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**DESIGNING L2 PRONUNCIATION TEACHING DIDACTIC SEQUENCES FOR
BRAZILIAN PUBLIC-SCHOOL STUDENTS – A SELF-REFLECTIVE ANALYSIS**

Florianópolis

2023

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Orientadora: Prof^a. Dr^a. Rosane Silveira

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To all my students and those who work for public education.

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“Education is the most powerful weapon which you can use to change the world”
Nelson Mandela

RESUMO

O presente estudo teve como objetivo integrar três sequências didáticas para o ensino de pronúncia (uma por trimestre) nas aulas de inglês dos alunos do sexto ano de uma escola pública, levando em consideração as necessidades deles como falantes do português brasileiro, bem como os componentes curriculares presentes na BNCC, refletindo na implementação das sequências didáticas e ponderando a respeito das possibilidades e limitações de cada uma delas. Para analisar os resultados, eu, professor-pesquisador, áudio-gravei as minhas impressões acerca de cada sequência didática e depois comecei a escrita de um diário de autorreflexão. Cada sequência didática foi dividida em cinco aulas, totalizando quinze relatos no diário de autorreflexão. O principal objetivo das sequências didáticas é melhorar a inteligibilidade dos alunos na fala em L2, focando nas palavras que podem dificultar a inteligibilidade deles em inglês. As atividades de pronúncia nas sequências didáticas foram elaboradas seguindo uma estrutura comunicativa para o ensino de pronúncia proposta por Celce-Murcia et al. (1996, 2010) e de acordo com o que os alunos estavam aprendendo em sala de aula. Elas foram aplicadas próximo ao final de cada trimestre letivo. Os resultados foram obtidos através da minha percepção sobre as aulas de pronúncia, e mostraram que apesar de todas as dificuldades e limitações encontradas em sala de aula, é possível trabalhar com a pronúncia da L2 nas escolas públicas brasileiras e que o ensino de pronúncia pode ajudar os alunos a melhorar a inteligibilidade da fala em L2 dentro do contexto de escola pública.

Palavras-chave: Sequências didáticas. Ensino reflexivo de pronúncia. Inteligibilidade da fala em L2. Escola pública.

ABSTRACT

The present study aimed at integrating three didactic sequences for pronunciation teaching (one per trimester) within the English lessons of sixth-grade students of a public school, taking into consideration their needs as speakers of Brazilian Portuguese as well as the curriculum components present in BNCC and then reflecting upon their implementation, pondering about their affordances and limitations. In order to analyze the results, I, the teacher-researcher, first audio-recorded my impressions over each didactic sequence and then started writing a self-reflection diary. Each didactic sequence was divided into five lessons, totalizing fifteen accounts in the self-reflection diary. The main objective of the didactic sequences is to improve students' L2 speech intelligibility, focusing on the words that could hinder their intelligibility in English. The pronunciation activities in the didactic sequences were created following a communicative framework for pronunciation teaching proposed by Celce-Murcia et al. (1996, 2010) and according to what students were learning in class. They were administered close to the end of each school trimester. The results were obtained through my perception over the pronunciation lessons, and showed that despite all the difficulties and limitations found in the classroom, it is possible to work with L2 pronunciation at Brazilian public schools and that pronunciation teaching can help students improve their L2 speech intelligibility within the public-school context.

Keywords: Didactic sequences. Reflective pronunciation teaching. L2 speech intelligibility. Public school.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASR – Automatic Speech Recognition

BNCC – Base Nacional Comum Curricular

BP – Brazilian Portuguese

CLT – Communicative Language Teaching

DS – Didactic Sequence

IPA – Intelligent Personal Assistant

L1 – First Language

L2 – Second Language

MA thesis – Master thesis

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CHAPTER I

INTRODUCTION

1.1 STATEMENT OF THE PROBLEM

After ten years of experience as an English teacher at public schools in Brazil, I (the teacher-researcher of this present study) have observed that most of the students have difficulties with the English pronunciation. They state that pronouncing English is very different from the way words in Brazilian Portuguese (their L1) are pronounced, leading them to rely on the L1 letter and sound correspondence to pronounce the words in English, their L2¹ (SILVEIRA, 2007). Authors such as Silveira and Gonçalves (2021) and Cabañero and Alves (2008) have discussed how orthography may affect the way Brazilian students produce some of the target sounds in English (see Chapter 2.2.2). This L1-L2 transfer might compromise students' intelligibility, resulting in a message different from the intended one, hindering their interaction in the L2. I have also perceived that some L2 suprasegmental features, especially word and sentence stress, intonation, and connected speech, are very challenging for students. These difficulties make students avoid performing oral activities in the classroom or even trying to pronounce words in English, with the fear of losing face among their classmates. Given the abovementioned scenario, explicit pronunciation instruction becomes an important component in the L2 classes, as an attempt to improve learners' speech intelligibility (SILVEIRA, 2002).

According to Silveira (2002, p. 94) "pronunciation instruction was absent from the L2 classroom for a long time due to the conventional beliefs that pronunciation is not important, cannot be taught, and can be "picked up" by learners". Following Pennington and Rogerson-Revell (2019), though many students value pronunciation proficiency in the L2, some teachers do not give the same importance to pronunciation in their classes, but rather, focus their lessons on the four major skills: reading, writing, listening and speaking (ALVES; MAGRO, 2011), or other aspects of the L2, like grammar and vocabulary. Besides, there is yet the lack of confidence of some teachers in teaching pronunciation and of knowledge about Phonetics and Phonology (NUNAN, 2015; PENNINGTON; ROGERSON-REVELL, 2019). Alves and Magro (2011) state that even though pronunciation instruction plays a significant role in students' intelligibility, it is usually forgotten in the L2 classes because some teachers consider

¹ For this research, L2 refers to any language learned after the L1 (native language); in this study, the L2 used as reference is English.

it time-consuming in terms of teaching and learning, including the time devoted for preparation of pronunciation lessons.

Notwithstanding, a growing number of Brazilian researchers have turned their attention to the benefits of pronunciation teaching and to teachers' beliefs and practices regarding this issue (ALVES, 2015; BUSS, 2015; COSTA, 2016; DELATORRE, 2007; HAUS, 2018). These studies have shown that though many teachers recognize the importance of pronunciation teaching, there is still the need of bringing their beliefs and practices together, especially when it comes to pronunciation instruction² focused on L2 speech intelligibility considering the context of public schools in Brazil. Alves (2015) stresses the importance of pronunciation teaching in the L2 classes, taking into consideration communicative situations based on "interaction and meaning", instead of only "listening and repetition" in class.

In 2018, the Brazilian Common Core Curriculum (BNCC, see Chapter 2.4) was approved to guide the basic education system in the whole country. Concerning the teaching of English, it acknowledges *intelligibility* as a goal behind the L2 teaching, criticizing then the view that only native standards are "correct" and must be taught to students (BRASIL, 2018). It also brings pronunciation as one of its objects of knowledge, whose objective is to develop students' ability "to perceive similarities and differences between their L1 and the L2 pronunciation [...]" (BRASIL, 2018, p. 251, my translation). Thus, it is a great opportunity Brazilian teachers have to decolonize pronunciation teaching in their L2 classes and help their students reach an intelligible pronunciation in English, respecting their identity as speakers of Brazilian Portuguese, instead of trying to change their accents so that they can sound like a native speaker.

Nevertheless, teachers must be realistic when providing students with pronunciation instruction. The aim is not to change learners' accent or expect them to speak like a native speaker (NUNAN, 2015); rather, it must help students to reach an intelligible pronunciation, which is the current goal in the field of pronunciation teaching (PENNINGTON, 2021). Alves and Magro (2011) point out that when pronunciation is taught in class, it is usually detached and decontextualized from the other parts of the class. Thus, for pronunciation instruction to be more effective, it must relate to the contents students are learning in class, and their needs as speakers of Brazilian Portuguese must also be taken into consideration to overcome the influence posed by the L1 over the L2.

Another important issue to be discussed is the quality of pronunciation materials used in class. Silveira (2002) argues about the importance of having pronunciation materials that

² In this study, pronunciation instruction and teaching are used interchangeably.

address the specific difficulties that Brazilian learners have as they pronounce the target L2 words, containing pronunciation exercises which are going to help students overcome the influence posed by their L1. Public-school teachers need pronunciation materials that they can use in the pronunciation classes and which are feasible considering the reality of public schools in Brazil. The following section discusses the importance of bringing pronunciation research and practice together for effective pronunciation teaching in the L2 classes.

1.2 LINKING RESEARCH AND PRACTICE FOR PRONUNCIATION TEACHING

One of the challenges in the field of L2 pronunciation is to connect research and practice. Levis (2021) states that pronunciation research and teaching still remain apart from one another. On one hand, we have teachers who find pronunciation research too hard to be understood and administered in the classroom environments. On the other hand, we have researchers who see little relevance of their research on the ground of L2 classrooms (LEVIS, 2021). In other words, there is still the need of linking research and practice when it comes to pronunciation teaching.

Levis (2021) brings out three major reasons why researchers and teachers have trouble communicating: i) the influence of research on teaching, that is, for research to be relevant for teachers, it must be practical, providing them with activities, materials and approaches which work for classroom environments; ii) the influence of teaching on research that is based on practical classroom issues. For this kind of interaction, the author mentions Action Research, in which teachers become both researchers and participants, and use the classroom environment to improve their teaching practices; and iii) the mutual influence between research and teaching where both areas contribute to each other, that is, “teaching concerns feed into research, and research studies provide information to inform teaching practices” (LEVIS, 2021, p. 20). According to the author, this last view should be the ideal connection between both areas, where one feeds the other.

Considering the context of public schools, the need of connecting research and practice is even greater. Teachers are usually unprepared to work with pronunciation in their classes. Most of the time, they need ready-to-use pronunciation teaching materials that take into account the public-school context: its limitations of time, lack of materials (which includes the lack of technological resources at schools), number of students in class, students’ reality and their needs as speakers of Brazilian Portuguese, etc. The next section presents the main and specific objectives that guided this research.

1.2 OBJECTIVES

After understanding the need of bringing research and practice together when it comes to pronunciation teaching, and the importance of speech intelligibility for L2 oral communication, the main objective of this research is to design pronunciation teaching didactic sequences to help sixth-grade Brazilian students improve their speech intelligibility in English following a communicative framework for pronunciation teaching (CELCE-MURCIA et al., 1996, 2010). Within this main objective, there are two specific ones:

- To integrate pronunciation teaching didactic sequences within the English lessons of sixth-grade students, taking into consideration their needs as speakers of Brazilian Portuguese as well as the curriculum components listed in BNCC and students' current textbook;
- To reflect upon the implementation of these didactic sequences in the English lessons of a sixth-grade class from a public school in the municipality of São José, state of Santa Catarina, pondering about their affordances and limitations.

I decided to work with the sixth grade because this is when students start to learn English at state schools in Santa Catarina, and I can keep on working with the L2 pronunciation in the following years, setting then a long-term goal for pronunciation teaching in my lessons. The next section presents the significance of the present study for pronunciation teaching considering the context of public schools in Brazil.

1.4 SIGNIFICANCE OF THE STUDY

Though there are many studies which stress the importance of explicit pronunciation instruction in the L2 classes (see Chapter 2.3), there is still the need of more classroom-based studies conducted from the reality of Brazilian public schools regarding pronunciation teaching, and pronunciation materials that take into account the public-school context. The motivation of this research lies on the experience that I have had as a teacher in public schools over the past ten years. I have observed that most of the time, the English classes at public schools are focused on the teaching of grammar and vocabulary, and little or no attention is paid to pronunciation teaching in class. When it happens, it involves mere repetition of the target words and attempts of helping students reach native-like pronunciation (BAKER, 2013; COSTA, 2016).

Considering the aforementioned reality, it is expected that this research-study can: i) contribute to the implementation of meaningful pronunciation teaching in the public-school environment. The aim of the didactic sequences designed for this study (see Chapter 3.3.1) is

not to make students reach native-like pronunciation; rather, they aim at helping students have an intelligible speech in the L2, acknowledging that intelligibility must be the goal behind pronunciation teaching; ii) help teachers consider and rethink pronunciation instruction in their classes, encouraging them to design pronunciation activities based on their students' needs; and iii) motivate more researchers in the field to turn their attention to pronunciation teaching in public schools and to provide insights to design pronunciation teaching didactic sequences that might be useful for the reality of public-school teachers in Brazil. The last section of this introduction shows how this study is organized.

1.5 ORGANIZATION OF THE STUDY

This MA thesis is divided into five chapters, organized in the following way: Chapter 1 presents the introduction of the study which provides a brief contextualization of the study relevance for pronunciation teaching in public schools in Brazil, as well as its objectives; Chapter 2 brings the literature review which offers theoretical support for this research; Chapter 3 describes the method, mentioning the context of investigation, the materials and instrument used, and the procedures to carry out the research; Chapter 4 discusses in details the results obtained by the research; and finally, Chapter 5 summarizes the most important findings of the study, besides indicating its limitations, suggesting further research, and highlighting its pedagogical implications.

CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review which offers theoretical support to this research-study. The sections are divided in the following fashion: section 2.1 argues about the importance of intelligibility for L2 oral communication; section 2.2 discusses L1-L2 transfer and how it affects the perception and production of the L2 sounds by Brazilian learners, and acknowledges the importance of suprasegmental features for L2 intelligibility; section 2.3 discusses the role of raising awareness of L2 phonology by explicit pronunciation instruction, besides presenting the communicative framework for pronunciation teaching used in this research; section 2.4 describes the Brazilian Core Curriculum for the teaching of English in the sixth grade; and lastly, section 2.5 reflects upon the English teacher education and reflective teaching.

2.1 INTELLIGIBILITY, COMPREHENSIBILITY, AND ACCENTEDNESS

The primary concern of this research-study is to improve the L2 speech intelligibility of Brazilian students in public schools. Following Munro, Derwing and Morton (2006, p.112), *intelligibility* is a speech dimension defined as “the extent to which a speaker’s utterance is actually understood”. In other words, to be intelligible means to be understood, and it involves the interaction between both the speaker and the listener. Silveira and Silva (2018) highlight that intelligibility also depends on listeners’ familiarity with the speaker’s accent, among other factors. In short, an intelligible utterance means that the listeners can fully understand the speaker’s intended message (DERWING; MUNRO, 2015).

Intelligibility is related to two other different speech dimensions: *comprehensibility* and *accentedness*. Comprehensibility refers to the degree of difficulty to process an utterance, that is, an utterance might be easy or hard to understand, and accentedness refers to “the degree to which the pronunciation of an utterance sounds different from an expected production pattern” (MUNRO; DERWING; MORTON, 2006, p. 112). Everyone has an accent. Speakers who share the same L1 have different accents, depending on the regions they come from. Accents are part of the speakers’ identity. Thus, instead of trying to reduce or even remove the accent of an L2 accented-speech, pronunciation instruction must add new language skills to the speakers’ repertoire (CELCE-MURCIA et al., 2010). Despite their interrelatedness, the three speech

dimensions are partially independent, that is, an utterance might be hard to be understood or even heavily accented, and still be fully intelligible (MUNRO; DERWING; MORTON, 2006).

Silveira and Silva (2018) conducted an English intelligibility test in which listeners whose L1 had a different origin (e.g., English, German) from the speakers' L1 (Brazilian Portuguese "BP") outperformed the listeners whose L1 was similar (e.g., Spanish, Italian, French). The authors argue that the familiarity with the speakers' L2 accent plays an important role for intelligibility, and it can be explained by the fact that listeners whose L1 is similar to the speakers' do not use English to communicate, whereas the listeners whose L1 is different from BP use English to interact with Brazilians and then, have more familiarity with the English spoken by Brazilians. Thus, the authors emphasize the importance of having students exposed to different L2 accents in the classroom to help L2 speakers become better listeners, resulting in a more successful interaction using English to communicate with different people around the world (SILVEIRA; SILVA, 2018).

Cruz (2006) points out that most of the time, the interaction among English speakers nowadays does not involve native speakers of English, which makes intelligibility the key word for communication in English in the world, and not the standard native speakers' pronunciation. On behalf of the Intelligibility Principle, Levis (2020) brings up some of the reasons why it must be embraced over the Nativeness Principle. According to the author, the Intelligibility Principle considers L2 users not as defective native speakers, but as multicompetent ones; it is consistent with realistic goals for pronunciation teaching; it recognizes that variations in accent are normal in communication, and that social variation is not a problem to overcome, but rather, a variation to embrace.

Derwing and Munro (2015) posit that intelligibility is fundamental for successful oral communication. The authors highlight the importance of speech intelligibility for genuine communication and stress the danger of an unintelligible speech, that is, as listeners believe they have understood the message when, actually, they have not, resulting in awkward situations or even accidents that might put lives at risk. In addition, the lack of speech intelligibility might compromise everyday life. Derwing and Munro (2015, p. 02) state that in many cases "both L1 and L2 users have been harassed, denied employment or refused accommodation because of their speech patterns", or even for having a strong L2 accent. Even though a heavily L2 accented-speech is likely to lead to discrimination, the main focus of this research-study is not to change learners' accent; rather, it is to help them improve their L2 speech intelligibility. The following section discusses L1-L2 transfer and how it affects the perception and production of the L2 speech of Brazilian learners.

2.2 L1-L2 TRANSFER

Zimmer, Silveira and Alves (2009) analyzed some major difficulties Brazilian speakers face when speaking English. According to the authors, these difficulties can be explained by the transfer of L1-L2 knowledge, which is branched out on two others: L1-L2 phonetic-phonological transfer and L1-L2 grapho-phonetic-phonological transfer. The next subsections summarize these two kinds of transfer.

2.2.1 L1-L2 phonetic-phonological transfer

In L1-L2 phonetic-phonological transfer, new linguistic L2 patterns are perceived in the same or very similar way that the pre-existing L1 patterns (ZIMMER; SILVEIRA; ALVES, 2009). Zimmer, Silveira and Alves (2009) listed the processes related to this kind of transfer: vowel assimilation, consonant change, syllable simplification, delateralization, vocalization of final nasals, and deaspiration of initial voiceless plosives.

The process called *vowel assimilation* makes Brazilian learners pronounce words such as “bed” and “bad” as the same, given the fact that they are perceived in the same way by the learners. Without pronunciation instruction, the differences in terms of perception and production between both vowels /ɛ/ and /æ/ might remain unnoticed by the students.

Another example of this kind of transfer is a process called *consonant change*, where L2 learners replace the consonant of a given target word, such as /θ/ in “think” with a similar one in their L1, as they perceive it, as /f/ or /s/, resulting in different words, like “fink” and “sink”, changing then the meaning of the intended message.

In addition to the transfer processes cited in the previous paragraphs, the authors discuss other deviant phonetic production processes from Brazilian Portuguese into English (ZIMMER; SILVEIRA; ALVES, 2009). In the *syllable simplification* process, Brazilian learners tend to simplify complex L2 syllables (consonant clusters) by adding an epenthetic vowel, which is usually [i], in initial and/or final positions. Hence, a word like “star” is pronounced as [ista:r] and “book” as [buki].

Concerning the *delateralization* process, Brazilian learners tend not to pronounce the [l] in word-final position. It happens because in Brazilian Portuguese (BP), the lateral liquid consonant [l] in final position is pronounced as [w] or [ʊ]. Then, the target L2 words like “feel” and “hell” are pronounced as [fiw] and [hew], respectively.

Considering the *vocalization of final nasals* process, the nasal consonants in final position are not pronounced in BP. Instead, BP speakers nasalize the vowel that comes before the nasal consonants. For example, words like “sim” and “bem” are pronounced as [sĩ̃] and [bẽ̃]. Thus, Brazilian students tend to transfer this L1 phonetic knowledge to the L2, pronouncing words like “room” and “ten” as [rũ̃] and [tẽ̃], respectively.

There is also a process called *deaspiration of initial voiceless plosives* /p^h, t^h, k^h/. In English, the voiceless plosive consonants /p, t, k/ are aspirated in initial and stressed positions. “Aspiration consists of a delay in the release of the burst of air of a consonant before a vowel sound” (ZIMMER; SILVEIRA; ALVES, 2009, p.26). Hence, in words like “park”, “cat” and “attack”, the phonemes /p/ and /k/ in the first two words are aspirated because they are in initial position, whereas the phoneme /t/ in the last word is aspirated because it is in stressed position in the syllable. However, these phonemes are not aspirated in BP, leading Brazilian learners to pronounce the words previously mentioned without aspiration. According to Zimmer, Silveira and Alves (2009, p. 27), “deaspirated plosives might be perceived as voiced ones, leading to misunderstandings in communication”.

Some of the examples brought up in the previous paragraphs do not hinder students’ intelligibility in English. They serve as examples to explain the L1-L2 phonetic-phonological transfer processes. A more detailed explanation of these processes is provided in Zimmer, Silveira and Alves’s book (2009). The following subsection describes the other kind of L1-L2 transfer: the grapho-phonetic-phonological transfer.

2.2.2 L1-L2 grapho-phonetic-phonological transfer

It is important to stress that phonological knowledge is not the only factor that underlies transfer during L2 speech, but also the principles of the L1 alphabetic system – the correspondence between spelling and sound (ZIMMER; SILVEIRA; ALVES, 2009). When the L1 and the L2 have the same alphabetic system, students may transfer the grapho-phonetic-phonological patterns of their L1 to the L2 (CABAÑERO; ALVES, 2008). This is the case with Brazilian students learning English, especially in the beginning levels of L2 learning. However, English and BP have different orthographic systems. English orthography is considered opaque, that is, the connection between graphemes and phonemes is not regular; the pronunciation of the graphemes depends on their syntactic and phonotactic context (SILVEIRA; GONÇALVES, 2021). Thus, in words like “politics”, “policy” and “politician”, the grapheme <c> is pronounced in three different ways – [k], [s] and [ʃ], respectively.

On the other hand, Brazilian Portuguese orthography is considered transparent, that is, the connection between the graphemes and phonemes is more regular than the English orthography (SILVEIRA; GONÇALVES, 2021). Therefore, Brazilian Portuguese speakers can rely on the correspondence between spelling and sound to pronounce their L1 words. Nevertheless, Silveira and Gonçalves (2021) highlight that depending on the phonological context where some graphemes occur in BP, there are cases in which a grapheme has different sounds; for instance, in words like “xícara”, “exato”, “máximo” and “fax”, the grapheme <x> is pronounced in four different ways – [j], [z], [s] and [ks], respectively.

L2 learning is mandatory at regular schools in Brazil from the sixth grade onward, when students are already literate. It means that as they are frequently exposed to written information in their L1, the knowledge they have from their L1 orthographic system may influence their L2 learning. Given this fact, Brazilian learners of English tend to pronounce words like “three” as [tri], “does” as [dʌs]³ and “sing” and [sɪŋgi]⁴ due to the presence of the graphemes <t>, <s> and <g>, respectively, in the target words.

In a study conducted by Silva (2018) with English learners at public schools, he observed that the grapho-phonetic-phonological transfer was the factor that most influenced students’ L2 speech. Cabañero and Alves (2008) also observed this influence. The authors noticed that L2 beginners tended to pronounce the orthographic sequence <ng> in monomorphemic words like “king” and “song”, and the “ing” suffix as [ɪŋg]. However, the results were different with most of the advanced students. According to the results, the advanced students noticed that the <g> in the “ing” suffix is not pronounced, but tended to pronounce the <g> in the monomorphemic words. The authors hypothesized that it must have happened because students are often explicitly instructed about the pronunciation of the “ing” suffix in class, and highlight the importance of explicit pronunciation instruction to help students notice certain pronunciation features in the L2.

After considering some segmental aspects that might underlie L1-L2 transfer and hinder students’ intelligibility in English, the following subsection brings up some characteristics of the suprasegmental features which are important for L2 speech intelligibility.

³ Zimmer, Silveira and Alves (2009) explain this grapho-phonetic-phonological transfer with a process called *terminal devoicing*. The authors state that as “no voiced obstruents are produced in Brazilian Portuguese in word-final position [...] before a pause” (ZIMMER; SILVEIRA; ALVES, 2009, p. 37), it is expected that Brazilian students pronounce these final consonants with a voiceless sound.

⁴ This tendency of pronouncing the velar plosive consonant [g] is explained by the *velar consonantal paragoge* process. To know in more details about this and the other transfer processes mentioned in the previous paragraphs, read Zimmer, Silveira and Alves (2009).

2.2.3 Suprasegmental features

The examples of L1-L2 transfer processes brought up in the previous paragraphs are concerning segmental features. However, suprasegmental features (also known as *prosody*) are equally important for L2 speakers' intelligibility. In fact, authors like Barreto and Alves (2012) and Celce-Murcia et al. (1996, 2010) corroborate the idea that suprasegmental features are essential for intelligibility since problems with those features may hinder speakers' intelligibility more often in comparison to segmental problems. Suprasegmental features involve word stress, sentence stress (rhythm), prominence, connected speech and intonation.

Word stress (also known as *syllable stress*) determines which syllable in the word receives the heaviest stress (the primary stress), which is the longest and loudest syllable in the word (GOODWIN, 2014). Barreto and Alves (2012) point out that word stress is very important for intelligibility because it has a distinctive factor in the speech. For example, the distinction between nouns and verbs in English, as in “**p**resent” (noun) and “p**r**esent” (verb), “**r**ecord” (noun) and “r**e**cord” (verb), “**p**rogress” (noun) and “p**r**ogress” (verb), etc., must be taught to students so that they can perceive that distinction.

Sentence stress (or rhythm), in its turn, refers to all the syllables in a sentence which receive stress (GOODWIN, 2014). Following Goodwin (2014), content words, like nouns, main verbs, adjectives and adverbs, are the ones which are usually stressed in a sentence. Taking as an example the sentence “he **only studies English** in the **evenings**”, four syllables are stressed over the others giving then rhythm to the sentence.

Prominence refers to that one syllable or word that receives most emphasis in the sentence (GOODWIN, 2014). Goodwin (2014) states that prominence is important for intelligibility because it depends on the message the speaker wants to convey. In the sentence brought up as an example in the previous paragraph, if the prominent word is “English”, it means that English is the subject/language he studies and not any other subject or language, whereas if the prominent word is “evenings”, the message is different, meaning that he does not study English in the mornings or afternoons, but rather, in the evenings.

According to Barreto and Alves (2012), it is also important to bring to students' attention how words are linked to others (connected speech). A word ending by a consonant can be linked to another word starting with a vowel, as in “I love it”, where the [v] sound in “love” is linked to the [ɪ] in “it” as if both sounds belonged to the same syllable [vit]; a word ending by a consonant sound can be linked to another one starting with the same consonant sound, as in “it's Science”, where the [s] sound is present in both “it's” and “Science”, and can be

pronounced as a single [s] sound; sounds can also be deleted in connected speech, as in “I love him” pronounced as [aɪ 'lʌvɪm], where the [h] sound is deleted; and two sounds together can create a new one (assimilation), as in “good evening”, where depending on the accent, the [d] sound in “good” becomes [r] when linked to the [ɪ] vowel in “evening” (for more examples, see Goodwin, 2014).

As for intonation, Barreto and Alves (2012) claim that intonation can convey different messages (surprise, interest, anger, etc.), meaning then that wrong intonation may alter the idea the speaker wants to convey. The authors bring the sentence “where did he go?” to exemplify that if a speaker asks that question with a rising intonation, the speaker is conveying the idea of surprise for the fact that the person had traveled instead of showing interest in knowing *where* the person went to.

The authors (2012) also point out that when pronunciation is worked in the L2 classes, there is a tendency of focusing only on segmental features and without a communicative context. They defend the idea that both features (segmental and suprasegmental) must be worked in pronunciation lessons aiming at improving students’ intelligibility. Given this, the next section discusses the role of raising awareness of L2 phonology by explicit pronunciation instruction as an attempt to improve students’ L2 speech intelligibility.

2.3 RAISING AWARENESS OF L2 PHONOLOGY BY EXPLICIT INSTRUCTION

Acquiring the new sounds (and the prosodic features) of the L2 is not easy for learners. Alves and Magro (2011) claim that learners must notice the L2 pronunciation aspects for acquisition to occur. However, acquiring the pronunciation features of the L2 requires a certain degree of awareness and may not be easily noticed by L2 learners (ALVES; MAGRO, 2011). This is why explicit pronunciation instruction plays an important role in the acquisition of the new L2 sounds and prosodic features. Following Zimmer, Silveira and Alves (2009, p. 15),

“explicit instruction” can be interpreted as an umbrella term encompassing more than just the task of formally systematizing the linguistic system itself. In this sense, within a communicative L2 environment, “explicit instruction” surpasses the teacher’s task of formalizing the L2 system, since it also includes the composite of other teaching procedures aiming to highlight, review or draw the students’ attention to specific aspects of the target language otherwise tending to remain unnoticed by learners.

Many authors have shown the benefits of explicit pronunciation instruction in the L2 classes and how it positively affects L2 speech intelligibility (ALVES; LIMA JR, 2021; LIMA

JR, 2010; ZIMMER; SILVEIRA; ALVES, 2009; among others). L2 learners can benefit more from explicit pronunciation instruction when their L1 is taken into consideration. Saito (2007) sees these L1-L2 linguistic differences in the pronunciation lessons as a positive factor, especially in the environment where all students share the same L1, which is the case of most Brazilian students at public schools whose explicit instruction comes mostly from the L2 classes. Even though some of them are exposed to English outside the classroom, for many, the linguistic input they are exposed to seems not to be sufficient to help develop oral communicative skills and an intelligible L2 speech. Mendes (2017) believes that insufficient input seems to be the cause of many issues concerning L2 learning (including pronunciation).

De Paula (2003) noted that one of the most meaningful practices in a study that she conducted with Brazilian English teachers in a classroom environment was when one of the teachers compared the sounds of the L2 with the ones of the L1, because it called students' attention to the differences between the sounds of both target and mother languages. That is why Silveira (2002) recommends bringing up issues which are going to help students improve their L2 pronunciation so that pronunciation lessons become motivating to them. Thus, the role of explicit pronunciation instruction in the school context is to bring specific pronunciation features (that otherwise could remain unnoticed) into learners' attention, especially to improve their L2 speech intelligibility (ZIMMER; SILVEIRA; ALVES, 2009). Besides, explicit pronunciation instruction facilitates students' awareness of the L2 phonology (CARLET; KIVISTÖ-DE SOUZA, 2018).

L2 phonological awareness is the combination of both implicit and explicit knowledge of the L2 in the segmental, phonotactic (syllables), and prosodic levels (KIVISTÖ-DE SOUZA, 2021). According to Kivistö-de Souza (2021), this knowledge may be tacit (implicit), that is, speakers do not know they have such knowledge, and declarative (explicit), they know they have it and are able to consciously reflect on the L2 phonological system (metaphonology). The author stresses that though the implicit knowledge is acquired throughout life with exposure to linguistic input, the input itself is not always enough to bring up phonetic-phonological aspects to learners. In spite of being able to perceive differences between their L1 and the L2, and even perceive violations in the syllable structures of the L2, among other things, L2 learners cannot necessarily verbalize and elaborate pronunciation rules by themselves (KIVISTÖ-DE SOUZA, 2021).

Chagas (2008) argues that explicit knowledge might become implicit, as certain structures become automatic along with time, whilst the opposite might also be true. The way children acquire their mother tongue is implicit; then, explicit instruction is unnecessary in these cases

(CHAGAS, 2008). When it comes to L2 acquisition by late learners, however, explicit instruction becomes necessary to overcome the difficulties posed by their L1 influence (ZIMMER; SILVEIRA; ALVES, 2009).

Phonological awareness is developed through the mechanism of *noticing* (SCHMIDT, 1995). Kivistö-de Souza (2021) and Cabañero and Alves (2008) point out that *noticing* means more than simply note a *linguistic input*, rather, it requires conscious attention to the input, so that the input is converted into *intake* (what is really comprehended/processed from the input). Taking the *grapho-phonetic-phonological transfer* as an example and following the *noticing hypothesis*, not only is it necessary for L2 learners to perceive the nasal velar consonant [ŋ] in words like “sing” and “sink”, but they should also notice that in the former word, the grapheme <g> is not pronounced, whereas in the latter, the grapheme <k> is.

Kivistö-de Souza (2021) points out the importance of phonological awareness during the L1 literacy consolidation process. The author highlights that when children understand that the combinations of sounds make syllables that in turn, make words, they can make connection between spoken and written language. It means that the L1 literacy consolidation process can be faster when children have a greater understanding of their L1 phonological system: detecting, distinguishing and manipulating segments (KIVISTÖ-DE SOUZA, 2021).

However, when learners start the L2 learning after the literacy consolidation process, they use different cognitive processes to perceive and produce the L2, meaning that they usually compare the L1 with the L2, noticing differences and similarities in the phonology of both languages (BUCHENER, 2020; KIVISTÖ-DE SOUZA, 2021), and creating strategies to make up for the L2 sounds that are hard for them, which usually results in L1-L2 transfer. Kivistö-de Souza (2021) stresses that there are still many questions to be investigated concerning the interaction between L1 and L2 phonological awareness, as to whether they are really two different non-related entities or whether increasing learners’ L1 phonological awareness is beneficial for L2 phonological awareness as well as their L2 perception and production.

L2 phonological awareness is correlated with the accuracy of L2 pronunciation (BUCHENER, 2020; KIVISTÖ-DE SOUZA, 2021). Carlet and Kivistö-de Souza (2018, p. 104) posit that “phonological awareness about the L2 can be developed through any activity that brings a specific aspect into the language learners’ consciousness”. In order to help teachers call students’ attention to L2 phonological awareness in their classes, Alves (2012) brings up five kinds of activities which can be used in the L2 classes: i) awareness of the L2 syllable patterns, that is, understand what is possible or not in the L2 syllable patterns and information about stressed syllables; ii) awareness of the L2 rhymes, calling students’ attention to the fact

that words with different spelling may have the same sound in the L2; iii) awareness of the L2 phonemes, the sounds that are distinctive in the L2; iv) awareness of the L2 allophones, the sounds that are not distinctive in the L2; and v) awareness of the L1 and L2 distinctive sounds, especially the ones which are distinctive in one language but not in the other.

Kivistö-de Souza (2021) recognizes that explicit instruction and activities that call students' attention to the L2 phonological aspects have positive effect on their speech intelligibility in real life situations. Therefore, the combination of explicit pronunciation teaching and raising students' phonological awareness in and outside the classroom leads to best results in L2 speech (CARLET; KIVISTÖ-DE SOUZA, 2018).

Notwithstanding, many English teachers have difficulties in designing pronunciation activities to use in their classes and some others might find it time-consuming (ALVES; MAGRO, 2011), insofar as many of them did not have the opportunity to learn how to teach pronunciation during and after their undergraduate programs. Furthermore, the workload in and outside schools is huge: working many hours in class during the week, planning lessons (without much planning time at schools), correcting activities and exams, meeting with parents and co-workers, complying with bureaucratic issues and registers, to cite but a few. Therefore, most of the time, teachers need ready-to-use materials to work in class.

In order to design or adapt pronunciation activities, teachers can benefit from using books whose activities address the pronunciation problems that some Brazilian students may face when speaking English: *Pronunciation Instruction for Brazilians - Bringing Theory and Practice Together* by Zimmer, Silveira and Alves (2009) and *English pronunciation for Brazilians: the sounds of American English* by Godoy, Gontow and Marcelino (2006). Both books bring pronunciation activities that might serve as an inspiration for teachers to design/adapt activities according to their students' needs. Also, Silveira et al. (2021) created a website⁵ which offers online pronunciation teaching resources, providing English teachers with an e-book containing links that leads to online pronunciation activities. Another book that is reference to pronunciation teaching in the field is *Teaching Pronunciation: a course book and reference guide* by Celce-Murcia et al. (2010) where the authors present a communicative framework for pronunciation teaching, as described in the next subsection, as well as a number of pronunciation activities and teaching techniques.

2.3.1 Communicative framework for pronunciation teaching

⁵ Available at <<https://sites.google.com/view/technology-and-pronunciation/home>>.

With the beginning of the Communicative Language Teaching approach (CLT) in the mid to late 1970s, the exposure to formal aspects of language was laid on second plan or even banished in the L2 classes (BARRETO; ALVES, 2012; CELCE-MURCIA et al., 2010). The CLT approach holds that the central aim in language teaching is to communicate using language. Thus, most of the pronunciation techniques used in other language approaches prior to CLT were rejected (CELCE-MURCIA et al., 2010).

Even though the importance of explicit pronunciation instruction integrated to a communicative topic is spread nowadays, pronunciation teaching techniques can still be old-fashioned (BARRETO; ALVES, 2012). Barreto and Alves (2012) highlight that pronunciation materials are decontextualized and miss authentic communicative situations. The authors point out that imitation exercises and drills, as well as “listen and repeat” techniques are isolated practices in pronunciation lessons regardless of a communicative context. They recognize that the previously mentioned techniques are important and should not be banished in the classes. Thus, the authors propose a change in which the focus is on the communicative contents where pronunciation techniques are used to help learners improve their oral communicative skills.

Acknowledging the importance of intelligibility for pronunciation teaching, Celce-Murcia et al. (2010) stress the relevance of a balanced view of both segmental and suprasegmental features in pronunciation instruction. The authors suggest that both features should be integrated in class, according to the learners’ needs. In order to help teachers approach pronunciation within a communicative fashion, the authors proposed a five-step communicative framework for pronunciation teaching, as described in the next paragraph.

In the first step, *description and analysis* of the L2 sounds, students are exposed to oral and written examples of how the L2 sounds are produced and when they occur in spoken language. In the second step, *listening discrimination and feedback*, students discriminate the L2 sounds they are being exposed to by listening to words or sentences containing such sounds. In the third step, *controlled practice and feedback*, students practice producing the L2 sounds by doing controlled activities, such as reading minimal pairs, sentences and/or dialogues, paying special attention the sound(s) they were exposed to in the former steps. In the fourth step, *guided practice and feedback*, students practice the L2 sounds with less controlled exercises which allow them to monitor their pronunciation, such as information gap activities and cued dialogues. In the last step, *communicative practice and feedback*, students have the opportunity to practice the L2 sounds with less structured communicative activities, such as

oral presentations, role plays, debates, problem-solving activities, etc., in which they can pay attention to both pronunciation and contents (CELCE-MURCIA et al., 1996, 2010).

The first two steps concern perception and awareness of the L2 sounds, where students perceive the acoustic and articulatory features of the L2 sounds, that is, the relation between spelling and sound, phonetic context, etc., and then practice discriminating those sounds; whereas the last three steps concern the production of the described, analyzed and discriminated L2 sounds, from controlled to more communicative practices. Alves and Lima Jr (2021) state that the order of these steps can be altered, especially the first three steps, and claim the importance of the last two steps, for representing a change in the pronunciation teaching (using the L2 sounds in more spontaneous contexts). Teachers' feedback is given to students since step two (individually or to the whole class).

For this communicative pronunciation framework to be effective, it is important that it is integrated to a communicative topic and to other language components: grammar, vocabulary, orthography, semantics, etc. Otherwise, we take the risk of going back to traditional approaches of pronunciation teaching, as highlighted by Alves and Lima Jr (2021). Regarding the public-school context in Brazil, in addition to choosing a pronunciation framework to work with students, it is also imperative that teachers have knowledge about the document which guides the basic education system, the National Common Core Curriculum (BNCC). The following section describes this document focusing on the parts where L2 pronunciation and intelligibility are concerned.

2.4 THE BRAZILIAN CORE CURRICULUM FOR THE TEACHING OF ENGLISH

The National Common Core Curriculum (BNCC)⁶ is a normative document whose aim is to guide the basic education system in Brazil, establishing a core curriculum for the knowledge areas in the Brazilian territory. It was fully approved in 2018 and brings out a set of specific competences, abilities, and what they refer to as objects of knowledge, a set of curriculum components for each school grade (BRASIL, 2018).

BNCC brings up six specific competences for the teaching of English in the basic education, as seen below:

⁶ In Appendix J, you find the curriculum components for the English teaching in the sixth grade in Portuguese, as this is the grade chosen for this research-study.

1. To identify your place and the other's in a multilingual and multicultural world, reflecting critically on how the English learning contributes to the insertion of people in a globalized world, including the job market.
2. To communicate in English, through the varied use of languages in printed or digital media, recognizing it as a tool to access knowledge, broadening perspectives and possibilities for understanding the values and interests of other cultures, and for exercising social protagonism.
3. To identify similarities and differences between English and [students'] mother language/other languages, articulating them to social, cultural and identity aspects, in an intrinsic relationship between language, culture and identity.
4. To elaborate linguistic-discursive repertoires of the English language, used in different countries and by different social groups within the same country, in order to recognize linguistic diversity as a right and to value the emerging heterogeneous, hybrid and multimodal uses in contemporary society.
5. To use new technologies, with new languages and modes of interaction, to research, select, share, position yourself and produce meanings in literacy practices in English, in an ethical, critical and responsible manner.
6. To know different cultural (material and immaterial) heritages, disseminated in the English language, aiming the exercise of enjoyment and expansion of perspectives in contact with different artistic-cultural manifestations (BRASIL, 2018, p. 246, my translation).

Concerning the teaching of English, the Core Curriculum focuses on its social and political functions, considering English as a *lingua franca*, where the English language is no longer seen as a language which belongs exclusively to native speakers, but rather, to everyone who uses it, with different linguistic and cultural repertoire questioning the view that only American or British standards (or any other native standards) are “correct” and must be taught at schools. This view favors interculturality and legitimates the use of English in local contexts, respecting different forms of expression and different accents, considering then speakers’ identity (BRASIL, 2018). In this fashion, what really matters is the intelligibility among the English speakers and listeners. Then, pronunciation teaching must account for phonetic-phonological aspects considered necessary to make the intelligibility in the interaction among the speakers happen (CRUZ, 2006; JENKINS, 2000), considering the varieties of accents from different speakers around the world.

BNCC for the teaching of English is divided into five structured axes: orality, reading, writing, linguistic knowledge, and intercultural dimension. As for the first axis (orality), students must be exposed to oral practices using the English language focusing on oral comprehension and production, such as interviews, debates, dialogues/conversation, etc. The Core Curriculum corroborates the idea that speakers’ individual characteristics must be respected when speaking English (their identity): lexical items, linguistic structures and also pronunciation (BRASIL, 2018). The document brings two abilities for oral production in the

sixth grade: I- (EF06LI05)⁷ “to use knowledge of the English language to talk about yourself and other people, providing personal information and characteristics related to likes, preferences and routines” (BRASIL, 2018, p. 249, my translation); and II- (EF06LI06) “to plan a presentation about family, community and school, sharing it orally with the class” (BRASIL, 2018, p. 249, my translation).

The second axis (reading) focuses on building meaning through texts written in different genres in English to promote the development of reading strategies (verbal and non-verbal clues inferences, skimming and scanning, etc.) and the problematization of the topics discussed to develop critical reading. The reading lessons must be organized in pre-reading, while-reading and post-reading moments to potentialize students’ comprehension (BRASIL, 2018).

The third axis (writing) considers two aspects of the writing process: processual and collaborative writing which involves planning, producing and revising texts taking into consideration their objectives, social means of circulation and target public; and social-practice writing which gives students the opportunity to act as protagonist individuals. Students start from simple authorial texts (messages, comic strips, etc.) to more complex texts (autobiographies, news, folders, etc.) in order to contribute to authentic, creative and autonomous writing (BRASIL, 2018).

The fourth axis (linguistic knowledge) reinforces the importance of using grammar and lexical items within a context, taking into account orality, reading and writing practices in order to induce students to notice how the English language works. It must also promote reflection about linguistic variation, intelligibility and adequacy and explore the similarities and differences between English and Brazilian Portuguese (BRASIL, 2018).

The last axis (intercultural dimension) problematizes the role of English in contemporary society and acknowledges that different cultures are in an ongoing process of interaction and (re)construction. Each school grade has an intercultural focus. The focus on the sixth grade, for instance, is the English language in the world and its use in Brazil, where students investigate the spread of the English language in the world, identify its presence in Brazil (words, expressions, etc.), and problematize the cultural products from English-speaking countries that were (or are) absorbed by Brazilian society (BRASIL, 2018).

Within each axis, there are thematic units and objects of knowledge followed by the abilities students have to develop along the school years. Taking the sixth-grade as an example,

⁷ In BNCC, the abilities are identified in codes: for instance, in ability EF06LI05, EF stands for “ensino fundamental” (elementary teaching); 06 refers to the sixth grade; LI is short for “língua inglesa” (English language); and 05 is the number of the ability.

within the linguistic knowledge axis, there are two thematic units: lexical study and grammar. In the former, one of the objects of knowledge is *pronunciation*, whose ability (found in BNCC as EF06LI18) students need to develop is to recognize similarities and differences between the English pronunciation and their mother language or any other additional language (BRASIL, 2018, Appendix J). That must be taken as a starting point for teachers to consider pronunciation teaching in their L2 classes together with other language components.

As for grammar and vocabulary contents in the sixth grade, students are expected to build lexical repertoire related to family, school, classroom language, daily routine, free time activities, sports, etc. They are also supposed to learn the present tense, simple and continuous, the imperative mood, and the possessive 's and determiners. The document (BRASIL, 2018) stresses that the organization for each grade should serve as reference for the construction of the curriculum and lesson plans, but depending on each local context, the thematic units, objects of knowledge and abilities must be complemented by teachers or even worked in different grades, according to local needs.

After summarizing the document that guides the English teaching in the Brazilian territory for the basic education, the last section of this literature review addresses the English teacher education and reflective pronunciation teaching.

2.5 TEACHER EDUCATION AND REFLECTIVE TEACHING

2.5.1 English teacher education

For pronunciation instruction to be effective, teachers have to be well trained (DELATORRE, 2017) and know what to do with learners' L2 pronunciation difficulties. That is why teacher education and continuing education are important for the effectiveness of the instruction provided to students. In a study conducted by Delatorre (2017), some teachers reported that Brazilian students tend to frequently rely on teachers' pronunciation, corroborating then the importance of teacher preparation before providing students with pronunciation instruction, because it might reflect on the quality of instruction provided to students and thus, on students' pronunciation as well.

Considering the degree in English in Brazilian undergraduate programs, when courses on Phonetics and Phonology are provided, most of them are taught focusing on theoretical aspects and detached from reflective teaching of such aspects (BARRETO; ALVES, 2012). It means that not only must teachers know the phonetic-phonological aspects of the L2 they are teaching,

but also, they must know how to teach these aspects, that is, bringing the theoretical aspects of the L2 pronunciation into practice. Nevertheless, many English teachers feel unprepared to teach pronunciation because of the difficulties they have with the terminology of the Phonetics and Phonology field (BARRETO; ALVES, 2012; NUNAN, 2015), which makes them avoid or even banish L2 pronunciation from their classes. Therefore, lack of confidence and pronunciation training for L2 teachers contribute to teachers' avoidance in teaching pronunciation (BAKER, 2013).

The difficulties teachers might have concerning Phonetics and Phonology call for effective education in the field, starting right in the undergraduate programs and continuing with training courses throughout the teaching career (acknowledging that BNCC was implemented at schools without prior training for teachers). Moreover, teacher education programs must not consider L2 pronunciation teaching in an isolated fashion, but rather, integrated to pronunciation teaching methodologies (BARRETO; ALVES, 2012), enabling teachers to understand and deal with the difficulties learners might have due to the influence posed by their L1, by setting realistic goals to help learners improve their intelligibility in English and aiding teachers to plan pronunciation lessons that may help them reach their goals. Barreto and Alves (2012) claim that pronunciation teaching must happen within a communicative context, focusing on both form and meaning, without one overshadowing the other.

Studies have been conducted to investigate teachers' beliefs and knowledge concerning pronunciation teaching (BAKER, 2013; BUSS, 2015; COSTA, 2016; HAUS, 2018). They have shown that despite acknowledging the importance of pronunciation teaching and intelligibility as a goal for L2 pronunciation, teachers' practices are still limited to "listen and repeat" and "read aloud" techniques, controlled practices and the tendency of focusing the instruction only on segmental features. When it comes to communicative pronunciation teaching, Barreto and Alves (2012) highlight that although some L2 teachers recognize its importance, their practices in the classroom still reflect traditional pronunciation techniques out of a communicative context.

Given the points brought up in the previous paragraphs, it is necessary that teachers be well prepared to work with pronunciation in class. As it is not possible to study everything that is involved in providing effective pronunciation teaching at once, it is important to invest on continuing education for teachers. For that, it is interesting to think about strategies to offer continuing pronunciation courses to in-service teachers, especially the ones at regular public schools who usually have a great load of classes to teach and do not have much time to dedicate

to extra duties. These courses could be offered together with the ongoing formation teachers have every year provided by the state government. Crandall and Miller (2014) state that effective professional development should be relevant to teachers' needs and related to their teaching practice following a reflective approach, where teachers research, reflect and adapt their practice. The authors mention some of the ways in which continuing education can take place: online discussions, workshops, webinars, conferences, reading resources, to cite but a few.

In parallel with teacher education, it is also imperative to discuss about reflective pronunciation teaching. Thus, the last subsection raises this important issue for effective pronunciation teaching.

2.5.2 Reflective pronunciation teaching

Once teachers gain formal knowledge of the L2 phonetic-phonological aspects, it is also important to talk about teachers' practice as teaching pronunciation in their classes. Effective pronunciation teaching depends on reflective practices. Following Levis and McCrocklin (2018, p. 77) "reflective teaching means that teachers look critically at their own teaching; they question and evaluate their own beliefs about pronunciation teaching and purposefully work to incorporate systematic reflection into their practice for more successful future teaching". In other words, reflective teaching allows teachers to look back and forward to their practice, question what is working or not working and why, and what can be done to improve their practice.

Talking about planning pronunciation lessons, Barreto and Alves (2012) acknowledge that teachers are taken by some questions that antecede their planning; questions involving what to teach first and why, how the class is going to contribute to students' intelligibility in the L2 and whether the class suits students' proficiency level. The authors corroborate the idea that teachers' objective in teaching pronunciation must be clear, taking into account students' needs as speakers of a certain L1 as well as their reality. Though the authors mention the importance of intelligibility, fluency and accuracy in the pronunciation lessons, they recognize that *intelligibility* must be an immediate goal to help both listeners and speakers reach mutual understanding, especially with beginners. Yet, the authors stress the relevance of working with pronunciation within a communicative context.

Levis and McCrocklin (2018) bring up four important characteristics for effective and reflective pronunciation teaching: understanding factors that affect pronunciation learning,

assessing pronunciation needs, choosing an appropriate goal for teaching, and knowing teaching techniques and frameworks. Concerning the first characteristic, the authors mention the importance of teachers knowing how students' L1 and age affect their pronunciation learning. Knowing the difficulties that learners may have due to the influence of their L1 (see section 2.2) allows teachers to plan their classes aiming at helping students overcome those difficulties.

As for the second characteristic, the authors argue about teachers' ability to determine which pronunciation problems are worth the class time, that is, the ones which are going to hinder students' communication in the L2, deemphasizing what is unlikely to hinder intelligibility, like the sounds corresponding to the <th> grapheme in most of the contexts. They also discuss about the importance of assessing both segmental and most importantly, suprasegmental problems. About the latter, Barreto and Alves (2012) admit that wrong intonation, stress and voice pitch may convey different messages, meaning that working with suprasegmental features may improve students' L2 intelligibility as well. Moreover, Levis and McCrocklin (2018) recognize that pronunciation problems vary according to students' level, linguistic environment, among other individual factors.

Considering the third characteristic, Levis and McCrocklin (2018) state the need of choosing an appropriate goal for teaching. Teachers must know that the objective of pronunciation instruction is not to change learners' accent (which is related to their identity) to sound like native speakers. That is why the authors claim that effective (and reflective) teachers understand the difference between accent and intelligibility (see section 2.1). Teachers must set realistic goals and understand that pronunciation is a long-term goal and must be reinforced again and again in the classes according to students' needs.

The last characteristic brought up by the authors concerns knowing pronunciation teaching techniques and frameworks. They defend the idea of an eclectic set of approaches, a framework for teaching and a variety of techniques which go beyond "listen and repeat" and "read aloud" techniques. Though the authors acknowledge the relevance of the previously mentioned techniques in the pronunciation lessons, they encourage the use of a variety of tools to work in combination with these traditional techniques. Effective teachers research for pronunciation tools and activities, try different techniques in class, criticize their own practice and change it, if necessary. Even though teachers can search for ready-to-use activities and adapt them to fit their students' reality, teachers can also create their own pronunciation activities (LEVIS; MCCROCKLIN, 2018) as a result of their reflective process.

In order to improve their pronunciation teaching along with time, teachers may count on some methods for continued reflection, such as: journals (diaries), recorded lessons, action research or the combination of the three (LEVIS; McCROCKLIN, 2018). Though some teachers do not have the habit and/or time to write about their own practice, Burton (2009) states that writing in itself involves reflection and functions as an effective reflective tool, serving as a database for teachers to reflect upon their teaching practice.

Studies conducted by Brazilian authors corroborate the relevance of teachers' self-reflection to improve the L2 teaching in their classes. Lima (2014) observed the classes of three English teachers from a public school. The participant-teachers kept a diary where they made comments reflecting upon their own practice. Following the author, the self-reflection process allowed the participant-teachers to realize that though they recognize the need of changing their practice (overuse of the textbook, translation exercises, lack of interaction among students, and no communicative tasks in class), they could not relate that reflection to their practice in class. Furthermore, the author admitted that she herself took benefits of the participant-teachers' reflection moments, since she could compare her own practice with the teachers' and relate to the same questions and difficulties they were undergoing in class. The author believes that continuous education plays an important role for teaching improvement as well.

Andrade (2016) also states that reflecting upon her own practice as a teacher brought her personal and professional growth. The author conducted a study with her high-school students at a Federal Institute. She wanted to discover through a critical-reflective analysis whether her practice contributes to develop her students' autonomy in class. She used reflection diaries written after her classes to analyze her practice through a Systemic Functional Linguistics analysis and critical reflection. She found out that her lessons contributed positively to develop her students' autonomy. The author states that reflecting upon her classes enabled her to look at her lessons, her students and even herself in a different way. She also discovered that as a reflective teacher-researcher, she can research about her own practice (bringing research and practice together) and change it, if necessary.

Even though the aforementioned studies reinforce the importance of reflective teaching in the L2 lessons, there is still a great need of classroom-based studies regarding reflective L2 pronunciation teaching in Brazilian regular schools. To sum up, as stressed by Levis and McCrocklin (2018, p. 86), teachers need to "recognize that effective teaching demands reflective teaching, and that only through reflective teaching will they improve" their practice. The next chapter presents in detail the method used to carry out this research-study.

CHAPTER III

METHOD

The present research-study is qualitative and classroom-based whose aim is to design didactic sequences for pronunciation teaching to be used in the English lessons of Brazilian sixth-grade students at public schools to improve their L2 speech intelligibility, as well as to promote teacher-reflection on the quality of these didactic sequences while they are being implemented. Part of the method was conceived following Levis's (2021) chapter about the importance of bringing pronunciation research and practice together into the L2 classrooms, linking the researchers' interests with the teachers' (see Chapter 1.2). Another part of the method arose after reading Celce-Murcia et al.'s (1996, 2010) communicative framework for pronunciation teaching. This framework is divided into five steps: i) description and analysis, ii) listening discrimination and feedback, iii) controlled practice and feedback, iv) guided practice and feedback, and v) communicative practice and feedback (see Chapter 2.3.1).

This section presents information about the context of investigation, the materials and instruments that were used along with the research, the procedures to design the pronunciation teaching didactic sequences and the procedures for the discussion about their affordances and limitations, and lastly, the procedures for data analysis and a timeline of events.

3.1 CONTEXT OF INVESTIGATION

I (teacher-researcher) work at a public school located in the city of São José, in the state of Santa Catarina, Brazil. During the year the data collection took place (2022), I worked with students in the elementary grades, from the sixth grade to the ninth grade. At the school where I work, students in the sixth grade choose between English or Spanish to complete the mandatory load of foreign language classes; they have to keep up with their choice until the ninth grade. It means that I usually work with a reduced number of students, considering that approximately half of the class opts for Spanish and half opts for English. Most of the time parents respect their children's foreign language choices. However, there are few cases in which parents want their children to choose English due to its status as a *lingua franca* in the world scenario.

For this piece of research, I decided to work with the sixth grade because this is the first grade for mandatory English classes in the state schools, so this is the case in the school where

I work. As pronunciation teaching must have an ongoing goal in the classes, I will continue to work with pronunciation instruction in the following years and I will observe my students' improvement and what needs more attention in terms of pronunciation in class.

In the sixth-grade class where I implemented the didactic sequences for pronunciation teaching, there were eighteen students. This particular class had a second teacher, a professional who accompanies students with disabilities during all the lessons. I opted to work with that specific class because that was the biggest sixth-grade class I had, and I wanted to carry out this research-study being as close as I could to other public schools' reality, which usually have from twenty-five to thirty-five students in class. Their ages varied from ten to thirteen years old. They studied in the afternoon, from 1:30 pm to 5:30 pm, and had nine school subjects: Portuguese, Math, Science, History, Geography, Art, Physical Education, Religious Education and the L2 (English or Spanish). They have three 45-minute English (or Spanish) lessons per week.

Most students live in the same neighborhood where the school is located. In the last three years, many students from other Brazilian states have moved to the school where this research was conducted, especially students from Northern and Northeastern states. According to what students say, their parents moved to Santa Catarina for better job conditions. With few exceptions, students began the year with little knowledge about the English language and almost no knowledge about its pronunciation. Because of Covid-19, they did not have in-person classes in the year 2020. In 2021, not all of them returned to school in person: some of them kept having classes online and some others stopped doing the school assignments given all the difficulties imposed by the pandemic, meaning that almost half of the sixth-grade students were still in the process of consolidating their literacy, still learning how to read and write in their L1 (Brazilian Portuguese).

I have observed that many of my students refuse to perform oral activities in English in my classes. According to students, they do not feel comfortable pronouncing words in the target language (English) because its pronunciation is very difficult for them and very different from the way Brazilians pronounce words in Portuguese (they mean the correspondence between letter and sound). I have also perceived that they have problems with the L2 suprasegmental features (especially, word and sentence stress, intonation and connected speech). As they do not want to lose face before their peers, they prefer not to perform oral activities, even if they are part of their evaluation process. Moreover, I have noticed that choral repetition of the target L2 words alone was not enough to help students improve their pronunciation in English.

Given the aforementioned scenario, I decided to conduct this research-study having the public-school context as its core. I aimed at setting realistic goals for pronunciation teaching to help students improve their pronunciation in English, focusing on L2 speech intelligibility, taking into consideration the reality of public schools in Brazil and students' needs as speakers of Brazilian Portuguese. Besides, I aimed at preparing my students better to perform the oral activities in English by implementing pronunciation teaching didactic sequences to my classes and reflecting upon their affordances and limitations. The next section brings the materials and the instrument used to conduct this research.

3.2 MATERIALS AND INSTRUMENTS

Pronunciation activities found in pronunciation books cited in the Literature Review of this study (CELCE-MURCIA et al., 1996, 2010; GODOY; GONTOW; MARCELINO, 2006; ZIMMER; SILVEIRA; ALVES, 2009) and ideas borrowed from a website which offers support for pronunciation teaching, created by Silveira et al. (2021) were the inspiration behind the didactic sequences that I designed for this research. Given the limitations at Brazilian public schools: time, lack of materials and technological resources, number of students in class, etc., most of the ideas found in the pronunciation books and the website were adapted.

As the state schools adopt a trimester system to organize the curriculum activities, I designed three major didactic sequences (Appendices A, D and G), one for each school trimester; each of them focusing on a communicative topic (created by myself) following the five-step communicative framework proposed by Celce-Murcia et al. (1996, 2010). Each didactic sequence was designed to be used in 5 lessons per trimester, as explained in more details in the Procedures section. The answer keys of the pronunciation activities in the didactic sequences can be seen in Appendices B, E and H.

The pronunciation teaching didactic sequences were aligned with the contents that the students learn in class proposed by the Brazilian Core Curriculum for sixth-graders (BRASIL, 2018, Appendix J)⁸ as well as students' textbook (*Become* by LACOMBE et al., 2018). All the didactic books for public schools in Brazil are now aligned with BNCC, but this document does not account for everything students have to learn in class. Teachers do have the freedom to add extra contents in the class to complement the Core Curriculum.

⁸ In the Appendix, the curriculum components for the sixth grade are in Portuguese, as it appears in the document. For a more detailed summary of BNCC in English, see Chapter 2.4. The full BNCC is available at <<http://basenacionalcomum.mec.gov.br/abase>>.

Most of the activities in students' textbook are feasible for sixth-graders, but not all of them are used in class because of time limitation. The textbook (LACOMBE et al., 2018) is divided into six chapters. Each chapter starts with images which incite discussion to introduce the chapter's topic, followed by a warm-up section for students to think more about the topic that is going to be presented. After that, the chapters bring the reading section, which is divided in pre-reading, while-reading and post-reading activities. The book follows the same procedures for the listening activities. Then, it brings vocabulary and grammar contents related to what students see in the reading and listening sections. Later, there is a speaking section which includes a planning phase followed by guided and communicative practices. The writing section often comes at the end of each chapter and follows the same steps of the speaking section. To close each chapter, there is a wrap-up section, a self-assessment part, and finally, a further-information note which always suggests websites in case students want to broaden their knowledge about the topics discussed.

Throughout the chapters of students' textbook, there are notes to expand students' knowledge in terms of cultural aspects of the language, learning tips and also pronunciation tips focused on suprasegmental features. I decided to include all the pronunciation tips found in the textbook in my didactic sequences. However, as the speaking sections found in students' textbook have always to be adapted by teachers, I decided not to use them, and replaced them with the guided and communicative practices designed by myself for the didactic sequences. The full students' textbook can be seen on the website provided in the references' list of this study⁹. Though there are some pronunciation activities taken from students' textbook in the didactic sequences (DSs), the activities designed for this research are textbook independent and can be administered following the instructions found in the DSs. However, suggestions on how to adapt these textbook activities to other classroom contexts are provided in Chapter 4.

3.2.1 Teacher-researcher's self-reflection diary

The instrument which I used to collect and analyze data regarding the implementation of the pronunciation teaching didactic sequences was a self-reflection diary (DÖRNYEI, 2007; PALTRIDGE; PHAKITI, 2015). Following Andrade (2016), reflection diaries induce critical-reflective development and allow teachers to talk to themselves as they reflect upon their own practice in class. The author also states that diaries contribute to personal and professional

⁹ The whole sixth-grade textbook is available at <https://issuu.com/editoraftd/docs/become-ingles-mp-6_divulgacao_605b03f1bf4253>.

development since they make explicit the dilemmas teachers face in class and bring up questions concerning the learning-teaching process.

The self-reflection diary used in this study allowed me to observe how my students responded to the didactic sequences: their reaction while being exposed to the activities, the affordances and limitations of each pronunciation activity in the didactic sequences, and what needs to be adjusted for future use.

The accounts were made at the end of each pronunciation lesson. At first, I audio-recorded myself talking about my impressions over each pronunciation lesson with my mobile phone. Later on, I used the recorded information to write the self-reflection diary, and then saved it as a pdf file (Appendices C, F and I). As each school trimester had five pronunciation lessons, there were a total of fifteen accounts in the diary. The observations written in the diary were expanded and discussed in Chapter 4. The following section presents the procedures to conduct this research-study.

3.3 PROCEDURES

3.3.1 Designing the pronunciation teaching didactic sequences

In order to start the research, I took the following steps: i) consulting BNCC and students' textbook to identify the curriculum components that are meant for sixth-graders to learn in Brazil; ii) preparing a syllabus containing information about the required grammar, vocabulary and skills, dividing them into three different trimesters; iii) examining the pronunciation features that could be integrated with the curriculum components to promote L2 speech intelligibility; and iv) starting designing the didactic sequences (DSs).

I divided the pronunciation instruction into three major didactic sequences (Appendices A, D and G) which were used in class after the curriculum components were taught to students, that is, I designed one didactic sequence for each school trimester. Each didactic sequence contains five pronunciation lessons which were designed to be administered on five different days at the end of every school trimester. For the sake of research, the didactic sequences were used after the other curriculum components were presented to students, so as to facilitate the data analysis later on. However, they can be used along with the school trimesters, in different moments of the classes (as the grammar and vocabulary contents are being presented to students).

The focus of this study is to design didactic sequences for pronunciation teaching that are suitable for sixth-graders to develop intelligible English pronunciation. So, based on my experience as an English teacher in Brazil and on research conducted by other Brazilian researchers (ALVES; LIMA JR, 2021; GODOY; GONTOW; MARCELINO, 2006; LIMA JR, 2010; SILVEIRA, 2002; ZIMMER; SILVEIRA; ALVES, 2009), I designed the didactic sequences focused on the words that could hinder students' intelligibility in English. The aim was to work with pronunciation teaching within the public-school environment, considering its limitations, the materials and strategies that teachers usually have at their disposal at schools, and if possible, students' mobile phones to integrate technology into the class (pronunciation apps, websites, etc.). Furthermore, the didactic sequences were conceived with public school teachers in mind, in the sense that teachers who work in public schools may look at them and feel encouraged to implement them in their classes or even to design pronunciation activities themselves according to their school community reality.

For believing that students may improve L2 pronunciation by linking instruction with oral communication, each of the three didactic sequences has a communicative topic, created by myself based on BNCC and students' textbook. In didactic sequence 1 (DS01, Appendix A), the communicative topic is: *Introducing myself to my classmates*. That is a very good topic to start the school year, especially in the sixth grade where some of them do not know each other as the school receives a great number of newcomers. In this first moment, students learn how to introduce themselves and greet people in English, the cardinal numbers (0 - 99) together with ages and times, school subjects and materials, colors, countries and nationalities. In didactic sequence 2 (DS02, Appendix D), the communicative topic is: *Talking about my family*. Once students are a little bit acquainted with the language, this is time to talk about people who are related to them. For that, students learn the verb *to be*, possessive case and determiners, family members and pets, and demonstrative pronouns. In didactic sequence 3 (DS03, Appendix G), the communicative topic is: *Interviewing a famous character*. In this topic, students are invited to talk about themselves giving more details about them and their lives, besides talking about other people as well (including famous characters). In this last moment, they learn the present tense (simple and continuous), hobbies/sports, days of the week, and the imperative mood.

The structure of the pronunciation teaching didactic sequences followed the five-step communicative framework proposed by Celce-Murcia et al. (1996, 2020, see the Introduction of the Method), in which the first two steps concern awareness and perception of the L2 sounds and suprasegmental features and the last three steps concern production of the L2 sounds in words and sentences. Students first learn to perceive acoustic and articulatory features of the

L2 sounds (steps 1 and 2) which involves the description and analysis of those sounds and how to discriminate them when listening to them, as well as raising students' awareness by providing information about sound sequences, spelling and sound relations, phonetic contexts surrounding the sounds, and so on. Later, students practice producing the L2 sounds in words and sentences that might hinder their intelligibility in English from controlled practices to a more communicative practice based on what they were studying in class (steps 3 to 5). Each didactic sequence has 5 lessons: from lesson 1 to 3, the pronunciation activities were designed to work on the first three steps of Celce-Murcia et al.'s (1996, 2020) communicative framework. Lesson 4 was designed to work on step 4, but depending on the DS, there was room for more practice on step 3 as well. Finally, lesson 5 was designed to work on step 5. Tables 1, 2 and 3 summarize the three didactic sequences used for this research:

Table 1 – Overview of the DS01 (continuing).

DS01 (five 45-minute lessons)
Communicative topic: Introducing myself to my classmates. Main objective: to introduce myself to my classmates providing basic information about name, age, birth place, and favorite colors/school subjects; to help students perceive, articulate and produce the L2 words (related to curriculum components) intelligibly. Curriculum components: greetings, cardinal numbers; school subjects and materials; colors; countries and nationalities. Chapters in students' textbook: Chap. 1 + Chap. 2 (school supplies) + Chap. 4 (school subjects). Pronunciation features: connected speech in greetings and school subject; /ti:n/ vs /ti/ in number endings; the /θ/, /h/, /r/ sounds in numbers, colors, school supplies; intonation in friendly requests; stressed syllables in countries and nationalities; word and sentence stress in school subjects; pronunciation of consonants + <le>. LESSONS (specific objectives): *Lesson 1 (13 activities): to perceive the connected speech in basic phrases; to perceive, articulate and produce the cardinal numbers intelligibly. *Lesson 2 (11 activities): to raise awareness of syllable stress and rising intonation in friendly requests; to pronounce the sequence <i>consonants</i> + <le> intelligibly; to perceive, articulate and produce the /r/ and /h/ phonemes intelligibly.

- *Lesson 3 (07 activities): to be aware of the importance of stressing syllables correctly; to practice suprasegmental features (word and sentence stress + connected speech).
- *Lesson 4 (04 activities): to practice L2 pronunciation through a communicative guided practice and the use of technology (Google Assistant).
- *Lesson 5 (communicative practice): (EF06LI05) “to use knowledge of the English language to talk about yourself and other people, providing personal information [...]” (BRASIL, 2018, p. 249, my translation).

Source: Author, 2022.

Table 2 – Overview of the DS02 (continuing).

DS02 (five 45-minute lessons)
Communicative topic: Talking about my family. Main objective: to talk to a classmate about family members and pet animals, providing information about the connection he/she has with the students, their names and ages. Curriculum components: verb <i>to be</i>; possessive case and determiners; family members and pets; demonstrative pronouns. Chapters in students’ textbook: Chap. 2 and 3. Pronunciation features: pronunciation of the contracted forms of verb <i>to be</i>; the [ɜː], [æ] and [ɛ] sounds in pet animals and family members; [t] and [tʃ] sounds in coda position in pet animals; stressed syllable in the word “<i>parent</i>”; rhyming words, and the relation between spelling and sound in family members; [ð] sound and pronunciation tips to distinguish “<i>this</i>” and “<i>these</i>”; pronunciation tips to pronounce the possessive determiners intelligibly. LESSONS (specific objectives): *Lesson 1 (08 activities): to perceive the differences between the full and contracted forms of verb <i>to be</i>; to perceive, articulate and produce the [t] versus [tʃ] sounds in coda position, plus the [æ] sound; the difference in the pronunciation of “<i>this</i>” and “<i>these</i>”. *Lesson 2 (12 activities): to notice the relation between sound and spelling in the L2; to perceive and articulate the /æ/ and /ɛ/ vowels; to raise students’ awareness of the rhyming words in the L2; to pronounce the possessive determiners intelligibly, especially “<i>her</i>”, “<i>our</i>” and “<i>their</i>”. *Lesson 3 (03 activities): to practice the L2 sounds and sentences through a dialogue reading; to practice L2 intelligibility using Google Translation. *Lesson 4 (04 activities): to talk about families including information about names, ages, and the family connection people have.

*Lesson 5 (communicative practice): (EF06LI06) “to plan a presentation about the family [...], sharing it orally with the class” (BRASIL, 2018, p. 249, my translation).

Source: Author, 2022.

Table 3 – Overview of the DS03.

DS03 (five 45-minute lessons)
Communicative topic: Interviewing a famous character. Main objective: to interview “famous characters” talking about their likes/hobbies, routines, etc., using the Present Tense: Simple and Continuous. Curriculum components: Present Tense (Simple and Continuous); hobbies/sports; days of the week; imperative mood. Chapters in students’ textbook: Chap. 4, 5 and 6. Pronunciation features: silent letters and syllable awareness in the days of the week; pronunciation of the orthographic sequence “KN”; production of the vowels /i:/ and /ɪ/; consonant change (/θ/, /s/, /f/, /t/); <s> pronunciation in coda position (verbs in the third singular person of the Present Simple); rising and falling intonation in questions; pronunciation of “do you” (linking) and “does”; “ING” pronunciation; perception and production of nasal consonants in coda position: /m/, /n/, and /ŋ/. LESSONS (specific objectives): *Lesson 1: to perceive silent letters and raise awareness of the L2 syllables; to perceive and produce the vowels /i:/ and /ɪ/; to raise awareness about how changing a consonant may alter the word’s meaning; to perceive the <s> pronunciation in coda position. *Lesson 2: to practice the <s> pronunciation in coda position; to raise awareness of rising and falling intonation in questions; to perceive, articulate, and produce English nasal consonants in coda position: /m/, /n/, /ŋ/. *Lesson 3: to review the segmental and suprasegmental features studied, playing Tic-Tac-Toe and Hot Potato. *Lesson 4: to practice “ING” pronunciation playing a Mime Game; to interact with Google Assistant by asking questions in the Present Tense (intonation). *Lesson 5 (communicative practice): (EF06LI05) “to use knowledge of the English language to talk about yourself and other people, providing personal information and characteristics related to likes, preferences and routines” (BRASIL, 2018, p. 249, my translation).

Source: Author, 2022.

Because of time limitation, students were asked to prepare their communicative practices (lesson 5 of each DS) at home following the guidelines provided in the DSs. The pronunciation tips found in students' textbook were added in the didactic sequences in order to be analyzed together with the ones designed by myself later on (see Chapter 4). As the didactic sequences were administered to sixth-graders and they love doing activities with pictures and colors, I added images in the activities of each DS related to the vocabulary contents that students were studying in class. The activities in the didactic sequences are written in English. However, the pronunciation tips (called *attention notes* in the DSs) are written in Portuguese so that students might fully understand the pronunciation features.

After designing the pronunciation teaching didactic sequences, I implemented them in a sixth-grade class of the public school where I work. I worked with my own students for the implementation of the didactic sequences at the end of each school trimester. They were implemented in five 45-minute lessons in each trimester, resulting in 15 pronunciation lessons.

Feedback was provided from step two of the communicative framework for pronunciation teaching (CELCE-MURCIA et al.;1996, 2010). I called students' attention to the sounds that might hinder their intelligibility in the L2. Following Lyster, Saito and Sato (2017), I chose three forms of oral corrective feedback for the whole class: explicit correction (for believing that it is very hard for students to understand the correction implicitly), metalinguistic feedback (by raising questions in class for students to reflect upon), and repetition (calling students' attention to the articulation of the target sounds). However, feedback was provided to students individually as well, when necessary.

The implementation of the didactic sequences happened during the school year of 2022. DS01 was implemented in late April. DS02 was implemented in late August. DS03 had to be administered from mid- to late November so that I could have time to describe my impressions over it. After the implementation of each didactic sequence, I reflected upon their affordances, limitations, and adjustments as described in the following subsection.

3.3.2 Discussion of the didactic sequences' affordances and limitations

After implementing each didactic sequence in a sixth-grade class, I audio-recorded my impressions about the affordances and limitations of each pronunciation activity in the DSs, and then I started writing the self-reflection diary (Appendices C, F and I). The recordings were made at the end of each pronunciation lesson. The comments were made from my perception of my students' reaction towards the activities (whether they were all following my instructions,

enjoyed the didactic sequences or even refused to complete/perform them), the affordances and limitations of each pronunciation activity (depending on how easy or difficulty they were for my students), and the challenges found in the classroom during the implementation (noise, students' indiscipline, interruptions, etc.). The implementation of the DSs also allowed me to observe whether the pronunciation lessons helped my students perform the communicative practices (at the end of each DS) in terms of L2 intelligibility. I also made suggestions in the self-reflection diary of what needs to be adjusted for future use of each didactic sequence.

As I could not collect data from my students due to bureaucracy issues between the State Secretary and the Federal University of Santa Catarina, it was not possible to include any particular data from any student. Because of that, all the issues brought up in the results were rendered from the general perceptions that I had while implementing the pronunciation teaching didactic sequences to students (see Chapter 4). The last sections of the method show the data analysis and a timeline of the research events.

3.4 DATA ANALYSIS

The data collected from the self-reflection diary were qualitatively analyzed by myself. I provided descriptive and analytical comments about the affordances and limitations of each didactic sequence. The data analysis was conceived following Dörnyei's (2007) guidance to report qualitative data, whose aim is to provide the readers with vivid descriptions of the word-based narrative accounts done by myself after the administration of each DS. During the data analysis, I also provided the readers with the context in which the curriculum components were taught to students before the administration of the DSs, expanded the discussion brought up in the diaries with further details from the lessons, and gave tips on how to adapt some of the activities to other classroom contexts. To facilitate data analysis, I grouped the activities in each DS according to their objectives in chapter 4 and clipped them into small figures to ease their visualization. The DSs can be fully seen in Appendices A, D and G.

3.5 TIMELINE OF EVENTS

Table 4 provides information about the timeline of the events that happened during the implementation process of the didactic sequences:

Table 4 – Timeline of the research events.

February - April	Period to work with the curriculum components for the first trimester with students and creation of DS01.
Late April	Implementation of DS01 (5 lessons) and writing of the teacher-researcher's diary at the end of each lesson.
May - August	Period to work with the curriculum components for the second trimester with students, analysis of DS01, and creation of DS02.
Late August	Implementation of DS02 (5 lessons) and writing of the teacher-researcher's diary at the end of each lesson.
September - November	Period to work with the curriculum components for the third trimester with students, analysis of DS02, and creation of DS03.
Late November	Implementation of DS03 (5 lessons) and writing of the teacher-researcher's diary at the end of each lesson.
Early December	Analysis of DS03.

Source: Author, 2022.

The following chapter presents in details the results and discussion about the implementation of each pronunciation teaching didactic sequence.

CHAPTER IV

RESULTS AND DISCUSSION

In the following sections, the objectives of each piece or set of activity found in the DS are described and then followed by my comments and reflective analysis regarding the design of the activities in each DS and why they are important to help students reach an intelligible speech in the L2. I added the context in which the curriculum components were taught to students before the implementation of the DSs. Furthermore, I reflected upon the implementation of the DSs, pondering over their affordances and limitations, as well as the adjustments for future use according to the observations made after each lesson and written in my teacher-researcher's self-reflection diary. The comments brought up in the diaries were expanded and discussed in this chapter where I mentioned further details observed in the lessons and suggested adaptations (of the DS activities) to other classroom contexts.

The sections in this chapter are divided into five subsections, one for each lesson of the DS. I clipped and grouped the activities for analysis according to their objectives. Thus, within each subsection, the activities which have the same specific objectives are shown in figures and then, described and analyzed by myself. All the DSs were administered by myself after the grammar and vocabulary contents were taught to students (at the end of each school trimester) to facilitate data analysis. However, in other classroom contexts, the activities in the DSs can be administered as the contents are being taught as well¹⁰. The next section presents the comments and analysis regarding DS01.

4.1 DIDACTIC SEQUENCE 01

The communicative topic of DS01 (Appendix A) is *Introducing myself to my classmates*, whose main objective is to prepare sixth-grade students of a public school to introduce themselves to their classmates, giving basic information about them, according to what they had studied in class during the first school trimester (February to late April): greetings, cardinal numbers; school subjects and materials; colors; countries and nationalities. The activities in the DS were designed to help students pronounce some words and sentences covered in the first trimester intelligibly. These words and sentences were selected based on the observed level of

¹⁰ The activities found in the DSs serve as models for teachers to use in their lessons or to create their own activities. They do not need to be used in class exactly in the way and in the same order as they appear in the DSs.

difficulty that they posed to students, as noticed by myself in both previous and current years, and based on the fact that the way these words and sentences were being pronounced might hinder students' intelligibility. The answer key for the activities of DS01 is provided in Appendix B.

The following paragraphs describe the specific objectives of the activities in each lesson of DS01 bringing further details observed in the classes, followed by a self-reflection analysis concerning their affordances, limitations and adaptations.

4.1.1 Lesson 1

Lesson 1 contains thirteen activities within the contents of greetings and cardinal numbers. The self-reflection diary of this lesson can be seen in Appendix C1. Lesson 1 was administered on April 22nd, but activity 13 had to be administered on April 26th because of time constraint. The activities in lesson 1 as well as the ones in lessons 2 and 3 were designed to work on the first three steps of the communicative framework for pronunciation teaching proposed by Celce-Murcia et al. (1996, 2010, see Chapter 2.3.1).

Before administering the didactic sequences, I had already taught students the vocabulary and grammar contents planned for the first school trimester. In the first week of class, they had to quickly introduce themselves to their peers in closed pairs/trios, providing simple information about themselves, like: "my name is...", "I am from (city and state)" and "nice to meet you/pleased to meet you". At that moment, as I had not designed DS01 yet, I conducted a choral repetition with the whole class, without calling their attention explicitly to pronunciation features. Along the first weeks, I taught them how to greet people in English, and how to say goodbye and I suggested them to greet me, their peers and the other teachers of the school in English to keep practicing the L2 along the year. It had a positive effect, because every time they saw me at the school hall, they greeted me in English and the other teachers said the same. This way, I created a habit with my student to foster the use of the L2 at school. They also learned how to ask to go to the restroom and to drink some water in English.

For the numbers, I decided to divide the lesson into two parts: one for the numbers from 0 to 19, and then from 20 to 99. We did a very simple activity to foster the numbers: I brought a ball to the class and took the students outside the classroom. They had to throw the ball to a classmate and say a number, starting from 0 to 19, and on the other day, from 20 to 99. They could help each other to work collaboratively. Though simple, they loved it. After that, we learned how to say ages in English, and that is when I explicitly called their attention to the

difference between “teen” and “ty” and I taught them how to articulate the voiceless dental fricative [θ]. We also learned how to say the time (using only numbers and not expressions, except for “o’ clock”). Finally, we did some basic calculations whose results did not surpass the number 99. I decided to work with Math, because according to the Math teacher, they had difficulties with the basic Mathematical operations: addition, subtraction, multiplication and division. At first, students did not enjoy the idea, but then they liked it and said that learning Math in English is funnier and cooler.

After providing a brief description of the context in which the contents were taught to students, I shall now move on to the administration of DS01. To provide the readers with a vivid description of the class, I included the challenges I faced when administering the lessons (typical challenges found in the public-school environment). Concerning lesson 1, I pointed out that

as the lesson happened on a day after a holiday (Tiradentes Day), many students were absent (almost 50% was absent). As it was the last class of the afternoon, they were a little tired and the outside noise bothered the class a little bit (teacher-researcher, April 22nd, Appendix C1).

4.1.1.1 Activities 01 – 03

Figure 1 shows the first three activities whose objective is to perceive how the words are connected to one another to form meaningful sentences using greetings and basic phrases.

Figure 1 – DS01, lesson 1, activities 01 – 03.

LESSON 1: GREETINGS/BASIC PHRASES AND NUMBERS

1- Listen to your teacher reading the phrases below:

Good morning 

Good afternoon 

Good evening 

Good night 





How are you?



ATTENTION! Na maioria das vezes, não pronunciamos as palavras uma por uma, pausadamente quando estamos nos comunicando oralmente. Costumamos lincar umas nas outras para a comunicação fluir mais rapidamente.

2- Now, pay attention to how your teacher connects one word to another in the phrases above. In Portuguese, tell him/her what you noticed as he/she connected the words.

3- In pairs, write a short dialogue using the phrases above and practice it with your partner.

Source: DS01, lesson 1; the author, 2022.

These activities were designed to help students perceive we do not speak any language pronouncing word after word mechanically. As corroborated by Barreto and Alves (2012), suprasegmental features are more likely to hinder intelligibility than segmental ones. It is very common for students, especially in the beginning of the L2 learning, to read and speak the L2 in a robotic fashion, without connecting words. It might hinder learner's intelligibility besides making the listeners feel bored or even give up on the conversation.

Concerning students' reaction towards activities 01 – 03, I commented in the diary that:

at first, students were a little apprehensive, thinking that the didactic sequence was an exam. When I explained what that was (a set of pronunciation activities that are going to help them perform oral activities), and that they were supposed to complete the activities in pairs/trios, they got relieved and enjoyed the idea (teacher-researcher, April 22nd, Appendix C1).

After explaining the objectives of the DS to the students, I prepared them to complete the activities. Before explaining each piece of activity, I talked about the importance of connected speech in oral communication, and to call students' attention to that point, I started to speak Portuguese pronouncing word after word without making connections and asked how students felt. They said it sounded robotic and weird, stressing that no-one speaks like that. Thus, I stated that the same discomfort might happen as we speak an L2.

To facilitate students' understanding to the pronunciation features present in the DS, I added *attention notes*, written in Portuguese. As observed in the diary (Appendix C1), the fact that the notes were written in the students' L1 encouraged them to read and facilitated their understanding. I always asked for volunteer-students to read the notes aloud and they all wanted to read them. Besides, activities 01 to 03 helped students perceive the linking and deletion in the phrases after my help. For instance: the deletion of [d] in *good morning*, the assimilation ([d] pronounced as [r]) in *good afternoon* and *good evening*, and linked words, like [haw_ 'ɑ:rju:], [wer_ 'ɑ:rju:_frəm] and [naist_mi:tjɔ]. Furthermore, students felt more comfortable performing activity 03 in closed-pairs.

However, I observed that in activity 01, students were tempted to repeat the sentences instead of only listening to the teacher as requested in the activity. That made me reflect upon my own practice in class, since this is what I usually asked my students to do (listen and repeat the words/sentences). But also, it maybe shows my students' willingness to develop their speaking skills in class.

Activity 02 was very challenging to the students, but that was expected to happen. I had to explain it carefully, providing them with examples in their L1 to facilitate their understanding, as in “camisa azul”, where there is a vowel degemination in which the allophone [ɐ] at the end of the first word can be shortened by the sound [a] in the beginning of the second one (SANTOS, 2021); “lápis azul”, where the consonant [s] changes to [z] to link with the vowel [a] in the beginning of the second word. It happens because the assimilation of the -S morpheme in BP is qualified as regressive (MENDES, 2017), that is, the succeeding sound (in the example above, the vowel [a]) determines how the -S morpheme is going to be pronounced, in this case, the letter <s> in “lápis” is going to be pronounced with the voiced sound [z] to link with the vowel sound [a] in “azul”; and “faculdade de medicina”, where depending on the speaker, the preposition “de” is deleted for being identical to the last syllable of the first word. It is a phonological process known as haplology (HEINECK, 2016). After providing students with these examples, but without referring to complex terminology, they could understand better what they were supposed to perceive in the phrases in English.

My students were tempted to write the dialogue in activity 03, and again, it made me rethink about my practice again, since I usually allow them to write before producing the L2, as they are not used to oral practices without the support of writing. Yet, I also worried about the time, so students were restricted to practice the dialogues only in closed-pairs as I walked along the classroom to perceive their difficulties and help them with any questions. That made me think of an adjustment to this activity for future use:

dedicate more time to activity 3 so that students can present the short dialogue for the whole class after practicing it with their pairs. That would allow me to observe better the difficulties in my students' pronunciation (teacher-researcher, April 22nd, Appendix C1).

4.1.1.2 Activities 04 – 06

Figure 2 shows activities 04, 05 and 06 of lesson 1. Their objective is to help students perceive and articulate the voiceless dental fricative [θ].

Figure 2 – DS01, lesson 1, activities 04 – 06.

4- How do you say the following numbers in English?

5- Are they difficult to pronounce? Why?

 Em inglês, os números que contêm o <th> têm um som que não existe no português, o /θ/. Preste atenção nas instruções do(a) seu/sua teacher e tente articular esse som.

6- Go back to the numbers above and try to pronounce them articulating the /θ/ sound.

Source: DS01, lesson 1; the author, 2022.

I started this set of activities asking students what the four numbers in activity 04 had in common. I expected them to say that the four numbers started with the grapheme <th>, but rather, they said that the four numbers had “number 3” in common. Though I was not expecting that answer, that made sense, since the numbers appeared in the activity in figures and not in their written form. In activity 05, I also expected them to say that those numbers are hard to pronounce due to the difficulties they usually have with the <th> sounds, since we had talked about that difficulty in previous classes. Once again, I was frustrated because their answer was “no”. So, I asked the whole class to repeat those numbers and surprisingly, they all sounded intelligible to me, except for the pronunciation of “number 13”, which was pronounced as [ˈtɪr.tɪn] and that change in the word stress might even alter the meaning of the word, hindering their intelligibility in the L2 (see section 2.2.3).

After students read the *attention note*, I helped them articulate the target sound, and reminded them of its counterpart, the voiced dental fricative [ð]. As I had perceived their difficulties with the pronunciation of number 13, it was the number I reinforced most (emphasizing the word stress) and then, I asked students to repeat the four numbers again (activity 06). This time, their pronunciation sounded intelligible.

In the diary (Appendix C1), I reflected upon the level of complexity of this activity and observed that it was not challenging to my students. As I believe that activities must have a certain degree of complexity, respecting and knowing students’ level, I concluded that these activities have to be redesigned for future use, and suggested in the diary that the numbers in activity 04 could appear in their written form to check whether the relation of sound and spelling of the <th> would result in unintelligible productions of the other numbers besides number 13, since orthography may affect the way students produce the target L2 sounds (CABAÑERO;

ALVES, 2008; SILVEIRA; GONÇALVES, 2021), and whether they would pronounce the number endings “teen” and “ty” in the same fashion. However, it does not mean that these activities cannot be used the way they are with other groups of students.

4.1.1.3 Activities 07 and 08

Before starting these two activities, I asked a student to read the *attention note* which corroborates the idea that the <th> sounds do not hinder their intelligibility (JENKINS, 2000) in most of the cases. Figure 3 shows this set of activities whose specific objective is to discriminate the words “free”, “tree” and “three”, and to raise students’ perception over the [θ] sound, following Alves’s (2012) suggestions to create activities to raise learners’ awareness of the L2 distinctive sounds, like “three” pronounced with /f/ or /t/, for example.

Figure 3 – DS01, lesson 1, activities 07 and 08.



Nós brasileiros pronunciamos o som do /θ/ como /t/, /f/ ou até mesmo /s/. Na maioria das vezes, isso não vai impedir a sua comunicação em inglês. Porém, no caso do número 3, isso pode resultar em outras palavras como “free” ou “tree” e dependendo do contexto, pode mudar o sentido do que estamos falando.

7- Listen to your teacher and circle the sentences you hear:

- a) They are **THREE** / **FREE** / **TREE** boys.
- b) They are **THREE** / **FREE** / **TREE** boys.
- c) They are **THREE** / **FREE** / **TREE** boys.
- d) They are **THREE** / **FREE** / **TREE** boys.

8- Compare your answers with a partner and check them with your teacher. Then, listen to your teacher’s feedback on each sentence.

Source: DS01, lesson 1; the author, 2022.

The *attention note* gave me a good opportunity to briefly discuss intelligibility with my students. Using the word “think”, I told them that some speakers might pronounce that word in different ways, replacing the consonant [θ] with similar ones, like [f], [s] and [t], and yet sound intelligible, depending on the context. After that, I talked about the words in activity 07 and reinforced that if a speaker changes the consonant in one of the three words, they may still sound intelligible. However, depending on the context, the listeners might be confused or have the wrong message. So, I used the leading sentence in activity 07 to exemplify this change in meaning. Students had fun as they knew what a tree boy is (I explained that a boy could be a tree in a school play, for instance).

As seen in Appendix C1, I had a hard time to make students understand activity 07, so much so I considered it as one of the activities' limitations. Yet, I missed having different people reading the sentences so that students could hear different accents. Thus, I suggested in the diary that for future use, I could ask other people to read those sentences and record them to use in class. I also missed pictures in this set of activity and I believe that pictures could help students understand the sentences more easily.

In activity 08, feedback was provided by the students. When I asked students what helped them get to the answers, I was very happy as students said they looked at my lips to know whether the word had the [θ] sound (I did not expect that). According to students, discriminating between [f] and [t] was easy. That made me reflect on the strategies some students use to perceive the L2 sounds, as reading the speakers' lips, among other strategies (to know more about how lipreading may be beneficial for L2 learning, read Hirata and Kelly, 2010).

4.1.1.4 Activities 09 – 12

The specific objective of these activities is to perceive the difference between the pronunciation of numbers ending in “teen” and “ty”, as in “fifteen” and “fifty”, for instance, as shown in Figure 4.

Figure 4 – DS01, lesson 1, activities 09 – 12.



Os números de 13 a 19 terminam com a palavra “teen” e pronunciamos como /ti:n/. Você sabe o porquê? Precisamos enfatizar bem esse final na hora de pronunciar esses números para não confundimos com os números 30, 40, 50... que terminam em <ty>. Observe a diferença na pronúncia entre os números 13 e 30 com a ajuda do(a) seu/sua teacher.

9- Listen to your teacher and circle the numbers you hear:

14	40	15	50	16	60
17	70	18	80	19	90

10- Compare your answers with a classmate and check them with your teacher.

11- Lets' practice a little bit more! Listen to your teacher reading the sentences below and circle the numbers you hear:

- I am **fifteen/fifty** years old.
- My mother is **thirty-three/forty-three**.
- My house number is **eight/eighty**.
- I have **thirteen/thirty** stickers in my collection.

12- Compare your answers with a classmate. Is there any difference between your answers? Pay attention to your teacher's feedback on each sentence.

Source: DS01, lesson 1; the author, 2022.

Unlike the previous activities in lesson 1 concerning the cardinal numbers which not necessarily could hinder students' intelligibility, the numbers in activities 09 – 12 might result in misunderstanding situations (depending on the context) if not pronounced intelligibly. Zimmer, Silveira and Alves (2009) explain this difficulty Brazilian learners have with the pronunciation of words like “teen” by the process called *vocalization of word-final nasals* (see Chapter 2.2.1). Brazilian learners tend to vocalize word-final nasals in their L1, and that is why they tend to pronounce the word “teen”, as [tĩ̃], without articulating the alveolar nasal consonant, [n]. Besides, changing the word stress placement (stressing the first syllable instead of the second, “teen”) is more likely to hinder students' intelligibility within this context (see Chapter 2.2.3).

Notwithstanding, students did not have difficulties perceiving the numbers in activity 09 as observed by myself in activity 10. I believe that they had no difficulties because I had already stressed this pronunciation feature (“ty” *versus* “teen”) when I introduced the cardinal numbers to them in previous lessons and in activity 05 (Appendix C1).

In activity 11, I decided to include the difference in pronunciation between the numbers “thirty-three” and “forty-three”, because I had noticed in previous classes that when I pronounced “thirty-three”, students usually mistook it for “forty-three”, probably because of the similarity between the consonants [θ] and [f]. However, students showed no difficulties perceiving both consonants in the activity, maybe because they had just been exposed to the [θ] pronunciation in the same lesson minutes before.

The numbers “eight” and “eighty” were also included in the activity for the difficulties in perception (and also production) students have with <t> in coda position. Students tend to simplify the L2 syllables which end in plosive consonants, by adding an intrusive vowel, [ɪ], at the end of the syllables (ZIMMER; SILVEIRA; ALVES, 2009). As students reported having difficulties perceiving whether it was “eight” or “eighty”, I provided them with explicit instruction in activity 12, stressing the articulation of [t] in word-final position, and then I pronounced the numbers “eight”, “eighteen” and “eighty” randomly many times to check whether students were able to perceive the differences, and fortunately, they could.

In short, I state that except for the difficulty with <t> in coda position, this set of activities were not challenging to students and I suggested in the diary (Appendix C1) a refashion for activity 09, removing the number-pictures or mixing them to make it a little challenging to students.

4.1.1.5 Activity 13

Figure 5 shows the last activity in lesson 1 of the first pronunciation didactic sequence.

Figure 5 – DS01, lesson 1, activity 13.

13- Let's play the teacher! Do the activities 7, 9 and 11 with a classmate. Don't forget to write the numbers you chose in your notebook (in advance).

Source: DS01, lesson 1; the author, 2022.

This activity had to be administered on April 26th because my students did not have much time to complete it on April 22nd together with the other ones in lesson 1. Admittedly, this is one of the limitations for the whole DS01, since the activities which were postponed to a different day took the time of the activities in the other lessons of DS01 and so on.

The specific objective of activity 13 is to produce the cardinal numbers intelligibly after all students had studied in previous classes plus the pronunciation activities in lesson 1. To complete the activity, students were supposed to play “the teacher” and pronounce the numbers while his/her classmates had to pay attention to the speaker's pronunciation to say what the numbers are. As observed in my diary (Appendix C1), students enjoyed the idea of being “the teacher” and choosing the numbers themselves for their classmates to understand. I considered it as an affordance, since students need to be constantly motivated to complete the activities. Only few students reported not having understood their peers' pronunciation.

Although students had to complete this activity on a different day, this fact allowed me to perceive whether they were pronouncing the numbers intelligibly even after some days from the previous lesson, or if I had to go over the pronunciation of any number in particular. Fortunately, they had no difficulties completing the activity, nor did they have difficulties with the numbers' pronunciation, meaning that according to my perception, they had all pronounced the numbers intelligibly, reaching then the activity's goal. I ended this part of the class giving students positive feedback, saying that I was glad with their performance.

The activities in lesson 1 can be conducted the way they were designed in other classroom contexts, respecting however, students' limitations and needs, meaning that not all the activities must be administered or that they must strictly follow the order they appear in lesson 1. After administering all the activities in lesson 1, I began lesson 2 on the same day, as described in the next subsection.

4.1.2 Lesson 2

Lesson 2 contains eleven activities within the contents of colors and school supplies. The self-reflection diary of this lesson can be seen in Appendix C2. It was administered on April 26th, except for activity 11, which was administered on April 28th.

As I had observed from previous classes that my students had a certain degree of knowledge about the colors in English, I brought some objects in different colors to the classroom, and then I asked them if they knew how to say those colors in English. As expected, students could say the colors of the objects correctly. To link my class with Art, I called students' attention to the fact that there are primary, secondary, tertiary and neutral colors. So, we combined colors to discover which new colors we would have from the primary ones and so on. Later on, when we studied the countries' names, they had to say the colors present in the countries' flags as well (see section 4.1.3.1).

To present the school supplies to students, I placed different supplies in my bag, and as I took them out, I asked them what that was and wrote the names on the board, asking them to pronounce the names after me. They completed the activities in the book and we played a racing game outside the classroom. I placed different school supplies on a table and they had to form two groups. After I called a school supply in English and said "go", the first ones in the line had to run and get the right supply on the table. The group which collected more supplies would win. Returning to the classroom, in pairs/trios, they had to tell the supplies they had in their bags in English. Then, I taught them how to borrow school supplies from their classmates and how to answer the requests. After that, they had to borrow three school supplies from their pair/trio and hear their answers.

Moving on to lesson 2 of DS01, according to my observations in the diary, the beginning of this lesson was hard to administer because

this class happened after students' break-time and they took a little time to get to the English classroom, and it took some time for me to organize them all in the classroom. They were very loud on that day and there was a Physical Education class in the school yard next to the English classroom, so, there was much noise outside. All the students were present and I had to explain the objectives of the DS again (teacher-researcher, April 26th, Appendix C2).

4.1.2.1 Activities 01 and 02

The specific objective of these activities is to raise students' awareness of syllable stress, and how to pronounce the sequence *consonant* + <le>. They are shown in Figure 6.

Figure 6 – DS01, lesson 2, activities 01 and 02.

LESSON 2: COLORS AND SCHOOL SUPPLIES

1- Read the sentences below saying the colors of the following images:

a) The heart is _____
 b) The balloon is _____
 c) The ball is _____



ATTENTION!

*A palavra “orange” tem duas sílabas: O-RANGE. Observe o(a) seu/sua teacher pronunciando essa palavra e pinte a sílaba mais forte usando um “orange pencil”. Em português, onde está a sílaba tônica na palavra LARANJA?

*Agora, observe o(a) seu/sua teacher pronunciando a palavra “purple”. Como ele/ela pronunciou a sílaba “ple”? Em inglês, esses tipos de sílabas (consoante + <le>) são pronunciadas diferentes do Português. Observe como o(a) seu/sua teacher vai articular e pronunciar as palavras abaixo contendo esses tipos de sílabas:

TABLE – CIRCLE – GOOGLE – LITTLE – CANDLE

2- Now, try to pronounce the words above together with a classmate. Do you know what they mean?

Source: DS01, lesson 2; the author, 2022.

Besides the challenges presented in section 4.1.2, I noticed that the students who were not present in the first lesson of DS01 were very noisy. Fortunately, the ones who were present helped me with class organization, asking for their peers to be quiet and pay attention to the teacher’s instructions (Appendix C2). Then, I had the idea of paring the students who were present in the first lesson with the ones who were not, and that worked well, because they could work collaboratively.

As my students did not show difficulties pronouncing most of the colors during the previous classes, I just focused on the colors that they had most difficulties with and could hinder their L2 intelligibility. After students completed activity 01 and read the first part of the *attention note* (Figure 6), I talked about the importance of stressing the correct syllables. First, I used the example provided in the activity with the BP word, “laranja”. I asked them where the stress falls and they all answered it correctly (the second syllable). Then, I stressed the first and the third syllables and asked what the students thought of that and they said it sounded weird. After that, I used the word “Pará” (a Brazilian northern state) and asked them what happened in case we change the stress to the first syllable. They said it is going to mean “para” (the imperative form of the verb “to stop” in BP, or the preposition “to”). Thus, I corroborated the importance of stressing the right syllable in the L2 to avoid miscommunication.

Following Alves (2012), I designed the *attention note* for activity 01 to raise students’ awareness of the L2 syllable patterns, including information about syllable stress. So, after

considering students' L1, I called their attention to the stress in the word “orange” and I first asked them how many syllables they could hear. Some of them said they heard two whereas some heard three. They found it weird to have five letters in the same syllable, so I helped them understand that in English it is common and they have to pay attention to the number of vowels which are really pronounced (and heard) and to the slight pauses they hear between each syllable. They questioned why the graphemes <ge> do not make a new syllable as in BP and I pronounced it in two different ways: pronouncing it with the <e>, and without it. Then, I asked them which one sounds correct and they all answered it correctly (without the <e>). I decided to include this color in the activity because students usually pronounce it as [ɔ'ranʒi], which corroborates the fact that orthography may really influence the L2 productions (SILVEIRA; GONÇALVES, 2021; SILVEIRA, 2007). Also, they usually stress the second syllable, following the tendency of their L1, in which the stress on the word “laranja” falls on the second syllable. Stressing the wrong syllable may hinder students' intelligibility, depending on the communicative context (see Chapter 2.2.3).

Another grapho-phonetic relation that leads to inaccurate productions and may hinder intelligibility is the production of consonants plus the graphemes <le>. Students usually pronounce the word “purple” as [ˈpɜːpli]. Surprisingly, when completing activity 02, I did not notice any unintelligible productions in the words of the activity. However, as observed in Appendix C2, I noted that these activities miss a more communicative fashion, and it could be improved by adding a controlled or even guided practice with the words from activity 02, so that I could observe students pronouncing them in a more spontaneous manner.

4.1.2.2 Activities 03 – 07

Figures 7 and 8 show activities 03 and 04, as well as 05 to 07, respectively, whose specific objective is to perceive, articulate and produce the /r/ and /h/ phonemes, and to talk about the importance of respecting different accents.

Figure 7 – DS01, lesson 2, activities 03 and 04.

3- How do you pronounce the words below?

RED HEAD

 Na maioria das vezes, a letra <h> é pronunciada com o seguinte som: /h/. Tente articular esse som com a ajuda do(a) seu/sua teacher. Já a letra <r> ou <rr> é sempre pronunciada com o som de /r/. Para realizarmos esse som em inglês, temos que pronunciá-lo como algumas pessoas que moram em algumas regiões do Brasil pronunciam, o chamado <r> caipira.

4- Você já ouviu falar? Com a ajuda do(a) seu/sua teacher, pronuncie as frases abaixo em português com o <r> caipira:

PORTA ABERTA CARTA DE AMOR CARNE DE PORCO

 Você conhece alguém que pronuncia as frases acima com o <r> caipira? **Não há nada de errado com isso, é apenas uma questão de sotaque!** Em inglês, usamos o som de /r/ no início, no meio e dependendo do sotaque, em final de palavras também. Pratique esse som lendo as palavras abaixo em inglês com um(a) colega:

ORANGE PENCIL SHARPENER YOUR ERASER RED SCISSORS

Source: DS01, lesson 2; the author, 2022.

Brazilian learners, especially in the beginning stages, tend to pronounce the English consonants /r/ and /h/ with [x] or some other rhotic allophone of BP (RENNICKE, 2015). This consonant change happens due to grapho–phonic–phonological influence (ZIMMER; SILVEIRA; ALVES, 2009), once the grapheme <r> in initial position in BP is generally pronounced with the velar consonant [x]. Nevertheless, according to Zimmer, Silveira and Alves (2009), Consonant Change¹¹ is among the processes of lower rate of use, meaning that this pronunciation difficulty seems to be easy to overcome. Following the diary (Appendix C2), the same can be said considering this consonant change process (/r/ and /h/), since it was observed that students had no difficulties in perceiving and producing both sounds after the pronunciation instruction. The fact that I used students' L1 to help them articulate [r] sound in English might have played a significant role, since students could perceive that even in Brazil, there are people who produce the rhotic sound as a retroflex, known in Brazil as "<r> caipira".

According to the diary (Appendix C2), students had a lot of fun producing the words in Brazilian Portuguese in activity 04. So, I took the opportunity to talk a little bit about the importance of respecting different accents, both in the L1 and in the L2. I tried to help them understand that there is no superior accent, or one that is considered "correct" over the other. When I asked them if they knew any person who speaks with the "<r> caipira", most of them answered "yes". Some said the "<r> caipira" sounds funny, some others said it sounds cute, especially when spoken by children. Then, I reminded them that in Brazil, some people consider

¹¹ To know more about this process, see Chapter 2.2.1.

this accent “country”, but those same people consider the same sound in English “chic”, meaning that unfortunately, accents are still connected to status and cause different reaction depending on the public that speaks with certain accents. To conclude, I quickly told them that many people are still denied jobs because of their accents (DERWING; MUNRO, 2015) or are forced to change it to get job opportunities, especially if they speak with a less prestigious accent, considering the Brazilian reality.

Figure 8 – DS01, lesson 2, activities 05 – 07.

- 5- Se juntarmos as palavras “red” e “head”, teremos uma nova palavra em inglês. Você sabe o que significa em português? _____.
Agora, pratique as palavras lendo a seguinte frase com um(a) colega: *Marina Ruy Barbosa is redhead.*
- 6- Now, listen to your teacher and circle the sentences you hear. Then, compare your answers with your partner’s and check them with your teacher:
 - a- It’s a **red** / **head** line.
 - b- The **red** / **head** light of our car.
 - c- It’s the **red** / **head** post.
- 7- Now, it’s your time! Read the 3 sentences above to a classmate choosing between “red” or “head”. Did he/she get it right?

Source: DS01, lesson 2; the author, 2022.

This set of activities aims at helping students perceive and produce the /r/ and /h/ consonants. Students found the activities easy and I did not notice any difficulty from them. They all answered activity 06 correctly and when I asked for their feedback about activity 07, they said their partner got the right words as well. As I had taught them how to articulate the /h/ consonant, they had fun trying to expel air from the mouth, and I noted that some of them pronounced the word “head” in activity 07 exaggeratedly, so I called their attention, saying that they do not need to exaggerate when producing this sound and finally, I helped them produce this more naturally.

As for this set of activities (03 – 07), I found no limitations, meaning that they can be used in class the way they are. However, adaptations are always welcome, especially considering students’ level and needs.

4.1.2.3 Activities 08 – 10

The specific objective of this set of activities, seen in Figure 9, is to raise students’ awareness about the importance of rising intonation in friendly requests.

Figure 9 – DS01, lesson 2, activities 08 – 10.

- 8- Open your textbook to page 51 and answer the activity below. You are going to listen to different intonations when borrowing school supplies:

PRONUNCIATION		Friendly	Not Friendly
 Listen and check the intention you perceive when you listen to the sentences.	a.	   	   
	b.	   	   
	c.	   	   
	d.	   	   

Source: students' textbook, *Become* by Lacombe et al. (2018, p. 51).

- 9- Compare your answers with a classmate and discuss in Portuguese why the sentences sound friendly or not.

- 10- Now, listen to your teacher's feedback on each sentence. Why is intonation important?

Source: DS01, lesson 2; the author, 2022.

Activity 08 was too challenging to my students. I decided to administer it the way it appears in students' textbook (LACOMBE et al., 2018, p. 51) to reflect upon its affordances and limitations later on. As can be seen in Appendix C2, to prepare students for this set of activities, I talked about the importance of intonation using their L1 as an example. I stated the sentence in BP “você pode me emprestar seu lápis” (you can lend me your pencil) and then I repeated the same sentence as a question “você pode me emprestar seu lápis?” (Can you lend me your pencil?). After that, I asked them what the difference between the sentences was. They quickly answered saying that the former is a statement whereas the latter is a question. Then, I asked them how they knew one is question whereas the other is not, and they said it was because of the way the sentences sounded, the second one sounded like a question at the end (it means intonation in their words).

Later, I used the abovementioned example to show students how important intonation is when we are speaking a language: we can show surprise, questions, boredom, and so on (see section 2.2.3). As corroborated by Barreto and Alves (2012), wrong intonation might alter the meaning of our message and that is why it must be worked in L2 lessons. Next, I stated that depending on our intonation, our requests can sound “friendly” or “not friendly” and then I explained activity 08 to them. The four sentences of this activity can be seen in Appendix B. At first, they did not understand anything from the audio input, so I paused it and explained the activity again, asking them to focus on how the requests sounded (I tried to use their own words), and then I played the recording again. After the second time, few students noticed that the speech in sentence B sounded as if the person is bored, so as feedback, I said it was an

interesting observation. As I played the recording for the third time, I wrote the four sentences on the board to aid my students' understanding.

After the third time listening to the recording, I asked students to compare their answers with a classmate (activity 09). There were a lot of divergences among their answers. Some students found that some sentences sounded friendly or not, whereas some others found otherwise. After noticing that, I told students that friendly requests are the ones with rising intonation, that is, our voice rises a little bit at the end of the question. If it does not happen, our requests might sound as if we are bored. After saying this and with the sentences from activity 08 written on the board, I repeated the audio input for the fourth and last time and I stopped at each sentence, repeating them out loud to help students get to the answers.

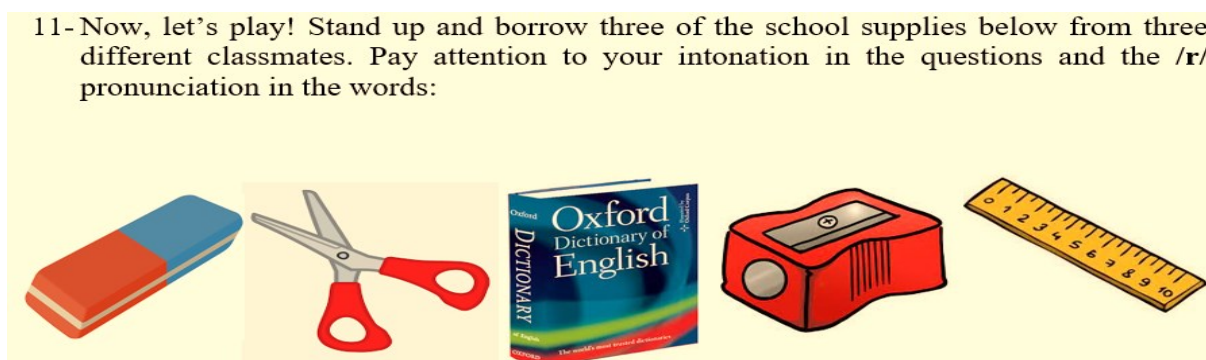
As I repeated them, I asked students whether they sounded friendly or not and why. This time, they could get to the right answers. As students gave me the answers for each sentence, I conducted activity 10, providing them with feedback to every answer, once they had finally perceived that on sentences B and C the intonation did not rise, but rather, they sounded still. Finally, I read the sentences again and asked students to repeat them after me. I wanted them to feel how their voice would rise at the end. However, when I asked them to read all the sentences as a friendly request, without listening to me first, I noticed that some students would louden the last words in an exaggerated manner. Thus, I told them that if they do that when requesting something from someone, our requests might sound weird and confusing. At last, I read only the first sentence as natural as I could and then I read the same sentence shouting the last word to show them that intonation and shouting are two different features, to cover up activity 10.

As can be seen in the diary (Appendix C2), though these activities did raise students' awareness regarding this suprasegmental feature (intonation), they must be adapted for future use, perhaps with the teacher reading the sentences since the very beginning, or replacing the audio input with a similar one that might be clearer for students or even having different people recording the sentences from activity 08 in advance to use the recordings in class later on. As for the use of this set of activities in other classroom contexts, teachers could create their own sentences to foster the rising intonation in friendly requests, using contents other than school supplies, read the sentences to students or have someone else reading and recording the sentences. Some ideas can be borrowed from the website created by Silveira et al. (2021) found in the references' list of this MA thesis.

4.1.2.4 Activity 11

The specific objective of activity 11 is to reinforce the [r] sound with school supplies in a fun and stress-free fashion. It was administered on April 28th before lesson 3 started, because I did not have time to administer it on April 26th together with the other activities in lesson 2. Figure 10 shows activity 11 as it appeared to students:

Figure 10 – DS01, lesson 2, activity 11.



Source: DS01, lesson 2; the author, 2022.

As seen in Appendix C2, students enjoyed performing this oral activity, especially because they had to stand up and walk around the classroom to borrow the school supplies from their peers, that is, the activity brought some motion into the classroom and students love performing activities which involve motion and interaction among them. In addition, I motivated them saying that the first one(s) to collect the five supplies which appear in the activity would win a new pencil from the teacher. I specially noted that one particular student who usually does not enjoy participating in class was the one who got more excited to perform the activity, as much so that he won the “prize”.

In addition to the affordances mentioned in the previous paragraph, this activity demands that students ask for the five school supplies (Figure 10) which contain the [r] sound in English. To help students perform the activity, I reviewed how they can borrow things from their classmates and how they can answer to the requests (Appendix C2). The questions and answers had already been introduced to them in previous lessons. They all performed the activity well and pronounced the school supplies intelligibly, except for the word “scissors” which presented a bigger degree of difficulty to students. Maybe because of the sequence <sc> present in the beginning of the word, and represents a challenge for Brazilian learners since this sequence does not happen in BP in onset position; the digraph <ss> in the middle of the word which is pronounced like [s] in BP; and the graphemes <rs> in coda position which also represent a challenge for BP learners since this sound sequence does not happen in their L1. Therefore, I

heard some students pronouncing that word as [is' si.sɔrs], as an attempt to simplify the syllables in the L2 (see Chapter 2.2.1). As this deviant pronunciation might hinder their intelligibility in the L2, I explicitly called the whole class's attention after the practice to the pronunciation of that word, and explained to them why that word may pose difficulty for Brazilian learners (as stated in the previous lines), and after that, I conducted a choral repetition with the whole class.

Though students had been prepared to perform this activity, I noticed that some of them tended to use Portuguese in the questions, but especially in the answers. Probably because they are not used to speaking the L2, or because their L1 comes to their mind first. As a suggestion for future use, I recommend writing the possible questions and answers on the board (Appendix C2), since this activity is a more controlled one. After administering activity 11, I started working with lesson 3 on the same day, as described in the following subsection.

4.1.3 Lesson 3

Lesson 3 contains seven activities within the contents of school subjects and countries/nationalities. The self-reflection diary of this lesson can be seen in Appendix C3. It was administered on April 28th. After completing the activities of the textbook (LACOMBE et al., 2018) about the school supplies, we started creating the weekly schedule table with the names of the school subjects written in English (each student did it in their notebook). That was an excellent opportunity to review the numbers and hours, as I asked the classes they had on each day and the time of the classes. As I had not taught them the days of the week yet (it was planned for the third school trimester), I just wrote them on the top of the schedule table and told them that in English the week starts on Monday. Then, they made drawings related to each school subject and completed the sentence: "my favorite school subject is..." We started a discussion about what they are supposed to learn in each school subject. That was great once they had told me they did not know the reason why they have to study Religious Education. So, I could help them understand the importance of having Religious Education as a subject at school to promote respect for the various religions and customs that we have in our country.

As for the countries and nationalities, we first identified the continents on a map. That was a little challenging because they had no idea about cities, countries and continents. Some of them mistook the neighborhood where they live for the city. Others thought that Africa is a country, and so on. Surely, I could not move on with my contents knowing that my students do not have basic knowledge about Geography. So, the Geography teacher aligned her contents with mine and they had an extra chance to learn Geography in the English lessons. We saw in

English the names of “famous countries” in English, where (the continent) they can be found on the map, as well as their capital cities. After some weeks, we moved on to the nationalities. As for the English-speaking countries, I called their attention to the fact that The United States of America, Canada and England are not the only English-speaking countries in the world. So, we identified English-speaking countries in each continent which let my students stunned to know that even in South America, there is a country whose official language is English (Guyana).

After that, I assigned a presentation to students: they had to conduct research about English-speaking countries which are not “famous” and fill in a chart with some information concerning those countries (capital, continent, other languages, currency, famous people, famous food/drinks, and curiosities). Finally, I taught them how to say their home address in English. I had to do that because they did not know their home address, except for the street name. To review the colors, they had to say the names of colors present in some countries’ flag (they had to draw the country’s flag and bring it for their presentation).

After providing the context in which the vocabulary topics were taught to students, I now move on to the comments and analysis of lesson 3.

4.1.3.1 Activities 01 – 04

The specific objective of activities 01 to 04 (Figure 11) is to raise students’ awareness about the importance of stressing the correct syllables in the L2. Before starting activity 01, I reminded students of such importance by bringing the example of “laranja” and “orange” again (see section 4.1.2.1) and I explained to them how misplaced stress might hinder their L2 speech intelligibility.

Figure 11 – DS01, lesson 3, activities 01 – 04.

LESSON 3: COUNTRIES/NATIONALITIES AND SCHOOL SUBJECTS

- 1- Listen to your teacher pronouncing the nationalities below and circle the stressed syllable:

GER-MAN POR-TU-GUESE CA-NA-DI-AN
JAPA-NESE CHI-NESE I-RISH



É muito importante saber onde está a sílaba tônica da palavra que estamos pronunciando. Às vezes, se trocamos a sílaba tônica da palavra, isso pode dificultar a nossa comunicação em inglês. Para percebermos onde está a sílaba mais forte, temos que prestar atenção na sílaba mais longa e mais alta da palavra.

- 2- Now, listen and compare these countries and nationalities. What are the stressed syllables in each word? Circle them and compare your answers with a partner's.

JA-PAN / JAPA-NESE CHI-NA / CHI-NESE
GER-MAN-Y / GER-MAN POR-TU-GAL / POR-TU-GUESE
CA-NA-DA / CA-NA-DI-AN IRE-LAND / I-RISH

- 3- Check your answers with your teacher and listen to his/her feedback.
- 4- Complete the sentences below with one of the nationalities above. Then, read the sentences aloud. Pay special attention to the stressed syllables in the countries and nationalities.

- a) Fernando Pessoa is from Lisbon. He is _____.
- b) Jackie Chan is from Hong Kong. He is _____.
- c) Digimon is from **Japan**. It's a _____ animation.
- d) Vancouver is a _____ city.
- e) U2 is from Dublin. It's an _____ band.
- f) I am from **Germany**. So, I am _____.

Source: DS01, lesson 3; the author, 2022.

After completing activity 01, I noticed that my students got the right stressed syllables. When I asked them how they knew what the stressed syllables were, they said that I pronounced them louder. I gave them positive feedback, praising their answers and I added that the stressed syllables are also longer and then I asked for a volunteer-student to read the *attention note*. Concerning the affordances of activities 02 and 03, I wrote in the diary that students

[...] could perceive some pronunciation differences comparing the countries and the nationalities: the number of syllables in “German” and “Germany”, and the /i/ pronunciation to differentiate the country and the nationality; they could also perceive the countries and nationalities whose stressed syllables changed, like “Canada” and “Canadian”, and “China” and “Chinese”; however, they had difficulties perceiving this change in “Portugal” and “Portuguese”, probably because of the secondary stress in the pronunciation of this nationality (teacher-researcher, April 28th, Appendix C3).

In activity 03, I asked students which pair of country/nationality had different stressed syllables, as noted in the comment above. As they could not perceive this difference in “Portuguese/Portugal”, I pronounced those words three times and at last, some students could get the difference. Interestingly, during previous lessons, I had perceived that most of them

tended to pronounce the words “China”, “Canada” and “Portugal” in the same fashion they do in Brazilian Portuguese. Once again, it is possible to see the effects of students’ L1 over the L2, at both segmental and suprasegmental levels (stressed syllables), corroborating the Literature Review of this study (see section 2.2). The words “Ireland/Irish” also posed a degree of difficulty to students, as they tended to pronounce the grapheme <i> as [i]. Nevertheless, when they completed activity 04, I asked for different volunteers to read the sentences aloud, and I realized that at that moment, the one who read the sentence containing the word “Irish”, read it intelligibly.

As a limitation, I registered in the diary (Appendix C3) that, in activity 04, sentences *b*, *d* and *e* were difficult to students because of the city names present in the sentences (Hong Kong, Vancouver and Dublin, respectively). Though I find it important to include words that might enrich students’ vocabulary and knowledge of the world in my activities, these three sentences made them want to give up on completing the activity. To prevent that, I gave them some clues, like “Hong Kong is a city located in an Asian country and this country is in activity 02 as well”, “Vancouver is located in the only American country in activity 02” and to help them find the answer for sentence *e*, I asked them what is the only nationality which could be connected to the indefinite article “an” written in the sentence. Few students answered it correctly, saying the answer is “Irish” because of the vowel sound in the beginning of the word.

Because of that, I suggested in the diary (Appendix C3) that those sentences in activity 04 should be replaced with easier ones, considering the level of knowledge of students. However, in other classroom contexts, those same sentences might have a positive result. After students completed activity 04, I asked for volunteer-students to read the sentences aloud and I was glad to see that some of them really wanted to participate. Fortunately, the sentences sounded intelligible to me.

4.1.3.2 Activities 05 – 07

The last three activities of lesson 3 can be seen in Figure 12. Their specific objective is to practice suprasegmental features (word and sentence stress + connected speech) with sentences containing school subjects.

Figure 12 – DS01, lesson 3, activities 05 – 07.

5- *What's your favorite school subject?* Listen to your teacher reading different answers to this question:

*My favorite subject **is Art**.
 *My favorite **is Math**.
 *It's **Science**.
 *I **love Physical Education!**



ATTENTION!

As palavras **em negrito** são as palavras/sílabas que geralmente enfatizamos quando falamos as frases acima. No geral, enfatizamos aquilo que tem mais importância no que estamos querendo comunicar. A parte em **vermelho**, significa que podemos ligar o final de uma palavra com o início da outra. Seu/sua **teacher** vai ler as frases acima novamente. Observe como ele/ela vai ligar e enfatizar as palavras nas frases e as repita junto com a sua turma.

6- Now, ask and answer the question in activity 5 with a classmate choosing one of the sentences above to give your true answer. Pay attention to stressed words and links. Remember the /θ/ sound in the “Math” and take care with the /t/ sound in “Art”.

7- Read the key words below. Which school subject best fits in each group of words? Compare your answers with a partner. Do you agree with his/her answers?

Obs.: se você não souber o significado de algumas das palavras abaixo, consulte um dicionário.

- a) **SPORTS' COURT – VOLLEYBALL – PHYSICAL EXERCISES**
- b) **CALCULATIONS – NUMBERS – EQUATIONS**
- c) **PAST EVENTS – OLD CIVILIZATIONS – WARS**
- d) **MAPS – CONTINENTS – CLIMATE**
- e) **NATURE – HUMAN BODY – ANIMALS**
- f) **COLORS – DRAWINGS – SHAPES**
- g) **GRAMMAR – VOCABULARY – BRAZIL**
- h) **DICTIONARY – FOREIGN LANGUAGE – CANADA**

Source: DS01, lesson 3; the author, 2022.

I started activity 05 asking students the question in the beginning of the activity (about their favorite subject) to check whether they remembered that question yet. They all understood the question, but some answered it in English (saying the name of the subject), while others answered in Portuguese. Next, I told them that the sentences in activity 05 show different forms to answer that question, and then, I read the four sentences aloud stressing the boldfaced words and connecting the sounds in red (Figure 12). Right after my reading, I asked them why some words/syllables were boldfaced and why some sounds were in red. As can be seen in the diary (Appendix C3), they were curious to know that. Their answers varied considerably: some said it was in different colors because I wanted it that way; others said it was because I wanted the activity to look “more beautiful” for them. After listening to their creative answers, I asked for a volunteer-student to read the *attention note*.

After reading the *attention note*, students seemed to have understood the point. The fact that most of them could have understood some of the L2 pronunciation features after being explicitly called attention to that corroborates the Literature Review of this study (see Chapter 2.3) that most of time, students cannot notice some pronunciation features in the L2 alone (at

both segmental and suprasegmental levels), meaning that explicit instruction plays a significant role in the L2 learning (ALVES; MAGRO, 2011; ZIMMER; SILVEIRA; ALVES, 2009).

After I read each sentence again, I explained the importance of stressing words and syllables in both L1 and L2 and then I asked them why some sounds were connected to others. For instance, I read the sequence “subject is” and asked them why those two words were connected. They could not answer it at the first moment, so I asked them in a different manner: why the [t] sound can be connected to the [ɪ] sound. After that, some students could perceive that it could happen because [t] is a consonant whereas [ɪ] is a vowel. I complimented them and pointed out that the same linking can be done with “is Art”. When a student said it was possible because of the consonant <s> being linked to the vowel <a>, I took advantage of that opportunity to explain to them that we have to pay attention to the sound and not to the letter. So, I pronounced the sequence “is Art” again and I asked them which sound they heard. Gladly, they all could notice the [z] sound and one of the students stated that it also happens in Portuguese with the word “casa” (house), where the letter <s> is pronounced as [z] because it comes between vowels. I proudly complimented the student and asked them if they could perceive the same linking (a consonant sound being linked to a vowel sound) happening in any of the sentences from activity 05. Fortunately, they mentioned the sequence “Physical Education” and without my help, they read it making the linking between the [l] sound with the [ɛ] sound.

Continuing with the connected speech feature, I insisted on the “asking question” methodology to raise students’ awareness for that L2 feature. So, I moved on to the second sentence and I asked them why the linking in “favorite is” is possible whilst in “is Math” is not. Concerning the former, at first, they thought it was because there are two vowels there <e> and <i>, respectively. Then, I read the sequence of words again so that they could perceive that “favorite” ends in a [t] sound. I read it pronouncing the word “favorite” in different ways: ending in a [t] sound, and ending in [ti], and then I asked which one corresponds to the pronunciation of that word. Most of them answered the first one, making me ask them which sound that was. Finally, they could perceive it was the [t] sound and that is why the linking is possible (consonant sound [t] being linked to the vowel sound [ɪ]). I also called their attention to the pronunciation of <t> in the word “Art”. Concerning the latter, they could perceive it is not possible because there are two consonants there <s> and <m> and again I called their attention to the sound until they could realize that the <s> is pronounced as [z] in that example as well.

At last, I asked students why there is a linking in the sentence “it’s Science”, reading the sentence aloud, pronouncing both <s> as a single [s]. I was surprised that a student could perceive it was possible because the sequence has two identical consonants being pronounced as only one [s]. Though the student was referring to the spelling, I was happy that the activity was helping students raise their awareness to this important L2 feature (connected speech, see Chapter 2.2.3).

In activity 06, students had to answer the question “What’s your favorite subject?” following the trend in one of the sentences in activity 05. I noticed that though some students pronounced “Math” as [mæt] or [mætʃ] (Appendix C3), they pronounced subjects like Art, Physical Education and Science intelligibly. I believe it is in agreement with Cabañero and Alves (2008) when they hypothesize that students are more likely to notice certain pronunciation features, when they are often explicitly instructed about them. I state so, because considering the pronunciation of the other school subjects that they were not explicitly instructed about, like “History” and “Geography”, their productions sounded unintelligible to me, resulting in [ɪs'tɔri] and [ʒjɔ'grɛfi], respectively. That is why I suggested in the diary (Appendix C3), creating an extra activity before activity 07, adding the other school subjects and reinforcing their pronunciation. In the examples mentioned above, it is possible to perceive some segmental problems – the deletion of the [h] consonant in “History”, following the tendency of students’ L1 (BP), and the consonant change [dʒ] pronounced as [ʒ] in “Geography”; and suprasegmental problems which might hinder their intelligibility the most – misplaced word stress in both words.

Activity 07 did not present any challenge to students (Appendix C3), and it could be replaced with a controlled activity to practice the pronunciation of the school subjects and the suprasegmental features (word/sentence stress + connected speech). Maybe I could create other sentences, boldfacing the words that are supposed to be emphasized in the sentences and the stressed syllables, highlighting in red the connected sounds (as in activity 05). Students could have some time to practice in pairs/trios and then, read the sentences aloud so that I could perceive whether there was any improvement in their pronunciation concerning the suprasegmental features. They could also create a simple sentence containing the name of a school subject and read to their peers, paying attention to word stress and connecting their speech.

After working with the first three steps of the communicative framework for pronunciation teaching by Celce-Murcia et al. (1996, 2010, see Chapter 2.3.1), I started lesson

4, which focuses on the fourth step (guided practice), as described and analyzed in the following subsection.

4.1.4 Lesson 4

4.1.4.1 Activities 01 and 02

The first two activities of lesson 4 aim at practicing the contents studied in previous classes through a guided practice. Lesson 4 was administered on May 2nd, and the diary of this lesson can be seen in Appendix C4. Figure 13 shows how the activities appeared to students.

Figure 13 – DS01, lesson 4, activities 01 and 02.

LESSON 4: TIME TO PRACTICE

1- Work in pairs. Pick a card and ask the questions to a classmate. Pay attention to his/her answers.

CARD A	CARD B
1. What's your full name?	1. What's your last name?
2. How old are you?	2. Where are you from (city)?
3. What are the colors of your house?	3. What are your favorite colors?
4. What is the name of the Portuguese teacher?	4. What is the name of the Art teacher?
5. What's your favorite school subject?	5. What time is it?
6. Borrow a school supply from your partner.	6. Borrow a school supply from your partner.

2- Switch cards and repeat the activity.

Source: DS01, lesson 4; the author, 2022.

To prepare students to perform activities 01 and 02,

I quickly reviewed question by question in both cards, conducted a choral repetition with the whole class and asked my students if they knew what the questions meant. For question 6 in activity 01, I elicited from the students forms to borrow school supplies from their classmates and how to answer (teacher-researcher, May 2nd, Appendix C4).

Students did not seem to have difficulty understanding the questions. When I asked them how we can borrow things in English, they remembered the questions that we had seen before (“Can you lend me your...?” and “Can I borrow your...?”). After going over the questions, they worked in pairs. I told them they could decide if one student would ask all the questions in the card first, followed by all the questions of the other student, or if they would like to ask the

questions alternately. After asking all the questions in the card, they had to perform activity 02 and switch cards to practice more.

These activities allowed me to perceive that my students could ask the questions intelligibly, and as I walked around the classroom, I could also perceive that their answers sounded intelligible as well. Nonetheless, I could notice some pronunciation problems with the words that they were not explicitly called attention to: “subject” pronounced as [sub'dʒɛktɪ], and “school” as [is'kɔw]. Then, I took the opportunity to call their attention explicitly, reminding them about the importance of stressing the right syllable, and the pronunciation of [t] in coda position considering the word “subject”, and I called their attention to the fact that “school” has only one syllable (pronouncing the word twice and asking how many different syllables they heard), besides providing them with tips to produce the dark “l”.

It is expected that Brazilian learners without explicit instruction try to simplify the L2 syllables following the fashion of their L1 (ZIMMER; SILVEIRA; ALVES, 2009). It is possible to see it happening when my students tried to simplify the word “school”: simplifying the “s” cluster [sk] in onset position creating an extra syllable adding an intrusive vowel [i] in the beginning of the word, and pronouncing the <l> in coda position with the velar glide [w]¹².

As a limitation, I registered in the diary (Appendix C4) that activity 02 could have been conducted differently. I could have students changing pairs to establish rapport in the classroom and to give them the opportunity of listening to a different pronunciation. Besides, I could make the activity a little bit more communicative, leaving a space in the cards so that they could come up with one or two questions by themselves to ask their classmates. They could either write the questions in the card or ask them spontaneously (within the context worked in class).

4.1.4.2 Activities 03 and 04

Activities 03 and 04 have different objectives. Nonetheless, I decided to analyze them in the same subsection not to split activity 04, which is a short one, from activity 03 to facilitate its visualization in the figure, as seen in Figure 14 below.

¹² To know more about L1-L2 transfer considering Brazilian learners, see Chapter 2.2, and read Zimmer, Silveira and Alves (2009).

Figure 14 – DS01, lesson 4, activities 03 and 04.

3- **CHALLENGE:** Work in pairs. Read the words below using a cell phone or your teacher's and check if it recognizes your speech. You have 3 chances!

RED RULER

I AM IRISH

FOURTEEN PENCILS

ART CLASS

4- Now, it's time to get ready for the oral presentation!

Source: DS01, lesson 4; the author, 2022.

The specific objective of activity 03 is to combine L2 pronunciation with the technology available in the classroom. It is a controlled activity designed for students to practice L2 speech intelligibility using Google Assistant in their cell phones. To prepare students for that activity, I had asked them to bring their cell phones into the classroom the lesson before. Quite immediately, they were excited to know why (as they know they are not allowed to use their cell phones in class without the teachers' permission), and that was a very good way to motivate them for the activity.

As can be seen in my comment in the self-reflection diary (Appendix C4), students were very excited at the time of the activity. It made me reflect upon the importance that technology plays in their lives nowadays, and as it is part of their reality, I have to find ways, as a language teacher, to make it a pedagogical tool in my classes, and to develop in my students the habit of using it consciously in the classes (specially to learn the L2). About the affordances of this activity, I registered in the diary that it is a stress-free activity which motivates students to practice the L2 both in the classroom and at home, individually or in groups (Appendix C4).

However, I could also observe some limitations, as I realized that

not all the students had a cell phone, so they had to work in pairs. The second teacher of the class and I had to lend our cell phones to students [...]. I also had to share my internet service with my students, since none of them had it in their cell phones. The Google assistant could not recognize some noun phrases in the activity even though students' pronunciation was intelligible (most of the time). The Google assistants in some cell phones were set to Portuguese mode and they had to be changed into English to conduct the activity properly [...] (teacher-researcher, May 2nd, Appendix C4).

I was expecting to have problems like the ones cited above. Nevertheless, what really called my attention was the fact that many times, my students' L2 speech was intelligible but Google Assistant had difficulty understanding their accented-speech. I wondered if a human would have the same difficulty processing and understanding their accented-speech.

Moussalli and Cardoso (2019) state that Intelligent Personal Assistants (IPA), like the one I used in my class, still have difficulties processing accented-speech, leading to communication breakdowns. The authors point out that in human-to-human interactions, learners usually negotiate meaning to undo breakdowns, including non-verbal strategies (gestures, facial expressions, etc.). In IPA-human interactions, however, these non-verbal strategies cannot be used. Nonetheless, in my viewpoint, learners can take advantage of this lack of non-verbal strategies from IPAs to foster the L2 speech intelligibility as they make efforts to be understood by the automatic voice recognition tool (ASR), and I perceived that my students were really struggling to be as intelligible as they could.

Notwithstanding, Moussalli and Cardoso (2019, p. 2) stress the benefits of IPAs for L2 learning, as they can “be used to provide additional opportunities for communication outside the language classroom in a stress free, meaningful and fun environment, anytime-anywhere, which may contribute to an increase in the learners’ willingness to communicate using the target language”.

As an attempt to reduce these communication breakdowns in the IPA-human interactions in the activity, I suggested in the diary (Appendix C4) putting the noun phrases from the activity into meaningful sentences to check how much the lexical context in which the sentences were pronounced would help the IPA recognize students’ accented-speech. Moreover, I suggested asking students to set their cell phones into the English mode in advance to save time in the class (Appendix C4).

This activity might not apply to all classroom contexts. Depending on each school reality, teachers may not administer it in class. If it is not possible to conduct this activity in class together with students, I would recommend teachers assigning it for students to practice at home, following teacher’s instruction and then, they could report/share their experience in class. Another good idea would be to have teachers showing the students how the ASR works before assigning the activity to them, or even having some volunteer-students trying the activity in class, especially if the group of students is big (a reality in Brazilian public schools).

Activity 04, in turn, is actually a reminder for the communicative practice that my students had in the following class (see section 4.1.5). For that,

I carefully explained what they were supposed to do in the activity, went over each command from the communicative practice and made it clear that it would be conducted in pairs because of the time, but each student should practice at home and pretend this is the first day of class and they have to introduce themselves to their classmates, following the commands that appear in lesson 5 (teacher-researcher, May 2nd, Appendix C4).

At first, students were a little scared, since it would be the first time they would present something for the whole class speaking English. But, when I said they would perform it in pairs and would have the chance to rehearse at home, they were more relieved (Appendix C4). I found it important to provide my students with rehearsal time for the first communicative practice so that they could be more willing to perform it.

However, I should have spared more time to dedicate to activity 04 (because I just had the last five minutes of the class), giving students the chance of rehearsing the communicative practice in class, together with their pairs, so that I could accompany their rehearsal and help them whenever necessary. As they did not have time for the rehearsal time at that moment in the class, I reminded them that they would have few minutes before the presentation to rehearse a bit more, as described in the last lesson of DS01 (lesson 5).

4.1.5 Lesson 5

Lesson 5 was designed to practice the fifth step of the communicative framework for pronunciation teaching by Celce-Murcia et al. (1996, 2010, see Chapter 2.3.1). It was administered on May 6th and the diary for this lesson can be seen in Appendix C5. Its specific objective is to have students introducing themselves in English, providing information such as names, ages, where they are from, and favorite colors/school subjects (things they had already studied in class), following BNCC's ability EF06LI05, "to use knowledge of the English language to talk about yourself and other people, providing personal information [...]" (BRASIL, 2018, p. 249, my translation). Figure 15 shows how it appeared to students.

Figure 15 – DS01, lesson 5, communicative practice.

LESSON 5: COMMUNICATIVE PRACTICE

INTRODUCING MYSELF TO MY CLASSMATES

1- Together with a classmate, prepare a mini-introduction about each of you for the whole class to get to know you better.

You have to:

- Greet your classmate;
- Say your name and age;
- Say where you are from (city and state);
- Mention your nationality;
- Mention your favorite colors and school subjects.

Obs.: practice your mini-introduction at home.

Before presenting to the whole class, rehearse the mini-introduction with your classmate (you have 5 minutes for rehearsal).




Source: DS01, lesson 5; the author, 2022.

Students arrived in the English classroom very anxious, so, they wanted to present right away, maybe to reduce their anxiety. I found it surprising, because based on previous years, when they had oral presentations, even in Portuguese, some of them decided not to perform them (that was the starting point for this study).

Before starting the presentations, I told students that they should pay attention to their classmates' presentations and ask questions at the end if they wanted to. My impressions over the affordances of this communicative practice were written in the diary, as I state that

all the students were engaged in the activity and fortunately all of them presented [...]. Most students were attentive to their colleagues' presentation and could understand what their peers said in the presentation. The activity also allowed me to perceive that almost all students were intelligible, especially with the pronunciation of the words they were explicitly instructed. They felt happy and relieved after their presentation and praised their friends for their presentation as well (teacher-researcher, May 6th, Appendix C5).

I decided to design the communicative practice in this format (oral presentation for the whole class) because I wanted to see and hear my students' pronunciation to check whether they were intelligible to me and to the other peers. Fortunately, they were. At the end of each presentation, they were excited to say in Portuguese what they had understood from their classmates' presentations. I tried to stimulate the use of the L2 for the words/sentences they already knew, but that was hard, since they had only learned how to talk about themselves in English until then. At those moments, I could perceive that the students had fully understood their classmates' presentation.

I also liked to see how they were helpful with each other, especially when they realized that the others were nervous while presenting. Probably, because some had already passed by that same situation minutes before or knew they would soon pass through it as well. For instance, I noticed that a pair of students had not understood the aim of the activity. They had problems building the sentences, resulting in sentences like "where you are from is São José, Santa Catarina (their city and state, respectively)". All the other students whispered the correct structure of the sentences to them. The other students and I had to intervene and help them build the sentences (Appendix C5). That made me reflect that providing students with time to rehearse might not be sufficient to lead to intelligible productions in the L2.

As my main concern is to stimulate the L2 use in a stress-free environment, reducing my students' anxiety, I suggested in the diary (Appendix C5) changing the format of this communicative practice. Maybe, having students introduce themselves in small groups, without needing to present in front of everyone. Then, they could change the groups, and do it again

with different peers to practice some more and know more about different classmates. This way, they could produce language more spontaneously, without the need of rehearsing at home first. I could walk by the classroom to aid them as they need it, and then I could raise some questions to make sure they could understand each other. The activity as it is might apply to other classroom contexts, and though it had a positive effect in my class, I believe that it would be better if the format were different (as mentioned above).

Yet, I registered in the diary (Appendix C5) that a good idea to reduce anxiety and shyness would be creating more communicative practices along the lessons for students to get more familiar with the language and with these kinds of activity, maybe using games to motivate them to speak the L2. To sum up, the communicative practice in lesson 5 allowed me to perceive that students' pronunciation was intelligible, considering the words/sentences studied so far. But its format needs to be readjusted to reduce anxiety in class.

After the implementation of DS01, I started the second school trimester to prepare students for DS02. The next section explains in details how the second pronunciation teaching didactic sequence was administered to them.

4.2 DIDACTIC SEQUENCE 02

The communicative topic of DS02 (Appendix D) is *Talking about my family*, whose main objective is to help students talk about their families, including the grammar and vocabulary contents studied in the second school trimester (from May to late August): family members, pet animals, demonstrative pronouns, and possessive case and determiners. The answer key of the activities can be seen in Appendix E. The next paragraphs describe the previous context and the specific objectives of the activities in each lesson of DS02, starting with lesson 1.

4.2.1 Lesson 1

Lesson 1 contains eight activities within the contents of verb *to be*, pet animals and demonstrative pronouns ("this" and "these"). The self-reflection diary of this lesson can be seen in Appendix F1. It was administered on August 19th. The activities in lessons 1, 2 and 3 were designed to work on the first three steps of the communicative framework for pronunciation teaching by Celce-Murcia et al. (1996, 2010, see Chapter 2.3.1).

Students had implicitly seen the forms of verb *to be* in the Present Simple Tense in the activities administered during the first trimester. To teach them (in the second trimester) the

forms of verb *to be* in the Present Tense, I brought photos of famous people that are part of their reality to the classroom. I opted for bringing more black famous people than white ones to pay attention to their reaction, and surprisingly, no-one commented about that. So, I told them that more and more we have seen black people occupying places that once were only occupied by white people. We also discussed about how the beauty standards have been changing nowadays. I mentioned one of the Big Brother Brazil's participants, Paulo André (best known as PA), who is black and was rated as the most handsome participant of his season. Aside the famous people's photo, there was information such as: name, job, age, city, country and nationality. For example: *Paulo André is a runner. He is 23 years old. He is from São Paulo, Brazil. He is Brazilian.* After that, we moved on to the activities in students' textbook and some others created by myself.

Concerning the vocabulary related to animals, I brought pictures of many different animals with their names written in English to the classroom. Some of the animals' names were familiar to my students. I conducted a choral repetition with them, and then I asked students to repeat the names aloud. I paid close attention to the ones they would have more problems pronouncing in English. To link the class with Science, we divided the animals into the five classes: mammals, birds, fish, amphibians and reptiles. Later on, we divided them into insects, pet, farm and wild animals. To help students get more familiar with the new vocabulary, each student created a Pictionary of Animals, containing names of insects, pet, farm and wild animals. We also discussed about the role of pet animals in our society and how much they have been part of our families. I also called their attention to the use of "he/his" and "she/her", in case we know the animals' genre. As for the demonstrative pronouns, they were studied together with family members, as can be read in section 4.2.2.

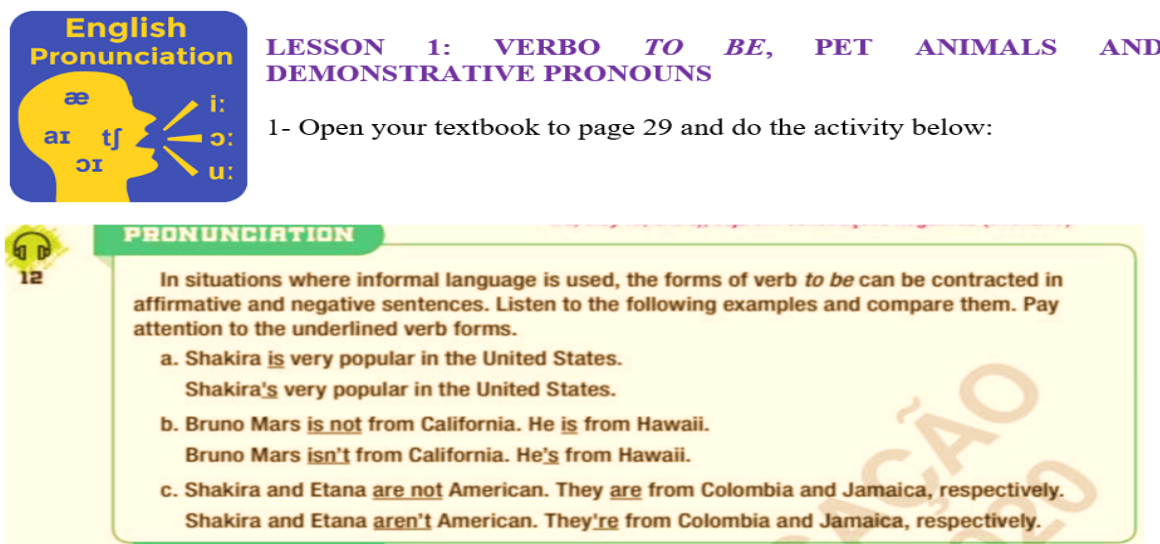
Before starting the activities found in lesson 1, I had noticed that

the weekly schedule of the lessons had changed and we had the first class of the afternoon. My students were a little noisy and agitated as they entered the classroom. They wanted to greet and talk to their peers and that disrupted the beginning of the class. As that was the first lesson of the afternoon, some students arrived late and I had to stop the class some times to explain what we were doing (teacher-researcher, August 19th, Appendix F1).

4.2.1.1 Activity 01

Activity 01 can be seen in Figure 16. Its specific objective is to perceive and pronounce intelligibly the full and contracted forms of verb *to be* in affirmative and negative sentences. It was taken from students' textbook (LACOMBE et al., 2018, p. 51).

Figure 16 – DS02, lesson 1, activity 01.



English Pronunciation

LESSON 1: VERBO TO BE, PET ANIMALS AND DEMONSTRATIVE PRONOUNS

1- Open your textbook to page 29 and do the activity below:

PRONUNCIATION

In situations where informal language is used, the forms of verb *to be* can be contracted in affirmative and negative sentences. Listen to the following examples and compare them. Pay attention to the underlined verb forms.

a. Shakira is very popular in the United States.
Shakira's very popular in the United States.

b. Bruno Mars is not from California. He is from Hawaii.
Bruno Mars isn't from California. He's from Hawaii.

c. Shakira and Etana are not American. They are from Colombia and Jamaica, respectively.
Shakira and Etana aren't American. They're from Colombia and Jamaica, respectively.

Source: students' textbook, *Become* by Lacombe et al. (2018, p. 51).

Source: DS02, lesson 1; the author, 2022.

This activity was very simple to my students. As seen in Appendix F1, they first listened to the sentences. Differently from the activities in DS01, they did not feel tempted to repeat after listening. Probably because I told them not to do so and they already had some experience with DS01. After listening, I asked students if they perceived the differences in the pairs of sentences. Concerning sentence *a*, for example, one student had observed that in the second sentence, the 's is pronounced together with the word "Shakira", as if it were a "plural word" (this was the expression the student used). Another student asked me if "they're" and "their" are pronounced likewise, and I gladly answered the question, because I did not expect any student to make that association. I consider those perceptions from my students as one of the activity's affordances, besides the fact that it provided students with an extra chance to perceive the pronunciation of the negative contractions, since they used to mispronounce those contractions (Appendix F1). When I asked for volunteer-students to read the sentences aloud, they all sounded intelligible to me, except for the word "respectively", which was stressed in the third syllable instead of the second one, making me call students' attention to that suprasegmental feature.

Notwithstanding, I realized that activity 01 was disconnected from the other activities of DS02 (Appendix F1). Right after that, we skipped to pet animals without a connection between

both activities. For the sake of research, I decided to implement the DSs after the contents were taught to students, but I believe that implementing them along the school trimester might be better to make the bridge between the contents and the pronunciation features. Admittedly, I had not felt this need administering the other activities of the DS, but concerning activity 01, I did. Thus, for future use, I would administer that activity as I am introducing the verb *to be* to students, so that it plays a meaningful role in the pronunciation lesson. For other classroom contexts, teacher can create other sentences using both the full and contracted forms of verb *to be*, read or record someone reading the sentences to students, ask them to perceive the difference in pronunciation between both forms, and then, have students practice reading the sentences aloud or even creating sentences by themselves.

4.2.1.2 Activities 02 – 04

The specific objective of this set of activities is to help students perceive and articulate the [æ] sound. These activities can be seen in Figure 17.

Figure 17 – DS02, lesson 1, activities 02 – 04.

2- Write down names of pet animals you know in English. Then, share them with a classmate:

3- What are these pet animal names in English? Say the names out loud to a classmate:








Esses quatro pets contêm o som vocálico representado pelo seguinte símbolo: /æ/. Esse som está presente em muitas palavras em inglês grafadas com a letra <a>.

4- Pay attention to your teacher as he/she articulates the /æ/ sound and then, do it yourself. Then, go back to exercise 3 and pronounce the pet names again. Pay special attention to the /æ/ sound.

Source: DS02, lesson 1; the author, 2022.

Students were excited to complete the activities (Appendix F1). I believe that pictures in the activities increase their willingness to complete them. To help students complete the

activities, I carefully explained to them what they were supposed to do in each piece of activity. Activities 01 and 02 allowed me to notice how the L1 alphabetic system may influence in the L2 spelling. As I registered in the diary (Appendix F1), they spelled the words “parrot” and “rabbit”, with a single “r” and “b”, respectively. The word “hamster” was spelled by many students following the Brazilian Portuguese fashion, “hamister”.

It is understandable, since words in BP are not spelled with double “b”. Though there are many words spelled with double “r” in BP, my students probably spelled it with a single “r” because they knew the L2 word’s pronunciation, leading them to associate the consonant [r] to the alveolar tap [ɾ], maybe because of their similarity in pronunciation. Even though they pronounced “parrot” intelligibly, they must have associated its pronunciation with the single “r” spelling, once the double “r” spelling in BP is mostly pronounced as [x], and its articulation is very different from the [r] articulation. The word “hamster” being spelled with the vowel <i> can be explained by the fact that in BP, the orthographic sequence “ms” is not likely to happen in coda position, leading students to simplify the L2 syllables (see Chapter 2.2.1 for syllable simplification), in this case, creating an extra one adding the vowel <i> between the consonants <m> and <s>, making them pronounce the intrusive [i] that was added to the L2 word.

Another finding I realized while implementing these activities is regarding the degree of difficulty Brazilian learners have to naturally produce the [æ] sound (Appendix F1). After reading the *attention note*, I helped students articulate that vowel, and I made a contrast between the [æ] and [ɛ] sounds. I let them know that in case of the animals which appeared in the activity, the context can help listeners understand what we mean, but there are words, like “bed” and “bad”, for instance, which may lead listeners into confusion, depending on the context. According to Zimmer, Silveira and Alves (2009), this is an excellent example of Vowel Assimilation (see Chapter 2.2.1) and is considered to be a transfer process of intermediate rate of use by Brazilian learners.

I also provided students with the phonotactic context where the [æ] sound may occur in English, which is mostly the sound of the grapheme <a> between consonants, but also in onset position, as in the word “aunt”, for example. Notwithstanding, I noticed in activity 04 that my students were not producing the [æ] sound while pronouncing the pet animals, but rather, they pronounced them with the [ɛ] sound (Appendix F1). After having observed this, I realized this set of activities did not fully help students acquire the [æ] sound. For future use, I suggested in the diary (Appendix F1) including two more activities: one to help students perceive and distinguish the [æ] sound from the [ɛ] sound, pronouncing different L2 words containing both

sounds to check if they could distinguish them, and then, include those words into meaningful sentences for students to practice reading, producing both the [æ] and [ɛ] sounds.

4.2.1.3 Activities 05 and 06

Figure 18 shows activities 05 and 06 whose specific aim is to help students distinguish between the [t] and [tʃ] sounds in coda position.

Figure 18 – DS02, lesson 1, activities 05 and 06.

- 5- Three of the pet names above **end** with the /t/ sound. Listen to your teacher as he/she pronounces the pet names in exercise 3 and pay attention to how he/she pronounces the final <t> sound.



É importante articular a letra <t> em final de palavras em inglês corretamente. Muitas vezes, nós brasileiros pronunciamos com um outro som, o /tʃ/, podendo resultar em uma outra palavra. Às vezes, isso pode modificar aquilo que você está dizendo. *Veja o caso da palavra “cat”. Se pronunciarmos o <t> final como /tʃ/, isso vai resultar em uma outra palavra “catch” e mudar todo o sentido da nossa frase.*

- 6- Test your partner! Pronounce the 3 pet names in exercise 3 that end with the final <t> either with the /t/ sound or with the /tʃ/ sound. Your partner must clap hands every time you pronounce the words with the /t/ sound or wink the eye if you pronounce them with the /tʃ/ sound. Don't forget the /æ/ sound also present in the words.

Source: DS02, lesson 1; the author, 2022.

I introduced these activities telling students that most of the time, Brazilian learners tend to produce the final <t> in English as [tʃ]. I told them it happens because Brazilian speakers mostly pronounce words like “tia” (aunt), “quente” (hot), and “leite” (milk) with the [tʃ] sound in both onset and coda positions, though it is possible to have variations in the pronunciation of the consonant <t> before the vowels <i> and <e>, making both [t] and [tʃ] sounds allophones in Brazilian Portuguese. Because of this, Brazilian learners tend to pronounce the consonant <t> in the L2 words like “teacher” and “cat” with the [tʃ] sound, following the fashion of their L1, which is a good example of Consonant Change (see Chapter 2.2.1).

Nevertheless, in English, these two consonants are phonemes in coda position, that is, they are distinctive and may alter the message we mean to convey. Thus, in activity 05, I pronounced the pet animals from activity 03 with both sounds so that students could perceive the difference. Then, I tested them pronouncing the same words sometimes with the [t] sound, sometimes with the [tʃ] sound. Surprisingly, they could perceive the difference (Appendix F1), meaning that it is not hard for them to distinguish between both consonants.

After reading the *attention note*, I used the word “cat” as an example, and I called their attention to the fact that depending on the context, pronouncing “cat” with the /tʃ/ phoneme will

alter the meaning of our message, resulting in a different word, “catch” (Appendix F1). Then, I used the sentence “it’s a cat/catch” as an example, and I told them what both sentences meant. They had fun after hearing that.

They loved performing activity 06 (Appendix F1). According to their feedback, they could easily distinguish between both sounds when their peers produced one or another. It can be corroborated by the work of Zimmer, Silveira and Alves (2009) which brings Consonant Change as a process of lower rate of use, that is, a process which seems to be easily overcome by Brazilian learners. However, I noticed during the lesson that when they pronounced the pet animals ending in letter <t> more spontaneously, most of them still tended to produce it as [tʃ] and not as [t] (Appendix F1), showing that though it is easy to perceive and produce both sounds due to the fact that they exist in students’ L1 inventory, their L1 is strongly entrenched (CHAGAS, 2008) and may really influence in their production.

One of the objectives in activity 06 is to work with body language in the classroom. Unfortunately, I forgot to ask students to use body language as it appears in the activity. I just asked them to pronounce the pet animals choosing one of the animals to be pronounced with the [tʃ] sound. Though it did not compromise the result that I wanted with the activity, I pointed it in the diary as one of the activity’s limitations. Besides, this set of activities lacks a controlled practice where students could read meaningful L2 sentences containing both sounds (Appendix F1).

4.2.1.4 Activities 07 and 08

The specific objective of activities 07 and 08 is to help students pronounce the demonstrative pronouns “this” and “these” intelligibly, since they usually mispronounce both words, especially the latter. The activities can be seen in Figure 19.

Figure 19 – DS02, lesson 1, activities 07 and 08.

7- Complete the sentences below with “**this**” or “**these**”:

_____ are my birds.



_____ is a turtle.



Tanto a palavra “this” quanto a palavra “these” começam com o som /ð/. É comum algumas pessoas pronunciarem esse som como [d]. Na maioria das vezes, isso não vai atrapalhar a nossa comunicação em inglês. Siga as instruções do(a) seu/sua teacher e tente articular o som /ð/. Agora, observe como o/a teacher vai pronunciar essas palavras. O que você percebeu de diferente entre a pronúncia de uma para outra?



As palavras “bird” e “turtle” contêm a vogal /ɜ/. Com a ajuda do(a) seu/sua teacher, pronuncie ambas as palavras com essa vogal. Remember: como devemos pronunciar o <le> na palavra “turtle”?

8- Read the sentences below with a partner. One helps the other. Then, read them aloud.

- a) These are my pets. b) This is my bird, Pepe.
c) These are my two turtles. d) This is a parrot.

Source: DS02, lesson 1; the author, 2022.

I started this set of activities asking students if they knew the difference between “this” and “these”. They all knew the answer and I assume they knew it because we had studied it few weeks ago (Appendix F1). Activity 07 was quite simple to my students and they all answered it correctly. When I asked for a volunteer-student to read the sentences in activity 07, I noticed that the word “bird” was pronounced intelligibly whilst “turtle” was not. I believe it happens because “bird” is a very frequent word in English (Appendix F1), though I have frequently heard some students pronouncing it as [bixd]. The word “turtle”, in turn, was pronounced unintelligibly, [ˈtux.tɹl]. It is aligned with the Literature Review of this study which claims that L1 orthography also underlies transfer during L2 speech (CABAÑERO; ALVES, 2008; SILVEIRA; GONÇALVES, 2021; ZIMMER; SILVEIRA; ALVES, 2009, see Chapter 2.2.2). However, I was glad to see that none of my students pronounced the orthographic sequence <tle> in the word “turtle” as [tli] as they used to, showing that explicit pronunciation really plays a significant role in the L2 learning.

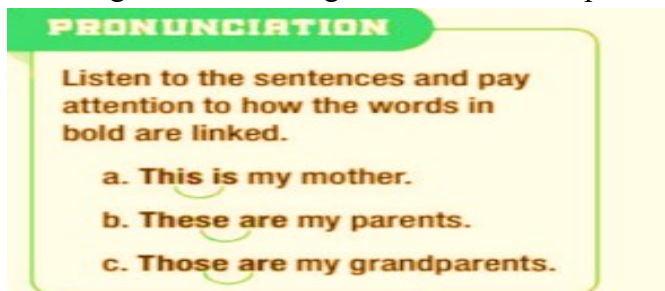
After reading the first *attention note*, I realized that my students were already pronouncing the demonstrative pronouns intelligibly, and they remembered how to articulate the consonant [θ], though I heard many students pronouncing this consonant as [d] in activity 08. When I asked them about the difference in pronunciation between both demonstrative pronouns, I was surprised hearing many of them talking about vowel length. They had perceived that the vowel in “this”, [ɪ], is shorter than the one in “these”, [i:]. However, when I asked them for any other difference in terms of pronunciation between the pronouns, they could not perceive that “this” ends with the [s] sound whereas “these” ends with the [z] sound. I had to pronounce and stress

the endings of the words sometimes until they perceived it. This finding confirms Mendes's study (2017) that the [z] sound in word-final position in English is hard for Brazilian learners to perceive and also produce, once "no voiced obstruents are produced in Brazilian Portuguese in word-final position [...] before a pause" (ZIMMER; SILVEIRA; ALVES, 2009, p. 37).

After reading the second *attention note*, I helped students articulate the vowel [ɜː] and I briefly explained to them in which phonotactic contexts this vowel may occur in English. I noticed then that they read the word "turtle" intelligibly in activity 08.

Before moving on to activity 08, I had asked students to open their textbook (LACOMBE et al.; 2018) to complete a pronunciation activity that I had forgotten to include in DS02. Its specific goal is to help students link the demonstrative pronouns with verb *to be*, and I realized it would be an aid for my students to complete activity 08. This textbook activity can be seen in Figure 20. In other classroom contexts, teachers may create other activities and even more sentences containing the demonstrative pronouns (including the word "that"), plus verb *to be*, and follow the same procedures as described in the next paragraph.

Figure 20 – Linking the demonstrative pronouns within sentences.



Source: students' textbook, *Become* by LACOMBE et al. (2018, p. 69).

After listening to the sentences in their textbook activity, I asked students to perceive how we can link the demonstrative pronouns with verb *to be* within the sentences. They could perceive how the linking is made and after that, we pronounced the boldfaced parts first, followed by the pronunciation of the whole sentences. Then, I linked the textbook activity with activity 08 and they worked in pairs/trios, taking turns reading the sentences. When I asked for volunteer-students to read the sentences aloud, I was very glad to see many of my students' hands raised, willing to read the sentences aloud and I had to have more than one student reading the same sentence to please them all. Gladder was I to see that their pronunciation was fully intelligible and they could link the words more naturally in activity 08 (Appendix F1). The next subsection shows how lesson 2 of DS02 was administered to students.

4.2.2 Lesson 2

Lesson 2 contains twelve activities within the contents of family members and possessive determiners. The self-reflection diary of this lesson can be seen in Appendix F2. It was administered on August 22nd, except for activity 12 which was administered on August 26th.

To present the family members vocabulary to students, I used their textbook (LACOMBE et al., 2018), which brings pictures of different famous television families. They learned how to create a family tree and analyzed three different family trees in class: Amina's (a character from the book *Amina's Voice*, present in students' textbook), Harry Potter's, and Coco's (famous movie characters also present in their textbook). After reading these family trees, I assigned my students to create their own family trees, containing pictures of their family members and the connection they have with each person. Parallel to the family trees, we discussed about different family formations: traditional families, single-parent families (or kids raised by family members), LGBT's families, "interracial" families, couples without children, couples with pets, foster families, and families formed by friends, especially for people who live in a foreign country. We discussed about the importance of respecting these different formations and the importance of having a home full of love. My students loved the discussion, and at no moment seemed to be uncomfortable with the issue, even after seeing the pictures of these different-formation families in their textbooks.

Before working with the possessive determiners, I introduced the possessive 's to them, using sentences like "My dad's name is...", "Amina's mom is...", and so on. Later on, I started introducing the possessive determiners, replacing the sentences above with "his name", "her name" and so on. I called their attention not to use the possessive determiner "its" to refer to pets which we know the gender. I highlighted the difference between "her" and "hair", the difference in pronunciation and meaning between "your" and "our", and "their" which refer to a group of people or things, independently of the genre. I enjoyed the opportunity to briefly talk to them about the use of "they" and "their" for non-binary people and its importance.

To present the demonstrative pronouns, I took pictures of my family members into the classroom and introduced them to my students, using sentences like "this is my...", "these are my...". I added information such as names, ages, the connection they have with me, jobs, where they are from and where they live now. Though I presented everything in English, students seemed to have understood everything. I also took advantage of this opportunity to foster the use of the possessive 's and determiners in my presentation. Students were quite curious to know more about my family and asked me a lot of questions. To illustrate the use of "that" and

“those”, I used objects and people in the classroom, besides raising questions to check if they had understood the differences among each demonstrative pronoun.

Concerning the challenges I faced while administering lesson 2, I registered in the self-reflection diary that

it was very hard to get their attention in the beginning of the lesson, because it was their first class on a Monday afternoon. They wanted to talk about the weekend (they were very noisy) and there were some late comers. They were all present. Unfortunately, I could not administer all the activities on the same day, and I had to leave the last ones for the following lesson (teacher-researcher, August 22nd, Appendix F2).

4.2.2.1 Activities 01 and 02

The first two activities of lesson 2 aim at noticing to what extent the sounds of the L2 words (family members) influence students’ spelling. They can be seen in Figure 21.

Figure 21 – DS02, lesson 2, activities 01 and 02.

LESSON 2: FAMILY AND POSSESSIVE DETERMINERS

1- Oral dictation: listen to your teacher dictating some words related to family in English and write down what you hear. Then, compare your answers with a classmate:



2- Your teacher needs 8 students to go to the board to write the words from the dictation. Any volunteer??? Did you get all the words?

Source: DS02, lesson 2; the author, 2022.

As registered in the self-reflection diary (Appendix F2), students were excited to complete both activities, especially activity 02 where they had to write the words from the dictation on the board. As I know they love going to the board, I decided to include this motion into the lesson. Before starting the dictation, I told them that all the words from the dictation were related to family members. I also let them know that I would repeat each word three times. After completing activity 01, they compared their answers with a classmate, and most of them said some words were written differently. The words from the dictation appear in Appendix E.

Activity 02 was hard to administer because many students wanted to participate, and they wanted to go to the board to write the words that they themselves had chosen. When they were not chosen to write the words they wanted, they got upset. In order to reduce their

disappointment, I asked them to pay attention whether their peer would write the words correctly, otherwise, they could go and “correct” them. Through this activity, I could notice that the words “dad”, “parents”, “uncle”, and surprisingly “aunt” were spelled correctly by almost all the students (Appendix F2). I believe it happened because those words frequently appeared in the lessons.

On the word hand, the words “nephew”, “niece”, “cousin”, and “daughter” posed a big difficulty to them. Following the diary (Appendix F2), the word “nephew” was spelled by many students as “nefil”. One student could perceive that it is spelled with <ph> and I enjoyed the opportunity to briefly talk about this grapheme, saying that in the past, the word “farmácia” (drugstore) was spelled with <ph>, and then, I asked if they knew any other word whose <ph> is pronounced as [f]. Surprisingly, a student mentioned the proper name “Sophia” and another one mentioned the name “Philipe”. So, I explained to them that in English, both spellings (<f> and <ph>) are possible for the [f] sound. Conversely, no student could perceive that “nephew” is not spelled with <l>. Thus, I took advantage of that to raise their awareness about the pronunciation of the dark [l], pronouncing the word with the [l] sound and then with the approximant [w]. Though they could perceive the word sounded a bit odd, they could not notice which sound was in the word-final position, maybe because in BP, words ending with the grapheme <l> are pronounced as [w].

Considering the words “niece”, at first students spelled it as “nice”. Then, I pronounced the result of their spelling, and asked them if they knew the meaning of that word. Some students could answer my questions, saying its meaning (“nice” means “legal” in BP). In addition, I said the sentence “I have a nice niece”, and after that, one student could perceive it is spelled with <ie>, probably because I had used that same sentence when I was talking about my family in previous lessons. Then, I told students that in English, the orthographic sequence <ie> is pronounced as [i:]. At this time, I had thought of talking to them about the silent “e” which applies to many words ending in <e> in English, but I was afraid that would be too much information for that moment. The word “cousin” was spelled by many students as “cozin”. One student could write the word correctly at first, but when I asked the student to pronounce the word, it was pronounced as [ˈkow. zən].

As for the word “daughter”, in its turn, students came up with different spellings: “douter”, “dauther”, and “daugther”. That was definitely the hardest word for them to spell. After the first student wrote the first abovementioned spelling on the board, I asked them if that was right. Still in doubt, some students said it was spelled with <au>, resulting thus in the second spelling. I believe the first spelling might have any relation with the spelling of the word

“cousin”, as some of them might have assimilated the vowel [ʌ] in “cousin” to [ɑ:] in “daughter”. After the second spelling appeared on the board, another student reported missing the grapheme <g>, and though the student was uncertain of where in the word that grapheme would appear, it was placed correctly in the word. Then, I had the idea of pronouncing the last spelling articulating the consonant [ð], since the grapheme <th> had appeared on the board and I asked them if that sounded like [ˈdɑ:.tə]. They all agreed it sounded differently; however, no one could spell the word correctly. Lastly, I wrote the word correctly on the board and told them why that word is so hard for Brazilian learners to spell and pronounce, showing the number of silent letters in the word, and asking them how many syllables they could hear in the word. Fortunately, they all answered they could hear two syllables.

Again, it is possible to notice the influence of L1-L2 grapho-phonico-phonological transfer over students’ spellings and pronunciation, corroborating the Literature Review of this study (see Chapter 2.2.2), emphasizing thus the importance of explicit pronunciation teaching in the L2 learning as an attempt to overcome the difficulties posed by the L1. This set of activities can be done with different vocabulary topics, in different classroom contexts, considering students’ level and the vocabulary contents they are learning in class.

4.2.2.2 Activities 03 – 06

This set of activities is connected with the one described in the previous paragraph. Nonetheless, its specific goal is to help students perceive and articulate both the [æ] and [ɛ] vowels, as can be seen in Figure 22.

Figure 22 – DS02, lesson 2, activities 03 – 06.



ATTENTION!

Você se lembra da vogal /æ/? Muitas vezes, nós brasileiros trocamos o som da vogal /æ/ pela vogal /ɛ/, que soa como “é” em português. Isso acontece porque não temos o som do /æ/ em português e por isso, substituímos por um som semelhante existente na nossa língua. Porém, dependendo do contexto em que usamos as palavras, podemos alterar o significado delas e gerar confusão na hora de falar.

Veja o caso da palavra “dad”. Se pronunciarmos o <a> como /ɛ/, isso vai resultar em uma outra palavra “dead” e mudar todo o sentido da nossa frase.

3- Listen to your teacher pronouncing the words below with both the /æ/ and /ɛ/ sounds and notice the difference. Then, pronounce the same words below with a classmate. Pay attention to the /æ/ sound.

AUNT
DAD

4- Which other words for “dad” and “mom” do you know in English?

5- What is the difference in terms of pronunciation between “dad” and “daddy”?

6- Complete the sentences below and read them to a partner:

a) My mom’s name is _____

b) My dad’s name is _____

Source: DS02, lesson 2; the author, 2022.

After a volunteer-student read the *attention note*, I asked students if they remembered the [æ] sound present in the pet animals from lesson 1 (cat, rabbit, etc.). They answered “yes”, but they actually articulated the [ɛ] sound as they told me the pet animals. I told them that though many times it does not hinder our intelligibility in English because of the context the words will be found, we have to pay attention to words like “dad”. When I asked them which word that would result in case they pronounced it with the /ɛ/ vowel, many of them knew the answer and had fun saying that in the sentence “he is my [dɛd]”, they would actually mean in Brazilian Portuguese “ele é meu morto”. My feedback then was positive. But I told them that the context could undo that misunderstanding. Then, I asked them in English “who is the dead?” and a student got its meaning right away, making all of them laugh a lot. Finally, I finished that part stating the importance of speech intelligibility in sentences/questions like that.

As we moved onto activity 03, students had no difficulty perceiving when I pronounced the words either with the [æ] or with the [ɛ] sound. Nevertheless, I noticed that they would still pronounce the words in activity 03 with the [ɛ] sound due to the influence of their L1. As seen in section 4.2.1.2, I have observed that the [æ] sound is hard for Brazilian learners to produce, especially in spontaneous/natural speech. I noticed that as students completed activity 06, saying their mom’s and dad’s names to their peers, almost all of them pronounced “dad” as [dɛd], which means that the vowel [æ] deserves more attention in my future pronunciation lessons.

Activity 05 allowed me to perceive that my students are improving their awareness regarding the L2 syllables. Some students noticed that the final <d> in “dad” is almost unreleased and if we pronounce it as [di], that would mean “daddy”. I complimented the student for having observed that and stated that both words would still impart the same meaning, though the latter is commonly used by kids rather than the former. Taking advantage of that student observation, I asked how many syllables each word (“dad” and “daddy”) has, and they could answer my question correctly, leading the same student to point out that the word “daddy” gained an extra syllable by adding the orthographic sequence “dy” to it.

For future use, as I commented in the diary (Appendix F2) and also in lesson 1 concerning the [æ]-sound activities (see section 4.2.1.2), I suggested creating controlled activities to reinforce both perception and especially production of the vowel [æ], and later, creating another one where students would produce this sound in a more natural fashion so that I can notice whether there will be any improvement in their pronunciation, regarding this sound.

4.2.2.3 Activities 07 and 08

The specific goal of activities 07 and 08 is to raise students' awareness about the differences between spelling and sound in the L2, including the silent letters, as seen in Figure 23.

Figure 23 – DS02, lesson 2, activities 07 and 08.

7- **YES or NO?** Listen to your teacher pronouncing the words below and circle “yes” or “no” according to what you hear:

AUNT / COUSIN	a letra <u> é pronunciada.	YES / NO
UNCLE	a letra <u> é pronunciada como /u/; a última sílaba, “cle”, é pronunciada como /kli/.	YES / NO YES / NO
NEPHEW	<ph> é pronunciado como /f/.	YES / NO
NIECE	<ie> é pronunciado como /i/.	YES / NO
DAUGHTER	<gh> não é pronunciado.	YES / NO
PARENTS	a sílaba mais forte é a primeira.	YES / NO

8- Compare your answers with a partner and check them with your teacher. Then, listen to your teacher's feedback.

Source: DS02, lesson 2; the author, 2022.

In order to help students understand the activities, I read the words in the first column (the family members), followed by the sentences in Portuguese in the second column, and finally, I instructed them to circle either “yes” or “no” in the third column, according to each statement in the second column. They first completed activity 07 individually, and then, in activity 08, they compared their answers. Following my students, their answers agreed for almost all the statements.

Concerning the affordances of this set of activities, I registered in the diary that

activity 07 helped me perceive that even though my students have problems pronouncing the words in the activity (family members), they had no problems perceiving the silent letters in the L2 (aunt, cousin, niece, daughter), the L2 sounds which are different from their L1 (uncle, nephew, etc.), and the syllable stress in the L2 (parents). In activity 08, my feedback was provided by raising questions calling my students' attention to the deviant pronunciation (for instance, I asked them how the word “daughter” would be pronounced if the <gh> were produced, and so on). All my questions were answered satisfactorily (teacher-researcher, August 22nd, Appendix F2).

As seen in the comment above, my feedback in activity 08 was provided by raising questions concerning the deviant pronunciation of the words in activity 07. I asked them to pronounce the words exactly the way they are spelled, and right after, I asked them how the words should be pronounced to sound intelligible.

Considering the pronunciation of the word “parents”, they noticed as they pronounced it stressing the second syllable that it sounds similar to the word “parentes” in BP. I took the opportunity to ask them the meaning of the word “parents” to make sure they know it is a false friend (we had talked about it in previous lessons). Fortunately, they all knew its meaning.

I enjoyed the opportunity considering the word “cousin” to briefly talk about the sound of the [ʌ] vowel, present not only in that word, but also in words like uncle, brother, and mother. I mentioned so, because Brazilian learners frequently perceive and produce this vowel as [ɔ], especially because of the presence of letter <o> in the last two words aforementioned (ZIMMER; SILVEIRA; ALVES, 2009). Again, it is possible to notice the effects of grapho-phonetic-phonological transfer over students’ productions. Notwithstanding, I did not spend too much time over it, because in those cases, it does not affect students’ intelligibility in English.

I did not find any limitations in this set of activities. I believe they can be carried out the way they were designed. Teachers can follow this model of activities to create similar ones considering other vocabulary topics to help students raise their L2 phonological awareness.

4.2.2.4 Activities 09 – 11

This set of activities was designed after reading Alves (2012) which brings kinds of activities to raise students’ awareness over the L2 phonological system, including awareness of the L2 rhymes, calling attention to the fact that words with different spelling may have the same sound in the L2. As it was designed for sixth-graders, I wanted a simple activity, aiming to increase its complexity in the years ahead. Activities 09 – 11 can be seen in Figure 24.

Figure 24 – DS02, lesson 2, activities 09 – 11.

9- Read the words below. Now, listen to your teacher pronouncing 7 different words which rhyme with them. Number them (1 – 7) according to the rhyming order:

DAD - NIECE - AUNTS - NEPHEW - UNCLE - COUSIN - DAUGHTER

Words your teacher dictates	
1	() DAD
2	() NIECE
3	() AUNTS
4	() NEPHEW
5	() UNCLE
6	() COUSIN
7	() DAUGHTER

10- Check your answers with a partner and then, listen to your teacher's feedback.

11- Use the words in the box to complete the sentences below. The words you use should rhyme with the boldfaced word in each sentence. Then, read the sentences and check your answers with a classmate:

GREECE – WATER – CURFEW – PANTS – SAD – DOZEN – ANKLE

- a) My **uncle's** _____. b) Our **niece** is in _____.
 a) Maria's **daughter** loves _____. d) **Dad** is _____.
 e) I have a _____ **cousins**. f) _____ rhymes with **nephew**.
 g) **Aunts'** _____ are jeans.

Source: DS02, lesson 2; the author, 2022.

At first, students did not understand what they were supposed to do in activity 09 (Appendix F2). I had to spend some considerable time for them to fully understand it. One student had realized that the words that I was dictating were written in the box of activity 11. Therefore, for future use, I suggest removing the box in activity 11 and have students write the words in the first column of the table in activity 09 as we check the answers in activity 10, not to compromise the objective of activity 09 (Appendix F2).

After students compared their answers with their peers, I used the sentence “_____ (words from the dictation) rhymes with _____ (words from the box)” to check their answers (they provided me with the answers to “complete” the second gap). In spite of having some questions at first, my students said they all agreed with the answers and I could make sure of that in activity 10, as they all gave me the right rhyming words.

Notwithstanding, I realized that all the words I had chosen for the dictation had the same endings as the ones in the box. That is why I did not want students to see the words from the dictation in advance, so they could count only on the words' pronunciation. Moreover, I could have chosen at least two words for the dictation whose rhyming spellings are totally different, in order to raise their awareness about the fact that different spellings may have the same sound in English, as expected in the activity's goal. Despite that, I told students about that fact when I provided them with feedback in activity 10, using the words “cousin”, <i>, and “dozen”, <e>.

and the words “nephew”, <ph>, and “curfew”, <f>. However, as they are in the sixth grade, I may increase the level of complexity concerning the L2 rhyming words later on.

In activity 11, students practiced reading the sentences in pairs, and then, I asked for volunteer-students to read them aloud. I was glad to see that their pronunciation was intelligible, except for the words “daughter” and “our”, which may hinder their L2 speech intelligibility. Actually, these words pose a lot of difficulty to my students in terms of pronunciation, leading me to reinforce them in my future pronunciation lessons.

4.2.2.5 Activity 12

The specific goal of this single activity is to help students pronounce the possessive determiners in an intelligible manner. Figure 25 shows how it appeared to them.

Figure 25 – DS02, lesson 2, activity 12.

12- Listen to your teacher reading the sentences below and complete them with a possessive determiner (my, your, his, her, its, our, their). Check your answers with a classmate.

- What is _____ grandparents' names?
- _____ names are Helena and Raul. They live with _____ parents.
- Nice! I live with _____ grandmother. _____ name is Tita.



- “My” se pronuncia como /maɪ/. Se pronunciarmos essa palavra como /mi:/, ela vai significar uma outra palavra em inglês.
- “Your” e “Our” são palavras que significam coisas diferentes. Preste atenção em como seu/sua teacher vai pronunciar-las. Você consegue perceber a diferença?
- “Her” se pronuncia como /hɜːr/. Se pronunciarmos como /her/ or /ɛr/, isso pode gerar confusão e dificultar a comunicação. Você sabe o que a palavra /her/ significa?
- “Their” se pronuncia como /ðeɪr/, a letra <i> não é pronunciada. Você lembra como se pronuncia o som da consoante /ð/ presente no início da palavra?

Source: DS02, lesson 2; the author, 2022.

Before administering this activity, I asked students if they recalled the possessive determiners we had studied weeks ago. I asked it because I wanted to hear their pronunciation in advance to check if there would be any improvement later on. Words like “her” and “their” were first pronounced in a manner that could hinder their intelligibility, whilst the word “our” was pronounced unintelligibly. It sounded sometimes like [ɔ:r], sometimes like [ɔwr].

After listening to students recalling the possessive determiners, I moved onto activity 12. The answers are provided in Appendix E. I read the sentences from the short dialogue twice: at first, emphasizing the possessive determiners, and at last, in a more natural speed. After

checking their answers with their classmates, I asked for two volunteer-students to read the short dialogue aloud to provide them with an extra opportunity to get the answers from their classmates' reading. Once we checked the answers together, some students read the *attention notes*. After that, I asked for a different pair of students to read the mini-dialogue again, which allowed me to perceive that

[...] there were some students who still pronounced “my” as [mi:]. They usually confuse the pronunciation of “our” with “your”, besides the fact that some pronounced the word “our” unintelligibly. “Her” and “their” were pronounced intelligibly (teacher-researcher, August 26th, Appendix F2).

Considering the word “my”, I had noticed that when students spoke it without any written input, their pronunciation was intelligible. However, because of the effects of the grapho-phonetic-phonological transfer, when they had to read sentences containing that word aloud, some students pronounced it as [mi:].

I had already noticed that students tend to confuse the pronunciation of the words “your” and “our”. That is why I included this point in the *attention note*. When they tried to pronounce the word “our”, almost all of them would still pronounce it unintelligibly, even after having read the *attention note*. As I had already pointed out in section 4.2.2.4, I have to focus on the pronunciation of this word in future pronunciation lessons.

The word “her”, and surprisingly the word “their” were pronounced intelligibly. I was glad not to hear them pronouncing the letter <i> in the latter. As for the word “her”, I asked them how they would say the sentence “o cabelo dela é vermelho” in English (her hair is red). At first, they found it a tongue twist, but then, they pronounced the sentence intelligibly.

In the diary (Appendix F2), I wrote that this activity lacks more practice concerning the possessive determiners. The mini-dialogue is way too short. Perhaps, students could create a short dialogue containing the possessive determiners and present it to the whole class as a way to provide them with more practice and more opportunity to pronounce the possessive words. As this activity was actually administered on August 26th, insofar as students did not have time to complete it together with the other ones in lesson 2, we then moved to the activities in lesson 3, as can be seen in the following section.

4.2.3 Lesson 3

Lesson 3 was administered on August 26th. It contains three controlled activities and their self-reflection diary can be seen in Appendix F3.

4.2.3.1 Activities 01 and 02

Figure 26 shows the first two activities of lesson 3, whose specific goal is to have students practice the L2 sounds/words (segmental and suprasegmental features) related to the contents studied in previous lessons through a dialogue-reading.

Figure 26 – DS02, lesson 3, activities 01 and 02.

LESSON 3: TIME TO PRACTICE

1- TIME TO PRACTICE: read the dialogue between Paula (P) and Bruno (B) in pairs. Pay special attention to the words in bold. One helps the other.

P: Hey Bruno, where are you from?
 B: I'm from Blumenau. It's a beautiful city!
 P: And how old are you?
 B: I am eleven years old. And you?
 P: I'm twelve. What's **your** favorite color?
 B: I like **red** and black.
 P: **Red** is my favorite color, too.
 B: And do you have brothers and sisters?
 P: I have a sister. **Her** name is Patrícia. She's **thirteen**.
 B: My family **isn't** big. It's me, my two **dads** and **our cat**.
 P: Wow! You have two fathers.
 B: Yes, **dad** and **daddy**. **Their** names are João and Paulo.
 P: And what's **your cat's** name?
 B: My **cat's** name is Bibi. She is just one year old.
 P: Just like my **rabbit**, Tito.

2- Take turns reading the dialogue above. Would you like to present it to the whole class?



Source: DS02, lesson 3; the author, 2022.

Students really loved performing the dialogue in pairs (Appendix F3). It was possible to see that all of them were willingly reading the dialogue aloud, and the ones who had finished it quickly, asked me if they could repeat it, even after having performed activity 02 (where students have to take turns reading the characters' lines in the dialogue). That is why I suggested in the diary (Appendix F3) that if time allows, teachers may ask their students to change pairs to provide them with more opportunities to practice the L2, hear different accents, and establish rapport in the classroom.

As I registered in the self-reflection diary (Appendix F3), I was surprised to see that three pairs of students willingly wanted to read the dialogue aloud to the whole class, and gladder was I to observe that one of the pairs was fully intelligible, as much so that all the other students vigorously clapped their hands at the end of their performance. It is very satisfying for teachers to see how their students have been improving the language along the school year (and that was not different with me). In addition, I could perceive that my students were starting to connect their L2 speech while reading the dialogue aloud.

Yet, some students had observed that one of the characters in the dialogue, named Bruno, has two fathers to whom he calls “dad” and “daddy”. It was a great opportunity to remind them about family formations nowadays (we had already discussed about it in previous lessons, see section 4.2.2). Besides, I took the opportunity to remind them about the [æ] pronunciation in both words, and to the fact that the latter has two syllables whereas the former has only one. Students stated that it is a good way to distinguish between both fathers (calling one “dad” and the other “daddy”) and they added one more word to help that distinction, “papa”. We did the same for the words related to mother (“mom”, “mommy”, and “mama”).

In general terms, most students were intelligible while reading the dialogue aloud. Words like “her”, “their”, “thirteen”, and “red” did not hinder their intelligibility. Nevertheless, the letter <a> in the words “cat” and “rabbit” sounded like [ɛ] by almost all the students (Appendix F3), once again, showing that the [æ] sound is hard for Brazilian learners to produce in natural speech (see sections 4.2.1.2 and 4.2.2.2), though I believe that in the dialogue context, it would not hinder their intelligibility in English. I also perceived that they produced the [r] sound intelligibly.

The word “our” was once again the hardest word for my students to pronounce (see section 4.2.2.5). Except for the pair of students who was totally intelligible, this possessive determiner was sometimes mispronounced as “your” (probably because of their similarity in spelling), and sometimes it was pronounced as [ɔ:r] by some students, or as [ɔwr] by others (Appendix F3). These mispronunciations might hinder their L2 speech intelligibility.

As observed in Appendix F3, the verb “to have” was often pronounced by many students as [ˈhei.v(i)]. After noticing that, I decided to include this verb among the words I am going to focus on DS03 (see section 4.3.1), since we are going to study the Simple Present Tense later on to enable students to describe their routines and hobbies, besides talking about other people rather than themselves in the Present Tense.

After performing the dialogue in pairs, students were eagerly waiting to complete activity 03, since I had told them the lesson before that they would have to bring their cell phones into the classroom. This activity is described in the following subsection.

4.2.3.2 Activity 03

Activity 03's specific goal is to practice L2 intelligibility reading sentences containing sounds and words in English which are hard for Brazilian learners to pronounce, using the Google Translator resource. It is shown in Figure 27.

Figure 27 – DS02, lesson 3, activity 03.

- 3- CHALLENGE:** type the sentences below on Google Translator. Then, listen to their pronunciation. When you are ready, click on the Google Translator microphone icon  and read the sentences aloud. Check if Google Translator recognizes your speech.
- a) Who is the dad?
 - b) We have two rabbits and one cat.
 - c) Your aunt is our best friend!

Source: DS02, lesson 3; the author, 2022.

My students' reaction concerning this activity was as I had expected, they were really excited to use their cell phones in class (Appendix F3). In order to prepare them to perform this activity,

I shared my internet service with my students, read the three sentences to the whole class and asked if they had understood the sentences. I called their attention to the fact that depending on their pronunciation and the context of the sentence, their speech might be hard to process and even sound unintelligible. I also asked them to attempt to use some suprasegmental features studied before while reading the sentences [...] (teacher-researcher, August 26th, Appendix F3).

With this activity, I wanted students to use Google Translator in a way which would improve their L2 learning in terms of speech intelligibility. I have been observing that most of them use this Google resource only as a translator, and many times, they type the whole text in Brazilian Portuguese for the translator to render it into English. So, I wanted to show them a different way to use this resource to improve the L2, especially if they are studying alone in their houses, since this is one of the benefits of this kind of resource (MOUSSALLI; CARDOSO, 2019). As seen in the activity's instruction, they can type the words/sentences in

the translator, listen to their pronunciation and then, practice pronouncing the words/sentences to foster L2 speech intelligibility.

Worried about time constraints, I only created three sentences for this activity. Though it can be administered the way it was designed (Appendix F3), in other classroom contexts, more sentences may be added. The activity can also be refashioned by teachers. Depending on their students' level, teachers can have the words which might compromise students' L2 intelligibility in a box, and in pairs, students can create sentences themselves before reading them to Google Translator. To provide students with more opportunities to practice the L2, teachers can use the sentences created by the pair of students to sort them out for other pairs to read using Google Translator.

Concerning the affordances of this activity, I noticed that as I had spared more time for it (Appendix F3) and there were few sentences, students had more time to foster their intelligibility and to help their peers, as they were working in pairs. The second teacher of the class and I had to lend our mobile phones to students, for there were students who did not have one. They loved this interaction with Google Translator, because after reading the sentences, it

translated their speech into Portuguese and some of them could see by themselves that depending on their pronunciation, their speech could mean something different. For instance, many students reported that Google translator had translated the sentence "who is the dad?" as "quem é o morto?", giving me more opportunity to talk about intelligibility in class. In general, they did not have difficulties pronouncing the sentence "we have two rabbits and one cat", though some students did not sound intelligible to Google translator because of the pronunciation of "have", [ˈhei.vi]. The word "our" in the sentence "your aunt is our best friend" made this sentence the hardest one for my students [...] (teacher-researcher, August 26th, Appendix F3).

Through this activity, I could really notice that while performing it, students could definitely understand in practice what intelligibility really means, as well as the danger of an unintelligible speech in the L2. They had a lot of fun as Google Translator translated their speech in the first sentences as "quem é o morto?" (Who is the dead?). It made them reinforce the articulation of the [æ] sound and after some attempts, it worked out. As seen in my comment in the last paragraph, the pronunciation of the verb "to have" hindered students' intelligibility by Google Translator. I believe that in human-to-human interaction, it would not hinder their intelligibility because of the context. Regarding the last sentence though, only one pair of students sounded intelligible to Google Translator. Purposefully, I had included the words "your" and "our" in the same sentence to check if they would pronounce both words in the same manner, but at this time, they did not (as far as I could hear). However, there was not any

improvement in terms of intelligibility for the word “our” (in my point of view). They kept pronouncing it as [ɔ:r] or [ɔwr].

After having observed this difficulty with the pronunciation of the word “our”, I was reflecting upon ways to help students overcome this difficulty. Maybe a good manner would be comparing this word with other words that they already know and do not mispronounce, such as “cloud” and “mouse” to foster the similarity in spelling for the diphthong [aʊ], and the words “flower”, “power”, and “shower” to foster the fact that though they differ in spelling from “our”, they all end with the same sound, [ʼaʊ.ə]. Besides, a rhyming activity including these and other words could be helpful for students’ perception and production.

Unfortunately, I could not notice my students practicing some suprasegmental features in this activity. I suggest that teachers ask for volunteer-students to read the sentences aloud after the activity is completed to pay more attention to those features. The next subsection provides information concerning the administration of lesson 4.

4.2.4 Lesson 4

Lesson 4 was administered on August 29th. It contains four activities to practice step 4 of the communicative framework for pronunciation teaching proposed by Celce-Murcia et al. (1996, 2010). The self-reflection diary of these activities can be seen in Appendix F4. They were rather hard to be administered in comparison to the previous lessons. According to my comment in the diary (Appendix F4), some students were pretending they were completing the activities when they were actually talking about other things (they were all paired up to complete the activities). I guess it happened because that lesson took place on a Monday, and it was their first lesson on that day and they usually enjoy talking about their weekend with their peers. I often allow them to do so, but as I was worried about the time, I had to walk around the classroom to bring their attention into the activities (and it happened during almost all the lesson). It took some considerable minutes for them to be fully engaged in the activities.

4.2.4.1 Activities 01 and 02

The first two activities of lesson 4 aim to practice the pronunciation of family members in English talking about Lisa Simpsons’ family tree. Figure 28 shows how the family tree activities appeared to students.

Figure 28 – DS02, lesson 4, activities 01 and 02.

LESSON 4: GUIDED PRACTICE

- 1- Work with a partner. Observe Lisa Simpson's Family Tree and say the connection the people have with her:



- a) **Bart:** *Bart is Lisa's brother.*
 b) **Maggie** c) **Patty and Selma** d) **Homer and Marge**
 e) **Herb** f) **Abraham and Mona**

- 2- Complete the sentences below and then, check your answers with a partner:

- a) **Lisa is Herb's** _____ b) **Bart is Herb's** _____
 c) **Lisa is Homer and Marge's** _____

Source: DS02, lesson 4; the author, 2022.

This set of activities was rather simple to students, probably because they had already read other family trees along the trimester (see section 4.2.2). Yet, I believe it might be the reason behind their disinterest (since they could be tired of reading family trees). In the self-reflection diary (Appendix F4), I suggest using less family trees in previous lessons so that students might get the most out of these two activities, though I noticed that in comparison to the previous ones, they had read Lisa's tree easier and faster, thanks to the experience they had had with reading previous family trees.

In addition, I noticed that students' pronunciation concerning the family members vocabulary in English was mostly intelligible (Appendix F4). Words like "parents", "uncle", "aunt", "niece", and "nephew" were pronounced intelligibly. I also noticed some improvement with the word "daughter" at this time. I believe it happened because they did not have that word written in the activity, meaning that the relation between letter and sound could not influence their pronunciation. Unfortunately, I forgot to include the relation Lisa has with Ling in the activity. Had I done so, I could have observed if there would be any improvement for the pronunciation of the word "cousin" since they would not have the written input in the activity

either. After that, we moved onto activity 03 whose level of complexity was higher as described in the next paragraphs.

4.2.4.2 Activities 03 and 04

The aim of this set of activities is to guide students to talk about other people's family members and theirs, including more details such as family connection, names, and ages. These activities appear in Figure 29.

Figure 29 – DS02, lesson 4, activities 03 and 04.

3- Work in pairs and talk about the families below. Follow the example:



FELIPE'S FAMILY

MOM: Sara, 40.
DAD: Tadeu, 38.
SISTER: Carol, 1.
DOG: Scooby, 4.

This is Felipe's family. His mother's name is Sara. She is 40 years old. His father's name is Tadeu. He is 38. His sister's name is Carol. She is 1 year old. Scooby is their dog. He is 4.



MARCOS'S FAMILY

UNCLE: Pedro, 30.
AUNT: Rita, 29.
COUSIN: Paulinha, 2.
CATS: Melina and Sabrina, 3.



ALICE'S FAMILY

GRANDMA: Teresa, 61.
MOTHER: Lúcia, 39.
SISTER: Aline, 15.
RABBIT: Algodão, 13.

4- Now, talk about your family in the same way.

Source: DS02, lesson 4; the author, 2022.

By the time I planned activity 03, I had already expected that most of the students would have some troubles completing it. I had observed through previous lessons that they were more prepared to provide information about themselves in the L2, but not so prepared to talk about other people. Although I had provided them with activities which would help them talk about other people's families, I wrote in the self-reflection diary that my students would still need more preparation to perform this activity (Appendix F4).

For expecting that difficulty, I decided to include one example in the activity (Felipe's family, see Figure 29) to guide students towards their L2 production. Besides, I raised some questions concerning Felipe's family to help them understand the activity more easily, such as: *What is the name of Felipe's mother? How old is she? Do they have a dog? What's his name?* and so on. As they provided me with the answers, I helped them build the sentences in English. After exploring the picture with students and the information beside the picture, I asked them to read the small paragraph provided in the activity about Felipe's family and then, I asked for a volunteer-student to read it aloud. In addition, I quickly reviewed the use of "his" and "her" for knowing that they usually confuse both words, and sometimes mix them up with the word "your". Unfortunately, that was not enough. They had a hard time understanding and performing the activity, resulting in sentences like "Uncle, Pedro, thirty years (old)", for instance (Appendix F4).

After perceiving that difficulty, I decided

to provide them with more examples, [...] I worked together with them to talk about Alice's family tree (one of the characters in activity 03) and we went step by step talking about it. Again, they seemed to have understood how to talk about others' family, but when they had to build the sentences alone, they had the same difficulties they had had before. Unfortunately, no-one produced language as I expected, but I was fine to see that their pronunciation was intelligible [...] (teacher-researcher, August 29th, Appendix F4).

To be able to conduct activity 04, I had previously asked students to bring pictures of their family members into the classroom (either printed or in their cell phones). Also, I quickly reviewed the use of "this" and "these". After that, I paired up the students and asked them to talk about their families with a classmate (activity 04). I designed this activity in order to provide them with more practice before they performed the activity in lesson 5. As I registered in the diary (Appendix F4), activity 04 was easier for students to perform, which is totally understandable, once they had been learning how to talk about themselves since the beginning of the school year.

Unfortunately, few students had brought the pictures into the classroom (Appendix F4). So, I had to ask those students to talk about their families without the pictures, which compromised the goal of the activity. Words like "dad" and "cousin" did not sound fully accurate, but sounded intelligible (which is the main aim of this research-study). This activity allowed me to perceive that I need to reinforce the use of the *possessive 's* in class, since I had observed that a considerable number of students spoke sentences like "my mom name is...", etc. Therefore, it is possible to state that although they have problems in building sentences in

the L2 (especially in the beginning stages), an intelligible pronunciation might serve as a good aid to help them convey their meaning in the L2.

At the end of the class, I reminded them to bring more pictures of their families for next lesson so that they could talk about their family members to a different classmate, following the instructions in lesson 5. I told them they could draw their families in case they did not have printed photos or a cell phone to display them. The results of the last lesson of DS02 are described as follows.

4.2.5 Lesson 5

Lesson 5 is a communicative activity whose aim is to have students talk about their family members showing pictures to their classmates. In BNCC, it appears in the ability's code EF06LI06, where students have "to plan a presentation about the family [...], sharing it orally with the class" (BRASIL, 2018, p. 249, my translation). This lesson took place on September 1st and Appendix F5 brings the self-reflection diary I wrote concerning that lesson. Figure 30 displays how the instructions to perform this activity appeared to students.

Figure 30 – DS02, lesson 5, communicative practice.

LESSON 5: COMMUNICATIVE PRACTICE

TALKING ABOUT MY FAMILY

1- Prepare a photo presentation talking about at least 05 members of your family. You can include your pets, if you have them.

ATTENTION: if you don't have a photo of your family members, you can show them from your cellphone, or even draw them on a white sheet of paper.

You must include:

- The connection you have with the person, his/her name and age;
- At least one of the following members: uncle, aunt, or cousin.

Obs.: practice your mini-introduction at home.





Source: DS02, lesson 5; the author, 2022.

In order to prepare students to perform this communicative practice in class,

I had asked my students to bring pictures of their family members to the classroom. They could show the pictures in their cell phones, if they had one, or draw their family

members, for the ones who like drawing, and neither had printed photos nor a cell phone to show the pictures. I paired up my students and let them speak about their families among them. As I had difficulties to hear them speaking because of the noise and I realized some students were doing other things rather than the activity proposed, I told them I would listen to each pair speaking outside the classroom. They liked the idea (teacher-researcher, September 1st, Appendix F5).

Unfortunately, not all the students brought the pictures into the classroom (Appendix F5), so, I decided to pair the ones who brought the pictures together, and I did the same with the ones who had not brought them. I did it as a way to value the efforts done by the students who did their part (fortunately, most of them had brought the pictures as I had requested the lesson before).

My students were relieved to know that at this time they could work in closed-pairs (meaning that they would not need to talk before the whole class). As they introduced their families in pictures for their peers, I walked around the classroom to overhear their production. However, there was too much noise in and outside the classroom. So, I thought of a different strategy to listen to their production without having them talk to the whole class: I told them I would like to know who their family members are and for that, I would call each pair outside the classroom and they would introduce their families to their peers in front of me. Surprisingly, they liked the idea and I could finally pay attention to their L2 production (Appendix F5). In other classroom contexts though, teachers can let them speak freely and just walk around the classroom to listen to their production and later, ask if some students would like to show the pictures and talk about them to the whole class. If the group is big (which is a common reality in Brazilian public schools), this practice can be performed in groups of 3 or 4 students.

I loved to see my students speaking in their own manners, making an effort to introduce their families to their classmates in English. I was also happy to notice that they were already connecting their speech as they had learned in previous pronunciation lessons, especially the sequence “this is” and “these are” (Appendix F5). Based on my past experiences, I may state that most students have difficulties pronouncing the demonstrative pronouns and it is even harder for them to connect those words with other words in the sentences.

The students who had not brought the pictures into the classroom talked about their families without the pictures. It compromised the effectiveness of the practice because they tended to speak Portuguese to explain to their classmates about whom they would talk first and so on. Nevertheless, when they spoke in English, their pronunciation was mostly intelligible.

The family-related words which students from previous grades used to mispronounce, such as “dad”, “cousin”, “aunt”, “uncle”, and “parents” sounded intelligible after the

pronunciation lessons. The written letter, <u>, in “aunt” was not pronounced by any student, and the same letter in “uncle” was not pronounced like [u], but rather like [ɑ] (even though all of them shifted the vowel [ʌ] for [ɑ], it would not hinder their intelligibility in this context). Lastly, the word “parents” was stressed correctly by all the students who pronounced it.

From this activity, I noticed that some students mixed up the pronunciation of some cardinal numbers when they mentioned the ages of their family members. For instance, one student pronounced “thirteen” instead of “thirty” to talk about his uncle’s age (Appendix F5). I had to ask him in English at the end of his talk “how old is your uncle?” Again, he said “thirteen”. Then I said “wow, he is very young. 13 anos e já é seu tio! (13 years old but he is already an uncle)” to make sure I had heard the right thing. That was when the student told me it is not “thirteen” but “thirty”.

Surely, I enjoyed that situation to call his attention to that distinction in the pronunciation of the numbers (“teen” vs “ty”) and how important it is for speech intelligibility. It happened with other students pronouncing other numbers as well. As stated by Godoy, Gontow and Marcelino (2006), pronunciation teaching must have an ongoing goal in the classes. It must be brought to students’ attention whenever necessary, besides being part of teachers’ lesson plans. Regarding students in public schools, it must be reinforced even more in class, because their L2 input outside the classroom is mostly insufficient, and as corroborated by Mendes (2017), insufficient input might be the cause of many issues concerning L2 learning which includes pronunciation issues.

I also noticed the need of reviewing the possessive determiners and the possessive ’s in future grammar lessons (Appendix F5). Some students would still speak sentences like “my uncle name is ...” (without the ’s) or “my uncle is name is...” (pronouncing the ’s as “is”).

After the implementation of DS02, I started to work with the contents proposed for the third school trimester to prepare students for the last pronunciation teaching didactic sequence, DS03. The last section of this chapter brings in details how this DS was administered to students and its main findings.

4.3 DIDACTIC SEQUENCE 03

The communicative topic of DS03 is *Interviewing a famous character*, whose main objective is to talk about routines, hobbies, and sports, besides practicing asking and answering questions in the Present Tense. This communicative topic was created by myself for knowing that students (especially sixth-graders) love to watch cartoons, TV series, movies and animes.

Thus, I believe it is a keen way to motivate them towards the L2 learning and its use in class. For that, students learned from September to November (third school trimester) how to describe their routines and free time activities, and also how to talk about their classmates using the Present Simple Tense. They also learned how to say the days of the week in English, and how to describe at-the-moment actions using the Present Continuous Tense.

For the sake of this research, I had to finish those grammar and vocabulary contents until mid-November in order to be able to collect and analyze data for DS03. Hence, from early December to the end of the school year, I worked with the Imperative Mood (which is present in BNCC), regular plural nouns, Present Tense review, besides dedicating part of my lesson plans for the Spring Project, a Literary Project which involves the whole school. In the year of this research-study, that project concentrated on famous characters from Literature.

The full DS03 can be seen in Appendix G and the answer key of its activities is found in Appendix H. The next paragraphs describe how the curriculum components mentioned in the previous paragraph were taught to students during the last school trimester, followed by the analysis of each piece of activity found in DS03, starting with the activities in lesson 1.

4.3.1 Lesson 1

Lesson 1, as well as lesson 2 were designed to work on the first three steps of the communicative framework for pronunciation teaching by Celce-Murcia et al. (1996, 2010, see Chapter 2.3.1). It contains eight activities which were administered on November 11th, focusing on the pronunciation of the days of the week and routines in the Present Tense. Its self-reflective diary is found in Appendix I1. The following paragraphs describe in general terms, how the curriculum components were taught to students.

We started the last school trimester with the days of the week. It was not a novel content to students, because it had been implicitly taught to them in the first trimester when they learned the vocabulary related to school. Thus, that was a good opportunity to go back to our weekly schedule and go over the school subjects and the lesson times. I raised questions in English like: Which lessons do you have on Tuesdays? What time do you have Art lesson on Mondays? When do you have English lessons? This way, I could check upon their pronunciation, especially the days of the week, in order to focus on the words they have more pronunciation problems later with the pronunciation lessons in DS03. I also told them the story behind the names of the days of the week, making comparison with that same vocabulary in Spanish and

French to stimulate their interest towards the learning of other languages rather than English. They also created sentences talking about what they usually do on the weekends.

We also started to describe routines, household chores and free time activities in the Present Tense. Before moving onto English, I helped students to understand what a verb is and how to identify them in the sentences (most of them still had difficulties with identifying the verbs in the sentences, tending to confuse them with personal pronouns, for instance). After reading small texts and completing some activities in their textbook (LACOMBE et al., 2018), they wrote a small paragraph in English talking a little bit about their weekly routines. After that, they read their paragraphs to a classmate and then, they reported what they could understand from each other's paragraph. Through their reading, I could notice which verbs and words they have more difficulties in term of pronunciation to foster those words later on. To emphasize the use of the verbs in the third person singular pronouns, they asked their classmates what they usually do on the weekends, and then, they reported their findings to the whole class in English. Yet, I had assigned as homework another paragraph production, but at this time, talking about one of their family members. Lastly, they read their paragraphs to a peer in class.

4.3.1.1 Activities 01 and 02

The goal of the first two activities from lesson 1 is to help students improve their pronunciation and to raise their awareness as to the number of syllables in the days of the week. Figure 31 shows these two activities in full.

Figure 31 – DS03, lesson 1, activities 01 and 02.

DIDACTIC SEQUENCE 3

English Pronunciation

LESSON 1: DAYS OF THE WEEK AND PRESENT SIMPLE TENSE

1- Open your textbook to page 81. Read the language tip box and do the activity below:

LANGUAGE TIPS

As sílabas de uma palavra em inglês são contadas conforme o número de vogais pronunciadas. Na contagem, os ditongos correspondem a uma vogal (por exemplo, *day*).

PRONUNCIATION

Listen to the audio and then read the words and their phonetic transcription. Write the word that has three syllables in your notebook.

- Wednesday /ˌwenz deɪ/
- Saturday /ˈsætər,deɪ/ ✓

Practice the pronunciation of "Wednesday" and "Saturday" with your classmates. Can you hear the difference? How many syllables do the names of the other days of the week have? *Two*.

Source: students' textbook, *Become* by Lacombe et al. (2018, p. 81).

2- Do the activity below with a classmate:

- The letter "e" in *Tuesday*, and the letter "d" in *Wednesday* are pronounced. **TRUE / FALSE**.
- Pronounce the words *Tuesday* and *Thursday*. Do they sound the same? **YES / NO**.
- Practice reading the following sentence: "*I have a free day on Friday*".
- Listen to your teacher pronouncing the word *Monday*. Circle the correct pronunciation: **PRON. 1 PRON. 2 PRON. 3**
- What is your favorite day of the week? _____



Source: DS03, lesson 1; the author, 2022.

Activity 01 was taken from students' textbook (LACOMBE et al., 2018). Even though it is part of DS03, I administered it a week before the implementation of this DS, right after I introduced the days of the week to students. As I pointed out in my teacher-researcher's self-reflection diary (Appendix I1), implementing it as I was introducing the contents to the students had a positive effect, since it would not be so disconnected from the other activities in the DS (I decided to make this change because I had observed in DS02 that one of the pronunciation activities from students' textbook was a little disconnected from the other activities in the DS, see section 4.2.1.1).

I asked for a volunteer-student to read the *language tip note* present in the activity (Figure 31) to help students identify the number of syllables in a word in English. For that, I briefly reviewed with them what a diphthong is, and they seemed to have understood the point. They all knew the number of syllables in each day of the week and noticed that "Saturday" is the only one with three syllables (Appendix I1). I also worked with word stress, asking students to tell me where the stress falls in each day of the week. They remarked that the word "day" is

never stressed in their pronunciation, and I enjoyed the opportunity to talk a little bit about comprehensibility (and also intelligibility), using the word “Saturday” as an example, saying that it would be hard for a listener to process the word in case we stressed the wrong syllable.

In other classroom contexts, teachers may bring to students any recordings containing the pronunciation of the days of the week, and follow the same procedures described in the last paragraphs, encompassing the number of syllables in each word and also word stress, to raise students’ awareness of the L2’s suprasegmental features.

Before starting activity 02, I briefly reviewed activity 01 (considering that I had administered it weeks ago). I designed activity 02 based on the difficulties in terms of pronunciation that I had observed during the school trimesters and through my experience as a teacher in past school years.

Most of the students perceived the silent letters in the words “Wednesday” and “Thursday” (Appendix I1), and I took advantage of that moment to call their attention to the [z] sound found in coda position in the word “Wednesday” (for I knew we would talk about the -s morpheme later on). Though students perceived that “Tuesday” and “Thursday” are pronounced differently, some students tended to keep pronouncing them likewise, [ˈtu:(r)s.deɪ]. I believe it must happen due to the similarity in the words’ orthographies. Many students used to pronounce the first vowel in the word “Friday” as [i]. Then, I decided to include the sentence “*I have a free day on Friday*” to check if they would pronounce “free day” and “Friday” likewise. For my surprise, they did not (Appendix I1), perhaps because they had been exposed to its pronunciation recently as I had reviewed activity 01 with them. They did not have any difficulties to say the correct pronunciation of the word “Monday” (to check how I pronounced this word to students, see the Answer Key in Appendix H, lesson 1, activity 02).

As they answered the question “What is your favorite day of the week?” aloud, I noticed that their pronunciation for the days of the week was intelligible (Appendix I1), meaning that this set of activities accomplished its specific goal, as much so that the activities can be administered without adjustments (unless teachers may want to either add or change something to meet their students’ specific needs).

4.3.1.2 Activities 03 – 05

This set of activities aims at bringing students’ attention to the pronunciation of some commonly mispronounced verbs by Brazilian learners, like “know”, “live”, “have”, and “think”, as can be seen in Figure 32.

Figure 32 – DS03, lesson 1, activities 03 – 05.

3- Listen to your teacher reading the sentences below:

I KNOW YOU YOU LIVE IN SÃO JOSÉ WE HAVE THREE BIRDS I THINK SO



* Em inglês, na sequência ortográfica “KN”, a letra <k> não é pronunciada. Sabendo disso, pronuncie as seguintes palavras com um(a) colega: “knee”, “knight” e “knock”. Sabe o que elas significam?

* **Attention** com a pronúncia do verbo “live”. Se

pronunciarmos a vogal <i> como /aɪ/, a palavra vai significar outra coisa.

A mesma coisa acontece se pronunciarmos a letra <i> como /i:/, o que pode gerar confusão na hora da fala. Você sabe que mensagem vamos passar, se pronunciarmos a vogal <i> como /aɪ/ ou como /i:/?

* Lembra da vogal /æ/? Ela está presente na pronúncia do verbo “have”.

Se pronunciarmos esse verbo como /ɛ/ ou /eɪ/, isso também pode atrapalhar a nossa comunicação em inglês.



* Lembra da consoante /θ/? No geral, se você pronuncia essa consoante de outro jeito, não atrapalha a nossa comunicação em inglês. Mas cuidado com palavras como “think”. Se você pronunciar como “sink”, “fink” ou “tink”, o significa muda totalmente.



4- Listen to your teacher pronouncing the words below and circle the one you hear. Share your answers with a classmate and then, check them with your teacher:

- a) **THINK – SINK – FINK – TINK**
- b) **THINK – SINK – FINK – TINK**
- c) **THINK – SINK – FINK – TINK**

5- Go back to the sentences in activity 03 and read them aloud with a classmate. Pay attention to the tips in the *attention notes*. Would you like to read them to the whole class?

Source: DS03, lesson 1; the author, 2022.

Besides the goal presented in the previous paragraph, I also wanted to know if students could identify the verbs present in each sentence. I wanted so, because some teachers had complained that most students did not know the three major word classes in their L1: nouns, adjectives and verbs. As the Portuguese teacher was helping them identify these word classes in her lessons, I decided to work collaboratively with her. As they had already studied how to conjugate verbs in the Present Tense, I wanted to make sure they could identify them in the sentences in activity 03, and at the same time, pay attention to their pronunciation. Gladly, they all could find the verbs. As for their pronunciation though, I noticed that

the verb “know” was pronounced intelligibly by almost all of them, although few students tended to pronounce the <k>; the verb “live” was pronounced as [ˈlaɪ.vi] or [ˈli:.vi]; “have” was pronounced as [ˈheɪ.vi] and I could hear a couple of students pronouncing it without the [h] sound; finally, the verb “think” was pronounced as “fink” or “tink” (teacher-researcher, November 11th, Appendix I1).

After having observed that, I asked for volunteer-students to read each *attention note*. After reading each note, I stopped to consider the pronunciation tips present in the notes with students. Activity 04 was very simple and they all could identify the words that I had pronounced for the activity, meaning that the tips in the *attention notes* and previous pronunciation lessons must have improved their perception regarding the consonants at stake (/θ/, /s/, /f/ and /t/). Through activity 05, I could notice some improvement in their pronunciation in comparison to activity 03 (Appendix I1): the verbs “live”, “know” and “think” were pronounced intelligibly. Concerning the latter, they remembered how to articulate the [θ] sound, though some pronunciation still sounded like [f] which would not hinder their intelligibility due to the important role that the context plays in the utterances. They also questioned me why letter <k> is silent in the orthographic sequence “kn” in English. I reminded them that in Brazilian Portuguese, the letter <h> in onset position is silent, and that silent letters exist in many other languages. They found it useless. They had fun pronouncing the “kn” words in the first *attention note*, and realized that “night” and “knight” are pronounced likewise, leading some of them to come up with the phrase “the night knight”.

There was also an improvement in pronunciation regarding the verb “have”. In activity 03, I had noticed that most of them pronounced it mostly as [ˈheɪ.vi] and few students pronounced it as [ˈa.vi]. In activity 05, however, many of them pronounced it as [hev]. Though I could not hear any students pronouncing it as [hæv], I found it an improvement because I believe this pronunciation would not ruin their communication in real conversations in English, differently from the other deviant pronunciations heard in activity 03. The DSs showed that the [æ] sound is not easy for students to acquire and therefore, deserves more attention in the pronunciation lessons (see sections 4.2.1.2 and 4.2.2.2). This vowel shift ([æ] – [ɛ]) can be explained by the *Vowel Assimilation Process* briefly described in Chapter 2.2.1 of this MA thesis, where L2 learners assimilate the L2 vowels with a similar one in their L1 (for more information about this process, read Zimmer, Silveira and Alves, 2009).

Moreover, I called students’ attention to the silent <e> present in the verbs “live” and “have” (Appendix I1), stating that this vowel will not be pronounced in most of the words in English that bring it in written form. Then, I used the verb “have” as an instance, and I told them that pronouncing it as [ˈheɪ.vi] creates an extra syllable and might confuse their listeners, once that pronunciation resembles the pronunciation of a different word, [ˈhev.i] - “heavy”.

Unfortunately, it was not possible to include other verbs which are commonly mispronounced by many students, such as: “sleep”, “eat”, “read”, “listen” and even “go” which is pronounced by some as [gu]. Hence, I suggest that similar activities such as this set of

activities in discussion can be designed according to students' pronunciation needs, adding some of the commonly mispronounced verbs. Admittedly, the examples provided in the *attention notes* are few (see Figure 32). Thus, I also recommend that each *attention note* after activity 03 become a piece of activity to work on both perception and production regarding the pronunciation of the verbs that the teachers chose to work in class (Appendix I1).

4.3.1.3 Activities 06 – 08

The last activities of lesson 1 have as their specific aim to raise students' perception over the pronunciation of the -S morpheme in the verbs conjugated for the 3rd person singular of the Present Simple Tense. As I wrote in the diary (Appendix I1), it is not expected that students be able to pronounce the different <s> pronunciations in these activities. The aim is speech perception. The homework provided at the end of the lesson aimed to observe whether raising students' perception over the <s> pronunciation would or not have any influence on their pronunciation as they talked about a third person. See this set of activities in Figure 33.

Figure 33 – DS03, lesson 1, activities 06 – 08 and homework.

6- With your teacher's help, try to articulate the following sounds /s/, /z/ and /ɪz/.

NOTE: These sounds are present in the <s> pronunciation of plural nouns and verbs conjugated in the Present Simple Tense to "he, she and it".

7- Now, listen to your teacher pronouncing the sentences below. As you listen, write the **boldfaced** verbs in the right column:

MY AUNT LIVES IN PALHOÇA LAURA LIKES SOCCER BIA FIGHTS JUDO
 LÉO WATCHES CARTOONS GRANDPA FIXES COMPUTERS
 IT RAINS A LOT IN JOINVILLE MY BEST FRIEND PLAYS THE PIANO
 MY SISTER HELPS ME WITH ENGLISH DAD ALWAYS WASHES THE DISHES

/S/	/Z/	/ɪZ/

8- Go back to activity 07 and take turns pronouncing the sentences with a classmate. One helps the other regarding the <s> pronunciation in the verbs. If you need help, consult the table above.

HOMEWORK: Choose a famous character/person that you like and write a short paragraph about him/her. Include: personal information, routines, likes/hobbies, sports, etc. Next class, read or talk about him/her to your classmates.

Source: DS03, lesson 1; the author, 2022.

Before starting activity 06, I asked students if they knew how to conjugate verbs for the 3rd person singular in the Present Simple Tense, according to the English grammar. They all knew the answer (Appendix I1). I asked them so, because I wanted to link their answer (adding <s> to the verbs) to the last activities of lesson 1. After that, I told them that the <s> in coda position is pronounced in three different ways in English, and I asked if they had already observed that before. None of them had. So, I conducted activity 06, helping them articulate the three different pronunciations ([s], [z] and [ɪz]). They were surprised to know about that and wanted to know the phonological rules behind it, but I thought that was not the time, so I told them that they would have the opportunity to learn it in the following years (Appendix I1).

Afterwards, I wrote the sentence “João plays/likes/watches soccer” on the board and after reading it pronouncing each verb, I asked for what they had heard ([s], [z] and [ɪz]). They were a little confused with “plays”, because they matched it with the [ɪz] sound. I complimented them saying they were right, but I explained to them why only the [z] sound was added to the verb, once the [ɪ] sound is already part of it in its base form.

Moving onto activity 07, I carefully explained to students what they were supposed to do in the activity. At first, they seemed to be confused but then, they all understood it (Appendix I1). In order to pay attention to their pronunciation before filling in the chart, I asked them to tell me the verbs in each sentence. They found it easy as the verbs were boldfaced. However, it allowed me to perceive that they all produced the <s> as [s], even the ones ending with a sibilant consonant which should be pronounced as [ɪz]. Soon after that, I read each sentence three times: the first two times, stressing the verbs, and in the third and last time, in my own pace.

They all put the verbs ending with the [s] sound in the correct column. Nonetheless, they missed having more lines in the chart, meaning that they would like to add more verbs for the [s] pronunciation. That is why, I suggested in the diary (Appendix I1) that for future use it is important to add more lines in the chart to let students free to place the verbs in the columns as they had perceived it. Many of them placed the verbs ending with the [ɪz] pronunciation in the correct column. As for the [z] pronunciation, the answers varied a lot (I had assigned them to compare their answers in pairs). Many of them placed “lives” and “plays” in the [ɪz] column. Almost everyone placed “rains” in the [s] column. Even though some students had placed some verbs in the [z] column correctly, no-one could complete the full chart correctly.

In activity 08, I noticed some improvement in their pronunciation for the [ɪz] sound. I had reminded them to consult the table if they needed it while they were reading the sentences aloud in pairs. Nevertheless, when I asked for volunteer-students to read them aloud for the whole

class, I noticed that they would still pronounce the verbs ending with the [z] sound as [s], whereas a great part of them could produce the [ɪz] sound more easily.

I had already noticed this difficulty in perceiving and consequently producing the [z] sound in coda position in activities 07 and 08 from lesson 1 of DS02 (see section 4.2.1.4). As [z] in coda position does not happen in BP, it is expected that Brazilian learners face difficulties in both perception and production of this sound in word-final position in English (Mendes, 2017). In Mendes' study (2017), the informants with a higher proficiency level performed better in identifying the [ɪz] sound in the L2 words than the ones with a lower level of proficiency. I also perceived some improvement in students' pronunciation concerning the [ɪz] sound after they had perceived it in my pronunciation (as I read the sentences in activity 07). It might serve as a basis for future research to investigate to what extent the presence of the vowel sound, [ɪ], between consonants, help Brazilian learners produce the [ɪz] allomorph more easily in comparison to the [z] allomorph.

In order to investigate whether the exposition to the <s> pronunciation through only one set of activities would have any influence on their production later on, I created the homework present at the end of this set of activities (see Figure 33). Fortunately, I could administer all the activities from lesson 1 on the same day. The next section brings the results of lesson 2, starting with the context in which the vocabulary and grammar contents were taught to students, followed by the analysis of students' production in activity 01 (where they read the paragraph they wrote in their homework talking about a famous person in the Present Tense).

4.3.2 Lesson 2

Lesson 2 contains ten activities which focus on the “ing” pronunciation on the verbs in the Present Continuous Tense and on continuous free time activities. It was administered to students on November 17th and 18th, and the self-reflection diary concerning this lesson can be seen in Appendix I2. The next paragraphs describe the context where the curriculum components were taught to students.

I brought pictures into the classroom of different sports written in English. Students had to say in English the sports they like and the ones they do not like playing. Furthermore, I told them the difference between the words “football” and “soccer” in American English, and that is when I really noticed that most students had difficulties with the pronunciation of the latter, making me include this word in DS03. In a different class, I showed them different pictures

with different hobbies written in English. Again, they had to express themselves in English telling the class the hobbies they have.

To teach them how to describe at-the-moment actions, we played a Mime Game in class. I wrote in English many different actions on slips of paper. Each student got a slip with an action written in English, such as “crying in the rain”. As each student stood up to mime their actions, I helped them understand the sentences without letting the other ones hear the explanation. Then, I asked them “What is (name of the student) doing now?” I had advised them to say the action in English, but in case they did not know how, I would provide them with the word(s) in English. After each mime, I wrote the sentences on the board and asked students to read them aloud. After everyone had mimed their actions, I asked them what all the sentences had in common, and they could all perceive that the verbs had an “ing” ending. Later, I brought pictures into the classroom and they had to say what the people in the pictures were doing. Most of them could complete the activities easily. Finally, we talked a little bit about the difference between these two aspects of the Present Tense: the Simple and the Continuous.

Students practiced Yes/No and Wh- questions interviewing their classmates in class. They had to come up with questions in the Present Tense about personal information (learned in previous trimesters), hobbies, sports, routines, and so on. After the end of each “interview”, I raised questions in English such as “Does (name of the student) live in (name of the neighborhood where the school is located)?”, “Which sport does (name of the student) play?”, etc., to check if the “audience” had really paid attention and understood the interview.

4.3.2.1 Activity 01

The specific goal behind activity 01 is to perceive how students would pronounce the <s> in coda position after having been exposed to it in the last pronunciation lesson. As I stressed in the teacher-researcher’s diary (Appendix I2), students are not expected to pronounce the <s> accurately. Rather, the aim is to notice if all the students would produce it as [s] or if any student would try to produce it as [z] or [ɪz]. Hence, the goal is more related to my notice as a teacher-researcher than expecting students to produce it accurately, mainly considering the fact that no acoustic cues concerning the production of each -S allomorph were provided to them in class. This activity can be seen in Figure 34.

Figure 34 – DS03, lesson 2, activity 01.

LESSON 2: WH- AND YES/NO QUESTIONS, AND “/NG” PRONUNCIATION

- 1- Work in pairs/trios. Read or talk about the famous character/person you wrote about to your classmate(s), and listen to his/hers. Do you have any question to your classmates?

Source: DS03, lesson 2; the author, 2022.

Unfortunately, not all the students wrote the paragraph as they were assigned in the previous class (Appendix I2). After having observed that half of the students had written it, I decided to pair them up. As they listened to their peers reading the paragraphs aloud, they had to pay attention in order to understand the description of the famous person. In general, they reported saying that they could understand part of the description. When I asked them why, they said there were some words they were not familiar with. To provide the ones who had not written their paragraph with the opportunity to participate in this activity, I said they could talk about their famous celebrity in closed-pairs, but they turned my idea away. Thus, for future use, I will spare sometime in the class to grant the students who could not write their paragraph at home to come up with oral sentences describing the famous person they had chosen (Appendix I2).

For reasons which were already discussed in previous sections of this MA thesis (see sections 4.2.1.4 and 4.3.1.3), almost one hundred percent of the students pronounced the -S morpheme as [s] (I asked for some volunteer-students to read their paragraphs to the whole class). Thus, more pronunciation instruction is necessary to overcome that difficulty, and teachers need to design pronunciation activities respecting students' level to help them understand how the -S morpheme must be pronounced, especially in the cases where intelligibility is at risk. Conversely, students' speech still sounded intelligible (Appendix I2). More research is needed to check whether other people, including people from different nationalities would have any difficulties understanding my students' speech while reading their paragraphs.

One of the limitations found in this activity is that no instructions concerning the suprasegmental features were provided to facilitate students' reading (Appendix I2). As a result, few students connected their speech or worked on sentence stress, for instance, making their speech sound rather robotic, though many of them stressed the right syllables in the words. These suprasegmental features could serve as an aid for intelligibility, insofar as not all the students could understand their classmates' reading. As I believe students must be constantly

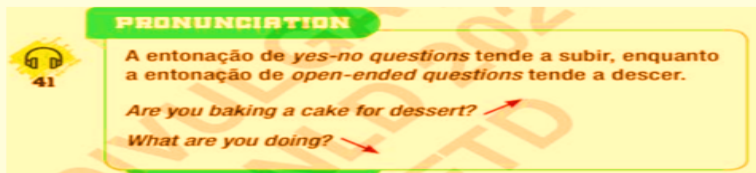
reminded of some pronunciation features and motivated to apply them in their speech, for future use, I will include a note stimulating them to use some of the suprasegmental features we had studied in previous pronunciation lessons (connected speech, sentence stress, intonation, etc.).

4.3.2.2 Activities 02 – 05

The second set of activities of lesson 2 aims at raising students' awareness about intonation patterns on Yes/No and Wh- questions in English, besides practicing these patterns in class. Figure 35 shows how the activities appeared to students.

Figure 35 – DS03, lesson 2, activities 02 – 05.

2- Open your book to page 119 and listen to the questions in the picture below. Which differences in intonation can you notice?



PRONUNCIATION

A entonação de *yes-no questions* tende a subir, enquanto a entonação de *open-ended questions* tende a descer.

Are you baking a cake for dessert? ↗

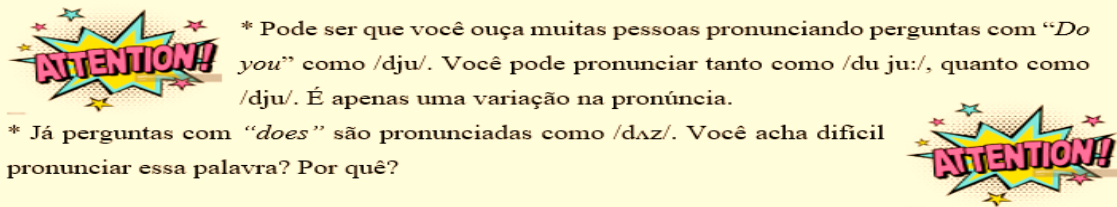
What are you doing? ↘

Source: students' textbook, *Become* by Lacombe et al. (2018, p. 119).

3- Now, listen to the questions below. Draw either a rising or a falling arrow according to the intonation of each question:

- Do you like playing Minecraft? _____
- Is it raining now? _____
- Who is your favorite singer? _____
- What are you doing now? _____
- Where do you live? _____
- Does Ana speak Korean? _____

4- Compare your answers with a classmate. Then, listen to your teacher's feedback about rising and falling intonations in questions.



* Pode ser que você ouça muitas pessoas pronunciando perguntas com "Do you" como /dju/. Você pode pronunciar tanto como /du ju:/, quanto como /dju/. É apenas uma variação na pronúncia.

* Já perguntas com "does" são pronunciadas como /dʌz/. Você acha difícil pronunciar essa palavra? Por quê?

5- Now, practice asking and answering the questions in activity 03 with a classmate. Pay special attention to the rising and falling intonations.

Source: DS03, lesson 2; the author, 2022.

Before administering the activities, I asked students if they knew what intonation is and what it is for (Appendix I2). I raised those questions because in lesson 2 of DS01, we had briefly talked about that (see section 4.1.2.3), but no-one could answer my question. Thus, I told them

that different intonations convey different meanings, saying sentences in Brazilian Portuguese with different intonations, asking them what meanings I was conveying: fear, doubt, surprise, disappointment, and so on. They all seemed to have understood the point and then, I started activity 02, which was taken from students' textbook (LACOMBE et al., 2018).

As I had realized that there were arrows drawn in the activity, I did not ask students to pick their DS out of their backpack, because I did not want the arrows (and the information provided in the activity) to lead them into the answer (Appendix I2). So, I wrote the two questions and drew the arrows on the board. After explaining what I wanted students to do in the activity, I played the recording and asked them whether the questions had a rising or falling intonation, drawing the arrows beside the questions written on the board. Later, I asked them to get their DS03 sheet to check their answer (that is, check the arrows already drawn in activity 02). After congratulating them for their correct answers, I conducted activity 03.

I created activity 03 because there were only two questions in activity 02. That was the limitation I found in that textbook activity. There could be more questions for students to listen to. Thus, in activity 03, they would have the chance to listen to more questions and yet, draw the arrows beside each question according to their ending intonation. For my surprise, they loved completing activity 03 (Appendix I2). I tried to read the questions aloud as naturally as I could, and gladly, they all answered the activity correctly (after students shared their answers in activity 04, I read the questions again and asked the whole class for the answers).

Yet in activity 04, I provided students with some feedback concerning intonations in both Yes/No and Wh- questions (Appendix I2). I told them that on one hand, we have Yes/No questions, whose intonation is usually rising. We use a rising intonation in that kind of questions if we either do not know the answer, or if we are just looking for a confirmation. On the other hand, we have Wh- questions, whose intonation is normally falling. We use a falling intonation in that kind of questions to ask for information in general. As I had observed in DS01 that students mistook rising intonation with shouting the last word of the sentence (see section 4.1.2.3), I stressed that neither does “rising” mean “shouting”, nor does “falling” mean “whispering” the last word.

Later, I asked for volunteer-students to read the *attention notes* aloud. I created those notes because I had perceived that they have difficulties pronouncing the auxiliary verb “does”, pronounced many times like [dus], [dɔs] or [das]. Knowing that, I briefly talked about the articulation of the vowel [ʌ] and the [z] sound in coda position (especially because we had talked about it in the previous lesson). I also taught them how to link “do” plus “you”, [dju], in spoken English, acknowledging however, the fact that [du ju:] is also frequent in spoken

English. After reading the notes, I conducted a choral repetition with the whole class to pay close attention to their intonation.

Unlike the difficulty found in DS01 concerning the intonation in (not) friendly requests (see section 4.1.2.3), most of the student did not have any difficulty performing activity 05. Few students had little difficulty answering the questions in English (Appendix I2). Nevertheless, I noticed that many students tried hard to rise their intonation on Yes/No questions, and though it is a little different from the way native speakers usually do, I believe their communication would not be hindered because of that. As for the falling intonation in Wh-questions, I noticed that some students' intonation sounded flatter than falling, though they did not put so much effort on it as they did with the rising intonation.

One of the reasons why the scenario described above might happen is found in Passarella-Reis (2014), where the author points out that questions in BP mostly end with a falling intonation. In a study conducted by the author (2014) with Brazilian learners of English, she observed that due to the differences in intonation patterns between BP and English, Brazilian learners (especially in the beginning levels of learning) are likely to use the intonation patterns of their L1 over the L2, including learners' alternative patterns of intonation. As this research was conducted with sixth-graders, it is expected that the L1 intonation patterns influence the intonation patterns of the L2, and that might be the reason why some students struggled to rise their intonation in Yes/No questions, since in BP, questions usually have a falling intonation.

Considering the flat intonation on Wh- questions, I believe it might often happen when students are reading questions aloud without being proficient speakers, meaning that other factors, like nervousness, fear of reading the questions "wrong", and so on, might influence their productions. Thus, more research concerning intonation in questions involving both students' L1 and the L2 is necessary to understand better to what extent the L1 really influences the L2 in this sense. In order to investigate whether their intonation would sound different if they asked question(s) without reading them (that is, more spontaneously), I wrote in the diary (Appendix I2) that for future use, I will add another piece of activity where students need to ask questions to their peers without writing them before.

Unfortunately, I could not administer all the activities of lesson 2 on the same day, meaning that the last set of activities had to be postponed to the next class.

4.3.2.3 Activities 06 – 10

The specific objective of the last activities of lesson 2 is to help students articulate, perceive and produce the nasal consonants in English: /m/, /n/, /ŋ/ in coda position, focusing on the latter, insofar as it poses more difficulties for Brazilian learners (ZIMMER; SILVEIRA; ALVES, 2009). This set of activities is shown in Figure 36. As lesson 2 was too long to be administered on just one day, these last activities were conducted with the students on November 18th (one day after the other activities presented in the previous subsections). Hence, I suggest that lesson 2 be divided into two and administered on two different days (Appendix I2).

Figure 36 – DS03, lesson 2, activities 06 – 10.

6- Listen to your teacher reading the following free time activities aloud:

READING BOOKS **PLAYING SOCCER** **SINGING**
WATCHING TIC TOC VIDEOS



ATTENTION!

* Na sequência ortográfica “NG”, a letra <g> não é pronunciada. Porém, ela faz com que a letra <n> seja pronunciada de uma forma diferente, representada pela consoante /ŋ/. Na maioria das vezes, conseguimos nos fazer entender em inglês, mesmo se pronunciarmos o “ng” um pouco diferente do esperado. Perceba como seu/sua teacher vai articular a consoante /ŋ/ e tente fazer igual. Agora, leia as seguintes palavras em voz alta para um(a) colega: “song”, “spring” e “hang”?

7- Listen to your teacher pronouncing the following words: **WHIM – WIN – WING**. What is the difference in pronunciation among them? Which of them has the /ŋ/ sound?

8- Now, read the sentence below using each of the words in activity 07. Pay attention to the production of the nasal consonants /m/, /n/, and /ŋ/.

THE ANGEL’S _____.

9- After practicing, read the sentence above again, pronouncing just *one* of the words in activity 07 to a classmate. Did he/she recognize the word you pronounced?

10- Tell a classmate which of the free time activities in activity 06 you **like** most. Then, tell him/her what else you like doing in your free time.

*** Attention com a pronúncia da palavra “soccer”. O grafema <cc> em inglês é pronunciado como /k/ e não como /s/. A pronúncia com /s/ resulta na palavra “saucer”, que significa “pires”. Você gosta de brincar/jogar “futebol” ou “pires”?**

Source: DS03, lesson 2; the author, 2022.

After administering activity 06, I introduced the three nasal consonants to students (/m/, /n/, /ŋ/) and they were intrigued with the velar nasal, [ŋ], so I told them that the *attention note* present in this set of activities would help them understand this sound. After one student read the *attention note*, I helped them articulate the velar nasal consonant and that was a bit hard for them at first. Thus, I told them this consonant exists in Brazilian Portuguese in words containing the orthographic sequences “ng” and “nc”, like in the words “manga” and “banco” (Appendix

I2), but we do not fully articulate it in BP because we tend to vocalize the nasal consonants in word-final position (ZIMMER; SILVEIRA; ALVES, 2009). Thereafter, in order to help them articulate the [ŋ] sound in the “ng” sequence in English more easily, I told them it is like trying to articulate the <g> in the words, but ending up not fully releasing it.

Right after helping them articulate the velar nasal consonant, I conducted a choral repetition with the whole class, using the words which appear at the end of the *attention note* (“song”, “spring”, and “hang”), and later, I reminded them that we ought to use this nasal consonant to pronounce the suffix *-ing* added to the verbs, as in the examples provided in activity 06. So, I read the sentences in activity 06, asking students to pay close attention to how I was going to pronounce the *-ing*. Furthermore, I told them that Brazilian learners of English frequently vocalize the [ŋ] sound, but it would not hinder their intelligibility in the L2. However, I called their attention to when we really must care for that sound, using the words “sing” and “sin” in the sentence “I like to sing/sin” (Appendix I2), where depending on the context, we might lead the listeners to confusion or disrupt our oral communication in English.

Students had no troubles with this set of activities (Appendix I2). Almost one hundred percent of them completed the activities satisfactorily, showing no difficulties at that moment to perceive and articulate the [ŋ] sound, except for a pair of students who reported that in activity 09, one of them tried to pronounce the word “whim” but did not articulate the [m] sound, but nasalized the preceded vowel instead. It is understandable because in BP, the letter <m> in coda position are not pronounced, but rather, it is vocalized (as I mentioned in the previous paragraph), like in the words “sim” and “bem”, pronounced as [sĩ̃] and [bẽ̃], respectively. It was also observed in activity 10, where few students would still pronounce the *-ing* sequence following this same L1 fashion (Appendix I2).

The tendency Brazilian learners of English have to produce the velar plosive consonant, [g], in the “ng” sequence and their tendency to vocalize the final nasal consonants can be explained by two L1-L2 transfer processes, called *Velar Paragoge* and *Vocalization of Word-final Nasals*, respectively (see Chapter 2.2 of this MA thesis, and read Zimmer, Silveira and Alves (2009), for a full description of these processes). Following Zimmer, Silveira and Alves (2009), it is expected that Brazilian learners face difficulties pronouncing L2 words containing the “ng” sequence due to the influence of both processes mentioned above. Nonetheless, I believe most of my students did not show too much difficulty because they had just received the pronunciation instruction regarding that. I had told them about it when we started to describe at-the-moment actions in previous lessons. It is aligned with Cabañero and Alves (2008) who

had observed in a study conducted with Brazilian learners that their facility in pronouncing the *-ing* suffix might be for the fact that they are constantly exposed to it in the L2 classes.

Pronouncing the word “singing” without pronouncing the letter <g> was extremely hard for my students. Zimmer, Silveira and Alves (2009) state that words like “singer” and “ringing”, for instance, are problematic for BP speakers, for the velar nasal is found in intervocalic position and we should not produce the letter <g> present in written form when the words derive from verbal root, and that is why explicit instruction is necessary. The authors also acknowledge that many English teachers are actually unaware that letter the <g> should not be pronounced in words like the ones aforementioned, meaning that students are rarely instructed about that in the L2 lessons. In my particular case, though I am aware of that pronunciation feature (after having improved my abilities concerning the English pronunciation), I admit that pronouncing words in which the [ŋ] sound is in intervocalic position is hard for me as well, since I had never been explicitly instructed about that when I was an L2 student (even in my Phonetics and Phonology course at college).

Before administering activity 10, I called students’ attention to the pronunciation of the word “soccer”, because I have noticed that many of them pronounced it /'sɔ:.sə/ (Appendix I2). I noticed that after receiving explicit pronunciation instruction, they had not been pronouncing it like “saucer” as they used to. Once again, it is possible to see the benefits of explicit pronunciation instruction in the L2 classes.

In order to provide students with time to get prepared to the communicative practice found in lesson 5 of DS03, I included the homework (Figure 37) at the end of lesson 2 and carefully explained to them how they could perform that activity. I also decided to include this homework in order to motivate them to perform the activity. They seemed to be eager for doing that, and started to think of characters they would like to impersonate.

Figure 37 – DS03, lesson 2, homework.

HOMEWORK: Have you ever thought about interviewing your favorite famous characters? Listen to your teacher’s instructions and be ready for that!



Source: DS03, lesson 2; the author, 2022.

After having explained the homework to students, I motivated them saying that in the following lesson, we were going to play two games to practice the English pronunciation. Thus, the next section brings the description and analysis of lesson 3, as well as students' reactions concerning the games present in the lesson.

4.3.3 Lesson 3

Lesson 3 was created so that students can practice the L2 pronunciation playing controlled and guided games, following steps three and four of the communicative framework proposed by Celce-Murcia et al. (1996, 2010). This lesson was administered on November 21st. Appendix I3 brings the teacher-researcher's diary concerning the implementation of two games in this pronunciation lesson (Tic Tac Toe and Hot Potato). As I registered in the diary (Appendix I3), students were all very excited for this lesson, because I had told them a class before about the games they were about to play as a way to boost their motivation. I lost some minutes trying to organize the students to play the games. Thus, I recommend that teachers play each game on different days. The following paragraphs describe how the games were administered in this pronunciation lesson, starting with the Tic Tac Toe game.

4.3.3.1 Activity 01

The purpose of activity 01 is to review the pronunciation features studied in lessons 1 and 2 of DS03 playing a game called Tic Tac Toe in big groups. It is a great game to review contents already studied in class (pronunciation, grammar, vocabulary, etc.) and to foster different strategies from students, as they try to complete the Tic Tac Toe grid and at the same time, they have to think of strategies to hinder the opponent team from winning. Figure 38 shows the Tic Tac Toe grid that I drew on the board before we started the game. Appendix H brings the pronunciation questions behind each number in the grid as well as their answers.

Figure 38 – DS03, lesson 3, activity 01.

LESSON 3: TIME TO PLAY

1- Follow your teacher's instructions and play **Tic Tac Toe**¹³.

1	2	3
4	5	6
7	8	9



Source: DS03, lesson 3; the author, 2022.

Before starting the game, I split the class into two big groups (X and O). There were around eight students in each group. With bigger groups, teachers may have more than two groups and administer more than just one round, creating other pronunciation questions. In all the cases, it is important that teachers grant students sometime so that they can talk among themselves and make the decision regarding the answer altogether.

Afterwards, I explained the rules of the game: the first group picks a number. Behind each number, there are pronunciation questions encompassing both segmental and suprasegmental features. If the group answers the question correctly, the teacher has to draw the symbol of the group (X or O) on the Tic Tac Toe grid that is already drawn on the board. If the group answers the questions incorrectly, the number continues available to be picked. In case a group wins too fast, teachers may keep asking the questions left out to check if students know the answers, or the losing team can challenge the winning one. For that, teachers need to prepare two sets of nine questions and other contents may be included, such as grammar and vocabulary.

Considering the affordances of implementing this game in a pronunciation lesson, I believe it is a very fun and collaborative way of practicing the pronunciation features studied in class (Appendix I3). Playing this game with my students allowed me to see that the pronunciation lessons are playing a significant role in their L2 pronunciation learning. I could observe that students had no trouble perceiving which word (“sim”, “sin” or “sing”) contains the [ŋ] sound, though it is not so easy for them to produce this consonant; they had no difficulty perceiving both falling and rising intonations in the questions. However, I had observed through previous lessons that when students read questions aloud, their intonation sounds a little flat, especially on Wh- questions; I could also see that some students were still confusing the [z] and [ɪz] sounds, though they provided the right answer for the question concerning this segmental feature in the end; finally, I noticed that almost all of the students perceived the vowel in the

verb “have” as [ɛ] and not as [æ], and that might be the reason why they pronounce this verb as [hɛv] (Appendix I3).

Unfortunately, not all the questions were used in the game (three questions were left out). As I still needed to get students prepared for the Hot Potato game, I did not use the remaining questions in class, but I suggest in the diary (Appendix I3) that teachers can use them in class if time allows it. Thereafter, I moved to the second game of the day, as described in the next subsection.

4.3.3.2 Activity 02

The purpose of activity 02 is to practice falling and rising intonations with Yes/No and Wh- questions in the Present Simple Tense playing a game called Hot Potato. Figure 39 displays how the instructions to play the game were provided to students.

Figure 39 – DS03, lesson 3, activity 02.

2- Now, let's play **Hot Potato** (watch out not to **burn** your hands)!



- Each student must create two questions in the Present Tense: one WH- question and one YES/NO question;
- Put your questions into your teacher's jar;
- Listen to the song. When it stops, the student holding the jar must pick a question, choose a classmate, and ask the question to him/her.

Source: DS03, lesson 3; the author, 2022.

After reading the instructions of the game with students (Figure 39), I provided them with some time to create the questions, cut them into slips of paper, and placed them in the jar. However, I realized that many students were copying some questions they already had in their notebooks to use in the game. Hence, for future use, I will tell them that they have to create the questions by themselves, though it would not compromise the goal of the activity (which is to practice intonation in questions). Depending on the class level, teachers can challenge students to come up with the question only at the time the song stops while they are holding the jar (Appendix I3). It will be a good opportunity to check whether students' intonation is different when they are asking questions more spontaneously in comparison to when they are only reading the questions aloud.

Considering the affordances of playing this game to practice L2 intonation, I noticed that

students loved the activity and wanted to keep playing it. Through this activity, I could notice that all the questions my students asked were pronounced intelligibly, as much so that most of them understood the questions their peers asked to them. Few students tried to translate the questions into Portuguese. Some students' intonation on WH-questions was still flat. They rose their intonation on Yes/No questions without putting so much effort on it in comparison to what I had observed in lesson 2. Few students would still read the questions rather robotic, which compromised their comprehensibility a little, leading some students to ask for a recast (before answering them). I also noticed that it was easier for them to answer Wh- questions than Yes/No questions, since they were a little confused with the auxiliary verbs in the answers ("to be" and "do". They created no question with the auxiliary "does"), making them stop a little bit to think about the answers before saying them aloud (teacher-researcher, November 21st, Appendix I3).

Once again, it was possible to see that students' intonation while they were reading the questions aloud still sounded rather robotic, and their intonation on Wh- questions tended to be a little flat. However, I noticed some improvement regarding Yes/No questions, since I did not perceive most of students putting so much effort to rise their intonation as they did while completing lesson 2 (see section 4.3.2.2). I believe the pronunciation lessons had been raising their awareness concerning this suprasegmental feature (intonation). Nevertheless, more pronunciation lessons over the years regarding intonation in both questions and statements are necessary, especially because most of the time, the classroom is the only place they have to practice the L2 and to be explicitly instructed towards the English pronunciation features.

As we had played the Tic Tac Toe game on the same day, students did not have much time to play Hot Potato (students had less than thirty minutes to create the two questions and play the game). As a result, not all the questions were asked. So, I kept the questions left to play this game on a different day. I recommend in the diary (Appendix I3) that the games in lesson 3 be used on two different days. After having finished the games, I asked students to bring their cell phones to the classroom next class so that they could perform activity 02 in lesson 4, and I also motivated them saying that we would keep playing games next class (Mime Game). The description and analysis of those two activities appear in the following section.

4.3.4 Lesson 4

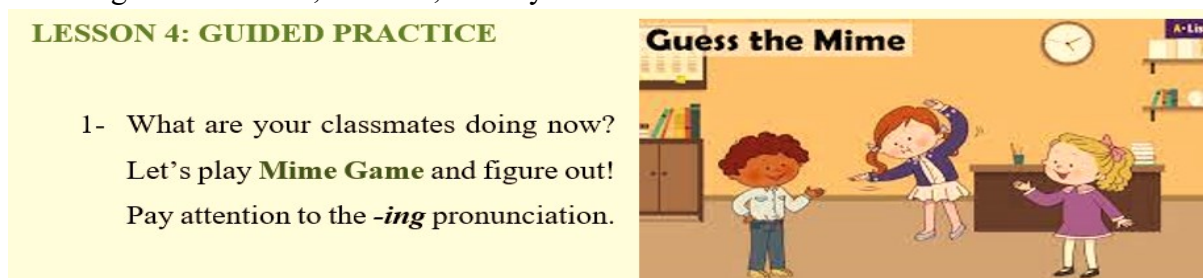
The main objective of lesson 4 is to practice step 4 of Celce-Murcia et al.'s (1996, 2010, see Chapter 2.3.1) communicative framework for pronunciation teaching. Students performed two guided activities to practice the English pronunciation: the first one is a game to focus on the "-ing" pronunciation, and the second one is an interaction between students and Google

Assistant. This lesson was administered on November 25th. Appendix I4 brings the self-reflection diary concerning these activities.

4.3.4.1 Activity 01

The specific goal of activity 01 is to practice the “-ing” pronunciation playing a Mime Game (Figure 40). I decided to include this game in the DS, because we had played it in the beginning of the last school trimester, and students enjoyed it. Besides being an excellent way to motivate the use of the L2 in class, it also allowed me to pay attention to students’ pronunciation as they produced the sentences in English.

Figure 40 – DS03, lesson 4, activity 01.



Source: DS03, lesson 4; the author, 2022.

As I was expecting, my students loved playing this game, but unfortunately, I had brought few sentences for them to mime in the classroom because of time constraints (Appendix I4). The sentences I used for this game can be seen in Appendix H. That is a good game to play with big groups, since teachers can organize students in small groups for the mimicry while the others try to say in English what they are miming. Another idea is to have students writing the sentences in English for their peers to mime later on (Appendix I4).

I was happy to see that many students remembered the pronunciation tip I had provided them about how to produce the [ŋ] sound in the “-ing” suffix (Appendix I4), but even so, many of them would still vocalize the velar nasal consonant because of the difficulty Brazilian learners have to produce the English nasal consonants in coda position, as seen in section 4.3.2.3. Moreover, pronouncing the word “singing” was again very hard for them, due to the presence of the silent grapheme <g>. This word imposes difficulty for Brazilian learners because not only do they need to articulate the [ŋ] sound (which is not easy for BP speakers), but they also need to disregard the presence of the written <g> in the word. However,

pronouncing the <g> in this context is not a major issue in terms of speech intelligibility, since it does not hinder oral communication and is found in some English varieties.

The pronunciation of “thinking” sounded more like “finking” and “sinking”. I enjoyed that opportunity to recast their sentence, asking “is he really sinking?” followed by the question “afundando?” (sinking). After they said “no”, I briefly talked about speech intelligibility, saying that sometimes, we can convey a wrong message if we do not pay attention to our pronunciation, like in the example mentioned above. Minutes later, a student reminded the class how to articulate the [θ] sound, and they all followed her, saying that this sound is “weird” (Appendix I4).

I was also glad to see how much they had improved in forming sentences in English. Most of them could produce the sentences without help. Despite that, no student could form the sentence “tying the shoes”, but that is quite understandable since they had seen that verb only once in one of the lessons. I had chosen those sentences for the Mime Game (Appendix H) because I enjoyed the opportunity to review a grammar point with them about how we add the suffix “-ing” to the verbs to describe at-the-moment actions in English.

4.3.4.2 Activity 02

The last activity of lesson 4 was eagerly expected by students. I had asked them to bring their cell phones to the classroom (if they had one) a lesson before, and explained to them the activity’s goal, which is to practice Yes/No and Wh- questions (intonation) interacting in English with Google Assistant. The activity is shown in Figure 41.

Figure 41 – DS03, lesson 4, activity 02.

2- **CHALLENGE:** let’s interact with Google Assistant! Think of at least four questions in the Present Tense (WH- questions and YES/NO questions). Ask the questions you created to Google Assistant. Check if it understands your questions and how it is going to answer them.

Source: DS03, lesson 4; the author, 2022.

I was already expecting to find the same challenges I faced while implementing the other activities involving technology use in class (in DS01 and DS02): students with no cell phones and bad Internet signal. Thus, the second teacher of the class and I lent our phones to students so that all of them could participate in the activity (Appendix I4). This way, I could have

students working in pairs. As for the Internet access, I shared my service with them to conduct the activity. It is pitiful that teachers in public schools still need to go through situations like that every time they want to work with technology in class. It is about time our government invested on technological resources to solve this recurrent problem at Brazilian public schools.

Before we started the interaction with Google Translator, I told students not to consult their notebooks to form the questions in English this time. I wanted to observe their intonation in a more natural speech. They could count on each other's help, and to motivate them, I said they should pretend they were interacting with a person who cannot speak Portuguese at all. Besides, they had to pay attention to Google Translator's answers to their questions. Lastly, I reminded them to work on the rising intonation on the Yes/No questions and the falling intonation on the Wh- ones (Appendix I4).

After administering this activity, I remarked that

[...] Sometimes, there were questions without the auxiliary "do" or without the inversion of the verb "to be" (which is quite expectable for this stage). Some of the questions asked were: *"who/how are you?"*, *"do you like Siri (another IPA)?"*, *"what's your favorite...?"*, *"what are you doing now?"*, *"do you live in Roçado?"* (*their neighborhood's name*), etc. I noticed that different from the Hot Potato Game, this time, they tended to connect their speech more naturally. The Wh- questions did not sound so flat and I could perceive their rising intonation on Yes/No questions. I also observed that one pair of students had problems pronouncing "how", [hoʊ] or [oʊ], which sounded unintelligible to the assistant. It reminds me that pronunciation issues must be constantly addressed in my lessons (teacher-researcher, November 25th, Appendix I4).

This activity had a positive effect because every time Google Assistant could not understand students' speech, they tried harder to make themselves understood, and in the end, they could. As I wrote in the previous paragraph, I perceived some improvement considering the suprasegmental features: students connected their speech more naturally, they rose their intonation more easily, and their intonation on Wh- questions sounded more falling than flat at that time.

However, as there is always room for improvement, students must be constantly reminded of pronunciation features which might hinder their intelligibility. Thus, after I implemented all the lessons of DS03, I returned to the issue of intonation on questions in English and using the activities found on the website created by Silveira et al. (2021) concerning this suprasegmental feature (Appendix I4), I played the audio recordings found on the website activities and asked students to tell me whether the intonation was rising or falling. After that, I wrote some of the questions on the board and I asked them to read the questions aloud. That had a positive effect,

because I provided students with more practice even after the lessons of DS03 were over, and they had the chance to listen to accents other than mine. Fortunately, they could respond to that activity satisfactorily.

Many students had difficulties understanding the answers provided by Google Assistant, and I had to help them with that (see my comments in Appendix I4). At the end of lesson 4, I quickly reminded them of the communicative practice they were to perform next class (lesson 5). Some of them told me they were excited for that. The description and analysis of this lesson is brought up in the last section of this chapter.

4.3.5 Lesson 5

The last activity of DS03 aims to provide students with an opportunity to practice the L2 as they interview their classmates in English, raising Yes/No and Wh-questions in the Present Simple Tense. As I knew my students love movie and anime characters, I thought of a way to make this communicative practice more appealing to them, saying that they would interview a “famous character”, and that they would have to think of the characters’ customization, style, and so on, to impersonate them. They would have to include in their interview the knowledge they had acquired during the last school trimester: likes, sports, routines, personal information, and so on, following the ability EF06LI05 in BNCC, which requires students “to use knowledge of the English language to talk about yourself and other people, providing personal information and characteristics related to likes, preferences and routines” (BRASIL, 2018, p. 249, my translation). This communicative practice can be seen in Figure 42. Appendix I5 brings the teacher-researcher’s diary related to this lesson.

Figure 42 – DS03, lesson 5, communicative practice.

LESSON 5: COMMUNICATIVE PRACTICE

INTERVIEWING A FAMOUS CHARACTER

1- Work in pairs or trios. You have to create a simple interview with one or two famous characters asking questions in the Present Tense.

INSTRUCTIONS:

- You can present the interview live or make a video to show to your classmates;
- Your interview must have a short introduction of the character(s). For example: *“Good afternoon everyone, today we are interviewing Spiderman”*;
- Your interview must have at least seven questions. You can ask about: personal information, routines, likes/hobbies, sports, etc. Use both WH- and YES/NO questions;
- Be creative! Think about the characters’ customization.

Obs.: if you present your interview in video, save it in a flashdrive and bring it to the classroom.




Source: DS03, lesson 5; the author, 2022.

I faced some challenges to administer this lesson. As I registered in the diary

this lesson was scheduled for November 28th, but students were dispensed with the lessons on that day because of Brazil’s soccer match in the World Cup. Thus, I had to ask another teacher to “lend” me one of her lessons on the 29th to administer this communicative practice. Some students were absent because it was pouring rain on that day. The present students had not paid attention to the instructions I had provided them in lesson 2 to carry out this activity (teacher-researcher, November 29th, Appendix I5).

Considering students’ reactions towards this lesson, I was surprised because different from the communicative practice in DS01 which made them nervous and anxious (see section 4.1.5), this one did not cause them any other apparent feelings rather than happiness for seeing themselves and their classmates costumed like the characters they had chosen (Appendix I5). We watched interviews with Sponge Bob and his best friend Patrick Star, Wednesday Addams, the Death, Spiderwoman, as well as Chuck and his wife. Unfortunately, not all the students were present on the performance day as I explained in the previous paragraph.

To help students get prepared for the performance, I spared five minutes in the class for them to get dressed or rehearse, if they wanted to (Appendix I5). Students worked in pairs or trios, but in bigger classes, teachers may assign students to work in small groups (that is a good

way to work on their confidence). Finally, I told students that they had to remain in silence while watching their classmates' performance. In case of questions, they could ask their classmates at the of the performance. I also incited them to say in Portuguese what they could understand from their classmates' performance. They spontaneously clapped their hands as the interviewers introduced the "famous characters" and at the end of each performance as well.

About the affordances that I could observe from this activity, I stated in the diary that

[...] One trio of students stood out and were almost one hundred percent intelligible (they came up with all the questions in the Present Tense and the "audience" of students could fully understand their interview). I noticed that some of them unconsciously applied some suprasegmental features, such as connected speech, word/sentence stress and rising/falling intonation (there was some improvement concerning the latter intonation). There was no video presentation (I believe that happened because at that moment of the year, they were more acquainted with each other and shame to perform in front of the others was no longer a problem) (teacher-researcher, November 29th, Appendix I5).

I was glad for having perceived some improvement concerning my students' falling intonation. Neither did it sound so robotic, nor so flat as I had observed in the previous lessons (see sections 4.3.2.2 and 4.3.3.2). I cannot affirm if the improvement I had observed concerning other suprasegmental features (such as connected speech and even sentence stress) came on because they had rehearsed their performance at home, but I strongly believe that pronunciation lessons contributed for their improvement.

In spite of everything that I brought up in the last paragraph, administering this lesson was a little frustrating for me (Appendix I5). I had frequently reinforced in my class the use of questions in the Present Tense as well as the use of knowledge they had acquired along the lessons. I explained what they were supposed to do in this communicative lesson in advance and even so, students came up with questions and information using other tenses (Past and Future). As a result, many students in the "audience" could not fully understand the interviews. As a matter of comparison, the trio who had "stood out" in their performance used language that we had studied in class, and because of that, the outcome was quite different, that is, everyone in the classroom could fully understand their English. Besides that, there were few students present in class who were not prepared to perform their interviews. Therefore, for future use, I will spare one of my lessons for students to prepare their performance in class. This way, I will have all the students engaged in the activity and I will have the opportunity to accompany their productions and help them whenever necessary (Appendix I5).

Notwithstanding, I would state that the three-pronunciation teaching didactic sequences implemented during the school trimesters of a sixth-grade class contributed to the enhancement

of my students' L2 pronunciation, mainly because otherwise, they could not have the chance to learn some of the L2 pronunciation features outside the classroom. Having said that, the last chapter of this MA thesis brings up the final considerations concerning the implementation of the DSs in the pronunciation lessons, as well as their pedagogical implications and limitations.

CHAPTER V

CONCLUSION

The last chapter provides the final consideration regarding this research-study. It summarizes the results obtained by the implementation of each pronunciation teaching didactic sequence and their overall findings, considers the pedagogical implications concerning pronunciation teaching at Brazilian public schools, and finally, acknowledges the limitations as well as the possibilities for further research in the field, considering the reality and needs of Brazilian students in public schools.

5.1 SUMMARY OF THE RESULTS AND MAIN FINDINGS

This present study aimed at implementing three pronunciation teaching didactic sequences in the English lessons of Brazilian public-school students in the sixth grade, besides reflecting upon their affordances, limitations and adjustments for future use. The didactic sequences were implemented at the end of each school trimester, following the school curriculum present in BNCC.

The three didactic sequences created for this study were beneficial to my professional growth as a public-school teacher. I discovered myself a teacher-researcher in the meantime. I had the opportunity to look at my own practice in class, and reflect about it as I created and implemented the DSs in my regular lessons. DS01 was very hard for me to create. I thought I would not be able to create pronunciation activities that could suit my students' reality. However, the more pronunciation activities I created, the more I learned and enhanced my abilities to create pronunciation materials considering my students' needs. Creating DS03, in turn, was much easier in comparison to the difficulties I had with the previous ones. That was a result of a reflective process: I researched, reflected upon the biggest difficulties my students had, created the activities, administered them and later, I made adjustments according to what I had observed through their implementation.

The writing of the teacher-researcher's self-reflection diary also posed a big challenge for me in the beginning of the writing process. Though I had audio-recorded myself at the end of every lesson, putting down in words the classes' observations was quite challenging. The suggestions which were offered to me in the Qualifying Event for this study as well as the practice of re-reading and rewriting about my impressions allowed me enhance the diaries and

the quality of information provided to the readers. I discovered that being a reflective teacher implies a continuous process that is going to last throughout my career as a teacher.

In addition, the DSs helped students improve their L2 speech intelligibility and encouraged them to perform oral activities in class. Concerning the implementation of the first didactic sequence, it was possible to conclude that students benefited from the explicit pronunciation instruction offered in class. I noticed that there was an improvement in terms of intelligibility for the L2 sounds and words which were brought to their attention. It was observed that the “th” sound does not hinder learners’ intelligibility in English most of the times (JENKINS, 2000), though it is hard for Brazilian students to fully acquire it. As stated by Zimmer, Silveira and Alves (2009), the difference between the /r/ and the /h/ consonants are not difficult for Brazilian students to perceive and also produce. Words like “scissors” and “Ireland/Irish” are hard for Brazilian students to pronounce. Considering the former, it may be because of the <sc> sequence found in onset position and because of the influence of the L1 orthography (CABAÑERO; ALVES, 2008; SILVEIRA; GONÇALVES, 2021) concerning the <ss> pronunciation. This L1-L2 influence can also be seen in the syllable stress of words like “Portugal/Portuguese”, “Canada/Canadian”, and “History”, where students usually stress the L2 syllables following the fashion of their L1 (BP). Yet, suprasegmental features showed to be difficult to be fast acquired, meaning that they have to be fostered during the whole process of the L2 learning (BARRETO; ALVES, 2012).

Regarding the implementation of the second didactic sequence, it was again possible to notice the influence that the L1 orthography has over the L2 (CABAÑERO; ALVES, 2008; SILVEIRA; GONÇALVES, 2021). Words like “our” and “daughter” were very challenging to my students as they followed the fashion of the alphabetic system of their L1. The /æ/ vowel was also challenging, since they usually assimilate its sound with the /ε/ vowel existent in Brazilian Portuguese (ZIMMER; SILVEIRA; ALVES, 2009). The [t] and [tʃ] sounds are not hard to be perceived and produced in coda position, though Brazilian students tend to replace the former with the latter as an attempt to simplify the L2 syllables (ZIMMER; SILVEIRA; ALVES, 2009). It was also possible to conclude that perceiving between the [s] and [z] sounds, and producing the [z] sound in coda position in the L2 words is hard for Brazilian learners (ZIMMER; SILVEIRA; ALVES, 2009; MENDES, 2017), especially in the beginning stages, though some of my students could perceive (and even produce) both sounds in coda position after explicit pronunciation instruction.

Considering the implementation of the third didactic sequence, I perceived that there was some improvement in the acquisition of some suprasegmental features. In spontaneous speech,

students unconsciously connected their speech, and raised their awareness about intonation on both Yes/No and Wh- questions. The pronunciation lessons raised students' awareness towards syllable stress as well as to the number of syllables in the L2 words, broadening then their knowledge of the L2 syllable system. Students had no difficulty perceiving and even producing the English nasal consonants in coda position, though some students still tended to follow the L1 trend vocalizing the [ŋ] sound (ZIMMER; SILVEIRA; ALVES, 2009). In words like “sing”, they could produce the velar nasal consonant without pronouncing the grapheme <g>. Nevertheless, when a morpheme is added, like “s” or “ing”, they tend to pronounce the <g>, especially when the [ŋ] sound is found in intervocalic position (ZIMMER; SILVEIRA; ALVES, 2009). Students showed difficulty in producing the [z] sound in coda position, pronouncing most verbs in the third person of the Present Simple Tense as [s] (MENDES, 2017). Even though it was easier for them to perceive the [s] and [ɪz] sounds in the verbs, they often confused the [z] sound with the [ɪz] one. I also noticed that my students usually perceive the vowel in the verb “have” as /ɛ/ instead of /æ/, and that might be the reason why they pronounce it as [hev].

In summary, though students still need to be constantly reminded of some pronunciation features of the L2, which is quite reasonable insofar as pronunciation teaching must have ongoing goals in the L2 lessons, it is possible to state that they reached an intelligible pronunciation concerning the L2 sounds/words that they were explicitly exposed to in the classes, especially in comparison to the ones they were not. That contributes to research which shows that raising students' awareness by explicit pronunciation instruction may really improve their L2 speech intelligibility (ALVES; MAGRO, 2011; ALVES, 2012; CARLET; KIVISTÖ-DE SOUZA, 2018). This research-study also shows that it is possible to work with L2 pronunciation instruction within the context of public-schools in Brazil. After acknowledging that, the next subsection presents the pedagogical implications of this study.

5.2 PEDAGOGICAL IMPLICATIONS

The results obtained by the implementation of three pronunciation teaching didactic sequences at a Brazilian public school may serve as a starting point for both teachers and researchers to consider and also rethink pronunciation teaching in the L2 classes. We can now take advantage of the fact that BNCC brings pronunciation as one of its objects of knowledge, respecting students' identity as speakers of Brazilian Portuguese (BRASIL, 2018),

corroborating to accent addition rather than accent reduction, decolonizing then the L2 pronunciation teaching, priming for L2 speech intelligibility.

This study also shows that in spite of all the difficulties that Brazilian teachers face at public schools, it is possible to work with L2 pronunciation in their lessons, not as an isolated component, but as part of the lesson plan, in combination with the other language components. In addition, it encourages teachers to create pronunciation activities (as a result of a reflective process) which might help their students reach an intelligible speech in the L2.

Yet, this study shows the importance of technology in our students' lives as they all loved doing the pronunciation activities using their cell phones, making an effort to sound intelligible in the L2. If it is not possible to use technology in class due to the difficulties that many Brazilian schools have with internet access and so on, students can be assigned to use their cell phones (or their parents') at home as an attempt to improve their L2 speech intelligibility, as they interact with the IPAs, for instance.

The didactic sequences designed for this study allow us, teachers, to reflect upon the quality of the material we are presenting to our students. There will always be room for improvement, and we have to acknowledge that it is part of the reflective process. Reflective pronunciation teaching contributes to our professional and personal growth (ANDRADE, 2016), besides helping us research, plan, implement and then replan our classes, having our students as the core of our lessons.

However, it is necessary that universities include courses on Phonetics and Phonology that not only will help pre- and in-service teachers account for L2 pronunciation features (segments and suprasegments) but also, how to teach L2 pronunciation to their students having intelligibility as its main goal. Finally, as a teacher who dreams of a quality public education, public universities must be invited to think of strategies of taking continuing pronunciation courses into the public schools to qualify the teachers who are working on the ground of our country. Having said that, the final subsection of this chapter acknowledges the limitations of this study and the possibilities for further research.

5.3 STUDY LIMITATIONS AND FURTHER RESEARCH

One of the study limitations is that the didactic sequences were administered after the grammar and vocabulary contents were taught to students to facilitate data analysis. Nonetheless, I believe they would be more effective if they were administered during the school trimesters as the contents are being introduced to students, and reinforced at the end of each

trimester, perhaps. That would also reduce the amount of pronunciation activities presented at once to the students, shrinking the time constraints that I had with some lessons in the DSs.

Yet, the didactic sequences were implemented only with sixth graders. Hence, further research needs to be carried out with the other elementary grades and also with high school students: comparing the performance of students in the beginning stage of the L2 learning (sixth grade) with the ones at high school who have been studying the language for at least four years at school, or implementing a longitudinal study, starting from the sixth grade onwards, to accompany students' improvement in terms of L2 speech intelligibility over the school years.

As this research-study brings my own impressions over the pronunciation lessons which I myself created and implemented in my classes, further research is needed to investigate the affordances and limitations of these didactic sequences within other classroom contexts, with different teachers implementing them in their classes. After all, what might work in a given context, might not work within others.

Lastly, the activities in the DSs are suggestions for teachers to use in their pronunciation lessons. The same activities might not apply for all the classrooms at public schools, mainly regarding bigger classrooms, which is the reality of most Brazilian public schools (more than thirty students in class), calling then for adjustments and/or replacement of the activities with others which are more meaningful considering students' needs and the reality of each classroom/school. Hence, more research is needed concerning pronunciation instruction in bigger classrooms at public schools.

As my final words, if you are a researcher, believe in public education. If you are a teacher, never stop believing in public education. If you are a teacher-researcher, invest on public education. The challenges are great, but the results are greater. As a fruit of public education myself, I may gratefully state that if I am able to write this MA thesis, it is so because I had teachers who believed in my potential as a student back then, and here I am now, trying to pay back for everything that I have had through our Brazilian public education.

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APPENDIX A

DIDACTIC SEQUENCE 1

LESSON 1: GREETINGS/BASIC PHRASES AND NUMBERS

1- Listen to your teacher reading the phrases below:



Na maioria das vezes, não pronunciamos as palavras uma por uma, pausadamente quando estamos nos comunicando oralmente. Costumamos lincar umas nas outras para a comunicação fluir mais rapidamente.

- 2- Now, pay attention to how your teacher connects one word to another in the phases above. In Portuguese, tell him/her what you noticed as he/she connected the words.
- 3- In pairs, write a short dialogue using the phrases above and practice it with your partner.
- 4- How do you say the following numbers in English?



5- Are they difficult to pronounce? Why?



Em inglês, os números que contêm o <th> têm um som que não existe no português, o /θ/. Preste atenção nas instruções do(a) seu/sua teacher e tente articular esse som.

6- Go back to the numbers above and try to pronounce them articulating the /θ/ sound.



Nós brasileiros pronunciamos o som do /θ/ como /t/, /f/ ou até mesmo /s/. Na maioria das vezes, isso não vai impedir a sua comunicação em inglês. Porém, no caso do número 3, isso pode resultar em outras palavras como “free” ou “tree” e dependendo do contexto, pode mudar o sentido do que estamos falando.

7- Listen to your teacher and circle the sentences you hear:

- a) They are **THREE** / **FREE** / **TREE** boys.
- b) They are **THREE** / **FREE** / **TREE** boys.
- c) They are **THREE** / **FREE** / **TREE** boys.
- d) They are **THREE** / **FREE** / **TREE** boys.

8- Compare your answers with a partner and check them with your teacher. Then, listen to your teacher's feedback on each sentence.



Os números de 13 a 19 terminam com a palavra “teen” e pronunciamos como /ti:n/. Você sabe o porquê? Precisamos enfatizar bem esse final na hora de pronunciar esses números para não confundimos com os números 30, 40, 50... que terminam em <ty>. Observe a diferença na pronúncia entre os números 13 e 30 com a ajuda do(a) seu/sua teacher.

9- Listen to your teacher and circle the numbers you hear:

14	40	15	50	16	60
17	70	18	80	19	90

10- Compare your answers with a classmate and check them with your teacher.

11- Lets' practice a little bit more! Listen to your teacher reading the sentences below and circle the numbers you hear:

- a) I am **fifteen/fifty** years old.
- b) My mother is **thirty-three/forty-three**.
- c) My house number is **eight/eighty**.
- d) I have **thirteen/thirty** stickers in my collection.

12- Compare your answers with a classmate. Is there any difference between your answers? Pay attention to your teacher's feedback on each sentence.

13- Let's play the teacher! Do the activities 7, 9 and 11 with a classmate. Don't forget to write the numbers you chose in your notebook (in advance).

LESSON 2: COLORS AND SCHOOL SUPPLIES

1- Read the sentences below saying the colors of the following images:

- a) The heart is _____
 b) The balloon is _____
 c) The ball is _____



*A palavra “orange” tem duas sílabas: O-RANGE. Observe o(a) seu/sua teacher pronunciando essa palavra e pinte a sílaba mais forte usando um “orange pencil”. Em português, onde está a sílaba tônica na palavra LA-RAN-JA?

*Agora, observe o(a) seu/sua teacher pronunciando a palavra “purple”. Como ele/ela pronunciou a sílaba “ple”? Em inglês, esses tipos de sílabas (consoante + <le>) são pronunciadas diferentes do Português. Observe como o(a) seu/sua teacher vai articular e pronunciar as palavras abaixo contendo esses tipos de sílabas:

TABLE – CIRCLE – GOOGLE – LITTLE – CANDLE

- 2- Now, try to pronounce the words above together with a classmate. Do you know what they mean?
- 3- How do you pronounce the words below?

RED

HEAD



Na maioria das vezes, a letra <h> é pronunciada com o seguinte som: /h/. Tente articular esse som com a ajuda do(a) seu/sua teacher .

Já a letra <r> ou <rr> é sempre pronunciada com o som de /r/. Para realizarmos esse som em inglês, temos que pronunciá-lo como algumas pessoas que moram em algumas regiões do Brasil pronunciam, o chamado <r> caipira.

- 4- Você já ouviu falar? Com a ajuda do(a) seu/sua teacher, pronuncie as frases abaixo em português com o <r> caipira:

PORTA ABERTA

CARTA DE AMOR

CARNE DE PORCO



Você conhece alguém que pronuncia as frases acima com o <r> caipira? **Não há nada de errado com isso, é apenas uma questão de sotaque!** Em inglês, usamos o som de /r/ no início, no meio e dependendo do sotaque, em final de palavras também. Pratique esse som lendo as palavras abaixo em inglês com um(a) colega:

ORANGE PENCIL SHARPENER

YOUR ERASER

RED SCISSORS

- 5- Se juntarmos as palavras “red” e “head”, teremos uma nova palavra em inglês. Você sabe o que significa em português? _____.
Agora, pratique as palavras lendo a seguinte frase com um(a) colega: *Marina Ruy Barbosa is redhead.*
- 6- Now, listen to your teacher and circle the sentences you hear. Then, compare your answers with your partner’s and check them with your teacher:
- a- It’s a **red** / **head** line.
 - b- The **red** / **head** light of our car.
 - c- It’s the **red** / **head** post.
- 7- Now, it’s your time! Read the 3 sentences above to a classmate choosing between “red” or “head”. Did he/she get it right?
- 8- Open your textbook to page 51 and answer the activity below. You are going to listen to different intonations when borrowing school supplies:

PRONUNCIATION

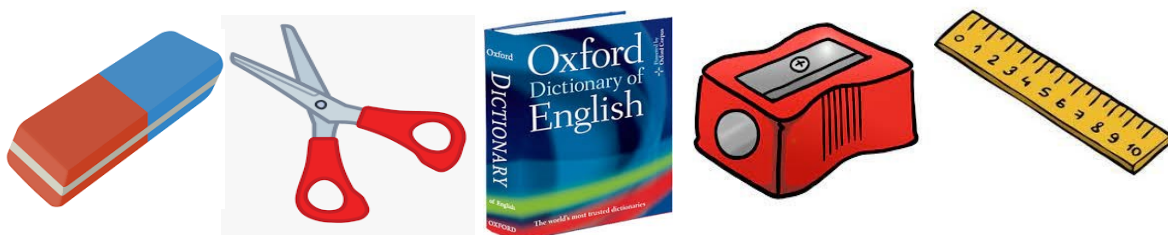
20

Listen and check the intention you perceive when you listen to the sentences.

	Friendly	Not Friendly
a.		
b.		
c.		
d.		

Source: students’ textbook, *Become* by Lacombe et al. (2018, p. 51).

- 9- Compare your answers with a classmate and discuss in Portuguese why the sentences sound friendly or not.
- 10- Now, listen to your teacher’s feedback on each sentence. Why is intonation important?
- 11- Now, let’s play! Stand up and borrow three of the school supplies below from three different classmates. Pay attention to your intonation in the questions and the /r/ pronunciation in the words:



LESSON 3: COUNTRIES/NATIONALITIES AND SCHOOL SUBJECTS

- 1- Listen to your teacher pronouncing the nationalities below and circle the stressed syllable:

GER-MAN POR-TU-GUESE CA-NA-DI-AN
JAPA-NESE CHI-NESE I-RISH



É muito importante saber onde está a sílaba tônica da palavra que estamos pronunciando. Às vezes, se trocamos a sílaba tônica da palavra, isso pode dificultar a nossa comunicação em inglês. Para percebermos onde está a sílaba mais forte, temos que prestar atenção na sílaba mais longa e mais alta da palavra.

- 2- Now, listen and compare these countries and nationalities. What are the stressed syllables in each word? Circle them and compare your answers with a partner's.

JA-PAN / JAPA-NESE CHI-NA / CHI-NESE
GER-MA-NY / GER-MAN POR-TU-GAL / POR-TU-GUESE
CA-NA-DA / CA-NA-DI-AN IRE-LAND / I-RISH

- 3- Check your answers with your teacher and listen to his/her feedback.
- 4- Complete the sentences below with one of the nationalities above. Then, read the sentences aloud. Pay special attention to the stressed syllables in the countries and nationalities.
- Fernando Pessoa is from Lisbon. He is _____.
 - Jackie Chan is from Hong Kong. He is _____.
 - Digimon is from **Japan**. It's a _____ animation.
 - Vancouver is a _____ city.
 - U2 is from Dublin. It's an _____ band.
 - I am from **Germany**. So, I am _____.
- 5- *What's your favorite school subject?* Listen to your teacher reading different answers to this question:

- *My **favorite** subject **is** **Art**.
- *My **favorite** **is** **Math**.
- *It's **Science**.
- *I love **Physical Education**!



As palavras **em negrito** são as palavras/sílabas que geralmente enfatizamos quando falamos as frases acima. No geral, enfatizamos aquilo que tem mais importância no que estamos querendo comunicar. A parte em **vermelho**, significa que podemos lincar o final de uma palavra com o início da outra.

Seu/sua teacher vai ler as frases acima novamente. Observe como ele/ela vai lincar e enfatizar as palavras nas frases e as repita junto com a sua turma.

- 6- Now, ask and answer the question in activity 5 with a classmate choosing one of the sentences above to give your true answer. Pay attention to stressed words and links. Remember the /θ/ sound in the “Math” and take care with the /t/ sound in “Art”.
- 7- Read the key words below. Which school subject best fits in each group of words? Compare your answers with a partner. Do you agree with his/her answers?

Obs.: se você não souber o significado de algumas das palavras abaixo, consulte um dicionário.

- a) **SPORTS' COURT – VOLLEYBALL – PHYSICAL EXERCISES**
- b) **CALCULATIONS – NUMBERS – EQUATIONS**
- c) **PAST EVENTS – OLD CIVILIZATIONS - WARS**
- d) **MAPS – CONTINENTS – CLIMATE**
- e) **NATURE – HUMAN BODY – ANIMALS**
- f) **COLORS – DRAWINGS – SHAPES**
- g) **GRAMMAR – VOCABULARY – BRAZIL**
- h) **DICTIONARY – FOREIGN LANGUAGE – CANADA**

LESSON 4: GUIDED PRACTICE

- 1- Work in pairs. Pick a card and ask the questions to a classmate. Pay attention to his/her answers.

CARD A	CARD B
1. What's your full name? 2. How old are you? 3. What are the colors of your house? 4. What is the name of the Portuguese teacher? 5. What's your favorite school subject? 6. Borrow a school supply from your partner.	1. What's your last name? 2. Where are you from (city)? 3. What are your favorite colors? 4. What is the name of the Art teacher? 5. What time is it? 6. Borrow a school supply from your partner.

- 2- Switch cards and repeat the activity.
- 3- **CHALLENGE:** Work in pairs. Read the words below using a cell phone or your teacher's and check if it recognizes your speech. You have 3 chances!

RED RULER I AM IRISH FOURTEEN PENCILS ART CLASS

- 4- Now, it's time to get ready for the oral presentation!

LESSON 5: COMMUNICATIVE PRACTICE

INTRODUCING MYSELF TO MY CLASSMATES

- 1- Together with a classmate, prepare a mini-introduction about each of you for the whole class to get to know you better.

You have to:

- Greet your classmate;
- Say your name and age;
- Say where you are from (city and state);
- Mention your nationality;
- Mention your favorite colors and school subjects.

Obs.: practice your mini-introduction at home.

Before presenting to the whole class, rehearse the mini-introduction with your classmate (you have 5 minutes for rehearsal).



APPENDIX B

ANSWER KEY

DS01

Lesson 1, activity 7:

- a) Free
- b) Three
- c) Tree
- d) Three

Lesson 1, activity 9:

40 – 15 – 16 – 70 – 18 – 90

Lesson 1, activity 11:

- a) Fifty
- b) Thirty-three
- c) Eighty
- d) Thirteen

Lesson 2, activity 6:

- a) Head
- b) Red
- c) Red

Lesson 2, activity 8:

- a) Can I use your pencil? (friendly)
- b) Can I use your tablet?
- c) Can I use your green pencil?
- d) Can I use your dictionary? (friendly)

Note: “A question which attributes the same pitch and strength to all the words may sound robotic or even rude. Call students’ attention that though this aspect is subjective, the use of intonation at the end of questions with a louder, higher pitch and stronger sound (rising intonation) may result in more receptivity to the listeners” (LACOMBE et al. (teacher’s book); 2018, p. 51, my translation).

APPENDIX C1

TEACHER-RESEARCHER'S SELF-REFLECTION DIARY

DATE: April 22nd

DS N°: 01

LESSON N°: 01

* **Classroom challenges on the day:** as the lesson happened on a day after a holiday (Tiradentes Day), many students were absent (almost 50% was absent). As it was the last class of the afternoon, they were a little tired and the outside noise bothered the class a little bit.

ACTIVITIES: 01 – 03

* **Objective:** to perceive how the words are connected to one another to form meaningful sentences.

* **Students' reactions:** at first, students were a little apprehensive, thinking that the didactic sequence was an exam. When I explained what that was (a set of pronunciation activities that are going to help them perform oral activities), and that they were supposed to complete the activities in pairs/trios, they got relieved and enjoyed the idea.

* **Preparation for the activities:** I quickly talked about the importance of connected speech in oral communication and in Portuguese. I spoke like a robot, pronouncing word by word without connecting them and asked what students thought of that. They answered that it is weird and uncomfortable and that nobody speaks that way. After that, I said that the same discomfort might happen if we speak an L2 in that fashion.

* **Affordances:** as the *attention note* written in the DS was in Portuguese, students could benefit more from the instruction in their L1, and that encouraged them to read the note aloud (many students raised their hands to read the note aloud for the whole class). In activities 01 and 02, after my help, students could perceive some linking and deletion in the connected speech: deletion of [d] in *good morning*, assimilation ([d] pronounced as [r]) in *good afternoon* and *good evening*, and linked words, like [haw 'ɑ:rju:], [wer 'ɑ:rju: frəm] and [naɪst mi:tju:]. In activity 03, students were willing to speak because it was a pair closed-activity.

* **Limitations:** in activity 01, students tended to repeat the sentences aloud instead of only paying attention to my pronunciation. They also had some difficulties to understand what I really wanted from them in activity 02. So, I had to provide them with examples in Portuguese to help them understand the activity. For instance, the vowel degemination in “camisa azul”, the assimilation in “lápiz azul” ([s] pronounced as [z]), and the deletion of the preposition “de” in “faculdade de medicina”. In activity 03, students were tempted to write the dialogues to feel confident, but I said it was not necessary for that activity. Few students showed some difficulties with linked words (linking one word to another in sentences like *how are you?* and *where are you from?*).

* **What needs to be adjusted for future use:** dedicate more time to activity 03 so that students can present the short dialogue for the whole class after practicing it with their pairs. That would allow me to observe better the difficulties in my students’ pronunciation.

ACTIVITIES: 04 – 06

* **Objectives:** to help students perceive and articulate the [θ] sound in the cardinal numbers.

* **Students’ reactions:** they were eager for these activities and wanted to show me they knew how to pronounce the numbers in the activity.

* **Preparation for the activities:** I asked students what those numbers had in common. They answered it was the number 3 in all of them. Though none of the students said that all of the numbers had the [θ] sound, when I reminded them of that, they remembered how it should be articulated (from past lessons).

* **Affordances:** the activities were rather simple for the students but allowed me to observe that their pronunciation for the numbers with the [θ] sound was already intelligible. At first their pronunciation for “13” sounded a bit unintelligible, but after reading the *attention note* and paying attention to my pronunciation, they improved it in activity 06 (as I emphasized the word stress in “thirteen”).

* **Limitations:** the activities were not challenging for students.

* **What needs to be adjusted for future use:** make the activities a little bit more challenging, maybe writing the numbers to check how much the relation between sound and letter would hinder their intelligibility as pronouncing the numbers.

ACTIVITIES: 07 and 08

* **Objectives:** to discriminate the words “three”, “free” and “tree” in a sentence.

* **Students’ reactions:** they were a little confused and did not understand the activity at first.

* **Preparation for the activities:** I made it clear that most of the time, the words in the activity do not hinder students’ intelligibility because of the context. For activity 07 to make sense for students, I asked them what “three boys”, “free boys” and “tree boys” meant. They had fun when they got what “tree boys” mean and I explained to them in which context can that exist (boys playing the character of tree boys in a school play). After that, I pronounced each word and the students repeated right after me.

* **Affordances:** the *attention note* before activity 07 gave me a good opportunity to discuss intelligibility with my students. In activity 08, students reported that to get to the answers, they looked at my lips to check out whether it was the [θ] or not (it was a surprise to me, since I did not ask them to do that). They said they had no difficulties in perceiving the words because it was evident when it was [f] or [t].

* **Limitations:** they had a hard time to understand the idea of the activity and could hear only to my pronunciation for the 4 sentences.

* **What needs to be adjusted for future use:** add pictures to ease students’ understanding of the noun phrases in activity 07 and I could have different people recording the sentences so that students could listen to different accents.

ACTIVITIES: 09 – 12

* **Objectives:** to perceive the difference between “ty” and “teen” in the numbers.

* **Students' reactions:** students were eager to show me they knew how to pronounce all the numbers in the activity.

* **Preparation for the activities:** I carefully explained the activities for students, emphasizing that at first, they had to listen to the numbers and circle what they had heard.

* **Affordances:** the activities allowed me to perceive that my students' pronunciation was already intelligible for the numbers in the activity (this difference had already been worked in class). They showed some difficulties with the difference between 8 and 80, probably because this feature was not focused on previous lessons. I explicitly called their attention to that difference in activity 12 and students seemed to have understood it.

* **Limitations:** the activities were not challenging for students.

* **What needs to be adjusted for future use:** make the activities a little bit more challenging, maybe pronouncing the numbers with no pictures in the activity, or mixing them.

ACTIVITY: 13

* **Objectives:** to pronounce the numbers intelligibly.

* **Students' reactions:** they loved the idea of playing "the teacher".

* **Preparation for the activities:** for each activity (07, 09 and 11), I carefully explained that students had first to circle (or write them in their notebook) the words/numbers they wanted to pronounce to their peers and pay attention so that their peers could not see what they had circled (or written). They were also informed that they should alternate between the answers in the original activity and other answers (numbers) chosen by them in the activity.

* **Affordances:** the activity allowed students to practice the pronunciation features studied so far (in a controlled fashion), enabling students to choose and pronounce the words intelligibly to their peers and giving them the chance to listen to other pronunciation rather than mine by hearing to their classmates. To make activity 09 a little bit more challenging, I said that students could choose four of any numbers in the activity (instead of choosing one number in a pair of

numbers as suggested in the original activity). They loved playing the “teacher” and it motivated them to do the activities.

* **Limitations:** it was not possible to administer this activity on the same day because the class time had run out. Then, it was postponed to April 26th, together with lesson 2.

* **What needs to be adjusted for future use:** redesign lesson 1 (fewer activities on a day), allowing students more time to do the activities.

APPENDIX C2

TEACHER-RESEARCHER'S SELF-REFLECTION DIARY

DATE: April 26th

DS N°: 01

LESSON N°: 02

* **Classroom challenges on the day:** this class happened after students' break-time and they took a little time to get to the English classroom, and it took some time for me to organize them all in the classroom. They were very loud on that day and there was a Physical Education class in the school yard next to the English classroom, so, there was much noise outside. All the students were present and I had to explain the objectives of the DS again. Because of all these factors, I could not administer all the activities of lesson 2 on that day and postponed it to April 28th. Also, as the school does not have a colored-copy printer, I had to paint the images on activity 01 myself, one by one.

ACTIVITIES: 01 and 2

* **Objective:** to raise students' awareness of syllable stress, and the pronunciation of consonants followed by the graphemes <le>.

* **Students' reactions:** at first, the ones who were absent last class were scared thinking that the DS sheet was a term-test. After my explanation, they got relieved, but then, they started to make noise, talking and joking a lot. Incredibly, the ones who were present in the first pronunciation lesson behaved well and helped me call their peers' attention to the class. After some time, they all took the DS seriously.

* **Preparation for the activities:** I managed to pair the students who were present in the first lesson with the ones who were not to facilitate the conduction of the activities. To conduct activity 01, I talked about the importance of stressing the correct syllable using students' L1 (Brazilian Portuguese) as an example. I used the word "Pará" and called students' attention to the fact that if we place the stress on the first syllable, it is going to mean something different.

* **Affordances:** though the activities were very easy, they allowed students to raise awareness of the importance of stressing the right syllable in both L1 and L2, besides calling students'

attention to the silent <e> in “orange” and to the pronunciation of a consonant followed by the graphemes <le>, since most of the time, they tended to rely on the correspondence between letter and sound of their L1, pronouncing the word “circle” as [ˈsir.klə], for instance.

* **Limitations:** the activities do not have a less-structured practice, like a guided practice so that students can produce language more spontaneously.

* **What needs to be adjusted for future use:** make both activities a little bit more communicative, perhaps creating a guided practice to enable students to speak in a more spontaneous fashion.

ACTIVITIES: 03 – 07

* **Objective:** to perceive, articulate and produce the /r/ and /h/ phonemes; to talk about the importance of respecting different accents in students’ L1 using the “r” caipira.

* **Students’ reactions:** they had a lot of fun articulating the [r] sound in Brazilian Portuguese words (“r” caipira).

* **Preparation for the activities:** first, I asked if students knew the “r” caipira and if they knew any person who speaks like that. After students read the *attention note* in the activity, I stated the importance of respecting different accents, and that there is no superior accent. However, people are still denied job opportunities because of their accent. Students found this fact a pity (some of them questioned: how could people be denied jobs because of accents and not because of their competence?).

* **Affordances:** students had no difficulties completing the activities and could understand well the difference between the /h/ and the /r/ phonemes.

* **Limitations:** no limitations were found in these activities.

* **What needs to be adjusted for future use:** they can be conducted exactly as they appear in the DS.

ACTIVITIES: 08 – 10

* **Objective:** to raise awareness about the importance of rising intonation in friendly requests.

* **Students' reactions:** at first, they got very confused concerning what they were supposed to do in the activities and complained a lot about the quality of the audio input, since I played the track of the activity using the CD provided by students' textbook.

* **Preparation for the activities:** I had a brief talk with students about intonation (what it is) and used the sentence in BP “você pode me emprestar seu lápis” (you can lend me your pencil), pronouncing it twice: as a statement and as a question to exemplify the importance of intonation in oral communication. After that, I carefully explained what they were supposed to do in the activities.

* **Affordances:** though it was hard for students to perceive the rising intonation in friendly requests in the audio input, the activities raised their awareness towards this suprasegmental feature. In activity 09, some students perceived that some sentences in the audio input sounded robotic and that is why they considered them as unfriendly.

* **Limitations:** it was very hard for students to perceive the difference between friendly and not friendly requests, leading me to read the sentences for the students. There were divergences in the answers of activity 09, since many of them got confused with the pronunciation in the audio input. I had to write the sentences on the board to call their attention to rising intonation in friendly requests and to facilitate the understanding of activity 10, but some of them got the wrong idea, thinking that they have to shout the last word to rise the intonation.

* **What needs to be adjusted for future use:** either I continue reading the sentences for students or ask someone to record the sentences from the textbook more clearly, or replace the audio input with a different one with the same objective (rising intonation in friendly requests).

ACTIVITY: 11

* **Objective:** to practice the /r/ pronunciation with school supplies.

* **Students' reactions:** they loved the activity since they had to stand up and walk around the classroom to borrow school supplies from their classmates and collect the ones that appeared in the activity to win a new pencil from the teacher.

* **Preparation for the activities:** I gave them the instructions: collect the five school supplies that appear in the activity in English. For that, I elicited from them whether they knew the school supplies' names, how they can borrow them ("can you lend me your...?" or "can I borrow your...?"), and how they can answer to their classmates' requests ("sure" or "sorry, I don't have one"). The one who could collect the five supplies first would win a new pencil from the teacher. Lastly, I reminded them of the importance of rising intonation in friendly requests.

* **Affordances:** the activity gave students the chance to practice the school supplies containing the [r] sound in a fun and stress-free communicative fashion, besides, it allowed students to practice the rising intonation feature in friendly requests. In addition, this activity brought some motion into the classroom and students enjoyed it a lot!

* **Limitations:** some students tended to speak Portuguese while borrowing the supplies from their classmates, leading me to intervene sometimes and encourage them to speak the L2 at these moments.

* **What needs to be adjusted for future use:** write the questions and answers on the board, if necessary, to encourage students to speak the L2.

APPENDIX C3

TEACHER-RESEARCHER'S SELF-REFLECTION DIARY

DATE: April 28th

DS N°: 01

LESSON N°: 03

* **Classroom challenges on the day:** I had to boldface the stressed words and syllables in activity 5 myself, and painted in red the connected words (as it appears in the activity), because the school does not have a colored-copy printer.

ACTIVITIES: 01 – 04

* **Objective:** to be aware of the importance of stressing syllables correctly.

* **Students' reactions:** as soon as students realized what they were supposed to do in the activities, they were eager to do them without listening to my instructions.

* **Preparation for the activities:** I reminded students of lesson 2, activity 01, where students had to listen to the pronunciation of “orange” and “laranja” and notice where the stresses fall. Students were also reminded that depending on the context, stressing the wrong syllable may hinder their communication in the L2.

* **Affordances:** the activities allowed students to perceive that stressed syllables are the longest and the loudest ones. They could perceive some pronunciation differences comparing the countries and the nationalities: the number of syllables in “German” and “Germany”, and the /i/ pronunciation to differentiate the country and the nationality; they could also perceive the countries and nationalities whose stressed syllables changed, like “Canada” and “Canadian”, and “China” and “Chinese”; however, they had difficulties perceiving this change in “Portugal” and “Portuguese”, probably because of the secondary stress in the pronunciation of this nationality. After activity 04, I asked for volunteer-students to read the sentences aloud and I was glad that some students really wanted to participate in the class and gladder was I to see that the sentences sounded intelligible to me.

* **Limitations:** activity 04 was very hard for students because most of them did not know where Hong Kong, Vancouver and Dublin are. That made some students want to give up on the activity and I had to give them some clues to help them complete the activity. One of the clues was to elicit from students the only nationality present in the activity which can be followed by the indefinite article “*an*” because of the vowel sound in the beginning of the word (that is, “Irish”). Unfortunately, few students could understand my hint.

* **What needs to be adjusted for future use:** the sentences in activity 04 must be reformulated to suit students’ knowledge and to encourage them to complete the full activity.

ACTIVITIES: 05 – 07

* **Objective:** to practice suprasegmental features (word and sentence stress + connected speech) together with school subjects.

* **Students’ reactions:** they were curious to know why some words were painted while others were not. Some of them questioned why their favorite subject was not written in the activity, like English and Geography.

* **Preparation for the activities:** I asked students the question in activity 05, “*What is your favorite subject?*”, to check whether they remember the question from previous lessons. Some students answered saying the name of their favorite one in English and some others answered in Portuguese.

* **Affordances:** after my intervention, students could finally notice some suprasegmental features in the sentences (as highlighted in red): the link between a word ending in a consonant sound and another beginning with a vowel sound (subject **is**, etc.); the impossibility of linking “... **is Math**”, for having two different consonant sounds; and incredibly, they noticed that in “it’s **Science**”, the linking is possible because the consonant is the same (meaning in their words that it refers to the same sound, [s]).

* **Limitations:** students were asked why some words/syllables were boldfaced, and why some were in red. At first, they could not answer it, but after reading the *attention note* in the activity, things were clearer and they could understand the point. Even so, students had a hard time to

perceive how the speech is connected and needed my intervention (I strongly emphasized the sounds that are connected and raised questions so that they could get to the answers). They were confused why in the sentence “my favorite **is**” there is a link, because in their head, that referred to two different vowels, <e> and <i>; so, I had to stress the pronunciation of “favorite” so that they could perceive that it ends in a [t] sound. In students’ production in activity 06, I noticed that though students were struggling to connect the words, they did not care a lot to stress the boldfaced words/syllables. In terms of segmental features (though it was not the objective of the activities), I noticed that some students pronounced “Math” as [mæt] or [mætʃ], but pronounced “Art” intelligibly. “History” and “Geography” were pronounced by some students as [ɪs'tɔri] and [ʒjɔ'græfi], respectively. Activity 07 was rather simple and I missed a practice where my students could reinforce the suprasegmental features presented in activity 05.

*** What needs to be adjusted for future use:** create one more activity before activity 07, including the other school subjects that students have in the sixth grade to work with syllable stress and reinforce some segmental features in the pronunciation of the subjects. Also, activity 07 could be replaced with a controlled practice activity where the students would read other sentences containing school subjects to practice word/sentence stress and the connected speech features.

APPENDIX C4

TEACHER-RESEARCHER'S SELF-REFLECTION DIARY

DATE: May 2nd

DS N°: 01

LESSON N°: 04

* **Classroom challenges on the day:** this lesson was first scheduled to May 3rd, but the school principal had scheduled a pedagogical meeting on that day. So, I had to administer this lesson the day before, in a vacant class that both my students and I had. It was raining heavily and not all the students were present.

ACTIVITIES: 01 and 02

* **Objective:** to practice the contents studied through a communicative guided activity.

* **Students' reactions:** there was no surprise since students already expected what they were supposed to do in this activity. They wanted to start asking the question without even listening to my instructions.

* **Preparation for the activities:** I quickly reviewed question by question in both cards, conducted a choral repetition with the whole class and asked my students if they knew what the questions meant. For question 6 in activity 01, I elicited from the students forms to borrow school supplies from their classmates and how to answer.

* **Affordances:** the activities allowed students to practice the contents studied in class through a guided practice containing words that might hinder students' intelligibility in the L2, without explicitly being called attention to their pronunciation. The activities allowed me to observe that students had no difficulties with the pronunciation of the words in the activity, except for the words *subject* and *school*, pronounced sometimes as [sub' dʒɛktɪ] and [is' kɔw], respectively. However, students were not explicitly called attention to those words during the classes nor would they hinder their L2 intelligibility (depending on the context).

* **Limitations:** the activity misses a less-structured part, where students could come up with one or two questions by their own (to ask their partners).

* **What needs to be adjusted for future use:** add a space in activity 01 so that students can come up with their own question within the contents studied. In activity 02, students could work with a different pair to get familiar with different accents and establish rapport in the class.

ACTIVITY: 03

* **Objectives:** to practice pronunciation using the technology available in class (Google assistant).

* **Students' reactions:** they were super-excited for the activity since they could use their own cell phones in class (I had asked them to bring the cell phones to school in advance for this activity if they could).

* **Preparation for the activities:** I asked who of the students had a cell phone at their disposal and paired them up (the one with a cell phone with the one without).

* **Affordances:** an excellent stress-free activity to practice the intelligibility in the L2, as in the classroom as at home, individually or in pairs, trios or groups, using the technology available at school. The activity was very motivating and my students loved it!

* **Limitations:** not all the students had a cell phone, so they had to work in pairs. The second teacher of the class and I had to lend our cell phones to students and there was a trio of students as well. I also had to share my internet service with my students, since none of them had it in their cell phones. The Google assistant could not recognize some noun phrases in the activity even though students' pronunciation was intelligible (most of the time). The Google assistants in some cell phones were set to Portuguese mode and they had to be changed into English to conduct the activity properly (it took part of the class).

* **What needs to be adjusted for future use:** put the noun phrases into meaningful sentences to ease students' intelligibility by the Google assistant. Ask my students to set the device in the English mode in advance to save time in the class.

ACTIVITY: 04

* **Objectives:** to explain and rehearse the oral presentation (communicative practice).

* **Students' reactions:** at first, they were a bit scared since they knew they would present it to the whole class. But then, they got relieved for having the opportunity to practice it at home.

* **Preparation for the activities:** I carefully explained what they were supposed to do in the activity, went over each command from the communicative practice and made it clear that it would be conducted in pairs because of the time, but each student should practice at home and pretend this is the first day of class and they have to introduce themselves to their classmates, following the commands that appear in lesson 5.

* **Affordances:** it gave the students the opportunity to know about the presentation in advance and the chance to practice it at home. Knowing that the communicative practice would be conducted in pairs gave my students more security to perform it in front of everyone.

* **Limitations:** as it would be practiced at home, I could not know for sure whether students would do it or not. Also, they could not meet their pairs to practice together at home.

* **What needs to be adjusted for future use:** spare some time in the class for pair-practice the class before the presentation, to aid students with their questions.

APPENDIX C5

TEACHER-RESEARCHER'S SELF-REFLECTION DIARY

DATE: May 6th

DS N°: 01

LESSON N°: 05

* **Classroom challenges on the day:** this activity was scheduled to May 5th. However, all the students from the school had to take a mock exam with questions from all the school subjects on that day, meaning that the communicative practice had to be postponed to May 6th. Two students were absent. There was noise outside because of the other classes and a little noise inside with students trying to rehearse during their peers' presentation.

ACTIVITY: COMMUNICATIVE PRACTICE

* **Objective:** to introduce yourself to a classmate.

* **Students' reactions:** they were very anxious and nervous but surprisingly, they wanted to present right way to reduce the anxiety and watch their peers' presentation.

* **Preparation for the activities:** I paired up my students and spared 5 minutes in class for rehearsal. Students were told to remain in silence during their colleagues' presentation and to ask questions at the end of each presentation, if necessary.

* **Affordances:** all the students were engaged in the activity and fortunately all of them presented (it is a positive point, since it is very hard for students, especially in the sixth grade to present orally in the first presentations of the year; many of them simply decide not to present). Most students were attentive to their colleagues' presentation and could understand what their peers said in the presentation. The activity also allowed me to perceive that almost all students were intelligible, especially with the pronunciation of the words they were explicitly instructed. They felt happy and relieved after their presentation and praised their friends for their presentation as well.

* **Limitations:** during the rehearsal, I noticed that few students still tended to read the instructions in the activity to provide information; for example, a pair of students produced a

sentence like “*say your age 11*”, “*greet your classmate, good afternoon*”. I needed to intervene and help them build the sentences. It caused some embarrassment for that pair of students during their presentation. Because of shyness, most of the students spoke too low, and I had to ask them to speak louder for the whole class to listen.

*** What needs to be adjusted for future use:** provide students with more oral practices in the didactic sequence to reinforce the structures of the sentences, and get students more familiar with communicative practices. More practices may reduce the anxiety and shyness students usually have before presenting. Though the activity had positive points, I have reflected about the stress that could bring to my students, and I believe that changing its format would be better. Maybe, having my students working in small groups introducing themselves, then they could change groups to practice more and get to know other friends better.

APPENDIX D

DIDACTIC SEQUENCE 2



LESSON 1: VERBO *TO BE*, PET ANIMALS AND DEMONSTRATIVE PRONOUNS

1- Open your textbook to page 29 and do the activity below:

PRONUNCIATION

In situations where informal language is used, the forms of verb *to be* can be contracted in affirmative and negative sentences. Listen to the following examples and compare them. Pay attention to the underlined verb forms.

a. Shakira is very popular in the United States.
Shakira's very popular in the United States.

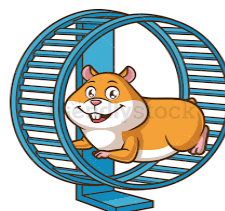
b. Bruno Mars is not from California. He is from Hawaii.
Bruno Mars isn't from California. He's from Hawaii.

c. Shakira and Etana are not American. They are from Colombia and Jamaica, respectively.
Shakira and Etana aren't American. They're from Colombia and Jamaica, respectively.

Source: students' textbook, *Become* by Lacombe et al. (2018, p. 51).

2- Write down names of pet animals you know in English. Then, share them with a classmate:

3- What are these pet animal names in English? Say the names out loud to a classmate:





Esses quatro pets contêm o som vocálico representado pelo seguinte símbolo: /æ/. Esse som está presente em muitas palavras em inglês grafadas com a letra <a>.

- 4- Pay attention to your teacher as he/she articulates the /æ/ sound and then, do it yourself. Then, go back to exercise 3 and pronounce the pet names again. Pay special attention to the /æ/ sound.
- 5- Three of the pet names above **end** with the /t/ sound. Listen to your teacher as he/she pronounces the pet names in exercise 3 and pay attention to how he/she pronounces the final <t> sound.



É importante articular a letra <t> em final de palavras em inglês corretamente. Muitas vezes, nós brasileiros pronunciamos com um outro som, o /tʃ/, podendo resultar em uma outra palavra. Às vezes, isso pode modificar aquilo que você está dizendo.

Veja o caso da palavra “cat”. Se pronunciarmos o <t> final como /tʃ/, isso vai resultar em uma outra palavra “catch” e mudar todo o sentido da nossa frase.

- 6- Test your partner! Pronounce the 3 pet names in exercise 3 that end with the final <t> either with the /t/ sound or with the /tʃ/ sound. Your partner must clap hands every time you pronounce the words with the /t/ sound or wink the eye if you pronounce them with the /tʃ/ sound. Don't forget the /æ/ sound also present in the words.
- 7- Complete the sentences below with “**this**” or “**these**”:

_____ are my birds.

_____ is a turtle.



Tanto a palavra “this” quanto a palavra “these” começam com o som /ð/. É comum algumas pessoas pronunciarem esse som como [d]. Na maioria das vezes, isso não vai atrapalhar a nossa comunicação em inglês. Siga as instruções do(a) seu/sua teacher e tente articular o som /ð/. Agora, observe como o/a teacher vai pronunciar essas palavras. O que você percebeu de diferente entre a pronúncia de uma para outra?



As palavras “bird” e “turtle” contêm a vogal /ɜ:/. Com a ajuda do(a) seu/sua teacher, pronuncie ambas as palavras com essa vogal. Remember: como devemos pronunciar o <le> na palavra “turtle”?

- 8- Read the sentences below with a partner. One helps the other. Then, read them aloud.

- | | |
|------------------------------|---------------------------|
| a) These are my pets. | b) This is my bird, Pepe. |
| c) These are my two turtles. | d) This is a parrot. |

LESSON 2: FAMILY AND POSSESSIVE DETERMINERS

- 1- Oral dictation: listen to your teacher dictating some words related to family in English and write down what you hear. Then, compare your answers with a classmate:



- 2- Your teacher needs 8 students to go to the board to write the words from the dictation. Any volunteer??? Did you get all the words?



Você se lembra da vogal /æ/? Muitas vezes, nós brasileiros trocamos o som da vogal /æ/ pela vogal /ɛ/, que soa como “é” em português. Isso acontece porque não temos o som do /æ/ em português e por isso, substituímos por um som semelhante existente na nossa língua. Porém, dependendo do contexto em que usamos as palavras, podemos alterar o significado delas e gerar confusão na hora de falar.

Veja o caso da palavra “dad”. Se pronunciarmos o <a> como /ɛ/, isso vai resultar em uma outra palavra “dead” e mudar todo o sentido da nossa frase.

- 3- Listen to your teacher pronouncing the words below with both the /æ/ and /ɛ/ sounds and notice the difference. Then, pronounce the same words below with a classmate. Pay attention to the /æ/ sound.

AUNT DAD

- 4- Which other words for “dad” and “mom” do you know in English?
- 5- What is the difference in terms of pronunciation between “dad” and “daddy”?
- 6- Complete the sentences below and read them to a partner:
- a) My mom’s name is _____
- b) My dad’s name is _____
- 7- **YES or NO?** Listen to your teacher pronouncing the words below and circle “yes” or “no” according to what you hear:

AUNT / COUSIN	a letra <u> é pronunciada.	YES / NO
UNCLE	a letra <u> é pronunciada como /u/; a última sílaba, “cle”, é pronunciada como /kli/.	YES / NO YES / NO
NEPHEW	<ph> é pronunciado como /f/.	YES / NO
NIECE	<ie> é pronunciado como /i/.	YES / NO
DAUGHTER	<gh> não é pronunciado.	YES / NO
PARENTS	a sílaba mais forte é a primeira.	YES / NO

- 8- Compare your answers with a partner and check them with your teacher. Then, listen to your teacher’s feedback.
- 9- Read the words below. Now, listen to your teacher pronouncing 7 different words which rhyme with them. Number them (1 – 7) according to the rhyming order:

DAD - NIECE - AUNTS - NEPHEW - UNCLE - COUSIN - DAUGHTER

Words your teacher dictates	
1	() DAD
2	() NIECE
3	() AUNTS
4	() NEPHEW
5	() UNCLE
6	() COUSIN
7	() DAUGHTER

- 10- Check your answers with a partner and then, listen to your teacher’s feedback.
- 11- Use the words in the box to complete the sentences below. The words you use should rhyme with the boldfaced word in each sentence. Then, read the sentences and check your answers with a classmate:

GREECE – WATER – CURFEW – PANTS – SAD – DOZEN – ANKLE

- a) My **uncle**’s _____. b) Our **niece** is in _____.
c) Maria’s **daughter** loves _____. d) **Dad** is _____.
e) I have a _____ **cousins**. f) _____ rhymes with **nephew**.
g) **Aunts**’ _____ are jeans.

12- Listen to your teacher reading the sentences below and complete them with a possessive determiner (my, your, his, her, its, our, their). Check your answers with a classmate.

- What is _____ grandparents' names?
- _____ names are Helena and Raul. They live with _____ parents.
- Nice! I live with _____ grandmother. _____ name is Tita.



- “My” se pronuncia como /maɪ/. Se pronunciarmos essa palavra como /mi:/, ela vai significar uma outra palavra em inglês.
- “Your” e “Our” são palavras que significam coisas diferentes. Preste atenção em como seu/sua teacher vai pronunciá-las. Você consegue perceber a diferença?
- “Her” se pronuncia como /hɜː/. Se pronunciarmos como /her/ or /ɛr/, isso pode gerar confusão e dificultar a comunicação. Você sabe o que a palavra /her/ significa?
- “Their” se pronuncia como /ðer/, a letra <i> se pronuncia o som da consoante /ð/ presente no início da palavra?

LESSON 3: TIME TO PRACTICE

- 1- TIME TO PRACTICE:** read the dialogue between Paula (P) and Bruno (B) in pairs. Pay special attention to the words in bold. One helps the other.



- P: Hey Bruno, where are you from?
 B: I'm from Blumenau. It's a beautiful city!
 P: And how old are you?
 B: I am eleven years old. And you?
 P: I'm twelve. What's **your** favorite color?
 B: I like **red** and black.
 P: **Red** is my favorite color, too.
 B: And do you have brothers and sisters?
 P: I have a sister. **Her** name is Patrícia. She's **thirteen**.
 B: My family **isn't** big. It's me, my two **dads** and **our cat**.
 P: Wow! You have two fathers.
 B: Yes, **dad** and **daddy**. **Their** names are João and Paulo.
 P: And what's **your cat's** name?
 B: My **cat's** name is Bibi. She is just one year old.
 P: Just like my **rabbit**, Tito.

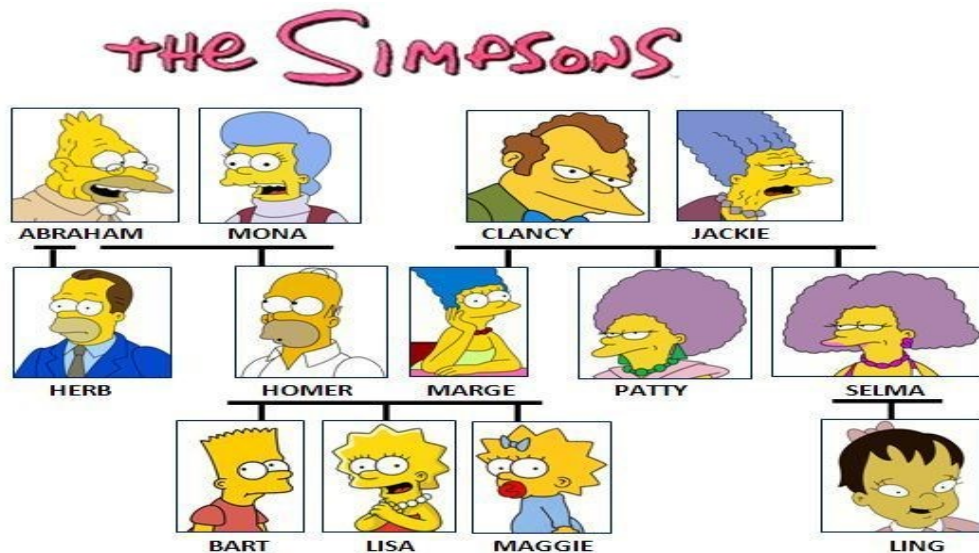
- 2-** Take turns reading the dialogue above. Would you like to present it to the whole class?

- 3- CHALLENGE:** type the sentences below on Google Translator. Then, listen to their pronunciation. When you are ready, click on the Google Translator microphone icon  and read the sentences aloud. Check if Google Translator recognizes your speech.

- a) Who is the dad?
- b) We have two rabbits and one cat.
- c) Your aunt is our best friend!

LESSON 4: GUIDED PRACTICE

- 1- Work with a partner. Observe Lisa Simpson's Family Tree and say the connection the people have with her:



- a) **Bart:** *Bart is Lisa's brother.*
- b) **Maggie** c) **Patty and Selma** d) **Homer and Marge**
- e) **Herb** f) **Abraham and Mona**

- 2- Complete the sentences below and then, check your answers with a partner:

- a) **Lisa is Herb's** _____ b) **Bart is Herb's** _____
- c) **Lisa is Hommer and Marge's** _____

- 3- Work in pairs and talk about the families below. Follow the example:



FELIPE'S FAMILY

MOM: Sara, 40.

DAD: Tadeu, 38.

SISTER: Carol, 1.

DOG: Scooby, 4.

This is Felipe's family. His mother's name is Sara. She is 40 years old. His father's name is Tadeu. He is 38. His sister's name is Carol. She is 1 year old. Scooby is their dog. He is 4.



MARCOS'S FAMILY

UNCLE: Pedro, 30.

AUNT: Rita, 29.

COUSIN: Paulinha, 2.

CATS: Melina and Sabrina, 3.



ALICE'S FAMILY

GRANDMA: Teresa, 61.

MOTHER: Lúcia, 39.

SISTER: Aline, 15.

RABBIT: Algodão, 13.

4- Now, talk about your family in the same way.

LESSON 5: COMMUNICATIVE PRACTICE

TALKING ABOUT MY FAMILY

- 1- Prepare a photo presentation talking about at least 05 members of your family. You can include your pets, if you have them.



ATTENTION: if you don't have a photo of your family members, you can show them from your cellphone, or even draw them on a white sheet of paper.

You must include:

- The connection you have with the person, his/her name and age;
- At least one of the following members: uncle, aunt, or cousin.

Obs.: practice your mini-introduction at home.



APPENDIX E

ANSWER KEY

DS02

Lesson 1, activity 3:

Cat, rabbit, hamster and parrot, respectively.

Lesson 2, activity 1:

The order of the word in the dictation is:

Parents, cousins, dad, daughter, uncle, aunt, nephew and niece.

Lesson 2, activity 9:

The words are: Greece, dozen, pants, water, ankle, curfew and sad.

Dad (7) Niece (1) Aunts (3) Nephew (6) Uncle (5) Cousin (2) Daughter (4).

Lesson 2, activity 12:

Your, their, our, my and her.

APPENDIX F1

TEACHER-RESEARCHER'S SELF-REFLECTION DIARY

DATE: August 19th

DS N°: 02

LESSON N°: 01

* **Classroom challenges on the day:** the weekly schedule of the lessons had changed and we had the first class of the afternoon. My students were a little noisy and agitated as they entered the classroom. They wanted to greet and talk to their peers and that disrupted the beginning of the class. As that was the first lesson of the afternoon, some students arrived late and I had to stop the class some times to explain what we were doing. Despite all of these, all the activities of this lesson were completed.

ACTIVITY: 01

* **Objective:** to compare and perceive the difference in pronunciation between the full and contracted forms of the verb *to be* in affirmative and negative sentences.

* **Students' reactions:** my students were expecting for DS02 as I had told them a lesson before I would administer it in the following lesson. They did not seem surprised with the activities as they were already acquainted with them from DS01. Thus, it was much easier to conduct the activities in DS02.

* **Preparation for the activities:** I reminded my students of the DS' main objective (to help them improve their intelligibility in English following the contents we are studying in class). After that, I explained to them what they were supposed to do in activity 01, saying that was taken from their textbook and they had to listen to the sentences at first to perceive the differences between the full and contracted forms of the verb *to be*. After listening, they could read the sentences aloud.

* **Affordances:** the activity allowed my students to remember that in informal situations, we can use the contracted form of the verb *to be*. As they often have problems pronouncing the contracted forms (*isn't* and *aren't* pronounced as [iz'nɒti] and [ɑɪ'nɒti], respectively), the activity gave them one more chance to perceive and also pronounce these contracted forms.

When I asked for volunteer-students to read the sentences aloud, I noticed that they read them intelligibly.

* **Limitations:** the activity was a little disconnected from the other activities in DS02. Though the affordances of this activity, it could be removed from DS02 or used in a different moment, as it did not bring (the way it is) any challenge to my students.

* **What needs to be adjusted for future use:** activity 01 can be more meaningful if it is used as the teacher is introducing the contracted forms of the verb *to be* to the students, and not in a later moment as I used in the DS.

ACTIVITIES: 02 – 04

* **Objective:** to perceive and articulate the [æ] sound.

* **Students' reactions:** they were very excited to complete activity 02, so much so that they did not pay attention to my instructions to write only pet animals. They wanted to write the names of all the animals they knew, making me open an exception for farm animals to be included in the activity, too.

* **Preparation for the activities:** I carefully explained the activities, saying that they did not need to be so worried about the words' spelling at that moment. They could write them the way they remembered them.

* **Affordances:** this set of activity allowed me to perceive that the [æ] sound is not easy to be acquired, especially in the beginning levels of learning, as Brazilian students usually tend to replace it with a consonant existent in Brazilian Portuguese, [ɛ]. I could also perceive the influence of their L1 in the spelling of some pet animals. For instance, most of them spelled "rabbit" and "parrot" with a single "b" and "r", respectively, and "hamster" was mostly spelled following the Brazilian Portuguese fashion "hamister". Finally, I could perceive in activity 03 that my students' pronunciation for the pet animals present in the activity was intelligible.

* **Limitations:** the set of activities alone did not fully help my students acquire the [æ] sound, as they insisted in assimilating it to the [ɛ] sound. However, they would have another opportunity to practice this sound in lesson 2.

* **What needs to be adjusted for future use:** create an extra activity where students would only listen to the words containing both the [æ] and [ɛ] sounds to check if they could distinguish between both vowels and then, pronounce the L2 words containing those vowel sounds in meaningful sentences.

ACTIVITIES: 05 and 06

* **Objective:** to distinguish between the [t] and [tʃ] sounds in coda position.

* **Students' reactions:** they did not show any outstanding reaction during the activities, except for activity 06 (they found it cool to pronounce the words either with the [t] or the [tʃ] sounds, and wanted to do some more).

* **Preparation for the activities:** I talked a little bit about our tendency as Brazilian learners to change the consonant [t] in coda position for [tʃ] and how it might affect L2 intelligibility, using the words “cat” and “catch”. I also used their L1 to show them that these consonants are allophones in BP.

* **Affordances:** my students could surprisingly perceive and also produce both the [t] and [tʃ] sounds in coda position present in the pet animals while performing the activities. However, I noticed that when pronouncing the words spontaneously, some students still pronounced the final <t> as [tʃ]. They loved completing activity 06 (where they had to identify the word(s) their classmates would pronounce with either the [t] or [tʃ] sound).

* **Limitations:** unfortunately, I forgot to use body movement (clapping hands and winking eye) as suggested in activity 06. Though it did not compromise the effectiveness of the activity, it was part of its objective to bring some movement into the classroom. There is not a controlled practice activity for students to practice the sounds into meaningful sentences.

* **What needs to be adjusted for future use:** work with body language as suggested in activity 06 to bring “fun” and movement into the classroom. Create a controlled activity to give students the opportunity to practice both sounds as reading meaningful sentences in the L2.

ACTIVITIES: 07 and 08

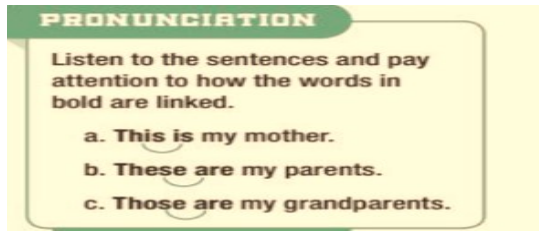
* **Objective:** to pronounce the demonstrative pronouns “this” and “these” intelligibly.

* **Students’ reactions:** they were very participative. Many students wanted to read the *attention notes* and the sentences in activity 08 aloud for the whole class.

* **Preparation for the activities:** I asked my students if they knew the difference between the demonstrative pronouns “this” and “these”. They all knew the answer because we had studied it a week ago. After that, I gave them the instructions to start the activities.

* **Affordances:** this set of activity allowed me to see that my students’ pronunciation for the demonstrative pronouns “this” and “these” was already intelligible. They all remembered how to articulate the voiced dental fricative [ð], though they did not really produce it when they read the sentences in activity 08. It was hard for them to perceive the [z] sound in “these” at first, but after reading the first *attention note*, I asked them which sounds they heard at the end of both words, and after I repeated the word “these” three times, they could finally perceive the [z] sound there. I was glad when some students realized that one of the differences between both pronouns is the vowel length, being the vowel [ɪ] in “this” shorter whereas the one in “these”, [i:], is longer. While reading the second *attention note*, I noticed that the student who read it, pronounced the word “bird” intelligibly (probably because it is a famous word in English), but pronounced “turtle” as [ˈtʌx.t̚ɹl]. Once again, I was glad not to hear my student pronouncing it as [ˈtʌx.t̚li], meaning that they remembered the tip they had in previous pronunciation lessons about how to pronounce the sequence <le>. After we articulated the [ɜː] sound, they pronounced it intelligibly. I forgot to include the pronunciation activity in students’ textbook regarding the linking of the demonstrative pronouns with verb *to be* (Figure 20). Even so, I administered it before activity 08, and that was very helpful as I could call my students’ attention towards this suprasegmental feature, resulting in excellent sentence-readings in activity 08 (I could clearly hear them connecting their speech in this activity).

Figure 20 – Linking the demonstrative pronouns within sentences.



Source: students' textbook, *Become* by LACOMBE et al. (2018, p. 69).

* **Limitations:** no limitations were perceived in this set of activities.

* **What needs to be adjusted for future use:** the activities can be administered the way they appear in the DS.

APPENDIX F2

TEACHER-RESEARCHER'S SELF-REFLECTION DIARY

DATE: August 22nd

DS N°: 02

LESSON N°: 02

* **Classroom challenges on the day:** it was very hard to get their attention in the beginning of the lesson, because it was their first class on a Monday afternoon. They wanted to talk about the weekend (they were very noisy) and there were some late comers. They were all present. Unfortunately, I could not administer all the activities on the same day, and I had to leave the last one for the following lesson.

ACTIVITIES: 01 and 02

* **Objective:** to notice to what extent the sounds of the L2 words (family members) interfere in the students' spelling.

* **Students' reactions:** they were eager to start the dictation, especially because they would have the chance to write the words on the board.

* **Preparation for the activities:** I carefully explained the activities and said that all the words they would hear are related to family members and I would repeat each word three times. To raise my students' motivation (as I know they love going to the board), I told them that I would need eight volunteers to write the words on the board. The words of the dictation were: parents, cousins, dad, daughter, aunt, uncle, nephew, and niece.

* **Affordances:** my students loved this set of activities. Besides, these activities allowed me to notice how much the L2 sounds really interfere in their spelling. When a student went to the board, I asked the class if they had spelled the words likewise. The words "parents", "dad", "aunt" and "uncle" were spelled correctly by almost all the students. The other words, however, were hard for my students to spell. "Nephew" was spelled as "nefil". A student could perceive that the word is spelled with <ph> and the other ones agreed. Then, I pronounced the word articulating the dark [ɫ] (as they had spelled it with <l>) and they said it sounded weird. Unfortunately, no student could spell the word correctly. "Niece" was spelled as "nice". So, I

pronounced what they had written on the board, and a student could finally perceive that the word is spelled with <ie>. The word “cousin” was spelled without the vowel <u> and with the consonant <z>. Then, another student went to board and respelled it. Though the student did it correctly, the same student said that it is pronounced as [ˈkɒw.zən]. As for the word “daughter”, no one could relate its pronunciation to its spelling. Admittedly, it was the hardest word for them. It was first spelled as “douter”, then as “dauther” and finally as “daugther”. I pronounced the three different spellings so that they could perceive how they would sound in English, including the <th> present in the two last words. They could perceive those words sounded odd, but they could not spell the target word right.

* **Limitations:** no limitations were found.

* **What needs to be adjusted for future use:** the activities can be administered the way they were designed.

ACTIVITIES: 03 – 06

* **Objective:** to perceive and articulate the [æ] and [ɛ] sounds.

* **Students’ reactions:** they were fighting to read the *attention note*. As it was a bigger one, I had to split that into three parts to have more students participating.

* **Preparation for the activities:** I reminded my students of the [æ] sound from lesson 1 (pet animals) after reading the *attention note* before starting the activities.

* **Affordances:** the activities raised my students’ awareness about the [æ] sound and how Brazilian learners assimilate this sound with the [ɛ] sound. Activity 05 helped them realize the difference in pronunciation of the words “dad” and “daddy” (having the latter one more syllable). Activity 06 allowed me to observe that my students were still pronouncing “dad” as [dɛd].

* **Limitations:** these activities did not fully help my students perceive and articulate the [æ] sound. I noticed that this sound is very hard to be produced in natural speech by Brazilian students.

* **What needs to be adjusted for future use:** create extra activities to help students perceive the [æ] and [ɛ] sounds within sentences and then, produce the same sentences articulating both sounds (controlled practice).

ACTIVITIES: 07 and 08

* **Objective:** to raise students' awareness about the differences between spelling and sound, including the silent letters in the L2.

* **Students' reactions:** some students did not listen to my instructions and started completing activity 07 alone. Those same students had difficulties to understand the activity and I had to help them understand what they were supposed to do.

* **Preparation for the activities:** I told my students they had to complete activity 07 individually at first, and then, compare their answers with their peers. After that, I read word by word, as well as the sentences in Portuguese that appear in the activity to help them understand and complete the activity.

* **Affordances:** activity 07 helped me perceive that even though my students have problems pronouncing the words in the activity (family member), they had no problems perceiving the silent letters in the L2 (aunt, cousin, niece, daughter), the L2 sounds which are different from their L1 (uncle, nephew, etc.), and the syllable stress in the L2 (parents). In activity 08, my feedback was provided by raising questions calling my students' attention to the deviant pronunciation (for instance, I asked them how the word "daughter" would be pronounced if the <gh> were produced, and so on). All my questions were answered satisfactorily.

* **Limitations:** no limitations were found.

* **What needs to be adjusted for future use:** the activities can be administered as they were designed.

ACTIVITIES: 09 – 11

* **Objective:** to raise students' awareness for the L2 rhyming words (sounds that rhyme).

* **Students' reactions:** unfortunately, some students had realized that the words in the dictation were written in activity 11 and that interfered in activity 09's objective (associate the words which rhyme by only listening to them).

* **Preparation for the activities:** I explained what they were supposed to do in activity 09. They did not understand it at first, but after providing them with some examples, they did. I told them they had to complete the activities alone and then, check their answers with their peers.

* **Affordances:** the activities helped my students understand that some words in the L2 rhyme even if they do not have the same spelling (for example, "nephew and curfew", and "cousin and dozen"). However, after administering the activities, I realized that almost all the words in the dictation had the same spellings of the family members in activity 09. Though it is okay because what matters is the sound, and the objective of the activity is to raise my students' awareness about the rhyming sounds in the L2, it would be good if there were more words whose spellings are totally different from the family members vocabulary present in the activity. Activity 11 allowed me to observe that except for the words "our" and "daughter", my students pronounced all the other words in the activity intelligibly.

* **Limitations:** the words in the dictation were predictable because of their spelling.

* **What needs to be adjusted for future use:** redesign activity 11, removing the words from the box and having students writing them in activity 09 as we correct it. Rethink some words in the dictation, bringing at least two words whose spelling is totally different from the ones in activity 09 (family members).

ACTIVITY: 12

* **Objective:** to pronounce the possessive determiners intelligibly.

* **Students' reactions:** they were fighting to read the *attention notes*. I like this because it shows their willingness to participate in the class.

* **Preparation for the activities:** I asked my students if they recalled the possessive determiners that we had learned in class few weeks ago. I wanted to hear their pronunciation without my interference. Then, I showed them the words in the instruction of activity 12 and pronounced them (one by one) before starting the activity.

* **Affordances:** the *attention notes* called my students' attention to the pronunciation of the possessive determiners. I realized that: though simple, there were some students who still pronounced "my" as [mi:]. They usually confuse the pronunciation of "our" with "your", besides the fact that some pronounced the word "our" unintelligibly. "Her" and "their" were pronounced intelligibly.

* **Limitations:** the activity is too short (the mini-dialogue), though the *attention notes* were very helpful.

* **What needs to be adjusted for future use:** create one more activity to give students more opportunities to practice the pronunciation of the possessive determiners, maybe students could create a short dialogue in pairs containing the possessive words, and then, read it to the whole class to practice some more.

APPENDIX F3

TEACHER-RESEARCHER'S SELF-REFLECTION DIARY

DATE: August 26th

DS N°: 02

LESSON N°: 03

* **Classroom challenges on the day:** this class did not have big challenges except for the fact that some of my students did not have a cell phone and again, they had to work in pairs to perform activity 03 (I expected that). I also shared my internet service with them to conduct the activity.

ACTIVITIES: 01 and 02

* **Objective:** to practice L2 sounds and words/sentences which were studied in the school trimester through a dialogue reading.

* **Students' reactions:** my students really liked activities 01 and 02. They all read the dialogue in pairs and some students even wanted to read the dialogue to the whole class.

* **Preparation for the activities:** I paired up my students to read the dialogue and instructed them to take turns reading it aloud. After that, I asked for volunteer-students to read the dialogue to the whole class.

* **Affordances:** my students loved performing this set of activity. I was surprise to see that three pairs willingly wanted to read the dialogue for the whole class and one of the pairs was totally intelligible while reading. At the end of each “reading-out-loud” the other students clapped their hands in support to their peers. I also noticed through these activities that they were starting to connect their speech and I did not perceive any problems from my students stressing the words which appeared in the dialogue (at least the ones who read it aloud). Except for the pair who was fully intelligible, the other ones had problems pronouncing the word “our”, some pronounced it as “your”, others as [ɔ:r] or [ɔwr]. The vowel <a> present in the words “cat”, “dad” and “rabbit” was pronounced as [ɛ]. “Her”, “their”, “thirteen” and “red” sounded intelligible by almost everyone. I noticed that the verb “to have” was pronounced by many students as ['hei.v(i)]. Before moving onto activity 03, we briefly discussed about the contents

in the dialogue, concerning the fact that one of the characters had two fathers: dad and daddy. They liked it.

* **Limitations:** no limitations were found.

* **What needs to be adjusted for future use:** this set of activity can be administered as it appears to students. If the teacher has more time in class, they can ask their students to change pairs to practice some more.

ACTIVITY: 03

* **Objective:** to practice L2 intelligibility by reading sentences containing sounds and words hard for Brazilian learners to pronounce, using the Google translator.

* **Students' reactions:** my students LOVED this activity. The class had already finished and they all wanted to keep doing it (even their second teacher wanted to keep in class).

* **Preparation for the activities:** I shared my internet service with my students, read the three sentences to the whole class and asked if they had understood the sentences. I called their attention to the fact that depending on their pronunciation and the context of the sentence, their speech might be hard to process and even sound unintelligible. I also asked them to attempt to use some suprasegmental features studied before while reading the sentences (intonation, connected speech and word/sentence stress).

* **Affordances:** as I had planned fewer activities for this day, my students had more time to spend on the interaction with the Google translator. I also instructed them to continue doing the activity at home. They loved this activity more than the one in the DS01, because Google translator translated their speech into Portuguese and some of them could see by themselves that depending on their pronunciation, their speech could mean something different. For instance, many students reported that Google translator had translated the sentence “who is the dad?” as “quem é o morto?”, giving me more opportunity to talk about intelligibility in class. In general, they did not have difficulties pronouncing the sentence “we have two rabbits and one cat”, though some students did not sound intelligible to Google translator because of the pronunciation of “have”, ['hei.vi]. The word “our” in the sentence “your aunt is our best friend”

made this sentence the hardest one for my students, and only one pair of students sounded intelligible to Google translator, meaning that I really need to dedicate more time to help them pronounce this word more intelligibly.

* **Limitations:** the biggest limitations found are the ones related to the reality of public-school classrooms: lack of technological resources and internet service available to students.

* **What needs to be adjusted for future use:** the activity can be administered as it appears to students. However, more sentences can be added to provide students with more L2 practice.

APPENDIX F4

TEACHER-RESEARCHER'S SELF-REFLECTION DIARY

DATE: August 29th

DS N°: 02

LESSON N°: 04

* **Classroom challenges on the day:** some students were pretending to be completing the activities in pairs, whispering among them during the class. I had to address myself towards those students again and again to stimulate them to complete the activities.

ACTIVITIES: 01 and 02

* **Objective:** to practice the pronunciation of family members in English through a guided-activity (talking about Lisa Simpsons' family tree).

* **Students' reactions:** they were not so engaged in this set of activity, probably because we had studied two other family trees, including their own, in previous lessons.

* **Preparation for the activities:** I reminded them about the way we read family trees and I read the example present in activity 01, calling their attention to the fact that they have to observe the connection people have with Lisa.

* **Affordances:** both activities allowed me to perceive that my students were already pronouncing the family members present in the activities intelligibly. They had difficulties to remember the words "niece" and "nephew" in activity 02, but the ones who remembered the words, pronounced them intelligibly. The activities were rather simple to them, but I could notice that they knew how to read family trees and their pronunciation was mostly intelligible.

* **Limitations:** I forgot to include in one of the activities the connection Lisa has with Ling so that my students could have another chance to pronounce the word "cousin", since I had noticed they usually have difficulty with its pronunciation.

* **What needs to be adjusted for future use:** for the activities to be more interesting to them, I should have used less family trees in previous lessons, acknowledging that they were a little tired of reading family trees in class, at the moment of lesson 4.

ACTIVITIES: 03 and 04

* **Objective:** to talk about other people's and students' family member, including more details such as family connection, names, and ages.

* **Students' reactions:** they were curious to know more about the activities, but they were a little lost because they had a hard time to understand what they were supposed to do in activity 03.

* **Preparation for the activities:** as I knew my students would have trouble understanding the activities, I carefully explained the objectives of each piece of activity, raised questions about the families in activity 03 to help them understand the formation of each family, and then I read the example provided in activity 03. They worked in pairs. To administer activity 04, I had asked them to bring pictures of their family in the previous lesson.

* **Affordances:** these activities allowed me to perceive that my students still needed more lessons and practices to talk about other people's family. Activity 04 showed me that half of them could already talk about their families and were more prepared to perform the communicative practice in lesson 5.

* **Limitations:** activity 03 was very complex to my students. I had a hard time explaining what they were supposed to do and even so, some of them did not seem to have understood the activity. I raised some questions in class to help them understand why we use "his" or "her", for instance. Though they gave me right answers, when they performed the activity, they spoke sentences like "*Uncle, Pedro, thirty years (old)*". Even though they would sound intelligible in the language, I wanted to hear them using what we had studied in class to check upon the pronunciation of some key words. To provide them with more examples, after perceiving their difficulties, I worked together with them to talk about Alice's family tree (one of the characters in activity 03) and we went step by step talking about it. Again, they seemed to have understood how to talk about others' family, but when they had to build the sentences alone, they had the

same difficulties they had had before. Unfortunately, no-one produced language as I expected, but I was fine to see that their pronunciation was intelligible. Few students had troubles with activity 04. Most of them could complete the activity more easily than activity 03, as I expected. I noticed that some students still had difficulties with the possessive 's, saying sentences like "*my mom name is...*". The word "dad" still sounded like [dæd]. Few students brought the pictures into the classroom.

*** What needs to be adjusted for future use:** provide my students with more practice to talk about other people's family in class, maybe using the family trees used in previous classes for them to talk about one of the characters' family in English, using the vocabulary studied in class. Reinforce the use of the possessive determiners and possessive 's in class.

APPENDIX F5

TEACHER-RESEARCHER'S SELF-REFLECTION DIARY

DATE: September 1st

DS N°: 02

LESSON N°: 05

* **Classroom challenges on the day:** half of students did not bring the pictures of their family to the classroom, compromising the effectiveness of the activity.

ACTIVITY: COMMUNICATIVE PRACTICE

* **Objective:** to talk about your family showing pictures to your classmate(s).

* **Students' reactions:** they were very happy to know they did not need to present their families to the whole class and eager to show their pictures and see their classmates'.

* **Preparation for the activities:** I had asked my students to bring pictures of their family members to the classroom. They could show the pictures in their cell phones, if they had one, or draw their family members, for the ones who like drawing, and neither had printed photos nor a cell phone to show the pictures. I paired up my students and let them speak about their families among them. As I had difficulties to hear them speaking because of the noise and I realized some students were doing other things rather than the activity proposed, I told them I would listen to each pair speaking outside the classroom. They liked the idea.

* **Affordances:** I was happy to see my students connecting their speech more naturally, as in “this is...” and “these are...”, for instance. I noticed that the words “aunt” and “uncle” were intelligible. The pronunciation of the words “cousin” and “dad” could probably compromise their comprehensibility but I believe it would not hinder their intelligibility because of the context. I also noticed that few students pronounced ages like “thirteen” as “thirty”, and so on, meaning that I still have to foster this difference in pronunciation in my lessons. Again, some students forgot to include the possessive ‘s in their speech, resulting in sentences like “*my uncle name*” or “*my uncle is name*”.

* **Limitations:** the activity's objective was a little compromised because some students did not bring their family members' pictures to the classroom. Thus, some students tended to speak Portuguese and wanted my approval, telling me in Portuguese which family member they would talk about, besides asking me questions during the practice.

* **What needs to be adjusted for future use:** as noticed in lesson 4, I have to reinforce the use of the possessive determiners and possessive 's in class, before starting lesson 5.

APPENDIX G

DIDACTIC SEQUENCE 3



LESSON 1: DAYS OF THE WEEK AND PRESENT SIMPLE TENSE

1- Open your textbook to page 81. Read the language tip box and do the activity below:

LANGUAGE TIPS

As sílabas de uma palavra em inglês são contadas conforme o número de vogais pronunciadas. Na contagem, os ditongos correspondem a uma vogal (por exemplo, *day*).

PRONUNCIATION

Listen to the audio and then read the words and their phonetic transcription. Write the word that has three syllables in your notebook.

- Wednesday /ˌwenz deɪ/
- Saturday /ˈsætər,deɪ/ ✓

Practice the pronunciation of "Wednesday" and "Saturday" with your classmates. Can you hear the difference? How many syllables do the names of the other days of the week have? *Two*.

Source: students' textbook, *Become* by Lacombe et al. (2018, p. 81).

2- Do the activity below with a classmate:

- The letter "e" in *Tuesday*, and the letter "d" in *Wednesday* are pronounced. **TRUE / FALSE**.
- Pronounce the words *Tuesday* and *Thursday*. Do they sound the same? **YES / NO**.
- Practice reading the following sentence: "*I have a free day on Friday*".
- Listen to your teacher pronouncing the word *Monday*. Circle the correct pronunciation: **PRON. 1 PRON. 2 PRON. 3**
- What is your favorite day of the week? _____



3- Listen to your teacher reading the sentences below:

I KNOW YOU YOU LIVE IN SÃO JOSÉ WE HAVE THREE BIRDS I THINK SO



* Em inglês, na sequência ortográfica “KN”, a letra <k> não é pronunciada. Sabendo disso, pronuncie as seguintes palavras com um(a) colega: “knee”, “knight” e “knock”. Sabe o que elas significam?

* **Attention** com a pronúncia do verbo “live”. Se pronunciarmos a vogal <i> como /aɪ/, a palavra vai significar outra coisa. A mesma coisa acontece se

pronunciarmos a letra <i> como /i:/, o que pode gerar confusão na hora da fala. Você sabe que mensagem vamos passar, se pronunciarmos a vogal <i> como /aɪ/ ou como /i:/?



* Lembra da vogal /æ/? Ela está presente na pronúncia do verbo “have”. Se pronunciarmos esse verbo como /ε/ ou /ei/, isso também pode atrapalhar a nossa comunicação em inglês.



* Lembra da consoante /θ/? No geral, se você pronuncia essa consoante de outro jeito, não atrapalha a nossa comunicação em inglês. Mas cuidado com palavras como “think”. Se você pronunciar como “sink”, “fink” ou “tink”, o significado muda totalmente.

4- Listen to your teacher pronouncing the words below and circle the one you hear. Share your answers with a classmate and then, check them with your teacher:

- a) **THINK – SINK – FINK – TINK**
- b) **THINK – SINK – FINK – TINK**
- c) **THINK – SINK – FINK – TINK**

5- Go back to the sentences in activity 03 and read them aloud with a classmate. Pay attention to the tips in the *attention notes*. Would you like to read them to the whole class?

6- With your teacher’s help, try to articulate the following sounds /s/, /z/ and /ɪz/.

NOTE: These sounds are present in the <s> pronunciation of plural nouns and verbs conjugated in the Present Simple Tense to “*he, she and it*”.

7- Now, listen to your teacher pronouncing the sentences below. As you listen, write the **boldfaced** verbs in the right column:

MY AUNT LIVES IN PALHOÇA

LAURA LIKES SOCCER

BIA FIGHTS JUDO

LÉO WATCHES CARTOONS

GRANDPA FIXES COMPUTERS

IT RAINS A LOT IN JOINVILLE

MY BEST FRIEND PLAYS THE PIANO

MY SISTER HELPS ME WITH ENGLISH

DAD ALWAYS WASHES THE DISHES

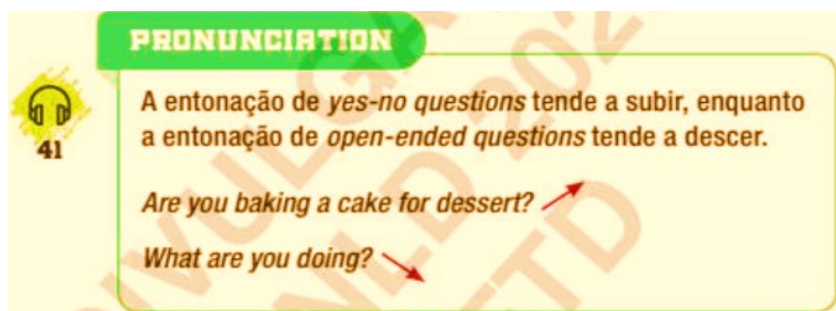
/S/	/Z/	/IZ/

8- Go back to activity 07 and take turns pronouncing the sentences with a classmate. One helps the other regarding the <s> pronunciation in the verbs. If you need help, consult the table above.

HOMEWORK: Choose a famous character/person that you like and write a short paragraph about him/her. Include: personal information, routines, likes/hobbies, sports, etc. Next class, read or talk about him/her to your classmates.

LESSON 2: WH- AND YES/NO QUESTIONS, AND “ING” PRONUNCIATION

- 1- Work in pairs/trios. Read or talk about the famous character/person you wrote about to your classmate(s), and listen to his/hers. Do you have any question to your classmates?
- 2- Open your book to page 119 and listen to the questions in the picture below. Which differences in intonation can you notice?



Source: students' textbook, *Become* by Lacombe et al. (2018, p. 119).

- 3- Now, listen to the questions below. Draw either a rising or a falling arrow according to the intonation of each question:
 - a) Do you like playing Minecraft? _____
 - b) Is it raining now? _____
 - c) Who is your favorite singer? _____
 - d) What are you doing now? _____
 - e) Where do you live? _____
 - f) Does Ana speak Korean? _____
- 4- Compare your answers with a classmate. Then, listen to your teacher's feedback about rising and falling intonations in questions.



* Pode ser que você ouça muitas pessoas pronunciando perguntas com “*Do you*” como [dju]. Você pode pronunciar tanto como [du ju:], quanto como [dju]. É apenas uma variação na pronúncia.

* Já perguntas com “*does*” são pronunciadas como /dʌz/. Você acha difícil pronunciar essa palavra? Por quê?



- 5- Now, practice asking and answering the questions in activity 03 with a classmate. Pay special attention to the rising and falling intonations.

6- Listen to your teacher reading the following free time activities aloud:

READING BOOKS

PLAYING SOCCER

SINGING

WATCHING TIK TOK VIDEOS



* Na sequência ortográfica “NG”, a letra <g> não é pronunciada. Porém, ela faz com que a letra <n> seja pronunciada de uma forma diferente, representada pela consoante /ŋ/. Na maioria das vezes, conseguimos nos fazer entender em inglês, mesmo se pronunciarmos o “ng” um pouco diferente do esperado. Perceba como seu/sua teacher vai articular a consoante /ŋ/ e tente fazer igual. Agora, leia as seguintes palavras em voz alta para um(a) colega: “song”, “spring” e “hang”?

7- Listen to your teacher pronouncing the following words: **WHIM – WIN – WING.**

What is the difference in pronunciation among them? Which of them has the /ŋ/ sound?

8- Now, read the sentence below using each of the words in activity 07. Pay attention to the production of the nasal consonants /m/, /n/, and /ŋ/.

THE ANGEL’S _____.

9- After practicing, read the sentence above again, pronouncing just *one* of the words in activity 07 to a classmate. Did he/she recognize the word you pronounced?

10- Tell a classmate which of the free time activities in activity 06 you **like** most. Then, tell him/her what else you like doing in your free time.

*** Attention** com a pronúncia da palavra “**soccer**”. O grafema <cc> em inglês é pronunciado como /k/ e não como /s/. A pronúncia com /s/ resulta na palavra “**saucer**”, que significa “**pires**”. Você gosta de brincar/jogar “futebol” ou “pires”?

HOMEWORK: Have you ever thought about interviewing your favorite famous characters? Listen to your teacher’s instructions¹³ and be ready for that!



¹³ I explained the activity in lesson 5 to provide my students with more time to get prepared to the interview.

LESSON 3: TIME TO PLAY

- 1- Follow your teacher's instructions and play **Tic Tac Toe**¹⁴.



1	2	3
4	5	6
7	8	9

- 2- Now, let's play **Hot Potato** (watch out not to **burn** your hands)!



- Each student must create two questions in the Present Tense: one WH- question and one YES/NO question;
- Put your questions into your teacher's jar;
- Listen to the song. When it stops, the student holding the jar must pick a question, choose a classmate, and ask the question to him/her.

¹⁴ **Instructions:** divide the students into two big groups (cross vs nought). They have to choose a number together (1 to 9) and answer a hidden question behind each number. They have 30 seconds to answer the question. If they answer it correctly, the symbol of their group (X or O) must be drawn on the number chosen. If not, the number remains on the *Tic-Tac-Toe* grid.

LESSON 4: GUIDED PRACTICE

- 1- What are your classmates doing now?
Let's play **Mime Game** and figure out!
Pay attention to the **-ing** pronunciation.



- 2- **CHALLENGE:** let's interact with Google Assistant! Think of at least four questions in the Present Tense (WH- questions and YES/NO questions). Ask the questions you created to Google Assistant. Check if it understands your questions and how it is going to answer them.

LESSON 5: COMMUNICATIVE PRACTICE

INTERVIEWING A FAMOUS CHARACTER

- 1- Work in pairs or trios. You have to create a simple interview with one or two famous characters asking questions in the Present Tense.



INSTRUCTIONS:

- You can present the interview live or make a video to show to your classmates;
- Your interview must have a short introduction of the character(s). For example: *"Good afternoon everyone, today we are interviewing Spiderman"*;
- Your interview must have at least seven questions. You can ask about: personal information, routines, likes/hobbies, sports, etc. Use both WH- and YES/NO questions;
- Be creative! Think about the characters' customization.

Obs.: if you present your interview in video, save it in a flashdrive and bring it to the classroom.



APPENDIX H

ANSWER KEY

DS03

Lesson 1, activity 2, letter D:

PRON. 1 /'mun.deɪ/

PRON. 2 /'moun.deɪ/

PRON. 3 /'mʌn.deɪ/

Lesson 1, activity 4

- a) Fink b) Think c) Sink

Lesson 3, activity 1:

- The questions for the *Tic-Tac-Toe* are (the correct answer is **boldfaced**):
- 1- What's the correct answer to the question: *Where do you live?* (Write this question on the board without pronouncing it, but read the answers to students).
a) **I /lɪv/ in Roçado** b) I /'li:.vi/ in Roçado c) I /'laɪ.vi/ in Roçado.
- 2- Which of these days of the week has three syllables?
a) Thursday b) Wednesday **c) Saturday**
- 3- Which question has a rising intonation?
a) Where do you study? b) What's your favorite sport? **c) Do you like English?**
- 4- Which question has a falling intonation?
a) Who's your favorite singer? b) Do you know Madonna? c) Are you working now?
- 5- Which of these hobbies ends in a /z/ sound?
a) Reading books **b) Playing cards** c) Flying kites
- 6- What's the correct answer to the question: *Does your dad play soccer?* (Students have to pronounce the correct sentence).
a) Yes, she does. **b) No, he doesn't.** c) Yes, he doesn't.
- 7- Which of the words below did your teacher pronounce?
a) Sim b) Sin **c) Sing**
- 8- In the sentences: she *watches* TV, *washes* her car and *kisses* her kids, the verbs end in:
a) /s/ pronunciation b) /z/ pronunciation **c) /ɪz/ pronunciation**
- 9- Listen to your teacher pronouncing the following sentences. Which one contains the /æ/ sound?

- a) We /hɛv/ Art lessons on Mondays.
- b) **We /hæv/ Science lessons on Tuesdays.**
- c) We /heiv/ Portuguese lessons on Fridays.

Lesson 4, activity 1:

The actions for the *Mime Game* are:

- 1- Dancing Samba;
- 2- Singing in public;
- 3- Making cupcakes;
- 4- Tying the shoes;
- 5- Playing soccer;
- 6- Running in the rain;
- 7- Thinking.

APPENDIX II

TEACHER-RESEARCHER'S SELF-REFLECTION DIARY

DATE: November 11th

DS N°: 03

LESSON N°: 01

* **Classroom challenges on the day:** no classroom challenges were observed on that day.

ACTIVITIES: 01 and 02

* **Objective:** to raise students' awareness as to the number of syllables in the days of the week; to help students improve their pronunciation concerning the days of the week.

* **Students' reactions:** my students were eager for the activities in the DS03 because I had motivated them talking about the games and the communicative practice present in the DS.

* **Preparation for the activities:** I asked my students if they recalled the days of the week in English and I reviewed activity 01 with them before moving onto activity 02 (since I had administered it on a different day - September 9th).

* **Affordances:** activity 01 (taken from students' textbook) provided my students with more opportunities to raise their awareness concerning the pronunciation of the week days. They had no difficulties perceiving the number of syllables in each word, stating that they all had two syllables, except for "Saturday". I used the language tip note found beside activity 01 to help them perceive the number of syllables in the words (pronounced vowels and diphthongs + slight pauses). I also raised questions about syllable stress. They noticed that the word "day" is never stressed in the pronunciation of the week days, and I talked a little bit about how shifting the word stress might difficult their comprehensibility and sometimes their intelligibility using the word "Saturday" as an example. Administering this activity while I was presenting the vocabulary contents to my students had a positive effect and I had the opportunity to remind them about syllable numbers and word stress later (before administering activity 02).

Activity 02, in its turn, showed me that most of my students were pronouncing the days of the week intelligibly. Most of them perceived the silent letters in "Tuesday" and "Wednesday". Even though they could perceive that "Tuesdays" and "Thursdays" are pronounced differently,

I noticed that some students would still pronounce them likewise, ['tu:(r)s.deɪ]. They had no difficulty pronouncing the sentence “*I have a free day on Friday*”, except for the word “have”, which was pronounced by some as ['heɪ.vi] or ['a.vi].

* **Limitations:** no limitations were found.

* **What needs to be adjusted for future use:** the activities can be administered as they were designed.

ACTIVITIES: 03 – 05

* **Objective:** to bring students’ attention to the pronunciation of some commonly mispronounced verbs, like “know”, “live”, “have”, and “think”.

* **Students’ reactions:** they were excited to read the *attention notes*. The bigger they were, the more they wanted to read.

* **Preparation for the activities:** I carefully explained to my students what they were supposed to do in each piece of activity. I paused after reading each *attention note*, to make sure students understood the pronunciation features by raising some questions.

* **Affordances:** these activities allowed me to review verbs with my students (other teachers had complained that most students cannot identify verbs in the sentences). Therefore, as I read each sentence in activity 03, I stopped and asked my students to identify the verbs. This way, I could pay attention to both their pronunciation and to whether they could or not identify the verbs in the sentences. Fortunately, they all could. About their pronunciation though, as I asked them to tell me the verbs in each sentence, the verb “know” was pronounced intelligibly by almost all of them, although few students tended to pronounce the <k>; the verb “live” was pronounced as ['laɪ.vi] or ['li:.vi]; “have” was pronounced as ['heɪ.vi] and I could hear a couple of students pronouncing it without the [h] sound; finally, the verb “think” was pronounced as “fink” or “tink”. They had no difficulty completing activity 04. As they performed activity 05, there was some improvement in their pronunciation for all the verbs present in the activity: “know” and “live” were pronounced intelligibly. Most students tried to articulate the voiceless fricative consonant [θ] in “think”. However, the vowel [æ] in the word “have” was not

articulated by any student, rather, it was shifted by the vowel [ɛ] which might help their intelligibility in comparison to their pronunciation noticed in activity 03 - ['heɪ.vi] and ['a.vi]. I also called their attention to the silent <e> at the end of the verbs “have” and “live”.

* **Limitations:** the activities do not include other commonly mispronounced verbs, like “read”, “listen”, “eat”, and “sleep”, etc.

* **What needs to be adjusted for future use:** include more words with the same segmental features in the *attention notes* to enhance students’ perception after calling their attention to the verbs at stake, like the examples I provided with the orthographic sequence <kn> in the first *attention note*. It might be interesting if I turn each of the *attention notes* after activity 03 into smaller activities for perception/production. Time should also be taken into consideration before making these adjustments.

ACTIVITIES: 06 – 08

* **Objective:** to raise students’ perception over the <s> pronunciation in the verbs conjugated for the 3rd person singular of the Present Simple.

Note: students are not expected to produce the <s> accurately in this set of activities. The main goal is perception.

* **Students’ reactions:** students were a bit confused performing the activities and surprised to know that the <s> can also be pronounced as [z] or [ɪz]. They wanted to know when the verbs must be pronounced as [s], [z] or [ɪz], but I thought it would be too much information for that moment and I told them they would have more opportunities to discover that in the following years.

* **Preparation for the activities:** first, I asked my students how we conjugate verbs for the 3rd person singular in the Present Simple. They all answered my question correctly. After that, I told them that the <s> has three different pronunciations. Then, I wrote the sentence “*João likes/plays/watches soccer*” on the board. After reading the three sentences, I assigned them to match the <s> pronunciation to the verbs I wrote on the board. They got a little confused with the word “plays” since it also ends with the [ɪz] pronunciation. So, I told them that only the [z] sound was actually added to that word, since the [ɪ] sound is already part of the verb – [pleɪ],

but I complimented them for that observation. Before administering activity 07, I asked them to tell me the verbs in each sentence in order to perceive their pronunciation in advance.

* **Affordances:** the activities helped my students understand that the <s> in coda position has three different pronunciations in English. They had no difficulty perceiving and producing the verbs (likes, helps and fights) with the [s] pronunciation (it is reasonable since we have [s] in coda position in BP). Some students could perceive the [ɪz] pronunciation in the verbs (washes, fixes and watches) and even produce it in activity 08. Most students confused the [z] pronunciation with [ɪz], and while producing the sentences in activity 08, most of them pronounced the <s> in the verbs (plays, lives and rains) as [s].

* **Limitations:** in general, students confused the [z] and [ɪz] pronunciations. Activity 07 was hard for them (though I was expecting that difficulty).

* **What needs to be adjusted for future use:** create more pronunciation activities to enhance their perception of the <s> pronunciation, perhaps involving plural words, and then, notice how much their production would be affected by their perception. Add more lines in the chart to let students free to add more verbs in the columns according to their perception.

APPENDIX I2

TEACHER-RESEARCHER'S SELF-REFLECTION DIARY

DATE: November 17th and 18th

DS N°: 03

LESSON N°: 02

* **Classroom challenges on the day:** the principal had entered the classroom to say some announcements regarding the Literary Project and we lost some minutes before starting the pronunciation activities. Half of the students did not bring their paragraphs talking about a famous person to the classroom, as I had requested last class (to be used in activity 01). The lesson was too long to be administered on only one day. Thus, it was split on two different days.

ACTIVITY: 01

* **Objective:** to perceive how students would pronounce the <s> in coda position (students are not expected to pronounce the <s> accurately. The aim of this activity is actually to notice if all the students would pronounce it as [s] or if some students would try to pronounce it as [z] or [ɪz]).

* **Students' reactions:** they were worried, since some of them did not bring the paragraph talking about a famous person to the classroom and some said they had forgotten it at home.

* **Preparation for the activities:** I had previously asked my students to write a paragraph talking about a famous person at home (see the homework in lesson 1). Then, I paired up one student who had written the paragraph with one who had not, and I asked the ones who were listening to the reading to tell their peers what they had understood later on. I also provided the ones who did not write the paragraph with the opportunity to talk about their famous person with their classmates in closed-pairs, but they refused it.

* **Affordances:** this activity allowed me to perceive that almost one hundred percent of the students read the <s> as [s] (as expected), but even so, their speech sounded intelligible. Many students could understand the information present in the paragraphs written by their peers, and their pronunciation was intelligible for almost all the words/sentences. However, few students

applied some suprasegmental features while reading (such as connected speech), which made their reading sound rather mechanical.

* **Limitations:** the activity contains no instructions regarding suprasegmental features. Half of the students did not practice the L2 orally in this activity, since they had not done their assignment at home.

* **What needs to be adjusted for future use:** include instructions on suprasegmental features, especially about connected speech, to help students' speech flow more naturally. Depending on the class and on time, teachers can grant the students who did not bring their paragraph into the classroom sometime in the class, so that they might come up with oral sentences talking about their favorite famous person at the time of the activity. It will be a good opportunity to observe other language components, like vocabulary, grammar and syntax (as students try to produce their sentences spontaneously).

ACTIVITIES: 02 – 05

* **Objective:** to practice and raise students' awareness about intonation on Yes/No and Wh- questions.

* **Students' reactions:** they found the activity easy and cool.

* **Preparation for the activities:** I asked my students what intonation is and before moving onto the activities, I spoke some sentences in Portuguese asking them to tell me what meanings the different intonations conveyed (doubts, fear, surprise and boredom, for instance). I administered activity 02 (taken from their textbook) without letting them see it, otherwise, the information and arrows present in the activity could lead them to the answer.

* **Affordances:** my students loved this set of activities. I was happy to see that in activities 02 and 03, they could perceive the difference in intonation on Yes/No and Wh- questions. In activity 04, I provided them with some feedback concerning intonations in questions in English (I reminded them that rising intonation does not mean to shout the last word, neither does the falling intonation mean to whisper the last one). Through activity 05, I noticed that many students tried to rise their intonation on Yes/No questions (without shouting the last word), but

as for the Wh- questions, the intonation of some students sounded a little flat. They applied the information provided in the *attention note* as they read the questions aloud. They had no difficulty answering the questions in English, except for question B (Is it raining now?), since they got confused whether to say “no, it don’t”, “no, it doesn’t”, or “no, it isn’t”. In question F (Does Ana speak Korean?), they were instructed by myself to ask about me (instead of Ana) so that the question made sense for them. Words like “raining”, “live”, “where”, and “singer” were pronounced intelligibly, though few students still showed some difficulties in pronouncing them.

* **Limitations:** the activities do not provide students with opportunities to create their own question(s) and ask them to a classmate more spontaneously, since only reading the written questions aloud might drive them to produce the questions rather robotic, making their intonation sound flat. Activity 02 (taken from students’ textbook) contains few examples of questions for students to practice intonation, but it is complemented with activity 03.

* **What needs to be adjusted for future use:** create one more piece of activity for students to come up with oral question(s) in English, and ask them to a classmate without writing them before (this way, teachers can observe how their intonation would sound in a more spontaneous speech).

ACTIVITIES: 06 – 10

* **Objective:** to articulate, perceive and produce the three nasal consonants in English in coda position: [m], [n], [ŋ].

* **Students’ reactions:** they were more interested to know what they were supposed to do in the homework as they had seen the picture of Spiderman in the activity. They had fun as I told them that pronouncing the <cc> in “soccer” as /s/ would sound like “saucer”.

* **Preparation for the activities:** I carefully explained to my students what they were supposed to do in each piece of activity.

* **Affordances:** my students did not have any trouble articulating the three nasal consonants in English ([m], [n], [ŋ]). The activities gave me the opportunity to remind my students that the

consonant [ŋ] exists in Portuguese in the orthographic sequences “ng” and “nc”, as in words like “manga” and “banco”, but not everyone produce it, because we tend to nasalize the previous vowel present in the word. They all knew the answer for activity 07. Before activity 08, I read the sentence “*the angel*’...”, plus the word “wing” and I asked them which one out of the three words in the activity (“whim”, “win” and “wing”) I had pronounced. They easily told me the right answer, meaning that they can perceive the [ŋ] consonant. In activity 09, they reported that their classmates could perceive the word (one of the three aforementioned words) they had pronounced, except for one pair of students who said that his peer had not articulated the [m] sound in the word “whim”, hindering then their mutual intelligibility. In activity 10, no student produced the <g> in the “ing” sequence. However, some students would still vocalize the [ŋ] sound. I told them that it would not hinder their intelligibility in English, but in words like “sing”, if they do not articulate the [ŋ] sound, their meaning might be different, as in the sentence “*I like to sin/sing*”.

* **Limitations:** lesson 2 (as a whole) was too long, so the examples provided in the activities were rather short.

* **What needs to be adjusted for future use:** the activities can be administered as they were designed. However, they can be extended as time allows. Lesson 2 can be divided into two different lessons since it is too long to be administered on just one day.

APPENDIX I3

TEACHER-RESEARCHER'S SELF-REFLECTION DIARY

DATE: November 21st

DS N°: 03

LESSON N°: 03

* **Classroom challenges on the day:** I spent some minutes organizing the groups to play the games. Time was too short to administer two games on the same day.

ACTIVITY: 01

* **Objective:** to review the pronunciation features studied in lessons 1 and 2 of DS03 playing Tic Tac Toe.

* **Students' reactions:** they were all very excited to play the game.

* **Preparation for the activities:** I divided the class into two groups (eight students in each). After that, I explained to them how Tic Tac Toe is played (they had to think about a strategy to win, plus getting the answers to the questions behind each number in the Tic tac Toe grid right).

* **Affordances:** it is a fun collaborative activity to review the contents studied in class. They all loved the activity and lamented when the game was over. Students could perceive which word has the velar nasal consonant, /ŋ/, as I pronounced the words “SIM”, “sin” and “sing”. They had no trouble perceiving both falling and rising intonation in the questions. I also noticed that some students in the group confused the [z] and [ɪz] sounds in coda position, but in the end, they said the right answer. I also noticed that my students perceived the [æ] in “have” as [ɛ]. This perception might have some influence on their pronunciation.

* **Limitations:** not all the questions in the Tic Tac Toe game were used, since we had a winning team before all the questions were asked (questions 1, 2 and 6 were left out). Therefore, not all the pronunciation features present in the game were reviewed. We spent around fifteen minutes in this game.

* **What needs to be adjusted for future use:** this game can be the only activity on the day, so that the losing team might have the chance to challenge the winning team for one more round of questions, and more pronunciation features might be reviewed. If time allows, teachers can use the remaining questions to ask students if they know the answers.

ACTIVITY: 02

* **Objective:** to practice falling and rising intonations with Yes/No and Wh- questions in the Present Simple Tense.

* **Students' reactions:** they were all very excited to play the game.

* **Preparation for the activities:** we formed a big circle in the classroom. I created a playlist in my cell phone with songs in English, and brought a jar for the students to place the question they created. After that, I told them how the game would be played and asked them to pay attention to both falling and rising intonations while asking the questions.

* **Affordances:** students loved the activity and wanted to keep playing it. Through this activity, I could notice that all the questions my students asked were pronounced intelligibly, as much so that most of them understood the questions their peers asked to them. Few students tried to translate the questions into Portuguese. Some students' intonation on WH- questions was still flat. They rose their intonation on Yes/No questions without putting so much effort on it in comparison to what I had observed in lesson 2. Few students would still read the questions rather robotic, which compromised their comprehensibility a little, leading some students to ask for a recast (before answering them). I also noticed that it was easier for them to answer Wh- questions than Yes/No questions, since they were a little confused with the auxiliary verbs in the answers ("to be" and "do". They created no question with the auxiliary "does"), making them stop a little bit to think about the answers before saying them aloud.

* **Limitations:** time was too short. We had less than thirty minutes to play the game. Many students consulted their notebooks to copy some questions to use in the game (there was no instruction in the activity saying they could not do that).

*** What needs to be adjusted for future use:** this game could be the only activity on the day, so that students have more time to create and practice the questions in class. Teachers can ask students to bring the questions from home before the game started to optimize time. Depending on the class level, teachers might challenge students to create the questions only at the time they grab the jar. This way, we can pay more attention to their intonation in spontaneous speech.

APPENDIX I4

TEACHER-RESEARCHER'S SELF-REFLECTION DIARY

DATE: November 25th

DS N°: 03

LESSON N°: 04

* **Classroom challenges on the day:** this class had to be administered on November 25th instead of the 24th, because the teachers were engaged in a pedagogical meeting on the 24th, and students were dispensed with the lessons on that day. To administer activity 02, I had to lend my cell phone to some students, and so did the second teacher of the classroom, since less than half of them did not have one or forgot it at home.

ACTIVITY: 01

* **Objective:** to practice the “ing” pronunciation playing Mime Game (saying sentences in English describing what classmates are doing).

* **Students’ reactions:** they loved the game and wanted to keep playing it. Few students were still a little shy to mime in front of their peers and just wanted to guess the mime.

* **Preparation for the activities:** I instructed my students that they had to describe the actions only in English, and one could help the other. I also asked them about how we can say at-the-moment actions in English to quickly review what they had studied before playing the game.

* **Affordances:** most of my students could form the sentences in English (one helping the other), except for the sentence “*tying the shoes*”, which is reasonable since they had seen this verb only once in class. Almost all the students tried hard to articulate the nasal consonant [ŋ], as we had studied in a recent pronunciation lesson. However, many students vocalized the [ŋ] sound, and I enjoyed the moment to talk about speech intelligibility, saying that in this context, it would not hinder their intelligibility in English. They had a hard time remembering the word “thinking”, but one student remembered that we had recently seen that verb in one of the lessons in DS03. It sounded like “finking” and “sinking”, and I found it was funny when another student remembered how to articulate the [θ] sound, and they all followed it, saying it is not so easy to do. So, I enjoyed the opportunity to tell them that saying someone is *sinking* is different of

saying someone is *thinking*, and that is when we have to care for our pronunciation. The pronunciation of “singing” was hard for them, because they tended to pronounce the <g> in “sing”. I tried hard to help them, but I admitted for them it is hard for me as well. They thought I was lying to them (since I am a teacher). I also told them that pronouncing that <g> does not hinder their intelligibility. We spent around twenty minutes in this game.

* **Limitations:** there were few sentences for the game because of time constraint. I should have stimulated my students to play the game in pairs to increase their participation.

* **What needs to be adjusted for future use:** the activity can be administered as it was designed. However, teachers should come up with extra sentences to have more students participating in the mime, especially in bigger groups (or have them working in pairs/trios). A good idea would be having students create the sentences themselves and sort them out, so that each student gets one sentence to mime (alone or in pairs/trios).

ACTIVITY: 02

* **Objective:** to practice Yes/No and Wh- questions interacting with Google assistant.

* **Students’ reactions:** they were excited to interact with Google assistant, especially because I had advised them to try to understand how the assistant would respond to their questions.

* **Preparation for the activities:** I paired up the students with a cell phone with the ones without. The second teacher of the classroom and I lent our phones so that students could work in pairs. Then, I shared my internet connection with them. Finally, I told them that they could not consult their notebooks for the interaction and reminded them about the different intonations on questions in the L2.

* **Affordances:** all of them formed the questions in English by themselves or with a classmate’s help. Sometimes, there were questions without the auxiliary “do” or without the inversion of the verb “to be” (which is quite expectable for this stage). Some of the questions asked were: “*who/how are you?*”, “*do you like Siri (another IPA)?*”, “*what’s your favorite...?*”, “*what are you doing now?*”, “*do you live in Roçado?*” (*their neighborhood’s name*), etc. I noticed that different from the Hot Potato Game, this time, they tended to connect their speech more

naturally. The Wh- questions did not sound so flat and I could perceive their rising intonation on Yes/No questions. I also observed that one pair of students had problems pronouncing “how”, [hoo] or [oo], which sounded unintelligible to the assistant. It reminds me that pronunciation issues must be constantly addressed in my lessons. Thus, in a different lesson after the activities of DS03 were over, I used the activities found on a website created by Silveira et al. (2021), to work more with rising/falling intonation on questions in English.

* **Limitations:** less than half of the students had a cell phone on that day, but that did not compromise the efficiency of the activity. It was hard to change some phones into the English mode. Many students could not understand the answers provided by Google assistant and were anxious asking me to translate the answers for them. I stimulated them to try to understand it without my help at first, or to count on a classmate’s help before coming to me, but many times, I had to ask them questions to help them understand the answers provided by the assistant.

* **What needs to be adjusted for future use:** the activity can be administered as it was designed. It is advisable to spare one whole class for this activity so that teachers have more time to help students understand the answers provided by Google assistant.

APPENDIX I5

TEACHER-RESEARCHER'S SELF-REFLECTION DIARY

DATE: November 29th

DS N°: 03

LESSON N°: 05

* **Classroom challenges on the day:** this lesson was scheduled for November 28th, but students were dispensed with the lessons on that day because of Brazil's soccer match in the World Cup. Thus, I had to ask another teacher to "lend" me one of her lessons on the 29th to administer this communicative practice. Some students were absent because it was pouring rain on that day. The present students had not paid attention to the instructions I had provided them in lesson 2 to carry out this activity.

ACTIVITY: COMMUNICATIVE PRACTICE

* **Objective:** to interview a "famous character" asking questions in the Present Tense.

* **Students' reactions:** different from the first communicative practice in DS01, they were more confident this time and happy to see themselves and their peers dressed as the famous characters they had chosen.

* **Preparation for the activities:** in lesson 2 of DS03, I had explained to my students what they were supposed to do in the communicative practice so that they could have time to get prepared for it. On the performance day, I spared five minutes for students to get dressed and rehearse (if necessary).

* **Affordances:** it was very cool and funny to see my students dressed as the characters they had chosen to perform. We had interviews with Sponge Bob and his best friend Patrick Star, Wednesday Addams, the Death, Spiderwoman, and Chuck and his wife. One trio of students stood out and were almost one hundred percent intelligible (they came up with all the questions in the Present Tense and the "audience" of students could fully understand their interview). I noticed that some of them unconsciously applied some suprasegmental features, such as connected speech, word/sentence stress and rising/falling intonation (there was some improvement concerning the latter intonation). There was no video presentation (I believe that

happened because at that moment of the year, they were more acquainted with each other and shame to perform in front of the others was no longer a problem).

* **Limitations:** some students were absent on the performance day because of the rain. Some others could not get prepared to perform the activity. I asked if they wanted to perform anyway, but they did not. Some students did not understand the purpose of the activity and came up with questions in the Past and Future Tenses (we had not studied those tenses yet). Some others spoke way too low and I had to ask them to speak a little louder. As a result, many students in the “audience” could not understand much of the interviews, compromising then the mutual intelligibility. I was a little frustrated at that moment, since I had called their attention many times concerning the kind of questions required in the interview.

* **What needs to be adjusted for future use:** to avoid other questions rather than the ones in the Present Tense, I must spare one lesson in the week for the students to plan their performance in class, so that I can supervise the process and provide aid whenever necessary. This move will also help the ones who have trouble meeting each other outside school.

APPENDIX J – BNCC FOR THE SIXTH GRADE

Table 5 – The curriculum components for the English teaching in the sixth grade (continuing).

LÍNGUA INGLESA – 6º ANO

UNIDADES TEMÁTICAS	OBJETOS DE CONHECIMENTO
EIXO ORALIDADE – Práticas de compreensão e produção oral de língua inglesa, em diferentes contextos discursivos presenciais ou simulados, com repertório de falas diversas, incluída a fala do professor.	
Interação discursiva	Construção de laços afetivos e convívio social
	Funções e usos da língua inglesa em sala de aula (<i>Classroom language</i>)
Compreensão oral	Estratégias de compreensão de textos orais: palavras cognatas e pistas do contexto discursivo
Produção oral	Produção de textos orais, com a mediação do professor
HABILIDADES	
(EF06LI01) Interagir em situações de intercâmbio oral, demonstrando iniciativa para utilizar a língua inglesa.	
(EF06LI02) Coletar informações do grupo, perguntando e respondendo sobre a família, os amigos, a escola e a comunidade..	
(EF06LI03) Solicitar esclarecimentos em língua inglesa sobre o que não entendeu e o significado de palavras ou expressões desconhecidas.	
(EF06LI04) Reconhecer, com o apoio de palavras cognatas e pistas do contexto discursivo, o assunto e as informações principais em textos orais sobre temas familiares.	
(EF06LI05) Aplicar os conhecimentos da língua inglesa para falar de si e de outras pessoas, explicitando informações pessoais e características relacionadas a gostos, preferências e rotinas.	
(EF06LI06) Planejar apresentação sobre a família, a comunidade e a escola, compartilhando-a oralmente com o grupo.	

EIXO LEITURA – Práticas de leitura de textos diversos em língua inglesa (verbais, verbo-visuais, multimodais) presentes em diferentes suportes e esferas de circulação. Tais práticas envolvem articulação com os conhecimentos prévios dos alunos em língua materna e/ou outras línguas.

Estratégias de leitura	Hipóteses sobre a finalidade de um texto
	Compreensão geral e específica: leitura rápida (<i>skimming, scanning</i>)
Práticas de leitura e construção de repertório lexical	Construção de repertório lexical e autonomia leitora
Atitudes e disposições favoráveis do leitor	Partilha de leitura, com mediação do professor
(EF06LI07) Formular hipóteses sobre a finalidade de um texto em língua inglesa, com base em sua estrutura, organização textual e pistas gráficas.	
(EF06LI08) Identificar o assunto de um texto, reconhecendo sua organização textual e palavras cognatas.	
(EF06LI09) Localizar informações específicas em texto.	
(EF06LI10) Conhecer a organização de um dicionário bilíngue (impresso e/ou <i>on-line</i>) para construir repertório lexical.	
(EF06LI11) Explorar ambientes virtuais e/ou aplicativos para construir repertório lexical na língua inglesa.	
(EF06LI12) Interessar-se pelo texto lido, compartilhando suas ideias sobre o que o texto informa/comunica.	

EIXO ESCRITA – Práticas de produção de textos em língua inglesa relacionados ao cotidiano dos alunos, em diferentes suportes e esferas de circulação. Tais práticas envolvem a escrita mediada pelo professor ou colegas e articulada com os conhecimentos prévios dos alunos em língua materna e/ou outras línguas.

Estratégias de escrita: pré-escrita	Planejamento do texto: <i>brainstorming</i>
	Planejamento do texto: organização de ideias
Práticas de escrita	Produção de textos escritos, em formatos diversos, com a mediação do professor
(EF06LI13) Listar ideias para a produção de textos, levando em conta o tema e o assunto.	
(EF06LI14) Organizar ideias, selecionando-as em função da estrutura e do objetivo do texto.	
(EF06LI15) Produzir textos escritos em língua inglesa (histórias em quadrinhos, cartazes, <i>chats</i> , blogues, agendas, fotolegendas, entre outros), sobre si mesmo, sua família, seus amigos, gostos, preferências e rotinas, sua comunidade e seu contexto escolar.	

EIXO CONHECIMENTOS LINGÜÍSTICOS – Práticas de análise linguística para a reflexão sobre o funcionamento da língua inglesa, com base nos usos de linguagem trabalhados nos eixos Oralidade, Leitura, Escrita e Dimensão intercultural.

Estudo do léxico	Construção de repertório lexical
	Pronúncia
Gramática	Presente simples e contínuo (formas afirmativa, negativa e interrogativa)
	Imperativo
	Caso genitivo ('s)
	Adjetivos possessivos
(EF06LI16) Construir repertório relativo às expressões usadas para o convívio social e o uso da língua inglesa em sala de aula.	
(EF06LI17) Construir repertório lexical relativo a temas familiares (escola, família, rotina diária, atividades de lazer, esportes, entre outros).	
(EF06LI18) Reconhecer semelhanças e diferenças na pronúncia de palavras da língua inglesa e da língua materna e/ou outras línguas conhecidas.	
(EF06LI19) Utilizar o presente do indicativo para identificar pessoas (verbo <i>to be</i>) e descrever rotinas diárias.	
(EF06LI20) Utilizar o presente contínuo para descrever ações em progresso.	
(EF06LI21) Reconhecer o uso do imperativo em enunciados de atividades, comandos e instruções.	
(EF06LI22) Descrever relações por meio do uso de apóstrofo (') + s.	
(EF06LI23) Empregar, de forma inteligível, os adjetivos possessivos.	

EIXO DIMENSÃO INTERCULTURAL – Reflexão sobre aspectos relativos à interação entre culturas (dos alunos e aquelas relacionadas a demais falantes de língua inglesa), de modo a favorecer o convívio, o respeito, a superação de conflitos e a valorização da diversidade entre os povos.

A língua inglesa no mundo	Países que têm a língua inglesa como língua materna e/ou oficial
A língua inglesa no cotidiano da sociedade brasileira/comunidade	Presença da língua inglesa no cotidiano
(EF06LI24) Investigar o alcance da língua inglesa no mundo: como língua materna e/ou oficial (primeira ou segunda língua).	
(EF06LI25) Identificar a presença da língua inglesa na sociedade brasileira/comunidade (palavras, expressões, suportes e esferas de circulação e consumo) e seu significado.	
(EF06LI26) Avaliar, problematizando elementos/produtos culturais de países de língua inglesa absorvidos pela sociedade brasileira/comunidade.	