

I am delighted to introduce four projects that have been carried out by a group of third year college students in Laboratory I at 'Escuela Normal Superior en Lenguas Vivas Sofia B de Spangenberg'. This project is just a stepping stone on their way to the teaching of sounds. Not only does it converge the discorsal knowledge students gained in Phonetics 1 and 2, but it also applies to the teaching of pronunciation in the EFL classroom.

Coincidentally, all the students involved in this small scale research project work in primary schools, therefore, the targeted group is children. To carry out this project students drew inspiration from Phonix and Letterland, two approaches for the teaching of orality. After several discussions, they concluded that if children love imitating others, the project should be built around a make-believe place in the EFL classroom. To achieve this aim, they decided that they should work on the presentation of an imaginary world through a collaborative story and then focus on individual characters which would represent different sounds. This is where the idea for the story of a 'Tree of Sounds', whose characters come down off the tree to play with children, emerges. Readers will be taken to the world of 'Zoe, the zebra', 'Happy Horse', 'Inga and Eeny Eady' and 'Joker' through storytelling, games and songs.

Throughout the projects, teaching flows as a shared journey in this imaginary world in which children take ownership of English pronunciation. The sound characters capture children's phoneme attention through imagination. These learning strategies help children to create a tight link between the abstract letter shapes, their sounds, and their varying functions within the words.

I hope more students will join in this type of research in the future, and add other sound characters to the main story. Hopefully the 'tree of sounds' would be completed by students at this college of education in due time.

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