



Self-awareness Strategy using Podcasting to Improve Tense and Lax Vowel Pronunciation  
Sounds in Beginner EFL-Adult Learners.

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### Abstract

This action research study intended to measure the effectiveness of a self-awareness strategy and podcasting to help beginners EFL-adult learners to pronounce *tense-lax* vowels in English accurately. The participants were 17 adult students with an A1.2 English level. This innovation was implemented in a language school in a coastal city in Ecuador, South America. The results were obtained using quantitative data gathered from a pre and a post-test, which were divided in two parts; a scripted and extemporaneous one. The final scores produced a large effect size of 2.27 for *tense* vowels and 4.89 for *lax* vowels, indicating that most of students were able to pronounce more than the 80% of *tense* and *lax* vowels accurately. These results demonstrated that the self-awareness strategy and the podcasting had a great impact on *tense-lax* vowels pronunciation in adults. Despite the favorable results, further and deeper research is needed with a larger sample, period of time, and training.

*Keywords:* self-awareness, tense-lax vowels, podcasting, English pronunciation, segmental features.

### Resumen

Este estudio de investigación tiene la intención de medir la efectividad de una estrategia de “self-awareness” y podcasting para ayudar a los adultos principiantes del idioma inglés a pronunciar con precisión las vocales tensas del mismo. Los participantes fueron 17 estudiantes adultos con un nivel de inglés A1.2. Esta innovación se implementó en una escuela de idiomas en una ciudad de la costa de Ecuador en América del Sur. Los resultados se obtuvieron mediante la recopilación de datos cuantitativos de una prueba previa y una posterior, que se dividieron en dos partes; una con guión y otra extemporánea. Los puntajes finales produjeron un efecto de gran tamaño; 2.27 para vocales tensas y 4.89 para vocales *laxas*; lo cual indica que la mayoría de los estudiantes pudieron pronunciar con precisión más del 80% de las vocales *tensas* y *laxas*. Estos resultados demostraron que la estrategia de “self-awareness” y podcasting tuvieron un gran impacto en la pronunciación de las vocales *tensas* y *laxas* en adultos. A pesar de los resultados favorables, se necesita una investigación más profunda con una muestra de participantes más grande, un período de tiempo mayor y más tiempo de capacitación.

*Palabras claves:* estrategia autoconciencia, vocales tensas y laxas, podcasting, pronunciación en inglés, características segmentarias.

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Sounds in Beginner EFL-Adult Learners.

Nowadays, teaching English speaking has a great importance. Many educational types of research have focused on spoken language skills (Tomlinson, 2013). English adult students establish themselves challenging objectives for personal and professional development. They need to speak fluently and accurately (Richards, 2006). However, most adult learners, who start learning English after high school, find pronunciation difficult regardless the intelligence, level of education, gender, or knowledge of language structure (Gilakjani, Ahmadi, & Ahmadi, 2011).

In Ecuador, a graduation university requirement is to obtain a B1 level according to the Common European Framework (CEFR) (Consejo de Educación Superior, 2016, p. 20). Post-High-school students continue their English language studies to obtain their proficiency and degree. Beside this fact, Ecuadorian learners have a poor English performance, ranking the country in the 65th place of 88 countries in Latin America with a low level according to Education First (2018).

Moreover, in a private language school in a coastal city in Ecuador, adult beginner students also face pronunciation problems. Their difficulties depend on how well they were exposed to the language within the school studies. Teachers, including the researcher in this study, have encountered pronunciation issues in different aspects of segmental and supra-segmental features such as intonation, stress, vowels sound, and rhythm. However, throughout the formative assessments and the evaluations done during the content courses most students do not overcome problems pronouncing segmental aspects like *tense* and *lax* vowels.

According to Woolfolk (2016), one factor that affects the pronunciation in adults is the absence of certain L2 (second language) sounds not developed in the L1 (mother tongue). Another factor is the lack of confidence due to the fear of making mistakes. The researcher

proposed the implementation of a self-awareness strategy using Podcasting to provide a group of adult learners, in a private language school, the opportunity to overcome their pronunciation problems in segmental features such as *tense* and *lax* vowels sounds.

Self-awareness strategies and podcasting have been used in Second Language Acquisition (SLA) for several years. Podcasting has helped learners to develop pronunciation due to its broad ways of being used, such as individual and group work activities in diverse topics (Ducate & Lomicka, 2009). Also, Kang (2016) conducted a study to find out the effect of strategy instruction, including self-awareness, and the use of podcasting on speaking and listening skills. The study demonstrated an improvement in students speaking skills after learners experiment with different guided podcast activities with topics chosen according to their likes. Likewise, Ingels (2011) in her dissertation applied a self-monitoring strategy, an aspect of self-awareness, to improve students' pronunciation. At the end, the investigation validated that learners can use this strategy to enhance specific pronunciation features.

Besides the fact that self-awareness strategies and podcasting tools has been applied in several investigations to enhance students' pronunciations. They have focused into general pronunciation developments instead of specific aspects such as *tense* and *lax* vowel sounds. This study clarifies some of the gaps in these aspects administered to adult EFL learners with an A1.2 level according to the Common European Framework (Council of Europe, 2018). The researcher implemented a repetitive self-awareness technique with the help of podcasting concepts and technology, to help learners overcome the specific *tense* and *lax* vowel problems that Spanish speakers faced during their learning.

### Literature Review

There is a debate with the acquisition of a second language in adults. Some investigators think that adults find the learning of a new language arduous due to uncertain factors. Others believe that they can acquire it quickly because of their high cognitive level, logical analysis, self-assessment and awareness abilities (Deng & Zou, 2016). Gilakjani, Ahmadi, and Ahmadi (2011), mentioned that age affects pronunciation acquisition, making adults have more problems than children (p. 78).

However, Woolfolk (2016) affirmed that the absence of certain L2 sounds not developed in the L1 affect adult's pronunciation. He explained that when the neurons responsible for general development in some areas of the brain are not developed when humans are babies, these are pruned, so when a native language does not have certain sounds than the second has, adult learners encounter difficulties with pronunciation development in a foreign language.

Lane (2010) mentioned that English vowels pronunciation, for example, is one feature that most of the learners around the world find difficult since this language has a large number of phonetic vowels. Narrowing the situation students struggle with the contrast of *tense-lax* vowels, these two terms refer to the tension of the muscles inside the mouth required to produce the sounds. The *tense* vowels require more muscular tension to maintain the tongue farther from the center of the mouth as /iy/ in the word "leave". In contrast, when the tongue moves toward to a more center position in the mouth the tension relaxes a little, producing the *lax* vowel /I/ as in the word "live".

The minimal pair leave-live also exemplify the particular situation of Spanish speakers. In this language /I/ and /i/ represent a single vowel /i/ like in the word "si"/si/. Another example is the vowel /u/ in "Luke" which is *tense* and the vowel /ʊ/ in "look" which is *lax*. Both vowels in Spanish are identified only with the vowel /u/ as in the word "tu"/tu/. Therefore, Spanish adult

students find challenging identifying and pronouncing these vowels, just because these two sounds are not inside their registers and the muscles to pronounce them have not been developed. However, they can be improved and developed with discrimination through clear perceptual model of the vowel and constant practice (Cenoz & Lecumberri as cited in Lane, 2010).

Another factor that affects the complete development of the speaking skills of a second language in adults is the lack of confidence. They fear to make mistakes opposite to children; they feel nervous and sometimes shy. Goodwin affirmed that in teaching pronunciation, there is a set of goals of instructions examined, namely: 1) to enable our learners to understand and be understood, 2) to build their confidence in entering communicative situations, and 3) to enable them to monitor their speech based on input from the environment” (as cited in Nurani & Rosyada, 2015).

Due to the above mentioned factors, pronunciation lessons should be carefully planned to help learners overcome their problems. Educators need to implement a variety of activities and strategies in the learning process (Nurani & Rosyada, 2015, p. 109). Moreover, Nurani and Roysada stated that pronunciation is one of the essential learning aspects for increasing communication skills since a clear pronunciation gives the confidence that the speaker needs to express and communicate with others (p. 109).

### **Self-awareness Strategy**

Learning a language requires a wide range of strategies depending on the age, environment, culture, and goals since they have a significant benefit in students’ learning. This research study applied a self-awareness strategy to support students’ pronunciation. Steiner (2014) defined self-awareness as an inward evaluation, in which learners use self-reflection to compare and analyze their progress with the reality and the feedback of others. Also, she mentioned that the purpose of self-awareness is that students generate self-knowledge, evaluate, change, and improve their

weaknesses. This seems like a competition with themselves, finding solutions to their problems and progress toward the expected goals. Without self-awareness skills, learners get frustrated, and it causes problems with their learning. They do not understand the problems, so they give up and fail, reiterated Steiner. Therefore, self-awareness is a suitable strategy to nourishment the improvement of adults' pronunciation that will generate confidence and long last learning.

Moreover, Brown (2000) stated the seventh SLA principle about the importance of creating self-confidence in learners by using sequential techniques in classes which scaffolds students' acquisition. Learners obtain the satisfaction of accomplishing a step while challenging themselves into the next one. Shi (2017) maintained that the constant use of learning strategies increases the confidence of learners and motivates them into the process. Also, the strategies support autonomous and independent learning, helping students to be responsible and take control of it. She stated, "Teachers are encouraged to choose appropriate teaching techniques and learning strategies for students and teach them how to understand learning strategies to enhance levels of self-directed learning" (p. 24)

Correspondingly, Richards (2006) mentioned the importance of communicative language teaching (CLT) to help learners acquire better a second language. He stated in assumptions of CLT 5 and 6 that discovering rules, reflecting, and analysing help real learning; also, trial and error correcting boost learners to use the language more accurately and fluently. So that, a well implemented strategy will help learners to overcome language problems.

Therefore, this study applied a self-awareness strategy to support the improvement of adults' pronunciation based on CLT and SLA principles. As previously mentioned, adults face issues due to the influence of their mother tongue; hence, they might not become aware of the magnitude their pronunciation affects the communication with people; how difficult is to others understand them. Thus, adults need several opportunities to listen to English models and notice



how different their pronunciation might be (Yates & Zielinski, 2009). Basically, Yates and Zielinski are saying that awareness is imperative to enhance adults' pronunciation. Consequently, this autonomous communicative strategy will benefit adults to progress in their communication development.

In order to support learners to be aware of their pronunciation, the researcher designed a Self-awareness Form (Appendix A), based on a compilation of strategies from different authors described in Ingels' dissertation (2011). In her paper, she mentioned Peterson and Eckstein. Eckstein developed a taxonomy categorized into four stages of pronunciation and Peterson developed a list of 12 strategies to improve learner's pronunciation. The researcher compiled these strategies into three stages to create a student-form as a self-awareness strategy:

- (a) Input/practice: Formally practicing with sounds (pronouncing a difficult word over and over; repeating aloud after tapes);
- (b) Hypothesis forming; hypothesis testing: Analysing the sound system (forming and using hypotheses about pronunciation rules);
- and (c) Noticing/feedback: Self-evaluating (recording oneself to listen to one's pronunciation) (Ingels, 2011, p.15)

## **Podcasting**

The term "Podcasting" refers to post an mp3 audio file on the web that anyone can create using any record voice device. Also, many people around the world can download it into their audio devices to listen for entertaining or educational purposes. The podcast can be created under any offline and online conditions, with any record voice device as the most used nowadays, the mobile phones (Volker & O'Bryan, 2009).

Hasan and Hoon (2013), in their review of recent studies of Podcasting, mentioned the advantages of Podcasting in English language learning. They stated that podcasting helps learners

to develop pronunciation and confidence. Also, students' attitude to English learning improves, reducing anxiety during speaking and learning a new language.

Also, podcasting gives students the opportunity to interact inside and outside the class. Schaetzel and Low (2009) mentioned that besides pronunciation classes, teachers have to encourage students to practice outside the class with an assignment that structured that interaction. Moreover, Phillips (2017) concluded in his study about podcast in education that it has helped in developing not only pronunciation and fluency features but the additional skills like researching, social and other language skills such as writing, and listening. It also helps to motivate students and the use of technological tools. Philips mentioned in the abstract:

The surveys explored the students' levels of acceptance and enjoyment of activities in which they had to produce their podcasts, as well as the perceived learning benefits. The discussion section describes a range of positive learning outcomes and highlights the pedagogical implications of using podcasts in class (2017, p. 158).

However, Ducate and Lomicka (2009) found out in their research that there was not a significant improvement in student's pronunciation due to the short-term treatment and the lack of pronunciation practice in class. Nonetheless, the project created a positive reaction in students; they esteemed the feedback and the opportunity to make something different.

The constant creation of podcast creates in the learners, a purpose for being clear and communicative. Also, it gives confidence, helps to develop additional skills and produces favorable circumstances to be aware of their learning.

As it has been mentioned, the proper combination of strategies and tools, into a well-designed class, contribute to the correct development of English *tense-lax* vowel pronunciation acquisition. Also, it helps to reduce some first language interference problems as the ones encountered in Spanish speakers. This research helps to fill the gap of studies in this field. It

focused on assisting EFL adult learners to be aware of their mistakes through the use of a repetitive self-awareness strategy with podcasting. Moreover, this gives students the opportunity to overcome their articulation concerns independently.

This research arose and tried to answer the following questions:

1. To what extent can a self-awareness strategy using podcasting help beginners, EFL-adult learners, pronounce *tense* vowels in English accurately?
2. To what extent can a self-awareness strategy using Podcasting help beginners, EFL-adult learners, pronounce *lax* vowels in English accurately?

### **Innovation**

The aim of this study was to help learners be aware of their pronunciation in *tense-lax* vowels, through the use of self-awareness strategies and continuous podcasting. So that, they could produce most of *tense-lax* vowel sounds accurately in the spoken English language. This innovation was implemented in a language school in a coastal city (Ecuador). The participants were 17 beginner adult students enrolled in the 6<sup>th</sup> level of English (A1.2 CEFR) from 18<sup>th</sup> levels (B2 CEFR), during the evening shift.

In this language school, students had classes from Monday to Thursday in the evening shift (18h00-20h00). The term lasted four weeks and had 32 hours of class. Most of the classes were blended. There were online practices at home; and individual, pair and group practices in class. Without affecting the language school program, this study dedicated twenty hours in the classroom and eight hours at students' home; a total of 28 hours for this research. The Appendix B shows a pacing guide with the use of the hours.

As it was mentioned in the literature review, the researcher compiled strategies from Peterson and Eckstein (Ingels, 2011) into three stages to create the Self-awareness Form (Appendix A), which guided students to:

1. Self-evaluate their recordings by listening to their audios and selecting the mispronounced words.
2. Compare and contrast the sound system, using the knowledge learned in class to form hypotheses about the rules and classifying words into *tense* and *lax* sounds.
3. Practice with the original audio (native inputs), noticing the sounds and correcting themselves.
4. Receive feedback from their teacher and ask for help if needed.

During the class hours the instructor-researcher trained, supported and guided students throughout the application process of the innovation. Learners recorded continuous Podcasts and used the Self- awareness Form that helped them to identify their mispronounced words and classify them into *tense* and *lax* vowels. Also, this form guided students to practice the proper pronunciation, improving, and exercising the muscle of their mouths to produce better-quality podcast audios (Appendix A). As well, the instructor provided continuous feedback, additional material, and phonics exercises to support the correct articulation of the vowel sounds.

The innovation included the creation of Podcasts that was divided into two types of recordings; the scripted and the extemporaneous audios. The scripted recordings referred to an audio recorded using a written text, taken from the institutional books, in which words with vowel sounds were underlined, where students had to read it paying attention to the pronunciation of the underlined words. The purpose of these scripted practices was to help learners focus on specific confusing words that provoke mistakes. Also, they were aware of their immediate needs and evaluated themselves using the original audio (Appendix A).

The extemporaneous recordings referred to an open and more communicative podcast, in which students created their one-minute show on a given topic. In these practices they had the opportunity to demonstrate their pronunciation skills and applied what they had learned. At the

end, the teacher evaluated the students' production, and gave an individual feedback to each one (Appendix C).

For recording the podcast students used their mobile phones, a headset and the free application called "Spreaker studio", which allowed learners to create off and online recording using music and sound effects. Moreover, this app permitted students to create an account using institutional e-mails; search and listen to public podcast; personalize the information with a logo, a phrase, among others. Likewise, they shared the recorded practices through the Google Classroom Online Platform, which was very convenient since the language school uses this.

The students recorded a total of five scripted podcasts, around two per week, using the self-awareness form (Appendix A). In the class learners recorded the podcast; then, they listened to their audios and tried to identify their mispronounced words. Later, they classified the words according to the sound in *tense* or *lax* vowels with the knowledge they acquired during the class. At home, they checked their work using the original audio. Finally, students corrected themselves, practicing several times before recording the final improved audio. The self-awareness form included a chart where students obtained a percentage of their progress and noticed their weaknesses on *tense* and *lax* vowels (Appendix A).

In addition, learners recorded two extemporaneous podcasts, one per week, using a formative assessment form, in which they brainstormed their ideas before recording their audios (Appendix C). The instructor evaluated the recordings using the form and the assessment rubric (Appendix A). After obtaining data of well-pronounced words with *tense* and *lax* vowels, the researcher provided students individual feedback. It's important to mention that all the forms were connected to the same pattern of the assessment rubric, in order to raise a whole awareness progress to students and the teacher.

### **Research Methodology**

This investigation applied an action research method, with quantitative analysis. Chein, Cook, and Harding stated that action research conducts to different processes: diagnostic, participant, empirical and experimental (as cited in Tripp, 2005, p.1). Moreover, Díaz-Maggioli mentioned that “Action Research carried out in classrooms by teachers, has the potential to increase awareness about teaching and learning, and to enhance conditions in both areas” (2004, p.60). Furthermore, quantitative research refers to a statistical method that provides percentages, numbers, or averages as results (Triola, 2007).

For quantitative analysis, the researcher collected data through a pre and a post-test. Each test was divided in two parts, a scripted (Appendix D) and an extemporaneous one (Appendix E). The tests results were evaluated with a rubric (Appendix F). This rubric allowed the researcher to obtain marks for the *tense* and *lax* vowels words. These data collected from this innovation were analysed in the SPSS statistic program to answer the two research questions.

### **Participants**

This study was implemented in a private language school in a coastal city (Ecuador) with one group of students in one term, which lasted one month. The group included students with ages between 25 to 50 years old. The A1.2-level class had 17 participants. Students came from different parts of the city and social-economic and educational level. Eleven learners worked and had a professional goal; the other six were university students that needed to obtain a B2 level for graduation requirements, or better opportunities for migration.

### **Ethical Standards**

As it was mentioned before, this research project did not affect the language school program, this study dedicated twenty hours in the classroom and eight hours at students' home; a

total of 28 hours for this research. The activities and the content of the regular scope and sequence were merged to reach curricular objectives with the help of this innovation.

The researcher guided students in the process and assured the confidentiality of the information given and obtained. Each form, survey, and rubric did not contain any personal information of the participants such as name, email, or phone. To identify them a code was assigned. The podcast and the recordings were recorded offline, and the platform Google classroom was completely closed and locked to the instructor and the course. Once the participants finished the course term, they were able to sign out from the accounts eliminating the podcasts recorded. Also, the results and the participation in this research study didn't affect student's regular progress, grading, or marking of the current course.

### **Instruments and Variables**

The present study had two variables. The independent variable was the self-awareness strategy that involved three stages compiled from Peterson and Eckstein mentioned before (as cited in Ingels, 2011). These stages were the basement to create the Self-awareness Form (Appendix A) and the Tense-Lax Assessment Rubric (Appendix F). The dependent variables were the *tense* and the *lax* vowel pronunciation. Both were measured informally to receive feedback and formally to collect data for the innovation.

In order to answer the first and the second question two tests were used. At the beginning of the term (Pre-Test) and at the end of it (Post-Test). Both assessments were the same and they had two parts, a scripted (Appendix D) and extemporaneous (Appendix E). These tests were evaluated with the Tense-Lax Assessment Rubric (Appendix F). This rubric was connected with the second part of the Self-awareness Form (Appendix A), in order to guide and help reaching the aim of this innovation.

The Tense-Lax Assessment Rubric focuses on the pronunciation of the words with *tense-lax* vowels sounds. In the rubric there were two descriptors *tense* vowels and *lax* Vowels. Each descriptor had five scales from 1 to 5 defining the percentage of well-pronounced words. In which, 5 refers to more than 90 % of well-pronounced words and 1 less than 60% (Appendix F). The sum of the scripted and the extemporaneous test gave a result over 10 for each descriptor (*tense* and *lax*). These results gave the percentage of well-pronounced words to answers the two research questions.

This assessment rubric was designed based on the revised pronunciation rubric used for the study “Role of Pronunciation in Speaking Test Ratings” conducted by Ma, Henrichsen, Cox, and Tanner (2018). However, the researcher modified this rubric during the piloting time for this research. The instruments and the project were tested with two previous groups in two previous terms with the same A1.2 level, shift, and similar range of ages. The first rubric created had an issue; it dismissed the result of some students that were not in the percentage of the scale, since it did not evaluate a range of percentage of well-pronounced vowel words whereas it had a specific percentage in each scale e.g. scale 2= 80%. Also, it counted only the overall of well-pronounced vowel words, without specifying the problems with *tense* and *lax* vowel sounds.

To validate the instruments and the effectiveness of this innovation, after collecting data in the piloting time, the audios were analysed and compiled not only by the researcher of this study, but also with the help of another researcher-instructor. The results of both evaluations done by both researchers were pretty similar, the total number obtained from the well-pronounced words varied only in units, but the range of percentages were the same.

To implement the self-awareness strategy previously mentioned, students self-evaluated their five scripted podcasts done during the term with the instructor’s support. Learners used the progress chart included in the self-awareness form (Appendix A). This progress chart was



connected to the Tense-Lax Assessment Rubric. The instructor-researcher evaluated the two extemporaneous podcasts, also done during the term. First, the data obtained from the audios was gathered and organized in the Formative Assessment form (Appendix C). Then, the researcher analysed the results and gave continuously verbal feedback to students.

### Data Collection and Analysis

The researcher in this study collected the data from the pre and the post-test. Each test gave two results a scripted and an extemporaneous. Each result was over 5 according to the Tense-Lax Assessment Rubric (Appendix F). The sum of these results gave a total over 10. This score was classified using Table 1 below in order to obtain a conclusion for this research.

Table 1  
*Percentage of well-pronounced words based on the rubric scale*

Scale range	Percentage of well-pronounced words with <i>tense-lax</i> vowel sounds.
2-4	0-69%
5-6	70-79%
7-8	80-89%
9-10	90-100%

A total of four scores over 10 were obtained. Two for the *tense* vowels descriptor corresponding to the pre and post-test. And two for the *lax* vowels one. All this information was organized in an Excel spreadsheet and then inserted to the SPSS (Statistical Package for the Social Sciences) software. This program analysed the four scores, showing descriptive statistic results such as the mean, minimum and maximum score and also the standard deviation. A paired t test was also calculated to show the probability that this study did not happened by chance. Finally, the effect size was obtained using an online calculator to check if the instruments and the innovation affected the students' *tense-lax* vowel pronunciation improvement.

## Results

The results for this study were obtained from quantitative data gathering. In this section, they are organized according to each research question.

**Question 1:** To what extent can a self-awareness strategy using podcasting help beginners, EFL-adult learners, pronounce *tense* vowels in English accurately?

The results obtained from the Tense-Lax Assessment Rubric (Appendix F) for the pre and post-test are shown in Table 2. These results are only focused on the *tense* vowels. The difference in the mean shows a total of 4.058, giving a great increment between the pre and the post-test. To rely on this total the p value is also calculated with a result of 0.000 for this study, which a  $p < 0.005$  expresses that it did not happen by chance. Therefore, the improvement was significant due to the innovation.

In addition, the value of the standard deviation and the effect size are shown. The Cohen's d value = 2.774 indicates a large effect size that demonstrates a great difference between the pre and post-test. This result was compared according to the table of interpretation for different effect size (Cohen, 1988). Also, the minimum scores for the pre and post-test varied from 2 to 4, and the maximum scores from 7 to 10. Showing a grand difference.

Table 2.

*Results from Pre and Post Tense-vowels Test*

Tests	N	M	SD	Minimum	Maximum	Cohen's d	p value < 0.05
<b>Tense-vowels Pre-test</b>	17	4.470	1.375	2	7	2.774	0.000
<b>Tense-vowels Post-test</b>	17	8.529	1.546	4	10		

Note. N=Sample. M=Mean. SD=Standard Deviation.

**Question 2:** To what extent can a self-awareness strategy using Podcasting help beginners, EFL-adult learners, pronounce *lax* vowels in English accurately?

The results obtained from the Tense-Lax Assessment Rubric (Appendix F) for the pre and post-test are shown in Table 3. This time the results are only focused on the *lax* vowels. The difference in the mean shows a total of 4.941, giving a great increment between the pre and the post-test. The p value was also calculated with a result of 0.000 demonstrating that this study did not happen by chance. The improvement was significant due to the innovation.

Moreover, the value of the standard deviation and the effect size are also shown. The Cohen's *d* value =4.896 indicates a large effect size that demonstrates a great difference between the pre and post-test. This result was compared according to the table of interpretation for different effect size (Cohen, 1988). Also, the minimum scores for the pre and post-test varied from 2 to 4, and the maximum scores from 4 to 9. Showing a significant difference.

Table 3.

### Results from Pre and Post lax -vowels Test

Tests	N	M	SD	Minimum	Maximum	Cohen's d	<i>p</i> value< 0.05
<b>Lax-vowels Pre-test</b>	17	2.765	0.664	2	4	4.896	0.000
<b>Lax -vowels Post-test</b>	17	7.706	1.263	4	9		
Note.	N=Sample.	M=Mean.	SD=Standard Deviation.				

### Discussion

The results demonstrated that the innovation had a great effect on the improvement of student's *tense-lax* vowel pronunciation. The self-awareness strategy conducted students through a self-reflection process of comparing, analysing and self-correcting their progress as was mentioned by Steiner (2014). The continuous practice using the Self-awareness Form (Appendix A) helped learners to discriminate sounds and had a clear model of the vowels as was stated by Cenoz and Lecumberri (as cited in Lane, 2010).

As it was previously mentioned, Kang (2016) and Ingels (2011) investigation validated that the self-awareness strategy and the use of podcasting enhance speaking skills and specific pronunciation features. Despite the fact that they focused into different pronunciation aspects, this study also validated the improvement of another speaking feature such as *tense* and *lax* vowel sounds. The clear samples, lesson, and feedback helped learners soften some problems with common mistakes with *lax* vowels such as up /ʌp/, tip /tɪp/, but /bʌt/, hut /hʌt/, live /lɪv/, and study /stʌd i/; also with *tense* vowels as first /fɜrst/, keep /kip/, field /fild/, and lifestyle /laɪf, staɪl/.

The *tense* vowels were easier to catch for the participants, the teaching of some rules for *tense* vowels like the silent e in “lake” /leɪk/ or “cake” /keɪk/, help them to identify most of the correct pronunciation of words. The post-test results in table 3 shows higher scores and a bigger mean of 8.529 compared to 7.706 from the *lax* vowels post-test. Twelve from seventeen students obtained scores from 9 to 10 (Appendix G); corresponding to 90% of well-pronounced *tense* vowels according to the Table 1.

The participants in this research struggled more with *lax* vowels, due to the fact that these sounds differ from Spanish language as it was mentioned before by Woolfolk (2016). The sounds may sound similar but the formation of them with the movement of the tongue and lips plus the projection of the air are peculiar for Spanish speakers. Muscles are not developed and training

takes more time. First, they needed to discriminate the sound through listening, in order to record it into their neurons. Then, they needed to train the movement of their lips and tongue to mime the sound. The pre-test for *lax* vowels showed a maximum score of 4 since students faced to new sounds that were not registered in their memories. Although there was a significant improvement according to the post-test score with a media of 7.706 in contrast with the 2.765, only 4 students from 11 obtained scores from 9 to 10 with the 90% of well-pronounced *lax* vowels.

### Conclusions

Based on the results and the discussion, the self-awareness strategy and the use of podcasting as a tool had a positive impact in the pronunciation of *tense* and *lax* vowels for EFL-adult learners. Students were aware of their mistakes due to the sample models given, their self-evaluation process, the constant support and feedback from their teacher. Moreover, the adaptation of the instruments from the self –awareness strategy, and the help of continuous podcasting provided confidence in the adults, also gave opportunities to explore their creativity and enjoy while learning.

The results showed an increment in their *tense* and *lax* vowel pronunciation. In the Pre-test, none of the students obtained scores more than 7 for *tense* vowels and 4 for *lax* vowels. This states according to table 1 and the mean in tables 2 and 3 that students pronounced less than 69% *tense* and *lax* vowels correctly. In contrast to the post-test, in which better results were encountered, having a bigger media with a range from 80 to 89% of well-pronounced *tense* and *lax* vowels. Participants were able to pronounce **better *tense* than *lax* vowels** due to their first language register. Most of students pronounced correctly 90% of the *tense* vowel in contrast to *lax* ones, where only 4 participants from 17 pronounced 90% correctly; nevertheless 11 students obtained results from 80-89% of well pronunciation in *lax* vowels, giving also a considerable outcome.

**Limitations**

This study faced some limitations such as technology and time. Beside the fact, the institution had a high percentage of students that used mobile phones; some of them did not have headsets or a smartphone compatible to the “Google classroom” platform or the “Spreaker” application. In those cases, the researcher provided headsets in the classroom; and requested students to share mobile phones among them. Nevertheless, this issue was time consuming, since learners needed to wait for their turn. Sometimes students did not have time to complete the practice during the class and they were forced to finish at home.

Moreover, the use of a mobile phone, a podcasting application, and an online platform was a limitation for learners over 30 years old. They needed more time for training and adapting to the use of the app and the process to create online accounts. Also most of the students required to be taught how to speak when using a microphone. They were instructed to speak slowly and clearly into a proper distance to avoid undesired noise and to improve quality of the recordings.

In addition, sometimes there was not internet connection available although the institution provided most of the times a free reliable Wi-Fi connection to students. In those situations learners uploaded the recordings at home. This caused a delay with the feedback.

In terms of time, the regular course program plus the project was sometimes overwhelming to students and caused difficulties finishing the program and having more practice for the project. However, participants and the teacher handled time to finish all the practices. The engagement into the project motivated most of participants to make the effort.

**Recommendations**

For further studies it is recommended to increment the time of the implementation. Adult learners need more time to acquire new sounds and to exercise some muscles of the mouth, which were not developed during childhood due to the nature of the first language. Also, the acquisition

of phonetic rules, exceptions and concepts caused confusion while producing sounds. The more exposure to the language during the practices the more benefits they would obtain from this strategy.

Furthermore, to avoid unreliable results the sample should be greater. There is always a percentage of students that have personal issues during the process and for different reason they cannot be determined or discipline, this hinders the generalization of the results.

During the implementation learners faced other issues in pronunciation such as stress, pauses, and intonation. These interrupted communication and the audience's interest decreased when broadcasting is involved. It is recommended for further studies to work at the same time some techniques to help learners soften this problem to reach better outcomes.

Something additional that should be questioned for future researches is how the scripted and the extemporaneous recordings affect the vowels pronunciation. It seemed during the evaluation process that most of the students performing better the pronunciation when they were told to create their own podcast, than when they just read one already created. However, some expressions, vocabulary, stress, and intonation were acquired while participants were exposed to continuous recordings, and were used later into their podcasts.

Finally, listening continuously to podcast, short lectures, and conversations help students not only to identify sounds, but also to improve their listening skills. During the regular course evaluations, students obtained better grades in final listening tests, showing that this kind of practice has holistic benefits.

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**Appendix A**  
**VOWELS PRONUNCIATION SELF-AWARENESS FORM**

**Activity:** Classwork: Audio page 174 exercise D

**Type of Activity:** Scripted-PRACTICE # 1

**Participant(s) code:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **Level:** Adults level 6- A1.2 (CEFR) evening shift.

**1. RECOGNITION**

- a) After recording your audio. Listen to it and circle when one of the following words you think is **mispronounced**: nice, meet, good, student, enjoy, hear, carefully, studies, about, social, trouble, need, thought, signing up, school, high school, come, free.

**Mr. Thompson:** Hi, I'm Harold Thompson, Carlo's teacher. Nice to meet you.

**Mrs. Duval:** I'm Carlo's mother, Anette Duval. Nice to meet you, too. So, how's Carlo doing?

**Mr. Thompson:** Carlo's a good student. I enjoy having him in class.

**Mrs. Duval:** That's good to hear.

**Mr. Thompson:** He does very well in math. He works carefully.

**Mrs. Duval:** He likes math a lot. What about social studies?

**Mr. Thompson:** Well, he's having a little trouble in that class. He needs to do his homework.

**Mrs. Duval:** OK. I'll talk to him.

**Mr. Thompson:** Have you thought about signing up Carlo for homework help after school?

**Mrs. Duval:** Homework help? What's that?

**Mr. Thompson:** It's an after-school program. Older kids from the high school come and help students with their homework. The program, is free, and students can get the extra help they need.

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**2. ANNOTATION**

- a) Make a list of all the words that you mispronounced or you are not sure about the pronunciation.

vowel sound (list)

other words

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b) Think about the rules and the concepts learned in class. Classify the words (list) in the correct column. Then check your answers with the audio provided.

LAX VOWEL SOUND	TENSE VOWEL SOUND

Fill in the following chart.

Total of words (#) (tense vowel sounds)		Total of well-pronounced words (tense vowel sounds)		Total of incorrectly pronounced words (tense vowel sounds)	
Percentage (%) of total words (tense vowel sounds)	100%	% of well-pronounced words (tense vowel sounds)		% of incorrectly pronounced words (tense vowel sounds)	

Total of words (#) (lax vowel sounds)		Total of well-pronounced words (lax vowel sounds)		Total of incorrectly pronounced words (lax vowel sounds)	
Percentage (%) of total words (lax vowel sounds)	100%	% of well-pronounced words (lax vowel sounds)		% of incorrectly pronounced words (lax vowel sounds)	

Total of TEwords (#)		Total of well-pronounced words		Total of incorrectly pronounced words	
Percentage (%) of total words	100%	% of well-pronounced words		% of incorrectly pronounced words	

c) **Listen and repeat the conversation using the audio provided. Do it two times. (for scripted activities).**

d) Practice your speech at least two times, correcting your pronunciation mistakes.

e) **Then record the audio again. Using this time *Spreaker Studio app*. (offline) Be careful with your pronunciation.**

f) Upload your audio in the correct Institutional online platform folder. Don't forget to include your name.

## VOWELS PRONUNCIATION SELF-AWARENESS FORM

**Activity:** Classwork: Audio page 195 Exercise 4A

**Type of Activity:** Scripted- PRACTICE #2

**Participant(s) code:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **Level:** Adults level 6- A1.2 (CEFR) evening shift.

### 1. RECOGNITION

- b) After recording your audio. Listen to it and circle when one of the following words you think is mispronounced: Oh, buy, brand, good, excellent, all, really, expensive, sunshine, orange, juice, captain, cook, fish, tastes, always, fresh, dairy, Glenn, ice, cream, low-fat.

**A:** *Oh*, you *buy Sunshine brand orange juice*. Is it *good*?

**B:** Yes, it's *excellent*. I think it's better than *all* the other *brands*.

**A:** *Really*? Why?

**B:** It *tastes good*, and it's not *expensive*.

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**A:** *Oh*, you *buy Captain Cook brand fish*. Is it *good*?

**B:** Yes, it's *excellent*. I think it's better than *all* the other *brands*.

**A:** *Really*? Why?

**B:** It's *always fresh*, and it's not *expensive*.

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**A:** *Oh*, you *buy Dairy Glenn brand ice cream*. Is it *good*?

**B:** Yes, it's *excellent*. I think it's better than *all* the other *brands*.

**A:** *Really*? Why?

**B:** It's *low-fat*, and it's not *expensive*.

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### 2. ANNOTATION

- a) Make a list of all the words that you mispronounced, or you are not sure about the pronunciation.

\_\_\_\_\_ vowel sound (list)

\_\_\_\_\_ other words

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

b) Think about the rules and the concepts learned in class. Classify the words (list) in the correct column. Then check your answers with the audio provided.

LAX VOWEL SOUND	TENSE VOWEL SOUND

Fill in the following chart.

Total of words (#) (tense vowel sounds)		Total of well-pronounced words (tense vowel sounds)		Total of incorrectly pronounced words (tense vowel sounds)	
Percentage (%) of total words (tense vowel sounds)	100%	% of well-pronounced words (tense vowel sounds)		% of incorrectly pronounced words (tense vowel sounds)	

Total of words (#) (lax vowel sounds)		Total of well-pronounced words (lax vowel sounds)		Total of incorrectly pronounced words (lax vowel sounds)	
Percentage (%) of total words (lax vowel sounds)	100%	% of well-pronounced words (lax vowel sounds)		% of incorrectly pronounced words (lax vowel sounds)	

Total of words (#)		Total of well-pronounced words		Total of incorrectly pronounced words	
Percentage (%) of total words	100%	% of well-pronounced words		% of incorrectly pronounced words	

c) **Listen and repeat the conversation using the audio provided. Do it two times. (for scripted activities).**

d) Practice your speech at least two times, correcting your pronunciation mistakes.

e) **Then record the audio again. Using this time *Spreaker Studio app*. (offline) Be careful with your pronunciation.**

f) Upload your audio in the correct Institutional online platform folder. Don't forget to include your name.

## VOWELS PRONUNCIATION SELF-AWARENESS FORM

**Activity:** Homework: Audio page 198-199 Exercise 2

**Type of Activity:** Scripted- PRACTICE #3

**Participant(s) code:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **Level:** Adults level 6- A1.2 (CEFR) evening shift.

### 1. RECOGNITION

c) After recording your audio. Listen to it and circle when one of the underlined words are **mispronounced**:

You have a cup of coffee for breakfast. Later in the day, you have a cola with your lunch. After work, you take some pain reliever for a headache. You may not know it, but each of these products contains caffeine. Almost everyone consumes caffeine. Ninety percent of people living in the U.S. consume caffeine every day. Most people get caffeine from coffee, but others get it from tea, cola, chocolate, or even some medicine.

**What is caffeine?**

Caffeine is a chemical found in coffee beans, tea leaves, cocoa beans, and other plants.

**What are the effects of caffeine?**

Fifteen minutes after caffeine enters your body, you start to feel changes. Your heart beats faster. You may have more energy and feel more awake. You feel happier. These effects can last for several hours. When they go away, you may feel a little tired and sad.

**Is caffeine bad for you?**

For most people, caffeine in average amounts does not cause health problems. Research shows that drinking two to three cups of coffee a day is not harmful. However, too much caffeine can be bad for your health. It can make you feel nervous and irritable. It may give you a headache or an upset stomach. If you consume caffeine too late in the day, you may find it difficult to sleep at night. It's a good idea to read the labels on medicines, food, and beverages to find out if they contain caffeine.

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### 2. ANNOTATION

a) Make a list of all the words that you mispronounced or you are not sure about the pronunciation.

vowel sound (list)

other words

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b) Think about the rules and the concepts learnt in class. Classify the words (list) in the correct column. Then check your answers with the audio provided.

LAX VOWEL SOUND	TENSE VOWEL SOUND

Fill in the following chart.

Total of words (#) <b>(tense vowel sounds)</b>		Total of well-pronounced words <b>(tense vowel sounds)</b>		Total of incorrectly pronounced words <b>(tense vowel sounds)</b>	
Percentage (%) of total words <b>(tense vowel sounds)</b>	100%	% of well-pronounced words <b>(tense vowel sounds)</b>		% of incorrectly pronounced words <b>(tense vowel sounds)</b>	

Total of words (#) <b>(lax vowel sounds)</b>		Total of well-pronounced words <b>(lax vowel sounds)</b>		Total of incorrectly pronounced words <b>(lax vowel sounds)</b>	
Percentage (%) of total words <b>(lax vowel sounds)</b>	100%	% of well-pronounced words <b>(lax vowel sounds)</b>		% of incorrectly pronounced words <b>(lax vowel sounds)</b>	

Total of words with tense-lax vowels (#)		Total of well-pronounced words with tense-lax vowels		Total of incorrectly pronounced words with tense-lax vowels	
Percentage (%) of total words with tense-lax vowels	100%	% of well-pronounced words with tense-lax vowels		% of incorrectly pronounced words with tense-lax vowels	

c) **Listen and repeat the conversation using the audio provided. Do it two times. (for scripted activities).**

d) Practice your speech at least two times, correcting your pronunciation mistakes.

e) **Then record the audio again. Using this time *Spreaker Studio app*. (offline) Be careful with your pronunciation.**

f) Upload your audio in the correct Institutional online platform folder. Don't forget to include your name.

## VOWELS PRONUNCIATION SELF-AWARENESS FORM

**Activity:** Homework: Audio page 213 Exercise 3

**Type of Activity:** Scripted- PRACTICE #4

**Participant(s) code:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **Level:** Adults level 6- A1.2 (CEFR) evening shift.

### 1. RECOGNITION

d) After recording your audio. Listen to it and circle when one of the underlined words are **mispronounced**:

Fire Safety tips

Leave your home immediately. Do not take anything with you.

Don't stop to call 911. Call from a neighbor's house outside of your building.

Don't use an elevator to exit your building. Use the stairs.

Feel every closed door before opening it. Do not open a door that is hot. Try to find another exit.

If you smell smoke, stay close to the floor. Cover your mouth and nose with a wet cloth.

When you get outside, do not go back into your home for any reason. Tell firefighters about anyone still inside the building.

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### 2. ANNOTATION

a) Make a list of all the words that you mispronounced, or you are not sure about the pronunciation.

vowel sound (list)

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

other words

\_\_\_\_\_

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\_\_\_\_\_

b) Think about the rules and the concepts learned in class. Classify the words (list) in the correct column. Then check your answers with the audio provided.

LAX VOWEL SOUND	TENSE VOWEL SOUND

Fill in the following chart.

Total of words (#) <b>(tense vowel sounds)</b>		Total of well-pronounced words <b>(tense vowel sounds)</b>		Total of incorrectly pronounced words <b>(tense vowel sounds)</b>	
Percentage (%) of total words <b>(tense vowel sounds)</b>	100%	% of well-pronounced words <b>(tense vowel sounds)</b>		% of incorrectly pronounced words <b>(tense vowel sounds)</b>	

Total of words (#) <b>(lax vowel sounds)</b>		Total of well-pronounced words <b>(lax vowel sounds)</b>		Total of incorrectly pronounced words <b>(lax vowel sounds)</b>	
Percentage (%) of total words <b>(lax vowel sounds)</b>	100%	% of well-pronounced words <b>(lax vowel sounds)</b>		% of incorrectly pronounced words <b>(lax vowel sounds)</b>	

Total of words with tense-lax vowels (#)		Total of well-pronounced words with tense-lax vowels		Total of incorrectly pronounced words with tense-lax vowels	
Percentage (%) of total words with tense-lax vowels	100%	% of well-pronounced words with tense-lax vowels		% of incorrectly pronounced words with tense-lax vowels	

c) **Listen and repeat the conversation using the audio provided. Do it two times. (for scripted activities).**

d) Practice your speech at least two times, correcting your pronunciation mistakes.

e) **Then record the audio again. Using this time *Spreaker Studio app*. (offline) Be careful with your pronunciation.**

f) Upload your audio in the correct Institutional online platform folder. Don't forget to include your name.

## VOWELS PRONUNCIATION SELF-AWARENESS FORM

**Activity:** Homework: Audio page 228 Exercise 2A

**Type of Activity:** Scripted- PRACTICE #5

**Participant(s) code:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **Level:** Adults level 6- A1.2 (CEFR) evening shift.

### 1. RECOGNITION

e) After recording your audio. Listen to it and circle when one of the underlined words are mispronounced:

Hello, everybody. I'm Michelle Rivera from human resources. Welcome to the Greenville Hotel. I think that you will find this a great place to work. We're going to start our orientation meeting by talking about company policies, and then we'll take a tour of the building. Let's start with employee responsibilities. We'll give you an employee ID badge at the end of this meeting. You must wear your employee ID badge during your work shift. This is very important.

Also, all employees must follow the dress code. Your manager will explain the dress code for your department. Employees in housekeeping and food service must wear a uniform. Please get your uniforms at the end of this orientation.

Here's another very important responsibility: You must clock in at the start of your shift and clock out at the end of the shift. Please be on time! And you must also clock in and out when you take your break. During your six-hour shift you must take a thirty-minute break. You must not clock in or clock out for another employee.

Are there any questions? No? OK. Now, some information about our sick day policy. Please open your company Policy booklet to page 5 . . .

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### 2. ANNOTATION

a) Make a list of all the words that you mispronounced or you are not sure about the pronunciation.

vowel sound (list)

other words

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b) Think about the rules and the concepts learned in class. Classify the words (list) in the correct column. Then check your answers with the audio provided.

LAX VOWEL SOUND	TENSE VOWEL SOUND

Fill in the following chart.

Total of words (#) <b>(tense vowel sounds)</b>		Total of well-pronounced words <b>(tense vowel sounds)</b>		Total of incorrectly pronounced words <b>(tense vowel sounds)</b>	
Percentage (%) of total words <b>(tense vowel sounds)</b>	100%	% of well-pronounced words <b>(tense vowel sounds)</b>		% of incorrectly pronounced words <b>(tense vowel sounds)</b>	

Total of words (#) <b>(lax vowel sounds)</b>		Total of well-pronounced words <b>(lax vowel sounds)</b>		Total of incorrectly pronounced words <b>(lax vowel sounds)</b>	
Percentage (%) of total words <b>(lax vowel sounds)</b>	100%	% of well-pronounced words <b>(lax vowel sounds)</b>		% of incorrectly pronounced words <b>(lax vowel sounds)</b>	

Total of words with tense-lax vowels (#)		Total of well-pronounced words with tense-lax vowels		Total of incorrectly pronounced words with tense-lax vowels	
Percentage (%) of total words with tense-lax vowels	100%	% of well-pronounced words with tense-lax vowels		% of incorrectly pronounced words with tense-lax vowels	

- c) **Listen and repeat the conversation using the audio provided. Do it two times. (for scripted activities).**
- d) Practice your speech at least two times, correcting your pronunciation mistakes.
- e) **Then record the audio again. Using this time *Spreaker Studio app*. (offline) Be careful with your pronunciation.**
- f) Upload your audio in the correct Institutional online platform folder. Don't forget to include your name.

## Appendix B

### PACING GUIDE IMPLEMENTATION RESEARCH

DAYS	CLASS HOURS	CLASSWORK	HOME HOURS	HOMEWORK
<b>WEEK 1</b>				
DAY 1	0			
DAY 2	1	Pre-scripted test		
DAY 3	1	Post-extemporaneous Test		
DAY 4	2	<ul style="list-style-type: none"> <li>• Use of the Speaker app and phone;</li> <li>• Project requirements;</li> <li>• Short (Lax)and long (Tense) vowel concepts;</li> <li>• Video and short exercises.</li> </ul>		
<b>WEEK 2</b>				
DAY 5	2	<ul style="list-style-type: none"> <li>• Socialize formats;</li> <li>• Phonics exercises and videos;</li> <li>• <b>Self-awareness Form-Scripted Practice 1:</b> Record; listen; identify mispronounced words; Classify.</li> </ul>	1	<b>Self-awareness Form-Scripted Practice 1:</b> Listen the original audio; check the part b; reflect; practice; record the final audio and podcast it.
DAY 6	1.5	<ul style="list-style-type: none"> <li>• <b>Self-awareness Form-Extemp. Practice 1:</b> Write the guide; practice and podcast.</li> </ul>	0	
DAY 7	1.5	<ul style="list-style-type: none"> <li>• Feedback <b>Scripted Practice 1</b></li> <li>• <b>Self-awareness Form-Scripted Practice 2:</b> Record; listen; identify mispronounced words; Classify.</li> </ul>	1	<b>Self-awareness Form-Scripted Practice 2:</b> Listen the original audio; check the part b; reflect; practice; record the final audio and podcast it.
DAY 8	1	<ul style="list-style-type: none"> <li>• Feedback <b>Scripted Practice 2</b></li> <li>• Feedback <b>Extemporaneous Practice 1</b></li> </ul>	2	<b>Self-awareness Form-Scripted Practice 3:</b> Do the complete process at home
<b>WEEK 3</b>				
DAY 9	1.5	<ul style="list-style-type: none"> <li>• Feedback <b>Scripted Practice 3</b></li> </ul>	1	See videos and practice pronouncing using a worksheet.
DAY 10	1	<ul style="list-style-type: none"> <li>• <b>Self-awareness Form-Scripted Practice 4:</b> Record; listen; identify mispronounced words; Classify.</li> </ul>	1	<b>Self-awareness Form-Scripted Practice 4:</b> Listen the original audio; check the part b; reflect; practice; record the final audio and podcast it.

DAY 11	1	<ul style="list-style-type: none"> <li>Videos and games</li> </ul>	1	Listen to vowel pronunciation podcast and take notes.
DAY 12	1.5	<ul style="list-style-type: none"> <li>Discuss about the vowel pronunciation podcast</li> <li>Feedback <b>Scripted Practice 4</b></li> <li><b>Self-awareness Form-Extemp. Practice 2:</b> Write the guide; practice and podcast.</li> </ul>		
<b>WEEK 4</b>				
DAY 13	1.5	<ul style="list-style-type: none"> <li>Feedback <b>Extemporaneous Practice 2</b></li> <li><b>Self-awareness Form-Scripted Practice 5:</b> Record; listen; identify mispronounced words; Classify</li> </ul>	1	<b>Self-awareness Form-Scripted Practice 5:</b> Listen the original audio; check the part b; reflect; practice; record the final audio and podcast it.
DAY 14	0.5	<ul style="list-style-type: none"> <li>Additional Feedback. Late audios or extra time needed to complete any process.</li> </ul>		
DAY 15	1	<ul style="list-style-type: none"> <li>Scripted Post-Test</li> </ul>		
DAY 16	2	<ul style="list-style-type: none"> <li>Extemporaneous Post-Test</li> </ul>		
<b>TOTAL OF HOURS</b>	20		8	

## **Appendix C**

### **VOWELS PRONUNCIATION FORMATIVE ASSESSMENT FORM**

**Activity:** Food service/ product commercial

**Type of Activity: EXTEMPORANEOUS PRACTICE # 1**

**Participant(s) code:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **Level:** Adults level 6- A1.2 (CEFR) evening shift.

**WRITE YOUR GUIDANCE FOR YOUR COMMERCIAL. THEN RECORD AND PODCAST IT.**

[illegible]



**ANNOTATIONS (TEACHER ONLY)****Data collection:**

Tense-lax	#	%		#	%		#	%
# and % Words:		100%	# and % TenseWords:		100%	# and % laxWords:		100%

**Mispronounced words:**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Tense vowel mispronounced words		Lax vowel mispronounced words	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total of words (#) <b>(Tense vowel sounds)</b>		Total of well-pronounced words <b>(Tense vowel sounds)</b>		Total of incorrectly pronounced words <b>(Tense vowel sounds)</b>	
Percentage (%) of total words <b>(Tense vowel sounds)</b>	100%	% of well-pronounced words <b>(Tense vowel sounds)</b>		% of incorrectly pronounced words <b>(Tense vowel sounds)</b>	
Total of words (#) <b>(Lax vowel sounds)</b>		Total of well-pronounced words <b>(Lax vowel sounds)</b>		Total of incorrectly pronounced words <b>(Lax vowel sounds)</b>	
Percentage (%) of total words <b>(Lax vowel sounds)</b>	100%	% of well-pronounced words <b>(Lax vowel sounds)</b>		% of incorrectly pronounced words <b>(Lax vowel sounds)</b>	

Total of words with tense-lax vowels (#)		Total of well-pronounced words with tense-lax vowels		Total of incorrectly pronounced words with tense-lax vowels	
Percentage (%) of total words with tense-lax vowels	100%	% of well-pronounced words with tense-lax vowels		% of incorrectly pronounced words with tense-lax vowels	

## VOWELS PRONUNCIATION FORMATIVE ASSESSMENT FORM

**Activity:** Reporting an emergency situation

**Type of Activity: EXTEMPORANEOUS PRACTICE # 2**

**Participant(s) code:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **Level:** Adults level 6- A1.2 (CEFR) evening shift.

**WRITE YOUR GUIDANCE FOR THE RADIO NEWS HERE. THEN RECORD YOUR PROGRAM AND PODCAST IT.**

[illegible]

**ANNOTATIONS (TEACHER ONLY)****Data collection:**

Tense-lax	#	%		#	%		#	%
# and % Words:		100%	# and % TenseWords:		100%	# and % laxWords:		100%

**Mispronounced words:**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Tense vowel mispronounced words		Lax vowel mispronounced words	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total of words (#) ( <b>Tense vowel sounds</b> )		Total of well-pronounced words ( <b>Tense vowel sounds</b> )		Total of incorrectly pronounced words ( <b>Tense vowel sounds</b> )	
Percentage (%) of total words ( <b>Tense vowel sounds</b> )	100%	% of well-pronounced words ( <b>Tense vowel sounds</b> )		% of incorrectly pronounced words ( <b>Tense vowel sounds</b> )	
Total of words (#) ( <b>Lax vowel sounds</b> )		Total of well-pronounced words ( <b>Lax vowel sounds</b> )		Total of incorrectly pronounced words ( <b>Lax vowel sounds</b> )	
Percentage (%) of total words ( <b>Lax vowel sounds</b> )	100%	% of well-pronounced words ( <b>Lax vowel sounds</b> )		% of incorrectly pronounced words ( <b>Lax vowel sounds</b> )	

Total of words with tense-lax vowels (#)		Total of well-pronounced words with tense-lax vowels		Total of incorrectly pronounced words with tense-lax vowels	
Percentage (%) of total words with tense-lax vowels	100%	% of well-pronounced words with tense-lax vowels		% of incorrectly pronounced words with tense-lax vowels	

**Appendix D**  
**TENSE-LAX VOWELS PRONUNCIATION PRE/POST EVALUATION**

**Activity:** Podcast show. **Date:** \_\_\_\_\_

**Type of Activity:** Scripted

**Participant(s) code:** \_\_\_\_\_ **Age:** \_\_\_\_\_

**Level:** Adults level 6- A1.2. (CEFR) Evening shift.

**1. Instructions:**

- a) Read the following script for an Educational and entertaining Podcast show.
- b) Practice the script at least three times. Take no more than 10 min. Do not look up the pronunciation. Do not ask others.
- c) Record your Podcast using the “Spreaker Studio” app in your smartphone.
- d) Share it in Google Classroom.

**2. Script**

**HELLO LISTENERS! THIS IS \_\_\_\_\_ (Name or Nickname)**

**WELCOME TO MY SHOW AGAIN!**

**TODAY I WILL GIVE YOU SOME TIPS TO IMPROVE YOUR HOMEWORK HABITS.**

As you know, homework helps you practice what you have learned. It gets you ready for the next day’s classes. It helps you develop good work habits and attitudes.

So, here a few tips to improve your habits:

1. Make a homework Schedule: Set a period of time for homework every day.
2. Create a study area: Choose a quiet area of your home with good lighting and away from the TV.
3. Check your homework: To avoid mistakes before sending it to the teacher, check your answers, spelling, grammar and so on.
4. Avoid troubles with the due date: If you have a large Project to present. Plan to do one part every day, to complete it before the due date. Don’t leave the Project for the last day.

And finally, make your effort. Study every day, ask questions in the class and find good books available in the library.

I hope you can implement these tips in your daily life. They are really helpful.

**Now, It’s story time!**

Today, I brought a funny story for you. So, Listen it up!

Tonight is the full moon. Luke and Russ sleep outside on the ground under the moon. They lay next to Luke’s hut. Russ hears an animal say, “Hoot! Hoot! Hoot!” He says, “Dude! What is all the fuss? Who is hooting under the full moon?” Luke says, “It’s the owl. He looks for food and hoots at the moon every night.” Russ says, “Oh, I see. I thought it was your mum humming a new tune!”

Ohh!! Time’s up!

I hope you have enjoyed this program



See you next time! Bye!



## Appendix F

### TENSE-LAX VOWELS PRONUNCIATION ASSESSMENT RUBRIC

**Objective:**

-  To identify tense-lax vowels pronunciation problems.
-  To obtain a percentage of well-pronounced vowels.

**Activity:** \_\_\_\_\_. **Type of activity:** \_\_\_\_\_

**Participant(s) code:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **Level:** Adults level 6- A1.2 (CEFR) evening shift

CATEGORY	1	2	3	4	5
<b>TENSE VOWELS</b>	<p>Vowel errors (such as /ai/ei/u:/ɔ:/) are frequent and distracting and often cause miscommunication.</p> <p>Less than 60% Well-pronounced.</p>	<p>Some vowels (such as /i/, /ei/, /ɑ:/) are consistently confused or mispronounced and cause miscommunication or distraction.</p> <p>60-69% Well-pronounced.</p>	<p>Vowel errors (such as /i:/) occur frequently and inconsistently but do not usually cause miscommunication.</p> <p>70-79% Well-pronounced.</p>	<p>Vowel errors occasionally occur (especially in dense vowel contexts) but do not lead to miscommunication.</p> <p>80-89% Well-pronounced.</p>	<p>Mispronounced vowels are rare and cause no distraction or miscommunication.</p> <p>90-100% Well-pronounced.</p>
<b>LAX VOWELS</b>	<p>Vowel errors (such as /æ/, /ɛ/, /ʌ/, /ʊ/) are frequent and distracting and often cause miscommunication.</p> <p>Less than 60% Well-pronounced.</p>	<p>Some vowels (such as /ɪ/, /e /, / ae/,/) are consistently confused or mispronounced and cause miscommunication or distraction.</p> <p>60-69% Well-pronounced.</p>	<p>Vowel errors (such as /ɪ/) occur frequently and inconsistently but do not usually cause miscommunication.</p> <p>70-79% Well-pronounced.</p>	<p>Vowel errors occasionally occur (especially in dense vowel contexts) but do not lead to miscommunication.</p> <p>80-89% Well-pronounced.</p>	<p>Mispronounced vowels are rare and cause no distraction or miscommunication.</p> <p>90-100% Well-pronounced.</p>

Adapted from “Role of Pronunciation in Speaking Test Ratings” by Ma, Henrichsen, Cox, and Tanner, 2018, Journal of Second Language Pronunciation, 4(1), p.39. doi:10.1075/jslp.00004.ma

## Appendix G

### Scores obtained in pre and post-test

<b>TENSE VOWELS</b>		
<b>Participant</b>	<b>pre-test score</b>	<b>post-test score</b>
1	5	8
2	5	10
3	6	10
4	7	9
5	4	7
6	5	9
7	4	9
8	3	9
9	6	9
10	2	7
11	5	10
12	4	7
13	5	9
14	5	9
15	3	9
16	2	4

<b>LAX VOWELS</b>		
<b>participant</b>	<b>pre-test score</b>	<b>post-test score</b>
1	4	8
2	3	9
3	2	7
4	3	8
5	2	8
6	3	9
7	3	8
8	2	8
9	2	7
10	2	6
11	4	9
12	3	9
13	3	8
14	3	7
15	3	8
16	2	4

## Appendix H

### Design from Goals

Instructional design of units for transfer of learning to real life contexts

<b>Institution:</b>	Centro Ecuatoriano Norteamericano
<b>Year of study:</b>	2019
<b>Student description: (include English Level)</b>	In this language school, the students have an A1.2 level according CEFR
<b>Professor:</b>	Dalia L. Aguilar Vacacela
<b>Units title:</b>	Parent's and children; Let's Eat; Call 911, The world of work
<b>Weeks:</b>	4 weeks
<b>Hours:</b>	28 hours

#### I. Transfer Goal (Stage 1)

Goal: I want my students to identify, classify and produce *tense* and *lax* vowel sounds in the spoken English language through the use of self-awareness strategy and continuous podcasting, so that, in the long run and on their own, they will be able to communicate successfully with simple lexical items in different context with minimal pronunciation mistakes.

This course will work with the standard A1-Phonological Control CEFR:

Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group



concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases (Council of Europe, 2018, p.136).

### Breakdown of Transfer Goal

A. What I will see and hear if they can transfer?	B. What I will see and hear if they cannot yet transfer	C Knowing what I now know, what do I commit to doing?
<p>Pronounce most of the words with <i>tense-lax</i> vowel properly in prompted conversations and podcasts.</p> <p>Pronounce most of the words with <i>tense-lax</i> vowel properly while reading basic written text.</p> <p>Pronounce most of the words with <i>tense-lax</i> vowel properly in extemporaneous basic topics podcasts without interrupting the communication.</p>	<p>Get confused with the pronunciation of the words during prompted conversations and podcast practices.</p> <p>Need to check the phonics rules or asking for help while reading aloud.</p> <p>Get confused at the moment of pronouncing <i>tense</i> and <i>lax</i> vowels.</p> <p>Doing the same <i>tense - lax</i> vowel pronunciation mistakes over again in the recorded audios.</p>	<p>Give students constant opportunities to practice their pronunciation in class. Using dialogues, podcasting topics.</p> <p>Provide constant feedback and formative assessment to help them to be aware of their learning and develop self-confidence, during their practices.</p> <p>Provide them with phonic videos of different vowel sounds to practice every day.</p> <p>Warm-up every class with phonics exercises.</p>

## II. Performance Assessment Task (Stage 2)

<b>Goal :</b>	Give tips to the audience to have a healthy lifestyle Give tips to the audience to improve their homework habits. (scripted)
<b>Role:</b>	Famous Podcasters online
<b>Audience:</b>	Classmates, teacher, community

<b>Situation:</b>	The podcaster has his/her own online show. He /She needs to podcast a new topic every week. Give interesting tips to the audience to improve in different topics.
<b>Performance:</b>	Podcast tips to the audience clearly about homework habits and a healthy lifestyle. The student has to broadcast two shows, one giving recommendations to improve homework habits and another to have a healthy life. He /she has 1 minute to broadcast each program. Then upload online the shows using the “Spreaker studio” app.
<b>Standards</b>	The task should meet the following criteria: clear and coherent message according to the topics, grammar and vocabulary learnt in the course. Well-pronounced vowel sounds. 1 minute to podcast each topic. Include sound effects, music, and a name for the show.

### III. Knowledge and skills the students need to succeed in the assessment. (Stage 1)

What students will need to know	The skills students will need to be able to do
<p>Students will need knowledge of :</p> <p>Vocabulary about healthy lifestyle, school, responsibilities, etc</p> <p>Phrases to introduce and finish podcast shows.</p> <p>How to use Spreaker studio app.</p> <p>Concepts about podcasting, <i>tense</i> and <i>lax</i> vowel sounds, diphthongs.</p> <p>Simple rules, tips and strategies to pronounce correctly short and long vowel sounds in words.</p>	<p>The students will be skilled at:</p> <p>Pronouncing properly unknown and known words with vowel sounds.</p> <p>Listening to themselves and be aware of their pronunciation mistakes.</p> <p>Correcting their pronunciation mistakes to communicate clearly the message.</p> <p>Using forms and techniques taught to be self-aware of their pronunciation and self-correction.</p> <p>Using headsets, smartphones to record and upload information into the online platform</p>



#### IV. Essential Questions (Stage 1)

**Essential Questions support the transfer goal, signal inquiry, guide instruction, and can be asked over and over throughout the unit without reaching a final answer.**

1. How can I speak clearly in another language pronouncing the words with vowels correctly?
2. What materials can I use to help myself pronouncing vowel sounds properly?
3. What can I do if I am not sure about the pronunciation of a word with a vowel sound?

#### V. Learning Activities (Stage 3)

**Transfer goal:** I want my students to identify, classify and produce *tense* and *lax* vowel sounds in the spoken English language through the use of self-awareness strategy and continuous Podcasting, so that, in the long run and on their own, they will be able to communicate successfully with simple lexical items in different context with minimal pronunciation mistakes.

**Abbreviated Performance Task:** You are a famous podcaster online. Every week you upload topics to entertain and help your audience to improve their lifestyle. Your goal is to give tips and recommendations to your audience to have a healthy lifestyle. Such as food, exercise, medical checkups, handle stress etc. Also you can mention places to buy good food, get exercise and restaurants to eat healthy in the city.

Learning activities	Intention	A	M	T
<p><b><u>Week 1( 3.5 hours)</u></b></p> <p><b>Day 1</b>  <b>Objective</b>  <b>To inform students about the project and the requirement for the application of it, motivating them to participate actively.</b></p> <p>Socialize with the students about the research project.  Show them a simple pacing guide in power point, explaining the practices and the assessment, also the feedback that they will receive. Clarify the objective of the project, their roles, and benefits.</p> <p>Present students examples of podcasting. Ask questions: Have you heard about Podcast? After listening to some podcast what do you understand for podcast? What do you think is it used for? What's the difference between a radio program and a podcast?  Discuss with students the content and debate about it. Answering the questions and building concepts.</p> <p>Socialize with students some podcast websites for English learning.</p> <p>Introduce the application "Spreaker studio" for smartphones, tablets, and computers. Show Ss a video about the app and its use.  Help students to download the app and record samples of audio to interact with its features like: sound effect, automatic volume as a background music, logos, and information. Do not forget to tell them to sign up with the institution Google account.  Teach them to podcast the audio into the Google Classroom Platform, include basic information and names for the practices.</p> <p>Ask students as homework to upload any sample audio and bring headsets for the next class.</p> <p><b>Days 2 and 3</b></p>	<p>Hook  Making connection</p> <p>Hook  Practice</p>	<p>A</p>	<p>M</p> <p>M</p>	



Learning activities	Intention	A	M	T
<p><b><u>Week 2 ( 10 hours)</u></b></p> <p><b>Day 5</b>  <b>Class objectives:</b>  <b>Students will be able to:</b>  <b>Identify pattern of words to find the correct vowel pronunciation individually and in pairs by classifying a list of words and pronouncing correctly.</b>  <b>Be aware of their pronunciation mistakes by self-assessing their recorded audios and producing a Podcast individually using a self-awareness Form, and their smartphones.</b></p> <p>Warm-up the class giving students some easy tongue twister based on vowel sounds. Give them time individually to identify and find out the correct pronunciation without any help. Then in pairs ask them to listen to each other and correct themselves. Monitor and give feedback.</p> <p>Show students some tips to know the pronunciation of certain words like the pattern CVC, CVCC, CVCe. For short and long sounds. Give them several words to identify and find the pronunciation pattern.</p> <p>Hand out the self-awareness form. Explain students the self-awareness form. Function, use, procedure. Stop each part and ask comprehension questions. Model the form, applying it with an example of your own use.</p> <p>Encourage students to follow the process for the use of the <b>Self-awareness Form-Scripted Practice 1</b>: Record; listen; identify mispronounced words; Classify.</p> <p>Homework: As homework explain students to take around 1 hour to work on the <b>Self-awareness Form-Scripted Practice 1</b>: Listen the original audio; check the part b; reflect; practice; record the final audio and podcast it.</p>	<p>Warming activity</p> <p>Developing</p> <p>Practice</p> <p>Production</p>	<p>A</p> <p>A</p> <p>A</p> <p>A</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p>	<p>T</p> <p>T</p> <p>T</p> <p>T</p>

<p><b>Day 6</b>  <b>Students will be able to:</b>  <b>Apply their knowledge about vowel sounds by podcasting using a formative assessment Form individually.</b></p> <p>Give students 10 min to think about the information they want to podcast and brainstorm your ideas. Practice 2 times and podcast the audio.  Encourage students to practice 2 times before podcasting the audio. Ask then to use the <b>Self-awareness Form-Extemporaneous Practice 1:</b>  Write the guide; practice and podcast.</p> <p><b>Day 7</b>  <b>Students will be able to:</b>  <b>Be aware of their mistakes by receiving feedback from their teacher with the Rubric and the Form.</b></p> <p><b>Apply their knowledge about vowel sounds by podcasting using a formative assessment Form individually.</b></p> <p>Using the same Form given back by students, call students individually and give them feedback about the <b>Scripted Practice 1</b></p> <p>Encourage students to follow the process for the use of the <b>Self-awareness Form-Scripted Practice 2:</b> Record; listen; identify mispronounced words; Classify.</p> <p>Homework: As homework explain students to take around 1 hour to work on the <b>Self-awareness Form-Scripted Practice 2:</b> Listen the original audio; check the part b; reflect; practice; record the final audio and podcast it.</p> <p><b>Day 8</b>  <b>Students will be able to:</b>  <b>Be aware of their mistakes by receiving feedback from their teacher with the Rubric and the Form.</b></p>	<p>Developing practice Production</p> <p>Feedback reflection</p> <p>Practice</p> <p>Production</p>		<p>M</p> <p>M</p> <p>M</p> <p>M</p>	<p>T</p> <p>T</p> <p>T</p> <p>T</p>
--	--	--	-------------------------------------	-------------------------------------



<p>Using the same Form given back by students, call students individually and give them feedback about the <b>Scripted Practice 2</b></p> <p>Using the same Form given back by students, call students individually and give them feedback about the <b>Extemporaneous Practice 1</b></p> <p>Homework: As homework explain students to take around 2 hours to work on the <b>Self-awareness Form-Scripted Practice 3</b>: Do the complete process at home.</p>	<p>Feedback Reflection</p> <p>Production</p>		<p>M</p> <p>M</p> <p>M</p>	<p></p> <p>T</p>
<b>Learning activities</b>	<b>Intention</b>	<b>A</b>	<b>M</b>	<b>T</b>
<p><b><u>Week 3 ( 8 hours)</u></b></p> <p><b>Day 9</b>  <b>Class objectives:</b>  <b>Students will be able to:</b></p> <p><b>Be aware of their mistakes by receiving feedback from their teacher with the Rubric and the Form.</b></p> <p>Using the same Form given back by students, call students individually and give them feedback about the <b>Scripted Practice 3</b></p> <p>Homework: As homework send students some exercises watching two videos about vowel diphthongs. Complete some worksheets</p> <p><b>Day 10</b>  <b>Students will be able to:</b>  <b>Be aware of their pronunciation mistakes by self-assessing their recorded audios and producing a Podcast individually using a self-awareness Form, and their smartphones.</b></p> <p>Encourage students to follow the process for the use of the <b>Self-awareness Form-Scripted</b></p>	<p>Feedback Reflection</p> <p>Practice Reflection</p> <p>Practice</p>		<p>M</p> <p>M</p> <p>M</p>	<p></p> <p></p> <p>T</p>

<p><b>Practice 4:</b> Record; listen; identify mispronounced words; Classify.</p> <p>Homework: As homework explain students to take around 1 hour to work on the <b>Self-awareness Form-Scripted Practice 4:</b> Listen the original audio; check the part b; reflect; practice; record the final audio and podcast it.</p> <p><b>Day 11</b>  <b>Class objectives:</b>  <b>Students will be able to:</b>  <b>Identify pattern of words to find the correct vowel pronunciation individually and in pairs by watching a video and pronouncing them correctly.</b>  <b>Demonstrate individually their pronunciation skills saying several tongue twisters that include vowel sounds.</b></p> <p>Warm-up the class asking students to pronounce different vowel words. Ask student to analyze the reason for the pronunciation (<i>tense</i> or <i>lax</i> sound)</p> <p>Hand out different tongue twister based on vowel sounds. Give them time individually to identify and find out the correct pronunciation without any help. Then in pairs ask them to listen to each other and correct themselves. Monitor and give feedback.</p> <p>Show students a video about diphthongs in English. Pause and let them follow the pronunciation. Work on a worksheet, to classify words. Later encourage some students to pronounce them aloud. Give them some time to practice individually. Monitor and give feedback.</p> <p>Homework: As homework explain students to take around 1 hour to Listen to a vowel pronunciation podcast and take notes. Then practice the words.</p>	Production		M	T
Warm-up			M	
Practice Feedback			M	
Practice and production		A	M	
Practice		A	M	T

<p><b>Day 12</b>  <b>Class objectives:</b>  <b>Students will be able to:</b></p> <p><b>Be aware of their mistakes by receiving feedback from their teacher with the Rubric and the Form.</b></p> <p><b>Apply their knowledge about vowel sounds by podcasting using a formative assessment Form individually.</b></p> <p>Warm-up: Encourage students to share their notes about the podcast listened at home. Create a chart of words if it is necessary. Discuss about this.</p> <p>Give students 10 min to think about the information they want to podcast and write a guide. Practice 2 times and podcast the audio. Encourage students to practice 2 times before podcasting the audio. Ask then to use the <b>Self-awareness Form-Extemporaneous Practice 2:</b> Write the guide; practice and podcast.</p> <p>Using the same Form given back by students, call students individually and give them feedback about the <b>Scripted Practice 4</b></p>	<p>Warm-up</p> <p>Practice Production</p> <p>Feedback Reflection</p>		<p>M</p> <p>M</p>	<p>T</p> <p>T</p>
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Learning activities	Intention	A	M	T
<p><b><u>Week 4 ( 6 hours)</u></b></p> <p><b>Day 13</b>  <b>Class objectives:</b>  <b>Students will be able to:</b></p> <p><b>Be aware of their mistakes by receiving feedback from their teacher with the Rubric and the Form.</b>  <b>Be aware of their pronunciation mistakes by self-assessing their recorded audios and producing a Podcast individually using a self-awareness Form, and their smartphones.</b></p> <p>Using the same Form given back by students, call students individually and give them feedback about the <b>Extemporaneous Practice 2</b></p> <p>Encourage students to follow the process for the use of the <b>Self-awareness Form-Scripted Practice 5:</b> Record; listen; identify mispronounced words; Classify.</p> <p>Homework: As homework explain students to take around 1 hour to work on the <b>Self-awareness Form-Scripted Practice 5:</b> Listen the original audio; check the part b; reflect; practice; record the final audio and podcast it.</p> <p><b>Day 14</b>  <b>Students will be able to:</b>  <b>Be aware of their mistakes by receiving feedback from their teacher with the Rubric and the Form.</b></p> <p>Check late podcasts, give late feedbacks. Use the time to catch up any information needed before the Post-Test</p>	<p>Feedback Reflection</p> <p>Practice Reflection</p> <p>Practice Production</p>		<p>M</p> <p>M</p>	<p>T</p> <p>T</p>

<p><b>Day 15</b>  <b>Class objectives:</b>  <b>Students will be able to:</b></p> <p><b>Demonstrate their skills in pronunciation of Tense and Lax vowel sounds by podcasting individually a scripted recording.</b></p> <p>Give instructions before the evaluation.  Administer the Scripted Post-Test</p> <p><b>Day 16</b>  <b>Class objectives:</b>  <b>Students will be able to:</b></p> <p><b>Demonstrate their skills in pronunciation of Tense and Lax vowel sounds by podcasting individually an extemporaneous recording.</b></p> <p>Administer the Extemporaneous Post-Test  Give students 10 min to think about the information they want to podcast and write a guide. Practice 2 times and podcast the audio.</p>	<p>Post-Test</p> <p>Assess pronunciation skills</p>			T
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