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ENSAYO

THE USE OF TECHNIQUES AND ACTIVITIES TO IMPROVE THE ENGLISH PRONUNCIATION

QUE, PARA SUSTENTAR EL EXAMEN PROFESIONAL Y OBTENER EL TITULO DE
LICENCIADA EN EDUCACION SECUNDARIA CON ESPECIALIDAD EN LENGUA
EXTRANJERA (INGLÉS).

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Acknowledgments

This process reminds me that people can achieve their dreams, but it also makes me see how beautiful and amazing teaching is, and I felt grateful with the people who guide me during my process as a student.

My God

Who gave me the strength to get ahead,
for blessing me day by day and always be for me,
accompanying me during this important project,
Thank you.

My parents

Who gave me the motivation to continue with this project that help me to improve myself as a person. I received pieces of advice but above their all love which allow me to realize this incredible dream.

My son

Who inspires me to be a better teacher and who makes me feel sure about it. For showing me that life is beautiful, even when I we have bad days, he always gives me the best smile from his beautiful face.

My husband

Who gave me the opportunity to be a professional teacher and helped me during this process to overcome every barrier between me and the professional but above all showing love for me.

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INTRODUCTION

English, as a global language of communication, is spoken, written, and used widely for many different purposes: education, business, science, and technology. These are the goals why Mexican students start learning the language when they are in the secondary school. Even though, in this stage they are not very interesting on it, they have to do it, and one of the most common problems that students face is when they have to pronounce a word and they do not know how or pronounce it as if they were reading in their mother tongue (Spanish). This is the main reason of my research, teach students different techniques and plan activities that help them to learn the pronunciation of the English words.

In the first chapter, I mention some of the main characteristics of the students' social context which helped me to know more about them and understand why of their behavior. Furthermore, I explain what my students' learning styles are, their English level and how they commonly pronounce the words in English; it is very similar to how they speak their mother language. In order to know more about of it, at the beginning of my teaching practice I dictated some words to my students, and I asked them to write the pronunciation of them in Spanish.

In the second chapter, I explain the main concepts of my research such as what is pronunciation, activities to apply in the classroom and techniques to help students to improve their pronunciation; these were selecting according to the students age and needs. Moreover, I mentions the types of errors and how to correct student's error; I consider that it is an important topic that English teachers need to be aware of in order to avoid harming students' self-esteem.

Finally, in the third chapter I describe the classes where I applied the techniques and some activities to know how these helped students to learn the pronunciation of the words. However, there were some classes where some students found complicated to reproduce what I asked for, thus, I had to find a solution in order to continue with the class. In addition, all these experiences about my teaching helped me to understand that students found really complicate to pronounce words in the English language.

CHAPTER I
BACKGROUND KNOWLEDGE

CHAPTER I

BACKGROUND KNOWLEDGE

I am currently studying the seventh semester of Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés) at the Normal School of Ixtapan de la Sal. In previous semesters I had the opportunity to take different subjects, which helped me to development skills and competences that form the graduated profile that is required for a job as an English teacher.

The course of “*Desarrollo de los Adolescentes I. Aspectos generales*” has the purpose of “proporcionar a los estudiantes un marco básico para entender el desarrollo de los adolescentes, el cual les servirá como referente ordenador del estudio sobre los aspectos específicos de dicho proceso de desarrollo” (SEP, 2002. p. 49).

The experiences gained in secondary schools were different because adolescents did not have the same reactions to different situations that were presented at that moment. Nowadays, there is a big difference between previous and current generations; in previous years teenagers had different aspects (values, attitudes and thinking) but I think that these were more positives. Now, some adolescents have another behavior with their around (society, family), however the role of the school is to train students with the best teachings regardless of their personality.

The subject of “*Estrategias para el Estudio y Comunicación I y II*” helped me to develop new learning strategies in any subject and I could use the information to do any product as essays, presentations, research projects, etc. as evidence of my work. The conception of this course is “dominar y aplicar las competencias de la lectura comprensiva y crítica, así como la de la expresión clara en forma oral y escrita, deben ser un componente de todas las actividades de formación del estudiante normalista” (SEP, 2002. p. 44).

During my experience as a student I had some classes that helped me to improve my reading and writing, it also allowed me to learn different strategies, which helped me put them into practice as a student and trainee teacher different works and the use of the technology.

Furthermore, the subject of *“Escuela y Contexto Social”* refers to the main characteristics of middle school as the “Organización y funcionamiento, particularidades sociales y culturales, funciones que desempeña el personal que labora en ellas y formas de trabajo en el aula, así como los intereses, actitudes y expectativas de los adolescentes y familiares respecto a la escuela” (SEP, 2002, p. 71).

One of the activities was to observe different contexts in order to identify differences and similarities between secondary schools as education, adolescents, and material resources like school desks, boards or projectors, among others. It also helped me to know about the behavior, interests and needs that students had inside the middle school. However, I identified distinct aspects of the students, teachers, and schools because they have a different culture and ethics.

The subject of *“Inglés I, II, III and IV”* allowed me to improve the four English language skills (writing, reading, listening, and speaking), as well as grammar and vocabulary. I also learned some teaching strategies in relation to the needs and interests of students, such as the use of the new technologies and material resources found in the secondary schools. Some of the exercises that were developed in this subject were: spelling, sentences with different tenses, also activities that allow us to develop oral expression (individually or in teams).

Moreover, *“Atención Educativa a los Adolescentes en Situaciones de Riesgo”* allowed me to know some situations that teens face such as personal problems, school problems, among others, which affect their academic performance. In this course I had the opportunity to identify the decisions that a teacher can take at any time in those cases. For example, I investigated and made a presentation about the problems that occur in the daily and academic life of students. In addition, I also compared the investigation with the cases that occur inside of the educational institutions, which were observed during my experiences of intervention as a teacher in training.

The *“Desarrollo de los Adolescentes”* course I worked in activities like presentations or read information for example, the behavior that students have inside and outside of the secondary school or basic changes that they have between 12-15 years

old. The experiences obtained in observation and teaching practice in the different secondary schools helped me to understand situations that affect students in their learning.

The subject of "*Observación y Práctica Docente III y IV*" helped me in my teaching practice to attend the following aspects: how to teach teens the English language, how to elaborate a lesson plan according to the level, interests, likes and dislikes of the students, what strategies to apply in situations used within a classroom, which grammatical aspects to teach, etc. The previous aspects carried out during my teaching practice have the following purpose: "Que los estudiantes normalistas obtengan elementos para superar problemas específicos que enfrentan cuando tratan de lograr que alumnos de secundaria adquieran conocimientos o avancen en el desarrollo de ciertas habilidades o actitudes" (SEP, 2002. p. 75). On this way, trainee teacher obtains the necessary knowledge through experience, where he/she can identify relevant aspects (behavior, interests, context, etc.) to know more about students of secondary school.

Furthermore phonetics, which it is related to the sounds that people produce when they speak in a foreign language, so the activities helped me to improve my speaking skill. Bembibre (2011) refers that phonetics is dedicated to studying the sounds that human voice makes, their formation and variants depending on the position of the parts the speech system.

During my teaching practice, my phonetics' teacher taught me some aspects to produce the correct sound of some words (movement of the mouth, work of the throat, etc.) It was hard for me because I did not know many concepts, symbols, sounds, etc. It also was difficult for me because I did not know how to pronounce this symbol and sometimes, I was confused. However, I think that it is important in a foreign language because is necessary to know about the correct pronunciation of the words, in addition it can help teachers to teach correctly to students in any level.

Moreover, the course of "*Trabajo Docente I y II*" was taken in the seventh and eighth semester where learnt more about the education in secondary schools. "Los estudiantes han obtenido las herramientas básicas necesarias para planificar, organizar

y desarrollar la clase, y para saber qué y cómo evaluar. También, busca que reconozcan esta experiencia como parte de su proceso formativo para fortalecer su compromiso profesional” (SEP, 2002. p. 77).

I faced some challenges in the secondary schools, which had to do with the correct way to plan for the diversity of students in a classroom, the type of teaching that should be used according to the different interests, likes and needs of the students, as well as the form of evaluation of such products in class (presentations, class work, etc.).

Furthermore, the course of *“Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente I y II”* has as its purpose the following: “Que los estudiantes normalistas integren los conocimientos adquiridos, acerca de los diversos campos o ejes de la disciplina de su especialidad, de las características de los alumnos y procesos escolares, mediante el diseño de propuestas didácticas” (SEP, 2002. p. 78).

In this class I planned the lesson plans taking into account the following characteristics: student learning styles, interests, dislikes, likes, needs and English level, it was in order to teach students with activities related to them, at the same time I wanted to do the classes more fun and productive. In addition, this process helped me to have a better organization with my students. However, not all the activities worked, but reflected on it and identified that no everything should be related to some students’ interests.

Education is necessary for the human being because during that process they learn different things that could serve them for the future, including facing problems in daily life. Ucha (2013) refers that is important that students who finish their elementary school and continue with the middle school, since it will allow them to access high school and higher education with adequate preparation. Today, thanks to education people can obtain a better life, but is necessary to study and finish each one of the school period, however, not all people can finish all levels and only finish the secondary school, but people can develop their basic knowledges during their daily life in a trade.

People need to know some contents during all periods to develop their abilities and have a decent life. “Basic Education is responsible for providing students with the opportunity to develop these competencies. Thus, in order to accomplish the

aforementioned, it assumes the need for students to acquire some fundamental skills, such as the use and command of these technologies and the command of at least one non-native language” (SEP, 2011, p. 76).

Students can obtain a dignified life with values and probably they will be able to face problematic situations, showing positive attitudes and possible solutions. In my point of view, students can have a different life away from bad influences, but a career is not necessary to obtain this kind of life, they can work in a trade.

National English Program of Basic Education (NEPBE) (2011) include different educational subjects and each of them have specific purposes which allow students to learn significantly through the different expected learnings that arise in the topics of each block. One of the subjects is English, in this subject young people have contact with a different type of language, in addition it is of the most importance to know a different way to communicate with native people of other countries like United States, for this it is necessary to have a relationship with the pronunciation of the language. It also allows them to get opportunities outside their country, so that their knowledge will help them unfold and defend themselves in another culture.

The purpose of English language teaching in Basic Education is for students to “get the necessary knowledge to engage in social practices with written and oral language to interact with native and non-native English speakers by means of specific competencies with the language” (SEP, 2011, p. 102).

Children, adolescents and young people are trained with these knowledges (relevant information about concepts of different subjects) that allows the student to develop skills, (reading comprehension, know calculation, write and read) in educational process, this is carried out with different materials such as the contents of secondary education, for which it is necessary to obtain significant learnings of each subject. An example of the above is the topic of pronunciation, as it is necessary to carry out a series of activities for high school students to practice based on it and thus improve their pronunciation of the language.

The competences that define the career profile are grouped into five major specific intellectual abilities, mastery of the purposes and contents of secondary education,

didactic competencies and professional identity, ethics and ability to prepare, also respond to the social conditions of the environment of the school” (SEP, 2002, p. 9). Each field allows students to participate at school, in addition they have to develop different abilities that helps to confront many situations that there are in the society.

According to Plan (1999), it is necessary that students develop the skills and acquire the knowledge to implement in the classroom, for which I must work with the corresponding competences:

- a) “Sabe diseñar, organizar y poner en práctica estrategias y actividades didácticas, adecuadas a las necesidades, intereses y formas de desarrollo de los adolescentes, así como a las características sociales y culturales (...) y de su entorno familiar (...)” (SEP, 2002, p. 9). According to the aspects mentioned, teachers must work according to the interest and needs of the students, since each of his characteristics are involved in the activities used in the class sessions.
- b) “Conoce los materiales de enseñanza y los recursos didácticos disponibles y los utiliza con creatividad, flexibilidad y propósitos claros” (SEP, 2002, p. 9). It also is necessary to have a knowledge about the subject content to show the dominate during classes. As well as employing creativity to make teens feel motivated to work.

The competences mentioned go in relation to the selected study topic, as characteristics are part of teaching and learning in secondary school pupils.

1.1 Subject of study

During the classroom observation and first day of practice I identified some difficulties that students had to pronounce the words in English language, therefore my topic is focus to attended this area of opportunity that present to students , which requires of the fulfillment of activities that allow to students in their learning process in a foreign language, so I gave myself the task of making a diagnosis (see appendix 1) with the third grade group “B”, in that moment I identified some areas of opportunity: some students did not comprehend text in English, did not know how to pronounce correctly, did not comprehend sound recording and not fulfill of tasks and jobs. Their fortitudes were a lot

of participation, positive attitude, interest in the English language and abilities that make possible a good learning.

My topic of study is ***“The use of techniques and activities to improve the English pronunciation”*** which is related to the second thematic line of analysis of my teaching experience, thus, I was able to identify whether the learning was meaningful to the students and what I had to do to help students to teach English. “Esta línea abarca temas relacionados con alguna experiencia que el estudiante haya desarrollado con uno o varios grupos de educación secundaria y que desee analizar con mayor detalle, ya sea acerca de algún contenido en particular o de algún componente” (SEP, 2002, p. 20).

This thematic line “analysis experiences” will make the trainee teacher aware of the advantages or disadvantages of working based on a specific skill or topic because through experience and practice trainee teacher will face such situations. It will also be possible to identify students’ learned significantly during the teaching-learning process or if they were not favored by the activities used in each session.

1.2 School context

Technical Secondary School No. 18 “Adolfo Ruiz Cortines” has a morning shift, it is located at highway Ixtapan -Tonatico, municipality of Tonatico, State of Mexico. The mission is “brindar una educación íntegra y de calidad para formar alumnos exitosos, en base a conocimientos científicos, valores y habilidades que repercutan en su entorno familiar y social de manera positiva” (Ruta de Mejora, 2019). And the vision “ser una institución cercana a la comunidad que garantice una preparación académica de excelencia, orientada hacia la formación de ciudadanos exitosos en base a la práctica de valores, habilidades y conocimientos científicos” (Ruta de Mejora, 2019).

The school’s infrastructure consist of nine classrooms, spaces of the principal, sub principal and secretaries, spaces for the teacher work and school counselor, two sanitation facilities, a science lab, a multi-use room, language room, workshops of carpentry, an office workshop, administrative module, an auditorium with capacity for 250

people, a water deposit, covered civic square, three courts (two soccer and one basketball), a cistern, green areas, parking, shop and school stationery.

The benefits of having all the services are, develop of cultural, sports and educative activities like tournaments, gallery of projects and festivals. It is also a help to students because they have the need to do some personal actions, thanks to all resources the youngers maintain positive attitudes. In addition at secondary school there is a language room, this classroom help to me and students to develop some activities relate to the foreign language because it is use only for English classes, it also has a lot of material in English like vocabulary, images, greetings, etc. This material helps students to know about pronunciation as to identify the difference between their mother tongue and a second language.

There are a variety of students with different interests, needs and learning styles require a space and pleasant environment to develop activities that teachers employ to obtain a significative learning. All the work is doing in an organized way because they practice some values and positive actions to achieve the objectives to those propose by the administrative work team.

At school “Adolfo Ruiz Cortines” there is a strong interaction between students, teachers and superintendents and positive communication is formed between the elements, moreover the educational process of students develops with easy with the help of each one school actors. Thanks to the positive relationship that arises between the two, different activities of cultural, motivational, creativity and education are carried out.

1.3 Characteristics of the group

The third-grade group “B” has 27 students, 15 are women and 12 are men, the age of the students is between 14 and 15 years old, they also have different learning styles 15 (55%) of them are visual, 4 (30%) are auditive and 8 (15%) are kinesthetic (see appendix 2). “Los estilos de aprendizaje son los rasgos cognitivos, afectivos y fisiológicos que sirven como indicadores, relativamente estables, de cómo los alumnos perciben

interacciones y responden a sus ambientes de aprendizaje” (Keffe 1988 cited in Ahmed 2010, p. 2).

Those learning styles allowed students to develop some works into the classroom, however teachers did not apply activities related to all styles but during my experience as a trainee teacher I identified that some teachers practice at least two skills. I also asked English teacher of this group a diagnosis that she applied about their personal information (see appendix 3) in order to know more about them. The following aspects were questioned: kind of family, likes, dislikes, located, etc.

Furthermore, English teacher of this group applied a diagnosis (see appendix 4) during the observation day about the English level of the students. The diagnosis was about ordering information, some phrases, and colors. Through evaluation I could identify that students do not have much vocabulary and knowledge of English because students have not had the enough interest to relate with the language English so teachers have to employ some motivating activities to improve the student's learning.

Interests of the students are diverse, women are interesting in the education, go to shopping with their friends or do different activities, listening to music and spend time with their family, whereas interest's men are different because they like to practice some sports, listening to music, go out with their friends, play videogames and some students are interesting in the education and preparation.

As for school interest I identified that students had interest to know more about the English language and participate in the development of different activities. The following interests were work with distinct activities like games, search for information and individual worksheets to achieve the significative learning. Finally, important aspect in the teaching-learning process students accomplish with the necessary resources to develop the activities that asked them and special cases they are supported by teachers and principals so that there is no problem of school use. Students had a strong communication because between man and women rely on academic issues (work in class) but sometimes men did not have respect and tolerance for their peers because they did not agree with some aspects with them so there is a confrontation between both.

1.4 PURPOSES

1.4.1 General

- Improve the pronunciation in middle school students through pronunciation techniques and pronunciation activities.

1.4.2 Specifics

- Applies different activities to practice pronunciation in English language.
- Uses techniques to improve the pronunciation of some words in English language
- Identify differences between a second language and mother tongue.

1.5 Questions

This are some questions that I made to answer in each of the chapters, each one is developed with the corresponding contents. This helped me to have a better focus and organization in my subject of study, as well as to identify how this helps the students to improve their pronunciation in the English language.

1. What is the importance of teaching English pronunciation?
2. How does the mother tongue interfere with the English language?
3. What is students' conception of the word "pronunciation"?
4. What is pronunciation?
5. How to practice pronunciation through different classroom activities?
6. What kind of techniques can be implemented to improve the pronunciation of English words?
7. What activities and/or techniques were difficult for the students during classes?
8. How does the activities and techniques help students to improve their pronunciation?
9. What strengths were gained from teaching English pronunciation?

CHAPTER II
LITERATURE REVIEW

CHAPTER II LITERATURE REVIEW

As an English teacher it is important to know how to teach pronunciation to help students to learn a foreign language. For this reason, I consider different aspects: techniques and activities to improve pronunciation, how should errors be corrected, ways of correction, what affects pronunciation learning, etc. With these aspects, teachers help students to obtain a better learning about the pronunciation. In addition, they can identify the difference between a foreign language and their mother tongue.

2.1 What is pronunciation?

Pronunciation is one of the most important aspect for oral communication which students must develop in their learning process to communicate effectively but most of the teacher do not work with it in the classroom. “Pronunciation instruction is important for oral communication. It is also a significant part of communicative competence” (Hismanoglu, 2006 as cited in Pourhosein, 2016). Students must develop in their learning process to communicate effectively but must of the teacher do not work with it in the classroom. During the internship I was able to identify that the pronunciation of English is not used and most of the time the mother tongue of the students is spoken.

Although the role of English pronunciation is important in English language, many teachers do not pay enough attention to this important skill. “The problems of pronunciation instruction have been demonstrated by some researchers” (Pourhosein, 2016, p. 2). Pronunciation instruction is relevant to students but unfortunately teachers do not emphasize in this skill may be because it is difficult for them and their students.

During my teaching practice I identified that the majority of the students did not feel confident when they were speaking in English because they thought they did not pronounce the word correctly in English. Furthermore, they have a lot of influence of the Spanish language; Derakhshan (2015) mentions that “learner has difficulties in second language such as phonology, vocabulary and grammar due to the interference of habits from L1 and L2” (p. 2). Mexican students have some problems to learn another language

like English because they commit errors to write or speak when they are communicating with other people.

There are different definitions relate to pronunciation, I will mention the ones that have a relation to what I have done in the classroom. The first one is “pronunciation is the way of uttering a word in an accepted manner” (Otlowski, 1998 as cited in Pourhosein, 2016). According to my experience as student I have learnt that it is not necessary to have a native accent to communicative with people, but it is necessary to pronounce the words in the most appropriate way in order to transmit the message and have a coherent dialogue. When teachers work with students of middle school do not need to handle hard aspects of pronunciation like rhythm, vowels, consonants, or the mouth joint but teacher can teach the near and correct pronunciation of some words.

For the development of this project I will use the first definition because during the English learning process the students need to learn the pronunciation of the words. During my teaching practices I asked my students to repeat the words in different time in order to practice the pronunciation of them.

2.2 What affects pronunciation learning?

There are many factors contribute to the learning pronunciation of the students. According to Tritch (2016) there are the following: ages, motivation, and their personality (p. 3).

- **The age of the learner:** When people is young but do not live in American country is hard to learn a foreign language. “Effective pronunciation learning is not limited to young children. Older children and adults have their own strengths and can also learn pronunciation well. Adults should not give up the hope of having easily intelligible pronunciation” (Tritch, 2016, p. 3). In Mexican secondary school students can learn a lot because they have positive aspects according to their attitude and curiosity to learn. They can apply different strategies, techniques or activities that help to improve in their pronunciation.

- **Motivation:** It is important to learn anything because if student do not have interest and curiosity to know more about something, for example pronunciation probably he or she do not want to practice it. Tritch (2016) mentions that there are three general sets of goals have been suggested that can motivate students in language learning (p. 3):

Furthermore, integrative motivation refers to “learners must be accepted for the group and the teacher” (Tritch, 2016, p. 3). For example, when teacher make teams or work in pairs, he or she must integrate all students, even when teacher give students the participation.

Moreover, assimilative motivation refers that students have to be accepted as a real member of the group, so “teacher must identify who are your students and avoid problems into the classroom” (Tritch, 2016, p. 3). An example of this is when a teacher knows all names of students.

In addition, instrumental motivation is that “students have to have many goals like pass an English test, travel in a Foreign country, finish the studios or to get a job” (Tritch, 2016, p. 3). This is another way to learn a Foreign language because students have more opportunities in their life.

Furthermore, personality and Aptitude refers to the personality of each student is important because it is the power to do many things, in this case pronunciation. According to Tritch (2016) “confident students might speak more and be more willing to try new sounds, and this extra practice could help them improve their pronunciation” (p. 4). I agree with the author because the majority of students have this problem, they think that commit an error is bad or happens something but it is not be, on the contrary, it is something that will help them improve and correct their errors.

2.3 Fossilization

It is a problem to learn pronunciation because it is a difficult process to understand some aspects (differentiation between the pronunciation of letters and grammar) of the English language. According to Tritch (2016) “fossilization is a process that occurs when a language learner progresses to a certain point but then has a hard time making further progress” (p. 6). When students are learning a new language is necessary to understand

a variety of English aspects, an example of this, is when students do not know how to pronounce words with the same sound, for example the letter “V” / “B”. Teachers must help students to identify their errors and later correct it together. Tritch (2016) mentions that: We have to recognize the fossilized forms and help students realize what error they are making and why it is causing a problem in understanding. Next the learner has to be willing to put lots of effort into changing his or her pronunciation (p. 6).

Teacher and students have to work together to improve in pronunciation because is necessary that teacher explain with details some errors that students commit during their speaking, and students have to work hard to found the error and change it for the correct form.

2.4 Common errors in pronunciation

2.4.1 What is an error?

When students are in their language learning process, they usually have errors when they start talking and writing. There are many definitions for the concept “error”, but I just focus in the concept that most stuck to my topic. According to Brown (2000, cited in Lennon & Amara, 2015), “Error is a linguistic form or combination of forms which, in the same context and under the same context and under similar conditions of production, would in all likelihood, not be produced by the speakers’ native speakers counterparts” (p. 59). Students commit errors because they do not comprehend all the rules in English language. For example, they use their context when they had to use a foreign language, it is related to their pronunciation because students do not used to speak in English.

2.4.2 Types of errors

There are different errors that students make during the learning process: Language transfer or interlingual interference: “In this type, errors are caused by the interference of students’ mother tongue because they write and speak according to their language, in this case “Spanish” (Amara, 2015, p. 59-60). And Intralingual interference: This error happens when student do not have all the knowledges to practice the foreign language. Amara (2015) mentions that “they are also subdivided to the following

categories: “Overgeneralization, simplification, communication base, induced errors, analogical errors, ignorance of rules restrictions, incomplete application of rules and false hypothesis” (p. 59-60). Each one has their error, but these kinds of errors are related to different aspects like grammar, coinage, spelling, etc. However, I think that these errors have a relationship with pronunciation because students say incorrect words or read according to their first language.

2.4.2.1 Developmental errors.

When students are learning a foreign language, they commonly have some different pronunciation errors, the most common is when they add and -e at the beginning of the words as school, student, skill, etc. Derakshan (2015) classify the errors as the followings:

Derakshan (2015) mentions that this errors that are not related to learners first language. “Students have some mistakes when they are learning to talk, read, speak, and listen to someone and they have many difficulties to get another language, this type of error can be categorized as developmental errors” (p.3). For example: You like to sing? /Do you like to sing? so it happens when students have not use or use incorrectly the structure, this has a relationship with pronunciation because they read or talk according to the written.

2.4.2.2 Ambiguous errors.

The errors that involve interference and developmental errors (Derakshan, 2015, p. 3). Another error student makes in a second language when they translate the same way in Spanish when they are writing, speaking, or reading something, it is related to ambiguous error too because the phrase, word or sentence is uncertain and students do not know the correct form, for example, call me a taxi, please / can you call a taxi, please?

2.4.2.3 Unique errors.

Derakshan (2015) mentions that those “errors which cannot be categorized neither in interference nor developmental errors” (p.3). Finally, students make other mistakes like spelling. When I asked students to repeat some words they usually commit these kind of

errors, for example during my practices I told them: went/when and they think that it was the same word but I told them that this was related to minimal pairs.

2.5 Teachers´ attitude to errors

Teachers have different reactions and actions to help their students to improve students´ pronunciation in a foreign language. Amara (2015) affirm that “they feel that students might learn their mistakes and so they must make sure that everything they say is correct” (p. 61). Teacher´s attitude is relevant for students when they are learning a new language, so they must develop this confidence and learning according their needs. Teacher has to teach and explain students in different ways, it could be games, academic activities and projects that help students to improve their pronunciation.

2.6 How should errors be corrected?

There are techniques (use visual clues, reflect on their error, give understandable feedback) to correct the errors that help teacher to develop in an English class. According to (James 1998 cited in Amara 2015) firstly, the techniques involved in error correction would be able to enhance the students´ accuracy in expression. Secondly, students´ affective factors should be taken into consideration and the correction should not be facethreatening to students (p. 62). One of the technique that teacher use in class is the repeating of a phrase so students have to memorize the phrase and the pronunciation and they have to say the correct form, if students pronounce or tell incorrectly teacher have to solve this problem with another technique.

2.7 Ways of correction

There are many ways of correction that can be applied in an English class: Selfcorrection: Amara (2015) mentions that “It happens when students recognize what is incorrect in their response” (p. 62). Then they correct their error themselves, in addition is a technique to remember better their error and how to correct the same.

Furthermore, peer correction; In this case “students cannot to correct themselves so other students have to correct the error’s classmate” (Amara, 2015, p. 62). In addition, it helps student who make the error will not feel embarrassed with their classmates and later teacher have to apply the technique with the student made the error, he or she have to say the correct form after his/her classmate. It is a way to learn and comprehend better the error was made in class.

Moreover, teacher correction; students need the teacher’s help to correct their errors and improve the English language. “If teacher sees the majority of the class has the same problem, there might be more repetition, practice necessary and do not forget that the aim of correction is to facilitate the students to learn the new language item correctly” (Amara, 2015, p. 62). It is another way to correct errors, with the teacher’s help students can practice and improve English language because teacher is who develop this in their classes. So, when students have a question about the correct way of errors, teacher should act immediately, and students can obtain a better knowledge.

2.8 Pronunciation and spelling

The relationship between spelling and pronunciation is complicated because they have a lack connection. “Since the relationship between spelling and pronunciation is more complex in English, it is not always easy for learners to see how a written English word should be pronounce, or how a word they have only should be written” (Kelly, 2000, p. 122-123). Mexican students have a problem with this because they think that the word written is pronounced like Spanish, however they try to pronounce well in class. It is hard for them because only a letter pronounced differently that if they read the word completely.

English alphabet is similar to Spanish alphabet, but the difference is that, the English alphabet has another way to pronounce each letter. “Occasionally, a letter that is associated with a particular sound in L1 may be linked to a different sound in L2” (Kelly, 2000, p. 126). In the secondary school, teachers found easier to teach the English alphabet because they sometimes dictate words to the students to practice “spelling” and identify if students remember how to write the words correctly.

There are many ways to teach pronunciation and it could be when teacher practice the ear of the students with some listening activities to identify the correct pronunciation of words but for some teachers is difficult to develop this because teacher have to adjust it with students' English level. Kelly (2000) affirm that:

One approach is where teachers work on the pronunciation of a word or longer utterance orally, before showing students the written form. Giving students the written form before they have practiced it orally can lead to incorrect pronunciation being carried over into subsequent oral practice (p.126).

There are different activities that teachers can apply in the classroom to practice pronunciation, for example I dictate some words and students had to write the word as they heard it.

2.9 The major difficulties students face when they are learning English pronunciation

For the majority of the students in the secondary school is difficult to pronounce the words in the English language because they do not know how to read each word. Kelly, (2000) mentions that:

The above examples all show problems caused by pronunciation errors which led to a problem of reception, or comprehension of the meaning of function of an utterance (...). Aspects of a student's first language can interfere with the pronunciation of a second language not only in terms of accent but also in terms of mood. (p.12)

Many students commit this kind of errors because they do not comprehend or understand the function of pronunciation. For this reason, they do not practice pronunciation because they think that their pronunciation is not very well, additionally they feel embarrassed with other people and they do not speak or speak in a low voice.

Many teachers do not teach pronunciation in secondary school because is difficult to do in a classroom. Kelly (2000) mentions that "pronunciation tends to suffer from neglect may not be due to teachers lacking interest in the subject but rather to a feeling of doubt as to how to teach it" (p.13). During my experience I never saw a pronunciation

class in the secondary school, also I as a student I did not have a class where the teacher taught me with activities to improve my pronunciation like games, worksheets or repeating words. In my opinion pronounces the words correctly help teachers and students to communicate with other people, they can be not native speakers or native speakers.

Furthermore, it helps students to improve their oral expression and they do not have negative attitudes when they are talking in English with others.

2.10 Teacher needs a lesson plan to teach pronunciation?

Students need to practice the English language in the classroom to improve their pronunciation “Integrating pronunciation teaching fully with the study of grammatical and lexical features has the further incremental benefit that learners will increasingly appreciate the significance of pronunciation in determining successful communication” (Kelly, 2000, p.14). Through different activities students can learn grammar and vocabulary it is necessary to teach pronunciation in order to facilitate the learning of the English language.

2.11 Techniques to teach pronunciation

There are many techniques about how to teach pronunciation in the classroom, but teacher must identify the correct techniques to develop in an English class because there are many complicate activities and it needs a high level. Kelly (2000) refers that:

The range is multifarious from highly focused techniques, such as drilling, to more broad-reaching activities (...). Furthermore, as indicated above, there are two key sides to pronunciation teaching-namely, the teaching of productive skills on the one hand and the teaching of receptive skills on the other (p.15).

Pronunciation is complicated for many teachers because it requires disposition, investigation, attitude, and a good pronunciation, so there are teachers that do not have all the necessary skills or enough knowledge to teach this kind of skills. In my practices day I have some problems to share correct activities to develop in class, so for me it was

necessary to prepare my classes on time. However, my activities were productive for my students, they also enjoy them the fullest.

2.11.1 Drilling

Drilling is a technique that teachers use in an English class. This technique helps students to practice pronunciation. Kelly (2000) mentions that:

Drilling aims to help students to achieve better pronunciation of language items, and to help them remember new items. This is a crucial part of classroom pronunciation work and is possibly the time in the lesson when students are most reliant on the teacher. (p. 16)

For students this technique can help them in different ways like their pronunciation, but teachers employ sometimes this kind of activities because it could be so difficult for them and their students, but drilling is good tool because teacher can apply some activities relate to this, in my practices as a teacher in training I did some activities with this technique, which serve me to identify some problems in my students about their pronunciation.

There are many activities (dictate, games like bingo and flashcards) relate to drilling that teacher can apply in the classroom and it could be easier for the students' learning. Teachers generally drill "Chorally" first of all, which means inviting the whole class to repeat the item in unison. "Choral drilling can help to build confidence and gives students the chance to practice pronouncing the drilled item relatively anonymously, without being put on the spot" (Kelly, 2000, p. 16). According to my experience as a teacher in training I applied this activity and I think that it is one of the most activity that it is carried out in the classroom because teacher want to improve the pronunciation of some words in their students. In addition, this is usually used because it allows students to get along without embarrassment and confidence, so is easier to develop the activities and the same time to learn new words.

2.11.1.1 Definition of the pattern drill

Teachers sometimes do this exercise with their students and it is practical for them “It is an oral exercise designed to enable the student to acquire verbal control over a grammatical construction” (Cornfield, 1966, p. 54). For students it is hard because they learn slowly, they can learn words and the structure grammatical and then practice the vocabulary or phrases talking with people. When they practice the English language could acquire a better pronunciation.

2.11.1.2 Types of pattern drills

There are several drills to develop the pronunciation and change structures using different vocabulary, but I worked with repetition drill because for me, it was practical and easy for my students, there are the following:

2.11.1.2.1 The repetition drills

Students can learn pronunciation through this technique because it does not have any difficult like symbols. “It is used to present a segment of language to the student. The repetition drill, unless it is used purely for perfecting pronunciation, should precede the replacement or transformation drill” (Cornfield, 1966, p. 59). In this kind of drill teacher can apply different activities like dictation or repetition because teacher repeat more than twice the word. It helps students to improve their pronunciation and identify what is the difference between the English language and their mother tongue.

2.11.2 “Open pair” drilling

This is another technique to practice and improve the pronunciation and helps students to have a better communication. “Question and answer drills might be set up across the class, with one student asking, another responding, and so on” (Kelly, 2000, p. 17). This activity is an excellent idea because teacher and students can interact through it. In addition, they learn and improve their pronunciation, they can also fight the embarrassment and feel confident because a positive relationship is formed between them which help to increase their communication.

2.11.3 Chaining

Students have problems with the pronunciation of words, but they have a major problem when they must read a large sentence, so teachers can use another technique like “chaining” and confront this problem. Kelly (2000) mentions that “can be used for sentences which prove difficult for students to pronounce, either because they are long, or because they include difficult words and sounds” (p. 16). Teachers teach to students some phrases like would’ve, I’d or told him, this kind of phrases are complex to pronounce, but it is not impossible. I used this technique during my practices, I told my students a short phrase or only words which they had to write while they heard the word and the meaning of this.

2.11.3.1 Back chain

“The sentence is drilled and build up from the end, gradually adding to its length. Certain parts may be drilled separately if they present problems. Each part of the sentence is modelled by the teacher and the students repeat” (Kelly, 2000, p. 16). It is excellent way to teach pronunciation to middle school students because they need easier activities that allow them to retain the information. For example:

- ...vegetables and fruits.
- ...to eat...
- ...like to eat vegetables...
- I like to eat vegetables and fruits.

2.11.3.2 Front chain

“The sentence is drilled and built up from the start, gradually adding to its length. Certain may be drilled separately if they present problems. Each part of the sentence is modelled by the teacher, and the students repeat” (Kelly, 2000, p. 16). In this technique, teacher do the same with their students, the only change that is made is that teacher must start from the beginning of the sentence or phrase. For example:

- I like
- I like to

- To eat vegetables and fruits
- I like to eat vegetables and fruits

2.12 Activities to teach pronunciation

Teachers can work with different activities relate to pronunciation where students do and produce distinct works. Kelly (2000) mentions that:

There are no easy answers here, though teachers can, in catering for their students' needs, work on issues of production and reception independently (...) the best advice for teachers is to teach what they know and use, and be as informed as they can be about other varieties. (p. 15)

During my teaching practice I developed different activities to help students to practice their pronunciation, the activities were according to students' needs, likes and dislikes. For example, they liked to play memory game, bingo, Chinese whisper, etc. and I planned some games where students had the opportunity to practice of some words. Those activities were easy and funny for the students; I usually use this kind of activities because I think that students comprehend better the content or the topic and the pronunciation.

2.12.1 Dictation

I applied this activity to know what were the errors that students made when I dictated them some words related to the topic. Choose from 8 to 10 words to dictate. Then tell students you are going to say about 10 words and for them to write them down, ask students to stay silent while you dictate and not to check with a partner. When teacher finish to dictate the words, they will have to check their students' words to know what words are corrected and which are not be corrected. Finally, teacher must repeat them the pronunciation again, of this way students will have their doubts clear.

2.12.2 The tongue twister

Tongue twister lets students to practice the movement of the mouth it is because this activity has combination of words but with the same sound. All levels and ages enjoy tongue twisters. They work well as a warm-up to get students speaking. Activity allows students to practice the pronunciation of English language in a fun way, in addition it serves to improve mouth movement.

Teacher can write some English tongue twisters on the board or on pieces of paper to distribute to students, ask them to read the tongue twisters aloud, then faster, then three times in a row. Example: She sells sea shells on the sea shore, A proper copper coffee pot, Around the rugged rocks the ragged rascal ran.

2.12.3 Pronouncing places, products, and planets

The aim of this activity is to compare names (of cities, products, geographical features, etc.) that are often pronounced similarly (and are often written in the same way or a similar way) in a number of languages. There are many activities with which teacher can deal with pronunciation, this is another activity can help to improve pronunciation because students can identify the sounds of some words. However, this is a good activity to teach another type of English (American and British English) to improve pronunciation and reinforce the vocabulary.

2.12.4 Bingo

A Bingo card commonly has 5 x 5 squares, so teacher and students can use 25 words (vocabulary like emotions, verbs, professions, etc.). One or more spaces on each card could be a “free” spot, or you could change the size, maybe to 4 x 4. I have found that 25 words works well for a full lesson, and everyone will be able to learn them all by the end. This kind of activities are very successfully to teach English pronunciation. For example, in my practice I took this game to my students, but I wrote some feelings. In that moment I told them the pronunciation when I read the word aloud and students had to

complete their card. The students were extremely excited and entertained and they were listening to the pronunciation of the words.

2.12.5 Fruit Salad

This game where the students sit in a circle and one the students have to stand in the middle. Students have each been designated as a type of fruit. The middle student calls a fruit, and all the players who have been assigned that fruit must rush to change places while the middle student tries to take one of their chairs. Periodically they can call “fruit salad!” and then everyone must change places. I think that it is another great idea to learn or improve pronunciation because students listen repetitive times the same words but teacher only told them 4 to 5 words, it is a game with which teacher can do various dynamics or activities like questions, teams, or review of a specific topic.

2.12.6 Chinese Whispers

Chinese Whispers is a game that involves passing a message from student to student, hopefully without it getting changed too much. In order to play Chinese Whispers as a pronunciation game it might be best to allow speaking and to ask students to carry the message farther away where it can't be overheard by others. This activity helps to students to practice their pronunciation and develop confidence with themselves. In addition, teacher and students can interact and have a better communication.

CHAPTER III
ANALYSIS OF EXPERIENCE

CHAPTER III

ANALYSIS OF EXPERIENCE

The chapter three is about “analysis of experiences” where I am going to explain how I applied the pronunciation activities which are based on different authors of previous chapter. However, I used my planning and teacher’s diary to develop this chapter, this instrument helped me to write my experience in of the classroom. Finally, I answered some questions relate to the results of my research project.

3.1 Second Period- “Reacting to TV shows”

3.1.1 Repetition drill

During my first week, students and I analyzed a variety of activities related to emotions, reactions and TV programs through worksheets (match, crossword, wordsearch) and presentations, this material was according to their level of English to comprehend and learn the English language.

During the period I presented students the topic “Reacting TV shows”, It is about TV programs like reality show, game show, news, soap opera, etc. and emotions (happy, bored, proud, in love) that they show when are seeing a TV program. For this reason, I select distinct activities (worksheets, games, presentations) to facilitate the learn of students, the aspects that I considered during my planning which are according to the National English Program of Basic Education (NEPBE) are the following:

Specific competency: Share emotions and reactions caused by a TV program

Environment: Familiar and community

Aim: Students will be able to identify vocabulary about emotions.

Achievements:

- Formulates and answers questions to share emotions and reactions.

Social practice of the language: Interpret and express information published in various media.

Product: Crossword about emotions

Materials: Crossword worksheet, flashcards, and students' dictionary.

This class was on November 22nd, 2019 and it was about sharing with students some new words about feelings. I asked them to repeat the pronunciation of each word; then they wrote the vocabulary on their glossary, also I told them to write the pronunciation of the word. For example, "happy" -/jappi/.

Beginning

In the first class my students arrived in the classroom and I greeted them, some students answered me in Spanish "*hola*" and others "*Hi*", then I took attendance (students answered "*present, here*"). When all students were in the classroom, I started to give instructions, then I asked them Do you have questions?, they told me "*no*", but then some students asked me "*¿Que temenos que hacer?*" and I answered them their questions.

Then, I presented vocabulary using flashcards about emotions while students wrote the words on their glossary that I asked in the previous class but they also wrote the meaning and the pronunciation of each word, which it was only to write new vocabulary of each class. I also pronounce the words (emotions) then students pronounce correctly but they had to write the pronunciation according to what they heard. Sometimes they do not understand that I told them, so they started to get distracted and talk with other classmates, but the activity was productive because they knew the pronunciation of some words.

Development

I gave a worksheet (crossword) about feelings (see appendix 5) where students had to match the correct image and completed the crossword then they had to found the secret message, but only some students founded the message so I asked a student to say the answer and the rest of the group copied the answer. It was related to some feeling. While adolescents were writing the emotions, I told them the pronunciation of words,

however they did not write the pronunciation on their notebook or glossary. Finally, we checked the answers together, students were reviewed and graded honestly. For my students, the activity was a little difficult because at first, they did not complete the words because it was complicated.

Closure

In the end, I asked students to repeat after me all the previous words (hungry, shy, impatient, cheerful, etc.), they had to heard only the pronunciation because I requested to write the vocabulary on their notebook (word in English, meaning and pronunciation). But, when they had to pronounce the word, some students were embarrassed because their pronunciation sometimes was not correct. Then I told them goodbye.

Reflection

Students in that moment had a lack of knowledge about “feelings and TV programs”, they knew about Mexican TV programs but not the pronunciation in English or their meaning. In addition, I explained some relevant characteristics of each TV program, for example a reality show is when people are in front of cameras and later show on TV as it was recorded, and some feelings with distinct material and activities like posters, games, worksheets, projects, etc. They enjoyed all activities because they were attractive for them. We used different material (flashcards, dictionary, worksheets, notebook, and school supplies) that allowed us to learn more easily. I had problems with some words (minimal pairs) like when/went because for students these sounded the same way, so for me it was difficult because I did not teach phonetic symbols, minimal pairs, or rhythm.

I think that this activity helped students to know the meaning of some words (TV programs and emotions) and the pronunciation of at least two words due to students did not have the same interest as that of their own language. However, it was not enough to learn more vocabulary, but they could improve their pronunciation in some words.

3.1.2 Listening to song

This class was on November 27th, 2019 and it was about feelings, I think that a listening activity is another way to teach pronunciation and vocabulary because students wrote the word that they heard in that moment. According to the sequence, I taught only emotions and TV programs but, in that occasion, I decided to give students vocabulary about feelings.

Unit II “Reacting to TV shows”

Aim: Students will be able to write the correct words in the song.

Product: Feeling song

Materials: Speaker, song and faces worksheet.

Beginning

When my students arrived at the classroom, I greeted them, then I took attendance and checked their homework (vocabulary). Later I gave them the first instruction, I asked students to listen the song three times then they had to analyze and identify the correct pronunciation. Students did not like the song because they thought that it was extremely boring, In my opinion it was according to the topic and I did not take a different song or may be a song with some feelings but inductively.

Development

During the class, I told them that they had to write the correct feeling in the blank space, I played a song again. Students listened the song more than four times to write the correct words (feelings) because for them it was so hard, sometimes the song was not clear in its pronunciation, so it was difficult to understand for students. In this activity students felt bored, I thought in that moment “It was a bad idea” so I decided not to play the song again. When students finished to write the feelings, we checked the answers together so, I asked students to score with a checkmark the correct answer.

Closure

Finally, I told students that I played the song once again although the students were already bored this to check the pronunciation of song. Then I gave a worksheet (see appendix 6) where students had to draw a face depending on the emotion. This activity was to relax students because they felt bored and tired of the previous activity. When they finished to draw and paste the worksheet, I checked work in class to have an evidence of work. They enjoyed more paint, drawing or make creative works that boring activities. Eventually, I asked students to bring some materials for the next class (cardboard, markets, color sheets and decorations). Then I told students goodbye.

Reflection

This class did not have the results that I wanted to have but I think that it was another way to learn about pronunciation. However, I taught after that may be, I had to take the opinion of students and do funniest the class, for example with another song. Listening help to try heard the correct pronunciation and identify what word is missing in the blank space. Song was boring for students and I never take another song like this. Not all students sing the song, may be because they did not know the letter or the correct pronunciation but in my opinion, it was to try speaking or sing. However, the majority of students tried to sing, and they could improve the pronunciation of some words (feelings) and their confidence changed during all activities.

3.1.3 Playing “Emotions basket”

This class was on November 29th, 2019 and it was about emotions, this vocabulary was taught through different activities (worksheets, games, creative materials, presentations). The group like games to learn better, I think it is a way to improve in English language because students can see a fun way to learn new things. It also did with a sequence so that the students had the facility to organize their knowledge and not be confused.

Unit II “Reacting to TV shows”

Aim: Students will be able to produce an emoji with their favorite characteristics.

Product: Emoji

Materials: Cardboard, color sheets and decorations.

Beginning

Students arrived at the classroom, I greeted them, and I took attendance while I checked their homework. To start with the class, I asked students to go out because teacher and students played “Emotions basket” to check the vocabulary (emotions). I told them instructions to play this game, first I told them a word related to emotions like sad, happy, embarrassed, and others. Then I asked students to sit on the floor so when I told any emotion, they got up and changed the places but who ran out of place served a punishment like a question or dance. Students changed the places for five times, and I ask losers some questions. For example: What is the meaning of “shy”? How do you pronounce “orguloso” in English? Finished the game I asked students to go to the classroom to continue with other activities.

Development

When all people were in the classroom, I told students the next instruction that it was to make their emoji with the request materials. During the class students developed their favorite emoji with some things or phrases related to it. For example, In love; of my son, my career, my family, etc. Some students made a pretty emoji (see appendix 7) and their phrases identified with them; at the same time, I could meet better. In this activity some students wrote on the cardboard my example and I checked originality, however, some students asked me the meaning of some words like afraid, disgusted, or weak, but they also asked me “¿Como se dice contento en inglés?” so I told them the word in English. When they finished their work, I checked their activity and I told them the next instruction, they wrote new vocabulary on their glossary with the corresponding characteristics (word in English and Spanish and pronunciation).

Closure

At the end, I asked students to share their emoji with their phrases or words related to their emoji. They had to share their emoji in pairs because I wanted to listen their pronunciation and how they worked collaboratively, however some students worked positive and they did the activity correspond. While they explained their work to another classmate, I passed through to check their pronunciation and I identified if they had learned to pronounce some words. It also allowed me to know the relationship with other people and their collaborative work.

Reflection

In this class I had the opportunity to teach in different ways (games and creative work) so it allowed me to work better with my students. They prefer this type of activities because they think to learn better. This kind of activities make a positive class because students are more attentive to the class and do this with attitude. In my opinion the game helped to me and my students to revise vocabulary, meaning or pronunciation. In the other hand, creative activities are interested in students and they have allowed them to relax and develop their abilities like listening and speaking. For the previous reasons I prefer carried out this type of activities and apply in a classroom.

3.2 Third Period--“Playing with the language”

3.2.1 Repetition drill

During the month students and I analyzed the content with different activities (questions, worksheets, games) to know about it. I selected this kind of activities to facilitate the learning of students according to their needs and interest. It also was considered with the National English Program of Basic Education (NEPBE) which allowed me to develop my planning.

Specific competency: Participate in language games to comprehend and write irregular verb forms.

Environment: Literary and ludic

Aim: Students will be able to write sentences in past using irregular verbs

Achievements: Uses perfect tenses and simple past in sentences and texts

Social practice of the language: Participate in language games to work with specific linguistic aspects.

Product: Sentences using irregular verbs

Materials: Poster, Irregular verb list, simple past-irregular verbs worksheet and simple past-irregular verbs.

This English class was on January 10th, 2020. It was about irregular verbs applies in language games, for example: memory game. It is in order to comprehend some irregular verbs. Students knew what a verb is, but they did not what are irregular verbs. When I explained about it, some students comprehend different aspects like the tenses of these verbs. I taught with distinct materials (verb list, worksheets, board games, posters, and presentations) that helped students to learn more about something, in this case “irregular verbs”.

Beginning

Students arrived at the classroom, I greeted them, and I took attendance, then I checked their homework. Subsequently, I gave a verb list (see appendix 8) of each student to work during the classes. I wanted to students had an idea about the tenses (past) in irregular verbs and that was even easier. Then I asked students to repeat after me some verbs that we saw during the class to listen the correct pronunciation of each verb, sometimes they felt shy and they did not want to pronounce but they tried to say according to their knowledge. I started the class explaining the grammar of the simple past in a deductive way by a poster, while students wrote on their notebook some notes, sometimes they asked me questions about the topic like “*¿Por que cambia casi todo?*” “*¿Que significa take en Español?*” because it was hard to understand for them, so in that moment I paid attention to it.

Development

I gave students some sentences (see appendix 9) with irregular verbs where they had to complete the sentence with the correct tense of each irregular verb, while students did it I observed them their answers, if they had a question I would immediately solve them. When they finished their activity, I asked them to check together and I told them that they had to rate themselves with a checkmark. I solve a lot of questions about the past in irregular verbs like “*¿Por que se escribe así?*” “*¿Me puede repetir la respuesta correcta?*” but while students checked the answers I asked them to read the sentence to listen their pronunciation of a variety of words, for example “heard” /jerdi/ or “spoke” /spouk/. Then, I asked students to write five sentences using verbs that they preferred. They had to review the correct tense (past simple) to form these sentences, when students finished, I checked the work individually, I corrected their sentences if some of these were incorrect.

Closure

Last, I gave students a worksheet (see appendix 10) to complete 3 exercises; One was about change the irregular verb to past simple, the second exercise was to write the correct tense in each sentence and the third exercise they had to write in order the sentence. We had a lot of time to finish it because students and I had two hours, so students quickly finish the activities. I taught that they did not finish but before I gave them a verb list with past simple and it made the activity easier. When they finished the activities, I passed to check in their places their work and I put a seal to students had a work completely and I register their activities.

After, I asked students to bring a bond paper, markets and 15 irregular verbs for the next class. I had to finish this class with a game, but I did not have time to do. It was like hot potato, but this is applied outside the classroom because circles are painted on the floor with some punishments and depending on where they are, punishments are made. However, we did not play lack of time.

Reflection

The session was productive because students showed their abilities, previous knowledge, and attitudes to do all activities. Activities also helped some students to understand and comprehend irregular verbs in past simple because allows them to think how to write the verb since it completely changes their spelling. However, not all students had the same attitudes, so I told students that did not do the work in class, “Do you like the activities?” “Why you do not work?” “What activities do you prefer?” but they told me “*Me gustan sus actividades pero a veces me siento cansado o apenado*”, so I taught that I had to improve and change any activities and take others. In the other hand, the difficulties presented during this class were some attitudes of the group and boring activities because they did not allow me to work well with them.

3.3 Fourth Period- “Sharing the unexpected”

3.3.1 Chinese whispers

During the month students and I analyzed with worksheets, games, presentations, and projects about unexpected situations considering the needs and interest of students. Furthermore, I considered the National English Program of Basic Education (NEPBE) to develop my planning. It also to select worksheets to facilitate the content and learning of students.

Specific competency: Interpret and offer descriptions regarding unexpected situations in an oral exchange

Environment: Familiar and community

Aim: Students will be able to memorize the message about unexpected situation

Achievements: Anticipates general sense, main ideas, and some details in order to produce an oral text.

Social practice of the language: Understand and produce oral exchanges related to leisure situations

Product: Worksheet about unexpected situation

Materials: Bond papers, markets, phrases, glossary, worksheets.

It was on February 28th, 2020. This class was about sharing unexpected situations where students identified the unexpected situation in texts or their own experiences. This topic in their country is understandable because it happens sometimes when people do not know what happen, for example during the trip or during the day. They had an idea about it so I taught that they would have any previous knowledge. In this case I took some materials like bond paper and worksheets, they helped to easily learn the contents.

Beginning

I always waited for my students in the English classroom so when they arrived, I greeted them, and I took attendance to know who was in the class. I asked students to bring a glossary to wrote five words in English with their meaning and pronunciation, but they only wrote the word how they heard, for example “tsunami” /sunami/. Then I asked students to go in front of the classroom to act the unexpected situation written on the paper (earthquake, rain storm, rang phone and rush hour), some students told me “*Yo no se como actuar, ¿me puede ayudar, por favor?*” in that moment I helped them with some ideas to represent the word or phrase, then their classmates had to guess the act, when they guess the unexpected situation they wrote the word or phrase on their notebook and I gave a participation to the person who had guess and act. In this activity they felt comfortable and happy because it was funny for them, they prefer to put their brain work and make the activity more interesting.

Development

I gave students a worksheet about unexpected situations where they had to complete with their likes (food, animal, actor, transport, etc.) with the corresponding sentence. While students completed the activity, I was writing new vocabulary for them so that they would understand the sentence better and have the facility to complete it. When something was difficult for my students, I always tried to help them get the activity done on time. During the activity I checked the work in class, and I register it.

They finished the work on time, and I asked them to interact with their classmates using the same vocabulary, for example blue color, favorite drink, favorite place, etc.

Whereas, I had to write “what is your favorite color?” on the board because they did not know how to make questions, of this way they can to develop the activity and spoke in English, in the same way I could hear their pronunciation of words that they already knew according to the sequence of activities and topics.

Closure

At the end, I made two teams to do the next activity. Then I pasted two bond papers and put some sentences related to the previous vocabulary written on white sheets. I explained students the rules of the game “Chinese whispers” (see appendix 11) where they had to listen the phrase then they had to tell it the next student and the last student who listen to the phrase chose the paper that corresponds to it and pasted it on a white a bond paper. This game was fun for students and I could identify their organization, their pronunciation and honestly to abide by the rules of the game. Not everyone understood the message that was given but they tried to pass it on to the next student to win as a team in such a way that everyone collaborated.

Reflection

My experience about this class was good because the majority of students had an excellent attitude to do some activities like games. I think that they had positive attitudes and responsibility to do things and teacher could take different activities for them. Sometimes is difficult for me to keep the group calm or convince some students to work as requested. Another difficult that I lived with this group was that few students are so shy to participate in activities or communicate with me. However, I tried to integrate everyone in the classes so that everyone learns equally. According to my subject of study, the game that I applied “Chinese whispers” is an activity to learn the pronunciation of phrases and words.

3.3.2 Dictation

It was on March 4th, 2020. This class was about unexpected situations but we focus on a specific topic “Natural disasters”, I worked with vocabulary because it is important to give before any exercise, at the same time we practiced the pronunciation of some words

to know more about it. Students did not have idea how to pronounce some words, so these kinds of activities allow students to know about the meaning or pronunciation.

Unit IV “Shearing the unexpected”

Aim: Students will be able to identify vocabulary about natural disasters

Product: Worksheet “Natural disasters”

Materials: wordsearch, natural disasters worksheet and students’ glossary.

Beginning

My students arrived at the classroom and I greeted them with a “good morning, hi” and they answered me with a “*hi, hola, buenos días*”. After I took attendance and I asked students to write five words (earthquake, eruption, tsunami, storm, etc.) on their glossary to check their pronunciation. Then, I wrote “Natural disasters” on the board and draw a circle around it so, I asked students to write words related to the topic (see appendix 12), for example earthquake, windstorm, tornadoes, pollution and forest fire because I wanted to know what was knowledge’s students, when we finished the activity I asked student to write the vocabulary that was written on the board on their notebook. Then I gave students a wordsearch (see appendix 13) about natural disasters where students had to write the name of each natural disaster, then look for them of the wordsearch. When students had questions, I answered or helped them to complete the words. When they finished, I checked their activity to pass the next exercise.

Development

The next activity was another worksheet (see appendix 14) about natural disasters, It was a crossword, students had to read the sentences (across and down) and complete the crossword then they had to write the words from the crossword to complete the sentences that found down of crossword. It was easy to do so students finished quickly, and I checked their work in class through the participation of students, while I listen the pronunciation of some students.

Closure

We had to play “The silent sounds game” but I could not do this activity because the time was not enough. Whereas I think that it is difficult for students because I had to move the mouth and they had to guess the word and write it on their notebook.

Reflection

In this class I learned a lot, but I had some problems with the time and an activity, I think that I must organize better the time of my activities. However, we did the majority of activities that helped students to learn about pronunciation and natural disasters vocabulary. Dictation is an activity that helped students to know more about pronunciation and at the same time they identified the correct form to write the word. In addition, it solves students to practice their writing and improve their ear. During the class some students are used to leaving the classroom to relieve themselves but it was one of the times that many wanted to leave so I had a problems with this situation because I let a lot of students out to the bathroom, so I thought that for the next class only three people would come out and with a pass.

CONCLUSIONS

During my teaching practice I realized that when teachers look for the most appropriate strategies, activities, techniques, and games to teach the English language, students feel motivated and they try to do their best in the English classes. Thus, when I applied the different techniques and activities to help students to know and learn the pronunciation of the English words, I noticed that they felt confident to participate and also it helped me to create a context where students could express themselves without shame.

Furthermore, the use of the different techniques and activities allowed students to learn the pronunciation of the words without knowing that there are phonetic symbols that represent each sound in the English language. Also, I observed that secondary's students are not familiarized with those symbols

Moreover, I want to mention that it is important to use the techniques for long periods, and the teacher needs to focus on specific words in order to motivate students and show them that they can learn the pronunciation, thus, teachers need to avoid to just teach pronunciation and not reinforce it every single class.

Additionally, teachers have the responsibility to practice the pronunciation of the words before they teach to students in order to avoid fossilization. In this case, teachers can use the different technological resources to present to students the most appropriated pronunciation.

Teachers need to know how and when to correct students, because there are some students who are sensitive, and they feel embarrassed when the teacher corrects them. Thus, I learnt that it is very important to correct students individually or write the comments of all the students and explain them at the end of the technique or the activity.

When I practice pronunciation with my students I felt very well because they always worked in my classes. I learnt that there are students that make me happy to teach. However, many teachers have to pass through many things to develop a good relationship with them. In my opinion I think that it is important because as a teacher you can learn with them and discover new things together.

Techniques and activities that I applied during this process was good for my students because they showed me their abilities to do and complete a variety of activities in classes. Thankful to attitudes' students it was a great work for me.

Whereas, I had to some problems with some students, but I never leave them because they were the most important for me. In addition, this attitudes that I had with them helped to improve in their pronunciation and as a student. So, I think that It could be a way to help students of a secondary school.

My experience about teaching pronunciation with some techniques and activities was a few hard because sometimes students did not like the activities or did not do it. Additionally, some English words were difficult for them and I gave them a simple reason to saw the error or the same sound.

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APPENDICES

Appendix No. 1

DIAGNOSTIC TO CHECK THE STUDENT'S PRONUNCIATION

1. Can you spell your name?

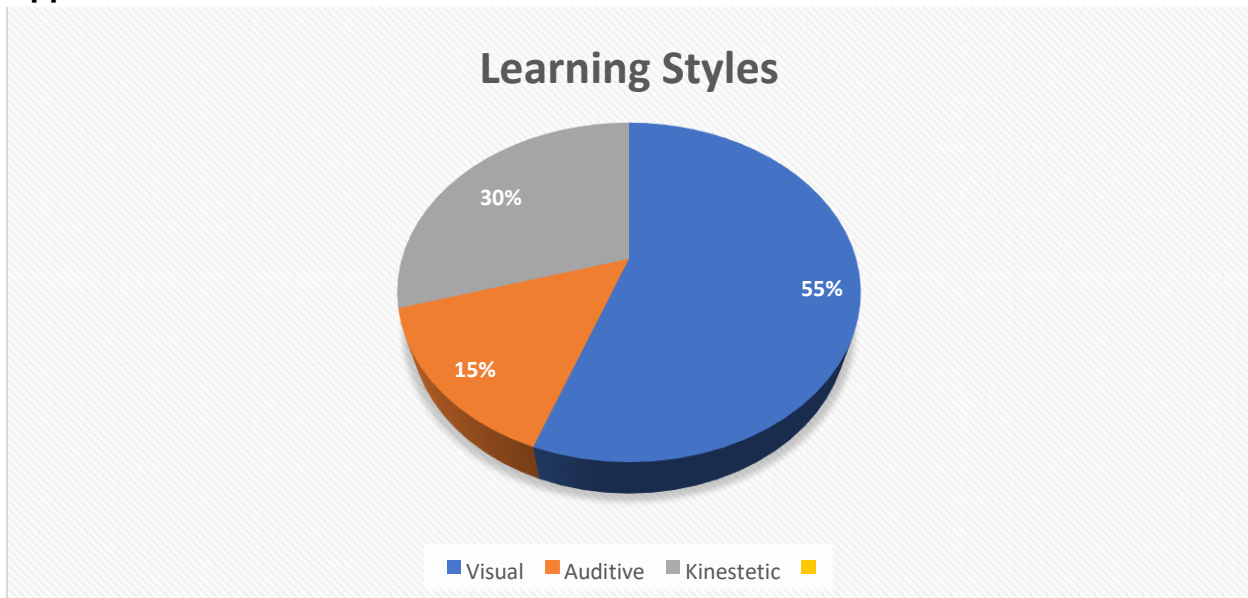
2. Can you pronounce the following words?

School	Spanish	Mine
Some	Mind	Run
Game	Young	

3. Conversation in pairs

- Hello, my name is _____ nice to meet you. What is your name?
- Nice to meet you too. My name is _____
- I am _____ years old. How old are you?
- I am _____ years old.
- I live in _____. Where do you live now?
- I live in _____.
- I have _____ sisters/brothers. Do you have any brothers or sisters?
- I have _____ sisters/brothers.
- Ok. See you later.
- Bye.

Appendix No. 2



Appendix No. 3

Name:
Date:

My Culture Quilt

Culture Element:	Culture Element:	Culture Element:
Culture Element:	Culture Element: Name:	Culture Element:
Culture Element:	Culture Element:	Culture Element:

Appendix No. 4

EXAMEN DIAGNOSTICO.
TERCER GRADO - PROF. VIOLETA BOTIS FLORES.

INSTRUCTIONS: Put the events in order.

3 write the message.
 4 send the message.
 2 select the person
 1 go to the app messages.

INSTRUCTIONS: Match the columns.

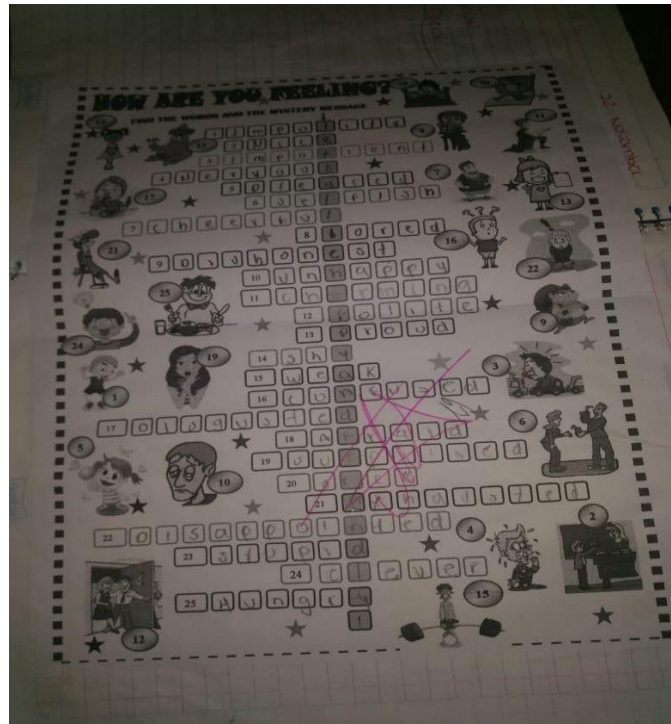
<input checked="" type="checkbox"/> 3 We have the pants in small, medium and big	1.-Ella es más popular que tu.
<input checked="" type="checkbox"/> 4 Do you want it in blue or black?	2.-yo estoy en tercer grado.
<input checked="" type="checkbox"/> 5 How much does it cost?	3.Tenemos el pantalón en chico, mediano y grande
<input checked="" type="checkbox"/> 6 The protagonist is handsome.	4.-Si estas bien ganas un punto
<input checked="" type="checkbox"/> 7 Turn on the cell phone.	5.-El protagonista es guapo
<input checked="" type="checkbox"/> 8 If you are right win a point.	6.-Lo quiere en negro o azul?
<input checked="" type="checkbox"/> 9 He is taller tan me.	7.-Enciende el celular.
<input checked="" type="checkbox"/> 1 She is more popular than you	8.-Cuánto cuesta?
<input checked="" type="checkbox"/> 2 I am in third grade.	9.-El es más alto que yo

INSTRUCTIONS: Draw the follow.

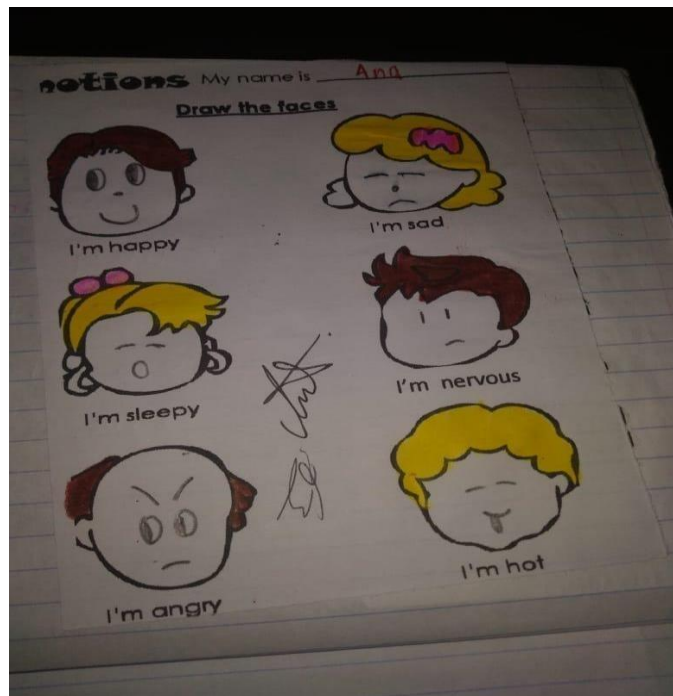
What to do in case of an earthquake.

<input checked="" type="checkbox"/> Keep calm.	<input checked="" type="checkbox"/> Don't run.	<input checked="" type="checkbox"/> Don't scream.
<input checked="" type="checkbox"/> Don't push.	<input checked="" type="checkbox"/> Keep you in a safe place.	<input checked="" type="checkbox"/> Don't use elevator.
<input checked="" type="checkbox"/> Go to the meet point.	<input checked="" type="checkbox"/> Keep away from windows.	<input checked="" type="checkbox"/> Use the ladders.

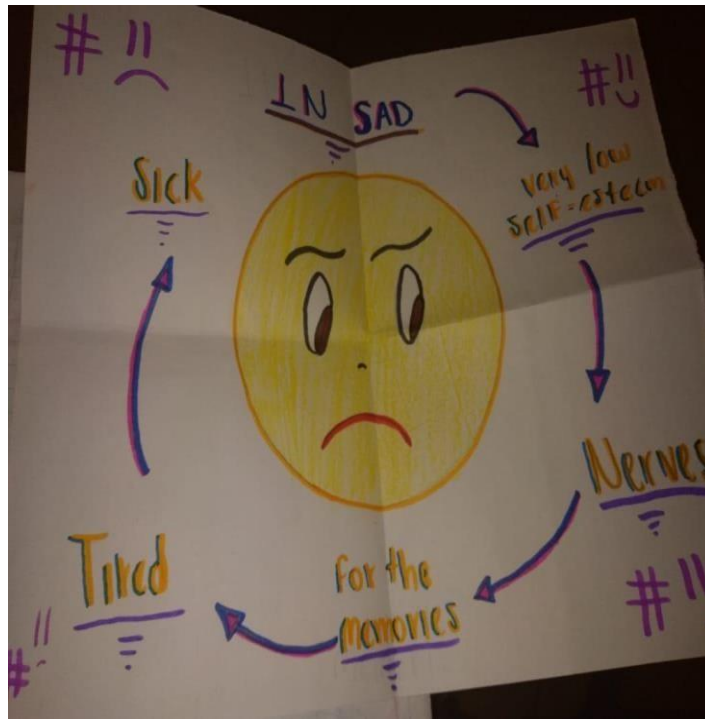
No. 5



Appendix No. 6



No. 7



Appendix No.8

List of Irregular Verbs
Base form - past simple - past participle

abide	abode	abode	dream	dreamt	dreamt
arise	arose	arisen	drink	drank	drunk
awake	awoke	awoken	drive	drove	driven
be	was/were	been	dwell	dwelt	dwelt
bear	bore	born	eat	ate	eaten
beat	beat	beaten	interweave	interwove	interwoven
become	became	become	fall	fell	fallen
befall	befell	befallen	feed	fed	fed
begin	began	begun	feel	felt	felt
behold	beheld	beheld	fight	fought	fought
band	bent	bent	find	found	found
beseech	besought	besought	flee	fled	fled
beset	beset	beset	fling	flung	flung
bespeak	bespoke	bespoken	fly	flew	flown
bestride	bestrode	bestriden	forbid	forbad(e)	forbidden
bet	bet	bet	forecast	forecast	forecast
bid	bade/bid	bidden/bid	forget	forgot	forgotten
bind	bound	bound	forgive	forgave	forgiven
bite	bit	bitten	forlake	forsook	forsoaken
bleed	bled	bled	foresee	foresaw	foreseen
blow	blew	blown	foretell	foretold	foretold
break	broke	broken	freeze	froze	frozen
breed	bred	bred	get	got	got
bring	brought	brought	give	gave	given
broadcast	broadcast	broadcast	go	went	gone
build	built	built	grind	ground	ground
burn	burnt	burnt	grow	grew	grown
burst	burst	burst	hang	hung	hung
buy	bought	bought	have	had	had
can	could	could	hear	heard	heard
cast	cast	cast	hide	hid	hidden
catch	caught	caught	hit	hit	hit
choose	chose	chosen	hold	held	held
cling	clung	clung	hurt	hurt	hurt
come	came	come	keep	kept	kept
cost	cost	cost	knave	knave	knave
creep	crept	crept	know	knew	known
cut	cut	cut	lay	laid	laid
deal	dealt	dealt	lead	led	led
dig	dug	dug	learn	learnt	learnt
do	did	done	leap	leapt	leapt
draw	drew	drawn	learn	learnt	learnt
			leave	left	left
			lend	lent	lent

Appendix No. 9

Peter Jones Language Centre

PAST SIMPLE - IRREGULAR VERBS

Fill in the gaps with the right form of the verbs in brackets.

- Daisy brought (bring) some chocolates to the birthday party.
- I heard (hear) a new song on the radio.
- Peter read (read) three books last week.
- The Smiths spoke (speak) Italian to the waitress.
- Peter didn't understand (understand) during the class, but now he doesn't understand.
- My mother forgot (forget) to buy some milk.
- Susan had (have) a baby in August.
- We lost (lose) our keys last Friday.
- They swam (swim) 500m yesterday afternoon.
- I gave (give) my mother a CD for her birthday.
- At the age of 23, she became (become) a teacher.
- I knew (know) the answer yesterday.
- Peter told (tell) me that he lived in New York.
- We lent (lend) John €200.
- She drank (drink) too much coffee yesterday.
- The children fell (fall) asleep in the car.
- He kept (keep) his promise.
- We chose (choose) the steak for dinner.
- The film began (begin) late.
- They flew (fly) to Madrid.
- We drove (drive) to Edinburgh.
- Mrs. Black taught (teach) English at the University.
- They sent (send) me an e-mail earlier.
- We left (leave) at 7 a.m.

Appendix No.10

Class: 10G10 Name: Yusef M

Simple past - irregular verbs

A - Write the simple past of the verbs:

- begin begin
- break break
- bring bring
- buy buy
- catch catch
- cut cut
- do do
- draw draw
- drink drink
- drive drive
- fall fall
- find find
- fly fly
- get get
- give give
- go go
- grow grow
- have have
- hear hear
- know know
- leave leave
- make make
- meet meet
- pay pay
- read read
- ride ride
- run run
- say say
- see see
- sell sell
- send send
- sing sing
- speak speak
- take take
- teel teel
- wear wear
- win win
- write write

B - Write sentences about Kate's schedule yesterday.

Kate's schedule			
7:00 AM	Get up	11:30	Send e-mail
7:10	Take shower	12:00	Take lunch
7:20	Put on clothes	2:00	Meet boss
7:30	Get breakfast	3:00	Make marketing plan
8:00	Leave for work	5:00	Go home
8:00-9:00	Drive car to work	6:00	Make dinner
9:00 AM	Read mail	11:00	Get ready for bed
9:30	Write report	11:30	sleep

- At 7:00 she got up.
- At 7:10 she took a shower.
- At 7:20 she put on clothes.
- At 7:30 she had breakfast.
- At 8:00 she left for work.
- From 8:00-9:00 she drove car to work.
- At 9:00 she read mail.
- At 9:30 she wrote report.
- At 11:30 she sent e-mail.
- At 12:00 she had lunch.
- At 2:00 she met her boss.
- At 3:00 she made marketing plan.
- At 5:00 she left work.
- At 6:00 she made dinner.
- At 11:00 she got ready for bed.
- From 11:30 PM to 7:00 AM she slept.

C - Write sentences or questions using simple past.

1. I buy/book yesterday - I bought a book yesterday.

2. She got up at 8:00 this morning.

3. They leave/work at 8:00 PM today.

4. He sent a text message today.

5. Who got up/partied last night?

6. She kept/broke/leaved school yesterday.

7. We left/started school yesterday.

8. Who drove/gave a ride to the school yesterday?

9. Who drove/gave a ride to the school yesterday?

10. Who drove/gave a ride to the school yesterday?

11. Who drove/gave a ride to the school yesterday?

12. Who drove/gave a ride to the school yesterday?

13. Who drove/gave a ride to the school yesterday?

14. Who drove/gave a ride to the school yesterday?

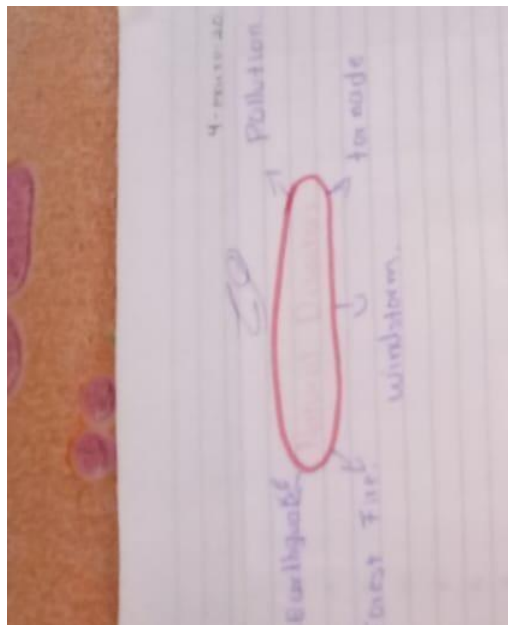
15. Who drove/gave a ride to the school yesterday?

16. Who drove/gave a ride to the school yesterday?

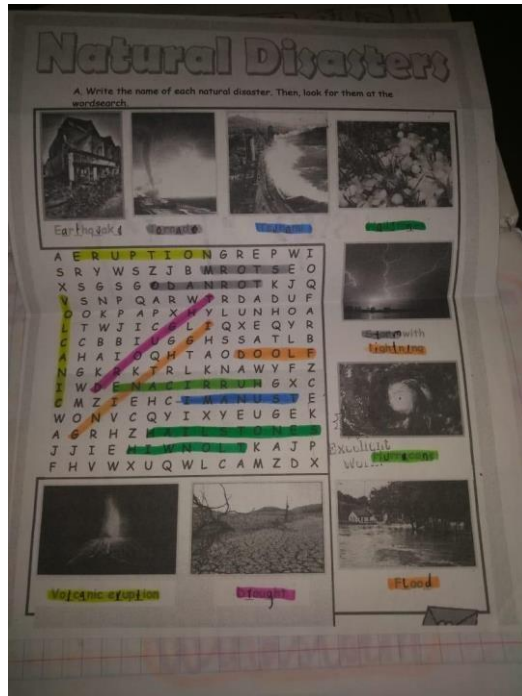
Appendix No. 11



Appendix No. 12



Appendix No. 13



Appendix No. 14



ASUNTO: Responsiva

Ixtapan de la Sal, México., 30 de junio 2020.

DR. ARTURO GIL MENDOZA
DIRECTOR DE LA ESCUELA NORMAL DE IXTAPAN DE LA SAL
PRESENTE.

Quien suscribe, docente en formación **Carla Jazmin Reyes Mendoza**, de la Licenciatura en Educación Secundaria con especialidad en Lengua Extranjera (Inglés), Plan de estudios 1999, Generación 2016-2020; por medio de la presente asume la responsabilidad absoluta del trabajo motivo de titulación **The use of techniques and activities to improve the English pronunciation**, que presenta en la opción de **Ensayo**.

Por lo que ha de responder por el proceso de elaboración del documento y su reproducción; dado que en su momento y con base en el Reglamento y Normatividad vigente, recibió por quien corresponde las orientaciones, guía e indicaciones en cada aspecto del mismo.

Sin otro particular, agradece el interés y apoyo recibido durante el proceso de titulación.

ATENTAMENTE



CARLA JAZMIN REYES MENDOZA



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"2020. Año de Laura Méndez de Cuenca; emblemática de la Mujer Mexicana".

ESCUELA NORMAL DE IXTAPAN DE LA SAL

OFICIO NÚM: 1192
ASUNTO: **Se autoriza Trabajo de Titulación para sustentar Examen Profesional.**

Ixtapan de la Sal, Méx., 1 de julio de 2020.

**C. CARLA JAZMIN REYES MENDOZA
P R E S E N T E**

La Dirección de la Escuela Normal de Ixtapan de la Sal, a través de la Comisión de titulación y el área de Exámenes Profesionales, comunica a usted que ha sido autorizado el Trabajo de Titulación bajo la opción de **Ensayo**, que presenta con el título: **The use of techniques and activities to improve the English pronunciation**. Por lo que puede proceder a realizar los trámites correspondientes para la sustentación de su Examen Profesional.

Se comunica lo anterior para su conocimiento y fines consiguientes.

"FORMANDO DOCENTES CON HUMANISMO Y VOCACIÓN"

ATENTAMENTE

DR. ARTURO GIL MENDOZA
DIRECTOR ESCOLAR

c.c.p. Archivo

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