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EXTRANJEROS**

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**Theme:**

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**“TONGUE TWISTERS AND ENGLISH LANGUAGE PRONUNCIATION”**

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## DEDICATION

### TO:

*To my parents, Julio and Mirian who with their love, patience and effort have allowed me to fulfill another dream today, thank you for instilling in me the example of effort and courage, of not fearing adversity because God is always with me.*

*My brothers Eduardo and Melany for their love and unconditional support throughout this process, for being with me at all times, thank you. To all my family because with their good wishes, advice and words of encouragement they made me a better person and in one way or another they accompany me in all my dreams and goals.*

*Finally, I want to dedicate this thesis to my cousin María José, for supporting me when I need it most, for reaching out to me in difficult times and for the love she gives me every day, truly thank you, I always carry you in my heart.*

Katy.

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**TITLE:** “TONGUE TWISTERS AND ENGLISH LANGUAGE PRONUNCIATION”

**AUTHOR:** Katerin Mabel Gallo Gallo

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**ABSTRACT**

The objective of this research is to determine the effects of the tongue twister strategy on the pronunciation of the English language. The study was carried out in the Unidad Educativa “Gabriel Mistral” with a population of 26 students of 10th grade. The methodology used during the research process was a quasi-experimental design, with a qualitative-quantitative approach and a bibliographical field modality. The research had a duration of 4 weeks with 4 interventions per week that in total were 16 sessions through the face-to-face modality. The data was collected through the application of a pre-test and a post-test (KET) in which the result of the pre-test was an overall average of 6.22. Then, the tongue twister strategy was used to improve pronunciation, where the students began to have phonological awareness. Once the interventions are finished, the post-test is applied to the students, obtaining a final score of 9.5 out of 10. The results show a remarkable progress of 3.28. That is why it concluded that the use of the tongue twister strategy helps positively to improve pronunciation in EFL students.

**Keywords:** Tongue twisters, strategy, pronunciation, interventions.



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**RESUMEN**

El objetivo de esta investigación es determinar los efectos de la estrategia del trabalenguas en la pronunciación del idioma inglés. El estudio se llevó a cabo en la Unidad Educativa “Gabriel Mistral” con una población de 26 estudiantes de 10mo grado BGU. La metodología utilizada durante el proceso de investigación fue un diseño cuasi-experimental, con enfoque cualitativo -cuantitativo y de modalidad bibliográfica de campo. La investigación tiene una duración de 4 semanas con 4 intervenciones por semana que en total fueron 16 sesiones mediante la modalidad presencia. Los datos fueron recolectados a través de la aplicación de un pre-test y un post-test (KET) donde obtuvo el primer resultado del pre-test que fue un promedio general de 6.22. Después, se intervino con las estrategias de trabalenguas para el mejoramiento de la pronunciación, donde los estudiantes comenzaron a tener conciencia fonológica. Una vez finalizado las intervenciones, se realiza a los estudiantes el post-test dando como resultado final un puntaje de 9.5 sobre 10. Los resultados muestran un progreso notable de 3,28. Es por ello que se puede concluir que el uso de la estrategia del trabalenguas ayuda de manera positiva al mejoramiento de la pronunciación en estudiante EFL.

**Palabras clave:** Trabalenguas, estrategia, pronunciación, intervenciones

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# CHAPTER I

## THEORETICAL FRAMEWORK

### 1.1 Investigative background

Nowadays, learning the English language and having a good vocalization of the language is no longer an obligation but a necessity. English is the global language not only for business, but also for learning about new cultures and politics. That is why the importance of using strategies for effective learning is increasingly high.

As far as the research topic is concerned, in recent years some investigative work has been carried out on the use of verbal games, specifically tongue twisters, as a strategy to improve the pronunciation of the English language in children. Among the investigations found are scientific articles and undergraduate and postgraduate works.

For Pinargote and Intriago (2022), the use of tongue twisters as a strategy to increase fluency and speaking ability was positive in tenth grade students. The main objective of this research was to study the tongue twister strategy as a didactic tool in the oral expression of English language teaching. The research had a population of 50 students from the Unidad Educativa Portoviejo in Ecuador from 10 to 12 years old. The approach was qualitative, with a documentary bibliographic and observational-descriptive study, because observation sheets were used to evaluate the interventions with this, the following conclusion could be obtained. Tongue twisters are useful to acquire speed and fluency when speaking the second language, on the other hand, it is used in classes as games and entertainment to improve English pronunciation.

Therefore, it agrees with the above because the tongue twister is a didactic tool that helps students to acquire oral skills within the English language in a playful way, in this way students obtain knowledge in an unconscious and fun way, making learning be real and meaningful.

Fahruli (2020), analyzed the effect of tongue twisters on students' pronunciation. The objective of the research was to know the effects of tongue twisters in the pronunciation of students. This research was carried out using the quantitative method and with a quasi-experimental design. The research sample was primary school students from SMP Islan Al Fikri school in the 2019-2020 academic year, for which it was divided into a control and experimental group (each group consists of 10 students). The instrument to evaluate the application of the research was oral tests with pronunciation scores, in addition, rubrics were obtained to qualify the pronunciation of the students in the tests prior to and after the application. Finally, it is concluded that audiovisual tongue twisters have a beneficial impact on students' pronunciation.

In this sense, it is concluded that the tongue twister is beneficial in the acquisition of the oral pronunciation of the English language, since this activity is linked to the teaching-learning process in which the playful provides students in a natural way, experimental and knowledgeable.

Sukiani (2020) conducted a study that had the objective to describe how tongue twisters could improve students' pronunciation skills. The research method was quantitative with a quasi-experimental design. The population for the sample was 69 second grade students, which in turn were divided into control and experimental groups. On the other hand, to control the progress of the research, a pre-test and a post-test were carried out, which showed that the application of the tongue twister as a method of teaching pronunciation was a complete success. As a consequence, the tongue twister method was shown to improve students' pronunciation ability and help students to participate during the teaching-learning process.

Therefore, the research is in agreement, since the tongue twister is the essence of oral production that is why with it the students develop memory, create phonological awareness, increase verbal fluency and expand their vocabulary. Which allows learning the correct production of the English language to be something fun.

Bác et. al (2020) conducted research on the application of the tongue twister strategy to improve English pronunciation in first-year English learners. Where the main objective was to know how the tongue twister can improve the pronunciation ability of students in the first semester of the English Program of the Thai Nguyen University in the period 2020-2021. This qualitative research with a pre-experimental scope consisted of 35 participants, where instruments such as data collection through observation, the application of the pre-test and the post-test were used. In conclusion, the tongue twister is effective in improving the pronunciation ability of students in the first semester of English education. Therefore, the use of tongue twisters makes students more active and their pronunciation ability improves.

In this way, the tongue twister can favor many didactic aspects in the area of English, since it promotes an adequate pronunciation of phonemes and their articulation, it also contributes to fluency, comprehension and mastery of words, which generates greater communicative ability.

Yusnilita and Afifah (2020) analyzed the tongue twister as an icebreaker to enhance students' speech ability. Where the main objective was to study how the tongue twister is effective to enhance the ability to speak in tenth grade students of MAN 1 OKU. The instrument used for data collection was an essay in the form of video recording. While the methodology used for the research was experimental and the researchers used the quasi-experimental method. Therefore, the population was 72 participants, Therefore, the population was 72 participants, which was divided into two groups, experimental and control. The samples were taken by simple random sampling. Based on pre-test and post-test scores, the researchers concluded that the Tongue Twister strategy was effective in increasing pronunciation and speaking ability, because students scored better on the post-test than on the pre-test.

For this reason, tongue twisters help create a fun and collaborative environment in the class, where good humor in the classroom gives way to the construction of new knowledge, since in most cases, this activity leads to mistakes when creating sentences. funny that stimulate attention, memory and concentration.

Bayu and Mustafa (2019) conducted an investigation to encourage the pronunciation of the sounds /ð/ and /θ/ to students through the use of tongue twisters. The main objective of this research was to find out if the tongue twister improves pronunciation ability of the sounds /ð/ and /θ/ in the third semester students of the Department of English Education of the Universities of Muhammadiyah Bulukumba in the academic year 2018/2019. The research population was the third semester of the English Education Department made up of 2 classes, the sample was chosen using the intentional sampling technique where the sample was English 18A was counted with 21 students. The design used for the investigation was a pre-experimental design with a group of pre-test and post-test. The result of this investigation shows that the t-test value was 14.89 and the t-table value was 1.703. Therefore, the researchers concluded that the application of the tongue twister improves the ability to pronounce the sounds /ð/ and /θ/ of the students.

In this sense, the teaching of pronunciation still becomes a debatable issue among some experts, in this case the use of tongue twisters is functional and necessary for students of English as a foreign language, since tongue twisters are implemented in various activities. in class, both at the beginning as motivation, during class as part of the learning construction process, and at the end as closing part.

Juniarti (2019), analyzed the use of the tongue twister strategy to improve the pronunciation ability of first grade students. The main objective of this study was to obtain the empirical data of the differences between the pronunciation test score of students who were taught using the tongue twister technique and students who were not taught using the tongue twister technique. The method used in the research was quantitative through a quasi-experimental design, with a population of 69 students and an experimental group of 35 students. The data for the study was collected through a pre-test and a post-test. The main objective of applying these tests was to know if the application of the tongue twister as a technique to improve pronunciation helped the student or not. This study concluded that the application of the tongue twister as a pronunciation teaching strategy is feasible, since the learning of pronunciation is intrinsically stimulated through linguistic play. This research work refers to the dependent variable which seeks to demonstrate that the tongue twister helps improve



pronunciation, which is essential in language development.

In this way, it is concluded that tongue twisters in an English class become an important tool for language acquisition, not only for the mother tongue, but also for the foreign language, increasing with new vocabulary, the culture of the country, the focus on pronunciation and intonation.

For Jinez (2018) explained how verbal games help in the development of the pronunciation of the English language in children. The objective of the research was to analyze the importance of verbal games in the development of the pronunciation of the English language in third-year children of the of the Unidad Educativa Alfredo Cisneros. The methodology used in the research was based on a quasi-experimental design with a qualitative-quantitative, bibliographical approach and with a correlational scope. As a data collection technique, a checklist for observation was used as an instrument. In addition, the research was applied to two groups (control and experimental) where the population was 35 students for six weeks. The experimental group of students during these weeks used verbal games such as tongue twisters, rhymes, etc., while the control group remained with traditional teaching. Finally, the authors concluded that the linguistic games had a relevant influence on the development of the pronunciation of the English language.

For this reason, it is agreed with the above, that linguistic games are part of the teaching-learning process, since in a global way it stimulates the development of knowledge in the area of English, mainly in pronunciation.

Muwin et. al (2017) carried out an investigation whose main objective was to investigate the effect of the tongue twister strategy on the pronunciation ability of students. The study was done with a sample of 34 first-level English students at Universitas Lambung Mangkurat in Indonesia. With a quasi-experimental approach, since to carry it out the group was divided into two, a control group and an experimental group. The students of the experimental group used the tongue twister to improve their pronunciation, on the other hand, the students of the control group did not apply any strategy to improve their pronunciation. Finally, thanks to this

experimentation, the authors were able to reach the conclusion that the application of the tongue twister in an English class is beneficial, since it is dynamic and in turn helps to better vocalize the phonemes, fluency and motivation to learn the language.

For this reason, it is concluded that the teaching of the correct pronunciation is benefited by the application of the tongue twister as a strategy, because it unconsciously stimulates the vocalization of new phonemes, in a fun and unconventional way, which generates that the process of teaching-learning breaks the traditional scheme.

Finally, the article presented by Szyszka (2016) carried out a study in Poland on the teaching of English pronunciation at different levels, also analyzing the perception and actions of teachers when teaching the correct pronunciation. The main objective of the article was to reflect on the place that pronunciation occupies in the teaching of English as a foreign language (EFL) at different educational levels in Poland. This research had 78 participants with a qualitative approach with a descriptive scope. For data collection, an online survey of EFL teachers from primary, lower secondary, and upper secondary schools in Poland was conducted. The questions focused on the skills and techniques teachers use when teaching pronunciation. Thanks to this, the researchers were able to conclude that teachers use few teaching techniques to teach pronunciation, which means that teachers in Polish public schools at all three educational levels do not emphasize the teaching of pronunciation when teaching the foreign language.

For this reason, there is little research by teachers on techniques that help in the development of pronunciation, since they focus their teaching on reading, writing and listening comprehension, leaving oral expression aside because they are not emphasized. in the correct pronunciation.

With the background presented, it is concluded that the proposed research topic is feasible to be investigated, since there are several studies carried out at a national and international level, mostly focused on the use of tongue twisters as a technique to develop the pronunciation of the English Language. Therefore, this topic of study is

relevant to them, foreign language teachers who seek to teach the correct pronunciation of phonemes need to know what benefits the use of this technique brings to the teaching of English.

## **1.2 Theoretical framework of the independent variable**

### **Communicative language teaching**

Savignon (2018) considers that communicative language teaching is a teaching method, which focuses on activities based on the development of communicative skills and the improvement of the language. However, communicative language teaching includes teaching methods that emphasize communicative rather than grammatical competence. As it is seen, this teaching method focuses on correct oral production and a good pronunciation. In brief, this method is essential to improve pronunciation in students who learn English as a foreign language.

### **Teaching pronunciation strategy**

Werner (2019) mentions that pronunciation teaching is a set of verbal strategies to improve pronunciation. First of all, it is essential to apply pronunciation strategies, as it can help achieve effective communication in the language. On the other hand, when teaching the correct pronunciation, it is difficult, since they are repetitive exercises that can bore the students. That is why teachers use tongue twisters to improve pronunciation in a fun way and at the same time motivate students. For this reason, applying fun strategies such as the tongue twister is essential in an English class. In conclusion the application of verbal games such as tongue twisters is effective in teaching pronunciation. In the next paragraph we will present the influence of verbal games on pronunciation.

### **Verbal games**

Wong (2021) pointed out that verbal games are essential for teaching pronunciation. Since it is an essential item to use in class. It is for them that verbal

games emphasize the playful and creative nature of language, through an exploratory attitude of possible meanings. Therefore, they are tools to motivate and develop language. In short, the verbal game is ideal for teaching pronunciation in a dynamic and effective way.

In other words, verbal or linguistic games are pedagogical tools to stimulate and help the development of fluency and pronunciation. This set of verbal activities are used all over the world by teachers and parents to learn different languages, either the mother tongue or the foreign language.

### **Tongue twister**

According to Porto and Gardey (2021), the tongue twister is a phrase, rhyme or a set of words whose pronunciation is complicated, because it makes it difficult for the tongue of the person trying to pronounce it. It is usually used as a game or as an exercise to achieve an expression or way of speaking that is clear.

The tongue twister is a short textual composition where words, syllables and phonemes are played orally, which at the beginning are difficult to pronounce; so, it takes practice. Tongue twisters, as they are repetitive, help to develop the ability to speak and pronunciation, since words have to be well articulated and each time they are repeated, they do so with greater speed, this makes the child have self-confidence.

Tongue twisters are part of the culture of a society since they have come from generation to generation, tongue twisters are used in children as a textual construction through which language can be explored in a fun way. However, tongue twisters exist in all languages and have the same purpose, so they can be applied to improve the pronunciation and intonation of words in the learning of any language. Also, playing with children and practicing tongue twisters is useful and beneficial in the development of the English language; helping in their agility and reading comprehension, while also helps in speaking ability and correct pronunciation.

In education, the use of games or recreational activities is important as it helps to improve the teaching-learning process of the foreign language, tongue twisters are an excellent way of acquiring speech quickly and accurately, while students have fun learning new vocabulary.

To teach a child a tongue twister, first invite him to observe, listen and repeat orally, using educational material appropriate to his age. After a certain amount of time, the children will identify the central character of the tongue twister and without much difficulty just by observing the image, making the child repeat the tongue twister without mechanically memorizing it.

### **1.3 Theoretical framework of the dependent variable**

#### **English language**

The English language has been considered the most widely used language in the world, that is why many educational institutions integrate it into the curriculum. Mei (2018) affirms that when speaking of English as a foreign language, reference is made to learning a language other than the mother tongue, and that it is not the one used in the student's daily life and the environment in which they carry out their activity. In other words, the English language is fundamental for the linguistic development of students. In conclusion, English is essential in the study plan.

#### **Pronunciation**

Good pronunciation is essential when speaking a language that is not native. According to Bayu and Mustafa (2019), pronunciation is the act or technique of pronouncing a word. Pronunciation consists of a number of different elements. Each of these elements is important and contributes to a speaker's ability to communicate clearly and fluently so that other people can understand them in different situations. Finally, a good pronunciation helps effective communication.

## **English pronunciation**

Formerly the teaching of the English language was based on the learning of grammar rules, reading and writing. The oral part was left aside, however in recent years this has been changing, the Common European Framework of Reference for languages gave greater relevance to the development of oral skills.

According to Hakim (2020), in the process of learning a foreign language, students must acquire and produce a wide range of new sounds, many of them different from their mother tongue. This means that pronunciation plays an essential role for both the development of listening and speaking skills, that is, to understand and be able to respond. Therefore, good pronunciation should be one of the first things to learn in English. Therefore, a student can communicate without having to acquire an advanced vocabulary: simple words are used to say what they want to express. No need for advanced grammar; you can use simple grammatical structures instead. But there is no such thing as "simple pronunciation". If there is not good pronunciation, as a consequence, it would be that others will not be able to understand.

## **Pronunciation strategies**

Pronunciation strategies in an English as a second language class are important as they help improve word articulation. According to Jiang and Cohen (2018), pronunciation strategies are those that facilitate the vocalization of phonemes to students through various verbal games. This means that it is a teaching strategy as an informal instruction process, that is, without emphasizing grammar, giving relevance to the pronunciation or vocalization of words. Finally, pronunciation strategies must be dynamic so that students are interested in improving their pronunciation.

On the other hand, the constant concern of English students about their mispronunciation and not sounding like a native in order to communicate. Due to this, teachers constantly apply pronunciation strategies, letting the student discover the sounds and play with them, since it is an important step in learning the language. That

is why different activities are presented in class such as: Rhymes and songs: These help a lot for the student to become familiar with the phonetic sound of English and copy the sounds by vocalizing them. This strategy is very friendly when applied in classes since songs of the student's preference would be searched.

- Audiobooks: Listening to the reading while the text is being followed is a good way for children to become aware of how words sound, and how these words are pronounced within the sentence.
- Tongue twisters: They are word games that consist of one or several sentences that are difficult to pronounce, because they present internal rhymes or alliterations that require a greater effort in speech. This intrigues the student a lot and in turn causes interest in pronouncing this type of set of words.

In addition, by applying the appropriate techniques and strategies to improve pronunciation, other areas that are complementary to having a correct pronunciation can also be nurtured. For example: accent, intonation, rhythm and use of the individual sounds of a language. It is suggested to copy, heard sounds and phrases to improve pronunciation sub-skills.

- **Stress:** These are sounds that we emphasize in words and sentences that are stressed about it are easier to understand because it involves people's feelings.
- **Intonation:** It is the way in which the pitch of a speaker's voice can be raised or lowered in level as they speak. Intonation is used to make our voice heard.
- **Rhythm:** It is about how we use a combination of stressed and unstressed words in sentences. Emphasizing words while using rhythm can determine where the conversation is going without say it.

## **Objectives**

### **General objectives**

- To determine the effects of tongue twisters in the English language pronunciation.

### **Specific objectives:**

- To describe the theoretical support about using tongue twisters for English pronunciation improvement.
- To evaluate the students' pronunciation before and after the application of the experimental procedure.
- To establish the usefulness of tongue twisters on the English Language pronunciation.

### **1.3 Description of the fulfillment of the objectives**

To achieve the established objectives; In the first place, a bibliographical research was required from the scientific point of view through articles, references and theoretical information that supported the idea of this work. Once the theoretical part was established, the 10th grade students of the UNidad Educativa Gabriela Mistral were used as a population. Second, it was necessary to assess the students' pronunciation when speaking to analyze the results before and after treatment. Therefore, student data was collected through a pretest and a posttest using the speaking section of the KET test. Then, when an overall pretest score was obtained, the researcher carefully planned the activities that lasted 16 sections, in which the tongue twister was used as a technique to improve the students' pronunciation with the accompaniment of the Twistify application. Finally, the usefulness of the tongue twister was evidenced in the post-test results, since the score was high and satisfactory. This, together with the t-test results, revealed an improvement in pronunciation. In this way, the researcher demonstrated the usefulness of the tongue twister.



## CHAPTER II METHODOLOGY

This chapter explains how the research was carried out in the methodological field. In addition, the data collection process and the resources that were used in the investigation. The methodology refers to how a researcher systematically designs a study to guarantee valid and reliable results that respond to the goals and objectives of the research.

### 2.1 Resources

To develop this research, various resources were used, such as: the human resources that were the 26 students of the 10th grade of the Unidad Educativa "Gabriela Mistral" of the city of Latacunga, the research tutor Mg. Edgar Encalada and researcher Gallo Katerin. It is also important to mention that the institutional resources that were the Universidad Técnica de Ambato and the Unidad Educativa "Gabriela Mistral" that provided the facilities to carry out the study in the institution. Finally, the technological resources used were laptops, cell phones, the Internet and applications (Twistify app) that helped to complete the activities in class and thus facilitate learning and practice.

**Table 1**

*Types of resources*

Resources	
Human Resources	Research Tutor Researcher Participants
Institutional Resources	Unidad Educativa "Gabriela Mistral"
Materials	Technological Materials (Cellphone, laptop) Twistify app Online articles Cambridge Standardized Speaking Test Rubric

**Note:** This table shows the types of resources that were used for the investigation.

### **2.1.2 Procedure**

To begin with, it was necessary to apply a pre-test to the 10th grade students of the Unidad Educativa “Gabriela Mistral”. The research instrument used was the KET test designed by Cambridge (Speaking Test); this was selected because it was the most appropriate for their age and the level of knowledge of the English language of the students. On the other hand, this test allowed the researcher to measure the level of pronunciation and fluency that the student has through a rubric. This test consisted of two parts, the first part the students interacted verbally with the teacher answering the questions that the teacher did in that moment. While in the second part, the teacher showed an image to two students, after seeing the image the students talk to each other about what they see in the image. The students took this test in person with an approximate time of 8 to 10 minutes, it should be noted that it was enough time for the students to answer the questions of the two parts of the test. Finally, when the students completed the test, the researcher collected the test that was the evidence for the study, and later the scores obtained were given to each student.

For the application, the researcher first presented the meaning of the tongue twister and explained its benefits such as improving their pronunciation and fluency when speaking English. In addition, the applications were in face-to-face classes with small sessions of 15 minutes 4 times a week for 4 weeks.

The researcher's activities were planned in small sessions of 10 to 15 minutes. The activities were focused on the tongue twisters that were leveled up as the students demonstrated improvement in the ability to pronounce the tongue twisters fluently. To do this, the first session a new tongue twister was presented, the researcher read it aloud and then asked the students about the new vocabulary. Then the researcher invited the students to try to recite the student's tongue twister and to measure their level of pronunciation, the Twistify app was used as a level measurement instrument. The Twistify app grades by a percentage from 0% to 100% where 0% means that you do not have a good pronunciation in reciting the tongue twister and 100% indicates an excellent pronunciation of the tongue twister.

Finally, to conclude the application of the tongue twister treatment to improve

pronunciation with 16 sessions that lasted 4 weeks. A Cambridge level A2 Speaking post-test was applied to 10th grade students, which is taken in person and lasts approximately 8 to 10 minutes. It is important to emphasize that in order to obtain true and precise results of the investigation, the test was not manipulated or modified. At the end of the test, the students were informed about their progress and a contrast was made between the first test and the last one after the treatment had been applied.

## **2.2 Methods**

### **2.2.1 Research approach**

#### **Quasi-experimental design**

According to Rogers and Revesz (2019), the purpose of the quasi-experimental design is to test the relationship and influence that exists between the independent variable, in this case the tongue twister, with the dependent variable, the pronunciation of the English language in EFL students, this happens because the independent variable is deliberately manipulated to observe its effect and relationship with the dependent variable.

This research was based on this design since the main objective was to know the effect of tongue twisters in improving pronunciation in students. On the other hand, this study had an intact group (10th grade) in which a pre-test was applied, 16 treatments using the tongue twister as a strategy to improve production and finally a post-test to obtain the study data.

### **2.3 Research modality**

#### **2.3.1 Research approaches**

The research has a qualitative-quantitative approach, that is, quantitative and qualitative. According to Hammersley (2017), it is considered qualitative because its objective is the description of the qualities of the investigated phenomenon, that is, the problem posed is analyzed; and quantitative because it was used for the collection,

analysis and interpretation of the data obtained numerically, within the field of statistics.

### **2.3.2 Field research**

Field research is characterized by collecting data directly from reality and allows obtaining direct information in relation to a problem (Crump, 2020). The field research of this investigation was carried out in the Unidad Educativa “Gabriela Mistral” where 10th grade students were subjected to observation during 16 treatment sessions for the improvement of the English language pronunciation using the tongue twister technique.

### **2.3.3 Bibliographic research**

Allen (2017) explained that an investigation is based on the reliability of the data, the information collected on other resources and the subsequent analysis given to the documents found. Therefore, in order to carry out the research, information was collected from books, articles, master's and doctoral theses, magazines, and the Internet, among others. Since it is important for the researcher to analyze the information on the subject. On the other hand, the research work depended on the researcher's ability to collect data and take clear notes in order to properly carry out the study research.

## **2.4 Level or type of research**

### **Exploratory level**

According to Swedberg (2020), this type of research is used to investigate a problem that is not well defined and is carried out to have a clearer idea about the problem to be investigated. This research also sought to investigate to have a clearer idea about the topic and at the same time the researcher explores different aspects related to the topic, it was possible to understand better and provide more research data for future research related to the topic, in this case related to tongue twisters and improvement of the pronunciation of the English language.

## 2.5 Population

The present investigation had 26 students of 10th grade of the Unidad Educativa Gabriela Mistral of the city of Latacunga during the period 2021 - 2022, which served as the basis for collecting the required information. It was divided into 12 females and 14 males with ages between 14 and 15 years. To apply the treatment, the whole group participated.

**Table 2**

*Population*

<b>Population</b>	<b>Number of students</b>	<b>Percentage</b>
Female	12	46%
Male	14	54%
Total	26	100%

**Note:** This table shows the population of students of Unidad Educativa "Gabriela Mistral"

## 2.6 Hypothesis

### **Alternate hypothesis**

The tongue twister influences pronunciation in 10th grade EFL students of the Unidad Educativa Gabriela Mistral during the school year 2021-2022.

### **Null hypothesis**

The tongue twister does not influence pronunciation in 10th grade EFL students of the Unidad Educativa Gabriela Mistral during the school year 2021-2022.

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

In this chapter, the results of the data obtained through the application of the pre-test and post-test were analyzed which took place to 16 interventions to 26 students of the 10th grade at Unidad Educativa "Gabriela Mistral", where the impact that the research had on the development of the pronunciation of the English language of the students through the application of the tongue twister strategy can be evidenced. The results obtained in the investigation are presented through tables and graphs to carry out the analysis and interpretation of the results.

The pre-test and post-test KET sample test designed by Cambridge (Speaking Test) were graded out of 10 points, since they were divided into 4 parts to assess the students' pronunciation and fluency.

The first table shows the results of the application of the pre-test to the students that was grade out of 10 points. While the second table shows the results of the application of the post-test, this test was applied after finishing the intervention process. Finally, each table has a graph and respective analysis and interpretation of it.

A comparison table between the pre-test and post-test is shown where the progress of the application of the tongue twister strategy is observed to improve the pronunciation of the English language.

Finally, the null and alternative hypotheses are verified, using the SPSS software through the T statistical test.

#### **Table 3.**

*Pre-test results.*

Score	Frequency	Percentage
5.0	3	11.6%
5.6	4	15.4%
6.0	6	23%
6.5	6	23%
6.8	3	11.6%
7.0	2	7.7%
7.5	2	7.7%
TOTAL	26	100%

**Note:** This table shows student scores from pre-test over 10 points.

**Table 4.**

*Post-test results.*

Score	Frequency	Percentage
9	7	27%
9.5	6	23%
9.6	8	31%
10	5	19%
TOTAL	26	100%

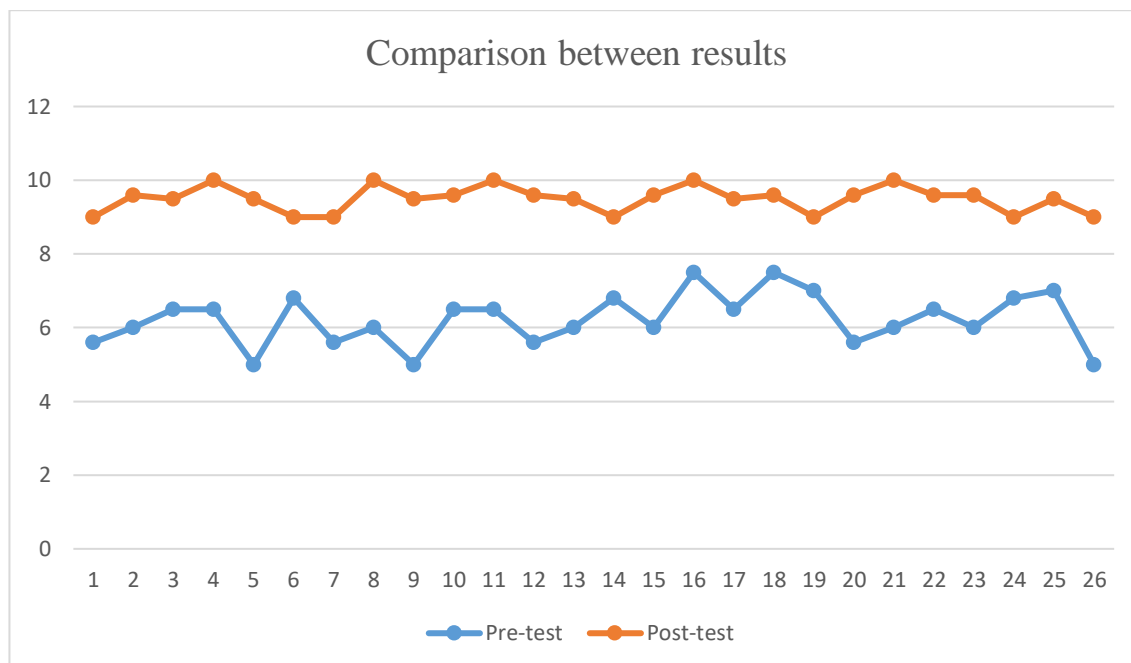
Note: This table shows students scores from post-test over 10 points.

### 3.2 Data interpretation

#### 3.2.1 Pre-test and post-test individual grade

**Figure 1.**

*Results of pre-test and post-test over 10*



**Fig.:** Comparison of results between the pre-test and post-test. Elaborated by Gallo K, 2022.

### **Analysis and interpretation**

As can be seen in Figure 1, 26 students of tenth grade took the pre-test and the post-test where it shows a difference between them. The grades of the two tests are graded out of 10 points, in the pre-test the lowest grade is 5 points and the highest is 7.5. Meanwhile, in the post-test results show that the lowest score is 9 and the highest is 10 points.

The analysis of the results shows that the students improved their grades when the tongue twister was introduced in the classes as a strategy to improve pronunciation. In the pre-test, the students presented low grades because in the English classes no strategies were used to teach the correct pronunciation. However, after the application of the tongue twister, the students began to practice and progressively improve their pronunciation, this helped the students improve their grades, which are reflected in the results of the post-test.



### 3.2.2 Pre-test and post-test average

**Table 5.**

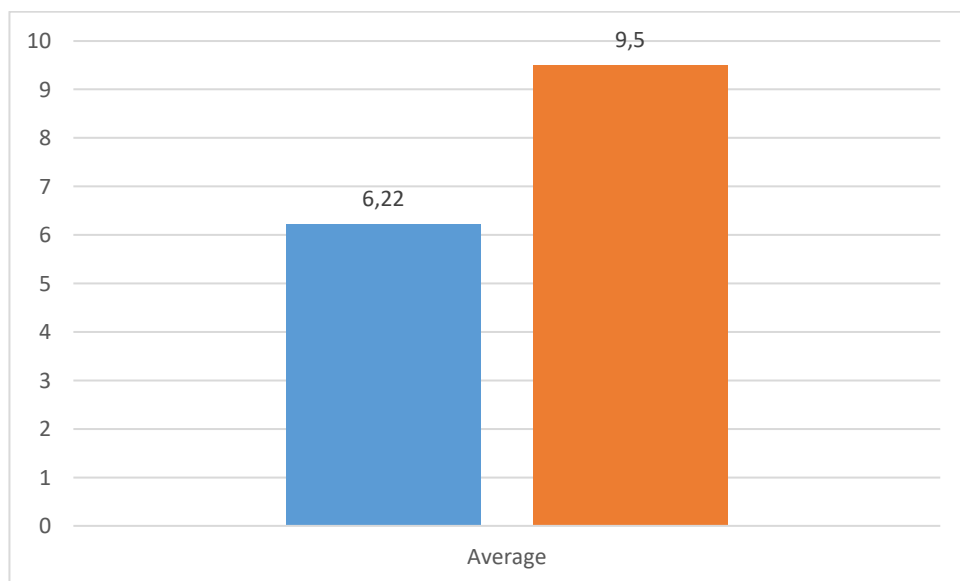
*Pre-test and post-test average and difference*

Results	Pre-test	Post-test	Difference
Average	6,22	9,5	3,28

**Note:** The table shows the difference between pre- and post-test results.

**Figure 2.**

*Average scores of pre-test and post-test*



**Fig.:** Difference between the pre-test and post-test student's results. Elaborated by Gallo.K, 2022

### Analysis and interpretation

Table 5 and Figure 2 show the average and the difference between the pre-test and post-test. The average in the pre-test was 6.22 points out of 10, while the average in the post-test was 9.5 points out of 10 and the difference between the two tests was 3.28 points. According to the results, the use of tongue twisters as a strategy to improve pronunciation is useful and effective.

### 3.2 Verification of Hypothesis

The data collected from this research was analyzed by the statistical software SPSS through the application of the T-student statistics.

#### Null hypothesis

The tongue twister does not influence pronunciation in 10th grade EFL students of the Unidad Educativa Gabriela Mistral during the school year 2021-2022.

#### Alternate hypothesis

Tongue twister influences pronunciation in 10th grade EFL students of the Unidad Educativa Gabriela Mistral during the school year 2021-2022.

#### Shapiro Wilk - normality test

**Table 5.**

*Shapiro Wilk- normality test*

	Statistical	df	Sig.
Pre_test	.945	4	.683
Post_test	.729	4	.024

**Note:** Table 5 shows the normality that is considered acceptable since the value is greater than 0.05

#### Analysis and interpretation

In Table 5 it was necessary to use the Shapiro test to obtain the results of the normality test. The Shapiro test was performed since the population is less than 50, this means that the scale is less than 0.05, for this reason, the T-test was performed to validate the hypothesis.

#### T-test – Paired samples statistic

**Table 6.**

*T-test -- Paired samples statistics*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test	6.00	4	.816	.408
	Post_test	9.50	4	.577	.289

**Note:** Table 6 shows the difference between the pre- and post-test results.

**Analysis and interpretation**

According to table 6 shows the results of the pre-test and the post-test. The means of the pre-test indicate a result of 6, however the result of the means of the post-test is 9.5. Therefore, it can be said that the post-test results are higher than the pre-test results since the mean differences are significant.

**Paired samples test**

**Table 7.**

*Paired sample test*

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Two-Sided p
				Lower	Upper			
<b>Pair 1 Pre_test</b>	-3.500	1.000	.500	-5.091	-1.909	-7.000	3	.006
<b>Post_test</b>								

**Note:** The table shows that the hypothesis becomes true since the two-sided Sig is less than 0.05.

**Analysis and interpretation**

The Paired sample test (T-test) was executed where the alternative hypothesis could be validated and accepted and the null hypothesis was rejected. Since the result of Sig. was 0.006 is less than 0.05. According to the results obtained, the null hypothesis is rejected and the alternative hypothesis is accepted. For this reason, it can be concluded that the use of tongue twisters as a strategy to improve pronunciation has a positive influence on the tenth grade students of the Unidad Educativa Gabriela Mistral during the school year 2021-2022.

### **3.3 Discussion of results**

In this research, it is confirmed that the strategy of using tongue twisters to improve the pronunciation of the English language is effective through the comparison of the results of the pre-test and the post-test. In the same way, it was found that the strategy of using the tongue twister is adequate to improve the pronunciation of the language and the development of fluency when having a conversation.

The results of the research are based on the research by Pinargote and Intriago (2022), where they allude to the fact that the use of tongue twisters helps to develop phonological awareness, improves pronunciation, stimulates creativity, generates confidence and motivation, and helps to acquire greater fluency when speaking. At the same time, it is a friendly strategy for students and teachers that allows them to focus on the pronunciation of the language they are learning.

According to Jinez et. al (2018) indicates that most teachers neglect the practice of pronunciation, due to ignorance of methodologies or strategies that call the attention of the student to practice it. Consequently, students are unmotivated or frustrated to learn a second language. For this reason, this research was in charge of the usefulness of applying strategies to motivate students in the correct pronunciation of the language, in this case the tongue twister was used.

Through the application of the tongue twister as a strategy in the classroom, the results were positive, since it was found that the students were motivated and interested in improving their pronunciation.

## **CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS**

## 4.1 Conclusions

In relation to the objectives proposed in the investigation and the results derived from the applied investigative instruments, it can be concluded that:

- The students improved their pronunciation after applying the treatment through tongue twister activities, this was verified when the research data was analyzed. Therefore, the general objective was confirmed, which emphasized that the tongue twister strategy has a positive effect on the improvement of pronunciation.
- As far as general knowledge is concerned, pronunciation development depends on how the tongue twister strategy is used. Therefore, this research presents the tongue twister as a strategy to improve pronunciation. Since the tongue twister stimulates and motivates students to practice pronunciation through word games, which consist of one or more phrases that are difficult to pronounce. In addition, the tongue twister was introduced in the class as a playful strategy to build an environment where students can have fun and make mistakes while learning the correct pronunciation of English.
- Figure 1 shows that participants were tested using the KET speech section test before and after treatment. The result showed low grades in the pre-test because strategies to improve pronunciation were not used in English classes. Subsequently, 16 sessions of tongue twister activities were applied, observing a significant advance per pronunciation session. Finally, a post-test was applied, where the result was favorable, thus demonstrating that the strategy was effective in improving pronunciation.
- Finally, it is important to mention that the tongue twister strategy has proven to be useful in pronunciation; As the data collected from the pre-test showed, initially, the students had some pronunciation problems. However, the post-test scores showed the progress of the students at the end of the application of the strategy, since the students were motivated to improve their pronunciation

by the influence of the tester. This is evidenced in the post-test, since the score was high and satisfactory. These, together with the results of the T-test, revealed an improvement in pronunciation. In addition, the relevance of the strategy applied during a daily lesson was known. This leaves no doubt to start using it as a reliable activity in the next class, to positively influence students' knowledge of correct pronunciation.

#### **4.2 Recomendaciones**

- In order to have a positive effect of the tongue twister technique in improving pronunciation in the English language, the teacher must pay more attention to the oral production of the students. For this reason, it is suggested to apply strategies such as tongue twister to motivate the student in the practice of it.
- To describe an adequate use of tongue twisters as a strategy to improve pronunciation, it is recommended to apply it in the English class in small sections of no more than 10 minutes. Since this allows the student to feel comfortable and motivated when vocalizing and pronouncing words in English.
- To identify pronunciation deficiency in students of English as a foreign language, it is recommended to carry out pronunciation assessments that focus on it. It is essential to pay attention to the pronunciation, since it will avoid fossilizing the words and it will be possible to see the progress of the students in the correct articulation of the words.
- Finally, for future research on the subject, it can be suggested that it is important to apply the strategy of the tongue twister aloud since in this way, the students will identify the phonological sounds more easily. In addition, it will help to correct the pronunciation error immediately, helping the student to improve the vocalization of the word or phoneme.

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## **ANNEXES**

### **Annex 1: Approval**



UNIDAD EDUCATIVA  
"GABRIELA MISTRAL"  
Latacunga-Ecuador

Oficio No. 51-UEGM-R-2022  
Latacunga, 14 de abril del 2022

Doctor  
Marcelo Núñez  
Presidente de la Unidad de Titulación  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación  
Presente.

De mi consideración:

Yo, MSc. Olga Genoveva Segovia Bustillos con cédula de identidad Nro. 0502049463 en calidad de Rectora de la Unidad Educativa "Gabriela Mistral" Código AMIE 05H0038, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "TONGUE TWISTERS AND ENGLISH LANGUAGE PRONUNCIATION" propuesto por la señorita Katerin Mabel Gallo Gallo, portadora de la cédula de ciudadanía Nro. 0504301797, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

  
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**Annex 2: Pre and post-test**

**Test 1**

**Part 1 (3-4 minutes)**

*Phase 1*  
**Interlocutor**

<i>To both candidates</i>	Good morning / afternoon / evening. Can I have your mark sheets, please?  <i>Hand over the mark sheets to the Assessor.</i>  I'm ....., and this is .....
<i>To Candidate A</i>	What's your name?
<i>To Candidate B</i>	And what's your name?

		<b>Back-up prompts</b>
	<b>B</b> , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?  Thank you.	Do you live in ... (name of district / town etc.)?
	<b>A</b> , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?  Thank you.	Do you live in ... (name of district / town etc.)?

*Phase 2*

**Interlocutor**

Now, let's talk about **friends**.

**A**, how often do you see your friends?

What do you like doing with your friends?

**B**, where do your friends live?

When do you see your friends?

**Extended Response**

Now **A**, please tell me something about one of your friends.

**Interlocutor**

Now, let's talk about **home**.

**B**, who do you live with?

How many bedrooms are there in your house / flat?

**A**, where do you watch TV at home?

What's your favourite room in the house?

**Extended Response**

Now, **B**, please tell me something about the things you like doing at home, at the weekends.

**Back-up prompts**

Do you see your friends every day?

Do you like going to the cinema?

Do your friends live near you?

Do you see your friends at weekends?

**Back-up questions**

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

**Back-up prompts**

Do you live with your family?

Are there three bedrooms in your house / flat?

Do you watch TV in the kitchen?

Is your bedroom your favourite room?

**Back-up questions**

Do you like cooking at the weekends?

Do you play computer games at the weekends?

What did you do at home, last weekend?

Do you like these different places to eat?



### **Annex3: Activities**

#### **ACTIVITY 1: Introduction of the tongue twister**

**Topic:** Tongue twister introduction class

**Objectives:**

- Assess students' pronunciation.
- Enjoy the repetition of tongue twisters.
- Self-assess the result of the activity.

**Level:** A2

**Grade :**10<sup>th</sup>

**Resources:**

- Images
- Markers
- Twistify app

**Procedures**

- Introduce the class with the question "Does anyone know what a tongue twister is?"
- Write on the board the brainstorm about what a tongue twister is
- Teacher shows images of tongue twisters that are stuck on the blackboard.
- Students read the tongue twisters and ask unknown vocabulary questions.
- Then, the teacher reads and pronounces very slowly to familiarize the students with the correct vocalization of the words.
- The teacher explains the meaning word by word.
- After the explanation, the teacher recites the tongue twister again loud and clear.
- Later, the teacher asks the students to repeat the tongue twister after him.
- Finally, students have 3 minutes to practice.

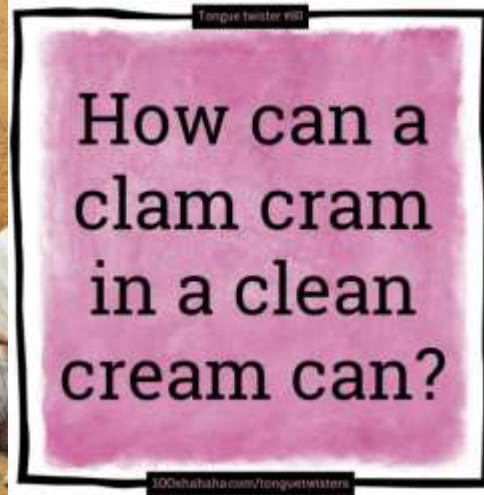
**Assessment:**

The class is divided into 8 groups, each group has 5 minutes to give themselves a

nickname and choose the student to represent them in the tongue twister contest. The student who pronounces faster and clearer is the winner. To measure pronunciation and fluency, the Twistify app will be used.

## ANNEXES

### Resources



### Class evidence





## ACTIVITY 2: Tongue twister contest

**Topic:** A tongue twister contest

**Objectives:**

- Assess students' pronunciation.

**Level:** A2

**Grade :**10<sup>th</sup>

**Resources:**

- Images
- Markers
- Twistify app
- Stickers

**Procedures**

- Divide the class into 8 groups of 3 or 4 students.
- A representative of each group has to participate in the contest by reciting the tongue twister that they have.
- The contestant who best pronounces the tongue twister will receive a sticker.
- The team with more stickers will be the winner.

**Assessment:**

The student who pronounces faster and clearer is the winner. To measure pronunciation and fluency, the Twistify app will be used.

**Resources**

Twistify app



### Class evidence



### **ACTIVITY 3: Filing the gap with missing Word**

**Topic: Filing the gap with missing Word**

**Objectives:**

- Improve verbal expression.
- Enjoy the repetition of tongue twisters.
- Self-assess the result of the activity.

**Resources:**

- Images
- Worksheet
- Level 1 tongue twisters.

**Procedures**

- Students receive a worksheet where they write in the blank with the missing word.
- There are two tongue twisters ("Red truck, yellow truck" and "Sell shells by the seashore")
- Then the student will devise the unknown vocabulary with the class.
- Read until memorizing the small basic level works.

**Assessment:**

- Practice the tongue twister at home to improve fluency and pronunciation

**ANNEX**

**Resources**

Worksheet

## Tongue Twister

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

Filling the gap with the missing word

1. Red \_\_\_\_\_ lorry.



2. She sells \_\_\_\_\_ by the \_\_\_\_\_.



## Class evidence



## **ACTIVITY 4: The tongue twister race**

**Topic:** The tongue twister race

**Objectives:**

- Assess the pronunciation and fluency of students.

**Level:** A2

**Grade :**10<sup>th</sup>

**Resources:**

- Tongue twister leve 1
- Timer
- Twistify app

**Procedures**

- Remember the tongue twisters from the previous class twisters ("Red truck, yellow truck" and "Sell shells by the seashore)
- Practice together to clarify doubts about vocabulary or pronunciation.
- Divide the class into 8 groups of 3 or 4 students.
- Make a draw to decide which group goes first.
- All the members of the first group try to say the tongue twisters as fast as possible.
- All groups try to pronounce the tongue twister in the shortest possible time.
- The group that pronounces the tongue twister in less time will be the winner.

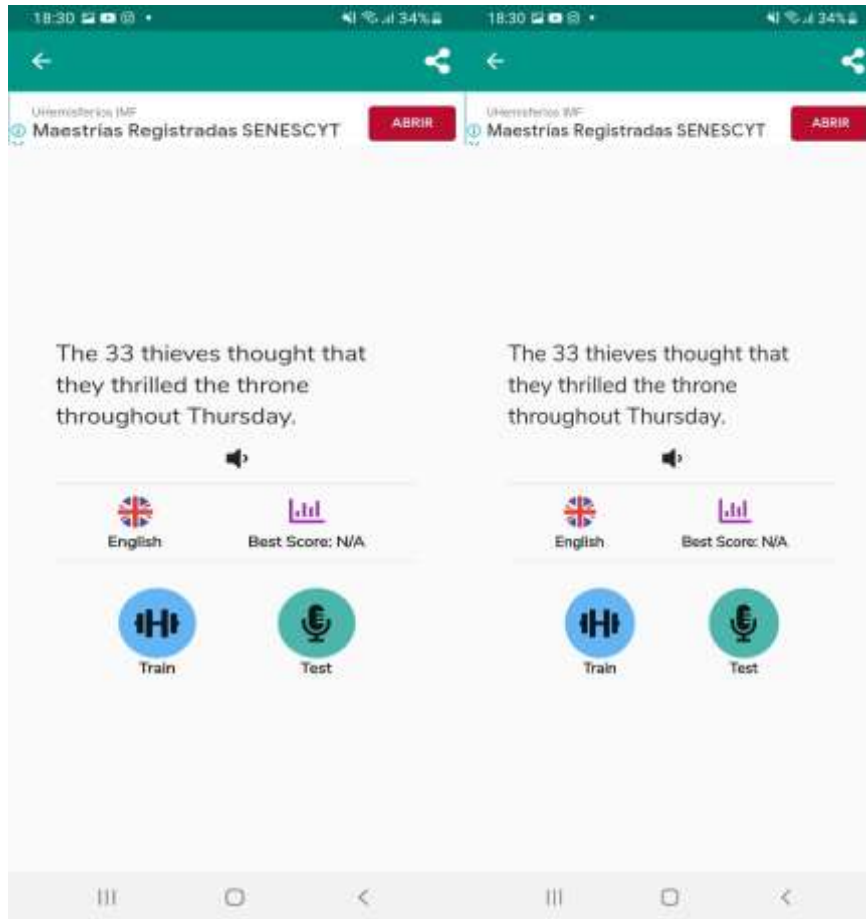
**Assessment:**

The student who pronounces faster and clearer is the winner. To measure pronunciation and fluency, the Twistify app will be used

## ANNEXES

### Resources

Twistify app



### Class evidence



## ACTIVITY 5: The tongue twister trio

**Topic:** The tongue twister trio

### Objectives:

- Recognize the characteristics of a tongue twister.
- Improve verbal expression.
- Enjoy the repetition of tongue twisters.
- Self-assess the result of the activity.

**Level:** A2

**Grade :**10<sup>th</sup>

### Resources:

- Images
- Markers
- Twistify app
- Level 1 tongue twisters.

### Procedures

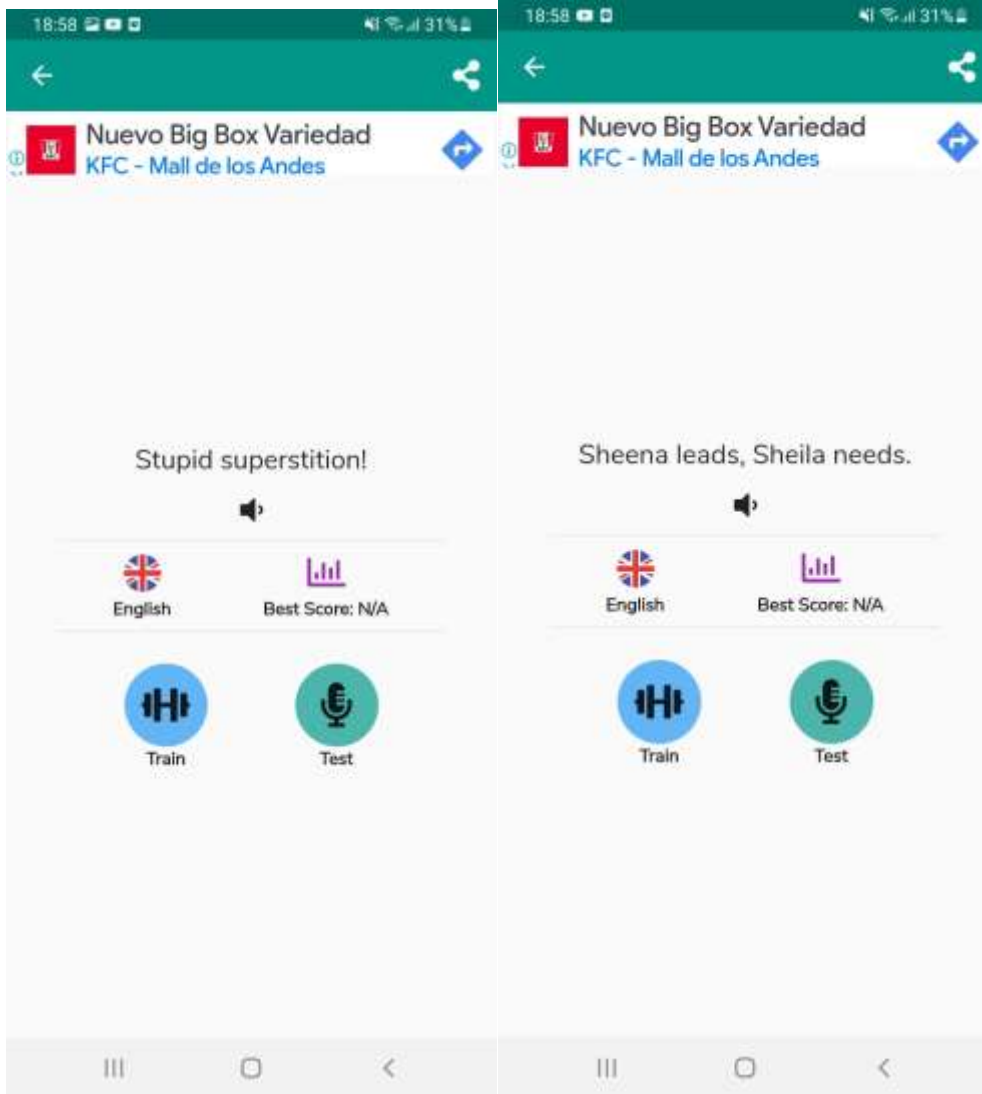
- Ask the student to read the tongue twisters in the App: *"Sheena leads, Sheila needs"*; *"Stupid superstition."* and *"Pirate private property"*.
- Read them, have him repeat them several times, increasing speed.
- Suggest that he pick one of the three to memorize. To do this, the student must repeat it several times out loud until the student learns it.
- Once the student has memorized it, suggest that they repeat it faster and faster.
- Finally, students use the app to measure their fluency and pronunciation.

### Assessment:

Practice the tongue twister at home to improve fluency and pronunciation.

### Resources

Twistify app





## ACTIVITY 6: The tongue twister race

**Topic:** The tongue twister race

**Objectives:**

- Assess the pronunciation and fluency of students.

**Level:** A2

**Grade :**10<sup>th</sup>

**Resources:**

- Level 1 tongue twisters
- Timer
- Twistify app

**Procedures**

- Divide the class into 8 groups of 3 or 4 students.
- Make a draw to decide which group goes first.
- All the members of the first group try to say the tongue twisters ( *"Sheena leads, Sheila needs "*; *"Stupid superstition. "* and *"Pirate ´private property "*.) as fast as possible.
- All groups try to pronounce the tongue twister in the shortest possible time.
- The group that pronounces the tongue twister in less time will be the winner.

**Assessment:**

The student who pronounces faster and clearer is the winner. To measure pronunciation and fluency, the Twistify app will be used.

**Class evidence**



### **ACTIVITY 7: The broken phone game**

**Topic:** The broken phone game

**Objectives:**

- Improve listening and pronunciation.

**Level:** A2

**Grade :**10<sup>th</sup>

**Resources:**

- Level 2 tongue twisters
- Pencil
- Paper

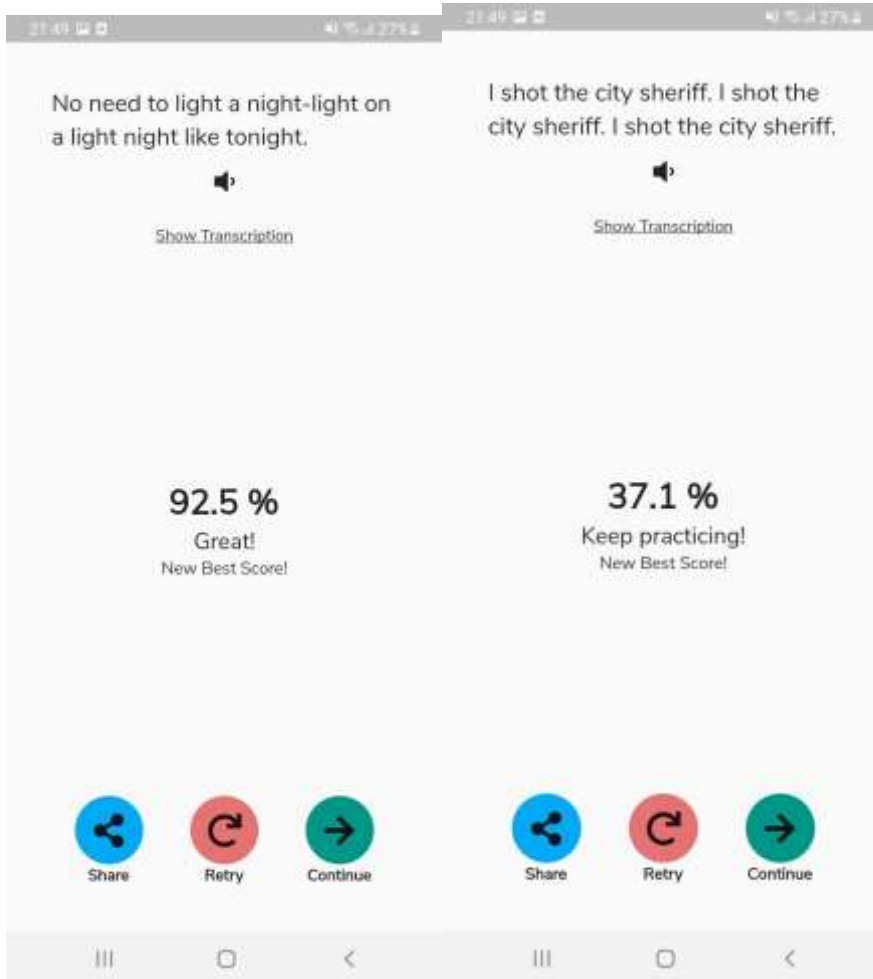
**Procedures**

- Divide the class into 3 groups
- The teacher says a tongue twister (*‘No need to light a night-light on a light night like tonight ‘I shot the city sheriff. I shot the city sheriff. I shot the city sheriff ‘; ‘there was minimum of cinnamon in the aluminium pan’*) to one person in each group.
- The student must memorize and go on to the next person, whispering in the ear saying the tongue twister that the teacher told him or her.
- The next student must say what he heard to his next partner and so on until the last person receives the message. Finally, the last person to hear the message has to stand up and say what he hears.

## ANNEXES

### Resources

#### Twistify app



#### Class evidence



## ACTIVITY 8: The tongue twister race

**Topic:** The tongue twister race

**Objectives:**

- Assess the pronunciation and fluency of students.

**Level:** A2

**Grade :**10<sup>th</sup>

**Resources:**

- Tongue twister leve 2
- Timer
- Twistify app

**Procedures**

- Remember the tongue twisters from the previous class twisters (*'No need to light a night-light on a light night like tonight 'I shot the city sheriff. I shot the city sheriff. I shot the city sheriff*)
- Practice together to clarify doubts about vocabulary or pronunciation.
- Divide the class into 8 groups of 3 or 4 students.
- Make a draw to decide which group goes first.
- All the members of the first group try to say the tongue twisters as fast as possible.
- All groups try to pronounce the tongue twister in the shortest possible time.
- The group that pronounces the tongue twister in less time will be the winner.

**Assessment:**

The student who pronounces faster and clearer is the winner. To measure pronunciation and fluency, the Twistify app will be used

## Class evidence



### **ACTIVITY 9: Decipher the tongue twister**

**Topic: Decipher the tongue twister**

#### **Objectives:**

- Improve verbal expression.
- Enjoy the repetition of tongue twisters.
- Self-assess the result of the activity.

**Level: A2**

**Grade :10<sup>th</sup>**

#### **Resources:**

- Level 2 tongue twisters
- Pencil
- Paper
- Worksheet

#### **Procedures**

- Student reads worksheet
- Order the words in the worksheet
- Then read the tongue twister that I formed by ordering the lapabres
- Repeat several times to improve pronunciation and fluency.





## ANNEXES

### Resources

Twistify app

### Tongue Twister

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

UNSCRAMBLE THE TONGUE TWISTERS	
1	The - rat - big - sat - fat cat - on -the.
	
2	asleep - Six - sheep - silly - still
	
3	bubbles - Billy - blue - blows -big
	
4	silly - Sixty- simply- sisters- singing
	

## **ACTIVITY 10: Decipher the tongue twister Part 2**

### **Topic: Decipher the tongue twister part 2**

#### **Objectives:**

- Improve verbal expression.
- Enjoy the repetition of tongue twisters.

**Level:** A2

**Grade :**10<sup>th</sup>

#### **Resources:**

- Images
- Tongue twister level 2
- Twistify app
- Stickers

#### **Procedures**

- Remember the tongue twisters from the previous class.
- Practice together to clarify doubts about vocabulary or pronunciation.
- Divide the class into 8 groups of 3 or 4 students.
- A representative of each group has to participate in the contest by reciting the tongue twister that they have.
- The contestant who best pronounces the tongue twister will receive a sticker.
- The team with more stickers will be the winner.

#### **Assessment:**

The student who pronounces faster and clearer is the winner. To measure pronunciation and fluency, the Twistify app will be used.

## Class evidence



### **ACTIVITY 11: The tongue-tied contest**

**Topic:** The tongue-tied contest

**Objectives:**

- Assess the pronunciation and fluency of students.
- Assess students' pronunciation.
- Learn new vocabulary

**Level:** A2

**Grade :**10<sup>th</sup>

**Resources:**

- Level 2 tongue twisters
- Timer
- Twistify app



## Procedures

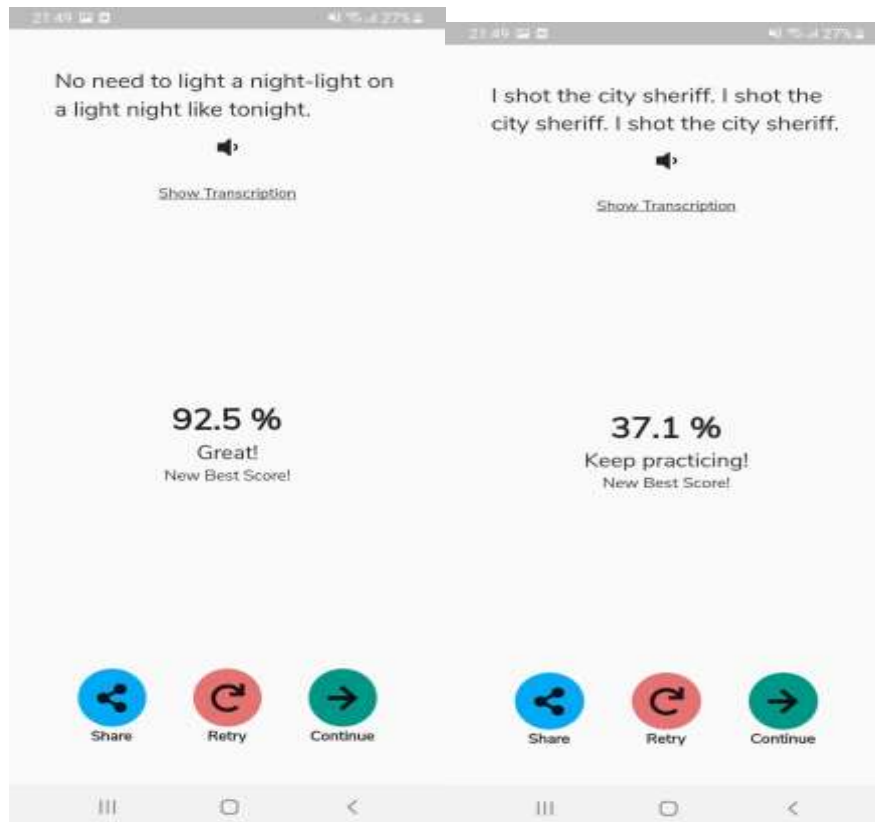
- Divide the class into 8 groups of 3 or 4 students.
- Make a draw to decide which group goes first.
- All the members of the first group try to say the tongue twisters (*‘No need to light a night-light on a light night like tonight ‘I shot the city sheriff. I shot the city sheriff. I shot the city sheriff ‘; ‘there was minimum of cinnamon in the aluminium pan’*) as fast as possible.
- All groups try to pronounce the tongue twister in the shortest possible time.
- The group that pronounces the tongue twister in less time will be the winner.

## Assessment:

The student who pronounces faster and clearer is the winner. To measure pronunciation and fluency, the Twistify app will be used.

## Resources

Twistify app



## Class evidence



### **ACTIVITY 12: Match the tongue twister with the picture**

**Topic:** Match the tongue twister with the picture

**Objectives:**

- The student will be able to relate the picture with the tongue twister.
- Improve fluency and pronunciation

**Level:** A2

**Grade :**10<sup>th</sup>

**Resources:**

- Tongue twister Level 3
- Twistify app
- Worksheet

**Procedures**

- Students must read the worksheet provided by the teacher
- Match the picture with the tongue twister
- Review new vocabulary
- Review with the teacher the correct pronunciation of the tongue twister.

- Verbally repeat the tongue twister so that the student memorizes it.

**Assessment:**

Study the tongue twisters for the next class, as we will have a tongue twister contest.

**ANNEXES**

**Resources**

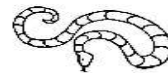
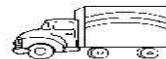
**Worksheet**

**Fox in Socks**

**Tongue Twisters**

**1. Match the tongue twister with its picture.**

1. I scream, you scream, we all scream for ice cream!
2. Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't very fuzzy, was he?
3. Popcorn popped with a loud pop.
4. She sells sea shells by the sea shore.
5. A tricky frisky snake with sixty super scaly stripes."
6. Zero zebras zig zagged into the zoo.
7. Red lorry, yellow lorry.



**Class evidence**



## **ACTIVITY 13: The tongue-tied contest**

**Topic:** The tongue-tied contest

### **Objectives:**

- Assess the pronunciation and fluency of students.
- Assess students' pronunciation.
- Learn new vocabulary

**Level:** A2

**Grade :**10<sup>th</sup>

### **Resources:**

- Level 3 tongue twisters
- Timer
- Twistify app

### **Procedures**

- The students and the teacher will remember the correct pronunciation of the tongue twisters.
- The teacher will clarify doubts about the pronunciation.
- Students will have 3 minutes to review the tongue twister individually.
- Divide the class into 8 groups of 3 or 4 students.
- Make a draw to decide which group goes first.
- All the members of the first group try to say the tongue as fast as possible.
- All groups try to pronounce the tongue twister in the shortest possible time.
- The group that pronounces the tongue twister in less time will be the winner.

### **Assessment:**

The student who pronounces faster and clearer is the winner. To measure pronunciation and fluency, the Twistify app will be used.

**ACTIVITY 14: Look at the image and guess what tongue twister it is.**

**Topic:** Look at the image and guess what tongue twister it is.

**Objectives:**

- Assess students' pronunciation.
- Learn new vocabulary

**Level:** A2

**Grade :**10<sup>th</sup>

**Resources:**

- Tongue twister Level 3
- Pinture
- Twistify app
- Timer

**Procedures**

- Present the image in class where the main character of the tongue twister is.
- Students guess what the tongue twister is about.
- Then the teacher gives the tongue twister to the students so they can read it.
- Students read the tongue twisters and ask unknown vocabulary questions.
- Teacher reads and pronounces very slowly to familiarize the students with the correct vocalization of the words.
- The teacher explains the meaning word by word.
- After the explanation, the teacher recites the tongue twister again loud and clear.
- Later, the teacher asks the students to repeat the tongue twister after him.
- Finally, students have 3 minutes to practice

**Assessment:**

The class is divided into 8 groups, each group has 5 minutes to give themselves a

nickname and choose the student to represent them in the tongue twister contest. The student who pronounces faster and clearer is the winner. To measure pronunciation and fluency, the Twistify app will be used.

## ANNEXES

### Resources

Worksheet



## ACTIVITY 15: Peter Piper Marathon

**Topic:** Peter Piper Marathon

### Objectives:

- Assess students' pronunciation.
- Assess the fluency of students.

**Level:** A2

**Grade :**10<sup>th</sup>

### Resources:

- Images
- Markers
- Twistify app
- Candy

**Procedures**

- Divide the class into 8 groups of 3 or 4 students.
- A representative of each group has to participate in the marathon by reciting and try to say the tongue twisters as fast as possible.
- The group that takes the shortest time with a good pronunciation of the tongue twister will be the winner.
- The winning team will receive candy.

**Assessment:**

Practice the tongue twister at home to improve fluency and pronunciation.

**ACTIVITY 16: Three level quiz****Topic: Three level quiz****Objectives:**

- Assess students' pronunciation.
- Assess the fluency of students.

**Level:** A2

**Grade :**10<sup>th</sup>

**Resources:**

- Level 1, 2 and 3 tongue twisters
- Timer
- Twistify app
- Candy

**Procedures**

- Divide the class into 8 groups of 3 or 4 students
- Each group has 5 minutes to read and review the new vocabulary.
- Each group has 3 minutes to clear pronunciation doubts.
- The group that takes the shortest time with a good pronunciation of the tongue twister will be the winner.
- The winning team will receive candy.

**Assessment:**

- Practice the tongue twister at home to improve fluency and pronunciation

**ANNEXES**


**Resources**


**Worksheet**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_


**Tongue Twister Challenge!**


**Easy:**

1. The first firefly flew fast.  
ホタル 


2. Three big blue birds in a birdbath.  
小鳥の水浴び用水盤 


**Medium:**

3. The big black bug bit a big black bear.  
昆虫 かみついた 

4. She sells seashells by the seashore.  
貝殻 海岸 

**Hard:**

5. How much wood could a woodchuck chuck if a woodchuck could chuck wood?  
森 きつつき つつく 

6. Peter Piper picked a peck of pickled peppers.  
餡コリトル 酢付けの 

ISLCollective.com

**Class evidence**





## Annex 4: Urkund Report



### Document Information

Analyzed document	TESIS Final Gallo Katerin.pdf (D142017758)
Submitted	2022-07-13 20:10:00
Submitted by	
Submitter email	kgallo1797@uta.edu.ec
Similarity	9%
Analysis address	eg.encalada.uta@analysis.orkund.com

### Sources included in the report

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