

UNIVERSIDAD HISPANOAMERICANA

ENGLISH TEACHING MAJOR

**THESIS SUBMITTED TO OBTAIN THE
LICENTIATE DEGREE IN ENGLISH
LANGUAGE TEACHING**

**TOPIC:
AUDIO-LINGUAL METHOD FOR IDIOMATIC
CLUBS TO IMPROVE THE ENGLISH
LANGUAGE LEARNING OF TENTH GRADE
STUDENTS AT LICEO DE ATENAS MARTHA
MIRAMBELL UMAÑA, THIRD PERIOD 2017**

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**April, 2018
Ed. 3-17**

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SWORN STATEMENT

Yo Lineth Georgina Mora Vega, mayor de edad, portador de la cédula de identidad número 603600656 egresado de la carrera de Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercebido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en la Enseñanza del Inglés juro solemnemente que mi trabajo de investigación titulado: “**AUDIO-LINGUAL METHOD FOR IDIOMATIC CLUBS TO IMPROVE THE ENGLISH LANGUAGE LEARNING OF TENTH GRADE STUDENTS AT LICEO DE ATENAS MARTHA MIRAMBELL UMAÑA, THIRD PERIOD 2017**”, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. En fe de lo anterior, firmo en la ciudad de San José, a los 28 días del mes de diciembre del año dos mil diecisiete.

Lineth Mora Vega

Firma del estudiante

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TUTOR'S LETTER

Puntarenas, 02 de enero del 2018

Destinatario: Msc. Diego Torres Moreno
Carrera: Enseñanza del Inglés
Universidad Hispanoamericana

Respetable director:

La estudiante Lineth Georgina Mora Vega, cédula de identidad número 603600656, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación titulado: **"AUDIO-LINGUAL METHOD FOR IDIOMATIC CLUBS TO IMPROVE THE ENGLISH LANGUAGE LEARNING OF TENTH GRADE STUDENTS AT LICEO DE ATENAS MARTHA MIRABELL UMAÑA, THIRD PERIOD 2017"**, el cual ha elaborado para optar por el grado de Licenciatura en Enseñanza del Inglés.

He verificado que se han incluido las observaciones y hecho las correcciones indicadas, durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación, antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos, conclusiones y recomendaciones.

Los resultados obtenidos por el postulante implican la siguiente calificación:

			Pts Obt
a)	OIRIGINALIDAD DEL TEMA	10%	10
b)	CUMPLIMIENTO DE ENTREGA DE LOS AVANCES	20%	20
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACIÓN	30%	29
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20
e)	CALIDAD DEL MARCO TEÓRICO	20%	18
Total			97

Sin más por el momento,

Se despide



Licda. Judy Villalobos Montero
Cédula identidad:112260984
Carné Profesional: 76441

READER'S LETTER

San José, 28 de febrero del 2018

**Universidad Hispanoamericana
Sede Llorente
Carrera Enseñanza del Inglés**

Estimado señor director,

La estudiante Lineth Georgina Mora Vega, cédula de identidad 603600656, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "AUDIO-LINGUAL METHOD FOR IDIOMATIC CLUBS TO IMPROVE THE ENGLISH LANGUAGE LEARNING OF TENTH GRADE STUDENTS AT LICEO DE ATENAS MARTHA MIRAMBELL UMAÑA, THIRD PERIOD 2017", el cual ha elaborado para obtener su grado de Licenciatura.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.



**Nombre: Marta Eugenia Rojas Fernández
Cédula: 1-330-145
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PHILOLOGIST'S LETTER

Puntarenas, 14 de marzo, 2018

**Departamento de Registro
Carrera Enseñanza del Inglés
Universidad Hispanoamericana**

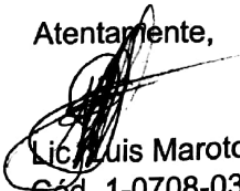
Estimado señor:

La estudiante Lineth Mora Vega cédula de identidad número 603600656 ha presentado, para efectos de corrección de estilo, el trabajo de investigación denominado **“AUDIO-LINGUAL METHOD FOR IDIOMATIC CLUBS TO IMPROVE THE ENGLISH LANGUAGE LEARNING OF TENTH GRADE STUDENTS AT LICEO DE ATENAS MARTHA MIRAMBELL UMAÑA, THIRD PERIOD 2017”** el cual ha elaborado para optar por el grado de Licenciatura.

He revisado, de acuerdo con los lineamientos de la corrección de estilo señalados por la Universidad, los aspectos de estructura gramatical, acentuación, ortografía, puntuación y los vicios de dicción, que se trasladan al escrito y he verificado que se han realizado todas las correcciones indicadas en el documento.

Por consiguiente, doy fe de que este trabajo se encuentra listo para ser presentado oficialmente a la Universidad.

Atentamente,


Lic. Luis Maroto Chavarría
Céd. 1-0708-0318
Carné Colegio Profesional: 12685

ACKNOWLEDGMENT

I thank all those people who helped and supported me in this new professional experience. Thanks to my university professors for all they have taught me, to my research professors for their availability, words and inspiration which encouraged me and let me know that I am capable of quality work.

I especially thank my husband for his collaboration, ideas and patience.

He believed in me when I thought the task was not going to be possible to complete.

Also, he set an example of perseverance in my life, by showing me that it does not matter the different conditions everyone faces, we can get ahead.

And, of course the most important to thank God who is my provider and strength.

He teaches me new things every day, blesses me enormously and provides the capacity for me to grow professionally.

PREFACE

This research gathers and displays data pertaining to fieldwork developed at Liceo de Atenas Martha Mirambell Umaña. Its objective is to use the Audio-Lingual Method to improve the English language learning on tenth grade students during the third period 2017.

This paper contains bibliographic information supporting the techniques used in this methodology, as well as the results obtained from the instruments applied to students. Moreover, this information is analyzed and presented in graphics for an easier and faster interpretation of the details. It also provides the research conclusions and recommendations for the problems found.

CHAPTER I
STATEMENT OF THE PROBLEM

1.1 BACKGROUND

Grammar and translation are the dominant methodologies of teaching. If teaching English in Costa Rica is characterized for being traditional, centered on teachers and textbooks, grounded in a grammatical method that prioritizes the structural knowledge and word list memorization, it is necessary to investigate the possibilities the teacher counts on to teach. (Domian, Fonseca, Lara and Rodríguez, 2010) There are many situations that lead to this practice, for instance the type of evaluation used or asked by the Ministry of Education in Costa Rica. It requires students to understand some texts for the *bachillerato* test, so they need to remember vocabulary and be ready for it as a requirement to get graduated. Most of the time the lessons at public institutions are enough only for the activities mentioned before. The syllabus requires to study the four skills, but then, only reading is taken into account. This is a sample of the many deficiencies the English language learning has in Costa Rica, as well as pronunciation, studied in this research. Students need to learn to use the language efficiently and with a purpose in a natural way as it is supposed to be according with the Communicative Approach asked to be used in the public schools of Costa Rica.

It is frequently thought that the oral expression and the listening comprehension are passive skills so they are used only as helping instruments, as relaxing complement or, as something that should not be done in class. (Brenes, 2011) In the Costa Rican Education System teachers decide what should be important or not to develop in the class, here it is when it is given some importance to written communication. It is hard to do all

the activities designed in a plan for different reasons, so teachers tend to use written practice to get their students ready for the written test. Moreover, students pronounce or read as they think it is correct, their teachers do not waste much time correcting them due to it is not considered relevant to evaluate.

Salazar (2013) expresses:

Many people ignore that by practicing phonemes and stimulating the mouth many pronunciation mistakes can be decreased. Inclusive the accent can be smoother and not so obvious. Summarizing this there is a big question which is the root of this investigation: Why do students from private schools have so good English skills in comparison with the public system students? Surely one of the main reasons is because they are exposed to more lessons and time to the use of English, but another big reason is that these students hear phonemes and start studying English by phonics. (p.4)

Definitely, studying phonetics has a great impact at people's performance. They sound more natural and accurate when speaking. It helps not only to speak correctly, but also to understand better what they listen. It is easier to discriminate sounds to understand others as well as to be understood. What Salazar mentions in her research is Costa Rica's reality, everybody complains about the differences of studying in a public or private school. And most parents who pay for their children's school is because they are interested on giving them a good chance to learn English. Moreover, many of these people does a big effort to keep their children in private schools, but they think this is something they should do to ensure better opportunities for their kids.

If students are exposed to English language phonemes since very early and frequently it would make it easier for them to learn a good pronunciation. This is possible if students and teacher work together in order to practice the sounds, for instance through exercises like repetition and mistakes' correction.

Although phonemic awareness is a very important component of literacy acquisition, it is not sufficient in itself. Another essential component is alphabet recognition, which involves letter shape recognition, letter-name knowledge, letter-sound knowledge and rapid-letter naming. (Rosenberg, 2006, aforementioned by Salazar, P. Strategies For Teaching Phonemes To Develop The Oral Skills Of The Students In Groups 6-1, 6-2, And 6-3 At The School San Rafael De Coronado, During The Third Period 2013). If students learn phonics, but before it they are able to recognize and pronounce each letter of the alphabet it is helpful for the language learning. This can facilitate the pronunciation of at least some words, due to they would be familiar with certain of the new phonics English language has for them. It is important to remember that there are different spellings for one sound and vice versa. The great objective when teaching English is that students become able to read, write, but mainly to be good listeners and speak fluently with any effort. Students should be able to establish an effortless communication with classmates, teachers or native speakers. This is what companies request when they ask their candidates to speak English; people should master the language fulfilling international standards. That are measured through international examinations.

In the present there is an upgrade in the English teaching curricula, because it has been noticed that Costa Rican students need to improve the language dominance. Even, THE MEP recognizes that these changes are done because the young generations of the country need to be competent in the market. And they need to meet many characteristics to reach it, it is not only a matter of skills, but also it is about acquiring knowledge since early ages. MEP (2016) recognizes that “Speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities” (p.4)

Here is noticed that the interest of teaching English as a second language is not about superficial knowledge or dominance. The process must start since early ages and continue as a process during the high school. Although everything is irrational if teachers are not prepared for it that is why MEP is taking into account the following steps for making it possible. MEP is directing the TOEIC tests to teachers in order to recognize their deficiencies and train them according with their needs, and administering the TOEIC-Bridge test to students to define their starting point at the target language. They also checked the relationship between the teaching and evaluating forms as well as acquainting the English Fest in which students can reinforce students’ knowledge (MEP, 2016).

This new proposal that MEP brings for the English teaching syllabus corresponds to a Diagnostic Report they worked on during 2015, the results obtained pointed out the needs of the present syllabus. It was necessary to make a change concerning the existing weaknesses of Costa Ricans when trying to speak English. One of the modifications is that phonics are worked since primary school, to prove this in the listening skill area MEP

(2016) states in the General Mediation Principles from Preschool to First and Second Cycles that: “Lessons can follow a task-based sequence that will focus on linguistic and nonlinguistic items such as: phonemic awareness, language forms, vocabulary, oral or written comprehension and oral or written production, development of cognitive or socio-affective strategies, etc.” (p.33). Then about the listening skills at secondary school MEP (2016) mentions:

“The process of recognizing sounds at this level is almost automatic. However, teachers need to reteach the recognition of sounds if students show difficulty with some of them” (p.43). Rehearsal is never redundant when students are having scarcities, it is better to work on fails in the moment they appear. Of course it must be done professionally to avoid misunderstandings, students should not feel discriminated while the teacher is correcting them.

Supplementary to the listening skill, the speaking ability must also reflect the phonics they learned to distinguish. At preschool MEP (2016) mentions: “Oral performances include repeating sounds and words, naming objects, responding to discourse routines, getting meaning across, repetition of songs, short stories, chants, nursery rhymes, short descriptions, and/or short personal exchanges” (p.45). As earlier students start practicing English phonics the better pronunciation they have, good repetition makes a lot of sense to have a good oral performance.

At this moment, phonetics is becoming an important issue for THE MEP (2016), they are more interested on improving the students exit profile which is more integral. About it they

set that: “It also specifies communicative competences that enable learners to interact in the target language. The first of these competences is linguistic (learn to know) and is comprised of vocabulary (lexis), grammar (syntax), meaning (semantics), and sound (phonology), and sound-symbol relationships (orthography)” (p.52) They are dealing with how words are pronounced, but also their relationship with the way they are written, this is enormously valuable for the students’ success.

1.1.1 Problem description

At Liceo de Atenas Martha Mirambell Umaña tenth and eleventh grade students study academic English. But also, some of them take additional Conversational classes at the same institution. During this process of learning English some weaknesses are seen in the students’ performance when studying the target language, for example: grammar, intonation, fluency and lack of vocabulary variety. Another deficiency is phonetics. It is hard for students to differentiate sounds and words like in the case of the word three, which is pronounced /θri/, most students regularly say /fri/ producing a different word: free. When students are corrected the second or third time, they may pronounce a new word, for instance: tree /tri/. At this level the students get more confused or even frustrated, because they do not know what their mistake is when pronouncing a word. They are trying their best and it is not working. They really do not know what is going wrong. So, they ask their teacher to repeat the word, to mention it slowly, but finally they say: “I am sorry teacher, but I cannot pronounce it” or “That is what I said”.

One of the reasons why learners mispronounce words is the environment that they have been exposed to when learning a language. This situation can be related to their social, economic and educational environment. Davies (2007) expresses: "Research into second-language learning suggests that there may be no optimum age since adults can learn as efficiently as children and indeed more quickly. What matters are local conditions." (p.69) Davies explains that if a person is being exposed to a good environment, that meets all the conditions for a person to learn a second language as a native speaker does, it is valuable for a learner. It does not matter the age.

During the process of learning it is also very common to hear teenagers commenting that two words in English are pronounced in the same way. This is when they wonder about the possibility of making those words sound differently. It is then when pupils discover that phonetics and their symbols exist.

The words that students commonly fail during the class are taken as reference to make them aware of their mistakes. Previous generations at Liceo de Atenas have been taught about it by showing them their common mistakes as examples. In this way, mispronounced words are taught using phonetic symbols. Students seem to understand better. When all this happens students react astonished because they did not know the phonetic symbols for pronunciation. For the first time, they show apathy since it is completely new for them and they recognize phonetic symbols as a strange or new language. Nevertheless, it is a process they ought to face. About it, Moyer & Levis (2014) state: "L2 learners must learn to distinguish unfamiliar sound categories and produce new sounds in sequences that sometimes contradict L1 phonological patterns." (p.11) In

conclusion, there are differences among languages. They must be appreciated as a novelty associated with the target language nature and the learning circumstances.

Another experience is the fact that students feel afraid of using some words because they are not sure about the result. This is the case with the word: beach. They recognize that for themselves, it can be easily confused with the word: bitch.

Many of them prefer not to use that word, because they feel that they might not be able to say what they want. Some of the students decide to play it safe and use words that they are familiar with, instead of newer vocabulary. They do this because they do not want to mispronounce something in their speech and be teased by their classmates and teacher over it.

For hispanophones as well as people from other languages it is challenging to recognize sounds that do not exist in their language and therefore as a result, they are not used to them. According to Dale and Poms (1986) "Nonnative speakers of English frequently have trouble recognizing sounds absent in their native language". (p.176) There is not any awareness recognizing these new sounds, learning them, copying them and using them within the right context. English apprentices try to imitate and adapt sounds to their language. It is also hard to determine the number of sounds in a language considering the variations of where they are from in a country or area. Nevertheless, it is possible to represent those sounds that do not exist in Spanish, but they do in English, and are part of what make words different. Within the English vowels there can be mentioned the sound

/æ/ used in common everyday words as: black, cat and hand. This sound is confused with the pronunciation of letter “a” in Spanish because of its spelling.

Likewise, there are sounds like /i, ɪ/ that for most of the students of English for Conversation at Liceo de Atenas are the same. According to Dale and Poms (1986), the sound /i/ in English is similar to stressed “í” in Spanish. (/i/ is actually longer and more prolonged than Spanish “í”.) (p.11) Moreover, Dale and Poms (1986) refer to the sound /ɪ/ and mention that the vowel /ɪ/ does not exist in Spanish and may be difficult for people to recognize and say. It would be probably substituted by the more familiar /i/ sound. (p.15)

For Spanish speakers it is expected to confuse and mispronounce a sound like /i/. Hopefully it is pronounced as in Spanish, but this pronunciation does not fit in words in English. If students were able to distinguish sounds when pronouncing it would be possible to say the desired word. On the other hand, there is a way to recognize phonics by checking the word spelling. /ɪ/ is always going to be represented by the spellings “y, u, i” while the sound /i/ can be found with the spellings “e, ee, ea, ie, ei”. Some examples of /i/ are the words: eat, need, he. In the case of the sound /ɪ/, it is used in the words: gym, build, and gift. To do all those changes described before; Sereno and Wang (2007) “show that adults can be taught to accurately perceive tones in an unfamiliar tonal language after just two weeks of training, and that neural activity actually changes in response to new stimuli.” (p.13) (Aforementioned by Levis & Moyer (2014) Social Dynamics in Second Language Accent. This means that to reach the objective of this study, it is important to stimulate the learning, then a pronunciation change is reached.

1.1.2 Problem identification

1.1.2.1 Language acquisition in the Costa Rican's public education system

High school's English teaching language in Costa Rican's public system does not take into account phonetics as a visible topic in a unit of study. Students try to imitate what their teacher says, and therefore most of the time this example is deficient and does not favor the learning process. This situation becomes one of the deficiencies when learning English as students do not reach to internalize the phonetics according to the International Phonetic Alphabet (IPA). Along with Martinez (2010):

To begin with, L1 constitutes the main reference or rather the only starting point for learners when discovering the new language. Certainly, this strategic use of L1 helps to overcome their L2 knowledge limitations and shortcomings. In other words, L1 may be seen as evidence of a learning strategy employed by learners. When learning an L2 the fact is that we are influenced in some way by the language knowledge we already possess. In fact, elements or structures from L1 are borrowed in processing the new language data. (...) Undoubtedly, a significant number of errors produced by L2 learners could be ascribed to the native language influence. (p.30)

In fact, when English language learners try to speak English they continue carrying their Spanish pronunciation. That way it is easy to differentiate them from English native speakers. There is a great difference in phonetics, which impoverishes students and makes proper pronunciation difficult. On some occasions, ideas are not transmitted as the

speakers would like them to be. Moreover, it is possible for some people to think that it is not possible for them to learn the language because of some fossilized commentaries. But, with some practice and rehearsal it could be solved little by little until it has reached an optimum result. It is completely usual to carry the knowledge acquired in the mother language, not only in pronunciation, but also when people translate. They sometimes cannot understand a phrase because they are disposed to place words in the same order of the language they learned first.

1.1.2.2 English importance as lingua franca

The world has become multilingual and there is no country that has not considered the importance to offer their inhabitants at least a second language knowledge. Richards and Rodgers (2014) agree with this idea and recognize from long ago how important it is to dominate another tongue, "Whereas today English is the world's most widely studied foreign or second language, 500 years ago it was Latin, it was the dominant language of education, commerce, religion and government in the Western world." (p.4). When acquiring a second language many syntactic aspects are related with the mother tongue, because this is the knowledge a person has learned about a language. English language is commonly used as lingua franca around the world, in business, sports, publicity, international activities, and organizations, among others. For this reason, nowadays to speak English is one of the most fundamental requirements to be considered among a job candidate's knowledge. Since most companies do not invest in training their workers in this language, candidates should know it when applying for the job.

Most of the enterprises working in tourism and other international businesses which are prestigious and maintain a high professional profile, require not only their workers to speak English, but also to read it and pronounce it in a standard way. These two abilities are the most appreciated. Workers must show their capabilities in the language. Companies do not hire a candidate with communication problems. It could cause some complications and confusions with clients and show a bad company image. Clients pay for quality and they want to get good service. The market competitiveness is high in every field. That is why English students should attempt to perfect their language learning and be the candidate companies look for, not only in their own country, but also outside of it.

1.1.3 Problem justification

This research proposes a didactic method to correct the lack of an accurate use and knowledge of phonetics that tenth grade students of English for Conversation have. Didactic techniques such as: repetition, inflection, replacement and restatement are used in order to follow the English language method more effectively. In addition, this helps students to communicate with English speakers in a more assertive way. Then, when students communicate in the target language, their words are clearly understood. That is where the necessity of teaching these teenagers to interpret the words' pronunciation adequately comes up, when reading or speaking. If the syllabus is developed strictly, it would not be possible to fill all these English language learning gaps that are vital to reach a high and integral dominance of the language.

1.1.4 Problem delimitation

Tenth grade English for Conversation students at Liceo de Atenas show some dearth at pronunciation. The confusion or omission of English language sounds produces an incorrect pronunciation of accents that belong to the target language, but not to the mother tongue. Those failures could cause speech not to be understood out of the habitual classroom. Teachers might be able to identify what students mean even if they do not make a good attempt-- through translation. Teachers can look for homonyms or paronyms to help them understand. But in the real context, a native speaker could have a dreadful experience to guess the precise message. As well, students must be immersed in real situation's practice in a fictitious environment to contextualize the intonations that can be done depending on the place where the conversation is taking place.

1.2 STATING THE PROBLEM

Is the Audio-Lingual Method efficient at idiomatic clubs to improve English language pronunciation in tenth grade students from Liceo de Atenas Martha Mirambell Umaña during the third period 2017?

The Audio-Lingual Method is being considered acceptable to deal with this situation. It pretends to condition the people learning a language. Through training, humans become able to reach their goals. This methodology focuses on the ability to speak foreign languages, and that it is not important what the mother language is in order to teach it or

correct it. The language importance is focused on vocabulary use to show what has been learned.

1.3 RESEARCH OBJECTIVES

1.3.1 General objective

- Determine the efficiency of the Audio-Lingual Method for idiomatic clubs to improve the English language learning of tenth grade students at Liceo de Atenas Martha Mirambell Umaña, third period 2017.

1.3.2 Specific objectives

- Recognizing the phonetics role in the English teaching of the tenth grade students at Liceo de Atenas Martha Mirambell Umaña, third period 2017.
- Applying the Audio-Lingual Method to improve the pronunciation of the English language of tenth grade students at Liceo de Atenas Martha Mirambell Umaña, third period 2017.
- Pointing out the efficiency of a correct phonetics use in the English learning of tenth grade students at Liceo de Atenas Martha Mirambell Umaña, third period 2017.

1.4 SCOPES AND LIMITATIONS

1.4.1 Research scopes

With this research it is pretended:

- To contribute to students who know the Audio-Lingual Method in the English language phonetics study.
- To promote among English teachers a tool to facilitate the pronunciation teaching.
- To provide students with the necessary tools for the correct use of phonology in the English language.
- To encourage students to develop themselves with ease when using the English language.
- To implement techniques involving the four skills in the English language phonetics teaching.

1.4.2 Limitations

- This research starts with a sample of students. It can vary due to students' desertion which is very common in Costa Rica's public schools.

- In poor homes in Atenas, there is no access to an Internet connection. This population is part of the study, but it is difficult for these students to practice and get material online when they are at home.
- The scholarships are low or non-existent, so parents cannot support their children as guides or study reinforcement.
- Economic conditions in poor families do not permit students to pay for courses or tutors to reinforce the language learning.
- Home problems represent a great obstacle to learning and practicing English because students who come from disintegrated or violent homes are not willing to learn or participate in the class.
- Students who live in poor conditions are occasionally absent from school, because there is no food at home and they choose to work to help their family. Absenteeism from school hinders students from advancing as other regular attending students do.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 HISTORICAL CONTEXT

Liceo de Atenas Martha Mirambell Umaña was founded in 1952. The school category is three and offers a day school education for girls and boys. (Municipalidad de Atenas, 2009) Since its foundation, this school has projected itself to the community and the country. In the sports area, the institution has been champion and runner-up in masculine and feminine volleyball in Costa Rica and Central America. Moreover, it has reached winner's status in male and female indoor soccer. There is also abundant participation in the Arts Festival, Play Energy and Science Fair events during the school year. Students have done an admirable job at canton level, and they have also continued on to the regional and national final competitions. Furthermore, as English and French are taught as foreign languages, some students have successfully completed the DELF and TOEIC (Informe ASOBITICO Liceo de Atenas, 2016)

All this according to the mission and vision this institution works for every day, the integral education of productive students with values. Students who are self-starters and courageous to face difficulties. The school mission and vision statements exposed here:

Mission: To integrate into society an individual whose physical, integral, ethic and spiritual development contributes to the democratic, familiar and religious principles of Costa Ricans. This process should be a joint action among all the educational community members.

Vision: To project Liceo de Atenas Martha Mirambell Umaña as an institution in the spiritual, academic, cultural, sports and technological areas; for which it is fundamental to form an integral citizen that contributes to the improvement of the quality of life of the community in general as well as its natural and social environment.

Moreover, this institution works every day in order to offer new and better academic opportunities for its students. Since the beginning of this year, the school offers bilingual French classes for one seventh grade group and the plan is to continue working with this group until they reach eleventh grade.

In another area, the English Department, for the first time, will take part in a student exchange program to the United States in 2018. Two teachers travel in January with a group of 17 students. The aim of this activity is to bring students to practice their English knowledge in a completely real context. The participants are preparing themselves with aural English reinforcement classes with a native North American every week.

Another important aspect to mention about Liceo de Atenas is the fact that the school is in the first-year process to get the International Baccalaureate (IB) Diploma Programme (DP). The IB is a system in which students improve their academic development in every subject, including English language, which is a great benefit for the public education in the county. If all the steps are completed satisfactorily, Liceo de Atenas will start with the first generation of IB students in 2020.

2.2 THEORETICAL CONTEXT

2.2.1 The Audio-Lingual Method

Different methods have been used throughout the time to teach languages: the Grammar-Translation Method, the Natural Method, the Direct Method, the Communicative Approach, among others. They have been created to satisfy the different needs and abilities found in each individual. It is a way to innovate the second language learning in a more effective way every time. Each methodology is directed to specific abilities and interests of the language to increase their quality.

The Audio-Lingual Method has been chosen to develop this research because it addresses listening and speaking skills. This would become the main objective of this methodology, since these abilities are the ones chosen to be improved and practiced. Abu-Melhim (2009) affirms “The Audio-Lingual Methodology, developed in the mid-40s, was primarily a response to the need for more effective aural and oral skills, rather than the reading and writing skills that had for many years been in the foreground of language learning.” (p.39). In other words, the Audio-Lingual Method reinforces the ability to listen better for a more assertive oral communication, avoiding mistakes in a general way. It means, that not only the pronunciation becomes sharper, but also the intonation, fluency, grammatical structures and everything associated with oral competence. This methodology brought a new direction to the second language learning, new skills were given priority. And teachers should be ready to guide their students, since they have been trained to assist in this area and in many other situations that may occur. The Audio-

Lingual Method is just offering students a concrete process of which to take advantage and apply.

The attention in this methodology is focused in the aural ability to be able to reproduce best orally what has been heard. The Audio-Lingual Method gives students the opportunity to respond quickly and precisely in a simpler context, reducing the chance of making mistakes. The reaction of the learner does not take a long time thanks to the techniques and processes not being compounded. It is an automatic response. It is derived from behaviorism and that is why the objective of using this methodology is creating a habit for the learners to focus on the speech. This practice must contain positive responses rather than mistakes. It is basically the way in which habits are formed. That is why repetition is an effective technique used in this methodology. It is easy for students to listen to a phrase and repeat it. This way, they do not fail to capture the message. This procedure guarantees the correct result wanted by the instructor.

Moreover, the first contact a person has with language is the speech. When a person moves to a new country or takes a new language class the first way to transmit those ideas is through the oral skill, before the written form. It is even a necessity of the English language due to, not every word is read the same way it is written. Rivers support it, he said that "Language is speech not writing... A language is a set of habits...Teach the language, not about the language. A language is what its native speakers say, not what someone thinks they ought to say... Languages are different" (Rivers, 1964 aforementioned by Richards, J. & Rogers T. Approaches and methods in language

teaching) As languages have differences, the teaching process is important to be learned simply.

In the Audio-Lingual Method the instructor's role is to guide students and provide the material or vocabulary with which they are working. He or she determines the content to be processed by the learners. This means that the instructor is the most important source of knowledge and information for pupils. It is up to the educator to create the dynamic in the class and only he or she decides and manages the activities to be developed in the process. On the other hand the beginners of the language are guided and instructed. They totally depend on that which they are guided. The content learned is the product of their teacher's work as well as the contribution the pupil does in the process. A lot of aural activities and instructions are part of this process as this ability is the main objective to be reached. This first step of giving instructions is also vital to do it with mastery in the target language. If mentors do this, the others are motivated and led to the aim.

It is also an instructor's work to reinforce all the information the learners are receiving, it creates a higher chance of obtaining the wanted result. Every time students repeat a word or when they are corrected, the chance of making it a habit increases. If the tutor detects the weaknesses and work on them, the student reacts and the event improves extensively. The incidence of a good language production means a positive stimulus for the ones involved in the course.

Brooks lists the following procedures that the teacher should adopt in using the Audio-Lingual Method:

- The modeling of all learnings by the teacher,
- The subordination of the mother tongue to the second language by rendering English inactive while the new language is being learned,
- The early and continued training of the ear and tongue without recourse to graphic symbols,
- The learning of structure through the practice of patterns of sound, order, and form rather than explanation,
- The gradual substitution of graphics for sounds after sounds are thoroughly known,
- The summarizing of the main principles of structure for the student's use when the structures are already familiar, especially when they differ from those of the mother tongue...
- The shortening of the time span between a performance and the pronouncement of its rightness or wrongness, without interrupting the response. This enhances the factor of reinforcement in learning,
- The minimizing of vocabulary until all common structures have been learned,
- The study of vocabulary only in context,
- Sustained practice in the use of the language only in the molecular form of speaker-hearer situations, and
- Practice in translation only as a literary exercise at an advanced level.

(Brooks, 1964, aforementioned by Richards, J. & Rogers T. Approaches and methods in language teaching)

The teacher must be creative and professional enough to adapt the class to the students' interests or context. They cannot forget that this is the material and vocabulary students work with and learn. The presence of the target language is more than imperative since from this starting point, the mother tongue is kept completely inactive. In the Costa Rican public school system this is still a challenge since students look for the opportunity to ask for translation from teachers or classmates.

Practices using repetition are essential, mainly when starting. These practices are done first in groups and then, individually. The teacher must consider avoiding the presence of visual resources as they are not part of this methodology. It should be used only when it is really necessary. Besides the repetition, other exercises are done for practice, for example: inflection, replacement, restatement, transposition, expansion and contraction. These practices build a relationship between vocabulary and pronunciation in the second language study. Reinforcement is necessary to keep all the methodology principles as well as the behaviorism.

It has been highlighted the particularity of the oral dominance as a relevant characteristic to mark out good language management, so that learners perform the second language as they do in their mother language. The learning technique that points the sequence: listening, speaking reading and writing is important and reflects a characteristic of the Audio-Lingual Method.

About it Abu-Melhim (2009) states:

This hierarchy of skills suggests that a learner must first listen to a language before any other skills are developed. The theory is that a good listener ultimately makes a better speaker because learners must focus their attention on actually hearing what is said. Only then, they are able to internalize such linguistic features as pronunciation and intonation; thus, making them more effective speakers. (p.42)

It is more convenient for learners to follow that sequence in order to follow the method nature. The Audio-Lingual Method is an effective procedure to improve the students' pronunciation. They feel more comfortable and relaxed when trusting themselves at speaking. Students can easily express their creativity without worrying about their performance, due to the fact that method techniques are easier to manage for them. They learn pronunciation and experience with the language through the use of these techniques and with structured practice. Moreover, the aural ability is central in the language learning skills sequence. Phonetics is not an unfamiliar topic, it is the priority when teaching or learning a language. This methodology trains people's brain and its knowledge in order to correct the mistakes of the language. It answers the English language demand that exists in Costa Rica. The Audio-Lingual Method does not focus only on grammar as other methods, since all student learning about the language is done through training. A method like this one is significant since there is a daily demand in foreign languages learning. It should be a way to assist those people who are having difficulties with the language, so they get a real result in the process.

2.2.2 The International Phonetic Association (IPA)

Richards and Rodgers (2014) confirm what has been assigned to the IPA with the following words: “The International Phonetic Association was founded in 1886, and its International Phonetic Alphabet (IPA) was designed to enable the sounds and be transcribed. One of the earliest goals of the association was to improve the teaching of modern languages.” (p.10). When other languages become popular in foreign lands they must be transmitted in a standard way, so the IPA was given the responsibility to do something to make this happen. Moreover, the symbols are studied by many people who speak a second or foreign language. The IPA is in charge of promoting the study of phonetics. IPA facilitates a symbolic alphabet to study phonetics in every language. The IPA handbook (1999) defines the objective of the phonetic alphabet as follows:

The aim of the IPA is to promote the study of the science of phonetics and the various practical applications of that science (...) the Association, has been concerned to develop a set of symbols which would be convenient to use, but comprehensive enough to cope with the wide variety of sounds found in the languages of the world (p.3)

The phonetic alphabet unifies a graphic representation of the phonics to be understood and interpreted in a standard way around the world. It adjusts pronunciation in each language, so better comprehension among native speakers and second language learners can occur. The oral use of phonetic symbols does not make a foreigner talk like a native, but it does offer necessary tools to reach an acceptable performance during the

communication. Phonics represented by symbols are classified according to the vocal system parts used to speak, its vibration and continuity and to better exemplify what each symbol represents. For Hispanics, this system is really worthwhile and useful to read sounds, since there is not such a relationship in English among the words and their pronunciation as it happens in Spanish.

2.2.3 Pronunciation

The word pronunciation is easily understood, but it is important to define it according to different authors in order to support this research: “The pronunciation is the actual living form of a word, that is, the word itself...” (Gimson, 1981 aforementioned by Abdessamad, S). The Importance of Phonetics and Phonology in the Teaching of Pronunciation). The author states that pronunciation is a way a word is expressed by itself. It does not have an alternate form. It is a way to agree. If people say words properly they do not have trouble being easily understood. For communication, it is significant to get the message that others want to express as well as being comprehended by others when they speak. Another definition is: “The way a certain sound or sounds are produced. Pronunciation stresses more the way sounds are perceived by the hearer” (Richards, Platt and Platt, n.d. aforementioned by Abdessamad, S. The Importance of Phonetics and Phonology in the Teaching of Pronunciation). Pronunciation is explained with different words, but the central idea is that this is the way to transfer words orally in every language, and to have them also represented through symbols in phonetics. It is very demanding for everyone to learn, but it is valuable to avoid being labeled as incompetent by listeners.

2.3 HYPOTHESES

2.3.1 Hypotheses I

The use of audio-lingual techniques improve the English language pronunciation.

The type of hypothesis proposed is about causality. It establishes the relationships about itself. This type of hypothesis not only confirms the relationship between two or more variables and the way they are displayed, but they also propose an understanding sense of those relationships. That sense might be more or less complete, depending on the number of variables included, but all hypotheses establish cause-effect relationships. Its importance rests in a scholar real situation lived by the tenth grade students in the English for Conversation class at Liceo de Atenas. In this research, a methodology is provided to face this situation.

2.3.1.1 Dependent variable

The dependent variable is the consequence or effect of a phenomenon or antecedent. In this case the name does it in an explicit way, depending on something that may make it vary. It is a property or characteristic about changing through the manipulation of the independent variable. (Bisquerra, 2009)

2.3.1.1.1 Pronunciation

Trask 1960, aforementioned by Abdessamad, S. (The Importance of Phonetics and Phonology in the Teaching of Pronunciation) explains pronunciation as follows:

“Pronunciation is the manner in which speech sounds, especially connected sequences, are articulated by individual speakers or by speakers generally.” Pronunciation is a topic that cannot be ignored when speaking a language, because it involves the oral speech of individuals.

2.3.1.1.2 English language

Potter S. & Crystal D (2017) state the concept of English language in this way:

English language, West Germanic language of the Indo-European language family that is closely related to Frisian, German, and Dutch (in Belgium called Flemish) languages. English originated in England and is the dominant language of the United States, the United Kingdom, Canada, Australia, Ireland, New Zealand, and various island nations in the Caribbean Sea and the Pacific Ocean... English is the first choice of foreign language in most other countries of the world, and it is that status that has given it the position of a global lingua franca. It is estimated that about a third of the world’s population, some two billion persons, now use English. (¶ 1)

This language is recognized as one of the most important ways of communication, because it is a popular language in different social, religious, politics and sport areas.

2.3.1.2 Dependent variable

The dependent variable is the cause or reason of a phenomenon to investigate. It is the phenomenon to which its capacity is evaluated in order to include, influence or affect other

variables. It is the characteristic or property that is supposed to be the cause of the phenomenon in study. (Bisquerra, 2009)

2.3.1.2.1 Audio-lingual techniques

Brooks (1964) aforementioned by Richards and Rodgers (Approaches and Methods in Language Teaching) refers to the audio-lingual techniques and they are displayed in the next paragraph:

Repetition. The student repeats an utterance aloud as soon as he has heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear. Sound is as important as form and order (...)

Inflection. One Word in an utterance appears in another form when repeated (...)

Replacement. One word in an utterance replaced by another (...)

Restatement. The student rephrases an utterance and addresses it to someone else, according to instructions (...)

Completion. The student hears an utterance that is complete except for one word, then repeats the utterance in completed form (...)

Transposition. A change in word order is necessary when a word is added (...)

Expansion. When a word is added, it takes a certain place in the sequence.

Contraction. A single word stands for a phrase or clause (...)

Transformation. A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality (...)

Integration. Two separate utterances are integrated into one (...)

Rejoinder. The student makes an appropriate rejoinder to a given utterance

(...) Restoration. The student is given a sequence of words that have been culled from a sentence, but still bear its basic meaning (...)

2.3.2 Hypotheses II

The causality hypotheses is characterized as an attempted proposition of the factors that intervene as cause of the phenomenon in study. It is important to take into account that to establish a causality correlation it has to be demonstrated that there was a correlation before. Besides, the cause should happen before the effect. (Bisquerra, 2009) Based on it, the following consideration may be set as causality approach:

The correct use of phonetics benefits students when communicating in English

2.3.2.1 Dependent variable

The dependent variable is the factor that the investigator perceives or processes to determine the effect of the independent variable or the cause variable. (Buendía, Colás y Hernández, 2001)

2.3.2.1.1 Communication

Richard Dimpleby and Graeme Burton (1998) refer to the term communication as: "All communication involves the creation and exchange of meanings. These meanings are represented through 'signs' and 'codes'." (p.xiv) Communication is an essential experience in everyday life. Everybody needs to communicate. It is an action done through different ways of expressions where any participant is passive. In spite of that, communication is present in everybody. It is learned and can be improved.

Communication has different uses and objectives. People become very creative and the possibilities are many. It mainly happens when codes are different, but communication persists.

2.3.2.1.2 The correct use of phonetics

Dekaney (2014) indicates the way in which phonetics can be used correctly is by having specific phonetic symbols made to reach that objective: “International Phonetic Alphabet transcriptions may provide a more stable, consistent means to learn the sounds of a particular language” (p.79). In this way there is a regulation in the way words are pronounced.

2.3.2.2 Independent variable

The independent variable is the one that the investigator measures, manipulates or selects to determine its relationship with the phenomenon observed. This variable is also known as stimulus or input. (Buendía et al. 2001)

2.3.2.2.1 Phonetics benefits

Students can obtain multiple advantages when pronouncing a language correctly. It makes a good impression on people. When enunciation gets close to that of a native speaker, it would impress the people who listen. In some moments of life, it can represent a scholarship or a good job opportunity. The way in which people pronounce words shows professionalism. Moreover, there is a better possibility to communicate confidently with

people from diverse cultures without worrying about being understood. It means that there exists a better enjoyment of the language.

2.4 HYPOTHESIS OPERATION

HYPOTHESES	CONCEPTS	VARIABLES	INDICATORS
<p>The correct use of phonetics benefits students when communicating in English.</p>	<p>Students should pronounce words clear enough, so that others can understand. If a person gives a message and the receiver gets it; it means there is an effective communication. It involves a benefit to the speaker. When the message is transmitted in a second language (in this case: English) there should be a study and an academic preparation of the language, or an immersion in the social context.</p>	<p>The correct use of phonetics: there should be a recognition of the phonemes to distinguish each one of them in an individual way before applying them on words to be recognized. This can be reached through listening and repetition.</p> <p>Phonetics benefits: in a globalized society, phonetics benefits are multiple. People are more independent, provides better opportunities in the work area and avoids the inconvenience of pronouncing words incorrectly.</p> <p>Communication: it can measure the efficiency of the speaker. It is an information interchange through a code system or shared code. It is a way to have contact among humans when speaking in conversations.</p>	<ul style="list-style-type: none"> - IPA - Pronunciation - Wider language management. - Phonological consciousness. - - Professionalism - Job opportunity - Message comprehension - Information

<p>- The use of audio-lingual techniques improves English pronunciation.</p>	<p>The Audio-Lingual Method is a methodology developed in the United States during the Second World War with the objective of developing skills in a language in an effective and fast way. All this through techniques based on principles of oral training.</p>	<p>Audio-lingual techniques: they were created with the objective of satisfying oral communication. The techniques can be developed at long or short range. This technique is based in the order in which people learn languages: listening, speaking, reading and writing.</p> <p>Pronunciation: it is the way in which a word is articulated through the use of sounds. This makes a connection with the previous ideas and knowledge people have, to get and understand the message. If a word is not pronounced correctly the message can be deviated and not understood.</p> <p>English language: it is the official language of many countries, it is a language of diffusion around the world, it is known as lingua franca and it is taught as a second language in many schools around the world.</p>	<ul style="list-style-type: none"> - Repetition: of words. Inflection: to create a new sentence changing one word from the sentence. - Replacement: words are substituted by a synonym. - Reaffirmation: lead the sentence to a different subject. - Completion: to complete a sentence. - Contraction: shorten a sentence without changing the meaning. - Transformation: changing the words order. - Integration: to put together two sentences. - Recognition of sounds. - Foreign language. - Capacity of articulating sounds. - Official language. - Second language - Lingua franca
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CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1 TYPE OF RESEARCH

3.1.1 Purpose

This is an exploratory research due to the fact that this topic investigated is not widely studied. There is information and literature on the topic, but there are not many studies about it. (Sampieri, 2014). The importance of pronunciation has not been a priority at least that is what literature shows. There are no clear paths about what is the fastest and most effective method to improve pronunciation in the Costa Rican public school system. This technique has not been given the required importance on many English course's syllabus. It conforms to a process tracing of teaching and learning. The product is obtained from the student-teacher relationship, when both parties have collaborated, and all the aspects related to it.

The Audio-Lingual Method is concentrated at this point of interest in this inquiry as it is the oral skill that is considered suitable for this methodology. It makes use of techniques like memorization, practice and a lot of word repetition, so it requires the experience of phonetic sounds. The vocabulary in the study is limited and practiced for a better acquisition. It is represented by visual material when needed. Students have the chance to get familiar with phonetic symbols and relate them with their sounds. However, it is not pretended to make them know the structures or patterns, but instead could confuse them. The most important aspect is that the mother language is not being used as a resource, although it is extremely necessary, before other considerations are taken into account.

3.1.2 Frame

According to Blackstone (2017) this is a micro level research which he states: “At the micro level, sociologists examine the smallest levels of interaction; even in some cases, just “the self” alone. Micro level analyses might include one-on-one interactions between couples or friends” (p.2). The micro research does not involve large quantities of students in a study. This exploration is limited to a subgroup of 29.5% of tenth grade students in the English for Conversation class at Liceo de Atenas.

3.1.3 Temporal dimension

The temporal dimension studies aspects of the development of subjects and the topics in a specific time (Barrantes, 2013). That is why this research is recognized as short-term research, due to the time to develop it, and known as the third scholar period 2017.

3.1.4 For its nature

The mixed methods represent a group of systematic, empiric and critical processes of a research and imply a gathering and the analysis for the quantitative and qualitative data, as well as its integration and joint discussion to make inferences product of all the information gathered (meetings) and reaching a great understanding of the phenomenon under study. (Hernández et al, 2014)

The mixed research favors the collection of qualitative data according to the achievements reached by students. It also points out the reaction of the students and their availability when participating as well as their effort at work.

3.1.5 The character

With the descriptive studies, it is necessary to specify the properties, characteristics and profiles of the people, groups, communities, processes, objects or any other phenomenon submitted to analysis. (Hernández, 2014) Naturally it is an attempt to obtain data about the variables in an independent way allowing the researcher to discover those particularities. This methodology is adjusted to the circumstances and its development, including every point of interest, collecting information in a real and precise way.

3.2 SUBJECTS AND RESEARCH SOURCES

3.2.1 Units of analysis or research studies

The subjects of study are a sample of male and female tenth grade English for Conversation students from Liceo de Atenas Martha Mirambell Umaña.

3.1.3 Subject and sources of information

There is a great variety of sources that can generate research ideas, among them are the individual experiences, written materials, audiovisual materials, television or radio information available on the Internet, theories, discoveries that are a product of research, personal conversations, facts observations, beliefs, even intuitions and thoughts. (Hernández et al, 2014)

3.1.3.1 Primary sources of information

The primary sources of information for this research provides data that is essential for the development of this paper, specifically: students, Internet, IPA, observations and surveys.

3.1.3.2 Secondary sources of information

The secondary sources of information support the basic information. They are a reinforcement or complement to finish this writing. Included among the secondary sources are: Internet articles, investigations, bibliography and blogs.

3.3 POPULATION AND SAMPLE SELECTION

At Liceo de Atenas tenth and eleventh grades study English for Conversation as an educational innovation. Tenth graders were chosen as population because eleventh graders live a faster process during the third school period due to the bachillerato tests, so they are not included at the time the research was done.

The sample is probabilistic for conglomerate. A sample is taken from the 29.5% of the population corresponding to the class 10-5 which was chosen because of the number of students it has. Moreover, the other groups of students at Liceo de Atenas do not have any priority when putting students together. The groups of students are not formed taking into account any reason or characteristic.

3.4 TECHNIQUES AND INSTRUMENTS TO COLLECT DATA

The observation is a method to collect data that consists on the systematic, warm and trustful registering of observable behaviors and situations, through a group of categories and subcategories. (Hernández et al, 2014) One of the tools used with the students is the observation sheet where information about pronunciation is gathered There are taken into account aspects such as resilience applied by students, its interest to get it, as well as the problems that hinder reaching the objective.

A questionnaire can be valuable in the data collection of the quantitative research. To make this happen, there are some demands that must be accomplished. It is a process to explain ideas and general beliefs about a real aspect. It is widely acceptable, and it cannot produce a rejection among the participants. It is considered a very useful technique in the process to get closer with reality. (Barrantes, 2013) A questionnaire proves students' theoretical knowledge about the topic in study. There it aims to meet the dominance students have about the topic in a theoretical sense.

3.5 CONCEPTUAL, OPERATIONAL AND INSTRUMENTAL VARIABLES

DEFINITION

Specific Objective	Variable	Hypothesis	Conceptual definition	Operational definition	Instrumental definition	Sources of information
Recognizing the phonetics role in the English teaching in the tenth grade students at Liceo de Atenas Martha Mirambell Umaña, third period 2017.	- Phonetics Role - English language		- To regulate the pronunciation on each language, to reach to have a better comprehension among natives and foreigners. - Official language in many countries, language diffusion, lingua franca and second language in schools around the world.	- If from 100% to 90% recognize the phonetics role in the English language, it would be positive for this research. - If from 89% to 80% of the sample recognize general phonetics role in the English language, it would be relatively positive for this research. - If less than 70% of the sample recognizes the phonetics' role in the English language, it would be relatively negative for this research.	- The information for this objective is collected by asking questions directed to the sample through a questionnaire.	- In this objective the main source of information are the tenth grade students that are part of the selected sample who are in the English for Conversation class at Liceo de Atenas Martha Mirambell Umaña.

- Applying the Audio-Lingual Method to improve the pronunciation of the English language in tenth grade students at Liceo de Atenas Martha Mirambell Umaña, third period 2017.
- Audio-lingual techniques
- The use of audio-lingual techniques improves the pronunciation of the English language.
- The audio-lingual techniques' objective is to work listening and speaking skills. It avoids the use of the mother tongue and written material.
- If from 100% to 90% of the sample can use a phonetic easily comprehensive, practicing the audio-lingual techniques this is positive for the research.
- The information for this collected by an observation card in which there is written the students' participation that is part of the sample in study.
- In this objective the main source of information are the tenth grade students that are part of the sample selected that are in the English for Conversation class at Liceo de Atenas Martha Mirambell Umaña.
- Pronunciation
- English language
- The pronunciation is the way in which sounds are perceived for the people who listen.
- Official language of many countries, language of diffusion, lingua franca and second language in schools around the world.
- If from 89% to 70% of the sample performs the sounds of the English language in a clear way that facilitates its understanding, this will be relatively positive for the research.
- Moreover, books and web sites are used to organize the club activities according to the audio-lingual technique.
- If less than 70% of the population can produce the sounds in a comprehensible way, this is negative for the research.
- If from 100% to 90% of the sample recognizes the benefits of using phonetics

- Pointing out the efficiency of a correct phonetics use in the English learning in tenth grade students at Liceo de Atenas Martha Mirambell Umaña, third period 2017.
- The correct use of phonetics.
- The correct use of phonetics benefits students when communicating in English.
- The correct use of phonetics is represented by the use of the phonetic transcription established by the IPA.
- The benefits of the phonetics are: a good communication free of misunderstandings, professionalism and a better job opportunity.
- The communication refers to the act of understanding among a group of people from different origins using common punctuation.
- In the English language, this is positive for the research.
- If from 89% to 70% of the population recognizes the benefits of learning to use a phonetics language, this is relatively positive for the research.
- If less than the 70% of the population infers that the use of phonetics is vital to obtain benefits in the use of a language this is negative for the research.
- In the third objective a questionnaire is used with previous formulated questions to get the information required.
- The sources of the data information for the third objective are: books, webpages and unedited thesis.
- Communicat ion

CHAPTER VI
DATA ANALYSIS AND INTERPRETATION

4.1 DIAGNOSTIC OF THE CURRENT SITUATION

4.1.1 Diagnostic of the situation

Tenth grade students from Liceo de Atenas are facing pronunciation problems. The present research has been concentrated on the study of the adjectives vocabulary which is necessary to develop not only the comparatives and superlatives sentence formation, but also the description of items, people, animals or places as well as other goods and services of the unit in study.

Apprentices have difficulties pronouncing words because they get confused about the words' spelling or because the phonics are not part of their mother tongue. What they commonly do is to replace sounds or to omit them. For students, many final sounds are hard to perform. Spanish speakers from Costa Rica do not give a great importance to a stop or plosive sound which includes the airflow blocking. This is the case of the sounds /t/, /d/, /k/, /g/, /p/ and /b/ that are softly executed at the end of the words.

The observation checklist applied in this research provides information to appreciate that all these sounds are mistakenly replaced by a final /t/ or /c/. Initial sounds are also part of the errors performed, some of the sounds that are kind of difficult for learners and that are part of this study are the /s/, /h/, and /w/ sounds. It is the same situation seen when students try to pronounce vowels. If phonics are not close to Spanish sounds they may be challenging to pronounce.

Without caring about the correct pronunciation most students evaluated do not have complications with fluency or word stress when saying words. But when they find a three or four new word syllable some of them doubt of it. As a result they hesitate, use self-correction, but finally mispronounce the word. It seems that not knowing the adequate pronunciation of words do not affect the fluency of words.

4.1.2 Data description

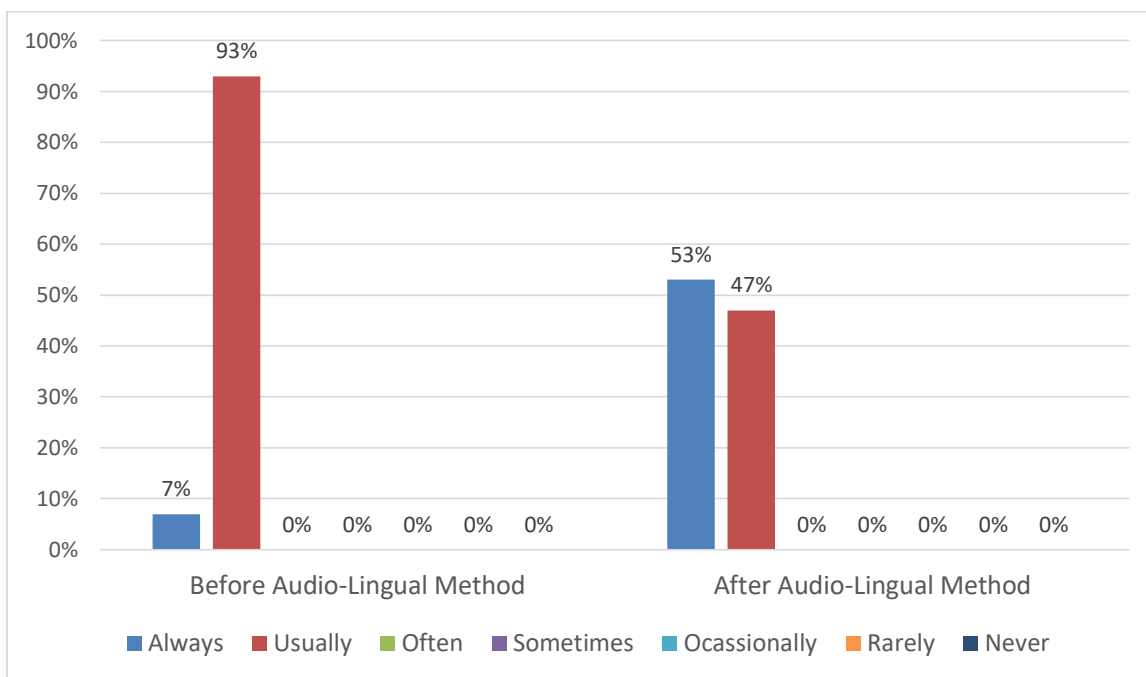
The scale used to evaluate students contains seven categories. In the graphics' interpretation every ten mistakes are taken as a frequency adverb. It is explained in the following chart, due to they are calculated in two different ways according with the evaluated aspect.

Chart N°1

Evaluated Aspect	Always	Usually	Often	Sometimes	Occasionally	Rarely	Never
Recognizes initial sounds	Any mistake is done	Less than 10 mistakes	From 11 to 20 mistakes	From 21 to 30 mistakes	From 31 to 40 mistakes	From 41 to 50 mistakes	When the total of words had a mistake
Recognizes final sounds							
Uses self-correction	When the total of words had a mistake	From 41 to 50 mistakes	From 31 to 40 mistakes	From 21 to 30 mistakes	From 11 to 20 mistakes	Less than 10 mistakes	Any mistake is done
Replaces sounds							
Uses appropriate word stress	Any mistake is done	Less than 10 mistakes	From 11 to 20 mistakes	From 21 to 30 mistakes	From 31 to 40 mistakes	From 41 to 50 mistakes	When the total of words had a mistake
Pronounces words fluently							
Links sounds							

Graphic N°1

Initial sounds recognition

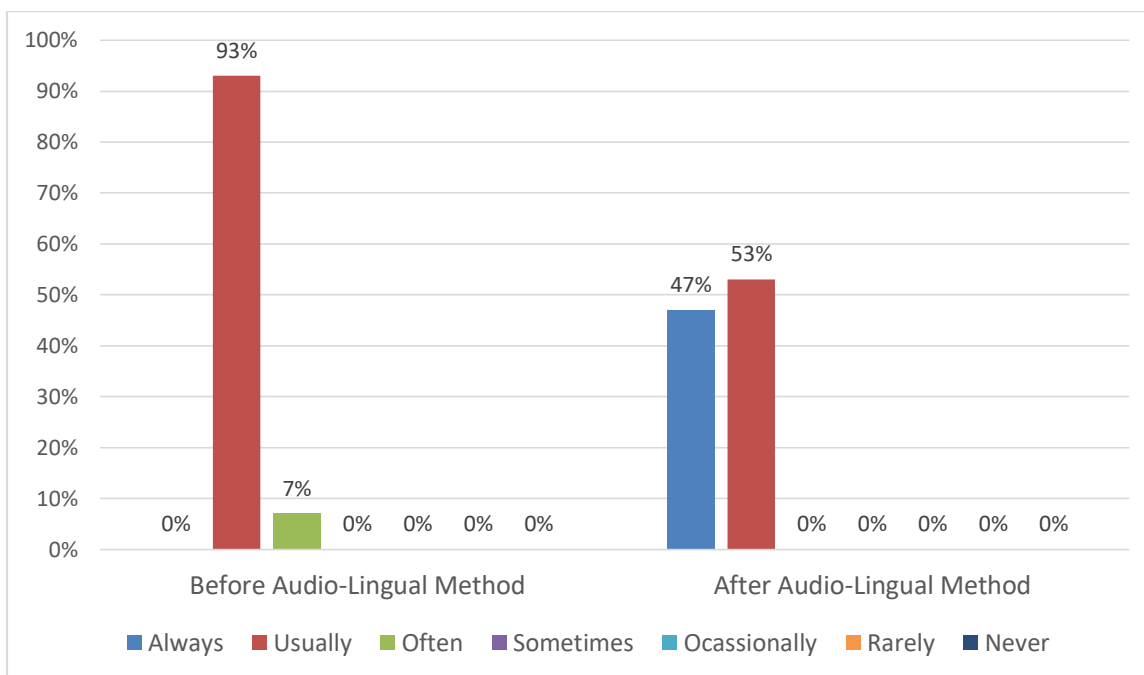


Source: Data based on the Observation Checklist applied to 15 students.

Before and after applying the Audio-Lingual Method 7% of the tenth grade students' sample always recognize the initial sounds when pronouncing the adjectives list and the other 93% of them are usually able to do it. When the Audio-Lingual Method was already applied 53% of the students always recognized the initial sounds meanwhile the other 47% of the sample were usually able to do it.

Graphic N°2

Recognizing final sounds

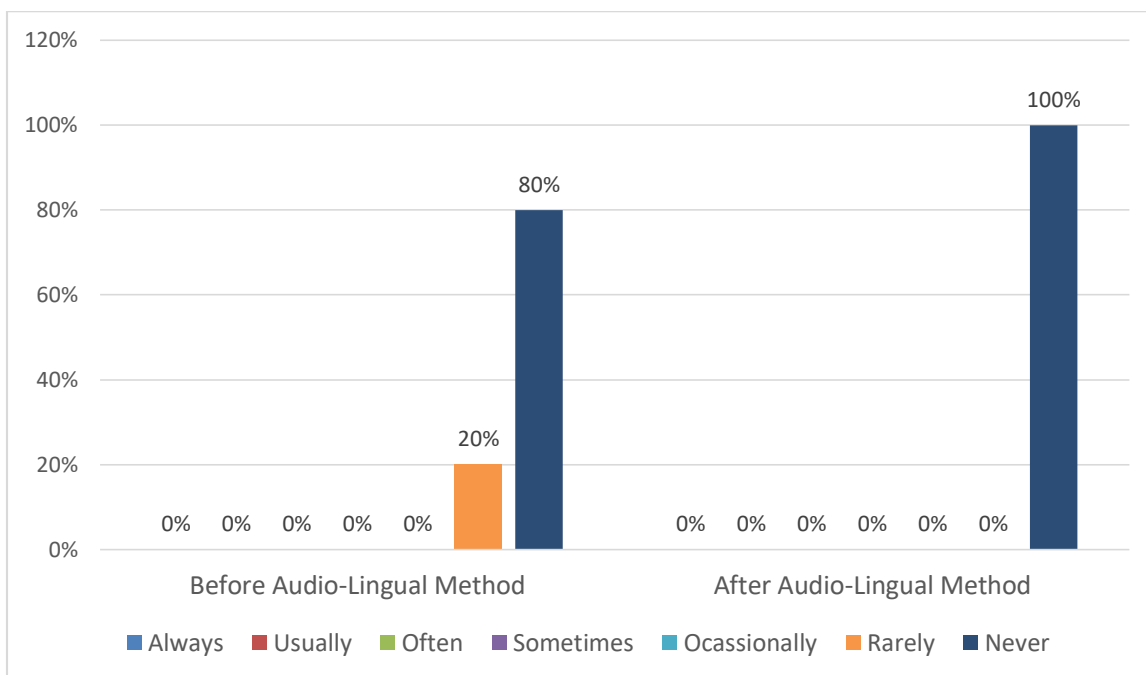


Source: Data based on the Observation Checklist applied to 15 students.

Before applying the audio-lingual techniques it can be appreciated that 93% of the sample usually recognize final sounds when pronouncing adjectives, 7% of them often do it. After applying the Audio-Lingual Method 47% of the sample in study always recognize the final word sounds and 53% of the learners usually do it.

Graphic N°3

Self-correction use

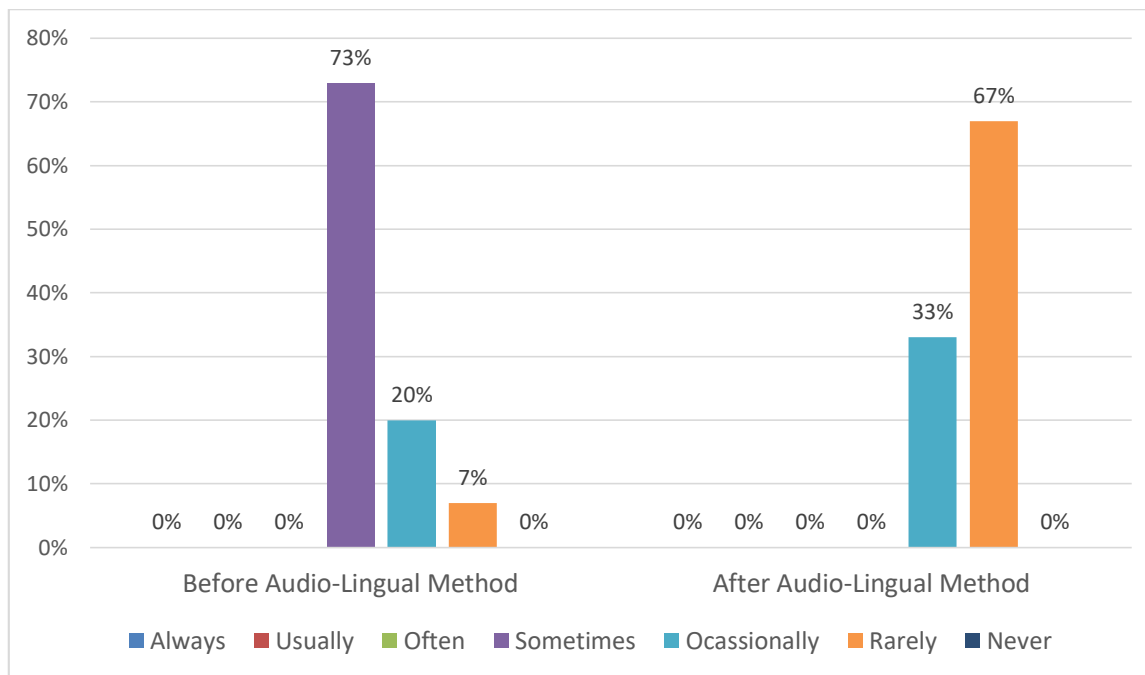


Source: Data based on the Observation Checklist applied to 15 students.

It can be appreciated in the third graphic how much students use self-correction before practicing the audio-lingual techniques. It is observed that 80% of the students never use self-correction when pronouncing adjectives, different than 20% of the students who rarely do it. Moreover, after practicing the audio-lingual techniques it is found that 100% of the researched people never use self-correction after mentioning the words in study.

Graphic N°4

Replace sounds

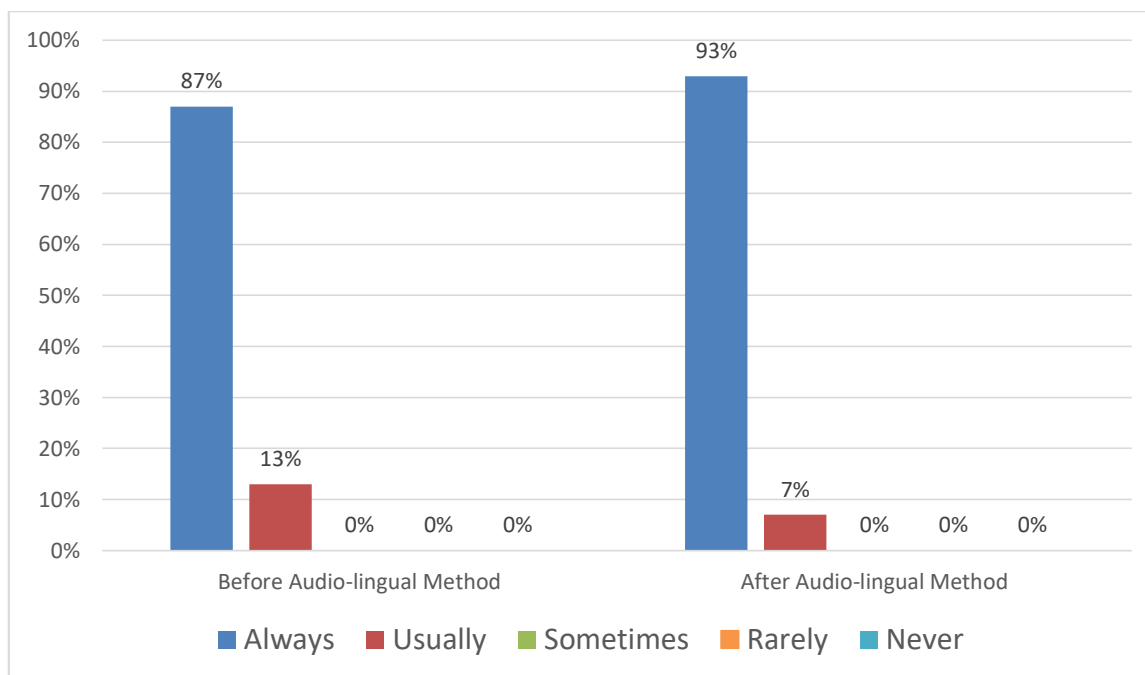


Source: Data based on the Observation Checklist applied to 15 students.

In the graphic N°4, 73% of the students sometimes replace sounds that are not part of a word before practicing the Audio-Lingual Method, 20% of the sample occasionally do it and 7% of them rarely replace sounds. After applying the Audio-Lingual Method 33% of the sample in study occasionally replace sounds, while 67% of them rarely do it.

Graphic N°5

Good word stress when speaking

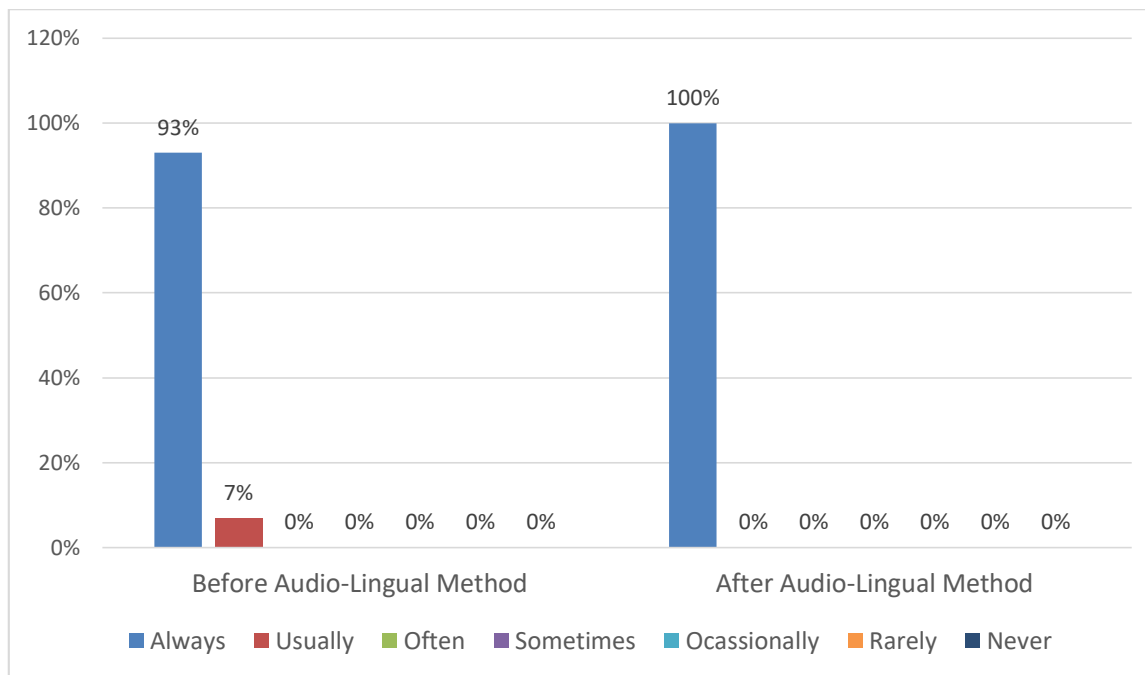


Source: Data based on the Observation Checklist applied to 15 students.

Before putting into practice the Audio-Lingual Method, 87% of the students in study always perform a satisfactory word stress at words, the other 13% usually have a good word stress. Later, when the techniques were applied 93% of the full sample always do a good word stress, besides 7% usually reach a good word stress.

Graphic N°6

Pronounce words fluently

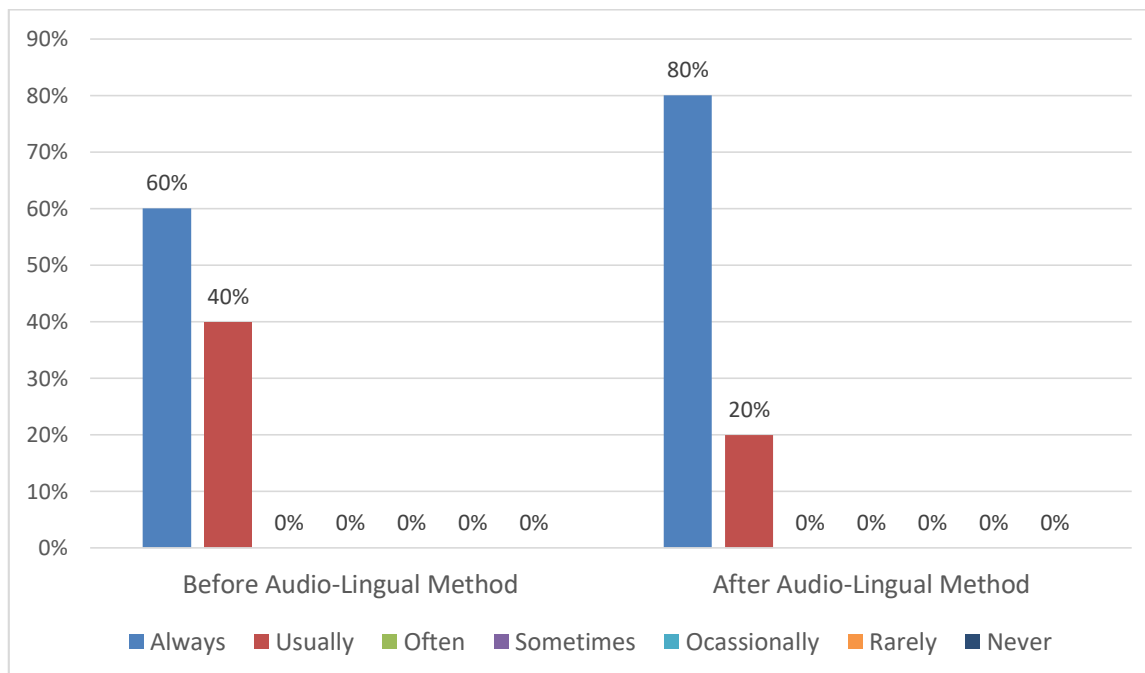


Source: Data based on the Observation Checklist applied to 15 students.

Before executing the audio-lingual techniques 93% of the students are always capable of saying the vocabulary words in study in a fluent form and 7% of the sample usually are fluent when using the target vocabulary. After the audio-lingual techniques practice 100% of the students always pronounce words fluently.

Graphic N°7

Link sounds



Source: Data based on the Observation Checklist applied to 15 students.

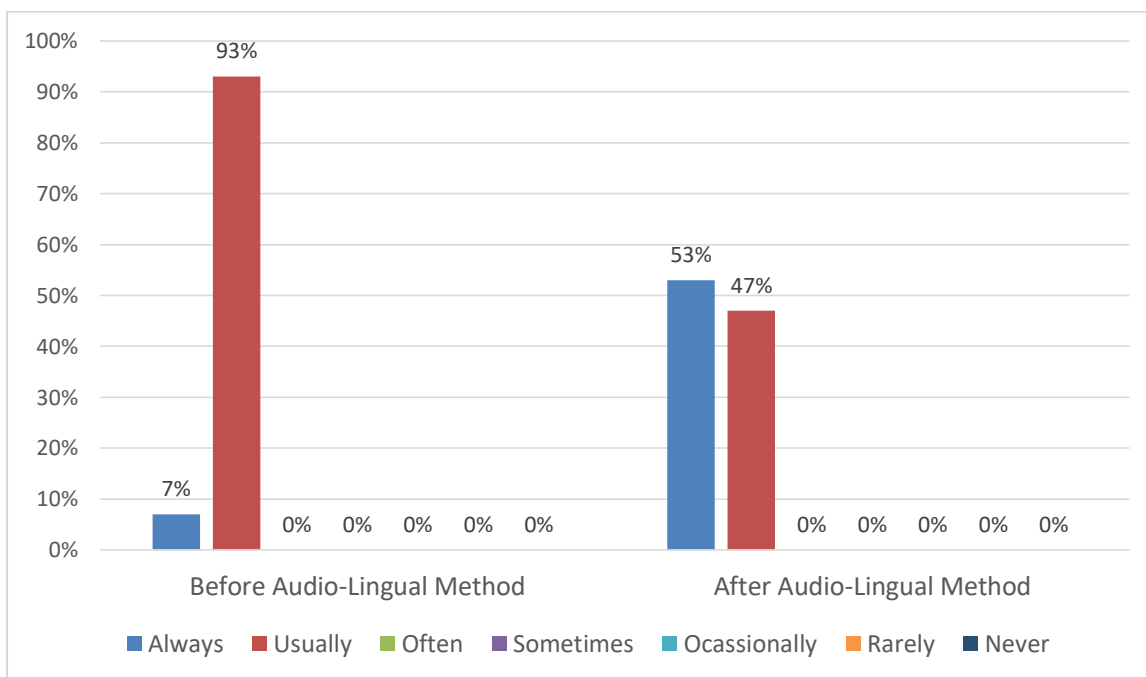
When students face this vocabulary in context before studying the audio-lingual techniques 60% of the students always link sound and 40% for them usually link them. After it 80% of the learners are always capable of linking, the supplementary 20% of the sample are usually able to link different word sounds.

4.1.3 Graphics interpretation

This is the analysis of the results obtained from the observation checklist applied to English for Conversation tenth grade students at Liceo de Atenas. In this analysis every ten mistakes are taken as a frequency adverb.

Graphic N°8

Recognizing initial sounds



Source: Data based on the Observation Checklist applied to 15 students.

Students are having difficulties to find the sound they should pronounce at the beginning of the words. Because of the spelling they are trying to guess pronunciation, but in the case of the words showed in the Chart N°2 they did not get a good result.

In the following chart it can be appreciated other examples of similar situations of mispronunciation.

Chart N°2

Word	Right pronunciation	Students' pronunciation
1. Easy	/ 'izi/	/ɪeɪsɪ/
2. Hard	/hard/	/art/
3. Heavy	/ 'heɪvɪ/	/ 'eihavɪ/
4. high	/haɪ/	/ɪntʃ/
5. Hot	/hat/	/ot/
6. Low	/lou/	/eslou/
7. Messy	/ 'mesi/	/ 'neis/
8. Old	/ould/	/hol/ /hold/
9. Slim	/slɪm/	/eflɪm/
10. Slow	/slou/	/eslou/
11. Small	/smol/	/esmol/
12. Ugly	/ 'ʌglɪ/	/ 'huglɪ/
13. Wet	/wet/	/jet/

After applying the Audio-Lingual Method a better performance is noticed. Less mistakes were present and they are exemplified in the following chart.

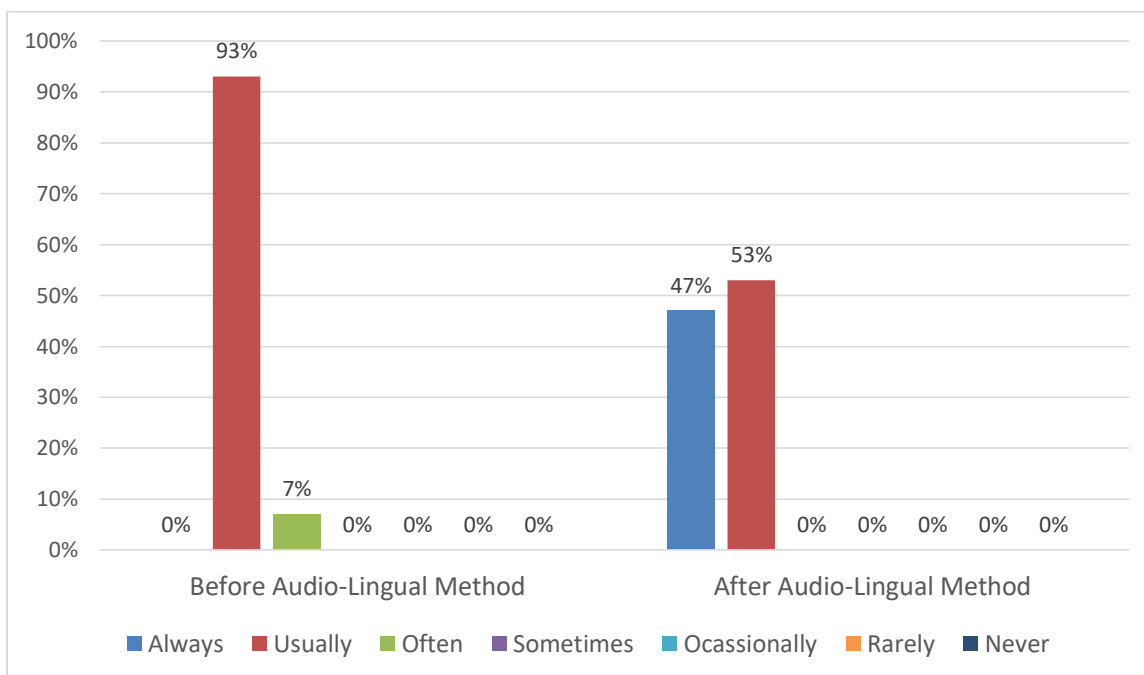
Chart N° 3

Word	Right pronunciation	Students' pronunciation
1. Slim	/slɪm/	/eflɪm/
2. Small	/smol/	/esmol/
3. Slow	/slou/	/eslou/
4. ugly	/ 'ʌglɪ/	/huglɪ/
5. Old	/ould/	/hould/

They represent 47% of the sample and each one of them are having problems with less than three words each one. In total, there are just five words they are having trouble with, indeed they represent three phonics.

Graphic N°9

Recognizing final sounds



Source: Data based on the Observation Checklist applied to 15 students.

In the second chart it is appreciated how students pronounce the final sounds before knowing the Audio-Lingual Method. In the evaluated aspect most of them did not fail more than six words, and only a great minority often did, it reached eleven words missing final sounds, and it shows some kind of confusion when pronouncing them.

Words that may seem hard for students to recognize their final sound are:

Chart N°4

Word	Right pronunciation	Students' pronunciation
1. Beautiful	/ˈbjʊtɪfəl/	/bɪurɪflaɪ/
2. Cold	/kəʊld/	/kol/
3. Difficult	/ˈdɪfɪkəlt/	/dɪfɪkul/
4. Dirty	/ˈderi/	/dert/
5. Expensive	/ɪksˈpensɪv/	/expensaɪ/
6. Fast	/fæst/	/fas/
7. Hard	/hɑːd/	/har/
8. High	/haɪ/	/ɪntʃ/
9. Light	/laɪt/	/laɪ/
10. Little	/ˈlɪtəl/	/leɪkleɪ/
11. Long	/lɒŋ/	/lon/
12. Messy	/ˈmesi/	/neɪs/ /noɪs/
13. Narrow	/ˈnæroʊ/	/narron/
14. New	/nu/	/nek/
15. Noisy	/ˈnoɪzi/	/noɪs/
16. Old	/əʊld/	/ol/
17. Short	/ʃɔːt/	/tʃɔːr/
18. Soft	/sɔːft/	/sof/
19. Ugly	/ˈʌɡli/	/ungl/
20. Young	/jʌŋ/	/dʒon/

Clearly, it is noticed that students are not recognizing the final sounds on these words. Because of the written form of the words it is hard for them to find the final sound that should be pronounced. And in other occasions just the fact of having two consonants together at the end of a word makes it hard to pronounce, mainly when this endings do not exist in the mother language. For example the endings: /st/, /ŋ/ /v/.

After practicing the Audio-Lingual Method, the students who continue making their mistakes are not failing more than five words.

The mispronounced word list was reduced as it is shown in the following chart:

Chart N°5

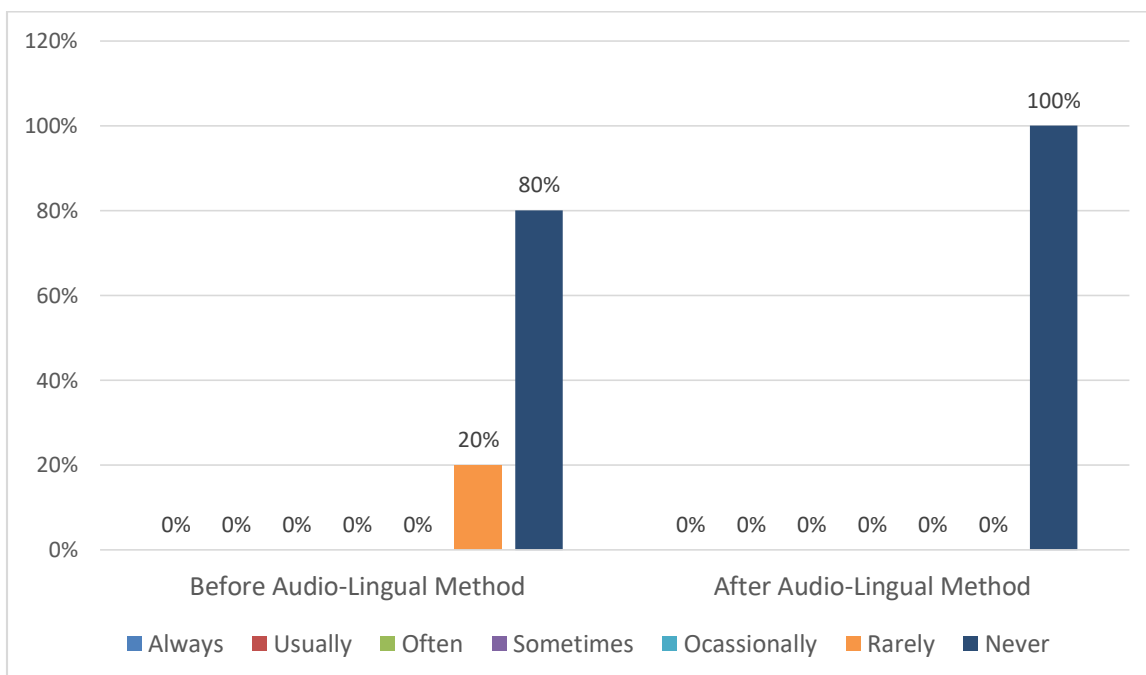
Word	Right pronunciation	Students' pronunciation
1. Difficult	/ˈdɪfɪkəlt/	/dɪfɪkul/
2. Fast	/fæst/	/fas/
3. High	/haɪ/	/ɪntʃ/
4. Long	/lɒŋ/	/lon/
5. Short	/ʃɔrt/	/tʃɔr/
6. Soft	/saft/	/sof/
7. Young	/jʌŋ/	/dʒɒn/
8. Quiet	/kwaɪət/	/kuare/
9. Dark	/dɑrk/	/dar/

After checking the chart 4 it is easy to see that less words are not well pronounced. The sounds /t, g, k/ are still the ones causing some problems at the end of the words.

However, it does not mean that they are having problems with all the words. For instance: the student 1 could not pronounce the final sound of the word: soft, but she did when pronouncing other words like: fat, short, difficult and quiet.

Graphic N° 10

Using self-correction



Source: Data based on the Observation Checklist applied to 15 students.

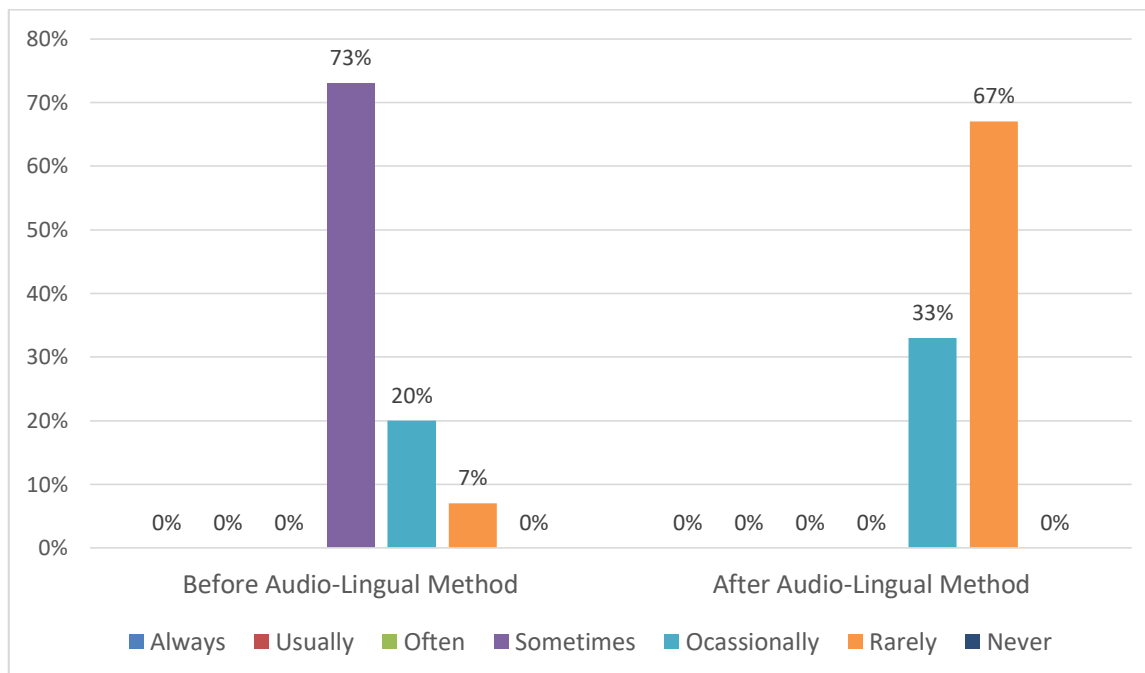
These are the ways in which students pronounce and correct their mistakes.

Chart N° 6

Word	First attempt	Second attempt	Right pronunciation
1. comfortable	/konfor'teɪbəl/	/konfor'table/	/'kʌmfətəbl/
2. Hard	/hart/	/hard/	/hard/
3. Hot	/hot/	/hat/	/hat/
4. Large	/leɪc/	/lɑrdʒ/	/lɑrdʒ/
5. Light	/lɪt/	/laɪt/	/laɪt/
6. pretty	/preɪ/	/'prɪɪ/	/'prɪɪ/
7. Quiet	/kɪʊt/	/kɪt/	/kwaɪət/
8. Slow	/eslɔʊ/	/slɔʊ/	/slɔʊ/
9. Wet	/wɪt/	/wet/	/wet/

Graphic N° 11

Replacing sounds



Source: Data based on the Observation Checklist applied to 15 students.

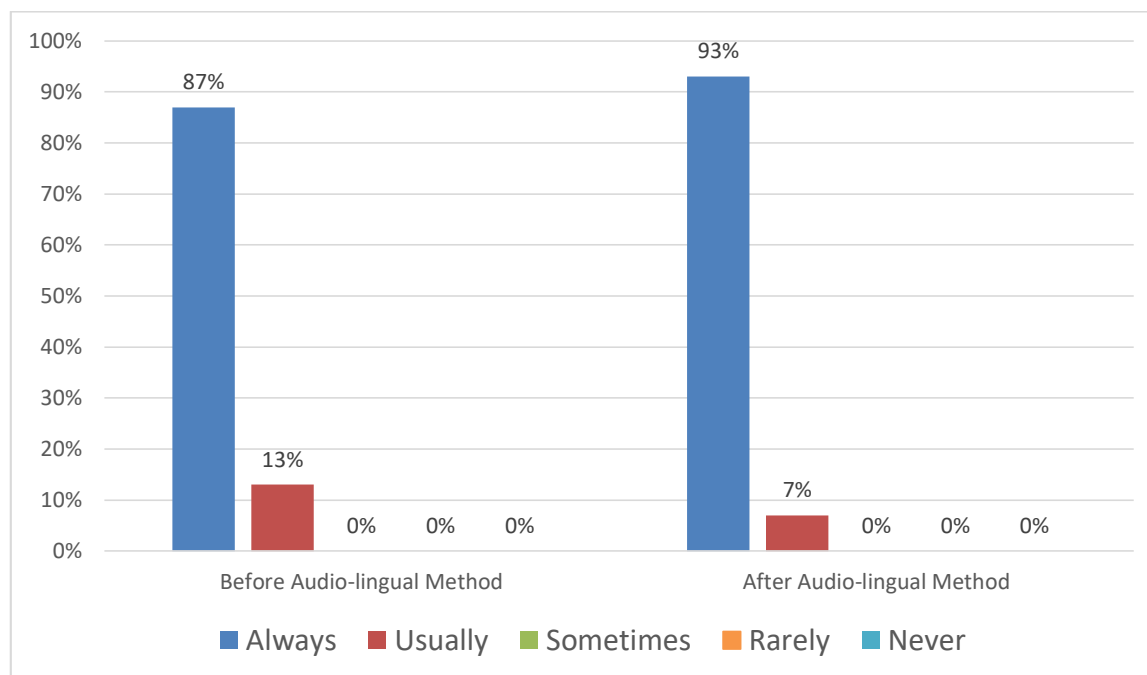
Before applying the audio lingual techniques all students substitute vowels as well as consonants. They use the phonics they know from their mother language, and the ones that are easier for them to say. In some occasions it may be possible that the sounds they are changing are familiar to them, but they do not do a correct pronunciation of those spellings because it is a new word for them. After applying the Audio-Lingual Method the results are encouraging, less learners replaced sounds when pronouncing the target words.

The following chart exposes how many words contain a sound or sounds substitution, due to it may happen more than once in a word.

Chart N° 7

Student	Number of words using replacing sounds before the Audio-Lingual Method	Number of words using replacing sounds after the Audio-Lingual Method	Difference in numbers	Difference in percentage
Student 1	24	9	15	63%
Student 2	26	4	22	85%
Student 3	23	7	16	70%
Student 4	23	13	10	43%
Student 5	12	4	8	67%
Student 6	24	7	17	71%
Student 7	21	3	18	86%
Student 8	37	14	23	62%
Student 9	23	10	13	56%
Student 10	23	2	21	91%
Student 11	25	17	12	48%
Student 12	28	10	18	64%
Student 13	28	14	14	50%
Student 14	32	18	14	44%
Student 15	25	1	24	96%

The results are really good, due to all of the students had an important improvement in their pronunciation. The student with the less progress is the student number 4 who improved a 43% of the incorrect words. Meanwhile the student number 15% was able to improve 96% of the words that were bad pronounced in the first attempt before using the audio-lingual techniques. Not all the students had the same progress, but the results were very really positive.

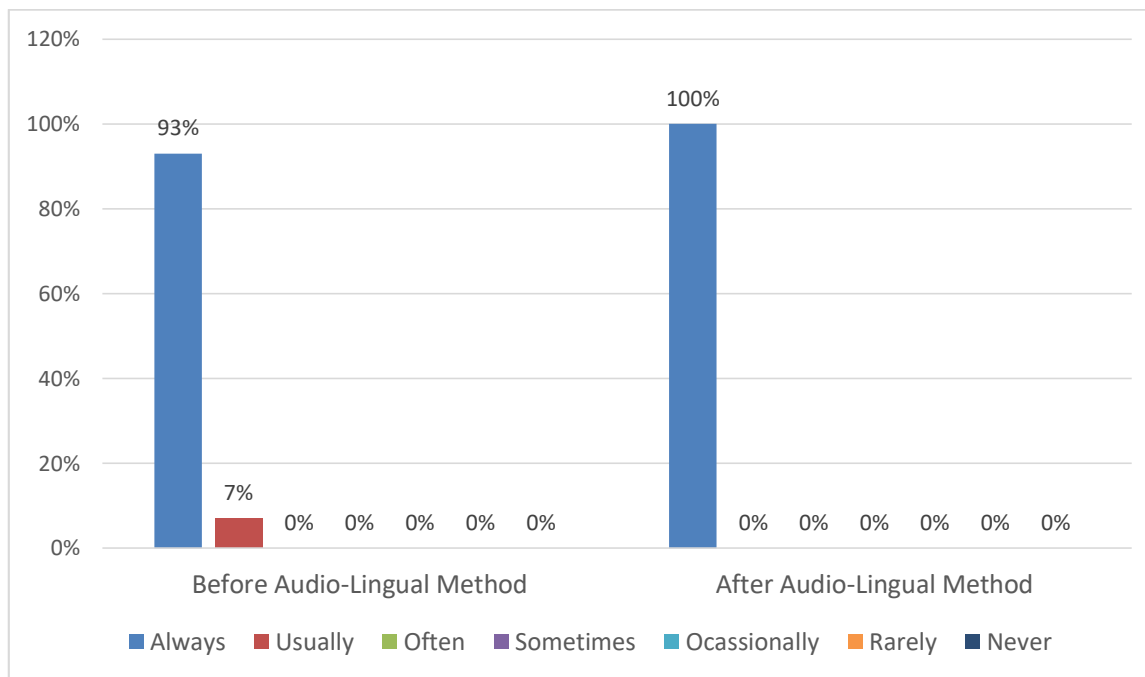
Graphic N° 12**Good word stress**

Source: Data based on the Observation Checklist applied to 15 students.

In the graphic N°5 it can be appreciated the use a good word stress when speaking.

There is a positive change, which is valuable for the student who improved his or her performance.

Graphic N° 13
Pronouncing words fluently

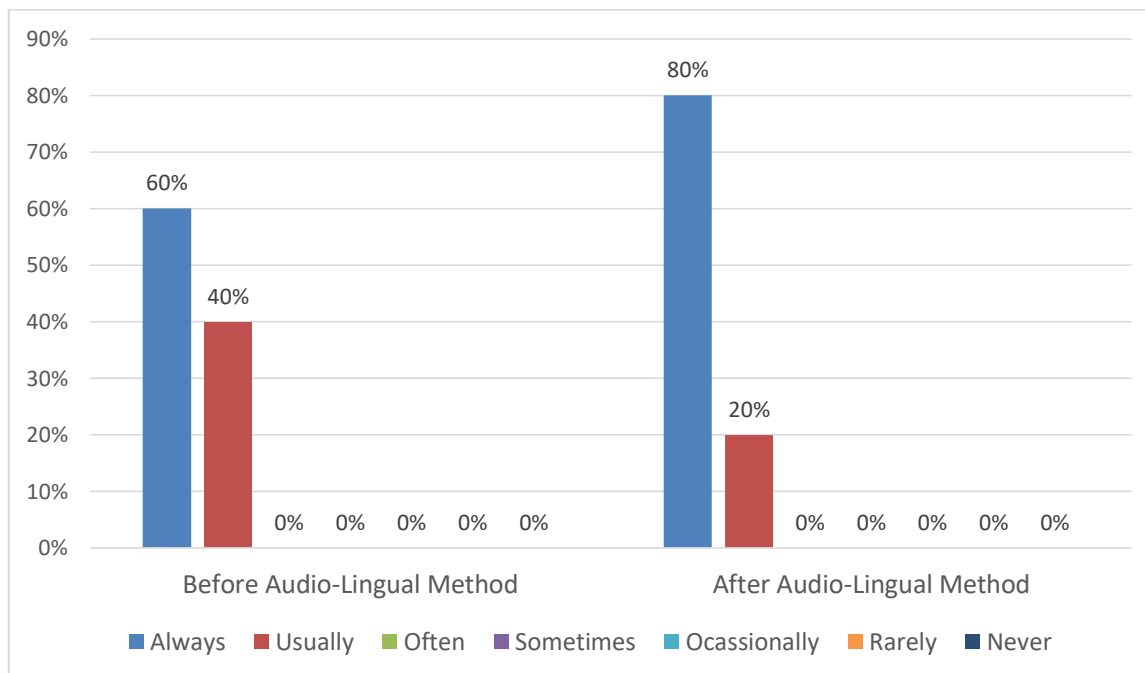


Source: Data based on the Observation Checklist applied to 15 students.

Students did not hesitate while pronouncing those words. Only the word: difficult, made some students doubt, but finally they continued without any problem when saying the rest of the words. After using the Audio-Lingual Method students did not show any issue that could affect their fluency performance.

Graphic N° 14

Linking sounds



Source: Data based on the Observation Checklist applied to 15 students.

The next table shows the words students had difficulties with.

Chart N° 8

Before the Audio-Lingual Method	After the Audio-Lingual Method
1. Comfortable	1. Comfortable
2. Uncomfortable	2. Uncomfortable
3. Difficult	

After the audio-lingual techniques were practiced, one of the words from the list did not cause problems among students anymore. However, the antonyms: comfortable and uncomfortable were not completely dominated by the total of students in study.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Initial sound recognition

New mistakes appeared. Students use other sounds that may be easier for them to manage or they do not know which the correct form is. This is the case of the word: ugly, in which they pronounce the initial sound in different ways like: /'uglɪ/ /'huglɪ/ /'ogɪ/ instead of /'ʌglɪ/. It means that the sound /ʌ/ is replaced by other sounds like: /u/ /h/ or /o/ in some words. In these examples they are using another vowel according to the written form or; they think about a similar sound. In other occasions students are not able to identify the initial sound at all, so they even do not use a similar sound. This is the case of the pronunciation /'huglɪ/ in which /h/ does not represent any vowel sound. Other examples can be analyzed and appreciated with this problem.

In the case of the words starting with the phonic /s/ they try their best, but their knowledge about Spanish pronunciation do not let them to pronounce an isolated “s”, what they really do is to add /e/ before the /s/ so they think they have solved this issue in a good way. In this practice, only 7% of the students did not have any mistake while the other 93% of them made from 1 to 4 mistakes.

Recognizing final sounds

At this point what they do is to omit the final sound. It is very common to happen when the word finishes with the sound /g/. The word: young, is a good example of it. Rather than /jʌŋ/, students say /dʒʌŋ/.

Many of the students are not able to realize the difference between pronouncing /g/ or not. They are conscious of the /g/ phonic, but they think that while saying /n/ they are doing a good attempt to the correct sound.

Self-correction use

Self-correction is not a very common situation among students when speaking English, 80% of the students never change the way in which they say words, and only 20% of them rarely may do it no more than two times when pronouncing the word list, before applying the audio-lingual techniques. Sometimes these words are rightly corrected, and in other occasions they are not pronounced properly. The fact that they use self-correction shows students awareness of their mistakes when pronouncing the vocabulary even if they do not know the precise way. In the few occasions self-correction happened they adjusted only once their pronunciation.

Fortunately, some self-corrections dealt students to a correct pronunciation of the words, so this is really positive for them. It is very important for students to be conscious because they can look for an alternative to improve. But when they have a bad pronunciation, but they think that is the correct form, they may fossilize that way of speaking.

Moreover, it is important to recognize that after the Audio-Lingual Method practice 100% of the students never did self-correction. It might be possible that they did many mistakes, but at the same time it may mean that learners felt very confident of what they were saying because they had enough rehearse. It is also positive, because it means that with a little bit more of practice, students could improve their pronunciation.

Good word stress when speaking

It does not matter if they say a word right or not they are using a good word stress. It means that they are placing the word's accent in the correct place. It is important so that a misunderstanding can be avoided. Also, because words are better understood, they give other people a hint about what they want to express.

After applying the Audio-Lingual Method 93% of the students always perform a good word stress and only 7% usually do not. It is significant because it is part of the language and it helps students to be understood easily.

Link sounds

This situation is favorable for any speaker, because they are having fluency in their speech and could also have a good sentence intonation result.

5.2 RECOMMENDATIONS

- It is recommended to implement this idiomatic clubs for longer periods of time, or along the scholar year in order to get better results in every topic studied and every word learned by students.
- Teachers must include the audio-lingual techniques in their lesson plans in order to improve students' pronunciation and the quality of the language taught. Moreover, they could complement this technique with others that they consider useful to reach the objective of teaching a good English.
- Teachers must keep updated, and learn about some words' right pronunciation, due to they probably learned to mispronounce some words. It is not necessary to wait for a Ministry of Education training. It makes them sound more professional and at the same time students improve with them. The teacher should work like the model students want to reach.
- Make students aware of those phonetics that differ from Spanish language, and facilitate them tools to make it possible to learn.
- These practices should start form lower levels (at least seventh grade) to introduce pronunciation awareness, and avoid parents paying for extra courses or classes to reinforce the language learning of their kids.

- Prepare students that can compete in today's market, every day more people are able to speak English, but teachers must work for preparing students as the best ones in the language.
- Avoid using Spanish during the class, when explaining and when using the techniques, students understand what teachers say, and also they learn with ease. Encourage them to only use the target language in the class, it guarantees an efficient and faster learning.
- Teach pattern sounds through practice, do not ask students to memorize. It is more natural and effective. Reinforce the wanted result, remember this is a behavioral approach.
- Study vocabulary in context, present to students real situations in which they may be involved. So that they can react and use the target language and pronunciation efficiently and with a purpose.

CHAPTER VI
PROPOSAL

6.3 PROPOSAL NAME

The implementation of the Audio-Lingual Method techniques when learning English.

6.2 PLACE OF DEVELOPMENT

This project would be developed at Liceo de Atenas Martha Mirambell Umaña located in Atenas, Alajuela, Costa Rica. The target students for this project are the tenth grade students from the English for Conversation class.

6.3 OBJECTIVES

6.3.1 General Objective

- Developing an idiomatic club to improve tenth grade students' English pronunciation at Liceo de Atenas Martha Mirambell Umaña.

6.3.2 Specific objectives

- Identifying useful techniques to improve English pronunciation at idiomatic clubs with tenth grade students at Liceo de Atenas Martha Mirambell Umaña.
- Practicing audio-lingual techniques to improve personal information vocabulary at idiomatic clubs with tenth grade students at Liceo de Atenas Martha Mirambell Umaña.
- Appreciate the tenth grade students' improvement when pronouncing English at idiomatic clubs at Liceo de Atenas Martha Mirambell Umaña.

6.4 CRHONOGRAM

6.4.1 Chronogram – First period 2018

Week	feb 12	feb 19	feb 26	Mar 5	Mar 12	Mar 19	Mar 26	Apr 2	Apr 9	Apr 16	Apr 23	Apr 30	May 7	
Activity 1							Holy week							
Activity 2														
Activity 3														
Activity 4														
Activity 5														
Activity 6														

6.4.2 Responsible

The person responsible of this project is any teacher who wants to use these techniques with their students, but in this specific case the responsible name is: Lineth Mora Vega.

6.5 Budget

This project does not require any economical resource. Due to all the activities are done through the use of the oral language. It does not require flashcards or objects, and it can be developed at school. Students are not asked to bring any material or money either.

6.6 Proposal development

The techniques to be used in this project are: repetition, inflection, expansion and replacement. With repetition teachers make sure that the student is listening and repeating the word doing the same sounds, emphasis and stress as the example given.

The teacher should say the word aloud enough to be clearly listened and retained by the student. It is an easy and practical way to identify the replacement or omission of sounds in a word.

Inflection consists on repeating a phrase, but changing a word on it, giving to the sentence a similar sense, however different at the same time. This exercise would be practiced by using questions, so that students should follow a similar answer structure, but one word may result different. The objective is to make emphasis in the word list. In the following examples the emphasized words are: hobby, salary, expectations.

Examples:

- What is your hobby?

My hobby is to skate. / My hobby is to ride a bike.

What are your salary expectations?

My salary expectation is \$500 per week. My salary expectation is \$750 per week.

The third technique is expansion. Students listen to a phrase and when they repeat it they add a word following a sequence (word order). This technique can be applied in week 8 where students study routines. So, they add frequency adverbs to the sentences.

For example:

Original sentence: I clean the house.

Student sentence: I usually clean the house.

Finally, there is the replacement technique. For it, students listen to a sentence like in the previous technique and they modify one of the words, but they do not have to change the sense of the idea. The following is an example of how to use it with the Simple Present Tense topic.

Example:

Lucy goes to the store. / She goes to the store.

These techniques are the most proper to reach the objective wanted. In the Audio-Lingual Method there are other techniques that might focus on grammar or other aspects of the language, and they are not considered for matters of pronunciation as well. With some creativity they are useful. English language learning is integral, thus every aspect is relevant.

Example of the weeks 1 and 2. Topic: Personal information.

Students are going to work on vocabulary they already had used in previous English school classes, but also they are going to learn new words. For it, it is necessary to have a wordlist of interest dealing with the words students should say clearly.

What	Why	How	Nickname	Pet	Type
When	Where	Which	Study	Sport	Movie
Name	Last	Surname	Married	Something	Favorite
Single	Boyfriend	Girlfriend	Children	Music	Singer
Brother	Sister	Birthday	Born	Food	Well
Live	Phone	Number	Parent	Learn	Yourself
House	Apartment	e-mail	Address	Hobby	Language

Date: February 12th, 2018

Time: 3 lessons

Activity: Students are introduced to personal information vocabulary. Students listen and repeat the word they hear. The first time they do it together, but then each student is asked to repeat the words they are asked to say.

Date: February 19th, 2018

Time: 4 lessons

Activity: The teacher exemplifies the word in context, showing them a personal information question and a possible answer. Moreover, the teacher asks the first question to the first student and he/she answers it. Then, the first student asks the second one and he/she answers it and so on.

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ANNEXES

Annex 2

Universidad Hispanoamericana
School: Liceo de Atenas, III Period, 2017

Licenciatura in English Teaching
Student: Lineth Mora Vega

- The main objective of this checklist is to identify the characteristics students show before and after practicing the audio-lingual techniques.
- This observation checklist is part of a research study. All the gathered information will be managed in total confidentiality.

Student: _____ Date: _____

Instruction: each student will read out loud the following word list

Word	Right	Wrong	Word	Right	Wrong
Old			Fast		
New			Slow		
Young			Fat		
Tall			Thin		
Short			Slim		
Long			Heavy		
Large			Light		
Big			Hot		
Small			Cold		
Little			Neat		
Clean			Messy		
Dirty			Noisy		
Soft			Quiet		
Hard			Wide		
Easy			Narrow		
Difficult			Thick		
Dark			Thin		
Light			Good		
High			Bad		
Low			Rich		
Pretty			Poor		
Beautiful			Wet		
Ugly			Dry		
Expensive			Comfortable		
Cheap			Uncomfortable		

Annex 3

Techniques applied

Technique #1

Repetition: the student repeats an utterance aloud as soon as he has heard it.

He does it without looking at a printed text. The utterance must be brief enough to be retained by ear. Sound is as important as word and order.

Date: October 27th, 2017

Time: 4 hours

ACTIVITIES

- The observation checklist is applied to each student to know the present knowledge they have about pronunciation. Students are asked to read the word list.
- Students are asked to repeat the word the teacher mentions. This exercise is repeated three times with each word, all students repeat together after the teacher.
- Moreover, each student is asked to repeat once more the words asked by the teacher, individually. The first student repeats the first word; the second student repeats another word and so on. When the last student repeats the word asked, the teacher tells the first student a word and they continue this exercise until they finish the list.

Technique #2 and #3

Inflection: one word in an utterance appears in another form when repeated.

Expansion: when a word is added it takes a certain place in the sequence.

Date: November 3rd , 2017

Time: 4 hours

ACTIVITIES

- Students sit in a circle and listen to a sentence containing an adjective in study. For example: My father's car is really old. So they create a similar example using the adjective, but they change the form of a word in the sentence. For example: His car is really old. The idea with this technique is that they use the adjective to practice pronunciation in an alike context. This exercise is repeated with each student using each word from the list.
- Students listen to a short phrase and they add more information. For example: The beach is a quiet place. So the students complete each sentence by adding more details, for example: The beach is always a quiet place.

Technique #4

Replacement: one word in an utterance is replaced by another.

Date: November 10th, 2017

Time: 4 hours

ACTIVITIES

- Students sit in a circle and listen to their teacher telling a sentence containing an adjective in study. For example: Diane is very young. So they create a similar example using the adjective, but they substitute one of the words from the sentence. For example: Carlos is very young. The idea with this technique is that they use the adjective to practice pronunciation in an alike context. This exercise is repeated with each student using each word from the list.
- Students are evaluated using the word list and the observation checklist by taking notes about the way they pronounce words.