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Teachers' and Learners' Pronunciation Strategies Used in a Public Secondary School Classroom

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**TEACHERS' AND LEARNERS' PRONUNCIATION
STRATEGIES USED IN A PUBLIC SECONDARY
SCHOOL CLASSROOM**

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Dedication

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CHAPTER I: INTRODUCTION

I.0 Presentation

Nowadays, speaking a second language is important in our society even more if this language is English. According to Rahman (n.d) “Speaking is a means of communication in expressing ideas, information and feeling to others. It is the most essential way in which the speaker can express himself through a language.”

This language is learnt by millions of people who employ this language with the purpose of developing and increasing their social economical status. However, speaking a foreign language is not easy since one of the problems that learners encounter is to learn to pronounce English words correctly. This may be because they are not familiar with phonetic and phonological sounds when they practice or learn the language. Due to the fact that school and English classes are the only opportunities students have to practice English language pronunciation, this study will focus on teachers’ and students’ use of pronunciation strategies in a public secondary school classroom.

In my educational experience I have realized that it is important to have a “good” pronunciation in English to avoid conflicts. Therefore, to pronounce in a good way is a synonym of conveying meaning in a conversation. For instance, in the English language as Pearson states (2008–2009) “is not the same as saying “day” /dei/ to say “they” /ðei/”. As seen in the previous example when the pronunciation is not the correct, the meaning is affected; in addition, it can provoke confusion and misunderstandings. Sometimes it can be funny but others it might not be polite, it depends on how people understand or receive the message. Since

one of the main difficulties learners face when learning a foreign language is to know how to pronounce the words correctly, it is necessary to start developing and learning the correct pronunciation from the very beginning; especially when I realize that there are some situations like when someone is talking about something and his pronunciation is not correct and as a result the addressee may not understand what is being said. This is why the acquisition of a good pronunciation becomes a very important process in which practice plays a significant role in daily life communication.

Learning English as a foreign language involves learning skills such as: writing, reading, listening, speaking, and sub-skills of speaking like grammar vocabulary and pronunciation that focuses on scanning and skimming in reading, organizational and editing skills in writing, recognition of connected speech and understanding gist in listening, and pronunciation and intonation in speaking (Sub-skills - Teaching English, British Council, BBC, para. 3, n.d.)

Learners have to develop the skills and their sub-skills mentioned above while learning English. Teachers and students try to improve each skill and sub-skill, but sometimes there is not enough time to do it in class or enough students' attention to develop each one, so they just may develop one or two of them, some high school teachers mainly teach grammar and vocabulary. However, even if some few learners have demonstrated to be independent learners they fail to develop the sub-skills mentioned above. A possible reason is that they are not interested in learning the pronunciation because they are only focused on learning vocabulary and grammar rules. For these reasons, more attention to the speaking sub-skills must be given.

Learning to pronounce words in a different language is difficult but not an impossible task, consequently; the process of learning pronunciation can be easier when the learner is aware of what it involves.

1.2 Significance of the study

The mild stone is to verify if the pronunciation is being taught and what are the strategies that teacher and students employ to have a correct pronunciation. Each student has different learning styles, so they all learn in a different way and we have to take into account that to know what are the strategies that the learners are using to get a correct pronunciation.

1.3 The context of the research

In the Secondary School Federal Cardenas, the PNIEB program 2011 is the actual education data base that covers and directs the particular students' needs of foreign language learning community. And according to the SEP established the fundamental objective of Procedure "raise the quality of education for students to improve their level of educational achievement, have the means to access higher welfare and contribute to national development ". (National English Program in Basic Education, Delors, J. 2010, p:9).

But, according to the observations made by me during the first time to see if the students really take into consideration the way they speak English in class, I realized that they did not do it. They did not reach the desired goal due to the lack of interest and little effort made by students as well as by the teacher to improve the classroom environment. As a result, they do not reach the desired objective: to

make students speak English in classes. A disadvantage is that many times students taunt sleazy others amid the way they say words in English. This makes them to refrain from participating. As a result, students only get involved in speaking activities when the teacher strongly encourages them to participate in class.

I can conclude that students need to work in an environment of trust, failsafe where the teacher motivates the student to strive individually towards this goal, working at home, on their own and in the classroom. Moreover, there are some facts that should be considered when doing what was stated above, such as motivation, work environment and how their age can influence their interests.

1.4 Background of the researcher

In my educational experience I have realized that it is in secondary education where learners of English start to develop and learn its pronunciation. Sometimes the teacher may realize that when an English language learner (ELL) talks to another person the addressee does not understand what is being said. This is why the learning of good pronunciation is a very important process in which we must not forget that the practice plays a significant role in daily classes because through a correct learning of the pronunciation of the words ELL will be able to communicate in that language easily.

Being a fluently and accurately speaker may be difficult to some ELL, and this becomes even more difficult if they do not practice what they learn outside of the classroom what they learn in classes. In this order, analyzing some strategies that are used by high school teachers to teach and develop the speaking ability in

those learners can help other ELL develop the speaking skill as well as for teachers.

1.5 Aims

The main purpose of this study is to analyze the learning and teaching of pronunciation by students and teachers through an observation of the strategies that students are using in the development of a correct pronunciation. According to the first class that was observed it is going to be difficult because there is not enough information about the development of pronunciation in secondary school because of the lack of interest in the teaching of this skill. Also, each student has a different learning style, so they get their learning in a different way and this is something I have to take into account to find out what are the strategies that they are using to get a correct pronunciation.

1.6 Objectives

According to the students' opinion, the teacher must have the following features of the language: the teacher should have the knowledge and skills in mastering a foreign language, age, as well as the comprehension of the processes involved in learning a second language for teenagers and the factors that favor or hinder the knowledge of the language structure, also its components and the rules of oral expression, knowledge of literature and literary genres, among others.

1.7 Research questions

Teaching pronunciation proves to be an essential part in every English lesson. Pronunciation activities and pronunciation strategies do not only help students to be confident to pronounce different sounds and their features, but it also helps students to improve their spoken skills. For this reason, the following are the research questions.

- What pronunciation strategies does the teacher use to teach pronunciation in a secondary school?
- What pronunciation strategies do students use to learn pronunciation in a secondary school?

1.8 Chapter summary and overview of the thesis document

As we see one of the significant benefits of pronunciation is to help students feel confident when they are speaking, that is difficult to get, for example in a secondary school. For some foreign language teachers it is more important to pay attention to the teaching of grammar and vocabulary. Foreign language teachers should attribute proper importance to the teaching of pronunciation in their classes, especially to adults because it is more difficult for them to acquire a fluent and accurate pronunciation. In chapter number II, I will talk about some ways that support to the use of strategies pronunciation being used in Teaching English as a Foreign Language for Secondary education, the PENIEB Sep program 'and factors that affect learning basing the pronunciation strategies.

The environment may be difficult because of the emotional, technological and social aspects that affect students learning. These terms or aspects such as: learning strategies, English as a foreign language, learning and teaching in secondary school, among other are key words that involve this research. In chapter III, it is described the observation of the pronunciation strategies of the students and the teacher and how efficient are they to help them and whether the abilities and techniques that employ help them improve pronunciation. In Chapter IV, the information obtained in data collection is analyzed taking into account the observations obtained from the participants. Finally, in chapter number V, I will present the conclusions I arrived to, as well as some suggestions for possible solutions to the problems that were encountered in the study observations.

CHAPTER II: LITERATURE REVIEW

2.0 Introduction

This chapter illustrates set of aspects and terms that teaching involves pronunciation of English as a foreign language in a difficult learning environment as secondary school. The environment is difficult because of the emotional, technological and social aspects that affect students learning. These terms or aspects such as: learning strategies, English as a foreign language, learning and teaching in secondary school, among other are key word that involves this research.

Teaching students who have a limited understanding of the English language can be a daunting task. Since students speak a different language at home, some of them do not know the meanings of simple English words and phrases, and it can be difficult for teachers to communicate with them. Nevertheless, teachers can exercise more patience and try to find the right ways or strategies to help to their students become more proficient in the language.

2.1 Pronunciation

The pronunciation has an important role in our education, but, seems to be sometimes a neglected ability in some English lessons. Since the data research is focused on “Teachers’ and pronunciation strategies used in a public secondary school classroom I have that the following definition by Nunan (in Kheder S. 2015, ¶ 4), “pronunciation is the way certain sounds are pronounced that speakers of a language make while speaking and perceived by the hearer to be able to

understand each other with relative ease". And according to Lado cited in Ratna (2010, p:27) pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening. Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning (Kristina, Diah, et al.2006: 1). This second definition gives a briefer pronunciation's definition. It contains some important keys in the words, phrases, and sentences being pronounced should be intelligible. The definitions above are considered by the teacher researchers as the ones that fit the aim of their study.

2.2 The importance of phonetics and phonology

When teaching English as a foreign language, phonetics and phonology are linguistic objects that are extremely useful because these branches are focused on specific areas of the language. Claire-A. Forel & Genoveva Puskás (2005, p:3) defined Phonetics as: concerned with how sounds are produced, transmitted and perceived (we will only look at the production of sounds). Phonology is concerned with how sounds function in relation to each other in a language.

And Yule (2001, p:54) defined phonology, such as: the study of the systems, patterns and use of sounds that occur in the languages in this world. In addition, Kusuma (1990, p:7) adds that phonology deals with the phonemes and sequences

of phonemes. A phoneme is a class of sounds. It is an abstract alphabet unit that can be used for writing a language in a systematic and unambiguous way (Yusuf, 1998, p:19). For example, phoneme /p/ and /t/ in word pie and tie, etc. However, to acquire a full understanding of the use of speech sounds in English, I should study both the phonology and phonetics.

As noted in some classes, the teacher cares about finding the right way of teaching the sounds of the foreign language English, as we know the sounds are different from the native language, the professor to teach better the pronunciation of some words, she helped with the phonetics and phonology. She explains and gives examples of the use of the dictionary, how it is that words are pronounce according to the phonetics transcripts that come in the dictionary.

As we know the speech is the most important means in the medium of human communication. And the phonetics is the branch concerned with human speech sounds, and according to Ball (n.d, p:3) itself has three different aspects, that help us better understand the importance of phonetics in pronunciation strategies. See below:

- Articulatory Phonetics (the most anatomical and physiological division) describes how vowels and consonants are produced or “articulated” in various parts of the mouth and throat.
- Acoustic Phonetics (the branch that has the closest affinities with physics) studies the sound waves that transmit the vowels and consonants through the air from the speaker to the hearer.

- Auditory Phonetics (the branch of most interest to psychologists) looks at the way in which the hearer's brain decodes the sound waves back into the vowels and consonants originally intended by the speaker.

The phonetics and phonology play an important role in pronunciation, both deal with sounds, and as English spelling and English pronunciation, According to Forel & Puskás (2005, p:3) "the study of phonology gives us insight into how the human mind works. the study of the phonetics of a foreign language gives us a much better ability both to hear and to correct mistakes that we make, and also to teach pronunciation of the foreign language (in this case English) to others".

2.3 Providing feedback

As observer I realized that it is important to give feedback to help students in their performance and progress. However, the way that we evaluate our own production of speech is difficult, because sometimes we tend to listen to ourselves in a distorted way and therefore it is difficult to compare with a correct output. But it is important to give a little feedback to students on what they are doing and how they are learning. This is an essential factor of motivation in learning pronunciation. Y.K. Ip (2005, para:1) defines the importance of feedback as follows: "It is Important for students to know how well they are doing as they learn. This is because the knowledge that they are doing well gives students a sense of achievement which motivates them to learn more. Similarly, it is also important to let students know when they have made a mistake so that they will learn from it and take corrective measures".

2.4 Learning strategies

Now, we are going to see what a learning strategy is because this is an underpinning term in the present study. Learning strategies are defined by Oxford and Crookall (cited in Georgeta Rață, 2011 p:372) as "steps taken by the learner to aid the acquisition, storage and retrieval of information". Rubin and Wenden (cited in Palacios Martínez, 1995, p:2) in their definition of strategies point out that they usually refer to "specific actions or techniques which may or may not be observed". According to them, "some of the strategies are consciously used, and can be modified and learned", depending on the way students learn how to use strategies when learning. Cohen (cited in the book of Phil Benson, 2013, p:96) defines learning strategies as "learning processes which are consciously selected by the learner" and goes on to state that they must be processes that the language learner is at least partially conscious of, although he does not necessarily need to give full attention to them. In addition, strategies are used prior to, during, or after language performance in order to enhance the use and the learning of a second or a foreign language. Therefore, a strategy used by students can be managed by themselves according to their learning style.

2.5 Factors that influence secondary school language learners

On the other hand, strategies used by students can be successful if they carry out those ones with motivation and interest, but sometimes students' learning is affected by important distracting factor such as the technology, social networks and age, among other. In this period secondary school students are growing up, at

the same time, they are living new thing that may impede or affect their learning process. (Lambert & McCombs, cited in, Beamon, 2001, para:1) states “Understanding the adolescent as learner ultimately means understanding how and under what conditions learning best occurs”

Rachel Kessler (cited in, Beamon, 2001, para:6) “Described the need for students to feel cared about and connected, to be creative and joyful, to have a sense of purpose, and to believe they can exceed the expectations of others”. These aspects influence the personality of adolescents impacting the effectiveness level of motivation and persistence in learning new tasks. At this stage, when students have positive attitudes such as openness mindedness, tolerance, empathy and intellectual curiosity. In consequence, the teacher helps students to develop strategies to help them improve their pronunciation. Learning is enhanced when individual differences are recognized, respected, and tolerating mistakes in mispronunciation and thus students are motivated by challenge, choice and sense of accomplishment; so that they feel comfortable to express, create, explore, experiment, take risks and make mistakes. Some students learn a second language more quickly than others. Over time I realized that teacher can create a different environment during the English class making it more funny and interesting. Gardner (in the book of Dörnyei, 2001, p:436) defined second language learning motivation as “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”.

In adolescence there are many aspects that teens take into account, because, it is a stage when they do not feel fully understood and the aspects that

they take into account are, social and emotional aspects, this accepts are closely linked to what they believe that other people think about them. The adolescents are inclined to be more conscious of the opinions of the people who are around them especially their classmates. Elkind (cited in the book of Beamon Crawford, 2007 p.8) “referred to the tendency to be preoccupied with what others think as the "imaginary audience" phenomenon. Many adolescents believe that in social situations, all attention is focused on them. As a consequence to this, they may be overly sensitive or they may react emotionally to kidding and they also often hold on to personal feelings of anger or embarrassment”. Although students more socially oriented, through workshops and talks given by psychologists or doctors during the period of adolescence, their perspectives remain predominantly and limited.

Therefore, these are aspects that a teacher has to consider when implementing teaching strategies with the students. As stated above, students in secondary school are difficult learners because of the different factors mentioned. As a teacher, it is an important challenge to lead a successful teaching among students that may not have an interest on learning. Although many people believe that children acquire a second language more quickly than adults.

2.6 PNIEB in secondary schools

The main purpose of the National English Program in Basic Education (PNIEB) is to help raise and improve the language learners' level of achievement and provide the means to get access to more welfare and contribute to national enfoldment. In turn, UNESCO noted that education systems need to prepare

students to meet the new challenges of a globalized world in which contact between multiple languages and cultures is increasingly common. Education has, in this context, the obligation to help students understand the various cultural expressions existing in Mexico and the world. (PNIEB, 2011, ¶ 1)

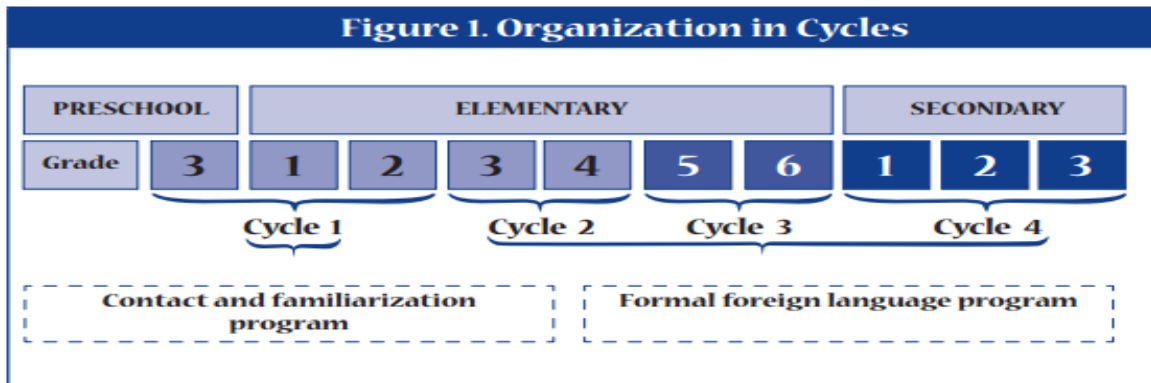
The acquisition of the English language is not easy but in the PNIEB program there are two processes by which bilingualism is achieved to some degree: acquisition and learning. The first refers to an unconscious process in which the need for communication and the constant exposure to a given language allows a person to communicate in it, which is what happens to people migrating to another country and acquire language similar way they did with their mother tongue. Learning, meanwhile, refers to the conscious study of the non-native language, usually with less exposure time to it and in formal settings such as school (PNIEB-Cycle-3, 2010 p:12).

The PNIEB program is divided into four cycles that are the following:

2.6.1 Purpose of English Language Teaching for Cycle 1

It is implemented in the third year of preschool education and the first and second grades of primary education; the central purpose is sensitize and engages students with the English language.

Second cycle is comprised of third and fourth grade and the third cycle is comprised of fifth to sixth grade of primary education the fourth is the last cycle is comprised of first grade to third grade of secondary education these cycles are directed to the training in the English language. (Foundations-PNIEB, 2010, p:17) see below:



2.6.2 Purpose of English Language Teaching for Cycle 2

In Cycle 2 of Basic Education (3rd and 4th Primary), the main purpose is that students have the skills to understand and use English, so that they recognize, understand and employ expressions used by developing specific skills through community and family environment, and in their academic training .

At the end of this cycle, students are able to maintain a basic dialogue, able to talk about familiar contexts, they can give opinions or they can make simple requests, talk about daily routines, and to express own needs. (foundations-PENIEB 2010, p:22)

2.6.3 Purpose of English Language Teaching for Cycle 3

The purpose of teaching English in Basic Education Cycle 3 (5th and 6th Primary) is that students develop specific competencies that interact with oral and written texts; they are able to understand and use English to develop simple communication tasks, and daily on familiar topics or related to family, community and academic environments.

At the end of this cycle students are expected to: Employ strategies to present information, they understand and produce everyday or routine information, they express opinions and provide descriptions, and they are able to socialize by using common expressions (Ibid).

2.6.4 Purpose of English Language Teaching for Cycle 4

The purpose of teaching English in Cycle 4 of Basic Education (1st, 2nd, and 3rd year secondary) is that students consolidate their English, and that they can put into practice the knowledge acquired in previous cycles, in basic communicative situations, and they can develop specific skills, to social practices of language, with different communicative situations to understand and put in practice of the language (foundations-PNIEB 2010, p:22).

“The PNIEB program has the next expectations to be fulfilled at the end of the fourth cycle (Ibid). As we can see in the list below:

- Identify the main idea and details from a variety of oral and written texts by using their knowledge of the world.
- Understand and use information based on different textual sources.
- Produce texts that respond to personal, creative, social, academic, and institutional purposes.
- Adapt their language to unexpected communicative needs.
- Recognize and respect differences between their own and the foreign culture.

- Express some appraisal and opinions about matters that are interesting to them or resemble their everyday reality.
- Use appropriate communication styles in different situations.
- Look for cohesive devices to understand the relationship between the parts of a statement or text.
- Edit their own or their classmates' writings.
- Use appropriate grammatical, spelling, and punctuation conventions.
- Participate in formal communicative acts.
- Keep communication flow, recognize breakdowns and use strategic resources to repair it when required.

2.7. Summary

We all know the importance that the English language has had in the last decades, but I have realized that the time devoted to learning English has increased due in large part to the phenomenon of globalization. The demand for jobs, socializing and for this the mother tongue is of great importance in learning the English language is why I agree with what the next author argues Kenworthy Joanne (1988. p:4) Native language is an important factor in learning to pronounce English; this is clearly demonstrated by the fact that a foreign accent has some of the sound characteristics of the learner's native language. These are often obvious enough to make a person's origins identifiable by untrained as well as trained people.

But one of the important factors that come to influence English pronunciation is the native language, "this applies not only to the individual sounds but also to combinations of sounds and features such as rhythm and intonation". As Kenworthy Joanne (1988, P:4) says, "we commonly assume that if someone pronounces a second language like a native, they probably started learning it as a child"

CHAPTER III: METHODOLOGY

3.0 Introduction

This chapter will describe the methodology of the study used to carry out the research process. The subjects of the study, the instruments and the procedure used to collect information will be described. The purpose of this thesis is to analyze students and teachers' perceptions on pronunciation strategies the teacher uses to teach pronunciation and teaching strategies. The data was analyzed using direct observation in order to get students and teaching perceptions about it, by means of seven observations on the students and teacher performance during the class. In order to reinforce that information, observational research was also used through an interview with the teacher of the group about what are the strategies that the teacher used to teach pronunciation, thus I was immersed in the real situation where teaching pronunciation strategies were applied.

3.1 Research approach

In this section, the research approach is presented and the reasons why that approach was selected are explained. The approach that oriented this research is a qualitative approach because the research is focused on observations, perceptions and or opinions of the participants and also because this approach is used for studies in which the perceptions, opinions or suggestions of the participants are taking into account. Creswell (2014, p:32) defined qualitative research as follows: "Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human

problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particular to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation” (adapted from Creswell, 2007) I took notes on the observations that were done during the English course for this qualitative study. I also developed an interview guide for asking questions to the teacher according to the situations that we observed in classroom..

3.2 Subjects of the study

This research was carried out at a Secondary School called *Federal 1 Presidente Cardenas* with 50 male and female students whose ages are in a rate that fluctuates between 14 and 16 years old. Among them, only 12 students with the highest English level were selected as it was previously stated in chapter I these students have been learning English in private courses, and the rest of them (38) only in the same institution.

The criteria to select them was because students with different ages attend secondary school and they all have different ways of acquiring knowledge and pronunciation of the English language, and this provides a variety of useful information that will help me learn about the types of strategies that they use to learn to develop the pronunciation in the English language.

Also, the teacher of the group participated in this research in order to identify the strategies they use to teach pronunciation to their students, as well as explore their perception about how students put in practice the strategies to practice the pronunciation inside and outside of the classroom. And how much time there were dedicated to English pronunciation improvement, and if the strategies were useful or not.

For instance, in the classroom I observed that the students used different strategies to fulfill a task, such as: talking to their partners about something that was not understood in the class, looking up at their notes the definition or meaning of words, related words according to their use, or using gestures among others, of course, they do not happen for all students because as I observed the learning process occurred differently in each student. According to my observations, everybody has their own learning style and uses the strategies that best fit it. For instance, how to get involved in interesting activities full of meaning, while the language is being used. I detected that this type of learning happens in students who have more knowledge of the English language.

3.3 The interview in qualitative studies

Clive Seale (2004, p, 100-103) describes the history of the qualitative method as follows, Qualitative method can be understood the little of social movement, a banner around which people in social and culture research communities have mobilized, with a particular energy from late 1960s onwards in Wesern (or at least Anglophone) social research. Alasuutari (2004) has suggested that the qualitative methods movement has been a convenient vehicle for the

rediscovery and legitimating of approaches to human inquiry that were, in a fact, quite prevalent (particularly in sociology before the Second World War. This was before the American-led development of social survey methods under a scientific paradigm, arising from wartime experience and continuing into the 1950s and 1960s, which come to dominate methodological thinking and practice in human sciences at a time when faith in progress through the application of science was a widespread social value. People interested in more literary, interpretative approaches at that time felt considerably threatened by this scientific-some might say scientists- orthodoxy and developed a qualitative creation myth (Seale, 1999) that contributed to the idea of a separation between qualitative and quantitative method and amnesia about qualitative research practice before the 1940s. Silverman (1997) has argued that nowadays we live in an interview society, by which he means that interviews have become increasingly common in the kind of world we have been living in for the past 30-40 years or so and are central to the ways in which we make sense of our lives.

3.4 Context

In this section, the context where the research was done is fully described. Escuela Federal No. 1 “Presidente Cárdenas” is located on Calle 28 norte No. 1204, colonia Humboldt. is an Institution with a huge infrastructure to attend the population, it has a building with four levels where students receive lessons and different workshops. Besides the schoolyard which is ceiling covering, civic ceremonies take place. The classroom is equipped with a blackboard, a searchlight, 53 chairs and one desk to the teacher, the program in which the

teacher is based to achieve the objective of the program is PNIEB (Programa Nacional de Ingles en Educacion Básica) and books are appropriate for each grade of high school, Students have two books, one gives the institution and the other they have to buy.

3.5 Procedure

The first thing that I did to collect this data information was to observe the English classes that were given to these students for two weeks; after that, I did an observation guide in which I analyzed the specific time that the teacher dedicated to teach pronunciation as well as the strategies that the teacher implemented in her classes. Then, the specific time that the students used to put into practice what the teacher taught. After that, I analyzed the specific activities of the teacher and the students. Finally, I analyzed the responses of the teacher and students that emerged in class.

When all the instruments were applied, I proceeded to analyze all the collected data obtained. First, I analyzed the seven observations formats then, based on that, I did the observation guide after that I applied the observation guide in the next observations classes. I also interviewed the teacher with two open questions about the strategies that she uses to teach pronunciation the only difference was that I compared the teacher answers with the procedure that the teacher used to teach pronunciation. Finally I compared the first and the final observations that I obtained.

This chapter serves as a guide to complete the process information data to corroborate that my work is valid and reliable. In this chapter, I explained in detail what I did as well as the resources that I used to carry out the research project.

3.6 Summary

In this chapter, the research approach was presented, the research methodology. The subjects, the context and the procedures were fully explained.

CHAPTER IV: RESULTS

4.0 Introduction

This chapter analyzes the information obtained in the data collection taking into account observations and some questions posed to participants, these results are based on the instruments described in chapter III. Then I describe the results that were obtained based on each class that was observed (with students of a public secondary school) and also the results of a brief interview that contains two questions (made indirectly to the teacher). On the other hand, each finding is analyzed and each observation format has been developed in order to know the time dedicated to the development of pronunciation. Finally, this chapter provides the results that concern the use of strategies to develop pronunciation.

4.1 Research questions

This section presents the research questions that guided this study:

- RQ1 What pronunciation strategies does the teacher use?
- RQ2 What pronunciation strategies do students use?

4.2 Analysis of the results

The information obtained through this data collection was processed in order to facilitate the interpretation process of this research and answer the questions that gave rise to this investigation about the development of pronunciation in a public secondary school.

The following tables are presented in order to show a summarized version of what was observed in classes. It is important to recall that the purpose of these observations was to know about the teacher's perception and strategies towards teaching pronunciation.

OBSERVATION 1

	Time	Activities	Answer of the student.
		Type of activity	
Teacher	15 Mins.	Listen and repeat (The weather vocabulary). It's foggy It's cold It's runny It's windy It 'snowy It's sunny It's hot It's cloudy	They participated a lot. .
Student	25 Mins.	Students listened and repeated	The whole group participated.

Table 1. Time dedicated to pronunciation

As table 1 shows: Teacher assumes that the importance in pronunciation is firstly on articulation then in future the second important point is intonation and finally on fluency. Students were able to identify the stress of words and how to pronounce them. In the opinion of Nunan (in Kheder S. 2015, para. 4) “pronunciation is the way certain sounds are pronounced that speakers of a language make while speaking and perceived by the hearer to be able to understand each other with relative ease”. This cite really depicts what happens in the classroom.

According to the first class observation, the pronunciation was taught in an indirect way because of they just listened and repeated, teacher did not teach exactly what was the accurate pronunciation of each word , students just follow what they listened.

OBSERVATION 2

	Time	Activities	Answer of the student.
		Type of activity	
Teacher	15 Mins.	Grammar (how to do a reservation).	They were confused at the beginning.
Student	30 Mins.	Audio activities of listening and answer.	Some students participated and other students were confused. Students lack knowledge about the manners in which language (words) is uttered

Table 2. Grammar

As specified in chapter 1, the time dedicated for the teaching of grammar was more than the one that was dedicated for the teaching of pronunciation. Teachers think that pronunciation is not a factor to be worried because through the time and by practicing the pronunciation, learning occurs in an implicit way. Teacher has limited and awareness of problems involving grammar and rules. According to Swan (2005 p:xix) defines grammar “as the rules that show how words are combined, arranged, or show certain kinds of meaning. Lado (1961:

141) of rules that are claimed to tell the he should and should not say in order to speak language of the social educated class”.

OBSERVATION 3

		Time	Activities	Answer of the student.
			Type of activity	
<i>Teacher</i>		10 Mins.	Teacher just gave instructions to do exercises of the book and in a handout.	Teacher lack of grammar and explanation of the topic.
	<i>Student</i>	20 Mins.	Exercises of the book, SS had to complete conversations correctly according with the topic of making reservations.	Students lack knowledge about the topic to understand it. Also, they did not got enough grammar about the topic when the teacher gave that.
		15 mins.	Then teacher checked it with the whole the whole class	

Table 3. Lack of grammar and practice of pronunciation

Teacher took into account that accuracy in grammar is more important than precision in pronunciation. According to Kumar and Phil, (2013, para.1) "Knowledge of grammar helps the student in the correction of mistakes and improvement of written work. A person can't learn a foreign language accurately only through a process of unconscious assimilation. Grammar is a sure ground of

reference when linguistic habits fail us". In base of this I can think of some reasons why pronunciation tends to be neglected and these reasons could be: the lack of clear guidelines or rules available in course books, and the fact that isolated exercises it does not seem to have much of an effect. I think that teaching, pronunciation needs constant attention to have a lasting effect on students, which means, it has to be more integrated into daily classroom procedures.

OBSERVATION 4

	Time	Activities	Answer of the student.
		Type of activity	
Teacher	15 Mins.	Grammar (Time expressions)	They understood and participated.
Student	20 Mins.	Book exercises.	Students participated few times but they were interested about the topic.

Table 4. Grammar (Time expressions)

In this class the students worked with their books about time expressions exercises and teacher checks the pronunciation mainly when they pronounced in a wrong way; I found that the students lack fluency, and information about intonation. Therefore, students did know how to pronounce accurately. In addition, Harmer cited in (n.d) (1991: 22) declares that grammatical knowledge is very important for learners who want to have communicative competence. With good understanding on grammatical concepts, learners can avoid the use of incorrect structures.

OBSERVATION 5

	Time	Activities	Answer of the student.
		Type of activity	
Teacher	20 Mins.	Gramar (Going to)	They participated and asked some debuts about the topic.
Student	25 Mins.	Bock exercises.	Just few students participated when the teacher ask for the exercises of the book.

Table 5. Grammar (Going to)

As we shows: Teacher explained the grammar rules about future tense, and she gave instructions to students how to work on hangout and she just limited to answer the questions that emerge in students, but the teacher did not give some tips or feedback to help them improve or develop new learning strategies. According to Y.K. Ip (2005, para:1) "It is important for students to know how well they are doing as they learn. This is because the knowledge that they are doing well gives students a sense of achievement which motivates them to learn more. Similarly, it is also important to let students know when they have made a mistake so that they will learn from it and take corrective measures".

OBSERVATION 6

	Time	Activities	Answer of the student.
		Type of activity	
Teacher	15 Mins.	Power point slides and teacher gives rules to students made Easter eggs.	They participated a lot.
Student	25 Mins.	English laboratory	Students made Easter eggs

Table 6. English Laboratory

In the table above, the teacher shows a brief power point presentation on the culture and the origin of Easter eggs and the students showed interest for this activity. Some of them participated by asking questions to the teacher on the subject. So this class was just to learn about the culture and resolve any doubts arising about this. The popularity of the language laboratory accompanied the development of technical equipment which provided better recording and replaying conditions, and the increasing popularity of the audio-lingual method of teaching languages. Similarly, Crof (cited in Siarkiewicz n.d) “the laboratory was assumed to be a useful tool for conducting pattern practice drills”.

OBSERVATION 7

	Time	Activities	Answer of the student.
		Type activity	
Teacher	15 Mins.	Teacher said that students had to write some sentences in their notebooks using future tense (going to and will).	Teacher did not explain and remember to students some point of the topic.
Student	25 Mins.	Student made three sentences in future tense and then the whole class checked it.	Students lack of grammar to do the sentences.

Table 7. The future tense

Is very important to practice every day in the classroom to identify the differences either these and the table above shows how students put into practice the knowledge acquired on the use of the future tense that they learn in previous classes. However, some students had problems because for them it was confusing the use of *Going to and will*, both are related to the future. In this regard, I realized the importance of motivation to learn the use of tenses. In chapter II Gardner (in Dörnyei, 2001, p:436) defined second language learning motivation as “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”.

4.3 Findings

Based on the previous results that point out the importance of students speaking and practicing pronunciation, the purpose of observing was to identify the opportunities that students have to orally participate during class and improve pronunciation. The strategies used by the teacher to improve students' pronunciation were focused as well.

During the first day of observing, it was evident that the only way the teacher corrected students' pronunciation was through repetition. When the teacher noticed that some students pronounced certain words in a wrong manner, she did not ask students to repeat because for the teacher it is more important accuracy in grammar than precision in pronunciation.

4.4 Students factors

There are few students who have the type of personality that promises good learning outcomes there are however a few students who actively participate in class even if they are wrong, they do so even when there are opportunities given by teacher, however, there are more students who do not use the small amount of opportunities to orally participate in class. It appears that observed students are not used to taking risk or they lack of willingness, affected by others factors such as being subject to ridicule, prejudice, and sometimes hostility that could come from classmates.

4.5 Results of the teacher interview

Teacher is more focused in teaching grammar through answering exercises of books and handouts. According to Moholt (cited in Jeon Doo seop, 2006, p.17) "The teaching pronunciation is getting less popular among language teachers because traditional indirect analysis of sounds according to manner and place of articulation is very boring and ineffective in real classroom situation".

The teacher may need to discern the source of a student motivation in order to meet particular needs. That is, pronunciation teaching must be directed according to needs, expectations, attitudes, intelligence of the learners. If the learners are highly motivated to have a better pronunciation, according to Brown H.D (cited in Dongfeng 2012, p.1) "Motivation is described as an inner drive, impulse, emotion, or desire that moves one to a particular action". It is said high learning motivation can be facilitate language learning and lower learning motivation can influence language learning rate. Students can develop a concern for pronunciation, and become more eager to take part in the activities, and pay more attention to discriminate the sounds of the English class, so they try to produce better sounds and utterances.

4.6 Frequency

Checking frequency of specific teaching strategies focused on pronunciation contained in the following question that I answered according to the information collected in classroom observations. I noticed that teacher did not do enough activities to improve students' pronunciation such as readings, presentations, and correcting when they speak.

4.7 Conclusion

It can be concluded that pronunciation is not an important skill for the secondary school Presidente Cardenas, Students practice this skill only through activities of listening and repetition, I noticed that this is an indirect method to teach this skill, perhaps not enough but it may contribute to a good developing of pronunciation at the beginning of this language learning progress.

Teaching pronunciation is an important skill, and it is hard to get it, this is something that needs to be practiced every day, it depends on what students do to get an accurate and fluent pronunciation and what the teacher's strategies to develop pronunciation. I consider that is an important atmosphere of trust where students feel free to express their ideas, for this reason, I believe that a good atmosphere in the classroom is the best way to start developing pronunciation. For this reason I agree with Vahedi's (2001, p:5) statement on this aspect "Develop a friendly climate in which all students feel recognized and valued. Many students feel more comfortable participating in classroom activities after they know their teacher and their peers. Creating a safe and comfortable environment where everyone feels like a part of the whole is one of the most significant factors in encouraging motivation and good attitude".

CHAPTER V: CONCLUSIONS

5.0 Introduction

In this chapter will discuss the conclusions after the analysis of the results obtained from the research instruments made in chapter IV. Next, some of the limitations of the study will be presented, after that some suggestions for future research related to the topic of the study and possibly made in the secondary school President Cardenas, will be provided with the aim to improve the academic performance of the students taking English classes.

5.1 Answers to the research questions

- **What pronunciation strategies does the teacher use?**

According to the data collection and based on different classes observations with students of third grade in the Secondary School Federal President Cardenas I consider that the answer about the pronunciation strategies is that the teachers implemented during their classes, most of them, were delivered implicitly in each class, because, she did not devote a specific time to the teaching of pronunciation. In most of the cases the pronunciation was a result of the issues that took place in the classes, and other times the pronunciation was directly taught by using audios of the book or by having them to correct the mispronounced words.

- **What pronunciation strategies do students use?**

The students used the following oral strategies. They listened several times dialogs in relation to the book. And they practiced individually or sometimes in pairs discussing the audio or exercises with relation to the book.

Writing tasks. These were exercises where the students wrote compositions that were graded from easy to complex. Students did exercises where they had to join two or more sentences using appropriate connectors. There were some exercises where the students had to tick the correct boxes according to what they heard in the audio. All of the listening exercises were related to the themes of the book.

Reading comprehension. Here the teacher gave some copies with texts and activities to the students. They read the passages and answer the questions that the activity sheets included.

5.2 Limitations

The most important limitation was the time for the realization of the observations that I made and the time that the teacher in each class devoted to teaching the pronunciation as it was the minimum and often could not meet the lesson plan designed by the teacher. The second limitation was the lack of interest of students in learning the English language and lack of motivation that the teacher gave them. The third limitation was the fear that the students had to participate in classes.

5.3 Further research

More research on the development of the skills speaking in secondary schools needs to be carried out. Studies related to the importance of pronunciation to develop communicative competence and the role of pronunciation in basic language courses might be relevant. This can be justified because during the research process I found that the four communication skills are moderately correlated, and somehow, this leads to improved learning of English language, although of the four communication skills, the students developed more abilities related to grammar and writing, ignoring pronunciation and sometimes listening. The reason why this could be happen is that there was not enough trust among their partners, due to their fear to speaking.

5.4 Conclusions

The aim of this research was to present pronunciation strategies that the teacher used to help the students to develop the pronunciation strategies that could be help them to communicate efficiently.

I believe that pronunciation as one of language components should be included in any course design. Moreover, structured pronunciation teaching should involve giving structured feedback to learners as it simply makes the whole process complete for both sides.

Teaching pronunciation is beneficial in the way that it helps learners build the general awareness of the system of pronunciation as an important language and communication component. In my opinion, setting out goals and subsequent

working on their achieving, comparing results within time and class is a significant motivation factor itself which may enhance the whole process.

In my opinion, the good point about pronunciation teaching in general is that it may be a great time-filler providing enjoyable activities, great grammar and vocabulary drills and on the top of it, it can be used as a meaningful leisure activity after a demanding one activity since it does not necessarily require too much strain and attention. In this respect, learners should be motivated under all circumstances to help them progress and create a nice atmosphere. This can be achieved by encouraging and providing a chance to everyone to experience their own success and achieve their best.

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APPENDIX A

OBSERVATION GUIDE

School: _____

Grade: _____

Level: _____

Date: _____

	Time	Activities	Answer of the student.
		Type of activity	
Teacher			
Student			