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SANTA ELENA**

INSTITUTO DE POSTGRADO

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

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TONGUE TWISTER AS A STRATEGY TO ENHANCE SPEAKING FLUENCY

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
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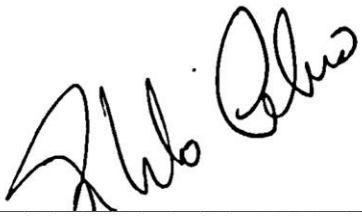
In my role as Adviser of the **Monograph, "TONGUE TWISTER AS A STRATEGY TO ENHANCE SPEAKING FLUENCY"**, prepared by Lic. EDWIN PATRICIO LANDIVAR MESIAS, graduate of the **Master's Degree in PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES TEACHING OF ENGLISH PRIMARY COHORTE**, of the Faculty of Education and Languages at Peninsula of Santa Elena State University, prior to obtaining the Master's Degree in **PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES TEACHING**, I hereby declare that after having oriented, directed scientifically and technically its development and final structure of the work, it complies and adjusts to the academic and scientific standards, reason for which I approve it in all its parts.

Sincerely,



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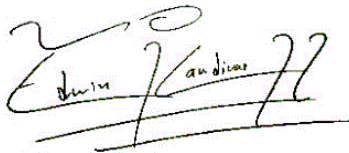
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The Monograph "**TONGUE TWISTER AS A STRATEGY TO ENHANCE SPEAKING FLUENCY**", prior to obtaining the Academic Degree of **MASTER IN NATIONAL AND FOREIGN LANGUAGE TEACHING IN ENGLISH TEACHING**, has been developed based on exhaustive research, respecting the intellectual rights of third parties according to the quotations and whose sources are included in the bibliography. Consequently, I am the author of this work.

By virtue of this declaration, I take responsibility for the content, veracity, and scientific scope of this degree work.

Santa Elena, 18 de febrero del 2022

THE AUTHOR

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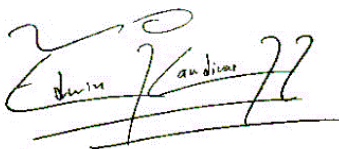
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DEDICATION

I dedicate this work to God who brings me the opportunity to live wonderful experiences in life and to my beloved wife and daughter who have always given me their support at home and brings me special moments, in the same manner I dedicate this work with a special gratitude to my best Friend Marcos Mejia who constantly encouraged me and gave me a huge support in every way for being a better person and an excellent professional.

Lic. Edwin Landivar M.

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To my adviser MSc. Andres Rodriguez

To all my professors.

Lic. Edwin Landivar M.

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GLOSSARY

Fluency - The ability to speak or write a language easily, well, and quickly.

Enhance - To improve the quality, amount, or strength of something.

Strategy - A plan or method for achieving any specific goal.

Inexhaustible - Existing in very great amounts that will never be finished.

Spontaneously - In a way that is natural, often sudden, and not planned or forced.

Autonomously - Be able to act on one's own; independent.

Internalize - To incorporate (the cultural values, mores, motives, etc., of another or of a group), as through learning, socialization, or identification.

Meaningful - Full of meaning, significance, purpose, or value; purposeful; significant.

Dissertation - A long piece of writing on a particular subject, especially one that is done in order to receive a degree at college or university.

Hindrance - An impeding, stopping, preventing, or the like.



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MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS

Tema: Trabalenguas como Estrategia para Mejorar la Fluidez del habla.

AUTOR:

Lic. Edwin Landivar Mesías

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RESUMEN

En la actualidad, la habilidad de hablar inglés es definitivamente necesaria ya que el idioma inglés se ha convertido en el más hablado en todo el mundo. Un lenguaje adecuado se ha convertido en algo esencial para evitar malentendidos al transmitir información al oyente. A la mayoría de los estudiantes de inglés les gustaría llegar a ser hablantes fluidos de inglés, lamentablemente, muchos de ellos abandonan el camino porque consideran que nunca llegarán a hablar inglés con fluidez. La razón principal por la que es difícil llegar a hablar inglés con fluidez se debe a que los estudiantes suelen utilizar su lengua materna como idioma principal para comunicarse con los demás. Una de las estrategias metodológicas que los profesores pueden utilizar para desarrollar la fluidez del habla es el uso de trabalenguas. La presente monografía analiza cómo los trabalenguas están relacionados con el desarrollo de la fluidez del habla, siendo una estrategia metodológica comunicativa significativa para potenciar el proceso de enseñanza aprendizaje en los alumnos. En este camino los estudiantes pueden fabricar su propio aprendizaje y así ser capaces de avanzar en su fluidez del habla. El objetivo principal de esta investigación es establecer cómo el uso del trabalenguas como estrategia de enseñanza ayuda al desarrollo de la fluidez del habla mediante el uso de actividades divertidas que crean interés en los alumnos.

Palabras clave: Idioma Inglés, fluidez, trabalenguas, estrategia metodológica.



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EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

Theme: Tongue Twister as a Strategy to Enhance Speaking Fluency.

AUTHOR:

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ABSTRACT

Currently, the ability to speak English is definitely necessary since English language has become the most spoken language around the world. A proper speech is become essential to prevent misunderstanding conveying the data to the listener. Most of English learners would like to become fluent English speakers regrettably, many of them give up along the way because they consider they will never become fluent in spoken English. The main reason why is hard to become fluent English speaker is due to students often use their mother tongue as their main language to communicate with others. One of the methodological strategies that teachers can use to develop speaking fluency is using tongue twisters. The present monograph analyzes how tongue twisters are connected to speaking fluency development, being a significant communicative methodological strategy to enhance the teaching learning process in students. In this path students can fabricate their own learning and thus be capable to advance their speaking fluency. The main purpose of this research is to establish how the use of tongue twister as a teaching strategy helps in the development of speaking fluency through the use of enjoyable activities that create interest in learners.

Keywords: English language, fluency, tongue twister, methodological strategy.

INTRODUCTION

Currently, the English language is used in many different countries, therefore there is a necessity to be capable to communicate with foreign people to interchange significant information related to social, cultural, scientific, and technological. However, currently the education has the enormous commitment of advocating the enhancement of learners' English skills to supply them the strategies, techniques, and tools to confront the reality of this globalized world as qualified experts. (Landivar, 2017).

Speaking is a fruitful skill on the English language teaching and learning. Speaking is characterized as the skills that permit apprentice to interact orally without any difficulties actually, the ability to speak without any difficulties and spontaneously is something that students will enhance through their school period, and it is a phenomenon which will support them during their life. Becoming aware of how to enhance English speaking skill and communicate with fluency is highly significant in learners' everyday life.

In the educational context, advancement of speaking skill in the student's education stage acquires particular importance, due to the use of a methodological strategy, such as tongue twister, which permit students to make a significant school learning, from an experiential experience to the development of fluency (Juniarti, 2019).

The purpose of the present research is to describe the benefits of using tongue twister as a strategy to enhance speaking fluency for students.

This research project was ordered into three chapters which are specified and disclosed below:

Chapter I - The Development: This chapter provides significant information about the issues that educators face with the development of “**Speaking Fluency**” and the benefits of the subject matter in this case is the “**Tongue Twister as a strategy**”, the objectives of the investigation, the justification which specify the causes that encouraged the researcher to go for this topic and the methodology used in this research which is qualitative and descriptive in view of the fact that it describes systematically the phenomenon and elucidates the events that take place with the variables.

Chapter II – Literature Review: This chapter is associated to the literature reviews which help the decertation.

Chapter III – Conclusions and Recommendations: This chapter specifies significant conclusions and recommendations where the use of tongue twisters in the class as a methodological strategy comes as a fresh air for the students especially in developing of speaking fluency.

DEVELOPMENT

CHAPTER I

Theme

Tongue Twister as a Strategy to Enhance Speaking Fluency

Presentation

This research project examined the significant of speaking fluency enhancement, establishing tongue twisters as a strategy, taking as a starting point that students learn through dialogue with other people, constituting a mechanism that helps the development of speaking fluency in students (Tinoco-Añazco, 2012).

The tongue twisters are used as a strategy to stimulate the enhancement of speaking fluency in students, thus achieving a correct pronunciation of words, achieving a conversation according to their age with the environment that surrounds them.

All students in all educational institutions should have the same opportunities to express themselves autonomously and spontaneously, since the conditions where the modern world develops are more decisive in any era, hence the teacher in his educational practice, should incorporate various pedagogical strategies that optimize the expressive quality of their students, allowing the establishment of dialogues and enriching conversations in the various acts of communication.

The problem of speaking fluency, which exists in most educational institutions is very notorious and as researchers this project will allow us to get significant data to recognize and know the tongue twisters as a strategy and speaking fluency, therefore, this research project will

serve for educators to use tongue twisters during their learning activities to enhance students' speaking fluency.

Objectives

- Illustrate in what way the use of tongue twisters assists in the enhancement of speaking fluency in learners.
- Discern which steps act in accordance with the enhancement of speaking fluency in learners.

Justification

Most of English teachers deal with the problem of poor speaking performances from their students and even in many cases teachers cannot speak English fluently. There are several reasons why students fail in speaking a foreign language fluently such as fear of making mistakes, awkwardness, not being properly understood, learners are not motivated, do not feel comfortable, lack of clear directions, lack of oral activities in the class, lack of proper strategies or techniques to develop speaking fluency and so on. Therefore, the use of tongue twisters as teaching strategy for the development of speaking fluency will help students to avoid linguistic problems in their future life, so it is necessary to carry out a process that not only includes articulation as imitation of movements and sounds.

In some educational institutions, especially in private ones, teachers often do not use tongue twisters as strategies and restrict students to improve their speaking fluency. Likewise, this research work is carried out with the purpose of describing that tongue twisters as a strategy to enhance speaking fluency in students (Uniqbu, 2021).

Practicing tongue twisters in the classroom several times can provoke students to improve their speaking and become fluent English speakers in the fact that using tongue twister as a

methodological strategy can make learners decrease the risks of pronunciation mistakes and misunderstanding. This strategy is a fun activity that encourage EFL students to practice and participate more in the classroom.

Methodology

This research project was aimed stand on the qualitative method. This method is used to increase the discernment into people's mood, conduct, concerns, encouragement, culture, and lifestyles Qualitative research as defined by Denzin and Lincon (Joubish, 2011).

To be able to complete all the requirements for the advancement of this research dissertation, descriptive research will be applied. The descriptive research is based on describing the phenomenon "What?" characteristics, explanations and the relationships that occurs between the variables instead of "Why".

CHAPTER II

Literature Review

This literature review has the aim of bring significant data related to the research statement, consisting of the nature of speaking, fluency, tongue twisters, developing fluency using tongue twister, examples, function, characteristics, and benefits of tongue twisters.

Speaking

Speaking is just such essential human conduct, speaking is the necessity that a person has to communicate with others, sharing ideas, giving opinions interchanging important information and so on. Speaking is a significant skill in language learning, in fact it is not an undemanding skill to teach or learn.

Fluency

To be able to speak fluently is a non-native language is the first objective for a large number for EFL students.

According to Charles Fillmore (2000, p. 246) the simplest fluency is the ability to speak a non-native language at extent with few breaks and the complex is the person who has the ability to be inventive and imaginative in his / her language use to communicate ideas in novel manners, to create jokes, to pun, to address to the sound independently of the sense, to modify styles, to produce, and design on metaphors.

Speaking fluency is the ability to speak a non-native language efficiently and smoothly, mixed with the ability to understand without any difficulty to others who using that language.

Likewise, speaking fluency is the ability of a speaker to express him/herself correctly with a certain ease and spontaneity, this allows the speaker to express him/herself in a fluent and fluent manner.

Speaking fluency is the instantaneous, clear, fluent, easy and adequate ability with acceptable intonation and pronunciation to utter the words or sentences of concrete realities. So also, fluency is the ability that a person possesses to be able to speak or express what he/she feels, thinks, and desires before any group of people without difficulty of grammaticality (Stromberger, 2016).

Speaking fluency was defined as an ability that allows the person to express or produce a given word spontaneously, being necessary the activation of lexical access mechanisms. This makes that cognitive processes can be analyzed from different disciplines and sciences, nowadays it is necessary to enhance them since we must remember that learning is not simply accumulating information, it is also to upgrade students' knowledge, meaning and importance of each one of them as well as orientations directed to the educator that allow him to promote the development of them during the teaching-learning process helping in relation to speaking fluency (Holguín, 2020).

Speaking fluency is generally defined as the ability to produce spontaneously fluent speech, without excessive pauses or word-finding failures. (Cedeño, 2020).

Tongue twister

According to Patricia Fernandez (Fernández, 2018) Tongue twisters are the best strategies to educate students, for the reason that they provide many ways for entertainment, play, fun. The benefits that tongue twister give are to motivate the buildout of memory. The practice of

vocalization which works as a speech treatment. Inspire the imagination where each student can create, add and remove words, phrases. Increases the vocabulary of the student.

According to Goldrick and Blumstein, (2006) tongue twister is distinguished by several repetitions by determined sounds, words or phrases with insistence on stress, speech, intonation, speed, and pronunciation.

The aim of tongue twisters is to be able to say them clearly and quickly, increasing the speed without missing any of the words or making mistakes. Tongue twisters, which are also called tongue twisters, are useful for exercising and **improving children's speaking. The didactic process of tongue twisters is an ideal game for** acquiring speed of speech, accurately and without mistakes. Tongue twisters are a game of words with sounds and difficult pronunciation and serve to test their skills. Tongue twisters are made to unlock the tongue, without any hindrance or slack and if any slack locks your tongue, with a tongue twister you can unlock your tongue. Start by slowly reciting each phrase and then repeat them faster and faster.

Tongue twisters are useful for exercising and improving students' speaking fluency. They help to improve their precision in pronunciation and fluency (Nunnery, 2018).

Some examples of Tongue Twister below:

Table 1.

Tongue Twister Examples

TONGUE TWISTERS	
Easy Tongue Twister	“Can you can a can as a canner can a can?” or “Give papa a cup of proper coffee in a copper coffee cup.”
Intermediate Tongue Twister	“A loyal warrior will rarely worry why we rule.” or “The chic Sikh's sixty-sixth sheep is sick.”
Difficult Tongue Twister	“Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers? Where's the

peck of pickled peppers Peter Piper picked?” or
 “Betty Botter bought some butter, but she said the
 butter’s bitter. If I put it in my batter, it will make
 my batter bitter. But a bit of better butter will make
 my batter better. So, it was better Betty Botter
 bought a bit of better butter

Taken from, The Role of Tongue Twister to Improve the Students’ Speaking Skill (Yuni Yuniar, 2021).

Table 2.

Function of the tongue twister:

FUNCTION OF THE TONGUE TWISTERS

Serves	to acquire speed of speech (Fluency)
Useful	Enjoyable classes.
Increases	Vocabulary, pronunciation, and oral production
Contrary	what its name indicates, they serve to unblock the tongue.

Elaborated by, Lic. Edwin Landivar M.

Characteristics of the Tongue Twister

- It is a poetic composition
- It is a manifestation of the popular and traditional literature of a people.
- They belong to the lyric genre
- They are short compositions
- It has metrical variety
- Syntactic simplicity
- They utilize words that repeat the same letters.

- They repeat words
- Paronymous words are used
- They are meaningless and invented words can be used to give musicality to the tongue twisters.
- Tongue twisters are a game that generates the desire for memorization and repetition in the student.

Benefits of Tongue Twisters

It is one of the most original educational games that helps to improve the students' speaking fluency, stimulate students' memory, and of course serves as a distraction in their daily life.

Tongue twisters develop their imagination and their interest in speech, pronunciation or the elaboration of the tongue twisters make their fantasy develop to perform increasingly difficult activities as well as their enthusiasm for language and to find new words to complete their own tongue twister, this causes a very favorable reaction in their first approaches to language, something essential to have a large vocabulary and in the future to become fluent speakers (Sam, 2021).

CHAPTER III

Conclusions

With the use of tongue twister as a strategy students will be in a better situation of teaching and learning activities that will allow them to practice their speaking and participate in conversational activities for better speaking fluency performance through the use conversational expressions to fulfill the time spent with talk.

Moreover, the use tongue twisters for the development of speaking fluency is that this methodological strategy will bring the students into the nature of asking, responding, answering, and exchanging their ideas. It will also lead students to be confident in delivering what they want to express and what they need to say and to force the heeder understand the content of the idea.

This research shows the relationship and contribution of tongue twisters in the development of speaking fluency in learners as a result I have reached the following conclusions:

- The use of tongue twisters is fundamental because through the teaching-learning process the learners will improve their speaking fluency which is indispensable to communicate with others without any difficulties.
- The tongue twisters will allow the learner to have more confidence when addressing oral activities.
- Speaking English fluently creates in the students a safe environment for the interaction with others consequently the educator must cogitate that using tongue twister as a strategy will assist students to keep a fluent speaking.
- Tongue twister is a valuable methodological strategy to assist learners become fluent English speakers.

- Speak English with fluency increases students' motivation to participate and learn more.

Recommendations

It is significant for teachers to create an entertaining environment situation of teaching and learning process to make the students be eager to develop their English-speaking fluency. Likewise, it is important for the institutional education to include tongue twisters as one the interesting strategies in teaching and learning process to enhance fluency and develop students speaking skills. Finally for the other researcher it is expected that the findings of this study will be used as the research resource of the future research on the similar or non similar problem.

At the conclusion of the research and systematize the pedagogical process, some recommendations that will be useful to motivate students with tongue twisters and develop fluency.

- Use tongue twisters frequently because they are fundamental for the development to speak fluently in learners.
- Assist in the proper development of speaking skills for teaching and learning of students.
- To constantly carry out pronunciation exercises to facilitate speaking fluency and therefore the intercommunication with the environment that surrounds them.
- Create encouraging activities that assist, promote, and motivate the enhancement of speaking fluency.
- Encourage students to interact orally with others for the development of speaking fluency.

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ANNEXES

CERTIFICADO ANTIPLAGIO

En mi calidad de Tutor del Artículo Profesional de Alto Nivel, “**TONGUE TWISTER AS A STRATEGY TO ENHANCE SPEAKING FLUENCY**”, elaborado por el maestrando **EDWIN PATRICIO LANDIVAR MESIAS**, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Enseñanza de Inglés, me permito declarar que una vez analizado anti-plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con el 0% de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.



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