
TEACHER ORIENTATION GUIDE

Welcome

This short guide will help you understand the purpose and structure of Your Voice Studio and how to use it with your seventh-grade students. Everything in the webpage is designed so you can start using it straight away, with no special training required.

What Is This Webpage

Your Voice Studio is a collection of ready-to-use pronunciation activities for seventh-grade English students in Uruguayan public secondary education. It focuses on orthoepic competence: the ability to produce correct pronunciation from written forms, particularly when reading aloud.

The goal is not for students to sound like native speakers. The goal is **comfortable intelligibility**: speech that is clear and understandable for the listener.

Who Is It For?

For you, the teacher: the webpage gives you organized, ready-made materials so you do not need to create pronunciation activities from scratch. It also includes a diagnostic activity to help you identify each student's specific pronunciation needs.

For the students: the webpage offers activities they can use on their own with your guidance, at their own pace, in class or at home.

Which Sounds Does It Cover?

The webpage focuses on six sound contrasts that are especially important for Spanish-speaking learners of English. These contrasts were selected because they have a high impact on whether listeners can understand what the student is saying.

Contrast	Example pair	Why it matters
/b/ vs /v/	berry - very	Spanish speakers often use the same sound for both, which can cause confusion.
/s/ vs /z/	Sue – zoo	The /z/ sound does not exist as a separate phoneme in Spanish.
/f/ vs /ʃ/	ship – chip	Students may confuse these two sounds, affecting word recognition.
/i:/ vs /ɪ/	sheep - ship	Spanish has only one similar vowel; the length and quality difference changes meaning.
/æ/ vs /e/	bat – bet	Both sounds are often replaced by the single Spanish /e/ vowel.
/æ/ vs /ʌ/	cat – cut	Neither vowel exists in Spanish; students tend to merge them.

How The Webpage Is Organized

The webpage has six sections. Each one approaches pronunciation from a different angle, but they all work with the same six sound contrasts, so the material is connected throughout.

Section	What You Do There
<i>Home</i>	Introduces the resource and its purpose
<i>Sounds that Matter</i>	Listen, compare, and practice the six target sound contrasts through focused perception and production activities.
<i>Spelling and Sound Lab</i>	Explore common spelling patterns associated with each sound, building awareness of English's irregular letter-sound relationships.
<i>Reading for Clarity</i>	Practice reading aloud short texts that contain the target sounds, with preparation support and clear purposes for reading.
<i>Pronunciation Gym</i>	Engage in freer practice activities that consolidate what has been learned across the other sections.
<i>For Teachers</i>	Access this orientation guide, the diagnostic activity, and your class management tools.

Creating Your Account and Your Class

Before you start working with your students, you need to create a teacher account. This account gives you access to the For Teachers section, and from there to a simple class management tool, so that you can group your students into a class and follow what each of them is doing. Once the class is created, your students join it through an invitation link, and in this way you can see, from a single place, how each student is progressing through the activities and whether they are taking part.

- **Step 1 – Log in as a teacher**

Go to the website and sign in. When you register, choose the *Teacher* account option.

- **Step 2 – Open the For Teachers section**

Once you are logged in, go to *For Teachers*, where your class tools are located.

- **Step 3 – Create a new class**

In the *My Classes* section, click **+ New Class**.

- **Step 4 – Name your class**

Type a name that helps you identify the group, for example “7mo A — 2025”, and click **Create**.

- **Step 5 – Share the invitation link**

Copy the invitation link that appears and send it to your students, for example through CREA.

- **Step 6 – Students join your class**

Each student opens the link, creates their own account, and is automatically linked to your class.

- **Step 7 – Follow their progress**

In the dashboard below, you can see how each student is progressing and whether they are participating.

In this way, the class becomes your working overview of the group, so that you can decide who needs more targeted practice and who is ready to move on to the next section.

How To Get Started

Step 1 – Observe your students

During regular classroom activities, pay attention to which students have difficulty when reading aloud. Notice whether their pronunciation makes it hard for you or their classmates to understand what they are saying.

Step 2 – Use the diagnostic activity

The **For Teachers** section includes a short diagnostic activity with twelve sentences. Ask each student to read them aloud while you listen and mark the observation checklist. The checklist uses three simple categories:

ND	No difficulty observed
SD	Some difficulty
CD	Consistent difficulty

You do not need phonetic training to use this tool. Simply listen for whether the student makes the two sounds in each contrast clearly different from each other. If you are unsure, you can ask the student to repeat the sentence.

Step 3 – Assign activities based on what you find

Students who show **consistent difficulty (CD)** with a particular contrast should be directed to the corresponding unit in *Sounds That Matter* and the related activities in the other sections of the webpage.

Students who show **some difficulty (SD)** may benefit from selected activities, especially in *Spelling and Sound Lab* and *Reading for Clarity*.

Students who show **no difficulty (ND)** with a contrast can skip that unit or use it for review in *Pronunciation Gym*.

Step 4 – Decide how to deliver the materials

You can use the activities in different ways depending on your classroom context:

- Assign activities directly from the webpage, for students to complete on their own devices at home or in class.
- Replicate or adapt selected activities within CREA, so they become part of the students' regular digital learning environment.

- Use specific activities as warm-ups, preparation for a reading-aloud task, or follow-up practice after a lesson.
- Reorganize the sequence of activities to match the particular needs of individual students or groups.

Important Things to Keep in Mind

- **The goal is intelligibility, not perfection.** Students don't need to eliminate their accent. They need to be understood.
- **Reading aloud is a skill that benefits from preparation.** When students have time to prepare and a clear purpose for reading, results improve significantly.
- **The videos feature a real Uruguayan student, not a native speaker.** This is a deliberate choice: the model represents attainable, intelligible pronunciation rather than an idealized native standard.
- **All instructions on the webpage are written in A1-A2 English,** so students can follow the activities independently without facing unnecessary language barriers.
- **The activities encourage learner autonomy.** Students can use the webpage on their own, at their own pace, and revisit activities as many times as they need.
- **The diagnostic is a support tool, not a formal test.** It is meant to help you observe which contrasts each student finds difficult and decide what to assign. It does not give a precise measure of pronunciation, and students do not pass or fail it.
- **The diagnostic can be repeated.** You can use it at the beginning of the year as a general screening and again later to observe progress.

Quick Reference: From Diagnosis to Action

Diagnostic	What it means	Suggested action
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result		
CD	The student consistently struggles with this contrast.	Assign the full sequence: Sounds that Matter → Spelling and Sound Lab → Reading for Clarity → Pronunciation Gym.
SD	The student shows occasional difficulty.	Assign selected activities from Spelling and Sound Lab and Reading for Clarity. Use Pronunciation Gym for reinforcement.
ND	No difficulty observed for this contrast.	No targeted work needed. The student can use Pronunciation Gym for general review if desired.

You are the key link between this resource and your students. Your knowledge of their needs, classroom decisions, and the supportive environment you create will make these materials truly effective.