



**RESEARCH AND POSTGRADUATE MANAGEMENT FORM FOR BACHELOR'S
THESIS**

FACULTY OF EDUCATION SCIENCES AND HUMANITIES

**IMPLEMENTATION OF THE CORRECT PRONUNCIATION OF THE VOWELS IN
CHILDREN OF 3RD GRADE A OF THE BILINGUAL SCHOOL NUEVO
ARRAIJAN.**

THE BACHELOR'S DEGREE IN ENGLISH

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Dedication

We dedicated this thesis mainly to God, for giving to us the necessary strength to complete this goal.

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“To caffeine and sugar, my companions of many long nights of writing” Robin Hobb (2016), *The ship of the magic*.

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Summary

The purpose of this research is to focus on the pronunciation of vowels in English among 3rd-grade students at Nuevo Arraiján Bilingual School. The study utilizes a quantitative approach and an experimental design. The study population consists of a sample of 30 3rd-grade students from Nuevo Arraiján Bilingual School. Data collection involves the use of a matrix with criteria for well-pronounced and needs improvement, through the administration of a "Pre-test" and a "Post-test" to gather the information.

Regarding the obtained results, it is indicated that the implementation of audiovisual techniques and interactive activities effectively aids in improving the pronunciation of vowels in English. The 60% variation between the "Pre-test" and the "Post-test" highlights the improvement in the students' capacity to correctly pronounce the vowels.

Finally, the conclusions underscore that the implementation of various interactive tools and practices has been crucial in enabling students to recognize the different sounds of each vowel in English and apply them correctly in their communication process. Also, it is emphasized that the lack of guidance and vocal practice outside of class hours negatively impacts the teaching and learning of vowel pronunciation in English among children. The combination of interactive activities, pronunciation exercises, and regular practice has significantly contributed to enhancing students' ability to apply different intonations and vowel sounds accurately and effectively in their English communication, thereby strengthening their language competence and confidence in language usage.

Introduction

The teaching of English vowels is crucial for children when learning a second language, as it allows for clear comprehension and precise pronunciation, preparing them for educational and social contexts globally.

Taking this into consideration, this study titled 'Implementation of the correct pronunciation of vowels in 3rd-grade children at Nuevo Arraiján Bilingual School' details the work done as a requirement for obtaining a bachelor's degree in English. The primary focus lies in emphasizing the importance of emphasizing the correct pronunciation of English vowels in children.

The research focuses on improving the pronunciation of vowels in 3rd-grade children at Nuevo Arraiján School. An initial pretest was conducted to assess the level of vowel pronunciation, allowing for the identification of areas for improvement. These were addressed using audiovisual tools, thus strengthening the teaching of correct pronunciation throughout the study.

Consequently, the research consists of three chapters covering general aspects, research methodology and design, research findings, and finally, conclusions and recommendations derived from the aspects addressed during the study.

Chapter I:

General Aspects of the Research Problem

1.1. Problem Identification

The third-grade students at the Bilingual School of Nuevo Arraiján have a notorious difficulty in English classes: the incorrect pronunciation of the vowels.

When it comes to interacting in English or some oral activities in the language, they are afraid to express their thoughts and participate, sometimes they show no willingness. For this reason, it is vital to know the correct pronunciation of the vowels so that their interaction is not affected.

Language that encourages students to overcome their fears, because they are foreign languages, where the vowel sounds are different, there are 12 vowel sounds, and the student tends to confuse the combinations of vowels.

After studying the development of students for a period, in the field of English, it was concluded that most of the students could not distinguish between some vowel sounds and had difficulty pronouncing some words in English throughout their classes.

Analyzing the development of students in English classes, the little practice of pronunciation and repetition of words was remarkable. This makes it difficult for students to easily recognize vowels unless they practice continuously. They are causing ignorance in the pronunciation of certain vowels.

The misunderstanding of the instructions given was due to the inability to recognize sounds and communicate. The third grader is in the process of expanding their vocabulary in the English language, but a deficiency in the pronunciation of vowels can create a complicated process and she or he may lose interest in continuing to learn English.

1.2. Background to the Problem

Over the years, education experts have sought the best way to teach the English language quickly and effectively, which has led to different alternatives based on the study of thinking and language focused on language learning and teaching. This approach of searching for options for the teaching and learning of the English language became relevant for educators from the moment the Panamanian government established in 2003 that teaching English as mandatory in official and private educational centers at the primary and secondary level (Gooding de Palacios, 2021).

The teaching professionals of the Republic of Panama have focused their efforts on improving and strengthening the teaching and learning techniques of the English language. Aware of the importance of this language in the global context, they have dedicated themselves to seeking innovative and effective pedagogical approaches that contribute to students, allowing them to develop language skills in a more dynamic and meaningful way.

Taking into consideration, we consider it important to mention the research carried out by "The Teaching-Learning Methodology of the English Language and its Relationship with the Acquisition of Speech at the Primary Level (Case of 4 Public Schools of the District of Arraiján)" *Herrera & Rodriguez (2013)*.

In this study, the author analyzes the methodology of teaching-learning of the English language to establish its relationship with the speaks of the same population of public schools of the District of Arraiján in which the author used a mixed design, and in his research, one of his findings indicates that it is important to create new environments where the student feels motivated to carry out the activities and cooperate with learning also that it is important to provide opportunities to improve their communication skills.

So far, studies that have been conducted in the country focused on improving English language learning. These studies have sought to identify effective strategies

to strengthen students' language skills and provide them with quality training in this important language. However, the search to continue researching and improving English teaching approaches persists, to achieve more favorable and profitable results for all those involved in the educational field.

1.3. Justification of the Investigation

The ISAE university offers its final year students the opportunity to carry out as graduation work THESIS research that allows us to put into practice what we have learned throughout the process of the career, which allows us to individually develop new learning techniques for different sectors of the bachelor's degree in the English language.

The research work aims to improve the pronunciation of the students of the third grade of the Bilingual School Nuevo Arraiján in the English language, given that the students show problems in those activities that involve oral expression. If students do not know the correct pronunciation of vowel sounds in the English language, they will not be able to communicate appropriately.

Students must learn to distinguish the different sounds of the language, especially those where students struggle (12 vowel sounds) and this is why it has been decided to work on the pronunciation of vowels so that they can improve in real communication situations and correctly share their thoughts, feelings, and experiences. Teachers are asked to adapt to specific teaching loads, so pronunciation can be ignored in many of the classes.

This research is carried out with the following difficulties: The inadequate pronunciation of the vowels of the English language in students, difficulty in distinguishing the 12 vowel sounds, and low interest in the English language.

To overcome this difficulty, it is proposed to carry out improvement workshops. The workshops would be mostly didactic to attract the interest of students in the

educational process and create an area where they feel confident in continuing to improve.

This research develops strategies related to aspects of pronunciation that would be very useful, in the same way, students who are the first to benefit by applying these strategies to their learning in their coming years, expressing themselves properly, bringing with them greater opportunities for communication in the future as professionals, personal experiences from different cultures and countries.

To begin with, we propose to give pronunciation the place it deserves within the teaching of vowels in English and on the other hand, to provide new didactic proposals for integrating the correct pronunciation of vowels.

1.4. Objectives of the Research

1.4.1. General Objectives

Recognize the differences of the pronunciation of vowels in English to provide new didactic proposals for the students obtain strengthen in the correct pronunciation for 3rd-grade students at Bilingual school of Nuevo Arraiján

1.4.2. Specific objectives

- Identify factors that influence children's incorrect pronunciation of vowels in English.
- Apply the different basic intonations and stresses of vowels in English.
- Pronounce correctly the different vowel sounds in words.

1.5. Literature Review

1.5.1 Importance of vowel pronunciation in primary school children

Pronunciation is important in children because it allows them to communicate effectively and develop their language skills, clear and precise pronunciation is essential for children to express themselves and be understood by others, which in turn strengthens their self-confidence and facilitates their social integration and not only influences the above but can also affect learning to read and write process to have a positive or negative impact as the case may be on their academic development (Rolo, 2019).

Taking this into consideration we highlight the actors that have a very relevant role in this context, such as parents and educators play a key role in helping children improve their pronunciation and foster an environment conducive to their communicative development.

The importance of vowel pronunciation in primary school children has its importance in the following aspects:

- Improvement of listening skills.
- Greater fluency when speaking
- Improved reading ability
- Promotes language acquisition.
- Promotes cultural integration.
- Facilitates intercultural communication.

From the above, we highlight that at the school level, the teacher and his teaching of didactics significantly influence the improvement of pronunciation (Besa, 2019).

1.5.2 Teaching methods for correct vowel pronunciation in primary school children

In this section, some teaching methods that are used to achieve the correct pronunciation of vowels in primary school children are mentioned, they are designed to improve the skills of pronouncing the sounds of vowels. Considering the above, we consider it relevant to define the term "teaching method" as how an action or way of acting of teachers is carried out and that is interrelated with students (Navarro & Samón, 2017).

Next, we will see the following teaching methods for vowels in primary school children:

1.5.2.1 Games and Songs

Games and songs are playful and effective methods of teaching vowel pronunciation to children. Through interactive games, such as guessing words containing certain vowels, children can learn in a fun, participatory way and stay motivated while maintaining interest, focus, and concentration. The songs also help to capture the attention of children and facilitate the memorization of vowel sounds. In short, methods such as play, and music allow children to practice and reinforce their pronunciation skills (Rubio & García, 2013).

1.5.2.2 Flashcards

Flashcards are large cards with pictures, sometimes accompanied by short words these are used to teach new vocabulary, tell stories, and promote student participation, and are an effective visual tool for learning pronunciation and interaction in the classroom.

As mentioned previously, we can point out that cards with images and words containing different vowels represent a technique that will allow children to visually associate the vowel with everyday objects or once.

pts, which reinforces their memory and understanding of vowel sounds.

1.5.3 Pedagogical tools for vowel pronunciation in primary school children

Throughout this section, we explore various pedagogical tools that have proven to be valuable allies in the process of improving pronunciation in primary school children.

However, when referring to pedagogical tools we say that they are the instruments or elements used that intervene in the teaching-learning process of students (Gutiérrez, 2011).

With the above in mind, we mention the following tools:

1.5.3.1 Games and Songs

1.5.3.2 Guessing Games

In this context, we have the riddles that represent a versatile and effective educational tool to improve pronunciation according to the educational objective. Integrating these playful activities in primary students will allow them to have an enriching experience in the learning process while perfecting their ability to correctly pronounce English vowels through riddle (Morán, 2017).

1.5.3.3 Memory Games

Memory games are an interactive and effective tool to teach vowels in English to children. They consist of flipping cards face down and looking for vowel pairs allowing students to practice vowel pronunciation repeatedly thus stimulating the recognition of vowel sounds, and at the same time strengthening their memory (Morán, 2017).

1.5.3.4 Songs

The lyrics of the songs and their melody are the main tools in teaching the pronunciation of vowels through songs they can learn and practice pronunciation while singing (Rubio & García, 2016).

1.5.4 Evaluation techniques in vowel pronunciation in primary school children

1.5.4.1 Individual oral assessment

When referring to individual evaluation we say that it consists of the teacher listening and analyzing the pronunciation of each child one by one in this sense the children must pronounce specific words or phrases to evaluate their ability to correctly articulate the vowels. This assessment provides personalized feedback and helps identify areas where children may need more practice concerning pronunciation (González & Bermello, 2017).

1.5.4.2 Group Pronunciation Assessment

Group pronunciation games are a fun way to assess children as they participate in interactive activities. For example, friendly competitions can be held where children must pronounce words or phrases that contain certain vowels. These activities provide an opportunity to observe how children apply what they have learned more spontaneously and collaboratively (González & Bermello, 2017).

1.5.4.3 Classroom observation

The teacher can conduct continuous observation in the classroom to assess the pronunciation of children's vowels during daily activities. This makes it possible to detect patterns in pronunciation, identify common errors, and offer timely feedback to correct difficulties that may arise (González & Bermello, 2017).

Proper pronunciation of vowels in primary school children is essential for the development of language and effective communication. Through creative teaching methods, appropriate pedagogical tools, and appropriate assessment methods, educators can help children improve their vocal skills.

Chapter II:

Research Methodology and Design

2.1. Problem Statement

The vowels in English have 12 sounds, differentiating them in one way or another, which is like Spanish, however, they are not the same. There are 5 vowel letters; which are written in one way, but their pronunciation varies; there are 12 vowel sounds with different combinations, it is necessary to teach pronunciation with their different combinations and thus be able to grasp from the student the difference between all the sounds that are made when pronouncing vowels in English.

None of the vowel sounds coincide exactly with the sounds in English. Each vowel is approximated in sound, but they do not match exactly, therefore, pronunciation is vital, one of the examples we can show is that students usually present confusion when pronouncing the vowel, I (also called the sound of the smile) and another sound would be putting the lips as if pronouncing the letter E (in Spanish), however, the sound is a little shorter when pronouncing it. Confusion-causing English word examples include:

Sit in the seat	
Cheap	Chip
Sheep	Boat

They encounter additional difficulties with the vowel when pronouncing the U sound (similar to the U in Spanish), but the sound is more exaggerated, presented with a slightly longer sound (also known as the "u of the kiss" because at this point, when the rounded lips form a small tunnel, the English letter "u" is uttered), and the U whose sound is shorter, With these vowels, the pronunciation of the words is usually learned, and the message will give you the idea that it is being spoken. (There are not many words that lend themselves to confusion in pronunciation and understanding of communication.)

This is the case with the vowel “A”, ae, etc; For this reason, it is necessary to perform listening practices using songs—stories, dialogues, and, very importantly, the constant repetition of words.

A.....	Lady
a-e.....	Lake
Ai.....	Trail
Ay.....	Away
Ea.....	Great

Examples of words frequently confused with short vowels include:

Hat ▼	Hut
Fan ▼	Fun
Cap ▼	Cup
Rag ▼	Rug

Oral expression strategies are important for the pronunciation of vowel sounds. In class, the student can hear sound by sound how each vowel should be pronounced; for example, the long vowel A and the short vowel “A” and the difference between both of them. After listening, the student must repeat constantly. Manage the pronunciation of a vowel and its sound to practice the pronunciation of words with the different vowel sounds.

Something that slows down the process of determining the proper pronunciation of each vowel is the limited practice that students receive at home. When they don't consistently practice it, they begin to forget and find it more challenging to recognize the proper pronunciation of the vowels. This is why the phrase "what is practiced is not forgotten" is so well-known.

Having said this, it leads to the following question:

What would be the correct implementation of vowel pronunciation for 3rd-grade students at Colegio Bilingüe Nuevo Arraiján?

2.2. According to the type

Hypothesis

Dependent variables	Independent variables
The 3rd-grade students confront challenges identifying the different pronunciation of vowels in words	Since they are not provided a meaningful previous correct listening pronunciation

Tamayo M. (2001) defines research variables as "characteristics, qualities, attributes, or dimensions that are selected and measured in the study to obtain data and information to respond to the research objectives" (p. 78).

Taking into account the above description, we can say that the research variables are characteristics or properties that can vary and are used to understand and study phenomena in a research process. Its measurement or manipulation provides data and information to answer research questions and achieve the objectives set. These variables allow for describing, explaining, predicting, and controlling phenomena, making it fundamental to collect data and obtain relevant results in research.

2.2.1. According to the definition

Hypothesis

The 3 rd grade students confront challenges identifying the different pronunciations of vowels in words	Since they are not provided a meaningful previous correct listening pronunciation
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In the scientific world of research, the term "variables" is used to describe the different variations or characteristics that are studied in a research project. Variables are elements or concepts that can change or have different values in a study. They can be observable or measurable, and their manipulation or measurement allows data to be obtained and relationships between them to be analyzed.

2.2.1.1. Conceptual definition

The conceptual definition of a variable refers to its theoretical or abstract sense, which tries to understand and conceptualize what the variable represents in the context of the study. This definition is acquired by consulting documentary sources such as books, magazines, and videos, among others.

The conceptual definition of the variables is given as follows:

Pronunciation: is how sounds and words are articulated and expressed in speech, influencing the understanding and clarity of oral communication (CVC, 2023).

Vowels: Fundamental sounds in a language, produced without the obstruction of airflow, essential for forming syllables and words, affecting the understanding and differentiation of terms (Dictionary Cambridge, 2023).

2.2.1.2. Operational definition

The operational definition of the variables is developed based on the observable characteristics of the phenomenon under study, focusing on the concrete and measurable aspects that will be used to investigate the variable in question. Rather than remaining theoretical or abstract, the operational definition addresses how the variable will be measured or observed in the context of the research.

In the context of the above and for this research, pronunciation will be evaluated by the teacher through observation and an evaluation matrix weighting the articulation, rhythm, and intonation of the pronunciation of the English language.

Pronunciation

Hearing and pronunciation are closely associated since the brain processes and stores sounds in memory. Because of this, approaching a native pronunciation will mostly depend on a person's natural talent and whether they are aware of the distinctions and then spend time developing their ear without pressure. Watching a movie, listening to an audio, or listening to dialogue to allow the students to distinguish new sounds will help them learn quickly. English sounds gradually reverberate in the mind organically. The opportunity to distinguish new sounds will help students learn quickly.

In the same line of ideas and the context of the vowels, their adequate emission in specific words will be examined through the recognition of the vowels present in the syllables, and words pronounced by the children will gradually return to the mind naturally and without pressure.

Vowels

The sounds that make sense to a word are sometimes not pronounced correctly because of the variety of sounds of each one.

Once each vowel and its corresponding sound have been practiced and automated independently, it is better to practice the same exercise with two vowels. It is very important to pronounce them out loud.

2.2.2. Type of variables according to this function

To measure abstract concepts, it is necessary to operationalize them by identifying concrete and observable variables that represent those concepts. These variables allow for quantifying and analyzing specific aspects of concepts, which in turn facilitates research and data analysis in various disciplines, such as psychology, sociology, and science in general (Arias, 2020).

2.3. Design of the Research Study

The research design refers to the series of organized methods and techniques that are employed to conduct research. These methods follow a logical and organized approach with the main purpose of solving the problem posed in the research. In other words, research design consists of a structured and planned set of steps that are followed to efficiently address and resolve the research question posed (Niño, 2011).

Considering, we point out that our research design aims to improve the English pronunciation of vowels in third graders of the Nuevo Arraiján Bilingual School, is important to highlight that the research has an experimental design of quantitative-transversal approach. Taking into consideration the above, pointing out the details of the following is of quantitative approach because the results of the intervention will be measured and analyzed numerically and, it is experimental because it seeks to establish causal relationships between the implementation of the strategy of improvement of pronunciation of vowels in the English language and the changes observed in the subsequent pronunciation, and finally it is detailed that it is transversal by reason measurements before and after the intervention, to obtain an instant vision of the impact.

This combination of quantitative approach of experimental and cross-sectional design will allow a rigorous and accurate evaluation of the effectiveness of the strategy in improving vowel pronunciation in participating children.

2.4.1. Type of Research

According to the author Arias (2020) in his work "Proyecto de Tesis", the term type refers to the different ways of defining and presenting knowledge. Arias states that it is crucial to categorize the different elements of the methodology according to their origin, purpose, and period. Considering the previous, we emphasize that this research only addresses its origin and purpose once the above is detailed, we describe it as follows:

According to your source

The author Arias (2020) indicates that research may vary in its source, being able to be a documentary, field, or laboratory (Arias, 2020).

In line with Arias (2020), this research is field research because is carried out in the same place and time where the phenomenon occurs. Moreover, we indicate that this research is carried out within the Nuevo Arraiján Bilingual School for children of 3rd grade A.

According to its purpose

The author José Arias mentions Salinas (2012), who states that research can also be segmented according to its objective and can be classified into two categories: basic and applied (Arias, 2020).

The research is applied because it is oriented to a concrete and specific problem in a real environment, where it seeks to intervene to improve the pronunciation of vowels in English in children of 3rd grade in the Bilingual School Nuevo Arraiján.

2.4.2. Population

According to Arias (2006), the population is a finite or infinite set of elements that have characteristics in common that allow conclusions to be made by their nature and are only delimited by the problem and by the objects of study.

For this study, the population will be 30 students of the 3rd grade A, of the morning shift of the Bilingual School of Arraiján, of the year 2023, included in the ages of 7 to 8 years.

2.4.3. Background

The present research is carried out in the classroom environment of a group of students of 3rd grade A of the Bilingual School of Arraiján. This specific classroom becomes the space where the strategy aimed at improving children's pronunciation will be implemented. The choice is based on the existing need to be able to analyze and evaluate the problem of the pronunciation of vowels in English of children in a

real and applied context, allowing close observation of the interaction between students and the proposed strategy.

2.4.4. Sample

When referring to the sample we can point out that it is: "the set of operations that are carried out to study the distribution of certain characters, in the totality of a universe population, or collective based on the observation of a fraction of the population considered" (Tamayo, 2001).

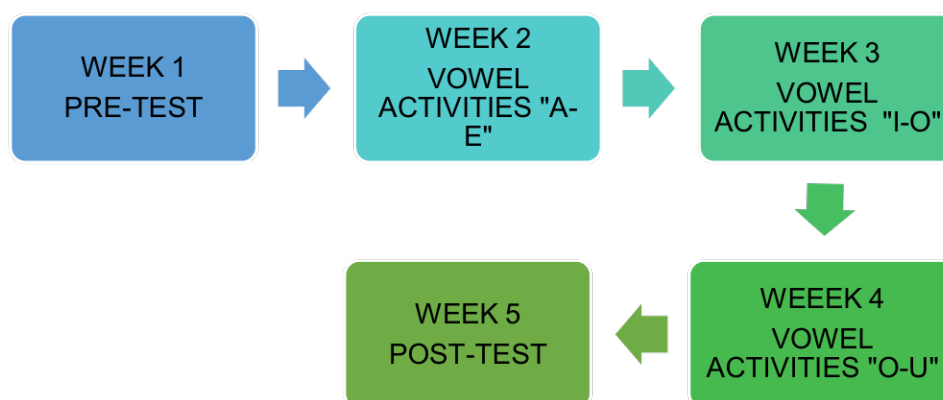
2.4.5. Instrumentation

In this section, the implementation of teaching vowel pronunciation was carried out to thirty students in the School of Nuevo Arraiján Bilingual Educational Center in August 2023.

This instrumentation collects facts and information about the lack of pronunciation of the vowels to diagnose the level of the problem in these students.

Figure 1

Implementation Development Process for Teaching Vowel Pronunciation in English



Pre-test

Week 1

An evaluation was carried out with the thirty students at the Bilingual School of Arraijan to measure the level of knowledge in the context of the pronunciation of vowels in English. The lesson began with a review of the activities carried out during the workshop. Given words containing vowels, students were presented with primers for pronunciation practice, and then students were asked to pronounce and repeat in order the vowels A, E, I, O, and U appropriately.

The pronunciation of the vowels in English was difficult for the students because the vowel sounds in English are different than in Spanish. So, it was necessary to reinforce the pronunciation of the vowels in English.

It is considered that students don't have a correctly pronounce the vocabulary about the vowels that are taught to them.

The pre-test consisted of two techniques based on:

- Five vowel flashcards with words that contain the different vowel pronunciations. The vowels in the words they see on the flashcards must be recognized by the students as being pronounced correctly.
- Videos with songs, games, and interactive activities. (One per vowel)

Week 2

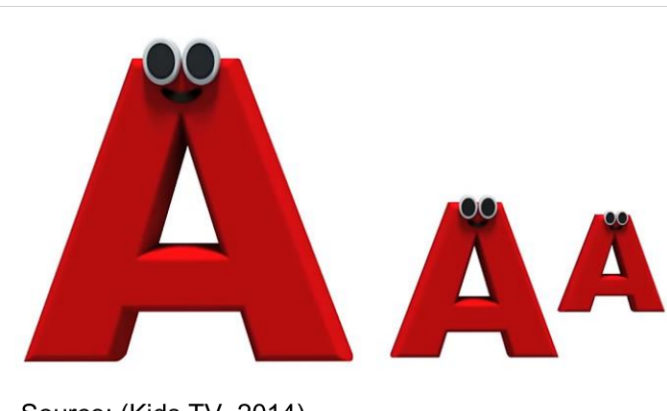
During this week, the focus is on teaching the pronunciation of vowels 'A' and 'E', and learning how to pronounce 'A', and 'E' properly. Use flashcards such as: 'Apple', 'Air', 'alligator', 'ant', 'Always', and 'Air'. For the letter "E" 'Elephant', 'Egg' 'Empty', 'Enjoy', 'Evening' 'Ear', 'Electric', 'Enter'.

Concerning the process of evaluating the pronunciation of the vowel 'A' and 'E', specific exercises were carried out where students had to say the keywords in flashcards techniques, videos, songs, and audiovisual practices.

Considering, the figures of the utilized tools will be displayed.

Figure 2

Phonics Letter- A



Source: (Kids TV, 2014)

Note. Video is used to teach the letter A pronunciation and its vocalization, strengthening understanding.

Figure 3

Phonics Letter- E



Source: (Kids TV, 2014)

Note. Video is used to teach the pronunciation and vocalization of the letter E and enhance understanding.

Week 3

Continuing with the implementation of the English pronunciation of vowels, the focus this week was on teaching and correcting the pronunciation of the vowel 'I' and the vowel 'O', such as 'Ice-cream', 'Island', 'idea', 'Inch', 'Insect', 'invite', 'important' and 'Insect'. For the vowel 'O' 'Octopus', Orange', 'Open', Office, on, off, Oxygen, outside, 'Oven', and 'Ocean'. Keywords in flashcards continued to be the basis of pedagogical activities, allowing students to practice the English pronunciation of the vowels 'I' and 'O' To strengthen teaching, audio-visual practices continued to be used, such as videos and songs specifically designed to highlight the precise pronunciation of the vowel 'I' and 'O'.

Figure 4

Phonics Letter- I



Source: (Kids TV, 2014)

Note. Video is used to teach the pronunciation and vocalization of the letter I and improve comprehension.

Figure 5

Phonics Letter- O



Source: (Kids TV, 2014)

Note. Video was employed for instructing the pronunciation and enunciation of the letter O to enrich comprehension.

Week 4

This week the teaching process focused on strengthening the pronunciation of the vowels 'O' and introducing the vowel 'U' by using the same dynamics of selecting flashcards such as, 'Uncle', 'Umbrella', 'Up' 'Under', 'Unicorn', 'understand', 'Unhappy', 'Utensils' and 'Uniform' in the same way audiovisual practices, such as videos and songs, continued to be used.

Figure 6

Phonics Letter- U



Source: (Kids TV, 2014)

Note. Video is used to teach the letter A pronunciation and its vocalization, strengthening understanding.

Post-test

Week 5

In the fifth week, the post-test allows us to evaluate whether the vowels in this research project the students presented difficulty resulting in the following.

Vowels were also carried out to measure the progress and the opportunity for improvement of the students. Overall, the implementation of English vowel pronunciation of third graders was done through a structured, systematic, and repetitive approach to effectively familiarize students with the pedagogical method and thus help improve the English pronunciation of vowels with continuous assessment.

Most students obtained a marked improvement in the pronunciation of all vowels, identifying each of them optimally.

Pronouncing the language correctly in English will help students communicate better and help them understand the message that their interlocutor wants to convey.

At the end of this process, the evaluation of the post-test demonstrated a significant improvement in the pronunciation of the vowels by the students, compared to the pre-test at the beginning of the diagnostic.

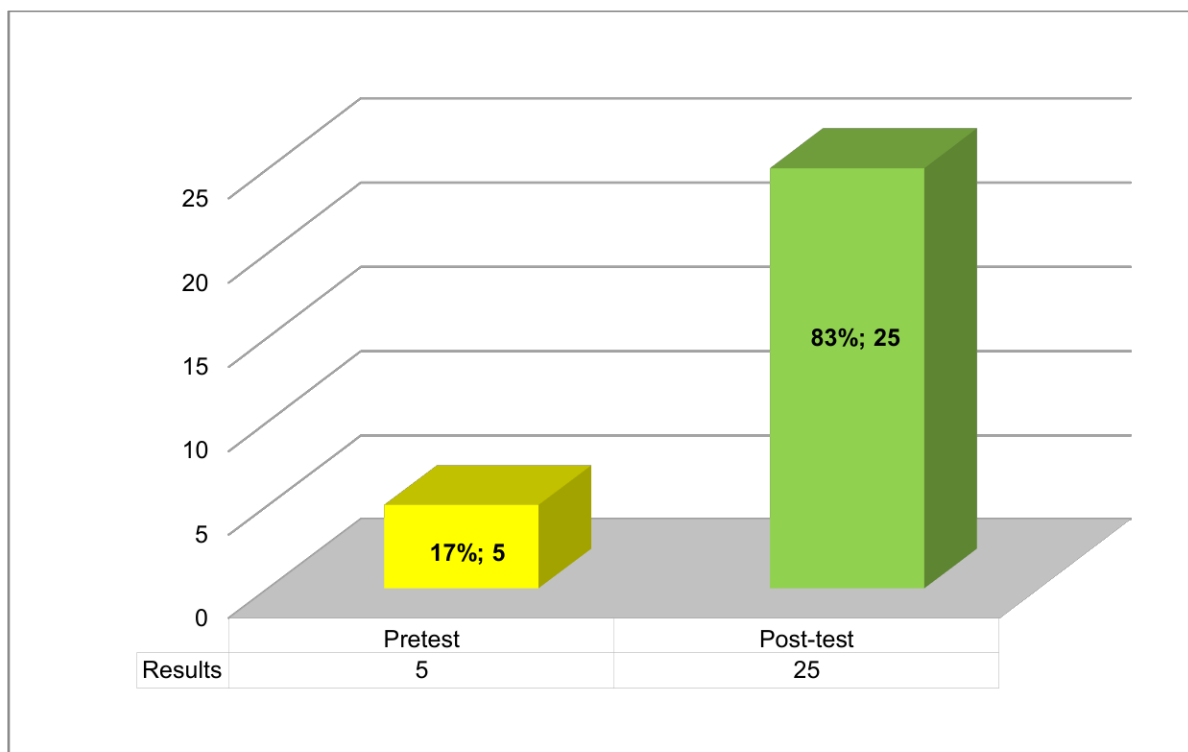
Chapter III: Research Results and Findings

3.1. Presentation of Results

In this section, the results of the implementation of correct pronunciation of vowels in third-grade students at Nuevo Arraiján Bilingual School are presented, reflecting a positive impact on linguistic development. Significant progress is evidenced in the acquisition and application of vowels, strengthening fundamental communication skills in the bilingual educational context. The achieved results are presented below.

Graph 1

Correct Pronunciation of Vowel A

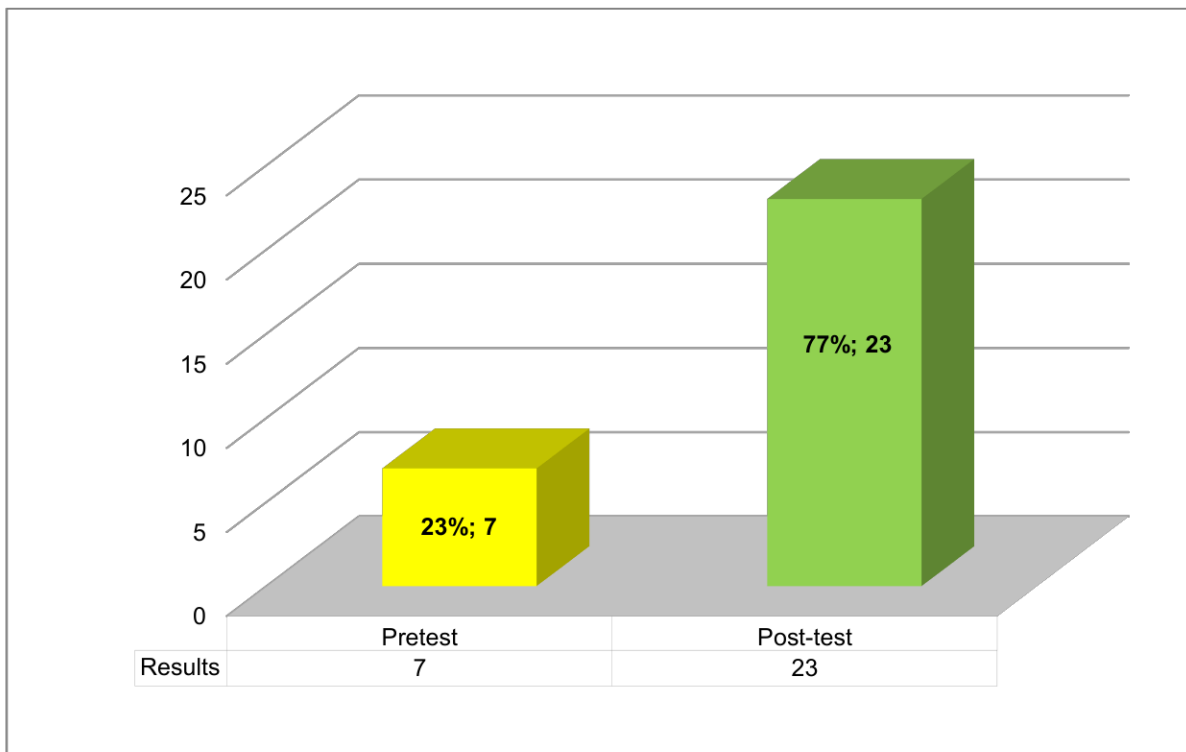


Note: By applying specific techniques aimed at improving the pronunciation of vowel A, the results show significant progress from the pretest, where the score was 5, to the post-test, where a score of 25 was achieved. This substantial change

demonstrates a significant development in the participants' ability to pronounce the vowel A more accurately and clearly.

Graph 2

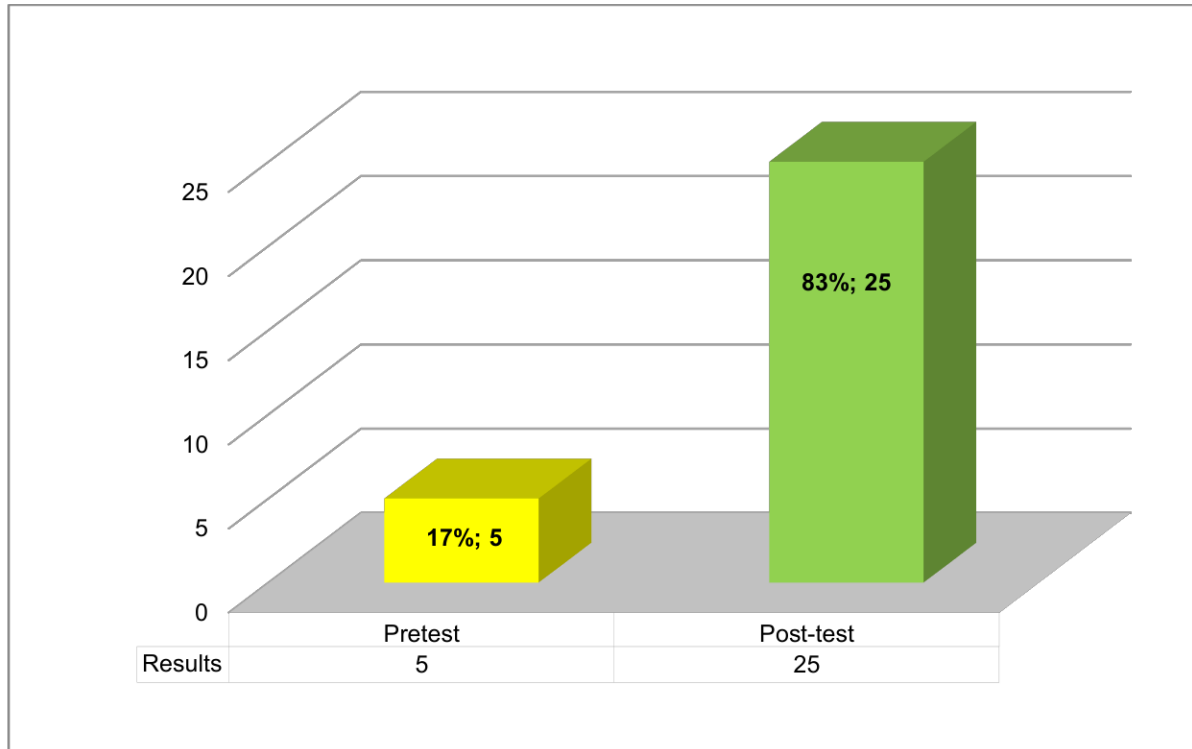
Correct Pronunciation of Vowel E



Note. Through the application of various techniques focused on the precise pronunciation of the vowel E, significant progress was observed in the performance of the participants. With a score of 7 on the pretest and a score of 23 on the post-test, a substantial improvement is shown in the ability to pronounce the vowel E more clearly and correctly.

Graph 3

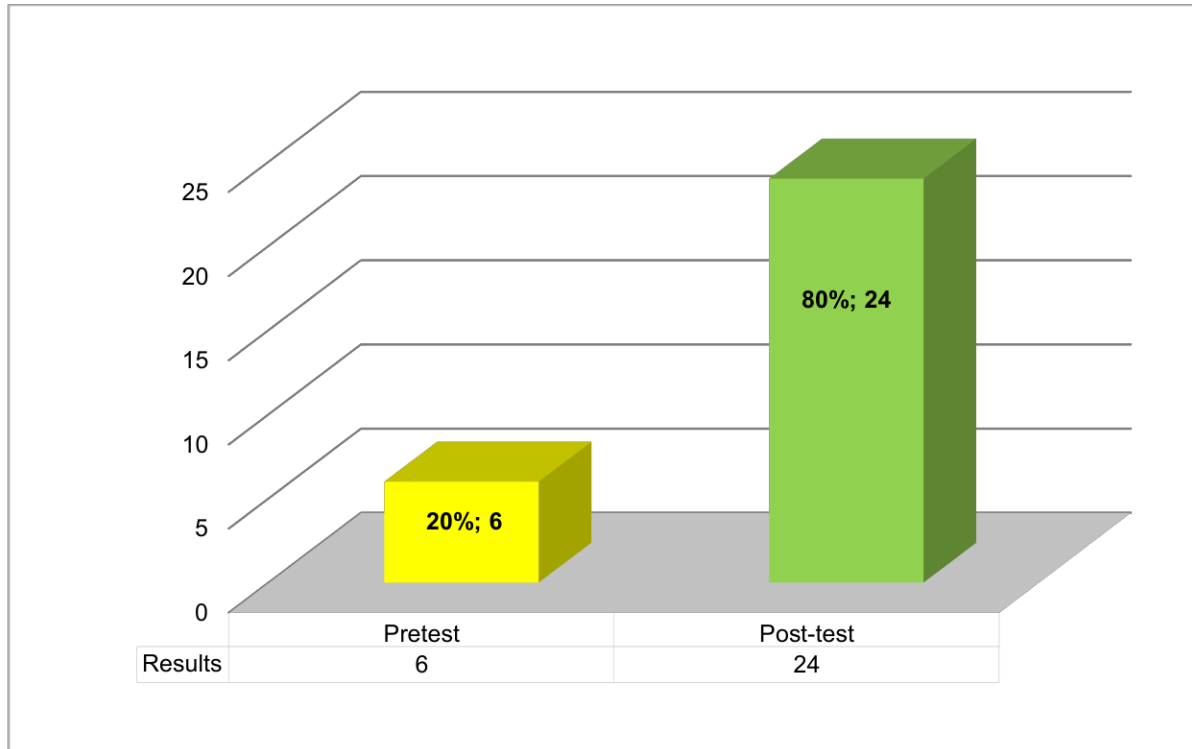
Correct Pronunciation of Vowel I



Note. By employing specific strategies to perfect the pronunciation of vowel I, a notable advancement in the participants' performance was evident. From an initial score of 5 in the pretest to a score of 25 in the post-test, the results demonstrate a substantial improvement in the participants' ability to pronounce vowel I more precisely and distinctly.

Graph 4

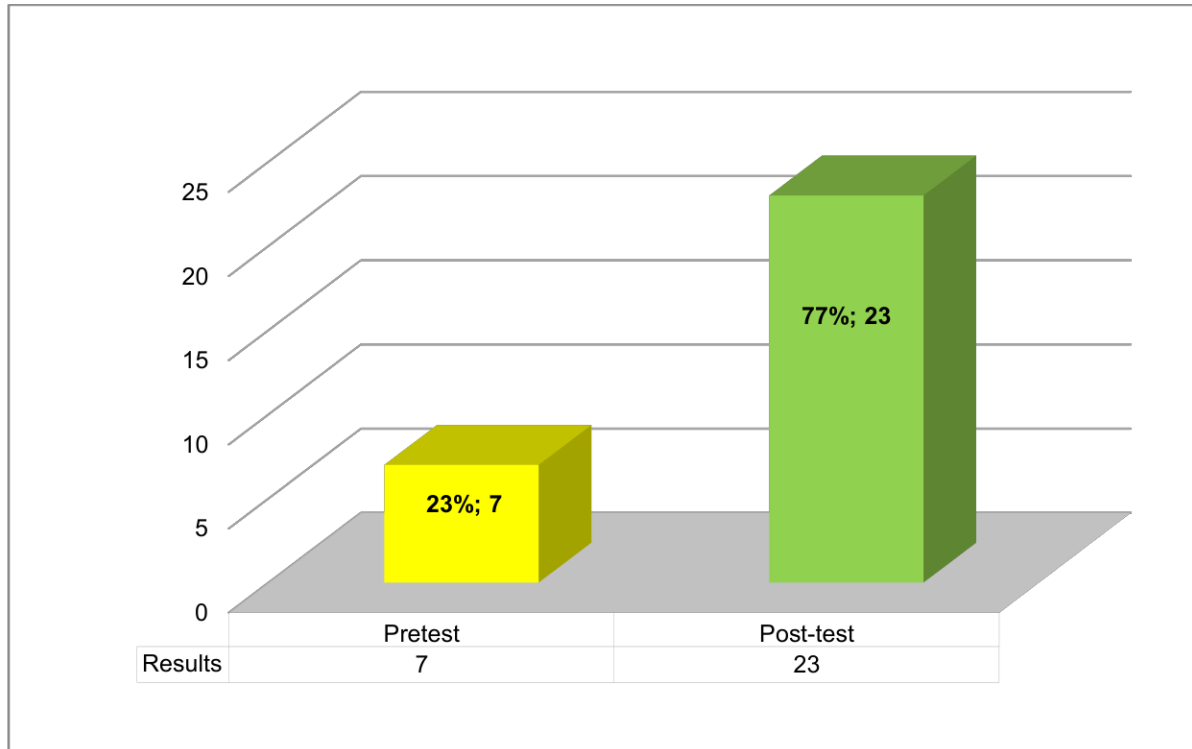
Correct Pronunciation of Vowel O



Note. The specific techniques aimed at improving the pronunciation of the vowel O resulted in evident progress in the participants' performance. Starting with a score of 6 in the pretest and reaching 24 in the post-test, the results indicate a considerable improvement in the ability to pronounce vowel O correctly.

Graph 5

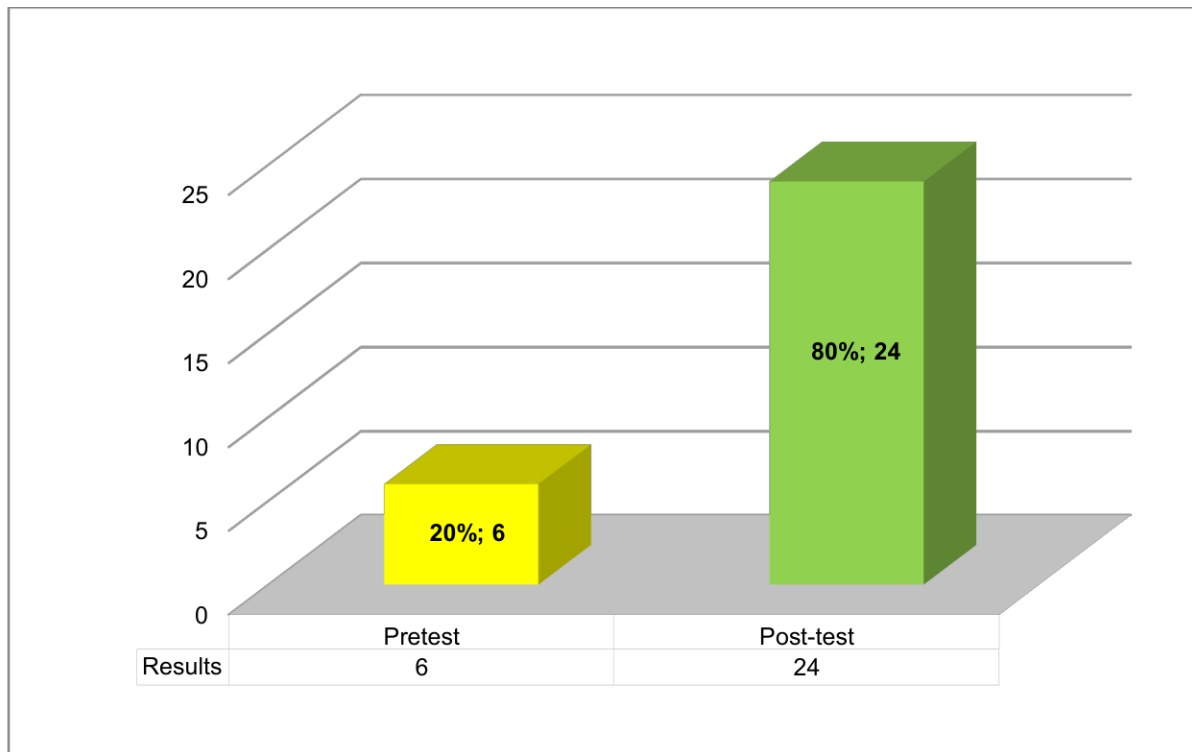
Correct Pronunciation of Vowel U



Note. By implementing various techniques focused on the correct pronunciation of the vowel U, significant progress was observed in the participants' performance. With a score of 7 on the pretest and 23 on the post-test, a significant improvement was demonstrated in the ability to pronounce the vowel U more clearly and accurately.

Graph 6

Average of Correct Pronunciation of Vowel U



Note. This result indicates a substantial improvement in the correct pronunciation of vowels between the pretest and the post-test. In the pretest, only 20% of the pronunciations were correct, with a total of 6 students with correct pronunciations. However, in the post-test, the rate of correct pronunciations increased significantly to 80%, with a total of 24 students with correct pronunciations.

3.2. Discussion of Results

In this section, the results obtained in the Post-test are addressed in comparison to the initial Pretest assessment, highlighting the findings of the data obtained.

Table 1*General Information Total 30 Students*

Data for graphic	Pretest	Post-test
Correct pronunciation of vowel A	5	25
Correct pronunciation of vowel E	7	23
Correct pronunciation of vowel I	5	25
Correct pronunciation of vowel O	6	24
Correct pronunciation of vowel U	7	23

Note. Overall, the results suggest that the techniques implemented to improve English vowel pronunciation have been effective, as they have led to a significant increase in pronunciation accuracy. The 60% difference between the pretest and the post-test indicates a substantial positive change in students' ability to correctly pronounce the vowels. Lastly, the data indicates that the increase in accuracy reflects the success of the applied strategies and emphasizes progress in mastering pronunciation.

3.3. Implications for the Results Classroom

3.3.1 Analysis

- The analysis of the evaluation results at the Bilingual School of Arraijan highlights the importance of effectively addressing vowel pronunciation in English. Understanding the differences between vowel sounds in Spanish and English provides a critical foundation for linguistic development and effective communication for students in a bilingual environment.

- Taking into consideration the above, it is important to note that the factors that directly influenced the pronunciation of vowels in English were the implementation of interactive activities and practical exercises involving cards and videos. Along with the intensive practice carried out in the classroom, this demonstrated a significant 60% progress in improving vowel pronunciation in English among the participating students.
- Furthermore, by applying various interactive techniques, such as pronunciation exercise practices, students not only improved their ability to pronounce vowels in English but also gained a stronger understanding of the different intonations and stresses associated with each vowel.
- Finally, considering the progress made and the substantial improvement in students' ability to pronounce vowels in English, it is plausible to anticipate promising results in the continuation of their learning. With the continued use of interactive methods and practices, it is expected that students will achieve higher levels of language competence and greater confidence in their ability to communicate in English.

3.4 Limitations

The development of the present research had some limitations, among which the duration of the implementation program stands out, which was only one month, dedicating only four hours per week to the teaching of English vowel pronunciation. This time allocation is insufficient for second language learning, significantly limiting the exposure of third-grade students at Colegio Bilingue Nuevo Arraijan.

On the other hand, the lack of dedication at home by parents to prepare the children also posed additional challenges. Regular practice in a family environment is essential for second language learning, and the absence of this reinforcement could

have hindered progress in improving the pronunciation of English vowels for the children.

3.5 Recommendations

Based on the study results, it is recommended:

To improve English vowel pronunciation, initiate and maintain the implementation of interactive activities and practical exercises involving the use of cards and videos, as they have proven to be effective in enhancing English vowel pronunciation.

Also, it is recommended to take actions involving responsible family members at home to encourage the practice of English vowel pronunciation to create a supportive environment that facilitates the development and improvement of students' English pronunciation skills.

Along the same line, it is also suggested to use educative tools and interactive applications to help students better understand the pronunciation of English vowels. The inclusion of educational software and online resources can improve learning and provide students with an additional way to practice on their own.

It is also recommended to develop personalized educational materials, such as study guides, pronunciation cards, and adapted audiovisual resources, which can be useful in promoting independent practice and strengthening the learning of English vowel pronunciation, both at school and at home.

Furthermore, it is suggested to implement feedback-focused activities adapted to the individual needs of students regarding English vowel pronunciation. Detailed and specific feedback assists students in identifying and correcting pronunciation errors, positively impacting their learning.

Finally, to foster a deeper understanding of vowel pronunciation and the English language, it is recommended to incorporate cultural activities related to English-speaking countries. This will help to spark students' interest and engagement.

Conclusion

Pronunciation is probably one of the most challenging aspects of learning English, but unfortunately, it is also one of the subjects that students are least willing to practice in the classroom unless it is done effectively and safely for children to understand. Taking the above into account, we can conclude the following from the conducted research:

- The implementation of strategies to improve English vowel pronunciation has been effective, demonstrating a significant variation of 60% progress between the "Pretest" and the "Post-test" in students' ability to correctly pronounce the vowels. These results reinforce the success of the applied strategies and emphasize the remarkable advancement in pronunciation proficiency, highlighting its positive impact on the learning process.
- In the study, it was observed that the lack of guidance and vocal practice outside class hours are some of the factors that negatively impact the teaching and learning of English vowel pronunciation in children. This hinders a precise understanding of pronunciation, leading to pronunciation errors and may discourage students from practicing outside the classroom.
- The implementation of various interactive and practical tools has been essential in enabling students to recognize the different sounds of each vowel in English and apply them correctly in their communication process. This was reflected when comparing the results of the "Pretest," in which an average of 20% of students demonstrated acceptable pronunciation, compared to the "Post-test," in which 80% of students demonstrated the ability to identify and use the different basic pronunciations and stresses of vowels in English.

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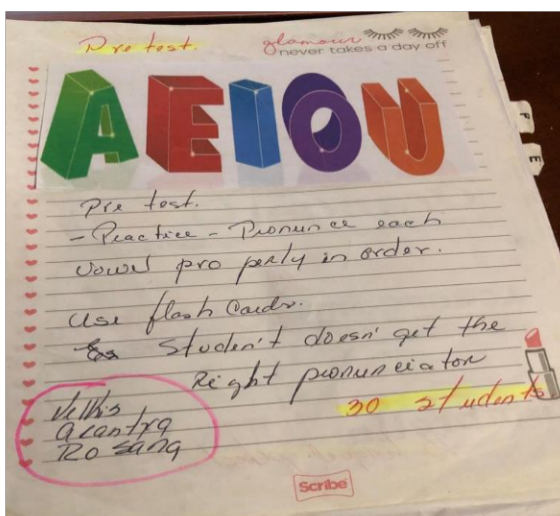
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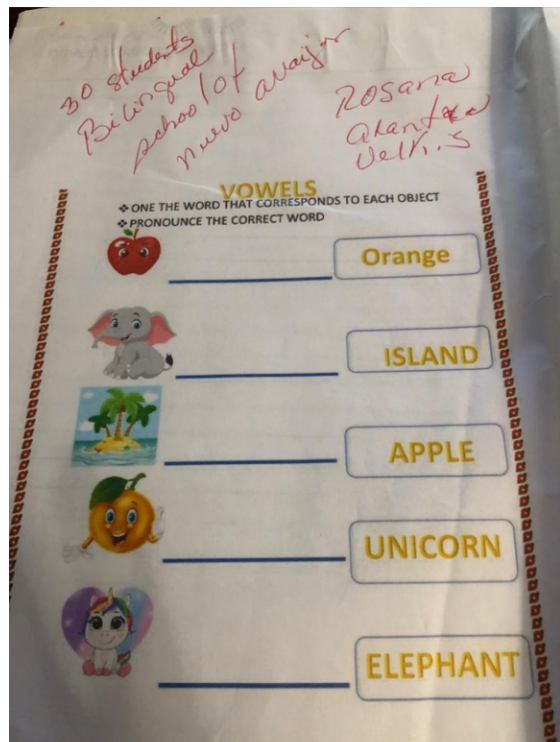
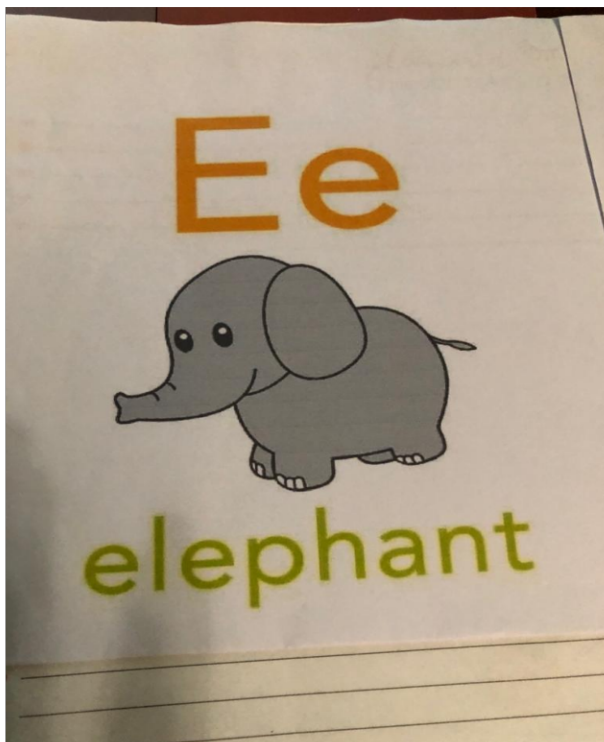
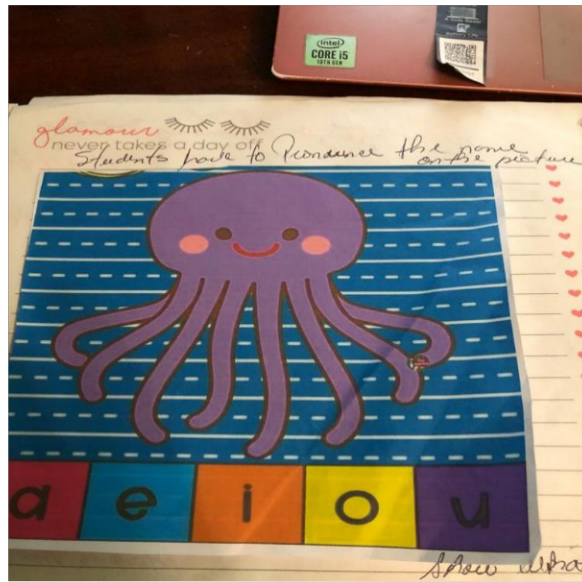
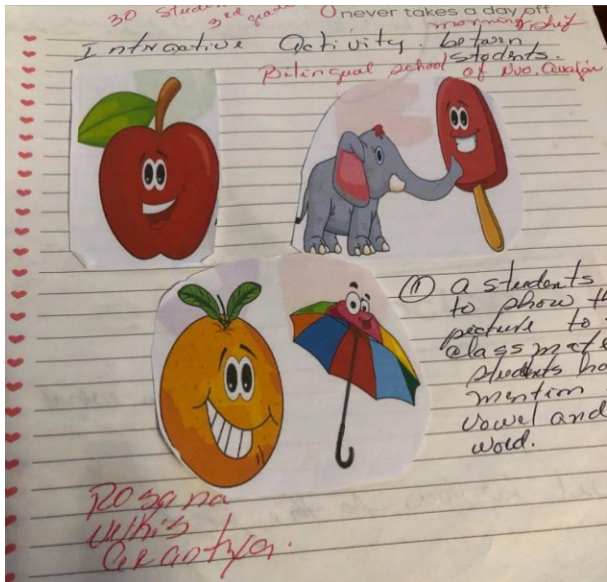
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Annexes

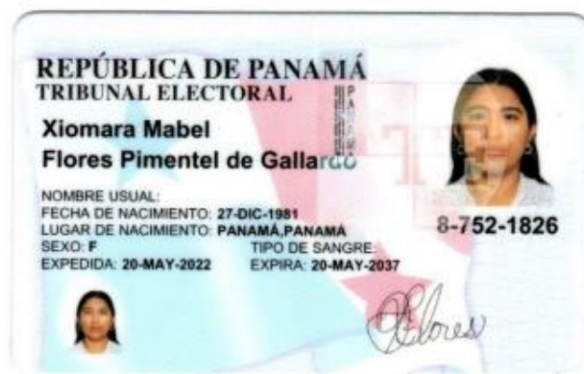
The following shows the children of 3rd grade A of the Bilingual School Nuevo Arraijan engaging in various activities aimed at practicing English pronunciation.











La Chorrera, 7 de noviembre de 2023

Señores ISAE Universidad
Sede La Chorrera, Panamá Oeste.
E. S. D.

Me complace saludarlos y deseándoles éxito en sus delicadas funciones, por este medio, yo **Profesora Xiomara M. Flores P.**, con cédula de identidad personal **8-752-1826**, especialista en Lingüística Inglesa, certifico que revisé el documento presentado por las estudiantes: **Arantxa P. Tejeira C** con cédula **8-920-259**, **Rosana M. Rubiños H** con cédula **N-22-752** y **Velkís Y. Cisneros C.** con cédula **8-258-709**, tesis con el título *"Implementation of the Correct Pronunciation of the Vowels in Children of 3rd Grade A of the Bilingual School of Nuevo Arraijan"*.

Dejo constancia que el mismo cumple con los requisitos de redacción y estilo establecidos para la culminación de dicha tesis para optar por el título de *"Licenciatura en Inglés"*.

Atentamente,



Xiomara M. Flores de Gallardo
8-752-1826