

THE IMPLEMENTATION OF PRONUNCIATION TECHNIQUES
IN THE WARMING UP STAGE

DIEGO ALBERTO IBARRA

CARLOS ZAPATA BAENA

JONATHAN JAVIER LOZA

A paper submitted to the Language Teaching Program in partial fulfillment of the requirements
for the degree of Licenciado en Lengua Inglesa.

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN LENGUA INGLESA

PEREIRA

2017

THE IMPLEMENTATION OF PRONUNCIATION TECHNIQUES
IN THE WARMING UP STAGE

DIEGO ALBERTO IBARRA

CARLOS ZAPATA BAENA

JONATHAN JAVIER LOZA

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN LENGUA INGLESA
PEREIRA
2017

Table of content

1. Introduction	1
2. Justification	2
3. Conceptual Framework - Introduction.....	4
3.1 Warming Up	5
3.2 Pronunciation.....	5
3.3. Pronunciation Instruction.	7
3.4 Related study	9
4. Methodology.....	11
4.1. Context:.....	11
4.2. Participants	11
4.3. Design.....	12
4.4. Resources:	16
4.5. Reflection Stage.	17
5. Evidence of the implementation.....	18
5.1 Reflections action research.....	18
6. Results	22
6.1. Professional Growth	22
6.2. Linguistic outcomes:	24
6.3. Students' Responses	26
7. Conclusion.....	30
8. Appendices.....	32
10. References	41

1. Introduction

The purpose of this project is to introduce pronunciation instruction in the EFL (English as foreign language) classes through the warming up stage that some English language teachers have been using just for fun in the language, (Huyen & Thu Nga, 2003). Based on Leblanc (2010), warming up could be the most important stage in a lesson due to the fact that it is the starting point of the lesson and it helps teachers combine coming topics or review previous ones to make the learning process more meaningful.

Through this document, we provide information such as the purpose of teaching pronunciation, the relevance of introducing pronunciation in the EFL classes. We define key concepts such as warming up, pronunciation, EFL, techniques for teaching pronunciation, among others. We conducted this project with fourth grade students from the Sur Oriental primary school, San Luis in Pereira Risaralda, Colombia.

We think that pronunciation deserves an important treatment in the language class and according to Tomasz (2015), pronunciation becomes one of the most important components to deal with in language teaching.

Furthermore, Rogerson-Revell (2011) stated that paying attention to pronunciation in the language classroom prevents learners misunderstanding during the interaction.

During the implementation of this project students were exposed to a series of different warm ups which were designed based on the pronunciation techniques presented by Celce-Murcia (1996). These techniques included tongue twisters, minimal pair drills, pair drills, phonemic symbol familiarization, etc. Visual materials were also used in the implementation to catch students' attention more easily. For this project, the warming ups were adapted from the action

research model, (Lewin, 1947). Regarding what was said previously, the main purpose of this project is to contribute to the discussion on teaching pronunciation through warm up activities.

2. Justification

The Common European Framework of References for Languages (CEFRL 2001) encompasses several communicative competences that are necessary when using a language for communication. These competences are described as the *General Competence* and the *Communicative Language Competence*. GC works with declarative knowledge, skills and know-how, existential competence, and ability to learn. CLC deals with linguistic competence (lexical, grammatical, semantic, phonological, orthographic, orthoepic), sociolinguistic competence, and pragmatic competence.

For this project, we focused our attention on the phonological competence which includes pronunciation as a sub-skill from the linguistic component (Communicative Language Competence) which are joined to oral language skills such as rhythm, intonation, production of individual sounds, and connected speech. According to Celce-Murcia et al. (1996) teaching pronunciation in EFL classroom is a fundamental component, for it allows students' interaction; if students of L2 are not sufficiently exposed to the target language, they will constantly mispronounce big portion of the information said, causing misunderstandings in the target language, (Kelly, 2000). According to this, the development of intelligibility in pronunciation can be expected when pronunciation in teaching is appropriately approached.

On the other hand, pronunciation instruction has been given less importance in EFL lessons. Kelly (cited by Celce-Murcia, 1996) as well as Elliot (cited by Rogerson-Revel, 2011) indicate that pronunciation has not been given enough importance in the EFL classroom as other

competences, since facilitators do not have enough experience or instructional elements in this area to provide their students to learn pronunciation. In contrast, some teachers know how to teach pronunciation, yet they are not self-confident to work with this skill; they lack an appropriate model for their students to learn it, therefore they just carry out pronunciation instruction implicitly throughout the language lesson, (Harmer, 2011).

In consideration to the previous ideas, Gutiérrez (2005) said that in the Colombian public institutions the oral skill is not taken as an important aspect to develop a foreign language, due to some problematic situations such as the number of students per classroom, the outdated tools for teaching and learning, and the lack of motivation students have in learning a foreign language. Furthermore, Gómez and Peláez (2012) indicate that teachers consider the teaching of pronunciation as a challenging process since they do not have enough preparation and knowledge to include the skill in their lessons plans now that teachers lack suitable pronunciation, and knowledge of how to teach this skill, and additionally they do not correct students or themselves when mispronouncing words or sentences and, therefore learners keep making the same mistakes in pronunciation.

We focused this project on how to pronounce accurately the words introduced during the warming-up activities, taking advantage of the time used for the warming up stage. Huyen & Thu Nga (2003) suggested that warming ups should not only be used for fun, but they need to be used and implemented for practicing, reviewing, and activating the students' background. The use of the appropriate pronunciation techniques throughout the warming up stage motivates learners, promotes the communicative competence and provides students some benefits such as the *Cognitive* aspect which helps reinforce and review previous knowledge, the *class dynamic* that promotes whole class participation, and finally the *adaptability* which means designing

warming up activities according to the age, level of English, interests, and it allows to work in the four language skills as stated by Lengeling & Malarcher, (1997).

We used fun warm-up activities with pronunciation content since Su Kim(1995) claims that the process of language learning is easier and faster when students are engaged through any warm-up activity that makes them become interested in the lessons, enjoy the learning process, and be more focused on it; therefore, those warm ups were a combination of the pronunciation techniques proposed by Celce-Murcia, Brinton & Goodwin (1996) such as *Phonetic training* in the sense that it creates awareness and success when they read and spell, based on Gagen (2006). Rogers (2011) says that *tongue twister* aid learners to improve the articulation in some difficult words or sentences. Songs were used to engage and increase motivation and to help students be conscious of the language being practiced, Espíndola (2010).

Based on what was said previously, this project provided us key elements for professional growth since it could be an excellent tool to deal with pronunciation instruction in the EFL context; additionally, we had the possibility to teach in a real language learning environment, and the experience of how language teaching was in the public Colombian context; moreover, we had the chance of reflecting about how the lessons were carried out, if they were or not meaningful, which aspects of the class implementation such as classroom management, voice projection, lesson planning, giving instructions, worked well or not. Lesson planning was the main tool that allowed us to improve our teaching and to take into consideration what a teacher should do to prepare a class.

3. Conceptual Framework.

Introduction

In this section of the paper, we explore some authors who give us some insight on aspects related to theoretical issues on pronunciation and warming up.

3.1 Warming Up.

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

Cotter and Leblanc (2011) point out that facilitators can implement warming ups during the first ten or fifteen minutes of the class depending on the length of the lesson. Warm-ups also provide the opportunity to involve every student in the lesson and also, they offer the space to review previous knowledge or present new one to prepare learners for the rest of the class (Leblanc, 2011). In addition, warming up activities should be easy to implement, and they must be understandable for the learners as it is only the starting point prior to other lesson stages (Velandia, 2008). Thus, the warm up activities are used to create a positive atmosphere to learn the target language, (Cotter, 2001).

One recommendation given by Cotter and Flanigan (2011) is that warming up activities should be well structured and well prepared and must be given the same importance as the one given to other class stages, now that the engagement activities add content that allows the learners to practice their language and have fun at the same time, (Wright, Betteridge & Buckby, 1984).

3.2 Pronunciation

Providing suitable pronunciation instruction in the classroom gives learners the opportunity to improve this skill, and creates awareness when learners make mistakes such as

missing words in speaking, reading aloud, and in writing slips such as word endings (Michaud & Reed, 2008).

In the same line, teaching pronunciation to learners is a good way for teachers to know and be aware of some relevant aspects of pronunciation such as segmental and suprasegmental features and to recognize learners' problems in order to design and teach the appropriate activities to help students improve their pronunciation.

3.2.1. Segmental features. Rogerson-Revell (2011) states that segmental features are related to the small units of pronunciation like vowels, consonant sounds, single and compound words; meanwhile, suprasegmental features are associated with bigger units of spoken language like; word stress, intonation and connected speech.

3.2.1.1. Consonants. Rogerson-Revell (2011) and Celce-Murcia, Brinton & Goodwin (1996), affirm that teachers need to take into account the three articulation factors that are involved in the production of the speech sounds: the duration of the sounds, the differences in vowel duration and the differences in the rhythm of the language which are highlighted and noticed by the short and long vowels (Rogerson-Revell, 2011).

3.2.2. Suprasegmental features. Another important aspect of pronunciation teaching is the suprasegmental features that involve bigger aspects of pronunciation like intonation, rhythm and stress.

3.2.2.1 Word stress is the emphasis made when pronouncing words. This allows us to recognize in which syllable the stress is marked, either on the first, middle or the last syllable. The word stress has general features that help us recognize the stress; loudness, pitch change and longer syllable. On the other hand, the unstressed syllable means that the accent is not perceived (Kelly, 2000).

3.2.2.2. For Intonation Kenworthy (1988) compares speech with music since both of them use the changes in pitch. A speaker and a singer can go from lower to higher changes in pitch creating the melody in spoken language called intonation. Kenworthy (1988) and Rogerson-Revel, (2011) point out the two features of intonation which are the tones. They can be either falling tones or rising tones which can be very marked, gradual or combined. They can go from *rise/fall/rise* to *fall/rise/fall* to indicate the movements of the pitch of the voice. They help harmonize the speech and help send the intention of the speaker in a message (pragmatics).

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

3.3. Pronunciation Instruction.

Elliot (1995, as cited by Gilakjani, 2011) affirmed that most of the teachers try to implement pronunciation as a basic necessity to develop the language skills, but some generally do not pay attention to the teaching of pronunciation, rather they focus on the teaching of other areas. Another reason is that teachers do not have enough background to work in pronunciation as they do not have preparation, knowledge or tools to teach pronunciation. This is supported by Rogerson-Revell (2011) who states that teachers should have good pronunciation since they are models for students and that motivates learners to improve their own pronunciation. For that reason, it is important to practice pronunciation in the class taking into account the practice of segmental features like sentences and intonation and suprasegmental aspects such as specific sounds across single words. This can be done through some techniques suggested by Celce-Murcia, Brinton and Goodwin (1996) such as:

- Listen and imitate: Students just listen to and imitate a recorded model either provided by the teacher or performed by the teachers themselves.
- Phonetic training: Makes teaching pronunciation explicit, it uses phonetic description, the phonetic alphabet, articulatory diagrams.
- Minimal-pair drills: A technique used in the Audio-lingual method whose aim is to identify and differentiate between similar sounds like rat/cat, that/ bat.
- Visual aids: This technique use material like the color-sound chart, pictures, realia, etc., to teach pronunciation.
- Tongue twisters: These are sequences of words that might be similar but not identical words and together are difficult to pronounce rapidly. For example:

I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

Celce-Murcia (1996) states that, most of the approaches, methods and techniques focus mainly on teaching pronunciation of the segmental and the suprasegmental features of pronunciation. She shows that the communicative approach takes the best and more relevant aspects of each segmental and suprasegmental features and combine them, in order to make the pronunciation instruction more effective for learners.

To conclude, approaching pronunciation techniques through warm up activities can make pronunciation teaching more flexible, dynamic, and accessible for learners and teachers given the fact that students can review and improve this sub-skill, and other competences such as speaking, writing, reading, and listening, Flanigan (2011). Additionally, student's motivation and attitude towards the English language class using well-structured warm-up activities can provide a perfect chance to engage every single student for the lesson. The use of warming up is an excellent strategy to provide pronunciation instruction, and can be a useful tool for facilitators to

start implementing this important sub-skill in their lessons and improve their teaching practices, (Cotter, 2011),

3.4 Related study

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

By Rosalba Velandia (2008)

The objective of this study developed by Velandia (2008) was to answer the following research question “What is the role of warming up activities in students' involvement in the English class?”; For the implementation of this project, she took into consideration the principles of communicative approach to understand the role of warming up activities, then she used six lesson plans which were carefully structured under *presentation*, *practice*, *application*, and *assessment* stages which had specific roles and functions during the project implementation. The author designed the warming ups according to the themes that had been presented to students in previous lessons with the idea of helping learners review and activate previous knowledge, and through warming up she intended to increase students' involvement in the class. Velandia (2008) implemented the warming up activities to students from Porfirio Barba Jacob School in Bogotá, Colombia, in two groups of seventh grade students with an average of thirty students per group whose age ranged from twelve to fifteen years old. This project was conducted with a colleague teacher; in which, each one had a role as implementer or observer. They used questionnaires to collect information about students' preferences, students' journals in which impressions and feelings were written by the learners during the classes, field notes that were taken by one observer who made the reflection and the analysis of the findings.

The results of this project were analyzed and organized into these four categories: strengthening knowledge about the language, students' involvement, interaction and values.

1. Strengthening knowledge about the language: In this category, it was considered if the students improved or not their linguistic competence according to the type of warm up that was used.

2. Students involvement: In this category she observed how the students' involvement and engagement in the whole class was; she concluded based on the analysis of the journal and the observations of students' development in the class that warming up activities produced positive feelings such as happiness, motivation and excitement towards the lesson.

3. Class interaction: This category is used by the author to present how students interacted in the classroom in order to share and get information, thus based on their observations, she noticed that students interacted more in the lessons where the warming ups were implemented as students became more interested in the class and they wanted to know exactly what they had to do.

Velandia (2008) concluded based on her investigation about the role of warming up activities in adolescent that they were a positive strategy to be used in language lessons, for they were an effective plan to get students' attention and students' motivation, This study is a good example of the development of our classroom project "Pronunciation activities implemented in the warming up stage" since it provided us an example of the use of warming up activities in the Colombian context. It gave us ideas about how the warm ups can be designed and some examples on how to collect and analyze the results obtained through the implementation.

4. Methodology

In this chapter we will provide relevant information such as the context, participants, project design, resources, instructional design, and reflection stage.

4.1. Context:

This classroom project was implemented at *Sur Oriental Primary School* San Luis, in Pereira Risaralda. This school is located in a middle low social status and it has a total of 204 students from kindergarten to 5th graders in primary school. In addition, 7 in service teachers work as full time for the institution. At this school, the English classes scheduled are two per week for each course.

This institution ran the English Curriculum under the standards *El Reto, Formar en Lenguas Extranjeras* (2006) proposed by the Colombian Ministry of Education as an effort to unify criteria on the contents that the syllabi should take into account for the teaching of English as a foreign language. It was a starting point to design EFL classes, enhance the English language domain and to develop the communicative competences. The syllabus clearly describes what fourth grader students are expected to learn. The institution offered and managed suitable material such as books, dictionaries, posters, video beam projector and computer to support the teaching of the foreign language.

4.2. Participants

4.2.1. Learners. We conducted this classroom project in a coeducational group of 35 students from fourth grade at *Institucion Educativa Sur Oriental*. The learners' ages ranged from 8 to 10 years old, they belonged to low and middle socio-economic background, and they were

supposed to be elementary English learners (level A1 according of the CEFR) which means students were able at this level to recognize familiar words and basic phrases concerning with them and their close environment when people spoke slowly and clearly as well as they were supposed to be able to use and produce simple sentences to describe themselves and to talk about people they knew.

4.2.2. Practitioners. We were three ninth semester pre-service teachers from the English Language Teaching Program at Universidad Tecnológica de Pereira who designed and planed the warming up activities. Each one had a specific role when the project was being developed.

4.2.2.1 Pre service A. This pre service was in charge of teaching the warming up activities at the beginning of every language lesson during the seven weekly sessions allotted for the purpose of the project.

4.2.2.2 Pre services B and C. They were in charge of observing and collecting the information from the warm-up activities through observation formats (see appendix). Afterwards the three pre-service teachers A, B, and C analyzed the data collected from each warming up with the idea of making it better for coming sessions.

4.2.3 Teacher and the observers

Speaking of the pre-service teacher in charge of giving the lessons, he is a 24 year old man whose English proficiency is placed in B2 level according to the CEF. There were two other pre-service teachers belonging to the same semester. They were in charge of designing the games, evaluations, material needed, and besides observing and analyzing the information that was useful for the improvement or changes in future lessons.

4.3. Design

Isaac (1999) argues that commencing with a directed English class is quite difficult to some students since they are usually exposed to different external factors that drag their attention

and it is not easy for them to start thinking in the target language; therefore, we implemented simple but meaningful warm up activities to help learners to be ready for the class as well as to start learning the language lesson. The project was thought to take advantage of the time used in warming up activities to incorporate pronunciation teaching and learning to increase students' motivation for getting the learners engaged in the lesson as well as to enhance students' competences in English phonology.

We developed the warm up activities using the techniques for teaching pronunciation such as *tongue twisters*, *minimal pair drills*, *phonetic training*, *listening and imitating* among others which are proposed by Celce-Murcia (1996); also, these techniques were adapted and executed under the following pronunciation procedure suggested by Dickerson and Hudson (1999) such as *modeling* where the practitioner presented the warming up to be implemented, then he modeled the pronunciation of some words proposed from the specific warming up activity so that it could help students recognize and assimilate the pronunciation of those words. *Free practice* where the students were given the freedom of practicing without the teacher's help, this was done so that the students could practice by themselves the sounds they had just learnt from the modeling stage, then at the *Review* stage the teacher worked together with the students with the intention of checking the progress students had made in terms of pronunciation improvement; in addition, it is important to mention that every single pronunciation procedure was done without taking more than two or three minutes depending on the warming up implemented, thus every warming up had a length between nine or ten minutes as maximum.

To develop the previously mentioned procedures; some pronunciation strategies proposed by Eckstein (2007) as cited in Robins (2010) were taken into consideration such as *Articulation of Sounds* at *modeling* stage in which the teacher asked students to pronounce and

make the same articulation of the sounds of the target words through choral and individual repetition. *Different speed at free practice* stage where the pre service allowed students to work alone or in pairs to practice the sounds proposed, so the learners learnt how to regulate the sounds to produce an understandable and fluent speech, and *Repetition drill at review* stage where the teacher provided and corrected students' mispronunciation again to get students flawless in the final performance.

4.3.1 Instructional design:

4.3.1.1. Warm up one (tongue twister)

Modeling stage: The teacher introduces the Vocabulary through flashcards Yellow, Butter, Jam, and Black etc. He asked students to repeat after him in a choral way, then individually (2 minutes).

Free practices: The teacher allowed students to practice the vocabulary by themselves through the tongue twister; while doing this activity the teacher monitored students in order to see if all of them were doing the exercise. (2 minutes.)

Review: The teacher asked for volunteers to say the tongue twister out loud. Now, when the volunteers finished saying the tongue twister, he provided feedback on mispronounced words (2 minutes).

Yellow butter, purple jelly, red jam, black bread. Spread it thick, say it quick!

Yellow butter, purple jelly, red jam, black bread. Spread it thicker, say it quicker.

4.3.1.2: Warming up two (**pair drill**):

Modelling: The students were presented some flashcards and the teacher asked them to participate repeating glue-blue-red-bed etc during 2 minutes.

Free Practice: The teacher sticks the flashcards on the board and students are to recognize which sounds were similar.

Review: Students had to organize the words with similar meanings and say them out.

4.3.1.3: Warming up three: **Modelling stage** the teacher introduced the sounds /ʃ/ and /tʃ/ through some images projected such as: Shoe, ship, chicken, chair etc, (2 minutes)

Free practice: The teacher selected an image and students had to recognize the sounds /ʃ/ and /tʃ/ (2 minutes)

Review: The teacher asked some volunteers to pronounce and identify the sound he pointed out. Also, the teacher provided feedback to the students at the end of the activity. (2 minutes)

4.3.1.4: Warming up four (tongue twister)

Modeling: The teacher gave the students a piece of paper that contained the tongue twister, and then he pronounced the tongue twister slowly. The teacher made choral pronunciation twice and then individually (**2 minutes**).

Free practice: Students were asked to practice the tongue twister by themselves, while they were engaged on this activity the teacher monitored learners' pronunciation and behaviour (**1 minute**).

Review: The teacher and students read out loud the tongue twister once, and then he asked for volunteers to read it aloud again. (**3 min**)

If Charlie chews shoes, should Charlie choose the shoes he chews.

4.3.1.5 Warming up five (minimal pair drilling)

Modeling: The teacher introduced the vocabulary to be worked in class. He made two columns A and B to write the vocabulary, so in one column the words that contained the sound /æ/ were written, and in the other column the words with the sound /ʌ/. Then the teacher modeled the pronunciation in choral form showing the images at the same time as elicitation support (**2 minutes**).

Free practice: The teacher shared with the students in pieces of paper those words already presented to make them practice the pronunciation of them (**1 minute**). When this stage was performed, the teacher erased the vocabulary from the board just leaving the letters A and B.

Review: To check if students had learnt the appropriate pronunciation, the teacher pronounced a word and asked volunteer students to write down on either column A or B accordingly and based on the sound pronounced (**2 min**).

4.4. Resources:

As main resources for the implementation of the warm ups to promote pronunciation in primary students we used several tools such as laptop, video projectors, and speakers to introduce some sounds, through songs, and videos in all the stages (*modeling, free practice, and review*) to illustrate in a dynamic form the pronunciation features of some specific lessons implemented as Mata (2009) stated that when using sources like electronic devices in class as tools to introduce any activity, learners are more motivated, develop certain dexterities. Using electronic devices also promotes class interaction, makes the teaching and learning more effective, and it makes the class better.

Since Muñoz (2010) argues that when pictorial aids are used as images in the language class they help to promote sense as well as to develop the communicative competence such as oral production, listening, writing, and reading, sources such pictures and flash cards were used when implementing some of the warming up activities since most of the students seemed to be visual learners, so pictures were included with the purpose of contextualizing the topics worked.

4.5. Reflection Stage.

Through this section, there are different times when reflection occurs as stated by Schon (1983) such as *for*, *in* and *on*. Then Reflection *for* action which is the one made before the practice, reflection *in* action that is made during the practice, and reflection *on* action that is the one made after the practice; therefore, Reflection *On* Action was conducted by the pre services since it was more suitable and feasible to analyze the information collected once the warming up activities were implemented.

We considered the *Action Research model* proposed by Lewin (1947) in order to conduct the reflections of this project, it handles five stages which are: First *Identify/Reflect* which refers as an initial analysis made in order to decide where to start according to the needs identified. Second *Design and Implement* that is based on the first analysis of the materials, activities, and topics selected and implemented, regarding the information presented before. Third *Collect Data* to gather the observations, field notes and students' artifacts.

Fourth *Analyze* the information collected in order to identify failures, aspects to keep and improve, for example the size of the images, the way they were, instructions provided among others. Finally, *Reflect, Revise and Repeat*, at this point changes of the aspects that did not work well in the implementation were made; thus, these stages helped and guided us with the aim of thinking critically about what type of warming up was more suitable and coherent to be implemented at the beginning of every lesson as well as to grasp specific information with the objective of elaborating a well-structured reflection.

Considering the previous information, to gather the information of this classroom project; observation formats, field notes were filled and collected by the pre-service teachers taking into account Tice (2011) who argues that these instruments allow a more visual analysis of the information collected in order to identify common patterns and behaviors, also they provide an

effective way to register events. They give us the chance of exploring and analyzing the information obtained from the class implementation with the objective that teachers can identify if instructions were clear or not in order to improve them in coming lessons; therefore, at the end of every language lesson the three pre-service teachers analyzed, deliberated, and reflected upon the aspects that had to be changed, the ones that worked well and possible warming ups to be implemented in upcoming lessons.

5. Evidence of the implementation

5.1 Reflections action research

Observations

The term observation is usually used as an instrument that provides to the researcher the opportunity for gathering important information about what is happening in an EFL classroom, and also to hand his/her own information from real situations instead of depending on secondhand sources of data (Cohen et al 2007).

Moreover, field notes are the detail description of events that occur in EFL classroom such as the interaction among students, the types and amount of participation during the session (Hall, 2012). The use of those elements attempt to facilitates the collection of information which is considered valuable for the reflection and analysis of the information since, it allows to identify whether the methodology used during the session is appropriate or not.

Journals

According to Hall (2012), a journal is the main element in which a researcher can capture his/her reflection, feelings and thoughts in relation to relevant situation. In our journals, we

wrote our points of view, ideas and feelings in order to reflect about them and then create strategies to capture the learners' interests.

We will describe some of the reflections that arose from what we observed during the implementation of the 12 warm up activities performed for the classroom project.

5.1.1. Warming up (tongue twister). It was presented to students a tongue twister in which some topics that were familiar to them were used: colors, for example. This warming up was also planned following some specific stages (*modeling, control practice, free practice and review*). Some issues appeared: first, since students had to move from another classroom, it made students arrived late, making it impossible for the teacher to start the lesson at the time proposed; moreover, waiting for students to sit down on their designated seats contributed to waste valuable time not only for starting with the warming up activity, but it also affected the whole pacing of the class.

Second, at the beginning of *modeling stage* of the warming up; the activity was interrupted, as students were given a brunch by the in-service teacher, so it made the students deviate their attention from the warm up to other things, and it was challenging for the teacher to get students' attention once again in order to proceed with the warming up activity.

The implementation of this warming up did not show positive results as expected given the fact that most students were not really interested in the activity proposed. Only a few students followed the instructions and carried out all the things that the teacher asked them to do, and some others paid attention, but they did not understand the instructions that the teacher provided at *free practice* stages; On the other hand, at *reviewing* stages most of the students were highly motivated with the activity. Nevertheless, they did not know what they had to do because of the lack of attention they had in the previous stages, and some others knew what to do, but they did

not have self-confidence to read the tongue twister out loud in English.. It was evidenced that those students who actively paid attention in this warming up and followed the instructions clearly could provide a clear pronunciation of words such as “*Quick, Butter, and bread.*”

5.1.2 (Pair Drill) during the implementation of this warm up activity, since the pre-service teacher reminded students some basic rules for the class, the students behavior was significantly better than the previous warming up . For the *modeling* stage students were presented some flashcards, students were very active; they constantly raised their hands to participate when the teacher asked them (glue-blue, red-bed...). For the final stage *review*, students had to organize the word with similar meaning; volunteers that participated showed great comprehension of the instructions and most of them pronounced the target words in an intelligible form.

Taking into consideration the experience of those warming ups implemented, it was noticed that the teacher had suitable strategies to control discipline issues that allowed the warm up run smoothly. Also, providing clear instructions to students permitted that they did not fall into misunderstandings and the activities planned could worked as expected, and finally, the designing of the materials considering and including the students’ likes and interests made the lessons more effective.

5.1.3. Warming up (minimal pair drilling)

The activity to start reflecting was a minimal pair drilling where some sounds were α and Λ in words like *cap* and *cup* etc as core to this first warming up. This activity was planned under three procedures: *modeling, free practice, and review*. To start the lesson the pre-service teacher used in an expected way the first stage “*modeling*” it was noticed that the instructions were not given correctly however, after ending the previous stage, there was not focus on the planning lesson because the pre- service teacher did a mixture of things that made the warming-up

implementation not coherent after that step. As a consequence, students were confused in the instructions proposed, it was observed that some of them focused their attention on other things such as chatting and this led to the fact that the pre-service teacher was not in a comfortable environment since he did not know what to do for the rest of stages proposed “*free practice, and review*”.

It is important that whenever a lesson is being taught, the pre-service teacher has a properly designed lesson plan and follows it as much as possible as commented by Scrivener (2001) for whom it is relevant to follow a good planning, since it helps teachers have a better control and it would be easier for teachers to keep track of the lesson aims and would give them the possibility to use a plan B in case something is not going in the way it was initially planned; therefore, it was considered that for coming lessons; the pre-service should have the lesson planning in printed form rather than digital as this will allow him/her to go through the lesson faster when he needs to do so in the class as well as it will also help the teacher have control over timing and pacing.

The pre-service teachers learnt that creating, keeping and stating clear instructions in a lesson plan is important as it provides class organization and it is a relevant component to help students learn efficiently, teachers can feel more comfortable and instructions can be more significant, it involves the relevance of achieving the goals proposed for the class, and the lesson itself can show if the topic presented had a good impact or not on the students learning.

6. Results

6.1. Professional Growth: In this session, we share some results obtained from the activities proposed and developed described in the lesson planning. To do this, we analyzed the information obtained from the reflection of the aspects that went well and the ones that did not.

6.1.1. Lesson planning: In this session, we show how the material used influenced and impacted the development of this classroom project.

One of the things that went well was the use of images of cartoons to introduce students to the vocabulary for the warming ups. Considering the students' reactions to and comments about most of the images that were used in the modeling stage of the warming up activities and the reutilization of some images in different warming ups, it seems that these helped students feel more comfortable when pronouncing and repeating the words which they had already used. For example: during the class where the second warm up activity was implemented (pair drilling), when the teacher presented the images to the students during the *modeling stage* and pronounced the target words such as *blue, glue, hello, yellow etc*, most of the students raised their hands to immediately repeat what the teacher had pronounced. Moreover, there were some students who responded without waiting for the modeled pronunciation of the words, when the teacher showed the images.

Like student 1 (S1) who said *hello teacher! Eso se dice Hello y blue!* With adequate pronunciation, or S2 who said “*Glue*” but using the Spanish pronunciation (/glue/) (Class observation 2)

(See the material in the appendix page)



On the other hand, getting students to work with different materials rather than simply working in their notebooks, sometimes helped them memorize the vocabulary in a better way.

Coming to the language classroom with new material helps teachers to easily get students' attention in order to develop the warm up activities, and also helps students to get ready to continue with the rest of the lesson. Moreover, renewing and adapting suitable material to work in the language classroom allows teachers increase their pedagogical development as it permits them to reflect upon students' needs, preferences, and motivation. Pardo & Tellez (2009).

On the other hand, during the process of this classroom implementation some limitations arose regarding materials used in some warm ups such as the small size of images and flash cards. In fact, some students who were sitting in the back rows found it difficult to identify the images presented during the warm ups. We also noticed that the front row's students' attention was distracted by the excessive details of some of the images.

For example; during warm up three (*phonetic training*) during the modeling stage some images were presented through a video projector, but because of the small size of those images and the way they were presented (in columns) we observed some students who were in the back rows asking questions to their classmates and to the teacher; for example:

(S1) *¿Qué es eso?* S2 *Eso son unos tenis?* *¿profe, qué es eso?* etc. (class observation session 3)

(See the completed material at appendix page)



We observed that these students who were asking questions lost interest in the activity and interrupted their classmates who were engaged in the activity.

On the other hand, giving worksheets with colorful images to every student during the warm up stage seemed to distract some of the students from paying attention to the teacher's instructions.

For example, during the warm up number seven (*a song*) the teacher delivered a worksheet to students that contained the lyrics of a song. When the teacher started to give instructions during the *modeling* stage (first warm-up stage) some students were looking at the images on the photocopies so the teacher had to stop the activity to ask students to pay careful attention to the instructions given. Mikulak (2014) says that when material used in the language lesson is over-decorated with images, it causes students to be more distracted and to spend more time in completing tasks, thus learning is negatively affected.

To sum up, the use of small images plus the files and rows classroom arrangement made it challenging to engage every student - especially those who were sitting at the back of the classroom since some of them found it difficult to recognize the images presented. In addition, the over-use of colorful images induced students to focus their attention on the images rather than on the information to be read and on the instructions given.

6.2. Linguistic outcomes: In this section we present some fundamental aspects related to linguistic outcomes such as how this project helped learners develop the language as well as what type of procedures teachers used to assess students.

6.2.1. Language development: through the implementation of this project, we faced some positive and negative aspects regarding language development which were analyzed in terms of what went well and what did not.

The aspects that went well were the pronunciation procedures such as *modeling, free practice, and review*. They played a significant role in this project given the fact that they provided students with adequate exposure to the vocabulary to be used during the warm-ups or during the rest of the lessons. The use of L1 as a resource to confirm understanding gave evidence that learners understood the instructions given in English during the warm up stage.

For example, during the implementation of the Warm-up Five--*review* stage-- (see Instructional Design section) learners translated into Spanish instructions they understood:

Student one (S1) said, “Ah si, hay que ordenar las palabras”, and Student two (S2) said, “Ah ya entendí, según el sonido, hay que ordenar las palabras”. (Class observation session 5)

(See at appendix)

HAT, CAP, BAG æ
CUT, CUP, HUT ʌ

Students sometimes translated from L2 to L1, and there were moments during the implementation in which learners showed evidence of adequate pronunciation during the procedures of the warm-ups (*modeling, free practice, and review*). It is natural that most L2 learners translate from L2 into L1, since it is a cognitive activity the brain does to filter the information provided (Leonardi, 2011).

For example, during Warm-up Four (see Instructional Design) the teacher slowly modeled the pronunciation of the tongue twister during the *modeling* stage; then, during the *review* stage (final stage), volunteers (four or five students maximum) were able to read aloud the tongue twister with the correct pronunciation. They produced few mistakes in phonemes from the tongue twister like /ʃ/, /tʃ/ in words like *should, shoes, chew, choose*, etc. Millin (2011) points out that when

teachers provide and model good pronunciation, learners, improve their pronunciation, distinguish phonemes, and develop their listening skills.

One of the aspects that did not go well was that during some of the warm-ups, the teacher found it challenging to promote students' use of the L2 as much as possible, since students sometimes translated into Spanish what the teacher taught them in English. For example, when the teacher presented some images during the first warm-up in words *like jelly*, learners used to say *gelatin*, when he said "Jam" they used to say, *Jamon*. Several times during the lesson the teacher said "red" and the students responded by saying, "*rojo*". (Class observation session 1)



(See at appendix)

Therefore, the teacher had to ask students to repeat the English words so that they would not say the Spanish translation as seen on the image. This made the teacher take longer for each procedure in the *modeling, free practice, and review stages*, and then, it affected the time spent for the warm-up.

Ellis (1997) as cited in Bhela (1999) says that learners construct their own internal rules for learning a second language with the first language as a guide; therefore, when students are exposed to second language learning it is normal that they use their first language as their supporting language. However, after a long period of learning a second language, teachers should make students limit the use of L1, since translation from L1 makes learners commit mistakes in L2 as stated by Leonardi (2011).

6.3. Students' Responses: It is essential to take into account aspects such as reactions towards the implementation of the warm ups, and to the learning of English. These will be discussed in terms of what went well and what did not go well.

6.3.1. Reactions Towards the implementation of the warm ups: Most of the time we tried to create interesting warm-ups that students would enjoy and find entertaining in order to start the classes, to teach new vocabulary, to recycle old vocabulary, and to improve pronunciation.

As one of the positive aspects, the material used for the implementation of the sessions allowed us to have learners focused and interested in the warm ups presented to them. In the same order of ideas, the artifacts (worksheets, colorful images, songs, etc) used were great aid for the teacher to keep students' attention, for it was a way of taking students away from the monotony of using only their notebooks during the class, as students had the chance of having their worksheets with colorful images (see appendix) that made learners carry out the activity and have fun at the same time.

For example, during the warm up seven (see appendix) every student was given a sheet that contained lyrics to a song called "Weather" with interesting colorful images related to the title of the song. When students were given that paper they were quiet since some of them focused their attention on the colorful images, and others looked at the lyrics of the song and tried to understand them, even though they were not supposed to.

The use of this material and the suitable implementation of this warm up, contributed both to get students calmed and collaborating and to get them settled and engaged during the warm up activities. According to Johansson (2006) it is essential to use different materials and not only notebooks to increase students' motivation, and to make learners improve their language level; thus if we want students to be engaged and focused on the L2 lesson, varied material should be taken into consideration to keep students interested in the class.

The biggest challenge we faced when teaching some of the lessons was to follow the procedure as written in the lesson plan. The teacher in charge of implementing the warming ups

got confused and scrambled the order of the lesson, causing that some warm ups lessons were not developed as expected and planned.

For example:

During the warm up number five the teacher asked students to take a look at a worksheet previously delivered to practice /æ/ and /ʌ/ sounds during the *modeling* stage. However, the problem was that the material was supposed to be delivered and used to practice those sounds during the *free practice* stage rather than at *modeling* (Class observation session 5, date).

Then, this situation caused that students were paying more attention to the worksheets given to them, rather than the teacher's explanations and instructions, and a second effect of this situation was that, this lead students to misbehave during and after the warm up stage. Celce-Murcia (2002) argues that lesson plan is a significant tool to be used since planning shows us what to do in the language class; therefore, if most of the time you do not use it as support, you can make mistakes which can affect negatively the proposed goals.

We conclude that lesson planning is a vital component to be handled through the language classroom because it is what allows the teacher to have confidence in the learning scenario; it helps to develop the activities as they were previously planned. And also, using lesson planning as support allows the teacher to achieve the objectives proposed for each lesson.

6.3.2. The learning of English:

Recycling vocabulary was one of the aspects which helped learners to improve, remember, and use correctly some of the words introduced during some of the warm ups implemented. One example which illustrated what we mentioned previously was when implementing the warm up number four (tongue twister): during the *modeling stage*, the students were given a short tongue twister in a piece of paper with words that contained the sounds /ʃ/ and /tʃ/. Once moving to the

review stage, the teacher started to utter the appropriate pronunciation of these words, most of the learners improved the pronunciation of words such as

Should, shoes, chew, Charlie, and choose. (Class observation session 4, date)

“If Charlie chews shoes, should Charlie choose the shoes he chews”

Kellenberger (2003) points out that if we want students to remember and use specific vocabulary presented in the classroom, it is important for them to be exposed to that vocabulary over and over again through different contexts, in that way students can easily remember the vocabulary taught with its appropriate pronunciation.

Recycling words and specific sounds worked on previous warm-ups and through new warm-ups, provided learners on the one hand, the opportunity to use and say these words with suitable pronunciation once a second chance was given. On the other hand, students find it challenging when they are to pronounce and memorize words introduced for the first time.

We consider that one of the challenges students faced during the learning of English was when they were introduced vocabulary which contained sounds such as /ʃ/ and /tʃ/. For instance, during the implementation of warm up three, we noticed that even though some of the students seemed to find it challenging to differentiate and produce the appropriate sounds /ʃ/ and /tʃ/ in words such as:

Shampoo, ship, Chicken, and chair. (Class observation session 3)



Despite the fact that the teacher provided appropriate pronunciation of those words focusing in the target sounds /j/ and /tʃ/, students pronounced all words with /tʃ/ sound. We considered that it occurred because of the interference Spanish sounds exert on the foreign language sounds during the learning process. According to Case (2012) Spanish students of English usually find it challenging to pronounce the sound /j/ given the fact that this sound does not exist in their native language; therefore, those students tend to pronounce English words with the sound /tʃ/.

To sum up, reviewing and testing over and over words that contain sounds students find challenging to pronounce will make learners know and learn the differences between Spanish and English sounds, and why pronouncing these words correctly is important: moreover, it will allow students to submerge in the English language with the aim of improving their proficiency English level in term of pronunciation.

7. Conclusion

Based on the results described above, we conclude that it is essential to reflect, analyze, solve, and reconsider certain issues that came up when carrying out this project such as the language development, affective factors (anxiety, attitude, and motivation) among other important aspects which were taken into consideration.

For this reason, planning and applying the warming up activities using the pronunciation techniques (tongue twister, minimal pair, songs, etc) played a significant role in the project given the fact that they allowed us to offer students a basic and meaningful tool which helped us

contextualize the teaching of pronunciation through the warm up lessons. Moreover, the use of pronunciation procedures (modeling, free practice, and review) helped the teacher carry out the warming up activities in a logical order, and they provided the chance to make a suitable transition from one procedure to the other. However, the lack of experience in terms of teaching English at a primary school, sometimes made the pre-service teacher to forget the sequence of stages of the lesson plan to keep up with warm-ups. Another challenge was finding the appropriate material (images, flash cards, sounds, etc) to fit the students' needs, likes and interests,

Despite the challenges faced, it is pertinent to recognize that the sources used (images, worksheets, and songs) in most of the warm up activities worked satisfactorily and as expected since they helped to increase the students' attention and motivation to prepare them for the lesson, and settle them down after, say for example, coming from recess, or from another classes. And also, the vocabulary that we worked with during the warm up stage (vocabulary taught in previous lessons or new vocabulary to present) sometimes enabled learners to recognize and understand instructions provided when using those words during the warming up stage or during the rest of the language lesson.

We noticed that students recognized words or instructions given the fact that in some moments they used to translate words or instructions they understood in English via Spanish. However, this type of situation from time to time moved the teacher to spend more time than planned at warm up stage in order to make students aware of using English in the class as much as possible. That situation made that some goals established were not achieved during some lessons.

On the other hand, because of children's ages and characteristics (ages between eight to ten years old), learners showed positive aspects of motivation and participation at the review

stage in most of the warm ups implemented. Students used to raise their hands to take part in the class and to show what they had learnt in the warm ups worked; however, due to the amount of students in the classroom, the teacher could not center his attention on individual learners so as to check if they were pronouncing the target words worked with at the warm up stage appropriately. Therefore, for testing and verifying language development, the teacher asked for volunteers or selected randomly those students who would participate. Few mistakes were made by those learners who participated at will.

8. Appendices

8.1 Materials: Flashcards- worksheets

Warming up 1: tongue twister

<p>Yellow butter, purple jelly, red jam, black bread. Spread it thick, say it quick! Yellow butter, purple jelly, red jam, black bread. Spread it thicker, say it quicker!</p>
--

Flashcards - Warming up 2



Yellow



Blue



White



Green



Bed



Red



Glue



Light



Hello



Truck



Dream



Black

Yellow

Jam



Thick



Butter



Spread



Red



Jelly



Purple






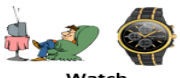




Quick



Say

Warming up 3: phonetic training

/tʃ/	/ʃ/	SH	CH
		Witch	Shoes
		Ship	Chair
		Wash	Watch
		Shampoo	Chicken

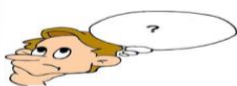

Warming 4: tongue twister

If Charlie chews shoes, should Charlie
choose the shoes he chews.

Warming up 5: minimal pair drilling

æ	ʌ	<p>HAT, CAP, BAG æ</p> <p>CUT, CUP, HUT ʌ</p>
---	---	---

Warming up 6

 Thought  Fought	 Death  Deaf
 First  Thirst	 Free  Three

 Thought	 Fought	 Thirst	 First
 Free	 Three	 Death	 Deaf

Warming 7: Song



What's the weather, what's the weather, like today, like today?
 Look outside the window, look outside the window
 Can you say?

It's a sunny, it's a sunny, sunny day, sunny day

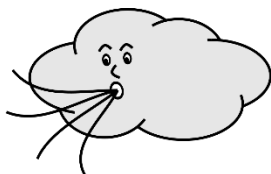
Go out in the sunshine
 Go out in the sunshine

Play, play, play

Play, play, play

It's a cloudy, it's a cloudy, cloudy day ,cloudy day
 Better get a sweater

Better get a sweater
 If it's cold
 If it's cold



It's a windy, it's a windy, windy day, windy day
 Let's go fly a kite now
 Let's go fly a kite now
 Fly it high
 Fly it high

It's a rainy, it's a rainy, rainy day, rainy day
 Better get a raincoat
 Better get a raincoat
 It's all wet
 It's all wet



It's a snowy, it's a snowy, snowy day, snowy day
 Get your coat and mittens
 Get your coat and mittens
 Burr, burr, burr, burr, burr, burr



What's the weather, what's the weather, like today, like today?
 Look outside the window, look outside the window
 Can you say?

Flashcards



8.2 Observation formats

warming up 1 = Tongue twister 13/04/15

Students' responses	Description (Description: describe critical incidents)	Reflection (Analysis & Evaluation: reference to theory. Conclusions for future practice: action plans)
1 Reactions towards the implementation of your classes. The learning of English.	Some of them were interested but they get distracted in other activity, (noise) distracted, lack of motivation, disinterested.	
2 The students participation engagement, and interest in the process	all they were willing to participate, however, get distracted easily at least stage 1. Some of them participation distracted in other activity, then	
3 The affective factors (anxiety, motivation, attitude)	high motivate, easily distracted in the first part of confidence to read the tongue twister, lack of understanding of instructions, lack of attention in the whole act.	

warming up Tongue twister 2

Linguistic outcomes	Description (Description: describe critical incidents)	Reflection (Analysis & Evaluation: reference to theory. Conclusions for future practice: action plans)
1 Skills: what did you observe in terms of language development?	<ul style="list-style-type: none"> while repeating every activity students improved pronunciation. 	
2 Assessment procedures: How did you assess your students' performance and achievements in the classroom?	<ul style="list-style-type: none"> ss while evaluating stage had good speed since they practiced enough to after product it quickly; so pronunciation enhanced. too much better at the final stage. (better, quick) 	

~~using~~ using visual artefacts.

- Pre-service. Pronounce one word then he allows ss to pronounce it allow going back to the activity.
 - ss along repeat the words again, thus Pre-service evaluate the pronunciation.
- Pre-service reading the tongue twister the student
 - Pre-service after modeling the tongue twister allow one student to say it quicker however; ss the ss ~~wasn't~~ couldn't say it quicker, but the next one yes
 - Pre-service listened carefully the next time to see if they can do it.

Warm-up 2 - Pair drill

14/04/15

Warming up 3 sh
Phonetic training. ch

Linguistic outcomes	Description (Description: describe critical incidents)	Reflection (Analysis & Evaluation: reference to theory. Conclusions for future practice: action plans)
Skills: what did you observe in terms of language development? Assessment procedures: How did you assess your students' performance and achievements in the classroom?	<p>→ Review stage: because of the explanation of the phonemes SS were able of pronouncing the some words proposed.</p> <p>→ Affix practice: T asks SS to pronounce some words according of the phoneme presented (sh, ch) without t support since it was explained before.</p> <p>→ Review: SS organized words according of the phonemes, worked (ch-sh) in a correct way since SS located in right form the images regards of the phoneme.</p>	<p>pronunciation; very well according of the phonemes presented (ch-sh).</p>

Students' responses	Description (Description: describe critical incidents)	Reflection (Analysis & Evaluation: reference to theory. Conclusions for future practice: action plans)
Reactions towards the implementation of your classes. The learning of English.	<p>not were paying attention enough attention during modeling not interested in the song, just some few sing</p>	
The students participation engagement, and interest in the process	<p>most of them were doing different activity, (writing in their notebooks, talking, have paper with T in the modeling stage. Some follow the free stage sing following the audio</p>	
The affective factors (anxiety, motivation, attitude)	<p>SS were very active they talk and yell a lot. (silence). They were shy to sing instead of the (last) words "counting stage"</p>	

W3

Phonetic training Sh-Ch

20/04/2015

Students' responses	Description (Description: describe critical incidents)	Reflection (Analysis & Evaluation: reference to theory. Conclusions for future practice: action plans)
Reactions towards the implementation of your classes. The learning of English.	<p>They enjoyed the activity, they showed good comprehension of sh and ch serve as a starting point. they were in hearing mode.</p>	<p>it was difficult for them to distinguish</p>
The students participation engagement, and interest in the process	<p>raise their hands actively participate in all the stages/pe/br/r</p>	
The affective factors (anxiety, motivation, attitude)	<p>seem interested, wanted to participate</p>	

Warming up 5 - Minimal pair-drill

12/05/15

Students' responses	Description (Description: describe critical incidents)	Reflection (Analysis & Evaluation: reference to theory. Conclusions for future practice: action plans)
<p>Reactions towards the implementation of your classes. The learning of English.</p> <p>The students participation engagement, and interest in the process</p> <p>The affective factors (anxiety, motivation, attitude)</p>	<p>They raise their hands to have the right to speak (almost everyone)</p> <p>all they repeat with the T, they try to make the differentiation between the sounds (hat - hut, cap - ut)</p> <p>They were interested, they were very engaged, they were highly motivated to participate when organizing the word according to how they sound (hat, hut...)</p>	
	<p>By the end of the activity they lost interest in this one since previous stages took too long without including all of them (three volunteers were in the board)</p>	

Warming up 6

19/05/15

Linguistic outcomes	Description (Description: describe critical incidents)	Reflection (Analysis & Evaluation: reference to theory. Conclusions for future practice: action plans)
<p>Skills: what did you observe in terms of language development?</p> <p>Assessment procedures: How did you assess your students' performance and achievements in the classroom?</p>	<p>They learnt clearly the difference between "th" and "f", they showed good understanding of the sounds at the beginning of the words most got confused when the sounds were at the end (Deaf, Death)</p> <p>T used a worksheet to test if students learn the difference between sounds, (thirst, first, Deaf, fight), T used flashcards to present some word (consonants) that seem to be similar (a list of 8 words)</p>	

10. References

- Allwright, R. L. (1990). *What do we want teaching materials for?* In R. Rossner and R Bolitho, (Eds.), *Currents in language teaching*. Oxford University Press.
- Bhela, B.(1999) Native language interference in learning a second language: Exploratory casestudies of native language interference with target language usage. Retrieved from (november 21rst, 2015)
- British Council (2015). *Teaching English, Communicative approach*. Retrieved from: <http://www.teachingenglish.org.uk/knowledge-database/communicative-approach> (April 14th,2015)
- Cameron, L. (2001) *Teaching Language to young learners'* .Cambridge University Press. (April 14th,2015)
- Celce-Murcia, Briton&Goodwin (1996). *Teaching pronunciation a reference for Teachers of English to speakers of other languages* .Cambridge: Cambridge University Press.
- Celce-murcia (2002). Retrieved from:<http://www.princeton.edu/~pia/TEFL.pdf>
- Celce-Murcia, Briton & Goodwin (1996). *Teaching pronunciation a reference for Teachers of English to speakers of other languages*. Cambridge: Cambridge University Press.

Cohen, L., Manion, L., & Morrison, K.R. B. (2007). *Research Methods in Education* (6th ed.).

London: Routledge Falmer. Retrieve from:

<http://www.sciencedirect.com/science/article/pii/S1877042815047187#>. (May 25, 2016)

Cotter. C. (2011). The importance of warming up students. Retrieved from:

<http://www.headsupenglish.com>. (May 21. 2014)

Council of Europe (2001). *Common European Framework of Reference for Languages:*

Learning, Teaching, Assessment. Chapter 5, The User/learns competences:

Cambridge University Press.

Espindola, L. P. (2010). *Motivating students through warm ups*. Ecuador;

Univesidad Católica del Ecuador sede Ambato. Retrieved from:

<http://repositorio.pucesa.edu.ec/> (October 24th. 2014)

Flanigan. E. (2011). The importance of warming up activities in English class.

Retrieve from: <http://www.ehow.com>. (May 21. 2014)

Gardner, R. C. (2007) *Motivation and second language acquisition*.

United States, University of Western Ontario. Retrieved from:

http://publish.uwo.ca/~gardner/docs/SPAIN_TALK.pdf (October 10, 2014).

Gagen, M. R. (2006) *Phonemic Awareness: What it is, why it is important and why you*

must link phonemic awareness to print!. Retrieved from:

www.righttrackreading.com.(May 12th. 2014)

- Gilakjani, A, P. (2011). Why pronunciation is so difficult to learn?. *English language teaching*, 4, (3) September 2011. 78. Retrieve from <http://www.ccsenet.org/elt>. (May 15. 2014)
- Gilakjani, A, P. (2012). A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. *International Journal of Humanities and Social Science*. 2 (3). 122-125. Retrieve from <http://www.ijhssnet.com> (May 14. 2014).
- Gimbert, B. (2003). *The Responsive Classroom: A Practical Approach for Teaching Children to Care*. Retrieved from: <http://www.teachers.net/gazette/OCT02/gimbert.html> (May 25, 2015).
- Gómez, T.D. & Peláez, G. R. (2012) *Promotion and teaching of pronunciation in ninth grade of a public school in Pereira Risaralda*. (tesis pregrado inédita).Colombia.Pereira. Universidad Tecnológica de Pereira.
- Gutiérrez Gutiérrez, D. (2005). *Developing Oral Skills through Communicative and Interactive Tasks*. Profile, 6, 83-96.
- Hall, E. (2012). *Qualitative Research Part II: Participants, Analysis, and Quality Assurance*. Retrieve from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3312514/> (September 15, 2016)
- Halliwell, S. (1992). *Teaching English in the primary classroom*. Longman. Retrieved from: http://www.ugr.es/~robinson/1993/1993_primary.pdf. (May 29. 2015)
- Harmer, J. (2011). *The practice of English language teaching*. England: Pearson Logman.
- Huyen, N. T. T. & Thu Nga, K. T. (2003) *Learning vocabulary through games*. Asian EFL journal. Retrieved from: <http://www.teflgames.com>.(May 10th. 2014)

Isaac, J. (1999) *Actividades de calentamiento para una clase inglés*.

Demand Media 1999- 2014. Retrieved from:

<http://www.ehowenespanol.com/> (October 10, 2014)

Johansson (2006). Retrieved

from:<http://www.divaportal.org/smash/get/diva2:207078/FULLTEXT01.pdf>

Johnson, J. (2009). *Defining reflection in students' affairs: A new culture of approach*. The

Vermont connection. V 30. Retrieved from:

<http://www.uvm.edu/~vtconn/v30/Johnson.pdf> (March 6, 2015)

Johnston, D. (2013). *Action Research Model*. Teachers' PL-INC. Retrieved from:

http://www.csuchico.edu/teacher-grants/actionresearch/ar_model.shtml (March 6, 2015)

Kellenberger, C. (2003) Teaching vocabulary in the ESL classroom, and the importance of

recycling vocabulary list. Make your own vocabulary notebook. Retrieved

from: [http://www.reachtoteachrecruiting.com/blog/teaching-vocabulary-in-the-esl-](http://www.reachtoteachrecruiting.com/blog/teaching-vocabulary-in-the-esl-classroom-and-the-importance-of-recycling-vocabulary-lists/)

[classroom-and-the-importance-of-recycling-vocabulary-lists/](http://www.reachtoteachrecruiting.com/blog/teaching-vocabulary-in-the-esl-classroom-and-the-importance-of-recycling-vocabulary-lists/). (february 26th, 2016)

Kelly, G. (2000). *How to teach pronunciation*. Harmer, J. (ED). England:

Logman Education. Retrieve from:

<http://www.anthonyteacher.com/teachingbooks/HowtoTeachPronunciation.pdf>

(April 23rd, 2015)

Kenworthy. J. (1988). *Teaching English Pronunciation*. England: Logman handbooks for

language teachers. Retrieve from:

<https://zourpri.files.wordpress.com/2014/01/teaching-english-pronunciation.pdf>.

(September 16. 2016)

Lane, L. (2010). Tips for teaching pronunciation a practical approach. Brown, H.D.

(ED). United States: Longman Education.

Leblanc, R. (2011). The function of warming up activities for learning. Retrieved from :

<http://www.ehow.com>. (May 21, 2014)

Lengeling, M. & Malarcher, C. (1997) Index Cards: A Natural Resource for Teachers.

Forum vol 35 n 4. Retrieved from: <http://www.teflgames.com>.(May 21th, 2015)

Leonardi, V. (2011). Pedagogical Translation as a Naturally-Occurring Cognitive and

Linguistic Activity in Foreign Language Learning. Retrieved from

<http://annali.unife.it/lettere/article/viewFile/234/183>. (nov, 21st, 2015)

Lewin, K. (1947). *Frontiers in Group Dynamics*, Sage. Tomado de:

http://lchc.ucsd.edu/MCA/Mail/xmcamail.2013_07.dir/pdfef83xvxgaM.pdf

Mata, A. (2009). *El inglés y las nuevas tecnologías: motivar al alumnado con destrezas que*

conoce. eumed.net. Retrieved from: <http://www.eumed.net/rev/ced/07/amg.htm>

(November 8, 2014).

Mikulak, A. (2014) heavily decorated material disrupt attention and learning in young children.

Retrieved from:[http://www.psychologicalscience.org/index.php/news/releases/heavily-](http://www.psychologicalscience.org/index.php/news/releases/heavily-decorated-classrooms-disrupt-attention-and-learning-in-young-children.html)

[decorated-](http://www.psychologicalscience.org/index.php/news/releases/heavily-decorated-classrooms-disrupt-attention-and-learning-in-young-children.html) classrooms-disrupt-attention-and-learning-in-young-children.html (April

4th, 2016)

Millin, S. (2011). Pronunciation, what, why, when, and how?. Retrieved from

<https://sandymillin.wordpress.com/2011/02/05/pronunciation-what-why-when-and-how/>

(November 21rst, 2015)

- Muñoz, A. (2010). *Metodologías para la enseñanza de lenguas extranjeras, hacia una perspectiva crítica*. Universidad EAFIT. vol. 46. No 159.
- Pardo, A. & Tellez M, F. (2009) *ELT Materials: The Key to Fostering Effective Teaching and learning Settings*. Universidad Externado de Colombia, Colombia.
<http://www.gbv.de/dms/goettingen/326926933.pdf>
- Peterson. D. (2010) *Warm-up exercises*. Retrieved from:
<http://www.teachingjobs.com>.(May 21. 2014).
- Rogerson-Revell, P. (2011). *English phonology and pronunciation teaching*.
London: continuum books.
- Robinson, S. (2010) *Examining the Effects of Pronunciation Strategy Usage on Pronunciation Gains by L2 Japanese Learners*. Pronunciation taxonomy developed. Retrieved from:
<http://scholarsarchive.byu.edu/cgi/viewcontent.cgi?article=3839&context=etd>
(December 3rd , 2015)
- Scrivener, J. (2011) *Learning Teaching*. Macmillan. Retrieved from:
https://docs.google.com/document/d/17H0IYY0ICX4PUtdpRGJXal_jemRhf2PIqpVK2U9TdcU/edit (May 27, 2015)
- Schon. D. A (1983). *The reflective practitioner*. Retrieve from:
<https://graysreadinggroup.wordpress.com/2012/12/18/the-reflective-practitioner-by-donald-schon/>. (May 15, 2015)

- Smith, M. K. (2001). *Kurt Lewin, groups, experiential learning and action research*.
the encyclopedia of informal education. Retrieved from:
<http://www.infed.org/thinkers/et-lewin.htm> (March 5, 2015)
- Su Kim. L. (1995). *Creative games for language class*. Forum vol 33 n 1. Retrieved from:
<http://www.teflgames.com> (September 15th. 2014)
- Stern, H. (1997) foreign languages in primary school,
the teaching of foreign or second language to younger children, Retrieved from:
<http://unesdoc.unesco.org/images/0013/001314/131496eo.pdf>. (April 14th, 2015)
- Tice, J. (2004). *Reflective teaching: Exploring our own classroom practice*. British Council.
Retrieved from:
<http://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice> (November 29, 2014)
- Tomasz, P. (2015). *How to learn English effectively: Studying pronunciation is not important*. Retrieved from <http://www.antimoon.com/other/myths-pron.htm>
(November 14th, 2015)
- UNESCO.(2015). *Shaping learning together, Mother language day, why learning a foreign language is important*. Retrieve
from: <http://oupeltglobalblog.com/2015/02/24/mother-language-day-why-learning-a-foreign-la> (April 23rd, 2015)

Valencia, R. (2008. December). *The role of warming up activities in adolescent students involvement during the English class*. Profile n 10. Retrieved from: <http://www.scielo.org.co>. (May 21th. 2014)

Verkoeijen, P. (2012) Testing can be Useful for Students and Teachers. Testing can Strengthen Short-Term Memory for Cross Language Information. Retrieved from: <http://www.psychologicalscience.org/index.php/news/releases/testing-can-be-useful-for-students-and-teachers.html> (November 22nd, 2015)

Wright. A, Betteridge. D, & Buckby. M, (1984) From 'Games for Language learning'. Cambridge University Press. Retrieved from: <http://www.teflgames.co.html>. (May 25, 2014)