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Evaluation of the teaching learning process of pronunciation in English as a foreign language with emphasis in intonation in 10th grade, at Instituto Nacional Héroes y Mártires De La Reforma (INHMARE) Masaya, second semester 2019.

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I. Dedicatory

First we want to dedicate this work to our Almighty God for giving us wisdom, strength, and perseverance to finish it, also to our parents for supporting us through this process and all teachers who shared their knowledge with us during these five years.

We want to express a special mention to our tutor Francisco Sánchez, who guided us along the process of this research.

Joshua 1:9

Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.

II. Acknowledgment

We give thanks to God for giving us wisdom and guidance to carry out this research in a successful way.

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III. Abstract

Learning a foreign language implies to develop a variety of skills like listening, speaking, writing and so on. Pronunciation is one of the most important sub skills in English language teaching (Gilakjani & Banou Sabouri, 2016). This is because pronunciation and its components like intonation help students to improve their oral communication. However, it has been observed that in many public secondary schools, specifically students of 10th grade at Instituto Nacional Héroes y Mártires de la Reforma have difficulties with this English pronunciation, since the English teacher does not pay much attention to teach it and as a result of this, students do not acquire the right intonation when they talk.

The main objective of this research is to evaluate the teaching learning process of pronunciation in English as a foreign language with emphasis in intonation in 10th grade at Instituto Nacional Héroes Y Mártires De La Reforma (INHMARE), Masaya second semester 2019. It also approaches the difficulties that both teachers and students face to manage this component, which belongs to the subskill of pronunciation as well as emphasize the reasons why teachers get less attention to this essential ability. In addition, this research focuses on the importance that pronunciation has in the learning process of the English language. Finally, it will provide some possible solutions to decrease this problem.

To carry out this study, four instruments were designed: First, an observation guide which permitted us to evaluate the teaching learning process of pronunciation with emphasis in intonation, then a survey was done to the students, and an interview was conducted in order to assess the English teacher's teaching methodology. In addition, it was applied a pronunciation test to the students in order to explore if they were able to identify the intonation (stress) of some words and phrases such as *control, decision, father, how are you? My mom understands Spanish*, etc.; moreover, through this test we wanted to know if they could pronounce certain English words correctly. These techniques were useful to analyze the data and provide a conclusion at the end of this paper.

As a result of this research, it was concluded that the teaching learning of pronunciation with emphasis in intonation is deficient due to some main factors that affect this process such as lack of time, lack of learning material, lack of confidence of the teacher,

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and lack of motivation of the students; moreover, the strategies used by the teacher and students are not effective to teach and learn the English intonation.

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Introduction

Nowadays, learning the English language has become a necessity since it is one of the most dominating languages in the world due to its impact on every field of work. (Biabay Segura 2010). Therefore, speak English is paramount in our society since it brings all kind of opportunities to get good jobs, improve life quality and have a better education. However, during the learning process of a foreign language students can have some difficulties to develop one of the most important English subskill, which is pronunciation. This could be, because “English pronunciation is one of the most difficult but significant subskills to acquire, and learners should spend lot of time to improve their pronunciation” (Pourhosein, 2016).

This research will evaluate the teaching learning process of pronunciation in English as a foreign language with emphasis in intonation. This research was made with students of 10th grade in the afternoon shift at Instituto Nacional Héroes y Mátiros de la Reforma (INHMARE), Masaya during the second semester of 2019. It was intended to identify the difficulties in the teaching learning process of pronunciation with emphasis in intonation, to determine the reasons why teachers do not focus on it, to emphasize the importance of teaching pronunciation with emphasis in intonation, and to provide some possible solutions to the problems of lack of practice of this important component of the English pronunciation. Through an interview made to the teacher, and a survey and test applied to the students, we were able to recognize the different factors that influence in the teaching- learning process of pronunciation with emphasis in intonation.

During our observations, it was noticeable that the teacher from this high school did not have a proper level of pronunciation, since the teacher made mistakes and she usually mispronounced some words; for instance, she pronounced the word board /bɔːrd/ paying too much emphasis in the letter “rr” as it sounds in Spanish (BORR). The teacher from this high school did not focus neither on pronunciation nor on any of its features such as intonation. Another important aspect in our observation was that the teacher taught vocabulary, and tried to teach the pronunciation by asking the students to repeat the words. However, it was observed that students did not follow the instruction of the teacher such as repeating after her, and they did not pay attention to the teacher’s pronunciation; instead, they were doing

something else like texting, talking to their classmates or looking outside through the windows. Since students did not pay enough attention to this subskill, they could not even have proper intonation for common words and phrases such as pronouncing the word *father* /'fɑ:.ðə(ɹ)/, they pronounced "fader", *I am* /aɪ əm/, they pronounced /aɪ jəm/. Moreover, instead of pronouncing *I am from*, they pronounced *I am from* paying too much emphasis in the letter 'r' as it sounds in Spanish (AI AM FRRON), another problem they had in intonation is with the question: *what is your name?*, they said the question like sentence without the right intonation: *what is your name?* In spite of the mispronunciation of students and lack of attention to the class, we never saw that the teacher corrected their mistakes or used better strategies to catch their attention. As a result of this, students did not acquire the correct pronunciation required for this level.

Finally, this research was made to improve the teaching learning process of pronunciation with emphasis in intonation by providing some possible solutions such as devoting more time to teach pronunciation and raising awareness about the importance of teaching and learning the features of it. It is important to mention that intonation is an essential component in learning English pronunciation since it helps students to develop their communicative competence, and avoid misunderstanding.

V. Background

Teaching English as a foreign language around the world has gone through many changes during the last years. As Paniagua says, "teaching English as a second language, aside from its importance in society and culture, it works like an important discipline nowadays" (2013). According to the writer, now teaching English is an important and fundamental discipline; this is because English has become the key to approach in technologies, politics, and education as well. Now, it can be said English changes its role as a foreign language and becomes an international language all around the world.

“There have been many reasons to teach English as a second language and one of them is the necessity in many productive sectors due to globalization” (Biaba y Segura 2010). As those authors said, this has been one of the main reasons English has accomplished one of the highest levels in the last years.

In Nicaragua, English has had a big impact due to the interest most of the students have in learning this language. "English is necessary in our country, and it is part of our official curriculum in order to be taught in every private and public school with a basic and higher level in the country" (Tercero 2010).

However, in Nicaragua one of the main problems is that teachers do not teach neither pronunciation nor any of its features such as intonation, because most of them think this is not that relevant for students, and when teachers try to make students pronounce a word or practice some aspects of intonation such as stress, students just reject it. Moreover, “teaching pronunciation involves a variety of challenges. To begin with, teachers often find that they do not have enough time in class to give proper attention to this aspect of English instruction” (Gilbert 2008). As the author expresses, most of the time teachers prefer to omit this aspect of the language during the classes, and they do not give any importance for students to learn it, because they always say ‘there is not enough time to teach something students probably are not going to understand’. However, if teachers started to implement to teach pronunciation with emphasis in intonation since the first year of high school, then students would have at least a basic knowledge about it and, the features it involves such as stress and rhythm. However, the reality is that teachers do not pay enough attention to this, and this leads students to mispronounce or make errors of intonation, stress and rhythm.

This research is focused on the evaluation in the teaching learning process of pronunciation with emphasis in intonation in order to identify the difficulties that both teachers and students from 10th grade at Instituto Nacional Héroes y Mártires de la Reforma (INHMARE) Masaya face in this process, and determine the reasons why the teacher does not focus on teaching English pronunciation. The teaching and learning process of a foreign language are complex processes for both teachers and students alike (Tejeda & Basurto Santos, 2014). This means that, the teacher and students face some difficulties such as getting the right pronunciation in the English language; therefore, this process requires a lot of effort. Moreover, teaching and learning intonation has become a big challenge for teachers and students since there are some factors that affect this process such as the lack of motivation, age and attitude from students. “The learner’s motivation is an important factor for learning the language and develop native-like pronunciation” (Gamboa, 2010). Lack of time is another factor that affects the acquisition of right intonation because the English subject in this public high school is only taught twice a week; it makes the teacher pays more attention to other aspects such as grammar and writing rather than pronunciation. In addition, the mother tongue is another factor that influences the learning intonation, since most of the time it does not have sounds or stresses in words that can be found in the English language. According to Gamboa, (2010) “The mispronunciations of words by nonnative speakers reflect the influence of the sounds, rules, stress, and intonation of their native language”. This is what happens to our students when they say words or phrases in English, they use Spanish intonation.

“One of the main problems found is the lack of confidence among teachers as how to teach pronunciation, stemming from their own lack of training in this area. Yet, many teachers really wish to be able to help learners with this crucial aspect of language” (Fraser 2001). Sometimes, as the author reflects it here, the problem when it comes to teach intonation is that many teachers do not know exactly how to teach it; because intonation is not just to know how words or phrases are pronounced, in fact, intonation involves other aspects such as stress, rhythm and so on.

“Pronunciation does not amount to master a list of sounds or isolated words. Instead, it amounts to learn and practice the English way of making a speaker’s thoughts and words

easy to follow’’ (Gilbert 2008). As the author explains one of the reasons teachers and students find focusing on intonation boring and difficult, it is because they have the misconception that pronunciation requires students to master how to say the words, when in fact it is just a helpful tool for students to speak and understand a language. How do we want students to be good at pronunciation if we do not start teaching it? How do we want students to speak fluently if we do not teach them aspects of pronunciation such as intonation and stress? Sometimes, teachers make students to go to the front of the class to read something or sing a song (as a final test, for example) when they have not taught them the correct pronunciation or stress in words. What students do is speaking words in English with (most of the time) intonation in their native language, and even though teachers realize it, they do not correct their students.

VI. Previous studies

The following studies helped to conduct this research since it has similar features to our study. Through this research, it will be evaluated the factors that influence in teaching learning process of the sub skill of pronunciation with emphasis in intonation inside the classroom. These studies have permitted us to reach the objectives of this research.

Study 1

Gilakjani (2016) carried out a study and interviewed teachers to investigate their views toward English pronunciation. The results of this study indicated teachers' unwillingness to teach pronunciation for many other factors; one of the teachers was new and she did not have enough experience teaching pronunciation, some others had several years working in high schools that they just realized students did not pay enough attention when they were teaching pronunciation, so they decided to avoid it. Moreover, it was revealed that lack of educational resources contribute teachers avoid this subskill. Gilakjani (2010) suggests that every institution must provide to the teachers different resources such as books (for both teachers and students), charts, graphics, drawings, and even technology to make students learn in an easier and funnier way.

Study 2

In another study conducted by Baker (2011), it was shown that teachers who had a training in pronunciation preferred the instruction of more general aspects than teaching specific aspects of pronunciation such as intonation and what it involves. Features of intonation such as rhythm plays an essential and natural role in English speech production and perception (Nordquist, 2019). Unfortunately, many of these teachers did not have enough confidence in the instruction of some features of pronunciation. Baker and Murphy (2011) investigated eight ESL teachers' beliefs about pronunciation and it was indicated that they had negative beliefs in teaching intonation. Interviews with teachers revealed that they lacked motivation to teach pronunciation. In addition, it is the same with English teachers from Nicaraguan high schools, many of them are not well trained and they are not given the resources to teach pronunciation. The creator of this study, Baker, suggested that English teachers should be trained at least twice a year to be always familiarized, and updated with

new strategies to teach pronunciation and the components it involves such as intonation, stress and others.

Both researchers, Gilakjani and Baker, affirm that including the appropriate teaching process of this component can be complicated; however, if teachers and higher authorities were aware of the importance of this, they would include them as an important part of the English course. One suggestion from these authors is that, even though, the time to teach English is not enough, teachers should take at least one complete class to be focused and teach intonation, stress and specific sounds in pronunciation such those which are not in their mother tongue like /th/ /θ/ and others.

VII. Justification

Teaching pronunciation is one of the most essential sub skills of the English language; however, it is also one of the most complex sub skills, so that is why teachers neglect this area. Most teachers are not prepared to teach pronunciation because they do not know special features such as articulation, intonation, stress, rhythm, etc. Thus, they do not feel confident to teach this sub skill. “Pronunciation is one of the most noticeable features of a person’s speech” (Shooshtari, 2013).

Therefore, the main idea to conduct this research was brought up to light the difficulties that this teacher and students face when teaching and learning pronunciation with emphasis in intonation after doing three observations to 10th grade students at Instituto Nacional Héroes y Mártires de la Reforma (INHMARE), Masaya II semester 2019 within the English area. During this observation process, it was noticeable that the English teacher from this educational center, made little attempt to teach pronunciation and the components that it involves like intonation, stress and rhythm; she did not have the proper strategies to teach pronunciation with emphasis in intonation, and she did not have the right pronunciation. On the other hand, the students did not have the right pronunciation since they had problem at the moment of pronouncing basic and simple words and phrases such as *father, water, board, I am, I am from, what is your name? My name is* etc.

Hence, this research has been done to identify the causes of the difficulties in the teaching learning process of pronunciation and the factors that interfere in the right intonation. Through this research, it is intended to provide possible solutions to minimize this issue as well as to promote the enriched value that pronunciation has when learning to speak English. Moreover, we want to improve the teaching- learning process of pronunciation with emphasis in intonation through useful and well-known strategies such as drilling, reading aloud, worksheets activities, role play, games, etc. that facilitate the work of the teacher, and ease the students’ learning. In order to get a good quality of teaching English in pronunciation, the authorities should integrate or provide learning material such as books, handouts, dictionaries, tape recorders, computers, speakers, etc. to improve the teaching and learning process of pronunciation with emphasis in intonation.

Finally, this research is going to be useful for teachers who want to improve their teaching pronunciation as well as those students, who want to progress in the development of this component.

VIII. Topic

Evaluation of the teaching learning process of pronunciation in English as a foreign language with emphasis in intonation in 10th grade, at Instituto Nacional Héroes Y Mártires De La Reforma (INHMARE) Masaya, second semester 2019.

IX. Problem statement

The topic of this research is the evaluation of the teaching learning process of pronunciation in English as a foreign language with emphasis in intonation in 10th grade at Instituto Nacional Héroes Y Mártires De La Reforma (INHMARE), Masaya second semester 2019. In this secondary school, it was observed that students of 10th grade were having problems with pronunciation's features such as intonation, stress, and rhythm. The teaching of pronunciation and its features such as intonation in this classroom was neglected, which has caused students have difficulties at the moment of pronouncing simple and basic words and phrases in English.

At Instituto Nacional Héroes y Mártires de la Reforma (INHMARE), teaching English language as a foreign language has had many challenges; one of the main problems students encounter in pronunciation is using the correct intonation in simple and basic word and phrases in English such as *my name is, I am from, father, mother, etc.* Therefore, the purpose of this research is to know the difficulties that the teacher and students face in the teaching learning process of pronunciation with emphasis in intonation.

The questions of systematization are presented here:

1. What are the causes of the difficulties in the teaching learning process of pronunciation in English as a foreign language with emphasis in intonation in 10th grade, at Instituto Nacional Héroes Y Mártires De La Reforma (INHMARE) Masaya, second semester 2019?
2. What are the reasons teachers do not focus of pronunciation in English as a foreign language with emphasis in intonation in 10th grade, at Instituto Nacional Héroes Y Mártires De La Reforma (INHMARE) Masaya, second semester 2019?
3. Why should the importance of teaching pronunciation with emphasis in intonation in 10th grade, at Instituto Nacional Héroes Y Mártires De La Reforma, (INHMARE) Masaya, second semester 2019 be emphasized?
4. What could be the possible solutions to the problem related to the lack of practice of pronunciation with emphasis in intonation in 10th grade, at Instituto Nacional Héroes Y Mártires De La Reforma (INHMARE) Masaya, second semester 2019?

X. Objectives

1. General objective

To evaluate the teaching learning process of pronunciation in English as a foreign language with emphasis in intonation in 10th grade, at Instituto Nacional Héroes Y Mártires De La Reforma (INHMARE) Masaya, second semester 2019.

2. Specific objectives

1. To identify the causes of the difficulties in the teaching learning process of pronunciation in English as a foreign language with emphasis in intonation in 10th grade, at Instituto Nacional Héroes Y Mártires De La Reforma (INHMARE) Masaya, second semester 2019.

2. To determine the reasons why the teacher does not focus on teaching pronunciation in English as a foreign language with emphasis in intonation in 10th grade, at Instituto Nacional Héroes Y Mártires De La Reforma (INHMARE) Masaya, second semester 2019.

3. To demonstrate the importance of teaching pronunciation in English as a foreign language with emphasis in intonation in 10th grade, at Instituto Nacional Héroes Y Mártires De La Reforma (INHMARE) Masaya, second semester 2019.

4. To provide some possible solutions to minimize the problem of lack of practice in the teaching learning process of pronunciation in English as a foreign language with emphasis in intonation in 10th grade, at Instituto Nacional Héroes Y Mártires De La Reforma (INHMARE) Masaya, second semester 2019.

XI. Theoretical framework

1. What is pronunciation?

Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. According to Gilakjani (2012), pronunciation is defined as the production of English sounds. In simpler terms, the pronunciation refers as the way in which a word or language is spoken, and it has a sequence of sound used in speaking. Pronunciation is learnt by repeating sounds, using correct stress, rhythm and intonation when speaking. The Cambridge University explains pronunciation as the correct way people say words together to create sentences in a conversation (2019).

2. Importance of pronunciation

Pronunciation is very important in communication; communication needs understanding between speaker and listener (Khairi, 2017). The way a person speaks can tell something positive or negative about him or her. The research center says: 'Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas' (research center, 2002). It means that pronunciation is one of the most noticeable features when a person speaks; moreover, pronunciation is the main aspect in speaking, especially in English. Furthermore, mispronounced words can cause many problems and misunderstanding, there it is the importance of pronunciation. When talking to other people in English, the first thing they notice is pronunciation, which creates good impression about the quality of the language ability; otherwise, having a poor and unintelligible pronunciation will be unpleasant and cause misunderstanding for both speakers and listeners (Center, 2002).

In addition, it is clear that poor pronunciation will make learners lose their self-confidence and it results in negative influence for learners to estimate their credibility and abilities (Morley, 1998). Sometimes it does not matter if people use simple words or grammar structures to make people understand them, when people do not have the right pronunciation; they are not able to communicate with others.

3. What is intonation?

Intonation is a feature which belongs to the subskill of pronunciation. Other features of pronunciation include stress, rhythm, connected speech and accent. As with these other features, intonation is about how we say something rather than what we say (Muniem, 2015).

At its simplest, intonation could be described as ‘the music of speech’. A change or variation in this music (or pitch) can affect the meaning of what we say. Learn English today section refers that intonation is basically how we say things; the way our voice rise and fall when we are speaking (Kathleen, N.D). The same author refers that there are two basic types of intonation in English: falling intonation and rising intonation.

Falling Intonation: It happens when the voice falls at the end of the sentence. Falling intonation is the most common intonation pattern in English. It is commonly found in statements, commands, wh-questions (information questions), and confirmatory question tags (Avery & Ehrlich, 2004). For instance, in the statement: Dad wants to change his ↘car; Commands, write your name ↘here; and Wh-questions, what country do you come ↘from? All these involve falling intonation.

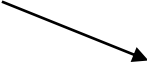
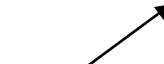
Rising Intonation: the same author describes that rising intonation is when the voice rises at the end of a sentence. Most of the time, rising intonation means for the speaker to continue talking. It is normally used with yes/no questions, and tag questions that are real questions. For instance, Yes/no Questions: Do you like your new ↗teacher?, Tag questions: You're a new student ↗aren't you? These type of question involve rising intonation.


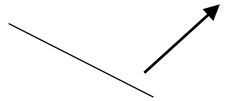
Intonation is a layer of meaning beyond words and helps speakers communicate meaning through the rise and fall of the voice. The patterns of rise and fall are described as tones. Intonation operates on a system of contrasts. Now the contrast is between the movement of the voice UP or DOWN. Intonation can change the meaning of what a person says even when the same words are used (Ann, nd).

According to the observation in the classroom, when students decided to say some few words in English, they did not have the proper intonation to do it and most of the time their words have the same intonation. It was not known if they were going to continue with the phrase, if it was a question, sentences or they just have finished their idea. According to

the article “Pronunciation Matter” (N.D.), the lack of attention to teach pronunciation is evident since most of English books do not have proper activities for students to practice and enhance this component from the subskill of English pronunciation. Besides, teachers do not take considerable time to search out of the book for better activities and teach what intonation involves for students to have a better development. During our observation time in the center, the teacher said that he did not focus that much on intonation because the book does not have enough activities and most of the time students do not pay attention to him. However, the article of ‘‘Pronunciation Matters’’ affirms that teaching intonation and its features is highly important for having a good English pronunciation. For example, listeners can get confused because they cannot distinguish between what information is finished and what is not. The speaker may also give the impression of seeking feedback or approval and that shows lack of confidence.

Here we have an example of the importance of proper intonation.

Example	Communicative purpose and function
 <p data-bbox="297 1205 516 1241">It was interesting</p>	<p data-bbox="773 1125 1127 1161">You are giving information.</p> <p data-bbox="773 1205 1341 1289">You are certain and confident about the information.</p> <p data-bbox="773 1341 1016 1377">This is a statement.</p>
 <p data-bbox="297 1577 561 1612">It was interesting (?)</p>	<p data-bbox="773 1423 1341 1566">This intonation could indicate that this is a question even though the grammar indicates a statement.</p> <p data-bbox="773 1619 1341 1703">It could also indicate that you aren't sure or that you haven't finished yet.</p> <p data-bbox="773 1755 1211 1791">Question or incomplete statement.</p>

It was interesting ... 	You have more to say. Incomplete statement.
I  It was interesting!	You have some doubts or reservations or you want to qualify this with more information.

(Taken from *Pronunciation 4 - Intonation & Connected Speech*, nd)

With this easy but useful chart, a teacher can explain and emphasize the importance of rising and falling intonation when speaking. The main goal of intonation is to recognize if the intonation is going up or down or staying flat for a better understanding when speaking.

As it was seen in the chart, in intonation a particular sentence can have a number of meanings simply by varying the intonation; however, it cannot be talked about intonation in isolation as it is often affected by stress, and rhythm.

4. Features of Intonation

Stress

According to Yangklang (2013), stress is used to describe the point in a word or phrase where pitch changes. It means that, in English there is stress for certain words in a sentence while other words are unstressed, as well as there is stress in a specific syllable of a word. In many cases, incorrect stress in words will lead to misunderstanding problems; this is not only because word stress can sometimes alter the complete meaning of the word, but it changes the meaning of a whole conversation. However, in English not every syllable in a word is necessarily the same length. For instance, when a word is changed from a noun to a verb: present (n.) vs. present (v.), the meaning changes. As the previous example of the two similar words, in English, stressed syllables are louder than non-stressed syllables; they are longer and have a higher pitch. Himadri (2018) affirms that stress is the key to the pronunciation of an English word, and the location of the accent is always learned with the

word. If the speakers stress the wrong syllable, it may be quite impossible for anyone listening to understand what they are trying to say. What the author says is that stress plays important and significant roles when teaching intonation.

The teacher must facilitate students the way of learning pronunciation and what it involves (intonation, stress, rhythm, and so on) for students to have a better acquisition of this language. Taking this information into account, the teacher did not even teach these features of pronunciation; for that reason, when students tried to speak, they just got confused, did not have fluency to pronounce the words well and did not know where the stress in each word was.

For a better teaching and understanding of this information, the same author, Himadri (2018), explains that there are two types of stress: syllable stress and word stress within sentences. He says: ‘first you need to understand which syllable we stress in words’.

Syllable stress

Syllable stress is the idea that in a word with more than one syllable, one syllable will be stressed or accented and the rest will be unstressed or unaccented.

- Noun and adjective with two syllables: when a noun or an adjective has two syllables, the stress is usually on the first syllable. Ex.: table, pretty, clever.
- Nouns and verbs: for both a noun and a verb, the noun stresses on the first syllable, and with the verb, the stress falls on the second syllable. Ex.: export: the practice or business of selling goods to another country, and export: to sell goods to another country. Present: a gift and present: give something formally.
- Noun or adjective stems from a one-syllable word: ex.: friendly, painter, become.
- The words ended in –eer: engineer, pioneer are generally stressed
- Stress is usually falls AFTER prefixes: untie, dismiss.
- Stress usually falls before -tion/-sion, -ic/-ical, ity/-ety, -graphy, -ody/-ogy, -ient, -cient, -ience, -ial, -ual, -ious: attention, permission; democratic, biological; authority, Psychology, variety; convenient, efficient, individual.

Stressed words within sentences

In a sentence, not all words receive the same stress, the important words are stressed and the others are unstressed. Sentence stress is what gives English its rhythm. Here the author divides content words and structure word. (Ann, nd)

Content words are the key words of a sentence. They are the important words that carry the meaning or sense—the real content. And structure words are not that important words. They are small, simple words that make the sentence grammatically correct. For instance: **SELL** my **CAR**. I've **GONE** to **FRANCE**. The words in capital represent content word and the small letter words are structured

Stress words are content words: Nouns, main verbs, adjectives and adverbs. Ex.: "The train has been delayed. I will be home late"; even though the person is just emphasizing four words, the message is clear and understandable. In other example: would you like a cup of tea? With these three underlined words, the person can understand what the other person means.

Non-stressed words are function words: Determiners, auxiliary verbs, prepositions, conjunctions, and pronouns. However, with no stressed words, if we just say: would you like a cup of tea? It is difficult to understand what the other person is trying to say.

If the teacher from the center implemented these simple rules, then students would have a better pronunciation when they speak.

Rhythm

According to Nordquist (2019), rhythm is the sense of movement in speech, which is marked by the stress, and appropriate time when we speak. When it comes to poetry, rhythm is the recurring alternation of strong and weak elements in the flow of sound. The teacher should teach their students the importance of this feature since stress, rhythm and intonation are important markers of fluency and can change the meaning of a word and sentence. In simpler terms, the rhythm is considered the combination of words and sentences stress, the rises and falls in sentences how you speak and the pauses. When students start to learn a new language, they usually say a sentences word-by-word in a slow way and the listener could

not know if the speaker has already finished talking or if he is just getting ready to say something else. The British international school affirms that when students are acquiring a new language, they may speak in the same speed and they sound a little like a robot (Anonymous, 2016). The author is explaining that rhythm must be hand in hand with stress and intonation because they are important features to make learners speak fluently and understandable.

Teachers cannot just teach stress without rhythm; the teacher from Instituto INHMARE must realize the importance of this feature when teaching pronunciation. In fact, pronunciation is not just saying words in a correct way, but knowing how to produce sounds and using appropriate rhythm and stress for people to understand what we are saying. It cannot be said that a student is good at stress if he knows anything about rhythm. These two features from intonation must always go hand in hand. (Gilbert, N. D.).

Teacher from this educational center should try student speak as much as possible. “Each time the students have a chance to say the same thing (word or phrase), they get extra opportunities to try language out, and refine what they are saying” (Hammer, Speaking repetition, 2017). The same author also affirms that if teacher lets students to speak in English as much as possible, they would feel increasingly confident about what they are saying and improve their pronunciation.

5. Challenges in Teaching Intonation

Understandable and good intonation is an important part in the communicative competence. According to Gilakjani (2016), individuals who have good intonation or at least acceptable intonation can easily improve their language skills better than those who have weak intonation. However, teaching intonation involves a variety of challenges. Some of them are described below:

- **Lack of time:** Teachers often find that they do not have enough time in class to give proper attention to this aspect of English instruction. According to the observation, English subject is taught only twice a week and that is why the teacher does not give attention to teach this aspect of English language.

- **Lack of motivation:** Motivation is an important factor for learning the language and developing native-like pronunciation (Gamboa, 2010). As this author says, motivation is essential because it will help students to get a good knowledge about the language. However, if a students or even teachers do not feel motivated to teach and learn pronunciation, it would make them not to have a good knowledge about how to pronounce a word well. According to Drew and Sorheim, motivation can be increased if the activities given by the teacher are varied; it may cause that students feel curious an excited about the topic the teacher is developing, thus students have more chances to progress in the acquisition of the right pronunciation in English. (Drew & Sorheim, English Teaching Strategies, 2009)
- **Lack of learning material:** The Ministry of Education in Guyana refers that learning materials are important because they can significantly increase student achievement by supporting student learning (2016). Based on the students' previous observation, of 10th grade at INHMARE neither teacher nor students count with appropriate material to teach and practice intonation and as a result of this drawback, they have not acquired basic knowledge in intonation. It is important to pay attention to intonation with other teaching objectives that provide short activities to focus on intonation and its features.
- **Lack of confidence:** Teaching intonation is not easy and that is why the teacher of 10th grade avoids teaching this aspect of English language, and focused on other aspect of the target language such as grammar. Moreover, he has lack of confidence because he does hesitate too much when he speaks or pronounces words and he does not know anything about how to teach intonation.

6. Type of Factors Affecting the Learning process in Intonation in Students

Nagle (2018) states that one of the goals of intonation research is to identify how different aspects of second language (L2) speech develop over time, and to take some factors into account that affect the intonation such as learners' age, native language, attitude, and some others. Based on reviewing previous research and theories about affecting intonation, the paper will newly categorize affecting factors of native-like intonation into two areas, which are named internal and external factors (Wong, 1987). Internal factor focuses on L2 learner themselves, and involves biologic factors (age, ear perception, and attitude), and External

factor involves L2 learners' learning environment, and relates to learners' native language, exposure, and educational factors.

Age

Age is a main factor in recognition of words. Wong (1987) affirms that the younger the better when acquiring a new language and the more accurate her/his intonation will be in the target language. Lenneberg states that biologically, it has determined period of life (before puberty) when language can be acquired more easily and beyond the period language learning is increasingly difficult to acquire (Lenneberg, 1967). In this case, students from 10th grade will face some difficulties when acquiring a good intonation because most of them started learning English just starting high school (when they were around 12 years old). However, if their teacher paid enough attention to this and take considerable time to teach intonation and the features it involves, then students would have more advantages to acquire this component, which belongs to the subskill of intonation.

It is accepted by most people that it is difficult to have a native-like pronunciation for learners who learn a foreign or second language after puberty. On the contrary, some research (Amanda Howard, 2012) suggested that "children and adults L2 learners pass through different states or levels in second language learning. Learning depends on the cognitive maturity and neurological factors" (Qian, 2009).

Ear perception

Ear perception is a factor that is always ignored by many people. There is a common sense that different people have different levels of hearing abilities. Some people have a better ear capacity for language learning but some learners do not. Those who have good ear capacity can easily discriminate between two sounds more accurately and be able to imitate different sounds better than others, and result in their intonation approach. As it is said before, not everybody has a good ear perception; however, as a teacher, it is his responsibility to guide all students and teach them intonation, stress and rhythm for acquiring a good English pronunciation.

External factors:

Attitude

If the students were more concerned about their pronunciation and the appropriate use of intonation and the features it involves, they would tend to have better pronunciation in English language. Some researchers have showed that subjects' attitude toward acquiring native or near-native pronunciation was the principal variable in relation to target language intonation. Some learners have positive attitude for learning a new language and seem to have more ability to acquire a good intonation than others do. Indeed, aptitude plays an important role in learners' pronunciation development. If a learner has a positive attitudes and opened-mind for the target language or target culture, it will promote his/her intonation development easier for having a native-like accent.

Learners' native language

Learner's first language is a significant factor to account for foreign accents and influences the pronunciation of the target language. It often relates to interference from the mother tongue, and to cause errors in aspiration, stress, and intonation in the target language. Most teachers' experiences and research studies show that the learners' first language plays a major influence on learning the sound system of another language (Nation & Newton, 2009). According to Hammer (2017), when beginning to acquire a new language, the learner generally tries to produce particular sounds that does not exist in the language they are learning, in this case English (Hammer, Pronunciation problems, 2017). It makes a difficulty for learners to find a similar sound in their mother tongue. As if a sound does exist in the native language, but the place of articulation or the manner of articulation of the sound is quite different between two languages. That is a big difficult for some learners. The more differences the sound system has, the more difficulties the learner will face, but not means impossible.

Exposure

For some researchers, exposure is difficult to define; however, Brown (2007) defines it as length of time that the learners live in a target language environment. It does not matter

the place or country the learners stay, but depends on how much they use English in their daily life. The more they spend their time for listening and speaking English, the better their English intonation will be. According to Krashen (1982) children of immigrants start their second language learning process in the target language speaking environment, and they have more advantages than the children who try to learn the target language in their motherlands because there are differences between the language using and learning.

7. Strategies to teach intonation

According to Maureen G. (2016), Speaking may be the hardest part of English to master, but there is a smaller skill hidden inside speaking that is even more elusive: correct stress and intonation. Even advanced students may affect a flat delivery, especially when tired. Although it may be difficult to both teach and learn; this author suggests the following strategies to teach intonation:

Get the Class Speaking?

To get students' voices warmed up, start by writing the sentence "I did not take your purple pen" on the board and ask a few students to read it aloud. From there, practice saying the sentence with a distinct stress on a different word each time, see if students can tell which word is being stressed, and how that affects the overall meaning. Encouraging students to put some emotion behind the delivery (rather than just saying one word louder than the rest) will get good laughs from the rest of the class and make the environment more comfortable, but at the same time, it is going to help students to use appropriate stress and intonation when saying the sentence.

Worksheet Activities

For a closed exercise, have a worksheet of sentences ready for each student. The teacher's copy should have a word from each sentence underlined, and the teacher must read each sentence out loud with appropriate stress. Then students have to underline the stressed word or syllable, and after the teacher is done reading, the students can take turns reading the sentences aloud.

Role Play

Teachers can give a different dialogue to each pair of students. Teachers can also assign emotions to each student to have them put as much emphasis behind their lines as possible. It can be a little difficult and tiring for students, but it is a great way for them to find their voice. Some may ham it up and exaggerate, but that is okay. It is unlikely they will push it that far in the real world. The teacher has always to monitor students, and check how they are pronouncing the words or phrases.

Drilling

Since it is considered as a natural and traditional method; it is fun, energetic and useful. Students love being drilled. There are three basic drills:

- **Group:** everyone repeats together.
- **Individual / Johan:** teacher randomly chooses people to repeat.
- **Individual / Order:** teacher goes round the group in one direction (Ex.: left to right)

Games:

Telephone Conversations

For a quick game, it is time to go back to elementary school and play telephone. Students can sit in a circle on the floor or bring their desks into a circle. The teacher will start by whispering a word or phrase with a certain stress to the first student, and so on until the last student says it aloud, and all can hear how the phrases changed (or didn't) on its journey around the circle. Depending on how it goes, the teacher can do it again with a longer phrase or even a whole sentence or question.

Same or different

This is an easy activity where teacher says a word or sentence twice and student have to identify when it is falling or rising intonation

For instance: *she got a dog* and *she got a dog?*

Teacher can also say words, and students have to say where the stress is (first, second or third syllable) for this students can draw a circle in the stress syllable.

O

Vol-un-teer

O

in-spi-ra-tion

O

base-ball

Moreover, Invalid source specified. Suggests that intonation arrows and Marking texts are great technique to teach intonation in the classroom.

Intonation arrows

A simple, clear way to show intonation is to draw a little box over each stressed syllable. Then while the teacher is saying the word, students have to draw the correct arrow inside the box. If it is rising intonation, then students are going to draw an arrow going up, and if it is falling intonation, then students are going to draw an arrow going down.

Marking texts

- Ask learners to listen to a short dialogue while looking at the printed text.
- The learners must (a) decide which syllables are prominent (i.e. are strongly stressed in the sentence) - and then - (b) which direction the intonation moves after these stresses.
- When they are sure, they should mark the text (using the boxes mentioned above). It can cause disagreement between students, but it can be a good moment for the teacher to tell them, which the correct answer it.

8. Levels in intonation

According to James (2010), acceptable intonation can be understood based on the following basic levels:

In level one, what the speaker is saying is not understandable for people. The speaker uses the wrong sounds and stress when producing English words or uses the wrong intonation when producing English sentences. According to Hinofotis and Bailey (1980, as cited in Celce-Murcia & Goodwin, 1991), there is a beginning level for pronunciation. If the

intonation of a speaker falls below this level, he/she will be not be able to communicate without paying attention to his/her knowledge of grammar and vocabulary.

In level two, what the speaker is saying can be understandable to people but the speaker's intonation is not still acceptable to listen because he/she has a strange and heavy accent.

In level three, people understand the speaker and the speaker's English intonation is acceptable to listen. Scovel (1988) called it comfortable intelligibility and it should be the aim of English pronunciation. Therefore, the important question is this: what shapes acceptable pronunciation? A speaker has acceptable intonation when other people can understand him/her.

XII. Methodological Design

Type of study

This research is transversal because it was conducted in a specific period of time, from September 2019 to January 2020. It was done with the aim to evaluate the teaching-learning process of English pronunciation with emphasis in intonation to see and analyze the strategies used for teaching English pronunciation in class. This research takes a mix method (qualitative and quantitative method) in analyzing data which was taken from a test designed to students. This research is qualitative because it goes deeper into the issues related to the problem of the deficiency in the teaching learning process of pronunciation (intonation) in order to understand the problem and look for projectable results; and it is quantitative because it is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics.

Study field

The current study was done at Instituto Nacional Heroes Y Martires De La Reforma (INHMARE) Masaya, second semester 2019.

Population

The population involved in this research is 30 students and the sample taken in this research was 10 students ranged between 14 to 17 years old from 10th grade in the afternoon shift at Instituto Nacional Héroes y Mártires de la Reforma, Masaya.

Techniques and instruments to gather data

As a first step it was designed two observation guides; the first observation guide was general to see the whole class development; for this instrument, we took into account three main aspects: initial stage, guide stage, and culmination stage. The second one was more specific to identify the problems the teacher and students had in the English class, and then be able to develop this research. Besides, it was necessary to apply a survey for students and an interview for the teacher, which permitted us to collect truthful information from both. Since students answered in the survey that some of them had some knowledge about intonation, we

applied a simple test of intonation and its features to the students to see the students' knowledge regarding how they marked intonation in questions, how they used stress in words and phrases.

Surveys Applied

The survey that was applied contains 5 questions and was focused in two main aspects: students' lack of correct use of pronunciation with emphasis in intonation and strategies used by the teacher to teach pronunciation. This survey was applied to 10 students of 10th grade at Instituto Nacional Héroes Y Mártires De La Reforma (INHMARE), Masaya. It is important to add that one interview was applied to the teacher to confirm the information given by the students.

Validation of the research instruments

In order to validate the instruments (observation guide, test, survey and interview) for the present research, the method used was to ask three English teachers (Roberto Villareal, David Webber, and Alber Sánchez) Master in TESOL and Linguistics from the UNAN-Managua University to validate them. The survey and the interview were validated based on four aspects: coherence, clarity, relevance and sufficiency; the observation guide and the test were validated based on four criteria: totally agree, partial agree, little agree and disagree.

Each professor made correction and provided observation and recommendation for each question to improve the instruments. At the end of the evaluation, they gave a general score for the research instrument based on a scale from 1 (lowest) to 4 (highest).

The professors who validated the instruments scored them with 3 in the interview and the survey and partially agree in the observation guide and the test, which means that the instruments needed little improvement such as delete irrelevant questions or rewrite the questions to adapt them to the original aim of the research.

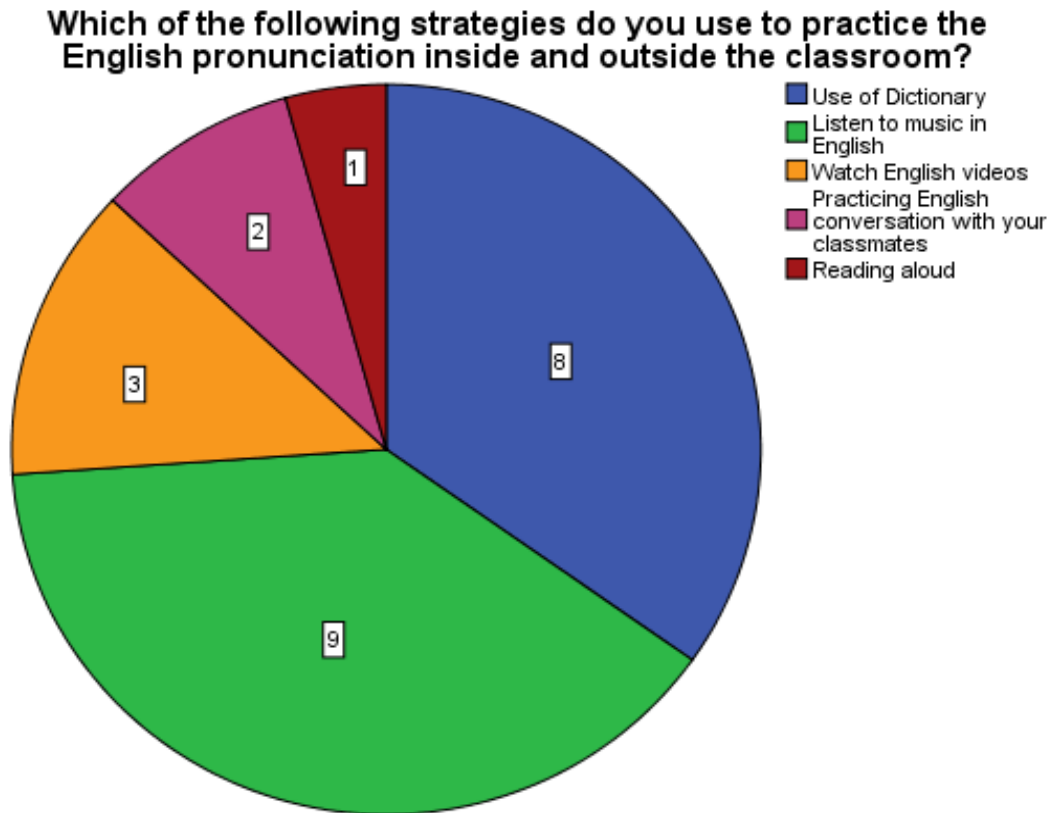
XIII. Variable Matrix

Specific objective	Variables	Sub variables	Indicators	Instruments			
				Test	Survey	interview	Observation guide
1 To identify the difficulties in the teaching learning process of intonation in English pronunciation	1.1 Difficulties in the teaching learning process of intonation in English pronunciation	1.1.1 Difficulties in the teaching process	1.1.1.1 Identification of the difficulties in the teaching process of pronunciation			X	X
		1.1.2 Difficulties in the learning process	1.1.1.2 Identification of the difficulties in the learning process of pronunciation	X	X		X
2. To determine the reasons why teachers do not focus on intonation	2.1 Reasons why teacher do not focus on intonation	2.1.1 Problems in features of English pronunciation	2.1.1.1 Lack of practice of pronunciation			X	X

			2.1.1.2 Use of pronunciation material	X			X
3. To emphasize the importance of teaching pronunciation	3.1 Importance of teaching pronunciation	3.1.1 Advantages of appropriated pronunciation	3.1.1.1 Influence of the appropriated pronunciation	X		X	
4. To provide some possible solutions related to the lack of practice in pronunciation	4.1 possible solutions related to the lack of practice in pronunciation	4.1.1. Lack of practice in pronunciation	4.1.1.1 Knowledge about the lack of practice in pronunciation			X	X

XIV. Result and analysis

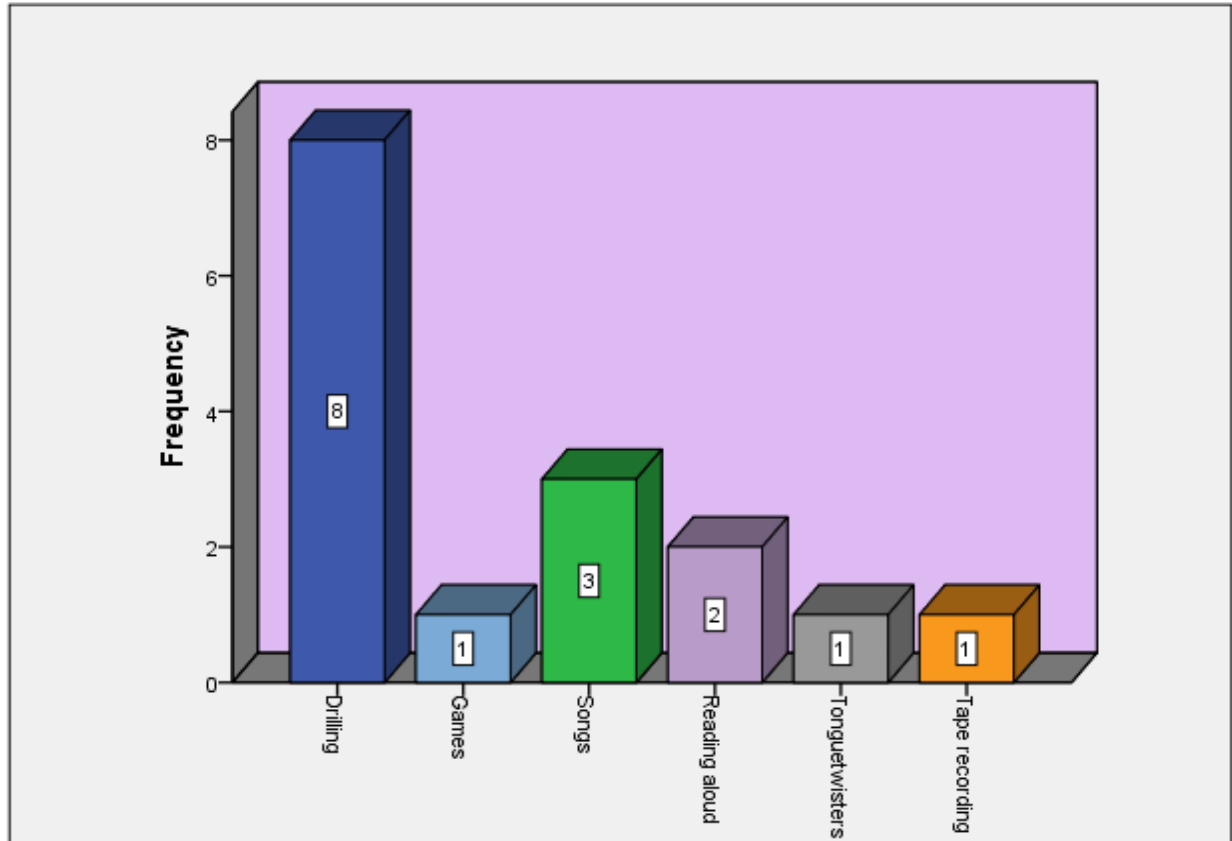
Graphic # 1



According to the experts' opinion the question about the strategies used to practice pronunciation was relevant to gather truthful information about the students' performance in the acquisition of the English pronunciation. This question was applied to 10 students in which they could select more than one option. Therefore, the graphic number 1 represents the strategies that students use to practice pronunciation, the result showed that the strategy that the students use the most is listening to music in English since 9 students of 10 said they used it, followed by the use of dictionary with 8 students, and the strategy less used is reading aloud. It also showed that the students are not using the appropriate strategies such as reading aloud, speaking to their classmates.

Graphic # 2

Which of the following strategies does the teacher use in class for you to exercise English pronunciation?



According to Drew and Sorheim (2009), the teacher should always use material to teach intonation, and the best way to do it is by giving students recording, imitation, singing songs and others. In the graphic number 2 the vast of the students which is 8 of 10 said that the most common strategy used by the teacher is drilling followed by songs with 3 of 10 students, and the less strategies used were tape recording, tongue twisters and games with 1 student for each. In the observation we could confirm that the teacher most of the time used drilling to practice intonation.

XV. Conclusion

At the end of this research, we concluded that intonation can be difficult to acquire, but it is an essential component of the communicative competence since it helps learners to be able to speak fluently and avoid misunderstanding when speaking English.

During the process of this research it was noticeable that students from 10th grade and the English teacher at Instituto Nacional Héroes y Mártires de la Reforma faced some difficulties that influence the successful development of teaching and learning pronunciation with emphasis in intonation. Logically some difficulties may be stronger than others, as we consider the following: The students have short time to practice intonation in class, many students do not pay attention to the teacher's explanation, the teacher does not have suitable teaching material. Even though the teacher has an English book, it does not provide activities to teach pronunciation, the teacher does not focus on pronunciation because she does not feel confident as well as she pays more attention on teaching other aspects of the target language (Traditional teaching focuses on grammar writing and reading).

In addition, another important finding was that the students had some problems when they did the intonation test; some of them were that students tended to confuse where the stress in words were located and they did not recognize the different intonation between sentences or questions having a flat intonation, students could not read the instructions of the test for that reason they asked us to read them in Spanish, Even though we read the instructions in Spanish some of them were not able to follow the right instruction since they wrote a *tilde* as in Spanish in the wrong pitch instead of underline the word in the correct stress. With our observation and the evaluation of this problem, it was also concluded that with the proper strategies for the students and giving them special attention, then they will feel motivated to study and practice the right pronunciation of words and phrases.

Finally, it is necessary for the teacher and students to give real attention to the teaching learning process of intonation and its features such as stress, since it helps them to have a good English pronunciation by practicing it. The teacher should always promote the importance of this and take time to teach it to the students, as well as students should always pay attention to this component and practice it following teacher's instruction.

XVI. Recommendations

During the process of this research and according to the information gathered through the instruments used: observation guide, survey and test to students, and an interview to the English teacher from 10th grade, at Instituto Nacional Héroes Y Mártires De La Reforma (INMARE) Masaya, we could identify that the strategies applied by the teacher are not enough effective as they should be and the teaching process is not good enough. As a result of this, students are not participating in the class, and they are not developing an efficient learning of intonation. Having a good guide of learning intonation is important in students to increase their knowledge and have a better pronunciation; besides, their constant participation will make them lose shyness, and they will be self-confident when practicing pronunciation. Having a good intonation will make students to avoid misunderstanding when speaking; and in the future, they will be able to develop their communicative competence by practicing the right intonation, so students will be able to communicate outside the classroom. For these reasons we want to share some recommendations to the teacher and students to improve the teaching learning process of intonation as a component from the subskill of pronunciation.

- ✓ The teacher should increase the use of more effective strategies such as drilling, reading aloud, role play, etc. to catch the students' attention and make them feel motivated to interact during the lessons and improve their intonation.
- ✓ The teacher should always emphasize the importance and relevance of intonation by correcting students when they mispronounce a word or making them to repeat after him.
- ✓ The teacher should provide extra material such as worksheet, pictures with words and symbols such as arrows, capital letters or circle in the stress syllables to students to practice pronunciation, and what it involves intonation, stress and rhythm in the classroom.
- ✓ The teacher should be always energetic when practicing intonation and have attractive activities like songs, tongue twisters and games for students.

- ✓ The teacher should create a good classroom environment such as decorating walls with poster of words, pictures, seating arrangement, semicircle, etc. In that way students would feel comfortable to practice intonation in front of their classmates.
- ✓ The teacher should provide clear instructions and check students' understanding.
- ✓ The teacher should provide extra material to the students to increase their learning intonation inside and outside.
- ✓ Students should always practice intonation at school and home through task for students to continue practicing.
- ✓ Students should be active learners by practicing on their free time, and look for different ways to improve their intonation such as using dictionaries, listening to and singing songs, and not just been waiting the information that teacher gives them.
- ✓ Students should not feel afraid to practice intonation inside the classroom, instead they should feel motivated to learn English as a foreign language by practicing short conversation with their close friends.
- ✓ Students always have to follow the teacher's instructions to have a better intonation.

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xviii. Annexes

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN – MANAGUA

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH DEPARTMENT

TEST



Topic: Evaluation of the teaching learning process of pronunciation in English as a foreign language with emphasis in intonation in 10th grade at Instituto Nacional Héroes Y Mártires De La Reforma (INHMARE), Masaya second semester 2019.

General objective: To evaluate the teaching learning process of pronunciation in English as a foreign language with emphasis in intonation in 10th grade class at Instituto Nacional Héroes Y Mártires De La Reforma, (INHMARE) Masaya, second semester 2019.

Dear students, the following test has been designed to explore the pronunciation difficulties you have when using stress and intonation in word and phrases.

Name: _____ Grade: _____ Date: _____.

Intonation

I. Listen to the teacher and circle the correct arrow in the following sentences. Use (↑) for rising intonation, and (↓) for falling intonation. (Remember the rules)

(Use rising intonation (↑) for yes/no questions, to express surprise and in tags questions.

Use falling intonation (↓) for statements, commands, wh-questions and in exclamations.

- | | | |
|-----------------------------------|-----|-----|
| 1. Are you coming? | (↑) | (↓) |
| 2. What country do you come from? | (↑) | (↓) |
| 3. Dad wants to change his car. | (↑) | (↓) |

- | | | |
|--------------------------------------|-----|-----|
| 4. Who got a dog? | (↑) | (↓) |
| 5. You're a new student, aren't you? | (↑) | (↓) |
| 6. Your dog speaks English? | (↑) | (↓) |

Stress

II. Underline the syllable to be stressed in the following words.

1. Ac-ci-dent
2. Ac-count
3. Ad-van-tage
4. At-ti-tude
5. Con-trol
6. De-ci-sion
7. In-sur-ance
8. Night-mare
9. Ris-ky
10. Safe-ty

III. Listen to your teacher and underline the stressed words in the sentences. See the example.

Example: *I bought a car on Tuesday.*

1. Are you coming?
2. How are you?
3. My dog understands English.
4. I will build a house in the land.
5. English people are nice.
6. That computer is mine.
7. The black house looks smaller from here.

IV. Read the two words and mark with an X the word with correct stress (The CAPITAL letters represent the stress of the word). Choose one option.

Example: The atmosphere covers the earth.

at-mos-PHERE AT-mos-phere

1. Can you pass me a plastic knife?

PLAS-tic plas-TIC

2. I want to be a photographer.

PHO-to-graph-er pho-TO-graph-er

3. Which photograph do you like best?

PHO-to-graph pho-TO-graph

4. He was born in China.

CHI-na Chi-NA

5. Whose computer is this?

com-PU-ter com-pu-TER

6. I can't decide which book to borrow.

DE-cide de-CIDE

7. Couldn't you understand what she was saying?

un-DER-stand un-der-STAND

8. Voting in elections is your most important duty.

im-POR-tant im-por-TANT

9. We had a really interesting conversation.

con-VER-sa-tion con-ver-SA-tion

10. How do you pronounce this word?

PRO-nounce pro-NOUNCE

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN – MANAGUA

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH DEPARTMENT

SURVEY



Topic:

Evaluation of the teaching learning process of pronunciation in English as a foreign language with emphasis in intonation in 10th grade at Instituto Nacional Héroes Y Mártires De La Reforma (INHMARE), Masaya second semester 2019

General objective

To evaluate the teaching learning process of pronunciation in English as a foreign language with emphasis in intonation in 10th grade class at Instituto Nacional Héroes Y Mártires De La Reforma, (INHMARE) Masaya, second semester 2019.

Nombre: _____ Grado: _____ fecha: _____.

Lee las siguientes preguntas y encierra tu respuesta.

1. ¿Su maestro toma tiempo para enseñar pronunciación en la clase de inglés?
SI NO

2. ¿Su maestro utiliza audios en inglés para que usted practique su pronunciación?

SI NO

3. ¿Cuál de las siguientes estrategias utiliza para practica la pronunciación del inglés dentro y fuera del salón de clase?

- a. Uso de Diccionario
- b. Escuchar música en inglés
- c. Ver videos en inglés
- d. Practicar inglés con tus compañeros
- e. Leer en voz alta

4. ¿Su maestro muestra interés en que usted mejore la pronunciación corrigiéndole cuando no pronuncia una palabra o frase correctamente?

SI NO

5. ¿Cuál de las siguientes estrategias utiliza el maestro en la clase para que usted ejercite la pronunciación en inglés?

Marque con una X las opciones que usted considere conveniente.

- a. Repetición _____
- b. Juegos _____
- c. Canciones _____
- d. Lectura en voz alta _____
- e. Trabalenguas _____
- f. Ejercicios de escucha con audios _____

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

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FALCUTY OF EDUCATION AND LANGUAGES

ENGLISH DEPARTMENT

INTERVIEW



Problem: The strategies applied by the teacher to develop the pronunciation subskill with emphasis in intonation in students of 10th grade in the afternoon shift at Instituto Nacional Héroes y Mártires de la Reforma. (INHMARE), second semester 2019.

General objective

To evaluate the teaching learning process of pronunciation in English as foreign language with emphasis in intonation in 10th grade class at Instituto Nacional Héroes y Mártires De La Reforma, (INHMARE) Masaya, second semester 2019.

Direction:

Dear teacher, the following interview aim is to obtain information about the strategies that you use to teach pronunciation with emphasis in intonation. Thank you for your time and availability.

Mark with an X the option that best fits.

1. Do you take time to teach features of pronunciation such as intonation?

Yes_____

Sometimes_____

No_____

2. How much time do you spend on teaching pronunciation and its features such as intonation?

a) 15 minutes _____ b) 20 minutes _____ c) 30 minutes _____ d) 45 minutes _____

3. Which of the following strategies do you use in English class for your students exercise pronunciation?

a. Repetition _____

b. Games _____

c. Songs _____

d. Reading aloud _____

e. Tongue twister _____

f. Recordings _____

g. Imitation _____

IV. GUIDE FOR CLASS OBSERVATION

GENERAL DATA:

Dates: Wednesday, September 25, 2019. Wednesday, October 9th, 2019. Wednesday October 16th, 2019. Wednesday October 23, 2019. Wednesday, October 30th, 2019. Wednesday November 6th, 2019. Wednesday, November 13th, 2019.

Subject: English class

Teacher's name: LIC. Laura Corea.

Shift: Afternoon

Period of class: 1: 00 p.m. to 2: 30 p.m

Topics: Going to, Present progressive, past progressive, simple past.

II. OBJECTIVE

To evaluate the performance of the teacher and students in the teaching-learning process of pronunciation with emphasis in intonation in 10th grade at Instituto Nacional Héroes y Mártires de la Reforma, Masaya.

Specific Observtion Guide

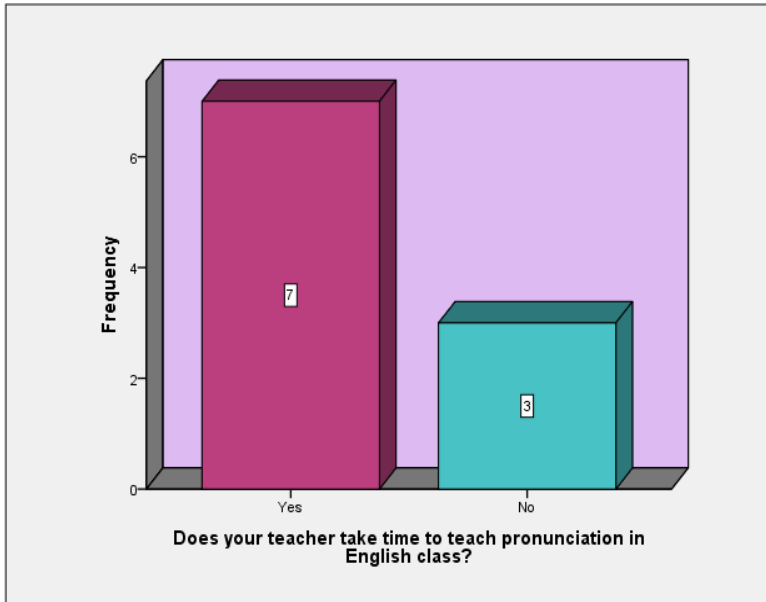
Aspects	Yes	Sometimes	No
The teacher always takes time to teach pronunciation and its features			X
The teacher uses didactic material to teach intonation (charts, books, graphics)			X
The teacher corrects students when they mispronounce a word.		X	
The teacher is energetic when teaching intonation		X	
The teacher looks confident when teaching intonation.		X	
The teacher uses technological means to teach intonation		X	
The teacher uses different activities to practice intonation (games, songs, tongue twister, drilling)		X	
The teachers spends some time to teach students intonation, stress and rhythm for having a good pronunciation.		X	
All students participate in the English pronunciation activities.			X
Students show motivation during the pronunciation activities.		X	

General Observation Guide						
Aspects	INDICATOR METOLOLOGY-TECHNIQUES AND DIDACTIC	B	VG	G	R	D
Administrative management	1. The teacher has a good presentation				X	
	2. The teacher prepares instruments for work				X	
	3. The teacher takes the attendance			X		
	4. The teacher begins the class on time					X
	5. There is a good organization of the class (circle, semicircle)			X		
	6. The teacher takes control of the discipline in the classroom				X	
Organization and develop of the class	1. The teacher gives Feedback about last class				X	
	2. The teacher checks homework					X
	3. The teacher prepares warm up activities				X	
	4. The teacher present the new topic		X			
	5. The teacher explains the class		X			
	6. The teacher manages the topic	X				
	7. The teacher uses adequate vocabulary for students level			X		
	8. The teacher check the exercises on the board (about the class she is giving?)			X		
	9. The teacher uses didactic material to develop the class			X		
	10. The teacher uses a good methodology (teacher tries all students participate in class?)			X		
	11. The teacher promotes participation in the class				X	
	12. The teacher takes the control and discipline in the classroom				X	

	13. The teacher promotes a comfortable environment in the classroom					
	14. The teacher applies evaluation system in the class				X	
	15. Teacher makes students to present oral exercises to evaluate the class					X
	16. The teacher asks questions to clarify the developed topic				X	

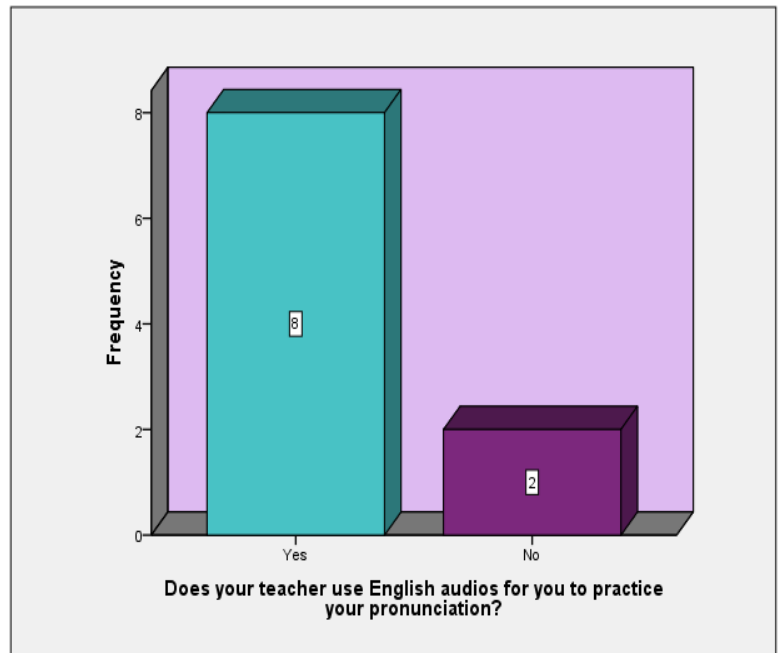
Graphic # 3

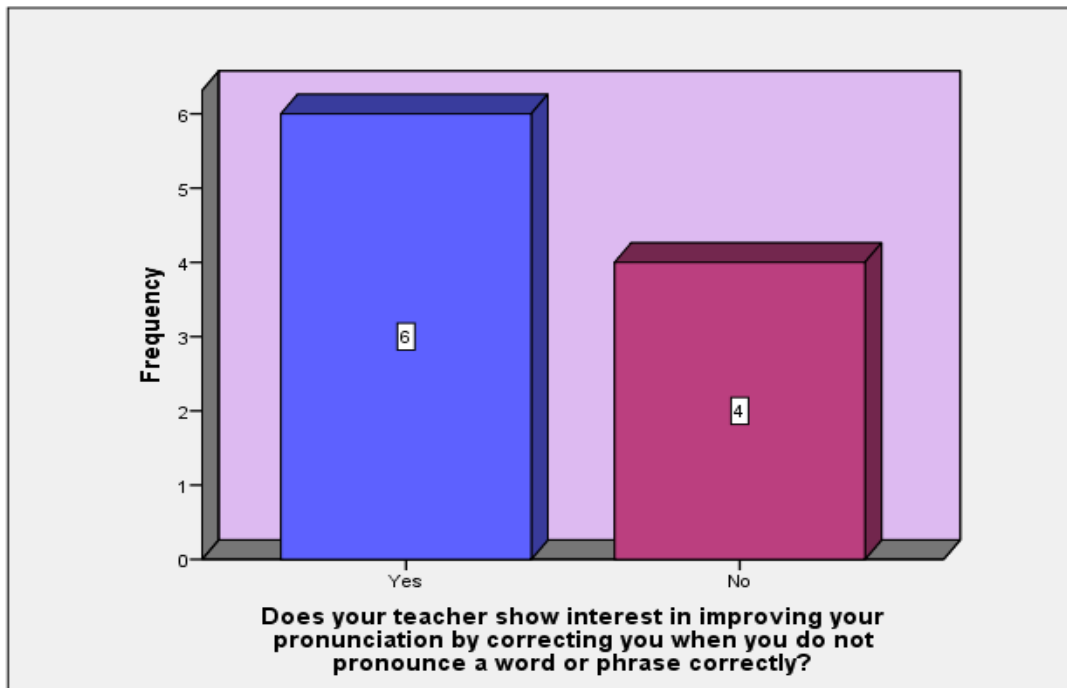
The graphic number 3 represents the time taken by the teacher to teach English pronunciation. 7 of 10 students said that teacher takes time to teach English pronunciation and 3 said that the teacher never takes time to teach English pronunciation. However, in the observation we realized that the teacher hardly ever teaches English pronunciation.



Graphic # 4

The graphic number 4 represent if the teacher uses English audio to practice pronunciation with the students, 80% of students said that the teacher uses audios, while 20 % of them said that the teacher does not use audios to practice pronunciation. However, in our observation was noticeable that the teacher did not have tape recorder.



Graphic # 5

The graphic number 5 represents the interest showed by the teacher in improving students' pronunciation by correcting them. 6 of 10 students said that the teacher corrects them when they mispronounce words, and 4 of them said that the teacher does not show interest to correct them. Moreover, we could observe that she rarely correct students even when she realizes that students mispronounce words or phrases.

Instrument # 1 Observation Guide**OBJECTIVE**

To evaluate the performance of the teacher and students in the teaching-learning process of pronunciation with emphasis in intonation in 10th grade at Instituto Nacional Heroes y Martires de la Reforma, Masaya.

Criteria of the Observation Guide	Totally agree	Partially agree	Little agree	Disagree
The items collect information about the teacher performance when teaching pronunciation.				
The items achieve the purpose of the Guide objective.				
The items collect information about the students' performance when learning pronunciation.				
The items have coherence with the research's topic.				
The items are relevant to get the required information about the problem of pronunciation.				
The items are enough to get the required information about the teaching learning process of pronunciation.				
Comments:				

Instrument # 2 Test for students

Objective: To know the pronunciation difficulties that students from the 10th grade have when they use stress and intonation in word and phrases.

Criteria of the test	Totally agree	Partially agree	Little agree	Disagree
1) The test has the appropriate level for students.				
2) The instructions are clearly written.				
3) The items have relationship with the task.				
4) The items have relationship with the objective.				
5) The test achieved with what is intended to be measured.				
6) The test has the appropriate length for the students' level.				
Comments:				

Instrument #3 Survey

Objective: to evaluate the learning process of pronunciation with emphasis in pronunciation.

Dimension	Source	Description	Items	Coherency (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Suficiecy (From 1 to 4)
Strategy of Evaluation	Drew & Sorheim, Focusing on pronunciation, 2009	Use of recording	1) The teacher uses recording to teach pronunciation				
	Hammer, 2015,p.281	Devoting time	2) Time spend on learning pronunciation				
	Drew & Sorheim, Focusing on pronunciation, 2009	Practice of pronunciation	3) Practice of pronunciation inside and outside the classroom.				
	Students Engaged in Learning, 2018	Show interest	4) Interest from the teacher in teaching pronunciatio.				
	Drew & Sorheim, Focusing on Intonation, 2009,p.147-148	Use the appropriate strategies	5) Strategies used to learn and practice pronunciation				

Instrument #4 Interview

Objective: To obtain information about the strategies that you use to teach pronunciation with emphasis in intonation

Dimension	Sources	Description	Items	Coherency (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficieny (From 1 to 4)
	Hammer, 2015,p.281	Take time to teach pronunciation	(1) Time taken to teach some features of pronunciation such as intonation.				
	Hammer, 2015,p.281	Spend time to teach pronunciation.	(2)Time spent on teaching pronunciation and its features such as intonation				
	Drew & Sorheim, Focusing on Intonation, 2009,p.147-148	Use strategies to practice pronunciation.	(3) Strategies used in English class to practice pronunciation				

Evaluation of the Teaching Learning Process of Intonation

