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“The Influence of the Spoken Interaction with English Native Speakers in the English Pronunciation of the Personnel Working in San Salvador-Based Call-Centers”

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1. INTRODUCTION

Call Centers have become an important industry in El Salvador; they are nowadays the main source of employment for people who speak English in the country. Keilhauer (2011) argued that El Salvador has 45 call centers operating with 12,000 employees. This industry keeps growing every year. Call Centers offer better job opportunities and attractive salaries. Besides earning a salary, people who work at those places have access to interact with English speakers with different accents, in a direct manner. This interaction provides a wide range of proficiency improvement opportunities of English.

The majority of non-native English speakers have a thick accent in their pronunciation. There is a big percentage of non-native English speakers who had learnt English in schools, academies and universities with an unnatural and deficient pronunciation because they were taught by teachers with a lack of naturalness in their pronunciation. Additionally, the lack of interaction with native English speakers affects their pronunciation. Vygotsky (1962), argued that interaction with other people is critical to the learning process. According to this author, the interaction is crucial in the process of the development of the language. The absence of interaction with native speakers results in a strong accent and poor pronunciation.

This research project pretends to analyze the influence that participants potentially acquired in pronunciation as a result of the constant spoken interaction with English native speakers through the phone. Pronunciation will be studied from the point of view of connected speech: Rhythm, intonation, assimilation, elision and linking plus the use of the schwa sound. All of those aspects are set in the phonological rules of the General

American dialect, which the study used as a standard measurement. The aim of this study was to measure the frequency of aspects of connected speech and their influence on participants' pronunciation as a result of contact with English native speakers.

The research project focused on a population of 27 personnel employed in various Call Centers of San Salvador and surrounding areas. Those employees deal on daily basis with people who are mostly English native speakers hence these force employees to develop different sub-skills like negotiating meaning, solve problems and issues that customers are facing. The research team recorded an interview with participants with the purpose of measure their pronunciation and then analyzed the results. In order to evaluate if the constant interaction with native speakers helps them to improve their pronunciation.

This study has been divided in five chapters. Chapter 1 introduces the statement of the problem, background and need; purpose of the study, research questions, definitions, limitations, ethical considerations and significance to the field. Chapter two presents the literature review. This information explained the aspects of connected speech in pronunciation. Chapter three provides information about the setting, participants, intervention and materials, measurement instruments, procedure and data analysis. Chapter four detailed quantitative data analysis in a descriptive form and findings of the results derived from the instruments applied by researchers. Chapter five provided researchers' conclusions, recommendations and discussions.

1.1 Statement of the Problem

In El Salvador, there is a limited access to have interaction with English native speakers. Nowadays one of the most common option is getting a job in a Call Center, where employees interact with native speakers in daily basis. Call Centers have become the main source of employment for bilingual people in the country; but this industry requires an advanced level of English in order to obtain a job as a customer call-center representative. In addition, their pronunciation is an important aspect to be considered, due to the fact that customer representatives have to be able to interact with native speakers in a meaningful conversation. Getting a job in Call Centers might help workers to acquire aspects of pronunciation that help them to reach a higher level in their pronunciation.

Pronunciation is defined as the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability. Even with the standard rules of pronunciation, many people from diverse places pronounced English differently. „The diversity is real and must be treated in an accent of how English is pronounced, but commonality is greater” (Kreidler, 2004). Even though, English language has a variety of dialects; there is a form to standardized pronunciation through the General American English in specific features such as stress, intonation, and weak vowels.

Experts in Linguistics give importance of accent, stress, intonation, and rhythm in the comprehensibility of the speech of nonnative speakers. In addition, they emphasize the effect of motivation and exposure in the development of native-like pronunciation and intelligibility of speech among speakers of different English varieties. The sounds

on non-native speaker"s pronunciation in the daily speech could vary due to the lack of interaction with native speakers.

Learning a language is a natural process gaining through social interaction. Lev Semenovich Vygotsky, a Russian psychologist who lived during the Russian Revolution, studied in 1962, he developed the Sociocultural Theory which was also widely accepted as a learning theory by mid-century, emphasizing interaction with other people as critical to the learning process. This view is still influential in SLA approaches which are concerned with the role of input and interaction.

This research pretends to describe the influence of interaction with native speakers through the calls and to analyze the pronunciation from the point of view of phonological processes. "Phonology is concern with the way speech sounds are organized into a system, the sound system of a specific language" (Kreidler, 2004,) Pronunciation of participants was analyzed by means of aspects of connected speech such as assimilation, elision, linking, rhythm, stress, intonation and schwa sound.

1.2. Research Topic

"The influence of spoken interaction with English native speakers in the English pronunciation of the personnel working in San Salvador-based call-centers"

1.3. Objectives

1.3.1. General objective

To analyze the pronunciation of nonnative English speakers working at Call Centers in San Salvador and surrounding areas for the application of the basic phonological rules of General American as the potential result of the spoken interaction with English native speakers.

1.3.2. Specific objectives

To seek for the aspects of connected speech in the pronunciation of non-native English speakers as a potential pickup gained from the spoken interaction with native speakers.

To seek for the presence or absence of the schwa sound in the pronunciation of non-native English speakers as a potential pickup gained from the spoken interaction with native speakers.

To seek for the General American rhythm and intonation patterns in the pronunciation of non-native English speakers as a potential pickup gained from the spoken interaction with native speakers.

1.4. Purpose of the Study

The purpose of this study was to determine the influence of the spoken interaction with English native speakers gain by personnel working in Call Center in surrounding area in San Salvador.

1.5. Rationale /Justification

Since the first Call Center was funded in El Salvador, it grown into a great business. In recent years El Salvador lead as top BPO (Business Process Outsourcing) according to an article published by US embassy. So, this industry is helping Salvadorians to find a job opportunity and to gain a salary using their abilities as English speakers. This research intends to prove that constant interaction with English native speakers helps to non-native speakers to improve their skills in pronunciation. This research is important because it allowed to have a better understanding about what happen when a non-English Speakers have a daily interaction with English Speakers. Thus, this research needed to be handle in order to find out what are the most common aspects of connecting speech gained by non-English speakers through interaction with native English speakers. Therefore, researches intended to demonstrate that an active interaction with natives is one of the most effective ways to improve pronunciation skills.

1.6. Description

To determine the influence of the spoken interaction with English native speakers in the English pronunciation of the personnel working in Call Centers in San Salvador; a combination of survey and interview was implemented. Those tools were used to look for personal aspects and information related to their job, likewise to identify the most common aspects of connected speech gained by participants during their interaction over the phone. Twenty seven employees, nonnative English speakers and active team members in Call Centers, were considered to participate in this study. They were interviewed during an average of 13 minutes to find aspects such as: assimilation, elision, American intonation, linking, rhythm and schwa sound.

1.7. Expected Outcome

This research pretended to study the influence of the spoken interaction with English native speakers in the English pronunciation of the personnel working in San Salvador-based call-centers, the expected results are: first, to describe the influence in participants' pronunciation after being exposed to native speakers. Second, analyze the relationship between participants' background and their pronunciation. Third, describe the application of connected speech as the potential result of the spoken interaction with English native speakers. In addition, to prove that the personnel working in Call Center improve their pronunciation just for being exposed to interact with native English speakers during a full work shift. Those are some of the expected results for this investigation.

1.8. Research Questions

1.8.1. General Research Question

What is the influence on pronunciation of nonnative English speakers working at Call Centers in San Salvador and surrounding areas for the application of the basic phonological rules of General American as a result of the spoken interaction with English native speakers?

1.8.2. Subsidiary research questions

What are the aspects of connected speech in the pronunciation of non-native English speakers as a potential pickup gained from the spoken interaction with native speakers?

Is the schwa sound presence or absence in the pronunciation of non-native English speakers as a potential pickup gained from the spoken interaction with native speakers?

What are the General American rhythm and intonation patterns in the pronunciation of non-native English speakers as a potential pickup gained from the spoken interaction with native speakers?

1.9. Significance of the Field

The importance of this study is to contribute to the research literature in our field. Future readers and students of the University of El Salvador will be able to have a better understanding about the influence of the spoken interaction with English native speakers and its influence in pronunciation of the personnel working in San Salvador-based call-centers. As well, future researchers will be able to get informed for future investigations by reading the results, analysis of data of this research paper.

1.10. Definitions

Call Center Terms

Account: In the Call Center industry, an account refers to a business or companies managed by a Call Center (M. Rouse, Call Center Terms: Glossary, 2008).

Call Center: A Call Center is a physical place where customer and other telephone calls are handled by an organization, usually with some amount of computer automation (M. Rouse, Call Center Terms: Glossary, 2008).

Call Center agent: A Call Center agent is the person who handles incoming or outgoing customer calls for a business (M. Rouse, Call Center Terms: Glossary, 2008).

Pronunciation Terms

Assimilation: in natural connected speech is belonging to one word can cause changes in sounds belonging to neighboring words (Roach, 2009).

Elision: in more technical language, in certain circumstances a phoneme may be realized as zero, or have zero realization or be deleted (Roach, 2009).

Intonation: It refers to the variations in the pitch of a speaker's voice used to convey or alter meaning. There are four main tones: rising, falling, rising and falling, and falling-rising. (Roach, 2009).

Linking: in real connected speech, is the process in which we link words together in a number of ways (Roach, 2009).

Rhythm: it involves some noticeable event happening at regular intervals of time; one can detect the rhythm of a heartbeat, of a flashing light or of a piece of music. It has often been claimed that English speech is rhythmical, and that the rhythm is detectable in the regular occurrence of stressed syllables (Roach, 2009).

Stress: in pronunciation, the degree of force used in producing a syllable (Pourhossein, 2011).

Intelligible pronunciation: the ability to make one self relatively easily understood (Pourhossein, 2011).

Native speaker of a language: it is someone who speaks that language as their first language rather than having learned it as a foreign language.

Mother tongue: it is a language that a person has been exposed to from birth or within the critical period. If there are multiple L1, the designation "first language" is used for the L1 spoken the best or the one that is the basis for sociolinguistic identity.

1.11. Limitations

Researchers faced some limitations such as the lack of control group, time for doing interviews and the collection of data. First of all, one of the limitations that our research team faced was lack of a control group. As a research team it was planned to have as population 40 personnel working in Call Centers in San Salvador and surrounding locations as a sample. However, it was not possible to interview the 40 participants because some of them did not meet criteria for the purpose of this study. For example they have less than six months of experience in Call Centers they also learned English in a foreign country. In addition, the time was a factor that interferes in order to do the interviews; some interviewees did not allow recording them. As a result, the 40 interviews were not completed just 27 interviews were collected for developing this study. "All studies have limitations, and it is not a personal reflection on you as a researcher" (Bui, 2014, p.113).

Second, interviews were planned to take between 15 to 20 minutes. However, some of the participants did not have enough time to do it. Besides that, the research team pretended to do the interviews at Call Centers during lunch and break time. However, this time was too short. As a result, some of the interviews took less than 15 minutes. Third, the collection of data was planned to be developed in 1 month but it was not possible to do it in that time it took more than 2 months due to the accessibility of participants

that were crucial in this research. It was a big inconvenience because some of participants available time was not the same. It was the same with the ones that we approached at the university of El Salvador who belonged to seminar II course. Most of them did not work in a call center. The ones who do, have meetings with their advisors at the time the interviews were planned; their availability schedule was not the same. Thus, it was difficult to interview the ones that match the criteria.

1.12. Ethical Considerations

In order to apply ethical considerations the research team asked for the permission of each participant as well. Interviewers explain the research project and the objective of doing the interview. Each participant agreed with the procedure of the interview. They were informed that they were going to be recorded. Names and personal information of the participants will be hidden in order to keep confidentiality and privacy.

2. LITERATURE REVIEW

Pronunciation is the way in which a word or a letter is said or the way in which a language is spoken. It requires a motor activity in order to make the correct positions of mouth and tongue to produce the sounds correctly. English language has different sounds that are not similar to Spanish sounds. It may be a big challenge for a non-native speaker to produce them like a native speaker does.

Learning a language is a natural process gaining through social interaction. Vygotsky (1962) argued that interaction with other people is critical to the learning process. According with this author the interaction is crucial in the process of the development of the language. The absence of interaction with native speakers results in a strong accent and poor pronunciation. In order to sound like a native speaker and to have a good pronunciation, interaction is essential and I can be achieved at Call Centers. Non-native speakers can interact with native English speakers mostly through the phone working in Call Centers.

In English, there are some important aspects in pronunciation that can be used for non-native speakers in order to keep a natural and fluent conversation such as assimilation, elision, linking, stress, rhythm and intonation and the schwa sound. Those aspects are gain through the constant interaction with native English speakers that helps non English speakers not only to sound natural but also to increase the level of pronunciation which is relevant to communicate and understand accurately the language.

2.1. Aspects of Pronunciation of English

2.1.1 Aspects of connected Speech

Speech is a continuous stream of sounds. During the speech there are no pauses between every word in order to keep the flow in the speech. When this process happens, some phonemes or sounds are affected in order to construct a fluent speech. This would vary according with the features of the words which are pronounced at the end or at the beginning of the next word. The speech has three main areas: first, articulation which involves how speech sounds are made. Second, voice: the use of the vocal folds and breathing to produce sound. Third, fluency: This involves the rhythm of speech. Kenworthy (1987) remarked the importance of the linkage of sounds. She explains that English speakers do not make pauses between every word in a sentence. The different aspects of connected speech help to explain why written English is so different from spoken English. The aspects of connected speech are: assimilation, elision, linking, rhythm and intonation.

2.1.1.1 Rhythm

Rhythm is one of the different aspects of the sound language. Spoken English words have more syllables. Some syllables are stressed, in weak or strong form and some are stressed, in a long and short form. It refers to the length of time between the main stress and looks like a musical voice in human feeling. It has been said that every language has its rhythm. A person who is ill or weak in language may lose language without interests or senses of rhythm.

English is a very rhythmical language; therefore a learner must maintain the rhythm of the language in order to sound both natural and fluent. Spoken English words with two or more syllables have different stress and length patterns. Some syllables are stressed more than others and some syllables are pronounced longer than others. The same happen on phrases and sentences. Different words in a sentence have stronger stress and are pronounced longer and other words are weaker and shorter. This pattern of strong and weak stress and short and long pronunciation gives English its rhythm.

It is important for non-native speakers to understand and master the rhythm of English. If the wrong words are stressed in a sentence or if all words are pronounced with the same length or loudness, the speech will be difficult to understand. Words which are stressed the most in English are called content words. Content words are usually: nouns, verbs, adjectives, adverbs, and pronouns (demonstrative, possessive, reflexive, and interrogative). Function words are those words that are weaker and shorter. They include auxiliary verbs, prepositions, conjunctions, determiners, and possessive adjectives. These words are less important in expressing the meaning of the sentence at least; if it is intended to convey a different meaning, so in this case the content word could be emphasized.

There is a very clear tendency in English to organize an utterance around stressed syllables according to a regular rhythm. This does not mean, of course, that English should be spoken English with a kind of precise mental metronome, but there is a very clear tendency towards this kind of rhythmical pattern. One implication of this is that the unstressed syllables between stressed syllables tend to contract or expand to fill the

time available, this concern the way an utterance is broken into break apart called tone units.

An utterance consists of consonants and vowel phonemes but also contains melodies Charles (2004), argued that the language is spoken with different melodies. Rhythm is how certain words can be emphasizing according with the message that is intended to communicate. If just one syllable is accented then we called “tone unit” that means that must be presented at least one in an utterance. The rhythm of utterance depends on the number of stress syllables it contains. English has stressed syllables that are long and prominent and unstressed syllables which are short and indistinct, that is the motive why it is said that English has stress timing. It can be examined how two or more utterances have same words and in the same order but they can have different meaning due to the different melodies.

Intonation

Intonation is crucial for communication. It is also a largely unconscious mechanism, and as such, a complex aspect of pronunciation. Underhill (2005) argued that intonation is “it is not what you say, but the way you say it. He also mentioned that a choice of intonation can be subjective without intonation, it is impossible to understand the expressions and thoughts that go with words. The 'melody' you hear is the intonation. Intonation presents some features like, It is divided into phrases, also known as '**tone-units**'; the pitch moves up and down, within a '**pitch range**'. Everybody has their own pitch range. Languages, too, differ in pitch range. English has particularly wide pitch range.

In each tone unit, the pitch movement (a rise or fall in tone, or a combination of the two) takes place on the most important syllable known as the '*tonic-syllable*'. The tonic-syllable is usually a high-content word; near the end of the unit. These patterns of pitch variation are essential to a phrase's meaning. Changing the intonation can completely change the meaning. E.g. Say: 'It's raining'. Now say it again using the same words, but giving it different meaning. You could say it to mean 'What a surprise!', or 'How annoying!', or 'That's great!'. There are many possibilities. Intonation doesn't exist in isolation. So it makes sense to approach it together with other factors

Types of intonation

Fall or falling tone is used for the belief in a content of speech. Example:-“You should ask your Director” “I've talked to a HOUSEkeeper.” “Be CAREful!”. Low rise (a rising tone) is used when a speaker has a question and wants to know the answer. Examples: a) Isn't he CUTE? b) YES. High-rise (a rising tone) is used when a speaker is asking for a repetition or clarification, or indicating disbelief. Example: “She passed her EXam.” She PASSED. (Disbelief). Fall-rise is a signal of dependency, continuity and non-finality. It occurs in a sentence non-final intonation units. Examples: a) A bus of this TOUR would be SAFE. b) STUdy in this SCHOOL is quite being GOOD.

English language intonation is the music of the language. We use tone to show emotion or to ask questions. In each conversation, it is necessary to remember the meaning behind the tones. If the conversation is not clear or cannot be understood, we use tones to check misunderstandings between the speaker and the listener. Determining comprehension by pronouncing each word clearly though, if the intonation without standard, the meaning that you communicate will be not clear. That can misunderstand in comprehension.

Intonation and stress are principal factors of linguistics. English language is important for the meaning of words; they emphasize the stress of words. English does not have the same sounds of sentences. One syllable stresses very strongly while the others very softly. The native speakers do not interest in the weak syllables; on the other hand, they care about the meaning of the stressed syllables.

The Problem of stress and intonation is mother's tongue interference. The language learners who need the sound of target language have to recognize the phonetic difference between the target language and the mother tongue. In contrast, the learner will not remember the real sounds of the foreign language. So, they try to keep what they hear to relate their mother's tongue sounds. That makes them difficult to improve their accent closely the native speaker.

As every language is unique and carry its particular aspects. In order to be fluent in a foreign language it is necessary more than just knowledge of vocabulary, grammar or structures. It is also need awareness of the important differences between mother's language and the foreign language.

It is necessary to understand any language with certain of phonological stress because languages depend on stress, rhythm and intonation which are parts of them. Hence, it is very important for learners who aim to communicate in any language other than the native one. So, learners who want to understand in other language have purpose of patience, trial, and finding research in terms of main aspects of the target language.

Stress

Words in a sentence are not all given the same salience in oral English. Some Words are picked out and are stressed in contrast to others. The ones that are stressed the most are the words in a sentence who the biggest meaning or importance. Stress has two

rules: content words, nouns, verbs, adjectives, and adverbs are stressed and grammatical words, conjunctions, articles, pronouns and prepositions are not stressed but are necessary.

Shifting stress it is an important part of stress. This helps to speakers to contrast or show disagreement with what someone else has said by just changing the usual patterns of sentence stress. In addition it is important because during a conversation the new words or new information needs to be stressed, since old information was understood.

2.1.1.2 Assimilation

Assimilation is the most common process in natural connected speech. Katamba (1989) argued that assimilation is the modification of a sound in order to make it more similar to some other sound in its neighborhood. The advantage of using assimilation is that it results in smoother, more effortless, more economical transitions from one sound to another. This process always results from the influence of one segment on another and it makes speaking easy and fluent at the moment of producing words and sentences. There are three main types of assimilation: progressive assimilation, regressive assimilation and coalescent assimilation.

Progressive assimilation is the most common process, involves the movement of place of articulation of the alveolar stops /t/, /d/ and /n/ to change one or more consonants in order to facilitate the pronunciation of the following sound usually articulated in a velar position. This type of assimilation is also well known as

„anticipatory“ for some authors. The process occurs, when the phoneme that comes second is affected by the phoneme that comes before it. In other words, it is when a phoneme changes to match the preceding phoneme.

Progressive (or left-to-right) Assimilation	/s/ → [z] / [g]	<ul style="list-style-type: none"> The ending [s] is assimilated to [z] by the influence of the preceding voiced [g]. The ending [s] is assimilated to [z] by the influence of the preceding voiced [b].
	/s/ → [z] / [b]	

Here are some examples of progressive assimilation:

Word/Combination	Without Assimilation	Assimilation
(Lancashire) hotpot	[hɒ t pɒ t]	[hɒ ppɒ t]
apprenticeship	[əpɪ ε ntɪ s ʃ ɪ p]	[əpɪ ε ntɪ ʃ ʃ ɪ p]
good bye	[gʊ d baɪ]	[gəbbaɪ]
good point	[gʊ d pɔɪ nt]	[gəbɔɪ nt]
good night	[gʊ d naɪ t]	[gənnaɪ t]
ten points	[tɛ n pɔɪ nts]	[tɛ mpɔɪ nts]
thin coat	[θɪ n kəʊ t]	[θɪ ŋkəʊ t]
give me	[gɪ v mi:]	[gɪ mmi]

Regressive assimilation, known as „perseverative“, is less common than the progressive one. It is said that this process occurs when the phoneme that comes first is affected by the phoneme that comes after it. In addition, regressive assimilation is right to left and progressive assimilation is the other way around; left to right. To conclude, there are not too many incidences of this type of assimilation because it is less frequent.

The rules are the following:

The different „shapes“ of the plural morpheme {s}	e.g. <u>dogs</u> [dɒ gz] vs. <u>docks</u> [dɒ ks] (vs. <u>horses</u> [ho: sɪ z]),
The reduced form of the third person singular form of <i>be</i>	e.g. <u>he"s</u> [hi: z] vs. <u>it"s</u> [ɪ ts]
The possessive marker	e.g. <u>John"s</u> [dʒ ɒ nz] vs. <u>Jack"s</u> [dʒ aks] (vs. <u>Chris"</u> [kɪ ɪ sɪ z]),
The past tense {ed}-form	e.g. <u>carved</u> [kɑ : vd] vs. <u>worked</u> [wɜ : kt] (vs. <u>planted</u> [plɑ : ntɪ d]).

Coalescence assimilation is the last type of assimilation. As regressive assimilation, it does not have too many incidents or examples and it is also known as: fusion or reciprocal assimilation. It occurs, when two sounds or phones fuse in order to give birth a new sound. The influence is reciprocal and the new sound may have features of the both phonemes. The rules are the following:

1. <u>/t/ changes to /p/ before / m // b / or / p /</u>	6. <u>/n/ changes to /ŋ/ before / k /</u>
2. <u>/d/ changes to /b/ before / m // b / or / p /</u>	<u>or / g /</u>
3. <u>/n/ changes to /m/ before / m // b / or / p /</u>	7. <u>/s/ changes to /ʃ / before /ʃ / or / j /</u>
4. <u>/t/ changes to / k / before / k / or /g/</u>	8. <u>/z/ changes to /ʒ / before /ʃ / or / j /</u>
5. <u>/d/ changes to / g / before / k / or / g /</u>	9. <u>/θ / changes to / s / before / s /</u>

2.1.1.3 Elision

For native speakers, connecting words is easier and efficient because of tongue movement when getting the message across. However, for non- native speakers is not the same. They have to do a big effort in order to produce the phonemes of the English sound system. In addition, there are some phonemes that are not part of their mother tongue sound system and that makes difficult for them to make and to sound like a native. However, applying elision helps to be more fluent in English and to get a native like pronunciation. Roach (2009) argued that the nature of elision may be stated quite simply: under certain circumstances sounds disappear.

Elision is the process in which a letter or a phone may be realized as zero. When the speakers want to maintain the conversation flow they have to elide phonemes, specially; when those phonemes appear in a consonant cluster. In linguistics, a consonant cluster (*CC*) is a group of two or more consonant sounds that come before (*onset*), after (*coda*), or between (*medial*) vowels, also known simply as cluster. Consonant cluster simplification, sometimes occurs when one consonant or more in a sequence of adjacent consonants is elided or dropped. When speaker uses elision, the vowels from unstressed syllables are the first to be elided in non-precise pronunciation. Here some of the most common rules of this process.

Rules	Examples
Common sound deletions A syllable containing the unstressed " <i>schwa</i> " is often lost.	int(e)rest, sim(i)lar, lib(a)ry, diff(e)rent, t(o)night.
whenever /t/ and /d/ comes in between two consonants they are elided or removed	chris(t)mas, san(d)wich The same process can occur across word boundaries, for example, mus(t) be, the firs(t) three, you an(d) me we stopp(ed) for lunch
The /h/ sound is also often deleted.	you shouldn't (h)ave, tell (h)im.

2.1.1.4 Linking

One of the reasons non-native speakers have problems understanding and pronouncing English is because of linking. Roach (2009) mention that in our hypothetical mechanical speech all words would be separate units placed next to each other in sequence; in real connected speech, however, we link words together in a number of ways. In addition, Linking occurs when a word ends in a consonant and the following word starts with a vowel. The consonant sound is linked with the vowel when it is pronounced. Linking is the process in which two sounds are joined together and it is a very familiar process.

Rules	Examples
Word boundaries involving a consonant and a vowel are also linked, as we tend to drag final consonants to initial vowels or vice versa.	Get on. (geton) Not at all. (notatall) It´s no joke. (snow joke)
The phoneme /r/ does not occur in syllable- final position, but when the pronunciation of word suggest a final r, and the next word beginning with a vowel, the usual pronunciation is pronounced with /r/.	Here are Four eggs

2.1.2. Schwa Sound

The reduced vowel sound called schwa is the most common vowel sound in spoken English. It's the only phoneme with its own name; it comes from an ancient Hebrew which means emptiness or not vowel sound. Phoneme Schwa is a quick, relaxed, neutral vowel pronunciation very close to a 'short u' /ʌ/. The purpose of schwa is to allow unstressed syllables to be said more quickly so the main beats of spoken words are easier to place on the stressed syllables. This sound is not just the most common but also, it is the most difficult vowel sound to identify. Because it can be represented by any vowel, contrasting with Spanish language were weak sound does not exist. Getting the schwa sound correct is a good way of making the non-native English speaker more accurate and natural in their pronunciation and maintains English sentence stress patterns. The interaction with native speakers helps to non-native to acquire the correct

pronunciation. That's the reason why this is very important to pay attention to this phoneme.

The schwa sound occurs in two different circumstances: unstressed syllable of a multi-syllable word and as a reduced vowel sound in a function word. The words which are most important for communication of the message, that is, nouns, main verbs, adjectives and adverbs, are normally stressed in connected speech. Grammar words such as auxiliary verbs, pronouns, articles, linkers and prepositions are not usually stressed, and are reduced to keep the stress pattern regular. This means that they are said faster and at a lower volume than stressed syllables, and the vowel sounds lose their purity, often becoming a schwa.

To describe the influence of the spoken interaction with English native speakers in the English pronunciation of the personnel working in San Salvador-based call-centers, the interaction has an important role in the pronunciation. Personal interacts in daily basis with native speakers and the use of aspects of connected speech: assimilation and the types: progressive regressive and coalescence; elision, linking, rhythm, intonation and schwa sound. Their respective rules were explained with details. The presence or absent of those aspects were described through the data collected from personnel pronunciation interviews.

3. METHOD

This chapter provides information about how this study was conducted and the process to find out the influence of the spoken interaction with English native speakers in the English pronunciation of the personnel working in San Salvador-based call-centers. The process of the data collection and their respective analysis are described in this chapter. The research was conducted in 3 places University of El Salvador, TELUS International and Teleperformance with the help of 27 participants selected in purposive sampling, the instruments used were surveys, interview and rubrics; the survey was used to select the participants. Interviews worked for data collection and the rubrics to analyze the data collected from participants.

3.1 Setting

The study took place at TELUS International, Teleperformance and University of El Salvador. Participants were from the following Call Centers: TELUS, Teleperformance and Sykes, and they were chosen by convenience of researchers. Twenty seven participants were part of this study and were distributed in this manner: 55.17% of the participants Works at Teleperformance, 13.79% Works at Sykes and 31.39 at TELUS International. The interviews with the participants were conducted in common areas: break rooms, food courts, classrooms and immediate areas in the university, those places were selected at convenience of participants' time available.

3.2 Participants

From the entire population were chosen 27 participants according with the criteria for this study. Those participants were employees from Call Centers in San Salvador and Soundings areas. 58.62% participants were males and 41.37% females. Their ages are between 19 to 30 years old as average. They were from diverse Call Centers distributed in this manner, 55.17% of the participants work at Teleperformance, 13.79% Works at Sykes and 31.39 at TELUS International. Their working experience as customer"s agents in Call Centers is 6 months to more than 2 years. The place where participants learnt English is distributed as the following percentages showed: 13 of 27 of them learnt at the university with a percentage 48.15%, 11 of 27 learnt in an academy with a percentage 40.74% and the last 3 participants learnt by themselves with a percentage 11.11%.

3.2.1 Sampling

The sample, 27 participants, was selected in a purposive sampling. Researches took into account the following requirements: a minimum of 6 months of experience working in a Call Center, this would be enough time to appreciate their improvement in their pronunciation, they should be working in a bilingual account, Spanish-English. Finally, they must have learned the language as foreign language; it means they must have learned English as a foreign language. Participants were members from different accounts and positions, this helps to studied more than one cultural background associated to interaction with native speakers.

3.3 Measurement instruments

The research was conducted with the help of one main technique which is interview and two main instruments, survey and rubric. The survey was used in this investigation for two purposes. First, it was used to obtain background information for example age, gender, work place and time of experience working in a Call Center. Second, to select the participants for this study according with certain criteria explained before, this tool was used to check who achieved those requirements. The survey consists in question with multiple choices answers, some of the questions included in the survey are: *How long have you been working in a Call Center? Where did you learn English? Do you consider working in Call Center has helped you to improve your pronunciation? etc.*

Rubrics were used to analyze the information obtained from the interviews. The intention was to measure what is the influence in participants pronunciation gain with the interaction with native speakers. The rubric was created to measure frequency of the use of connect speech, rhythm, intonation and the presence or absence of schwa sound.

Interviews were used in order to obtain essential data and information. It was used as a main technique; "An interview is a conversation with a purpose" (Marshal, 1995). The interview was one of the main tools used to conduct this research: it lasted between 10 to 20 minutes. It consists in open questions and it was not limited to a particular topic. It remains as a casual and spontaneous conversation to make the participants feel comfortable during the process. It was conducted face to face and individually with each participant.

3.4. Procedure

The research is a descriptive non-experimental and quantitative. Frequency tables and graphic representations were used to examine the data obtained. This research pretended to measure participant's pronunciation through the aspects of connected speech, the schwa sound, rhythm and intonation in order to analyze the influence of the interaction with English native speakers. In order to collect data and information for this study, researchers followed this process: first, surveys were administered; then, interviews were conducted; and finally, rubrics were analyzed to obtain the data.

Surveys were administered to 40 possible participants. Their participation was voluntary; they did not receive any economic remuneration. This instrument was used to select participants for the purpose of this study; it was administrated to 40 employees from the following Call Centers: TELUS International, Teleperformance and SYKES. Once the surveys were collected, researches read the surveys and selected 27 participants who accomplished the criteria. The rest, 13 could not be taken as a sample because they failed the criteria before mentioned.

Secondly, interviews were conducted with participants. It lasted between 10 minutes to 20 minutes. The interviews were natural and casual conversations, any topic in particular but with the help of interview guideline to obtain general background information with participants for example: age, gender, and years of working at a Call Center. The interviews took place at TELUS, Teleperformance and university of El Salvador; it was conducted during their lunch, breaks or any free time. The goal was to keep it natural and make the participants feel comfortable to gather as much as

information was possible to analyze later on. The answers from the interviews were transcript.

Thirdly, rubrics were used to analyze the data obtained through the interviews. The intention was to measure what is the influence in their pronunciation gain with the interaction with native speakers. The rubric was created to measure frequency of the use of connected speech, rhythm, intonation and the presence or absence of schwa sound. The Results obtained in those interviews were compared in frequency tables and graphic representations.

3.5. Data Analysis

This study used descriptive non-experimental qualitative research and the data was collected through surveys, interviews and rubrics. The survey was an instrument applied by researcher and it was created in order to select participants who accomplish the criteria. It was conducted to 40 employees from different call- centers. It contained specific questions and personal background information. Out of the 40 people, only 27 participants were selected for this study because the rest of them did not reach the criteria. After collecting all the surveys, a graph was done for each question in order to make data analysis easier to evaluate and categorize. A table with the specific details of the questions was next to each graph representation.

Interviews were organized and analyzed using the rules of aspects of connected speech, rhythm, intonation and the schwa sound. Those features of pronunciation were studied and compared among all participants in order to describe in what extended the constant interaction with native English speakers helps to improve non-native speakers" pronunciation. Then, the results of the interviews were used to the analysis of the

phonological aspects using descriptive statistic and cross-tabulation. In addition, Interviews were typed in order to make easier the process of evaluation. Therefore, the researchers evaluated the results from the total number of responses to each individual interview.

In order to analyze the data collected, interviews were used as a main technique and the instruments were surveys and rubrics. Those rubrics were created taking into account rules of connected speech, rhythm intonation and schwa sound. Every aspect was included and their respective subcategory. The rubric was created to obtained percentages of the frequency of each aspect, once the rubric was created the interviews were analyzed. The process was the following: First each interview was transcript then, it was analyzed in order to find out the occurrence produced by each participant according to the rules. Second, the team listened to every single recorded interview 5 times, each time to look for a particular aspect in order to seek the frequency and use of each aspect. Third, the numbers of occurrences were count; it was taken in consideration the outcomes obtained compare with the expected performance. Then results obtained in numbers were converted into percentages. After that process, the rubrics were filled with percentages and graphics representations were elaborated in order analyzed the data collected.

4. RESULTS

This chapter will provide the data found during the study that was conducted, the influence that participants acquired in pronunciation as a result of the constant spoken interaction with English native speakers through the phone. It will provide details of the participants performed obtained through the interview and then the interviews were analyzed to check the frequency of the use of each aspect of connected speech, schwa sound, rhythm and intonation. The frequency was interpreted in percentages using the obtained results and the expected results. Participants performances was contrasted taking into account the following variables: where they learned the language and time of experience working in a Call Center. Besides the performance table, previous table was created to group the participants into categories according to the survey conducted. The results are explained in the following tables.

4.1. Sample Characteristics

The table below represents the total number of participants interviewed, it shows how they were distributed or separated into groups in order to summarize and analyzed the data obtained. The criteria to distribute the population were time of experience which was the first question on the survey that was conducted:

1- *How long have you been working in a Call Center?*

- | | |
|-------------------------------------|--------------------------------------|
| a) Less than 6 months | b) from 6 months to less than 1 year |
| c) From 1 year to less than 2 years | d) more than 2 years |

From 27 participants selected for this study, the results obtained were the following: 2 had 6 months to less than 1 year of experience in a Call Center. 10 of them had 1 year to

less than 2 years and 15 of them had more than 2 years and the second question that was taken into consideration to create the table _____ was:

Where did you learn English?

- a) By yourself
- b) In an academy
- c) At the university
- d) In a foreign country

Table of Sample Characteristics

Table 1

From 6 months to less than 1 year			From 1 year to less than 2 years			More than 2 years		
By themselves	In an academy	At the university	By themselves	In an academy	At the university	By themselves	In an academy	At the university
0	2	0	0	4	6	3	5	7
Total								27

From 27 participants selected for this study, the findings are: 3 of the participants learned English by themselves, 11 of them learned it in an academic and 13 learned in the university. As a result; in the first group, from 6 months to less than 1 year, just 2 participants said they studied in an academic. In the second group, from 1 year to less than 2 years, the participants were distributed as following: 4 studied in an academic and 6 of them at the university. In the last group, more than 2 years, the people interviewed said that 3 of them learned by themselves, 5 in an academic and 7 at the university, closing with 27 as total.

TABLE OF ANAL RESULTS

From 6 months to 1 year				From 1 year to 2 years				More than 2 years							
Number of occurrences performed by participants				Percentage of use of phenomenon of pronunciation											
0	0	379	4	0	0	1048	1151	11014	1171	6.3%	193	1329	1519	1833	2159
0%	0%	8.0%	0.1%	0%	0%	91.1%	8.4%	0.6%	8.7%	7.5%	8.4%				

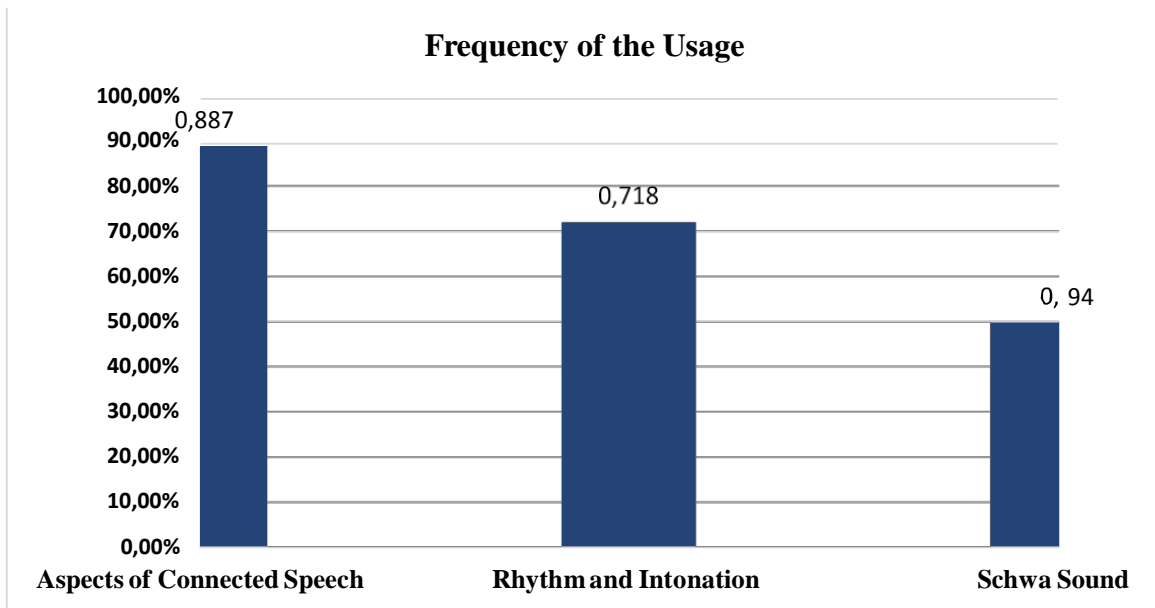
4.2. Table of Participants Results

From the total participants the ones categorized between 6 to less than 1 year of experience working in a Call Center, out of the three options from where they learn English: by themselves, in an academy and in the university; it was obtain the following result: all of them learned in an academy and obtained a performance of 379 from the expected results 499 which means 80.8% of frequency of aspects of connected speech, rhyme and intonation and schwa sound

From the total participants the ones categorized between 1 year to less than 2 years of experience working in a Call Center, out of the three options from where they learn English: by themselves, in an academy and in the university; it was obtain the following results: according with their answer no one learned by themselves, the ones who chose that learned in a academy obtains a performance of 1048 from 1151 that was expected which means 91.% ; from the ones learned in university obtained 1014 from the expected results 1201 which means 84.4% of frequency of aspects of connected speech, rhyme and intonation and schwa sound.

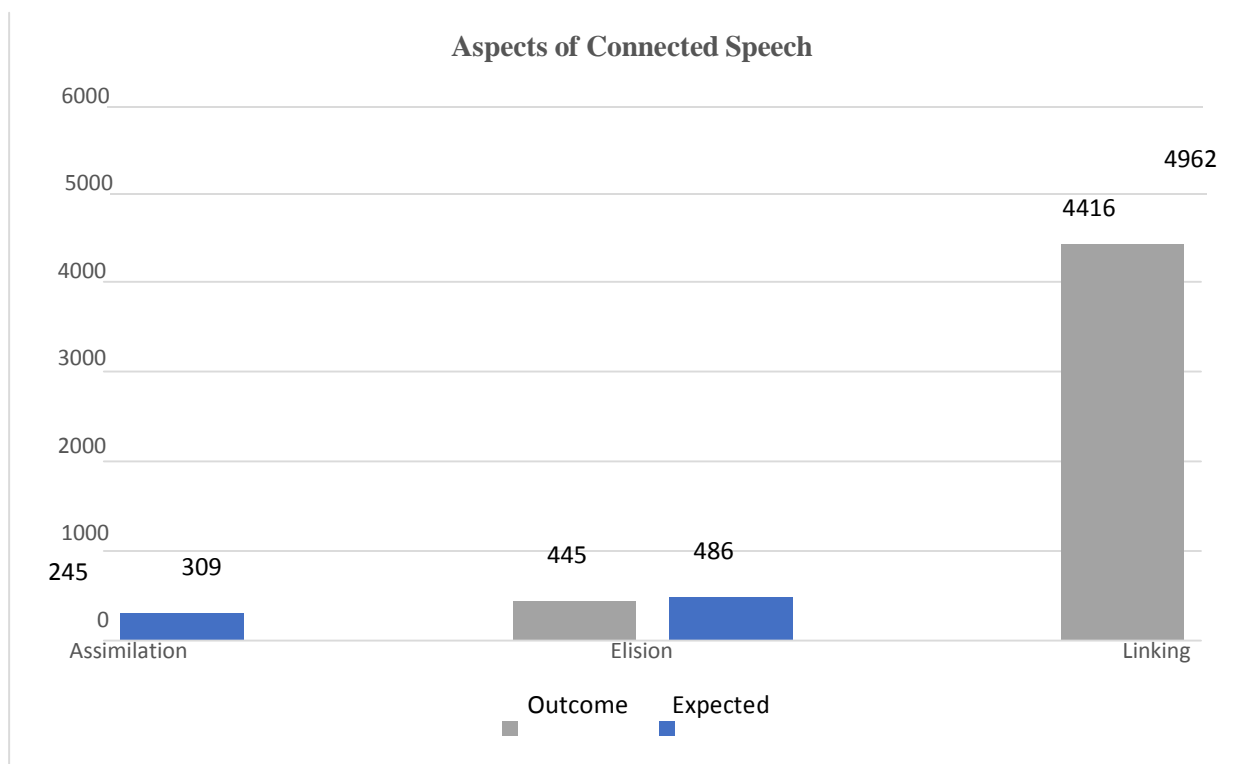
From the total participants categorized more than 2 years of experience working in a Call Center, out of the three options from where they learn English: by themselves, in an academy and in the university; it was obtain the following results: the ones who learned the language by themselves obtained a performance of 639 from 793 witch was the expected results which means 80.6 %; the ones that learned in a academy obtained a performance of 1,329 from 1,519 from the expected results which means 87.5 %; and last ones who chose that learned in the university obtained a performance of 1,833 from 2159 from expected results which means 84.9 % of frequency of aspects of connected speech, rhyme and intonation and schwa sound

Graphic 1



The results obtained from the total of 27 participants are represented in the following graphic, it represents frequency of the usage in percentages related to aspects of connected speech, schwa sound and rhythm and intonation. The aspects of connected speech are assimilation, elision and linking, those aspects were considered in a single group; connected speech achieved 88.7%, which means a total of 5,106 of features performed out off the 5,757 expected. Rhythm and intonation accomplished 71.8 % which means a total of 449 features performed out off the 625 expected. Lastly the schwa sound obtained 49.4 % which means a total of 484 of features performed out off 986 expected.

Graphic 2



This chart represents the frequency in which each aspect of connected speech was used during interviews, the results are the following: assimilation obtained 245 answers out of the 309 expected, in case of elision participants achieved 445 out of 486 expected; finally, linking obtained the highest number of occurrences with a total of 4416 out of 4962. The answers were obtained from 27 participants and their respective recorded interviews.

In this chapter, numerical data were collected and analyzed during the research was presented. The results were represented with the help of graphic, tables and those were explained with details one by one. The first table explained the distribution of participants into groups according to time of experience and where they learn English. The secondly, tables number 2.1, 2.2 and 2.3 show the performance of participants according to their time of experience and where they learned English. The table 2.1

represents: from 6 months to less than 1 year, table 2.2 is related to from 1 year to less than 2 years and the last one 2.3 shows more than 2 years. The results observed are: an increase on their performance according of the time of experience, for instance the group on table 2.1 obtained 82% of performed compared with table 2.2 accomplished 85.5% and table 2.3 achieved 84.5 of performance. Finally graphic 1 represents the frequency of usage of aspects of connected speech, schwa sound and rhythm and intonation, the results were the following: aspects of connected speech 88.7%, schwa sound 49.4%, rhythm and intonation 71.8%. The highest percentage obtained was aspects of connected speech and the lowest percentage belongs to schwa sound. Those were the results collected in the process of this study.

5. DISCUSSION

People that speak English as a foreign language in El Salvador do not have the opportunity to interact with native speakers of the language. As a result some of them may have poor pronunciation. The aspects of connect speech, schwa sound, rhythm and intonation were features used to measure the pronunciation in participants with the purpose to develop this quantitative-qualitative study. In addition, to determine what are the influences of the spoken and constant interaction with English native speakers in the English pronunciation of the personnel working in San Salvador-based call-centers.

This study was conducted in order to find out if there is an improvement in the participants' pronunciation as a result of the constant interaction with native speakers. In order to measure their pronunciation, phonological aspects of connected speech, schwa, rhythm and intonation were considered to conduct the study; an interview was recorder per participant, then analyzed and interpreted. In addition, the time of experience working in a Call Center and place where participants learned English, those were consider characteristics of their background to contrast with the frequency in the use of pronunciation features. All those aspects and background were considered in order to find the influence of constant interaction with English native speakers.

5.1. Findings

The participants were categorized into three groups: first group, those between 6 months and less than 1 year; second group 1 to 2 years, finally participants with more than 2 years of experience working in a Call Center. The first group achieve a lower score in contrast with the others two groups, that's means there is an improvement in participants pronunciation after been in contact with native English speakers. Although

the group categorized between 1 to 2 years achieve a high score in comparison with participants with more than 2 years of experience, It could be because they have to repeat the same structures and scripts every day, since they work for a company that is specialized in just one kind of service, as a result participants speak about same topic and use limited vocabulary, unless they change to a different area inside the Call Center and they are required to obtain new knowledge.

According to the obtained results the outstanding aspect of connected speech is linking. It was the most frequent among participants. It may be because this is a similar process that occurs in their mother tongue, people link words in order to maintain a fluent conversation. Despite that the most common aspect used by participant was linking, they tend to use very frequently other aspects of connected speech like assimilation and elision, which are important in the naturalness of the language. Participants obtained high score in the use of linking which suggest that it is the most easier to develop for Spanish speakers.

According with one of the objectives in this study, it was analyzed the presence or absence of schwa sound. The results shows the schwa sound is absent in the majority of the cases between the participants. It could have been a result of the lack of this phoneme in Spanish language. Spanish speakers substitute that phoneme for one that is closer to this phoneme in English. This means, it could be interpreted that is difficult for Spanish speakers produced this sound which result in the absence of this one.

Rhythm and intonation: was the second aspect with the highest score obtained by participants. The most common patterns were: raising and falling intonation when listing; when they ask questions and raising the tone of voice when they introduced new information. It may has been related due to participants needs to be understood and avoid misunderstanding while they interact with native speakers. Since English is

participants' foreign language, they are still in the process of learn and construct schemas of the language .Eventually, participants use this feature unconscious and use it on daily basis; this could have been a result of the constant interaction with native speakers through the phone. In order to communicate the desire message in a conversation is important the correct use of Rhythm and intonation

5.2 Limitations

During the process of this study the limitations were the following: data analysis and participants" selection. The first limitation was related to the data analysis. In order to analyze the data obtained during the investigation the research team had to learn during the process and this affected the time table set up at the beginning of the study. The time frame of data collected and data analysis it was estimated 2 months to perform both stages but it took 5 months to achieve them.

Other limitation was participants" selection. After the research was conducted the research team considers some ideas on how to select the participants. First, 2 groups could be selected to contrast and to compare the obtained results. The first group of participants with less than 6 months of experience of working in a Call Center and the second group participants with more than 1 year of experience. The data collected could be analyzed to find the differences between the groups. Second, it could be compared, 2 groups one with zero experience in a Call Center and the second group participants with experience to find if there is influence on their pronunciation as a result of the constant interaction with native speakers.

In addition, the data analysis was another limitation; in order to analyze the data obtained during the investigation the research team had to learn during the process. And this affects the time table set up at the beginning of the study. The time frame of data

collected and data analysis it was estimated 2 months to perform both stages but it took 5 months to achieve those stages.

5.3 Recommendations for future research

Based on the results, of the study, there some recommendations for future research. First, some of the limitations outlined in this study deals with the type of study conducted; instead of being descriptive, it could have been better to make a contrast and comparison research between people who have less than 6 months and people who have more than 1 year of experience working in a Call Center in order to verify if they improve their pronunciation after a period of being expose to the interaction with native speakers. Second, to set a nice and comfortable environment for the participants, it is understandable that to make schedules for the participants is difficult since they work. But, noise was a big problem when interviewing them. So, specific means to avoid this problem are necessary for future research. Third, before doing a pronunciation based research , researchers must study and get informed in the linguistic area in order to gather more reliable results. Finally future studies could develop a contrast and comparison research with people that do not have interaction with English native speakers versus the ones who had constant interaction with them.

5.4 Conclusion

Three major conclusions can be made from the results of this study. One of the conclusions is that constant interaction with English native speakers helps to improve pronunciation. According to the data obtained, participants who had more than six months and less of one year of experience showed a lower score in the aspects of connect speak, schwa sound and rhythm and intonation; than the ones who had more than one year and less than two years of experience which means that those participants improved their pronunciation for being in contact with English native speakers.

Other conclusion revealed by the researcher shows that after more than 2 years working in a Call Center and interacting with native speakers, employees remained with the same English pronunciation level. The results showed that participants who have more than 2 years working in a Call Center obtained similar scores to the ones who have more than 1 year to less than 2. This could be due to the fact that it becomes systematic because they work for the same account as a result; they use the same vocabulary and deal with same kind of issues. It can be inferred that after certain time working in a Call Center employees' pronunciation remain in the same level unless they move on into another account.

The last conclusion to be mentioned in this study has to deal with role of the mother tongue and how it influences at the moment of producing some phonemes or patterns in English. It was noticed that participants were more confident using linking that was the outstanding aspect of connected speech; the reason may deal with the factor that in Spanish linking words is a very common and similar process in English language. In contrast, the results showed that schwa sound was almost absent, and it has deal because

in Spanish there is not a similar phoneme sound like the schwa sound in English language, that could be interpreted that Spanish speakers made an extra effort to produce sounds that are not immerse in their mental structure mother tongue, and try to reproduce them more like English sounds.

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ANNEXES

Pronunciation Rubric

Name: Melisa

Participant number: 1

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	66.7%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	92.3%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	92.3%
RHYTHM AND INTONATION		55.6%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		47.6%
Does the participant use the schwa sound when pouncing multi-syllable word?		47.6%
Does the participant reduce vowels in function words?		
TOTAL		75.5%

Pronunciation Rubric

Name: Alejandro

Participant number:2

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a)progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	87.5%
	<i>b)regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	94.45%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or/r/ to join two sounds and keep the conversation flow?	96.2%
RHYTHM AND INTONATION		88.9%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		55.6%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		86.2%

Pronunciation Rubric

Name: Joshua

Participant number:3

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a)progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	91.7%
	<i>b)regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	90.3%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or/r/ to join two sounds and keep the conversation flow?	98.6%
RHYTHM AND INTONATION		83.3%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		34.3%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		86.6%

Pronunciation Rubric

Name: Christy

Participant number: 4

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
<p>Assimilation: A speech sound becomes similar or identical to a neighboring sound.</p>	<p><i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?</p>	92.9%
	<p><i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?</p>	
	<p><i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?</p>	
<p>Elision: A letter or a phoneme is realized as zero.</p>	<p>Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?</p>	84.8%
<p>Linking: Two sounds are joined.</p>	<p>Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?</p>	90.6%
RHYTHM AND INTONATION		66.7%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		27.5%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		77.8%

Pronunciation Rubric

Name: Bryan

Participant number: 5

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	92.9%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	100%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	92.1%
RHYTHM AND INTONATION		77.8
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		60.5%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		86.8%

Pronunciation Rubric

Name: Juan

Participant number: 6

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	80%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	100%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	100%
RHYTHM AND INTONATION		83.3%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		100%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		97.5%

Pronunciation Rubric

Name: Gabriel

Participant number: 7

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	66.7%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	80%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	85.9%
RHYTHM AND INTONATION		66.7%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		34.8%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		69.3%

Pronunciation Rubric

Name: Gabriel A.

Participant number: 8

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	88.5%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	96%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	88.5%
RHYTHM AND INTONATION		64.4%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		42.7%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		77.4%

Pronunciation Rubric

Name: Michelle

Participant number: 9

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	100%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	100%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	90.1%
RHYTHM AND INTONATION		71.1%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		33.3%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		79.3%

Pronunciation Rubric

Name: Juan

Participant number: 10

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	100%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	78.9%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	86.4%
RHYTHM AND INTONATION		72.7%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		44.2%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		77.6%

Pronunciation Rubric

Name: Elsa

Participant number: 11

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	66.7%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	100%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	88.6%
RHYTHM AND INTONATION		42.9%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		30.4%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		78.8%

Pronunciation Rubric

Name: Alan

Participant number: 12

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	100%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	93.8%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	94.9%
RHYTHM AND INTONATION		60%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		50%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		85.16%

Pronunciation Rubric

Name: Miriam

Participant number: 13

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	100%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	100%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	95.3%
RHYTHM AND INTONATION		84.7%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		48.3%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		87.5%

Pronunciation Rubric

Name: Nahomy

Participant number: 14

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	100%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	100%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	93.7%
RHYTHM AND INTONATION		76.9%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		20%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		87.6%

Pronunciation Rubric

Name: Ingrid

Participant number:15

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a)progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	80%
	<i>b)regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	75%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or/r/ to join two sounds and keep the conversation flow?	86.3%
RHYTHM AND INTONATION		42.9%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		22.2%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		76.5%

Pronunciation Rubric

Name: Josue

Participant number: 16

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	100%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	89.5%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	93.5%
RHYTHM AND INTONATION		100%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		21.2%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		82.6%

Pronunciation Rubric

Name: Alex

Participant number: 17

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	100%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	100%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	95.4%
RHYTHM AND INTONATION		56.3%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		79.3%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		91.1%

Pronunciation Rubric

Name: Edwin

Participant number: 18

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	100%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	100%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	97.1%
RHYTHM AND INTONATION		90%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		46.2%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		89%

Pronunciation Rubric

Name: Sandra

Participant number: 19

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	81.8%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	31.8%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	92%
RHYTHM AND INTONATION		
Participant ends in falling Rhythm and intonation when making Wh-word questions.		88.9%
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		
Does the participant use the schwa sound when pouncing multi-syllable word?		89.5%
Does the participant reduce vowels in function words?		
Total		86.4%

Pronunciation Rubric

Name: Rene

Participant number: 20

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	94.7%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	87.5%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	89.5%
RHYTHM AND INTONATION		95.8%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		54.5%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		86.4%

Pronunciation Rubric

Name: Maria Jose

Participant number: 21

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	97.2%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	100%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	96.5%
RHYTHM AND INTONATION		95.3%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		88.9%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		96%

Pronunciation Rubric

Name: Gabriela

Participant number: 22

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	93.3%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	100%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	93.6%
RHYTHM AND INTONATION		100%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		85.7%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		94%

Pronunciation Rubric

Name: Mario

Participant number: 24

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	80%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	100%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	85.1%
RHYTHM AND INTONATION		54.5%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		83.3%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		80.1%

Pronunciation Rubric

Name: Rafael

Participant number: 23

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	100%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	100%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	91.3%
RHYTHM AND INTONATION		100%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		46.2%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		89.5%

Pronunciation Rubric

Name: Debbie

Participant number: 25

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	100%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	100%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	97.1%
RHYTHM AND INTONATION		100%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		95%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		97.4%

Pronunciation Rubric

Name: Alberto

Participant number: 26

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	77.8%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	100%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	92.7%
RHYTHM AND INTONATION		90.5%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		24%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		84.9%

Pronunciation Rubric

Name: Erika

Participant number: 27

ASPECTS OF CONNECTED SPEECH		PERCENTAGE
Assimilation: A speech sound becomes similar or identical to a neighboring sound.	<i>a) progressive</i> Does the participant change the phoneme to match the <u>preceding</u> one?	75%
	<i>b) regressive</i> Does the participant change the phoneme to match the <u>following</u> one?	
	<i>c) coalescent</i> Does the participant <u>fuse</u> phonemes to give birth to a different one?	
Elision: A letter or a phoneme is realized as zero.	Does the participant elide phonemes, especially when they appear in a consonant cluster in order to keep conversation flow?	96.4%
Linking: Two sounds are joined.	Does the participant introduce /j/, /w/, or /r/ to join two sounds and keep the conversation flow?	90.3%
RHYTHM AND INTONATION		95.5%
Participant ends in falling Rhythm and intonation when making Wh-word questions.		
Participant raises the tone of voice when making yes/no questions.		
Participant ends in falling intonation when making statements.		
Participant provides the correct rhythm and intonation when making question tags?		
Participant uses the correct intonation and rhythm when listing, rising the first content list words and falling at the end of the list.		
SCHWA SOUND		66.7%
Does the participant use the schwa sound when pouncing multi-syllable word?		
Does the participant reduce vowels in function words?		
Total		88.6%

UNIVERSITY OF EL SALVADOR
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UNDERGRADUATE PROJECT

Gender: F Age: 22

Instructions: read the question and underline the best option according to your case.

1- *How long have you been working in a call center?*

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2- *Where did you learn English?*

- a) By yourself b) In an academy c) At the university d) In a foreign country

3- *Had you lived in a country where the English is the first language spoken?*

- a) Yes b) No

If the answer was Yes...

3.1- *How long had you lived there?*

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4- *Do you consider working in call center has helped you to improve your pronunciation?*

- a) Yes b) No

If the answer was Yes...

4.1- *What level do you consider you were before working in a call center?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2- *Currently, what level do you consider you are?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- *Do you speak English when you are not working?*

- a) Yes b) No c) Sometimes

UNIVERSITY OF EL SALVADOR
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UNDERGRADUATE PROJECT

Gender: M Age: 32

Instructions: read the question and underline the best option according to your case.

1- How long have you been working in a call center?

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2-Where did you learn English?

- a) By yourself b) In an academy c) At the university d) In a foreign country

3-Had you lived in a country where the English is the first language spoken?

- a) Yes b) No

If the answer was Yes...

3.1- How long had you lived there?

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4-Do you consider working in call center has helped you to improve your pronunciation?

- a) Yes b) No

If the answer was Yes...

4.1- What level do you consider you were before working in a call center?

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2-Currently, what level do you consider you are?

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- Do you speak English when you are not working?

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: M Age: 52

Instructions: read the question and underline the best option according to your case.

1- How long have you been working in a call center?

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2-Where did you learn English?

- a) By yourself b) In an academy c) At the university d) In a foreign country

3-Had you lived in a country where the English is the first language spoken?

- a) Yes b) No

If the answer was Yes...

3.1- How long had you lived there?

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4-Do you consider working in call center has helped you to improve your pronunciation?

- a) Yes b) No

If the answer was Yes...

4.1- What level do you consider you were before working in a call center?

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2-Currently, what level do you consider you are?

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- Do you speak English when you are not working?

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: F Age: 27

Instructions: read the question and underline the best option according to your case.

1- How long have you been working in a call center?

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2-Where did you learn English?

- a) By yourself b) In an academy c) At the university d) In a foreign country

3-Had you lived in a country where the English is the first language spoken?

- a) Yes b) No

If the answer was Yes...

3.1- How long had you lived there?

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4-Do you consider working in call center has helped you to improve your pronunciation?

- a) Yes b) No

If the answer was Yes...

4.1- What level do you consider you were before working in a call center?

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2-Currently, what level do you consider you are?

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- Do you speak English when you are not working?

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: M Age: 24

Instructions: read the question and underline the best option according to your case.

1- *How long have you been working in a call center?*

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2- *Where did you learn English?*

- a) By yourself b) In an academy c) At the university d) In a foreign country

3- *Had you lived in a country where the English is the first language spoken?*

- a) Yes b) No

If the answer was Yes...

3.1- *How long had you lived there?*

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4- *Do you consider working in call center has helped you to improve your pronunciation?*

- a) Yes b) No

If the answer was Yes...

4.1- *What level do you consider you were before working in a call center?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2- *Currently, what level do you consider you are?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- *Do you speak English when you are not working?*

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: M Age: 19

Instructions: read the question and underline the best option according to your case.

1- *How long have you been working in a call center?*

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2- *Where did you learn English?*

- a) By yourself b) In an academy c) At the university d) In a foreign country

3- *Had you lived in a country where the English is the first language spoken?*

- a) Yes b) No

If the answer was Yes...

3.1- *How long had you lived there?*

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4- *Do you consider working in call center has helped you to improve your pronunciation?*

- a) Yes b) No

If the answer was Yes...

4.1- *What level do you consider you were before working in a call center?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2- *Currently, what level do you consider you are?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- *Do you speak English when you are not working?*

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: M Age: 25

Instructions: read the question and underline the best option according to your case.

1- How long have you been working in a call center?

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2-Where did you learn English?

- a) By yourself b) In an academy c) At the university d) In a foreign country

3-Had you lived in a country where the English is the first language spoken?

- a) Yes b) No

If the answer was Yes...

3.1- How long had you lived there?

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4-Do you consider working in call center has helped you to improve your pronunciation?

- a) Yes b) No

If the answer was Yes...

4.1- What level do you consider you were before working in a call center?

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2-Currently, what level do you consider you are?

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- Do you speak English when you are not working?

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: F Age: 22

Instructions: read the question and underline the best option according to your case.

1- How long have you been working in a call center?

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2-Where did you learn English?

- a) By yourself b) In an academy c) At the university d) In a foreign country

3-Had you lived in a country where the English is the first language spoken?

- a) Yes b) No

If the answer was Yes...

3.1- How long had you lived there?

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4-Do you consider working in call center has helped you to improve your pronunciation?

- a) Yes b) No

If the answer was Yes...

4.1- What level do you consider you were before working in a call center?

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2-Currently, what level do you consider you are?

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- Do you speak English when you are not working?

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: M Age: 27

Instructions: read the question and underline the best option according to your case.

1- *How long have you been working in a call center?*

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2- *Where did you learn English?*

- a) By yourself b) In an academy c) At the university d) In a foreign country

3- *Had you lived in a country where the English is the first language spoken?*

- a) Yes b) No

If the answer was Yes...

3.1- *How long had you lived there?*

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4- *Do you consider working in call center has helped you to improve your pronunciation?*

- a) Yes b) No

If the answer was Yes...

4.1- *What level do you consider you were before working in a call center?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2- *Currently, what level do you consider you are?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- *Do you speak English when you are not working?*

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: F Age: 23

Instructions: read the question and underline the best option according to your case.

1- *How long have you been working in a call center?*

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2- *Where did you learn English?*

- a) By yourself b) In an academy c) At the university d) In a foreign country

3- *Had you lived in a country where the English is the first language spoken?*

- a) Yes b) No

If the answer was Yes...

3.1- *How long had you lived there?*

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4- *Do you consider working in call center has helped you to improve your pronunciation?*

- a) Yes b) No

If the answer was Yes...

4.1- *What level do you consider you were before working in a call center?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2- *Currently, what level do you consider you are?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- *Do you speak English when you are not working?*

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: M Age: 21

Instructions: read the question and underline the best option according to your case.

1- *How long have you been working in a call center?*

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2- *Where did you learn English?*

- a) By yourself b) In an academy c) At the university d) In a foreign country

3- *Had you lived in a country where the English is the first language spoken?*

- a) Yes b) No

If the answer was Yes...

3.1- *How long had you lived there?*

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4- *Do you consider working in call center has helped you to improve your pronunciation?*

- a) Yes b) No

If the answer was Yes...

4.1- *What level do you consider you were before working in a call center?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2- *Currently, what level do you consider you are?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- *Do you speak English when you are not working?*

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: F Age: 24

Instructions: read the question and underline the best option according to your case.

1- *How long have you been working in a call center?*

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2- *Where did you learn English?*

- a) By yourself b) In an academy c) At the university d) In a foreign country

3- *Had you lived in a country where the English is the first language spoken?*

- a) Yes b) No

If the answer was Yes...

3.1- *How long had you lived there?*

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4- *Do you consider working in call center has helped you to improve your pronunciation?*

- a) Yes b) No

If the answer was Yes...

4.1- *What level do you consider you were before working in a call center?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2- *Currently, what level do you consider you are?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- *Do you speak English when you are not working?*

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: F Age: 24

Instructions: read the question and underline the best option according to your case.

1- *How long have you been working in a call center?*

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2- *Where did you learn English?*

- a) By yourself b) In an academy c) At the university d) In a foreign country

3- *Had you lived in a country where the English is the first language spoken?*

- a) Yes b) No

If the answer was Yes...

3.1- *How long had you lived there?*

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4- *Do you consider working in call center has helped you to improve your pronunciation?*

- a) Yes b) No

If the answer was Yes...

4.1- *What level do you consider you were before working in a call center?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2- *Currently, what level do you consider you are?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- *Do you speak English when you are not working?*

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: M Age: 28

Instructions: read the question and underline the best option according to your case.

1- *How long have you been working in a call center?*

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2- *Where did you learn English?*

- a) By yourself b) In an academy c) At the university d) In a foreign country

3- *Had you lived in a country where the English is the first language spoken?*

- a) Yes b) No

If the answer was Yes...

3.1- *How long had you lived there?*

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4- *Do you consider working in call center has helped you to improve your pronunciation?*

- a) Yes b) No

If the answer was Yes...

4.1- *What level do you consider you were before working in a call center?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2- *Currently, what level do you consider you are?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- *Do you speak English when you are not working?*

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: M Age: 22

Instructions: read the question and underline the best option according to your case.

1- *How long have you been working in a call center?*

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2- *Where did you learn English?*

- a) By yourself b) In an academy c) At the university d) In a foreign country

3- *Had you lived in a country where the English is the first language spoken?*

- a) Yes b) No

If the answer was Yes...

3.1- *How long had you lived there?*

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4- *Do you consider working in call center has helped you to improve your pronunciation?*

- a) Yes b) No

If the answer was Yes...

4.1- *What level do you consider you were before working in a call center?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2- *Currently, what level do you consider you are?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- *Do you speak English when you are not working?*

- a) Yes b) No c) Sometimes

UNIVERSITY OF EL SALVADOR
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FOREIGN LANGUAGE DEPARTMENT



UNDERGRADUATE PROJECT

Gender: F Age: 26

Instructions: read the question and underline the best option according to your case.

1- *How long have you been working in a call center?*

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2- *Where did you learn English?*

- a) By yourself b) In an academy c) At the university d) In a foreign country

3- *Had you lived in a country where the English is the first language spoken?*

- a) Yes b) No

If the answer was Yes...

3.1- *How long had you lived there?*

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4- *Do you consider working in call center has helped you to improve your pronunciation?*

- a) Yes b) No

If the answer was Yes...

4.1- *What level do you consider you were before working in a call center?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2- *Currently, what level do you consider you are?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- *Do you speak English when you are not working?*

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: M Age: 20

Instructions: read the question and underline the best option according to your case.

1- How long have you been working in a call center?

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2-Where did you learn English?

- a) By yourself b) In an academy c) At the university d) In a foreign country

3-Had you lived in a country where the English is the first language spoken?

- a) Yes b) No

If the answer was Yes...

3.1- How long had you lived there?

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4-Do you consider working in call center has helped you to improve your pronunciation?

- a) Yes b) No

If the answer was Yes...

4.1- What level do you consider you were before working in a call center?

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2-Currently, what level do you consider you are?

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- Do you speak English when you are not working?

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: f Age: 25

Instructions: read the question and underline the best option according to your case.

1- How long have you been working in a call center?

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2-Where did you learn English?

- a) By yourself b) In an academy c) At the university d) In a foreign country

3-Had you lived in a country where the English is the first language spoken?

- a) Yes b) No

If the answer was Yes...

3.1- How long had you lived there?

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4-Do you consider working in call center has helped you to improve your pronunciation?

- a) Yes b) No

If the answer was Yes...

4.1- What level do you consider you were before working in a call center?

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2-Currently, what level do you consider you are?

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- Do you speak English when you are not working?

- a) Yes b) No c) Sometimes

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FOREIGN LANGUAGE DEPARTMENT



UNDERGRADUATE PROJECT

Gender: F Age: 21

Instructions: read the question and underline the best option according to your case.

1- *How long have you been working in a call center?*

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2- *Where did you learn English?*

- a) By yourself b) In an academy c) At the university d) In a foreign country

3- *Had you lived in a country where the English is the first language spoken?*

- a) Yes b) No

If the answer was Yes...

3.1- *How long had you lived there?*

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4- *Do you consider working in call center has helped you to improve your pronunciation?*

- a) Yes b) No

If the answer was Yes...

4.1- *What level do you consider you were before working in a call center?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2- *Currently, what level do you consider you are?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- *Do you speak English when you are not working?*

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: M Age: 30

Instructions: read the question and underline the best option according to your case.

1- *How long have you been working in a call center?*

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2- *Where did you learn English?*

- a) By yourself b) In an academy c) At the university d) In a foreign country

3- *Had you lived in a country where the English is the first language spoken?*

- a) Yes b) No

If the answer was Yes...

3.1- *How long had you lived there?*

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4- *Do you consider working in call center has helped you to improve your pronunciation?*

- a) Yes b) No

If the answer was Yes...

4.1- *What level do you consider you were before working in a call center?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2- *Currently, what level do you consider you are?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- *Do you speak English when you are not working?*

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: M Age: 22

Instructions: read the question and underline the best option according to your case.

1- *How long have you been working in a call center?*

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2- *Where did you learn English?*

- a) By yourself b) In an academy c) At the university d) In a foreign country

3- *Had you lived in a country where the English is the first language spoken?*

- a) Yes b) No

If the answer was Yes...

3.1- *How long had you lived there?*

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4- *Do you consider working in call center has helped you to improve your pronunciation?*

- a) Yes b) No

If the answer was Yes...

4.1- *What level do you consider you were before working in a call center?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2- *Currently, what level do you consider you are?*

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- *Do you speak English when you are not working?*

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: M Age: 29

Instructions: read the question and underline the best option according to your case.

1- How long have you been working in a call center?

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2-Where did you learn English?

- a) By yourself b) In an academy c) At the university d) In a foreign country

3-Had you lived in a country where the English is the first language spoken?

- a) Yes b) No

If the answer was Yes...

3.1- How long had you lived there?

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4-Do you consider working in call center has helped you to improve your pronunciation?

- a) Yes b) No

If the answer was Yes...

4.1- What level do you consider you were before working in a call center?

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2-Currently, what level do you consider you are?

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- Do you speak English when you are not working?

- a) Yes b) No c) Sometimes

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UNDERGRADUATE PROJECT

Gender: F Age: 25

Instructions: read the question and underline the best option according to your case.

1- How long have you been working in a call center?

- a) Less than 6 months b) from 6 months to less than 1 year
c) From 1 year to less than 2 years d) more than 2 years

2-Where did you learn English?

- a) By yourself b) In an academy c) At the university d) In a foreign country

3-Had you lived in a country where the English is the first language spoken?

- a) Yes b) No

If the answer was Yes...

3.1- How long had you lived there?

- a) From 1 to 2 years b) from 3 to 5 years c) more than 6 years d) No applicable

4-Do you consider working in call center has helped you to improve your pronunciation?

- a) Yes b) No

If the answer was Yes...

4.1- What level do you consider you were before working in a call center?

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

4.2-Currently, what level do you consider you are?

- a) Novice b) Intermediate c) Advanced d) Superior e) Distinguished

5- Do you speak English when you are not working?

- a) Yes b) No c) Sometimes