

**Effects of English Pronunciation Instruction and the Exploration of Social Values with
Second-Graders**

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Abstract

This research study explores the effects of English pronunciation instruction while exploring social values with a group of second-grade students from a public school at Bogotá. By recognizing the lack of pronunciation instruction time within the EFL classroom while integrated with social values, the study aims to highlight the importance of fostering a critical perspective on language teaching and learning that consider both linguistic and social development. Through an action research approach, a series of classroom interventions were designed to develop pronunciation skills and to promote social values within students, such as self-esteem, teamwork and respect. Following a grounded theory approach, the analysis of data collected through field diaries and a questionnaire, reveals that explicit pronunciation instruction helps students become more aware of their oral production and, the integration of values created a respectful learning environment for themselves and others. This study supports the idea that pronunciation instruction in early education should be addressed critically to reflect both linguistic and social dimensions of language learning.

Key words: pronunciation instruction, social values, EFL classroom, critical language teaching, action research.

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Chapter I: Contextualization of the Problem

This chapter offers the contextualization of the problem of this research study. It presents an overview of the statement of the problem that motivates the research, referring to the pronunciation instruction in ELF classroom and its role in English learning and communication. Then, the chapter discusses a justification on the importance of addressing this problem with second-grade students. This leads to the presentation of the research question, along with the general and specific objectives that guide the study. Together, these elements provide understanding of the purpose and direction of the research.

Statement of the problem

Among all the skills that are required for speaking English intelligibly, pronunciation is one of the skills that has received the least attention among teachers and students, since attention has been given mainly to grammar aspects. This is how Purwanto (2019) states it, citing Celce-Murcia et al., “Western philologists and linguists have studied grammar and vocabulary much longer than pronunciation” (p.82), meaning that not only teachers but also experts that are developing curricula for English courses are leaving behind pronunciation and oral skills. At the same time, it is important to note that pronunciation helps students in terms of their oral skills, meaning both speaking and listening abilities, since these two are embedded and one has effects on the other. In fact, as Roosa (2012) claims, “a good listener will find it easy to speak as the requirement of being able to speak is the existence of vocabulary... stored in the brain through listening” (p.1), this due to the shared cognitive process.

To reflect on this matter is also to acknowledge the reason why this has been worked in a less amount within the English classrooms, tendency seen in different countries where English is taught as a foreign language such as Indonesia, Vietnam or even Mexico, as further research

studies here presented will show. Thus, one of the clearest reasons on why this happens, is regarding time since phonic and phonology requires more time than the provided on English syllabuses. As Khaghaninejad and Maleki (2015) states:

Due to time restrictions on most courses for EFL, often the case of pronunciation teaching received relatively the least attention. But since poor pronunciation may cause serious misunderstanding, it is important for teachers to know how to provide instruction in the classroom... Since the pronunciation is hard and time consuming, in most of the classrooms it has been neglected. (p.1520)

On the other hand, for this research study, it gains importance to address a critical aspect withing the classroom, so for this research fostering social awareness is part of the research objective. Hence in an educational context, especially withing language classrooms, empowering learners to make decisions, fosters a sense of autonomy and engagement. Following Jenkins (2009), "The critical point, though, is that learners should be put in a position where they can make an informed choice. And this can best be achieved by means of awareness-raising procedures..." (p.147).

By creating an environment where students are aware of their learning process and the social contexts behind them, educators can enhance the learning experience. The emphasis on "awareness-raising procedures" suggests the use of strategies that draw learners' attention to various aspects of language learning, enabling them to relate the instruction in pronunciation to the ability of state a position on sociocultural matters. This approach not only promotes a deeper understanding of language concepts but also encourages learners to actively participate in their language acquisition process. Ultimately, it is important to highlight the value of informed

decision-making and the role of awareness in creating effective learning environments within English as a foreign language classroom.

From this, derives the motivation to see this same aspect on the Colombian EFL classrooms, although it is necessary to pay attention to the speaking ability in terms of intelligibility and fluency and how to take into account students' needs that are part of the context in which they are involved, knowing that practicing the language while discussing social issues will enable students to state personal positions understanding others and making themselves understood.

Justification

The motivation behind this research project stems from the recognition that pronunciation remains one of the least addressed skills in English language classrooms, especially within the context of English as a foreign language (EFL), as previously discussed. As observed and experienced as a high school student, in educational contexts such as Colombia, grammar and vocabulary have traditionally received more instructional time and emphasis, often leaving pronunciation underexplored. However, pronunciation plays a role in developing students' oral skills, both in terms of speaking and listening. Its proper instruction enhances intelligibility, fosters clearer communication, and promotes learners' confidence and engagement in language use.

Although the selected school -Instituto Pedagógico Nacional- has shown a commitment to strengthening communicative competence in English, current practices regarding pronunciation instruction remain limited. Instruction in pronunciation tends to be implicit or addressed only through textbook exercises, without the desired time or strategies that foster its development. This research arises, therefore, from the need to explore a more intentional and reflective approach to

pronunciation that not only focuses on sound production but also integrates social and affective dimensions of language learning.

Furthermore, this research proposes the exploration of social values, as a pedagogical strategy to enrich pronunciation instruction. Addressing values alongside language not only supports cognitive development but also nurtures affective and interpersonal skills essential for language use. Creating an environment where children feel empowered to express themselves, correct others respectfully, and recognize their own progress aligns with broader educational principles of holistic learning. This dual focus on pronunciation and social values encourages learners to become more conscious of their communication and more open to diverse ways of speaking English, which promotes inclusion and respect in the language classroom.

In this sense, the present study becomes an opportunity to reframe pronunciation instruction as a critical, socially aware practice. The study seeks to bridge the gap between linguistic form and social meaning, empowering learners to take ownership of their pronunciation development while fostering awareness of themselves and others. As such, the project not only responds to curricular needs but also advocates for a transformative perspective in EFL education that values student voice, participation, and identity through language. From this perspective, it is possible to address the following question, and the objectives proposed.

Research question

What effects does English pronunciation instruction have on Second-grade learners of English from Instituto Pedagógico Nacional while exploring social values?

General objective

Analyze the effects that English pronunciation instruction has on Second-grade learners' oral skills while exploring social values.

Specific objectives

- Describe the effects that English pronunciation instruction has on the improvement of oral skills.
- Explore a group of second graders' perceptions and experiences towards the social values fostered in the ELT classroom.

Chapter II: Theoretical Considerations

This chapter presents the theoretical framework that supports the development of the research project. It offers a view of key studies and perspectives on English pronunciation instruction within the EFL context, highlighting its relevance and the challenges that arise when teaching pronunciation in young learners' classrooms. The literature reviewed addresses how pronunciation affects learners' oral skills, how it is often overlooked in educational programs, and how students' perceptions and attitudes can influence their learning outcomes. Following this, the chapter explores the role of social values in language education, considering their impact on students' interpersonal development and classroom dynamics. Concepts such as self-esteem, autonomy, teamwork, and active listening are examined to understand how they can be integrated into pronunciation instruction to foster a more holistic and socially conscious learning experience. Finally, the chapter presents the theoretical framework that guides this study, drawing on second language acquisition theories and critical perspectives on pronunciation to situate the research within a broader educational and linguistic context. Through these theoretical considerations, the study aims to frame pronunciation as both a linguistic and social practice that shapes learners' communication and identity.

Literature review

To review English pronunciation instruction means examining different aspects and taking into consideration previous work done. This topic has been addressed by different authors who have provided insights into the relevance of the pronunciation of English words, highlighting the importance of working on this ability inside the classroom but also stating how pronunciation is one of the skills that is worked the least in the English as a foreign language classroom, as it will be further reviewed. The following topics were found to be relevant: the effects of instruction

on speaking ability, students' attitudes toward pronunciation, and the significance of communicative competence itself. Besides the pronunciation aspect, the following chapter will also address concerns and previous proposals on social values being presented in the classroom. Consequently, this literature review provides the opportunity to examine studies that preceded it, offering a brief description of each in order to not only identify contributions to this research but also explore new perspectives that could be covered.

To begin with, Purwanto's (2019) study aimed to explore the pronunciation teaching materials that are used within the syllabus of a Pronunciation Practice module at the University of Jakarta. Purwanto was motivated by authors such as Jones and Celce-Murcia, who paid attention to this language aspect, and he acknowledges that English pronunciation is currently more considered within the classroom than in “previous eras in which pronunciation was neglected in language teaching and learning” (Celce-Murcia et al., 1998, as cited by Purwanto, 2019, p.82). Despite the attention that pronunciation has received in recent years, Purwanto (2019) also recognizes that “in Indonesia, however, pronunciation has not yet received similar attention” and students... have problems either making themselves understood or understanding others” (p.83). This is why, in his study, the author used a content analysis approach to review the materials used in the abovementioned course in order to design materials that students would find attractive for introducing correct English pronunciation (p.81). To develop the study, the author considered the classification of teaching materials that Tergujeff (2010 as cited by Purwanto, 2019, p.84) proposed, as well as the communicative approaches presented by Celce-Murcia et al. (1996, as cited by Purwanto, 2019, p.84) with the aim of reviewing the syllabus covered in 20 units. After the analysis was conducted, Purwanto concluded that the syllabus provides new-fashioned pronunciation materials to students; however, this was not enough to integrate the pronunciation

of the language into authentic communicative situations. Thus, the module should also include practice in communication competences.

On the other hand, Tlazalo and Basurto's (2014) research study was also motivated by the recognition of pronunciation as one of the neglected aspects of language within the classroom. As they state: "to ignore or neglect the explicit teaching of pronunciation would be to ignore the basis for language acquisition" (p. 155). For this reason, the authors developed a qualitative case study that enabled them to achieve the aim of their research, which was to discover how pronunciation instruction is handled in the EFL language classroom at the Language School of Universidad Veracruzana in Mexico, and how this can affect the students' confidence (p.151). The study was conducted with eight students aged 18 to 20 years, who presented the lowest English levels, and two EFL teachers. In order to collect data, Tlazalo and Basuto (2014) used class observation sheets, semi-structured interviews, and recordings of the students reading aloud. Among the findings, the authors mentioned that teachers tend to use drills as a method to instruct pronunciation, as well as giving explicit pronunciation explanations or advice to their students (p.159). Regarding the students' confidence, they point out that the lack of confidence was due to the lack of practice, as the participant students declared. Nevertheless, they consider that:

... the time devoted to the instruction of EFL pronunciation inside the classroom was very limited and it was used, most of the time, to do the textbook activities... Nor was there an emphasis on the importance of acquiring good pronunciation habits... (p.158)

With this conclusion, Tlazalo and Basurto reflect upon how teachers and students perceive the pronunciation of the foreign language as well as the tools and strategies used for such a task, while also considering the importance of reflecting on communication in order to enhance confidence in learners.

Additionally, the research presented by Khaghaninejad and Maleki (2015) examines the effect that the instruction of English pronunciation has on listening comprehension, in a way that students are exposed explicitly to the phonetic and phonology of the English language. The authors express their motivation by recognizing that English learners face problems when it comes to their listening ability, and they acknowledge that “English pronunciation should be viewed in the same light as other aspects and skills of the English language” (p.1249). Aiming to answer the research questions, the authors conducted a qualitative study at an English learning institute in Iran, dividing a group of 57 students into three different groups , with groups A and B receiving half an hour of explicit instruction on pronunciation activities in every session, while group C only listened to the same audio exercises without spending any time on pronunciation activities” (p.1252). Among the instruments and materials used, Khaghaninejad and Maleki (2015) included dictionaries, the phonetic chart with the symbols of the English sounds, audio-visual tools, and the “Cambridge Key English Test 4” as a pre- and posttest to evaluate the listening competence of the learners. Consequently, the research showed that after the sessions, the results on the English test were better in groups A and B, implying that “explicit pronunciation instruction brought a significant improvement” to their listening comprehension (p. 1253) in comparison to group C. However, the authors recognize that the number of students and the shortage of time to develop the study were part of the limitations faced in achieving more significant results.

Similar to the previous authors, the quantitative-qualitative research conducted by Chau et al. (2022), which took place at an English Language center in Vietnam with a group of forty-five young adult EFL learners and three nonnative teachers, showed the effects of pronunciation instruction, although the results were not as positive as those presented by Khaghaninejad and

Maleki. Chau et al., divided the learners into two groups: one group received instruction on segmental pronunciation, and the other group received instruction on suprasegmental pronunciation. In this case, the authors stated that the explicit pronunciation “did not lead to significant gains in intelligibility or perceived fluency” (p. 13). However, they attributed this result to the type of pronunciation activities developed, such as drills. In terms of fluency, the authors also pointed out that the two groups did not have the expected positive results. They noted that the suprasegmental group was less aware of producing accurately the sounds of the English words. As a result, the authors concluded that it is important to start exploring the time needed to instruct students on this matter and find an optimal approach to do so (p.16) , since “the ultimate goal... should be helping learners achieve intelligible and comprehensible speech” (p.16), emphasizing the students’ needs in terms of communication.

Continuing, Levis' (2015) research paper addresses two main questions regarding the pronunciation of English as a second language, specifically how learners perceive the impact pronunciation has on their identities and what they want to achieve through the pronunciation of the language. For the author, it was important to recognize that the learning of a second language involves “Social factors such as attitudes toward the language and those who speak it, [which] may play a large role in acquisition” (p.42), meaning that there was a necessity to identify those factors that affect learners. Consequently, Levis developed a phenomenological study at Iowa State University with twelve students from different countries, such as South Korea, Malaysia, China, etc., who already had a spoken proficiency level in English. Students were interviewed, and after an analysis of the recordings, the author found that for students, there was a “conflict between professional and personal uses of English, and it made it harder for them to improve their pronunciation” (p.50). In addition to this, Levis (2015) also states that students did not seem

to relate their identity with their proficiency in pronunciation. However, as he stated, identity is closely connected to this matter since through pronunciation, students can “distinguish native from nonnative speakers” (p.44). These two main findings suggest that learners do not acknowledge the importance of practicing the language outside formal environments.

Meanwhile, Levis (2015) explores the students’ perceptions towards language, Vitanova and Miller (2002) address two main problems on their research, also taking into account their students. These problems focus: first, on how students can benefit from phonetic and phonological instruction, which is to direct and guide students to achieve better oral and communicative skills; and second, on how to provide students with a voice to reflect in their concerns and beliefs within the class since the learning process results in both a cognitive and socio-affective convergence. The research used a qualitative design, and authors developed a questionnaire and an open interview to gather the students’ perceptions and their reflection after the practice on pronunciation. The study took place in the US with students of different language and cultural backgrounds within a graduate pronunciation course.

Essentially, the main contributions of the research papers are to provide with a new insight on the instruction of the pronunciation of English words. As mentioned before, these studies allow to see three main aspects which are the effects that instructing this matter has on students (and teachers as well, that could result on future research), the attitudes that students have towards the pronunciation, acknowledging as teachers, both their cognitive and emotional processes or concerns and finally, the relation between pronunciation and communicative abilities in the EFL classroom that will represent an advantage also in the personal life of the student.

On the other hand, regarding social values, research studies as the ones developed by Abu Ras (2014) about Integrating Human Values in EFL Instruction and Manalu and Marpaung

(2018) about Student Teachers' Ways to Integrate Character Values in EFL Classroom; provide a vision on addressing this topic in the EFL classroom. Meanwhile, the research by Rubio (2018), *La educación en valores en el contexto educativo colombiano: un análisis lógico desde la historia*, allows to have a perspective on values education in Colombia, however not necessarily within the English classroom. To better understand this matter, a brief presentation on each study is developed, in that sense, Abu Rass (2014) qualitative study was developed with student teachers from an Israel college, aiming to qualify students not only professionally but also humanly taking into account the society they lived in.

Additionally, regarding the role of values in education in early childhood, this is underscored by authors as Saadia, Fatima and Asaduzzaman. For instance, research conducted by the authors, titled '*Cultivating values through education: Insights from primary school teachers in Bangladesh*,' provides significant insights into this area. This qualitative study, highlights that the early introduction of values education is critical for children's holistic preparation for the future, directly influencing their character formation. The findings emphasize that primary school is a crucial stage where the bases of moral understanding and value systems is laid, aligning with broader pedagogical philosophies that advocate for a comprehensive approach to education beyond mere academic instruction.

Furthermore, this research indicates that values in education can be successfully implemented either as a standalone subject or, more commonly, integrated into existing courses, thereby enriching the content with ethical and social dimensions. This flexibility in implementation suggests that even within existing frameworks, opportunities abound for fostering values. The emphasis on early intervention and diverse teaching methodologies provides a practical framework for educators aiming to cultivate not just linguistic proficiency but

also moral and social consciousness in their students. This perspective is particularly pertinent for English as a Foreign Language (EFL) contexts, where language acquisition can be viewed as a cognitive process and also as a vehicle for cultural understanding.

However, while the literature reviewed has provided valuable insights for the development of the research, it also reveals certain gaps in significant information regarding specific aspects. To note, the current research seeks to contextualize pronunciation instruction within the students' social environment by engaging them in activities that reflect upon the social values proposed for their development. This approach aims not only to enhance their speaking abilities but also to encourage them to articulate clear positions on various topics, facilitating effective communication and understanding during oral discourse.

Furthermore, it is acknowledged that the instructional process may contribute to a lack of confidence among students. This potential issue will be carefully considered and examined as part of the research process. It is anticipated that any observed lack of confidence during the instructional phase may manifest as a notable effect once the research has been implemented and its outcomes analyzed. Addressing and understanding these nuances in students' responses to pronunciation instruction within the broader context of social issues discussions will contribute to a comprehensive evaluation of the impact and effectiveness of this instructional approach.

Theoretical Framework

The theoretical framework of this research presents key concepts that support the analysis of how English pronunciation instruction, when integrated with the exploration of social values, can enhance young learners' oral skills and social awareness. Taking as reference Second Language Acquisition theories, particularly the Input and Output Hypotheses, this study acknowledges the importance of both exposure to language and active use for meaningful

learning. Additionally, concepts from pronunciation instruction such as segmental and suprasegmental features, guide the phonetic focus of the lessons, while the integration of social values draws from sociocultural and critical pedagogy perspectives. Together, these theories provide the foundation to understand how language learning is shaped not only by cognitive processes but also by social, and cultural dimensions relevant to the classroom context.

Second Language Acquisition

Second language acquisition (SLA) serves as a starting point to understand how children learn a new language. Different theories have been developed on different aspects such as input, output, and the social context of learning. To explore this concept, a review of the Input and Output hypotheses and the Sociocultural Theory will be conducted, focusing on the pronunciation aspect of SLA.

Input and Output Hypothesis. The acquisition of a second language *has been* a concern for *linguists* over the past few decades, as different theories have been developed to explain this phenomenon, including the Input hypothesis developed by Krashen during the 1980s. This hypothesis claims that language is acquired by understanding or receiving comprehensible ‘input,’ *meaning* that “we are able to understand language... with the help of context, which includes extra-linguistic information, our knowledge of the world, and previously acquired linguistic competence” (Krashen, 1985, p.80). Essentially, acquiring a second language builds on the knowledge already obtained in the first language.

Krashen (1985) also states that it is not enough for the learner to merely receive comprehensible input; the learner must also be ready to allow the input in, since the ‘affective filter,’ which he defines as a mental block, prevents the learner from utilizing the language acquired (p.81). This filter is an obstacle that arises when learners are unmotivated, unconfident,

and fearful of failure during the learning of the second language, as well as being defensive by relying on the first language, which impedes the acquisition of the new one (p.81). Therefore, acquiring a second language requires both the participation of external factors, such as the input received, and internal factors, such as the learner's willingness to accept and utilize the new language. Motivating learners and building their confidence can help lower the affective filter, making it easier to process the second language effectively.

Moreover, in terms of acquiring the pronunciation of the second language, children need to hear and understand spoken language that differs from their current spoken capabilities without being too difficult, as Krashen argues that "simplified speech will be helpful when... in a context that makes the message comprehensible" (p.86). Exposure to the second language can help students identify and internalize the sounds and patterns of the new language. However, receiving input must be accompanied by meaningful interaction; children should be engaged in conversations where they can hear appropriate pronunciation and attempt to replicate it. This process can be challenging; nevertheless, children "are generally superior in second-language attainment in the long run" (p.90), as the affective filter is lower compared to adults. This lower affective filter provides an opportunity to introduce a new language to young learners, taking advantage of their willingness and ability to acquire new knowledge.

On the other hand, the Output hypothesis, introduced by Swain (1985) during the same years as Krashen, proposes that producing language is equally crucial for the acquisition of the second language. After conducting empirical studies and research, Swain determined that "the act of producing language (speaking or writing) constitutes, under certain circumstances, part of the process of second language learning" (Swain, 2005, p.471, as cited by Pannell, Partsch, Fuller,

2017, p.127). In other words, learners should not only be exposed to the target language but also be encouraged to verbalize and externalize the language they have acquired.

The output hypothesis also proposes key elements for the learner to succeed in the target language. For example, Swain (1985) refers to ‘noticing’ as the moment when the learner becomes aware of their lack of resources to “Linguistically encode and express an intended meaning” (as cited by Pannell, Partsch, Fuller, 2017, p.127), which provides the learner with a sense of consciousness about their own processes. Izumi (2002) later explored the noticing process, recognizing its benefits to language learning; however, authors state that this alone is not enough to encourage language learning (Pannell, Partsch, Fuller, 2017, p.127). In addition to the ‘noticing’ process, Swain (2005) introduces the function of hypothesis testing, which refers to the process by which learners test their knowledge and confirm that a “message has properly been linguistically encoded...” (Pannell, Partsch, Fuller, 2017, p.128). These reflections on Swain’s arguments allow us to understand that the output hypothesis compels learners to produce language more deeply.

Furthermore, Swain’s hypothesis provides insights into understanding that the process of producing language must be accompanied by ‘negative feedback,’ which involves the learner seeking clarifications and feedback from others. Regarding second language pronunciation, Swain’s ideas show that when children speak, they must pay attention to how sounds are produced and adjust their pronunciation based on feedback from their environment since speaking is “a source of physical and mental regulation for an individual... initially regulated by others” (Swain, 2005, as cited in Pannell, Partsch, Fuller, 2017, p.129). This practice helps students review their speaking skills, making their speech more accurate and comprehensible over time.

In conclusion, it is important to find a balance between the amount of input children are exposed to and the amount of output they are able to produce. While Krashen emphasizes the importance of comprehensible input and lowering the affective filter, Swain highlights the necessity of producing language through speaking and writing to internalize linguistic skills. Moreover, integrating both approaches in the classroom provides opportunities for students to receive and interact with comprehensible language material while also encouraging them to practice and reflect on their acquisition process.

Pronunciation Instruction

Pronunciation instruction, one of the theoretical underpinnings of this research, refers to the practice of guiding learners of a second language to produce sounds properly and understand the patterns of spoken language. Pronunciation instruction involves both the study of phonetics and phonology, addressing the physical production and perception of speech sounds and, secondly, how these sounds function in a particular language system. Therefore, it is necessary to consider segmental and suprasegmental features and their role in effective pronunciation instruction.

Segmental Features. To effectively instruct on pronunciation, it is important to review the elements that make up the pronunciation aspect of a language. Firstly, we can identify the individual sounds or phonemes in a language, which are classified into consonants and vowels and constitute the segmental feature of pronunciation. In this sense, articulatory phonetics, which studies how speech sounds are made, provides valuable insights for pronunciation instruction (Ladefoged and Johnson, 2010, p. 44), allowing learners to accurately recognize and produce the distinct sounds of the second language.

During the last decades, linguists have worked on the phonetic aspect of language, and as Roach (1983) argues, “When we speak, we produce a continuous stream of sounds. In studying speech, we divide this stream into small pieces that we call segments” (p. 31). These segments consist of the phonemes of the specific language. However, segments are not always easily divided in languages like English due to the diverse set of vowel sounds, which might represent a challenge for second language learners. Moreover, segments can be more easily understood by relating the sound to the letters of the alphabet used in written English. It is also important to note that a phoneme refers to a group of sounds rather than a single or isolated sound. For instance, Ladefoged and Johnson (2010) claim that:

There is a group of [t] sounds and a group of [l] sounds that occur in English. It is as if you had in your mind an ideal [t] or [l] and the ones that are actually produced are variations that differ in small ways that do not affect the meaning. (p.34)

Instruction on pronunciation using segments as a means of approaching spoken language can provide students with an opportunity to produce sounds more accurately while practicing grammar skills by being able to differentiate the spelling of words. Additionally, it helps children distinguish between the pronunciation of their first language and the second language, as alphabet letters are the same but spoken sounds are different. Finally, it can expose students to different accents and variations in the pronunciation of the same word.

Suprasegmental Features. A second element that plays a role in pronunciation instruction is the suprasegmental aspect of language. This aspect is the result of segments that “form syllables that make up utterances,” as stated by Ladefoged and Johnson (2010, p. 23). Suprasegmental elements, such as intonation and stress, play a significant role in spoken language, as Kelly (2000) argues: “utterance stress and intonation patterns are often linked to the

communication meaning” (p. 3). This indicates that suprasegmental features in pronunciation also offer information from speech beyond the literal message itself.

To better understand suprasegmental features, it is essential to explore the elements *most* relevant in spoken English, such as intonation and stress. Intonation refers to the pitch pattern in a sentence and pitch itself refers to a characteristic that allows a listener to rank the sound on a scale from low to high (Ladefoged and Johnson 2010, p. 24). These differences in intonation are noticeable in syllables, and in English, the *intent* of a sentence can change depending on whether the pitch is lower or higher, allowing listeners to distinguish between a statement and a question. *Another key aspect is stress, which* is commonly used in English to differentiate nouns from verbs and *allows* the speaker to highlight a specific element of the message. As Ladefoged and Johnson (2010) illustrate, stress in English occurs through:

“(1) increased activity of the respiratory muscles, producing greater loudness, as well as by (2) exaggeration of consonant and vowel properties, such as vowel height and stop aspiration, and (3) exaggeration of pitch so that low pitches are lower and high pitches are higher.” (p. 23)

Incorporating suprasegmental features, such as stress and intonation, into classroom instruction not only meets language requirements but also helps children recognize the meaning and emotions conveyed in speech beyond literal words. Furthermore, focusing on these elements allows the English as a foreign language classroom to be a space where children can communicate more naturally and effectively, fostering confidence and mutual respect among students while encouraging the exploration of social values.

English Pronunciation: A Critical Perspective

Nowadays, it is impossible to deny the relationship between culture and language, which is why the instruction of English pronunciation cannot be effectively addressed without keeping in mind such an intertwined relationship. All the concepts mentioned above in this chapter are key components for instructing learners in pronunciation; however, it is essential to recognize that language works not only as a communicative system but as a medium through which cultural values and identities are expressed. In this sense, this section explores the development of cultural awareness to identify this relationship through three main aspects: exposure to different accents and dialects, promoting cultural sensitivity and tolerance, and finally exploring beyond the dominant varieties of spoken English.

Cultural Awareness: How Language and Culture Are Related to Each Other. To begin with, Lippi-Green (2012) claims that language embodies cultural heritage and social identity (p.53), meaning that learning a language is an encounter with the shared cultural background of speakers. When students of English as a second language are instructed in pronunciation, they are also indirectly learning about cultural contexts that have shaped the way that speakers use the language and that are evident in accents, for instance. Nevertheless, the author argues that for English speakers, there exists the idea of a standard language that respects spelling, grammar, pronunciation, and vocabulary, but this poses risks and threats to speakers who do not conform to this standard (p.68). This idea of a standardized way of speaking reduces the previously mentioned heritage and leads to stigmatization, which is why the myth around standard English should be addressed within the English classroom.

Moreover, Crystal (2003) points out that the incorporation of cultural awareness in language education can help break down stereotypes while fostering mutual respect. In addition,

Crystal also addresses the concern of having a determined “kind of English” (p.86), stating that this is, in fact, the result of the colonial origins of English, imposing the language over others and even over other variants of the same language. Crystal (2003) argues that “There was no competition from other languages, no crisis of linguistic identity on the part of the colonial power, and thus no threat” (p.84), inviting us to consider how the imposition of the standard language, even though it was not a risk for that variant itself, was a risk for other languages and therefore, other cultures.

Due to this character of standard and imposed English, second language learners might feel reluctant to speak and utilize the language acquired, recognizing their accents as an issue in the communicative act. Lippi-Green (2012) addresses this matter when she mentions that accent is, on occasions, for non-native speakers, an impediment in communication because of the negative social evaluation it receives (p.71). This means that the accent is socially attributed with a value that can range from positive when it is closer to the established standard to negative when it is different from it. Along with Lippi-Green, Jenkins (2000) emphasizes the importance of introducing second language learners to various English varieties to prepare them for real-world communication. Jenkins’s proposal is an opportunity for learners to appreciate the diversity in spoken English and challenge the dominance of commonly used variants. Exposure to different accents and dialects can develop in students a recognition of others but also of themselves, making them capable of appreciating their own nuances in spoken English.

Social Values in Education: An Opportunity in Pronunciation Instruction

This category explores how integrating social values into pronunciation instruction offers a meaningful opportunity to enhance both linguistic and personal development in young learners. Values such as self-esteem, teamwork, active listening, are not only essential for students’ social

growth but also support a safe and collaborative environment for practicing pronunciation.

Including these values in the study allows students to engage with language in a more purposeful way, promoting confidence, mutual respect, and critical awareness. By linking pronunciation to real-life interactions and reflective learning, this approach aligns with the study's aim to position language learning as a socially situated, transformative practice.

Self-esteem. Self-esteem is a social value that encompasses an individual's perception of their worth and their abilities. It involves having a positive self-image, confidence in one's skills, and a belief in one's potential (Rosenberg, 1965). Self-esteem affects how individuals handle challenges, interact with others, and pursue their goals. Besides, self-esteem enables people to approach tasks with confidence, embrace learning opportunities, and cope with feedback constructively. Thus, cultivating self-esteem is fundamental for overall development and social well-being according to Harter, 1999.

It is relevant to consider then what is the importance of teaching this value to second graders so for that reason, exploring self-esteem children is essential as it significantly impacts their performance, social interactions, and confidence. Children aware of self-esteem are more likely to engage in learning, persist through difficulties, and form healthy relationships (Branden, 1994). In educational settings, fostering self-esteem helps children to take risks, make mistakes, and learn from them without fear of judgment. This supportive environment encourages them to participate actively within the English classroom and which is particularly important in learning contexts where self-confidence plays a critical role in success (Harter, 1999).

In the context of English pronunciation instruction, fostering self-esteem can enhance the effectiveness of the learning process. When students are confident in their abilities and feel valued, they are more likely to engage in pronunciation practice and persevere through

difficulties (Branden, 1994). Self-esteem encourages students to view their pronunciation mistakes as opportunities for growth rather than failures. By creating a positive and supportive learning environment, English teachers can help students build the confidence necessary to improve their pronunciation skills and actively participate in class activities (Rosenberg, 1975), which means that they will have the ability to correct themselves and others, respectfully. Thus, integrating self-esteem-building strategies into pronunciation instruction not only supports linguistic development but also fosters a positive learning experience.

Active Listening and Teamwork. The second value considered in this research study is active listening and teamwork which are fundamental skills that involve, on the one hand concentrating, understanding, responding, and remembering what is being said during communication (Brownell, 2012) and on the other, interacting with others by recognizing each other's roles and importance within a same group. These values require the listener to engage with the speaker's message attentively and empathetically, thereby promoting effective and meaningful interactions. Such values not only help in comprehending information accurately but also demonstrates respect and validation towards the other (Rogers & Farson, 1987). These skills are crucial in different contexts, including educational settings, where clear and respectful communication is necessary for collaborative learning and problem-solving.

For that reason, teaching active listening and teamwork to children is important because it enhances their communication skills, improves their relationships, and supports their academic processes (Brownell, 2012). Active listening helps students to better understand instructions, engage more deeply in discussions, and collaborate more effectively with peers, while teamwork allows them to identify their and others' roles. By developing these skills, children can participate more meaningfully in group activities, resolve conflicts more constructively, and build stronger

and supportive relationships with their classmates (Rogers and Farson, 1987). Such impact in the EFL classroom impacts beyond the language usage and translates into individuals' capability of interacting with others is an aim of the selected school of the research as well.

Additionally, considering English pronunciation instruction, active listening plays a critical role in enhancing students' pronunciation skills and fostering teamwork. When students actively listen to their peers' pronunciation, they can provide constructive feedback and engage in collaborative practice (Brownell, 2012). This not only improves their own pronunciation but also strengthens their ability to work effectively in groups. For instance, by emphasizing active listening, educators can help students become more attentive to subtle pronunciation nuances and variations and finally, support each other's learning, thereby creating a more dynamic classroom environment (Rogers & Farson, 1987).

Responsibility and Autonomy. Responsibility and autonomy are crucial social values that involve taking ownership of one's actions and having the freedom to make decisions while being accountable for their outcomes (Deci & Ryan, 1985). Responsibility refers to the obligation to act ethically and fulfill one's duties, while autonomy involves the capacity to self-direct and make independent choices. Together, these values empower individuals to manage their actions effectively and contribute meaningfully to their communities (Grolnick & Ryan, 1987). Cultivating these values is essential for personal development and success in various aspects of life, including education and professional settings.

Teaching responsibility and autonomy to children is vital as it helps them develop self-management skills, decision-making capabilities, and a sense of ownership over their learning and behavior (Deci & Ryan, 1985). These values promote intrinsic motivation, as children learn to set their own goals, monitor their progress, and take initiative in their activities (Grolnick &

Ryan, 1987). By encouraging responsibility and autonomy, educators foster a learning environment where students are more engaged, self-reliant, and capable of handling challenges independently. This not only improves their academic performance but also prepares them for future responsibilities in personal and professional contexts.

Fostering responsibility and autonomy in the realm of English pronunciation instruction, can significantly enhance students' learning experiences. When students take responsibility for their pronunciation practice and set personal goals, they are more likely to engage in self-directed learning and seek out resources to improve their skills (Deci & Ryan, 1985). Encouraging autonomy allows students to explore different pronunciation strategies, reflect on their progress, and make informed decisions about their learning process. By integrating these values into pronunciation instruction, educators can help students develop greater confidence in their abilities and achieve more meaningful and sustainable improvements in their pronunciation skills (Grolnick & Ryan, 1987).

To conclude, the theoretical framework supports the idea that pronunciation instruction, when approached through both linguistic and social perspectives, can improve students' language learning experience. The integration of Second Language Acquisition theories with phonetic principles provides a solid basis for understanding how young learners acquire and produce spoken English. At the same time, incorporating social values into the classroom aligns with critical and sociocultural perspectives, emphasizing the role of education in fostering self-awareness, collaboration, and respect. Together, these concepts justify a pedagogical approach that not only develops oral skills but also encourages learners to engage meaningfully with others and reflect on their role within the learning process.

Chapter III: Methodological Framework

In order to obtain an answer to the proposed question, the present study follows a qualitative research methodology to better understand the phenomenon of how pronunciation instruction affects the English classroom while exploring social values. In this way, this part of the study will delve into what qualitative research and action research are and why they were selected for the research. Next, the chapter will present the setting and participants and how they were selected for the development of this study; this will show insights into both the institution's pedagogical position and the students' profile, as well as review the commitment of the school towards English as a foreign language. Then, the data collection instruments used are presented and discussed and the data analysis theory followed. Finally, the chapter discusses ethical issues that were considered while developing the study.

Research Type

This study employs qualitative research to explore the phenomena that arise from the research question, involving an interaction with the observation subjects. Qualitative research is understood as “a set of interpretive practices that make the world ‘visible,’ transform it, and become a series of representations in the form of observations, annotations, recordings, and documents” (Hernandez, Fernández, and Baptista, 2014, p.9). In this way, it develops research more typical of the social and anthropological sciences fields; it involves seeking a change in society, starting by understanding the subjects on which the study focuses in order to transform the rest of the population.

Qualitative research is employed in this study, as it allows researchers to understand the effects of instruction on pronunciation through the exploration of social values that potentially lead to a development of self and group awareness in the class. Moreover, this approach

highlights the understanding of the subjects thanks to the data collection instruments that qualitative research permits, such as open interviews. Finally, it is advantageous because it allows for an enrichment of research since it is not a unidirectional process between facts and interpretations (Hernández, Fernández, and Baptista, 2014), but a constant feedback loop between these two aspects.

Research Approach

The selected research approach for the present study is action research, commonly used in the qualitative field. This approach implies the participation of both the researcher and the participants since, as stated by Merriam and Tisdell (2016), “it not only seeks to understand how participants make meaning or interpret a particular phenomenon or problem... it also usually seeks to engage participants at some level in the process...” meaning that participants are provided with an active role within the research, which is guided by the researcher and the study motivations. Although it is important to note that unlike participatory action research, participants are engaged in order to meet their needs but do not necessarily take the role of a researcher (Merriam & Tisdell, 2016, p.58). Among the main characteristics of action research is the aim to address a particular problem and improve it through practice, as well as to “develop and maintain social and interpersonal interactions that are non-exploitive and enhance the social and emotional lives of all people who participate” (Stringer, 2014, p.23 as cited in Merriam & Tisdell, 2016), referring to the way the practice can have positive results among the participants and the research environment.

Therefore, using action research will provide the opportunity to make interventions within the English classroom and gain insights into how students respond to English pronunciation instruction and the social values taught, with the intention of improving their language speaking

skills while creating a sense of self and group-oriented awareness among the participants.

Moreover, action research allows the study to create a plan for development once in the classroom, since, as stated by Merriam and Tisdell (2016), this research approach can be divided into phases, which are:

Initially, the researchers plan what they are going to do as the first step; in the next phase, they act or implement what they have initially planned; in the third phase, they observe what happened as a result of the action; and in the fourth phase, they reflect on what they will do next as a result of the data they have collected and analyzed in the first cycle.

(p.51).

In conclusion, action research offers the opportunity to not only identify the presence of a phenomenon within the classroom but also to actively address it and seek improvements that can be achieved through the development of activities that foster changes in the EFL classroom. This approach considers the interests and perceptions of the participants, allowing for a collaborative effort to address the challenges surrounding them.

Setting

The school selected for the development of the study is Instituto Pedagógico Nacional. The school is located in Usaquen, one of the districts within Bogotá. The IPN is selected for the research due to its proximity and links with Universidad Pedagógica Nacional. Both, the mission and the vision of the school, evidence their relationship with the university and the importance to not only prepare student for the society but also help pre-service teachers that will shape the school students' path of knowledge and culture. The IPN, according to their PEI (Proyecto Educativo Institucional, 2019), searches to work in their students four major fields that are: corporal (physical abilities), personal and social (decision taking and establishment of social

relations), expressive (referred to communicative competences) and scientific-technological-logical (problem solving abilities), in order to accomplish their educational and social purpose. It is also important to mention that IPN “opta por asumir al estudiante como la razón de ser del proceso educativo, y al maestro como el delegado por la sociedad para formarlo desde una perspectiva humana e integral” (p.22). Defining this way the role of both educational agent and in relation to the foreign language formation, the IPN is committed to developing the communicative competence in their students to facilitate the access to knowledge and cultural exploration so for this reason, training in foreign languages such as English, French and German is fostered within the school with the purpose to “motivar y mantener el interés del estudiante por la comunicación en L.E”. In addition to this, the school has a Foreign Language Room (Sala de L.E) with computers and internet access for students to take advantage of digital tools that can help them to interact with the language; apart from this, they also have an English textbook with audiovisual material. The IPN also has the ‘Centro de Recursos’, designed for the English Language teaching in primary school. Hence, the research aims to promote values while seeking new perspectives in the EFL classroom that can offer teachers and students new ways to integrate social aspects into language learning.

Participants

Participants selected for this study are primary school students who are currently in Second grade. Students' ages range from 7 to 8 years old and only one student is 9 years old. The classroom has a total of 25 students and from this number, 12 are female students and 13 are male students. Participants, due to their ages, have different interests in music and arts, such as drawing; therefore, activities proposed for their level include crafts and creative classroom activities.

The sampling method to select participants was convenient selection, due to the main fact of the IPN proximity and links with the UPN. Convenience sampling is a non-probability sampling method that bases the selection on the easy accessibility and availability of participants while also being chosen for its practicality and cost-effectiveness, particularly in studies with limited resources or time constraints (Trochim, Donnelly, 2008, p.89). This sampling method is selected for the beforementioned characteristics but also since as pre-service teacher, the participants have established schedules that allow to have an option on when to intervene depending on their own time availability. However, it is also important to acknowledge that participants selected through convenience sampling might not be sufficient to represent a boarder population for the study.

Data Collection Instruments

As a means to gather information for the research and in accordance with the research type and approach, the following instruments are discussed in this section and are the ones selected for this purpose.

Field Notes

As the first data collection instrument, field notes are used in this qualitative research, following a structure that allows for the identification of key elements of the session as well as the researcher's own interpretations. (See Appendix A.). Field notes are tools that allow detailed and descriptive records of observations, interactions, and experiences made by the researcher, in this case, in the teaching context. Field notes offer the researcher the possibility of having a record of data such as the context, the students' reactions and interactions within the class, and the researcher's own interpretations of these factors. In addition to this, as Emerson et al. (2011) state, "field notes are typically written in a narrative format, incorporating descriptive language and personal reflections while maintaining objectivity and accuracy" (p.97), so the role of the

researcher is also to be an observer who keeps a record of as much objective detail as possible. It is for this reason and for their flexibility that field notes were selected for this research project since they enable the researcher to have records of important aspects of the pre-service teacher class and the students' interaction with both the English pronunciation and the values addressed in the class. This instrument will allow the researcher to gather personal reflections on how students are responding to both aspects of the project (pronunciation and values) and from this be able to have a self-reflective feedback space to evaluate the method and activities developed.

Questionnaire

Questionnaires are a widely used tool in research to gather information directly from participants, typically in the form of structured or semi-structured questions. They allow researchers to collect data on specific topics of interest, making them an efficient means of capturing quantitative and qualitative information from a large group of participants.

Questionnaires can be administered in various formats, such as paper-based, online, or via interviews, depending on the research context and the nature of the participants. They are particularly useful in educational settings where researchers need to assess students' knowledge, attitudes, or experiences systematically. According to Cohen et al. (2018), questionnaires are effective in providing a broad range of data, which can be analyzed to identify trends, patterns, and correlations relevant to the research question.

In this study, questionnaires were selected as a data collection instrument due to the possibility to capture students' perspectives on English pronunciation and the social values being taught. Given the age of the participants, the questionnaire was designed to be simple and engaging, ensuring that the questions are age-appropriate and easy to understand. A sample of the questionnaire can be found in Appendix B. The use of a questionnaire provides the opportunity to

gather insights into how students perceive pronunciation activities and the integration of social values in the classroom. This data is crucial in understanding the effectiveness of the teaching methods used and how they resonate with the students. Furthermore, the questionnaire provides a way to quantify students' responses, offering a complement to the qualitative data collected through field notes and audio recordings. By using these various data collection instruments, the research can achieve a more comprehensive understanding of the effects of pronunciation instruction on the students' language development and their awareness of social values within the classroom, (Cohen et al., as cited 2018).

Data Analysis Approach

In order to analyze the data collected, grounded theory was used as the guiding approach for analyzing the information collected during the intervention. As stated by Hernández, Fernández, and Baptista (2014), grounded theory allows for the systematic construction of categories that emerge directly from the data, rather than being imposed beforehand. This approach is particularly useful for understanding the complex and contextualized experiences of learners within the classroom. Through continuous comparison and revision of data, such as field notes, questionnaires, and audio recordings, this method supports an in-depth interpretation of students' linguistic and social development. Grounded theory values the connection between what participants express and how meaning is built, making it suitable for action research contexts. Lastly, it is important to note that this method contributes to revealing patterns in learners' responses and allows the research to remain open to new insights throughout the analysis process.

It is also important to mention that for this research study, the three categories of analysis identified emerged through a close and systematic review of the data collected. During a coding

process, recurring themes and patterns were identified by examining students' responses, behaviors, and classroom interactions. Initially, coding was applied to highlight relevant observations, which were later grouped into more focused categories. As elements such as repetition, peer feedback, and phoneme recognition appeared consistently across the data, the first category *Linguistic and Pronunciation Practice* was defined. Similarly, students' increasing ability to self-correct and support each other led to the category *Self-regulation and Correction Skills*. Finally, observations and reflections around students' openness to different accents, their sense of autonomy, and classroom respect contributed to the development of the third category: *Critical Awareness in Pronunciation*. These categories reflect the connection between pronunciation instruction and social values as experienced by the learners.

Timeline of Activities

The following charts presents the timeline established of the research process, taking into consideration the design of the research and all the stages of the study such as the problem selected, the selection of the methodology and the implementation of the instruments. Each one of the stages was planned to ensure a coherent development of the research study.

Timeline of Activities	
Semester	2023-1
Activities	Dates
Classroom observations and delimitation of the research proposal.	August - November
Semester	2024-1 – 2024-2
Activities	Dates

	Februar y – March	April – June	July – August	Septembe r - November
Methodology approach and data collection instruments selection				
Design of classroom intervention and activity planning				
Implementation – Cycle 1				
Implementation – Cycle 2				
Implementation – Cycle 3				
Data collection through field notes and questionnaire				
Data analysis and categorization				
Final writing and final version of research document				

Ethical Considerations

Given the nature of the participants, who are second graders in primary school, different ethical considerations become relevant. Firstly, obtaining consent is obligatory for the development of this research due to the participants' ages; therefore, an informed consent form was provided to their parents or guardians to be signed before starting the project's intervention. The consent form clearly states the purpose of the investigation, the origin of the study, and the

potential benefits of participating in the research so parents could comprehend the information presented and feel comfortable expressing their willingness to let their children participate. Additionally, taking into account that confidentiality is especially relevant when working with minors, in order to protect the participants' information, data will remain anonymized. Secondly, it is important to acknowledge that the selected topic for the class intervention must be handled with sensitivity, so the researcher must ensure a safe and supportive environment for the second-grade students, prioritizing the well-being of the participants. This involves looking for a balance between the educational benefits of pronunciation instruction and the potential emotional impact of exploring the social values selected, ensuring a positive and respectful research experience.

Chapter IV: Instructional Design

The following chapter addresses the design that guides the methodology for the pedagogical intervention of this action research. In this chapter, the vision of language, learning, learner, and teacher is discussed to delve into the concepts that guide the pedagogical intervention and the information collecting process. This chapter provides an understanding of, firstly, the language perspective guided by authors such as Van Lier and Tudor, reviewing the ecological perspective on this matter. After that, the notions of learning, the learner, and the teacher are discussed, taking into account the aforementioned language perspective but also acknowledging the transformative role that these agents have in the educational process.

Vision of Language

Language is viewed here as a dynamic system, constantly evolving, and adapting to diverse communicative contexts. An ecological perspective on language provides insight into how different elements relate to language. As van Lier (2004) states, this vision emphasizes the connection of different linguistic elements, social interactions, and cognitive processes. By integrating insights from cognitive linguistics (Evans & Green, 2006) and sociocultural theory (Vygotsky, 1978), this perspective elucidates how language reflects and shapes individual perspectives and cultural practices. This perspective can be compared with Tudor's (2001) notion of language as a tool for communication and for constructing meanings within social and cultural environments. From this perspective, language is not something static or something that does not alter depending on the individuals but is rather shaped by ecological factors such as social interactions, cultural practices, and environmental influences. Therefore, studying language from an ecological perspective involves examining its intricate relationship with the context in which it

operates, emphasizing the interconnectedness between language, individuals, and their environment.

It is important to consider that, according to Van Lier (2004), language is not only a means of communication, but also a medium for construction and negotiation of meaning that take place within social interactions (p.168). Moreover, Tudor (2001) further emphasizes the socio-cultural aspects of language, arguing that language use is deeply embedded within social practices and cultural norms. From this viewpoint, language is not merely a set of grammatical rules or vocabulary, but rather a complex system of symbols and meanings that are shaped by the social and cultural contexts in which it is used.

Vision of Learning

Based on critical pedagogy (Freire, 1970), this study's vision of learning emphasizes the cultivation of critical consciousness and active citizenship among learners, which is also promoted at the institution where this study took place. Freire (1970) prioritized the development of critical consciousness and active citizenship among learners. This approach transcends traditional paradigms, aiming to empower students to critically engage with the world around them and create positive change. Furthermore, Tudor (2001) further elucidates this vision by emphasizing the importance of understanding the multifaceted reality of teaching. It involves not only the perspectives of students and teachers but also considers the influence of various elements on classroom dynamics and educational practices. By acknowledging these complexities, educators can better adapt their approach to foster meaningful learning experiences that reflect students' realities. Additionally, following this critical view of learning, Giroux (2011) underscores the significance of education as a tool for social transformation. Through a lens of critical pedagogy, Giroux advocates for an educational framework that goes beyond the mere

transmission of knowledge, aiming instead to cultivate a sense of agency and critical consciousness among learners, which is vital to the learning process. By motivating students to critically analyze their own culture and social environment, educators contribute to the fulfillment of the institution's mission and the promotion of culturally aware students.

Vision of Learner

The role of the learner is to perceive themselves as an active agent of inquiry and transformation in the educational process. By fostering the dialogue, the critical learner engages in authentic, meaningful learning experiences that transcend to social related issues that surround them. In order to understand the vision of the learner it is relevant to consider Tudors' perspective on the matter since, as the author emphasizes, learners need to be perceived as active participants in the learning process, embracing their autonomy in shaping their own linguistic development. In this context, the learners are viewed as individuals who bring their own unique experiences, perspectives, and cultural backgrounds to the learning setting. On the other hand, Freire (1970) highlights the transformative potential of education in fostering critical consciousness and social action, suggesting that language instruction should not only focus on the linguistic proficiency but also on developing learners' ability to critically analyze and respond to social differences. For this reason, the learners in this research project are perceived as participants in a process of critical inquiry, where they will be guided to explore and discuss school-related social issues, while simultaneously developing their English language skills and arising their critical thinking abilities.

In the context of this study, this perspective allows to have preparation of the design of instructional strategies that prioritize meaningful communication and interaction, aligning with the vision of empowering learners to actively participate in class discussions.

Role of the Teacher

In this pedagogical intervention the teacher is a facilitator of the learning environment. The teacher provides learners with tools to improve language acquisition and promotes critical thinking within the classroom. The teacher fosters a learner-centered approach. That is, as Kumaravadivelu (2006) underscores, the teacher's role as a facilitator of the learning process, emphasizing the creation of an appropriate atmosphere where language acquisition can take place within the classroom. This facilitation extends beyond traditional methods, incorporating innovative tools and strategies to enhance language learning. Moreover, Ellis (2008) accentuates the teacher's relevant role in fostering linguistic and socio-cultural competence among learners. By integrating language development with cultural awareness, the teacher provides students with essential skills for effective communication in diverse communicative and social contexts. Through a learner-centered approach, the teacher empowers students to take ownership of their learning journey, thereby promoting autonomy and self-directed learning.

Furthermore, Pennycook's perspective on critical consciousness adds another idea to the teacher's role, emphasizing how teachers can foster critical thinking skills within the classroom. By encouraging students to question, analyze, and evaluate language use and social norms, the teacher raises a sense of critical awareness essential for navigating the complexities of language and culture. In essence, the teacher serves as a catalyst for intellectual growth, guiding students towards not only linguistic proficiency but also a deeper understanding of the socio-cultural implications of language. By embracing these roles as facilitator and promoter of critical consciousness, the teacher becomes instrumental in shaping well-rounded individuals equipped to discover and question the context in which they are immersed.

Pedagogical Intervention

The intervention is planned to be developed through speaking and listening activities. Along with this, due to students' ages, it also proposed the idea of integrating games within the classroom as a way to engage students during the lessons.

Cycles of Activities

The following plan of activities describes the activities planned for the pedagogical intervention.

First Cycle: March - April				
Aspect/Value: Recognition of the self and other				
Session	General Objective	Skills objectives	Contents	Activities
1 st	Recognize through the introduction of characters, positive qualities, and expressions to start promoting self-esteem and positive self-perception.	Practice vocabulary about animals and adjectives and their corresponding pronunciation.	List of vocabulary and introduction to self-esteem as a value.	Short story to introduce the animals and their own characteristics. Students draw and complete short sentences to identify the name of the animal and the characteristic given.

2 nd	Through listening activities with varied accents, students will engage in the class to gain confidence to pronounce words and be able to share their own positive qualities.	Practice vocabulary and their corresponding pronunciation. Recognize different spoken accents.	Audio/Video recordings with accents and list of vocabulary related to adjectives	Listening activity on different English spoken accents. Activity will focus on the differences while highlighting the own positive qualities recognizes on themselves following the structure of the sentence given in previous class.
3 rd	Relate characters and themselves by creating a new character that highlights their positive qualities through the development of a short story or dialogue.	Explore creativity and the correct use of English sentences worked before.	Material created for students to design their character.	Students will create a character that highlights their own qualities and the ones they have shared in previous class. With craft material, they will design the character and will present it using dialogues or short stories. Reflection will take place to explicitly share with students the value

				worked during the three sessions.
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Second Cycle: May - August				
Aspect/Value: Recognition of the self and other				
Session	General Objective	Skills objectives	Contents	Activities
1 st	Recognize vocabulary related to countries and transportation.	Recognize vocabulary related to countries and transportation; Practice repetition of words and phrases.	Vocabulary related to countries, customs, sports, and means of transportation.	Vocabulary activities; Repetition drills; Role-play game in teams. Students will be able to use the vocabulary and use it along the sessions and using the material provided by the school that also contains songs,

2 nd	To recognize characteristic elements of English-speaking countries while differentiating variations in accents.	To identify different spoken accents with their own pronunciation and intonation features and be able to identify the vocabulary given despite the accent.	Game rules and game roles that are part of the activity. Vocabulary proposed in previous session and usage of also vocabulary given in advance.	Students will be assigned separate roles such as Timer, moderator, explorer in order to participate in game activity. Game is planned to be in groups of 4 and students will be completing missions and exchanging elements according to the rules give,

Third Cycle: September-October				
Aspect/Value: Responsibility and autonomy				
Session	General Objective	Skills objectives	Contents	Activities
1 st	Introduce the concept of responsibility through familiar	Practice vocabulary related to daily routines and	List of vocabulary (e.g., chores, daily routines),	Storytelling session where characters demonstrate

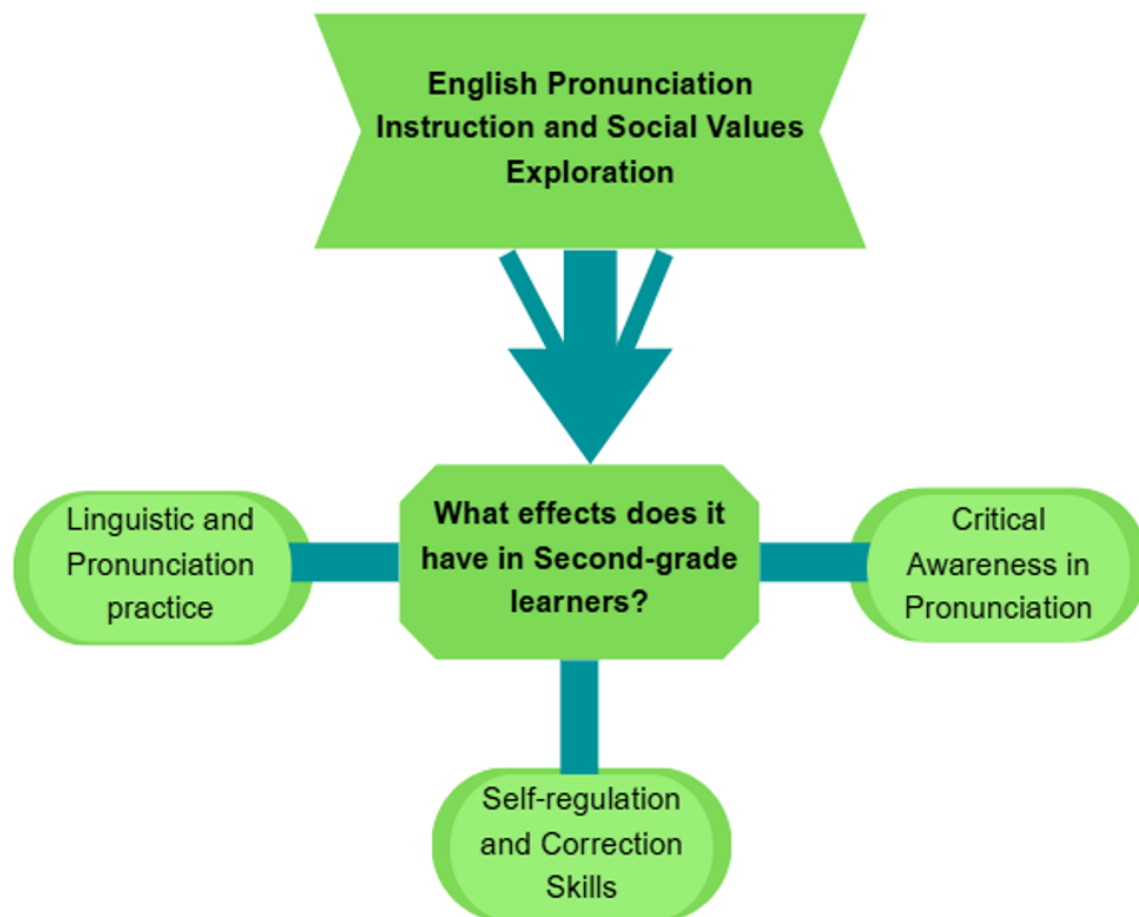
	situations and characters, encouraging students to identify their own responsibilities at school and at home.	responsibilities and understand their importance.	introduction to the concept of responsibility.	responsibility. Students will discuss the responsibilities they have and illustrate a daily routine in a comic strip.
2 nd	Explore autonomy by allowing students to make decisions in classroom activities, emphasizing the importance of making choices and taking responsibility for them.	Practice decision-making vocabulary and sentence structures. Enhance listening and speaking skills through decision-making scenarios.	Vocabulary on choices and consequences, listening activities with scenarios requiring decision-making.	Students will see different type of situations, events, such as a pet show, a shopping in the super market to familiarize and also situations to express their likes and dislikes to show their own opinions.

Chapter V: Data Analysis

This chapter addresses the data analysis of the present research, taking into consideration the data collected through field diaries and questionnaires, during the development of the study. This analysis follows the grounded theory approach, and it is structured around three main categories: *Linguistic and Pronunciation Practice*, which addresses skills developed as word associations and distinction of phonemes; *Self-regulation and Correction Skills*, that encompasses self-correction, peer feedback and self-awareness; and *Critical Awareness in Pronunciation*, that overviews the importance of approaching pronunciation from a critical perspective that goes beyond the ideal of the standard English pronunciation. Together, these categories support the understanding of the effects of pronunciation instruction while exploring social values.

The data analysis presented into the three categories addressed in the chapter follows the principles of the grounded theory approach, since it allows categories to emerge organically from the data collected. The data analysis aims to ensure that the findings reflect the actual experiences and perceptions of students, providing a more accurate representation of their interaction with both values and pronunciation. This approach supports a deeper understanding of how pronunciation instruction affects learners and highlights the social factors that take place when fostering social values with second-grade students. By analyzing field-diary entries and the questionnaire applied, the study allows us to both describe the effects that English pronunciation instruction has on the improvement of oral and social skills and identify the perceptions and experiences of students towards the social values.

Figure 1. *English Pronunciation and Social Values Exploration: Categories of Analysis*



Linguistic and Pronunciation Practice

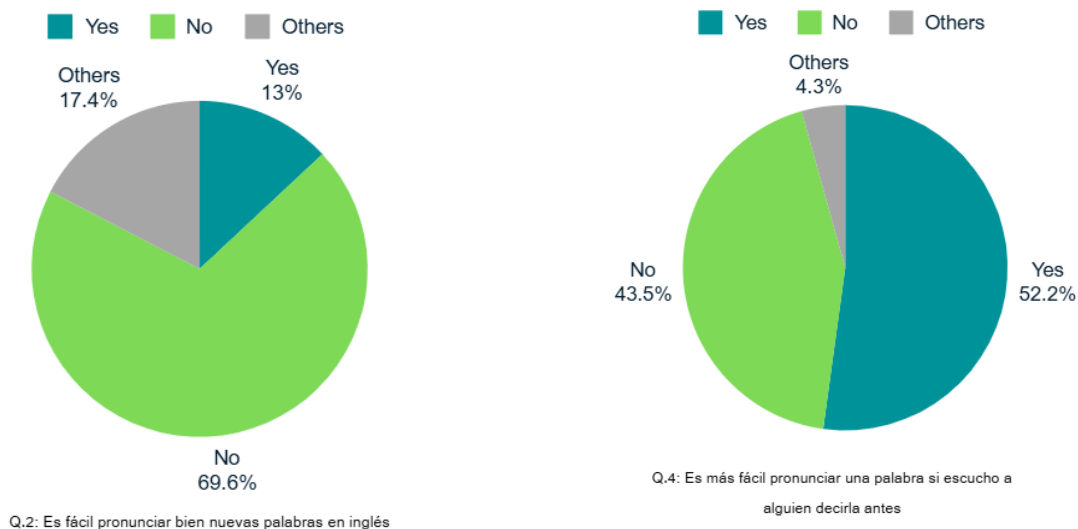
This category explores the linguistic skills students developed when learning English pronunciation and the effects it has on their speaking skills. Through different pronunciation activities, students were able to practice their spoken English, leading them to develop skills for repetition, word association and skills to distinct English phonemes different from the ones in their mother tongue (Spanish).

To deeper understand this category, it is important to mention that findings related, are that students exposed to pronunciation instruction were provided with skills that help them to generate appropriate production of sounds while promoting students' comprehension of spoken English, especially in real-world communication where accents and dialects vary. This means, students were able not to only produce the English sound but also develop a greater awareness of how pronunciation influences communication.

In order to explore the aforementioned outcomes, firstly, it is possible to notice that for students, it is easier to pronounce a word appropriately, after hearing the word being pronounced before either by the teacher or by the material brought for the lessons, meaning that repetition is an important aspect when it comes to pronunciation skills. As evidence taken from the questionnaire applied, and taking students responses (see Appendix E.), Question No.2 refers to how easy it is for students to pronounce a new word and Question No.4 refers to if it is easy to pronounce a word after hearing its pronunciation before. As shown in Figure 2., results provide insights into this aspect since in Question No.2, only 3 students agreed that it is easier to pronounce new words, while in Question No.4, 12 students agreed that it is easier to pronounce a word if they have heard it before.

Figure 2.

Questions No.2 and No.4 results taken from questionnaire applied.



Note. Total of students' responses = 23. In question No.2 'Others' corresponds to comments as "Mas o menos", "Regular", "A veces". In question No.4 'Not sure' corresponds to comments as "A veces".

These findings suggest that, from students' perspective, exposure to pronunciation instruction through repetition plays a crucial role in enhancing students' oral skills. In addition, field diaries entries have also shown that students frequently repeat a new word properly after the word has been presented to them, as observed in Field Diary entry No.3

"Students were able to repeat and imitate the pronunciation of a list of 9 words related to transportation (bus, car, boat, helicopter, plane, truck, motorcycle, tractor, bike) and as they heard and repeated, their pronunciation was more accurate than at the very first listening of the word". (lines 13-17).

Additionally, students' responses and field diary observations reinforce the importance of repetition and listening in pronunciation practice. For instance, students consistently improved their pronunciation of new words when exposed to teacher modeling or audiovisual materials.

These practices align with Krashen's Input hypothesis, which states that language acquisition relies on exposure to comprehensible input (Krashen, 1985).

Secondly, in this category of analysis, word association also takes a role within the findings since students were able to identify the pronunciation patterns of a word or sentence by relating on previous known structures. As noted in Field Diary entry No.3

"...after hearing the audio, [students] repeat the easiest words for them or the ones that they already knew, such as car, bus, and helicopter". (lines 6-8).

This supports the idea that associating words from the first language can help to produce more accurate sound in the foreign language. Moreover, Best and Tyler (2007) emphasize that learners categorize unfamiliar sounds based on their closest equivalents in their native language (p.96), which explains why words that share phonetic characteristics with Spanish were easier to produce. The questionnaire results also reinforce this idea, as students expressed greater confidence in pronouncing familiar words compared to more complex vocabulary (Question 2, Figure 2). This suggests that integrating word association strategies into pronunciation instruction can scaffold students' learning, making them more aware of phonetic patterns and improving their ability to generalize pronunciation rules to new words.

Thirdly, to identify other findings related to this category, it is important to address the skills students developed to relate and differentiate pronunciation from their mother tongue and the foreign language. Example of this, is that beyond recognizing words that they were familiar with, students also started differentiating phonemes that do not exist in Spanish, such as the English /θ/ and /ð/ sounds, which are often present in word as *Think* or *Them*, accordingly, that were actually introduced in lesson No.1. An example of this distinction as well, is present in Field

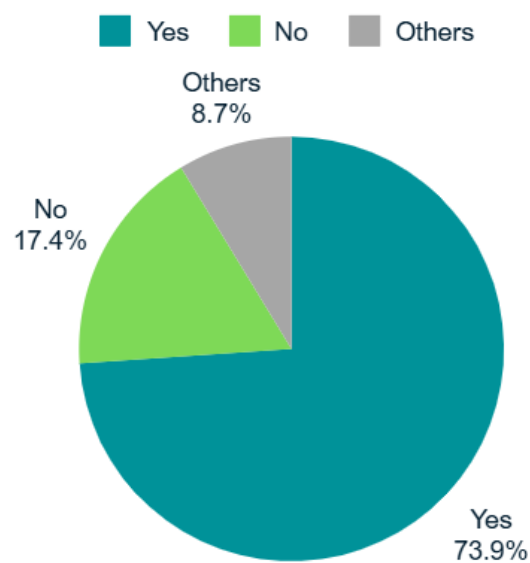
diary entry No.6 when it states that students struggled at the beginning of lesson, with the pronunciation of words such as *Think* and *This*, frequently pronouncing them as / t'ink/ and / d'is/, following Spanish phonetic rules. However, after exposure to pronunciation and guided repetition, students gradually identified and applied the appropriate sound.

This highlights Flege's (1995) Speech Learning Model, which suggests that early exposure and repeated practice in a second language allow learners to form new phonetic categories instead of relying on their native language system (p.238). Additionally, Best and Tyler (2007) emphasize that phonological awareness increases when learners actively compare the sounds of both languages, as observed when students noticed differences between vowel pronunciation in words like "lion" (/laɪən/) and its Spanish counterpart "león" (/le'on/), as also shown in Field Diary entry No.7

Lastly, the category of *Linguistic and Pronunciation Practice*, also has its supports in the student's improvement of the spoken ability and their motivation in English pronunciation instruction, since according to Questionnaire results, an amount of 17 students agreed that their pronunciation improved during the year of intervention as it shows the following:

Figure 3.

Question No.8 results taken from questionnaire applied.



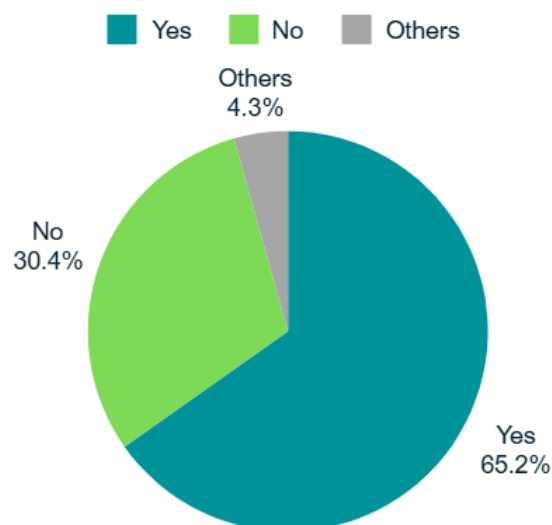
Q.8: Mi pronunciación ha mejorado este año

Note. Total of students' responses = 23. 'Others' corresponds to comments as "Mas o menos" given from 2 students.

And in terms of motivation and engagement, this can be evidenced in Question No.7, since 15 students (Figure 4) answered positively to the question that refers to if they would like to have more pronunciation instruction activities within the EFL classroom.

Figure 4

Question No.7 results taken from questionnaire applied.



Q.7: Me gustaría hacer más actividades de pronunciación

Note. Total of students' responses = 23. 'Others' corresponds to comments as "*Creo que sí*".

To sum up, the findings demonstrate that pronunciation instruction significantly contributed to students' ability to recognize and produce English sounds. Through structured activities involving repetition, word association, and phoneme differentiation, students improved their pronunciation and comprehension of spoken English. Furthermore, students gradually became aware of phonetic differences between both languages, their native and the foreign one, reinforcing their ability to apply appropriate pronunciation strategies. These results highlight the importance of integrating pronunciation instruction with listening and repetition-based activities to strengthen oral skills in young learners.

Self-regulation and Correction Skills

This category explores students' development of self-regulation and correction skills, focusing on their ability to self-monitor, correct their own mistakes and provide feedback to

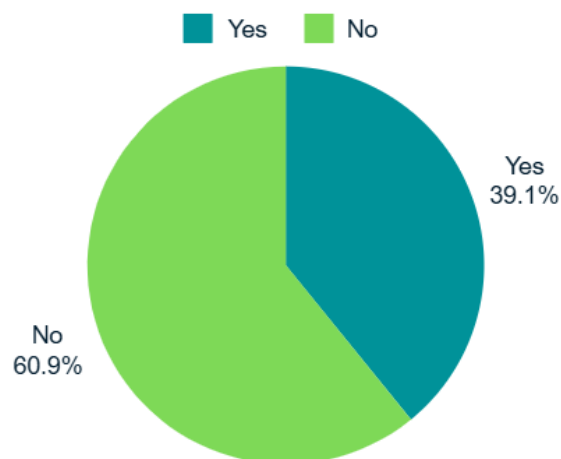
others. Together, self-regulation and peer correction contribute to building a supportive and reflective classroom dynamic essential for effective language acquisition.

In addition, to explain this category it is also important to mention certain positive attitudes evidenced in students as greater confidence or autonomy that relates to some of the values fostered within the English classroom. These attitudes take part in their self-regulation and correction awareness.

To begin with, self-regulation emerged as a relevant category in this analysis after reviewing the data collected. In first instance, according to questionnaire results, and as it shows Figure 4., Question No. 6 shows that although 39.1% (9 students) of students reported feeling embarrassed when making pronunciation mistakes, most of the group (14 students that represented the 60.9% of the group), reported a more resilient attitude agreeing that they don't get negatively affected when mispronouncing a word, which also reflects an emerging balance between self-assessment and constructive learning. According to Swain's Output Hypothesis, producing language and receiving feedback help learners refine their skills and develop self-awareness (Swain, 2005, as cited by Pannell et al., 2017).

Figure 5

Question No.6 results taken from questionnaire applied.



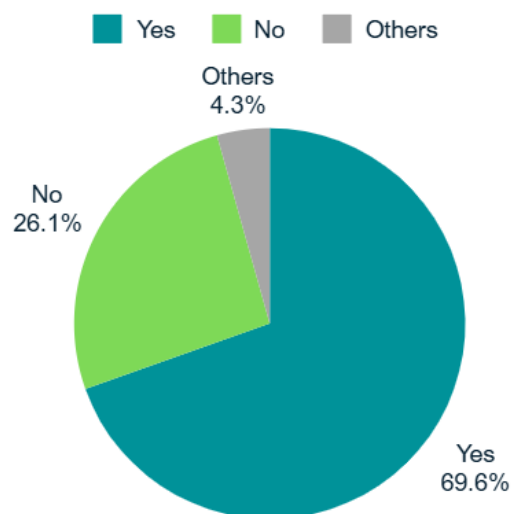
Q.6: Me siento mal o con pena cuando pronuncio algo incorrectamente

Note. Total of students' responses = 23.

Moreover, data also provided information about the importance that participating in a group has for students, since group work provides the possibility to not only feel more confident but also to achieve better results considering the peer feedback that they receive from others. According to Question No.9, 69.5% of the students (16) agreed that for them, it is easier to speak the language if they are in a team or group work, meaning that having support from others and having the possibility to regulate the practice and it is an important aspect while practicing a foreign language.

Figure 6

Question No.9 results taken from questionnaire applied.



Q.9: Hablar en inglés es más fácil en grupo

Note. Total of students' responses = 23. 'Others' corresponds to comments as "No tanto" given from 1 student.

To continue, this category also offers the possibility to review the students' willingness to engage in peer correction and self-reflection, which aligns with Deci and Ryan's (1985) concept of autonomy in learning, where taking ownership of progress enhances motivation and long-term development of these abilities. In this sense, it is observed that students who successfully pronounced difficult words enjoyed being recognized for their achievement, reinforcing their motivation to engage in further practice, as Field Diary entry No.11 shows:

"Once students know the correct pronunciation, they are aware of this and tend to keep pronouncing the same way. Also, they tend to correct themselves and they even like to be recognized when they pronounce correctly". (lines 17-20).

In addition, peer correction was evident during lessons, since according to data collected, students frequently corrected one another's pronunciation as seen with Student No.23, who attentively listened to their peers and adjusted her pronunciation as entry reports:

“Student No.23 is usually attentive to others, and she pronounces the word correctly for herself after hearing a mistake made by others in the group”. (Field Diary entry No.1, lines 24-27)

To conclude this idea, it is important to acknowledge that the integration of pronunciation instruction with activities emphasizing social values facilitated linguistic improvement and fostered positive attitudes among second-grade learners. By language and phonetic practice, students are able to achieve an appropriate pronunciation of English words however, students are open to having their own ways of pronouncing a word and not necessarily fulfilling a native-like pronunciation. Along with this, by recognizing and fostering positive attitudes in students, they can achieve levels of confidence by recognizing value in themselves and in others, allowing participation and engagement within the class. Finally, by supporting self-regulation, for example, intervention empowers students to actively participate in their learning process, reinforcing both linguistic competence and social skills. These results underscore the efficacy of structured, value-oriented approaches to teaching pronunciation from a different perspective in EFL classrooms.

Finally, this category allows to understand that students' development of self-regulation and correction skills was evident through their ability to self-monitor, correct pronunciation mistakes, and engage in peer feedback. Most students showed resilience when mispronouncing words, fostering a positive learning environment that encouraged improvement rather than

discouragement. This is supported by questionnaire results, where a significant 60.87% of students reported that they 'do not feel bad or embarrassed when they mispronounce something incorrectly', while a high 95.65% affirmed that they 'feel good when they pronounce something correctly'. In addition, the role of peer collaboration was crucial, as group work provided a space for students to practice and correct each other in a respectful way. Additionally, self-awareness was a key factor in pronunciation improvement and social development, as students took ownership of their progress, reinforcing motivation and confidence.

Critical Awareness in Pronunciation

This category explores the critical awareness fostered within the group of students and their critical understanding of pronunciation, particularly in relation to the idea of native-like accuracy. The category is also supported by attitudes fostered within the classroom that reflect the students' positioning towards the language and the others. Through pronunciation instruction, students, as discussed previously, not only worked on their pronunciation skills but also engaged in experiences that invited them to challenge the English pronunciation norms.

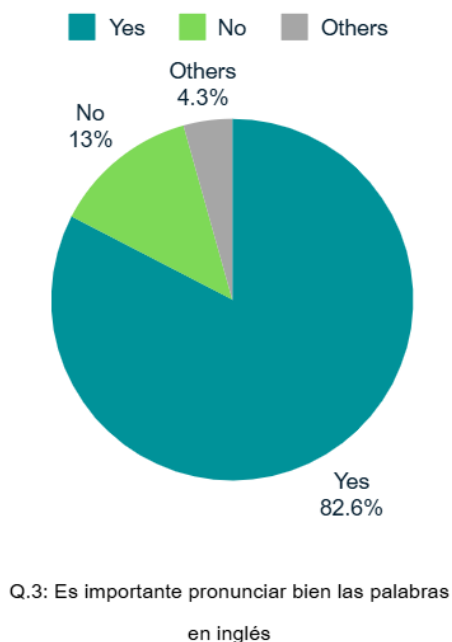
To discuss this category, it is necessary to clarify that critical awareness in pronunciation refers to how pronunciation is being addressed from a different perspective that challenges the traditional view of correct pronunciation as native-like models, which can create unnecessary pressure on learners and limit their confidence in speaking. However, during the different sessions that took place with students, they were encouraged to participate in spoken activities, understanding that effective communication does not necessarily require an established native-like accent. As Jenkins (2000) argues and as it was discussed along the theoretical discussion, pronunciation teaching should focus on the intelligibility of communication rather than the native-speaker standards. In addition to this, pronunciation activities done in the classroom, in

which students were exposed to audio material presenting different English spoken accents, played a role in fostering respect and openness toward different ways of speaking.

In order to start, to review what are students' perspectives about pronunciation, it is crucial to better understand their relationship with language and pronunciation practice. For instance, from questionnaire, Question No.3 shows that 19 students (Figure 7) consider important to pronounce words correctly in English, indicating an understanding of pronunciation's role in speech. However, this emphasis in students' perspective does not necessarily suggest a focus on native-like pronunciation but rather a concern for clarity in communication.

Figure 7

Question No.3 results taken from questionnaire applied.



Note. Total of students' responses = 22. 'Others' corresponds to Unanswered.

In addition to this, during different sessions, which were recorded in the diaries filled following a guide (see Appendix. D), shows as session No. 3 and No. 10, students were exposed to audio material that used different English spoken accents to start introducing varieties of accents and pronunciation. During these sessions, it was possible to observe that students struggled to differentiate between accents but gradually they identified variations in the speech, however they were able to identify the word provided regardless of the accent. As noted:

“Once they finished [listening to the audios], they were also asked to tell if they were able to notice any difference between all the accents, but students didn’t react to it. After asking, they were just mentioning the differences they noticed between the voices but not the accents themselves. Audio was played once again and this time, some students were imitating what they heard and most noticeable differences, for example the pronunciation of “can run” when the Indian accent was played”. (Field Diary entry No.2, lines 27-32)

The above diary entry had as objective to identify reactions to different spoken accents and the students’ perceptions about these accents. While initial observations showed a focus on vocal differences rather than distinct accents, the subsequent imitation, coupled with the absence of any negative or prejudiced reactions, suggests that students are remarkably open to spoken diversity. This aligns with the idea that at this young age, learners do not necessarily carry pre-existing prejudices towards linguistic variations. As Lippi-Green (2012) argues, that exposure to diverse English accents fosters linguistic adaptability. Therefore, exposure to different speech patterns allows students to develop a wider understanding of pronunciation, making them receptive to variations in spoken English while it fosters cultural awareness and a sense of respect for linguistic diversity (Crystal, p.85, 2003).

Along with these results, it is also possible to evidence that introducing a sense of diversity within the EFL classroom, fostered in students a sense of respect for the other. For instance, students developed respectful attitudes toward both their partners and the material presented.

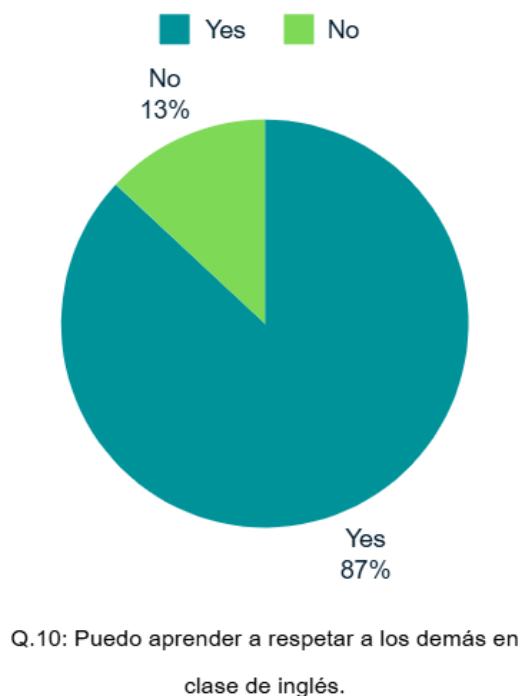
Furthermore, students' collaborative engagement became a direct pathway to mutual respect. In Field Diary No. 6, it was observed that:

“Students keep attentive, and they repeat on their own. Also, some students focus on how their partners are pronouncing words”. (lines 7-9)

While initial instances of peer correction could sometimes be delivered 'in rudely manners', this observation itself highlights the presence of peer engagement in correcting and guiding one another, even if the method needed refinement. The ongoing pedagogical interventions, grounded in the explored social values, consistently guided students towards more constructive and respectful forms of feedback. This led the English classroom to become into a space of respect, as results from the questionnaire, shows that 86.9% of students, agreed that they can learn how to respect others as Figure 8 shows. This means that the classroom is not just a space for language practice but also for the interaction of the foreign language and the values fostered during the lessons.

Figure 8

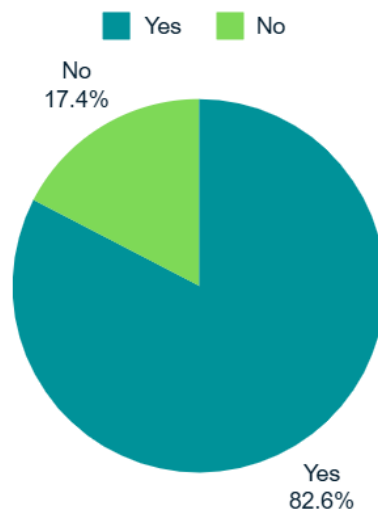
Question No.10 results taken from questionnaire applied.



Note. Total of students' responses = 23.

Moreover, the study also revealed that pronunciation instruction encouraged students to make independent choices about their speech and they began to take ownership of their pronunciation progress, which related to the value of respect and the attitude of autonomy in language learning and use. According to Deci and Ryan (1985), autonomy in learning fosters intrinsic motivation, leading to greater engagement and persistence. This was evident in Question No.12, which refers to autonomy developed in students as Figure 9 shows and also, field diary observations, since throughout the lessons, students who initially hesitated to speak aloud, gradually become more willing to participate, recognizing within the group a support and an environment that was able to identify the own and the other's accent as important as the native-like variations.

Figure 9. Question No. 12 results taken from questionnaire applied.



Q.12: Puedo aprender a hacer tareas y seguir instrucciones por mi cuenta a través de la clase de inglés.

Note. Total of students' responses = 23.

This reflects that students acknowledged that English class helped them complete tasks and follow instructions independently. In pronunciation activities, this autonomy becomes evident when students take the initiative to practice sounds, correct their mistakes, and apply pronunciation strategies without constant teacher intervention.

Example of this is found also in the following diary entries:

"... In certain groups, some students were speaking lower than others or were reluctant to participate as it happened with student No.6 and No. 20. These students adopted a passive attitude and even student No.6 stated that she didn't want to participate however, they were accompanied by the teacher and by two other students as the activity was planned. After it by passing by groups, they successfully completed the task...". (Field diary entry No.1, lines 32-37)

And

“Individually, students participate actively and students that usually prefer not to participate were encouraged to do it. [...] On the other hand, students than used to be called out, as for example, Student No.6, No.9, No.23, were actively insisting to participate and say the tongue twister aloud”. (Field diary entry No.6, lines 29-33).

As observed in the entries above, students, and Student No.6 as reference, transitioned from hesitation to active participation, demonstrating their growing confidence in their pronunciation abilities. This progression reflects Freire’s (1970) perspective on education as an empowering process, where learners construct knowledge through meaning interactions. Ultimately, these findings, also highlight the idea that pronunciation instruction not only improved students’ oral skills but also fostered a sense of ownership over their learning. In relation to these findings, Jenkins (2007) states that “pronunciation should be viewed not as a fixed target but as a flexible tool for intelligibility in diverse communicative contexts” (p.89). The confidence obtained along the lessons allowed students to participate freely, embracing their unique accents and engaging joyfully in oral activities, and more importantly, focusing on effective communication rather than pursuing a native-like or standard pronunciation. This is reflected in the fact that only a minority of students, 39.13%, reported feeling bad or embarrassed when they mispronounce something incorrectly, suggesting a shift away from the fact about perceived imperfections and toward a more positive and accepting attitude towards their own pronunciation. This fostered a more comfortable and communicative classroom environment.

To summarize, pronunciation instruction and values exploration encouraged students to develop a critical understanding of language use, emphasizing intelligibility over native-like pronunciation, as previously mentioned. Exposure to variations of English accents and pronunciation helped students recognize pronunciation as a flexible tool rather than a rigid standard, allowing them to embrace linguistic diversity. Additionally, fostering respect for various pronunciation models contributed to a more inclusive and open-minded classroom environment. The students' ability to recognize their own progress and that of their peers further reinforced the idea that pronunciation learning is a dynamic and personal process, so they can also challenge native norms.

Overall, the data analysis highlights how pronunciation instruction not only enhances students' oral skills but also fosters autonomy, self-regulation, and critical awareness of language, which proves that values fostered are being practiced implicitly by students. By integrating linguistic practice with social values, students developed confidence in their pronunciation while embracing diversity and collaboration, reinforcing the role of pronunciation as a meaningful and inclusive aspect of language learning.

Chapter VI: Conclusions

Conclusions

This study aimed to explore the effects of teaching English pronunciation while incorporating social values among children from second grade. Through an analysis of students' interactions, progress, and challenges, the findings provide insights into the conclusion of the study, pedagogical implications of integrating pronunciation practice with values and certain limitations present in the study.

To start with the present discussion, it is important to mention that the study reaffirms the importance of pronunciation awareness in the acquisition of English oral skills. The data indicate that students benefited from repeated exposure activities, which helped to successfully articulate new words in the language. This means that listening to words before attempting to pronounce them was a crucial step in their learning process, as it allowed them to internalize phonetic and phonology patterns. Repetition also played a crucial role in helping students to acquire knowledge of new sounds, particularly those that do not exist in their native language. Despite, the repetition of words is an aim for the development of oral skills, it is still necessary to find strategies that support pronunciation practice within the classroom. In addition, these strategies could attend to students' levels and necessities, and can include, for example, the implementation of songs or games that can also motivate students. However, these might also result in a challenge since the number of resources available provided by the school are limited.

To continue, the study also indicates that providing opportunities for students to give and receive peer feedback significantly contributed to their confidence in pronouncing new words in English. Students displayed a growing willingness to correct their peers, and accept corrections,

which fostered a collaborative learning environment. These attitudes align with previous research suggesting that constructive peer interaction enhances both linguistic and social development. However, the findings also highlight the need for structured peer feedback strategies that encourage positive reinforcement while ensuring that students feel safe and supported in their learning process, which also boosts their confidence and participation.

Furthermore, this study explored second-grade students' perceptions and experiences towards the social values fostered in the EFL classroom. The findings revealed that integrating values such as self-esteem, teamwork, and respect created a positive and supportive learning environment, as discussed along the document. Students demonstrated an increased awareness of their own value and the importance of respecting others, which contributed to a more collaborative classroom dynamic. It is important to note that while these values were not always explicitly taught, students were able to identify and demonstrate them through their attitudes and behaviors, showing a deeper internalization of these values. This outcome highlighting the positive impact of social values on young learners' engagement and social development in the EFL classroom.

Finally, this study highlights the relation between pronunciation practice and social values in the language learning process. The integration of peer feedback, pronunciation awareness, and critical perspectives through the language not only enhanced students' pronunciation skills but also fostered a supportive and collaborative classroom atmosphere. The findings emphasize the need to have more pronunciation instruction practice within the EFL classroom, which, as previously addressed, provides students with skills to improve the oral skills while fostering a critic perspective through the native-like models of the language.

Pedagogical Implications

Through the results of the research study, it is possible to identify the pedagogical implications it could have as the importance of providing pronunciation instructional time to English lessons, acknowledging the importance of promoting collaborative learning and fostering critical awareness in pronunciation instruction.

In first instance, it is necessary to recognize the importance of integrating pronunciation instruction into the English language learning through structured and engaging activities for young learners. The data analysis revealed that students improved their pronunciation skills when they were exposed to repetition activities that allowed them to make word association and differentiate English phonemes. However, data also revealed that students rely on hearing a word before accurately pronouncing it, emphasizing the need for English teachers to model pronunciation with their students. This can be done through the incorporation of not only repetition activities but also through the incorporation of different strategies such as using songs, chants or audiovisual resources provided by school curriculums.

Another key pedagogical implication is the role of self-regulation and peer feedback in pronunciation development. The study suggests that despite the passive attitude at the beginning of the interventions, students gained confidence and became more self-aware of their pronunciation by correcting their own and their peers' pronunciation. For this reason, activities within the EFL classroom could promote collaborative learning, so students can support each other and create an environment where pronunciation mistakes are seen as part of the learning process. This also means that teachers, along with schools, should encourage methodologies that integrate language learning and social interaction, fostering in students the development of social and linguistic competence.

Lastly, the study also highlights the importance of fostering critical awareness in pronunciation as previously discussed. The findings provide relevant information on how exposing students to different English accents and variations helps them understand that pronunciation is about intelligibility rather than achieving a single or an accurate model. Students showed engagement when listening to different accents which indicated that they are open to linguistic diversity. Thus, English educators and materials used in class should include varied pronunciation models in their lessons to help students develop adaptability in real-world communication. Additionally, pronunciation instruction should be seen as a tool for appropriate communication rather than an expectation to achieve a single norm, fostering inclusivity and confidence in speaking English.

Limitations

While this present study provides insights into what are the effects that pronunciation instruction and values exploration have on learners, it is also important to acknowledge certain limitations that may have influenced the investigation results. The main limitations faced during the study refer to the time constraints, limited access to instructional materials, the sample of the study and the limitations of data collection instruments.

Firstly, one of the challenges faced during the study was time constraints. Due to different institutional circumstances, the intervention period was reduced or had to be used for curriculum-assigned lessons. As a result, the number of lessons planned for pronunciation instruction and values exploration was lower than initially planned during the year of intervention. Additionally, different sessions had to be adapted to not only address the study's objectives but also to meet the school's requirements for the English course. As a result, both the lessons and the data collection

timeline were adjusted, sometimes extending beyond the expected deadlines, or even reducing the number of instruments used.

Secondly, another limitation of the study was the limited access to instructional materials for the development of the lessons. It was a challenge to find appropriate material available, pre-designed to specifically teach pronunciation to young learners while addressing social values. Additionally, since the lessons had to incorporate the instructional materials provided by the school, pronunciation was limited to a few activities rather than being a central component of the lessons. The available materials primarily focused on the pronunciation of isolated words with less emphasis on aspects like intonation or rhythm. Along with this, they did not include variations of spoken English, limiting students' exposure to diverse accents and speech patterns. Due to these constraints, it was necessary to develop original materials to better align with the research objectives and achieve the expected aims for each lesson.

Additionally, it is recognized that the inclusion of a third data collection instrument would have further enriched the depth and triangulation of the findings. While the field diaries and the questionnaire provided valuable insights into students' perceptions and linguistic progress, incorporating an instrument such as audio and/or video recordings of classroom interactions, or individual semi-structured interviews, would have allowed for the capture of more objective and detailed linguistic evidence of pronunciation progress.

Further research

Further research could explore more comprehensive approaches to pronunciation instruction for young learners by integrating a critical perspective as was proposed in this study. Additionally, future studies could investigate the impact of exposing children to different

varieties of spoken English to enhance not only oral expression but also the listening comprehension skills, taking into account that pronunciation practice can provide students with skills to know how to produce and recognize spoken English. Also, given the challenges related to instructional materials, further research could also focus on the development of appropriate resources that mix the linguistic and social learning objectives that critical pronunciation instruction requires. As a result, further research on these issues, can provide teachers and students with new perspectives within the EFL classroom to challenge the traditional ways of addressing not only pronunciation but the linguistic development as well.

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Appendices

Appendix A. Field Diary Format

Universidad Pedagógica Nacional			
FIELD DIARY N.			
Observer: Lina Gabriela Reyes Leon			
Date:	Time:	Place:	No. Students:
Research Objective:			
Learning objective:			
Research Question:			
Description		Comments	
Student	Word/Phrase	Pronunciation	Comments

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Appendix B. Questionnaire format

Universidad Pedagógica Nacional Departamento de Lenguas Praxis pedagógica-investigativa: Implementación			
Investigadora: Lina Gabriela Reyes Leon			
Curso:		Fecha:	
Nombre:			
Cuestionario sobre mi pronunciación en inglés			
Pregunta	Respuesta		
	Si	No	Comentario
1. Me gusta aprender nuevas palabras en inglés			
2. Es fácil pronunciar bien nuevas palabras en inglés			


3. Es importante pronunciar bien las palabras en inglés			
4. Es más fácil pronunciar una palabra si escucho a alguien decirlo antes			
5. Me siento bien cuando pronuncio algo correctamente			
6. Me siento mal o con pena cuando pronuncio algo incorrectamente			
7. Me gustaría hacer más actividades de pronunciación			

8. Mi pronunciación ha mejorado este año			
9. ¿Hablar en inglés es más fácil en grupo?			
10. ¿Puedo aprender a respetar a los demás en clase de inglés?			
11. ¿Puedo reconocer cosas buenas de mi en la clase de inglés?			
12. ¿Puedo aprender a hacer tareas y seguir instrucciones por mi cuenta a través de la clase de inglés?			
13. ¿Cómo te sentiste en las últimas clases de inglés?			



Appendix C. Example of Questionnaire results by student No.22

Universidad Pedagógica Nacional			
Departamento de Lenguas			
Praxis pedagógica-investigativa: Implementación			
Investigadora: Lina Gabriela Reyes Leon			
Curso: 203		Fecha: 2705 2021	
Nombre: <i>Neah Jorome</i>			
Cuestionario sobre mi pronunciación en inglés			
Pregunta	Respuesta		
	Si	No	Comentario
1. Me gusta aprender nuevas palabras en inglés			<i>Más o menos</i>
2. Es fácil pronunciar bien nuevas palabras en inglés		X	
3. Es importante pronunciar bien las palabras en inglés	✓		
4. Es más fácil pronunciar una palabra si escucho a alguien decirlo antes			<i>siempre</i>
5. Me siento bien cuando pronuncio algo correctamente	✓	✓	
6. Me siento mal o con pena cuando pronuncio algo incorrectamente		X	
7. Me gustaría hacer más actividades de pronunciación	✓		
8. Mi pronunciación ha mejorado este año	✓		
9. ¿Hablar en inglés es más fácil en grupo?			<i>No tanto</i>

10. ¿Puedo aprender a respetar a los demás en clase de inglés?	✓		
11. ¿Puedo reconocer cosas buenas de mí en la clase de inglés?	✓		
12. ¿Puedo aprender a hacer tareas y seguir instrucciones por mi cuenta a través de la clase de inglés?	✓		
13. ¿Cómo te sentiste en las últimas clases de inglés?			
			

Appendix D. Field diary format and sample

Universidad Pedagógica Nacional			
FIELD DIARY N.1			
Observer: Lina Gabriela Reyes Leon			
Date: 15-03-2024	Time: 8:55 – 10:25	Place: Instituto Pedagógico Nacional	No. Students: 23
Research Objective: Identify how drilling activities have effect on the students and identify they perception about the value.			
Learning objective: Recognize through the introduction of characters positive qualities and expressions to start promoting self-esteem and positive self-perception.			
Research Question: What are the effects that English pronunciation instruction has on Second grade learners while exploring social values?			
Description		Comments	
<p>While introducing animals to students, they were shown a dog and a duck, and students noticed a similarity between the pronunciation of both animals.</p> <p>Students completed the activity on paper so then they were asked to be in front of the class by animal groups to present the corresponding animal by saying the same</p>		<p>After hearing again both animals but exaggerating the pronunciation, students were able to tell the difference. It is possible to notice that at first, it was difficult.</p> <p>Students seem to gain confidence when they hear first the correct pronunciation. After listening and repeating in groups, most of the groups achieved an</p>	

<p>sentences as in the paper: “This animal is... and his/her name is...”. Before saying the sentences, they were waiting for the teacher to say it first, once I said the sentence they repeat after me.</p> <p>Students (16) and (17) had been participating shyly during the class however, when they had to present to the groups, they seemed more confident to be in groups.</p> <p>While certain groups were presenting their animals, some other students were attentive and repeating the name of the animal.</p> <p>After repeating the name of the animals, they were clear, however students might confuse the pronunciation, but they tend to correct among themselves. Student (23) is usually attentive to others, and he pronounces the word correctly after hearing a mistake.</p> <p>When students mispronounce a word, they usually pronounce following the rules of Spanish. Most of this happens with the vowels and consonants that are different from Spanish. This happened while pronouncing words as Tiger, Lion and Cow, in terms of pronouncing the vowels.</p> <p>Students were asked to think why it was important certain characteristic of an animal or why that animal likes that about it. Ex.</p>	<p>appropriate pronunciation of both sentences on the paper but also of the animal they were assigned.</p> <p>Once students know the correct pronunciation, they are aware of this and tend to keep pronouncing the same way. Also, they tend to correct themselves and they even like to be recognized when they pronounce correctly.</p> <p>Working on pronunciation explicitly can provide students with ideas on what are the differences between the mother tongue and the foreign language differences to avoid replicating sounds that are different in English.</p>
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<p>Students were asked why the wings of the duck were important and they responded. After it, they were also asked to think not only about animals but also people and even themselves.</p>		<p>Students are able to reflect on the value even without being named explicitly in the class. They were able to identify the importance of the characteristics of the animals.</p> <p>Students were willing to participate in the activity and every time an animal group was called to be in the front, they did it with no problem. In certain groups, some students were speaking lower than others but passing by groups showed them a sense of confidence.</p>	
Student	Word/Phrase	Pronunciation	Comments
Cristopher (S.22)	Lion	/li'on/	After listening to his group pronouncing the word, he corrected himself.
Benjamín (S.5)	Tiger	/tigr <u>ɪ</u> /	He noticed the mistake and corrected immediately.
Helen (S.19)	Her name...	/e <u>ɪ</u> nam/	Student was asked to repeat one more time the sentence.

Appendix E. Questionnaire responses from studentsQUESTIONNAIRE ANSWERS