

ENGLISH PRONUNCIATION AND AUDIO STORIES WITH STUDENTS FROM THE  
ENGLISH CLUB, CCAV, CUCUTA

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by

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Contents	<p>El mejoramiento de la pronunciación en Inglés por medio de Audio cuentos con los estudiantes del Club de Inglés de CCAV, Cúcuta es un proyecto que busca ayudar a estos estudiantes quienes han estado presentado dificultades con la pronunciación.</p>

	<p>Esta dificultad con la pronunciación se identificó cuando se trabajaba con ellos clases de conversación en el Club de Inglés. Estos estudiantes presentan dificultades con las letras silenciosas, sonidos consonánticos, acentuación y entonación. Estas dificultades en pronunciación pueden producir ansiedad y los estudiantes que los estudiantes se sienten avergonzados o incapaces de comunicarse en Inglés.</p> <p>La pronunciación puede ser uno de los desafíos más grande en el aprendizaje del inglés, lo cual dificulta el proceso de aprendizaje. Por lo tanto, este proyecto se diseñó para ayudar a mejorar la pronunciación y potenciar las habilidades comunicativas y la confianza por medio del uso de audio cuentos en combinación con actividades entretenidas, imitación y herramientas para crear cuentos en línea para compartir con los compañeros y de esta manera, promover interacción en inglés.</p> <p>El Proyecto se basa en los principios del aprendizaje naturalista de Kashen and Terrel en el cual la imitación, el input y los filtros afectivos son las bases para la elaboración de las actividades.</p> <p>Durante el desarrollo del proyecto el input o información de entrada son los audios cuentos y la imitación juega un papel significativo ya que los estudiantes prestan atención a las características del idioma e imitan los sonidos, entonación y emociones del hablante. También se realizan juegos, role-playing y conversaciones.</p> <p>En este estudio se describe el problema, la base teórica, las fases del proyecto, la aplicación y los resultados.</p>
<p>Research Line</p>	<p>This is an applied research project, designed to solve an existing problem in the English Club, Unad, CCAV Cúcuta with the application of existing methods and teaching strategies to improve the Students' English pronunciation problems to produce contextual real-life knowledge and observe the process of improving pronunciation through audio-stories, imitation and</p>

	<p>technological art tools and describe how these activities contribute to the learning process.</p> <p>This applied project uses the principles of qualitative approach and descriptive case studies to produce contextual real-life knowledge and observe the process of improving pronunciation through audio-stories, imitation and technological art tools and describe how these activities contribute to the learning process.</p> <p>Context and participants:  This research was carried out with 15 adult students ages 19-50 years old in their first, second and third semester of BA in Teaching English as a foreign Language, with basic English level, who participated in the English Club offered by CCAV Unad, Cúcuta. The sessions were held online due to Covid 19 emergency through the videoconferencing platform Meet.</p> <p>Data Collection:  The procedures to collect information are interviews, Google forms, class observation, and video recordings to gather information about the students, and the project activities development process.</p> <p>Project stages: Interview, Designing the activities or lesson plans, meeting with students to develop the activities, and the final stage is the evaluation of the results and the Web page design.</p>
<p>Conclusions</p>	<p>The project English Pronunciation and Audio Stories with students from the English Club, CCAV, Cúcuta was a positive experience for researchers and participants. According to the results, and participants opinions, the use of audio-stories with activities such as imitation, role playing, and story-makers tools helped to improve English pronunciation and promote communicative abilities.</p>
<p>Advisor</p>	<p>Profesora Linda Susan Regnier</p>





## ABSTRACT

Students, Bibiana M., María S., and Henry C. , *English Pronunciation and Audio Stories with Students from the English Club, CCAV, Cucuta* Licenciatura en Inglés como Lengua Extranjera, March, 2021, Universidad Nacional Abierta y a Distancia.

English Pronunciation and Audio Stories with students from the English Club, CCAV, Cúcuta is a project that aim to help these students that have been experiencing difficulties with pronunciation. The problem was observed while having conversation classes with them at the English Club. These students struggle with silent letters, consonants, vowel sounds, stress, or intonation and these difficulties in pronunciation can cause anxiety and students may feel embarrassed or unable to communicate in English.

Pronunciation can be one of the biggest challenges that English students face and this can make their learning process difficult. Hence, this project is designed to improve students' English pronunciation and foster their communication abilities and confidence using audio stories in combination with entertaining activities, imitation, and story-makers online tools to promote English interaction.

The project is based on the principle of naturalistic language learning and acquisition, the Natural Approach (Input – imitation- affective filters) and theoretical foundations about the effectiveness of audio stories, and technological tools. According to the Vygotskyan sociocultural theory, imitation is central in learning and development. Therefore, during the project imitation plays an intentional and meaningful role after listening to the audio-stories leading the learners to pay attention to language features and imitate the sounds and speaker intentions. Throughout life, people learn different abilities by imitating other people. This is

the way people begin to learn their native language and people learn things like how to dance, to sing, or to speak by imitating others. This is the principle used in the Natural Approach, defined by Krashen and Terrell, where there is an emphasis on exposure or input, preparing the learner emotionally and cognitively with language input for some time, so the learners hear and practice before they try to produce the language using written or audio materials as a source of comprehensible input. (Richards & Rodgers, 2014, p. 132.).

This is an applied project carried out under the principles of qualitative approach and descriptive case studies. And the stages of the project are:

1. To interview students: A survey to get a better insight into the pronunciation problems and the proposal.
2. To design activities: The researchers plan the schedule and activities to develop during the project.
3. To meet with the students to present the project.
4. To develop the didactic activities
5. To evaluate the project results (The expected results after applying the project are students' pronunciation improvement, Audio-stories created by students, and a webpage)
6. To design a webpage with the project resources and activities

**KEY WORDS:** pronunciation, audio-stories, imitation, communicative skills, confidence.

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## CHAPTER I

### Introduction

Pronunciation is one of the biggest challenges that English learners face in their learning process since intelligibility is very important for communication and social interaction. Good pronunciation improves English learning and speaking abilities, while bad pronunciation promotes difficulties. When students struggle with silent letters, consonants and vowel sounds, stress, or intonation, they fail to communicate in English and these difficulties in pronunciation trigger anxiety and students feel embarrassed or unable to speak English.

Clear communication is relevant in education, business, working and social life, and people with pronunciation problems may have serious consequences in their speaking skills and confidence which interfere with their relationship with others and their career. So, taking care of pronunciation helps learners to acquire the language effectively, improve their communicative skills and become more fluent and confident.

Pronunciation tends to be overlooked in schools and phonology courses can be too theoretical with symbols that could be difficult for learners. Then, it is important to apply simpler and more appealing techniques to enhance pronunciation and speaking skills.

*English Pronunciation and Audio Stories with students from the English Club, CCAV, Cúcuta* is a project to help students from The English Club, CCAV Cúcuta to improve their pronunciation. These students have been experiencing difficulties with pronunciation, a problem that was observed while working with them at the English Club.



The aims of the project are to improve students' English pronunciation and foster their communication abilities and confidence using audio stories, language pattern imitation, and story-makers tools online to practice pronunciation, create audio stories, and share with classmates promoting interaction and collaborative learning.

### **Significance of the Study**

Problems concerning pronunciation hinder communication because if students use wrong sounds and prosodic features when speaking, then people will not understand what they are saying, and this situation can make students feel embarrassed or unable to speak in English. Therefore, it is important to work on those affective filters by supporting students' competences in a positive learning environment. According to Krashen hypothesis, students' anxiety, lack of motivation or confidence can cause a mental block preventing successful English learning.

It is central to use interesting activities and strategies to strengthen students' competences and provide a positive learning environment through enjoyable activities, technological tools and cooperative learning and interaction.

Pronunciation is very important in communication, good pronunciation is fundamental to be understood and students with bad pronunciation will not be able to communicate efficiently using English in education, jobs or social environments, even if they have good grammar. Such students may avoid speaking English and could experience poor social interaction, employment difficulties, or limited education opportunities. Pronunciation is one of the most difficult aspects of English learning and students need explicit help from the teachers who should provide activities and materials to improve pronunciation and communicative skills to develop fluency

and confidence.

On the other hand, phonology courses can be too theoretical with symbols that can be difficult for learners. Then, it is important to apply more interesting and easier techniques to foster pronunciation and speaking skills. That is why this project will apply audio stories and imitation techniques in a fun and engaging way to practice pronunciation. This practice trains students in listening, reading, and speaking while they get used to the special aspects of the language like the speakers' intention, emotions, stress, intonation, rhythm, connected speech, tone and other features of the language. Stories are interesting and expose learners to authentic language use, help students focus on the language features and stimulate creativity, attention, and motivation.

According to Tomlinson, teachers should take into account some principles when using material: "The materials should expose the learners to language in authentic use, help learners to pay attention to features of authentic input, provide the learners with opportunities to use the target language to achieve communicative purposes, achieve impact in the sense that they arouse and sustain the learners' curiosity and attention and stimulate intellectual, aesthetic and emotional involvement". (2007, p.2).

Students will also use interesting technological tools such as Picture Bookmaker, My StoryBook, Story Jumpler, Pixton, o Blogs to create their own audio stories to promote creativity, motivation, interaction and active communication and social exchange.

Audio stories are interesting and engaging tools to help these students with their pronunciation problems implementing activities of listening, reading, repeating, and using imitation techniques which allow students to focus on the special features of the pronunciation in the stories and paying attention to stress, intonation, emotions, and connected speech.

Additionally, students will have the opportunity to spark their imagination and creativity working with story-maker tools online to create their own audio stories and interact with their partners.

*English Pronunciation and Audio Stories with students from the English Club, CCAV, Cúcuta* is a relevant project that will bring benefits to the students strengthening their pronunciation, speaking skills and confidence.

### **Statement of the Problem**

Learning English has become an important issue throughout the world because English proficiency is necessary for business and economic competitiveness, as well as international communication and interaction with different countries. Most countries have developed programs to provide English learning opportunities to participate in the global economy.

According to EF's last report, Latin America has one of the weakest English proficiency among the world. Many countries in Latin America have poor English results which is a competitive weakness. Furthermore, despite Colombian's plan for Bilingualism, Colombia falls in the lowest ranking group worldwide for its level of spoken English in the global ranking of cultural exchange organization Education First (EF). Colombia ranks 44 out of 60 with a "very low" general level of English. Colombia is in the 77<sup>th</sup> place out of 100 countries. EF (2020)

Therefore, to improve English language learning, UNAD has opened an English Club to help students with their English practice and promote projects to improve students' English proficiency.

Consequently, to promote English practice and interaction at the English Club CCAV Cúcuta, the researchers worked with 15 students during the courses Pedagogical Experience I – II so they could notice that these students have been experiencing difficulties with pronunciation. The students produce wrong sounds and prosodic features when producing English words and sentences. They struggle with silent letters, consonants and vowel sounds, stress, rhythm, and intonation which hinder their communication abilities and confidence because they feel embarrassed and experienced anxiety.

Then, how to help these students improve their pronunciation in an easy and engaging way?

A meaningful way to practice and improve pronunciation is using audio stories because stories expose learners to authentic language and stimulate creativity, attention and motivation. The use of the audios and language pattern imitation will help students focus on the language features. So this kind of pronunciation practice trains students in listening sounds and patterns of the English Language and they also practice reading and speaking while they get used to the special features of the language like the speakers' intention, emotions, stress, intonation, rhythm, connected speech, tone and other aspects of the language.

On the other hand, the use of online story-makers tools will help them enjoy the creation of their own online stories using technological tools and interacting with partners. In consequence, the students will improve their pronunciation, English speaking abilities and confidence.

## **Objectives**

### **General Objective**

To promote pronunciation improvement implementing engaging activities using audio-stories to foster speaking skills.

### **Specific Objectives**

To identify pronunciation problems to design the activities and strategies to improve pronunciation.

To implement activities using audio-stories with activities such as imitation, role playing, and story tool making to promote pronunciation practice and encourage communication and social interaction.

To evaluate results to establish the effectiveness of this learning strategy using audio-stories.

## CHAPTER II

### Literature Review

#### **Pronunciation in English Learning:**

According to Pourhosein, students with good pronunciation can communicate effectively even if they make grammar mistakes or other type of mistakes, whereas learners with bad pronunciation are not able to be understood even if they do not make grammar mistakes. Pronunciation plays a key role in communication and good pronunciation prevents communication disruptions. Pronunciation problems may cause a lot of difficulties because learners tend to avoid speaking, and they can have limited opportunities for social interaction, studies, or jobs. (2012, p.3).

Many learners feel that pronunciation is the most difficult skill, so they need help from teachers to overcome this problem, therefore it is important to provide pronunciation instruction to get comfortable intelligibility.

“Pronunciation teaching generally covers consonant and vowel sounds, changes to these sounds in the stream of connected speech, word stress patterns, rhythm, and intonation – what might be described as the ‘nuts and bolts’ of pronunciation”. (Jenkins, J. 2010, p.7).

Unfortunately, many teachers do not pay enough attention to pronunciation and many of them are not aware of the important role of pronunciation in communication. Most of the teachers focus on grammar or vocabulary and they tend to see pronunciation study difficult and monotonous for learners, but it does not have to be that way.

Pourhosein stated that when native speakers involve in a conversation with non-native

speakers, the first thing they will notice is pronunciation because they can understand people who make grammar mistakes, but they cannot understand people with bad pronunciation. (2012, p.3).

Grammar and vocabulary can be important elements in a language but during conversation, they can be useless if the speaker cannot pronounce well those words. The communication can be effective with an accurate pronunciation because pronunciation is a crucial element in communication.

### **Audio-Books in English learning**

Audio books have been reported as a great contribution to improve language competences in many ways. The use of audio books enhance reading, listening, speaking interaction, speaking, and writing production and besides, audio books promote students' imagination, creativity, and literary skills. (Alcantud-Diaz, M. & Gregori-Signes, C. 2014)

Nowadays, the arrival of new technologies of information and communication facilitate the use of audio books, in just a few years they have been transformed from analogue to digital, play-away, and today, schools and institutions can access free audio book material from many web pages and YouTube channels.

The contributions of audio books in Language Learning are widely reported as beneficial. Listening to the audio while reading or watching videos or printed images help to make brain connections between words, images, situations, and interactions. The exposure to a variety of speech patterns increases students' listening comprehension, reading comprehension and oral fluency and they are exposed to multicultural stories which enrich them culturally as citizens of the world. Another advantage of audiobooks is that students are fond of new technologies like

MP4 players, cell phones, computers and similar devices that make reading appealing.

The use of audio books as language learning tools is based on communicative approaches that focus on speaking language use. Language used in real life contexts and everyday situations to communicate real meaning and promote language acquisition and the input that students receive should be perceived by them as meaningful. (Richards, J. C. 2001) Audiobooks foster conversation and interaction in context because students practice listening and reading about life and everyday situations. They can also develop activities such as dialogues, discussions, role playing, questions and answers, expressions, activities that foster meaningful communication and social interaction with peers. “Familiarity with the context helps make the language encountered meaningful, and also extends the content of the course beyond that other rich source of contextualized language use, the classroom itself”. Crawford, J. (2002)

Another important aspect is the use of audio books and technological tools as authentic materials in class to enable students to develop English skills and understanding of culture, society, real life situations, and problem solving. Materials should expose the learners to language in authentic use”. Richards, J. C. (2001) and “materials must contextualize the language they present”. Crawford, J. (2002)

Audio books support teaching and learning in innovative ways, using technological resources, and making the learning process interesting and engaging to students promoting communication, interaction, and creativity. “Materials such as video and multimedia allow teachers and learners to explore the nonverbal and cultural aspects of language as well as the verbal” Crawford, J. (2002)

Using audio books in language education can have a positive impact on students and help them improve their language skills. However, this kind of research has been explored mainly



with children and it is necessary to explore and implement teaching using audio books with university students.

### **Previous studies:**

The following national studies give an insight about the use of audio-stories in teaching English and their impact in students learning and language skills.

### **Teaching English through Stories:**

*A Meaningful and Fun Way for Children to Learn the Language:* This is a study carried out in a Colombian elementary school by Porras N. (2010) that presented the results of a study on using stories for teaching English to children in primary school. The researchers were interested in making the English learning process enjoyable and meaningful for children. The researchers conducted interviews, surveys and observations to become familiar with the context, and they created and implemented a teaching proposal.

They found that stories are engaging and interesting tools for developing cognitive and language skills. They also used a combination of different strategies and teaching methods having a great impact on learners because their learning was fun, motivating, and meaningful. The results showed that the study promoted children's motivation, participation, reading comprehension and vocabulary acquisition.

### **Students' Language Skills Development through Short Stories**

Arias Rodríguez, L. (2017) developed this study with the purpose to share with teachers his findings about the impact of listening and reading stories in students' linguistic competences.

The study was carried out with students at Universidad Santo Tomas -Tunja. The theoretical framework of this study are English teaching and literature, teaching English through short stories, and encouraging student speaking by using short stories and the instruments to collect information were students' compositions and oral reports, teacher's journal, and a survey.

The most significant results were that students gain speaking competences, vocabulary and expressions through reading and listening.

### **Storytelling in developing listening skills**

Chavez K. (2019) applied this Project to English students in Universidad de los Llanos, Villavicencio, Colombia. The purpose of this research was to describe the results of using storytelling to develop listening skills. During implementation, students designed their own stories and characters, learned vocabulary, expressions and interacted sharing their stories and listening to others' stories. The results states that this storytelling activities were successful to help students develop listening and comprehension skills, as well as motivation and interaction.

### **A Task Based Storytelling Proposal to Develop English Oral Production in Students of Fifth Cycle at IED Juan Evangelista Gómez School of Bogotá.**

Quiceno W. (2015) proposed to use storytelling and task-based activities to develop English Oral production. The researcher designed some lesson plans to work with the students during a month. The lessons aimed to promote speaking skills, through storytelling and peers' interaction. It also was helpful to review vocabulary and grammar structures.

The results evidenced high progress in overcoming difficulties such as lack of accuracy and students' insecurity.

The following international studies give an insight about the use of audio-stories in teaching English and their impact in students learning and language skills.

### **Audiobooks: Improving Fluency and Instilling Literary Skills and Education for Development.**

Alcantud-Diaz, M. & Gregori-Signes, C. (2014) developed this study to provide a critical review about the use of audio books and the benefits in language learning. The paper analyzes several articles and web pages reports on the positive contributions of audio books in children's creativity, imagination, literature. And on the other hand, the investigators proposed two educational projects using audio books as a tool for teaching English and promote intercultural competences and solidarity.

The conclusions of the study states that using audio books in education help students improve their English competences and literary skills.

### **The Effect of Listening to Audio Stories on Pronunciation of EFL Learners**

A study carried out in Iran by Jalal Abdolmanafi-Rokni S. (2013) to investigate the effectiveness of listening audio-stories on improving learners' pronunciation where they selected two different groups, experimental and control. In this study a total number of 46 students aged 11-13 participated in the research project.

The experimental group received training in pronunciation using audio-stories and the control group received traditional teaching activity. Pronunciation tests were taken by both groups before and after the activities to find out the effectiveness of the program. The obtained

results showed significant improvement in the group who used audio-stories. The findings of this study showed that the program designed using audio-stories was effective in improving pronunciation and students' motivation.

### **Teaching English through Storytelling to Young Learners**

Dolzhykova, O. (2014) This study investigated how storytelling is being used as a didactic tool and its benefits in English teaching in Ukraine and Norway.

The researcher interviewed teacher to know about their attitudes and believes towards storytelling and how they implement stories in the English programs for young learners, the materials being used and the challenges they experience while developing activities with stories.

The findings indicates that teachers used stories in their English teaching to raise students' motivation and introduce new vocabulary or review previous vocabulary. However, stories are not being used frequently due to teachers' time limitations and curriculum. Besides, schools have a lack of storytelling material. Teachers reported that they believe stories are efficient didactic tools for classroom activities.

### **The Influence of Using Digital Story Towards Students' Pronunciation**

Era Reforma Y. (2019) In this study the researcher states the importance of pronunciation instructions in English classes and the difficulties that students face with pronunciation and speaking. Therefore, the objective of his study is to find out the influence of using digital stories in pronunciation especially in the aspects of segmental and suprasegmental.

The methodology was experimental with a control class and an experimental class using digital stories for class activities. The participant population were tenth grade students of SMA

N 1 School. The activities using digital stories were conducted and evaluated using test to obtained data and the results showed that digital stories could improve students' pronunciation.

In conclusion, the reports of previous studies state that the use of audio-stories in English teaching is an effective way to improve language skills and students' motivation. Audio-stories are also a great material for improving pronunciation and promote active learning and engagement.

There are not enough studies on the use of audio-stories for teaching university students in Colombia and considering the important contributions that this type of material can bring to language learning, it is necessary to explore and implement activities using audio-stories as a tool to improve students' pronunciations and English skills.

The purpose of the project *English Pronunciation and Audio Stories with students from the English Club, CCAV, Cúcuta* is to improve students' English pronunciation and foster their communication abilities and confidence using audio-stories, and a variety of activities and strategies such as imitation techniques, and story-makers tools online to practice pronunciation, and create audio stories, promoting participation, interaction, and collaborative learning.

## Theoretical Foundations

### **Pronunciation:**

According to Pourhosein, A. (2012) Pronunciation can be defined as the production of sounds used for making meaning and communication. Sounds are learnt by repeating them and correcting those sounds when they are produced inaccurately.

Pronunciation instruction is very important to improve speaking skills because through pronunciation class students can learn different sound and language features useful for communication purposes. “Concentrating on sounds causes learners aware of where words should be stressed, and they give them more information about spoken English and help them get the goal of comprehension and intelligibility”. Pourhosein, A. (2012) (p. 4)

There are a lot of strategies for teachers to help students improve their pronunciation. Some of the suggestions are to teach students to listen carefully while teachers speak as slow and clearly as possible and it is also important to tell learners that intelligibility is more important than fast speech.

EFL teachers should pay attention to their learners’ problems in pronunciation and based of students’ needs teachers should present appropriate material to improve students’ pronunciation. Teachers can use computer technologies in their classes, as well, to expose students to authentic material and different accents like American, British, or Australian English to help them familiarize with varieties of pronunciation.

Likewise, teachers need to incorporate pronunciation in different activities to help learners adapt themselves to the sounds and language patterns and help learners overcome their

affective problems related to the language learning.

“Teachers should set obtainable goals that are appropriate for the communication needs of the learners. Teachers should act as the speech coach of pronunciation, give feedback to their learners, and encourage them to improve their pronunciation” Pourhosein, A. (2012) (p.5)

Therefore, teachers should analyze pronunciation problems and provide instruction to assist learners using different class activities such as group works, tutorial sessions, audio or video materials, work with computer programs, work on listening and speaking activities, provide models for learning language patterns, monitor learners’ speech production and performance and encourage learners’ pronunciation awareness and self-monitoring.

“Pronunciation should be viewed as more than correct production of individual sounds or words. It should be viewed as an important part of communication”. Pourhosein, A. (2012) (p.6)  
So it is necessary to incorporate pronunciation in learning activities encourage students to practice pronunciation and speaking as much as possible in and outside the classroom and promote self-monitoring.

### **The Natural Approach:**

Learners should be exposed to natural learning environments and real communication context for successful language acquisition. Students can get used to the new language by listening to audios or reading written material first to get understanding, pronunciation, and some competencies so they can produce the language after some time. And teaching should be focused on the development of communicative abilities in real social contexts because students can learn faster and with much less difficult if they are exposed to communication situations and

engaging activities that make learning meaningful and enjoyable.

Language acquisition is a reproduction of the ways people naturally acquire their native language. This is the principle used in the Natural Approach, defined by Krashen and Terrell. This approach is based on five hypotheses: the input hypothesis, the natural order hypothesis, the acquisition – learning hypothesis, the monitor hypothesis and the affective filter hypothesis (Krashen & Terrell, 2014). The input takes great importance in this research since at the beginner levels, students need to develop receptive skills before starting to produce the language.

Students can acquire language when they have sufficient input and understand messages in the target language, so there is an emphasis on exposure or input, preparing the learner emotionally and cognitively with language input for some time, so the learners hear before they try to produce the language using written or audio materials as a source of comprehensible input.

Richards, J. C., & Rodgers, T. S. (2014)

Taking into consideration that these learners are at the beginner levels, these principles are suitable for the learners because during the first learning stage the quantity and quality of the input are very important for the foundations of their language acquisition. Therefore, providing listening and reading material will allow them to get familiar with the language. This input should be interesting, engaging, and relevant.

The affective filter hypothesis is also central in this research taking into accounts the influence of affective factors on learning. Learning can be negatively affected by emotions such as low motivation, lack of self-confidence, stress, or anxiety.

Teaching and learning techniques recommended by Krashen and Terrell include activities in which imitation, mime, gesture, and context are used to elicit language practice and group-



work activities to promote social interaction. The Natural Approach focuses on providing comprehensible input and activities for a positive learning environment that favors comprehension of input, minimizes learner anxiety, and maximizes learner self-confidence.

### **Audio-stories:**

Audio stories become a powerful strategy because students receive meaningful input from listening and reading and they provide learners with opportunities to develop pronunciation and abilities to understand spoken language, thinking skills and enriching experiences.

Using audio stories and imitation exposes the learners to patterns, intonation, expressions, different accents, dialects, and pronunciation. The exposure to a variety of speech patterns increases students' oral fluency and students can have a multisensory approach that helps them with pronunciation, vocabulary, literacy development, comprehension and communication.

In Alcantud-Díaz M. & Gregori-Signes C. (2014, P.114) they state that students can improve their speaking competences “since the trained actors and actresses who have read the texts for recorded audiobooks could serve as a model in terms of inflection, tone, different dialects, rhythm, pauses, silence and different voices. The dramatic performance increases listening pleasure, conveys meaning of a book more clearly and vividly, and transports captivated listeners into another world”.

The use of stories in language learning creates a good learning environment and provides meaningful and comprehensible input because stories are easy to understand and remember, besides, they are very entertaining. Through stories, the language acquisition process is activated, and it is easy for students to learn the language elements from the information provided by the stories.

Stories have special pedagogical values for foreign language learning because stories are interesting material that deal with life experiences and invite active meaning-making since stories involve people in actions and emotions. According to Tomlinson, B. (2007, p.2) “The materials should expose the learners to language in authentic use, help learners to pay attention to features of authentic input, provide the learners with opportunities to use the target language to achieve communicative purposes, achieve impact in the sense that they arouse and sustain the learners’ curiosity and attention and stimulate intellectual, aesthetic and emotional involvement.”

“Listening to stories develops students’ listening and concentration skills and their ability to receive and understand information expressed in words. Besides, students develop learning strategies with the stories such as listening for general meaning, predicting, guessing meaning and hypothesizing”. Porras N. (2010, p.1)

Audio-stories provide opportunities to improve pronunciation, speak the language creatively and become more confident in communication and interaction.

**Imitation:** Imitation has a fundamental role in learning and development according to Vygotskian sociocultural theory. In this research, imitation has an intentional, meaningful, and transformative process leading the learners to improve pronunciation and develop communicative abilities and confidence.

“Imitation is a transformative activity involving a learner’s intelligent, intentional, and creative reproduction of someone else’s mental operations. In Vygotskian’s theory, imitation constitutes the chief mechanism of internalization and a major component of developmental activity. It is through interaction with an expert that the learner can reproduce the expert’s action by utilizing those functions that are in the process of maturing. Ultimately, imitation in joint

activity with others is the basis for independent creative performance. De Guerrero, M. C., & Commander, M. (2013, p.3)

### **Art through technological tools**

Art support learning through cognitive connections in different areas such as creativity, imagination, thinking, reading, listening, and interacting, linking previous knowledge and new information with relevant and meaningful activities. This research project uses art in the creation of audio-stories with technological tools. Learning by making art projects support different learning styles like visual, auditory, verbal, social and sensory.

“Arts support the formation of community. Arts deal with central aspects of the human experience, those who participate in arts experiences can come to understand one another in new ways. Whether we think of the arts as languages, forms of intelligence, or learning modalities, most educators agree that the arts can engage diverse learners and provide them with opportunities to share what they know. The arts help develop intellectual skills”. Farokhi, M., & Hashemi, M. (2012, p.2).

### **Research hypothesis**

Using Audio-stories promote English pronunciation improvements because these stories expose the learners to authentic language use and language patterns. The use of Audio-stories, imitation, role playing and story-makers tools online foster interaction, pronunciation improvement, confidence, and communicative abilities.

## CHAPTER III

### Methodology

This research can be classified as an applied research project, designed to solve an existing problem in the English Club, Unad, CCAV Cúcuta with the application of existing methods and teaching strategies to solve or improve the Students' English pronunciation problems to produce contextual real-life knowledge and observe the process of improving pronunciation through audio-stories, imitation and technological art tools and describe how these activities contribute to the learning process.

This applied project uses the principles of qualitative approach and descriptive case studies to produce contextual real-life knowledge and observe the process of improving pronunciation through audio-stories, imitation and technological art tools and describe how these activities contribute to the learning process.

First, the students from the English Club were observed during conversation class activities at the English club for a period of 6 months. During this time, the pronunciation problem was identified; in general, the students' competence was characterized by some passive knowledge of elementary vocabulary and structures and pronunciation problems. The students produce wrong sounds and prosodic features when producing English words and sentences. They struggle with silent letters, consonants and vowel sounds, stress, rhythm, and intonation which hinder their communication abilities and confidence because they feel embarrassed and experienced anxiety. Therefore, researchers wrote a report and designed a proposal to implement

strategies and engaging activities to improve students' pronunciation using audio-stories, imitation techniques and technological tools to foster communicative skills.

### **Context and participants:**

This research was carried out with 15 adult students ages 19-50 years old in their first, second and third semester of BA in Teaching English as a foreign Language, with basic English level, who participated in the English Club offered by CCAV Unad, Cúcuta. The sessions were held online due to Covid 19 emergency through the videoconferencing platform Meet.

### **Data Collection:**

The procedures to collect information are interviews, Google forms, class observation, and video recordings to gather information about the students, and the project activities development process.

#### Project stages:

1. Interview: an interview was developed to get a better insight into the pronunciation problems and the proposal, the purpose was to ask students some questions about their difficulties and some affective filters that they might have. See figures 1-4 in the result chapter.
2. Designing activities: The researchers designed 10 lesson plans using B-learning formats. (B-learning is a teaching strategy that combines face to face activities and online activities) Due to the Covid 19 emergency, all the activities were conducted online.

The research teachers provided PowerPoint presentations for the students using the planned strategies with audio-stories following these lesson phases:

- a) Warm up activity
  - b) Vocabulary review (related to the story)
  - c) Watching, reading and listening to the story
  - d) Imitating pronunciation and language patterns while repeating the story.
  - e) Role playing with partners (Characters of the story)
  - f) Discussion related to the story making real life connections.
3. First meeting with students: The teachers explained the project proposal and the activities to the students during the first meeting with them stating the importance of pronunciation and the use of the language pattern imitation using audio-stories as a way to improve pronunciation and encouraged students to participate.
  4. Development of the didactic activities: The research teachers implemented the designed lesson plans using audio stories from different free Youtube Channels and Webpages such as: English Singing, Story Online, Learn English with Stories, ELC Study Zone, and story maker tools such as Story Jumper and Picture Book Maker.

The stories used for the activities were the following:

- *The Pied Piper of Hamelin* – <https://youtu.be/JV8R8MHvqyY>
- *Aladdin and the magic lamp* [https://youtu.be/d\\_-OyojYwDE](https://youtu.be/d_-OyojYwDE)
- *A bad case of stripes* <https://www.storylineonline.net/books/a-bad-case-of-stripes/>
- *Johnny Appleseed* <https://youtu.be/dqKLYWGGI24>

- *The Little Match Girl* <https://youtu.be/2QwUgqx1HeM>
- *Nasreddin, The Ferry Man*  
<https://web2.uvcs.uvic.ca/courses/elc/studyzone/330/reading/ferry1.htm>
- *Jack and the Beanstalk*: <https://youtu.be/HC-yHlypXyQ>
- *Sparky Knows Best*:  
<https://www.storyjumper.com/book/read/82985225/SPARKY-KNOWS-BEST>

The teachers encouraged students to participate actively in the different lesson phases and helped them correct pronunciation issues during the repetition and imitation phases. Teachers also invited students to use technological tools such as Story Jumper and Picture Book Maker to create original and personalized audio stories, promoting communicative interaction, creativity and imagination in order to enhance students' communication skills and social interaction.

5. Final stage: Teachers conducted formative evaluation throughout the process, helping students improve pronunciation, correcting mistakes and assessing participation and interaction. Students presented their own audio-stories in class and shared with partners. And finally, a Webpage was designed to share the project contents with students and teachers.

## CHAPTER IV

### Results and Discussion

Researchers designed and implemented the activities and lesson plans (B-learnings) to promote pronunciation improvement using audio-stories, imitation, role playing, games and story making tools to encourage pronunciation practice in order to contribute with solutions for the pronunciation problems of students in the English Club, UNAD, CCAV Cúcuta.

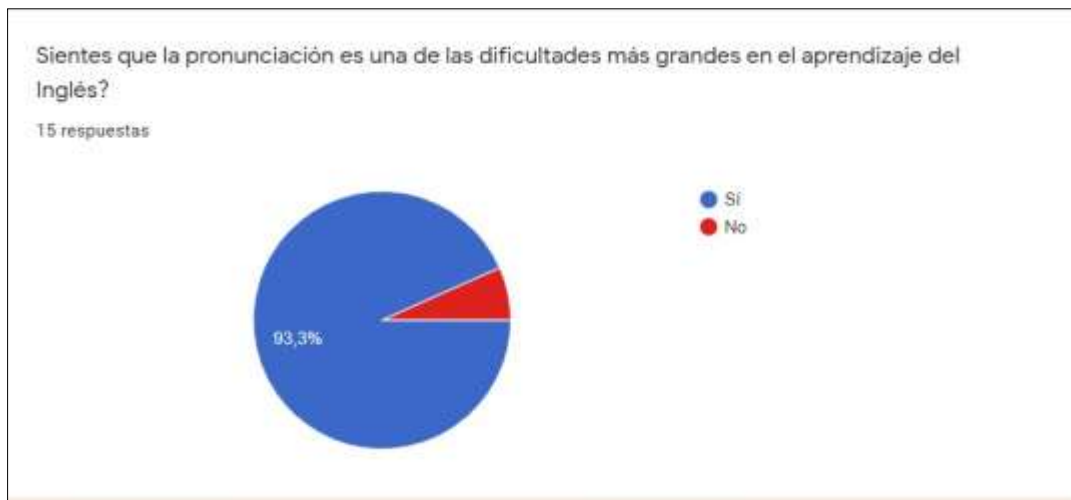
#### Project Stages

1. **Observation:** The students from the English Club were observed during class activities at the English club for a period of 6 months. During this time, the pronunciation problem was identified, in general, the students' competence was characterized by some passive knowledge of elementary vocabulary and structures but a very little command of pronunciation and speaking. Therefore, researchers wrote a report on a teaching journal and designed a proposal to implement strategies and engaging activities to improve students' pronunciation using audio-stories, imitation techniques and technological tools to foster communicative skills.
2. **Interview:** an interview was developed to get a better insight into the pronunciation problems and the proposal, the purpose was to ask students some questions about their difficulties and some affective filters that they might have. They filled out a survey format. The following information shows the results of the survey applied to students from the English Club, CCAV Cúcuta: see figures from 1 to 4.



**Figure 1.**

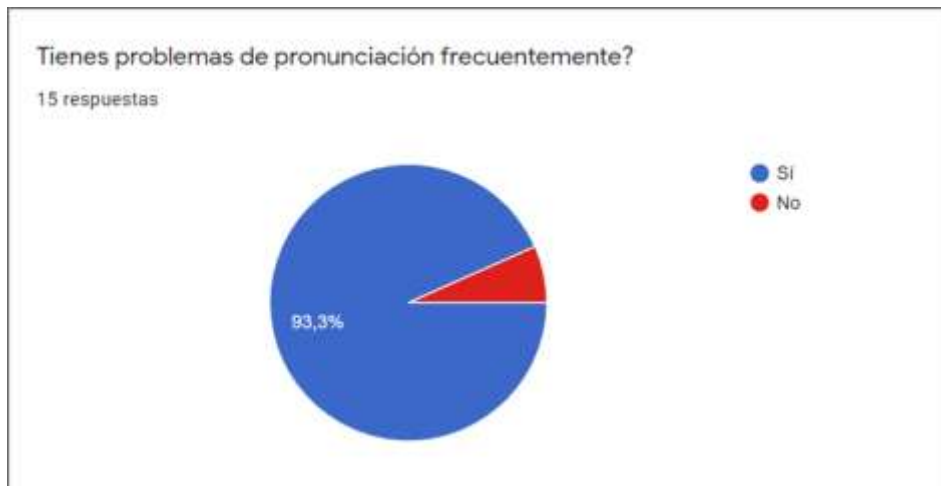
*Survey question 1.*



*Note:* This graphic shows that most of the students feel that pronunciation is one of greatest difficult in learning English.

**Figure 2.**

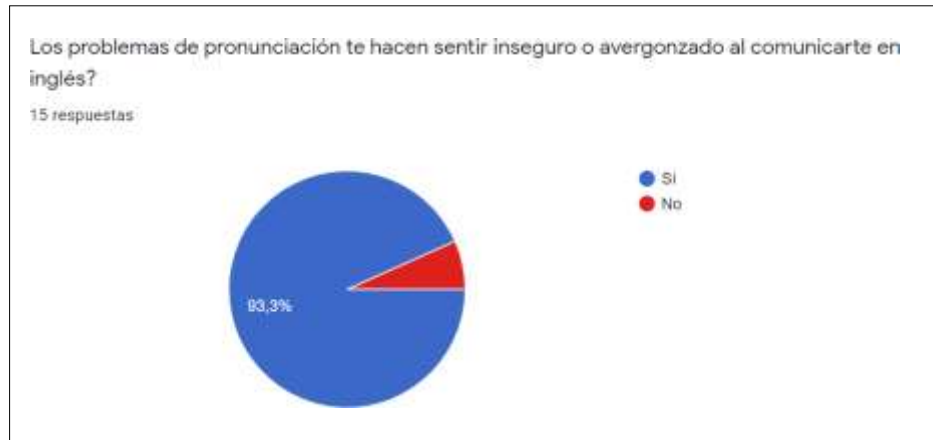
*Survey question 2.*



*Note:* Most of the students said that they had pronunciation problems frequently.

**Figure 3.**

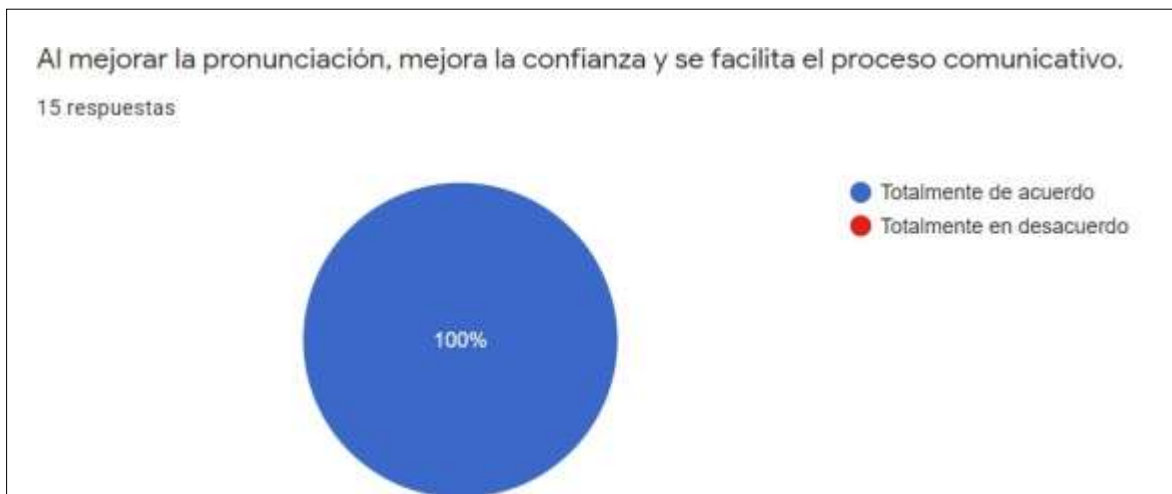
*Survey question 3.*



*Note:* Most of the students stated that the pronunciation problems made them feel hesitant or ashamed to communicate in English

**Figure 4.**

*Survey question 4.*



*Note:* All the students agreed that improving pronunciation enhance confidence and improve the communication process.

## 1. Activities Design

The researchers designed 10 lesson plans on PowerPoint presentations using different activities with audio-stories. See table 1.

**Table 1**

*Lesson plans and activities*

Improving English Pronunciation Through Audio-Stories			
Facilitators: Bibiana Molinares Álvarez, María Fernanda Suárez, Henry Carrillo			
N.	Date	Lesson	Link
1.	23-10-2020	Activity 1: The Pied Piper of Hamelin	<a href="https://drive.google.com/file/d/1X5oG6NzzHdy95KuqJUEDxMtMyjv2KOv/view?usp=sharing">https://drive.google.com/file/d/1X5oG6NzzHdy95KuqJUEDxMtMyjv2KOv/view?usp=sharing</a>
2	30-10-2020	Activity 2: A Bad Case of Stripes	<a href="https://drive.google.com/file/d/1qMKL8aH_6spdMYlrUaIGTOmswM1JSma1/view?usp=sharing">https://drive.google.com/file/d/1qMKL8aH_6spdMYlrUaIGTOmswM1JSma1/view?usp=sharing</a>
3	06-11-2020	Activity 3: The Frog Prince	<a href="https://drive.google.com/file/d/1wOFuqLb3LNU3Vlvjv2bK6uzZVxA6GAWz/view?usp=sharing">https://drive.google.com/file/d/1wOFuqLb3LNU3Vlvjv2bK6uzZVxA6GAWz/view?usp=sharing</a>
4	13-11-2020	Activity 4: Aladdin	<a href="https://drive.google.com/open?id=1WP9mnfKXFBFTIkWKpn7Rjjo4dEHfAkKn">https://drive.google.com/open?id=1WP9mnfKXFBFTIkWKpn7Rjjo4dEHfAkKn</a>
5	20-11-2020	Activity 5: Johnny Appleseed	<a href="https://drive.google.com/open?id=1dtdnr4ooLkut28ISQr7izTarXwxxgN-b">https://drive.google.com/open?id=1dtdnr4ooLkut28ISQr7izTarXwxxgN-b</a>
6	23-11-2020	Activity 6: The Little Match Girl	<a href="https://drive.google.com/file/d/1BUsnwVLI26nqBqJPravAlnEBGBkz16gL/view?usp=sharing">https://drive.google.com/file/d/1BUsnwVLI26nqBqJPravAlnEBGBkz16gL/view?usp=sharing</a>
7	27-11-2020	Activity 7: Nashreddin The Ferry Man	<a href="https://drive.google.com/file/d/1MtqYCFFU-G0htZZS3TAKmKyshM8eXd/view?usp=sharing">https://drive.google.com/file/d/1MtqYCFFU-G0htZZS3TAKmKyshM8eXd/view?usp=sharing</a>

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8	01-12-2020	Activity 8: Jack and the Beanstalk	<a href="https://drive.google.com/file/d/12yG1PeAk2eZc0FqRel9SPQZufsgC3BOd/view?usp=sharing">https://drive.google.com/file/d/12yG1PeAk2eZc0FqRel9SPQZufsgC3BOd/view?usp=sharing</a>
9	04-12-2020	Activity 9: Sparky Knows Best	
10	11-12-2020	Activity 10: Creating our own stories	<a href="https://drive.google.com/file/d/14T1RAGGhlqCqsL7K7jecvY8Jamh192Vv/view?usp=sharing">https://drive.google.com/file/d/14T1RAGGhlqCqsL7K7jecvY8Jamh192Vv/view?usp=sharing</a>

**Web page: <https://bib32639.wixsite.com/website-2>**

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## **2. First meeting with students**

There was a meeting with the students to explain the proposal, the activities and to encourage students to participate. It was also stated the importance of pronunciation and the use of language pattern imitation using audio-stories as a way to improve pronunciation.

## **3. Development of the didactic activities:**

The research teachers implemented the designed lesson plans using audio stories from different free YouTube Channels and Webpages such as: English SingSing, Story Online, Learn English with Stories, ELC Study Zone, and story maker tools such as Story Jumper and Picture Book Maker promoting pronunciation practice, communicative interaction, creativity and imagination in order to enhance students' communication skills and social interaction.

The teachers provided PowerPoint presentations for the students using the planned strategies with audio-stories (See table 1) following these lesson phases:

- a) Warm up activity
- b) Vocabulary review (related to the story)
- c) Watching, reading and listening to the story

- d) Imitating pronunciation and language patterns while repeating the story.
- e) Role playing with partners (Characters of the story)
- f) Discussion related to the story making real life connections.

The following pictures shows some of the activities conducted through Meet.

**Figure 5.**

*Screenshot B-learning.*



**Figure 6.**

*Screenshot B-learning.*



**Figure 7.***Screenshot B-learning.*

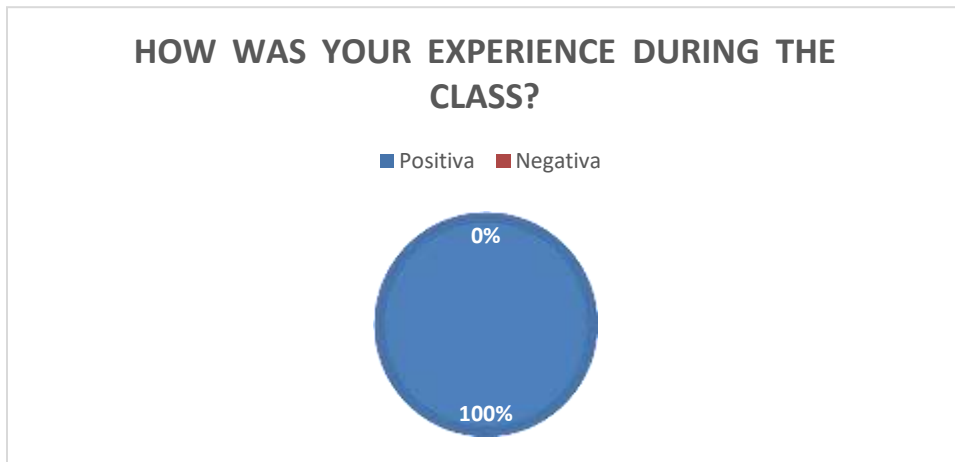
#### 4. Final stage

The evaluation of the process was formative and continuous during the progress of the activities to monitor the worth of the project and the students' achievements assessing pronunciation, participation, interaction and evaluating how well the goals were being met. To register this information, researchers used teaching journals and after each encounter students expressed their opinion about the activities. See figures 8 and 9.

Students were asked to practice, repeat imitating language patterns of the characters of the story and role play the stories with their partners. At the final lesson some students presented their own short stories created using the recommended tools and participated sharing their stories in class. And a Webpage was designed to share with students and teachers. See table 3.

**Figure 8.**

*Students' experience during the class.*



*Note:* All the participants expressed that they had a positive experience during the activities

**Figure 9.**

*Were the activities helpful to improve pronunciation?*



*Note:* Most of the students stated that the activities helped them improve their pronunciation and speaking meaningfully. While some of the students said the activities were somehow meaningful.

**Table 2.***Students' stories and Project Web Page*

STORIES CREATED BY STUDENTS	
The Plant by Edgar Florez	Book link: <a href="#">The Plant</a>
Mía, The Giraffe by Cindy Giraldo	Book link: <a href="#">Mía The Giraffe</a> To load the book enter code: 27535 <a href="#">Story Video link</a>
The Giraffe's Best Friend by Viviana García	Book link: <a href="#">The Giraffés Best Friend</a> To load the book, enter code: 27537
PROJECT WEB PAGE	
Improving English Pronunciation Through Audio-Stories <a href="https://bibi32639.wixsite.com/website-2">https://bibi32639.wixsite.com/website-2</a>	



## CHAPTER V

### Conclusions and Recommendations

The project *English Pronunciation and Audio Stories with students from the English Club, CCAV, Cúcuta* was a positive experience for researchers and participants. According to the results and students opinions about the activities, the use of audio-stories with activities such as imitation, role playing, and story-makers tools helped to improve English pronunciation and promoted communicative abilities.

The aims of the project were to improve students' English pronunciation and foster their communication abilities and confidence using audio stories, language pattern imitation and role playing. Consequently, the implemented activities were according to theory and students could have pronunciation and speaking practice in an engaging and meaningful way.

This project was based on the principle of naturalistic language learning and acquisition, the Natural Approach and theoretical foundations about audio stories, imitation and technological tools to provide an engaging way to practice pronunciation. In language teaching, it is very important to use interesting activities and strategies to strengthen students' competences and provide a positive learning environment through enjoyable activities, technological tools and cooperative learning and interaction.

Audio-stories are excellent materials to practice and improve pronunciation because stories expose learners to authentic language and stimulate creativity, attention and motivation. The use of the audios and language pattern imitation helped students focus on the language features. So, this kind of pronunciation practice trains students in listening sounds and patterns of English, and they also practice reading and speaking while they get used to the special

features of the language like the speakers' intention, emotions, stress, intonation, rhythm, connected speech, tone and other aspects of the language. On the other hand, the use of story-makers tools online help students enjoy the creation of their own stories and promote interaction with partners. In consequence, the students improve their pronunciation, English speaking abilities and confidence.

Pronunciation can be difficult for English learners because English is not a phonetic language and the students are not used to the differences between their native language and the English language. Then they tend to make many mistakes such as producing wrong sounds and prosodic features when speaking and saying English words. These difficulties in pronunciation can hinder their speaking abilities and trigger anxiety resulting in students feeling embarrassed or unable to communicate in English. Therefore, taking care of pronunciation helps learners to acquire English efficiently, improve their communicative skills and become more fluent and confident.

According to one of the principles of the Natural Approach of Krashen and Terrell, the input hypothesis, learners need to develop receptive skills before starting to produce the language and they hear before producing the language. Richards, J. C., & Rodgers, T. S. (2014) then the input took great importance during the research activities because students were exposed to audio-stories, listening before starting to produce the language.

During the activities students played games to review vocabulary related to the stories, listened to the audio-stories, repeated and imitated voices and sounds, role played characters and had conversation about the stories and their real life. Alcántud-Díaz M. & Gregori-Signes C. (2014, P.114) state that “students can improve their speaking competences since audiobooks could serve as a model in terms of inflection, tone, different dialects, rhythm, pauses, silence and

different voices. The dramatic performance increases listening pleasure, conveys meaning of a book more clearly and vividly”.

In short, the didactic activities with audio-stories are effective and innovative teaching strategies to foster pronunciation improvement and speaking skills. However, time was a limitation during this research, so it is important to implement these activities during a longer period to achieve better results.

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## **APPENDIX**

### Survey

The students were asked about some English pronunciation problems to get a better insight into the situation and the proposal. The purpose was to ask students questions about their views and difficulties. They filled out this survey format:

<https://docs.google.com/forms/d/e/1FAIpQLScxKZY-ZIUkk-T1nSvGtBxV1nANAUluqUI5DwcutzO0qnnG1w/viewform>

## APPENDIX C: Lesson plans and Teaching Journals

**Proyecto B – learning  
Planeador de actividades  
ENCUENTROS PEDAGÓGICOS ABIERTOS**

**Curso:** English Club**Número total de estudiantes:** 15**Fecha:** 23-10-2020**Time:** 6:00 pm - 7:00 Pm.**Director de curso:** Linda Susan Regnier**Centro:** CCAV Cúcuta**Docente:** Bibiana Patricia Molinares Álvarez**Centro:** CCAV Cúcuta

<b>Tema</b>	Improving Pronunciation Through Audio-Stories - Activity 1 “The Pied Piper of Hamelin”	
<b>Propósito del Encuentro</b>	To develop activities using audio-stories and imitation techniques to foster pronunciation improvement and encourage communication and social interaction.	
<b>Descripción General de la Actividad a Desarrollar</b>	<p>To provide pronunciation practice activities using audio stories and imitation techniques to train students in listening sounds and patterns of English and produce fluent and accurate language.</p> <p>Students will develop listening, reading, repeating and imitation activities which allow them to focus on the special features of the pronunciation paying attention to stress, intonation, emotions and connected speech. And they will also have social interaction and communication with their partners.</p>	

	The activities will help students improve their pronunciation, English speaking abilities and confidence.	
		<b>RECURSOS</b>
<b>CONTEXTUALIZACIÓN DE LA ESTRATEGIA (Explicación General Del Tema A Desarrollar )</b>	Improving English Pronunciation Through Audio Stories with Students from The English Club, CCAV Cúcuta is a project to help these students that have been experiencing difficulties with pronunciation, a problem that was observed, while working with them at the English Club. The aims are to improve students' English pronunciation and foster their communication abilities and confidence using audio stories, imitation techniques and role-playing with classmates promoting interaction and collaborative learning.	
<b>Actividades Para El Aprendizaje Activo</b>	<p><b>Welcome to our Project Improving Pronunciation Through Audio-Stories</b></p> <p><b>Warm up activity:</b> Have a fun while playing this game: Move and Freeze</p> <p><b>Step 1:</b></p> <p>Preparation: Students will review vocabulary related to the story</p> <p><b>Step 2:</b></p>	<p>The Learning Station (2015) Brain Breaks - Cancion de acción - Move and Freeze = From: <a href="https://youtu.be/388Q44ReOWE">https://youtu.be/388Q44ReOWE</a></p>

	<p>Students will watch and listen to video story: <i>The Pied Piper of Hamelin</i>, paying attention to language patterns like pronunciation, intonation, stress, pauses and emotions.</p> <ol style="list-style-type: none"> <li>1. Watch and listen to the story</li> <li>2. Repeat and imitate pronunciation and language patterns.</li> <li>3. Role play with partners (Narrator, the pied piper, mayor, etc)</li> </ol> <p><b>Step 3:</b></p> <p>Discussion: Students will have a little conversation time to talk about the story situation.</p> <p>Example:</p> <p>Did you like the story?</p> <p>Would you like a different ending?</p> <p>What do you think about the pied piper/mayor attitude?</p> <p>Do you know vengeful/mean/cheater/greedy/ people?</p>	<p>Powerpoint slides</p> <p>English Singing (2020) The Pied Piper of Hamelin - Fairy tale - English Stories <a href="https://youtu.be/JV8R8MHvqyY">https://youtu.be/JV8R8MHvqyY</a></p>
<b>Realimentación</b>	<p>Pronunciation correction - feedbacks</p> <p>Reflection about the activities, suggestions from teachers and students.</p>	
<b>Material De Apoyo</b>	<p>Baraan Creation (2018) 10 easy tongue twisters <a href="https://youtu.be/bVKYCNg9tak">https://youtu.be/bVKYCNg9tak</a></p> <p>Powerpoint slides</p> <p>English Singing (2020) The Pied Piper of Hamelin - Fairy tale - English Stories <a href="https://youtu.be/JV8R8MHvqyY">https://youtu.be/JV8R8MHvqyY</a></p>	

**Proyecto B – learning  
Planeador de actividades  
ENCUENTROS PEDAGÓGICOS ABIERTOS**

**Curso:** English Club

**Número total de estudiantes:** 15

**Fecha:** 30-10-2020

**Time:** 6:00 pm. - 7:00 Pm.

**Director de curso:** Linda Susan Regnier

**Centro:** CCAV Cúcuta

**Docente:** Bibiana Patricia Molinares Álvarez

**Centro:** CCAV Cúcuta

<b>Tema</b>	Improving Pronunciation Through Audio-Stories - Activity 2 “ <i>A bad Case of Stripes</i> ”	
<b>Propósito del Encuentro</b>	To develop activities using audio-stories and imitation techniques to foster pronunciation improvement and encourage communication and social interaction.	
<b>Descripción General de la Actividad a Desarrollar</b>	<p>To provide pronunciation practice activities using audio stories and imitation techniques to train students in listening sounds and patterns of English and produce fluent and accurate language.</p> <p>Students will develop listening, reading, repeating and imitation activities which allow them to focus on the special features of the pronunciation paying attention to stress, intonation, emotions and connected speech. And they will also have social interaction and communication with their partners.</p> <p>The activities will help students improve their pronunciation, English speaking abilities and confidence.</p>	

		RECURSOS
<b>CONTEXTUALIZACIÓN DE LA ESTRATEGIA (Explicación General Del Tema A Desarrollar )</b>	Improving English Pronunciation Through Audio Stories with Students from The English Club, CCAV Cúcuta is a project to help these students that have been experiencing difficulties with pronunciation, a problem that was observed, while working with them at the English Club. The aims are to improve students' English pronunciation and foster their communication abilities and confidence using audio stories, imitation techniques and role-playing with classmates promoting interaction and collaborative learning.	
<b>Actividades Para El Aprendizaje Activo</b>	<p><b>Welcome to our Project Improving Pronunciation Through Audio-Stories</b></p> <p><b>Warm up activity:</b> Dancing to have fun!</p> <p><b>Step 1:</b></p> <p>Preparation: Students will review vocabulary related to the story</p> <p><b>Step 2:</b></p> <p>Students will watch and listen to video story: <i>A bad case of stripes</i> paying attention to language patterns like pronunciation, intonation, stress, pauses and emotions.</p> <ol style="list-style-type: none"> <li>4. Watch and listen to the story</li> <li>5. Repeat and imitate pronunciation and language patterns.</li> </ol>	<p>Bad Boys Blue - How I Need You  <a href="https://youtu.be/5iJ6W6CSqj8">https://youtu.be/5iJ6W6CSqj8</a></p> <p>PowerPoint slides</p> <p>Story Online (2020) Video:  <a href="https://www.storylineonline.net/book">https://www.storylineonline.net/book</a></p>

	<p>6. Role playing the story.</p> <p><b>Step 3:</b></p> <p>Discussion: Students will have a little conversation time to talk about the story situation.</p> <p>Example:</p> <p>Did you like the story?</p> <p>Have you read this story in Spanish?</p> <p>Do you change your attitude or behavior to fit in?</p> <p>How to stop trying to fit in and finally belong?</p>	<p><a href="https://www.storylineonline.net/books/a-bad-case-of-stripes/">s/a-bad-case-of-stripes/</a></p>
<b>Realimentación</b>	<p>Pronunciation correction - feedbacks</p> <p>Reflection about the activities, suggestions from teachers and students.</p>	
<b>Material De Apoyo</b>	<p>Bad Boys Blue - How I Need You <a href="https://youtu.be/5iJ6W6CSqj8">https://youtu.be/5iJ6W6CSqj8</a></p> <p>PowerPoint slides</p> <p>Story Online (2020) Video: <a href="https://www.storylineonline.net/books/a-bad-case-of-stripes/">https://www.storylineonline.net/books/a-bad-case-of-stripes/</a></p>	

**Proyecto B – learning  
Planeador de actividades  
ENCUENTROS PEDAGÓGICOS ABIERTOS**

**Curso:** English Club

**Número total de estudiantes:**

**Fecha:** 13-11-2020

**Time:** 6:00 - 7:00

**Director de curso:** Linda Susan Regnier

**Centro:** CCAV Cúcuta

**Docente:** Henry Carrillo

**Centro:** CCAV Cúcuta

<b>Tema</b>	Improving Pronunciation Through Audio-Stories - Activity 4: Aladdin and the magic lamp	
<b>Propósito del Encuentro</b>	To develop activities using audio-stories and imitation techniques to foster pronunciation improvement and encourage communication and social interaction.	
<b>Descripción General de la Actividad a Desarrollar</b>	<p>To provide pronunciation practice activities using audio stories and imitation techniques to train students in listening sounds and patterns of English and produce fluent and accurate language.</p> <p>Students will develop listening, reading, repeating and imitation activities which allow them to focus on the special features of the pronunciation paying attention to stress, intonation, emotions and connected speech. And they will also have social interaction and communication with their partners.</p> <p>The activities will help students improve their pronunciation, English speaking abilities and confidence.</p>	
		<b>RECURSOS</b>



<b>CONTEXTUALIZACIÓN DE LA ESTRATEGIA</b> (Explicación General Del Tema A Desarrollar )	Improving English Pronunciation Through Audio Stories with Students from The English Club, CCAV Cúcuta is a project to help these students that have been experiencing difficulties with pronunciation, a problem that was observed, while working with them at the English Club. The aims are to improve students' English pronunciation and foster their communication abilities and confidence using audio stories, imitation techniques, and art projects with story-makers tools online to create audio stories to share with classmates promoting interaction and collaborative learning.	
<b>Actividades Para El Aprendizaje Activo</b>	<p style="text-align: center;"><b>Welcome to our Project Improving Pronunciation Through Audio-Stories</b></p> <p><b>Warm up activity:</b> students watch video and listen the song reading the lyrics. Then they have to sing the song in order to practice and enhance their pronunciation.</p> <p><b>Step 1:</b></p> <p>Preparation: Students will review a vocabulary</p> <p><b>Step 2:</b></p> <p>Students will watch and listen to a fairy tale video; they will pay attention to the pronunciation, intonation, stress and emotions.</p> <p>1. Watch and listen to the story</p>	<p>VL (2017) I Lay My Love On You [Video]  <a href="https://www.youtube.com/watch?v=qj9rdXwvrs8">https://www.youtube.com/watch?v=qj9rdXwvrs8</a></p> <p>PowerPoint slides</p> <p>English Singing (2020) The Aladdin and the magic lamp –</p>

	<p>2. Repeat and imitate pronunciation and patterns.</p> <p>3. Role a play with partners (narrator, Aladdin, wizard, genie, and princess.)</p> <p><b>Step 3:</b></p> <p>Discussion: Students will have a little conversation time to talk about the story situation.</p>	<p>Fairy tale – English Stories  <a href="https://www.youtube.com/watch?v=d_-OyojYwDE&amp;feature=youtu.be">https://www.youtube.com/watch?v=d_-OyojYwDE&amp;feature=youtu.be</a></p>
<b>Realimentación</b>	<p>Pronunciation correction - feedbacks</p> <p>Reflection about the activities, suggestions from teachers and students.</p>	
<b>Material De Apoyo Sugerido</b>	<p>VL (2017) I Lay My Love On You [Video]  <a href="https://www.youtube.com/watch?v=qj9rdXwvrs8">https://www.youtube.com/watch?v=qj9rdXwvrs8</a></p> <p>PowerPoint slides</p> <p>English Singing (2020) The Aladdin and the magic lamp – Fairy tale – English Stories  <a href="https://www.youtube.com/watch?v=d_-OyojYwDE&amp;feature=youtu.be">https://www.youtube.com/watch?v=d_-OyojYwDE&amp;feature=youtu.be</a></p>	<p>Videos</p>

**Proyecto B – learning**  
**Planeador de actividades**  
**ENCUENTROS PEDAGÓGICOS ABIERTOS**

**Curso:** English Club

**Número total de estudiantes:** 12 estudiantes

**Fecha:** Noviembre 6 de 2020

**Time:** 6:00 pm - 7:00 pm

**Director de curso:** Linda Susan Regnier

**Docente:** María Fernanda Suárez González

**Centro:** CCAV Cúcuta

Link de web conference: <https://drive.google.com/file/d/1wOFugLb3LNU3V1vjv2bK6uzZVxA6GAwz/view?usp=sharing>

<b>Tema</b>	Improving Pronunciation Through Audio-Stories – Activity 3 <i>The frog Prince</i>	
<b>Propósito del Encuentro</b>	To develop activities using audio-stories and imitation techniques to foster pronunciation improvement and encourage communication and social interaction.	
<b>Descripción General de la Actividad a Desarrollar</b>	<p>To provide pronunciation practice activities using audio stories and imitation techniques to train students in listening sounds and patterns of English and produce fluent and accurate language.</p> <p>Students will develop listening, reading, repeating and imitation activities which allow them to focus on the special features of the pronunciation paying attention to stress, intonation, emotions and connected speech. And they will also have social interaction and communication with their partners.</p>	

	The activities will help students improve their pronunciation, English speaking abilities and confidence.	
		<b>RECURSOS</b>
<b>CONTEXTUALIZACIÓN DE LA ESTRATEGIA (Explicación General Del Tema A Desarrollar )</b>	Improving English Pronunciation Through Audio Stories with Students from The English Club, CCAV Cúcuta is a project to help these students that have been experiencing difficulties with pronunciation, a problem that was observed, while working with them at the English Club. The aims are to improve students' English pronunciation and foster their communication abilities and confidence using audio stories, imitation techniques, and art projects with story-makers tools online to create audio stories to share with classmates promoting interaction and collaborative learning.	
<b>Actividades Para El Aprendizaje Activo</b>	<p style="text-align: center;"><b>Welcome to our Project Improving Pronunciation Through Audio-Stories</b></p> <p><b>Warm up activity:</b> The mime; the miming is a way for students to practice their tenses and their verbs. Students will choose a number, that number has an action. The student must imitate gestures and movements the action and her partners will guess the verb. Repeat this until all students have mimed at last one action. Activities: Reading, imitation, clear pronunciation, have fun</p> <p><b>Step 1:</b></p> <p>Preparation: Students will review a vocabulary</p>	<p>Power point slides</p> <p>English Singing (2020) The frog prince - Fairy tale - English Stories <a href="https://youtu.be/qb5ZDfk7MFY">https://youtu.be/qb5ZDfk7MFY</a></p>

	<p><b>Step 2:</b></p> <p>Students will watch and listen to a fairy tale video, they will pay attention to pronunciation, intonation, stress, and emotions.</p> <ol style="list-style-type: none"> <li>7. Watch and listen to the story.</li> <li>8. Repeat and imitate pronunciation and patterns.</li> <li>9. Role play with partners (Narrator, the frog, the king, the princess, the prince, etc.)</li> </ol> <p><b>Step 3:</b></p> <p>Discussion: Students will have a little conversation time to talk about the story situation.</p> <p>Example:</p> <p>What do you think about the princess attitude?</p> <p>Do you think promises should be kept?</p>	
<p><b>Realimentación</b></p>	<p>Pronunciation correction - feedbacks</p> <p>Reflection about the activities, suggestions from teachers and students</p>	
<p><b>Material De Apoyo Sugerido</b></p>	<p>Power point slides</p> <p>English Singing (2020) The frog prince - Fairy tale - English Stories</p> <p><a href="https://youtu.be/qb5ZDfk7MFY">https://youtu.be/qb5ZDfk7MFY</a></p>	

**Proyecto B – learning  
Planeador de actividades  
ENCUENTROS PEDAGÓGICOS ABIERTOS**

**Curso:** English Club

**Número total de estudiantes:**

**Fecha:** noviembre 13 de 2020

**Time:** 6:00 - 7:00 pm

**Director de curso:** Linda Susan Regnier

**Centro:** CCAV Cúcuta

**Docente:** Henry Carrillo

**Centro:** CCAV Cúcuta

Link de webconference:

<https://drive.google.com/open?id=1WP9mnfKXFBFTIkWKpn7Rjjo4dEHfAkKn>

<b>Tema</b>	Improving Pronunciation Through Audio-Stories - Activity 4 <i>Aladdin</i>	
<b>Propósito del Encuentro</b>	To develop activities using audio-stories and imitation techniques to foster pronunciation improvement and encourage communication and social interaction.	
<b>Descripción General de la Actividad a Desarrollar</b>	<p>To provide pronunciation practice activities using audio stories and imitation techniques to train students in listening sounds and patterns of English and produce fluent and accurate language.</p> <p>Students will develop listening, reading, repeating and imitation activities which allow them to focus on the special features of the pronunciation paying attention to stress, intonation, emotions and connected speech. And they will also have social interaction and communication with their partners.</p>	

	The activities will help students improve their pronunciation, English speaking abilities and confidence.	
		<b>RECURSOS</b>
<b>CONTEXTUALIZACIÓN DE LA ESTRATEGIA (Explicación General Del Tema A Desarrollar )</b>	Improving English Pronunciation Through Audio Stories with Students from The English Club, CCAV Cúcuta is a project to help these students that have been experiencing difficulties with pronunciation, a problem that was observed, while working with them at the English Club. The aims are to improve students' English pronunciation and foster their communication abilities and confidence using audio stories, imitation techniques, and art projects with story-makers tools online to create audio stories to share with classmates promoting interaction and collaborative learning.	
<b>Actividades Para El Aprendizaje Activo</b>	<p><b>Welcome to our Project Improving Pronunciation Through Audio-Stories</b></p> <p><b>Warm up activity:</b> students watch video and listen the song reading the lyrics. Then they have to sing the song in order to practice and enhance their pronunciation.</p> <p><b>Step 1:</b></p> <p>Preparation: Students will review a vocabulary</p> <p><b>Step 2:</b></p>	VL (2017) I Lay My Love On You [Video]

	<p>Students will watch and listen to a fairy tale video; they will pay attention to the pronunciation, intonation, stress and emotions.</p> <ol style="list-style-type: none"> <li>1. Watch and listen to the story</li> <li>2. Repeat and imitate pronunciation and patterns.</li> <li>3. Role a play with partners (narrator, Aladdin, wizard, genie, and princess.)</li> </ol> <p><b>Step 3:</b></p> <p>Discussion: Students will have a little conversation time to talk about the story situation.</p> <p>Example:</p> <p>What do you think about the pied piper/mayor attitude?</p> <p>Do you know vengeful/mean/cheater/ people?</p>	<p><a href="https://www.youtube.com/watch?v=qj9rdXwvrs8">https://www.youtube.com/watch?v=qj9rdXwvrs8</a></p> <p>PowerPoint slides</p> <p>English Singing (2020) The Aladdin and the magic lamp – Fairy tale – English Stories  <a href="https://www.youtube.com/watch?v=d_-OyojYwDE&amp;feature=youtu.be">https://www.youtube.com/watch?v=d_-OyojYwDE&amp;feature=youtu.be</a></p>
<b>Realimentación</b>	<p>Pronunciation correction – feedbacks</p> <p>Reflection about the activities, suggestions from teachers and students</p>	



<b>Material De Apoyo Sugerido</b>	VL (2017) I Lay My Love On You [Video]  <a href="https://www.youtube.com/watch?v=qj9rdXwvrs8">https://www.youtube.com/watch?v=qj9rdXwvrs8</a>  PowerPoint slides  English Singing (2020) The Aladdin and the magic lamp – Fairy tale – English Stories <a href="https://www.youtube.com/watch?v=d - OyojYwDE&amp;feature=youtu.be">https://www.youtube.com/watch?v=d - OyojYwDE&amp;feature=youtu.be</a>	Videos
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TEACHING JOURNAL No.1		
Activity 1: The Pied Piper of Hamelin	Date: October 23rd, 2020	Time: 6:00- 7:00 pm.
Teacher in Charge:	Bibiana Patricia Molinares Álvarez	
Bachelor's degree:	Teaching English as a Foreign Language	
Name of the UNAD Accompaniment teacher:	Linda Susan Regnier	
No. of participants: 15	English Level: Basic English	
<p><b>Purpose of the activity:</b></p> <p>To develop activities using audio-stories and imitation techniques to foster pronunciation improvement and encourage communication and social interaction.</p> <p>To provide pronunciation practice activities using audio stories and imitation techniques to train students in listening sounds and patterns of English to produce fluent and accurate language.</p> <p>Students will develop listening, reading, repeating and imitation activities which allow them to focus on the special features of the pronunciation paying attention to stress, intonation, emotions, and connected speech. And they will also have social interaction and communication with their partners.</p> <p>The activities will help students improve their pronunciation, English speaking abilities and confidence.</p>		
IMPLEMENTATION CONTEXT		
<p>Improving English Pronunciation Through Audio Stories with Students from The English Club, CCAV Cúcuta is a project to help these students who have been experiencing difficulties with pronunciation, a problem that was observed, while working with them at the English Club.</p> <p>The aims of the activities are to improve students' English pronunciation and foster their communication abilities and confidence using audio stories, imitation techniques and role-playing with classmates promoting interaction and collaborative learning.</p> <p>The participating community was a group of adult students, from the program Teaching English as a Foreign Language, Semester 1-2- 3 /English</p>		

level: Basic English

### Description of the activity

Initial moment	Warm up activity: Students and teachers participate in an entertaining game: Move and Freeze. Students enjoyed de activity and participated actively. The video used for this activity was: The Learning Station (2015) Brain Breaks - Cancion de acción - Move and Freeze – From: <a href="https://youtu.be/388Q44ReOWE">https://youtu.be/388Q44ReOWE</a>
Development of the session	<ol style="list-style-type: none"><li>1. The teacher presented the vocabulary related to the story and reviewed with students using the game: unscramble the words.</li><li>2. Students watched and listened to the video story: <i>The Pied Piper of Hamelin</i>, paying attention to language patterns like pronunciation, intonation, stress, pauses and emotions.</li><li>3. students listened to the story again and repeated imitating language patterns.</li><li>4. Students participated role playing the story.</li><li>5. Discussion about the topic of the story</li></ol>
Methodology developed	The teacher used a natural approach (input – drills - Repetition- imitation - Role playing - games) in a communicative way, so students were actively involved and worked with listening activities, repetition, role playing, and dialogues. According to Kurt, M. (2015) The communication is the main aim of using any language.

	<p>The communicative activities developed during the class promoted interaction, and conversation.</p>
Feedback	<p>The class was very active, students participated all the time during class, and the teacher was supporting the activity providing pronunciation advice and feedback.</p> <p>After class students gave positive opinions about the activity and filled out a format.</p>

### TEACHING JOURNAL No.3

Activity 3:	Date: November 6th, 2020	Time: 6:00- 7:00 pm.
Teacher in Charge:	María Fernanda Suárez González	
Bachelor's degree:	Teaching English as a Foreign Language	
Name of the UNAD Accompaniment teacher:	Linda Susan Regnier	
No. of participants: 12	English Level: Basic English	

#### **Purpose of the activity:**

To develop activities using audio-stories and imitation techniques to foster pronunciation improvement and encourage communication and social interaction.

To provide pronunciation practice activities using audio stories and imitation techniques to train students in listening sounds and patterns of English to produce fluent and accurate language.

Students will develop listening, reading, repeating and imitation activities which allow them to focus on the special features of the pronunciation paying attention to stress, intonation, emotions, and connected speech. And they will also have social interaction and communication with their partners.

The activities will help students improve their pronunciation, English speaking abilities and confidence.

#### **IMPLEMENTATION CONTEXT**

Improving English Pronunciation Through Audio Stories with Students from The English Club, CCAV Cúcuta is a project to help these students who have been experiencing difficulties with pronunciation, a problem that was observed, while working with them at the English Club.

The aims of the activities are to improve students' English pronunciation and foster their communication abilities and confidence using audio stories, imitation techniques and role-playing with classmates promoting interaction and collaborative learning.

The participating community was a group of adult students, from the program Teaching English as a Foreign Language, Semester 1-2- 3 /English level: Basic English

Description of the activity	
Initial moment	<p>Warm up activity:</p> <p>Students and teachers participate in an entertaining game: The mime.</p> <p>Students choose a word, then imitate gestures and movements of the action and your partners will have to guess the verb.</p>
Development of the session	<ol style="list-style-type: none"> <li>1. The teacher presented the vocabulary related to the story and reviewed with students using the game: unscramble the words.</li> <li>2. Students watched and listened to the video story: <i>The frog prince</i>, paying attention to language patterns like pronunciation, intonation, stress, pauses and emotions.</li> <li>3. Students listened to the story again and repeated imitating language patterns.</li> <li>4. Students participated role playing the story.</li> <li>5. Discussion about the topic of the story</li> </ol>
Methodology developed	<p>The teacher used a natural approach (input – drills - Repetition- imitation - Role playing - games) in a communicative way, so students were actively involved and worked with listening activities, repetition, role playing, and dialogues.</p> <p>According to Kurt, M. (2015) The communication is the main aim of using any language.</p> <p>The communicative activities developed during the class promoted interaction, and conversation.</p>
Feedback	<p>During the activity the mime, the students had a lot of fun, showed comfort in the exercise, and gradually lost their shyness. In the development of the audio</p>

story at the time of role-playing and imitation, the students participated with enthusiasm and confidence. In today's audio story, one of the characters was a toad. The students in charge of the characterization tried to imitate his voice with great success, they took care to make the indicated accentuation, which allowed a pleasant and fun class. The students attend and properly imitate the pronunciation of their dialogues, they make some mistakes in relation to learning very common words that they learned with bad pronunciation, and although they identify the correct pronunciation due to the speed of their reading, they repeat the mistake although immediately run their error. They also identify and differentiate the pronunciation of new vocabulary and make an emphasis on making an adequate intonation of their dialogue.

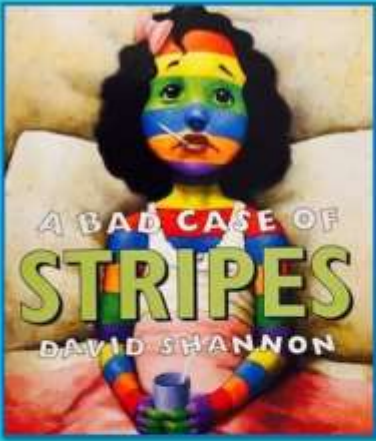

After class students gave positive opinions about the activity and filled out a format.

TEACHING JOURNAL No.4		
Activity 4: Aladdin	Date: November 13th, 2020	Time: 6:00- 7:00 pm.
Teacher in Charge:	Henry Carrillo Burgos	
Bachelor's degree:	Teaching English as a Foreign Language	
Name of the UNAD Accompaniment teacher:	Linda Susan Regnier	
No. of participants: 15	English Level: Basic English	
<p><b>Purpose of the activity:</b></p> <p>To develop activities using audio-stories and imitation techniques to foster pronunciation improvement and encourage communication and social interaction.</p> <p>To provide pronunciation practice activities using audio stories and imitation techniques to train students in listening sounds and patterns of English to produce fluent and accurate language.</p> <p>Students will develop listening, reading, repeating and imitation activities which allow them to focus on the special features of the pronunciation paying attention to stress, intonation, emotions, and connected speech. And they will also have social interaction and communication with their partners.</p> <p>The activities will help students improve their pronunciation, English speaking abilities and confidence.</p>		
IMPLEMENTATION CONTEXT		
<p>Improving English Pronunciation Through Audio Stories with Students from The English Club, CCAV Cúcuta is a project to help these students who have been experiencing difficulties with pronunciation, a problem that was observed, while working with them at the English Club.</p> <p>The aims of the activities are to improve students' English pronunciation and foster their communication abilities and confidence using audio stories, imitation techniques and role-playing with classmates promoting interaction and collaborative learning.</p> <p>The participating community was a group of adult students, from the program Teaching English as a Foreign Language, Semester 1-2- 3 /English level: Basic English</p>		



Description of the activity	
Initial moment	<p>Warm up activity:</p> <p>Students and teachers enjoy singing song: I Lay My Love On You [Video]</p> <p><a href="https://www.youtube.com/watch?v=qj9rdXwvrs8">https://www.youtube.com/watch?v=qj9rdXwvrs8</a></p>
Development of the session	<ol style="list-style-type: none"> <li>1. The teacher presented the vocabulary related to the story and reviewed with students using pictures.</li> <li>2. Students watched and listened to the video story: <i>Aladdin</i>, paying attention to language patterns like pronunciation, intonation, stress, pauses and emotions.</li> <li>3. Students listened to the story again and repeated imitating language patterns.</li> <li>4. Students participated role playing the story.</li> <li>5. Discussion about the topic of the story</li> </ol>
Methodology developed	<p>The teacher used a natural approach (input – drills - Repetition- imitation - Role playing - games) in a communicative way, so students were actively involved and worked with listening activities, repetition, role playing, and dialogues.</p> <p>According to Kurt, M. (2015) The communication is the main aim of using any language.</p> <p>The communicative activities developed during the class promoted interaction, and conversation.</p>
Feedback	<p>The class was very active, students participated all the time during class, and the teacher was supporting the activity providing pronunciation advice and feedback.</p> <p>After class students gave positive opinions about the activity and filled out a format.</p>

## APPENDIX D: Powerpoint Presentation:

The most they ever is discussed. But when at school tonight at  
Lambert. They called her "Candy Crown" and "Night of the King  
Lambert." She said she was not as old as if everything were normal, but  
what she said the Prince of Allglows, her stripes turned red,  
white, and blue, and she broke out in tears!

## A bad Case of Stripes

Improving English Pronunciation Through Audio-stories

Let's start dancing, just to have fun!

Bad Boys Blue  
- How I Need  
You  
[https://youtu.  
 be/5iJ6W6C  
 Sqj8](https://youtu.be/5iJ6W6CSqj8)





Mumps  
 Measles  
 Chicken pox  
 Fungus  
 sunburn

Active Windows  
 File Explorer Microsoft Edge Internet Explorer



## Vocabulary review

Twitching  
 Pain-ache  
 Cough  
 Sneezing  
 Runny nose  
 Stripes  
 Dots  
 Checker board  
 Lollipop  
 Pledge of Allegiance



Active Windows  
 File Explorer

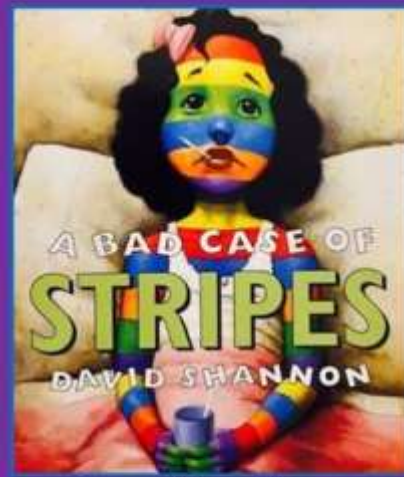


## Audio story : A bad case of stripes

- Watching, reading and listening to the story
- Imitating pronunciation and language patterns while repeating the story.
- Role playing with partners (Characters of the story)

Audio Story: Story Online (2020)

<https://www.storylineonline.net/books/a-bad-case-of-stripes/>



Activar Windows  
Ir a Configuración de PC para activar Windows.

Discussion:

Let's talk about the story

Example:

Did you like the story?

Have you read this story in Spanish?

Do you change your attitude or behavior to fit in?

How to stop trying to fit in and finally belong?



Fit in: feel that you belong to a particular group and are accepted by that group.

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## Aladdin and the magic lamp






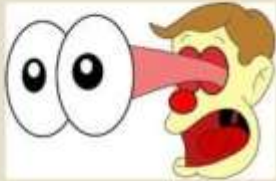
Improving Pronunciation Through Audio-Stories

## Song with lyrics.

- Enjoy this activity
- Watch the video
- Listen to the song.
- Practice the pronunciation
- Sing the song
- Learn new vocabulary
- VL (2017) I Lay My Love On You [Video]
- <https://www.youtube.com/watch?v=qj9rdXwvrs8>





## Vocabulary

grab      rub

pop out      sneak

cave      slide down



## Fairy Tale

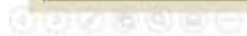
This famous fairy tale for children called Allading will help you with your pronunciation.

- Watch the video
- Listen
- Then repeat imitating language patterns (Tone, pauses, stress, emotions, etc)
- After that, you have to play a role in story-audio pronouncing according to your character: narrator, genie, Alladin, wizar or princess.



English Singing (2020) The Aladdin and the magic lamp – Fairy tale – English Stories

[https://www.youtube.com/watch?v=d\\_0yqjYw1DE&feature=youtu.be](https://www.youtube.com/watch?v=d_0yqjYw1DE&feature=youtu.be)



# Questions and Answers

How many characters are there in the story?

What is a merchant?

When did Aladdin find the lamp?

How many wishes did the genie grant?

If you found a magic lamp, what would you wish?

