

Bluefields Indian and Caribbean University (BICU)



Faculty of Educational Sciences and Humanities (FACEYH)

English Department

English as a second language

Thesis

Submitted in partial fulfillment of the requirements for the degree of: Bachelor of
Education with Specialization in English as a second language

Strategies to attain English pronunciation, implemented by ESL teacher in the 5th
year classroom, at the Carlos Abella Manning Institute (ICAM), during the I
semester of 2013

Author: Erlis Fernando Wilson Hernandez

Tutor: MSC. Danelee Antonio McElroy

Bluefields, RAAS

Nicaragua

October 3rd, 2013

Index

Dedicatory.....	i
Declaration.....	ii
Acknowledgement.....	iii
Abstract.....	IV
I. Introduction	1
1.1 Background.....	4
1.2 Justification	6
II. Statement of the problem	8
III. Objectives	9
3.1 General objective	
3.2 Specific objectives	
IV. Theoretical framework	10
4.1 The History of English Pronunciation Instruction	
4.2 Researchers' Perceptions on Pronunciation Teaching Strategies.....	
4.3 Why is pronunciation important?	
4.4 What learners need?	
4.5 Pronunciation theory and learning	
4.6 Pronunciation and Communication	
4.7 Pronunciation as communication.....	
4.8 Pronunciation as skill	
4.9 Factors that distress pronunciation learning	
4.9.1 Motivation and exposure.....	
4.9.2 Exposure to Target Language	
4.9.3 Attitude.....	
4.9.4 Instruction	
4.9.5 Age	
4.9.6 Mother tongue influence	

4.9.7 Curriculum design.....	
V. Research Question.....	26
VI. Methodology.....	27
6.1. Setting of the study	
6.2. Type of research	
6.3. The analysis unity is the following	
6.6. Research Tools and Techniques	
6.7. Information sources	
6.8. Criteria.....	
6.9. Operationalization of Variables.....	
VII. Result and analysis	34
7.1 Strategies that the ESL teacher is using to attain correct English pronunciation in the 5 th year students at the Carlos Abella Manning Institute (ICAM).	
7.2 Characterization of the cultural and linguistic environment of the 5 th year ESL students of the Carlos Abella Manning Institute (ICAM).	
7.3 Barriers that the 5 th year students have in English pronunciation learning activities	
7.4 Evaluation of the strategies that the ESL teacher is using to teach English pronunciation	
7.4.1 Discussion.....	
7.5 strategies proposals to enhance English pronunciation activities in teaching English as a second language	
VIII. Conclusion	62
IX. Recommendations	64
X. Timeline.....	67
XI. Budget	68
XII. Bibliography	69
XIII. Appendices.....	72

DECLARATION

I, Erlis Fernando Wilson Hernandez, declare that the Bachelor of Education with Specialization in English as a second language thesis entitled, *Strategies to attain English pronunciation, implemented by ESL teacher in the 5th classroom, at the Carlos Abella Manning Institute (ICAM), during the I semester of 2013* is no more than 17,637 words in length, exclusive of tables, figures, appendices, and references. This thesis contains no material that has been submitted before, in whole or in part, for the award of any other academic degree or diploma. Otherwise indicated, this thesis is my own work.

_____ .. 2013... _____

Signed

Date

Acknowledgments

First of all, I thanked GOD for the wisdom, guide and help in this final work, which is a principle in my studies. First, I would like to give many thanks to my tutor MSc. Danelee Antonio McElroy for her time, knowledge, for her useful and relevant suggestions concerning methodology, her continuance support with ideas in writing this thesis as well as carrying out the challenging research that lies behind it. My thanks go to Dr. Ron Morren and Dr. Aristides Vara Horna for their suggestions about this thesis about strategies for teaching English pronunciation.

Last but not least to my family for their support to start, keep on, and conclude this research. Also, my thanks go to the ESL teacher and students at the Instituto Carlos Abella Manning for their contribution in this important study for the English area.

List of Abbreviations

ESL: English as a Second Language

L1: First language

L2: Second Language

EFL: English as a Foreign Language

FL: Foreign Language

TEFL: Teaching English as a Foreign Language

TOEFL: Test of English as a Foreign Language

TESOL: Teaching English to Speakers of other Languages

BLUEFISHERS: Combination of the words Bluefields and teachers

ICAM: Instituto Carlos Abella Manning

Abstract

Speaking a second language like English implicates different skills like reading, writing, listening and so on. Pronunciation is one of the greatest skills in English language, because it is the base of speaking and the essence of communicating the language. This study is about teaching English pronunciation to ESL students; where it was observed that it is granted in the low attention by principals and specialists, the curriculum and specifically the ESL teacher. The objective relies on evaluating the “Strategies to attain English pronunciation, implemented by ESL teacher in the 5th classroom, at the Carlos Abella Manning Institute (ICAM), during I semester of 2013”, the researcher discusses the methodologies and techniques that the ESL teacher is using to teach English and see for pronunciation activities inclusion. This was gathered by a direct observation, an interview, and a survey applied to the students; where a convenience sample was selected. This study threw information that about repetition as the most used strategy to attain English pronunciation. The environment where English is taught is adequate for its instruction. The lack of didactics materials is shown to reinforce the teaching of the second language sound

I. Introduction

Pronunciation is rarely taught in the foreign language classroom as an introduction to the English language's sound system in the early stages of learners. Furthermore, it is one of the most difficult challenges that second language learners' face; the sounds of a foreign language and being able to reproduce them. Also, that pronunciation strategy is granted in low attention by ESL teachers. The more educators understand the characteristics that affect their learners' pronunciation, the more they can develop and enhance their instruction to create a learners' pronunciation acquisition (Elliot, 1995).

In his research Abbas Pourhosein Gilakjani Ph.D. Candidate for the Islamic Azad university adds that there is a need for high quality, effective materials, especially computer-based materials with audio demonstrations, for learners of ESL/EFL pronunciation, both for self-access and for use in classes where the teacher needs support of this kind. He also concluded that research in second language education should not be concerned with the importance of teaching pronunciation but with the methodology of teaching pronunciation (Fraser, 2000).

Teachers and learners must change roles and teaching methodologies. Teachers must act as pronunciation coaches and learners must be proactive learners, taking the initiative to learn. Limited pronunciation skills can decrease learners' self-confidence, restrict social interactions, and negatively affect estimations of a speaker's credibility and abilities (Morley, 1991).

This study was chosen to evaluate the strategies that are being used to attain English pronunciation, like drills, rhyme, intonation, stress, phonetic transcriptions, visual transcriptions, tactile activities etc. Know the level of motivation to learn the language from both parts, teachers-students. The feedback that the ESL teacher is receiving to better her lesson plans; this means if she is being evaluated in every session of class or in programed periods.

Strategies that the ESL teacher implements in the classroom are important for attaining a good pronunciation for ESL learners. The study found that the teacher

uses repetition as activity for a pronunciation acquisition in the second language. Activities like intonation, stress, and rhyme are not used as tools to enhance a correct English pronunciation. The classroom presents the conditions to perform pronunciation activities for its space and movable surrounding. Articulation issues in students are not presented.

English occupies the status of a second language in Bluefields, Nicaragua education systems'. Learning English as a second language in this context is not an easy task. There is no specific program to accomplish the English demand in the region and the community. Saturday shifts programs consist of 90 minutes of lessons that include topics like: verbs (past, present, and future tenses), adjectives, sentences structure, verb to BE, dialogue practices, translating paragraphs, etc.

The Saturday teaching - learning modality has its own identity that is reasoned on philosophical, psychological, and pedagogical principles. It promotes the educative continuity to superiority level options, which enables the student be an active agent to the social and economic changes. The strategy of fulfillment for this modality of education has a challenge to Access, to retain and promote students of this modality in their physic, intellectuals, social, emotional, linguistic conditions, and cultural educative surrounding (MINED doc 2011).

This institute (ICAM) learning process structure for youth and adults is an integrated model that is based on meetings during the weekend (Saturday) (*MINED doc 2011*). The model is supported with active methodologies, independent studies techniques and an integral evaluation. These types of shifts (Saturday) have a modality that recovers the experience and the gathering of methodological –theoretical programs for youth and adults.

The Carlos Abella Manning institute was found in the year 2008, in honor of Carlos Teodoro Abella Manning. This prodigious teacher was born in El Rama municipality on June 20th 1932 and died on July 20th of 1990 in la Habana, Cuba (*E.C. Mayorga, personal communication, March 5th, 2013*). It is institute is located in Fatima neighborhood. This institute, like others, has its own building for the

context of English teaching as a second language. Others need to hire out buildings to make teachers and students interact in the process of teaching a second language. This is given through the low interest that the government and the MINED have towards these Institutes' model. They are left out of the programs that the educational system develops year by year. (*O. Aburto, personal communication, February 18th, 2013*).

Learning and teaching English as a second language at the Carlos Abella Manning Institute has a lot of barriers. For example, the mispronouncing of words and wrong intonation are given through their mother tongue, the linguistic transformation (creating new words, the accent depending on their ethnic group) the poor didactic materials and the context in which they are learning English as a second language (*G. McLean personal communication, January 28th, 2013*).

1.1 Background

The role of pronunciation in the different schools of language teaching has varied widely from having virtually no role in the grammar-translation method to being the main focus in the audio-lingual method where the emphasis is on the traditional notions of pronunciation, minimal pairs, drills and short conversations. (Castillo, 1990:3) Situational language teaching, developed in Britain, also mirrored the audio-lingual view of the pronunciation class (Richards and Rodgers, 1986).

Morley (1991:484) states, 'The pronunciation class was one that gave primary attention to phonemes and their meaningful contrasts, environmental allophonic variations, and combinatory phonotactic rules, along with attention to stress, rhythm, and intonation.' During the late 1960's and the 1970's questions were asked about the role of pronunciation in the ESL/EFL curriculum, whether the focus of the programs and the instructional methods were effective or not.

Pronunciation programs until then were 'viewed as meaningless non communicative drill-and-exercise gambits' (Morley, 1991:485-6). In many language programs the teaching of pronunciation was pushed aside, as many studies concluded 'that little relationship exists between teaching pronunciation in the classroom and attained proficiency in pronunciation; the strongest factors found to affect pronunciation (i.e. native language and motivation) seem to have little to do with classroom activities' (*Suter, 1976: 233-53, Purcell and Sutter, 1980:271-87*).

In a survey of 67 Canadian ESL programs, Breitkreutz, Derwing, and Rossiter (2001) found that only 30% of teacher respondents had received pedagogical training in pronunciation. Several of the teachers identified the need to integrate pronunciation into the communicative classroom to a larger extent, but most lacked the requisite knowledge and training to do so. Inadequate teacher training may be a lasting effect of the de-emphasis on pronunciation instruction during the communicative era due to the failure of communicative proponents to account adequately for any role for pronunciation in a communicative framework (Celce-

Murcia et al., 1996). However, this is not the only reason for the existing gap between pronunciation and communicatively oriented instruction.

There was a search in the local, surrounding areas well as in the wider regional area, but I have not found any related information or thesis concerning this topic. This study is the first one that will be made about strategies to teach English pronunciation at the Carlos Abella Manning Institute and in different shifts.

E. Godfrey confirmed that the teaching of English pronunciation at Carlos Abella Manning Institute was given from its foundation. The student population was 400 to 450 according to registers; actually the population had decreased in a small percentage. The usage of oral conversation, flashcards, spelling activities and dictations were the common strategies to teach English pronunciation. The acceptance of students was good. They participated in the different activities, because they felt it funny and challenging. The most predominant ethnic group was Spanish speakers, also including Creoles, Ramas and Miskitos. (*Personal communication march 12th, 2013*)

The poor background in learning English also affects the students learning in the process of high school aims, and especially in the second language acquisition. These include the correct pronunciation of words, the level of intonations and stress usage. This is still a cycle problem for the Carlos Abella Manning Institute as for other institutions in Bluefields from regular (during from Monday to Friday) to Saturday (on weekend with periods of learning from 7 to 3 in the afternoon) and night shifts (*E. Godfrey Personal communication march 12th, 2013*)

1.2 Justification

Teaching English Pronunciation is an issue in the teaching of a second language at the Carlos Abella Manning Institute, because English pronunciation activities are not included in the curriculum for ESL classes and in the lessons plan of the teacher. The learning of English pronunciation in the classroom is hindered by lack of knowledge of the different sounds in the native language and the target language (English) and how essential it is for the students themselves to consciously have a comparison of the two languages (*Zhang & Yin, 2009*).

It is hoped that the findings of this study will offer English Language teachers Better insights into effective teaching strategies in order to help their students to master English language and its pronunciations.

This research offered successful strategies that can be carried out in the classroom to obtain correct English pronunciation in ESL students, by taking in to account the different factors that are influencing ESL pronunciation. The researches benefit the ESL teacher, because it provides her, information about the strategies being used. Also, it provides sources that include activities that can be developed in lesson plans to teach English pronunciation. Students benefit indirectly, because ESL teachers know techniques to teach English words, this help them improve their students' second language acquisition.

The secretary government of education (SEAR) gathered a new source focusing on their ESL teachers in Bluefields. For example strategies that includes using stress and intonation, phonetic transcriptions and rhyme to produce the correct sounds and games to make pronunciation activities funnier. This supported principals and teachers in methods, methodologies and strategies to teach English as a second language, as how it is including English pronunciation. MINED English techniques can implement new training and develop a new curriculum that is supported with this study for the regular, Saturday, Sunday, and night shifts in bluefields education system.

Finally it will help indirectly a group that is left out of BICU and URACCAN context,

as this research focuses on the Saturday shifts models, which are not part of the two local universities. The correct pronunciation acquisition will make it easier to teach in the inter exchange programs at BICU (Beginners, intermediate, advanced, etc...); the English for academic purposes, and the future bachelors with specialization in English as a second language.

II. Statement of the problem

English Pronunciation teaching is actually an issue in teaching English as a second language at the Carlos Abella Manning Institute, because English pronunciation activities are not included in the ESL curriculum and in the teacher's lesson plans.

The following are the research questions:

- ✓ Are cultural and linguistic aspects affecting the teaching of pronunciation in the 5th ESL classroom?
- ✓ What are the ESL strategies that the teacher is implementing in the classroom to attain correct English pronunciation for the 5th year ESL students at the Carlos Abella Manning Institute, during the first semester of 2013?
- ✓ What are the barriers that affect the learning of English pronunciation?
- ✓ Are the strategies implemented by the ESL teacher, been successful in attaining English pronunciation?
- ✓ What will be the outcomes of the strategies that the teacher is using to attain English pronunciation?
- ✓ Does the ESL teacher have training in teaching English pronunciation?

III. Objectives

3.1 General objective

Evaluate the ESL strategies that teacher is implementing in her classrooms to attain English pronunciation to the 5th year ESL students at the Carlos Abella Manning Institute, during the first semester of 2013.

3.2 Specific objectives

- 1.** Identify the strategies that the ESL teacher is using to attain English pronunciation with the 5th year students.
- 2.** Characterize the cultural and linguistic environment of the 5th year ESL students of the Carlos Abella Manning Institute.
- 3.** Identify the barriers that the 5th year students have in English pronunciation learning activities.
- 4.** Evaluate the strategies that the ESL teacher is using to teach correct English pronunciation.
- 5.** Propose strategies to enhance English pronunciation activities in teaching English as a second language.

IV. Theoretical framework

Pronunciation: Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language (*Fraser, 2000*).

English as a second language: English as a second language (ESL) is the use or study of English by speakers with different native languages. It is also known as English for speakers of other languages (ESOL), English as an additional language (EAL), and English as a foreign language (EFL). The precise usage, including the different use of the terms ESL and ESOL in different countries, is described below. These terms are most commonly used in relation to teaching and learning English as a second language, but they may also be used in relation to demographic information (*Gunderson, 2009*).

Strategies: According to Peterson (2000) strategies are plans or methods to obtain a specific goal and affect the overall pattern; tactics are maneuvers, details that affect particular ways to control a situation. The knowledge of these “attack plans” is supposed to be taken to the classroom so that they become a new resource to make teaching work.

Barriers: Coordinated series of obstacles designed or employed to channel, direct, restrict, delay, or stop the movement of an opposing force and to impose additional losses in personnel, time, and equipment on the opposing force. Barriers can exist naturally, be manmade, or a combination of both. A barrier is a problem that prevents two people or groups from agreeing, communicating, or working with each other (*“Collins Cobuild English Dictionary 2013”*)

Enhancement: An improvement that makes something more agreeable. The enhancement of something is the improvement of it in relation to its value, quality, or attractiveness ("Miriam Webster dictionary").

Attainment: The acts of attaining or the condition of being attained. Success in achieving something or reaching a particular level It refers to something, such as an accomplishment or achievement that is reaching ("Collins Cobuild English Dictionary 2013").

Teaching: Share the meaning of imparting information, understanding, or skill. Teach is the broadest and most general of these terms and can refer to almost any practice that causes others to develop skill or knowledge.

Learning: It refers to knowledge existing or acquired. Learning is the most general term. It may refer to knowledge obtained by systematic study or by trial and error: a man of learning; learning in the real world. Erudition suggests a thorough, formal, and profound sort of knowledge obtained by extensive research. This is accumulated knowledge in a particular field, especially of a curious, anecdotal, or traditional nature. Scholarship is the formalized learning that is taught in schools, especially as actively employed by a person trying to master some field of knowledge or extend its bounds: high standards of scholarship in history (*Skinner, 1966*).

Curriculum: As defined by Nunan (1988), comprises the principles and procedures for the planning, implementation, evaluation and management of educational programs.

Lesson plan: As stated by O'Bannon (2008), a lesson plan is a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of students. There may be requirements mandated by the school system regarding the plan.

4.1 The History of English Pronunciation Instruction

The amount of prominence that has been attributed to L2 pronunciation teaching has altered remarkably as have the views on the extent to which non-native pronunciation mistakes should be corrected. In the 50's and 60's, when the audio-lingual approach was very popular, the goal of L2 pronunciation instruction was the achievement of a native-like accent, as modeled by the language teacher. During this period, pronunciation instruction was based on the dissemination and production of sounds as a way of developing the recognition and articulation of L2 specific sounds (Lambacher, 1996).

From the late 1960's to 1980's, many commenced to question the prominence of an instructional focus on pronunciation in the L2 classroom. Some speculated that native-like pronunciation was an unattainable goal in a second language (Preston, 1981). Many language programs reduced their pronunciation instruction or eliminated it altogether. In the late 1980's, there was a re-concentration on pronunciation (Morley, 1991). Instead of mimicry, people started to concentrate on supra-segmental (i.e. stress, intonation, pitch, juncture), co-articulation and voice quality of learning a new language (Esling & Wong, 1983). The goal became attaining communicative competence, an L2 learner's ability to not only apply and utilize grammatical rules, but to generate pragmatically appropriate utterances and employ them suitably in a given context. Although this new shift in pronunciation teaching maximized meaningful interaction, it included less emphasis on correct articulation of L2 specific sounds (vowels and consonants) (Pennington & Richards, 1986; Morley, 1991).

After 1980's, L2 pronunciation, gained new meaning due to its fruitfulness to a broad group of international people in both ESL and EFL settings (Anderson-Hsieh, 1989; Brown, 1991; Shimamune & Smith, 1995; Derwing & Munro, 2005; Gatbonton, 2005). Immigrant residents, refugees, students, academic professionals, and other professionals all over the world needed to develop their pronunciation because they left their native countries to accommodate in or visit

English speaking countries to embrace cultural, economic, and financial opportunities (Wong, 1986; Celce-Murcia, 1991; Chaudhary, 2009; Derwing& Munro, 2009).

In the 90's, pronunciation was viewed as an important part of communication. The focus of pronunciation teaching was on supra-segmental and how they were utilized to communicate meaning, meaningful practice, and the uniqueness of each individual ESL learner. Learner-centered speech awareness and self-monitoring were also prominent in pronunciation learning in those years (Morley, 1991). The focus of pronunciation learning shifted from the teacher playing the key role in the learning process to the student performing that role (Pica, 1994; Hoven, 1999; Brown, 2003; Oxford, 2003).

Most foreign language teachers attempt to integrate the necessary grammar, vocabulary, culture, and four skills (listening, speaking, writing, and reading) practice into their classes without considering integrating pronunciation instruction as well. While many languages teachers presume that students will master the pronunciation on their own via exposure to more input in the second language (L2), or will internalize it at some future point, other language teachers interrogate whether it is even worth the time and energy to teach the segmental and supra-segmental features of the phonology of a foreign language. Yet, the phonological system of a language is generally the most prominent characteristic in the speech of a foreigner.

In our times, the increasing demand for global competence and international communication and collaboration makes attaining proficiency in a second or foreign language more prominent and this proficiency should cover not merely vocabulary and grammar, but good pronunciation as well (Lord, 2008).

4.2 Researchers' Perceptions on Pronunciation Teaching Strategies:

Scarcella and Oxford (1994) made an excellent comparison of research-based approach and the traditional approach for pronunciation instruction.

Research-based approach	Traditional approach
The goal is to gain sufficient pronunciation Skills so that the quality of pronunciation Will not inhibit communication.	The goal of instruction is to acquire Native like pronunciation.
Instead of putting the emphasis on sounds, Teachers concentrate on stress and Intonation.	The primary emphasis is teaching sounds.
The emphasis of instruction is on teaching Pronunciation communicatively.	Sound segments are taught non-communicatively through drills of isolated words
The teacher provides students with phonetic descriptions only when they are Helpful to students in tutorials.	Phonetic descriptions are a primary component of traditional pronunciation Classes.
The student's motivation is seen as central to successful language instruction. The student plays a primary role in improving Pronunciation. Self-monitoring skills and awareness strategies are taught.	Students do not take responsibility for Improving their own pronunciation.
Affect is critical in pronunciation instruction. Students learn specific relaxation activities to lower anxieties and resistance to improving pronunciation.	Affect is not viewed as important in Instructional activities.

4.3 Why is pronunciation important?

The way we speak immediately conveys something about ourselves to the people around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect! Such learners may avoid speaking in English, and thus experience social isolation, employment difficulties and limited opportunities for further study. We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation. Yet many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher (Morley 1994; Fraser 2000).

Pronunciation practice is also important for the students who plan to study abroad or are currently living abroad. Increasing their pronunciation skills beforehand can build confidence and make them feel less reluctant to venture out to speak English. Students' personal attitude and self-esteem are major factors in improving English pronunciation. It is not merely exposure that matters, but how the students respond to the opportunities of listening English spoken by a native speaker or of speaking themselves (Kenworthy, 1987).

Pronunciation is the foundation of speaking. English, both written and spoken, has been accepted as the dominant means of communication for most of the world but some misunderstandings have been caused by inappropriate pronunciation (Yong, 2004). Poor pronunciation can condemn learners to less social, academic and work advancement than they deserved (Fraser, 1999, 2000). Good pronunciation may make the communication easier and more relaxed and thus more successful (Dan, 2006). Almost all learners rate pronunciation as a priority and an area in which they need more guidance (Willing, 1993; Australian Bureau of Statistics, 1997). Although the study of foreign accents has always been a fascination for some researchers, the teaching of pronunciation and oral skills in general in foreign and second language classrooms has often been low on the list of priorities (Peterson, 2000).

4.4 What learners need?

Learners need to be taught pronunciation, as all other aspects of language, in a communicative method. Though communicative methods for teaching vocabulary, grammar and pragmatics have been around for decades, there has been little development of a communicative method for pronunciation teaching. We consider here some aspects of what is involved in a communicative approach to pronunciation. Note that one thing learners need is teachers with confidence to assure them that the communicative methods do fulfill their needs. Some learners, themselves subject to the erroneous but common beliefs discussed above, believe that what they need is instruction in the articulation of specific English sounds.

4.5 Pronunciation theory and learning

Pronunciation is the evanescent manifestation of acoustic language, or the ability to produce or receive it accurately. Since the mechanisms of the ear are static, the mind is responsible for receiving the acoustic manifestation for processing. It is used in the specific sense of recognizing linguistics forms or words whilst they are heard. The knowledge part of pronunciation, no doubt a psychological reality, appears to be shared by both the productive and receptive faculties, corresponding to audio, muscular, and indeed orthographic manifestations only as an abstraction.

Pedagogic pronunciation is here taken to include all aspects of pronunciation, although these often narrow in scope depending on the course content decisions within the educational environment in question. It has become dogma to place more emphasis upon supra-segmental forms – those that span entire sentences, since they are seen to carry greater bearing upon understandability.

Again, these dogmas have not been based upon empirical findings (Derwing et al., 1998; Hahn, 2004) and only in recent years have Derwing and other researchers qualified these intuitive claims with relatively weak support with native-speaking listeners (2003; as analyzed by Levis, 2005).

Two reasons support taking a broader, holistic view of the pronunciation. Firstly, Fledge (1981) appears to suggest that even if segmental contribute slightly less to understanding, understanding their learning nonetheless indicates learning and development patterns. In other studies, Fledge could be suspected of utilizing consonant segmental positively due to the relative objectivity that they lend to any qualitative testing required. Secondly, ‘the listener’ in many generalizations cannot be assumed to refer to ‘any listener’. They need to speak to listeners of multiple first languages, however, is growing. The question of which pronunciation aspects are noticeable when communicating with native-speakers or non-native speakers of third L1s remain speculation or even assumption (CF, for example, Jenkins, 2000; Levis, 2005; Riney *et al*, 2005). Despite this, a subscription to any

assessment of importance is compatible with an approach aimed broadly at all aspects.

4.6 Pronunciation and Communication

Currently existing instructional materials on pronunciation do not fit the bill in terms of providing authentic, context-rich activities that provide focused practice in the specific area of pronunciation to be targeted, nor do they always draw on research evidence. In a review of intonation, Levis (1999) maintained that “present international research is almost completely divorced from modern language teaching and is rarely reflected in teaching materials” (p. 37). He elaborated that despite a plethora of research on English intonation since the 1970s, current textbooks tended to rely heavily on archaic and often erroneous conceptions of intonation and would need to revise and update how they depicted intonation in order to get out of that time warp. Like other areas of pronunciation, intonation would benefit from increased collaboration between pronunciation researchers, pedagogues, and designers of materials (Derwing& Munro, 2005).

The challenge of integrating the targeted practice of a given feature of pronunciation with meaning in instructional materials and activities is not particular to intonation, or indeed to pronunciation. Pennington and Richards (1986) cited as artificial the separation of pronunciation from communication and from other components of language use and called for more integration. Grant (1995), in a pronunciation-based materials developer for the classroom, maintained, “Of all skill areas in ESL the gap between communicative principles and classroom practice remains the most apparent in the area of pronunciation” (p. 118).

To facilitate a carryover from targeted practice into spontaneous, real-word (or at least simulated) communication, Grant suggested shifting the communicative load from more to less controlled in an instructional sequence, conveying this progression by plotting activity types on a form-meaning continuum. The movement from guided (rehearsed) practice to more contextualized practice is in line with Morley’s (1994) guidelines for the instructional planning of oral

pronunciation activities. Irrespective of these instructional strategies, however, it seems from the above that instructors have been less successful in bridging the gap between pronunciation and communication than in other areas of language instruction.

4.7 Pronunciation as communication

Because speaking is much more than simply transferring information, people grow into particular manners or styles of speaking which are very much part of their personal identity. Just as most native speakers without a theatrical bent find it awkward to adopt a way of speaking different to their own natural style, so it can seem very 'false' to speak in a style appropriate to another language. This is not a problem if it results in a learner acquiring the new language 'with an accent'. It is a problem if it results in the learner being unable to control the aspects of the new language which are actually information-bearing, as opposed to conveying personal style (*Tan and Woodworth 2000*)

4.8 Pronunciation as skill

Another factor that makes pronunciation difficult to learn is the skill component. Because pronunciation is not just a knowing-that, but a knowing-how, it requires practice and skill development. Though children are used to practicing skills of many kinds, adults often find themselves unable or unwilling to do this, and need sensitive help.

Pronunciation teaching should not be seen as 'fixing problems' but rather as 'teaching how to speak'. Learners who start with a focus on pronunciation at the beginner level also find they acquire a useful metalanguage – for example, terms such as 'stress' and 'un stress', 'weak form', 'rhythm', and so on. This helps them tackle pronunciation issues throughout their learning. In addition, an early acquaintance with the phonemic structure of English, however basic, can help learners realize that English is not a phonetic language, and this can help with writing and grammar development, too! (*Tan and Woodworth 2000*)

4.9 Factors that distress pronunciation learning

4.9.1 Motivation and exposure

Along with age acquisition of a language, the learner's motivation for learning the language and the cultural group that the learner identifies and spends time with help determine whether the learner will develop native-like pronunciation. Research has found that having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation (Bernaus, Masgoret, Gardner, & Reyes, 2004; Gatbonton et al., 2005; Marinova-Todd et al., 2000; Masgoret & Gardner, 2003). The review by Marinova -Todd et al., (2000) of research on adult acquisition of English concluded that adults can become highly proficient, even native-like, speakers of second languages, especially if motivated to do so. Therefore, in addition to focusing on pronunciation and accent in class, teachers will want to encourage learners to speak English outside the classroom and provide them with assignments that structure those interactions.

4.9.2 Exposure to Target Language

When we speak of the exposure that a learner has to the target language, it may come in the form of their current day-to-day life as well as the amount of prior instruction a learner received in the target language. According to the language learning theories, learners acquire language primarily from the input they receive, and they must receive large amounts of comprehensible input before they are required to speak. Adult learners may have little opportunity to surround themselves with the native target language input. Whereas children who are possibly in English-speaking schools for hours during the day, their adult counterparts are likely to live and work in what these theorists call "linguistic ghettos" where they again have little meaningful exposure to the target language thus inhibiting their acquisition. Learning a new language and speaking it is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in a variety of interactions (Shumin, 1997).

4.9.3 Attitude

It seems as though some learners are more adept at acquiring good pronunciation. Even within one homogenous classroom, there is often a large discrepancy among the pronunciation ability of the students. This phenomenon has led many researchers to study the personal characteristics of the learners that contribute to their success in foreign language acquisition. In a study on pronunciation accuracy of university students studying intermediate Spanish as a foreign language, Elliot (1995) found that subjects' attitude toward acquiring native or near-native pronunciation. In other words, if the students were more concerned about their pronunciation of the target language, they tended to have better pronunciation of the target allophones (Elliot, 1995). According to Elliot (1995) students who were more concerned about their pronunciation had better pronunciation of English as a Second Language. Sparks and Glashow's work (1991) on personality found similar results.

They state that students with motivation to learn with positive attitudes towards the target language and its speakers were more successful than were students with less positive attitudes. They refer to Gardner and Lambert's research on motivation wherein two types are highlighted.

4.9.4 Instruction

Foreign language instruction generally focuses on four main areas of development: listening, speaking reading and writing. Foreign language curricula emphasize pronunciation in the first year of study as it introduces the target language's alphabet and sound system, but rarely continues this focus past the introductory level. Lack of emphasis on pronunciation development may be due to a general lack of fervor on the part of the second language acquisition researchers, second language teachers and students, that pronunciation of a second language is not very important (Elliot, 1995). Furthermore, Pennington (1994) maintains that pronunciation, which is typically viewed as a component of linguistic rather than

conversational fluency, is often regarded with little importance in a communicatively oriented classroom (Elliot, 1995).

According to Elliot (1995), teachers tend to view pronunciation as the least useful of the basic language skills and therefore they generally sacrifice teaching pronunciation in order to spend valuable class time on other areas of language. Or maybe, teachers feel justified neglecting pronunciation believing that for adult foreign language learners, it is more difficult to attain target language pronunciation skills than other facets of second language acquisition. Possibly, teachers just do not have the background or tools to properly teach pronunciation and therefore it is disregarded.

Adults are able to achieve near native fluency and it can be developed in a relatively short time without serious disruption to the second language teaching program with adequate pronunciation instruction (Elliot, 1995). It is necessary to note at this point that even though there seems to be quite a contradiction in the range of results presented, the diversity of those results may be due to the differing designs of the particular experiments.

4.9.5 Age

The influence of age on language acquisition and specifically pronunciation may make adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation. According to the “Critical Period Hypothesis” proposed by Lenneberg 1967 (cited in Barros, 2003) there is a biological or neurological period, which ends around the age of 12; after this period it becomes extremely difficult to attain the complete mastery of a second language, especially pronunciation. However, the degree of pronunciation accuracy, according to Avery and Ehrlich (1992, cited in Barros, 2003), varies considerably from one individual to another. To them, this discrepancy in pronunciation among adult learners means that ESL classroom time can profitably be devoted to improving students’ pronunciation (Gilbert, 2003).

4.9.6 Mother tongue influence

Avery and Ehrlich 1992 (cited in Thanasoulas, 2003) claim that the sound pattern of the learner's first language is transferred into the second language and is likely to cause foreign accents. The mispronunciations of words by nonnative speakers reflect the influence of the sounds, rules, stress, and intonation of their native language. Avery and Ehrlich, (cited in Thanasoulas, 2003) point out that the sound system of the native language can influence the learners' pronunciation of a target language in at least three ways. First, when there is a sound in the target language, which is absent from the learners' native sound inventory, or vice versa, learners may not be able to produce or even perceive the sound(s). Second, when the rules of combining sounds into words (i.e., phonotactic constraints/rules) are different in the learners' mother tongue from those of the target language, they cause problems for learners because these rules are language specific as they vary from one language to another.

These factors would enable the teachers to identify the difficulties in the pronunciation of the target language experienced by non-native speakers in order to help them overcome their foreign accent and consequently improve their pronunciation. In addition, they would also enable teachers to provide efficient pronunciation instruction, and design their teaching met

4.9.7 Curriculum design

Referring to curriculum and syllabus designs, Morley (1998) submits that ESL programs should start by "establishing long range oral communication goals and objectives" that help identify pronunciation needs as well as speech functions and the contexts in which they might occur. These goals and objectives should be realistic, aiming for "functional intelligibility (ability to make oneself relatively easily understood), functional communicability (ability to meet the communication needs one faces), and enhanced confidence in use" and they should be the result of a careful analysis and description of the learners' needs.

4.9.8 Teacher training

Fraser (2002) notes that it is hardly surprising that so many teachers are not confident with teaching pronunciation because training that is available often does not cover the most essential aspects of knowledge about speech and pronunciation relevant to teaching adult English language learners. Most teachers have been equipped with information about English phonemics: the IPA symbols, the articulation of English phonemes and sometimes with some Basic English intonation patterns. However, what is much more useful some understands of the psycholinguistics of speech perception and production, and the effects of a person's native language and literacy on their interpretation of speech.

4.10. Strategies that can be used in lesson plans to teach pronunciation in English as a second language

4.10.1 Conversation: What learners most want (cf. Willing 1993, Volkoff and Golding 1998) and what will help them most (Kendrick 1997) is plenty of authentic conversation practice (cf. Burns and Joyce 1997), supplemented by expert guidance on how to understand and correct their mistakes. Teachers can help with strategies for how to initiate and maintain conversation with non-native speakers outside the classroom, but ultimately this is something that learners have to do themselves. They can be greatly helped or hindered in this by the attitudes of the native speakers with whom they interact. Native speakers who encourage conversation, and are not themselves awkward in cross cultural communication, are one of the biggest advantages a learner can have.

4.10.2 Drilling: Is a technique that has been used in foreign language classrooms for many years. It was a key feature of audio lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice. Learners also need considerable drilling and repetition - but this must directly exercise the speech that they will actually use in real life. Old fashioned drilling of sounds and minimal pairs, or more modern practice with chants and

tongue twisters, is useful only in so far as it is directly related in the learners' minds with the speech that they will actually use outside the classroom (*Hancock 1995*).

4.10.3 Rhyme: A rhyme is a repetition of similar sounds in two or more words, most often at the end of lines in poems and songs. It also serves as a powerful device, facilitating memorization. The regular use of tail rhyme helps to mark off the ends of lines, thus clarifying the metrical structure for the listener. This has traditionally been used in two ways by linguists interested in phonology. It is an important tool for pronunciation reconstruction (*e.g. Kökeritz, 1953; Dobson, 1968; Wyld, 1936* for English; in this case the focus is on full rhymes, which indicate identity between (parts of words) in English poetry (*Holman, 1996; Hanson, 2003; Minkova, 2003*). In these cases, the focus is on half rhymes which reflect speakers' intuitions about phonological similarity.

4.10.4 Tongue twisters: A tongue-twister is a phrase that is designed to be difficult to articulate properly, and can be used as a type of spoken (or sung) word game. Some tongue-twisters produce results which are humorous (or humorously vulgar) when they are mispronounced, while others simply rely on the confusion and mistakes of the speaker for their amusement value. By combining the effects of alliteration (repetition of a sound), particularly of similar but not identical sounds, with a phrase designed such that it is made very easy to slip (perhaps making a Spoonerism) accidentally, these sentences and poems can be guaranteed to provide us with lots of fun and laughter (*Lince, 2005*).

4.10. 4. Stress: In linguistics, stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. The term is also used for similar patterns of phonetic prominence inside syllables. The word "accent" is often used with this sense, but it may be used for other kinds of prominence; stress specifically may thus be called stress accent or dynamic accent (*Clennell, 1997*). The stress placed on syllables within words is called word stress or lexical stress. The stress placed on words within sentences is called sentence stress or prosodic stress.

4.10.5 Intonation: In linguistics, intonation is variation of spoken pitch that is not used to distinguish words; instead it is used for a range of functions such as indicating the attitudes and emotions of the speaker, signaling the difference between statement and question, and between different types of question, focusing attention on important elements of the spoken message and also helping to regulate conversational interaction. Intonation is a significant feature in English. The purpose of intonation, according to Gilbert (1994), is “helping the listener to follow.” Lin, Fan and Chen (1995) showed that many L2 students when listening to English pay more attention to sounds, vocabulary and grammar. They paid very little attention to pitch changes. Therefore, when it comes to speaking, it is no surprise to find that many students’ English sounds monotonous. Lin, Fan and Chen (1995) suggested some strategies including drawing pitch lines/curves or arrows and using musical scores.

4.10.6 Phonetic symbol: A written character used in phonetic transcription of represent a particular speech sound phonetic symbols are a great help when it comes to learning to pronounce English words correctly. Any time you open a dictionary, you can find the correct pronunciation of words you don't know by looking at the phonetic pronunciation that follows the word. Unfortunately, learning the phonetic alphabet is not always the easiest thing to do. It is noticed that when secondary-school pupils have a good introduction to phonetic transcriptions, many of them acquire the skill quickly and even enjoy the exercise in the long run. My suggestion is that, for want of a wholesale introduction to phonetic transcription, students at least are taught to attempt partial transcription (*Grant 1977*).

V. Research Question

- ✓ Are cultural and linguistic aspects affecting the teaching of pronunciation in the 5th ESL classroom?
- ✓ What are the ESL strategies that the teacher is implemented in the classroom to attain correct English pronunciation for the 5th year ESL students at the Carlos Abella Manning Institute, during the first semester of 2013?
- ✓ What are the barriers that affect the learning of English pronunciation?
- ✓ Are the strategies implemented by the ESL teacher, been successful in attaining English pronunciation?
- ✓ What will be the outcomes of the strategies that the teacher is using to attain English pronunciation?
- ✓ Does the ESL teacher have training in teaching English pronunciation?

VI. Methodology

6.1. Setting of the study

This research was conducted in the city of Bluefields, Nicaragua specifically at the Carlos Abella Manning Institute which is Located in Fatima neighborhood at the Cristobal Colon high school building.

6.2. Type of research

This research is a **qualitative** study, because it described the strategies that the ESL teacher is implementing to teach English pronunciation. This work is a descriptive - analytical cross-sectional study. It is **descriptive** because it described the strategies used by the ESL teacher to teach pronunciation. Also, it is **analytical** through the investigation of the effectiveness of these strategies that are being used. It is **cross sectional**, because it established in a short period of time that goes from January to October of the year 2013.

6.3. The analysis unity is the following

- The population was composed of 56 students that represent the summation of 5th year A and B, and 1 teacher.

6.4. Sample:

- To achieve efficiently this study the sample was composed of 22 students and the teacher. To gathered this sample I used a common equation:

56 ----- 100%

X ----- 40% = $56 \times 40 = 2240/100$

22 students plus the teacher

6.5. Type of sample: The type of sample is a convenience sample.

6.6. Research Tools and Techniques

6.6.1. Tools: For the scientific handling I expenditure the following materials: a laptop *Acer aspire one, model AO7562480, with WINDOWS 8 as operative system, and on Microsoft word 2010*. Also, to have probes from the study i used a *SONY camera (digital still), model DSC – W310* for the pictures compilation. The notes and anecdotes were written on an **EXECUTIVE PAD** (50 pages – 8 by 11 inches). For the gathering of information I used internet, bibliographical texts (print and digital), dictionaries (Oxford, Webster, and Collins Cobuild English dictionary), pages(), pencil, pen, and studies about pronunciation (strategies, instructions, pedagogy, lesson plans, and approaches related.)

6.6.2. Techniques: To carry out this research i put in practice primary and secondary sources of information; derived from a survey to students, interview to the teacher, and an observation checklist to give a logical conclusion to my study. These are derived from the operationalization of variables like: **Observation**, which applied at the 5th year classroom of the Carlos Abella Manning Institute. A **survey** that was accomplished with the 5th year students according to the specific objectives of the study. Lastly, an **interview** with open ended and closed questions to the teacher related to the specific objectives of the study.

6.7. Information sources

For the purpose and the compilation of the information for this important study about teaching English pronunciation I used three types of sources.

primary	Secondary	Tertiary
<i>Observation in the classroom</i>	Articles , comments and studies about teaching pronunciation	Manuals pronunciation checking Pronunciation evaluation
<i>Surveys applied to students.</i>	Factors affecting ESL pronunciation, approaches based on pronunciation, motivation on learning pronunciation	Encyclopedias Dictionaries
<i>Interview to teacher</i>	Environment and pronunciation learning Methods and techniques in pronunciation Teaching pronunciation training	Activities for teaching pronunciation Assessing students productivity Creating lesson plans

6.8. Criteria

Inclusion Criteria

- Gender equity
- Be a student from the Carlos Abella Manning Institute.
- Be a student that is performing his/her studies during the year 2013
- Be a student that belongs to the 5th year classroom at the Carlos Abella Manning Institute.
- Be a teacher from the Carlos Abella Manning Institute
- Be an ESL teacher, that teaches at the Carlos Abella Manning Institute

Exclusion Criteria

- Not a student from the Carlos Abella Manning Institute
- Not a student that is performing his/her studies during the year 2013
- Not a student that belongs to the 5th year classroom from the Carlos Abella Manning Institute
- Not a teacher from the Carlos Abella Manning Institute.
- Not an ESL teacher from the Carlos Abella Manning Institute

6.9. Operationalization of variables

Variable	sub variable	concept	Indicator	Value
Characterization of the 5 th year ESL students	Background	It is a source for defining a person, expression, and the sense of group needed by all humans	He/she mentions	-Pronunciation is not necessary -Pronunciation is necessary
	Job	Is a list that a person might use for general tasks, or functions, and responsibilities of a position	Place and hours for English language practice	House maid Bricklayer Security G Secretary Technician Other
	Mother tongue	Is the first language we acquire in the beginning of our childhood	He/she says	Spanish Creole Miskito Rama garifuna others
	Ethnic group	It refers to people whose members are identified through a common trait.	He/she says	Mestizo Creole Garífuna Rama sumu Miskito Other
	Number of vocabularies known in English.	Is the set of words within a language that are familiar to that person	Number of vocabularies he/she manage	0-15= weak 15-50= limited 50- 100= fair 100-190=good

	Other languages they speak		He/she says	French German Sutiaba English ulwa other
ESL strategies implementation to teach correct English pronunciation	Strategies	The art of direct and coordinate a plan to achieve a proposed objective	He/she uses	-Drills -Rhyme -Stress -Phonetic symbols usage - tongue twisters -intonation -other
Barriers that 5 th year students have in English pronunciation	Barriers	An obstacle that impede the progress of a device	The ones that are observed	Noise Overcrowded Articulation problems Low interest Lack of motivation other
	Articulation problems	The act or manner of articulating or transmitting sounds.	-Yes -no	Throat disease -Pronounce words to fast -Pronounce words to slow
	Age	Is the accumulation of changes in a person over the time	The age they started to receive English as a second language	6-10 11-15 16-20 21-25 25- 45

6.10. Data processing

The information collected in this study was processed on laptop **Acer aspire one, model AO7562480, with WINDOWS 8 as operative system, and on Microsoft word 2010**. Also, the direct observation was braced with a **SONY camera (digital still); model DSC – W310** to save pictures related to the setting the study. The information gathered from the observation was put into a framework. The data from the survey and interview was computerized on a tab and also was presented on diagrams to have information related pronunciation strategies that the ESL teacher uses, on Microsoft EXCEL 2010. The presentation of the outcomes and the analysis was presented on **Microsoft power point 2010** formats.

VII. Result and analysis

In spite the short comings this study has produced interesting results which are hoped will serve in the development of further educational strategies to assist English Bluefishers in the teaching of English pronunciation in all the different levels and programs in the society and the region. The results were analyzed according to each specific objective of the study.

7.1 Strategies that the ESL teacher is using to attain correct English pronunciation in the 5th year students at the Carlos Abella Manning Institute (ICAM).

- The 5th classroom size is large; the students' occupancy showed that they are comfortable.
- The classroom has enough space so chairs can be move around for any type of activity concerning teaching English.
- There are windows, but they do not present conditions against the breeze and rain because the classroom does not have window shade.
- The lighting is excellent; the classroom does not have air conditioning, but the temperature is normal.
- The heating is to a normal level, so students do not feel suffocated. In general the room conditions are good.
- In this first observation, I saw that the teacher was on time.
- She did not start with a warm-up, and she did not present the objective of the lesson.
- Managing the topic was very good, because she introduced the content, present examples, and then has students resolving an assignment for 10 minutes, where they successfully finished.
- According to the assignment from the teacher, there was assessment to students, she was observing and walking around to clear doubts according to the students' level.
- There was no usage of didactic materials to support the topic and reinforce the pronunciation aspect in students.
- In this first intervention I did not see handouts to present the topic or stress

on specific examples or to apply tasks in the classroom; i

- Newsprint, pictures, and white pages are left out to introduce as well as to end the lesson.
- This observation found that the procedure of using the drills on difficult words, intonation in the interrogative statements was not included
- There was the least granted in including rhyme in certain sentences and stress techniques on target vocabularies.
- The teacher focused on writing and reading skills.

A second observation was carried out in June, Saturday 22nd, 2013. Starting at 12:30 pm and end at 1:45 pm.

- The same classroom aspects are included as in the first observation.
- The major aspects that I highlighted in the first observation were shown. Only what changed was the following: the teacher introduced the topic that was about **adjectives**, with a warm-up about describing a lady in a picture. Students got the idea of the activity and they proceeded to analyze the picture.
- The teacher proceeded to share handouts about the topic to students with a few translations in Spanish.
- The teacher continued with what is an adjective and write examples about adjectives. In this part she used **repetition** to have students knowing and pronouncing the word or word combinations correctly.
- The usage of drills was not used for the words to have students more clear about the word's pronunciation that are being taught.
- The stress techniques on those words as a rhyme with equal words in sounds are left out of the lesson plan.
- Prints based on the phonetics aspects (vowel and consonant sounds) of English are not granted in students' folders and teacher portfolio as didactic materials.

Observation about strategies used to enhance English pronunciation permits to identify the different activities or strategies the teacher implements in the classroom to attain a correct pronunciation at the Carlos Abella Manning Institute.

- ❖ It is deduced that in the items from the observation that there are different conditions that are needed in the classroom to have pronunciation activities and games in use, such as newsprints, white pages, pictionary, folders, handouts, markers etc. These can be developed by the ESL teachers, in the classroom.
- ❖ As the ("**Collins English dictionary**") mentions that a barrier is any obstacle that prevents two people or groups from agreeing, communicating, or working with each other. According to the observation made in the classroom, the actual conditions of the classrooms (all the aspects) are barriers for English pronunciation strategies use and activities.
- ❖ The ESL teacher has a schedule from 7:00 am to 3:00pm in the afternoon. She teaches the 5th year students in ICAM English as a second language from 12:30 am to 2:00 pm, it was observed that she was on time presenting the topic, giving a good example to her students.
- ❖ It was observed that warm-ups not included to have students acting and to introduce the topic. The ESL teacher presents the topic, without objectives of the lesson, but she presented examples. Afterwards the students were assigned to finish a task in the classroom to create on their own affirmative, negative, and interrogative statements. In this aspect it was observed that the teacher assessed her students to clarify, explain, and suggest ideas to conclude positively the task.
- ❖ The ESL teacher manages the English language at an intermediate level. Here, it was observed that she tends to mispronounce certain words and fragments. This is stated through her mother tongue that is Spanish. Another aspect concerned the use of translation for the assignment. Some students were confused so there was a use of translation of the task.

- ❖ In the second part of the direct observation, the classroom conditions and aspects are maintained. The topic of that day was “**adjectives**”. The teacher introduced the topic very well with a warm-up based on having students thinking for 5 minutes where she used a figure to describe a woman, giving reference what your eyes can see. It was interesting because it had to do with the topic adjectives (an adjective is a describing word).
- ❖ The teacher proceeded to share handouts that contained information about the topic; this had a translation in Spanish. The teacher followed to explain the topic with examples about adjectives and the usage of adjectives in a sentence. It was noticed in this last part, that she used repetition to have students pronouncing the adjectives (words) correctly, as those in sentence structure.
- ❖ Repetition was practiced for 2 times to have a clear sound of the word. Stress was not applied to these words (adjectives) rhythm and intonation as in poems with adjectives use and interrogative statements were avoided.

7.1.1 An integral component (interview) to determine the source of teacher “Strategies to attain t English pronunciation, implemented in the 5th classroom, at the Carlos Abella Manning Institute (ICAM), here are the results.

The interview demonstrates relevant aspects: the ESL teacher is a mestizo, she had s mother tongue Spanish. Other language that she spoke is English. She does not have another profession but being an ES teacher. She has 21 years teaching English as a second language, where she had received training to teach this language.

According to the interview about strategies used by the ESL teacher to obtain English pronunciation, the ESL teacher mentioned that she uses repetition and least intonation practice for developing a lesson, but there are not specific strategies for those. This is implemented when they are in reading activities or speaking. She uses this strategy several times alone, then repeat along with the class, then students alone in groups, followed by row and lastly individually. She

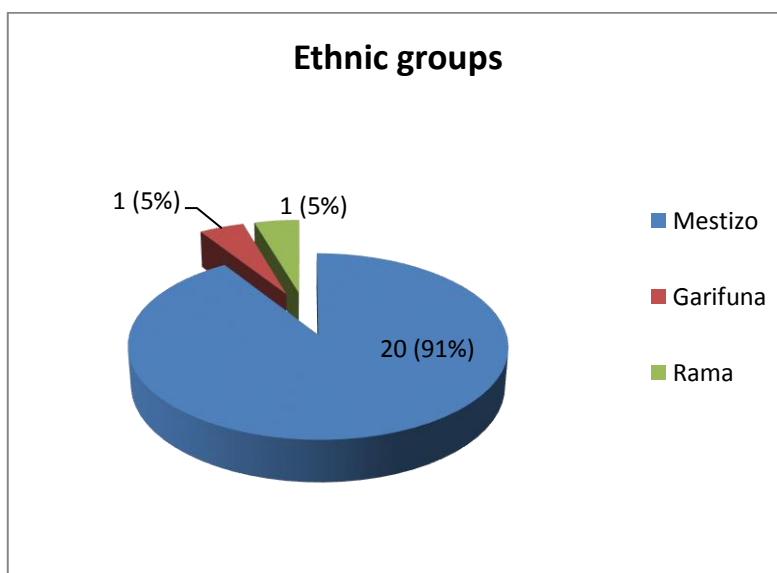
considers that after applying this, students pronounce the target words in a good percentage of advancing in the class. The ES teacher assesses to be sure that the strategy used is working; in this aspect she did not give details to know what she does. An interesting answer she gave the interviewer giving to understand that if students assimilate the lesson then there is an evaluation by her to see weaknesses or strengths. She agrees in the barriers that ESL students possess and this in the different sounds in /ED/ in regular verbs. In this aspect she focus on these sounds to have students practicing, but not using stress to get the objective . She had learned them from the experience of teaching different students. For those barriers there are specific strategies to overcome them, but she did not mention them. The ESL teacher is not evaluated in every session of class or in the month is ended.

This teacher had received training in TESOL programs for the different skills, but not specifically for pronunciation instruction. To achieve effective learning there is a used of lots of texts and workbooks. In this aspect the technology is shortened, but she expressed that a data show will be good to reinforce teaching of English. In this aspect the ESL teacher misunderstand the question, because it was about improving conversation activities and there were answers about having students knowing the importance of English for work. There was a question, which she did not answer. According to her weekend interaction, students present a high level of motivation in what concerns the language. The use of drills in words and fragments are out of the context of the ESL teacher, she focus on repetition as a strategy. The use of rhyme is given if the topics require it, if it no so, she does not use rhyme. Also she considers that how they are adults, the use of songs and rhyme will not work.

The tongue twisters use is given depending on the level of the ESL students. Otherwise, stress is used to see if the word that they voiced out is pronounced good or bad. Phonetic symbols prints are left out as inclusion in her lesson plans, because there is a need to focus more on this aspect to dis distinguishes between vowel and consonant sounds. The multisensory techniques are hindered even

though they are sometimes used. The ESL teacher positively agrees that that English pronunciation practice as activities, techniques, instruction will better the acquisition of a second language. She strongly agrees that pronunciation skill should be included in the curriculum on the region to benefit the ethnic groups in English as a second language. The teacher would like to be provided with the material and resources to attain the English instruction and also pronunciation aspects. Lack of knowledge concerning new strategies is shown by the lesson plans created.

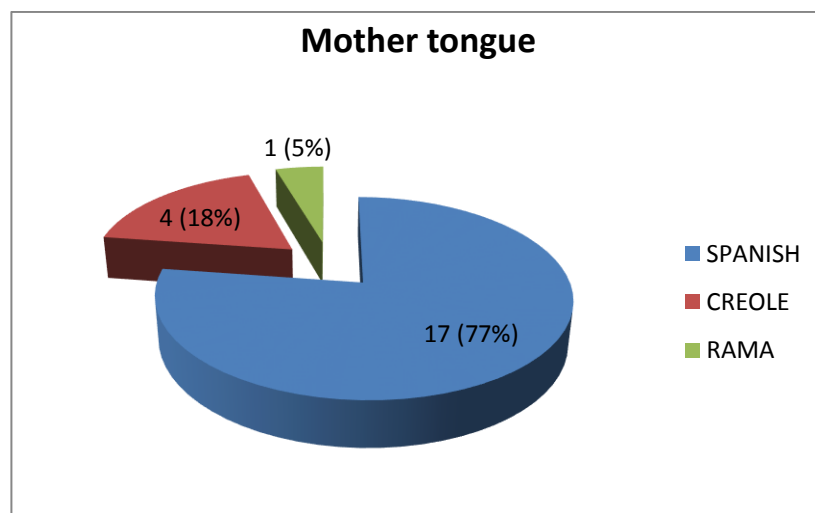
7.2 Characterization of the cultural and linguistic environment of the 5th year ESL students of the Carlos Abella Manning Institute (ICAM).



Graphic #1

Source: survey made by Erlis f. Wilson Hernández in the year 2013

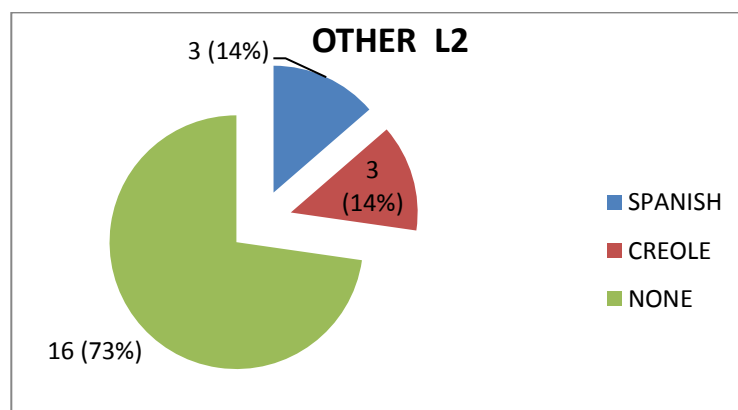
At first, the respondents were asked to fill out the first aspect about ***Ethnic group*** where this shows that a 91% positively corresponding to 20 pupils are mestizos; a 5% that means 1 pupil is garífuna and another 5% (1) is a Rama. This clear information gives the understanding that the predominant ethnic groups are mestizos.



Graphic# 2

Source: survey made by Erlis f. Wilson Hernández in the year 2013

The respondents were asked to fill out a second aspect of the characterization that was about their “***Mother tongue***” where they revealed that a 77% of the 5th students from ICAM had for mother tongue Spanish, an 18% said that creole was their first language; and a 5% said that it was Rama. The results throw that Spanish is the predominant as L1.

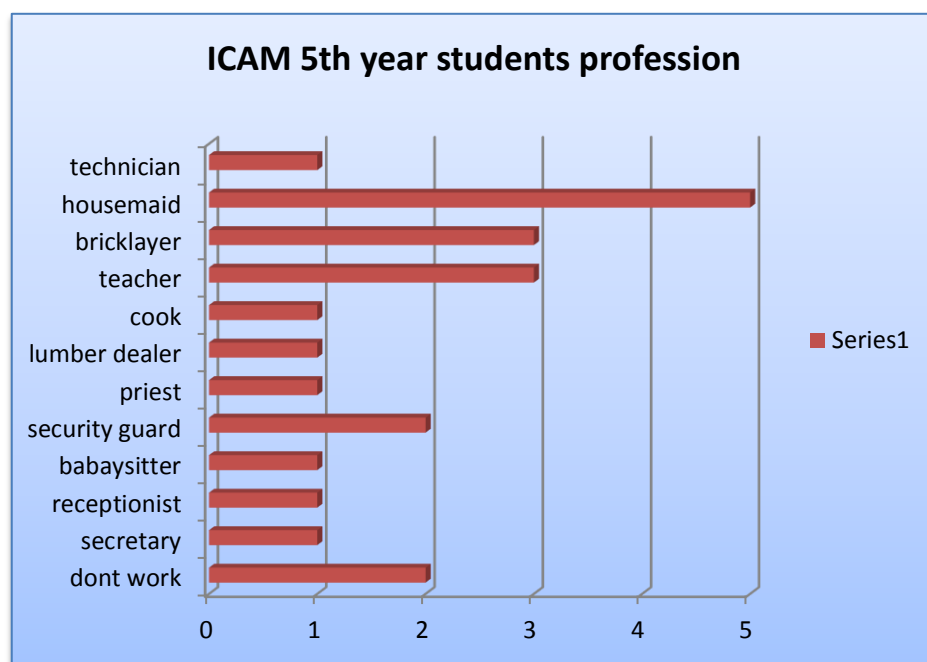


Graphic #3

Source: survey made by Erlis f. Wilson Hernández in the year 2013

The graphic about ***other language spoken beside your L1*** showed that a 73% (16) of students at the 5th year at ICAM do not have another language or they do not speak a language beside their mother tongue. A 14% (3) said that their L2 is Spanish and also a 14% (3) has as L2 creole. This is a positive aspect because the

majorities are able to acquire fast an L2 in this case English.



Graphic# 4

Source: survey made by Erlis f. Wilson Hernández in the year 2013

According to the characterization aspect graphic 4 illustrates **the 5th year students at ICAM profession**, which they performed as daily activities. Here we can see that everyone works. We have technicians (1); housemaid (5), bricklayer (3), teacher (3), cook (1), lumber dealer (1), priest (1), security guard (2), babysitter (1), receptionist (1), secretary (1), and (1) do not work.

7.3 Barriers that the 5th year students have in English pronunciation learning activities.

- Students present distractions like: attending cellphone calls or chats. Some students were doing other stuffs and others were disturbing their classmates.

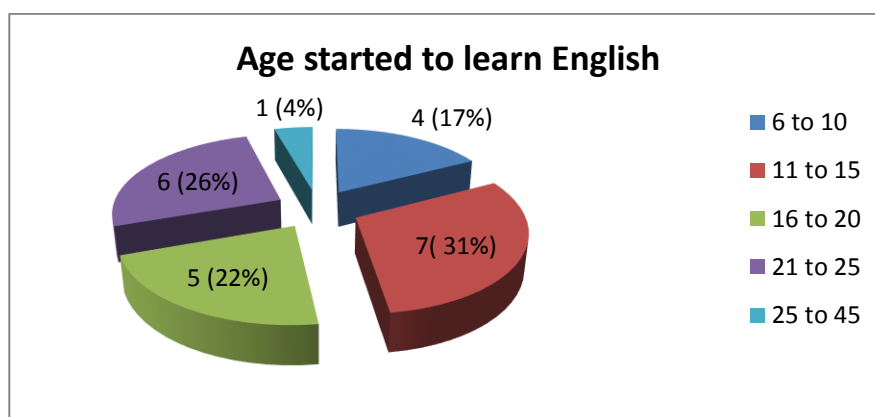
In this chart that concerns the aspects barriers that the ESL students have in English pronunciation activities; it is noticed from the direct observation the low management from the teacher to students' behavior. During instruction students were disturbing other colleagues and having fun of the lesson. Others were checking their phones and attending the ESL teacher instructions.

For the questionnaire number 2 ***How long have you lived here in Bluefields?*** It is shown that the answers for this question highlighted that the 5th students at ICAM have lived here in Bluefields some for more than 20 years, another group for more than 10 years, and a few for more than 40 years. There was one student expressing that she has lived here for 9 months.

In the future, who do you think you will speak English with? For this question there were answers from the 5th year students saying that they will speak English with family members like: son. Daughter, siblings, and relatives; others said with neighbors and friends, another group sated with a foreigner or an English native speaker, a last group with students and colleagues at work.

Concerning the question ***what do you do to improve your English pronunciation?*** The subjects responded that they practice with a friend at home or in the neighbors; they try to know a new vocabulary by using tongue twisters. Also, they add that they practice English pronunciation listening to English songs. They added that the practice based on reading and watching T.V movies and series help concerning the language. A last aspect they consider is useful is stressing on writing and record they speaking to listen to their pronunciation. A few mention that they do not improve or do anything to better their English.

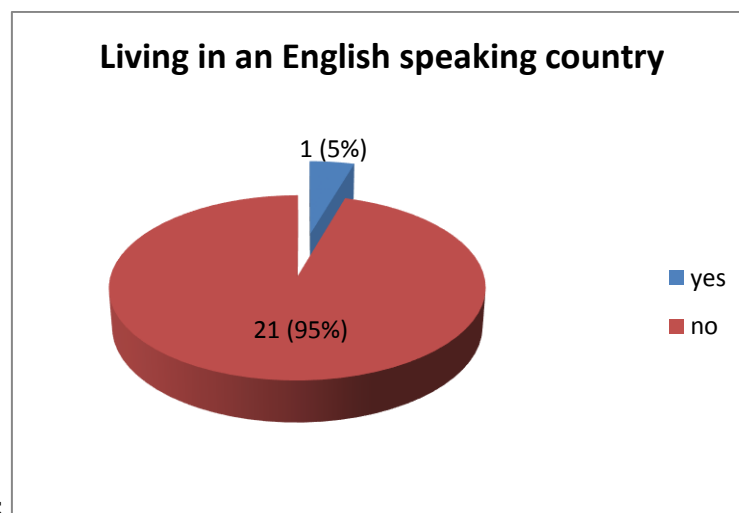
The question ***how important is it for your English pronunciation to sound natural, why?*** Pitched interesting answers from the interviewee, where they mention to gather an intellectual development, have better comprehension of the English language and communicate in this idiom. Students from 5th year at ICAM showed their interest to help others and teach them the language in a positive way, Also, having a good English pronunciation they can get higher at a call center and establish positive communication with their colleagues. A group of the surveyed did not answer this question.



Graphic# 5

Source: survey made by Erlis .F. Wilson Hernández in the year 2013

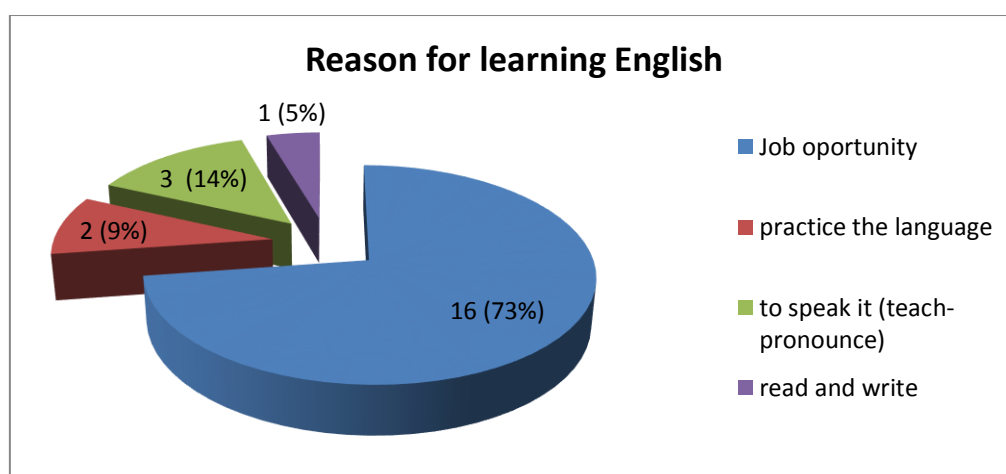
The graphic number 5, **at what age did you start to learn English?** Represents the ages in which 5th year students at ICAM started to receive English. A 17% started in the range of 6 to 10 years representing 4 students; the 31% of the range of 11 to 15 meaning 7 students, a 22% began at the range of 16 to 20 meaning 5 students; a 26% between the range of 21 to 25 meaning 6 pupils; and a 4% representing the range of 25 to 40 meaning 1 students.



Graphic# 6

Source: survey made by Erlis .F. Wilson Hernández in the year 2013

The graphic number 6 represents the question **Have you ever lived in an English-speaking country?** Here we notice that the 95% said that they had never lived in a country where English is spoken, meaning 22 students. On the other side, a 5% corresponding to 1 person said that yes.

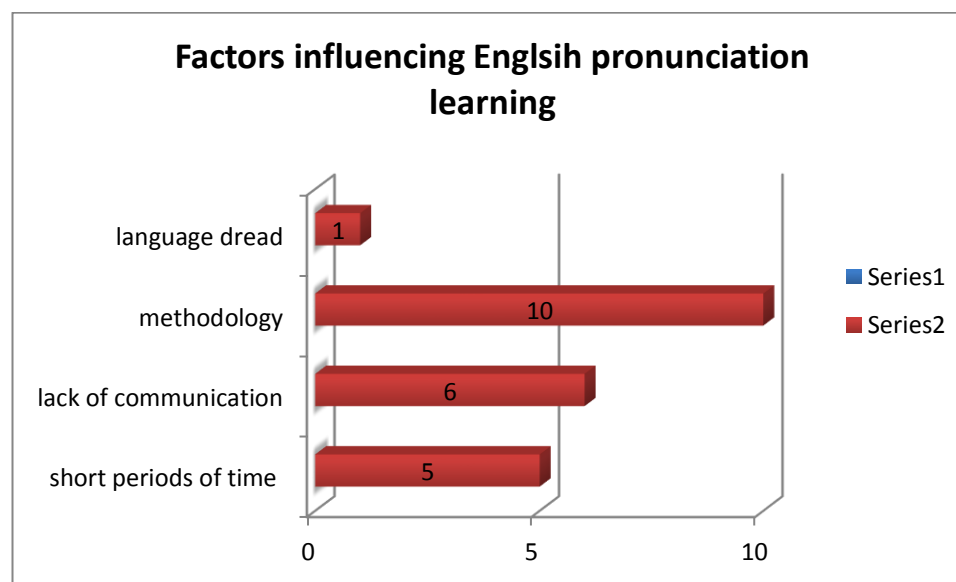


Graphic# 7

Source: survey made by Erlis .F. Wilson Hernández in the year 2013

The Graphic 7, correspond to the question **what is your main reason for learning English?** Shows that a 73% (16) of the 5th year students at ICAM want to learn English for getting hired in a company or at an institution giving reference to job aims. A 14% represent a group of 3 pupils that are learning English to speak, this refers to pronounce and teach it correctly. A 9% of the students learning English to

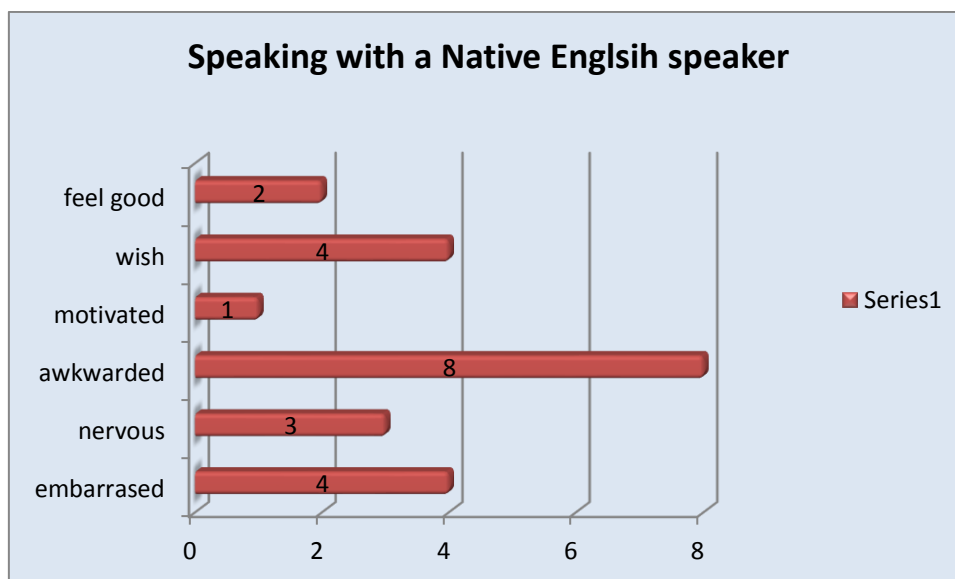
only practice the target language. A few percent meaning a 5% (1) student said that the reason for studying English is to learn to read and write it.



Graphic# 8

Source: survey made by Erlis .F. Wilson Hernández in the year 2013

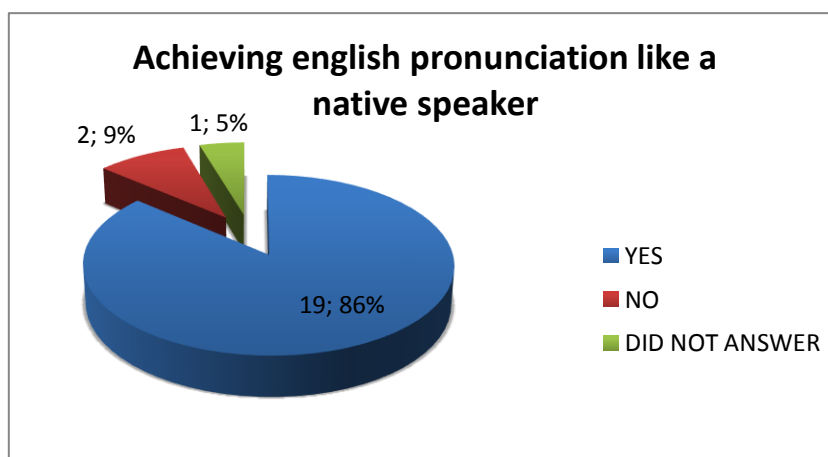
The graphic 8 representing the question ***what factors influence your English pronunciation learning the most?*** The graph presents clear that (10) pupil's stress on the factor of methodology used by the ESL teacher as a main factor in their English pronunciation learning. Another aspect stated by (6) of the pupils said that there is a lack of communication from the ESL teacher to practice more speaking among students and on the minimal part of communication as how practice pronunciation of words and phrases. Another aspect stated by (5) students is the short period of time used by the ESL teacher that is mentioned in the direct observation, it consists of 90 minute class. And lastly (1) students said that the language dread is another factor.



Graphic# 9

Source: survey made by Erlis .F. Wilson Hernández in the year 2013

As can be seen in Graphic 9, representing **how do you feel when you meet someone who speaks the English language well, with a good accent and intonation?** Many of the interviewed pupils representing 8 said that they have felt awkward or clumsy, 4 said embarrassed, 4 agreed that they have felt with wish to learn the English language, 3 of the pupils expressed they have felt nervous by having a contact with a native English speaker. A few of representing 2 students said they feel good and 1 of the surveyed said he had felt motivated.

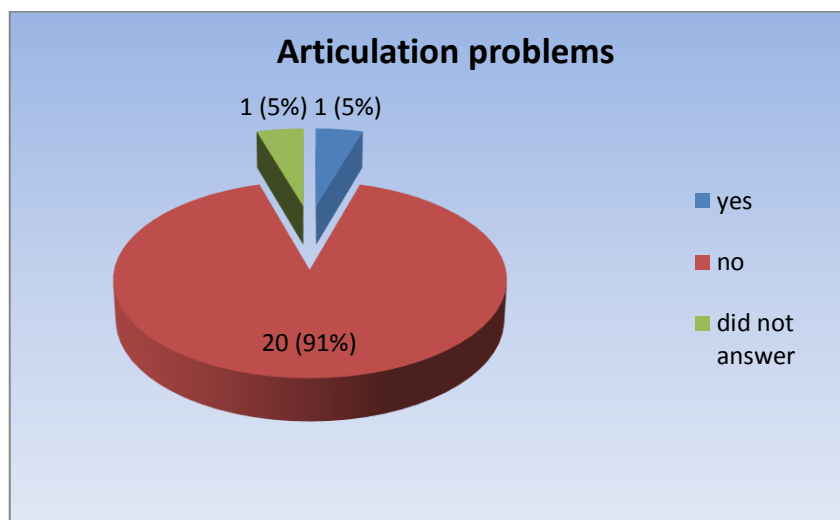


Graphic# 10

Source: survey made by Erlis .F. Wilson Hernández in the year 2013

For the question **do you believe it is possible to achieve similar pronunciation to native speaker?** Represented in graphic 10; the 86% of the surveyed said that

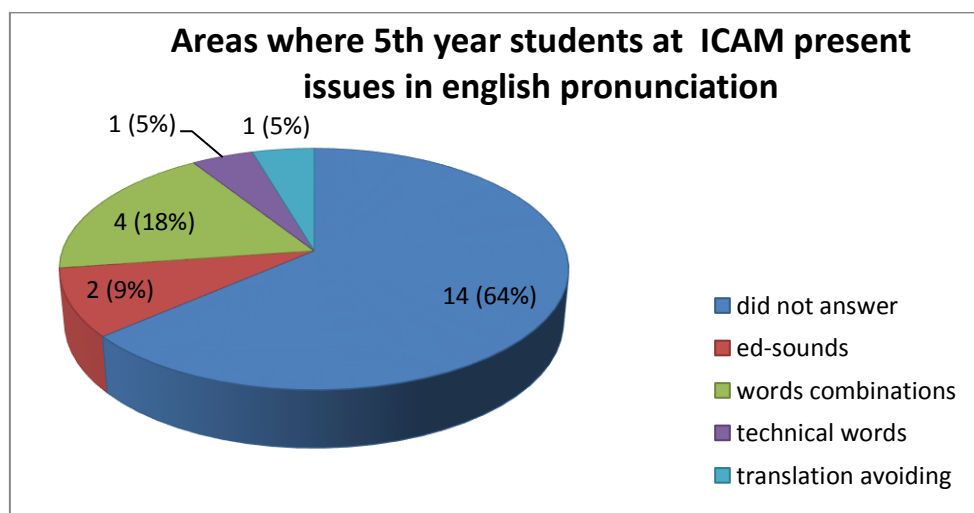
yes it's possible. The 9% mentioned that it cannot be possible to accomplish the English language like a native speaker. A 5% that was 1 person did not answer this question.



Graphic# 11

Source: survey made by Erlis .F. Wilson Hernández in the year 2013

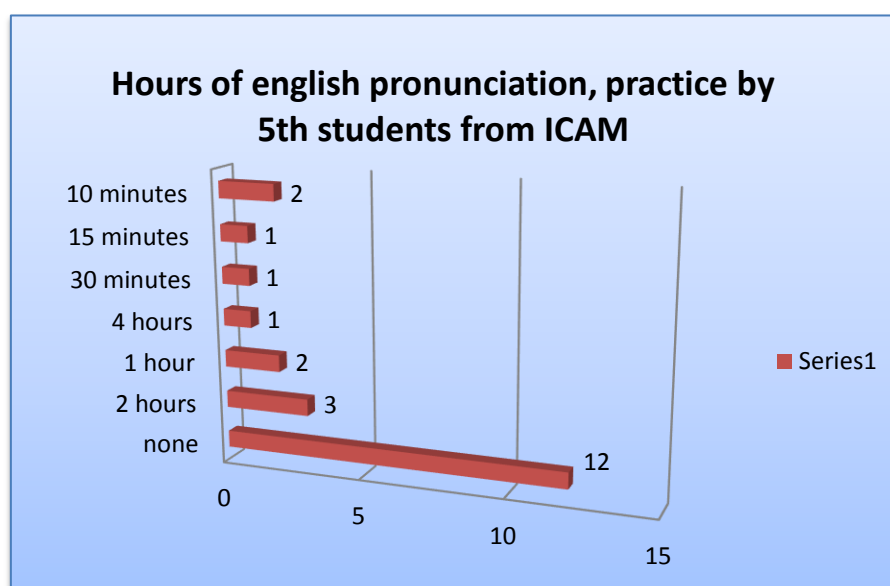
Graphic number 10, ***do you have any type of articulation issues?*** demonstrates that the 91% (20) of the surveyed students do not have any type of articulation problem that can impede the English acquisition and pronunciation. This also shows that the strategies that the teacher implements or want to can work without issue. A 5% (1) meaning one student said that she has an articulation problem. Form this aspect of the survey (1) student did not answer this question meaning a 5%.



Graphic# 12

Source: survey made by Erlis .F. Wilson Hernández in the year 2013

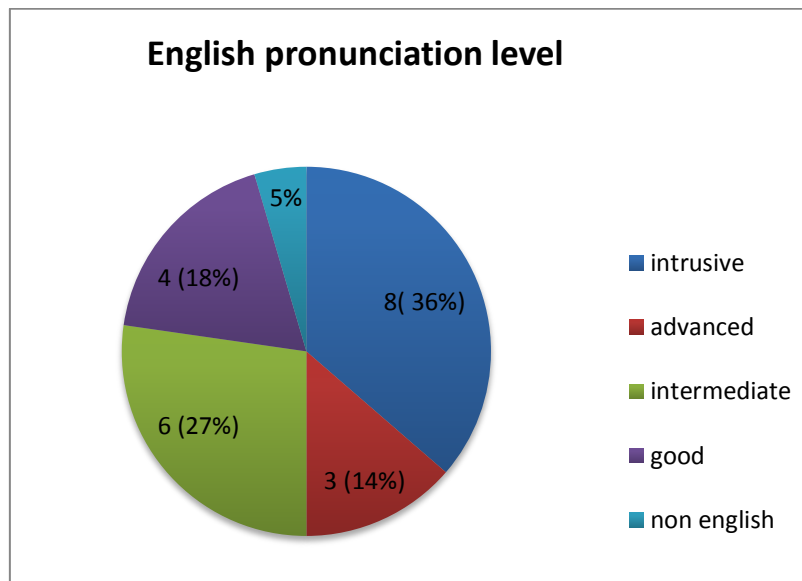
The graphic number 11 represents the **areas in which 5th year students have problems with English pronunciation**. A 64% (14) of the surveyed did answer this question; maybe through shame or to avoid the detail of their issues is learning English. An 18% (4) said that word combinations like compound words and the adjective is a problem to learn. A 9% (2) mentioned that the -ED pronunciation in regular verbs is another issue. A 5% (1) stated that when the lesson is about technical words is hard for them. Another 5% (1) said that when the ESL teacher does not put the translation of the target words it difficult to have them acquiring the English language.



Graphic# 13

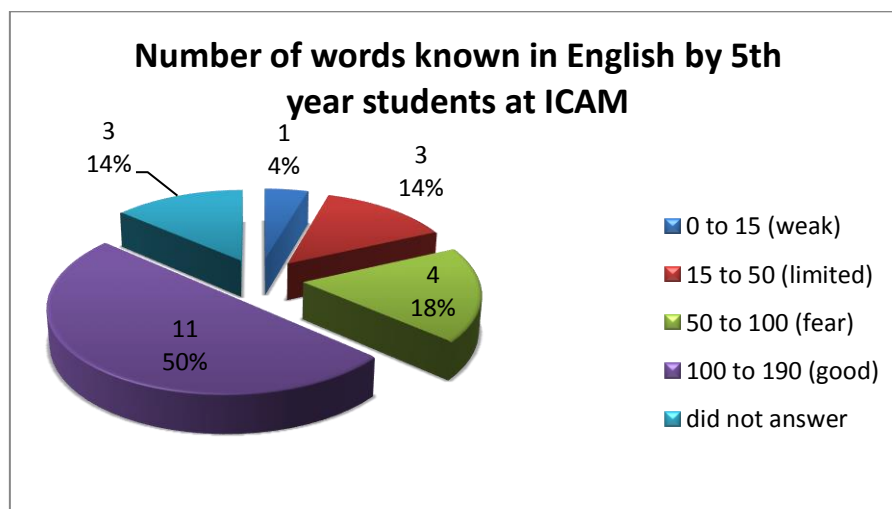
Source: survey made by Erlis .F. Wilson Hernández in the year 2013

The graphic 12 represents the question **how many times you practice English pronunciation with vocabularies or with other activities, at your work or home**. In this aspect 12 of the pupils interviewed answered that they do not dedicate any specific hour or hours for English pronunciation practice. From the survey 3 pupils responded that they dedicated 2 hours of practice pronunciation. A few students representing 2 pupils said they have dedicated 1 hour. 1 student said that there is a dedication of 4 hours pronunciation; another student said 30 minutes, and at last 1 said 15 minutes. Other few students representing 2 pupils said that there is a practice of 10 minutes for this aim.



Graphic# 14
Source: survey made by Erlis .F. Wilson Hernández in the year 2013

The graphic number 13 represents the questions **how would you consider your pronunciation? Non-English, advanced, good, intrusive, intermediate.** The 36% (8) said that their English pronunciation is intrusive; a 27% (6) mentioned they are intermediate; an 18% (4) stated that they have a good English pronunciation; a 14% (3) said they have an advanced level in English pronunciation; a 5% representing 1 student responded that he is in a non- English level.

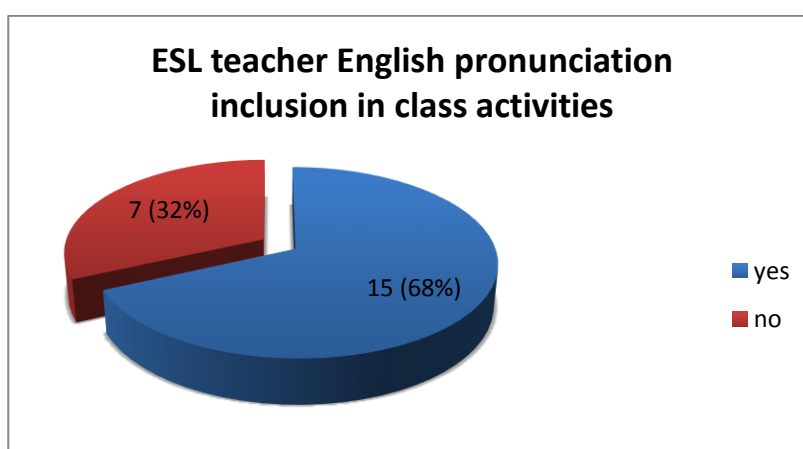


Graphic# 15
Source: survey made by Erlis .F. Wilson Hernández in the year 2013

On graphic 14 is the representation of the statement **“Give a number from 1 to 190**

to show how many vocabularies (words) you know”. The subjects answer varied, where a 50% (11) said they are in the range of 100 to 190 words known in English. An 18% (4) States from 50 to 100 vocabularies; a 14% (3) expressed that their known words include from 15 to 50; and for the range of 0 to 15 a 4% represents this range. A 14% (3) did not answer or gave reference to the statement.

7.4 Evaluation of the strategies that the ESL teacher is using to teach English pronunciation.

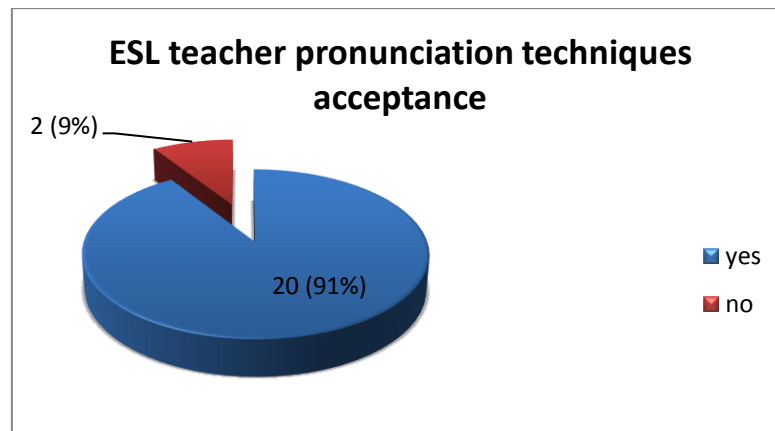


Graphic# 16

Source: survey made by Erlis .F. Wilson Hernández in the year 2013

In the Graphic 14, we can see the answers that belong to the question **do the ESL teacher implements English pronunciation in his/her classes, for how long, what does he/she does?** A 68% (15) of the interviewed pupils said that the ESL teacher improves pronunciation activities the lesson periods for English. 32% (7) students consider that the ESL teacher does not include English pronunciation activities in her period of class.

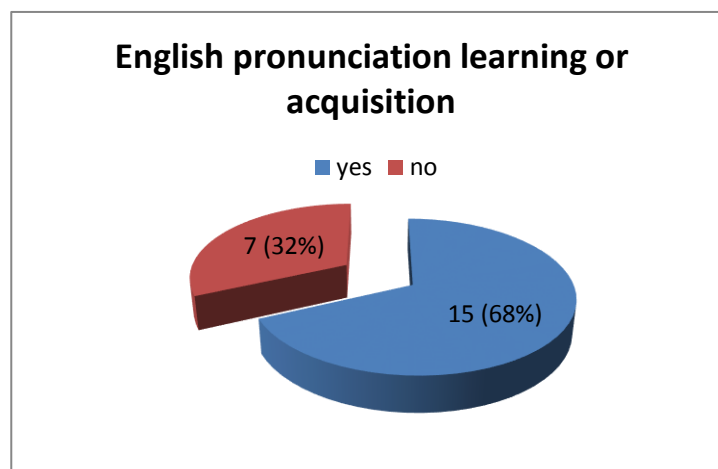
After choosing the answer, subjects were to give details of their choice. To justify their answers the informants supply arguments that can be grouped into two parts: according to the majority the ESL teacher uses repetition as a methodology to teach pronunciation, there is no other techniques or strategies implemented. The other group argues that they feel that there is not a type of specific strategies to attain English pronunciation.



Graphic# 17

Source: survey made by Erlis .F. Wilson Hernández in the year 2013

Answers for the question ***do you feel comfortable with his/her teaching pronunciation techniques?*** Demonstrated that 91% (20) of the 5th year students at ICAM feel comfortable with the ESL teacher techniques for improving English pronunciation, because it is not challenging and sequenced in every session of English. A 9% (1) said that the methodology is not accepted; it is needed more activities to achieve English pronunciation goals.



Graphic# 18

Source: survey made by Erlis .F. Wilson Hernández in the year 2013

As it is seen in the graphic17 ***do feel you have learned or that you are acquiring correct English pronunciation? Justify.*** It positively demonstrated that a 68% (15) answered that yes they have acquired a bit of English. A 32% stated that they do not receive any type of learning. The respondents argued concerning this

question, where they said they followed: that there is an acquisition, but in a low level, the learning is in progress, but there is a lot that needed to fill to be able to speak well; this means also to have a good English pronunciation. The other side said that they are not any type of acquisition because for their level they should have been speaking in English already and have communicative input in this stage.

7.4.1 Discussion

The aim of this research is to identify and evaluate the strategies that are being used by ESL teacher attain English pronunciation in the 5th year students at ICAM. It pretended to recognize the barriers that 5th year students presents in English pronunciation acquisition as how to apprehend a characterization of these students. Also, to propose strategies to attain English pronunciation that the teacher can develop in her lesson plans. Continuing with this study, the main rewards was discussed.

As how we see in the results the sample chosen of the 5th year students are youth and adults that work during the week. The predominant group is mestizo and creole, garífuna and Rama in a low percentage. A high percentage of mestizos had as mother tongue Spanish; this reflects the non-contact with English language. Another aspect noticed in the characterization is the L2 that the 5th year ESL students possess, where we can see that there is not another L2 in their background, excepting for a few that give reference to their L2 as Spanish and creole.

There was an assumption about the articulation skill, to produce sounds, as factor influencing 5th year students at ICAM to acquire English pronunciation, but it does not affects this process. A fact that the study highlighted is the information obtained concerning the range of ages in which these students began to learn English. According to *Lenneberg 1967 (cited in Barros, 2003)* there is a natural or brain exposure to a language acquisition which ends around the age of 12; after this period it becomes extremely difficult to attain the complete mastery of a second language, especially pronunciation. The ages represent a factor in the English

pronunciation learning for the 5th year pupils at ICAM.

The results showed that there is difference of ages when these students began to see, know and learn English; they spent through a process where they started to receive information from English as L2 again in another aspect of their lives. This makes the acquisition slower and with more emphasis than if they would have being taught in the early stage. These students present motivation and a high aptitude to get immerse in this process, even though through their range of ages. Although, this does not mean that these students cannot acquire a second language. If there is a high level of motivation, attitude, and self-esteem this can be achieved.

The 5th year students had not had the chance to be in the environment where English is spoken, meaning exposure to the target language (*Shumin, 1997*). They had lived the entire part of their lives in Nicaragua country, specifically Bluefields city. The exposure to the target language would have pupils knowing the difference between English language environment and their actual learning context.

The mother tongue is another fact that influences their pronunciation learning. *Avery and Ehrlich 1992 (cited in Thanasoulas, 2003)* claim that the sound shape of learners L1 transferred into the second language is likely to origin foreign accents. They stated that mother tongue influences a lot because when there is a sound in the target language that is not in their L1, this tends to may not be reproduced or learners may not perceive it. Also, when the target language has rules for combining sounds into words differ from their mother tongue; they cause issues for learners because each language has their own rules and these vary from one language to another.

The education system provides factors that impede the pronunciation acquisition and strategies to overcome them. These are stated in three parts. Students, the language awkwardness, teacher: the methodology used and low attention to communication practice, and the system: the period of time dedicated to this instruction

Another point is that students have a view of the language by an encountered that they have had with native English speakers. Students manifest that having a contact with a native speaker create in them a moment of embarrassing communication, they have felt with wish and interest after speaking with an English speaker. On the other hand, they expressed feeling good and with motivation to learn the language. The encountered with a native speaker developed in students different feelings that increase that desire to acquire this language.

The aspect concerning interest and practice is noticed. The 5th students at ICAM are people who work, but even if they working there is a need to have a time dedicated to practice the language. The results showed that these students practice for determined hours the target language at work or at home. This is a positive aspect, but there is a sequence to know if they rehearsal that they are doing working? Or what are they doing? The role of the ESL teacher enters here. She has to give assessment in this part, be proactive, and influence in students tasks.

The study found issues in the area where these students are affected in learning the language like the different type of sounds that exist in the past tense of regular verbs (ED); the combination of words like adjectives and compound words. When there is an introduction and presentation of vocabularies, specifically technical words. This is granted also by the level that each 5th year students at ICAM possess. The results pitched on the fact that there are different levels, the majority intrusive meaning beginners or introducing their self into the English language (*"Collins Cobuild English dictionary"*). This give the researcher to ask what is happening to the sequence that they supposed to receive in their gone studies or why they are not in different levels according to their English level.

There was a statement that students need to respond where the researcher for the lexical aspect, which refers to the amount of words that students know or they manages. This aspect demonstrated that 11 of the pupils manage 150 to 190 showing that these students in this range are good. Otherwise, the other half of the

group, are in the range of weak, limited and fear managing words or vocabularies less than a 150. Here is where we can see that there is a mixture of levels in one classroom at the Carlos Abella Manning Institute

The outcomes showed that strategies to teach or attain English pronunciation are not being included in ESL plans and all time activities. Even though 5th year ESL students at ICAM feel comfortable with the ESL teacher strategies, there is a doubt in the pronunciation acquisition of this important language. The direct observation and the interview applied to the ESL teacher demonstrated that only Repetition is used as strategy to teach and focus on pronunciation.

Teaching a second language focus only on listening, speaking reading and writing. Second languages programs stress pronunciation in the early ages of pupils' studies like the alphabet and vocabularies; but this is rarely continued to the other levels. English second language teachers and students, that pronunciation of a second language is not very important (*Elliot, 1995*). Others like *Pennington (1994)* sustains that pronunciation, which is typically viewed as a part of linguistic sciences rather than conversational fluency, is often held with little importance and granted in a low attention in a communicatively oriented classroom for language goals achievement (*Elliot, 1995*).

Fraser (2002) notes that ESL teachers do not feel confident in teaching pronunciation because the programs based on training in ESL does cover the need to acquire the knowledge of speech and pronunciation. This is important for ESL adult learners in the target process. The interview responses make a clear fact that the ESL teacher does apply another type of strategies that is not repetition. Even though, the ESL teacher is trained in ESL activities and reflective teaching, but there is missing information about the methodology used and pronunciation methodologies and techniques to grasp speaking with pronunciation as base.

7.5 Strategies proposals to enhance English pronunciation activities in 5th year classroom at ICAM.

Stress

Stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. The term is also used for similar patterns of phonetic prominence inside syllables. The word "accent" is often used with this sense, but it may be used for other kinds of prominence; stress specifically may thus be called stress accent or dynamic accent. The stress placed on syllables within words is called word stress or lexical stress. Stress patterns are really important. In English we listen both for how many syllables in order to decipher what a person is saying or not .

Ex: **F**Ashion **S**ESSION be**H**AVE

Sentences stress

Finding content words, first introduce the basic emphasis pattern of English to students to let them know that content words are usually emphasized. Then, have students circle or underline content words in a sentence and give these words extra emphasis when saying the sentence.

For example:

He wants to be an actor, and he wants to live in Hollywood.

Intonation

Intonation is a significant feature in English. The purpose of intonation, according to Gilbert (1994), is "helping the listener to follow." Lin, Fan and Chen (1995) showed that many L2 students when listening to English pay more attention to sounds, vocabulary and grammar. They paid very little attention to pitch changes. Therefore, when it comes to speaking, it is no surprise to find that many students' English sounds monotonous. Lin, Fan and Chen (1995) suggested some strategies including drawing pitch lines/curves or arrows and using musical scores.

1) The most commonly used strategy is to draw pitch lines/curves. Besides drawing the pitch lines/curves, they suggested that the teacher blacken the last stress syllable and put a dot over it. In doing so, students can be expected to produce the appropriate intonation with the correct word stress.

Lisa: **how was** your trip? (Rising /falling intonation)

2) Arrows. Another simple strategy to use intonation is to draw arrows over the place where pitch changes. For example,

↗ ↘

A: Can we rent it or buy it? (Combination of intonation)

↗ ↗ ↘

B: Our class meets Monday, Wednesday, and Friday.

Using rhyme

<u>1</u>	<u>2</u>	<u>3</u>
Who is your teacher? Mrs Heart Is she kind? Yes! And she is smart. Who is your teacher? Mr Rice. Is he strict? Yes, but he is nice	One, two, three, I'd like a cup of tea Four, five, six I'd like a plate of chips Seven, eight, nine I'd like a glass of wine	She's Miss White She's very bright She likes to turn on the light She doesn't like the night She had a fright But now she's alright She's Miss White

Tongue twisters

Ex: easy

1. You know Unique New York?
2. Three free throws.
3. Double bubble gum, bubbles double.
4. Sly Sam slurps Sally's soup.
5. Six sly short Swiss shepherds

Ex: harder

Betty Botter bought some butter, but she said "this butter's bitter! But a bit of better butter will but make my butter better" So she bought some better butter, better than the bitter butter, and it made her butter better so it was better Betty Botter bought a bit of better butter!

Phonetic transcription: One of the long-used and known to all teachers' technique is phonetic transcription, which is a code consisting of phonetic symbols. Each symbol describes a single sound, which is in fact different from a letter of the alphabet. True as it is, in order to use phonetic transcription one must learn the code and it takes time and effort. Although it is possible to learn the pronunciation without the code, many linguists believe it to be a valuable tool in learning the foreign sound system. One obvious advantage of learning the code is the ability to find the pronunciation of unfamiliar words in a dictionary. All good modern learners' dictionaries use phonetic symbols to indicate pronunciation, and learners must therefore be familiar with them.

Examples using the phonetic symbols: This strategy is good when an ESL teacher wants to introduce to learners the alphabet, knowing words that the alphabet features can form, with their correct sounds, and stimulate vocabularies acquisition.

i: - bee, sheep, tree, meet

e: leg, penny, letter, dress, ten.....

i: fish, ink, big, pig, sink, it.....

θ: Arthur, smith, three, healthy, thrashing...

tʃ: church, Charles, chocolate, chases, choose, cheer.....

In dialogues focusing on a target sound

Ruth: It's my birthday on Thursday. My sixth birthday,

Arthur: My seventh birthdays on the 13th next month, so I'm - let me think - 333 days older than you, Ruth.

Ruth: Do you always put your thumb in your mouth when you're doing arithmetic, Arthur?

Arthur: My tooth's loose, Ruth. See? I like maths. I came fourth out of 33. My father's a mathematician.....

Including English pronunciation strategies in a lesson plan

School: Instituto Carlos Abella Manning

Subject: Foreign language – English

Date: Saturday, July 10th, 2013

Period: 2 h/c

N° of meeting: 1st meeting

Unit: part of speech

Unit number: 4

Content: simple past of regular verbs

Level: 5th year

Objective: By the end of the lesson SWBAT know the 3 different rules of -ED sounds in the past of regular verbs. SWBAT voice out at least 5 verbs applying the correct -ED sound rules to them. Also, SWBAT use a rhyme activity to create 3 sentences using verbs in the simple past.

Warm –up: optional

I do: first the teacher asks students to see prior knowledge concerned regular verbs. ESL teacher presents the meaning of verb. She also explains the definition of simple past of regular verbs.

The simple past is used to talk about a completed action in a time before now. Duration is not important. The time of the action can be in the recent past or the distant past.



The teacher write on the board the rules for regular verbs pronunciation

/t/ -ed is pronounced t after voiceless sounds like: k,p,s,sh, ch, and f	/d/ -ed is pronounced d after voiced sounds like: l,v,n,m,b, and all vowels.	/Ed/ is pronounced ed after “t” and “d” sounds adding a whole syllable to the word.
Ex: look= looked Watch= watched	Ex: save= saved Play= played	Ex: need= needed Invite= invited

We do: teacher have students voicing out regular verbs in the infinite form and changed to the past.

Bless= blessed

Receive= received

Protest= protested

Laugh= laughed

Turn= turned

End= ended

Contribute= contributed

Slam= slammed

Reclaim= reclaimed

Announce= announced

Example using simple past of regular verbs in sentences with rhyme.

1. The cat had chased the mice.

2. I have always wanted a green house.

My sister had dreamed with a blue blouse.

My youngest friend reclaimed for his brown mouse.

You do: have students creating their sentences using the simple past of regular verbs and rhymes

VIII. Conclusion

- ✓ Teaching pronunciation can be one of the most difficult parts of a language for ESL teachers to improve and one of the least favorite topics for teachers to address in the ESL classroom. The ESL teacher has training teaching English as second language, but there is any relation to teaching pronunciation or skills in pronunciation pedagogy.
- ✓ The conditions to have strategies based on English pronunciation are presented; these activities can be done by the ESL teacher. There is enough spacing, lightning, and the environment gives the chance to work with these strategies.
- ✓ All learners can do well in learning the pronunciation of a foreign language if the teacher and learner participate together in the total learning process. The strategy used by the ESL teacher at ICAM is repetition mostly; the same as reading listening, writing, and speaking that are an important part of communication.
- ✓ The 5th learners are most mestizos with few creoles, garífunas, and ramas. This means a meeting of different contexts is given in the 5th year at ICAM and the acquisition of English as second language in being achieve, but slowly.
- ✓ They presented issues in verbs conjugation, especially in regular verbs (past tense), technical words, and compound words. On the other hand, the methodology used the short period of time, and the low conversation activity improvements are other influences in the language acquisition. These students are people who work and dedicate a time to rehearse and practice English.
- ✓ The current problem, then, is that the ESL teacher at ICAM do not have useful strategies for teaching pronunciation, and do not know what strategies are appropriate when there is a meeting of a specific problem,

specifically pronunciation. This is a current problem also in the ELS Bluefishers curriculum. This should be change taking into to account that the base for speaking and the other skills is pronunciation.

- ✓ One purpose of this paper is to present a variety of useful instruction strategies that will help solve the problem. This is supported by lesson plans, where the ESL teacher can have a better instruction on English pronunciation, activities and techniques to make the classroom environment with more fun and motivate students to get immerse in the process.

IX. Recommendations

The following suggestion for attain English pronunciation with strategies at the Carlos Abella Manning Institute are stated into the aspects concerning the environment, teacher and ESL students; these are the succeeding points.

General aspects

- ✓ First of all English should be state as norm in the Caribbean coast environment as essential aspect for development. This mean reach to the point to require English in all jobs as ability.
- ✓ The universities (BICU – URACCAN) on the region should help more these types of shifts and also other shifts by training English Bluefishers in pronunciation features like: pronunciation pedagogy, phonics and phonology information, games and activities for pronunciation etc...
- ✓ The ICAM institute should require to the ministry of education the adequate investment in didactic materials and resources for ESL teacher (specialized labs, newsprint, white pages, markers, radio recorders, English language digital and physical information as books for exercises)
- ✓ The ESL curriculum on the region should start modifying. The English language pronunciation needs to be placed in the curriculum to have ESL teacher acknowledge and introducing in their lesson plans this important aspect.
- ✓ Students need to be separated by their level. This would make a better comprehension of the issues and develop new strategies to teach English and instruct English pronunciation. Also ESL teacher at ICAM and others teachers work will be more relax and less stressful.

Teacher aspects

- ✓ Form an association as AMPI in the pacific to support ESL Bluefishers in the different negotiation, activities, and programs to better English language on the region.

- ✓ ESL teacher should participate in the different type of training concern English strategies, but also, participate the ones concern speaking and pronunciation strategies, games, techniques etc.
- ✓ ESL teacher can include in her strategies to teach pronunciation the vowel and consonant sounds in early instruction to the English alphabet.
- ✓ Present to students the IPA symbols for better comprehension.
- ✓ Have learners practice phonetic symbols communicatively
- ✓ Using a dictionary can be funny. In practice activities and role plays, the characters can be distributed to learners in advance to look up words in the dictionary and correct mistakes.
- ✓ Pronounce the words in class. Learners were well-prepared for each activity practice class and have a chance to correct each other as well as reproduce the words and sounds phonetically.
- ✓ Challenge learners to look for words spelled with letter combinations that represent more than one sound
- ✓ After learners remembered the sound symbols, they played the guessing game by looking up words in the dictionary. Both words and phonetic symbols were given for them to transcribe as well as listen to tape of native speaker's sample sounds and mouth shape practice.
- ✓ For a warm up or initial activity introduce the theme with rhyme of elements of the topic and tongue twisters to create motivation and develop ESL learners attitude.
- ✓ Use drill in fragments and statements where you want to focus on a determine word.
- ✓ Stress technique is good when introducing vocabularies of specific topics. Take time to enhance better understanding of target words.
- ✓ When is a dialogue or creating interrogative sentences, teach the raise and pitch falling of the voice in those aspects. Also, have ESL students practicing this aspect in dialogues and exclamation phrases.

Learners aspects

- ✓ In ESL students there is a need to focus on their motivation. Increasing and

filling out the doubts that students will have them positively immersing in the English language acquisition.

- ✓ Their aptitude and attitude need to be reinforced. Students in the beginning of the course come with high expectations concerning the language, teachers can stress on, the outcomes like their intellectual benefits.
- ✓ Improve on warm ups related to the topic of the day to motivate students to be active and involve in the learning process.
- ✓ Bring a song, a reflection, a thought to have your students thinking for the importance and relevant aspect of learning a second language.
- ✓ Build-up Students' confidence.

X. Timeline (Research activities)

Activities 2013	January	February	March	April	May	June	July	August	Sep	October
Theme selection and delimitation										
Introduction										
Statement of the problem										
Background and justification										
Significance to the field										
Objectives										
Literature review										
Methodology										
Variables operationalization										
Hand in research proposal										
Research proposal approval										
data compilation tools elaboration										
Data compilation										
Information compilation analysis										
Recommendation and conclusion										
Final report										
Study presentation										

XI. Budget

Chart.2. Evaluation of the ESL strategies that teacher is implementing to attain English pronunciation at ICAM.

For this study there was a use of two types of resources				
Human resources		Material resources	costs	Total costs
tutor	3075C\$= (125 \$)	White papers	150	
		Pencils	20	
adviser	610C\$ =25\$	pens	15	
		Internet costs	520	
		Computer hiring	400	
		eraser	5	
		taxi	320	
		Light bills	520	
		prints	370	
		Work print	580	
		USB memory	700	
		Laptop (Acer aspire one)	6700	
		SONY camera model DSC – W310	---	
Total	3685		9990	
				C\$ 13985

XII. Bibliography

- Avery, P., & Ehrlich S. (1992). Teaching American English Pronunciation. New York, NY: Oxford University Press.
- Bongaerts, T., van Summeren, C., Planken, B. & Schils, E. (1997) Ultimate attainment in the pronunciation of a foreign language, *Studies in Second Language Acquisition*, 19(4), 447-465.
- Castillo, L. (1990) L2 Pronunciation Pedagogy: Where have we been? Where are we headed? *The Language Teacher*. Vol.XIV, No. 10. 3-7..
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J.M. (1996). Teaching pronunciation: A reference for teachers of English to speakers of other languages. New York: Cambridge University Press.
- Chela-Fores, B. (2001) Pronunciation and language learning: an integrative approach, *IRAL: International Review of Applied Linguistics*, 39, 85-101.China. *Asian Social Science*, 5(6), 141-146.
- Clennell, C 1997. 'Raising the pedagogic status of discourse intonation teaching'. *ELT Journal*, 51: 2, 117–25
- Elliot, A.R. (1995) Field independence/dependence, hemispheric specialization, and attitude in relation to pronunciation accuracy in Spanish as a foreign language. *The Modern Language Journal*, 79(iii), 356-371.
- Elliot, A.R. (1995). Foreign Language Phonology: Field independence, attitude, and the success of formal instruction in Spanish pronunciation. *The Modern Language Journal*, 79(iv), 530-542.
- Esling, J. H., & Wong, R. F. (1983). Voice quality settings and the teaching of pronunciation. *TESOL Quarterly*, 17, 89-95. <http://dx.doi.org/10.2307/3586426>
- Fraser, H. (2000). Coordinating improvements in pronunciation teaching for adult learners English as a second language, Department of Education, Training and Youth Affairs, Canberra.
- Gilbert, J.B. (1994). Intonation: A Navigation Guide for the Listener (A Gadget to Help Teach It). In J. Morley (Ed.), *Pronunciation Pedagogy and Theory*. Bloomington: TESOL, Inc.
- Grant, N., D. O. Olagoke and K. R. Southern. 1977. Secondary English project. Essex: Longman.

- Hancock, M. (2003) English pronunciation in use (Cambridge, CUP).
- Hancock, M 1995. Pronunciation games. Cambridge: Cambridge University Press
- Hewings, M. (2004) Pronunciation practices activities (Cambridge, CUP).
- J Morley. Pronunciation pedagogy and theory: New views and directions. Alexandria, VA - TESOL
- Kelly, G. (2000) How to teach pronunciation (Harlow, Pearson).
- Kenworthy. J. (1987) Teaching English pronunciation (London, Longman).
- Gunderson .L, ESL (ELL) Literacy Instruction: A Guidebook to Theory and Practice, 2nd ed. Routledge, 2009
- Lambacher, S. (1996). Teaching English Pronunciation Using a Computer Visual Display. Paper presented at the IATEFL 29th Inter-national Annual Conference, York, England, 1995.
- Lenneberg, E. H. (1967). The geological foundations of language. New York: John Wiley and Sons.
- Lin, H., Fan, C., & Chen, C. (1995). Teaching Pronunciation in the Learner-Centered Classroom. (ERIC Document Reproduction Service No. ED393292)
- Linse, C. T. 2005. Practical English language teaching: Young learners. United States: McGraw-Hill Publishing.
- Lord, G. (2008). Podcasting communities and second language pronunciation. Foreign Language Annals, 41, 374-389.
- MINED, "Metodología de educación secundaria a distancia", Managua 2011.
- Minkova, D., 2003. Alliteration and Sound Change in Early English. Cambridge University Press, Cambridge.
- O'Bannon, B. (2008). "What is a Lesson Plan?" Innovative Technology Center * the University of Tennessee. Retrieved May 17, 2011
- Pennington, M., & Richards, J. (1986). Pronunciation revisited. TESOL Quarterly, 20, 207-225. <http://dx.doi.org/10.2307/3586541>
- Pica, T. (1994). Research on negotiation: What does it reveal about second-language learning conditions, processes, and outcomes? Language Learning, 44, 493-527.
- Preston, D. (1981). The Ethnography of TESOL. TESOL Quarterly, 15, 105-16. 108.
- Purcell, E. and R. Suter (1980) Predictors of pronunciation accuracy: A reexamination. Language Learning. . 30/2, 271-87.

- Richards, J. and T. Rodgers (1986) *Approaches and Methods in language teaching*, New York: Cambridge University Press
- Scarcella, R. & Oxford, R.L. (1994). *Second Language Pronunciation: State of the Art in Instruction*. *System*. 22 (2), 221-230.
- Shumin, K. (1997). Factors to consider: developing adult EFL students' speaking abilities. *Forum* 25 (3), 8. Somali: A language of Somalia. (n.d.) *Ethnologue* report for language code; SOM, Retrieved June 10, 2004.
- Suter, R. (1976) *Predictors of Pronunciation accuracy in second language learning*. *Language Learning*. 26, 233-53
- Thanasoulas, D. (2003). *Pronunciation: The Cinderella of Language Teaching*. (http://www.developingteachers.com/articles_tchtraining/pronpf_dimitrios.htm; visited, 15, 10).
- Yong, C 2004, 'How can I improve the pronunciation and intonation of the first year English majors to meet the demand of the new English curriculum?' Report submitted to China's Experimental centre for Educational action research in foreign languages teaching, June 25th , 2004, Guyuan, Ningxia.
- Zhang, F. C. & Yin, P. P. (2009). A study of pronunciation problems of *English learners in China*. *Asian Social Science*, 5(6), 141-146

Appendixes

Appendix A (instruments used)

PRONUNCIATION SURVEY FOR LEARNERS:

Dear 5th year students of the Carlos Abella manning institute

I am a student from the faculty of educational sciences and humanities. I belong to the career of bachelor in educational sciences with Specialization in English as a second language at the Bluefields Indian and Caribbean University (BICU). I request you to respond the survey questions below, that has to do with “**strategies that are being used to teach English pronunciation to the 5th ESL students from the Carlos Abella Manning Institute**”.

The data you provide will value for the aim we targeted in our study. This will serve to improve foreign language acquisition and know the correct English pronunciation. It will show you activities, games and tasks. Also the study will help the Institute in the teaching of a foreign language in a particular subject.

🚩 Ethnic group: Creole____ Rama____ Garífuna____ Misquito____ Ulwa ____
Mestizo____ Mayagna ____ Other____

🚩 Mother tongue _____

🚩 Other languages spoken by you beside your mother tongue

🚩 Profession or job (s) _____

1. At what age did you start to learn English?

6-10

11-15

16-20

21-25

25-45

2. How long have you lived here in Bluefields?

3. Have you ever lived in an English-speaking country?(Please give details)

4. What is your main reason for learning English?

5. In the future, who do you think you will speak English with?

6. How important is it for your English pronunciation to sound natural, why?

7. How would you consider your pronunciation? Non English, advanced, good, intrusive, intermediate, native English?

8. Do you believe it is possible to achieve pronunciation similar to a native speaker?

Yes_____ no_____

9. What do you do to improve your pronunciation?

10. What factors influence your English pronunciation learning most?

11. How do you feel when you meet someone who speaks the English language well, with a good accent and intonation?

12. Do you have any type of articulation issues?

Yes_____ no_____

13. Does the ESL teacher implement English pronunciation in his/her classes, for how long, what does he/she does?

Yes_____ no_____

14. Do you feel comfortable with his/her teaching pronunciation techniques?

Yes_____ no_____

15. Do feel you have learned or that you are acquiring correct English pronunciation?

Yes_____ no_____

16. Where do feel you have problems in pronunciation activities, state the aspects?

17. Give a number from 1 to 190 to show how many vocabularies (words) you know.

18. States how many times you practice English pronunciation with vocabularies or with other activities, at your work or home?

ENGLISH PRONUNCIATION STRATEGIES INTERVIEW FOR ESL TEACHER:

Dear teacher of the Carlos Abella Manning Institute

I am a student from the faculty of educational sciences and humanities. I belong to the career of bachelor in educational sciences with Specialization in English as a second language at the Bluefields Indian and Caribbean University (BICU). I request that you respond to the following survey questions about “***strategies that are being used to teach English pronunciation to the 5th ESL students from the Carlos Abella Manning institute***”.

The data you provide will have a value for the aim we targeted in our study. This will serve to provide suggestions to you as an ESL teacher, to enhance and improve your lesson plans, where you can incorporate pronunciation activities, games and tasks. Also, the study will help the Institute in the teaching of a foreign language in a particular subject.

🚦 Ethnic group: Creole___ Rama___ Garífuna___ Misquito___ ulwa___
Mestizo___ Mayagna___ Other___

🚦 Mother tongue _____

🚦 Other languages spoken _____

🚦 Profession (s) _____

🚦 Further studies (trainings) _____

🚦 Years teaching _____

1. What strategies for English pronunciation do you implement during your class?
2. When do you identify the need to apply pronunciation strategies? In which areas?
3. What results do you obtain from these pronunciation strategies?
4. Do you make assessment to assure that the pronunciation strategy implemented is successful in the learning?
5. What actions do you take after assessment of the strategy?
6. Do you evaluate yourself after a lesson where you used English pronunciation strategies to see your weaknesses and strengths?
7. Do you know the different barriers that students present in their learning of pronunciation in English as a second language?
8. Do you implement specific strategy to face those barriers?
9. Where do learn those strategies?
10. Do you receive training about strategies and pronunciation strategies? How often?
11. What type of didactics materials do you use to achieve effective learning?
12. What type of technology do you use to achieve effective learning?
13. Do encourage conversation in your classroom?
14. What steps do you follow?
15. What attitudes do see from your students during conversation? How do manage it to obtain effective learning?
16. Do you emphasize on specific words that are difficult for students to pronounce, state what techniques do you use?
17. Do you use repeating as structural patterns through oral practice in the practice (drilling)? If you do so, how much time do you assign for this activity?
18. Do you implement rhyme in poems and songs to perform repetition of similar sounds in two or more words?
19. Do you include tongue twisters (trabalenguas) in your lesson plan to improve fun and game and teach English pronunciation?
20. Do you use stress to emphasize syllables in a word, or to certain words in a phrase or sentence to show different sounds?
21. When you assign a dialogue activity or conversation do you check for correct intonation in questions and emotions expression to have a clear message?
22. Do you facilitate the phonetic symbols in handouts to teach your learners the vowel and consonant sounds in English?
23. What about the multisensory (visual, auditory, tactile, and kinesthetic) techniques, do use them to teach (introduce) English pronunciation?
24. Do you think the practice of English pronunciation will help better your students' English language speaking, please justify?
25. Do you think English pronunciation should be included in the education curriculum in bluefields and the region?

Observation checklist

Observation by: _____

School or institute: _____

Date: _____

Subject: _____

Shift: _____

Theme: _____

Start at: _____

End at: _____

Classroom characteristics

Size	large	medium	Small
occupancy	crowded	comfortable	
chairs	fixed	movable	Broken
windows	large	small	None
Lighting	Poor	Good	Excellent
Air Cond.	Poor	Good	Excellent
Heating	Poor	Good	Excellent
Room Conditions	Poor	Good	Excellent

N°	Activity	Indicators				
		EX	V-g	G	R	B
1	He/she is on time					
2	Start with warm- ups					
3	Present the objectives of the day					
4	He/she motivates students					
5	He/she manages the topic					
6	He/she manages the English language					
7	He/she explains the topic with different methods (vocal and physical gestures					
8	He/she explains the topic according to students level					
9	He/she uses materials to introduce and exercise the topic					
10	He/she assesses students during class period					
11	He/she uses handouts					
12	Observes and support students					
13	He/she checks assignment to see understandings or weaknesses					
14	Uses drills with target words					
15	Uses phonetic symbols charts prints					
16	Improves rhyme activities					
17	Intonation practice					
18	Stress activities					
19	Uses the multisensory techniques (v,a,k,t)					

Observation checklist legend (inscriptions)

EX= excellent	V-G = very good	G= good	R= regular	B= bad
----------------------	------------------------	----------------	-------------------	---------------

Appendix B (5th year students)











Appendix C (Others)

