UNIVERSIDAD TÉCNICA DEL NORTE

(UTN)

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

(FECYT)

CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

INFORME FINAL TRABAJO DE TITULACIÓN, EN LA MODALIDAD PROYECTOS DE INVESTIGACIÓN

TEMA:

"EFFECTIVENESS OF TONGUE TWISTERS TO PRACTICE PRONUNCIATION IN 5TH, 6TH, AND 7TH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA MUNICIPAL "13 DE DICIEMBRE".

Modalidad: Línea

Trabajo de titulación previo a la obtención del título de licenciado(a) en: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA MENCIÓN: INGLÉS.

Línea de investigación: Gestión, Calidad De La Educación, Procesos Pedagógicos E Idiomas

Autor: VANESSA ANABEL GUEPUD AYALA

Director: MSC. MAURO DAVID VILLACRES BENALCAZAR

Ibarra - Ecuador – 2026

UNIVERSIDAD TÉCNICA DEL NORTE
DIRECCIÓN DE BIBLIOTECA

AUTORIZACIÓN DE USO Y PUBLICACIÓN A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO	
APELLIDOS Y NOMBRES:	Guepud Ayala Vanessa Anabel

DATOS DE LA OBRA	
TÍTULO:	"Effectiveness of tongue twisters to practice pronunciation in 5th, 6th, and 7th grade at Escuela de educación Básica Municipal "13 de Diciembre".
AUTOR (ES):	Guepud Ayala Vanessa Anabel
FECHA: DD/MM/AAAA	21/09/2026
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	■ **PREGRADO** ☐ **POSGRADO**
TITULO POR EL QUE OPTA:	Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros en línea mención: Inglés.
DIRECTOR /ASESOR:	MSc. Mauro David Villacrés Benalcazar

CONSTANCIAS

El autor (es) manifiesta (n) que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es (son) el (los) titular (es) de los derechos patrimoniales, por lo que asume (n) la responsabilidad sobre el contenido de la misma y saldrá (n) en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 21 días del mes de septiembre de 2026

EL AUTOR:

Validar únicamente en FirmaEC.
Firmado electrónicamente por:
VANESSA ANABEL
GUEPUD AYALA

.....

Nombre: Guepud Ayala Vanessa Anabel

CERTIFICACIÓN DEL DIRECTOR

Ibarra, 21 de septiembre de 2026

MSc. Mauro David Villacrés Benalcázar

DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

CERTIFICA:

Haber revisado el presente informe final del trabajo de integración curricular, el mismo que se ajusta a las normas vigentes de la Unidad Académica de la Universidad Técnica del Norte; en consecuencia, autorizo su presentación para los fines legales pertinentes.

Validar únicamente en FirmaEC.
Firmado electrónicamente por:
MAURO DAVID VILLACRES BENALCAZAR

……
MSc. Mauro David Villacrés Benelcázar
C.C.: 1759472663

DEDICATORIA

I dedicate this work, first and foremost, to God, for being the light that guides my path, the strength that sustained me during difficult times, and the source of wisdom and blessings that made it possible for me to achieve this long-cherished dream.

To my parents, for their infinite love, their quiet sacrifices, and their unconditional support. Thank you for teaching me, through your example, the value of hard work, humility, and perseverance. Everything I am is, in large part, thanks to you.

To my husband, my life partner, for walking beside me through every stage of this journey, for your patience on difficult days, for your words of encouragement when I needed them most, and for believing in me even when I doubted myself. This achievement is yours as well.

To my daughter, my greatest blessing, my inspiration, and the driving force behind every effort I make. You are the light that brightens my days and the reason I strive to be a better person every day. This dream come true is also for you, so that you will always remember that, with love, faith, and perseverance, anything is possible.

To my siblings, for your love, companionship, and constant support along this journey. Thank you for sharing joys, challenges, and unforgettable moments with me.

Finally, to all the people who, in one way or another, were there for me during this stage of my life, offering me their support and trust. This achievement is not mine alone, but a reflection of the love, faith, and support of those who walked with me to the very end.

Vanessa Anabel Guepud Ayala

AGRADECIMIENTO

I would like to express my most sincere and heartfelt gratitude to the Universidad Técnica del Norte, especially the School of Education, Science, and Technology (FECYT) and the Online National and Foreign Language Education program, for providing me with the opportunity to pursue my academic and professional development, and for opening the doors to knowledge that allowed me to successfully complete this important stage of my life.

I would like to extend my special thanks to M.Sc. Mauro David Villacrés Benalcázar, the director of this research project, whose guidance, experience, and dedication were essential throughout the development of this work. Thank you for your patience, your valuable insights, and your constant support, which enriched this research process and contributed significantly to the achievement of this goal.

I also extend my gratitude to the administrators, teachers, and students of the "13 de Diciembre" Municipal Elementary School, whose openness and collaboration made this research possible by facilitating access to the educational spaces required for the study.

Likewise, I am grateful to the teachers who guided me throughout my university education, as their dedication, commitment, and knowledge left a significant mark on my academic, professional, and personal growth, providing me with the necessary tools to carry out my work in education with responsibility and dedication.

Finally, I would like to express my gratitude to everyone who, in one way or another, was there for me throughout this academic journey. Your words of encouragement, trust, and support were essential to reaching this goal and making this dream a reality.

Vanessa Anabel Guepud Ayala

ABSTRACT

The objective of this research was to analyze the perceptions of students, the school principal, and the English teacher regarding the use of tongue twisters as a didactic strategy to support English pronunciation among fifth-, sixth-, and seventh-grade students at the "13 de Diciembre" Municipal Elementary School during the 2025–2026 academic year. The study adopted a mixed-methods approach (qualitative and quantitative) with a descriptive, field-based research design. Quantitative data were collected through a structured survey administered to students, while qualitative information was obtained through semi-structured interviews with the school principal and the English teacher. The instruments explored participants' perceptions of pronunciation difficulties, motivation, participation, self-confidence, and the educational value of tongue twisters in English classes.

The findings indicate that students, the school principal, and the English teacher perceive tongue twisters as a motivating and accessible teaching resource that encourages active participation and provides meaningful opportunities to practice English pronunciation. Most students reported that repeated practice with tongue twisters helped them pronounce English words more clearly, articulate challenging sounds with greater confidence, and participate more actively during English lessons. Based on these findings, a didactic guide entitled Tongue Twister Adventures: A Didactic Guide to Improve English Pronunciation was developed to provide English teachers with practical classroom activities that promote pronunciation practice through interactive and engaging learning experiences.

Keywords: tongue twisters, English pronunciation, pronunciation practice, play-based learning, students' perceptions, didactic guide.

RESUMEN

El objetivo de la presente investigación fue analizar las percepciones de los estudiantes, la directora de la institución y la docente de inglés sobre el uso de los trabalenguas como estrategia didáctica para fortalecer la pronunciación del idioma inglés en los estudiantes de quinto, sexto y séptimo año de Educación General Básica de la Escuela de Educación Básica Municipal "13 de Diciembre", durante el año lectivo 2025–2026. El estudio adoptó un enfoque mixto (cualitativo y cuantitativo), con un diseño descriptivo y de campo. La información cuantitativa se recopiló mediante una encuesta estructurada aplicada a los estudiantes, mientras que la información cualitativa se obtuvo a través de entrevistas semiestructuradas realizadas a la directora y a la docente de inglés. Los instrumentos permitieron explorar las percepciones relacionadas con las dificultades de pronunciación, la motivación, la participación, la confianza y el valor educativo de los trabalenguas en las clases de inglés.

Los resultados evidencian que los estudiantes, la directora y la docente de inglés perciben los trabalenguas como un recurso didáctico motivador y accesible que favorece la participación activa y brinda oportunidades significativas para practicar la pronunciación del inglés. La mayoría de los estudiantes manifestó que la práctica repetitiva de los trabalenguas les ayudó a pronunciar palabras con mayor claridad, articular sonidos complejos con mayor seguridad y participar con mayor confianza en las clases. Con base en estos hallazgos, se diseñó la guía didáctica "Tongue Twister Adventures: A Didactic Guide to Improve English Pronunciation", dirigida a proporcionar a los docentes actividades prácticas e interactivas que fortalezcan la pronunciación mediante experiencias de aprendizaje dinámicas y significativas.

Palabras clave: trabalenguas, pronunciación del inglés, práctica de la pronunciación, aprendizaje basado en el juego, percepciones de los estudiantes, guía didáctica.

INDEX OF CONTENTS

IDENTIFICACIÓN DE LA OBRA ii

CONSTANCIAS ii

CERTIFICACIÓN DEL DIRECTOR iii

DEDICATORIA iv

AGRADECIMIENTO v

ABSTRACT vi

RESUMEN vii

INDEX OF CONTENTS viii

INDEX OF FIGURES xiii

INDEX OF TABLES xiv

INDEX OF ANNEXES xv

INTRODUCTION 1

CHAPTER I 3

I. THEORETICAL FRAMEWORK 3

1.1. The teaching-learning process of oral language 3

1.1.1. Concept of oral language 3

1.1.2. The importance of oral language in basic education 3

1.1.3. Communication skills in children and adolescents 3

1.1.4. Relationship between oral language and cognitive, social, and emotional development 4

1.2. Pronunciation in language learning 4

1.2.1. Concept of pronunciation 4

1.2.2. The importance of pronunciation for effective communication 5

1.2.3. Elements of pronunciation: articulation, diction, intonation, rhythm 5

1.2.4. Most common pronunciation errors in elementary school students 6

1.2.5. Factors influencing pronunciation (age, practice, motivation, teaching techniques) 6

1.3. Psycholinguistic foundations of pronunciation learning 7

1.3.1. Development of the vocal apparatus in school-age children 7

1.3.2. Relationship between auditory memory and pronunciation 7

1.3.3. Implicit and explicit learning of sounds 8

1.3.4. Constructivist theory applied to oral language 8

1.3.5. Playful and motivational principles in the acquisition of phonetic skills 9

1.4. Strategies and methods for improving pronunciation 9

1.4.1. Traditional methods vs. playful methods 9

1.4.2. Repetition and oral practice techniques 9

1.4.3. Rhythmic, phonetic, and reading activities focused on pronunciation 10

1.5. The educational use of tongue twisters 10

1.5.1. Definition of tongue twisters 10

1.5.2. Origin and linguistic characteristics of tongue twisters 10

1.5.3. Types of tongue twisters (alliteration, difficult phonetic combinations, rapid syllables) 11

1.5.4. The playful and expressive function of tongue twisters 11

1.5.5. Benefits of tongue twisters for pronunciation: 11

1.5.6. Scientific evidence or research background supporting its effectiveness 11

1.6. The role of the teacher in tongue twister practice 12
1.6.1. Designing phonetic activities with tongue twisters 12
1.6.2. Selection of tongue twisters according to age and level 12
1.6.3. Strategies for evaluating pronunciation using tongue twisters 13
1.6.4. Importance of positive reinforcement and motivation 13
1.7. Characteristics of students in grades 5, 6, and 7 of Basic Education 13
1.7.1. Stages of language development at these ages 13
1.7.2. Educational needs in oral communication 14
1.7.3. Psychological and motivational traits of the age group 14
1.7.4. Relevance of recreational activities for learning 14
CHAPTER II 15
II. METHODOLOGY 15
2.1. Type of Research 15
2.2. Research Methods, Techniques, and Instruments. 15
2.3. Techniques 15
2.3.1. Interview 15
2.3.2. Survey 16
2.4. Instruments 16
2.5. Research Questions 16
2.6. Participants 17
2.7. Procedure and Data Analysis 17
CHAPTER III 18
III. RESULTS AND DISCUSSION 18

3.1 Survey Applied to 5th, 6th, and 7th grade students at the Escuela de Educación Básica Municipal “13 de Diciembre”. 18

3.1.1 Do you like practicing tongue twisters in English class? 18

3.1.2 Do you feel that tongue twisters make class more fun? 19

3.1.3 Do you feel motivated to participate when the teacher uses word games? 20

3.1.4 How difficult do you find it to pronounce new words without practicing? 21

3.1.5 At first, how would you rate the difficulty of tongue twisters? 22

3.1.6 Do you feel that your pronunciation improves after repeating a tongue twister several times? 23

3.1.7 Do tongue twisters help you speak more clearly and quickly? 24

3.1.8 Do you feel more confident speaking in front of your classmates after practicing? .. 25

CHAPTER IV 27

IV. PROPOSAL 27

4.1. Proposal title 27

4.2. Objectives 27

4.2.1. General Objective 27

4.2.2. Specific Objectives 27

4.3. Introduction 27

4.4. Justification 29

4.5. Impacts 75

There are three impacts to analyze: 75

4.6. CONCLUSIONS 81

4.7. RECOMMENDATIONS 82

REFERENCES 83

INDEX OF FIGURES

Figure 1 *Moments when students enjoy practicing tongue twister in English class* 18

Figure 2 *Level of agreement that tongue twisters make classes more fun.* 19

Figure 3 *Perceptions of their own motivation when using word games in English class.* 20

Figure 4 *Perception of difficulty in pronouncing new words without practicing* 21

Figure 5 *Assessment of the difficulty of tongue twisters from the student's perspective.* 22

Figure 6 *Relationship between practice, repeating a tongue twister several times* 23

Figure 7 *Assessment of tongue twisters helping you speak more clearly and quickly.* 24

Figure 8 *Impact of tongue twister practice on strengthening individual confidence in public speaking...* 25

INDEX OF TABLES

Table 1 The Numerical Impact Levels are: 75

Table 2 Linguistic Impact Indicators 76

Table 3 Academic Impact Indicators 77

Table 4 Psycholinguistic Impact Indicators 79

INDEX OF ANNEXES

Annex 1. Formato de entrevista dirigida a MSc. Solangia Pérez 88

Annex 2. Transcripción de la entrevista dirigida a MSc. Solangia Pérez 89

Annex 3. Interview format addressed to Lic. Devy Campaña 92

Annex 4. Transcription of the interview addressed to Lic, Devy Campaña 93

Annex 5. Survey format addressed 5th, 6th, and 7th grade 97

Annex 6. Images of the application of interviews and surveys form..... 101

INTRODUCTION

Learning a second language involves facing challenges that go beyond simply memorizing grammar rules or learning vocabulary. In today's school environment, learning to communicate orally has become a pedagogical priority; however, pronunciation is often one of the most difficult aspects to master. For many elementary school children, articulating sounds that do not exist in their native language presents a barrier that not only affects their clarity of speech but also leads to shyness, anxiety, and fear of being mocked by their peers.

At the "13 de Diciembre" Municipal Elementary School, located in the Julio Andrade parish of the Tulcán canton, this problem is evident in everyday practice. Fifth-, sixth-, and seventh-grade students demonstrate a high level of comprehension but experience significant difficulties when trying to express themselves orally. A lack of fluency, phonetic difficulties, and a fear of making mistakes lead many of them to prefer to remain silent. This situation is further compounded by a shortage of interactive technological resources in the classroom, which necessitates the search for accessible, creative, and highly effective teaching strategies.

In response to this need, this study focuses on the use of tongue twisters as a playful teaching resource to strengthen English pronunciation. By their very nature, tongue twisters combine rhythmic repetition with wordplay, transforming phonetic practice into a dynamic challenge. This tool not only exercises the motor skills of the speech organs but also creates a relaxed environment where mistakes cease to be a source of embarrassment and instead become a natural part of the learning process.

The significance of this study lies in the fact that it offers a methodological alternative that is cost-effective, sustainable, and applicable to educational settings with limited resources. Through a mixed-methods approach (qualitative and quantitative) and a descriptive field design,

this research analyzes the perceptions of the students themselves, the English teacher, and the institution's highest authority. The results not only confirm the positive impact of this strategy on motivation, self-confidence, and articulation but also serve as the basis for the creation of the teaching guide "Tongue Twister Adventures: A Didactic Guide to Improve English Pronunciation"

CHAPTER I

I. THEORETICAL FRAMEWORK

1.1.The teaching-learning process of oral language

1.1.1. Concept of oral language

Orality is the first and essential expression of language, the expression of language in human beings, representing an intricate communication system that goes beyond the simple emission of sounds. According to Bruner (1983), Spoken language serves to structure thought, facilitate the expression of ideas, and enhance the construction of knowledge. From an academic perspective, its analysis is primarily approached through sociolinguistic and psycholinguistic lenses.

1.1.2. The importance of oral language in basic education

According to Chappell (2024), Oral language is the foundation for later reading and writing development. It is the bedrock of literacy, and a strong predictor of later reading comprehension and written expression. Students must have a strong foundation in oral language before they can begin to learn to read and write. When students enter school with a rich oral language environment, they are better prepared to learn to read and write.

1.1.3. Communication skills in children and adolescents

Communicative competence is understood as the overall ability that allows a person not only to understand and produce correctly structured utterances, but also to use language in a functional and appropriate manner in different social contexts of interaction. This ability includes linguistic competence, associated with mastery of the grammatical rules of the language; sociolinguistic competence, linked to the appropriate use of language according to the

communicative situation and sociocultural context; and strategic competence, which allows communication to be initiated, maintained, or reformulated when necessary (Canale & Swain, 1980). In addition, the ability to organize language coherently and use it effectively in different communicative contexts constitutes an important dimension of communicative competence (Bachman L. F., 1990). During childhood and adolescence, the development of these communicative skills is essential because language supports social interaction and contributes to the construction of knowledge through interaction with others (Vygotsky, Mind in society: The development of higher psychological processes, 1978).

1.1.4. Relationship between oral language and cognitive, social, and emotional development

Play-based learning practices contribute to oral language development, social-emotional development, literacy, and communication skills development in young children, language is not merely a tool for communication but a primary mediator for cognitive structures and social interactions (Acevedo, 2022).

1.2.Pronunciation in language learning

1.2.1. Concept of pronunciation

According to Celce-Murcia et al. (2010), pronunciation involves the production of sounds, stress, rhythm, and intonation in a language in order to convey meaning in oral communication. Pronunciation is understood as the set of phonological and phonetic rules and patterns that determine the production of the sounds of a particular language beyond the simple combination of individual phonemes, including essential suprasegmental aspects such as syllable stress, intonation the melody of speech used to convey meaning and attitude and rhythm, understood as the temporal

distribution of syllables and pauses. From a theoretical point of view, the goal of effective pronunciation is to achieve intelligibility, that is, to be understood by native or competent speakers of the language rather than to seek perfect imitation. Therefore, in language learning, pronunciation is not only a productive skill but is also closely related to listening comprehension, since recognizing sound patterns is essential for decoding messages.

1.2.2. The importance of pronunciation for effective communication

According to Morley (1991), intelligible pronunciation is an essential component of communicative competence. It plays a fundamental role in effective communication because it helps ensure that the intended message is understood. Listeners' accurate decoding of speech sounds and phonetic structures largely depends on clear and intelligible pronunciation. This reduces cognitive load, allowing listeners to focus on the semantic content of the message rather than on the effort required to interpret poorly articulated speech. Communication may be disrupted when there is a high frequency of phonetic errors or when such errors affect essential aspects, such as phonemes or word stress, that distinguish meaning, thereby jeopardizing the effectiveness and clarity of the speaker's message. Thus, intelligible pronunciation is essential for maintaining fluent and continuous communication.

1.2.3. Elements of pronunciation: articulation, diction, intonation, rhythm

According to University of Goa (2020), the elements of pronunciation are:

- ✓ Articulation is the way in which we pronounce words or produce sound, it is the ability to use the tongue, lips, teeth, and jaw to produce sequences of sounds, which make up words and sentences.
- ✓ Diction is a choice of right words and the harmony to express ideas to obtain certain effects.

- ✓ Intonation as a feature of pronunciation, refers to the way we use the pitch of our voice to express particular meanings and attitudes. At its simplest, intonation could be described as the 'music of speech'.
- ✓ Rhythm refers to a pattern of sounds, maintaining a rhythm in a speech makes the speech sound natural and fluent.

1.2.4. Most common pronunciation errors in elementary school students

In elementary school students, the most common pronunciation errors are related to the substitution and omission of phonemes, the simplification of consonant clusters, and the distortion of sounds that require greater articulatory precision. These phonological patterns are characteristic of the speech maturation process and tend to decrease as articulatory motor control and phonological awareness consolidate. Bernthal et al (2017)

1.2.5. Factors influencing pronunciation (age, practice, motivation, teaching techniques)

According to Celce et al. (2010), the factors influencing pronunciation are:

- ✓ The age of the learner is one of the most widely discussed factors in pronunciation acquisition. Young children can acquire good pronunciation more easily than adults, although adults may have certain cognitive advantages when learning the rules of pronunciation.
- ✓ Amount and type of prior pronunciation instruction and practice significantly influence a learner's ability. Systematic, guided practice is essential to transition from mechanical production to communicative, automatic use.

- ✓ In order to improve pronunciation, the learner must want to improve. Motivation, attitude, and the concept of 'language ego' the extent to which learners are willing to adapt their phonetic identity are powerful forces.
- ✓ Effective pronunciation teaching techniques must integrate both segmentals (vowels and consonants) and suprasegmentals (stress, rhythm, and intonation) in a communicative framework rather than isolated drills.

1.3.Psycholinguistic foundations of pronunciation learning

1.3.1. Development of the vocal apparatus in school-age children

Bernthal et al. (2017) argue that during school age, the growth and maturation of the vocal tract, together with the refinement of motor control of speech, allow for more precise and stable articulation of speech sounds. At this stage, respiratory coordination, laryngeal control, and fine movements of the tongue, lips, and jaw are consolidated, promoting more fluid and intelligible speech production.

At the same time, fine motor control of the tongue, lips, and jaw is perfected, facilitating the articulation of phonemes and complex consonant clusters with fluency and less effort. Lung capacity and diaphragmatic control are also optimized, which helps maintain constant vocal intensity in activities such as reading aloud and giving presentations. Together, these physical and motor advances form the basis for achieving full phonological competence and correcting pronunciation errors typical of the preschool stage.

1.3.2. Relationship between auditory memory and pronunciation

Phonological working memory specifically the ability to temporarily store and manipulate auditory verbal information plays a crucial role in the acquisition of L2 pronunciation. Individuals

with a higher phonological memory capacity are better able to form accurate mental representations of target speech sounds, which in turn facilitates more precise articulatory motor planning and execution. (O'Brien, Segalowitz, Gatbonton, & Tokowicz, 2006)

1.3.3. Implicit and explicit learning of sounds

Explicit instruction involves providing learners with metalinguistic information about L2 sounds, such as descriptions of articulatory movements, whereas implicit learning occurs through exposure to input and practice without such conscious awareness. Both play crucial roles, but explicit instruction often accelerates phonetic categorization and the target-like production of difficult L2 contrasts. (Kissling, 2013)

1.3.4. Constructivist theory applied to oral language

From a constructivist perspective, oral language development is actively constructed through the learner's interaction with the environment and the development of cognitive structures. Piaget (1970) explains that knowledge is not acquired passively; rather, learners actively construct it through interaction with their environment and reflection on their experiences. From this perspective, when applied to spoken language, learners do not simply replicate what they hear but actively construct their linguistic knowledge as they interact with and seek to understand the world around them.

In contrast, Vygotsky (1978) emphasizes the importance of social interaction and cultural mediation in the development of language and thought. From this perspective, oral language serves as a means of social mediation and as a cognitive tool that develops through interaction with others and the cultural environment. Therefore, the development of oral language integrates cognitive development, social interaction, cultural mediation, thought, and communicative experience.

1.3.5. Playful and motivational principles in the acquisition of phonetic skills

From a sociocultural perspective, recreational activities can increase intrinsic motivation and create meaningful contexts for phonetic practice. Vygotsky (1978) emphasizes that learning develops through social interaction, cultural mediation, and communication with others. In this context, interaction, functional repetition, and social feedback can contribute to the development of speech sound discrimination and production.

Similarly, Bruner (1986) highlights the importance of meaningful experiences and active participation in learning. From this perspective, playful activities can create a motivating and low-pressure environment in which learners actively engage with language and develop their skills through meaningful experiences.

1.4.Strategies and methods for improving pronunciation

1.4.1. Traditional methods vs. playful methods

Traditional approaches to teaching pronunciation tend to focus on mechanical repetition and isolated phoneme training, which limits transfer to actual communicative use. In contrast, playful and communicative approaches such as games, songs, role-playing, and rhythmic activities promote motivation, reduce anxiety, and allow students to acquire patterns of rhythm, intonation, and fluency more naturally within meaningful contexts (Celce-Murcia, Brinton, & Goodwin, 2010).

1.4.2. Repetition and oral practice techniques

According to Ur (2012), Repetition is a key factor in the acquisition of oral skills, but it must move from mechanical drill to meaningful practice. In mechanical drills, there is only one

correct answer and the learner does not need to understand what they are saying. In meaningful practice, learners must make choices about meaning as they repeat structures.

1.4.3. Rhythmic, phonetic, and reading activities focused on pronunciation

Reading aloud can be a highly effective pronunciation activity if learners are guided to focus on thought groups, sentence stress, and spelling-to-sound rules, rather than just decoding individual words. Phonetic awareness activities help students recognize how spelling patterns translate into spoken rhythm. (Gilbert, 2012)

1.5.The educational use of tongue twisters

1.5.1. Definition of tongue twisters

Tongue twisters are short compositions characterized by the repetition of similar phonemes and syllabic structures, which require precision in articulation and phonetic control on the part of the speaker. In the educational field, their use promotes diction, verbal agility, and coordination of the speech organs, becoming a playful resource that contributes to the development of pronunciation and phonological awareness (Jiménez & Ortiz, 2016).

1.5.2. Origin and linguistic characteristics of tongue twisters

Tongue twisters originated as traditional pocket-literary amusements and playground folk rhymes. Although initially designed for domestic entertainment, they quickly became recognized by educators as highly effective exercises for elocution, designed to test and improve speech coordination and muscular agility of the vocal organs. (Opie & Opie, 1997)

1.5.3. Types of tongue twisters (alliteration, difficult phonetic combinations, rapid syllables).

According to Acheson and MacDonald (2009), When stimuli share complex phonotactic structures or unusual consonant clusters, they impair both lexical retrieval and phonological encoding—the process in which a to-be-uttered word is translated into a sequence of phonemes prior to physical articulation.

1.5.4. The playful and expressive function of tongue twisters

Language play including the repetition of rhythmic and phonetic patterns in tongue twisters serves a vital dual function: a ludic [playful] function that provides cognitive enjoyment through sound manipulation, and an expressive function that allows speakers to experiment with the physical limits, rhythm, and emotional range of their voices. (Cook, 2000)

1.5.5. Benefits of tongue twisters for pronunciation:

According to Roseberry McKibbin (2018), The systematic use of tongue twisters in speech training provides a highly effective, low-anxiety method for improving overall pronunciation. By combining focused phonological awareness with intensive motor-sensory practice, these verbal exercises simultaneously strengthen the neurological pathways responsible for speech planning and the physical musculature of the articulators.

1.5.6. Scientific evidence or research background supporting its effectiveness

Neural and behavioral evidence indicates that training with tongue twisters significantly enhances phonological planning and articulatory motor learning. Repetitive practice under temporal pressure strengthens the feedback loop between the auditory cortex and the premotor

areas, leading to a measurable reduction in phoneme-selection errors and a significant increase in motor speech precision. (Chon, Smith, & Vance, 2014)

1.6.The role of the teacher in tongue twister practice

1.6.1. Designing phonetic activities with tongue twisters

In teaching tongue twisters, the teacher's role is to organize activities progressively, beginning with auditory perception and discrimination of sounds, continuing with guided repetition and controlled practice of articulation, and culminating in spontaneous production within playful and communicative situations. This approach promotes the development of phonological awareness, articulatory precision, and speech fluency (Defior & Serrano, 2014).

To do this, students listen carefully to the work in languages (with an emphasis on complex phonemes) and identify any alliteration or rhymes present. Then, controlled and guided practice is carried out, using echo repetition, choral reading, or syllable and stress segmentation to explicitly improve diction and articulatory agility. The activity ends with spontaneous and playful production. In this activity, students compete or challenge each other to pronounce the tongue twister at different speeds or with different intonations. This reinforces verbal fluency and expressiveness, ensuring that phonetic skills are incorporated into the context of functional communication.

1.6.2. Selection of tongue twisters according to age and level

For children aged 8 to 12, tongue twisters should be selected based on a graded progression of difficulty. Educators must move beyond short, single-word repetitions to longer narrative phrases that incorporate both difficult consonant clusters and rapid syllable rhythm. This age group

benefits from tongue twisters that embed humor and narrative meaning, as it increases engagement and fosters verbal fluency simultaneously. (Uswatun Hasanah, 2019)

1.6.3. Strategies for evaluating pronunciation using tongue twisters

When evaluating pronunciation through oral performance tasks like tongue twisters, educators must employ analytical rubrics rather than holistic impressions. A robust evaluation strategy must isolate distinct phonological components—specifically articulatory precision, rhythmic delivery, and prosodic control to provide diagnostic feedback that helps students identify their specific phonetic challenges. (Mahboob, 2014)

1.6.4. Importance of positive reinforcement and motivation

Positive reinforcement is critical in oral language instruction, as speaking tasks carry a high risk of public error and anxiety. When teachers systematically support effort and progress rather than merely correcting phonetic mistakes, they lower the student's affective filter. This shift fosters a safe classroom environment where learners are willing to take risks, experiment with complex sounds, and build communicative self-confidence. (Arnold, 1999)

1.7.Characteristics of students in grades 5, 6, and 7 of Basic Education

1.7.1. Stages of language development at these ages

During primary education, language development no longer focuses on the basic acquisition of structures, but rather on the refinement of phonology, syntax, and the pragmatic use of speech. Between the ages of 6 and 8, articulation patterns are consolidated and phonological errors decrease, while between the ages of 9 and 12 there is a notable increase in vocabulary, discourse organization, and the ability to adapt language to different communicative contexts (Owens, 2016).

This phase marks the transition from a language that was primarily used to meet basic needs to one that is used as an advanced tool for thinking, academic learning, and social mediation.

1.7.2. Educational needs in oral communication

Developing oral communication in educational settings requires addressing a triad of learner needs: cognitive needs (understanding the structure of discourse and choosing appropriate registers), linguistic needs (developing vocabulary, grammar, and pronunciation for fluency), and affective needs (managing public-speaking anxiety and building a positive self-concept as a speaker). Without structured pedagogical support in these three areas, informal fluency will not transition into academic or professional oral competence. (Goh & Burns, 2012)

1.7.3. Psychological and motivational traits of the age group

During middle childhood, the child's psychological focus shifts toward the development of industry a sense of competence at useful skills and tasks. The danger at this stage is the development of a sense of inadequacy and inferiority if the child's efforts are constantly criticized or compared unfavorably with peers. In oral communication, supportive feedback is vital to protect the child's fragile academic self-concept. (Berk, 2013)

1.7.4. Relevance of recreational activities for learning

Playful learning which integrates recreational activities with specific curricular goals fosters deep learning. When children are actively engaged, socially interactive, and experiencing joy, their cognitive systems are primed for information retention. In linguistic training, recreational activities like verbal games transform passive memorization into an active trial-and-error process that solidifies motor and neural pathways. Hirsh-Pasek et al. (2015)

CHAPTER II

II. METHODOLOGY

2.1.Type of Research

This research adopted a mixed-methods (qualitative-quantitative) approach to obtain a comprehensive understanding of the phenomenon under study. The quantitative approach was used to collect and analyze data from a structured survey administered to 5th-, 6th-, and 7th-grade students. The qualitative approach consisted of semi-structured interviews with the school principal and the English teacher to gather their perspectives on students' pronunciation difficulties and the educational use of tongue twisters. Furthermore, the study is descriptive and field-based because it describes the participants' perceptions and experiences without manipulating the study variables (Hernández & Mendoza, 2018).

2.2.Research Methods, Techniques, and Instruments.

The research was based on the inductive method, which allowed the analysis of students' responses and perceptions to draw general conclusions about the effectiveness of tongue twisters as a pedagogical strategy for improving English pronunciation. Data collection was carried out through interviews and a structured survey, and the information obtained was analyzed using descriptive statistics and qualitative interpretation. (Hernández & Mendoza, 2018).

2.3.Techniques

2.3.1. Interview

Semi-structured interviews were conducted with the school principal and the English teacher at Escuela de Educación Básica Municipal "13 de Diciembre" to obtain qualitative information related to the teaching of English pronunciation and the educational use of tongue

twisters. One interview was conducted with the school principal, MSc. Solange Pérez, and the other with the English teacher, Devy Campaña. Each interview consisted of eight open-ended questions designed to explore their perceptions, experiences, and opinions regarding students' pronunciation difficulties, classroom practices, and the potential of tongue twisters as a didactic strategy for English pronunciation.

2.3.2. Survey

A structured survey was administered to 5th-, 6th-, and 7th-grade students at Escuela de Educación Básica Municipal "13 de Diciembre". The survey collected information about students' opinions, experiences, motivation, and perceptions regarding the use of tongue twisters. A visual Likert scale was used.

2.4.Instruments

Interview questionnaire

Survey questionnaire

2.5.Research Questions

1. What are students' perceptions regarding the use of tongue twisters to improve English pronunciation?

2. How do the school principal and the English teacher perceive the use of tongue twisters as a teaching strategy?

3. How do students perceive the influence of tongue twisters on their motivation, participation, and confidence during English classes?

2.6.Participants

The research was conducted at the Escuela de Educación Básica Municipal “13 de Diciembre”, located in the province of Carchi, Tulcán Canton, Julio Andrade Parish. The institution consists of seven grades, from kindergarten to seventh grade of general basic education. The study involved a population of 80 students in grades 5th, 6th, and 7th, of basic education (EGB), who were surveyed as part of the research.

2.7.Procedure and Data Analysis

The research was conducted at Escuela de Educación Básica Municipal "13 de Diciembre" with the participation of the school principal, the English teacher, and 5th-, 6th-, and 7th-grade students. First, semi-structured interviews were conducted with the principal and the English teacher to gather qualitative information about the teaching of English pronunciation, the challenges students face, and their perceptions of using tongue twisters as a teaching strategy.

Subsequently, a structured survey using a visual Likert scale was administered to the students to collect quantitative data regarding their motivation, participation, confidence, pronunciation difficulties, and perceptions of the use of tongue twisters in English classes.

The quantitative data obtained from the survey were analyzed using descriptive statistics, including frequencies and percentages, and were presented in tables and graphs. The qualitative information gathered through the interviews was analyzed through thematic interpretation to identify the main ideas and perceptions expressed by the participants.

Finally, the findings from both instruments were interpreted together to provide a comprehensive understanding of participants' perceptions regarding the use of tongue twisters as a didactic strategy for improving English pronunciation.

CHAPTER III

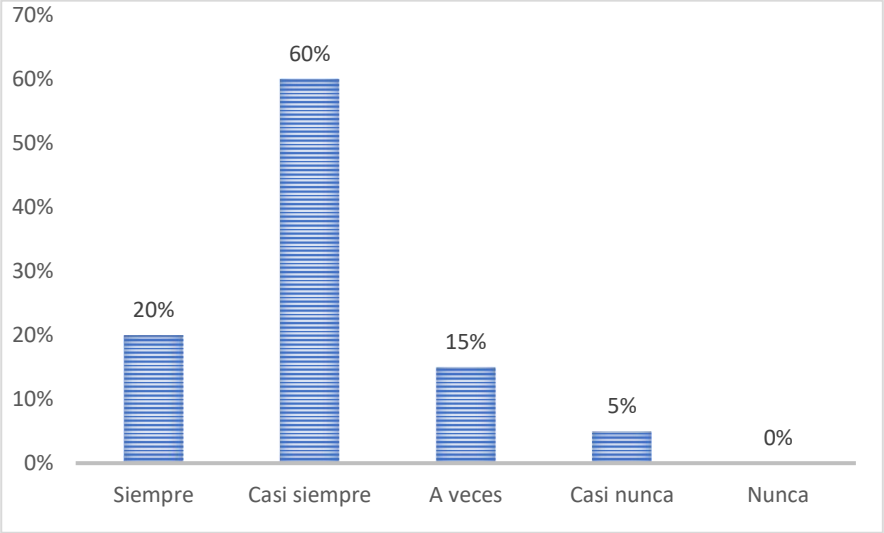
III. RESULTS AND DISCUSSION

3.1 Survey Applied to 5th, 6th, and 7th grade students at the Escuela de Educación Básica Municipal “13 de Diciembre”.

3.1.1 Do you like practicing tongue twisters in English class?

Figure 1

Moments when students enjoy practicing tongue twister in English class



Source: Own elaboration.

Analysis

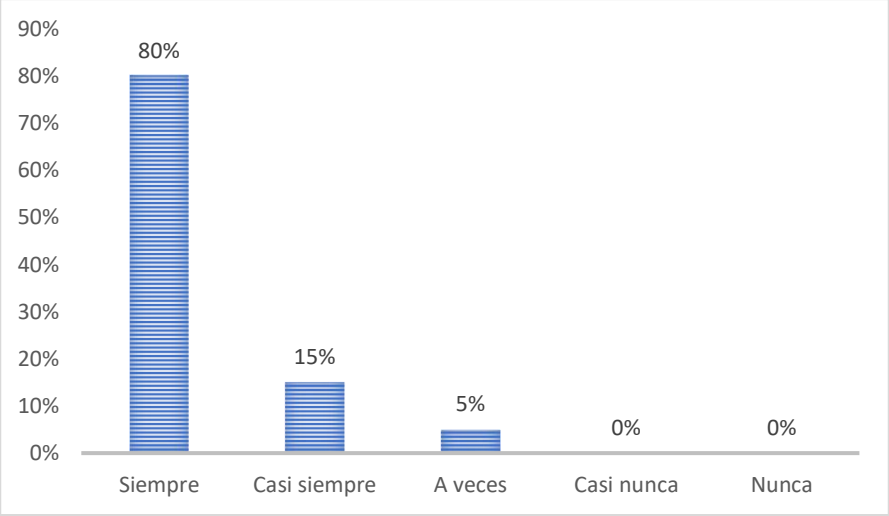
Figure 1 details students' perceptions of the optimal times for practicing tongue twisters in the classroom. The results reveal a mostly positive attitude: 60% of respondents said they like to do them almost always, followed by 20% who chose the always category. On the other hand, 15% indicated that they like it sometimes, while a minority of 5% said almost never. It is noteworthy that no students (0%) showed total rejection of the activity.

These findings suggest that students have a sustained interest in this technique, supporting the incorporation of playful learning activities into English lessons. Since tongue twisters are perceived as intrinsically motivating, they encourage repeated pronunciation practice and meaningful engagement with English sound patterns. According to (Celce-Murcia, Brinton, & Goodwin, 2010), integrating playful activities such as tongue twisters provides opportunities for students to practice complex phonetic patterns in a low-anxiety learning environment, which may contribute to the development of pronunciation and oral fluency through repeated practice.

3.1.2 Do you feel that tongue twisters make class more fun?

Figure 2

Level of agreement that tongue twisters make classes more fun.



Source: Own elaboration.

Analysis

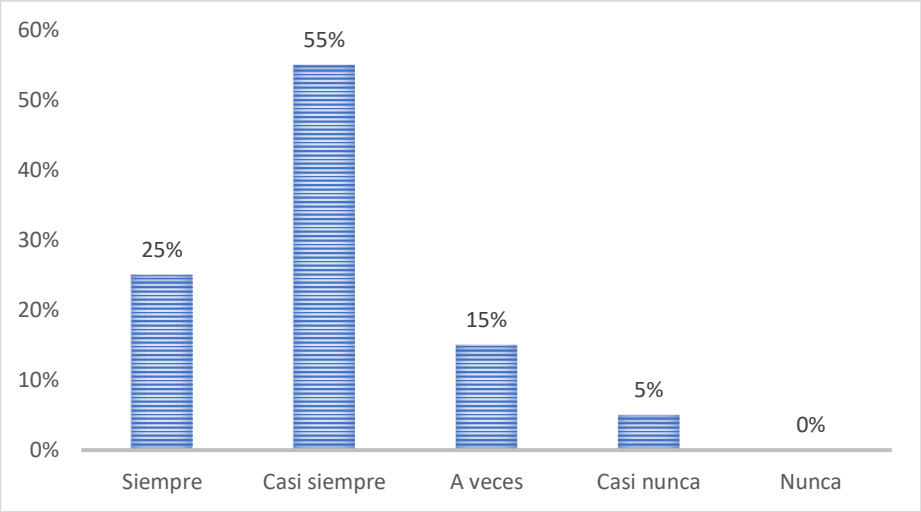
Regarding the perception of enjoyment, the results reinforce the group's positive attitude. An overwhelming majority of 80% of students perceive the class as enjoyable always, complemented by 15% who feel it is almost always enjoyable. Only 5% fall into the sometimes category, while the almost never and never options received no responses (0%).

These results suggest between enjoyment and the practice of recreational activities suggests a dynamic learning environment that encourages active participation. (Celce-Murcia, Brinton, & Goodwin, 2010)

3.1.3 Do you feel motivated to participate when the teacher uses word games?

Figure 3

Perceptions of their own motivation when using word games in English class.



Source: Own elaboration.

Analysis

In relation to motivation through word games, the results reflect a notable enthusiasm among students for this type of activity. More than half of the students (55%) said they felt motivated almost always, with an additional 25% expressing this interest consistently always. On the other hand, 15% said they felt motivated sometimes and only a small proportion 5% chose the category almost never, with no mentions of the option never.

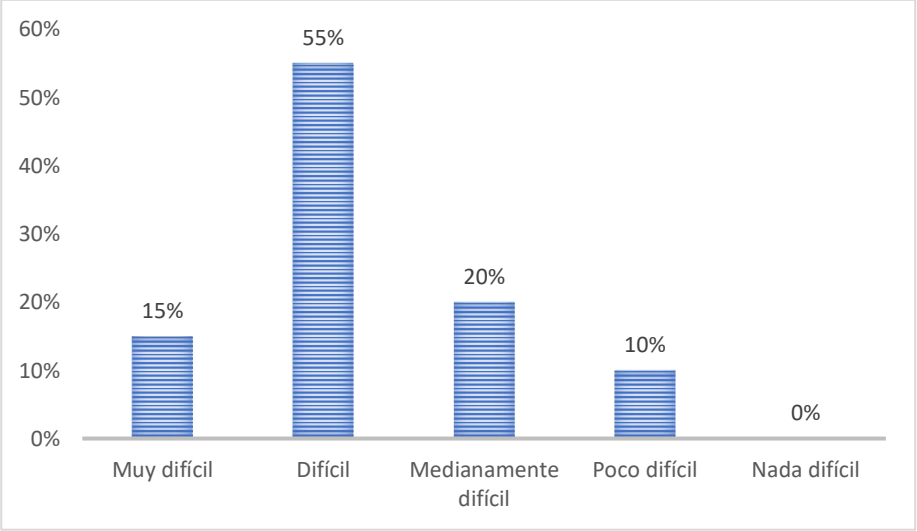
This high level of receptivity is crucial to the teaching-learning process. It suggests that the use of resources such as tongue twisters is not only accepted but desired by students, making word games an effective vehicle for increasing engagement and reducing resistance to complex phonetic

activities. Creating engaging learning materials and using word games increases intrinsic motivation, which is one one of the strongest predictors of success in second language acquisition. (Dörnyei, 2001).

3.1.4 How difficult do you find it to pronounce new words without practicing?

Figure 4

Perception of difficulty in pronouncing new words without practicing



Source: Own elaboration.

Analysis

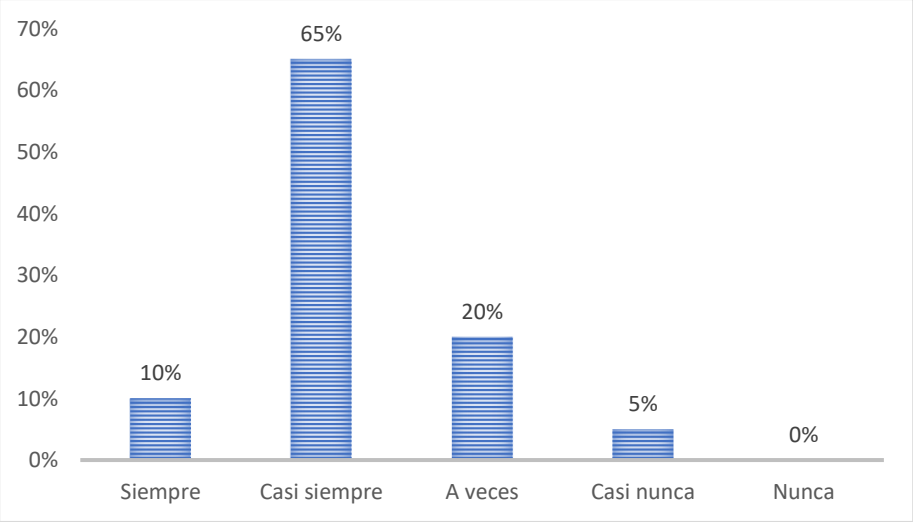
Regarding the perceived level of complexity when pronouncing new words, the results indicate that most students face significant obstacles in their oral expression. Fifty-five percent of respondents rate this task as difficult, while 15% consider it very difficult, adding up to 70% of the sample with clear difficulties. Meanwhile, 20% describe it as moderately difficult and only 10% perceive it as not very difficult No students (0%) reported that they found pronunciation of new words easy without prior practice.

These findings underscore the importance of integrating specific phonetic tools into the classroom. The notable perception of difficulty suggests that learning new vocabulary requires additional scaffolding, where activities such as tongue twisters act not only as repetition exercises but also as a useful strategy to reduce the pronunciation barrier and strengthen the student's linguistic confidence. The perception of difficulty in pronunciation often creates a psychological barrier that can only be broken through systematic practice and the development of phonological awareness. (Kenworthy, 1987)

3.1.5 At first, how would you rate the difficulty of tongue twisters?

Figure 5

Assessment of the difficulty of tongue twisters from the student's perspective.



Source: Own elaboration.

Analysis

Regarding the initial difficulty perceived when practicing tongue twisters, Survey responses showed that students are aware of the technical challenge these exercises represent. 65% of respondents said they find them difficult almost always on the first attempt, with an additional 10% perceiving this difficulty always. On the other hand, 20% consider them difficult sometimes

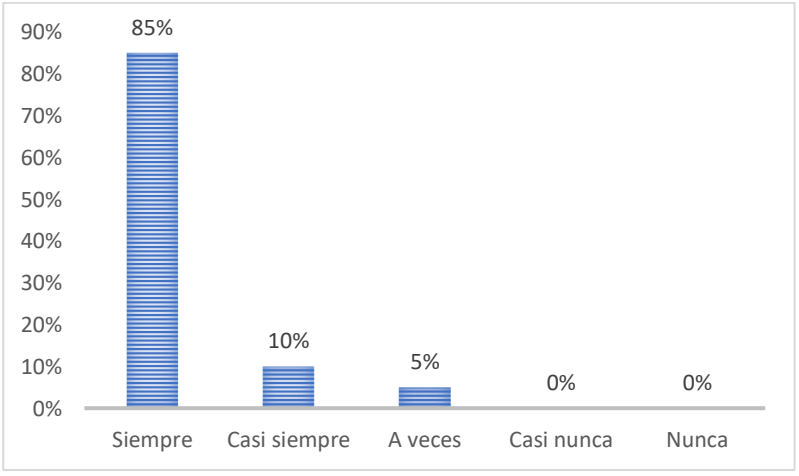
and only 5% report that they almost never present initial complications; the option never did not receive any responses.

This perception of initial difficulty, far from being a demotivating factor, reinforces the pedagogical value of the activity. When faced with a challenge that requires conscious articulatory effort, students are encouraged to focus their attention on articulation points and phonetic precision, turning the "initial error" into an opportunity for improvement and refinement through guided repetition. (Brown, 2007)

3.1.6 Do you feel that your pronunciation improves after repeating a tongue twister several times?

Figure 6

Relationship between practice, repeating a tongue twister several times



Source: Own elaboration.

Analysis

Finally, when analyzing the perception of improvement after repetition (the results are conclusive and suggest the usefulness of the technique. An overwhelming majority of 85% of students stated that they always notice an improvement in their pronunciation after repeating the

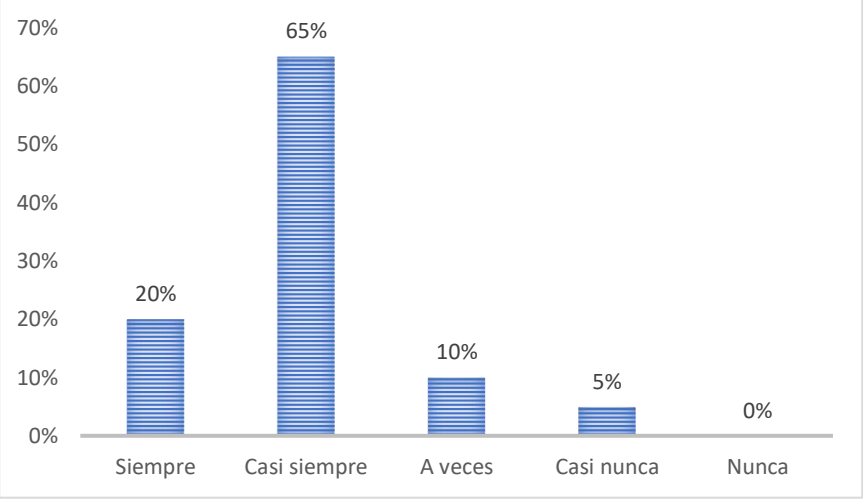
exercise, complemented by 10% who perceive this progress almost always. Only 5% indicated that they notice changes sometimes, while the categories of almost never and never received no responses.

These findings suggest that the mechanical and playful repetition of tongue twisters may contribute to the development of phonetic automation. By repeating sounds rhythmically, students achieve greater fluency and accuracy, transforming the initial challenge into a tangible achievement. This progression boosts student confidence and effectively consolidates the learning of English sound patterns. Repetitive practice under conditions of success allows low-level processes, such as sound articulation, to become automatic, freeing up cognitive space for high-level communication. (Nation, 2007).

3.1.7 Do tongue twisters help you speak more clearly and quickly?

Figure 7

Assessment of tongue twisters helping you speak more clearly and quickly.



Source: Own elaboration.

Analysis

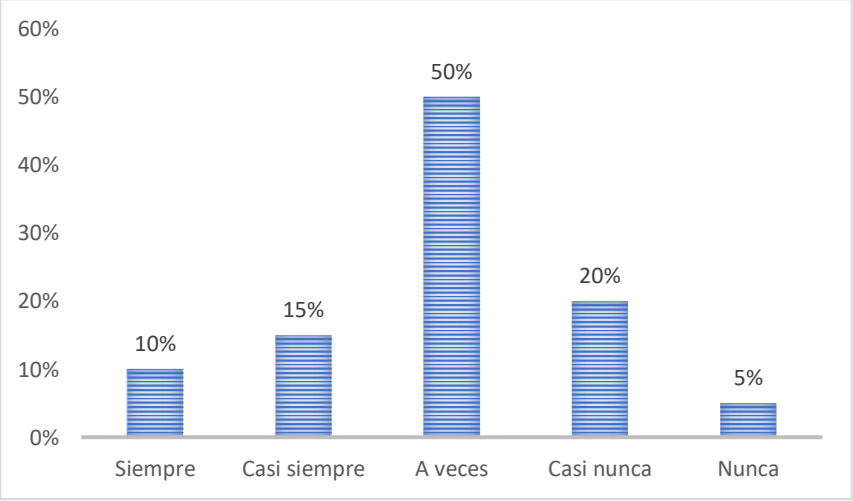
Regarding the impact of tongue twisters on speech clarity and speed, These responses suggest a positive effect on the development of oral competence. 65% of participants said that practicing these exercises almost always helps them improve their diction and speed, while 20% said they perceive this benefit always. 10% indicated that the help is noticeable sometimes, and only a minority of 5% chose the category almost never.

These results suggest that the technique not only supports pronunciation practice but may also contribute to overall oral fluency. By exercising articulation muscles and mental agility through complex sound sequences, students develop a greater ability to produce clearer and more natural speech. These findings support the use of word games as a strategic tool for optimizing communicative performance in the English language. The repetition of linguistic formulas and sound games promotes automaticity, allowing students to speak more quickly and clearly without sacrificing phonetic accuracy. (Gatbonton, 1988).

3.1.8 Do you feel more confident speaking in front of your classmates after practicing?

Figure 8

Impact of tongue twister practice on strengthening individual confidence in public speaking.



Source: Own elaboration.

Analysis

Finally, when asked about their level of confidence in front of their classmates when performing these exercises the results reflect a transition in the students' emotional security. 50% of the sample said they felt confident sometimes, suggesting that the social environment of the classroom still influences individual performance. On the other hand, 15% indicated feeling confident almost always and 10% always. In contrast, 20% reported feeling confident almost never and 5% never.

This variation in students' responses is noteworthy, as it shows that although tongue twisters are perceived as effective and fun, oral exposure still generates a degree of vulnerability. This underscores the importance of fostering a safe and collaborative learning environment, where mistakes are seen as part of the game. Strengthening the affective component will allow the 50% who only feel confident “sometimes” to achieve greater emotional stability, thus optimizing the technical benefits of the activity. (Krashen, 1982).

CHAPTER IV

IV. PROPOSAL

4.1.Proposal title

TONGUE TWISTER ADVENTURES: A DIDACTIC GUIDE TO IMPROVE ENGLISH PRONUNCIATION

4.2.Objectives

4.2.1. General Objective

To design a didactic guide based on tongue twisters to support English pronunciation practice among 5th, 6th, and 7th grade students at Escuela de Educación Básica Municipal “13 de Diciembre”.

4.2.2. Specific Objectives

1. To provide progressive tongue twister activities focused on the practice of difficult English sounds, articulation, rhythm, and fluency.
2. To promote students' motivation, participation, and confidence through playful and collaborative pronunciation activities.
3. To provide English teachers with practical, low-cost pronunciation strategies that can be implemented in educational contexts with limited resources.

4.3.Introduction

The present proposal, entitled "Tongue Twister Adventures: A Didactic Guide to Improve English Pronunciation," was developed as a pedagogical response to the needs identified during the research conducted at the Escuela de Educación Básica Municipal "13 de Diciembre." The findings obtained through the surveys administered to students and the interviews conducted with

the school principal and the English teacher revealed that many learners experience difficulties in English pronunciation, particularly in the articulation of unfamiliar sounds, oral fluency, and confidence when speaking in front of others. At the same time, the participants recognized that playful activities increase motivation and encourage greater participation during English lessons.

Considering these findings, this didactic guide proposes the systematic use of tongue twisters as an accessible, motivating, and low-cost teaching resource to strengthen English pronunciation. Tongue twisters promote repetitive and meaningful practice of English sounds while creating an enjoyable learning environment where students can improve their articulation, rhythm, diction, and communicative confidence without the fear of making mistakes.

The proposal is grounded in communicative language teaching principles, constructivist learning theory, and the psycholinguistic foundations of pronunciation development discussed in the theoretical framework of this study. Likewise, it responds to the educational context of primary school students by incorporating interactive and age-appropriate activities that stimulate participation, cooperation, and meaningful oral practice.

The guide is organized into four instructional units that progressively develop students' pronunciation skills through games, collaborative activities, rhythmic exercises, and creative tasks based on tongue twisters. Each unit includes clearly defined learning objectives, CEFR-aligned "Can Do Statements," vocabulary, language focus, classroom activities, assessment strategies, and the necessary teaching materials. This structure enables English teachers to implement the activities easily, even in educational settings with limited technological and instructional resources.

Ultimately, this proposal seeks to provide English teachers with a practical methodological resource that complements regular classroom instruction and supports the development of students'

pronunciation, fluency, motivation, and confidence in oral communication through engaging and meaningful classroom activities.

4.4.Justification

Teaching English as a foreign language in basic education faces the ongoing challenge of developing comprehensive communication skills in students, with pronunciation being one of the fundamental components for achieving clear and effective oral communication. At the “13 de Diciembre” Municipal Basic Education School, it has been observed that 5th, 6th, and 7th grade students have significant difficulties with clarity and fluency when pronouncing English words, which directly impacts their confidence, participation, and academic performance. These difficulties are accentuated by the lack of innovative teaching resources, limited oral practice in the classroom, and low interest generated by traditional methods.

In this context, the present research is relevant because it proposes a playful methodological strategy that has been little explored in the local school environment: the use of tongue twisters as a tool to enhance pronunciation. This technique was chosen because it is motivating, dynamic, and accessible, which can spark students' interest and encourage repetitive practice of specific English sounds in a less rigid and more participatory environment. This approach partially overcomes the lack of technological or sophisticated materials, as tongue twisters can be integrated into classes with limited resources, thus promoting educational equity.

The research acquires scientific and social relevance by offering a contextualized teaching proposal that directly responds to a need detected in the student population of the Julio Andrade parish, Tulcán canton, Carchi province. It also contributes to enriching the field of English teaching from an innovative approach aimed at improving students' phonological competence, which has a

positive impact on their overall communicative performance and their perception of language learning as a more enjoyable and meaningful experience.

Finally, the justification for this study lies in the fact that its results can serve as a basis for designing future pedagogical interventions in institutions with similar characteristics, encouraging the implementation of playful strategies that respond to the real needs of students, promote intrinsic motivation, and raise the quality of English teaching at the basic level.

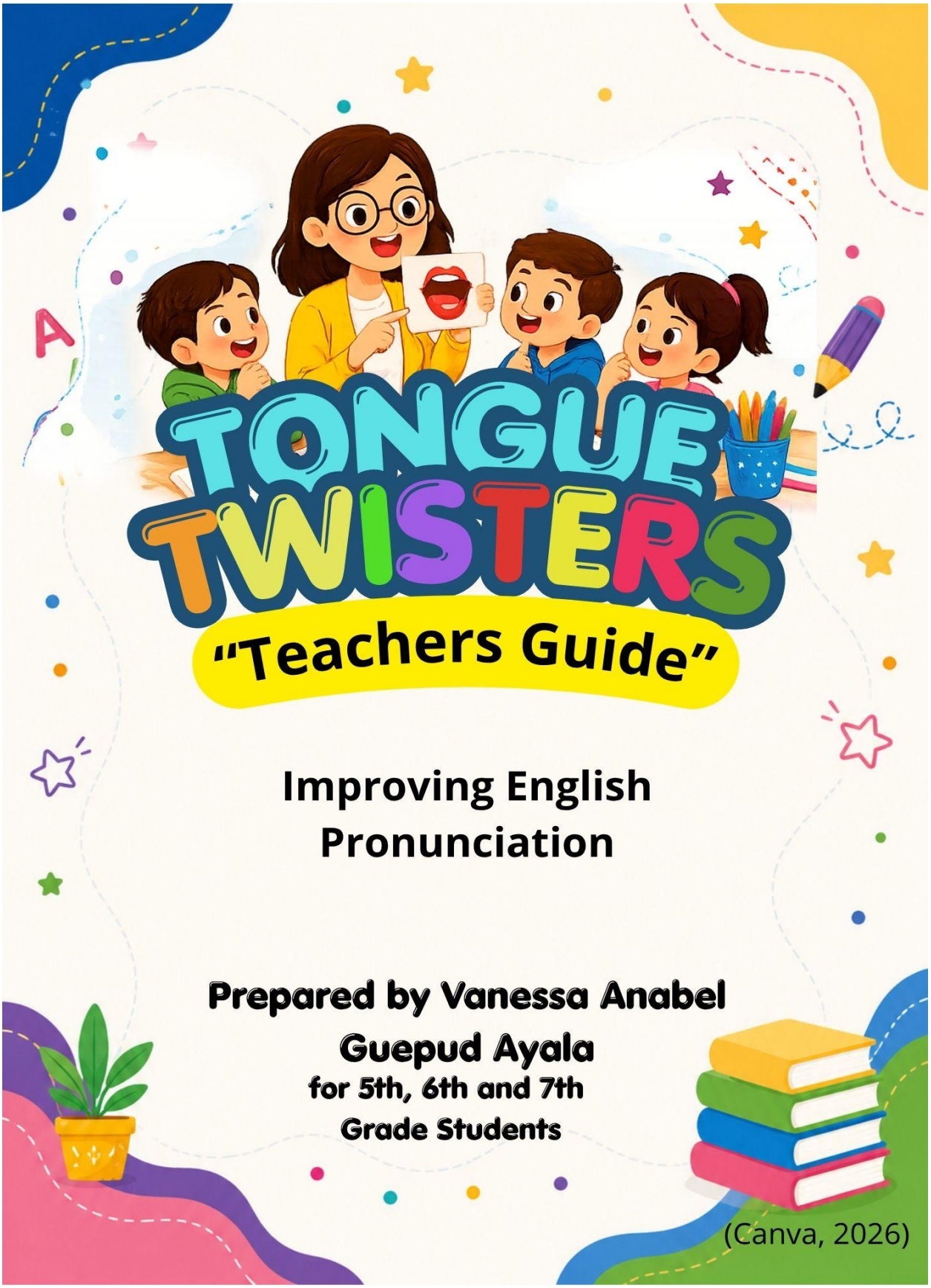

TONGUE TWISTERS
"Teachers Guide"
Improving English Pronunciation
Prepared by Vanessa Anabel Guepud Ayala
for 5th, 6th and 7th Grade Students
(Canva, 2026)

TABLE OF CONTENTS

1. UNIT 1 – The Sound Adventure: Listen and Discover 4
   - Lesson 1: Phonemic Awareness 5–6
   - Lesson 2: Basic Articulation Exercises 7–8
   - Lesson 3: Auditory Discrimination 9–10
   - Lesson 4: Level 1 Tongue Twisters 11–12
   - Unit 1 Assessment 13

2. UNIT 2 – Rhythm and Fluency Through Tongue Twisters 14
   - Lesson 1: Stress and Rhythm through Tongue Twisters 15–16
   - Lesson 2: Fluency through Tongue Twister Practice 17–18
   - Lesson 3: Progressive Tongue Twister Challenges 19–20
   - Lesson 4: Pronunciation Accuracy Practice 21–22
   - Unit 2 Assessment 23

3. UNIT 3 – Practicing English Sounds with Tongue Twisters 24
   - Lesson 1: Practicing Difficult English Sounds 25–26
   - Lesson 2: Repetition and Pronunciation Practice 27–28
   - Lesson 3: Tongue Twister Games 29–30
   - Lesson 4: Cooperative Pronunciation Activities 31–32
   - Unit 3 Assessment 33

4. UNIT 4 – Mastering Tongue Twisters for Confident Pronunciation 34
   - Lesson 1: Difficult Consonant Practice 35–36
   - Lesson 2: Speed and Accuracy Challenges 37–38
   - Lesson 3: Advanced Tongue Twister Practice 39–40
   - Lesson 4: Collaborative Tongue Twister Competition 41–42
   - Unit 4 Assessment 43

3

WELCOME

LET'S LEARN TROUGH FUN PRONUNCIATION ACTIVITIES



Welcome to the Tongue Twisters Teacher's Guide!

This guide has been specially designed to help English teachers create dynamic and enjoyable pronunciation lessons for students in 5th, 6th, and 7th Grade.

Through carefully selected tongue twisters, students will strengthen their pronunciation, fluency, articulation, rhythm, and confidence while participating in interactive classroom activities.

Every lesson encourages students to listen, repeat, practice, and communicate in a supportive learning environment where making mistakes is part of the learning process.

HOW IS THIS GUIDE ORGANIZED?



(Canva, 2026)

UNIT 1

THE SOUND ADVENTURE

4



CAN DO STATEMENTS

By the end of this unit, students can recognize, identify, and pronounce basic English sounds through tongue twister practice with greater confidence and accuracy.

OBJECTIVE

Students will recognize, identify, and produce basic English sounds through engaging tongue twister activities that promote accurate pronunciation, confidence, fluency, and effective oral communication.

STUDENTS WILL DEVELOP

- Listening discrimination
- Accurate pronunciation
- Speaking confidence
- Fluency

MATERIALS

- Flashcards with phonetic sounds
- Small mirrors
- Picture cards
- Whiteboard and markers
- Tongue twister cards
- Student worksheet
- Speakers (optional)

(Canva, 2026)

Teacher´s page

UNIT 1

5

LESSON 1:
PHONEMIC AWARENESS



TIME

40 minutes

LEARNING OBJECTIVE

Students will identify and produce basic English sounds by listening, repeating, and practicing simple tongue twisters

MATERIALS

- Flashcards with phonetic sounds
- Small mirrors (one per pair or group)
- Picture cards
- Whiteboard and markers
- Tongue twister cards
- Student worksheet
- Speakers (optional)

TEACHING PROCEDURE

1 WARM-UP (5 min)
Greet students with a smile.
Ask: "Are you ready to play with English sounds?"
Students repeat: "Yes, we are!"

2 LISTEN (10 min)
Show flashcards.
Pronounce each sound slowly.
Students only listen.
Example: /s/ /r/ /θ/ /ʃ/

3 REPEAT (10 min)
Students repeat after the teacher.
Practice in chorus.
Then individually.
Use mirrors so students can observe mouth movement.



4 PRACTICE (10 min)
Introduce the tongue twister.
"She sells seashells by the seashore."
Read slowly.
Students repeat.
Increase speed gradually.

5 WRAP-UP (5 min)
Ask students:
- Which sound was easy?
- Which sound was difficult?

Praise every effort.

VOCABULARY

- Mouth
- Tongue
- Lips
- Teeth
- Sound
- Repeat
- Speak
- Smile
- Practice
- Listen

ASSESSMENT

The teacher observes whether students:
- Listen carefully.
- Repeat correctly.
- Pronounce target sounds.
- Participate actively.
- Show confidence.

(Canva, 2026)

Student´s page

UNIT 1

6

LESSON 1:

PHONEMIC AWARENESS

LET´S LISTEN, REPEAT AND PRACTICE



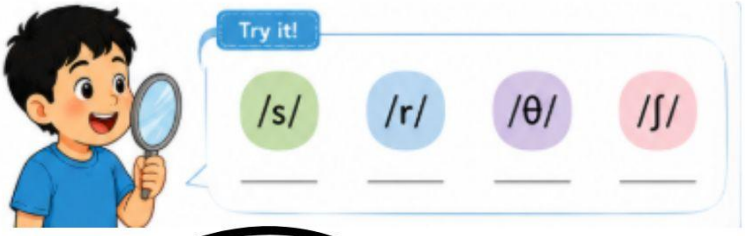
1 LISTEN

Listen to your teacher and identify the sounds.



2 REPEAT

Repeat each sound after your teacher.
Use a mirror to observe how your mouth moves while pronouncing each sound.
Try it!



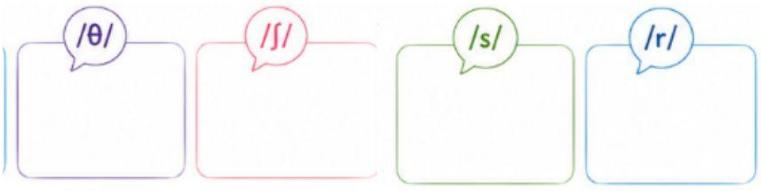
3. PRACTICE

Read the tongue twister with your teacher.
Start slowly, then repeat it faster.



4. DRAW & SAY

Draw one object that begins with each sound. Then say the word aloud.



(Canva, 2026)

Teacher´s page

UNIT 1

7

LESSON 2:
BASIC ARTTICULATION



TIME

40 minutes

LEARNING OBJECTIVE

Students will improve the pronunciation of English sounds by practicing correct tongue, lips, and mouth movements through interactive articulation activities and tongue twisters.

MATERIALS

- Mirrors
- Flashcards
- Mouth position cards
- Tongue twister cards
- Whiteboard
- Colored markers
- Student worksheet

VOCABULARY

- Tongue
- Lips
- Teeth
- Mouth
- Smile
- Open
- Close
- Repeat
- Speak
- Practice

TARGET SOUNDS

/p/ /b/ /m/ /f/

TEACHING PROCEDURE

1 WABM-LIP (5 min)

Play "Funny Faces". Students imitate the teacher's mouth movem ants.

- Smile
- Open your mouth
- Bound your lips
- Show your teetn



2 PRESENTATION (10min)



Show pictures of mouth pissitions
Explain how the lips and forigue move when producing each sound.
Practice:

/p/ /b/ /m/ /f/

3 GUIDED PRACTICE (10 min)



Students prectice in pairs using mimors.

Teacher gives immediate feedback.



4 PRACTICE ACTIVITY (10 min)

TONGUE TWISTER

Big blue balloons bounce beautifuliy.



- Read slowly.
- Say 't facter
- Repeet three times
- Try with a partner

5 WRAP-UP (5 min)

Ask students:

- Which sound was easiest?
- Which sound needs more practica?



(Canva, 2026)

Student´s Page

UNIT 1

8

LESSON 2:

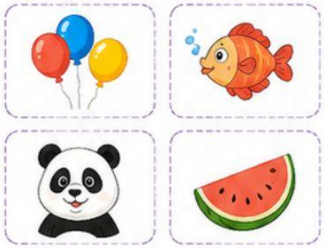
BASIC ARTTICULATION

Let´s practice our mouth movements



1 LISTEN AND IDENTIFY

Listen to your teacher and repeat the sounds.
Match each sound with the correct picture.



/p/	/b/	/m/	/f/
			
●	●	●	●
○	○	○	○

2 SAY AND FEEL

Say each sound and place your hand on your throat. Feel the vibration!

/p/	/b/	/m/	/f/
_____	_____	_____	_____
			

3 PRACTICE

Read the tongue twister with your teacher.
Start slowly, then repeat it faster!

Tongue Twister

Big blue balloons bounce beautifully.



4 DRAW AND SAY

Draw one object that starts with each sound.
Then say the word aloud.

/p/	/b/	/m/	/f/

(Canva, 2026)

Teacher´s page

UNIT 1

9

LESSON 3:

AUDITORY DISCRIMINATION



TIME

40 minutes

LEARNING OBJECTIVE

Students can distinguish similar English sounds through tongue twister practice and listening activities.

MATERIALS

- Flashcards
- Picture cards
- Word cards
- Whiteboard
- Markers
- Mini whiteboards
- Student worksheet

VOCABULARY

- Listen
- Different
- Sound
- Same
- Word
- Picture
- Choose
- Circle
- Identify
- Repeat

TEACHING PROCEDURE

1 WARM-UP (5 min)



Play "What's the Sound?" Show two pictures. Say the words and ask students to tell if they hear the same or different sounds.

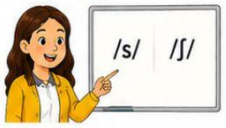
Example:



sun / soap

Same beginning sound /s/

2 PRESENTATION (10 min)



Explain that some sounds are similar but different. Listen and repeat.

Model the target sounds clearly.

Target Sounds:

/s/ /ʃ/ /θ/ /r/

Show mouth positions.



3 GUIDED PRACTICE (10 min)



Use flashcards. Say the word. Students repeat and identify the sound. Provide feedback.

Example:



snake /s/



sheep /ʃ/

4 PRACTICE ACTIVITY (10 min)



Students complete the worksheet: Listen and circle the picture with the sound they hear.

Example:

1. 

2. 

5 WRAP-UP (5 min)



Ask students:

- Which sounds were easy?
- Which sounds were hard?
- Let's practice more!

Great job! Keep listening!



ASSESSMENT

The teacher observes if students:

- ☐ Identify sounds correctly.
- ☐ Distinguish similar sounds.
- ☐ Participate actively.
- ☐ Repeat clearly.
- ☐ Complete the activity.

TEACHER TIP

Use minimal pairs (words that differ in only one sound). Encourage students to listen carefully and trust what they hear.

(Canva, 2026)

Student´s page

UNIT 1

10

LESSON 3:

AUDITORY DISCRIMINATION



LET'S LISTEN, IDENTIFY, AND CHOOSE THE CORRECT SOUND!

1 LISTEN AND CIRCLE

Listen to your teacher.
Circle the picture that begins with the sound you hear.

Sound 1	Sound 2	Sound 3	Sound 4
Sun / Sheep	Snake / Thumb	Road / Rose	Shark / Sun

2 LISTEN AND MATCH

Draw a line.

/s/	Sun
/ʃ/	Sheep
/θ/	Thumb
/r/	Rainbow

3 SAY THE WORD

Read each word aloud.
Practice with your partner.

Sun | Sheep | Rainbow | Thumb

4 TONGUE TWISTER TIME

Repeat after your teacher.

She sells seashells by the seashore.

☆ First time | ☆☆ Second time | ☆☆☆ Third time

5 COLOR THE SOUND

Color only the pictures that begin with /s/.

Sun | Snake | Rose | Sheep | Shark

(Canva, 2026)

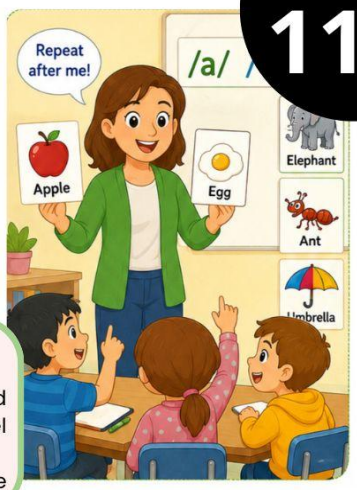
Teacher´s page

UNIT 1

11

LESSON 4:

LEVEL 1 TONGUE TWISTERS



TIME

40 minutes

LEARNING OBJECTIVE

Students will identify, pronounce, and discriminate the short vowel sounds /a/ and /e/ through interactive activities and tongue twisters.

TEACHING PROCEDURE

MATERIALS

- Flashcards
- Picture cards
- Alphabet cards
- Mini whiteboards
- Colored markers
- Worksheets
- Audio recordings (optional)

VOCABULARY

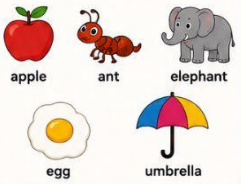
- Apple
- Ant
- Elephant
- Egg
- Umbrella
- Listen
- Repeat
- Match
- Circle
- Color

1 WARM-UP (5 min)

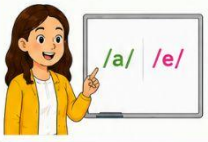


- Guess the Picture.
- Show flashcards one by one.
- Ask: "What is it?"
- Students answer:
  - Apple
  - Ant
  - Elephant
  - Egg
  - Umbrella
- Repeat each word together.

Example:

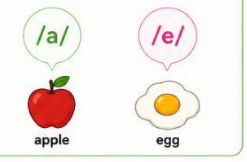


2 PRESENTATION (10 min)

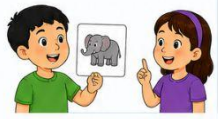


- Introduce the vowel sounds.
- Practice: /a/ /e/
- Model the pronunciation.
- Students observe your mouth and repeat.
- Use flashcards to connect each sound with its corresponding picture.

Example:

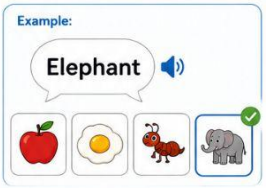


3 GUIDED PRACTICE (10 min)

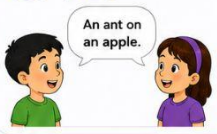


- Play Listen and Match.
- Teacher pronounces one word.
- Students identify the correct picture.
- Example:
  - Apple
  - Egg
  - Ant
  - Elephant

Example:



4 PRACTICE ACTIVITY (10 min)



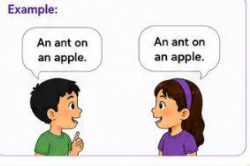
- Tongue Twister

An ant on an apple.

Students:

- [x] Repeat slowly.
- [x] Repeat twice.
- [x] Repeat faster.
- [x] Practice with a partner.

Example:

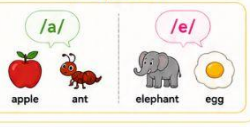


5 WRAP-UP (5 min)



- Ask students:
  - Which word starts with /a/?
  - Which word starts with /e/?
  - What was your favorite word today?
- Praise students for participating.

Example Words



(Canva, 2026)

Student´s page

UNIT 1

12

LESSON 4:

LEVEL 1 TONGUE TWISTERS



LET'S LISTEN, IDENTIFY, AND CHOOSE THE CORRECT SOUND!

1 LISTEN AND CIRCLE

Listen to your teacher. Circle the picture that begins with the sound you hear.

1. /a/	Apple ○	Elephant ○
2. /e/	Bed ○	Egg ○
3. /a/	Ant ○	Umbrella ○
4. /e/	Elephant ○	Envelope ○
5. /a/	Astronaut ○	Alligator ○

2 LISTEN AND MATCH

Draw a line.

/a/	igloo
/e/	orange
/i/	apple
/o/	egg

3 SAY THE WORD

Read each word aloud.
Practice with your partner.

Apple | Elephant | Bed | Egg | Umbrella

4 TONGUE TWISTER TIME

Repeat after your teacher.

An ant on an apple.



First time	Second time	Third time
☆	☆ ☆	☆ ☆ ☆

5 COLOR THE SOUND

Color only the pictures that have the vowel sound /a/.

Apple | Egg | Elephant | Ant | Umbrella

(Canva, 2026)

Student´s page

UNIT 1 ASSESSMENT

13



LET'S SHOW WHAT WE LEARNED!

LEARNING GOAL

I can recognize and pronounce basic English sounds through tongue twister practice.



1 Listen and Circle (2 points)

Listen to your teacher and circle the correct picture.

1 ○ ○

2 ○ ○

3 ○ ○

4 ○ ○

2 Match the Sound (2 points)

Draw a line.

/s/	Sun
/ʃ/	Sheep
/r/	Rainbow
/θ/	Thumb

3 Say the Words (2 points)

Read aloud.

Apple _____

Sheep _____

Rainbow _____

Thumb _____

Your teacher will listen to your pronunciation.

4 Tongue Twister Challenge (2 points)

Repeat:

"She sells seashells by the seashore."

- ★ Slow ☐
- ★★ Normal ☐
- ★★★ Fast ☐

5 Self-Assessment (2 points)

How do you feel today?

I can do it by myself.	I need a little help.	I need more practice.

Color the face that describes you.



(Canva, 2026)

UNIT 2

14

RHYTHM AND FLUENCY THROUGH TONGUE TWISTERS



CAN DO STATEMENTS

By the end of this unit, students can identify, pronounce, and distinguish challenging English consonant sounds through tongue twister practice with greater confidence and accuracy.

OBJECTIVE

Students will improve the pronunciation of challenging English consonant sounds by participating in listening, speaking, and tongue twister activities.

STUDENTS WILL DEVELOP

- Recognize challenging consonant sounds.
- Differentiate similar English sounds.
- Improve articulation and pronunciation.
- Practice tongue twisters accurately.
- Speak English with greater confidence

MATERIALS

- Flashcards
- Picture Cards
- Tongue Twister Cards
- Mirrors
- Worksheets
- Markers
- Audio Resources

(Canva, 2026)

Teacher´s page

UNIT 2

15

LESSON 1:

STRESS AND RHYTHM THROUGH TONGUE TWISTERS

TIME

40 minutes



LEARNING OBJECTIVE

Students can identify, distinguish, and pronounce the /s/ and /ʃ/ sounds accurately through guided listening, speaking, and tongue twister practice.

MATERIALS

- Flashcards
- Picture cards
- Mirror
- Tongue Twister Cards
- Student Worksheet
- Markers
- Whiteboard

VOCABULARY

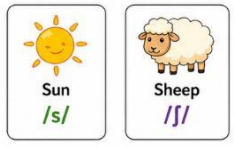
- Sun
- Snake
- Soap
- Sheep
- Ship
- Shark
- Shell
- Shoe
- Listen
- Repeat

TEACHING PROCEDURE

1 WARM-UP (5 min)

Listen and Guess

- Show two flashcards.
- Ask: "Which sound do you hear?"
- Example:
  - Sun → /s/
  - Sheep → /ʃ/
- Students repeat together.



2 PRESENTATION (10 min)

- Present the sounds /s/ and /ʃ/.
- Model the pronunciation.
- Students observe the teacher's mouth.
- Practice with:
  - Sun
  - Snake
  - Soap
  - Sheep
  - Ship
  - Shark



3 GUIDED PRACTICE (10 min)

- Students work in pairs.
- Show a flashcard.
- Students identify the sound.
- Example:
  - Snake → /s/
  - Ship → /ʃ/
- Provide immediate feedback.



4 PRACTICE ACTIVITY (10 min)

Tongue Twister

She sells seashells by the seashore.

Students:

- Repeat slowly.
- Repeat twice.
- Repeat faster.
- Practice with a partner.



5 WRAP-UP (5 min)

Ask:

- Which sound was easier?
- Which sound was more difficult?
- Can you say the tongue twister without stopping?
- Praise students for their effort.



(Canva, 2026)

Student´s page

UNIT 2

16

LESSON 1:

STRESS AND RHYTHM THROUGH TONGUE TWISTERS



LISTEN, REPEAT AND PRACTICE THE /S/ AND /§/ SOUNDS

1 LISTEN AND REPEAT. Listen to your teacher and repeat.

/s/ sound			/ʃ/ sound		
					
Sun	Snake	Soap	Sheep	Ship	Shark

2 CIRCLE THE CORRECT SOUND. Look at the pictures and circle /s/ or /ʃ/.

					
/s/ /ʃ/	/s/ /ʃ/	/s/ /ʃ/	/s/ /ʃ/	/s/ /ʃ/	/s/ /ʃ/

3 SORT THE WORDS.
Write the words in the correct column.

sun sheep snake ship soap shark

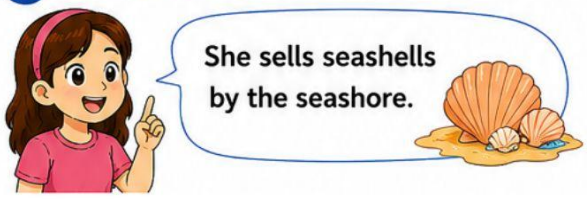
/s/ sound	/ʃ/ sound

4 MATCH.
Match the words with the pictures.

1. Sun •
2. Sheep •
3. Snake •
4. Ship •
5. Soap •
6. Shark •



5 TONGUE TWISTER TIME! Read and practice the tongue twister.



Now, try it!
- ☆ Read it slowly.
- ☆ Read it twice.
- ☆ Read it faster.
- ☆ Say it with a partner.



(Canva, 2026)

Teacher´s page

UNIT 2

17

LESSON 2:

FLUENCY THROUGH TONGUE TWISTER PRACTICE

TIME
40 minutes

CAN DO STATEMENT
Students can identify, distinguish, and pronounce the /θ/ and /ð/ sounds accurately through guided listening, speaking, and tongue twister practice.

MATERIALS
- Flashcards
- Picture cards
- Mirror
- Tongue Twister Cards
- Student Worksheet
- Markers
- Whiteboard

VOCABULARY
- Thumb
- Think
- Three
- Thank you
- This
- That
- These
- Mother
- Father
- Brother

TARGET SOUNDS
/θ/ /ð/

TEACHING PROCEDURE

1 WARM-UP (5 min)

Listen and Guess
- Show two flashcards.
- Ask: "Which sound do you hear?"
- Example:
  - Thumb /θ/
  - This /ð/
- Students repeat together.



2 PRESENTATION (10 min)
- Explain the tongue position.
- Students place the tongue gently between the teeth.
- Practice:



3 GUIDED PRACTICE (10 min)
- Students work in pairs.
- One student says the word.
- The partner identifies whether it is /θ/ or /ð/.
- Teacher provides immediate feedback.



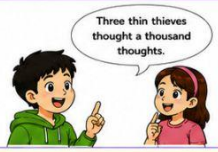
4 PRACTICE ACTIVITY (10 min)

Tongue Twister

Three thin thieves thought a thousand thoughts.



Students:
- Repeat slowly.
- Repeat twice.
- Repeat faster.
- Practice with a partner.



5 WRAP-UP (5 min)

Ask:
- Which sound was easier?
- Which word was difficult?
- Can you pronounce the tongue twister clearly?
- Praise students for their participation.



(Canva, 2026)

Student´s Page

UNIT 2

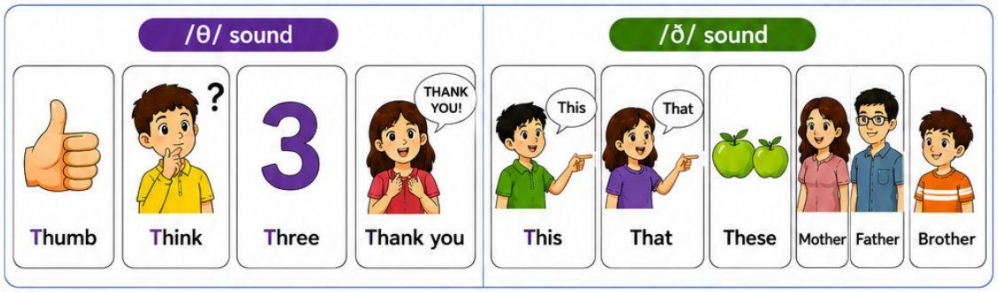
18

LESSON 2: FLUENCY THROUGH TONGUE TWISTER PRACTICE

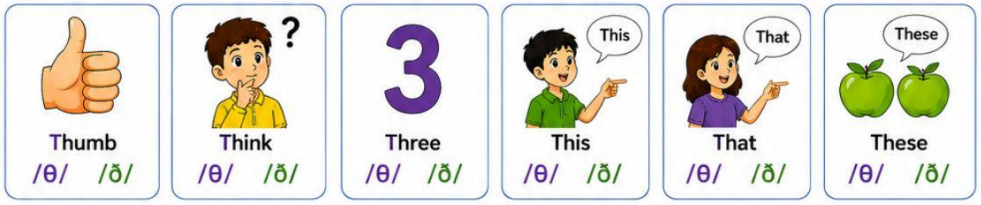


Let´s practice our mouth movements

1 LISTEN AND REPEAT. Listen to your teacher and repeat each word.



2 CIRCLE THE CORRECT SOUND. Look at each picture and circle /θ/ or /ð/.



3 SORT THE WORDS.
Write each word in the correct column.

Thumb Think Three Thank you This
That These Mother Father Brother

/θ/ sound	/ð/ sound

4 MATCH.
Match each word with the correct picture.

1. Thumb
2. Think
3. Three
4. Thank you
5. This
6. That
7. These



5 TONGUE TWISTER TIME! Read and practice the tongue twister.



(Canva, 2026)

Teacher´s page

UNIT 2

19

LESSON 3:

PROGRESSIVE TONGUE TWISTER CHALLENGES



TIME

40 minutes

CAN DO STATEMENT

Students can distinguish and pronounce the /r/ and /l/ sounds correctly through listening, repetition, and tongue twister practice.

MATERIALS

- Flashcards
- Picture cards
- Word cards
- Whiteboard
- Markers
- Mini whiteboards
- Student worksheet

VOCABULARY

- Rabbit
- Rainbow
- Robot
- Lion
- Lemon
- Leaf
- Red
- Light
- Read
- Look

TARGET SOUNDS

/r/ /l/

TEACHING PROCEDURE

1 WARM-UP (5 min)

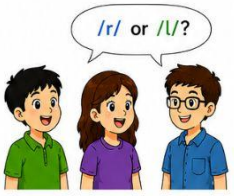


Listen and Repeat

- Show flashcards with:



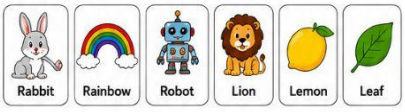
- Ask: "Which sound do you hear?"
- Students repeat each word.



2 PRESENTATION (10 min)



- Explain the mouth position for /r/ and /l/.
- Model the pronunciation.
- Practice with:





- Students use mirrors to observe their tongue movement.

3 GUIDED PRACTICE (10 min)



- Students work in pairs.
- One student says a word.
- The partner identifies whether it begins with /r/ or /l/.
- Provide immediate feedback.



4 PRACTICE ACTIVITY (10 min)



Tongue Twister

Red lorry, yellow lorry.



Students:

- ★ Read slowly.
- ★★ Repeat twice.
- ★★★ Read faster.
- ★★★★ Practice with a partner.



5 WRAP-UP (5 min)



Ask students:

- Which sound was easier?
- Which words were more difficult?
- Can you say the tongue twister correctly?
- Praise students for their effort.



(Canva, 2026)

Student´s page

UNIT 2

20

LESSON 3: PROGRESSIVE TONGUE TWISTER CHALLENGES

LET'S LISTEN, REPEAT, AND PRACTICE



1 LISTEN AND REPEAT. Listen to your teacher and repeat each word.

/r/ sound


Rabbit


Rainbow


Robot


Red


Read

/l/ sound


Lion


Lemon


Leaf


Light


Look

2 CIRCLE THE CORRECT SOUND. Circle the sound you hear.


Rabbit /r/ /l/


Lion /r/ /l/


Rainbow /r/ /l/


Lemon /r/ /l/


Robot /r/ /l/


Leaf /r/ /l/

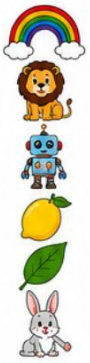
3 SORT THE WORDS.
Write each word in the correct column.

Rabbit • Rainbow • Robot • Red • Read
Lion • Lemon • Leaf • Light • Look

/r/	/l/

4 MATCH.
Match each word with the correct picture.

1. Rabbit •
2. Rainbow •
3. Robot •
4. Lion •
5. Lemon •
6. Leaf •



5 TONGUE TWISTER TIME! Repeat after your teacher.



Red lorry, yellow lorry.



★ First time
★★ Second time
★★★ Third time
★★★★ With a partner



(Canva, 2026)

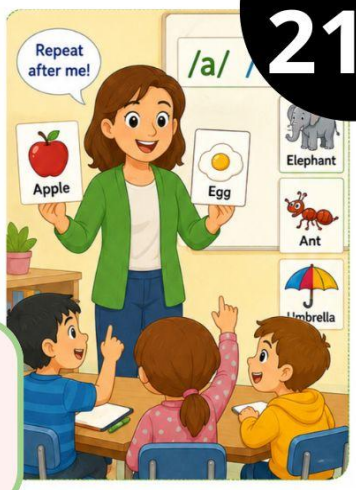
Teacher´s page

UNIT 2

21

LESSON 4:

PRONUNCIATION ACCURACY PRACTICE



TIME

40 minutes

CAN DO STATEMENT

Students can identify, distinguish, and pronounce the /b/ and /v/ sounds accurately through listening, speaking, and tongue twister practice.

MATERIALS

- Flashcards
- Picture Cards
- Mirror
- Tongue Twister Cards
- Student Worksheet
- Whiteboard
- Markers

VOCABULARY

- Ball
- Banana
- Book
- Bear
- Van
- Vase
- Violin
- Vest
- Blue
- Visit

TEACHING PROCEDURE

1 WARM-UP (5 min)

Listen and Guess

- Show two flashcards.
- Ask: "Which sound do you hear?"
- Students repeat each word.

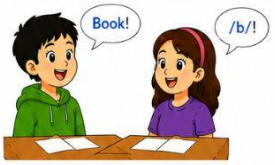


2 PRESENTATION (10 min)

- Explain the mouth position for /b/ and /v/.
- Model the pronunciation.
- Practice with: Ball, Banana, Book, Bear, Van, Vase, Violin, Vest
- Students observe the teacher's mouth using a mirror.

3 GUIDED PRACTICE (10 min)

- Students work in pairs.
- One student says a word.
- The partner identifies whether it begins with /b/ or /v/.
- Provide immediate feedback.



4 PRACTICE ACTIVITY (10 min)

Tongue Twister

Victor bought a very big blue balloon.

Students:

- ★ Read slowly.
- ★★ Repeat twice.
- ★★★ Read faster.
- ★★★★ Practice with a partner.

5 WRAP-UP (5 min)

Ask students:

- Which sound was easier?
- Which words were difficult?
- Can you say the tongue twister correctly?
- Praise students for their effort.

(Canva, 2026)

Student´s page

UNIT 2

22

LESSON 4:

PRONUNCIATION ACCURACY PRACTICE



LET'S LISTEN, REPEAT AND PRACTICE

1 LISTEN AND REPEAT. Listen to your teacher and repeat each word.

/b/ sound				
 Ball	 Banana	 Book	 Bear	 Blue

/v/ sound				
 Van	 Vase	 Violin	 Vest	 Visit

2 CIRCLE THE CORRECT SOUND. Circle the sound you hear.

 Ball /b/ /v/	 Banana /b/ /v/	 Book /b/ /v/	 Van /b/ /v/	 Vase /b/ /v/	 Violin /b/ /v/	 Vest /b/ /v/	 Visit /b/ /v/

3 SORT THE WORDS.
Write each word in the correct column.

Ball • Banana • Book • Bear • Blue • Van • Vase • Violin • Vest • Visit

/b/	/v/

4 MATCH.
Match each word with the correct picture.

1.	Ball	•
2.	Bear	•
3.	Vest	•
4.	Vase	•
5.	Book	•
6.	Van	•
7.	Violin	•
8.	Banana	•
9.	Blue	•
10.	Visit	•



5 TONGUE TWISTER TIME! Repeat after your teacher.



Victor bought a very big blue balloon.



★ First time (read slowly)
★★ Second time (repeat twice)
★★★ Third time (read faster)
★★★★ Practice with a partner



(Canva, 2026)

Student´s page

UNIT 2 ASSESSMENT

23



LET'S SHOW WHAT WE LEARNED!



LEARNING GOAL

I can speak English with better rhythm, stress, fluency, and pronunciation by using tongue twisters.

1 LISTEN AND NUMBER (2 points)

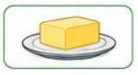
Listen to your teacher and number the tongue twisters from 1 to 4.

- ☐ She sells seashells by the seashore.
- ☐ Red lorry, yellow lorry.
- ☐ Peter Piper picked a peck of pickled peppers.
- ☐ Betty Botter bought some butter.



2 MATCH THE TONGUE TWISTER (2 points)

Draw a line.

Tongue Twister	Picture
1. Peter Piper	
2. Betty Botter	
3. Red lorry	
4. She sells seashells	

3 READ ALOUD (2 points)

Read the tongue twister with your teacher.

- ★ Slowly
- ★★ Normally
- ★★★ Fast

Red lorry, yellow lorry.



4 RHYTHM CHALLENGE (2 points)

Clap while saying the tongue twister.

- ✓ Clap every word.
- ✓ Keep the rhythm.
- ✓ Don't stop.



5 SELF-ASSESSMENT (2 points)

How do you feel today?

- I can say tongue twisters confidently. ○
- I need a little more practice. ○
- I still need help. ○







(Canva, 2026)

UNIT 3

24

PRACTICINIG ENGLISH SOUNDS WITH TONGUE TWISTERS



CAN DO STATEMENTS

BStudents can improve articulation and pronunciation through repetitive and cooperative tongue twister activities.

OBJECTIVE

Students will strengthen their English pronunciation by practicing tongue twisters through repetition, games, and cooperative learning activities.

STUDENTS WILL DEVELOP

✔ Improve articulation of English sounds.
✔ Increase pronunciation accuracy.
✔ Practice tongue twisters through repetition.
✔ Work cooperatively with classmates.
✔ Speak English more confidently.

MATERIALS

- Flashcards
- Tongue Twister Cards
- Picture Cards
- Whiteboard
- Markers
- Mirrors
- Worksheets
- Timer

(Canva, 2026)

Teacher´s page

UNIT 3

25

LESSON 1:

PRACTICING DIFFICULT ENGLISH SOUNDS

TIME

40 minutes



CAN DO STATEMENT

Students can pronounce difficult English sounds more clearly through repetitive tongue twister practice and cooperative speaking activities.

MATERIALS

- Tongue Twister Cards
- Flashcards
- Picture Cards
- Mirrors
- Whiteboard
- Markers
- Student Worksheet
- Timer

VOCABULARY

- Pronounce
- Repeat
- Practice
- Listen
- Partner
- Challenge
- Clear
- Sound
- Speak
- Correct

TEACHING PROCEDURE

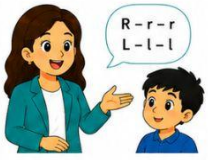


1 WARM-UP (5 min)

Let's Warm Up!

- The teacher introduces a simple tongue twister.
- Students listen carefully and repeat together.

Example: Red lorry, yellow lorry.



2 PRESENTATION (10 min)

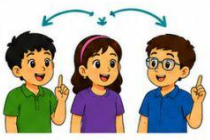
- The teacher models the tongue twister.
- Students identify difficult words.
- Practice together:

Slowly | Clearly | Naturally



3 GUIDED PRACTICE (10 min)

- Students practice in pairs.
- Each student repeats the tongue twister three times.
- Partners give positive feedback on pronunciation.



4 PRACTICE ACTIVITY (10 min)

Pronunciation Relay

- Students work in teams.
- Each student says one part of the tongue twister before passing the turn to the next teammate.
- The goal is to complete the tongue twister without mistakes.



5 WRAP-UP (5 min)

- Ask students the questions.
- Praise students for their participation and teamwork.

(Canva, 2026)

Student´s page

UNIT 3

26

LESSON 1:

PRACTICING DIFFICULT ENGLISH SOUNDS



LET'S PRACTICE DIFFICULT ENGLISH SOUNDS TOGETHER!

1 LISTEN AND REPEAT

Listen to your teacher and repeat the tongue twisters.

Tongue Twister 1



Red lorry,
yellow lorry.

Tongue Twister 2



She sells seashells
by the seashore.

2 FIND THE DIFFICULT WORDS

Circle the words that are difficult to pronounce.

Red | Yellow | Lorry | She | Sells | Seashells | Seashore



3 REPEAT WITH A PARTNER

Practice with your partner.



- ★ Read slowly.
- ★★ Read clearly.
- ★★★ Read naturally.

4 PRONUNCIATION RELAY

- Work in teams.
- Each student says one line of the tongue twister.
- Pass the turn to the next teammate.
- Try to finish without mistakes!



5 COLOR YOUR PROGRESS

Color one star.



Excellent!



Good Job!



Keep Practicing!



I Need More Practice.

(Canva, 2026)

Teacher´s page

UNIT 3

27

LESSON 2:

REPETITION AND PRONUNCIATION PRACTICE



TIME

40 minutes

CAN DO STATEMENT

Students can improve their pronunciation and fluency by repeating tongue twisters with increasing confidence and accuracy.

VOCABULARY

- Repeat
- Pronounce
- Listen
- Speak
- Practice
- Fluency
- Rhythm
- Confidence
- Correct
- Partner

MATERIALS

- Tongue Twister Cards
- Flashcards
- Picture Cards
- Mirrors
- Whiteboard
- Markers
- Student Worksheet
- Timer

TEACHING PROCEDURE



1 WARM-UP (5 min)

Echo Practice

- The teacher reads a short tongue twister.
- Students repeat exactly as they hear it.

Example: Betty Botter bought some butter.



2 PRESENTATION (10 min)

- The teacher models the tongue twister.
- Students repeat:

Slowly | Clearly | Naturally | With rhythm



3 GUIDED PRACTICE (10 min)

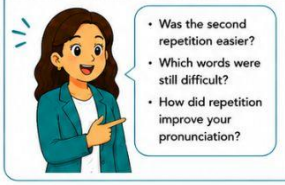
- Students work in pairs.
- Each student repeats the tongue twister four times.
- Partners correct pronunciation politely.



4 PRACTICE ACTIVITY (10 min)

Pair Tongue Twister Challenge

- Students alternate reading the tongue twister.
- Each repetition should be more fluent than the previous one.
- The teacher monitors and provides feedback.



5 WRAP-UP (5 min)

Ask students:

- Was the second repetition easier?
- Which words were still difficult?
- How did repetition improve your pronunciation?

Praise students for their effort.

(Canva, 2026)

Student´s page

UNIT 3

26

LESSON 1:

PRACTICING DIFFICULT ENGLISH SOUNDS



LET'S PRACTICE DIFFICULT ENGLISH SOUNDS TOGETHER!

1 LISTEN AND REPEAT

Listen to your teacher and repeat the tongue twisters.

Tongue Twister 1



Red lorry,
yellow lorry.

Tongue Twister 2



She sells seashells
by the seashore.

2 FIND THE DIFFICULT WORDS

Circle the words that are difficult to pronounce.

Red | Yellow | Lorry | She | Sells | Seashells | Seashore



3 REPEAT WITH A PARTNER

Practice with your partner.



- ★ Read slowly.
- ★★ Read clearly.
- ★★★ Read naturally.

4 PRONUNCIATION RELAY

- Work in teams.
- Each student says one line of the tongue twister.
- Pass the turn to the next teammate.
- Try to finish without mistakes!



5 COLOR YOUR PROGRESS

Color one star.



Excellent!



Good Job!



Keep Practicing!



I Need More Practice.

(Canva, 2026)

Teacher´s page

UNIT 3

27

LESSON 2:

REPETITION AND PRONUNCIATION PRACTICE



TIME

40 minutes

CAN DO STATEMENT

Students can improve their pronunciation and fluency by repeating tongue twisters with increasing confidence and accuracy.

VOCABULARY

- Repeat
- Pronounce
- Listen
- Speak
- Practice
- Fluency
- Rhythm
- Confidence
- Correct
- Partner

MATERIALS

- Tongue Twister Cards
- Flashcards
- Picture Cards
- Mirrors
- Whiteboard
- Markers
- Student Worksheet
- Timer

TEACHING PROCEDURE



1 WARM-UP (5 min)

Echo Practice

- The teacher reads a short tongue twister.
- Students repeat exactly as they hear it.

Example: Betty Botter bought some butter.



2 PRESENTATION (10 min)

- The teacher models the tongue twister.
- Students repeat:

Slowly | Clearly | Naturally | With rhythm



3 GUIDED PRACTICE (10 min)

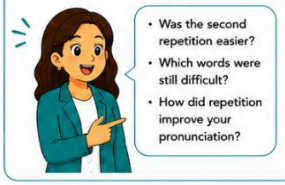
- Students work in pairs.
- Each student repeats the tongue twister four times.
- Partners correct pronunciation politely.



4 PRACTICE ACTIVITY (10 min)

Pair Tongue Twister Challenge

- Students alternate reading the tongue twister.
- Each repetition should be more fluent than the previous one.
- The teacher monitors and provides feedback.



5 WRAP-UP (5 min)

Ask students:

- Was the second repetition easier?
- Which words were still difficult?
- How did repetition improve your pronunciation?

Praise students for their effort.

(Canva, 2026)

Student´s page

UNIT 3

30

LESSON 3: TONGUE TWISTER GAMES



LET'S LISTEN, REPEAT, AND PRACTICE

1 LISTEN AND CHOOSE

Listen to your teacher and choose the correct tongue twister.

- ☐ She sells seashells by the seashore.
- ☐ Peter Piper picked a peck of pickled peppers.
- ☐ Betty Botter bought some butter.

2 COMPLETE THE TONGUE TWISTER

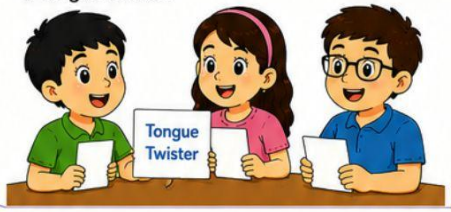
Fill in the missing words.

Peter Piper picked a _____ of pickled _____.

She sells _____ by the _____.

3 TONGUE TWISTER GAME

Work in groups.
Take turns reading a tongue twister.



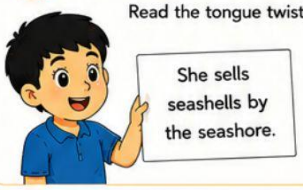
Your classmates give you one point if you:

- ✓ Pronounce clearly.
- ✓ Keep the rhythm.
- ✓ Finish without mistakes.



4 TONGUE TWISTER COMPETITION

Read the tongue twister.



- ★ Slowly
- ★★ Normally
- ★★★ Fast



Try to finish without making mistakes!

5 HOW DID I DO?

Color one trophy.



Excellent! | Good Job! | Keep Practicing! | I Need More Practice.



(Canva, 2026)

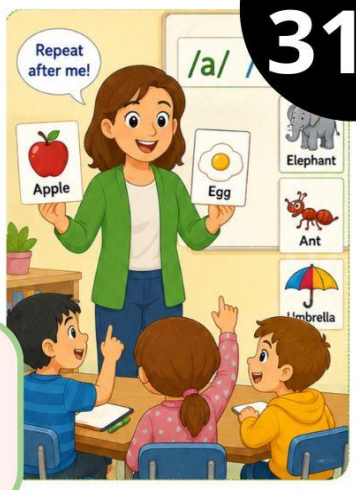
Teacher´s page

UNIT 3

31

LESSON 4:

COOPERATIVE PRONUNCIATION ACTIVITIES



TIME

40 minutes

CAN DO STATEMENT

Students can improve pronunciation, fluency, and confidence by working cooperatively with classmates through tongue twister activities.

MATERIALS

- Tongue Twister Cards
- Flashcards
- Picture Cards
- Whiteboard
- Markers
- Student Worksheet
- Timer
- Team Score Cards

VOCABULARY

- Team
- Cooperate
- Practice
- Pronounce
- Listen
- Repeat
- Rhythm
- Fluency
- Encourage
- Together

TEACHING PROCEDURE



1 WARM-UP (5 min)

Let's Practice Together!

- The teacher divides the class into small teams.
- Each team repeats a short tongue twister together.

EXAMPLE TONGUE TWISTER

Betty Botter bought some butter.



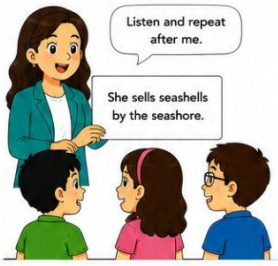
Teacher Tip: Encourage all teams to speak together and support each other.

2 PRESENTATION (10 min)

The teacher models the tongue twister.

Students practice:

Slowly | Clearly | Together | With rhythm





3 GUIDED PRACTICE (10 min)

- Students work cooperatively.
- Each team practices the tongue twister several times.
- Team members help each other improve pronunciation.

REMEMBER

- Listen to your teammates.
- Speak clearly.
- Encourage your team.
- Make practice fun!

4 PRACTICE ACTIVITY (10 min)

Team Pronunciation Game

- Each team presents its tongue twister.
- Students earn points for:

Clear pronunciation | Teamwork | Fluency | Confidence



SCORE CARD

Team 1	★★★
Team 2	★★☆
Team 3	★★★
Team 4	★★☆

(Canva, 2026)

Student´s page

UNIT 3

32

LESSON 4:

COOPERATIVE PRONUNCIATION ACTIVITIES



LET'S LISTEN, REPEAT AND PRACTICE

1 LISTEN AND MATCH

Listen to your teacher and match each picture with the correct tongue twister.

A. 

B. 



1. Betty Botter bought some butter.
2. Peter Piper picked a peck of pickled peppers.
3. She sells seashells by the seashore.

2 PUT THE WORDS IN ORDER

Put the words in order to make complete tongue twisters.



1. some / Betty / bought / butter / Botter / .

_____

2. picked / a / Peter Piper / peck / peppers / of / pickled / .

_____

3. sells / seashells / the / She / by / seashore / .

_____

3 TEAM PRACTICE

Work in teams. Take turns reading the tongue twister. Check the boxes after each try.



Tongue Twister	Try 1	Try 2	Try 3
She sells seashells by the seashore.	☐	☐	☐
Peter Piper picked a peck of pickled peppers.	☐	☐	☐
Betty Botter bought some butter.	☐	☐	☐

Remember!

- Listen to your teammates.
- Speak clearly.
- Help each other.
- Practice together.



4 TEAM PRONUNCIATION GAME

Each team chooses a tongue twister and presents it to the class.



EARN POINTS!

Clear pronunciation (2 points)	Teamwork (2 points)	Fluency (2 points)	Confidence (2 points)



5 HOW DID WE DO?

Color one star for your team.



Excellent! | Good Job! | Keep Practicing! | I Need More Practice.



(Canva, 2026)

Student´s page

UNIT 3 ASSESSMENT

33



LET'S SHOW WHAT WE LEARNED!



LEARNING GOAL

I can pronounce English sounds more clearly by practicing tongue twisters individually and with my classmates.

1 LISTEN AND CIRCLE (2 points)

Listen to your teacher and circle the tongue twister you hear.

- ◯ She sells seashells by the seashore. 
- ◯ Peter Piper picked a peck of pickled peppers. 
- ◯ Betty Botter bought some butter. 



2 COMPLETE THE TONGUE TWISTER (2 points)

Fill in the missing words.

Peter Piper picked a _____ of pickled _____.

She sells _____ by the _____.



3 READ WITH YOUR PARTNER (2 points)

Practice the tongue twister together.

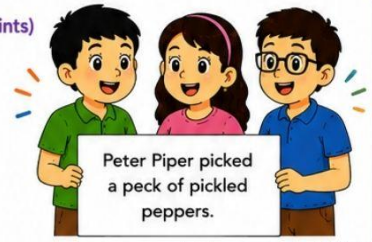
- ☐ Read slowly.
- ☐ Read clearly.
- ☐ Read with rhythm.
- ☐ Encourage your partner.



4 TEAM PRONUNCIATION CHALLENGE (2 points)

Read your favorite tongue twister with your team.
Your teacher will observe:

- Clear pronunciation
- Fluency
- Teamwork
- Confidence

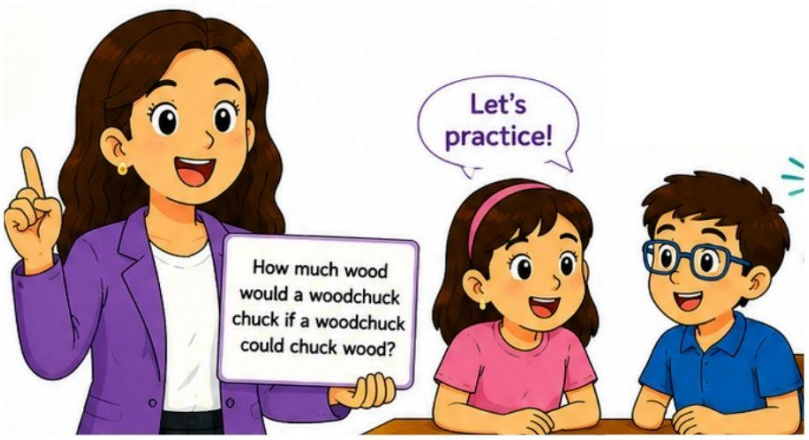


(Canva, 2026)

UNIT 4

34

MASTERING TONGUE TWISTERS FOR CONFIDENT PRONUNCIATION



CAN DO STATEMENTS

Students can pronounce English words and short texts confidently through advanced tongue twister practice.

OBJECTIVE

Students will develop confident English pronunciation by practicing advanced tongue twisters through collaborative activities, speed challenges, and pronunciation games, improving fluency, accuracy, and self-confidence in spoken English.

STUDENTS WILL DEVELOP

✔️ Pronounce difficult English consonants accurately.
✔️ Improve speed while maintaining clear pronunciation.
✔️ Develop fluency through advanced tongue twisters.
✔️ Participate confidently in pronunciation games.
✔️ Communicate more naturally in English.

MATERIALS

- Tongue Twister Cards
- Flashcards
- Picture Cards
- Whiteboard
- Markers
- Mirrors
- Timer
- Student Worksheets
- Team Score Cards

(Canva, 2026)

Teacher´s page

UNIT 4

35

LESSON 1:

DIFFICULT CONSONANT PRACTICE

TIME

40 minutes



CAN DO STATEMENT

Students can pronounce difficult English consonant sounds accurately through advanced tongue twister practice.

MATERIALS

- Tongue Twister Cards
- Flashcards
- Picture Cards
- Mirrors
- Whiteboard
- Markers
- Student Worksheet
- Timer

VOCABULARY

- Consonant
- Pronunciation
- Practice
- Repeat
- Rhythm
- Accuracy
- Confidence
- Challenge
- Listen
- Speak

TEACHING PROCEDURE

1 WARM-UP (5 min)

Let's warm up our sounds!

Sound Challenge

- The teacher says several difficult consonant sounds.
- Students listen carefully and repeat together.

Example: She sells seashells by the seashore.

Teacher Tip: Encourage students to listen carefully and repeat with the correct pronunciation.

5 min

2 PRESENTATION (10 min)

- Introduce today's tongue twister.
- Model correct pronunciation.
- Students practice:

Slowly | Clearly | With rhythm | Naturally

- The teacher demonstrates mouth position for difficult sounds.

Peter Piper picked a peck of pickled peppers.

Example Tongue Twister: Peter Piper picked a peck of pickled peppers.

10 min

3 GUIDED PRACTICE (10 min)

- Students practice in pairs.
- Each student repeats the tongue twister several times.
- Partners help each other improve pronunciation.

Peter Piper picked a peck of pickled peppers.

Remember!
- Listen to your partner.
- Speak clearly.
- Help and encourage each other.

10 min

4 PRACTICE ACTIVITY (10 min)

Difficult Sound Drills

- Students work individually and then in teams.
- They practice the tongue twister while focusing on:

Correct pronunciation | Clear articulation | Rhythm | Confidence

Peter Piper picked a peck of pickled peppers.

10 min

5 WRAP-UP (5 min)

Ask students:
- Which sound was the most difficult?
- Which strategy helped you the most?
- How did your pronunciation improve?

Praise students for their effort and participation.

Great Job! Keep practicing and speak with confidence!

5 min

(Canva, 2026)

Student´s page

UNIT 4

36

LESSON 1:

DIFFICULT CONSONANT PRACTICE

LET'S PRACTICE DIFFICULT ENGLISH SOUNDS TOGETHER!



1 LISTEN AND REPEAT

Listen to your teacher and repeat the tongue twisters.



1. She sells seashells by the seashore.
2. Peter Piper picked a peck of pickled peppers.
3. Betty Botter bought some butter.

2 FOCUS ON THE SOUND

Read the tongue twisters and circle the consonant sounds.

★ She sells seashells by the seashore.	s	sh	th
★ Peter Piper picked a peck of pickled peppers.	p	k	t
★ Betty Botter bought some butter.	b	t	d

Remember!
Consonant sounds are the letters we hear when we say a word.



3 READ AND MATCH

Match each tongue twister with the correct picture.

1. She sells seashells by the seashore.
2. Peter Piper picked a peck of pickled peppers.
3. Betty Botter bought some butter.

A



B



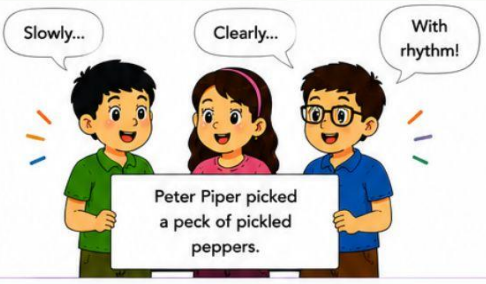
C



4 PRACTICE TOGETHER

Practice the tongue twister in your group. Check the boxes.

We...	Yes!	Almost	Not yet
Read slowly.	☐	☐	☐
Read clearly.	☐	☐	☐
Used good rhythm.	☐	☐	☐
Encouraged each other.	☐	☐	☐



5 MY PROGRESS

Color the star that shows how you did today.



Excellent! | Good job! | I need more practice. | I will keep trying!

Great work!
Keep practicing every day!



(Canva, 2026)

Teacher´s page

UNIT 4

37

LESSON 2:

SPEED AND ACCURACY CHALLENGES



TIME
40 minutes

CAN DO STATEMENT
Students can improve their speaking speed while maintaining accurate pronunciation through tongue twister challenges.

VOCABULARY
- Speed
- Accuracy
- Challenge
- Pronunciation
- Timer
- Improve
- Focus
- Clear
- Repeat
- Confident

MATERIALS
- Tongue Twister Cards
- Whiteboard
- Markers
- Team Score Cards
- Student Worksheets

TEACHING PROCEDURE



1 WARM-UP (5 min)
Speed Warm-Up
- The teacher says the tongue twister slowly.
- Students repeat it at the same speed.
- Then the teacher increases the speed a little.

Example:
Peter Piper picked a peck of pickled peppers.



5 min

2 PRESENTATION (10 min)
- Introduce today's speed challenge.
- Model the tongue twister at different speeds.
- Explain how to maintain accuracy while speaking faster.



Teacher Tip
Remind students that clear pronunciation is more important than speaking very fast.

10 min

3 GUIDED PRACTICE (10 min)
- Students practice in pairs.
- They take turns saying the tongue twister.
- Partners use the timer to challenge each other.
- Encourage accuracy and good rhythm.



10 min

4 PRACTICE ACTIVITY (10 min)
Speed Challenge
- Students work in small teams.
- Each team practices the tongue twister with three levels:

Level 1
Slow and clear



Level 2
Medium speed



Level 3
Fast but clear



10 min

5 WRAP-UP (5 min)
Reflection Time
- Which level was the most difficult?
- How did you keep your pronunciation clear?
- What will you do to improve your speed?
- Praise students for their effort!





Great Job!
You improved your speed and accuracy today!

5 min

(Canva, 2026)

Student´s Page

UNIT 4

38

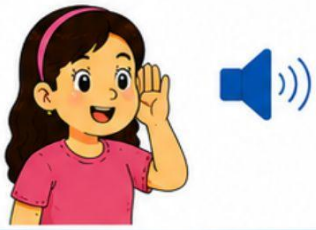
LESSON 2: SPEED AND ACCURACY CHALLENGES



Let's improve our speed and accuracy!

1 LISTEN AND REPEAT

Listen to your teacher and repeat each tongue twister.



Tongue Twister 1

Peter Piper picked a peck of pickled peppers.



Tongue Twister 2

Betty Botter bought some butter.



2 COMPLETE THE TONGUE TWISTER

Fill in the missing words.



Peter Piper picked a _____ of pickled _____.

Betty Botter bought some _____.

3 SPEED PRACTICE

Work with a partner.
Read the tongue twister three times.
Try to keep your pronunciation clear every time.



- ☐ Slow
- ☐ Medium
- ☐ Fast

4 SPEED CHALLENGE

Read the tongue twister at three different levels.

Level 1	Level 2	Level 3
Slow and clear	Medium speed	Fast but accurate

Color the star you achieved.

(Canva, 2026)

Teacher´s page

UNIT 4

39

LESSON 3:
ADVANCED TONGUE TWISTER PRACTICE



TIME

40 minutes

CAN DO STATEMENT

Students can pronounce advanced tongue twisters with greater fluency, accuracy, and confidence.

MATERIALS

- Advanced Tongue Twister Cards
- Flashcards
- Whiteboard
- Markers
- Timer
- Mirrors
- Student Worksheets

VOCABULARY

- Advanced
- Fluency
- Accuracy
- Challenge
- Practice
- Repeat
- Confidence
- Rhythm
- Pronunciation
- Focus

TEACHING PROCEDURE



1 WARM-UP (5 min)

Tongue Twister Review

- Review a tongue twister from the previous lesson.
- Students repeat it together with clear pronunciation.

Example:

Peter Piper picked a peck of pickled peppers.



5 min

2 PRESENTATION (10 min)

- Introduce a new advanced tongue twister.
- Model pronunciation, rhythm, and intonation.
- Students practice:

Slowly | Clearly | With rhythm | Confidently



Teacher Tip

Model each word clearly and show mouth movements for difficult sounds.

10 min

3 GUIDED PRACTICE (10 min)

- Students work in pairs.
- Each student practices the tongue twister several times.
- Partners give positive feedback and correct pronunciation when needed.



10 min

4 PRACTICE ACTIVITY (10 min)

Pronunciation Games

- Students participate in pronunciation games.
- Examples:
  - Pronunciation Dice
  - Tongue Twister Cards
  - Spin and Speak
  - Mystery Tongue Twister



Students earn points for:

- Accuracy
- Fluency
- Confidence
- Teamwork

10 min

5 WRAP-UP (5 min)

Ask students:

- Which game helped you the most?
- Which tongue twister was the most difficult?
- How has your pronunciation improved?

Congratulate students for their participation.



Great job!

Keep practicing and become a pronunciation champion!

5 min

(Canva, 2026)

Student´s page

UNIT 4

40

LESSON 3: ADVANCED TONGUE TWISTER PRACTICE

LET´S HAVE FUN WITH PRONUNCIATION GAMES!



1 LISTEN AND REPEAT

Listen to your teacher and repeat the tongue twister.



Advanced Tongue Twister

Fuzzy Wuzzy was a bear.
Fuzzy Wuzzy had no hair.
Fuzzy Wuzzy wasn't very fuzzy, was he?



Repeat each time:

- ★ Slowly
- ★★ Clearly
- ★★★ Confidently

2 UNDERSTAND AND MATCH

Match the words with their meanings.

1. Fuzzy	a. Animal with fur
2. Bear	b. Something soft and fuzzy
3. Hair	c. The thin things on our head
4. Wuzzy	d. Part of the tongue twister (name)

Word Bank

Bear – Fuzzy – Hair – Wuzzy

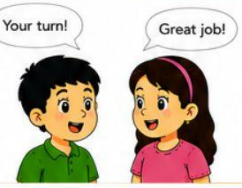


3 PAIR PRACTICE

Work with a partner.

Take turns saying the tongue twister three times.
Check the boxes.

	Slowly	Clearly	With rhythm	Confidently
My partner	☐	☐	☐	☐
Me	☐	☐	☐	☐



4 PRONUNCIATION GAMES

Play the games with your classmates.
Follow the instructions and earn points!

1. PRONUNCIATION DICE



Roll the dice and say the tongue twister the number of times.

2. TONGUE TWISTER CARDS



Pick a card and read the tongue twister aloud.

3. SPIN AND SPEAK



Spin the wheel and say the tongue twister at the speed it shows.

4. MYSTERY TONGUE TWISTER



Choose a mystery card and surprise your group with the tongue twister!

EARN POINTS!

Your teacher will give you points for:

- ★ Accuracy
- ★ Fluency
- ★ Confidence
- ★ Teamwork

Great teamwork!



5 HOW DID I DO?

Color the star that shows your effort today.





(Canva, 2026)

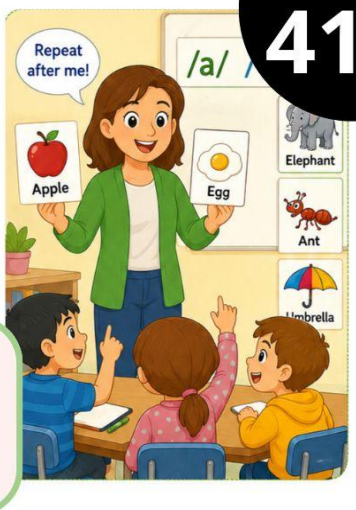
Teacher´s page

UNIT 4

41

LESSON 4:

COOPERATIVE PRONUNCIATION ACTIVITIES



TIME

40 minutes

CAN DO STATEMENT

Students can improve pronunciation, fluency, and confidence by working cooperatively with classmates through tongue twister activities.

MATERIALS

- Tongue Twister Cards
- Flashcards
- Picture Cards
- Whiteboard
- Markers
- Student Worksheet
- Timer
- Team Score Cards

VOCABULARY

- Team
- Cooperate
- Practice
- Pronounce
- Listen
- Repeat
- Rhythm
- Fluency
- Encourage
- Together

TEACHING PROCEDURE



1 WARM-UP (5 min)

Let's Practice Together!

- The teacher divides the class into small teams.
- Each team repeats a short tongue twister together.

EXAMPLE TONGUE TWISTER

Betty Botter bought some butter.



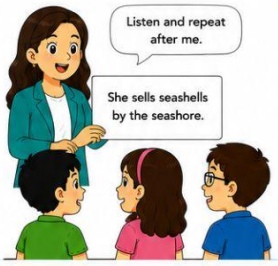
Teacher Tip: Encourage all teams to speak together and support each other.

2 PRESENTATION (10 min)

The teacher models the tongue twister.

Students practice:

Slowly | Clearly | Together | With rhythm





3 GUIDED PRACTICE (10 min)

- Students work cooperatively.
- Each team practices the tongue twister several times.
- Team members help each other improve pronunciation.

REMEMBER

- Listen to your teammates.
- Speak clearly.
- Encourage your team.
- Make practice fun!

4 PRACTICE ACTIVITY (10 min)

Team Pronunciation Game

- Each team presents its tongue twister.
- Students earn points for:

Clear pronunciation | Teamwork | Fluency | Confidence



SCORE CARD	
Team 1	★★★
Team 2	★★☆
Team 3	★★★
Team 4	★★☆

(Canva, 2026)

Student´s page

UNIT 4

42

LESSON 4:

COLLABORATIVE TONGUE TWISTER COMPETITION



LET'S WORK TOGETHER AND SPEAK WITH CONFIDENCE!

1 LISTEN AND PRACTICE

Listen to your teacher and practice the tongue twister with your team.



Tongue Twister

Fuzzy Wuzzy was a bear.
Fuzzy Wuzzy had no hair.
Fuzzy Wuzzy wasn't very fuzzy, was he?



Repeat:

- ★ Slowly
- ★★ Clearly
- ★★★ Confidently

2 PUT THE LINES IN ORDER

Number the lines from 1 to 4.

- ☐ Fuzzy Wuzzy had no hair.
- ☐ Fuzzy Wuzzy wasn't very fuzzy, was he?
- ☐ Fuzzy Wuzzy was a bear.
- ☐ Read the tongue twister aloud.



Remember! ★

Good preparation helps your team speak with confidence!

3 TEAM PRACTICE

Practice with your group. Check the boxes.



- ☐ Everyone participated.
- ☐ We spoke clearly.
- ☐ We used good rhythm.
- ☐ We helped each other.
- ☐ We practiced together.

4 FINAL TONGUE TWISTER CONTEST

Present your tongue twister to the class.
Your team earns points for:



Clear pronunciation	Fluency	Confidence	Teamwork	Creativity



5 HOW DID MY TEAM DO?

Color one trophy.



Excellent!	Good Job!	Keep Practicing!	We Need More Practice.



★ CONGRATULATIONS! ★

You completed Unit 4!
Speak with confidence and keep practicing English every day!



(Canva, 2026)

Student´s page

UNIT 4 ASSESSMENT

43

LET'S SHOW WHAT WE LEARNED!



LEARNING GOAL

I can pronounce English words and tongue twisters clearly, confidently, and accurately in different speaking activities.



1 LISTEN AND CHOOSE

Listen to your teacher and choose the correct tongue twister.



- ◯ **A.** Peter Piper picked a peck of pickled peppers.
- ◯ **B.** Betty Botter bought some butter.
- ◯ **C.** Fuzzy Wuzzy was a bear.

2 COMPLETE THE TONGUE TWISTER

Fill in the missing words.

Peter Piper picked a _____ of _____ _____.

Betty Botter bought some _____.

Fuzzy Wuzzy wasn't very _____, was he?



3 PUT THE SENTENCES IN ORDER

Number the sentences from 1 to 4.

- ☐ Fuzzy Wuzzy wasn't very fuzzy, was he?
- ☐ Read the tongue twister aloud.
- ☐ Fuzzy Wuzzy had no hair.
- ☐ Fuzzy Wuzzy was a bear.



4 MATCH THE WORDS

Match the words with their meanings.

1. Fuzzy •	• a. The way we say words.
2. Rhythm •	• b. A soft and fuzzy texture.
3. Pronunciation •	• c. The beat or flow of spoken words.
4. Confidence •	• d. Feeling sure when speaking.

5 READ AND ANSWER

Read the text and answer the questions.

In Unit 4, we learned how to say tongue twisters clearly and confidently. We practiced with our classmates and played fun pronunciation games. We also worked in teams and used tongue twisters in real situations. Now, we can speak better and feel more confident!

1. What did we learn in Unit 4? _____
2. How did we practice? _____
3. What did we do in teams? _____
4. How do you feel now when speaking English? _____ _____



6 CHOOSE THE BEST OPTION

Choose the correct answer.

1. What is a tongue twister?
   - ◯ a. A song
   - ◯ b. A poem
   - ◯ c. A phrase that is hard to say quickly
2. Why do we practice tongue twisters?
   - ◯ a. To sing better
   - ◯ b. To speak more clearly
   - ◯ c. To write stories
3. What is important when saying a tongue twister?
   - ◯ a. Speak slowly and clearly
   - ◯ b. Speak very fast
   - ◯ c. Be quiet
4. What did we do in Lesson 4?
   - ◯ a. We had a competition
   - ◯ b. We watched a movie
   - ◯ c. We wrote a test

(Canva, 2026)

44

CONGRATULATIONS

SEE YOU SOON!



KEEP SPEAKING ENGLISH WITH CONFIDENCE!

🎤 PRACTICE · PRONOUNCE · SMILE · SPEAK



TEACHER:

_____

DATE:

_____

⭐ CONGRATULATIONS! ⭐

4.5. Impacts

There are three impacts to analyze:

- Linguistic impacts
- Academic impacts
- Psycholinguistic impacts

Table 1 *The Numerical Impact Levels are:*

Numerical Impact Levels	
-3	High negative impact
-2	Medium negative impact
-1	Low negative impact
0	No impacts
1	Low positive impact
2	Medium positive impact
3	High positive impact

Taken from: Posso (2013).

Source: Adapted from Posso (2013).

Formula to collect results.

$$\text{IL. (Impact level)} = \frac{\sum}{number\ of\ items} = \frac{12}{4} = 3.00$$

$\sum$ = The results of each indicator are added.

4 = Number of indicators included in the table.

4.5.1. Linguistic Impacts

Table 2 *Linguistic Impact Indicators*

	Indicator	Impact Levels						
		-3	**-2**	**-1**	**0**	**1**	**2**	**3**
1	I can pronounce English words more clearly after practicing tongue twisters.							X
2	I can articulate difficult English sounds more accurately.						X	
3	I can speak English with greater fluency and fewer pronunciation mistakes.							X
4	I can repeat phonetic patterns and tongue twisters correctly.						X	
	TOTAL							**10**

Source: Own elaboration

$$Linguistic\ impact\ level = \frac{10}{4} = 2.50$$

Linguistic impact level = Medium positive impact

Analysis

It can be observed that the linguistic indicators are between medium and high levels, which results in a medium positive linguistic impact.

Regarding pronunciation improvement, a high positive impact is evident because students reported that repeating tongue twisters several times helped them pronounce English words more accurately and clearly. The repetitive and rhythmic nature of tongue twisters allowed learners to

practice difficult phonemes in a meaningful context, contributing to better articulation and intelligibility.

Similarly, a high positive impact is observed in articulatory accuracy. Through constant exposure to challenging sound combinations, students strengthened the coordination of their speech organs and developed greater control over English phonetic patterns. This process reduced common pronunciation errors and promoted more effective oral communication.

A medium positive impact is identified in verbal fluency. Although students reported improvements their ability to speak more naturally and quickly, fluency development requires continuous practice over longer periods. Nevertheless, the activities facilitated the automation of phonetic patterns and increased students' confidence when producing oral language.

Finally, tongue twisters contributed to the reinforcement of phonological awareness by helping students recognize, discriminate, and reproduce sounds more effectively. As a result, participants perceived to be an effective resource for strengthening pronunciation skills and overall oral performance in English.

4.5.2. Academic Impacts

Table 3 *Academic Impact Indicators*

	Indicator	Impact Levels						
		-3	**-2**	**-1**	**0**	**1**	**2**	**3**
1	Students participate more actively during English classes.							X
2	Tongue twisters make English lessons more enjoyable and engaging.							X

3	Students show greater interest in practicing English pronunciation.	X
4	Students improve their oral performance in classroom activities.	X
	TOTAL	**11**

Source: Own elaboration

$$Academic\ impact\ level = \frac{11}{4} = 2.75$$

Academic impact level = High positive impact

Analysis

The academic indicators show predominantly high levels, resulting in a high positive academic impact.

The results indicate that tongue twisters transformed English classes into more dynamic and engaging learning environments. Students expressed high levels of enjoyment and participation during the activities, indicating that the strategy increased their interest in learning and practicing the language.

A particularly significant impact was observed in student motivation. The playful nature of tongue twisters encouraged active participation and findings suggest resistance to oral activities. This increased willingness to engage with classroom tasks contributed positively to the teaching-learning process.

Likewise, the use of tongue twisters promoted greater practice opportunities, which enhanced students' oral performance and strengthened their communicative competence. Through

frequent repetition and participation, learners were able to consolidate vocabulary, pronunciation patterns, and oral expression skills.

Finally, the strategy suggest especially valuable in educational contexts with limited resources, as it provided an accessible, low-cost, and highly effective pedagogical tool that supported meaningful learning experiences and improved classroom interaction.

4.5.3. Psycholinguistic Impacts

Table 4 *Psycholinguistic Impact Indicators*

	Indicator	Impact Levels						
		-3	**-2**	**-1**	**0**	**1**	**2**	**3**
1	I feel more confident speaking English in front of my classmates.					X		
2	Tongue twisters reduce my fear of making pronunciation mistakes.						X	
3	I feel motivated to participate when using word games and tongue twisters.							X
4	Repetition through tongue twisters helps me remember sounds and words better.						X	
	TOTAL							**8**

Source: Own elaboration

$$Psycholinguistic\ impact\ level = \frac{8}{4} = 2.00$$

Psycholinguistic impact level = Medium positive impact

Analysis

The psycholinguistic indicators are situated at medium and high levels, resulting in a medium positive psycholinguistic impact.

One of the most relevant findings is the increase in students' motivation toward learning English. The playful and challenging characteristics of tongue twisters created an enjoyable learning atmosphere that stimulated curiosity and encouraged students to participate actively in pronunciation activities.

In addition, the strategy contributed to reducing anxiety associated with speaking in a foreign language. Because tongue twisters are presented as games rather than formal evaluations, students felt more comfortable experimenting with sounds and making mistakes, which facilitated the learning process and improved communicative self-confidence.

A medium positive impact was observed in public speaking confidence. Although many students reported feeling more secure when speaking in front of their classmates, some still experienced nervousness during oral performance. This suggests that confidence development is a gradual process that requires continuous reinforcement and supportive classroom environments.

Finally, tongue twisters strengthened auditory memory and phonological processing. The repeated exposure to sounds, rhythms, and intonation patterns helped students retain and reproduce language structures more effectively, supporting the psycholinguistic processes involved in second language acquisition.

Overall, the findings suggest that students and teachers perceive tongue twisters as a useful pedagogical strategy that may contribute positively to pronunciation practice, student engagement, and confidence in the English learning process.

4.6. CONCLUSIONS

- The findings of this research indicate that students have a positive perception of the use of tongue twisters as a didactic strategy for practicing English pronunciation. Most participants considered these activities enjoyable, motivating, and engaging, which encourages active participation during English lessons and creates a more dynamic learning environment.
- The information collected through the student survey and the interviews with the school principal and the English teacher revealed that pronunciation continues to be one of the main challenges for students in grades 5th, 6th, and 7th. However, both teachers and students recognized that tongue twisters provide meaningful opportunities to practice difficult English sounds through repetition, rhythm, and playful interaction.
- The study also showed that students reported perceiving improvements in the clarity and fluency of their pronunciation after repeatedly practicing tongue twisters. Although this research did not include an experimental pre-test and post-test design, participants consistently reported that repeated practice helped them articulate English sounds more accurately and increased their willingness to communicate in English.
- Finally, based on the linguistic, academic, and psycholinguistic analyses, the proposed didactic guide, "Tongue Twister Adventures: A Didactic Guide to Improve English Pronunciation," represents an appropriate pedagogical resource for English teachers working in primary education. Its activities promote pronunciation practice in an attractive, low-cost, and student-centered way, making it suitable for educational contexts with limited teaching resources.

4.7.RECOMMENDATIONS

- English teachers are encouraged to incorporate tongue twisters regularly into their classroom practice as part of pronunciation instruction. Their systematic use can increase students' motivation, participation, and opportunities to practice English sounds in meaningful and enjoyable contexts.
- Educational institutions should promote the implementation of innovative and playful teaching strategies that strengthen oral communication skills, particularly pronunciation, by providing teachers with methodological resources that encourage active student participation.
- Teachers should create supportive classroom environments where students feel confident practicing English orally without fear of making mistakes. Positive reinforcement, collaborative activities, and continuous pronunciation practice can help students gradually build confidence and improve their communicative competence.
- Future researchers are encouraged to conduct experimental or quasi-experimental studies using pre-tests and post-tests to measure the impact of tongue twisters on English pronunciation more objectively. In addition, future studies may include larger samples, longer intervention periods, or comparisons with other pronunciation teaching strategies to broaden the evidence in this field.

REFERENCES

Acevedo, E. (2022). *Repositorio Walden University.* Obtenido de Teacher's Implementation of Play-Based Learning Practices and Barriers Encountered in Kindergarten Classrooms: https://scholarworks.waldenu.edu/dissertations/14407/

Acheson, D. J., & MacDonald, M. C. (2009). Twisting tongues and memories: Explorations of the relationship between language production and verbal working memory. *Journal of Memory and Language, 60*(3), 329–350.

Arnold, J. (1999). *Affect in Language Learning.* Cambridge: Cambridge University Press.

Bachman, L. F. (1990). *Fundamental considerations in language testing.* Oxford University Press.

Berk, L. (2013). *Child development.* Pearson.

Bernthal, J., Bankson, N., & Flipsen, P. (2017). *Articulation and phonological disorders: Speech sound disorders in children* (8th ed ed.). MA. Boston,: Pearson.

Brown, H. (2007). *Principles of Language Learning and Teaching.* Estados Unidos: Pearson Longman.

Bruner, J. (1983). *Child's talk: Learning to use language.* Oxford: Oxford University Press.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1–47.

Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching Pronunciation: A Course Book and Reference Guide.* Cambridge: Cambridge University Press.

Chappell, R. (2024). *Oral Language in a Literacy-Based Intervention.* Digital Commons at NLU. Obtenido de Oral Language in a Literacy-Based Intervention.

Chon, K., Smith, M., & Vance, H. (2014). The cognitive neuroplasticity of speech: How tongue twisters train the articulatory loop. *Journal of Cognitive Neuroscience and Applied Linguistics*, 89.

Cook, G. (2000). *Language Play, Language Learning.* Oxford University Press.

Defior & Serrano. (2014). *Conciencia fonológica y aprendizaje de la lectura: Propuestas didácticas para la educación infantil y primaria.* Madrid: Editorial Síntesis.

Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom.* Cambridge: Cambridge University Press.

Gatbonton, E. S. (1988). Creative automatization, Principles for promoting fluency within a communicative framework. *TESOL Quarterly*, 473-492.

Gilbert, J. B. (2012). *Clear Speech: Pronunciation and Listening Comprehension in North American English.* Cambridge: Cambridge University Press.

Goh, C., & Burns, A. (2012). *Teaching speaking: A holistic approach.* Cambridge University Press.

Hernández, S., & Mendoza. (2018). *Metodología de la investigación: las rutas cuantitativa, cualitativa y mixta.* Mexico D.F.: McGraw-Hill Education.

Hirsh-Pasek, K., Zosh, J., Golinkoff, R., Gray, J., Robb, M., & Kaufman, J. (2015). Putting Education in "Educational" Apps: Lessons from the Science of Learning. *Psychological Science in the Public Interest, 16*, 3–34. doi:https://doi.org/10.1177/1529100615569721

Jiménez & Ortiz. (2016). El trabalenguas como recurso didáctico para el desarrollo de la conciencia fonológica en educación básica. *Revista Iberoamericana de Educación*, 89–104.

Kenworthy, J. (1987). *Teaching English Pronunciation.* London: Longman.

Kissling, E. (2013). Orthographic and Cognitive Factors in L2 Pronunciation: Explicit and Implicit Learning of Spanish Sounds. *Language Learning*, 254–275.

Krashen, S. (1982). *Principles and practice in second language acquisition.* Oxford, Reino Unido: Pergamon Press.

Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition.* Oxford, Reino Unido: Pergamon Press.

Mahboob, A. (2014). *Language and Education: Assessing Oral Skills in the Classroom.* Newcastle upon Tyne: Cambridge Scholars Publishing.

Morley, J. (1991). The pronunciation component in teaching English to speakers of other languages. *TESOL Quarterly*, 25(3), 481–520. doi:https://doi.org/10.2307/3586981

Nation, I. (2007). Innovation in Language Learning and Teaching. *The Four Strands.*, 1-12.

O'Brien, I., Segalowitz, N., Gatbonton, E., & Tokowicz, J. (2006). Phonological memory predicts second language oral fluency development in classroom learners. *Language Learning*, 557-559.

Opie, I., & Opie, P. (1997). *The Oxford Dictionary of Nursery Rhymes.* Oxford: Oxford University Press.

Owens. (2016). *Language development: An introduction.* Boston, MA: Pearson.

Roseberry - McKibbin, C. (2018). *Speech and Language Development for All Children: From Birth to Classroom.* Plural Publishing.

Salazar C. (18 de Abril de 2023). *Categorías de UASB-DIGITAL.* Obtenido de https://repositorio.uasb.edu.ec/bitstream/10644/9293/1/T4061-MIE-Salazar-Estudio.pdf

University of Goa (Directorate of Digital Learning and Initiatives). (2020). *Teaching Speaking: Concepts of Pronunciation, Articulation, Intonation and Diction.* Goa, India.: University of Goa.

Ur, P. (2012). *A Course in Language Teaching: Practice and Theory.* Cambridge: Cambridge University Press.

Uswatun Hasanah. (2019). Selecting Appropriate Play-Based Linguistic Materials for Primary School Classrooms. *International Journal of Primary Education and Development*, 78.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* Harvard University Press.

ANNEXES

Annex 1. Formato de entrevista dirigida a MSc. Solangia Pérez

Directora de la Escuela de Educación Básica Municipal "13 de Diciembre"

UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR THE HIGHEST AUTHORITY AT ESCUELA DE EDUCACIÓN BÁSICA MUNICIPAL "13 DE DICIEMBRE"

Objective. This interview is to gather valuable information from the institution's highest authority regarding institutional management, pedagogical support, and strategic oversight provided to the English department in order to improve the speaking skills of students at Escuela de Educación Básica Municipal "13 de Diciembre"

1. ¿Cómo evalúa usted el impacto y la importancia del área de Inglés dentro del proyecto educativo de la Escuela "13 de Diciembre"?
2. Desde su rol de gestión, ¿cuáles considera que son los mayores desafíos institucionales para que los estudiantes de 5. °, 6. ° y 7. ° de básica alcancen el nivel de inglés que exige el Ministerio de Educación?
3. ¿Qué tipo de apoyo o facilidades brinda la institución a los docentes de inglés para que implementen metodologías dinámicas, creativas o basadas en el juego?
4. ¿De qué manera apoya la dirección de la escuela la creación de espacios o ambientes que motiven a los estudiantes a practicar el inglés fuera del aula tradicional?
5. En las observaciones áulicas o supervisiones que realiza, ¿cuáles diría que son las principales debilidades que nota en los estudiantes en cuanto al desarrollo de la habilidad oral y la confianza al hablar?

THANK YOU FOR YOUR COOPERATION

Annex 2. Transcripción de la entrevista dirigida a MSc. Solangia Pérez
Directora de la Escuela de Educación Básica Municipal "13 de Diciembre"

UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR THE HIGHEST AUTHORITY AT ESCUELA DE EDUCACIÓN BÁSICA MUNICIPAL "13 DE DICIEMBRE"

Objective. This interview is to gather valuable information from the institution's highest authority regarding institutional management, pedagogical support, and strategic oversight provided to the English department in order to improve the speaking skills of students at Escuela de Educación Básica Municipal "13 de Diciembre"

Entrevista dirigida a: MSc. Solangia Pérez, Directora de la escuela "13 de Diciembre".

Fecha de aplicación: 05 de junio de 2026

Vanessa Guepud 1. ¿Cómo evalúa usted el impacto y la importancia del área de Inglés dentro del proyecto educativo de la Escuela "13 de Diciembre"?

MSc. Solangie Pérez: Para mí, como directora, el área de Inglés no es una materia de relleno; es una prioridad absoluta y una herramienta de equidad social. Al ser una escuela municipal, nuestro compromiso es demostrar que la educación pública puede ofrecer una formación de calidad. Sé que dominar el inglés les abrirá puertas en el futuro a estos niños. Por eso, desde la dirección siempre buscamos darle el respeto que se merece, impulsando a que no se quede rezagada frente a las materias tradicionales.

Vanessa Guepud 2. Desde su rol de gestión, ¿cuáles considera que son los mayores desafíos institucionales para que los estudiantes de 5. °, 6. ° y 7. ° de básica alcancen el nivel de inglés que exige el Ministerio de Educación?

MSc. Solangie Pérez: El desafío más grande al que me enfrento desde la administración es el factor tiempo y la cantidad de alumnos. El Ministerio exige un nivel óptimo, pero con la carga horaria semanal actual. Además, a nivel institucional, quisiéramos contar un laboratorio tecnológico interactivo, pero el presupuesto municipal es limitado. Hacemos magia con lo que tenemos.

Vanessa Guepud 3. ¿Qué tipo de apoyo o facilidades brinda la institución a los docentes de inglés para que implementen metodologías dinámicas, creativas o basadas en el juego?

MSc. Solangie Pérez: Mi política es darles total autonomía pedagógica y flexibilidad. Si la docente me dice que necesita cambiar la disposición de las bancas, usar material concreto, cantar, o aplicar juegos para romper el hielo, cuenta con todo mi respaldo. Aunque no siempre podemos darles recursos económicos listos, les facilitamos el acceso a los espacios de la escuela, copias de material didáctico y, sobre todo, la libertad de innovar sin el temor de que están haciendo mucha bulla o saliéndose del libreto. Creo firmemente que el juego es la mejor vía para aprender.

Vanessa Guepud 4. ¿De qué manera apoya la dirección de la escuela la creación de espacios o ambientes que motiven a los estudiantes a practicar el inglés fuera del aula tradicional?

MSc. Solangie Pérez: Siempre tengo las puertas abiertas para que el inglés salga de las cuatro paredes del aula. Desde la dirección, impulsamos y aprobamos actividades como ferias de proyectos. Si la docente me propone hacer una cartelera interactiva en el pasillo o usar el patio

para una dinámica, le doy el visto bueno de inmediato. El idioma debe verse y escucharse en toda la escuela".

Vanessa Guepud 5. En las observaciones áulicas o supervisiones que realiza, ¿cuáles diría que son las principales debilidades que nota en los estudiantes en cuanto al desarrollo de la habilidad oral y la confianza al hablar?

MSc. Solangie Pérez: Cuando entró a supervisar las clases, noto que los niños comprenden bastante cuando la docente les habla, pero al momento de producir u opinar, se congelan por la timidez y el miedo a equivocarse ante sus compañeros. Los chicos ya son más conscientes de la burla ajena. También observo una debilidad en la fluidez de la pronunciación; les cuesta articular ciertos sonidos del inglés porque no están acostumbrados, y prefieren volver al español por comodidad.

Vanessa Guepud: Ya hemos finalizado con las preguntas, muchas gracias por su participación en esta entrevista Magister.

Annex 3. Interview format addressed to Lic. Devy Campaña

Coordinator of the English área of the Escuela de Educación Básica Municipal "13 de Diciembre"

UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT ENGLISH AREA COORDINATOR AT ESCUELA DE EDUCACIÓN BÁSICA MUNICIPAL "13 DE DICIEMBRE"

Objective. This interview aims to gather accurate and valuable information from English teachers about the L2 methodological strategies used in class to enhance students' English-speaking skills.

A) About previous experience

1. What do you consider to be the most significant change in the English curriculum throughout your career?

B) About the objectives achieved

2. From your perspective, what are the clearest indicators that a student has achieved real communicative competence?

3. Could you describe a pedagogical project or strategy that you have implemented and that you consider to be your greatest success in the classroom?

4. How do you balance the fulfillment of institutional objectives with the individual linguistic needs of your students?

C) About some problems in the teaching-learning process

5. What are the most common linguistic or psychological barriers (such as anxiety when speaking) that you detect in your students?

6. Given the lack of resources or an immersion environment, what creative strategies do you use to maintain motivation?

7. How do you address the gap in proficiency levels that often exists within the same class group?

D) About the students

8. How do you encourage independent learning outside of class?

The interview of (Salazar C, 2023) was adapted to fit the characteristics of the study.

THANK YOU FOR YOUR COOPERATION

Annex 4. Transcription of the interview addressed to Lic, Devy Campaña

Coordinator of the English área at the Escuela de Educación Básica Municipal "13 de Diciembre"

UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT ENGLISH AREA COORDINATOR AT ESCUELA DE EDUCACIÓN BÁSICA MUNICIPAL "13 DE DICIEMBRE"

Objective. This interview aims to gather accurate and valuable information from English teachers about the L2 methodological strategies used in class to enhance students' English-speaking skills.

Entrevista dirigida a: Lic. Devy Campaña, Coordinator of the English área at the Escuela de Educación Básica Municipal "13 de Diciembre"

Fecha de aplicación: 05 de junio de 2026

Vanessa Guepud 1. First question. What do you consider to be the most significant change in the English curriculum throughout your career?

Lic Devy Campaña: For me, the biggest change has been to stop teaching English as if it were math. In other words, we no longer focus solely on having students memorize grammar rules or lists of verbs in their notebooks. Now the curriculum encourages us to have students speak and use the language in real-life situations. Plus, having clearer proficiency levels, such as those in the Common European Framework, helps us know exactly what to expect from them based on their age, without overwhelming them.

Vanessa Guepud 2. That´s right. Next question. From your perspective, what are the clearest indicators that a student has achieved real communicative competence?

Lic Devy Campaña: I realize that a student is truly communicating when they lose their fear and take the risk of speaking spontaneously. For example, when a child raises their hand in the middle of class and says, Teacher, can I go to the bathroom, please?, or when they try to tell me about their weekend using gestures and the few words they know, without worrying about whether they'll mispronounce something. That spontaneity is true proficiency.

Vanessa Guepud 3. Could you describe a pedagogical project or strategy that you have implemented and that you consider to be your greatest success in the classroom?

Lic Devy Campaña: My greatest success has been bringing play and rhythm into the classroom for my students. I recently introduced a series of challenges at the beginning of class. At first, they were shy, but when they saw that I also stumbled and we laughed together, they loosened up. Seeing children who previously wouldn't say a word compete to see who could pronounce words the fastest has been one of my greatest joys as a teacher.

Vanessa Guepud 4. Exactly. How do you balance the fulfillment of institutional objectives with the individual linguistic needs of your students?

Lic Devy Campaña: It's a daily challenge because the ministry or the school expects you to move forward with the textbook, but the reality in the classroom is different. What I do is adapt the activities from the textbook. If the topic in the unit is very complex, I ask the children who are struggling more to do simpler tasks, such as identifying pictures or saying short phrases, while I ask the more advanced students to write or speak a little more. I try to follow the curriculum, but I prioritize my students' pace.

Vanessa Guepud 5. That´s great. What are the most common linguistic or psychological barriers (such as anxiety when speaking) that you detect in your students?

Lic Devy Campaña: The biggest barrier is embarrassment and the fear of being teased by their classmates. The kids are very shy and are terrified that their English will sound strange. From a linguistic standpoint, they get very frustrated because English isn't pronounced the way it's written; so, when they see a new word, they freeze up for fear of saying it wrong and prefer to stay silent.

Vanessa Guepud 6. Very Good. Given the lack of resources or an immersion environment, what creative strategies do you use to maintain motivation?

Lic Devy Campaña: Here at school, we don't have language labs or technology in every classroom, so my main resources are the body, play, and imagination. We use role-playing, skits, songs with mime (TPR), and colorful posters they make themselves. I try to keep the classes energetic and connect English to things they like, such as their favorite video games or popular songs, so they feel that the language is something alive.

Vanessa Guepud 7. Exactly. How do you address the gap in proficiency levels that often exists within the same class group?

Lic Devy Campaña: In the same grade, I have students who pick things up right away and others who can't even name the colors. To handle this, I place a strong emphasis on teamwork. I pair a strong student with one who needs support. The advanced student feels proud to help his or her classmate, and the student who is struggling feels more confident receiving help from a peer than from me directly.

Vanessa Guepud 8. And finally. How do you encourage independent learning outside of class?

Lic Devy Campaña: You can't give kids boring homework because they won't do it. I ask them to look for English words on the labels of their clothes, on cereal boxes, or in their cell phone games,

and to bring them to class. For those who have internet access, I suggest they watch their favorite cartoons in English with subtitles. The idea is for them to see that English is everywhere, not just at school.

Vanessa Guepud: Very good, thank you very much.

Annex 5. Survey format addressed 5th, 6th, and 7th grade

at Escuela de Educación Básica Municipal "13 de Diciembre".

UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE QUINTO, SEXTO, SEPTIMO GRADO DE LA ESCUELA DE EDUCACIÓN BÁSICA MUNICIPAL "13 DE DICIEMBRE".

Objective:

To evaluate the perceived effectiveness of tongue twisters as a tool for improving English pronunciation and fluency among students in 5th, 6th, and 7th grade.

Instructions:

Please read each question carefully and select the answer that best describes your experience. There are no right or wrong answers; your honest opinion will help us understand how tongue twisters help you learn English.

Note: All information collected in this questionnaire is anonymous and will be used strictly for academic research purposes. Thank you for your participation!

QUESTIONNAIRE

Datos Informativos / Informative Data

Grado: 5to ☐ 6to ☐ 7mo☐ / Grade: 5th ☐ 6th ☐ 7th☐

Fecha: / Data:

Sección 1: Motivación y Actitud/ Section 1: Motivation and Attitude

Pregunta/ Question

1. ¿Te gusta practicar trabalenguas en la clase de inglés? / Do you like practicing tongue twisters in English class?

☐ Siempre / Always

☐ Casi siempre / Almost always

☐ A veces / Sometimes

☐ Casi nunca / Almost never

☐ Nunca / Never

2. ¿Sientes que los trabalenguas hacen que la clase sea más divertida? / Do you feel that tongue twisters make class more fun?

☐ Siempre / Always

☐ Casi siempre / Almost always

☐ A veces / Sometimes

☐ Casi nunca / Almost never

☐ Nunca/ Never

3. ¿Te sientes motivado(a) a participar cuando el profesor usa juegos de palabras? / Do you feel motivated to participate when the teacher uses word games?

☐ Siempre / Always

☐ Casi siempre / Almost always

☐ A veces / Sometimes

☐ Casi nunca / Almost never

☐ Nunca / Never

Sección 2: Percepción de la Dificultad / Section 2: Perception of Difficulty

Pregunta/ Question

4. ¿Qué tan difícil te resulta pronunciar palabras nuevas sin practicar? / How difficult do you find it to pronounce new words without practicing?

☐ Muy difícil / Very difficult

☐ Difícil / Difficult

☐ Medianamente difícil / Moderately difficult

☐ Poco difícil / Not very difficult

☐ Nada difícil / Not difficult at all

5. ¿Al inicio, ¿cómo calificas la dificultad de los trabalenguas? / At first, how would you rate the difficulty of tongue twisters?

   ☐ Siempre/ Always

   ☐ Casi siempre/ Almost always

   ☐ A veces/ Sometimes

   ☐ Casi nunca / Almost never

   ☐ Nunca/ Never

Sección 3: Efectividad y Mejora (Autopercepción)/ Section 3: Effectiveness and Improvement (Self-Perception)

Pregunta/ Question

6. ¿Sientes que tu pronunciación mejora después de repetir un trabalenguas varias veces? / Do you feel that your pronunciation improves after repeating a tongue twister several times?

   ☐ Siempre/ Always

   ☐ Casi siempre/ Almost always

   ☐ A veces/ Sometimes

   ☐ Casi nunca / Almost never

   ☐ Nunca/ Never

7. ¿Te ayudan los trabalenguas a hablar con más claridad y rapidez? / Do tongue twisters help you speak more clearly and quickly?

   ☐ Siempre/ Always

   ☐ Casi siempre/ Almost always

   ☐ A veces/ Sometimes

   ☐ Casi nunca / Almost never

   ☐ Nunca/ Never

8. ¿Sientes más confianza al hablar frente a tus compañeros después de practicar? / Do you feel more confident speaking in front of your classmates after practicing?

   ☐ Siempre/ Always

☐ Casi siempre/ Almost always

☐ A veces/ Sometimes

☐ Casi nunca / Almost never

☐ Nunca/ Never

The survey of (Krashen S. , 1982) was adapted to fit the characteristics of the study.

¡GRACIAS POR SU COLABORACIÓN

Annex 6. Images of the application of interviews and surveys form.










GRADO
BIENVENIDOS


CARTELERA
HONOR X6b



