



# BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

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FACULTAD DE LENGUAS

**“Lei student’s self-perception on pronunciation problems”**

A Thesis Submitted to the Faculty of Languages for the Degree  
of

**Licenciatura en la Enseñanza del Inglés**

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**Lei Student's self-perception on pronunciation problems**

This Thesis has been read by the members of the  
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And it is considered worthy of approval in partial  
fulfillment of the requirement for the degree of

**LICENCIATURA EN ENSEÑANZA DEL INGLÉS**

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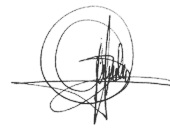
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### **Dedication**

First, I would like to dedicate this thesis to my mother and my uncles, who always gave me enough support to persevere and not give up on my major.

Also, there are two special people who have always helped me in my life, and I am very thankful to them: my grandfather Maricruz Lopez Aguilar and Jaime Espindola Guarneros. Thanks for giving me love and care and never leaving me alone, but the most important thing, thanks for believing in me in every moment because I could not have achieved this goal without you.

Additionally, I want to thank Lemmy Killmister for giving me courage in every Motorhead ´song to surpass all adversities. Maybe I was born a loser, but I live to win.

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### **Abstract**

In the English teaching degree (LEI) of the language faculty from BUAP, most students in the last semesters claim to have many difficulties with their pronunciation performance, and they need to improve the proper academic level in speaking skills. This situation worries students who are about to finish their degree because pronunciation is an essential element to communicating effectively.

This descriptive-quantitative study aimed to identify the reasons that cause students have a negative perception of their pronunciation and that they cannot develop an excellent academic level of speaking skills. The result showed that most students claim that technological tools are essential to achieve excellent performance in pronunciation and speaking ability. Also, these students affirm that digital tools are helpful, but the main problem is that these resources are overpriced.

Furthermore, all learners coincide in that they want to achieve excellent English pronunciation so as not to be afraid to speak in English during a certification English test or professional exam. On the other hand, a few students need help acquiring digital tools to practice their pronunciation and speaking skills, so they try to improve using traditional teaching methods. It is essential to mention that they are helpful, but it is necessary to complement them with technological tools.

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## Chapter I

### 1.0 Introduction

English is the most popular language in the world. For several years, a second language has become an excellent tool for professional success. Also, here in Puebla City, having the proper English level and correct pronunciation means protruding in society with many business and job opportunities. Then, the superior education institutions in Mexico City decided to implement the second language in their syllabus from two thousand nines. Currently, Mexico needs professional people with excellent English performance in the four skills of the second language. Indisputably, English pronunciation is the most crucial ability of spoken foreign language (FL), and developing a superb pronunciation level has always been an enormous problem for language learners due to different factors, such as the lack of students' practice, the equivocated way to practice pronunciation or the learners' insecurity to speak English in the classroom.

English is the most popular language in the world. The second language has become an excellent tool for professional success for several years. Also, here in Puebla City, having the proper English level and correct pronunciation means protruding in society with many business and job opportunities. Then, the superior education institutions in Mexico City decided to implement the second language in their syllabus from two thousand nines. Currently (Banks, 2017, p. 16), Mexico needs language teachers who have developed an English performance in the four FL skills. Indisputably. English pronunciation is the most crucial ability of spoken FL, and creating an excellent pronunciation level has always been an enormous problem for language learners due to different factors, such as the lack of

students' practice, the equivocated way to practice pronunciation, or the learners' insecurity to speak English in the classroom (Gilakjani, 2016).

### **1.1 Background**

Unfortunately, LEI students with pronunciation problems have acquired a nonstandard variety of English that leads to learners living in fear of speaking to a specific audience because they think that they have a ridiculous pronunciation level; in the words of (Hudley, 2011), "it is comprehensible that an ESL learner using a nonstandard variety of English might be negatively affected while acquiring the foreign language if they are not familiar with standardized second language" (p, 147). Consequently, they did not practice English pronunciation efficiently while staying in the Licenciatura en enseñanza del inglés (LEI).

Incredibly, the Benemérita Universidad Autónoma de Puebla in the English teaching major, the pronunciation issues in the second language are still affecting future English Teachers, and these days, a lot of LEI students' self-perceptions claim that they have a low pronunciation level. However, analyzing some factors linked to pronunciation difficulties is essential. One of them is the interference of the local language during the English class; many students do not restrict their mother tongue. Thus, they do not develop proper pronunciation, which consists of repeating word sounds as in their mother tongue. So, this issue impacts their communicative competence (Suadiyatno, 2020).

Furthermore, (Zhang, 2009, p. 142) assumes there is interference of the mother tongue to the FL. Therefore, they do not pronounce because they tend to have problems aspirating, stress, and increasing or decreasing their voice in the FL. In other words, the pronunciation

performance will never succeed in learners with the Spanish language interference during the English practice.

Also, many students need more straightforward basic individual vocal sounds even after passing five English courses on the syllabus. Furthermore, (Arikan, 2019) states that problems with simple past verbs are usually in the learner's performance pronunciation. In addition, too little emphasis on pronunciation awareness can lead to mispronunciation errors and misapprehension, ultimately reducing students' intelligibility.

On the other hand, the need for English knowledge of phonetics and phonology among students is also a considerable difficulty. Despite having studied the phonetic and phonology course in the syllabus, several students affirm that they still need to obtain significant knowledge of this subject. It is necessary to emphasize the importance of realizing and defining the biggest problems that students are constantly facing and may not even be aware.

In addition, it is essential to mention that it is difficult for learners to stay motivated to improve their pronunciation. They perceive a disadvantage in the classroom with native English speakers because they do not have enough language performance to express themselves, and this situation leads to stress, insecurity, and fear of making pronunciation errors on learners. In the words of (Shak, 2016) indicates that university learners have pronunciation issues, which can disappoint them, mainly when they present or report orally in their different subjects; as a result, many are conscious of that affects their confidence while presenting. So, in the above situation, in a speaking class work, students make the error of comparing their pronunciation with the performance of their native English speakers. Consequently, students' motivation is affected, and they adopt a negative self-perception of their pronunciation skills worldwide. The second language has become an excellent tool for

professional success for several years. Also, here in Puebla City, having the proper English level and correct pronunciation means protruding in society with many business and job opportunities. Then, the superior education institutions in Mexico City decided to implement the second language in their syllabus from two thousand nines. Currently (Banks, 2017, p. 16), Mexico needs language teachers who have developed an English performance in the four FL skills. Indisputably. English pronunciation is the most crucial ability of spoken FL, and creating an excellent pronunciation level has always been an enormous problem for language learners due to different factors, such as the lack of students' practice, the equivocated way to practice pronunciation, or the learners' insecurity to speak English in the classroom (Gilakjani, 2016).

## **1.2 Problem**

For several years, many students in the BUAP language faculty have claimed they do not have an acceptable academic level of English pronunciation skills. They think developing this speaking ability is an enormous challenge because they do not have significant practice in English pronunciation. Consequently, many students are coursing the last semesters of their major. They affirm to have a pronunciation as an English beginner. So, in this situation, learners are stressed.

## **1.3 Justification**

The importance of this study is based on the requirement to know which problems lead to students having a negative self-perception about their pronunciation performance and not being able to improve their pronunciation skills successfully. In the Licenciatura en enseñanza del Inglés (LEI) program, students have to pass five target language courses that are designed so the students achieve at the C1 level in the second language where the future

English teacher has developed an excellent academic level in the four skills (reading, writing, listening, and speaking). According to BUAP, in the LEI major, the student has a graduated profile; they manage the second language at the B2 level by The Common European Framework of Reference.

Also, among 42 subjects in the LEI program, one subject was designed by linguistics (Phonetics and Phonology). When learners conclude this course, the acquired knowledge should complement the students' pronunciation performance; as (Szyszka, 2015) cited, competence and meta-competence of phonology have an enormous value in the pronunciation acquisition of the FL. In addition, at this stage of the major, the student should be at the B1+ and B2 level, staying in the three or four English courses and managing a proper communicative competence according to The Common European Framework of Reference. However, many students claim that applying linguistic knowledge in real life is complicated in improving pronunciation skills; even though students have already practiced the workshop specifically related to improving speaking and pronunciation during five English courses, the problem still affects future English teachers. Indeed, the material that the language faculty gives to students to develop pronunciation skills is good, but it is just for English beginners (A1 and A2 level). If we refer to an intermediate student and advanced students (B1, B1+, B2, and C1) students must start to practice in real speaking situations. Developing the proper English level in every skill is a work that takes a lot of years of practice. However, learners must know how to successfully practice English skills with the correct tools.



#### **1.4 Objectives**

The purpose of this research is to know why LEI students think about their pronunciation and which factors and problems lead them to adopt the wrong self-perception of their English pronunciation performance.

To distinguish LEI students' self-perception of their English pronunciation.

To determine the main problem that students have to improve their English pronunciation

To identify the strategies, which help students improve their pronunciation

To analyze the effects LEI students' level of pronunciation have on language learning classes.

#### **1.5 Research questions**

Why are LEI students' self-perception of their English pronunciation?

What is the main problem that students have to improve their English pronunciation?

What strategies could help students improve their pronunciation?

What effects does LEI students' level of pronunciation have on language learning classes?

#### **1.6 Significance of the study**

The finding of this study will reward the benefit of LEI students of the language faculty, considering that LEI students' self-perception on pronunciation is usually very negative, and it causes learners never achieve a proper pronunciation performance. This research will help students to be aware of the different factors that affect their pronunciation development and lead to a terrible self-perception of English pronunciation. Also, this study could help students to be self-taught in their pronunciation development, they may be using a lot of digital tools to improve their pronunciation performance. The following research is expected to be significant for LEI students since many learners may identify with a lot of

factors, problems, feelings, and situations that they suffer during their major. Also, this prevents students from achieving the proper English pronunciation level, and it leads them to have a bad self-perception of their foreign pronunciation. Furthermore, this study proposes to give students different strategies to eradicate this issue and improve their pronunciation skills, thus developing a better self-perception of their pronunciation in the long term.

### **1.7 Conclusions**

To conclude this chapter, it is really essential to identify the difficulties that cause students to think that they have a low pronunciation performance and try to work on them. Also, they need to know the quality and authenticity of the materials, resources, and strategies that they select to practice on their own. In addition, it is essential that the language faculty find out what opinions and knowledge the university has since, as students, we could also have certain limitations in terms of communication problems.

## CHAPTER II

### 2.1 Introduction

The teaching and learning of pronunciation have been neglected for years due to the lack of research on teaching strategies, the low importance given to it in the curriculums, and the lack of awareness among teachers and students (Gilakjani, 2016). In addition, pronunciation problems can lead to mispronunciation errors and negative communication and mainly reduce the student's confidence when speaking English.

For many years, LEI students have had a negative self-perception of their pronunciation; they have tried to find different ways to improve their pronunciation performance using various materials, such as watching the news on the TV and carefully repeating the commentator's pronunciation words. Another way is to watch their favorite movies and try to understand the dialogue without watching the subtitles. Thus, LEI learners are practicing pronunciation as well as listening skills. In addition, having frequent conversations with an American Native speaker could be the best option to achieve a good pronunciation skill. Unfortunately, it is very complicated for LEI pupils to find a foreign person to practice the pronunciation.

### 2.2 The pronunciation of the vowels in the American English language

In the English language, the pronunciation of words is entirely different when people are talking; this language phenomenon occurs because English spelling patterns are uncertain, and the rules of the FL are not strict (Dale, Poms, 1985). For instance, these five words have a different sound with the vowel "a":

Hate      Father      Have      Any      Saw

For FL students, recognizing these five sounds of the vowel “a” could be an enormous challenge, not to mention the other different sounds that the rest of the vowels have. So, (Poms, 1985) states that the next table that is known as “A key to pronouncing the vowels of American English”, uses a system called “the International Phonetic Alphabet (IPA)”, and it represents each sound vowel with a different symbol to learn every sound easier. See Table 1.

Table 1

*A key to pronouncing the vowels of American English*

<b>International Phonetic Alphabet symbol</b>	<b>Dictionary Symbol</b>	<b>English Key Words</b>	<b>Spanish Key Words</b>
<b>SECTION ONE</b>			
<b>I</b>	Ē	me, tea, bee	<b>Sí, día, allí</b>
<b>I</b>	i	It, pin	-----
<b>eɪ</b>	Ā	Ate, game, they	<b>ley, seis, peine</b>
<b>ɛ</b>	e	egg, head, pet	<b>el, perro</b>
<b>Æ</b>	a	at, fat, happy	-----
<b>A</b>	Ä	hot, father	<b>casa, alto, acá</b>
<b>SECTION TWO</b>			
<b>U</b>	—	yew, moon, rule	<b>luna, tú</b>
<b>U</b>	OO	put, cook	-----
<b>ʌ</b>	U	up, butt, love	-----
<b>OU</b>	Ō	oat, know, owe	<b>Lourdes, Estadounidense</b>

ɔ	Ô	call, <u>cross</u> , _____	
		caught	
<b>SECTION THREE</b>			
ə	ə	soda, <u>upon</u> _____	
ɜ	Ûr	<u>urn</u> , <u>first</u> , <u>serve</u> _____	
æ	ær	<u>father</u> , <u>after</u> , _____	
aU	Ou	<u>out</u> , <u>cow</u> , <u>house</u> <b>auto, causa</b>	
aI	Ī	<u>my</u> , <u>pie</u> ,    I <b>aire, hay, bailar</b>	
ɔi	oi	<u>oil</u> , <u>boy</u> , <u>noise</u> <b>hoy, oiga, sois</b>	

Source: information taken from (Dale, Poms, 1985)

Table 2

*Pronouncing section I vowels*

<b>International Phonetic Alphabet symbol</b>	<b>Lips:</b>	<b>Jaw:</b>	<b>Tongue:</b>
<b>[i] as in “me”</b>	They must be tense and must stay in a “smile” position	It must be completely raised	It must be elevated near the ceiling of the mouth
<b>[I] as in “it”</b>	They must be leisurely and lightly separate	It must be lighter than for [i]	It must be elevated, but lower than for [i]
<b>[eI] as in “ate”</b>	They must be propagated and unround	It must be elevated with the tongue and closed lightly	It slides from midlevel to near the ceiling of the mouth
<b>[ε] as in “eggs”</b>	They must be lightly	It must be opened more than for [eI]	It must be midlevel in the mouth

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	propagated and unround		
<b>[æ] as in “fat”</b>	They are propagated	It must be opened wider than for [ɛ]	It must be low near the flooring of the mouth
<b>[a] as in “hot”</b>	They must be apart in a “yawning” position	It must be lower than any other vowel	It must be flat on the flooring of the mouth
<b>Pronouncing section II vowels</b>			
<b>[u] as in “you”</b>	They must be strained and in a “whistling” position	It must be completely raised	It must be high near the ceiling of the mouth
<b>[U] as in “cook”</b>	They are relaxed and slightly parted	It is slightly lower than for [u]	It must be high, but lower than for [u]
<b>[ʌ] as in “up”</b>	They must be laid-back and slightly parted	It must be laid-back and slightly lowered	It must be laid-back and midlevel in the mouth
<b>[OU] as in “no”</b>	They are strained and very round	It must be elevated with the tongue and closed slightly	It slides from midlevel to near the ceiling of the mouth
<b>[ɔ] as in “all”</b>	They are in a strained oval form and slightly protruded	It must be opened more than for [OU]	It must be low near the flooring of the mouth
<b>Pronouncing section III vowels</b>			
<b>[ə]</b>	This sound is spelled in any vowel in the foreign language and most syllables sound like [ə]. The pronunciation consists in producing a brief and rapid sound, the lips need to be totally relaxed and move slightly during it is spelling.		
<b>[ɜ] as in “first”</b>	They are protruded and slightly parted	It is slightly lowered	It is at midlevel in the mouth
<b>[ə̃] as in “father”</b>	They are protruded and slightly parted	It is slightly lowered	It is at midlevel in the mouth
	The sound of [ɜ] and [ə̃] are very similar, but [ə̃] is spelled with less force and it is used in unstressed syllables words.		

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<b>[aʊ] as in “cow”</b>	They slide from an open position	It must be elevated with the tongue and must be closed	It slides from low to high near the ceiling of the mouth
<b>[aɪ] as in “pie”</b>	They slide from an open to a lightly parted position	It must be elevated with the tongue and must be closed	It slides from low to high near the ceiling of the mouth
<b>[ɔɪ] as in “boy”</b>	They slide from a strained oval form to a relaxed, lightly parted position	It must be elevated with the tongue and must be closed	It slides from a low position to a high near the ceiling of the mouth

Source: information taken from (Dale & Poms, 1985)

It is necessary to mention that LEI learners in the last and first semesters have problems with this simple topic, spelling the right sound with the vowels, and the reason for this is that English learners do not have significant experience with the sounds. Consequently, this issue prevents us from ascribing it to meaning and the correct pronunciation (Dalton, 1994, p. 18). Apart from this, the information that pupils get during the first language acquisition works as a filter, and it will prevail when they are exposed to the FL (Seidlhofer, 1994, p.18).

Also, according to (Murcia, 1996, p. 94), there are eleven of the fourteen stressed sound vowels that L2 pupils need to know to start to understand better the pronunciation production; those are simple vowels (vowels without gliding movement) and vowels with an adjacent glide (vowels with /y/ or /w/). See Table 3

**Table 3**

*Simple vowels and vowels with adjacent glides*

<b>1.</b>	<b>/iy/</b>	<b>Heart, be</b>
-----------	-------------	------------------

2.	/ɪ/	<b>Fit, tin</b>
3.	/ey/	<b>Rain, may</b>
4.	/ɛ/	<b>Get, hen</b>
5.	/æ/	<b>Cat, pan</b>
6.	/ɑ/	<b>Ma, hot</b>
7.	/ʌ/	<b>Cut, son</b>
8.	/ɔ/	<b>Thought, law</b>
9.	/ow/	<b>Sow, boat</b>
10.	/ʊ/	<b>Look, wool</b>
11.	/uw/	<b>Blue, room</b>

Source: information taken from (Murcia, 1996, p. 94)

Furthermore, three of the eleven stressed sound vowels are called “three phonemic vowels diphthongs, these sounds produce a considerable motion from a vowel sound spelling lower in the mouth to spelling higher in the mouth, See Table 4.

Table 4

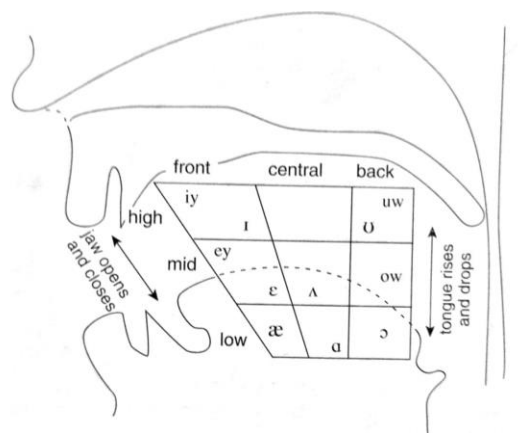
*Three phonemic vowels diphthongs*

	<b>Sound</b>	<b>Movement</b>	<b>Examples</b>
12.	/ay/	Low central to high front	<b>Tie, nine</b>
13.	/aw/	Low central to high back	<b>House, how</b>
14.	/ɔy/	Low back to high front	<b>Boy, choice</b>

(Goodwin, 1996, p. 94)



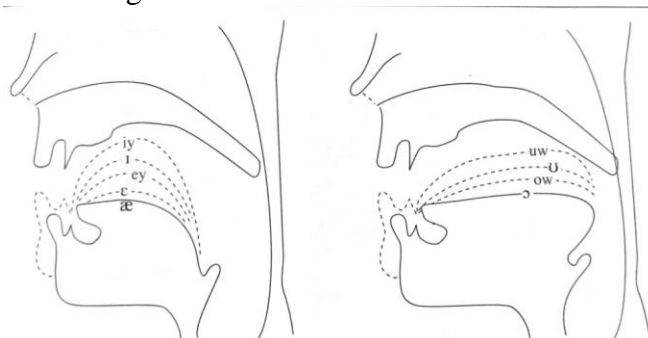
Moreover, in the words of (Brinton 1996, p. 94), the coordination of the cavity, tongue, and jaw have an important role in vowel sound production; the vowel sounds are characterized by which part of the tongue is required (front, central, back) and how the sound is produced (high, mid, low). The high front vowels are /iy/ and /I/ because they are produced using the front of the tongue high in the mouth, the hard palate, and the jaw in a closed position. In another way, the phoneme /a/ is assigned as a low central vowel because the articulation occurs in the center of the mouth, the jaw is in an open position and the tongue works in a low position with the bottom of the mouth, (Goodwin, 1996, p. 94) See Figure 1.



**Figure 1:** The NAE vowel quadrant and sagittal section of the mouth.

Source: information taken from (Goodwin 1996, p. 95)

Figure 2 shows the intensity of how the sound increases when the jaw opens with the sections high, mid, and low. The role of the tongue can be characterized by the front, central, and back parts. See Figure 2.



*Figure 2: Comparison between the tongue and the jaw position in front and back vowel production.*

Source: Taken from (Goodwin 1996, p. 95)

### **2.3 Sounds in the Mind**

Human ears can identify every sound (music, screams, laughs, etc.), but there are a lot of situations when people hear a new noise and are not able to give it a noun or a meaning, so people wonder about themselves, what is that noise? (Seidlhofer, 1994). This situation occurs when English learners listen to new words in the English language. One common error that L2 students make is to read a new word in a book during the English classes and just get the meaning of the word. They may repeat the word but in an equivocate way, and this situation affects the pronunciation performance a lot. Apart from this, when they listen to the same word in an audio or an exam, they do not recognize the word because they did not listen to the correct pronunciation of this word, and they are not involved in the correct sound (Dalton, 1994). On the other hand, having a great English listening skill and knowledge of the lexicon are important, but these two aspects are not everything to develop a good pronunciation performance; there are a lot of L2 pupils in the language faculty who are great English language listeners with an enormous lexicon, but their pronunciation level is very poor. In the words of (Murcia, 1996), to make sense of a stream of speech, English learners

must take advantage of the sound system. Obviously, the hurdles to having a great English pronunciation performance are extremely difficult for us to overcome. Then, investigating the different strategies to improve the learning of speech is necessary to understand pronunciation difficulties (Murcia, 1996). Thus, analyzing cases of 890 mishearings (Games and Bond 1980 cited in Brinton, 1996) conducted by native English speakers in daily conversations claim that listeners understand the speech by applying the next four approaches:

1. Listeners need to identify a specific standard of strong and weak stress syllables to get familiar to the pronunciation. Apart they must pay attention to stress and intonation so that they can construct a metrical template.
2. They accentuated vowels.
3. They find words that tally to the stress of vowels and their adjacent consonants.
4. They destroy a phrase with the grammar and meaning compatible with the metrical template mentioned in the first strategy and the words indicated in the third strategy (Games and Bond 1980 cited in Brinton, 1996).

When applying the approaches mentioned above, listeners may encounter some difficulties in implementing them. So, when learners listen to spoken English, one of them is the deficiency of background knowledge and not understanding the sound system (Brinton, 1996). On the other hand, it is necessary that FL pupils should stop making a relationship between the sound knowledge of the mother tongue and the sound knowledge of the foreign language. Also, it is important that English learners have the proper knowledge of grammar and an extensive vocabulary (Broselow, 1987, cited in Brinton, 1996). Therefore, they will have a great detection when they listen to English.

Thus, it is a fact that the absence of these two factors in English pupils (appropriate knowledge of grammar and enough vocabulary) contributes to mishearing (Murcia, 1996). For example, second language learners listen to the word fraught, but they can mishear as they thought. So, the following process is significant in determining the speaker's speech (Brinton, 1996). Table 4 shows us the hurdles that FL learners have in their skills to hear unstressed elements, segmental speech, and process thought groups:

**Table 5:** *Difficulties with unstressed elements*

<b>Missing or wrong articles and prepositions</b>	
<b>Original text</b>	<b>Students text</b>
<b>Managing the situation</b>	<b>Handeling situation</b>
<b>Never stare at a dog</b>	<b>Never stare to the dog</b>
<b>Missing morphological endings</b>	
<b>Avoid showing your fear</b>	<b>Avoid showing you fire</b>
<b>Difficulties in segmenting speech into words or thought groups</b>	
<b>Rules of behavior</b>	<b>Rools to behave you</b>
<b>Knowing these rules</b>	<b>No in this rools</b>

Source: information taken from (Brinton, 1996)

In addition, missing prepositions, articles, and morphological endings lead to an incapacity to hear unstressed syllables and words. Furthermore, most second-language pupils face issues with segmental, for instance: the vowel contrast / æ/ vs / ε/ and this occurs with spelling sat for set and help for help.

## **2.4 New strategies for teaching pronunciation.**

### **2.4.2 Fluency- Building Activities**

Notwithstanding, foreign language students practice their pronunciation to develop a similar fluency and accuracy as a native English speaker, but in most cases, if a second language learner achieves good accuracy, his fluency will be affected and vice versa. In the words of (Brinton, 1996), pronunciation consists of making an exact production of the sounds, rhythms, and intonation standard of the language. Unfortunately, foreign language pupils claim that the pronunciation of communicative language teaching strategies is disregarded in English and language acquisition lessons, and this situation occurs because the relationship between the sound system and its significance and function is absent (Murcia 1996). Therefore, FL pupils face a lot of difficulties with pronunciation instructions.

However, according to (Murcia, 1996), L2 learners and the foreign language teacher could try to implement a listening exercise during the class where the professor chooses a student and asks him to select a specific topic to talk about. Then, the professor starts to speak about the topic for two minutes while the learner is just listening. However, in his mind, he must make his own interpretation of what the instructor is saying. Later, the teacher and student have a conversation on the topic selected for five minutes while all of the rest of the pupils are spectators; in addition, viewers must recognize a specific professor and student's behaviour that seems useful for them to apply in a conversation to have a better performance on the fluency and at the end of the activity all the class start to share the strategies that they observed the teacher used to encourage to the speaker and how they could implement these strategies during a speech. Afterward, all the L2 pupils start to do groups of three, where two students have a conversation about a theme that they selected. One student starts to speak for

two minutes while the other student is listening, and he applies supporting listening techniques; then, they start to have a conversation and the last student observes and takes notes about how the listening student applied the interpretation strategy. This activity must be finished until students in all the groups have switched roles, so each learner of each group needs to assume all three roles.

Also, Brinton, (1996), states that a fluency workshop is needed as well; in this activity, the foreign language students take a position in a large circle then they are designed the student with the letter A is a speaker, and the student with the letter B is the listener. In this exercise, learners must remember the interpretation listening strategy; the conversation theme is given by the professor, for the first-time learners have just four minutes to hold the conversation; when the time is finished, pupils must move with the other classmate and start a new discussion for just two minutes, and in the last time they move with another partner and start to hold the conversation again, but the discuss must be concluded in one minute. Later, students with the letter B tell the instructor what they heard about the conversion with their A classmates, and then a new topic is given, and all of the students must switch their roles, student B as speakers and student A as listeners, the activity restarts with the three times of discus. When the activity is completed, the students share their opinions about how their fluency levels differed during the three discussions.

This activity is played with three dice; the players throw the first two dice to suggest what part of the discussion in the wheel is given to students in turn, and in the last third, dice show which topic must be discussed; a couple of learners take one of the two contrary points

of view, then they start to talk with a specific time, when the theme is finished, the dice are thrown to the new turn begins.

### **2.4.3 Kinesthetic reinforcement**

This reinforcement method consists of doing movements with all the parts of the body, the most common activity is where the teacher does marks with his hands, but this practice is not quite common during pronunciation lessons. In addition, the following exercises show which kinesthetic practices the professor could apply to the students. The teacher gives directions to his students to extend in front of them their arms and fingers to keep intonational outlines, in the same way they pronounce a statement given by the instructor. The students pronounce multisyllabic phrases or words, and at the same time, they raise their fingers when they recognize the number of syllables. The professor indicates that students collocate one finger on a classmate's nose to do an exercise about nasal sounds.

The students move their hands in a circular fluent motion to explain the drawn-out quality of nasal, fricatives, and liquids. Furthermore, another kinesthetic technique is called poetry motion, in this practice students do some body movements according to they are practicing intonational outlines and reading aloud (Murcia, 1996). Also, pronounced rhythmic beat practices are excellent kinesthetic exercises where reading aloud is given by the instructor while the students flick their fingers or applaud. Later, when the teacher finishes this first activity, the use of a metronome is recommended to continue with the next exercise because the teacher can configure the metronome at a specific low speed, and then students start to read aloud word per word, and the professor with the past of the lector can increase the speed of the instrument to students read faster gradually (Brinton, 1996).

The following figure shows how the rhythmic beat is marked by the trace \* to indicate to the students the rhythm that they must follow during the lecture. See Figure 3.

\*Stresses in \*English \*tend to oc\*cur at  
\*regular \*intervals of \*time. (\*) It is  
\*perfectly \*possible to \*tap on the \*stresses  
in \*time with a \*metronome. (\*) The \*rhythm  
can \*even be \*said to de\*termine the \*length of  
the \*pause between \*phrases. (\*) An \*extra  
\*tap can be \*put in the \*silence, (\*) as  
\*shown by the \*marks \*with\*in the pa\*rentheses.

Figure 3. *Rhythmic as a tool to improve pronunciation* (Murcia, 1996)

#### **2.4.4 Use of authentic materials in teaching pronunciation**

Despite the variable and useful material for achieving the proper performance in the suprasegmental and segmental features in the L2 students, instructors must use genuine material that could be cheers, comic strips, children's rhymes, nursery rhymes, advertising slogans and copy, marching chant. Generally, these sources are convenient to apply to the learners (Goodwin, 1996).

A significant recommendation for working with advertising copy is that the professor realize the activity "shopping for sound", in which the instructor selects a lot of images of advertised proceeds to elaborate a collage. Then, a special teaching spot must be highlighted, such as the /S/VS/with a minimal couple of contrasts. Later, L2 pupils review the collage to locate the sounds /Z/ and /S/ in the ads products selected. For instance, the students must situate /Z/ in Renuzit carpet Deodorizer and in Luv diapers, /S/ in Spice Rack Cinnamon Sticks and in Oscar Mayer Beef Franks, /S/ and /Z/ in Smucker's Strawberry preserves and Crispy Wheaties' n Raisins Cereal, (Brinton, 1996).



On the other hand, comic strips do excellent work as a minimal couple of contrast to English pupils practicing sentence prominence, blending, and intonation (Murcia, 1996). The /ay/ vs. /ʌ/ contrast is foregrounded in The far Side strip (Figure 7) where the slug in a flat sees the landlord and claims to the other slug "Uh no, Freed the slime lord is coming". Here, a minimal amount of contrast is marked. Furthermore, this caricature illustrates a chance for cultural asides above the theme of landlords, slums, and renters' rights (Goodwin, 1996). Also, learners must research what kind of change a verb suffers when it blends with a preposition, whether it is emphasized as a true two-word (turn on "to excite") or as a verb particle combination (turn on "to attack"), (Murcia, 1996).

Furthermore, superhero magazines and funnies are included in the teaching pronunciation resources because they also could be managed to improve pronunciation performance, and teachers should apply them to teach this skill. The amazing Spiderman and the Crock are clear examples of giving sport to L2 students to practice intonation and sentence prominence, (Brinton, 1996).

#### **2.4.5 Techniques from Psychology**

In this science, there are a great deal of techniques such as breathing training and breathing deeply applied as a warm-up by the instructor. In addition, Teachers should complement this activity with visualization activities. This exercise consists of students searching for pictures. Also, playing relaxing music, such as Jazz during the exercise could improve the exercise (Murcia, 1996). The following example explains the activity.

First, students take their seats, close their eyes, and breathe deeply. They must start to count one from three, and then they exhale slowly. Later, pupils must breathe deeper and

start to count from one to five while they are keeping the air. Once more, students exhale slowly to take a breath again, and this time, they keep the air counting from one to eight. Learners start to visualize themselves sleeping a good deal of hours. At this point of the exercises, they imagine things that make them feel quite happy and relaxed, such as eating their favorite food, staying in their favorite season of the year, and doing their favorite hobbies; they are just enjoying themselves without thinking about the problems (Murcia, 1996). In addition, visualization activities work well as a warm-up for the learners because students get more relaxed and comfortable, and consequently, they have better performance during the pronunciation lesson, (Brinton, 1996).

Furthermore, neurolinguistic programming is a set of pedagogical convictions in psychology science, and they have an important role in the learning process because of the connection between emotions, body, and thoughts. Apart from this, NLP practices can lead to a switch in the fossilized pronunciation of several students with the following lesson, (Murcia, 1996).

In this activity, it is quite important that learners stay relaxed to start to work with the sound /Z/; the instructor starts to play the words buzz, zoom, zap, and zot, and later, he gives a short explanation about how to pronounce these words, then the teacher gives the directions to his students imagine a situation where they to reproduce the sounds in an in different words or phrases, one of them could be “Flight of the Bumble Bee”. Additionally, the NPL tool consists of reframing the context of an event that occurred (Goodwin, 1996).

#### 2.4.6 Techniques from Theater Arts

In the art field, instructors and students also have plenty of resources, such as music, cinema, and theatre, to improve English pronunciation. Many a student improve their pronunciation performance when they use drama to imagine and act in different situations that involve their feelings in the English language. In addition, there are a good number of techniques in drama art that the English instructor can apply during the pronunciation lesson for the L2 pupils to improve their voice modulation, pitch, volume, and rate of speech. Consequently, foreign language students can perform better at several articulations when they practice with various phoneme sequences, and then the application of these practices can lead to the development of great pronunciation in a semiautomatic way (Brinton, 1996).

In the following example, vowel-consonant articulation is worked.

1. La – lee – lay – low – lu                      *(apply in contradistinguish /l/ and (r)*  
Ra – ree – ray – row – ru
2. Pit – tip – pit – tip – pit – tip                *(apply in contradistinguish initial aspirated [ph]*  
Pin – nip – pin – nip – pin – nip                *and final unreleased [p])*  
Pill – lip – pill – lip – pill – lip

(Murcia, 1996)

On the other hand, in the following example, students yield lower and louder work words to improve the volume control. Like in radioooO, videoooO and houseeeE (Murcia, 1996). Furthermore, L2 learners could write their own passages to practice the rate of delivery and then share them with the class. At the end of the performance, learners who do

not get an improvement in their pitch must practice with short sentences, producing higher and lower pitch.

They give me an apple. (*low pitch*)

They give me an apple. (*higher pitch*)

They give me an apple. (*even higher pitch*)

They give me an apple. (*high pitch*)

(Goodwin, 1996)

In addition, The English instructor must know how to apply drama in a pronunciation lesson, so during the class, the teacher must play a role with his students in the same way as a drama coach does with actors and then supervise the errors that students could make. such as the wrong pronunciation of an unknown word, they are giving the direction of pitch, voice modulation, and monitoring paralinguistic support. On the other hand, common errors to avoid are when the teacher instructs students to perform a passage, but the students do not have the proper time to memorize it. Also, giving a large needless passage to perform for students is another error that the instructor could make.

#### **2.4.7 Using multimedia in the teaching of pronunciation**

Digital tools play a significant role in the improvement of pronunciation performance in a foreign language because electronic devices, such as cell phones and laptops, can get apps that are quite useful to L2 students to achieve their goals in the foreign language. Apart from this, learners have a great deal of free options on social media, where they can access a lot of English and Spanish language exchange groups to speak with native speakers and improve their pronunciation performance. Afterward, they can take classes with a native second-language teacher to supervise their progress. Multimedia is a fairly significant

resource in teaching and learning pronunciation due to a great deal of benefits (Goodwin, 1996).

Another advantage that students get with the use of multimedia is the ability to get audio of any kind of material that they prefer to work with, such as a soundtrack with visual support and a computer-assisted program. Afterward, L2 learners usually get an extensive new range of audio feedback methods that often provide a clear explanation of the topic. For instance, a detailed view of the English speaker's lip position in the production of vowel sounds or using a computerized edition of Pronunciation Bingo to prove the phoneme discrimination skill. In this way, students feel more comfortable and more secure about their improvement in pronunciation performance. Fortunately, these days, technologically advanced devices offer a good deal of benefits for speech improvement that the language laboratory could not provide in later years (Murcia, 1996).

#### **2.4.8 Audio feedback**

Although the language laboratory has been implemented as a traditional resource for practicing pronunciation until the present, it has suffered an enormous actualization of its material. Specifically, the language lab gives a great deal of speeches about various themes. Furthermore, the software material now provides the L2 students with the possibility of getting a lot of target models than before. However, it is essential that pronunciation professors have the ability to control all of the software programs that the lab offers to the students. One advantage is that the student can get a command of his audio station, and then learners work with the material individually selected by them. The actual language lab definitely covers some of the students' learning needs.

On the other hand, the oral dialogue journal is a technique that provides accurate feedback and helps students improve their oral fluency. The technique consists of students recording their oral production once a week on a blank cassette tape, the teacher starts the dialogue exchange by providing an initial message to the L2 pupils. Additionally, the message must be dubbed at high speed onto the tape whether the latter method is chosen. At the end. The instructor turns the tape to the student with individual feedback (Brinton, 1996).

#### **2.4.9 Video**

In most fields of pedagogic, the video has worked as a useful technological resource to improve the learning of the students, and in the English language, students have a lot of advantages from this technological tool, such as the use of video as a feedback tool, and as a source of prerecorded material (Murcia, 1996). The video works excellently as a feedback tool because of the visual factor, a beneficial thing is to work with videotape because students are able to hear their speech production and get a hit value. For L2 students the hit value is fairly significant because it can make students aware of pronunciation features that they need to work on. Apart from this, it works with the paralinguistic elements since the communicative process can depend on the paralinguistic elements of communicative notification (Murcia, 1996).

Students often use video cameras to record themselves to practice their pronunciation performance. Also, during the pronunciation lesson, the teacher gives them group sessions to talk about any topic and record their speeches. After this, the professor and students analyze the tapes with a speech checklist in a lab, or an assignment is given to the students by the instructor. For example, simulate job interviews to help students recognize the misplacing of words. On the other hand, one disadvantage of video as a source of prerecorded

learning material is the lack of video software programs focused on pronunciation in which L 2 pupils just practice the flexing of various speech organs for fifteen minutes.

## **2.5 Recent studies**

In this research, Abimnui, (2012), fifty-one L2 pupils in the first grade of the Management and Finance section of the Prepavogt in Yaounde were selected. The process of this study was qualitative research. The results showed that the mother tongue interferes when pronouncing English, leading to mispronunciation errors and misunderstandings such as accentuation, intonation, and sounds, which reduce intelligibility in L2 pupils. Generally, students have a negative perception of learning the English language because of misconceptions about learning the English language. In addition, second-language students must have a significant interest at the beginning of the English course to develop their speaking goals as well as positive behavior when they are learning and practicing foreign language pronunciation.

Afterward, Mohammad, (2018), another qualitative research conducted with some students of a Preparatory year program in Saudi Arabia, recommended that the field of grammar of a foreign language is important and never should be left aside to avoid complications for pupils because the lack of grammar always will be a factor of stagnation for the L2 students' pronunciation development. Also, this recent study suggests that studies about the environment where L2 students stay are quite important because learners need to know and create the appropriate circumstances in which they feel comfortable to improve their pronunciation performance. In addition, continuing to investigate the various new learning methods to achieve speaking goals in a foreign language is fairly significant. Also, Abdalgane, (2020), a qualitative study with one hundred Arabic students between eighteen-

and twenty-two-years old address in Saudi Arabia, suggests that the field of phonetics and phonology is important because students present a lot of problems and get confused a lot with sound production such as mispronunciation of consonants [p]-[v], not be able to make a difference between vowels of the foreign language. So, Segmental and supra-segmental phonology could be hard areas of the features of the English language to study for L2 pupils, but it is indisputable that those topics must be searched continually for learning and practicing the process of foreign language pronunciation. Additionally, searching for the real difficulties that second language pupils face in their learning process requires an enormous amount of investigation. For example, to recognize the similarities and differences between the tongue language features and the target language features.

Furthermore, Farhat, (2021), another qualitative and quantitative study with thirty-two Arab undergraduate EFL pupils, states that the scarce environment and exposure to a second language lead to the mispronunciation of a lot of sounds. This study suggests that it is quite important to work in the field of phonology. Specifically, items including phonemic word squares, phonemic inventory consonants, and phonemic inventory vowels are very significant since the training on these topics has helped EFL students improve their pronunciation significantly. Table 6.

*Recent studies*

<b>Author</b>	<b>Participants</b>	<b>Purpose</b>	<b>Instruments</b>	<b>Findings</b>
<b>Charles Abimnui</b>	51 students of a higher college, Prepavogt	Identify the items that L2 learners face to learn the English language.	Qualitative research	<b>L2 students have an equivocate thinking about learning English, and they are not motivated to speak.</b>



<b>Issa Mohammad Mohammad Naser</b>		Show a great deal of strategies to L2 teachers that can help students overcome the difficulties of pronunciation.	Qualitative research	<b>L2 students do not receive the proper training and enough time to improve a good pronunciation performance.</b>
<b>Mohammed Abdalgane</b>	100 Arabic students	To mention the significant importance of pronunciation in acquiring English as a second language.	Qualitative research	<b>L2 students present plenty of problems with recognizing vowels, Mispronunciation of consonants, and problems with placing stress in a word intonation.</b>
<b>Syed Farhat Jahara</b>	32 Arab undergraduate EFL pupils	To help EFL pupils overcome the challenges that they face to improve their pronunciation with a couple of phonetic training and imitation-pronunciation tests.	Qualitative and quantitative research.	<b>Sounds and accents are a huge challenge for EFL students, even to pronounce basic words because they are focused just on grammar, and spelling.</b>

Source: Own elaboration

## Chapter III

### 3.0 Introduction

This chapter presents the methodology used for collecting the data for the study. It explains the research approach that was focused on specific LEI students in the language faculty, the data collection techniques present students' answers based on their feelings, opinions, and their experience during the major with the pronunciation problems, the analysis context of the research. It also gives details about the participants.

### 3.1 Research approach

This research is focused on a quantitative perspective. According to Bhandari, (2020), quantitative investigation is the method of gathering and studying numerical data. It can be used to find standards and averages, make predictions, evaluate causal relationships, and generalize outcomes to extensive populations. Quantitative investigation is used in social science, in this case, the field of education.

In this investigation, the method is descriptive research, Technology, (2001). The descriptive research refers to the sort of research question, design, and data analysis that will be applied to a given theme. Descriptive statistics relate what it is, while inferential statistics try to establish cause and effect. So, this study gathers the learners' answers about their self-perception of English pronunciation through a questionnaire and data analysis.

A research design works as a strategy for answering research questions using empirical data. In these cases, a questionnaire is applied to two groups of students to determine their opinions on their pronunciation; one group thinks that they have a good pronunciation performance, and the second one thinks that they do not have a great pronunciation performance. Based on students' answers, it will be possible to measure the

dependent variables because my objective is to know the different factors that cause LEI students to have a negative perception of their pronunciation performance, as a consequence, they are not able to develop their speaking skills.

### **3.2 Location**

This study is in Mexico, especially in Puebla city, at the Benemérita Universidad Autónoma de Puebla in the English teaching degree; in this major, students work to improve their English skills, and they prepare with enough knowledge to teach the second language. In this degree, LEI students' course forty-three subjects which seven classes are focused on learning and teaching methods, and two courses are focused on linguistic aspects to achieve pronunciation skills but it does not work well in many cases.

### **3.3 Sampling**

First, I started to search for the correct students with pronunciation problems in the language faculty; the selection process was complicated because a lot of students did not have a clear idea about their pronunciation performance, and a lot of students claimed that their pronunciation skills are not good, but not bad at all. The type of sampling used in this research is non-probability sampling. In the words of Kassiani, (2022), it is a sampling method that uses non-random criteria like the availability, geographical proximity, or expert knowledge of the individuals that the investigator wants to research in order to answer a research question. The method of sampling is a voluntary response sample. According to McCombes, (2019), It consists of the researcher requesting members of a population to join the sampling process, and people decide whether to be in the sample or not.

### **3.4 Participants**

The participants for this research were 80 LEI students between twenty-one and twenty-three years old, forty women and forty men, sixty-seven students had a negative self-perception of their pronunciation performance. On the other hand, the rest have a good opinion about their pronunciation performance.

### **3.5 Data collection technique and instrument**

For this study, the instrument was survey-descriptive research to collect, measure, and analyze the Lei students' answers about their self-perception of pronunciation problems. This tool is most used in quantitative studies, social sciences, and education to assess learners. Also, according to Salaria, (2012), it is preoccupied not only with the features of individuals but with the features of the entire sample thereof. It gives information useful for solving local difficulties.

On the other hand, the technique is a Likert-type scale questionnaire; it is an assessment data tool used in social research to assess attitudes. Morales et al. (2004) quoted that this type of categorization consists of a set of items in the form of statements or judgments to which the reaction that it contains 15 items, which correspond to four dimensions: Learning strategies in the language faculty, pronunciation performance, Autonomy, and Improved Areas. The alternative or Likert-type points used that correspond to the questionnaire will be: Strongly Agree, agree, Indifferent, Disagreement, Strongly Disagree. For this study, the questionnaire used to collect the data was created by Morales et. al (2003). See Appendix 1.

### **3.6 Data analysis**

Primarily, the responses to the 80 questionnaires were counted, and the outcomes were separated into sectors, following the sequence: the data collected was gathered in four dimensions with the Excel app. From this survey, some graphics were made using Excel. There also is one graphic per dimension, which works for being more meticulous in detecting the pronunciation challenges faced by students at LEI. For the data analysis, descriptive analysis is important in this research, according to Bhattacharjee, (2012), it is focused on statistically describing, aggregating, and presenting the constructs of interest or associations among these constructs. They used bar graphics since they let us observe the trend plainly, contrast the category and indicators based on the responses provided by the participants, and thus, make a better analysis and appraisal of the differences and similarities between the answers. Subsequently, all of the graphics were described to give an analysis and percept of the outcomes shown on each of them.

### **3.7 Procedure**

The procedure for applying this instrument was to use a link from Google Forms and then send it to different social media, such as WhatsApp, Google, Instagram, and Facebook. The instrument started to be applied on October 16 and finished on October 25.

### **3.8 Ethical consideration**

Research ethics are important because, in a lot of cases, science has often been manipulated negatively by people to advance their private agenda and engage in activities that are opposite to the norms of scientific conduct. The ethics in the science community is significant because if a professional's behavior falls in an unethical way, he could face several damages to his professional reputation.

The participation of people in research must be voluntary without any negative consequences if the participants decide to leave the project. Also, the anonymity and the confidentiality of the subjects must be obligatory in an investigation; in the words of Bhattacharjee, (2012), these two points are really important to protect subjects' interests and future well-being; their identity must be protected in a scientific study. It is important to mention that if an instructor asks their students to be research participants, the learners must get and sign an informed consent form that plainly describes their right to not be a participant and right to retire before their answers in the study can be recorded. See Appendix Two.

## CHAPTER IV

### 4.0 Introduction

In this section, the results that were obtained with the instrument applied to the LEI students will be discussed. Firstly, the instrument was a survey was applied in a Google format. They switched to Excel and finally, they were collocated in the SPSS application to be analyzed and become in fifteen graphics.

### 4.1 Importance of pronunciation in learning English

In graphic number one, the majority of participants (67.5 %) agree that pronunciation is an important aspect of learning English. Fewer than them (11.3%) are indifferent, and a minority of the participants (1.3 %) strongly disagreed. See Table 7.

**Table 7**

*Pronunciation importance in the FL*

	Frequency	Percentage
Agree	54	61.5%
Disagreement	4	5
Indifferent	9	11.3
Indifferent, agree	1	1.3
Strongly agree	11	13.8
Strongly disagree	1	1.3

Source: own elaboration.

### 4.1.2 Having a good pronunciation is vital to have a fluent conversation

The majority of participants (50 %) agree that good pronunciation is vital to a fluent conversation. Fewer participants (12.5) are indifferent, and the minority participants (2.5) Strongly disagree. See Table 8.

**Table 8***Good pronunciation equals fluent conversation*

	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>27</b>	<b>33.8</b>
<b>Disagreement</b>	<b>1</b>	<b>1.3</b>
<b>Indifferent</b>	<b>10</b>	<b>12.5</b>
<b>Strongly agree</b>	<b>40</b>	<b>50.0</b>
<b>Strongly disagree</b>	<b>2</b>	<b>2.5</b>

Source: own elaboration.

**4.1.3 Technological resources are important to improve pronunciation**

Most participants (32.5) agree that technological resources are important for improving pronunciation. While fewer participants (25 %) are indifferent, and the minority participant (2.5%) strongly disagrees. See Table 9.

**Table 9***The importance of technological resources in pronunciation.*

	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>26</b>	<b>32.5</b>
<b>Disagreement</b>	<b>7</b>	<b>8.8</b>
<b>Indifferent</b>	<b>20</b>	<b>25.0</b>
<b>Strongly agree</b>	<b>25</b>	<b>31.3</b>
<b>Strongly disagree</b>	<b>2</b>	<b>2.5</b>

Source: own elaboration.



#### 4.2.1 Using apps to practice English pronunciation

The majority of participants (43.8%) strongly agreed with using apps to practice English pronunciation. Fewer participants (15%) are indifferent, and the minority (2.5) strongly disagree. See table 10

**Table 10**

*Apps to improve foreign language pronunciation*

	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>26</b>	<b>32.5</b>
<b>Disagreement</b>	<b>5</b>	<b>6.3</b>
<b>Indifferent</b>	<b>12</b>	<b>15.0</b>
<b>Strongly agree</b>	<b>35</b>	<b>43.8</b>
<b>Strongly disagree</b>	<b>2</b>	<b>2.5</b>

Source: own elaboration.

#### 4.2.2 Visiting webpages that help with the English pronunciation

The majority of participants (25%) agree that Visiting web pages help with English pronunciation. Fewer participants (33.8) are indifferent, and the minority participants (6.3) strongly disagree. See Table 11.

**Table 11**

*Websites to Achieve Foreign Language Pronunciation Performance*

	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>20</b>	<b>20.0</b>
<b>Disagreement</b>	<b>12</b>	<b>15.0</b>
<b>Indifferent</b>	<b>27</b>	<b>33.8</b>
<b>Strongly agree</b>	<b>16</b>	<b>20.0</b>
<b>Strongly disagree</b>	<b>5</b>	<b>6.3</b>

Source: own elaboration.

#### **4.2.3 Social media such as Facebook, Instagram, or YouTube are useful for improving the English pronunciation**

The participants majority (42.5) strongly agree that social media such as Facebook, Instagram, or YouTube are useful to improve English pronunciation. Fewer participants (16.5 %) are indifferent, and a minority of participants (6.3) strongly disagree. See Table 12.

**Table 12**

*Social networks to practice the English pronunciation.*

	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>21</b>	<b>26.3</b>
<b>Disagreement</b>	<b>7</b>	<b>8.8</b>
<b>Indifferent</b>	<b>13</b>	<b>16.3</b>
<b>Strongly agree</b>	<b>34</b>	<b>45.5</b>
<b>Strongly disagree</b>	<b>5</b>	<b>6.3</b>

Source: own elaboration.

#### **4.2.4 It is better to learn pronunciation by using traditional methods**

The majority of participants (27.5 %) agree that it is better to learn pronunciation by using traditional methods. Fewer participants (30 %) are indifferent, and the minority participants (5 %) strongly disagree. See Table 13.

**Table 13**

*Traditional methods as the best option for acquiring good pronunciation.*

	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>22</b>	<b>27.5</b>

<b>Disagreement</b>	<b>10</b>	<b>12.5</b>
<b>Indifferent</b>	<b>24</b>	<b>30.0</b>
<b>Strongly agree</b>	<b>20</b>	<b>25.0</b>
<b>Strongly disagree</b>	<b>4</b>	<b>5.0</b>

Source: own elaboration.

#### **4.2.5 It is important to develop the pronunciation area in the learning**

The majority of participants (46.3 %) strongly agree that it is important to develop the pronunciation area in learning. Fewer participants (8.8 %) are indifferent, and the minority participants (1.3%) strongly disagree. See Table 14.

**Table 14**

*The learning in the pronunciation area*

	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>32</b>	<b>40.0</b>
<b>Disagreement</b>	<b>3</b>	<b>3.8</b>
<b>Indifferent</b>	<b>7</b>	<b>8.8</b>
<b>Strongly agree</b>	<b>37</b>	<b>46.3</b>
<b>Strongly disagree</b>	<b>1</b>	<b>1.3</b>

Source: own elaboration.

#### **4.2.6 Insecurity when participating in class due to a low pronunciation performance**

The majority of participants (32.5%) strongly agree that they have insecurity when participating in class because of their pronunciation. Fewer participants (23.8) are indifferent, and minority participants (2.5 %) strongly disagree. See Table 15.

**Table 15**

*Self-consciousness during the practice of English pronunciation*

	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>23</b>	<b>28.7</b>
<b>Disagreement</b>	<b>10</b>	<b>12.5</b>
<b>Indifferent</b>	<b>19</b>	<b>23.8</b>
<b>Strongly agree</b>	<b>26</b>	<b>32.5</b>
<b>Strongly disagree</b>	<b>2</b>	<b>2.5</b>

Source: own elaboration.

#### **4.2.7 Pronunciation is an important area as grammar is.**

The majority of participants (43.8 %) strongly agree that pronunciation is an important area as grammar and vocabulary. Fewer participants (15 %) are indifferent, and the minority participants (3.8 %) strongly disagree. See Table 16.

**Table 16**

*The importance of pronunciation*

	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>17</b>	<b>21.3</b>
<b>Disagreement</b>	<b>13</b>	<b>16.3</b>
<b>Indifferent</b>	<b>12</b>	<b>15.0</b>
<b>Strongly agree</b>	<b>35</b>	<b>43.8</b>
<b>Strongly disagree</b>	<b>3</b>	<b>3.8</b>

Source: own elaboration.

#### **4.2.8 It is important to focus more on pronunciation in classes**

The majority of participants (35%) agree that it is important to focus more on pronunciation in classes. Fewer participants (28.7%) are indifferent, and the minority participants (1.3%) strongly disagree. See Table 17.

**Table 17.***Focusing on pronunciation*

	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>28</b>	<b>35.0</b>
<b>Disagreement</b>	<b>8</b>	<b>10.0</b>
<b>Indifferent</b>	<b>23</b>	<b>28.7</b>
<b>Strongly agree</b>	<b>20</b>	<b>25.0</b>
<b>Strongly disagree</b>	<b>1</b>	<b>1.3</b>

Source: own elaboration

**4.2.9 Teachers' support is necessary to develop pronunciation**

The majority of participants (40%) strongly agree that Teachers' support is necessary to develop pronunciation. Fewer participants (23.8 %) are indifferent, and the minority participants (5 %) strongly disagree. See table 18

**Table 18***The importance of instructor's support in English pronunciation development*

	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>19</b>	<b>23.8</b>
<b>Disagreement</b>	<b>6</b>	<b>7.5</b>
<b>Indifferent</b>	<b>19</b>	<b>23.8</b>
<b>Strongly agree</b>	<b>32</b>	<b>40.0</b>
<b>Strongly disagree</b>	<b>4</b>	<b>5.0</b>

Source: own elaboration.

#### 4.2.10 Pronunciation activities must be interesting for students

The majority of participants (36.3 %) strongly agree that pronunciation activities must be interesting for students. Fewer participants (26.3 %) are indifferent, and the minority participants (2.5 %) strongly disagree. See Table 19.

**Table 19**

*Students' interest in pronunciation*

	Frequency	Percentage
Agree	25	31.3
Disagreement	3	3.8
Indifferent	21	26.3
Strongly agree	29	36.3
Strongly disagree	2	2.5

Source: own elaboration.

#### 4.3 Pronunciation activities should help students develop other skills

The majority of participants (30 %) agree that pronunciation activities should help students to develop other skills. Fewer participants (28.7 %) strongly agree, and the minority participants (2.5 %) strongly disagree. See table 20

**Table 20**

*Foreign language pronunciation and other skills*

	Frequency	Percentage
Agree	24	30.0
Disagreement	7	8.8
Indifferent	24	30.0
Strongly agree	23	28.7
Strongly disagree	2	2.5

Source: own elaboration.

#### **4.4 It is important to have a variation of tools for better performance pronunciation**

The majority of participants (42.5 %) strongly agree that it is important to have a variation of tools for better performance pronunciation. Fewer participants (17.5 %) are indifferent, and the minority participants (3.8 %) strongly disagree. See the figure 21.

**Table 21**

*Various resources to improve second language pronunciation*

	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>24</b>	<b>30.0</b>
<b>Disagreement</b>	<b>5</b>	<b>6.3</b>
<b>Indifferent</b>	<b>14</b>	<b>17.5</b>
<b>Strongly agree</b>	<b>34</b>	<b>42.5</b>
<b>Strongly disagree</b>	<b>3</b>	<b>3.8</b>

Source: own elaboration.

## CHAPTER V

### 5.0 Introduction

In this chapter the factors that cause students to have a negative self-perception on their pronunciation performance are exposed; this chapter is presented in four different sections. First, a general conclusion that includes aspects analyzed in this study according to the research questions. The second section in this chapter is the implications, followed by the limitations of this study and suggestions for further research.

### 5.1 Conclusions

The general results indicated that Negative factors cause LEI students to adopt a negative self-perception of their pronunciation. The results gathered showed that LEI students highlighted that in the language faculty of BUAP, many factors, for instance, the lack of class participation and practice on the part of the students, scarce support from the teacher, the sort of activities are not attractive, and type of resources and tools. Because learners cannot develop enough academic level in pronunciation skills since the problem begins when they started the LEI major and coursing the five language tongues and being in the last semesters, they felt that the pronunciation skill was not practiced enough to develop a good performance in the language's tongues or in any other subject. LEI students claim that the teaching methodology in the languages tongues is focused just on grammar and knowing a lot of vocabulary, and they did not practice pronunciation skills in real-life situations.

The answers to these questions helped to analyze the process and, at the same time, helped to analyze the problem that many LEI students suffered in their last semester with the



development of their pronunciation skills. The participants mentioned some specific factors that have affected positively their pronunciation performance: coursing the language phonetics and phonology in just one semester, having native speakers as teachers in a language tongue or other subject since talking all the time with a native of the second language helps a lot to improve the pronunciation skill and have self-confidence when speaking English. As a whole, the results of this study have shown the factors that affect pronunciation performance in both cases, negatively and positively from students' perspectives.

## **5.2 Implications**

Pronunciation performance has been one of the most significant skills in the English language. Also, professors and students of the LEI are constantly practicing their pronunciation because most of us as teachers and students have difficulties with this English skill; specifically, some students claim to have a poor pronunciation level, but they try to talk and talk in English in every class to achieve better performance on the speaking and pronunciation skill. However, there are learners so afraid to speak in English because they think they have a ridiculous pronunciation performance, and these students do not try to speak in English in any class. Most professors agree that students do not just need to practice grammar; they should try to use it to have good pronunciation and be fluent in an English conversation. Students need resources that force them to practice in a real-life situation. Digital tools such as Cambly and Let's Talk are perfect options for gaining significant knowledge and experience and developing great pronunciation skills. In the words of Broudy, (1977), information does not have a significant place in our experiences; it has no meaning, and it will go early.

In this study, it was found that the use of digital tools has helped a lot to students to improve their pronunciation performance providing more security for students when they are speaking English. It is important to mention that the Language Faculty needs to provide the necessary technological resources and new strategies to develop the pronunciation skills of the LEI students since in this study, the learners claim that there are not any resources or effective material to practice pronunciation and speaking ability.

### **5.3 Limitations**

Some limitations were found throughout the process of this study until conclusions were reached.

#### **5.3.1 Quantitative Method Limitations**

When using the qualitative method, it is well-known that the main purpose of quantitative research is the quantification of data. This allows the generalization of outcomes from a sample to the whole population of interest and the measurement of the incidence of various views and opinions in a given sample. In doing this research, there were some limitations in using this quantitative method; for example, you obtain a less detailed image. With this research process, outcomes are based on numerical answers, and, as a result, you receive slightly less insight into the thoughts and motivations.

#### **5.3.2 Survey limitations**

To start off with the first limitation, the survey was sent through social media such as Facebook, Instagram, and WhatsApp and the participants took a long time to answer the survey not all participants could be honest with their answers. This limits the research and

makes it more time-consuming, which at the same time may not work out because in some cases the participants tend to forget to answer the survey. Secondly, once participants have answered the survey, the researcher is in charge of transcribing the data to SPSS and selecting the kind of graphic for easier analysis of the data. That process is also time-consuming and the data had to be analyzed fast since the SPSS version used is free and their permission to work with the program freely is just for 15 days.

#### **5.4 Suggestions for further research**

This study focused on English teaching students and factors that cause them to have a negative self-perception of their pronunciation performance; such factors were revealed and showed; during the process of this study, it was encountered that participants agreed the language faculty needs to provide technological resources and new strategies focused on developing enough pronunciation level. Therefore, these proposals can be investigated, as well as what type of strategies and digital tools are good for the student's learning and practice. In addition, it seems necessary to explore the effect of the pronunciation of new resources and strategies in beginner English levels either in the one or two semesters, all of this to notice if there is a better development in the LEI pronunciation performance.

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### Appendix one

ITEMS	1	2	3	4	5
1) Do you consider pronunciation is another important aspect in learning English?					
2) Having a good pronunciation is vital to have a fluent conversation.					
3) Do you consider technological resources are important to improve pronunciation?					
4) Do you use apps to practice your pronunciation?					
5) Do you often visit webpages that help with your pronunciation?					
6) Do you consider social media such as face book, Instagram or youtube are useful?					
7) You think is better learning pronunciation by using traditional methods (books, dictionaries or recorder).					
8) Is it important to develop the pronunciation area in your learning?					
9) Have you ever felt insecure when participating in class because of your pronunciation?					
10) Is pronunciation area as important as grammar and vocabulary?					
11) Do you consider is important to focus more on pronunciation in classes?					
12) Teachers' support is necessary to develop pronunciation.					
13) Pronunciation activities must be interesting for students.					
14) Pronunciation activities should help students to develop other skills.					
15) Is it important to have a variation of tools for a better performance in pronunciation?					

## Appendix two

### CARTA DE CONSENTIMIENTO INFORMADO

Yo, ( ) declaro libre y voluntariamente que acepto participar en el estudio titulado: (LEI STUDENT'S SELF-PERCEPTION ON PRONUNCIATION PROBLEMS) que se desarrolla en \_\_\_\_\_

Se me ha explicado que el estudio consiste en:

1...

2....

3....

...n...

Que los riesgos y posibles molestias que representa participar en el estudio son:

1....

2....

3....

n ...

Además, entiendo que en el presente estudio se derivarán los siguientes beneficios:

Es de mi conocimiento que estoy en libertad de abandonar el estudio cuando así lo considere adecuado. Que ni el abandono, ni la participación en el estudio influirán en mi relación profesional



con los investigadores responsables; que estoy en libertad de solicitar información adicional acerca de los riesgos y beneficios, así como los resultados derivados de mi participación en este estudio.

NOMBRE DEL PARTICIPANTE

---

FECHA: \_\_\_\_\_ FIRMA: \_\_\_\_\_