

JORGE BASADRE GROHMANN NATIONAL UNIVERSITY

FACULTY OF HUMANITIES

Professional Academic School of Education

**"DYNAMIC RESOURCES AS A TEACHING STRATEGY TO IMPROVE THE ENGLISH
SOUND PRONUNCIATION IN FIRST YEAR STUDENTS OF THE FOREIGN
LANGUAGE SPECIALITY / FACE AT JORGE BASADRE GROHMANN
NATIONAL UNIVERSITY OF TACNA, DURING 2009"**

THESIS

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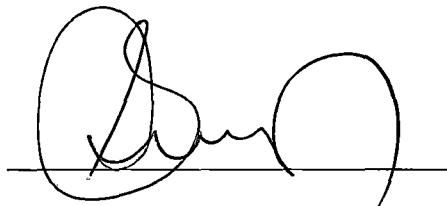
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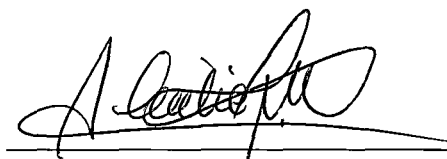
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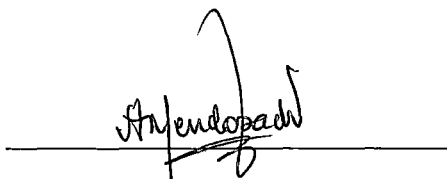
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DEDICATION

I dedicate this thesis to all future teachers who dream and want their dreams come true, who are perseverant in life to achieve their goals.

I especially thank to God and my parents Francisco and Felicitas, my brother Ezequiel and my sister Judith and friends in recognition of their worth, and thanks for trusting me, without their help, patience, understanding, support, and most of all love, the completion of this work would have never been possible.

"If the fool would persist in his folly he would become wise". **William Blake**

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The author wishes to express her love and gratitude to her beloved family; for their understanding and endless love, through the duration of her studies.

I N T R O D U C T I O N

Most of the time students learning a new language get a very good written level whereas their pronunciation does not improve at the same pace. This is definitely a problem since few students are thinking of dealing with the new language inside a library. As this thesis has been focused on students coping with the main methods and techniques to become English teachers, it is absolutely necessary for them to have a good pronunciation.

The same is for learning English for work or just mere fun. We need to use the language in its everyday context. Even though the written part is usually enough for e-mails, we do not normally communicate by using written cards or whatsoever. It is necessary to know how to make our message understood by the people around us.

To clearly understand the letters of the alphabet we need to practice with all the symbols used by the IPA (International Phonetic Alphabet) and know how to recognize them among others when they happen in sentences.

To sum up by doing all the things described above we will make students be aware of the importance of pronouncing English phonemes accurately and we will do it through dynamic and warming resources.

This research was developed with 1st year of college students who will be future teachers of English, at the national university Jorge Basadre Grohmann located in Tacna, where the dynamic resources as a teaching strategy to improve English sound pronunciation were applied.

This research has three chapters:

The first chapter is referred to the problem establishment, its background and description of the problem, its justification, the objectives and the hypothesis of the work.

The second one, it is referred to the theoretical mark (conceptual and referential) where the theoretical support of the studying variables

about definitions, characteristics, manifestations and importance are determined.

The third chapter is about the research process, pointing out its type and design, the population and the sample of study, the instruments of data collecting and the statistic processing for the interpretation of the results.

Finally, the conclusions of the research the most important suggestions, the consulted bibliography and their correspondent annexes.

THE AUTHOR

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CHAPTER I

PROBLEM ESTABLISHMENT OF THE RESEARCH

1.1 ESTABLISHMENT AND FORMULATION OF THE PROBLEM

In Peru the English learning process has not reached positive results in the last fifty years. Researchers have come to this conclusion after studying different linguistic investigations. Problems in such process have caused several students to be unable to cope with English as a second language.

Man has used languages as a way to communicate ideas, interact, analyse and discuss facts. And even more now that we are in a global village world. Therefore, teaching English at a college level, and as it is our case to future

English teachers, must be done according to the student's, teacher's and institutions' specific needs.

As a result of analyzing students from the Foreign Language Area (Translator – Interpreters) in the Education Faculty, it has been observed they have some difficulties when pronouncing English, which means good pitch, stress rhythm and intonation, not only when they talk but also when they read. They show lack of confidence at the moment of producing the language they are studying.

The causes are, probably, the absence of real audiovisual resources that allow students to have certain knowledge in the use of techniques to acquire a good pronunciation necessary for teaching and learning this language and a lack of an audio oral approach that allows them to obtain a complete ability to use the spoken language.

There are other problems that affect students negatively as future teachers. Among them we can list the following: lack of an adequate policy towards the Foreign Language Area from the Education Faculty to get the right resources to have a well equipped laboratory as well as to get the technology needed to teach English, that is, multimedia equipment, adequate classrooms, specialized and updated bibliography about new techniques, strategies and methodologies to develop the English pronunciation not only based on grammar structures but also on practicing

and exercising conversations, it means, practicing in order to develop the communicative approach with an acceptable pronunciation.

This practice is not taken into account, classes are not focused on these matters but in some few exercises in the laboratory through the use of songs, games and few conversations due to the quantity of students in each class and also due to the few hours assigned to each course. To change all these would imply an improvement for the speciality. On the other hand, *the* lack of interest to learn the use of the foreign language, they are willing to learn the course but not to use the language adequately. It seems that they have forgotten they will be teachers working in different levels at schools, institutes or universities.

It would be good for this issue to be solved that students from the first year of foreign language speciality at UNJBG can be able to teach English having as tools a pronunciation development, it means, students can read and pronounce without any difficulties. This means, to focus mainly on a course based on improving the students' pronunciation, establishing workshops where small groups can work using this proposal, as a teaching strategy to learn the pronunciation of phonemes basically because of their English level in an interactive and dynamic way.

These are some of the reasons that motivated this investigation along with students from the first year of the specialty, applying the dynamic resources as a teaching strategy to improve the English pronunciation of phonemes in

a simple and practical way, where some of them belonged to the Experimental group and the other belonged to the Control group in this research.

Before beginning this Research Work, we formulated the studying problem through the following question:

“What is the effect of the application of dynamic resources as a teaching strategy on the development of the English Sound pronunciation, in first year students of the foreign language speciality at Jorge Basadre Grohmann National University of Tacna, during 2009?”

1.2 JUSTIFICATION AND IMPORTANCE OF THE RESEARCH

The present Research Work is justified, firstly because Pronunciation is definitely the biggest thing that people notice when we are speaking English. When we talk to a person in real life, they may not realize about our limited vocabulary or grammar mistakes. But they will notice right away if our pronunciation is good or bad. If our pronunciation is poor, they will think about us as the guy/girl who speaks bad English, and good grammar and vocabulary will not help us.

Good pronunciation should be one of the first things that students learn in English. We can live without advanced vocabulary — we can use simple words to say what we want to say. We can live without advanced grammar — we can use simple grammar structures instead. But there is no such thing as "simple pronunciation". If we don't have good pronunciation, we have bad pronunciation.

And the consequences of bad pronunciation are tragic. Even if we use correct grammar, people may simply not understand what we want to say.

Many of the English language learners think that they can communicate in English because they can communicate with their teacher and other students.

Well in fact this is a mistake for the following reasons:

English teachers have been listening to bad English for years. They can understand it much more easily than the average person.

Other students are usually from the same country as the student. Therefore, they speak English like them and they make the same mistakes. So it is easy for them to understand each other.

Some people communicate successfully in English, but have a strong foreign accent. Although we can understand what they are saying, it is not easy. We have to listen to them really carefully, which takes effort. In addition, some foreign accents are simply unpleasant to listen to.

If we speak English with a strong foreign accent, we are making things difficult for people who listen to us. If understanding our English takes effort or our accent is unpleasant, people will avoid talking to us if they have the choice. On the other hand, if we have a clear, pleasant accent, people will simply enjoy talking to us. They will want to spend time with us.

So, the present research is important because it allows students to use these techniques as a self-taught one by practicing at home or university with their classmates or alone.

The main reason of this research is to contribute with one dynamic, interesting and easy choice which students can use by themselves without the necessity of wasting money or time.

1.3 OBJECTIVES OF THE RESEARCH

1.3.1 General Objective

“To determine the effect of the application of the dynamic resources as a teaching strategy on the development of the English sound pronunciation in first year students of the foreign language speciality at FACE/ UNJBG of Tacna, during 2009”.

1.3.2 Specific Objective

- a. To determine the general level of the students in the Control Group (CG) and Experimental Group (EG) in the development of the English sound pronunciation through a pre-test before applying the dynamic resources as a teaching strategy.
- b. To apply the dynamic resources as a teaching strategy with students in the Experimental Group (EG).
- c. To compare the results of the development of the English sound pronunciation in the Control Group (CG) and Experimental Group (EG) through a pre test and post test after applying the dynamic resources as a teaching strategy.

1.4 HYPOTHESIS OF THE RESEARCH

1.4.1 General hypothesis

"Applying these dynamic resources as a teaching strategy will improve favourably the development of the English sound pronunciation in first year students of the foreign language speciality, FACE/ UNJBG."

1.4.2 Specific hypothesis

As specific hypothesis the following states were considered:

- a. The general average of the development of the English sound pronunciation in the students of the control group (GC) and experimental group (GE) does not present significant differences showing a low average, before applying the dynamic resources as a teaching strategy.
- b. Applying these dynamic resources as a teaching strategy have positive effects on the English sound pronunciation of phonemes in first year students of the foreign language speciality FACE/ UNJBG.

- c. The results of the development in the English sound pronunciation of the experimental group (GE) are better than those in the control group (GC) thank to the use of these dynamic resources as a teaching strategy.

1.5 STUDYING VARIABLES

1.5.1 Independent variable

“Dynamic Resources (songs and tongue twisters) as a Teaching Strategy”.

1.5.2 Dependent variable

English Sound pronunciation

1.5.3 Intervening variable

- Age, Genre, English level

1.6 DEFINITION OF BASIC TERMS

DYNAMIC: Characterized by continuous change, activity, or progress.

RESOURCE: A person, asset, material or capital which can be used to accomplish a goal.

SONGS: a short metric composition convenient to sing.

TONGUE TWISTER: A Word or group of words hard to order quickly while speaking normally because a series of sounds pronounced almost the same.

TEACHING: the act a teacher does to support or facilitate students learning process using methods, procedures, strategies, techniques and resources. Among its main elements we find the experience and cultural background the teacher has.

STRATEGY: influential mechanisms, ways to organize teaching, actions taken by the teachers.

PRONUNCIATION: the way in which a sound, word, or language is articulated, especially in conforming to an accepted standard.

CHAPTER II

THEORETICAL, CONCEPTUAL AND REFERENTIAL PROCESS

2.1 Dynamic Resources in the English Language teaching

2.1.1 Definition of dynamic resources

They are a set of activities of motivation which help and encourage many learners to sustain their interest and work.

On the other hand, they are resources which teachers may apply to the teaching or students can use them for their own learning as a self-taught." NGUYEN (2008).

'Dynamic Resources also help the teacher to create contexts in which the language is useful and meaningful. The learners *want* to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.' SHEMESH, Ruth - WALLER, Sheila. (2000)

They are different kind of dynamic activities which can provide intense and meaningful practice of language, and then they must be regarded as *central* to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term.

2.1.2 Types of dynamic resources

2.1.2.1 Definition of songs

According to Oxford advanced learner's dictionary, song is defined as "a short piece of music with words that you sing".

2.1.2.1.1 Types of songs

There are many ways to classify songs. According to culture, there are three types: Art songs (songs created for performance in their own right, usually with piano accompaniment, the lyrics are often written by a poet or lyricist and the music separately by a composer), folk songs (songs of often anonymous origin that are transmitted orally), and popular songs (are played on the radio, through all other mass media).

With songs used for language teaching, there are five main kinds as followings:

List songs: Songs in which structures, lexis are repeated again and again. E.g. "Twinkle, twinkle, a little star", "Money, money, money", "We wish you a merry Christmas."

Story songs: Songs telling a story E.g. "Don't cry Jony", "Those were the days."

Action songs: Songs requiring listeners to do some actions while singing. E.g. "If you are happy"

Special occasion songs: Songs sung only on certain occasions or at certain time of the year. E.g. "Silent night", "Last Christmas"

2.1.2.1.2 The role of songs in the foreign language classroom

Songs are part of daily life for most people. The benefits of songs in ELT have been well-documented by a myriad researchers. Foreign language teachers can use songs to open and close their lessons, to illustrate themes and topics, to add variety or a change of pace, present new vocabulary or recycle known language.

Falioni (2003) stated that "practically all grammar points can be found in music text, and the texts also offer a wide variety of vocabulary, all of which

can be utilized to practice the four communication skills” (p.98). “With some imagination, songs can be used to teach all aspects of foreign languages” (Claerr and Gargan, 2003, p.31). This research is going to review some outstanding benefits of listening to music to foreign language learners.

Firstly, motivation is one of the things that can be gained by using songs in foreign language classroom. According to Faloni (2003), “The addition of songs to the foreign language classroom as a teaching method may be a way to focus students’ attention, and produce a more committed learner” (p.104).

Nambiar (2003) recommends recent pop songs to enhance motivation in the younger generation: “Songs deal with the whole realm of human emotions and students are often willing to sing a song in a foreign language even if they do not fully understand the meaning of the words” (as cited in Nguyen, D. N. H, 2007, p.20).

Rogers (1999) found that “the use of songs creates an atmosphere of interest in the study of English and can lead from a “teacher centered” to a “student centered” class”. Using music can lift the atmosphere in class, or develop a non-threatening classroom atmosphere, bring in a boost of energy and capture the children’s attention. Besides, English songs can motivate them in their quest to learn English.

Secondly, songs can be catchy and re-usable. In the article “Using ESL Songs”, the author expressed: Unlike other recording materials, “songs are catchy and fun and ESL students will feel happy to hear them many times” till they can sing along. If teacher plays the recording of a dialogue the second time, students may get bored with it. However, songs can be reused without making students become fed up with listening.

Thirdly, songs related to cultural aspects could be chosen to present to students about social

situations, historical events, geographical descriptions, and others.

The use of songs, according to Jolly (2005), gives students the opportunity to acquire a greater understanding of the culture underlying the target language.

The author of the article "Using ELT Songs" also cites Cultural Literacy as one of "positive contributions to language learning songs can make". He said: "Songs used in English classes can shed light on interesting musical traditions in countries, but can also teach teens, young adults and adults to appreciate other cultures. For adult learners they can be "a rich mine of information about human relations, ethics, customs, history, humor, and regional and cultural differences" (Lems, 2001)".

Besides, songs can help students remember vocabulary, grammatical structures and aid in comprehending the general meaning. Music and

rhythm make it much easier to imitate and remember language than words which are just “spoken” (Cakir).

Practically all grammar points and a wide variety of vocabulary can be found in musical texts. As Falioni (2003) states, “The new structures that may seem isolated or out of context in pattern drills, are seen in a different perspective when they are part of a song” (p. 101). Songs are a useful tool to help learners memorize phrase constructions. They are more easily learned and tend to “stick” longer than straight-out grammatical examples.

Pronunciation is also among those can be taught to students by using songs. Leith (1999) stated that “There is probably not a better or quicker way to teach phonetics than with songs” (as cited in Nguyen, D. N. H 2007, p.21).

The melody, along with lyrics, provides an excellent opportunity to review pronunciation and

enjoy music at the same time. The next part of this research is going to discuss the reasons why songs are useful in teaching pronunciation.

2.1.2.1.3 The reasons why songs are useful in teaching pronunciation

The benefits of songs in language classroom are undeniable. In particular, in teaching pronunciation, songs are also valued for its usefulness. According to Hans (2009), through songs, “learners have the opportunity to listen to pronunciation in a wide range of varieties of the language. Songs will help learners become familiar with word stress and intonation, and the rhythm with which words are spoken or sung also helps memorization”.

This results from the fact that songs usually have words repeated over and over again in choruses. The repetition of words helps learners get familiar with the sounds they hear; therefore, they can pronounce them more accurately. Hannah, H.

stated in her study "Teaching Mandarin through Chinese Pop songs" that repetition "does not only create familiarity but also leads to understanding, as it gives time for the penny to drop. What at first may be strange and unfamiliar, after repeated exposure becomes clear and understandable. This is especially important for learning a brand new foreign language".

While listening to English songs, learners create themselves the need of imitating the singers so that they can sing along with the singers. In other words, listening to English songs makes them feel that they need English and that English is an interesting subject to learn.

Besides, English songs are part of authentic materials, which gives chances for learners to be exposed to native speakers' pronunciation. As in Emi, Y. (2009), "learning English through songs can be effective to assist pronunciation, since students can directly get the knowledge on how to pronounce the words from the songs they hear,

when students learn in an enjoyable situation, they can digest the lesson easily”.

2.1.2.2 Definition of tongue twisters

Tongue twisters are very useful in all stages of teaching a foreign language because of their shortness, capacity and full sense. A tongue-twister is a sequence of words that is difficult to pronounce quickly and correctly, but tongue twister uttering considerably helps to improve speech and pronunciation of difficult sounds.

Tongue twisters can be used as perfect pronunciation exercises to check up how the pronunciation rules were learnt, whether this or that sound is pronounced correctly. Moreover it is a gymnastics for lips and tongue, and when translating and learning them by heart you can enrich your vocabulary. (Christopher Jackson, 2006)

2.1.2.2.1 What makes tongue twisters difficult to say

Tongue twisters use a variety of techniques to make them difficult to say, in addition to alliteration.

Shifting from a single sound to a blend or digraph:

Shifting between /s/ and /sh/ is quite tricky, so you will find many tongue twisters that play on this sound combination: *She sells seashells by the seashore.* and *The sixth sheik's sixth sheep's sick.*

In the following tongue twister, we see a shift between /k/ and two blends: /kr/ and /kl/: *How can a clam cram in a clean cream can?*

Changed order: Another difficult shift occurs when two words present the same sounds in the opposite order. Juxtaposing these words in a tongue twister means that we're still hearing the aural feedback and experiencing the muscle memory of saying the first sound when reading the second, and this causes confusion. Here is an example: *A quick-witted cricket critic.* Both words have the blend /kr/ and the single consonant sounds /k/ and /t/, but in *cricket* they appear /kr/, /k/, then /t/; whereas in *critic*, they appear /kr/, /t/, then /k/.

Similar but different: Another tricky pronunciation situation is alternating between words that are perfect rhymes -- that is, only the initial sound is different -- or words in which only the final sound is different. Perhaps it is distinguishing the differences in spite of the similarities that causes the complications in these tongue twisters. This tongue twister demonstrates both situations:

Denise sees the fleece,

Denise sees the fleas.

At least Denise could sneeze

and feed and freeze the fleas.

Homophones: Homophones are words that sound the same but are spelled differently, and the recognition of a word that looks different but sounds the same as a word we've already said seems to increase the complexity of pronunciation. The following tongue twister is attributed to Bill Waterson in an "Calvin and Hobbes" cartoon and demonstrates both homophones and perfect rhymes:

How many boards

Could the Mongols hoard

If the Mongol hoards got bored?

There are many different tongue twisters in the English language. Some of the most popular are:

“How much wood would a woodchuck chuck if a woodchuck could chuck wood?”

“Peter Piper picked a peck of pickled peppers. Did Peter Piper pick a peck of pickled peppers? If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?”

“She sells sea shells down by the sea shore.”

“A big black bug bit a big black bear, made the big black bear bleed blood. “

If two witches were watching two watches, which witch would watch which watch?”

Other tongue twisters, known as Spoonerisms in the English language, are specifically created to cause an accidental curse word to be uttered if the

person reciting the rhyme slips up. On the other hand, Tongue twisters are present in every language, used for fun and learning.

2.1.2.2.2 How to improve your pronunciation skills uttering tongue twisters

It goes without saying, tongue twisters are a part of folklore of any language, and they can help to understand the language better. Really, among all pronunciation exercises pronouncing tongue twisters presents the most efficient and interesting way to improve speech in a foreign language in general and to improve pronouncing of separate sounds in particular.

The aim is to say each as quickly as possible, without making any mistakes. In English-speaking countries tongue twisters are often used by speech therapists to improve pronunciation. If you're a learner of English you will improve your own pronunciation.

2.1.3. Description of the Dynamic Resources

There is a diversity of dynamic resources what could be used in Teaching – Learning process of the English language for listening, pronunciation, speaking, reading or writing.

For this research work, we need to describe the dynamic resources that we pretend to use for improving the English sound pronunciation, according to the following descriptions.

EVERY BREATH YOU TAKE

AIM	1. To revise the sound pronunciation of /eI/, /i:/, /eIk/, /eIs/
LANGUAGE	Simple present tense and checking pronunciation with different phonetic symbols
SKILLS	Dictionary use Vocabulary building Speaking, listening, and reading
MATERIALS	One copy per student of the song
TIME	4 hours and half

PRE-ACTIVITY

Write this question on the board, *what do you usually do on weekends?*

- Students have to complete a chart like this:

DAILY ACTIVITIES	
IN THE MORNING	IN THE AFTERNOON

PROCEDURE

1. Give each student a copy of the song and ask them to work individually. Tell them to match the word with its correct definition.
2. Tell them to write the correct word under the correct sound.
3. Ask them to complete the table.
4. Students listen to the song and answer the questions.
5. Students listen to the song again and fill in the blanks with the correct word.
6. Finally check the pronunciation taking into account the symbols in the table

EXTENSION ACTIVITY

- Students sing the song in groups each one in charge of one part. Then present the phonetic transcription of all the song.

I'M ALIVE

AIM	To revise the sound pronunciation of / ʌ /, / i: /, / aɪ /, / eɪ /
LANGUAGE	checking pronunciation with different phonetic symbols
SKILLS	Dictionary use Vocabulary building Speaking, listening, and reading
MATERIALS	One copy per student of the song
TIME	4 hours and half

PRE-ACTIVITY

- Check vocabulary of the words from the box
- Then students fill in the blanks

get, drift , call on, touch, hear, die, bless, feel, know, look at

PROCEDURE

1. Give each student a copy of the song and ask them to work individually. Tell them to fill in the blanks.
2. They listen to that part again and translate it into their language
3. They listen to the next part of the song and match the halves.

You've set	much higher
Filled me	my heart on fire
Made me a woman	takes flight
My spirit	on clouds above
I couldn't get	with love
Cause	I am alive

4. They listen to the last part of the song. Some words have been misplaced. They find them and write the lines correctly again.
5. Students can use the dictionary to help themselves.

6. Then they complete the table with the words in the box according to the vowel sound:

reach, <u>a</u> live, begun, day, away, touch, feel, sky, worries, fly, breathe			
/ʌ/	/i:/	/aɪ/	/eɪ/

EXTENSION ACTIVITY

- Students sing the song in groups each one in charge of one part. Then present the phonetic transcription of all the song.

YOU'RE BEAUTIFUL

AIM	To revise the sound pronunciation of diphthongs /aɪ/, /aʊ/, /ʊə/ ...
LANGUAGE	Simple past tense and checking pronunciation with different phonetic symbols
SKILLS	Dictionary use Vocabulary building Speaking, listening, and reading
MATERIALS	One copy per student of the song
TIME	4 hours and half

PRE-ACTIVITY

Write on the board a list of verbs, they students write the past form of those verbs

PROCEDURE

1. Give each student a copy of the song and ask them to work individually.
2. Tell them to fill in the blanks with the correct verbs in past.
3. They match the following words to a synonym and to an opposite.

Beautiful	Packed
Brilliant	Splendid
Crowded	
Pure	Gorgeous
High	Clean

Beautiful	Dull
Brilliant	Unattractive
Crowded	False
Pure	Deserted
High	Dirty

4. Students underline the sentences where they can see a preposition; copy and translate them. Then listen to the song and answer the questions.
5. They complete the table with the words in the box according to the sound of the diphthong.

EXTENSION ACTIVITY

- Students sing the song in groups each one in charge of one part. Then present the phonetic transcription of all the song.

RELAX, TAKE IT EASY

AIM	To revise and extent students' knowledge of sounds /ai/ , /ei/ , /ou/
LANGUAGE	Words including synonyms and checking pronunciation with different phonetic symbols
SKILLS	Dictionary use Inferring synonyms Speaking, listening, and reading
MATERIALS	One copy per student of the song
TIME	4 hours and half

PRE-ACTIVITY

- Write this question on the board, *what's your favorite song?* Then read out some kinds of music:

Reggae – pop – rock – classical – gospel, etc.

- Students have to complete a chart like this:

KINDS OF MUSIC	
Your favorite	Your partner's favorite

PROCEDURE

1. Give each student a copy of the song and ask them to work individually. First tell them to read the song quickly and see if they understand all the words.
2. Once you have checked vocabulary, play the song once each part.
3. Then check whether students have completed the song or not.
4. Play the song again and ask them to complete the table with as many nouns, verbs and adjectives they can find in the text.

NOUNS	VERBS	ADJECTIVES
ride	goes	broken

5. Read the song and find a synonym for some words

WORD	SYNONYM IN THE SONG
Frightened	
Smashed	
Misplaced	
Desires	
Affliction	
Yell	
Accuse	

6. Finally check the pronunciation taking into account the symbols in the table

blame, terrified, pain, time, know, play, train, take, goes, ride, line, don't

/aɪ/	/eɪ/	/əu/

7. As a quick check ask them what they think of the song

EXTENSION ACTIVITY

- Students sing the song in groups each one in charge of one part. Then present the phonetic transcription of all the song.

DANCING QUEEN

AIM	To revise the sound pronunciation of /aɪ/, /i:/, /ɑ:/, /əʊ/
LANGUAGE	checking pronunciation with different phonetic symbols
SKILLS	Dictionary use Vocabulary building Speaking, listening, and reading
MATERIALS	One copy per student of the song
TIME	4 hours and half

PRE-ACTIVITY

Listen to the song once and tick the words you hear and find the meaning.

***And write this question on the board**

Can you make a few sentences with the words?
What do you think the lyrics are about? Have you heard of this band?

PROCEDURE

- d. Give each student a copy of the song and ask them to work individually.
- e. They listen to the first part of the song again and choose the right word for each blank.

**Girl, Boy, Life, Time, Night , Fight, Place, Friday, Day, Music,
Young, Old, Low, Sweet, High, Can, Jump, Watch, See, Feel**

- f. They listen to the first part of the song again and choose the right word for each blank.
- g. They use a dictionary and find the meaning of the following words: mood, beat, tambourine, jive and teaser.
- h. Students listen to the next part of the song and fill the blanks with the words they hear.

- i. Then they listen to this final part of the song and match the sentences.

1. You're a teaser, 2. Leave them burning 3. Looking out for another, 4. You're in the mood 5. And when you get	a. anyone will do b. and then you're gone c. you turn them on d. for a dance e. the chance...
--	--

- j. Finally they listen to the song again and put the words together with the sounds below:

Jive, Lights, Seventeen, Dance, Fine, Queen, Life, Feel, Chance, High, Guy, Beat, See, Go, Right, Sweet, Night, Time, Tambourine, Low.			
/i:/	/aɪ/	/ɑ:/	/əu/

EXTENSION ACTIVITY

- Students sing the song in groups each one in charge of one part. Then present the phonetic transcription of all the song.

PETER PIPER

AIM	To check pronunciation and fluency /l/, /e/, /a ɪ/
LANGUAGE	Adjectives
SKILLS	Dictionary use Speaking
MATERIALS	One copy per student of the tongue twister
TIME	3 hours and half

PRE-ACTIVITY

- Write this question on the board, *do you like tongue twisters?, do you have a favorite one in your language?*
- Try to create your own tongue twister. Elicit some examples by using minimal pairs or words that rhyme.

PROCEDURE

8. Give each student a copy of the tongue and let them complete it with the correct word.
9. Students practice in pairs.
10. Organize a contest to see who can read it faster.

Peter Piper picked a peck of pickled peppers.
 Did Peter Piper pick a peck of pickled peppers?
 If Peter Piper picked a peck of pickled peppers,
 where's the peck of pickled peppers Peter Piper picked?

EXTENSION ACTIVITY

- Students share their own tongue twisters and organize competitions based on them.

BETTY BOTTER

AIM	To check pronunciation and fluency. /æ/, /ʌ / To practice with verbs in past tense
LANGUAGE	Past tense
SKILLS	Dictionary use Speaking
MATERIALS	One copy per student of the tongue twister
TIME	3 hours

PRE-ACTIVITY

- Write different verbs on the board and ask the students to write them in past tense:

Buy	Fly	Set
Think	Know	Let
Catch	Draw	Say

- Ask students what things the verbs have in common.

PROCEDURE

1. By using the past tense tell students to create some tongue twisters but using just two lines.
2. Ask them to write the verbs in the chart in past tense and then to complete the tongue twister.
3. Try to create your own tongue twister. Elicit some examples by using minimal pairs or words that rhyme.

Betty Botter bought some butter
But she said "This butter's bitter.
If I mix it with my batter it will make my batter bitter".
So she bought some better butter
And she mixed it with her batter
And she made her batter better.

EXTENSION ACTIVITY

- Students share their own tongue twisters and organize competitions based on them.

FAT MEN

AIM	To check pronunciation and fluency. /ɪ/, /æ/, /e/, /u:/ To practice with adjectives
LANGUAGE	Adjectives
SKILLS	Dictionary use Speaking
MATERIALS	One copy per student of the tongue twister
TIME	3 hours

PRE-ACTIVITY

- Write different adjectives on the board and ask the students to write their opposites.

Crowded Fast Large Big

- Tell them to organize the adjectives according to the first letter putting them into groups like this:

Large	Beautiful
Long	Boring
Long-lasting	Big

PROCEDURE

1. Ask students to try to create a tongue twister by using words all beginning with the first letter of the adjective.
2. Ask them to write their tongue twisters on pieces of paper. Then tell them to swap the pieces of paper.
3. After this exercise students are given the tongue twister "Fat men" and practice with it.

Fat men are fun men, thin men are not.
 Fat men are filled with joy; thin men say "rot"
 Very very few of them feel the call of spring
 Only one or two of them ever learn to sing.

EXTENSION ACTIVITY

- Students share their own tongue twisters and organize competitions based on them.

SHEILA

AIM	To check pronunciation and fluency. To practice with the sound / ʃ /
LANGUAGE	Modal verb SHOULD
SKILLS	Dictionary use Speaking
MATERIALS	One copy per student of the tongue twister
TIME	3 hours

PRE-ACTIVITY

- Write this question on the board: *What are the things you should do in a shop?* . Make a list of activities.

PROCEDURE

1. Ask students to check vocabulary and to practice the pronunciation.
2. Students work in groups of 5.
3. Students are going to be given only one line of the tongue twisters and they have to arrange it in a logical order.
4. They check their answers and then listen to the tongue twister.
5. The teacher chooses which group did it best.

Sheila is selling her shop at the seashore
 For shops at the seashore are sure to lose
 At her shop on the seashore
 Should Sheila sell shellfish?
 Or should she sell sandpaper, sherry and shoes?

EXTENSION ACTIVITY

- Students create their own tongue twister using the sound CH

THE CHAOS

AIM	To check pronunciation and fluency of different sounds.
LANGUAGE	Verse
SKILLS	Dictionary use Speaking
MATERIALS	One copy per student of the tongue twister verse
TIME	3 hours

PRE-ACTIVITY

- Write this question on the board: Do you write poems or verses in your free time? *Write a verse of your own.*

PROCEDURE

1. Ask students to check vocabulary and to practice the pronunciation.
2. Students work in groups of 5.
3. They listen carefully the pronunciation at the beginning then start to repeat, after that they read as fast as they can.

The Chaos --Gerard Nolst Trenité

Dearest *creature* in *creation* Studying English *pronunciation*, I will teach you in my *verse* Sounds like *corpse, corps, horse* and *worse*.

I will keep you, *Susy, busy*, Make your *head* with *heat* grow dizzy; *Tear* in eye, your dress you'll *tear*; *Queer*, fair *seer*, *hear* my *prayer*.

Pray, console your loving *poet*, Make my coat look *new*, dear, *sew it!* Just compare *heart, hear* and *heard*, *Dies* and *diet*, *lord* and *word*.

EXTENSION ACTIVITY

- Students create their own free verse then share them with all the class.

2.2 An overview of English pronunciation

Simply defined, pronunciation is “the way in which a language is spoken” (Oxford Advanced learner’s Encyclopedic, 1997, p.1164). According to Jones, D. (1998), pronunciation involves the production and perception of segmental (sounds), both alone and in the stream of speech, where they undergo number of modifications and interact with suprasegmental (prosodic) features, particularly stress and intonation.

However, the primary emphasis of this paper is teaching English sounds, the researcher would like to offer only the theoretical framework about English sounds, into which the problem fits.

2.2.1 English sounds

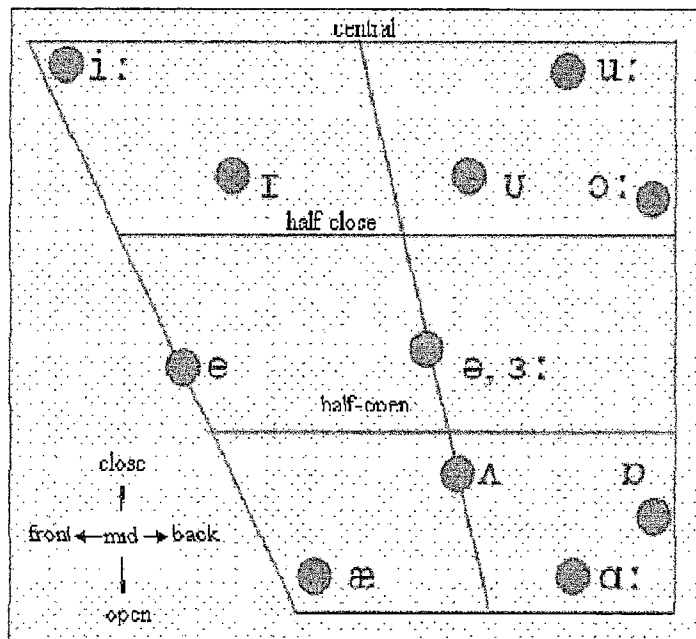
There are 44 sounds in English (24 consonant sounds and 20 vowel sounds).

2.2.1.1 Vowel sounds

Vowels, according to Gerald (2003, p 29), “are articulated when a voiced air stream is shaped

using the tongue and the lips to modify the overall shape of the mouth". There are twelve pure vowels and eight diphthongs in English.

Pure vowel sounds:



Diphthongs:

"A diphthong is a glide from one vowel to another, and the whole glide acts like one of the long, simple vowels", O'Connor, J.D. (1991).

2.2.1.2 Consonant sounds

Scarcella and Oxford (1994) explained, "Consonants are, or contain, noises that are pronounced with a blockage of some sort of the air passage.

Consonants are classified into five categories including:

Friction consonants: /f, v, θ, ð, s, z, ʃ, ʒ, h/

Stop consonants: /p, b/, /t, d/, /k, g/ and /tʃ, dʒ/

Nasal consonants: /m, n, ŋ/

Lateral consonants: /l/

Gliding consonants: /j, w, r/

However, consonants do not always stand alone.

Sometimes two, three or four or even more consonants follow one after the other, called "consonant sequences".

Initial Sequences: At the beginning of English words, there may be either two or three consonants

in sequence. These are two main kinds of initial sequences:

/s/ followed by one of */p, t, k, f, m, n, l, w, j/*, e.g. in *spy, stay, sky, sphere, small, snow, sleep, swear, suit.*

One of */p, t, k, b, d, g, f, θ, ʃ, v, m, n, h/* followed by one of */l, r, w, j/*.

<i>/p/</i> followed by <i>/l, r, j/</i>		play, pray, pure
<i>/t/</i>	<i>/r, w, j/</i>	try, twice, tune
<i>/k/</i>	<i>/l, r, w, j/</i>	climb, crime, quite
<i>/b/</i>	<i>/l, r, j/</i>	blow, beautiful
<i>/d/</i>	<i>/r, w, j/</i>	dress, dwell, duty
<i>/g/</i>	<i>/l, r/</i>	glass, green
<i>/f/</i>	<i>/l, r, j/</i>	fly, from, few
<i>/θ/</i>	<i>/r, w/</i>	throw, thwart
<i>/ʃ/</i>	<i>/r/</i>	shriek
<i>/v/</i>	<i>/j/</i>	view
<i>/m/</i>	<i>/j/</i>	music
<i>/n/</i>	<i>/j/</i>	news
<i>/h/</i>	<i>/j/</i>	huge

Final Sequences: Sequences of consonants at the ends of words are more varied than at the beginning because /s/ or /z/ have to be added to most nouns to give their plural forms, as in /kæts/ (cats), /dɒgz/ (dogs), etc. and /t/ or /d/ have to be added to most verbs to form their past tense, as in /wiʃt/ (wished), /reɪzd/ (raised), etc. Also /θ/ is used to form nouns like /streŋθ/ and numerals like /fifθ/ (fifth).

Stop + stop: /pt, kt/ e.g. /ədɒpt/ (adopt), /ækt/ (act)

Stop + nasal: /tn, dn/ /bɜ:dn/ (burden), /bʌtn/

(button) /t/ or /d/ + /l/: /tl, dl/ /bɒtl/ (bottle),

/mʌdl/ (muddle).

Consonant + /s, z, t, d/: These sequences usually occur in forms of regular plurals and regular past tenses. E.g. /kʌps/ (cups), /frendz/ (friends), /lɑ:ft/ (laughed), /ə'raɪvd/ (arrived).

Consonant + /θ/ e.g. /tθ/, /dθ/, /nθ/, /lθ/...

/eɪtθ/ (eighth), /'hʌndrədθ/ (hundredth), /naɪnθ/
(ninth), /tenθ/ (tenth), /helθ/ (health).

/l/ + consonant e.g. /ls/, /ld/, /lt/, /lp/...

/els/ (else), /held/ (held), /felt/ (felt), /help/ (help)

Nasal + consonant e.g. /nt/, /mp/, /ŋk/

/wɒnt/ (want), /dʒʌmp/ (jump), /θæŋk/ (thank).

Longer consonant sequences: commonly occur in phrases. These sequences are pronounced by passing smoothly from the last consonant of the final sequence to the first of the initial sequence, with no vowel or interval between. E.g. /fɪks ðɪs/ (fix this), /bɒtlɪd waɪn/ (bottled wine), /bent sprɪŋ/ (bent spring), /nekst sprɪŋ/ (next spring), /ðə'teksts stju:pɪd/ (the text's stupid).

2.2.2 Pronunciation Teaching Strategies

Kelly (1969) dubs pronunciation the “Cinderella” area of teaching a language. (Cited in Marianne, C.M., Donna, M.B., Janet, M.G., 2000). In other words, teaching pronunciation has not been paid as much attention as other elements of teaching a language such as grammar and vocabulary. This may be caused by the fact that Western philologists and linguists have studied grammar and vocabulary much longer than pronunciation, “which began to be studied systematically shortly before the beginning of the twentieth century”. (Marianne, C.M., Donna, M.B., Janet, M.G., 2000, p.2). Referring to approaches of pronunciation teaching, Kelly (1969), as cited in Marianne, C.M., Donna, M.B., Janet, M.G., 2000, p.2, says:

The field of modern language teaching has developed two general approaches to the teaching pronunciation: (1) an intuitive imitative approach and (2) an analytic-linguistic approach. Before the late nineteenth century only the first approach was used, occasionally supplemented by the teacher’s or textbook writer’s impressionistic (and often phonetically inaccurate) observations about sounds based on orthography.

An intuitive-imitative approach depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information; it also presupposes the availability of good models to listen to, a possibility that has been enhanced by the availability first of phonograph records, then of tape recorders and language labs in the mid-twentieth century, and more recently of audio and videocassettes and compact discs.

An analytic-linguistic approach, on the other hand, utilizes information and tools such as a phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production. It explicitly informs the learner of and focuses attention on the sounds and rhythms of the target language. This approach was developed to complement rather than to replace the intuitive-imitative approach, which was typically retained as the practice phase used in tandem with the phonetic information.

When we look at the various language teaching methods that have had some currency throughout the twentieth century,

we must acknowledge that there are methods, such as Grammar Translation and Reading-based Approaches, in which the teaching of pronunciation is largely irrelevant. In such methods, grammar or text comprehension is taught through the medium of the learner's native language, and oral communication in the target language is not a primary instructional objective.

Scarcella and Oxford (1994) made an excellent comparison of research-based approach and traditional approach for pronunciation instruction:

Research-based approach	Traditional approach
The goal is to gain sufficient pronunciation skills so that the quality of pronunciation will not inhibit communication.	The goal of instruction is to acquire native like pronunciation.
Instead of putting the emphasis on sounds, teachers concentrate on stress and intonation.	The primary emphasis is teaching sounds.
The emphasis of instruction is on teaching pronunciation communicatively.	Sounds segments are taught non-communicatively through drills of isolated words.

The teacher provides students with phonetic descriptions only when they are helpful to students in tutorials.	Phonetic descriptions are a primary component of traditional pronunciation classes.
The students' motivation is seen as central to successful language instruction. The student plays a primary role in improving pronunciation. Self-monitoring skills and awareness strategies are taught.	Students do not take responsibility for improving their own pronunciation.

The followings are the techniques that are used in the research-based approach for pronunciation instruction:

Techniques	Contents
Self-monitoring	Students can learn to self monitor their pronunciation to improve their intelligibility.
Modeling and Individual Correction	Report the results of analyses of student speech sample individually.
Communication Activities	Design activities for the students to practice specific sounds.

Written Versions of Oral Presentations	In the more advanced levels, students can be given strategies for analyzing the written versions of their oral presentations.
Computer-Assisted Language Learning	Teachers can use visual displays of speech patterns to teach intonation, stress, and sounds to individuals and <i>small groups of students</i> .
Explanations	Explanations of how to produce sounds or use pronunciation patterns appropriately should be kept to a minimum though directions about what to do with the vocal organs can help some students in some circumstances.
Utilization of Known Sounds	Comparisons with the students' first language may help some students to produce a second language pattern.
Incorporation of Novel Elements	Using novel elements with the use of directions.
Communication	Students can be taught some useful communication strategies which will help them give the impression that their

Strategies	pronunciation is better than it really is. The communication strategies are retrieval strategies, rehearsal strategies, cover strategies, and “communication” strategies. (Oxford 2000).
Affective Strategies	A number of excellent affective strategies can be taught to help learners lower their anxieties and gain confidence.

CHAPTER III

OPERATIVIZATION OF THE RESEARCH

3.1 Atmosphere of the research

The research was developed at Jorge Basadre Grohmann National University of Tacna, with 1st year college students of IETI / FACE.

From the theoretical and scientific point of view, this research belongs to the psycho-pedagogical and pedagogic areas, therefore these variables: Dynamic Resources and English sound pronunciation.

3.2 Type and design of the research

3.2.1 Type

It is about an experimental, causal, and valorative research because it investigates the possible relations between Cause-effect about the manifestations of two variables of study; the influence of a variable upon another and also its valorative comparison of a teaching technique.

3.2.1 Design

The design is of “Quasi-experimental” and of “Pre-Post Test with a Control group” type, because two studying groups are used, one of them is of Control and the other one is Experimental.

The Dynamic Resources are applied, to the Experimental group through the same teaching Program of English language used, in 1st year college students of IETI / FACE. And, it was evaluated with a Pre-test and a Post-test according to the following scheme:

GE	:	01	x	02
GC	:	03	-	04

Where:

GE	:	Experimental Group
GC	:	Control Group
01 / 03	:	Pre-test
X	:	Dynamic Resources
02 / 04	:	Post-test

3.3 Population and studying samples

3.3.1 Population

The population is the total of students (30) from 1st year of IETI / FACE of UNJBG in Tacna, during 2009.

3.3.2 Sample

Sample is formed by the 100% of the population distributed in two sections of 15 students in each one, of aleatory way.

3.4 Instrument of data collecting

As an instrument of data collecting, it had been elaborated in a written test which was applied to the Control and the Experimental groups through Pre-test and Post-test.

The instrument is annexed in the last part of this Research Work.

3.5 Processing and interpretation of the results

The processing and interpretation of the results were carried out through the analysis and statistics tables, interpretation of frequencies and percentages, detailed in the next pages, which will allow verifying the stated hypothesis and reaching the conclusions.

3.6 Verification of hypothesis

3.6.1 Verification of specific hypothesis

- a) "The general average of the development of the English sound pronunciation showed by students before the

application of the dynamic resources as a teaching strategy is low”.

According to the results of tables 3 and 5, 1st year students of the foreign language speciality / face at Jorge Basadre Grohmann national university of Tacna show effectively a low percentage of scores.

- b) “It is possible to apply the dynamic resources as a teaching strategy to develop the English sound pronunciation in first year students who form part of the Experimental group in the studying sample”.

The new results obtained with the Experimental group point out that it is possible to apply the dynamic resources as a teaching strategy.

- c) “The results of the development in the English sound pronunciation of the experimental group (GE) are better than those in the control group (GC) thank to the use of the dynamic resources as a teaching strategy”.

After the application of the dynamic resources as a teaching strategy, the development of English sound pronunciation got better which is shown in tables 4, 6 and 9.

3.6.2 Verification of general hypothesis:

“Applying the dynamic resources as a teaching strategy improves favourably the development of the English sound pronunciation in first year students of the foreign language speciality, FACE/ UNJBG, during 2009.”

After the three specific hypotheses have been verified and, according to the results obtained through statistics tables in the Post -test, this hypothesis is also verified and considered as valid.

GRAPHICS, ANALYSIS AND DATA INTERPRETATION

TABLE N° 01

DISTRIBUTION OF AGE GROUPS ACCORDING TO THE STUDY GROUP

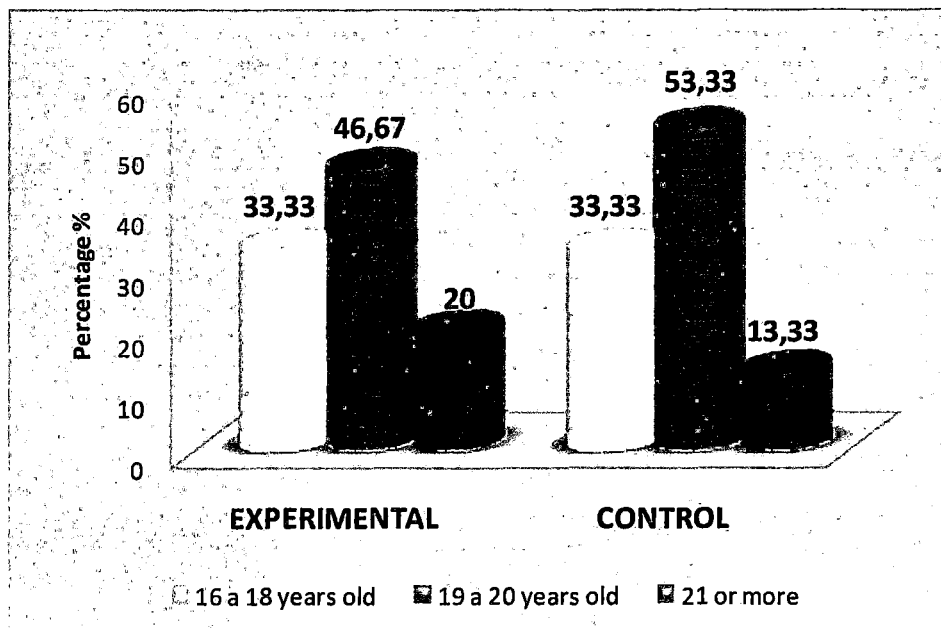
AGE GROUPS	TOTAL		STUDY GROUP			
			EXPERIMENTAL		CONTROL	
	n	%	n	%	n	%
16 to 18 years old	10	33,33	5	33,33	5	33,33
19 to 20 years old	15	50,00	7	46,67	8	53,33
21 or more	5	16,67	3	20,00	2	13,33
Total	30	100,00	15	100,00	15	100,00

Chi square test of homogeneity:

Value: 0,267; Value p: 0,875

GRAPHIC N° 01

DISTRIBUTION OF AGE GROUPS ACCORDING TO THE STUDY GROUP



ANALYSIS AND INTERPRETATION OF TABLE N° 01

Table 01 and its comparative histogram are referred to the distribution of age groups according to the study group. According to the results, we have:

ANALYSIS

From 15 students of the Experimental group, the higher percentage was 46,67% which present 7 students between the ages of 19 and 20 years old.

From a total of 15 students of the Control group, the higher percentage was 53,33% which present 8 students also between the ages of 19 and 20 years old.

INTERPRETATION

According to these results, we can observe that in both experimental and control group, the higher percentage is between the ages of 19 and 20 years old. We also do chi square statistical test and we appreciate that there are no statistically significant differences $p > 0.05$.

TABLE N° 02

DISTRIBUTION OF SEX GROUPS ACCORDING TO THE STUDY GROUP

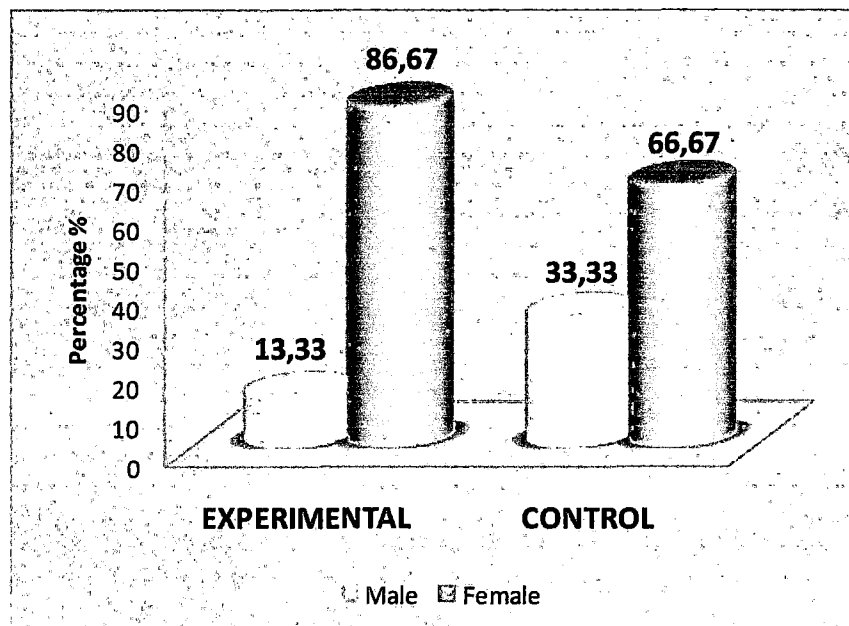
SEX GROUPS	TOTAL		STUDY GROUP			
			EXPERIMENTAL		CONTROL	
	n	%	n	%	n	%
Male	7	23,33	2	13,33	5	33,33
Female	23	76,67	13	86,67	10	66,67
Total	30	100,00	15	100,00	15	100,00

Chi square test of homogeneity:

Value: 1,677; Value p : 0,195

GRAPHIC N° 02

DISTRIBUTION OF SEX GROUPS ACCORDING TO THE STUDY GROUP



ANALYSIS AND INTERPRETATION OF TABLE N° 02

Table 02 and its comparative histogram are referred to the distribution of sex groups according to the study group. According to the results, we have:

ANALYSIS

From 15 students of the Experimental group, the higher percentage was 86,67% which present 13 female students and just 13,33% present male students.

From a total of 15 students of the Control group, the higher percentage was 66,67% which present 10 female students and just 33,33% present male students.

INTERPRETATION

According to these results, we can observe that in both experimental and control group, the higher percentage was obtained by female students.

We also do chi square statistical test and we appreciate that there are no statistically significant differences $p > 0.05$.

TABLE N° 03

DISTRIBUTION OF THE PRE-TEST SCORES ACCORDING TO THE STUDY GROUP BEFORE THE APPLICATION OF THE DYNAMIC RESOURCES

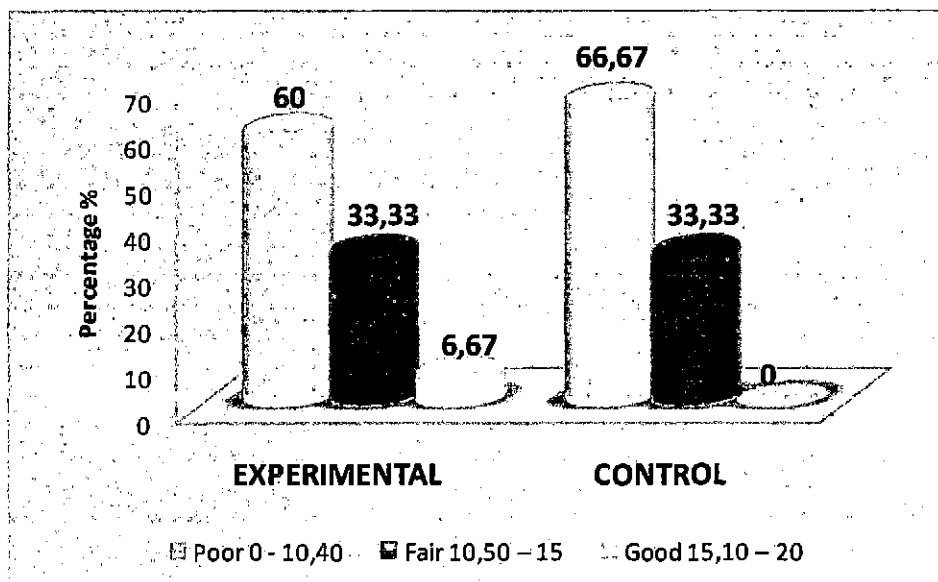
PRE-TEST SCORES	STUDY GROUP					
	TOTAL		EXPERIMENTAL		CONTROL	
	n	%	n	%	n	%
Poor 0 - 10,40	19	63,33	9	60,00	10	66,67
Fair 10,50 – 15	10	33,33	5	33,33	5	33,33
Good 15,10 – 20	1	3,33	1	6,67	0	0,00
Total	30	100,00	15	100,00	15	100,00

Chi square test of homogeneity:

Value: 1,053; Value p : 0,591

GRAPHIC N° 03

DISTRIBUTION OF THE PRE-TEST SCORES ACCORDING TO THE STUDY GROUP BEFORE THE APPLICATION OF THE DYNAMIC RESOURCES



ANALYSIS AND INTERPRETATION OF TABLE N° 03

Table 03 and its comparative histogram are referred to the distribution of the pre-test scores according to the study group before the application of the dynamic resources. According to the results, we have:

ANALYSIS

From 15 students of the Experimental group, the higher percentage was 60% which show 9 participants with poor scores among 0 – 10,40 points in the pre test.

From a total of 15 students of the Control group, the higher percentage was 66,67% which show 10 participants also with poor scores in the pre test.

INTERPRETATION

According to these results, we can see the distribution of the pre-test scores according to the study group before the application of the dynamic resources; where the poor score presents a higher percentage with 63, 33% in both groups. While in experimental group only find one case of 6, 67% which is good score before their application.

Conducting the test statistical chi square there are no statistical differences in both groups before the application of the dynamic resources.

TABLE N° 04

**DISTRIBUTION OF THE POST TEST SCORES ACCORDING TO THE
STUDY GROUP AFTER THE APPLICATION OF THE DYNAMIC
RESOURCES**

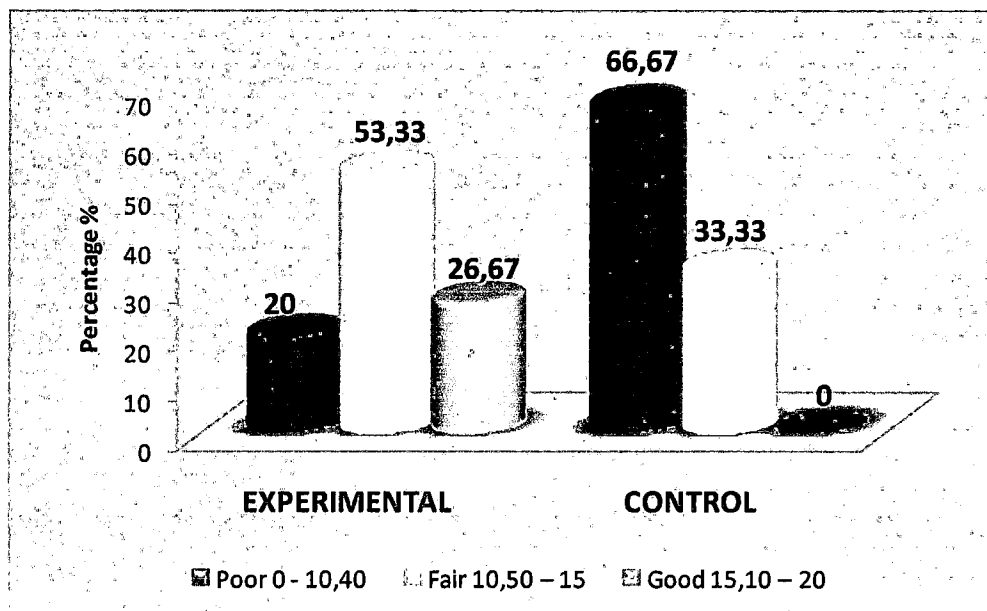
POST TEST SCORES	TOTAL		STUDY GROUP			
			EXPERIMENTAL		CONTROL	
	n	%	n	%	n	%
Poor 0 - 10,40	13	43,33	3	20,00	10	66,67
Fair 10,50 – 15	13	43,33	8	53,33	5	33,33
Good 15,10 – 20	4	13,33	4	26,67	0	0,00
Total	30	100,00	15	100,00	15	100,00

Chi square test of homogeneity:

Value: 8,462; Value p : 0,015

GRAPHIC N° 04

**DISTRIBUTION OF THE POST TEST SCORES ACCORDING TO THE
STUDY GROUP AFTER THE APPLICATION OF THE DYNAMIC
RESOURCES**



ANALYSIS AND INTERPRETATION OF TABLE N° 04

Table 04 and its comparative histogram are referred to the distribution of the pre-test scores according to the study group after the application of the dynamic resources. According to the results, we have:

ANALYSIS

From 15 students of the Experimental group, the higher percentage was 53,33% which show 8 participants with fair scores among 10,50 – 15 points in the post test.

From a total of 15 students of the Control group, the higher percentage was 66,67% which show 10 participants with poor scores among 0-10,40 points in the post test.

INTERPRETATION

According to these results, we can see the distribution of the post-test scores according to the study group after the application of the dynamic resources; where the fair score presents a higher percentage with 53,33% in the Experimental group, whereas in the Control group, the higher percent is 66,67% which still present poor scores in the post test.

Conducting the test statistical chi square there are no statistical differences in both group before their application.

TABLE N° 05

DISTRIBUTION OF THE PRONUNCIATION LEVEL ACCORDING TO THE STUDY GROUP BEFORE THE APPLICATION OF THE DYNAMIC RESOURCES

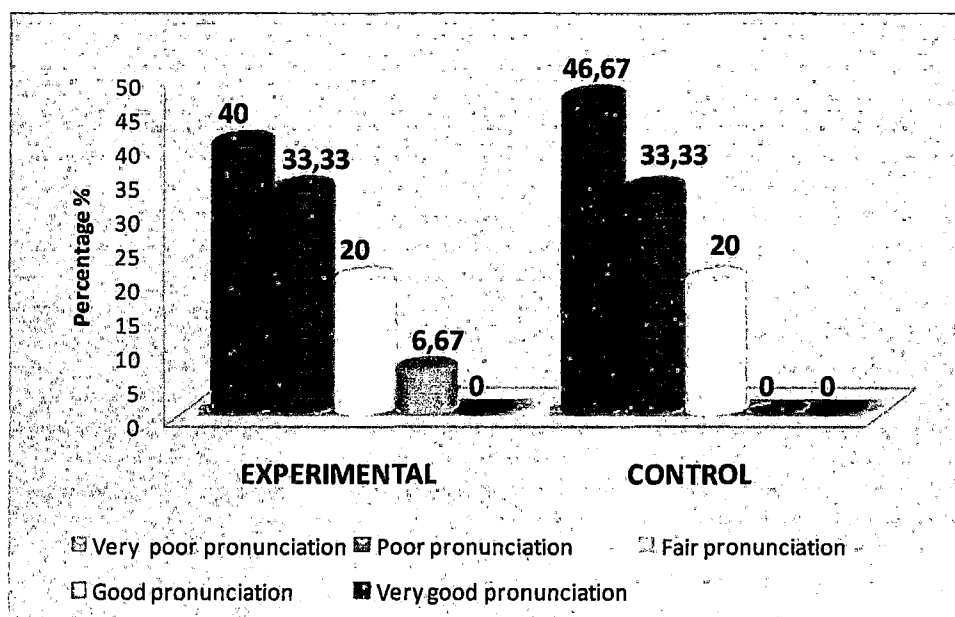
PRONUNCIATION LEVEL	TOTAL		STUDY GROUP			
			EXPERIMENTAL		CONTROL	
	N	%	n	%	n	%
Very poor pronunciation	13	43,33	6	40,00	7	46,67
Poor pronunciation	10	33,33	5	33,33	5	33,33
Fair pronunciation	6	20,00	3	20,00	3	20,00
Good pronunciation	1	3,33	1	6,67	0	0,00
Very good pronunciation	0	0,00	0	0,00	0	0,00
Total	30	100,00	15	100,00	15	100,00

Chi square test of homogeneity:

Value: 1,077; value p : 0,783

GRAPHIC N° 05

DISTRIBUTION OF THE PRONUNCIATION LEVEL ACCORDING TO THE STUDY GROUP BEFORE THE APPLICATION OF THE DYNAMIC .RESOURCES



ANALYSIS AND INTERPRETATION OF TABLE N° 05

Table 05 and its comparative histogram are referred to the distribution of the pronunciation level according to the study group before the application of the dynamic resources. According to the results, we have:

ANALYSIS

From 15 students of the Experimental group, the higher percentage was 40% which show 6 participants with very poor pronunciation before the application of the dynamic resources.

From a total of 15 students of the Control group, the higher percentage was 46,67% which show 7 participants also with very poor pronunciation.

INTERPRETATION

According to these results, we can see the distribution of the pronunciation level according to the study group before the application of the dynamic resources; where the very poor pronunciation level has a higher percentage with 40% in the Experimental group. In the Control group, it also shows a very poor pronunciation level with 46,67%. And anyone of the participants in both groups shows a very good pronunciation.

Conducting the test statistical chi square there are no statistical differences in both group before their application.

TABLE N° 06

DISTRIBUTION OF THE PRONUNCIATION LEVEL ACCORDING TO THE STUDY GROUP AFTER THE APPLICATION OF THE DYNAMIC RESOURCES

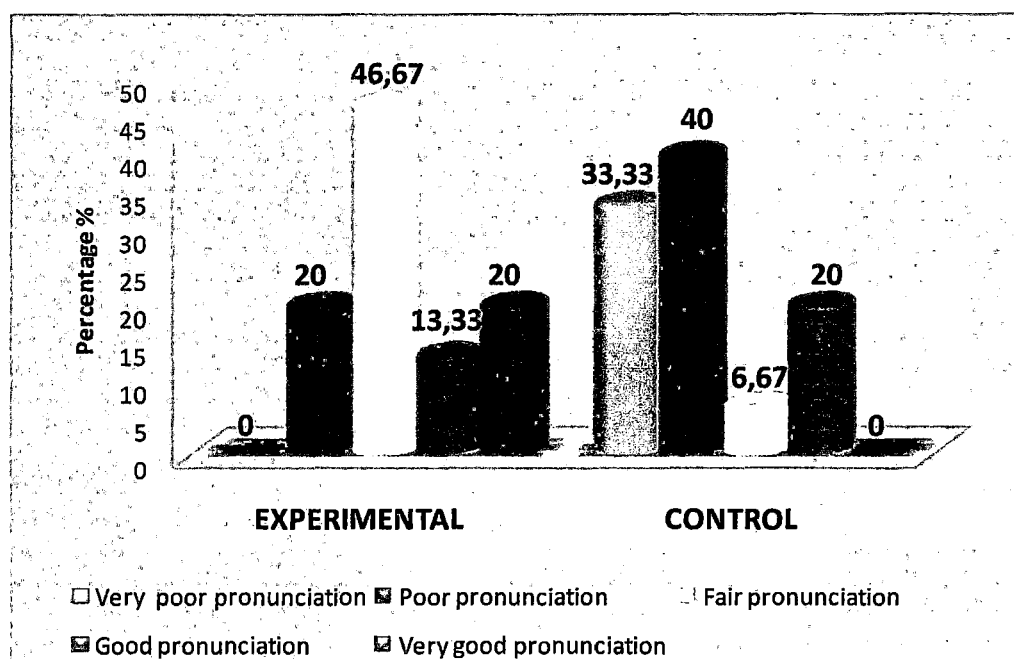
PRONUNCIATION LEVEL	TOTAL		STUDY GROUP			
			EXPERIMENTAL		CONTROL	
	n	%	n	%	n	%
Very poor pronunciation	5	16,67	0	0,00	5	33,33
Poor pronunciation	9	30,00	3	20,00	6	40,00
Fair pronunciation	8	26,67	7	46,67	1	6,67
Good pronunciation	5	16,67	2	13,33	3	20,00
Very good pronunciation	3	10,00	3	20,00	0	0,00
Total	30	100,00	15	100,00	15	100,00

Chi square test of homogeneity:

Value: 13,700; value p : 0,008

GRAPHIC N° 06

DISTRIBUTION OF THE PRONUNCIATION LEVEL ACCORDING TO THE STUDY GROUP AFTER THE APPLICATION OF THE DYNAMIC RESOURCES



ANALYSIS AND INTERPRETATION OF TABLE N° 06

Table 06 and its comparative histogram are referred to the distribution of the pronunciation level according to the study group after the application of the dynamic resources. According to the results, we have:

ANALYSIS

From 15 students of the Experimental group, the higher percentage was 46,67% which show 7 participants with fair pronunciation after the application of the dynamic resources.

From a total of 15 students of the Control group, the higher percentage was 40% which show 6 participants with poor pronunciation.

INTERPRETATION

According to these results, we can see the distribution of the pronunciation level according to the study group after the application of the dynamic resources; where the fair pronunciation level has a higher percentage with 46,67% in the Experimental group. Whereas in the Control group, it shows a poor pronunciation level with 40%. And 20% of the participants of the Experimental group show a very good pronunciation after the application of the dynamic resources whereas the control group does not have any participant with very good pronunciation.

Conducting the test statistical chi square there are no statistical differences in both group before their application.

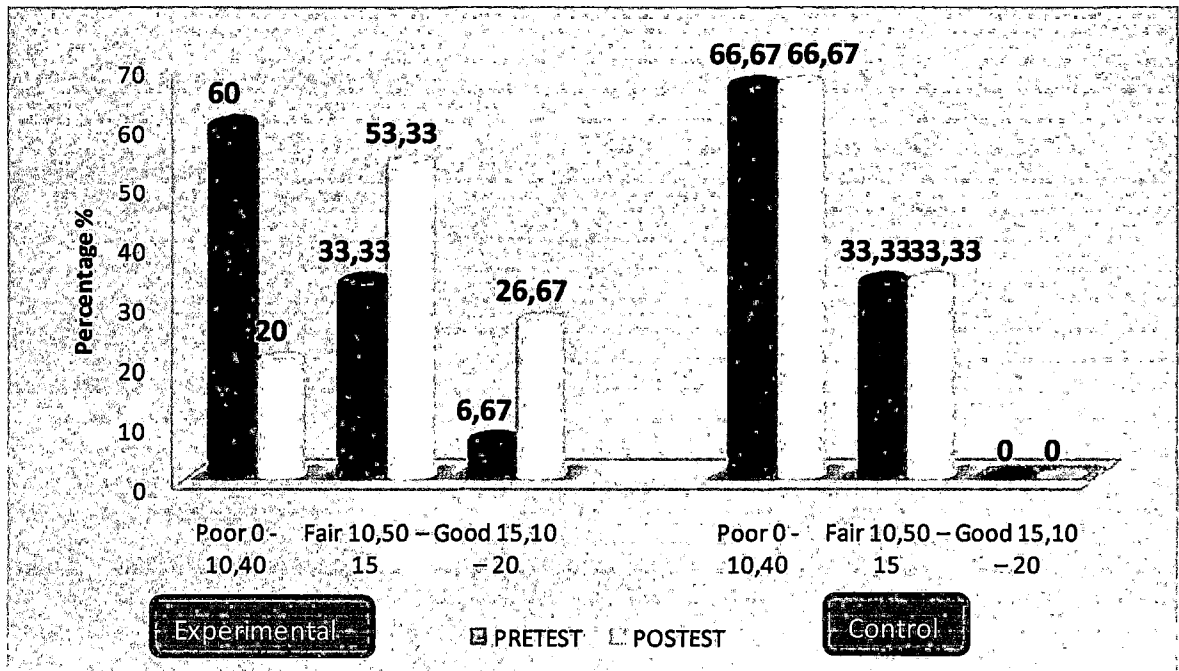
TABLE N° 07

**DISTRIBUTION OF THE PRE TEST AND POST TEST SCORES
ACCORDING TO THE STUDY GROUP BEFORE AND AFTER THE
APPLICATION OF THE DYNAMIC RESOURCES**

STUDY GROUP	PRE TEST AND POST TEST SCORES				Association test
	PRE TEST		POST TEST		
	n	%	n	%	
Experimental					
Poor 0 - 10,40	9	60,00	3	20,00	$X^2=5,492$
Fair 10,50 – 15	5	33,33	8	53,33	$p=0,064$
Good 15,10 – 20	1	6,67	4	26,67	
Total	15	100,00	15	100,00	
Control					
Poor 0 - 10,40	10	66,67	10	66,67	$X^2=0,001$
Fair 10,50 – 15	5	33,33	5	33,33	$p=0,650$
Good 15,10 – 20	0	0,00	0	0,00	
Total	15	100,00	15	100,00	

GRAPHIC N° 07

**DISTRIBUTION OF THE PRE TEST AND POST TEST SCORES
ACCORDING TO THE STUDY GROUP BEFORE AND AFTER THE
APPLICATION OF THE DYNAMIC RESOURCES**



ANALYSIS AND INTERPRETATION OF TABLE N° 07

Table 07 and its comparative histogram are referred to the distribution of the pre test and post test scores according to the study group before and after the application of the dynamic resources. According to the results, we have:

INTERPRETATION

According to these results, we can see the distribution of the pre test and post test scores according to the study group before and after the application of the dynamic resources; where 60% of the pre test results decreased into 20% of the post test results with poor scores in the Experimental group, whereas 66,67% with poor scores are still the same in the pre test and post test in the Control group.

Conducting the test statistical chi square there is no statistical differences in both groups before and after the application of the dynamic resources.

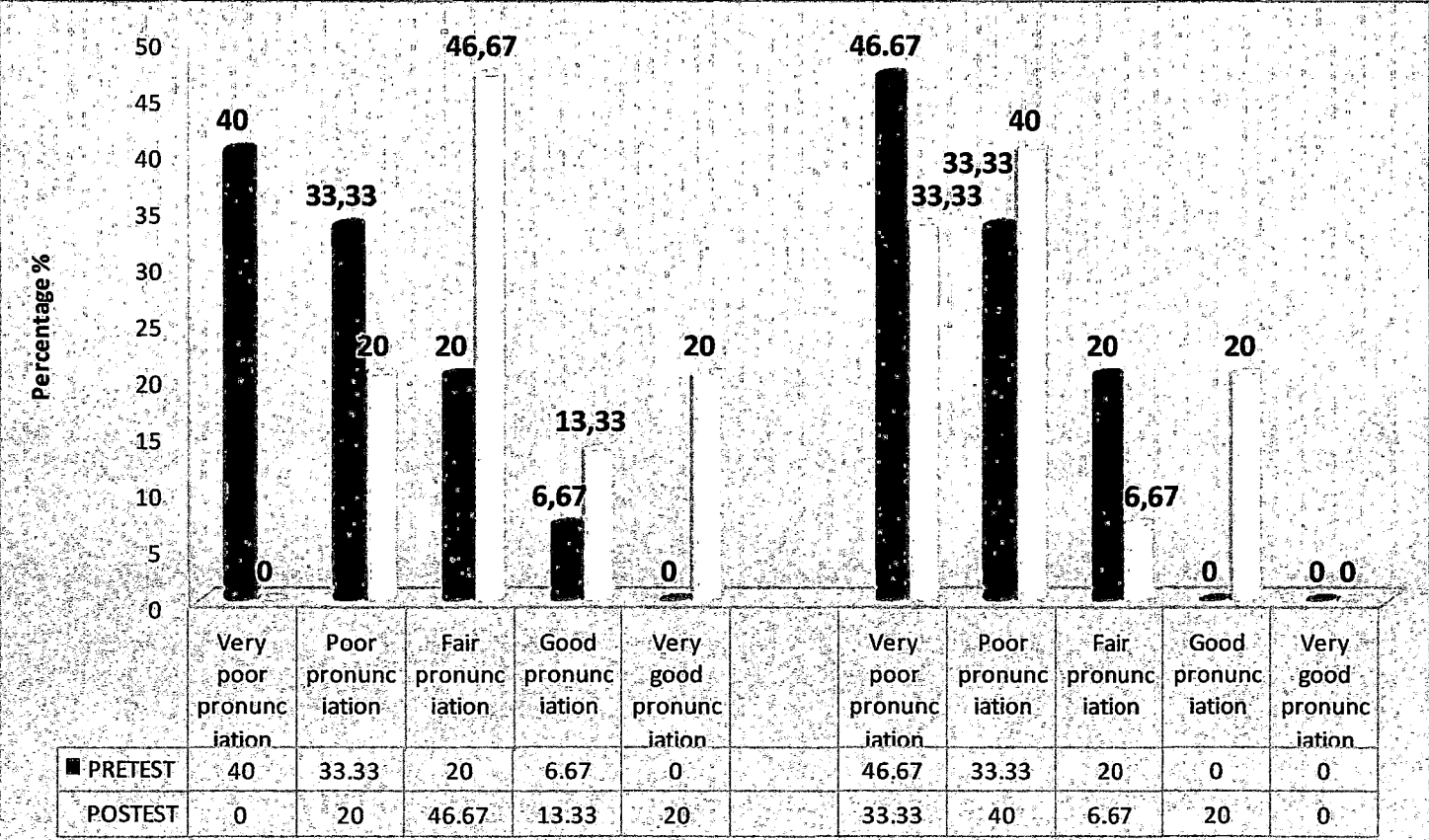
TABLE N° 08

**DISTRIBUTION OF THE PRONUNCIATION LEVEL ACCORDING TO THE
STUDY GROUP BEFORE AND AFTER THE APPLICATION OF THE
DYNAMIC RESOURCES**

STUDY GROUP	PRONUNCIATION LEVEL				Association test
	PRETEST		POSTEST		
	n	%	n	%	
Experimental					
Very poor pronunciation	6	40,00	0	0,00	$X^2=11,433$ $p=0,022$
Poor pronunciation	5	33,33	3	20,00	
Fair pronunciation	3	20,00	7	46,67	
Good pronunciation	1	6,67	2	13,33	
Very good pronunciation	0	0,00	3	20,00	
Total	15	100,00	15	100,00	
Control					
Very poor pronunciation	7	46,67	5	33,33	$X^2=4,424$ $p=0,219$
Poor pronunciation	5	33,33	6	40,00	
Fair pronunciation	3	20,00	1	6,67	
Good pronunciation	0	0,00	3	20,00	
Very good pronunciation	0	0,00	0	0,00	
Total	15	100,00	15	100,00	

GRAPHIC N° 08

DISTRIBUTION OF THE PRONUNCIATION LEVEL ACCORDING TO THE STUDY GROUP BEFORE AND AFTER THE APPLICATION OF THE DYNAMIC RESOURCES



ANALYSIS AND INTERPRETATION OF TABLE N° 08

Table 08 and its comparative histogram are referred to the distribution of the pronunciation level according to the study group before and after the application of the dynamic resources. According to the results, we have:

INTERPRETATION

According to these results, we can see the distribution of the pronunciation level according to the study group before and after the application of the dynamic resources; where 40% of the scores decreased into 0% with very poor pronunciation in the Experimental group during the pre test and post test, whereas 46,67% of the scores decreased into 33,33% with very poor pronunciation in the pre test and post test in the Control group.

Conducting the test statistical chi square there are no statistical differences in both groups before and after the application of the dynamic resources.

TABLE N° 09

DISTRIBUTION OF THE POST TEST SCORES AND THE PRONUNCIATION LEVEL ACCORDING TO THE STUDY GROUP AFTER THE APPLICATION OF THE DYNAMIC RESOURCES IN THE EXPERIMENTAL GROUP

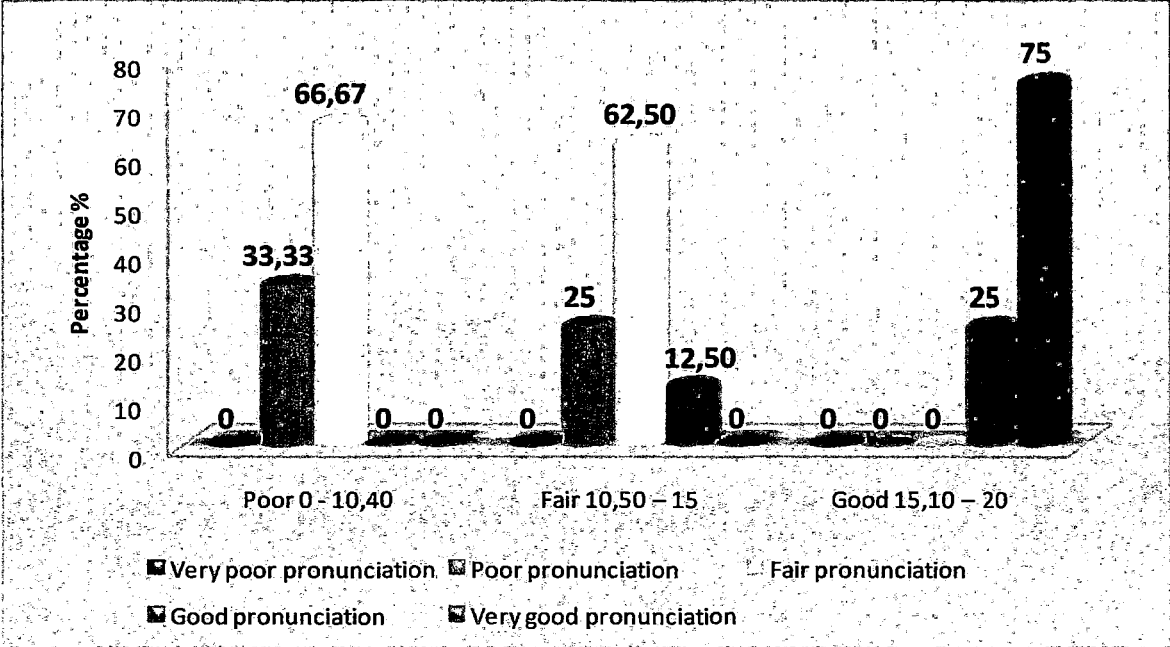
POST TEST SCORES	Total		PRONUNCIATION LEVEL									
			Very poor pronunciation		Poor pronunciation		Fair pronunciation		Good pronunciation		Very good pronunciation	
	n	%	n	%	N	%	n	%	n	%	n	%
Poor 0 - 10,40	3	100,00	0	0,00	1	33,33	2	66,67	0	0,00	0	0,00
Fair 10,50 – 15	8	100,00	0	0,00	2	25,00	5	62,50	1	12,50	0	0,00
Good 15,10 – 20	4	100,00	0	0,00	0	0,00	0	0,00	1	25,00	3	75,00
Total	15	100,00	0	0,00	3	20,00	7	46,67	2	13,33	3	20,00

Chi square test of independence:

Value: 12,783; value p : 0,047

GRAPHIC N° 09

DISTRIBUTION OF THE POST TEST SCORES AND THE PRONUNCIATION LEVEL ACCORDING TO THE STUDY GROUP AFTER THE APPLICATION OF THE DYNAMIC RESOURCES IN THE EXPERIMENTAL GROUP



ANALYSIS AND INTERPRETATION OF TABLE N° 09

Table 09 and its comparative histogram are referred to the distribution of the post test scores and the pronunciation level according to the study group after the application of the dynamic resources in the experimental group. According to the results, we have:

INTERPRETATION

According to these results, we can see the distribution of the post test scores and the pronunciation level according to the study group after the application of the dynamic resources in the experimental group; we can see the influence of the dynamic resources on the pronunciation level, where 75% shows a good pronunciation level after the application of the dynamic resources with a p-value < 0.05 demonstrating significant statistical Association.

CONCLUSIONS

1. The application of dynamic resources as a teaching strategy improves favourably the development of the English sound pronunciation in first year students of the foreign language speciality – translator and interpreter of Education Faculty of Jorge Basadre Grohmann National University.
2. The general average of the development of the pronunciation of the students in the control group (GC) and experimental group (GE) does not present significant differences showing a low average, before applying the dynamic resources as a teaching strategy, as it is shown in the tables 3 and 5, during the pre test.

3. Applying these dynamic resources as a teaching strategy cause positive effects on students, as it is shown in tables 4 and 6, during the post test.

4. The results of the development in the pronunciation of the experimental group (GE) are better than those in the control group (GC) thank to the use of these dynamic resources as a teaching strategy, as it is shown in the tables 7 and 8.

SUGGESTIONS

1. It is commendable to carry out and promote the use of these dynamic resources as a teaching strategy and as a self-taught way for students to improve their English pronunciation since the very beginning of their studies at university.
2. It is advisable to perform research works concerning to different activities or other kind of resources that allow measuring the other part of suprasegmental features pronunciation as well as listening, speaking and reading skills.

3. It is necessary to incentive students who just finished their studies in the Education Faculty in the specialty of Foreign Language, to decide in their grade through a Thesis to promote investigation in the Faculty.

4. It is laudable to notice that Research Works like this should be constantly done to have more Teaching-Learning resources for teachers and students themselves of English language in our schools, institutions or universities.

5. It is necessary this Research Work should be put in practice in schools, institutions, universities and self-taught learning in different kinds of levels in the students' profit.

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ANNEXES

PRE - ENGLISH TEST

Name:

Date:

Part 1

Circle the letter of the sentence with the same meaning as the sentence you heard.

Example:

You will hear:

I saw the pear.

You will read:

(A) I saw the fruit.

(B) I saw the animal.

- (A) Did you see the boat?
(B) Did you see the animal?
- (A) He gave me something to ring.
(B) He gave something to pay.
- (A) I didn't have any idea.
(B) I didn't have any paste.

I. The following pairs of words are pronounced the same but have different meanings. Listen to the spoken sentence and circle the word you heard in the sentence.

Example:

You will hear:

Put the book here

You will read:

here

hear

- right write
- feet feat
- weight wait
- hour our
- heir air

II. The following pairs of words are pronounced the same but have different meanings. Listen to the spoken sentence and circle the word you heard in the sentence.

Example:

You will hear:

He runs the crane at the construction site.

You will read:

RUNS

- meets
- moves quickly
- operates
- elapses

the correct answer is operates

1. simple
 - a) easy
 - b) plain
 - c) innocent
 - d) feebleminded

2. board
 - a. piece of wood
 - b. get on a transportatiosn vehicle
 - c. meals supplied on aregular basis
 - d. group of people controlling a business

3. kid
 - a. baby goat
 - b. young child
 - c. tease
 - d. leather

4. beat
 - a. route
 - b. thythm
 - c. hit
 - d. defeat

5. common
 - a. ordinary
 - b. ill-bread
 - c. general
 - d. shared

PART 2

WORKING WITH A SONG

EVERY BREATH YOU TAKE

I. **Word builder: meanings:** Match the words or expressions with their meanings.

- | | | |
|---------------------|-------|---|
| 1. fake | _____ | to have a pain |
| 2. a vow | _____ | not real |
| 3. to ache | _____ | to say that something belongs to you |
| 4. to stake a claim | _____ | to put back or give another of the same |
| 5. to replace | _____ | to want very much |
| 6. to take a step | _____ | to move or act |
| 7. to long for | _____ | a promise, especially a religious one |

II. **Pronunciation: sounds – “a” and “e”** : Match the words with the sounds.
There are two words for each sound.

In pairs, put these words in the appropriate column according to their sound.

Make – stay – take – break – say – trace – stake – embrace – be

fake – day – see – replace – aches – face – me – play

/eɪk/	/eɪ/	/i:/	/eɪs/

III. **Listening:** Listen to the song. How is the singer feeling?

- a) happy b) sad c) bored

EVERY BREATH YOU TAKE

Every breath you _____
 Every move you _____
 Every bond you _____
 Every step you _____
 I'll be watching you

Every single _____
 Every word you _____
 Every game you _____
 Every night you _____
 I'll be watching you

Oh can't you _____
 You belong to _____
 How my poor heart _____
 With every step you _____

Every move you _____
 Every vow you _____
 Every smile you _____
 Every claim you _____
 I'll be watching you

Since you've gone I've been lost without a _____
 I dream at night I can only see your _____
 I look around but it's you I can't _____
 I feel so cold and I long for your _____
 I keep crying, baby, baby, please...

GOOD LUCK



Part 3: Read the text in front of the teacher. (Oral part)

MURDER IN A MANSION

The story of the murder of a rich businessman, June 22nd, 1952 was David Travis's sixtieth birthday. He had dinner at his house with his wife, Amanda, his daughter, Barbara, his businessman partner, George Smith, and his assistant, Claudia Myers. The next morning when Amanda Travis went to her husband's bedroom she found him in bed ... dead.

Lieutenant Jackson arrived at about 9:00. He was a tall man with a big black mustache. Amanda, Barbara, Claudia, and George were in the living room. The lieutenant came in.

"Mr. Travis died between midnight last night and seven o'clock this morning," he said.

"Somebody in this room killed him." He looked at them one by one but nobody spoke.

"Mrs. Travis, I want to talk to you first. Come into the library with me, please."

Amanda Travis followed the lieutenant into the library, and they sat down.

"What did your husband do after dinner last night?"

"When we finished dinner David said he was tired, he went to bed."

"Did you go to bed then?"

"No, I didn't. I went for a walk outside."

"What time did you go to bed?"

"About a quarter to twelve."

"Was your husband asleep?"

"I don't know, Lieutenant. We ... we slept in separate rooms."

"Did you hear anything when you were in your room?"

"Yes, I heard David's bedroom door. It opened. I thought it was David. Then it closed again. I read in bed for half an hour. Then I went to sleep."

"What time did you get up this morning?"

"I got up at about 7:15. I had breakfast, and at 8:00 I took my husband a cup of coffee. I found him in bed. He was ... dead."

"Tell me, Mrs. Travis, did you love your husband?"

"David is ... was a difficult man."

"But did you love him, Mrs. Travis?"

"No, Lieutenant. I hated him."

POST - ENGLISH TEST

Name:

Date:

Part 1

Circle the letter of the sentence with the same meaning as the sentence you heard.

Example:

You will hear:

I saw the pear.

You will read:

(A) I saw the fruit.

(B) I saw the animal.

- (A) The army officer was sitting at his desk.
(B) The city official was sitting at his desk.
- (A) Where did she put the object to cook in?
(B) Where did she put the object to write with?

I. The following pairs of words are pronounced the same but have different meanings. Listen to the spoken conversation and circle the word you heard in the sentence.

Example:

You will hear:

Where shall I put this vase?
Right here on the table.

You will read:

here

hear

- dye die
- breaks brakes
- won one
- lone loan
- hole whole

II. The following pairs of words are pronounced the same but have different meanings. Listen to the spoken sentence and circle the word you heard in the conversation.

Example:

You will hear:

(man) *How often do you go skiing?*
(woman) *About three times a month.*

You will read:

times

- Occasions
- Multiply
- Durations
- Tempos

- degree
 - step
 - academic qualification
 - angle
 - level of heat

_____ it on me or _____ it on you.

It's as if I'm _____.

It's as if I'm _____.

It's as if I _____.

It's as if I'm playing with _____.

It's as if I'm _____.

Are you _____?

Are we playing with _____?

3RD PART

Relax

There is an _____ to the darkest _____.

It's _____ we don't _____ but the last thing on my _____

Is to leave you.

I believe that we're in this _____.

Don't _____ - there are so many _____ left.

2. READ THE SONG AND FIND A SYNONYM FOR THE FOLLOWING WORDS:

WORD	SYNONYM IN THE SONG
Frightened	
Smashed	
Misplaced	
Desires	
Affliction	
Yell	
Accuse	

3. COMPLETE THE TABLE WITH THE WORDS IN THE BOX ACCORDING TO THE VOWEL SOUND.

blame, terrified, pain, time, know, play, train, take, goes, ride, line, don't

/aɪ/	/eɪ/	/əʊ/

Part 3: Read the text in front of the teacher (Oral part)

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The story of the murder of a rich businessman, June 22nd, 1952 was David Travis's sixtieth birthday. He had dinner at his house with his wife, Amanda, his daughter, Barbara, his businessman partner, George Smith, and his assistant, Claudia Myers. The next morning when Amanda Travis went to her husband's bedroom she found him in bed ... dead.

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"When we finished dinner David said he was tired, he went to bed."

"Did you go to bed then?"

"No, I didn't. I went for a walk outside."

"What time did you go to bed?"

"About a quarter to twelve."

"Was your husband asleep?"

"I don't know, Lieutenant. We ... we slept in separate rooms."

"Did you hear anything when you were in your room?"

"Yes, I heard David's bedroom door. It opened. I thought it was David. Then it closed again. I read in bed for half an hour. Then I went to sleep."

"What time did you get up this morning?"

"I got up at about 7:15. I had breakfast, and at 8:00 I took my husband a cup of coffee. I found him in bed. He was ... dead."

"Tell me, Mrs. Travis, did you love your husband?"

"David is ... was a difficult man."

"But did you love him, Mrs. Travis?"

"No, Lieutenant. I hated him."

EVERY BREATH YOU TAKE

I. **Word builder: meanings:** Match the words or expressions with their meanings.

- | | | |
|---------------------|-------|---|
| 1. fake | _____ | to have a pain |
| 2. a vow | _____ | not real |
| 3. to ache | _____ | to say that something belongs to you |
| 4. to stake a claim | _____ | to put back or give another of the same |
| 5. to replace | _____ | to want very much |
| 6. to take a step | _____ | to move or act |
| 7. to long for | _____ | a promise, especially a religious one |

II. **Pronunciation: sounds – “a” and “e” :** Match the words with the sounds. There are two words for each sound.

1. /ei/ - 2. /eik/ - 3. /i/ - 4. /eis/

fake – day – see – replace – aches – face – me – play

In pairs, put these words in the appropriate column according to their sound.

Make – stay – take – break – say – trace – stake – embrace - be

/eik/	/ei/	/i/	/eis/

III. **Listening:** Listen to the song. How is the singer feeling?

- a) happy b) sad c) bored

IV. **Speaking:** In pairs, discuss these questions and give reasons for your answers.

1. Do you think the singer is an obsessed fan, an ex-boyfriend or a jealous husband?
2. Why do you think he's watching her?

EVERY BREATH YOU TAKE

Every breath you _____

Every move you _____

Every bond you _____

Every step you _____

I'll be watching you

Every single _____

Every word you _____

Every game you _____

Every night you _____

I'll be watching you

Oh can't you _____

You belong to _____

How my poor heart _____

With every step you _____

Every move you _____

Every vow you _____

Every smile you _____

Every claim you _____

I'll be watching you

Since you've gone I've been lost without a

_____ I dream at night I can only see your

_____ I look around but it's you I can't

_____ I feel so cold and I long for your

_____ I keep crying, baby, baby, please...

I'M ALIVE

by Celine Dion

1. Look up the meaning of the verbs in the box, then listen to the first part of the song and fill the blanks with them.

get, drift , call on, touch, hear, die,
bless, feel, know, look at

I _____ wings to fly
Oh, oh ... I'm alive ...
Yeah

When you _____ me
When I _____ you Breathe
I _____ wings to fly
I _____ that I'm alive

When you _____ me
I can _____ the sky
I _____ that I'm alive

When you _____ The day
I just _____ away
All my worries _____
I'm glad that i'm Alive

2. Listen to this part again and translate it into your language.

3. Listen to the next part of the song and match the halves.

You've set	much higher
Filled me	my heart on fire
Made me a woman	takes flight
My spirit	on clouds above
I couldn't get	with love
Cause	I am alive

4. Now translate this part, too.

5. Now, listen to the last part of the song. Some words have been misplaced. Find them and write the lines correctly again.

When you reach for high
Raising spirits that
God knows me

That I'll by the one
Standing be

Through times and
Through trying good

And it's only begun
I can't life for the
Rest of my wait

Use the dictionary to translate this final part.

6. Complete the table with the words in the box according to the vowel sound:

reach, alive, begun, day, away, touch, feel,
sky, worries, fly, breathe

/ʌ/	/i:/	/aɪ/	/eɪ/

YOU'RE BEAUTIFUL

by Black James Blunt

1. Listen to the song and fill the blanks with the past simple tense of the verbs in the box below.

can, smile, see, share, catch, be, walk, think,

My life is brilliant.

My love is pure.

I _____ an angel

Of that I'm sure.

She _____ at me on the subway

She _____ with another man.

But I won't lose no sleep on that,

'Cause I've got a plan.

You're beautiful. You're beautiful.

You're beautiful, it's true.

I _____ your face in a crowded place,

And I don't know what to do,

'Cause I'll never be with you.

Yeah, she _____ my eye

As we _____ on by.

She _____ see from my face that I _____,

F* high,

And I don't think that I'll see her again,

But we _____ a moment that will last till the end.

You're beautiful. You're beautiful.

You're beautiful, it's true.

I _____ your face in a crowded place,

And I don't know what to do,

'Cause I'll never be with you.

You're beautiful. You're beautiful.

You're beautiful, it's true.

There must be an angel with a smile on her face,

When she _____ up that I should be with you.

But it's time to face the truth,

I will never be with you.

2. Match the following words to a synonym.

Beautiful	Packed
Brilliant	Splendid
Crowded	Genuine
Pure	Gorgeous
High	Clean
True	Intense, extreme

And to an opposite:

Beautiful	Dull
Brilliant	Unattractive
Crowded	False
Pure	Deserted
High	Dirty
True	Low

3. Underline the sentences where you can see a preposition; copy and translate them.

*

*

#

4. Complete the table with the words in the box according to the sound of the diphthong:

life, brilliant, pure, angel, won't, crowded, face, sure, subway, face, smile					
/aɪ/	/aʊ/	/ʊə/	/ɪə/	/əʊ/	/eɪ/

RELAX, TAKE IT EASY

By Mika

1. LISTEN TO THE SONG AND COMPLETE THE GAPS WITH THE RIGHT WORDS.

1st part: know, lost, help, line, took, ever, train, same, pain,

2nd part: relax (x2), scared (x4), terrified (x2), easy (x2), do, fire (x2), blame (x2), nothing

3rd part: answer, clear, times, roads, understand, mind, scream,

1ST PART

_____ a ride to the end of the _____
Where no one _____ goes.
Ended up on a broken _____ with nobody I _____.
But the _____ and the (longings) the _____.
(Where the dying
Now I'm _____ and I'm screaming for _____.)

2ND PART

_____, take it _____
For there is _____ that we can _____,
_____, take it _____
_____ it on me or _____ it on you.
It's as if I'm _____,
It's as if I'm _____,
It's as if I _____.
It's as if I'm playing with _____.
_____.
It's as if I'm _____.
Are you _____?
Are we playing with _____?

3RD PART

Relax

There is an _____ to the darkest _____.

It's _____ we don't _____ but the last thing on my _____
Is to leave you.

I believe that we're in this _____.

Don't _____ - there are so many _____ left.

2. READ THE SONG AND FIND A SYNONYM FOR THE FOLLOWING WORDS:

WORD	SYNONYM IN THE SONG
Frightened	
Smashed	
Misplaced	
Desires	
Affliction	
Yell	
Accuse	

3. COMPLETE THE TABLE WITH THE WORDS IN THE BOX ACCORDING TO THE VOWEL SOUND.

blame, terrified, pain, time, know, play, train, take, goes, ride, line, don't

/aɪ/	/eɪ/	/əʊ/

DANCING QUEEN

By ABBA

1. Listen to the song once and tick the words you hear and find the meaning.

Can you make a few sentences with the words?

What do you think the lyrics are about? Have you heard of this band?

Girl, Boy, Life, Time, Night, Fight, Place, Friday, Day, Music, Young,
Old, Low, Sweet, High, Can, Jump, Watch, See, Feel

2. Listen to the first part of the song again and choose the right word for each blank.

You can **dance / chance**, you can jive, having the time of your life
See that girl, watch that **scene/ film**, diggin' the dancing queen

Friday night and the lights are **go / low**
Looking out for the place to **go / low**
Where they play the right music, getting in the **swing / king**
You come in to look for a **swing / king**
Anybody could be that **guy/buy**
Night is young and the music is **high/guy**
With a bit of rock music, everything is **fine/right**
You're in the mood for a **dance/chance**
And when you get the **dance/chance**...

Find the meaning of the following words: mood, beat, tambourine, jive and teaser.

3. Listen to the next part of the song and fill the blanks with the words you hear

You are the dancing queen, _____ and _____, only _____
Dancing queen, _____ the beat from the tambourine
You _____ dance, you _____ jive, having the time of your life
See that girl, watch that scene, dig in the dancing queen.

4. Now, listen to this final part of the song and match the sentences.

1. You're a teaser, 2. Leave them burning 3. Looking out for another, 4. You're in the mood 5. And when you get	a. anyone will do b. and then you're gone c. you turn them on d. for a dance e. the chance...
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5. Listen to the song again and put the words together with the sounds below:

Jive, Lights, Seventeen, Dance, Fine, Queen, Life, Feel, Chance, High, Guy, Beat, See, Go, Right, Sweet, Night, Time, Tambourine, Low.

/i:/	/aɪ/	/ɑ:/	/əu/

I. LISTEN, REPEAT AND READ THE VERSE AS FAST AS YOU CAN.

The Chaos --Gerard Nolst Trenité

Dearest *creature* in *creation* Studying English *pronunciation*, I will teach you
in my *verse* Sounds like *corpse, corps, horse* and *worse*.

I will keep you, *Susy, busy*, Make your *head* with *heat* grow dizzy; *Tear* in
eye, your dress you'll *tear, Queer, fair seer, hear* my *prayer*.

Pray, console your loving *poet*, Make my coat look *new*, dear, *sew it!* Just
compare *heart, hear* and *heard, Dies* and *diet, lord* and *word*.

Sword and *sward, retain* and *Britain* (Mind the latter how it's *written*). *Made*
has not the sound of *bade, Say-said, pay-paid, laid* but *plaid*.

Now I surely will not *plague* you With such words as *vague* and *ague*, But be
careful how you *speak, Say: gush, bush, steak, streak, break, bleak*.

Previous, precious, fuchsia, via Recipe, pipe, studding-sail, choir, Woven,
oven, how and *low, Script, receipt, shoe, poem, toe*.

Say, expecting fraud and *trickery: Daughter, laughter* and *Terpsichore,*
Branch, ranch, measles, topsails, aisles, Missiles, similes, reviles.

Wholly, holly, signal, signing, Same, examining, but mining, Scholar, vicar,
and *cigar, Solar, mica, war* and *far*.

From "desire": *desirable-admirable* from "admire", *Lumber, plumber, bier*, but
brier, Topsham, brougham, renown, but known, Knowledge, done, lone,
gone, none, tone, One, anemone, Balmoral, Kitchen, lichen, laundry, laurel.

Gertrude, German, wind and *wind, Beau, kind, kindred, queue, mankind*.

Tortoise, turquoise, chamois-leather, Reading, Reading, heathen, heather.

This phonetic labyrinth Gives *moss, gross, brook, brooch, ninth, plinth*.

