



Benemérita Universidad Autónoma de Puebla

Facultad de Lenguas

*Pronunciation strategies implemented by English Language Students from the
department of CELE*

A thesis submitted to the faculty of languages for the degree of

Licenciatura en Enseñanza del Inglés

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March 2018

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LICENCIADO EN LA ENSEÑANZA DEL INGLÉS

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Dedications

I want to thank to God for giving me the permission to reach this moment in my life, it has been a long and struggled way. Thanks a lot to my family that has always been by my side when I needed them. To my wife and my baby who have been my strength during this research development but I specially dedicate this to my parents who passed away and while they were here, supported me, taught me how to live a life in peace and how to be a better person every day in my life; always fighting for my goals.

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ABSTRACT

This research intends to enlist some pronunciation strategies that English language students apply while trying to improve their pronunciation, and some of the most used strategies besides demonstrating how much these named strategies were useful during their learning process of the English language. All these strategies are displayed in a clear strategy system, with figures and tables covering six main types of strategies in a coherent and consistent way, in relation with the four language skills (reading, writing, speaking and listening).

It presents useful surveys for assessing students learning strategies with clear use of them in a continuous practice.

It also takes into account the use of phonemes and different variations in spoken language.

CHAPTER I

Introduction

1.0 Introduction

This is the first chapter of a research based on some pronunciation strategies developed by students at the Language Center (CELE) in the Benemérita Universidad Autónoma de Puebla (BUAP). In this section, every important aspect of this study is explained briefly. To start, it is presented a short introduction, the purpose of the study followed by a short description of the participants and the place where this research was developed. In the fourth subsection of this chapter, it is presented the background of the researcher where the reasons to carry out this particular study are explained. Finally, the two research questions which guide this study are listed.

Language learners are always motivated to learn a new language, some of them think it is an easy task and others believe it is a challenging one. What it is true is that learning English requires developing the four skills speaking, writing, listening and reading as well as developing different sub-skills such as skimming, scanning, understanding, vocabulary, pronunciation, intonation among others that are necessary to be an effective language user. Despite the fact that all sub-skills are important in the language learning process many language learners pay a lot of attention to grammar and vocabulary and less attention to improve their pronunciation. Pronunciation is relevant to communicate successfully because even when learners produce minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation (Burns, 2003).

English learners can develop and improve their pronunciation through different strategies or tools inside and outside the classroom, for this reason, this study pursues to determine the strategies that students use during the process of self-language learning.

1.1 Purpose of the study

There are some reasons for leading this study. One of these reasons is to understand more about pronunciation and its developing process. Another reason is to explore more about the role that learning plays in the English learning process. According to Camacho (2004), autonomous learning is paramount important due to it contributes significantly to the language learning process and complements what is learnt inside and outside the classroom. Thus, this study explores students' strategies to improve their English pronunciation either inside and/or outside the classroom. Finally, it provides a list of the most relevant English pronunciation strategies used by autonomous learners.

1.2 Context of the research

This research was carried out in a public university in Puebla Mexico. Specifically, in the Centro de Lenguas Extranjeras (CELE) of the Faculty of Languages. This department of the university offers nine levels of language courses to university students and employees, some of the languages taught are: English, French, German, Italian, Japanese and Portuguese. Students from two groups of English level 9 participated, most of them were between 18 and 30 years. This research was conducted in summer which is the shortest period with a duration of two months. The classes were given from Monday to Thursday, which had duration of six hours per week during summer period.

1.3 Background of the researcher

The author of this research had some experience of being in contact with English language; it has been mainly the reason why this research is based on pronunciation strategies. Since this author had the interest of speaking English language, an accurate pronunciation has been one of the most important factors in his personal learning process, actions such as listening to songs, repeating dialogues and some movie scenes had made him feel the necessity to pronounce every single word similarly. The effect of this, drives this author to mention the most known strategies used by English language students in order to increase their pronunciation in this Language Center (CELE).

1.4 Study aims

This study mainly followed two aims. The first one was to identify the strategies used by students at the CELE to improve their English pronunciation. The other one was to mention the frequency in the use of strategies.

1.5 Research questions

- ❖ What strategies do English students at the CELE use to improve pronunciation?
- ❖ What are the most used strategies by English language learners at CELE to improve pronunciation?

1.6 Conclusion

In this chapter, it was presented a general overview of this study and it was also explained the importance of an accurate pronunciation and the main skills that complement a fluent and coherent oral expression. It is important to mention that all the terms that build a comprehensible pronunciation are defined in the literature review chapter. Thus, in the

following chapter, based on the literature review, the main topics related to the aim of this research will be stated and developed.

CHAPTER II

Literature Review

2.0 Introduction

As mentioned in the previous chapter, pronunciation plays an important role when a student conveys his ideas in a foreign language. For this reason, it is necessary to know the effective strategies inside and outside the classroom to master this subskill. In this section, the theoretical construction of this research is presented to better understand this study.

2.1 Pronunciation

To communicate effectively in English a speaker needs to produce correctly many different sounds. This process requires much time and it sometimes becomes challenging to master.

The pronunciation of a foreign language is probably one of the most difficult actions to internalize and perform for the student of a certain age. It is important to mention that adult learners behave like other cognitive features as the ability to concentrate, motivate and dedicate. Particularly in the case of pronunciation, adults can study, practice and improve it without difficulties. For instance, the attention to particular aspects of the speech act can be an improvement of the individual sound and how the voice is produced by taking into account: intonation, stress, rhythm, accent, fluency and the linking of the words. Burns, says that pronunciation refers to “the phonology of the language or the meaningful perception and production of the sounds of that language and how they impact on the listener” (2003, p.5).

In other words, if a speaker has a good pronunciation is more probable to be understood even if he has some mistakes, whereas a learner who is difficult to understand will not be understood even if he has a wide knowledge of grammar. It is probable that many students

worry about how well they sound when they perform in front of a group of people or even though when they meet and have a conversation for the first time with a native speaker of English. According to James, 2010 in Pourhosein, 2014), “the aim of learning pronunciation for some learners is the native-like accent”. But not all English learners can reach native pronunciation, and that does not mean that they cannot communicate with others; however, the way in which the message is transmitted can make contrast between people.

2.1.1 Components of pronunciation

A language learner is not always conscious about what are the components of pronunciation and the importance of each one of them in spoken language. On one hand, most of the learners only want to learn and speak the target language as fast as possible and do not really give the importance to the way they could sound in front of the others. On the other hand less are the students who care about their pronunciation and go further of a simple accent. For this reason, it is important that the language teacher has a clear understanding and management of these essential components of pronunciation during an English class. It would engage every student with the development of their own pronunciation. In this way, the acquisition of this skill would be more significant. The idea that every student must sound like a native speaker has been changing with the time and some of the most important aspects that an English speaker can achieve are: intelligibility, comprehensibility and interpretability (Burns, 2003). In the following subsections, some of the main components (Kenworthy, 1988; Dale and Poms, 1985; Murcia, Brinton and Goodwin, 1996; Burns, 2003; Nakano et al., 2001) for a well done pronunciation are described.

2.1.1.1 Stress

The first element described as a main component for having a correct pronunciation is *stress*. Every word that is pronounced has a special stress, this means that each syllable has a different emphasis depending of the intention of the phrase. Correct word patterns are essential for the learner's production it means that if an English language learner gets an incorrect stress input it will be difficult to correct it in a future process of pronunciation. For a learner sometimes is difficult to understand a phrase even if the words of the phrases are well stressed and pronounced. According to Kenworthy (1988), if a learner expects a specific word but the native speaker pronounces it wrong it may not be recognized by the English learner. It is important to mention that Spanish has a different stress than English and this difference must be clear for the English learner who should be guided by a teacher to achieve the correct stress in the pronunciation process.

In English the stress can be presented by dividing syllables into three different levels as: strongly stressed, lightly stressed, and unstressed (Murcia, Brinton & Goodwin, 1996 in Hietanen, 2012). In the next example it is displayed the different stress of the word organization in English and Spanish:

The word *organization* has five syllables and presents the three stress levels, strong stress falls on the fourth syllable *za*, medial stress on the first syllable *or*, while the second, third and fifth syllables *gan*, *i* and *tion* are weak, in other words, they are not stressed. Murcia, Brinton & Goodwin (1996) describe this pronunciation process as follows:

This word is divided in:



Figure 2.1 Pronunciation process taken from Murcia, Brinton & Goodwin, 1996, p.132

Figure 2.1 represented the syllabic division of the word and the strong stress in the syllable *za* and the medial stress in the syllable *or*. Conversely, the word *organización* in Spanish has as in English, five syllables, even it is very similar in the written form, it has a rising diphthong in the strong stress which is the last syllable *-ción* and the medial stress is in the first syllable *or* as in English pronunciation, here it is presented the graphic representation:

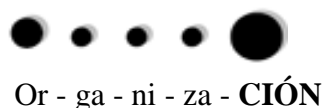


Figure 2.2 Pronunciation process taken from Murcia, Brinton & Goodwin, 1996, p.132

2.1.1.2 Accent

The second element to have a good pronunciation presented in this literature chapter is *accent*. People tend to give the correct stress to some words in order to be understood, this is the quality in which we can differentiate words like “present” (noun) and “present” (verb); record (noun) and record (verb). However, there are other elements that might help to have a correct pronunciation at the time of acquiring a second language or learning a foreign language, for instance, accent. It is the quantity of volume given to a syllable in a word. The sounds in the stressed syllables are much longer and louder in volume than the unstressed ones. (Dale and Poms, 1985, p.206).

Usually, a word with more than two syllables has one syllable more stressed than the other; precisely, these syllables receive more strength and sound louder. The accurate use of accent is fundamental for a well pronunciation and a clear understanding of every idea in any conversation. In this case, the use of accent could turn difficult for some learners, considering that it has no rules in English, contrary to Spanish which has a written accent and different

rules depending on the word. In English there is no a specific rule to say the phrases, thus it turns sometimes to a challenge for every English learner.

In English; the specific words into a sentence are more stressed or said with a louder volume in order to be distinguished from the others. (“It’s not *his* house; it’s *her* house”). (Dale and Poms, 1985, p.207). If the rules of Spanish are follow in the oral expression, it will make the accent more evident for every native speaker of English or a nonnative speaker who has a wide knowledge of the language.

2.1.1.3 Rhythm

The third important element to achieve a correct pronunciation is *rhythm*. It is associated with the interaction among stressed and unstressed syllables in a speech. It is a very important skill in an intelligible communication and it turns more fluent in conversational English and less precise than formal speech, it means that the use of grammar does not go as well as the grammatical rules would be. The same happens with music “when tones gather in order to create a rhythm”. (Dale and Poms, 1985, p. 137). According to Dale and Poms (1985), several words must be emphasized while others speak faster. This sometimes causes that the voice sounds reduced, changed, or sometimes deleted. Most of the time this takes place with native speakers or learners who have a clear use of English.

In order to keep the words flowing constantly, there must be a link together in phrases with short pauses to transmit a clear meaning which helps the speaker to achieve a more natural sound. The next example shows the importance of pauses in English rhythm and how the stressed words mark the root in the phrase according to Murcia, Brinton & Goodwin (1996):




		
CATS	CHASE	MICE
The CATS have	CHASED	MICE
The CATS will	CHASE	the MICE
The CATS have been	CHASing	the MICE
The CATS could have been	CHASing	the MICE

Figure 2.3 Stressed - timed nature of English: taken from Murcia, Brinton & Goodwin, 1996, p.152

This example presents four similar sentences with different number of syllables and how the three main words even though they have changes in their written form (in the case of chase), do not lose their stress. In each one of these words there is a short pause and that is what makes it sounds fluent and more natural. The same happens in music, poetry and chants, they need to make pauses in order to sound coherent and be much better understood.

It is not useful to follow speaking rules of the mother tongue in a foreign language; this brings bad habits of pronunciation in a further learning because every time speakers learn a new language, they tend to pronounce it with the stress, intonation and rhythm of their native language. If learners do not realize when they are using incorrectly the new language even more if a teacher does not correct those errors during the learning process, students will never get a great improvement.

2.1.1.4 Intonation

The fourth element enlisted as a part to have a correct pronunciation in ESL or EFL is *intonation*. Every time somebody speaks, people pay attention to the way someone says his ideas, this is because the listener wants to catch the idea as clear as possible. The tone of the voice and the way people speak is very important at the time of communication because giving the right intonation to the words, when a message is sent, will make the ideas easier

to understand. Burns, (2003) argues that “intonation can be thought of as the melody of the language – the way the voice goes up and down according to the context and meanings of the communication” (p.7). In other words, every language uses low and loud tones, even when kids are growing up they recognize the different tones of the people close to them. For instance, intonation helps to identify if a speaker is stating or questioning something and how he is expressing his different feelings, therefore it is necessary that a speaker or English language learner pay attention to this issue. As mentioned before, intonation contributes to convey an intelligible message but there are some factors that can affect or benefit it. Some of these factors are the context where the conversation take place and the pitch used by a speaker when he communicates. For example, if the voice rises up when it must be low, this can cause confusion in the speech. In order to be clearer, Dale and Poms (1985, p.209) provide some clear examples about the use of intonation:

Example 1

- “A. a change into the declarative sentence to a question
“*That’s Bill’s car*” - *it would sound as* - “*That’s Bill’s car?*”
- B. the speaker is unsure or angry. If the voice stays monotone when it must be lower, will cause that:
 - A. the speaker seems bored or uninterested
 - B. the speaker could cause a confusion to the listener and think that the speaker has not ended the sentence or question;
“*I went home*”. - *would sound as* - “*I went home ... and...*”

As the previous example shows; every phrase has different types of pitch and it depends on the situation and the context where the dialogue takes place. The intonation shows how the speaker transmits the message. It allows to express feelings, ideas and also signs the difference between agreements, or different types of questions. Additionally, in English spoken language is important the use of gestures and the proper articulation of sounds; contrary to Spanish where gestures are not necessary at all, therefore it is recommendable

that an English language learners practice multiple use of gestures in order to give the most accurate tone to a stated idea.

2.1.1.5 Fluency

Another important element to achieve a correct pronunciation while speaking English language as a foreigner is *Fluency*. According to Filmore (1979) “fluency is the ability to fill time with talk; a person who is fluent in this way does not have to stop many times to think of what to say next or how to phrase it”. It means that a fluent speaker has the ability to hold a long and understandable conversation with any person. It is easy to notice when a person has a good management of speaking by the speed and flow of the speaking production and control of vocabulary. One way to develop a better fluency is by repetition and practice. A student that repeats words and talks all the time can be more fluent and accurate in his spoken English. Fluency is also defined by Nakano et al. (2001) with some terms that evaluate the speaking skill of every learner:

- (1) The total number of words spoken in a fixed time.
- (2) The number of silent pauses for thinking.
- (3) The number of repetition of words, phrases or clauses.
- (4) The number of repair or reformulation for correction.
- (5) Mean length of utterance (p.10)

Finally, we can say that fluency is very important in spoken language but if a speaker does not have a good management of this ability, that does not mean that he is bad at the language, practice is what every English learner needs in order to be more competent in a society where the use of English is necessary as part of his life.

2.1.1.6 Linking

The sixth element to sound like a native speaker while learning ESL or EFL is *linking* words. It means how a speaker connects words while speaking English language. Words can gather

and connect consonants with vowels in order to make shorter the sounds and leave some sounds out too. Burns (2003) establishes that “linking is referred to the way the last sound of one word is joined to the first sound of the next word and connect the speech” (p. 6). The number of linking words occur depending on some factors, in other words, it is “how informal the speech is, the rate of the speaking and the self-dialect or accent of a speaker”. Murcia, Brinton & Goodwin, (1996, p.158).

The following Figure 2.4 displays how linking can be used with glides when one word or syllable ends in a tense vowel or diphthong and the next word or syllable begins with a vowel in accordance to Murcia, Brinton & Goodwin studies in the pronunciation field:

/y/ glides	/w/ glides
y y /iy/ + V: be _ able, cre _ ate	w w /uw/ + V: blue _ ink, Stu _ art
y y /ey/ + V: say _ it, lay _ ette	w w /ow/ + V: no _ art, no _ el
y y /ay/ + V: my _ own, na _ ive	w w /aw/ + V: how _ is it, flo _ ur
y y /ɔy/ + V: toy _ airplane, boy _ ish	

Figure 2.4 Linking with Glides: taken from Murcia, Brinton & Goodwin, 1996, p.158

Figure 2.4 above shows how words are linked with glides and how the pronunciation of both linked words making a diphthong. It is very common to hear these kind of glides, even more with native speakers. Learners should be aware about this way of linking and practice a lot the connection between these words and as a consequence, their spoken level will be raised as much as they practice. There is another way of linking words that do not end in a glide as the previous example. Those words with low tense vowel move smoothly from one vowel to the other, in this case, native speakers of English insert a short glottal stop (a common stop in English speech, involving the upper throat) before the second vowel between the words, the following Figure 2.5 may illustrate this point:

/α/ + V: spa owners *or* spa [ʔ] owners
/ɔ/ + V: saw Ann *or* saw [ʔ] Ann

Figure 2.5 Linking with glottal stops: taken from Murcia, Brinton & Goodwin, 1996, p.158

In other words, Figure 2.5 shows how the glottal stop sound is pointed with the symbol /ʔ/. The glottis works in the pronunciation of some phrases with vowels in its content. This glottal stops are more common with the use of consonants but specially with the relationship of /t/ and /n/ sounds, removing part of the pronunciation of the word, a clear example of a glottal stop is the word “*button*”, /'bʌtʔn/; spanish speakers would pronounce every sound of the letters as they are written, but a native speaker of English would pronounce the word, doing a glottal stop in the phoneme /t/ words like: *mountain*, *cotton*, *curtain*. Even in spoken language the /t/ sound is removed from words as *that* and *what*.

Another common and very important way of linking is when a word or syllable end in a consonant (see Figure 2.6) and this letter is followed by a word or syllable that begins with a vowel, the consonant is often pronounced intervocalically as if it belonged to both syllables:

black ◡ and gray
McLean ◡ avenue
end ◡ in a consonant
fresh ◡ apple

Figure 2.6 Intervocalic linkings: taken from Murcia, Brinton & Goodwin, 1996, p.158

2.1.1.6.1 Resyllabification

As stated in the previous paragraph, linking is necessary to achieve a good English pronunciation. Whiting this pronunciation element, exist resyllabification. Murcia, Brinton and Goodwin, (1996) interpret the use of this way of linking, regarding “when a word or syllable ends in a consonant group and it is followed by a word or syllable which begins with a vowel, the final consonant is often pronounced as part of the following syllable” (p.159).

Figure 2.7 shows how the consonants are joined to the next vowel:

left/ t _ arm	/lef•tɑrm/
wep/ t _ over	/wɛp•tɔwvəʳ/
fin/ d _ out	/fayn•dɑwt/
push/ ed _ up	/pʊʃ•tʌp/
adap/ table	/ə•dæp•tə•b /

Figure 2.7 Resyllabification: taken from Murcia, Brinton & Goodwin, 1996, p.159

For instance, in words such as *left arm*, *wept over* and *pushed up* the phoneme /t/ is not aspirated, it means that is voiceless. That means, when two identical consonants come together in two words, there is one single pronounced. Furthermore, native speakers of English do not pronounce both sounds separately, they link them in only one word and do not realize about what they do in spoken speech because is something natural that occurs in all languages. Some examples are shown in order to have a better understanding:

stop pushing	rob Bill
[p:]	[b:]
short time	bad dog
[t:]	[d:]
quick cure	big gap
[k:]	[g:]
classroom management	less serious
[m:]	[s:]

Figure 2.8 Linking consonants: taken from Murcia, Brinton & Goodwin, 1996, p.159

The examples above show how the words are linked with only one sound. It is not the same when two different consonants come together in a single phrase. As we can see, Figure 2.8 demonstrates that in spoken language is not necessary to pronounce both consonants separately and interrupt the sound. The air flows better weather the words are said together in only one breath. The conjunction of these is another clear example of linking consonants:

Five friends big kitchen

Finally, within the resyllabification, in the English spoken language there must be a shortstop between those sounds, that pause is necessary to articulate correctly those separate words and produce a more natural sound, Figure 2.9 illustrates this point better:

pet cat	black board	good jury
[t°k]	[k°b]	[d°dʒ]
soap dish	big dipper	big church
[p°d]	[g°d]	[g°tʃ]

Figure 2.9 Stop consonants: taken from Murcia, Brinton & Goodwin, 1996, p.159

We can see that in Figure 2.9 that the first consonant is stopped and continue with the next word. Some of the words in the example have stopped or silenced consonants: /t/, /p/, /b/, /d/, /k/ and /g/; these words are not heard but they are needed to complement the pronunciation of the word.

Other examples of words with silenced consonants are:

<i>cap/ture</i>	<i>side/walk</i>
<i>sub ject</i>	<i>bed room</i>
<i>but </i>	<i>doc tor</i>

2.2 Phonology

Developing spoken language is most of the time one of the skills in which learners face problems and even more if they do not have a wide knowledge about the accurate sounds of phonology. The spoken English language has a lot of different variations and different accents depending of the country or region where it is spoken. An English learner need to be aware of this issue to try to produce an accurate accent to express every word that is said correctly. As Stevick, (1978) in Pennington, (1996) observe “Pronunciation is the primary medium through which we bring our use of language to the attention of other people” (p.2). It would be better if each language learner has at least the basis of English sounds, in this

case a phonological knowledge. Pennington, (1996) argues that phonology is “the description of the sounds of languages or of the pronunciation patterns of speakers” (p.1). This means that phonology studies how the language works and how the different aspects of language are related with the spoken English. In the following subsections some phonology elements are presented in order to have a clear idea about what they are and the reasons why they are important for this research.

2.2.1 Phonetics

In order to have a better understanding about phonology, it is necessary to know what phonetics involves. According to Pennington, (1996) “Phonetics is the study and description of the nature of the raw noises and silences of speech”. In this part of speaking production is seen as the way a speaker articulates words and what is going on inside the mouth. Furthermore, phonetics is referred to the way that phonology is projected, as it is known that sounds are represented with phonetic symbols.

The audible aspect of speech plays an important role in speech: the ear is capable to perceive the pitch of a conversation and also the different sounds emitted by the speaker, but sometimes the discrimination of sounds turns more complex and it is not perceptible the exactly difference of sounds. Additionally, language teachers should have at least a brief knowledge of phonetics and phonology and consider that production of sounds is a very important part in learning of a foreign language.

2.2.2 Phonemes

Every language has different kind of accents and its own pronunciation. It varies depending on the region where the language is spoken. Although language could have different accents,

the sounds are the same it does not matter whether the language has a Latin, or Germanic root. Those sounds are called phonemes and Giegerich, (1992) defined them as “a minimal contrastive sound unit of a language” p.31. Each phoneme has the function of distinguish words but they do not have a self-meaning as letter, they are only the channel for transferring information.

Phonemes are divided into vowel and consonant sounds. They are enclosed in slanted brackets /.../; symbols referring allophones of phonemes, or simply to phones are enclosed in square brackets [...]. Giegerich, (1992), argues that “two phonemes may in different words be represented by the same letter or a single phoneme may be represented by a sequence of two letters” (p. 32) those symbols denote a different phoneme. In order to have a better understanding some examples are provided:

The phoneme /ŋ/, spelt as ng (*sing*) or n (*sink*)
The phoneme /θ / and / ð/, both spelt as th (*thigh*, *thy*)
The phoneme /ʃ /, spelt as sh (*shy*), ss (*mission*), ti (*friction*) or ce (*ocean*)
The phoneme /dʒ /, spelt as g (*gin*), dg (*edge*), j (*Jim*), ge (*pigeon*)
(Giegerich, 1992, p.37)

The examples above display symbols which represent a combination of two phonemes, these are called allophones. Allophones are variations in the production of phonemes, in other words, the different pronunciations of the phoneme, neither changing the meaning of the word (Giegerich, 1992). They are only used to make up a word as the example above shows.

2.3 Learner’s autonomy

Learning a new language is a process that involves a lot of teaching and learning strategies. These strategies can be provided by a teacher or discovered by a language learner. When a learner tries to find different ways to improve their own learning they are developing their autonomy.

Nowadays, there are many definitions about learners' autonomy, Holec (1981) define it as the self-study process that each learner has outside the school. Furthermore, it is also the interest about a topic besides going further in order to reach what is required. Holec, 1981 in Nunan, 1988 (p.193-194) suggests that learner's autonomy is:

- a) A set of different *situations* in which learners study entirely on their own;
- b) A set of *skills* which can be learned and applied in self-directed learning;
- c) An inborn *capacity* which is suppressed by institutional education;
- d) The exercise of *learners' responsibility* for their own learning;
- e) The *right* of learners to determine the direction of their own learning”

In addition to Holec's definitions, this concept can be seen as a way to promote responsibility and motivation among students. If learners are more engaged with their own learning, it is more probable to become more effective or able to reach their learning goals. An autonomous learner has the ability to motivate himself and decide how he is going to carry out every process he takes.

2.3.1 Autonomous Learner strategies

Language learners are always motivated to achieve intelligible speech patterns at the beginning of an English course; however they do not always apply the most effective learning strategies to improve their English pronunciation. Once they realize about this issue, they look for more efficient strategies that allow them to practice and master this sub skill as well as to become autonomous learners. These strategies are defined as different behaviors that learners perform to help them to understand and remember information O'Malley and Chamot (1990). In addition, Wenden (1998) describes learning strategies “as mental steps or operations that learners use to learn a new language and to regulate their efforts to do so” (p. 18). It is also mentioned that every learner has different learning styles and an autonomous

learner is always looking for some new strategies in which he or she can acquire new knowledge according to his or her own necessities.

2.3.2 Pronunciation Strategies for Autonomous Learners

Learning pronunciation is sometimes taken as a second place skill but in other cases it is taken into account as one of the main factors to learn in a language, as a result, learning a new language implicates oral practice and it is essential to look for strategies that lead the acquisition of this skill. Those strategies could be taken by the learner to develop pronunciation in an easier, faster, more enjoyable and more adapted to the personal needs. According to Oxford's 1990 in Rokoszewska (2012), there are many important reasons for all students to focus on the correct form of pronunciation such as:

- sound as a native speaker of English
- to be more competent in the language management
- to get a better place in a job,
- to be more understandable in a speech with a native speaker or any person

Furthermore, it is difficult for teachers to spend enough time on pronunciation with students. So many students in the class, each with different needs. However, self-study can solve this problem and find a solution. Strategies that they consider important may provide many possibilities for students to improve their pronunciation.

Most of the times learning strategies are not observable considering that some of them are associated with a special behavior that is adapted by the learner. There is a limitation in these unobservable strategies and is that sometimes students forget some of the details of their thought processes (O'Malley & Chamot, 1990). For instance, Robbins (1996), suggests that "simulated memory interview is when a researcher videotapes a student doing an specific task which involves a learning strategy after the session the video is played back, paused as

necessary, and then ask the student to describe his thoughts at that specific moment during the learning task”. (Robbins, 1996 in Chamot, 2004, p.15); furthermore, another method would be to apply some questionnaires to the student (Chamot, 2004). In other words, the limitation is that sometimes students may not remember the strategies they have used in the past, they could claim to use strategies that they do not really use.

2.4 Metacognitive strategies

Some language learners have the ability to gather information and group it according to their special needs then produce it with a specific method in order to reach the aim and then evaluate themselves. Brown, (1983) mentions that Metacognitive knowledge refers to information learners acquire about their learning. This knowledge plays an important role in the language learning strategies which involve oral communication and comprehension, the same happens with reading comprehension and writing. Flavell (1979). Metacognitive strategies follow a process which involves three strategies as planning, monitoring and evaluation of the knowledge, all of them are described in the following subsections on this chapter.

2.4.1 Planning

Every learner always plans the way they want to learn something. According to Hurd, Beaven, and Ortega (2001), planning starts with the organization of the information they are going to take into account and then the analysis of the strategies that are going to be useful for them and then find out the skills and calculate their self-learning needs, including their strengths and weaknesses. In other words, students have to be conscious about what are their abilities and what can they do in order to follow a self-learning method. In this case, if a

learner wants to improve his pronunciation, he must take into account what specific abilities he is going to improve according to the previous planification in relation to the objectives, times, resources and strategies that are going to be implemented in future tasks.

2.4.2 Monitoring

During the language learning process, it is very important to review how the process is going on, thus as learners of a language, it would be helpful to realize which is the language level that each of them has reached until determine period of time. Furthermore, “monitoring consists of keeping track of how the learning process is going and taking appropriate measures to deal with difficulties that interfere with the process”. (Flavell, 1981, in Wenden, 1998, p.525). In other words, monitoring the learning of a language includes some strategies such as recording the voice and checking the mistakes and errors in every recording and then based on those tasks, practice and improve the key points to work on.

Additionally, on one hand the author of this thesis, thinks that practice with a partner can be another strategy that could help to improve those weaknesses that are more visible for everybody. For instance, a person who gives feedback to any learner should open the learner’s mind to listen up possible corrections given by his/her partner, specifically, this thesis believes that the feedback would be better if the person who helps the learner is a native speaker of English.

On the other hand, reading aloud and listen to some audios related to the reading, can help the learner to hear and recognize the mistakes in order to be aware of the differences between pronunciations and compare them. As well as in the previous example, the pronunciation of the recording from a professional and the learner’s pronunciation can be compared.

Additionally, in this task the learner can take notes about vocabulary and pronunciation of some new words.

2.4.3 Evaluation of the knowledge

Evaluation is a tool for analyzing and observing the effectiveness of the learning process, concerning qualitative judgments and focusing on the use of appropriate strategies that language students use to increase their motivation in order to lead a successful learning.

According to (Patton, 1987) qualitative evaluation methods “consist of three kinds of data collection: (1) in depth, opened-ended interviews; (2) direct observation; and (3) written documents, including sources as opened-ended written items on questionnaires, personal diaries, and program records”. (p.7) Metacognitive evaluation consists in the analysis of the learners’ process, observing changes during their use of English, recognizing strengths and weaknesses in their language development.

CHAPTER III

Research Methodology

3.0 Introduction

This chapter presents the methodology that was used in this study. The first section describes the method and methodology used in this research and a brief description of the qualitative research which was chosen by the researcher to answer the research questions which require information about the strategies used by language learners in order to improve their pronunciation. The second section describes very carefully the context which the study was based. The third section describes the participants in the study, and then the criteria that was used to select them and the reason why this methodology was applied in advanced English students. It continues with the description of the application of the instrument, the reason why it was chosen and how it was adapted with the most appropriate items in order to get the required data and how the information was gathered and placed according to the specific strategies that the researcher is taking into account.

3.1 Methodology

The research described in this document is based on a qualitative method. Specifically, it is focused on an analytical approach and evaluates the information critically. According to Khotari (2004) a qualitative research is focused on the investigation of human behavior. “(i.e why people think or do certain things)” (p.16). In this study, the use of pronunciation strategies used by English language learners are going to be analyzed and interpreted. A point of view given by Williams (2007) is that “what constitutes qualitative research involves purposeful use for describing, explaining, and interpreting collected data”. Furthermore,

Leedy & Ormrod (2001, in Williams, 2007, p.65) continues by establishing that research is a process of steps used to collect, analyze and interpret information to increase our understanding of a topic or issue.

In a clearer explanation, Williams (2007) states that qualitative research describes, explains and interprets collected data and it is also conducted to five specific areas, which are: “case study, ethnography study, grounded theory study and content analysis” (p. 67). Regarding this information, the study intends to investigate and analyze all the real and possible pronunciation strategies used by English language learners and how they are able to perform their knowledge in a more responsible and independent way from and with the teacher.

3.2 Context

In Mexico the use of English language has become a necessity in every place, job, elementary educational levels and universities. Hidalgo, Cifuentes and Flores in Conrad, (1996) mentioned that “English has an important role to play in formal education, equipping people to participate in many occupational and professional activities such as, tourism, industry, government, media, science and technology, among others” (p.113). The use of English language is very important for every student. For instance, when citizens face real situations in their jobs with employers who require people able to communicate with others in English, this becomes a challenge for everyone.

For instance, Puebla City is a federal state located in the center of Mexico and is one of the cities that has a lot of international factories; one of the most important in the city is the automotive industry Volkswagen. It arrived to Puebla City in the year of 1964, requiring employees who had a management of English without considering German language, which

is the main language of this industry (Volkswagen de México, 2017). Since that time, the use of English language in the city has become an essential requirement for the ones who want to work there.

Being aware of the necessity of learning English and other languages in 1955, the Benemérita Universidad Autónoma de Puebla (BUAP) started the project of a languages department called Extensión Universitaria, offering language courses as English, French, German, Italian and Esperanto (Huerta, 2005 and Arreola n.d.); through the years this department had many changes with its location and syllabuses. In 1983, BUAP started the degree of La Enseñanza de Lenguas Extranjeras (LELE). Ten years later, language teaching and translation were included as main degrees, both included in the program of Lenguas Modernas (LEMO). It was until 1986 when the language department was moved to Ciudad Universitaria (CU) in Puebla City. Four years later (1990) it was called Centro de Lenguas Extranjeras (CELE). In 1996 the university authorized the foundation of the languages school, composed by the (CELE) and the (LEMO).

This study was carried out at the Faculty of Languages in the Centro de Lenguas Extranjeras (CELE) of the Benemérita Universidad Autónoma de Puebla (BUAP). At present, this department of the university offers language courses to BUAP students and employees; these languages are English, French, Italian, German, Italian, Japanese and Portuguese. These courses have nine levels. The periods are three levels per year and are divided in spring, summer and fall seasons. This research was conducted in summer which is the shortest period with a duration of two months. The classes were given from Monday to Thursday which have a duration of 12 hours per week in the summer period. The study was applied in two English groups of level 9 which is the highest.

3.3 Participants

The participants of this research project were students of the Benemérita Universidad Autónoma de Puebla (BUAP) who were taking English lessons at the Centro de Lenguas Extranjeras (CELE). The students' age ranged from 18 to 30 years. They were eight males and eight females. The study is focused on two groups of the same amount of participants but with different genre. Additionally, all the participants belonged to the group of English 9 which is the highest level in this department.

According to the Plan de Estudios of English level 9 (CELE, 2016), the learner of English language at this level will develop skills for comprehension and expression that allow them to communicate in a C1 level according to the Common European Framework. Supposedly, students at this level will go through a wide linguistic repertoire in order to grow in an academic situation field, professional and leisure which imply in turn to a complex level of English language. Furthermore, the learner will be able to express their own ideas and manage fluently and spontaneously in a spoken and written situations with a high complexity level. Continuing, the learner will be capable to understand the explicit and implicit use of language with personal, academic and professional interaction with native speakers of the language that is learned. Besides, the learner will develop the attitudes that allow him to get a certification through an international exam.

I aimed to select students of this level because they have around B2 and C1 level and they have to implement a much extended learning process to take into account their self-learning abilities. Therefore, these students gave the necessary information in order to collect the enough data and develop it through this project according to the research questions.

3.4 Description of the overall research design

In order to describe the overall research design, in this part of the research I will explain how were the participants selected, the data collection process and important points during its process. As it was mentioned before, the participants were English language learners from the ninth level in the department of CELE. The first task of the researcher was to look for the schedule of English courses during that period of summer. Two groups with at least ten students who were registered formally were found. After finding these two groups that would be the ones for the application of the instrument, I met both teachers before starting each class to ask them permission for applying my instrument, I explained them the reasons why it was necessary to do that activity in their groups. Both teachers agreed with the application of the instruments but one of them mentioned that it would be better to apply it next day because in that moment the students were having a test.

The first group where the instrument was applied had twelve students from which only nine of them answered the questionnaire. In the second group, there were seven students; all of them answered the instrument. During the data collection process, I mentioned to the teacher that student's participation should be voluntary, and they could omit questions if they did not want to answer them, and they could cease to answer the questionnaire at any time without penalty. The questionnaire was applied in just one session. First the teacher introduced me to the group and explained them the importance of a survey in this research and the reason why it was important to answer as real as possible. The survey was administered as a paper-and-pencil instrument. It took approximately ten minutes in each group to complete the whole survey, this is because the instrument had fifty-three items and one open question and it was

asked to read and answer it carefully. In other words, the application of the survey was simple, with the help and permission of the teachers.

3.5 Instrument

An important task in a research is designing a correct instrument to achieve the objectives of a study. According to Burns (2010) a researcher has the opportunity to organize all the possible elements to investigate of any research problem that would help the research to focus on a specific idea. As a consequence, it would provide the needed information to answer the question: “What do I need to know”? (p.56).

The instrument implemented in the present study includes a questionnaire on pronunciation learning strategies (PLS). “The PLS questionnaire was composed by Calka (2011) on the basis of Oxford’s (1990) and Peterson’s (2000) classifications” (p.394). The questionnaire as it was mentioned before, was adapted to the research needs. It investigated 16 strategies and 53 tactics from those strategies (See Appendix A). Specifically, this instrument is divided into six sections with 53 statements which are open-ended items. According to Burns, (2010) the use of these type of items complement closed items and complement the responses further, they usually are fairly short but give “specific information to the researcher that may not be easily captured numerically” (p.84). These items open the collection of the data to a more analyzed and described discussion. The last section of the questionnaire is the only one with an open question; all the parts together form 54 statements.

In order to get participants’ answers this questionnaire used a Likert-type scale from 1 to 5. Number 1 meant *never* or *almost never*, 2 meant *rarely*, 3 meant *sometimes*, 4 was for *usually* and 5 was for *always* or *almost always*. This survey was adapted because it involves a group of strategies, such as memory strategies, cognitive strategies, compensation strategies,

metacognitive strategies, affective strategies and social strategies; which are related to the application of pronunciation learning strategies, conducting to the responses of the research questions of this investigation.

The questionnaire (See Appendix A), was used as instrument in the research and it was divided in three main columns; the first one shows the number of item in the survey, the second part displays the description of the tactics or actions carried out by English language learners and the third column shows the frequency of the likert-type scale. Furthermore, the questionnaire is distributed in seven parts from A to F. Each section of the questionnaire has its specific strategies or tactics which are open-ended items in the survey:

Part A belongs to memory strategies, it has twelve items related to the memorization and repetition of phrases as well as vocabulary. *Part B* belongs to cognitive strategies, it has eighteen items linked to the actions to acquire vocabulary without following specific steps. *Part C* belongs to compensation strategies; it has four items about how students balance the language acquisition. *Part D* belongs to metacognitive strategies; it has eight items, taking into account the actions that every student applies for their self - learning styles. *Part E* belongs to affective strategies; it has seven strategies related to how students feel when they articulate new words alone or in front of a group. And, *Part F* belongs to social strategies; it has four items linked to how students interact with others in order to improve their pronunciation. (See Appendix A). Additionally, the questionnaire has a last part with an open question in which the students can write other different strategies they use for learning pronunciation. All the selected statements complete the 54 items that build the whole survey.

3.6 Data analysis

In order to analyze the data, the different questionnaires were separated by genres. The total of students who answered the survey were sixteen, eight males and eight females. For a better understanding of the strategies itemization, there was designed an organizational chart peer each main strategy with its different general strategies and tactics in a displayed hierarchy, in this case there were six figures. All the items were put into the main and general strategies according to the specific strategies where they belong, the language learning strategies were initially divided into learning strategies and communication strategies. This first two mentioned strategies were divided into metacognitive strategies, cognitive and socio-affective strategies by considering that the last two mentioned were divided into compensatory strategies. For instance, sometimes, it is difficult to distinguish the difference between learning and communication strategies because language communication are projected in a real interaction and use of the different variations of the language then (Oxford, 1990 in Rokoszewska, 2012) proposed the division of the strategies into those that have a direct and indirectly impact.

On one hand, “*Direct strategies* were divided into *memory, cognitive* and *compensation strategies*, and on the other hand *indirect strategies* were divided into *metacognitive, affective* and *social strategies*” (p.392). These last six strategies were divided into the four language skills, such as listening, speaking, reading and writing and different areas such as, vocabulary, grammar and pronunciation. Specifically, this research focuses on how English language learners use and manage these strategies in order to develop a better communicative competence improving the skill of pronunciation.

The analysis of the direct and indirect strategies is shown in the following figures; each one is explained very carefully for a better understanding to the reader. Before starting the discussion, it is important to note that, the participants of this research answered a questionnaire that was adapted to the research needs, to know what strategies or techniques students use to improve their pronunciation. Another important point in this chapter is that, research questions intend to be answered and display all the factors that occurs in the pronunciation development process, in this case the strategies and techniques that advanced English language students have practiced through their learning process.

Before presenting the results in a table, the strategies were analyzed with their own tactics, giving a brief explanation of the variations through the answers. After this process, the results were indicated in six tables according to the different sections in which the questionnaire was divided. Each table has a proper color, related to the ones used in the maps from the description of the data collection in chapter three:

- Memory strategies - Blue
- Cognitive strategies - Yellow
- Compensation strategies - Orange
- Metacognitive strategies - Purple
- Affective strategies - Green
- Social strategies - Dark grey

Each table focuses on the general strategies as well as the specific strategies that display the different tactics; these tactics are the items in the questionnaire.

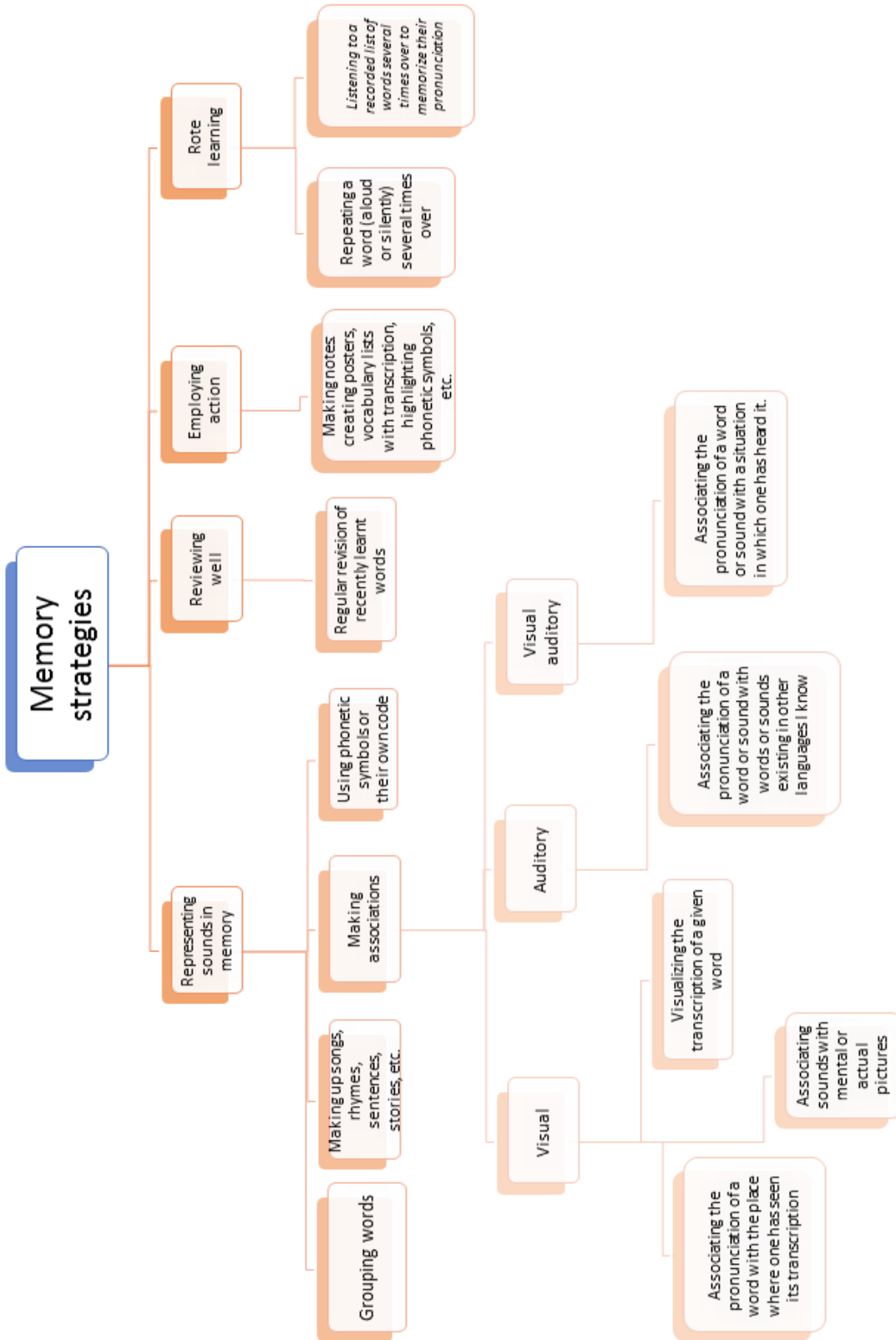
It is important to explain what does each column and its content means, it will make easier for the reader the interpretation of it. The tables are divided in four columns; the first one represents the name of the section according to the six sections in the questionnaire, below this, lay the sixteen strategies. In the second column it is shown the distribution of tactics

according to the proper strategies in the first column, it is important to mention that each tactic is an item of the questionnaire. The third column displays the number of students who answer the item. The last column shows the frequency that students practice the tactic; the frequency used in the questionnaire was a Likert-type scale from 1 to 5 where: 1 is *never* or *almost never*, 2 is *rarely*, 3 is *sometimes*, 4 is *usually* and 5 *always* or *almost always* (See Table 3.1). The next sample shows an explanation to interpret correctly the tables. In this case, the section of the questionnaire is memory strategies, below this part lays one of the sixteen strategies (representing sounds in memory); the second column shows the tactic (grouping words) of the strategy mentioned before; the third column indicates the number of students who answered according to the scale that was number two (rarely). These last two columns are bold in yellow according to the high number of learners who answered with this frequency. In this case, eight students answered that they rarely group words in order to memorize their pronunciation; this item shows that the use of the tactic; grouping words is not a frequent strategy used by language learners because the result does not show a high frequency.

For instance, the results of the questionnaire on the Pronunciation Learning Strategies (PLS) shows that the participants in this study used a variety of strategies belonging to different strategy groups. The concept map 3.6.2 is about *Memory Strategies*, it is displayed with its general strategies such as representing sounds in memory, reviewing well, employing action and rote learning, as the figure shows; *representing sounds in memory* has four items, one of them, making associations is divided into visual, with three items related to association of sounds or words with pictures and the transcription of texts or notes.

Table 3.6.1 Sample of the table analysis

Memory strategies	Tactics (questionnaire item)	Students	Used frequency
Representing sounds in memory	1. Grouping words	2	Always
		3	Usually
		0	Sometimes
		8	Rarely
		3	Never

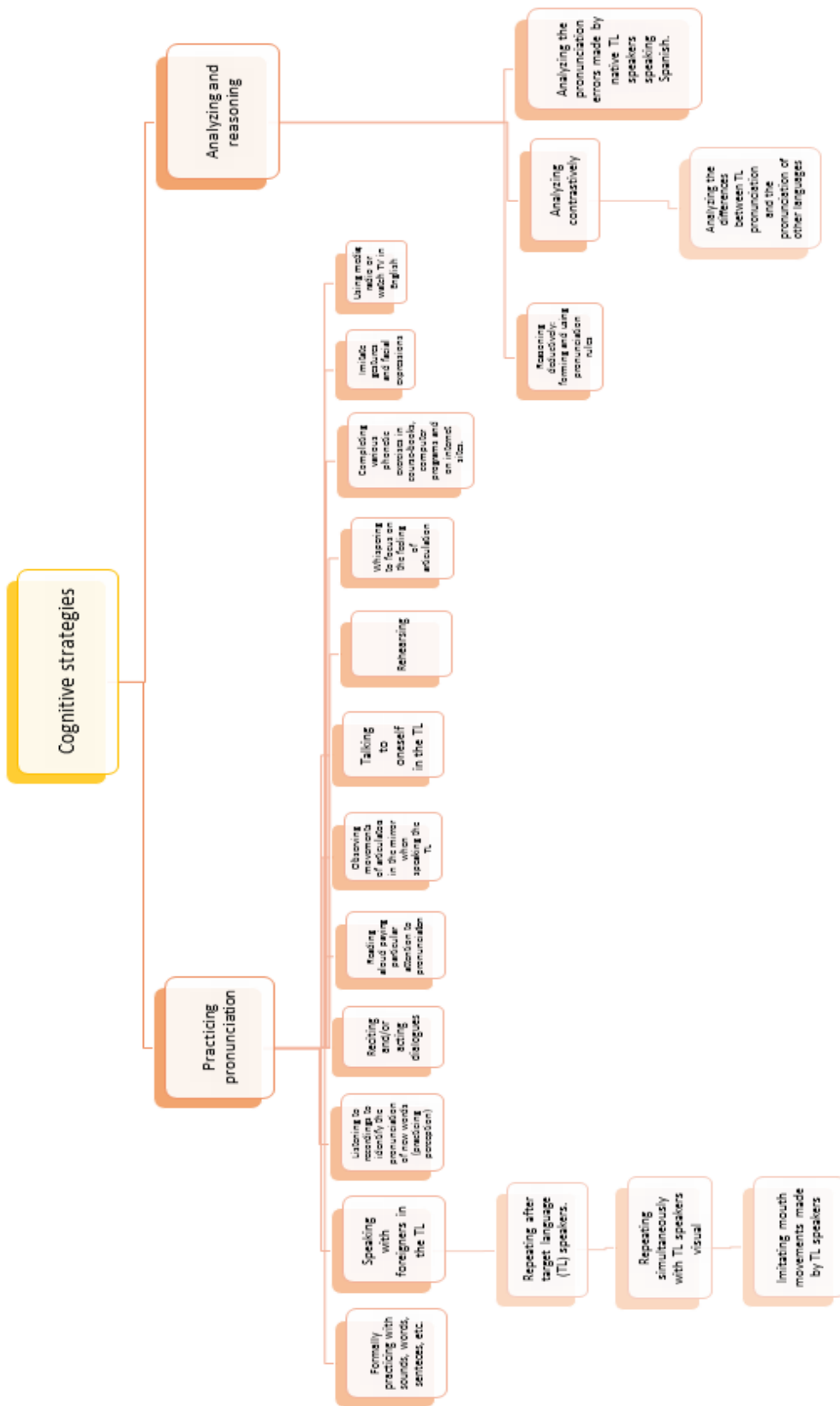


Concept Map 3.6.2 direct strategies: Memory strategies

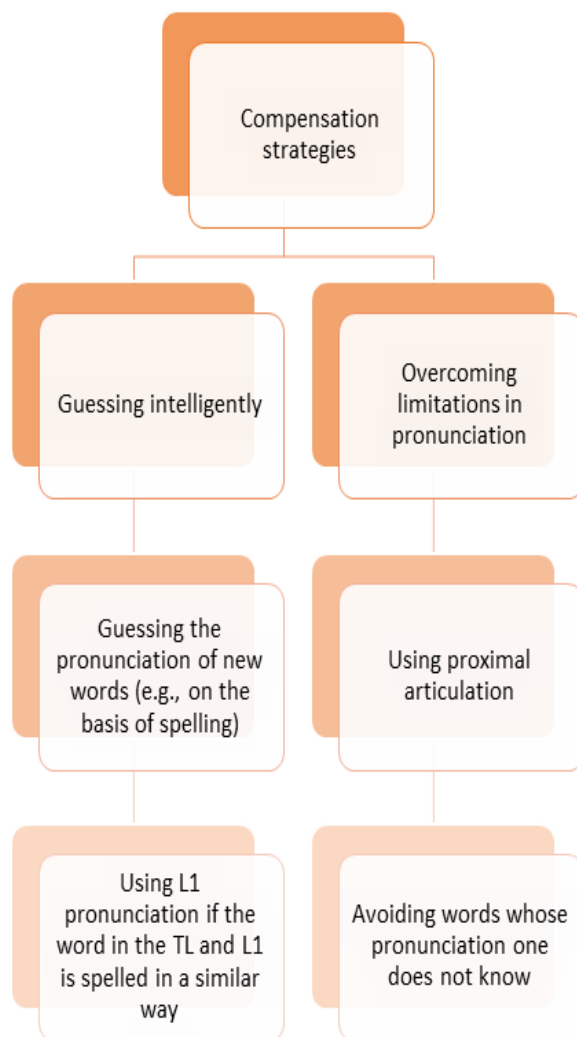
The other three strategies refer to the different forms of gathering vocabulary, it can be by sentences, stories, songs, phonetic symbols or even the use of own codes in order to relate and identify the pronunciation of a word. *Reviewing well* as its name says, refers to the frequency in which students review new words. *Employing action* could be related with the association of vocabulary but this strategy looks into the different tasks that language learners use to remember and acquire vocabulary, organizing images with transcriptions and their sounds in different ways. *Rote learning* is centered in the memorization of words by repeating them several times aloud or silently.

Cognitive Strategies, figure 3.6.3, are divided into two general strategies. One is focused on very specific pronunciation strategies. The first general strategy is *practicing pronunciation* which has twelve tactics: the formal practice of the language by talking with foreigners in English, doing repetition of words after language speakers or simultaneously by imitating mouth movements made by foreigners. Other tactics examine the identification of words by listening to recordings, watching TV in English, reading aloud focusing on the self - pronunciations, acting dialogues while observing movements of articulation in the mirror when learners are speaking in English. The strategy of practicing pronunciation also shows some tactics related with the self - repetition of words in the learners' mind, focusing on the feeling of articulation at the time of whispering words or completing phrases.

The second general strategy in the Concept Map 3.6.3, it is *Analyzing and reasoning* which is classified into the analysis of pronunciations rules from English language and other languages, comparing pronunciation errors made by native speakers of English speaking Spanish, trying to find out a relation between the articulation of both languages.



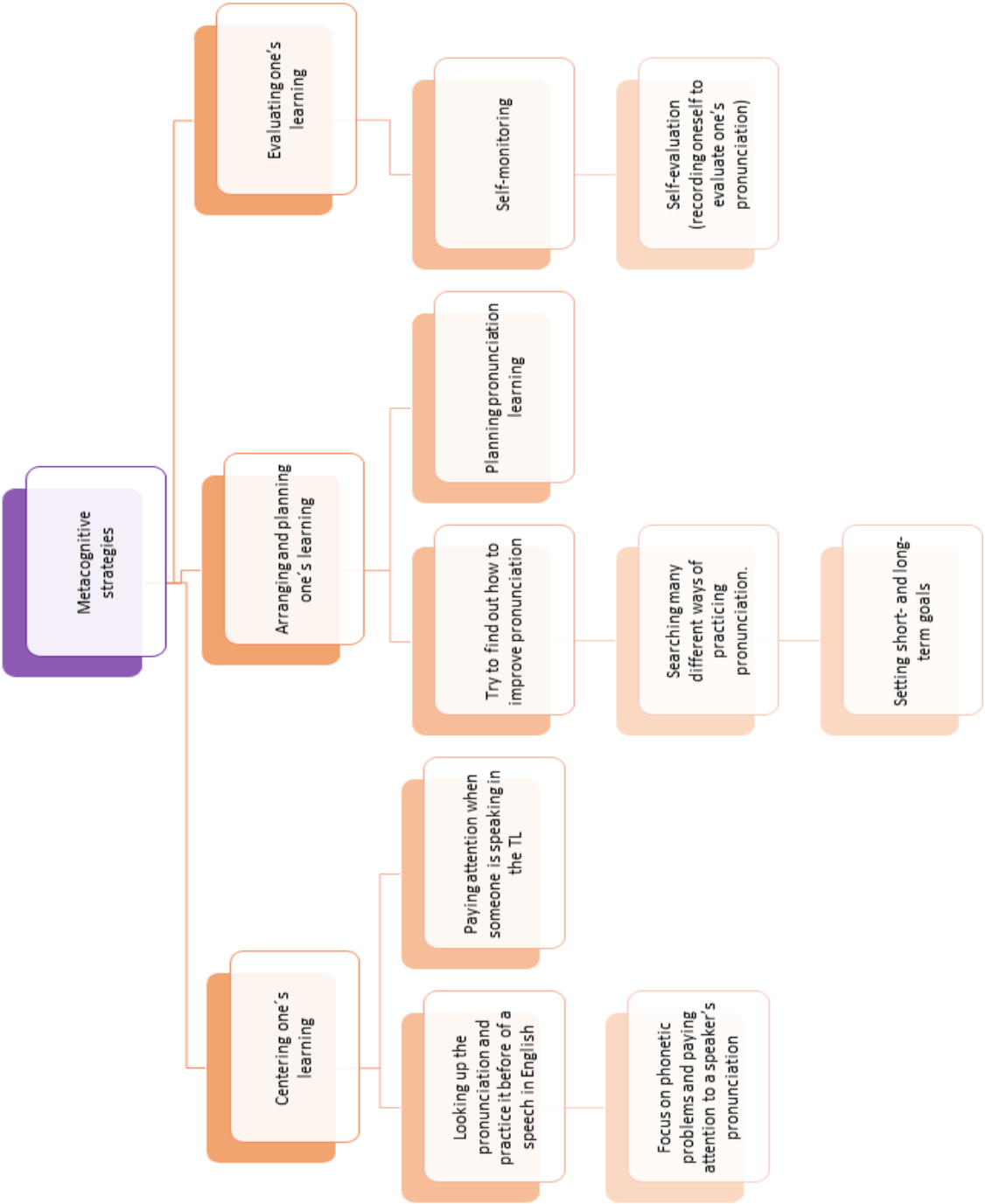
Concept Map 3.6.3 direct strategies: Cognitive strategies



Concept Map 3.6.4 direct strategies: compensation strategies

Figure 3.6.4 about *Compensation strategies* shows some common tactics in language use. When a learner is speaking and he does not know how to say one or some words in the speech, it is valid to guess the pronunciation of those unknown words; this strategy is called *Guessing intelligently* and it is close related to the strategy of *Overcoming limitations in pronunciation*. For instance, when a learner is speaking and he uses the proximal pronunciation of a word in the mother tongue to guess or simply try to pronounce similarly a new word. It is important to mention that this is not the only way to have a fluent speech, for example another strategy taken into account in the compensation strategies is to avoid words whose pronunciation is

difficult or in other cases the use of synonyms could replace the unknown word in order to continue with the speech without paying particular attention to those errors.



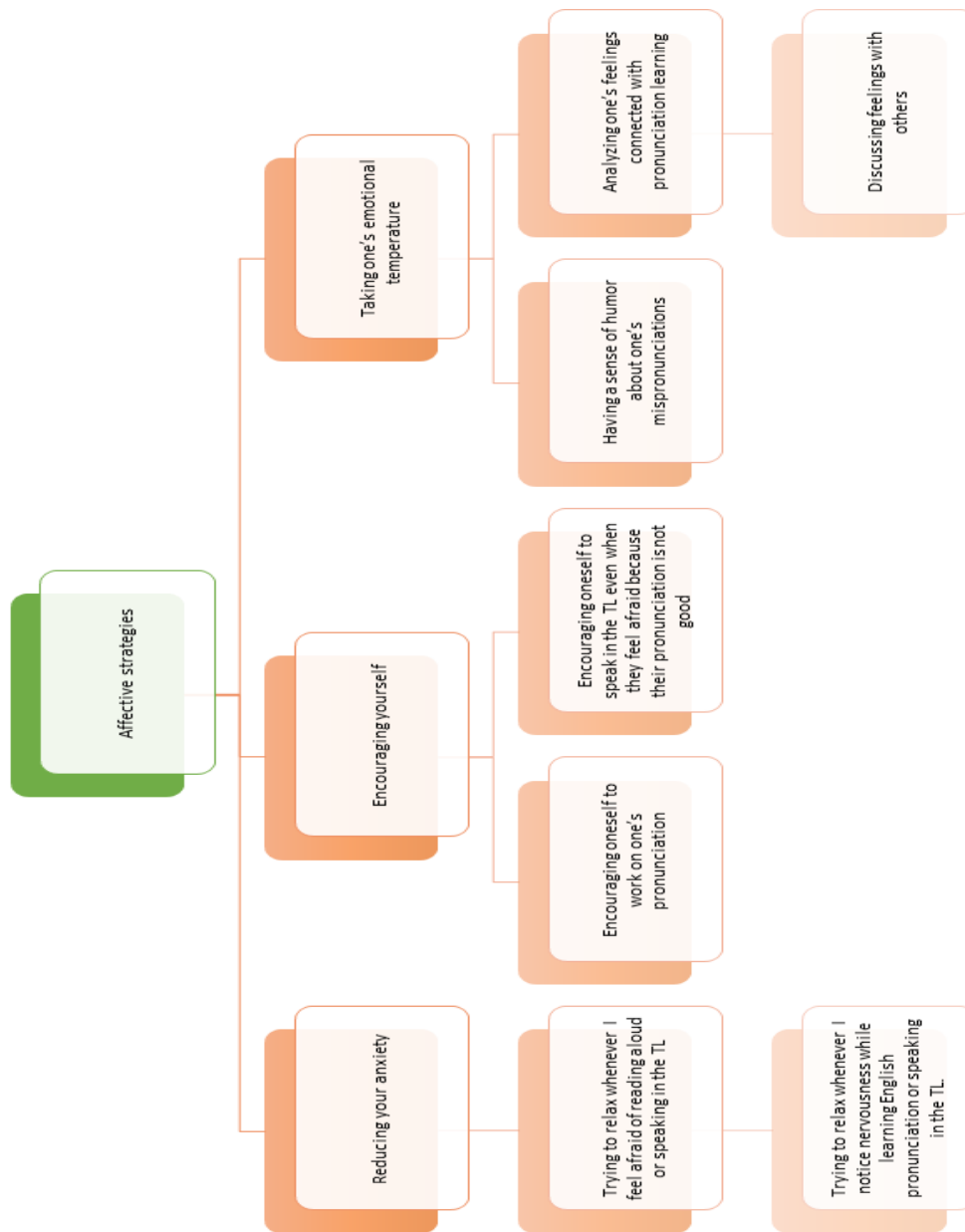
Concept Map 3.6.5 Indirect strategies: Metacognitive strategies

Figure 3.6.4 of *Metacognitive Strategies* shows the actions that some students may apply in their pronunciation while the learning process happens. This *Indirect Strategy* focuses on three strategies such as *Centering One's learning* that states the ability of practice the pronunciation of words before producing a speech in English. Besides, paying attention to an English language speaker pronunciation, looking for the pronunciation of specific words in order to identify their phonetic symbols and articulate them correctly. The strategy of *Arranging and planning one's learning* focuses on the organization of the pronunciation learning process. As well as the strategy of evaluating one's learning, it means, how the learner takes personal decisions to find out different ways to practice pronunciation. The strategy of *evaluating one's learning* considers the steps that language learners may follow for an effective pronunciation acquisition. Furthermore, these steps were mentioned in the second chapter as well: planning, monitoring and evaluation of the knowledge.

Figure 3.6.6, *Affective strategies*, shows three strategies that are focused on learners' feelings. Sometimes students may be afraid of reading aloud or speaking in English in front of a group and that implies how they behave before and during a speech in the target language and how they *reduce their anxiety* to overcome those feelings whenever they notice nervousness while learning pronunciation.

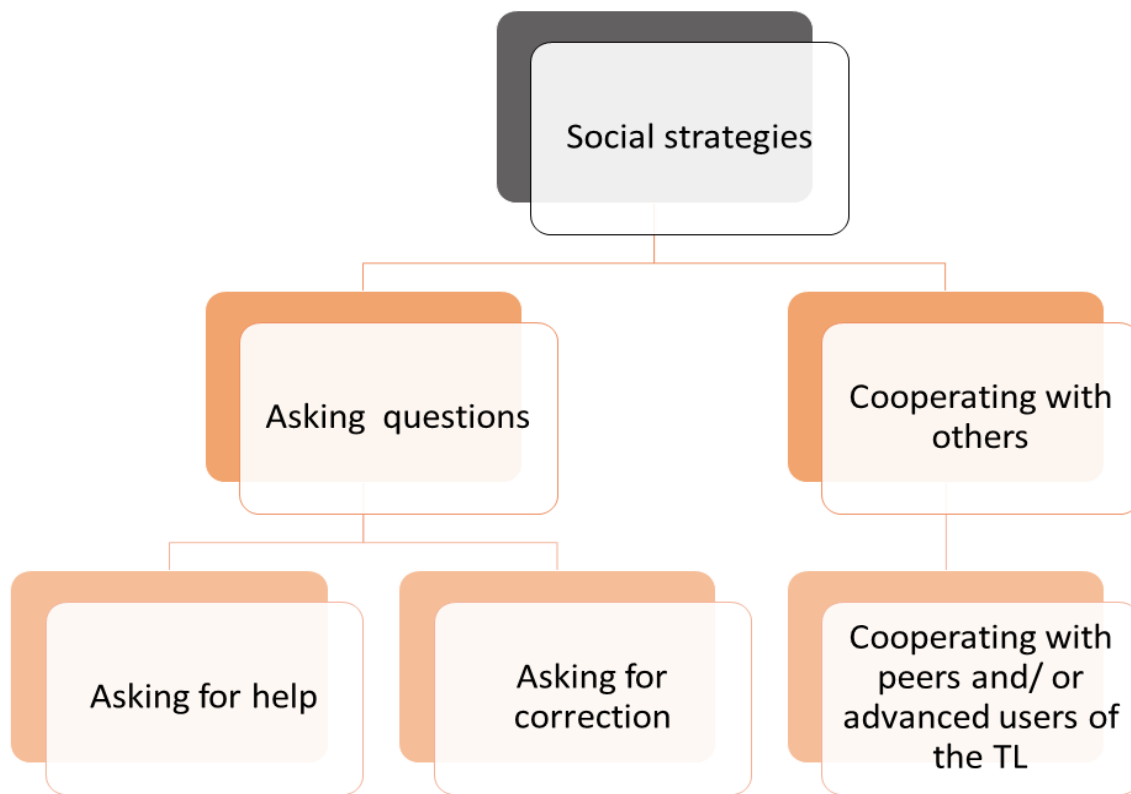
Particularly, the strategy of *Encouraging yourself* focuses on how learners work on pronunciation even when they feel afraid because their pronunciation is not the accurate one and they make use of the language without feeling embarrassed. The strategy of *taking one's emotional temperature* centers on the feelings about mispronunciation, having a sense of

humor about it and how learners analyze their feelings in order to improve their speaking skill.



Concept map 3.6.6 indirect strategies: Affective strategies

The concept map 3.6.7 explains how *Social strategies work* and the importance of social interaction to improve learners' English pronunciation. It also describes the actions taken by students, such as *asking questions* to others who probably have a clearer management of English pronunciation and solving doubts with the correction of somebody. This strategy also takes into account how learners work together in groups of advanced English level.



Concept Map 3.6.7 indirect strategies: social strategies

3.7 Conclusion

The purpose of this chapter was to describe the research methodology, the reasons for using a qualitative approach to conduct the research, the election of the participants, the procedure

used in the election of the questionnaire and the adaptation to the real participants and the data collection besides data analysis as it is mentioned by Oxford, (1990). “The strategy system presented here differs in several ways from earlier attempts to classify strategies. It is more comprehensive and detailed; it is more systematic in linking individual strategies, as well as strategy groups, with each of the four language skills (listening, reading, speaking and writing); and it uses less technical terminology” (p.14). The findings of qualitative research will be presented and discussed in chapter four.

CHAPTER IV

Results

4.0 Introduction

In this chapter the data analysis and the discussion of results are presented. The chapter is organized into subsections which discuss the outcomes emerging from the analysis and which are expected to answer the research questions addressed in Chapter 1. The chapter presents the data obtained from the 16 questionnaire applied to the participants.

4.1 Obtained Results per Strategy

This study mainly followed two aims. The first one was to identify the strategies used by students at the CELE to improve their English pronunciation. The other one was to mention the frequency in the use of the strategies.

4.1.1 Memory Strategies Results

<i>Memory strategies</i>	<i>Tactics (questionnaire item)</i>	<i>Students</i>	<i>Used frequency</i>
Representing sounds in memory	1. Grouping words	2	<i>Always</i>
		3	<i>Usually</i>
		0	<i>Sometimes</i>
		8	<i>Rarely</i>
		3	<i>Never</i>
	2. Making up songs, rhymes, sentences, stories, etc. to memorize pronunciation ()	2	<i>Always</i>
		4	<i>Usually</i>
		5	<i>Sometimes</i>

		1	<i>Rarely</i>
		4	<i>Never</i>
3. Making associations:			
3.1. Visual			
	3.1.1. Associating the pronunciation of a word with the place where one has seen its transcription	2	<i>Always</i>
		3	<i>Usually</i>
		5	<i>Sometimes</i>
		4	<i>Rarely</i>
		2	<i>Never</i>
	3.1.2. Associating sounds with mental or actual pictures	3	<i>Always</i>
		6	<i>Usually</i>
		6	<i>Sometimes</i>
		1	<i>Rarely</i>
		0	<i>Never</i>
	3.1.3. Visualizing the transcription of a given word	3	<i>Always</i>
		6	<i>Usually</i>
		4	<i>Sometimes</i>
		2	<i>Rarely</i>
		1	<i>Never</i>
3.2. Auditory			
	3.2.1. Associating the pronunciation of a word or sound with words or sounds existing in other languages I know	1	<i>Always</i>
		3	<i>Usually</i>
		10	<i>Sometimes</i>
		0	<i>Rarely</i>
		2	<i>Never</i>
3.3. Visual auditory			
		7	<i>Always</i>

	3.3.1. Associating the pronunciation of a word or sound with a situation in which one has heard it.	4	<i>Usually</i>
		3	<i>Sometimes</i>
		1	<i>Rarely</i>
		1	<i>Never</i>
	4. Using phonetic symbols or their own code	2	<i>Always</i>
		1	<i>Usually</i>
		5	<i>Sometimes</i>
		5	<i>Rarely</i>
		3	<i>Never</i>
Reviewing well	1. Regular revision of recently learnt words	1	<i>Always</i>
		9	<i>Usually</i>
		3	<i>Sometimes</i>
		2	<i>Rarely</i>
		1	<i>Never</i>
Employing action	1. Making notes: creating posters, vocabulary lists with transcription, highlighting phonetic symbols, etc.	0	<i>Always</i>
		5	<i>Usually</i>
		3	<i>Sometimes</i>
		3	<i>Rarely</i>
		5	<i>Never</i>
Rote learning	1. Repeating a word (aloud or silently) several times over	10	<i>Always</i>
		3	<i>Usually</i>
		1	<i>Sometimes</i>
		2	<i>Rarely</i>
		0	<i>Never</i>
		7	<i>Always</i>
		4	<i>Usually</i>

	2. <i>Listening to a recorded list of words several times over to memorize their pronunciation</i>	3	<i>Sometimes</i>
		1	<i>Rarely</i>
		1	<i>Never</i>

In the table of memory strategies, the tactic of grouping words shows that eight students rarely group words in order to memorize their pronunciation; this item shows that even learners use tactic; grouping words is not a frequent strategy used by language learners because the result does not show a high frequency.

The tactic of making up songs, rhymes, stories to memorize pronunciation shows that five students answered sometimes for practicing this strategy. In contrast to another learners who marked usually and always, both together showed six students, more than sometimes scale. In other words, this strategy is considered useful for practicing pronunciation by the participants.

The results display that learners find that visual association is more useful to relate vocabulary in a conventional context showing that five of them practice this strategy while other nine relate vocabulary visualizing the transcription of words associating them with mental pictures seen previously. In comparison with visual, auditory association shows that the number of learners who use audible tactics is reduced but is taken into account in some cases. There is a tactic that shows a visible difference between the other strategies mentioned before. Showing that is more significant for learners the association of vocabulary related with previous self – experiences considering that the use of the language in a real context has more impact in the memory than ordinary vocabulary associations.

As the previous analysis explains the importance of visual strategies, there is another way to identify pronunciation of words with a specific code, this is the use of phonetic symbols which are not common or known by English language learners unless they have knowledge related on linguistics or phonetics if not they sometimes use own codes in order to identify sounds of words. The results showed a high scale for the rarely frequency as well as never; both together display a number of eight students. The strategy of making notes and displaying lists of vocabulary shows a similar relation with the previous one because eight students mention that this action is not taken into account as relevant, showing a high frequency in the scales of rarely and never together.

The analysis of the strategies, *employing action* and *rote learning* display interesting results such as the use of memorization which is applied as a relevant strategy by students. In addition, the strategy of repetition of words several times, shows that thirteen learners practice this strategy; ten answering for always and three for usually. With a no result, repetition of word lists shows seven students for always and four for usually, having a high scale of eleven. Contrary to those related with written strategies. Although these two strategies have been used for ages, results show that eight learners are not interested about writing or creating written tools in order to remember vocabulary and its pronunciation.

4.1.2 Cognitive Strategies Results

Cognitive strategies	Tactics (questionnaire item)	Students	Used frequency
Practicing pronunciation	1. Formally practicing with sounds, words, sentences, etc.	1	Always
		6	Usually
		7	Sometimes
		1	Rarely
		1	Never
	2. Listening to recordings to identify the pronunciation of new words (practicing perception)	1	Always
		6	Usually
		6	Sometimes
		3	Rarely
		0	Never
	3. Reacting and/or acting dialogues	1	Always
		6	Usually
		5	Sometimes
		4	Rarely
		0	Never
	4. Reading aloud paying particular attention to pronunciation	3	Always
		7	Usually
		2	Sometimes
		3	Rarely
		1	Never
	5. Observing movements of articulators in the mirror when speaking the TL	1	Always
		1	Usually
		2	Sometimes

		6	Rarely
		6	Never
	6. Talking to oneself in the TL	8	Always
		3	Usually
		3	Sometimes
		2	Rarely
		0	Never
	7. Rehearsing	0	Always
		5	Usually
		6	Sometimes
		5	Rarely
		0	Never
	8. Whispering to focus on the feeling of articulation	0	Always
		2	Usually
		6	Sometimes
		7	Rarely
		1	Never
	9. Completing various phonetic exercises in course-books, computer programs and on internet sites.	0	Always
		3	Usually
		4	Sometimes
		6	Rarely
		3	Never
	10. Imitate gestures and facial expressions	4	Always
		5	Usually
		3	Sometimes
		2	Rarely

		2	Never
	11. Using media; radio or watch TV in English	5	Always
		4	Usually
		5	Sometimes
		2	Rarely
		0	Never
	12. Speaking with foreigners in the TL	2	Always
		5	Usually
		4	Sometimes
		4	Rarely
		1	Never
	12.1. Repeating after target language (TL) speakers	7	Always
		4	Usually
		5	Sometimes
		0	Rarely
		0	Never
	12.2. Repeating simultaneously with TL speakers visual	5	Always
		4	Usually
		4	Sometimes
		2	Rarely
		1	Never
	12.3. Imitating mouth movements made by TL speakers	3	Always
		2	Usually
		3	Sometimes
		5	Rarely
		3	Never

Analyzing and reasoning	13. Reasoning deductively: forming and using pronunciation rules	1	Always
		4	Usually
		8	Sometimes
		3	Rarely
		0	Never
14. Analyzing contrastively			
	14.1. Analyzing the differences between TL pronunciation and the pronunciation of other languages	2	Always
		3	Usually
		4	Sometimes
		5	Rarely
		2	Never
	14.2. Analyzing the pronunciation errors made by native TL speakers speaking Spanish.	1	Always
		6	Usually
		4	Sometimes
		4	Rarely
		1	Never

The table of *Cognitive Strategies* shows in the tactic of practicing with sounds, words or sentences a high scale in the sometimes frequency with seven answers from the students but with the number of students from the frequencies always and usually say that eight students practice this strategy, the same data is shown in the tactic of acting dialogues with seven students that use to apply it. In other words, it is useful for learners to listen to words and practice them in dialogues.

The two items that show a high number of answers in the scales with the most frequency are the ones that are focused on paying attention to the personal pronunciation or articulation; these tactics are reading aloud paying particular attention to pronunciation with ten answers and talking to oneself in English with eleven answers.

An interesting point to highlight is that learners are not used to observing their mouth movements in a mirror, they usually imitate gestures from other language speakers. Also It is common for learners to use media in order to improve pronunciation and try to identify some key sounds from words.

Speaking with foreigners has an important role in this group of cognitive strategies, although the results do not show a visible difference in numbers, it is noticeable that interaction with English native speakers has an impact in the acquisition of the pronunciation with the actions of repeating words or sounds during the talking in the target language at the same way learners also pay attention to some errors that foreigners make in Spanish but according to the results that strategy is not as relevant as the others mentioned before.

4.1.3 Compensation Strategies Results

Compensation strategies	Tactics (Questionnaire ítems)	Students	Used frequency
Guessing intelligently	1. Guessing the pronunciation of new words (e.g., on the basis of spelling)	4	Always
		7	Usually
		2	Sometimes
		2	Rarely
		1	Never
Overcoming limitations in pronunciation	1.1.Using L1 pronunciation if the word in the TL	1	Always
		3	Usually

	and L1 is spelled in a similar way	9	Sometimes
		1	Rarely
		2	Never
2. Using proximal articulation		4	Always
		6	Usually
		5	Sometimes
		0	Rarely
		1	Never
2.1. Avoiding words whose pronunciation one does not know		2	Always
		1	Usually
		5	Sometimes
		5	Rarely
		3	Never

The table above presents two strategies with answers in high frequencies, one of the them is: guessing the pronunciation of new words with eleven answers with the frequencies of always and usually together and the other with ten answers is the use of proximal articulation, this means that learners try to say words as the way they understand the sounds, using similar pronunciation based on the basis of English spelling or in Spanish as first language.

4.1.4 Metacognitive Strategies Results

<i>Metacognitive strategies</i>	<i>Tactics (questionnaire items)</i>	<i>Students</i>	<i>Used frequency</i>
Centering one's learning		5	Always
		7	Usually

	1. Looking up the pronunciation and practice it before of a speech in English	2	Sometimes
		0	Rarely
		2	Never
	2. Focus on phonetic problems and paying attention to a speaker's pronunciation	3	Always
		5	Usually
		4	Sometimes
		3	Rarely
		1	Never
	2.1 Paying attention when someone is speaking in the TL	6	Always
		7	Usually
		1	Sometimes
		1	Rarely
		1	Never
Arranging and planning one's learning	3. Try to find out how to improve pronunciation	6	Always
		4	Usually
		6	Sometimes
		0	Rarely
		0	Never
	3.1. Searching many different ways of practicing pronunciation.	2	Always
		7	Usually
		5	Sometimes
		0	Rarely
		2	Never
		4	Always

	3.2. Setting short- and long-term goals	5	Usually
		4	Sometimes
		2	Rarely
		1	Never
Evaluating one's learning	1. Self-monitoring	4	Always
		6	Usually
		4	Sometimes
		1	Rarely
		1	Never
	2. Self-evaluation (recording oneself to evaluate one's pronunciation)	3	Always
		1	Usually
		6	Sometimes
		2	Rarely
		4	Never

The chart of *Metacognitive Strategies* shows the obtained results from the questionnaire. The strategy of looking up pronunciation shows that twelve learners use to practice their pronunciation before a speech in English, while the half of the participants marked with a high frequency that they focus on speaker's pronunciation while they are talking, this means that these group of students develop better their pronunciation centering on the perception of sounds from English speakers. Metacognitive learning includes the actions that students take in order to create and find out new methods according to their self-learning. In the strategy of arranging one's learning is detected that six learner always look for new strategies and a visible number of them mentioned that searching many different ways of practicing

pronunciation is useful to improve this skill, setting goals to their learning process. This table also shows that after searching different strategies for practicing pronunciation, ten learners also monitor that process but more than the half of them do not evaluate themselves; it means that it is not as important as the arrangement and monitoring of their process. In general terms it is more accurate for learners the acquisition or development of pronunciation by observing others instead of follow an organized process.

4.1.5 Affective Strategies Results

<i>Affective strategies</i>	<i>Tactics (questionnaire items)</i>	<i>Students</i>	<i>Used frequency</i>
Reducing your anxiety	1. Trying to relax whenever I feel afraid of reading aloud or speaking in the TL	3	Always
		5	Usually
		6	Sometimes
		0	Rarely
		2	Never
	1.1 Trying to relax whenever I notice nervousness while learning English pronunciation or speaking in the TL.	2	Always
		8	Usually
		3	Sometimes
		0	Rarely
		3	Never
Encouraging yourself	2. Encouraging oneself to work on one's pronunciation	2	Always
		7	Usually
		5	Sometimes
		0	Rarely

		2	Never
	2.1 Encouraging oneself to speak in the TL even when they feel afraid because their pronunciation is not good	2	Always
		7	Usually
		5	Sometimes
		0	Rarely
		2	Never
Taking one's emotional temperature	3. Having a sense of humor about one's mispronunciations	2	Always
		5	Usually
		3	Sometimes
		5	Rarely
		2	Never
	3.1 Analyzing one's feelings connected with pronunciation learning	1	Always
		5	Usually
		6	Sometimes
		3	Rarely
		1	Never
	3.2 Discussing feelings with others	4	Always
		4	Usually
		2	Sometimes
		3	Rarely
		3	Never

The table of *Affective Strategies* shows the findings from the actions that language learners take into account in order to manage their feelings while they practice pronunciation. The

strategy of reducing anxiety shows that eight learners usually try to relax when they feel afraid of reading aloud or speaking in the target language whereas the other half does it sometimes. This previous tactic is very similar to the feeling of nervousness, both together show almost the same scale of answers with thirteen and fourteen students in a range from the frequencies of sometimes and always. The difference between the findings is that learners are a bit more able to manage their nervousness than the feeling of fear. On the other hand in order to compensate these negative feelings, nine learners mentioned that they use to work on pronunciation and encourage themselves to speak in English even when they know that their pronunciation is not the most accurate. The strategy of balancing the emotional temperature takes into account the actions of having a sense of humor about mispronunciation, with this tactic, seven of them use to behave relaxed about it but other seven do not. Learners behave neutral about the analysis of their pronunciation connected with their feelings. For this group of learners is usual to discuss their feeling with others and in that way feel confident inside the group. A point of view of the researcher is that the participants of this study as they are adults, they have more control on their emotions, and have clearer goals about their pronunciation, contrary to a group of teenagers who would show a different behavior about their feelings during the productions of sounds that do not belong to their first language.

4.1.6 Social Strategies Results

<i>Social strategies</i>	<i>Tactics (Questionnaire items)</i>	<i>Students</i>	<i>Used frequency</i>
Asking questions	1. Asking for help	6	Always
		6	Usually
		2	Sometimes
		0	Rarely
		2	Never
	1.1 Asking for correction	7	Always
		6	Usually
		1	Sometimes
		0	Rarely
		2	Never
Cooperating with others	2. Cooperating with peers and/ or advanced users of the TL	5	Always
		2	Usually
		7	Sometimes
		1	Rarely
		1	Never
	2.1 Cooperating with others helping in learning pronunciation	5	Always
		5	Usually
		3	Sometimes
		2	Rarely
		1	never

The table of *Social Strategies* shows the results about the actions that students take into account in order to improve their pronunciation in a real context, a total of twelve learners prefer to ask for help to others about their pronunciation, and in a similar behaviorism eleven of them ask for correction to others. This is finding linked to the analysis in the table of metacognitive strategies, where learners prefer to acquire pronunciation by an audible and direct perception of the language, in this case the oral interaction with English language speakers. The tactic of cooperating with advanced English speakers is not as high as it should be; it displays seven students that sometimes do this useful tactic, other seven learners use to practice it. The analysis of this tactic is related to the affective strategies, which have an impact in the feeling of nervousness or fear at the moment of speaking with learners with and advanced level of English. Few are the learners who encourage themselves to interact without fear of improving pronunciation.

4.2 Research Questions Results

In this section of the research, the research questions are answered.

4.2.1 RQ1: what strategies do English students at the CELE use to improve pronunciation?

In order to answer this research question the most used strategies were analyzed and put together in two figures according to the two groups of language learning strategies; direct strategies and indirect strategies. In the figure of direct strategies are gathered the memory (blue), cognitive (yellow) and compensation strategies (orange), each one of them has the same color which is related to ones in the result tables (See 4.1 Obtained Results per Strategy) that were analyzed previously. Indirect strategies; metacognitive (purple), affective (green)

and social strategies (dark grey) are also divided with their own color from the tables in point 4.2.

These most used strategies were selected from the scales with the highest frequencies (always and usually). Each strategy was located in numerical order according to their scales, the one with the highest number of students was darkened with its proper color and the other with less scale were illustrated with faded colors.

Figure 4.2.1. 1Direct strategies: most used strategies

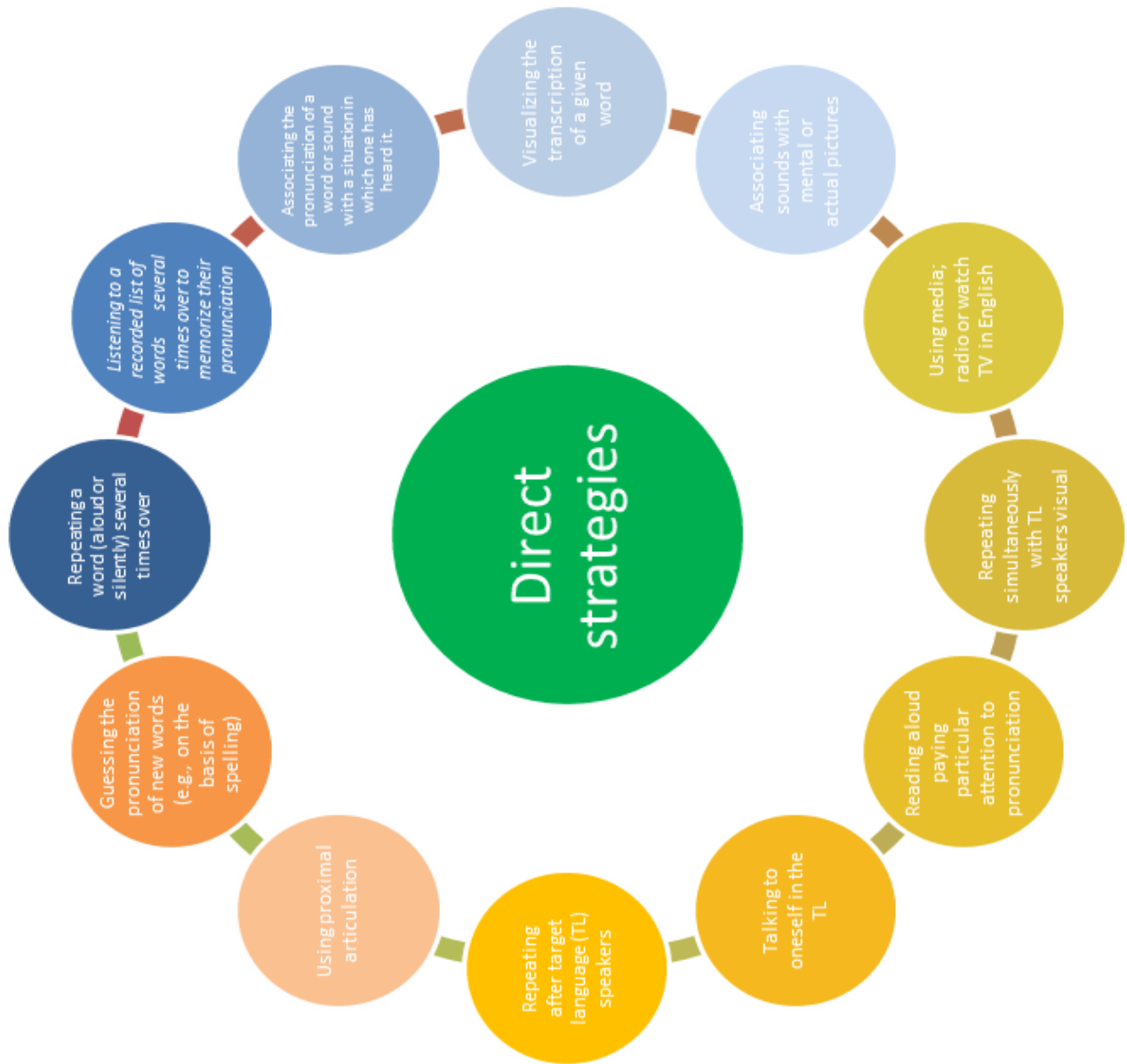




Figure 4.2.1.2 indirect strategies: most used strategies

4.2.1 RQ2: What are the most used strategies by English language learners at CELE to improve pronunciation?

The results show that the most used strategies appeared in the memory strategies and compensation strategies. Two items in the memory strategies, which are *associating the pronunciation of a word or sound with words or sounds existing in other languages I know* with 10 participants who said sometimes. The second option was *repeating a word (aloud or silently) several times over* with 10 participants who said always (see table 4.1.1). The item from the compensation strategy was *using L1 pronunciation if the word in the TL and L1 is spelled in a similar way* (see table 4.1.3) with 9 participants who said sometimes.

Memory strategies and *Compensation strategies* are the six main strategies with the highest results, according to the strategies mentioned above. Two of the most used strategies lay in the main strategy, which refers to memory and the other one in compensation strategies.

CHAPTER V

Conclusion

5.0 Introduction

This chapter concludes the whole work of the research project and discusses the most relevant finding. It also presents the impact in the research context, limitations of the project and some recommendation for further research. It is important to mention that this research was applied just in groups of one specific English level.

5.1 Findings

The data obtained by the survey were collected and classified in tables and figure, each section was analyzed further by the numbers. The results show what students think about their English pronunciation, as well as their self-practicing, practicing in classroom, practicing pronunciation outside the classroom, their feelings and their abilities they take into account to improve their pronunciation.

The tables display relevant information about the actions that students apply to improve pronunciation and be more competent with the use of the target language. The obtained results from the tables are illustrated in chapter four in two figures that show the most common strategies used by students in two groups of English nine from the department of CELE. The figure 4.2.1.1 shows the tactics per strategy.

Memory strategies shows five relevant tactics, which have the highest ciphers from the questionnaire applied to these two groups of English language learners:

1. •*Repeating a word (aloud or silently) several times over*
2. •*Listening to a recorded list of words several times over to memorize their pronunciation*
3. •*Associating the pronunciation of a word or sound with a situation in which one has heard it.*
4. •*Visualizing the transcription of a given word*
5. •*Associating sounds with mental or actual pictures*

The strategies that learners apply are more related to the association of vocabulary by listening and repeating words provided by images or visualizing the transcription of the words and remembering them in some situations where they have used them.

Cognitive strategies show five items with a high scale such as:

1. *Repeating after target language (TL) speakers*
2. *Talking to oneself in the TL*
3. *Reading aloud paying particular attention to pronunciation*
4. *Repeating simultaneously with TL speakers visual*
5. *Using media; radio or watch TV in English*

These strategies are focused on the acquisition of vocabulary by paying attention to the self-articulation and others pronunciation in order to say words in a similar way to the speakers that learners hear.

Compensation strategies show two items, which are the ones with the highest scale from this table, these are the following:

1. *Guessing the pronunciation of new words (e.g., on the basis of spelling)*
2. *Using proximal articulation*

These two strategies are focused on the ability to use pronunciation and improvise words when learners do not know them, guessing their pronunciation with some words that they know from other languages or have a similar sound based on the spelling.

To conclude, it was found that the participants frequently used direct strategies since they use strategies that help them to acquire pronunciation of words by the skills of reading, listening and then producing sounds as the way they hear them or understand. It was identified that it is not common in these group of students to look up for specific pronunciation of words.

Indirect strategies results show less items than direct strategies, but it is important to mention that in this group of strategies are the items with highest ciphers from the questionnaire. In the metacognitive strategies are shown the following most used strategies.

1. *Paying attention when someone is speaking in the TL*
2. *Looking up the pronunciation and practice it before of a speech in English*
3. *Searching many different ways of practicing pronunciation.*
4. *Self-monitoring*

English language learners focus on their knowledge before having a speech; and only when they talk in front of a group they look up for pronunciation, they also pay attention when someone is speaking in English and try to get the most efficient intonation of words. Even they monitor their pronunciation learning process, they do not follow a proper evaluation about their advances.

The findings in affective strategies show that learners

1. *Try to relax whenever they notice nervousness while learning English pronunciation or speaking in the TL*
2. *Encourage themselves to work on their pronunciation*
3. *Discuss feelings with others*

Three different strategies are presented as the highest in this group; the management of their feelings before and during a speech in English, after feeling nervous they try to overcome their mistakes on pronunciation and finally discuss them with somebody in order to share their feeling about pronunciation.

Social strategies show that students consider very important to interact with English native speakers or speakers with a high level of the language, to ask for correction instead of looking up the correct pronunciation by themselves in books or other useful strategies for their pronunciation improvement.

1. *Asking for correction*
2. *Asking for help*
3. *Cooperating with others helping in learning pronunciation*

5.2 Limitations of the Research

The research was carried on two groups of English as these groups were from the level nine from the department of CELE it was complicated because there were the only groups in that period of the year, and usually in those groups, the number of students is not numerous.

The topic of language learner strategies has very useful literature as a general term but specifically pronunciation strategies is not a wide topic for a research; there is a little information about it. It took some time to find the needed documents or material to develop the research. It was gathered with books about pronunciation learning, pronunciation practice and phonology using the different sounds of English language. This literature was combined with information about leaning strategies and autonomous learning information. For that reason it was found a study related with PLS which was an important guide to have a clearer view of PLS displaying all the different groups of language learning strategies. Adapting the instrument used in that research with advanced English language learners from the department of CELE at BUAP.

5.3 Further Research

In this research only participated students from the department of language courses (CELE) BUAP. These students only take general English courses; they are not focused on language teaching they only study English to fulfill a requirement asked by the university or only for their own interest. The results from the research show strategies that students from other fields use in order to have an acceptable knowledge. It would be interesting to carry out a similar study in other groups or in other schools where English languages courses are taught. Other results would be obtained if learners were from the LEI major at BUAP. An English language school is not the only place where a similar research can be applied, it could be interesting to research in a bilingual school with teenagers or with learners with a basic level of English as well. Even people who is not studying English in a school but they have knowledge of the language because they work with native English speakers and investigate how important is pronunciation for them.

5.4 Conclusion

This study has shown more possible pronunciation strategies and how learners take into account each of them, relating them with their learning process.

According to the findings presented in the previous chapter, the researcher concludes that English language learners from the department of CELE improve their pronunciation using direct and indirect language strategies. Students practice direct strategies recognizing sounds, relating them with images, visualizing their transcription and then use the strategy of repetition to retain words and their pronunciation. In the same way they also pay attention to native or nonnative English language speakers and try to repeat words or phrases,

simultaneously or after them in order to get as much as possible a native accent sometimes guessing the pronunciation of unknown words.

Based on the results obtained in this research it can be said that these students practice indirect strategies by searching different ways to learn pronunciation, creating own strategies according to their self-learning style, looking up pronunciation of words before a presentation in English, motivating themselves to overcome limitations with their feelings. They use the strategy of monitoring their pronunciation process by asking for correction with advanced English language speakers, solving their doubts about pronunciation.

In a more concrete conclusion, advanced English language learners improve their pronunciation by having a previous self-practice and then apply it interacting with people for a more real practice of the language.

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Read the statements below and circle the response that indicates how often you use a given way of learning English pronunciation according to the following scale:

1 – never or almost never, 2 – rarely, 3 – sometimes, 4 – usually, 5 – always or almost always

APPENDIX A

		1	2	3	4	5
Part A						
1	In order to memorize the pronunciation of a given Word I try to associate it with the pronunciation of a different Word (in another language I know) or with some sounds (e.g. animals sounds, sounds of machines, devices, etc).					
2	I memorize the pronunciation of a given word by associating it with an image or a picture (in mind or in actual drawing)					
3	I group words that sound similar in order to memorize their pronunciation.					
4	I use visual aids to memorize the pronunciation of new words (e.g. posters with transcription of new words, and marking phonetic symbols with various colors).					
5	In order to memorize the pronunciation of a given word I use phonetic symbols or my own code to write down its pronunciation.					
6	I memorize the pronunciation of a given word by visualizing its transcription.					
7	I memorize the pronunciation of new words by remembering the location of their transcription on the page, board etc.					
8	I memorize the pronunciation of new words when I associate them with a situation in which I have heard them.					
9	I repeat a word several times over (aloud or in my mouth) to memorize its pronunciation.					
10	I record words whose pronunciation I want to memorize and listen to the recording several times over.					

11	I memorize the pronunciation of a given word by putting it in a context (a sentence, a story, a rhyme, etc.)						
12	I review the pronunciation of recently learnt words regularly.						
Part B							
13	I practice pronunciation by repeating sounds, words, sentences, etc., several times in the same way or in different ways (changing speed, dividing words into syllables, etc.)						
14	I repeat sounds, words, sentences, etc., after English speakers.						
15	I repeat sounds, words, sentences, etc., simultaneously with English speakers.						
16	I repeat sounds, words, sentences, etc., simultaneously with English speakers, imitating their gestures and facial expressions.						
17	I listen to the radio and/ or watch TV in English.						
18	I speak to foreigners in English.						
19	I imitate mouth movements made by English speakers.						
20	I observe the movements of articulators in the mirror when speaking English.						
21	Before I say something aloud, I practice saying a given word, sentence, etc., in my mind.						
22	I practice my pronunciation by speaking to myself in English.						
23	I practice my pronunciation by reciting texts and/ or acting out dialogues.						
24	I practice reading aloud, paying particular attention to my pronunciation.						
25	I practice whispering to focus on the feeling of articulation.						
26	I try to identify and use pronunciation rules.						

27	I analyze the differences between English pronunciation and the pronunciation of other languages.						
28	I complete various phonetic exercises which I find in course-books, computer programs and on internet sites.						
29	I listen to recordings several times in order to identify the pronunciation of unknown words (perception practice).						
30	I pay attention to pronunciation errors made by native speakers of English speaking Spanish.						
Part C							
31	If I do not know how to pronounce a given word, I guess its pronunciation.						
32	If I do not know how to pronounce a given word, I avoid using it.						
33	If I do not know how to pronounce a given word and its spelling is similar to a Spanish word, I use Spanish pronunciation hoping that I will be understood.						
34	If I cannot produce a given English sound, I produce a sound as similar to it as possible.						
Part D							
35	I try to find as many different ways of practicing my pronunciation as I can.						
36	I pay attention to pronunciation when someone is speaking English.						
37	I choose a phonetic problem (e.g. a given sound, word stress, intonation, etc.) and pay attention to it when someone is speaking English.						
38	I try to find out how to improve my pronunciation.						
39	I have clear goals for improving my pronunciation.						
40	When I prepare a speech in English, I look up the pronunciation of new words in a dictionary and practice their pronunciation.						

41	I notice my pronunciation problems and I try to overcome them.						
42	I evaluate my progress in pronunciation by recording myself and comparing my pronunciation to the pronunciation of native speakers.						
Part E							
43	I try to relax whenever I feel afraid of reading aloud or speaking in English.						
44	I encourage myself to speak English even when I am afraid that my pronunciation is not good.						
45	I encourage myself to work on pronunciation even when I think that something is too difficult for me or when I do not feel like learning.						
46	I notice if I am tense or nervous when I am learning English pronunciation or speaking English and I try to relax.						
47	I use a sense of humor about my mispronunciations.						
48	I analyze my feelings connected with learning pronunciation.						
49	I talk to someone else about how I feel when I am learning pronunciation.						
Part F							
50	I ask English speakers to correct my pronunciation when I speak.						
51	I ask others for help if I do not know how to pronounce a given sound or word.						
52	I learn pronunciation with other students, friends.						
53	I help others in learning pronunciation.						
Other							
54	I use other way(s) of learning pronunciation (explain what you do)						

Adapted from Calka (2011, p.394)