



MOTIVATION IN PHONETICS AND PHONOLOGY
Motivación en Fonética y Fonología

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RESUMEN

TITULO: MOTIVATION IN PHONETICS AND PHONOLOGY. Motivación en Fonética y Fonología¹

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PALABRES CLAVES: Pronunciación, fonética, fonología, motivación, EFL, inglés, lengua extranjera.

DESCRIPCION:

Este estudio pretende describir el papel de la motivación en algunos estudiantes de dos materias de fonética y fonología de la carrera de Licenciatura en Inglés de la UIS. Primero, el estudio ilustra ciertos aspectos del campo del aprendizaje de una lengua y, más específicamente, el campo del aprendizaje de la pronunciación en un entorno de inglés como lengua extranjera. Inspirado en el proyecto de Smit (2002), una encuesta con 17 ítems fue aplicada en dos grupos de estudiantes de cada uno de los cursos, para conocer acerca de los factores motivacionales relacionados con el estudiante y la materia que pudieran estar presentes. En la segunda aplicación, la encuesta incluyó igualmente algunas preguntas abiertas para indagar más acerca de ciertos aspectos que surgieron en el cuestionario inicial. Los métodos para averiguar acerca de las respuestas de los estudiantes fueron basados en análisis de factores, usado por Smit (2002) en su trabajo, distribución de frecuencias o porcentajes, e igualmente unas preguntas abiertas para adquirir información más profunda de las opiniones de los estudiantes. Los resultados pudieron revelar que las motivaciones intrínsecas y extrínsecas (incluidas dentro de los factores motivacionales relacionados con la materia) fueron las más visibles, seguidas por la integración. La ansiedad también demostró ser relativamente alta dentro del grupo.

¹ Trabajo de Grado

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ABSTRACT

TITLE: MOTIVATION IN PHONETICS AND PHONOLOGY. Motivación en Fonética y Fonología³

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KEY CONCEPTS: Pronunciation, phonetics, phonology, motivation, EFL.

DESCRIPTION:

This study intends to describe the role of motivation present in some students of two phonetics and phonology courses of the English Teaching program at UIS. First, the study takes a look at the field of Language Learning and more specifically, the field of pronunciation learning in EFL settings. Then, inspired on the research project by Smit (2002), a test constituted by 17 items was applied to two groups of students from each of the subjects, in order to know about the different subject and learner related motivational factors that could be present in them. In the second application, the survey included a few open-ended questions to find out more about certain apparent aspects revealed by the initial test. The methods to find out about the responses of students were based on factor analysis, as Smit (2002) used it in her work, frequency distributions as well as on open-ended questions to acquire more in-depth information about the students' opinions. The results were able to reveal that the intrinsic and the extrinsic motives, -as part of the subject related motivational factors-, were more visible and present, followed by integrativeness. Anxiety also proved to be relatively high among the group.

³ Research Project

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1. Introduction

Regardless of different opinions about the importance of pronunciation learning, its relevance as a vital aspect in the field of language learning seems to go unquestioned. Although the Communicative Language Teaching and the Natural Approach did not believe that pronunciation was crucial in L2 learning (Cenoz, J., & Lecumberri, L. G., 1999), there were different studies which supported L2 pronunciation within language learning as well as pronunciation teaching to foreign language learners (Dalton-Puffer et al., 1997). Equally, the role that motivation plays in language learning is vital to be brought to discussion. Thus, over the years, its influence on pronunciation learning *per se* has been overtly recognized by many researchers (e.g., Dörnyei 1994; Elliot 1995; Gardner et al. 1997, Dalton-Puffer et al., 1997; Smit & Dalton, 2000; Smit, 2002).

Taking into account the two factors in combination, i.e. motivation and pronunciation, different studies have come out with contradictory arguments, which considered motivation either as a central or as a minor issue in pronunciation learning. For instance, motivation regarded as a crucial aspect (Dalton-Puffer et al., 1997; and Smit & Dalton, 2000), motivation as the starting point for successful attainment of pronunciation (Moyer, 1999), etc. Since the status of motivation in pronunciation learning has been relatively demonstrated, it is meaningful to refer to a research project developed at the University of Vienna as the central basis to carry out our study. Austrian Doctor Ute Smit (Smit & Dalton, 2000; Smit, 2002) takes into consideration Zoltan Dörnyei's motivational construct (1994) in order to develop her research. Owing to these developments, the research which is about to be presented is based on Smit's (2002) work, and on the interest in exploring the issue of motivation in pronunciation learning.

2. Statement of the Problem

The subject of Phonetics and Phonology at the Universidad Industrial de Santander UIS, is given to the students enrolled in the English Teaching program. The relevance of this subject is due to the fact that students should achieve an advanced level of English at the end of the program in order to maximize their assets as future teachers and benefit the learning process of their students. Among other important aspects related to the language itself, acquiring an advanced level means getting a high phonological development because the students are expected to teach English. In addition to this, it is also important to remember that it is neither an official nor a second language in our current setting. Thus, all the previous reasons are able to show that pronunciation teaching is a fundamental issue in learners' development within the English Teaching study program. Due to this importance awarded to pronunciation, the subject of phonetics and phonology is expanded in the first three semesters. Firstly, segmental instruction is given to freshmen, where they study vowel and consonant sounds. Then, suprasegmental phonetics and phonology embraces the next two semesters, with instruction aiming at word and utterance issues. In this three-level course, the students should develop their production skills, discrimination skills, and the theoretical background of each English phoneme.

Hence, bringing together all these reasons, we arrive at the recurrent problem in the target community within the subject of phonetics and phonology. Students experience a frequent lack of success when they deal with the task at hand. With this in mind, the following consequences have arisen: some students show low phonological performance, or few intake among others. Both issues make professors wonder why the students are not able to succeed and continue with their undergraduate program. Perhaps, motivation plays a role in the pronunciation learning process, which might have an effect on students' success.

3. Justification of the Research

Being future English teachers and pioneers in our program, we are very concerned about the educational progress in our country, and more specifically in our University. We are more than willing to take advantage of this opportunity to implement a tool, which is research, in order to attempt to determine the students' situation in the English Phonetics and Phonology subject at UIS.

Equally, due to the fact that this program trains English teachers, we truly believe that good pronunciation is indeed vital for acceptable communication in a foreign language and reflects the learner's L2 competence. At the same time, we agree that "the importance of pronunciation teaching is even more strikingly obvious in the context of language teaching at university level, which involves the training of future language teachers." (Dalton-Puffer et al., 1997, p. 115). Therefore, we want to examine the importance of the students' motivation with regard to the subject of phonetics and phonology.

4. Objectives

4.1 General Objectives

The most important aim for this project is to describe some factors of motivation which may inspire students to make the necessary effort to succeed in phonetics and phonology. In this research that we are trying to embark upon, we want to examine subject related factors of motivation, as well as learner related factors. Having observed them, we want to determine whether the results obtained can become a good set of information which accounts for the situation in the current setting.

4.2 Specific Objectives

We expect to examine what motivation might be like in the phonological development of students in our particular foreign language setting: the undergraduate teaching program. The reason that made this research to emerge was the thought of motivation playing an important role in students' performance.

We hope to provide everyone who is interested in this field with significant information. We expect this project to be valuable to students, and further researchers who might want to follow this line of study, and decide on useful solutions for the program. Likewise, professors and peers may benefit from this research since they might become familiar with what the students may think of the subject and their effort towards it.

5. Expected Outcomes of Research

This research project is expected to examine the different motivational factors present in students taking Segmental Phonetics and Phonology, and Suprasegmental Phonetics and Phonology I classes. Thus, one of the outcomes of this study is to try and provide an accurate description of our current situation in the program. This research might provide valuable information on the basis of motivation: whether the students have positive or negative motives towards the classes, and the subject.

In one way or another, however, the idea of this work is likely to provide professors or other interested ones with helpful information about the students. One drawback that professors of the subject probably face today is that they are not completely sure as to what students are likely to think or feel at the phonetics and phonology classes. Even if the results are not what we expect –i.e. if motivation is not as important as we think- then whatever the results may be, they could be useful and ultimately lead to more research on the matter.

6. Research Methods

The research methods for this study will be purely descriptive, for its intention is to illustrate the issue of motivation in the students with regard to the English phonetics and phonology subject. Taking into account that the research study takes place in the social sciences, it seems to be very much impossible to look for causal relationships –for instance between motivation and achievement in the phonetics and phonology class. Furthermore, as the general objective states, the research appears to be the first one done in the field in our program, and it is firstly addressed at describing motivation in first- and second-semester students.

There are three phonetics and phonology courses which span in the first three semesters. In the first term, the students are expected to have a beginner level of English when they start the semester, and they have to take the segmental course on phonetics and phonology. This course teaches vowel and consonant production and discrimination among other things. As learners face a different kind of classroom-content and methodology compared with their previous academic experiences in high-school, they might encounter different feelings and expectations. This particular situation can raise different desires towards the L2 pronunciation learning process. Equally, in the second term, learners have the class of Suprasegmental Phonetics and Phonology I -which in this phase deals with syllable and stress issues among other topics-, as well as Intermediate English as subjects of that term. In this case, they are expected to have a pre-intermediate level of the L2.

Therefore, regarding the sample, some learners that are part of these two subjects in the second term of 2006 will constitute the participants of the research project. More strictly speaking, two classrooms of each phonetics

course were chosen, constituted by 15 students approximately. The sample in descriptive research need not be representative, as Seliger and Shohamy mention in *Second Language Research Methods* (1989). Within the descriptive research it is possible to make a group study –in this case made of two classes per pronunciation course. The reason for choosing the sample from first semester and second semester students instead of advanced learners –as the original study is designed (explained below) - is that our university has not started proper research in this field yet. So, it is interesting and useful to explore motivation in a level before advanced learners in order to move on to a higher level in further studies.

The research project itself has been inspired on a study done by Ute Smit. The relevance of this research and the possibility of examining the results in our Colombian setting makes it interesting to apply. *The Interaction of Motivation and Achievement in Advanced Pronunciation English Learners* is the name of the research by Smit (2002). She takes the motivation construct designed by Zoltan Dornyei in his work *Motivation and Motivating in the Foreign Language Classroom*, from 1994. Based on it, she takes a series of questionnaires from previous works, as well as Smit & Dalton's (2000) motivation construct and applies the surveys to students doing a pronunciation course at the University of Vienna. The questionnaires deal with learner, subject, and classroom related factors that are linked to the amount of motivation in these three different areas. However, as specified in the theoretical background, this research will deal with learner and subject related factors only.

Thus, moving on to the data collection instruments, the questionnaires will be the central providers of quantitative information. This survey will be given at two different times to look for changes -if any- in motivation in each of the phases as was done in the original research:

- Phase one is at the beginning of the university term. In this opportunity, the survey will consist of a general information sheet, and 17 closed questions.
- Phase two is before the second mid-term of the pronunciation course. It is worth to mention at this point that there are only two mid-term exams, and afterwards the final. In the second application of the questionnaire, participants will repeat the test containing the 17 closed items, and included are approximately four open-ended questions. These questions depend on the relevant responses acquired after the first application of the survey.

Following the results of the first phase, there will be a careful analysis in order to decide which are the possible questions to find out more about the students' feelings and opinions. At the same time, the open items will constitute the qualitative data of this study, which will help provide different views on the results.

7. Theoretical Background

7.1 Literature Review

As a way to support this study, which focuses on the motivation in students from the Segmental and Suprasegmental Phonetics and Phonology classes, there is a variety of studies that help understand the advances in these topics. Many researchers have already undertaken the difficult job of studying issues in the L2 classroom that are related to motivation. It is, therefore, a matter which is important, interesting, and which needs to be studied so as to attempt to arrive at new discoveries that can help students and teachers. At the same time, pronunciation has been under study in order to argue its importance, and maintain it as a vital issue in language learning. Consequently, the fusion of motivation and pronunciation becomes an essential topic of study. This is even more important in our current setting, where research has not become popular, and where there is a need to initiate the exploration on many issues. Hence, the following literature review will firstly show what the view of pronunciation is in terms of teaching an L2. After, motivation will be the central issue to be treated, with a subsequent display of works done in the field of motivation in pronunciation.

The teaching of pronunciation of a second or foreign language has been controversial over the years. While traditional approaches to second language acquisition have always defended pronunciation and its importance when learning another language, new, subsequent learning techniques have questioned its relevance. So, with the emergence of approaches like Communicative Language Teaching, and the Natural Approach -the latter initiated by Krashen-, pronunciation was not considered important. As Benrabah (1997) mentions, the communicative theories rejected pronunciation because the long-established models strove for accuracy

through the use of drills –a memorizing activity without a meaningful purpose– that comes from behaviorist theories. These pointless exercises could not concur with the communicative view of language, which believed more on meaningful tasks. Accordingly, Cenoz and Lecumberri make a reference to the lack of concern on pronunciation instruction from these approaches: “phonetics has often been regarded as an area of linguistic competence which is of limited value in communication” (1999, p. 261). While the communicative theories were popular in the eighties, pronunciation was ignored. Yet, before the resurgence of these differing views of language teaching and learning, there were some scholars who had already started the research on phonetics, phonology, and pronunciation. One of the most important authors in favor of pronunciation was David Abercrombie, and his definition of ‘comfortable intelligibility’, which stands in stark contrast with the communicative views. As cited in Benrabah, David Abercrombie defines comfortable intelligibility as “a pronunciation which can be understood with little or no conscious effort on the part of the listener” (1997, p. 158). Furthermore, the article includes another important statement by Abercrombie that is relevant to the present study: “the attainment of fluency should not be sacrificed to perfection of detail” (cited in Benrabah, 1997, p. 157).

There are many other authors who support L2 pronunciation within language learning, and their points of view become opponents of communicative theories. Some of these authors are once more Cenoz and Lecumberri (1999), who mention that the shift from linguistic competence to what Canale and Swain defined in the eighties as *communicative competence* (comprised by discourse, pragmatic, sociolinguistic, and strategic competence) underestimates the importance of pronunciation. In other words, the ability of L2 learners to speak accurately changed for what they considered most important: the ability of learners to be fluent and use proper speech in the right contexts. Pennington (1998) is one researcher who shows the arguments that communicative theories have against

pronunciation teaching to adults. The first argument against L2 pronunciation teaching considers it as useless, for adults lack the ability of replicating sounds from another language. The second argument is a socio-political one, which declares “that it is socially and politically unacceptable to be concerned about a foreign, non-native, or varietal accent” (Pennington, 1998, p. 324). Lastly, another scholar who mentions the issue of L2 pronunciation teaching and language learning is Chela-Flores (2001). Among other things, she reveals that pronunciation has not yet been properly integrated with other language learning tasks. Equally, she shows that some of the instruction on L2 pronunciation emphasizes only on single words that students have stored in their minds without the correct pronunciation. These views of Chela-Flores, and Pennington principally, illustrate the need for professors to think thoroughly about a better inclusion or yet, an enhanced application of pronunciation in second or foreign language learning.

In order to complement the views mentioned above on pronunciation teaching in L2, one of the initiators of research in motivation collectively with pronunciation has emphasized that it is vital to teach pronunciation to foreign language learners (Dalton-Puffer, et al., 1997). In this study, the authors let us know that: “The importance of pronunciation teaching is even more strikingly obvious in the context of language teaching at university level, which involves the training of future language teachers.” (p. 115). Consequently, the research work that is about to start in our own setting seems to be needed, so as to identify if motivation plays a role in the students of the phonetics and phonology classes.

Now, in the field of motivation, with this aspect known to be a considerably essential part in second language acquisition, a lot of ideas have come together since the first half of the XX century in the field of psychology. On the history of motivation from a general perspective, it was firstly viewed as determined by human *instincts* and *drives*. Freud was the

psychologist who first thought of motivation in this way at the beginning of the XX century. After these theories came the behaviorists and their ideas on conditioning, which brought some new proposals for pronunciation and motivation. Classical conditioning was born with Pavlov. He believed that behavior was controlled by “involuntary physical responses to outside stimuli” (Roblyer & Schwier, 2003, p. 55). Then, B.F. Skinner brought the operant conditioning, arguing that people have the ability to mentally control their responses (Roblyer & Schwier, 2003). Something important and relevant to grasp from this current is the findings on reinforcement, punishment and drillings which are all vital for both motivation and pronunciation. Then, the 1960s brought a shift in psychology studies. Abraham Maslow thought of a series of needs that he believed were what human beings wanted to accomplish. Maslow emphasized greatly on the *self-actualisation needs* which are those that incite or motivate an individual to develop and grow. They are as follows:

- Self-actualisation (“need to realize one’s potential and capabilities, and gain understanding and insight”)
- Esteem (e.g. gain competence and recognition)
- Love (e.g. need for love, affection)
- Safety (e.g. security, order and protection)
- Physiological needs (e.g. hunger, thirst)

(Dornyei, 2001a, p. 8)

These are the five needs that Maslow identified in 1970. They are organized hierarchically, and, as showed above, he places the *self-actualisation needs* at the highest degree. It is worth to mention here that motivation fits within the needs that Maslow places at the highest rank, which illustrates the fact that motivation is considered as an important issue in human beings. Finally, the latest theories related to motivation focus on

cognition. The cognitive approach deals with attitudes, beliefs and other factors that influence the behavior of individuals, or in other words “how mental processes are transformed into action” (Dornyei, 2001a, p. 8). The cognitive view of motivation differs greatly from the thoughts of Freud and other psychologists of preceding years, because the former theory does not place motivation as an instinct, but rather as a task of a person’s thoughts. Some of the systems dealing with this particular view are: Attribution theory by Weiner (as cited by Dornyei, 2001a); and self-efficacy theory by Bandura (as cited by Dornyei, 2001a).

Moving on to the issue of motivation and its relevance in the area of language learning, the research field has widened ever since Robert Gardner and other Canadian scholars started inquiring into this matter. The influence that Robert Gardner has placed in all the research for the last thirty years has only been but a positive one. Dornyei himself shows how influential were each of the proposals of Gardner with many researchers “acknowledging unanimously the fundamental importance of the Gardnerian social psychological model” (1994, p. 273). Gardner set the starting point of several different explanations that would come after him about L2 learning inside the classroom.

His idea was to integrate the social and cultural milieu; the setting; the learning outcomes; and the learner differences together with L2 learning. He argued, as Ellis (1995) presents, that students did not only learn the language but they also received elements of a different ethnolinguistic community. The essential part to be taken into account from Gardner’s study in this case is what Dornyei (2001a; 2001b) considers the most important motivational component: the integrative motive. Along with this, the definition of motivation by Gardner was the following: “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language” (as cited by Ellis, 1995, p. 509). This gives way to the

definition of the integrative motive, where some of the aspects underlying this concept are positive attitudes towards the L2 community, and the learning situation; the interest in languages, as well as the desire to learn the L2 (Ellis, 1995). In addition to this motive, Gardner also introduced the instrumental motive which is the other component of his construct of motivation. In short, it deals with potential gains that learners may acquire by learning the L2, e.g. getting a job, a better salary, etc. (Dornyei, 1994). Two authors, Major (2001) and Coady (2001) mention in their studies that teachers and scholars themselves may see integrative motivation as more important when learning an L2. However, the former immediately mentions that there is evidence that instrumental motivation can also be important. At the same time, the latter gets some interesting results after conducting her research: instrumental motivation was the outcome in that particular setting.

The ideas mentioned above are some of the reasons why recent researchers modified the ideas of Gardner. Among various things, recent authors do not see a clear distinction between integrative and instrumental motivation. On the one hand, it is recognized by Major (2001) as two different degrees more than two different kinds, stating that integrative motivation encircles all instrumental incentives. On the other hand, Dornyei believes that these two dimensions “cannot be regarded as straightforward universals, but rather as broad tendencies” (1994, p. 275). As a way to reveal a misconception of recent additions to the motivation construct initiated by Gardner, an author considers that Dornyei, Crookes and Schmidt, and many others are critics of Gardner’s model (Cummings, 2004). This view seems to put current scholars against Gardner and, on the contrary, the new ideas on the L2 motivation construct provide “some sort of a synthesis of old and new elements” (Dornyei, 2001a, p. 17). In other words, there is a common desire to integrate the most important insights to enrich the concept of motivation.

Thus, there was a reason for a change and inclusion of new notions into the construct. Studies and researchers could notice that other motivational factors –different from social ones, which were essential to Gardner-, could make part of the language learning process. As Smit mentions in her study (2002), some later studies could account for the fact that motivational components aimed at the social dimension played a smaller role in the L2 process. For this reason theories on motivation included other dimensions where motivational factors could be present: the learner, and the learning situation (Dornyei, 1994; Smit & Dalton, 2000; Smit, 2002).

The common objective of the studies related to this field is to try to extend the concept of motivation, looking at it from different points of view. Zoltan Dornyei is a researcher looking into motivation from one of these different perspectives. He sheds light into a new stage in L2 motivation by joining different currents and views in the subject matter. “An adequate L2 motivation construct is bound to be eclectic, bringing together factors from different psychological fields” (Dornyei, 1994, p. 274). There are certain studies that have served as a basis for Dornyei’s 1994 framework of motivation. One of these basic components is known as the intrinsic/extrinsic motivation and related theories. The extrinsically motivated individuals perform the tasks in order to be given some extrinsic reward such as good grades or no punishment. The intrinsically motivated ones are moved by internal rewards, such as the joy of carrying out activities or satisfying one’s curiosity (Dornyei, 1994). The intrinsic motivation is an essential promoter of the educational process as reported by Deci and Ryan:

“Intrinsic motivation is in evidence whenever students’ natural curiosity and interest energise their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish” (as cited by Dornyei, 1994, p. 275).

In addition, the cognitive theories have also influenced the concept of motivation. These theories accept motivation as a function of the individual's thoughts rather than of some instinct, or state (Dornyei, 1994). In the analysis of this current, Dornyei (1994) states three definitions from the cognitive approaches: attribution theory, learned helplessness, and self-efficacy theory. To begin with, the attribution theory claims that future success is affected by previous happenings, either past failure or success. Thus, attributions about previous disappointments play an important role in foreign learning contexts where failure in L2 learning is a very frequent phenomenon (Dornyei, 1994). On the other hand, the self-efficacy theory highlights the person's opinion of his/her capacity to perform an explicit action. Dornyei also mentions that the appraisal of efficacy may depend on teacher or parent's persuasion, evaluation, or reinforcement (1994).

By bringing together the previous advances in the field, another motivation construct emerges. As specified by its creator, the intention of the concept is to integrate the most important findings on motivation towards language learning. Thus, the renewed construct appears when gathering integrative motivation, self-confidence which is closely attached to self-efficacy, and assessment of the teaching environment. This finally results in a construct (Dornyei, 1994) comprised by three different levels being:

- the language level,
- the learner level, and
- the learning situation level

The first two elements of the motivation construct are the most significant to the current research; therefore, the last level is not explained. The first level integrates various aspects related to the L2, such as the culture, the community of the target language, and the proficiency in it. The

second level is the learner and his or her involving personality features. There are two motivational components at this stage: need for achievement and self-confidence. The latter comprises language anxiety, perceived L2 competence, attributions about past experiences, and self-efficacy. In order to understand the previous information, below is Dornyei's 1994 framework of motivation.

FIGURE I
Components of Foreign Language Learning Motivation

LANGUAGE LEVEL	Integrative Motivational Subsystem Instrumental Motivational Subsystem
LEARNER LEVEL	Need for Achievement Self-Confidence * Language Use Anxiety * Perceived L2 Competence * Causal Attributions * Self-Efficacy
LEARNING SITUATION LEVEL	
<i>Course-Specific Motivational Components</i>	Interest Relevance Expectancy Satisfaction
<i>Teacher-Specific Motivational Components</i>	Affiliative Drive Authority Type Direct Socialization of Motivation * Modelling * Task Presentation * Feedback
<i>Group-Specific Motivational Components</i>	Goal-orientedness Norm & Reward System Group Cohesion Classroom Goal Structure

L2 motivation construct, Dornyei (1994, p. 280)

Once more, the first two elements will be present in the study: the language and learner level. The reason for not including the level of *learning situation* in this research is that the test used by Smit in her study “still needs a lot of improvement before it can really fulfill its task of comprehensively

establishing the classroom-related factors” (Smit, 2002, p. 96) as relevant in the pronunciation classes.

The previous detailed explanations are most important as many of the concepts become quite significant in a series of studies followed by Dr. Ute Smit (Dalton-Puffer et al., 1997; Smit & Dalton, 2000; Smit, 2002) and associates. Her emphasis shifts, however, for she takes a closer look at the aspect of motivation inside the subject of pronunciation. In this respect, the review of all the studies made so far, the operational constructs and all the progress made in the field assemble. However, there are relatively few studies which stress motivation in pronunciation, and they produce different results.

It is significant to show and support the role of motivation in pronunciation learning. Since investigations on this field are not plenty, the most relevant studies are cited here. Researcher Smit has been a scholar who has explored the field of motivation and pronunciation learning. In particular, there are three works that Smit developed with two other researchers. These series of studies became very important because they wanted to examine various issues related to motivation in students taking a pronunciation course. Here is a brief summary of the studies and their conclusions (for further discussion and details, please refer to Dalton-Puffer et al., 1997; and Smit & Dalton, 2000). Each of the research projects had as a basis a test to apply to advanced students of an EFL pronunciation course. The first of these wanted to take a look at the attitudes of learners to both native and non-native varieties of English (including RP, GA and Austrian accents of English) using a ‘matched guised’ test. The subjects listened to a tape with different speakers reading the same text in the different accents in order to evaluate them and choose the one they preferred. One of the arguments for this project was to look for possible negative feelings of

students towards a certain accent, which could give minor hints for the lack of achievement.

As a conclusion, Dalton-Puffer et al. found out that indeed “advanced Austrian EFL learners display negative attitudes” (1997, p. 126), but to their own Austrian accent of English. On the other hand, the results showed that students preferred the RP English model, and the researchers moved on to say that the reason for it is the geographical proximity. Now that this issue is present in this review, it seems important to add a note to the current study. According to the conclusion of Dalton-Puffer et al.’s research (1997), we might say that a similar pattern will result in our setting, i.e. that students will show a preference for the GA accent over RP. However, it is deemed important to say that the pronunciation and language learning courses use material in British English as well as some professors giving the classes using this accent. Therefore, this issue might give different responses from students. In short, this first study wanted to have a look at the students’ attitudes as a starting point for investigations in the field. The Austrian researchers also concluded that the aim of English teachers of providing near-native accent is accepted by the learners as well. However, it is evident –and the study mentions it- that there needs to be a more comprehensive study on motivation in order to look for similar factors affecting pronunciation learning.

Now, following the previous study and its positive results, Dalton et al. (as cited in Smit & Dalton, 2000) developed a new project in order to examine the level of integrativeness that learners might have as potential speakers of English. The test in this opportunity consisted of lists of attributes, in which students had to choose from those to apply them to different groups: to American or British groups, to themselves (i.e. their self-image), and to an Austrian group. Yet again, the conclusions showed some very interesting results, mainly that the target groups received more positive attributes than

the Austrian one. Yet, the students rated their self-image more positively than the American or British groups. This, of course gives way to useful information even if presenting ambivalent results in relation to true integrativeness, since students rated themselves higher. This means that integration with the target culture would be affected somehow.

Then, after these two works, Smit & Dalton (2000) took on from the results and started the last of the series of projects. The aim of the final one was to explore more motivational factors taking Dornyei's (1994) construct as a basis and creating their own aimed at pronunciation learning. The main change they did to his construct was to take out the component *need for achievement* from their construct, due to a cultural reason (explained below). They found in this study just what they were looking for: they established that there is a difference between motivation in language learning and pronunciation learning. The most relevant of the disparities, as the scholars argued, occurred in the subject-related motivational factors. Two of its elements are extrinsic and intrinsic motivation -which are essential for good language learning-, but what is considered central for pronunciation learning according to the results is the students' degree and type of integrativeness which is also included under subject-related factors (Smit & Dalton, 2000).

As it was briefly explained above, the investigators decided to create a construct that could fit more into pronunciation learning. Most of the components from the operational construct suggested by Dornyei in 1994 remained the same. However, due to the results of Coates (as cited in Smit & Dalton, 2000; Smit, 2002) the component inside the learner level called Need for Achievement made no part of the motivation in pronunciation construct. The reason for this followed the conclusion to which Coates arrived at after his research in 1986. The study wanted to look at different affective factors including motivation in German students of English. In the end, "he found no correlation between pronunciation proficiency and integrative motivation,..."

(Major, 2001, p. 68). Conversely, there was a strong positive correlation between need for achievement and pronunciation proficiency. In relation to this, Smit & Dalton (2000) give their own explanations following Coates' results. They show that the positive correlation found by the researcher and his subsequent conclusion was attached to cultural reasons (for further details, refer to Smit & Dalton, 2000). Thus, that is why Need For Achievement needs more investigation and a careful handling before adding it to the construct.

Finally, it is important to mention the work done by Moyer (1999) in the setting of graduate students. Her aim shifted into another factor affecting pronunciation proficiency in individuals, being age and the critical period. This researcher had the idea of proving that other factors different from learners being in contact with the target language during the critical period could show ultimate attainment. One of these factors was motivation, and for the sample population, Moyer deliberately picked highly motivated students of the graduate program. Smit (2002) mentions Moyer's study and considers that according to the results, motivation has a central function inside pronunciation learning.

As a final conclusion, then, there is a wide range of projects which deal with motivation, from the fields of psychology to more specific ones as pronunciation learning of a foreign language. Even though studies have brought out diverse conclusions –some of them positive in terms of motivation and pronunciation learning, and some of them discouraging- the important thing to acknowledge is that more research needs to be done. With the final purpose of expanding the information related to this area, other interested persons need to take on from the developments so far as a way to find out more about motivation, pronunciation learning, and the best way to help students and teachers deal with these issues.

8. Analysis of Results – Phase I

In general terms, the results of the questionnaire applied to the students were very interesting. Each of the items had a unique feature that is worth explaining in some detail. In time, the results will help to construct the open-ended questions. Below is the analysis of the frequency distributions of the general information part and the answers of students to the 17-item test; then, there is an explanation of the underlying factors that appeared after the test. Finally, the conclusions are able to reveal which open-ended questions will be given to students in the next test application.

8.1 Segmental Phonetics and Phonology group.

8.1.1 Frequency distributions of general information.

The general information sheet had items related to age, gender, and the desire of being an English teacher among others. These items were included in order to have some basic information of the respondents' background. The results of the demographics consisted of answers that we believe, represent the course population, and if it is deemed necessary, refer to appendix A for more details. Thus, the predominant age in students is 17 and 18 years old, the former being 30% approximately, and the latter 36%. It is also interesting to find that there are two 26 year old students in this course, as it is a subject from the first term of the program. As for the issue on gender, female respondents accounted for 67%, while male respondents were 33%. These numbers show that even though women are the majority in the sample population, it is encouraging to see that men constitute a considerable part of the group. It could be concluded then, that not only women are interested in teaching, but also men seem equally drawn to the activity of educating, specifically in this group. In terms of birthplace, most students are from Bucaramanga, 58%. The reason for Smit (2002) to include

birthplace in the demographics, was to show the place of origin of students as a way to know their L1 or mother tongue. In this particular case, the question of mother tongue was irrelevant as all respondents have Spanish as their first language. Thus, the idea of asking for this piece of information had the sole purpose of getting an idea of each respondent's birthplace.

The next results in the frequency distributions were those of first time taking the subject, or repeating it. Fortunately, the majority of participants are taking the subject for the first time, that is 79%, as opposed to 18% of respondents, which stated that they are repeating the subject for the second time. There is another important figure that is worth mentioning: one participant stated that she or he is taking the subject for the third time. In order to try to reach to a conclusion, the numbers help to visualize the situation of students in the subject. It is one of the most important subjects in the English Teaching program, since its overall aim is to train educators with an advanced communicative competence in the English language –including the attainment of a proper level of pronunciation.

Unfortunately, as demonstrated above, this situation happens regularly: there are a number of students repeating the subject -even three times in some cases-, a number which is not low, or not as low as professors and students would want. This fact tends to lead to the conclusion that the subject is demanding, and requires a lot of effort and dedication from the part of each student. In addition, due to the technicality of the subject -which has students producing sounds of a very different language-, the learners may have difficulties to succeed. The subject also needs them to be able to properly discriminate between sounds, know the rules that encircle English phonology, learn all their exceptions, etc. Once more, since students are dealing with a new, foreign language, it possibly becomes something demanding and difficult, which can ultimately lead to repetition of the subject.

Finally, dealing with the question of desire to be an English teacher, the results were positive. Around 67% of respondents stated that they want to be English teachers. Another 18% indicated that they did not know if they wanted to become educators, and 15% of them answered negatively. The first of the figures is encouraging since it is important that students acknowledge why they are in the study program. Nevertheless, there are also a number of them who stated that they did not want to become English teachers in the future. By looking at these answers, it is possible to arrive to a simple conclusion which is that most respondents are aware of the fact that they will be future teachers, and for that reason they consider this subject as an unavoidable one. As for the 5 participants that do not want to become educators, it is possible that they still consider the subject as important to acquire a good pronunciation (e.g. for traveling abroad, for interpretation, etc.), however they may have a completely different point of view towards the study program and its purpose.

8.1.2 Frequency Distributions of the first questionnaire

Generally, the responses of the students were quite similar and only occupied a small part of the range in each of the scales. This means that there was not a fair account of each of the measuring scales in each of the questions, which in turn, however, has positive outcomes.

To begin with, one of the results which draws our attention has to do with the level of anxiousness in students when they learn pronunciation or intervene in class. The former issue shows a high rank of anxiety: 55% of students show high anxiety, and another 18% show a very high level. On the other hand, 18% demonstrate average anxiety when they learn pronunciation. In terms of the latter issue, there is a 67% of participants who feel anxious above the average when producing in the classroom, as opposed to 33% who either feel neutral or do not feel much anxiety when performing this activity.

Therefore, it may be said that students experience apprehensiveness at the moment of studying the subject, as well as when they have to prove their abilities while they produce. In this respect, it is necessary to ask questions with regards to anxiety in the classroom. The aspect of anxiety is inside self-confidence according to Dornyei (1994), and it would be useful to explore this issue by asking the participants about their apprehensive feelings when they deal with pronunciation issues. To continue with other statements, another interesting result has to do with the item which asked for the amount of motivation to improve their English pronunciation. Statistically speaking, the item shows results in different scales: 73% completely agrees, and 21% agrees to be motivated to improve. These are very high scores, and although they are not as high as in the other group, there are some participants that responded differently (i.e. one learner feels neutral, and another is not motivated). So, one interesting figure is that one person disagrees in being motivated to improve which could lead to a possible question in relation to this aspect.

Now, there are some other survey questions that are worth explaining. For instance, a total of 94% of participants state that they care about fulfilling the requirements of the program. Also, 93% of them want to get a good grade by the end of the phonetics and phonology course. As for the question about impressing colleagues or friends with a native accent, there are mixed responses, such as 45% that agree or completely agree with that item. Then, there is a 36% who feel neutral about it, and an 18% who disagree with impressing their friends with the accent. It is useful to note that the results are very similar in the case of the Suprasegmental Phonetics and Phonology I course, and it could be concluded that almost half of the students want to acquire the accent as a way to excel over others, perhaps in a teaching environment. Finally, 76% of the students consider that they have an ability to learn a near-native accent. This means that they have a good opinion about their capacities when it comes to learning a near-native accent. To sum up

the previous information, it can be said that freshmen students seem to be extrinsically motivated. At the same time, the statements: “*Pienso que aprender pronunciación es divertido*” , “*Considero que la clase es un reto*”, and “*Me gusta aprender algo nuevo*”, which reflect whether or not the students are intrinsically motivated, illustrated their positive feelings. So, 79% agree to consider learning pronunciation as a fun activity. In the next statement, the students’ answers show that 46% of the them definitely agree, while 39% agree to consider learning pronunciation as a challenge. In the case of the item which deals with learning something new, a total of 97% of learners have positive feelings towards it. Hence, it can be seen that most students also seem to show an internal motivation to learn pronunciation.

8.1.3 The Factors

The following information was taken out from SPSS using the tool of Factor Analysis for data reduction. Following the steps from Smit’s (2002) research project, the items of the questionnaire were reduced to less factors for an easier interpretation, with the help of the instrument called *principal components analysis*. For even more ease of interpretation, the factors were rotated orthogonally, using the varimax procedure. The following criteria are used as in Smit’s (2002) study for the number and constellation of the factors: eigenvalue with a minimum of 1; minimum of 3% for total variance and more than 0.45 as minimum loading for each item to be included in the factors. This last criterion had to be changed, not in the minimum loading, but in extracting a few questions that did not had the amount of importance to be included (see appendix B for the factor matrixes, and appendix C and D for the questionnaire given to students and the original one).

The final result of the application of the first questionnaire to the sample population of Segmental Phonetics and Phonology gave out five

factors. They count as the conclusion of this first part of the study of motivation in students:

Factor 1 – Internal/External motives

No.	Item	Loading
8.	Pienso que aprender pronunciación es divertido.	.63
9.	Me importa cumplir con los requisitos del programa.	.74
11.	Es muy importante tener un buen rendimiento en clase.	.78
15	Me gusta aprender algo nuevo.	.78

This is the first factor for the group of Segmental Phonetics and Phonology. As the table clearly states, the factor combines the intrinsic and extrinsic motives that the students have. Statements 11 and 15 have the same and the highest loading for this factor, which means that students show both the intrinsic and extrinsic motives in a somewhat equal manner. Students are perhaps motivated to learn something new as well as think that it is important to have a good performance in class. Following this, students seem to care about the requirements of the program, as well as considering the learning of pronunciation as a fun task.

Factor 2 – Other evaluation

No.	Item	Loading
4.	Estoy muy motivado para mejorar mi pronunciación de inglés.	.76
7	Siento mucha ansiedad cuando intervengo en clase (ej: responder y preguntar, leer en voz alta, participar en conversaciones o discusiones).	.71
13.	Quiero impresionar a colegas/amigos con mi acento en inglés.	.75

In this particular factor, the results illustrate that learners are motivated to improve their pronunciation of English. One of the reasons for this might be that the learners want to impress their fellow colleagues, as well as get their

opinions. However, as they want to impress their peers, the students may still feel anxious to intervene or get involved in the class.

Factor 3 – Professional ideal

No.	Item	Loading
5.	Teniendo en cuenta mis objetivos profesionales, quiero adquirir una pronunciación muy parecida al inglés nativo.	.85
6.	Siento un nivel de ansiedad alto cuando estoy aprendiendo pronunciación.	.64
10.	Necesito una pronunciación casi nativa en inglés para mi futuro trabajo.	.74

Factor three shows that students have a strong desire to acquire a near-native accent for their career goals, taking into account that it is necessary for their future job. That may be the way in which the students conceive pronunciation: as a necessary element, and that is why they have a certain level of anxiety when they learn pronunciation.

Factor 4 – Class-independent motives

No.	Item	Loading
16.	Preferencia por el acento americano o británico.	.92
17.	Preferencia por Estados Unidos de América o Inglaterra.	.93

Class-independent motives is the name of the fourth factor. The reason for this is that the two components of this group deal with the target accent and country. It is vital to highlight the loadings that these two statements had, for they are the highest among the rest of the statements. What this means, then, is that students seem to have strong motives towards the target culture and language. Also, it is important to stress at this point that the items had students choose between the American (GA) or British (RP) accent, and the USA or England as target country. Yet, they could not let us

know about the *amount* of preference for each of them. In any way, the learners could have left the two questions unanswered to show that they do not have any preference for one of the accents or countries. In this first study of the two sample populations, there was only one participant who left the statements in blank, which leads to think that the rest of the students feel positive about the target language and its culture. Nevertheless, we consider that in order to get the real views of students towards these two aspects, it is indispensable to include them in the open-ended questions.

Factor 5 – Self-efficacy

No.	Item	Loading
1.	Poseo la habilidad para aprender un acento muy parecido al inglés nativo.	.61
2.	Me irá muy bien en este curso.	.87
14.	Quiero obtener una buena nota.	.67

This is a very interesting factor present in the results of this group. It is called self-efficacy because it displays the judgment of students towards their own performance when they learn phonetics and phonology. They believe that they have the ability to learn a near-native accent, and that they will do well in the course. As it can be seen, the latter item mentioned has one of the highest loadings, following the class-independent motives. Learners may think that this positive intention can be transformed into appropriate actions that will finally have an influence in the grades.

The reader may notice that there are some items missing. Above, we explained that some questions were somehow problematic at the moment of obtaining the different factors; for that reason, it was better to leave them outside the study. In other words, these items did not prove to be important within this particular group; on the contrary, they diminished the significance of the rest of the statements. In the case of the results of this set of

participants, items 3 and 12 did not have a proper loading to fit into any of the factors. As a result, they were taken out:

- *Item 3:* Me importa mucho que los hablantes nativos del inglés no puedan identificar inmediatamente mi acento en inglés.
- *Item 12:* Considero que la clase es un reto.

8.2 Suprasegmental Phonetics and Phonology I group.

8.2.1 Frequency distributions of general information

As stated previously, the data collected from the basic information sheet is able to show a representation of the course population. This means that 52% of the participants are 18 and 19 years old. However, there is an age range in this group as well as in the Segmental Phonetics and Phonology group that goes from 16 to 26 years old. In other words, it is possible that not only recently graduated students from high-school are part of the program, but also older people and perhaps some who already have a professional career. As for gender, 74% are women and 26% are men. Similar to the previous figure on birthplace, 55% of learners are from Bucaramanga. It is very much interesting to see that so far the two groups display similar characteristics. Once more, refer to the appendix for specific details.

In order to continue with the demographics, and in reference to first timers or repeaters of this second course of phonetics and phonology, 77% of the students are taking the subject for the first time, while a total of 7 students or 23% are repeating it. Therefore, the success and failure rate is almost the same as the previous group, which means that the course might maintain its complexity from one level to the next one. Something vital to mention here are the grades that learners obtained when they took Segmental Phonetics and Phonology the previous semester. This question only made part of the

test administered to the more advanced set of participants, and the piece of information acquired is very important as it can help to get a general idea of how students performed at the end of the first course. The minimum passing grade, which is 3.0 is the most common one with 23% of students obtaining it, that is 7 people. Then, 16% of learners got a 3.6 as their final grade, and only one got a 4.0, the highest among the rest of the class. As mentioned above, the final marks are very important for they are able to illustrate the situation a little more. In this case, we get more evidence about how demanding the subject is, on account of the lowest passing grades achieved by 7 of the students. However, they are not the big majority among the group, but 67% of it achieved a mark of 3.5 or below it. Hence, it means that in order to get a high grade, the students need to work hard and pay attention to the theory, discrimination and production exercises that take place during the course, something that requires time and effort from their part.

The following information was collected to know the students' future intentions with regard to teaching English with the question: "¿Quiere ser profesor de inglés?". The majority of the students, or 71% are completely sure about becoming English teachers, while 26% of them are not sure yet, and one person who does not want to become an educator. These results are very important because most of them seem to have the desire to achieve the goal, which ultimately helps them to get more involved in their learning process. They may be conscious of the significance of having a good pronunciation to provide to their future pupils.

8.2.2 Frequency Distributions of the first questionnaire

One of the most interesting issues after the application of the first questionnaire is anxiety, which in this group got varied responses. One of the items is "*Siento un nivel alto de ansiedad cuando estoy aprendiendo pronunciación*", and the results show that 49% of the learners agree and

completely agree that they feel anxious in this situation. Also, there is an important percentage, which is 32% that shows the number of students who feel neutral about this statement. Then, the other item: "*Siento mucha ansiedad cuando intervengo en clase (ej: responder y preguntar, leer en voz alta, participar en conversaciones o discusiones)*" illustrated a high number of learners who feel neutral about it, that is 45%. Conversely, 15 students or 49% definitely or simply agree to feel apprehensive. As a result, it seems like this negative feeling is not present in most of the learners while they are in class; the group is quite split in half in terms of their opinion about apprehensiveness while producing. Hence, this item could make part of the open-ended questions as a way to find out more information about such different points of view.

Looking at another influential statement, we can see that there are some aspects of self-efficacy that play an important role in this questionnaire, and they illustrate positive results. One of the items that deal with self-efficacy asks about the ability of students to learn a near-native accent. In this respect, a total of 71% have a good judgment of their own ability to learn pronunciation. As for the item: "*Me irá muy bien en este curso*" there is a 90% of learners who think that that they will have a good result at the end of the course. Therefore, these two statements can prove that although previous grades were not high, and that students need to make a strong effort to pass the course, most of them have positive judgments when talking about their performance in the phonetics and phonology class. It is encouraging to see that students seem to believe that they will overcome any difficulty and that they have that internal capability to learn a near-native accent.

Now, there is another aspect to take into account, which is the one that refers to internal desires of the learners. The following statements try to measure those motives, and one of them has to do with the amount of motivation to improve the pronunciation in English. The entire group fully and

simply agrees to be motivated to improve their pronunciation. In terms of the other statement: "*Teniendo en cuenta mis objetivos profesionales, quiero adquirir una pronunciación muy parecida al inglés nativo*" the results show that 81% of the students have a strong desire to acquire a native-like pronunciation as a tool for their careers. The statement that asks the participants if they consider that learning pronunciation is fun, displays a total of 84% or 26 participants who hold the opinion that it is fun to learn the subject. After that, the statement "*Considero que la clase es un reto*" shows that 58% of the students totally concur to see learning pronunciation as a challenge as well as 32% of them who agree on this. Finally, the item which refers to the students' disposition to learn something new allows this research to see that 100% of them definitely or simply consider that they like learning something new. To sum up, the results of this group are quite high in line with the issue of internal motivation towards learning English pronunciation. Thus, it is possible that students make an effort to translate this internal motivation into the class in order to improve, however it may not be enough to face the difficulties during the entire term.

Equally, there are other statements which contribute to give a description of the degree of motivation with regard to the students' extrinsic motives. These ones also show, in general terms, that the learners have positive attitudes. One of the statements is "*Me importa cumplir con los requisitos del programa*", and the results illustrate that 52% of the students completely concur with the idea of fulfilling the requirements of the program as well as the other 48% of them who agree with it. Now, it is important to mention the outcome referring to the desire to obtain a good grade. A total of 93% of the learners want to achieve a high mark at the end of the course, as opposed to two participants who probably believe that they will not receive a good grade or feel neutral about it. Then, the percentages for the item about impressing colleagues or friends with the accent display that approximately 48% completely or simply agree with that desire. On the other hand, there is

a total of 52% of the participants who either feel neutral or do not agree with the item. The opinions are quite divided in this respect, yet most of the students do not see that impressing their peers or friends is an important matter. As a conclusion, the majority of the learners seem to have extrinsic motivation, as they show that they want to pass the course and have the desire to carry out all the tasks of the subject.

8.2.3 The Factors

As for the results of the group constituted by the subjects of Suprasegmental Phonetics and Phonology I, there turned out to be six factors, which are:

Factor 1 – Class-dependent motives

No.	Item	Loading
3.	Me importa mucho que los hablantes nativos del inglés no puedan identificar inmediatamente mi acento en inglés.	.64
6.	Siento un nivel de ansiedad alto cuando estoy aprendiendo pronunciación.	.66
9.	Me importa cumplir con los requisitos del programa.	.84
11.	Es muy importante tener un buen rendimiento en clase.	.72

This first factor shows that students reveal several extrinsic motives towards the subject. Firstly, students are very interested in the fulfillment of the requirements of the program –as the frequency is able to reveal-, as well as doing a good work in each class. At the same time, it seems possible that the anxiety they feel while learning pronunciation in class makes them think about the effects of this fear in terms of a good acquisition of the near-native accent.

Factor 2 – Class-independent motives

No.	Item	Loading
16.	Preferencia por el acento americano o británico.	.89
17.	Preferencia por Estados Unidos de América o Inglaterra.	.88

This factor needs not very much explanation for it presented the same result of the previous group. The loadings of these two statements are the highest, and it could lead to the conclusion that students feel very positive about the target language and culture (see above for further explanation on the inclusion of these two items).

Factor 3 – Intrinsic motives

No.	Item	Loading
8.	Pienso que aprender pronunciación es divertido.	.68
15.	Me gusta aprender algo nuevo.	.77

Factor three is constituted by queries dealing with intrinsic motives. The frequencies were able to show that the agreement with each of the statements was very high among the majority of learners. The item with the highest loading in this case is the students' desire to learn something new, which in the frequency revealed that the entire group has the same opinion. Therefore, as it can be seen, this factor illustrates that the learners also appear to have those internal desires that encourage them to learn about pronunciation. It seems like most students conceive pronunciation as something fun to learn.

Factor 4 – Evaluation at work

No.	Item	Loading
10.	Necesito una pronunciación casi nativa en inglés para mi futuro trabajo.	.73

13. Quiero impresionar a colegas/amigos con mi acento en inglés. .80

The participants of this group demonstrate a certain necessity for a near-native accent for their future job. However, the statement with the highest loading in this factor is the wish of participants to impress colleagues or friends. It seems like they are in need of a good accent as a way to receive good opinions from their peers at work, as well as from other people. The frequencies had very split opinions in terms of these two items, which could lead to think that there are other important motives that drive students to learn (e.g. intrinsic motives).

Factor 5 – Self-efficacy for goals

No.	Item	Loading
1.	Poseo la habilidad para aprender un acento muy parecido al inglés nativo.	.76
5.	Teniendo en cuenta mis objetivos profesionales, quiero adquirir una pronunciación muy parecida al inglés nativo.	.80
12.	Considero que la clase es un reto.	.47

This factor resulted in a very interesting combination of items. The highest loading of the three statements above corresponds to the desire that students appear to have to acquire a near-native accent as a way to reach their career goals. It is interesting to note that there was a total of 81% of the students in agreement with this statement, and a 90% of the group in agreement with considering the class as a challenge. Unfortunately, the last item did not show much relationship to this fifth factor, but it still can prove its relevance among the group of Segmental Phonetics and Phonology I. Then, the internal desire to acquire a good level of pronunciation for their future job is in tune with the learners' personal opinion of having the ability to acquire the accent while in class. Finally, it could be said that learners might still

consider pronunciation as a challenge, as it requires effort from their part, and not just an internal desire.

Factor 6 – Anxiety and desire to improve.

No.	Item	Loading
4.	Estoy muy motivado para mejorar mi pronunciación de inglés.	.61
7.	Siento mucha ansiedad cuando intervengo en clase (ej: responder y preguntar, leer en voz alta, participar en conversaciones o discusiones).	.82

This factor has a very interesting outcome. The statement dealing with anxiety while learners intervene in class has the highest loading for this group. Also, it has the highest loading between the two statements that asked about this negative feeling, which means that anxiety when learners produce in class is more closely related to its factor. However, the frequencies showed that the apprehensiveness when learning pronunciation was higher than when producing in class, as the students' responses revealed. In any case, following the results from the factors, and despite the percentages of the frequency, there seems to be that the anxiety experienced before speaking to the class is the first sign of apprehensiveness in students. In short, students may be motivated to improve their pronunciation, but they feel quite anxious about having to intervene in class.

Now, the following statements were left out from these first application of the questionnaire for the group of Suprasegmental Phonetics and Phonology I. Unfortunately, the items did not show the amount of importance that was needed at the moment of extracting the factors.

- *Item 2: Me irá muy bien en este curso.*
- *Item 14: Quiero obtener una buena nota.*

8.3 Conclusions of the first questionnaire

In order to sum up the information stated above, there are two conclusions which can come to the fore after the first phase of the study. It is interesting to mention them because they constitute the initial conclusions, and because they have to do with the most relevant outcomes from the factor analysis of this first part of the research study.

The data reduction method helped the information to group itself in a few factors, which at the time gave out results that may help describe the situation of motivation in two of the courses of phonetics and phonology. We can conclude that the most important factors extracted from each group are:

Segmental Phonetics and Phonology factors

- Factor 1: Internal/External motives
- Factor 2: Other evaluation
- Factor 3: Professional ideal
- Factor 4: Class-independent motives
- Factor 5: Self-efficacy

Suprasegmental Phonetics and Phonology I factors

- Factor 1: Class-dependent motives
- Factor 2: Class-independent motives
- Factor 3: Intrinsic motives
- Factor 4: Evaluation at work
- Factor 5: Self-efficacy for goals
- Factor 6: Anxiety and desire to improve.

The second conclusion deals with the most important factor of the group, which makes part of the subject-related motivational feature. Interestingly, the factor *class-independent motives* rates as the most salient in both sample populations. It looks like students feel motivated to learn pronunciation because they have a preference for the target language and accent, and its culture, but there needs to be a deeper account of this aspect from the part of the students. Another factor or item which looks to be important is the learners' judgment of their own capabilities. The first semester respondents feel positive about doing well in the course, which lead us to believe that they have that internal motivation to succeed. Moreover, the second sample displayed a desire to achieve a good level of pronunciation for their career goals. In addition, it can be said that the two samples turned out to be very homogeneous in terms of the responses to the different questions. The frequency distributions uncovered many similarities related to extrinsic and intrinsic motivation principally. Also, it is worth mentioning that anxiety plays a role in this first test applied to the students of the two groups. Most of them showed a level of concern when they learn or intervene in class, but there is also an important number of participants who seem disinterested about this issue. The reason for it might be that the university term has not started yet.

Following this contrast between the two sample populations, it is deemed important to consider another difference as a conclusion of the first phase. In terms of general information, there is a significant figure that appears in the statistical results of the desire to become English teachers. It is quite unexpected to see that 15% of participants who belong to the group of Segmental Phonetics and Phonology stated that they do not want to pursue teaching after they finish the program. Unlike this result, only one participant of the Suprasegmental Phonetics and Phonology I answered in this way. This might mean –or at least that is what is intended or expected- that students need to get involved in the program, they need to discover other subjects and

topics in order to consider teaching. Finally, it is also important to mention that although this survey element gave out an interesting result, the general information questions are not part of the second phase of the research project, as we wanted to get a basic idea of the participants' background.

8.3.1 Suggested Open Ended Questions - Segmental Phonetics and Phonology group.

Having analyzed the results of the first questionnaire, it is important to formulate some open-ended questions which also form part of the conclusions of this phase. The questions are devised in order to obtain further information about students' thoughts and feelings regarding some results of the items. With the help of this method, the new questions might contribute to obtain detailed answers which may lead to better and more precise results. These are interesting items taken from the answers of the Segmental Phonetics and Phonology students:

- The item of motivation to improve pronunciation showed a high loading in the *other evaluation* factor. For this reason, it needs further explanation from the part of the student. The objective of the open question is to know the different reasons why learners are motivated to improve their English pronunciation. However, it is not intended to become a large statement, or a complex question, since motivation is a very broad topic. For this reason, the intention is to ask a question that involves one of the elements of motivation as defined by Gardner. This element is *desire to achieve a goal* and the query is based on this characteristic (question 1).
- The two anxiety items did not display a high loading in the factor analysis, but they showed interesting results in the frequencies, which led to consider them as open questions. The majority of students agreed on feeling anxious when they have to participate in the classroom or when they learn pronunciation, and we would like to know their reasons for these

negative feelings (questions 2 and 3).

- The two items included in the *class-independent motives* factor obtained the highest loadings. As this result was quite similar in both sample populations, and as we could not find out about their amount of preference, it would be relevant to know about the learners' thoughts and feelings towards the target language accent and country (questions 4 and 5).

Open-ended Questions

1. Do you have the desire to improve your English pronunciation?
 - ¿Usted tiene deseos de mejorar su pronunciación en inglés? Si, no. Explique.
2. When you are in class, and you are asked to produce to your classmates and the professor, does this cause you any worries? Please explain.
 - Cuando usted está en clase y le piden que produzca algún ejercicio de la lección a sus compañeros y profesor, ¿esto le causa algún tipo de preocupación? Si, no. Explique.
3. When you learn pronunciation, does this cause you any worries?
 - Cuando usted estudia fonética y fonología (incluyendo producción o discriminación) ¿siente algún tipo de preocupación? Si, no. Explique.
4. Do you have any preference for a particular English accent? Yes, no and explain why.
 - ¿Tiene alguna preferencia por uno de los acentos de inglés (americano o británico)? Si, no. Explique.

5. Do you have any preference for an English speaking country, either the USA or Britain? Yes, no, and explain why.
- ¿Tiene alguna preferencia por alguno de los países donde se habla inglés, Estados Unidos o Gran Bretaña? Si, no. Explique.

8.3.2 Suggested Open Ended Questions - Suprasegmental Phonetics and Phonology I group.

- The item which deals with the fulfillment of the requirements showed a high loading into the factor of *class-dependent motives*, as well as showing the highest range in the frequencies (i.e. agree and totally agree). This can become an issue that would draw some interesting details from the part of the students (question 1).
- There was a also high loading at the statement of anxiety when producing in class, which makes part of the factor *anxiety and desire to improve*. Equally, the frequency showed that half of the group agreed, and the other half felt neutral, or disagreed with this statement. If there is a question formulated for students to write their opinions, it is possible to find out issues that may trigger that negative feeling, or thoughts of students about not feeling apprehensive. (question 2).
- Other statements which are worth exploring are those that deal with acquiring a near-native accent as well as good pronunciation for their future job. These two statements (or items 5 and 10) had some dissimilar results in the frequencies, as well as making part of different factors, so it is also deemed important to ask the students about their thoughts (question 3).
- The items that integrate the *class-independent motives* obtained the highest loadings. As specified above, this means that it would be important to have a closer look at what students think about the target language accent, and country (questions 4 and 5).

Open-ended Questions

1. Why do you consider an important issue the fulfillment of the requirements of the subject?
 - ¿Por qué considera usted importante el cumplir con los requisitos de la materia de Fonética y Fonología II?

2. When you are in class, and you are asked to produce to your classmates and the professor, does this cause you any worries? Please explain.
 - Cuando usted está en clase y le piden que produzca algún ejercicio a sus compañeros y profesor, ¿esto le causa algún tipo de preocupación? Si, no. Explique.

3. Why do you want or need to acquire a near-native accent for your future job?
 - ¿Por qué quiere o necesita adquirir un acento parecido al inglés nativo para su futuro trabajo?

4. Do you have any preference for a particular English accent? Yes, no and explain.
 - ¿Tiene alguna preferencia por uno de los acentos de inglés (americano o británico)? Si, no. Explique.

5. Do you have any preference for an English speaking country, either the USA or Britain? Yes, no, and explain why.
 - ¿Tiene alguna preferencia por uno de los países donde se habla inglés, Estados Unidos o Gran Bretaña? Si, no. Explique.

9. Analysis of Results – Phase II

The application of the second survey to the students together with the open-ended questions yielded another set of interesting results. It can be said that indeed there were some changes in certain motivational features, and below are the results of the two groups. Firstly, there will be an account of the frequency distributions of the 17-item test. After that, there is an explanation of the factors extracted for each of the groups, and finally the answers of the students for the open-ended questions will be shown.

Initially, we wanted to conduct phase II before students took the second mid-term. However, due to changes in the University schedule that were outside our reach, the second phase took place at a different time. In the case of the Segmental Phonetics and Phonology group, the change was the following: the test was administered *after* the second mid-term. In the case of the Suprasegmental Phonetics and Phonology I group, the test had to be applied *after* the first mid-term. Nevertheless, we want to point out two important things to take into account. Firstly, that it was not possible to control that external factor, which in one way or another affected our research. Secondly, that even if the first issue affected the study, it is important to emphasize that the application of the questionnaire at a fixed time does not affect the structure of the research project itself. To prove this, we can refer to Smit (2002, p. 92) who says: “The idea behind the (partial) repetition of the test was to find out whether students would display similar or different patterns of motivation at the beginning versus the end of the module”. This means that what matters most is to look for the differences (if any) between the two tests, whether they are taken or not at fixed times.

Finally, we also believe that the application of the questionnaire before or after a mid-term exam can give out quite different results; and, even if there was an interest in an application before the exam –in order to see if the

anxiety was higher, lower or the same-, the results of the second survey were able to display other significant motivational features.

9.1 Segmental Phonetics and Phonology group.

9.1.1 Frequency distributions of the second questionnaire

Generally, the difference between the first and the second questionnaire remained the same, but there are some items who had a slight change over time. Firstly, there is one test item that was able to really show an increase of agreement from the part of the students. Statement three asked them if they cared about native speakers being able to identify their accent: it showed an increase of 14%. Unfortunately, this item could not load into any of the factors (see below), but it still proved to be relevant, as more learners have probably been inspired to learn pronunciation in order to fit in the target country. Other items that suffered changes were: “Estoy muy motivado para mejorar mi pronunciación de inglés” and “Quiero obtener una buena nota”, however the general agreement remained the same. The former statement had an increase of 17%, which showed that there are more students who completely agree with being motivated to improve their English pronunciation. This is quite positive because even though they have already gone through two exams, which demand a lot of effort, most students have the internal desire to improve. Then, the latter item showed an increase of 13% on the student’s full agreement with getting a good grade. This leads to the conclusion that more participants might be drawn to succeed because they are determined to pass the subject.

Similarly, there are other statements which increased or decreased according to the previous questionnaire, but the change was not as prominent. For instance, most participants believe that they will do well in the course, but the number of students who agree with this item decreased 10%.

It is interesting to see that there are more students with motivation to improve their pronunciation; and at the same time there are others who think that they will not do as good as they thought at the beginning of the term –nor get a good grade. The possible reason for this opposition is that learners have the desire to achieve a near-native pronunciation, but they believe that the results at the end will not be satisfactory. Additionally, there was an increase in two related items, those which deal with acquiring a near-native accent for their future perspectives. Most participants agree that they need that level of pronunciation for their future job, and the number increased 11% with respect to the first survey. Also, there was an increase of 6% -rising to 97%- in terms of an agreement with the desire to achieve the accent for the students' career goals. We would like to believe that this increase is due to a possible awareness of most learners from the Segmental Phonetics and Phonology course to obtain the near-native accent in order to benefit their future students and themselves.

Finally, the statements: “Poseo la habilidad para aprender un acento muy parecido al inglés nativo” and “Pienso que aprender pronunciación es divertido” showed a small change. In terms of the first item stated above, the agreement of participants with it displays a decline of 5%. Also, it is important to mention that a neutral opinion among students rose to 29%, which means that 9 participants do not really believe that they have an internal capability to learn an accent similar to the native ones. Now, the second item shows a decline of 8%, falling to a total of 71% of the set of students that agree to consider pronunciation as something fun to learn. In terms of this statement, there are 8 students who feel neutral with it, or 26%. There is another piece of information to consider, because the majority of participants have a neutral opinion about it. It is the item which deals with impressing colleagues or friends with a near-native accent that shows that most students or 52% feel neutral with the statement in the second survey application.

On the contrary, there is a 39% who agree or completely agree with it, and it actually is the only item with such a balanced result. The rest of them have the majority of participants in the positive range. To sum up, what the previous information wants to illustrate is that the items related to the ability to acquire a near-native accent, and to pronunciation as a fun task, did show a slight change but fortunately it did not affect the majority's opinion. After the period of time that passed before we applied the second questionnaire, most learners still believe that they have the capabilities to attain a near-native accent, and seem to be motivated to learn pronunciation because they consider it is fun. Also, most students consider that they do not have the desire to learn pronunciation because they want to impress others, but perhaps because they are focused on the challenge and their wish to attain a good near-native pronunciation for their future job.

It is also important to mention the several items that had similar results, that is, which remained the same over time. Among those survey questions are the ones related to anxiety, which did not show any important increase or decrease in this second application. Most participants or 72% feel that they are anxious when they learn pronunciation, whereas 68% have apprehensive feelings when they produce in class. It is worth to point out that there are more participants who feel anxious when they learn, which means that they might think of the results they will get at the end of the term. There is also a total of 94% of students who want to fulfill the requirements of the program. This opinion seems to remain because learners want to pass the subject and acquire a good level of pronunciation. Similarly, the entire group of participants agrees or completely agrees with having a good performance in class, as opposed to 97% that resulted in the first survey. The students also maintain their opinion about the class as a challenge, with 84% of the group showing agreement with it. Lastly, there is a decrease of 3% in the agreement of students to learn something new. It is possible that the time that

a learner has spent in the course has shown him or her that the subject did not fulfill the expectations.

In order to continue with two other items, the survey elements with regard to the target accent and country need to be taken into account as well. Even if the question itself did not ask the amount of preference, there were some changes in favor of the British accent and England. The results of the second application of the questionnaire show that there was a small shift in favor of the British accent, going from 58% to 65%, which at the same time diminished the preference for the American accent. In terms of the other item, the number of participants which considered England as their desired country rose from 61% to 68% -approximately two students. In this survey, one participant stated that he or she did not have any preference for the accent or country, which coincided with the first questionnaire –however, it is not possible to determine if the same student left these items unanswered in the two tests. The conclusion is that while students experience the different phonetics and phonology classes, while they go through the different production and discrimination exercises, they get more involved with the target accent, and this may lead them to prefer both the accent and the country.

9.1.2 The Factors

Below are the factors that resulted after the second application of the questionnaire to the group of Segmental Phonetics and Phonology.

Factor 1 – Anxiety and desire to improve

No.	Item	Loading
4.	Estoy muy motivado para mejorar mi pronunciación de inglés.	.53
6.	Siento un nivel de ansiedad alto cuando estoy aprendiendo pronunciación.	.83
7.	Siento mucha ansiedad cuando intervengo en clase (ej: responder y preguntar, leer en voz alta, participar en conversaciones o discusiones).	.90

This is one interesting factor in the second survey because the two items related to anxiety appear in the same group, which had not happened to any of the sets of participants in the first phase. Moreover, the loadings for this factor increased in terms of the appearance of those two statements in the first survey. Despite the fact that the two items relate to different types of anxiety (i.e. when intervening in class or when studying), the main characteristic to highlight is the apprehensiveness of students which continues to be present. Finally, the factor lets us know that even if learners feel nervous about certain aspects of the subject, they seem to maintain or perhaps reinforce their motivation to improve.

Factor 2 – Class-independent motives

No.	Item	Loading
16.	Preferencia por el acento americano o británico.	.96
17.	Preferencia por Estados Unidos de América o Inglaterra.	.96

In terms of the *class-independent motives*, these two aspects remained in the same category; however the loadings changed and increased. It could be assumed that the preference of students towards the accent and the culture does not change over a small period of time, but it is important to remember that the open-ended questions may give in-depth details about the *amount* of preference.

Factor 3 – Internal and external class-dependent motives

No.	Item	Loading
9.	Me importa cumplir con los requisitos del programa.	.82
10.	Necesito una pronunciación casi nativa en inglés para mi futuro trabajo.	.76
12.	Considero que la clase es un reto.	.81

The third factor of this group shows a fusion of internal and external motives of the students, including the statement related to the class as a challenge that was irrelevant in the first application. This item is considered an internal motive while the external ones are the need for a near-native pronunciation for a future job, and the fulfillment of the program requirements. It could be said that the students show some intrinsic and extrinsic desires that help them face the different obstacles presented by the subject. In addition, item nine displayed the highest loading, which means that students seem to be aware of the fact that they need to achieve the objectives stated by the phonetics and phonology course. It also looks like students make that extra effort in the class because they consider it as a challenge, and they also realize that a good pronunciation can become a powerful tool for their job.

Factor 4 – Self-efficacy

No.	Item	Loading
1.	Poseo la habilidad para aprender un acento muy parecido al inglés nativo.	.56
2.	Me irá muy bien en este curso.	.90

In respect of the first questionnaire applied, this factor maintained its significance over a period of time, yet with only two items as constituents of it. Despite the fact that the item related to doing well in the course decreased slightly in this second survey, it has the highest loading for factor four. Thus, the learners' positive perspective on their own capabilities to succeed still has

relevance. Equally, most learners consider that they have the internal ability to learn a near-native language. In relation to this statement, the frequency showed that there was a short decline in the learners' agreement with it, which could lead to the conclusion that the opinion of some of them changed while going through the exams and the classes.

Factor 5 – Intrinsic motives

No.	Item	Loading
5.	Teniendo en cuenta mis objetivos profesionales, quiero adquirir una pronunciación muy parecida al inglés nativo.	.66
8.	Pienso que aprender pronunciación es divertido.	.77
15.	Me gusta aprender algo nuevo.	.81

Interestingly, the item which obtained the highest loading for this factor is the one related to the desire to learn something new. It is encouraging to see that it preserved a high loading and frequency in both questionnaires. It would then mean that not only students have the desire to obtain a good grade, but also the motives to learn something they did not know. There is an interesting result concerning item 8 because the loading in this survey reached .77, whereas in the first questionnaire, its loading to *Internal/External motives* was .63. What this means is that the relationship of the item is closer to *Intrinsic motives*, rather than being closer to the previous factor. On the other hand, the statistics showed a change, and for this second application, there was a slight decrease in the agreement that learning pronunciation is fun. In any case, most learners seem to have maintained their opinion, as well as having the desire to acquire a near-native pronunciation according to their career goals.

Factor 6 – Extrinsic motives

No.	Item	Loading
13.	Quiero impresionar a colegas y amigos con mi acento en inglés.	.77
14.	Quiero obtener una buena nota.	.84

The outcomes for this factor are interesting for the item with the highest loading deals with the desire to obtain a good grade. As the statistic results were able to show, there was an increase in the students' full agreement with the item. It could be said then, that most students reveal extrinsic motives in this second survey application, as they consider important to get a good grade. On the other hand, there was a more neutral opinion from the part of the students about the impression of colleagues or friends; nevertheless, it seems to be one external motive that makes the learners focus on their good pronunciation and acquisition of a near-native accent.

Unfortunately, one of the items that did not prove enough relevance in the first test could not be included in any of the factors in this second survey either. The reason can be that over this period of time, the responses of the students did not change drastically regarding that item. The two statements that did not make part of the factors are:

- *Item 3*: Me importa mucho que los hablantes nativos de inglés no puedan identificar inmediatamente mi acento en inglés
- *Item 11*: Es muy importante tener un buen rendimiento en clase.

9.1.3 Open-ended questions

After the first application of the questionnaire, the responses of the participants were carefully analyzed in order to decide some possible open questions to find out about the students' feelings and opinions. Thus, the

open queries constitute the qualitative data of this study, which have brought very encouraging results. The students had the chance to give their own answers and some of them wrote one or more reasons for each question. Therefore, there are cases in which their responses fit into two or more general categories among the group's answers.

The first question guided the learners to answer if they wanted to improve their English pronunciation. This issue plays an important role in this research because it is supposed to display what makes students learn phonetics and phonology. Although there were different kinds of responses, all of them were positive. For instance, 42% of the learners want to improve their pronunciation to become good teachers, and a 35% because they consider necessary to get a good pronunciation. In addition, 19% of the group has the wish to improve in order to be understood and to understand native speakers. There was a 16% who took into account the fact that they are studying English, and for this reason, they consider that it is necessary for the study program. Finally, a 13% of respondents argued that their wish is to perform well, to do the best they can. In conclusion, the results revealed that the learners have internal and external motives, so that it can be said that they are almost equally intrinsically and extrinsically motivated to enhance their English pronunciation.

The second question deals with the fact that students experience fears or worries when they have to participate in class. As the learners showed in the closed question that they agreed to feel anxious when intervening in class, the open-ended question was thought useful in order to know the reasons. Their opinions were divided between positive and negative answers. On one hand, 68% of the learners feel worries or fears when taking part in class. However, there were respondents who gave more than one reason. They are, as follows: fear to make mistakes (35% of the students), nervousness (16%), fear to speak in public (16%), misunderstanding of

instructions or exercises (13% of participants), and pressure to show good pronunciation skills (13%). On the other hand, the remaining 32% of the learners stated that they do not feel any worries or fears as they consider that making mistakes and being corrected are part of the learning process. At the end, they see that this process can lead to improve pronunciation. Looking back at the statistics, it is important to mention that the majority of the students conveyed to feel anxious in class, even though 33% of the learners had a neutral position towards this aspect. As a result, two significant conclusions can be highlighted: firstly, some of the students are conscious that intervening in class is a vital and a normal stage in the learning process, as well as in the pronunciation class. Secondly, the other part of the group seems to have apprehensive feelings, -e.g. fears to make mistakes- when they have to pronounce a word or a sentence in front of the class.

The third open-ended question is intended to identify the different reasons why the students experience fears or worries when studying pronunciation (including discrimination and production). In the results of the first application of the questionnaire, there were a number of learners who assured to feel anxious when they learned pronunciation. In this case, two types of answers are established: the positive and the negative ones. On one hand, 13 participants –or 42% of the group- responded that the difficulty of discrimination and production exercises made the learners experience this negative feeling. As they study by themselves outside classes, some of them specified that to identify right production exercises from wrong ones is a tough job which, then, leads to apprehensiveness.

Equally, 26% of students agree to experience fears or worries due to their constant thought of achievement and fulfillment of the requirements of the program. It is interesting to note that these participants have some difficulties to learn the topics of the class because of their concern about the two reasons mentioned above. On the other hand, 23% of respondents wrote

that they do not experience any negative feeling when they learn and study pronunciation. They consider that making mistakes is part of the learning process which ultimately helps them to make the extra efforts to succeed. To sum up, the complexity of the discrimination and production exercises increases the students' insecurity to make sure that what they are doing is right or wrong. This may lead to believe that learners do not know the topic, and for that reason they do not feel confident about the right answers. However, there was a group of students who showed no problems with regard to the aspect of apprehensiveness, because they consider that having troubles with pronunciation is a normal issue.

The fourth one has to do with the preference towards the American and British accent. Within this group of students, 26% preferred the American accent and 13% of them chose it because they think it is easier to pronounce. Also, two students said that they want to keep the accent because of a previous learning experience. It is important to mention that a student argued that it is more useful, as well as one who consider that the American sounds better. In contrast, 55% of respondents had a preference for the British accent, from which 32% wrote that it is more elegant, beautiful, and formal. Similarly, 10% of participants chose it due to its complexity and 6% due to the influence of the subject. In the same way, another 6% of learners gave other opinions: the British accent is easy, and it is funny. As a result, the great majority of students seem to have the idea that the British accent is more formal and elegant, which in any case shows very positive thoughts, and high motivation towards it. In contrast, the reasons why some participants preferred the American one are related to its ease of pronunciation, and the geographical proximity of the United States to our country. Finally, in terms of the participants that showed no preference for any accent, 29% of students argued that both are equally important.

Finally, the last question mentions the preference to one of the two countries: The USA or England. Only a 13% of students revealed in the open-ended question that they feel attracted towards the United States. All of them stated that there are different kinds, as well as more opportunities in this country. The answers of two respondents were able to show that they prefer it because of relatives that live there. On the contrary, 52% chose England, from which 16% of the group preferred it due to its culture. Also, a 13%, or 4 students picked it due to the different opportunities to work or study. Interestingly, 13% made the choice due to the British accent; perhaps they feel drawn to the country because of the way the natives speak. The rest of learners consider Great Britain as an important and organized country, which is probably more attractive to them than the United States.

Finally, there was a 26% who had no inclination for a particular country; they stated that they want to go or visit both, and some of them do not have a fondness for any of the two. Surprisingly, although there were just two options for the students to choose an English-speaking country, there was a student who said that he or she prefers Canada. Therefore, it could be said that the majority of participants prefer the British culture, job, educational opportunities, or the British accent. In contrast, there was a small group who chose the United States because of their view that it offered more varied job opportunities. In other words, the majority of the students show integrative motives towards the target countries and their accents.

9.2 Suprasegmental Phonetics and Phonology I group.

9.2.1 Frequency distributions of the second questionnaire

The following are the results of the frequencies for the more advanced group of participants. In general terms, it looks like this group had less changes over a period of time than the group of Segmental Phonetics and

Phonology. So, there are three items which reveal a high change of opinions among the participants. Two of the statements are: “Poseo la habilidad para aprender un acento muy parecido al inglés nativo.”, and “Teniendo en cuenta mis objetivos profesionales, quiero adquirir una pronunciación muy parecida al inglés nativo.” The former statement shows an increase of 16% in relation to the first questionnaire, as there is a total of 87% of participants in the second survey who believe that they have the ability to learn a pronunciation close to any of the native ones. Then, the second item also displays an increase -this time 13%-, for in the second survey, 23% of participants *agree* with having the desire to achieve a near-native pronunciation according to their career goals; it shows a change from 91% to 94% in the range of agreement. It is then possible that some students have changed their mind after going through the first mid-term exam. If students did well in it, then it may tell them that they have the ability to acquire a near-native accent. At the same time, some learners might have considered the importance of a good pronunciation for their future, thus increasing the percentage. Finally, the third item deals with the learners’ opinion on the importance of near-native speakers identifying their accent. There was an increase of 10%, that is, a few more students may have thought of the importance of having an accent that can be understood by native people.

Other survey items suffered changes, but they are not as noticeable as the ones above. Firstly, there is a decrease of 7% -approximately two students- in the opinion of learners about the motivation to improve their English pronunciation. Secondly, there is also a decrease of 7% in the item that asks about the importance to have a good performance in class. In other words, it looks like not many respondents agree or completely agree with these statements as the classes they have attended so far have probably discouraged them (i.e. students have not had helpful, motivating experiences in class, or have not been able to perform well). Then, the statement about anxiety when students learn pronunciation shows an increase of 6%, that is,

there are some students who have these negative feelings while learning. In the first application of the questionnaire, there were 19 participants who agreed or completely agreed with the statement. Now, the number of students rose to 21 showing that a total of 68% of the group believes that they feel anxious in that situation. Other items which show very low changes are: “Me gusta aprender algo nuevo”, and “Considero que la clase es un reto”, both of them with a decrease of 3%. Finally, the tenth item in the questionnaire which deals with the need to have a near-native pronunciation for a future job, displays an increase of only 2%, with a total of 77% of the group that agrees or completely agrees with the statement. As it can be seen, the shift is not as visible as in the previous items explained, and for that reason it can be considered that it has remained the same over time.

In order to continue with the analysis of other items, it is important to consider those which did not report any changes whatsoever. In the case of this group, there are approximately five items which illustrate that the students upheld their opinions from the beginning of the term, up to the second application of the survey. Consequently, there are a total of 28 participants – or 90% of the group- who believe that they will do well in the course, contrary to 3 others who have a neutral opinion about it. In the case of the view of pronunciation as a fun task, 84% of the group concurs with it, and a total of 100% agrees or completely agrees with fulfilling the requirements of the program. More specifically, 55% of students –as opposed to 48% in the first survey- agree, while 45% fully agree with it. Equally, a high number of students seem to have the same opinion about getting a good grade, that is 93%. In conclusion, some of the subject-related motivational factors, i.e. do well in the course, fulfill the requirements of the program, see pronunciation as a fun task and get a good grade, do not change after a mid-term exam. In the item that asks for the preference of accent, 36% chose the American accent (GA), whereas 65% picked the British accent (RP) in both tests. However, it was not the same for the preference for country. While in the first

questionnaire 10 people preferred the USA, this number raised to 12 in the second one, which means that 2 participants changed their opinion; the number of learners who chose the UK decreased to 19 –or to 61%- in the second survey. For the moment, it looks like the view of the item on the accent remains the same among students, while the preference for the country changed for a few of them.

So as to finish with the analysis of the frequencies, there are two other statements that showed an interesting change. They are: “Siento mucha ansiedad cuando intervengo en clase (Por ej: responder y preguntar, leer en voz alta, participar en conversaciones o discusiones)”, and “Quiero impresionar a colegas/amigos con mi acento”. The first of these items was not able to show a big majority of students in favor, neutral or against it: 45% of the group was neutral, 49% were in favor, and 6% were against feeling anxious when intervening in class. Now, in the case of the second survey, the general view of this statement maintains the divided opinions, which aside from the similar results of some other items, it is the only one that has such different and balanced views.

Thus, the changes in the second survey display a 51% of participants in agreement with experiencing apprehensive feelings, a 39% of them with a neutral point of view, and 10% against it. What these numbers let us know is that, so far some of the students do not seem to have much problems to intervene in the class, whereas an equal number show anxiety when they are asked to produce in front of the other learners and the professor. Once more, the open question that is related to this item will probably reveal an in-depth opinion of students towards it.

Then, there is another interesting result that drew our attention because of its shift of majority. The item that deals with impressing colleagues or friends with the accent, showed a 48% of participants in agreement with it

in the first survey, while the other 52% either felt neutral about it or disagreed with the idea to impress others. Conversely, in the second survey most participants, i.e. 55%, show agreement or full agreement with the statement, contrary to a total of 45% of students who feel neutral, who disagree or completely disagree with it. To be more precise, most respondents felt neutral or against the item in the first questionnaire, while most of them feel in favor of impressing friends or peers in this second test. As a conclusion to this last survey constituent, it looks like after a period of time, most students develop the desire to achieve a good level of near-native pronunciation as a way to impress fellow friends.

9.2.2 The Factors

For the second questionnaire applied to the students of Suprasegmental Phonetics and Phonology I, there are six factors considered as the most salient. Below is the information related to each of them.

Factor 1 – Self-efficacy for goals

No.	Item	Loading
1.	Poseo la habilidad para aprender un acento muy parecido al inglés nativo.	.85
2.	Me irá muy bien en este curso.	.55
5.	Teniendo en cuenta mis objetivos profesionales, quiero adquirir una pronunciación muy parecida al inglés nativo.	.65
10.	Necesito una pronunciación casi nativa en inglés para mi futuro trabajo.	.77

The first factor extracted from this second survey groups four items. The one with the highest loading deals with the ability that students believe they have to acquire a near-native accent. Next to this loading comes the *need* as well as the *desire* of students to have a type of pronunciation similar to the native one for their future career goals. It means that these two items

are considered by most participants as important, for they seem to have the idea that it will be helpful for them. Then, the item with the lowest loading, .55 to be exact is also able to show that participants consider that they have the means to do well in this course. In brief, it is very interesting to notice that this factor appeared in both questionnaires -even if some items had changed- because it can illustrate that it is one of those underlying factors that after a short period of time can maintain its significance -in the case of this group.

Factor 2 – Course achievement

No.	Item	Loading
12.	Considero que la clase es un reto.	.91
14.	Quiero obtener una buena nota.	.86

There is a very interesting grouping of items in this second factor. Firstly, the statement: “Considero que la clase es un reto” has a loading of .91, followed by the students’ wish to get a good grade which shows a loading of .86 –an item that had not been present in the first application of the questionnaire as it could not fit any of the factors. The conclusion to highlight at this moment is that the participants are aware of the fact that the class is a challenge for them, a challenge that they may want to face and finally achieve. They know that the subject has its difficulties, but in the end they seem to be willing to take the risk, face the demanding work as a way to get a good, deserved grade at the end of the semester.

Factor 3 – Class-independent motives

No.	Item	Loading
16.	Preferencia por el acento americano o británico.	.95
17.	Preferencia por Estados Unidos de América o Inglaterra.	.87

Class-independent motives is a factor that managed to be present in both groups of participants and both survey applications. It is true that these two items are different from the others for they have the students choose a type of accent or country, instead of asking them if they agree or disagree with a statement. In any case, the two questionnaires for the groups showed that the learners did not leave these questions in blank, and that the open questions were an essential part of the study to get details on their answers. The loading of the first item clearly shows a rise from the first to the second application, moving from .89 to .95; unlike the statement that asked for the preference for any of the two countries, which remained the same. Owing to the open questions (explained above), it can be concluded that, from the two items present in the factor, most participants feel drawn to the target accent than to the country.

Factor 4 – Anxiety and fulfillment of requirements

No.	Item	Loading
7.	Siento mucha ansiedad cuando intervengo en clase (Por ej: responder y preguntar, leer en voz alta, participar en conversaciones o discusiones).	.82
9.	Me importa cumplir con los requisitos del programa.	.68

In respect of this factor, it is important to contrast it with factor 6 of the previous questionnaire which is called *Anxiety and desire to improve*. In this survey application, one of the items that belong to the group differs from that one present in the first questionnaire. Now, it is also important to emphasize that the loading for the item of anxiety remained the same, which means that its importance and closeness to the factor did not diminish over a period of time. It looks like, contrary to the students' responses on the test items, and in favor of their detailed explanations on the open questions, it can be concluded that most students feel anxious when they intervene in class. Then, as the learners want to fulfill the requirements of the program, they may

believe that the apprehensive feelings they experience when they produce in class can hinder their performance.

Factor 5 – Intrinsic motives for good performance

No.	Item	Loading
4.	Estoy muy motivado para mejorar mi pronunciación de inglés.	.48
8.	Pienso que aprender pronunciación es divertido.	.87
11.	Es muy importante tener un buen rendimiento en clase.	.61

Factor five encircles three important items which mainly deal with the internal desires of learners to improve their pronunciation. The most important element in this factor is: “Pienso que aprender pronunciación es divertido” because it shows a loading of .87. Then, there is an interesting item present in this second questionnaire as it could not appear in the first group of factors; the item deals with having a good performance in class. After that comes the statement about the motivation of the learners to improve their pronunciation in English. Moreover, it is interesting to see that item four, which had a low loading in this application, showed a slight decrease in terms of the first questionnaire. To conclude then, students maintain their view on pronunciation as a fun task as well as their desire to improve their pronunciation. In addition, the intrinsic motives can be useful to students at the moment of performing in class and doing it in the best way possible.

Factor 6 – Anxiety and pronunciation learning

No.	Item	Loading
6.	Siento un nivel de ansiedad alto cuando estoy aprendiendo pronunciación.	.66
15.	Me gusta aprender algo nuevo.	.71

This is another factor that contains an anxiety element together with another statement of the survey, and it is important to consider that the item that proves superior is the desire of the learners to learn something new. Its loading is similar to the one that resulted in the first application of the questionnaire –which also made the item prevail over the other one for the factor called *intrinsic motives*. Likewise, the statement that deals with anxiety when learning pronunciation showed a .66 loading on the two factors of which it makes part: *Class-dependent motives* in the first survey, and *Anxiety and pronunciation learning* in the second one. According to the frequencies, it looks like the learners maintained a similar opinion about the item of anxiety when learning at the beginning of the term and after the first mid-term exam. In brief, it is possible to conclude that most of the students have the wish to learn something new. Yet, this does not mean that they do not feel apprehensive when it comes to pronunciation exercises, as well as dealing with the various difficulties they may encounter while learning.

The items that could not be added to any of the previous factors due to their low relationship with them are:

- *Item 3*: Me importa mucho que los hablantes nativos de inglés no puedan identificar inmediatamente mi acento en inglés
- *Item 13*: Quiero impresionar a colegas/amigos con mi acento.

9.2.3 Open-ended questions

In terms of the results for the second group of participants, the responses also shed light on the more detailed views of the learners towards the different questions present in the survey.

The first of the questions assigned to the learners had them think about why they consider important to fulfill the requirements of the subject. Of

the 31 participants, there is a 74% who consider that their purpose is to improve their pronunciation, as well as to be understood or understand others. There were students who mentioned more than one reason in each of the questions. For instance, 35% of participants stated that the fulfillment of the requirements is important for the study program, and that is a prerequisite to continue with the other phonetics and English subjects. Alternatively, 16% consider the subject as a helping tool for the language, and finally one person –or 3% of the group- said that he or she wants to get a good grade. In summary, most students do not have the wish to satisfy the subject requirements because they want to pass it and be able to continue with the English Teaching program. On the other hand, they have a desire to improve their pronunciation. So far, most learners have an internal desire to practice and develop their English pronunciation, more than having to go through the subject and continue with others. This leads to the conclusion that the majority of students in this group reveal intrinsic motives towards learning pronunciation, and by extent, phonetics and phonology. However, there are also a high number of students who show extrinsic motives or reinforcements (like the participant who wants to get a good grade) and they must be taken into account as well.

The second question has to do with any type of fear or worry that students feel when they intervene in class. As the first application of the questionnaire revealed that the group had very different opinions about apprehensiveness during production, it was important to ask them their reasons. The open questions were able to show that there are more learners who feel anxious when they intervene in class, as opposed to the results of the frequency which showed that a high number of participants felt neutral about it. Hence, approximately 70% of the group wrote that they feel some worry or fear, contrary to a 30% who believe that they do not. There are many reasons for the students' anxiety. For example, 26% of the group mentioned that they would feel some worry if they made a mistake. Another 16% said

that they feel insecure due to ridicule, while 13% feel fear because of their difficulties to pronounce. In addition, 13% of students stated that they feel nervousness, 13% claimed that they did not know the topic and finally a 13% argued that they feel afraid of being judged or corrected by the professor. On the other hand, the students who stated that they did not feel anxious had two main reasons for it: 19% of this group of learners stated that it is part of the learning process. Also, there was another set of students who stated that the knowing of the topic brings them confidence to produce, a total of 10%.

It is worth to mention at this point that the responses of students were quite varied, and that there were some who explained that they felt nervous at first, but that it gradually diminished. Then, it was deemed necessary to check the frequencies again, to confirm the number of participants who felt neutral about that item, and stated that they felt apprehensive in the open question, and we could find many opposite answers. To sum up, it seems like it depends on the situation in which students are in, e.g. if they know the topic, if they are familiar with the word they have to produce, etc. Also, it should be noted that the open question referred specifically to *producing an exercise* as it would have become very wide otherwise. Therefore, the learners' responses lead us to believe that the apprehensiveness may be stronger when they have to pronounce a word or sentence, instead of just participating in class.

Thirdly, the next question asks about the need or wish to acquire a near-native accent for the learners' future job. From the entire set of participants, 35% stated that they want it or need it for a good professional performance. Also, 23% of participants argued that they want to travel, study, or work in an English speaking country and for that reason they need or want the near-native accent. Three people wrote that it helps or facilitates communication, and finally, 32% of the group stated that they either want or need the near-native accent in order to teach their students the correct

pronunciation, and in that way, be better teachers. This is a very encouraging number, as it was only assumed previously that the students wanted to get a near-native pronunciation to benefit their future students. This question was able to reveal that although not the big majority agrees, there are a number of learners who want to acquire an accent to improve their future English classes. Finally, 6% or two participants disagreed with the need or want of a near-native accent. The two of them considered that having good pronunciation and fluency is what truly matters, instead of having a certain accent. It is quite interesting to find these two opinions in the group, as it may lead to think that they do not feel identified or drawn to one of the target accents.

In terms of the fourth and fifth question, the responses from students are most important, as they are able to really demonstrate the amount of preference of the students towards the target accent and country. Once more, the answers were quite interesting, and revealed varied opinions. As for the preference for the American accent, 32% of the group chose it because it is more global, flexible, less 'strong' -as one student argued-, and finally because of previous learning experiences. There were two students who explained this in the open question, and it shows that in their case, the past experience gives them a kind of suggestion to maintain the accent they have worked on for some years. Now, a total of 52% of participants have British as their preferred accent. Most of them consider the accent as more elegant (35% of the group), and others explained that it was the first English accent to appear (6%). Also, 10% of learners explained that they like it, and some others argued that it sounds better, and that it is easier. There is one answer which is very important to mention: one student said that he or she prefers the British accent due to an influence from the class, as it is the one they use. The participant then explains that she likes it a lot because of its elegance, too. Therefore, in this particular case, it looks like the class influenced his or her preference for the British accent; however the person

does not seem to feel forced to use it as he or she likes it. Finally, 5 participants did not show a preference for the accent –either they prefer both or none.

Then, the question on the target country, shows an even less preference from the part of the students. In total, 35% do not have a favorite target country –once more they explained that they want to visit or go to both, or simply stated that they do not have an inclination for any of them. In addition to this result, the preference for the United States was fairly low, as only 13% of participants chose it because of its culture, history, or to visit. One would think that the preference for the accent would also direct to a preference for the country, but it cannot be proved in this group. Conversely, 52% argued that they want to visit the UK, mainly for its culture and history (32% of students mentioned these two reasons). Other opinions included: to visit or work (10%), to practice the accent that they receive in class (10% of learners), or to improve their English. To conclude, it could be said that the students feel more interested to visit the UK because of its background culture, which leads to believe that students feel attracted to it, or in other words, most students feel integrative motives towards it.

10. Conclusions

With regard to the description of the different motivational features, freshmen students showed that subject and learner-related motivational factors are indeed present within the Segmental Phonetics and Phonology course. Internal, external, and integrative motives support the participants' desire to learn pronunciation in this subject. The great majority of students seem to have a combination of intrinsic and extrinsic motives towards getting a good pronunciation as the two questionnaires and the first open-ended question displayed.

Most of them want to improve their pronunciation to become good teachers, to have a good performance, or to be understood and to understand English native speakers. In addition to this, they also show integrative motives. Moreover, most learners let us know that their main reason to enhance their English pronunciation is to have it as a foundation for the English Teaching program. Likewise, even though the students are in an EFL country, which is far from the preferred target setting, most of them stated clear positive motives towards England, and the British (RP) accent mainly. As a final point, the study was able to reveal a high anxiety level in freshmen. Although there is a set of students who see this issue as a normal stage within the learning process, there are a higher number of learners to whom this is an obstacle to perform well.

In terms of the group of Suprasegmental Phonetics and Phonology I, most learners display subject-related motivational factors. That is to say that the most salient features that motivate students are –as in the case of the freshmen- the intrinsic motives, the integrativeness, and the extrinsic motives. Firstly, the students demonstrate that they want to accomplish the requirements of the subject, not just to pass it, but to improve their level of pronunciation. Similarly, they want to attain a near-native accent in order to

have a good professional performance, and for those who want to become teachers, to provide their future students with the appropriate pronunciation. Then, similar to the results of the Segmental Phonetics and Phonology group, integrativeness is present in this set of learners, as the results revealed that they mostly feel attracted to Great Britain and the British accent. Finally, one extrinsic motive was able to excel over others, the one that refers to the need of a good pronunciation for the students' future job. It can be seen, then, that the most important factors that learners seem to bring to class comprise many internal desires to progress, and to finally achieve their goals. The feelings of integration must not be forgotten either, and even if not all the learners displayed positive attitudes, it is deemed important to take into account the fact that they show some interest towards the English speaking culture. To finish, it is important to have in mind that anxiety, -as being one of the elements within the learner-related motivational factors-, still affects a number of students in the process of learning phonetics and phonology.

11. Glossary of Terms

Anxiety: As explained by Smit and Dalton (2000), language use anxiety refers to those fears that students may experience or feel whenever they have to use the target language. In the case of phonology, the fears are related to pronunciation according to the correct norms.

Attribution: Weiner, in 1992 (as cited by Dornyei, 2001a) created the theory and explained that attribution has to do with past experiences of students. According to how positive or negative the previous experiences affected the learners, they will become a strong reason to either start or halt future action.

Communicative Language Teaching: Language teaching approach which emphasized on the students' acquisition of meaning rather than form and grammatical structures. It therefore strives for a meaningful use of the language in the correct contexts.

Instrumental motivation: In contrast, instrumental motivation means that the students are motivated to learn the target language to use it as a tool, mainly get a better job, be skillful in business contracts, etc.

Integrative motivation: The concept of the term has changed and has had different meanings. One of them, however, affirms that learners feel motivated to learn because they want to integrate with the society of the target language, and they see the language and the country in a positive way.

Motivation: As Gardner states: "The combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (as cited by Ellis, 1995). The importance of this definition is that Gardner emphasizes on the *directed effort* of students into

learning the L2, rather than simply the reasons they may have for taking the L2.

Natural Approach: It has a communicative view of language, and its central theme deals with comprehensible input. Students unconsciously acquire the target language thanks to the many tasks done in class, which do not deal with repetition or drilling. They acquire the language through the many activities as they understand. It was created by Tracy Terrell and Stephen Krashen, starting in 1977.

Perceived L2 competence: Smit and Dalton (2000) define it as the self-evaluation that students undertake to assess their pronunciation in relation to their peers and to the norm.

Phonetics: As defined by Peter Roach (2000), phonetics is the straightforward task of describing the sounds that people use for conversation. It only deals with where sounds are articulated, as well as how they travel in the air until they are perceived by the other person.

Phonology: Once again, as Roach (2000) explains, phonology is when the sounds are studied as what their functions are in particular languages, and their various relationships with other sounds inside that language. Phonology deals with the abstract side of the phonemes.

Self-efficacy: Self-efficacy has its own theory by Bandura (as cited by Dornyei, 2001a). It refers to the judgement that students do to themselves to see if they have the capabilities to perform tasks. This judgement will also be influential when students decide on the activities to perform.

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Appendix

Frequency Distributions

- Frequencies for the Segmental Phonetics and Phonology group of participants. Personal Information tables and question tables from phases I and II.

Frequency Tables – General Information**Gender**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid female	22	66,7	66,7	66,7
male	11	33,3	33,3	100,0
Total	33	100,0	100,0	

Age in Years

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 16	1	3,0	3,0	3,0
17	10	30,3	30,3	33,3
18	12	36,4	36,4	69,7
19	2	6,1	6,1	75,8
20	4	12,1	12,1	87,9
21	2	6,1	6,1	93,9
26	2	6,1	6,1	100,0
Total	33	100,0	100,0	

Birthplace

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid bmanga	19	57,6	57,6	57,6
bogota	1	3,0	3,0	60,6
bbermeja	2	6,1	6,1	66,7
piedecuesta	1	3,0	3,0	69,7
other	9	27,3	27,3	97,0
not specified	1	3,0	3,0	100,0
Total	33	100,0	100,0	

First time or Repeater

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First time	26	78,8	78,8	78,8
	Second time	6	18,2	18,2	97,0
	Third time	1	3,0	3,0	100,0
	Total	33	100,0	100,0	

Desire to be an English Teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	22	66,7	66,7	66,7
	no	5	15,2	15,2	81,8
	don't know	6	18,2	18,2	100,0
	Total	33	100,0	100,0	

Questions

Frequency Tables – Phase I

Poseo la habilidad para aprender un acento muy parecido al inglés nativo.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	en desacuerdo	1	3,0	3,0	3,0
	neutral	7	21,2	21,2	24,2
	de acuerdo	20	60,6	60,6	84,8
	total acuerdo	5	15,2	15,2	100,0
	Total	33	100,0	100,0	

Me irá muy bien en este curso

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	5	15,2	15,2	15,2
de acuerdo	15	45,5	45,5	60,6
total acuerdo	13	39,4	39,4	100,0
Total	33	100,0	100,0	

Me importa mucho que los hablantes nativos del inglés no puedan identificar inmediatamente mi acento en inglés.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid total desacuerdo	2	6,1	6,1	6,1
en desacuerdo	4	12,1	12,1	18,2
neutral	6	18,2	18,2	36,4
de acuerdo	11	33,3	33,3	69,7
total acuerdo	10	30,3	30,3	100,0
Total	33	100,0	100,0	

Estoy muy motivado para mejorar mi pronunciación de inglés.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid en desacuerdo	1	3,0	3,0	3,0
neutral	1	3,0	3,0	6,1
de acuerdo	7	21,2	21,2	27,3
total acuerdo	24	72,7	72,7	100,0
Total	33	100,0	100,0	

Teniendo en cuenta mis objetivos profesionales, quiero adquirir una pronunciación muy parecida al inglés nativo.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	3	9,1	9,1	9,1
de acuerdo	9	27,3	27,3	36,4
total acuerdo	21	63,6	63,6	100,0
Total	33	100,0	100,0	

Siento un nivel de ansiedad alto cuando estoy aprendiendo pronunciación

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid en desacuerdo	3	9,1	9,1	9,1
neutral	6	18,2	18,2	27,3
de acuerdo	18	54,5	54,5	81,8
total acuerdo	6	18,2	18,2	100,0
Total	33	100,0	100,0	

Siento mucha ansiedad cuando intervengo en clase (Por ej: responder y preguntar, leer en voz alta, participar en conversaciones o discusiones)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid total desacuerdo	1	3,0	3,0	3,0
en desacuerdo	2	6,1	6,1	9,1
neutral	8	24,2	24,2	33,3
de acuerdo	17	51,5	51,5	84,8
total acuerdo	5	15,2	15,2	100,0
Total	33	100,0	100,0	

Pienso que aprender pronunciación es divertido

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid en desacuerdo	2	6,1	6,1	6,1
neutral	5	15,2	15,2	21,2
de acuerdo	12	36,4	36,4	57,6
total acuerdo	14	42,4	42,4	100,0
Total	33	100,0	100,0	

Me importa cumplir con los requisitos del programa.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	2	6,1	6,1	6,1
de acuerdo	16	48,5	48,5	54,5
total acuerdo	15	45,5	45,5	100,0
Total	33	100,0	100,0	

Necesito una pronunciación casi nativa en inglés para mi futuro trabajo.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid en desacuerdo	2	6,1	6,1	6,1
neutral	7	21,2	21,2	27,3
de acuerdo	10	30,3	30,3	57,6
total acuerdo	14	42,4	42,4	100,0
Total	33	100,0	100,0	

Es muy importante tener un buen rendimiento en clase.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	1	3,0	3,0	3,0
de acuerdo	9	27,3	27,3	30,3
total acuerdo	23	69,7	69,7	100,0
Total	33	100,0	100,0	

Considero que la clase es un reto

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	5	15,2	15,2	15,2
de acuerdo	13	39,4	39,4	54,5
total acuerdo	15	45,5	45,5	100,0
Total	33	100,0	100,0	

Quiero impresionar a colegas/amigos con mi acento.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid total desacuerdo	2	6,1	6,1	6,1
en desacuerdo	4	12,1	12,1	18,2
neutral	12	36,4	36,4	54,5
de acuerdo	4	12,1	12,1	66,7
total acuerdo	11	33,3	33,3	100,0
Total	33	100,0	100,0	

Quiero obtener una buena nota

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	2	6,1	6,1	6,1
de acuerdo	10	30,3	30,3	36,4
total acuerdo	21	63,6	63,6	100,0
Total	33	100,0	100,0	

Me gusta aprender algo nuevo

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	1	3,0	3,0	3,0
de acuerdo	6	18,2	18,2	21,2
total acuerdo	26	78,8	78,8	100,0
Total	33	100,0	100,0	

Which accent do you like?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no preference	1	3,0	3,0	3,0
American English	13	39,4	39,4	42,4
British English	19	57,6	57,6	100,0
Total	33	100,0	100,0	

Which country do you like?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no preference	1	3,0	3,0	3,0
USA	12	36,4	36,4	39,4
England	20	60,6	60,6	100,0
Total	33	100,0	100,0	

Frequency Tables – Phase II

Poseo la habilidad para aprender un acento muy parecido al inglés nativo.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	9	29,0	29,0	29,0
de acuerdo	14	45,2	45,2	74,2
total acuerdo	8	25,8	25,8	100,0
Total	31	100,0	100,0	

Me irá muy bien en este curso

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	8	25,8	25,8	25,8
	de acuerdo	16	51,6	51,6	77,4
	total acuerdo	7	22,6	22,6	100,0
	Total	31	100,0	100,0	

Me importa mucho que los hablantes nativos del inglés no puedan identificar inmediatamente mi acento en inglés

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	en desacuerdo	2	6,5	6,5	6,5
	neutral	5	16,1	16,1	22,6
	de acuerdo	12	38,7	38,7	61,3
	total acuerdo	12	38,7	38,7	100,0
	Total	31	100,0	100,0	

Estoy muy motivado para mejorar mi pronunciación de inglés

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	1	3,2	3,2	3,2
	de acuerdo	2	6,5	6,5	9,7
	total acuerdo	28	90,3	90,3	100,0
	Total	31	100,0	100,0	

Teniendo en cuenta mis objetivos profesionales, quiero adquirir una pronunciación muy parecida al inglés nativo.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	en desacuerdo	1	3,2	3,2	3,2
	de acuerdo	8	25,8	25,8	29,0
	total acuerdo	22	71,0	71,0	100,0
	Total	31	100,0	100,0	

Siento un nivel de ansiedad alto cuando estoy aprendiendo pronunciación

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid total desacuerdo	2	6,5	6,5	6,5
en desacuerdo	3	9,7	9,7	16,1
neutral	4	12,9	12,9	29,0
de acuerdo	11	35,5	35,5	64,5
total acuerdo	11	35,5	35,5	100,0
Total	31	100,0	100,0	

Siento mucha ansiedad cuando intervengo en clase (ej: responder y preguntar, leer en voz alta, participar en conversaciones o discusiones)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid total desacuerdo	3	9,7	9,7	9,7
neutral	7	22,6	22,6	32,3
de acuerdo	11	35,5	35,5	67,7
total acuerdo	10	32,3	32,3	100,0
Total	31	100,0	100,0	

Pienso que aprender pronunciación es divertido

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid en desacuerdo	1	3,2	3,2	3,2
neutral	8	25,8	25,8	29,0
de acuerdo	10	32,3	32,3	61,3
total acuerdo	12	38,7	38,7	100,0
Total	31	100,0	100,0	

Me importa cumplir con los requisitos del programa

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	2	6,5	6,5	6,5
de acuerdo	16	51,6	51,6	58,1
total acuerdo	13	41,9	41,9	100,0
Total	31	100,0	100,0	

Necesito una pronunciación casi nativa en inglés para mi futuro trabajo.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid en desacuerdo	1	3,2	3,2	3,2
neutral	4	12,9	12,9	16,1
de acuerdo	15	48,4	48,4	64,5
total acuerdo	11	35,5	35,5	100,0
Total	31	100,0	100,0	

Es muy importante tener un buen rendimiento en clase.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid de acuerdo	9	29,0	29,0	29,0
total acuerdo	22	71,0	71,0	100,0
Total	31	100,0	100,0	

Considero que la clase es un reto

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid total desacuerdo	1	3,2	3,2	3,2
neutral	4	12,9	12,9	16,1
de acuerdo	8	25,8	25,8	41,9
total acuerdo	18	58,1	58,1	100,0
Total	31	100,0	100,0	

Quiero impresionar a colegas/amigos con mi acento

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid total desacuerdo	2	6,5	6,5	6,5
en desacuerdo	1	3,2	3,2	9,7
neutral	16	51,6	51,6	61,3
de acuerdo	3	9,7	9,7	71,0
total acuerdo	9	29,0	29,0	100,0
Total	31	100,0	100,0	

Quiero obtener una buena nota

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	6	19,4	19,4	19,4
	de acuerdo	1	3,2	3,2	22,6
	total acuerdo	24	77,4	77,4	100,0
	Total	31	100,0	100,0	

Me gusta aprender algo nuevo

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	2	6,5	6,5	6,5
	de acuerdo	6	19,4	19,4	25,8
	total acuerdo	23	74,2	74,2	100,0
	Total	31	100,0	100,0	

Which accent do you like?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no preference	1	3,2	3,2	3,2
	American accent	10	32,3	32,3	35,5
	British accent	20	64,5	64,5	100,0
	Total	31	100,0	100,0	

Which country do you like?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no preference	1	3,2	3,2	3,2
	USA	9	29,0	29,0	32,3
	England	21	67,7	67,7	100,0
	Total	31	100,0	100,0	

- Frequencies for the Suprasegmental Phonetics and Phonology I group of participants. Personal Information tables and question tables from phases I and II.

Frequency Tables – General Information

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid female	23	74,2	74,2	74,2
male	8	25,8	25,8	100,0
Total	31	100,0	100,0	

Age in years

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 16	1	3,2	3,2	3,2
17	5	16,1	16,1	19,4
18	10	32,3	32,3	51,6
19	6	19,4	19,4	71,0
20	4	12,9	12,9	83,9
21	2	6,5	6,5	90,3
23	1	3,2	3,2	93,5
24	1	3,2	3,2	96,8
26	1	3,2	3,2	100,0
Total	31	100,0	100,0	

Birthplace

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid bmanga	17	54,8	54,8	54,8
bogota	2	6,5	6,5	61,3
bbermeja	1	3,2	3,2	64,5
piedecuesta	1	3,2	3,2	67,7
floridablanca	1	3,2	3,2	71,0
other	6	19,4	19,4	90,3
not specified	3	9,7	9,7	100,0
Total	31	100,0	100,0	

First time or repeating the subject

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid first time	24	77,4	77,4	77,4
repeating the subject	7	22,6	22,6	100,0
Total	31	100,0	100,0	

Grade in the previous subject

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3,0	7	22,6	22,6	22,6
3,2	2	6,5	6,5	29,0
3,3	4	12,9	12,9	41,9
3,4	4	12,9	12,9	54,8
3,5	4	12,9	12,9	67,7
3,6	5	16,1	16,1	83,9
3,7	3	9,7	9,7	93,5
3,9	1	3,2	3,2	96,8
4,0	1	3,2	3,2	100,0
Total	31	100,0	100,0	

Desire to be an English teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	22	71,0	71,0	71,0
no	1	3,2	3,2	74,2
don't know	8	25,8	25,8	100,0
Total	31	100,0	100,0	

Questions

Frequency Tables – Phase I

Poseo la habilidad para aprender un acento muy parecido al inglés nativo.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	9	29,0	29,0	29,0
de acuerdo	17	54,8	54,8	83,9
total acuerdo	5	16,1	16,1	100,0
Total	31	100,0	100,0	

Me irá muy bien en este curso

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	3	9,7	9,7	9,7
de acuerdo	21	67,7	67,7	77,4
total acuerdo	7	22,6	22,6	100,0
Total	31	100,0	100,0	

Me importa mucho que los hablantes nativos del inglés no puedan identificar inmediatamente mi acento en inglés

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid total desacuerdo	1	3,2	3,2	3,2
en desacuerdo	1	3,2	3,2	6,5
neutral	7	22,6	22,6	29,0
de acuerdo	8	25,8	25,8	54,8
total acuerdo	14	45,2	45,2	100,0
Total	31	100,0	100,0	

Estoy muy motivado para mejorar mi pronunciación de inglés

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid de acuerdo	10	32,3	32,3	32,3
total acuerdo	21	67,7	67,7	100,0
Total	31	100,0	100,0	

Teniendo en cuenta mis objetivos profesionales, quiero adquirir una pronunciación muy parecida al inglés nativo.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	3	9,7	9,7	9,7
de acuerdo	3	9,7	9,7	19,4
total acuerdo	25	80,6	80,6	100,0
Total	31	100,0	100,0	

Siento un nivel de ansiedad alto cuando estoy aprendiendo pronunciación

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid en desacuerdo	2	6,5	6,5	6,5
neutral	10	32,3	32,3	38,7
de acuerdo	11	35,5	35,5	74,2
total acuerdo	8	25,8	25,8	100,0
Total	31	100,0	100,0	

Siento mucha ansiedad cuando intervengo en clase (ej: responder y preguntar, leer en voz alta, participar en conversaciones o discusiones)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid total desacuerdo	1	3,2	3,2	3,2
en desacuerdo	1	3,2	3,2	6,5
neutral	14	45,2	45,2	51,6
de acuerdo	11	35,5	35,5	87,1
total acuerdo	4	12,9	12,9	100,0
Total	31	100,0	100,0	

Pienso que aprender pronunciación es divertido

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	5	16,1	16,1	16,1
de acuerdo	14	45,2	45,2	61,3
total acuerdo	12	38,7	38,7	100,0
Total	31	100,0	100,0	

Me importa cumplir con los requisitos del programa

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid de acuerdo	15	48,4	48,4	48,4
total acuerdo	16	51,6	51,6	100,0
Total	31	100,0	100,0	

Necesito una pronunciación casi nativa en inglés para mi futuro trabajo.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid en desacuerdo	2	6,5	6,5	6,5
neutral	9	29,0	29,0	35,5
de acuerdo	7	22,6	22,6	58,1
total acuerdo	13	41,9	41,9	100,0
Total	31	100,0	100,0	

Es muy importante tener un buen rendimiento en clase.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid de acuerdo	9	29,0	29,0	29,0
total acuerdo	22	71,0	71,0	100,0
Total	31	100,0	100,0	

Considero que la clase es un reto

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid en desacuerdo	1	3,2	3,2	3,2
neutral	2	6,5	6,5	9,7
de acuerdo	10	32,3	32,3	41,9
total acuerdo	18	58,1	58,1	100,0
Total	31	100,0	100,0	

Quiero impresionar a colegas/amigos con mi acento

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid total desacuerdo	3	9,7	9,7	9,7
en desacuerdo	3	9,7	9,7	19,4
neutral	10	32,3	32,3	51,6
de acuerdo	6	19,4	19,4	71,0
total acuerdo	9	29,0	29,0	100,0
Total	31	100,0	100,0	

Quiero obtener una buena nota

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	2	6,5	6,5	6,5
	de acuerdo	8	25,8	25,8	32,3
	total acuerdo	21	67,7	67,7	100,0
	Total	31	100,0	100,0	

Me gusta aprender algo nuevo

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	de acuerdo	6	19,4	19,4	19,4
	total acuerdo	25	80,6	80,6	100,0
	Total	31	100,0	100,0	

Which accent do you like?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American accent	11	35,5	35,5	35,5
	British accent	20	64,5	64,5	100,0
	Total	31	100,0	100,0	

Which country do you like?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	USA	10	32,3	32,3	32,3
	England	21	67,7	67,7	100,0
	Total	31	100,0	100,0	

Frequency Tables – Phase II

Poseo la habilidad para aprender un acento muy parecido al inglés nativo.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	4	12,9	12,9	12,9
	de acuerdo	17	54,8	54,8	67,7
	total acuerdo	10	32,3	32,3	100,0
	Total	31	100,0	100,0	

Me irá muy bien en este curso

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	3	9,7	9,7	9,7
de acuerdo	22	71,0	71,0	80,6
total acuerdo	6	19,4	19,4	100,0
Total	31	100,0	100,0	

Me importa mucho que los hablantes nativos del inglés no puedan identificar inmediatamente mi acento en inglés

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid en desacuerdo	1	3,2	3,2	3,2
neutral	5	16,1	16,1	19,4
de acuerdo	10	32,3	32,3	51,6
total acuerdo	15	48,4	48,4	100,0
Total	31	100,0	100,0	

Estoy muy motivado para mejorar mi pronunciación de inglés

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	2	6,5	6,5	6,5
de acuerdo	6	19,4	19,4	25,8
total acuerdo	23	74,2	74,2	100,0
Total	31	100,0	100,0	

Teniendo en cuenta mis objetivos profesionales, quiero adquirir una pronunciación muy parecida al inglés nativo.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid en desacuerdo	1	3,2	3,2	3,2
neutral	1	3,2	3,2	6,5
de acuerdo	7	22,6	22,6	29,0
total acuerdo	22	71,0	71,0	100,0
Total	31	100,0	100,0	

Siento un nivel de ansiedad alto cuando estoy aprendiendo pronunciación

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no response	1	3,2	3,2	3,2
en desacuerdo	1	3,2	3,2	6,5
neutral	8	25,8	25,8	32,3
de acuerdo	13	41,9	41,9	74,2
total acuerdo	8	25,8	25,8	100,0
Total	31	100,0	100,0	

Siento mucha ansiedad cuando intervengo en clase (ej: responder y preguntar, leer en voz alta, participar en conversaciones o discusiones)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid en desacuerdo	3	9,7	9,7	9,7
neutral	12	38,7	38,7	48,4
de acuerdo	10	32,3	32,3	80,6
total acuerdo	6	19,4	19,4	100,0
Total	31	100,0	100,0	

Pienso que aprender pronunciación es divertido

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid en desacuerdo	1	3,2	3,2	3,2
neutral	4	12,9	12,9	16,1
de acuerdo	13	41,9	41,9	58,1
total acuerdo	13	41,9	41,9	100,0
Total	31	100,0	100,0	

Me importa cumplir con los requisitos del programa

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid de acuerdo	17	54,8	54,8	54,8
total acuerdo	14	45,2	45,2	100,0
Total	31	100,0	100,0	

Necesito una pronunciación casi nativa en inglés para mi futuro trabajo.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid en desacuerdo	1	3,2	3,2	3,2
neutral	6	19,4	19,4	22,6
de acuerdo	10	32,3	32,3	54,8
total acuerdo	14	45,2	45,2	100,0
Total	31	100,0	100,0	

Es muy importante tener un buen rendimiento en clase.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	2	6,5	6,5	6,5
de acuerdo	10	32,3	32,3	38,7
total acuerdo	19	61,3	61,3	100,0
Total	31	100,0	100,0	

Considero que la clase es un reto

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no response	1	3,2	3,2	3,2
neutral	3	9,7	9,7	12,9
de acuerdo	10	32,3	32,3	45,2
total acuerdo	17	54,8	54,8	100,0
Total	31	100,0	100,0	

Quiero impresionar a colegas/amigos con mi acento

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid total desacuerdo	1	3,2	3,2	3,2
en desacuerdo	3	9,7	9,7	12,9
neutral	10	32,3	32,3	45,2
de acuerdo	7	22,6	22,6	67,7
total acuerdo	10	32,3	32,3	100,0
Total	31	100,0	100,0	

Quiero obtener una buena nota

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no response	1	3,2	3,2	3,2
neutral	1	3,2	3,2	6,5
de acuerdo	8	25,8	25,8	32,3
total acuerdo	21	67,7	67,7	100,0
Total	31	100,0	100,0	

Me gusta aprender algo nuevo

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	1	3,2	3,2	3,2
de acuerdo	2	6,5	6,5	9,7
total acuerdo	28	90,3	90,3	100,0
Total	31	100,0	100,0	

Which accent do you like?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid American accent	11	35,5	35,5	35,5
British accent	20	64,5	64,5	100,0
Total	31	100,0	100,0	

Which country do you like?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid USA	12	38,7	38,7	38,7
England	19	61,3	61,3	100,0
Total	31	100,0	100,0	

Phase I: Factor matrix for questions on subject and learner-related motivational factors for the Segmental Phonetics and Phonology group.

Rotated Component Matrix^a

	Component				
	1	2	3	4	5
Poseo la habilidad para aprender un acento muy parecido al inglés nativo.	,443	-,098	-,171	,197	,609
Me irá muy bien en este curso	,127	,178	,059	,025	,866
Estoy muy motivado para mejorar mi pronunciación de inglés.	,175	,759	,041	,138	,158
Teniendo en cuenta mis objetivos profesionales, quiero adquirir una pronunciación muy parecida al inglés nativo.	,085	,065	,845	,083	-,072
Siento un nivel de ansiedad alto cuando estoy aprendiendo pronunciación	,126	,320	,643	-,280	,186
Siento mucha ansiedad cuando intervengo en clase (Por ej: responder y preguntar, leer en voz alta, participar en conversaciones o discusiones)	,194	,706	-,038	-,346	,079
Pienso que aprender pronunciación es divertido	,633	,410	-,412	-,154	-,133
Me importa cumplir con los requisitos del programa.	,737	,189	,212	-,112	,339
Necesito una pronunciación casi nativa en inglés para mi futuro trabajo.	,392	,016	,733	,032	,100
Es muy importante tener un buen rendimiento en clase.	,776	-,055	,320	-,004	,287
Quiero impresionar a colegas/amigos con mi acento.	-,042	,748	,226	,118	,113
Quiero obtener una buena nota	,014	,438	,228	-,112	,669
Me gusta aprender algo nuevo	,784	,143	,245	-,048	-,005
Which accent do you like?	-,115	,025	-,003	,917	-,016
Which country do you like?	,013	,001	-,009	,930	,073

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

Phase II: Factor matrix for questions on subject and learner-related motivational factors for the Segmental Phonetics and Phonology group.

Rotated Component Matrix^a

	Component					
	1	2	3	4	5	6
Poseo la habilidad para aprender un acento muy parecido al inglés nativo.	-,490	,282	-,031	,557	,262	,014
Me irá muy bien en este curso	,035	-,076	,006	,896	-,006	,009
Estoy muy motivado para mejorar mi pronunciación de inglés	,526	-,115	-,001	,458	,044	,388
Teniendo en cuenta mis objetivos profesionales, quiero adquirir una pronunciación muy parecida al inglés nativo.	,366	,007	,151	-,214	,660	,283
Siento un nivel de ansiedad alto cuando estoy aprendiendo pronunciación	,828	-,167	-,029	-,146	,163	,006
Siento mucha ansiedad cuando intervengo en clase (ej: responder y preguntar, leer en voz alta, participar en conversaciones o discusiones)	,900	-,069	,046	,084	-,059	,011
Pienso que aprender pronunciación es divertido	,045	-,153	,222	,154	,770	,003
Me importa cumplir con los requisitos del programa	-,069	-,131	,825	,216	,153	,147
Necesito una pronunciación casi nativa en inglés para mi futuro trabajo.	,146	,118	,758	-,386	,225	,078
Considero que la clase es un reto	,000	-,339	,808	-,006	-,168	-,216
Quiero impresionar a colegas/amigos con mi acento	,047	,202	,032	-,474	-,050	,766
Quiero obtener una buena nota	,028	-,189	-,001	,325	,175	,838
Me gusta aprender algo nuevo	-,119	,100	-,111	,041	,808	-,001
Which accent do you like?	-,152	,957	-,146	-,042	-,010	-,045
Which country do you like?	-,152	,963	-,115	-,034	-,026	-,004

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

Phase I: Factor matrix for questions on subject and learner-related motivational factors for the Suprasegmental Phonetics and Phonology I

Rotated Component Matrix^a

	Component					
	1	2	3	4	5	6
Poseo la habilidad para aprender un acento muy parecido al inglés nativo.	,069	,116	,134	-,059	,758	-,099
Me importa mucho que los hablantes nativos del inglés no puedan identificar inmediatamente mi acento en inglés	,639	-,047	-,504	,299	,001	-,243
Estoy muy motivado para mejorar mi pronunciación de inglés	,501	,172	,367	-,204	-,034	,605
Teniendo en cuenta mis objetivos profesionales, quiero adquirir una pronunciación muy parecida al inglés nativo.	-,015	,071	-,180	,176	,801	,225
Siento un nivel de ansiedad alto cuando estoy aprendiendo pronunciación	,662	-,109	-,224	,418	-,060	,242
Siento mucha ansiedad cuando intervengo en clase (ej: responder y preguntar, leer en voz alta, participar en conversaciones o discusiones)	,111	-,240	-,091	,225	,074	,824
Pienso que aprender pronunciación es divertido	,099	-,342	,676	,055	,173	,145
Me importa cumplir con los requisitos del programa	,835	-,172	,166	-,188	,267	,152
Necesito una pronunciación casi nativa en inglés para mi futuro trabajo.	,254	,142	-,072	,730	,367	,053
Es muy importante tener un buen rendimiento en clase.	,717	,161	,137	,240	-,005	,072
Considero que la clase es un reto	,386	-,433	,212	-,080	,469	-,346
Quiero impresionar a colegas/amigos con mi acento	,049	,008	,305	,796	-,133	,093
Me gusta aprender algo nuevo	,022	,091	,769	,169	-,088	-,150
Which accent do you like?	,044	,885	-,173	,229	,027	-,143
Which country do you like?	-,024	,884	,093	-,106	,186	-,030

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 13 iterations.

Phase II: Factor matrix for questions on subject and learner-related motivational factors for the Suprasegmental Phonetics and Phonology I group.

Rotated Component Matrix^a

	Component					
	1	2	3	4	5	6
Poseo la habilidad para aprender un acento muy parecido al inglés nativo.	,850	,025	-,102	,098	-,068	,019
Estoy muy motivado para mejorar mi pronunciación de inglés	,239	,105	-,165	,341	,479	-,674
Teniendo en cuenta mis objetivos profesionales, quiero adquirir una pronunciación muy parecida al inglés nativo.	,650	,500	,117	-,139	-,017	,131
Siento un nivel de ansiedad alto cuando estoy aprendiendo pronunciación	,278	,178	,147	,315	,280	,655
Siento mucha ansiedad cuando intervengo en clase (ej: responder y preguntar, leer en voz alta, participar en conversaciones o discusiones)	,164	-,049	,098	,819	,058	-,001
Me importa cumplir con los requisitos del programa	-,296	,336	,059	,684	-,004	,004
Necesito una pronunciación casi nativa en inglés para mi futuro trabajo.	,772	,329	,250	-,049	,054	,220
Es muy importante tener un buen rendimiento en clase.	-,106	,019	,378	,292	,613	,104
Considero que la clase es un reto	,050	,908	-,150	,039	-,013	,034
Me gusta aprender algo nuevo	,223	,076	-,304	-,020	,241	,711
Which accent do you like?	-,015	-,054	,950	-,052	,063	,059
Which country do you like?	,076	-,187	,867	,139	,019	-,127
Me irá muy bien en este curso	,554	-,240	-,266	,522	,057	,024
Pienso que aprender pronunciación es divertido	-,008	-,035	-,051	-,088	,867	,116
Quiero obtener una buena nota	,206	,860	-,119	,088	,016	,054

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 11 iterations.

Questionnaire given to students.

Segmental Phonetics and Phonology

**UNIVERSIDAD INDUSTRIAL DE SANTANDER
ESCUELA DE IDIOMAS
MOTIVACIÓN EN FONÉTICA Y FONOLOGÍA
CUESTIONARIO 1**

Información Personal

Suministre la siguiente información:

Sexo: Femenino: _____ Masculino: _____

Edad: _____

Lugar de nacimiento: _____

Número de veces que ha cursado Fonética II:

1 _____ 2 _____ 3 _____

¿Quiere ser profesor(a) de inglés? Marque con una X

SI _____ NO _____ NO SÉ _____

1. Responda a cada pregunta de acuerdo con su propio criterio y con la mayor sinceridad posible. Marque con una **X** el espacio correcto (siendo 1 el menor valor y 5 el más alto).

1. Totalmente en desacuerdo 2. En desacuerdo 3. Neutral

4. De acuerdo

5. Totalmente de acuerdo

1	2	3	4	5
Totalmente en desacuerdo	En desacuerdo	Neutral	De acuerdo	Totalmente de acuerdo

1. Poseo la habilidad para aprender un acento muy parecido al inglés nativo.
2. Me irá muy bien en este curso
3. Me importa mucho que los hablantes nativos del inglés no puedan identificar inmediatamente mi acento en inglés.
4. Estoy muy motivado para mejorar mi pronunciación de inglés.
5. Teniendo en cuenta mis objetivos profesionales, quiero adquirir una pronunciación muy parecida al inglés nativo.
6. Siento un nivel de ansiedad alto cuando estoy aprendiendo pronunciación
7. Siento mucha ansiedad cuando intervengo en clase (Por ej: responder y preguntar, leer en voz alta, participar en conversaciones o discusiones)
8. Pienso que aprender pronunciación es divertido
9. Me importa cumplir con los requisitos del programa.
10. Necesito una pronunciación casi nativa en inglés para mi futuro trabajo.
11. Es muy importante tener un buen rendimiento en clase.

12. Considero que la clase es un reto

13. Quiero impresionar a colegas/amigos con mi acento.

14. Quiero obtener una buena nota

15. Me gusta aprender algo nuevo

Encierre una única respuesta de acuerdo con su preferencia.

16. Me gusta el acento: Americano Británico

17. Me gusta el siguiente país: EE.UU. Inglaterra

Inglés= Idioma.

Británico= Propio de Inglaterra.

Americano= Propio de los Estados Unidos

UNIVERSIDAD INDUSTRIAL DE SANTANDER
ESCUELA DE IDIOMAS
MOTIVACIÓN EN FONÉTICA Y FONOLOGÍA
CUESTIONARIO 2

I. Responda a cada pregunta de acuerdo con su propio criterio y con la mayor sinceridad posible. Marque con una **X** el espacio correcto (siendo 1 el menor valor y 5 el más alto).

1. Totalmente en desacuerdo 2. En desacuerdo 3. Neutral
4. De acuerdo 5. Totalmente de acuerdo

	1 Totalmente en desacuerdo	2 En desacuerdo	3 Neutral	4 De acuerdo	5 Totalmente de acuerdo
1. Poseo la habilidad para aprender un acento muy parecido al inglés nativo.					
2. Me irá muy bien en este curso					
3. Me importa mucho que los hablantes nativos del inglés no puedan identificar inmediatamente mi acento en inglés.					
4. Estoy muy motivado para mejorar mi pronunciación de inglés.					
5. Teniendo en cuenta mis objetivos profesionales, quiero adquirir una pronunciación muy parecida al inglés nativo.					

6. Siento un nivel de ansiedad alto cuando estoy aprendiendo pronunciación					
7. Siento mucha ansiedad cuando intervengo en clase (Por ej: responder y preguntar, leer en voz alta, participar en conversaciones o discusiones)					
8. Pienso que aprender pronunciación es divertido					
9. Me importa cumplir con los requisitos del programa.					
10. Necesito una pronunciación casi nativa en inglés para mi futuro trabajo.					
11. Es muy importante tener un buen rendimiento en clase.					
12. Considero que la clase es un reto					
13. Quiero impresionar a colegas/amigos con mi acento.					
14. Quiero obtener una buena nota					
15. Me gusta aprender algo nuevo					

Encierre una única respuesta de acuerdo con su preferencia.

16. Me gusta el acento: Americano Británico

17. Me gusta el siguiente país: EE.UU. Inglaterra

II. Preguntas Abiertas

A continuación, responda las siguientes preguntas abiertas con la mayor sinceridad.

1. ¿Usted tiene deseos de mejorar su pronunciación en inglés? Si, no. Explique.

2. Cuando usted está en clase y le piden que produzca algún ejercicio a sus compañeros y profesor, ¿esto le causa algún tipo de preocupación? Si, no. Explique.

3. Cuando usted estudia fonética y fonología (incluyendo producción o discriminación) ¿siente algún tipo de preocupación? Si, no. Explique.

4. ¿Tiene alguna preferencia por uno de los acentos de inglés (americano o británico)? Si, no. Explique.

5. ¿Tiene alguna preferencia por alguno de los países donde se habla inglés, Estados Unidos o Gran Bretaña? Si, no. Explique.

Muchas gracias por su colaboración.

Suprasegmental Phonetics and Phonology I.

**UNIVERSIDAD INDUSTRIAL DE SANTANDER
ESCUELA DE IDIOMAS
MOTIVACIÓN EN FONÉTICA Y FONOLOGÍA
CUESTIONARIO 1**

Información Personal

Suministre la siguiente información:

Sexo: Femenino: _____ Masculino: _____

Edad: _____

Lugar de nacimiento: _____

Número de veces que ha cursado Fonética II:

1 _____ 2 _____ 3 _____

Nota que obtuvo en la materia de fonética y fonología anterior, es decir, en fonética I.

¿Quiere ser profesor(a) de inglés? Marque con una X

SI _____ NO _____ NO SÉ _____

1. Responda a cada pregunta de acuerdo con su propio criterio y con la mayor sinceridad posible. Marque con una **X** el espacio correcto (siendo 1 el menor valor y 5 el más alto).

1. Totalmente en desacuerdo 2. En desacuerdo 3. Neutral
4. De acuerdo 5. Totalmente de acuerdo

1	2	3	4	5
Totalmente en desacuerdo	En desacuerdo	Neutral	De acuerdo	Totalmente de acuerdo

1. Poseo la habilidad para aprender un acento muy parecido al inglés nativo.
2. Me irá muy bien en este curso
3. Me importa mucho que los hablantes nativos del inglés no puedan identificar inmediatamente mi acento en inglés.
4. Estoy muy motivado para mejorar mi pronunciación de inglés.
5. Teniendo en cuenta mis objetivos profesionales, quiero adquirir una pronunciación muy parecida al inglés nativo.
6. Siento un nivel de ansiedad alto cuando estoy aprendiendo pronunciación
7. Siento mucha ansiedad cuando intervengo en clase (Por ej: responder y preguntar, leer en voz alta, participar en conversaciones o discusiones)

8. Pienso que aprender pronunciación es divertido
9. Me importa cumplir con los requisitos del programa.
10. Necesito una pronunciación casi nativa en inglés para mi futuro trabajo.
11. Es muy importante tener un buen rendimiento en clase.
12. Considero que la clase es un reto
13. Quiero impresionar a colegas/amigos con mi acento.
14. Quiero obtener una buena nota
15. Me gusta aprender algo nuevo

Encierre una única respuesta de acuerdo con su preferencia.

16. Me gusta el acento: Americano Británico

17. Me gusta el siguiente país: EE.UU. Inglaterra

Inglés= Idioma.

Británico= Propio de Inglaterra.

Americano= Propio de los Estados Unidos

UNIVERSIDAD INDUSTRIAL DE SANTANDER
ESCUELA DE IDIOMAS
MOTIVACIÓN EN FONÉTICA Y FONOLÓGÍA
CUESTIONARIO 2

I. Responda a cada pregunta de acuerdo con su propio criterio y con la mayor sinceridad posible. Marque con una **X** el espacio correcto (siendo 1 el menor valor y 5 el más alto).

1. Totalmente en desacuerdo 2. En desacuerdo 3. Neutral
4. De acuerdo 5. Totalmente de acuerdo

	1 Totalmente en desacuerdo	2 En desacuerdo	3 Neutral	4 De acuerdo	5 Totalmente de acuerdo
1. Poseo la habilidad para aprender un acento muy parecido al inglés nativo.					
2. Me irá muy bien en este curso					
3. Me importa mucho que los hablantes nativos del inglés no puedan identificar inmediatamente mi acento en inglés.					
4. Estoy muy motivado para mejorar mi pronunciación de inglés.					
5. Teniendo en cuenta mis objetivos profesionales, quiero adquirir una pronunciación muy parecida al inglés nativo.					

6. Siento un nivel de ansiedad alto cuando estoy aprendiendo pronunciación					
7. Siento mucha ansiedad cuando intervengo en clase (Por ej: responder y preguntar, leer en voz alta, participar en conversaciones o discusiones)					
8. Pienso que aprender pronunciación es divertido					
9. Me importa cumplir con los requisitos del programa.					
10. Necesito una pronunciación casi nativa en inglés para mi futuro trabajo.					
11. Es muy importante tener un buen rendimiento en clase.					
12. Considero que la clase es un reto					
13. Quiero impresionar a colegas/amigos con mi acento.					
14. Quiero obtener una buena nota					
15. Me gusta aprender algo nuevo					

Encierre una única respuesta de acuerdo con su preferencia.

16. Me gusta el acento: Americano Británico

17. Me gusta el siguiente país: EE.UU. Inglaterra

II. Preguntas Abiertas

A continuación, responda las siguientes preguntas abiertas con la mayor sinceridad.

6. ¿Por qué considera usted importante el cumplir con los requisitos de la materia de Fonética y Fonología II?

7. Cuando usted está en clase y le piden que produzca algún ejercicio a sus compañeros y profesor, ¿esto le causa algún tipo de preocupación? Si, no. Explique.

8. ¿Por qué quiere o necesita adquirir un acento parecido al inglés nativo para su futuro trabajo?

9. ¿Tiene alguna preferencia por uno de los acentos de inglés (americano o británico)? Si, no. Explique.

10. ¿Tiene alguna preferencia por alguno de los países donde se habla inglés, Estados Unidos o Gran Bretaña? Si, no. Explique.

Muchas gracias por su colaboración.

It is worth to mention at this point that there were some slight changes that we considered important for the improvement of the surveys and their elements. First of all, the questionnaire items were translated into Spanish as a way to avoid problems of understanding in students of the two levels of phonetics and phonology. Also, while discussing with an important researcher at the University, it was decided that the questions could be transformed into statements as a way to make it clearer for the students. Finally, it is important to say that one of the original questions of Smit's study was taken out from the beginning of the research project, as we found it somehow confusing. The question is labeled as A5 below. The original questions are as follows:

Appendix

Questionnaire: Part A

(Items testing subject- and learner-related factors; rated on 5-point scales:

Either: *superior – above average – average – below average – poor*;

Or: *highly – very much – sufficiently/medium – not very much – not at all*.)

- How do you rate your own ability to learn a native-like accent in relation to other Austrian students of English? (A1)
- How well do you think you will do in this pronunciation course? (A2)
- How important is it for you that English native speakers cannot immediately identify your accent of English? (A3)
- How motivated are you to improve your pronunciation of English? (A4)
- How much do you want to spend time in an English-speaking country? (A5)
- Considering your own career goals, how much are you looking forward to attaining a near-native accent? (A6)
- I would say my anxiety about learning this pronunciation is: (A7)
- My anxiety about speaking in class (answering and asking questions, reading aloud, participating in conversations/discussions) is about this level: (A8)
- How important are the following factors for you in improving your pronunciation?
- pronunciation learning is fun (A9)
 - fulfilling the requirements of the syllabus (A10)
 - like American/British accent (A11)
 - need native-like pronunciation for my future job (A12)
 - want to do very well in this class (A13)
 - see this class as a challenge (A14)
 - love the USA/Britain (A15)
 - impress colleagues/friends with your English accent (A16)
 - hope for a good mark (A17)
 - love learning something new (A18)