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SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT**



UNDERGRADUATE RESEARCH:

INSTRUCTIONAL PRONUNCIATION TECHNIQUES APPLIED IN THE INTERMEDIATE
ENGLISH CLASSROOM SEMESTER II/2011 OF THE FOREIGN LANGUAGE DEPARTMENT
OF THE UNIVERSITY OF EL SALVADOR.

IN ORDER TO OBTAIN THE DEGREE OF:

LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA

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CHAPTER I

1. INTRODUCTION

With the development of international communication and the growth in technology, learning a second language has become an important goal worldwide. Teachers and students pursue to gain and increase their knowledge in order to be able to function and work in society (Callahan, 2005; Carhill, Suarez-Orozco, and Paez, 2008; Dodge & Kendall, 2004; Kheimets & Epstein, 2001; Zhiming, 2003). English as one of the most spoken languages around the world is an important tool for development, therefore it is significant, for our country growth and development, to learn and have English instruction to form part of the competitive world we live in nowadays; since this language is the primary model of international communication (Cincarek, Gruhn, Hacker, Noth, & Nakamura, 2009; Isaacs, 2008; Munro & Derwing, 2008). The importance of this lays in the fact that knowledge is the master key for the development of our future as professionals as well as the increased of our personal relationships due to it help us to socialize with people all over the world.

Learning English not only implies learning how to speak but also to learn everything about the language and everything it encompasses, for instance; the four macro skills: Speaking, Listening, Writing, Reading. All of these components are the core of the language and they are all what we need to say we know and speak English. As well as the four macro skills there are sub skills that we need to take into consideration for

learning. The researchers focused this research on one of these sub skills, the one considered as the most important; this sub skill is English Pronunciation; a good English communication depends of proper pronunciation because it increases understanding between the speakers.

With this research the researchers aimed to describe what the most used pronunciation instructional techniques are in the intermediate English classrooms in the foreign languages department of the University of El Salvador. On this paper, the researchers included the research questions that led this work, a literature review that envelops many different sources of information related to the research. With all the information the researchers gathered they found seven techniques suggested by different authors that were the most common, hence, the research was conducted with the purpose of finding out what are the most used ones among those seven. It also describes the methodology applied to collect the data. Furthermore, the researchers presented the findings along with the conclusions based on the data collected and analyzed and some recommendations that can be taken into consideration for pronunciation instruction.

2. OBJECTIVES

2.1 GENERAL

- To identify the pronunciation instructional techniques used in the Intermediate English I course in the foreign languages department at the University of El Salvador, in semester 02-2011

2.2 SPECIFICS

- To find out the most predominant pronunciation instructional techniques used in the Intermediate English I course in the foreign languages department at the University of El Salvador, in semester 02-2011
- To describe the most predominant pronunciation instructional techniques used in the Intermediate English I course in the foreign languages department at the University of El Salvador, in semester 02-2011

3. RESEARCH QUESTIONS

3.1 GENERAL QUESTIONS

- What are the pronunciation instructional techniques used in the Intermediate English I course in the foreign languages department at the University of El Salvador, in semester 02-2011?
- Which are the most predominant pronunciation instructional techniques used in the Intermediate English I course in the foreign languages department at the University of El Salvador, in semester 02-2011?

3.2 SUBSIDIARY QUESTIONS

- How often are pronunciation instructional techniques applied in the Intermediate English I class?
- How important is for learning purposes the application of pronunciation instructional techniques in the Intermediate English I class?
- What is the students' attitude toward pronunciation instructional techniques during the Intermediate English I class?

4. RATIONALE

Learning something new is always a difficult task. English language students are not the exception. There are always some aspects of the language that are difficult to master when learning. English pronunciation is hard to dominate due to various reasons such as; mother language interference, different vowel sound that does not exist in the students' mother tongue, English terminations for instance: "S", 3rd person singular verbs and "ED" endings in past tenses, etc. such aspects make pronunciation an arduous skill to master. This situation is seen in the classrooms when students are developing speaking activities such as discussions, presentations, role plays etc. Although it might not be an easy task, students do what they are capable of in order to improve their skills and obtain the necessary competences to reach the desire performance.

Pronunciation is one of the most important communicative competences for English students; pronunciation can influence the desire to use the language and the quality of the message conveyed (Guiora, 1972). Good English pronunciation will make people understand you easily and be willing to listen to you; so that, it is of really importance to develop good pronunciation skills in order to have good performance. Therefore the English teaching process needs to focus on different techniques that can be helpful to enhance students' pronunciation performance. Because of these facts we decided to carry out this research to raise awareness of the importance of applying different pronunciation instructional techniques to help students develop better communication skills.

A second reason to conduct this research is the lack of information about this topic in the library of the foreign language department of the University of El Salvador. When the literature review process took place, the researchers were not able to find too much documents or studies in which previous students had researched the techniques teachers use to instruct pronunciation skills. There are some researches that provide data about pronunciation, for instance: “Strategies students of readings and conversation II at the department of foreign languages have used to develop their English speaking skills”, and “Oral communication strategies used by FL students of the sixth semester term II-92 of the foreign languages department at the University of El Salvador”. Nevertheless these researches follow a different direction than this work; therefore with this research the researchers pretend to provide more knowledge about the techniques that are being used to teach such an important sub-skill as it is pronunciation.

To conclude the intention of this paper is to provide techniques to facilitate English pronunciation learning. It also will open the door for further studies that can go deeper on this matter and keep on providing sources of information that will serve for all the future generations interested in this topic.

5. LIMITATIONS

Conducting a research is a difficult process and there are some aspects that make it hard to carry out. During the time this research was taking place there were some obstacles the researchers had to overcome in order to complete the research project and provide an answer for the research questions created.

The first difficulty the researchers encountered was the lack of data resources related to the study in the foreign languages department library of the University of El Salvador, under these circumstances it was really hard to start this research since there was not any reference or guide to follow, there was not as much information as thought, consequently the researchers had to look for different resources. The second complication faced was determining the sampling and population that was going to be taken into consideration for data collection purposes; the research was focused on students taking the Intermediate English I courses. There were 10 different groups supposed to be taken into account to collect the data, nevertheless the researchers had to omit three groups because two of them were in charge of the adviser. Therefore, for the purpose of avoiding any bias or misinterpretation of the data it was decided those groups were not going to take part of the research. The third group did not form part of our work due to the teacher was not willing to collaborate with the study and did not allow the researchers to neither observe the classes nor have some minutes of her class to ask students to fill out the survey.

Limitations were found not only throughout the planning stage of the thesis but also during the execution. There were many factors that made difficult to collect the

information required to answer the research questions. The most difficult situation the researchers encountered and the hardest to overcome was the classes' irregularity. The first obstacle faced was bad weather conditions. During the time that had been planned to observe the classes our country was in the middle of a tropical storm that lasted for more than a week for this reason classes were suspended all over the country to keep students safe. Besides, during the second semester the elections of the university authorities took place, consequently classes were also stopped to give students and teachers the opportunity to vote, hence it made the data collection process last more than it was supposed to. Also it was hard to find the right time to ask teachers to fill out the survey due to every time they were approached, they were not in their offices because they were teaching, in a meeting or carrying out other activities.

To conclude; it was complicated to develop this research in a smooth way without any interferences or difficulties however thanks to the dedication and hard work the researchers put to carry it out they were able to endure this difficult path and finally completed this project.

CHAPTER II

6. LITERATURE REVIEW

6.1 PREVIOUS STUDIES.

English pronunciation is a very important topic for English learners and teachers; there are many documents such as articles, books and researches that talk about this skill, its importance and some useful ways to teach it and improve it. For the purpose of finding researches related to this Thesis Project, the researchers tried to gather as much materials as possible.

The foreign Language Department Library provided with a very good service and it was an excellent source of information. After looking for different resources the researchers realized that there is not so many works related to this topic. From all the revised documents, the researchers found only two projects that are related in a way to this thesis because they are based on “English pronunciation” which is the area of this work; but the aim in these papers is different, such works are: “Strategies students of readings and conversation II at the department of foreign languages have used to develop their English speaking skills”, and “Oral communication strategies used by FL students of the sixth semester term II-92 of the foreign languages department at the University of El Salvador”.

These researches are mainly about strategies that students use in order to improve and acquire their pronunciation skill and develop better performance, therefore, the decision to go over a different direction; which is not less important in the process of

pronunciation development in the FLD; was taken, the researchers wanted to find out the main and more common pronunciation instructional techniques applied in the classrooms, with the purpose of contributing to expand the documented information about this field of study that is “English pronunciation”.

6.2 IMPORTANCE OF GOOD PRONUNCIATION SKILLS

One of the most difficult problems facing non-native speakers of English is pronunciation. It is usually the largest obstacle to overcome when trying to achieve fluency. Many non-native speakers have studied grammar for many years but are unable to speak like native speakers due to their inability to pronounce the sounds of words properly. Pronunciation is the first and most important thing native speakers notice during a conversation. Knowing grammar and vocabulary are important but useless if you are unable to pronounce those structures or words correctly. Also, native speakers are more likely to understand you, even if you make grammatical mistakes rather than if you make mistakes in pronunciation. Even the simplest words misspoken will keep you from effectively communicating with native English speakers

Many authors agreed that there are many people who have good writing, reading and listening skills; however, many non-native English speakers have pronunciation problems. Therefore they have communication issues. Hence in order to be able to reach the main goal of learning a second language, which is to communicate effectively, it is really important to develop good pronunciation skills to be able to have good oral performance.

6.3 HISTORY

There is a lot of authors that talk about English Pronunciation; among the most well-known we found Celce- Murcia 1996, Brown A. 1992, Morley, Anderson-Hsieh, Johnson, & Koehler, 1992, Harley, Howard, and Hart (1995) Johnson and Moore (1997) and many others, all of these authors have contributed to this field with all their knowledge; they have provided students and teachers with the pronunciation background, that is how the pronunciation skill have developed since early years, methods and techniques applied before and how pronunciation instruction has change throughout the years. There are some approaches that have been put into practice to teach pronunciation since early years:

6.3.1 INTUITIVE-IMITATIVE:

In early years this skill was not given the importance it deserved. Philologists and linguists were more interested in studying grammar and vocabulary rather than pronunciation. Therefore, teachers made use of this approach which was based on listening and imitation of the rhythms and sounds of target language without explicit instruction (audio tapes, videos, computer-based programs and websites). In terms of importance this approach is similar to the Cognitive approach 1960s that de-emphasized pronunciation in favor of grammar and vocabulary because first, it assumed that native like pronunciation was an unrealistic objective and could not be achieved, second, it stated that it was better to spend time on teaching more learnable items, such as grammatical structures and words. Some of the teaching methods used within this approaches are: Grammar translation and reading-based: with this

methods oral communication was not the primary goal of language instruction. Therefore little attention was given to speaking, and almost none to pronunciation

Another method used was the Silent way 1970s in which learners focused on the sound system without having to learn the phonetic alphabet. Attention was put on the accuracy of sounds and structure of the target language from the very beginning. Also the Direct method on the late 1800s and early 1900s was part of this approach; teachers provided students with a model for native like speech. By listening and then imitating the modeler. (Celce-Murcia, M. Brinton, D.M., & Goodwin. J.M. 1996)

6.3.2 ANALYTIC-LINGUISTIC:

This skill began to gain more importance shortly before the beginning of the twentieth century (Kelly (1996)). With this approach Students are provided with explicit information on pronunciation such as the phonetic alphabet, articulatory descriptions and vocal charts (interactive speech software and websites). Some of the methods used within this approach are the following:

Community language learning: This is a method in which students work together to develop what aspects of a language they would like to learn. The teacher acts as a counselor and a paraphraser, while the learner acts as a collaborator, although sometimes this role can be changed. A second method is the Audio Lingual Method: Learners imitated or repeated after their teacher or a recording model, teachers used a visual transcription system or articulatory chart and it made use of minimal pair drills.

6.3.3 INTEGRATIVE:

Pronunciation is viewed as an integral component of communication rather than an isolated drill and practice sub skill. Pronunciation is developed with meaningful task-based activities (Celce-murcia, 1996; chen 2007) together with the Communicative approach, Mid-late 1970s-1980s until today, the ultimate goal of this approaches was communication. Therefore, teaching pronunciation was urgent and intelligible; this skill was seen as necessary in oral communication. With these new approaches, new directions and new thoughts from other fields, such as drama, psychology, and speech pathology raised hence the pronunciation skill was finally seen as relevant and of great importance for communication purposes.

The pronunciation skill has gone through different changes since early years as we can see on this detailed explanation of the history of teaching pronunciation given by Celce-Murcia. (Celce-Murcia, M. Brinton, D.M., & Goodwin. J.M. 1996). On the other hand, we have a general historical view of the role of pronunciation given by Chen (2007). In brief in early years, 1940s-1960s, pronunciation instruction was not greatly stressed, behaviorists used imitation drills, patter practice and dialogue memorization, this skill was not considered too significant and authors were more interested in other skills such as grammar. Around 1970s-1980s communicative approaches focused more on fluency than form. Finally; in the current time pronunciation has been considered a key ingredient for the development of communicative competence, and both accuracy and fluency are valued.

6.4 TECHNIQUES

English Pronunciation plays an important role for teachers and learners. In her article **The Hows and Whys of Teaching Pronunciation**, Shelley Vernon says “we need to teach pronunciation. There is a big difference between a ship and a sheep and a pear and a bear! When teaching any language as a foreign or second language, our first goal for our students is basic communication, and that can't happen if no one can understand what they are saying”. Moreover; in spite of its importance, the authors talk about the lack of good instruction, even when included in course books, pronunciation is marginalized and treated superficially (Marks, 2006; Silveira, 2002).

For the purpose of our research, which is to find out what the pronunciation instructional techniques applied in the English Intermediate courses at the University of El Salvador are, the researchers have reviewed a collection of articles and books which propose some techniques that researchers have found useful for teaching English pronunciation. Hanna Winiewska on her article **METHODS AND TECHNIQUES IN PRONUNCIATION TEACHING** gives seven techniques that are use to teach this sub-skill, and these are the ones the researchers used to carry out this study.

6.4.1 PHONETIC TRANSCRIPTION

Each symbol describes a single sound, which is in fact different from a letter of the alphabet. With this technique, students are taught how to recognize what is been said and also help them to find out how to pronounce a word by means of the phonetic symbols. It uses articulatory descriptions, articulatory diagrams and the phonetic alphabet. It mainly uses the International Phonetic Alphabet (IPA) to teach students the consonants and vowel sounds of the language

6.4.2 AUDITORY REINFORCEMENT

Focus on exercises that help students to learn how to pronounce words correctly by listening to the word being pronounced. As A Brown (1992) notes; “perceptual and productive skills can be developed hand by hand so that it is common for teachers to use the listening-repeat approach”. This techniques commonly make use of minimal pairs drills, in which students are presented different words which pronunciation differs in just one sound, they listen to the word and then imitate it.

6.4.3 VISUAL REINFORCEMENT

Teachers’ descriptions of how sounds are produced using audiovisual aids such as sound-color charts, etc. this technique was used with the silent way method. It is very useful when teaching pronunciation stress, it helps learners to familiarize and visualize the stress syllable in the word making it easier to learn the correct pronunciation of such.

6.4.4 TACTILE REINFORCEMENT

With this technique, teachers make use of senses such as the touch sense; it can be done for example when explaining the difference between voice and voiceless sounds, teachers may ask students to touch their throat to feel the vibration of the vocal cords when producing the sounds.

6.4.5 DRAMA VOICE TECHNIQUES

Author Marcus Otlowski says that pronunciation lessons work best in a larger context and with the wide variety of activities available you can make every pronunciation lesson valuable and fun. This technique focuses on accuracy of sounds and stress. Students are required to play a variety of roles, which in turn helps them to practice rhythm, stress, intonation, timing etc. It involves reading or speaking aloud practices in which students need to pay attention on the aspects mention before; it usually occurs with genres that are intended to be spoken for instance, speeches, poems, plays, songs and dialogues.

6.4.6 AUDIO FEEDBACK

With the use of the audio medium; that is audio CD available, teachers can help students to improve their pronunciation skill. There are two ways to use this technique and take advantage of its usefulness; Listen and imitate activities in which students are presented a recording of a native speaker talk and they are asked to repeat what they hear, the second is the Recording of Learners Production, it helps

both teachers and students. For teachers, it helps them to be able to find out what are the aspects in which students need help the most and also to provided them feedback and for students it helps them to self evaluate their performance.

6.4.7 MULTIMEDIA ENHANCEMENT

As the previous technique it helps to give students the best opportunity to get closer to real native pronunciation since with the use of multimedia appliances they have access to a variety of materials such as movies, musical videos, plays etc that helps them to understand better and gain more accurate pronunciation skills.

CHAPTER III

7. METHODOLOGY

7.1 POPULATION

Intermediate English I courses were the source of information needed to carry out this research. The researchers took into consideration the students and teachers; who were asked to fill out a survey, and the English classes' development which were observed by the researchers. The complete population was made of 10 groups and a total of 356 students and 9 teachers; all groups were divided as follows:

Table 3. Intermediate English I total of Students

GROUP	TOTAL STUDENTS	TOTAL TEACHERS
1	39	9
2	40	
3	41	
4	41	
5	36	
6	40	
7	38	
8	38	
9	24	
10	19	
TOTAL	356	

Even though there is a specific number of registered students in each group, the real number is different because in almost all groups there are some students that were registered but never showed up or dropped out of the courses. Hence, the total of

students involved in the research was decreased to a total of 232. Due to group 1 and 9 were not taken into consideration in order to avoid any bias or misinterpretation of the data for the teacher in charge of such group was the same person as the research adviser. Moreover group 5 did not take part in the research because the teacher in charge of the class was not willing to collaborate. The number of teachers that help to provide the information required was also decreased to a total of 7. Based on the total of active students a sample to be taken into consideration for data collection purposes was selected. The total sample was made of 45% of the universe (106 students).

7.2 SETTING

This study took place at the University of El Salvador, in the Foreign Language Department; This University is the largest and oldest institution of higher education in the Republic of El Salvador and the only State University in the country. Its central campus is located in San Salvador, but the University of El Salvador also has offices in the cities of Santa Ana, San Miguel and San Vicente. The data collection process had duration of a month and a half and it was carried out during semester II-2011. The Intermediate English I courses were observed for three weeks; the observations took place in seven different classrooms of the department where the subject was taking place; three classes were observed during the morning and the rest during the afternoon. The researchers were just sitting in the back of the classrooms observing the class development without interrupting the teachers.

Students and teachers were asked to fill out a survey. After the class observation was completed the students were approached in the same classroom five or ten minutes before the class started and were given a survey to share their opinions about the class. As well as students, the teachers in charge of the seven courses observed were approached at their offices and were asked to choose among the seven different techniques proposed to find out the most commonly used by them when teaching.

7.3 INSTRUMENTATION

The data was collected by means of three different instruments created and administrated by the researchers. Such instruments were: students' survey, teachers' survey and an observation sheet. It was decided to create these three instruments since it was going to give a better perspective of what happens during classes. Besides, it helped the researchers to find out what the teachers do to teach pronunciation, and if the students agreed that teachers develop activities they said during the classes and, by means of class observation; they were able to confirm if what teachers and students said really took place in the classrooms.

7.3.1 TEACHERS SURVEY

Teachers were asked to fill out a survey to find out how frequently they use pronunciation instructional techniques during their classes. The survey was made of the seven pronunciation techniques proposed by the researchers and a small description of what the technique is about and what it implies. The teachers were given different options to choose the frequency with which they use the techniques,

for instance: Always, Usually, Sometimes, Barely and Never. They had to put an X to choose how often they use such techniques during the classes. The purpose of this survey was to have an overview of what teachers have planned to teach and corroborate if they consider the techniques to develop good English pronunciation skills.

7.3.2 STUDENTS SURVEY

The students opinions were also consider important for the research. A survey for students was also created to find out if they agree that teachers are using instructional pronunciation techniques to help them develop and improve their pronunciation skills. Since students might not be familiar with the techniques used during the class and they might not have a clear idea of what the technique implies just by given them the name, the students' survey was created differently to the teachers' survey. Instead of putting the name of the technique, four activities that are used to carry out each technique were put on the survey. Considering that seven techniques were proposed, the survey was made of 28 activities and students were asked to give their opinions and share whether they Strongly Agree, Agreed, Disagree or Strongly Disagree with the fact that the teachers make use of such activities to instruct pronunciation. Due to the level of English it was decided to create the survey in Spanish so that students could understand better the activities and provide more accurate information. The aim of this survey was to find out from the students perception if teachers really take into consideration the techniques as they said when they filled out the teachers' survey.

7.3.3 OBSERVATION SHEET

The most reliable way to find out if the pronunciation instructional techniques were being used during the classes was to go to the classrooms and observe the class development. For this purpose a class observation sheet was created. Such sheet was similar to the survey we presented to students. The same activities for each technique were taken into consideration and when observing the classes the researchers were marking on the list the techniques that were being used and how many times the same technique was repeated. The creation of the observation sheet was with the purpose of witnessing what students and teachers had said. With the class observation the researchers were able to prove if teachers were using the pronunciation instructional techniques and if the students were developing the activities presented on the survey. It was also planned that during the class observation was taking place, the researchers will be able to find out how the students attitude towards the pronunciation instructional techniques is, based o their behaviors and their participation during the classes.

7.4 DATA COLLECTION

The data was collected by means of all the instruments that were created for this purpose. During almost a month and a half all the required information was gathered to be able to answer the research questions. The data collection process was divided in three stages:

The first stage was class observation; the classes development was observed for three weeks. During this period the researchers were observing the English intermediate I classes. There were seven groups that were observed; three in the morning and four in the afternoon. The classes had duration of two hours each and the researchers were sitting in the classroom without interrupting the class and with no involvement on the activities taking place. They were just watching the activities and checking on the observation list if the activity taking place was related to the pronunciation instructional techniques. Also they were observing the students behaviors to find out if they have a good attitude toward the techniques.

The second stage of the data collection was to ask the students to fill out the survey created for them to provide their opinions. It was done after the class observations were completed. Some minutes before the class started they were asked to please read all the activities shown on the survey and give their viewpoint. A total of 106 surveys totaling 45% of the universe were filled out by students of the seven groups that were chosen as our sample.

The third and last stage of the data collection process was to collect information from the teachers. It took around two weeks to gather all the teachers' opinions. Seven teachers were the source of information. They were reached on their offices during their free time and were given the teachers survey and they were asked to fill it out.

As conclusion, it took a long period of time and due to various circumstances it was hard to gather all the necessary data for the research; however, all the obstacles were

overcome and the required information was obtained; hence, the researchers were able to provide an answer to the research questions.

7.5 DATA ANALISYS

The collected data was put together and analyzed to provide the results that were found out, and each of the instruments that were used to collect the information, for instance: Teacher survey, Students Survey and Observation Sheet, were analyzed separately; at the end, the researcher present a table and graph with an overall result which helped to make our conclusions and provide recommendations.

The graphs used to present the results were made based on the totals obtained with the students' survey. The surveys were made of five different answers: strongly agree, agree, undecided, disagree, and strongly disagree. All the surveys were summed up and the total of each response was gotten. The data is presented separately per technique; therefore, we presented a total of seven tables and seven graphs. Each table contains each technique and the four activities used to carry out that technique. Two graphs were made to show the results. The first graphs show all the responses (SA, A, U, D, SD) and the percentage of frequency. The second graph is divided in two parts, one part represent the total of students that strongly agreed and agreed, these two answers were summed up to have a total of agreement and the total is presented on the graph, the second part is the total of students who disagree; in order to get this result the total of students who disagreed and strongly disagree were also added up. In the end to be able to organize the techniques from the most predominant to the least, based on students' perspective, the second graph was used

and the techniques were organized starting with the one that showed most agreement and ending with the technique that showed higher disagreement.

The class observation sheet gave us the real frequency of usage of each technique since it provided the results that were witnessed during the class. Besides, during the class observation stage the students' attitude toward the pronunciation instructional techniques was discovered. In order to present the results given by this instrument it was decided to also separate it per technique. Hence seven tables and graphs are presented. Each table represents one technique and the activities related to the technique; it also shows the number of times each activity took place and the percentage of frequency. The graphs are divided per technique and they picture the percentage of frequency given by each activity; also the researchers obtained the average totals and percentages in order to find out which technique was used more frequently. Although there was not a question or statement included on the instrument about the students attitude, the researchers were able to find a conclusion about students attitude based on what was observed during the classes

The last part of the analysis was the teacher's survey. The data was organized and analyzed similar to the way it was done with the student's survey. Once again the results were separated by technique and seven graphs were made. The only difference here is that the activities were not put since the teacher's survey presented only the techniques name. On the graphs the level of frequency given by the surveys which are: Always, Usually, Sometimes, Barely and Never, was included. The total is

represented in graphs. Based on those graphs the researchers found out which technique was the most predominant and the techniques that follow until the least used. Finally to present what the pronunciation instructional techniques applied in the intermediate English I courses to develop pronunciation are, and which the most predominant among them is, all the results, all the tables and all the graphs were compared. With all the data collected the researchers were able to find out that each instrument follow the same pattern and the order of techniques was the same on each of the three analyses.

CHAPTER IV

8. RESULTS

The data was put together and analyzed. The Intermediate English 1 teachers filled out the survey which was created with the purpose of knowing what are the techniques they use during the classes to develop pronunciation. The students, who form part of the sample, helped to fill out the survey they were given in order to find out, from the student's perspectives, what teachers do to carry out their classes and teach pronunciation. Finally; after collecting the students and teachers data, information from the class itself was also gathered with the help of the class observation checklist. The researchers were able to see what takes place in the classrooms and what teachers do to instruct pronunciation. On this chapter we present all the information found with the help of all the instruments

8.1 STUDENTS SURVEYS (ANNEXE 1, PAG 55)

With the help of the students of the Foreign Language Department all surveys were filled out and, based on students' opinions, the researchers found out which the techniques teachers use during the class to teach pronunciation are and which the most predominant are. The results are organized from highest level of usage to lowest level; it is demonstrated on the following tables and graphs.

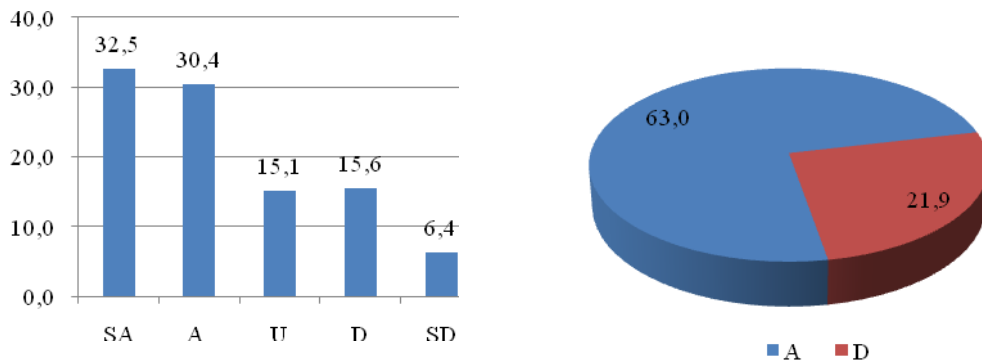
8.1.1 DRAMA VOICE

This technique focuses on accuracy of sounds and stress. Students are required to play a variety of roles, which in turn helps them to practice rhythm, stress, intonation, timing etc.

Table 4 Drama Voice technique - Students' totals

ACTIVITIES	SA	A	U	D	SD	total
Tongue twisters	9	17	29	32	19	106
Reading aloud recitations	34	32	16	21	3	106
Communicative practice (role plays different contents and situations)	40	43	10	9	4	106
Oral presentations	55	37	9	4	1	106
Total	35	32	16	17	7	106
%	32,5	30,4	15,1	15,6	6,4	100

Graph 3 Drama Voice Technique percentages - Agreement/ Disagreement



Drama Voice Technique showed to be the most used in the classroom based on students opinions. From the total of students that were presented different activities carried out during the class and take part of the technique 63% agreed that the teachers make use of this technique in the classroom and 21.9% disagreed. Hence it

was concluded that this is the most predominant technique used in the classes to teach pronunciation.

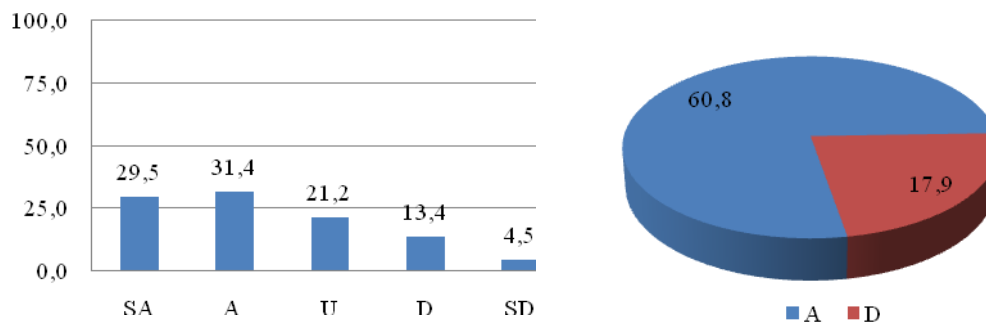
8.1.2 AUDITORY REINFORCEMENT

Focus on exercises that help students to learn how to pronounce words correctly by listening the word being pronounced, this techniques commonly make use of minimal pairs drills

Table 3 Auditory reinforcement technique - students' totals

ACTIVITIES	SA	A	U	D	SD	total
Teacher does repetition drills	36	42	14	11	3	106
Dictate and Ask students to Read the sentences aloud	21	29	27	21	8	106
Minimal pair drills (words differ by single sound)	26	28	29	17	6	106
Listen and imitation	42	34	20	8	2	106
Total	31	33	23	14	5	106
%	29,5	31,4	21,2	13,4	4,5	100

Graph 4 Auditory reinforcement Technique percentages - Agreement/ Disagreement



Among all the techniques proposed; auditory reinforcement showed to be the second most used by teachers. This is concluded because of the information shared by all the students, 60.8% agreed that in the classes they have been exposed to this technique and just 17.9% students disagreed. Therefore the researchers found out that this

technique it not only one of the techniques used to teach pronunciation but also it posses the second place on the list.

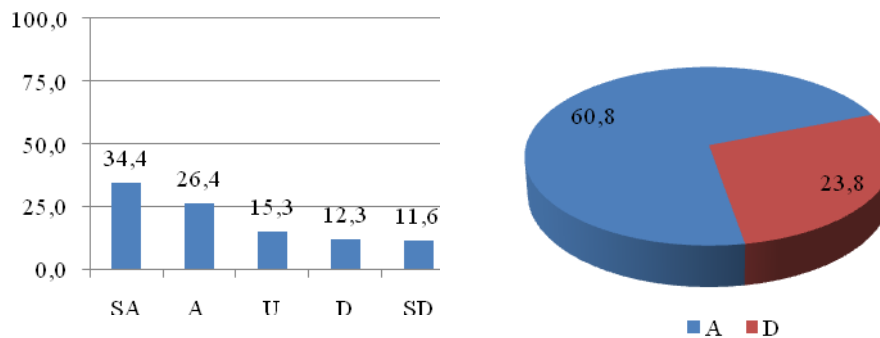
8.1.3 AUDIO FEEDBACK

Teachers can help students to improve their pronunciation with the use of the audio medium (Audio CD).

Table 4 Audio feedback technique - student's totals

ACIVITIES	SA	A	U	D	SD	total
Use tape audio CDs	64	31	7	2	2	106
Ask students listen and repeat after the recording	42	36	15	7	6	106
Record students own production	9	17	23	27	30	106
Provide students with native speaker listening exercises	31	28	20	16	11	106
Total	37	28	16	13	12	106
%	34,4	26,4	15,3	12,3	11,6	100

Graph 3 Audio feedback Technique percentages - Agreement/ Disagreement



Audio Feedback is awarded the third place on the list of the intruactional techniques used in the Intermediate English I courses since 60.8% of the students who filled out the survey agreed that this technique is used against 23.8% who said it is not a technique used by the teachers.

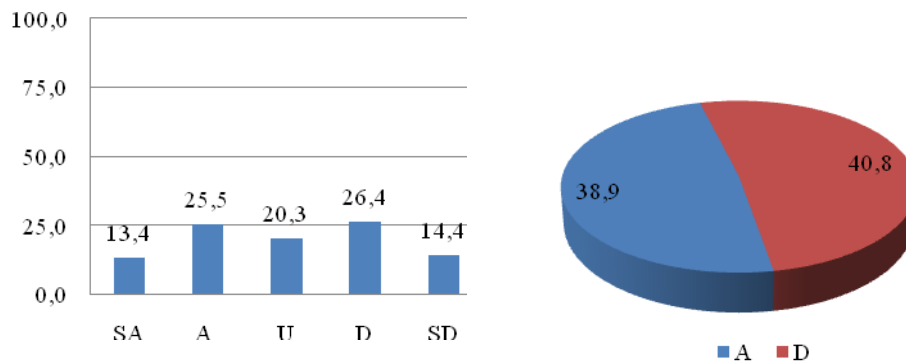
8.1.4 PHONETIC TRANSCRIPTION

Code consisting of phonetic symbols; it uses articulatory descriptions, articulatory diagrams and the phonetic alphabet.

Table 5 Phonetic transcription technique - students' totals

ACTIVITIES	SA	A	U	D	SD	TOTAL
Teacher uses Phonetic alphabet	14	35	22	20	15	106
Presents Phonemic chart, Charts of vocal apparatus	4	9	25	44	24	106
Teaches vowel and consonant sound using IPA	12	23	25	33	13	106
Learners associate sounds with words	27	41	14	15	9	106
Total	14	27	22	28	15	106
%	13,4	25,5	20,3	26,4	14,4	100

Graph 4 Phonetic transcription Technique percentages - Agreement/ Disagreement



Some of the students who filled the survey said teachers in some of the classes make use of the phonetic transcription technique. Although this is not the most used technique 38.9% of students agreed that have been instructed pronunciation by means of this technique and 40.8% disagreed. Due to the difference is not too big the researchers realized that teacher do make use of the phonetic transcription in order to teach pronunciation. Therefore this technique is placed on the fourth place of usage.

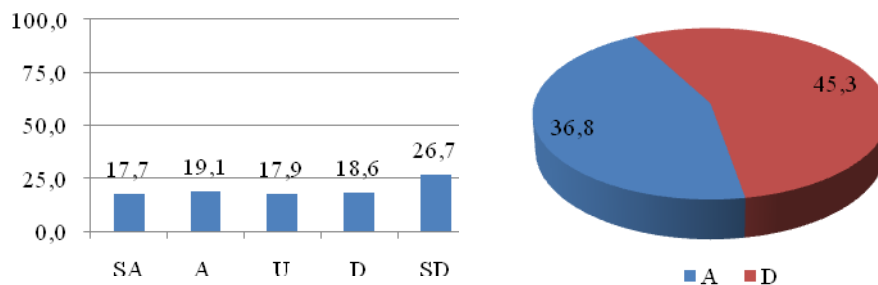
8.1.5 MULTIMEDIA ENHANCEMENTS

This is a technique that gives students the best opportunity to get real native-like pronunciation. It uses multimedia appliances to provide access to a variety of materials such as movies, musical videos, plays etc.

Table 6 Multimedia enhancements technique - students' totals

ACTIVITIES	SA	A	U	D	SD	TOTAL
Use TV programs to listen a practice pronunciation	11	17	28	23	27	106
Use computer and internet as a tool to understand and use the language	27	26	10	17	26	106
Language laboratory for necessary outside-the classroom training	5	14	22	22	43	106
Use a variety of tools (computer, multimedia projector etc) to provide students with real English pronunciation	32	24	16	17	17	106
Total	19	20	19	20	28	106
%	17,7	19,1	17,9	18,6	26,7	100

Graph 5 Multimedia enhancements Technique percentages - Agreement/ Disagreement



The use of multimedia appliances such as computers, Audio CD, English Lab, etc seems to be not use as tool for pronunciation instruction; thanks to the results obtain from the students opinions; Multimedia Enhancements is given the fifth place on the list of tecniques. This is concluded based on the number that show 45.3% of students who disagreed this technique is used and 36.8% who agreed.

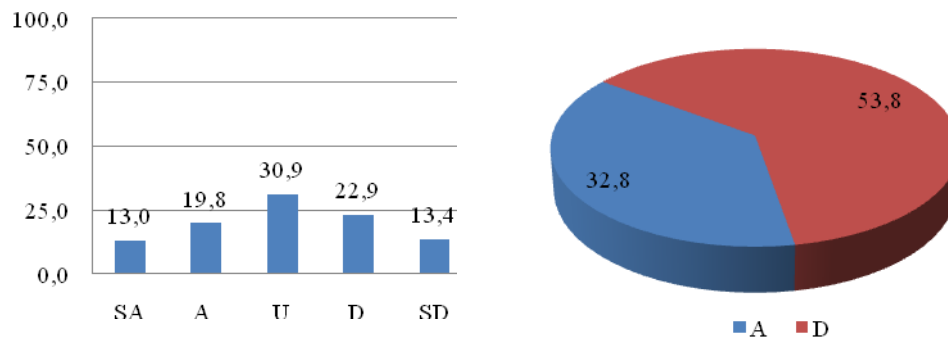
8.1.6 VISUAL REINFORCEMENT

Teachers' descriptions of how sounds are produced using audiovisual aids such as sound-color chart.

Table 7 Visual Reinforcement technique - students' totals

ACTIVITIES	SA	A	U	D	SD	TOTAL
Pictures and drawings	24	32	24	16	10	106
Writing the sentence on the board with the stressed words written in capital letter	26	34	26	14	6	106
Words or pictures that demonstrate a particular sound(s)	2	10	44	34	16	106
Different visual aid that demonstrate the mouth position when producing different sounds	3	8	37	33	25	106
Total	14	21	33	24	14	106
%	13,0	19,8	30,9	22,9	13,4	100

Graph 6 Visual Reinforcement Techniques percentages - Agreement/ Disagreement



Visual materials are not part of the pronunciation instruction. Therefore it lead the researchers to conclude that the Visual reinforcement technique is not taken into consideration by the teachers at the time of teaching the class and focusing on the pronunciation skill. this conclusion is guided by the 53.8% of students who disagreed that the technique is use and only 32.8% agreed.

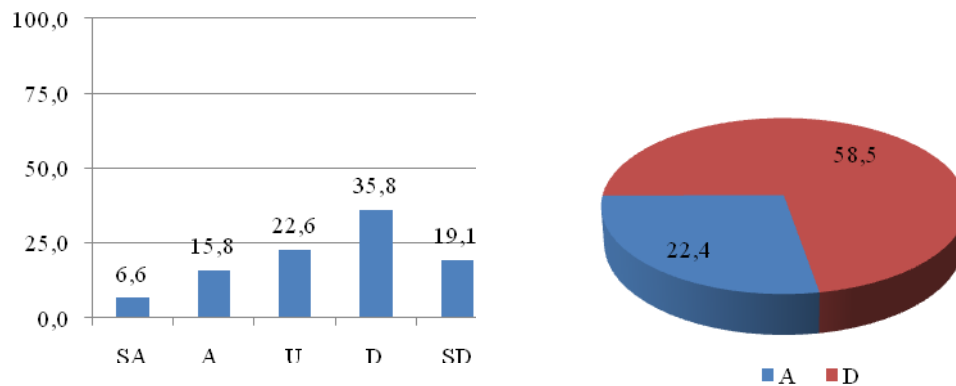
8.1.7 TACTILE REINFORCEMENT

Teachers Make use of senses such as the touch sense.

Table 8 Tactile reinforcement technique - students' totals

ACTIVITIES	SA	A	U	D	SD	TOTAL
Use touch by asking them to feel their mouths and the vibration of their vocal chords with their fingers.	13	21	26	29	17	106
Use clapping to show rhythm and stress	0	7	25	48	26	106
Use hand motion to show intonation	12	29	20	30	15	106
Tap to count number of syllables in a word	3	10	25	45	23	106
Total	7	17	24	38	20	106
%	6,6	15,8	22,6	35,8	19,1	100

Graph 7 Tactile reinforcement Technique percentages - Agreement/ Disagreement



the Tactile Reinforcement technique was found at the last position. With a total of 58.5% of students who disagreed the technique is used in the classes against 22.4% who agreed. This technique is listed as the least used by the teachers as a mean for pronunciation instruction due to the majority of students said that during the classes they have not been exposed to any kind of activity proposed by this technique.

8.2 CLASS OBSERVATION (ANNEXE 2, PAG 56)

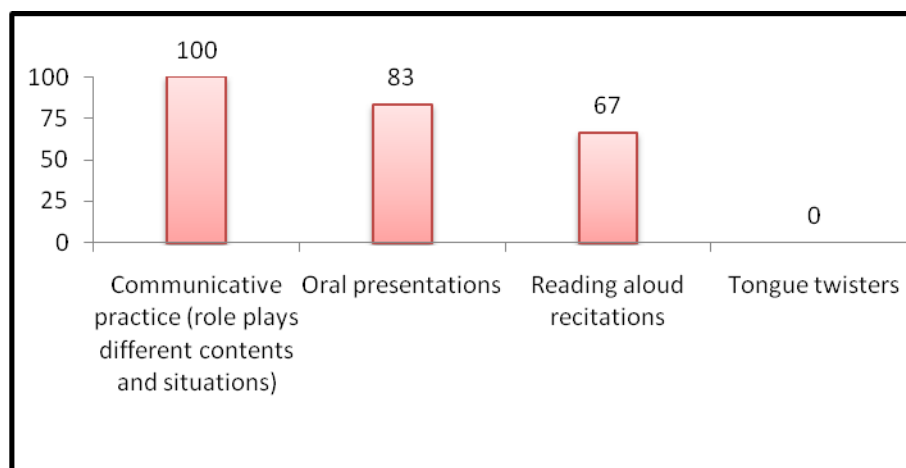
the following tables and graphs represent the result collected using the class observation checklist. The data is organized from the most predominant technique to the least predominant.

8.2.1 DRAMA VOICE

Table 9 Drama Voice technique - class observation results

ACTIVITIES	TOTAL OBSERVED	%
Communicative practice (role plays different contents and situations)	60	100
Oral presentations	50	83
Reading aloud recitations	40	67
Tongue twisters	0	0
	Average	63

Graph 8 Drama Voice Technique - class observation activities



As shown in the chart above, Drama Voice Technique is also within the list of the most used techniques for teaching pronunciation. During all the classes there were always different activities related to this technique. The use of communicative activities by the teachers was observed a 100%. Students were asked to make oral

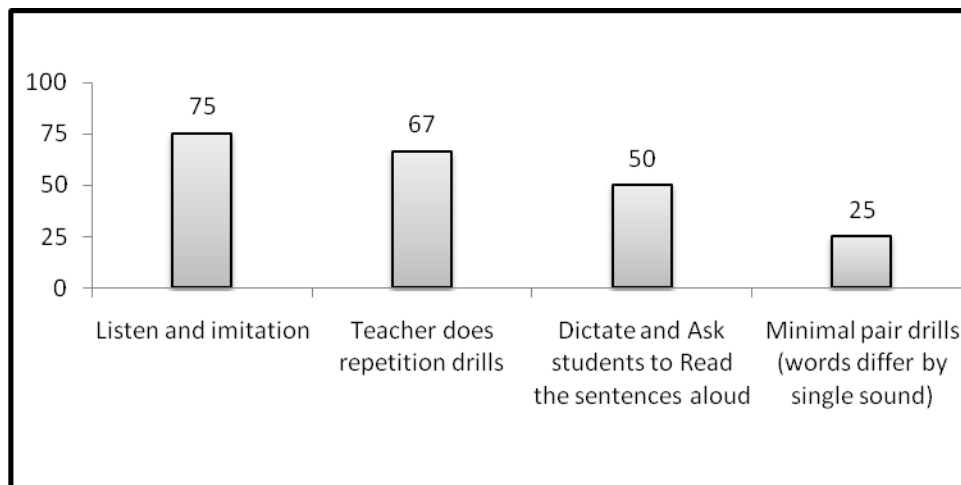
presentations 83% and they read recitations aloud in 67% of the classes. Even though the use of tongue twisters as a pronunciation practice was not observed, this technique showed to be the most used by teachers and is the head on the list of instructional pronunciation techniques

8.2.2 AUDITORY REINFORCEMENT

Table 10 Auditory reinforcement technique - class observation results

ACTIVITIES	TOTAL OBSERVED	%
Listen and imitation	45	75
Teacher does repetition drills	40	67
Dictate and Ask students to Read the sentences aloud	30	50
Minimal pair drills (words differ by single sound)	15	25
	Average	54

Graph 9 Auditory reinforcement technique - class observation activities



Auditory reinforcement activities were the second most frequently used by the teacher during the classes to teach pronunciation. Listen and imitation exercises have the highest percentage of usage. These exercises were seen in 75% of the classes; furthermore the teacher made repetition drill exercises in a 67%, students were asked

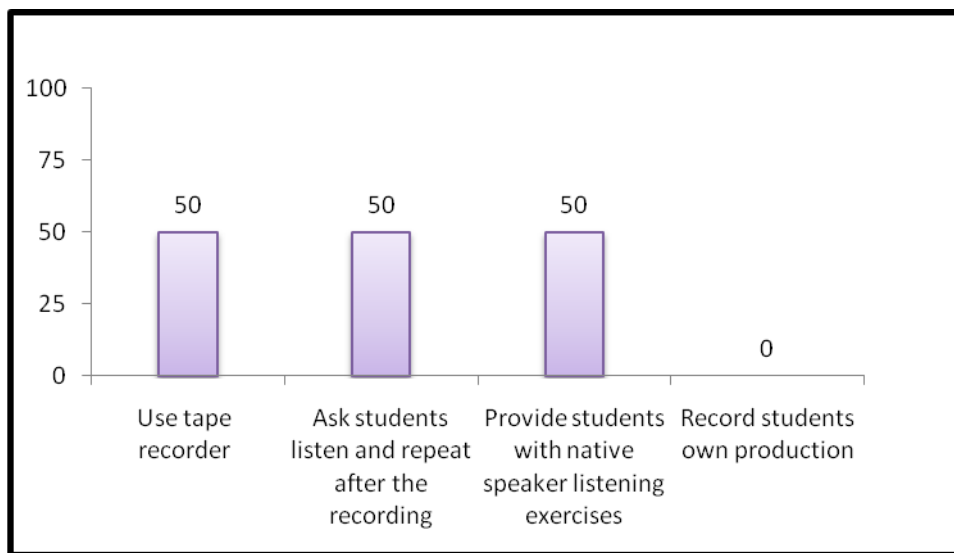
to read sentences aloud in a 50% and minimal pair drills exercises were used just in 25% of the classes.

8.2.3 AUDIO FEEDBACK

Table 11 Audio feedback technique - class observation results

ACTIVITIES	TOTAL OBSERVED	%
Use tape recorder	30	50
Ask students listen and repeat after the recording	30	50
Provide students with native speaker listening exercises	30	50
Record students own production	0	0
	Average	38

Graph 10 Audio feedback technique - class observation activities



The Audio Feedback technique also was used to help students to be closer to real native speakers pronunciation. During 50% of the classes the teacher made use of tape recorders or audio CD to present students native speakers listening exercises and They were also asked to repeat after the recordings to imitate and produce the sounds correctly. On the other hand the researchers realized that the teachers are not use to record students production in order to provide feedback of their performance.

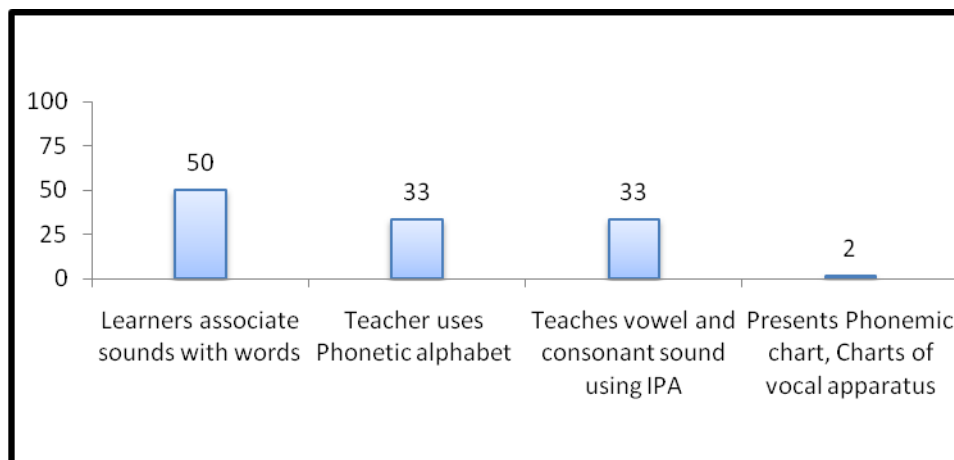
Therefore based on his results this technique is listed as the third most used technique.

8.2.4 PHONETIC TRANSCRIPTION

Table 12 Phonetic transcription technique - class observation results

ACTIVITIES	TOTAL OBSERVED	%
Learners associate sounds with words	30	50
Teacher uses Phonetic alphabet	20	33
Teaches vowel and consonant sound using IPA	20	33
Presents Phonemic chart, Charts of vocal apparatus	1	2
	Average	30

Graph 11 Phonetic transcription technique - class observation activities



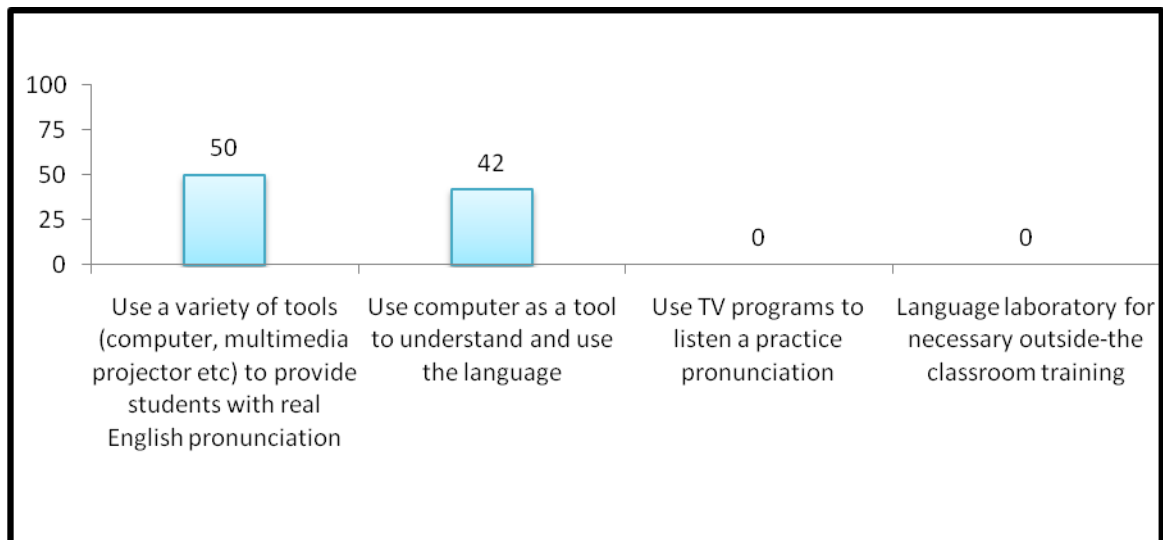
During the classes observed the researchers were able to confirm the different activities that teachers carry out. After totalling the results obtained with the observation sheet, the numbers showed that out of the total; 50% of the classes the teacher ask students to associate sounds with words, he used the Phonetic Alphabet and taught vowel and consonant sounds in 33% of the classes and the Phonetic chart was used just in 2%. Hence this technique was positioned in the forth place of the list.

8.2.5 MULTIMEDIA ENHANCEMENTS

Table 13 Multimedia enhancements technique - class observation results

ACTIVITIES	TOTAL OBSERVED	%
Use a variety of tools (computer, multimedia projector etc) to provide students with real English pronunciation	30	50
Use computer as a tool to understand and use the language	30	50
Use TV programs to listen a practice pronunciation	0	0
Language laboratory for necessary outside-the classroom training	0	0
Average		23

Graph 12 Multimedia enhancements technique - class observation activities



Technology plays an important role in learning. Teachers are aware of its importance and they try to use the resources they have; for instance: computers, multimedia projector etc. It was seen in 50% of the classes observed. Teachers took advantage of these tools to help students to understand and use the language as well. In contrast, the results demonstrated that teachers do not take advantage of the TV programs that can serve as source for pronunciation practice. Moreover during the time the observations took place, students were not taken to the English Laboratory. Therefore this technique is positioned in the fifth place.

8.2.6 VISUAL REINFORCEMENT

Table 14 Visual reinforcement technique - class observation results

ACTIVITIES	TOTAL OBSERVED	%
Pictures and drawings	0	0
Writing the sentence on the board with the stressed words written in capital letter	0	0
Words or pictures that demonstrate a particular sound(s)	0	0
Different visual aid that demonstrate the mouth position when producing different sounds	0	0
Average		0

8.2.7 TACTILE REINFORCEMENT

Table 15 Tactile reinforcement technique - class observation results

ACTIVITIES	TOTAL OBSERVED	%
Use touch by asking them to feel their mouths and the vibration of their vocal chords with their fingers.	0	0
Use clapping to show rhythm and stress	0	0
Use hand motion to show intonation	0	0
Tap to count number of syllables in a word	0	0
Average		0

Based on what was observed and the information gathered with the observation sheet, the Visual and Tactile reinforcement techniques are placed on the last positions of usage due to the fact that these techniques were not use during the classes to instruct pronunciation. Throughout the three weeks of classrooms observation any kind of activity related to each of these techniques was seen. As a result the researchers concluded that these are not techniques teachers consider useful for pronunciation instruction.

Although these techniques were not used in all classes and by all of the teachers; the fact that teachers do make use of the pronunciation instructional techniques we proposed was found out according to the class observation stage.

8.3 TEACHERS SURVEY (ANNEXE 3, PAG 57)

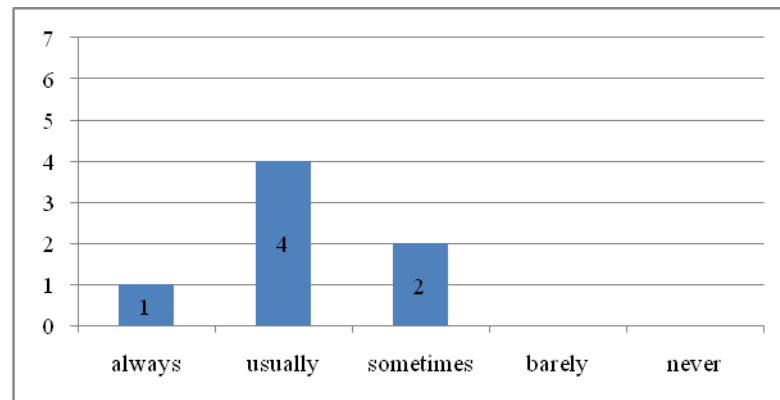
The Intermediate English I teachers' opinions were also relevant for the research. They were asked to fill out a survey in which they were required to say whether they use pronunciation instructional techniques or not and from the seven techniques proposed which are the ones they use the most. The results are shown in the following tables and graphs.

8.3.1 AUDIO FEEDBACK

Table 16 Audio feedback technique - teachers' results

DEFINITION	always	usually	sometimes	barely	never
Teachers can help students to improve their pronunciation With the use of the audio medium. Audio CD.	1	4	2		

Graph 13 Audio feedback technique - teachers' survey results



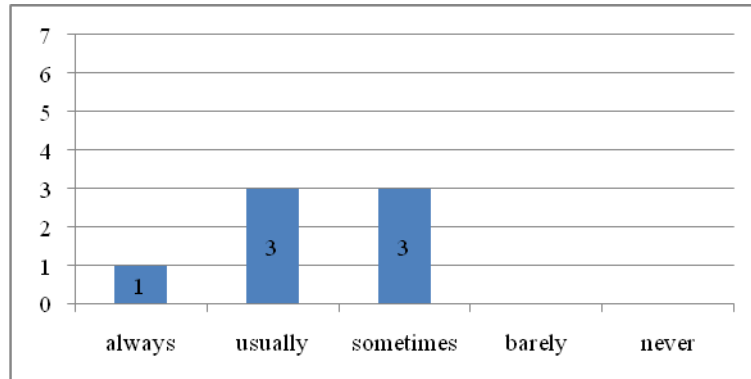
Audio feedback seems to be the technique teachers prefer to use the most to instruct pronunciation. Based on the teachers survey, from the total of teachers who were interview although not with the same consistency they all said they do use this technique when teaching, 4 of them said they usually use this technique 1 always and 2 sometimes. Therefore with the teachers results this technique is awarded the most predomint technique applied for teaching pronunciation.

8.3.2 AUDITORY REINFORCEMENT

Table 17 Auditory reinforcement technique - teachers' results

DEFINITION	always	usually	sometimes	barely	never
Focus on exercises that help students to learn how to pronounce words correctly by listening the word being pronounced, This techniques commonly make use of minimal pairs drills	1	3	3		

Graph 14 Auditory reinforcement technique - teachers' survey results



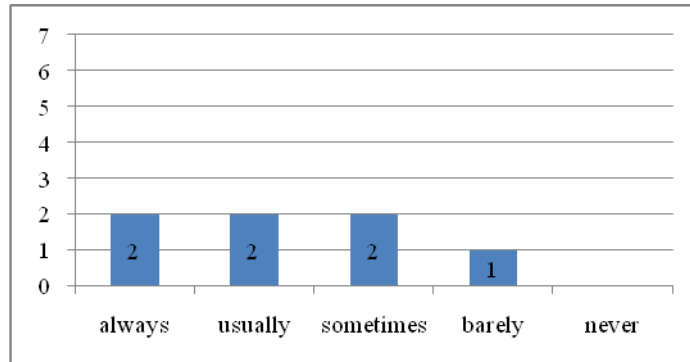
The auditory reinforcement technique was given the second place of the list. Once again all the teachers shared that Even though not with the same recurrence, they do make use of this technique to teach the pronunciation skill. The results showed that only 1 of them uses this technique all the time while 3 said they usually do it and the rest do it sometimes.

8.3.3 DRAMA VOICE

Table 18 Drama Voice technique - teachers' results

DEFINITION	always	usually	sometimes	barely	never
This technique focuses on accuracy of sounds and stress. Students are required to play a variety of roles, which in turn helps them to practice rhythm, stress, intonation, timing etc	2	2	2	1	

Graph 15 Drama Voice technique - teachers' survey results

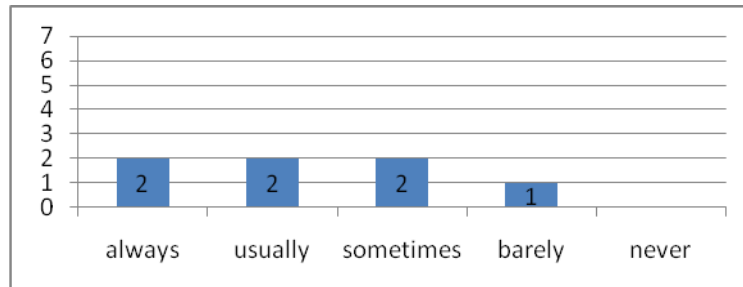


8.3.4 MULTIMEDIA ENHANCEMENTS

Table 19 Multimedia enhancements technique - teachers' results

DEFINITION	always	usually	sometimes	barely	never
Give students the best opportunity to get closer to real native pronunciation since with the use of multimedia appliances they have access to a variety of materials such as movies, musical videos, plays etc	2	2	2	1	

Graph 16 Multimedia enhancements technique - teachers' survey results



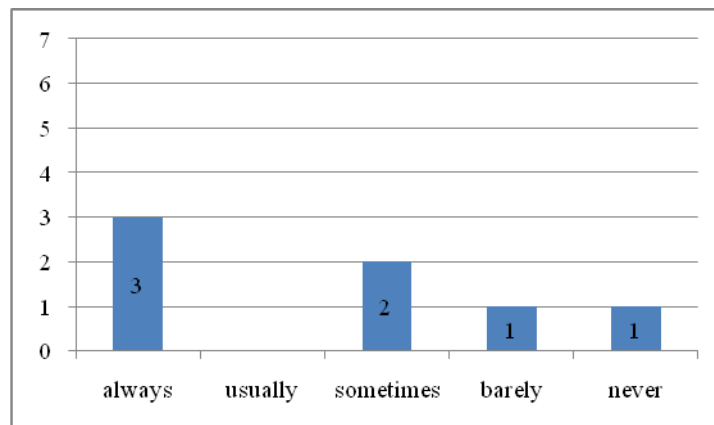
The 3rd and the 4th techniques teachers use in the classes are Drama Voice Techniques and Multimedia Enhancements. These techniques are also taken into consideration by the teachers to instruct pronunciation; however, not all of the teachers interviewed used them. From the total of teachers 2 said they always take them into account, 2 said they usually apply them and 2 use them sometimes, on the other hand in both cases 1 of the teachers said these techniques are barely used on the class.

8.3.5 TACTILE REINFORCEMENT

Table 20 Tactile reinforcement technique - teachers' results

DEFINITION	always	usually	sometimes	barely	never
make use of senses such as the touch sense	3		2	1	1

Graph 17 Tactile reinforcement technique - teachers' survey results



The tactile reinforcement technique is on the fifth position. 3 of the teachers interviewed said they do take into account this technique. 2 teachers said they use it sometimes. 1 said it is barely used and 1 more said it is never apply during the

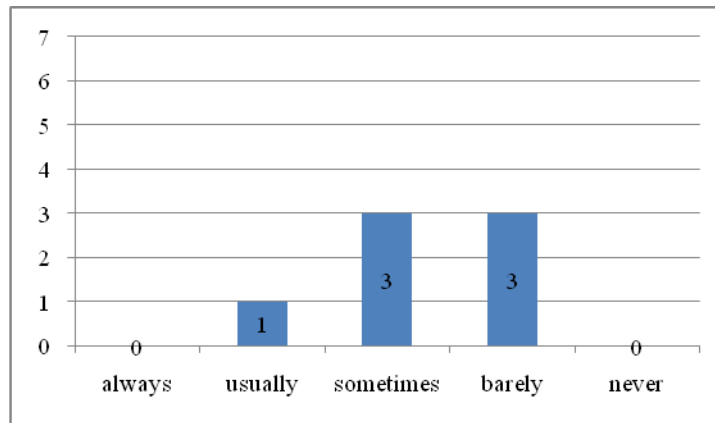
classes. It is concluded based on this results that this technique is not as used as the previous techniques.

8.3.6 PHONETIC TRANSCRIPTION

Table 21 Phonetic transcription technique - teachers' results

DEFINITION	always	usually	sometimes	barely	never
Code consisting of phonetic symbols. It uses articulatory descriptions, articulatory diagrams and the phonetic alphabet	0	1	3	3	0

Graph 18 Phonetic transcription technique - teachers' survey results



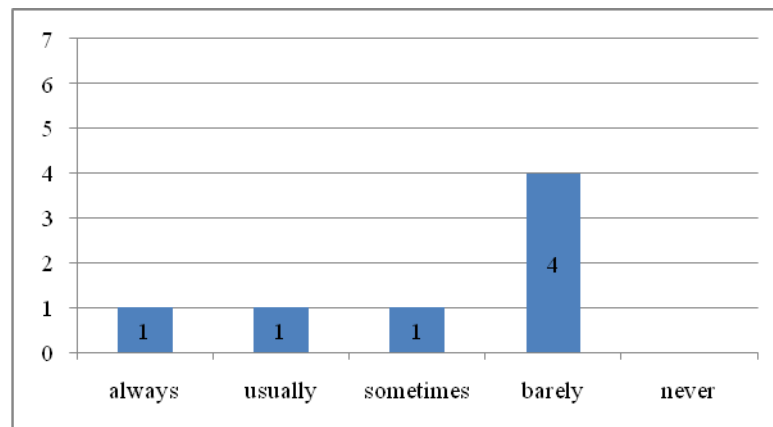
The phonetic transcription was one of the techniques teachers do not use too much in their classes to develop good pronunciation skills. 1 teacher said he usually make use of this technique and 3 said they do it sometimes. In contrast 3 teachers said they barely use it. therefore the researchers concluded that this technique is not given to much importance when teaching pronunciation. This technique is positioned on the 6th place of he list.

8.3.7 VISUAL REINFORCEMENT

Table 22 Visual reinforcement technique - teachers' results

DEFINITION	always	usually	sometimes	barely	never
Teachers' descriptions of how sounds are produced using audiovisual aids such as sound-color chart.	1	1	1	4	

Graph 19 Visual reinforcement technique - teachers' survey results

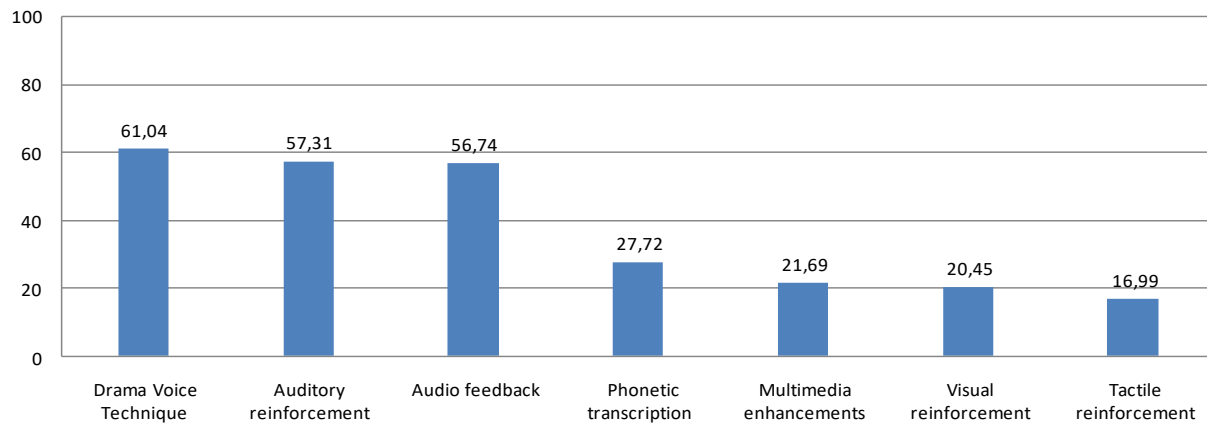


At the last position of the list we have the Visual reinforcement technique. 1 teacher said he always uses this technique, 1 said he usually does and 1 said sometimes. In contrast, 4 teachers, who are the majority, said they barely put this technique into practice when they are teaching English pronunciation. Based on these facts it was concluded that teachers do not consider this technique as helpful as the other techniques

Table 23 Total percentages per technique

TECHNIQUES	%
DRAMA VOICE TECHNIQUE	61,04
AUDITORY REINFORCEMENT	57,31
AUDIO FEEDBACK	56,74
PHONETIC TRANSCRIPTION	27,72
MULTIMEDIA ENHANCEMENTS	21,69
VISUAL REINFORCEMENT	20,45
TACTILE REINFORCEMENT	16,99

Graph 20 Total percentages per technique



The results gather with the three different instruments were put together and totalized in order to make the results easier to read and organized. The totals are put on table 23 and organized in graph 20 starting with the technique with highest usage until the one with less usage. They are listed as follows: first technique, **Drama Voice** 61.04% usage, second technique, **Auditory reinforcement** 57.31% usage, third technique, **Audio Feedback** 56.74% usage, fourth technique **Phonetic Transcription** 27.72% usage, fifth technique, **Multimedia Enhancements** 21.69% usage, sixth technique, **Visual Reinforcement** 20.45% usage and finally the seventh technique **Tactile Reinforcement** 16.99% usage.

CHAPTER V

9. CONCLUSIONS

The data collection process was finished and all the information we required to answer our research questions were gathered and analyzed. Based on the results we reached the following conclusions for each of the research questions:

What are the pronunciation instructional techniques used in the Intermediate English I course in the foreign language department at the University of El Salvador, in semester 02-2011?

1. The results showed on graph 20 (pag 47) reflect that there are seven techniques used by the teacher to instruct pronunciation. Such techniques are: Drama Voice Technique, Auditory Reinforcement, Audio Feedback, Phonetic Transcription, Multimedia Enhancements, Visual Reinforcement and Tactile Reinforcement

Which are the most predominant pronunciation instructional techniques used in the Intermediate English I course in the foreign language department at the University of El Salvador, in semester 02-2011?:

2. Based on the results shown on the same graph 20 (pag 47) the researchers concluded that the most predominant pronunciation instructional techniques used in the Intermediate English I courses for pronunciation instruction are: Drama Voice Technique, Auditory Reinforcement, Audio Feedback and Phonetic Transcription; moreover, the researchers found out that among all these techniques the most used is the Drama Voice Technique.

How important is for learning purposes the application of pronunciation instructional techniques in the Intermediate English I class?

3. With all the revised literature about the pronunciation sub skill and about the pronunciation instructional techniques, the researchers realized that based on authors such as Celce- Murcia, Brown, Harley etc. the pronunciation sub skill is of great importance for communication purposes; besides, thanks to all the revised materials; books, essays, previous researches, etc. The researchers found out that it is crucial to have a set of techniques that help not only the teachers to provide better instruction but also the students since they understand and perform better.

How often are pronunciation instructional techniques applied in the Intermediate English I class?

4. Based on the class observation stage the researchers conclude that teachers use pronunciation instructional techniques very often. Furthermore what helps them to get to such conclusion is the fact that on the teachers' book used to carry out the contents; there is a pronunciation section which needs to be developed by teachers in every unit.

What is the students' attitude toward pronunciation instructional techniques during the Intermediate English I class?

5. Although there is not a specific question or statement in the instruments that reflects the students' attitude toward the techniques; the researchers were able to confirm, based on the students' behavior and willingness to carry out the activities

developed by the teachers, they have a positive attitude. It was concluded with the help of the classes observation stage in which researchers were able to see the students involvement in the class.

CHAPTER VI

10. RECOMMENDATIONS

Considering the results obtain with all the three instruments and based on our conclusions the researchers suggest the following recommendations which can be taken into consideration to enhance students pronunciation and help them to have better oral pronunciation performance:

To teachers:

1. To continue doing the great job they are doing in the classrooms and always take into account on their lesson plans these important techniques which are helpful for students.
2. To take advantage of the available materials they have such as the teachers resource book in which there are many excercises to practice english pronunciation.
3. To make students aware of the pronunciation instructional techniques (Drama Voice, Auditory Reinforcement, Audio Feedback, Phonetic Transcription, Multimedia Enhencement, Visual and Tactil Reinforcement) they are using during the class so that students can take advantages of the knowledge and be able to use them even when they are not in the classroom and want to practice by themselves.
4. To make use of all available resources the university provides such as the English laboratory, all the materials they are given to carry out their classes (teacher

book, teachers resources book, CD player) The majority of students who filled out the survey did not even know that there is an English laboratory that can be use to improve their skills.

To student:

5. To put all their efforts during the classes and pay close attention to what teachers do in order to convey their knowledge in the classes. by doing this the students' learning process will be easier; therefore, their oral performance will be improved.

6. to carefully check the contents in the students' book to be aware of what the teachers are doing, specially the pronunciation section, which is what leads the teachers to instruct the pronunciation sub skill.

To the FLD

7. to promote the available resources they have; such as the English laboratory, the English library ect. So the students can be aware of the resources they have to help them to increase their knowledge and improve their performance.

8. The promote the current conversation groups and create more for students to be able to have more speaking practice with the purpose of improving their oral performace.

9. To enrich the library literature with more books and materials than can be used for both, students and teachers, to gain more information about English pronunciation and pronunciation instructional techniques.

VII. REFERENCES

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ANNEXES