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THEME:

**THE EFFECT OF TEACHER`S STRATEGIES IN THE
DEVELOPMENT OF ENGLISH PRONUNCIATION ACCURACY
OF STUDENTS FROM ELEVENTH GRADE AT ESPAÑA PUBLIC
SCHOOL IN MANAGUA DURING THE 2ND SEMESTER 2013TH**

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I. Dedication

We want to thank God for giving us the wisdom, patience to carry out this research and the opportunity to share it with our partners. We cannot forget our family support at all time and all people who help us to gather necessary information about the topic, especially to the principal Jeaneth Olivas, teacher and students from eleventh grade of España Public School in Managua.

II. Acknowledgments

There are many people who deserve some gratitude from us for helping us during this difficult period; to the administrative system and principal at the España Public School for letting us work on this problem and visit the students as many time as we need it we also gratitude to UNAN staff's library because they help us finding relevant information about our topic, to the eleventh grade teacher Maury Blandón and students for letting get involved in this research and helping us gathering data.

III. Abstract

The following research work is about the effect of teacher strategies in the development of English pronunciation accuracy of students from eleventh grade at España Public School in Managua during the second semester 2013th. It was discovered that some strategies that the teacher was using weren't helping to students in the development of English pronunciation accuracy because they didn't have the opportunity to express themselves orally. To collect data were necessary to apply three instruments: the first instrument was the guide for class observation, through this instrument was easier to know what kind of strategies the teacher was using in order to improve the pronunciation on students, the second was teacher's interview for us was very important to know if the teacher knew the importance to select each strategy to develop the class and the last one was students questionnaires, These instruments were based on three variables (General information, Classroom Environment and Educational factors). We consider very important to take into account these variables because was necessary to know to general information of students and based on the results we have some recommendations for the teacher in order to improve her teaching strategies.

IV. Introduction

This paper work begins with a brief information on what it means pronunciation, teaching pronunciation theories, and some strategies that support the effect of teacher`s strategies in the development of English pronunciation accuracy. After we are going to talk about the theory and methodology that we think is more suitable for teacher`s at España public school in Managua in the teaching pronunciation process. We found out throughout the data analysis that they are problems that affect the teacher`s strategies in the development of English pronunciation accuracy. We hope that this paper work could help in the strategies teacher are using nowadays from theory through practical assessments in syllabus design and teaching materials.

This research takes a look in what we consider some negative strategies that affects the development of English pronunciation accuracy taking into account the population and sample we took of students from eleventh grade at España public school in Managua during the 2nd semester 2013th. We did class observation; collection of data through interview we did to students in order to know what are the strategies performed by the teacher and if it does works in the acquisitions of the learning pronunciation process.

At the end of this paper work we added the analysis, interpretations of graphics and results of the data gather by our interviews; we also added some recommendations that might be useful for teachers in the development of some strategies of English pronunciation accuracy.

V. Problem

The effect of teacher`s strategies in the development of English pronunciation accuracy of students from eleventh grade at España public school in Managua during the 2nd semester 2013th

VI. Hypothesis

If teacher`s strategies are not suitable to provide a good education, it is likely that students from eleventh grade at España public school in Managua during the 2nd semester 2013th will not get a good skill development in English.

THEORETICAL FRAMEWORK

VII. Theoretical Framework

Good pronunciation comes from a lot of technical knowledge on the part of the teacher about placement of the mouth, etc. Most teachers in Nicaragua, unfortunately, don't have this knowledge and therefore tend to pass it off as being unimportant, and this could be one of the reason students are not interested in learning a second language; many teacher in Nicaragua thinks that second languages acquisition is difficult for those non-native speakers, however there are some specialist on the field that states that second language acquisition is not so difficult.

Krashen`s theory of SLA (Second Language Acquisition)

Stephen Krashen is an expert in the field of linguistic, specializing in the theory of language acquisition and its development. Much of his resent research has involved the study of of non-English and bilingual acquisition.

This is a brief description of Krashen`s widely known and well-accepted theory of SLA, which has had a large impact in all areas of a second language research and teaching since 1980. Krashen`s theory of second language acquisition that consist in five main hypothesis:

1. The acquisition leaning hypothesis
2. The minor hypothesis
3. The natural order hypothesis
4. The input hypothesis
5. The affective filter hypothesis.

The acquisition leaning hypothesis

The distinction is the most fundamental of all the hypothesis in Krashe`s theory and the most widely known among linguistic and language practitioners.

According to Krashen, there are two language performances: the acquired and the learned system. The acquired system or acquisition is the product of subconscious process very similar to process children under go when they acquire their first language. It requires meaningful interaction in the target language-natural communication in which speakers are concentrated not in the form of utterances, but in communicative act.

The learned system of learning is the product of formal instruction and it comprises a conscious process which result is conscious knowledge about the language, for example knowledge of grammar rules. According to Krashen, learning is less important than acquisition.

The minor hypothesis

Explain the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterances initiator while the learning system performs the role of monitor or the editor. The monitor acts in the planning, editing and correcting function when three specific conditions are met: that is the second language learner has sufficient time at his/her focuses on form or thinks about correctness and he/she knows the rule. It appears that the role of conscious learning is somewhat limited in second language performance monitor is or should be minor being used only to correct deviation from normal speech and to give speech a more polished appearance.

Krashen also suggests that there is individual variation among language learners with regard to monitor use. He distinguish those learners that use the monitor all the time (over-users) those learners who have not learned or who prefer not to use their conscious knowledge (under-users): and those learners that use the monitor appropriately (optimal-users). And evolution of the person's psychological profile can help to determine to what group they belong. Usually extroverts are under-users, while introverts and perfectionist are over-users. Lack of self-confidence is frequently related to the over-use or the monitor.

The natural order hypothesis

It is based on research findings (dulay and Burt, 1974; Fathman, 1975; Makono, 1980 cited by Krashen, 1987) which suggested that the acquisition of grammatical structure follows a natural order, which is predictable. For given language, some grammatical order tends to be acquired early while other late. This order seemed to be independent of the learner's age, L1background, conditions of exposure, and although the agreement between individuals acquires was not always 100% in the

studies. However, Krashen points out that the implications of the natural order hypothesis are not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

The input hypothesis

It is Krashen's attempt to explain how the learner acquires a second language. In other words, this hypothesis is Krashen's explanation of how the second language acquisition takes place. So, the input hypothesis is only concerned with acquisition, not learning. According to his hypothesis, the learners improve and progress along "the natural order" when he/she receives a second language "input" that is one step beyond his/her current stage of linguistic competence. For instance, if a learner is at a stage "I", then acquisition takes place when he/she is exposed "comprehensible input" that belongs to level "I + 1". Since not all the learners can be the same level of linguistic competence at the same time, Krashen suggests that each learner will receive some "I + 1" input that is appropriate for his/her current stage of linguistic competence.

According to Krashen, the study of a structure of the language can have general education advantage and values that high school and colleges may want to include in their language program. The only instance in which the teaching of grammar can result in language acquisition. Very often when this occurs, both teachers and students are convinced that the study of normal grammar is essential for second language acquisition, and teachers are skillful enough to present explanation in the target language so that students could understand. In other words, the teacher meets the requirement for comprehensible input and perhaps with the student participation in classroom that becomes a suitable environment for the acquisition. In addition, the filter is low in regards to the language explanation as the student conscious efforts are usually on the subject matter on what is being talked and not the medium.

In effect, both teachers and apprentices are deceiving themselves. They believe that it is the subject matter itself, the study of grammar that is responsible for the apprentice's progress, but in reality their progress is coming from the medium and not the message. Any subject matter that held their progress along the natural order when he/she receive second language input that is open-step beyond his/her

current stage of linguistics competence. For example, if a learner is at stage then the acquisition takes place when he/she exposed the comprehensible input that belongs to “I + 1”. Since not all the learners can be at the same level of linguistics competence at the same time. Krehshen suggests that natural communicative input is the key to designing a syllabus, ensuring in this way that each learner will receive some “I + 1” input that is appropriate for his/her current stage of linguistics competence.

The affective filter hypothesis.

This embodies Krashen`s view that a natural of effective variables play a facilitative, but non-casual, role in second language acquisition. These variables include motivation, self-confidence and anxiety. Krashens claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low esteem, and mental block that prevents comprehensible input from being used for acquisition. In other words, when the filter is up it impedes language acquisition. In the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

Pronunciation Problems for Spanish-Speaking Learners of English

Today we`re looking at the common mistakes that native Spanish speakers make when trying to learn English. According to Avery, Peter and S. Ehrlich (1992 p.121). School English lessons in most Spanish-speaking countries also tend to focus much more on reading and grammar than speaking and listening, and so pronunciation work will both help redress the balance and be considered worthwhile by students. We agree with this statement because nowadays in the majority of schools teachers are focus much more on teaching reading and grammar than other English skills.

According to JM Goodwing (1996 p.67) there are some pronunciations problems that lead with:

Accent:

An accent is a way of pronouncing a language. It is therefore impossible to speak without an accent. Your accent results from how, where, and when you learned the language you are speaking and it gives impressions about you to other people. People do not have a single fixed accent which is determined by their experiences. We can control the way we speak, and do, both consciously and unconsciously. Most people vary their accent depending on who they are speaking with. We change our accents, often without noticing, as we have new life experiences.

Literal Translations – A common example occurs when learners use “I am agree” instead of “I agree” because they have too literally translated the sentence “estoy de acuerdo” from Spanish.

This/These – Native Spanish speakers often pronounce these two words the same so, in writing, tend to stick with “this,” leaving poor “these” for advanced learners.

Pronunciation – Sure there are accent differences, but there are also a few very common pronunciation mistakes Spanish learners of English can make. Some tend to want to add an “e” to the beginning of words that start with s, making for words like “espaces” or “eschools.” Others forget or over-pronounce the “ed” on the ends of words, or have trouble mastering the “th” sound on words like “teeth.” (For fun, try pronouncing “teeth” without the “th” sound. You may not want to do this out loud.)

Shortened Contractions – Shortened contractions present another common pronunciation challenge. Native Spanish speakers will often forget to finish a contraction, resulting in “don” for “don’t” or “won” for “won’t.” What might at first sound like an accent difference will become more pronounced (no pun intended!) over time, so native Spanish speakers and their teachers should be on the lookout for this one!

Spelling – In Spanish, words are spelled exactly how they sound. They don’t have any of this “silent letter” nonsense found in English, nor do they have words

that sound exactly the same but can be spelled three different ways. (We're looking at you "buy/bye/by"). This can lead to native Spanish speakers trying to simplify English.

In our opinion JM Goodwing (1996 p.67) is focus on pronunciation problems that cause miscomprehension, including some attempt to priorities the entries in each section.

EFL/ESL teaching pronunciation

Speaking a second language involves different skills like grammar, vocabulary, instruction, and so on. Pronunciation is one of the most important skills in English Language Teaching. If speakers have very bad pronunciation, their speech will not be understandable to the listeners. As Bigelow, (2011, p.65) state "Pronunciation is an area of great difficulty for the untrained EFL teacher. But, with a little training and practice you can facilitate the improvement of your students' pronunciation almost as well as the seasoned professional". We tend to reports that English is a language which has great reach and influence; it is taught all over the world under many different circumstances. In English-speaking countries, English language teaching has essentially evolved in two broad directions: instruction for people who intend to live there and for those who do not.

Examples of some teaching pronunciation techniques according to Schwarz, R. L. (2010, p.254).

Discussion and a Microphone

This is suggested by television programme hosts, who control conversations by the use of the microphone. Put students in groups, and give one student the microphone (imaginary, or a real microphone, disconnected, or something to represent a microphone). Say a group of six students are talking about 'holidays', the person with the microphone can move around the group giving different people the chance to speak, ensuring everyone gets an equal chance to contribute. We agree with Schwarz, R. L. that putting in practice this techniques student will avoid shyness.

Tennis Balls and Conversation

A tennis match can be a metaphor for a conversation. Put students in pairs facing each other, as in doubles tennis. They should be about 1 meter apart. Give one student a tennis ball. He starts talking about a subject then throws the ball to someone on the other team, who should continue on the same subject, before returning the ball to someone on the other team. They should keep the conversation moving swiftly. We tend to say that this activity is effective to develop in students the ability to keep the same subject for a long time.

Approaches to pronunciation teaching

Celce-Murcia, (1996) Various methods and approaches placed pronunciation skill either at the forefront of instruction, as was the case with Reform Movement practices and the Audiolingual/Oral Method, or in the back wings, as with the Direct Method and naturalistic comprehension based approaches, which operated under the assumption that errors in pronunciation (and other errors, for that matter) were part of the natural acquisition process and would disappear as students gained in communicative proficiency. Other methods and approaches either ignored pronunciation (e.g., Grammar Translation, reading-based approaches, and the Cognitive Approach) or taught pronunciation through imitation and repetition (Direct Method), or through imitation supported by analysis and linguistic information (Audiolingualism).some approaches ignore pronunciation (e.g., Grammar Translation, reading-based approaches, and the Cognitive Approach) or taught pronunciation through imitation and repetition (Direct Method), or taught pronunciation through imitation supported by analysis and linguistic information (Audiolingualism).

Fluency vs. Accuracy

Accuracy is the ability to produce correct sentences using correct grammar and vocabulary. Fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context as Morley (1987, p.27) "Fluency's natural language occurred when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence" In addition, fluency is developed

by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings and work to avoid communication breakdowns. We believe that, accuracy and fluency are closely related, which leads us to the notion that accuracy as well as fluency is necessary for successful communication. As Ebsworth (1998) says, "A steady stream of speech which is highly inaccurate in vocabulary, syntax, or pronunciation could be so hard to understand as to violate an essential aspect of fluency being comprehensible". On the other hand, our opinion is that it is possible for the speaker to be halting but accurate. Consequently, we see the necessity of combining the fluency-oriented approach and accuracy-oriented approach by meticulously weaving certain language items into communication-oriented tasks. Americans today tend to believe that it depends on what kind of learner you are, if you focus too much on accuracy, and therefore speak very slowly, you need to improve your fluency. Don't worry about making errors or mistakes most are not serious, and don't affect communication. In contrast we think that if you focus too much on fluency you need to ask yourself if you are achieving your goals in communication. Are your mistakes and errors causing problems for the people who listen to you? If the answer is yes, you need to slow down and pay more attention to what you say. Speaking really fast, with lots of errors, is very problematic for the people who are listening to you.

Fluency-oriented Approaches vs. Accuracy-oriented Approach

Many teachers in Nicaragua apply traditional model for the organization of language lessons, both in the classroom and in course-books, has long been the **PPP approach** (presentation, practice, production). With this model individual language items are presented by the teacher, then practiced in the form of spoken and written exercises, and then used by the students in less controlled speaking or writing activities. Natural Approach "is similar to other communicative approaches being developed today" Krashen and Terrell (1990, p.50) suggest "two points that stem from the Natural Approach: One is that meaningful communication is the key to develop spoken skills. The other is that the least amount of correction should be given, otherwise communication itself is hampered". We believe that meaningful communication will develop a better pronunciation skill on students. The fluency-oriented approach, however, is not free of weakness. Probably, the most crucial is fossilization, errors that have become a permanent part in the way a

learner speaks (Nation 1989, p.19). Ironically, fossilized errors prevent the learner from bettering fluency, as higher accuracy is required for improving fluency in each level. It is doubtful that learners can naturally correct all of their errors for themselves in the course of time.

Another weakness is that communication in a target language is not always the most effective way to develop speaking skills. In fact, communication can be quite successful even if the speaker's skills are rather limited. If the goal is simply successful communication, what one should do is as easy as to avoid saying what is above his/her speaking skills. Needless to say, this will never bring development in language skills.

Brown and Nation (1999, p.37) claim that the instructor should decide whether the correction is worth interruption, and if it is, the instructor ought to consider possible causes and then think of appropriate ways of dealing with the error. Learners will also be fully aware of the target language items that they are trying to acquire in practice. This awareness will eventually facilitate the learning. In our opinion the teacher must correct student's errors once he/she has finished talking, this will help the student to be conscious about the error and try to avoid it.

Fluency plus Accuracy Approach

Although the fluency-oriented approach seems so different from the accuracy-oriented approach, introducing some elements of accuracy in it is feasible. In fact, this view is shared by many EFL teachers. Ebsworth has found that the majority of teachers surveyed favor the judicious use of grammar for accuracy within a meaning-centered communicative approach (1998). Moreover, many EFL teachers have already been practicing this. Let's take a look at this example. "I went a movie." is a plausible answer by an EFL student to the question, "What did you do during the weekend?" From the fluency-oriented view, the teacher is expected to ask about the movie rather than to correct the sentence. However, the teacher is most likely to say, "Oh, you went to see a movie," instead of jumping to the question, "What movie did you see?" This type of natural reaction, known as consciousness raising, (Rutherford 1987) works as feedback from the instructor, reminding the speaker of errors in a positive way.

As Rigganbach and Lazaraton claim, "Today, language students are considered successful if they can communicate effectively in their second or foreign language"

(1991, p.74). In these days we tend to say that the communication between students is affective if they can understand each other clearly in the second language. According to Rutherford, (1987, p.31). Insist that “Accuracy is indispensable to improving fluency; it is not that accuracy or fluency but accuracy and fluency”. In fact, we may say that Accuracy brings fluency and fluency brings further accuracy. Accuracy and fluency are not contradictory but rather like two pillars that support the spiral stairs toward communicative competence.

Testing pronunciation

Testing can be defined as the setting of exercises and tasks to measure either the student's aptitude for a particular subject or his achievement in a particular subject. Heaton (2001, p.88) observes that “pronunciation is tested globally in different types of conversational exchange, interview, reading aloud, etc., that go on in the classroom”. What seems to be insufficient is the testing of accuracy-that is, testing to assess the learner's management of specific features, segmental or suprasegmental. We think that insufficiency is due to two main causes. First, many teachers do not consider it useful to test specific features. The second, and surely more important, cause is the particular difficulties involved in testing oral skills. According to Poms, (1986, p.63) “one of the greatest problems in oral testing is administration”. We agree with this statement because it is often impossible to manage the large number of students to be tested.

What are we trying to measure? It is supported by the fact that the purpose of testing pronunciation is not only to evaluate knowledge and award grades, but also, and probably more importantly, to motivate students to be sensitive to this aspect of English. Given that the motivation of many students for learning English is instrumental rather than integrative, pronunciation tends to be neglected by many learners as long as they know they will not be tested on it.

Why is it difficult to test pronunciation? It is possible for people to produce practically all the correct sounds but still be unable to communicate their ideas appropriately and effectively.

Test Segments

In addition to the various forms of dictation analyzed above, there are many listening activities (and others that could involve the interpretation of gestures and pictures) designed to test the learner's ability to discriminate phonemes or groups of phonemes. The following are a few examples:

Same or Different? The tasters listen to a pair of words or pairs of sentences and indicate whether they are the same or different; e.g.

- a. suck - sock
- b. but - bought
- c. seat - seat
- d. hut - hurt
- e. Is that my pen? Is that my pan?
- f. He was severely beaten by his wife. He was severely bitten by his wife.

The exercise can also be done by showing the tasters a set of pictures corresponding to words that elicit contrasting sounds; one of the words is spoken by the examiner or played on tape.

a or b (or c)? A multitude of sound-discrimination tests can be grouped under what can be broadly termed an a or b (or c) test. For example, the tasters are shown pictures eliciting the following words:

1. a. sock b. sack c. suck
2. a. cat b. cut c. cart
3. a. court b. caught c. cart

The examiner says, for example:

1. sack
2. cat
3. court

Most common pronunciation errors made by Spanish speakers

We have assisted in classrooms of students learning English and we have seen and heard that students make many mistakes. The most problematic issue is without a doubt pronunciation. Not only are there many sounds in the English language that aren't used in the Spanish language but Spanish speakers also have to deal with the fact that many words are not pronounced in the way that they are

spelled. As Derwing (2006, p.18) Describes four targeted phonetic errors that such speakers are said to have in English, examining data from two different Individuals in order to ascertain whether they exhibit such problems. Functional load, as described by King (1967, p. 831, as cited in Munro & Derwing, 2006) is “a measure of the work which two phonemes (or a distinctive feature) do in keeping utterances apart.” Catford (1987) provides a ranked list of common segmental pairs that gives information about their relative functional load based on factors such as minimal pair frequency, neutralization of phonemic distinctions in regional varieties of English, where the sound occurs within a word, and its likelihood of individual minimal-pair occurrence. Avery and Ehrlich (1992) and Coe (1987) identify several errors that seem to be common among many SSOE of varying dialects. Among these individuals’ consonant difficulties, both cite the problem with unaspirated initial /p/, /t/, and /k/ and word -final plosive replacement of /t/ for /d/. Vowel difficulties include, but are not limited to problems distinguishing between /iy/ and /ɪ/ and confusion between /ow/ and /ɔ/. (Note: This paper will use the /iy/ and /ow/ symbols for IPA /i/ and /o/ because they more accurately represent the glided vowels common in American English.)

Both authors also reference the problem between /b/ and /v/ sounds, which causes confusion between English words such as vowels and bowels and whose sounds may not be distinguished by speakers due to their allophonic distribution in Spanish. They also note the common substitution of /ʃ/ and /tʃ/, in words such as ship and chip.

According to Avery 1992 p.13 these are the most common pronunciation errors that Spanish speakers make in English:

- 1- Adding an “e” sound before words that begin with “s”. For example, a Spanish speaker would pronounce “special” as “especial”.
- 2- Pronouncing a “y” as a “j”. For example, a Spaniard may say “jam” when reading the word “yam”.
- 3- Pronouncing a “j” as an “h”. For examples, a student might pronounce the name “Jerry” as “Herry”.

Directly translating a preposition

Prepositions are tricky because they often change a lot between English and Spanish. Here are some specific examples of confusing prepositions.

- ✦ A Spanish speaker may say, “It depends of” instead of “It depends on”
- ✦ A Spanish student might say, “Call to someone” instead of “Call someone” (in English there is no preposition).
- ✦ Spaniards often incorrectly say, “Marry with somebody” instead of “Marry somebody” (in English there is no preposition).

False Cognates

Also known as **false friends**, false cognates are words that appear to have the same meaning in both English and Spanish, but in reality are quite different. Here are three well-known false friends between English and Spanish:

- ✦ *Embarazada*: Looks like “embarrassed” but means “pregnant”.
- ✦ *Actualmente*: Looks like “actually” but means “currently”.
- ✦ *Carpeta*: Looks like “carpet” but means “folder”.

Order of adjectives and nouns

In Spanish, the noun generally comes before the adjective, while in English it is usually the opposite.

Example:

- ✦ Spanish: *La casa verde* (Direct translation: The house green)
- ✦ English: The green house

Confusion between “to do” and “to make”

In Spanish “*hacer*” is the verb that represents both “to do” and “to make” in English. It is often difficult for native Spanish speakers to remember which verb to use when speaking English. Some common mistakes include:

- ✦ “I need to do my bed” instead of “I need to make my bed”.
- ✦ “Can I do a suggestion?” instead of “Can I make a suggestion?”
- ✦ “Could you make me a favor?” instead of “Could you do me a favor?”

It is said that Spanish speakers make a lot of errors with pronunciation. Some advanced students know English grammar quite well, but can barely hold a conversation due to their incorrect pronunciation of key words. These are only some of the most common mistakes Spanish speakers make in English; Teachers should

definitely come prepared to face these and other common errors, and should place great importance on correcting them in addition to learning new skills and concepts.

Vowels and consonants

Vowels: are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. English speakers generally use twelve pure vowels and eight diphthongs.

Consonants: are formed by interrupting, restricting or diverting the airflow in a variety of ways. There are three ways of describing the consonants sounds:

1. The manner of articulation.
2. The place of articulation.
3. The force of articulation.

Here is a table of English vowels and consonants:

Vowels	a		e		i		o		u												
Consonants	b	c	d	f	g	h	j	k	l	m	n	p	q	r	s	t	v	w	x	y	z

The table shows the letters that are vowels and consonants. But the important thing in linking is the sound, not the letter. Often the letter and the sound are the same, but not always.

For example, the word "pay" ends with:

- the consonant letter "y"
- the vowel sound "a"

JUSTIFICATION

VIII. Justification

Through the years teachers from España Public School had focused improving the English speaking skill in students from the Eleventh grade of España School. This has been detected throughout different visits done to the English teacher classroom in their labor's day. This is the main reason we've seen in the necessity to realize a study that determine the effect of teacher's strategies in the development of English pronunciation accuracy of students from eleventh grade at España public school in Managua during the 2nd semester 2013th.

There is no doubt that improving the speaking skill in students they will have more opportunities against society. Incidentally the English teachers from España public school May be benefited with this research, helping them to recognize English weakness pronunciation that students from this school have. The realization of this study will give a knowledge contribution to society and especially to students from the afternoon shift at España Public School. At the same time it will help us to find opportunity areas where we could improve day by day as teachers.

OBJECTIVES

IX. General Objective

To determine the effect of teacher`s strategies in the development of English pronunciation accuracy of students from eleventh grade at España public school in Managua during the 2nd semester 2013th

X. Specific Objectives

1. To analyze the effects of teachers strategies that influence in the teaching pronunciation skill in students of 11th grade.
2. To identify strategies and techniques that teacher use in classroom to develop speaking skill.
3. To analyze the influence that classroom environment has on students while learning pronunciation.

METHODOLOGY DESIGN

XI. POPULATION AND SAMPLE

The present study which is called the effect of teacher`s strategies in the development of English pronunciation accuracy of students from eleventh grade at España public school in Managua during the 2nd semester 2013th its main objective is to determine the effect of teacher`s strategies in the development of English pronunciation accuracy of students from eleventh grade at España Public School in Managua. The address of this school is from cine Salinas 7 blocks south. The school was founded on July 17th 1957, the English teacher name`s Maury Blandon. The school has 2 shifts, the number of teachers for high school is 9, and the population of the school is 533 students. The average is 20 students per classroom. The populations that we asked for applying the instrument were 23 students from eleventh grade, which were 13 girls and 10 boys, for gathering information there were chosen 12 students, 6 girls and 6 boys who take English class during the diurnal shift. We decided to select this group because we wanted to know if they were prepared for getting involved into university life.

Our research work presents three variables which are: general information, classroom environment and educational factors, thus this research has sub variables which reflect some aspects such as: sex, age from students, teacher`s strategies and techniques.

SYSTEM OF VARIABLES

VARIABLES	SUB-VARIABLES	INDICATORS
General information	Sex	A. Male B. Female
	age	A. 19 to 20 B. 17 to 18
Classroom Environment	<p>INDOOR</p> <p>Light: How is the classroom illuminated?</p> <p>Noise</p> <p>How the noise affect in the class?</p> <p>Discipline</p> <p>How is the discipline in the class?</p> <p>OUTDOOR</p> <p>How the noises from other classroom affect the learning process?</p> <p>How the noises from the street interrupt the learning process?</p>	<p>1- Excellent 2- Good 3- Regular 4- Deficient</p> <p>1- Not affecting at all 2- Bearable 3- A little Bearable 4- Unbearable</p> <p>1- Excellent 2- Very good 3- Good 4- Bad</p> <p>1- Not affecting at all 2- Bearable 3- A little bearable 4- Unbearable</p>
		<p>1- Use of discussion: a) Never b) Sometimes c) Always</p> <p>2- Dialog: a) Never b) Sometimes c) always</p> <p>3- Personal experiences: a) Never b) Sometimes c) Always</p> <p>4- Role-plays: a) Never b) Sometimes c) always</p>

<p>Educational factors</p>	<p>Teacher`s strategies and techniques.</p>	<p>5- Conversation: a) Never b) Sometimes c) Always</p> <p>6- pronunciation of words: a) Never b) Sometimes c) Always</p> <p>7- pronunciation of words a) Never b) Sometimes c) Always</p> <p>8- comprehension a) Never b) Sometimes c) Always</p> <p>9- Correct use of grammatical structure. a) Never b) Sometimes c) Always</p> <p>10-Vocabulary building a) Never b) Sometimes c) Always</p>
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XII. INSTRUMENTS

Research Instruments are measurement tools (for example, questionnaires or scales) designed to obtain data on a topic of interest from research subjects. Interview It is in a sense of an oral questionnaire. Instead of writing the response, the interviewee gives the needed information orally and face-to-face. With a skillful interviewer, the interview is often superior to other data-gathering device.

Observation perceiving data through the senses: sight, hearing, taste touch and smell most direct way used in studying individual behavior

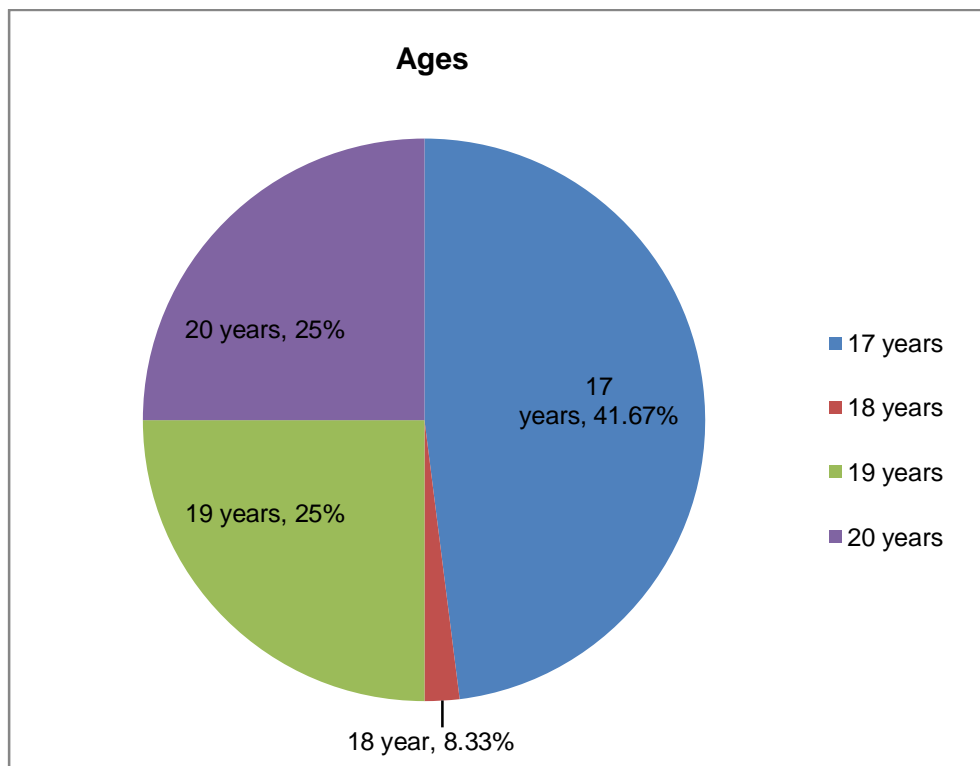
A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents In the present paper work were used three types of instruments: Interview with the teacher, questionnaires for the students additionally a class observation.

The class observation method was for identify what kind of strategies the teacher was using in the classroom; noteworthy, while we were applying this instrument we noticed that the students were not interested in the class. This was the reason why the strategy applied by the teacher was not providing good results.

The interviews we used were for gathering information from students about different activities, method and techniques used by the teacher during the class.

This research work has shown relevant information which guides us to the following assertions:

Ages	
17 years (5 students)	41.67%
18 years (1 student)	8.33%
19 years (3 students)	25%
20 years (3 students)	25%

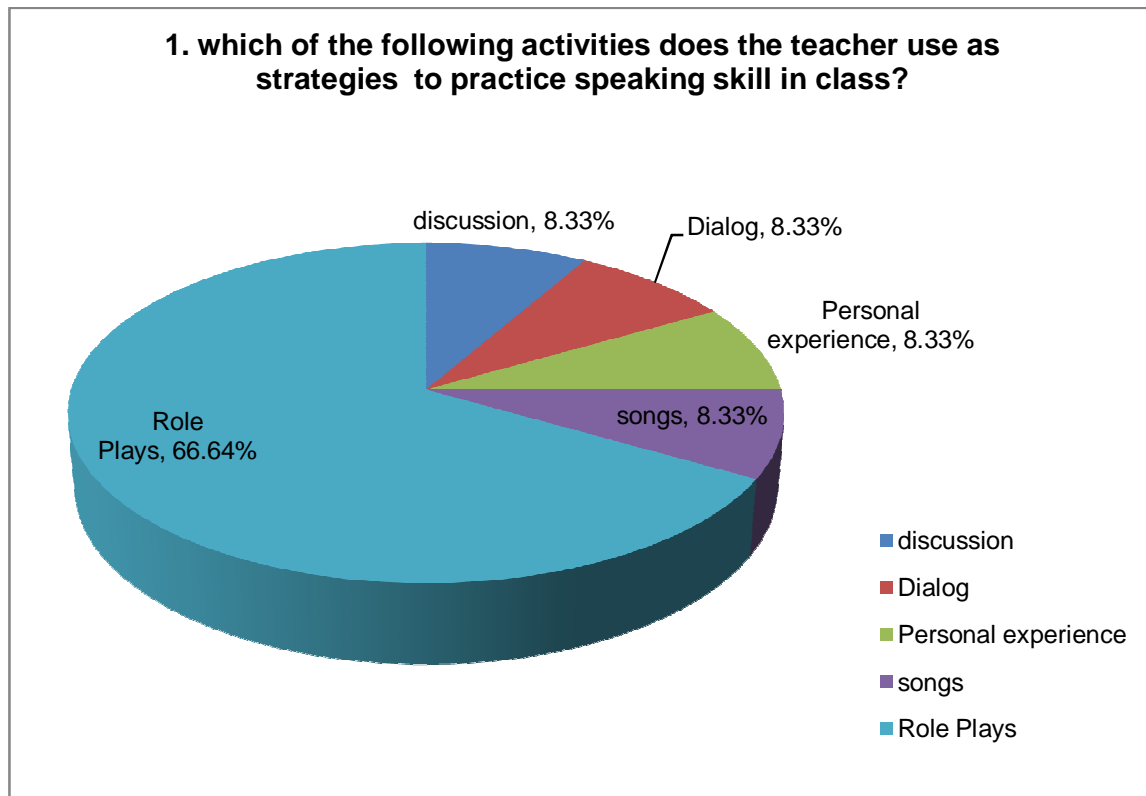


The number of students from eleventh grade at España Public School is 23 students. There are 13 girls and 10 boys. We worked with 12 students, 6 girls and 6 boys who take English class diurnal shift. As we noticed the students are between 17-20 years old. It is important to mention that the majority of the students are 17 years old.

Students Questionnaire

Based on the data analysis we found out that the majority of the students (66.64%) reported that the teacher use “**Role play**” as strategies to practice speaking skill in class and we also found that the minority of the students (8.33%) said that teacher uses other strategies like: discussion, Dialog, Personal experiences and Songs.

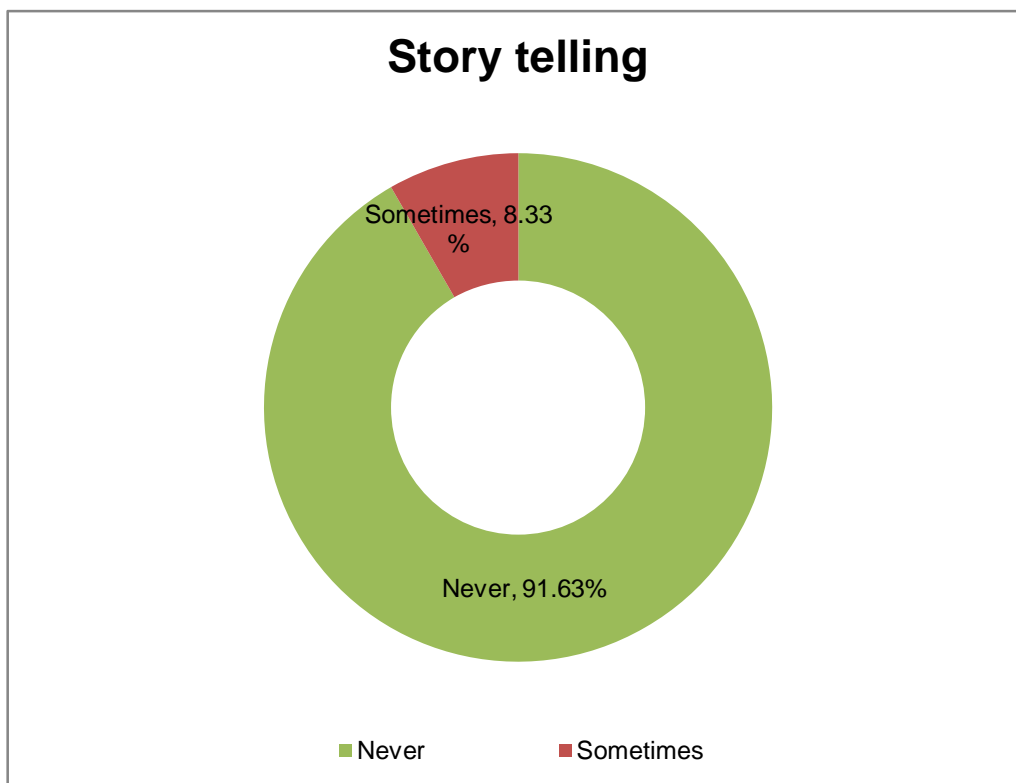
1. Which of the following activities does the teacher use as strategy to practice speaking skill in class?	
a) Discussion	1 student 8.33%
b) Dialog	1 student 8.33%
d) Personal experiences	1 student 8.33%
d) Songs	1 students 8.33%
e) Role play	8 students 66.64%



As is noted Role Play is one of the strategies must used by the teacher and better accepted by students because it permit speaking ability on students and is a tool to tests pronunciation.

In the case of how often do students practices the Story telling technique, the data reflect that a (91.63%) said never and (8.83%) said sometimes. With this result we find that students almost never practice this technique.

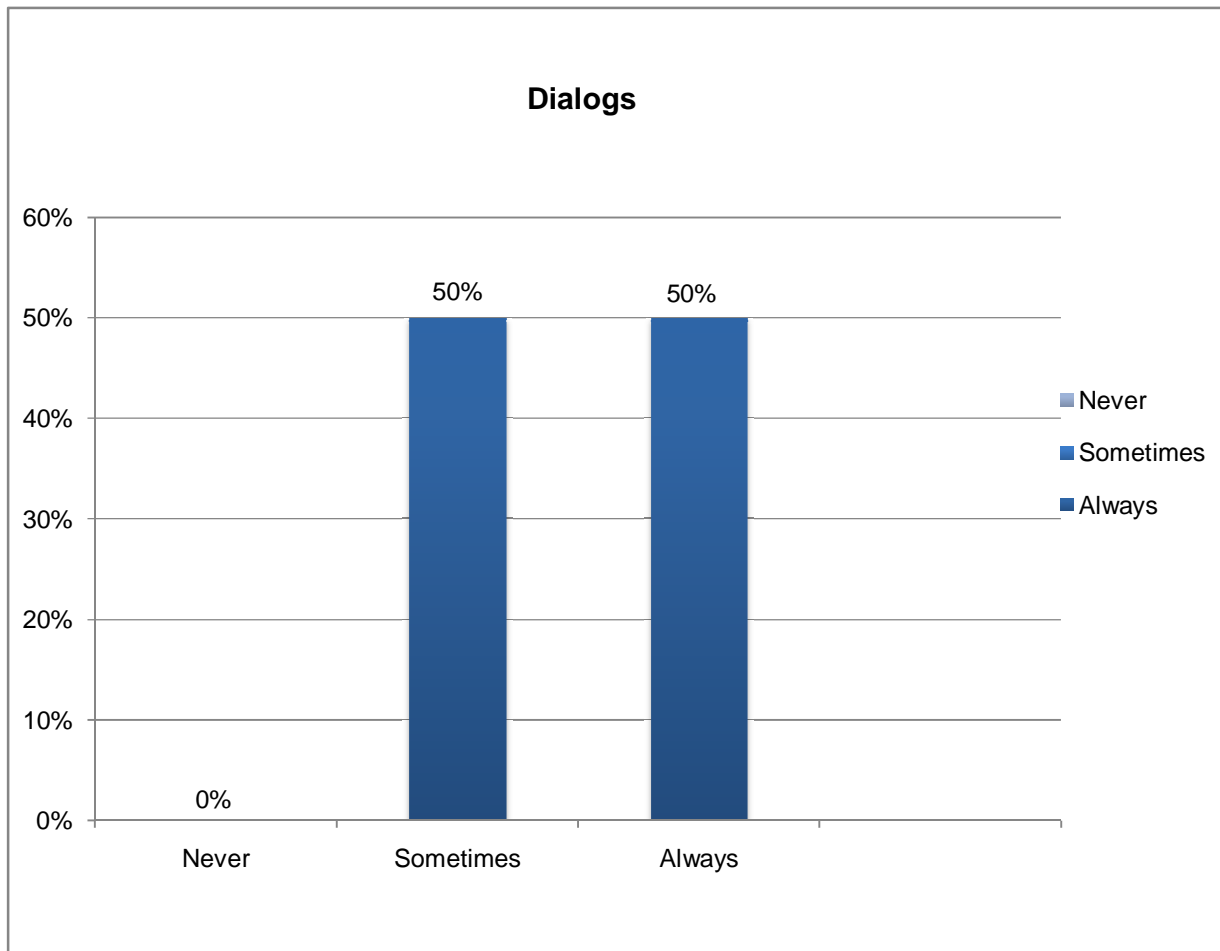
2. How often do you practice the following technique?	
Story telling	Never 11 students (91.63%)
	Sometimes = 1 student (8.33%)
	Never = 0 student (0%)



The graphic above reflect that students doesn't like story telling technique because teacher is not dynamic, she doesn't provided examples to develop the technique, therefore students they don't feel comfortable with it we can say that Storytelling develops students imagination, It also develops the powers of description and It teaches you to "hold an audience".

The interview in the question how often do students practice the following technique “**Dialog**” shows that we have the same results 6 students (50%) said sometimes and the other 6 students (50%) said Always.

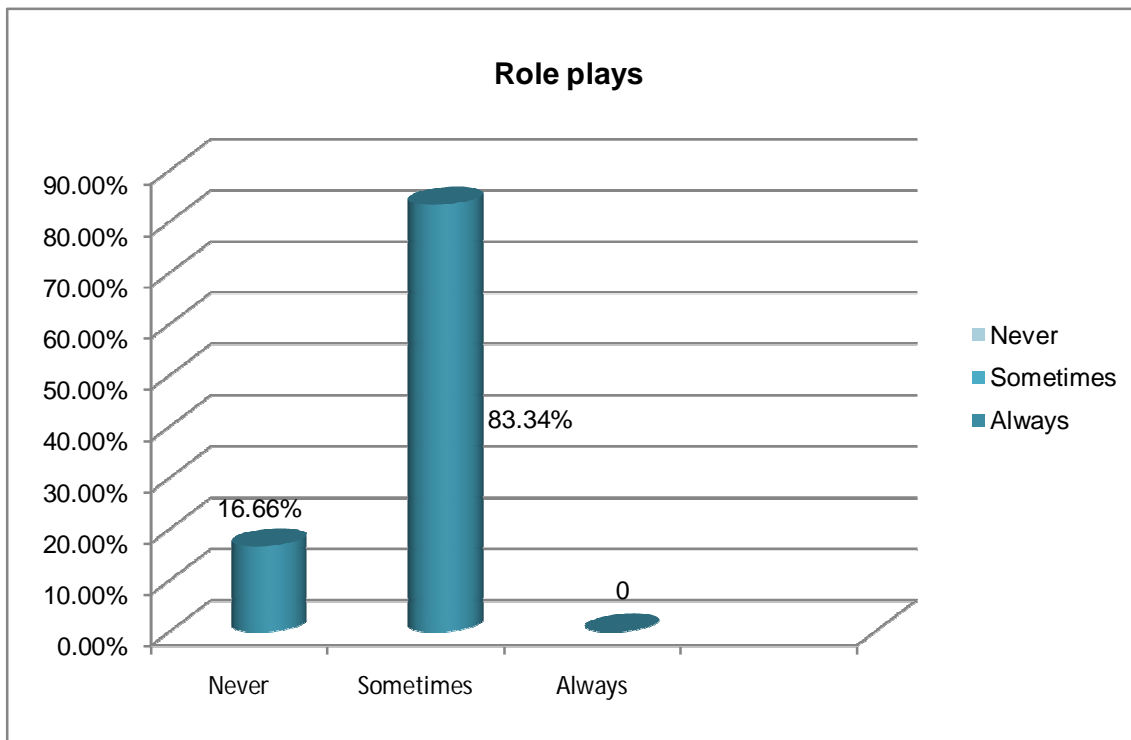
2. How often do you practice the following technique?	
Dialogs	a) Never = 0 student (0%)
	b) Sometimes = 6 students (50%)
	c) Always = 6 students (50%)



We could say that probably this is one of the techniques that the students most like. In one of the class observation we noticed that the teacher were using this strategy but was a little difficult to manage the group.

Other point of view of how often do students practice the “**Role Play**” technique, shows that students sometimes (83.34%) practice the technique, noticing that only 2 students (16.66%) said never practice the technique

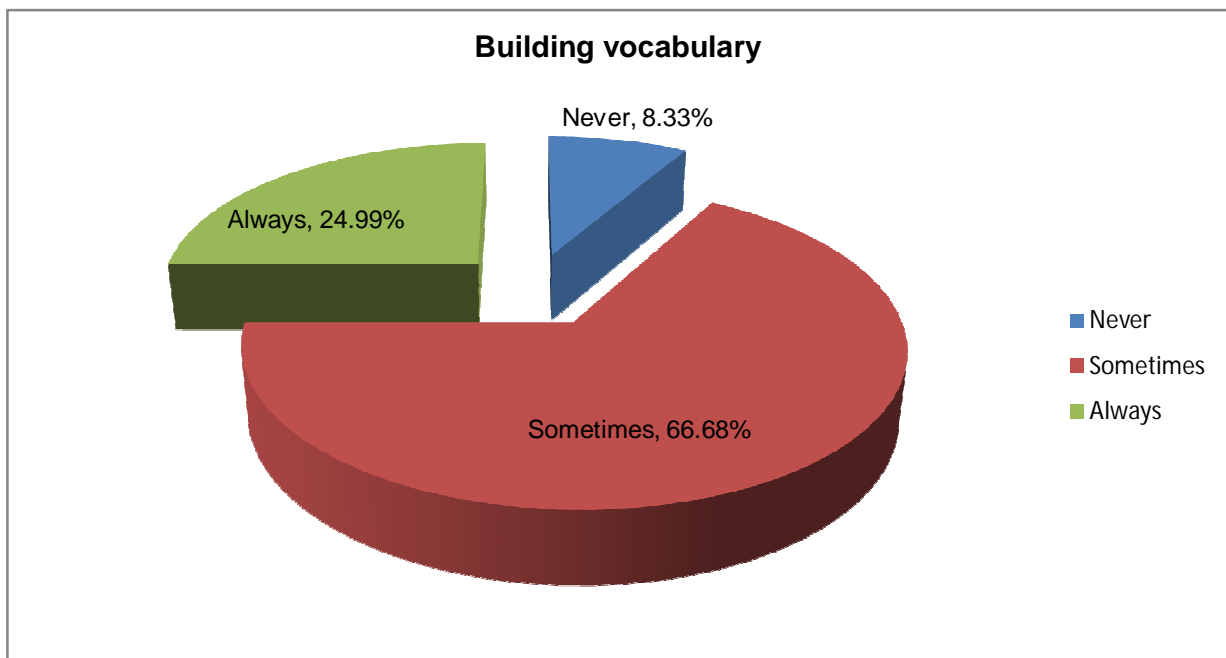
2. How often do you practice the following technique?	
Role plays	Never = 2 students (16.66%)
	Sometimes = 10 student (83.34%)
	Always = 0 student (0%)



If we noticed here we have a small discrepancy in that analysis because there were only 2 students that reported that the teacher never use the technique. We tend to say that role play is one of the activities most used by the teacher because is a simulation in which each participant is given a role to play and this is sometimes attractive for students.

Although some of the students said they like English class they have different point of view when we asked them: how often do students practice the technique “**Building vocabulary**” one (8.33%) student said he never practice the technique, other students (66.68%) said Sometimes practice the technique and other three (24.99%) said Always practice.

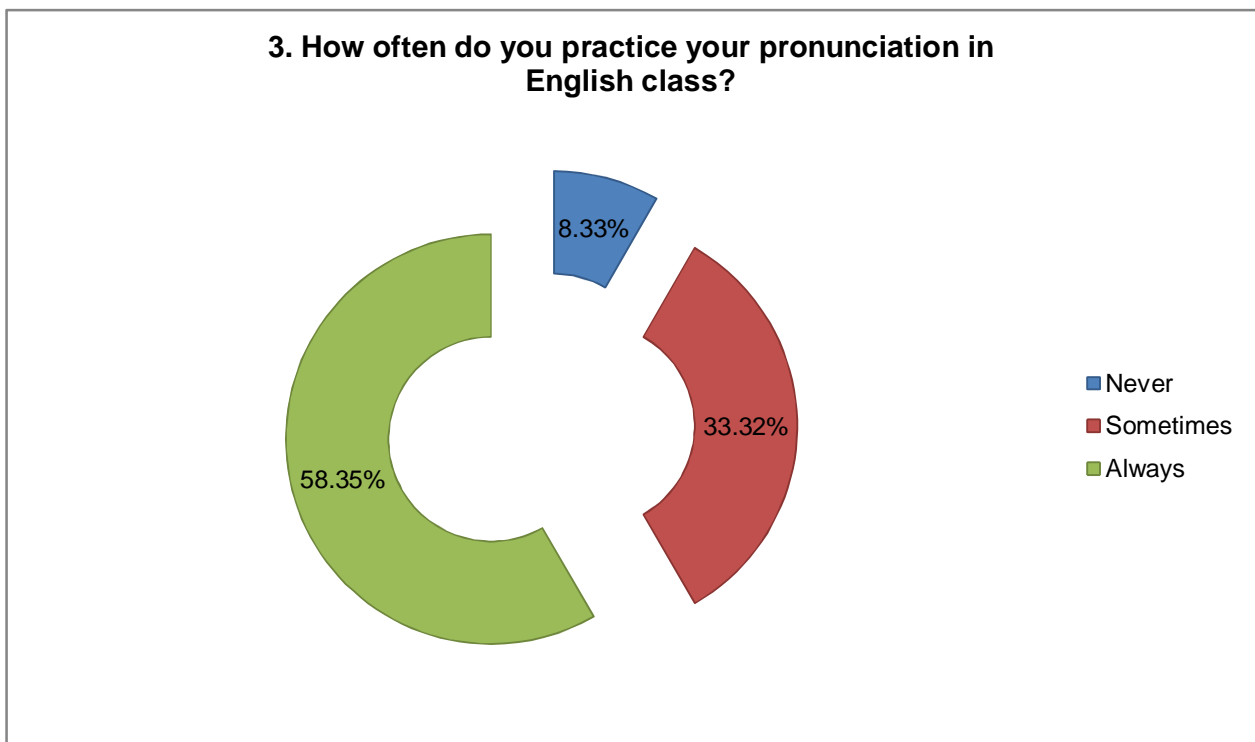
2. How often do you practice the following technique?	
Building vocabulary	Never = 1 student (8.33%)
	Sometimes = 8 student (66.68%)
	Always = 3 student (24.99%)



The result from the graphic above is a bit confusing because we found that some of them say always other said sometimes and only one said never. We believe that answer given by the student that said “never” is not reliable because has a profile of high absenteeism.

After data analysis we've found that only one (8.33%) student say never practice pronunciation in class, four (33.32%) students said they sometimes practice and seven (58.35%) students from our sample said they always practice pronunciation in English class.

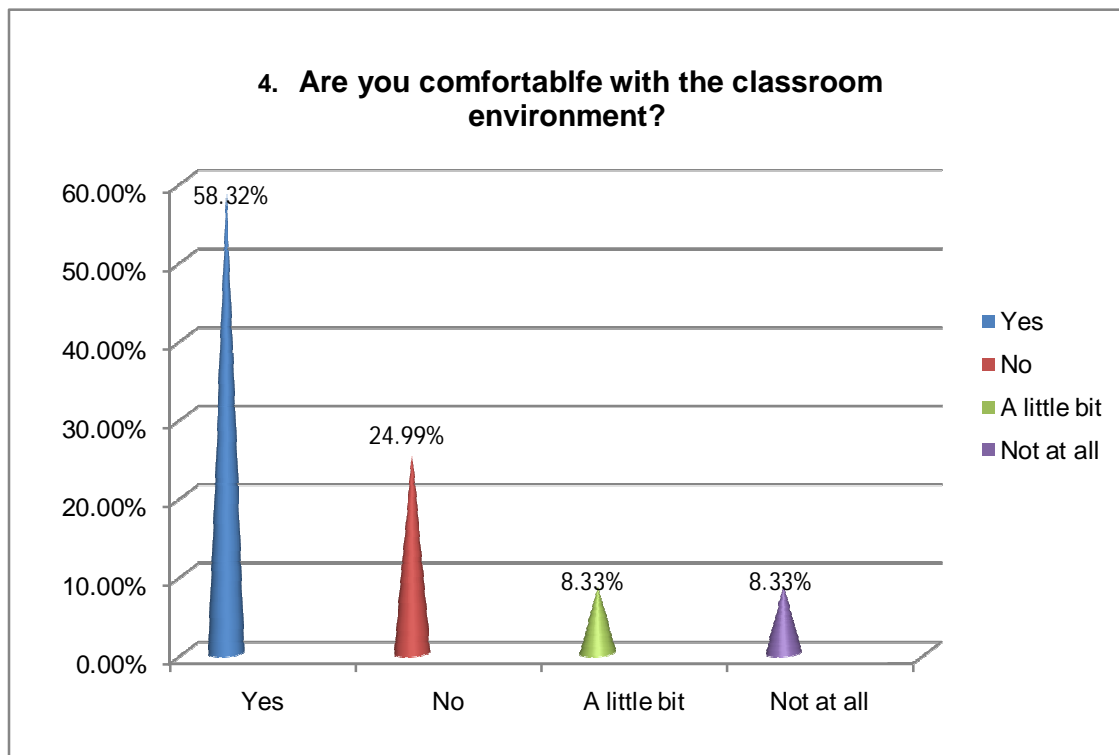
3. How often do you practice your Pronunciation in English class?
Never = 1 students (8.33%)
Sometimes = 4 student (33.32%)
Always = 7 student (58.35%)



In the different activities that teacher uses the students report that they practice pronunciation, but based in the class observation we found out that the teacher doesn't correct some mistake done by students.

We asked the students this question; are you comfortable with the classroom environment? The analysis of data was clear getting in results: that the majority 7 students (58.32%) were comfortable, other 3 students (24.99%) said not being comfortable with classroom environment and the minority A little bit = 1 student (8.33%) and only one student (8.33%) were not comfortable at all.

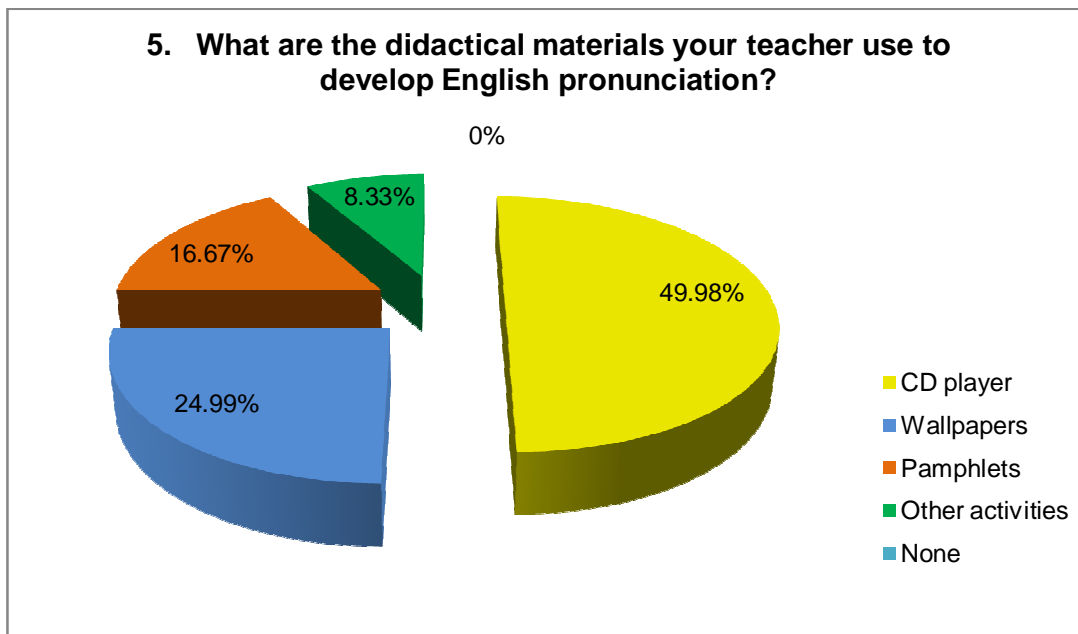
4. Are you comfortable with the classroom environment?
Yes = 7 students (58.32%)
No = 3 students (24.99%)
A little bit = 1 student (8.33%)
Not at all = 1 student (8.33%)



Is sad to know there were two students that were not pleased with classroom environment because of the noise, infrastructure, etc. is very important to mention that students needs to have a good classroom environment in order to develop better skills in the English class

This graphic reveals that 6 students (49.98%) said that the teacher uses a CD player for the development of English pronunciation, 3 students (24.99%) said the teacher uses wallpaper (Graphics, posters), other 2 students (16.66%) reveal that the teacher uses Pamphlets, and 1 student (8.33%) said the teacher uses other activities but didn't give details of what other activities.

5. What are the didactical materials your teacher use to develop English pronunciation?
CD player = 6 students (49.98%)
Wallpapers = 3 students (24.99%)
Pamphlets = 2 students (16.67%)
Other activities = 1 student (8.33%)
None = 0%



Something important to report is that in España Public School there is a computer Lab. But the teacher didn't make use of it during our visit to the school, and is sad because this could be one of the didactical materials useful for the learning of English pronunciation.

XIII. CHRONOGRAM OF ACTIVITIES

Activities	Date
discussing possible research and Choosing research topic	August, 24 th and 31 st
Analyzing Objectives, Research, Questions and literature review	September, 7 th
Literature review and theoretical framework	September, 21 st
Methodological design Type of research, system of variables	September, 28 th
Instruments, theoretical framework development, population and sample	October, 5 th
Selection of sample: quantitative and qualitative approaches	October, 19 th
Apply instruments, recollect information, Questionnaires	October, 26 th
Processing information	November, 9 th and 16 th
Discussion of results, conclusions, recommendations bibliography and Pre- defense	November, 23 rd
Annexes, group discussion, receiving and giving feedbacks	November, 30 th

DISCUSSION OF RESULTS

XIV. Conclusions

According to the result of this research and looking forward to the purpose of or objectives we can conclude with the following:

Students from eleventh grade at España Public School in Managua present some aspects that influence in the teaching pronunciation skill such as: the strategies and techniques used by the teacher are not satisfactory to encourage students, because teacher does not motivate the students in order to improve English language.

The classroom environment does not provide the enough conditions for the development of some teaching strategies.

The lack of student's participation and shyness does not help teacher develop some strategies or techniques.

XV. Recommendation

Establish a positive affective environment in order to make learners feel comfortable, rather than fearful or anxious also, treat learners with respect and try to understand cultural differences.

Teacher should involve a little bit more with their students in order to know if students have personal issue that may be affecting student's concentrations.

Provide better strategies and techniques in order to develop pronunciation accuracy.

Integrate the four skills of language: listening, speaking, reading, and writing.

Write important vocabulary on the board; say the words; have learners write and say the words; categorize words by meaning.

Have learners work together in collaborative groups, this will help learners work together to solve problems and collaborate on work projects

Determine language level, interest in topics and previews knowledge such as: Ask direct questions, Create simple surveys, Brainstorm ideas and Identify potential 'translators' in the group

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XVII. Annexes

Guide for class observation

Objective: to obtain information about the strategies use by the teacher during the English class.

Professor _____ Observe _____

Class observed _____ Date _____

Starting time _____ ending time _____

I. presentation

1. What is the classroom environment like before class?

Clean dirty

II. Practice

2. Does the teacher use any didactical material while teaching English class?

Yes no

3. How the students react to the presentation of material?

Comfortable Uncomfortable Familiar with

4. Does the teacher provide students an opportunity to interact with the material?

Yes no

5. How does the teacher encourage student's participation?

Pair work grouped work individual work

6. Does the teacher use any technological device in the class development?

Yes no

III. Produce

7. Do students like the activities develop by the teacher?

Yes no more or less

8. What kind of strategies does the teacher use in the class?

Dialog Role play oral presentation

9. How does the teacher test pronunciation on students?

Through oral presentation Through Dialog Through role play

IV. Assignment

10. Did the teacher assign any homework to the students?

Yes no

Questionnaire for the teacher

Objective: The main propose of the interview sis to know the different strategies that English teacher use to improve speaking ability

1. Do you think that the speaking is the most difficult skill to develop in English class? Why?
2. What are the most relevant problems that students from eleventh grade have in the speaking performance?
3. What kind of activities do you use to develop speaking skill on students?
4. How often do you practice with your students speaking skills?
5. How do you test your student's pronunciation accuracy?
6. How do you motivate your students to practice English?

Students Questionnaire

Objective: To get some information from students of eleventh grade in relation to speaking skill of the English language.

Check the letter with the right answer.

1. Which of the following activities does the teacher use as strategy to practice speaking skill in class?

- a) Discussion
- b) Dialog
- c) Personal experiences
- d) Songs
- e) Role play

2. How often do you practice the following technique?

2.1 Story telling

- a) Never
- b) Sometimes
- c) Always

2.2 Dialogs

- a) Never
- b) Sometimes
- c) Always

2.3 Role plays

- a) Never
- b) Sometimes
- c) Always

2.4 Building vocabulary

- a) Never
- b) Sometimes
- c) Always

3. How often do you practice your pronunciation in English class?

- a) Never
- b) Sometimes
- c) Always

4. Are you comfortable with the classroom environment?

- a) Yes
- b) No
- c) A little bit
- d) Not at all

5. What are the didactical materials your teacher use to develop English pronunciation?

- a) CD player
- b) Wallpapers
- c) Pamphlets
- d) Other activities
- e) None



Ensign of the españa public school.





During the class observation students felt shy, nervous and uncomfortable with our presence.



The students were working in group, but were not interested in the class development. Therefore the classroom environment was not the indicated one, because it was too disorganized.



Teacher was giving instruction for the activities in that moment which was dialog.



Pair work was one of the activities used by the teacher before an oral presentation.

This is the population selected for the research work at España Public School

