



**“11TH GRADE HIGH SCHOOL STUDENTS’ ATTITUDES TOWARDS
ENGLISH PRONUNCIATION”**

Actitudes de estudiantes de grado once hacia la pronunciación del Inglés

ESCUELA DE IDIOMAS

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Trabajo de grado elaborado como requisito parcial para optar al título
Licenciado en Inglés

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TABLA DE CONTENIDO

	PAG.
1. INTRODUCTION	1
2. STATEMENT OF THE PROBLEM	2
3. JUSTIFICATION OF THE RESEARCH	4
4. OBJECTIVES	5
4.1 GENERAL OBJECTIVES	5
4.1 GENERAL OBJECTIVES	5
4.2 SPECIFIC OBJECTIVES	5
5. RESEARCH METHODS	6
6. THEORETICAL BACKGROUND	8
6.1 LITERATURE REVIEW	8
7. ANALYSIS OF RESULTS	13
8. CONCLUSIONS	21
9. GLOSSARY OF TERMS	23
10. REFERENCES	26
APPENDIX	¡Error! Marcador no definido.

APPENDIX LIST

	Pag.
Appendix A. Pronunciation Fears	28
Appendix B. Observation Grid	59

FIGURES LIST

	Pag.
Figure 1. Survey 1 – Question 1	36
Figure 2. Survey 1 – Question 2	37
Figure 3. Survey 1 – Question 2	37
Figure 4. Survey 1 – Question 4	38
Figure 5. Survey 1 – Question 5	38
Figure 6. Survey2 – Question 1	39
Figure 7. Survey2 – Question 2	39
Figure 8. Survey2 – Question 3	40
Figure 9. Survey2 – Question 4	40
Figure 10. Survey2 – Question 5	41
Figure 11. Survey2 – Question 6	41
Figure 12. Survey2 – Question 7	42
Figure 13. Survey2 – Question 8	42
Figure 14. Survey2 – Question 10	43
Figure 15. Survey2 – Question 11	43
Figure 16. Survey 3 – Question 1	44
Figure 17. Survey 3 – Question 2	44
Figure 18. Survey 3 – Question 4	45
Figure 19. Survey 3 – Question 5	45
Figure 20. Survey 4 - Anxiety	46
Figure 21. Survey 4 – SELF EFFICACY	46
Figure 22. Survey 4 – INTRINSIC MOTIVES 1	47
Figure 23. Survey 4 – INTRINSIC MOTIVES 2	47
Figure 24. Survey 4 – INTRINSIC MOTIVES 3	48
Figure 25. Survey 4 – EXTRINSIC MOTIVES	48
Figure 26. SURVEY 5 – Studying from the textbook	49
Figure 27. SURVEY 5 – Repeating sentences	49
Figure 28. SURVEY 5 – pronouncing sentences with the correct intonation	50
Figure 29. SURVEY 5 – Vocabulary Games	50
Figure 30. SURVEY 5 – Unscramble Activities	51
Figure 31. SURVEY 5 – Role playing daily conversations	51
Figure 32. SURVEY 5 – Listening and repeating isolated words and sentences	52
Figure 33. SURVEY 5 – Recognizing stress patterns	52
Figure 34. SURVEY 5 – Asking and answering questions aloud individually	53
Figure 35. SURVEY 6 – GROUP LEARNING - B	54
Figure 36. SURVEY 6 – PASSIVE LEARNING - A	54
Figure 37. SURVEY 6 – PASSIVE LEARNING - B	55
Figure 38. SURVEY 6 – INDEPENDENT AND CONTINUOUS LEARNING - A	55
Figure 39. SURVEY 6 – INDEPENDENT AND CONTINUOUS LEARNING - B	56
Figure 40. SURVEY 6 – INDEPENDENT AND CONTINUOUS LEARNING - C	56
Figure 41. INTERVIEW - 1	57
Figure 42. INTERVIEW - 3	58
Figure 43. INTERVIEW - 4	58

SUMMARY

TITLE: 11TH GRADE HIGH SCHOOL STUDENTS' ATTITUDES TOWARDS ENGLISH PRONUNCIATION*

KEY CONCEPTS: Attitudes, pronunciation, classroom activities, motivation, methodology.

Attitudes are defined as a mental predisposition to act that is expressed by evaluating a particular entity with some degree of favor or disfavor. In that sense, this study intends to describe 11th grade high school students' attitudes towards English pronunciation at a public high school in Bucaramanga as we had the personal experience as public education alumni of leaving high school without knowing how to pronounce English words correctly. The action research methodology is the one to be used and has as aim to carry out social work with that population, which was assigned to us by the Languages school from Universidad Industrial de Santander to work with in our teaching practicum. Besides, this study describes and takes into consideration motivation though it is not the main focus. It is important to mention as well that the population we worked with had little or basic instruction either regarding the English language and its linguistic component or training about its pronunciation.

The action research was carried out during two months as classroom observations, surveys and unstructured interviews took place. The data analysis showed students have positive attitudes towards English pronunciation and they kept it during the teaching practicum, motivation was high and indeed was boosted due to our intervention. Nevertheless, students had problems at the beginning to get involved within classroom activities; it had a positive change as time passed by though. Finally, it could be said the majority of this specific sample feel attracted to know more about phonetic symbols what reveals somehow their interest for learning the language as well as its correct pronunciation when referring to English learning.

RESUMEN

TITULO: ACTITUDES DE LOS ESTUDIANTES DE GRADO 11 FRENTE A LA PRONUNCIACIÓN DEL INGLÉS*

CONCEPTOS CLAVE: Actitudes, pronunciación, actividades de clase, motivación, metodología.

Las actitudes se definen como una predisposición a actuar la cual es expresada al evaluar una entidad particular con algún grado de anuencia o desaprobación. Este estudio pretende describir las actitudes con respecto a la pronunciación del Inglés de determinado grupo de estudiantes cursando undécimo grado en un colegio público de Bucaramanga “El Pilar” teniendo en cuenta que tuvimos la experiencia de terminar el colegio pronunciando incorrectamente las palabras en Inglés. La metodología a usar es de investigación acción y tiene la intención de llevar a cabo un trabajo social con la designada por la escuela de Idiomas de la Universidad Industrial de Santander y con la cual trabajamos en nuestra práctica docente. Además este estudio describe y tiene en cuenta la motivación aunque no es su foco principal. Es importante mencionar que dicha población de estudiantes ha tenido una instrucción mínima o muy básica tanto en lo concerniente al componente lingüístico como en lo concerniente a la pronunciación del Idioma Inglés antes de nuestra intervención de práctica docente.

La investigación de campo fue llevada a cabo durante dos meses en los cuales se aplicaron encuestas, entrevistas no estructuradas y observaciones de clase. El análisis de datos mostró que la actitud de los estudiantes hacia la pronunciación del Inglés es positiva y se mantuvo durante la práctica docente y el nivel de motivación era alto desde el inicio pero definitivamente incrementó gracias a nuestra intervención como profesores de práctica. Sin embargo, las estudiantes tuvieron problemas para hacer parte de las actividades realizadas en clase pero lograron vencer esa barrera a medida que pasó el tiempo. Finalmente, puede decirse que la mayoría de los estudiantes de esta muestra específicamente siente atracción por conocer más acerca de los símbolos fonéticos, lo que confirma su interés por aprender el idioma y su correcta pronunciación cuando se trata del idioma Inglés.

1. INTRODUCTION

Studies on pronunciation have been carried out gaining to find out the way to help students enhance it. Nevertheless, there is little research based on people's attitudes and motivation regarding the phonetic field and the relation between the two.

This sort of research studies has measured students' attitudes toward English pronunciation, specifically toward different accents, and more general motivational patterns and strategies for pronunciation learning. (Dalton & Smit). Norris-Holt was one of the major researchers on the field of attitudes, as many researchers; he has been in charge of finding ways to use this factor as a tool to help learners lead their attitudes to the way of success in English learning and in some cases especially to the English pronunciation learning. Likewise, Norris himself provided this research field with a division in motivation. It is divided into two types, Integrative and Instrumental motivation. The first one is characterised by the learner's positive attitudes towards the target language group and the desire to integrate into the target language community. The second one underlies the goal to gain some social or economic reward through L2 achievement.

In the case of motivation, some researchers have carried out studies where they have found out that struggling learners, learners with low level of motivation lack the ability to succeed. (Norris-Holt, J. 2006). (Howard Margolis, 2006)(Yamaguchi, 2002). However, Studies on motivation have been very few and results are contradictory

2. STATEMENT OF THE PROBLEM

As public education alumni, we experienced what it is to come to the end of high school knowing that we did not learn how to pronounce English words correctly. Generally speaking, it could be said we were not taught properly or maybe that our language proficiency was not good enough due to our attitude toward the language itself and its pronunciation. The fact that other kind of variables could have influenced that language learning is something we want to find out. Specifically, the phenomenon of learning pronunciation and the attitudes students have when facing it, made us want to investigate what is happening regarding public high school student's pronunciation, but mainly if it is attitudes, teaching strategies or motivation what is exerting an influence in students' language learning.

Obviously, we can not discard the kind of materials or methodology teachers use when approaching any kind of speaking activity which is implicitly dealing with pronunciation. We consider it is also important, and in the same way we want through this research, if possible, to come up with useful and appropriate materials created as a result of what we observe in our teaching practice.

Our research problem appeared since we want to focus our attention in public high school student's attitudes, specifically 11th grade students from "El Pilar" school, toward this really important part in English that is pronunciation. Furthermore, it is important to say that as we are going to mention later, we must take into account many other variables that are to be present in our investigation since those play an important role, or are quite relevant to what we want to clear out with this research.

In this research we considered important to include motivation and the correlation it has with attitudes as a relevant component of our investigation line. As it has been stated by some researchers, an area of basic research in second language acquisition has to do with learner variables such as proficiency level, age, gender, motivation and the like. (Chamot 2004) Consequently, in order to get to the point

we want to get we are going to take into account motivation and attitudes as variables affecting our research area as well as the use of activities within the classroom.

3. JUSTIFICATION OF THE RESEARCH

Since English is known as the international language and it has become a major requirement for any person who wants to get a worthy job or position within society, people are getting more and more interested in learning English and its correct pronunciation. Public high schools in Bucaramanga offer English as a subject but the quality provided is almost null and scholars are not taught anything about English pronunciation and their motivation and attitudes toward the language and the phonetics field end being affected or turning into non successful outcomes.

The teaching practice, as a requirement in the Licenciatura programs at universities, is a great opportunity to help high school students to enhance their performance in a specific area. The significance of the project lies on the contribution we as future teachers will offer by researching on scholars' attitudes, motivation and the implementation of new material in order to provide students with knowledge on English pronunciation.

4. OBJECTIVES

4.1 GENERAL OBJECTIVES

The main objective of this study is to use an action research approach to examine 11th grade high school students from “El Pilar” school in order to determine whether their motivation and attitudes toward English pronunciation are positive or negative.

4.2 SPECIFIC OBJECTIVES

To analyse students' attitudes during activities regarding English pronunciation.

To describe the student's experiences with the phonetic field.

To apply interviews, surveys and tests to measure students' motivation and attitudes.

To analyse learner's reaction to activities implemented on pronunciation.

5. RESEARCH METHODS

The study will conduct an action research method for its inquiry. There are three stages within the research design:

The first one will concentrate on observing the learner's attitudes during classroom activities, as well as measuring those attitudes and motivation. For these purposes, the following data elicitation techniques will be used:

Classroom observation. These observations will focus on the attitudes students have when performing activities on pronunciation and how it affects their performance on them.

Tests and surveys: Students will take some tests to measure their attitudes and motivation toward English pronunciation.

Unstructured interviews. They will provide samples of the learner's attitudes and motivation which will be then analysed on its main aspects to come up with a significant problem.

The main questions underlying this stage are:

Do the learners have positive or negative attitudes toward the English pronunciation?

If so, what problem has most incidences on their performance?

When, and under what circumstances, does this problem arise?

What may be the cause(s), and possible solution(s), for this problem?

All these instruments will provide baseline data to identify the learner's attitudes, and the questions ensure that every step in the research process is fulfilled. The

research project has an inductive approach, for it will start off without a given problem. Rather, as mentioned above, it will begin with an observation stage that will eventually lead to the implementation of activities and material.

The final stage is concerned with the evaluation of the study and the establishment of conclusions and findings.

6. THEORETICAL BACKGROUND

6.1 LITERATURE REVIEW

Students' attitudes toward English learning is one of the biggest concerns in the L2 education field and several researches have been carried out on it. Likely, students' attitudes toward English pronunciation researches have drawn investigators' attention and many studies have taken place so far.

In this research, besides learners' attitudes, we included the learning strategies and motivation used by them since we found it is closely related to L2 learning and the response students have when learning a second language. According to Chamot, an area of basic research in second language acquisition is the identification and description of learning strategies used by language learners and the correlation of these strategies with other learner variables such as proficiency level, age, gender, motivation, and the like. In the introduction Chamot defines learning strategies as the "conscious thoughts and actions learners take to achieve a learning goal." She cites current research that identifies and describes learning strategies used by language learners and how these strategies correlate to proficiency level, age, gender, motivation and other areas. (Chamot, 2004)

Following the same line of research Jung-Hwan, states that much of the learner-centered research has attempted to discover and evaluate the kinds of cognitive, metacognitive, social, and affective strategies that learners employ, which are commonly labeled as language learning strategies. Although direct language learning strategy instruction may appear logical in relation to second language pedagogy, it seems more desirable to encourage the learners in question to adopt their own strategic activities geared to the task at hand. In the same way, attitudes, closely related to this kind of studies, have been tested by some researches to measure students' attitudes toward English pronunciation, specifically toward different accents, and more general motivational patterns and strategies for

pronunciation learning. (Dalton & Smit, 2000)

Language has been considered a matter for linguists and it has been assumed that language can be adequately described and defined in objective scientific terms and, therefore, there has been no need for studies of non-linguists' perceptions, beliefs and attitudes. (Ladegaard, 2001) Ladegaard's paper on learning strategies adopts a folk-linguistic awareness perspective in the belief that investigations of non-linguists' attitudes and opinions about language will reveal interesting linguistic and psychological facts about the language situation in Denmark. It argues that non-linguists' perceptions of language are important and should be considered a valuable resource for linguists in their attempts to describe and define language.

The issue of motivation in language education in Japan was brought to the forefront in 1975 and lots of researches have been in charge of finding ways to use this factor as a tool to help learners lead their attitudes to the way of success in English learning and in some cases especially to the English pronunciation learning. (Norris-Holt, J. 2006).Likely, Howard shows with his research that many struggling learners have low self-efficacy for academics. They believe that they lack the ability to succeed. (Howard Margolis, 2006)(Yamaguchi, 2002)

When considering the two aspects in combination, motivation in pronunciation learning, the degree of ambivalence seems to be enhanced and even more difficult to investigate. The small number of previous studies has come up with fairly contradictory claims, placing motivation either at the centre of pronunciation learning or marginalizing it as impossible to measure. At the same time, this extremely ambivalent, not to say contradictory, status of motivation in pronunciation learning stands in stark contrast to the general relevance attached to students' motivation. For that reason, a considerable part of the long-term research project focusing on the pronunciation classes at the English Department of the University of Vienna has concentrated on the relevance of motivation (Smit & Dalton, 2000). In its final stage, the focus has turned to the interaction of the variously attested motivational factors and achievement in advanced EFL

pronunciation learning.

Building on the motivation in language learning discussion of recent years, long-term empirical research investigating motivation in pronunciation learning has been undertaken by many people. Kuramoto, worked on the problem of low student motivation in a Japanese high school classroom and put into action a course a range of activities were undertaken to promote increased motivation. (Kuramoto, 2002). Norris- Holt provided this research field with a division in motivation. It is divided into two types, Integrative and Instrumental motivation. The first one is characterised by the learner's positive attitudes towards the target language group and the desire to integrate into the target language community. The second one underlies the goal to gain some social or economic reward through L2 achievement. Both types contributed significantly to the study.

Pronunciation teaching itself and its usefulness has been a widely debated subject in the language teaching world as well. Some of the current research would suggest that teachers can make little or no difference in improving their students' pronunciation. In contrast, there is research that indicates that the teacher can make a noticeable difference if certain criteria, such as the teaching of suprasegmentals and the linking of pronunciation with listening practice, are fulfilled (Luchini, 2005) or the research carried out by Andrew J, Martin on The Relationship between Teachers' Perceptions of Student Motivation and Engagement and Teachers' Enjoyment of and Confidence in Teaching (Martin, A.J, 2006).

In the same way, current ideas on pronunciation learning show changing outlooks regarding this field as well as the actual teaching of it, moving from teachers centered to learners centered classrooms. Cunningham Florez provides an overview of the factors that influence pronunciation mastery and suggests ways to plan and implement pronunciation instruction. Among those factors influencing pronunciation learning Ghani, M. refers to the strong relationship between learners' Socio-economic status and their English proficiency. Attitudes played and

important part on it too and it is demonstrated that learners who had more favorable attitudes towards learning English language and who have strong motivation, interest and desire to learn English language, and particularly who receive strong parental support, educationally and financially, are more successful in learning the language than those with less favorable attitudes and who are devoid of parental support. Likely, Teresa Hong Liu studied pronunciation from a sociocultural perspective and focuses on the relationship among attitudes, contact, and oral ESL proficiency. (Liu, T.H, 1999)

Concurrently, there has been a shift from specific linguistic competencies to broader communicative competencies as goals for teachers and students. Otlowski in one of his works cites Morley and says she states the need for the integration of pronunciation with oral communication, a change of emphasis from segmentals to suprasegmentals, more emphasis on individual learner needs, meaningful task-based practices, development of new teacher strategies for the teaching, and introducing peer correction and group interaction. Research has shown that teaching phonemes is not enough for intelligibility in communication. (Otlowski, 1998)

As aforementioned, it can be said then that pronunciation learning is influenced by many factors such as age, the amount and type of prior pronunciation instruction, aptitude, learner attitude and motivation and native language. In that sense, it is important to say that the pronunciation of any one learner might be affected by a combination of these factors. The key is to be aware of their existence so that they may be considered in creating realistic and effective pronunciation goals and development plans for the learners. (Cunningham Florez). It is also necessary to take into account attitude cognition, affect, and behavioral intention when referring to factors affecting pronunciation learning especially within the classroom practice. Positive behaviors, putting effort into studying and participation in activities both inside and outside the classroom are helpful. (Sheung-Tak Cheng, 2003)

There are many other different factors that affect this learning, for instance the

variance in speech, the approach which is decided to follow or the objectives that we hope the student can get. Besides these factors conditioning the learning of pronunciation there is one that has a tremendous importance and is the figure of the teacher. This is relevant in a sense in which we as teachers also play an important role on students learning process, since we can also influence the way they address the subject, we can be motivators of that learning process. We are making them gain or lose interest when getting to be in contact with English, of course taking into account that as we mention before there are many other factors which can influence students learning process. For instance there is a study carried out in Japan where the author tries to examine some sociolinguistic issues with particular reference to the situation of Japan. The first issue for consideration is the character of English as a global language in the world. In considering this issue, the author follows the taxonomy of its spoken features used in previous studies examined by Quirk to identify what kind of position has the English language in Japan. (Chiaki Yamaguchi) This is also important since we should also be aware of the fact that the social context in which students are is also an important factor that can influence their learning process.

7. ANALYSIS OF RESULTS

It is relevant to describe at this stage some aspects regarding our teaching practicum, since it will help to have a general overview of the environment in which we are working as well as the population we are working with.

The teaching practicum started on August the 22nd 2006 at “El Pilar” high school, a public school which used to accept just female students in its classrooms; nowadays some boys are studying at the school but just in the first years of high school. We are working with 41 girls divided into two classrooms, one of 20 and the other one of 21 and they are between 14 and 17 years old.

It is also important to highlight that we are not carrying out a normal teaching practicum in which the student teacher replaces the school's English teacher; our class time is different, students have their normal classes in the afternoon but our classes are held on Tuesday, Wednesday and Thursday from 10 to 11:45 am at the school. Students who take and approve the course with a grade of 3.0 or above will have achieved the approval for Curricular English 1 at Universidad Industrial de Santander, something which is a requirement at the university, signifying this that if they get to succeed in entering to the university, they will have approved Curricular English 1, being left for them just Curricular English 2. We applied the following survey the first day we had with them in order to have an overview of their previous experiences and of what they think about some important aspects regarding language skills. The second day we applied a questionnaire with which we wanted to know whether they were or not motivated concerning English Language Learning. In the same way we wrote some preliminary comments from what we as student teachers observed inside our classrooms. In that sense, we are starting to look for relevant information which somehow helps us to get to the point we want to get to with the research.

After having finished the first week of our teaching practicum, it is possible to give just a brief and weak description of what we indeed want to do research on. So far, we have applied two data instruments, a survey and a questionnaire. As a general conclusion we can state that our population has positive attitudes towards both learning English and its pronunciation.

From the observation already made during the class time and mainly focusing on pronunciation affairs, it is important to state that students in these kinds of courses are assuming English, either as something which really interests them or as something they see as an obligation just because of parents pushing them to assist. From actual observation in the classroom we can say that students do care about learning the language properly, they seem very enthusiastic when it has to do with activities to practice pronunciation though those have been merely drills taking into consideration the poor English pronunciation class observation has also let us notice. Nevertheless, the survey already applied shows that sixty percent of them have received phonetic instruction what is not seen in students' actual pronunciation in class. Referring to the activities performed in class Students are asked only to produce not isolated sounds but words after providing them with the correct pronunciation. Choral repetition is the most used strategy to avoid students' embarrassment and therefore possible rejection towards the enhancement on production affairs. Students' response have been positive as they not only show interest and satisfaction with what is provided by the teacher but they do also make an attempt to go beyond by inquiring for the correct pronunciation of new words when reading or responding questions.

As mentioned before, results from the questionnaire let us confirm though students have had instruction on the matter we are concerned about in this research, they show a not good performance and think it is easy and fun though. They view the English language as an important factor for both normal and academic life in the future what indicates, and it has been reassured by the instruments, that they would take any opportunity to learn or improve their English knowledge. Ninety four percent of the total population assured that.

Outcomes from the survey show girls' previous experiences with the target language at high school have been neither problematic nor negative. Nevertheless, they have faced in a moment a kind of fear when having English classes due principally to a not proper grammatical use of the language; it means they were mainly afraid of making grammatical mistakes. Secondly, the source of the fear was based on either students being afraid of making pronunciation mistakes or methodology used by the teacher within the classroom. Finally, a percentage of the population felt uncomfortable because of the evaluations. Unlikely, in the same survey seventy two percent of the students stated that making pronunciation mistakes have a great influence when speaking English.

It is worthy as well to mention that the survey shows an inconsistency dealing with the importance of pronunciation when learning English. Firstly, they assure that receiving phonetic instruction is significant but they leave pronunciation as the last one when it comes to choose a sequence classifying from the most to the least important aspect when learning the target language.

Throughout four weeks of teaching practicum and under the criteria treated in two surveys, one unstructured interview and daily classroom observation, it is still possible to state that our population reveals a positive attitude towards pronunciation even though they do not have a wide knowledge about it. It would be more precise to say their positive attitudes lie on their desire to learn and improve.

Referring to specific data collected it is necessary to mention that we have made use of an observation grid based on students' behavior in class referring to pronunciation affairs where we have taken into consideration factors such as enthusiasm, involvement, relaxation, spontaneity, enjoyment and aggression. This has been done in order to find out whether students feel at ease or not when participating in class and is supported by the other instruments applied. This observation grid is used when carrying out pronunciation activities with the group as a whole, but taking into account specific features when observing students performance and behavior in class. That is to say we make notes of special cases

where we notice specific problems appear or are relevant to take into account in forthcoming activities. In the same way, when using the grid it is relevant to say we already have a set of fixed observation sentences which allow us focus on what we really need and have to focus on.

The classroom observation shows that students usually do not feel pushed or uncomfortable when they are asked to produce pieces of language in English with an accurate pronunciation, this is pictured by the seventy five percent of students who said their anxiety level was normal at the moment of asking and answering questions, reading aloud and taking part in conversations against the seventeen percent saying their anxiety level was high and a non existing percentage of them with an extremely high anxiety level in this specific sample. Nevertheless, students clarify they feel more relaxed and get more involved when having choral repetition, what means it is better for them to practice along with their classmates than by themselves at a time. The majority (eighty five percent) admitted their fear of making mistakes in front of the class but their awareness of the need to enhance force them to take part of the activities within the classroom.

The observation also supports students' trust, comfort, enjoyment and relaxation when they are asked to pronounce correctly either by repeating individually or reading from a text as long as they have been previously exposed to continuous choral repetition due to the friendly atmosphere experienced by most of them as they have been together for a long time at school. This does not mean all of them get on well with each other because in fact we have faced some kind of aggression, especially from two students; fortunately this has not been a big deal. They only show aggression when they feel not capable of producing certain sounds and they lose patience easily. When this happens they stuck and refuse to keep on trying and participating in the activities in a not very polite way.

One of the most relevant factors, which has noticeably increased is students' involvement within the lessons. At the very beginning, the environment was somehow tense but as time has passed by, students have started to appear more

relaxed and enthusiastic. Likely, according to them, motivation has boosted significantly thanks to our intervention. Students have different reasons that lead them to have a strong desire for learning English and its correct pronunciation. Based on an adaptation from one of Francis J. Noonan's surveys in his work "Helping EFL Students Improve Their Spoken English", the main reason why students feel like receiving phonetic instruction lies on a strong instrumental desire, what means this need is based on personal interests such as getting a job or studying abroad along with a an integrative desire to make new friends and for enjoyment.

Observation also states a direct relation between our intervention and the positive change in students' motivation level. Students are transparent when showing their dislike towards the English teachers at school as well as the lack of phonetic instruction and knowledge from them as they always make comments about their school teachers after finishing classes with us or after games and activities. Besides, they most of the time say teachers from the teaching practicum make them feel comfortable regarding pronunciation as we provide them with enough input before asking them to produce and because of the methodology implemented, which according to their answers on the interview is not boring. This allows us to conclude they indeed have been provided with something about English pronunciation in their normal English classes at school but not as much as they need to improve and not in a way which pleases or motivates them. This last statement is supported by one of the surveys were half of the group accepted it is necessary for English pronunciation to be fun and innovative in order to enhance and show interest towards it.

Another reason motivating students have to do with their likes concerning learning languages in general, specially English, due to the globalization as they are aware of the importance of this language around the world hand in hand with a correct pronunciation as seen in the surveys with one hundred percent of students stating the importance of learning it. Ninety three percent of them stated their awareness of the importance and daily use of this language as well as their correct

pronunciation either in their normal life and future jobs. They cooperate and try to give the best from them in order to take advantage of what they see as a great opportunity to learn or improve about phonetics. We refer to the teaching practicum offered to them. Furthermore, they think learning English is easy and fun.

Finally, we want to mention the amount of time devoted by students to the pronunciation practice and the way they do it. The survey allows us to see the small amount of time devoted as they only spend less than one hour to both having contact with correct pronunciation and practicing it. They usually do it by repeating and receiving feedback from their classmates and teacher. They also practice by looking new vocabulary up in the dictionary and practicing the pronunciation. Only two questions were asked to find out this information and it is not coherent the fact that they have positive attitudes and are supposedly motivated and interested in pronunciation affairs but do not spend enough time to study and practice it.

Talking about anxiety we can say students are not completely relaxed when being asked to produce pieces of speech in class or exams, especially in the latter one as it is new for them, however, they do not have a high but a normal level of anxiety in those situations.

A relevant part in our research concerning students' attitudes has to do with activities and audio material implemented in class. We already mentioned something about it but not in detail as we are doing it now. Basically what these last two surveys applied aimed to measure was both, the importance of audio material in class, group, individual, independent and continuous learning, and students' opinion on the activities already implemented.

Surveys showed that students indeed are aware of the importance of being exposed to real audio material to improve pronunciation as it is relevant to listen not only to the teacher but to native speakers as well. They classified "group learning" either as highly or only important to practice pronunciation. Similarly, the majority responded that they normally practice their pronunciation with classmates

to see whether it is correct or not. This let us recall data previously mentioned about time devoted to practice. Our population showed a very low percentage of time spent in practice against a high one in interest on the fact of becoming better English speakers in matters of phonetics. At that point it was seen as an inconsistency but now we can assure the reason why they seem interested but do not devote time on it is due to the fact that they feel better doing this with their classmates than by themselves at home. They referred to the time employed at home in the previous instrument taken and not at school as it was the case on the question made in this last survey applied.

Concerning independent learning it would not be an exaggeration to say that students do not own individual strategies to improve their English pronunciation. Half of the students do not think it is quite relevant either to write the pronunciation of a new word in order to recall it or to plan their daily activities to be sure they will have time to practice pronunciation.

Finally, regarding opinions about activities it is assertive to say though students have shown their like towards our intervention in their English learning against the one from their school teachers; their answers do not reveal a high percentage of an interesting or a very interesting rank but a normal one when expressing opinions on the activities implemented. They definitely see the textbook as a necessary tool for the class development and own learning. On the other hand, repetition of sentences or isolated words, a daily classroom activity, is seen as either a normal or an interesting activity when the aim is to have a good pronunciation command, however when it is aimed to practice pronunciation it becomes more interesting for them. In the case of vocabulary games and activities, half and half of the group revealed from their point of view this kind of activities are either interesting or very interesting. Likewise, role playing daily conversation activities and asking and answering question aloud with a classmate is seen as something normal, important or interesting, no more than a seven percent of the population classified some activities as boring or very boring. This is all supported by classroom observations

as well where we observed worry since there is not a book for each student, the enthusiasm and participation is always present.

8. CONCLUSIONS

After 9 weeks of teaching practicum at “El pilar” school we can conclude some important facts about our sample population regarding their attitudes towards English pronunciation as well as a few problems presented along the research.

Regarding instrument employment, we had to deal with time inconveniences, since students were absent for some classes due to day camps and other activities programmed by the school. In that sense, we were obliged to postpone our two final data collection instruments. In a similar vein, and concerning number of students, it can be stated that it varied as some of them decided not to come back to class again. Nonetheless, it did not mean a huge change in our groups as the number of students per class who dropped out was not so considerable, three or four students per group only.

On the other hand, it is possible to state that students’ attitudes were high since the beginning of the study, as reported in the analysis of the first samples, but they did increase due to our intervention. Also, we could notice from our observation that the great majority of the students got involved in the classroom activities as time passed by. Likewise, we can conclude that positive attitudes towards both English pronunciation and activities lie on students’ desire for learning English and all the opportunities it brings to them and their motivation is strong instrumental according to Norris-Holt (2006). It means their interest is based on getting a good job or study abroad, in other words, it underlies the goal to gain some social or economic reward through L2 achievement.

Another conclusion reached is that in spite of being afraid of making mistakes, they participate, are enthusiastic, dare to speak in English, and request the accurate pronunciation of words. The majority of them feel attracted to know more about phonetic symbols and already recognize some, something which leads us to confirm their interest for learning the language as well as its correct pronunciation.

Similarly, students say pronunciation is one of the most important skills, they indeed consider all the skills as really important though. This reveals somehow the awareness of this specific sample towards the Importance of a correct pronunciation when referring to English learning.

9. GLOSSARY OF TERMS

Acquisition: Picking up a language through meaningful conversation the way children pick up languages. There is no study of forms and grammar.

Attitudes: Attitudes are defined as a mental predisposition to act that is expressed by evaluating a particular entity with some degree of favor or disfavor. Individuals generally have attitudes that focus on objects, people or institutions. Attitudes are also attached to mental categories. Mental orientations towards concepts are generally referred to as values. Attitudes are comprised of four components:

A. **Cognitions-** Cognitions are our beliefs, theories, expectancies, cause and effect beliefs, and perceptions relative to the focal object.

B. **Affect-** The affective component refers to our feeling with respect to the focal object such as fear, liking, or anger.

C. **Behavioral Intentions-** Behavioral intentions are our goals, aspirations, and our expected responses to the attitude object.

D. **Evaluation-** Evaluations are often considered the central component of attitudes. Evaluations consist of the imputation of some degree of goodness or badness to an attitude object. When we speak of a positive or negative attitude toward an object, we are referring to the evaluative component. Evaluations are function of cognitive, affect and behavioral intentions of the object. It is most often the evaluation that is stored in memory, often without the corresponding cognitions and affect that were responsible for its formation.

Materials: Anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a

photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned.

Motivation: This can be defined in terms of the learner's overall goal or orientation. 'Instrumental' motivation occurs when the learner's goal is functional (e.g. to get a job or pass an examination), and 'integrative' motivation occurs when the learner wishes to identify with the culture of the L2 group. 'Task' motivation is the interest felt by the learner in performing different learning tasks.

Observation: Observation of student by teacher. Observations may be used during performance assessments, or simply to gather informal information about an individual student's needs and achievements.

Instrumental motivation: In contrast, instrumental motivation means that the students are motivated to learn the target language to use it as a tool, mainly to 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.

Intrinsic motivation: Type of motivation leading to highly valued outcomes such as creativity, quality, spontaneity, and vitality (DeCharms 1968; Kruglanski, Friedman & Zeevi 1971; Deci 1978). Edward Deci has in particular stressed the importance of intrinsic motivation as it is associated with human well-being through the satisfaction of three universal psychological needs; autonomy, competence, and social relatedness (Deci & Ryan 2000; Gagné & Deci 2005). Within this stream of research, intrinsically motivated behavior is perceived as behavior freely engaged in, which the individual finds interesting and derives spontaneous satisfaction and enjoyment from (Deci 1971; Lepper et al. 1973; Gagné & Deci

2005). This type of motivation has recently been labeled “enjoyment-based intrinsic motivation” (Lindenberg 2001).

Extrinsic motivation: Type of motivation associated with the engagement in activities because it leads to desirable consequences separate from the activity such as tangible rewards. Hence, the behavior is a means to an end and not involved in for its own sake (Deci 1972; Lepper et al. 1973; Skinner 1974; Bandura 1977; Flora 1990; Cameron & Pierce 1994; Gagné & Deci 2005).

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Appendix A. Pronunciation Fears

PRONUNCIATION FEARS

1. ¿Durante sus años en el colegio y específicamente hablando del aprendizaje del Inglés, ha generado éste algún sentimiento desagradable o de temor en usted?

- 1. Si **3.8 %**
- 2. No **50 %**
- 3. Alguno **42.3 %**

2. El origen o los orígenes del temor fue (ron):

- 1. Metodología usada por el docente **15.3 %**
- 2. Temor a una pronunciación incorrecta **15.3 %**
- 3. Temor a evaluaciones **3.8 %**
- 4. Temor a cometer errores gramaticales **23 %**
- 5. Otros **0%**

*Por favor si su respuesta fue 5 (otros), indíquenos brevemente cual fue el origen del temor.

2. Cuando hablo en inglés, el temor de cometer errores de pronunciación tiene una gran influencia en mí.

Si **72%**

No **28%**

4. ¿Ha tenido la oportunidad de recibir algún tipo de instrucción en pronunciación Inglesa?

Si **64%**

No **36%**

5. Si tuviera que escoger la habilidad más importante o su habilidad favorita, cual creería usted que es la mejor secuencia?

- 1. Escucha, habla, lectura, escritura, pronunciación **26.9 %**
- 2. Habla, escucha, lectura, escritura, pronunciación **11.5 %**
- 3. Lectura, habla, escucha, escritura, pronunciación **19.2 %**
- 4. Escritura, lectura, escucha, habla, pronunciación **34.6 %**
- 5. Otros, por favor elabore su secuencia **3.8 %**

Those students who chose number 5 did not create their own sequence.

6. ¿Es suficiente hablar inglés sin importar la pronunciación?

- | | |
|------------------------|---------------|
| 1. Muy de acuerdo | 0 % |
| 2. Estoy de acuerdo | 3.8 % |
| 3. Neutral | 0 % |
| 4. Estoy en desacuerdo | 50 % |
| 5. No muy de acuerdo | 38.4 % |

**ADAPTED FROM THE INTERNET TESL JOURNAL, VOL. IV, NO. 10,
OCTOBER 1998
[HTTP://ITESLJ.ORG/ARTICLES/WARDEN-DIFFERENCE/](http://iteslj.org/articles/warden-difference/).**

Learning English Ss' point of view

Escriba una x en la respuesta adecuada para usted:

1. Creo que aprender Inglés es:

- | | |
|---------------|---------------|
| 1.1 Easy | 67.7% |
| 1.2 Difficult | 32.2 % |

2. Creo que aprender Inglés es:

- | | |
|------------|---------------|
| 2.1 Boring | 6.4% |
| 2.2 Fun | 93.5 % |

3. El sonido del inglés:

- | | |
|-----------------|---------------|
| 3.1 Me gusta | 96.7 % |
| 3.2 No me gusta | 3.2% |

4. Estudiar en el extranjero:

- | | |
|---------------|---------------|
| 4.1 Quiero | 77.4 % |
| 4.2 No quiero | 22.5 % |

5. Creo que tendré que usar el Inglés en mi vida diaria:

- | | |
|--------------|---------------|
| 5.1 A menudo | 93.5 % |
| 5.2 Nunca | 6.4 % |

6. Creo que tendré que usar el Inglés en un trabajo futuro:

- | | |
|--------------|-------------|
| 6.1 A menudo | 100% |
| 6.2 Nunca | 0% |

7. Si tuviera la opción de estudiar Inglés:

- | | |
|-------------------|---------------|
| 7.1 Estudiaría | 93.5 % |
| 7.2 No estudiaría | 6.4 % |

8. Mis papás quieren que yo estudie Inglés:

8.1 Si **96.7 %**

8.2 No **3.2 %**

9. A la mayoría de mis amigos el Inglés:

9.1 Les gusta **61.2 %**

9.2 No les gusta **38.7 %**

10. Hablar Inglés es:

10.1 Importante **100 %**

10.2 No es importante **0%**

11. El estudio y la práctica de la pronunciación Inglesa es:

11.1 Importante **100%**

11.2 No es importante **0 %**

ADAPTED FROM VOL. 6 SUMMER 2002 ELTED: ENGLISH LANGUAGE TEACHER EDUCATION AND DEVELOPMENT JOURNAL "IMPROVING MOTIVATION IN ORAL COMMUNICATION CLASSROOMS IN JAPAN: AN ACTION RESEARCH PROJECT". CHRISTINE KURAMOTO

Motivation

❖ **Choose the best answer for you in each question and circle it.**

1. ¿Qué es lo que mejor describe su motivación para aprender Inglés y específicamente su correcta pronunciación?

- | | |
|--|--------------|
| a. Weak instrumental(pass tests) | 2.9% |
| b. Strong instrumental (get a job, study abroad) | 55.8% |
| c. Integrative (make new fiends, enjoyment) | 2.9% |
| d. Other (specify which) | 35.2% |

➤ Students who chose answer d (other) said:

- Porque deseo estudiar idiomas.
- Para buscar nuevas alternativas en el exterior
- Porque me gusta el inglés
- Para poderme desenvolver en otro idioma
- Para tener más posibilidades de trabajo
- Para aprender un idioma más
- Me interesa aprender Inglés porque es necesario para todo
- Socializar con gente de otro país
- Es una gran herramienta para la vida

2. ¿En un día normal de estudio cuanto tiempo aproximadamente emplea escuchando una correcta pronunciación del Ingles?

- a. Less than 1 hour **67.6%**
- b. 1 hour or more **32.3%**

3. ¿En un día normal de estudio cuanto tiempo aproximadamente emplea practicando la pronunciación el ingles? Explique la manera como lo hace

- a. Less than 1 hour **70.5%**
- b. 1 hour or more **29.4%**

2 (5.8%) Students did not choose any answer; they said they did not spend time practicing. 14 Students said how.

Explique la manera como lo hace:

Students said:

- Primero gramática y después práctica.
- Repitiendo el texto y que otra persona me corrija.
- Tratando de leer pequeños textos- a través de textos y lecturas.(2)
- Leyendo varias veces el tema hasta poder corregir la pronunciación.
- Miro mi carpeta, la reviso y hago la tarea.
- Pronunciando repetidamente cada palabra.
- En clase de vez en cuando la profesora nos pone a hablar en inglés.
- Escuchando canciones en Inglés.
- En clase algunas veces con mis compañeras.
- Buscando en el diccionario el vocabulario desconocido y luego repasando la pronunciación.

4. ¿Qué tan bien imita usted los sonidos mientras los escucha en el salón de clase?

- a. I imitate all of them easily **38.2%**
- b. I imitate only some of them with some difficulty **58.8%**
- c. I imitate only some of them with great difficulty **2.9%**
- d. I can not imitate what is said **0%**

3. ¿Cuál enunciado lo describe mejor al referirnos a la pronunciación Inglesa en el salón de clase?

- a. I am not afraid of losing face. Speaking English in class is no problem. **11.7%**
- b. I am afraid of losing face but I know I need to practice to get better so I force myself to take part of the pronunciation activities within the classroom. **85.2%**
- c. I am afraid of losing face so many times I avoid speaking in English. **2.9%**
- d. My pronunciation is so poor that I never speak out. **0%**

ADAPTED FROM “HELPING EFL STUDENTS IMPROVE THEIR SPOKEN ENGLISH”, FRANCIS J. NOONAN, EASTON AREA SCHOOL DISTRICT (EASTON, PA, USA) [HTTP://ITESLJ.ORG/ARTICLES/NOONAN-SPOKEN/](http://iteslj.org/articles/noonan-spoken/)

Anxiety and motives

- De acuerdo a su criterio califique los siguientes enunciados en una escala de 1 a 5 donde:

**1: EXTREMELY HIGH
2: HIGH
3: NORMAL
4: LOW
5: ZERO**

➤ ANXIETY

Mi ansiedad al hablar en clase (hacienda y respondiendo preguntas, leyendo en voz alta, participando en conversaciones) es:

1= 0% 2= 17.6% 3= 70.5% 4= 8.8% 5= 2.9%

➤ SELF EFFICACY

¿Cómo califica su habilidad para imitar la correcta pronunciación del Inglés?

1= 5.8% 2= 32.3% 3= 58.85% 4= 2.9% 5= 0%

➤ INTRINSIC MOTIVES

a. ¿Qué tan motivado está para mejorar su pronunciación?

1= 67.6% 2= 26.4% 3= 5.8% 4= 0% 5= 0%

b. ¿Qué tan importante es para usted el factor “El aprendizaje de la pronunciación es divertido” en lo concerniente al mejoramiento de su pronunciación?

1= 50% 2= 29.4% 3= 20.5% 4= 0% 5= 0%

c. ¿Qué tan importante es para usted el factor “Aprender algo nuevo me gusta” en lo concerniente al mejoramiento de su pronunciación?

1= 52.9% 2= 35.2% 3= 11.7% 4= 0% 5= 0%

➤ EXTRINSIC MOTIVES

¿Qué tan importante es para usted el factor “Quiero tener un buen desempeño en clase” en lo concerniente al mejoramiento de su pronunciación?

1= **52.9%** 2= **38.2%** 3= **8.8%** 4= **0%** 5= **0%**

Adapted from “Improving Motivation in oral communication classrooms in Japan”: An action research project, Kuramoto, Christine, Language Teacher Education and Development Journal, Vol.6 Summer 2002

Preliminary activities interest evaluation

1: VERY BORING

2: BORING

3: SO-SO, NEITHER BORING NOR INTERESTING

4: INTERESTING

5: VERY INTERESTING

30 Students answered the survey.

1. Studying from the textbook:

1: **0%** 2: **13.3%** 3: **33.3%** 4: **33.3%** 5: **20%**

2. Repeating sentences:

1: **0%** 2: **3.3 %** 3: **46.6%** 4: **33.3%** 5: **13.3%**

3. Pronouncing sentences with the correct intonation:

1: **0%** 2: **3.3%** 3: **16.6%** 4: **40%** 5: **40%**

4. Vocabulary games:

1: **3.3%** 2: **0%** 3: **13.3%** 4: **40%** 5: **40%**

5. Unscramble activities:

1: **0%** 2: **0%** 3: **23.3%** 4: **43.3%** 5: **33.3%**

6. Role playing daily conversations:

1: **0%** 2: **0%** 3: **10%** 4: **60%** 5: **30%**

7. Listening and repeating isolated words and sentences:

1: **0%** 2: **6.6%** 3: **23.3%** 4: **26.6%** 5: **43.3%**

8. Asking and answering questions with classmates aloud:

1: **0%** 2: **0%** 3: **23.3%** 4: **43.3%** 5: **33.3%**

9. Recognizing stress patterns:

1: **6.6%** 2: **10%** 3: **26.6%** 4: **40%** 5: **16.6%**

10. Asking and answering questions aloud individually:

1: **0%** 2: **0%** 3: **40%** 4: **36.6%** 5: **23.3%**

ADAPTED FROM “IMPROVING MOTIVATION IN ORAL COMMUNICATION CLASSROOMS IN JAPAN”: AN ACTION RESEARCH PROJECT, KURAMOTO, CHRISTINE, LANGUAGE TEACHER EDUCATION AND DEVELOPMENT JOURNAL, VOL.6 SUMMER 2002
CLASS LINKED FACTORS

Class linked factors

30 Students answered the survey

¿Qué tan importante ha sido el material de audio para usted en la práctica de su pronunciación durante el curso?

Muy importante: 58.6%

Importante: 6.8%

Bueno: 34.8%

De acuerdo a su criterio califique los siguientes enunciados en una escala de 1 a 5 donde:

1: Highly important

2: Important

3: Normal

4: Not so important

5: not important at all

Group learning:

A. El trabajo grupal y en parejas es muy útil para practicar pronunciación:

1: **31%**

2: **48.2%**

3: **20.6%**

4: **0%**

5: **0%**

B. Prefiero una clase de pronunciación donde puedo trabajar con otros estudiantes en parejas o grupos:

1: **13.7%**

2: **20.6%**

3: **62.2%**

4: **3.4%**

5: **0%**

Passive learning:

A. Prefiero las actividades y los materiales fáciles de utilizar y realizar:

1: **10.3%**

2: **37.9%**

3: **24.15%**

4: **24.15%**

5: **3.4%**

B. Prefiero sentarme y escuchar, no me gusta sentirme forzado a hablar:

1: **0%**

2: **20.6%**

3: **31%**

4: **20.6%**

5: **27.5%**

Independent and continuous learning:

A. Normalmente practico mi pronunciación con mis compañeras para saber si es correcta o no:

1: 41.3% 2: 24.1% 3: 34.4% 4: 0% 5: 0%

B. Cuando aprendo palabras nuevas normalmente escribo su pronunciación para recordarla:

1: 17.2% 2: 31% 3: 27.5% 4: 17.2% 5: 6.8%

C. Normalmente planeo mis actividades diarias para estar seguro de tener tiempo para practicar mi pronunciación:

1: **6.8%** 2: **13.7%** 3: **48.2%** 4: **24.1%** 5: **6.8%**

ADAPTED FROM “MOTIVATIONAL PATTERNS IN ADVANCED EFL PRONUNCIATION LEARNERS”, UTE SMIT AND CHRISTIAN DALTON, IRAL INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING.

Interview

1. ¿Siente que pronuncia el Inglés correctamente?

SI	5:14.28%
NO	10: 28.5%
MAS O MENOS	10: 28.5%
ALGUNAS VECES	10: 28.5%

2. ¿Se siente motivada a aprender Inglés y tener una correcta pronunciación?
¿por qué?

SI 34: 97.1%
NO 1: 2.8%

2.1 Porque el profesor de práctica docente nos ha motivado para aprender a pronunciar el Inglés.

2.2 Me siento motivada ya que me gusta, es muy importante, necesario e interesante.

2.3 Porque este año los profesores son mejores que los anteriores.

2.4 Porque los medios promocionan el Inglés, es indispensable para mi futuro y progreso personal frente al medio en el que me desempeñaré.

2.5 Si porque me abriría muchas puertas a nivel internacional.

2.6 Porque las clases son muy interactivas.

2.7 Porque quiero estudiar idiomas.

2.8 Porque los profesores de ahora tiene otra forma de enseñar.

3. ¿Cree que su pronunciación es evaluada correctamente en las clases curriculares de Inglés?

SI 27: **77.1%**
NO 7: **20%**
A VECES 1: **2.8%**

4. ¿Cree que su pronunciación es evaluada correctamente en el curso de Inglés extracurricular?

SI 32: **91.4%**
NO 3: **8.5%**

Figure 1. Survey 1 – Question 1

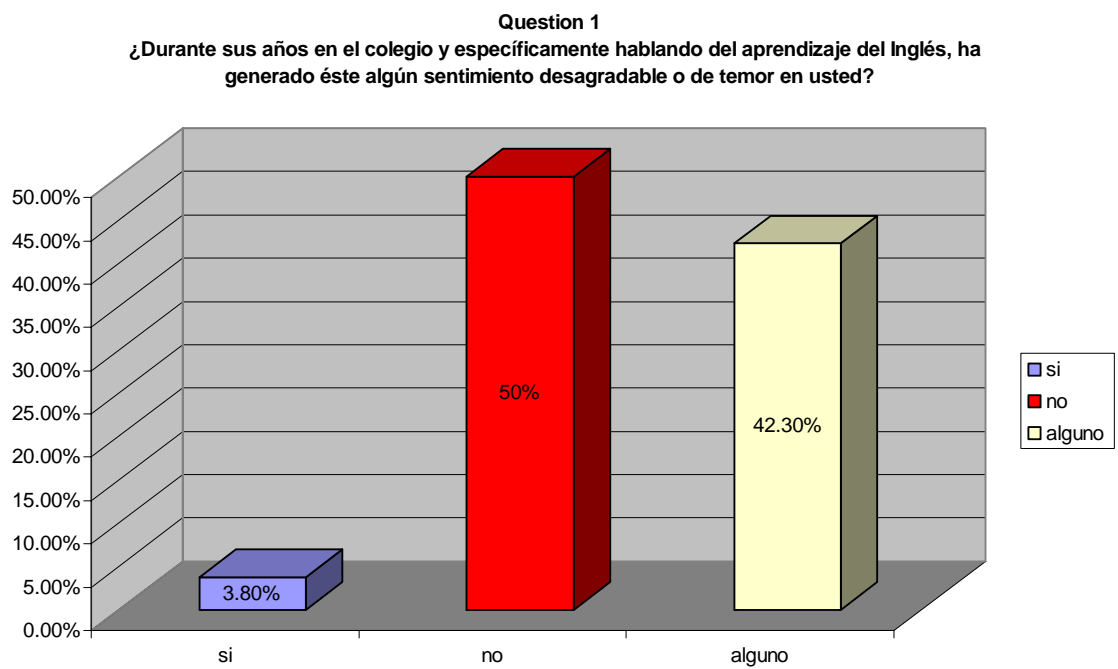


Figure 2. Survey 1 – Question 2

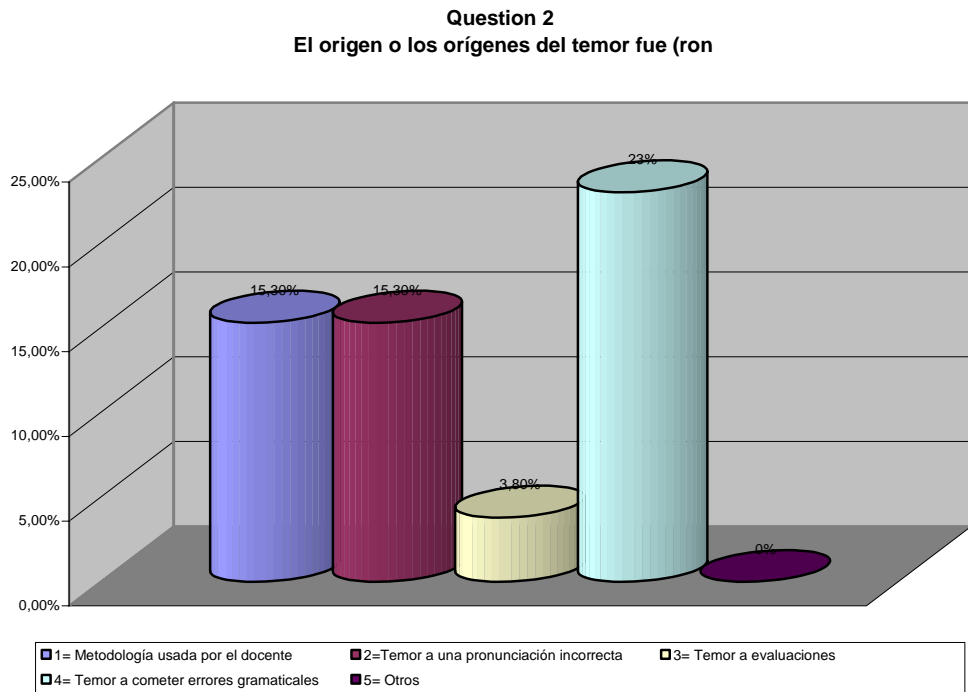


Figure 3. Survey 1 – Question 2

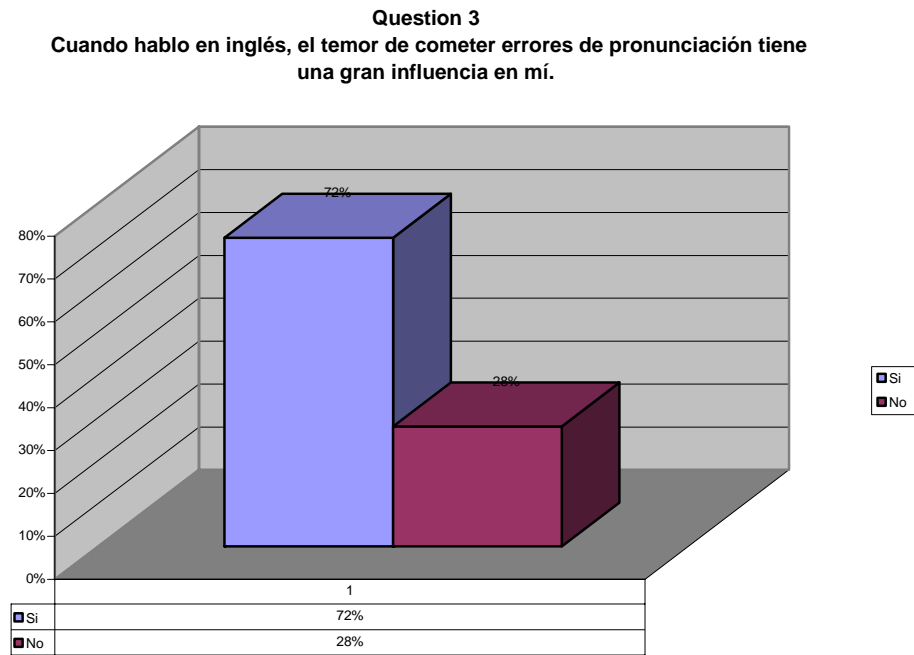


Figure 4. Survey 1 – Question 4

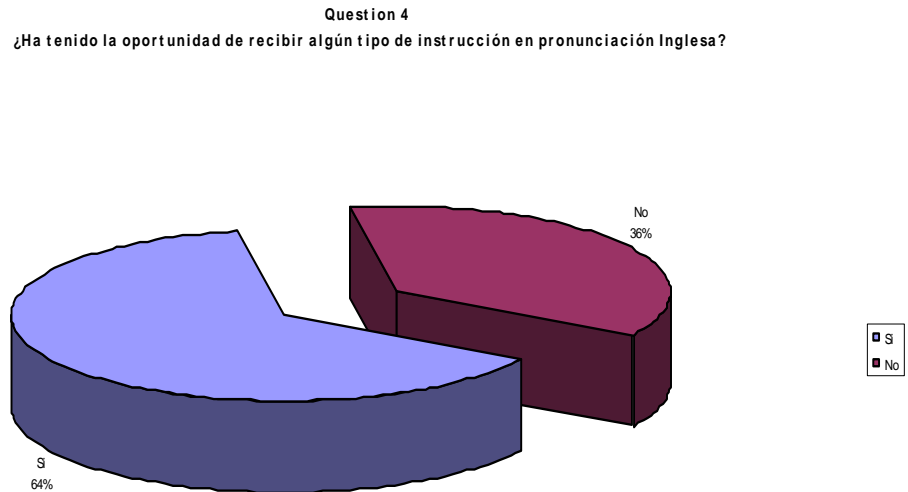


Figure 5. Survey 1 – Question 5

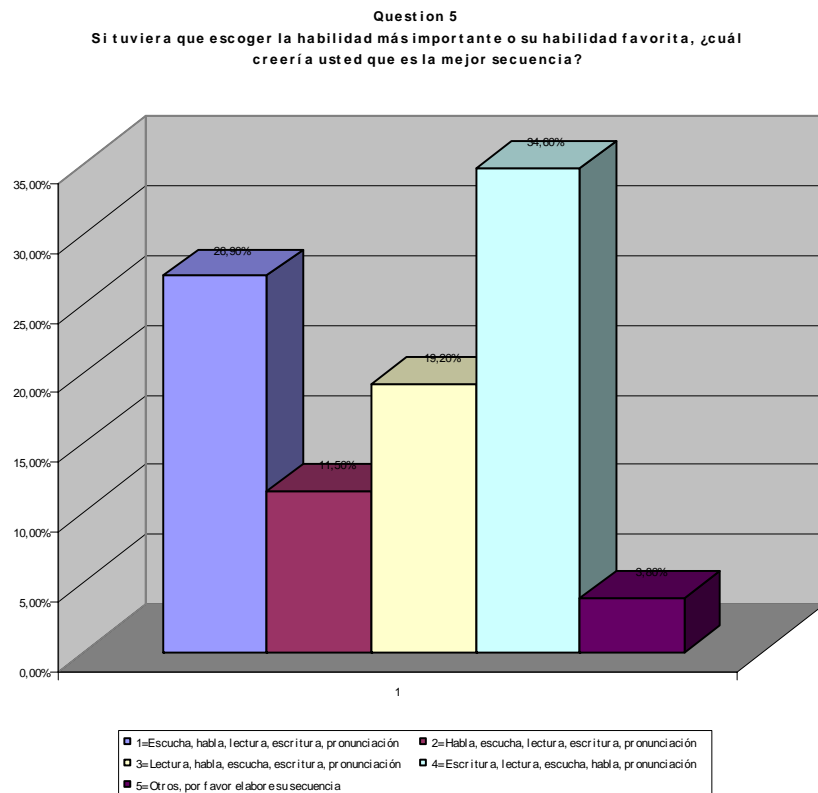


Figure 6. Survey2 – Question 1

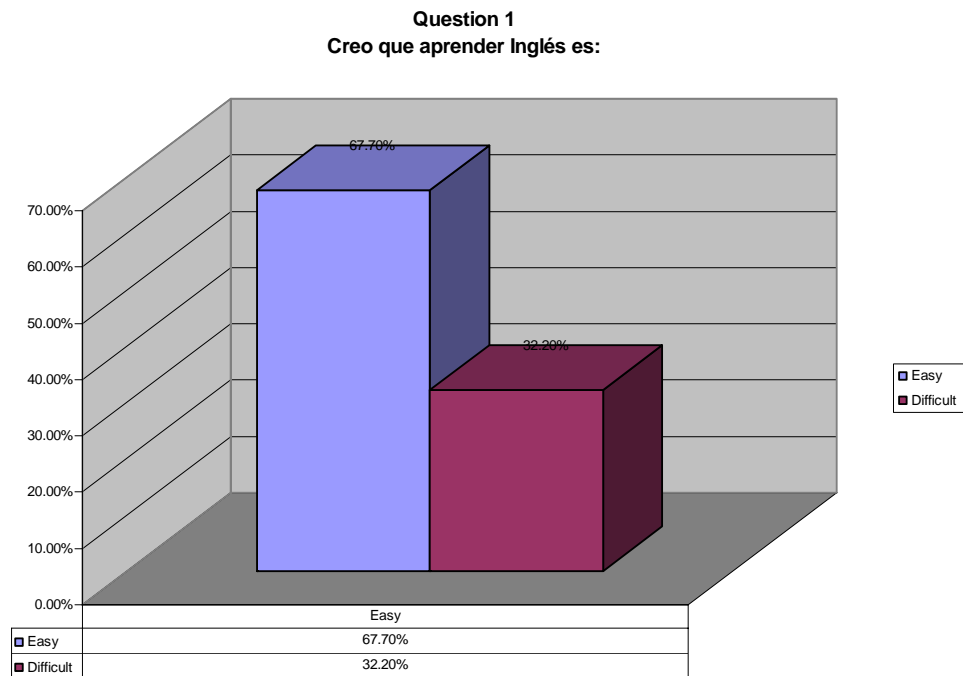


Figure 7. Survey2 – Question 2

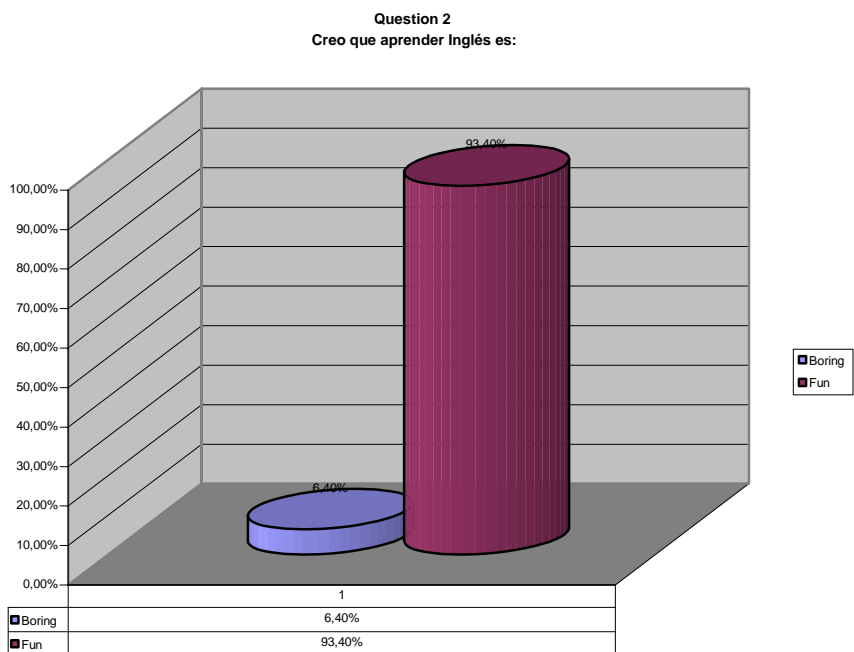


Figure 8. Survey2 – Question 3

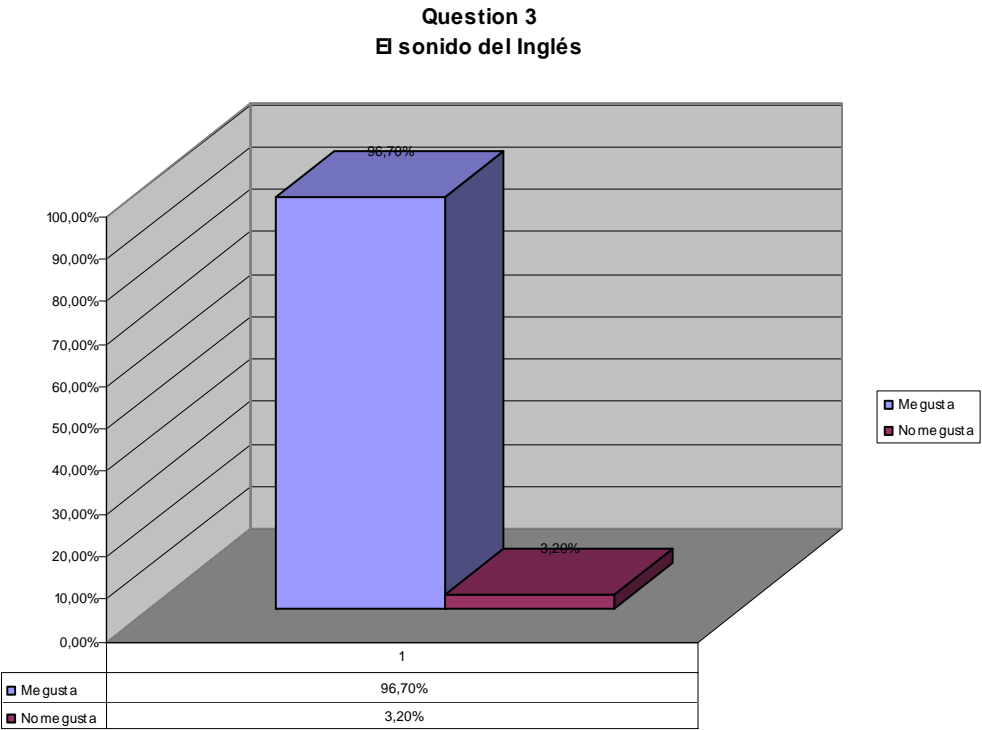


Figure 9. Survey2 – Question 4

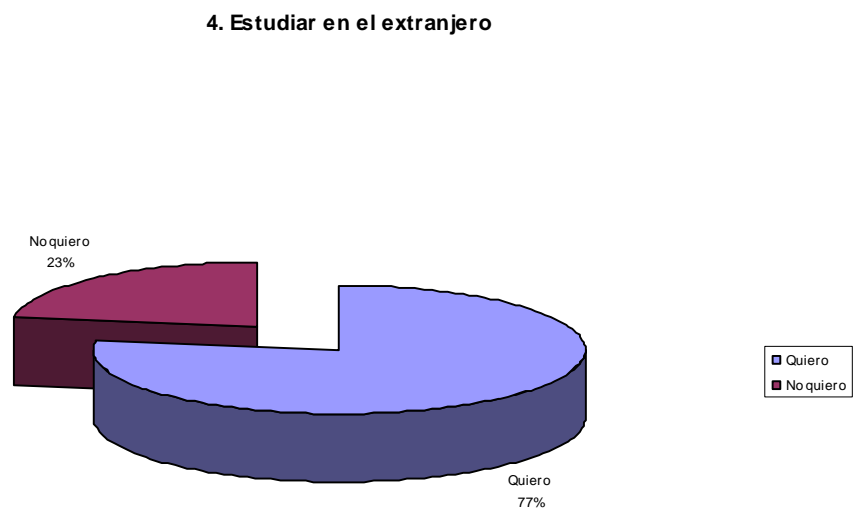


Figure 10. Survey2 – Question 5

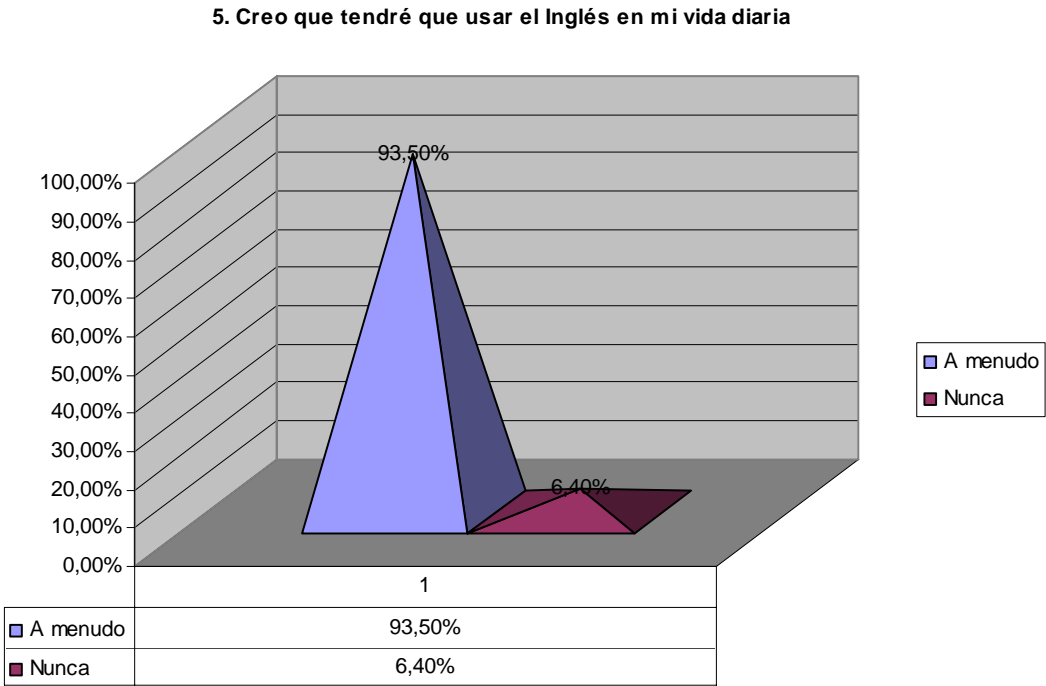


Figure 11. Survey2 – Question 6

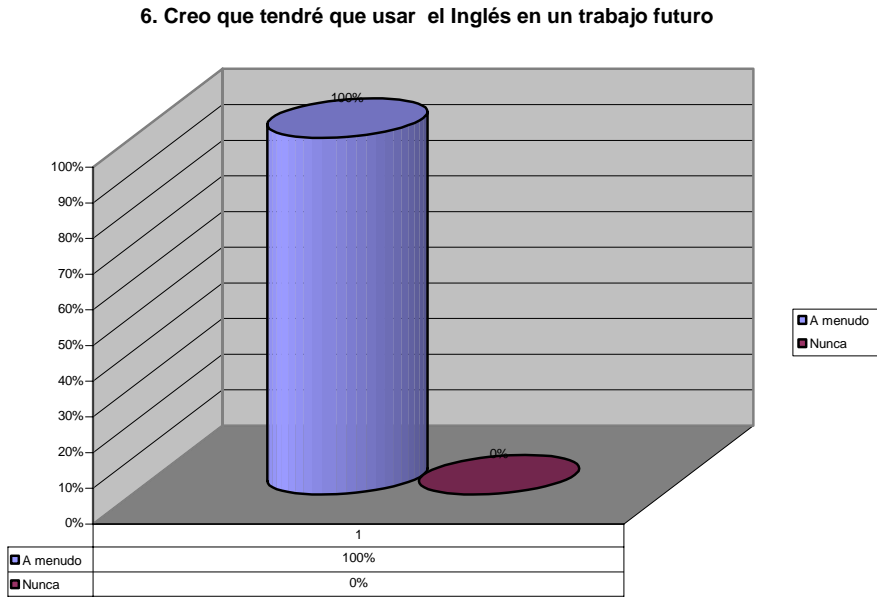


Figure 12. Survey2 – Question 7



Figure 13. Survey2 – Question 8

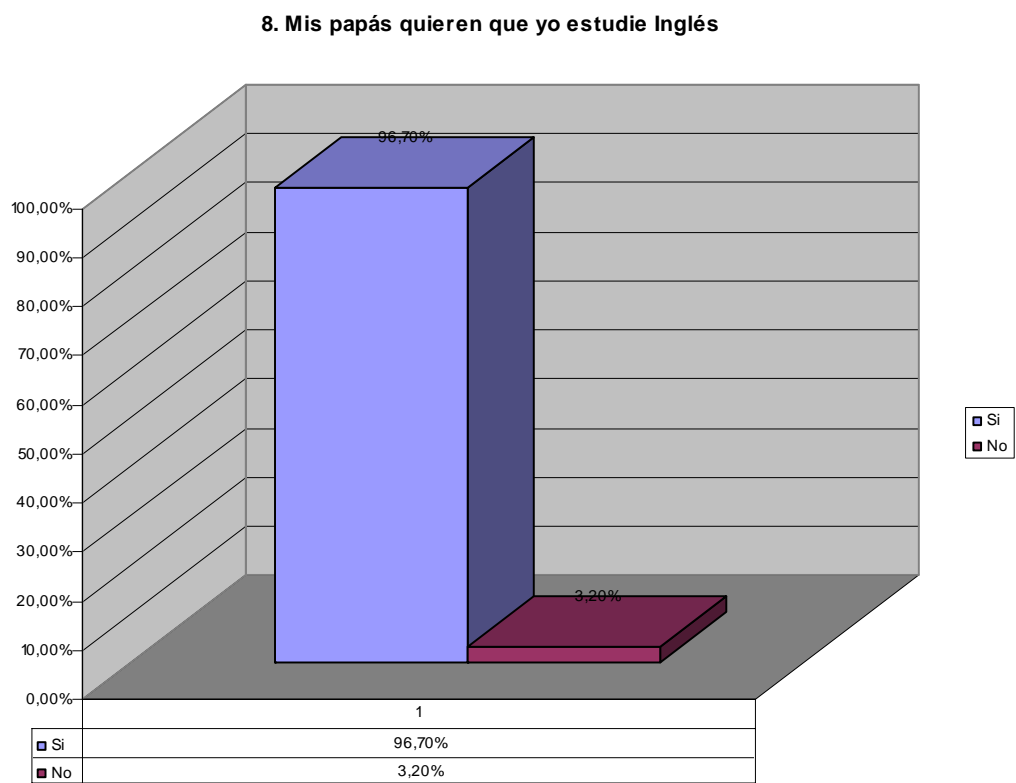


Figure 14. Survey2 – Question 10

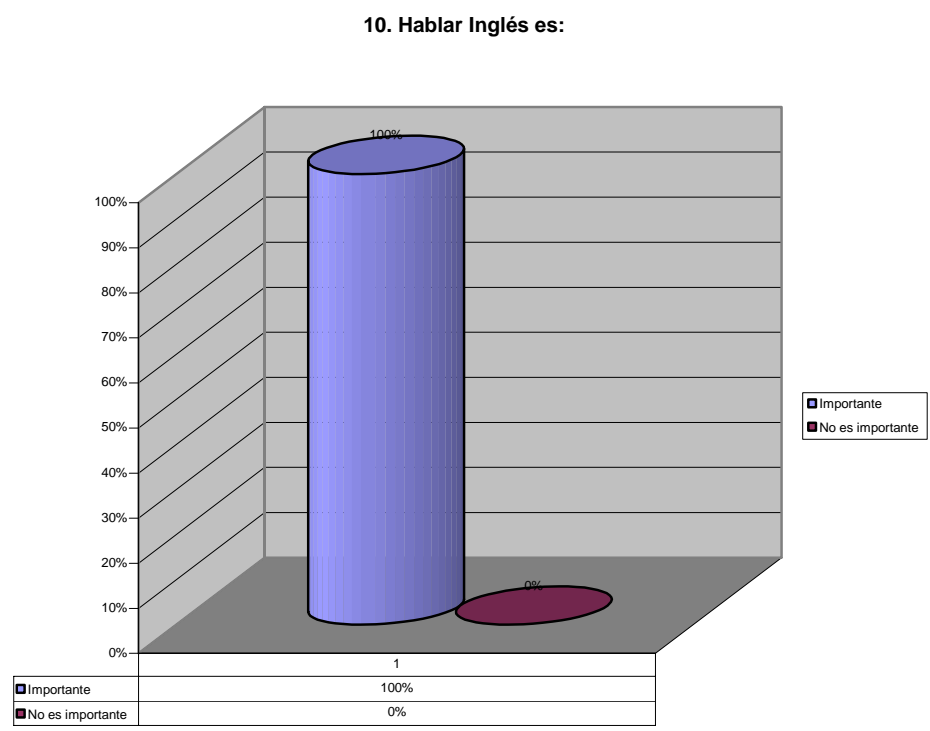


Figure 15. Survey2 – Question 11

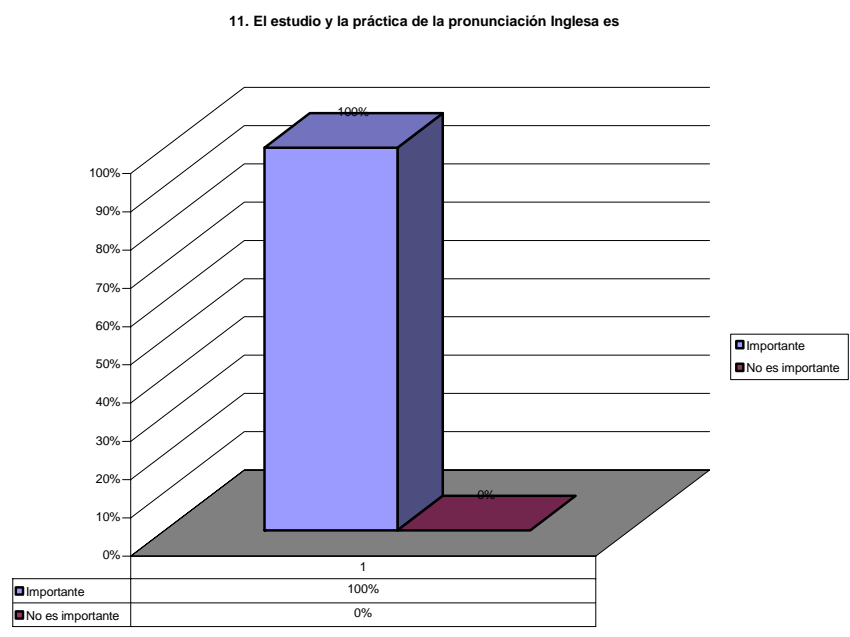


Figure 16. Survey 3 – Question 1

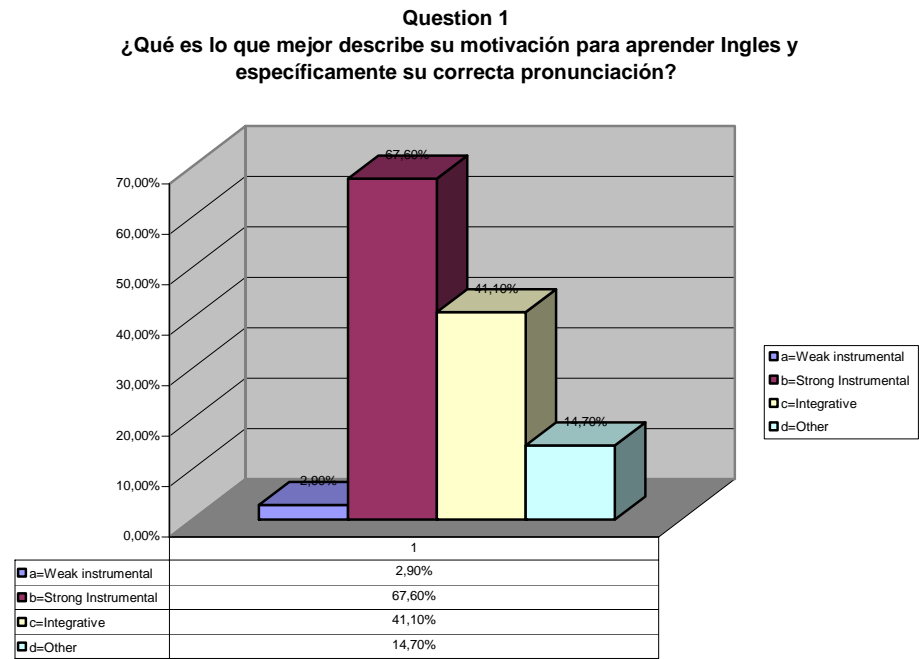


Figure 17 Survey 3 – Question 2

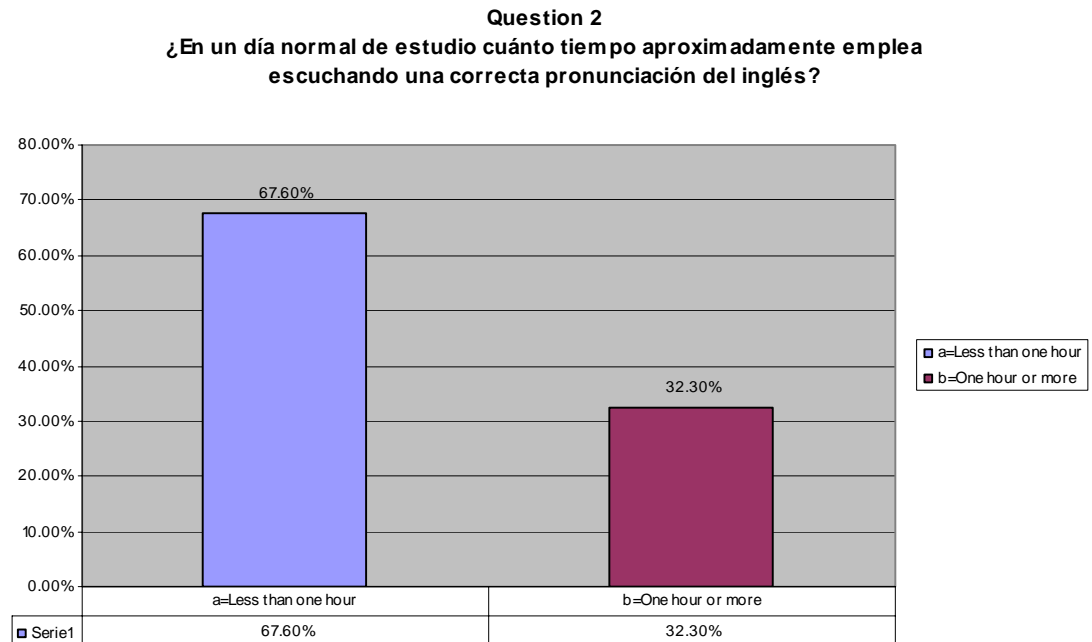


Figure 18. Survey 3 – Question 4

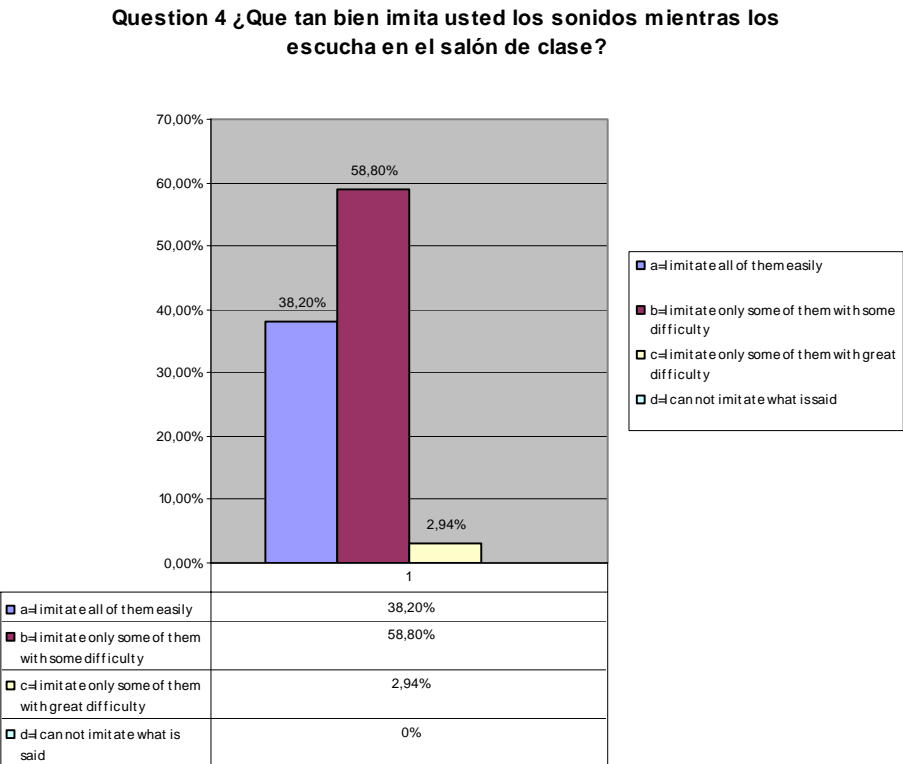


Figure 19. Survey 3 – Question 5

Question 5
¿Cuál enunciado lo describe mejor al referirnos a la pronunciación Inglesa en el salón de clase?

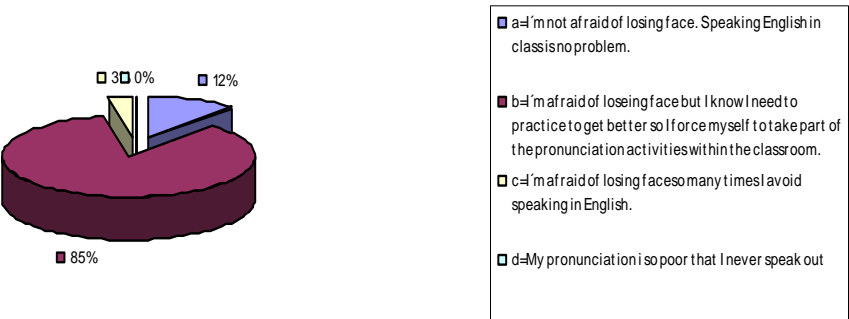


Figure 20. Survey 4 - Anxiety

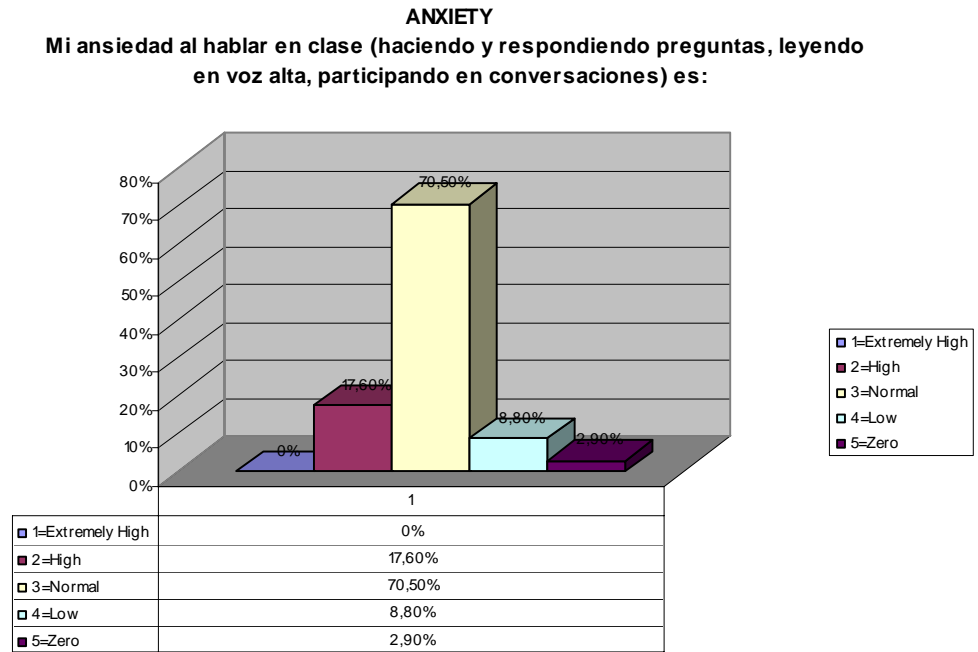


Figure 21. Survey 4 – SELF EFFICACY

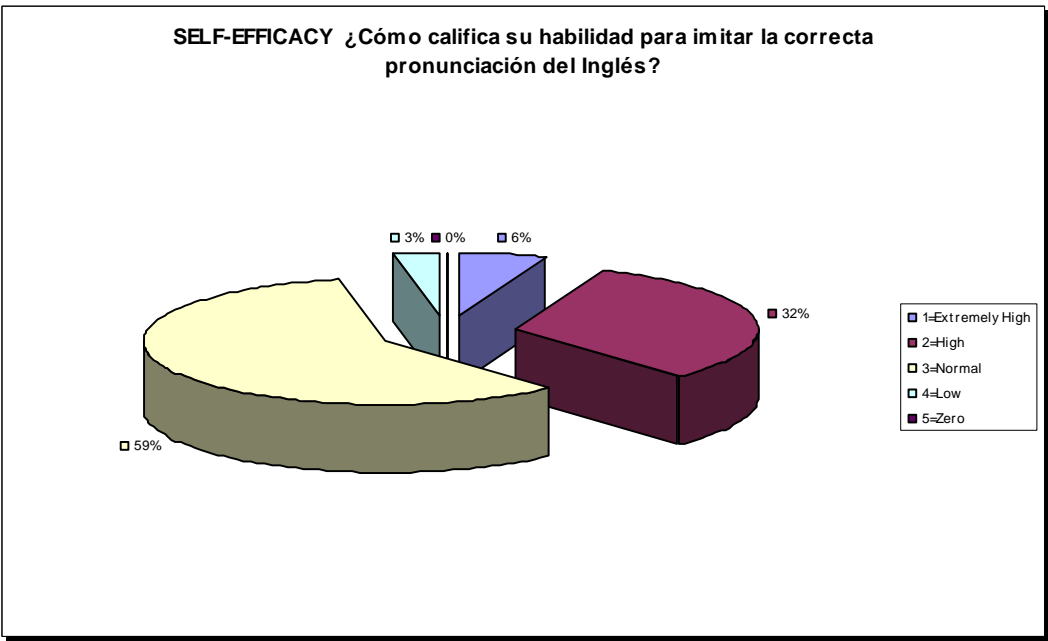


Figure 22. Survey 4 – INTRINSIC MOTIVES 1

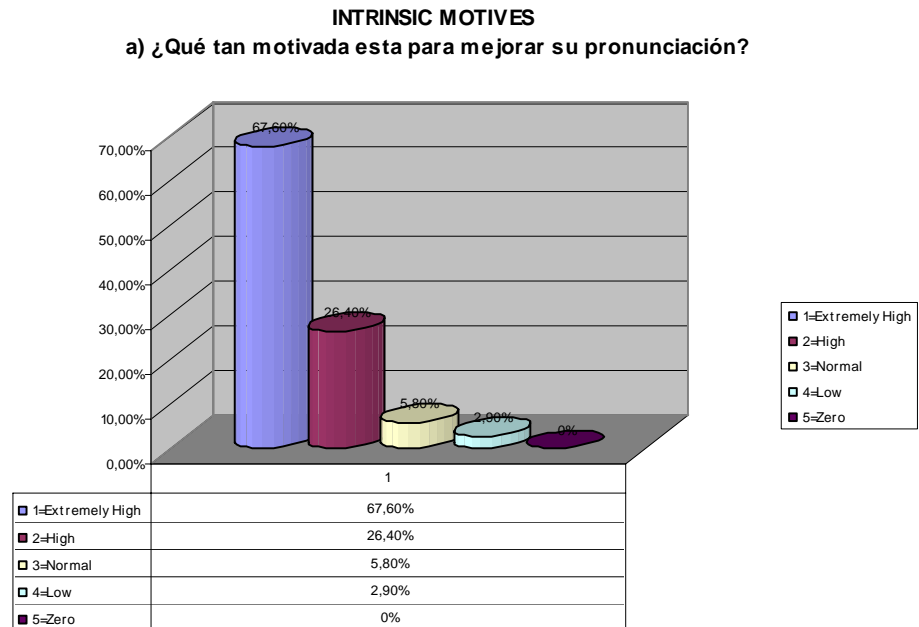


Figure 23. Survey 4 – INTRINSIC MOTIVES 2

b) ¿Qué tan importante es para usted el factor "El aprendizaje de la pronunciación es divertido" en lo concerniente al mejoramiento de su pronunciación?

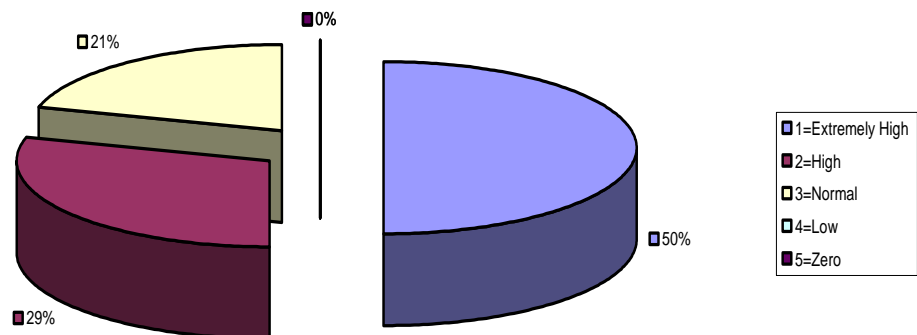


Figure 24. Survey 4 – INTRINSIC MOTIVES 3

c) ¿Qué tan importante es para usted el factor "Aprender algo nuevo me gusta" en lo concerniente al mejoramiento de su pronunciación?

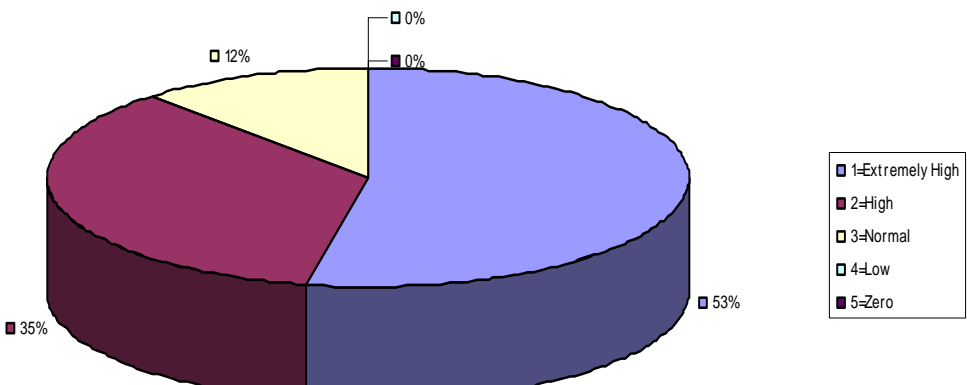


Figure 25. Survey 4 – EXTRINSIC MOTIVES

EXTRINSIC MOTIVES
¿Que tan importante es para usted el factor "Quiero tener un buen desempeño en clase" en lo concerniente al mejoramiento de su pronunciación?

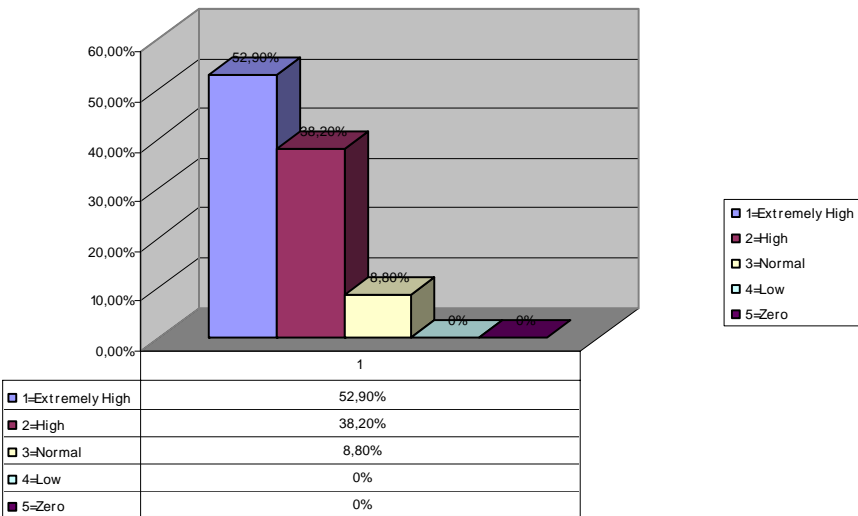


Figure 26. SURVEY 5 – Studying from the textbook

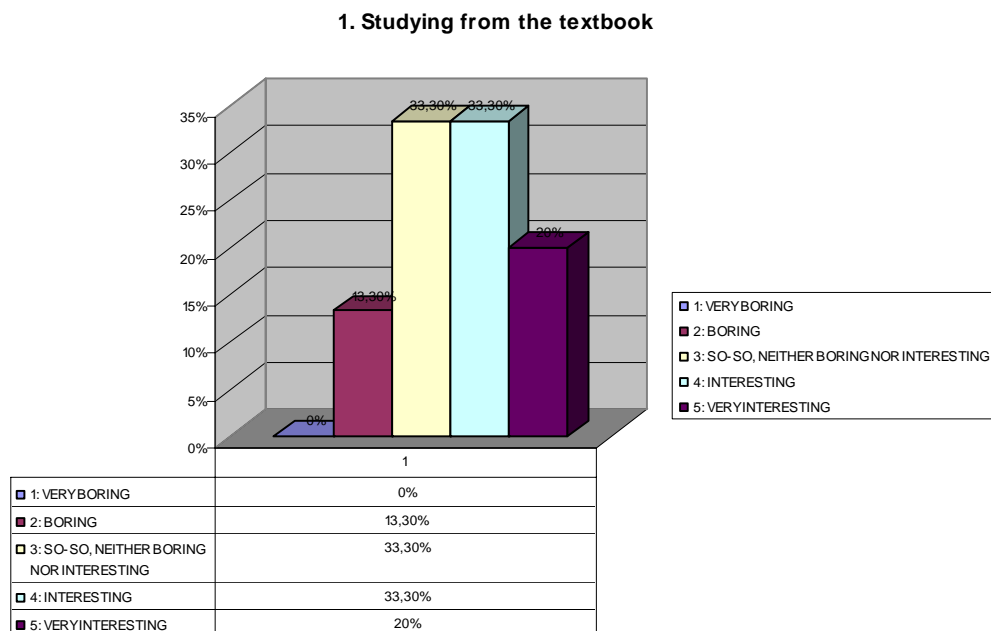


Figure 27. SURVEY 5 – Repeating sentences

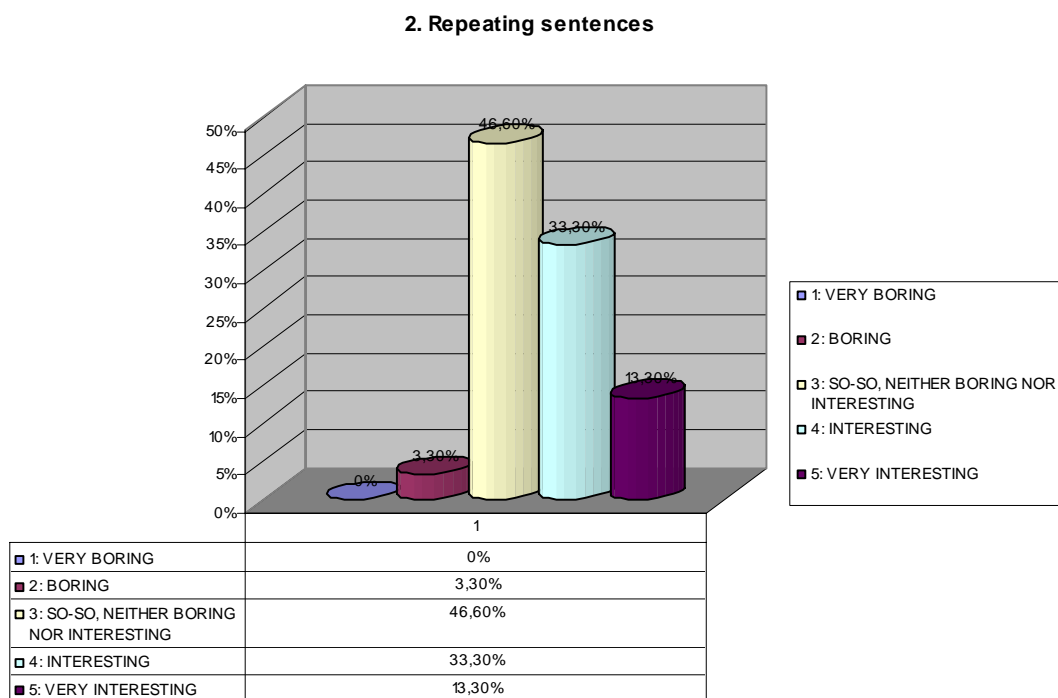


Figure 28. SURVEY 5 – pronouncing sentences with the correct intonation

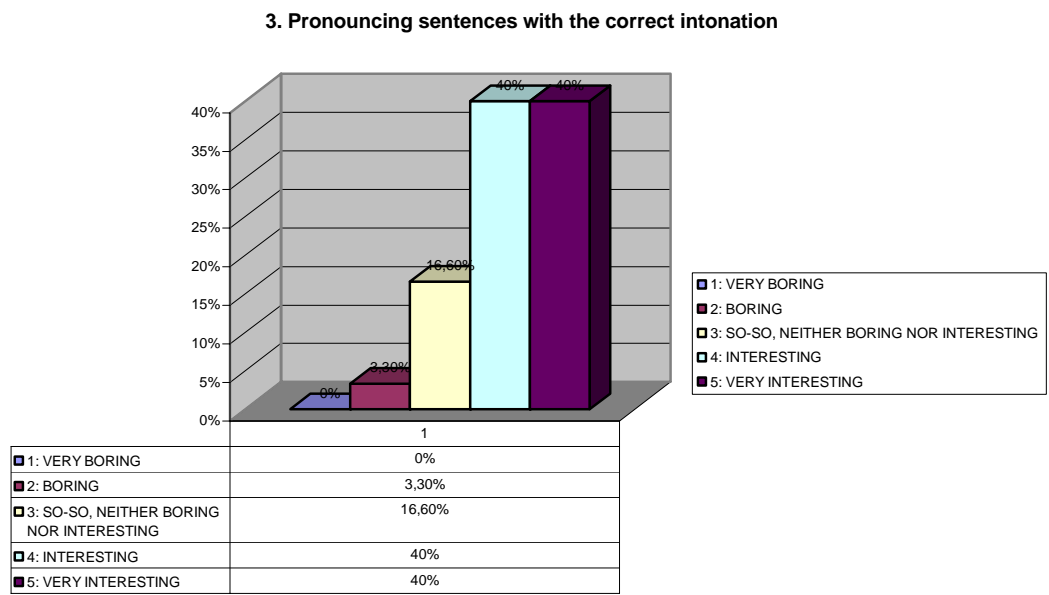


Figure 29. SURVEY 5 – Vocabulary Games

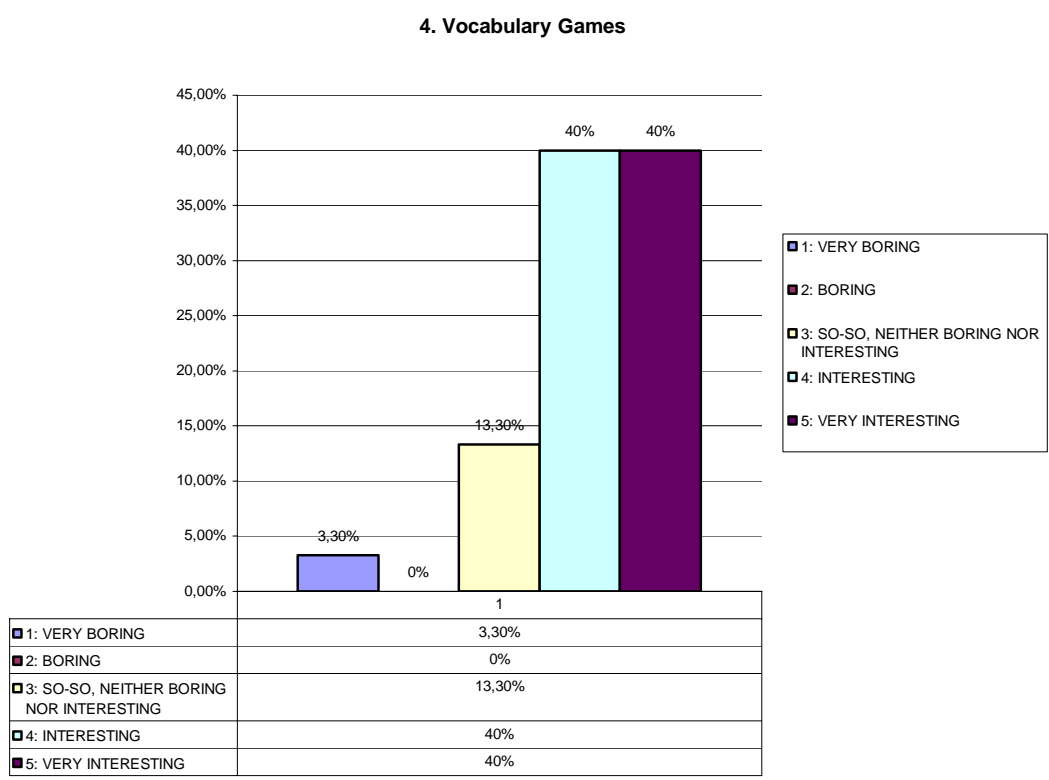


Figure 30. SURVEY 5 – Unscramble Activities

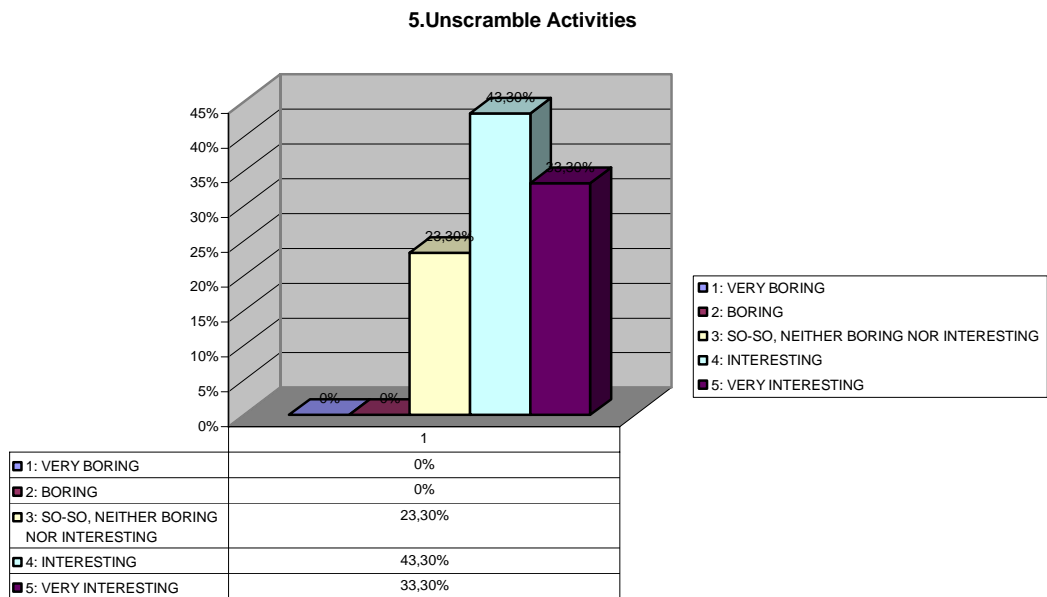


Figure 31. SURVEY 5 – Role playing daily conversations

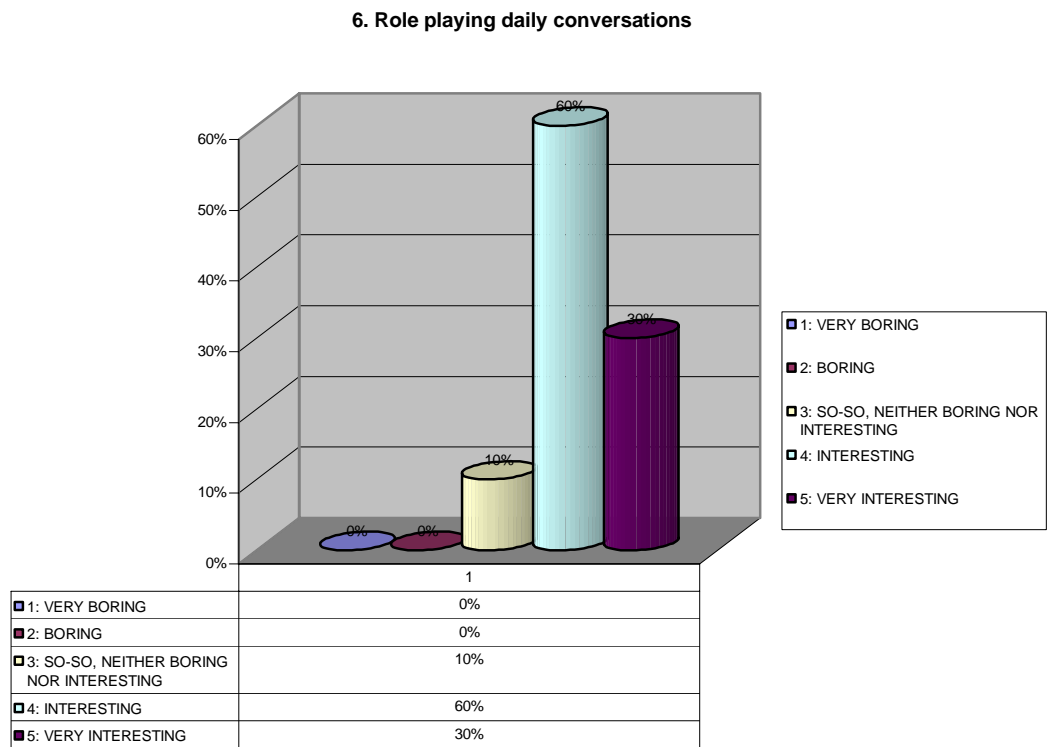


Figure 32. SURVEY 5 – Listening and repeating isolated words and sentences

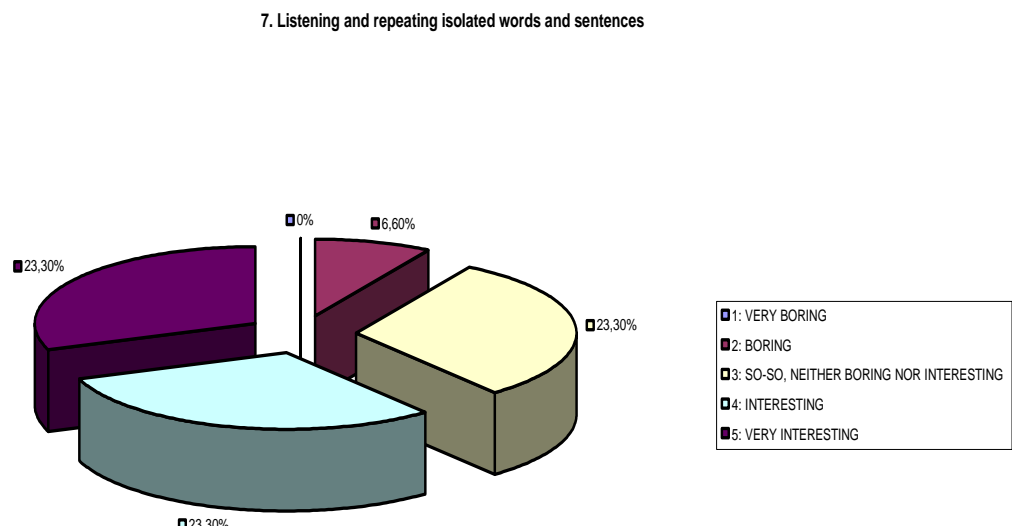


Figure 33. SURVEY 5 – Recognizing stress patterns

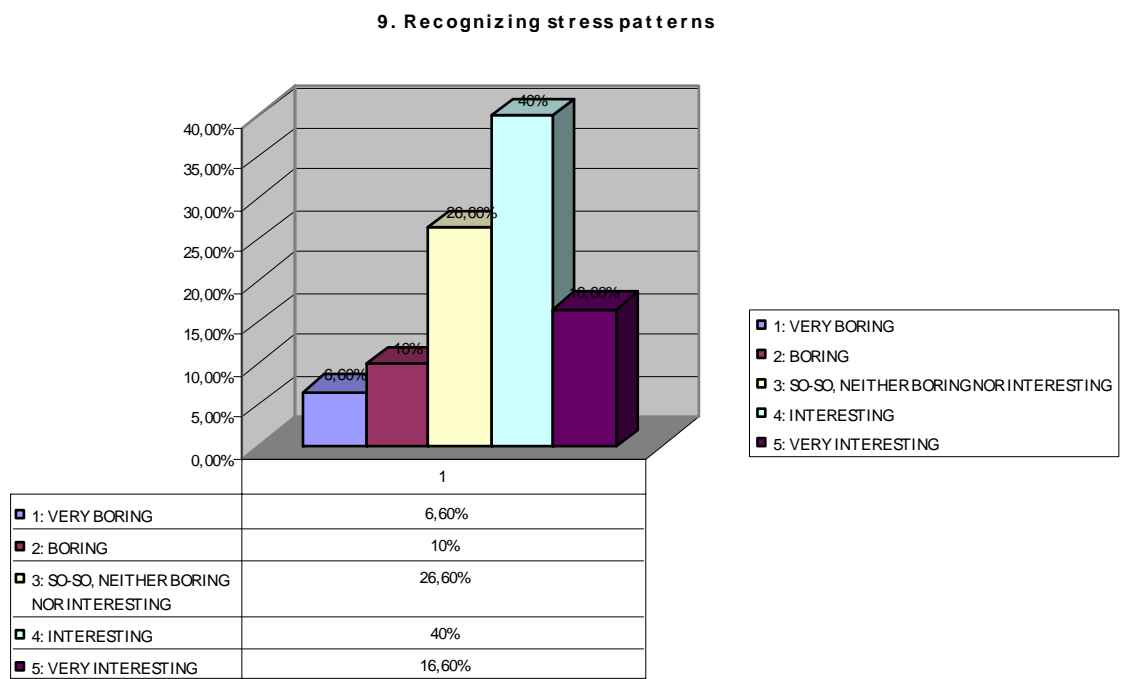


Figure 34. SURVEY 5 – Asking and answering questions aloud individually

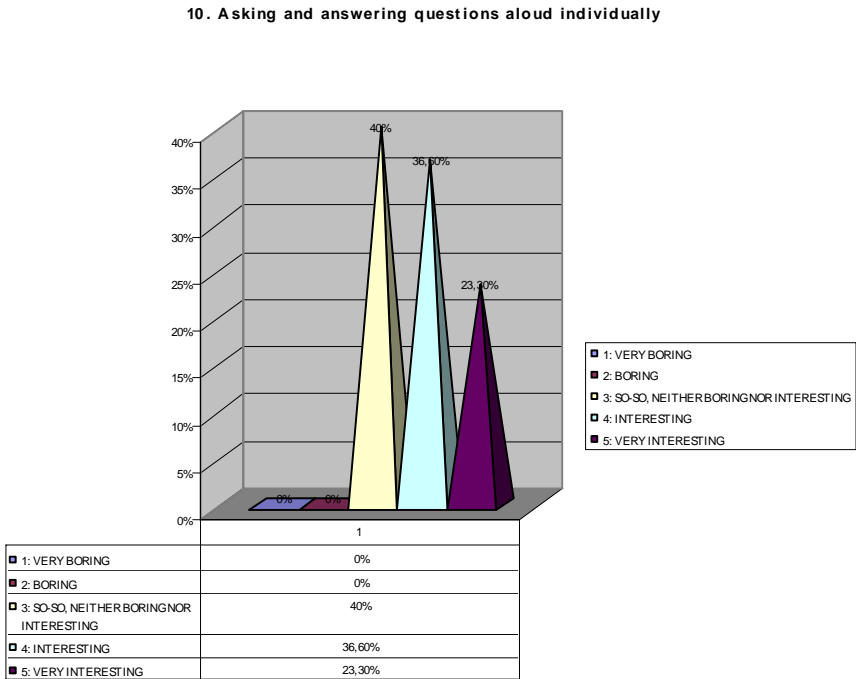


Figure 33. SURVEY 6 – GROUP LEARNING - A

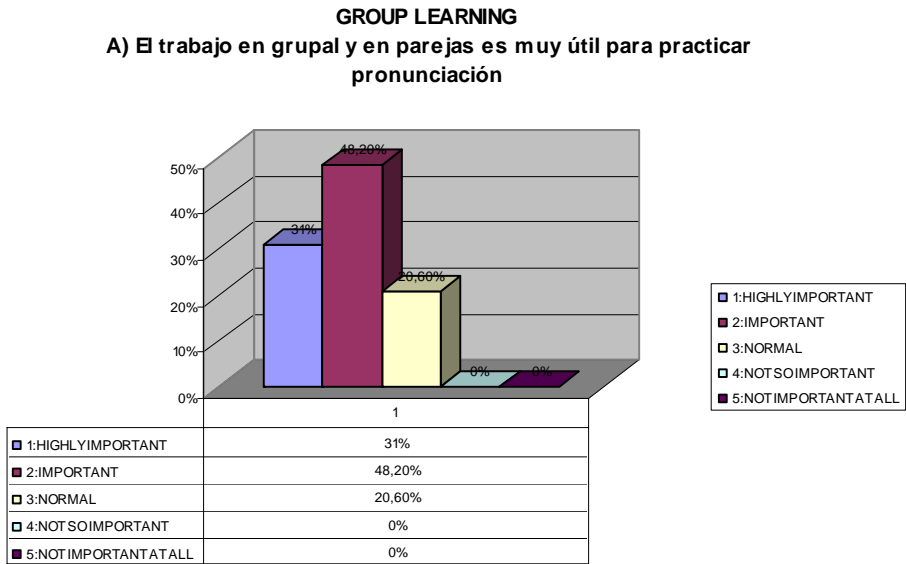


Figure 35. SURVEY 6 – GROUP LEARNING - B

B) Prefiero una clase de pronunciación donde puedo trabajar con otros estudiantes en parejas o grupos.

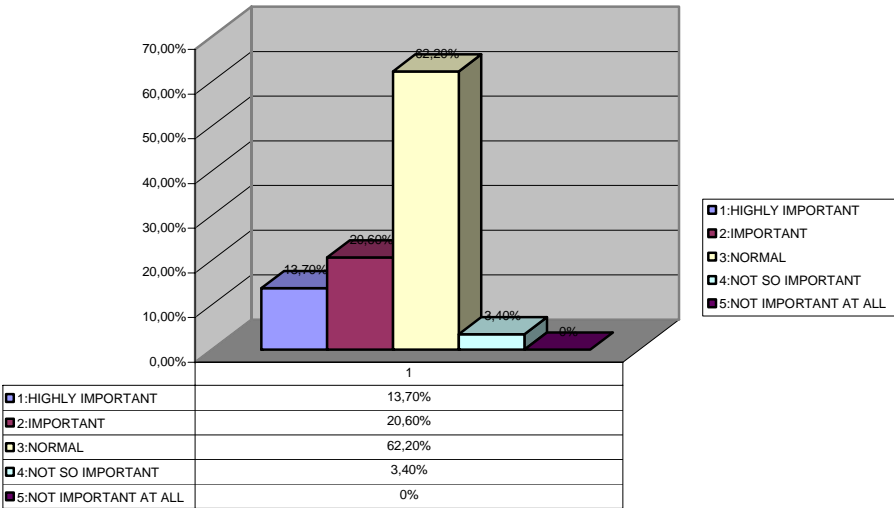


Figure 36. SURVEY 6 – PASSIVE LEARNING - A

PASSIVE LEARNING

A) Prefiero las actividades y los materiales fáciles de utilizar y realizar.

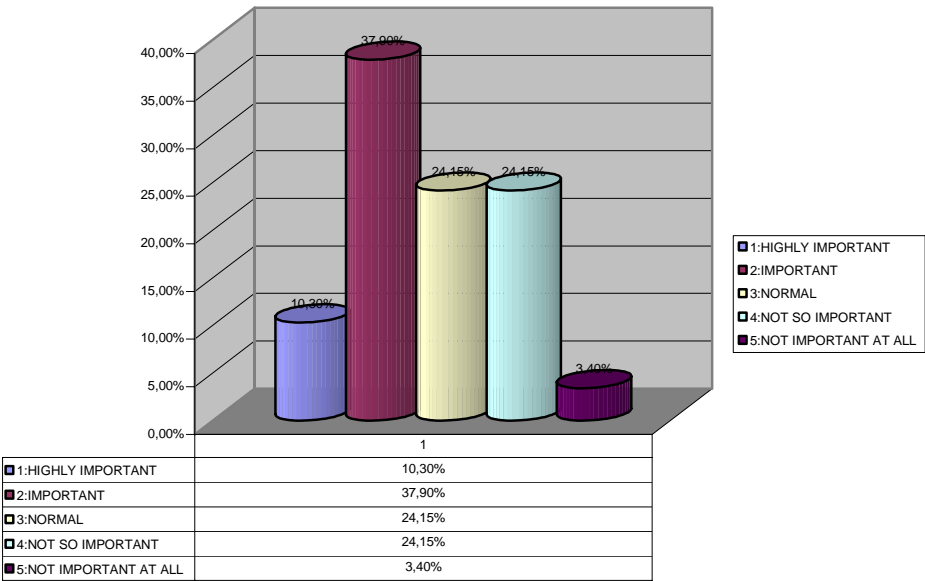


Figure 37. SURVEY 6 – PASSIVE LEARNING - B



Figure 38. SURVEY 6 – INDEPENDENT AND CONTINUOUS LEARNING - A

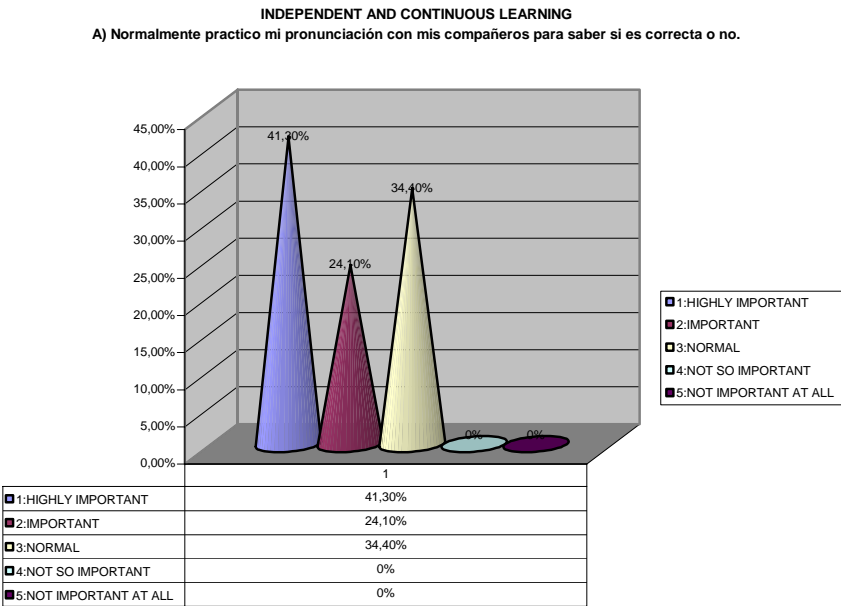


Figure 39. SURVEY 6 – INDEPENDENT AND CONTINUOUS LEARNING - B

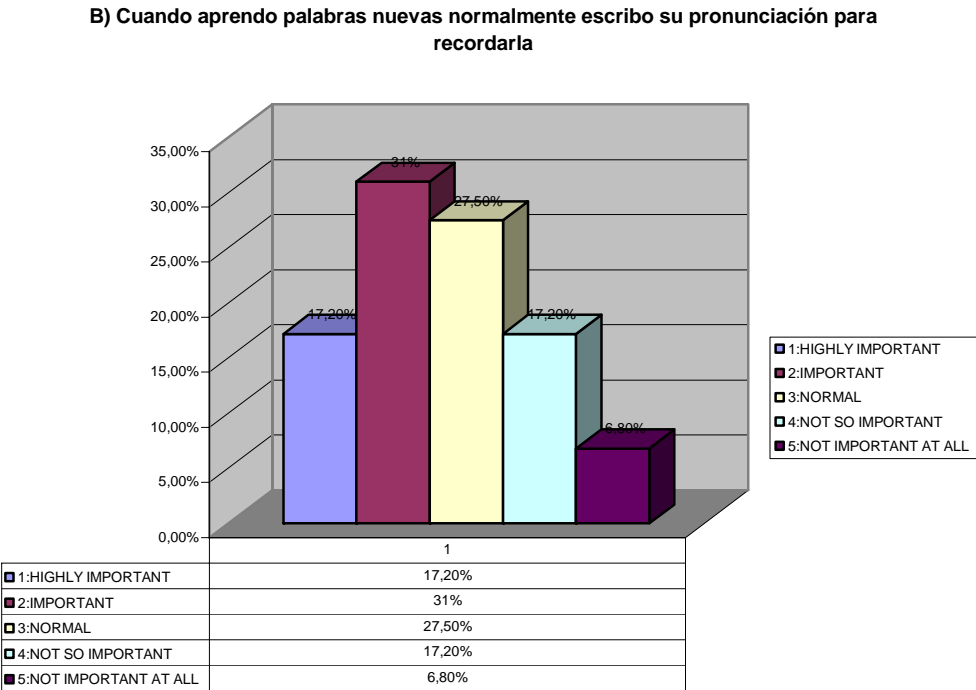


Figure 40. SURVEY 6 – INDEPENDENT AND CONTINUOUS LEARNING - C

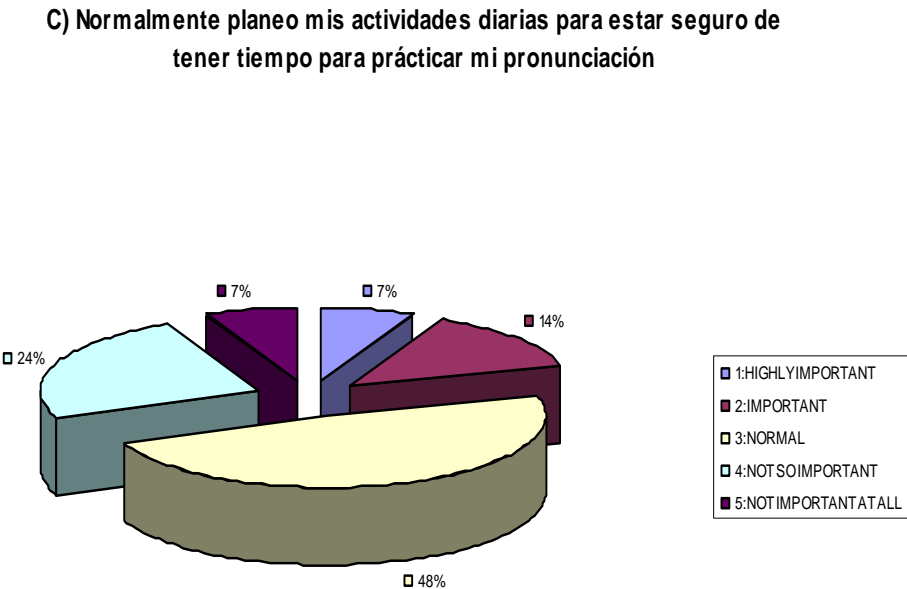


Figure 41. INTERVIEW - 1

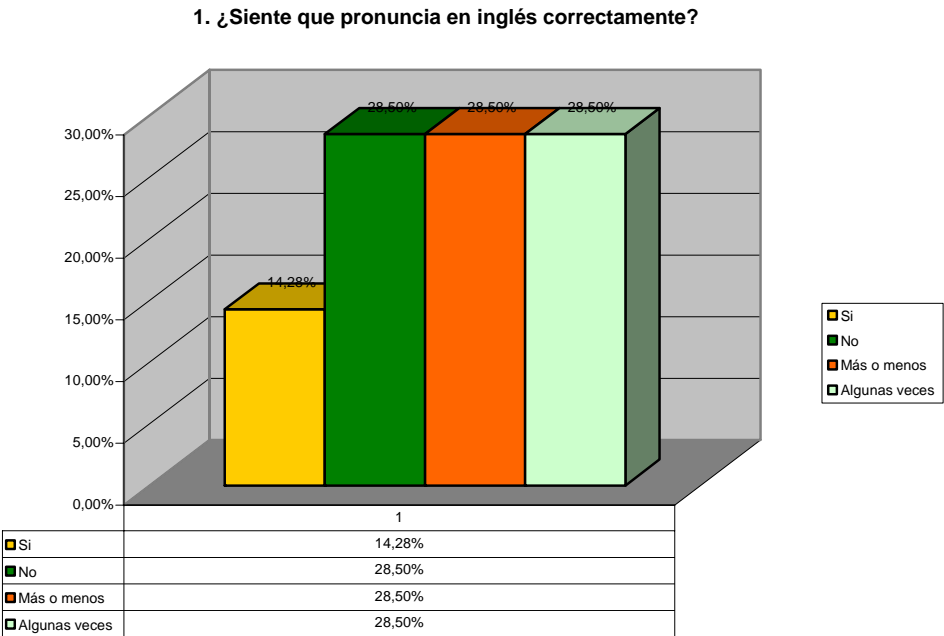


Figure 40. INTERVIEW - 2

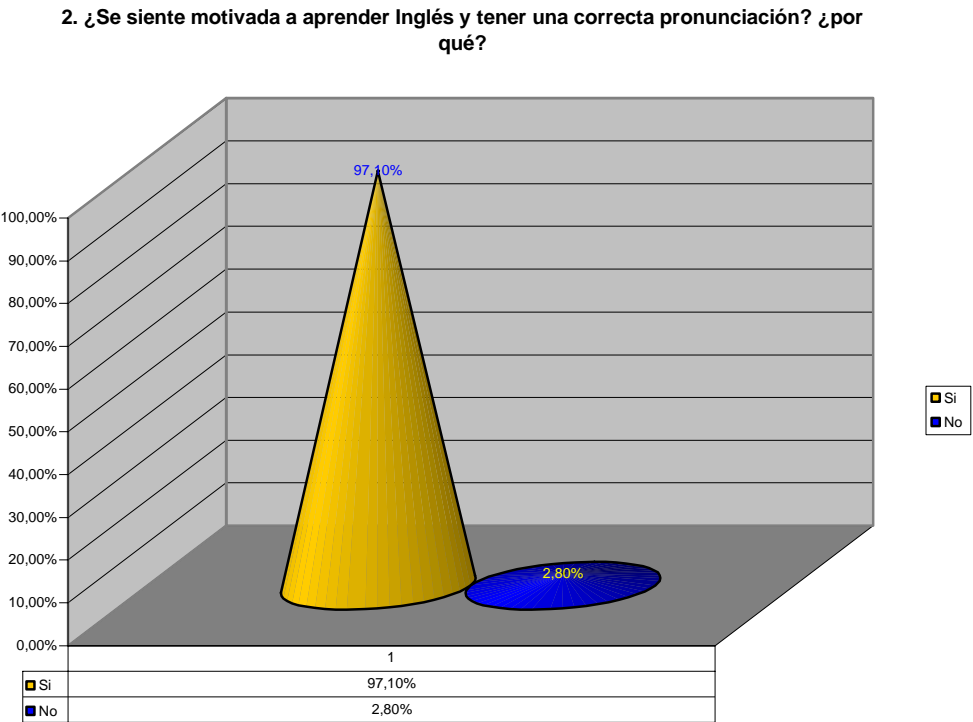


Figure 42. INTERVIEW - 3

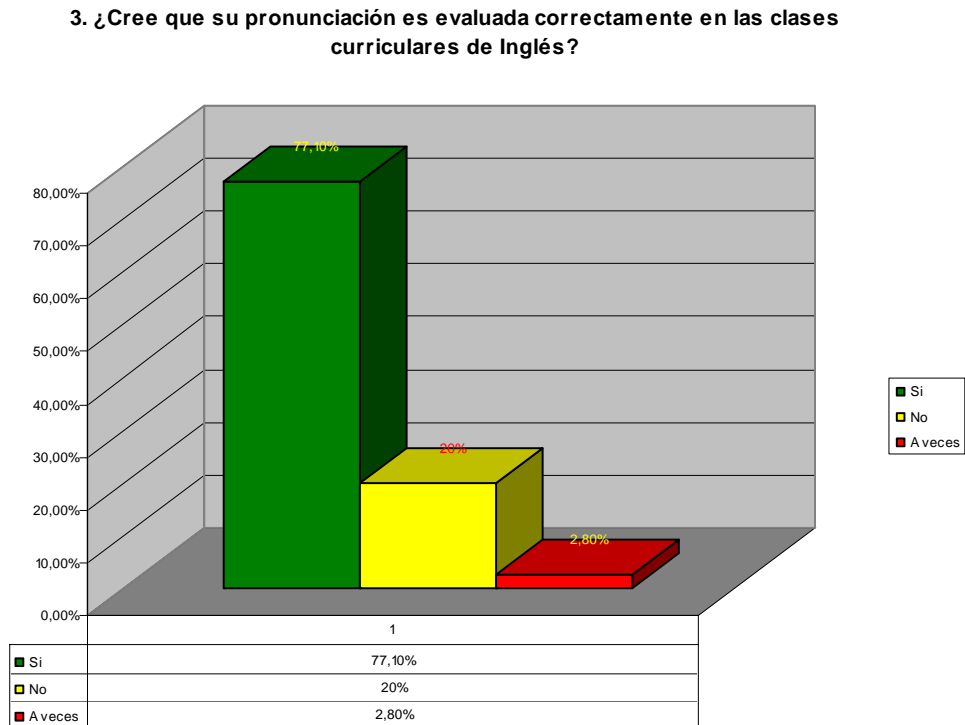
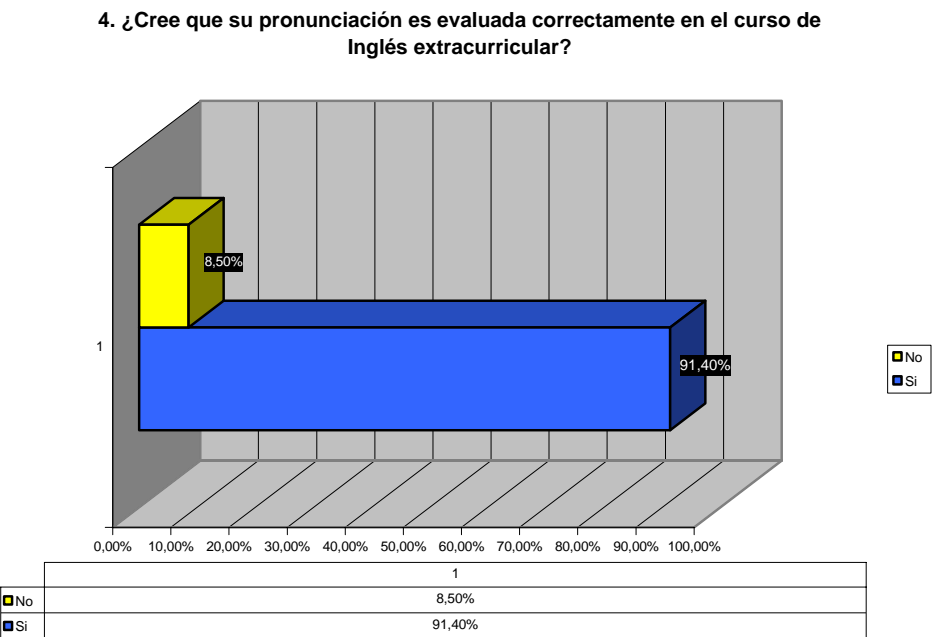


Figure 43. INTERVIEW - 4



Appendix B. Observation Grid

CRITERIA		Comments
Choral Repetition		
Individual Repetition		

CRITERIA		Comments
Free Practice		
Control Practice		

CRITERIA		Comments
Enthusiasm		
Involvement		
Relaxation		
Tenseness		
Aggression		
Interaction		
Production		