

NATIONAL AUTONOMOUS UNIVERSITY OF NICARGUA

UNAN-MANAGUA

Graduation Seminar

Topic:

Analysis of strategies to overcome English vowel sounds pronunciation difficulties in the 10<sup>th</sup> grade B, students at Republica de Austria Institute, during second semester 2015.



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Thursday November 19th, 2021

## Index

I.	Introduction	4
II.	Problem Background	6
III.	Previous Studies	7
IV.	Justification	9
V.	Topic	10
VI.	Objectives	12
VII.	Research Matrix	13
VIII.	Theoretical Framework	15
IX.	Methodological Design or Methodology Sociological Approach	43
X.	Results and Analysis	45
XI.	Conclusions	68
XII.	Recommendations	70
XIII.	References	71
XIV.	Annexess	74

## Abstract

This research has been designed with the intention to provide the most useful strategies to teach English vowel sounds pronunciation and remark the importance of how mastering the most suitable strategies to teach, so it can really impact the learning process, in which are involved not only students but teachers as well, who are in charge of making sure that the topics have been understood and assimilated. Also we will find a variety of information, which are divided into chapters, some of those aspects that are expected to find in this research are: a brief introduction of English as a second language, general concepts about terms related to linguistic, strategies used to develop English vowel sound, their effectiveness upon student learning, the importance of didactic materials used in class, and the impact of Spanish vowel sound inventory linked into L2.

One of the conclusion after finishing this research is that the bad used and the inadequate selection of strategies devoted to enhance English vowel sound pronunciation is one of the main factor that students have, presenting deficit at the moment of speaking since the insufficient strategies used by teacher is not enough to provide students with lots of practice and develop in its totally this aspect of the speech.

As a recommendation, it would be good idea to include in the curriculum the importance of teaching aspect related to linguistic, which include the capability to know about specific sounds, learn how to articulate words and get an accurate grammar, providing in that way meaningful information to students that can used in the future at the moment of set up a conversation with anybody who speaks the same language.

## Dedicatory

This work is dedicated to God who gave us the intelligence and strengths to finish it. To our families that were always supporting us and also bared long sleepless nights while we were reading documents and arguing about the different theories gathered in this document.

To our teacher who had the commitment and patience to guide us during this long and interesting process to conclude our research, for all his detailed feedback that helped a lot to improve this document.

At last but not least, to our friends that in somehow gave us a sort of hints and clues when we had some ideas that were inconclusive, and they were giving us their own point of view of how they as reader would be easier to understand once this was finished, that certainly helped us to continue working hard with a better understanding in how this can be done.

To all of you, we are really thanked.

## I. Introduction

Nowadays it is very common to see someone eager to learn a new language, English, which is considered as the second universal language, is spoken by many people around the world and is the most demanded among other languages. In this research which the main problem to develop is how does strategies influence English Vowel Sounds production in order to develop a clear communication? It was decided to be the topic in study because it is noticeable that many people are being affected in the acquisition of a second language because of the presence of their mother tongue and due to absence of some other sounds that their mother tongue doesn't include as it does in the new language, in this case specifically in English vowel sound.

Our motivation is aimed to find possible solution that overcome the issue that many of the students in high school have by not being able to acquire a good level of pronunciation due to the lack of sound on their mother tongue and by making sure that applying the right strategies will address this problem in the most suitable way.

The Information presented in this document is devoted to fulfill the specific objectives stated in the research and this can only be achieved by taking into account what experts think about the issue, the teacher and the students who in total are 35 representing the 100% of the population involve in this research.

The methodology design in this research is based on descriptive study since it explains the way a problem affects student's real life and how it should be faced, also it looks for strategies or methods to provide possible solutions to the situation that students have been living.

The main objective of this research is to identify strategies teacher use to enhance English vowels sound pronunciation when speaking, getting as main conclusion that acquiring the adequate and right strategies will definitely help students to develop a good level pronunciation focused on English vowel sounds to be understood at the moment of speaking. and as main recommendation to find out the most suitable way to make students participate more in classes and engage them to

take active part in all activities that are carried out during class, taking into consideration students background, and designing a good lesson plan on behalf of teacher.

## II. Problem background

The education regarding languages hasn't been addressed correctly in recent years, it is one of the cases of Republica de Austria School in which the language curriculum includes English and French as foreign languages. In order to determine the problem to be developed in this research, it was necessary to conduct an observation based on specific parameters and aspects that helped us to visualize the problem that was presented in the acquisition of English language.

Lately, during our observations in the teacher's classes, we noticed that information and lesson were provided in a right way but there was a lack when referring to English pronunciation, to be specific, in the production of vowel sounds; students were conscious of the situation they were facing, since they knew that there were differences between English and Spanish sound system related to pronunciation.

Based on the problem presented in English class, there were many questions that emerged from the issue about and the need to provide answers and possible solutions to it. Some of those questions that we would like to address in this research are:

What strategies are the most appropriate to enhance English vowel sound pronunciation?

How is the development of the strategies used in class regarding students' learning process?

How are the didactic materials used in class managed by the teacher?

How does Spanish vowel inventory (L1) interfere in the development of English vowel sound pronunciation (L2)?

All those questions are linked to the specific objectives that are the core of the research and in which it is expected to come up with useful information and possible solutions that overcome this problem that it's been going since always due to the lack of sounds in our mother tongue compared with other language.

### III. Previous studies

The information gathered in this research has been taken from different sources such as books, web pages, blogs, on line books, on line documents, monographies, essays, which were very useful to conduct and complete our work until get the results we expected to achieve.

Some of those sources used to gather information are: Gerald Kelly, Teach Pronunciation (2000), Eight edition published by Longman, England.

Marianne Celse – Murica, Donna M. Brihton and Janet M. Goodwin, Teaching Pronunciation (1996), Cambridge University

Joan Texidio Saballs (2003) Teaching English in today's class highschoools

Some of the others books on line we have

Carolyn King Summer (2007) ***Specific American English Pronunciation Challenges for ELL's***

Murphy (1997) What Classroom Activities Reflect Constructivism?

Spencer J. Using an Activities-Based Approach To Teach Science To Students With Disabilities.

Fabbri & LeFevre. Explanation-Based Auditing, University of Michigan.

Leuser, n.d. Classroom Debates, Northern Illinois University

Grogan, M. (2012), Pronunciation Activities in Extensive Reading Classes

STEVEN P. VARGO. TEACHING BY DEBATE

Kamonnate Iadkert . Development of English Pronunciation with Phonics

Among others, which will be presented at the end of this document in the reference list. All those sources of information were very crucial in the entire process of



conducting this research due to it provided us with a variety of information which was analyzed and compared with other documents in order to get a better understanding of the issue about and reach to a conclusion and provide possible solution to the main problem of this research as long as fulfill our objectives of this work and answer the research question stated on this document.

#### IV. Justification

Education as a mean of development is always seeking for the best and easier way to gather and applied knowledge to real world situations; because of that reason thousands of people devote time and money to improve the learning experiences to take advantage of possible learning scenario. In other words, since foreign language teaching still represents a relatively new subject in our country, we were trying to propose a new path that could help to better endow teacher and students with more effective tools to face nowadays language requirements.

Therefore, this research was chosen based on observations made at Instituto Republica de Austria during the second semester 2015. During the observation we noticed that even though the teacher made an effort to emphasize the use of English vowel sounds, students did not develop as expected.

This research tried to obtain a general point of view about which kind of strategies, materials and context are being applied in secondary school, and how beneficial are those to achieve a meaningful acquisition of English vowel sound when performing oral skills.

This document will provide relevant and useful information for future references not only to teacher but also students who are always trying to find a way to develop and refine their oral skills; this also may help other institutions as a tool to evaluate the importance of the right use of a variety of strategies to improve the pronunciation of vowel sound in their students.

## **V. Topic**

Analyzing Strategies to overcome English vowels sound pronunciation difficulties in 10th grade B students at Republica de Austria School during II semester 2015.

### **Research questions**

What strategies are the most appropriate to enhance English vowel sound pronunciation?

How is the development of the strategies used in class regarding students' learning process?

How are the didactic materials used in class managed by the teacher?

How does Spanish vowel inventory (L1) interfere in the development of English vowel sound pronunciation (L2)?

### **General problem**

How do strategies influence English vowel sound pronunciation in order to develop a clear communication for the Students of the 10th grade at Republica de Austria School in second semester 2015? (In 10<sup>th</sup> grade B students at Republica de Austria School during II semester 2015)

### **Specific problems**

Why the appropriate use of strategies are vital in the acquisition and development of English vowel sound pronunciation?

How well prepared and knowledgeable should the teacher be regarding strategies to teach vowel sounds pronunciation in order to provide feedback about it?

How well designed are the strategies and materials applied in class to acquire and reinforce English vowel sound pronunciation?

In which way the lack of materials affects the development of English vowel sound production?

How does Spanish vowel sound inventory affect the English pronunciation in L2?

## **VI Objectives**

### ***General Objectives***

To analyze strategies to improve English vowel sounds pronunciation to develop clear oral expression in Students of the 10th grade at Republica de Austria School during II semester, 2015.

### ***Specific Objectives***

To identify strategies that the teacher uses to enhance English vowel sounds pronunciation when speaking.

To analyze the effectiveness of strategies used in student's pronunciation learning process at the moment of producing vowels sounds.

To determine the importance of appropriate materials used in the production of English vowel sounds.

To analyze how the Spanish vowel sound inventory affects English vowel pronunciation.

## VII. Research Matrix

Specific objectives	Variables	Indicators	Information sources	Gathering Data Technique
<p>To identify strategies that the teacher uses to enhance English vowels sound pronunciation when speaking.</p>	<p>strategies teacher uses to enhance English vowels sound pronunciation</p>	<p>Role play Oral presentation Debates Reading Tongue twisters Listen and repeat Isolation Minimal Pairs Record and replay Phonetics Target language</p>	<p>Students Teacher Classroom Books Web pages</p>	<p>Survey Interview Observation Documentary Analysis</p>
<p>To analyze the effectiveness of strategies used in student's pronunciation learning process at the moment of producing vowels sounds.</p>	<p>effectiveness of strategies used in student's pronunciation</p>	<p>at the Beginning in the middle At the End of the activities</p>	<p>Students Teacher Classroom</p>	<p>Survey Interview Observation</p>

To determine the importance of appropriate materials used in the production of English vowel sounds.	The importance of appropriate materials used	Design of Lesson plan Students performance	Students Teacher Classroom Books	Survey Interview Observation
To analyze how the Spanish vowel sound inventory affects English vowel pronunciation.	The Spanish vowel sound inventory affects English vowel pronunciation	Rhythm Intonation stress Fluency Accurate	Students Teachers Books Web pages	Survey Interview Observation guide

VIII.

# Theoretical Framework



## **General information**

The desire of communicating ideas, thoughts and points of view have been the main need since the beginning of the human kind, because everyone wants to express their feelings and ideals; since most of the time it is not enough just expressing through gestures or signs, one of the language barriers is when you realize that even in your native language there's not such a word to express what you feel or think.

Nowadays it is essential to learn another language due to the important contribution that it brings to someone's life. A clear example is English, which is considered a universal language, because it is widely spoken by many people around the world and it can help you to achieve and reach several goals in your life

However, as the other languages present some barriers and difficulties in their acquisition, similarly English has some of them; for many people those barriers are the main obstacle in their second language learning process, as a fact, the most common and noticeable problem in the communication field is pronunciation in which one mispronounced word can lead to a totally different meaning of the word said.

The barriers of race, color and creed are no longer a hindrance to keep on spreading the use of English. As result, English has become a useful tool available for the twenty first-century learning in every known way.

English language is made-up by four main skills which are: Writing, Reading, Listening and Speaking, those are the main bases that allow someone to be able to make use of the language in the correct way. There are some important aspects that each skill is composed of, which are necessary to mention.

## **WRITING**

As one of the main four skills of English, which is a path to develop and practice your grammar and helps you to get familiar with the graphic structure and rules that a language has. It is necessary to point out that in order to be knowledgeable in writing skill, there are some sub-skills that are important to know and get used to, some of them are punctuation, grammar rules, writing format, coherence, spelling etc.

Commonly writing is a formal way of communication, since it implies the correct use of several rules that help us to organize in a clear way our ideas. The availability of time is essential for the writing process because it gives us the chance to review every single aspect of what we have done like correcting mistakes, changing words that do not suit your ideas and, of course, checking punctuation.

## READING

As it is widely known that reading is one the most fruitful dexterities in the human being's life, it is a habit that should be promoted in every single person, but unfortunately it is something that we lack of nowadays.

Reading skill is considered an important aspect in the English learning process, based on the meaningful contribution presented during the acquisition on this skill, being those aspects:

To increase your knowledge.

Help you to develop critical and stronger analytical thinking skills.

Improve Focus and Concentration.

Provide with plenty of vocabulary, and information.

Memory improvement.

Reinforce the development of writing skill by paying attention to the way a text book is written, analyzing the principles and rules which are necessary to follow, in order to make understanding easier

## **LISTENING**

There are some barriers that make someone struggle at the moment of listening and trying to decode a language, which involves many factors among those we have: sounds discrimination, background noise, accent, fluency, and others; all those elements presented have a huge significance in the acquisition and development of the listening process, the mutual relationship among them is vital to each other since those factors guide you to perform accurately this skill.

This is one of the skills which most of the students and most of the people in general have a notorious deficit in the English learning process, because of the absence of specific sounds in their L1. As a fact, the majority of people who know English they may be able to understand it, but not to speak it or vice versa

As it was stated before, listening involves a series of elements that are necessary to take into account at the moment of having a conversation, it is not just a matter of what is said, but how is it said, it's going beyond that, as previously stated, is about being able to discriminate sounds, understand accents, adequate collocations, variations in pronunciation (stress, rhythm and intonation).

Therefore, Listening is not the only skill that a non-native speaker strives in the learning process of the English language but speaking is the other factor that certainly affects in this process due to both are closely linked.

## Speaking

As stated by Burns & Joyce (1997). "Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking."

"It is impossible to expect a student to produce a sound which does not exist in his/her mother tongue" we need to consider that a language is composed by many characters and its linguistic structures that can differ from one to the other. Since we are children we are taught the way in which we have to speak and to say the words, that a language is set up by rules and the appropriate use that we have to follow, we grow up keeping in our mind what we were taught and trained, putting it in practice in our daily life. As a consequence, the acquisition of a new language is not an easy task, for someone it may be, for others it may not. Our L1 is presented all the time, no matter how many languages we learn, there will be an aspect that will be stronger than the new language learnt and it won't change what we learnt at the beginning of our childhood. It is said that a human being is capable to learn a new language and modify it depending on the environment or the situation a person finds him or herself.

Speaking skill is highly important regarding the appropriate use of the tongue which involves specific aspects that are necessary to take into consideration when learning a new language, among those aspects we have *segmental* and *Suprasegmentals*. The first one comprises phonology; sounds, allophones, morphemes, phonemes and phonetic transcription; and the second one that is related to linking words, intonation, rhyme and clusters.

In order to hear the new language accurately enough to imitate it, the foreign learner must get used to a whole new sound system. Hearing correctly is not always easy, and he is handicapped not only by his lack of control of the new sound structure, but by his pronunciation and the lack of knowledge about the new language in general.

Humans appear to have specialized neural mechanisms for the perception of speech sounds. Based on the fact that language and speech are so closely linked, it is relevant to mention the importance of phonetic and phonology.

### **Phonetic**

Phonetic is basically focused on studying the movement of our mouth and tongue when speaking, taking into consideration the inventory and structure of the sounds of speech. According to Andrew Spencer (1996) “Phonetics is essentially the study of the physical aspect of speech.

Phonology is concerned with the linguistic patterning of sounds in human languages. This means phonologists will be interested all those aspects of sound productions and perception which can be controlled (albeit unconsciously) by a mature native speaker in order to achieve a particular linguistic effect. It also means that phonologists are concerned with those abstract patterns in the sound system of languages that have to be learned by a child (or indeed adult) acquiring the language, in this respect phonology is concerned with something psychological, mental, or in contemporary terms cognitive (all about linguistics 2012)

Another relevant concept about linguistics are:

**Phoneme:** A phoneme is the smallest meaningful unit of sound in a language. A meaningful sound is one that will change one word into another word. For example the words *cat* and *fat* are two different words, but there is only one sound that is different between the two words – the first sound. That means that the “k” sound in *cat* and the “f” sound in *fat* are two different morphemes.

**Diphthongs:** Diphthongs are types of vowels where two vowel sounds are connected in a continuous, gliding motion. Most languages have a number of diphthongs, although that number varies widely, from only one or two to fifteen or more. (wise geek 2014)

**Consonants:** Consonants are all the non-vowel sounds, or their corresponding letters: A, E, I, O, *Consonant* can also be an adjective that describes things that seem like they should go together, things that are "agreeable." When you hear consonant sounds in music, they are pleasing the opposite of "dissonant" sounds which are harsh. (vocabulary.com consonants 2014)

**Vowel:** Vowels are sonorous, syllabic sounds made with the vocal tract more open than it is for consonant and glide articulations. Another scientific answer would be that vowels are the core or "peak" of the syllable. Another way of describing vowels is to define them as sound in which there is continual vibration of the vocal cords and the airstream is allowed to escape from the mouth in an unobstructed manner, without any interruption.

Vowels are one of the most important building blocks of speech, but some children have difficulty learning how they work.

### Spanish Phonological inventory

Spanish Adaptation of SAMPA (Speech Assessment Methods Phonetic *Alphabet*) and automatic phonetic transcription (1993) states: The inventory of Phonological Units proposed by classical authors such as Alarcos (1950) consist of 5 (transcribed according to IPA conventions):

A	Central open vowel
E	Front mid vowel
I	Front close vowel
O	Back mid rounded vowel
U	Black close rounded vowel

Goldstein, B. (2000) presents a series of "Facts on Spanish Phonology"

- The Spanish vowel system is much smaller than that of English; they are similar to the short vowels of English. Spanish vowels include the following: /a/, /e/, /i/, /o/, /u/.

Some of other comparison that are necessary to mention are the one who states Spanish and English phonetic inventory:

#### Comments on Spanish Vowels and Comparisons to English Vowels

- The vowel system of American English is much more complicated that of Spanish

- Spanish has 5 vowel phonemes and glides occur only in diphthongs, which are always represented in writing (compare pena and peina)

- Spanish vowel sounds are always clear and full, while consonants may be obscured or suppressed

- Spanish vowels do not have “length”; that is, they are not short or long



## English Inventory > Vowels system

As previously stated, vowels are sonorous, syllabic sounds made with the vocal tract more open than it is for consonant and glide articulations. Different vowel sounds (also called vowel qualities) are produced by varying the placement of the body of the tongue (remember that for vowels your tongue tip is behind your lower, front teeth) and shaping the lips.

When we talk about vowel system, we are discussing sounds where the flow of air is relatively unobstructed through the oral cavity. It is the shape of the oral cavity and the movement of the tongue (upward-downward and forward-back) in the mouth which give the vowels their characteristic quality.

English inventory vowels is composed for 11 vowels, although many dialects of English actually have 12 and 8 diphthongs which make difficult for some non-native speaker to pronounce them in the correct way due to its absenteeism in the L1, those English vowels are divided into two major types, one that is called *simple vowels* (also called pure vowels or monothongs) and the other one called *diphthongs*.

Simple vowels do not show a noticeable change in quality, for example pit, set, cat, dog, but, put and the first vowel of suppose are all simple vowels.

Gebhardt, F. (2010-2011) presents the International Phonetic Alphabet symbols

### Vowels

/ɪ/ pin, English, business

/ɒ/ clock, what, because

/e/ bed, head, bury, exit

/ʌ/ cut, come, mother

/æ/ cat, bag, apple, black

/ɜ:/ girl, burn, word, heard

/ə/ the, a, woman, banana

/ɑ:/ car, art, heart, half

/ʊ/ look, put, could, cushion

/ɔ:/ or, board, door, small

/ɪ:/ sea, bee, people, receive

/u:/ too, blue, fruit, food

Diphthongs are vowels that exhibit a change in quality within a single syllable. English diphthongs show changes in quality that are due to tongue movement away from the initial vowel articulation towards another vowel position. This change in vowel quality is clearly perceptible in words such as say, buy, cow, ice, lout, go and boy. The first part of a diphthong is much longer and perceptually more salient than the second.

### Diphthongs

/eɪ/ take, pay, wait, ballet	/əʊ/ no, road, sew, broken	/eə/ care, air, mayor, prayer
/aɪ/ five, sigh, height, buy	/aʊ/ round, renown, doubt	/ʊə/ poor, insure, tour, moor
/ɔɪ/ noise, boy, lawyer	/ɪə/ here, deer, dear, fierce	ɔə: oar, gone, daughter

Payne, T (2007) states that: There are 3 important parameters that are used to identify all phonemic vowels of English which are:

1-Tongue Height

2-Tongue Advancement

3-Tongue Tenseness

Lip position is considered in somehow as another property often used to characterized English vowels. However, lip position is always redundant in English because all back vowels are “rounded,” and none of the front or central vowels are rounded. Low vowels are more neutral. High front vowels are more spread.

**Tongue Height:** Tongue height has three values: **High** refers to a relative location in the top third of the mouth

**Mid** refers to a relative location in the middle third of the mouth

**Low** refers to a relative location in the lower third of the mouth

**Tongue Advancement:** Tongue advancement has three values: *Front* refers to a relative location in the front third of the mouth *Central* refers to a relative location in the middle third of the mouth And *Back* refers to a relative location in the back third of the mouth

**Tongue Tenseness:** Tongue Tenseness refers to a comparative measure of how flexed the muscles in the tongue are during articulation. Tongue tenseness has two values: *Tense vowels* are produced with greater stiffness of the tongue – or with an advanced tongue root. *Lax vowels* are produced with less stiffness of the muscles in the tongue – or with a retracted tongue root, with a less constricted articulation. The next table illustrate Tense and Lax vowel

Tense	LAX
Pure vowels	
Feet /ɪ:/	Fit /ɪ/
Farm /ɑ:/	Met /e/
Pool /u:/	Mat /æ/
Caught /ɔ:/	Pull /ʊ/
Word /ɜ:/	Cot /ɒ/
Cobra /ə/	

## Diphthong

Make /eɪ/

Bike /aɪ/

Boil /ɔɪ/

Note /əʊ/

Shout /aʊ/

Rare /eə/

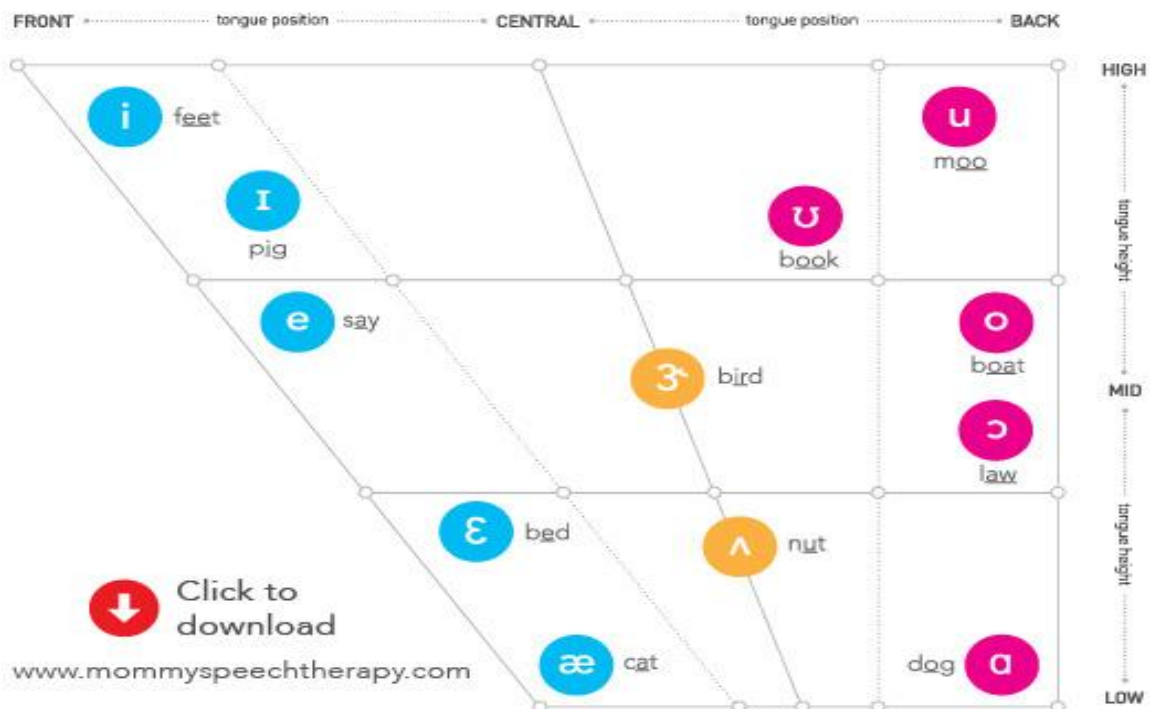
Deer /ɪə/

Poor /ʊə/

Roar /ɔə/

English Vowels are classified as close, close-mid, open-mid and open, Front, central and back

## Vowel Diagram



Another characteristic presented in vowel production is vowel Length and vowel reduction, Payne, T. (2007).

Vowel length refers to the duration of a vowel sound. There is a regular tendency for vowels to be lengthened in syllables closed by voiced consonants, the vowel at the center of a syllable may vary in length for a number of reasons, but stress is the most important reason for the vowel in an English word to be lengthened or shortened for example

'heat' [hiyt]	'heed' [hiy:t] /hiyt/
'hit' [hit]	'hid' [hi:d] /hid/
'hat' [hæt]	'had' [hæ:d] /hæd/
'hoot' [huwt]	'who'd' [hu:wd]/huwd/

Tense vowels and diphthongs are also lengthened in open syllables at the ends of words (remember, lax vowels do not occur at the ends of words):

'heat' [hiyt]	'he' [hiy:] /hiy/
'hate' [heyɪt]	'hay' [he:y] /hey/
'rote' [rowt]	'row' [ro:w] /row/
'hoot' [huwt]	'who' [hu:w] /huw/

### *Vowel Reduction*

It is well established that English exhibits a pattern of vowel reduction whereby vowel quality distinctions are neutralized in completely unstressed syllables. Flemming, E., & Johnson, S (2005)

As we know, In English, vowels are reduced in unstressed syllables. This means they are pronounced less distinctly. In many languages, the articulation of vowels may move to a more central position when the vowels are unstressed. This process is known as (vowel) reduction. Typically, the outcome of vowel reduction is a schwa [ə]

Vowel Clarity as another important variant in the English sound production. Besides length, the most significant signal of stress in English is clarity. All stressed vowels are clearly distinguished from each other, while most unstressed vowels are reduced to schwa. Schwa, /ə/, is not only very short, but has an unclear, obscured quality. This lack of clarity operates as a contrastive background to highlight the stressed vowel, which needs to be quite clear. Gilbert J. (2008)

Since many vowels are reduced to schwa, it is the most commonly used vowel sound in spoken English. Unfortunately, schwa has no symbol in the written language (i.e., there is no alphabet letter that represents schwa), and it therefore presents a serious barrier to listening comprehension for students who have learned the language from print. Vowel reduction is particularly baffling for students whose L1 never reduces vowels, such as Spanish and Japanese. Learning to hear the difference between clear and reduced vowels is therefore a challenging but essential task. Students do not necessarily need to be able to produce this reduced vowel sound (a difficult goal for beginners), but practice in listening for stress and reduction can help students to recognize the characteristically English system of contrastive clarity. In phonetics classes, narrow transcription must take into account three reduced vowel sounds, but for practical ESL/ELT purposes the term schwa, /ə/, can be used for all of them. Below are examples of changes in vowel quality due to stress (Dauer 1993, 62).

Stressed Vowel	Reduced Vowel
1. ball /bɔl/	balloon /bəʊlun/
2. fast /fæst/	breakfast /brɛkfst/
3. late /leɪt/	chocolate /tʃɒklɪt/

Most of the English vowel sounds can be divided into two basic categories. Traditionally, spelling books have described these sound pairs as short and long. For instance, the -a- in mat is described as short, while the -a- in mate is described as long. Gilbert J. (2008).

## **The sound-producing system**

Sound is produced when the air is set in motion. Think of the speech production mechanism as consisting of an air supply, a sound source that sets the air in motion in ways specifically relevant to speech production and a set of filters that modify the sound in various ways.

The sounds of language can be grouped into classes based on the phonetic properties that they share. The most basic division among sounds is into two major classes, vowels and consonants. Another class of sounds is glides that shares properties of both vowels and consonants.

Vowels, consonants and glides can be distinguished on the basis of differences in articulation, or by their acoustic properties. We can also distinguish among these elements with respect to whether they function as syllabic or non-syllabic elements.

Syllabic and non-syllabic sounds: The greater sonority of vowels allows them to form the basis of syllables. A syllable can be defined as a peak of sonority surrounded by less sonorous segments. A vowel is thus said to form the nucleus of a syllable.

Vowels are produced with little obstruction in the vocal tract (you will note that for all vowels the tip of your tongue stays down by your lower front teeth) and are usually voiced.

The acoustic difference as a result of the difference in articulation, consonants and vowels differ in the way they sound. Vowels are more sonorous (acoustically powerful) than consonants, and so we perceive them as louder and longer lasting.

## **Interference from the L1 Sounds**

Each language has a set of sounds a small child must learn quite early. From that point onward, any new language will be intuitively understood through the filter of that first set. The problem of L2 learning is to add new sounds. Furthermore, there is an interrelationship between speaking and reading a new language. L2 students need a way to guess how to pronounce printed English so that they can use printed words to practice. If they practice with the wrong sounds, or if they hear the sounds incorrectly (filtered through their own sound inventory), they are apt to fossilize the wrong pronunciation, making it more difficult to correct later. Therefore, students need help guessing how to pronounce English spelling as early as possible, preferably not waiting until errors are fossilized.

L2 learners tend to rely on their L1 rhythm system (Aoyama et al. 2007), and this is likely to interfere with acquiring literacy in English.

“It is clear that one’s first-language “L1” phonetic categories affect second-language “L2” vowel learning” Iverson., P. & Evans., B. (2007).

As an example we have, Spanish listeners have difficulty learning to discern the difference between English /i/ and /ɪ/ (e.g., Escudero and Boersma, 2004; Flege et al., 1997; Morrison, 2002), presumably because they both sound like the same Spanish vowel (/i/).

These types of L1/L2 interactions have been well established at the level of individual phonetic categories, but there has been little research on whether these interactions have broader implications for how individuals learn entire vowel systems.

Paul Iverson and Bronwen G. Evans, state: The task of learning an L2 vowel system may be fundamentally different for individuals whose L1 vowel system is large and complex (e.g. “Norwegian”) than for individuals whose L1 vowel system is small and simple (e.g., Spanish).



One possibility is that individuals could take the cues used in their L1 vowel system and apply them to learning an L2, which could be an advantage to listeners with more complex L1 vowel system, Iverson., P. & Evans., B. (2007)

In addition to the potential effects of L1 cues, the sheer number of vowels in an L1 may have implications for L2 vowel learning. Novice L2 learners are thought to use their existing L1 categories when listening to the L2 (i.e., they assimilate the L2 vowels into L1 categories) This L1 assimilation strategy could be problematic for individuals with small L1 vowel systems, because it is more likely that there will be cases of multiple L2 vowels assimilating to the same L1 category (e.g., English /i/ and /ɪ/ assimilating to Spanish /i/), making it harder for listeners to discern differences among these L2 vowels. Despite this initial difficulty, the small L1 inventory may make it easier for individuals to learn. That is, Flege (1995) has argued that new categories are easier to learn when they are far away from existing categories, and one could imagine that individuals with smaller vowel systems would have more unused room in the vowel space to learn new categories.

Individuals with larger L1 vowel systems may be more successful in using assimilation (i.e., less chance of multiple L2 vowels assimilating to the same L1 category), but they may have more difficulty learning new categories. If individuals with large vowel systems have less unoccupied space to learn new vowels, they would need to change their existing L1 category representations to better match the L2 vowels, creating merged or compromise categories (Flege, 2003; MacKay et al., 2001)

Changing existing categories in this way is thought to be more difficult than learning entirely new categories (Flege, 1995, 2003; Munro et al., 1996). It is thus possible that individuals with larger L1 vowel systems may rely more on L1 assimilation and less on new learning than do individuals with smaller L1 vowel systems.

Spanish and French speakers made many errors recognizing English vowels despite having years of experience. Assimilation models may be able to explain some of the learning problems for individual vowels, but it is clear from the present results that assimilation alone does not fully explain the difficulties that individuals have when learning an L2 vowel system

## Teaching pronunciation

Bratt, C.; Newton M. (1976) state: In language teaching we distinguish among approach, method, and technique. Approach is the "set of correlative assumptions dealing with the nature of language and the nature of language and learning." Approach is the theoretical foundation upon which any systematic method is based.

Methods refer to the procedures of language teaching, to an "overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach."

The method is implemented by technique, by actual classroom behavior of the specific strategies which the teacher selects to achieve his objectives. The selection and sequencing of these strategies as well as the strategies themselves are based on the method and hence are in -accord with the theoretical issues of the approach.

Teaching pronunciation involves a variety of challenges; teachers often find that they do not have enough time in class to give proper attention to this aspect of English instruction. There are also psychological factors that affect the learning of pronunciation. Gilbert J. (2008)

For one thing, the most basic elements of speaking are deeply personal. Our sense of self and community are bound up in the speech-rhythms of our first language (L1). These rhythms were learned in the first year of life and are deeply rooted in the minds of students. Therefore, it is common for students to feel uneasy when they hear themselves speak with the rhythm of a second language (L2). They find that they "sound foreign" to themselves, and this is troubling for them. Although the uneasiness is usually unconscious, it can be a major barrier to improved intelligibility in the L2. A teacher can help overcome this psychological barrier and other challenges by thinking of the goal of pronunciation instruction not as helping students to sound like native speakers but as helping them to learn the core elements of spoken English so that they can be easily understood by others. In other words, teachers and students can overcome the frustrations, difficulties, and boredom often associated with pronunciation by focusing their attention on the development of pronunciation that is "listener friendly."

Pronouncing vowels with the correct sound is often difficult for learners. Deciding how to pronounce the vowels in an English word based on spelling can be especially challenging. Students need practical rules to help them guess how printed words should be pronounced. This is an essential early skill because it enables learners to use printed material to read aloud on their own and to practice what they have been taught in class.

Accurate vowel sounds are harder to learn than consonants probably because the tongue has no touching points to anchor them. Vowels are pronounced with the various parts of the tongue moving in open space, so to speak.

The acquisition of a good pronunciation in the target language is commonly held to be the most difficult of all tasks in language learning. Bratt, C.; Newton M. (1976, Pag. #93)

There are three basic ways to get students to achieve a decent pronunciation if imitation is not sufficient: (1) by giving linguistic description, (2) by comparing the sound to one in the native language and (3) by modification of another English sound. Bratt, C.; Newton M. (1976, Pag#128).

There are three ways of giving linguistic information: (1) by diagrams of the vocal organs, (2) by phonetic description and (3) by demonstrating.

In the last corrective exercise, the student was asked to modify a sound in English that he could 'pronounce correctly. This is often an efficient procedure. One way an English sound can be modified is by holding the point of articulation steady while changing the manner of articulation. A student who has trouble with the /o/ sound in sing can be told "Say /k/. Good. Now don't move your tongue at all and try to say In/." More likely than not he will come up with a passable /o/ sound. Sometimes the learner's native sound system will lack one member of a minimal set in English. Bratt, C.; Newton M. (1976 pag#129)

Our goal then in teaching pronunciation is the production of a sound system which does not interfere with communication, either from the speaker's or the Listener's point of view. Bratt, C.; Newton M. (1976, Pag.# 94)

Stress and Vowel Length: Stretching wide, heavy, rubber bands while practicing the lengthened vowels can provide students with a kinesthetic focusing tool to reinforce the contrast in duration.

### **Teaching techniques to teach pronunciation and vowels sounds**

There may be a lot of techniques used by teachers, and by making sure you use variety in your pronunciation lessons, your students will be more successful with English pronunciation and gain the confidence that comes with it. There are ten ways to teach vowel pronunciation in English (busy teacher 2014)

**Listen and repeat:** This will be the first and most common method of teaching sound specific pronunciation in English. You say the target sound and have your students repeat it after you. If you are teaching a long word with multiple syllables, start with the final syllable of the word and have your class repeat it. Then add the penultimate syllable and say the two together having your class repeat after you. Work backwards in this manner until your students are able to pronounce the entire word correctly.

**Isolation:** When working on a specific sound, it may help your students to isolate that particular sound from any others. Instead of presenting a certain sound as part of a complete word in English, you can simply pronounce the sound itself repeatedly. When you do, your students can say it along with you repeatedly, focusing on the small nuances in the correct pronunciation and also engraining the sound pattern into their minds. This is especially helpful when you have several students struggling with a specific sound delineation.

**Minimal pairs:** Minimal pairs are a great way to focus pronunciation on just one sound. If you are not familiar with linguistics, a minimal pair is two words that vary in only one sound. For example, *rat* and *rate* are minimal pairs because only the vowel sound differs between the two words. Additional minimal pairs are *pin* and *pen*, *dim* and *dime*, and *bat* and *pat*. You can use minimal pairs to help

your students with their pronunciation by focusing on one particular sound. In addition to the pronunciation benefits, your students will also expand their vocabularies when you teach minimal pairs.

**Record and replay:** At times, your students may think they are using correct pronunciation when in fact they are saying something quite different. By using a device to record what your students are actually saying, you have empirical data to play back for each person. Encourage him to listen to what he actually said rather than what he thinks he said. You may also want him to compare a recording of a native speaker against his recording of himself. In this way, your students will have a more objective understanding of their true pronunciation and be able to take steps to correct it.

**Use a mirror:** Giving your students a chance to view their own physical movements while they are working on their pronunciation can be of great value. You can always encourage your students to look at your mouth and face as you pronounce certain sounds, but they will also benefit from seeing what movements *they* are making as they speak. Sometimes, becoming aware of the physical movements involved in pronunciation is all your students will need to correct pronunciation issues of which they are unaware

**Phonetics:** When your students are facing a pronunciation challenge, it could be that English spelling is adding to the mystery of the spoken word. Instead of spelling new vocabulary out on the white board, try using phonetic symbols to represent the sounds (rather than the alphabet to represent the spelling). If you were to use phonetic symbols, the word seat would be written /si:t/ and eat would be written /i:t/. You can find a list of the phonetic symbols on several websites or in introductory linguistics books. Once you teach your students the *International Phonetic Alphabet*, you can use those symbols any time you introduce new vocabulary to your students.

**Show a vowel diagram:** If you are using phonetic symbols to help you teach vowel pronunciation, a diagram of where each English vowel sound is produced can be

eye opening for your students. Print copies to distribute in class or show your students where they can find this diagram online. When students know which area of the mouth in which they should be making their sounds, they may have an easier time distinguishing between similar sounds because they are produced in different areas of the mouth.

**Sing:** Surprisingly enough, singing can be a good way for your ESL students to practice their vowel pronunciation. Because singing requires a person to maintain vowel sounds over more than just a moment, it can give your students a chance to focus in on the target sound and adjust what sound she is making.

**Tongue twisters:** Though, tongue twisters are probably more popular for practicing consonant pronunciation, they are still a valuable resource for vowel practice. Not only are they a challenge to your students' pronunciation abilities, they add an element of fun to the classroom that can help your students relax and therefore free them to be more daring in their attempts at English.

**Target language specific sounds:** Some pronunciation patterns are found consistently in students with the same native language. Being aware of these patterns is helpful in addressing problems your students may not even know they have. You can find practice exercises to target specific pronunciation patterns, or you can write your own to target the specific needs of your class. Either way, making students aware of pronunciation patterns of speakers of their native language can be the biggest help in eliminating the mispronunciations.

**Role play:** Role play may not be just a time to deal with a particular pronunciation problem, on the other hand, students who are working on pronunciation difficulties may attend to that particular need while they are role playing (Folse, 2016).

Carolyn M. Shaw states that Role play allows students to “inhabit the issue (making it more real and immediate) and think beyond their own perspectives”, it was

found that many studies indicate that students enjoy simulations and role-play exercises and that instructors should continue to use them in the future classes. As a conclusion we can say that it is important the usage of activities like role play that can help students in their language development and provide them with opportunities to face real life situations through activities that can help them to understand the importance of speaking.

**Oral presentation:** Oral presentation will begin when students feel safe and confident enough to attempt it. Communication is important for ELL's to hear authentic English oral communication frequently at the same or just above their proficiency level. ELL's need opportunities to practice their oral communication skills in the authentic settings requiring 2-way speaking activities.

It is a useful strategy that enables students to speak, and it is a clear way were teachers can measure students level of communication, what are the weaknesses they present at the moment of speak, in what aspect teacher needs to focus to enhance students communication and make them to speak. Here the role of the teacher is important due to he needs to create a comfortable environment to get students participation and they can feel confident enough to produce sentences not focusing on errors but in the fact they can speak.

**Reading:** Reading activities can be used to highlight language used for other areas of students' English development, and to help them find authors' voices and theirs own. According to Gilbert, pronunciation as a skill may be under-represented in the EFL classroom (2010). This has direct consequences on reading skills because words are, first and foremost, sounds. The sound of words.

By using various methods to aid your students, their pronunciation will be more accurate and their attitudes will be more positive.

Always remind your students that learning English takes time and acquiring pronunciation is a process. Encourage them that being aware of problems in pronunciation is the first half of correcting them!

### **Lack and Misused of material.**

According to Teixidio (2003) Pag 12, says: Managing materials is subject to the type of activities to be done during the class period, the key lies in deciding what each one is going to do, how it is to be done and the objectives set. One these aspects have been established we must think of the material and about managing them efficiently.

Griffiths, Barney (2011) states: in my work as a teacher trainer I have been surprised at how often experienced teachers are reluctant to tackle pronunciation issues in class. Firstly, the lack of clear guidelines and rules available in course books, and secondly the fact that isolated exercises once a month does not seem to have much of an effect.

The role of the teacher is to encourage children to draw upon different information sources, skills and strategies in order to learn how to help them understand. (Foreign language speech the complexity of global understanding in oral interaction Pag #3)

(Kurdziolek M. 2011) says “Resources themselves are not self-enacting, that is, they do not make change inevitable. Differences in their effects depend on differences in their use”. In another words the most relevant of the resources available relies on the way it is manage by teacher and how students deal with it, how they react to them and what they do in order to get the most important advantage that this resource can has.

The word “resource” has many facets. In some uses of the word it means a source of supply, support or aid that can be readily drawn upon. At other times we use the word resource to refer to a capability or determination to persevere. In the context of classrooms, we see resources as physical demonstration aids, students’ contextual



understandings, teacher's subject expertise, and structured organization of materials, ideas, and activities.

Classroom instruction can be described by the relationships and interactions between teachers, students, materials, and their environment. Instruction, therefore, is not something done by a teacher to their students, but rather a process in which knowledge is collectively and collaboratively built through and with classroom resources.

Good teachers have strategies. They know how to manage the instructional and emotional climates of their classrooms while simultaneously employing resources in ways such that they are aligned with their goals and students can use them. Exceptional instructors are able to mobilize a "complex collection of knowledge and practices, collective actions, and the conventional resources on which those actions and practices draw. (Kurdziolek M. 2011)

Teaching materials form an important part of most English teaching programs. From textbooks, videotapes and pictures from the internet, teachers rely heavily on a diverse range of materials to support their teaching and their student's learning. However, despite the current rich array of English language teaching materials commercially available, many teachers continue to produce their own materials for classroom use. Indeed, most teachers spend considerable time finding, selecting, evaluating, adapting and making materials to use in their teaching. (Howard, J; Major, J.)

An important advantage of teacher produce material is **contextualization**. A key criticism of commercial materials, particularly those produce for the world-wide EFL market is that they are necessarily generic and not aimed at any specific group of learners or any particular cultural or education context. The possible lack of 'fit' between teaching context and course-books has been expressed thus: "our modern course-books are full of speech acts and functions based on situation which most foreign-language students will never encounter... 'Globally' designed course-books have continued to be stubbornly Anglo-centric. Appealing to the world market as they do, they

cannot by definition draw on local varieties of English and they have not gone very far in recognizing English as an international language, either.”

For many teachers, designing or adopting their own teaching materials, enables them to take into account their particular learning environment and to overcome the lack of ‘fit’ of the course-book.

Another aspect of context is the resources available. Some teaching contexts will be rich in resources such as course books, supplementary texts, readers, computers, audio-visual equipment and consumables such as paper, pens and so on. Other contexts may be extremely impoverished, with little more than an old blackboard and a few pieces of chalk. A lack of commercial materials forces teachers to fall back on their own resources and designing their own teaching materials can enable them to make best use of the resources available in their teaching context. On the other hand, for many schools, teacher-produced materials can be best option in terms of both school and students’ budget due to the cost of commercially produced resources.

As a second advantage of teacher-designed materials are ***Individual needs:*** modern teaching methodology increasingly emphasizes the importance of identifying and teaching to the individual needs of learning. English language classroom are diverse places not only in terms of where they are situated, but also in terms of individual learners within each context.

Teacher-prepared material provide the opportunity to select texts and activities at exactly the right level for particular learners, to ensure appropriate challenge and level of success.

By taking more control over material production, teacher can choose from the range of possibilities, including topics, situation, notions, functions, skills etc., or a combination of these principals, as starting point to develop a variety of material that focus on the developing needs of their particular group of learners.

Third advantage is ***personalization:*** tapping into the interest and taking account the learning style of students is likely to increase motivation and engagement in learning.

And as Fourth advantages we have **timeliness**: teacher designing their own materials can respond to local and international events with up-to-date, relevant and high interest topics and tasks.

*Disadvantages: Organization*: course-books are usually organized around and identifiable principal and follow a discernible pattern throughout. While this can be rather dull and boring, it provides both teachers and students with some security and a “coherent body of work to remember and revise from”. In contrast, teacher-design materials may lack of overall coherence and a clear progression. Without some overall organizing principle, materials may be piecemeal and can result in a poorly focused activities lacking clear direction. This is frustrating and confusing for learners who may not be able to see who their English is developing.

Without a clearly thought through and well-organized system, teacher-produced materials may be difficult to locate for ongoing use, or may end up damaged or with parts missing.

Possibly the most criticism leveled against teacher-made materials is to do with their **quality**: at the surface level, teacher-made materials may “seem ragged and unprofessional next to those produced by professionals”. They may contain errors, be poorly constructed, lack clarity in layout and print and lack durability. In addition, a lack of experience and understanding on the part of the teacher may result in important elements being left out or inadequately covered.

And as the last one we have **time** which is perhaps considered the key factor inhibiting many teachers from producing their own teaching materials. However, passionately one may believe in the teacher-designed materials, the reality is that for many teachers, it is simply not viable – at least not all the time.

According to Ali M; Ali, O. (n.d) It seems important that teacher should arrange different teaching materials in order to make students remember their language they learned in foreign language teaching. Therefore, a good foreign language teacher has to prepare the visual and audio materials she/he will use while she/he is preparing his/her lesson plan. Also she/he has to know how and when she/he will use those

materials, because the more she/he uses visual and audio materials during the course, the better students concentrate on the lesson

The most important consideration is that the materials should meet our students' needs as Cunningsworth puts it: "Students particularly more sophisticated adults and teenagers need to feel that the materials from which they are learning have to be connected with the real world and at the same time they must be related positively to the aspects of their inner make up such as age, level of education, social attitudes, the intellectual ability and level of emotional maturity." (Cunningsworth, A., 1984)

## **IX. Methodological design or methodology Sociological Approach**

### **IX.I Social Approach:**

This research is a mix of qualitative and quantitative focus because it contains information based on quantitative and qualitative analysis, the quantitative part relies on chart which present numeric result showing the percentage and quantity of answer provided by an specific sample and the qualitative part was settled by the information that those result gotten from the quantitative analysis represent, the way that it was interpreted and what it means in terms of reality.

### **IX.II Type of research**

The type of research design in this work is based on descriptive study since it explains the way a problem affects student's real life and how it should be faced, also it looks for strategies or methods to provide possible solutions to the situation that students have been living.

### **IX.III Population and sample**

The population studied in this research were students from the 10<sup>th</sup> grade B at Instituto Republica de Austria, during the II Semester, 2015 whom ages are from 15 to 19 years old and the sample taken into account was the same total population who sums a total of 35 students, being 17 males and 18 females.

#### IX.IV Plan of analysis

The plan of analysis was calculated based on the results gathered from students' survey applied in class which had different aspects such as strategies used in class, the importance of the didactic materials used in class, students' reaction by performing activities in class, teacher preparation etc. all these aspects were considered based on previous observation in class which make easier identify what are the problems that student struggle the most in their pronunciation, getting as a result the inefficient and bad used of English vowel sound. From those results obtained from students' survey it was necessary to support and contrast students answer to what experts and teacher's interview think about the topic. It was necessary the use of the program SPSS in order to calculate data based on charts containing the frequency, media, standard variation, getting an accurate and reliable result in order to proceed with the qualitative analysis.

## X. Results and Analysis

### 1. Is the class Based on Activities or Explanations?

		Frequency	percentage	Valid percentage	Accumulated percentage
Valid	Activities	1	2.9	2.9	2.9
	Explanations	5	14.3	14.3	17.1
	Both	28	80.0	80.0	97.1
	None of them	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Based on the results obtained from chart #1 gathered from students' survey, it was found that: the majority of the students which represent the 97% think that the topic to be studied is based on activities and explanations; on the other hand, the minority represented by the 3% of the population stated that none of the activities are used during the class.

Based on results obtained from teacher's interview, it is noticeable that the class has a mix of both, activities and explanations since the teacher thinks that students assimilate the subject studied in an easier and faster way when the explanations are followed by clear examples and activities that make them practicing and gaining a meaningful learning.

On the other hand, taking into consideration the observation guide designed to observe how class was developed by the teacher and how students behaved, it was noticed that the class was not only based on explanation but also in activities, as it is well-known for everyone, explanations are essential in the acquisition and development of new knowledge; in this particular case teacher used a mix of explanation and activities which helped students to get a meaningful learning by practicing and better understand the topic about.

Young students love to play and use their imaginations. They like new experiences, of course, but they also like routines where they can have repeated opportunities to practice new skills and ideas. They also thrive on variety. All of these factors mean that you should be ready to plan a range of activities around any text that you choose for your English class.

**2. Are the activities related to the topic studied?**

	Frequency	percentage	Valid percentage	Accumulated percentage
Valid No answer	1	2.9	2.9	2.9
Always	8	22.9	22.9	25.7
Most of the time	12	34.3	34.3	60.0
Sometimes	11	31.4	31.4	91.4
Very often	3	8.6	8.6	100.0
Total	35	100.0	100.0	

On chart number #2 obtained from student’s interview, it was discovered that: the 88% of the students stated that all activities held in class are related to the topic being studied and just the 12% of the population said that activities very often are linked to the topic.

Based on previous studies, it is said that it is the responsibility of the teacher to modify the activities, making them more simple or complex, to meet learner’s learning needs and instructional/occupational standards of the school, state, or profession. Therefore, activities which are held in class are essential in students’ learning process since it provides relevant input due to the fact that when using activities-oriented for teachers to offer students a variety of active educational experiences structured according to a learning cycle. This cycle consists of an instructional sequence that includes engagement, exploration, development, and extension (Guillaume, Yopp, &

Yopp, 1996; Gurganus et al., 1995). The learning cycle begins with the engagement phase, whereby teachers use real-life activities, problems, and questions to motivate students to learn about the topic and to assess their prior knowledge

T.D.U (2012) stated that Any text that you choose for English lessons can be the starting point for helping students to develop English language skills through a variety of activities linked to this text, which mean that everything we choose to use in our topic development should be strictly related to what we are teaching, emphasizing English learning in general about all.

**3. How do you consider the explanations?**

	Frequency	percentage	Valid percentage	Accumulated percentage
Valid Comprehensible	15	42.9	42.9	42.9
Clear	17	48.6	48.6	91.4
No very clear	3	8.6	8.6	100.0
Total	35	100.0	100.0	

On chart #3, it is clear that to see that the results obtained from student’s survey shows that the majority of the population which in their totally represent 92% agreed that the explanations given by the teacher about the topic studied are clear and comprehensible.

Carnine (1995) proposed that educators structure instruction in science according to "big ideas," which he defined as important concepts or principles that help students organize, connect, and apply material so that they see a meaningful relationship between the material to be learned and their own lives.

Besides on previous studies it was stated that an explanation should satisfy the following basic properties:



- Human Interpretable: an explanation should be logical and Boolean. In contrast, systems that provide probability distributions or other ambiguity are difficult to interpret.
- General: Explanations should take on a general form whereby a single explanation type or template explains many accesses by many users.
- Concise: The explanation should be represented concisely.
- Easy to produce/calculate: Given a particular access, it should be easy to compute the explanation(s) for the access.

#### 4. How often is the use of Role play in class?

	Frequency	percentage	Valid percentage	Accumulated percentage
Valid No answer	8	22.9	22.9	22.9
Always	3	8.6	8.6	31.4
Most of the time	1	2.9	2.9	34.3
Sometimes	7	20.0	20.0	54.3
Never	16	45.7	45.7	100.0
Total	35	100.0	100.0	

Based on chart #4, the majority of students, represented by a 46% said that Role play is an strategy barely used in class and the 31% of the population in minor scale stated that teacher uses Role play in class but the rest of the population representing 23% didn't give their opinion about the matter.

Based on research, it is stated that role play may not be just a time to deal with a particular pronunciation problem---on the other hand, students who are working on pronunciation difficulties may attend to that particular need while they are role playing (Folse, 2006). Carolyn M. Shaw says Role play allows students to "inhabit the issue

(making it more real and immediate) and think beyond their own perspectives” it was found that many studies indicate that students enjoy simulations and role-play exercises and that instructors should continue to use them in future classes. As a conclusion we can say that the use of role play activities can help students in their language development and provide them with opportunity to face real life situation through activities that can help them to understand the importance of speaking.

**5. How often is the use of Oral presentation in class?**

	Frequency	percentage	Valid percentage	Accumulated percentage
Valid Always	11	31.4	31.4	31.4
Most of the time	5	14.3	14.3	45.7
Sometimes	17	48.6	48.6	94.3
Never	2	5.7	5.7	100.0
Total	35	100.0	100.0	

The chart #5 illustrates the results gathered from students’ survey in which 94% of the population said that Oral presentation is one of the strategies teachers used the most in their teaching lesson plan and just the 6% of students think the opposite.

In contrast with other activities, as Butler–Pascoe & Wiburg (2003) cited that Oral presentation will begin when students feel safe and confident enough to attempt it. Based on results gathered and what experts say, it is merely re; it is commended to develop oral presentation, because learning pronunciation is about oral communication it is important for ELL’s to hear authentic English oral communication frequently at the same or just above their proficiency level. ELL’s need opportunities to practice their oral communication skills in authentic settings requiring 2-way speaking activities.

**6. How often is the use of Debates in class?**

	Frequency	percentage	Valid percentage	Accumulated percentage
Valid No answer	7	20.0	20.0	20.0
Always	1	2.9	2.9	22.9
Most of the time	4	11.4	11.4	34.3
Sometimes	8	22.9	22.9	57.1
Never	15	42.9	42.9	100.0
Total	35	100.0	100.0	

In the next chart #6, related to debates as a strategy in teaching vowel sound, there is a small difference regarding the results obtained in students' survey which shows that 37% of the students said that this activity is used in class but the 43% said that it is never used during class the other 20% didn't provide their opinion.

Now, in recent research, it is presented that "Classroom debates help students to learn through friendly competition, examine controversial topics and "strengthen skills in the areas of leadership, interpersonal influence, teambuilding, group problem solving, and oral presentation" It is recommendable to use this type of activity because it provides students the opportunity to work in a collaborative and cooperative group setting. By having students discuss and organize their points of view for one side of an argument they are able to discover new information and put knowledge into action.

Steven P. Vargo (2012), stated that Research has shown that students learn more effectively when they play an active role in the learning process as opposed to passively absorbing information. Another Characteristic this person point out about debates is that Research has also shown that debate encourages class participation among those students that typically do not talk in class. Vargo highlights the positive impact of debate on critical thinking and oral communication skills.

### 7. How often is the use of Reading in class?

	Frequency	percentage	Valid percentage	Accumulated percentage
Valid No answer	4	11.4	11.4	11.4
Always	3	8.6	8.6	20.0
Most of the time	8	22.9	22.9	42.9
Sometimes	16	45.7	45.7	88.6
Never	4	11.4	11.4	100.0
Total	35	100.0	100.0	

As we look in chart #7, the results obtained from students' survey shows that 77% of the population said that Reading activities are carried out in class to promote English vowel sounds; on the other hand, 11% from the same population stated that Reading activities are never being used in class and the remaining 11% didn't give their opinion about the subject.

As it is stated in the research, Myles GroGan stated Reading activities can be used to highlight language use for other areas of the students' English development, and to help students find authors' voices and their own. According to Gilbert, pronunciation as a skill may be under-represented in the EFL classroom (2010). This has direct consequences on reading skills because words are, first and foremost, sounds. The sound of words.

Therefore, it is useful to continue promoting this activity because if pronunciation activities and Extensive reading are done together, students stand to gain academically as their language skills increase.

**8. How often is the use of Tongue Twisters in class?**

	Frequency	percentage	Valid percentage	Accumulated percentage
Valid No answer	9	25.7	25.7	25.7
Never	26	74.3	74.3	100.0
Total	35	100.0	100.0	

Based on chart #8, it is clearly stated that 74% of students answered that they do not use this activity at all during classes, though, the rest of the class who represent 26% did not provide their answers.

According to some experts says that the correct pronunciation of vowel is essential if your students are going to be fluent in the new language. Tongue twisters will give them plenty of practice with enunciating their vowels. Another aspect that is mentioned is that tongue twisters are also an interesting way to practice and contrast similar sounds and have fun at the same time. In contrast with the results obtained from chart #10 and the opinion provided by experts about the subject, the benefit of applying this activity is relevant in the development of English vowel sound pronunciation because it can make students to learn in a funny and interesting way providing them with meaningful information.

**9. How many of the activities do you consider effective for development of pronunciation?**

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	All of them	15	42.9	42.9	42.9
	Most of them	9	25.7	25.7	68.6
	Some of them	9	25.7	25.7	94.3
	None of them	2	5.7	5.7	100.0
	Total	35	100.0	100.0	

Based on previous activities mentioned before, the results from chart #9 shows that the 94% of the population in their totality think in a positive way about the activities teacher uses In class stating that the well-used and the relevance meaning they have is important for the development of English vowel pronunciation and are considered effective for their learning.

In short, the use of these activities as oral presentations, reading and vocabulary bring a huge contribution in the development of English vowel sound pronunciation because as ready stated the mix of the activities contribute to an accurate development of pronunciation skills.

**10. Do you consider that the time assigned is enough to achieve a meaningful learning?**

	Frequency	Percentage	Valid percentage	Accumulated percentage
Valid Totally agree	14	40.0	40.0	40.0
Disagree	5	14.3	14.3	54.3
Neutral	8	22.9	22.9	77.1
Agree	6	17.1	17.1	94.3
Totally disagree	2	5.7	5.7	100.0
Total	35	100.0	100.0	

On chart #10, according to students' answers the results show that 57% of the students agreed that the time assigned for each activity is enough to acquire a meaningful learning; on the other hand, 20% of the population considered that there's not time enough to achieve a relevant knowledge based on the activity performed, as an additional fact the remaining 23% of the population is either agreed or disagreed with the statement, but do not represent a clear answer.

Expert states the question regarding how much time will you need for each activity, including time needed for giving instructions, grouping students, moving equipment and distributing resources? One class period is not enough time to do everything well. Think about planning over two or more periods, depending on the nature of your activities. Start to split the lesson into different parts and put timings next to each part.

According to the teacher's interview, teacher thinks that one of the challenges at the moment of designing her lesson plan is to precise the adequate time that each activity should has (taking into consideration that the time she is provided to teach her class is about 45 mints in which she will have to fulfill the objective of the class) will be

enough for students to practice and get relevant information about the topic studied. She said that time to a certain point, is a factor that most of the time is limited but with a good organization and well-design lesson plan is achievable for student to learn and understand the topic in regards.

**11. How often does the teacher perform activities to develop speaking skills?**

	Frequency	percentage	Valid percentage	Accumulated percentage
Valid Always	19	54.3	54.3	54.3
Sometimes	13	37.1	37.1	91.4
Almost never	2	5.7	5.7	97.1
Never	1	2.9	2.9	100.0
Total	35	100.0	100.0	

On chart #11 of students' survey we can observe that 91% of the population, which is the huge majority, stated that teacher uses speaking activities in a positive range of frequency; in contrast, just a 9% of the population does not consider that teacher perform enough speaking activities. Based on teacher's interview, teacher thinks that by including in her lesson plan activities such as oral presentation, debates, dialogs and even reading it is a good idea to enhance speaking skill in class because students react in a positive way due to the fact they are speaking and producing word and sentences in the target language.

Moreover, regarding observation guide applied in class, it was observed that most of the time during class, teacher used activities which made students spoke, correcting them when a word was mispronounced or when the grammar was not accurate and providing clear explanation and example about how a word should be said.



**12. How often do the activities performed in class catch your attention?**

	Frequency	percentage	Valid percentage	Accumulated percentage
Valid Always	12	34.3	34.3	34.3
Sometime	18	51.4	51.4	85.7
Almost never	2	5.7	5.7	91.4
Never	3	8.6	8.6	100.0
Total	35	100.0	100.0	

Based on results from chart #12, was obtained that 91% of the population said that activities performed in class catch their attention, and the minority representing a 9% said that the activities are not attractive for them.

Based on observation guide applied in class, most of the activities held in classroom looked attractive and interesting for students by the simple fact they react in a positive way when performing the activity and participate actively at the moment activity took place.

**13. Which didactic material does the teacher provide you to improve your pronunciation?**

	Frequency	percentage	Valid percentage	Accumulated percentage
Valid Handouts	5	14.3	14.3	14.3
Reading	6	17.1	17.1	31.4
Vocabulary	10	28.6	28.6	60.0
Audio	4	11.4	11.4	71.4
Handouts and vocabulary	2	5.7	5.7	77.1
Reading and audio	4	11.4	11.4	88.6
Handouts, reading and vocabulary	3	8.6	8.6	97.1
Reading, vocabulary and audio	1	2.9	2.9	100.0
Total	35	100.0	100.0	

In chart #13 was found that teacher uses a wide variety of didactic materials and those are also mixed among them, a total percentage of 35% from the whole population think that vocabulary is one of the most used didactic materials that teacher uses to help them to improve pronunciation, along with reading materials which represent the 27%; and handouts representing 20% are of the most noticeable values compared with the rest of activities used in class and this values all together represent the 82% of the population in general, meaning that students believe that teacher tries to improve their abilities through the use of different didactic materials.

As it was previously stated and taking into account teacher's interview, students are provided with a variety of materials on behalf of the teacher due to the fact that those valuable materials previously mentioned provide with a meaningful learning in the acquisition of English vowel sounds.

**14. How often the teacher devotes a moment to clarify doubts and answer questions about a certain topic?**

	Frequency	percentage	Valid percentage	Accumulated percentage
Valid Always	20	57.1	57.1	57.1
Most of the time	7	20.0	20.0	77.1
Sometimes	7	20.0	20.0	97.1
Never	1	2.9	2.9	100.0
Total	35	100.0	100.0	

As found on chart #14, it shows the positive fact that the teacher frequently takes a time to clarify any doubt that may merge from a topic studied, the 97% of the students recognized the time devoted to clarify any question related to the topic.

According to Spencer J. Salend “Educators help students move through the learning cycle by asking them to think about questions, helping them find solutions, providing additional activities that further students' learning, and aiding them in summarizing and evaluating their learning”

Based on observation during class, it was clear enough to see how the teacher devoted a moment of the class to clarify doubts and answer any questions students have regarding the topic, making things clear and easier to understand before moving to another aspect of the class and assuring that the topic for that day was assimilated in most suitable way.

**15. Do you receive any kind of help from your teacher to improve vowel sound pronunciation?**

		Frequency	percentage	Valid percentage	Accumulated percentage
Valid	Always	20	57.1	57.1	57.1
	Sometimes	13	37.1	37.1	94.3
	Never	2	5.7	5.7	100.0
	Total	35	100.0	100.0	

The results obtained from chart #15 state that the majority of the population representing the 94% agreed that teacher acts as an advisor in the development of vowel sound pronunciation, and just the remaining 6% said that teacher doesn't provide any kind of help at all.

Based on previous studies, the role of the teacher is essential because will be under his responsibility how well students are instructed in the new language they are learning.

Since vowel pronunciation is one of the aspect that student struggle the most at the moment of speaking based on English vowel sound system that is totally different as the one that may be encounter in their mother tongue, as a consequence, teacher should pay close attention in how well this learning process is acquired for students to master the English vowel system the best they can by providing enough time and plenty of opportunity where students be able to produce vowel sound in the correct way, then, as it is perceived, teacher is an important part in students' learning process and his assistance is crucial in the teaching process for acquired an acceptable vowel sound pronunciation.

**16. Do you receive any kind of feedback after every activity to reduce errors to reinforce your knowledge about certain topic?**

	Frequency	percentage	Valid percentage	Accumulated percentage
Valid Total agree	11	31.4	31.4	31.4
Disagree	4	11.4	11.4	42.9
Neutral	11	31.4	31.4	74.3
Agree	6	17.1	17.1	91.4
Totally disagree	3	8.6	8.6	100.0
Total	35	100.0	100.0	

On chart #16, it shows that teacher actively provides feedback to reduce possible errors, the 49% of the population perceives the feedback, and 31% either agree or disagree with the relevance of the feedback provided, while a 20% of students state that they do not receive feedback at all.

The importance of feedback is to reinforce what has been learned in classes, making sure not doubts remains and the subject studied was successfully acquired in students.

According to the results obtained from observation guide, it was noticeable that teacher in somehow provide feedback regarding activities performed in class but the way he does is in general not only focus in an specific activity, reason why, some students felt they don't receive feedback from teacher, but it is important to take into account the time teacher is provided to develop his class, therefore it is very essential how lesson plan is designed to be carry out at the moment teaching.

**17. In which way the teacher delivers the feedback?**

	Frequency	percentage	Valid percentage	Accumulated percentage
Valid Positive	16	45.7	45.7	45.7
Negative	5	14.3	14.3	60.0
Neutral	14	40.0	40.0	100.0
Total	35	100.0	100.0	

As it appreciated in chart #17, the results from students' survey proved that the 46% of the population agreed that teacher deliver feedback in a positive and constructive way in which they feel comfortable the way teacher do it, in contrast with the 14% of the same population who feels that teacher does it in a negative way which is not the most appropriated for them in order to get a better understanding about the subject studied and the last remaining 40% of the population did not provide any opinion about the way teacher is delivering feedback.

**18. How often do you received complements or any kind of recognition from the teacher when you produce a vowels sound correctly?**

	Frequency	percentage	Valid percentage	Accumulated percentage
Valid Always	14	40.0	40.0	40.0
Sometimes	12	34.3	34.3	74.3
Almost never	4	11.4	11.4	85.7
Never	5	14.3	14.3	100.0
Total	35	100.0	100.0	

In chart #18, it stated that the 74% of the population said that they receive complements or any other type recognition on behalf of the teacher by doing a good job

regarding vowel sounds pronunciation and only the 26% said they don't receive any of those recognition from their teacher.

Stimulus always have a positive impact on students learning process, because they feel motivated when receiving word recognition such as, keep on doing a good job, excellent, you are the best, etc.

Carolyn Kings said "The goal for ELL is to keep their affective filter low to allow the flow and reception of linguistic and paralinguistic information to the students by providing a non-threatening classroom environment" and as observation guide shows, teacher tries to create a comfortable and funny environment for student, providing them complements when they do a good job by performing well in class activities and exercises they are carrying out, making students to feel good and encourage them to take part in the active zone of the class in that way they can enjoy it and become knowledgeable about the topic.

**19. How do you feel when performing Role plays?**

	Frequency	percentage	Valid percentage	Accumulated percentage
Valid No answer	9	25.7	25.7	25.7
Shy	3	8.6	8.6	34.3
Ashamed	4	11.4	11.4	45.7
Nervous	7	20.0	20.0	65.7
Self-confident	3	8.6	8.6	74.3
Normal	9	25.7	25.7	100.0
Total	35	100.0	100.0	

The results obtained from chart #19 shows that the 34% from the population respond in a positive way regarding the use of role plays in their process of acquiring the new English vowel sound system. However, there is a huge difference with the

percentage of the rest of the population that in their majority represent the 76% who said that don't feel quite comfortable by performing role plays in class.

Students are more likely to be authentic when they debate a subject to which they can relate. Word come out naturally and more spontaneous since they feel comfortable talking about something they are knowledgeable and they can express themselves freely, than acting in public, and follow patterns in order to perform such as activity, however role plays help students to be familiar with situation that can face in real life.

### 20. Oral Presentation

	Frequency	Percentage	Valid percentage	Accumulated percentage
Valid No answer	4	11.4	11.4	11.4
Shy	2	5.7	5.7	17.1
Ashamed	4	11.4	11.4	28.6
Nervous	13	37.1	37.1	65.7
Self-confident	3	8.6	8.6	74.3
Normal	9	25.7	25.7	100.0
Total	35	100.0	100.0	

On chart #20 of the survey applied to students we can see that 35% of students are familiar with oral presentations and they do not feel uncomfortable about the use of this activity, in contrast with that, a 54% representing the majority of the population is not into this kind of activities, since it cause them to feel ashamed, nervous and shy, the minority of the population represented by 11% does not provide an answer for that activity.



## 21. Debates

	Frequency	Percentage	Valid percentage	Accumulated percentage
Valid No answer	11	31.4	31.4	31.4
Ashamed	3	8.6	8.6	40.0
Nervous	6	17.1	17.1	57.1
Self-confident	7	20.0	20.0	77.1
Normal	8	22.9	22.9	100.0
Total	35	100.0	100.0	

On chart #21 it is represented the use of debates in classes, in which students stated that a huge majority represented by the 43% of the population feel knowledgeable when performing debates in the classroom; on the other hand, a 25% feels uncomfortable when doing these activities, because it makes them feel nervous or ashamed, and finally, a 35% does not provide an answer.

In contrast Steven P. Vargo (2012) stated: Upon conducting a survey of my three sections, I found that the majority of the class wanted to continue debating, though there existed in most sections a minority of students that wanted nothing more to do with debates.

Besides that, Research has also shown that debate encourages class participation among those students that typically do not talk in class and has shown that students learn more effectively when they play an active role in the learning process as opposed to passively absorbing information meaning that at least students enjoy debates activities making them feel ok and responding in a positive way.

Moreover, student evaluations revealed positive feelings about debate, including personal observations by students about how much they learned as well as their opinion on the benefits of evaluating their peers.

Professor Goodwin utilized debate in a 70-student communications course. The debate format included group-work prior to debate. At the end of semester, Goodwin surveyed his 70 students, receiving 52 responses. The survey results demonstrated that the overwhelming majority of students enjoyed the debate format as a method of learning.

The authors explain the success they encountered through the use of debate on class enthusiasm, participation, and increased test scores.

### 22. Reading

	Frequency	Percentage	Valid percentage	Accumulated percentage
Valid No answer	8	22.9	22.9	22.9
Shy	2	5.7	5.7	28.6
Ashamed	2	5.7	5.7	34.3
Nervous	7	20.0	20.0	54.3
Self-confident	7	20.0	20.0	74.3
Normal	9	25.7	25.7	100.0
Total	35	100.0	100.0	

On chart #22 it is clearly stated that a 45% of the population feels ok when performing reading activities at school, the 31% of students do not feel too comfortable when reading in classes, because somehow they feel shy, ashamed and nervous, the remaining 23% does not provide an answer to express their opinion.

Based on class observation, the use of reading in the classroom was an important factor for teacher to determine who students struggle with word pronunciation and how this affect class participation at the moment of speak, due to the fact they are afraid of making mistake, be fooled for their classmate, make them more vulnerable to not speak during class, not allowing themselves to learn and effective way.

**23. Tonge twister**

	Frequency	Percentage	Valid percentage	Accumulated percentage
Valid No answer	12	34.3	34.3	34.3
Shy	2	5.7	5.7	40.0
Ashamed	4	11.4	11.4	51.4
Nervous	7	20.0	20.0	71.4
Self-confident	1	2.9	2.9	74.3
Normal	9	25.7	25.7	100.0
Total	35	100.0	100.0	

On chart #23 it was found that the majority of students represented by the 37% doesn't feel ok when practicing tongue twister in the classroom, the 34% do not expressed their opinion, and finally just a minor 29% feels ok when using tongue twister as activities in the classroom. It is important to mention that tongue twister helps students to articulate words and also link words with so that way they can speak more fluently and helping them gaining trust in themselves.

**24. How do you rate your English vowel pronunciation**

	Frequency	percentage	Valid percentage	Accumulated percentage
Valid No answer	1	2.9	2.9	2.9
Excellent	2	5.7	5.7	8.6
Very good	4	11.4	11.4	20.0
Good	15	42.9	42.9	62.9
Bad	4	11.4	11.4	74.3
Neutral	9	25.7	25.7	100.0
Total	35	100.0	100.0	

The affective filters and use of self-correction is always relevant, as a self-assessment on chart #24 we got students opinion about their own skills in vowels pronunciation and a 60% of the students rated their pronunciation as good or excellent, whilst just a 11% of the class doesn't feel confident about their vowel pronunciation

English vowel pronunciation is not an easy aspect to deal with due to the fact that it involves a totality different sound system compared with the one that exist in their mother tongue. Therefore, the development of English vowel pronunciation is a process that requires a deep study about the rules and exceptions needed to master the details to be knowledgeable about the new vowels sound inventory.

## XI. CONCLUSIONS

1. It was found that it is necessary to select the appropriate type of strategies that suits students' needs and can also respond to different students learning paces or rhythm. The main strategies that respond to those needs are: Use of vocabulary, role playing and oral presentation. There are several strategies that could be used to teach and develop English vowel sound pronunciation, however, the most helpful to achieve the learning and acquisition of the correct pronunciation for vowels are: role playing, oral presentation and use of vocabulary because those strategies mix different activities and characteristics to ease and adequate environment that encourage students to participate without hesitating.

2. It is a need to monitor constantly if the strategies applied in worth, in other words, to achieve an accurate English vowel pronunciation level, teachers have to measure the effectiveness of the strategies during the whole teaching process, it means to start doing it at the beginning, in the middle and at the end, making sure that it helps students to acquire a good English vowel pronunciation and also help to keep track of student's progress during the lesson.

3. Teaching is more than an art, because it implies and requires the mix of several strategies. Teacher needs more than feasibility to deliver the information, it is also need to get some support from materials available, because based on the way teacher uses the different materials students will get the most beneficial knowledge. It is even better when teachers design their own materials due to the fact that it responds to students' contextualized needs.

4. The majority of students who try to learn a foreign language face the interference of their mother language/tongue. When trying to produce sounds that do not exist in their language. This is the case of students from Republica de

Austria Institute who struggle with the learning of English language due to the fact of their L1 that interference, because they have fossilized sounds by making a relationship with their L1 sound inventory, and by not being previously exposed to this new sound system that it is not found in the one they already have, making difficult to acquire it and use it in his daily bases.

## XII. RECOMMENDATIONS

1. It is recommended to use strategies that involve an active participation from students where they are the main characters in their learning process, acquiring in that way meaningful input of the target language.

2. As a piece of advice for teachers, it is very useful that before decide what strategies to use and include in their lesson plans, it would be necessary to be knowledgeable about those strategies he will be using because most of the time the use of strategies are not close related to the topic studied and therefore the knowledge acquired in learning is minimum.

3. Based on observation made in class and personal experience, teachers don't count with a wide variety of didactic materials, as a consequence, they need to make use of what school provide them. It is recommendable for teachers to design their own didactic materials based on students need adequate the materials, making them original, easier for teacher to use and provide students with meaningful information.

4. Since our mother tongue presents a lack of sounds that exists in other languages as English, it is advisable to promote English pronunciation practice among students in order to produce sounds and articulate vowels of the target language by making use of a variety of strategies that can enhance and speed up the acquisition and learning of English vowel sound. A useful strategy for that is "Minimal Pairs", and the use of "Isolation" because those strategies emphasize specific pronunciation of sounds.

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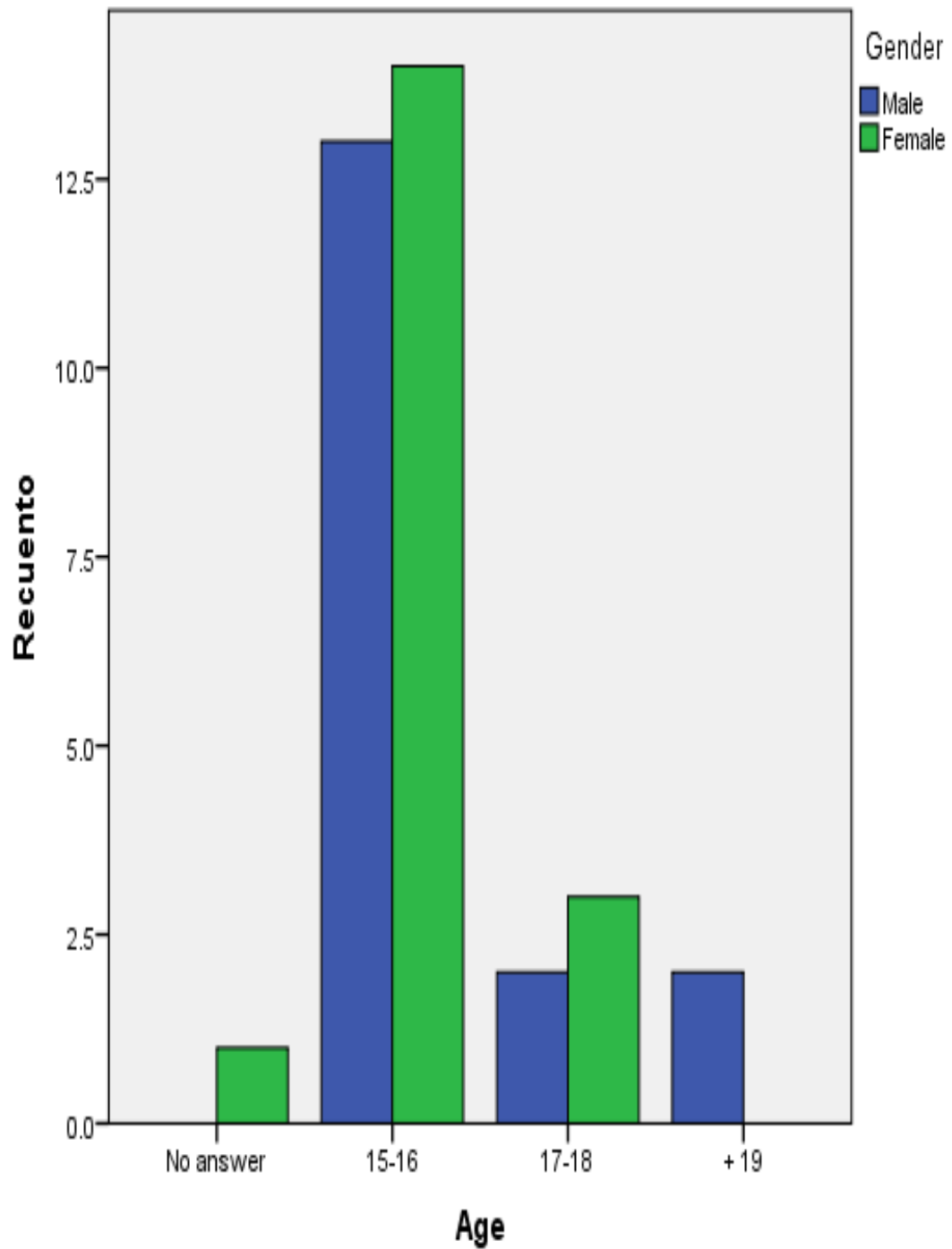
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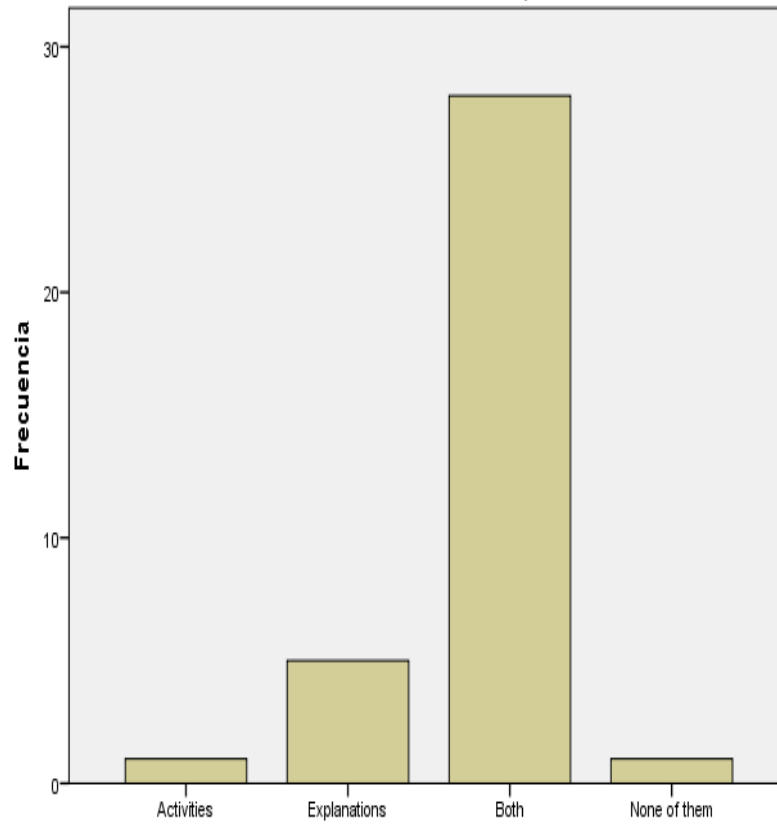
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# ANNEXESS

Gráfico de barras

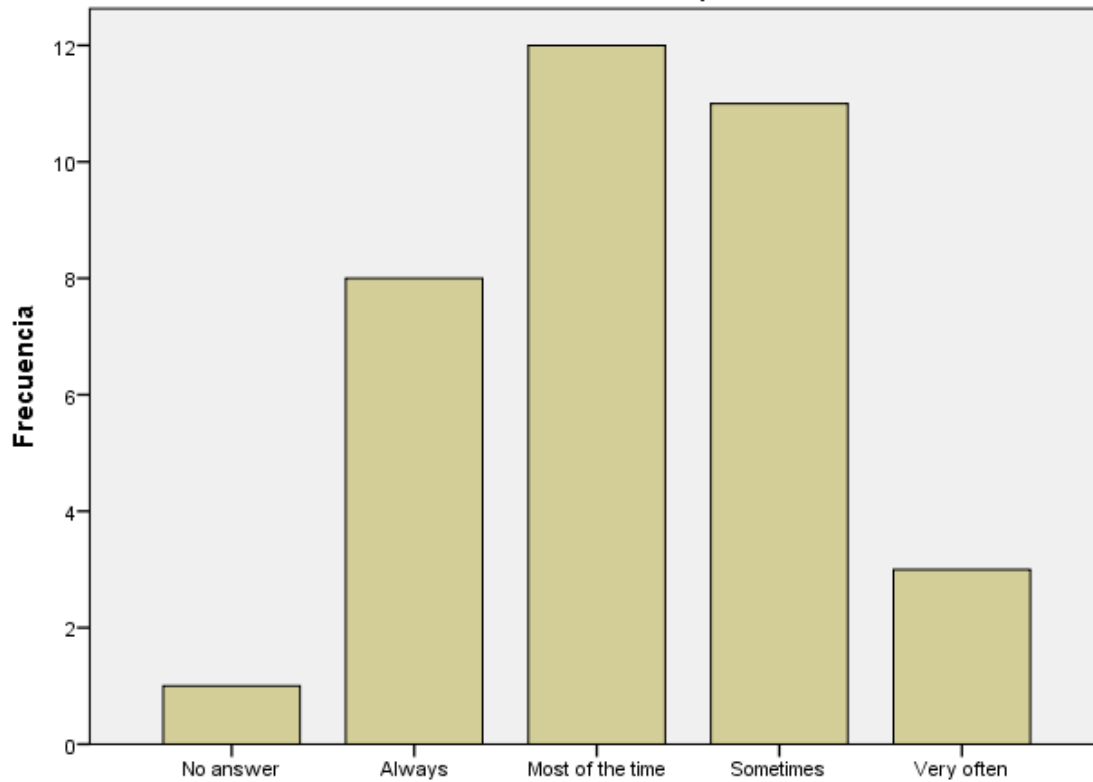


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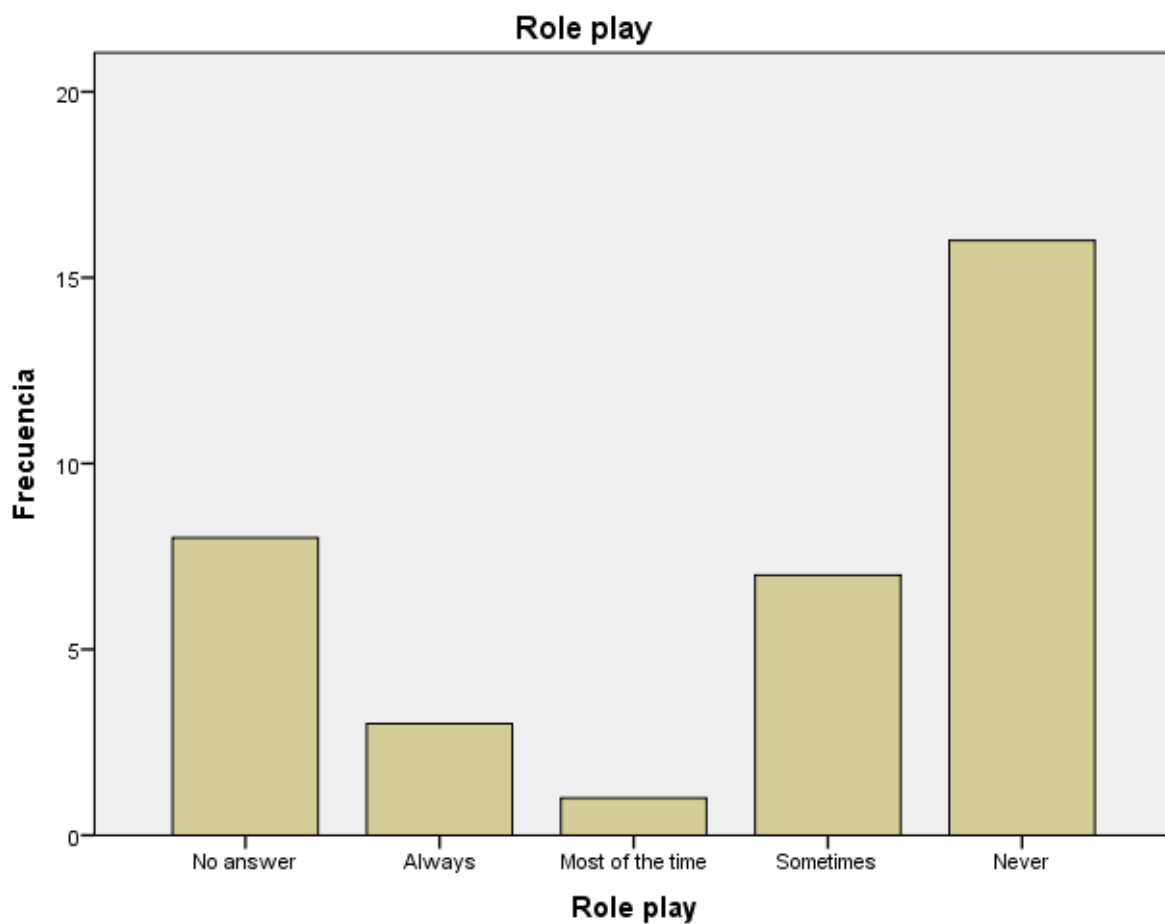
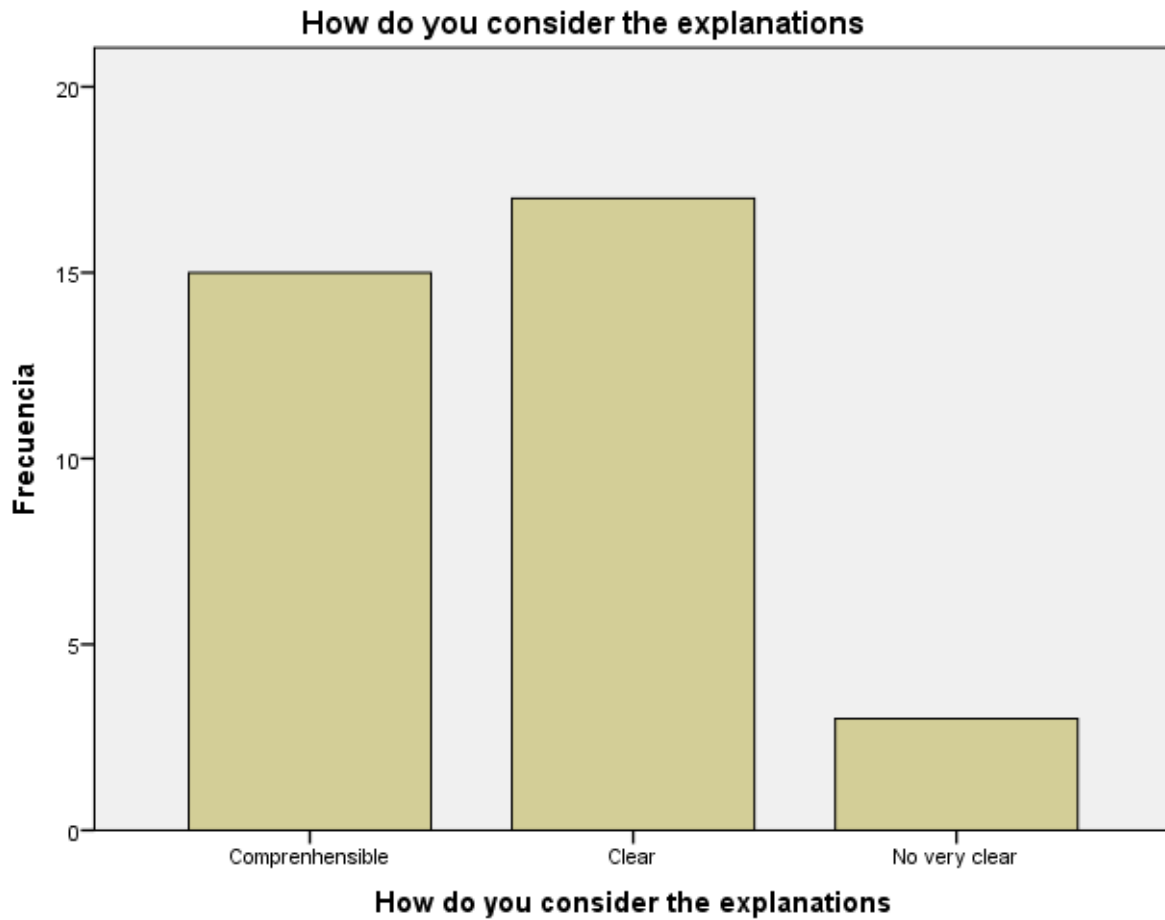


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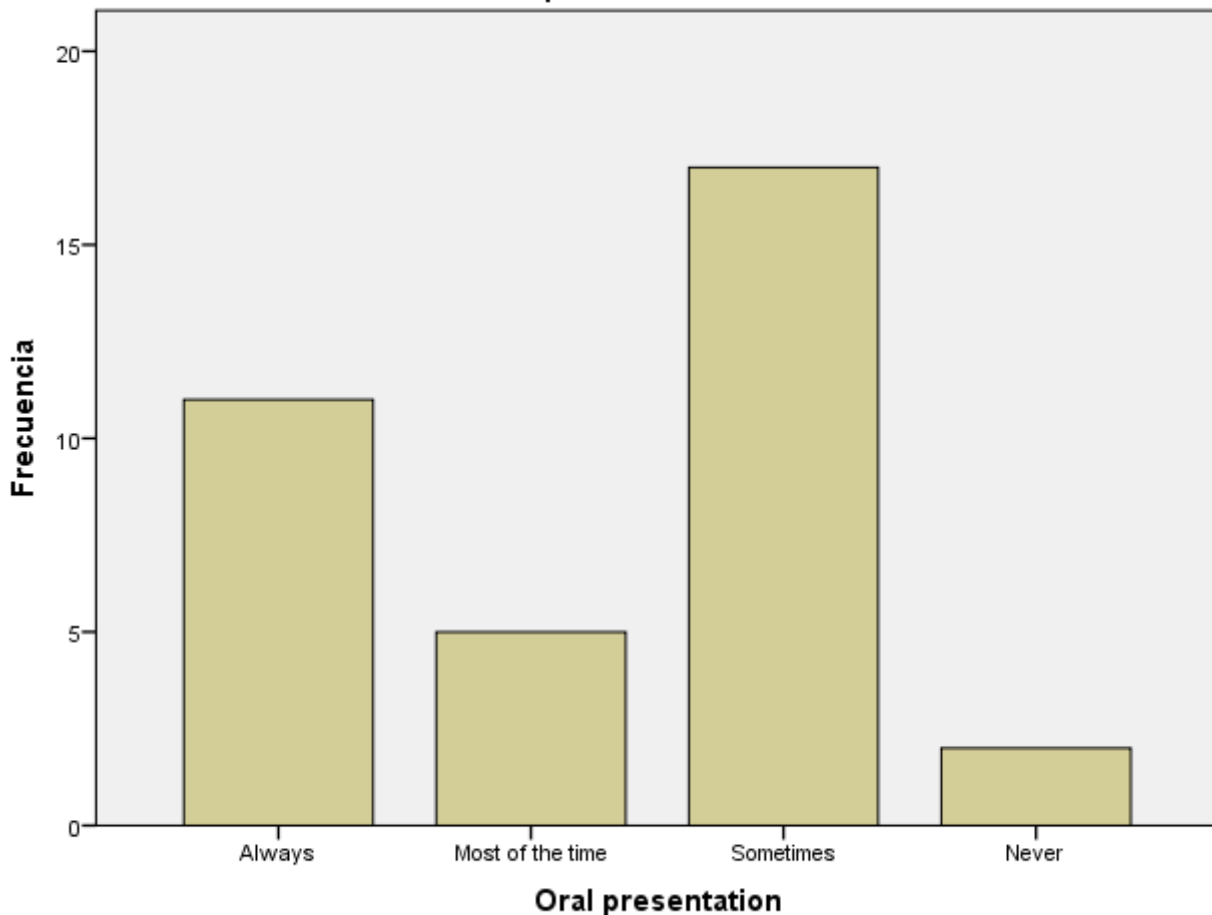
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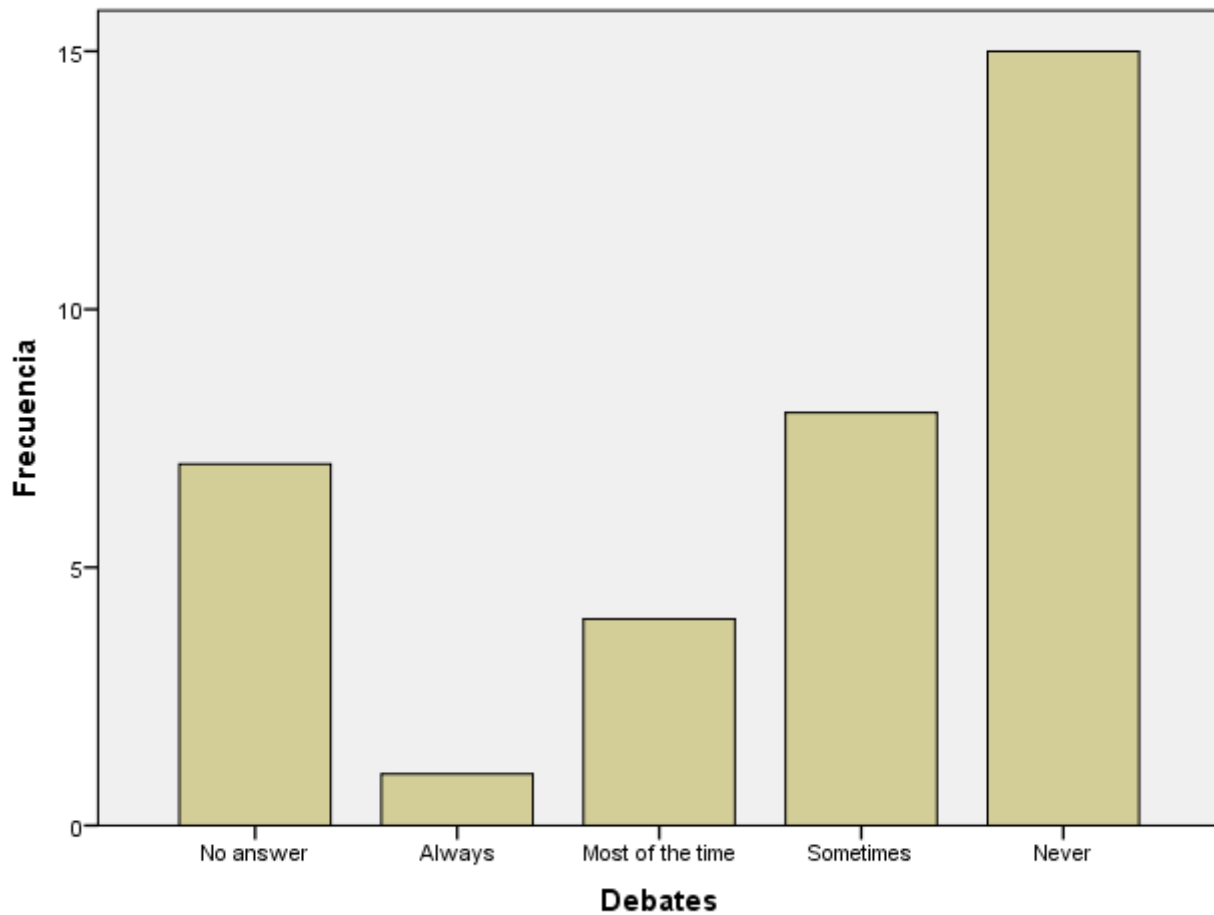
Are the activities related to the topic studies



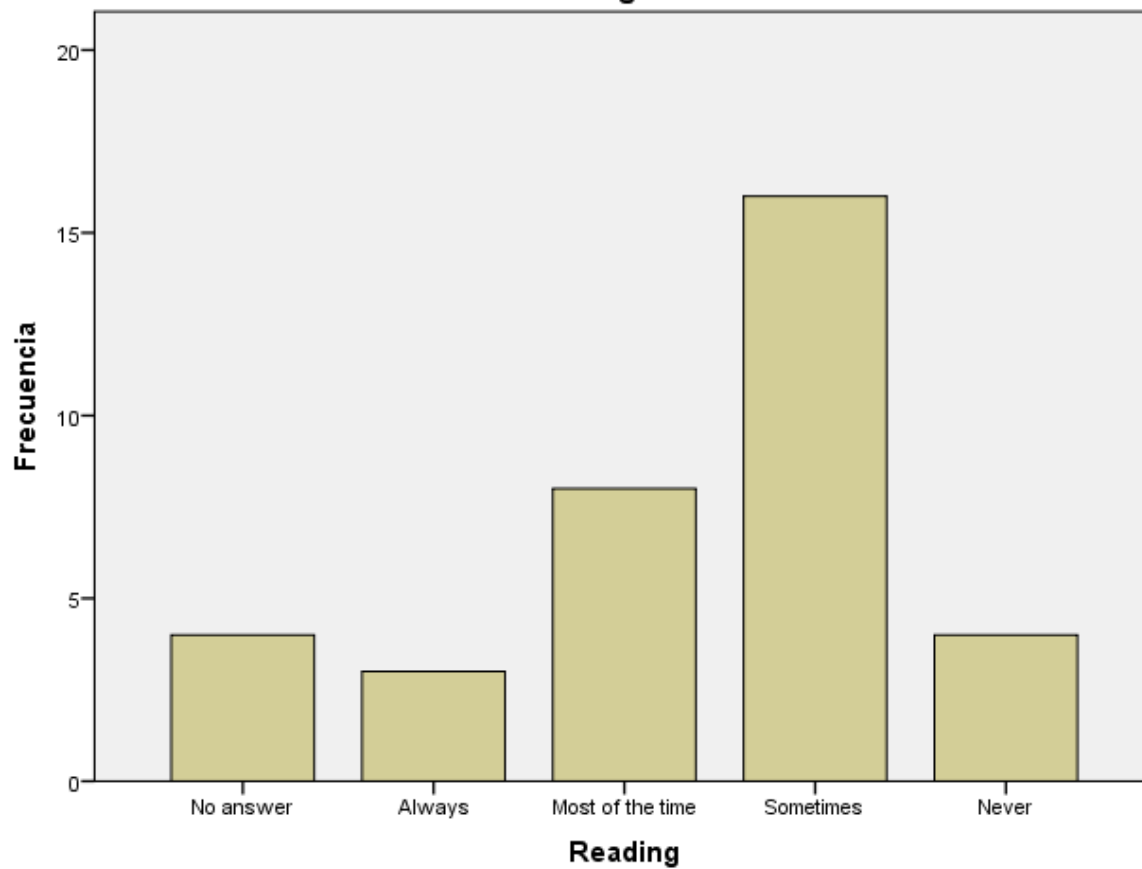
**Oral presentation**



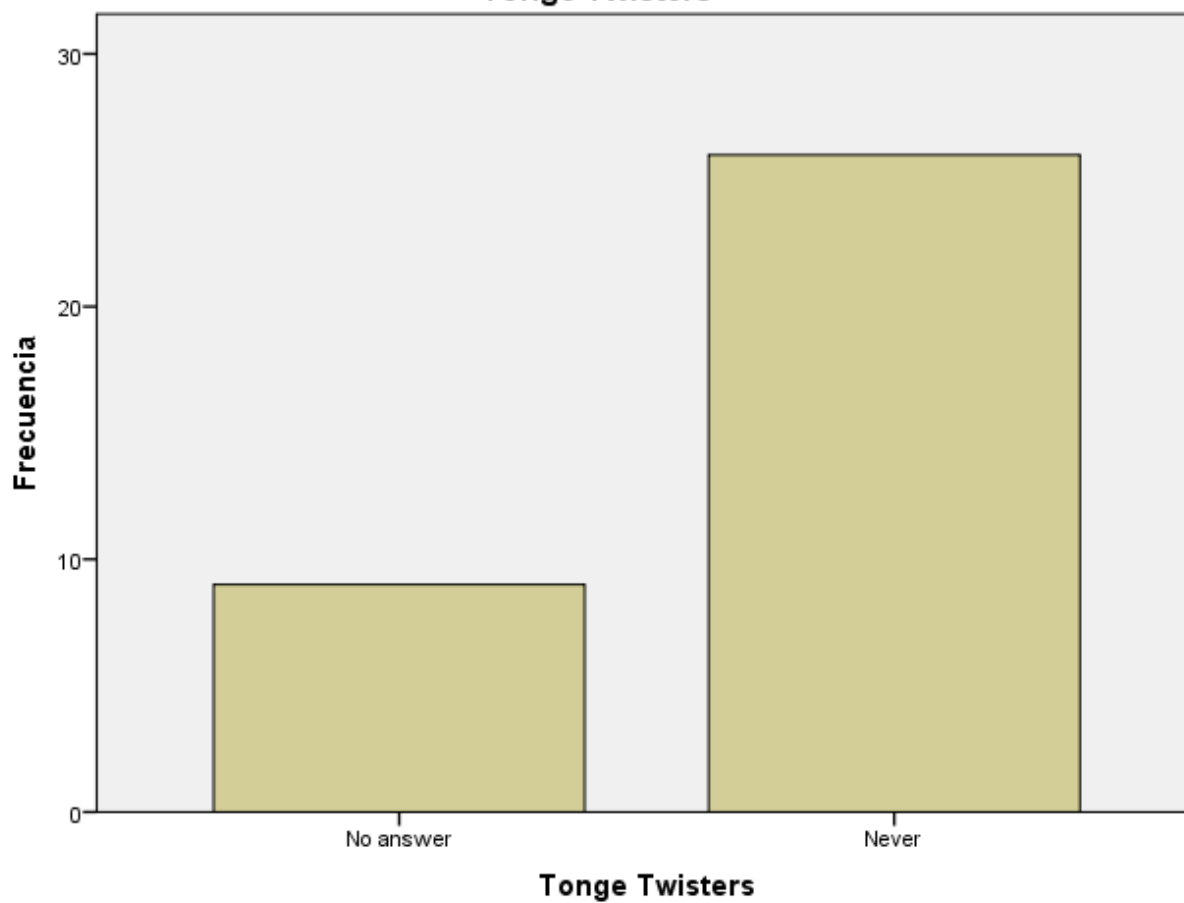
**Debates**



**Reading**

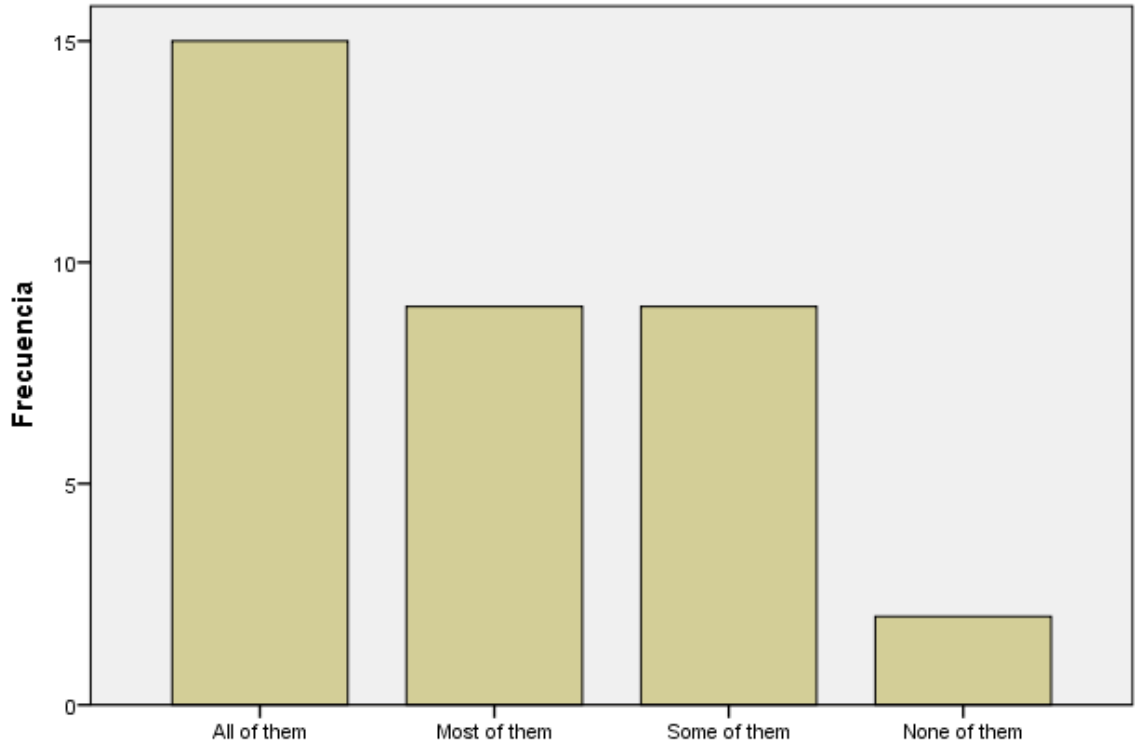


**Tonge Twisters**



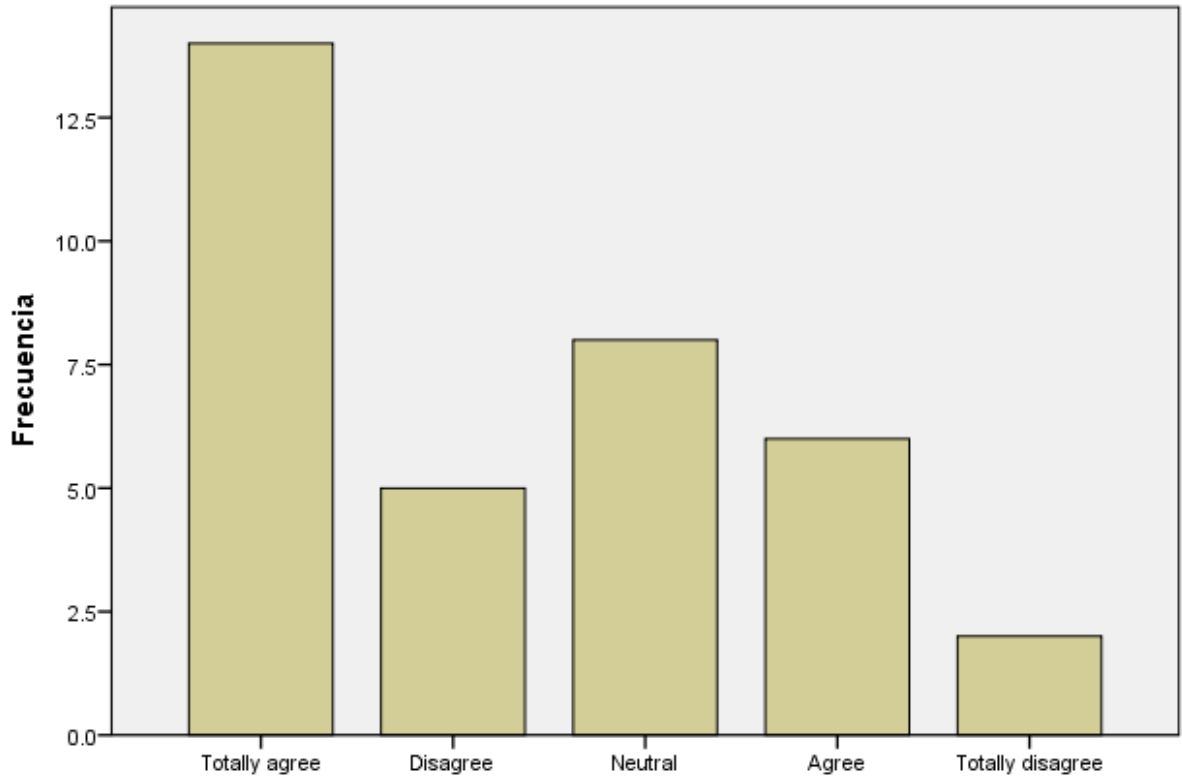


**How many of the activities do you consider effective for development of pronunciation**



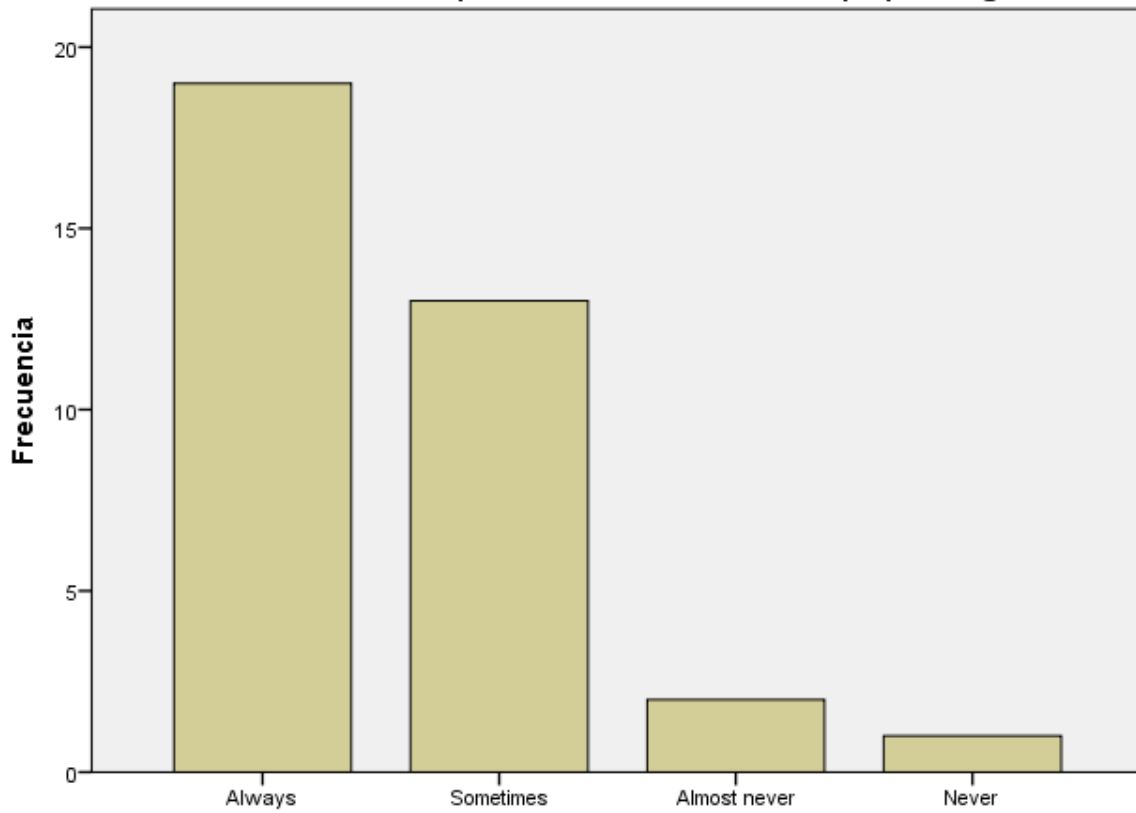
**How many of the activities do you consider effective for development of pronunciation**

**Do you consider that the time assigned is enough to achieve a meaningful learning**



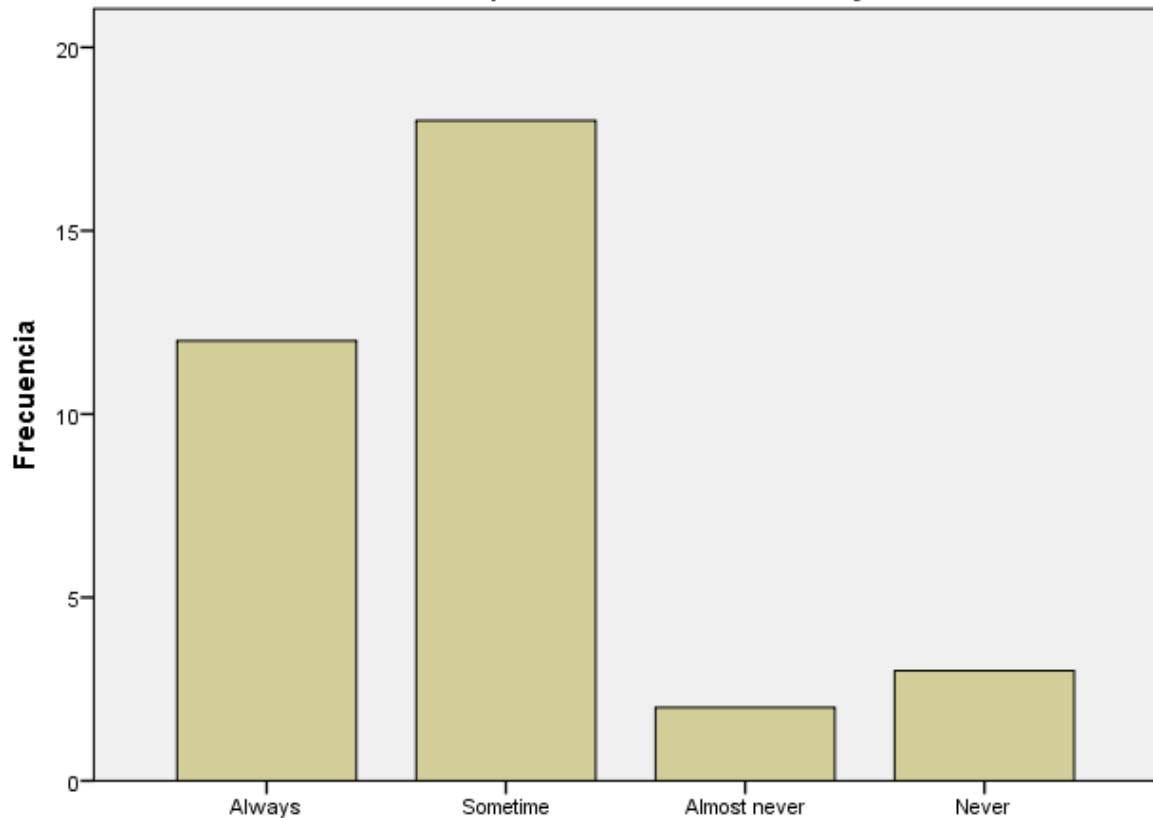
**Do you consider that the time assigned is enough to achieve a meaningful learning**

**How often does the teacher perform activities to develop speaking skills**



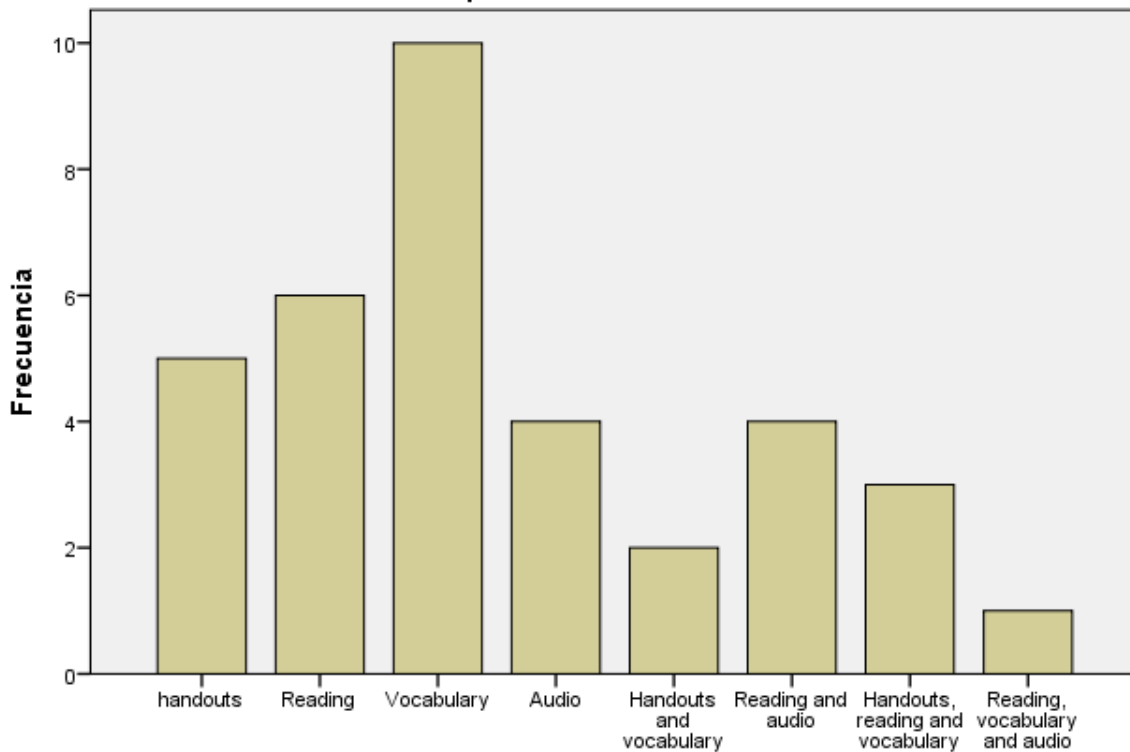
**How often does the teacher perform activities to develop speaking skills**

**How often do the activities performed in class catch your attention**



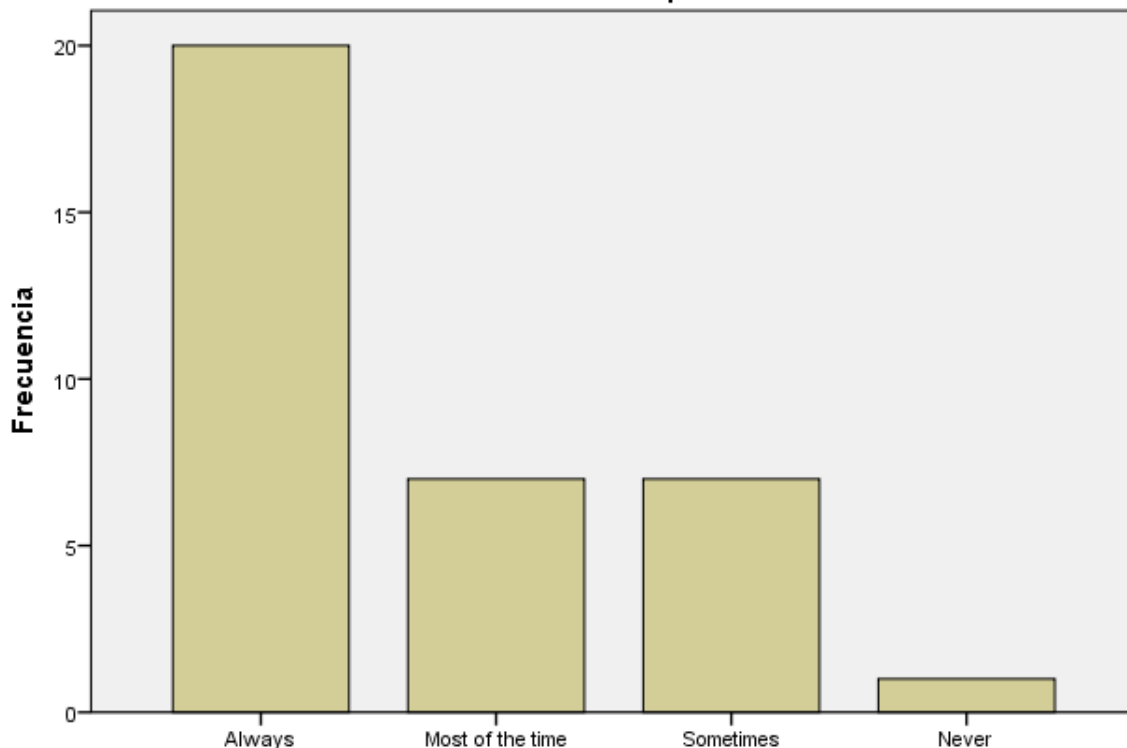
**How often do the activities performed in class catch your attention**

**Which didactic material does the teacher provide you to improve your pronunciation**



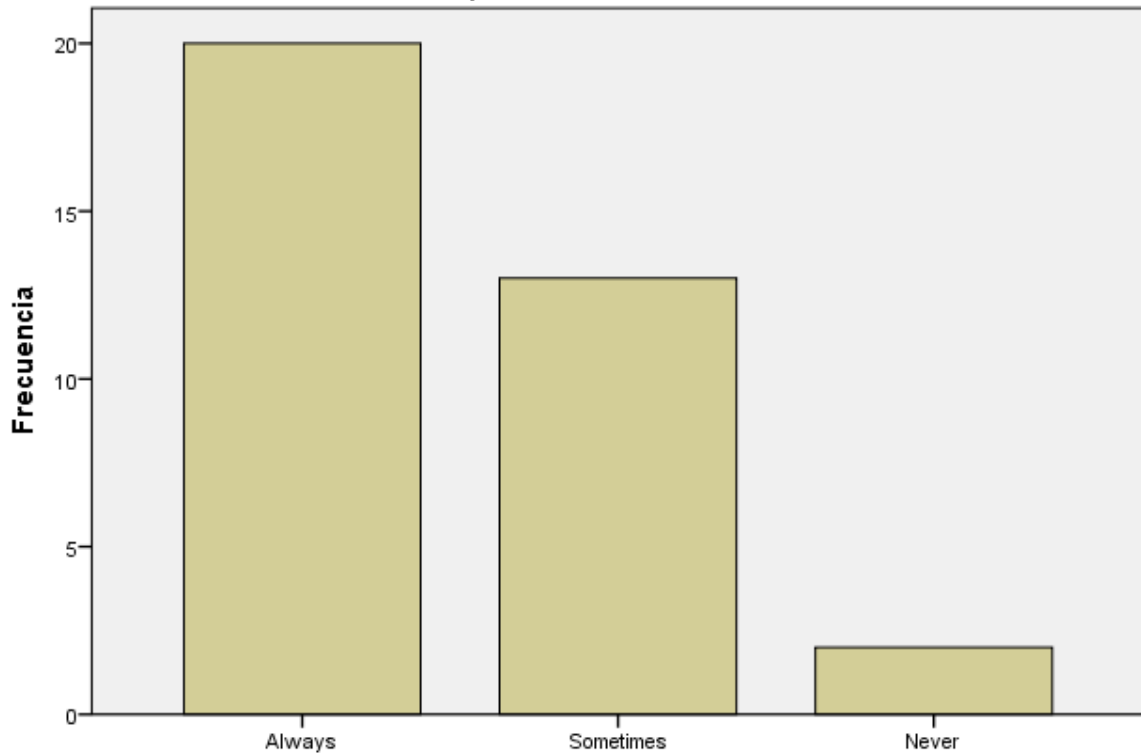
**Which didactic material does the teacher provide you to improve your pronunciation**

**How often the teacher devotes a moment to clarify doubts and answer questions about a certain topic**



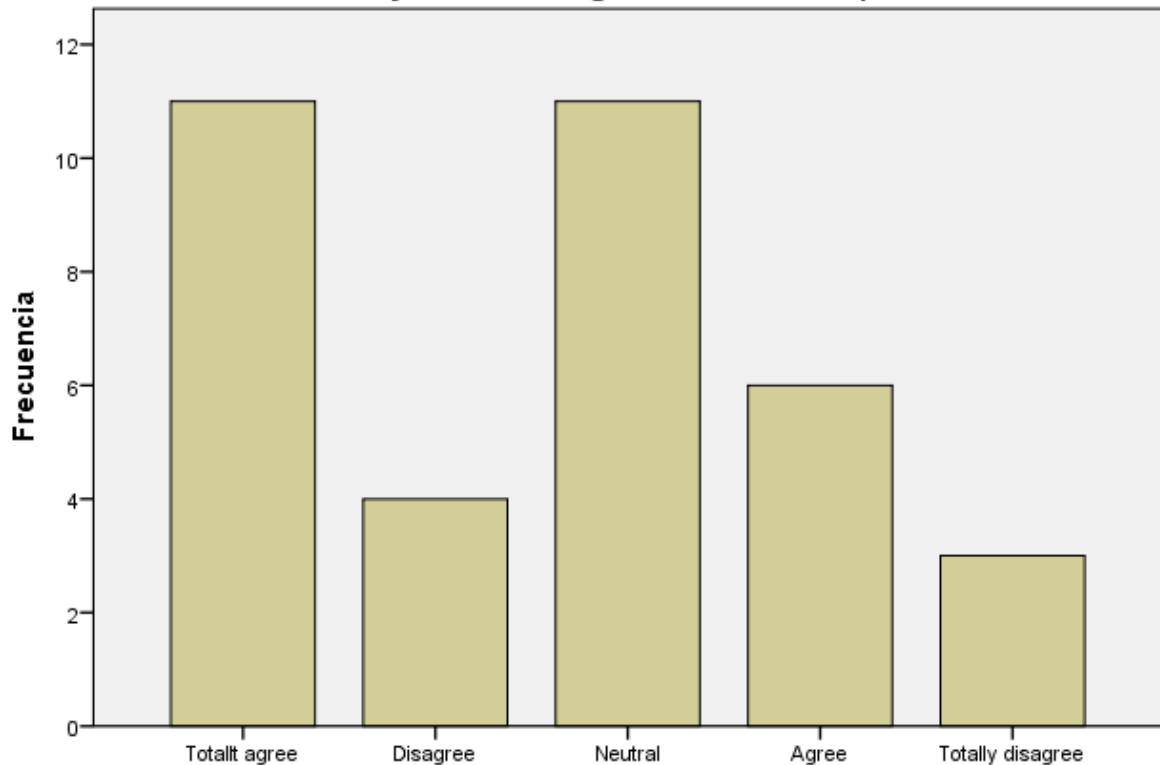
**How often the teacher devotes a moment to clarify doubts and answer questions about a certain topic**

**Do you receive any kind of help from your teacher to improve vowel sound pronunciation**



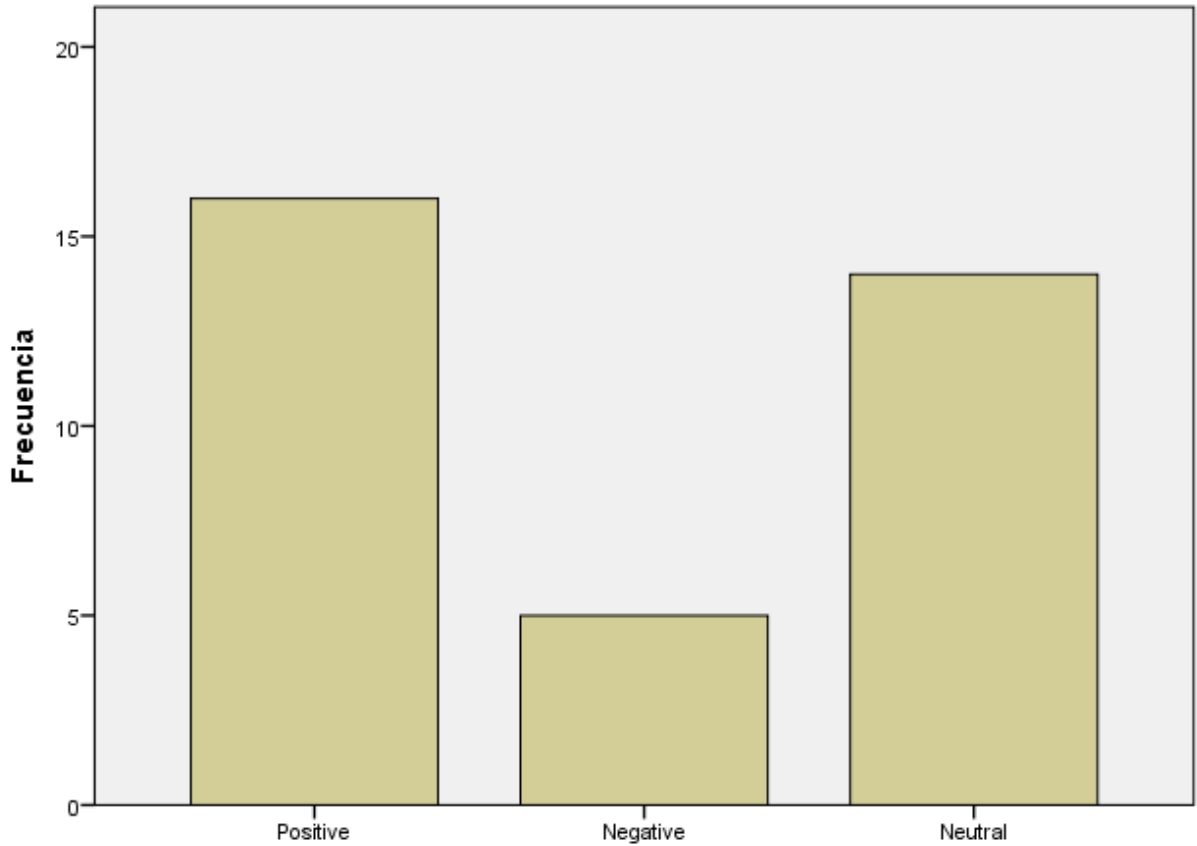
**Do you receive any kind of help from your teacher to improve vowel sound pronunciation**

**Do you receive any kind of feedback after every activity to reduce errors to reinforce your knowledge about certain topic**



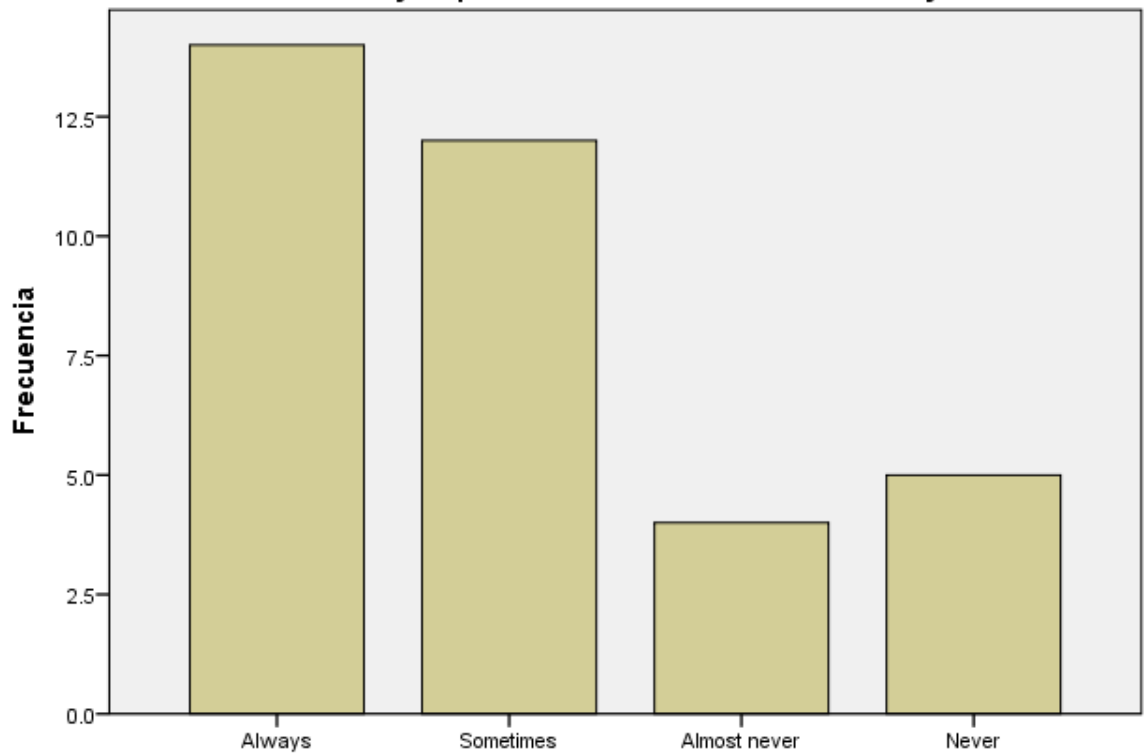
**Do you receive any kind of feedback after every activity to reduce errors to reinforce your knowledge about certain topic**

**In which way does the teacher deliver the feedback**



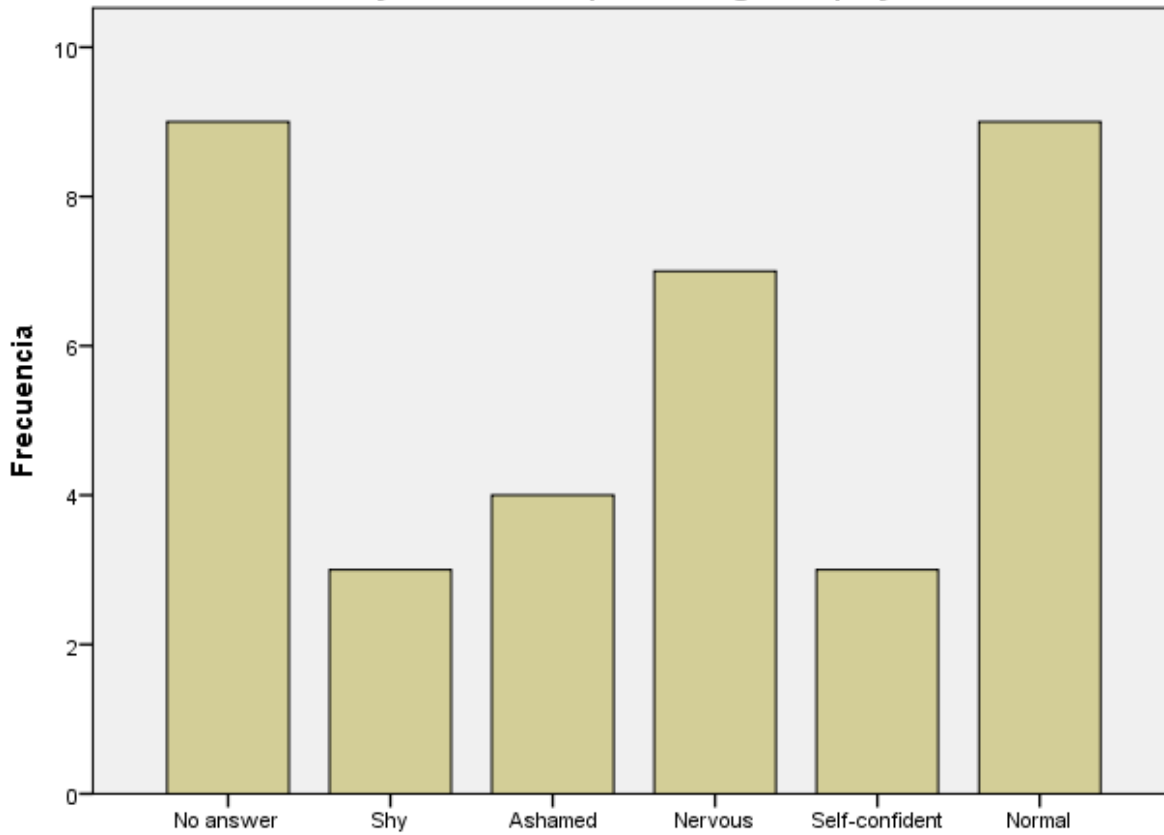
**In which way does the teacher deliver the feedback**

**How often do you received complements or any kind of recognition from the teacher when you produce a vowels sound correctly**



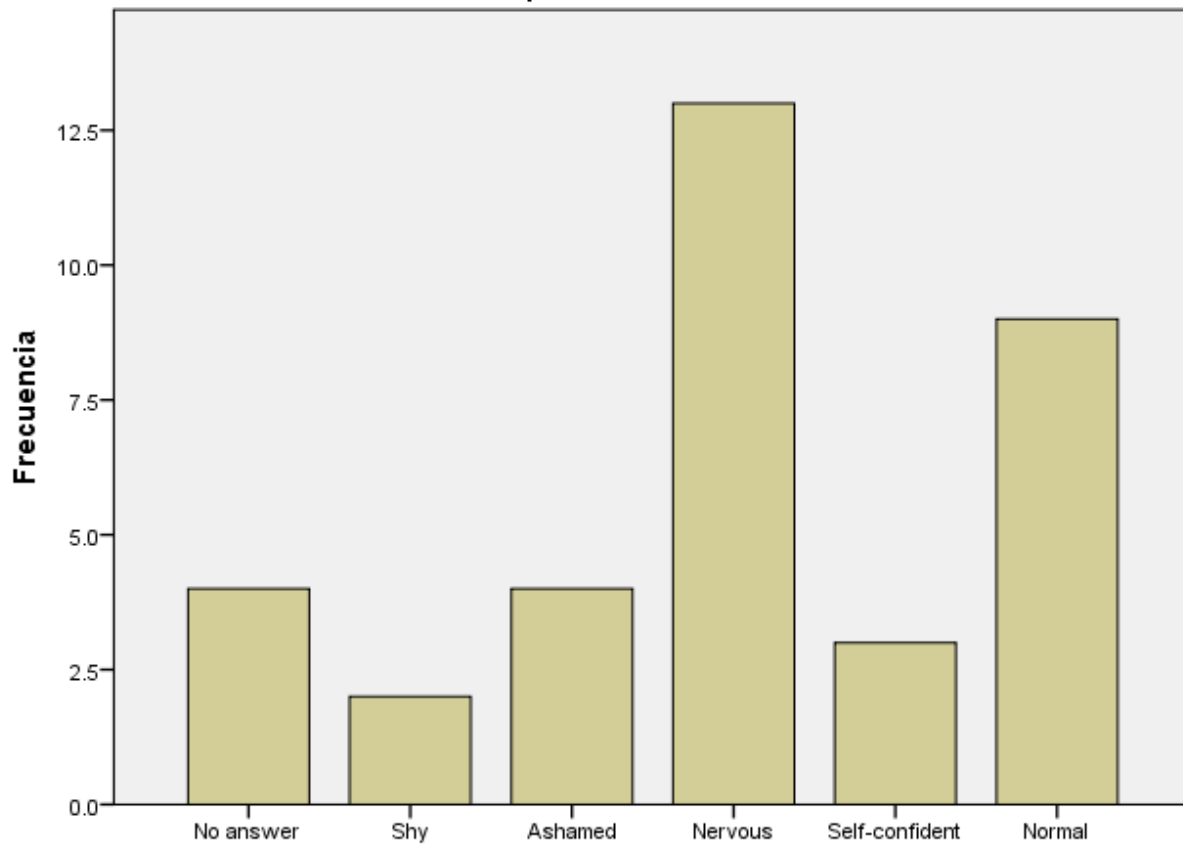
**How often do you received complements or any kind of recognition from the teacher when you produce a vowels sound correctly**

How do you feel when performing Role plays



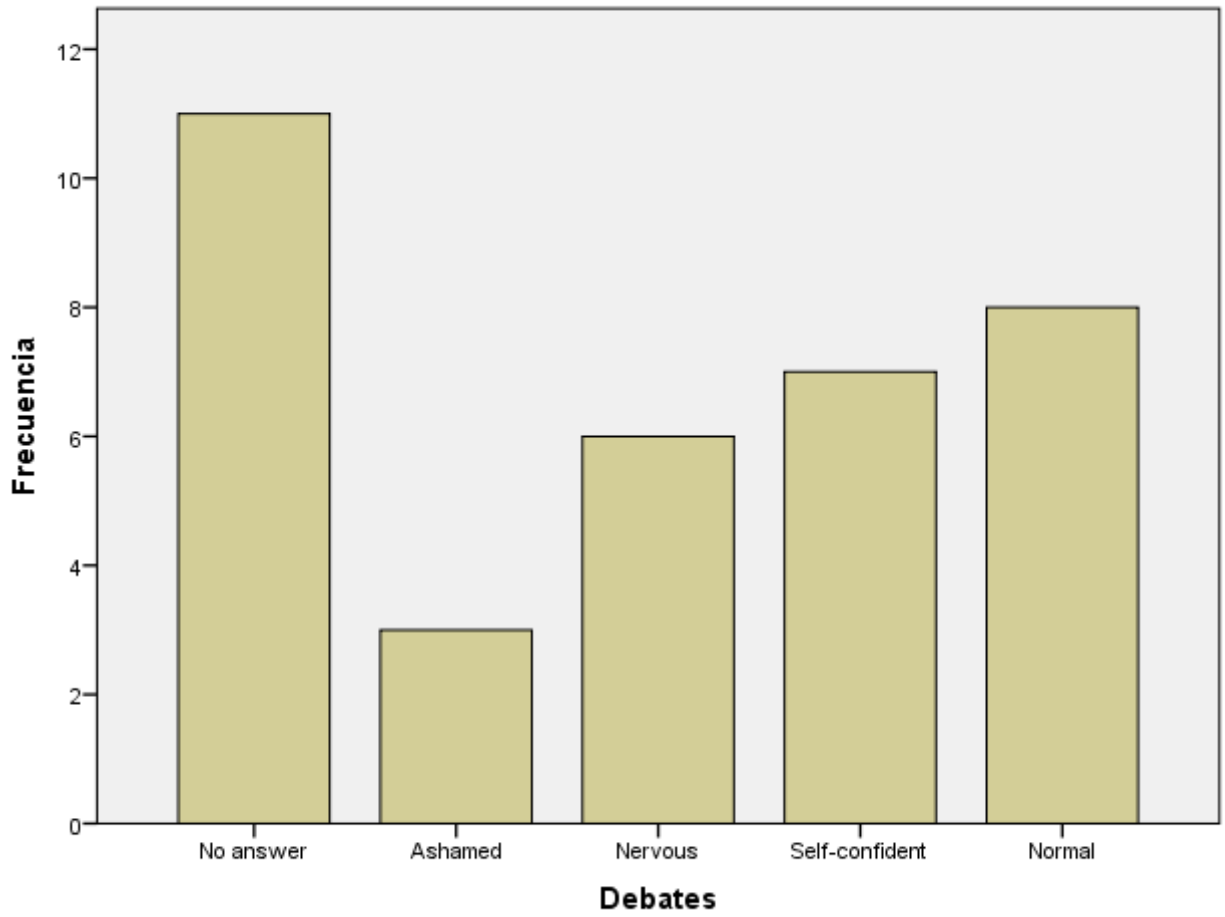
How do you feel when performing Role plays

Oral presentations

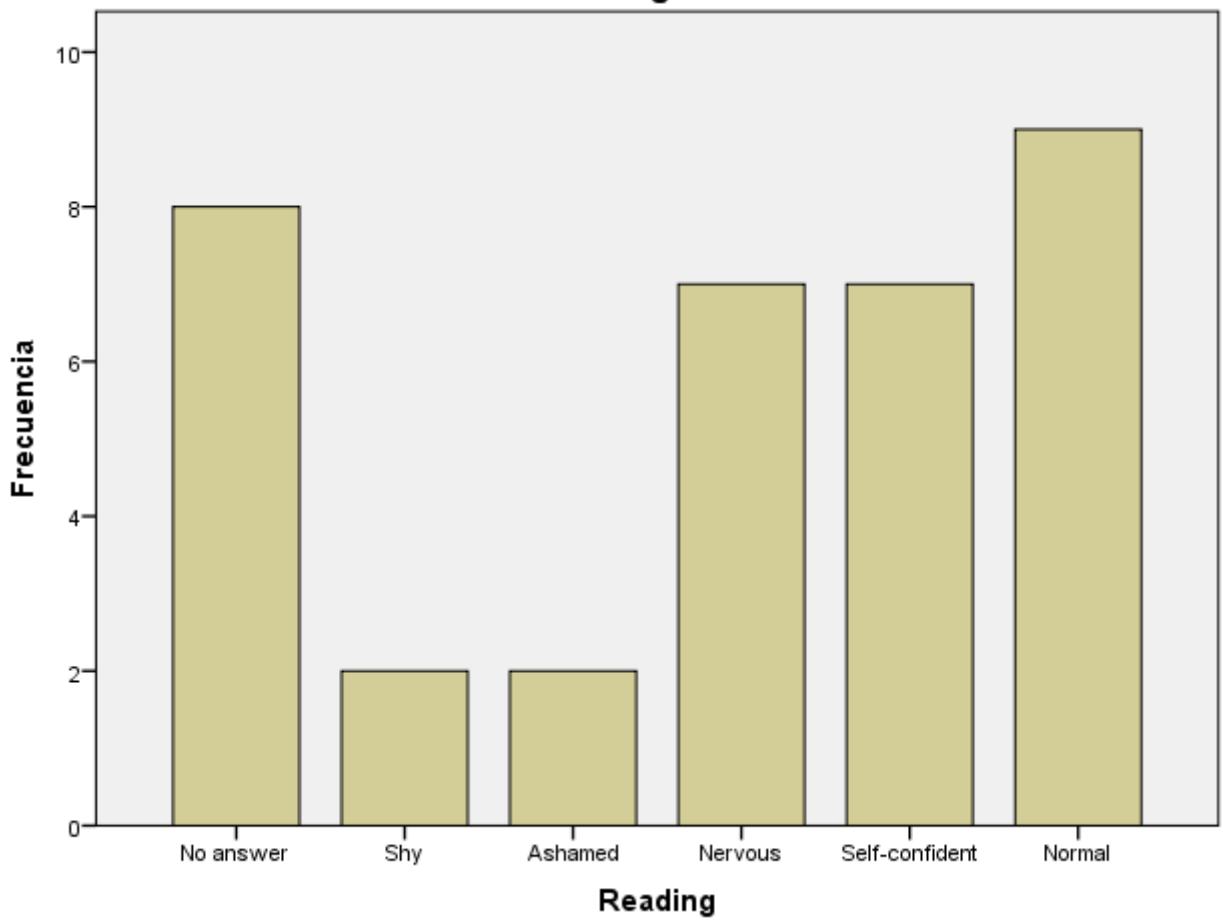


Oral presentations

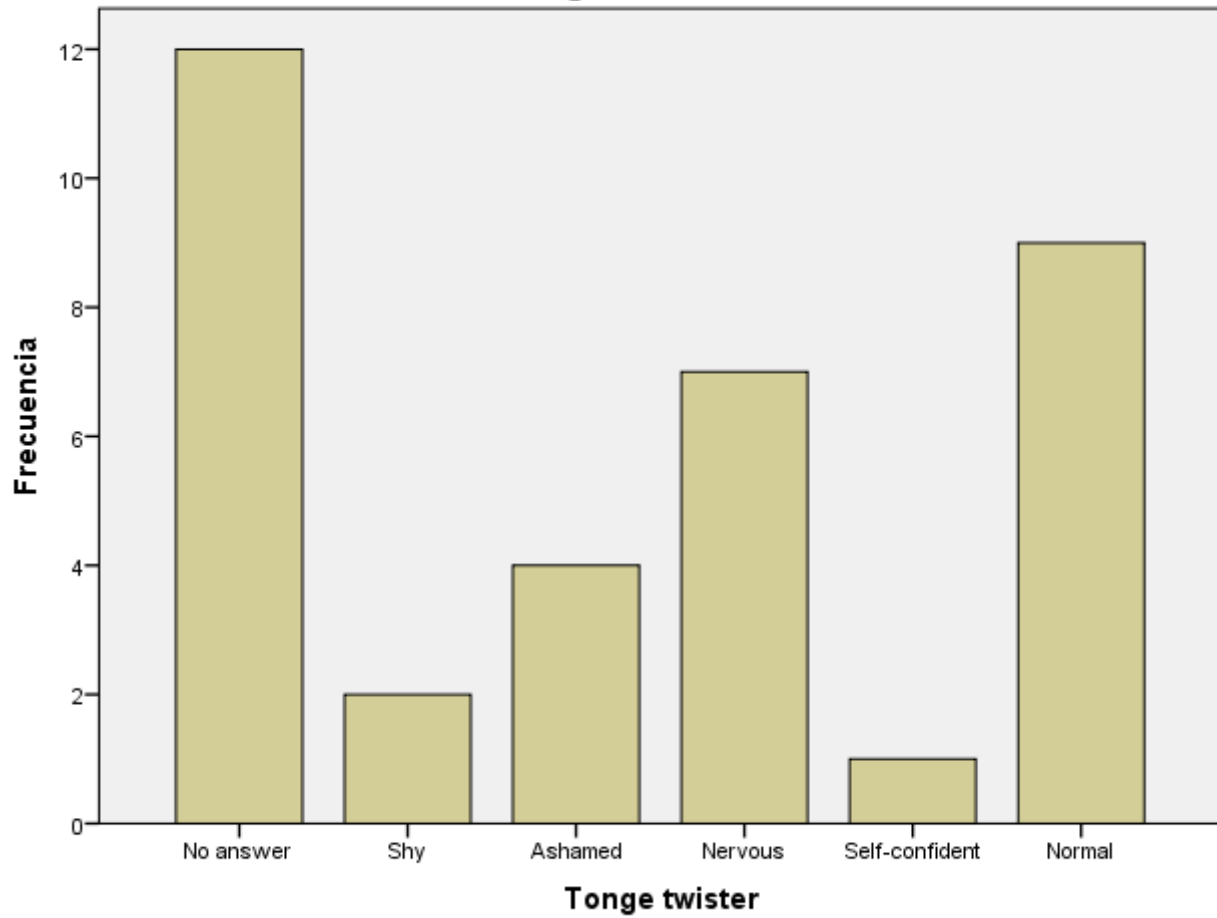
**Debates**



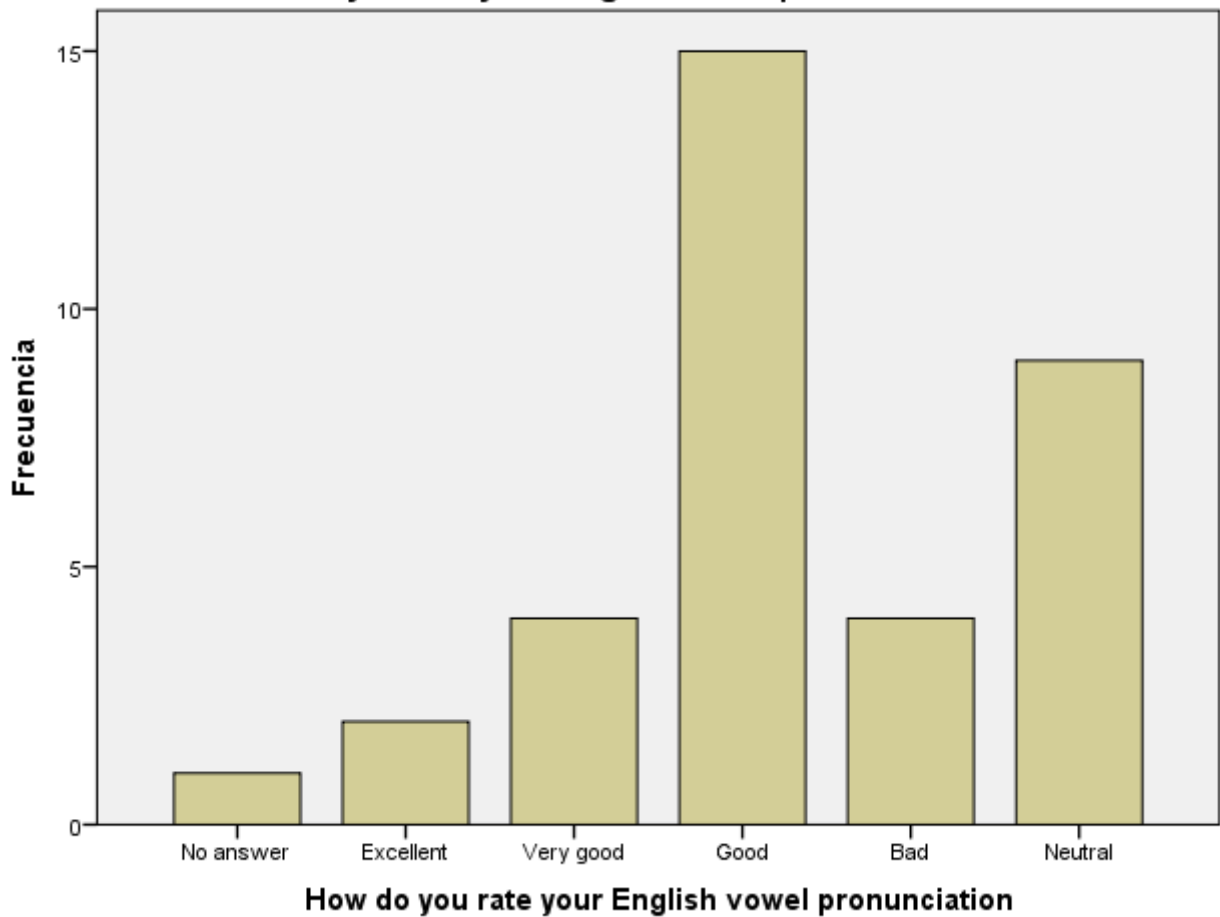
**Reading**



**Tonge twister**



**How do you rate your English vowel pronunciation**





## Observation Guide

This observation guide was designed to gather relevant information about a normal class at 10<sup>th</sup> grade. The information collected would be used to overcome weaknesses and reinforce strengths during the topic presentation.

In which moments does the teacher refers to students using English language?

Greetings \_\_\_\_\_

Orders/Commands \_\_\_\_\_

Instructions for activities \_\_\_\_\_

Introduction of new topics \_\_\_\_\_

Homework \_\_\_\_\_

Instructions for quizzes and exams \_\_\_\_\_

Which is the frequency in which teacher uses English during the class?

Always \_\_\_\_\_ Most of the time \_\_\_\_\_

When required \_\_\_\_\_ Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_ Never \_\_\_\_\_

How often does the teacher use these strategies?

Dialogs: Always \_\_\_\_\_ Sometimes \_\_\_\_\_ Never \_\_\_\_\_

Repetition drills: Always \_\_\_\_\_ Sometimes \_\_\_\_\_ Never \_\_\_\_\_

Expositions: Always \_\_\_\_\_ Sometimes \_\_\_\_\_ Never \_\_\_\_\_

Role play: Always \_\_\_\_\_ Sometimes \_\_\_\_\_ Never \_\_\_\_\_

Debates: Always \_\_\_\_\_ Sometimes \_\_\_\_\_ Never \_\_\_\_\_

Comparisons: Always \_\_\_\_ Sometimes \_\_\_\_ Never \_\_\_\_

Descriptions: Always \_\_\_\_ Sometimes \_\_\_\_ Never \_\_\_\_

Interviews: Always \_\_\_\_ Sometimes \_\_\_\_ Never \_\_\_\_

Group work: Always \_\_\_\_ Sometimes \_\_\_\_ Never \_\_\_\_

Games: Always \_\_\_\_ Sometimes \_\_\_\_ Never \_\_\_\_

Songs: Always \_\_\_\_ Sometimes \_\_\_\_ Never \_\_\_\_

Others: Please specify

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During classes, which language teacher uses the most?

English \_\_\_\_ Spanish \_\_\_\_ Both \_\_\_\_

Which language does the teacher use to correct errors and mistakes?

English \_\_\_\_ Spanish \_\_\_\_ Both \_\_\_\_

In which moment of the classes does the teacher correct those errors/mistakes\_

Immediately \_\_\_\_\_

After student's participation \_\_\_\_\_

At the end of classes \_\_\_\_\_

Omit errors \_\_\_\_\_

## Teacher's Development

Teacher's language proficiency \_\_\_\_\_

Teacher creates a suitable environment to develop learner proficiency through meaningful experiences \_\_\_\_\_

Class activities are adequate to students' age, proficiency and understanding levels \_\_\_\_\_

Classroom activities support learner's diversity based on real context and facilitate new learning experiences \_\_\_\_\_

Learning environment is interactive, engaging, and supportive, encouraging learners' self-motivation towards language learning \_\_\_\_\_

Use of verbal, non-verbal communication skills and multimedia resources to reinforce language production development \_\_\_\_\_

Teacher uses a variety of assessment strategies to monitor and grade students progress \_\_\_\_\_

Assessment is embedded in relevant, meaningful, and authentic materials; Moreover, the feedback is directed to improve students' performance, based on previous assessments \_\_\_\_\_

Teacher uses innovative assessment methods such: Integrated Performance Assessment, Performance Task, Backward Design Assessment, which helps to give immediate and helpful feedback on performances \_\_\_\_\_

### **Teacher Interaction**

Encourages student-teacher use of target language \_\_\_\_\_

Encourage student-student use of target language \_\_\_\_\_

Student-centered activities \_\_\_\_\_

Contextualization/personalization of materials \_\_\_\_\_

Appropriate error correction strategies \_\_\_\_\_

Positive feedback to students in target language \_\_\_\_\_

Encourages active participation \_\_\_\_\_

Appropriate body language \_\_\_\_\_

Avoids distracting mannerism \_\_\_\_\_

Ability to provide answers to students \_\_\_\_\_

Ability to reinforce students' curiosity to look for info \_\_\_\_\_

Recognizes lack of students understanding \_\_\_\_\_

### **Meaningful interactive activities**

Questions are related with topics and seem to be logical and natural for a conversation \_\_\_\_\_

Use of indirect questions to involve other students than the one directly asked \_\_\_\_\_

Error correction is indirect, delayed or immediate \_\_\_\_\_

Pleasant manner to talk and communicate \_\_\_\_\_

Friendly and enthusiastic classroom performance \_\_\_\_\_

Constant and kind eye contact \_\_\_\_\_

### **Methodologies/Approaches used in lessons presentation**

Total Physical Response \_\_\_\_\_

Audio Lingual Method \_\_\_\_\_

Suggestopedia \_\_\_\_\_

Community Language Learning \_\_\_\_\_

Silent Way \_\_\_\_\_

Communicative Approach \_\_\_\_\_

### **Open-ended communicative activity**

Instructions were clear \_\_\_\_\_

The majority of students work on tasks assigned \_\_\_\_\_

Ability to rephrase to facilitate understanding \_\_\_\_\_

Time used efficiently \_\_\_\_\_

Material presented was applied \_\_\_\_\_

Appropriate language level \_\_\_\_\_

Group work monitoring \_\_\_\_\_

Group work follow-up \_\_\_\_\_

Logical activities sequence \_\_\_\_\_

Variability to perform simple and complex tasks \_\_\_\_\_

### Guía de Observación:

¿En qué momentos no el maestro se refiere a los estudiantes que usan el idioma inglés?

Saludos \_\_\_\_\_

Órdenes / Comandos \_\_\_\_\_

Instrucciones para actividades \_\_\_\_\_

Introducción de nuevos temas \_\_\_\_\_

Deberes \_\_\_\_\_

Instrucciones para pruebas y exámenes \_\_\_\_\_

¿Cuál es la frecuencia en la que el maestro utiliza inglés durante la clase?

Siempre \_\_\_\_\_ mayoría de las veces \_\_\_\_\_

Cuando veces se requiera \_\_\_\_\_ Rara vez Nunca \_\_\_\_\_

¿Con qué frecuencia utiliza el maestro esas estrategias?

Diálogos Siempre \_\_\_\_\_ Sometimes \_\_\_\_\_ Never \_\_\_\_\_

Ejercicios de repetición Siempre \_\_\_\_\_ Sometimes \_\_\_\_\_ Never \_\_\_\_\_

Exposiciones Siempre \_\_\_\_\_ Sometimes \_\_\_\_\_ Never \_\_\_\_\_

Juego de rol Siempre \_\_\_\_\_ Sometimes \_\_\_\_\_ Never \_\_\_\_\_

Debates Siempre \_\_\_\_\_ Sometimes \_\_\_\_\_ Never \_\_\_\_\_

Las comparaciones Siempre \_\_\_\_\_ Sometimes \_\_\_\_\_ Never \_\_\_\_\_

Descripción Siempre \_\_\_\_\_ Sometimes \_\_\_\_\_ Never \_\_\_\_\_

Entrevistas Siempre \_\_\_\_\_ Sometimes \_\_\_\_\_ Never \_\_\_\_\_

El trabajo en grupo siempre \_\_\_\_ Sometimes\_\_\_\_ Never\_\_\_\_\_

Juegos Siempre \_\_\_\_ Sometimes\_\_\_\_ Never\_\_\_\_\_

Canciones Siempre \_\_\_\_ Sometimes\_\_\_\_ Never\_\_\_\_\_

Otros, por favor especifique

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¿Durante las clases, qué idioma el docente utiliza más?

Ingles\_\_\_\_ Español\_\_\_\_ Ambos \_\_\_\_

¿Qué idioma usan para corregir los errores y los errores del maestro?

Ingles\_\_\_\_ Español\_\_\_\_ Ambos \_\_\_\_

¿En qué momento de las clases el profesor no corrige esos errores?

Inmediatamente \_\_\_\_\_

Después de la participación de los estudiantes \_\_\_\_\_

Al final de las clases \_\_\_\_\_

Omite los errores \_\_\_\_\_

## **Desarrollo del Maestro**

Dominio del idioma del profesor \_\_\_\_\_

Maestro crea un entorno adecuado para desarrollar el dominio alumno a través experiencias significativa \_\_\_\_\_

Las actividades de clase son adecuadas para los niveles de edad, de competencia y de comprensión de los estudiantes \_\_\_\_\_

Las actividades de clase apoyan la diversidad del alumno basado en contexto real y facilitar nuevas experiencias de aprendizaje \_\_\_\_\_

Entorno de aprendizaje es interactivo, con la participación y apoyo, fomentar la automotivación alumnos hacia el aprendizaje de idiomas \_\_\_\_\_

El uso de, habilidades de comunicación no verbal verbales y recursos multimedia para reforzar el desarrollo de la producción del lenguaje \_\_\_\_\_

El docente utiliza una variedad de estrategias de evaluación para monitorear y estudiantes de grado progresado \_\_\_\_\_

Evaluación está integrada en materiales relevantes, significativos y auténticos; Por otra parte, las evaluaciones se dirigen a mejorar el rendimiento del alumnado, basada en evaluaciones anteriores \_\_\_\_\_

El docente utiliza los métodos de evaluación innovadores como: Evaluación Integrada del rendimiento, rendimiento de tareas, Evaluación Diseño hacia atrás, lo que ayuda a dar una respuesta inmediata y útil sobre actuaciones \_\_\_\_\_



## **Interacción Maestro**

- Alienta a los estudiantes y maestros de la lengua meta \_\_\_\_\_
- Anime a los estudiantes-estudiantes del idioma de destino \_\_\_\_\_
- Actividades centradas en el estudiante \_\_\_\_\_
- Contextualización / personalización de materiales \_\_\_\_\_
- Estrategias de corrección de errores apropiadas \_\_\_\_\_
- La retroalimentación positiva a los estudiantes de idioma de destino \_\_\_\_\_
- Alienta la participación activa \_\_\_\_\_
- Lenguaje corporal adecuado \_\_\_\_\_
- Evita manierismo distracción \_\_\_\_\_
- Capacidad para dar respuestas a los estudiantes \_\_\_\_\_
- Capacidad para reforzar la curiosidad del alumnado para buscar información \_\_\_\_\_
- Reconoce la falta de comprensión de los estudiantes \_\_\_\_\_
- Actividades interactivas significativas
- Las preguntas se relacionan con los temas y parecen ser lógico y natural en la conversación \_\_\_\_\_
- El uso de preguntas indirectas para involucrar a otros estudiantes más que solo al que es preguntado directamente \_\_\_\_\_
- La corrección de errores es indirecta, retrasado o inmediata \_\_\_\_\_
- Manera agradable para hablar y comunicarse \_\_\_\_\_

Amigable y actividades interactivas en el aula \_\_\_\_\_

Contacto visual constante y amable \_\_\_\_\_

Metodologías / enfoques utilizados en la presentación lecciones \_\_\_\_\_

Total Physical Response \_\_\_\_\_

Audio Lingual Method \_\_\_\_\_

Suggestopedia \_\_\_\_\_

Community Language Learning \_\_\_\_\_

Silent Way \_\_\_\_\_

Communicative Approach \_\_\_\_\_

Actividad comunicativa de composición abierta \_\_\_\_\_

Instrucciones eran claras \_\_\_\_\_

La mayoría de los estudiantes trabajan en las tareas asignadas \_\_\_\_\_

Capacidad para reformular para facilitar la comprensión \_\_\_\_\_

Tiempo utilizado eficientemente \_\_\_\_\_

Se aplicó material presentado \_\_\_\_\_

Nivel de lenguaje apropiado \_\_\_\_\_

Monitoreo Trabajo en grupo \_\_\_\_\_

El trabajo en grupo de seguimiento \_\_\_\_\_

Actividades lógicas secuencia \_\_\_\_\_

Variabilidad realizar tareas simples y complejas \_\_\_\_\_

Universidad Nacional Autónoma de Nicaragua

UNAN-MANAGUA

Facultad de Educación e Idiomas – Departamento de Inglés

### Encuesta al estudiante

Esta encuesta fue diseñada para obtener información relacionada a las experiencias de los estudiantes con las actividades de aprendizaje llevadas a cabo en el aula de clases, cuando se refiere al proceso de enseñanza-aprendizaje de la pronunciación de vocales en inglés; también, se pretendía recopilar hechos e información referente a las relaciones profesor-alumno y la manera como el estudiante percibe su ambiente de clases

Edad: \_\_\_\_\_

Sexo: M\_\_\_ F\_\_\_

Fecha:

1- ¿Está la clase basada únicamente en actividades o explicaciones relacionadas al tema de estudio?

Actividades\_\_\_ Explicaciones\_\_\_ Ambos\_\_\_ Ninguna\_\_\_

2- ¿Están las actividades aplicadas en clases relacionadas al tema de estudio?

Siempre \_\_\_\_\_

La mayor parte del tiempo \_\_\_\_\_

Algunas veces \_\_\_\_\_

Muy seguido \_\_\_\_\_

Nunca \_\_\_\_\_

3- ¿Cómo consideras las explicaciones relacionadas a los temas estudiados en clases?

Comprensible \_\_\_\_\_

Claras \_\_\_\_\_

No muy claras \_\_\_\_\_

4- ¿Qué tipo de métodos utiliza el profesor para corregir y mejorar la pronunciación adecuada de sonido de la vocal en el aula?

Actividades	Frecuencia			
	Siempre	La mayor parte del tiempo	A veces	Nunca
Juego de roles				
Presentacion orales				
Debates				
Lectura				
Trabalenguas				

Otras actividades

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5- ¿Cuántas de las actividades usadas en clase consideras efectivas para el desarrollo en la pronunciación de las vocales en inglés?

Todas \_\_\_\_\_

La mayoría de ellas \_\_\_\_\_

Algunas de ellas \_\_\_\_\_

Ninguna de ellas \_\_\_\_\_

6- ¿Consideras que el tiempo asignado a cada actividad es suficiente para lograr un aprendizaje significativo sobre el tema estudiado?

1. Totalmente de acuerdo
2. En desacuerdo
3. Neutral
4. De acuerdo
5. Totalmente en desacuerdo

7- ¿Con qué frecuencia el profesor realiza actividades para desarrollar el habla en el aula de clase?

Siempre \_\_\_\_\_

A veces \_\_\_\_\_

Casi nunca \_\_\_\_\_

Nunca \_\_\_\_\_

8- ¿Con qué frecuencia las actividades realizadas en el aula de clases llaman tu atención?

Siempre \_\_\_\_\_

A veces \_\_\_\_\_

Casi nunca \_\_\_\_\_

Nunca \_\_\_\_\_

9- Marque con una X junto a la respuesta que usted considera adecuada, Cuales son los materiales didáctico que el profesor le proporciona para mejorar tu pronunciación?

Folletos \_\_\_\_\_

Lectura \_\_\_\_\_

Vocabulario \_\_\_\_\_

Audio \_\_\_\_\_

Otra (especifique)

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10- ¿Con que frecuencia el profesor dedica un momento durante la clase para aclarar dudas o contestar preguntas sobre un tema estudiado?

Siempre \_\_\_\_\_

La mayor parte del tiempo \_\_\_\_\_

Algunas veces \_\_\_\_\_

Nunca \_\_\_\_\_

11- ¿Recibe algún tipo de ayuda de su profesor para mejorar su pronunciación de las vocales en inglés?

Siempre \_\_\_\_\_

A veces \_\_\_\_\_

Casi nunca \_\_\_\_\_

Nunca \_\_\_\_\_

12- ¿Recibes algún tipo de retroalimentación luego de cada actividad en clases para reducir errores y poder fortalecer tu conocimiento sobre un tema determinado?

1. Totalmente de acuerdo
2. En desacuerdo
3. Neutral
4. De acuerdo
5. Totalmente en desacuerdo

13- ¿De qué manera es brindada la retroalimentación por parte del profesor, positiva o negativamente?

Positiva\_\_\_\_ Negativa\_\_\_\_ Neutra\_\_\_\_

14- ¿Con que frecuencia recibes halagos o reconocimiento por parte del profesor cuando produces de manera correcta el sonido de las vocales en inglés?

Siempre \_\_\_\_\_

Algunas veces \_\_\_\_\_

Rara vez \_\_\_\_\_

Nunca \_\_\_\_\_

15- ¿Cómo le hacen sentir las actividades de expresión oral nombradas abajo cuando las realiza frente a la clase?

Actividades	Frecuencia				Normal
	Tímido	Apenado	Nervioso	Seguro	
Juegos de rol					
Presentaciones Orales					
Debates					
Lecturas					
Trabalenguas					

Marca con una "X" la respuesta que consideres más adecuada.

16- ¿Qué tan seguro te sientes acerca de tu pronunciación de vocales en inglés?

Excelente	Muy buena	Buena	Mala	Neutral



### Teacher's interview

This interview was designed to gather personal information about teacher's background and points of views, beliefs related to vowel's pronunciation and teaching in general and specific angles.

Age:\_\_\_\_\_

Date:\_\_\_\_\_

Where did you get your English Major Degree?

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Besides your English Degree, is there any other Degree obtained?

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How many years have you been working as teacher?

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Is that your first experience as a teacher?

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How often do you design your English lesson plan?

Daily\_\_\_\_\_

Weekly\_\_\_\_\_

Monthly\_\_\_\_\_

During classes, how many minutes do you devote for speaking skills?

10-15\_\_\_\_ 15-30\_\_\_\_ ` More than 30\_\_\_\_\_

Other:

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Talking about huge groups, in your opinion what represents the major difficulty when approaching students?

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How do you manage your classroom to catch all students' attention?

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What of the main four skills do you think is the most challenging for you? Why?

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Which of the four skills do you find easier to teach?

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Talking about speaking, how do you grade yourself in terms of English pronunciation?

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Do you consider that your L1 interferes a lot in your English pronunciation?

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Does it affect mainly your accent or your production?

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Which strategy do you use the most for English pronunciation?

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Which Methodologies/Approaches do you include in your lessons plan?

Total Physical Response \_\_\_\_\_

Audio Lingual Method \_\_\_\_\_

Suggestopedia \_\_\_\_\_

Community Language Learning \_\_\_\_\_

Silent Way \_\_\_\_\_

Communicative Approach \_\_\_\_\_

Which of them do you think are the most effective to develop English vowel pronunciation? Why?

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What kind of didactical resources do you use to teach English vowel sound in the classroom?

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What types of materials are provided to you from school to use in class?

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Do you design you own materials to be used in class?

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If the answer is yes, please specify what kind of materials are those?

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What kind of teaching strategies do you apply to emphasize the differences among English vowel sound?

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When do you think is the most appropriate time during class to provide feedback to your students?

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What do you do to create a comfortable environment in class in order to make students practice and produce English language?

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## Entrevista al profesor

Esta entrevista fue diseñada para recopilar información personal de los profesores relacionada a antecedentes y puntos de vista, creencias relacionadas con la pronunciación de vocales y la enseñanza en ángulos generales y específicos.

¿De dónde estudio su Licenciatura en inglés?

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Además de su Licenciatura en inglés, ¿hay algún otro título obtenido?

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¿Cuántos años lleva trabajando como profesor?

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¿Es tu primera experiencia como profesor?

Si \_\_\_\_\_ No \_\_\_\_\_

¿Con qué frecuencia diseña usted su plan de clase inglés?

Diario \_\_\_\_\_ Semanal \_\_\_\_\_ Mensual \_\_\_\_\_

Durante las clases, ¿Cuántos minutos dedica para desarrollar las habilidades del habla en inglés?

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Hablando de grupos grandes, en su opinión ¿Qué es lo que representa la mayor dificultad cuando se trata de abordar a los estudiantes?

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¿Cómo organiza usted su aula de clases para captar la atención de todos los estudiantes?

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¿Cuál de las cuatro habilidades principales cree usted que es el más difícil para usted? ¿Por qué?

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¿Cuál de las cuatro habilidades encuentra usted más fácil de enseñar?

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Referido a la habilidad de habla inglesa ¿cómo se califica a sí mismo en cuanto a su pronunciación en inglés?

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¿Considera que su L1 (Lengua nativa) interfiere mucho en su pronunciación en inglés?

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La interferencia de su lengua materna afecta principalmente su acento o su producción. ¿Por qué? ¿Y cómo nota usted esta interferencia?

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¿Qué estrategia utiliza más para enfatizar y mejorar la pronunciación en inglés?

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¿Qué Enfoques o Metodologías incluye usted en su plan de clases?

Total Physical Response \_\_\_\_\_

Audio Lingual Method \_\_\_\_\_

Suggestopedia \_\_\_\_\_

Community Language Learning \_\_\_\_\_

Silent Way \_\_\_\_\_

Communicative Approach \_\_\_\_\_

¿Cuál de ellos crees que son los más eficaces para desarrollar la Pronunciación de vocales en inglés? ¿Por qué?

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¿Qué tipo de recursos didácticos que utiliza para enseñar sonido vocálico en inglés en el aula?

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¿Qué tipo de materiales le proporciona a usted la escuela para usar en clase?

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¿Diseña usted los materiales que usa en el salón de clases?

Si \_\_\_\_\_ No \_\_\_\_\_

Si la respuesta es sí, por favor especifique qué tipo de materiales son estos.

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¿Qué tipo de estrategias de enseñanza se aplica usted para destacar las diferencias entre sonidos de vocales en inglés

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¿Cuándo cree usted que es el momento más apropiado durante la clase para proporcionar retroalimentación y correcciones a sus estudiantes?

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¿Qué hace usted para crear un ambiente confortable en clase con el fin de lograr que los estudiantes la practiquen y produzcan diálogos en inglés?

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