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TONGUE TWISTERS AS A STRATEGY TO ENHANCE THE PRONUNCIATION OF LEXICON IN SENIOR STUDENTS

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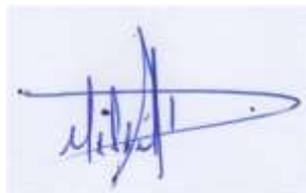
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February, 2021

RESUMEN

Las habilidades comunicativas han sido consideradas como esenciales al dar y recibir información o establecer una comunicación efectiva. Por esta razón, la pronunciación ha sido el núcleo de esta investigación usando trabalenguas como estrategia para fortalecer esta destreza. La investigación cuasiexperimental - explicativa y métodos cualitativos y cuantitativos fueron aplicados para recolectar información que sustente y dé validez al estudio desde las perspectivas del estudiante y del docente. 27 estudiantes de último año de bachillerato (18 hombres y 9 mujeres) entre las edades de 16 y 17 años participaron en la investigación, todos hablantes nativos de español con un nivel de inglés B1. Esta investigación permitió concientizar al estudiante y al docente sobre la importancia de la pronunciación adecuada en palabras en el idioma inglés, aplicando como estrategia trabalenguas y repetición a través del pensamiento activo. Este estudio se llevó a cabo en 8 semanas en el año escolar 2020-2021 en una institución privada, las clases fueron sincrónicas en sesiones de *Zoom*, 4 horas por semana. Los instrumentos que apoyaron a la investigación de manera significativa fueron PRAAT (programa computarizado para el análisis fonético del habla) y el IPA (Alfabeto Fonético Internacional), El proceso incluyo un pre- y un post examen y los resultados del proceso fueron comparados y analizados estadísticamente en el programa de Excel, obteniendo descubrimientos y aportes importantes para el proyecto. Las pruebas y los materiales, así como los trabalenguas aplicados en el estudio fueron designados de acuerdo a las necesidades de los estudiantes por parte del investigador en fonemas específicos (pares mínimos) / p /, / b /, / f /, / v / en léxico.

Palabras clave: habilidades comunicativas, pronunciación, metodología, estrategias de pronunciación, trabalenguas, léxico, fonemas.

TONGUE TWISTERS AS A STRATEGY TO ENHANCE THE PRONUNCIATION OF LEXICON OF SENIOR STUDENTS.

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ABSTRACT

Communicative skills have been considered essential when giving and receiving information or establishing effective communication. For this reason, pronunciation has been considered the core of this research using tongue twisters as a strategy to strengthen the skill. Quasi-experimental - explanatory research and qualitative and quantitative methods were applied to collect information to support and validate the study from the student and teacher perspectives. 27 seniors' students (18 men and 9 women) between the ages of 16 and 17 participated in the research, all native Spanish speakers with a B1 level of English. This research allowed to raise awareness among students and teachers about the importance of proper pronunciation of words in the English language, applying tongue twisters and repetition through active thinking as a strategy. This study was carried out in 8 weeks in the 2020-2021 school year in a private school, the classes were synchronous on Zoom sessions, 4 hours per week. The Instruments that supported the research in a significant way were PRAAT (a computerized software that analyzes speech) and the IPA (International Phonetic Alphabet). The process included a pre-and post-exam. which were compared and analyzed statistically in the Excel program, obtaining important results and discoveries for the project. The tests and materials, as well as the tongue twisters applied in the study, were analyzed according to the needs of the students by the researcher in specific phonemes (minimal pairs) / p /, / b /, / f /, / v / in the lexicon.

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Keywords: communicative skills, pronunciation, methodology, pronunciation strategies, tongue twisters, lexicon, phonemes.

1.INTRODUCTION

1.1 PROBLEM STATEMENT

Nowadays, the English language has become a universal language and it is the third most widely spoken language in the world, according to the British Council, by 2021 about two billion people in the world will be studying English. Furthermore, the English language is spoken and taught in over 118 countries and is commonly used around the world as the language of science, technology, education, and tourism. Richard Nordquist (2014) Professor at Georgia Southern University, states: that the third of the world's population speaks English as a first or second language, for this special reason, the ecuadorian government, noticing the importance of the language, decided to implement English in the national curriculum, Ministry of Education (2016) as one of the most useful subjects to be taught as mandatory in all schools with the purpose of giving students a tool to succeed in any field of life. This national project was mainly focused on communicative skills and linguistic competencies which allow students to communicate and interact in the language effectively.

Certainly, Communicative skills are important abilities all people use to interact when giving and receiving information and some examples include communicating opinions, feelings, or simply experiences on their own. Krashen (1985) mentioned, that speaking emerges on its own, after the student has been exposed to comprehensible and interesting input and after enough acquisition has taken place. While in the phonological field, Terrel (1989) in Benjamin James (2016) states, that learners will acquire the sound system better with meaningful input than with artificial exercises designed to focus on certain sounds or sound patterns.

On the other hand, D. Lutfiani (2017) considers pronunciation as an essential component in oral communication and the basic ability to speak English. Since English is

a foreign language. Correct pronunciation becomes a crucial skill to develop to avoid misunderstanding between a speaker and a listener. Gilakjani, (2012) in Lutfiani (2017) states, that pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance. Once observed the importance of pronunciation Hayati (2008) in D. Lutfiani (2017) claims, pronunciation no doubt, is one of the most significant and inevitable parts of teaching English in particular and any other languages in general. Whereas Prommak (2010) in D. Lutfiani (2017) states, that pronunciation is an integrated part of language learning. It consists of segmental (e.g., consonant and vowels) and suprasegmental (e.g., stress, intonation, rhythm, rate, and volume). Moreover, Terrell (1996) noticed, that proponents of the Communicative Approach simply have not known what to do with the pronunciation. He also suggests this is since anyone has devoted much time to the study of the acquisition of sound systems.

Regarding the lack of attention to this important component of the language. Teachers still struggled with this problem in students, since bad pronunciation causes difficulties and affects communication, one of the alternatives to help students to enhance their pronunciation is to raise awareness of the phonological part of the language, providing them with strategies as tongue twisters to have fun and feel comfortable acquiring the language naturally. Thus, some researcher proposes a way to mitigate the students' problems using tongue twisters. According to Kenneth Beare (2018), tongue twisters are short, memorable lines that are difficult to pronounce, especially rapidly, because of the slight variation of consonant sounds. Gonzales (2009) in D. Lutfiani (2018) states, tongue twisters are used to repeat as many times as possible.

Tongue twisters are especially useful in pronunciation when focusing on specific phonemes, or sounds. In addition. Ecuadorian teachers have to empower themselves in the field of communication by trying different, innovative, and meaningful strategies in the learning process allowing students to improve pronunciation to promote confidence on themselves.

Tongue twisters are introduced in this research as an effective technique to enhance students´

pronunciation, as Gonzales (2009) in D. Luftani (2018) states, tongue twister is a fun activity to apply in any language classroom to make classes more interactive. In addition. Goldrick and Blumstein (2008) assumed, that the tongue twisters paradigm induces phonological planning errors, as well it can carry some important errors which are repeated constantly interfering with communication giving an important light to the teacher to improve the skill.

Students and teachers commonly face big difficulties when practicing pronunciation in English classes, since it causes students to be passive in the speaking class avoiding interaction at all. This study focuses on using a good strategy "tongue twisters" to enhance students' pronunciation to support communicative skills in the specific lexicon to consolidate the English sounds in voiced and unvoiced phonemes / f / / v / / b/ /p/. in senior students in a private school in San Rafael.

1.2 BACKGROUND: THE ECUADORIAN CONTEXT

Due to globalization and technological advances, people around the world have been forced to learn a second language especially English, since this is the universal language. The ecuadorian government decided to include English as a mandatory subject to be implemented from primary school up to the university working on a new adapted curriculum and a syllabus focused on International Language Standards according to CEFR, Ministry of Education (December 2013).

In recent studies, Ecuadorian English Teachers (2017) mentioned, the program is presenting weaknesses, as far as the communicative skills are concerned, especially in pronunciation, limiting progress in student's production. According to Morley (1998) a curriculum should start by establishing long EFL effective teaching ideas and innovative strategies in developing linguistic and communicative competence.

The national curriculum in Ecuador, should consider introducing the linguistic and

communicative skills from a different perspective, prioritizing the effectiveness of language acquisition and interaction in real contexts focusing on the accurate pronunciation of words applying meaningful teaching strategies to succeed in the program.

Oral communication, especially pronunciation, holds an important role in English language teaching but Deng et al (2009) in Çakır, İ., & Baytar, B. (2014) believe, that pronunciation is not an aspect of FLA that is given considerable academic attention, for this reason, Dresher, (2011) in N. Kazanina (2018) claims, the importance to recognize the phonological forms of words effectively during speech comprehension and utter them appropriately in language production.

The study deals with the investigation of the role of using tongue twisters as a strategy to enhance the pronunciation of lexicon in senior students, where students have demonstrated difficulties in this skill according to previous comparative statistics carried out in the academic process in different school years.

1.3. GENERAL AND SPECIFIC OBJECTIVES

1.3.1. General Objective.

- To apply tongue twisters as a strategy to enhance the pronunciation of the lexicon of senior students in a private school in San Rafael.

1.3.2. Specific Objectives.

- To use tongue twisters to promote a meaningful and enjoyable interaction activating student's pronunciation skills.

- To achieve the proper pronunciation of lexicon focused on specific phonemes /p/ /b/ /f/ /v/ with the practice of tongue twister strategy.

- To select specific tongue twisters according to students needs to motivate correct pronunciation and confidence in using a new lexicon.

1.4. RELEVANCE AND IMPORTANCE OF THE RESEARCH

Pronunciation has a meaningful role in successful communication both productively and receptively. However, it has been a common problem among L2 learners concerning their confidence in oral communication Bang (1999). According to Selinker (1994), the success of any conversation is the ability to understand and to be understood. Being this the aim of communication in any context.

In the L2 phonological acquisition process, strategies as tongue twisters could support the pronunciation of the lexicon, according to previous research experts defined tongue twisters as tools to help students in pronunciation enriching and improving the recognition site of the learning process of students in the communicative skills, Karin M. Cintron (2012) in K. Skripsi (2019) says, that tongue twisters are a great way to introduce lexicon and to increase the students speaking ability. Alicia (2012) in K. Skripsi (2019) states, that using tongue twisters is a common EFL teaching technique because it helps students to learn the pronunciation of words, and the use of vowels and consonants.

If students are still struggling with their communicative skills, mainly with pronunciation; teachers must provide them with useful and fun strategies to strengthen their weaknesses, in this way, they could have the opportunity to succeed in the language at any level. Matchul Mu'in, et al. (2018) listed the techniques that are being used to teach and can be used to learn pronunciation; they are tongue twisters, repetition, drilling, taboo games, and phonological awareness.

Ball (2003:8) "using tongue twisters is particularly useful for those who have unique pronunciation problems". He gives examples such as She sells seashells on the seashore; they thank that it is thursday the thirtieth.

This process is well seen as efficient for building vigorous confidence in speaking fluently

and keeping a meaningful conversation with others.

2. LITERATURE REVIEW

2.1 THE IMPORTANCE OF PRONUNCIATION.

As English increasingly becomes the language used for international communication, Smiljanić, R (2008) states, it is vital that speakers of English, whether they are native or non-native speakers can exchange ideas effectively. Burns and Clair (2003) in Tri Iryani (2015) mention, that it is more important that speakers of English can achieve pronunciation and lexicon rather than grammar features. However, Burns (2003) added, that it is important that speakers of English can achieve:

- Intelligibility (the speaker produces sound patterns that are recognizable as English)

- Comprehensibility (the listener can understand the meaning of what is said).

- Interpretability (the listener can understand the purpose of what is said).

Linguistic and researchers are very clear on the purpose of supporting pronunciation skills and language acquisition, considering the importance of accomplishing with the three important factors explained above, which are mainly involved in the basic parts of any language to interact and be clearly understood.

Burns and Claire (2003:5) in Tri Iryani (2015) define, that "pronunciation refers to the phonology of the language or the meaningful perception and production of the sounds of that language and how they impact on the listener". For this reason, looking for an innovative strategy as tongue twisters to help learners to enhance communicative skills, especially in pronunciation and teachers have to be committed to succeeding in the L2.

The phonological acquisition process, Macháčková (2012: 8) states, that "pronunciation as an inseparable aspect of the language and that it has a great influence on our successful communication". However, it is still overlooked by a large number of teachers, who would

rather pay attention to teaching grammar (referring to syntax and morphology, verb conjugation, and sentence structure).

Therefore, this study mainly is based on two minimal pairs. The first minimal pair studied was: /p/ voiceless bilabial plosive or stop, and /b/ voiced bilabial plosive or stop. It is important to mention that /p//b//f//v/ phonemes were selected, since they tend to struggle students in pronunciation, because of the differences in the L1 sound features. The first minimal pair in L2 /p/ /b/, share m a n n e r and place   of articulation (bilabial, plosive).

"It is important answering to problems in pronunciation of English poses in Spanish speakers and considered the theory both phonemes have the same sound, except for the fact that when we produce a /b/ our vocal folds vibrate and when it is a /p/ they don't". Rodrigo Brunori (2011).

The second minimal pair studied was: /f/ the voiceless labiodental fricative and /v/ voiced labio-dental fricative, and share manner and place of articulation and differ in voicing, Rodrigo Brunori (2011). So, the only difference between them is that, when we produce a /v/, the vocal folds vibrate, while in the case of /f/ they don't.

It is hypothesized that according to the study, tongue twisters are useful phrases or sentences which facilitate EFL capabilities of pronunciation. Wilson (2011) confirms that tongue twisters are one of few types of spoken wordplay that are fun to recite and are a great tool to aid students' language development. This study aims the use tongue twisters as a strategy to enhance pronunciation in students in specific phonemes. It is a relevant study since it enables learners to increase their capacity of speaking fluently.

2.2. TRADITIONAL STRATEGIES AND METHODS IN PRONUNCIATION

Traditional education has interfered widely in the accurate development of English language acquisition, especially in communicative skills activities as memorizing,

 translating, as well as, repeating hundreds of lines to learn vocabulary which does not work on

learners anymore. These activities are considered useless and boring to teach to a new generation of students, who are looking for a different and innovative technique to acquire the language naturally.

For years, teachers and researchers have been trying to find effective ways to teach pronunciation to their students, nevertheless, as we read above, pronunciation is the least important skill to be considered and developed in any class, having as a result, students feel distrustful when speaking, Macháčková, (2012).

Meanwhile, pronunciation is still ignored in daily teaching; students are still failing in this field. According to Anne Burns (Professor of Linguistics and Dean of the Division of Linguistics and Psychology at Macquarie University), various features make up the production of sounds in English:

"Segmental features, or just segmental, Dimas Masduk (2014) refers to sound units arranged in sequential order, e.g., vowels, consonants, diphthongs, and supra-segmental features or just supra-segmental, refer to such as stress, pitch, length, intonation, and other features that always accompany the production of segmental" Ramelan (1994).

Whereas, many teachers still looking for strategies that support the pronunciation process in classes, others only make the decision to abandon them, taken away pronunciation activities from lesson plans, due to the difficulties that come across in the process. D. Castillo (2017) states, the high school and college curriculum in Ecuador does not mention pronunciation as an element that should be taught to students, giving more relevance to other skills and grammar, having little or no training in pronunciation, and in some cases, teachers training is often of poor quality.

2.3. TONGUE TWISTERS AS A STRATEGY TO ENHANCE PRONUNCIATION

According to Carmen (2010: 114) in T. Iryani (2015), "a tongue-twister is a sequence of words that is difficult to pronounce quickly and correctly". Although, tongue twisters are

difficult to pronounce and say, it makes students feel free interacting in the language, repeating lines till short paragraphs which becomes a challenge for them to improve every day.

Vas (2007) in T. Iryani (2015) also states that a tongue twister is a word, phrase, or sentence that is difficult to say in a row which is packed with the repetition of the same sound and the repetition of a consonant sound. The specific activity in tongue-twisting is done orally, reflecting on the correct pronunciation of words and repeating them many times to train the tongue with a particular sound or sounds.

It is vital to consider, students could achieve important goals in pronunciation by working in meaningful and selected pronunciation exercises, depending on the difficulties and needs found in the learning process. Strategies as tongue twisters sometimes are repeated and contrast sounds, it can ensure the correct pronunciation or lexicon. For this reason, tongue twisters could be used as one of the most relevant strategies in pronunciation practice, Kelly (2002) claims, the use of tongue twisters can also make speech therapy drills more of an enjoyable game, individuals who have long surpassed their difficulties in speech continue to use tongue twisters as a warm-up exercise Wells-Smith Partners (2012).

It is a strategy to be used to develop and facilitate students' proficiency in learning accurate pronunciation. In most language classrooms, students are not able to transcribe words themselves. However, Krashen (2016) who makes a significant contribution to the field of language acquisition, mentions that students have to be exposed the most to effective input. It means, that as much language as they read, listen, and speak, it will be very effective for the development of pronunciation and language acquisition.

2.4. ADVANTAGES OF USING TONGUE TWISTERS IN THE LANGUAGE ACQUISITION PROCESS.

When using meaningful strategies focused on specific skills in a foreign language, students feel more motivated to develop them better and tongue twisters provides them the opportunity

not only to repeat lines or paragraphs, but also to have fun time interacting in the language naturally.

The research aims, contribute with an innovative and useful pronunciation strategy to promote adequate phonological acquisition in students, since the fact is not to speak in English as the native language or to make learners pronounce as native English speakers.

A realistic goal is to let them overcome pronunciation problems, so the way they pronounce does not interfere in real interaction and in the ability to communicate. Harmer, J. (2005) in Micro Curricular Planning Based on tongue twister states, that teaching pronunciation should be an important element of every English lesson. It helps students to be confident with different sounds and sound features.

Follows we can see some important advantages of well-designed tongue twisters to improve language, mainly pronunciation.

"Helping students gain awareness of their pronunciation problems, supporting students focus on and tackle the problems which lead to quick improvement, cooperating students build new muscle memory, improving their listening, relieving the monotony of the lesson, and allowing students to practice the language without fear of making mistakes." Hart, J. (2018).

This study seeks to use very practical activities in students during the learning and teaching process, and using tongue twister is great to raise phonological awareness and fluency in the lexicon and specific phonemes /p/ /b/ /f/ /v/.

3. RESEARCH DESIGN AND METHODS

3.1 DESCRIPTION OF THE METHOD.

Classroom action research is a powerful way of being a teacher. Phillips and Car (2010:17) stated, "The result of that action research is the beginning of a journey in becoming a teacher living the teaching/researching life to simultaneously improve teaching practice".

According to Phillips and Carr (2010: 77) in T. Iryani (2015) classroom action research, "data is collected via three methods: observation, interview, and artifact. "A complete data set contains data from each of these three categories. Based on Phillips and Carr (2010) in T. Iryani (2015).

3.1.2 Observation

In observation, as a student-teacher-researcher, the teacher observes students' anticipation and interaction, this first specific step gives the teacher a brief idea of each participant's pronunciation, weaknesses, and strengths.

This technique allows the students to interact freely in the language allowing the teacher

To make a deep initial analysis in the phonological field.

3.1.3 Interview

The interview is to inquire, to ask students to read words and sentences using specific lexicon in context, the teacher has to listen to the exercises individually, this will provide very important information to start with the study firmly, recognizing noticeable information in the phonological field, at this point some basic tongue twisters will be selected to start the study.

This interview will be also done by giving the students a questionnaire; the questions will be open and closed-ended to reflect on their experiences, it is a qualitative part of the research.

3.1.4 Artifact

Specific material and sources are used in the research. PRAAT (the professional system that helps people doing phonetics by computer), tongue twister, tongue twisters' audios, zoom classes, WhatsApp recordings, and the International Phonetic Alphabet (IPA). In addition, the decision of adopting the questionnaire was that it is widely considered a reliable instrument, Felder & Spurlin, (2005) with valid scales (Cook, 2005) and evidence of construct validity (Litzinger, Lee, Wise & Felder, 2005).

3.2 METHODS.

This study was based on quasi-experimental and explanatory research in which qualitative and quantitative methods of study were taken into account to collect information to support and give validity to the study. This research design allowed the researcher to raise awareness on pronunciation and phonological acquisition especially in the form of tongue twister and repetition through active and critical thinking.

This study was developed during the second period in the first quimester (November – December) 2020-2021 school year and lasted 8 weeks to complete with all the data collection and study process. The study was conducted in zoom synchronous classes, 4 hours per week, WhatsApp and recordings and zoom classes were saved to conduct in the study and the activities were essential to keep as evidence of the research.

3.2.1 Participants and settings

This study involved 27 senior students (18 boys and 9 girls) between the ages of 16-17, all of them were native speakers of Spanish. All the participants were homogeneous in terms of their linguistic, educational, and socioeconomic background. Students currently have a B1 intermediate level of English according to a standardized test, which was previously administered.

The study was carried out with senior students in a private school in El Valle de Los Chillos (San Rafael). Before starting on the study, the informed consent was sent to the principal of the school to authorize the research in senior students since most of them are under 18.

3.2.2   Materials and instruments.

First, to measure the students' pronunciation a special test was administered to them in the pre-stage of the process. It was created by the researcher with the tutor's approval based on specific phonemes (minimal pairs) /p/, /b/, /f/, /v/, which were the core of the study.   The first test included 10 words in isolation and 5 sentences which comprised 8 /p / and 9 / b/ assessed syllables in 13 words.

Sentence 1. The **big puppy barks**. / ðə b̥ ɪg ˈpʰʌpi b̥ ɑːks / = 2/b/ - 2 /p/;

Sentence 2. The **boy** was ha**ppy**. /ðə ˌb̥ ɔɪ wəz ˈhæpi / = 1/b/ - 1 /p/;

Sentence 3 - Ride your **bi**cycle to the **top**. /raɪd jə ˈb̥ aɪsɪkḷ to ðə tɒp/. = 1/b/ - 1 /p/;

Sentence 4 - Bob should s**top** at the **li**brary. / b̥ ɒb ʃəd stɒp ət ðə ˈlaɪb̥ rəri, = 3/b/ -1 /p/;

Sentence 5 - we ate **purple bluebe**rry **pie**. / wi et ˈpʰɜːp ḷ ˈb̥ luːbəri pʰaɪ/ = 2/b/ - 3/p/

Pre-Test – syllables in study

Sent.	Phone. /b/	Phone /p/
S1	2 /b/	2 /p/
S2	1 /b/	1 /p/
S3	1 /b/	1 /p/
S4	3 /b/	1 /p/
S5	2 /b/	3 /p/

9 /b/   **8 /p/**

The second test administered included 10 words in isolation and 5 sentences which comprised 10 /f / and 13 / v/ assessed syllables in 19 words:

Sentence 1. His wi**fe** will dri**ve** the **van.** / hɪz waɪf ˌwiːl ˈdraɪv ðə væn / = 1 /f/ - 2 /v/;

Sentence 2. I ha**ve** five kni**ves** and **four fork**s. /ˈaɪ həv faɪv naɪvz ənd ˌfɔː r fɔːks/ = 3 /f / - 4 /v/;

Sentence 3. Will you **pho**ne be**fo**re you **vi**sit the **farm**. /wiːl ju ˈfəʊn bɪˈfɔː ju ˈvɪzɪt ðə fɑːm. = 3 /f/ - 1/v/,

Sentence 4. My **fa**mily lo**ves** to lau**gh** on **va**cation. / maɪ ˈfæmli ˈlʌvz tu lɑːf ˈɒn vəˈkeɪʃn = 2 /f / - 2/v/.

Sentence 5. Sa**ve** the **four** wol**ves** who li**ve** in the **cave**. / seɪv ðə ˌfɔːr wʊlvz ˈhuː ˈlaɪv ɪn ðə keɪv / = 1/f/- 4/v/.

Pre-Test – syllables in study

Sent.	Phone. /f/	Phone /v/
S1	1/f/	2 /v/
S2	3 /f/	4 /v/
S3	3 /f/	1 /v/
S4	2 /f/	2 /v/
S5	1 /f/	4 /v/
	10 /f/	**13 /v/**

Each correctly-pronounced phoneme was scored 1 point, so the maximum score was the number of study phonemes in a syllable of a word (/ p / 8 - / b / 9 - / f / 10 - / v / -13). During the process, students were asked to read aloud the words and sentences in four different zoom sessions individually.

The same tests were administered before and after the treatment through a pre-and post-examination to compare results and determine progress and advances during the study.

The second instrument used was the questionnaire, which was created in Microsoft forms, one of the questionnaires was addressed to students, it included 7 closed-ended questions to answer critically, the second questionnaire was applied to English teachers who currently work in the same school in senior grades.

It included five questions, which had to be supported using personal experience in the research topic. It was administered in the pre-stage of the study process to get previous information of students and teachers from different perspectives. Students and teachers were asked to fill in the questionnaires by selecting one of the three options, all of the questions were based specifically on the research topic, the data collected were imported to an excel document to use in statistic charts to analyze the information based on the research problem.

The third instrument employed in this study was PRAAT (the professional system that helps

people doing phonetics by computer) the WhatsApp student´s recordings and zoom recordinngs were transferred to PRAAT to be technically analyzed, focusing on intensity and airflow of the pronunciation of specific phonemes in words. It gave meaningful information about the accurate and inaccurate pronunciation of phonemes and words in students.

Finally, The IPA chart and all its subparts are copyright 2015, by the International Phonetic Association is composed of one or more elements of two basic types, letters, and diacritics contained 107 segmental letters, an indefinitely large number of suprasegmental letters, and 44 diacritics. It was considered as one of the important tools to make the phonetic transcription of words using accurate letters and diacritics to carry on the activities in the best way.

The data analysis and student´s scores on the pronunciation test were performed employing the excel program, and Microsoft statistics, the students' scores were first analyzed by using descriptive statistics. Following the descriptive statistics, statistical interpretation was useful to determine the Mean and SD of the study in order to analyze the data based on the research questions.

3.2.3 Treatment

Tongue twister as a strategy to enhance pronunciation in lexicon was applied in the experimental group for 6 weeks (treatment 24 zoom session). To start with the treatment students were asked to listen and pronounce some specific words which included /p/ voiceless bilabial stop, and /b/ voiced bilabial stop phonemes. The voiced b sound (IPA symbol /b/) can be found in English words such as bet, bee, blot, and band, rob, and bicycle. The voiceless p sound (IPA symbol /p/) can be found in English words such as jump, pop, plot, puppy, pace, purple, tip, and pray.

Based on this. The treatment was focused on the pronunciation of English consonants in specific lexicon. The list of the English tongue twisters was shared with students from the easiest to the most difficult.

The chart below shows the phonemes in the study and some special features.

(Chart 1.) PHONEMES UNDER STUDY /p/ /b/ /f/ /v/
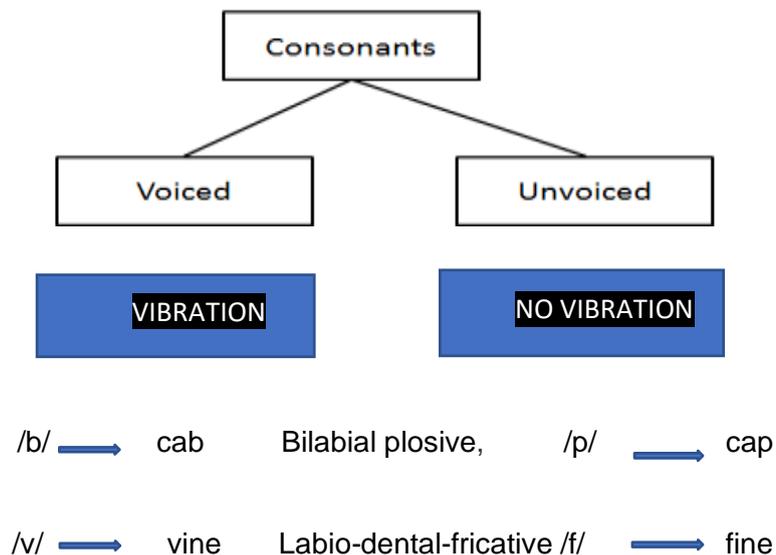
(Chart 2.) Main features of phonemes /p/ /b/
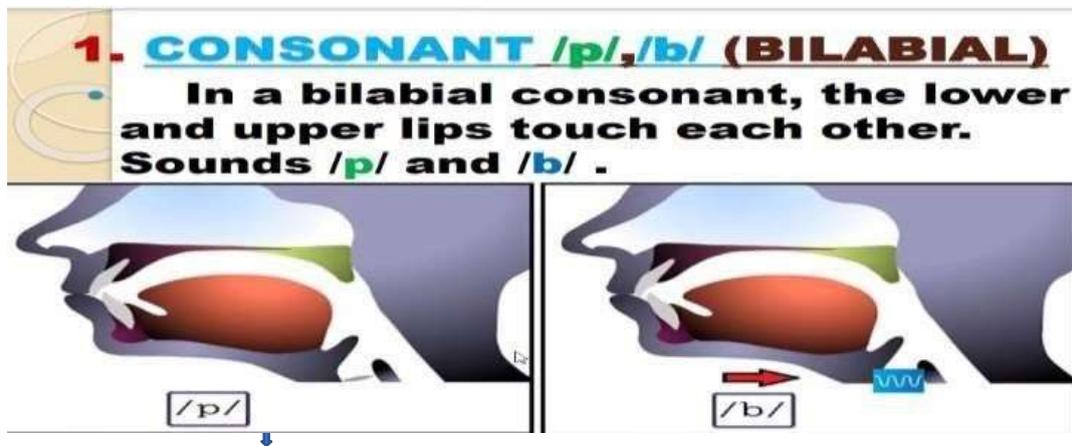
http://ocw.uci.edu/upload/files/the_articulatory_system.pdf

The treatment was divided into nets of practice, the first nets were easy for students to repeat and pronounce because of the length and complexity of tongue twisters. Besides, it helped a lot to make them feel comfortable doing the activity, next nets of practice became more complicated since they included more lines to read and more words to pronounce. The nets of treatment in /p/ and /b/ are shown below.

NETS OF PRACTICE /p/ - /b/

/p / and / b / (net 1)

1. Bankers pull plenty of bills into banks.

2. Big pups bark in parks but plenty of breeds' bite.

3. Betty picked plenty of apple bits from the baby's bib.

4. Blue balloons pop when placed above sharp spikes.

5. A brown apple pip was put on my bottom lip.

/p / and / b / (net 2)

6. Ben's brother, Patrick, beat up Ben's pal, Bill.

7. Purple bags happen to possess plenty of beauty products.

8. Prepare plenty of beef and potatoes because the people are big.

9. Britney pleaded with Betty to place a big bet on black.

10. Paul baked plenty of baguettes but put butter on the bottom.

/p / and / b / (net 3)

-Peter poked a poker at the piper, so, the piper poked pepper at Peter.

-Peter, please pause for proper applause. Pass the pink peas, please.

/p / and / b / (net 4)

''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?"

/p / and / b / (Net 5)

"Betty bit a bit of butter but it was a bitter bite but a bit of better butter Betty never bit".

Betty Botter bought some butter. "But," she said,

"The butter's bitter. If I put it in my batter, it will make my batter bitter.

To carry on with the treatment, students were asked to listen and pronounce the second pair of the study, which included phonemes /f/ voiceless, labiodental, fricative, and /v/ voiced labiodental fricative.   The voiceless f sound (IPA symbol /f/) is produced by stopping and releasing air between the bottom lip and the front side of the top teeth. This sound can be found in English words such as a: friend, fault, fine, after, life, ferry, and stuff, the voiced v sound (IPA symbol: /v/) is produced in almost the same way as the f sound. Holding your lips and teeth in the same position. The /v/ sound is different because it is voiced. It means you produce a sound with your vocal cords. It can be found in English words such as vine, knives, wolves, vast, and vault.

(**Chart 3.) Main features of phonemes /f/ /v/**
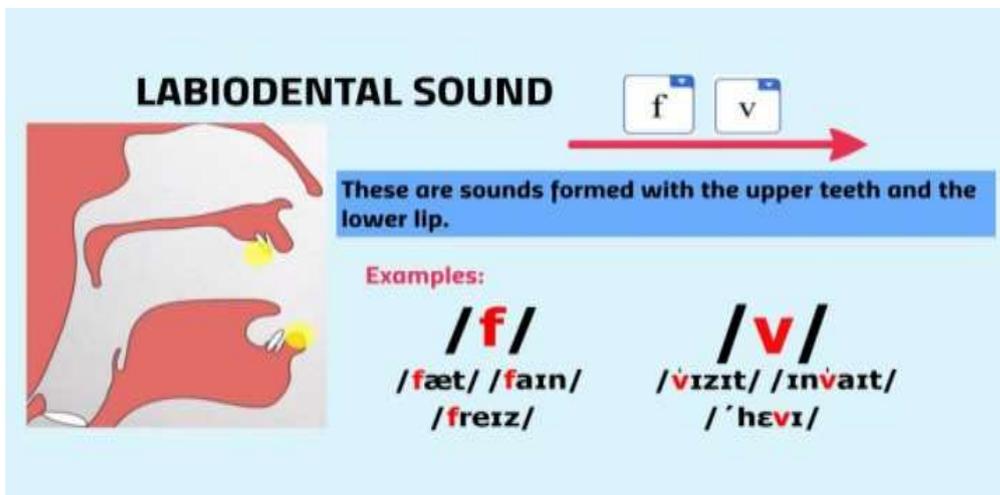
http://ocw.uci.edu/upload/files/the_articulatory_system.pdf

The second nets of practice in /f/ and /v/ were carried out in a similar was as the first minimal pair. The treatment in /f/ /v/ is shown below:

NETS OF PRACTICE /f/ - /v/

/f/ and / v / (net 1)

1.- seven evil devils versus a village vicar.

2.- every evening Victor and Vivian visit eve.

3.- my father´s job involves traveling.

4.- that´s funny, Fabian is fifteen.

5.-Four oafs fall flat on the floor.

/f/ and / v / (net 2)

6.- Vivienne is vivacious and full of nerve

7.- that fish has a fat fin.

8.- the leaves have fallen from the vine

9.- Violet bugs have very big value

10.- franks feeds fat fish fresh fish food.

/f/ and / v / (net 3)

Five very funny flies in velvet vests

flew from France on Friday evening.

/f/ and / v / (net 4)

Of all the felt I ever felt

I never felt a piece of felt.

/f/ and / v / (net 5)

A flea and a fly flew up in a flue.

Said the flea, let it fly!

Said the fly let us flee!

So, they flew through a flaw in the flue.

The tongue twisters used in this study were carefully organized and selected according to student needs and researcher aim, emphasizing on /p/ /b/ /f/ and /v/ minimal pairs, due to the

interference of sounds in the L1.

Once the nets and material were organized, students listened to the accurate pronunciation of the phonemes in words and sentences, after that, they had to repeat specific sounds and words, as Bankers pull plenty of bills into banks. And every evening Victor and Vivian visit eve were asked to read and practice slowly. The practice of tongue twisters allowed students to increase responsibility in the correct pronunciation of different phonemes in the lexicon in L2. The use of tongue twisters is worth applying because of the support it gives to student's pronunciation and fluency. On the other hand, the sounds could be naturally acquired by using special strategies.

The immersion of tongue twister in the experimental group demonstrates the advances in learners, as long as, accurate strategy is followed by effective and organized activities. Students were provided with some basic tongue twister to start; they were asked to listen to the tongue twister audio and listened to their researcher modeling. Afterward, students had to read tongue twister aloud in class individually several times, students did not get any comment or feedback at that point, the researcher only took notes about pronunciation on specific words (accurate and inaccurate pronunciation).

After observing the difficulties in students, the study continued by demonstrating and modeling the sound word by word, sentence by sentence and the use of tongue twisters were relevant to analyze the phonemes in the study.

Finally, students were asked to repeat the whole tongue twister more quickly several times. The last sessions were very useful since students felt more confident in the use of tongue twister in general. More complex tongue twisters allowed students to have a fun time interacting with others in the class, the whole treatment was conducted for 24 synchronous zoom classes.

4.RESULTS

4.1 STUDENTS´ QUESTIONNAIRE RESULTS

Based on the student's questionnaire results, it showed that in the first question, 24 students, 89 % of them answered positively to the wish of having more training in pronunciation, 1 student, 4,8% gave a negative answer and 2 students, the 7% was not clear about their answers or they did not show any interest.

The second question and from the students' responses, showed that 26 students, 96.2% answered yes, they considered pronunciation is important to improve their communicative skills, none of them gave a negative answer and the 4% was insecure about it.

In the third question, 10 students 37% answered that it was important to have pronunciation instruction to be able to speak English accurately, 6 of them, the 22% gave a negative answer and the 11 students, 41% were insecure about their answer or didn't have any interest.

In the fourth question only 6 students, 22 % answered positively, they practiced pronunciation at home, 5 students, 19 % didn´t do any extra pronunciation practice and 16 of them, 59% didn't have any interest in practicing pronunciation.

In the Fifth question 6 students 22% agreed that they misunderstood some of the words because of the bad pronunciation they have, 4 of them, 15% didn't agree with that, and 17 students, 63% weren't clear enough of their answer.

In question 6, students 26% gave a positive answer they felt comfortable with their English pronunciation meanwhile the 13 students 48% answered No, mentioning they felt uncomfortable with their English pronunciation, 7 students, 26 % didn't have any interest in the skill, and they don´t have a special concern about it.

Finally, in question 7, 26 students, 96. % of the students agreed that they would like to have more pronunciation activities in class, 1 student 4 % disagree with the question.

The following chart presents the results of the student's questionnaire, which was concerned with the importance of pronunciation L2.

(Chart 4.) Questionnaire students' statistics

RESULTS OF THE STUDENTS' QUESTIONNAIRE

	Q1	Q2	Q3	Q4	Q5	Q6	Q7
YES	89%	96%	37%	22%	22%	26%	96%
NO	40%	0%	22%	19%	15%	48%	40%
MAYBE	70%	40%	41%	59%	63%	26%	0%
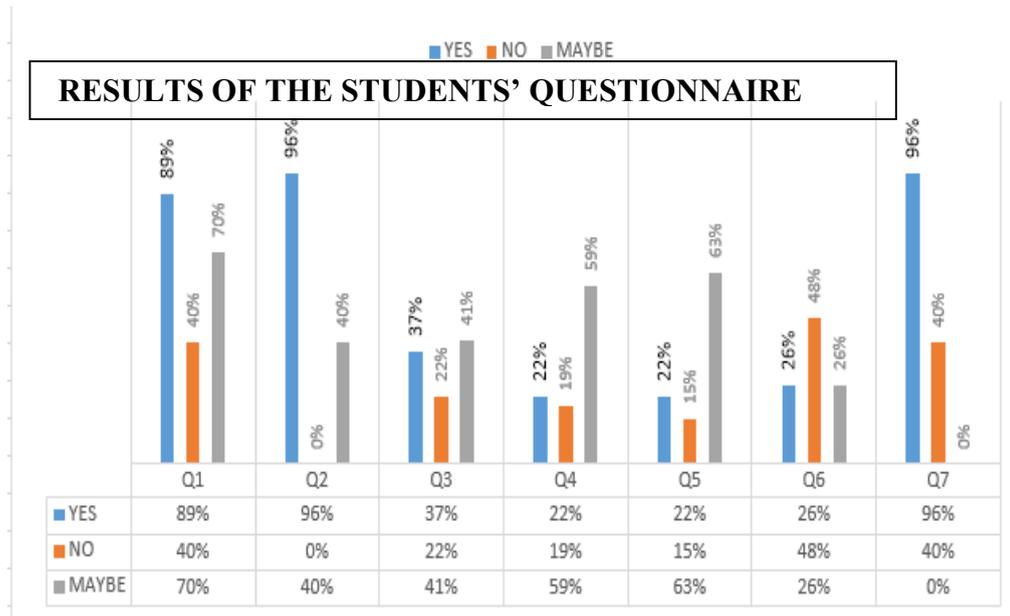
January, 4 th 2021

According to the questionnaire results, most of the students 89% are interested in having more training in pronunciation during English classes, a very high percentage of students considered pronunciation strategies are important to improve their communicative skills, however, 96% of the students do not feel comfortable with their current pronunciation and would like to improve and practice more using fun and enjoyable strategy in pronunciation in classes.

4.2   TEACHERS´ QUESTIONNAIRE RESULTS

Regarding the teachers´ questionnaire, it was administered to know teachers´ opinions and experiences about the research topic, based on the questionnaire result, showed that in the first question 12 teachers, 79 % agreed that pronunciation is an important component of the language, 1 teacher 2% disagreed on the question, and 3 teachers, 19% were unsure of the answer.

In the second question and from the teachers' responses, it showed that 14 of them, 87 % answered positively on considering students older than 15 can improve their pronunciation, 2 of them did not agree, the 13% felt unsure about of answer.

In question 3, 13 teachers, 83% of them considered that explicit teaching pronunciation could be effective and useful to help students improving their communicative skills, meanwhile, 2 of them, 17% were no sure about the strategy.

In question 4, 10 teachers, 3% of them answered positively they provided enough time for pronunciation activities and 2 of teachers, 13% did not include any activity in class, finally, 4 of the teachers, the 25 % of them were not interested in the topic.

In the last question, 5 teachers, 6% agreed when considering pronunciation as one of the least important skills to develop in a language,14 of them, 88% answered it is a very important skill to develop in language.

Most of the teachers supported their answers by giving more extended information based on real experiences. Teachers hardly considered, students need to improve pronunciation to interact in the language better, many of them said, sometimes they misunderstood students, because of the poor pronunciation especially in phonemes as the ones in the study.

The following chart, displays the results of the questionnaire applied in teachers.

(Chart 5)   Questionnaire teachers´ statistics.

PRONUNCIATION QUESTIONNAIRE RESULTS - TEACHERS

	Q1	Q2	Q3	Q4	Q5
YES	75%	87%	81%	62%	6%
NO	6%	0%	6%	13%	88%
MAYBE	19%	13%	13%	25%	6%
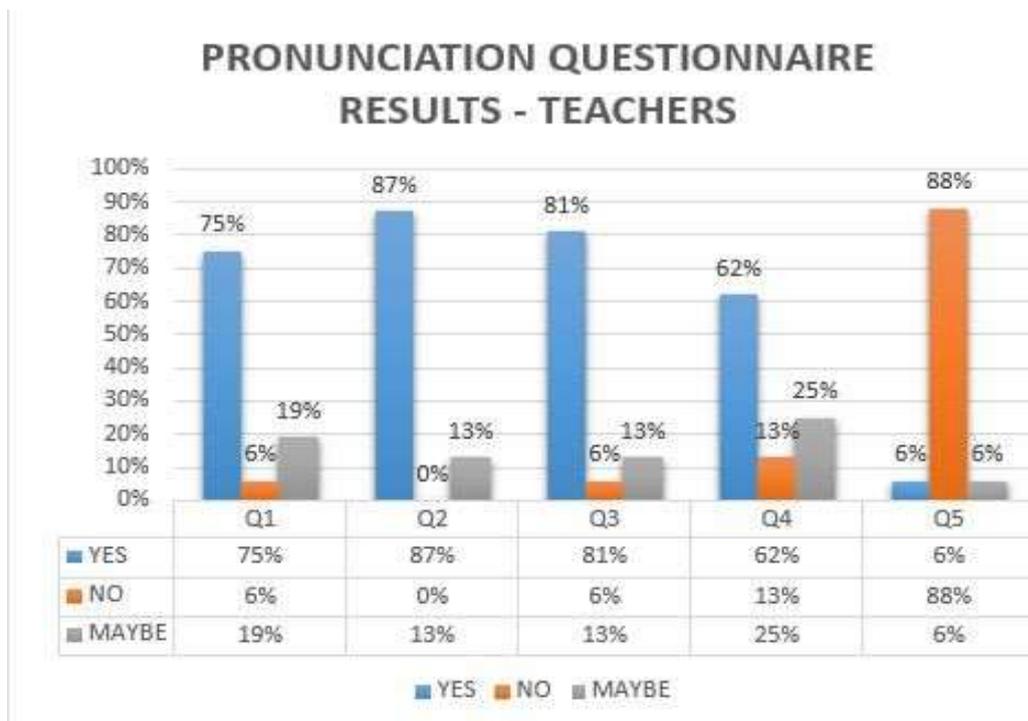
Concerning the teachers´ answers, it is seen that most of them 75% were clear that pronunciation is an important component of the language, as well as 87 % of them think, students older than 15 can improve their pronunciation, although most of them, the 83% considered that explicit teaching pronunciation could be effective and useful to help students improve their communicative skills.

Meanwhile, only 3% of them answered positively they provided enough time for pronunciation skills. 85% of teachers consider pronunciation is a very important skill to be developed in class.

4.3 PRE AND POST-TEST – PERCENTAGES AND PROGRESS IN THE STUDY

(Chart 6.) Pre and Post-test of /p/ phoneme

DESCRIPTIVE CHART OF PERCENTAGES AND PROGRESS IN /p/

STUDENT.	PRE-TEST ACCURATE	%	POST-TEST ACCURATE	%	PROGRESS		%PROGRESS
S1	6	75%	7	88%		1	13%
S2	6	75%	7	83%		1	13%
S3	4	50%	5	63%		1	13%
S4	5	63%	6	75%		1	13%
S5	4	50%	6	75%		2	25%
S6	4	50%	5	63%		1	13%
S7	3	38%	5	63%		2	25%
S8	5	63%	6	75%		1	12%
S9	3	38%	5	63%		2	25%
S10	4	50%	5	63%		1	13%
S11	5	63%	6	75%		1	12%
S12	4	50%	6	75%		2	25%
S13	5	63%	6	75%		1	12%
S14	4	63%	6	63%		2	0%
S15	5	63%	6	75%		1	12%
S16	4	63%	6	75%		2	12%
S17	4	50%	6	75%		2	25%
S18	5	63%	6	75%		1	12%
S19	6	75%	7	82%		1	7%
S20	5	63%	6	75%		1	12%
S21	3	38%	5	63%		2	25%
S22	6	75%	7	88%		1	13%
S23	5	63%	6	75%		1	12%
S24	5	63%	7	88%		2	25%
S25	4	50%	5	63%		1	13%
S26	5	63%	5	63%		0	0%
S27	5	63%	6	75%		1	12%

(Chart 7.) The Pre and Post-test Mean and SD of /p/

/p/			PRETEST		POST TEST	
NUMBER OF CASES			27		27	
MEAN			4,592592593		5,888888889	
STANDARD DEVIATION			1,562155312		1,936409685	

Regarding the accurate pronunciation of /p/ the Mean in the pretest was 4,592 with an SD of 1,562, as long as, in the post-test, the Mean was 5,888 with an SD of 1,936, which reflected important findings in the post-test, due to the increase of the accurate pronunciation of /p/ and the phonological awareness created in students during the process. Students struggled /p/ phoneme, because of different position in some words, they use the same sound as in L1, but after the use of adapted tongue twisters in different nets and classes, they increased the correct pronunciation in /p/, they reflect on the importance of pronunciation to speak any language. It means effective strategies motivate them to go on the learning acquisition process.

(Chart 8.) The aggregated Mean Scores in pre and post-test.
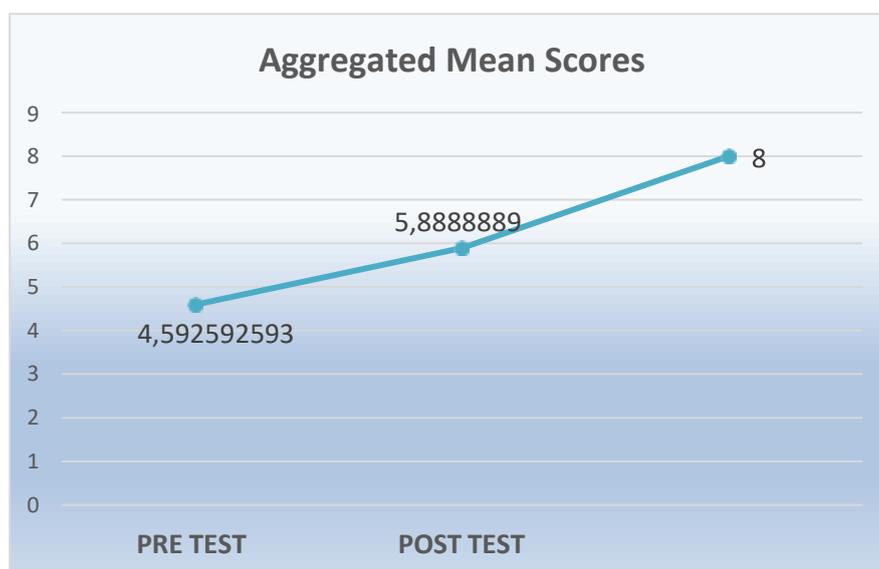
In order to see advances during the pre-and post-test, the Aggregated Mean Scores (Chart 8) was included to observe the progress of the students during the study, some specific activities mentioned in the study were meaningful to get achievements.

It is important to say that the most difficult allophone of /p / to pronounce was [pʰ] because of the heavy aspiration of the sound in the initial position and stressed syllables. The rest of the allophones of /p/ were considered less complex for them to pronounce because of the release of the sound.

The following chart shows the pre and post-test advances of /b/ phoneme in students.

(Chart 9.) Pre and Post-Test of /b/

DESCRIPTIVE CHART OF PERCENTAGES AND PROGRESS IN /b/

STUDENT.	PRE-TEST	%	POST-TEST	%	PROGRESS	%
S1	7	78%	8	89%	1	11%
S2	7	89%	8	89%	1	11%
S3	8	89%	9	89%	1	11%
S4	5	56%	7	78%	2	22%
S5	6	67%	7	78%	1	11%
S6	5	56%	6	67%	1	11%
S7	7	89%	8	89%	1	11%
S8	6	78%	7	78%	1	11%
S9	6	67%	7	78%	1	11%
S10	5	56%	6	67%	1	11%
S11	7	78%	8	78%	1	11%
S12	7	78%	8	78%	1	11%
S13	6	67%	7	89%	1	11%
S14	6	67%	7	78%	1	11%
S15	6	78%	6	78%	0	0%
S16	5	56%	6	67%	1	11%
S17	7	78%	8	78%	1	11%
S18	6	67%	7	67%	1	11%
S19	7	78%	8	89%	1	11%
S20	6	67%	7	67%	1	11%
S21	6	67%	7	78%	1	11%
S22	5	67%	6	67%	1	11%
S23	6	78%	7	78%	1	11%
S24	7	78%	8	89%	1	11%
S25	5	56%	7	78%	2	22%
S26	7	89%	7	89%	0	0%
S27	6	78%	8	89%	2	22%

(Chart 10.) The Pre and Post-test Mean and SD of /b/

/b/			PRETEST		POST TEST	
NUMBER OF CASES			27		27	
MEAN			6,1851852		7,2222222	
STANDARD DEVIATION			0,81817489		0,7856742	

(Chart 11.) Aggregated Mean Scores – Pre and Post-test in /b/

Aggregated Mean Scores
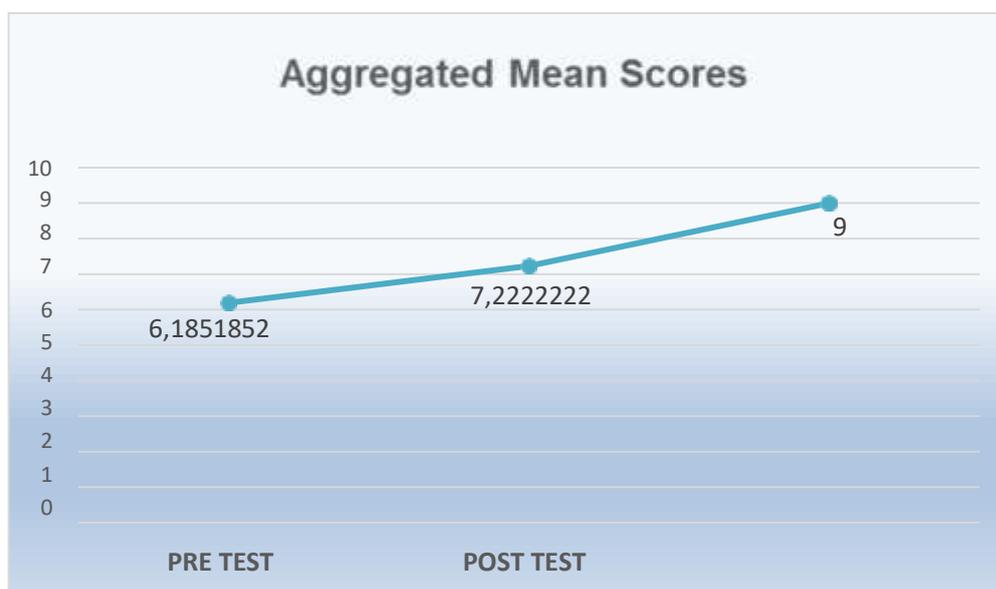
Regarding the descriptive statistics in the study of /b/ in the pre-test, the mean was 6,185 with an SD of 0.818 compared with the Mean in the Post-test, which was 7.222 with an SD of 0.785. The increase of the results in the post-test shows progress and indicates that was a positive impact on the use of tongue twister and the treatment activities in the phonological field to improve pronunciation.

Concerning the aggregated Mean Scores, the increase of the percentages in the pre-and post-examination is visible, as well as, the advances of student in the accurate pronunciation of /b/, to get good results it is important to model the correct pronunciation of /b/.

Final results, /b/ sound was not a big deal for students because they use this /b/ phoneme to pronounce /b/ and /v/. Due to L1 makes and interference in L2, omitting specific features of /v/ in English language (L2). On the other hand, Tongue twisters motivated students a lot to use the language accurately in class, having fun time and helping each other in a collaborative work to enhance pronunciation in lexicon.

This study provides the EFL education community an effective strategy to apply in the pronunciation academic process. Regarding /p/ aspirated sound struggled students, because of the puff of air in the initial   position and stressed syllable. In addition, students had to listen

the sound several times to produce it accuratly. Even though /p/ and /b/ are different, they are produced in a very similar way. And it is also quite clear that they are not the same as the Spanish corresponding sounds.

According to the next minimal pairs treated, /f/ and /v/ / which focused on the place of articulation **(where)** manner of articulation **(how)** (Labio-dental, the air is forced through the upper teeth and lower lip). the /f/ /v/ descriptive statistics showed important findings in students who were involved in the study.

The following chart presents the pre and post-test advances of /f/ phoneme in students.

(Chart 12.) Pre and Post-test of /f/

**DESCRIPTIVE CHART OF PERCENTAGES AND PROGRESS IN /f/**

STUDENT.	PRE-TEST	%	POST-TEST	%	PROGRESS	%
S1	8	80%	9	90%	1	10%
S2	9	90%	9	90%	0	0%
S3	7	70%	8	80%	1	10%
S4	9	90%	9	90%	0	0%
S5	8	80%	9	90%	1	10%
S6	9	90%	9	90%	0	0%
S7	9	90%	9	90%	0	0%
S8	7	70%	8	80%	1	10%
S9	9	90%	9	90%	0	0%
S10	8	80%	9	90%	1	10%
S11	7	70%	8	80%	1	10%
S12	9	90%	9	90%	0	0%
S13	9	90%	9	90%	0	0%
S14	8	80%	8	80%	0	0%
S15	9	90%	9	90%	0	0%
S16	9	90%	9	90%	0	0%
S17	7	70%	9	90%	2	20%
S18	9	90%	9	90%	0	0%
S19	9	90%	9	90%	0	0%
S20	8	80%	8	80%	0	0%
S21	9	90%	9	90%	0	0%
S22	7	70%	9	90%	2	20%
S23	6	60%	9	90%	3	30%
S24	7	70%	8	80%	1	10%
S25	7	70%	8	80%	1	10%
S26	8	80%	9	90%	1	10%
S27	9	90%	9	90%	0	0%

(Chart 13.) The Pre and Post-test Mean and SD of /f/

/f/		PRETEST	POST TEST	
NUMBER OF CASES		27	27	
MEAN		8,148148148	8,740740741	
STANDARD DEVIATION		0,931096673	1,785932372	

In the descriptive statistic of /f/ The Mean in the pretest reflected that was 8,148 with an SD of 0.931, as long as, in the post-test, we could observe the Mean of 8,740 and the SD of 1.785, it reflected an increase in the final result in terms of pronunciation progress in specific phoneme /f/. however, it was noticeable that was not a big problem in the pre-test for students to pronounce the /f/, getting most of them very good scores at pronouncing this specific phoneme. Although this fact, they made improvements in the post-test based on the effectiveness of the treatment.

(Chart 14.) Aggregated mean Scores /f/
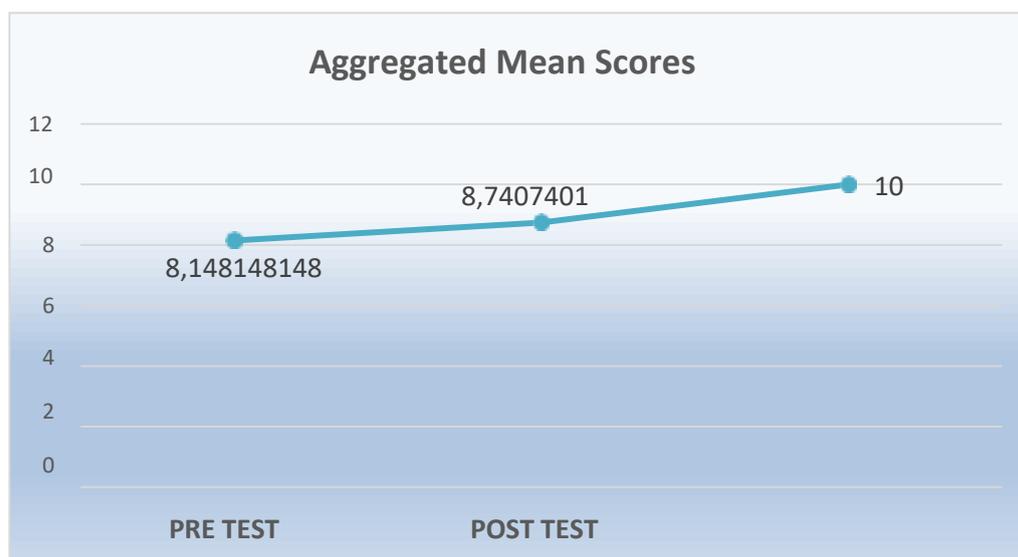
The Aggregated Mean Scores according to students results in the pre and post-test, indicates the positive impact of the strategy applied in the study, it is considered an effective use of tongue twister as a strategy to improve pronunciation in students in the lexicon, taking into account the /f/ sound was not a big deal for most of them. However, they are conscious of the correct

pronunciation of the/f/ sound.

In (Chart 14) we can observe the pre and post-test advances of /v/ phoneme.

(Chart 15.) Pre and post-test of /v/

DESCRIPTIVE CHART OF PERCENTAGES AND PROGRESS IN /v/

STUDENT.	PRE-TEST	%	POST-TEST	%	PROGRESS	%
S1	3	23%	5	38%	2	15%
S2	5	38%	7	54%	2	15%
S3	2	15%	5	38%	3	23%
S4	9	69%	9	69%	0	0%
S5	3	23%	5	38%	2	15%
S6	10	77%	10	77%	0	0%
S7	3	23%	5	38%	2	15%
S8	4	31%	6	46%	2	15%
S9	10	77%	10	77%	0	0%
S10	3	23%	5	38%	2	15%
S11	10	77%	11	85%	1	8%
S12	4	31%	7	54%	3	23%
S13	5	38%	6	46%	1	8%
S14	3	23%	4	31%	1	8%
S15	4	31%	5	38%	1	8%
S16	3	23%	5	38%	2	15%
S17	5	38%	7	54%	2	15%
S18	4	31%	5	38%	1	8%
S19	3	23%	5	38%	2	15%
S20	9	69%	10	77%	1	8%
S21	8	62%	9	69%	1	8%
S22	3	23%	4	31%	1	8%
S23	10	77%	11	85%	1	8%
S24	3	23%	5	38%	2	15%
S25	8	62%	9	69%	1	8%
S26	4	31%	6	46%	2	15%
S27	7	54%	8	62%	1	8%

(Chart 16.) The Pre and Post-test Mean and SD of /v/

V		PRETEST		POST TEST	
NUMBER OF CASES		27		27	
MEAN		5,37037037		6,814814815	
STANDARD DEVIATIO N		2,723670565		2,386540354	

According to the descriptive statistic of /v/ The Mean in the pretest was 5,370 with an

SD of 2,723, as long as in the post-test we could observe a Mean of 6,814 with an SD of

2.386, it is seen that learners improved in the post-test, in terms of the accurate

pronunciation of /v/, it was specially related with the positive impact of the treatment and

the students' awareness of the correct pronunciation of the phoneme.

(Chart 17.) Aggregated Mean Scores
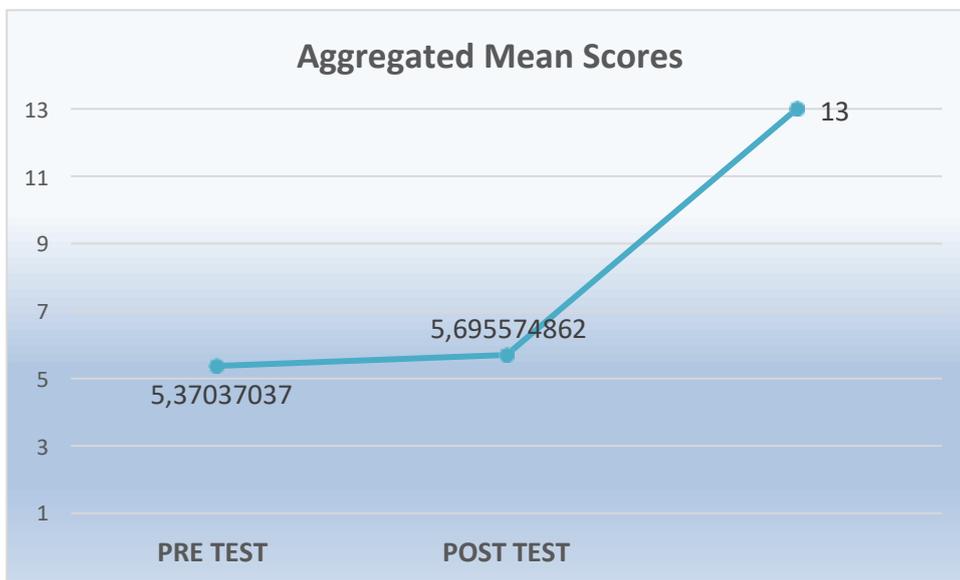
About the aggregated Mean Scores, the increase of learners' pronunciation in the pre-and

post-examination results are determined by not very significant findings, because of the

interference of Spanish pronunciation in /b/ and /v/, nevertheless, it is necessary to mention the

difficulties that were found during the study in this specific phoneme.

Final results, considering /b/ sound was not very complicated to pronounce in words, in the active and critical thinking process students were able to produce the sound better after the treatment, nevertheless, the /v/ sound struggled students because of the reference of sound the /b/ sound in the L1, /v/ phoneme is difficult for students to have an accurate pronunciation, since they don't know some specific features of it in L2, but using collaborative work, modeling exercises, as well as listening activities, most of them understand the difference between /b/ and /v/ getting advances in each of the classes using different nets of practice.

Some difficulties in /p/ were found because of /p/ sound in different position, but students did not abandon the practice, consequently they feel understood the difference of features of sound and were very motivated to still doing it. Students succeed in doing nets of practice and listening to some audios and repetition. Meanwhile the /f/ sound was easier for most of them, according to the findings, students pronounced the /f/ sound properly in the process.

4.4 TECHNICAL PHONETIC RESULTS

In order to get the final findings of the research, pre-and post-test data were taken to be carefully analyzed considering results based on the research topic, data collected in the pre and post-test in specific phonemes were used to be compared using excel programs, statistics, codes, and formulas. All pre-and post-data were transformed into percentages and the progress in pronunciation was determined as well as the Mean and Standard Deviation (SD).

5   . DISCUSSION

According to the study in the first minimal pairs /p/ and /b/ phonemes, which share in manner and place of articulation (bilabial plosive), but differ in voicing and voiced. The study results reflect that they are the same sound except, for the fact that, when we produce a /b/ our vocal folds vibrate, and when it is a /p/ they don't.

In the /p/ phoneme was necessary also to analyze their correspondent allophones, in this

particular case, three allophones of /p/ according to NAE were considered, which occurred in the manner of articulation, noticing that it happens because of the different position of the sound. [pʰ]the first allophone in /p/ in the initial position and stressed syllable, which is heavily aspirated as in pat. [p] the second allophone in /p/ following an initial /s/ which is not aspirated as in spirit. [p̄] the third allophone of /p/ in the final position, in which the lips. Remain closed and unreleased, as in the cup.

PRAAT (The professional system that helps people doing phonetics by computer) supported the research in the technical analysis and measure in the intensity of sounds and airflow in student's pronunciation determining errors as well as important features of sounds.

Regarding the second pair / f/ and /v/ that also share manner and place of articulation (Labio-dental-fricative) and differ in voicing (/f/ is voiceless and /v/ is voiced), However, whereas /f/ causes no trouble in students' pronunciation, /v/ is a challenging sound for most of them because it doesn't exist in Spanish, where the letters v and b sound are the same.

This study reflects the effect of tongue twister on students' pronunciation ability-based on specific phonemes /p /b/ /f/ /v/. Previous researchers, Jamiluddin, and Salehuddin (2016), Zhang (2013) in Sitoresmi (2016) found that tongue twister contributed significant result in students' pronunciation ability, the findings in the study provide important progress making a comparison from the pre-test and the post-test, the results and findings were collected by the use of meaningful procedures and treatment, meanwhile selected tongue twisters were applied in different stages to proof advances through the repetition and interaction.

Students listened to the teacher modeling how to pronounce the words and phonemes and repeated them after the teacher. All of the students were asked to read aloud the tongue twister with different complexity and length, it encouraged students to use the

language in a fun and challenging way.

Collaborative work allows students to feel more confident and had a fun time doing the activity taking turns to practice tongue twisters as fast as possible trying not to make mistakes.

Thus, this study suggested that tongue twister and repetition technique promote reflection and critical thinking showing improvements in students' pronunciation. Besides, students were directly immersed in active collaborative practice.

Students could get more benefit when they are exposed to listen to tongue twisters' audios and teacher's models. This technique promotes the accurate pronunciation of specific sounds and lexicon in English, having as a result, the active collaboration in classes, the natural way to acquire the accurate pronunciation of words in English.

An important finding from this study was the drilling technique. In the case of using tongue twister in pronunciation teaching and learning. It lets them improve the language and communicative skills.

From the questionnaire results, pronunciation activities should be motivating techniques that provoke significant results in the pronunciation process, Sitoresmi (2016) mentioned that aroused students' motivation in pronunciation learning is important. Richards and Renandya (2002) in Brown and Lee (2015) state that motivation is one of the factors that affect pronunciation was clarified. Therefore, this study also verified Harmer's (2007, p. 256) "Tongue twister is one of the beneficial techniques to work with two or more contrasting sounds". Finally, the students did not learn only individual sounds, as they practiced the sounds in whole phrases, short sentences, offering a big positive impact on the research topic.

It was assumed they got and acquired the correct pronunciation of specific phonemes a sound in oral production, due to the efficient treatment of the study and the correct use of pre-test findings in specific phonemes.

On the other hand, this study limits the problem of the new method to teach students online due to the pandemic. It caused a big impact on students and teachers since many of us had to adapt to a new education style and teaching methods. Teaching teenagers through a computer every day making things difficult, causing misunderstandings and creating big issues in the teaching and learning process.

From my perspective, special attention should be given to pronunciation skills, teachers should raise awareness in the phonological field during classes, tongue twisters can give vital support to pronunciation improvements in the language. On the other hand, tongue twisters would be one of the useful ways to increase student's vocabulary and fluency of speaking ability.

5.1 LIMITATION

Senior students in Zoom classes only use the language when asked to do, such as in expositions and oral presentations, but most of the time their microphones stay muted, becoming passive listeners instead of active speakers. Students are afraid of making mistakes in class and are worried about being misunderstood because of their English or the inaccurate pronunciation of words, making the teaching and learning process slower limiting the advances in communicative skills.

Furthermore, the lack of phonological awareness in teachers and students is considered the biggest problem, since many bibliographies and Ecuadorian curriculum focused basically on grammar, reading, and writing skills giving less attention to pronunciation. Terrell (1989, 197) notes that proponents of the Communicative Approach simply "have not known what to do with the pronunciation" (1989, 197). He suggests this is since anyone has devoted much time to the study of the acquisition of sound systems." Increase the phonological awareness in students and teachers in the L2. For this reason,

Educators have to prioritize this skill focusing on the communicative competencies that is one of the useful skills to interact in any context, including innovative activities, strategies, and techniques to see progress and provide feedback at any time to support weaknesses in pronunciation organizing time and lessons better.

Last but not least, Technology could be considered as a big window to continue doing our normal activities not only in the educational field but also in economic and social aspects, teachers have to get more training to use a wide diversity of sources that the internet provides

to the educational field, especially in the English Language.

5.2   IMPLICATIONS AND CONTRIBUTION

As stated by Gonzales (2009:3) in Asmi Rusmanayanti (2019), "tongue twisters are effective for improving student's active participation because tongue twisters require students to practice a lot". Tongue twisters are used to repeat as many times as possible, as quickly as possible, without mispronunciation.

Harmer (2007) states tongue twisters also stimulate the brain into developing pronunciation skills. Tongue Twisters are also fun and enjoyable activities. The students enjoy tongue twisters without any fear of making mistakes and students feel free to practice. Gonzales, (2009:4) in Asmi Rusmanayanti (2019) "tongue twisters allow people who are learning English to strengthen their speaking skills."

Referring to the findings and results mentioned above, the researcher hardly considers that tongue twister is an effective strategy that enhances pronunciation in EFL, Machackova (2012) and Kurniawan (2012) claim that tongue twisters could improve students' pronunciation. Furthermore, Machackova (2016) found that tongue twisters can improve the pronunciation of the students although the production of the sound improved by only about 30%. Karin M. Cintron (1999), states that tongue twisters are great way to introduce the concept of alliteration and help those trying to learn English better to understand the language. She adds that they make people who are learning English strengthen their speech skills. This study also verified Harmer's (2007, p. 256) "tongue twisters are a beneficial technique to work with two or more contrasting sounds".

Using tongue-twister made students feet much more fun and enjoyment. It motivates them for mastering good pronunciation in almost Native-like pronunciation. More importantly, among the five principles in teaching pronunciation mentioned by Murphy in Nunan (2003, p. 115-117). "Tongue twisters cover three of the five principles for teaching pronunciation namely fostering intelligibility, keeping affective considerations firmly in mind, and avoiding teaching

individual sounds in isolation". First, the students learned difficult sounds more easily. Second, students' interest increased high as they developed new pronunciation habits from this tongue twister technique.

6. CONCLUSIONS

This study suggests that the accurate application of strategies in students and the implementation of tongue twisters with listening activities, teacher's modeling, and peer practice can improve language communicative skills especially in the pronunciation of the lexicon and fluency.

The pre-and post-test information was especially important to identify problems in students and to select material according to specific needs. Furthermore, pre-and post- results allowed us to see the progress in the specific skill (pronunciation). Tongue twisters were implemented in the lesson plan to practice pronunciation with students giving important light about the difficulties students have in many important sounds and words sound or phonemes because of the interference of L1.

Learners have problems differentiating the accurate pronunciation of some sounds but if the teachers give more relevance to innovative techniques as tongue twister to improve pronunciation it is possible to get good results in the process, the effective interaction of students during the study can be seen from their active participation and enthusiasm in class, in some cases, the tongue twister's strategy caused incredible interaction in English classes. Students felt free to use the language and were interested in using tongue twisters.

Finally, the direct immersion of students in active collaborative practice in classes can work effectively reducing affective filter and increasing self-confidence, this technique provides lots of opportunities to succeed in the pronunciation of L2.

7. RECOMMENDATIONS

In English language teaching, it is essential the implementation of effective techniques as tongue twisters, listening activities, teacher modeling, and peer practice, which can improve

language communicative skills especially in the pronunciation of the lexicon and fluency.

Tongue twisters have to be included in the lesson plans to raise awareness of pronunciation importance in students, because it is an essential skill to be developed in the teaching and learning process. A tongue twister is one of the techniques that help students improve vocabulary and fluency.

Using tongue twisters focused on specific phonemes and needs can support students' pronunciation, motivating them to make mistakes and overcome difficulties repeating and listening, besides. It allows them to feel more confident using the language as a fun and useful strategy.

The most exposed students are to the language, the more opportunities they have to acquire the language effectively and the accurate pronunciation and communicative skills. Collaborative work, any doubt encourages them to produce the language naturally leaving aside fear.

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8. APPENDIX

LINKS AND EVIDENCE OF THE STUDY

https://drive.google.com/drive/folders/1NmqvW8_NWy0oFEgr3TCL8o7Yq6pOnXH

c?usp=sharing

https://drive.google.com/drive/folders/1om0-

XB3cYqe3EagTc1i6ZeylS1cUGJA_?usp=sharing