

DIDACTIC METHODOLOGY FOR TEACHING PRONUCIATION

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DIDACTIC METHODOLOGY FOR TEACHING PRONUCIATION AS A FOREIGN
LANGUAGE

PROPUESTA DIDÁCTICA PARA OBTENER EL GRADO DE
MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DE LENGUAS
EXTRANJERAS
PRESENTA

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Abstract

In this research on professors' techniques and its results in students' acquisition of pronunciation, a classroom of English as a foreign language a language center situated in San Nicolás is observed. The purpose is obtaining data on the effectiveness of the applied strategies for students' acquisition of pronunciation and how students acquire pronunciation. In order to be able to propose paths for the development of professors' in the pronunciation field and different strategies for the acquisition of pronunciation in the classroom. Factors affecting professors' teaching of pronunciation skills in order to teach it are considered, as well as the importance of developing pronunciation and how this can impact students' proficiency of the target language.

Didactic Methodology For Teaching Pronunciation As A Foreign Language

Nowadays the job of a teacher in a classroom, where English is taught as a foreign language, goes beyond teaching grammatical rules and making essays. Society has changed, students' interests or objectives for learning English as a foreign language are different from students from last centuries. This changes therefore methodology, approaches and techniques.

According to Jenkins (2000) there has been an expansion of English as an international language, which turns in an increased demand for language facilitators. The author, who works for the British Council as a writer, mentions that there is an estimate of 400 millions of people who speak English as their native language, 700-800 millions of people who speak English as a second language and among one billion people speaking English as a foreign language. Ives (2014) also mentions that there is one native speaker of the language for every five non-native speakers of English. This figures display statistically the amount of human resource the teaching of English as a second or foreign language may count on, from those numbers it would also be necessary to determine the quantity of proficient speakers.

Students' needs of this century require not only more linguistic skills than before, but also sociolinguistic, pragmatic among other skills required for intelligible communication, due to the evolution of the world's processes and English becoming a lingua franca, consequently, the need of renewing teaching techniques and adapting this teaching to these needs is a challenge and at the same time a goal to be achieved.

In other words, teachers who are non-native speakers of the language tend to be more aware of the struggle learning a foreign language may involve; therefore, they may be more sensitive when teaching the language, Canagarajah (1999) recognizes that native speakers use a 'pure' accent, but that it is also relevant not to forget the essential pedagogical skills required for the effectiveness of English as a foreign or second language teaching:

“The teaching of pronunciation is not exclusively a linguistic matter and we need to take into consideration such factors as our learners’ ages, exposure to the target language, amount and type of prior knowledge instruction and perhaps most importantly their motivation to achieve intelligible speech patterns in the second language” (Murcia, Brinton & Goodwin, 1996, p. 14).

Being aware of the mentioned factors, it is essential to pay close attention to students’ differences, taking into account factors such as cultural and individual features from the planning to the implementation of the lessons, as well as developing a didactic proposal that may help professors develop linguistic proficiency.

CHAPTER 1: PROBLEM DEFINITION

In chapter I, the reasons for the development of this research will be presented, having as an objective the comprehension of the research that took place in Nuevo León, Mexico.

1.1 Problem statement

Even though students' correction of pronunciation was done, techniques applied in the classroom are not focused on the development of pronunciation, in fact, the acquisition of pronunciation happened through listening provided by the book, or by using the language, producing the mistake and being corrected. Correction consisted of the teacher pronouncing the word correctly and making sure the student who mispronounces, listens to the word well-pronounced.

1.2 Problem definition

Having the opportunity to enroll as an EFL student at the institution, areas of opportunity were at times identified, not only for teacher approaches, methodology and technique, but also for affective factors in the classroom. To make this study possible, recent observation of the institution's daily classes were required. There has been participant observation done in the field, which according to Spradley (1980), consists of an intensive involvement with participants in their natural setting, gaining familiarity with the group. Different levels were observed (basic, intermediate and advanced), with the objective of tracking the methodology and its effectiveness along the course in the task of developing students' pronunciation along with the four language skills and sub-skills. It has been considered to study the basic level.

According to Celce-Murcia, M. Brinton and Goodwin (2000) the issue has been studied by Kelly (1969) who argues that linguists have studied grammar and vocabulary long before studying pronunciation, this fact suggests that it may be easier for professors to teach grammar and vocabulary, since pronunciation started to be studied in the late nineteenth century.

To define the problem of this research, observations on pronunciation teaching took place in classrooms of level I. The sample of level I consists of 17 students from 15- 21 years old. Level I was selected aiming to represent beginners level. Classes were covered from 11:00 am to 4:00 pm.

According to observations made in the classrooms of level I, correction through repetition consisted of students making a mistake, the professor would repeat the word emphasizing the area of mistake and many times the students would repeat the word or the professor mentions how it should be pronounced.

Students use of technology is a remarkable factor in the development of students pronunciation, since many of them argued using their phones for checking vocabulary and pronunciation.

1.3 Literature Review

Santos and Tejada (2014), developed a research in Language School of Universidad Veracruzana, Mexico, it is called "Pronunciation Instruction and Students Practice to Develop" in which they applied different instruments for the study of pronunciation instruction, how it was handled and the impact it had on students confidence, after analyzing the gather data, they concluded that professors instruction of pronunciation is necessary for the development of pronunciation, as well as a lot of students autonomous practice of the sub-skill.

There are different researches that have been done outside the country, in order to improve pronunciation teaching in foreign contexts. One of the studies related to pronunciation instruction, was done by Michael Burri in 2015 and was named "Student Teachers' Cognition about L2".

"Pronunciation Instruction: A Case Study". The study was conducted in a 13-week long postgraduate subject on pronunciation pedagogy which has been offered at an Australian institution. It is focused on whether there is development of pronunciation subskills. The finding demonstrated that teachers' cognition was developed significantly during this course.

Yunus, Salehi and Amini (2016) made a research study named EFL Teachers' Cognition of Teaching English Pronunciation Techniques: A Mixed-Method Approach. The research consisted of teachers' cognitions related to second language pronunciation techniques applied in language classrooms, the aim of the study is providing a description of knowledge, beliefs, perceptions and attitudes of English teachers. The study focused on professors and learners' perceptions, the study proposes a list of techniques (controlled, guided and free techniques); the authors suggest that teachers must have a comprehensible awareness of learners' needs and objectives in order to deal with learners' problems in language learning.

The findings also indicated that professors tend to use "free activities" more frequently in lower levels, while more controlled activities were applied in upper levels. The study also revealed a close relationship between professors' experience and education with their practices.

Marzá (2014) developed a research called "Pronunciation and Comprehension of Oral English in the English as a Foreign Language Class: Key Aspects, Students' Perceptions and Proposals", in which she developed a study on professors' practices and learners' perceptions. In this research, students pointed out the importance of teachers combining course book

activities along with other activities that may be more directed to them, students understood the importance of the activities from the book, but were also interested in professors developing activities for students' special needs.

In general terms, the proposal consists of short, dynamic activities that seek to develop a wide range of pronunciation features that have already been proposed by the course book to be developed.

1.4 Main objectives of the project

The main objective of this study is to analyze the acquisition of pronunciation through teachers' implementation of techniques, proposing alternatives that will allow students to develop their pronunciation with high proficiency.

The specific objectives of this study are listed below:

To recognize professors' strategies for developing pronunciation and correction techniques in the classroom, as well as the relationship among them.

To identify professors' perceptions about teaching pronunciation.

To identify students' perceptions about learning pronunciation.

1.5 Research questions

-What strategies for the development of pronunciation and what correction techniques are applied for students' pronunciation development? What is their relationship?

-What is the position of teachers about teaching pronunciation techniques?

-How effective is the acquisition of pronunciation in the classroom?

1.6 Justification

Focusing the study on the acquisition of pronunciation in the classroom, why is English pronunciation not properly acquired? Research has expressed that a lot of pronunciation teaching is normally done after a pronunciation mistake is presented in the classroom (Kelly,

2002, p. 13), this process is considered to be absolutely necessary by Kelly (2002), though as it has been mentioned before, grammar and vocabulary are more developed than pronunciation, therefore, the focus of this project is complementing regular classes favoring pronunciation teaching and at the same time, favoring professors, students and the institution.

CHAPTER 2: THEORETICAL FRAMEWORK

2.1. Learning theory of the project

The learning theory of this project is Constructivism because the aim of this project is to guide students to the acquisition as well as to the replacement of the acquired pronunciation that may be not appropriate. The basis of this project points out a proposal that will allow students to process information, connect or replace with previous information and at the same time, allowing students to put into practice the acquired knowledge in communicative and realistic settings.

According to Chen and Liu (2010), constructivism is a theory on how we learn and think, the concept of knowing means dynamic adaptation from learners to the interpretations of experience and after that constructs a knowledge related to the real world, in other words knowing requires of learners to make the new information fit into their experience. This learning theory guided the design of the activities included in the didactic proposal of this project since the aiming of its activities is to connect knowledge with real world context or communicative activities.

2.1 Why is pronunciation important?

The importance of pronunciation in the classroom lies over the reasons students may have to be motivated about learning the foreign language. Harmer (2010) has suggested that students of EFL (English as a Foreign Language) tend to desire acquiring the target language

because of a need for communication when traveling, or simply communicating with people from other countries, which suggests that, in many cases, students learn a language for communicative purposes. In 1981, Paul Tench proposed that pronunciation should not be considered an extra option to the learners; he mentioned that pronunciation should be developed and placed at the same level of importance as grammar, vocabulary and any other aspects of language. According to research, if a learner's objective is to talk intelligibly to others in the foreign language, an effective pronunciation is important.

Another factor to consider is motivation when considering the importance of pronunciation in oral communication. Studies mention that it is fundamental for us to consider learners' pronunciation errors and how these can inhibit successful communication (Kelly, 2000), inaccurate production may lead to misunderstanding, and according to Kelly (2000) this situation can be very frustrating for learners of the language.

Fortunately, the constant changing of approaches, methodologies and techniques of English teaching as a foreign language have allowed the development of skills and sub-skills.

2.2 History of English as a foreign language: its implications to pronunciation.

According to Harmer (2002), English has become a lingua franca. He defines a lingua franca as a language adopted by people around the world for communication between two speakers whose native languages are not English but they use it as means of communication, so both speakers are using their second or foreign language.

According to Brown (2000), back in the 17th, 18th and 19th centuries, learning a foreign language was associated to learning Latin and Greek, it was of great importance to focus on grammatical rules, syntactic structures, memorization of vocabulary and the translation of literary texts, there one no oral production of the target languages. According to the author, in the nineteenth century, the mentioned methodology, called the Classical Method was known

as the Grammar Translation Method. According to Thanasoulas (2002), it is widely recognized that the Grammar Translation Method is still popular and one of the favorite models of language teaching, he considers its contributions have been limited due to the action of shifting the focus of real language to pieces of body of the whole language, besides there is no enhance for the development of the communicative ability in the target language.

From the 1880s however practical-minded linguists such as Henry Sweet in England, Wilhelm Viëtor in Germany, and Paul Passy in France begin to provide the intellectual leadership needed to give reformist ideas greater credibility and acceptance (Richard and Rodgers, 2004, p. 9). After this Reform Movement, the International Phonetic Alphabet (IPA) was created, linguists emphasized that speech, rather than the written form was the primary form of language (Richard and Rodgers, 2004, p. 9). According to Richard and Rodgers (2004), linguists started writing articles, books about the best way to teach foreign languages; the Grammar Translation method was criticized, which allowed a completely different view of the English as a foreign language teaching to emerge from articles and books.

Thanasoulas (2002) mentions that in the last two decades of the nineteenth century, the Direct Method was developed, it consisted of instruction conducted in the target language, use of an inductive approach to grammatical rules, teaching of everyday vocabulary, concrete vocabulary was taught through pictures, objects while abstract vocabulary was taught by association of new knowledge with previous knowledge, which relates to the learning theory of the project. The Direct Method allowed the creation of other communicative approaches after it was pointed by saying it was not able to be applied in common contexts mainly because of classroom conditions, which would not allow professors to reach the syllabus goals (covering units in certain periods of time).

According to Thanasoulas (2002), other methods such as Audiolingual (repetition of drills, based on production), Suggestopedia (it is based on research on yoga and consists of relaxation to empower the mind in order to acquire language), among other methods which had a communicative tendency in their methodology, allowing teaching approaches to reach or be closer to the objective of using language as a tool for communication.

2.3 Globalization and its impact on the importance of pronunciation.

“The need for an international language has always existed” (Rosen, 2010, “How English Evolved into a Global Language,” para. 1). According to Michael Rosen (2010) in the past, an international language was necessary for religious and intellectual issues. The purpose of having an international language nowadays is due to communication with other cultures, countries, but not only because of the mentioned issues but for specific individual purposes people may have the need or desire to communicate in English as a foreign language.

The Economist (2001) considers English to be the language of globalization; English is worldwide present in the life of people since it is the main tool for operating in the internet, when traveling, business, etcetera.

Perception of English as a language has evolved over time and has been adapting to the newest standards of society, as a result, a considerable change must have been taking place, in order to develop professors’ abilities, therefore, knowing professors’ cognition is necessary to evolve teaching methodologies along with the necessities of society.

2.4 What is professors’ cognition?

Professors’ environment has change, just as the position of English in the world; therefore, it is a key element to consider professors’ cognition. According to Borg’s (2006), Second Language Teacher’s Cognition (SLTC) is a personally held system which is practical and consists of mental constructs, this mental constructs are dynamic, in other words, they are

in constant improvement or evolution (it is related to Professional Development which will be introduced in the following section). These mental constructs are constantly defined and refined basing this improvement on educational basis and professional experiences. In other words, Professors' cognition includes a set of notions which are professors' knowledge, perceptions, beliefs and attitudes applied to a current teaching performance.

According to Burri (2015), the interest about professors' cognition has aroused from the interest of having a holistic picture of Second Language teaching, due to Globalization, different educational contexts have emerged but still, studies on L2 professors' cognition, focus on grammar, reading and writing. According to Baker (2013) little attention has been paid to the area of Oral Communication (OC) and pronunciation is a component of OC, this fact encourages researchers to follow this research line on professors' cognition, in order to provide a better overview on pronunciation instruction.

2.5 Teaching of pronunciation and professional development.

An important factor for the development of pronunciation is students' affectiveness, a consideration of learners' pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom (Kelly, 2000 p. 11). Inaccurate production of a phoneme can lead to misunderstanding (Kelly, 2000 p. 11), he also mentions that constantly mispronouncing a range of phonemes can be frustrating for learners who have command of grammar but are not able to communicate correctly.

There are two key problems with pronunciation teaching. Firstly, it tends to be neglected. And secondly when it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned (Kelly, 2000 p. 13).

The proposed by Kelly (2000) is not far from reality according to the observations, since pronunciation is rarely the focus of the class and when it is, it is due to a mispronunciation detected by the professor. He also proposes the fact that professors do not develop pronunciation in the classroom, not because of a lack of interest in developing it, but because of professors not being aware of its importance, not to mention the fact that there is a tendency of not feeling prepared to develop the subskill in students.

Focusing the study on the acquisition in the classroom, why is English pronunciation not properly acquired?... A lot of pronunciation teaching tends to be done in response to errors which students make in the classroom (Kelly, 2002, p. 13), which is considered by Kelly (2002) to be absolutely necessary, though as it has been mentioned before, grammar and vocabulary are more developed than pronunciation:

The fact that pronunciation tends to suffer from neglect may be not be due to teachers lacking interest in the subject rather to a feeling of doubt as to how to teach it. Many experienced teachers would admit to a lack of knowledge of the theory of pronunciation and they may therefore feel the need to improve their practical skills in pronunciation teaching (Kelly, 2002: 13)

Burri (2015) argues that the fact of pronunciation being considered as challenge by teachers due to lacking of confidence on themselves is a dominant topic in pronunciation literature, this mentioned fact can be contrasted by Hsueh Chu Chen (2016) who mentioned that in 1970 teaching of pronunciation was considered to be a priority in the classroom, since around that year the Reform Movement appeared, changing the focus of second and foreign language instruction, but pronunciation was more oriented to phonetic and phonological issues than it is now.

Pronunciation (which differs from phonology or phonetic studies) is not normally developed by teachers throughout their academic education, it tends to be taken for granted, though teachers do have studies on phonology or phonetics, the development of pronunciation strategies in the classroom would depend on the teachers' classroom orientation. Professional development is considered to be a great option for developing procedures, strategies and techniques for the implementation of pronunciation teaching (or at least integrating it to everyday teaching) in the foreign language classroom, according to Namamba and Rao (2017) professional development refers to the gaining of knowledge and skills in a formal or informal course with the objective of applying the acquired knowledge to professional practices.

There are different extracurricular activities where pronunciation strategies may be acquired by teachers. There are different organizations that regularly offer workshops, conferences and congresses; internet has also evolved the way we learn, since teachers would only have to type an issue they are going through to find similar cases and hopefully solutions, among other sources of knowledge.

2.6 Pronunciation and affective factors

Affective factors have an important role when students are developing English pronunciation. According to Xu and Huang (2010), emotions which affect language acquisition can be classified as personality factors and factors between learners and their relationship with teachers, arguing that personality factors involve self-esteem, motivation, anxiety and inhibition, while students' interaction and professors' interactions involve empathy, classroom transactions and cross-cultural processes. Among the mentioned factors, some of them may motivate students or inhibit them, complicating the process of learning pronunciation. The mentioned factors may lead the teaching of pronunciation to be a hard task to develop in the classroom. Professors must be aware of such factors and seek for the

adaption of approaches, methods and techniques for the benefit of students' affectiveness, reaching goals more effectively.

According to Lu and Zhang (2011) there is a dynamic synchronization mode which consists of four stages and allows professors to balance or unbalance affective factors as necessary. This strategy will be described in the following paragraphs.

1. Induction. In this stage professors stipulate the teaching contents by following certain processes and order, defining time and place.

2. Edification. It refers to when teachers' and students' affective factors match through gradual induction. In this stage professors regularly have more control of the affective factors in the classroom.

3. Activation. In this stage students' affective factors may have unbalanced and now is the task of the professor to encourage and motivate students to achieve their goals, aiming to reach harmony again.

4. Adjustment. This factor will allow students to feel balanced. The objective is reaching the best affective state gradually.

This cycle will bring harmony and balance to the teaching of pronunciation, making the development of this activity a more pleasant one for students and professors. Affective factors play an important role in the teaching of pronunciation because due to these, students are able to focus, pay attention, develop and acquire content better.

After analyzing affective factors in pronunciation instruction it is important to emphasize on the constant evolving of teaching practices and how technology along with other factors such as affective factors, can contribute to the development of effective strategies for the instruction of pronunciation.

2.7 Pronunciation and technology

According to Levis (2015), in 1985 intelligibility was set as a more realistic goal to achieve, it was proposed by Smith and Nelson. Different sources for pronunciation instruction have been introduced, according to Demenko, Wagner and Cylwik (2010) in recent years the application of computer software to learning processes has been considered an effective tool, allowing pronunciation development and complementing traditional teaching methods.

According to Demenko, Wagner and Cylwik (2010), as the use of speech technology started to increase specially in the area of foreign language teaching, a new discipline developed, it was denominated "CALL (Computer-assisted language learning)" (Demenko, Wagner and Cylwik, 2010, p. 310).

A source of correction of pronunciation provider is Computer-Assisted Pronunciation (CAP), which according to Gilakjani and Sabouri (2014) aims to improve students' pronunciation. The author mentions two main purposes for using Computer-Assisted Pronunciation (CAP):

- a) Identifying/Recognizing students' mistakes in English pronunciation.
- b) Allowing the correction of the identified mistakes.

Another source is music in order to acquire pronunciation. According to Moradi and Shahrokhi (2014) music changes brain waves which will allow better reception for the learning process; music is able to connect the right and left hemispheres, maximizing learning capacity. They also mentioned related works to the study and argue that music is a path for reaching motivation and at the same time being better able to recognize intonation and stress patterns.

After introducing essential elements for the development of pronunciation activities, it is important to introduce the different types of pronunciation techniques that can be employed for the development of pronunciation activities.

2.8 Technique types: Controlled, guided and free techniques.

Different authors such as Brown (2007) and Baker (2014) have mentioned there are different techniques for the development of pronunciation activities. According to Baker (2014) in her recent study she applies the set of techniques proposed by Brown (2007). The mentioned list of techniques is presented in Table 1.

Type of Activity	Controlled activities	Guided Activities	Free Activities
	Listening text presentation	Question-answer referential	Game
	Explanation and examples	Production student feedback practice	Drama
	Production practice	Production audio identification	Presentation
	Kinesthetic/tactile practice	Production audio recognition	Discussion
	Checking	Mutual exchange	
	Question-answer display knowledge verification	Preparation	

	Question-answer displayô knowledge exploration		
	Repetition drill		
	Visual identification		
	Audio identification		
	Repetition drill audio identification		
	Visual recognition		
	Audio recognition		
	Review		
	Testing		

Table 1. Different Types of Techniques for the Development of Pronunciation Activities.

According to Brown (2007) there are mainly three types of techniques, they are considered to be really manipulative since they can go from really controlled to free activities. They can be differentiated from the aspect of one being very controlled by the teacher; when applying controlled techniques, the professors will normally have the dominant role and students' responses can be predicted since this techniques are highly structured.

On the other hand, with free techniques students normally have the dominant role and activities consist of students working with each other, according to Baker (2014), when implementing free techniques, activities can be considered open-ended activities since this kind of activities may contain unpredicted responses and tends to be communicative. It is important when developing free techniques to really link the activity to pronunciation development because of the nature of these techniques, the focus of the activity can be lost if the activity is not correctly supervised.

The third type of technique which can be guided or semi controlled consists of a blending of the previously described techniques. They may be controlled by the professor but consist of unpredictable responses or the way around.

It has been mentioned by Baker (2014) that according to different studies on second language acquisition, the implementation of guided and free techniques promotes and has a great impact on students' acquisition of linguistic features in the foreign language (English).

CHAPTER 3: ACTION-RESEARCH METHODOLOGY

The principal focus of this study is analyzing teachers' techniques on teaching of pronunciation, having both perspectives (teachers' and students') in order to improve pronunciation teaching in the classroom. It was essential for this research to identify the current methodologies and techniques applied by teachers of selected institution. At the same time, it is important to identify students' ideas about pronunciation teaching and learning, even though the research will focus on teachers' methodology.

3.1 Type of study

In sections 3.1.1 to 3.1.4 the theory for the definition of the type of study will be presented in order to determine the project's category and characteristics taken into account for its creation.

3.1.1. Educational research

This work is considered an educational research, since learning processes and educational outcomes are being analyzed. The objective of Educational Research is finding answers in the area of education. "Education research is a scientific field of study that examines education and learning processes and the human attributes, interactions, organizations and institutions that shape educational outcomes" (American Educational

Research Association, 2016). According to AERA (2016), it seeks to describe, explain and understand the different ways in which learning takes place in the classroom, basing data on the life of a participant; it also explains how formal and informal educative contexts affect learning, with the objective of applying appropriate methods according to the target of the study and developing new methods and tools for research.

According to Gillett (2011) Educational Research is a social and educational reality, which exists because people have certain attitudes towards Educational Research, the author mentions that Educational Research may be considered ontologically subjective. Educational Research can be ontological or epistemological, the first possible description refers to the being, representing that Educational research exists when the issue is experienced by a being. The second possible description (epistemological) relates to knowledge. Educational research can be subjective, which refers to it varying and depending on people's opinions and attitudes towards the issue or it can be objective which means that it does not depend on people's opinion, Gillett (2011) mentions that Educational research can be epistemologically objective, ontologically objective, epistemologically subjective or ontologically subjective, since in education it is possible to find objective reality, for example classrooms, books, e-learning which exist and therefore its study may be objective. Nevertheless the author mentions that Educational research is generally ontologically subjective because it tends to be related to people's opinion and to be a study based on beings.

3.1.2 Action research

This study is based on action research principles and took place on its basis. According to Elliott (1991:69) as cited in Nasrollahi (2015), who has been influential in the action research movement, establishes that action research is the study of a social situation with a view, a purpose toward improving the quality of action within it. Stringer (2014) argues

referring to action research in previous editions of his book, as community-based action research; because he considers action research is a process of inquiring which requires of being participatory and seeking to establish a sense of community among participants. Due to the nature of action research and being this type of research the most appropriate for the development of this research, it was used for the creation of the study.

According to Stringer (2014), action research aims to establish a sense of unity of the purpose and perspective of the research with the objective of understanding each other's experience and perspective to finally establish the basis for effective results, with head, heart and hand. It has also been considered a "practitioner-based" way of research by Phillips and Carr (2010), it consists of professors doing action research in their own contexts, having as main objective improving pedagogy, teaching approaches and strategies as well as improving students' learning. Action research aims clearly match the objectives of this research, for this reason it has been adopted as a model to construct this work.

3.1.3. Model of action research for this study

The action research methodology used for this research was presented by Mason & Uwah (2007), it consists of an outline written by a practicing school counselor. Each stage of the methodology will be described.

Step 1: Identifying Data Sources: it is considered that the most suitable place for data collection is the school, because data will be meaningful to the researcher and easy to collect. The author also proposes accessing the websites in order to get data or obtaining it from administrators or school staff.

Step 2: Deciding What to Study: The author mentions that this stage demands the researcher to look at data and consider the following points:

•a) "What data peaks my curiosity?"

(b) "What kind of study aligns with the school's plan for improvement?"

(c) "Which data fit well with an intervention that is already in place or that there are plans to implement?" (Mason and Uwah, 2007, p. 3)

Step 3: Formulating the Research Question: It is important to have research questions since they help the researcher to present the purpose of the research in a simple way, many times a single variety is enough.

Step 4: Selecting or Designing your Intervention: Basing the design on the selected data and the research questions intervention will be selected and designed, it is possible to use an intervention that other researcher has designed. When creating the intervention, researchers should consider creating it focused and simple, choosing a unit of measurement, calculate timing, having a planning stage, an implementing stage and an evaluation stage, at the same time considering the resources needed.

Step 5: Choosing a Population Sample: Practitioners may choose to measure the study with selected students, it is recommended to choose participants with whom you expect a degree of success, although you may choose a selecting method for choosing your population.

Step 6: Implementing the Intervention and Collecting Data: Researchers should follow the research question(s) and the intervention plan in order to ensure following the original goals. If the researcher is interested in making changes, s/he should document them and change the research question(s).

Step 7: Analyzing the Data: Researchers should consider that there are many different factors affecting participants and that it is sometimes impossible to isolate them from the intervention. The objective is supporting the intervention. Researchers should analyze the research question(s) and determine the outcome.

3.1.4 Qualitative and quantitative research

The Oak Ridge Institute for Science and Education, which is an official U.S. Department of Energy Institute and is considered a national leader in science education and research, proposes a comparative chart to present and contrast the characteristic of qualitative and quantitative research (see Table 2).

Qualitative Methods	Quantitative Methods
Methods include focus groups, in-depth interviews and reviews of different documents.	Methods consist of surveys, structured interviews and observations and reviews of documents seeking for numeric information.
Inductive process used to formulate theory or hypotheses.	Deductive process for testing pre-specified concepts, constructs and hypotheses that create a theory.
Subjective; it describes a problem or situation from the perspective of the participants experiencing it.	Objective; it provides observed effects (interpreted by researchers) of a problem or situation.
It is text-based	It is number-based.
In-depth information on limited cases.	Less in-depth but collection of information across a large number of cases.
Unstructured/semi-structured options for response.	Fixed response options.
No statistical texts.	Statistical texts.
To determine the research valid and	To determine the research valid, it

reliable, it would depend on the skills and of the researcher.	would depend on the measurement device or instruments applied.
Time expenditure lighter on planning and heavier in the analysis phase.	Time expenditure heavier on the planning phase and lighter on the analysis phase.
Less generalizable	More generalizable

Table 2. Contrast between qualitative and quantitative methodologies.

Considering the objective of analyzing students' and professors' perspectives, the construction of these instruments were designed to be qualitative and quantitative, therefore, results were also measured through qualitative and quantitative methodologies, consequently, it is considered to be based under mixed methods research standards, which according to Creswell (2014), this methodology consists of collecting qualitative and quantitative data and its integration, the reasons are that the aiming of this project is improving pronunciation instruction and that requires the analysis of perspectives which may be opinions or facts, another reason why mixed method was selected is the urgency of provide a wider understanding of the analyzed problem.

3.2 Design of study

This study of research is an educational research oriented towards action research since it is intended to be applied by the researcher and has been based on professors' and students' perspectives; therefore, it is considered to be an ontologically subjective research. In order to carry out this project in the language center, a letter was given to the Coordinator of the institution aiming to obtain his permission to carry out the necessary gathering of data. See Annex 4.

The population of professors working at the language center consists of 30 to 35 professors teaching different languages. This research study focused only on professors teaching English I whose population counts on 5-8 professors. From this population, 2 professors were observed with the objective of gathering data on pronunciation teaching strategies and the impact on students. The proposal is focused on two groups of basic levels. Additional to the observation, professors answered a survey about pronunciation instruction (Professors who participated in this study were selected and invited to participate by the researcher and coordinator).

From the professors who answer the survey, the researcher chose 10 people from a list of the students' names, the selected students were also asked to answer a survey. The objective was gathering both perspectives about the topic; therefore two different surveys were applied in this study. Surveys consisted mainly on open-ended questions, students and professors were asked to express as much as they wanted to express on the topic.

The analyzed course consists of six months of class; it is complemented by a book called American English File 1, which according Oxford University Press (2017) and its Common European Framework of Reference correlation, different linguistic components have been linked to the CEFRN. The CEFR is a framework used to describe six stages of additional language proficiency (two at the "basic user" stage, two at the "independent user" stage, and two at the "proficient user" stage); it describes what learner-users can do in their additional languages in four modes of communication, reception, production, interaction, and mediation, each coming in the oral and in the written form (Oxford, 2017). These linguistic components supported the identification of what students are expected to know in each level, but not all components are described due to the orientation of the project.

In order to know what pronunciation characteristics students are expected to show in level I, two components are described: Phonological control and spoken fluency. Phonological control evolves through units: from units one to three, students are expected to have a very limited pronunciation repertoire of learned words and phrases can be understood with effort by proficient speakers. From units four to twelve, pronunciation is expected to be generally clear despite a noticeable foreign accent, conversational partners may ask for repetition to clarify. Spoken fluency from units one to three, suggests that students can manage short and isolated utterances and that there would be a lot of pauses in order to look for a word that expresses what they are thinking, to find less familiar words or fix communication. From units four to twelve, spoken fluency consists of pausing, presenting false starts and reformulation but being clear in short talking.

3.3 Participants: Population and sample

The population of this research belongs to the institution, the research is based on teachers' pronunciation strategies and techniques but also having both perspectives (students' and teachers'), for this reason the population studied consists of professors and students. The school counts on 30-35 professors. The population of students is wider, since the institution offers different language courses. It was required to select a sample of this population; according to McLeod (2014), sampling implicates the process of selecting a representative group out of the complete studied population (target population), therefore, a sample is the representative group of people participating in the research, each person part of the mentioned group is called participants.

The description of the sampling will be divided in order to describe the different samples of people who participated for the development of this study.

In order to define the sampling for this project, convenience sampling selection was applied because of different reasons such as timing, the amount of people necessary for the project to be accurate, among other factor. According to Gonzalez-Chica, et al (2016), convenience sampling is a branch of non-probabilistic sampling, which stands for samplings that may not be generalizable for the whole population but allows clarify specific identified necessities; therefore convenience sampling allows the selection to be convenient for everyone (researcher and participants) since it normally takes place during specific and favorable timing for both parts, and comes to an end when the amount of participants has been completed or due to reaching time limit. After selecting the groups through convenience sampling, the project did not require of all enrolled students, so simple random sampling, which according to Suresh et al, it consists of having the same opportunities for each participant, the author suggests using a table of random numbers or a computerized programme that will provide random numbers from a list; in the case of this A.R., the list professors use to call the roll is what allowed determining who would participate in the survey.

3.3.1 Sample for observation

In order to select the sample for this method of research, the researcher guided by the coordinator of the institution selected two classes for the observation task. The selection was made according to the schedule presented in the letter delivered to the coordinator of the institution to ask for permission for the research study to take place in the institution. Two groups were selected to be observed, two groups of level I, which is considered basic. The information about the sample for the method observation will be presented in Table 3 and 4.

Level	Years old	Years of experience
Level I	35 years old	15 years of experience in

		the field.
Level I	39 years old	20 years of experience in the field.

Table 3. Professors' level, age and years of experience.

All observed professors were female. All professors had between 15 years of experience and 20 years of experience and were really attentive and willing to help in the development of this research.

Level	Number of students	Ages
Level I	25 students	15-24 years old
Level I	19 students	16-32 years old

Table 4. Levels and students' information.

Students attending the classes were also very interested in the research. They will be described in Table 4, numbers will be placed for easier identification to the group students belong to, it is important to mention that the number of students attending and the number of students enrolled in the course were different since observations took place in the second month of the course and due to personal issues, some students were not attending classes. The presented numbers are from students who attended class during the observations process, the number of students may have varied from one day to another.

3.3.2 Survey's sample

As it has been mentioned before, for the selection of groups to apply the survey, the researcher and coordinator chose groups according to their convenient accessibility, as well as simple random sampling since factors such as working hours and the amount of people required for the analyzing the groups. Two teachers and twenty students participated in the survey. Professors' personal information will be first introduced, from each classroom where a

teacher answered the survey, ten students were selected. In table 3, teachers' personal background is displayed. Tables have been numbered in order to identify students and professors who belong to the same classroom; therefore the professor heading the list in the following table is the teachers of the first group of students displayed in table 8. Table 5 contains the group and level to which each number belongs.

Group	Level
Group 1	Level I
Group 2	Level I

Table 5. Number of group and levels

Group	Age	Sex	Years of experience
Group 1	39 years old	Female	20 years
Group 2	35 years old	Female	15 years

Table 6. Professors' personal information.

Professors' ages ranged from 35 to 39. Their years of experience were from 15 to 20 years, these data suggests a wide experience in the teaching field and probably the development and constant adaptation of techniques.

Group	Number of Students	M ale	Fe male	Ages and quantity	
				15-20	21-24
Group 1	10	4	6	8	2
				9	1
Group 2	10	3	7	9	1

Table 7. Number of students, gender and age.

The selected sample is a representative quantity of students who participated in the observation task. Forty-four students participated in this research but 20 students from this sample answered the survey. The survey applied was based in qualitative principles.

3.4 Instruments and techniques

In order to obtain the necessary information and be able to propose an effective solution, this study is sustained by data collection in order to study the approaches, methods and techniques and their impact on the acquisition of pronunciation of English.

Different methods were applied in the collection of data: participatory observation and a survey contributed and formed the methodology of this study. Observation took place during eight class days, only the days when pronunciation was worked in class are described in the following sections. The surveys were applied at the beginning of the observation in order to gather the required information for the creation of the didactic proposal. Each of the mentioned methods will be described in the following sections.

3.4.1 Survey

According to Fellegi (2010), a survey is any activity that gathers information in an organized and methodological way about a specific characteristic of interest from different population, relying on methods, techniques and procedures. Even though the method survey is considered a quantitative instrument, in order to obtain more detailed answers, the survey was designed using open-ended questions, for the sample to feel free to share as much information as they will. For this study two surveys were designed, one for students and one for professors, the objective of counting on two different surveys was being able to have both perspectives on the issue. For the selection of students for answering the survey, systematic sampling was used; according to Statistics Canada (2013), systematic sampling means that

there is a gap between participants, they propose four steps for the development of this sampling:

1. Assign a number to each of the participants.
2. Determine the gap by dividing the total population N by the desired sample size. If the desired size is $20 K$ and the population is 100, the process would be 100 divided by 20, having as a result $5 K$.
3. Select a number between 1 and K at random, this number would be called the random start.
4. Select K units after the random start in order to obtain the complete sample.

This selection allows obtaining the exact amount of participants that are required for the application of the research study and at the same time provides an objectively selected sample.

3.4.2 Participatory observation

According to Moriarty (2011) observation allows gathering data naturally, letting the researcher analyze further than words, being able to analyze nonverbal communication.

Panoramic non-participant observation has been considered to be the most favorable type of observation for this study, which according to Macfarlan (2014), it consists of observing participants without actively participating, aiming to get a glance of the context but not being part of the activities. Panoramic non-participant observation was chosen since there was the hypothesis from some of the teachers that students may modify their speech, pronunciation and behavior if they knew they were being observed.

3.5. Data analysis

From sections 3.5. to 3.8.1.8., the instruments applied will be presented as well as its results, which, along with theory and taking into account previously gathered information, set the conditions for the development of the didactic proposal of this action research project. The

analysis has been divided into two categorizations: professors and students, being both participants but having different perspectives of the same environment and problematic.

3.5.1. Professors' data analysis

The first results presented correspond to professors' perceptions and consist of two main sources of information for obtaining the data, survey and observation; both instruments and their results are presented in the following sections. Even though, it has been located in professors' data analysis; in the observation section, professors' correction of pronunciation was analyzed, along with students' replies and results.

3.5.1. 1. Survey

The first obtained results to be presented is professors' survey; this section contains the results of the two professors who kindly accepted to participate in the gathering of data through professors' survey at the end of the course. They were asked if they wanted to answer it, it was mentioned that it was voluntary and that it would be applied whenever they mentioned. Surveys were given to the professors, as well as the required time they demanded to need, and were asked to answer it honestly. It was answered during free time they had. Some observations were made in favor of the project. See annex 1.

3.5.1.1.1. Question 1

In class, which sub-skill do you spend more time working on?

Professor I answered that she focuses the class on Grammar because students need to write for exams, after grammar, she focuses on vocabulary and pronunciation.

Professor II mentioned that she tries to create a balance but that she focuses on grammar and vocabulary because exams tend to be based on grammar and vocabulary.

It was mentioned by the professors that even though the ideal class would be a class which finds a balance among linguistic skills and subskills, it is found to be complicated to

apply such a practice because exams are normally based on grammar and vocabulary.

Professors argued that the oral skills have a low value in the grading system.

3.5.1.1.2. Question 2

Do you teach pronunciation of English in class?

Professor I answered positively and mentioned she uses practice-repeat-practice-sounds as her main strategy. She mentioned acquiring this strategy through practice.

Professor II mentioned that she does teach pronunciation and that her main strategies were the following: highlighting the stressed syllable, writing with big letters the stressed syllable, writing rhyming words. She mentioned writing the mispronounced words aside on the board. She mentioned she focuses on óed pronunciation. She mentioned adopting these strategies through experimenting, watching videos and talking to professors. Professors mentioned different strategies for teaching pronunciation in the classroom, many of these pronunciation strategies were reflected on their teaching.

3.5.1.1.3. Question 3

Have you experienced any complications when teaching pronunciation?

Professor I argues having to recheck new words, õdifficultö words. Professor II mentioned struggling when students pronounce certain words and the sounds do not exist in Spanish, it turns a little bit complicated to have students acquire their pronunciation.

Professors point out that since the target language and native language have different roots, their sounds differ widely, in other words, the pronunciation of both languages vary mainly in the different pronunciation vowel sounds, which according to professors, pronunciation of vowels is one of the main obstacles in the correct use of phonemes.

3.5.1.1.4. Question 4

How do you correct pronunciation mistakes in the classroom?

Professor I mentioned correcting through repetition and comparing sounds. Professor II mentioned correcting through repeating the words, writing the words on the board and making students pronounce them. Also, through rhyming and singing using popular songs.

Professors mentioned different strategies for correcting mispronunciation; the main strategy is correcting and having students repeat the correct word. This was reflected also on observation and recording.

3.5.1.1.5. Question 5

Do you consider teaching of pronunciation a challenge, a problem or an easy task?

Professor I considers the teaching of pronunciation a challenge.

Professor II considers the teaching of pronunciation a necessity.

Professor I considers pronunciation a challenge, it has been mentioned by the professors to be a good idea to grade and coach teachers so that they can develop teaching strategies.

3.5.1.1.6. Question 6

Do you consider students need pronunciation teaching in the classroom in order to develop this sub-skill?

Professor I argued considering the teaching of pronunciation necessary for the development of pronunciation, mentioning that it is part of learning the language. Professor II mentioned considering the teaching of pronunciation elemental, since wrong usage of pronunciation can lead students to pronounce differently and being misunderstood.

Both professors mentioned considering the teaching of pronunciation essential, they also mentioned lacking of time to develop all the linguistic skills and subskills due to timing and the curricula of the Institution.

3.5.1.1.7. Question 7

How do you consider your pronunciation mastery?

Professor I and II considered her pronunciation mastery as very good.

3.5.1.1.8 Question 8

Have you attended to any workshop or conference related to the teaching of pronunciation?

Professor I and II mentioned assisting to conferences related to pronunciation teaching, Professor I mentioned assisting to more than five, while Professor II mentioned assisting to two conferences.

It is important to notice the interest of professors in developing and acquiring new teaching strategies. Even though many of the conferences and courses were provided by the university from which the studied institution belongs, it is not a fact that these events were directed to the professors working at the institution.

3.5.1.1.9. Question 9

From the mentioned activities, how many of them have been provided by the institution you work or worked for?

Professor I mentioned that almost all the conferences were provided by the institution, while Professor II mentioned that none of them were provided by an institution where she belonged.

Professor I argued being provided with different courses by her Institution where she works, on the other hand, the institution being studied does not exactly provide courses for professors.

3.6 Observations

In the following section observations gathered in different classrooms of the described English Center will be presented in the previously proposed order.

3.6.1 Group 1

In the classroom of Professor I, it was noticeable the use of translanguaging in the classroom, which, according to Garcia (2009) as mentioned in Choy et al (2017), it refers to having multiple discursive practices which means combining languages in order to construct or connect linguistic knowledge. Translanguaging took place when there were doubts or had to answer orally, for example when listening to an audio, a song or a conversation, as soon as it finished, the professor would review the new terms pronouncing the word in English and asking or telling its translation to Spanish with the objective of clarifying any doubts about the concept

When students were reading the professor did not interrupt the speech; correction happened through repeating the word correctly so that students identify the mistake. The professor used technology to complement her classes, reproducing a video. She showed a video emphasizing on the importance of pronunciation (the Man Who Went to Malta). Correction and development on pronunciation will be introduced in the following paragraphs.

3.6.1.1. Day 1

No evidence of pronunciation development or correction was identified in the classroom that day.

3.6.1.2. Day 2

The professor asked students to mention different jobs, a student mentions the word 'receptionist' pronounced as: /r e s e p t o n i s /, the professor immediately corrected the student by repeating the word correctly: /r e s e p n s /. The student listened to the correct pronunciation but did not pronounce the word again.

3.6.1.3 Day 3

No evidence of pronunciation development or correction was identified in the classroom that day.

3.6.1.4 Day 4

No evidence of pronunciation development or correction was identified in the classroom that day.

3.6.1.5 Day 5

No evidence of pronunciation development or correction was identified in the classroom that day.

3.6.1.6 Day 6

No evidence of pronunciation development or correction was identified in the classroom that day.

3.6.1.7 Day 7

No evidence of pronunciation development or correction was identified in the classroom that day.

3.6.1.8. Day 8

During Day 8, the professor and students were checking the answers of an exercise and students volunteered to read one of the inserts. A student read the sentence "Where do you live?" as: "Where do you / la b/?" to which the professor answered "l f/, /l f/, where do you /l f/?" The result of this correction was similar to correction from day 2, there was no production from the student to confirm if s/he learned or acquired the correct pronunciation.

3.6.2. Group 2

The first day of class, Professor II reproduced a pronunciation exercise which consisted of listening to words and determining their symbols on their books. When teaching, the

professor would apply the audiolingual method. She provided a list of ending sounds and the pronunciation students must select when deciding the pronunciation of verbs in past tense.

She did not allowed Spanish in the classroom, when students produced their speech in Spanish she would say the same idea in English and have them repeat. When students were reading she would have students repeat the word correctly, if students did not repeat the word correctly, she would insist.

They practiced the pronunciation of words by having the teacher repeating the new words from the exercise and students repeating the words, mistakes were corrected in the moment. The professor would introduce pronunciation rules that go along with the topic to be developed, for example explaining and exemplifying the use of the diphthong 'ou' which stands for 'a'.

It was also noticeable how students corrected each other when doing activities in teams. On the sixth day students did an intonation exercise, the professor exaggerated intonation, students repeated. Students also answer an exercise of minimal pairs; students checked the transcription for phonetic symbols. During the seventh day, the professor emphasized on the pronunciation of British and American accents.

From Group II, the professor showed completing pronunciation exercises and her regular strategies for the correction of pronunciation. The different events will be described by day in the next paragraphs, only days in which pronunciation correction or development took place would be mentioned.

3.6.2.1. Day 1

The professor directed a pronunciation exercise in which students listened and answered an exercise, they checked the answers of the exercise, the teacher explained some rules of pronunciation and they listened and repeated the words.

3.6.2.2 Day 2

No evidence of pronunciation development or correction was identified in the classroom that day.

3.6.2.2. Day 3

Professor and students were checking an exercise; the professor pronounced the answers and students repeated after her. A student pronounced the word "outside" but she pronounced it as: /o s d/. The professor suggested the student to go back to her notebook to clarify the sounds that diphthongs represent, after this; they discussed the use of the diphthong /a /.

After some minutes, they checked the answers of an exercise, students volunteered to read aloud the answers of the exercise. The way of correcting students when they are reading was evident, student read the sentence "I don't earn a lot of money", saying "I don't /i r n/ a lot of money", the professor immediately interrupted the sentence saying / n/ after the mispronunciation, so the final conversation was "I don't /i r n/ [n/] a lot of money". During day 3, a student mentioned "I wear a uniform" the teacher interrupted immediately after the mispronunciation was detected, "I /w i r/í professor interrupted: [/w /] a / n f r m/ [n f r m/], the student repeated the word immediately after the professor. A student pronounced the word "outside" as /o s a d/ the professor pronounces the word correctly: / a t s a d/.

3.6.2.3. Day 4

The teacher emphasized on the pronunciation of words that were taught the day before.

3.6.2.4. Day 5

A student formulated the question "Do you wear a uniform?" the following way: "Do you /w i r/í ? The professor interrupted the student saying "I /w i r/, no. [/w /]. The studentsø

response to this correction was confirming the pronunciation and completing the sentence:

õ[/w /], [/w /] a uniform?ö

3.6.2.5. Day 6

During day 6, the professor developed activities that worked pronunciation, minimal pairs and listening and repeating new vocabulary from an audio. She emphasized on the pronunciation of new words. The professors sought onto providing a communicative class.

3.6.2.6. Day 7

The professor used the whole time to do exercises where students practiced vocabulary and pronunciation. The professor presented an audio; students listened and repeated the newly introduced words. She also performed a pronunciation exercise which consisted of selecting the correct sound missing to complete a word.

3.6.2.8 Day 8

No evidence of pronunciation development or correction was identified in the classroom that day.

3.8 Students' data analysis

In this section, the second students' collection of data will be displayed, the gathered information allowed the researcher to recognize students' interests and preferences about pronunciation instruction. At the same time, this information has complemented the development of the didactic proposal. Students' data analysis consists of a survey, as it has been mentioned before; students' replies were also observed and reported in Professors' Data Analysis.

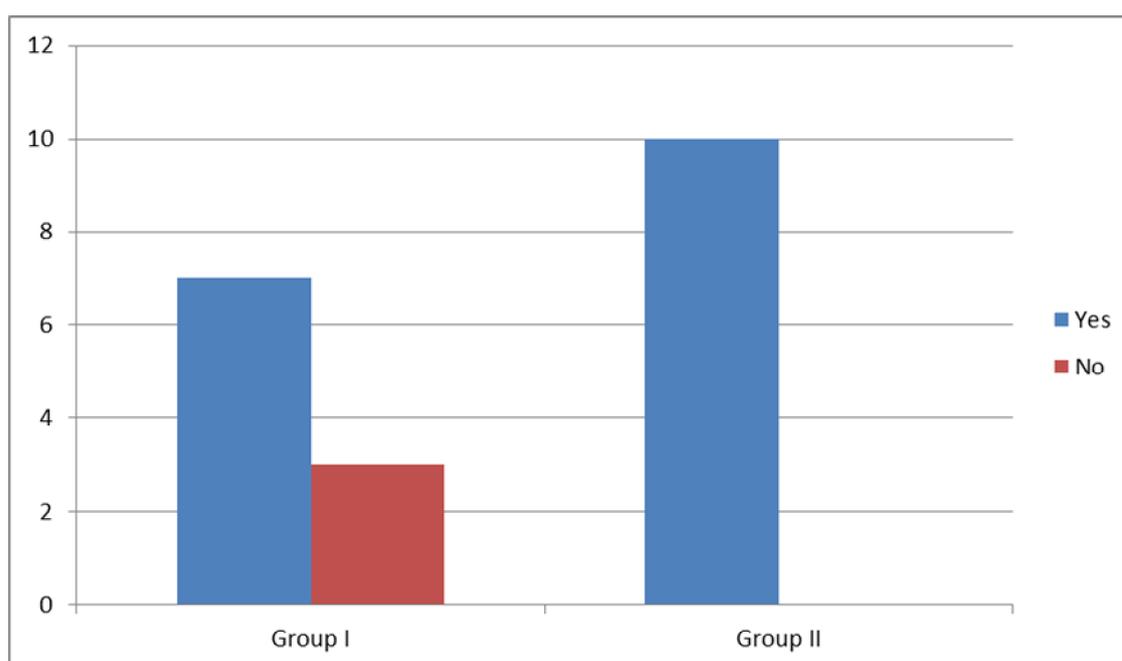
3.8.1 Survey

For the selection of the sample of students, the systematic sampling was applied; this selection allowed each participant to have the same chance of being selected. Being the

researcher not aware of the number assigned to each of the participants, this selection brought a number of participants to form the sample population, in an objective way. Students were selected from the list the professors had, they were named and asked if they wanted to participate, they were told that this was a voluntary activity and that they were not forced to answer it and that their answer would not affect no one, nor would be taken personal by the researcher. Most of students agreed but some students were not interested in answering due to this reason some surveys were reassigned to other students who selected through the same process. See annex 2.

3.8.1.1. Question 1

¿Considera que se presta especial atención a la correcta pronunciación en clase?



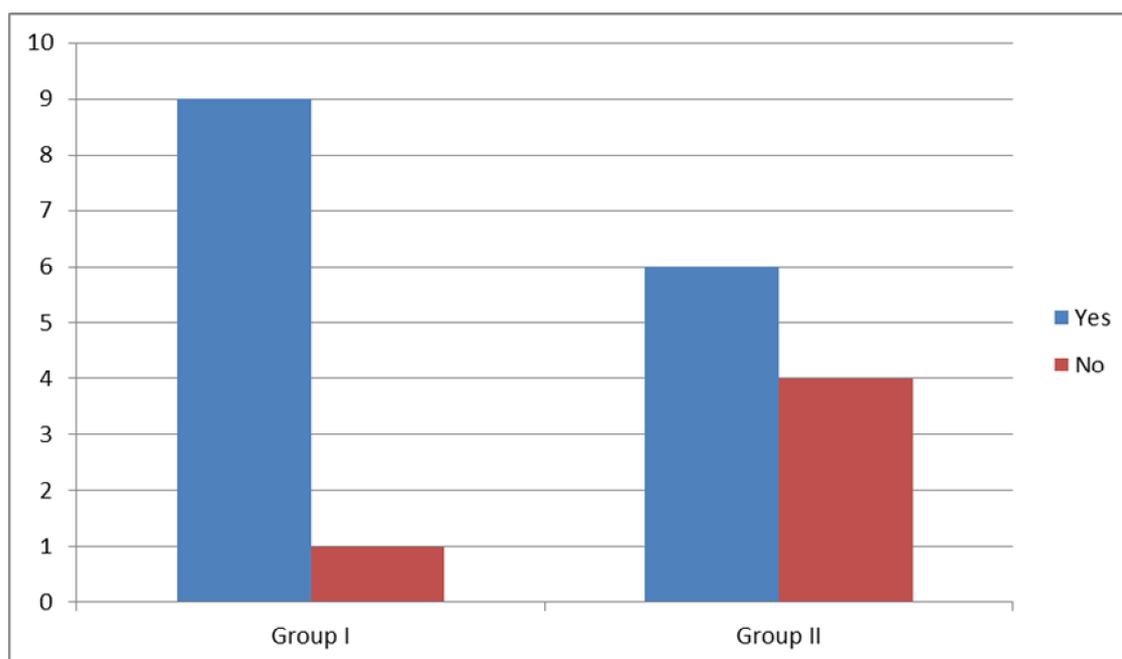
Group I reported seven students saying that accurate pronunciation played a special role in the classroom, students argued that pronunciation was developed through audios, repetition, clarifying doubts with the professor, through imitation of the professors' pronunciation. Students who answered no, mentioned learning pronunciation is a collective way and that it is

hard getting to listen to everyone, another student mentioned that the class focused on the teaching of vocabulary and another one argued that pronunciation could not take place in the classroom because of different situations such as the overuse of cellphones.

Group II argued that pronunciation is developed in the classroom through listening and repeating texts from the book, after this process the professor explained the pronunciation of new words, using phonetic symbols on the board, correcting pronunciation mistakes when reading.

3.8.1.2. Question 2

¿Considera complicado el aprendizaje de la pronunciación?



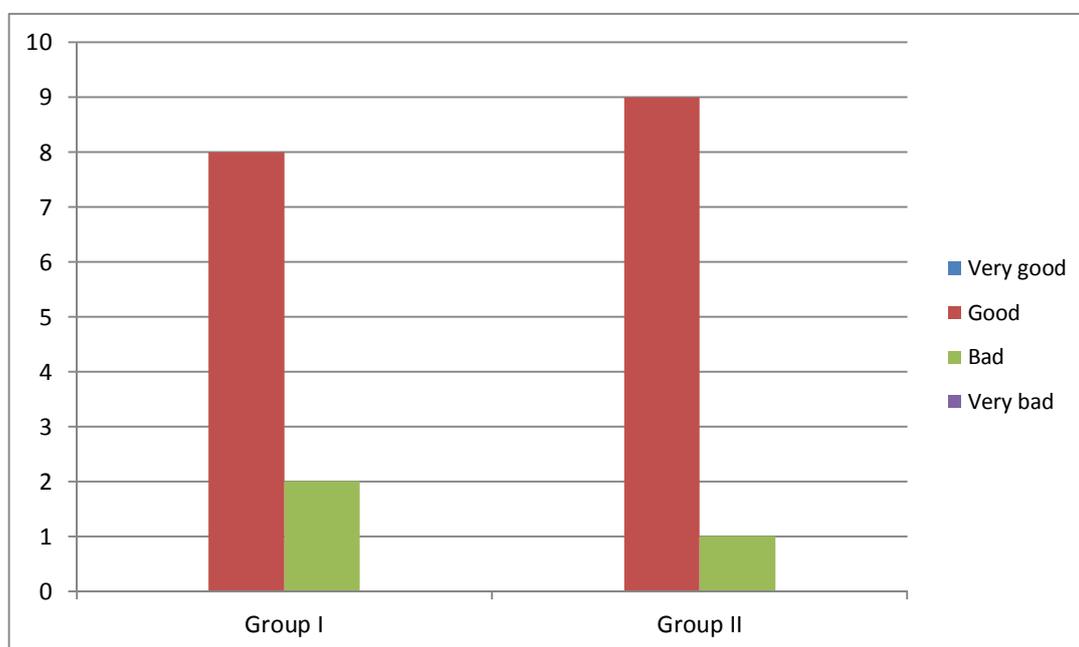
In Group I, nine out of ten students considered complicated the learning of pronunciation. Students argued that some letters are pronounced similar and that it complicates the understanding of pronunciation, a student argued acquiring pronunciation through experiencing the language, she also argues that most of the time she is not exposed to the language, three students mentioned that the difference in sounds of speech of the native

language and the target language implies a problem. A student mentioned there was no learning of pronunciation. A student who says the learning of pronunciation was not difficult argued that it all depends on motivation to achieve goals.

In Group II, six students argued considering the learning of pronunciation complicated, among their justifications words having similar sounds were mentioned by two students, the difference between languages. Four students mentioned not considering the learning of pronunciation a problem, one student mentioned that vowel sounds were similar and that it is only necessary to remember vowels, other student mentioned it is important to emphasize on similar sounding words, a student mentioned they check pronunciation in class in a very easy way and another student mentioned it is only necessary to be motivated.

3.8.1.3. Question 3

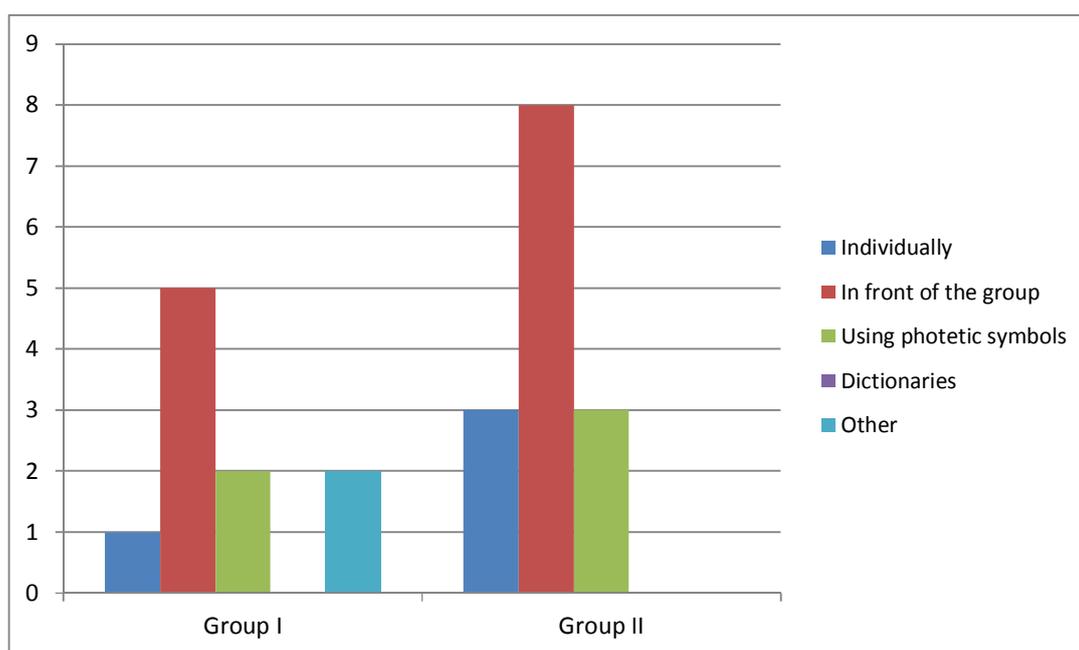
De acuerdo a su nivel, ¿Cómo considera su pronunciación en inglés?



It is relevant to point out the fact of most of the students considered their pronunciation as good and how none of the students considered their pronunciation as *very good* or *very bad*.

3.8.1.4. Question 4

¿De qué manera el maestro corrige su pronunciación en clase?

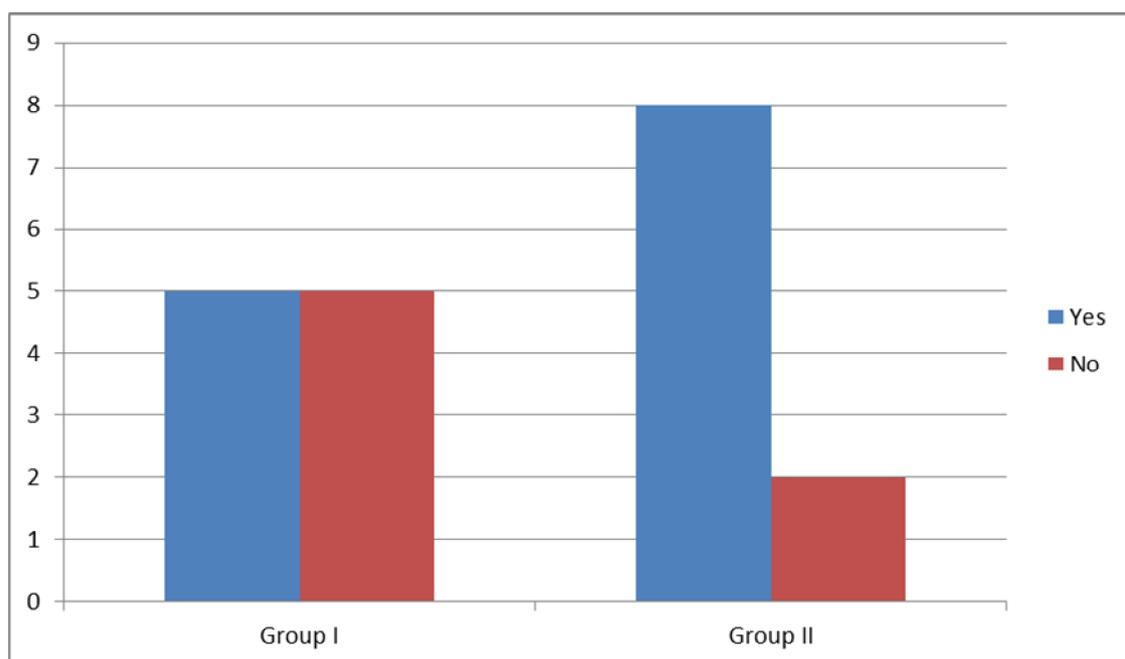


Students from Group I argued being corrected in front of the class and that it benefits all the students, one student mentioned that pronunciation is corrected but that the professor did not listen to everybody all the time.

Students from Group II mentioned to be corrected in front of the group, one student argued that this way of correcting is the most beneficial for the class since maybe another student may have the same doubt.

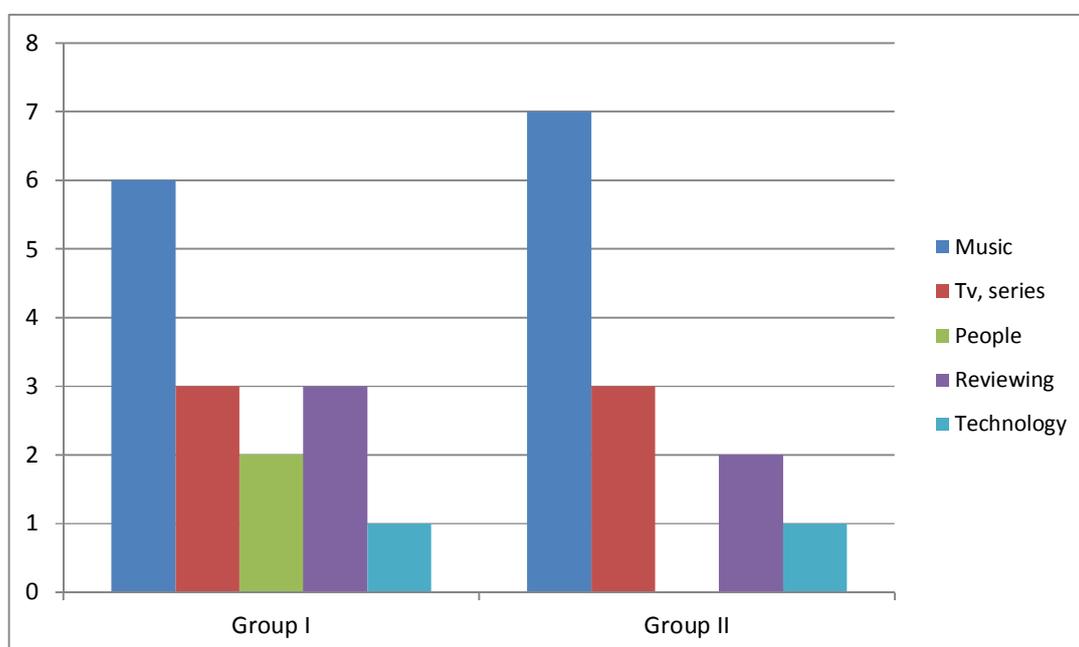
3.8.1.5. Question 5

¿Reconoce y hace uso de los símbolos fonéticos?



3.8.1.6. Question 6

¿Qué actividades realiza usted de manera autónoma para desarrollar la pronunciación del inglés?



Students from both groups showed a strong preference for music as a pronunciation developer, a student in group I mentioned using google translator for the listening of the pronunciation of words, a student from Group II mentioned using Duolingo as an independent activity for the development of pronunciation.

3.8.1.7. Question 7

¿Cuál considera usted la estrategia ideal para corregir la pronunciación en el aula?

Students from Group I proposed the following strategies: Having dynamic classes, in which everybody participates, two students suggested using online English to communicate inside the classroom, two students considered a good idea to listen to students individually, other students proposed having a special class for the development of pronunciation and another student proposed teaching before using the word.

In Group II, three students mentioned considering a good strategy repeating words and using phonetic symbols. Two students proposed using audios for the development of pronunciation, four students considered that practicing is the ideal strategy and one student proposed being more detailed when explaining how to pronounce.

3.8.1.8. Question 8

¿Qué mejoras propone usted para progreso de la enseñanza/aprendizaje de la pronunciación en el aula?

In Group I, the researcher obtained six different answers, proposing a more dynamic environment where everybody participates, using only English in the classroom was proposed by two students, listening to students individually was proposed by two students, repetition, a special class and teaching the word before using it, this three activities were proposed by three different students.

Group II had more similar propositions, three students argued they should repeat sounds using phonetic symbols, practicing in the classroom was proposed by four students, using audios was mentioned by three students and explaining how to pronounce was proposed by one student.

Data that has been analyzed in Chapter 3, has contributed greatly to the development of the didactic proposal for the improvement of pronunciation teaching in the context of Centro de Idiomas de Filosofía y Letras, UANL. After presenting the methodology applied for the gathering of data, in CHAPTER 4: DIDACTIC PROPOSAL, the developed proposal for the improvement of the teaching practices in the mentioned context, is presented.

CHAPTER 4: DIDACTIC PROPOSAL

In Chapter 4, an extensive description and definition of the basis of the proposal is presented, as well as the different aspects and structure of the proposal, which consists of content from the book "American English File 1" and has been based on the collection of data through the different tools (observation, recordings, survey).

It is important to note that the groups (professors and students) are different from groups that have been analyzed before, due to administrative situations. For this section, two groups of level I, contributed to the research, these groups will be described in Chapter 5: Analysis and Interpretation of Results.

4.1. Description: A general view

The proposal of this research has been designed according to the results obtained through the different tools for collecting data in Chapter 3. The purpose of this proposal is to provide professors with a set of activities for the effective development of pronunciation in the classroom.

According to Baker (2013), there are three types of activities that may be conducted by professors for the development of pronunciation as a subskill. The author proposes controlled techniques, guided techniques and free techniques, which have been mentioned before, the first set of techniques consists of activities where students' answers are anticipated, controlled techniques consist of activities where students' responses are anticipated, guided techniques or

semi-controlled techniques may contain structured activities but open-ended responses or the way around, while free techniques imply student-centered-activities, generally students have the dominant role and it is generally developed among students, this type of activities require professors to lead the activities towards pronunciation development, otherwise, the activity may contribute to the development of the foreign language but not exactly of pronunciation. Baker (2013) proposes different activities for the development of these techniques in the classroom.

Therefore, basing the model under these techniques and taking into account the collected data, a model for the development of pronunciation has been designed; the proposal consists of a set of activities which will be described in section 4.2. Didactic proposal.

4.2. Didactic proposal

General and specific information about the Didactic Proposal is presented in this section. The proposal seeks to achieve the objectives of this research presented in Chapter I, each activity included and implemented has been oriented to the improvement of students' pronunciation in the classroom and hopefully outside the classroom. The activities have been based on professors and students suggestions, along with authors' similar researches.

As described before, data was collected through different methods, according to the participation, results and feedback of professors and students in this research, different activities were developed and implemented in the classroom in order to test their usefulness and how beneficial they resulted for professors' teaching of pronunciation and consequently for students' pronunciation development.

There are different authors in the field who propose types of activities and activities to develop pronunciation in the classroom. It has been identified that developing pronunciation through Guided and Free activities requires of up-dating personal (controlled activities are

already proposed by the authors of the books used by the institution). According to the data collected through the different techniques, many activities and proposals were mentioned by students and professors mainly in the surveys and also obstacles to teaching pronunciation effectively were mentioned, after analyzing professors' provided data, it was noticeable that timing played an important role when deciding the techniques for developing the subskill, also a lack of coaching for the improvement of professors' skills throughout their careers development. Students mentioned facts such as interest in technology use, in the sense that it was being used negatively in the classroom (texting through a social network, playing games, just to exemplify the activity), students also suggested an immersion of the language, proposing English to be the only spoken language in the classroom.

Students mentioned four main areas that they considered should be the basis for developing pronunciation acquisition activities. The mentioned elements were:

1. Using technology in favor of the development,
2. Developing pronunciation through the applying of games in the classroom,
3. Using different authentic materials such as songs or movies,
4. And the last proposed source was controlled activities.

It is important to mention that some students showed interest in having a special class for pronunciation development, at a special time of the day.

The proposal consisting of a set of activities contains of 12 different activities, based on the mentioned data, consisting of a combination of the four factors proposed by students, balanced and considering obstacles mentioned by the professors, such as timing and training/coaching.

4.2.1. Presentation

This language course consists of seven levels; each of them lasts a semester (six months). This proposal focuses on the implementation of the set of activities for the development of pronunciation in Level I (basic level). Different skills are developed in the classroom but as mentioned in Chapter 3: Action Research Methodology, grammar and vocabulary are the most developed because of the mentioned reasons (timing, exams, among others). The proposal is oriented to the development of the subskill pronunciation, besides achieving native-like pronunciation; the target is on intelligibility of pronunciation.

The proposal consists of short, meaningful and dynamic activities that are implemented in the last half hour and at the end of the unit. The objective of this proposal is to implement different pronunciation teaching techniques through the application of free and guided activities mostly.

4.2.2. Purpose

The purpose is to provide a set of didactic activities, consisting of free and guided techniques in order to complement the instruction of pronunciation in the classroom, integrating the three sections each unit has, facilitating for professors the teaching of pronunciation.

4.2.3. General objectives

In this section, the general objectives guiding this proposal are introduced. I must point out that the objectives are directed to the development of pronunciation, following the proposal's orientation.

Develop intelligibility in students' speech.

Allowing students to interact and develop the subskill together through the development of the activities.

To develop pronunciation and vocabulary knowledge.

Introducing students to different options for the development of pronunciation (and other skills and subskills).

4.2.4. Lesson plans

It is important to mention that the proposal has been developed based on an English course which is offered by a language center. The course consists of 12 units, each unit contains three sections (A, B and C), each of the sections has a pronunciation section and an established exercise, and these exercises are controlled. This information is displayed in Table 4.2.1. The proposal consists of integratory supportive activities which will facilitate the development of pronunciation in the classroom.

Unit	Name of the Unit	Pronunciation Content
1	A. My is Hannah, not Anna.	A. Vowel sound, word stress.
	B. All Over the World	B. / /, /t /, / /, / /; sentence stress.
	C. Open Your Books, Please.	C. /o /, /u/, r/; the alphabet.
2	A. Writer's Room	A. Final ós and óes; th.
	B. Stars and Stripes	B. Long and short vowel stress.
	A. After 300 feet, Turning Right.	C. Understanding connected speech.
3	A. Things I Love about the US.	A. Third person ós.
	B. Work and Play	B. / r/
	C. Meeting Online	C. Sentence stress.
4	A. Is She his Wife or Her Sister?	A. / /, the letter o.
	B. What a Life!	B. Linking and sentence stress.
	C. Short Life, Long Life?	C. The letter h.

5	Unit	A. Are You the Next American Idol?	A. Sentence stress.
		B. Love your Neighbors.	B. / /
		C. Sun and the City	C. Places in New York
6	Unit	A. Reading in English	A. /ai/, /i/ and / /
		B. Times We Love	B. Constant clusters; saying the date.
		C. Music is Changing Their Lives.	C. /y/
7	Unit	A. At the National Portrait Gallery.	A. Sentence stress.
		B. Chelsea Girls.	B. óed endings.
		C. A Night to Remember	C. Sentence stress.
8	Unit	A. A Murder Story	A. Simple past verbs.
		B. A House with a Story	B. / r/ and / r/, sentence stress.
		C. A Night in a Haunted Hotel.	C. Silent Letters.
9	Unit	A. What I Ate Yesterday.	A. The Letters ea.
		B. White Gold.	B. / / and /s/.
		C. Quiz Night.	C. / r/, sentence stress.
10	Unit	A. The Most Dangerous Roadí	A. Consonant Groups.
		B. CouchSurf around the World!	B. Sentence stress.
		C. What's Going to Happen?	C. The letters oo.
11	Unit	A. First Impressions.	A. Word stress.
		B. What Do You Want to Do?	B. Sentence Stress.
		C. Men, Women and the Internet.	C. Word stress.

12	A. Books and Movies.	A. Sentence stress.
	B. I've Never Been There!	B. Irregular past participles.
	C. The American English File Questionnaire.	C. Review; sounds.

Table 8. Information of unit pronunciation content.

The next section contains the lesson plans designed for the development of each of the pronunciation content of the units presented before. The lesson plans presented consist of a sequence of activities integrating the three sections of each unit of the book, mainly focusing on the most relevant sounds, since the set of activities have been considered as integrative pronunciation activities, in other words, through the application of these activities, students will review what has already been taught in the classroom.

Lesson Plan Unit 1: Preview: Vowel sounds, word stress /, / /, /t /, / /, / / /; sentence stress. /o /, /u/, r/.

Objective(s): Students will develop the sounds / /, /t /, / /, / / /, /o /, /u/ and / r/ through a team game and technology. Guided activity.

Materials: Sheets of paper, cards.

Equipment: Computer, projector, whiteboard.

Time: 30 minutes.

Level: Level I

Stage	Activity	Materials	Time	Interaction	Skills/subskills to be practiced.
Warm-up	Give each vowel sound and mentioned	Power Point presentation	3 mins.	Who	Pronunciation/ Vocabulary.

	diphthongs.	containing the sounds and representations.		Group	
Presentati on	Have students pronounce each of the sounds, make sure they realize why each sound is represented by an specific item.	Power Point Presentation, projector, blackboard.	5 mins.	Who le group	Pronunciation.
Practice	Bring cards containing the representative item; have them work in teams of four, give them the cards. Display a power point presentation where words (one by one) will appear, students (team work) will raise the card that represents the sound contained in the word.	Cards, Power Point presentation, computer, projector, blackboard.	10 mins.	Tea ms of four.	Pronunciation/ Vocabulary.

Productio n	Go back to the presentation ask students one by one to pronounce one of the words from the list (they contain the sounds)	Power Point presentation, projector, blackboard.	6 mins.	Pair work	Pronunciation.
Evaluatio n	Ask them to write down in pairs a table where they write down the words of the representative item, ask them to write down, 2 words of each sound, that they know and contain the same sounds.	Sheet of paper/ Notebooks.	6 mins.	Pair work	Pronunciation/ Vocabulary

Table 9. Lesson Plan Unit 1: Preview: Vowel sounds, word stress/, / /, /t /, / /, / / /; sentence stress. /o /, /w/, r/.

Lesson Plan Unit 2: Preview:Final ós and óes; th,

Objective(s): Students will differentiate between the use of ós and óed: along with th, through the use of games Free activity.

Materials: Props.

Equipment: Computer, whiteboard, projector.

Time: 30 minutes.

Level: Level I

Stage	Activity	Materials	Time	Inte raction	Skills/subskill s to be practiced.
Warm-up	Give each sound a representative item.	Power Point presentation containing the sounds and representations.	3 mins.	Who le Group	Pronunciation/ Vocabulary.
Presentati on	Introduce the difference between voiceless and voiced sounds; make sure students can listen to the difference when these sounds are being pronounced, present a list of nouns containing voiceless and voiced endings.	Power Point presentation, projector, blackboard.	4 mins.	Who le group.	Pronunciation.
Practice	Set a list of	Power Point	3 mins.	Indi	Pronunciation/

	words ask students individually to pronounce the word, check if they are using the correct ós/-es ending.	presentation, projector, blackboard.		vidual work	Vocabulary.
Productio n	Have students do a roleplay, imagining they are travelling anywhere they want, ask them to include at least 10 nouns and be aware of pronunciation.	Props: a luggage, hats, power point presentation with airplane backgrounds and famous cities.	20 mins	Tea ms of five	Pronunciation/ Vocabulary.
Evaluatio n	-	-	-	-	-

Table 10. Lesson Plan Unit 2: Preview:Final ós and óes; th,

Lesson Plan Unit 3: Preview: Third person ós, -es.

Objective(s): Students will contrast sounds used to pronounce third person present tense verbs through games and technology. Free activity.

Materials: Pieces of paper.

Equipment: Computer, projector, whiteboard.

Time: 30 minutes

Level: Level 1

Stage	Activity	Materials	Time	Inte raction	Skills/subskill s to be practiced.
Warm-up	Remind students of the already introduced rule for nouns and its plural forms (voiced and voiceless sounds),	Power Point Presentation, projector, whiteboard.	2 mins.	Who le group	Pronunciation/ Vocabulary.
Presentati on	Explain the same rule applies; connect the rule to third person ending.	Power Point presentation, projector, blackboard.	3 mins.	Who le group.	Pronunciation.
Practice	Give students a piece of paper with containing a verb. Tell students to think of the correct pronunciation of the las sound: /s/, /z/, / z/.	Pieces of paper.	2 mins.	Indi vidual work	Pronunciation/ Vocabulary.
Productio n	Each student will come to the front	Props if possible.	23 mins.	Indi vidual	Pronunciation/ Vocabulary.

	and perform the given word as they want. The rest of the students will raise their hand and pronounce a sentence such as: "She drinks water", the student in charge of performing the activity will say if the sentence is correct or not (the activity done and the "s" ending).			work	
Evaluation	-	-	-	-	-

Table 11. Lesson Plan Unit 3: Preview: Third person *ós*, *-es*.

Lesson Plan Unit 4: Preview: / /h/

Objective(s): Students will identify sounds in written words through the use of scanning of words and repetition drills. Guided activity.

Materials: Newspaper, magazines.

Equipment: Computer, projector, whiteboard.

Time: 30 minutes

Level: Level I

Stage	Activity	Materials	Time	Inte raction	Skills/subskill s to be practiced.
Warm-up	Give each sound a representational item in a Power Point presentation.	Power Point presentation, projector, whiteboard.	2 mins.	Who le group.	Pronunciation/ Vocabulary.
Presentati on	Articulate the sounds so that students realize they are different from what has been presented before, exemplify with different words, write them down if necessary.	Whiteboard, marker.	5 mins	Who le Group.	Pronunciation/ Vocabulary.
Practice	Bring newspaper and magazines; tell students they have ten seconds to select an article. After	Newspaper, magazines, probably scissors.	5 mins.	Tea ms of four.	Pronunciation/ Vocabulary.

	they selected the article, ask them to look for words that may sound like / / /h/ five words per sound; they will work in teams of four.				
Production	Teams will past to the front and write down the found words. The words will be checked one by one by students and the supervision of the professor, to define if the words contain the sound or not.	Whiteboard, markers.	13 mins.	Whole group.	Pronunciation/ Vocabulary.
Evaluation					Pronunciation.

Table 12. Lesson Plan Unit 4: Preview: / / /h/

Lesson Plan Unit 5: Preview: / /.

Objective(s): Students will distinguish intonation items along with the sound / / through the application of games. Free activity.

Materials: Sheets of paper.

Equipment: Computer, projector, whiteboard.

Time: 30 minutes.

Level: Level I.

Stage	Activity	Materials	Time	Inte raction	Skills/subskill s to be practiced.
Warm-up	Give the sound a representational item, make sure students can notice the difference between / / and /n/.	Power Point presentation, projector, whiteboard.	3 mins.	Who le group.	Pronunciation/ Vocabulary.
Presentati on	Introduce a list of sentences using 'can' and containing the sound, pronounce them.	Power Point presentation, projector, whiteboard.	3 mins.	Indi vidual work.	Pronunciation.
Practice	Have students pronounce the sentences, point out	Power Point presentation, projector,	5 mins.	Indi vidual work.	Pronunciation/ Vocabulary.

	on the correct intonation.	whiteboard.			
Production	<p>Play 'Guess Who', have a leader and four people integrate the team.</p> <p>The leader will have a paper with the name of a famous person, students will ask questions using 'can' and ' / / .</p> <p>Sound to define who the person is.</p> <p>Leaders will have the right to three clues.</p>	Sheets of paper.	20 mins.	Team work.	Pronunciation/ Vocabulary.
Evaluation	-	-	-	-	-

Table 13. Lesson Plan Unit 5: Preview: / / .

Lesson Plan Unit 6: /a /, /i/, / / and /y/.

Objective(s): Students will contrast the sounds /a /, /i/ and / /, along with /y/ though the use of technology. Controlled activity.

Materials: Sheets of paper.

Equipment: Computer, projector, whiteboard.

Time: 30 minutes.

Level: Level I

Stage	Activity	Materials	Time	Inte raction	Skills/subskill s to be practiced.
Warm-up	Give a word (drawing preferably to each sound to be developed).	Power Point presentation, projector, whiteboard, computer.	3 mins.	Who le group.	Pronunciation/ Vocabulary.
Presentati on	Reintroduce the sounds students checked, use the Power Point presentation for representations of the sounds.	Power Point presentation, projector, whiteboard, computer.	3 mins.	Who le group.	Pronunciation.
Practice	Ask them to listen carefully to ōLove is an open doorō and ask for unknown words.	Song from YouTube: https://www.you tube.com/watch ?v=2ZZBmPGu EYV , projector,	5 mins.	Indi vidual work.	Pronunciation/ Vocabulary.

		whiteboard, computer, internet.			
Production	Ask them to decide and write down which of the presented sounds are in the lyrics of the song, pair work.	Paper sheets.	13 mins.	Pair work.	Pronunciation.
Evaluation	Confirm the sounds students selected and have them sing the sound aloud, check their pronunciation production.	Song from YouTube: https://www.youtube.com/watch?v=2ZZBmPGuEVY , projector, whiteboard, computer, internet.	5 mins	Individual work.	Pronunciation.

Table 14. Lesson Plan Unit 6: /a /, /i/, // and /y/.

Lesson Plan Unit 7: Sentence stress, -ed endings.

Objective (s): The student will distinguish among the different possible pronunciations of *ó* ed in regular past tense verbs, through the application of games. Controlled activity.

Materials: Cards.

Equipment: Computer, projector, whiteboard.

Time: 30 minutes.

Class: Level I

Stage	Activity	Materials	Time	Inte raction	Skills/subskill s to be practiced.
Warm-up	Display five sentences where óed endings are pronounced different, have them wonder, exaggerate the pronunciation of the last sound before the óed ending.	Power Point presentation, projector, computer.	.3 mins.	Who le class.	Pronunciation/ Vocabulary.
Presentati on	Use a Power Point presentation to show students the three different ways of pronouncing óed, have them notice how voiced and voiceless sounds sound different.	Power Point presentation, projector, computer.	5 mins.	Who le group.	Pronunciation.

Practice	Ask students to pronounce the words displayed in the Power Point presentation.	Power Point presentation, computer, projector.	7 mins.	Individual work	Pronunciation/ Vocabulary.
Production	Bring cards with regular verbs in past, have students work in teams of 6-8 people. Give each student 5-8 cards. Start the game by placing in the center one card, the student next to you must place a card that contains the similar sound pronunciation ending, if he/she does not have it, he should take one from the bunch of	120-150 cards,	15 mins.	Individual work.	Pronunciation/ Vocabulary.

	extra cards. The student with no cards wins.				
Evaluation	-	-	-	-	-.

Table 15. Lesson Plan Unit 7: Sentence stress, -ed endings.

Lesson Plan Unit 8: Simple past verbs.

Objective(s): Students will identify the correct irregular verb form through the use of technology and games. Controlled and Free sections of the activity.

Materials: Paper sheets.

Equipment: Computer, internet, projector, whiteboard.

Time: 30 minutes.

Level: Level I

Stage	Activity	Materials	Time	Interaction	Skills/subskills to be practiced.
Warm-up	Reintroduce the topic with a short story where different irregular verbs are displayed, dramatize it.	Paper sheet, Power Point presentation.	3 mins.	Whole class	Pronunciation/ Vocabulary.
Presentation	Present students with a list of the	Power Point presentation,	5 mins.	Whole	Pronunciation.

	most common irregular verbs, point out in similar endings.	computer, projector.		class.	
Practice	Have students play game online, make teams of four people.	Game: http://www.eslgamesplus.com/irregular-past-tense-esl-grammar-jeopardy-quiz-game/ , computer, projector, speakers.	12 mins.	Team work.	Pronunciation/ Vocabulary.
Production	Write a short story, in teams, using the verbs checked in the exercise. Have one student of the team to read it aloud.	Paper sheets.	10 mins.	Individual work	Pronunciation.
Evaluation	-	-	-	-	Pronunciation.

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Table 16. Lesson Plan Unit 8: Simple past verbs.

Lesson Plan Unit 9: Preview: ea writing (/i/, / / and /e /).

Objective(s): Students will classify the given words through the application of a game.

Controlled activity.

Materials: Paper tails.

Equipment: Computer, projector, whiteboard.

Time: 30 minutes.

Level: Level I.

Stage	Activity	Materials	Time	Inte raction	Skills/subskill s to be practiced.
Warm-up	Reintroduce the topic to students, pronounce the words öbreadö, öeatö, östeakö write the words down on the board, ask them if they see similarities in the spelling of the words. Give a representative item	Power Point presentation, computer, projector.	5 minutes	Who le group	Pronunciation/ Vocabulary.

	for each sound.				
Presentati on	<p>Explain students how words were first spoken and then written them down. Display a list of 15 common words containing the letters ðeaö.</p> <ol style="list-style-type: none"> 1. Bread 2. Breakfast 3. Eat 4. Healthy 5. Ice cream 6. Meat 7. Peas 8. Steak 9. Tea 10. Death 11. Earth 12. Heart 13. Head 14. Heat 	Power Point presentation, computer, projector.	6	Who le group	Pronunciation.

	15. Hear Pronounce each of the words.				
Practice	Have students play <i>Pin the tail on the Donkey</i> . In a Power Point presentation, have three Donkey, each donkey will have a sound (/i/, / / and /e /), create 15 tails with the mentioned words, have students work in teams of four and organize the words with its correspondent sound, have students pronounce each word.	Power Point presentation, computer, projector, <i>paper tails</i> .	15 mins.	Tea m work	Pronunciation/ Vocabulary.
Productio	Have students	Power Point	4 mins.		Pronunciation.

n	pronounce the words randomly, check and correct their pronunciation.	presentation, computer, projector.			
Evaluation n					Pronunciation.

Table 17. Lesson Plan Unit 9: Preview: ea writing (/i/, / / and /e /).

Lesson Plan Unit 10: Preview: / / and /u/.

Objective(s): Students will select a word and the pronunciation for that word through story construction. Guided activity.

Materials: Power Point presentation.

Equipment: Computer, projector, whiteboard.

Time: 30 minutes.

Level: Level I

Stage	Activity	Materials	Time	Inte raction	Skills/subskill s to be practiced.
Warm-up	Give each sound a representative item; pronounce the words for students to differ one sound from the other.	Power Point presentation, computer, projector.	2 mins.	Who le group	Pronunciation/ Vocabulary.
Presentati	Present a list of	Power Point	3 mins.	Who	Pronunciation/

on	words that contain the sounds / / and /u/. Pronounce the words. Have students repeat the words, point out the difference between sounds.	presentation, computer, projector.		le group	Vocabulary.
Practice	Have students write a story where they use the words. Write it on a Power Point presentation, have each student say a line and continue the story.	Power Point presentation, computer, projector.	20 mins.	Individual work	Pronunciation/ Vocabulary.
Production	Have them read together the story, correct pronunciation mistakes.	Power Point presentation, computer, projector.	5 mins.	Whole group	Pronunciation.
Evaluation					.

Table 18. Lesson Plan Unit 10: Preview: / / and /u/.

Lesson Plan Unit 11: Preview: Sentence stress, word stress.

Objective(s): Students will report the use of *would* in questions and answers, through the use of roleplays. Focus: Sentence and word stress. Guided activity.

Materials: Props.

Equipment: Computer, projector, speakers, whiteboard, markers.

Time: 30 minutes.

Level: Level I

Stage	Activity	Materials	Time	Interaction	Skills/subskills to be practiced.
Warm-up	Introduce the activity by asking students if they would like to go to Disneyland. Point out the intonation for that question. Have them answer, repeat correct intonation if they did not say it correctly.	Marker, whiteboard.	3 mins.	Whole class	Pronunciation/ Vocabulary.
Presentati	Present a PPT,	Power Point	5 mins.	Who	Pronunciation.

on	where it is possible to see the stress and intonation of some words, focus on <i>Would</i> and vocabulary words from Unit 11.	presentation, computer, projector.		le group	
Practice	Have students watch a video of an interview. Ask them to get in teams of five, choose a famous person and interviewers and have them formulate questions using <i>would</i> .	YouTube, internet, computer, projector.	8 mins.	Team work	Pronunciation/ Vocabulary.
Production	Have students perform the interview in front, check intonation and stress. Have a background for	Power Point presentation with a background of news, props if possible,	14 mins.	Team work	Pronunciation.

	setting the scenario, bring an musical intro for the õprogramö.	speakers, computer.			
Evaluation					Pronunciation.

Table 19. Lesson Plan Unit 11: Preview: Sentence stress, word stress.

Lesson Plan Unit 12: Preview: / /, / /, /e /, / /, /o /, / /, /u/, / r/, / /, / /, /h/, / / and / /.

Objective(s): Students will examine different words in order to identify them through a game. Controlled activity.

Materials: Cards.

Equipment: Computer, projector, whiteboard.

Time: 30 minutes.

Level: Level I

Stage	Activity	Materials	Time	Inte raction	Skills/subskill s to be practiced.
Warm-up	Remind students of the sounds that will be developed, introduce the representative item for each of the sounds. Make sure	.Power Point presentation, projector, whiteboard, computer.	3 mins.	Who le group	Pronunciation/ Vocabulary.

	students can identify the different sounds.				
Presentati on	<p>Give each student a card with different words that contain the reviewed sounds.</p> <p>Ask students to identify which sound corresponds to each word.</p> <p>Display a PPT with the representative items and so students can link information.</p>	.Power Point presentation, projector, whiteboard, computer.	5 mins.	Indi vidual work	Pronunciation.
Practice	<p>Ask students to mention a word that contains one of the sounds, displayed, (one of the ones they have</p>	.Power Point presentation, projector, whiteboard, computer.	5 mins.	Indi vidual work	Pronunciation/ Vocabulary.

	identified).				
Production	Play Bingo, explain students the procedure to play and pronounce one sound, show the representative item and the one who gets four together wins, repeat the activity as many times as possible.	Cards.	17 mins.	Individual work	Pronunciation
Evaluation					

Table 20. Lesson Plan Unit 12: Preview: / /, / /, /e /, / /, /o /, / /, /u/, / r/, / /, / /, /h/, / / and / /.

CHAPTER 5: ANALYSIS AND INTERPRETATION OF RESULTS

As it has been mentioned before, two tools have been applied for the interpretation of the process of application of the proposal of this project. In this chapter the tools applied and its results will be presented and analyzed.

5.1 Instruments for the evaluation of the proposal

In this section an Evaluative Rubric is presented in order to measure the results of the application of three units in two different classrooms. The design of the rubric was developed to analyze the activities applied, rather than its results. It was designed following the main characteristics required for the creation of this proposal. The focus of the rubric will provide the view of the professor, in order to analyze how the proposal was developed in the classroom, and its characteristics.

According to Karkehabadi (2013) a rubric represents the performance expectations for a specific piece of work. It is considered a scoring tool. A rubric divides the analyzed work into different components and also provides clear description of the characteristics that have been developed.

Features	4	3	2	1
Timing	Time is	Some	The activity	Parts of the

	enough to cover the activity.	minutes (no more than 5) are necessary to complete the activity.	has to be readjusted because of time.	lesson plan have to be skipped.
Effectiveness	Students understand the concepts the first time.	Students require of examples to understand the concept.	Students require of a second review and examples.	The concept is hardly understood.
Content	All the features are developed.	The main features are developed.	Some features are developed.	Specific features are developed.
Creativity	The materials involve are attractive, authentic and dynamic (contain images, videos, etc).	The materials are dynamic.	The materials are standard.	The materials are not authentic.

Table 21. Rubric.

In order to have another perspective of the proposal, a survey was developed (see Annex 3), aiming to gather students' opinion about the application and results of the proposal. The

survey consists of 8 different close-ended questions. This survey allows analysis and provides more precise results for the reporting of the application of the proposal.

These tools will allow the analysis and interpretation of results which are presented in Chapter 5. Its implications, possible modifications and how they will be considered for further research will also be presented in the mentioned section.

5.2 Population

The population, who gently accepted to participate, consists of two different groups of first level. The groups have been assigned as Group 1 and Group 2 and a total of 30 students. Table 22 and 23, contain the information of the groups.

Group	Age				Gender	
Group	17	18	19	20-23	Female	Male
1	1	7	8	2	8	10

Table 22. Information of Group 1 students.

Group	Age				Gender	
Group	17	18	19	21	Female	Male
1	3	3	5	1	8	4

Table 23. Information of Group 2 students.

Professors' information will not be displayed due to the way the proposal took place in the classroom; the proposal was applied by the researcher as suggested by professors.

Therefore only students' sample has been presented.

5.3 Interpretation of results: Rubric

Day	Group	Score				Result
		Timing	Effectiveness	Content	Creativity	

			ess			
1	Group 1	4	4	3	3	14/16
1	Group 2	4	4	3	3	14/16
2	Group 1	2	2	3	4	11/16
2	Group 2	1	3	3	4	11/16
3	Group 1	4	2	2	4	12/16
3	Group 2	4	4	2	4	14/16

Table 24. Group 1.

Group 1 consists of 18 students; they are really interested in learning the language since when the activities were applied they were really quiet and attentive to what was being said. The main struggle was vocabulary, using songs, for example implied asking students if there was a word they did not know. Even though the selected songs contained basic vocabulary, being level 1, represented a challenge to understand what the lyrics said. It took more time than the expected to explain the words students argued not to know. Also when introducing the third activity, students got confused because of the strategy I used to explain the topic, it was ð-edö ending pronunciation. In order to introduce the topic, students were told that explosive sounds (voiceless sounds), after that students were asked to pay attention to the

other list of sounds /d/ pronunciation of õ-edö, it was hard for them to notice the difference between producing voiceless and voiced sounds. After they realized of the differences, students were asked "Then, what do we do when the word ends with /t/ or /d/ sounds?" and were introduced to / d/. Maybe because it was too much information it was complicated to really understand what was being explained. Students had the activity and basing their answers on what had been explained, they answered. Their answers were correct or wrong but corrected by themselves.

5.3.2. Group 2

Group 2 consists of 12 students; they are also interested and motivated about learning the language. The first activity which consisted of a game represented no problem since it was intonation and a grammatical form reintroduced. Activity 2 which consisted of a song where / /, /a / and /i/ were reintroduced, represented a challenge for students and the instructor, as was concluded with Group 1, being a first level students, students normally would have a limited set of vocabulary. Even though the song contained words from basic level, not all of these words were known by students. Explaining/acting each of the unknown words took more time than anticipated. The last part of the lesson plan (singing the song along) was skipped in order to complete the programmed activities (professor's activities).

The third activity was focused to one specific topic õ-edö pronunciation of regular verbs in past, due to the challenge it represents and the time it takes to differ from some sounds to others.

Concluding the experience of applying didactic activities that form the proposal, introducing authentic material is a challenge for students of level 1. They have been exposed to vocabulary but their knowledge of vocabulary is still considerably limited, therefore, students may struggle understanding the video/song.

5.4. Interpretation of results: Survey

The survey was applied to students (since they were the participants of the applications) in both groups and at the end of the eight observation days, students were asked to participate, again through systematic sampling as it was mentioned in section 3.4.1 and told it was a voluntary activity and that they did not have to answer it if they did not want to do it. The surveys were applied aiming to know the outcomes of the application of the didactic proposal from the perspective of students, since they received and were part of the activities included in the didactic proposal. The survey consists of eight questions related to the application of the proposal. Data is presented through tables and discussed contrasting the two groups who participated in the application. See annexes 1 and 2.

5.4.1. Question 1

Students were asked if they considered 30 minutes to be enough time to develop the applied pronunciation activities. Students' answers are presented in Table 25.

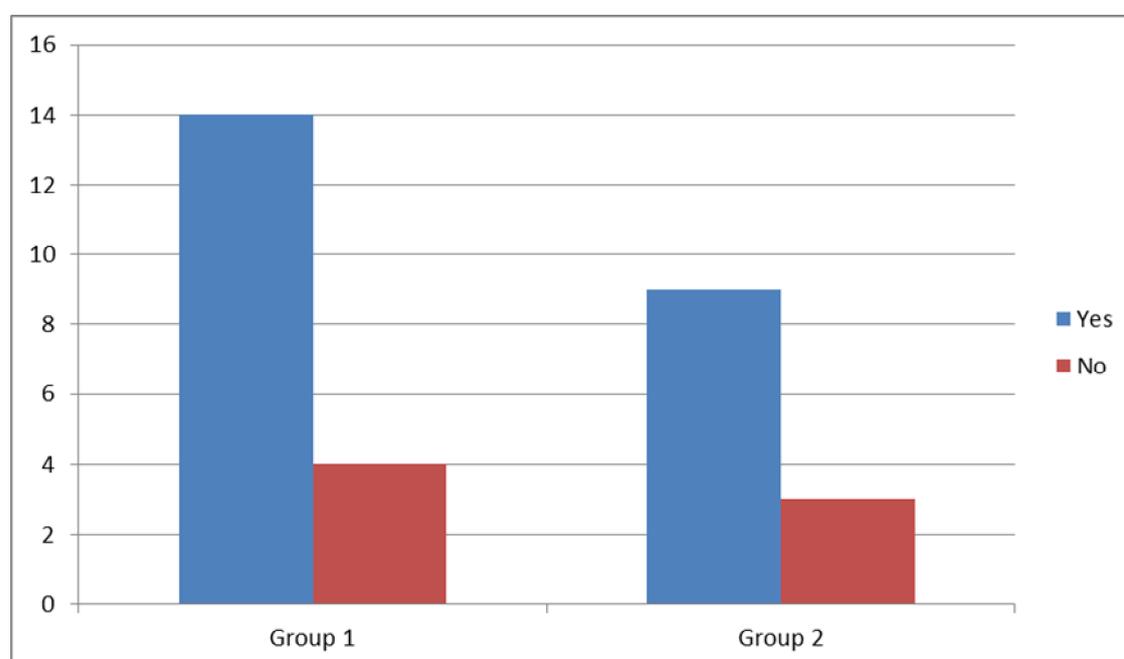


Table 25. Answers of Question 1

From the two groups, 23 students considered that 30 minutes were enough time to apply the activities and 7 students out of 30 considered 30 minutes was not an enough amount of time. In the next section students suggest the ideal time for the application of the activities.

5.4.2. Question 2

Students answer to the question related to the ideal time to develop pronunciation activities, similar to the ones they witnessed. Before presenting the table with results, a link between question one and question two will be suggested. In question 1, seven students argued not to consider 30 minutes to be an appropriate amount of time for the development of activities as the ones included in the proposal.

Students from Group 1 gave varied answers, one of them answered 10-15 minutes are enough for the implementation of the activities, two students mentioned 21-25 to be the ideal timing and one student argued that more than 30 minutes were necessary.

The three students, who answered in Question 1 that 30 minutes were not enough, suggested more than 30 minutes being the ideal timing for the development of these activities. Answers of all students are presented in Table 26.

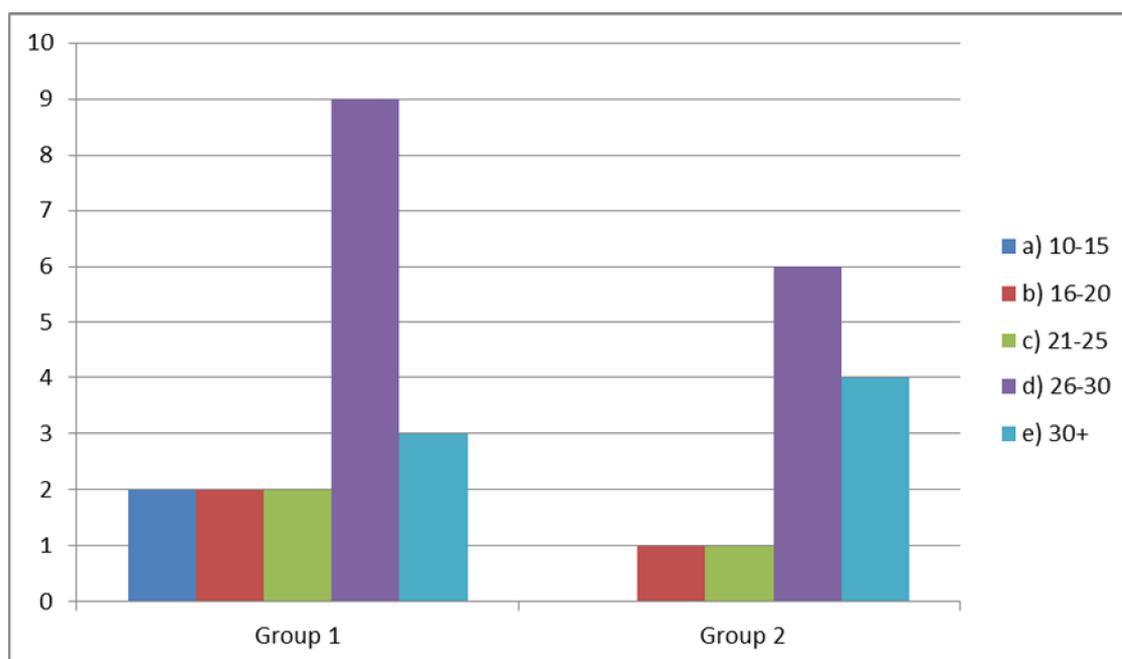


Table 26. Answers to Question 2.

Most of the students (15 out of 30) considered 26-30 minutes to be the ideal time for the development of the applied pronunciation activities. More than 30 minutes was also popular, being selected by seven students. It is noticeable that students suggest more than 25 minutes for the development of the activities.

5.4.3. Question 3

The question about being in favor or not of the integration of four elements (previously suggested by students along with professors' point of view) into the teaching of pronunciation was answered by students the following way.

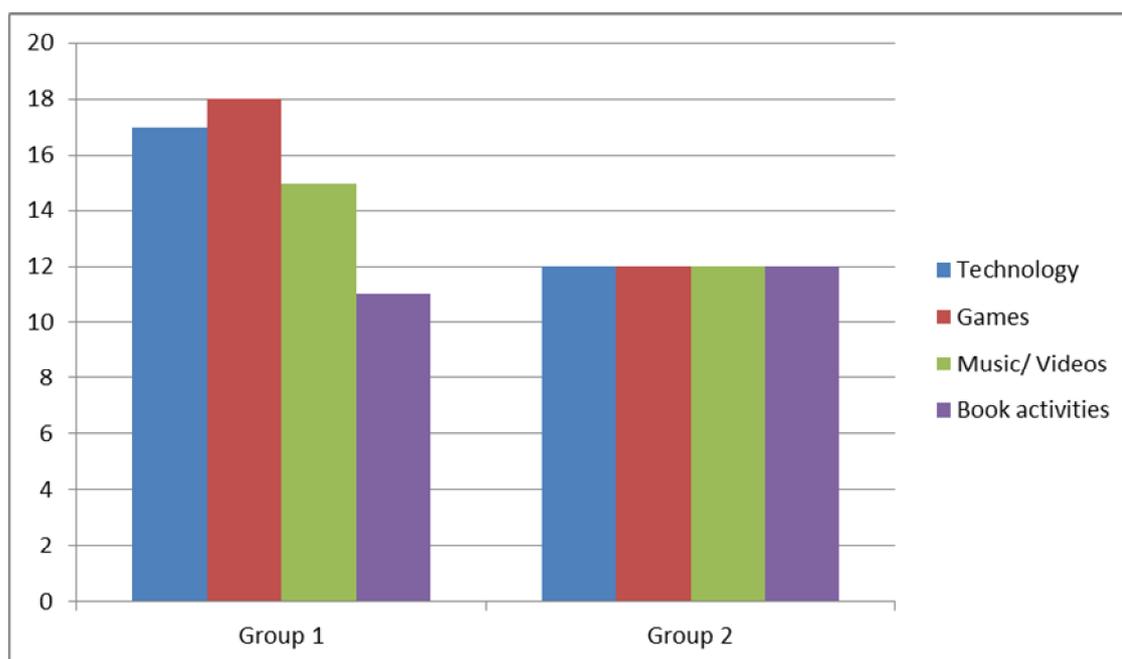


Table 27. Answers to Question 3.

Considering that Group 1 consists of 18 students, it is noticeable that only one student did not agree on integrating technology into the teaching of pronunciation, three students were not interested in linking music and videos to the teaching of pronunciation and finally seven students were against the integration of book activities for teaching pronunciation.

It is interesting the fact of all students of Group 2 mentioning being content with the integration of the mentioned elements into pronunciation teaching.

5.4.4. Question 4

Question 4 involves motivation. It deals with the fact of students feeling motivated due to the applied activities, to the improvement of pronunciation. Answers to Question 4 are presented in Table 28.

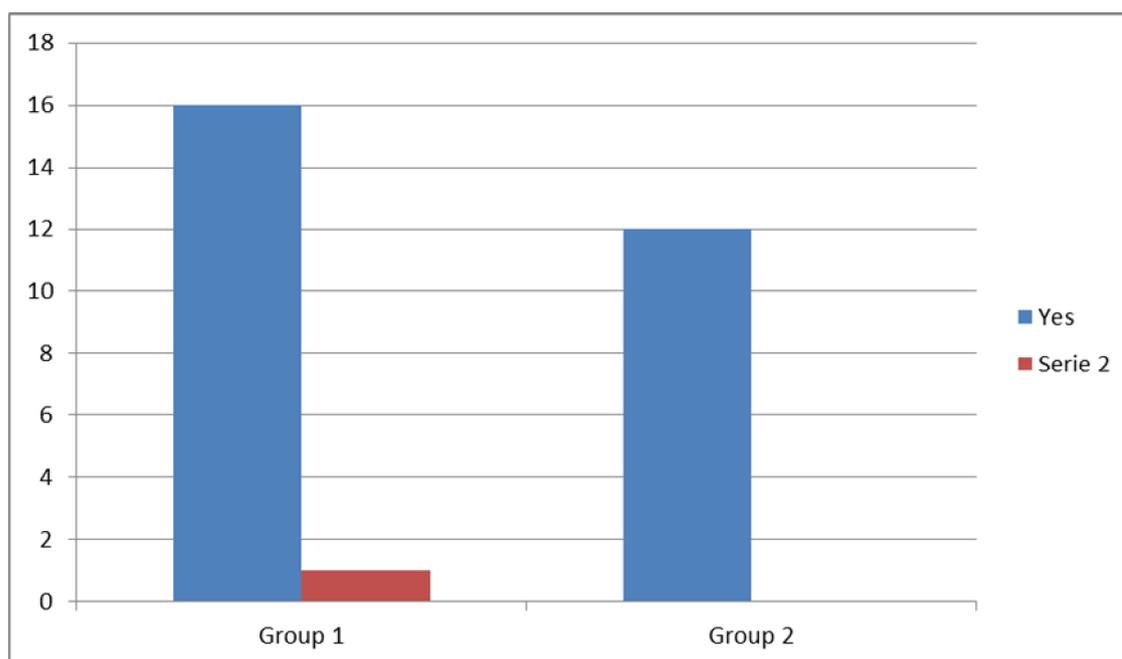


Table 28. Answers to Question 4.

It is noticeable how students argued feeling more motivated towards pronunciation improvement. Only one student out of 30 mentioned that the activities did not make her feel motivated towards pronunciation improvement.

5.4.5. Question 5

Students were asked if they would like to have more activities as the presented ones for the development of pronunciation, 100% of the students answered positively, showing interest in pronunciation development through the activities.

5.4.6. Question 6

Question 6 requires students to answer if they think they have learned pronunciation aspects through the applied activities. For this analysis a table will not be necessary since only one student from Group 1 answered *no*. The rest (29 students) argued having learned fundamental aspects related to pronunciation.

5.4.7. Question 7

Question 7 consists of asking students if they find "this way" (integrative pronunciation activities) easier for the development of pronunciation. Three students from Group 1 answered they did not find the activities to be an easy way for pronunciation development, while the rest of the students (27 students) answered they did find activities an easy way for the pronunciation acquisition.

5.4.8. Question 8

Question 8 presents students the idea of having the implemented activities as a review for the pronunciation items developed in each unit, integrating the three sections of the unit into one activity. One hundred percent of the students said they would like to have the implementation of the activities as a review.

Results from both perspectives have shown positive positions when it comes to the usefulness of the integrative pronunciation activities. Some recommendations identified after the application of the proposal will be presented in Section 5.5 for further research.

5.5 Recommendations and suggestions for further research

Being this research focused on integrative pronunciation activities, focusing on professors teaching of pronunciation, it would be suggested for further research to analyze the field of Professional Development deeper, and considering the idea of complementing this proposal with a training on pronunciation; considering professors' mastery of the topic, strengths and weaknesses, in order to develop a training program that allows them to continuously improve their mastery of pronunciation.

It is also recommended for further research to select and analyze the authentic material through a careful inspection of the content of the song or video. If it is possible to use a song/video provided by the program that is being used by the school, this way the authentic

song or video would have been selected considering what students have seen in class, the materials selected for the development of the activities contained basic vocabulary and linguistic forms and students struggled understanding the content. Another alternative would be modified or adapted materials, which may not be authentic but appropriate for their level and linguistic mastery of the foreign language.

It is also recommended linking other activities to the pronunciation elements that are developed in each unit in order for students to practice and review aspects of pronunciation, not forgetting the goal of pronunciation instruction which has been considered to be intelligibility. Another improvement is considering in the design of the proposal, the possible struggles that may appear for teachers and mention some possible solutions in case professors, for example do not have internet that day, or there are no speakers, etc.

CONCLUSION

The continuous evolution of our society is producing adaptations in almost every area of it. Globalization has constantly modified different fields, from which education and specifically foreign language teaching is constantly being updated through new research and applications. From this perspective, the interest for the development of this research study has arisen.

As it has been mentioned before, different research has been done in order to analyze in a more detailed way, professors' cognition on pronunciation. This research study provides a description on professors' cognition on pronunciation instruction along with their daily practice of pronunciation strategies and techniques, contrasted with learners' perspectives on pronunciation learning and teaching. Different research tools were applied for the gathering of data for the development of the proposal of this study, the mentioned data in CHAPTER 3: ACTION-RESEARCH METHODOLOGY, the integration of surveys, observations and

recordings have allowed for the development of the proposal and also to determine professors' and students' perspectives of the field.

Throughout the research it was noticeable how controlled activities were commonly developed in the classroom, mainly due to timing and the orientation of the course. The course counts on a book "English American File" which contains mainly controlled pronunciation activities, besides the proposed activities sometimes professors applied other strategies and techniques for the development of pronunciation in the classroom. As proposed by Baker (2014), free activities allow learners' development of pronunciation in a less structured way, it is relevant to mention that developing free activities for the development of pronunciation will have different positive benefits, but it will also represent a challenge for professors since these activities require of the guidance of professors for the adequate development and the fulfillment of the activity's objectives.

In the application of the proposal, activities in which students worked together helped them to develop a sense of communication, allowing them to be aware of their performance in the foreign language. As observations were made for the development of CHAPTER 1: PROBLEM DEFINITION, the application of controlled activities, guides students in the development of pronunciation features, but being this research oriented to the development of intelligibility, it is considerably relevant to propose the development of pronunciation through activities that seek for the development of intelligibility, rather than native-like speech, in other words, the development of activities in which students were allowed for the successful exchange of information was the aim of the activities developed for the proposal, allowing learners' comprehensibility.

The development and application of different techniques and activities is strongly related to Professional Development. As it has been mentioned before, Kelly (2000) points out

that pronunciation teaching tends to be neglected or to be the response to a detected problem, mentioning that the lack of pronunciation development in the classroom is generally not related to not being interested in the development of learners' pronunciation but to a feeling of not feeling prepared enough to develop the subskill in the classroom, and according to collected data, professors' cognition of pronunciation instruction do have areas of opportunity to be updated, through the presentation of material with updated content or through professors' training on the subject. From this idea, for further studies it has been proposed to study the area of training professors in the field of pronunciation teaching.

From the application of the proposal, future modifications such as the application of authentic material that contains vocabulary from the course program or instead of seeking to develop or review all the pronunciation features contained in the unit, it would be beneficial to focus only on the main characteristic to be developed. It is also relevant to be considered that the proposed activities are intended to be modified and adapted to every classroom, aiming to fulfill students' individual needs, which are or will be identified by each professor, therefore taking into account affective factors for the adaptation of the proposed activities is highly recommended.

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ANNEXES

Annex 1: Professors' Instrument Survey

Age: _____. Gender: _____. Years of experience: _____. Class Level: _____.

The purpose of this survey is to contribute to the study and proposal for the improvement of pronunciation instruction.

Please answer the following survey.

Additional comments will enrich the quality of this investigation, I'd appreciate you use the back of this page to express yourself generously.

In class, which sub-skill do you spend more time working on?

Grammar b) Pronunciation c) Vocabulary

Why?

Do you teach pronunciation of English in class?

Yes b) No

If the answer was yes. Which strategies do you usually apply?

How was it that you adopted the mentioned strategies for your teaching of English?

Have you experienced any complications when teaching pronunciation?

3.1 If you have, could you describe them briefly?

How do you correct pronunciation mistakes in the classroom?

Do consider the teaching of pronunciation:

A challenge b) A necessity c) Easy to work with

Do you consider students need pronunciation teaching in the classroom, in order to develop this sub-skill?

Yes b) No

6.1 Justify your answer:

_____.

How do you consider your pronunciation mastery?

a) Very good b) Good c) Bad d) Very bad

Have you assisted to any workshop or conference related to the teaching of pronunciation?

a) Yes b) No

8.1 If the answer was affirmative, please mention the number of events related to the teaching of pronunciation to which you have attended: _____.

From the mentioned activities, how many of them have been provided by the institution where you work/ worked?

_____.

Annex 2: Students' Instrument Survey

Encuesta

El propósito de esta encuesta consiste en el estudio de la enseñanza/ aprendizaje de la pronunciación.

Fecha: _____. Nivel: _____. Edad: _____. Sexo: _____.

Cualquier comentario adicional será bien recibido, agradecemos utilice la parte posterior para expresarse ampliamente.

¿Considera que se presta especial atención en la correcta pronunciación del inglés en clase?

Sí b) No

¿De qué manera se lleva o no a cabo esta actividad en el aula?

¿Considera complicado el aprendizaje de la pronunciación?

Sí b) No

¿Por qué lo considera así?

De acuerdo a su nivel, ¿Cómo considera su pronunciación en inglés?

Muy bueno b) Bueno c) Malo d) Muy malo

¿De qué manera el maestro corrige su pronunciación en clase?

Individualmente b) Frente a grupo c) Con ayuda de símbolos fonéticos d)

Diccionarios

Otros:

¿Reconoce y hace uso de los símbolos fonéticos?

Sí b) No

¿Qué actividades realiza usted de manera autónoma para desarrollar la pronunciación del inglés?

¿Cuál considera usted la estrategia ideal para corregir la pronunciación en el aula?

¿Qué mejoras propone usted para el progreso de la enseñanza/aprendizaje de la pronunciación en el aula?

Annex 3: Students survey

Se le pide de la manera más atenta, responda las siguientes preguntas.

Edad: _____ Sexo: _____ Fecha: _____

1. ¿Considera usted que 30 minutos son el tiempo ideal para realizar las actividades de pronunciación que se aplicaron?

- a) Sí b) No

2. ¿Cuánto tiempo le parecería ideal para dedicar a actividades como las que se presentaron?

- a) 10-15 b) 16-20 c) 21-25 d) 25- 30 d)30+

3. ¿Le parece agradable la integración de los siguientes elementos a la enseñanza de la pronunciación?

	Sí	No
a) Tecnología	_____	_____
b) Juego	_____	_____
c) Música/vídeos	_____	_____
d) Actividades de pronunciación del libro_____	_____	_____

4. ¿Las actividades realizadas le hicieron sentir motivado a la mejora de la pronunciación?

- a) Sí b) No

5. ¿Le gustaría tener más actividades como las presentadas para contribuir a la mejora de su pronunciación?

- a) Si b) No

6. ¿Le pareció haber aprendido aspectos fundamentales de la pronunciación a través de las actividades aplicadas?

- a) Sí b) No

7. ¿Le pareció esta forma más sencilla para desarrollar dominio de la pronunciación?

a) Sí b) No

8. ¿Le gustaría que actividades como las presentadas, sirvieran para reforzar lo visto en cada una de las unidades que usted estudia?

a) Sí b) No

Annex 4: Letter for the principal

M.C. Mario Alberto Sepúlveda Rodríguez:
Coordinador del Centro de Idiomas de la UANL
Presente.-

Por este medio reciba un cordial saludo y a su vez, su servidora Lindyneth Berenice Pérez Ocañas, con número de matrícula: 1492145, quién actualmente cursa la Maestría en Lingüística Aplicada a la Enseñanza de Lenguas Extranjeras del Área de Posgrado de la Facultad de Filosofía y Letras de la Universidad Autónoma de Nuevo León, le pido atentamente de su autorización para la aplicación de algunas actividades de pronunciación como parte de la propuesta didáctica en dos grupos de nivel I. La aplicación de las actividades, quedaría de la siguiente manera:

-Las actividades se aplicarán los días 15, 17, 22, 24, 29 31 de marzo y el 5 y 7 de abril.

-Las actividades se aplicarán dos días a la semana.

-Se aplicará una actividad con duración de 15 minutos por día.

-Las actividades se aplicarán en los últimos 15 minutos de clase, en la clase de 11:30 a.m. la clase 1:00 p.m.

El objetivo de la aplicación de estas actividades es apoyar el proceso de adquisición de la pronunciación de los alumnos.

De antemano agradezco sus más finas atenciones, esperando su aprobación a esta petición sin más por el momento quedo de usted.

Atentamente,

Lindyneth Berenice Pérez Ocañas

M.C. Mario Alberto Sepúlveda R.

Universidad Autónoma de Nuevo León a 9 de marzo de 2017.

