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TOPIC:

Internal factors that may prevent students from developing their English pronunciation sub-skill in the Intermediate Intensive English II, semester I/2021 in the Foreign Language Department, School of Arts and Sciences at the University of El Salvador.

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ABSTRACT

Learning English as a Foreign Language (EFL) implies the development of some underlying sub-skills to communicate efficiently in the target language; therefore, pronunciation is one of the most relevant and it determines how effective people are in speech; but it is also considered one of the most difficult sub-skills that learners face when learning and communicating in the target language. According to many researchers on learning English as a Second Language (ESL); the learning process of pronunciation can be affected by some internal factors like: age, intrinsic motivation and personality traits. So, in the current study entitled "Internal factors that prevent students from developing English Pronunciation in the Intermediate Intensive English II in the Foreign Language Department, School of Art and Sciences at the University of El Salvador"; was intended to discover and inform in which manner these internal factors hinder students' development of an accurate and efficient pronunciation. This with the purpose of providing pertinent data to the Foreign Language Department professors and students so, they can take actions to a better treatment of the teaching/learning process of such sub-skill.

Key words: Critical Period Hypothesis; Extroverted Personality; Instrumental Motivation; Integrative Motivation; Intrinsic Motivation; Introverted Personality; Pronunciation.

2. INTRODUCTION

Pronunciation has always been perceived as a difficult skill to be developed by teachers and learners alike. Having an extensive knowledge of English grammatical structure or mastering a wide range of vocabulary is not enough to be understood or to understand others if not through correct pronunciation. To succeed in communication among speakers and listeners; it is essential to produce language with an outstanding pronunciation. Therefore, this research intended to scrutinize information about how some of the internal factors such as: age, intrinsic motivation and personality traits prevent students from developing an efficient pronunciation in the Intensive English II courses in the Foreign Language Department at the University of El Salvador.

To start with, the abstract was presented; this section comprises a brief explanation about the importance of pronunciation in order to describe how the internal factors mentioned above may interfere in the development of the English pronunciation and a set of especial vocabulary was presented as well. Moreover, the next section was the justification of the study, in this part it was explained why the topic is important and how it may contribute to the society in the academic or educational area. In the next part the research and subsidiary questions were stated; it was followed by the general and specific objectives which were the guide to reach the purpose of the study. Furthermore, to back up the investigation, the theoretical framework and literature review section were presented; these contain the theories, definitions and critical explanations of experts in the subject matter about the internal factors such as: age, intrinsic motivation and personality traits interfering on the English pronunciation.

Another section presented was the methodology that describes the process of how the information was collected taking into account the different resources and instruments to compile the data and how to analysis it. Besides, the limitations faced in gathering the data are stated. In addition, the results, conclusions and suggestions based on what was found out as well as the team´s expectations about the topic are presented. And finally, the appendices and references sections are added.

3. JUSTIFICATION

Nowadays having command of the English language at the educational and labor field is really important; therefore, it is not only about knowing grammar rules or writing proficiently but also developing the pronunciation of the target language. People who develop a proficient English pronunciation, can create a good impression of the pronunciation quality when talking to others due to there is more comprehension, and the communication is more effective, pointed out (Dalton-Puffer, Kaltenböck, & Smit, 1997, p. 115).

Therefore, this project was very important to discover how some internal factors may hinder students in the Intermediate Intensive English II at University of El Salvador from developing an efficient pronunciation. It is believed that for most of the students, learning English as a foreign language can be pretty hard and it is not easy to reach the expected level of pronunciation due to internal factors such as age, intrinsic motivation, and personality traits. This research had the goal to discover and inform about the effects that these factors can have when developing pronunciation by getting and analyzing students` perceptions, testing pronunciation sounds; and revising teachers` points of view based on their experience and theories made by researchers on the field. Thus, students for future generations can take into consideration some suggestions that may contribute to their English pronunciation development

Based on the problematic mentioned above, the following question were formulated:

3.1 Research Question

How some internal factors may prevent students taking Intermediate Intensive English II at the University of El Salvador from developing English pronunciation to communicate efficiently?

3.2 Subsidiary Questions

➢ Do learners after having reached puberty stage develop a proficient English pronunciation in the same way learners before puberty do?

➢ Do students with lack of motivation get an efficient English pronunciation compared with the ones who are highly motivated?

➢ Do students with extroversive characteristics perform better in English pronunciation compared with the introversive ones?

3.3 General objective

❖ To find out how some internal factors such as age, intrinsic motivation and personality traits hinder students from developing a good pronunciation.

3.4 Specific objetives

❖ To realize the importance of age as a factor that may affect the development of a good English pronunciation skill.

❖ To find out how the intrinsic motivation influences in the development of a good English pronunciation.

❖ To discover how personality traits may influence on the learning process of English

pronunciation taking into account attitude each individual.

4. THEORETHICAL FRAMEWORK

SOME INTERNAL FACTORS HINDERING STUDENTS´ PRONUNCIATION

4.1 Definition of Pronunciation

According to Yates (2002 as cited in Pourhosein Gilakjani, 2016), pronunciation refers to the production of sounds that we use to make meaning in order to communicate something. However, besides producing the correct consonants and vowels´ sounds; people must handle with word stress patterns, rhythm and intonation expressed Jenkins, J. (2004).

Pronunciation is very important in communication; it needs understanding between speaker and listener. When someone's pronunciation is wrong, it creates a misunderstanding between the speaker and listener, although vocabulary and grammar are good, if the pronunciation is not clear, the communication does not run well. In everyday communication, people do not have to use many complicated words, so limited vocabulary is not a big problem since people can use more simple words. According to (Breitkreutz, Derwing, & Rossiter, 2001; Derwing & Munro, 2005; Jenkins, 2004; Levis, 2005), if people have poor pronunciation, others will call them as bad English speakers; even though, they have a wide range of vocabulary and grammatical knowledge, probably those sub-skills may not help them to communicate efficiently.

4.2 Learning English as a Foreign Language

Arteaga (2000, p. 342) argues that "it [is] ironic that the purpose of learning a language is to communicate, and yet if the pronunciation is too far off, you will not be understood no matter how good the grammar and how correct the words you use". Also, if the speakers have good grammar and a wide variety of vocabulary, they may not be understood if a strong foreign accent predominates, adds Lord (2005). It is common to observe that in several cases some students perform easier and better in pronunciation while others make big efforts obtaining a very slow progress in the learning process.

There are some internal factors that influence on the development of English pronunciation. These factors include age, motivation, and personality. Incontestably, it is not easy to give an intact list for affecting factors in pronunciation (Desfitranita, 2017; Munandar, 2015; Sukandi & Sani, 2017).

Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint (Paulston & Burder, 1976). Therefore, in order to back up the research, the team has looked up for different sources about the factors that may affect students' pronunciation such as:

4.3 Age.

Most of the time, English pronunciation is more difficult to be developed for adult learners compared with younger ones. However, Moyer (1999) suggests that there are other aspects to take into account in second language learning. **The Critical Period Hypothesis** for the acquisition of pronunciation is based on the assumption that some basic brain

abilities that are available for young children are no longer available for adult learners studying a second language (Birdsong, 1999). According to (Mayberry & Lock, 2003; Ellis, 2008; Larsen-Freeman, 2008) younger children can acquire a second language quicker and easier than older learners do, if a person is exposed to the second language before puberty, he or she will be more successful in learning the language than those who are exposed to the target language at a later age.

The belief that young learners are better at learning languages than adults is supported by the critical period hypothesis (Penfield and Roberts 1959, Andersson 1960, Lenneberg 1967). This hypothesis states that the early years before puberty offer the most favorable stage for L2 learning to take place naturally and with ease after this span of years this capacity decreases. According to the CPH there is a biological/ neurological period ending around age 12, beyond which a complete mastery of language is no longer possible due to changes in cerebral plasticity.

Avery and Ehrlich (1992) argued that "Young learners are still considered to be in the ideal "Critical Period Hypothesis" and, they could achieve flawless like pronunciation if their teaching pronunciation is addressed correctly. According to (Lenneberg, 1967) learners can successfully develop English pronunciation as a foreign language, especially the ones who learn the second language before puberty.

According to Gilakjani (2011) for the individuals who start to learn English or (L2) after their school years face serious difficulties in acquiring a good pronunciation, and the worst of it, through the age, the degree of difficulties are bigger than the previous ones.

"The older the learner gets, the stronger is the effect of native accent. Stress, intonation and rhythm effect intelligibility more than errors in single sounds" claimed Gilakjani (2011).

Eva Reid (Cited in Harmer, 2005) expressed "adult learners are those who are over twenty years old. There is a general assumption that adult learners are much more disadvantaged in learning foreign languages than younger learners". Through the age, learners lose hearing and plasticity. "Adults have reduced auditory discrimination and plasticity for language acquisition, they are inferior to monitor their own pronunciation performance, notice and correct own errors" pointed out Strevens (1991).

Moreover, some studies suggest that adults do not make progress as rapidly as children when acquiring pronunciation. According to Harmer (2007), "children who learn a new language early have a facility with pronunciation which is denied by older learners'' Also, Cochrane (1980) gave a clear illustration to this belief. He investigated the ability of 54 Japanese children and 24 adults to discriminate /r/ and /l/. The average length of naturalistic exposure was calculated as 245 hours for the adults and 193 hours for the children (i.e. relatively little). The children outperformed the adults (as cited in Ellis, 1994, p.486).

Where success is concerned, it goes without saying that "the longer the exposure to the L2, the more native-like L2 proficiency becomes" (Ellis, 1985, p. 106). Actually, Ehrman and Oxford (1995) pointed out "younger learners are more likely to attain fluency and native-like pronunciation, while older learners have an advantage in understanding the grammatical system and in bringing greater 'world knowledge' to the language learning context" (p. 68); based on that point of view, both learners have advantages in different

language skills. Hence, it is likely that younger learners will pronounce in a more natural way than older learners. Most young individuals who begin their studies of the L2 at the early age do achieve native-like fluency. The earlier they start the more professional at pronunciation they become. Supporters of this belief claim that children are able to learn second language pronunciation easily, automatically, effortlessly and gain an indistinguishable frequency level from that of native speakers. As Ellis (1994) indicated, "learners who start as children achieve more native-like accent than those who start as adolescents and adults" (p. 489). Oyama (1976) also supported the younger-is-better notion in her investigation of 60 male immigrants settling down in USA at various ages from 6 to 20. She found that the youngest arrivals performed in the same range as native-speakers control (as cited in Ellis, 1994, p. 489).

The importance of age as a main factor in SLA field is widely recognized. The general consensus goes like that the younger the better when acquiring a new language and the more accurate her/his pronunciation will be in the target language. Biologically, it has determined period of life when language can be acquired more easily and beyond the period language learning is increasingly difficult to acquire. As mentioned above, Critical Period Hypothesis(CPH) proposed by Lenneberg in 1967, which claimed that there is a critical age period for language learning (perhaps around puberty). If learners do not learn a foreign language before a certain age, they maybe cannot obtain a better pronunciation than those who learn a foreign language at a proper age.

Nation and Newton (2009) stated, usually, if the learner began to speak in the second language before the age of six there will be little or no accent. If the learner began to speak between the age of seven and eleven, the learner is likely to have a slight accent. If

the learner began to speak after age of 12, the learners almost always have an accent (p. 78). Both positive and negative perspectives for CPH have been given by different researchers. A vast amount of research has been supported CPH and regarding age as primary factor in SLA. It is accepted by most people that it is difficult to have a good pronunciation for learners who learn a foreign or second language after puberty.

Oppositely, some researchers as (Snow & Marian, 1978; Johnson & Newport, 1989) suggested that "children and adults L2 learners pass through different developmental states in second language learning. Learning depends on the cognitive maturity and neurological factors" (Bista, 2009, p. 13). "In fact, the CPH was offered as an explanation for why many adults trying to learn a second language seem to have a hard time achieving pronunciation. Indeed, some researchers indicated that as few as 5 percent, or fewer, adult learners could ever achieve anything like native-like fluency in a second language" (Miller, 2004, p. 2). Therefore, the relationship between age and pronunciation always will be still controversial.

As mentioned above, it seems that children have more advantages than adults in language learning. The child's brain is plastic to compare with an adult, but after 9 years old, brain is growing matures and some functions are assigned to left and right hemisphere, and it will become difficulty to approach to native-like pronunciation. Therefore, the brain gradually becomes stiff, rigid and diminishing plasticity of the brain. Some researchers and neurologists have claimed that there is a strong relationship between language learning and lateralization.

Lenneberg (1967) hypothesized that lateralization is a slow process, and it begins about the age of two and it will be completed about puberty. Before the age of two, the brain has not developed enough, but after puberty it developed too much, and it will lose its plasticity and finish the lateralization of the language function. Therefore, it is believed to be difficult for learners to acquire fluently and accurately native-like pronunciation in a second language when complete lateralization.

Various studies attempted to test the CPH soon after it was proposed. Asher and Price (1967), for example, suggested a learning-related explanation for the differences between children and adults in SL acquisition. They claimed that children are better SL acquirers than their parents and other adults, despite similar amounts of exposure or length of residence, due to differences in learning conditions. They claimed that the reason for the child-adult differences lies in the fact that children acquire the language via play activity, whereas adults do not normally have the same privilege. Asher and Price provided the same learning conditions for both children and adults and examined their listening comprehension skills. Results were in favor of the adult subjects. However, their study investigated short-term success only.

Similar results were obtained by Snow and Hoefnagel-Hohle (1977, 1978), who tested English speakers of different ages on their naturalistic acquisition of Dutch during their first year in Holland. They concluded that the critical period extending from ages two to 12 did not apply to their findings and that motivational factors might better explain adult-child differences in ultimate attainment of foreign pronunciation.

4.4 Learner's motivation

Gilakjani & Ahmadi (2011) explain that another factor influencing student's pronunciation is motivation. Among other expressions, motivation would be defined as "some kind of internal drive that encourages somebody to pursue a course of action" (Harmer, 1991:3). Moreover, Madrid et al (1995:66) motivation leads not only having a positive attitude when learning a second language, but also effort FL a regular study, satisfaction, enjoyment and experiencing certain happiness and pleasure in the process of learning a second language. Dornyei (1998) describes that "motivation provides the primary impetus to initiate learning the second language and later the driving force to sustain the long and often tedious learning process". There is no doubt that to start learning a second language requires primarily the person be motivated, and thus, in that way the process will be strengthened and successful.

Brown (1981) defines motivation as " commonly thought of as an inner drive, impulse emotion, or desire that moves one toward a particular action.' Motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degrees of effort they will exert in the respect (Keller, 1983; cited in Salehi, 2008). Motivation is a combination of effort and desire to obtain goals (Gardner, 1983; cited in Williams & Burden, 1997). Brown (2000) believes that success in any task is due to the fact that the person is motivated, and in second language learning a learner can be successful with the proper motivation.

The learners who are not motivated towards learning the FL are characterized by making little effort to study, and by not being open to outside influences. Both attitude and

motivation in the behavior of learners in the classroom are very important. Those learners who are interactively motivated towards the language participate more frequently in class and achieve higher marks (Madrid, 1992).

(Deci, 1975; Deci & Ryan, 1985; Cited in Salehi, 2008) argued that **"Intrinsic motivation** refers to the fact of doing an activity for itself and the satisfaction derived from participation". Therefore, there is no apparent or physical reward. In other words, it means doing what we want to do and at the same time enjoy doing it. "Intrinsic motivation is doing something with interest and enjoyment and the reason for performing the activity lies within the activity" Williams and Burden (1997).

Finegan (1999) states **"integrative motivation** typically underlies successful acquisition of a wide range of registers and a native like pronunciation". "Being more successful in learning a second language, integrative motivated students are more active in language class", explained (Gilksman, Gardner & Smythe, 1982). In education, integrative motivation facilitates the acquisition of a second language due to it causes the students get involved in the study. According to Ehrman (1996, p.169) **instrumental motivation** refers to learn to develop a task, to succeed and pass a course or even to get a better pay and so on. "The instrumental motivation refers to acquiring a language to attain instrumental goals" claimed (Brown, 2000). In other words, some rewards in life are the center to be motivated to succeed in pronunciation as the same way to learn a second language.

Lukmani (1972) and Schuman (1975) mention the reasons learners give as motivating them to acquire proper pronunciation of a new language as integrative and instrumental. Both researchers indicate that integrative motivation usually results in greater

success. It seems to be more powerful and more likely to sustain a long-term effort of language learning. Instrumental motivation, on the other hand, is more directed and is a matter of immediate concern. The learner has little interest in the people who speak the target language but want to acquire acceptable pronunciation for specific, functional reasons.

Griffiths (2008) stated that since accent is a strong marker of cultural identity, it is intuitive to think that learners with internal and integrative motivation would achieve better pronunciation than others. Kusy (2012) in his report provides support to suggest that language learning motivation relies heavily on social-psychological reasons for language learning as well as utilitarian reasons. He investigated integrativeness and instrumentality in language learning. Although students may possess one or both of these motivational types on their road toward English proficiency, it is recommended that teachers use pronunciation teaching strategies that have the potential to help English in order to motivate students to continue on their journey of language learning.

Most language educators probably believe that integrative motivation will cause better acquisition although there is some evidence that instrumental motivation can be just as strong (Gardner and MacIntyre 1991; cited in Major, 2001).

There is a strong belief that the more favorable the learners' attitude the better the pronunciation will be performed. As Murcia & Goodwin (1991) declare, the attitude learners have toward the target language and its speakers the better pronunciation they achieve. According to them, the learners' personality's sense of their own identity will also play a significant role. Kenworthy (1997, p.7) remarks that

some learners seem to be more concerned about their pronunciation than others. This concern is often expressed in statements about how bad their pronunciation is and their requests for correction. In sum, the more favorable the learners' motivation, the more the pronunciation will be improved as a result of investment of time and genuine and not feigned effort (in Murcia & Goodwin,1991. p.137).

4.4.1The impact of motivation on pronunciation

Along with age at the acquisition of a foreign language, the learner's motivation for learning the language determine whether the learner will develop native-like pronunciation. Research has found that having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation (Bernaus, Masgoret, Gardner, & Reyes, 2004; Gatbonton et al., 2005; Marinova-Todd et al., 2000; Masgoret & Gardner, 2003; cited in Ahmadi, 2011). According to Marinova- Todd et al., (2000) adults can become highly proficient, even native-like speakers of second languages, especially if motivated to do so. Moyer (2007) found that experience with and positive orientation to the language appears to be important factors in developing native-like pronunciation. In a study of learners of Spanish, Shively (2008) found that accuracy in the production of Spanish is significantly related to age at first exposure to the language, amount of formal instruction in Spanish, residence in a Spanish-speaking country, amount of contact with Spanish, and focus on pronunciation in class. Therefore, in addition to focusing on pronunciation and accent in class, teachers should encourage learners to speak English outside the classroom and provide them with assignments that structure those interactions in order to motivating the learners (Ahmadi, 2011).

Generally, when someone already has intrinsic motivation, rewarding them can actually decrease their intrinsic motivation, making them less interested in the activity and therefore decreasing their performance. However, when someone isn't interested in a subject meaning they have no intrinsic motivation to learn about it giving rewards can get them to participate in the activity, which might then spark some intrinsic motivation within them. Extrinsic motivation can lead to intrinsic motivation.

Though this isn't always the case, most ESL students already have intrinsic motivation to learn English. They have a goal in mind, whether it's related to business, academics or something else, and English is necessary for them to reach their goal. So they want to engage in learning the language.

4.5 Personality traits

The term "Personality" derives from the Latin word "*Persona",* it was referred to a mask worn in theaters in Greek drama by Romans before the birth of Christ. According to Macmillan Dictionary, personality is "the part of a person that makes them behave in a particular way in social situations".

Personality is "the dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment" Allport (1937, p. 48). Also, Alastair (2009) assumes that personality determines the distinction among people regarding of traits and temperaments. In other words, people´s preferences, ideas and lifestyles differ each other. For instance, there could be the same differences in

education as well. Many researchers concluded that personality affects in how people learn and what they learn, (McCaulley & Natter, 1980; Myers, 1980).

Recently, there has been an increasingly interest in finding out the relationship between personality traits and Second Language (SL) learning; for instance, personality has been studied in terms of correlation with SL learning, specifically with the speaking skill. Consequently, some researchers have found little or no correlation between personality traits in oral performances; however, other studies have shown a significant correlation between extroversion-introversion with oral performances mainly in pronunciation, fluency and accuracy, expressed Rebin A. Aziz (2010).

4.5.1 The measurement of Personality Traits.

In order to measure or determine what type of Personality one individual has, some questionnaires have been used; one of the most used is the one established by Hans Eysenck (1981) it is known as the "Eysenck Personality Questionnaire (EPQ)". Generally, this Questionnaire is used to assess the correlations between extraversion-introversion and Second Language learning.

Another questionnaire, is the expanded by the work of Isabel Briggs Myers (Myers, 1985). Myers-Briggs Type Indicator (MBTI). It has been widely used in United States of America and abroad. This personality indicator tries to identify the preferences of people related to extraversion-introversion.

4.5.2 Extraversion and Introversion

Nowadays, variables like extraversion-introversion have been investigated increasingly in terms of personality styles, and it is because it has been considered one of the elemental factors in Second Language learning. Up to now, a considerable number of studies show that personality has a great influence in Second Language learning skills in which some researchers demonstrate either significant positive correlation or significant negative correlation between extraversion-introversion and Second Language learning.

Extroverted learners are the ones who are more interested in what is happening around them than in their own feelings, thoughts and emotions. In others words, it is said that the extroverted ones interact more in social contexts experiencing the world through contact with others, expressing opinions and sharing experiences among them. On the other hand, the introverted learners are more interested in their own than in issues happening around them, and they are often shy and unwilling to speak to others and they are not interested in joining in social activities; interacting with others makes them feel uncomfortable, so they feel safer in developing activities by themselves and staying alone, pointed out Yan Zhang (2008). Learner´s personality affects the development of pronunciation; but generally, the extroversive characteristic plays a more positive role in getting English pronunciation than the introversive, explained Qian-Mei Zhang (2009).

According to Eysenck (1967), some characteristics presented in the extroverted learners are the following: talkative, outgoing, interactive, expressive, act first-think later, and bored to be alone; meanwhile, the introverted ones are characterized by being private, reclusive, reserved, quiet, sensitive, think before acting and dislike of being in groups.

To have a clearer idea between extraversion and introversion, the following description is presented by Eysenck (1964), the extroverted individuals are sociable, they like going to parties, have a lot of friends, they always look for someone to talk to, they do not like reading, studying by themselves or staying alone; also, they always tend to take advantage of any situation and generally they are impulsive. Besides that, they like telling jokes, always have ready answers to any situation, like changes, they are carefree, outgoing, optimistic; they like doing new things, tend to be aggressive and lose the temper easily. On the other hand, the introverted people are quiet, introspective, they like spending time with books instead of people, they are reserved and timid, not like excitement, they tend to be serious and care about their mode of life, they do not lose control and temper easily, they are reliable and kind of pessimistic, and always value ethical standards (p.8).

Furthermore, Dorney (2015, p. 26-27) argued that "both extroversion and introversion may have positive features depending on the particular task in question." He expressed that in formal situations, extroverted are more fluent; on the other hand, the introverted prefer activities like drawing, writing and Reading; it means that they do not look for neither participation nor interaction when developing different tasks, (Marashi and Dibah, 2013, p. 346).

Many researches on learning language suggest that extroverted learners perform better in pronunciation due to they are more sociable and more inclined to engage in conversations inside and outside the classrooms (Cook, 1994). Nevertheless, the introverted lack of the opportunities to use the target language and improve their pronunciation, and it is because they tend to be shy and in their first attempt to speak in front of others, they feel

uncomfortable and nervous which make them being afraid of making mistakes or failure, argued Qian-Mei Zhang (2009).

The main purpose for the students learning a new language is to communicate with others; for that reason, they must increase their speaking ability in classrooms so that later, they can easily interact in the social life by putting into practice the target language (Abadi, 2015, p. 133). However; some students perform better in some skills; whereas, others do better in other skills; even though they receive the same treatment by the teacher in the classroom.

Certainly, people are not alike; hence, each individual has his/her own personality and the way to learn a new language. Some teachers think that in contrast the shyer students; the more outgoing the learners are, the better they perform in speaking and pronunciation, and it is because they tend to be more confident and willing to practice new sounds; but some of them, even though, they produce a lot of language, they do not pay attention to the accuracy of the pronunciation; however, these assumptions are not guaranteed, argued Marla Yoshida (2016).

4.5.3 Personality Traits and Language Learning Process

Furthermore, extroversion and introversion have been studied from two different viewpoints: the biological and the social (Wilson & Languis, 1990). So; it is necessary to include the biological differences to analyze the relationship between personality traits and the language learning process, Saleh (1997). Extroversion-introversion theory comes from the work done by Hans Eysenck who indicated that the differences between extroversion-introversion is biological, originated in the reticular activating system of the individual's

brains. In this system, the neural impulses act according to environmental stimulation controlling the arousal level in the brain. It is considered that introverts have higher level of cortical arousal levels. Myers (2003) expressed that introverted do not look for some extra stimulation because they have enough internally; for instance, their energy comes from their inside, while extroverts tend to look for some stimulation from the environment to increase the level of arousal. This physiological difference shows us a clear idea about why extroverts and introverts are totally different.

Also, some psychological studies demonstrate that extroverted individuals perform better in short term memory compared to introverted learners. Eysenck (1981) argues that introverted individuals need extra time than extroverted to retrieve permanent storage or information. He concludes that, tasks containing processing of multiple items of information have disadvantages for introverted learners. Therefore, Daele (2005) expressed that introverts´ short-term memory can code new material into long-term memory much more effective, and it is because they have a high level of arousal which lets it to produce an active memory of longer duration. It means that compared to extroverted learners who have a limited long-term memory; the introverted individuals tend to succeed more in learning.

Besides that, Rosen and Engle (1997) in a study regarding the significance of short/long term memory capacity in verbal production; they have shown that complex oral tasks may be performed fluently by high memory span individuals. However, individuals with low memory span did not performed well and "did not have sufficient working memory capacity to allocate to the retrieval components that required controlled attention" (p. 224). In addition, Crossman and Polich (1989) states that brain hemispheres and

personality traits are connected with each other. They suggest that the majority left-brain

dominants are introverts; meanwhile, the right-brain dominants are extroverts According to

(Levy, 1980; Segalowitz, 2014), the information received by hemispheres of the brain is

processed in different ways; the left hemisphere functions better in oral, rational and

analytical tasks, while the right hemisphere dominants do better in spatial, intuitive and

global tasks.

4.5.4 Assessment of Oral Performance

In order to assess oral proficiency, Abali (2006) created different reciprocal oral

tasks (each for different purpose of study) to provide a context for the students to speak and

researchers to assess. Therefore, Abali used tasks which consisted in speaking situations for

the students interact verbally. With this, it was intended to create a situation between

participants so that later to assess their verbal production in an interactive situation.

Therefore, two speaking tasks were used, an information-gap and an opinion-gap. They

were used in order to generate interpersonal interaction. On one hand; the information-gap

was used to make students share their information with their partners. On the other hand,

the opinion-gap, it was administered in order to the students provide opinions about

different contexts.

Besides that, another way to assess oral proficiency is by using a story retelling task

which provides opportunities to speak. This task provides the students some pictures so that

later participants create the story environment according to the pictures; then, the recorded

spoken data will be analyzed according to the purpose of the study (Manalo and

Greenwood, 2004). As a final way to assess oral proficiency is through oral interviews. It

helps the researchers measure the students' fluency and pronunciation. Hassan (2001) used an oral interview task in order to assess the student´s pronunciation; also, the participants´ oral performance is measured in terms of fluency, accuracy, complexity and pronunciation.

4.5.5 Relevant works on Extroversion and Introversion in Second Language Learning.

In the field of Second Language (SL) learning, many researchers have studied how personality, mainly Extroversion-Introversion affects the language learner´s performance. In which some results showed little or no correlation between personality traits and language performance while others showed significant correlation (either positive or negative) between extroversion-introversion and (SL) learning.

Rosier (1975) investigated if extroversion and introversion affected the Spanish speakers when learning English as a Second Language (ESL). The participants were controlled and their oral productions were assessed by three different raters. When the study was completed, it resulted in a positive correlation between extroversion and verbal English fluency of the learners.

Strong (1983) did a study regarding the impact of extroversion on English language learning. In order to complete the study, it was necessary to take thirteen kindergarten Spanish speakers learning (ESL). The study showed that there was a significant correlation between extroversion and oral proficiency when speaking in English. The researcher concluded that the participants who "were talkative, responsive, and sociable tended to be more efficient than others" (p. 285).

Vogel and Vogel (1986) carried out a study in which 89 German students learning French were investigated. The results showed that extroverted students did better in fluency

regarding in an oral production task than introverted learners. It means that extroverted may be more fluent when speaking in a second language.

Dewaele and Furnham (2000); in the study, it was intended to investigate a possible correlation between personality traits and oral fluency and accuracy by assessing the speech production. There were twenty-five students from a Flemish university in the study. The participants had taken French for about eight years. They took an oral exam for ten minutes, the exam evaluated the learner´s proficiency; besides that, a conversation was conducted between participants and the researchers. The study concluded that the extroverted students performed better in fluency than the introverted.

Hassan (2001), the researcher examined the relationship between extroversion-introversion and the accuracy of pronunciation. In an Egyptian university, seventy-one Arabic junior learners of English were recruited. It was found a significant positive correlation between extroversion and the accuracy of English pronunciation. The researcher concluded that the extroverted learners succeeded in fluency and accuracy in the target language due to they are "more social than introverts who may be afraid of initiating interaction inside the class" (p. 20)

In recent studies, Tehrani et al., (2014) investigated if there was any relationship between personality traits and pronunciation; the researchers recruited thirty Iranians students learning English language. In order to gather the data; Oxford Online Placement Test (OOPT), Eysenck Personality Questionnaire (EPQ) and International English Language Testing System (IELTS) format oral interviews were used. The results showed that participants´ pronunciation scores were significantly correlated with personality traits.

The result showed that introvert students succeeded better on pronunciation compared to extroverted.

Nevertheless; a considerable number of studies provides some contradictory findings regarding the correlation between extroversion-introversion and oral performance in second language. The studies of (Busch, 1982; Dewaele, 1996; Manalo & Greenwood. 2004; Daele, 2005) Busch argued that extroversion correlated negatively with pronunciation. Likewise, Dewaele did not find correlation between extroversion and fluency and there is not any effect in oral speech production. Besides that, Manalo and Greenwood stated that no correlation was found between extroversion and participants´ oral performance in the target language.

Souzandehfar et al., (2014) conducted a study in order to find out the relationship between personality traits and oral proficiency. They recruited 47 students learning English as a Foreign Language (EFL). The researchers used the EPQ assessment and IELTS speaking scores; based on the results, they concluded that "not only is there not a meaningful relationship between each of the extroversion/introversion personality styles and the performance on IELTS speaking test, but also there is no significant difference between the performance of the extroverted and introverted groups on IELTS speaking module" (p. 2163).

Eventually, based on all those concepts and definitions, it was expected to find out how these internal factors such as: age, intrinsic motivation, and personality traits interfere in the development of English pronunciation in the Intermediate Intensive English courses,

semester I/2021 in the Foreign Language Department, School of Art and Sciences at the

University of El Salvador.

5. RESEARCH METHODOLOGY

5.1 Type of study.

The research project had a mix method to get a better understanding of the factors involved analyzing quantitative and qualitative data since the information collected was gathered through an interview to the professor in charge of the groups to be evaluated, as well as a questionnaire and a test administered to students in the Intensive English II Courses, Semester I/2021 in the Foreign Language Department, School of Arts and Sciences at the University of El Salvador. Therefore, an online questionnaire was administered with opened and closed questions to get students' perception about the influence that some internal factors such as age, intrinsic motivation and personality may have in the English pronunciation development. Besides that, the research team created a reading test to the students' sample with the main goal to discover some common pronunciation mistakes when they try to communicate in English with others; and to get accurate results, it was required students to record their voice when reading words and sentences aloud.

Consequently, to carry out this research project, the research team followed the steps shown below. First, the topic was chosen with a relevant interest on the learning field to be investigated. Hence, the research not only pretended to find out about the internal factors that may hinder students´ pronunciation, but also to contribute to the development of pronunciation presenting some possible suggestions that could be taken into account to get better results in the future.

Second, the instrumentation was designed in order to get the data from the students'
sample; on one hand, a questionnaire consisting of 17 questions was formulated through
Google Form and some of the questionnaires were distributed with the facilitators' help
sending the link to their students, and some others were sent through the institutional email;
the goal was to gather students' perception in terms of age, motivation and personality
characteristics. On the other hand, a survey was created with the intention to get some
demographic information and contact numbers from the students´ sample in order to send
the PDF reading test directly to them; the survey link was shared by the facilitators as well.
Then, after a stipulated time of having sent it to the study sample, the answers were
collected using the same platform to be analyzed through graphics and charts.

Third, it was administered a test where there was a set of words and sentences with
target in voiceless and voiced, third person and plural nouns ending with /s/, /z/, /iz/ sounds
and /t/, /d/, /id/ past tense ending verbs; stress and intonation. The reading test was recorded
and submitted through WhatsApp by the students' sample and analyzed by the research
team using a rubric.

Fourth, to get the professor´s point of view and to be aware of their experience, it
was decided to do an interview in which they could express their knowledge in the field.
This interview consisted in 15 questions and the answers were collected by different ways;
for instance, one facilitator preferred to answer the questions in a written way and was
shared by email. The second one decided to record the answers and send them via
WhatsApp. Therefore, only one facilitator shared the answers through the interview
virtually; and, to make a rigorous analysis of the information provided, it was recorded with
the prior consent of the interviewee.

The gathered data was carefully discussed and analyzed and the results were presented through graphics with their respective interpretation and analysis. Finally, the research team provided conclusions and made some recommendations to overcome this problematic.

5.2 Type of method

Through the observed context, the research team decided to implement the descriptive method to carry out the investigation. Since the descriptive research is used to describe characteristics of a population or phenomenon being studied, and the main purpose of the investigation was to describe how the internal factors may affect the development of English pronunciation in the students.

5.3 Study simple

Population of the study

The universe was composed of 140 students involving 3 groups; 2 morning shifts and 1 in the afternoon; the three of them were from Intermediate Intensive English II in the Foreign Language Department at the University of El Salvador, semester I/2021.

Size and selection of sample

The studied sample was 70 students (50% of the universe) from intermediate Intensive English II which was chosen randomly every multiple of 2 from the list; the link for the questionnaire was sent them by institutional email and with the facilitator´s help; but, due to the lack of students´ participation, only 54 responses were collected of that instrument. After that, in the same way, another link was sent to obtain the contacts of the

students in order to type a direct message and send them the test and get their own

recordings. Although 28 phone numbers were obtained, few recordings were received back;

since not everyone was willing to help, only 11 responses were gathered.

6. DATA ANALYSIS

6.1 Questionnaire analysis

PART I: Instructions: Please, fill out the following personal information.
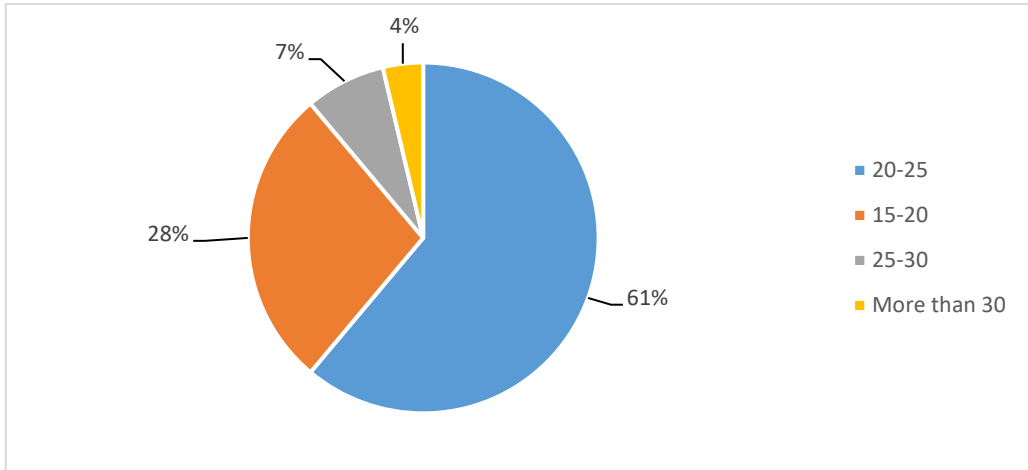
1. **Gender: Female _____ Male _____**
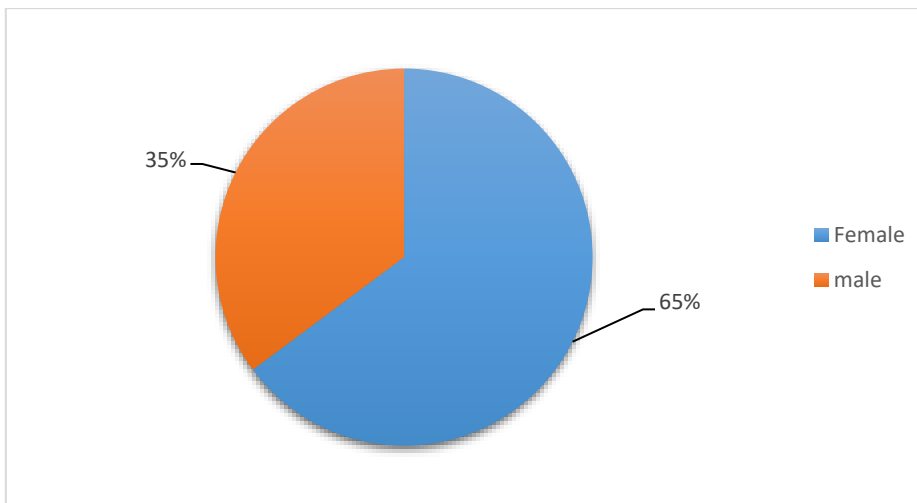
Interpretation: From the sample gathered which were 54 students, 35 of them are female and 19 are male gender.

Analysis: As a general information, through this research has been discovered that most of the students who are taking Intensive English II are female gender.

2. **Age average: 15-20 _____ 20-25 _____ 25-30_____ more than 30 _____**

Interpretation: From the 54 students, 33 of them are between 20 and 25 years old, 15 are between 15 and 20; furthermore, 4 are between 25 and 30, and just 2 are more than 30.

Analysis: Most of students are considered as adult learners since they have reached that stage, which means it will be possible to compare the results of the research with the theory about Critical Period Hypotheses; in that way, to assure if age really affects students` pronunciation performance.

3. **Have you studied English before entering at UES? YES _____ NO_____**
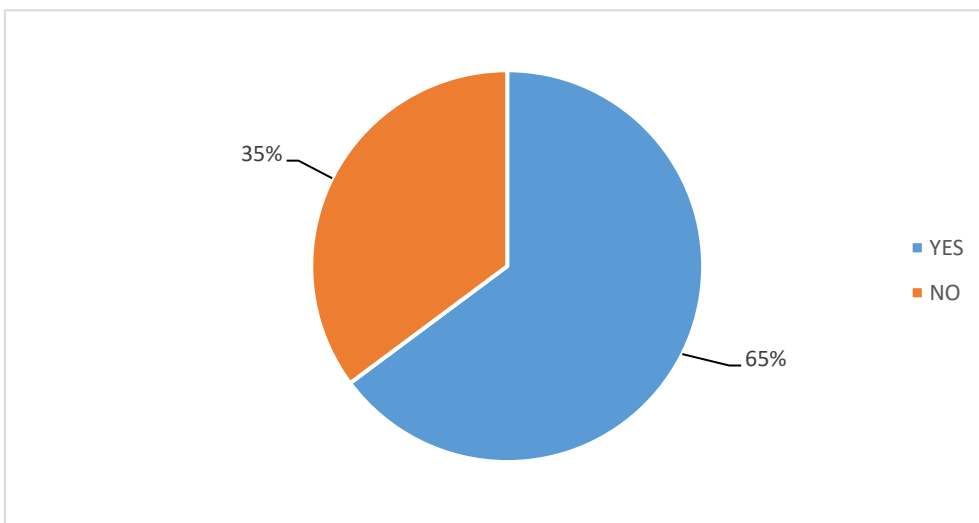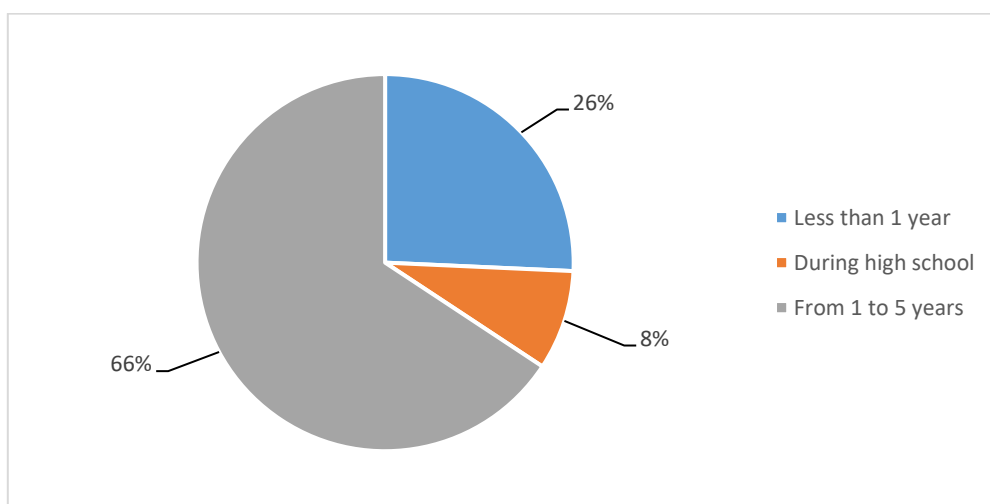
Interpretation: From the 54 students, 35 of them did have the opportunity to study English before entering at UES, and 19 of them did not.

Analysis: Based on students´ experience, most of them did have the chance to start the English learning process before starting the English teaching major at UES. Having gotten a previous knowledge on the language and started the process some years earlier are contributing students to be on the path of developing a good pronunciation.

4. **If yes, for how long?** _____.

Period of time	Students` answers average
Less than 1 year	9
During high school	3
From 1 to 5 years	23

Interpretation: From the 35 students who studied English before entering at UES, 23 of them did study from 1 to 5 years while 9 of them did study from 4 to 10 months which is less than one year; finally, 3 of them did it just during high school.

Analysis: Based on the results gathered, the majority of students did study for different periods of time; they had a previous knowledge on the English language which is really important. Therefore, it is possible to determine that even though most of the students have started studying being adults in this major; they might be performing well in pronunciation skill.

5. **Have you ever lived to a country where English is spoken? YES ___ NO___.**


0%

100%

■ Yes
■ No
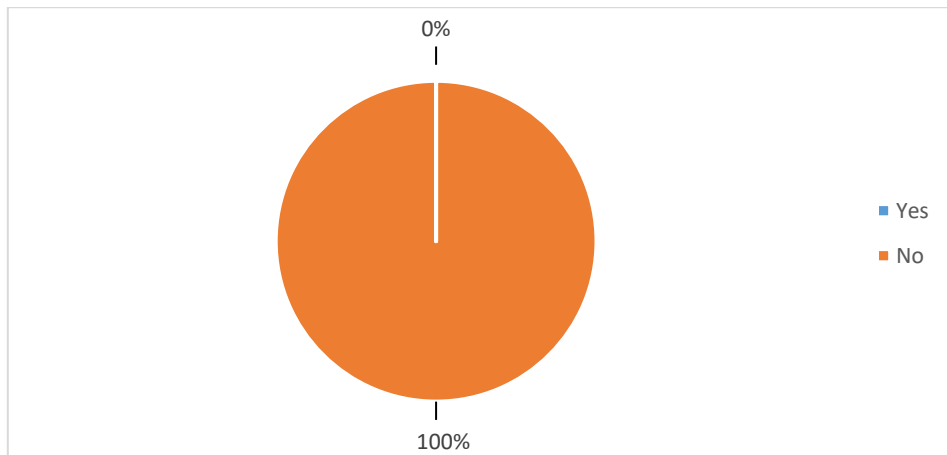
Interpretation: The whole sample expressed that none of them has had the opportunity to live in another country.

Analysis: Due to the fact that none of the students has lived to another country, there is no chance to determine if the exposure to the language at any stage may influence on their pronunciation development.

Instructions: Answer the following questions by choosing an option. (Some of them will require to type your own point of view).

1. How old were you when started learning English?
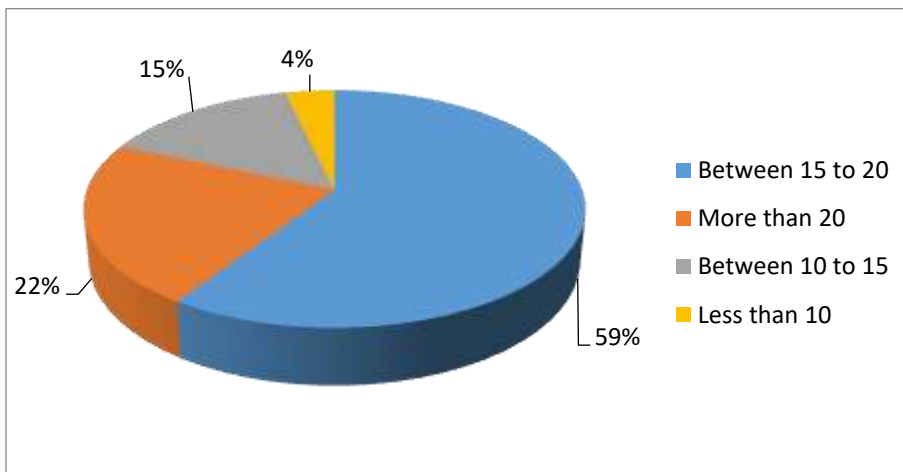
Interpretation: From 54 questionnaires gathered, 32 students started learning English between 15 and 20 years old; and 12 of them started after 20. Likewise, there were 8 who started between 10 and 15; and just 2 who started before 10 years old.

Analysis: Based on the results, age may have a great influence in pronunciation development for the majority of students according to the age when they started the English learning process. There could be either positive results for the ones who started learning English before puberty or negative for the ones who started after that stage.

2. Do you consider that age has influenced on the development of your English pronunciation? Yes _____ No _____
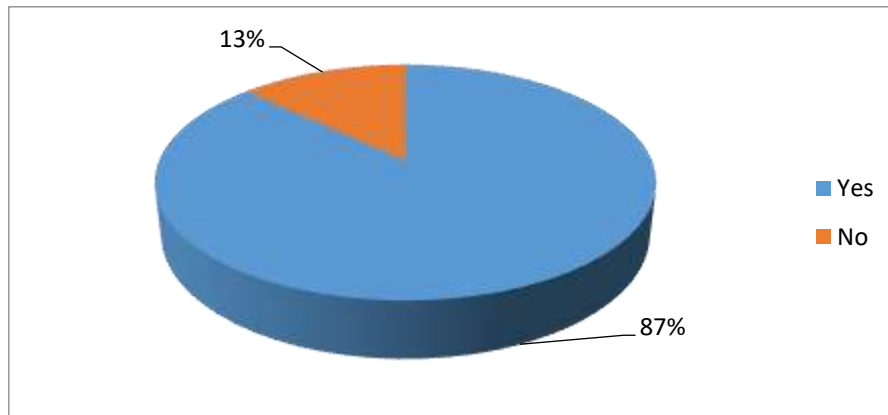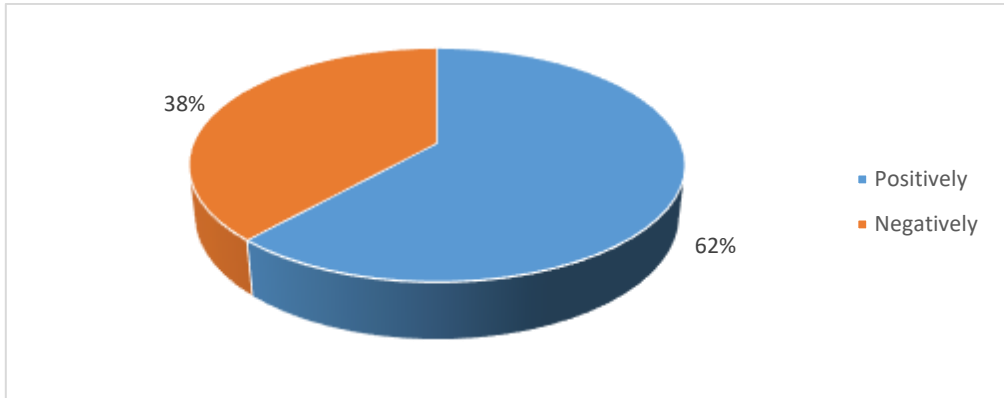

Interpretation: From 54 answers gathered, 47 students expressed that yes, the age factor has influenced on their pronunciation development; and 7 of them considered that it has not.

Analysis: According to the students` opinions, age has played an important role during their learning process. Fortunately, due to the age when they started learning the English language most of them are getting good results at this level.

3. If your answer top question 2 was yes, how would you say that age has influenced your pronunciation?

a) Positively   b) Negatively

Interpretation: From the 47 answers gathered, 29 students said that age has influenced on their pronunciation development positively; and 18 of them expressed that it has influenced negatively.

Analysis: The majority of students have had a positive influence on their pronunciation development; since they expressed that they have taken advantage through the time in the different stages of their age. Furthermore, a similar amount of students has had a negative one. They said that due to the stage in which they have started learning English, it is more difficult to develop some skills and pronunciation is one of them. Therefore, it is concluded that if students start to learn English at earlier stage, there will be mostly positive results in the development on this subskill.

4. Why do you think so?

| Categories	Interpretation
Skills are easier to be developed at younger stage	From 47 students, 20 of them said that it is easier to develop skills at younger age; they said one of them is pronunciation since there are factors that contribute to

	get better results like more time to practice and more retention due to the presence of brain plasticity. Some students think if they would have started studying English at younger age, they had gotten better results in pronunciation.
Age does not matter	From the 47, 11 students expressed that age has not affected them; they said through the time they have improved their English skills. Hence, they consider more effort is needed.
Lack of time to practice	From the 47, 6 students think adult learners have less chances to practice due to the lack of time; also they have more worries and responsibilities, therefore, there is less concentration which means they are not focused only in their learning process.
Results are not good after puberty.	From the 47, 4 students believe that the pronunciation results are not good during adult stage. They expressed that it has been hard to get a good pronunciation and they are making an extra effort to get it.
Vocal folds system in adult learners affects them to articulate some words.	From the 47, 4 students believe it could be difficult to pronounce words when people get older due to mouth

	system articulation. Therefore, it might influence in pronunciation accuracy.
Personality influences after puberty	From 47, 1 student shared that personality also plays an important role because for adult learners there is fearer to make mistakes when participating in classes to practice the language.
N/A	1 student did not provide any answer_____

Analysis: In general terms, it is stated that English pronunciation may be affected due to the adult stage in which the learning process is started; it is mentioned that some factors such as brain plasticity loss, less time to practice and concentration hinder students to develop a good pronunciation. However, for some of them age does not affect in their learning process since they have taken advantage not only about the time but also about new resources that exist to improve their skills nowadays. It is considered that age may affect students` pronunciation mostly if it is learned at adult stage; nevertheless, more effort, commitment, and practice is needed in order to perform better.

5. What does motivate you the most in terms of learning English?
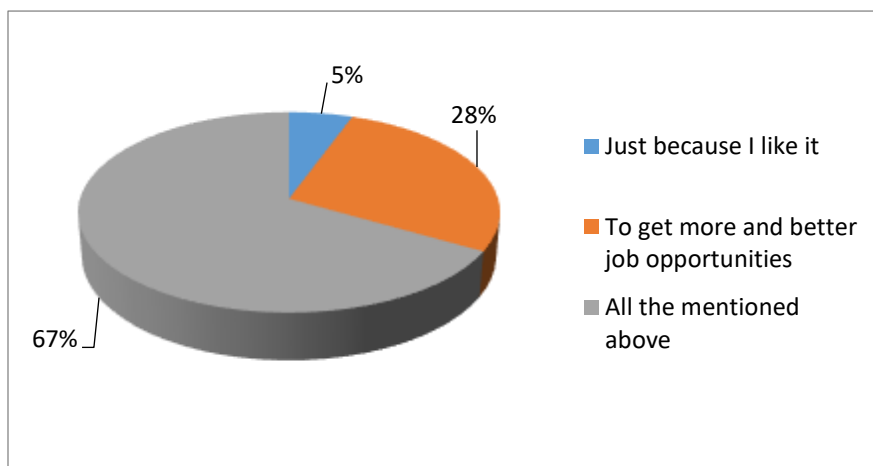
Interpretation: From 54 students, 36 of them decided to study English in order to get better incomes and enjoyment during the learning process; besides that, 15 of them started studying English with the idea of getting better jobs and incomes as well. However, 3 students decided to learn the target language because it is interesting for them.

Analysis: It is clearly determined that the majority of students decided to study English because at the end of the major, they expect to get a job position in the teaching area as facilitators. Besides that, being still in the learning process of the language or after having completed the major, most of them decide to apply for a job in the call center industry. Taking part as employees at any area mentioned before is what learners feel motivated about in order to get better incomes; and that is why students look for improving their English pronunciation sub-skill.

6. How often do you participate in class?
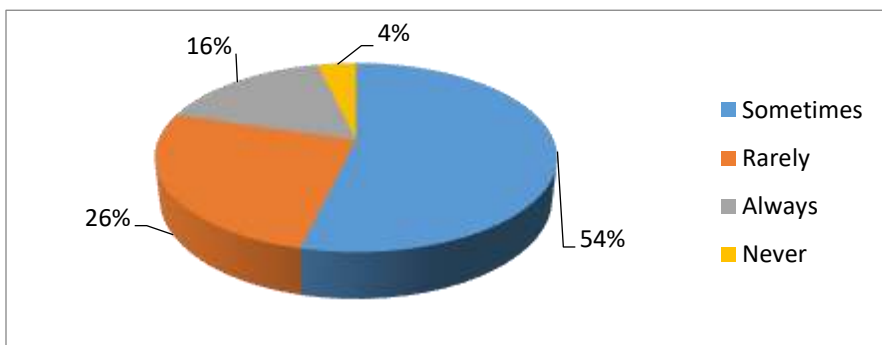
Interpretation: Out of 54 students, 29 of them said they sometimes participate in class and 14 rarely do it. Likewise, 9 students mentioned they always participate; however, just 2 of them never do it.

Analysis: It is stated that there exists a lack of participation in classes; on one hand, mainly it is because some students are afraid of making mistakes when answering questions and expressing opinions due to most of the times they do not have the necessary vocabulary to perform appropriately according to the contents. On the other hand, there are some others that even having the potential regarding the vocabulary, understanding and participation, they do not do it; instead, they prefer to keep in silence when learning.

7. If your answer is (Sometimes, rarely or never) why is that?

Category	Interpretation
	Out of 54 students;

Other factors	23 students do not participate in class for different reasons, for instance: some of them receive their class while working and just have the opportunity to pay attention but not to participate. Besides that, some of them stated having some problems with their electronic devices. Furthermore, some of them do not find it necessary to ask or participate in class.
Lack of confidence	14 students mentioned that they sometimes, rarely or never participate in class because they feel afraid of making mistakes when saying something. They do not feel so safe; therefore, they get nervous easily.
Shyness	5 students assured that they do not participate in class because they do not like to speak in large groups; for instance, it is more difficult for them to interact with others.
Lack of vocabulary	4 students stated that they do not participate in class because their English level is not good enough; they consider not to have the essential vocabulary to speak fluently.
N/A	8 students for any reason did not provide their answer.

Analysis: To study the English teaching major at the university and work at the same time are not so convenient for the majority of students, and it gets more difficult if they receive their classes in their place and work shifts. For the ones who do it, they do not concentrate or pay a close attention to the contents; and when the facilitators ask them to share

opinions, the learners feel afraid of participating because they do not know what their

classmates and teacher are talking about. However, there are some others that even being

full-time students, they do not like to interact or participate in classes when necessary,

because they feel uncomfortable when speaking in public. As a result, the lack of

participation makes students feel insecure when trying to participate due to they do not get

the required vocabulary and practice to improve their pronunciation.

8. How do you feel when participating in class?
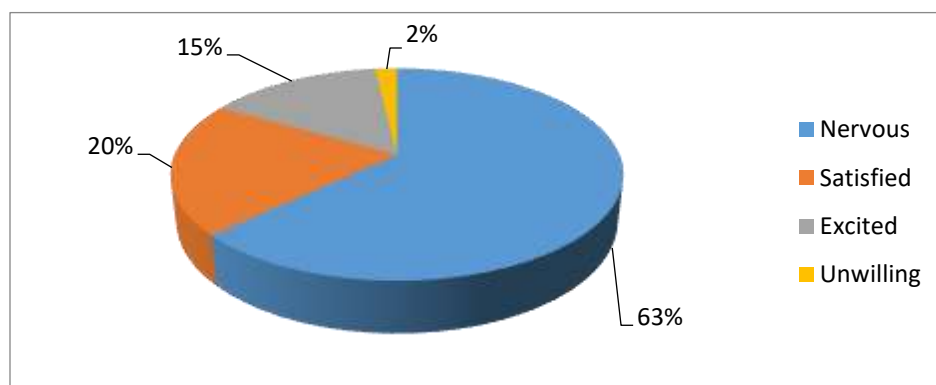
Interpretation: Out of 54 students, 34 of them expressed they feel nervous when

participating in class and 11 of them satisfied, meanwhile 8 students get excited; however,

just 1 student feels unwilling to participate.

Analysis: It is determined that the lack of the essential vocabulary and the

mispronunciation make students feel nervous to participate; and it is common that learners

avoid the participation because they do not want to make mistakes. Therefore, the less

participation they do the less improvement they get in the target language, mainly in the

performance to succeed when communicating orally. Likewise, when the students are not

motivated to participate, it is hard for them to improve or get a good level in pronunciation.

9. Could you please explain why do you feel so?

Category	Interpretation
Nervous	Out of 54 students; 34 students pointed out that they feel nervous when participating in class for different reasons like: the lack of essential vocabulary to express opinions and/or ideas; also, they consider their pronunciation is not so good, which leads to fear of saying something wrong or mispronounce words. Besides that, some of them consider themselves shy; therefore, they feel insecure when trying to say something and they tend to translate words in their native language.
Satisfied	11 students felt satisfied because some of them understand what is being taught and always have an answer to each question; also, some of them stated that when participating, they solve their doubts and at the same time contribute to the class.
Excited	8 students explained getting excited when participating because they not only refresh their knowledge, but also learn new things; furthermore, some of them stated that the more they participate, the less fear they have. Also; when learning, some of them expressed having fun and if they make mistakes, the facilitator helps them to improve.

Unwilling	1 student argued feeling unwilling to participate because it is difficult to understand what is being taught and for that reason the student is afraid to make any mistakes.

Analysis: According to the information gathered, students who are not acknowledged about the target language, they feel more nervous or unwilling to participate; and the reason why they feel so, it is because of the absence of vocabulary and the fear of mispronouncing some words. Contrarily, for the ones who feel comfortable when participating, they understand that by doing so, they enrich their knowledge and correct their mistakes; and it is clear that these learners take more advantages to perform better in the target language and succeed when communicating.

10. Do you do any extracurricular activities to practice and improve your English pronunciation?
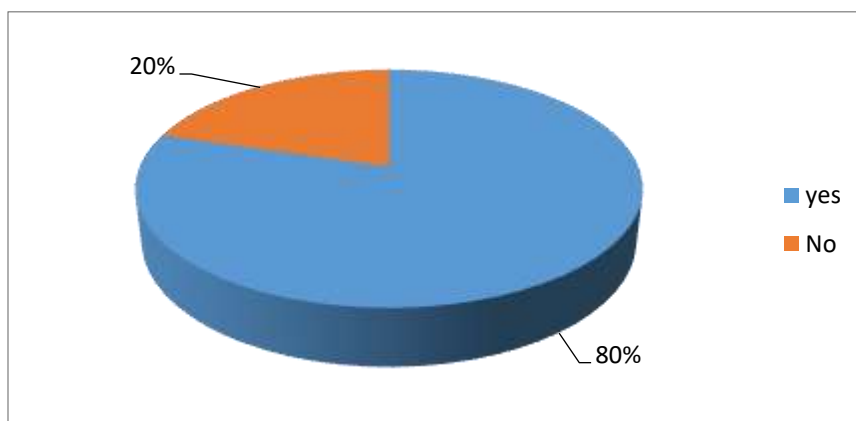
Interpretation: Out of 54 students, 43 of them practice extracurricular activities; however, 11 students do not do any activities when being outside of the class to improve their English pronunciation.

Analysis: Doing extra activities related to the improvement of the English pronunciation is really helpful and the majority of students understand the importance of it. Consequently, learners tend to take advantage as much as they can when being outside of the classrooms because they notice the positive effect that it has. Hence, students frequently practice any activity recommended either by their facilitators or suggested by their peers.

11. What kind of activities do you do in order to improve your English pronunciation?
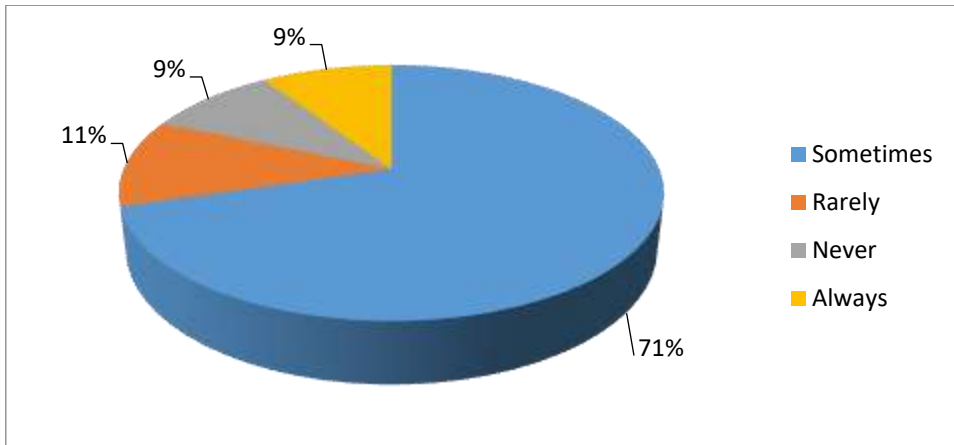
Category	Interpretation
Watching videos	Out of 54 students; 26 of them prefer watching movies with or without subtitles, videos on YouTube, Social Networks; likewise, TV shows, series and documentaries on Netflix in order to improve their English pronunciation.
Conversation	7 students usually practice English by talking with friends and/or relatives, others make monologues; some students have the great opportunity to talk with native speakers to polish their speaking skill.
Listening/Singing	7 students expressed they listen to music and audio-tracks from the students` book to get better results when performing in class. However, 3 students said something different, for them it is

	much better singing activities since it is an interesting way to develop their pronunciation.
Reading	6 students read books and any other type of texts; besides that, they practice word repetition to pronounce some words as accurate as possible.
N/A	5 students for any reason did not provide answer

Analysis: Since it is well known that by doing extra effort, anything can be improved; and for that reason, students who have the desire to succeed in the target language, mainly in the pronunciation sub-skill, they do different extra activities to improve and succeed when communicating. The best activities for some students are the followings: watching movies with subtitles in English, listening to music and singing, word repetition and reading in order to develop a good pronunciation. Hence, getting involved and having the commitment out of the classes, let the students reinforce or enrich their knowledge considering their own learning style by putting into practice the activities they like the most.

12. How often do you do extra activities to practice English pronunciation?

Interpretation: For the great majority of students from the sample, 38 of them assured that sometimes practice the target language while 6 of them rarely. In addition, the never category is followed by 5 students. Finally, 5 students stated that they always do different activities to practice their pronunciation.

Analysis: According to the answers gathered, students do not always practice their pronunciation; the number of students who always practice this sub-skill is quite limited. Therefore, it is determined that the lack of practice is the main reason why students do not develop their pronunciation as it is expected; even though there exist many options to practice, but there is not enough motivation to do it.

13. What is the activity you like the most to practice in classes?
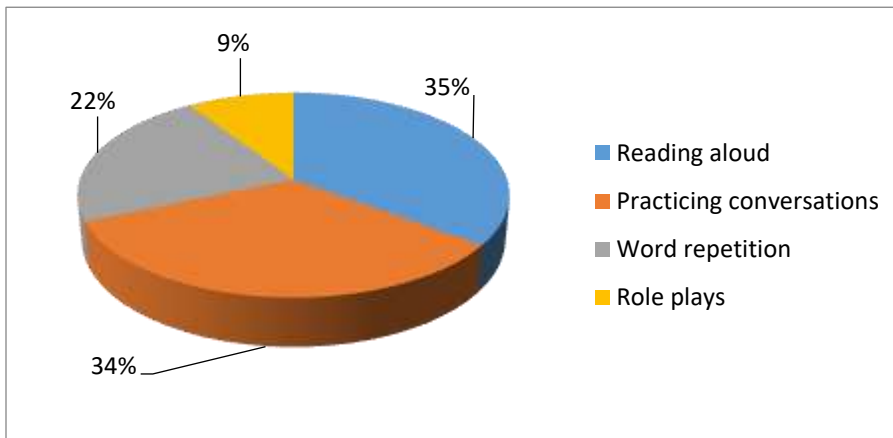
Interpretation: Out of 54 students, 19 of them prefer reading aloud activities at the time of practicing their pronunciation in classes. Similarly, 18 of them choose to practice conversations. In the third place, 12 students like to practice word repetition. Lastly, 5 of them prefer role plays activities.

Analysis: It is remarkable that reading aloud and practicing conversations are the most outstanding activities to be developed in classes. Those activities that are chosen for the majority of students are good strategies to be implemented frequently in classes in order to contribute in the students' pronunciation development. As a result, they would feel more motivated by doing something they like.

14. How do you consider yourself in terms of personality?
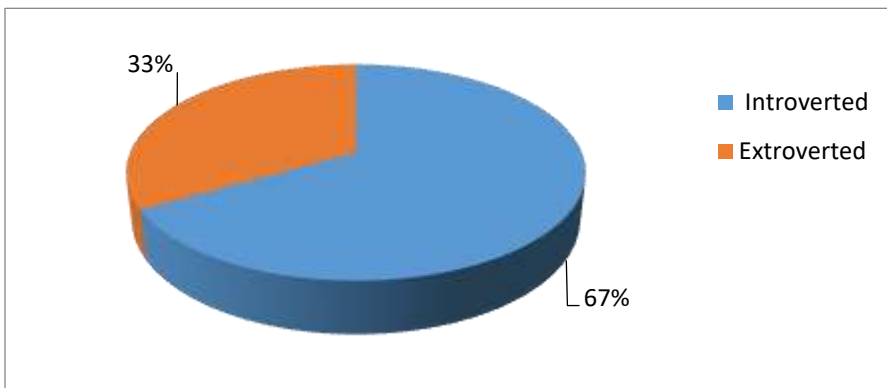
Interpretation: From 54 students, 36 consider themselves as introverted while 18 of them say they are extroverted.

Analysis: Based on the previous answer, it is possible to determine that the majority of students are introverted. Many times, it is a barrier that involves students and it does not allow them to clarify doubts during the class or make questions in case something is not well understood. Indeed, the fear when speaking and sharing their thoughts influence a lot in the learning process of the target language; especially in the pronunciation sub-skill.

15. Based on the previous answer, do you think personality may influence on your English pronunciation performance?
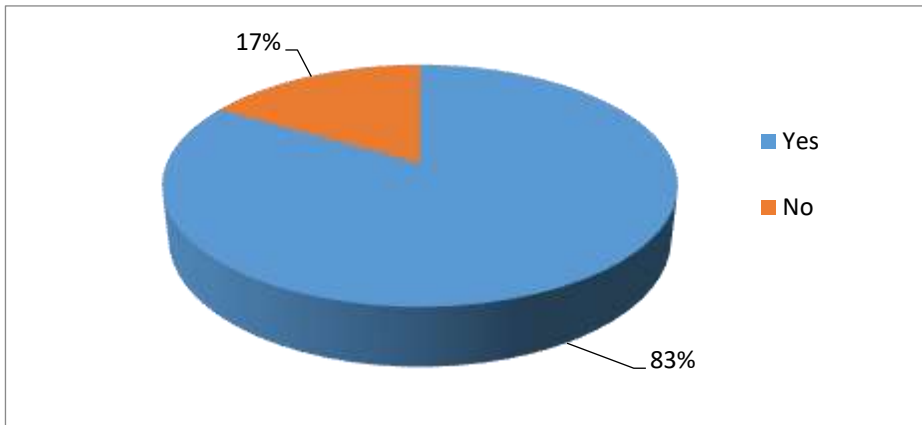
Interpretation: Out of 54 students, 45 of them said that their pronunciation has been influenced by their personality. However, 9 of them said that personality factor does not involve in their English learning.

Analysis: According to the data obtained, it is summarized that for the majority of students, personality has greatly influenced in their pronunciation development on the target language. Likewise, it is important to emphasize that not everyone thinks the same, since for certain students the personality does not affect them at all. Therefore, the analysis below states in details why students have chosen that category.

15.1   If Yes, how?
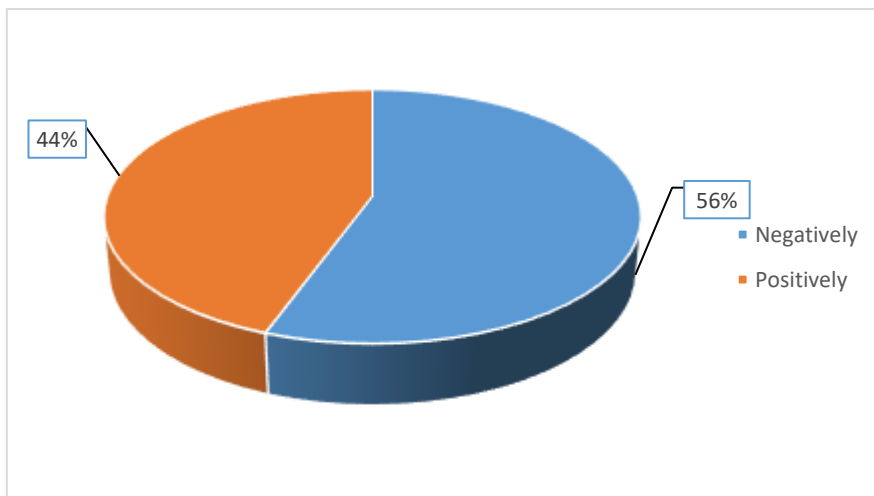
Interpretation: Out of 45 students, 25 stated that personality has affected negatively in their English pronunciation performance. However, 20 of them assured that their pronunciation has been involved positively.

Analysis: On one hand, being extroverted helps students improving their English pronunciation, because even when they mispronounce some words, it is possible for the teachers to correct them; and by doing so, those students lose the fear when sharing opinions and gain more confidence when participating. On the other hand, being a shy student doesn't let to interact with others, since this type of personality makes students not being risk taker. Therefore, they lose the chance to practice the target language when it is possible because they are always afraid of making mistakes paying attention about what others can think.

16. Based on your previous answer, why do you consider so?

Category	Interpretation
Shyness	Out of 45 students, 21 of them expressed that shyness has been one of the main factors that prevent them to develop a good English pronunciation since for them it is hard to speak with others, they usually feel afraid of being wrong.
Extroverted personality	14 students assured they are not afraid of participating in class, it is easy for them to practice their pronunciation with others and have an active involvement in each activity.

Personality does not affect the pronunciation development.	From 45 students, 9 of them said that their pronunciation has not been involved by their personality; they think that being either shy or talkative can help them to develop a good pronunciation studying by themselves putting more effort regarding that sub-skill.
N/A	By any reason 1 student did not provide any answer.

Analysis: Based on the previous results, it is determined that personality characteristics such as introverted and extroverted play an important role in the development of English pronunciation sub-skill for the majority of students; as a consequence, if students have an introverted personality, they are affected negatively because they always feel nervous or afraid of speaking in public which prevents them to practice the target language. And for extroverted students, it is the other way around; since they take advantage to practice and participate in class as much as possible in order to succeed when communicating orally. Otherwise, for some of them their pronunciation has not been involved by their personality; for instance, if they are either extroverted or introverted, there is no a barrier that hinders them to succeed in their pronunciation performance since it will depend on the extra effort they do and motivation they have.

17. In terms of communicating efficiently, how do you consider your pronunciation?
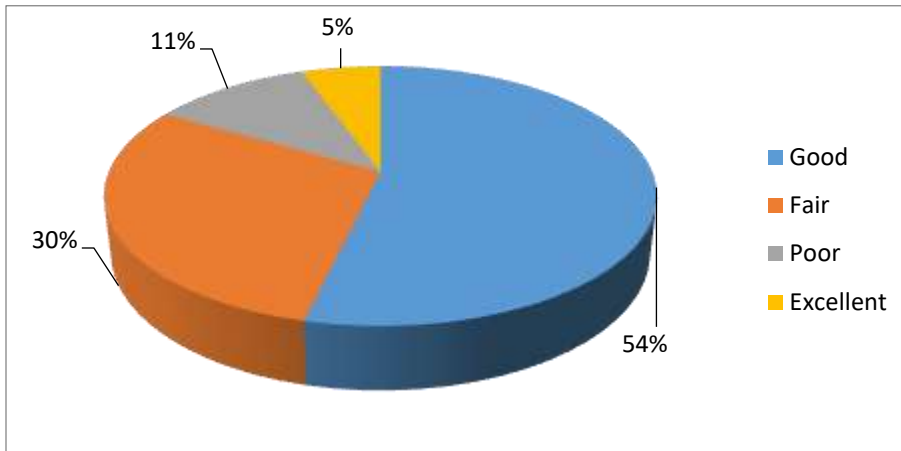

Interpretation: Out of 54 students, 29 of them considered to have a good pronunciation; and 16 of them stated to have a fair pronunciation. Besides that, 6 students said they have a poor pronunciation; lastly, 3 of them expressed to have an excellent one.

Analysis: Based on the answers gathered, most of students consider to have a good pronunciation; nevertheless, there are some students that feel unsatisfied about their poor or fair performance. That indicates that the areas related to this sub-skill must be taken with more priority in the learning process, in that way they can feel more confident and motivated at the time of participating in all the activities. Likewise, students must be more engaged with their goals in order to improve this important sub- skill that may open many and better job opportunities in the future.

6.2 Test analysis

In the following section, the analysis of the pronunciation test administered to the students from the Intermediate Intensive English II, semester I, 2021 is presented. The main objective was to find out the students' performance in the pronunciation sub-skill at this level of the major. There were seven sections included on the test in order to evaluate the pronunciation of words in isolation and complete sentences; hence, the sections contained consonants with voiced and voiceless sounds, third person and plural noun ending sounds; likewise, the past tense ending sounds, stress, intonation and stress shift of same words with different meanings. To carry out the development of the test, students were requested to record themselves while reading the words aloud; and, in order to assess them, a rubric was used to check their performance. Consequently, after listening to the recordings carefully, the following results were gathered:

1. **ANALYSIS CONSONANT TARGET SOUNDS (/p/, /t/ and /k/)**


100%
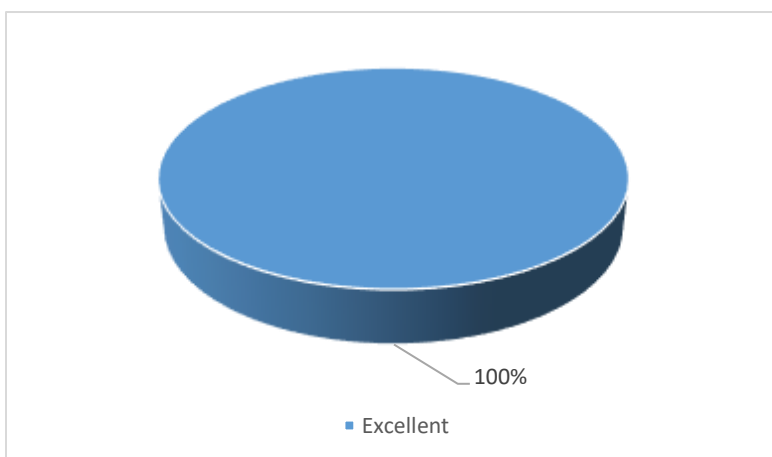
■ Excellent

Interpretation: All the eleven (11) tested students have an excellent pronunciation Pronouncing sentences containing voiceless consonant sounds, mainly with initial /p/, /t/ and /k/ sounds.

Analysis: It is clearly determined that the tested students did not have any problem when pronouncing words and sentences with voiceless sounds. Therefore, it is considered that the results gathered depended on how much they practice this type of words.

1.1 ANALYSIS CONSONANTS TARGET SOUNDS (/b/, /d/ and /g/).

100%
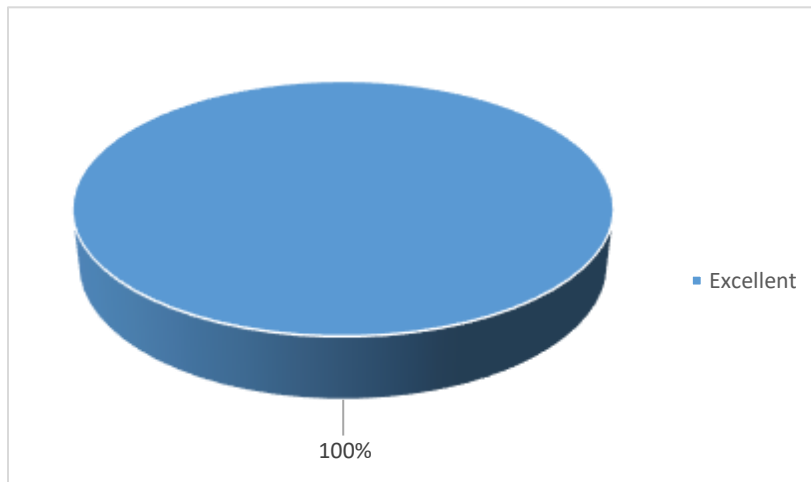
■ Excellent

**Interpretation:** All the students who performed the test had an excellent pronunciation in the production of voiced consonant sounds.

Analysis: Based on the results gathered, it was noticed that the tested students produced voiced consonant such as /b/, /d/ and /g/ sounds correctly in words and sentences. These students were able to distinguish and pronounce either voiced or unvoiced sounds;

therefore, it is deduced that they practice a lot to perform well in the pronunciation of this type of consonants.

2. PLURAL NOUNS OF /S/, /Z/, /IZ/ ENDING SOUNDS PRODUCTION.
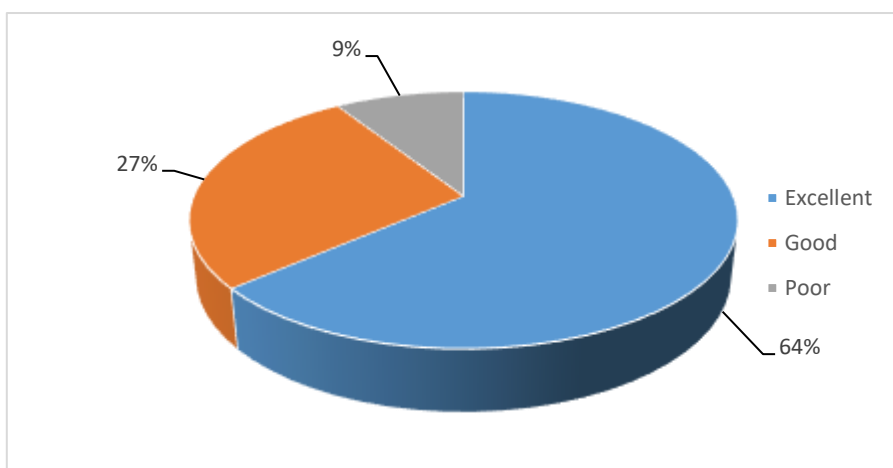
Interpretation: Out of 11 students; 7 of them produced correctly the ending sound to each noun in the plural form. Besides that, 3 students distinguished between each noun containing either a voiceless or voiced ending sound with some difficulties. However, 1 of them hardly ever differentiated one sound with another one.

Analysis: It was noticed that the majority of learners know how to produce the correct ending sound for plural nouns and verbs in third person using simple present tense; on one hand; they identified that when words end in voiceless consonant sounds, it is produced a /s/ sound at the end. On the other hand, when the word ends in either a voiced or vowel sound; the /z/ sound is produced. Also, students are aware that when words have endings like /s/, /ʃ /and /dʒ/ sounds, the correct /iz/ sound is pronounced. It means that through the time; with the constant practice of the language, they have developed a good pronunciation by identifying plural nouns and simple present in third person.

2.1 SIMPLE PAST TENSE OF VERBS /T/, /D/, /ID/ ENDING SOUNDS PRODUCTION.
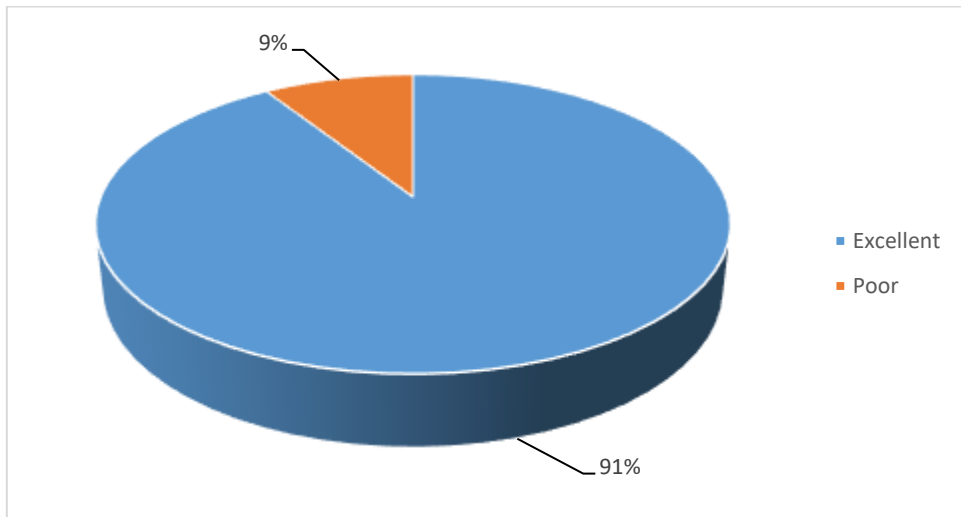
Interpretation: Out of 11 students, 10 of them had an excellent performance by producing the ending sounds of verbs when talking in simple past tense. Nevertheless, it was difficult for 1 of them to differentiate that verbs in simple past tense have different ending sounds.

Analysis: It was clearly determined that the majority of students did not have any difficulties when pronouncing regular verbs in simple past tense. Likewise, they easily distinguished between voiceless and voiced sounds; they already know that when verbs end in a voiceless consonant sound, a /t/ sound is produced; but, when verbs end in a voiced consonant or vowel sound, a /d/ sound is added; besides those, when verbs end in /t/ and /d/; an /id/ sound is pronounced. It means that, these learners have a good pronunciation, and it is easy for them to communicate with others when talking about experiences.

3. RISING AND FALLING INTONATION
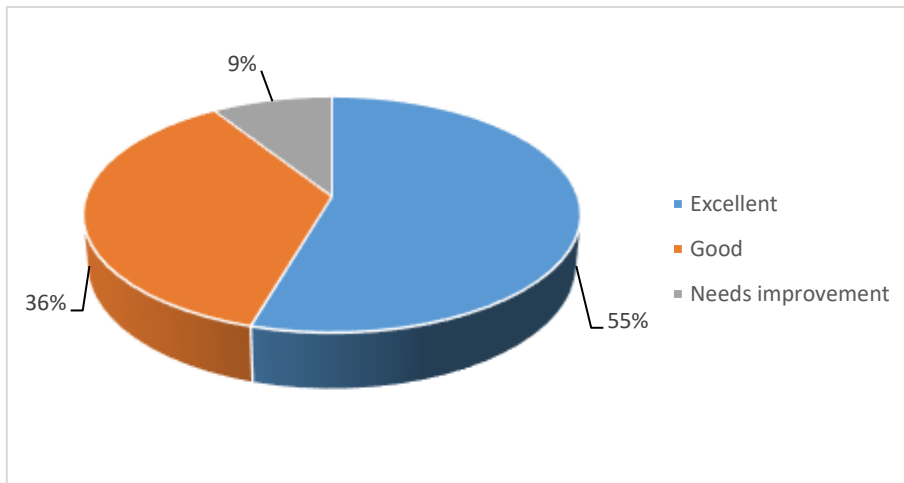
Interpretation: Out of 11 students who recorded themselves for the test, 6 of them produced the correct intonation either falling or rising one. While 4 of them had some difficulties identifying both categories. However, one student was not able to identify up and down intonation in the sentences.

Analysis: Based on the results gathered in this test, the research team realized that the majority of students did not struggle by identifying up and down sounds in the sentences given. In contrast, there are some exceptions since some of them still had difficulties when providing the correct intonation in question form sentences. For instance, when Wh-questions are used, a falling intonation is produced; and for Yes-No questions, a rising intonation is commonly pronounced. But, some of them do not know the rules expressed above; consequently, few students got confused because when they had to pronounce falling intonation, they produced rising one and vice versa. As a result, it is stated that due to either the lack of knowledge or practice, some students have difficulties when producing rising and falling intonation in question sentences.

4. ANALYSIS WORD STRESS
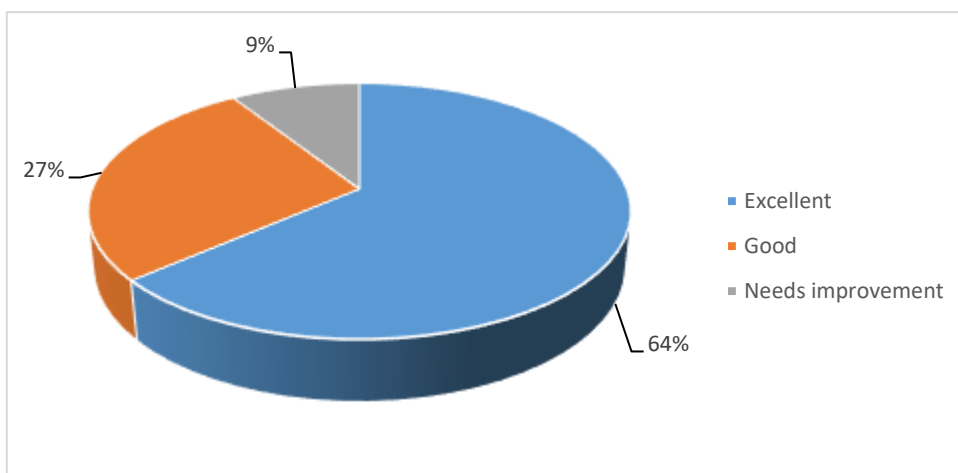
Interpretation: Out of 11 students, 7 of them pronounced in an excellent way all the words that were added in the test, 3 of them did not do it so well because some mistakes were produced; meanwhile, 1 student needs to improve by giving the stress in the correct syllable since any of the words were pronounced correctly.

Analysis: It was intended to find out the students' knowledge on how to stress each word presented. It was noticed that the students did not have much trouble since more than half of them knew how to read and pronounce each word. However; for some of them it was kind of difficult to distinguish in which syllable of the word the stress is placed. Therefore, it is determined that when there is hesitation, students tend to pause and recall the right pronunciation of some words; and it usually happens when words are not so common or simply the students do not use them in their daily life.

5. ANALYSIS SHIFTS IN STRESS (Same words with different meanings)
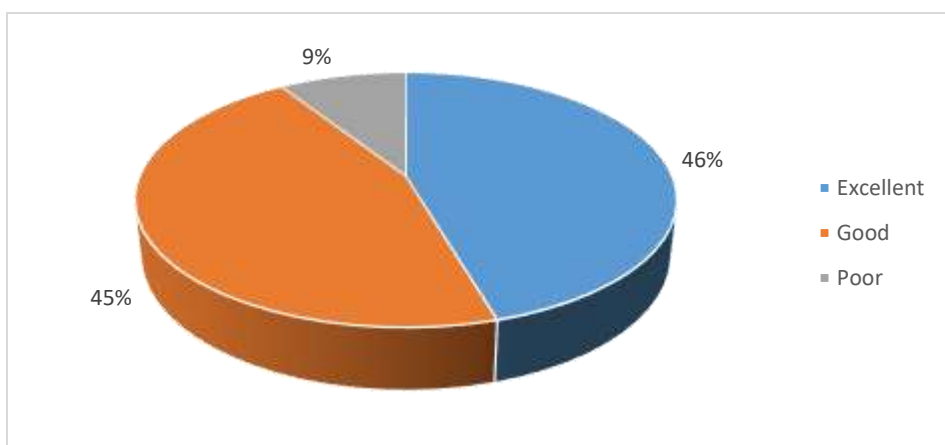
Interpretation: Out of 11 students; 5 of them showed an excellent production in stress shift when referring same words with different meaning. Likewise; 5 learners more demonstrated having a good pronunciation when distinguishing between nouns and verbs in sentences; nevertheless, 1 student had difficulties to place the stress in the correct syllable of words in sentences.

Analysis: According to the obtained results; it is stated that most of the students placed the stress in the correct syllable of words either in nouns or verbs within sentences. It was found that when students read the sentences, they identified that some words may contain different meaning such as nouns: when the stress is placed at the beginning or initial syllable of the words. Likewise, to express verbs, students were able to place the stress in the last syllable of the words. As a result, it is determined that students frequently practice the language to perform better and communicate efficiently with others.

6.3 Teachers´ interview analysis

In this section of the research project, the research team made fifteen closed and open ended questions to three teachers from the Intermediate Intensive English II, semester I, 2021. The objective was to determine if age truly affects when learners try to develop a good pronunciation. Besides that; it was intended to verify if the motivation deeply interferes in the learning process of the students when learning the English language and what teachers do for learners to succeed in pronunciation skill. Moreover; it was necessary to know if types of personalities like extroverted or introverted influence in the development of a good pronunciation. Hence, it was necessary that teachers shared their opinions based on their teaching experience when teaching English at the Foreign Language Department at the University of El Salvador.

Therefore, after having collected the teachers' answers, the following analysis was made:

1. **What is the age average of your students in the Intermediate Intensive English II group?**

Two of the three teachers informed that their students` age average is between 20 and 25 years, which means most of them are in the learning process being adult learners since based on the theory of Critical Period Hypothesis from 20 years and on, it is considered as older stage. Likewise, one of the three mentioned that some of them are in the range of 15 and 20 years; hence, in this group there are students still in puberty stage and some others are reaching the adult stage.

2. According to your experience, does age hinder students from developing an accurate pronunciation? YES / NO, explain why?

Out of the three teachers interviewed, two of them agreed that they definitely have experienced that age has an important effect on adult learners; they think that for those students an extra effort is needed to reach a good pronunciation and even though they do so, the accent they get is more similar with their mother tongue instead of the target language. Therefore, the experts concluded that age affects in the learning process, their perception has to do with the Critical Period Hypothesis; the younger the better to succeed in learning a foreign language. However, one of the three expressed that age is not a factor that interferes in getting a good pronunciation; it will depend on the students' commitment with the language development.

3. Have you ever taught English to children?

Based on the teachers´ experience, they stated that they have never taught to children; only one of them said to have experience with teenagers and the others just with adult learners.

4. If the previous answer was "YES", do you consider that there is any difference in English pronunciation development between children and adult learners?

Out of three facilitators, just one of them shared the experience about teaching with teenagers; it was expressed that there exist differences in pronunciation development between younger and adult learners; those differences have to do with age process. On one hand, some of the advantages for younger learners are brain flexibility and retention; and on the other hand, in adult learners the brain plasticity decreases and that is a disadvantage to get an accurate pronunciation.

5. Do you consider that using different techniques for young and/or adult learners may give good results in the same way for developing English pronunciation? Explain why?

Two out the three teachers stated the effectiveness of different techniques or approaches will depend on the students' age. Even though some strategies are used for specific groups, there exists a factor that is difficult to deal with; which is the natural process of the learners´ brain. Therefore, it is necessary to take into account the age as an important factor at the time of deciding the techniques and strategies to teach English in order to get good results; since every learner either at young or adult stage has his/her own way to learn. Nevertheless, one of the three said age does not influence in the results regarding the techniques used to teach; this facilitator expressed that the outcomes will depend on students` practice and effort.

6. How often do your students participate in class voluntarily?

All teachers stated that their students sometimes participate voluntarily; likewise, the facilitators made emphasis in the importance of the students´ motivation when learning English, mainly when developing pronunciation. The lack of motivation causes learners not to be involved when the participation is needed and for that reason, students find kind of difficult to develop a good pronunciation as required by the course. To succeed in English pronunciation, students need to find any motivation and to be always willing to participate in classes.

7. How often do you encourage your students to participate in class?

All teachers agreed that the majority of students do not always participate by their own. The facilitators play a very important role to make students get involved in the development of the contents. To make students participate in classes, monitoring is not enough; teachers always need to stimulate them in different ways to develop different activities in order to get a better English pronunciation.

8. What kind of strategies do you use to make students participate in oral activities to improve their pronunciation?

To succeed in pronunciation, all teachers expressed that students need to be involved in active participation in class all the time. And to do so, the facilitators suggest developing activities like: pair and group works in which they can put into practice vocabulary and to express thoughts as much as they can in order to get more confident when speaking in public. Another useful activity is to make learners read as much as possible to get new vocabulary and enrich their knowledge. Besides that, debates are not only useful or challenging activities, but also the most applicable to make students express themselves widely and without restrictions. Applying those strategies, learners take advantage to improve and perform better in pronunciation.

9. What types of activities do you recommend to your students in order to improve their English pronunciation?

All teachers agreed that the activities developed inside the classrooms are not enough for students to get a better pronunciation; besides, it is necessary to do extracurricular activities like: watching TV shows with English subtitles; in that way, students are able to see and

read the script at the same time while listening. Another useful activity is word repetition; it really helps learners repeat as many times as possible until they succeed in having an accurate pronunciation; in that way, learners are able to identify either their failure or improvement. Therefore, they need to practice more in order to make it much better continuously.

10. How do lack of motivation, participation and involvement in class activities may affect students' learning?

All teachers stated that when students are not willing to participate it is because they are not motivated to do so. Students feel kind of pushed to participate in activities because they seem not to be interesting. However, the learning process does not progress as it is expected. For instance, the development and performance of the students´ pronunciation have a negative effect.

11. Who do you think have more advantages to develop a good pronunciation, extroverted or introverted students? Why do you consider so?

On one hand, two facilitators expressed that it's not about who has more advantages; the personality does not matter in the development of pronunciation; however, it will depend on the effort and persistence they have to reach their goals. On the other hand, one of them stated that extroverted students have more advantages in getting a good pronunciation because they work more independently and always participate in class. Unlike extroverted students, introverted ones need to be more motivated to participate without fear since sometimes they lose the opportunities to participate due to their insecurities or unwillingness to produce the language.

12. Do you have any strategies for dealing with shy students to get them participate in classes?

This answer is based on each teacher's experience, one of the strategies most used by the interviewed teachers is to work in small groups or by affinity where they can choose whom to work with; besides that, make them work with students with a higher level is another strategy since in this way they can learn from their classmates. The facilitators expressed that shy students feel more comfortable and work better if they do not feel exposed to large groups while developing English pronunciation. Therefore, it allows them to gradually lose their fear when interacting with others.

13. Do you think that the same strategies for developing English pronunciation can work equally well for introverted and extroverted students?

Out of the three facilitators interviewed, two agreed that the same strategies for developing English pronunciation work equally for both personalities. It is not possible to prepare activities just for one type of personality since they could limit the other one to develop other sub-skills. On the other hand; a different idea was given, one of them said different activities are required for developing the pronunciation with extroverted or introverted students, since for extroverted ones it is not necessary to encourage them to participate.

14. Based on your previous answer, why do you think so?

Out of the three teachers, just one of them stated that introverted students need more support in all aspects. It is fundamental to follow up on their development and motivate them to participate by letting them know they are capable of achieving their goals.

15. If some students fail in oral tasks regarding pronunciation, what do you think is the cause of the failure?

According to the teachers, most of the time students fail in oral tasks because they do not have the commitment required by the target language to succeed in the activities. There are some factors that affect students to perform appropriately in the pronunciation tasks. Many times, the delivery of the message or idea generates misunderstanding due to the fact that students do not know the correct pronunciation of many words; likewise, they do not practice enough with other classmates in order to improve that sub-skill. Besides that, another reason is that the students begin to learn the language in an adult stage and their brain plasticity get reduced affecting the pronunciation development.

7. RESEARCH AND SUBSIDIARY QUESTIONS RESPONSES.

In this section, the research team intended to give responses to the main questions stated in the current research. Hence, it was necessary to take into account the results based on the instruments administered to the sample.

How some internal factors may prevent students taking Intermediate Intensive English II at the University of El Salvador from developing English pronunciation to communicate efficiently?

There are many studies developed by researchers and experts in the pronunciation area, trying to determine the factors interfering when developing the English pronunciation sub-skill. A considerable number of investigations have stated that age, intrinsic motivation and personality traits are some of the internal factors interfering in the development of such sub-skill. First of all, based on the theories presented before, the students´ learning process is better when they start learning a language before puberty. Nevertheless, after having administered the questionnaire and reading test to the sample it was noticed that students, even though some of them started learning English during and others after puberty, that is not a barrier to succeed in pronunciation since they performed well in the test. Besides age, it was determined that whether learners feel motivated to learn English, they can develop and succeed in pronunciation with the purpose of reaching different goals either in the educational area when still learning the language or as professionals in the labor field in the future. Furthermore, it was found that personality determines the way in which students develop their English pronunciation; since based on the results gathered, the type of

students` personality that predominated the most was the introverted ones. They have their own way to practice the target language and because of making mistakes, they tend to be careful when expressing ideas or communicating which means being introverted does have a positive influence in the pronunciation development. In short, internal factors like mentioned above play an important role when students decide to learn a new language mainly in the pronunciation sub-skill.

Do learners after having reached puberty stage develop a proficient English pronunciation in the same way learners before puberty do?

Based in all the results gathered besides the "Critical Period Hypothesis", it is concluded that the age factor plays an important role due to most of the students' sample started learning the English language between 15 and 20 years old; which means, the process has started during and after puberty. They have expressed that age has influenced on their pronunciation development. Furthermore, for most of them the influence has been positive due to the fact that at this stage, they have a clear expectation about what they want; even though the learning process is difficult, they have taken advantage of the time to improve their pronunciation little by little; and since most of them had the opportunity to study English before starting the English teaching major as well, nowadays they are not developing an outstanding pronunciation but a very good one. Therefore, it has been determined that students may get an acceptable pronunciation if they start learning the English language still around the puberty stage; and the most important, an extra effort, commitment and more practice are always needed.

Do students with lack of motivation get an efficient English pronunciation compared with the ones who are highly motivated?

After having collected all the data from the questionnaire and the test the research team determined that it is necessary to be highly motivated to get an efficient pronunciation, that is a combination between effort and desire to obtain goals, those goals may vary from one student to another since not all of them learn the English language with the same eagerness and enjoyment; some of them do it just because they want to learn a foreign language and this one is really interesting for them. On the other hand, the majority of students in the sample feel more motivated and experience happiness and pleasure during the learning process because their main goal is to find better opportunities and incomes. According to the results gotten they do an extra effort to learn and practice pronunciation in order to communicate efficiently. Therefore, it is concluded that if there is not intrinsic motivation, students do not participate in classes and do not give their maximum potential. Likewise, they will not know how to face obstacles in the learning process; for instance, if students feel something difficult during the process, they may become discouraged and the interest in learning English may be affected, their pronunciation will be poor and will be difficult for them to find job in this field. Hence, it was clearly noticed that compared to the students who do not find any motivation to do something; the ones who are highly motivated tend to reach their goals easily because they have in mind that at the end of the learning process there will be some rewards by their effort they did.

Do students with extroversive characteristics perform better in English pronunciation compared with the introversive ones?

Some studies have demonstrated that introverted students perform better in pronunciation; meanwhile, some others have shown that the extroversive ones succeed easily. Nevertheless, the research team shared the results based on the questionnaire administered to the students; the majority of them considered themselves as introverted learners and most of them stated that personality has influenced significantly during their learning process, where controversially less than half of the students expressed having a negative influence. Nonetheless, there were eleven students who took the reading test and the results demonstrated that learners developed a good level of English pronunciation, and that is because they have their own learning style, they feel comfortable and safer when developing activities by themselves, they focus on what they are doing; also, they think first before acting and compared to the extroverted ones, introverted learners when producing the target language, they pay attention to the accuracy of the pronunciation.

8. CONCLUSIONS

1. Since most of the students had already started studying the language before coming to the university, most of them have a very good pronunciation since the learning process started during their puberty age.

2. It can be concluded that even though, most of the students expressed being shy this did not affect their proficient pronunciation achievement.

3. After administering the tests, it can be said that students' most common mistakes in pronunciation are related to falling and rising intonation to express Yes-No/Wh-questions and statements. Besides that, some students failed when placing the stress in the correct syllable of words in sentences to express either nouns or verbs.

9. RECOMMENDATIONS

1. It is advised to students practicing as much as they can since accurate pronunciation does not come up by itself but through practice; even though students start learning the language during or after puberty, it is possible to get an accurate pronunciation if they make an extra effort. In that way, they will get more opportunities in the labor field and will not feel frustrated when looking for a job or when interacting with native speakers since the better they pronounce the more understandable the communication will be.

2. It is also recommended that students take into consideration that the English learning process requires them to be highly motivated to develop different activities which may help to improve their pronunciation sub-skill; and doing so, not only because they are told by the teachers to do it, but also because they enjoy doing them. Likewise, keeping in mind that motivation is a combination of effort and desire to obtain goals; which means if students want to succeed in the language, they should be always willing to do activities in and out the class no matter the rewards. Hence, at the end of the major, they could get a good pronunciation which will allow them to get the expected results on that sub-skill.

3. Besides that, it would be perfect if students try participating more in classes in order to feel more secure at the time of speaking in English; they will improve their skills if they do not feel afraid of making mistakes; there will be more chances for the

teachers to correct them since the success on pronunciation sub skill depends on how much they participate; and learning from mistakes is part of the process.

4. To the professors of the Foreign Language Department, it is recommended to have and implement a wide range of varied activities that enhance the development of the subs-skills, specially the pronunciation sub-kill which is one of the most relevant ones.

5. Moreover, it is suggested to modify the study plan by including more subjects related to the development of the most difficult sub-skills taking into consideration English pronunciation as one of the main ones. Since, by now the study plan just includes one pronunciation course, it would be great if at least two more courses were added. Those courses might be for instance, English pronunciation II and advanced English pronunciation; in that way students may get more familiar with all aspects of pronunciation little by little, and therefore they will get a better pronunciation through the practice as well. Based on the research team's experience English pronunciation course is not enough to get the expected results.

10.   LIMITATIONS

During the development of the project, the research team experienced some limitations such as:

1. The unwillingness of most students to perform the pronunciation test

2. Difficulties to contact students to ask for their collaboration with the instruments.

3. One professor was unwilling to provide any information of the students` group.

4. Another professor was unable to provide neither an interview nor a recording just written answers to the questions.

5. It was hard to find the appropriate platform to collect the test recordings.

6. Lack of physical material to support the research since the library of the main campus was not open.

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12. APPENDICES

QUESTIONNAIRE

University of El Salvador
School of Arts and Sciences
Foreign Language Department

Objective: To get students´ perception about the influence that some internal factors such as age, intrinsic motivation and personality may have in the development of their English pronunciation in the Intermediate course II at the University of El Salvador, semester I / 2021.

PART I:

Instructions: please, fill out the following personal information.

1. Gender: Female _____ Male _____
2. Age average: 15-20 _____ 20-25 _____ 25-30_____ more than 30 _____
3. Have you studied English before entering at UES? YES _____ NO_____. If yes, for how long?   _____.
4. Have you ever lived to a country where English is spoken? YES ___ NO___. If yes, for how long? _____.

PART II

Instructions: Answer the following questions by choosing an option. (Some of them will require to type your own point of view).

1. How old were you when started learning English?

a) Before 10 years   b) between 10 to 15 years

c) Between 15 to 20 years   d) more than 20 years

2. Do you consider that age has influenced on the development of your English pronunciation? Yes _____ No _____

3. If your answer top question 2 was yes, how would you say that age has influenced your pronunciation?

a) Positively   b) Negatively

4. Why do you think so?

_____

_____

_____

5. What does motivate you the most in terms of learning English?

a) Just because I like it   b) to get more and better job opportunities

c) to earn more money   d) all the mentioned above

6. How often do you participate in class?

a) always   b) sometimes   c) rarely   c) never

7. If your answer is (Sometimes, rarely or never) why is that?

_____

_____

_____

8. How do you feel when participating in class?

a) Nervous   b) excited   c) satisfied   d) unwilling

9. Could you please explain why do you feel so?

_____

_____

_____

10. Do you do any extracurricular activities to practice and improve your English pronunciation? Yes _____ No _____

11. What kind of activities do you do in order to improve your English pronunciation?

_____

_____

_____

12. How often do you do extra activities to practice English pronunciation?

a) always   b) sometimes   c) rarely   c) never

13. What is the activity you like the most to practice in classes?

a) Reading aloud   b) words repetition   c) practicing conversations   d) role plays

14. How do you consider yourself in terms of personality? Put an <u>X</u> in the box.

Extroverted>It means a person who is more concerned with what is happening around him/her than in his/her own emotions and thoughts. Not afraid to make mistakes.	
Introverted>it means a person who is more concerned with his own emotions and feelings than in issues outside himself. In other words, it means being too shy to join in social activities"	

15. Based on the previous answer, do you think personality may influence on your English pronunciation performance? NO_____ YES_____ If YES, How?

Positively _____   negatively _____

16. Based on your previous answer, why do you think so?

_____
_____
_____

17. In terms of communicating efficiently, how do you consider your pronunciation?

a) excellent   b) good   c) fair   d) poor

TEST

University of El Salvador
School or Arts and Sciences
Foreign Language Department

Objective: To collect information in order to find out how some internal factors such as age, intrinsic motivation and personality traits hinder students from developing a good pronunciation.

PART I

Instructions: Provide the following personal information

PART II

1. ANALYSIS CONSONANTS TARGET (Voiceless -Voiced sounds)

Instructions: Read and produce the correct consonant (/p/, /t/, /k/) sounds.		
Pan - Piece - Put - pot	Time - tea - tell - take	Kiss - key - call - Canada
Instructions: Read and produce the correct consonant (/b/, /d/, /g/) sounds		
Bet - black - back - bite	Do - dark - dance - done	Get - give - good - God
Instructions: Read the following set of sentences and produce the correct (Voiceless - Voiced sounds)		
1. Peter, Tom and Katy saw the car accident. 2. Bob, Dany and Gaby left their toys on the sofa. 3. On Thursday this week my mother cooked pasta.		

2. ANALYSIS CONSONANTS TARGET (Ending sounds)

Instructions: Read and produce the correct ending sounds of the following plural nouns (/s/, /z/, /iz/ sounds).
Sports – Cakes - books - stops – Busses – Boxes - changes – races – Dogs – Words - bags - birds
Instruction: Read the following set of sentences (**Third person / plural nouns /s/, /z/, /iz/**)
1. In the morning, the alarm clock rings and she gets up to go for a walk with her dogs. 2. Charlie always checks the prices when buying his products in supermarkets, and in this way, he calculates according with his budget. 3. After school, Mario finishes his homework and plays with his friends in the backyard of the house where there are many trees.
Instructions: Read the correct form to the following Verbs in Simple Past Tense (/t/, /d/, /id/ sounds).
Opened - loved - cleaned - called - kissed - stopped - helped - danced - decided - waited - needed - wanted
Instructions: Put main attention in the verbs ending sounds, and read the next sentences.
1. I walked 5 miles and jogged in the park this morning. 2. My father painted the house last year. 3. I really enjoyed the meal.

3. ANALYSIS INTONATION SENTENCES

Instructions: Read and provide the correct intonation for each sentence.
1. What are your plans for the weekend? 2. Are you doing anything especial on the weekend? 3. I like to stay in shape, so I always make time for jogging.

4. ANALYSIS WORD STRESS

Instructions: Read and provide the correct stress for each word.		
Paper - Police - Pencil passport - package - printer	Actor - Afraid - Also - effect - assimilate - afford	Belong - Better - Between - become - begin - before
Instructions: Read carefully and provide the correct stress in the sentences.		
1. Do you have any brother or sister? 2. We don't need to register for the next session. 3. Do you prefer coffee or tea?		

5. ANALISYS SHIFTS IN STRESS (Same words with different meanings)

Instructions: Put attention to the words in bold and produce the correct word "stress" in each sentence.	
Present	a. When Mr. White called her, she received a **present.**
	b. I will **present** my findings to the committee this afternoon.
Contact	a. This **contact** supported our investigation
	b. She is going to **contact** you as soon as possible
Project	a. After presenting the **project**, the winner thanked the director
	b. The actors **project** their voice to the public in the theatre
Conflict	a. The meeting may **conflict** with my schedule.
	b. If it does, I will have a **conflict.**

PROFESSORS INTERVIEW

University of El Salvador
School of Arts and Sciences
Foreign Language Department

Research Title:

Internal factors that prevent students from developing their English pronunciation sub-skill in the Intermediate Intensive English II, semester I/2021 in the Foreign Language Department, School of Arts and Sciences at the University of El Salvador.

Objective:

To get the teachers` points of view about how the internal factors such as age, intrinsic motivation, and personality traits may affect students` English pronunciation development in the Intermediate Intensive English Course II, in the Foreign Language Department, School of Arts and Sciences at the University of El Salvador.

Interviewers` names:	DUE numbers:
Javier Humberto Benítez Ortiz	BO13010
Juana Isabel Pérez Deodanes	PD15003
Judith Karina Portillo Maldonado	PM15018

ADVISOR: MsE. Cesar Augusto Guzmán Martínez

Instruction: Answer de following questions based on your teaching experience.

PART I

General Information

1. **Job position:**

2. **Years working on that job:**

PART II

Questions content

1. What is the age average of your students in the Intermediate Intensive English II groups?

A) 15 - 20 years old　　　**B) 20 - 25 years old**　　　**C) 25- 30 years old**

2. According to your experience, does age hinder students from developing an accurate pronunciation? YES / NO, explain why?

3. Have you ever taught English to children?

4. If the previous answer is "YES", do you consider that there is any difference in English pronunciation development between children and adult learners?

5. Do you consider that using different techniques for younger and/or adult learners may give good results in the same way for developing English pronunciation? Explain why?

6. How often do your students participate in class voluntarily?

a) Always   b) Sometimes   c) Rarely   d) Never

7. How often do you encourage your students to participate in class?

a) Always   b) Sometimes   c) Rarely   d) Never

8. What kind of strategies do you use to make students participate in oral activities to improve their pronunciation?

9. What types of activities do you recommend to your students in order to improve their English pronunciation?

10. How do lack of motivation, participation and involvement in class activities may affect students' learning?

11. Who do you think have more advantages to develop a good pronunciation, extroverted or introverted students? Why do you consider so?

12. Do you have any strategies for dealing with shy students to get them participate in classes?

13. Do you think that the same strategies for developing English pronunciation can work equally well for introverted and extroverted students?

14. Based on your previous answer, why do you think so?

15. If some students fail in oral tasks regarding pronunciation, what do you think is the cause of the failure?

University of El Salvador
School of Arts and Sciences
Foreign Language Department

How some internal factor may prevent students taking Intermediate Intensive English II at the University of El Salvador from developing a good English pronunciation to communicate efficiently?

Reading Test Rubric

Category / Scores	4/ Excellent	3/ Good	2/ Poor	1/ Needs improvement
Analysis consonants target (Voiceless sounds)	Speaker produces every consonant sound properly when voiceless ending sound is required with no errors.	Speaker produces consonant sounds properly when voiceless ending sound is required with little difficulty.	Speaker produces consonant sounds properly when voiceless ending sound is required with difficulty.	Speaker hardly ever produces consonant sounds properly when voiceless ending sound is needed.
Analysis consonants target (Voiced sounds)	Speaker produces every consonant sound properly when voiced ending sound is required with no errors.	Speaker produces consonant sounds properly when voiced ending sounds are required with little errors	Speaker produces consonant sounds properly when voiced ending sounds are required with difficulty	Speaker rarely produces consonant sounds properly when voiced ending sounds are required.
Analysis consonants target (T, D, ID verb endings)	Speaker pronounces the ending sound correctly when speaking in simple past tense with no errors.	Speaker pronounces the ending sound correctly when speaking in simple past tense with some difficulties.	Speaker pronounces ending sounds properly when speaking in simple past tense with difficulty	Speaker rarely pronounces ending sounds properly when speaking in simple past tense.
Analysis consonants target	Speaker pronounces the ending sounds correctly to express plural nouns and verbs in third person	Speaker pronounces ending sounds correctly to express plural nouns and verbs in third person	Speaker pronounces ending sounds properly to express plural nouns and verbs in third person	Speaker hardly ever pronounces ending sounds properly to express plural nouns and verbs in third

(S, Z, IZ word endings)	in simple present tense with no errors.	in simple present tense with little difficulty.	in simple present tense with difficulty.	person in simple present tense.
Intonation	Speaker produces and gives the intonation correctly in sentences (either falling or rising intonation) with no errors.	Speaker produces the correct intonation in sentences (falling-rising intonation) with little errors.	Speaker produces the correct intonation in sentences (falling-rising intonation) with a lot of errors.	Speaker rarely produces the correct intonation in sentences (falling-rising intonation).
Stress	Speaker correctly makes the stress in the appropriate syllables in words and sentences with no errors.	Speaker makes the stress in the appropriate syllables in words and sentences with little difficulty.	Speaker makes the stress in the appropriate syllables in words and sentences with difficulty.	Speaker rarely makes the stress in the appropriate syllables in words and sentences.
Syllable accent	Speaker correctly emphasizes in the right syllable to distinguish the same words with different meaning (either noun or verb) with no errors.	Speaker emphasizes in the right syllable to distinguish the same words with different meaning (either noun or verb) with little difficulty.	Speaker emphasizes in the right syllable to distinguish the same words with different meaning (either noun or verb) with difficulty.	Speaker rarely emphasizes in the right syllable to distinguish the same words with different meaning (either noun or verb).
TOTAL				_____