UNIVERSIDAD DE EL SALVADOR
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RESEARCH TOPIC:

"THE EFFECTIVENESS OF USING SUPRASEGMENTAL FEATURES FOR IMPROVING ENGLISH PRONUNCIATION OF NON-SPECIALIZED ENGLISH TEACHERS, WHO ARE CURRENTLY ATTENDING THE DIPLOMADO "MEJORMIENTO PARA LA ENSEÑANZA DEL IDIOMA INGLES EN LA REGION CENTROAMERICANA" (MEIRCA) AT FACULTAD MULTIDISCIPLINARIA ORIENTAL IN SAN MIGUEL.

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TO OBTAIN THE DEGREE OF:

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CHAPTER 1

1.1 Introduction

In the frame of the globalized world, English has become a medium for international communication, and considered the world's lingua franca. Consequently, English teachers have an important role and a challenge to develop learners' linguistic competence and focus on a more effective and successful method of teaching English. But to achieve this , teachers should be equipped with different kinds of teaching and learning strategies as well as to develop linguistic competences for a better performance in their teaching practice. However, based on the English teaching reality in El Salvador, it is known that there are many teachers who do not have a college degree in Eglish language and are actually teaching that subject in public schools. They obviously have difficulties when teaching this subject matter because of their lack of communication skills and instruction in the English language, particularly in pronunciation which is an essential component for accurate communication. As a result, imprecise pronunciation has become an obstacle for the development of effective EFL teaching in public schools.

1.2 Research Objectives

1.The main objective of the research is to determine the effectiveness of using suprasegmental features for improving overall pronunciation in non-specialized English teachers from rural schools. Aspects as accuracy and fluency will be included in the training course especially designed for that purpose.

2. To evaluate the effectiveness of using suprasegmental features through aspects of accuracy and fluency.

1.3. Research Questions

To what extent does pronunciation training using suprasegmental features contribute to the improvement of learners' pronunciation?

1.4 Background of the problem

The English language was implemented in El Salvador as an official subject matter in the curriculum in the late 60's. Since then it has been taught in public schools as well as in private ones. Teaching English requires the development of the four major linguistic skills: reading, listening, writing and speaking. From these, speaking is considered by many specialists one of the most difficult skills language learners have to face. Brown (1994), for example, labels speaking as the most challenging skill for students due to the set of features that characterize oral discourse: stress, rhythm and intonation, contractions, vowel reductions and elision, and the need to interact with at least one other speaker. Therefore, in order to transmit a message, a more or less accurate sound production is necessary. That is why English pronunciation is an essential component in the production of language.

Correct pronunciation is not only a problem for students in general, but also for teachers whose college degree is not English and have to teach this language in public schools. The lack of sufficient knowledge of the language and the lack of appropriate methodological training makes teaching English a difficult task for teacher who are aware of their deficiencies (they are teachers of Mathematics, Biology, Social Studies and so forth) and don't want to transmit them to their students.

1.5 Research participants

The target population of this study was 20 teachers who teach English in public rural schools in San Miguel. This group was selected due to their training needs, with the purpose of verifying if the teaching of suprasegmentals aspects was effective for improving their English pronunciation in terms of perception and production. If improvement were to take place, teachers could provide comprehensible input that would be beneficial for their learners; they also could use the activities carried out during the training course as new teaching tools in their daily practice to help their own students learn pronunciation.

1.6 Purpose of the research

Intelligible pronunciation is essential when speaking. But achieving good pronunciation is not an easy task. Many teachers who are currently teaching English at rural schools

have many troubles with pronunciation as emerged by the study - aimed at diagnoising those problems- carried out as a preliminary step for this research. When questioned about what these problems were (see appendix 1) and tested by reading a 100 word paragraph in English to check accurate pronunciation and fluency (see appendix 2),it could be corroborated that 100% of the these teachers did not have any training in teaching pronunciation and found that, when reading, they made an average of fifty five mistakes out of one hundred words, which implies that from one hundred words, fifty five words were mispronounced (imprecise production of the consonants and vowels and incorrect syllable stress). They also had difficulties with reading fluently,and most of them showed too long pauses and used erroneously intonation patterns. Lack of speaking practice is considered another limitation among teachers though almost 50% of them said they try to practice English outside the classroom, read carefully text books for planning their classes and work

on listening activities included in their textbooks. They complained that they have not been able to attend pronunciation courses that, in their opinion, should be supported by the Ministry of Education. They also stated that if their pronunciation is not good their students will suffer the consequences. It is very difficult for them modelling speaking as they provide wrong pronuciation patterns that later on their students will reproduce.

Knowing these problems, it was mandatory for us an attempt to provide teachers with suitable tools to improve their English pronunciation and consequently to improve their language competence and make them better language teachers. The action research project entitled "The effectiveness of using suprasegmental features for improving English pronunciation" described in the following pages is an attempt to overcome this problem.

1.7 Limitations of the research

As stated above, this study was limited to a group of twenty public school English teachers who have not been trained in English methodology of any kind. As with most studies of this type, a larger sample would have been better, but despite that fact, we strongly believe that the results have shown statistical significance. Another limitation of this study was the training period. It is possible that a longer training period may have led to different (and better) results.

CHAPTER II: LITERATURE REVIEW

2.1 Theoretical framework

Pronunciation is unarguably an important component of EFL/ESL teaching and an essential part of learning a word. However, time constraints or lack of teacher training on pronunciation teaching techniques often cause this skill to be neglected in the classroom (Breitkreutz et al., 2002; Burgess & Spencer, 2000; (Celce- Murcia , 1996; Derwing & Munro, 2006; Gilbert, 1994; MacDonald, 2002; Morley, 1994). One factor that may have contributed to this scenario is the way pronunciation was approached before the changes promoted by the communicative theories (Elliott, 1997), and the belief that pronunciation was a component of linguistic rather than communicative competence and therefore time spent on pronunciation drills was regarded as wasted (Pennington & Richards, 1986, p. 207). But pronunciation is more than minimal pairs and meaningless drills (Celce-Murcia et al., 1996; Morley, 1994).While the effects of not working with pronunciation are more evident for accurate L2 production, it is possible that it also affects accurate L2 perception. For most authors and researchers, the assumption is that perception precedes production, therefore accurate listening should precede accurate pronunciation. However, recent research (i.e., Bradlow & Pisoni, 1998; Smith, 2001; Baker & Trofimovich, 2006) has called into question this assumption, demonstrating that in L2 learning, production may actually precede perception. If this is correct, training students in production may in fact help them with perception, because this training would help them develop their necessary skills to perceive the message. On the other hand, Murphy (1991), believes that in most courses with emphasis on general oral communication more than pronunciation, teachers should search for creative ways to integrate pronunciation into speaking-oriented classes in

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a way obviously related to the oral communication course objectives. Moreover, he adds that pronunciation instruction ought to be integrated with wider level communicative activities where speakers and listeners engage in meaning communication.

Kelly (2000: 11) considers that it is fundamental for a language learner to have a good pronunciation in a particular language. Learners could have acquired a significant amount of grammar and vocabulary, but still fail to communicate efficiently because of their poor pronunciation. Pronunciation plays a crucial function in learners' speaking ability. Only when a learner is competent in pronunciation can his speaking ability be acclaimed. Kelly continues to highlight that incorrect pronunciation of sounds and misuse of prosodic features are the blame for the listeners' failure to be comprehended and to understand what the speaker means, which guides to the frustration of the speaker.

2.2 Approaches of pronunciation teaching

There have been different points of view for the efficacy of pronunciation training on learners'achievement in communicative competence. Morley (1998) says that pronunciation plays an important role on communicative competence. Yong (2004) suggested that from the traditional ways of learning English,students neglected the basic knowledge of speaking. This may have been enough to meet the demands of English in the years when we had less communication with foreign countries.Yet,oral communication began to be more important in this century when they arrived with extended forms of communication with Western countries. Yong (2004) stated that understanding by reading

or writing would no longer be enough for the development of the economy and that communicating face to face personally or through the internet needed to be comprehended.

 Derwing, Munro and Wiebe (1997) discovered a useful effect of instruction that focused on general speaking practices as opposite to an attention on individual segments.They also found that both instruction in segmental accuracy and instruction in general speaking practices and prosodic features guided to improved pronunciation.

Second language practitioners who teach pronunciation have put into practice two approaches (Celce-Murcia 1996). First, the Intuitive Imitative Approach which assumes that the student's ability to listen and imitate the rhythms and sounds of the target language will direct to the progress of an acceptable entry of pronunciation without the intervention of any explicit information. The use of language laboratory and the audio-lingual method helped to support this approach in the 60s, 70s, and even in the 80s. Many teachers still adhere to this view, but research is needed to determine if their beliefs have any basis.

The second one is the the Analitic Approach which recognizes the importance of an explicit involvement of pronunciation pedagogy in language acquisition. Using this approach, instructive support is utilized in the classroom such as articulatory descriptions, phonemic chart, explanations of the forms, function of prosody and practical exercises such as minimal pair drills, and rhythmic chants form the basis of an explicit program of accent modification.

2.3 Language features involved pronunciation

Pronunciation instruction involves different levels, such as the micro-level skill which refers to the accurate-based learning and the macro-level focus on fluency based on learning and awarness-raising classroom activities. At the micro-level skill the instruction focuses both on segmental and suprasegmental features (Morley, 1979, 1991; Gilbert 1984 and Wong, 1987).Celce Murcia,Goowing and Briton(1996) describe segmental features as the basic inventory of distintive sounds and show the form they conbine for a spoken language. For American English, this comprises 40 phonemes (15 vowels and 25 consonants) which are the basic sounds that serve to distinguish words from one another. Pronunciation instruction has often focused on the mastery of segmentals through discrimination and production of target sounds via drills of minimal pairs.

Suprasegmentals comprise stress, intonation, rhythm, adjustments in connected speech and prominence. Intonation is the melody of spoken language. It refers to the way the musical pitch of a speaker's voice rises and falls. Rhythm indicates the way stressed and unstressed syllables make patterns in speech. While speaking, we usually give more stress to nouns, verbs, adjectives and adverbs and less stress to other words. The relative force with which a sound or syllable is spoken.

It is a combination of length, volume, and pitch put to syllables in a word, rhythm is the usual patterned hit of stressed and unstressed syllables and pauses with weak syllables in inferior case and stressed syllables in higher case. Adjustment in connected speech is the changing of sounds which occurs inside and between words in flows of speech. Prominence refers to speaker act to stress words to highlight meaning or intent. Conversely, Intonation is the rising and falling of voice pitch in sentences and phrases.

Speech can be devided into pronunciation and intonation, accuracy and fluency or it can be classified in terms of strategies or regarded as a way of interaction and analyzed utilizing pragmatics or discourse analysis. This means that the accurate speaker may communicate effectively (Skehan, 1998).

2.4 Top-down and Bottom-up approaches

As stated before, pronunciation teaching comprises two components, segmental (consonants, vowels and clustering) and suprasegmental (thoughts group, prominence,stress, intonation and syllable structure). Dalton & Seidhofer in their book Pronunciation classify two approaches to pronunciation teaching: bottom-up and top-down. In the bottom-up approach, the segmental features are taught first, then the suprasegmentals will naturally be gained. While, in the top- down approach, the prosodic features are to be learnt before the segmental ones. (pp.69-70). Celce-Murcia (2001), state that the top-down approach, wherein suprasegmental units of pronunciation are addressed first, has been the main tendency in pronunciation teaching. Field (2005:20) also affirms that suprasegmentals should be taught first in order to improve learners' intelligibility. He explains that the results of numerous research have revealed the value of suprasegmentals more than the segmental features. Moreover, segmental features are controllable because listeners can use their lexical knowledge to understand the phonemes.

On the contrary, Levis (2005) claims that the emphasis on suprasegmental aspects is not totally credible because it is not based on sound research and he states that a segmental focus makes a more important contribution to intelligibility. Saito (2007:20) agrees with the importance of teaching segmental prior to suprasegmental features and argues that

communication can get through if the speakers employ the incorrect prosody because the listeners can understand what the speakers say, but the speakers 'mispronunciation of the sounds in minimal pairs can guide to communication interference. Nevertheless, Luchini(2005:195) makes a balance between these two approaches when he believes that we ought to balance the use of segmentals and suprasegmentals features so that students can decide whether they desire to be native-like speakers or not. He argues hat both segmental and suprasegmental features are in fact important in fostering intelligible pronunciation.

In the researcher's intervention, he followed the top down approach but starting with a brief treatment of consonants and vowels sounds, so that participants could have a previous general knowledge in order to facilitate them the induction to suprasegmental features as the main issue in this training.

CHAPTER III: METHODOLOGY AND RESEARCH DESIGN

3.1 Introduction

The principal focus of this study was on whether pronunciation training using suprasegmentals can improve learners' pronunciation. I wanted to know if working on aspects of intonation and stress help learners to produce more accurate and intelligible pronunciation. These objectives could only be accomplished through an action research. Action research is a rational approach to personal and professional development that enables practitioners everywhere to investigate and evaluate their work, and to create their own theories of practice. The preliminary conception of action research emphasized its potential to empower and set free participants through cycles of reform based on reflection and action (McDough, 2006). It is a particular and suitable framework for research into

language teaching (Wallace, 2000), and can tell teachers about their practice and allow them to take management roles in their local teaching contexts (Mills, 2003). This study was completed in two cycles aimed to present the improvement of learners´ pronunciation through a training in the classroom and to see if and how the use of intonation and stress (suprasegmental features) contributed to their progress.

3.2 Construction of the project

I decided to undertake an action research project through which I trained learners on pronunciation, utilizing the top down approach, introducing first the segmental features to students in a general way so that they could familiarize with the English sounds. The most important part of the research consisted on pronunciation instruction using suprasegmentals or macro features (stress and intonation). I performed my research with a group of twenty teachers who work in rural public schools in the town of San Miguel, El Salvador. The action plan was carried out at the Facultad Multidisciplinaria Oriental. I evaluated learners' improvement by comparing their pronunciation problems showed in the pretest (recorded before starting this action research) with those recorded in the post test, at the end of the the training sessions . The pretest and posttest consisted on reading a text out loud and a list of sentences which were analyzed with different instruments(see appendixes iii,iv,v,vi,vii,viii).Suplementary data were collected from class observations, teacher`s informal interviews during the breaks in class and the participants´anwers from a survey. (see appendix ix)

3.3 Action Plan

This plan consisted on a training course which was covered in twenty five hours, and divided in two cycles:

Cycle I: In this cycle it was necessary to teach consonants and vowels sounds to participants because most of them had never been trained in pronunciation as it was found in the diagnosis. They were introduced to the importance of production training and learned about the articulation of consonant and vowel sounds (segmentals). The training activities allowed the student to pronounce consonant and vowel sounds together in pairs, they were required to remember sound symbols as well as to discriminate the place and manner of articulation. Besides, they had to listen to the tape of a native speaker´s sample sounds and practice; they also worked on sounds using exercices on production and perception with the help of handouts with different activities and CD recorded exercises . As I said before, the aim of this stage was that the students could familiarize with the English basic sounds.

Segmentals (sounds)	Time: 8 hrs
Descriptions	• The importance of pronunciation training • Articulation of consonant and vowel sounds: place and manner. • Mouth shape • How to use the English dictionary
Goals:	Awarness raising and to know how to produce consonant and vowel sounds
Expected developments	• Pronounce each sound symbol correctly • Familiarize with consonant and vowel sounds
Activities	• Consonants sounds together / pair works • Pronunce sonund together (consonat+ vowel sounds) • Vowel sounds production and recognition • Discriminate place/manner of articulations • Listen to tape samples sounds and practice • Production exercises

Table 1: Cycle one of Pronunciation Training

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Cycle II: At this stage, participants worked on stress and intonation. To work intonation, participants were given activities to practice-falling and raising intonation using yes /no questions, interrogative sentences, statements and phrases ending with a rising tone.

Suprasegmental features (Intonation and stress)	Time: 12 hrs
Descriptions	• Word stress: primary • Stress syllables: first, second, and third syllable • Intonation: pitch, rhythm,linking, pausing
Goals	• Accurate intonation and stress Confidence to speak
Expected progressions	• Pronounce words accurately • Read sentences phonetically and accurately and get confidence in speaking
Activities	• Practice with tape/pair work • Role play in short and long sentences • Reflection about the activities

Table 2 Cycle two of pronunciation training

1.Stress

Participants were taught primary stress on the first, second and third syllables. For primary stress on the first syllable, we worked on two syllable words, compound nouns, and numbers that are multiples of ten stressed on the first syllable(<u>twen</u>ty, <u>for</u>ty and so forth). For primary stress on the second syllable,reflexive pronouns and compound verbs were used (myself , over<u>look</u> , out<u>do, etc</u>.). The following are some of the activities students had to do in order to practice the pronunciation of stressed syllabes:

Students had to repeat the words from a given list as accuarately as possible (modelled by the teacher or a recording). Exercises with noun/verb pairs were also done by participants

(i.e..conflict/conflict,, desert/desert, object/ object and so on). Examples of word stressed on

the first and second syllables can be seen in table 3 below:

Stress on the first syllable.	Stress on the second syllable
Table	Around
Apple	Allow
Mother	Invite
Teacher	Complete
Winter	Support
Paper	Believe
Baseball	Myself
Breakfast	Outrun
Sixty	Behind
	Overdue

Table 3

Examples of words stressed on the first, second, and third syllables can be seen in table 4

below:

Primary stress on the first syllable	Primary stress on the second syllable	Primary stress on the third syllable
Accident	Acceptance	afternoon
Strawberry	Vanilla	absolute
Eventy	Examine	seventeen
Yesterday	Tomorrow	recommend
President	Policeman	guarantee
Salary	Employer	employee
Personal	Repairman	personnel
Elephant	Tranlation	gasoline
	Gorilla	kangaroo

Table 4

Examples of noun/verb pairs can be seen in table 5 below:

Nouns	Verbs
Conflict	Conflict
Conduct	Conduct
Content	Content
Desert	Desert
Digest	Digest
Permit	Permit
Exploit	Exploit
Object	Object

Table 5

After practicing stress on individual words, participants worked on the stress on important words in a sentence (content words) both from a perceptive and productive point of view. The teacher explained that content words (nouns, verbs pronouns, adjectives adverbs) are usually stressed as they convey meaning whereas function words (articles, prepositions, conjunctions and auxiliary verbs) are not normally stressed.

Example:

What does John like ?   John likes **Candy**

Is that **Peter's** car?   No, that's **Mary's** car

2. Intonation:

After practising stress on words, students practiced with examples of falling and rising intonation.

a) Falling intonation

a. What time does your bus leave?

c. Do you mind if I turn the heating on? (asking for new information)

b. Could I possible borrow your newspaper?

d. I have four brother

e. She lives in London

b) Raising intonation

a. What time does your bus leave?

c. Do you know where the bank is please ? (asking for confirmation of something)

b. Isn´t that great ?

d. He plays the flute.

e. Will you stay ?

c) Yes / No questions and answers. Rising/falling intonation

QUESTIONS	ANSWERS
Have they eaten ?	No, They haven`t
Can you see ?	Yes, I can.
Does She Play Golf ?	Yes, She Does.
Will She help?	No, She Wont.

From a perceptive point of view, students had to identify if the sentences had a rising or falling intonation. After that they read the sentences trying to reproduce the right intonation aided by the arrows, as shown in the examples above. They also listened to simple dialogues and they had to draw the correct intonation arrows in the blank spaces provided. After that they read the dialogues out loud and were recorded. At the end of the cycle, learners gave a micro speech presentation which consisted on a short dialogue in order to show their progress. Lastly, they read the same passage from the pre-test and was tape-recorded by the teacher in order to verify their overall progress,analizing the consonants and vowels production as well as stress and intonation to measure accuracy and fluency.

CHAPTER IV: DATA ANALYSIS AND FINDINGS

4.1 Findings from the Pretest

Students participated in the pretest which consisted on reading a text and a group of sentences.The reading was about the Colonial History of the United States (see appendix iii). Both test and sentences were tape-recorded. Consonants, vowels as well as stress and intonation were analized using different instruments(see appendix viii), and instrument with a scale of 1 to 4 was utilized to measure accuracy and fluency (see appendix iv, v, vi, vii).

4.2 English sounds

The reason of the reading passage was to to find out their common errors in producing sounds, stress and intonation in sentences presented on the reading pasage in order to determine their level of fluency and acuracy in language production. The results showed

the following facts regarding vowels: students did not make any distinction between long and short vowels when they read. They tended to produce them similarly. In addition, they had problem with the sound /æ/ which was often produced by them in a similar manner to the sound /a/ or /ə /. As regards consonants, students seemed to have more troubles. The first common mistake was that students omitted the final consonant sounds "s" and "es" .Then the sounds /d / and /ð/ were also problematic for these students. They produced /d/ intead of /ð/. The next common mistake was with the sounds /θ/, they produced the sound /s/ instead. And they produced wrong pronunciation of the following sounds /dʒ/ /ʃ/, /tʃ/ respectively. The detailed numbers and corresponding percentage of students who made these mistakes are shown in the table below.

Kinds of errors	Number of students	percentage
1. Long and short vowels produced similarly	18	90%
2. the sound / æ /pronounced like / ə / or / a /	17	85%
3. the sound /ð / produced like /d /	15	75%
4. Wrong pronunciation of /θ/	14	70%
5. omission of pural endings / s / /es/	11	55%
6. Wrong pronunciation of /dʒ /	10	50%
7. wrong pronunciation of / ʃ /, / tʃ /	19	95%

Table 6 **: Students commom errors found in the fluency and accuracy pretests**

4.3 Stress

Sentences in the text	1	2	3	4	5	6	7
Number of correcness	5	9	5	4	9	6	8
percentage	25%	45%	25%	20%	45%	30%	40%

Table 7 **Students´stress on important words**

The information in table 7 shows that the number of students who place the right stress on important words is not high. Sentence 2 and 5 received the most correct stress from students but, the percentage of correctness was only 45%. I could observe during the test that the correct stresses seemed to be limited within better students.They tended to read with the right stress on most of sentences that had two stresses, but not with the others. I asked them if they knew about stress, but most of the students admitted that they had never heard of it before.This in fact explained why so many students had mistakes with stress

4.4 Intonation

Sentences	1	2	3	4	5	6	7
model	↘	↘	↗	↗	↘	↘	↗
Number of correct pattern	15	10	9	9	8	8	7
percentage	75%	50%	45%	45%	40%	40%	35%

Table 8. **Students' intonation**

In this table we can see that 15 students which is the 75% of the total 20, could produce a statement, sentence 1 with the right models. It means that the majority of these students did not have too much difficulty with the intonation of statements. However, with yes-no

questions and wh-questions, the number of right patterns fell down. Sentence 7 which was a request got the lowest number of correct patterns. Only 7 students who represent the 35% of the total, could pronounce this request correctly. Students said that many of them knew the intonation pattern of yes-no questions, but they could not put it into real language production . The fact is that they produced yes-no questions with a flat intonation or with a rising tune but not in a natural way. However, nearly everyone did not know how to pronounce polite requests accurately.

4.5 Fluency

Fluency				
	Scores			
Scale	1	2	3	4
Teacher	25%	50%	75%	100%
1		2		
2		2		
3	1			
4		2		
5	1			
6		2		
7		2		
8	1			
9	1			
10	1			
11		2		
12	1			
13	1			
14		2		
15	1			
16		2		
17	1			
18	1			
19	1			
20	1			

1. 25% of fluency
2. 50% of fluency
3. 75% of fluency
4. 100% of fluency

Table 8 **Students´fluency in the reading passage.**

	Score 1 (25%)	Score 2 (50%)
Students	12	8
Percentage	60%	40%

The results of fluency pretest show that 12 teachers reached the score 1, that is 25%. It means the 60% of the total. They had difficulties when reading the passage. most of them read the text with extended pauses, a lot of hesitations and false starts. In addition, they read with a quiet voice, and frequent word by word reading was observed. On the other hand, students 1, 2, 4, 6, 7, 11, 14 and 16, reached the score of 2, (50%). They represent the 40% of the total. These teachers read quite slowly, they were nervous and insecure when pronouncing some words, that is why they hesitated and paused often.Wrong intonation was marked in some sentences as well as wrong stress in two and three syllable words.

4.6 Accuracy

Accuracy				
Scores				
Scale	1	2	3	4
Teacher	25%	50%	75%	100%
1		●		
2		●		
3	●			
4	●			
5	●	●		
6		●		
7		●		
8	●			
9	●			
10	●			
11		●		
12	●			
13	●			
14	●			
15	●			
16		●		
17	●			
18	●			
19	●			
20	●			

Table 9. Students´accuracy

	Score 1 (25%)	Score 2 (50%)
Students	12	8
Percentage	60%	40%

The scores attained by teachers in accuracy revealed that 12 teachers obtained the score of 1 (25%), this is the 60% of the total teachers. In the recordings it could be found that most of them commited frequent errors when pronouncing consonants and vowels. Moreover, they had difficulties in producing rising intonation in sentences as well as the stress of some words with two, three and four syllables.Their pronunciation was not intelligible enough. Consequently, their reading was difficult to understand. In contrast, 8 teachers accomplished the score of 2 (50%).These eigth teachers correspond to the 40% of the whole group.Teachers showed the same problems in the reading production; they made some errors in pronunciation of words such as " tree " for "three","ranch" for "ranged","thought for "though,"taking" for "taken",and so on. Their pronuciation was sometimes clear and occasionally mispronunciation happened when they gave a wrong entonation to a sentence, or when they stressed the wrong syllable in a word such as thirteen instead of thirteen, patriot instead of patriot or following instead of following. All these errors affected the content of the text and the suitable laguage production. To sum up, the results of the pretest demonstrated that the majority of teachers had difficulties with both segmental and suprasegmental features of English pronunciation.

4.7. Findings from the post-test

At the end of the training, teachers took the post-test in order to discover whether they had made any progress in their pronunciation. The post-test was the same to the pre-test in structure. Students'reading pronunciation was recorded for analyzing and comparing its results with the pretest results**.**

4.8. English sounds

The results of the students' pronunciation of English sounds in the post-test was compared with that in the pretest as follows:

Types of mistakes	Pretest		Posttest	
	Nº of Students	Percentage	Nº of students	Percentage
1. Long and short vowel is produced similarly	18	90%	7	35%
2.the sound / æ /pronounced like /ə / or / a /	17	85%	10	50%
3. the sound /ð / produced like /d /	15	75%	5	25%
4. Wrong pronunciation of /θ/	14	70%	5	25%
5. omission of plural endings / s / /es/	11	55%	6	30%
6. Wrong pronunciation of /dʒ /	10	50%	5	25%
7wrong pronunciation of / ʃ /, / tʃ /	19	95%	5	25%

Table 10. Comparison of the students' pronunciation of English sounds in the pre-test and post-test

On the whole, the figures in the table show that the number of mistakes with individual sounds decreased considerably after the instruction. While 18 teachers (accounting for 90%) did not succeed to distinguish long and short vowels in the pretest whereas only 7 students (accounting for 35%) had this problem in the posttest.The sound /æ/ seems to be the most difficult for the teachers.After the intervention, the 40% of the them were not able to advance too much with this sound. They still produced this sound like /a / or /ə/. The

sounds /ð/ and /d/ also seemed manageable for the teachers because the mistakes decresed significantly from75% to 25%. Mispronunciation of the sound /θ/ was reduced from 70% to 25 %. Furthermore, there was an advance in producing plural endings "s" and "es" because in the post-test only 30% of the teachers had problems with the production of this sound while in the pretest there was a 55% with the same problem (informal interviews with the teachers during breaks showed that they knew they had to pronounce final "s" and "es" in English and they could do it when pronouncing individual words but they just failed when speaking or reading long passage). With the sound /dʒ/ there was a positive change in the teachers´ pronunciation. As 25% of the total number made fewer mistakes in comparison with the 50% in the pre-test. For the sounds / ʃ /, / tʃ / there was substantial progress in the post-test since only 5 teachers who represent 25% of the total had some problems in contrast with the results in the pre-test in which 19 teachers had problems (95%).

Generally speaking, it can be said that the intervention had some positive effects on improving teachers'pronunciation. They made great progress with the distinction between long and short vowels.The pronunciation of the sounds /ʃ/, /tʃ/, /ð/, /d /,/ θ/also improved sigificantly. Nevertheless, little improvement is found for the pronunciation of the sound /æ/

4.9 Stress

Sentences	1	2	3	4	5	6	7
Number of correcness	13	15	12	13	17	17	19
Percentage	65%	75%	60%	65%	85%	85%	95%

Table 11. **Students´stress on important words**

The figures in table 11 show that the longer the sentences are, the fewer correct responses there are. Sentence 1, 3 and 4 which are the longest sentences, obtained the least correct answers, only 13 for sentence 1, 12 for sentence 3 and 13 for sentence 4 (accounting for 65%, 60% and 65% respectively).Whereas sentence 7, a short sentencee, got 19 correct responses which made up 95% of the total. Sentence 2 got 15 correct responses (75%). Sentences 5 and 6 obtained 17 right responses that made up the 85% of total.To sum up, correctness increased noticeably in comparison with that in the pretest in which the highets number of correct was only 9 (accounting for 45%).

4.10 Intonation

The result of the students' intonation is reported in table 12.

Sentences	1	2	3	4	5	6	7
Model	↘	↘	↗	↗	↘	↘	↗
Number of correct pattern	19	18	15	15	11	18	12
Percentage	95%	90%	75%	75%	55%	90%	60%

Table 12.Students intonation

As it was expected, the students performed noticeably well in this part. 19 students (95%) could produce sentence 1 with the right pattern. This is understandable because in the pretest 15 students (75%) could pronounce the statement correctly. Moreover, sentence 2, a wh-question and sentence 6, a suggestion, both received 18 correct patterns which made up 90%. In sentence 3 (yes-no question) and sentence 7 (a suggestion), participants

showed progress with 15 correct patterns for sentence 3 and 12 for sentence 7. In the pretest sentence 3 and 7 obtained 9 and 7 right answers respectively. Yet, producing a request seemed more difficult than producing the other utterances.Participants produces only 6 correct patterns in the pretest and 11 in the post-test.One final finding is that the students were more likely to produce the falling tune correctly than the rising tune. In general, students' intonation of statements, yes-no questions, wh-questions, polite requests and suggestions reached improvement at the end of the training period.

4.11 Fluency

Fluency				
	Scores			
Scale	1	2	3	4
Teacher	25%	50%	75%	100%
1			●	
2			●	
3		●		
4			●	
5		●		
6			●	
7			●	
8		●		
9			●	
10		●		
11			●	
12		●		
13		●		
14		●	●	
15			●	
16		●		
17		●		
18				
19		●		
20		●		

Table 13. **Students Fluency**

Students	Score 2 (50%)	Score 3 (75%)
	11	9
Percentage	55%	45 %

The results for fluency in this table show that 11 teachers reached a level of 50% in comparison with the pretest where they reached the level of 25%, there is a progress of 25%. In the post-test,they produced few hesitations and hardly any extended pauses while they read. Also, they showed confidence and used normal speed with a suitable voice volume throughout the reading. Moreover, 9 teachers reached a score of 3 that is the 75% of fluency; this indicates that they progressed 25%. They demonstrated assurance and security when they read. Also, they recovered from a mistake quickly and read the whole text without extended pauses producing suitable pronunciation and correct stress.

4.12 Accuracy

Accuracy				
	Scores			
Scale	1	2	3	4
Teacher	25%	50%	75%	100%
1			●	
2			●	
3		●		
4			●	
5		●		
6			●	
7			●	
8		●		
9		●		
10			●	
11			●	
12		●		
13		●		
14			●	
15			●	
16			●	
17		●		
18			●	
19			●	
20		●		

Table 14. **Students accuracy production**

	Score 2 (25%)	Score 3 (50%)
Students	8	12
Percentage	40%	60%

As figure 14 demostrates, it appears that the group improved, at least in part, from preteest to post-test in accurrate production of words and sentences in the reading. The results demostrates that some teachers improved at least in a 25% in the post-test.But there are interesting findings, teachers 4,10,14,15,17,18, and 19 who achieved 25% in the pretest, reached 75% in the post test, this is a significant improvement.Also, there is a teacher (#5) who did not progress in the posttest for he got the same score (50%) as the pretest. On the whole, there was a important progress of the group in accurate production.Therefore it can be concluded from all the above findings that the teachers' intonation experienced an important improvement after the researcher's intervention.

To summarise this section, the following conclusions can be drawn from the data collected in the post-test. To start with, the students have actually made recognizable progress with English sounds, especially the distinction between long and short vowels, and the sounds /d /, /ð/, /ʃ/, /tʃ/, /dʒ/. However, little improvement is seen for the sound /æ/ and final consonant clusters. Moreover, the teachers'performance of stress has also improved. After training of stress in association with parts of speech, students' awareness of stress on important words raised considerably. Nevertheless, longer sentences with more stressed words still seem to confuse participants. Generally speaking though, the training of stress on corrective words has helped them make notable improvement in their performance. Finally, concerning intonation, statements and wh-questions received the most correct patterns. This is understandable because they are most common in everyday language and the falling tune at the end of the sentence is familiar so easier for the teachers to produce

than the rising tune.What appears to be the most difficult for the students to make progress is the polite request with the least improvement. In general, as a result of the intervention, teachers' pronunciation has significantly improved. Researcher's observation also showed that teachers could speak more naturally and produce more accurate sounds, appropriate stress and intonation.

4.13 Teachers´answers from the survey

In this section a abrief analysis of the questionaire carried out at the end of the training sessions will be provided. To start with, all participants agreed that the training was significant for them because they had never been trained in pronunciation before.They said that it had been a great chance for them to improve their pronunciation and to get the necessary tools for teaching pronunciation to their students at school.

Half of the teachers said that the use of suprasegmentals (stress and intonation) at the beginning was a little difficult as they did not know anything about stress and intonation theory. It was hard for them to catch the stress of words and to produce the right intonation respectevely during listening and reading exercises. Some teachers considered these activities difficult due to the different rules of stress of intonation they had to learn in order to put them into practice with the exercises. But when they got familiar with them, they found it easier. Only two participants thought suprasegmentals were very hard in terms of perception and production; it was tricky for them to stress words and to produce the right intonation in oral exercises. However, they made clear that it was helpful for getting better pronunciation.

Ten teachers said that had difficulties with intonation (raising and falling tones), particularly when they produced long sentences, wh questions, yes-no question and suggestions respectevely. They also manifested their difficulties with stress on three and four syllable words as well as connected speech heard during the listening exercises.They also said that through the trainig those difficulties were solved. Five teachers felt that syllable stress was the most difficult task as they had problems to stress the right syllable especially when the word could be a noun or a verb (desert(v), desert (n)). Most teachers pointed out as well that the most complicated suprasegmental unit was intonation. It was complex for them how to give the suitable intonation to some interrogative sentences, suggestions and requests.

Nearly all the teachers considered that the use of suprasegmentals integrated with segmental units (consonants and vowels) could be used with their students in order to improve their pronunciation, but they said that it is necessary to have at least a basic knowledge of consonants and vowels sounds because it would be easier for learners work with stress and intonation during perception. They also think that is necessary to practice with isolated words with one-two and three syllables as well as with words embedded in sentences as they did it in the training. Three last teachers said they may need a lot of instruction and practice of sounds before using suprasegmentals in class.

Teachers' anwers revealed entuthiasm, motivation and endorsement concerning the use of stress and intonation for enhancing pronunciation, but they consider that it is necessary to overlap stress and intonation with consonats and vowels. Most teachers conveyed that the the use of stress and intonation exercises are a suitable and effective way of improving pronunciation and foster communicative competence.

Finally most teachers considered the use of suprasegmentals very useful because it had helped them improve their pronunciation which would be beneficial for their teaching practice. Two teachers added that stress and intonation exercises facilitated them to study sounds and considered that it should be mandatory study the right production of sounds. Two other teachers said as well that the use of suprasegmentals was a innovative way to teach and to learn pronunciation in all its components and that this could be used in the English classrooms. 60% of the teachers admitted to be very satisfied with the training sessions and said they had found it extremely valuable. They now were encouraged and willing to use stress and intonation activities with the objective of keeping improving their pronunciation and use them to instruct their pupils too. Some of them thought that it would be necessary to attend workshops in order to study consonants and vowels before practicing and learning suprasegmentals.

CHAPTER V : CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS.

5.1 Conclusions

I strongly believe this study has answered the research question "to what extent does pronunciation training using suprasegmental features contribute to the improvement of learner's pronunciation? In terms of perception, it can be said that the training on stress and intonation fostered teachers' capacity to discriminate those linguistic units and segmental ones at the time of listening. It is also necessary to say that there was a positive progress of sound production in terms of accuracy and fluency since a good average of teachers improved their pronuciation and showed confidence at the time of reading test text and

senctences proposed.This improvement could be observed during the process and was corroborated with the post-test results at the end of the training program. The teachers'points of view about the training sessions was that they had helped them to improve their pronunciation significantly and overall increased their self-confidence when reading and speaking. In addition, the positive attitude of teachers after the training prgram reflects the beneficial effects of their pronunciation progress. I can conclude then that this research study provides evidence that the use of suprasegmentals for English pronunciation instruction contributes significantly to the intelligibility of pronunciation and for communicative effectiveness, rather than to the develoment of native-like pronunciation. It strengthens the broadly stated claims in the pedagogical literature on ESL pronunciation that teaching suprasegmentals is important. However further studies are needed to corroborate or disagree with these findings.

5.2 Pedagogical Implications

5.2.1 Suprasegmentals

Emperical evidence supports pedagogical claims about the importance of teaching suprasegmentals. The results of this study complement current literature advocating the inclusion of stress and intonation in an ESL pronunciation curriculum. It also corroborates what various authors (e.g.Avery & Ehrlich, 1992; Celce- Murcia, Brinton & Goodwin,1996; Morley,1991,1994) have recommended: teachers should dedicate some time in class to instruct students in pronouncing words and sentences (suprasegmentals) not only because they will increase intelligibility,but also because training in pronunciation using suprasegmentals improves their perceptual accuracy by providing L2 learners with

listening skills. Morley (2001), Peterson (2001), and Rost (1990, 2002) made clear the need for listening training in the classroom that balances both top-down and bottom-up processing. Sound perception is one of the skills that are most required of L2 learners, and the one that students find the most difficult (Morley, 2001).

5.2.2 Pronunciation instruction does not need to be time consuming

Pronunciation practice in class cannot be ignored. Besides all the benefits for L2 learners'intelligibility,the findings from this study show that by neglecting pronunciation practice, teachers are denying their students a chance to develop their pronunciation skills.The results of the post-test in this study proved that the action was successful for the trained group.The argument that pronunciation takes up too much time and shows very little results is not true, in view of our research. With just five hours sessions during five weekends the trained group made significant gains. Hence, one possible change teachers and course planners might have to do is to redesign the way how pronunciation instruction should be addressed. Emphasis ought to be given to different pronunciation activities such as drills where students are required to repeat words (primary word stress) in order to achieve greater gains in pronunciation in shorter time.Teachers and course developers might consider focusing more on oral-reading exercises centered on stress, intonation and rhythm when planning pronunciation lesson.

One effective way of teaching stress is using Kreidler's stress trees (see appendix X) because students do not feel overwhelmed with the quantity of rules governing word stress in English. Although those trees do not cover all the cases of primary word stress, it accounts for most of the words students will encounter. Exceptions can be dealt with as

they occur in classroom situations, but students and teachers alike will find that most words follow a specific pattern.Most of the pronunciation books suggest rules for nouns and verbs, but rules for adjectives are somewhat neglected. By drawing attention to the fact that most adjectives follow the rules for nouns and verbs and which ones do so, Kreidler makes it possible for L2 learners to see some patterns and therefore identify primary word stress more easily.

5.2.3 Futher suggestions

As argued in the limitations section, having more training sessions using suprasegmental features might have yield more significant results over time . It would especially be interesting to replicate this study with another group of public school teachers with increased number of training sessions to see how different or similar the results would be if compared to the results obtained in this study. Teaching pronunciation can not be seen as an isolated component. teachers should integrate it into the general language lesson instead of being taught as a separated subject matter .Thus EFL pronunciation ought to be viewed in the same light as the other skills of the English language, such as grammar, reading, writing, and so on, since it is a crucial part of communication, especially through listening and speaking. Therefore, pronunciation components have to be incorporated in the materials, classroom activities and testing tools; and teachers have to be trained in EFL pronunciation and in EFL pronunciation teaching.

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APPENDIXES

APPENDIX I

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE LENGUAS EXTRANJERAS
MAESTRIA EN DIDACTICA DEL IDIOMA INGLES

INTERVIEW GUIDE

Objective: To collect preliminary information from public school teachers about possible pronunciation problems they have.

INSTRUCTIONS: Answer the following questions suitably.

1. How do you qualify your pronunciation?

Fair   good   very good   excellent

*How do you consider the English pronunciation?

Easy   difficult   Very difficult

2. Have you been trained in English pronunciation?

Yes   No

3. Do you use any strategy to improve your English pronunciation? If you check "yes" explain.

Yes   No

4. Would you like to improve your pronunciation?

5. What materials do you usually use for teaching pronunciation to your students?

6. Do you consider that pronunciation is an important component in the teaching- learning process of English?

7. Are you familiarized with the English word stress as well as consonant and vowel sounds?

8. How often do you practice pronunciation?

9. What do you do when you mispronounce a word?

10. Would you like to attend a pronunciation

Reading Text

* Directions: Read the following paragraph accurately

Objective:To discover pronunciation problems of public school teachers .

English as a global language

Most of the time when people think about personal and professional development they think about the amount of languages that they know taking more importance English language, this issue due to the fact that every time in this current globalized world this language is taken more significance. Nevertheless, there are some people who believe that this fact has changed and now it is not important to learn this language as it is to learn Mandarin since the latter has become the language of business. Points of view like previously have generating a controversial situation and it would be interesting to define who has or do not have the reason.

APPENDIX iii

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMNETO DE LENGUAS EXTRANJERAS
MAESTRIA EN DIDACTICA DEL IDIOMA INGLES

Text used to evaluate pronunciation of participants in the pretest and posttest.

Directions: read and record the following reading

Colonial history of the United States

The Thirteen Colonies were British colonies on the Atlantic coast of North America, which declared their independence in the American Revolution and formed the United States. The colonies, whose territory ranged from what is now Maine (then part of the Province of Massachusetts Bay) to the north and Georgia to the south, were Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, Virginia, New York, North Carolina, and Rhode Island. At the time of the Revolution, these colonies contained territory now outside of the borders of the modern states. Though the concept of "Thirteen Colonies" is firmly enshrined in American culture following the Revolution, through the war the colonies' relations with each other and with the other British colonies in North America were fluid. By mid-1775 only twelve of these colonies had taken any formal steps towards revolution; Georgia, the newest of the thirteen, did not participate in the First Continental Congress and initially did not send delegates to the Second. The other British colonies (in the British West Indies, what is now Canada, and the Floridas) all remained officially loyal to the crown through the war, but several expressed some level of sympathy with the Patriot cause. However, their geographical isolation and the dominance of British naval power precluded any effective participation

SENTENCES

Read and record the following sentences .

1. The Thirteen Colonies wereBritis colnies on the Atlantic coast of Norh America.

2. Which ones were the thirteen colonies ?

3. Have ou ever study the history of the Uite States ?

4. Do you like history?

5. Would you md reaing thisp paragraph ?

6.They should read about these colonies.   7. May I record it ?

APPENDIX iv

Pretest I (Fluency)

Objective: To assess fluency of rural Public School English teachers.

NUMERICAL SCALE TO EVALUATE FLUENCY

Area	1	2	3	4
Expression and Volume	Little expression or enthusiasm in voice. Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Some expression. Begins to use voice to make text sound like natural language in some areas of the text, but not others. Focus remains largely on saying the words. Still reads in a quiet voice	Sounds like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with good expression and enthusiasm throughout the text. Sounds like natural language. The reader is able to vary expression and volume to match his/her interpretation of the passage.
Phrasing	Monotonic with little sense of phrase boundaries, frequent word-by-word reading.	Frequent two- and three-word phrases giving the Impression of choppy reading; improper stress and intonation that fail to mark ends of sentences and clauses.	Mixture of run-ons, mid-sentence pauses for breath, and possibly some choppiness; reasonable-stress/intonation.	Generally well phrased, mostly in clause and sentence units, with adequate attention to expression.
Smoothness	Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Several "rough spots" in text where extended pauses, hesitations, etc., are more frequent and disruptive.	Occasional breaks in smooth in rhythm caused by difficulties with specific words and/or structures.	Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads with an uneven mixture of fast and slow pace.	Consistently reads at a conversational Pace; appropriate rate throughout reading
score				

Observations:_____

APPENDIX V

Pretest (Accuracy)

Objective: To assess accurate pronunciation of Rural Public School English teachers.

NUMERICAL SCALE TO EVALUATE ACCURACY

	Level of accuracy	comprehensible pronunciation	Observation
4 ALWAYS PRONOUNCES CORRECTLY	Pronunciation is clearly intelligible Students selfcorrects or does not make errors in in the reading.Can vary intonation and places sentences stress correctly.	The reading is 100% comprehensible	
3 GENERALLY PRONOUNCES CORRECTLY	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent	The reading is 75% comprehensible	
2 SOMETIMES PRONOUNCES CORRECTLY	Pronuciation is sometimes clear, and occasional mispronunciation occurs	The reading is 50% Comprehensible	
1 ALMOST NEVER PRONOUNCES CORRECTLY	Pronunciation of a very limited repertoire of words and phrases can be understood withsome effort.makes frequent errors when reading	The reading is 25% comprehensible	
SCORE			

APPENDIX vi

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE LENGUAS EXTRANJERAS
MAESTRIA EN DIDACTICA DEL IDIOMA INGLES
Posttest (Fluency)

Objective: To assess fluency of public school English teachers.

NUMERICAL SCALE TO EVALUATE FLUENCY

Area	1	2	3	4
Expression and Volume	Reads with little expression or enthusiasm in voice. Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Some expression. Begins to use voice to make text sound like natural language in some areas of the text, but not others. Focus remains largely on saying the words. Still reads in a quiet voice	Sounds like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with good expression and enthusiasm throughout the text. Sounds like natural language. The reader is able to vary expression and volume to match his/her interpretation of the passage.
Phrasing	Monotonic with little sense of phrase boundaries, frequent word-by-word reading.	Frequent two- and three-word phrases giving the Impression of choppy reading; improper stress and intonation that fail to mark ends of sentences and clauses.	Mixture of run-ons, mid-sentence pauses for breath, and possibly some choppiness; reasonable stress/intonation.	Generally well phrased, mostly in clause and sentence units, with adequate attention to expression.
Smoothness	Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Several "rough spots" in text where extended pauses, hesitations, etc., are more frequent and disruptive.	Occasional breaks in smooth in rhythm caused by difficulties with specific words and/or structures.	Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads with an uneven mixture of fast and slow pace.	Consistently reads at a conversational Pace; appropriate rate throughout reading
score				

Observations:_____

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMNETO DE LENGUAS EXTRANJERAS
MAESTRIA EN DIDACTICA DEL IDIOMA INGLES

Posttest (Accuracy)

Objective: To assess accurarate pronunciation of Rural Public School English teachers.

NUMERICAL SCALE TO EVALUATE ACCURACY

	Level of accuracy	comprehensible pronunciation	Observation
4 ALWAYS PRONOUNCES CORRECTLY	Pronunciation is clearly intelligible Students selfcorrects or does not make errors in in the reading.Can vary intonation and places sentences stress correctly.	The reading is 100% comprehensible	
3 GENERALLY PRONOUNCES CORRECTLY	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent	The reading is 75% comprehensible	
2 SOMETIMES PRONOUNCES CORRECTLY	Pronuciation is sometimes clear, and occasional mispronunciation occurs	The reading is 50% Comprehensible	
1 ALMOST NEVER PRONOUNCES CORRECTLY	Pronunciation of a very limited repertoire of words and phrases can be understood withsome effort.makes frequent errors when reading	The reading is 25% comprehensible	
SCORE			

APPENDIX viii

Table to analyze commom pronunciation errors

Kinds of errors	Number of students	percentage

Table to check students´stress

Sentences	1	2	3	4	5	6	7
Number of correctness							
Percentage %							

Table to check Students' intonation

Sentenceses	1	2	3	4	5	6	7
model							
Number of correct pattern							
Percentage %							

APPENDIX ix

Evaluation phase

Questionnaire

Objective: To collect different points of view from teachers concerning to the pronunciation training.

INSTRUCTIONS: Answer the following questions suitably.

1. What´s your opinion about the pronunciation workshop you have attended?
_____
_____
_____-
_____

2. How do you consider the use of suparsegmental units (intonation, stress, rhythm) in terms of production and reception?

      a)EASY   b) DIFFICULT   c) VERY DIFFICULT

Why?_____
_____
_____
_____

3. What suprasegmental components do you think were the most difficult to handle when practicing pronunciation?

Explain:_____
_____
_____
_____
_____

4. Do you consider that the use of suprasegmentals integrated to the segmental units (consonants and vowels) may be utilized with your students in order to improve their pronunciation?

Explain:_____
_____
_____

5. Do you think that the pronunciation workshop you have attended has helped you to progress your pronunciation?

Explain: _____
_____
_____
_____