THE IMPLEMENTATION OF THE PRONUNCIATION TECHNIQUES THROUGH

THE WARMING UP STAGE

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Abstract

After an analysis of the Colombian context in the teaching of English, it was concluded that the pronunciation was not taken into account in the teaching of English in schools and that the warming up stage was used in the wrong way. This classroom project pretends to integrate pronunciation techniques through the warming up stage in order to promote and foster the English pronunciation through the warming up stage in the EFL classroom. This classroom project presents the results in three main parts. First, professional growth; second, linguistic outcomes, and third, students' responses. After an analysis of the information collected from the implementations in journals and observations formats, each one gave specific results which were discriminated in strengths and challenges in order to facilitate the comprehension of the results. To conclude, it was identified that the project had a positive impact in the promotion of the English pronunciation in the students, and the improvement in the teacher's professional development. Additionally, this kind of project offers and alternative to develop an English class in Colombian' context.

Key words: pronunciation, warming up stage, visual aids, instructions, design, structure.

Resumen

Después de analizar el contexto colombiano en la enseñanza del inglés, se concluyó que la pronunciación en este idioma no era tenida en cuenta en la enseñanza del inglés en los colegios y la actividad de los primeros diez minutos (warming up stage), eran utilizados de una manera inapropiada. Este proyecto de aula pretende integrar técnicas de pronunciación a través de actividades en los primeros minutos de la clase, para promover y fortalecer la pronunciación en inglés como lengua extranjera en el aula. Este proyecto de aula presenta los resultados en tres grandes categorías. Primero, desarrollo profesional, segundo; resultados en lingüística y tercero respuesta de los estudiantes. Luego del análisis de la información consignada en el diario y el formato de observación, cada categoría arrojó unos resultados específicos que fueron descritos en retos y fortalezas, lo cual ayuda a tener una mejor comprensión del tema. Para concluir, se identificó que el proyecto tiene un impacto positivo en la promoción de la pronunciación en ingles en los estudiantes, al igual que un mejoramiento en el desarrollo profesional del docente. Adicionalmente, este tipo de proyectos ofrecen una alternativa para el desarrollo de la clase de inglés en el contexto colombiano.

Palabras clave: pronunciación, actividades cortas, ayudas visuales, instrucciones, diseño, estructura

Introduction

The present document pretends to show an overview from the implementation of pronunciation techniques through the warming up stage in a Colombian public school, and the impact on the students of the implementation of fun activities that contain pronunciation techniques.

Besides the principal feature of the project is that warming up as a strategy allows the integration of other methodologies, for that reason the incorporation of pronunciation techniques would help us to optimize the pronunciation instruction and could be done in a pleasant way for students, since the design of the warming up should be attractive for obtain the learners' attention. In consequence of the fact that, throughout the document we will find the theoretical bases that support the development of the project, also the methodology used as well as the instruments used for the collection of information, the results of the implementations and the conclusions based on the findings.

The classroom project aims to foster the pronunciation skill in the EFL classroom and reflect upon the implementation of the pronunciation techniques through the warming up stage in order to help the students to practice their pronunciation and strengthen their confidence to communicate adequately in a second language.

1. Justification

One of the challenges for Colombian children is to learn English as a second language. Part of that learning requires them to invent strategies to produce the strange sounds of an L2 (Second Language) in order to share the messages they want. All of these encounters with the sounds of another language implies children to be engaged by the designing of dynamic warming up activities. In this sense, Peterson (2010) posits that warming up is a short activity to engage students at the beginning of the class, so they can be ready for grasping the main issues exposed in a language event. This idea is also supported by Kay (1995) cited by Velandia (2008) who states that warming up is a perfect strategy to make students to start thinking in the target language, review previous knowledge, and increasing their motivation for the class. Under these circumstances, a possible way to develop warming ups is by including the pronunciation skill in relation with the CEFR language students' needs. Thus, students may be able to perceive and produce language phonemes pursuant to the context.

In the same conception, when working with pronunciation most of the learners need to unfold some other pronunciation features such as intonation, sentence stress when conducting any phonological language skill. Therefore, the adaptation of pronunciation activities as warming up will provide a perfect chance to practice pronunciation, and also to engage and motivate the learners to the class.

Considering the aforementioned, it is appropriate to say that warming ups provide several benefits in different aspects such as the affective because it motivates the learners and promotes communicative competence; cognitive, for it helps to reinforce and reviews previous knowledge, class dynamic in the way that it promotes whole class participation, and finally adaptability since it is possible to design warming

ups according to the age, level of English, interests, and it involves the four skills. (Lengeling & Malarcher, 1997).

Based on personal experiences lived through the English learning process; warming ups have been implemented, even they allowed practice some language skills they did not have enough connection with previous or the coming lesson; making them not as meaningful as they could be, and in other cases they were used just for fun before starting the class; in spite of, Huyen & Thu Nga (2003) suggest that warming ups should not only be used for fun activities; they need be used and implemented for practicing, and activating the students background.

In the same order; pronunciation instruction has been given less importance in ESL classroom (Kelly, 1969) as cited in (Celce-Murcia, 1996); by the same token (Elliot 1995) cited by (Rogerson-Revel, 2011) indicates that pronunciation has few teaching implementation in the EFL classroom, for facilitators have a lower background in this area to provide students an appropriate instruction, and serving them as a good source or model in pronunciation; on the other hand, some teachers have the pronunciation knowledge, yet they do not have the self-confidence, and some other teachers do not have time to deal with Suprasegmental features such as intonation and stress in an overt way; thus, they just carry out pronunciation instruction implicit throughout the language lesson. Harmer (2011).

Taking into account the previous information, this project is relevant in the sense that through the use of pronunciation activities as warming ups, practitioners will attend the lack of pronunciation instruction and will make the use of warming ups more significant in the EFL teaching; therefore, practitioners will use fun games or activities with pronunciation contend since Su Kim(1995) claims that the process of language learning is easier and faster when students enjoy the activities or lessons; therefore,

pronunciation techniques proposed by Celce-Murcia, Brinton and Goodwin, (1996) such as listening to imitate, for Kelly (2011) hypotheses that it allows students to learn naturally the rhythm and intonation; phonetic training in the sense that it creates awareness and success in the reading and spelling Gagen (2006), tongue twister since Rogers (2011) argues that it is a fun activity that aids learners to improve the articulation in some difficult words or sentences for sayings among other techniques that will be worked as warming ups with the idea of engaging, arise motivation, and meanly contextualize them using the pronunciation given the fact that when teachers use warming ups with context, it helps them on the language class providing intense and meaningful language practice in many types of communication. (Espíndola, 2010).

In this sense, and along of the proposal made; when talking about professional growth this project will provide practitioners with a tool that could be excellent to deal with pronunciation instruction in the EFL context; additionally, practitioners will have the possibility to teach in a real language learning environment, and seeing how language teaching really is in the public Colombian context; moreover, they will have the chance of reflecting about how their classes were, if they were or not meaningful, which things worked and which ones did not, also reflect about their teaching skills; For example, classroom management, voice projection and lesson planning, and throughout the implementation of this project practitioners will gain experience in language teaching.

In regards with the whole information; not only the students will be benefited with this project, but also practitioners when they design a well structured warming up focused on pronunciation due to practitioners should be updated with the pronunciation features and techniques in order to conduct the warming ups in a clear way to students; furthermore, other aspect that this project can benefit is that practitioners will arise

awareness about self-pronunciation, and improving the teaching of this area as well as this project will help other teachers in development from the *Licenciatura en Bilingüismo con énfasis en Ingles* since they can use and applying this proposal in their practice as teachers, in order to be more significant the English teaching process.

2. Objectives

2.1. Learning Objectives.

General Objective.

- To promote the pronunciation skill through the implementation of pronunciation techniques in the warming up stage.

Specific Objective.

- To produce simple or complex words with an accurate pronunciation according to their level of competence.

2.2. Teaching Objectives.

General Objective.

- Reflect upon the effects of the implementation of pronunciation activities in the warming up stage.

Specific Objective.

- To foster and promote English pronunciation in the EFL classroom in the warming up stage.

3. Conceptual Framework.

In this section is going to present some relevant aspects about pronunciation and warming up. Since, it is crucial to attend pronunciation due to the fact students should be able to express themselves and establishing a conversation without any type of communication breakdown, mainly pronunciation Kelly (2000) claims that L2 speakers constantly mispronounce a high range of phonemes causing misunderstanding and provoking few confidence when talking in the target language. Therefore, the purpose of the classroom project is to promote pronunciation teaching in the classroom in order to improve this skill, and help learners to communicate better.

3.1.Warming Up.

In order to solve pronunciation neediness, warming ups can be used as a tool to attend this relevant skill; since Flanigan (2011) hypothesis that warming up activities can be used for practicing and improving the four skills (Listening, Speaking, Writing, Reading); Moreover, Peterson (2010) defines warming up as a short activity or practice exercise that is used before starting a lesson in order to engage students, and have them ready for the class; in this sense, warming up activities are considered a perfect strategy that teacher can use to increase other aspects such as students' motivation and interest in start to thinking in target language, (Kelly 1995).

Following with the definition of warming up as short activity, Cotter and Blanc (2011) support that when facilitators implement warming ups during the first ten or fifteen minutes of their lesson they provide the opportunity of involving every students in the lesson; and also, offer the space to review previous lesson knowledge and allow them ready and prepared for the rest of the class. (Leblanc, 2011).

Warming up activities should be the easy implementation and understandable by the learners; inasmuch as it is only a preparation for another lesson stages (Velandia, 2008); thus, the warming ups are used just to create a positive atmosphere for practicing and learning the target language (Cotter, 2001).

One recommendation given by Cotter and Flanigan (2011) is that warming up activities should be well structured, well prepared, and given the same importance that other class stages have. Since, the engagement activities are added content that allow them to practice their language skills, and additionally students can find the lesson amusing. (Wright, Betteridge & Buckby, 1984)

3.2. Pronunciation.

In order to give to warming up the content to be meaningful, teaching a second language it is necessary to take into account the students necessities in speech to make themselves more comprehensible when using orally the language (Avery & Ehrlich, 2003); for this reason, a suitable pronunciation instruction provide the opportunity to improve this skill, and creating awareness when they make errors in speaking and writing such as missing words and word endings (Michaud & Reed, 2008).

For teaching pronunciation in an effective way it is necessary for teachers to know and be aware of some relevant aspects of pronunciation such as the segmental and suprasegmental features in order to recognize learner's problems to design the correct activities for solving students' necessities.

3.2.1. Segmental features.

That is to say by Rogerson-Revell (2011) states that segmental features are related to the small units of pronunciation like vowels, consonants sounds, single and

compound words. Meanwhile, the suprasegmental features are associated to bigger units of spoken language like; word stress, intonation and connected speech; therefore, in this way it is going to present the segmental and suprasegmental features

3.2.2. Consonants

When working with consonant regarding with Rogerson-Revell (2011) & Celce-Murcia, Brinton & Goodwin (1996), teachers need to take into account the three articulation factors that are involved in the production of the speech sounds such as: Place of articulation: refers the place where the air is stream is given in the vocal track. The consonant in English are seven, and they are produced in different places of the vocal track; alveolar ridge, nasal cavity, palate, velum, tongue, vocal cords/ glottis, teeth and lips.

Manner of articulation: is how the air stream is briefly obstructed or stopped. For instance the fricative sounds that made turbulence and noisy sound but not completely stopped.

Voicing: that is produced in the vocal cords; when some consonants sounds are named voice, but when is they do not sound they are named voiceless. (Rogerson-Revell, 2011)

3.2.3. Vowels.

Are produced with the little obstruction of the airflow; also have longer durations than consonants Mehler et al (1996, as cited in Rogerson-Revell). In English vowels are 20; besides, the vowels sounds can be classified in terms of the position of the articulators and the duration of the sound.

The position of the articulators: the principal parts of the body that help in the production of the vowels sounds are the tongue, lips and jaw. If the pronounce the

vowels with the front part of the tongue is raised are recognized as front vowels, and if the back part of the tongue is raised, are back vowels, when use a jaw in open position in production of vowels are open vowels, and closed jaw position are called closed vowels.

The duration of the sounds: in English phonology there are significant differences in vowels duration because there are shorter and longer vowels the difference rhythms of a language (Rogerson-Revell, 2011)

3.2.4. Suprasegmental features.

Another important aspect of pronunciation teaching is the suprasegmental features that involve bigger aspects of pronunciation like intonation, rhythm and stress. Word stress: it is the emphasis made when pronouncing words, this allows recognizing in which syllable the stress is remarkable, can be in the first, middle or in the last syllable. The word stress has general features that allowing to recognize the stress; loudness, pitch change and longer syllable. On the other hand, the un-stress syllable means that the accent it is not perceived (Kelly, 2000).

Intonation is a relevant feature in pronunciation to implement in classroom language analysis and practice, with the idea to aid the student in the English articulation, and having a better comprehension when the student is exposed in native speaking speech (Kelly, 2000). Also, the principal feature that involve intonation are Tones, these include falling and rising they means the movements of the pitch of the voice help to harmonize the speech and differentiate the intention and the meaning; moreover, the Level tone is produced in the middle of the pitch range. Then, the fall-rise tone can allow to identify when someone is partially agree with the preceding statement

or have some reservation and the Rise-fall let to hear the emphatic of statements (Rogerson-Revel, 2011).

Rhythm is the essential element for intelligibility since when the proper word stress and intonation patterns the rhythm of the target language is perceived. (Rogerson-Revell, 2011). Likewise, the rhythm can develop the ability to hear and produce the word stress patterns. (Gilbert, 2008).

3.2.5.   Pronunciation Instructions.

That is to say by Elliot (1995) cited by Gilakjani (2011) most of the teachers try to implement pronunciation as a basic necessity to develop the language skills; however, some facilitators generally ignore the teaching of pronunciation for concentrating more in teaching other areas of the target language where they feel more comfortable; or even worst, teachers do not have the enough background, preparation, knowledge and tools for teaching pronunciation to their English students. This is support by Rogerson-Revell (2011) as he states that teachers should have a high level of pronunciation since they are model for students; thus, when the teachers have a proficiency level in pronunciation motivate the learners to want to improve their pronunciation in order to be competent when speak with others, for that reason it is necessary to practice pronunciation in work class taking into account the practice rather than the theory of segmental and suprasegmental features, this will be do it through some techniques suggested by Celce-Murcia, Brinton and Goodwin (1996) such as listen and imitate, phonetic training, minimal-pair drills, visual aids and tongue twister in order to attend and solve the neediness that are happening in the classroom in terms of pronunciation, each of these techniques are briefly outlined in the methodology

When teaching pronunciation most of the approaches, methods and techniques focus mainly in teaching by their own the segmental or the suprasegmental features of pronunciation. Celce-Murcia (1996), shows that when the communicative approach emerged it takes the best and more relevant aspects of each segmental and suprasegmental features and combine them, in order to make the pronunciation instruction more effective for learners.

To conclude, through warming up activities, the pronunciation teaching can be more flexible, dynamic, and accessible for learners and teachers in the language class, given the fact that students can review and improve this sub-skill, and additionally other competences such as "speaking, writing, reading, and listening" Flanigan (2011); in addition, problems like students motivation and attitude towards the English language class may increase since using contextualized and fun warming ups activities provide a perfect chance to engage every single student for the coming lesson. Cotter (2011), due to the use of warming up is an excellent strategy for pronunciation instruction; facilitators who avoid attending this important sub-skill can start implementing pronunciation as warm up in the language lessons given the fact that they can enhance their teach ability and practice.

4. Related Study

"The role of warming up activities in adolescent students' involvement during the English class"

By Rosalba Velandia (2008)

Nowadays one of the methodologies that is taking place in English language teaching is the implementation of warming up activities in the classroom since in traditional instruction, warming up activities did not have the same importance as other stages or phases in the English lessons such as explanations, students' production and language practices. (Velandia, 2008).

For this reason, Velandia (2008) started this study with the objective of answering the following research question "what is the role of warming up activities in student' involvement in the English class?"; therefore, in this process she took into consideration the principles of communicative approach to understand the role of warming up activities, also she used six lesson plans for the implementation that were carefully design according to the themes that had been presented to students before with the idea of helping to review students' previous knowledge, and through warming up she intended to increase students' involvement in the class.

Velandia (2008) implemented the warming up activities to students from Porfirio Barba Jacob School in Bogotá, Colombia, in two groups of seven grades with an average of thirty students per group between twelve and fifteen years old, so thirty five students belong to advance level and the rest to intermediate.

The same author conducted this study with other teacher; in which, each one of whom switched roles such as one who implemented the activities, and the other who observed

the class progress in order to identify the mistakes done during that class section with the idea of being improved in other class; moreover, in each class many resources were used such as questionnaires to collect information about students preferences, students´ journal where impressions and feelings were written by the learner during the classes, field notes that were taken by one of the observer who made the reflection and the analysis of the findings.

Velandia (2008) analyzed and organized the data collected into four categories to then present the findings; these categories are strengthening knowledge about the language, students' involvement, interaction and values.

Strengthening knowledge about the language:

In this category Velandia (2008) considered if students improved or not their linguistic competence according to the type of warm up that were used. For example, she stated that in class in which a memory game was used, so students said that they learnt vocabulary; likewise, in another class in which a hangman game was used, most of them said that they learnt about spelling; thus, the author reported that students learnt easily as the result of the implementation of funny and enjoyable activities combined with important communicative aspects. Students' involvement:

In this category she observed how was students involvement and engagement in the whole class; she reported that students increased their participation in the class when they were asked general question about any topic or situation; also, they improved their individual work when they were required to write something or to speak as well as in group work activities, so she concluded based on the analysis of the journal and the observations of students´ development in the class that warming up activities produced positive feelings such as happiness, motivation and excitement towards the lesson.

Class interaction:

This category is used by the author to present how students interacted in the classroom in order to share and have information; therefore, based on their observations, she noticed that students interacted more since they felt interested in the class and they wanted to know exactly what they have to do.

Values' reinforcement:

In this category she talked about how warm-up fostered human values like honesty, self-confidence and responsibility; she observed that when students participated in the activities they respected their turns taking, also they felt motivated, participated, and they were opened to make mistakes and to learn from them.

Velandia (2008) concluded based on her investigation about the role of warming up activities in adolescent were a positive strategy to be used in language lessons, since was an effective plan to get students attention and students motivation increased that in regards to this, she cited Allwright (1984) who claims that "with warming ups students pay closer attention, ask better questions and seemed a bit more excited than before"; Therefore, Velandia (2008) recommends that teachers should include warm-up activities, and these warming up activities should be well prepared and structured, and should not take more than then minutes.

This study is great sample and gives recommendation that can be into consideration during the development of the classroom project "Pronunciation activities implemented through warming up". Since, provide a clear idea of how to implement warming up activities in the Colombian context, how it could organize the data collection, some kind of meaningful games and what possible results it may obtain during the implementation of the classroom project. Thus, this research article provide a good evidence of how warming up will be enjoyable and cover important

communicative aspects that students can developed as was explained before in the strengthening knowledge about the language.

5. Methodology

Throughout this section, I will present the procedures and techniques that was implemented along this project. The following methods appeared to be useful to activate the students process for develop their pronunciation skill. The aspects that will be described are the context, the participants involved in the project, design and resources.

5.1. Context

This classroom project was conducted in one of the primary schools in *Pereira Risaralda, Sede Samaria* in a second grade of primary with schedule of English class of one hour per week. The school is located in the neighborhood *Samaria* with social stratum two. Moreover, the school offers two schedules, in the morning and in the afternoon; in the morning have grades from first to fifth grade and in the afternoon early childhood, kindergarten and first to fourth grades. The number of students was three hundred, and the number of teachers was eleven with ages between 25 and 50 years old.

On the other hand, the curriculum is developed by the secondary teachers of each area; for example, the teachers of English design the *plan de aula* of the all grades, they take into account the standards of basic competences in foreign language: "*El Reto, formar en lenguas extranjeras*" proposed in 2006. The design includes, listening, reading, monologue and conversations, competences, achievement indicators, activities, resources, and assessment. In addition the *Proyecto Educativo Institucional* (PEI) promotes inclusion, the development of critical thinking and the strengthening of values for the construction of a life project that leads students to build a better world.

5.2. Participants

The participants were a group with thirty students of 2nd graders with ages between seven and ten years old, that belong to low and middle income status with an elementary English level. Nevertheless, the students were motivated by the proposed activities and all of them participated actively by drilling what the teacher said.

On the other hand, the other two participants were the pre-service teacher (the practitioner) who was in charge of the implementation and the design of the lessons, adapt material for the completion of the project aim, and an English teacher from the *La Licenciatura en Lengua Inglesa,* whose role was to observe the classes and provide feedback in order to improve the implementations.

5.3. Instructional design.

The warming up was implemented as the engaging stage in the English language class. The implementation of the project was around five sessions, where the practitioner planned the lesson taking into account the topics that students were learning in the English class. The warming up stage focused on pronunciation of those topics. The practitioner developed the warming up activities following the strategy proposed by Harmer (2011), Engage, Study and Activate (ESA). It is appropriate to clarify that the stages of this project focused on were Engage and Activate, the data and production of students were collected during the last stage of the lesson (activate). Other aspect that was considered in the design was the pronunciation techniques such as tongue twister, minimal pair drills, phonetic training, listening and imitation, among others (Celce-Murcia, 1996). Also, the warming up was planned based on some aspects about teaching pronunciation such as simple sounds, word stress and tongue twisters.

As evidence of the implementation of the ESA stages in the lessons, during the warming up (Engage), the practitioner started showing flashcards with the vocabulary and their pronunciation, then; the students practiced speaking repeating the vocabulary taught. In another section, the practitioner presented an audio recording where the students heard the sound and then they practiced in pairs and interacted with the whole class (Activate). On the other hand, the students' background was about vocabulary of greetings, numbers, colors and vegetables, so with the warming up activities the practitioner reinforced the vocabulary, teaching the appropriate pronunciation and the new topics that the course required through the warming up stage.

Regarding the previous concepts, the design followed the characteristics of the warming up, always including a short activity to engage and activate students' background; also, the pronunciation part included the techniques described previously in the theoretical framework section. The activity was related with the lesson topic like and dislike, for example the practitioner showed images about food and asked the question "what is this?" The students answered in Spanish and the teacher said in English the name and asked the students to repeat in English. Then small images about likes and dislikes were distributed, and the teacher showed again the images of food and the learners had to show the image of likes or dislikes depending on their pleasure. In response to this procedure, they said "I like or I dislike"; after that, the teacher selected some students to repeat the step and asked them to say the complete sentence such as "I like rice and I dislike onion"; finally, the students responses allowed to achieve the lesson goal that was expressing short sentences using the words like and dislike about food.

5.4. Resources.

In order to carry out this implementation, the material was adapted from internet, and books whenever possible. Other resources were USB memory to carry the audios to be played, speakers, computer, videos and recorders with a tongue twister and other word sounds; the flashcards were printed and drawn by the practitioner, as well as the posters used in the lesson. These materials were used as support of the pronunciation techniques in order to make the class significant. On the other hand, the assessment was aligned with the English course, which was formative with short oral test, and some occasional use of worksheets. All this with the idea of checking if the students understood the instructions before doing a summative assessment at the end of the course.

5.5. Instruments.

In the implementation of the project, the instruments that were used for collecting data were observations and journals. This section describes the data collection methods and the process of data analysis to obtain the information in order to write the results of the project.

5.5.1. Observation Format.

Along the implementation, the information was collected through an observation format (Morrison, 1993), and was completed at the end of each lesson since it was only a practitioner who performed the project; Moreover, the observation format was adapted from different theories proposed by Harmer (2011) about classroom management, planning lessons, approaches and methods, teachers' roles, among others, which help the practitioner to collect the necessary information for the project. The observation

format was used taking into account adverbs of frequency, numbers and comments. For example, in the part of the teacher, the focus of the observation was the use of adverbs of frequency, and in the warming up, it was with numbers where one is poorly presented and five was good but it can be better. (see figure 1).

Observation format

Day: _____ month: _____ time: _____ course: _____ institution: _____

# of students: _____ Observer: _____

Aspects to be observed		Teacher	comments	Learners	comments	Pronunciation aspects	comment s	Warming up	Comments
The teacher in the classroom Comments:	Always: Sometimes: Never:	Facilitator: Always: Sometimes: Never:		Motivation: 1: 2: 3: 4: 5:		Working with the sounds: 1: 2: 3: 4: 5:		Time: 1: 2: 3: 4: 5:	

Adverbs of frequency: always: 100%
    Sometimes: 50%
    Never: 0%

numbers: 1: poorly presented
2: need improved
3: accomplished
4: good   5: good, but can be better

Observation Format. Figure 1.

The observer used a simple checklist of the aspects that were evidenced in the practice of the project and can make comments. During the implementation, three observations were made by the implementer and one session was observed by an English teacher as mentioned before in the participant's description. The information collected was about the students, the practitioner's behavior, the physical environment, organization of people and their characteristics as well as the pedagogical style, curricula and resources (Morrison, 1993).   5.5.2. Journal.

The journal was implemented after the class to write the reliable data regarding the statements shown in the *figure 2*, such as the planning stage, implementation, setting and assessment stage with some questions like what went well? All I planned was applied? What issues did I have when planning? With the idea to cover plenty of

information for writing a reflective paper as part of the results of the project. Each step was used in order to cover the fundamental information about the implementation and to identify the mistakes to improve in the next session. The planning stage provided details about the relation between the lesson topic and the pronunciation technique used and the sound taught, as well as the activities designed for teach them. Also, the implementation provided data around the students' responses, motivation and participation for practice pronunciation through warming up stage. The setting permitted to identify if the conditions were adequate for teaching the students and helped the practitioner to develop her role. The assessment part allowed recognizing if the students comprehended the instructions and the activities proposed to improve their pronunciation.

Reflection format: Instructional design of "the implementation of pronunciation techniques through warming up stage."

Day: _____ month: _____ time: _____ course: _____ institution: _____

# of students: _____ reflection by: _____

Planing stage	Why?	implementation	why?	Setting	why?	assessment	why?
All I planned was applied?		Pre-service teacher: Instruction: Engage: Interaction: Emotions:		Conditions:		Instruments:	
What fitted my planned?		Students: Behavior: Participation: Motivation: Engagement: Response:		Physical environment:		How effective were the instruments or strategies?	
What did not well?		In-service teacher: Role: What does she do during the implementation? Principal:		Classroom:			
What issues did I have when planning? Time: Resources: Institution: External:		Materials: Cost: Level of difficulty: Size: Quality of images: Quantity: Useful: Efficient:		School:			
		Outcomes: Language ability		Outcomes different that I planned:			

Reflection Format. Figure 2.

5.5.3. Data analysis.

For this study, the technique followed for analyzing the data was open coding where the concepts were classified by common characteristics, creating categories that grouped the concepts with similarities and created a more general category (Campbell, McNamara & Gilroy, 2004). For the data analysis, the reflections were interpreted in order to identify important patterns that call the attention because it included aspects that were repeated in different implementations, so collecting this information was necessary to write the results of the project. Then this information was categorized in two big sections: teaching and learning; in these sections, the information collected was divided in teaching are related with the way of how the practitioner planning, design and implemented the warming up. Learning covers all facts that the learners showed during the implementations such as motivation, responses and participation. After that the data were grouped into sub sections such as planning stage, classroom management, linguistic competence, responses, time management, affective factors and participation; these subsections were identified because they had similar information taken from the observation formats and journals as it is evidenced in the following chart. *Figure 3.*

Reflection	Big section	Sub section
2	Teaching	Time management: "the time was not controlled for that reason the last part of the warming up was not developed"
2	Learning	Affective factors: "the

		learners' motivation, interest, participation and curiosity were successfully and was demonstrated with their responses."

Example of the Data Collection figure 3

6. Results

This section will consider how the project impacted the pre-service teacher and students' process of teaching and learning pronunciation through the warming up stage; all this process was done through the analysis of the data collected in the observation and journal instruments during the implementation of the classroom project. This information will be divided in three categories; first, the professional growth, here we can see how the project contributed with the professional development of the practitioner as a teacher. Second, the learning outcomes; the analysis will be addressed in order to show the students' process of improving their pronunciation skill. Third, the students responses: how the activities proposed by the teacher stimulated the learners reactions and attitudes towards the implementation. Moreover, these findings will be described considering their strengths and challenges.

6.1.1. Professional growth

The teachers today should be in constant learning and growing in their role as teacher, looking for new ideas or strategies that help them improve their skills. In order to develop a successful professional growth, it is pertinent to have into considerations the teacher strength and weakness to search the appropriate data that help them to learn and adjust their knowledge in the teaching. This learning process allows them to focus on their teaching goals as well as to align with the students' learning needs, and in that way, promote the students growth, too. For that reason, this section pretends to show the professional development of the pre-service teacher during and after the implementation of this classroom project through the description of the issues that were relevant in the data collection and analysis.

In this category, the issues that permitted to develop the professional growth will be specified; we can see how the use of L1 during the implementations was a challenge and how it turned into strength. Also, the time for planning the warning up with pronunciation techniques contributed to the development as a teacher. Another finding is related to the practitioner's pronunciation awareness and improvement. Finally, it will be described how the material used in terms of the design and adaptation for the specific project requirements fosters teacher growth.

6.1.2. The use of L1

Challenge

The data showed that the new vocabulary and the long directions represent a variable in the understanding of instructions by the students. This occurred when the implementations started, in consequence of the fact that the L1 was used most of the time. As it was registered in the journal 1, *"the use of L1 was a big part of the class because the instructions of the activity were long and with new vocabulary for the students, so I explained in Spanish"* (J1; 6-10-2016). The lack of constant listening to the English language, made the students not fully understand the instructions of the activity; in addition, the new vocabulary was another aspect that affected the class that led the teacher to explain the task in Spanish.

To overcome this situation, in the following sessions, the warming up was designed with simple instructions and activities in English that were supported by body language making the activity more comprehensible. Also; as professional taking into account the level of English of students helps to design lessons with a balance of use L1 in order to increase the contact and familiarize the students with the second language step by step.

Strength

After several implementations, it was found that one of the main uses of the L1 was to reinforce and clarify the instructions previously given in the L2 as a tool to enhance the learning process promoting the development of skills. Some of its uses were to control the students' comprehension in order to guarantee a successful developed of the activity. This improvement was evidenced in the journal 5 that said *"the use of L1 was just in the instructions; and the rest of the warming up was in English"* (J5; 27-10-2016).

According with *Pan*, YCH. & Pan, YCH. (2010), it is possible to use the L1 in some cases; for instance, eliciting language, assessing comprehension, giving instruction, and explaining grammar; avoiding excessive use of L1. Identifying when it is necessary to use the L1 in teaching English, let to maintain a balance between the uses of two languages, because the learners need to understand the activities to give the responses that teachers expect. Other perspective that validates the use of L1 in English class, is that the use of L1 can serve as cognitive tool in terms of to provide the development of the scaffolding step allowing the students to achieve the activity's goal (Anton & DiCamilla, 1998). So the use of L1 is a tool that facilitates the learning process of the second language and a medium of strengthen the instruction in the classroom.

6.1.3. Time Management

Challenge

The data analysis from the journal showed that the optimization of the time is a requirement of the warming up stage. As we know, the time in the implementation of the warming up strategy is a feature that teachers should have into consideration in order to develop the activity properly. In sample taken from the journal 2, it is stated

that *"the time was not controlled, for that reason the last part of the warming up was not developed"* (J2; 10-10-2016). This situation led the teacher to revise the planning, in terms of checking the activities focus on the time assigned to each one and their complexity. This process contributed to the redesign of the plan, making their understanding easier, allowing the optimization of time in order to achieve the objectives of the project.

McKenzie (2006) supports that the teachers should estimate the time each task will take for accomplishing the course aims. In conclusion, the improvement of planning and being aware of the need to manage time during implementation helped to have a better development of the activities proposed.

Strength

The successful development of the implementations was possible when the planning of the warming up followed a structured procedure. In other words, the warming up should be short, interesting and related with the topic lesson, following the plan of the class. This was evidenced in the last journal in which was found that "the warming up followed the structure that was planned, also the engage and activate stage were accomplish and developed (...)" (J5; 27-10-2016). When the teacher took in consideration the lesson goals and the structure of the design, we can control the development of the activity and provide a successful learning process for students. As Cotter (2014) supports, "an effective warm up serves as a springboard into the topic or target language of the lesson" (para. 7). This means that following the structure of the lesson stage, served to create a positive environment that allow the students to learn and participate actively. So the well develop of the lesson occurs when all the steps are suitably design, the classes can be significant for the students and help them growth up in their learning.

6.1.4. Pronunciation skill

Challenge

The data collected through the observation show that the mispronunciation of some words can provoke a negative input to the learners. The English classes are the opportunity to listen the English language, for that reason the pronunciation should be accurate. That is supported with the example taken from the observation 3 that states "the teacher mispronounce some words like sausage and chocolate" (Ob 3; 20-10-2016). So the successful input to learners in terms of pronunciation depends on the well preparation of the teacher in order to avoid teaching bad pronunciation.

According to Kenworthy (1987), "if students do not practice good pronunciation at the beginning of their learning process, they may learn wrongly" (p.3). So the inclusion of the pronunciation strategies in the English lesson from the beginning of process, require a previous preparation of the teacher in order to provide a successful English pronunciation instructions, that help the learners communicate in a proper manner. The teachers should constantly check and evaluate their pronunciation so as to correct their mistakes and optimize the pronunciation input for the learners.

Strength

The implication here for the teacher was that the practice of the pronunciation provokes a successful production of the sounds taught. This aspect showed progress in consequence of the practice before and during the lesson for provide a successful input in terms of the sounds taught and genuine communication in English. As the data collected in journal 5 presents, "the teacher improves their pronunciation along the implementation because she should practice before each class" (J5; 27-10-2016). The acquisition of a suitable pronunciation require time and practice as is support by Gilakjani (2016) states that English pronunciation is one of the most difficult skills to

acquire and teachers should spend lots of time to improve their pronunciation. Even if the pronunciation is a difficult skill to acquire we can search information that help us to improve every day and get materials to work before and during the classes, we can support our process of improving with technology for give the students the elements that help them to communicate correctly.

6.1.5. Material used

Challenge

Including pronunciation techniques in the warming up stage carries a degree of complexity in the design of the materials; this happens mainly due to the fact that pronunciation activities proposed by others require a lot of time or were difficult to adapt the sound with the content of the learners' lesson. So each planning of the warming up took more time and provoke did an exhaustive investigation for get ideas in order to design warming ups with pronunciation strategies, as was evidence in the Observation 5 "to find records and adapt the activities proposed by others was complex, because the project had specific requirements" (O5; 27-10-2016). In order to perform the project, the teacher recycled the activities and included something new in each one, such as using new images with the previous flashcard used or changing one or two the games' rules. This allowed the learners to make relations with the previous knowledge and be part of the class when they know what the activity is like.

That is to say by Darcy, Ewert & Lidster (2011) "the guidelines for teacher training and classroom materials are not well-defined" (p. 2). That situation provoke that the teachers desistemate the inclusion of the pronunciation activities in the English classes; due to the design of the lesson require more time in the adaptation of the material. For that reason this project gains importance because it provides some issues

that can help the future teachers for included pronunciation activities in all English classes in order to enhance the learners' communication.

Strength

Selecting and adapting materials to the students' interests impact the oral production and pronunciation of students. The successful development of teaching English depends of the balance between the theory and the context, the students' necessities. Considering this aspect can help teachers to design attractive activities for the learners. As it was indicated in the journal 5 "at the end of the implementations the teacher was able to adapt the material activities according with the project and students necessities" (J5; 27-10-2016). Taking into consideration the students necessities in pronunciation the teacher should select the appropriate material to the learners in order to avoid the learners' pronunciation problems (Shahzada, 2012).

As it was mentioned before that finds material to teach pronunciation with the specific requirements carry out an extra investigation. This situation was overcome, first reflecting on learners and the context needs, this allow to design a portfolio with all material found about how to teach pronunciation and the teacher was able to adapt them mixing the new activities with the material exist this provoke more participation of the learners because they know how to use the material. To conclude, the teachers should establish a relationship between the current and new material to use the resources for achieving the lesson goals.

6.2. Linguistic outcomes

Nowadays, teaching should be thinking in the development of the 21st century skills, where the students should be the center of the planning following the theories, students and context needs allowing that they move beyond in their learning English

process with the help of the selection the appropriate activities and material that enhance their own learning. Also in this facet will be show how the students improve with the implementation of the project. For that reason; this section will describe the data found in the journals and observations in terms of pronunciation skill and linguistic competence as product of the application the warming up activities. Also, how the activities proposed by the teacher helped the students to develop their pronunciation skill.

6.2.1. Pronunciation Practice

Challenge

The analysis of the data collected from the observation revealed that the introduction of the specific vowel sound /i: / was erroneously used by some students. Because some of them were not in the previous class and did not know how to pronounce the words, and others forgot the explanation given in the last class, so contextualizing those students affected the students' production in the use of the words in context. As it was registered in the sample two taken from the observation "the students worked with the sound /i: / using in context the words meat, beans, eat etc., for some students were complex use to the words" (Ob 2; 6-10-2018). The irregular assistance of the students and the few hours of English classes per week interfered in their learning progress (Yoshida, 2016). To overcome the situation, the teacher assigned simple homework in order to help the students to remember the sounds and in the next class they can participate actively.

Strength

The data showed that the use of short sentences helped the students to practice the pronunciation of the vowels sounds. When the focus was on a specific sound, it was easy to check their pronunciation and hear their progress. As it was evidenced in the journal 5, "each student had the opportunity to practice reading aloud the sentences and most of them evidenced improvement in the pronunciation of words taught" (J5: 27-10-2016). Also, when the teacher planned short activities and gave the instruction with suitable pronunciation, the students could learn it listening carefully the way of how the teacher speaks.

Moreover, as it was mentioned before, the selection of the appropriate strategies, material and technology help the students improve in the development of the speaking skill allowing them communicate correctly. Finally, through the implementation of the activities that contain simple structures, the students participate actively because they can make relations between the topics. As teachers we should consider this aspect for help the learners to achieve their lesson goals.

6.2.2. Linguistic Competence.

Challenge

The introduction of new sounds like /i: / and /ai: / carry a degree complexity in the students, because they did not comprehend the point of articulation and the dynamic of the activity, and they could not express their preferences. As it was found in the observation, "for some students was hard to make the relation between the two sound /i: / and /ai:/ and they were not able to share their preference saying I like eat candies etc." (O4; 24-10-2016). Yoshida, (2016) claims that "being able to hear the difference between sounds in a new language is as important as being able to produce the

sounds… hearing new sounds is not always easy" (p. 7). So the students need to hear the pronunciation of the sounds clearly so as to avoid mispronunciation; the teachers have the responsibility to teach the pronunciation of the sound in a proper way.

Strength

The majority of respondents were able to use the two sounds /i: / and /ai: / in context and share their preferences with a suitable pronunciation. The presentation of the sounds was step by step, that allow the students to understand the dynamic of the activities, also the type of pronunciation strategy for teaching the way of how they should be pronounced the words. As was support with the example taken from the observation "... was included the sound /ai: / used in the words like and dislike and was linked with the sound /i: / with words meat.., the students practice saying sentences such as I like eat meat etc. … and was easy for them to related the two sounds" (O5; 24-10-2016).

Contextualize the words taught helped the students to relate the previous sound with the new, and facilitate the students do the activity. Finally, the students should receive accurately the pronunciation of the words from the teacher and the supporting material in order to provide a successful input to build the students' English pronunciation.

6.3. Students' Responses

Continuing with the interest in developing an environment where the students will be the center of the class, the following section expects to show the responses of the students towards the implementation of pronunciation techniques through the warming up stage; which the aim is to keep the students' interest and attention during the teaching English pronunciation. The data found were in terms of students' motivation in

association with their participation and attention towards the implementation of the pronunciation activities and the answer across the warming up application.

6.3.1. Students' Motivation

Challenge

After the analysis of the data collected from the observation, the students' responses in terms of motivation to participate in the activity were affected. Since being the first implementation and the activities planned in the warming up contain new topics and strategies to teach pronunciation that provoked in the learners be unconfident and they did not feel comfortable with the activities, as was evidenced in the observation "the warming up was boring and their responses were failure" (O1; 6-10-2016). In order to achieve a positive response from the students Brown (2001) cited by Rahmawati (2014) states that "the teacher should provide a variety of activities to make the students be able to keep their interest and attention" (p. 78). For that reason, the teacher should plan engaging tasks taking into account the students' preferences that help them involve and participate actively; for example, with a matching activity where the students relate the images of their food with the image of like or dislike, they can say a short sentence according to the images selected.

Strength

After several implementations, the majority of respondents were engaged with the use of visual aid proposed in the warming up. The teacher achieved to plan enjoyable tasks for the learners and their participation and interest were acceptable as supported by the sample taken from the observation. "(...) The Ss were motivated and engaged in a successful way with the material used in the task and their responses were appropriate for the activity" (O3; 20-10-2016). To design interesting activities carry out

advantages for the learning process since they are engaging and can encourage their language learning growth. Rahmawati (2014) considers that "when they feel comfortable with the learning activities, they are likely to be more active and confident in participating and they can practice their new language more" (p. 79). To conclude, the use of visual aids help the students focus on the task and their motivation increase when they can see and interact with other type of materials.

6.3.2. Effects of Warming up

Challenge

Through the implementation of the warming up, students tended to get distracted, which caused students loss of the focus for the rest of the class. The warming up contains complex instructions and the learners did not understand the task. As was registered in the sample taken from the journal "the design of the first warming up was complex and the Ss did not understand the activity, so the Ss said "teacher I don't understand (...) and causing little interest to participate" (J1; 6-10-2016). When the type of the activities is uninteresting to the learners, their attention, motivation and participation affect the well development of the lesson. Velandia (2008) suggests that "... a warming up activity is a motivating starting point that will lead students to become animated to work efficiently in the language class"(p. 11). So the warming up should be used by the teacher as a tool to generate a positive attitude towards the implementation of the engaging activities in order to connect the learners with their English learning process.

Strength

Learners could activate their prior knowledge through the warming up and participate in the activities proposed by the teacher. The teacher could relate the

previous topics with the new themes, also used the appropriate material for activating the students' background. As it was indicated in the journal, "the warming up served for reviewing prior knowledge, because when the Ss saw the images answer the questions about the previous topics" (J2; 10-10-2016). Joshi (2006) cited by Akther (2014) states that when the teacher designs the warming up, it is relevant to include information that help the students to activate their previous knowledge and relate them to the new topics that they are going to learn along the English lesson. Moreover; the teachers should take into consideration that the learners have knowledge that they have acquired along their learning process, so the teachers should establish from the beginning the topics that are familiar and include something different in each warming up in order to motivate the students to be active in their learning development.

Finally, through the warming up the students can comprehend when the topics are related between the existing knowledge and the new topics and activate their background experience in a successful way.

7. Conclusions

As seen above, it can be concluded that the implementation of the pronunciation techniques through the warming up stage is a dynamic strategy to help the students and teachers improve their English pronunciation skill. Also is an alternative for include the pronunciation instruction in the EFL classroom, as well as the teacher could improve their role as teacher and learners enhance their pronunciation skill and enjoyed the classes.

This classroom project evidenced the impact in the professional growth, showed that the L1 was used for helped the students to better understand the instructions given in English, and is a tool to facilitate the learning process, it is necessary to identify the moments and maintain a balance in the use of the L1, it was also identified that for the students it is easier to understand short and simple instructions, for that reason the warming up should be design with easy directions. Another aspect that facilitate the implementation of this project is that the warming up should follow the structure and developed step by step is possible to manage the time and achieve the warming up feature that should be developed in the ten first minutes of the lesson (Leblanc, 2011).

In terms of linguistic outcomes, the conclusion is that the specific sound used in short sentences and contextualize, benefit the students' comprehension of the activity and their participate actively. Moreover, the introduction of the new sound should be step by step so as to provide a successful input. In the same way, the teacher must choose the appropriate pronunciation technique for the language level of the students.

Continuing with the conclusions, in the students responses, the implementation of this project enhance the learners' motivation, this occurs when the teacher implement attractive and engaging task taking into account the students interest, thanks to the use of warming up since it is a tool that generates a positive attitude towards the

implementation of dynamic activities, besides the integration of the pronunciation techniques through the warming up stage promote the activation of the previous knowledge and the learning process of the students.

On the whole, the execution of this classroom project demonstrated that, it is possible to continue working on the implementation of the pronunciation techniques through the warming up stage as a dynamic strategy for promoting the English pronunciation in the EFL classroom in Colombia.

8. Implications and Limitations of the Project

This section presents the implications and limitations for the development of this classroom project. First the implications; to develop this kind of project require that the teachers have a high level of English pronunciation or have the disposition to prepare before classes, since the teacher is the main source for students to improve their oral skill. Also, the design of the warming up with the pronunciation techniques demands time too, because the warming up should design taking into account the learners English level and the course curriculum necessities. Also the teachers should select the appropriate pronunciation technique according to the learners' context. Another implication is that teacher should have the technology, computer and speakers so as to reproduce the sounds in the class because most of the institutions do not have technology or a space where can to develop the listening activities.

Second the limitation was in terms of the number of the implementations, by disposing of the professor of turn and the calendar of the university it was necessary to reduce the number of implementations from 12 to 6, which limited the development of the pronunciation of the students and the acquisition of information that will help us to strengthen the project. As was mentioned before other limitation was the absence of a specific place where the students can develop listening activities. Finally, in administrative terms there was no impediment, the school was interested in the execution of the project in their institution.

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