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Applied Research

Diagnosys of difficulties in learning pronunciation as a second language in the students of third year at Miguel de Cervantes Saavedra School, in the first semester of 2013

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Abstract

The goals of this paper are to describe the difficulties that students have when talking, mention some factors that affect students in the process of learning pronunciation, talk about some methods that have been useful in the learning process of pronunciation. In this paper we also named the frequency that the English teacher speaks the English language and how important is for him to teach pronunciation. Another important issue that was part of this paper was the time period of English class and how often students practice pronunciation.

Keywords

1. Language: 1 the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way: *a study of the way children learn language.*
2 a system of communication used by a particular country or community: *the book was translated into twenty-five languages.*

2. Native language/mother tongue: the language that a person has grown up speaking from early childhood.

3. Participation: the action of taking part in something: *participation in church activities.*

4. Practice: repeated exercise in or performance of an activity or skill so as to acquire or maintain proficiency in it: *it must have taken a lot of practice to become so fluent.*
I need to practice my French.

5. Pronunciation: the way in which a word is pronounced: *similar pronunciations are heard in Brooklyn*

6. Repetition: the action of repeating something that has already been said or written: *a repetition of his reply to the delegation.*

7. Research: the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions: *she has spent the last five years researching her people's history.*

8. Sounds: sound produced by continuous and regular vibrations, as opposed to noise.

9. Teach: show or explain to (someone) how to do something:*she taught him to read he taught me how to ride a bike. She teaches me French*

I- Introduction

This research paper was designed to talk about the difficulties in learning pronunciation as a second language in the students of third year at Miguel de Cervantes Saavedra School, in the first semester of 2013. By this research paper we can know the ways the students deal with difficulties in pronunciation, the level of abilities that the students have in the pronunciation of English language, the level of opportunities that the students have to practice pronunciation in the classroom.

In this paper we are going to talk about different methods that have been used to teach pronunciation. With the help of this research different organizations and people can get profit to improve the learning-teaching process of pronunciation.

II- Setting the problem

The problem of our research is the situation that students and teacher of the Miguel de Cervantes Saavedra Institute faced in the teaching - learning process of the English language, specifically in the area of pronunciation.

With the help of students and what we saw my companion and I, is that students do not have enough technological materials to practice pronunciation, for that reason they almost never practice it, given a negative result when pronouncing the words when read or converse.

On the other hand, there are some students that show interest to learn the language although at the same time there are others students that do not. The majority of the students participate in group but not all of them ask for help neither to the teacher nor to their classmates because of the shame that their classmates mock or laugh.

In addition, the environment in which students are taking their classes are not adequate enough as there is always a lot of noise around the classroom when the teacher taught the class and students can not hear very well. Another problem is the short time in the class period, for this reason the teacher is forced to explain, assist and evaluate them in group most of the time.

Spanish speakers learning English often have problems with pronunciation due to the differences between the two languages sounds systems. Spanish speakers sometimes have problems to distinguish between words like: beat (golpear) and bit (trozo), piece (pieza) and peace (Paz).Also, confounded the consonants "v" and "b".

III- Previous studies

TITLE

English FL Sounds in School Learners of Different Ages

AUTHOR
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Introduction

In recent decades there has been a vindication of the role of pronunciation in foreign language (FL) effective communication and a considerable increase in research addressing the mechanisms of second language (L2) speech learning and the reasons for foreign accents. The traditional view of native language (NL) transfer as the main reason for learner errors (Stockwell & Bowen, 1965) has been strongly contested in recent years. Nevertheless most authors (Altenberg & Vago, 1983; Eckman, 1977; Ellis, 1994; Flege, 1992, 1999; García Lecumberri & Cenoz, 1997; Ioup, 1984; Major, 1987a, 2001; Scholes, 1986; Wode, 1980) believe that phonetic/ phonological mistakes are very often due to first language (L1) influences, more so than errors at other levels (Ellis, 1994; Ioup, 1984; Leather & James, 1991) and mediated by factors such as markedness (Carlisle, 1994; Eckman, 1977), universal tendencies (Altenberg & Vago, 1983; Wode, 1980), stage of L2 acquisition (Fox et al., 1995; Hammarberg, 1990; Major, 1987b; Wenk, 1986), degree of L1 maintenance (Flege, 1999; Thompson, 1991) etc. (see Leather, this volume, for more details).

Additionally, learners' personal characteristics such as age, motivation, sociolinguistic and affective factors (Bongaerts, 1999; Bongaerts et al., 1995; 1997; Cenoz & García Lecumberri, 1999a, 1999b; Guiora et al., 1980; Major, 1987a; Purcell & Suter, 1980; Singleton, 1989, Thompson, 1991) and the characteristics of the learning process such as its context, the amount and type of L2 sound exposure (Bongaerts et al., 1995; Krashen et al., 1982; Singleton, 1989) and instruction types employed (Blanco et al., 1997; Ioup, 1995) have proved to have a bearing on the weight that transfer may have and on the level of FL phonetic development. Accordingly, transfer is generally accepted to be particularly important in the acquisition of an FL sound system, although mediated by the above mentioned factors and just one of the strategies learners may employ (Odlin, 1989).

Learners' Age

Let us now concentrate briefly on one of the factors that may have an influence on FL acquisition: – learners' age (see Singleton, this volume, Chapter 1, for a more detailed account). When talking of age in the FL acquisition context, it is important to make the following distinction: on the one hand, there is the influence of age as a broad issue which concerns any effects which may correlate with learners' age, either at the beginning of acquisition, at a specific point or in the long term and it refers to any age from birth to senescence (Cook, 1995). On the other hand, there is one age effect which has been extensively discussed in the literature and which is commonly known as the Critical Period (CP) for language acquisition. Accordingly, the CP is not synonymous with the influence of age per se, but is instead one of the possible aspects of age as a factor.

Many researchers have suggested that age is an important factor in language acquisition in that the earlier the starting age, the greater the possibility of successful phonological acquisition (Asher & García, 1969; Flege, 1999; Flege et al., 1995; Munro et al., 1996; Oyama, 1976; Thompson, 1991). This position, which we may call 'early advantage', has also been criticised by studies showing that adults may outperform young learners at initial stages of FL acquisition (Burstall, 1975; Muñoz, 2000; Olson & Samuels, 1973; Snow & Hoefnagel-Höhle, 1977; Thogmartin, 1982). However , it has been demonstrated that this initial 'older advantage' may be turned around in the long term, because learners who start acquiring the language early, often end up surpassing adult learners (Cook, 1991; Krashen et al., 1982; Snow & Hoefnagel-Höhle, 1977, 1978).

To conclude this discussion on age, we may say that defendants of the existence of early age advantages often use arguments concerning pronunciation acquisition whilst detractors often make the exception of pronunciation as the only linguistic component which may be affected by starting age since it involves not only cognitive development but also neuromuscular coordination skills (Scovel, 1988). Even those who maintain that older learners show an initial advantage, frequently make an exception for oral skills. (Singleton, 1989)

Teaching Efl Pronunciation: Why, What and How?

AUTHOR

Dr. M. Maniruzzaman

Introduction

Pronunciation is an integrated and integral part of second/foreign language learning since it directly affects learners' communicative competence as well as performance to a substantial extent. Notwithstanding, the teaching of EFL pronunciation has received varied treatment from having no room in the synthetic syllabus and the grammar-translation method to being the cardinal focus in the situational syllabus and the audio-lingual method in which emphasis is put on the traditional notions of pronunciation, minimal pairs, drills and mini-conversations. And with the advent of communicative language teaching in the late 1960s (Richards and Rodgers, 1986), the role of pronunciation in the EFL curriculum started facing questions: whether the focus of the programmes and the instructional methods were effective or not. Teaching pronunciation until then was 'viewed as meaningless non-communicative drill-and-exercise gambits' (Morley, 1991: 485-6). However, with a shift from specific linguistic competencies to broader communicative competencies as goals for both the teacher and the learner (Morley, 1991), the need for the integration of pronunciation with oral communication is clearly realized.

Why should EFL pronunciation be taught?

The usefulness of teaching second/foreign language pronunciation is a widely debated issue in the language teaching world. Purcell and Suter (1980:286) hold that pronunciation practice in the class has little effect on the learner's pronunciation skills and, moreover 'that the attainment of accurate pronunciation in a second language is a matter substantially beyond the control of educators'. Contrariwise, Pennington (1989) questions the validity of Purcell and Suter's findings, and states that there is no firm basis for asserting categorically that pronunciation is not teachable or it is not worth spending time on teaching pronunciation. However, Stern (1992: 112) maintains 'there is no convincing empirical evidence which could help us sort out the various positions on the merits of pronunciation training'.

Hence, Gilbert (1995: 1) believes that the skills of listening comprehension and pronunciation are interdependent, and contends 'if they (learners) cannot hear well, they are cut off from language. If they (learners) cannot be understood easily, they are cut off from conversation with native speakers." Likewise, Nooteboom (1983) suggests that speech production is affected by speech perception, and stresses the need of pronunciation in both listening and speaking. Wong (1987) points out that even when the non-native speakers' vocabulary and grammar are excellent, if their pronunciation falls below a certain threshold level, they are unable to communicate efficiently and effectively. Tench (1981:1) rightly maintains-

Pronunciation is not an optional extra for the language learner, any more than grammar, vocabulary or any other aspect of language is. If a learner's general aim is to talk intelligibly to others in another language, a reasonable pronunciation in important.

Therefore, we should countenance what Morley (1991) puts forward: The question is not whether pronunciation should be taught, but instead what should be taught in a pronunciation class and how it should be taught.

What should be taught?

The question 'What should be taught?' encompasses two different points: (a) the level, variety or accent of EFL pronunciation and (b) the aspects, components or features of EFL pronunciation.

The level, variety or accent of EFL pronunciation

It has long been believed and accepted that ESL/EFL learners have to try to get as close as possible in their pronunciation to one of the dominant native-speaker accents, such as Received Pronunciation (RP), the USA equivalent. However, the time covering the last fifteen years or so with the trend of globalization has brought about such a significant change in the role of the English language throughout the world that it is unavoidable to reexamine and rethink this situation. English is currently the world's most widely used and principal international language, as a result of which there are now more exchanges between non-native speakers of English than between non-native speakers and native speakers. It is, moreover, predictable that in the near future at least this situation is not going to change in favour of the minority of native speakers, and so suddenly the hegemony of their specific accents is under fire (Walker, 2001). Macaulay (1988) and Crystal (1995) also question the idea of a native-speaker accent as a model or norm for ESL/EFL learners.

What accent of English should the learner be exposed to then? Kenworthy (1987) puts forward the concept of "comfortableintelligibility' as a suitable goal for the majority of learners. Morley (1991: 496) supports Kenworthy's view and advocates that the goal of pronunciation should be changed from the attainment of 'perfect' pronunciation to the more realistic goals of developing functional intelligibility, communicability, increased self-confidence, the development of speech monitoring abilities and speech modification strategies for use beyond the classroom. The overall aim of these goals is for the learner to develop awareness and monitoring skills that will allow learning opportunities outside the classroom environment.

The aspects, components or features of EFL pronunciation

EFL pronunciation teaching should cover both the segmentals and the suprasegmentals as well as the training of the speech organs, such as lips, teeth, alveolar ridge, palate, tongue, vocal folds, ears, etc.

The segmentals embody vowel and consonant sounds, preferably phonemes, as well as syllables. A phoneme is a set of similar sounds showing meaning differences or differentiating between words. And a syllable consists of a vowel as a compulsory element and one or more consonants at the onset and/or in the termination as optional elements, which is pronounced with a single contraction of the lungs.

The English language has twenty vowel phonemes (twelve monophthongs and eight diphthongs) and twenty four consonant phonemes. While the vowels are articulated without any obstacle in the vocal tract, the consonants are produced with some blockage of the air passage.

The treatment of the segmentals basically includes sound contrast in words, pronunciation of vowel and consonant phonemes. The phonemes which are not available in the learner's mother tongue and problematic to him/her should receive special treatment in the teaching material and methodology and sufficient room in the learner's practice.

The suprasegmentals are comprised of stress in words and connected speech, rhythm, pitch, loudness, length, quality, tone and intonation that play an essential and natural role in English speech production and perception. As the Bengali speaking learner's mother tongue is syllable timed whereas English is stress timed, he/she inevitably finds mastering EFL pronunciation a very daunting task (Bell, 1996). Hence, the differences in suprasegmentals between the learner's mother tongue and the target language are momentous topics that he/she should not only be aware of but should make a conscious effort to study and focus on (Thompson and Gaddes, 2005).

How can EFL pronunciation be taught?

The question 'How can EFL pronunciation be taught?' comprises axiomatic, procedural and implemetational issues related to pronunciation teaching: teaching approaches and classroom techniques/activities.

Teaching approaches

In recent years, with the renewed professional support to enable learners to be effective and efficient speakers of English as an L2, there has been an incessant progress to bring pronunciation back on stage since, as a large number of prominent theorists and researchers uncover, it should be given preferential treatment. However, researchers and teachers are not yet completely convinced of which models, goals, approaches and methodology are more helpful for leaning and teaching pronunciation alike.

To have a look at the various approaches to pronunciation teaching, the 'bottom-up approach' begins with the articulation of individual sounds or phonemes and works up towards stress, rhythm, tone and intonation. On the other hand, the 'top-down approach' starts with patterns of intonation and brings separate sounds or phonemes into sharper focus as and when required. According to Dalton and Seidlhofer (1994), the former is based on the idea that if the segmentals are taught first, the suprasegmentals will subsequently be acquired without the need of formal instruction whereas the latter rests on the assumption that once the suprasegmentals features are in place, the necessary segmental discriminations will follow accordingly. The bottom-up approach and the top-down approach respectively correspond to the traditional approach and the research-based approach propounded by Scarcella and Oxford (1994). While the traditional approach is concerned with isolated sounds and native like pronunciation, the research-based approach deals with suprasegmental features and targets at communication.

However, based on existing studies, the top-down or research approach appears to be more effective in teaching L2 pronunciation. Jenkins (2002) maintains that starting holistically from voice quality and then moving to work on segmentals imply that the learner is pushed to adapt and use the target language articulatory settings with their articulators still geared towards the pronunciation of the sounds of his/her mother tongue. That is, teaching EFL pronunciation should commence from the suprasegmentals that are more indispensable and contribute more to intelligibility and accent than segmentals do.

Classroom techniques/activities

Due to pedagogical reasons, it might be helpful to think about the teachability-learnability scale as introduced by Dalton and Seidlhofer (1994) which suggests that there are certain aspects of the English pronunciation which appear to be easily taught; namely, phonemes, stress while others, such as intonation, are extremely dependent on individual circumstances and thus practically impossible to separate out for direct teaching. Therefore, it could then be sensible to think that instead of pushing learners to strive for perfect pronunciation, a focus on pedagogic attention to those items which are teachable and learnable and also essential in terms of intelligible pronunciation appears to be a more reasonable goal. Based on the exploration and critical analysis of the different approaches to teaching pronunciation and what seems to be teachable and learnable for EFL classroom settings, I will now propose ten techniques and activities that, according to influential pronunciation researchers (e.g. Morley, 1991, Scarcella and Oxford, 1994, Fraser, 1999, Thompson, Taylor and Gray, 2001) and my own experience, appear to be useful for learners and teachers alike:

a. Utilization of known sounds: In the early stage of learning, the learner, especially the young one can be helped to compare the sounds of the target language with those of his/her mother tongue. This eventually helps the learner produce the EFL sound pattern to a considerable extent.

b. Explanation: Explanation of how to produce sounds or use pronunciation patterns appropriately should be kept to a minimum through directions about what to do with the vocal organs can help some young and adult EFL learners in some circumstances.

c. Communication activities: The teacher can design communicative tasks, such as dialogues or mini-conversations for both young and adult EFL learners according to their linguistic level to practise particular sounds, especially those which are not available in their mother tongue, for example, / I ?: f v ? ? ð/in case of Bengali speaking learners. Besides, the learner can be taught some useful communication strategies, such as retrieval strategies, rehearsal strategies, cover strategies which will help him/her give the impression that his/her pronunciation is better than it really is (Oxford, 2000).

d. Written versions of oral presentations: At the more advanced levels, learners can be given strategies for analyzing the written versions of their oral presentations. This helps them detect, identify and correct errors or mistakes committed in their oral presentations.

Finally, these classroom techniques/activities for teaching EFL pronunciation are in no way exhaustive, but substantially useful when they are used on the basis of feasibility and suitability in a particular environment having particular learners.

Moreover, according to Morley (1991: 507), the teacher can perform the role of a 'speech coach' or 'pronunciation coach' who, rather than just correcting the learner's errors and mistakes, supplies information, gives models, offers cues, suggestions and constructive feedback about the performance, sets high standards, provides a wide variety of practice opportunities, and overall supports and encourages the learner.

Conclusion

It is evident that our teachers, syllabus designers, materials developers and policy makers consciously or indifferently avoid pronunciation teaching/learning because of diverse limitations indicating the lack of qualifications and expertise of the persons concerned.

However, EFL pronunciation should be viewed in the same light as the other facets and skills of the English language, such as vocabulary, 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 the teachers have to be trained in EFL pronunciation as well as EFL pronunciation teaching.

The teaching of EFL pronunciation has to aim at intelligible pronunciation considered as an essential component of communicative competence (Morley, 1991). And to help the learner acquire intelligible pronunciation, he/she can be exposed to a model, such as BBC English, Standard American English, or a locally produced variety like Indian Accent through some suitable and effective techniques/activities presented above.

IV- Justification

Our research has been elaborated to know the difficulties that the students and the professor at Miguel de Cervantes Saavedra School face in the teaching-learning process in terms of pronunciation of the English language.

The negative factors that we propose in our research will be very helpful to teachers, minister, and institutions for the valuation and improvement of some things (time period, teaching materials, environment, lack of help, etc.) that affect not only to the students but also to the teachers inside and outside the classroom.

We think with the gather information from the students and teacher we can realize about the real thing that they live in classroom , what they faced in and out of the class, how they dealt with the problem. For these reasons we believe our topic is very important and useful for educational development in the language.

V- Research questions

1- What kind of difficulties do the students have in learning English pronunciation?

2- How do the students deal with the big difficulties in pronunciation?

3- What kind of behaviour do the students have in the learning process in class time?

4- What kind of disadvantages have the students faced in the process of learning pronunciation?

5- What abilities do the students have in the pronunciation of English language?

6- What level of opportunities do the students have to practice pronunciation in the classroom?

VI- OBJECTIVES

1. To identify the major issues that affect the students in the pronunciation area.

2. To analyse the ways the students deal with difficulties in pronunciation.

3. To analyse the behavior that the students have in the learning process in class time.

4. To describe the disadvantages that the students faced in the process of learning pronunciation.

5. To analyse the level of abilities that the students have in the pronunciation of the English language.

6. To describe the level of opportunities that the students have to practice pronunciation in the classroom.

VII- Research Variables

Objetives	Variables	Definition	Indicators	Sources	Tecniques and Instruments
1. To identify the major issues that affect the students in the pronunciation area.	Issues that affect the students in the pronunciation area.	A condition that require great effort to overcome a negative result in learning English.	1. Phonetic alphabet. 2. Accent. 3. Sound. 4. Flow of speech. 5. Intonation.	- Students - Teacher	- Survey - Interview
2. To analyse the ways the students deal with difficulties in pronunciation.	Ways the students deal with difficulties.	How somebody takes actions with respect to achieve a positive result.	1. Use of repetition. 2. Listening spoken English. 3. Practice pronunciation. 4. Use dictionary.	- Students - Teacher	- Survey - Interview
3. To analyse the behavior that the students have in the learning process in class time.	Behavior that the students have in the learning process in class time.	The way in which one acts or conducts oneself in response to a particular situation.	1. Relationship between the students and the teacher. 2. Interest in learning pronunciation. 3. Discipline in the classroom. 4. Participation. 5. Concentration.	- Students - Teacher	- Survey - Interview
4. To describe the disadvantages that the students faced in the process of learning pronunciation.	Disadvantages that the students faced in the process of learning pronunciation.	The bad use of things in a situation.	1. A lot of noise. 2. The time period. 3. Lack of media.	- Students. - Teacher.	- Survey - Interview
5. To analyse the level of abilities that the students have in the pronunciation of the English language.	The level of abilities that the students have in the pronunciation of English language.	How much the students know about English pronunciation.	1.Fluency 2. Stress 3. Rhythm 4. Intonation	- Students - Teacher	- Survey - Interview
6. To describe the level of opportunities that the students have to practice pronunciation in the classroom.	The level of opportunities that the students have to practice pronunciation in the classroom.	How often the students practice pronunciation in the classroom.	1. Practicing one by one or in chorus. 2. Performing dialogues. 3. Reading sentences or paragraphs aloud.	- Students - Teacher	- Survey - Interview

VIII- Theorical Framework

In this investigation we are going to talk about the importance of a good pronunciation in a language in this case English. Beside, we are going to take into account some theories and terms related to English pronunciation.

We want to transmit the importance of having a good pronunciation when speaking the English language. People say that they do not care about having good pronunciation because they only want to communicate.

People say that they can communicate even with bad pronunciation and they find their communication skill satisfactory. But, perhaps native speakers find bad pronunciation unpleasant and difficult to understand. which mean that communicatio is not satisfactory at all.

Early pronunciation instructions help students to understand how to form sounds that are not found in their mother tongue and it contribute to the decoding ability in the language.

Pronunciation should be viewed as a crucial part of comunication that should be incorporate into classroom activities because students get more knowledge about different cultures and also they can acquired more opportunities to work and sucess in life.

By diagnosing all of the four Skills (listening, speaking, Reading and writing) speaking seems intuitively to be the most important. However, in addition to being an important skill, speaking is also a great challenge for English learners. Students face several difficulties on unfamiliar phonemes, the correct placement of stress and intonation, and the appropriate use of formal and informal expressions.

English pronunciation instruction must be used in the same light as the other aspects and skills of the English language (vocabulary, grammar, reading and writting) . Theories about the most effective methods for teaching pronunciation and helping students improve their comprehensibility include patter drills, the audio visual methods, fluency over accuracy, a focus on segmental and on suprasegmentals and combinations (Gilbert 1990, Celce-murcia, Brinton, and Doodwin 1996).

Theories

➢ **The field of modern language teaching has developed two general approaches to the teaching of pronunciation:**

1- An intuitive-imitative approach: depends on the learner's abilities to listen to and imitate the rhythms and sounds of the target language with out the intervention of any explicit information: it is also presupposes the availability of goods models to listen to, a possibility that has been enhanced by the availability first of phonograph records, then of tape recorders and language labs I the mid: twentieth century, and more recently of audio and videocassettes and compact disc.

This method is refer when students try to bring their own intuition about what they listen to without any information given before.

2- An analytic-linguistic approach: on the other hand, utilizes information and tools such as a phonetic alphabet, articulator descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation and production.
(Kelly-1969)

We believe that this method is attributes to the role of interpret and analyze the language and also it investigates how the signifiers and meaning are related, exactly what each word or expression mean.

➢ **Intonation:** Is the use of changing vocal pitch to transmite grammatical information or personal attitude.
use two Spanish-speaking male consultants and one native male speaker of American English as a control. (Backmann) demonstrated that with increased residence in the United States and better language proficiency, the more advanced Spanish Speaker had modified the flatter two-tone intonation contours characteristic of his native Spanish such that his intonation in English better approximated the more highly differentiated three-tone contours typical of the American English speaker.

The newly arrived Spanish speaker -with minor modifications- transferred hid flatter Spanish intonation to English. (Backmann).

➢ **Rhythm:** is the sense of movement and speech, marked by the stress, timing and quantity of syllables. When people speak the recurring alternation of strong and weak elements and the flow of sounds and silence and sentences or line of verse.

as Todaka's (1990) study indicated accurate intonation dependent on accurate rhythm. Chela Flores (1993) claims that rhythm in particular the appropriate lengthening of stressed syllables and shortening of unstressed syllables in English, is the most widely experienced pronunciation challenge for speakers of other languages.

➢ **Information processing theory**, which attempts to account for phonological acquisition without ignoring the effect of the native language on second-language phonological acquisition, derives from work in cognitive science. Within this field, which does not concern itself primarily with language acquisition the research of Schneider and Schiffrin (1977) and Rumelhort and Norman (1978) provide useful insight into how the brain processes new information. According to Rumelhort and Norman, learners exhibit a distinct tendency to interpret new information in terms of their existing knowledge structures, commonly referred to as schemata.

Practicing sounds and prosodic elements in structure drills is important and useful, more communicative activities using connective speech are crucial in helping to build and carryover.
The information processing theory we consider that is the way how the brain acquire and analyze the given information for somebody else. The learners use their current knowledge structure to difine any new information.

➢ **Flow of speech:** the right way of flow of speech is very important and usefull and important in pronunciation because there are similar sounds in English language that tend to be confused by learners.

 It is important also to be aware of the way different sounds, stress, and intonations may affect one another within the flow of speech. For example:

- The way a sound is articulated is influenced by what other sounds are next to it: the ed suffix of the past

tense in English, for example, may be pronounced /d/, /t/ or /id/ depending on what came immediately before.

- Intonation affects how we hear stress. In fact, stress is not, as mentioned above, usually expressed by saying the stressed syllable louder: it is more often a matter of a raised or lowered tone level, with a slight slowing-down.

- A change in the stress pattern of the word will change its sounds as well: the word subject, for example, has the stress on the first syllable when it is a noun, on the second when it is a verb: and this makes a noticeable difference to the sound of the vowels: /s bd ikt/, as compared to /s b, d ekt/.

Thus, it is useful to be aware of the way sounds, stresses and intonations interact within entire utterances to produce easily comprehensible pronunciation. Having said this, however, it is true that many, perhaps most, words have "stable" sound, stress and intonation pattern that can be confidently taught in isolation.

Direct method and more recent naturalistic approaches

In direct method foreign language instruction, which first gained popularity in the late 1800s and early 1900s, pronunciation is taught through intuitition and imitation: students imitate model -the teacher or a recording- and do their best to approximate the model through imitation and repetition. This instructional method was grounded on observations of children learning their first language and of the children and adults learning foreign languages in no instructional settings. Successors to this approach are the many so-called naturalistic methods.

We think that this method is based on imitation and repetition taking into account the teacher or audio visul media to have a closer pronunciation of native speakers.

Naturalistic methods including comprehension methods that devote a period of learning solely to listening before any speaking is allow. Example: include Asher's (1997) Total physical response and Krashen and Terrell's (1983)

Natural Approach. Proponents maintain that the initial focus in listening without pressure to speak gives the learners the opportunity to internalize the target sound system. When learners do speak later on. Their pronunciation is supposedly quite good despite their never having received explicit pronunciation instruction.

We believe this method is based on gathered information as they occur in the natural environment. The learners do not recieve any instruction before observing or listenig something, so they difine the sounds through what they had heard or observed.

As a conclusion, the first thing that needs to be done is to check that the students can hear and identify the sounds, the intonation, the rhythm and stress of words. The students can use the imitation of native models of sounds, words and sentences to follow a good pronunciation. For sound information it may help to use a sketch of the mouth, and to describe the pronunciation of a sound in term of lips, tongue end teeth. But a brief explanation is sufficient, followed by demonstrations and an invitation to imitate and practice.

Students often believe that getting the sounds right is the most important aspect of pronunciation. Thus, they may think that improving their control over vowels and consonants and pronouncing every sound in a word will make them sound more American.
Native language transfer plays a role in a learner's acquisition of the sounds of second language, but it is only one piece of puzzle. The extent of influence that negative transfer exerts may differ from learners to learners, and may also vary depending on the type of phonetic structure.

Also, the term phonetic that is the sound of all human languages which make distinction between sounds that may not be distinguished in a given language system is a problem that the students face. For instance, if learners do not pronounce clear the words, people could tend to misunderstand what they want to say.

According to these theories, we consider that the combined of the two approaches have a good result in learning English. The first one is about the individual skill in each students and the correct use of tools or instruments. Talking about the intonation, Rhythm, Flow of speech, they are particularly join each other.

Intonation depends on accurate Rhythm. Non-native speaker has a difficult acquisition of the second language (English) when they are learning pronunciation English.

The naturalistic method is based on the indirect method taught through imitation and intuition. Now-a-day it is still applied by Nicaraguan's teachers without any explanation.

The methods are good for learners but we have to improve using modern resources as electronic dictionaries, video-audio, and conversation by internet with native speakers.

IX- Hypothesis

Students that practice the sound of the words will be able to improve their pronunciation than other students who do not practice it.

X- Methodology

10.1 Sociological Approach

Our sociological approach is qualitative Research because it is a research undertaken to gain insights concerning attitudes, believes, motivations and behaviours of individuals to explore a social or human problem and include methods such us focus group, in-depth interviews, observations research.

10.2 Type of Research

The research type of this research is a Diagnosis because it is defined as "the process that specifies the characteristics of the context, the interactions of social actors and the existence of problems or conditions subject to change the outcome of which facilitates the making decision to intervene.

10.3 Techniques and instruments to gather data

♦ **The Survey** was applied to the students of third year at Miguel de Cervantes Saavedra School.

Survey research is one of the most important areas of measurements in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking question of respondents. A "Survey" can be anything form a short paper-and-pencil feedback form to an intensive one-on-one in-depth interview.

♦ **The interview** was applied to the teacher of third year at Miguel de Cervantes Saavedra School. The interview is the verbal interaction between the interviewer and the interviewee.

This instrument consists of a series of questions for the purpose of gathering information from the respondents. It is important for the researchers to familiarize themselves with the questioning before conducting interview.

The researcher has to ask clear questions to the interviewee to be easy to understand, ask thing at a time and not several question together because interviewee can misunderstand the question and give an incoherence answer.

Sampling

Nº	Student's name	CRITERIA					
		At least 90% of attendance	Academy courses	Teacher's knowledge about students' interest	Students who have their own textbook	Students ask for help	Students participation as a group
1	Adriana Paola Cruz Gonzales	YES	NO	YES	NO	YES	YES
2	Dalila Elizabeth Hernandez Jiron	YES	NO	YES	NO	NO	YES
3	Deyanira Samantha Espinoza Sequeira	YES	NO	YES	NO	NO	YES
4	Indira Thaiz Galeano Masis	NO	YES	NO	NO	NO	YES
5	Jennifer Ileana Silva Potoy	YES	NO	YES	NO	YES	YES
6	Marcela Jessenia Ruiz Cuadra	NO	NO	NO	NO	NO	YES
7	Socorro de los Ángeles Espinales Peralta	YES	NO	NO	NO	YES	YES
8	Mayte del Socorro Morales Romero	YES	NO	NO	NO	YES	YES
9	Byron Antonio Carrión Reyes	NO	NO	NO	NO	NO	NO
10	David Oswaldo Martínez Hernández	NO	NO	NO	NO	NO	NO
11	Kevin Francisco Pazeno Pérez	YES	NO	YES	NO	NO	YES
12	Marcelo Antonio Brenes Lacayo	NO	NO	NO	NO	NO	YES
13	Maykel Ariel Maltez Casaya	YES	NO	NO	NO	YES	YES
14	Maykel Jonathan Rocha Caldera	NO	NO	NO	NO	NO	NO
15	Omar Antonio Soza Ortega	YES	NO	YES	NO	YES	YES
16	Roberto José Montiel Duarte	YES	NO	NO	NO	YES	YES
17	Douglas Manuel Calero Bustamante	YES	NO	YES	NO	YES	YES
18	Heriberto José Martínez Alvarado	YES	NO	NO	NO	YES	YES

The criteria table was made for the purpose of select subjects that were members of the sampling. We built a table where we wrote all the subjects' name of the population. In this case, the students. At the top are the different criterias that all the students answered. It was wrote a "YES" if the students accomplished the criteria and a "NO" if the students did not accomplish the critera.

This technique help to provide or gather information that the researcher wiil use for the selection process of members. In this technique the reasercher does not have any intervention which mean that the subjects are the uniques that have the information. The subjects that were selected were those who had at least three positive criteria establish in the table.

Once students have completed all the criterias in the table we proceded to select the students who are within the sampling.

According to the gathered information we found out that Adriana Paola Cruz Gonzales, Jennifer Ileana Silva Potoy, Omar Antonio Soza Ortega, and Douglas Manuel Calero Bustamante accomplished with the majority of the criterias. They had four yes criterias which mean they were within the sampling.

Mayte del Socorro Morales Romero, Dalila Elizabeth Hernández Jirón, Deyanira Samantha Espinoza Sequeira, Socorro de los Ángeles Espinales Peralta, Kevin Francisco Pazeno Pérez, Maykel Ariel Maltez Casaya, Roberto José Montiel Duarte, and Heriberto José Martínez Alvarado had three yes criterias. They were within the sampling as well.

Indira Thaiz Galeano Masis was the Only student who had two yes criterias. She was not in the sampling because she could not give the right informatioan.

Marcela Jessenia Ruiz Cuadra and Marcelo Antonio Brenes Lacayo had one yes criteria. They were not in the sampling as well.

Byron Antonio Carrión Reyes, David Oswaldo Martínez Hernández and Maykel Jonathan Rocha Caldera had any yes criteria.

In this way the selection of the sample was made. In this case the size of the sample was twelve (12) students.

Adriana Paola Cruz Gonzales

Jennifer Ileana Silva Potoy

Omar Antonio Soza Ortega

Douglas Manuel Calero Bustamante

These students have four yes criterias.

Mayte del Socorro Morales Romero

Dalila Elizabeth Hernández Jirón

Deyanira Samantha Espinoza Sequeira

Socorro de los Ángeles Espinales Peralta

Kevin Francisco Pazeno Pérez

Maykel Ariel Maltez Casaya

Roberto José Montiel Duarte

Heriberto José Martínez Alvarado

These students have three yes criterias.

Indira Thaiz Galeano Masis — This student has two yes criterias.

Marcela Jessenia Ruiz Cuadra
Marcelo Antonio Brenes Lacayo

These students have one yes criteria.

Byron Antonio Carrión Reyes
David Oswaldo Martínez Hernández
Maykel Jonathan Rocha Caldera

These students have any yes criteria.

The nunber of population is 18
The number of sample is 12

XI- Discussion and Analysis of the results

The elaboration of the result analysis about the students' survey and teacher's interview contain a brief resum about the kind of difficulties in learning English pronunciation in the students od third year at Miguel de Cervantes Saavedra School.

In this paper we are goin to realize about the situation that students and teacher faced in the teaching learning process of the English language, specifically in the area of pronunciation.

Table # 1

Sounds practice	Females and males	%
Always	0	0
Sometimes	4	33.33
Often	0	0
Seldom	1	8.33
Never	7	58.33
Total	12	100

How often do you practice the different English sounds that do not exist in our mother tongue?

According to the first question we can notice that less than a half of the students (41.6%) sometimes and seldom practice the different English sounds that do not exist in our mother tongue. More than a half of the students (58.3%) of the students never practice the different English sounds. The majority of the students are not interested in practice the English sounds maybe because they do not care to learn the language and they also do not give the same importance as the other classes.

Table # 2

Problems	Females and males	%
Intonation	1	8.33
Rhythm	4	33.33
Stress	5	41.66
Flow of speech	2	16.66
Others	0	0
Total	12	100

What kind of problems do you have when pronouncing English language?

In the second question the majority of the students (41.6%) are facing the stress as a pronunciation problem in the English class. With a 33.3% rhythm is the second option that the students consider as a problem when they speak the English language. The third pronunciation problem that the students have is flow of speech and the last one but not the less important problem with a 8.3% of the students think that intonation is their pronunciation problem. We can see that all the students have a problem when pronouncing the English language and maybe this is happening because they are not practicing the language neither in the classroom nor in the house to improve it.

Table # 3

Practice pronunciation	Females and males	%
Once a week	4	33.33
Twice a week	2	16.66
Three times a week	2	16.66
Never	4	33.33
Others	0	0
Total	12	100

How frequently do you practice English pronunciation?

The third question is referring to the frequency of time that the students practice English pronunciation and according to their answers; the minority of them is practicing it twice and three times a week. Meanwhile, once a week and never are the most common options chosen for the students, it's mean that more than a half of the students are not going to improve their own English pronunciation because of the lack of frequency of time that they are asserting oneself to study the language and in that way to have a good result.

Table # 4

Pronunciation	Females and males	%
Excellent	0	0
Good	0	0
Regular	10	83.33
Bad	2	16.66
Total	12	100

How do you consider your pronunciation?

Regarding to the fourth question any of the students consider their pronunciation neither excellent nor good. The majority of the students think that their pronunciation is regular. Meanwhile, the other part of the students that represent the minority consider bad the way they pronounce the English language. This result is what we expected to find out because taking into account the above answers if the students do not have the habit to study or the appropriate frequency of time to study the English pronunciation they are not going to consider at least good their pronunciation in the English class.

Table # 5

Participation	Females and males	%
One minute	3	25
Three minutes	0	0
Five minutes	1	8.33
Ten minutes	5	41.66
Fifteen minutes	3	25
More than fifteen	0	0
Nothing	0	0
Total	12	100

Usually how many minutes do you participate orally in class in order to improve your English pronunciation?

In the fifth question we found out that 66.6% a little more than a half of the students participate ten and fifteen minutes orally in class in order to improve their English pronunciation.

The other part of the students just participates one and five minutes. We can say that the participation that the students have in class is good because although the students do not have a good pronunciation, the participation in class is very important to begin to develop the ability to pronounce the English language.

Table # 6

Start conversation in English	Females and males	%
Always	0	0
Sometimes	5	41.66
Often	0	0
Seldom	5	41.66
Never	2	16.66
Total	12	100

How often do you start conversation in English in order to improve your pronunciation?

Talking about the sixth question with an 83% of the students, which mean that the majority of them sometimes and seldom start conversation in English in order to improve their pronunciation. On the other hand, the minority of the students never start conversation in English. The students need to have more conversation activities to interact each other so that they will accustom to start conversation in English and feel more confident when participate in this kind of exercises in the classroom.

Table # 7

practice English	Females and males	%
Always	0	0
Sometimes	2	16.66
Often	2	16.66
Seldom	7	58.33
Never	1	8.33
Total	12	100

How often do you practice your English with other students?

In the seventh question less than a half of the students chose the options sometimes and often to refers the frequency that they are practicing their English with other students in the classroom, which mean that is very poor the amount of students that practice with other students the English language. In this case we think that the teacher should push them more to practice each other and the interaction between them will help them to develop and increase a good English pronunciation. On the other hand, the options seldom and never take part of the majority amount of students that practice English with other students. We can see that is more than a half of the students that are taking away an important way to improve their English pronunciation.

Table # 8

Understanding pronunciation	Females and males	%
Zero percent	0	0
Five percent	4	33.33
Ten percent	2	16.66
Fifteen percent	0	0
Twenty percent	3	25
Eighty percent	3	25
One hundred percent	0	0
Total	12	100

How much do you understand the teacher's pronunciation?

The eighth question is about the understanding the teacher's pronunciation. In this question, the half of the student consider that they understand their English teacher's pronunciation a twenty and eighty percent. Meanwhile, the other half of the students considers that they understand the English teacher's pronunciation five and ten percent. Although the teacher uses a simple or easy vocabulary to be understood by his students when he speaks, according to the observations that we did before, we consider that he should try to speak more slowly because we notice that he speaks a little fast to his students so maybe that is why some students do not understand him.

Table # 9

kind of instruments	Females and males	%
Tape recorder	0	0
DVD	0	0
CD	2	17
Nothing	10	83
Total	12	100

What kind of instruments does the teacher use in order to hear a good pronunciation of native speakers?

According to the ninth question we will know what kind of instruments or materials the teacher uses in the classroom in order to hear a good pronunciation of native speakers. A 17 % of the students chose that the teacher uses CD but an 83 % that represent the majority of the class said that the teacher uses nothing. When we went to observe the English class we never saw any additional material to teach English pronunciation and also according to the teacher, he told us that he does not use none of the already materials mentioned before because the institution does not provide them. we can say that there is a lack of important materials that the teacher and the students must use in the classroom to acquire the English language including its pronunciation.

Table # 10

Correct pronunciation	Females and males	%
Always	9	75
Sometimes	3	25
Often	0	0
Seldom	0	0
Never	0	0
Total	12	100

How frequently does the teacher correct your pronunciation?

In the tenth question we asked to the students the frequency that the teacher correct their pronunciation in the classroom and a 75 % of the students said that the teacher correct them sometimes. The teacher's position is quite good when he correct them because in that way the students will realize if they are doing well or bad when pronouncing any word and could have the opportunity to say it in the correct way.

Table # 11

Improve your pronunciation	Females and males	%
Yes	12	100
No	0	0
Total	12	100

Would you like to improve your pronunciation?

In this question we will realize if the students would like to improve their pronunciation. With a 100 % they answered yes they would like to improve their pronunciation. This is a great answer to know that the students are willing to improve their pronunciation, in some way they are motivated to learn more about the language although they do not have the right tools to do it.

Table # 12

learning English pronunciation	Females and males	%
Yes	12	100
No	0	0
Total	12	100

Are you interested in learning English pronunciation?

In this question we asked about the interest in learning English pronunciation and with a hundred percent (100 %) the student said yes, they are interested in it. Although the students are interested in learning English pronunciation they have to demonstrate it, how? They have to practice, participate and study hard to get good results.

Table # 13

learning English pronunciation	Females and males	%
Yes	4	33.33
No	8	66.66
Total	12	100

Do you know how to use the English dictionary?

In the thirteenth question the students answered if they know how to use the English dictionary and they said with a 33 % that they know how to use it. But, the other part of the students that represent more than a half of them do not know how to use it. Here, we can say that maybe the majority of them do not know how to use it because they never pay attention to their teacher's instructions or they really never have had any kind of instructions to use a dictionary.

Table # 14

Use the English dictionary	Females and males	%
Always	0	0
Sometimes	3	25
Often	0	0
Seldom	6	50
Never	3	25
Total	12	100

How often do you use the English dictionary in order to learn a good pronunciation?

This question talk about the frequency that the students use the English dictionary in order to learn a good pronunciation. A 25 % of the students chose that they sometimes use the English dictionary. A 50 % of the class said that they seldom use the English dictionary. Meanwhile, the other 25 % of the students never use the dictionary. We consider that if the students do not know how to use an English dictionary is evident that they are not going to try to use the dictionary. The English dictionary is an important tool that students should know how to use it and use it with frequency will help them to improve their English pronunciation. The English teacher should motivate them to use it at least in the classroom and in that way the students are going to be in touch with it and they also will become not only to know how to use it but also to improve their English pronunciation little by little.

Table # 15

Classroom environment	Females and males	%
Excellent	5	42
Good	1	8
Regular	6	50
Bad	0	0
Total	12	100

How do you consider the environment in the classroom?

How do you consider the environment in the classroom was the question that the students answered and a 42 % of the students consider that the environment in the classroom is excellent and an 8 % of the students said that is good. But, the 50 % of the students think that is regular. We can say that the environment in the classroom is good but the students need to pay more attention when the teacher is teaching. Also, the teacher needs to stick English phrases, pictures, etc. to motivate the students to learn the language.

Table # 16

Ask for help to the teacher	Females and males	%
Yes	6	50
No	6	50
Total	12	100

Do you ask for help to the teacher?

In this question we are going to know if the students ask for help to the English teacher and we found out that a 50 % of the students ask for help to the teacher. But, the other 50 % of the students do not ask for help. In this case the class is divided and maybe the students that do not ask for help to their teacher is because they are shy or do not feel confidence to do it. The teacher needs to give more confidence to his students and not to look like a serious person that is not available to answer the student's question.

Table # 17

Ask for help to the classmates	Females and males	%
Yes	6	50
No	6	50
Total	12	100

Do you ask for help to your classmates?

Now, in this question we are going to know if the student ask for help to their classmates and the answers are similar to the above. A 50 % of the students ask for help to their classmates but the other 50 % do not. In this case we can say that half of the class that do not ask for help to their classmates maybe is because they do not have a good relationship between them and we consider that is normal not to ask for help because maybe they do not want to be exposed that they do not understand something.

Table # 18

Time period	Females and males	%
Yes	6	50
No	6	50
Total	12	100

Do you think that the time period of English class is O.K?

According to this question we realized that a half of the students think that the time period of English class is ok. Meanwhile, the other half of the students considers that the time period is not ok. The students' answers are divided. If the students want to better their own English pronunciation they will need more time period but they have to be more aware tat they need it.

Table # 19

Need more time period	Females and males	%
Yes	7	58
No	5	42
Total	12	100

Do you think you need more time period of English class?

This question talk about the need of more time period of English class and a 58 % of the students think that they need more time period of English class. But a 42 % of the students think that do not need more time period. We consider that the students that do not need more time period have a negative behavior or they really do not know that the amount of time of learning the English language is to poor. If they really want to improve their own English pronunciation they have to increase the time period or to study not only in the classroom but also in the house.

Table # 20

Get along with your English teacher	Females and males	%
Excellent	1	8
Good	5	42
Regular	6	50
Bad	0	0
Total	12	100

How do you get along with your English teacher?

How do you get along with your English teacher is the question that the students answered, and half of the students consider excellent and good the relationship with the English teacher. The other half of the students consider regular the relationship with the teacher. The teacher needs to be friendlier with the students and give them more confidence because the students need to be guided for the teacher.

Table # 21

Get along with your classmates	Females and males	%
Excellent	1	8
Good	3	25
Regular	7	58
Bad	1	8
Total	12	100

How do you get along with your classmates?

In this question the students told us about how they get along with their classmates and a 33 % of them chose excellent and good. The other part of the students that is more than a half of the group said regular and bad. The students' relationship is not quite good therefore can affect them when they need help or when they have to interact each other.

Teacher's interview

In this interview we realized that the teacher besides to speak most of the time the English language in the classroom he always correct the students when they make mistakes. We noticed that the teacher uses simple words and also use the body language when he notices that the students do not get what he wants to communicate or explain something. There are moments that the students do not understand some words and the teacher uses the mother tongue to be understood.

According to the teacher, is difficult to deal with the problems that the students have because they do not like to study at all. On the other hand, the teacher considers important and positive to teach pronunciation because students will be able to produce the language correctly, and according to his answer he teaches once or twice a week.

Other important thing that the teacher said is that he just uses the marker and the board as instruments to teach English pronunciation in the classroom. The instruments that the teacher is using in the English class is not sufficient, the teacher needs to use the adequate instruments to have a better result when teaching.
Instruments (tape recorder, CDs, dictionaries, etc.) should be part of the learning English class in order to improve the English language.

Another important fact that the teacher told us was the kind of activities that he uses in order to know the fluency speech that the students have in the English language. The teacher uttered that the students practice conversations, role plays, they pronounce sentences, and read short texts. Also, he makes emphasis on the sounds that the students do not know because he considers that is important that they learn how to pronounce it at once.

Talking about the factors that affect the students in the process of learning English pronunciation the teacher considers that the lack of materials (book, tape recorders, videos, lab) are affecting the pronunciation learning.

Beside that, talking about the time period and the environment, the teacher said that the time period is very short to teach the English language, he considers that students need more time period of English class. We consider that the teacher is right because if the students have enough time period they could learn a lot of and improve their English pronunciation.

The environment is quite good said the teacher, but we consider that the environment need to be more appropriated to the English class for example, the use of pictures, charts, English phrases to motivate the students.

Finally, we asked the teacher if he would like to be the best English teacher and he only said "not at all". In this case we think that maybe he is not motivated because of the lack of the students' interest.

Comparing the students and the teacher answers, we found out that they share the same answers in some questions. For instance, when we asked the students about the kind of instruments that the teacher uses in the classroom to hear a good pronunciation of native speakers, the majority of the class chose the option "nothing" and according the teacher's answer was "I just use the marker and the board as instruments to teach English pronunciation". Both, students and English teacher said the same.

Beside that, the teacher and the majority of the students affirmed that the teacher always correct their pronunciation when they speak or participate in class.

We also found out a contradiction between the teacher and the students. According to the teacher he said "I consider quite good the environment in the classroom". Meanwhile, the half of the students chose the option "regular".

As a conclusion we consider that pronunciation should be a priority when teaching the English language but also to give good instructions because learners with good English pronunciation are likely to be understood even if they make errors in other areas.

Take into account the materials or instruments to use in the English pronunciation class are other priorities because students could develop and improve when speak the language. Beside, students need to change the way they behave and start to interact one to another, participate more frequently, practice a lot, concentrate, and study hard if they really want to learn and get better results in the English language.

XII- Conclusions

we can say that the students of the third yera "G" at Miguel de Cervantes Saavedra School have some difficulties in learning English pronunciation because they do not practice it the necessary time neither in the classroom nor in the house to improve their pronunciation and the the result of that is to get a regular pronunciation of the language.

According to the students' survey, the majority of the students never do not practice the English sounds for that reason students have many problems when reading and speaking which mean that the way they are using to improve their difficulties in pronunciation is not working.

To learn English pronunciation need a lot of practice. The students of the third year "G" at Miguel de Cervantes Saavedra School face some factors that affecthem in the process of learning pronunciation and we can mention that they are not practicing each other because the majority of the students do not get along with their classmates. Another factor is that they do not have enough didactic materials to be use in the classrroom.

Although the teacher of the third year at Miguel de Cervantes Saavedra School always correct students' pronunciation errors, they continue making errors because of the lack of practice in and out the classroom.

XIII- Recommendations

The difficulties in learning English pronunciation as a second language produce deep impact in the students who are learning the language inas much as that difficulties are going to be notable when they speak the language, because of that teachers have to seek the correct way to teach the students to improve and develop a good speaking.

From our point of view, every institution, academy, school that teach English should not only offer but also guarantee the appropiated materials to teach it because they take an important part in the teaching-learning process of the English language.

Beside of that, we can say that the students take an important part in the teaching-learning process, so they have to do their part to get good results, they have to feel motivated, they have to strive to give the best of them, practice the language by themselves and search every thing that they do not know to improve their difficulties in learning the English language.

Students must have an accurate dictionary (Oxford, Longman included CDs) because this kind of instruments can help them to improve their pronunciation.

XIV- References

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Universidad Nacional Autónoma De Nicaragua

Facultad de Educación e idioma

Departamento de Inglés

Student's survey

Introduction

The following instrument was designed for the purpose of gathering information about one of the most important micro-skill thet is pronunciation.

This instrument consist of closed-ended questions format where the respondents have to pick an answer from a given nunber of choices.

Instruction

Please, read every question before to answer them. When you are ready you can start to answer them using ✓or ✗ .

Please be clear when you choose the answers.

Student's Questionnaire

I- Personal Data.
Age:_____   Gender: M_____   F_____

II- Personal Opinions.
Please use ✓ or ✗ to answer the following questions.

1- How often do you practice the different English sounds that do not exist in our mother tongue?

1. Always___   2. Sometimes___   3. Often___   4. Seldom___   5. Never___

2- What kind of problems do you have when pronouncing English language?

1. Intonation___   2. Rhythm___   3. Stress___   4. Flow of speech___   5. Others___

3- How frequently do you practice English pronunciation?

1. Once a week___   2. Twice a week___   3. Three times a week___   4. Never___   5. Others___

4- How do you consider your pronunciation?

1. Excellent___   2. Good___   3. Regular___   4. Bad___

5- Usually how many minutes do you participate orally in class in order to improve your English pronunciation?
1. One minute___   4. Ten minutes___   7. Nothing___
2. Three minutes___   5. Fifteen minutes___
3. Five minutes___   6. More than fifteen___

6- How often do you start conversation in English in order to improve your pronunciation?

1. Always___   2. Sometimes___   3. Often___   4. Seldom___   5. Never___

7- How often do you practice your English with other students?

1. Always___   2. Sometimes___   3. Often___   4. Seldom___   5. Never___

8- How much do you understand the teacher's pronunciation?

1. Zero percent___   4. Fifteen percent___   7. One hundred percent___
2. Five percent___   5. Twenty percent___
3. Ten percent___   6. Eighty percent___

9- What kind of instruments does the teacher use in order to hear a good pronunciation of native speakers?
1. Tape recorder___   2. DVD___   3. CD___   4. Nothing___

10- How frequently does the teacher correct your pronunciation?

1. Always____   2. Sometimes____   3. Often____   4. Seldom____   5. Never____

11- Would you like to improve your pronunciation?

1. Yes____   2. No____

12- Are you interested in learning English pronunciation?

1. Yes____   2. No____

13- Do you know how to use the English dictionary?

1. Yes____   2. No____

14- How often do you use the English dictionary in order to learn a good pronunciation?

1. Always____   2. Sometimes____   3. Often____   4. Seldom____   5. Never____

15- How do you consider the environment in the classroom?

1. Excellent____   2. Good____   3. Regular____   4. Bad____

16- Do you ask for help to the teacher?

1. Yes____   2. No____

17- Do you ask for help to your classmates?

1. Yes____   2. No____

18- Do you think that the time period of English class is O.K?

1. Yes____   2. No____

19- Do you think you need more time period of English class?

1. Yes____   2. No____

20- How do you get along with your English teacher?

1. Excellent____   2. Good____   3. Regular____   4. Bad____

21- How do you get along with your classmates?

1. Excellent____   2. Good____   3. Regular____   4. Bad____

Universidad Nacional Autónoma De Nicaragua

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Teacher's interview

Introduction

      The following instrument was designed for the purpose of gathering information from the English teacher to know the ways that he teaches English pronunciation.

      This instrument consist of open-ended questions format where the respondent has to formulate his own answers.

Instruction

      Please, read every question before to answer them. When you are ready you can start to answer them.

Teacher's Questionnaire

I- Personal Data.

Name:_____

II- Personal Opinions.

1- Do you always speak English in class?

2- Do you correct your students when they make a mistake? How frequently?

3- What kind of pronunciation mistake do students do in class?

4- How do you deal with the difficulties that students have in pronunciation?

5- Do you consider that practicing different sounds would improve students' pronunciation? Why?

6- Do you think it is important to teach students pronunciation?

7- How often do you teach pronunciation in class?

8- What kind of instruments do you use in class to teach pronunciation?

9- What activities do you organize in class in order to know the fluency speech that students have?

10- Do you make an emphasis on the sound that students do not know?

11- Why do you think it is important to make an emphasis on the sound?

12- What factors do you think affect students in the process of learning pronunciation?

13- How do you consider the environment in the class when teaching?

14- How do you consider the time period class?

15- Do you think students need more time period of English class?

16- Would you like to be the best English teacher in pronunciation?

Codebook

Value case	I.1	I.2.1	I.2.2	II.1.1	II.1.2	II.1.3	II.1.4	II.1.5	II.2.1	II.2.2	II.2.3	II.2.4	II.2.5	II.3.1	II.3.2	II.3.3	II.3.4	II.3.5
1	16		✓					✓		✓							✓	
2	15		✓		✓						✓					✓		
3	14		✓		✓						✓			✓				
4	15		✓		✓					✓					✓			
5	14		✓		✓					✓				✓				
6	16		✓				✓				✓				✓			
7	15	✓						✓			✓			✓				
8	15	✓						✓	✓								✓	
9	15	✓						✓			✓						✓	
10	16	✓						✓				✓		✓				
11	17	✓						✓	✓							✓		
12	16	✓						✓				✓					✓	
Total	184	6	6		4		1	7	1	4	5	2		4	2	2	4	
%	15.33	50	50		33.33		8.33	58.33	8.33	33.33	41.66	16.6		33.33	16.6	16.6	33.33	

II.4.1	II.4.2	II.4.3	II.4.4	II.5.1	II.5.2	II.5.3	II.5.4	II.5.5	II.5.6	II.5.7	II.6.1	II.6.2	II.6.3	II.6.4	II.6.5	II.7.1	II.7.2	II.7.3
			✓					✓						✓				
✓		✓					✓					✓						✓
		✓				✓								✓				
		✓		✓								✓					✓	
		✓					✓					✓					✓	
		✓		✓								✓						
			✓	✓											✓			
		✓					✓							✓				
		✓						✓						✓				
✓		✓					✓					✓						✓
		✓						✓							✓			
		✓					✓							✓				
		10	**2**	**3**		**1**	**5**	**3**				**5**		**5**	**2**		**2**	**2**
		83.33	**16.6**	**25**		**8.33**	**41.66**	**25**				**41.66**		**41.66**	**16.6**		**16.6**	**16.6**

II.7.4	II.7.5	II.8.1	II.8.2	II.8.3	II.8.4	II.8.5	II.8.6	II.8.7	II.9.1	II.9.2	II.9.3	II.9.4	II.10.1	II.10.2	II.10.3	II.10.4	II.10.5
✓				✓								✓	✓				
			✓									✓		✓			
✓				✓								✓	✓				
						✓					✓			✓			
						✓					✓			✓			
✓			✓									✓	✓				
	✓		✓									✓	✓				
✓							✓					✓	✓				
✓							✓					✓	✓				
							✓					✓	✓				
✓						✓						✓	✓				
✓			✓									✓	✓				
7	1		4	2		3	3				2	10	9	3			
58.33	8.33		33.33	16.6		25	25				16.6	83.33	75	25			

II.11.1	II.11.2	II.12.1	II.12.2	II.13.1	II.13.2	II.14.1	II.14.2	II.14.3	II.14.4	II.14.5	II.15.1	II.15.2	II.15.3	II.15.4
✔		✔			✔				✔			✔		
✔		✔		✔					✔				✔	
✔		✔			✔		✔						✔	
✔		✔		✔			✔						✔	
✔		✔		✔			✔						✔	
✔		✔		✔					✔				✔	
✔		✔			✔					✔			✔	
✔		✔			✔				✔		✔			
✔		✔			✔				✔		✔			
✔		✔			✔				✔		✔			
✔		✔			✔					✔	✔			
✔		✔			✔					✔	✔			
12		12		4	8		3		6	3	5	1	6	
100		100		33.33	66.6		25		50	25	41.66	8.33	50	

II.16.1	II.16.2	II.17.1	II.17.2	II.18.1	II.18.2	II.19.1	II.19.2	II.20.1	II.20.2	II.20.3	II.20.4	II.21.1	II.21.2	II.21.3	II.21.4
	✔	✔			✔	✔			✔					✔	
	✔	✔			✔	✔				✔				✔	
	✔	✔		✔		✔				✔				✔	
✔		✔			✔	✔			✔				✔		
✔			✔	✔		✔			✔				✔		
✔	✔			✔			✔		✔				✔		
	✔		✔		✔	✔			✔					✔	
✔			✔		✔	✔				✔				✔	
	✔		✔		✔		✔			✔				✔	
✔			✔	✔			✔	✔				✔			✔
✔		✔	✔				✔			✔					
	✔		✔	✔			✔			✔				✔	
6	**6**	**6**	**6**	**6**	**6**	**7**	**5**	**1**	**5**	**6**		**1**	**3**	**7**	**1**
50	**50**	**50**	**50**	**50**	**50**	**58.33**	**41.66**	**8.33**	**41.66**	**50**		**8.33**	**52**	**58.33**	**8.33**

Codebook

I: Personal data
I.1: Personal data,Age.
I.2: Personal data, Gender.

II: Personal opinion.
II.1 Personal opinion, number of question
II.1.1: Personal opinion, number of question, option. Always
II.1.2: Personal opinion, number of question, option. Sometimes
II.1.3: Personal opinion, number of question, option. Often
II.1.4: Personal opinion, number of question, option. Seldom
II.1.5: Personal opinion, number of question, option. Never

II.2.2: Personal opinion, number of question, option. Intonation
II.2.2: Personal opinion, number of question, option. Rhythm
II.2.3: Personal opinion, number of question, option. Stress
II.2.4: Personal opinion, number of question, option. Flow of speech
II.2.5: Personal opinion, number of question, option. Others

II.3.1: Personal opinion, number of question, option. Once a week
II.3.2: Personal opinion, number of question, option. Twice a week
II.3.3: Personal opinion, number of question, option. Three times a week
II.3.4: Personal opinion, number of question, option. Never
II.3.5: Personal opinion, number of question, option. Others

II.4.1: Personal opinion, number of question, option. Excellent
II.4.2: Personal opinion, number of question, option. Good
II.4.3: Personal opinion, number of question, option. Regular
II.4.4: Personal opinion, number of question, option. Bad

II.5.1: Personal opinion, number of question, option. One minute
II.5.2: Personal opinion, number of question, option. Three minutes
II.5.3: Personal opinion, number of question, option. Five minutes
II.5.4: Personal opinion, number of question, option. Ten minutes
II.5.5: Personal opinion, number of question, option. Fifteen minutes
II.5.6: Personal opinion, number of question, option. More than fifteen minutes
II.5.7: Personal opinion, number of question, option. Nothing

II.6.1: Personal opinion, number of question, option. Always
II.6.2: Personal opinion, number of question, option. Sometimes

II.6.3: Personal opinion, number of question, option. Often
II.6.4: Personal opinion, number of question, option. Seldom
II.6.5: Personal opinion, number of question, option. Never

II.7.1: Personal opinion, number of question, option. Always
II.7.2: Personal opinion, number of question, option. Sometimes
II.7.3: Personal opinion, number of question, option. Often
II.7.4: Personal opinion, number of question, option. Seldom
II.7.5: Personal opinion, number of question, option. Never

II.8.1: Personal opinion, number of question, option. Zero percent
II.8.2: Personal opinion, number of question, option. Five percent
II.8.3: Personal opinion, number of question, option. Ten percent
II.8.4: Personal opinion, number of question, option. Fifteen percent
II.8.5: Personal opinion, number of question, option. Twenty percent
II.8.6: Personal opinion, number of question, option. Eighty persent
II.8.7: Personal opinion, number of question, option. One hundred percent

II.9.1: Personal opinion, number of question, option. Tape recorder
II.9.2: Personal opinion, number of question, option. DVD
II.9.3: Personal opinion, number of question, option. CD
II.9.4: Personal opinion, number of question, option. Nothing

II.10.1: Personal opinion, number of question, option. Always
II.10.2: Personal opinion, number of question, option. Sometimes
II.10.3: Personal opinion, number of question, option. Often
II.10.4: Personal opinion, number of question, option.Seldom
II.10.5: Personal opinion, number of question, option. Never

II.11.1: Personal opinion, number of question, option. Yes
II.11.2: Personal opinion, number of question, option. No

II.12.1: Personal opinion, number of question, option. Yes
II.12.2: Personal opinion, number of question, option. No

II.13.1: Personal opinion, number of question, option. Yes
II.13.2: Personal opinion, number of question, option. No

II.14.1: Personal opinion, number of question, option. Always
II.14.2: Personal opinion, number of question, option. Sometimes
II.14.3: Personal opinion, number of question, option. Often
II.14.4: Personal opinion, number of question, option. Seldom
II.14.5: Personal opinion, number of question, option. Never

II.15.1: Personal opinion, number of question, option. Excellent
II.15.2: Personal opinion, number of question, option. Good
II.15.3: Personal opinion, number of question, option. Regular
II.15.4: Personal opinion, number of question, option. Bad

II.16.1: Personal opinion, number of question, option. Yes
II.16.2: Personal opinion, number of question, option. No

II.17.1: Personal opinion, number of question, option. Yes
II.17.2: Personal opinion, number of question, option. No

II.18.1: Personal opinion, number of question, option. Yes
II.18.2: Personal opinion, number of question, option. No

II.19.1: Personal opinion, number of question, option. Yes
II.19.2: Personal opinion, number of question, option. No

II.20.1: Personal opinion, number of question, option. Excellent
II.20.2: Personal opinion, number of question, option. Good
II.20.3: Personal opinion, number of question, option. Regular
II.20.4: Personal opinion, number of question, option. Bad

II.21.1: Personal opinion, number of question, option. Excellent
II.21.2: Personal opinion, number of question, option. Good
II.21.3: Personal opinion, number of question, option. Regular
II.21.4: Personal opinion, number of question, option. Bad