunciation of the past tense of regular verbs ending in a voiceless sound. Pronounce the verbs in the present form and then in the past tense form for learners to mirror the pronunciation and notice the difference between forms. Next, have students practice the sentences.

Discover

Arrange the classroom so that there is enough space for students to move around. Set eight lines on the floor and asks each student to stand up in one of the starting points of the rows. Blindfold students. Then, start the game by reading a story containing words with the sound /t/. When each learner listens to a word with that specific sound, he/she moves forward. The student who arrives first to the goal is the winner.

Answer Key

Discover /t/

BLIND STORY

Words with /t/

The Roar of Freedom

time tiger teeth secret deepest heart wanted to hopped supposed sweetest toughest not passed but kept it matter felt went met trusting resentment walked

<u>Total of words: 24</u>
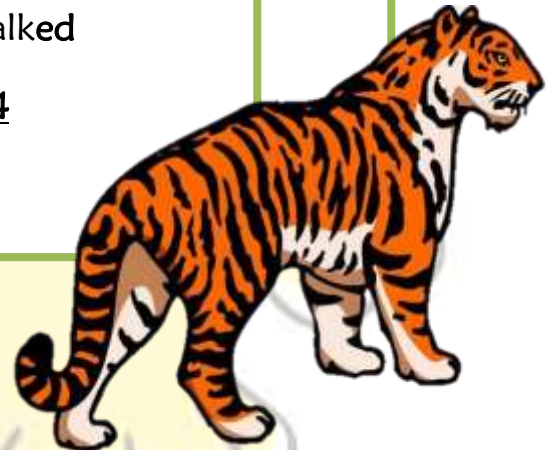
Note: Some words such as "tiger," "but," and the preposition "to" are repeated. You may ask students to walk just the first time they listen to each of the words.

Pictures Taken from Google Images

Session 4: /d/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /d/. Tell students this sound is called voiced alveolar stop.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /d/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /d/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /d/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Trip to the Past

Get students know that if they want to use a regular verb in the past tense, and the verb ends in a voiced sound, the pronunciation of the –ed is /d/. Invite the learners to read each of the words written in this section and to analyze the root of the word. Make sure all the learners repeat the words with the /d/ sound. Then, guide the learners reading the sentences containing the –ed

Discover

The class is divided into two groups, A and B. Provide each group with a board game, some chips, and a die. Students take turns to roll the die and move through the squares in the board game. When a student lands on a square, s/he completes the challenge given. The student who reaches the finish square first is the winner.

Answer Key

Discover /d/ SOUND BOARD GAME

Make a sentence: The child needs a doctor.

Name a part of the house with the sound /d/: dining room

Order the sentences: Today she put bread on her butter.

Order the sentence: This road is a dead end.

Which d is pronounced as /d/?: dark /dɑrk/

Answers can vary

Pictures Taken from Google Images

DisCover!!!

Instructions: Take turns to throw the coin. Move your counter once if you get the head and twice if you get the tail. Read and complete the challenge you obtain.

SOUND BOARD GAME

Start the fun

Make a sentence:
doctor-Chil**d**-nee**d**s

Name a part of the house with the sound /**d**/

Order the sentences:
put-she-bread-Today-butter-on-her-

Bad luck! ☹
Go back to start

Order the sentence:
end-This-road-a-is-dead

Which **d** is pronounced as /d/? gran**d**mother-**d**ark-e**d**ucation-han**d**some

Mention three countries with the sound /d/.

Do you have a **d**og?
When do you fee**d** your pets?

That's all!!!

I'm sorry!
Go back three spaces.

Ask a classmate:
Do you like to **d**ance? How often **d**o you **d**ance?

Pictures Taken from Google Images

Session 5: /k/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /k/. Tell students this sound is called voiceless velar stop.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /k/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /k/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /k/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

Divide the class in two groups, A and B. Paste on the board four posters containing each of them a part of a tongue twister. Then, ask each member of the group to stand up in front of the board facing a poster. Each student reads the part of the tongue twister that is in the poster s/he is facing. Once each student has read his/her part, they move to the right switching positions in order to read a different part of the tongue twister. The learners continue changing places until all of them have read the tongue twister completely. While group A plays, group B monitors their classmates' performance.

Ken quite likes Kate. Kate doesn't care for Ken.

1

Ken catches Kate and kisses her quickly.

2

Kate cries, kicks and screams.

Ken cowers in the corner.

3

Ken cures Kate with a quick cup of coffee and a cream cake.

4

Pictures Taken from Google Images

Session 6: /g/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /g/. Tell students this sound is called voiced velar stop.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /g/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /g/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /g/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

Before the class, paste the challenges in different parts of the class (following the clues). When the lesson starts, divide the class into two groups, A and B. The groups go to the first station and complete the first challenge. Once they have accomplished the task, they read the clue to get to the second station; they complete the challenge, and leave station one (looking for the second one). Once they arrive to the second station, they complete the challenge, read the clue to get to the third station, and leave. Students continue playing until they get to the rally goal. The first group to get to the goal (after completing five challenges) is the winner.

(!) **Note:** The worksheets needed for the rally are provided in the following pages. Remember to photocopy and cut up the tasks. Then, place them around the classroom. Make sure the learners understand the instructions.

Picture Taken from Google Images

Discover!!! RALLY

Instructions: As a group go through the five stations completing the challenges. Read the clues in order to know where you should go. The group that finishes first is the winner.

Station 1
- Go to the place where you can prepare lunch or dinner. You will find your first challenge there.

Station #1-Instructions: Read the poem aloud as a group.

The cowboy way

I put on my chaps
Buckle my spurs
My chaps squeeze my lap
And my bull quivers its fur
The gate swings open with a scream
For the 8 seconds I can dream
He gives me four nasty bucks
So far I'm having good luck
The bull goes into a spin all I want to do is win
The buzzer goes buzz
At first I didn't know what it was
I hit the ground

Taken from: Western Horseman

Station 2
- Next challenge is on an object that is hanging on the wall. The teacher uses it to write vocabulary or to write important information. Sometimes she uses red markers to write on it

Picture Taken from Google Images

Station #2-Instructions: Write down **four** words with the sound /k/ and **four** words with the sound /g/.

/k/   /g/

_____   _____

_____   _____

_____   _____

_____   _____

Station 3

- Next challenge is on a table where students place their books, pencilcases and dictionaries.

Station #3-Instructions: Read the sentences. Then, underline the words containing the sound /k/ and circle the words containing the sound /g/.

1. **G**oats eat **g**reen **g**rass.
2. **K**arol saw a race **c**ar when she was **g**oing to **C**anada.
3. Me**g**an **c**oo**k**ed a **c**a**k**e with **g**rapes for **G**reg.
4. **G**retel ma**k**es **c**astles with sand.
5. The **qu**een was **qu**iet to **c**atch a **c**at on her **k**itchen.

Station 4

- The video beam and the tape recorder are stored in this area. You will find next challenge pasted near the door.

Station #4-Instructions: Open one of the envelopes and read the words inside. Then, make a sentence by using the words in the envelope. When you are ready with the first envelope, continue with the second.

Station 5

- To complete the last task, you need to pretend to go home. On the way, you will find the next challenge.

| I | broke | a glass | with | milk. |

| She | puts | green lipstick | on her lips. |

| She | made a joke | about an insect | in Greece. |

| The doctors | gave examples of | the dangers of | junk food. |

| I | love to | eat | hot dogs | with a lot of ketchup. |

Station #5-Instructions: Read the words and group them into words pronounced with the sound /k/ or /g/. **Four words** are **not** pronounced with /k/ or /g/.

Station 5

• Well done . You have finished all the challenges.

mechanic	back	question	kite	gate
example	exit	log	change	knight
edge	age	biology		

Instructions: As a group go through the five stations answering the challenges. Read the clues in order to know where you should go. The group that finishes first is the winner.
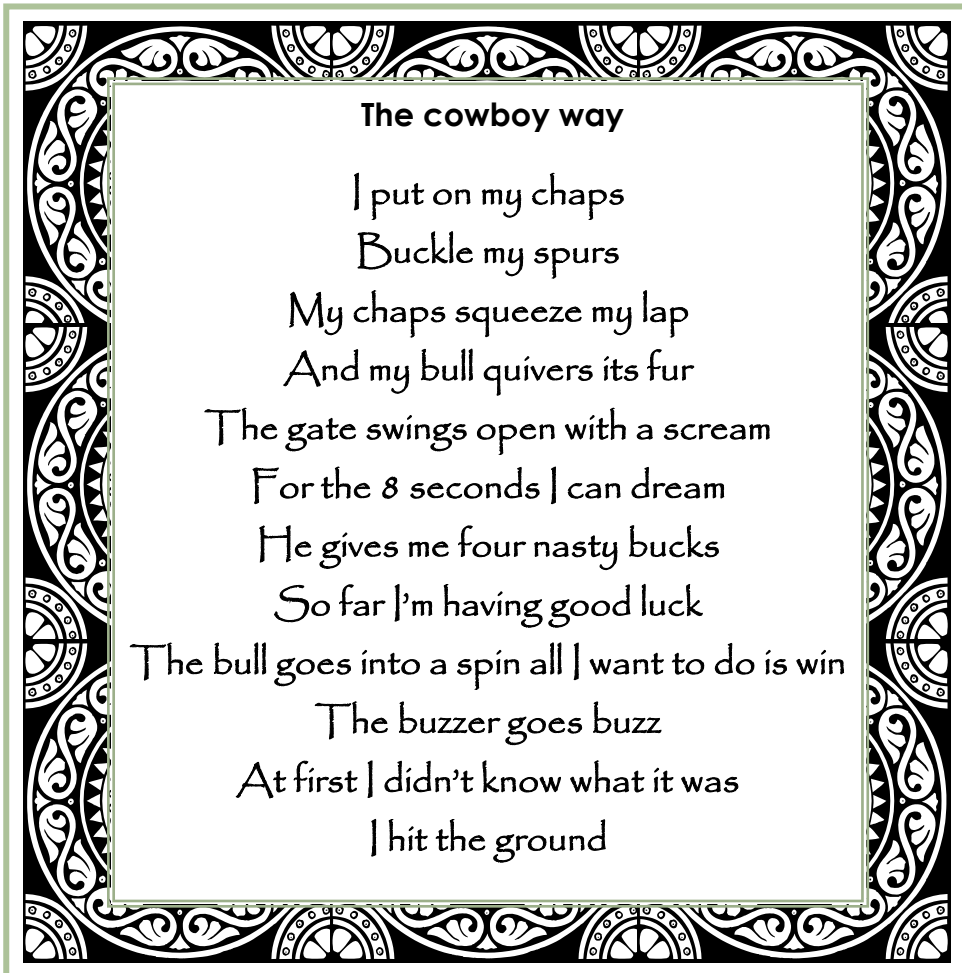
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- To complete the first task, you need to pretend to go home. On the way, you will find the challenge.

Station #1-Instructions: Read the poem aloud as a group.

The cowboy way

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My chaps squeeze my lap
And my bull quivers its fur
The gate swings open with a scream
For the 8 seconds I can dream
He gives me four nasty bucks
So far I'm having good luck
The bull goes into a spin all I want to do is win
The buzzer goes buzz
At first I didn't know what it was
I hit the ground

Taken from: Western Horseman

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- The video beam and the tape recorder are stored in this area. You will find next challenge pasted near the door.

Picture Taken from Google Images

Station #2-Instructions: Write down **four** words with the sound /k/ and **four** words with the sound /g/.

/k/	/g/
_____	_____
_____	_____
_____	_____
_____	_____

Station 3

- Next challenge is on an object that is hanging on the wall. The teacher uses it to write vocabulary or to write important information. Sometimes she uses red markers to write on it.

Station #3-Instructions: Read the sentences. Then, underline the words containing the sound /k/ and circle the words containing the sound /g/.

1. **G**oats eat **g**reen **g**rass.
2. **K**arol saw a race **c**ar when she was **g**oing to **C**anada.
3. Me**g**an **c**oo**k**ed a **c**a**k**e with **g**rapes for **G**reg.
4. **G**retel ma**k**es **c**astles with sand.
5. The **qu**een was **qu**iet to **c**atch a **c**at on her **k**itchen.

Station 4

- Go to the place where you can prepare lunch or dinner. There you will find your next challenge.

Station #4-Instructions: Open one of the envelopes and read the words inside. Then, make a sentence by using the words in the envelope. When you are ready with the first envelope, continue with the second.

Station 5

- Last task is on a table where students place their books, pencilcases and dictionaries.

| I | broke | a glass | with | milk. |

| She | puts | green lipstick | on her lips. |

| She | made a joke | about an insect | in Greece. |

| The doctors | gave examples of | the dangers of | junk food. |

| I | love to | eat | hot dogs | with a lot of ketchup. |

Station #5-Instructions: Read the words and group them into words pronounced with the sound /k/ or /g/. **Four words** are **not** pronounced with /k/ or /g/.

Station 5

- Well done . You have finished all the challenges.

mechanic	back	question	kite	gate
example	exit	log	change	knight
edge	age	biology		

Answer Key

Discover /g/

Station #1 The learners read the poem *The Cowboy Way* aloud as a group.

Station #2 The students write down four words with the sound /k/ and four words with the sound /g/.
Answers may vary.

Station #3 Students <u>underline</u> the words containing the sound /k/ and circle the words containing the sound /g/.
1. Goats eat green grass.
2. <u>Karol</u> saw a race <u>car</u> when she was going to <u>Canada</u>.
3. Megan <u>cooked</u> a <u>cake</u> with grapes for Greg.
4. Gretel <u>makes</u> <u>c</u>astles with sand.
5. The <u>queen</u> was <u>quiet</u> to <u>catch</u> a <u>cat</u> on her <u>kitchen</u>.

Station #4 The learners open one of the envelopes and read the words inside. Then, they make a sentence by using the words in the envelope. When they are ready with the first envelope, they continue with the second.
1. I broke a glass with milk.
2. She puts green lipstick on her lips.
3. She made a joke about an insect in Greece.
4. The doctors gave examples of the dangers of junk food.
5. I love to eat hot dogs with a lot of ketchup.

Station #5 The learners read the words and group them into words pronounced with /**k**/ or /**g**/. **Four words** are **not pronounced** with /**k**/ or /**g**/.

/k/: mechanic- back- question- kite-

/g/: gate- example- exit- log-

Words with different sounds: change- knight- edge-age-biology

Pictures Taken from Google Images

Session 7: /f/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /f/. Tell students this sound is called voiceless labiodental fricative.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /f/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /f/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /f/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

Divide the class in two groups, A and B. Paste on the board four posters containing each of them a part of a tongue twister. Then, ask each member of the group to stand up in front of the board facing a poster. Each student reads the part of the tongue twister that is in the poster s/he is facing. Once each student has read his/her part, they move to the right switching positions in order to read a different part of the tongue twister. The learners continue changing places until all of them have read the tongue twister completely. While group A plays, group B monitors their classmates' performance.

Discover /f/

THE SOUND OF POETRY

Symphony in Yellow

by Oscar Wilde

Verse 1:

   12. Line #2. Butterfly

Verse 2:

   13. Line #5. full
   14. Line #6. wharf
   15. Line #7. scarf
   16. Line #8. fog

Verse 3:

   17. Line #9. fade
   18. Line #10. flutter
   19. Line #10. from
   20. Line #11. feet

Pictures Taken from Google Images

Session 8: /v/
Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /v/. Tell students this sound is called voiced labiodental fricative.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /v/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /v/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /v/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

Divide the class in two groups, A and B. Paste on the board four posters containing each of them a part of a tongue twister. Then, ask each member of the group to stand up in front of the board facing a poster. Each student reads the part of the tongue twister that is in the poster s/he is facing. Once each student has read his/her part, they move to the right switching positions in order to read a different part of the tongue twister. The learners continue changing places until all of them have read the tongue twister completely. While group A plays, group B monitors their classmates' performance.

Pictures Taken from Google Images

<u>V</u>eggie met <u>V</u>et on <u>v</u>acations.

<u>V</u>eggie <u>v</u>isited <u>V</u>enice,

and <u>V</u>et a
<u>V</u>iking <u>v</u>illage.

<u>V</u>et lo<u>v</u>ed it, so
<u>V</u>eggie made a <u>v</u>ideo
of it.

Session 9: /θ/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /θ/. Tell students this sound is called voiceless dental fricative.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /θ/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /θ/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /θ/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

Divide the class in two groups, A and B. Paste on the board four posters containing each of them a part of a tongue twister. Then, ask each member of the group to stand up in front of the board facing a poster. Each student reads the part of the tongue twister that is in the poster s/he is facing. Once each student has read his/her part, they move to the right switching positions in order to read a different part of the tongue twister. The learners continue changing places until all of them have read the tongue twister completely. While group A plays, group B monitors their classmates' performance.

Discover /θ/

Words containing the /θ/ sound:

BLIND STORY

Words with /θ/

Unexpected Holiday Threat

fourth birthday month Smith thankful
everything fifth healthy throat toothache
thought teeth death thing with nothing health
faith

Total of words: 18

Note: Some words such as "thought" and "Smith" are repeated. You may ask students to walk just the first time they listen to each of the words.

Pictures Taken from Google Images

Session 10: /ð/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /ð/. Tell students this sound is called voiced dental fricative.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /ð/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /ð/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /ð/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

The class is divided into two groups, A and B. Provide each group with a board game, some chips, the cards and a die. Students take turns to roll the die and move through the squares in the board game. When a student lands on a square, s/he looks for the card containing the word in the board game. S/he pronounces the word and tells his/her classmates if the **th** is /θ, ð/. The student who reaches the finish square first is the winner, and the second winner is the person who has obtained more words with the voiced th.

Answer Key

Discover /ð/

SOUND BOARD GAME

thin
teeth
thirsty
month
earth
think
breath
north
author
thumb

/θ/

1. Those computers are expensive.
2. The newspaper has the weather forecast.
3. Valery has made a worthy effort to improve.
4. Peacocks have colorful feathers.
5. If you do not water plants, they will wither.
6. Fruits are healthier than fast food.
7. They are my friends.
8. Joshua will come back within an hour.
9. We missed the bus. Therefore, we must call a taxi.
10. The table has a smooth surface.
11. There are some frogs in the garage.
12. I will sunbathe on the beach next weekend.
13. The movie was seen by millions of people.
14. I seethe when people ignore me.
15. Your father travels around the world.

/ð/

35

DisCover!!!

Instructions: Take turns to roll a die. When you land on a square, look for the card containing the word you land on. Read the card and say if the **th** is /θ, ð/. The winner is the one that reaches the **end** square first. The second winner is the person who has obtained more words with the voiced th.

seethe	teeth	sunbathe	END!!!
SKIP ONE TURN	month	smooth	MISS A TURN
MOVE BACK 3 SPACES	feather	thirsty	father
breath	MOVE AHEAD 1 SPACE	within	earth
MOVE AHEAD 4 SPACES	weather	north	worthy
they	author	MOVE AHEAD 3 SPACES	the
thin	START AGAIN	those	thumb
thank	wither	MOVE BACK 3 SPACES	therefore
START	than	think	there

think

Those computers are expensive.

month

earth

breath

north

author

thumb

thin

teeth

thirsty

Peacocks have colorful feathers.

The newspaper has the weather forecast.

Valery has made a worthy effort to improve.

Fruits are healthier than fast food.

If you do not water plants, they will wither.
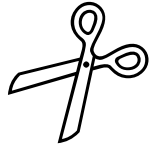
They are my friends.

Joshua will come back within an hour.

We missed the bus. Therefore, we must call a taxi.

There are some frogs in the garage.

I will sunbathe on the beach next weekend.

The table has a smooth surface.

Your father travels around the world.

I seethe when people ignore me.

The movie was seen by millions of people.

Session 11: /s/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /s/. Tell students this sound is called voiceless alveolar fricative.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /s/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /s/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /s/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Cracking the –s

Invite students to know the rules for the pronunciation of-s in third person singular, plural nouns, possessives, and contractions with voiceless sounds. Explain such rules and pronounce the words for learners to mirror the pronunciation and practice.

Discover

Read the poem to students. Ask them to circle the words containing the sound /s/. Afterwards, encourage learners to read the poem individually. You may ask students to work in pairs and take turns reading the poem.

Answer Key

Discover /s/

Words containing the /s/ sound:

THE SOUND OF POETRY

Messy Room

by Shel Silverstein

Verse 1:

1. Line #1. this
2. Line #3. overstuffed
3. Line #6. sweater
4. Line #7. scarf
5. Line #7. ski
6. Line #8. pants
7. Line #8. carelessly
8. Line #9. books
9. Line #9. closet
10. Line #10. vest
11. Line #11. asleep
12. Line #12. smelly
13. Line #12. sock
14. Line #12. stuck
15. Line #13. this
16. Line #15. say
17. Line #15. it's

Pictures Taken from Google Images

Session 12: /z/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /z/. Tell students this sound is called voiced alveolar fricative.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /z/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /z/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /z/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Cracking the –s, –es

Get students know that if they are using a word ending in –s or –es, the pronunciation of the –s or -es could change depending on the root of the word. In this part of the lesson, let the students know that –s is pronounced /z/ when it is preceded by a voiced sound, and it is pronounced /ɪz/ when the final sound is sibilant. Invite the learners to read each of the rules, and the examples written in this section. Make sure all the learners repeat the words with the /z, ɪz/ endings. Then, guide the learners reading the sentences containing the –ed ending.

Discover

Before the class, paste the challenges in different parts of the class (following the clues). When the lesson starts, divide the class into two groups, A and B. The groups go to the first station and complete the first challenge. Once they have accomplished the task, they read the clue to get to the second station; they complete the challenge, and leave station one (looking for the second one). Once they arrive to the second station, they complete the challenge, read the clue to get to the third station, and leave. Students continue playing until they get to the rally goal. The first group to get to the goal (after completing five challenges) is the winner.

Note: The worksheets needed for the rally are provided in the following pages. Remember to photocopy and cut up the tasks. Then, place them around the classroom. Make sure the learners understand the instructions.

Pictures Taken from Google Images

DisCover!!! RALLY

Instructions: As a group go through the five stations completing the challenges. Read the clues in order to know where you should go. The group that finishes first is the winner.

Station 1
- Go to the place where you can prepare lunch or dinner. You will find your first challenge there.

Station #1-Instructions: Read the poem aloud as a group.

On the Grasshopper and the Cricket
By John Keats

The poetry of earth is never dead:
   When all the birds are faint with the hot sun,
   And hide in cooling trees, a voice will run
From hedge to hedge about the new-mown mead;
That is the Grasshopper's--he takes the lead
   In summer luxury,--he has never done
   With his delights; for when tired out with fun
He rests at ease beneath some pleasant weed.
The poetry of earth is ceasing never:
   On a lone winter evening, when the frost
    Has wrought a silence, from the stove there shrills
The Cricket's song, in warmth increasing ever,
   And seems to one in drowsiness half lost,
    The Grasshopper's among some grassy hills.

Taken from:
http://www.poets.org

Station 2
- Next challenge is on an object that is hanging on the wall. The teacher uses it to write vocabulary or to write important information. Sometimes she uses red markers to write on it.

Picture Taken from Google Images

Station #2-Instructions: Write down **three** words with the sound **/s/**, **three** words with **/z/** and **three** with **/ɪz/**.

/s/	/z/	/ɪz/
_____	_____	_____
_____	_____	_____
_____	_____	_____

Station 3

- Next challenge is on a table where students place their books, pencilcases and dictionaries.

Station #3-Instructions: Read the sentences. Then, <u>underline</u> the words containing the sound **/s/** and (circle) the words containing the sound **/z/**.

1. She eat**s** pancake**s** and strawberrie**s**.
2. Raul prepare**s** hi**s** glove**s** for the next competition.
3. Mariana **s**leep**s** eight hour**s**.
4. Ronald hate**s** to take care of the turtle**s**.
5. I **s**aw two frog**s** eating flie**s** near my ho**s**e.

Station 4

- The video beam and the tape recorder are stored in this area. You will find next challenge pasted near the door.

Station #4-Instructions: Open one of the envelopes and read the words inside. Then, make a sentence by using the words in the envelope. When you are ready with the first envelope, continue with the second.

Station 5

- To complete the last task, you need to pretend to go home. On the way, you will find the next challenge.

| My grandmother | wears glasses | when | she goes | to church. |

| Our boss | watches people | trimming the hedges | around the offices. |

| Margaret's | cats are | outside the house | looking at the Smith's on their bikes. |

| I ate | eggs and drank | two cartons of milk | with my brothers. |

| Kendall | washes | the dishes | with soap | after having breakfast |

Station #5-Instructions: Read the words and group them into words ending with the sound /s/, /z/ or /ɪz/.

• Well done . You have finished all the challenges.

hats	likes	cuts	myths	gets
bags	birds	Mel's	letters	finals
edges	wishes	blouses	places	pages

Instructions: As a group go through the five stations answering the challenges. Read the clues in order to know where you should go. The group that finishes first is the winner.

Station 1
- To complete the first task, you need to pretend to go home. On the way, you will find the challenge.

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He rests at ease beneath some pleasant weed.
The poetry of earth is ceasing never:
　　On a lone winter evening, when the frost
　　　Has wrought a silence, from the stove there shrills
The Cricket's song, in warmth increasing ever,
　　And seems to one in drowsiness half lost,
　　　The Grasshopper's among some grassy hills.

Taken from: http://www.poets.org

Station 2
- The video beam and the tape recorder are stored in this area. You will find next challenge pasted near the door.

Picture Taken from Google Images

Station #2-Instructions: Write down **three** words with the sound **/s/, three** words with /z/ and **three** with /ɪz/.

/s/	/z/	/ɪz/
_____	_____	_____
_____	_____	_____
_____	_____	_____

Station 3

- Next challenge is on an object that is hanging on the wall. The teacher uses it to write vocabulary or to write important information. Sometimes she uses red markers to write on it.

Station #3-Instructions: Read the sentences. Then, underline the words containing the sound **/s/** and circle the words containing the sound **/z/**.

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Station 4

- Go to the place where you can prepare lunch or dinner. There you will find your next challenge.

Station #4-Instructions: Open one of the envelopes and read the words inside. Then, make a sentence by using the words in the envelope. When you are ready with the first envelope, continue with the second.

Station 5

- Last task is on a table where students place their books, pencilcases and dictionaries.

| My grandmother | wears glasses | when | she goes | to church. |

| Our boss | watches people | trimming the hedges | around the offices. |

| Margaret's | cats are | outside the house | looking at the Smith's on their bikes. |

| I ate | eggs and drank | two cartons of milk | with my brothers. |

| Kendall | washes | the dishes | with soap | after having breakfast |

Station #5-Instructions: Read the words and group them into words ending with the sound /s/, /z/ or /ɪz/.

Station 5

• Well done . You have finished all the challenges.

hats	likes	cuts	myths	gets
bags	birds	Mel's	letters	finals
edges	wishes	blouses	places	pages

Answer Key

Discover /z/

RALLY

Station #1 The learners read the poem written by John Keats aloud as a group.

Station #2 The students write down three words with the sound /s/, three words with /z/ and three words with the sound /ɪz/.
Answers may vary.

Station #3 Students <u>underline</u> the words containing the sound /s/ and circle the words containing the sound /z/.
1. She <u>eats</u> <u>pancakes</u> and strawberries.
2. Raul prepares his gloves for the <u>next</u> competition.
3. Mariana <u>sleeps</u> eight hours.
4. Ronald <u>hates</u> to take care of the turtles.
5. I <u>saw</u> two frogs eating flies near my hose.

Station #4 The learners open one of the envelopes and read the words inside. Then, they make a sentence by using the words in the envelope. When they are ready with the first envelope, they continue with the second.
1. My grandmother wears glasses when she goes to church.
2. Our boss watches people trimming the hedges around the offices.
3. Margaret's cats are outside the house looking at the Smith's on their bikes.
4. I ate eggs and drank two cartons of milk with my brothers.
5. Kendall washes the dishes with soap after having breakfast.

Station #5 The learners read the words and group them into words pronounced with /s/, /z/ or /ɪz/.
/s/: hats- likes- cuts- myths- gets-
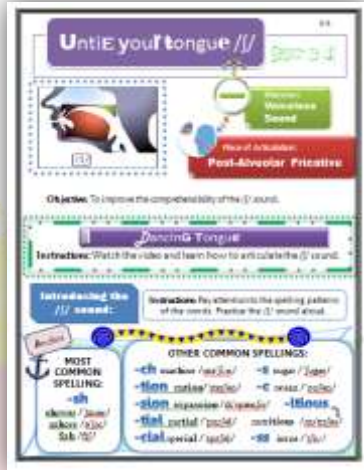**/z/:** bags- birds- Mel's- letters- finals-
/ɪz/: edges- wishes- blouses- places- pages-

Picture Taken from Google Images

Session 13: /ʃ/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /ʃ/. Tell students this sound is called voiceless post-alveolar fricative.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /ʃ/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /ʃ/ sound occurs.
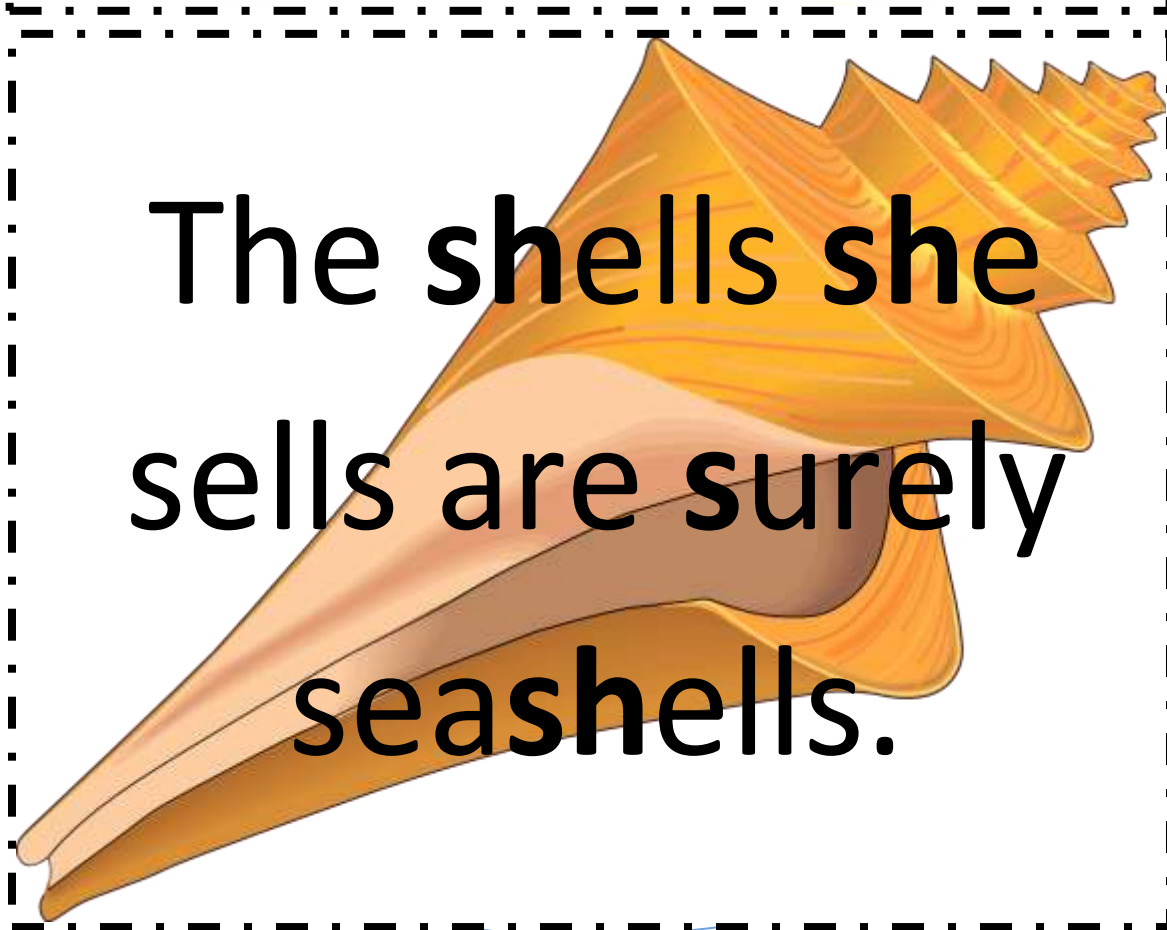
Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /ʃ/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

Divide the class in two groups, A and B. Paste on the board four posters containing each of them a part of a tongue twister. Then, ask each member of the group to stand up in front of the board facing a poster. Each student reads the part of the tongue twister that is in the poster s/he is facing. Once each student has read his/her part, they move to the right switching positions in order to read a different part of the tongue twister. The learners continue changing places until all of them have read the tongue twister completely. While group A plays, group B monitors their classmates' performance.

She sells sea **sh**ells by the sea **sh**ore.

The **sh**ells **sh**e sells are **s**urely sea**sh**ells.

So if **sh**e sells **sh**ells on the sea**sh**ore,

I'm sure **sh**e sells sea**sh**ore **sh**ells.

Pictures Taken from Google Images

Session 14: /tʃ/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /tʃ/. Tell students this sound is called voiceless post-alveolar fricative.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /tʃ/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /tʃ/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /tʃ/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

Have the students standing one next to the other in front of you. Tell them to pay attention to the story you read, and remind them to move one step ahead when they listen to the sound /tʃ/. In the end, the learner who has walked the longest path is the winner.

Discover /tʃ/

BLIND STORY

Words containing the /tʃ / sound:

Words with /tʃ/

A Baseball Game

Charles match cheered chest chose watched

touch pitcher children catch Fortunately coach

butcher kitchen mature posture reached

pitcher picture orchard chased porch speech

situation sandwiches cheese

Total of words: 26

Note: Some words such as "pitcher," "Charles," "orchard," and "kitchen" are repeated. You may ask students to walk just the first time they listen to each of the words.

Pictures Taken from Google Images

Session 15: /dʒ/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /dʒ/. Tell students this sound is called voiced post-alveolar fricative.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /dʒ/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /dʒ/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /dʒ/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

The class is divided into two groups, A and B. Provide each group with a board game, some chips, and a die. Students take turns to roll the die and move through the squares in the board game. When a student lands on a square, s/he completes the challenge given. The student who reaches the finish square first is the winner.

Answer Key

Discover /dʒ/

Make a sentence: The orange juice in in the fridge.

Name a month that starts with the sound /dʒ/: January, June, or July

Order the sentence: Jane will graduate from Biology in June.

Pronounce the words: Procedure /prəˈsiːdʒər/, gradual /ˈgrædʒʊəl/, individual /ˌɪndɪˈvɪdʒʊəl/, education /ˌedʒʊˈkeɪʃən/.

Which g is not pronounced as /dʒ/? Game /geɪm/

Name three names that start with the sound /dʒ/: Answers may vary, for example: Jane, George, July, Jessica, etc.

Two occupations with the sound /dʒ/: Judge, janitor.

What do you wear in the lower part of your body? Jeans

What do you wear when it's cold? Jacket

Pictures Taken from Google Images

DisCover!!!

SOUND BOARD GAME

Start the fun!

Make a sentence: fridge-juice-orange

Name a month that starts with the sound /dʒ/

Order the sentence: Biology-from-graduate-in-Jane-will-June-

Bad luck! ☹ **Go back to start**

Pronounce the words: procedure-gradual-individual-education

Which **g** is not pronounced as /dʒ/? gender-age-game-gym-giant

Mention three names with the sound /dʒ/.

Which are two occupations with the sound /dʒ/?

That's all!!

I'm sorry! Go back three spaces.

What do you wear in the lower part of your body? What do you wear when it's cold?

Pictures Taken from Google Images

Session 16: /ʒ/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /ʒ/. Tell students this sound is called voiced post-alveolar fricative.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /ʒ/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /ʒ/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /ʒ/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

Before the class, paste the challenges in different parts of the class (following the clues). When the lesson starts, divide the class into two groups, A and B. The groups go to the first station and complete the first challenge. Once they have accomplished the task, they read the clue to get to the second station; they complete the challenge, and leave station one (looking for the second one). Once they arrive to the second station, they complete the challenge, read the clue to get to the third station, and leave. Students continue playing until they get to the rally goal. The first group to get to the goal (after completing five challenges) is the winner.

⚠ **Note:** The worksheets needed for the rally are provided in the following pages. Remember to photocopy and cut up the tasks. Then, place them around the classroom. Make sure the learners understand the instructions.

Pictures Taken from Google Images

DisCover!!! RALLY

Instructions: As a group go through the five stations completing the challenges. Read the clues in order to know where you should go. The group that finishes first is the winner.

Group 1

Station 1
- Go to the place where you can prepare lunch or dinner. You will find your first challenge there.

Station #1-Instructions: Read the poem aloud as a group.

★ Delusion Angel

Sitting by my window
How will I ever let you go?
With your face that glows
That's covered with highs and lows

Oh! Sleepless nights
Why are you keeping me so tight?
Through this ever night
How can it ever be right?

Day dream delusion
How will I get out from this illusion?
If my only decision
Is to love your vision?

Taken from: http://hellopoetry.com/words/11938/delusion

Station 2
- Next challenge is on an object that is hanging on the wall. The teacher uses it to write vocabulary or to write important information. Sometimes she uses red markers to write on it.

Station #2-Instructions: Write down **three** words with the sound /ʒ/ and **three** words with /dʒ/.

/ʒ/	/dʒ/
_____	_____
_____	_____
_____	_____

Station 3

- Next challenge is on a table where students place their books, pencilcases and dictionaries.

Station #3-Instructions: Read the sentences. Then, underline the words containing the sound /ʒ/ and circle the words containing the sound /dʒ/.

1. I believed he was **jo**king about his le**si**on.
2. During their lei**su**re time, they cut the he**dg**es around the **j**ail.
3. In the explo**si**on, I was saved by an an**g**el.
4. **J**ohn had to check the system due to espiona**ge**.
5. Translators chan**ge**d the old ver**si**on of the Bible into a new ver**si**on.

Station 4

- The video beam and the tape recorder are stored in this area. You will find next challenge pasted near the door.

Station #4-Instructions: Open one of the envelopes and read the words inside. Then, make a sentence by using the words in the envelope. When you are ready with the first envelope, continue with the second.

Station 5

- To complete the last task, you need to pretend to go home. On the way, you will find the next challenge.

| They run | when they saw | the mirage, | but it | disappeared. |

| In conclusion, | the president must | find a solution to | reduce poverty. |

| We are | looking forward to | the excursion | in December. |

| According to the map, | the treasure is | inside an | old trunk. |

| A bus driver said that | the collision | was caused by | a drunk driver. |

Station #5-Instructions: Read the words and group them into words pronounced with the sound /ʒ/ or /dʒ/. **Three words** are **not** pronounced with /ʒ/, or /dʒ/.

Station 5

• Well done . You have finished all the challenges.

January	joke	educate	enjoy
genius			explosion
composure	Asians	azure	negligee
	gradually	picture	permission

Instructions: As a group go through the five stations answering the challenges. Read the clues in order to know where you should go. The group that finishes first is the winner.

Station 1
- To complete the first task, you need to pretend to go home. On the way, you will find the challenge.

Station #1-Instructions: Read the poem aloud as a group.

★ Delusion Angel

Sitting by my window
How will I ever let you go?
With your face that glows
That's covered with highs and lows

Oh! Sleepless nights
Why are you keeping me so tight?
Through this ever night
How can it ever be right?

Day dream delusion
How will I get out from this illusion?
If my only decision
Is to love your vision?

Taken from: http://hellopoetry.com/words/11938/delusion/poems/

Station 2
- The video beam and the tape recorder are stored in this area. You will find next challenge pasted near the door.

Station #2-Instructions: Write down **three** words with the sound /ʒ/ and **three** words with /dʒ/.

/ʒ/   /dʒ/

_____   _____

_____   _____

_____   _____

Station 3
- Next challenge is on an object that is hanging on the wall. The teacher uses it to write vocabulary or to write important information. Sometimes she uses red markers to write on it.

Station #3-Instructions: Read the sentences. Then, underline the words containing the sound /ʒ/ and circle the words containing the sound /dʒ/.

1. I believed he was **jo**king about his le**si**on.
2. During their lei**su**re time, they cut the he**dg**es around the **j**ail.
3. In the explo**si**on, I was saved by an angel.
4. **J**ohn had to check the system due to espiona**ge**.
5. Translators chan**ge**d the old ver**si**on of the Bible into a new ver**si**on.

Station 4
- Go to the place where you can prepare lunch or dinner. There you will find your next challenge.

Station #4-Instructions: Open one of the envelopes and read the words inside. Then, make a sentence by using the words in the envelope. When you are ready with the first envelope, continue with the second.

Station 5
- Last task is on a table where students place their books, pencilcases and dictionaries.

| They run | when they saw | the mirage, | but it | disappeared. |

| In conclusion, | the president must | find a solution to | reduce poverty. |

| We are | looking forward to | the excursion | in December. |

| According to the map, | the treasure is | inside an | old trunk. |

| A bus driver said that | the collision | was caused by | a drunk driver. |

Station #5-Instructions: Read the words and group them into words pronounced with the sound /ʒ/, or /dʒ/. **Three words** are **not** pronounced with /ʒ/ or /dʒ/.

Station 5

- Well done . You have finished all the challenges.

January	joke	educate	enjoy
genius			explosion
composure	Asians	azure	negligee
	gradually	picture	permission

Answer Key

Discover /ʒ/

Station #1 The learners read the poem *Delusion Angel* aloud as a group.

Station #2 The students write down three words with the sound /ʒ/ and three words with the sound /dʒ/.
Answers may vary.

Station #3 Students <u>underline</u> the words containing the sound /ʒ/ and circle the words containing the sound /dʒ/.
1. I believed he was joking about his <u>lesion</u>.
2. During their <u>leisure</u> time, they cut the hedges around the jail.
3. In the <u>explosion</u>, I was saved by an angel.
4. John had to check the system due to <u>espionage</u>.
5. Translators changed the old <u>version</u> of the Bible into a new <u>version</u>.

Station #4 The learners open one of the envelopes and read the words inside. Then, they make a sentence by using the words in the envelope. When they are ready with the first envelope, they continue with the second.
6. They run when they saw the mirage, but it disappeared.
7. In conclusion, the president must find a solution to reduce poverty.
8. We are looking forward to the excursion in December.
9. According to the map, the treasure is inside an old trunk.
10. A bus driver said that the collision was caused by a drunk driver.

Station #5 The learners read the words and group them into words pronounced with /ʒ/ or /dʒ/. **Three words** are **not pronounced** with /ʒ/ or /dʒ/.

/ʒ/: explosion- composure- Asians- azure- negligee-

/dʒ/: January- joke- educate- enjoy- genius- gradually

Words with different sounds: picture- permission-

Pictures Taken from Google Images

Session 17: /m/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /m/. Tell students this sound is called voiced bilabial nasal.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /m/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /m/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /m/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

Read the poem to students. Ask them to circle the words containing the sound /m/. Afterwards, encourage learners to read the poem individually. You may ask students to work in pairs and take turns reading the poem.

THE SOUND OF POETRY

Do not Stand by my Grave and Weep

by Mary Elizabeth Frye

Verse 1:

1. Line #1. my
2. Line #2. am
3. Line #3. am
4. Line #4. am
5. Line #4. diamond
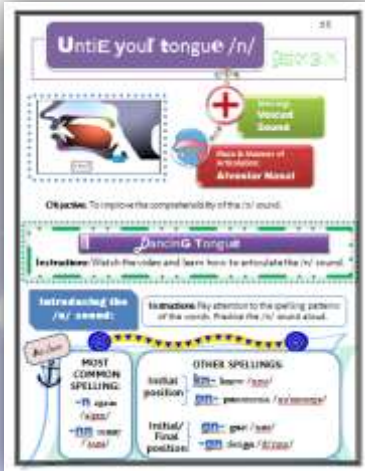6. Line #5. am
7. Line #6. am
8. Line #7. morning's

Verse 2:

9. Line #9. am
10. Line #11. am
11. Line #12. my
12. Line #13. am

Pictures Taken from Google Images

Session 18: /n/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /n/. Tell students this sound is called voiced alveolar nasal.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /n/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /n/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /n/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

Divide the class in two groups, A and B. Paste on the board four posters containing each of them a part of a tongue twister. Then, ask each member of the group to stand up in front of the board facing a poster. Each student reads the part of the tongue twister that is in the poster s/he is facing. Once each student has read his/her part, they move to the right switching positions in order to read a different part of the tongue twister. The learners continue changing places until all of them have read the tongue twister completely. While group A plays, group B monitors their classmates' performance.

Pictures Taken from Google Images

Ned Nott was shot and Sam Shott was not. So it is better to be Shott than Nott. Some say Nott

1

was not shot. But Shott says he shot Nott. Either the shot Shott shot at Nott was not shot, or Nott was shot.

2

If the shot Shott shot shot Nott, Nott was shot. But if the shot Shott shot shot Shott, then Shott was

shot, not Nott. However, the shot Shott shot shot not Shott -- but Nott.

Pictures Taken from Google Images

Session 19: /ŋ/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /ŋ/. Tell students this sound is called voiced velar nasal.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /ŋ/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /ŋ/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /ŋ/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

Arrange the classroom so that there is enough space for students to move around. Set eight lines on the floor and asks each student to stand up in one of the starting points of the rows. Blindfold students. Then, start the game by reading a story containing words with a specific sound. When each learner listens to a word with the /ŋ/ sound, s/he moves forward. The student who arrives first to the goal is the winner.

Discover /ŋ/

Words containing the /m, n, ŋ/ sound:

BLIND STORY

Words with /m, n, ŋ/

Dancing in a Shining Morning

Sammy in swing singing mom sang going and Manny enthusiastically listened Manny no one an angel song make Sammy invited him dancing shining morning hugging glowing sun hearing warning mother calling son sang song playing flying newborn opened wing

Total of words: 39

Pictures Taken from Google Images

Session 20: /j/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /j/. Tell students this sound is called voiced palatal glide.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /j/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /j/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /j/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

The class is divided into two groups, A and B. Provide each group with a board game, some chips, and a die. Students take turns to roll the die and move through the squares in the board game. When a student lands on a square, s/he completes the challenge given. The student who reaches the finish square first is the winner.

Answer Key
Discover /j/

Name a color that starts with the sound /j/: Yellow

Make a sentence: You can visit the Grand Canyon in the future

Answers may vary.

Which -i is not pronounced as /j/? Iron /ˈaɪrən/

Pronounce the words: yes /jɛs/, yard /jɑːrd/, use /juːs/, university /ˌjuːnɪˈvɛːsɪtɪ/.

Mention two words with spelling –ew pronounced with the sound /j/: Answers may vary, for example: Few, interview.

Order the sentence: He likes to listen to popular music in the computer.

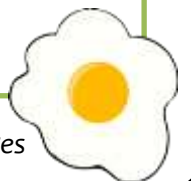**Which is the continent that starts with the sound /j/?** Europe /ˈjʊərəp/

What is the opposite of old? New /

What do you call the day before today? Yesterday

young millionaire yellow yolk yogurt

79

Pictures Taken from Google Images

DisCover!!!

Instructions: Take turns to throw the coin. Move your counter once if you get the head and twice if you get the tail. Read and complete the challenge you obtain.

SOUND BOARD GAME

Start the fun!

Name a color that starts with the sound /j/

Make a sentence: **y**ou-can**y**on-f**u**ture

Which **i** is not pronounced as /j/? mill**i**on, Cal**i**forn**i**a, **i**ron, op**i**n**i**on, famil**i**ar

Bad luck! ☹ **Go back to start**

Pronounce the words: **y**es, **y**ard, **u**se, **u**niversity

Mention two words with the spelling –ew pronounced /j/.

Order and read the sentence: He-pop**u**lar-likes-m**u**sic-to-in-to-comp**u**ter-the-listen

Which is the continent that starts with the sound /j/?

That's all!!

I'm sorry! Go back three spaces.

What is the opposite of old? How do you call the day before today?

80

Pictures Taken from Google Images

Session 21: /w/

Untie your Tongue

Make sure students know the vocabulary in all the activities!

Have students know the voicing, manner and place of articulation of the sound /w/. Tell students this sound is called voiced labiovelar glide.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /w/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /w/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /w/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

Divide the class in two groups, A and B. Paste on the board four posters containing each of them a part of a tongue twister. Then, ask each member of the group to stand up in front of the board facing a poster. Each student reads the part of the tongue twister that is in the poster s/he is facing. Once each student has read his/her part, they move to the right switching positions in order to read a different part of the tongue twister. The learners continue changing places until all of them have read the tongue twister completely. While group A plays, group B monitors their classmates' performance.

81

Pictures Taken from Google Images

The wretched witch watched a walrus washing.
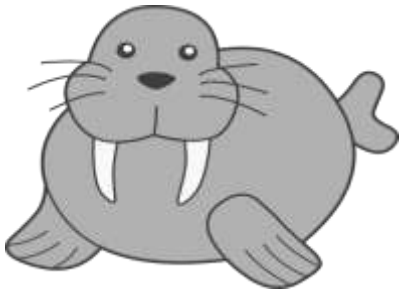
1

Did the wretched witch watch a walrus washing?

2

If the wretched witch watched a walrus washing,

Where's the washing walrus the wretched witch watched?

Pictures Taken from Google Images

Session 22: /r/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /r/. Tell students this sound is called voiced alveolar trill.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /r/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /r/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /r/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

Read the poem to students. Ask them to circle the words containing the sound /r/. Afterwards, encourage learners to read the poem individually. You may ask students to work in pairs and take turns reading the poem.

Discover /r/

THE SOUND OF POETRY

Romance

by Edgar Allan Poe

Verse 1:

1. Line #1. romance
2. Line #2. drowsy
3. Line #3. green
4. Line #4. far
5. Line #5. paroquet
6. Line #6. familiar
7. Line #6. bird
8. Line #8. very
9. Line #8. earliest
10. Line #8. Word

Verse 2:

11. Line #1. eternal
12. Line #1. condor
13. Line #1. years
14. Line #2. very
15. Line #3. thunder
16. Line #4. cares
17. Line #5. through
18. Line #6. hour

19. Line #6. calmer
20. Line #7. spirit
21. Line #8. lyre
22. Line #8. rhyme
23. Line #9. forbidden
24. Line #10. heart
25. Line #10. crime
26. Line #11. trembled
27. Line #11. strings

Pictures Taken from Google Images

Session 23: /l/

Untie your Tongue

Have students know the voicing, manner and place of articulation of the sound /l/. Tell students this sound is called voiced alveolar liquid.

Dancing Tongue

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /l/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /l/ sound occurs.

Let's Activate

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /l/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

Before the class, paste the challenges in different parts of the class (following the clues). When the lesson starts, divide the class into two groups, A and B. The groups go to the first station and complete the first challenge. Once they have accomplished the task, they read the clue to get to the second station; they complete the challenge, and leave station one (looking for the second one). Once they arrive to the second station, they complete the challenge, read the clue to get to the third station, and leave. Students continue playing until they get to the rally goal. The first group to get to the goal (after completing five challenges) is the winner.

RALLY

Note: The worksheets needed for the rally are provided in the following pages. Remember to photocopy and cut up the tasks. Then, place them around the classroom. Make sure the learners understand the instructions.

Pictures Taken from Google Images

Discover!!! RALLY

Instructions: As a group go through the five stations answering the challenges. Read the clues in order to know where you should go. The group that finishes first is the winner.

Station 1
- Go to the place where you can prepare lunch or dinner. You will find your first challenge there.

Station #1-Instructions: Read the poem aloud as a group.

Poem: Carpe Diem by Robert Frost

Age saw two quiet children
Go loving by at twilight,
He knew not whether homeward,
Or outward from the village,
Or (chimes were ringing) churchward,
He waited, (they were strangers)
Till they were out of hearing
To bid them both be happy.
'Be happy, happy, happy,
And seize the day of pleasure.'
The age-long theme is Age's.
'Twas Age imposed on poems
Their gather-roses burden

To warn against the danger
That overtaken lovers
From being overflooded
With happiness should have it.
And yet not know they have it.
But bid life seize the present?
It lives less in the present
Than in the future always,
And less in both together
Than in the past. The present
Is too much for the senses,
Too crowding, too confusing-
Too present to imagine.

Station 2
- Next challenge is on an object that is hanging on the wall. The teacher uses it to write vocabulary or to write important information. Sometimes she uses red markers to write on it.

Taken from: http://www.poemhunter.com/poem/carpe-diem-36/

Pictures Taken from Google Images

Station #2-Instructions: Write down **four** words with the sound /l/ and **four** words with the sound /r/.

/l/	/r/
_____	_____
_____	_____
_____	_____
_____	_____

Station 3

- Next challenge is on a table where students place their books, pencilcases and dictionaries.

Station #3-Instructions: Read the sentences. Then, <u>underline</u> the words containing the sound /l/ and circle the words containing the sound /r/.

1. **L**ouis is **l**ooking fo**r** a **l**ong **r**ed ca**r**pet.
2. **L**isten! **L**o**r**en has a sca**r** on her fo**r**ehead.
3. **R**obert uses b**r**own hats in Ju**l**y.
4. **L**et's **r**ead the book befo**r**e the **l**esson.
5. My fami**l**y wi**ll** p**r**epa**r**e some sa**l**ad with mush**r**ooms, ga**r**lic, and b**r**occoli.

Station 4

- The video beam and the tape recorder are stored in this area. You will find next challenge pasted near the door.

Station #4-Instructions: Open one of the envelopes and read the words inside. Then, make a sentence by using the words in the envelope. When you are ready with the first envelope, continue with the second.

Station 5

- To complete the last task, you need to pretend to go home. On the way, you will find the next challenge.

| Roxanne and Luck | bought | an expensive | rug | for our house. |

| The photos | were ruined | with water | after the hurricane. |

| Children | need to | know the difference | between right and wrong. |

| The party | doesn't start | until eight, | don't worry. |

| He stopped | by the door | and listen to | the sound | of footsteps. |

Station #5-Instructions: Read the words and group them into words pronounced with /l/ or /r/. **Three words** are **not pronounced** with /l/ and /r/.

Station 5

- Well done . You have finished all the challenges.

call	line	luggage	lotion	lift
late	sun	moon	insect	wrap
arrive	straw	wrist	strong	scream

Instructions: As a group go through the five stations answering the challenges. Read the clues in order to know where you should go. The group that finishes first is the winner.

Station 1
- To complete the first task, you need to pretend to go home. On the way, you will find the challenge.

Station #1-Instructions: Read the poem aloud as a group.

Poem: Carpe Diem by Robert Frost

Age saw two quiet children
Go loving by at twilight,
He knew not whether homeward,
Or outward from the village,
Or (chimes were ringing) churchward,
He waited, (they were strangers)
Till they were out of hearing
To bid them both be happy.
'Be happy, happy, happy,
And seize the day of pleasure.'
The age-long theme is Age's.
'Twas Age imposed on poems
Their gather-roses burden

To warn against the danger
That overtaken lovers
From being overflooded
With happiness should have it.
And yet not know they have it.
But bid life seize the present?
It lives less in the present
Than in the future always,
And less in both together
Than in the past. The present
Is too much for the senses,
Too crowding, too confusing-
Too present to imagine.

Station 2
- The video beam and the tape recorder are stored in this area. You will find next challenge pasted near the door.

Taken from: http://www.poemhunter.com/poem/carpe-diem-36/

Pictures Taken from Google Images

Station #2-Instructions: Write down **four** words with the sound /l/ and **four** words with the sound /r/.

/l/	/r/
_____	_____
_____	_____
_____	_____
_____	_____

Station 3
- Next challenge is on an object that is hanging on the wall. The teacher uses it to write vocabulary or to write important information. Sometimes she uses red markers to write on it.

Station #3-Instructions: Read the sentences. Then, <u>underline</u> the words containing the sound /l/ and circle the words containing the sound /r/.

1. Louis is looking for a long red carpet.
2. Listen! Loren has a scar on her forehead.
3. Robert uses brown hats in July.
4. Let's read the book before the lesson.
5. My family will prepare some salad with mushrooms, garlic, and broccoli.

Station 4
- Go to the place where you can prepare lunch or dinner. There you will find your next challenge.

Station #4-Instructions: Open one of the envelopes and read the words inside. Then, make a sentence by using the words in the envelope. When you are ready with the first envelope, continue with the second.

Station 5
- Last task is on a table where students place their books, pencilcases and dictionaries.

| Roxanne and Luck | bought | an expensive | rug | for our house. |

| The photos | were ruined | with water | after the hurricane. |

| Children | need to | know the difference | between right and wrong. |

| The party | doesn't start | until eight, | don't worry. |

| He stopped | by the door | and listen to | the sound | of footsteps. |

Station #5-Instructions: Read the words and group them into words pronounced with /l/ or /r/. **Three words** are **not pronounced** with /l/ or /r/.

Station 5

- Well done . You have finished all the challenges.

call	line	luggage	lotion	lift
late	sun	moon	insect	wrap
arrive	straw	wrist	strong	scream

Station #1 The learners read the poem *Carpe Diem* aloud as a group.

Station #2 The students write down four words with the sound /l/ and four words with the sound /r/.

Answers may vary.

Station #3 Students underline the words containing the sound /l/ and circle the words containing the sound /r/.

1. Louis is looking for a long red cart.
2. Listen! Loren has a scar on her forehead.
3. Robert uses brown hats in July.
4. Let's read the book before the lesson.
5. My family will prepare some salad with mushrooms, garlic, and broccoli.

Station #4 The learners open one of the envelopes and read the words inside. Then, they make a sentence by using the words in the envelope. When they are ready with the first envelope, they continue with the second.

1. Roxanne and Luck bought an expensive rug for our house.
2. The photos were ruined with water after the hurricane.
3. Children need to know the difference between right and wrong.
4. The party doesn't start until eight, don't worry.
5. He stopped by the door and listen to the sound of footsteps

Station #5 The learners read the words and group them into words pronounced with /l/ or /r/. **Three words** are **not pronounced** with /l/ or /r/.

/l/: call- line- luggage- lotion- lift- late

/r/: wrap- arrive- straw- wrist- strong- scream

Words with different sounds: insect- sun- moon-

Pictures Taken from Google Images

Session 24: /h/

Untie your Tongue

Dancing Tongue

Have students know the voicing, manner and place of articulation of the sound /h/. Tell students this sound is called voiceless glottal fricative.

Play the program Speech Solutions (taken from www.englishlearning.com) and have students watch how to produce the /h/ sound. Show them how to do it step by step. Then, invite learners to repeat the isolated words provided in the video.

Anchor

Let's Activate

Have learners take a look at the most common spelling patterns, and encourage them to repeat the words. Explain to them that the spelling pattern is a key element to know when the /h/ sound occurs.

Have students watch the pictures and pronounce their corresponding names. Make sure they utter the /h/ sound correctly. Then, read the sentences and motivate students to repeat after you. Have students repeat as many times as needed.

Discover

The class is divided into two groups, A and B. Provide each group with a board game, some chips, and a die. Students take turns to roll the die and move through the squares in the board game. When a student lands on a square, s/he completes the challenge given. The student who reaches the finish square first is the winner.

Answer Key

Discover /h/

SOUND BOARD GAME

Make a sentence: The hunters went to the hill.

Name an animal that starts with the sound /h/:

horse, hawk, hedgehog, hen…

Answers may vary.

Order the sentences: He hid his hand.

Read the sentence

Which h is not pronounced as /h/?: what /wɑt/

Do you know three names with the sound /h/?

Answers can vary, for example,

Hubert, Helen, Hazel, Harry…

Which are three parts of your body pronounced

with /h/? Head /hɛd/, hair /hɛr/, hand / hænd /…

What do you use to comb your hair? A hairbrush

SOUND BOARD GAME

Start the fun

Make a sentence:

went-**h**unters-**h**ill

Name an animal that starts with the sound /**h**/

Order the sentence: -**h**and-**h**id-**H**e-**h**is

Bad luck! ☹ **Go back to start**

Read the sentence: Hazel wears high heels.

Which **h** is not pronounced as /h/? whole-**h**ome-**wh**at-**h**eaven-**wh**om

Do you know three names with the sound /h/?

Which are three parts of your body pronounced with /h/?

That's all!!

I'm sorry! Go back three spaces.

What do you use to comb your hair?

Instrumento # 1: Cuestionario para la población meta

El siguiente cuestionario forma parte de una investigación sobre el aprendizaje de la pronunciación en los cursos de inglés del programa de Gerontología de la Universidad Estatal a Distancia (UNED). El objetivo principal de este instrumento es conocer las principales necesidades de la población meta en relación con la pronunciación de consonantes en la lengua extranjera. La información que se solicita es confidencial y para uso exclusivo de dicha investigación. Gracias por su ayuda.

Instrucciones: Lea y responda las siguientes preguntas de acuerdo a lo que se le solicita escribiendo (✓) dentro de la casilla que seleccione.

I Parte: Información personal

Sexo: Masculino   ☐ Femenino   ☐

Edad: 55 – 60 ☐   61 – 66 ☐   67 – 72 ☐   73 o más años de edad ☐

Nivel de escolaridad: Primaria: ☐   Secundaria: ☐   Educación superior: ☐

Clase social: Alta: ☐   Media: ☐   Baja: ☐

Profesión: _____

II Parte: Preguntas

1. ¿Qué lo motivó a estudiar inglés como lengua extranjera? Enumere del 1 al 3 en orden de importancia, siendo 1 el de mayor valor y 3 el de menor valor.
   Meta personal ☐
   Pasatiempo o recreación ☐
   Viajes fuera del país (turismo) ☐
   Crecimiento profesional ☐

2. ¿Antes de ingresar a los cursos de inglés del Programa de Gerontología, había cursado usted algún módulo de inglés en otro lugar, llámese colegio, universidad, o instituto público o privado?
   Sí   ☐   No   ☐
   Si su respuesta es afirmativa indique el lugar.
   _____

3. De las tres sub-habilidades (pronunciación, gramática y vocabulario), ¿cuál considera usted primordial para una comunicación efectiva en la lengua extranjera? Enumere del 1 al 3 en orden de importancia, siendo 1 el de mayor valor y 3 el de menor valor.
   Pronunciación ☐   Gramática ☐   Vocabulario ☐

4. ¿Considera usted que la pronunciación es un elemento primordial en el aprendizaje de una lengua extranjera?
Totalmente de acuerdo ☐   de acuerdo ☐   desacuerdo ☐ totalmente desacuerdo ☐
¿Por qué? _____
_____

5. ¿Cree usted que el no pronunciar de manera correcta las palabras en el idioma extranjero pueda intervenir y dificultar la comunicación?
Totalmente de acuerdo ☐   de acuerdo ☐   desacuerdo ☐ totalmente desacuerdo ☐
¿Por qué? _____
_____

6. ¿Considera usted que es importante incorporar pronunciación en el programa del curso de inglés para personas adultas mayores?
Totalmente de acuerdo ☐   de acuerdo ☐   desacuerdo ☐ totalmente desacuerdo ☐
¿Por qué? _____
_____

7. ¿Cree usted conveniente estudiar los sonidos y símbolos de la lengua extranjera en clase?
Totalmente de acuerdo ☐   de acuerdo ☐   desacuerdo ☐ totalmente desacuerdo ☐

8. ¿Tiene usted dificultades con la pronunciación de palabras durante la clase de inglés?
Totalmente de acuerdo ☐   de acuerdo ☐   desacuerdo ☐ totalmente desacuerdo ☐

9. ¿Se siente usted motivado cuando puede pronunciar las palabras del inglés apropiadamente?
Totalmente de acuerdo ☐   de acuerdo ☐   desacuerdo ☐ totalmente desacuerdo ☐

10. ¿Le gusta a usted conocer la pronunciación correcta de las palabras?
Totalmente de acuerdo ☐   de acuerdo ☐   desacuerdo ☐ totalmente desacuerdo ☐

11. ¿Qué tipo de actividades le gustaría que se desarrollaran en clase para aprender pronunciación? Marque con (✔) la(s) de su preferencia (puede marcar una o varias opciones).
Trabalenguas ☐
Poemas ☐
Juegos con desafíos (resolución de problemas) ☐
Juegos de mesa ☐
Historias pequeñas ☐
Canciones ☐

Design by Brenes, 2014

Universidad Nacional
Brunca Extension
Pérez Zeledón Campus
Licentiate in Applied Linguistics
Researchers: Verónica Brenes y Evelyn Valverde

Instrument # 2: Pre-test to Assess the Comprehensibility of Students' English Consonant Pronunciation

DURING THE ADMINISTRATION OF THE PRE-TEST

The following instrument is part of the investigation project that will be developed in the English courses for senior citizens provided by the Universidad Estatal a Distancia (UNED) through the Gerontology program. The aim of this pre-test is to collect data about the comprehensibility of students' English consonant pronunciation. The information garnered is confidential and for academic purposes only.

Student's name: _____

Part I. Isolated Words   **Total points: 24**

Instructions: Show the students the different cards which contain isolated words about jobs. While showing the pictures one by one, ask each student to pronounce the word. Remember to record the learner for further revision.

Sound	Word		Sound	Word	
1. /p/	**P**ainter		13. /ʃ/	Fi**sh**erman	
2. /b/	**B**aker		14. /tʃ/	But**ch**er	
3. /t/	**T**eacher		15. /dʒ/	**J**ud**g**e	
4. /d/	**D**octor		16. /ʒ/	Illu**s**ionist	
5. /k/	Coo**k**		17. /m/	**M**echanic	
6. /g/	**G**ardener		18. /n/	**N**urse	
7. /f/	**F**armer		19. /ŋ/	Si**ng**er	
8. /v/	**V**et		21. /j/	**Y**eoman	
9. /θ/	**Th**erapist		20. /w/	**W**aitress	
10. /ð/	Wea**th**erwoman		23. /r/	**R**eceptionist	
11. /s/	**S**ecretary		22. /l/	**L**awyer	
12. /z/	**Z**ookeeper		24. /h/	**H**airdresser	

Instructions to evaluate students' responses:

Listen to each of the recordings and assess the student's performance. Tick ☑each sound when pronounced correctly. Write an X if the student mispronounces the sound.

Part II. Words in Context   **Total points: 24**

Instructions to administer the instrument:

Before administering this instrument, cut each of the cards and laminate them. Show the cards containing the sentences to the learners and ask them to read them aloud. Remember to record the students while they are reading the sentences. You can write any comments in the space provided on this page for *notes*.

Instructions to evaluate students' responses:

Listen to each of the recordings and assess the student's performance. Tick each sound when pronounced correctly. Write an X if the student mispronounces the sound.

These are the sentences that students are going to be shown:

Sentences	Sound		
1. I like to **p**aint in my **b**ook.	/p/ [ ]	/b/ [ ]	
2. The **t**rain **d**river leaves at 9:00.	/t/ [ ]	/d/ [ ]	
3. The **c**at is in the **g**arden.	/k/ [ ]	/g/ [ ]	
4. My ne**ph**ew is **v**ery smart.	/f/ [ ]	/v/ [ ]	
5. I **th**ink my fa**th**er is working.	/θ/ [ ]	/ð/ [ ]	
6. It is raining cat**s** and dog**s**, and the president got wet.	/s/ [ ]	/z/ [ ]	
7. The wit**ch** puts her **sh**oe on the chair.	/tʃ/ [ ]	/ʃ/ [ ]	
8. I had a vi**si**on about a ma**g**ic trick in a circus.	/ʒ/ [ ]	/dʒ/ [ ]	
9. My **m**om is a **n**urse and a si**ng**er.	/m/ [ ]	/n/ [ ]	/ŋ/ [ ]
10. Lucas **w**orks in the **y**ard.	/w/ [ ]	/j/ [ ]	
11. She **r**eads in the **l**ibrary.	/r/ [ ]	/l/ [ ]	
12. There is an un**h**appy ghost in the house.	/h/ [ ]		

Notes:

_____

_____

_____

1. I like to **p**aint in my **b**ook.

2. The **t**rain **d**river leaves at 9:00.

3. The **c**at is in the **g**arden.

4. My ne**ph**ew is **v**ery smart.

5. I **th**ink my fa**th**er is working.

6. It is raining cat**s** and dog**s**.

7. The wit**ch** puts her **sh**oe on the chair.

8. I had a vi**s**ion about a ma**g**ic trick in a circus.

9. My **m**om is a **n**urse and a si**ng**er.

10. Lucas **w**orks in the **y**ard.

11. She **r**eads in the **l**ibrary.

12. There is an un**h**appy ghost in the house.

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Instrument # 2: Post-test to Assess the Comprehensibility of Students' English Consonant Pronunciation

DURING THE ADMINISTRATION OF THE POST-TEST

The following instrument is part of the investigation project that will be developed in the English courses for senior citizens provided by the Universidad Estatal a Distancia (UNED) through the Gerontology program. The aim of this pre-test is to collect data about the comprehensibility of students' English consonant pronunciation. The information garnered is confidential and for academic purposes only.

Student's name:

Part I. Isolated Words   **Total points: 24**

Instructions: Show the students the different cards which contain isolated words about jobs. While showing the pictures one by one, ask each student to pronounce the word. Remember to record the learner for further revision.

Sound	Word		Sound	Word	
1. /p/	**P**ainter		**13.** /ʃ/	Fi**sh**erman	
2. /b/	**B**aker		**14.** /tʃ/	But**ch**er	
3. /t/	**T**eacher		**15.** /dʒ/	**J**ud**g**e	
4. /d/	**D**octor		**16.** /ʒ/	Illu**s**ionist	
5. /k/	Coo**k**		**17.** /m/	**M**echanic	
6. /g/	**G**ardener		**18.** /n/	**N**urse	
7. /f/	**F**armer		**19.** /ŋ/	Si**ng**er	
8. /v/	**V**et		**21.** /j/	**Y**eoman	
9. /θ/	**Th**erapist		**20.** /w/	**W**aitress	
10. /ð/	Wea**th**erwoman		**23.** /r/	**R**eceptionist	
11. /s/	**S**ecretary		**22.** /l/	**L**awyer	
12. /z/	**Z**ookeeper		**24.** /h/	**H**airdresser	

Instructions to evaluate students' responses:

Listen to each of the recordings and assess the student's performance. Tick ☑each sound when pronounced correctly. Write an X if the student mispronounces the sound.

Part II. Words in Context   **Total points: 24**

Instructions to administer the instrument:

Before administering this instrument, cut each of the cards and laminate them. Show the cards containing the sentences to the learners and ask them to read them aloud. Remember to record the students while they are reading the sentences. You can write any comments in the space provided on this page for *notes*.

Instructions to evaluate students' responses:

Listen to each of the recordings and assess the student's performance. Tick each sound when pronounced correctly. Write an X if the student mispronounces the sound.

These are the sentences that students are going to be shown:

Sentences	Sound		
1. I like to **p**aint in my **b**ook.	/p/ [ ]	/b/ [ ]	
2. The **t**rain **d**river leaves at 9:00.	/t/ [ ]	/d/ [ ]	
3. The **c**at is in the **g**arden.	/k/ [ ]	/g/ [ ]	
4. My ne**ph**ew is **v**ery smart.	/f/ [ ]	/v/ [ ]	
5. I **th**ink my fa**th**er is working.	/θ/ [ ]	/ð/ [ ]	
6. It is raining cat**s** and dog**s**, and the president got wet.	/s/ [ ]	/z/ [ ]	
7. The wit**ch** puts her **sh**oe on the chair.	/tʃ/ [ ]	/ʃ/ [ ]	
8. I had a vi**si**on about a ma**g**ic trick in a circus.	/ʒ/ [ ]	/dʒ/ [ ]	
9. My **m**om is a **n**urse and a si**ng**er.	/m/ [ ]	/n/ [ ]	/ŋ/ [ ]
10. Lucas **w**orks in the **y**ard.	/w/ [ ]	/j/ [ ]	
11. She **r**eads in the **l**ibrary.	/r/ [ ]	/l/ [ ]	
12. There is an un**h**appy ghost in the house.	/h/ [ ]		

Notes:

_____

_____

_____

1. I like to **p**aint in my **b**ook.

2. The **t**rain **d**river leaves at 9:00.

3. The **c**at is in the **g**arden.

4. My ne**ph**ew is **v**ery smart.

5. I **th**ink my fa**th**er is working.

6. It is raining cat**s** and dog**s**.

7. The wit**ch** puts her **sh**oe on the chair.

8. I had a vi**s**ion about a ma**g**ic trick in a circus.

9. My **m**om is a **n**urse and a si**ng**er.

10. Lucas **w**orks in the **y**ard.

11. She **r**eads in the **l**ibrary.

12. There is an un**h**appy ghost in the house.

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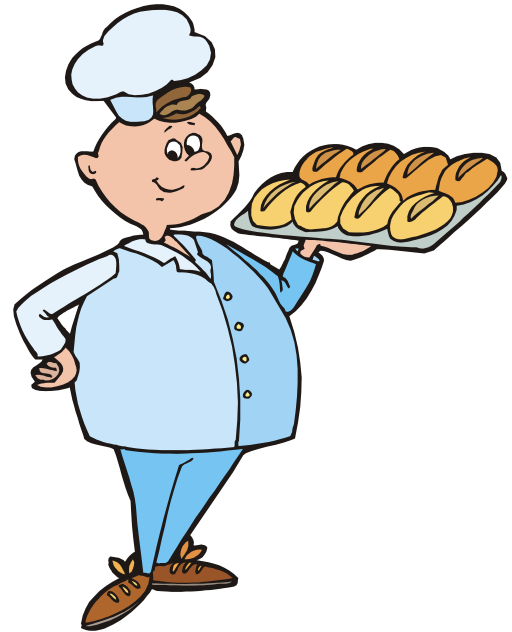
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TEACHER

DOCTOR

COOK

GARDENER
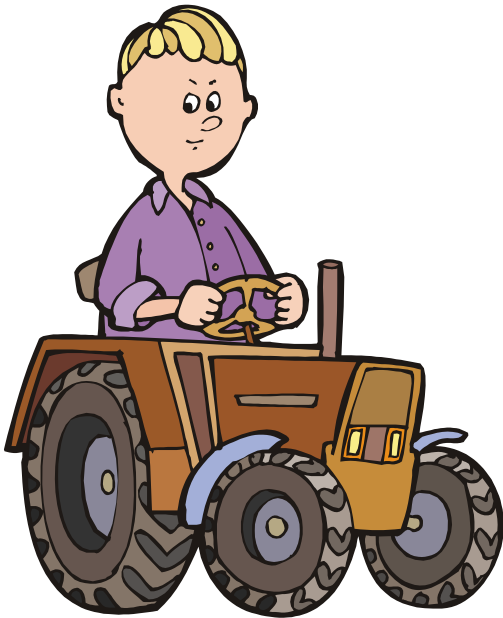
FARMER

VET

THERAPIST

WEA**TH**ERWOMAN

SECRETARY

ZOOKEEPER

FISHERMAN
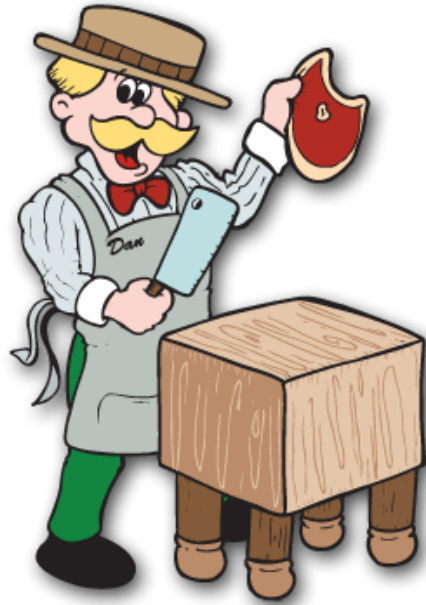
BUTCHER

JUDGE

ILLUSIONIST

MECHANIC
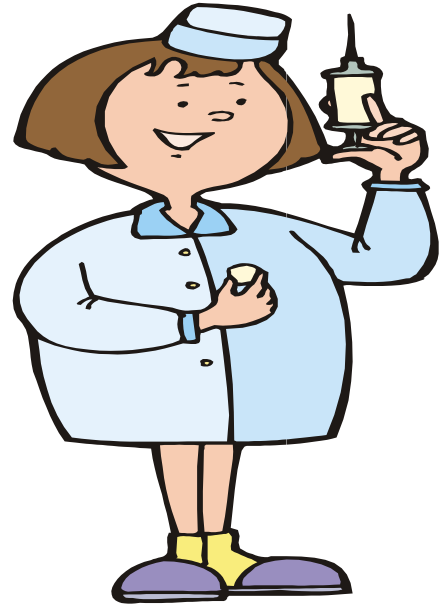
NURSE

SINGER

WAITRESS

YEOMAN

LAWYER

HAIRDRESSER

RECEPTIONIST

Instrument # 2: Test to Assess the Comprehensibility of Students' English Consonant Pronunciation

The following instrument is part of the investigation project that will be developed in the English courses for senior citizens provided by the Universidad Estatal a Distancia (UNED) through the Gerontology program. The aim of this pre-test is to collect data about the comprehensibility of students' English consonant pronunciation. The information garnered is confidential and for academic purposes only.

Student's name: _____. **Total Points: 48 / Obtained:** _____

Part I. Isolated Words
Total points: 24   **Obtained Points:** _____

Instructions: Show the students the different cards which contain isolated words about jobs. While showing the pictures one by one, ask each student to pronounce the word. Remember to record the learner for further revision.

Sound	Word		Sound	Word	
1. /p/	**P**ainter		13. /ʃ/	Fi**sh**erman	
2. /b/	**B**aker		14. /tʃ/	Bu**tch**er	
3. /t/	**T**eacher		15. /dʒ/	**Judg**e	
4. /d/	**D**octor		16. /ʒ/	Illu**s**ionist	
5. /k/	**C**oo**k**		17. /m/	**M**echanic	
6. /g/	**G**ardener		18. /n/	**N**urse	
7. /f/	**F**armer		19. /ŋ/	Si**ng**er	
8. /v/	**V**et		20. /j/	**Y**eoman	
9. /θ/	**Th**erapist		21. /w/	**W**aitress	
10. /ð/	Wea**th**erwoman		22. /r/	**R**eceptionist	
11. /s/	**S**ecretary		23. /l/	**L**awyer	
12. /z/	**Z**ookeeper		24. /h/	**H**airdresser	

Instructions to evaluate students' responses:

Listen to each of the recordings and assess the student's performance. Tick ☑each sound when pronounced correctly. Write an X if the student mispronounces the sound.

Part II. Words in Context

Total points: 24   **Obtained Points:** _____

Instructions to administer the instrument:

Before administering this instrument, cut each of the cards and laminate them. Show the cards containing the sentences to the learners and ask them to read them aloud. Remember to record the students while they are reading the sentences. You can write any comments in the space provided on this page for *notes*.

Instructions to evaluate students' responses:

Listen to each of the recordings and assess the student's performance. Tick each sound when pronounced correctly. Write an X if the student mispronounces the sound.

These are the sentences that students are going to be shown:

Sentences	Sound		
1. I like to **p**aint in my **b**ook.	/p/ [ ]	/b/ [ ]	
2. The **t**rain **d**river leaves at 9:00.	/t/ [ ]	/d/ [ ]	
3. The **c**at is in the **g**arden.	/k/ [ ]	/g/ [ ]	
4. My ne**ph**ew is **v**ery smart.	/f/ [ ]	/v/ [ ]	
5. I **th**ink my fa**th**er is working.	/θ/ [ ]	/ð/ [ ]	
6. It is raining cat**s** and dog**s**, and the president got wet.	/s/ [ ]	/z/ [ ]	
7. The wit**ch** puts her **sh**oe on the chair.	/tʃ/ [ ]	/ʃ/ [ ]	
8. I had a vi**si**on about a ma**g**ic trick in a circus.	/ʒ/ [ ]	/dʒ/ [ ]	
9. My **m**om is a **n**urse and a si**ng**er.	/m/ [ ]	/n/ [ ]	/ŋ/ [ ]
10. Lucas **w**orks in the **y**ard.	/w/ [ ]	/j/ [ ]	
11. She **r**eads in the **l**ibrary.	/r/ [ ]	/l/ [ ]	
12. There is an un**h**appy ghost in the house.	/h/ [ ]		

Notes:

_____

_____

_____
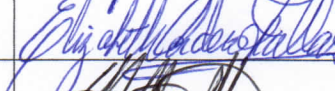
MEJORANDO LA PRONUNCIACIÓN DE CONSONANTES DEL INGLÉS EN EL GRUPO INTERMEDIO DOS DEL PROGRAMA DE GERONTOLOGIA DE LA UNIVERSIDAD ESTATAL A DISTANCIA

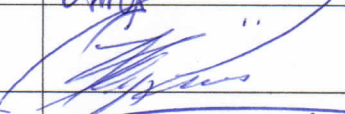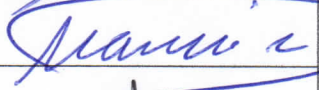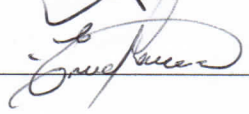Investigadoras: Verónica Brenes Sánchez y Evelyn Valverde Marín

Los aquí firmantes damos fe de que las profesoras Verónica Brenes Sánchez y Evelyn Valverde Marín hicieron devolución de los resultados obtenidos en la investigación sobre pronunciación de consonantes del idioma inglés realizada con los grupos de nivel intermedio del programa de Gerontología de la Universidad Estatal a Distancia (UNED).

Nombre	Cédula	Firma
Nury Solís Mata	105100046	*(firma)*
Dinorah Munoz	267251	*(firma)*
Thais Muñoz Jiménez	1302,22	*(firma)*
Angela Vargas Picado	1-395-433	*(firma)*
Noemí Sosa Castro	8-052-370	*(firma)*
Elizabeth Cordero Fallas	1-387 398	*(firma)*
Alexis Fallas Alfaro	1-336-346	*(firma)*

MEJORANDO LA PRONUNCIACIÓN DE CONSONANTES DEL INGLÉS EN EL GRUPO INTERMEDIO DOS DEL PROGRAMA DE GERONTOLOGIA DE LA UNIVERSIDAD ESTATAL A DISTANCIA

Investigadoras: Verónica Brenes Sánchez y Evelyn Valverde Marín

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Nombre	Cédula	Firma
Ligia Mora Cordero	1-373-939	*[firma]*
Xinia González Ramírez	2-287-511	*[firma]*
Alvaro Cespedes Solís	1-268-323	*[firma]*
Manuel Rivera Castro	1 387 743	*[firma]*
Carlos J. García M	3-153-107	*[firma]*
Ana Morilyn Rivera Costo	1-560-920	*[firma]*
Faid Rivera Castro	1-614-868.	*[firma]*

Consentimiento informado para investigación

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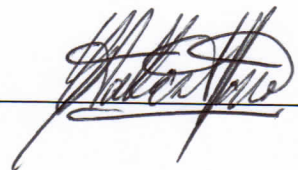
Investigadoras: Verónica Brenes Sánchez y Evelyn Valverde Marín

Consentimiento informado para investigación sobre el aprendizaje de la pronunciación de consonantes del inglés en personas adultas mayores.

Yo _Alexis Fallas Alfaro_

cédula _1-336-346_ acepto libremente participar en la investigación realizada por las profesoras de inglés Verónica Brenes Sánchez y Evelyn Valverde Marín. Dicha investigación tiene como propósito mejorar la pronunciación de los sonidos consonánticos del inglés en personas adultas mayores estudiando dicho idioma como lenguaje foráneo. Como participante, me doy por enterado de que la información que brindo en el instrumento de recolección de datos (cuestionario) es confidencial y para uso exclusivo del estudio. Así mismo, comprendo que mi nombre no será usado en ningún apartado del documento final. Por último y como participante libre, puedo cesar mi colaboración en la investigación en cualquier momento sin esto afecte el progreso de enseñanza y aprendizaje en el curso regular.

Firma: _____

Consentimiento informado para investigación

MEJORANDO LA PRONUNCIACIÓN DE CONSONANTES DEL INGLÉS EN EL GRUPO INTERMEDIO DOS DEL PROGRAMA DE GERONTOLOGIA DE LA UNIVERSIDAD ESTATAL A DISTANCIA

Investigadoras: Verónica Brenes Sánchez y Evelyn Valverde Marín

Consentimiento informado para investigación sobre el aprendizaje de la pronunciación de consonantes del inglés en personas adultas mayores.

Yo _Elizabeth Cordero Fallas_

cédula _0103870398_ acepto libremente participar en la investigación

realizada por las profesoras de inglés Verónica Brenes Sánchez y Evelyn Valverde

Marín. Dicha investigación tiene como propósito mejorar la pronunciación de los

sonidos consonánticos del inglés en personas adultas mayores estudiando dicho

idioma como lenguaje foráneo. Como participante, me doy por enterado de que la

información que brindo en el instrumento de recolección de datos (cuestionario) es

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participante libre, puedo cesar mi colaboración en la investigación en cualquier

momento sin esto afecte el progreso de enseñanza y aprendizaje en el curso regular.

Firma: _Elizabeth Cordero Fallas_

Consentimiento informado para investigación

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Investigadoras: Verónica Brenes Sánchez y Evelyn Valverde Marín

Consentimiento informado para investigación sobre el aprendizaje de la pronunciación de consonantes del inglés en personas adultas mayores.

Yo _Noemí Sosa Castro_

cédula _8 0052 0370_ acepto libremente participar en la investigación realizada por las profesoras de inglés Verónica Brenes Sánchez y Evelyn Valverde Marín. Dicha investigación tiene como propósito mejorar la pronunciación de los sonidos consonánticos del inglés en personas adultas mayores estudiando dicho idioma como lenguaje foráneo a través del Programa de Gerontología de la UNED. Como participante, me doy por enterado de que la información que brindo en el instrumento de recolección de datos (cuestionario) es confidencial y para uso exclusivo del estudio. Así mismo y como participante libre, puedo cesar mi colaboración en la investigación en cualquier momento sin esto afecte el progreso de enseñanza y aprendizaje en el curso regular.

Firma: _____

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Investigadoras: Verónica Brenes Sánchez y Evelyn Valverde Marín

Consentimiento informado para investigación sobre el aprendizaje de la pronunciación de consonantes del inglés en personas adultas mayores.

Yo _Dinorah Muñoz Vargas_

cédula _1-267-251_ acepto libremente participar en la investigación realizada por las profesoras de inglés Verónica Brenes Sánchez y Evelyn Valverde Marín. Dicha investigación tiene como propósito mejorar la pronunciación de los sonidos consonánticos del inglés en personas adultas mayores estudiando dicho idioma como lenguaje foráneo a través del Programa de Gerontología de la UNED. Como participante, me doy por enterado de que la información que brindo en el instrumento de recolección de datos (cuestionario) es confidencial y para uso exclusivo del estudio. Así mismo y como participante libre, puedo cesar mi colaboración en la investigación en cualquier momento sin esto afecte el progreso de enseñanza y aprendizaje en el curso regular.

Firma: _Dinorah Muñoz V_

Consentimiento informado para investigación

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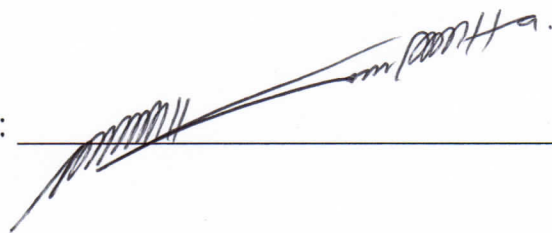
Investigadoras: Verónica Brenes Sánchez y Evelyn Valverde Marín

Consentimiento informado para investigación sobre el aprendizaje de la pronunciación de consonantes del inglés en personas adultas mayores.

Yo _Thais Muñoz Jiménez_

cédula _1 30122_ acepto libremente participar en la investigación realizada por las profesoras de inglés Verónica Brenes Sánchez y Evelyn Valverde Marín. Dicha investigación tiene como propósito mejorar la pronunciación de los sonidos consonánticos del inglés en personas adultas mayores estudiando dicho idioma como lenguaje foráneo a través del Programa de Gerontología de la UNED. Como participante, me doy por enterado de que la información que brindo en el instrumento de recolección de datos (cuestionario) es confidencial y para uso exclusivo del estudio. Así mismo y como participante libre, puedo cesar mi colaboración en la investigación en cualquier momento sin esto afecte el progreso de enseñanza y aprendizaje en el curso regular.

Firma: _Thais Muñoz de E._

Consentimiento informado para investigación

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Investigadoras: Verónica Brenes Sánchez y Evelyn Valverde Marín

Consentimiento informado para investigación sobre el aprendizaje de la pronunciación de consonantes del inglés en personas adultas mayores.

Yo _Nury Solís Mata_

cédula _1 0 5 1 0 0 0 4 6_ acepto libremente participar en la investigación realizada por las profesoras de inglés Verónica Brenes Sánchez y Evelyn Valverde Marín. Dicha investigación tiene como propósito mejorar la pronunciación de los sonidos consonánticos del inglés en personas adultas mayores estudiando dicho idioma como lenguaje foráneo a través del Programa de Gerontología de la UNED. Como participante, me doy por enterado de que la información que brindo en el instrumento de recolección de datos (cuestionario) es confidencial y para uso exclusivo del estudio. Así mismo y como participante libre, puedo cesar mi colaboración en la investigación en cualquier momento sin esto afecte el progreso de enseñanza y aprendizaje en el curso regular.

Firma: _____

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Investigadoras: Verónica Brenes Sánchez y Evelyn Valverde Marín

Consentimiento informado para investigación sobre el aprendizaje de la pronunciación de consonantes del inglés en personas adultas mayores.

Yo _Angela Vargas Picado._

cédula _1- 395 -433_ acepto libremente participar en la investigación realizada por las profesoras de inglés Verónica Brenes Sánchez y Evelyn Valverde Marín. Dicha investigación tiene como propósito mejorar la pronunciación de los sonidos consonánticos del inglés en personas adultas mayores estudiando dicho idioma como lenguaje foráneo a través del Programa de Gerontología de la UNED. Como participante, me doy por enterado de que la información que brindo en el instrumento de recolección de datos (cuestionario) es confidencial y para uso exclusivo del estudio. Así mismo y como participante libre, puedo cesar mi colaboración en la investigación en cualquier momento sin esto afecte el progreso de enseñanza y aprendizaje en el curso regular.

Firma: _Angela Vargas Picado._

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Investigadoras: Verónica Brenes Sánchez y Evelyn Valverde Marín

Consentimiento informado para investigación sobre el aprendizaje de la pronunciación de consonantes del inglés en personas adultas mayores.

Yo Xinia González Ramírez.

cédula 2-287-511 acepto libremente participar en la investigación realizada por las profesoras de inglés Verónica Brenes Sánchez y Evelyn Valverde Marín. Dicha investigación tiene como propósito mejorar la pronunciación de los sonidos consonánticos del inglés en personas adultas mayores estudiando dicho idioma como lenguaje foráneo a través del Programa de Gerontología de la UNED. Como participante, me doy por enterado de que la información que brindo en el instrumento de recolección de datos (cuestionario) es confidencial y para uso exclusivo del estudio. Así mismo y como participante libre, puedo cesar mi colaboración en la investigación en cualquier momento sin esto afecte el progreso de enseñanza y aprendizaje en el curso regular.

Firma: _____

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Investigadoras: Verónica Brenes Sánchez y Evelyn Valverde Marín

Consentimiento informado para investigación sobre el aprendizaje de la pronunciación de consonantes del inglés en personas adultas mayores.

Yo _Alvaro Cespedes Solís_

cédula _1-968-393_ acepto libremente participar en la investigación realizada por las profesoras de inglés Verónica Brenes Sánchez y Evelyn Valverde Marín. Dicha investigación tiene como propósito mejorar la pronunciación de los sonidos consonánticos del inglés en personas adultas mayores estudiando dicho idioma como lenguaje foráneo a través del Programa de Gerontología de la UNED. Como participante, me doy por enterado de que la información que brindo en el instrumento de recolección de datos (cuestionario) es confidencial y para uso exclusivo del estudio. Así mismo y como participante libre, puedo cesar mi colaboración en la investigación en cualquier momento sin esto afecte el progreso de enseñanza y aprendizaje en el curso regular.

Firma: _____

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Investigadoras: Verónica Brenes Sánchez y Evelyn Valverde Marín

Consentimiento informado para investigación sobre el aprendizaje de la pronunciación de consonantes del inglés en personas adultas mayores.

Yo _Ligia Mora Cordero_

cédula _L373-939_ acepto libremente participar en la investigación realizada por las profesoras de inglés Verónica Brenes Sánchez y Evelyn Valverde Marín. Dicha investigación tiene como propósito mejorar la pronunciación de los sonidos consonánticos del inglés en personas adultas mayores estudiando dicho idioma como lenguaje foráneo a través del Programa de Gerontología de la UNED. Como participante, me doy por enterado de que la información que brindo en el instrumento de recolección de datos (cuestionario) es confidencial y para uso exclusivo del estudio. Así mismo y como participante libre, puedo cesar mi colaboración en la investigación en cualquier momento sin esto afecte el progreso de enseñanza y aprendizaje en el curso regular.

Firma: _Ligia Mª Mora Cordero_

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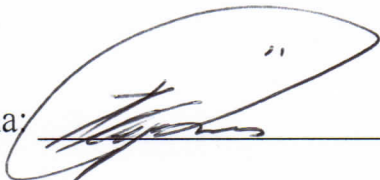
Investigadoras: Verónica Brenes Sánchez y Evelyn Valverde Marín

Consentimiento informado para investigación sobre el aprendizaje de la pronunciación de consonantes del inglés en personas adultas mayores.

Yo _Carlos García Murillo_

cédula _3-153-107_ acepto libremente participar en la investigación realizada por las profesoras de inglés Verónica Brenes Sánchez y Evelyn Valverde Marín. Dicha investigación tiene como propósito mejorar la pronunciación de los sonidos consonánticos del inglés en personas adultas mayores estudiando dicho idioma como lenguaje foráneo a través del Programa de Gerontología de la UNED. Como participante, me doy por enterado de que la información que brindo en el instrumento de recolección de datos (cuestionario) es confidencial y para uso exclusivo del estudio. Así mismo y como participante libre, puedo cesar mi colaboración en la investigación en cualquier momento sin esto afecte el progreso de enseñanza y aprendizaje en el curso regular.

Firma: _[firma]_

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Investigadoras: Verónica Brenes Sánchez y Evelyn Valverde Marín

Consentimiento informado para investigación sobre el aprendizaje de la pronunciación de consonantes del inglés en personas adultas mayores.

Yo _Manuel Rivera Castro_

cédula _1 387 743_ acepto libremente participar en la investigación realizada por las profesoras de inglés Verónica Brenes Sánchez y Evelyn Valverde Marín. Dicha investigación tiene como propósito mejorar la pronunciación de los sonidos consonánticos del inglés en personas adultas mayores estudiando dicho idioma como lenguaje foráneo a través del Programa de Gerontología de la UNED. Como participante, me doy por enterado de que la información que brindo en el instrumento de recolección de datos (cuestionario) es confidencial y para uso exclusivo del estudio. Así mismo y como participante libre, puedo cesar mi colaboración en la investigación en cualquier momento sin esto afecte el progreso de enseñanza y aprendizaje en el curso regular.

Firma: _____

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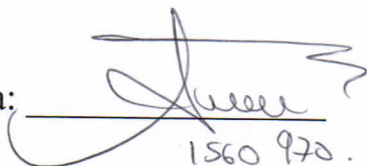
Investigadoras: Verónica Brenes Sánchez y Evelyn Valverde Marín

Consentimiento informado para investigación sobre el aprendizaje de la pronunciación de consonantes del inglés en personas adultas mayores.

Yo _Emil Jiménez Castro_

cédula _1-0614-0868_ acepto libremente participar en la investigación realizada por las profesoras de inglés Verónica Brenes Sánchez y Evelyn Valverde Marín. Dicha investigación tiene como propósito mejorar la pronunciación de los sonidos consonánticos del inglés en personas adultas mayores estudiando dicho idioma como lenguaje foráneo a través del Programa de Gerontología de la UNED. Como participante, me doy por enterado de que la información que brindo en el instrumento de recolección de datos (cuestionario) es confidencial y para uso exclusivo del estudio. Así mismo y como participante libre, puedo cesar mi colaboración en la investigación en cualquier momento sin esto afecte el progreso de enseñanza y aprendizaje en el curso regular.

Firma: _[firma]_

Consentimiento informado para investigación

MEJORANDO LA PRONUNCIACIÓN DE CONSONANTES DEL INGLÉS EN EL GRUPO INTERMEDIO DOS DEL PROGRAMA DE GERONTOLOGIA DE LA UNIVERSIDAD ESTATAL A DISTANCIA
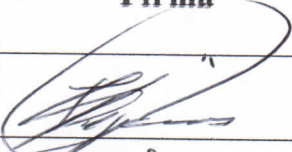
Investigadoras: Verónica Brenes Sánchez y Evelyn Valverde Marín

Consentimiento informado para investigación sobre el aprendizaje de la pronunciación de consonantes del inglés en personas adultas mayores.

Yo _Ana Marilyn Rivera Castro_

cédula _1-860-970_ acepto libremente participar en la investigación

realizada por las profesoras de inglés Verónica Brenes Sánchez y Evelyn Valverde

Marín. Dicha investigación tiene como propósito mejorar la pronunciación de los

sonidos consonánticos del inglés en personas adultas mayores estudiando dicho

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información que brindo en el instrumento de recolección de datos (cuestionario) es

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nombre no será usado en ningún apartado del documento final. Por último y como

participante libre, puedo cesar mi colaboración en la investigación en cualquier

momento sin esto afecte el progreso de enseñanza y aprendizaje en el curso regular.

Firma: _[firma]_
1560 970.

Consentimiento informado para investigación

MEJORANDO LA PRONUNCIACIÓN DE CONSONANTES DEL INGLÉS

EN EL GRUPO INTERMEDIO DOS DEL PROGRAMA DE

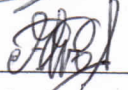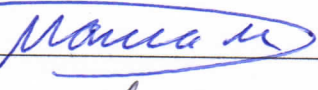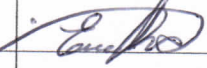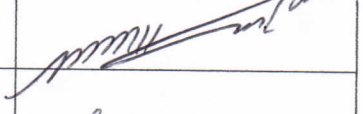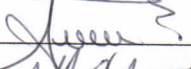# GERONTOLOGIA DE LA UNIVERSIDAD ESTATAL A DISTANCIA

Investigadoras:

Verónica Brenes Sánchez

Evelyn Valverde Marín

Consentimiento informado para investigación sobre el aprendizaje de la pronunciación de consonantes del inglés en personas adultas mayores.

Los aquí firmantes aceptamos libremente participar en la investigación realizada por las profesoras de inglés Verónica Brenes Sánchez y Evelyn Valverde Marín. Dicha investigación tiene como propósito mejorar la pronunciación de los sonidos consonánticos del inglés en personas adultas mayores estudiando dicho idioma como lenguaje foráneo. Como participantes, nos damos por enterados de que la información que brindamos en el instrumento de recolección de datos (cuestionario) es confidencial y para uso exclusivo del estudio. Así mismo, comprendemos que nuestros nombres no serán usados en ningún apartado del documento final. Por último y como participantes libres, podemos cesar nuestra colaboración en la investigación en cualquier momento sin esto afecte el progreso de enseñanza y aprendizaje en el curso regular.

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